



St. Thomas College of Teacher Education, Pala, Kerala – 686 575

Affiliated to Mahatma Gandhi University, Kottayam

Criterion I – Curricular Aspects

1.3 Curriculum Enrichment

1.3.1 (d) DOCUMENTARY EVIDENCE IN SUPPORT OF THE CLAIM



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

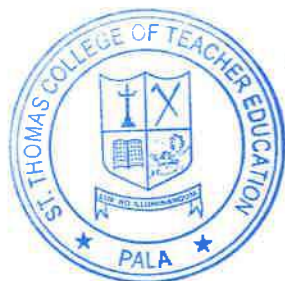
**SSR Submitted to
NAAC
Fourth Cycle of
Accreditation**

1.3.1(d) DOCUMENTARY EVIDENCE IN SUPPORT OF THE CLAIM

Sl. No:	Titles	Page No:
1.	Fundamental or coherent understanding of the field of teacher education	1-8
2.	Procedural Knowledge that create teachers for different levels of school education skills that are specific to one's chosen specialisation	9-82
3.	Evidence to explain students capacity to extrapolate learned skills	83-232
4.	The skills/competencies such as Emotional intelligence, Critical Thinking, Negotiation and Communication Skills	233-249

**A FUNDAMENTAL OR COHERENT UNDERSTANDING OF
THE FIELD OF TEACHER EDUCATION**

**The curriculum of B Ed and M Ed included courses which will provide
a fundamental or coherent understanding of the field of teacher
education.**



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A fundamental or Coherent Understanding of the field of teacher education

The curriculum of B Ed and M Ed included courses which will provide a fundamental or coherent understanding of the field of teacher education.

SAMPLE SYLLABUS

CORE COURSES

EDU 101: CONTEMPORARY INDIA AND EDUCATION

NO.OFCREDITS	:5
CONTACT HOURS	:100
MARKS	:100 (External 80 + Internal20)
DURATION OF EXAMINATION	:3 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the Educational Heritage of India
- understand the nature of education as a discipline and its correlation with other disciplines.
- comprehend the basic features of Indian constitution and its implication in education
- critically examine the pivotal issues of contemporary India.
- analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India.
- evaluate the basic concepts/issues of education with reference to NCF (2005) and NCFTE (2009).
- discuss the emerging dimensions of teacher education and professional growth of teachers

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

COURSE OUTLINE

Module 1 – Education (30 hours)

- 1.1 Indian and Western Concept of Education - Aims - Functions of Education in Individual, Social, National, and global levels.
- 1.2 Educational heritage of India with special reference to Vedic, Buddhist and Medieval periods–Significance of Upanishad in maintaining world peace and sustainable development –Educational Implications of Bhagavad Gita.
- 1.3 Western system of education in India with special reference to Macaulay's Minutes and Wood's Despatch
- 1.4 Elementary education system in India
- 1.5 Types of Education–Formal, informal, and non-formal
- 1.6 Education as Investment – Human Resource Development
- 1.7 Education as a discipline – Its correlation with other disciplines–History, Philosophy, Psychology, Sociology and Science.



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Module 2 – Indian Constitution and Education (10 hours)

- 2.1 Indian Constitution – Preamble- Fundamental Rights and Directive principles
- 2.2 Duties of citizens
- 2.3 Universalisation of Elementary Education-Right to Education Act 2009.

Module 3 – Features and Issues of Indian Society (30 hours)

- 3.1 Multiculturalism-Unity in diversity
- 3.2 Inequality and marginalization
- 3.3 Impact of Liberalisation, Privatisation and Globalisation on Indian Society
- 3.4 Educational Problems of Contemporary India-wastage and stagnation, Educated unemployment
- 3.5 Population Education and Inclusive Education

Module 4 -Education Commissions in India (10 hrs)

- 4.1 Radhakrishnan Commission (1949)
- 4.2 Mudaliyar Commission (1953)
- 4.3 Kothari Commission (1966)
- 4.4 National Policy on Education (1986&1992)
- 4.5 National Curriculum Framework for Secondary Education (NCFSE) 2005
- 4.6 National Curriculum Framework for Teacher Education (NCFTE) 2009

Module 5 – Recent Trends/Initiatives in Indian Education (20 hours)

- 5.1 District Primary Education Programme (DPEP)
- 5.2 Sarva Shiksha Abhiyan (SSA)
- 5.3 Rashtriya Madhyamic Shiksha Abhiyan (RMSA)
- 5.4 Rashtriya Uchathar Shiksha Abhiyan(RUSA)
- 5.5 Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET, General Awareness on KER and KSR
- 5.6 Professional Growth of Teachers – Pre-service and In-service Teacher Education

PRACTICUM (any one)

1. Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine.
2. Critical analysis of education policies of central and state government.
3. Prepare a dramatic script for eradicating various inequalities of Indian society



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PEDAGOGIC COURSES

EDU 104.11: UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

NO.OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- justify the relevance of English language learning and teaching.
- develop authentic classroom practices based on theoretical underpinnings.
- apply an integrated approach in developing the four-fold language skills.
- develop the ability for self-study.

MODE OF TRANSACTION

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue and ICT based teaching and learning.

COURSE OUTLINE

Module 1 – Historical background of English Education in India (10 hrs)

- 1.1 Historical development of English in India (Charter Act, East-West controversy, Macaulay's Minutes, Downward Filtration Theory, Three-language Formula)
- 1.2 General aims of teaching English in India (cultural, literary, and utility-based)
- 1.3 Present Status of English in India (Medium of instruction, Associate Official Language)

Module 2 – Conceptual background of English (10 hrs)

- 2.1 Language: relevance and linguistic principles
- 2.2 Nature and scope of English language
- 2.3 Importance of English language(international language, link language, library language, language of scientific research)
- 2.4 Conditions under which English is taught in schools today.

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Module 3 - Development of Language Skills (15 hrs)

- 3.1 Listening skill -sub-skills, developmental activities, types of listening (casual, focused, intensive, extensive)
- 3.2 Speaking skill- sub-skills, developmental activities
- 3.3 Reading skill- sub-skills, developmental activities, types of reading (intensive, extensive, loud, silent, individual, choral, literal, interpretive, critical, creative)
- 3.4 Writing skill- sub-skills, developmental activities, characteristics of good handwriting, Capitalization and punctuation.
- 3.5 Evaluating the four-fold skills (Analytical & Holistic marking scheme).

Module 4 - Developing Study Skills (10 hrs)

- 4.1. Importance of developing study skills
- 4.2 Locating & gathering information (skimming & scanning)
- 4.3. Storing Information (note-taking, note-making, summarizing)
- 4.4 Developing reference skills (using the Dictionary & Thesaurus)
- 4.5 Retrieving information using technology & computers.

Module 5-Educational Objectives of teaching English (15hrs)

- 5.1 Aims & objectives of teaching English at elementary, secondary and higher secondary levels
- 5.2 Bloom's taxonomy of Educational objectives-Revised Taxonomy and its implications
- 5.3 Objective-based instruction & objective based evaluation
- 5.4 Competency-based instruction & competency-based evaluation
- 5.5 Tri-polar relationship- Objective, Learning Activity, Evaluation

PRACTICUM (any one)

1. Summarize a Journal article on any education-related topic.
2. Identify five activities that can help to integrate the language skills.
3. Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus

REFERENCES



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ASSOCIATE COURSE-ELECTIVE

EDU 106.11 HEALTH AND PHYSICAL EDUCATION

NO. OF CREDITS	:3
CONTACT HOURS	:60
MARKS	:60 (External 50 + Internal 10)
DURATION OF EXAMINATION	:2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop positive attitude towards health
- gain knowledge about various hypo kinetic and communicable diseases and its prevention
- acquire knowledge about nutrition, energy requirement and expenditure
- understand the practice of Yogasanas and its importance
- organize and assist in the conduct of sports and games
- apply the techniques of First Aid
- develop awareness about physical fitness

MODE OF TRANSACTION

Lecture cum Discussion, Demonstration, Use of Audio- Video, Field Trips and Practical, ICT based teaching and learning.

Module 1 - Concept of Health and Physical Education (10 Hrs)

- 1.1 Health - Meaning - Definition
- 1.2 Dimensions of health - Physical, Mental, Social and Spiritual
- 1.3 Health Education- Definition - Aims and Objectives
- 1.4 Importance of Health Education
- 1.5 Health hazards: Alcoholism - Smoking
- 1.6 Physical Education - Definition - Aims and Objectives
- 1.7 Importance of Physical Education

Module 2 -Hypo-Kinetic and Communicable Diseases (10 Hrs)

- 2.1 Hypo-kinetic diseases - causes
- 2.2 Diabetes - Obesity
- 2.3 Body Mass Index (BMI)
- 2.4 Causes and prevention of HIV/ AIDS - Hepatitis A & B - Dengue Fever - Leptospirosis

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Module 3 -Nutrition, Health and First Aid (10 Hrs)

- 3.1 Components of Food and Nutrition - Vitamins - Deficiency Diseases - Sources
Balanced Diet
- 3.2 First Aid-Meaning, Definition, Aims, Basic Principles and Procedures of FIRST AID
- 3.3 First-Aid for Sprain- Strain - Cramp - Fainting - Dislocation - Fracture
- 3.4 Artificial Respiration - Cardio Pulmonary Resuscitation - Basic Procedures of CPR

Module 4 - Tournaments and Fixtures (10hrs)

- 4.1 Tournaments - Types of Tournaments - Knock - Out / Elimination - League / Round Robin - Single League - Double League - Combination
- 4.2 Byes and Seeding
- 4.3 Methods of drawing fixtures under each type

Module 5- Yogic Practices, Physical Fitness And Wellness (20 Hrs)

- 5.1 Yoga - Introduction - Meaning - Need and Importance Ashtanga Yoga
- 5.2 Meditative Asanas - Sukhasana - Vajrasana -Padmasana Therapeutic Asanas - Padahasthasana - Trkonasana - Paschimottanasana - Halasana - Sarvangasana - Salabhasana - Dhanurasana - Bhujangasana
- 5.3 Physical fitness - Meaning and definition - Components of Health Related Physical Fitness.
- 5.4 Wellness - Meaning - Definition
- 5.5 Effect of exercise on Circulatory system and Respiratory system

PRACTICUM (any one)

1. Conduct a survey on 'Lifestyle Diseases' in your locality
2. Design a recreational game and upload in your Blog
3. Prepare a report on Contemporary National / International Sports Event



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**MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme**

**First Semester
COMMON CORE COURSE
ED010101 - ADVANCED PHILOSOPHY OF EDUCATION**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

On completion of this Course the student will be able to

- gain understanding of the philosophical origin/basis of education and its application for the enhancement of educational quality.
- be exposed to the concepts of philosophical inquiry and use them as a basis to all their educational endeavours.
- understand the reality of ultimate human concerns and the contributions of philosophy in providing a base to them and develop capabilities for conceptual analysis of various issues in the society from philosophical perspective.
- develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.
- become aware of the contributions of the important philosophical schools to the theory and practice of education.
- realize the value basis of education, human rights problems and concerns of life and implement it at life situations.
- get acquainted with the process of validating information in different disciplines and learn to use the knowledge as application to education.
- get acquainted with the major Philosophical systems/schools and use them to recognize issues that need understanding from ethical, epistemic, aesthetic and political perspectives and their implications for education.
- analyse critically postulates and vision of great thinkers and their educational implications.
- develop a deeper understanding of the major modern movements in educational philosophies in the West and in India.
- develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.
- get stimulated to have their own independent and consistent view-point of a philosophy which enable them to make effective decisions on educational problems or issues.

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with communities, case study, survey and dialogue.

COURSE CONTENT:

Module One: Philosophical Perspectives of Education (20 hours)

1. Philosophy – meaning nature and purpose, need for philosophical frame work, functions of philosophy – normative, speculative and critical. .



2. Educational philosophy, concept, nature and scope, relationship between philosophy and education and importance.
3. Conceptual analysis in education - freedom, authority, curriculum, discipline, learning, training and instruction.
4. Modern concepts of philosophy: Logical analysis – logical empiricism and positive relativism.
5. Knowledge - meaning and nature, types, sources, method of acquiring knowledge.

Module Two: Western Schools of Philosophy (25 hours)

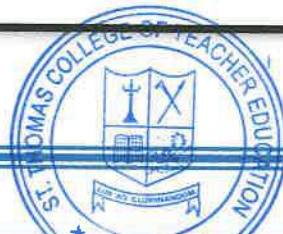
6. Fields of Philosophical Enquiry - Metaphysics, Epistemology and Axiology – Meaning, Scope and area of operation.
7. Idealism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
8. Naturalism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
9. Pragmatism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
10. Existentialism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
11. Marxism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.

Module Three: Indian Schools of Philosophy, Gita, Quran and Bible (20 hours)

12. Unique characteristics of Indian philosophies and its relationship with Indian cultural heritage.
13. Comparative study of orthodox school of philosophy and heterodox school of philosophy.
14. Explore the metaphysical, epistemological and axiological aspect of Yoga, Nyaya and Vedanta and their educational implications.
15. Critical analysis of Buddhism, Jainism and Charvaka School of philosophy.
16. Central theme of Bhagavat Gita, Quran and Bible and their educational implications.

Module Four - Philosophical Thoughts of Western and Indian Thinkers (15 hours)

17. Child Centered Education- Froebel and Maria Montessori. Critical Pedagogy - Paulo Friere.
18. Deschooling Movement - Ivan Illich.
19. Craft Centered and Liberal Education – Mahatma Gandhi and Rabindranath Tagore.
20. Integral Education – Aurobindo Ghosh and Jiddu Krishnamurthy.



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Module Five – Understanding Values (10 hours)

22. Meaning of values and their role in individual and social life.
23. Different aspects of values - ethics, morals, principles, rules, laws, customs and traditions.
24. Value sources, Value Conflict, Methodology of teaching values.
25. Indian Concept of values; purushartha, self-realization, constitutional values.
26. Inculcation of values and role of education.

PRACTICUM (any two):


1. Study on the value system of the teachers or students in our educational institutions and give suggestions.
2. Prepare classroom lessons using the philosophical concepts or value integration through the curriculum.
3. Organize a debate/Seminar/Symposium/Panel Discussion on any one of the topics related to Education for peace or Human Rights.
4. Conduct a critical analysis of the language Text books which apply schools of philosophy.




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**PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS
FOR DIFFERENT LEVELS OF SCHOOL EDUCATION
SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN
SPECIALISATION**




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Preparation of Micro lesson plans and Macro lesson plans

MICRO TEACHING LESSON PLAN 1

Name of Teacher : Fathima Salim Content : Fuel
 Skill : Stimulus Variation Supervisor : Dr. So Mary Thomas
 Date : 10-11-2022 Class : X
 Duration : 6 minutes Teaching Stage : Teach

Content	Teacher Behaviour	Student Behaviour	Component & skill
<p><u>Fuels</u> Fuels are substance that release plenty of heat energy on burning. Eg. Firewood, Coal, Petrol</p>	<p>Which is the first form of energy created by human being? Where does these heat energy they made from</p>	<p>Heat Burning firewood</p>	<p>Teacher - Pupil Interaction changes in speech pattern Teacher - Pupil Interaction Teacher Gestures</p>



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Yes, the first fuel is the wood itself

Look here, then what is fuel?

Fuels are substance that release plenty of heat energy on burning

Different fuels can be used for different purpose. Can give some examples?

Good. Can you classify these into solids, liquids and gases?

(Teacher asks students to discuss in group)

No response

Focusing
Teacher - Pupil
Interaction
Teacher movement

Kerosene, Petrol, Biogas, Hydrogen, coal, Firewood

Pupil - Teacher
Interaction

Solid - Firewood, coal
Liquid - kerosene, Petrol

Pupil - Pupil
Interaction

Gas - Biogas, hydrogen

change in
speech pattern

Conditions for Burning

* Sufficient oxygen must be needed for burning

* Solid fuel must be dry

* Liquid fuel must be evaporated easily

Do these fuels burn in same way?

Ok, let's do an experiment

Activity 1

Teacher ask one of the student to come forward with 3 piece of paper. keep one of them straight and crumpled the next. The third paper wet using water.

Look at these

Burn each of them using over a candle flame using pinces.

What do you observe

No response

Focusing

student help the teacher to do experiment

Audio-visual
Teacher Gesture
Physical Participation of student

Focusing
Changing interaction



Why is it so?
What are the conditions
for burning?
Discuss in group


Ok, These are the fav
ourable condition for
the complete burning.

Stretched paper -
Burns very well
Crumpled paper -
Moderately burn
Wet paper - No burn

Sufficient Oxygen must
be needed
Solid fuel must be dry
liquid fuel must eva
porate easily.

Pupil- Pupil
Interaction
Teacher - Pupil
Interaction.
Teacher move
ment.




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Name of the trainee: Fathima Galim

Observation Schedule : Skill of Stimulus Variation

Qualitative Rating

Quantitative Rating

Rating					Components	Duration (minutes)								
						1	2	3	4	5	6			
5	4	3	2	1	Teachers movement									
					Teachers gestures									
					Change in speech pattern									
					Pausing									
					Change in Audio-Visual sequence									
					Focusing									
					Students physical participation									
					Change in interaction styles by the teacher									

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



Beenam

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Link Practice

LINK PRACTICE - LESSON PLAN

Name of the teacher: Gouri Gayathri G

Subject: English

Stage: Link practice

Topic: "Mother to Son" (poem)


Time: 15 minutes

Date: 24-02-2022

Teacher Activity	Pupil Activity	Sub Components of the Skills
Greeting the students. Lets begin our class with a silent prayer.	Students greet back the teacher. (prayer)	Teacher - pupil interaction (gasp) positive non-verbal reinforcement (Smile) Audible - clear voice pause positive verbal reinforcement
Ok. Be Seated. How are you all? (Smile) All of you look happy and energetic. All of you had your breakfast. Good.	fine Yes	
Now, do you know any definition given by Dr. APJ Abdul Kalam for Birthday? Minu can you give it a try?	When we were born.	Grammatical correctness Teacher - pupil interaction clarity Conciseness Voice - audible and clear pause positive verbal reinforcement.
No dear. That's how we define birthday Ok. Can anybody else give it a try? Good.	The only day when our mothers smiled when you cried.	

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Teacher Activity	Pupil Activity	Subcomponents of the skills
<p>Very good. See, you are correct. Teacher repeats what she said.</p> <p>So mothers are the epitome of unconditional love. We all love our mothers right. She is the corner stone of our family. Now tell me do you like it when your mother gives you a string of advice?</p>	<p>Yes</p> <p>No</p>	<p>Teacher movement towards pupil</p> <p>Teacher-pupil interaction</p> <p>Pause</p> <p>Teacher movement towards pupil</p> <p>Grammatical correctness</p> <p>Relevancy.</p> <p>Audible and clear</p>
<p>So today we will be discussing a poem based on a mother's advice to her son. OK.</p> <p>Do you like poems? OK then. What is a poem or what are the features of a poem?</p> <p>Very good. Teacher repeats</p>	<p>Some says yes</p> <p>Verse form, rhyme, meter</p>	<p>Grammatical correctness</p> <p>Teacher pupil interaction</p> <p>Pause</p> <p>Specificity</p> <p>Conciseness</p> <p>audible and clear</p> <p>positive verbal reinforcement</p>
<p>So today we will be dealing with a small poem by James Keeler Langston Hughes. The poem is titled 'Mother to Son' (CB)</p>	<p>Observes and listens carefully</p>	<p>Teacher pupil interaction</p> <p>Change in audio visual sequence</p> <p>Change in voice tone</p> <p>audible and clear</p> <p>Teacher movement towards black board.</p>



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Teacher Activity

So before discussing the poem lets begin with our poet. So who is the poet (pointing at the board).

Yes. Good (Repeats)

James Melroe Langston Hughes was born on 1 february 1901. (CB)
He was an American poet, social activist and a playwright. He is best known as the leader of Harlem Renaissance. (CB)

Do you know what is Harlem Renaissance?

So from the text itself you can understand that, it was a cultural movement that took place in Harlem in Newyork during 1920s and 1930s. It was based on a cultural revival of African American dance, art, fashion and literature. It included struggles of blacks for their civil rights. For more information I will be sharing the link.

Pupil Activity

Langston Hughes

Observes and listens
Carefully

No

Observes and listens
Carefully

Subcomponents of the skills

Teacher - pupil interaction
use of gestures
Teacher movement towards pupil
Grammatial correctness
pause
Repeats what pupil said

Teacher movement towards blackboard
Change in audio - visual aids
Grammatial correctness
Conciseness
audible and clear
Pause
Relevancy

Change in voice tone
Teacher - pupil interaction
Teacher movement towards pupil
clear and audible voice.



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Teacher Activity	Pupil Activity	Subcomponents of the skills
<p>dealing with the poem. Let's speak something general about the poem.</p> <p>"Mother to Son" was first published in 1932 in magazine titled "The Crisis" (CB) dedicated to promote Civil rights</p> <p>The poem is a dramatic monologue (CB) and is written in free verse (CB)</p> <p>So what is a monologue? Do you know the answer?</p> <p>Before that what is a dialogue?</p> <p>Yes. It is a to and fro conversation. what does the word mono signify? (pointing at board)</p> <p>Correct. So what is a monologue?</p> <p>Very good. So dramatic monologue is one where poet takes voice of character and expresses his/her feelings.</p>	<p>Observes and listens carefully</p> <p>No.</p> <p>two people are involved</p> <p>one</p> <p>One person is involved</p> <p>listens carefully</p>	<p>Teacher-pupil interaction</p> <p>Teacher movement towards pupil</p> <p>audible and clear</p> <p>normal pace</p> <p>Change in audio visual sequence.</p> <p>Grammatical correctness</p> <p>pause</p> <p>Relevance</p> <p>Specificity</p> <p>Consistency</p> <p>Clarity</p> <p>Teacher movement towards black board.</p> <p>pause</p> <p>Grammatical correctness</p> <p>Teacher use of gesture</p> <p>Specificity</p> <p>Relevance</p> <p>audible and clear</p> <p>Teacher movement towards pupil</p> <p>Teacher-pupil interaction</p>

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Name of trainee: Gouri Gayathri G

Observation Schedule - Link practice

Qualitative					Components	Quantitative				
Rating						Duration				
5	4	3	2	1		3min	6	9	12	15
					Stimulus Variation					
	✓				1. Teacher movement					
	✓				2. Teacher Gesture					
	✓				3. Change in speech pattern Silence/pause					
		✓			4. pausing					
	✓	✓			5. Change in audio visual aids					
	✓	✓			6. Focusing					
	✓	✓			7. Student's Physical participation					
	✓				8. change in interaction styles by teacher					
	✓				Reinforcement					
	✓				1. use of positive verbal reinforcement					
	✓				2. use of positive non-verbal reinforcement					
	✓				3. use of extra verbal reinforcement					
	✓				4. Negative verbal reinforcement					
	✓				5. Negative non-verbal reinforcement					
	✓				Fluency of Questioning					
	✓				1. Appropriate structure of questions					
	✓				2. Appropriate process of questioning					



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E Learning material

CLASS 8
UNIT: 16

WATER

E- LEARNING CONTENT PREPARATION



SUBMITTED BY:
DENNA JOSE
PHYSICAL SCIENCE
ROLL NO : 27



CONTENTS

INTRODUCTION	HEAT CAPACITY OF WATER	SOFT WATER & HARD WATER
OBJECTIVES	FREEZING OF WATER	WATER & GASES
USES OF WATER	SURFACE TENSION	WATER POLLUTION
SOURCES OF WATER	COMPONENTS OF WATER	SUMMARY
STATES OF WATER	REACTION WITH METALS	MCQs
BOILING POINT OF WATER	THE UNIVERSAL SOLVENT	SHORT ANSWER QUESTIONS
		GLOSSARIES



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Discussion Teaching Manual

DISCUSSION TEACHING MANUAL 1

Name of the teacher : Anymol Joy

Subject : English

Name of the college : STCTE Pala

Unit : Glimpses of Green

Standard : X

Lesson : Adventures in a
Banyan Tree (Prose)

Duration : 40 minutes

(Paragraph 1-3)

Date : 09/01/2023

Content Analysis

Theme : Nature

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

Ideational Content


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

Linguistic Content

Vocabulary items : Magnificent /magnifis(ə)nt/, maze /meɪz/, nestling /nes(t)lɪŋ/, arching /ɑ:(r)tʃɪŋ/, catapult /'kætəpɪt/, delving /delvɪŋ/

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




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Learning Outcomes : The learner will be able to,

- a) listen, read and comprehend the story.
- b) read aloud with proper stress and intonation
- c) develop thinking skills
- d) develop interest in appreciating nature
- e) enrich vocabulary
- f) prepare write up, diary, letter
- g) participate in discussion
- h) develop the fourfold skill LSRW.

Prerequisites : The learner

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

Learning strategies.

Group discussion, loud reading, brainstorming, questioning

Learning aids

Dictionary, picture (PPT), Powerpoint presentation

References

Teacher Handbook, Text book.




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Process

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

Reading the proseLoud reading by the teacher

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

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

Silent reading

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

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



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(ii) What picture of the banyan tree do you get from this passage?

Collaborative reading / Brainstorming.

The teacher divides the pupils into groups and asks them to share their doubts regarding the meaning of the words and content. She asks them to find out the meaning of the words from the dictionary or glossary and clears the doubts raised by the pupils.


- Magnificent : extremely beautiful, elaborated or impressive
- maze : a network of paths and bridges signed as a puzzle through which, one has to find a way
- nestling : to live half-hidden or in shelter.
- arching : have the curved shape of an arch.
- catapult : a device or weapon for throwing or launching large object.
- Delving : searching thoroughly and carefully.

Scaffolding reading

The teacher asks the following questions to the pupils.

1. Where did the boy like to spend most of his time?
2. How did the squirrel become a friend of the boy?
3. What gave the boy endless pleasure?




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Loud reading by the pupils.

The teacher randomly selects a few pupils to read the paragraphs loudly. The teacher corrects the errors committed by the students.

Consolidation.

Today we saw the story "Adventures in a Banyan Tree" by Ruskin Bond, where he describes his experiences in childhood. He nostalgically remembers the time he spent in a banyan tree in his house in India and how he befriended a squirrel.

Writing Activity

The teacher asks the pupils to prepare a diary entry based on the narrator's friendship with the squirrel.

Individual writing

The students are asked to discuss their diary entries in groups, and modify them. Each group is asked to present their diary entry.

Editing

The teacher guides the pupils in editing their works with respect to the theme, spelling, capitalisation, syntax, punctuation etc.




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Presentation of Teacher's version / PPT

Diary entry on the narrator's friendship with the squirrel.

09/01/2023

Monday

9 PM

Dear Diary,

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

Follow up activity

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




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Criticism Teaching Manual - I

Name of the teacher : Anaymol Joy

Subject : English

Name of the school : St. Thomas HSS Pala

Unit : 5 - Love and Love

Standard : VIII

Lesson : "The Merchant of Venice" by William Shakespeare

Duration : 40 minutes

(2 Paragraphs)

Date : 12/6/2023

Content Analysis

Theme : Human values

Sub theme : Empathy, Friendship, Understanding and Cooperation

Educational Content

The Merchant of Venice is a comedy by the world renowned English playwright, William Shakespeare. This abridged version of the play depicts Antonio's act of love for his best friend, Bassanio, who seeks monetary help to woo his lady love, Portia which he agrees to give by borrowing money from Shylock, the hard hearted moneylender.

Linguistic Content

Vocabulary items : conceal /'kɒnsl/, double /'dʌbl/, lesson /'lesn/, noble /'nəbl/, luxurious /lɪgʒʊəriəs/, squander /'skwɒndə/, business /'bɪznɪs/, fortune /'fɔ:rtʃən/, suite /'su:t/, ducats /'dʌkət/, merchandise /'mɜ:tʃaɪzɪs/, borrow /'bɒrəʊ/, lender /'lendi/.

Grammar item : Adjectives - ① Bassanio is a young man
② Shylock is a wealthy moneylender

Synthetic content : Write the character sketch of Antonio and Bassanio

Objectives : The learner will be able to

a) read and understand the play



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Prerequisites: The learner,

- knows how to read, write and speak English.
- is familiar with the genre of drama.

Learning Strategies: Questioning, brainstorming

Learning Aids: Images (ppt), dictionary, ppt

References: coursebook, Teacher text.

PROCESS

RESPONSE

Entry Activity / Introduction

The teacher creates rapport with the students by presenting the picture of Shakespeare (PPT) (CB) and introduces the lesson "The Merchant of Venice" (CB) written by him - William Shakespeare (CB)


Students share their views.

Reading of the Prose

- loud reading by the teacher

The teacher reads the passage and asks




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some questions based on the passage

- (i) who is the author of the play?
- (ii) what is the title of the play?
- (iii) where is the story taking place?
- (iv) what is the name of Antonio's friend?

• Silent reading

The teacher asks the students to read the story silently and try to understand the content by themselves and underline the unfamiliar words. The teacher asks some questions from the passage

- (i) who was Antonio?
- (ii) How was the character of Antonio?

• Collaborative reading

The teacher divides the students into groups and asks them to find out the meaning of the unfamiliar words with the help of dictionary. Meanwhile, the teacher introduces the concept of adjectives and asks the pupils to find out similar words from the story. Then she asks students

Students carefully listen and answer the questions.

Students read the passage carefully

Students answer

Students find out unfamiliar words




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from each group to share their findings

- honest = truthful and sincere
- trouble = difficulty or problems
- bosom = very close or intimate
- noble = having or showing fine personal quality
- luxurious = rich
- squander = waste in a foolish way
- heiress = a woman who receives property from another person
- fortune = luck or chance
- suitor = a man who pursues a relationship with a particular woman, with a view to marriage
- ducat = a gold coin formerly current in most European countries
- merchandise = products or goods
- borrow = take and use
- lender = a person who lends money

Students will learn the meaning of unfamiliar words.




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The teacher tells about adjectives as the describing word of noun with examples.

① Bassanio is a young man

② Shylock is a wealthy moneylender.

Scaffolding Reading

The teacher asks the following questions to the pupils to help them analyse the lesson better.

(i) Who are the characters in the play?

(ii) Who is the moneylender in the story?

(iii) Who is Bassanio's lover?

• Loud reading by the students

The teacher selects some students and asks them to read the passage loudly. The teacher helps the students to rectify the errors committed by them.


Students read loudly.

Consolidation

Today, we dealt with the two paragraphs of the play, "The Merchant of Venice" written by William Shakespeare. In the play Bassanio asks his

Students listen




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friend Antonio for some money to show himself wealthy in front of his lover Portia. But Antonio was not able to give the money but decided to ask money from Shylock.

Writing Activity

The teacher asks the students to write about the characteristics of Antonio and Bassanio.

• Individual writing

The students are asked to write the character sketches of Antonio and Bassanio.

• Group writing


The students are asked to discuss their write-up in group and make necessary modifications.

Editing

The teacher guides the students in editing their work with respect to theme, morphology, syntax, spelling, punctuation, etc.

Students edit the errors.




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Presentation of Teacher's version (ppt)

Antonio → The title character in "The Merchant of Venice"
→ He is a powerful wealthy man
→ He is a middle-aged man

Bassanio → Antonio's friend
→ He loved Portia
→ He is determined to marry Portia.

Students write it in their notebooks.

Follow up Activity

Write a conversation between Antonio and Bassanio. Students agree

2/2/23



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Critical Evaluation - Anonyma Jay

Introduction

The teacher introduced the lesson by showing an animated video on friendship. It was effective in creating a friendly rapport with the students.

Subject Competence

The teacher had a comprehensive understanding of the subject matter. She gave the students ample information about the author and the theme. Her presentation style was enough to induce an interest in the theme and she also asked specific and appropriate questions to the students.

Methods and Techniques

The methods and techniques used by the teacher were apt in conveying the meaning and the message of the text. She tried her best in using direct method throughout the class. She used the maxims 'simple to complex' and 'known to unknown' in the class. In addition, the teacher, via the writing activity, ensured that the students understood the topic clearly. It would have been much better if the instructions were made more clear.



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Group Activity

In the introduction itself she divided the class into groups and asked questions to the groups in between the class. She also asked them to do the writing activity in groups. A proper interaction was maintained throughout the class.


Learning Materials

The teacher used an animated video in the introductory activity and she also included pictures in the slides to make the class more effective. She used the blackboard and wrote the difficult words the students found from the passage on it. Enough number of dictionaries were also given to the students to find out the meaning. The use of these materials made the class more effective.

Questions and Answers

The teacher asked significant questions to the students. The questions were simple and appropriate and she tried to ensure the participation of all students. Some grammatical and pronunciation errors were there and it would have been better if she asked the questions individually, than groups.




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Concluding the lesson

The teacher concluded the class by giving them a good consolidation. Despite the constraints of time, she was able to complete the lesson she then followed it up with a follow up activity to be completed in the next class.

Class management

The teacher was efficient in managing the students. She maintained a calm and quiet atmosphere in the class throughout the class. She ensured the participation of all students and motivated them to write during the writing activity. The class would have been much better if she had given enough negative reinforcement, as the students talked in between when they watched the video.

Interaction

Throughout the class, the teacher sustained an apt interaction with the students. She maintained a learner centered approach by ensuring their participation in all activities.

Personality of the teacher

The teacher was a little tense and it would have been better if she was more pleasant. But her interaction style was friendly. She was very much welcoming to the responses that came from the students.



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(B.Ed. 2022-2024 Batch)

Practical EDU (101) 107.1 - PROJECT

**A STUDY ON THE OPINION OF STUDENTS ON THE IDEA
OF GENDER-NEUTRAL UNIFORM IN SCHOOLS**

Submitted By:

Name : AMRUTHA ANIL

Class No : 1

Subject : ENGLISH

Reg. No :

Date of Submission: 7/11/2022

Submitted To:

Dr. T.C Thankachan

Associate Professor, St. Thomas
College of Teacher Education, Pala,
Kerala

Evaluation Column

Signature

Date:

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[Handwritten Date: 7/11/22]

Principal

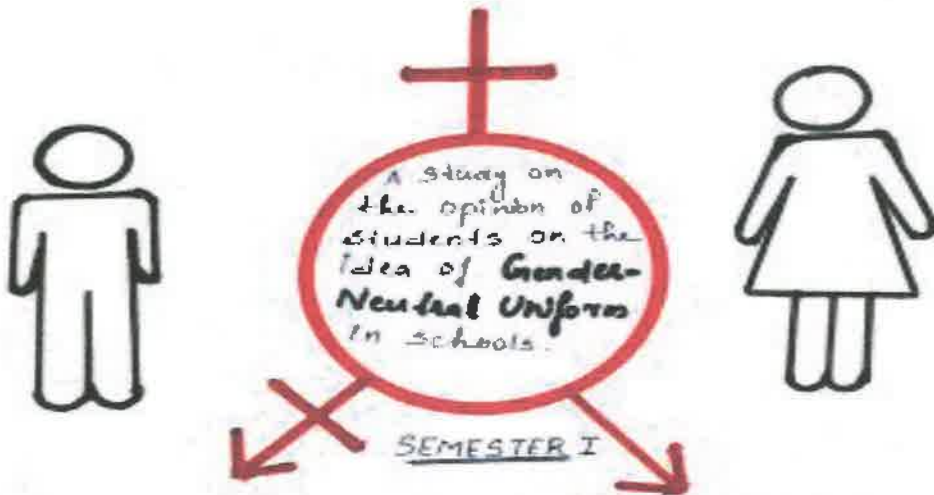
College Coordinator



[Handwritten Signature]
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**EDU 101 : CONTEMPORARY INDIA AND
EDUCATION**

**PRACTICAL : PROJECT ON SOCIALLY/
EDUCATIONALLY RELEVANT ISSUE**



REFLECTIONS :

The project gave me lot of visions about the idea of Gender-Neutral Uniforms. I was really a thought provoking work. Through this work, I got an opportunity to mingle with students and find out their opinions about the idea of Gender-Neutral Uniforms.

**EVIDENCE :
REPORT**

Amrutha

Amrutha . P. Anil
English Education

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Guest Professor Dr
21/02/2022

Practical-EDU 107.2 (105) - Development and Presentation of Learning Resource Materials for School Pupils

ICT - Information and Communications Technology

"The Will Revolutionise Education"

When technology integration is at its best, a child or a teacher doesn't stop to think that he/she is using a tech tool.

Imagination will take you everywhere.

Novelty, Exciting, interesting, Easy and informative - is what an ICT learning material is.

The success of any presentation will be judged by the knowledge you send out, not what your students receive.



ICT is not the future, it is the present. Just Go For It.

The practical was interesting. It improved the imagination and creativity in me. The radiant Ray of Hope instilled in me the idea that a little belief, a little faith, hard work and a little hope is sometimes all that is needed to see the light.



Evidence Report



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Demonstration of Various Yoga Asanas (2020-2021)

Yoga is the flame that never fades away
The state of perfect bliss
As part of the 108 Asanas
Shaktasana (Post of dance pose) and
Supta Bhujangasana (Reclining back pose) these
pose strengthen and stretch your body
parts thereby provide us with greater flexibility
and control.



Brilliant yoga always heals
your soul. It was informative and
inspiring.

I am standing on my own altar and the presence of you
is my prayer. To make your soul happy

Yoga: 2020-2021

Yoga: 2020-2021

- 1. Let yoga help that no longer serves you
- 2. Breathe
- 3. Be patient and enjoy with it
- 4. You can achieve more than you think



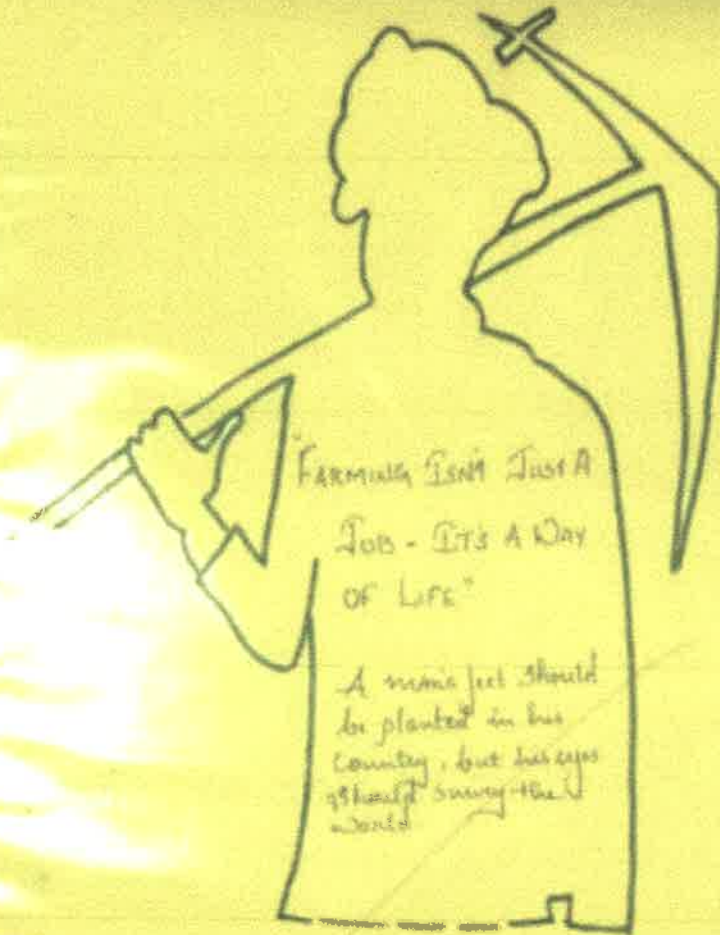
Endless love

Green Leaflets by

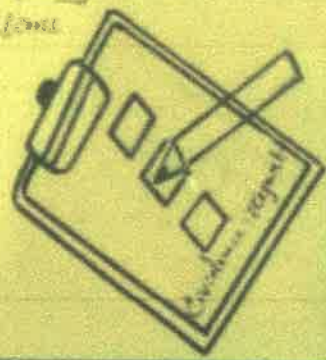


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Project on Socially/Educationally Relevant Issue.



As part of B.Ed programme, I prepared a report on the topic "The Inevitable Issues faced by Farmers: A Study Conducted at Moolan Panchayat of Alappuzha District". "If you ate today, thank a farmer". Survey method was employed for the purpose. It was a genuine first-hand experience. This concrete experience helped to examine the respondents' characteristics across diverse farmer population and thereby improving the learning experience.



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Estd. 1957



TWO YEAR B.Ed. PROGRAMME

20 - 20

(CREDIT & SEMESTER SYSTEM WITH GRADING)

RECORD

COURSE CODE OF PRACTICALS: EDU 107.1, 206.1, EDU 302.1, EDU 404.1

NAME: ANAND K.S



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PREPARATION OF A MATERIAL ON ADOLESCENT PROBLEM

TOPIC: SCHOOL BUILDING

INTRODUCTION

Adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. Stanley Hall (1904) described it as a 'developmental phase'. During this phase, certain transitions occur. These transitions are biological, cognitive, social and emotional which can be turbulent time for them. These teenage years are categorized into three stages.

1. Early adolescents (12-14 yrs): A phase when the kid is not yet matured but he is no longer a kid. At this stage physical changes are a constant source of irritation.
2. Middle adolescents (14-17 yrs): This phase is marked by emotional, cognitive, mental maturity develops in early age in girls than in males.
3. Late adolescents (17-19 yrs): Finally come close to adulthood to have a firm identity and more stable interests. Adolescents are



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EDU 102 CHILDHOOD AND GROWING UP

EDU 107.1 PREPARATION OF A MATERIAL FOR A THEME ON
ANY ONE ADOLESCENT PROBLEM

SCHOOL BULLYING

As a part of B.Ed programme, I prepared a material on 'School Bullying'.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.

This helped to recollect the old memories of me being a victim of bullying and to understand the variants of bullying and its impacts on students especially adolescents.



Banerjee
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Practicum EDU 101
(2022-2024 B.Ed. Batch)

**Title: CRITICAL ANALYSIS OF NATIONAL EDUCATION
POLICY 2020**

Submitted By:

Name : *Ajmal S. S. S.*

Subject : *Method Science*

Roll No : *17*

Date of Submission : *21/11/2022*

Submitted To:

Dr. T.C. Thankachan
Associate Professor,
St. Thomas College of Teacher Education,
Pala, Kerala

Evaluation Column

Signature

Date:

Principal

College Coordinator



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EDU 101 - PRACTICUM
Critical Analysis of Education Policies - NEP 2020.



As a part of our Bed Curriculum (EDU 101) I have done a critical analysis on NEP 2020: Reimagining Vocational Education. Through this work I got an overview about NEP 2020 in general and also the importance of Vocational Education. Our Vocational Educational system, over the years, has witnessed a slow and stagnant growth but the NEP 2020 give required spotlight to the Vocational Education. I also put my own suggestions.

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Practical EDU 107.1

(2022-2024 B.Ed. Batch)

**Title: Creation of blog and uploading of any learning material in
the blog (EDU103)**

Submitted By:

Name : ANITA THOMAS

Subject : NATURAL SCIENCE

Reg. No : 22324-0112092



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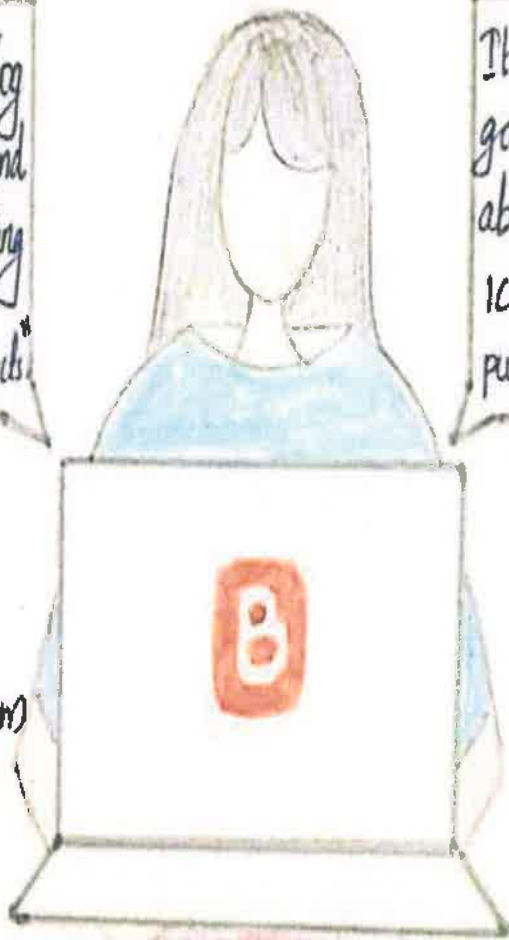
EDU 103 - DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

PRACTICAL :- CREATION OF BLOG AND UPLOADING ANY LEARNING MATERIAL IN THE BLOG

I created a blog using blogger and uploaded a learning material on "bio-products"

It helped me gain knowledge about the use of ICT in educational purposes.

Anika@STCTE
anikastcte.blogspot.com



Benefits for Students
Promote self-expression

Benefits for Teachers
Exchange of teaching



BRANCHING PPT

PPTR ☆ 📄 🌐

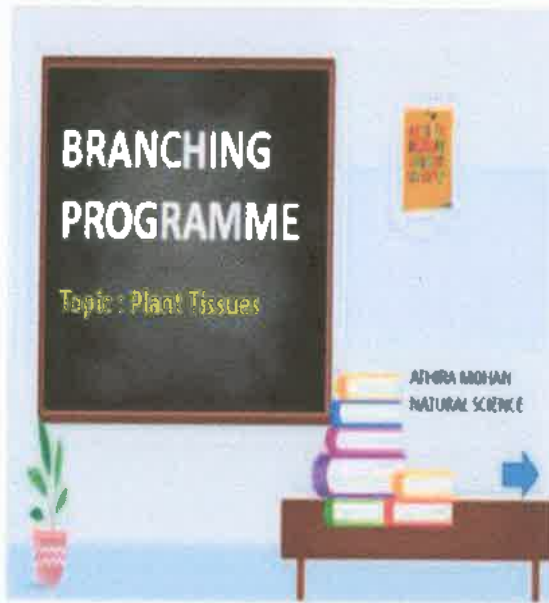
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Slideshow

Share

Background Layout Theme Transition



Click to add speaker notes



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EDU 103 Developments and Resources in Education technology

Practicum

Preparation of Programmed Instructional Material using branching Programme

As part of B Ed Curriculum i prepared a branching programme on the topic

"Plant tissues"

I learned to prepare a simple learning material which helps students to learn in simple way

I improved my skills in using various information and computer technologies to prepare this material



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Practicum EDU 102

(2022-2024 B.Ed. Batch)

**Title: Report on the facilities provided and strategies adopted by the
Anganwadi for the progress of the society**

Submitted By:

Name : Elizabeth Cyriac
Subject : Commerce Education
Reg No : 223040112109

Date of Submission: 30/11/2022

Submitted To:

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

Evaluation Column

Signature 

Date: 22/12/2022

Principal

College Coordinator




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EDU 102

CHILDHOOD AND GROWING UP

Practicum: Visit an Anganwadi or a Primary School and prepare a report on the facilities provided and strategies adopted for the progress of the society

- * Visited an anganwadi on 5th November 2022
- * Location: Dhusapukam along with Best IPE Dhusapukam..

* Name of teacher: Mrs Sandhya S

* No. of students: 5

* It was a wonderful experience to spend time with children. Helped me to know about the facilities provided by the anganwadi



Evidence:
Report



ELIZABETH CYRIAC
COMMERCE EDUCATION

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(B.Ed. 2022-2024 Batch)

Practical EDU 102-

**PREPARATION OF A MATERIAL ON ADOLESCENT
PROBLEM**

TOPIC - DEPRESSION

Submitted By:

Name : AMRUTHA P ANIL

Class No : 1

Subject : ENGLISH

Reg. No :

Date of Submission: 16-11-2022

Submitted To:

Dr. Alex George

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

Evaluation Column

Signature

Date:

Principal

College Coordinator



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EDU 102 : CHILDHOOD AND GROWING UP

PRACTICAL : PREPARATION OF A MATERIAL FOR ANY ONE ADOLESCENT PROBLEM

SEMESTER I



Irritability, frustration or pessimism.



Difficulty thinking clearly or quickly.

DEPRESSION



Recurrent thoughts of death or suicide.



EVIDENCE: RECORD

REFLECTIONS:

As a part of the B.Ed. programme I studied about one of the most important Adolescent Problem i.e., Depression. Depression is a mood disorder that causes a persistent feeling of sadness and loss of interest.

Annurtha. P. Anil
English Education.



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HUMAN ACTIVITIES

Types

Economic Activities are those undertakings which are directly or indirectly earning money or livelihood

Human activities are those activities for recreation, leisure or necessity done by people

Economic Activities

Non-Economic Activities

Meaning

Meaning

Business

It refers to those activities and acts of production, exchange of goods for sale or exchange of services for profit and the satisfaction of profit.

Profit

Meaning

Reward

Profession

It refers to an occupation which involves rendering of personal services of skill and expertise in nature.

Professional Fee

Meaning

Reward

Employment

It refers to an occupation where an employee performs the work assigned to him by his employer.

Salary/Wages

Meaning

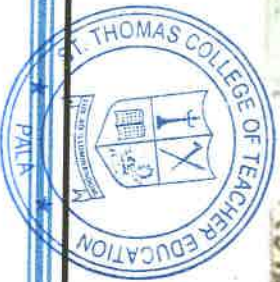
Reward

Teacher/Straps
Doctors
Chef in a restaurant

Examples

Examples

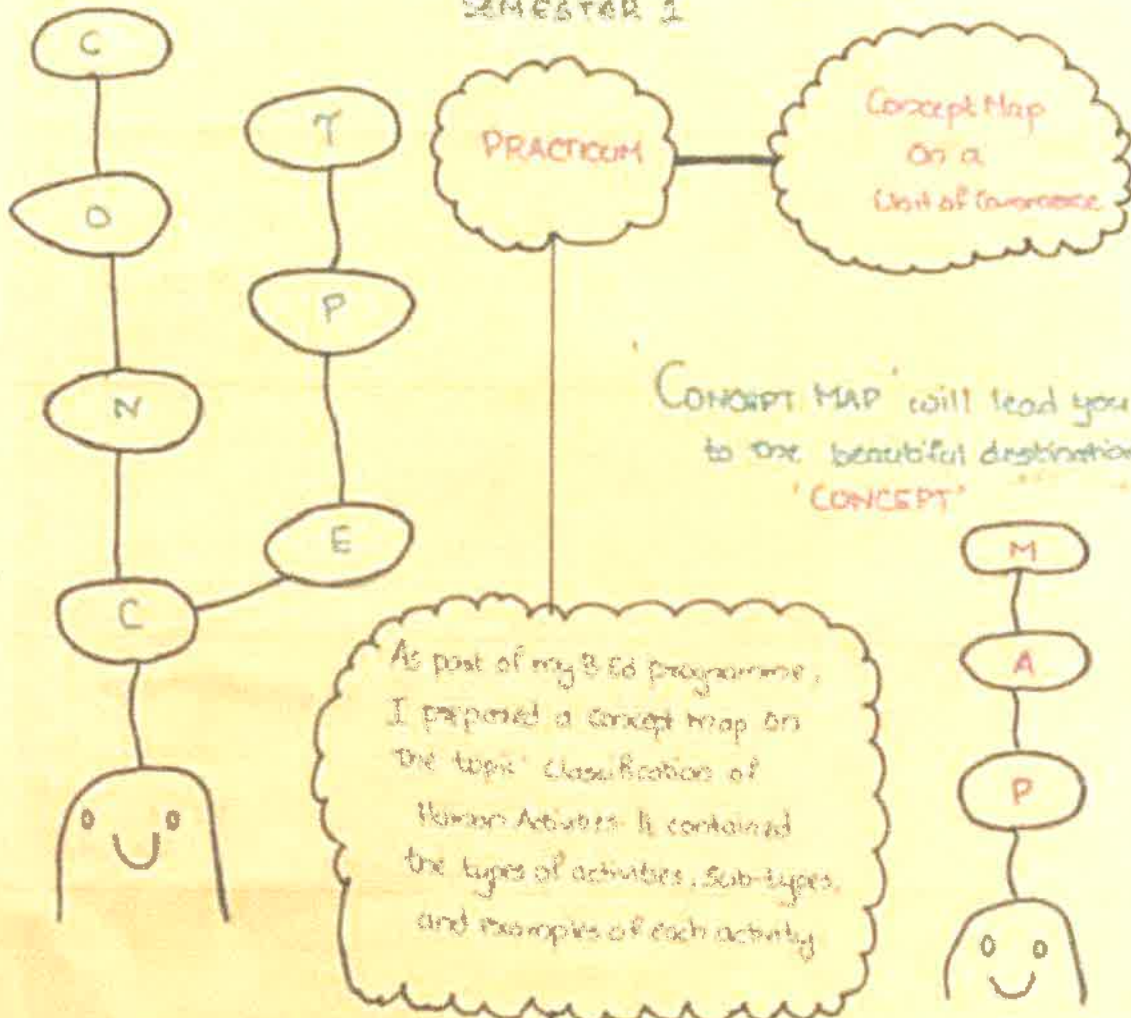
Mother looking food for the family
Visiting temple for prayer



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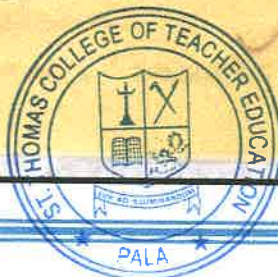
EDU 105 20: Learning to Function As Classroom Teacher

SEMESTER 1



Evidence: Reports (Choice)

It was the first time I prepared a 'concept map' in an organised way on my own. It was a knowledge gaining and informative experience for me. In my opinion, concept maps help us to understand a topic easily rather than going through the whole theory. Preparation of a 'concept map' will foster our creativity skills. Since 'concept map' is prepared using various shapes, there is a high chance that the content in the shapes will remain in our minds for a long time. Overall I enjoyed while preparing the concept map.



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Merrin Ann Philip
Roll No: 47
Classroom Educator

EDU 101 PRACTICUM
CRITICAL ANALYSIS OF EDUCATION POLICIES OF CENTRAL AND STATE
GOVERNMENT



I selected the first part of NEP 2020 for the critical analysis in school education.

This work enabled me to improve my critical thinking and the ability to analyze information objectively.

Through this work, I came to understand the changes that NEP brings to school education and its pros and cons.

Evidence: Report



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B L O G

EDU107-1 LESS 3 PRACTICAL BLOG CREATION AND UPLOADING LEARNING MATERIAL

I created my blog Mathsworld and uploaded a learning material myself by the blog on 3/12/2021



Blog creation helps one to improve my technical skill

This work helps me to think about the vast world of technology which can be used in future programmes and teaching-learning process

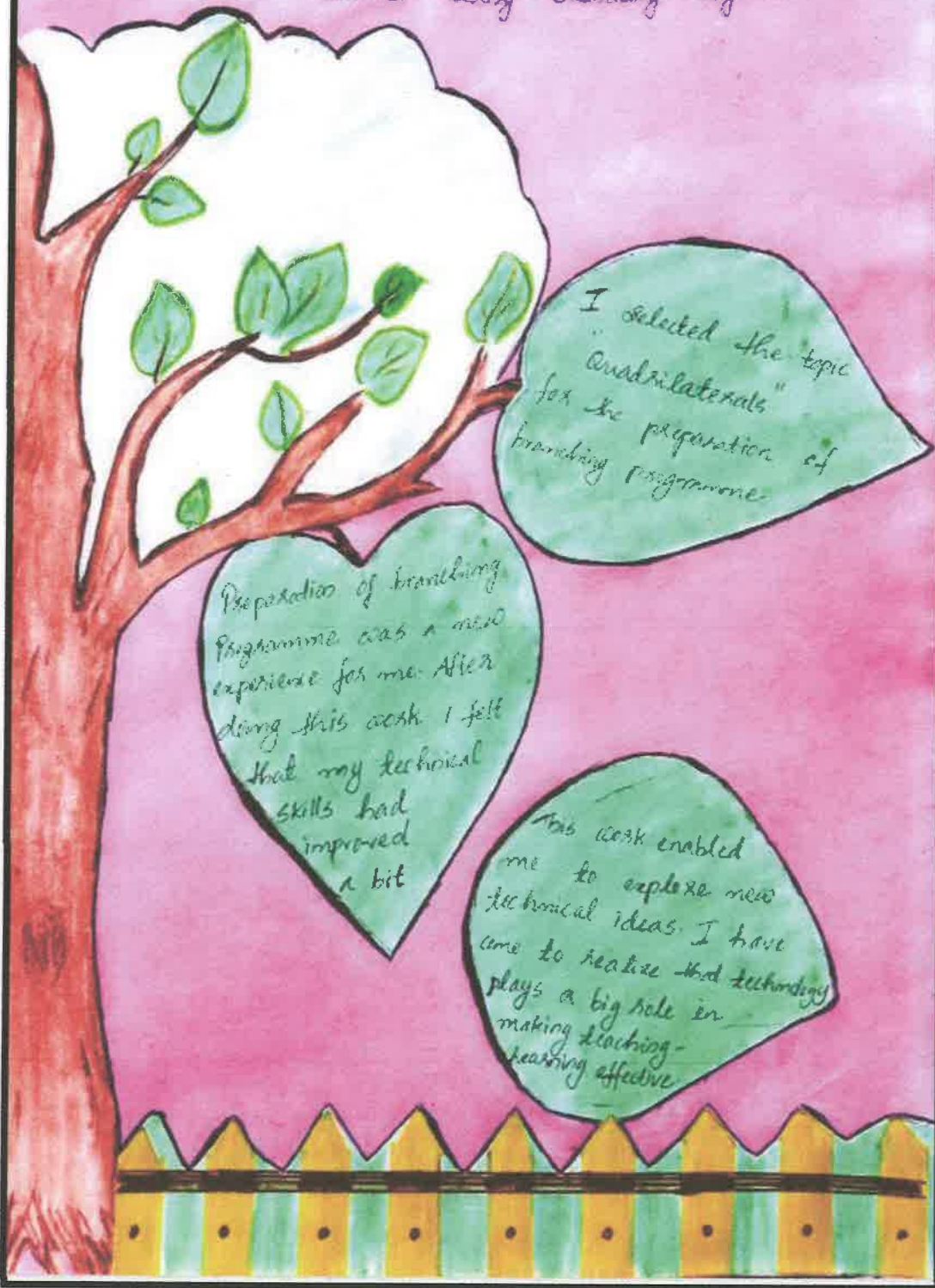
Blog Id: mazavilekar.blogspot.com

Evidence: Report
Date : 6/12/2021



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EDU 103 PRACTICUM : Programmed Instructional
Material using Branching Programme.



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EDU 1072 PRACTICAL

DEVELOPMENT AND PRESENTATION OF LEARNING
RESOURCE MATERIAL FOR SCHOOL INFILLS

Preparation of
e-learning material
was a challenging
task for me

I selected the
topic POLYGONS
of Class 8,
chapter 3.



This work helped me to
improve my technical
ideas, skills and to utilize
the new technical aids, for
teaching learning process

This work led me
to think about how
useful technology can be
in today's teaching and
learning.



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EDU 107-2 PRACTICAL
LINK PRACTICE




Topic: Ratios and part relations
Duration: 20 minutes
Date: 16/2/2022

Evidence: Record

REFLECTIONS




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ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA



B.Ed. Degree Programme 2022-2024

Semester : I

EDU 104.18 : UNDERSTANDING THE DISCIPLINE OF NATURAL
SCIENCE EDUCATION

PRACTICUM

Write a Drama/Theatre script on a relevant social issue connected with
the Secondary School Biology Syllabus

Submitted By :	Submitted To :
Divya Thankachan Natural Science St. Thomas College of Teacher Education Pala	Dr. Bindu David Assistant Professor St. Thomas College of Teacher Education Pala
Date of submission	7/10/2022
Signature of Student	



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EDU 104-19 : UNDERSTANDING THE
DISCIPLINE OF NATURAL SCIENCE
EDUCATION

DRAMA SCRIPT

ഭൂമിക്കാരു

കാട്

21/01/2022



- Learned practice in script writing
 - Practiced the art round script writing
 - Understood how to write a script on ecologically relevant (waste management) issue.
- Resubmission on

WIDENILE DRAMA SCRIPT

Dr. BEEVAMMA MATHEW



Prof. Dr. BEEVAMMA MATHEW
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ST. THOMAS COLLEGE OF TEACHER
EDUCATION , PALA

EDU 106.12 - Practical (EDU 107.1)
(B.Ed 2022-24 Batch)

STUDY ON PREVAILING PRACTICES IN
GUIDANCE AND COUNSELLING

Submitted by *19/1/23*
Annu Paulin Joseph
social Science Education
Class No: 36 .

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

Date of submission : 19/01/2023

College Coordinator

Principal



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EDU 107.1

Study on Prevailing Practices in Guidance and Counselling

As part of B.Ed. Curriculum, a study was conducted on the 'Prevailing Practices in Guidance and Counselling for Adolescents'.



⇒ There exists a helping relationship between a Counsellor and Counsellee. Undivided attention to the problem and good listening skills are essential for a counsellor.

⇒ Got an opportunity to understand the need of counselling for 'adolescence' - a period characterised by emotional stress, conflicts of values and adjustment problems.

Evidence - Report

Anna Paulin Joseph



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**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

Signature

Date: 12-1-2022

Principal

College Coordinator



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REVIEW ON A FILM ABOUT EXCEPTIONAL LEARNERS



Better appreciates the film
Makes conscious efforts to look at every detail
Critically evaluates the social responsibility
of the film.



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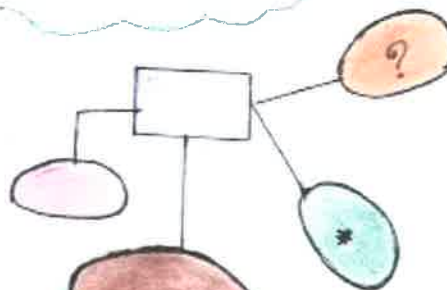
EDU105-16 PRACTICUM
CONCEPT MAP

I selected the topic 'SETS'
of class IX for the
Preparation of the concept map

Through this work,
I came into know
that concept map can
be powerful tool in
the world of education

It helped me to
brainstorm new ideas

This work enhanced
my planning and
organizing skills.



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EDU107B DEMONSTRATION OF YOGIC ASANAS

Through this work,
I understand the benefits
of yoga and how yoga
helps in the overall
development of mind and
body



Ardha Ustrasana & Vakrasana
are the two asanas, I selected
for the demonstration.

I came to know the importance
of yoga as it build physical
strength in the body and
boost confidence in the mind.



Evidence: Record



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EDU 101 & PRACTICAL
OBSERVATION PRACTICES BY EDUCANCE AND COUNSELLING

Field: Max Shera Medicaly - Pala

Date of visit: 22/2/2022

Counsellor: Fr. Julia Elizabeth



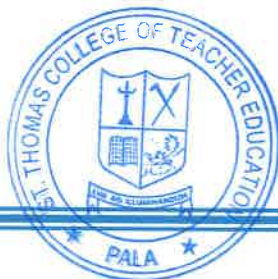
This work enabled me to understand the need of counselling centres in our community. Through this work, I came into know the role of teachers in school counselling and the qualities of a good counsellor. It was my first experience as an interviewer.



Signature: Beena



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B.Ed 2022 - 2024 Batch

PRACTICUM EDU 201: KNOWLEDGE AND CURRICULUM

Album on Educational Quotes of Western and Indian Philosophers

Submitted by:

Name: Sivani Sai A.S

Subject: English Education

Class No: 07

Reg no:

Submitted to:

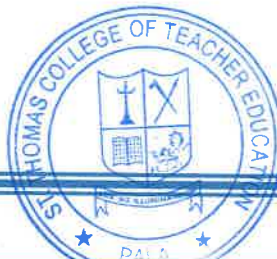
Dr T. C Thankachan
Associate Professor
St. Thomas College of Teacher
Education, Pala

Dr. T. C. Thankachan
10/11/23

Evaluation Column

Signature :

Date :



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EDU 201 : KNOWLEDGE AND
CURRICULUM

PRACTICUM: AN ALBUM ON EDUCATIONAL
QUOTES OF WESTERN AND
INDIAN PHILOSOPHERS.




- Gave sufficient gaze into the philosophers of the world, ancient to modern
- Realize the difference and similarities in the views on education among various philosophers.
- Ensure creative spirit and educative journey

Evidence : Albums
Field : College

Sivani Sai
Roll no: 07
English Education




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EDU 206 1 - PRACTICAL
SCHOOL PROFILE AND PRACTICES

EDU 206 1 - PRACTICAL SCHOOL PROFILE AND PRACTICES

Practising Teacher
Field : School

As part of B.Ed. curriculum, I went for induction programme at St. Mary's G.H.S.S. Pala.



REFLECTIONS

- * As I received essential support from the teachers it was a joyful experience in my life.
- * I got more insights about school curriculum, the teacher-students relationship and teaching process.
- * The need for the support services in a life of a student is indispensable and I could comprehend it as well.

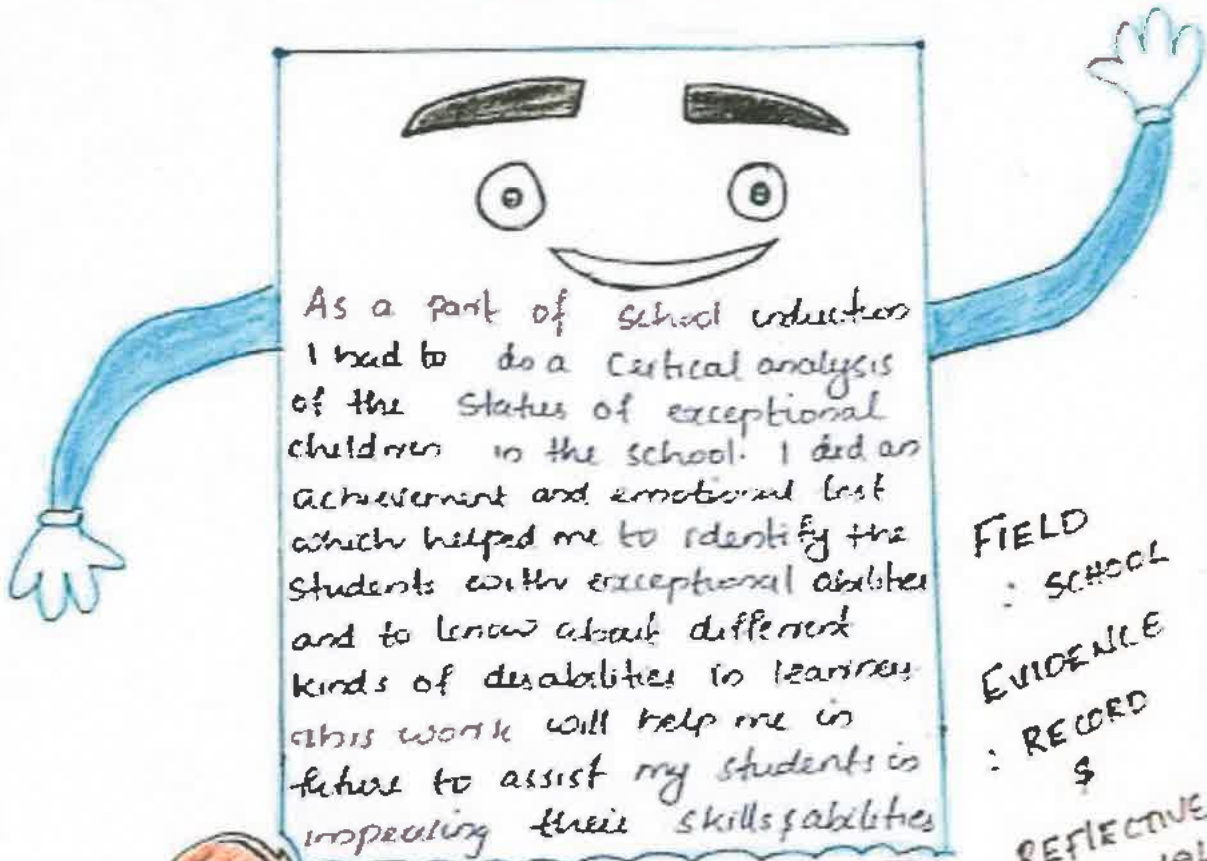
Ancymol Joy
English Education



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TEACHER EDUCATION

EDU 2001 PRACTICAL
CRITICAL ANALYSIS OF THE STATUS OF EXCEPTIONAL
CHILDREN IN THE SCHOOL



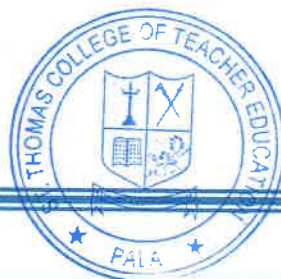
As a part of school induction I had to do a critical analysis of the status of exceptional children in the school. I did an achievement and emotional test which helped me to identify the students with exceptional abilities and to know about different kinds of disabilities in learners. This work will help me in future to assist my students in improving their skills/abilities.


FIELD
: SCHOOL
EVIDENCE
: RECORD
&
REFLECTIVE
JOURNAL



Reg no: 223140112104

Amala K Alias
Commerce Education




Prof. Dr. BEENAMMA MATHEW
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EDU 206:1 PRACTICAL
 AWARENESS CLASS ON ADOLESCENT PROBLEMS

EVIDENCE
 RECORD AND
 SUPERVISION DIARY
 CUM REFLECTIVE
 JOURNAL

FIELD
 : SCHOOL

SUICIDAL
 BEHAVIOUR
 AMONG
 ADOLESCENTS



As part of Edu 206:1
 Practical, I had to take an
 awareness class on one of the adole-
 scent problems, based on the learning
 material prepared in first semester. I
 took the class on the topic "Suicidal
 behaviour among adolescents. This
 work was really useful for me. It helped
 me to get to know about the prob-
 lems among adolescents.



Reg No: 223240112107



Beena Anjali K Alias
 Prof. Dr. BEENAMMA MATHEW
 PRINCIPAL
 Government Education

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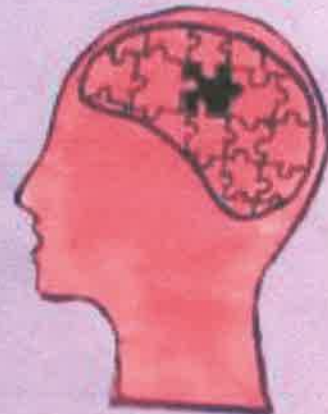
Analysis Of Prevailing Assessment Practices in Schools



Learning is a natural & continuous process. For an effective learning, learning experience should be on specific objective and centered in learning outcome.
Assessment & evaluation is to improve student learning and to design curriculum as per need of the students.



As part of B.Ed programme, I analysed the prevailing assessment practice in schools. The school I was allotted was St John Nepomucens 1132, Kothamangal. I was able to gather as much information possible that helped me to understand more on school practices and activities (Formative & Summative).



Evidence : Record

[Signature] Name



[Signature]
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PRINCIPAL

EDU 203: ASSESSMENT FOR LEARNING

PRACTICUM: Compare And Contrast The Evaluation Systems In The School Leaving Examinations of State, CBSE and ICSE Boards

- The CBSE, ICSE and State boards are the most reputed boards where kids can lay a foundation for their future.
- Each of these boards differs in their syllabuses and evaluation system.

CLASS 10 RESULT

Continuous And Comprehensive Evaluation

7A+
2A
1B+

6 grade 2
3 grade 1
1 grade 3

Grading System

4A
3A
3B

KERALA

ICSE

CBSE

Evidence Report



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EDU 204.17 : CONTENT ANALYSIS
OF ANY ONE UNIT
(Practicum)



As a part of my B.Ed curriculum I analysed the chapter doctochemistry from class 10. The study offered me a good outlook towards the content and helped me to get a deeper understanding in the topic.

This work also helped me understand how a topic was presented and the major contents in it. As a teacher trainee it will help us to get an insight on the topic and will help us to deliver the topic without lose of points which is important



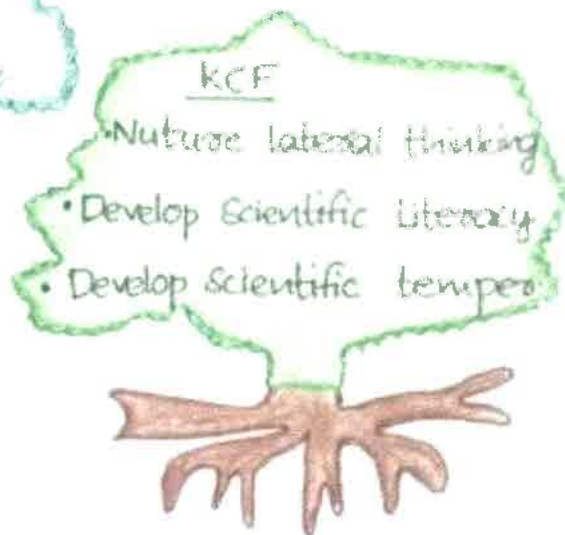
Beena
Evidence: Report
Prof. Dr. BEENAMMA MATHEW
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EDU 205.17

PRACTICUM

Report on the Major Highlights of Science Education in NCF/KCF



This practicum helped me to learn more about NCF and KCF. It also paved way to understand the aims and objectives of science education at different stages. Evidence - Report.

Fathima Balim



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Interview with an Artist



Beena



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EDU 206.3 - Practical

ORGANISING SPORTS MEET AND RULES AND REGULATIONS
OF LONG JUMP AND SHOT PUT

As part of the practical of Health and Physical Education, we organized sports meet and made a report on it. I prepared a write up on the rules and regulations of long jump and shot put.



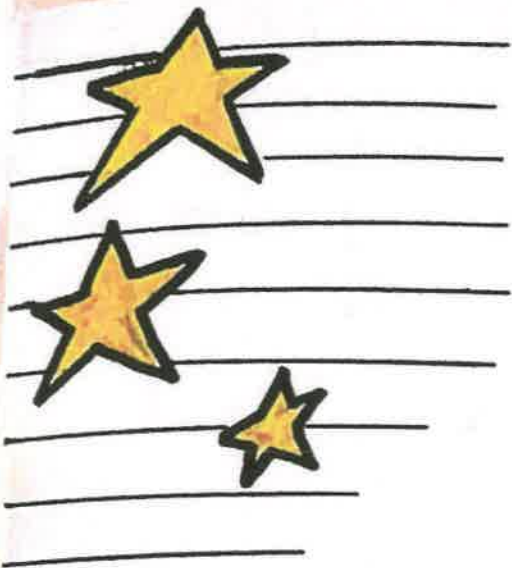
The practical helped me to understand the rules and regulations of long jump and shot put and made me realize the spirit of organizing a sports meet.

Student's Record



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Credible Participation in
games and sports -
minimum 2 events
EDU 404.3 PRACTICAL



Life doesn't just **HAPPEN**
it requires our **PARTICIPATION**
So participation in **SPORTS**
makes us **BETTER PEOPLE**

Field : College
Date : 23/2/2021




Evidence : Record and
certificates of the events
participated

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EVIDENCE TO EXPLAIN STUDENTS' CAPABILITY TO EXTRAPOLATE LEARNED SKILLS

Students confidently took classes in their special areas, incorporating ICT, physical education, Yoga and Health Education during the Internship. They prepared and administered achievement tests, diagnostic tests and research tools. Conducted action research, case study, and self-assessment, provided remedial teaching, and prepared and distributed E-Content.





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Achievement Test [English]

S.No	Title	Page No.
1.	Introduction	220
2.	Preliminary Details	224
3.	Curricular objectives / Learning outcomes	224
4.	Weightage to Curricular objectives	226
5.	Weightage to Form of Questions	227
6.	Weightage to Difficulty level	228
7.	Blueprint of the Question paper for English	229
8.	Question-wise Analysis	230
9.	Scoring Key	231
10.	Achievement Test scores	232
11.	Statistical Analysis	233
12.	Graphical Representation	238
13.	Conclusion	242
14.	Appendix	243
15.	Reflection and Reference	244




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Achievement Test

Introduction

Achievements are a result of hardwork, determination and constant efforts with positive efforts. For many reasons, one might want to assess individual skills within a certain domain. Tests that measure content knowledge or skill within a certain area can be seen as form of achievement tests. Achievement test refers to assessment which are often used to determine the level of instruction, for which a student is prepared. High achievement scores generally indicate that a level of mastery has been reached.

The role of achievement tests in education has become much more pronounced since the passage of the 2001 No Child Left Behind Act. This legislation focused on standard-based education which was used to measure educational goals and outcomes. Achievement test remains a key element in measuring educational success and plays a role in determining school funding. An achievement test evaluates a learner's understanding of specific course or study programme.

These tests are used by teachers to measure on test achievements and success achieved in any particular field by the students. Whatever students learn in school



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The question paper was prepared comprising fifteen questions with a total of 25 marks for a time period of 40 minutes. 30 students of class VIII.A attended the test based on unit IV and V. Blue print of the question paper was made according to the guidance of my tutor.

Question Paper: The tool consisted of 15 questions with 6 very short answer questions, 6 short answer questions and 3 long answer questions. There were 6 prose questions, 7 poem appreciation based questions, one grammar and one discourse.

Date : 27 January 2023
Friday



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WEIGHTAGE TO CURRICULAR OBJECTIVES / LEARNING OUTCOMES

Sl. No	Content	Curricular objectives / learning outcomes	Number of Questions	Score	Percentage
1.	Prose - Comprehension	1a, 1c 1b. 1d, 1c 1e, 1c	3 1 1 1	(1/2) 2, (1) 1 = 2 (1) 1 = 1 (3) 1 = 3 (1) 1 = 1	28
2.	Poem Appreciation	2a 2b, 2c 2c	1 1 5	(4) 1 = 4 (2) 1 = 2 (1) 4, (2) 1 = 6	48
3.	Grammar/ language items	3a, 3b	1	(3) 1 = 3	12
4.	Discourse/ Creative writing	4a, 4b, 4c	1	(3) 1 = 3	12
Total			15	25	100



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Note: The number within brackets indicates mark and outside indicates number of questions.

WEIGHTAGE TO FORM OF QUESTIONS

S.No	Form of questions	Number of questions	Score	Percentage
1.	Very Short Answer (V.S.A.)	6	(1/2) 2 = 1 (1) 3 = 3 (2) 1 = 2	24
2.	Short Answer (S.A.)	6	(1) 4 = 4 (2) 1 = 2 (3) 1 = 3	36
3.	Long Answer (L.A.)	3	(3) 2 = 6 (4) 1 = 4	40
Total		15	25	100

Note: The number within bracket indicates mark and outside indicate number of questions.



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WEIGHTAGE TO DIFFICULTY LEVEL

S.No	Difficulty Level	Number of questions	score	Percentage
1.	Easy	4	(1/2) 2 = 1 (1) 2 = 2	12.
2.	Average	9	(1) 5 = 5 (2) 2 = 4 (3) 2 = 6	60
3.	Difficult	2	(4) 1 = 4 (3) 1 = 3	12.8
	Total	15	25	100

Note: The number within brackets indicates mark and outside indicates number of questions



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229

BLUEPRINT OF THE QUESTION PAPER FOR ENGLISH

Sl. No	Content	Curricular Objectives	Form of questions			Total no. of Questions	Total Score
			VSA	S-A	L.A		
1.	Prose Comprehension	1a	(1/2) 2			6	7
		1b	(1) 1				
		1c		(1) 1			
		1d			(3) 1		
		1e	(1) 1				
2.	Poem Appreciation	2a			(4) 1	7	12
		2b	(2) 1				
		2c	(1) 1	(1) 3 (2) 1			
3.	Grammar / language items	3a, 3b		(3) 1			3
4.	Discourse / Creative writing	4a, 4b, 4c			(3) 1	1	3
Total						15	25

The number within brackets indicate marks and outside indicate number of questions.



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QUESTIONWISE ANALYSIS

Sl. No	Content	Curricular Objectives	Form of Questions	Difficulty level	Score	Time (minutes)
1.	Prose Comprehension	1a, 1c	V.S.A	Easy	1/2	1 minute
2.		1a, 1c	V.S.A	Easy	1/2	1 minute
3.		1b, 1c	V.S.A	Average	1	1 minute
4.		1a, 1c	S.A	Easy	1	1 minute
5.		1e, 1c	V.S.A	Easy	1	1 minute
6.		1d	L.A	Average	3	6 minutes
7.	Poem Appreciation	2c	S.A	Average	1	1 minute
8.		2c	V.S.A	Average	1	1 minute
9.		2c	S.A	Average	2	2 minutes
10.		2b	V.S.A	Average	2	2 minutes
11.		2c	S.A	Average	1	1 minute
12.		2c	S.A	Average	1	1 minute
13.		2a	L.A	Difficult	4	8 minutes
14.	Grammar items	3a, 3b	S.A	Average	3	6 minutes
15.	Discourse/ Creative Writing	4a, 4b, 4c	LA	Difficult	3	7 minutes




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SCORING KEY

Sl No	Content	Value points	Score	Total Score
1.	Prose Comprehension	Oak tree	1/2	7
2.		Professor's daughter	1/2	
3.		Simile	1	
4.		Because he couldn't find a red rose.	1	
5.		A person who is well versed in two languages.	1	
6.		Central Character - kind - love - Song - compassion - sacrifice - sincere	3	
7.	Poem Appreciation	Cloud - tossing heads - fluttering and dancing	1	12
8.		Any suitable title like 'Daffodils'.	1	
9.		Golden because of the colour - Poet was wandering and saw a group of daffodil flowers.	2	
10.		(a) Metaphor	2	
		(b) Personification		
11.		Sky and ground		
12.		Lifeless house - abandoned - lonely - withdrew into silence.	1	
13.	Name of poem - author - theme - overall idea of poem - poetic devices	4		




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14. Grammar/ Language items	an, merchant, Venice, greatly his, has	3 (1/2 mark each)	3
15. Discourse/ Creative Writing	<ul style="list-style-type: none"> Format Programme details Grammatical correctness Details enclosed in a box 	1/2 -1 1/2 1/2 (1/2)	3

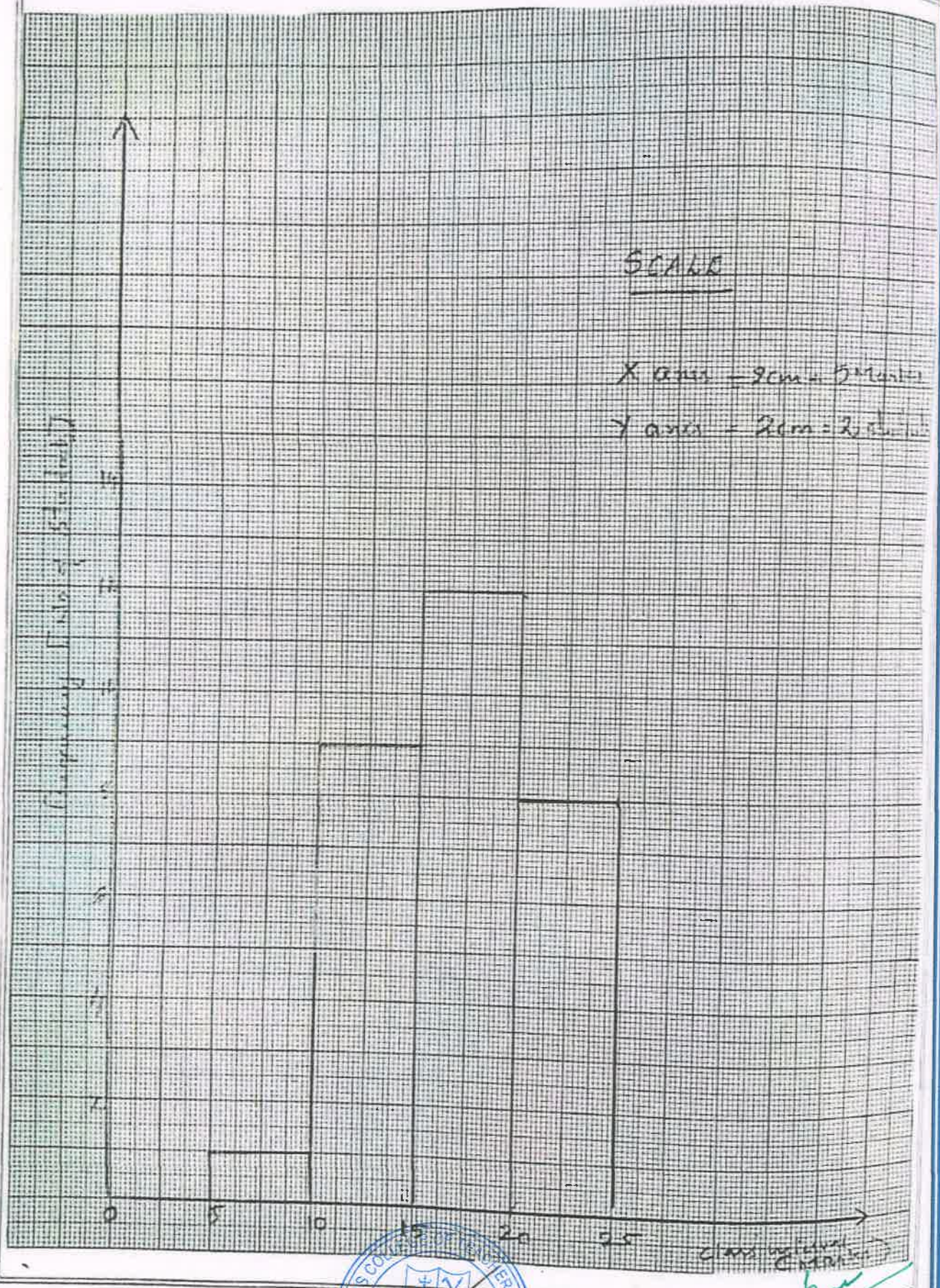
ACHIEVEMENT TEST SCORES

Sl.No	Name of the student	Marks
1.	Abin Binoj	14
2.	Abin B.I	11
3.	Achyt Prasad	17
4.	Adash CR	15
5.	Adidev S Nair	12
6.	Adinath S	18
7.	Adwaith Shaji	17
8.	Ajay Jayesh	18
9.	Alan Vineth	13
10.	Albin Sijo	16
11.	Alby Ljo	14
12.	Anson Saji	12



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SCALE

X axis - 2cm = 5 units

Y axis - 2cm = 2 units

Class Interval



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Reflection

The achievement test was conducted among the students of standard VIII of St. Thomas H.S.S Pala on January 27, 2023, Friday. The biggest score was 23 and the lowest was 9. Most of the students performed well as there was no students who scored between 0-5.

Test score tells us where our students are. The students performed well more than expected and this made me happy as it is a clear evidence that I could transact the curriculum in the best possible way.

References

Course book, standard VIII
Teachers text, standard VIII

Cherry, Kendra (2022). 'Achievement Tests: How Achievement Test measures what people have learned: Very Well Mind. Very-well-mind.com/what-is-an-achievement-test-1794800.

Study.com/learn/lesson/achievement-test-types-examples.html

✓ $\frac{23}{3 \mid 8 \mid 23}$



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B. Ed. 2021-2023 Batch

EDU 302.1(Practical)

ACTION RESEARCH

Submitted By

Name : Adithya Shaji
Class No : 25
Subject : NATURAL SCIENCE
Reg. No. : 2132401191

Submitted To

Dr. Bindu David
Assistant Professor
St. Thomas College of Teacher Education,
Pala,


Date of Submission: 06-06-2023


Principal




College Coordinator

Evaluation Column

Signature 
Date: 06/02/23

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4	Steps in Action Research	4
5	Significance of Action Research	5
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7	Need and significance of the study	7
8	Statement of the problem	8
9	Objectives of the study	8
10	The probable causes of the problem	8
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IDENTIFICATION OF THE PROBLEM

'Why classifications?' is a new topic introduced to the students at eighth standard. The unit is content rich and, like difficult to study. Understanding the major and minor concepts thoroughly will make the chapter more easier to learn. After teaching the unit, I realized that pupil faces difficulty with memorizing levels of classification of cat. Majority of students were giving incorrect responses when they were asked questions regarding levels of classification of cat. Many of the students were byheating the hierarchy without proper understanding of each level of cat. So, I decided to find a solution to this problem.

NEED AND SIGNIFICANCE OF THE STUDY

Taxonomy is a branch of Biology that refers to the process of classifying different living species. Taxonomic hierarchy is the process of arranging various organisms into successive levels of the biological classification in the decreasing or increasing order from Kingdom to species and vice versa. Taxonomy helps in the estimation of world's population of living things. Its goal is to unite all living things. It motivates us to study plant and animal world. It also denotes the demand for the actual sequence of events. The taxonomy provides an overview of the local fauna and flora, which aids in the identification of endemic species.

Kingdom is the highest level of classification, which is divided into subgroups at various levels. Phylum is the next level of classification and is more specific than Kingdom. Class is the most general rank in the taxonomic hierarchy until phyla were not introduced. Order is the following more specific rank than class. Family includes various genera that share a few similarities. A group of similar species form genus.

It is important to learn taxonomic hierarchy, which forms the foundation of taxonomy. Also it's a need to identify familiar plants and animals by their scientific names. So it's essential to learn taxonomic hierarchy and its examples.

The study helped me to know the major causes of difficulty in memorizing levels of classification of cat. Through this study, I can find a solution to this problem. I can also provide necessary environment and implement effective strategies for the problem.



6 Reflection Journal (25-30) Lessons

Description of the Event

Teaching manuals 26-30 were taken during October. The poem 'Song of the Rain' by Khalil Gibran was completed. After completing unit II 'Bonds of Love', I started with unit III - 'Care for the Mother', the last unit in Textbook I.

Feelings

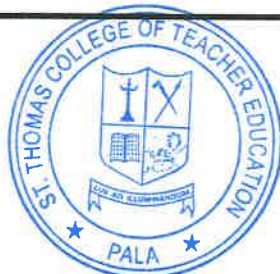
I felt comfortable in taking classes and the initial confusions and anxieties gradually receded. I can easily communicate with students.

Evaluation

The students showed interest in learning and they liked to see videos. I should take more care in including attractive images and striking videos. During the group activity, as if it is in online I think the students are not so co-operative.

Analysis

I need to bring in slight changes in-



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teaching strategies to gain the attention of the students. The writing activity must be designed to equip the students for examination. I should take necessary care to help the students to do writing tasks on their own.

Action Plan

I will ask questions to ensure that the students remain attentive in the class. I will try to avoid mass answering and encourage the students to speak when they are asked.



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Case Study

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



EDU 302.1 PRACTICAL

(2022-2024 B.Ed. Batch)

**TOPIC: CASE STUDY ON LEARNING PROBLEMS OF
SCHOOL PUPILS**

Submitted By:

Name : Linta Joseph
Subject : Mathematics
Roll. No : 14
Reg No : 223240112071
Date of Submission: 27/10/2023

Submitted To:

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

<u>Evaluation Column</u>	
Signature	
Date:	1/12/2023

Principal



College Coordinator



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Scope of Case Study.

The scope of a case study typically involves a detailed examination of a particular subject, such as an individual, group, event, organization or phenomenon. It aims to provide a comprehensive analysis of the context, background, challenges and outcomes related to the chosen subject. Case studies often

Techniques of Assessment of Personality.

Assessing personality is complex and multifaceted process that involves various techniques and methods. Some common techniques and tools used in the assessment of personality include:

- Introspection
- Subjective method
- Projective method
- Objective method
- Sociometry

Introspection

Introspection refers to the process of examining one's own thoughts, feelings, and experience. It involves self-reflection and self-awareness often leading



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Observation

In psychology, observation refers to the systematic and careful examination of behaviors, events, or phenomena to gather data and insight about human or animal behavior. This method involves directly watching and recording specific behaviors or interactions in a controlled or natural setting. Observational studies in psychology help researchers understand and analyze various aspects of human behavior, cognition, and social interactions, providing valuable empirical evidence for psychological theories and research. Different types of observation techniques, such as naturalistic observation, participant observation, and structured observation, are used to collect data and draw conclusions about psychological phenomena.

Situational Tests

Situational tests are assessments that evaluate how an individual approaches and handles specific work-related scenarios and challenges. These tests simulate real-life situations and tasks that candidates might encounter in the workplace, aiming to assess their problem-solving skills, decision-making abilities, and interpersonal competencies. Situational tests are often used in the hiring and selection process to predict an individual's performance and behavior in a particular job role.



Personal Data Sheet

Name : Sarayou P
Age : 14
Date of Birth : 26/3/2009
Father's Name : Preshath
Occupation : Shop
Mother's Name : Bigi ✓
Occupation : House wife
Religion : Hindu
No of siblings : 1
place : Palakkattumala.
Hobbies : Work experiences.
making different materials



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Method Used in the study.

Observation

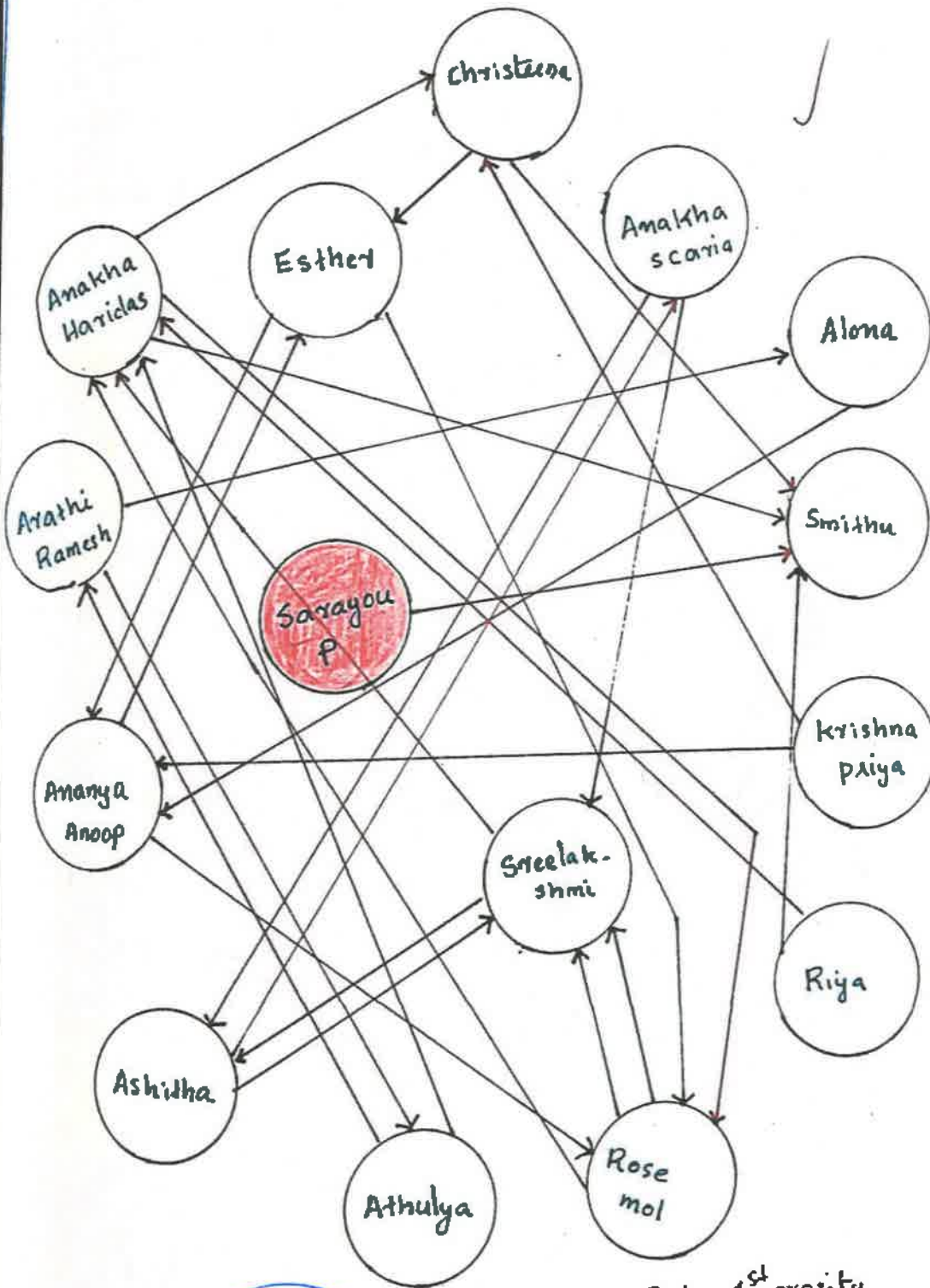
As a part of the case study, I want to observation the child I have chosen. I Keenly observed her activities, behaviour and performance in and out of classroom. During my class time, I gave some activities to the whole class to analyze her performance and to know how she will respond to the activity. Also I have noticed the interaction of her with the peer group and teachers. Observations are made at different times.

Interview

An interview was conducted with the case, which was informal, interview progressed like a friendly talk. I asked about her studies, interest daily routine, hobbies, aims, friends and family. She explained me about everything. She was interestingly taking about her work experience activity. By interviewing the case, I understood more about the family back ground tastes and interest in the care.



Sociogram



Red - 1st proximity
 Black - 2nd proximity



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Suggestion

By analysing the case study of Sarayu P. It is evident that her laziness and interest in other activities make her a slow learner. By the observation and trial I have done on her gave result that.

- * Activity based learning can be used to improve her learning potential
- * Reinforcement and support can be used to lift her up.
- * Special caring need.
- * Peer tutoring, teaching by using proper audio visual aids, experiment based learning are suitable to improve her interest in studies.
- * Give motivation and appreciation.



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By analysing her problems, I understood that motivation and reinforcement is the root cause to her problems. She didn't get any motivation, reinforcement in the lower classes. So she become less interested attention care and motivation.

Findings

From the study, I could say that lack of motivation and less care in the lower classes are root causes for her problem. Nobody has given her proper advice in how to behave properly in class, and no motivation and reinforcement can improve her. When I gave her reinforcement, she started to show interest in studies and behave properly in the classroom.

Conclusion

As a part of BEd programme, I have to conduct a case study during the internship programme. I selected Sarayu P class VIII F student of St Mary's C.H.S pala as my case. She is very slow learner. By analysing her case



Class on Different Art Forms

TEACHING MANUAL 1

Name of the teacher : Lyonsilpynathi K. Subject : Process and art in Education
Name of the school : St. Thomas H.S.S, Pala
Standard : VIII.C
Duration : 35 minutes Topic : Different Art forms and Cultural heritage of India.
Date : 15/12/2018 Lesson : Kathakali & Bharatanatyam

A) Content Analysis

Kathakali and Bharatanatyam ✓

1. Ideational Content

Indian art heritage is rich and diverse that can be traced to ancient times. It represents shared attitudes, ideals, values etc. There are 8 classical dance forms. Bharatanatyam is an artistic yoga that involves the movement of the body parts in a very delicate and elegant manner. Kathakali is a stylised classical Indian dance-drama.

2. Linguistic Content (Terms)

Mangam, Alappu, Sathuvaram, Keethanam, Pillana, Paccha, Kathi, Kasi, Taal, Minukku, Evudasi

3. Synthetic Content

Write a short note on your favourite art form.

B. Learning Outcomes

Learners will be able to,

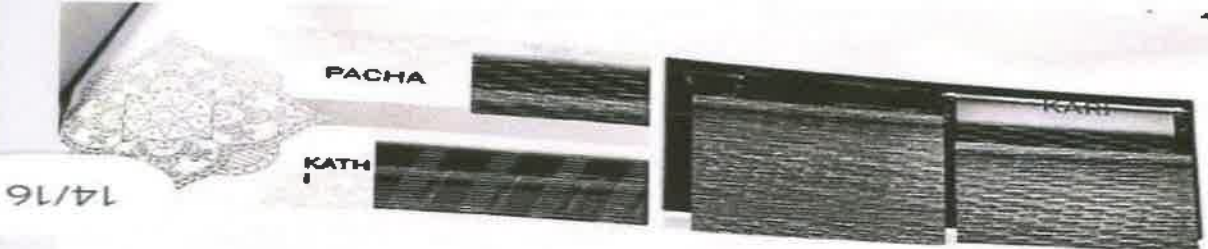
- (i) identify the art forms.
- (ii) get a general idea of the two art forms discussed.
- (iii) develop an interest to the art forms and respect the culture.
- (iv) appreciate the cultural heritage and develop social values.
- (v) understand and transmit their knowledge.

C. Pre-requisites

For learners



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Indians are in said to be the art form that holds most traditional and ancient history among all the forms in the world. The aspect of art in India is said to be highly realistic.

THE ART OF INDIA



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Beena
22/12/22

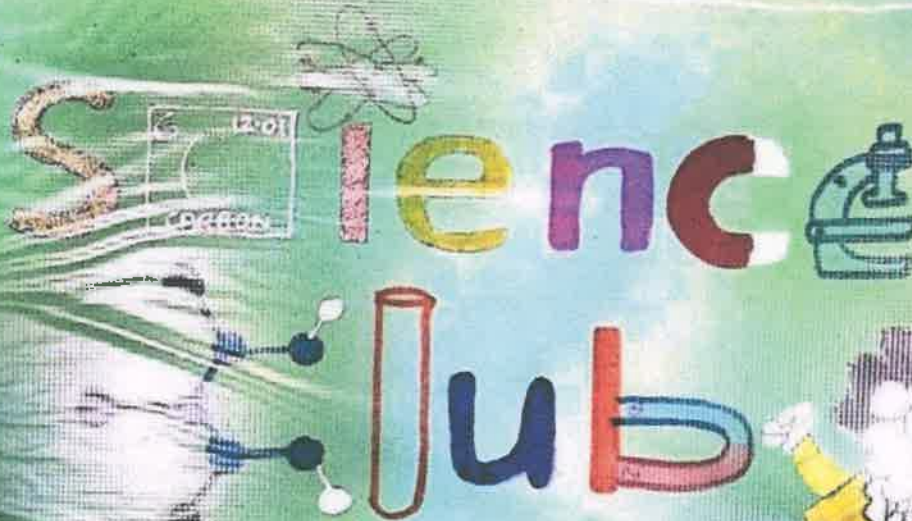


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Club Activities

EDU 302.2 - PROJECT

I have conducted one cycle of formative and problem competition among the students of class VIII in the subject of Science. The activities conducted were associated with accordance with world Science Day.



ST THOMAS COLLEGE OF TEACHER EDUCATION, PALA
 2023 - PROGRESSIVE CLUB ACTIVITY
 SUBJECT: SCIENCE

Name of the Teacher: Beena Elizabeth Joy
 Faculty: Science, St. Mary's, Pala
 Member No: 2023/2024

1. Which is the brightest planet in the solar system?
 (a) Venus (b) Jupiter (c) Mars
2. Which planet is known as the red planet?
 (a) Mars (b) Venus (c) Jupiter
3. Which planet is known as the yellow planet?
 (a) Jupiter (b) Venus (c) Mars
4. Which planet is known as the blue planet?
 (a) Earth (b) Venus (c) Mars
5. Which planet is known as the red planet?
 (a) Mars (b) Venus (c) Jupiter
6. Which planet is known as the yellow planet?
 (a) Jupiter (b) Venus (c) Mars
7. Which planet is known as the blue planet?
 (a) Earth (b) Venus (c) Mars
8. Which planet is known as the red planet?
 (a) Mars (b) Venus (c) Jupiter
9. Which planet is known as the yellow planet?
 (a) Jupiter (b) Venus (c) Mars
10. Which planet is known as the blue planet?
 (a) Earth (b) Venus (c) Mars

Submitted by: HANNA ELIZABETH JOY
 Evidence Record: REGNO 213240112084



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DIAGNOSTIC TEST AND REMEDIAL PROGRAMME

INTRODUCTION

Diagnostic test is a test used to diagnose strength and weakness of the learning in certain areas of study. When learning difficulties that are left unresolved by the standard corrective prescriptions of formative evaluation and a pupil continues to experience failure despite the use of prescribed alternative methods of instruction, then a more detailed diagnosis is indicated. A diagnostic test is a means by which an individual profile is examined and compared against certain norms or criteria.

Diagnostic test is more intensive and act as a tool for analysis of learning difficulties. This test is more often limited to low ability students. Diagnostic test is corrective in nature. It pinpoints the specific types of error each pupil is making and searches for underlying causes of the problem.

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During my school internship programme, I took classes for IX A students of St. Thomas H.S.S, Pala. While teaching the learners and also after administering an achievement test, I found that they made mistakes related to the topic 'Earth Movements'. While checking their follow up activities I realised that many of them do not know to locate 'focus' and 'epicentre' in a diagram. Some do not know the difference between Richter Scale and Seismograph. Few of the students does not even have basic knowledge regarding the concepts Earthquake, Tsunami and Volcano. Therefore, I decided to choose the topic 'Earth Movements' for conducting diagnostic test and preparing remedial programme.

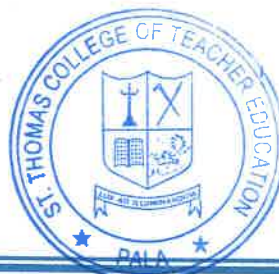
PREPARATION OF DIAGNOSTIC TEST

The construction of a diagnostic test consists of following steps:

* Locate the areas of difficulties

* Analyse the content into teaching points

* Arrange them in the order of increasing difficulty



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* Construct several test items for each teaching point

SELECTION OF THE CONTENT AREA

After observation and analysis of the classroom activities and notebooks of the learners, I have decided to prepare a diagnostic test on the topic 'Earth Movements'. The content area includes different topics such as Tsunami, Earthquake and Volcano. I have divided the topic 'Earth Movements' into three teaching points and arranged them in the order of increasing difficulty.

SELECTION OF TEACHING POINTS


Teaching point 1

The first set of questions tests the basic knowledge of students regarding Earthquake, Tsunami and Volcano.

- (i) What are the causes of earthquakes?
- (ii) What are seismic waves?
- (iii) Expand NOAA
- (iv) What is the 'Pacific Ring of Fire'?

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(v) What are Tsunamis?

Teaching Point 2

The second set consists of comprehension level questions from the topics earthquakes, Tsunamis and Volcanoes.

- (i) Differentiate between 'Focus' and 'Epicenter'.
- (ii) Give examples of waves which are produced from the focus during an earthquake.
- (iii) How are Volcanoes useful to man?
- (iv) Surface waves are the most destructive waves. Why?
- (v) Mention the negative effects of Volcanoes.

Teaching Point 3

The third set of questions tests the application and skill of students.

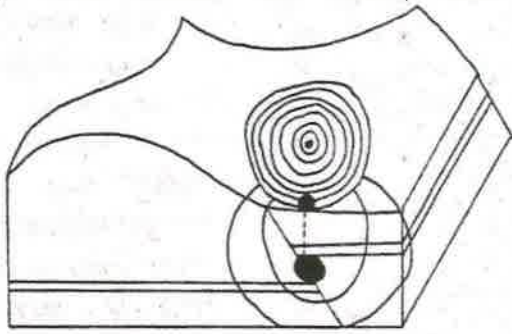
- (i) What are the measures we can take to mitigate the impact of Tsunamis?
- (ii) Differentiate between Seismograph and Richter Scale.

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(iii) Identify and mark the 'focus' and 'epicenter' in the given diagram.



(iv) Name few organisations which has an important role in disaster management activities in Tsunami affected regions.

(v) Draw and label different parts of a volcano

ADMINISTRATION OF THE DIAGNOSTIC TEST

I have administered the diagnostic test on 18th November 2020 among the students of St. Thomas H.S.S, Pala. Thirty seven students of Standard IX A attended the diagnostic test. I have included 15 items in the test. Before the administration of the test, a friendly and cordial atmosphere was provided to the children. They were also given clear instructions regarding the purpose of the test.

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DIAGNOSTIC CHART

Sl. No	NAME OF THE STUDENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Joshua Shiles	X	✓	X	X	✓	✓	X	✓	X	✓	X	X	X	✓	X
2	Karthik Srinivasan	✓	✓	X	✓	X	✓	✓	X	✓	✓	✓	✓	✓	X	X
3	Chakraborty T	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Abhinav S. Nair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X
5	Arvik T. Biju	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	X	X	✓	X
6	Anand Vijay	✓	✓	X	X	X	✓	X	✓	✓	✓	X	X	X	✓	X
7	Alan Sebastian	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	X
8	Adarsh V. Nair	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X
9	Pruthi	✓	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X
10	Devakiran V. I	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓
11	Geo Kurian Jose	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	✓	✓
12	Abhishek Thankachan	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓
13	Jamot Jacob Joe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	X
14	Aditya Chandrakanth Jadhav	✓	✓	X	✓	✓	✓	✓	X	✓	✓	X	✓	X	✓	X
15	Tom Philip	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	X
16	Greutham K. Biju	✓	X	X	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	X
17	Harikrishnan T.S	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	X	X	✓
18	Gehanasyam S	✓	X	X	✓	✓	X	✓	✓	✓	X	✓	X	X	✓	X
19	Milan Tom Joseph	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X
20	Ally Siby	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓
21	Tubin Babu	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	X
22	Uirek Das	✓	✓	✓	✓	X	✓	✓	✓	X	✓	X	X	✓	X	X
23	Thalun Biju	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	X	X	X
24	Roshan Raj	✓	X	X	✓	✓	✓	✓	X	X	✓	X	X	X	X	X
25	Abhi Krishna Ramachandran	X	✓	✓	✓	X	✓	✓	✓	✓	X	X	X	X	✓	X

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REMEDIAL TEACHING

Remedial teaching is the process of providing help to students who are experiencing difficulties so that they can understand the concept with which they are struggling. In other words, remedial teaching is identifying slow learners and giving them the necessary guidance and extra support to help them overcome their problems, after identifying their areas of difficulty. Remedial teaching is also known as compensatory teaching and collective teaching as it is intended for students who, for one reason or another, have fallen behind the rest in the class.

On the basis of the analysis of the result of the diagnostic test which I have conducted, I have identified that students lack knowledge in the area of 'Earth Movements'. My objective was to improve their understanding of the topic. Therefore, I have prepared an innovative lesson plan for providing remedial teaching to the students. The lesson plan was prepared on the basis of activity method.

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NAME OF THE TEACHER : MEDHA RAMESH

STANDARD : IX

NAME OF THE SCHOOL : ST. THOMAS H.S.S, PALA

DIVISION : A

SUBJECT : SOCIAL SCIENCE

STRENGTH : 44

UNIT : THE SIGNATURE OF TIME

DURATION : 40 MINUTES

TOPIC : EARTH MOVEMENTS

DATE : 23-11-2020

CONTENT OUTLINE

- * Earthquake
- * Tsunami
- * Volcano

CONTENT ANALYSIS

Important Terms

Seismic waves, Focus, Epicenter, Primary waves, Secondary waves, Surface waves, Seismograph, Richter Scale, NOAA, DART, Magma chamber, Conduit, Crater, Parasitic cone, The Pacific Ring of Fire, Geyser.

Important Facts

- * Seismic waves are generated when severe pressure is exerted on the



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◀ What is the 'Pacific Ring of Fire'?

FOLLOW UP ACTIVITY

Prepare a brief note on earth movements

EXTENSION ACTIVITY

Prepare a model of a volcano

IMPLEMENTATION OF REMEDIAL PROGRAMME

The students of Standard IX B were having difficulties in understanding the topic 'Earth Movements'. Therefore, I have prepared a remedial teaching lesson plan based on activity method. I have prepared the teaching manual on the basis of their performance in the diagnostic test.

I have taken two classes of 40 minutes duration on 23rd and 24th November 2020. I have provided several activities to the learners. Some of them were facing difficulties in order to draw the diagrams of parts of volcano, focus and epicentre. Therefore, I spent more time to teach that particular area. Finally, the concept was made clear to them.

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EVALUATION OF THE REMEDIAL PROGRAMME

After analysing the results of the diagnostic test, I have prepared and implemented remedial measures for the learning difficulties faced by the students. In order to understand the effectiveness of the remedial programme, I have conducted a post test in the class. Learners showed improvement especially in the areas where the students showed high level of difficulty in the diagnostic test. I found that the remedial programme was effective and helped in making the learners clearly understand the topic Earth Movements.

CONCLUSION

The diagnostic test helped me to find out the learning difficulties faced by students of Standard IX B. I have identified the specific content area and causes of learning difficulties. Accordingly, I have prepared a remedial teaching manual and took classes for them. Through interesting activities and teaching aids I was able to clear their doubts. I gave necessary corrections to them. Diagnostic test finally led to learners' progression in studies.

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DIAGNOSTIC TEST

TOPIC : EARTH MOVEMENTS STD : IX A

INSTRUCTIONS

- This test do not give importance to your scores.
- This test is conducted to identify your area of learning difficulties regarding the topic "Earth Movements"
- All questions are compulsory

1. What are the causes of earthquakes?
2. What are seismic waves?
3. Expand NOAA
4. What is the "Pacific Ring of Fire"?
5. What are Tsunamis?
6. Differentiate between 'Focus' and 'Epicenter'.
7. Give examples of waves which are produced from the 'focus' during an earthquake.
8. How are volcanoes useful to man?
9. Surface waves are the most destructive waves. Why?
10. Mention the negative effects of volcanoes.
11. What are the measures taken to avoid the damage caused by earthquakes?



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Health Education

HEALTH EDUCATION Edu302.3 LESSON PLAN & CLASS PRACTICAL

Reflections

As part of B-Ed programme, in the third semester, I had to take two classes on Health education as part of EDU 302.3 practical.

I had taken the classes on VIB and VMC of BHMS Bharanagararam. The first class is about 'Health' and the second class was based on 'First Aid'. I explained the importance of Physical, mental and social health. Also explained the importance of first aid, and first aid for Snake bite, Burns and Fracture. I effectively used ICT in teaching-learning activities and conducted a number of group activities. Pupil were found interested in watching videos and discussion made on it. It was totally different experience from subject classes.



PHYSICAL HEALTH



SOCIAL HEALTH



MENTAL HEALTH

EVIDENCE : RECORD
FIELD : SCHOOL
DATE : 03-02-2023

Adithya Saji ; 219240112091



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WORKSHOP ON IMPROVED TEACHING AIDS

A good teacher can inspire hope, ignite the imagination and instill a love of learning. Teaching is a complex activity and is thus a multiskill approach. Teaching aids are an integral component that can be made use in our classroom. There are different classifications of teaching aids like projected, non-projected, static, audio-visual aids etc. Some examples are :- board, OHP, charts, ppt, models etc. Teaching aids enhances the teaching learning process and thus teaching and learning with the use of teaching aids serves for, both entertainment and education, that is edutainment, because 'what we learn with pleasure, we never forget.'

Improvisation of teaching aids is an attempt to find an alternative to conventional materials. Every individual has the tendency to forget. Proper use of the teaching aids helps the student to retain concepts permanently. Students learn better when they are motivated properly through the teaching aids. It creates interest in the students. It also helps the teacher / assists the teacher thereby improves the confidence. This follows the assumption that learning originate from sense experiences. It also contributes to better learning, retention, recall, thinking, reasoning, assimilation, growth and development.

"The thing which I hear, I may forget.
The thing which I see, I may remember.
The thing which I do, I cannot forget."

The supply of teaching aids to every school is essential for the improvement of quality of teaching. It should indeed bring about an educational revolution in the country.



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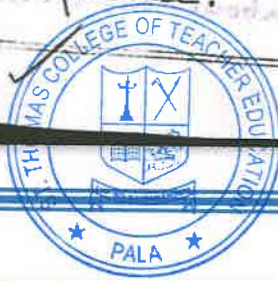
REPORT

A Workshop on improvised aid was conducted at one college on October 29, 2022 Saturday. It was organised by the college principal. Dr. Sn. Beenamma Mathew, Vice principal Dr. TC Thankachan and one class tutor Dr. Lavina Dominic. The one day teaching aid workshop was inaugurated by Dr. TC Thankachan, College vice principal.

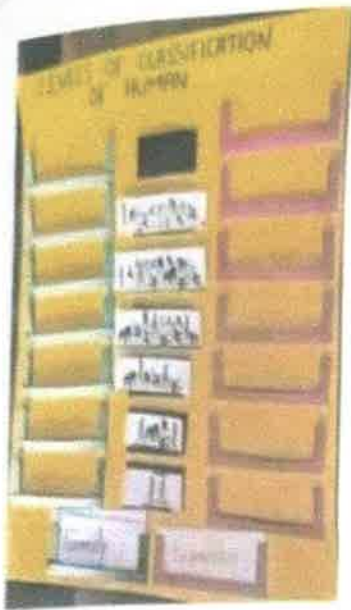
A team of five teachers from Alphonsa High school, Vakakkadu was invited for providing us with the novel experience of preparation of teaching aids. The team included :- Alan Manual Aloysias, Joseph KV, Manu K Jose, Jubi Augustine and Neethu K Joseph. Of them Alan sir and Manu sir were our alumini.

Alan Aloysias - gave an introduction on teaching aids and their importance, followed by Joseph KV who discussed how the use of these aids affects children and also are these aids relevant in today's scenario. Manu. K. Jose and Juby Augustine took the class on how to make these aids and certain demonstrations was also shown. The classes were interactive.

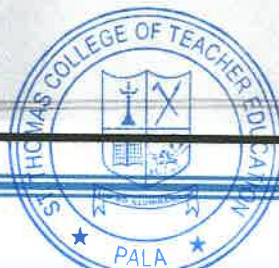
The classes began at 10:15 am and extended to a period of nearly three hours. Student teachers were asked to bring the materials the previous day and after the class the student teachers created the teaching aids according to their own interests and creativity. Ms. Gouri Gayathri G. proposed the vote of thanks on behalf of the institution which was followed by a photo session. In short the cadre of ebullient and ingenious teachers provided us a stupendous experience.



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06/02/25



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Internship Lesson Plan

INTERNSHIP LESSON PLANS

INTERNSHIP TEACHING MANUAL - I

Name of the teacher trainee: Beena J
Name of the school: St Anthony's H.S. Palam
Class: VII
Division: B
Strength: 32/35

Subject: Mathematics
Unit: Identities
Topic: Product of sum
Date: 20/10/2022
Duration: 40 minutes

CURRICULAR OBJECTIVES

- To recall the expansion $(x+y)(u+v) = xu+xv+yu+yv$
- To recall the concept difference of the diagonal product of any square formed by 4 numbers is a constant & same.

CONTENT ANALYSIS

Term

Diagonal product

Concept

The difference of diagonal product of any square formed by 4 numbers is same.

Focus:

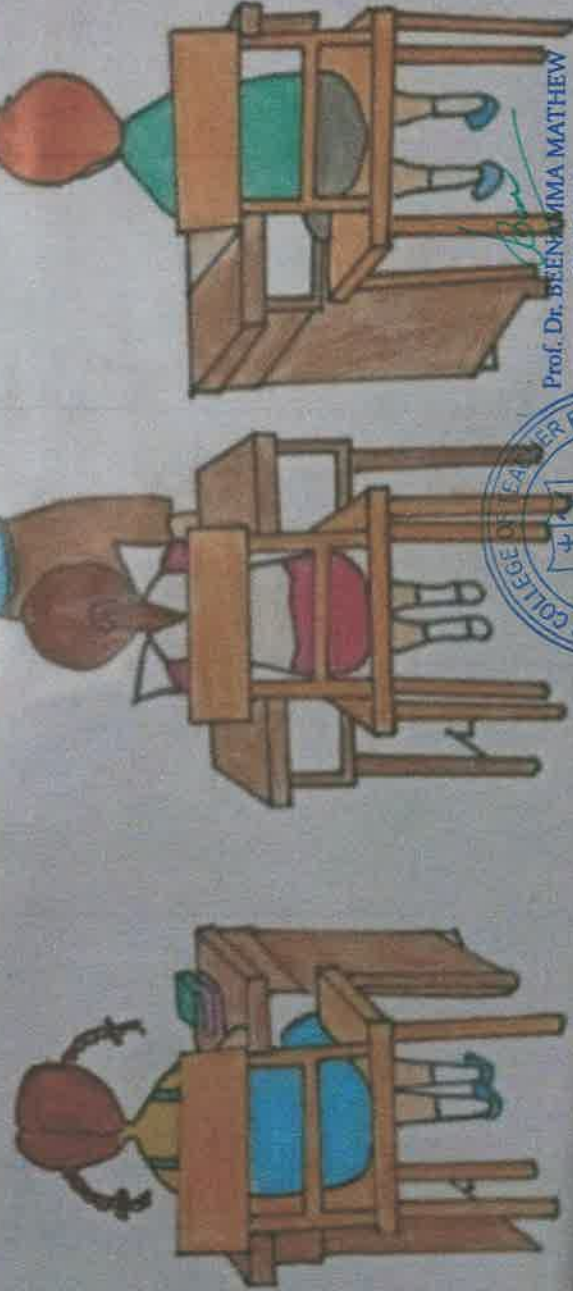
Shows a calendar and mark 4 numbers forming square and find



EDU 302.2 PRACTICAL PROCESSES 50 LESSON PLANS AND

UNITS : IDENTITIES
RADIO
AREA OF QUADRILATERAL

A part of our B.Ed programme
is to learn of programme. I was
told that I had to manage this, program
with a future teacher, this was a new
experience in my life. It helps to boost
my self confidence, creativity to
present a content in different way.
I took 50 class for the students of
class via a help of my classmate
understanding the objectives of
class.



Evidence -
Record
Handwritten
Assignments



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LAC Lesson Plan

LAC TEACHING MANUAL-1

Name of the teacher : Alan Maria Benny
Name of the school : St. Joseph HS Mutholy.
Class : VIII Div. : B
Strength : 10

Subject : Mathematics
Unit : Construction of
Quadrilaterals
Topic : Construction of
Quadrilateral

Date : 28/11/23

Duration : 40 minutes

Curricular Objectives

Pupils comprehend the process of drawing a quadrilateral when four sides and diagonal is specified.

Content Analysis

- Process:
- i) First draw a horizontal line of given length.
 - ii) Construct the lower triangle by drawing arcs of required length from the ends of the horizontal line and joining them.
 - iii) Then draw the upper triangle with required side length and complete the quadrilateral.

Learning outcomes

- i) Pupils develop competency in acquiring the knowledge of drawing a quadrilateral



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when four sides and a diagonal are given.

2) pupils develop competency in comprehending the process of

a) drawing a quadrilateral when length of diagonal and four sides are given.

b) improving informational reading and language fluency.

c) reading in mathematics

d) note making and summarizing ideas in the topic

e) communicating in correct language.

f) reading the written material with correct stress, pause and intonation.

g) reading problems on the topic

3) pupils develop competency in applying above process in unfamiliar situations

4) pupils develop creativity in drawing patterns of quadrilaterals.

Learning strategy

a) vocabulary: framing sentences with ideas.

b) oral communication: discussion, think-pair-share, think aloud

c) Communication: note preparation, synthesising ideas.

Pre-requisites

concept of quadrilaterals measurement and drawing area

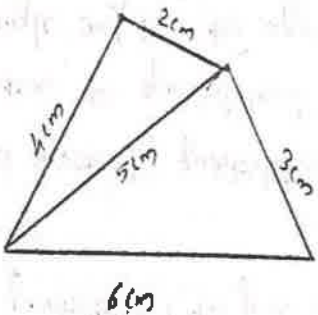


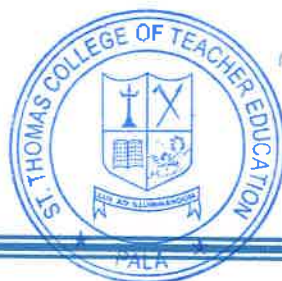
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Learning materials

Powerpoint : To display figures and steps of construction

Geometric box: To draw figures on blackboard.

Phases	Process/Activity	Response/Evaluation
<p>Phase one Initiation phase Rapport creation, introduction of topic, learners working in pairs, identifying pupils understanding of the topic</p>	<p>Activity 1 Teacher asks the pupils to observe the given quadrilateral on powerpoint and find a method to construct the quadrilateral. Teacher then pairs the pupils and asks to share their ideas with their partners and prepare a summary of their observations.</p> 	<p>pupils actively responded.</p>



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Consolidation

In the given quadrilateral, the four sides and a diagonal is given.

The diagonal divides the quadrilateral into two triangles

Thus we can draw the quadrilateral by first drawing the lower triangle and then the upper triangle.

(Pupils develop the ability to consolidate their ideas and knowledge into a meaningful sentence without any spelling mistakes and grammatical errors. The pupils develop the ability to communicate with their partner about their ideas. Pupils also develop their writing skills.)

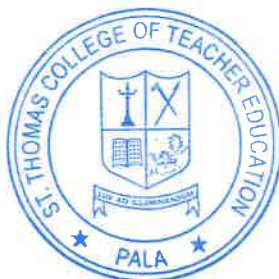
Phase two

Content language
Integration phase
(Presentation stage/
Content development
stage)
(Teacher's presentation)

Activity 2

Teacher divides pupils into groups and asks them to discuss about the steps needed to construct the quadrilateral given. Teacher then asks them to write down the steps and asks one pupil from each group to present their ideas.

pupils gave appropriate steps.



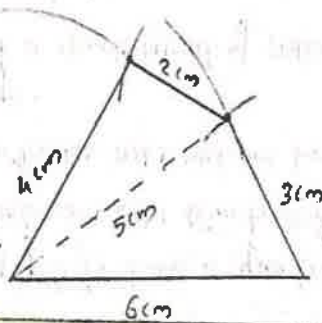
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of topic, making clear of text structure, providing scope for students to use their oral or written skills by engaging in discussions, writing notes)

Consolidation

To draw a quadrilateral of sides 6cm, 3cm, 2cm, 4cm and diagonal 5cm.

- i) Draw a horizontal line of length 6cm.
- ii) using compass, draw two arcs of length 5cm and 3cm each from the ends of the horizontal line. Join the arc to obtain lower triangle.
- iii) now draw two arcs of length 4cm and 2cm from the ends of diagonal.
- iv) Join the arcs to obtain the upper triangle and complete the quadrilateral.



The pupils improve their communication skills through discussion and writing skills by preparing summary of their discussion. They develop their skill to express their ideas and thoughts in correct way and in simple language.



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Phase Three
Evaluation phase
To assess their
content language
integration competence

Through their presentation of findings they communicate fluently and improve their vocabulary.)

Activity 3

Teacher asks pupils to draw a quadrilateral of the given specifications and asks them to write the steps used in construction. Teacher asks each one from group to read aloud these steps.

Construct a quadrilateral of sides 7cm, 3cm, 5cm, 4cm and diagonal 6cm.

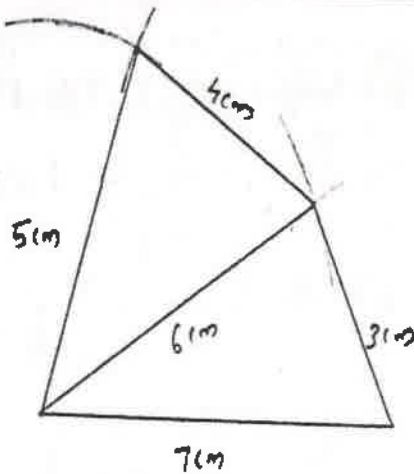
Consolidation

- i) Draw a horizontal line of 7cm, AB
- ii) using compass, draw two arcs of length 6cm and 3cm from A and B.
- iii) Join the arcs to obtain lower triangle and name the point as C.
- iv) Draw two arcs of length 5cm and 4cm from AC and join the arcs to obtain the fourth vertex D.

pupils done
and figure
was exact.



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(pupils develop competency in writing skills by forming ideas into sentences without spelling mistakes and grammatical errors. They improve their fluency in communication and competency in synthesizing ideas. Pupils also became capable of reading the notes with correct stress and pause)

Activity 4

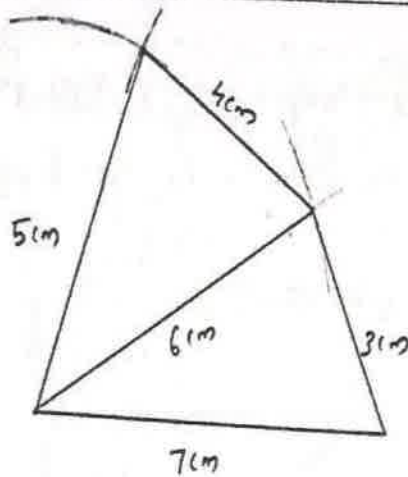
Teacher asks pupils to draw a Quadrilateral of given specifications and asks them to write the steps used in construction. Teacher asks two pupils to read aloud the steps used in construction.

pupils done by themselves.

Construct a quadrilateral of sides 7cm, 4cm, 6cm, 5cm and diagonal 6cm.



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(pupils develop competency in writing skills by forming ideas into sentences without spelling mistakes and grammatical errors. They improve their fluency in communication and competency in synthesizing ideas. Pupils also became capable of reading the notes with correct stress and pause)

Activity 4

Teacher asks pupils to draw a quadrilateral of given specifications and asks them to write the steps used in construction. Teacher asks two pupils to read aloud the steps used in construction.

Construct a quadrilateral of sides 7cm, 4cm, 6cm, 5cm and diagonal 6cm.

pupils done
by themselves.



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Lesson Plan 1

Internship Teaching Manual 12

Name of the Teacher: Riya Rose Johns

Subject: Mathematics

Name of the School: SHS Bhatrangam

Unit: Circle Measure

Class: 12 Div: B

Topic: Area

Strength: $\frac{16}{22}$

Date: 08-12-2021

Duration: 1 Hour

Curricular Objectives

Pupils

- 1 analyse the area of regular polygons with vertices on a circle.
2. internalise that just as the perimeters of regular polygons with vertices on the circle get closer and closer to the perimeter of the circle as the number of sides is increased, the areas of these polygons get closer and closer to the area of the circle.
- 3 analyse that area of regular polygons with vertices on the circle is half the product of its perimeter and the length of the perpendicular from the centre.
- 4 derive the formula that the area of a circle is half the product of its perimeter and radius.



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Content Analysis

Formula

- Area of a regular polygon with vertices on the circle is half the product of its perimeter and the length of the perpendicular from the centre

$$\text{Area of regular polygon} = \frac{1}{2} ph$$

- The area of a circle is half the product of its perimeter and radius
If we write r for the radius of a circle, then its perimeter is $2\pi r$

So, the area of the circle is $\frac{1}{2} \times 2\pi r \times r = \pi r^2$

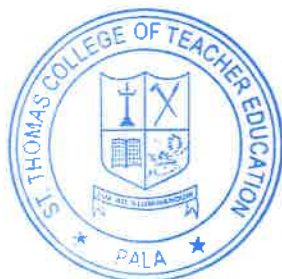
The area of a circle is π times the square of the radius.

Fact

Regular polygons with vertices on the circle gets more and more closer to the circle on increasing the number of sides and hence so is the area

Learning Outcomes

1. The pupils develop competency in acquiring knowledge of above formulas and facts
2. The pupils develop competency in comprehending the process of formulating the formulas




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3. The pupils develop competency in applying above formula in unfamiliar situations

4. The pupils develop creativity in giving alternative or new method in finding a solution in a novel situation

Learning Strategy

Discussion, individual activity, group activity, brainstorming

Pre-Requisites


Area of a triangle = $\frac{1}{2}bh$

Perimeter of a polygon = Sum of its sides

Learning Materials

- Blackboard - to demonstrate the steps of formulating the formula and solution of problems
- PPT - to highlight the consolidation of activities, to display application activities and extension activities
- GeoGebra - in activity 1
- Compass Box - in between the adjoining points.




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Mode of Instruction

Offline Mode

Process/Activity

Response/Evaluation

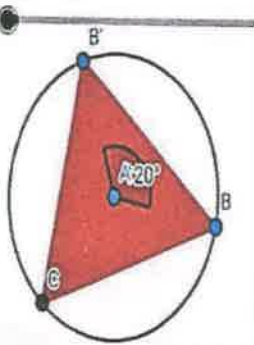
Activity 1

Teacher makes the pupils analyse how the area of the regular polygons with vertices on the circle get closer and closer to the area of the circle using Geogebra

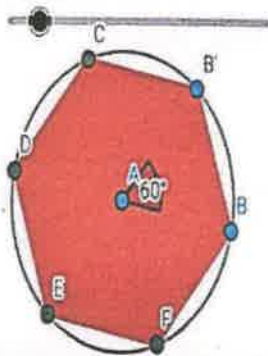
Pupils were able to analyse that the area of the polygon approaches area of the circle as the number of sides increases

Consolidation

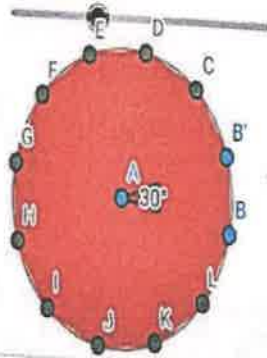
n=3



n=6



n=12



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Process / Activity

Response / Evaluation

Just as the perimeters of regular polygons with vertices on the circle get closer and closer to the perimeter of the circle as the number of sides n increases, the areas of these polygons get closer and closer to the area of the circle

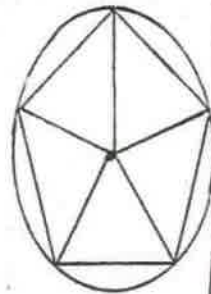
Activity 2

Teacher makes the pupils familiarise how they can proceed to find the area of regular pentagon with vertices on a circle

Pupils themselves responded that the pentagon can be divided into triangles by joining each vertex with the centre.

Consolidation

Joining the vertices of the pentagon to the centre of the circle, the pentagon gets divided into 5 equal triangles

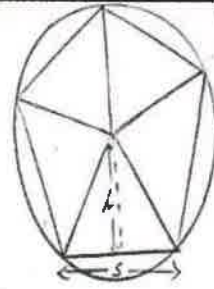


And the area of pentagon is the sum of areas of these triangles



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In this picture, taking the length of a side of the regular pentagon as s and the length of the perpendicular from the centre of the circle to a side as h , we get



The area of a triangle = $\frac{1}{2}sh$

The pentagon is made up of five such triangles

So its area is $5 \times \frac{1}{2}sh$

Activity 3

Teacher asks the pupils to restate the formula for area of the pentagon obtained in Activity 2 in terms of the perimeter of the pentagon

Consolidation

Since s is the length of a side of the pentagon, $5s$ is its perimeter

Writing this as p , the area of the pentagon is $\frac{1}{2}ph$

That is area is half the product of its perimeter and the length of the perpendicular from the centre

Pupils were able to restate that the $5s$ is the perimeter and thus restated the formula



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Process / Activity

Response / Evaluation

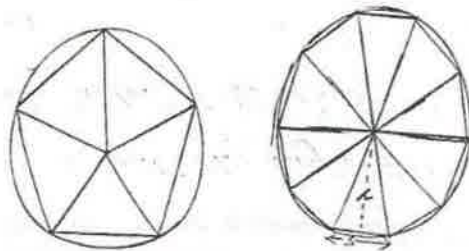
Activity 2

Teacher poses the question of is the formula obtained for area of regular pentagon obtained in Activity 3 in terms of its perimeter is true for any regular polygon and if yes how can these formulae for regular polygons with vertices on the circle can be related to the area of the circle

Pupils were able to make the relation between that of polygons and circles for one side perimeter and the perpendicular distance

Conclusion

Whatever regular polygon we take instead of the regular pentagon, its area is half the product of its perimeter and the length of the perpendicular from the centre. As we change the polygon in the circle, both the perimeter and the length of the perpendicular change.



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Process/Activity

Response/Evaluation

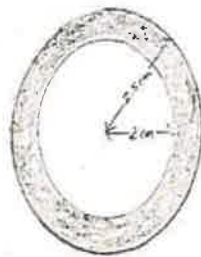
So the area of the circle = $\frac{1}{2} \times 2\pi r \times r = \pi r^2$

The area of a circle is π times the square of the radius

Application Activity

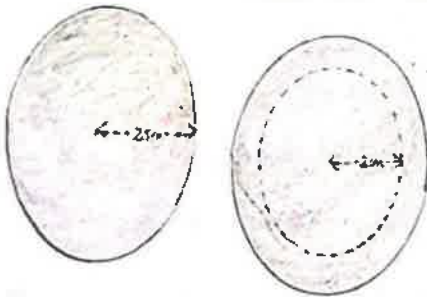
Problem

1. What is the area of the ring



Solution

It can be seen as a small circle cut off from a larger one.



Area of the ring

= Area of large circle -

Area of small circle

$$= \pi (2.5)^2 - \pi (2)^2$$

$$= \pi \left(\frac{5}{2}\right)^2 - \pi \times 4$$

$$= \frac{25}{4}\pi - 4\pi = \frac{25-16}{4}\pi = \frac{9}{4}\pi \text{ cm}^2$$

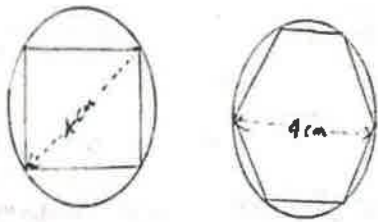
Pupils were able to analyse that the ring is the region left out by cutting off the small circle from the large circle



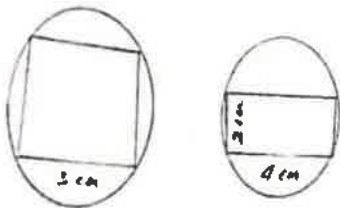
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Extension Activities

In the pictures below, find the difference between the areas of the circle and the polygon, up to two decimal places:



2. The pictures below show circles through the vertices of a square and a rectangle. Calculate the areas of the circles.



12/12/21

12/12/21

Teachers Self Reflection

12/12/21 Pupils actively responded and derived the formula for area of the circle. Pupils were able to recall the formula for the perimeter. Happy to see them responding actively.


12/12/21



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REPORT ON ACTIVITY
AMONG STUDENTS
TO CONSCIENTISE
NATIONAL INTEGRATION.




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INTRODUCTION

REPORT

National integration is the bond and togetherness between people of a country. It is a feeling of oneness, brotherhood & social unity. National integration is the feeling of togetherness or oneness towards one's own country irrespective of their individual differences with regard to religion, region, race, culture or caste. National integration is not only about the national spirit. When national integration occurs, individuals are likely to work together to build a system that enhance the prosperity of a nation and its people.

National integration helps in keeping the stability of a country and helps in its development. It nurtures communal harmony and fights casteism, regionalism and linguistic differences. It improves the feeling of loyalty towards the nation and aims at uniting people. No foreign assault can ever break the strength of a nation that is united in true sense. Education can foster a sense of integrity among the citizens of a country.



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On that day we gave a small talk to the students about national integration and universal brotherhood. The teachers gave proper instructions before the competition and 25 questions were displayed on a PPT. Each question was dictated one by one. Three winners were declared after the quiz competition.

Children took part in the competition very actively. Students were asked to write the answers in a piece of paper. The papers were valued by the teachers. The winners were decided and prizes were given on the same day itself.

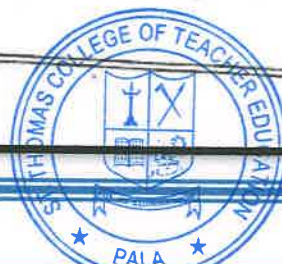
Sl. No	Position	Marks	Name
1.	I	12	Shaun Jobin
2.	II	10	Edwin J Kolathi
3.	III	8	Arjun Ginish

Human rights day is celebrated every 10th December to create awareness & promote respect for the rights and freedoms of individuals. The 2022 theme of Human Rights Day is 'dignity, freedom and justice for all.'



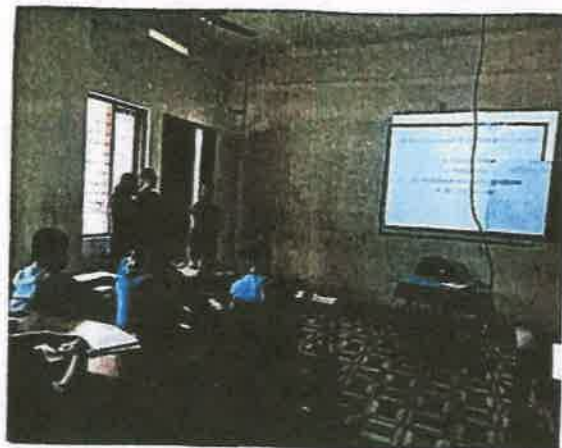
Quiz

1. In which year was the planning commission established.
2. In which year NITI Aayog came into being?
3. Who headed the National planning committee?
4. Who works as chairman of planning commissions?
5. National development council is related to —
6. Who is the chairman of NITI Aayog?
7. Who is the current CEO of NITI Aayog?
8. What is the full form of NITI Aayog?
9. Who is the father of Indian constitution?
10. Which language was Indian constitution written in?
11. When did Indian constitution came into effect?
12. How many branches are there in Indian constitution?
13. How many articles are there in Indian constitution?
14. What is the celebration of Indian constitution called?
15. Which article of the constitution says about fundamental rights?
16. How many schedules does Indian constitution have?
17. How many fundamental duties are provided by constitution of India?



18. How many types of writs are there in the Indian constitution?
19. Which article is related to 'Equality Before Law'?
20. What is the source of political power in India?
21. When was the universal declaration of human rights adopted?
22. What is the theme of International Human Rights Day 2022?
23. When was Human Rights Day formally established?
24. Which organization issued the human rights stamps?
25. Name the current High Commissioner for Human Rights.

Beena
12/11/23



Peer Evaluation

Contents

Sl.No	Topic
1.	Introduction
2.	Need & Significance
3.	Peer evaluation Report-1
4.	Peer evaluation Report-2
5.	Conclusion
6.	Reference.



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INTRODUCTION

Peer evaluation is a type of performance evaluation that is done by one or more people of matching competency. Peer evaluation or peer review is usually done among the members of the same team. This is a method employed to preserve the quality standard at a desired level and improve productivity and a performance of a teacher. It also helps to improve the skills and abilities and creativity of a teacher. It provides an opportunity to discriminate good practice among student-teachers by sharing thoughts on teaching practice and supporting each other's development of teaching skills. This offers a powerful opportunity for colleagues to observe one another's teaching strategies and where appropriate, to discuss ways to better align their practices with disciplinary goals.

One of the major benefits of peer assessment to students is the impact that this type of deep learning and the evaluation skills derived from peer assessment can have on their subsequent performance. Feedback is a hugely important part of peer assessment.



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Need & Significance

- * It helps to give connections and make improvement.
- * Develop positive attitude among peers
- * It encourage collegiality in all our communications
- * It helps teachers to provide feedback to each other on their skills and abilities in a classroom

PEER EVALUATION REPORT - 1

Name of the teacher: Gouri Gayathri G	Subject: English
Name of the School: St. Thomas HSS, Pala	Unit: The nightingale & the Rose
Class: VIII	Topic: para 19-21
Division: A	Date: 22/11/2022
Strength: $\frac{28}{34}$	Duration: 35 min

Gouri

Introduction

The teacher was successful in building a rapport with the students in the beginning of the class. Teacher tried to test the previous knowledge of students and also detailed the main topic that was taught in the previous class.

Subject Competence

Teacher had a good knowledge on the topic she took. She was very accurate in presenting the ideas. She completed the topic in the prescribed time.

Communicative Competence

Teacher used a simple language throughout the class. Teacher had a good communication skill and fluency in her language. She had a proper gesture and expressions. She used both oral and visual communication.

Learning Aids

She used the appropriate learning aids made the class interesting. Teacher used the power point and chalkboard as learning aids.



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Techniques / Strategies Employed

Teacher used brain storming, individual activity & group discussions. Teacher also used the strategy for students her own readings. The strategies used by the teacher are effective.

Class Management

She maintained discipline in the class. She could effectively conduct the group discussions. The activities were equally distributed among all the students in the class.

Group Activity

Teacher tried to pay attention to each group. She is well equipped with effective and interesting activities. She is doing her best to develop sportsman spirit among students.

Questions

Teacher asked simple questions and thought provoking



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Answers

Teacher accepted all the responses by the students & the teacher gave appropriate reinforcement for the students.

Concluding The Lesson

9241
948
She was able to conclude her topic in the prescribed time. Towards the end of the lesson she checked the students how well you learned.

Personality Of The Teacher

Teacher was very confident, a facilitator, co-learner and a co-ordinator. Teacher was less voice. Teacher was very empathetic and friendly towards the students. Teacher has a good teacher movement.



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EDU 302.3 Practical

PHYSICAL EDUCATION - LESSON PLAN & CLASS

EVIDENCE RECORD

DATE : 03-02-2023

FIELD : School

REFLECTIONS

As part of EDU 3023 practical, I had to take freehand exercises and aerobics. It was really a new experience for me. I explained all the steps and ~~corrected~~ clearly and corrected mistakes carefully. I took ~~into~~ different standards of students.

Through this practical I was able to make the students aware about the importance of practicing Exercise and aerobics to improving mental and physical health.

Students were found interested in doing exercise and aerobics. I really enjoyed the classes and it also helped me to boost my confidence level.

Aditya. Sapt : 219240112001



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PRACTICAL EDU 302.1

VALUE EDUCATION CLASS - 2

School : St. Mary's H.S.S, Bharamangalam

Value Education Class - 1 :

Topic : Brotherhood ✓

Class : VIII - C

Date : 19-9-2023

Value Education Class - 2 :

Topic : Qualities and Virtues ✓

Class : VIII - A

Date : 4-10-2023

Reflections

- It was an opportunity to develop the values among the students
- I realized the importance of value education in schools



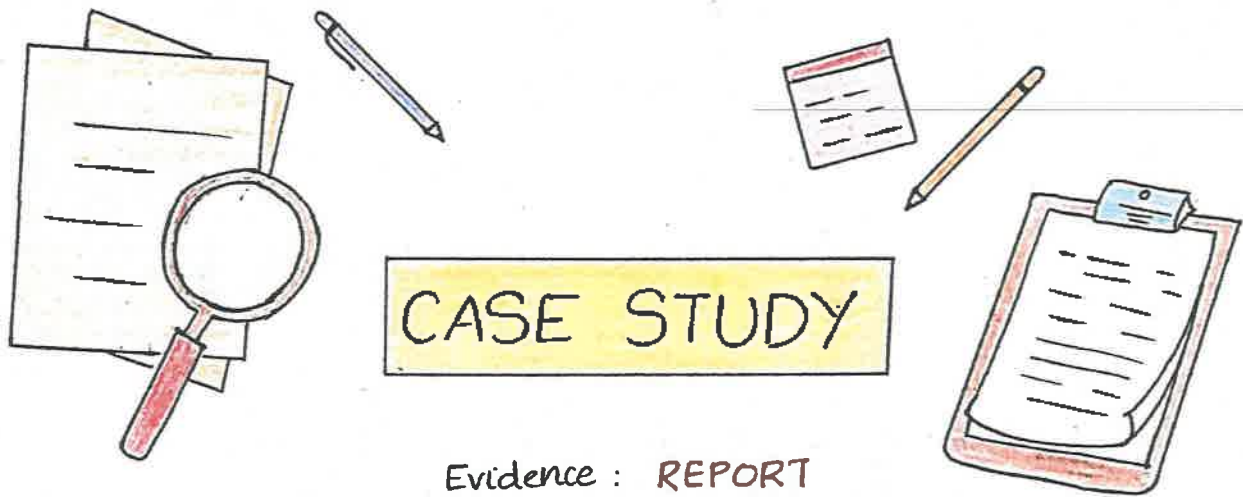
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Riiva Treasa Royce

Reg. No. : 223240112078

PRACTICAL EDU 302.1

CASE STUDY BASED ON LEARNING PROBLEMS
OF SCHOOL PUPILS



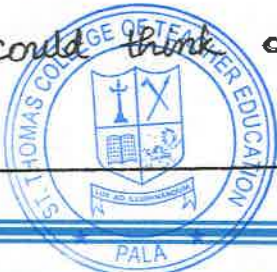
Evidence : REPORT

During school internship period in St. Mary's H.S.S, Bharamangalam, I did a case study of a student of class VIII-B.

Methods used in the study : Observation, Interview, Achievement test, Questionnaire

Reflections

- It was a new experience.
- It provided an insight into the diverse problems faced by students and its effects on their overall development and well-being.
- I could think of useful ways to support the student.



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Rina Tresa Royce

Reg. No. : 223240112070

PRACTICAL EDU 302.1

ACTION RESEARCH

School : St. Mary's H.S.S., Bharananganam

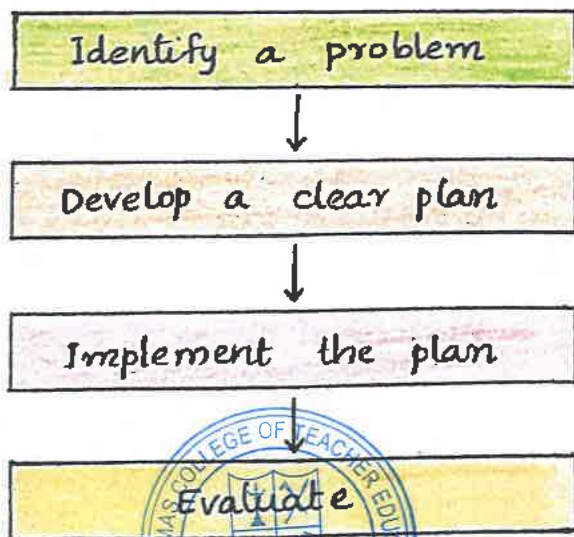
Class : VIII - B

Topic : Problems with understanding mathematical terminologies among class VIII students.

Reflections

- I was able to help students to improve their knowledge and understanding of mathematical terminologies.
- I could encourage students to be more attentive and careful while learning, in order to reduce mistakes.

Evidence : REPORT



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Riya Tresa. Royce

Reg. No.: 225270112010

PRACTICAL EDU 302.2

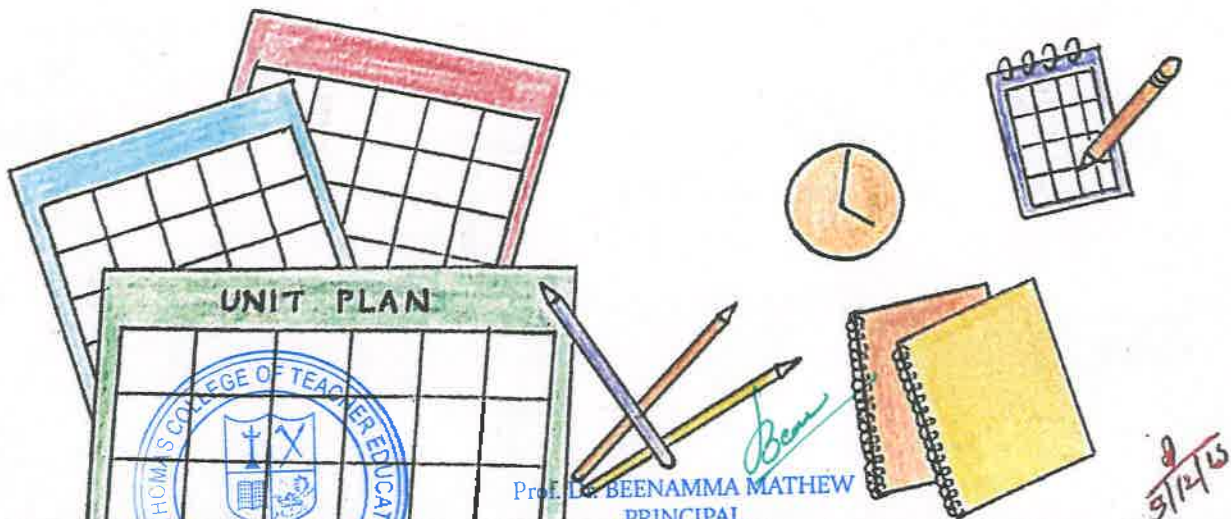
UNIT PLAN

I prepared the unit plan for the chapter Identities of class VIII.

Reflections

- I learned how to prepare unit plans
- I could develop better clarity in the contents of the chapter.
- Unit plan helped me to be more organized and systematic in teaching the chapter.

Evidence : RECORD



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PRACTICAL EDU 302.2

50 LESSON PLANS

50 CLASSES

During school internship in St. Mary's H.S.S., Bharananganam, I took classes for the students of class VIII-B based on the 50 lesson plans prepared for the chapters:

Identities

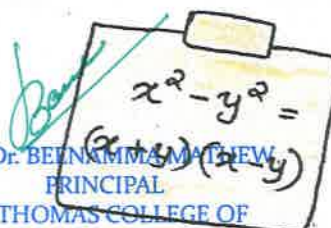
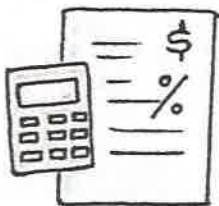
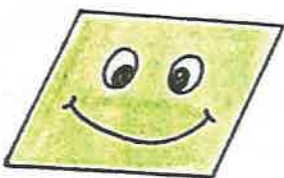
Money Maths

Construction of Quadrilaterals

Evidence : **RECORD**

Reflections

- This was a good experience
- I could experience the real classroom environments in schools
- I could modify and improve my teaching strategies and learning materials used, to make the class more effective



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Lesson plans and classes based on Language
Across Curriculum @ 2

Evidence: RECORD



School : St. Mary's H.S.S, Bharanangaram

Class : VIII - B

Subject : Mathematics

Chapter : 7 - Ratio

Topics : Part Relations

Date : 27-11-2023 , 28-11-2023

Reflections

- I understood the role of subject teachers in language development of students
- I could learn of different strategies to be used while teaching for language development of students.



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PRACTICAL EDU 302.2

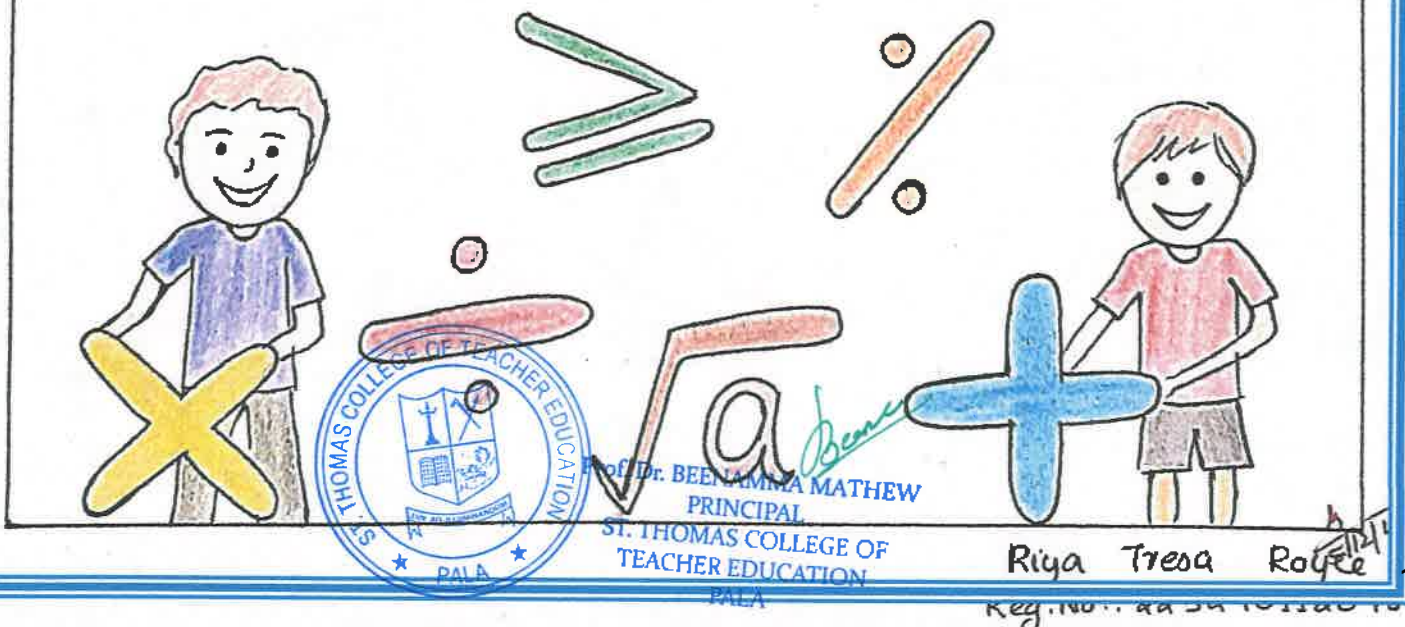
SUBJECT CLUB / FORUM ACTIVITIES

During school internship period in St. Mary's H.S.S, Bhasamangalam, as part of the Mathematics club of the school, I conducted an activity among 8-B students to prepare a list of mathematical symbols with meaning and examples. I also helped in preparing two students of class 10 for the seminar presentation competition in the sub-district Sasthramela.

Reflections

- Involving in the activities of mathematics club and conducting various activities were a good experience.
- It was an opportunity for me to develop students' interest and motivation towards mathematics.

Evidence : RECORD



PRACTICAL EDU 302.2

IMPROVISED TEACHING AIDS

- CHARTS AND MODELS

As part of the B.Ed practicals of preparing improvised teaching aids, I prepared 2 charts and 2 models.

Topics :

Chart 1 : Solution to 4x4 Sudoku using Graph Colouring

Chart 2 : Nature of the Roots of Quadratic Equations

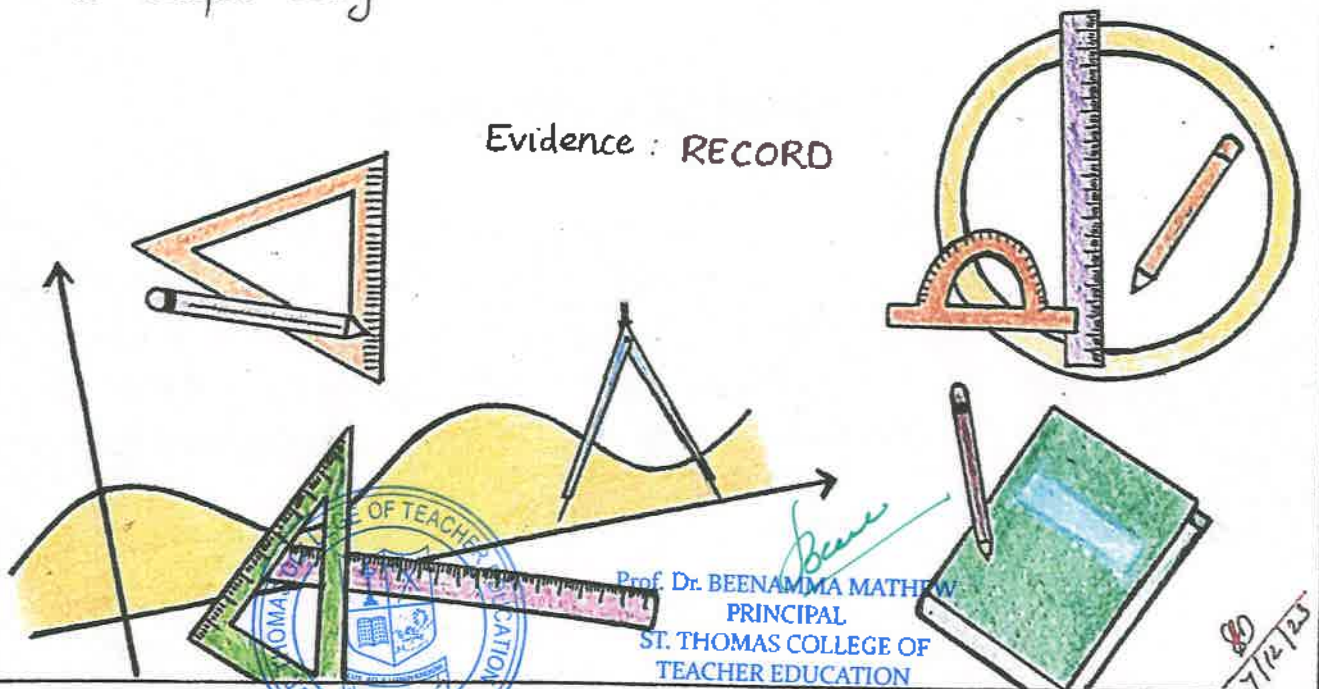
Model 1 : Sum of the geometric sequence : $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \dots$

Model 2 : The Sine Graph

Reflections

- I could develop my thinking and creative skills and ~~to~~ develop effective teaching aids
- I could understand many mathematical concepts in a deeper way.

Evidence : RECORD



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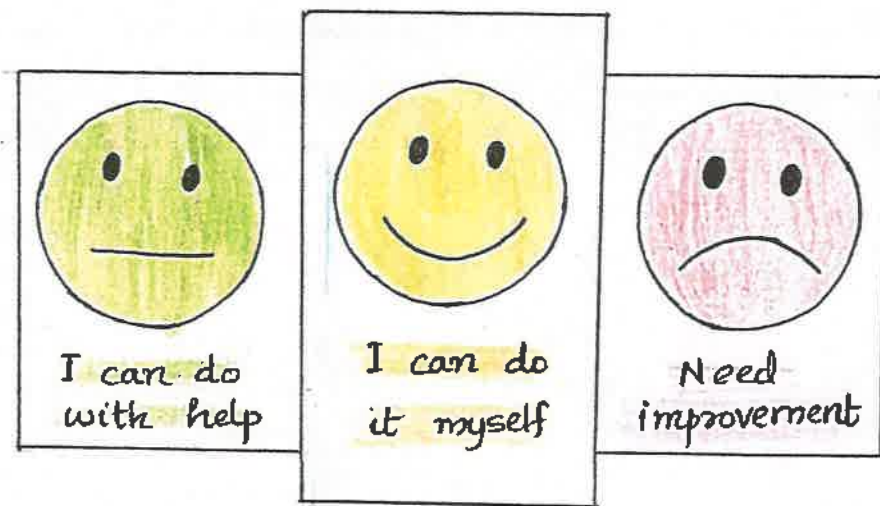
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Reg. No. : 223240112018

PRACTICAL EDU 302.2

Self Assessment Tool among the school pupils to assess learning performance in the subject

- Preparation and Administration



During school internship period in St. Mary's H.S.S., Bharananganam, after teaching the chapter Identities for class VIII-B, I prepared a self-assessment tool for the chapter and administered among the students.

Evidence : RECORD

Reflections

- I could realize the need and importance of self-assessment tools among students.
- I got an experience of preparing a self-assessment tool



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PRACTICAL EDU 302.2

PEER EVALUATION OF CLASSES - 2

I observed the classes of 2 B.Ed. teacher trainees and prepared the observation report during school internship in St. Mary's H.S.S., Bharamangalam.

Peer Evaluation - 1

Subject : Physics

Class : VIII - B

Date : 5 - 9 - 2023

Peer Evaluation - 2

Subject : Social Science

Class : VIII - A

Date : 7 - 9 - 2023

Evidence: RECORD

Reflections

- I could learn how to evaluate a class by considering various elements needed for effective teaching
- I could observe different teaching styles and techniques of other teachers which can be adopted to improve myself.



- Outstanding
- Excellent
- Very Good
- Average
- Below Average



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Reg. No.: 223240112078

PRACTICAL EDU 302.2

Achievement Test

- Analysis and Interpretation

I prepared an achievement test for the units Identities and Money Maths of class VIII and administered it among the students of class 8-B of St. Mary's H.S.S, Bharananganam.

Reflections

- I understood the different steps to be followed while preparing an achievement test
- I got an experience in preparing an achievement test
- By conducting the test in the class, I could understand the level of attainment of students in the chapters Identities and Money Maths.



Evidence : RECORD



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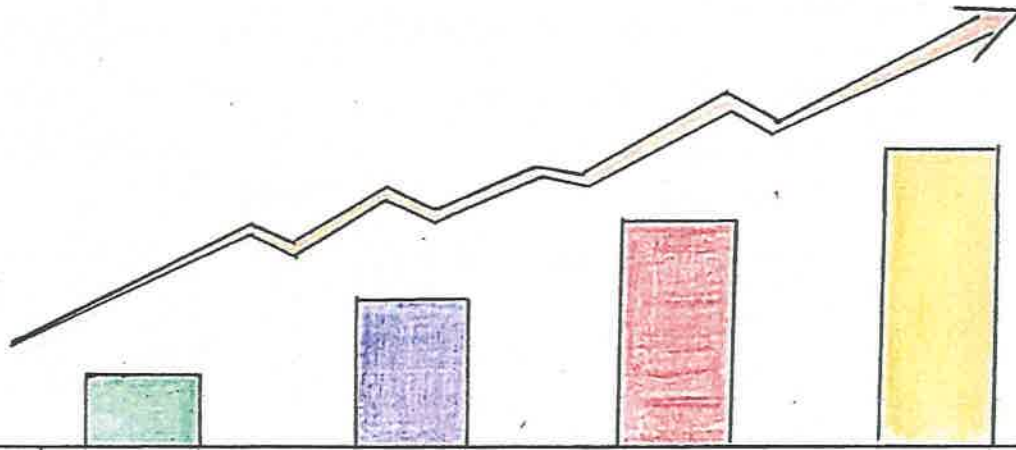
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PRACTICAL EDU 302.2

Diagnostic Test - Analysis and Interpretation
Remedial Programme - Preparation and Administration



School : St. Mary's H.S.S, Bharananganam

Class : VIII - B

Diagnostic Test : 17 October, 2023

Topic : Addition of Fractions

Remedial Programme

Date : 13 and 14 November, 2023

Evidence : RECORD

Reflections

- I could learn to prepare diagnostic test and remedial teaching materials.
- I was able to provide the students better clarity in the basics of adding fractions.



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HEALTH AND PHYSICAL EDUCATION

PRACTICAL EDU 302.3

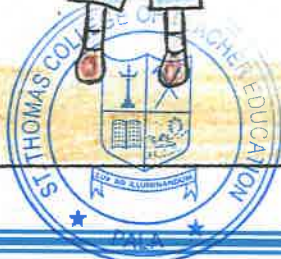
Physical Education Lesson Plan and Class - 3

During school internship in St. Mary's H.S.S., Bharananganam, I prepared 3 physical education lesson plans and took the classes for the students of VIII-A and VIII-B. - 2 classes for free hand exercise and 1 class for aerobics

Evidence : RECORD

Reflections

- It was a new experience
- I could make students do the exercises and aerobics with proper demonstration and commands.
- I could involve students in physical activities through various games.



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HEALTH AND PHYSICAL EDUCATION

PRACTICAL EDU 302.3

Health Education Lesson Plan and Class - 2

During school internship period in St. Mary's H.S.S, Bharanangaram, I prepared 2 lesson plans for health education and then took the classes in the school.

Topic : Health
Class : VIII - B
Date : 15 - 11 - 2023

Topic : First Aid
Class : VIII - C
Date : 16 - 11 - 2023

Reflections

- While preparing for the classes, I was able to learn more about health and its dimensions and also first aids.
- It was an opportunity to provide awareness among students on maintaining good health and knowing various first aids.

Evidence : RECORD



HEALTH



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HEALTH AND PHYSICAL EDUCATION

PRACTICAL EDU 302.3

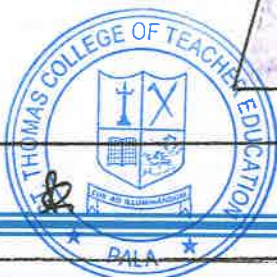
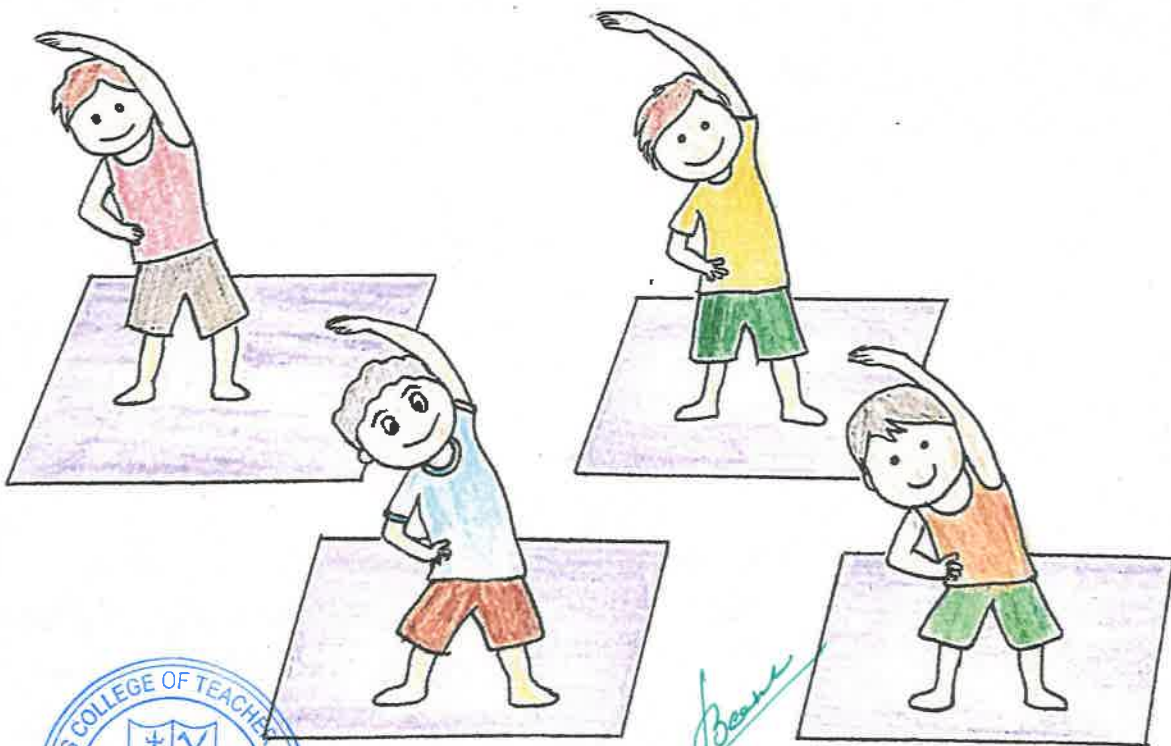
Yoga Lesson Plan and Class - 3

I prepared 3 yoga lesson plans and took the classes based on the lesson plans during school internship in St. Mary's H.S.S., Bharananganam

Reflections

- I could give an awareness about the importance and benefits of yoga to students
- I could learn various yogic asanas and its benefits.

Evidence : RECORD



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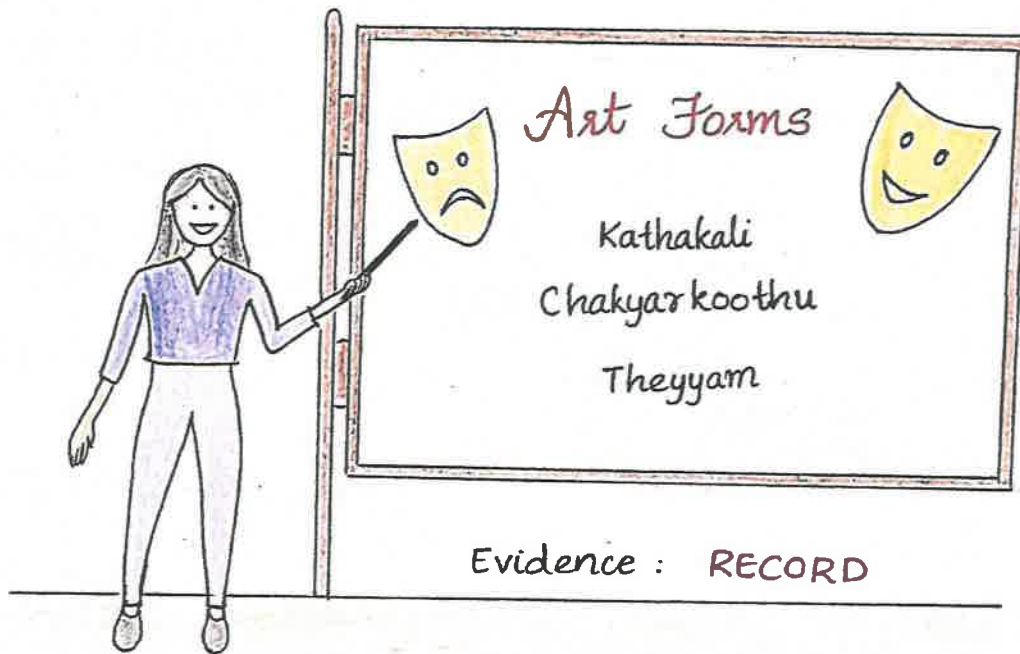
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DRAMA AND ART IN EDUCATION

PRACTICAL EDU 302.4

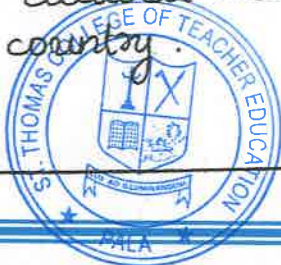
Class on different Art forms and Cultural Heritage of India



I took a class based on the art forms Kathakali, Chakyarkoothu and Theyyam for the students of class VIII-B of St. Mary's H.S.S, Bharananganam

Reflections

- I could learn and understand more about the art forms.
- I was able to encourage students to appreciate the cultural heritage and various art forms of our country.



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DRAMA AND ART IN EDUCATION

PRACTICAL EDU 302.4

Organize an activity among students to conscientise National integration / patriotism / universal brotherhood etc (Quiz / Competition / Seminar / Exhibition etc)

POSTER MAKING COMPETITION

Topic : Mahatma Gandhi & his teachings

Class : VIII - B

Date : 3-10-2023

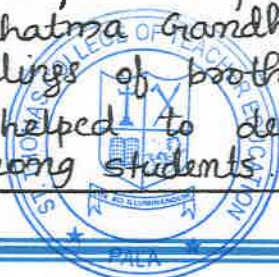


Evidence : RECORD

I conducted a poster making competition for the students of class VIII - B of St. Mary's H.S.S, Bharamangamam in connection with Gandhi Jayanti.

Reflections :

- It was an opportunity for the students and for me to develop a deeper understanding of the teachings of Mahatma Gandhi and its importance in developing the feelings of brotherhood, patriotism and national integration.
- It helped to develop my skills in conducting an activity among students.



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EDU 301 : LANGUAGE ACROSS THE CURRICULUM

PRACTICUM

Prepare a list of terminologies having different shapes of meaning in other subjects

As part of the practicum of EDU 301 : Language Across the Curriculum, I prepared a list of terminologies having different meanings in different subjects. I could find 20 such words.

Reflections

- It was an interesting activity.
- I could familiarize with the words with different meanings in different subjects.
- I realized the importance of knowing the correct meanings of the terminologies according to the context and subject.

Evidence : REPORT



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Self Assessment Tool

SELF ASSESSMENT TOOL

Introduction

Assessment is part and parcel of teaching learning process. It is an approach designed to help teachers to find out what students are learning in the classroom and how well they are learning it. Assessment encompasses conscious and systematic activities used by teachers and students for gathering information, analysing and interpreting it, drawing inferences, making wise decisions, and taking appropriate actions in the service of improving teaching and learning. Assessment is collaborative and reflective process. It is mutually beneficial: mutually beneficial for learners as well as teachers.

The collaborative and reflective nature of assessment is most pronounced in the self assessment type of assessment. Self assessment is the process of looking at oneself in order to assess that aspects which are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. Self-assessment occurs when a student

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assesses and makes judgements about his/her own work. It is linked to reflective practice as it involves self-development and as such, is an important skill for career development and management.

Need and Significance

Self assessment can play a vital role in formative assessment and can be used as a component for summative assessment. Self assessment makes the learner capable of objectively reflect on and critically evaluate their own progress and skill development. It helps the learner identify gaps in their understanding and capabilities and discern how to improve their performance.

Self assessment develop the learning skills that students need for professional competence and make them aware of and more responsible for their own learning process. As students monitor and evaluate the quality of their thinking and behaviour when learning, it will motivate them to look for strategies that improve their understanding and skills.





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Self-assessment benefit the learner by:

- Helping to develop important meta-cognitive skills that contribute to a range of important graduate capabilities. All professionals must be able to evaluate their own performance, so this practice should be embedded in higher education learning, as early as possible.
- Increasing their self-awareness through reflective practice, making the criteria for self-evaluation explicit, and making performance improvement practices intrinsic to ongoing learning.
- Contributing to the development of critical reviewing skills, enabling the learner to more objectively evaluate their own performance - and others', when used in conjunction with peer assessment.
- Helping students take control of their own learning and assessment, and giving them the chance to manage their own learning and development more independently.
- Giving students greater agency regarding assessment, thus enriching their learning.

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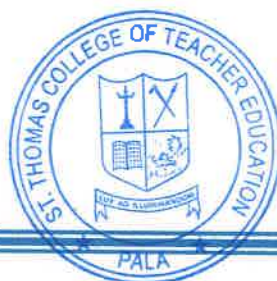

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Preparation and Administration

For my internship programme I was assigned with SHGHS Bhastananganam. I was given IX B by my supervising teacher at school. I taught them the unit 'Polynomials' - it was the first chapter that I handled for them as part of my internship programme. After completing the chapter, I prepared a self assessment test for my pupils as it is mutually beneficial - beneficial for my pupils as they can monitor and evaluate the quality of learning that they were engaged in and in a teacher point of view I can assess how effective was my teaching procedures in terms of the curricular objectives of the chapter.

For the preparation of the self assessment tool, I referred the VIIIth standard Mathematics text of SCERT as a self assessment tool is given at the end of each unit in that text. Self assessment tool is given there under the heading looking back, where the learning outcomes are




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listed in the order of occurrence/attainment one by one. Each statement there was given three choices 'What I can', 'With Teacher's Help', 'Must Improve'. Since such a tool was not provided at the end of the unit in 1xth standard text first step before me towards the preparation of the tool was to list list down the learning outcomes. For listing the learning outcomes I again went through the unit polynomial of the standard 1x text book, referred teacher's text of Standard 1x. An analysis of learning objectives and learning outcomes of the lesson plans that were rendered on the unit polynomial were also done to ensure that no significant learning outcome is missed.

After a comprehensive analysis of the unit 'Polynomials' from all aspects using all possible means the essence of the unit were formulated in terms of 8 learning outcomes. An additional choice of 'With Peer's Help' was introduced. The tool got administered on 05 January 2024 and among the total strength of 30 17 were present and thus 17 pupils took the self assessment test.

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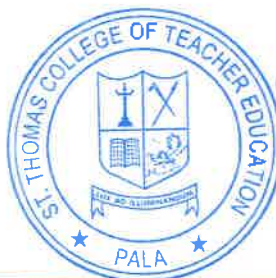



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Analysis of Data

Sl. No.	Learning Outcomes	I can		With Teacher's		With Peer's		Must Improve	
		No.	%	No.	Help %	No.	Help %	No.	%
1.	Deriving the algebraic expression for the change in perimeter of a rectangle in accordance with the extension in sides and thus calculating the perimeter of a rectangles in different cases	10	58.82	7	41.18	0	0	0	0
2.	Deriving the algebraic expression for the change in area of a rectangle in accordance with the extension in sides and thus calculating the area of a rectangles in different cases	7	41.18	2	11.76	7	41.18	1	5.88
3.	Deriving the algebraic expression for the change in volume of a rectangular box in accordance with the extension in sides and thus calculating the area of a rectangles in different cases	3	17.65	8	47.06	6	35.29	0	0
4.	Formulating the algebraic expressions that arises in different mathematical contexts	7	41.18	4	23.53	1	5.88	5	29.41
5.	Identifying whether an algebraic expression is polynomial or not and justifying the conclusion	10	58.82	2	11.76	4	23.53	1	5.88
6.	Identifying the degree of a polynomial, its general form and listing the coefficients	11	64.71	4	23.53	1	5.88	1	5.88
7.	Finding the value of a polynomial for a specified value of the changing variable	8	47.06	5	29.41	3	17.64	1	5.88
8.	Formulating polynomials of specified degree satisfying a set of conditions	6	35.29	6	35.29	4	23.53	1	5.88

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Interpretation of Data

The above table shows the number and percentage of the responses of the pupils given to each learning outcome listed in the self assessment tool administered for each of the four choices provided: 'I can', 'With Teachers Help', 'With Peers Help', 'Must Improve'. From the table it can be seen that out of 8 statements provided, three statements i.e. learning outcomes 1, 5 and 6 were opined by more than 55% of the pupils as those that can be done by their own. Therefore it can be concluded that the areas of content related to the learning outcomes 1, 5 and 6 are clear to majority of the pupils.

Apart from the above three statements, three more statements; learning outcomes 2, 4 and 7 were opined as those that can be done by themselves by more than 40% of the pupils.



The choice 'I can' was least for the learning outcome 3 - just 17.65%; all the other 7 statements having greater than 35% under the choice 'I can'. But it is to be noted that no one responded 'Must Improve' for the same as all others comes under the category of 'With Teacher's Help' and 'With Peer's Help'. The choice 'Must Improve' was highest for learning outcome 4 with 29.41% - that is 5 pupils, but there the percentage of respondents who opted the choice 'I can' was more than 40%. Still we can't neglect the minority and thus it is inferred that the concept of formulating the algebraic expression that arises in different mathematical contexts needs further instructional support. For all the other seven learning outcomes either no pupil or just a single pupil opined for 'Must Improve'. Thus interpretation of the data led to the inference that most of the learning outcomes are attainable by the pupils.

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Self Assessment Test

Standard: IX

Chapter: 8 - POLYNOMIALS

Name Ann. Rya. George.....

Class: 9. Div.: B. Roll No.: 11...

Sl. No.	Learning Outcomes	I can	With Teacher's Help	With Peer's Help	Must Improve
1.	Deriving the algebraic expression for the change in perimeter of a rectangle in accordance with the extension in sides and thus calculating the perimeter of a rectangles in different cases		✓		
2.	Deriving the algebraic expression for the change in area of a rectangle in accordance with the extension in sides and thus calculating the area of a rectangles in different cases				✓
3.	Deriving the algebraic expression for the change in volume of a rectangular box in accordance with the extension in sides and thus calculating the area of a rectangles in different cases		✓		
4.	Formulating the algebraic expressions that arises in different mathematical contexts	✓			
5.	Identifying whether an algebraic expression is polynomial or not and justifying the conclusion	✓			
6.	Identifying the degree of a polynomial, its general form and listing the coefficients	✓			
7.	Finding the value of a polynomial for a specified value of the changing variable	✓			
8.	Formulating polynomials of specified degree satisfying a set of conditions	✓			




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EDU 401 : GENDER , SCHOOL AND SOCIETY

PRACTICAL EDU 404.1

COMMUNITY CITIZENSHIP TRAINING CAMP

We had a 7 day special camp cum community living camp

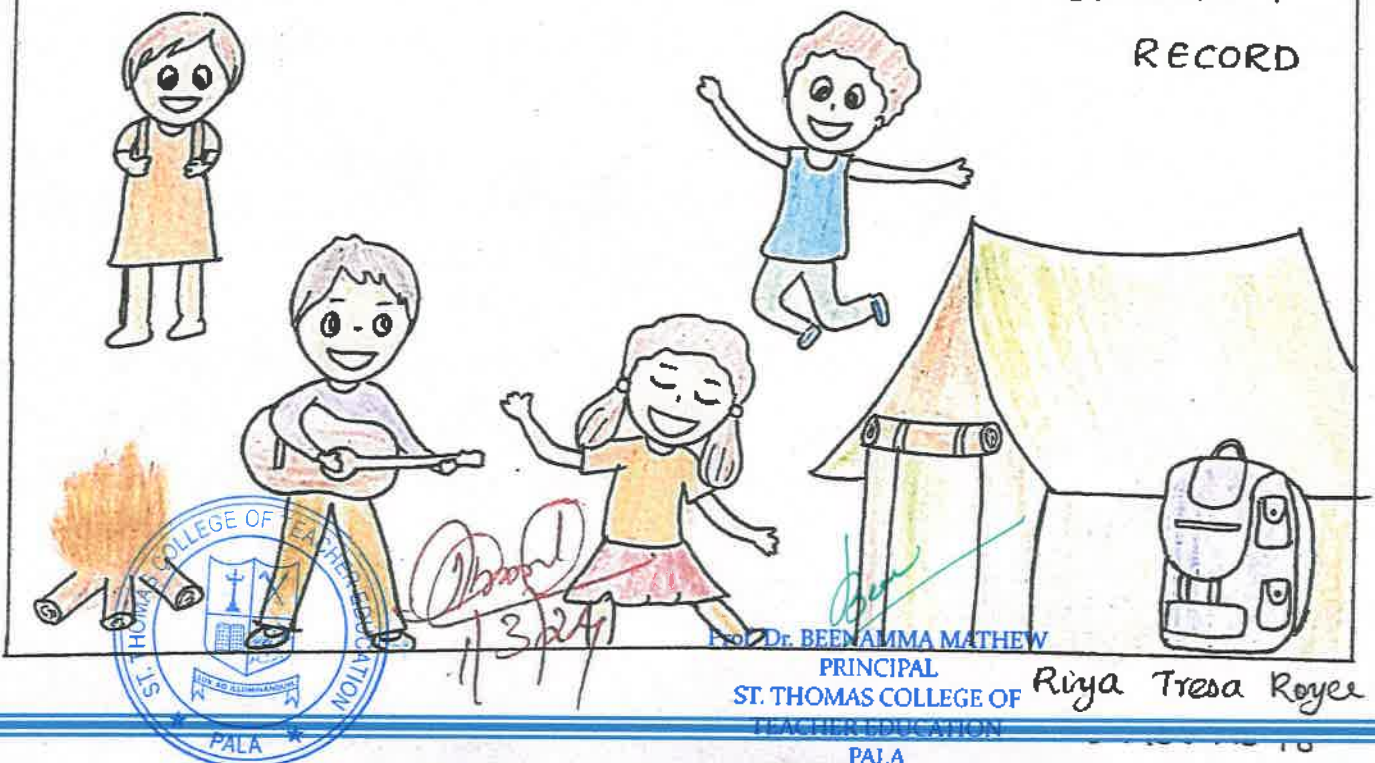
മിറാ 2024 - അന്നി മിറാ...
mirā 2024 - annī mirā...

from 21 January 2024 to 27 January 2024.

Reflections

- The camp was a wonderful and satisfying experience for me.
- I could involve in various activities that helped to develop my skills.

Evidence :
RECORD



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EDU 401 : GENDER , SCHOOL AND SOCIETY

PRACTICAL EDU 404.1

Conduct an interview with an eminent teacher or educationist of your locality on the vision and mission of education



Evidence :

RECORD

I conducted an interview with an Higher Secondary School teacher near my locality.

Name of the teacher : Rami Joseph

School : St. Mary's H.S.S, Bharananganam

Date of interview : 03-02-2024

Reflections

- The interview was a memorable experience for me
- I could gain many new insights on teaching and the role of a teacher.
- It influenced me a lot to become a great teacher in the future




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EDU 402 : PERSONALITY DYNAMICS IN EDUCATION

PRACTICAL EDU 404.1

Documentary / Short film presentation on student abuse in school campus and pocso rules

SHORT FILM

Title : അറക്കഥ

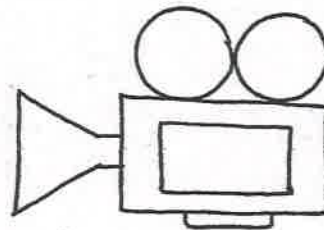
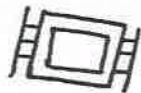
Written & Directed by : Riya Tresa Royce
Alphonsa Mathew
Catherine Jose

Reflections

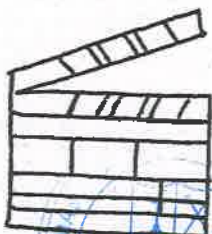
- The making of the short film was a new and wonderful experience for me. I could try out writing script, shooting and editing.
- I got an awareness about the POCsO rule.
- I could get familiarize with new technologies used for making the short film.

Evidence : RECORD

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EDU 402: PERSONALITY DYNAMICS IN EDUCATION

PRACTICAL EDU 404.1

STUDY TOUR

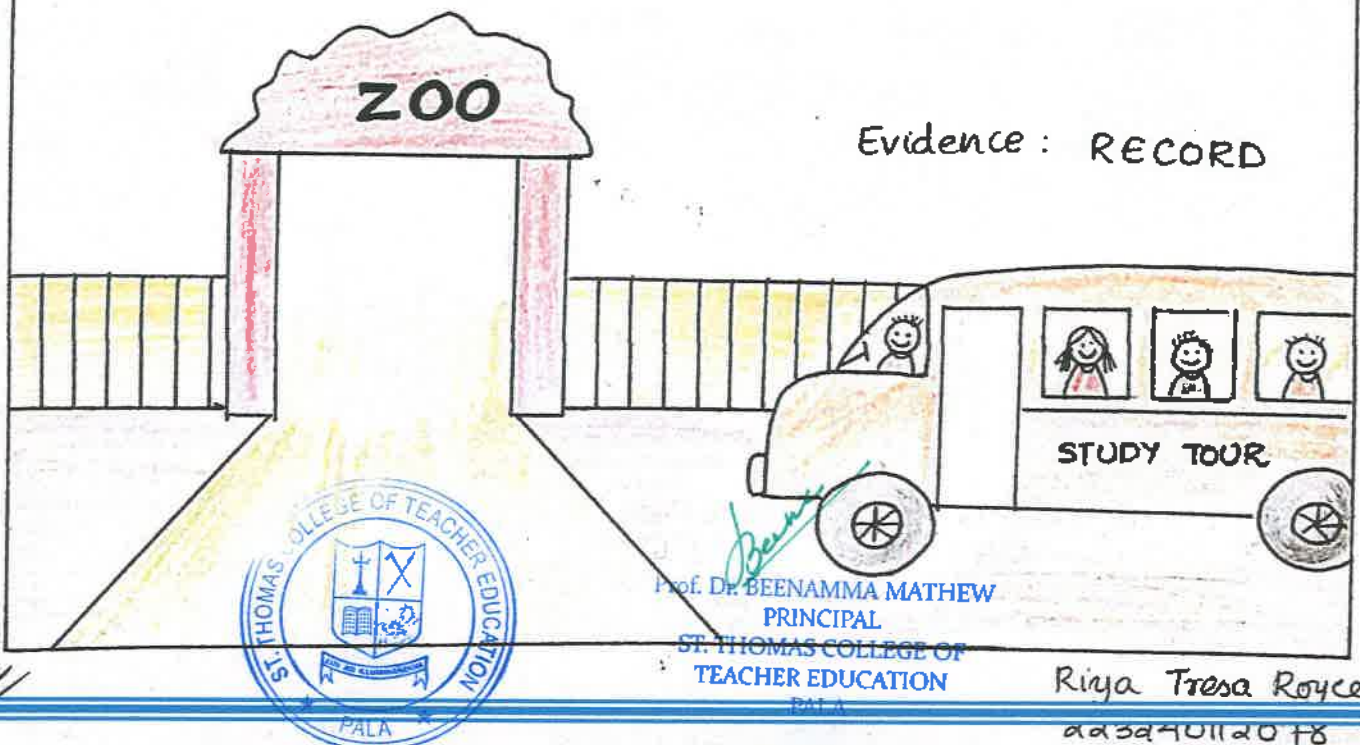
Our study tour was held from 6 February, 2024 to 10 February, 2024.

The destinations were:

- Mysore
- Coorg

Reflections

- It was a memorable experience
- Strong co-operation, support, unity and concern were developed among us.
- It was a pleasant experience to visit the various destinations and enjoy the beauty of the places.



EDU 402: PERSONALITY DYNAMICS IN EDUCATION

PRACTICAL EDU 404.1

EXTENSION ACTIVITIES @ 2

During the B.Ed. programme, we involved in various extension activities such as:

- Sparsham - Academic support for students of St. Thomas H-S, Pala.
- Mariyasadamam visit & Miss-a-meal programme
- Home project

Reflections

- The activities helped me to become more socially responsible and ready to extend a helping hand to those in need.
- It also helped in developing co-operation and unity among us and to build a team spirit.



PRACTICAL EDU 404.2

Developing vision and mission as a teacher

- SWOT ANALYSIS

As part of the practicals, we did a SWOT analysis by reflecting on our strengths, weaknesses, opportunities and threats. After SWOT analysis we also prepared the vision and mission as a teacher.

Evidence: RECORD

Reflections



STRENGTHS

- It helped me to identify my strengths, weaknesses and uncover opportunities and threats that I would not otherwise have spotted.



WEAKNESSES

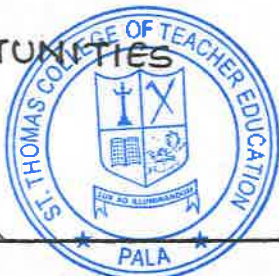
- It helped me to reflect on and clearly define my vision and mission as a teacher.



OPPORTUNITIES



THREATS



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PRACTICAL EDU 404.2

EDUCATIONAL JOURNAL REVIEW

As part of the practicals, I reviewed 5 articles from an educational journal and prepared the reports.

Name of the Journal : Edufocus

A peer reviewed, national research journal in Education published by St. Joseph's College of Teacher Education for Women, Ernakulam.

Reflections

- Journal review helped me to familiarize with and get an experience in reading journal articles
- It helped to learn how to review a journal article and develop the skills of critical reading and critical thinking.

Evidence : RECORD



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PRACTICAL EDU 404.2

Project on any topic of pedagogic relevance



Topic : PRE-SERVICE TEACHERS' ATTITUDE
TOWARDS TEACHING MATHEMATICS WITH
TECHNOLOGY

Tool Used : Attitude scale on Mathematics Teaching
with Technology

Sample : 60 B.Ed. II year Mathematics Education
students of various colleges under MG
University, Kolbayam.

Reflections

- Got an experience in constructing attitude scale.
- I could expand my knowledge through vast reading and learning



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PRACTICAL EDU 404.2

Preparation and Uploading of self designed article of pedagogic relevance in the Blog.

I prepared an article based on the project I have done as part of the practicals and uploaded the article in my blog.

Title of the Article : Pre-Service Teachers' Attitude towards Teaching Mathematics with Technology

Blog Name : Infinity

Blog url : mathworldinfinity.blogspot.com

Evidence : RECORD

Reflections :

- I could learn how to write an article, and the uses of writing articles.
- By uploading the article in the blog, I could create a space for myself to share my knowledge and resources with the larger world outside



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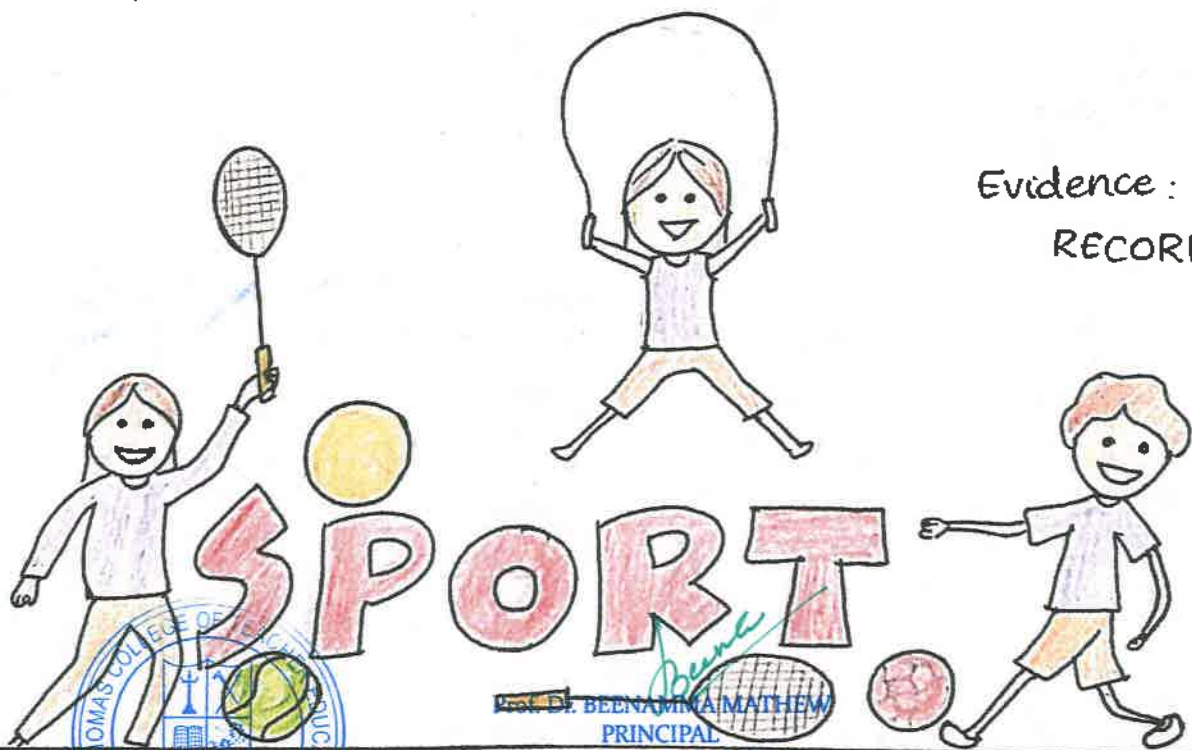
PRACTICAL EDU 404.3

Credible Participation in Games and Sports
- minimum 2 events

The Annual Sports Meet of St. Thomas College of Teacher Education for the academic year 2023-24 was held on 23 February, 2024. I participated in the events discus throw, 1500 m walking

Reflections

- By participating in various events and by witnessing other events, I could understand how to conduct the events and its rules and regulations.
- We could maintain good team spirit and healthy competition among us



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HEALTH AND PHYSICAL EDUCATION

PRACTICAL EDU 404.3

Rules and regulations of Volleyball and Shuttle Badminton

I prepared a report on the rules and regulations of :

- Volley ball
- Shuttle Badminton

Reflections

- I was unaware of the rules and regulations of volleyball and shuttle badminton. By preparing the report I could learn more about it.
- It was good to be aware of these rules and regulations, as a teacher.



Evidence RECORD

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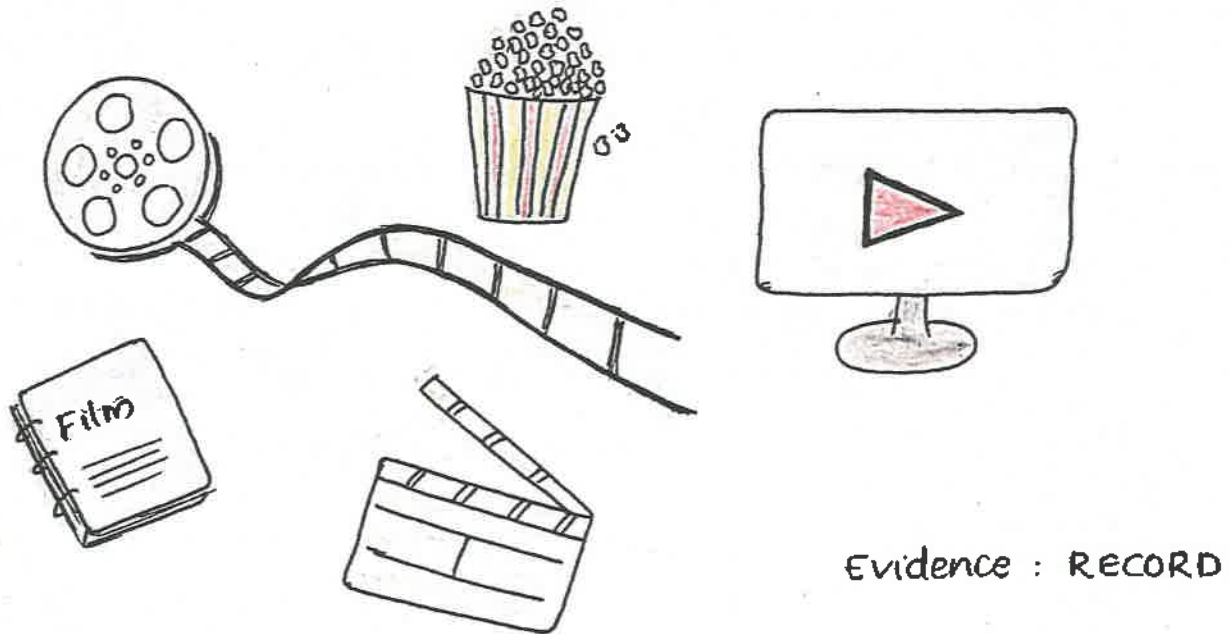
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PRACTICAL EDU 404.4

FILM REVIEW



I watched the movie '101 Chodyangal', a socially and educationally relevant movie directed by Sidhartha Siva and prepared a film review based on this film.

Reflections

- Film reviewing was a new experience for me
- the film influenced me, as a future teacher.
- I understood the role of movies in educating the society and how they can be used in the teaching-learning process.



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DRAMA AND ART IN EDUCATION

PRACTICAL EDU 404.4

Credible Participation in Arts Fest



The Arts fest of our college 'Santhome Utsav 2K24' organised by the college union and Arts Club was held on 1 March 2024.

I participated for Malayalam poem writing, short-story writing and Nadam Pattu.

Evidence : RECORD

Reflections

- The arts fest was a delightful experience. It was the celebration of music, dance, literature, poetry and many more.
- The arts fest was an occasion that helped us to support and appreciate each other.




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DRAMA AND ART IN EDUCATION

PRACTICAL EDU 404.4

SCRIPT ON STREET PLAY



I prepared a script for a street play based on the difficulties faced by special children in the society.

Title: BREAK THE BARRIERS

Evidence: RECORD

Reflections:

- I could think of the problems faced by special children in the society in a more deeper way.
- This helped me to be more responsible and concerned about special children.
- I could learn how to prepare a script for a street play.



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COMMUNICATIVE ENGLISH

PRACTICAL EDU 404.5

INTERNAL TEST - WRITTEN AND ORAL



We had a written and oral test for communicative English.

Date of oral test : 27-02-2024

Date of written test : 29-02-2024



Reflections

- It helped me to improve my oral and written language skills in English.
- It helped me to correct my mistakes and become more confident in speaking English.

Evidence : *Answer script*



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COMMUNICATIVE ENGLISH

PRACTICAL EDU 404.5

Draft a resume for the purpose of employment



As part of the practical work, I prepared a resume as a novice teacher.

My resume included my personal details, education qualifications, experience, skills, interests etc.

A covering letter was also prepared.



Reflections :

- I got an idea on how to prepare a resume for the position of a teacher and what all to include to make it more acceptable.
- I can use these knowledge in my future life while applying for jobs

Evidence :

REPORT



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EDU 401 : GENDER, SCHOOL AND SOCIETY

PRACTICUM

Report on Government Initiatives for Care and Security of Women in the Society.



I prepared a report on two Government initiatives for care and security of women in the society.

- Ujjawala Scheme
- Beti Bachao
Beti Padhao

Evidence : REPORT

Reflections

- Through this work, I became aware of the various government initiatives for care and security of women in our society.
- I realize the importance of educating the society about these initiatives.



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EDU 402 : PERSONALITY DYNAMICS IN EDUCATION

PRACTICUM

Report on various life skills that school students should possess for successful completion of education



I prepared a report on 10 life skills that are necessary for students to lead a successful life.

The life skills discussed were :

Problem solving, decision making, creative thinking, critical thinking, self awareness, empathy, interpersonal relationship skill, effective communication, coping with stress, and dealing with emotions.

Evidence : REPORT



Reflections :

- I learned more about life skills and its importance in the life of an individual.
- I understood the significance of life skills for students.
- I realize the role of teachers in developing these life skills in their students.



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EDU 403.16 : PROFESSIONAL DEVELOPMENT OF
MATHEMATICS TEACHER

PRACTICUM

Report on the recent researches in Mathematics Education



Evidence : REPORT

I prepared a report on the recent researches in Mathematics education by reviewing four recent research works carried out in the field of mathematics education.

Reflections

- I could know about what all researches are currently going on in mathematics education.
- I could get more idea about how researches are being done and the procedures and methods behind it.



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Unit Plan

UNIT PLAN

Name of the Teacher : Riya Rose Johns

Name of the School : SHGHS Bhaxananganam

Subject : Mathematics

Standard : IX

Division : B

Number of Periods : 12

Date : 1-12-2021 - 18-12-2021


Unit : Circle Measures

Introduction

A unit plan is an effective strategy for the planning of instruction. It provides the teacher with clear idea of time and content. By giving structure to the course content and direction to the teaching learning activities, it makes teaching - meaningful, systematic and goal oriented.

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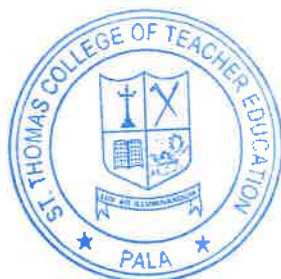



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Being familiar with the measures like area and perimeter of two dimensional figures like triangle, square, rectangle and so on, there arises a natural curiosity to think of such measures in the case of another prominent two dimensional figure - Circle - that they have studied in detail in chapter 5. The unit tries to subside this curiosity of the pupils.

In the unit an opportunity is given to the pupils to analyse the trend in the perimeter of regular polygons with vertices on a circle, as the number of vertices is increased and thus an idea is given about the value of the perimeter of a circle of diameter 1 is approaching to, in particular

The Greek letter π which is of great mathematical significance is introduced for the first time to the pupils through this unit - to denote the perimeter of a circle of diameter 1 and the approximate value of the same is made familiar to the pupils. The story of the name π , the value of π through ages and the life of mathematicians in this




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Journey of π adds beauty to the unit.


It is to be noted that each new strand of knowledge is introduced by suitably linking and correlating it in terms of the previous knowledge of the pupils and in a constructivist environment rather than merely providing them with the formula for perimeter of the circle, area of a circle or whatever it is.

The significance of the unit in day to day lies lies in the fact that many real life objects are circular in shape and there arises practical instances where perimeter and area of the circle, length of a part of the circular outline - arc, area of a portion of interior region of the circle - sector etc. all matters. GeoGebra is made use of for better internalisation of the results.

Curricular Objectives


1. Formulate and apply the result that the perimeters of the circles are scaled by the same factor as their diameters




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2. Familiarise the Greek letter π for perimeter of a circle of diameter 1 and its approximate value.
3. Derives the formula for perimeter of a circle of radius r as $2\pi r$ and applies the same to solve problems.
4. Formulate and apply the result that the area of a circle is π times the square of radius - πr^2 .
5. Internalise the principle that the length of an arc of a circle is that fraction of the perimeter as the fraction of 360° that its central angle is and thus derives the formula for the length of an arc of central angle x° in a circle of radius r as $2\pi r \times \frac{x}{360}$.
6. Formulates the principle that the area of a sector of a circle is that fraction of the area as the fraction of 360° that its central angle is and thus derives the formula for the area of a sector of central angle x° in a circle of radius r as $\pi r^2 \times \frac{x}{360}$.




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Content Analysis

Terms

- Arc
- Central angle of the arc
- Sector
- Central angle of the sector

Formula

- The perimeter of a circle is π times its diameter d , that is πd
- The perimeter of a circle is 2π times its radius r , that is $2\pi r$
- Area of a regular polygon with vertices on the circle is half the product of its perimeter p and the length of the perpendicular from centre.
That is area of the regular polygon = $\frac{1}{2} p h$
- The area of a circle is half the product of its perimeter and radius.
If we write r for radius of a circle, then its perimeter is $2\pi r$.
So, the area of the circle is $\frac{1}{2} \times 2\pi r \times r = \pi r^2$, π times square of radius.

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• In a circle of radius r , the length of an arc of central angle $x^\circ = \frac{2\pi r \times x}{360}$

• In a circle of radius r , the area of a sector of central angle $x^\circ = \frac{\pi r^2 \times x}{360}$

Symbol

π - the perimeter of a circle of diameter 1, Greek letter read as 'pi'

Facts

- Regular polygons with vertices on the circle gets more and more closer to the circle on increasing the number of sides and hence so is the perimeter and area
- Ratio of the diameters is the same as the ratio of the radii
- Central angle of a sector is the central angle of its arc

Concepts

- Arc - Any part of a circle between two points on it is called arc
- The angle between the two radii joining the ends of an arc to the centre of the circle is called the central angle of the arc



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- In triangles with two sides scaled by the same factor and the angle between them the same, the third sides are also scaled by the same factor.
- Perimeter of a circle is the distance travelled by a point to go one round around a circle.
- The angle around a point is 360° .
- Any part of a circle between two points on it, is called an arc.
- If a is the side of an equilateral triangle then its area is $\frac{\sqrt{3}a^2}{4}$.

Body of the Unit

Curricular Objectives	Content Outline	Learning Activities	Learning Strategies	Learning Materials	Duration	Evaluation Strategy
Formulate and apply the result that the perimeters are scaled by the same factor as their diameters	Polygons with vertices on a circle get closer and closer to the circle on increasing the number of sides	Calculates the perimeter of polygons and then regular polygons. Activity on Geoboard of constructing regular polygons with vertices on a circle of	Discussion, individual activity, group activity, brainstorming	Geoboard, PPT	4 periods	Test, Oral Test

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Curricular Objectives	Content Outline	Learning Activities	Learning Strategies	Learning Materials	Duration	Evaluation Strategy
	<p>Ratio of perimeter of regular polygon is same as that of the diameter of the circles containing them. The perimeters of the circles are scaled by the same factor as their diameters.</p>	<p>diameter 1 and internalising that the polygons get closer and closer to the circle on increasing the number of sides. Construction of two equilateral triangles with vertices on two concentric circles and analysis the peculiarities of the triangles obtained to deduce the ratio of their perimeters in terms of the ratio of the radii of the circles which in turn is same as the ratio of the diameters.</p> <p>Considering regular polygons inside a circle and inside another circle of double the diameter.</p>				



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Derives the formula for the area of a sector of central angle x° in a circle of radius r as

$$\frac{\pi r^2 \times x}{360}$$

The area of a sector of a circle is that fraction of the area of the circle as the fraction of 360° that its central angle is.

Area of a sector of central angle x° in a circle of radius $r = \frac{\pi r^2 \times x}{360}$

circle is that fraction of the area as the fraction of 360° that its central angle is.

Derives the formula for the area of a sector of central angle x in a circle of radius r as

$$\frac{\pi r^2 \times x}{360}$$

Apply the formula for solving problems that arises in diff. contexts mathematical contexts

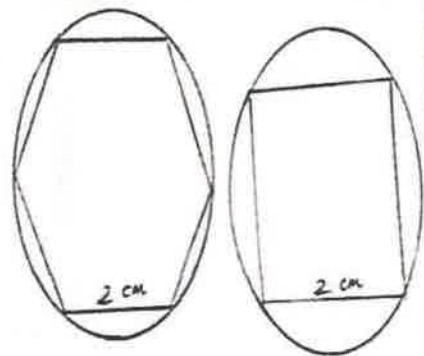
Follow up Activities

1. Calculate the perimeter of a square with vertices on a circle of diameter 1 cm.
2. A wire was bent into a circle of diameter 9 cm. What would be the diameter of a circle made by bending a wire of half the length.
3. The perimeter of a circle of diameter 2 m was measured and found to be

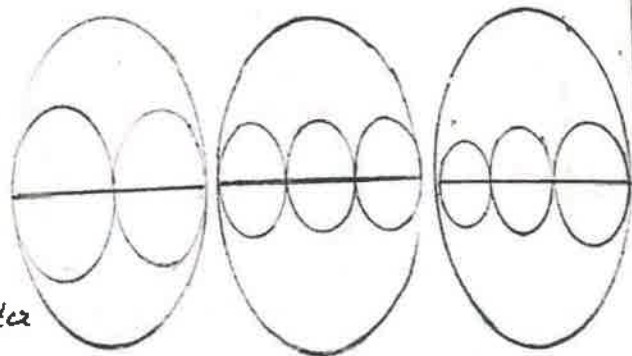


about 6.28. How do we compute the perimeter of a circle of diameter 3m, without measuring?

4. In the pictures given, a regular hexagon and a square are drawn with their vertices on a circle. Calculate the perimeter of each circle.

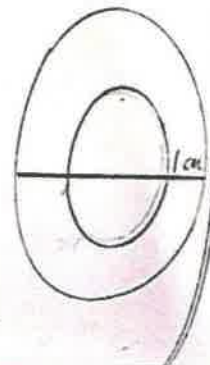


5. In all the pictures given, the centres of the circles are on the same line. In the first two pictures, the small circles are of the same diameter.



Prove that in all pictures, the perimeter of the large circle is the sum of the perimeters of the small circles.

6. In this picture, the circles have the same centre and the line drawn is a diameter of the large circle. How much more is the perimeter of the large circle than the perimeter of the small circle?



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VEDU 308 2



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VALUE EDUCATION LESSON PLAN -01

Name of the Teacher : Adithya Shaji
Name of the School : SHGHS Pothanampuzha
Standard : VIII Div : B
Strength : 38

Subject : Value Education
Topic : Obedience
Date : 16-11-2023
Duration : 40 minutes

Content Overview

OBEDIENCE

Content Analysis

- Obedience, obedient, disobedient, well behaved, supervisors, Experience
- Obedience is the mother of success and fruit of faith
- It is obedient to obey the orders of one's elders and supervisors.
- Obedience includes obedience to one's parents and elders
- Parents are the best well wishers of their children
- From the life experiences of parents, they select what's good for their children
- Obedient children grow into fine children
- We should obey unflinchingly who calls out our well being

Terms
Facts

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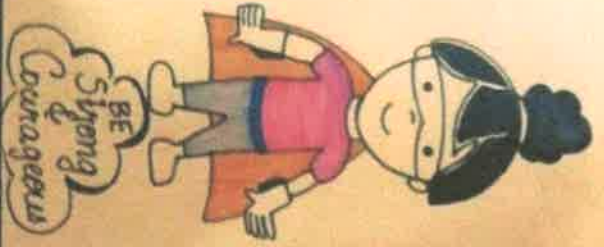


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Aditya, Shaji : 215240112091

VALUE EDUCATION CLASS

FEEDBACK PRACTICE

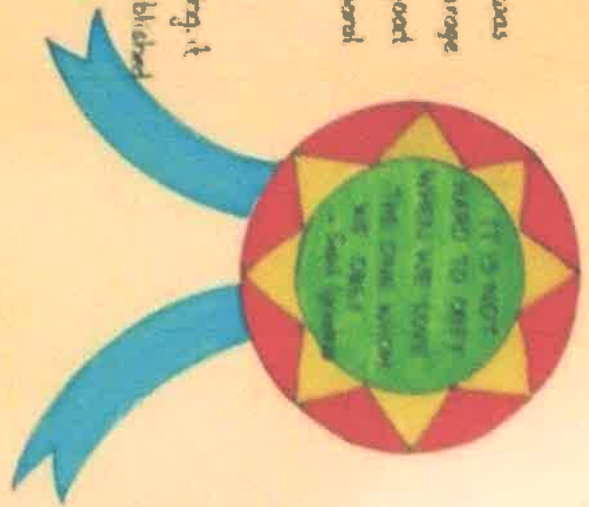


Reflections..

Apart from subjects, value education class was a new experience for me. I took classes on Courage and Obedience. This helped me to develop a good awareness and making the pupil to have a moral ethics and value in them.

Obedience and Courage, both are important to pupils. Obedience is a part of learning, it improves behavior allowing compliance with established rules. Courage helps students to navigate social and emotional changes.

Aditya



EVIDENCE : RECORD : FIELD : SCHOOL : DATE OF SUBMISSION : 13-01-2023

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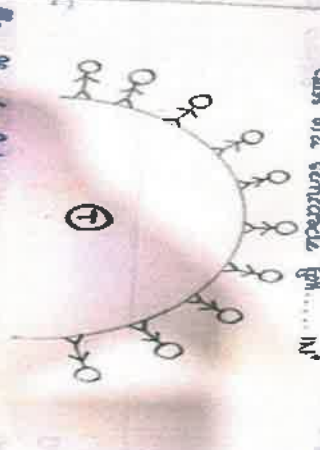


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Yoga Lesson Plan

<u>GENERAL INFORMATION</u>	
YOGA LESSON PLAN-1	
Name of the Teacher : <u>Arthya Saji</u>	
Name of the School : <u>St. Thomas Balamangalam</u>	
Standard : <u>V</u> Dn : <u>C</u>	
Duration : <u>9</u>	
Subject : <u>Physical Education</u>	
Topic : <u>Yoga</u>	
Time : <u>40 minutes</u>	
Date : <u>13-01-2023</u>	
GENERAL OBJECTIVES	
1) Improve posture 2) Increase the flexibility of the respiratory, digestive, excretory, reproductive and circulatory system 3) It is recommended for those who suffer from head ache, back and shoulder ache, indigestion and asthma 4) Provides fun and enjoyment	
CONTENT	METHOD
ASSEMBLY AND PULL CHIT (5 minutes)	The students will be made to fill in a 'Yes' and the answers will be given. 'Class in a single line fill... IN' 'Class Aha... TEN' 'From the right... towards'

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<p>WARMING UP (5 minutes)</p> <p>Revising Posture</p> <p>1) Stands in and out breathing 2) Sprints - stretch breathing 3) Airie, shields breathing</p> <p>Students can be asked to go for 2000 words also running given, encourage the students in a sentence by giving the class in a sentence fill... IN'</p>	 <p>Now zero to take angle space among them. When the students will be as to do various exercises.</p> <p>1) Front and back bending of waist 2) Side bending and stretching of waist</p>
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YOGA LESSON PLAN AND CLASS

PRACTICAL EDU 302.3 Health & Physical Education

Reflections...



I had taken three yoga classes for students of SIGHTS Bharanagarom, as part of EDU 302.3 practical. It was the first time I am taking classes on Yoga for the students. The yogasanas were Bhadasana, Trikonasana, Ardha Trikonasana, Ardha Matsyendrasana, Ardha Kapala Bhasana and finally a Matsyendrasana.

Benefit of including Yoga for a school includes; it reduces stress and anxiety, improves memory and concentration, Promotes mindfulness, improves flexibility, balance and body posture, encourages self love and self care etc.

It was really a wonderful experience to teach different yogasanas and explaining its health benefits. Through this I am able to improve my knowledge regarding Yoga. It refreshes my mood and body.



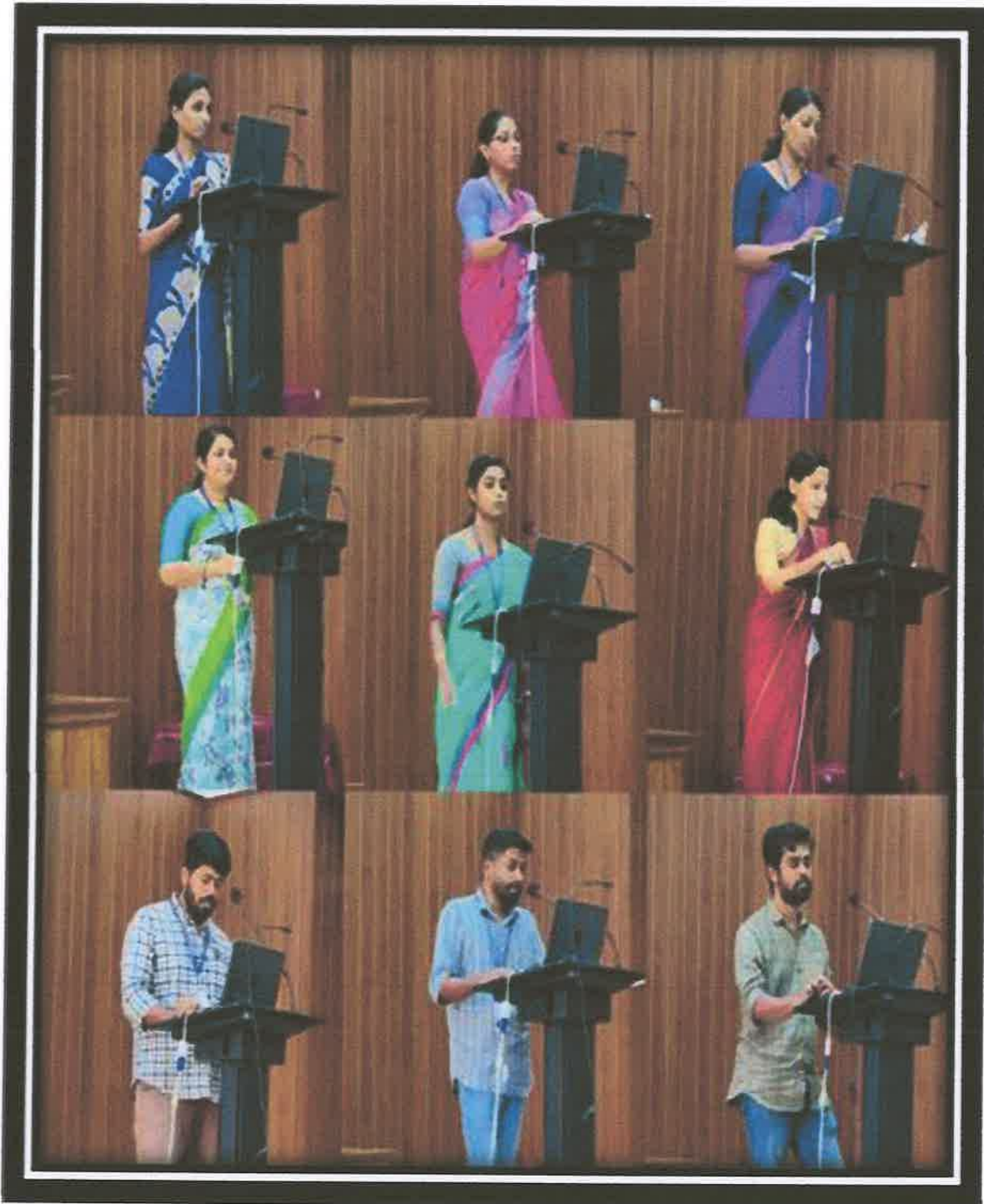
Evidence: Record
Field : School
Date : 03-02-2023

Adithya Saji
2139

Beena



Research Proposal Presentation_This event aimed to promote intellectual discourse, and enhance the quality of research in the field of education



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Book Review Competition by Reading Club of College

The event provided an excellent platform for students to share their passion for literature, motivate their peers to explore new books, and refine their presentation and analytical skills. This event highlighted the enthusiasm and creativity of the college's students and reaffirmed the importance of reading as a means to broaden one's horizons, cultivate critical thinking, and foster an appreciation for the written word.

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READING DAY

Reading Club Presents


**BOOK REVIEW
COMPETITION**

Date : 23/06/2022
Time : 3: 15 pm
Venue : College Auditorium

**DR. SR. BEENAMMA MATHEW
PRINCIPAL**

**DR. GILU G. ETTANIYIL
CO-ORDINATOR**




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Tool Preparation Workshop

The session equipped the students with the knowledge and skills required to create effective data-collection instruments

Aravam (Arts Fest 2022) – Provides chances for collaboration, team spirit, a sense of unity and camaraderie

Aravam (Artsfest 2022)

Date 29/07/2022	Time	Stage
Mohiniyattam	9:30 to 9:45	Auditorium
Fancy dress	9:45 to 10:45	Auditorium
Group song	10:45 to 11:25	Auditorium
Folk Dance	11:25 to 11:40	Auditorium
Kuchipudi	11:40 to 12:05	Auditorium
Nostalgia	12:15 to 12:55	Auditorium
Bharatanatyam	2:00 to 2:45	Auditorium
Naadan pattu	2:45 to 3:20	Auditorium
Western music	9:45 to 10:30	Computer lab
Extempore (Mal)	10:30 to 11:00	Computer lab
Film review	3:30 to 3:50	Computer lab
Extempore (Eng.)	9:30 to 10:30	Seminar Hall 1
Light music	10:45 to 11:15	Seminar Hall 1
Recitation (Mal.)	11:30 to 12:30	Seminar Hall 1
Recitation (Hin.)	11:00 to 11:30	Seminar Hall 1
Recitation (Eng.)	12:30 to 1:00	Seminar Hall 1
Kadhaprasangam	9:30 to 10:30	Seminar Hall 2
Mono act	11:45 to 12:45	Seminar Hall 2
Pencil drawing	1:30 to 2:30	Seminar Hall 2
Poster making	1:30 to 2:30	Seminar Hall 2

NB

*Seminar Hall 1 – B. Ed. SS Senior class

*Seminar Hall 2- B.Ed. Eng. Senior class

Instructions


Your kind attention please...

When you participate in the various activities of the Artsfest competitions, please ensure that your chest numbers are clearly visible to the judges.

Junior students' chest numbers must begin with 'J' class numbers. Senior students' chest numbers must begin with S and class number.

M.Ed.'s must add M along with their chest number (Eg. M. S. 1)





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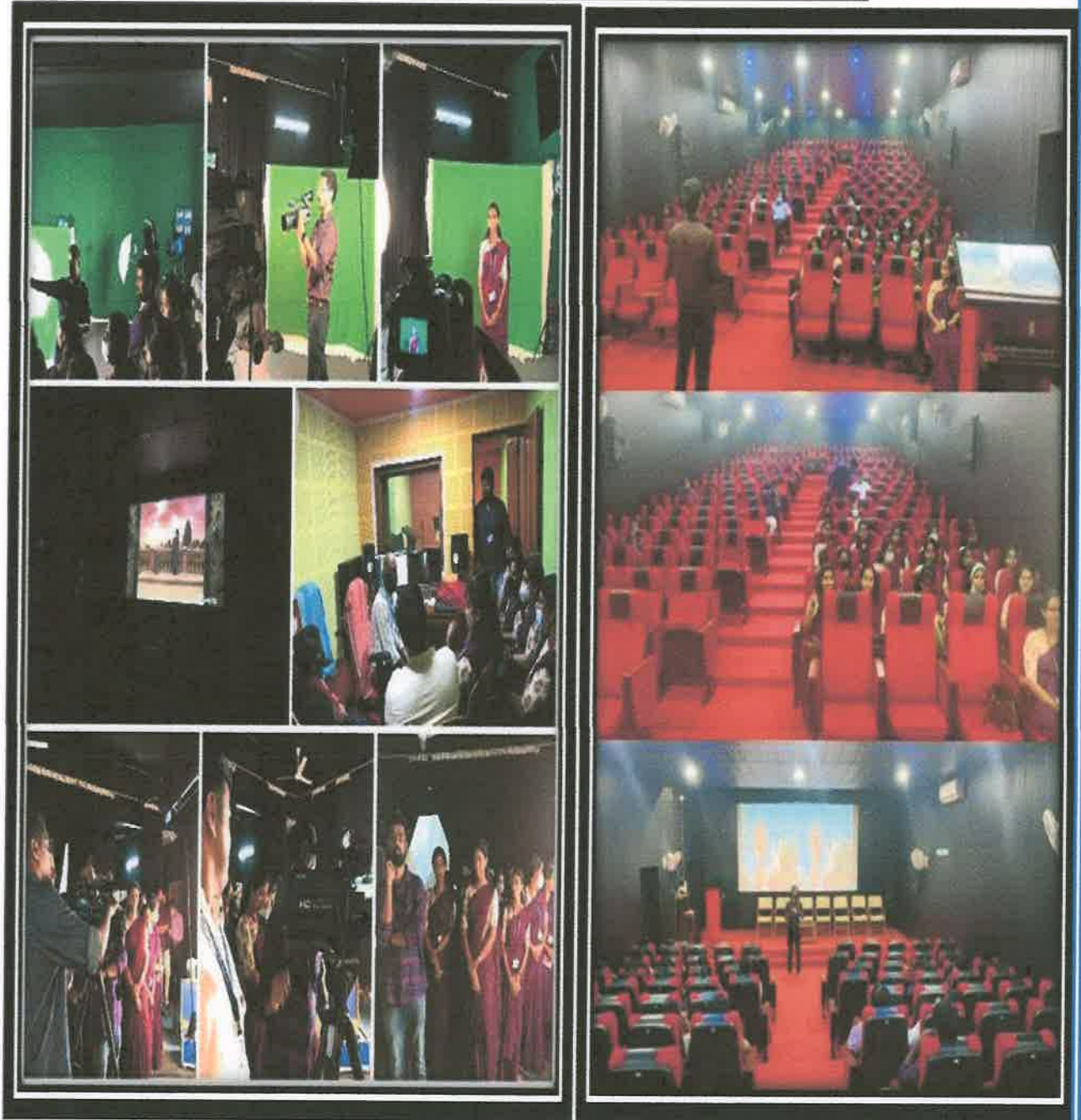
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Student Seminars: It provided students with a platform to delve into specific topics within the educational studies syllabus, encouraging in-depth exploration and critical analysis. The seminars not only enhanced students' knowledge but also honed their presentation and discussion skills.




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Visit to an Institution having Innovative Practices of Quality Enhancement. – BVM



The exposure to innovative practices, particularly in the fields of 3D technology, audio recording, and media production, demonstrated how technology can be effectively integrated into educational settings. The hands-

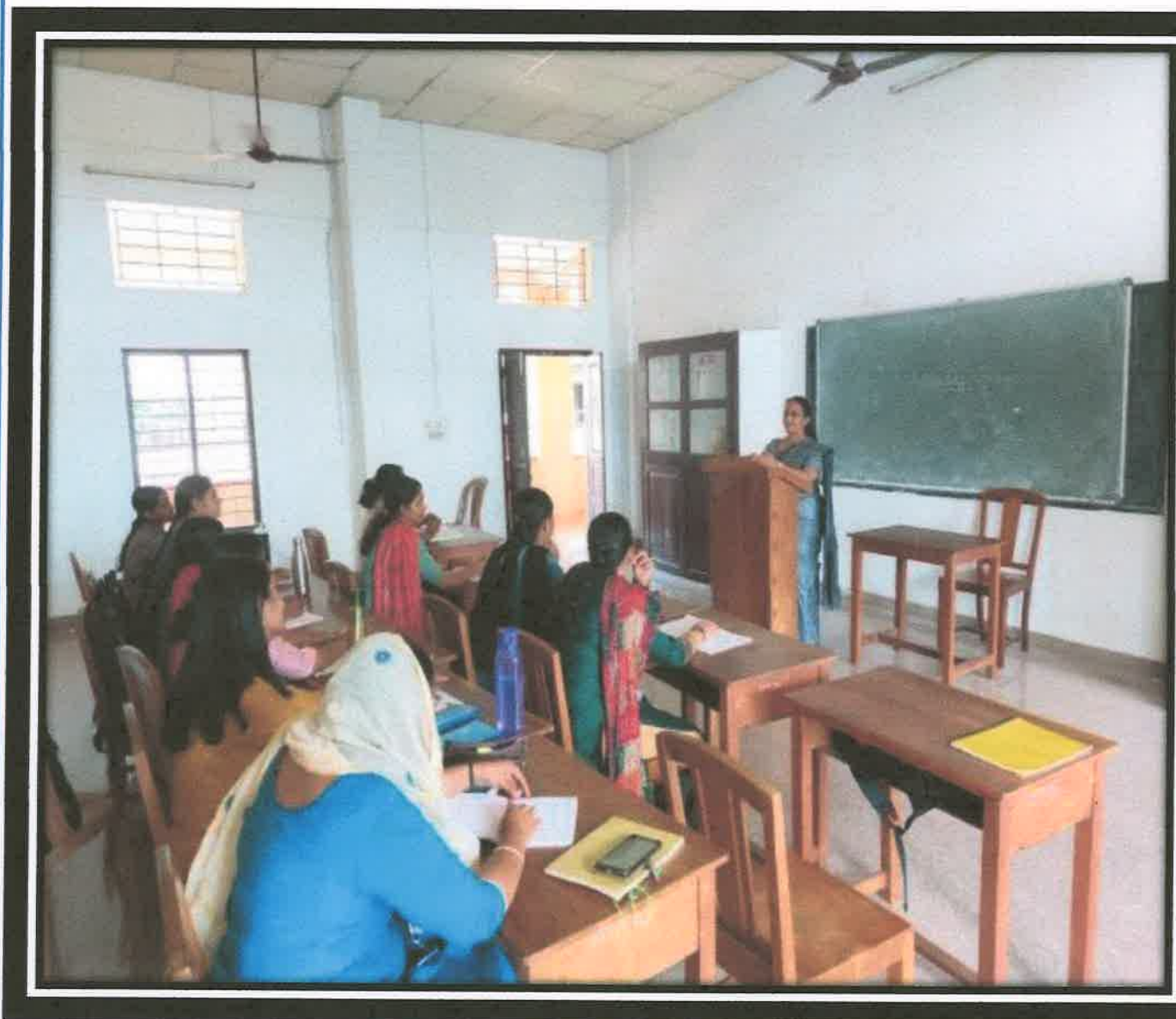


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on activities allowed students to not only witness but actively participate in the learning process, making the visit highly impactful.

Workshop on Communication Skills


The workshop extensively covered different communication skills: Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills, Speaking Skills and Reading Skills



Workshop on E-Content Design

The class provided students with valuable insights into the world of e-content design. Participants gained a deeper understanding of the strategies and tools used to create engaging and pedagogically sound electronic learning materials.





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Language Lab-Self Development Workshop-Yoga

The Self Development Including Yoga workshop conducted by Dr. Pratheesh Abraham provided M.Ed. students with a holistic perspective on personal and professional growth. The integration of yoga into skill development underscored the importance of a balanced and mindful approach to self-improvement. Participants left the workshop equipped with practical tools for enhancing their well-being and interpersonal skills.




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Model Research Proposal preparation: The practicum aimed to deepen students' understanding of the various components essential to constructing a comprehensive research proposal.

Prepare a Report on 'Best Practices' Prevailing in Teacher Education Institutions

The practicum focused on Trends, Issues, Innovations, and Research in Teacher Education, with a specific emphasis on identifying and reporting on best practices in teacher education institutions.

Research Topic Selection - Workshop

The workshop on selecting a research topic, served as a valuable platform for students to gain insights into the intricacies of choosing a research topic. By emphasising the need and significance of this process, the workshop equipped students with the knowledge and considerations necessary to make informed decisions when selecting their research topics. The interactive session further enhanced the



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learning experience, providing students with an opportunity to actively engage and seek guidance on specific queries related to the topic selection process.



Prepare Classroom Lessons using the Philosophical Concepts or Value Integration through the Curriculum

This task provides students with valuable experience in lesson planning and implementation, emphasizing the role of philosophy in shaping educational practices. The instructor's evaluation of these practicums will offer valuable feedback, contributing to the student's growth as future educators with a strong philosophical foundation.



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M. Ed. Degree Programme 2022-2024

Semester I

**ED010101- ADVANCED EDUCATIONAL PHILOSOPHY
PRACTICUM-I
LESSON PLAN ON VALUE EDUCATION (DEDICATION)**

Submitted By

Name : Shukanya M
Class No : 2
Subject : English
Reg. No. :

Submitted To

Mrs. Aneta George
Assistant Professor,
St Thomas College of Teacher Education
Pala, Kerala

Evaluation Column

Signature: _____

Date: _____

Date of Submission: 01-04-2023



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LESSON PLAN ON VALUE EDUCATION

Name of the teacher: Shabaana N	Subject:
Name of the School:	Topic: Dedication
Class:	Date:
Standard:	Duration:
Strength:	

Main idea

- Dedication is a feeling of very strong support for or loyalty to someone or something; the quality or state of being dedicated to a person, group, cause etc.
- Dedication keeps us mentally strong and helps to forget our pain

Objectives

- To foster a right attitude and self-confidence.
- To focus on one's life goals and objectives.
- To make the students understand the importance of hard work.

Proposal Preparation Workshop : It served as a valuable resource for students embarking on their research journey. By demystifying the intricacies of proposal preparation and emphasizing its importance, the workshop equipped students with the knowledge and skills necessary to articulate their research plans effectively. This initiative reflects the commitment of the institution to fostering a research-friendly environment and supporting students in their academic pursuits.



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**THE SKILLS/ COMPETENCIES SUCH AS EMOTIONAL
INTELLIGENCE CRITICAL THINKING NEGOTIATION
AND COMMUNICATION SKILLS COLLABORATION WITH
OTHERS CAN BE ENHANCED THROUGH**




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EDU 404-1 - PRACTICAL



Community citizenship training camp



Ithanal

The camp aimed to instill a sense of community engagement, social responsibility and leadership skills among the future teachers.

The training camp provided an invaluable opportunity to connect with fellow K-Ed students from various backgrounds. The diverse group of participants brought together different perspectives, experiences and ideas, fostering a collaborative environment. The training camp was a comprehensive and holistic learning experience that prepared us, as future educators, to be active and responsible citizens in our communities.



HANNA ELIZABETH JOY

Evidence : Record



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EDU 404-I PRACTICAL

DOCUMENTARY / SHORTFILM PRESENTATION ON STUDENT ABUSE IN SCHOOL CAMPUS AND POCSO RULES

As part of EDU 404-I practical, a documentary was conducted by me. For this purpose an interview was conducted with Adv Mohandas Sir. Through this interview I came to know more about this act, how it is dealt, methods or punishments for the accused, protection for the victims, and death penalties for the accused. This was indeed a novel experience for me. I conducted an interview with an issue like "POCSO".



PROTECTION OF CHILDREN FROM SEXUAL OFFENCES ACT, 2012

FIELD : COMMUNITY

EVIDENCE : RECORD AND EVIDENCE

ADINA ANN ROY
24012110




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CREDIBLE PARTICIPATION IN ARTS FEST (minimum 2 events)

Art is not what you see, but what you see make others see.

EDU 404.2 PRACTICAL

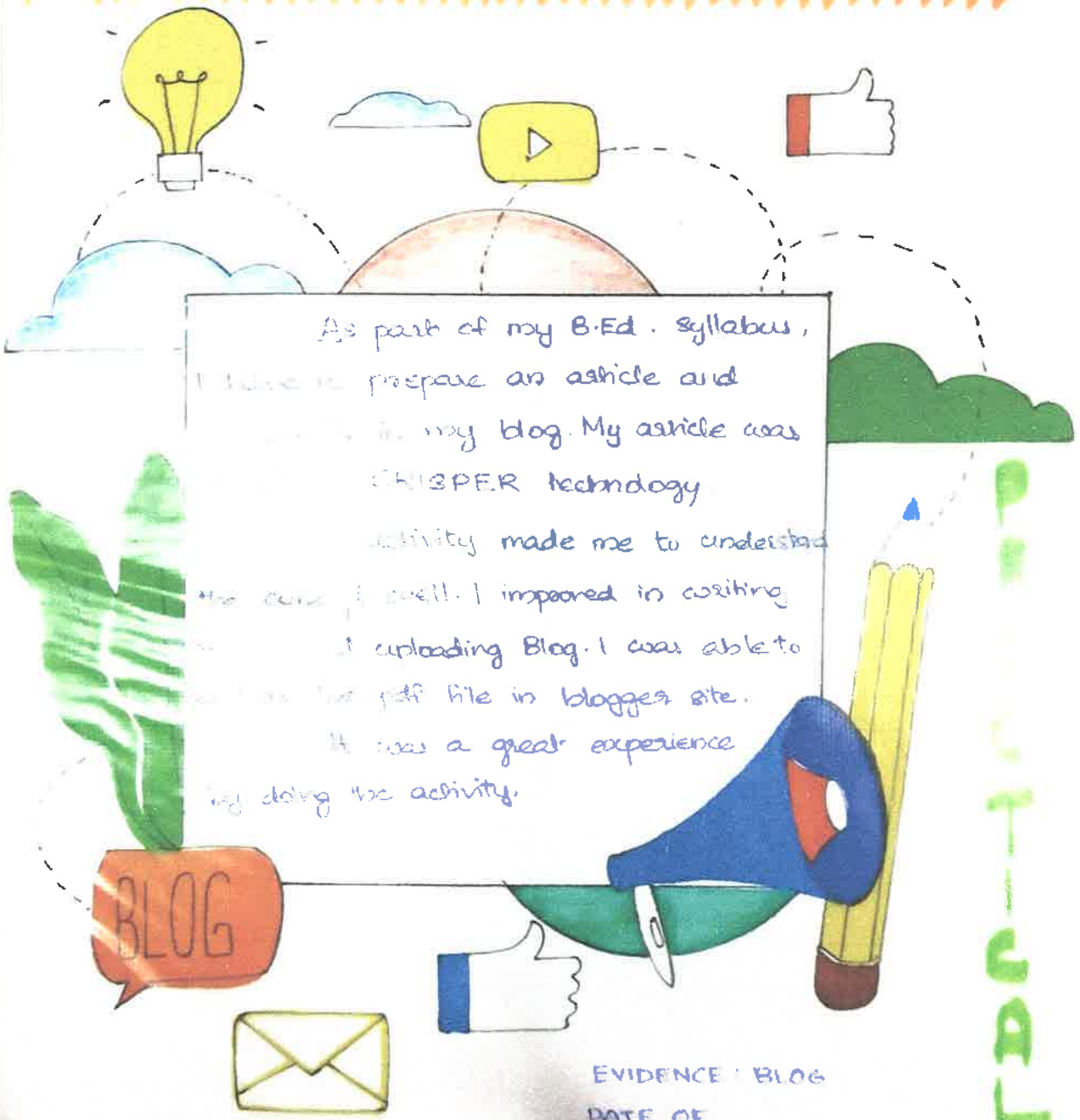
Date : 9-15 Feb 2021

Evidence : Record and Certificate of the events participated in Malayalam Essay Writing and Short story writing



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Preparation and Uploading of Self Designed Article of Pedagogic Relevance in the Blog



As part of my B.Ed. syllabus, I have to prepare an article and upload it in my blog. My article was about CRISPER technology. This activity made me to understand the concept well. I improved in writing and uploading Blog. I was able to upload the pdf file in blogger's site. It was a great experience by doing the activity.

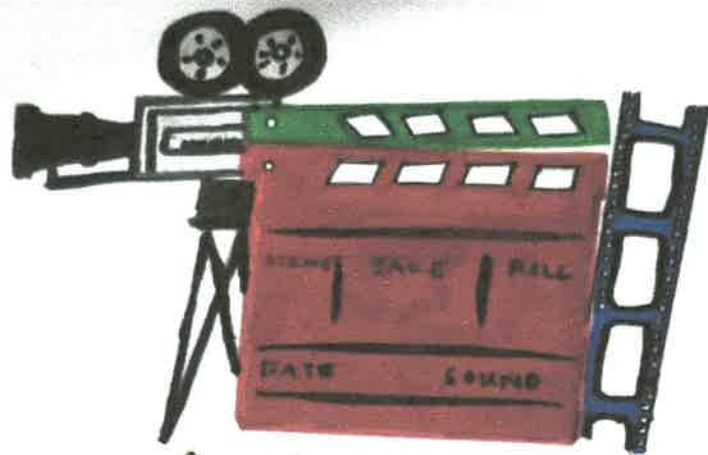
EDU 404-2

EVIDENCE : BLOG
DATE OF SUBMISSION : 16/06/2023



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EDU 404.4 FILM REVIEW



FILM REVIEW

As part of the practical work of EDU 404.4, I prepared a film review on the movie 'The Pursuit of Happiness'. This film is directed by Gabriele Muccino. This film is a 2006 American biographical drama film starring Will Smith as Chris Gardner. It is based on Gardner's nearly one year struggle being homeless. Preparing a film review helped me to analyse the socio-cultural educational value of a film.

Minna Mary Tom

Reg No - 21324011 -
2105

Evidence : Record

Field : College

Date of submission

- 24 - 2023

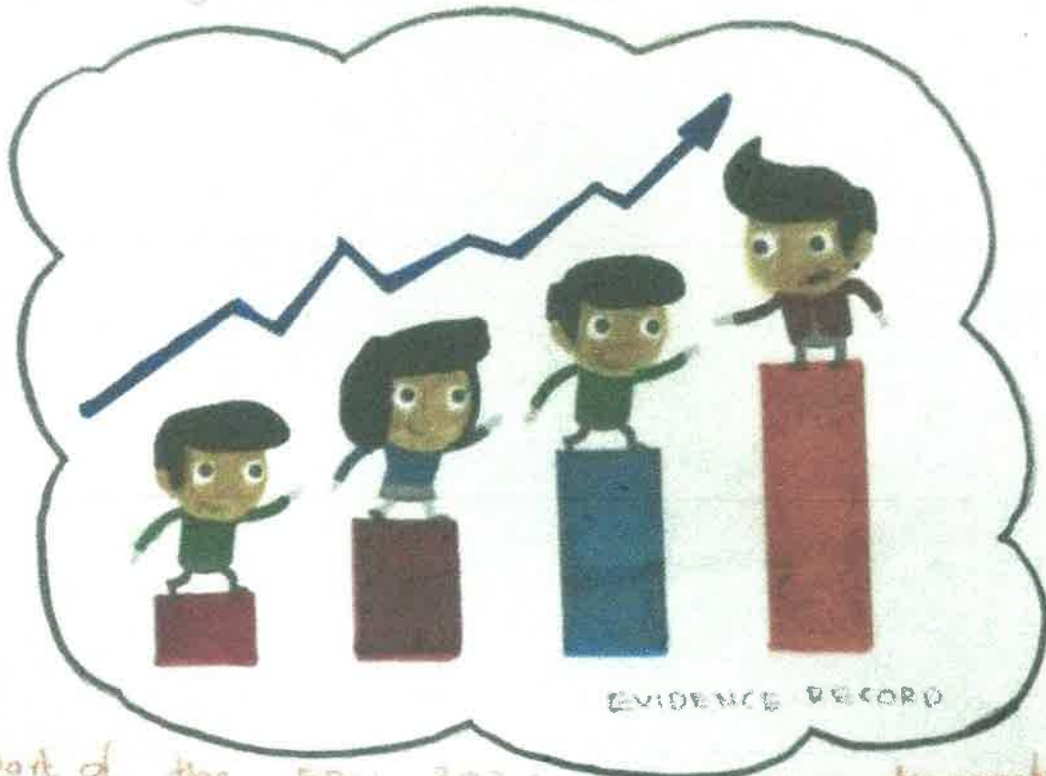


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EDU 302.2 PRACTICAL

JILU TUBA GROUP
21324002076

Diagnostic Test Analysis & Interpretation
Remedial Programme Preparation & Administration



As part of the EDU 302.2 practical a diagnostic test was conducted and a remedial programme was administered during the internship period.

School: St. Joseph's High School, Manathoor

Class: IX-A

Topic: Algebra of fractions

Test date: 05-12-2022

REFLECTION

The work helped me to:-

- * study the meaning, need and significance of diagnostic test in the field of education
- * identify the pupils who make low progress in mathematics learning.
- * provide proper feedback to pupils.
- * modify and adjust the methods of teaching.
- * locate specific weakness of pupils in learning and put a instructional effort to upgrade them to achieve by remedying their error.

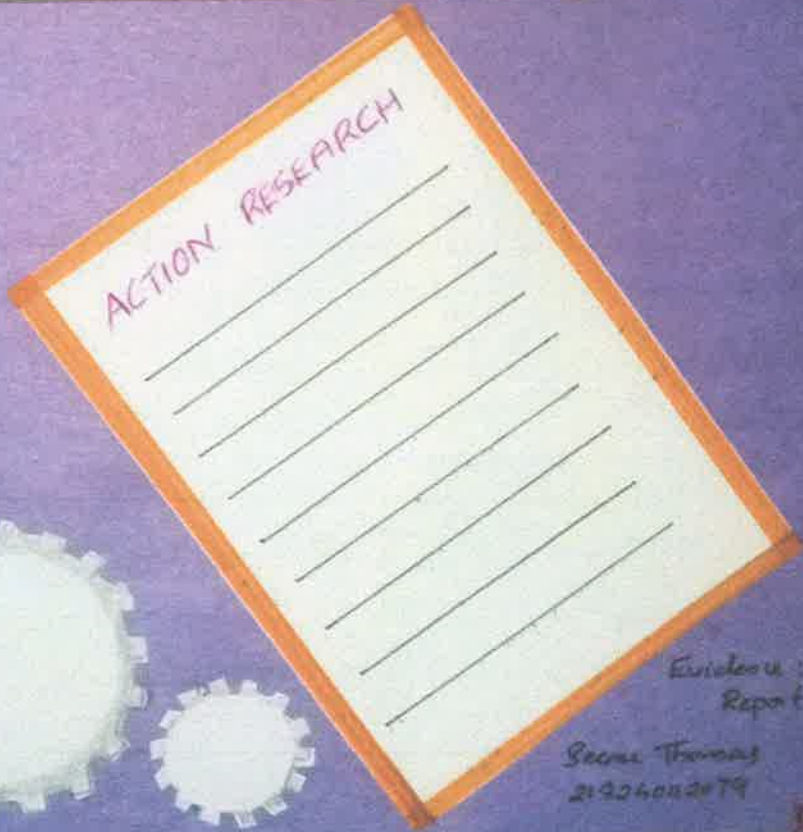
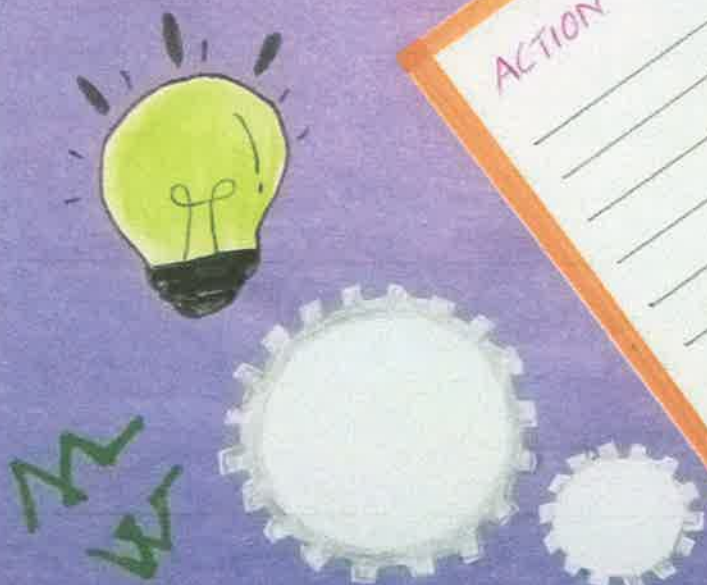


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ACTION RESEARCH

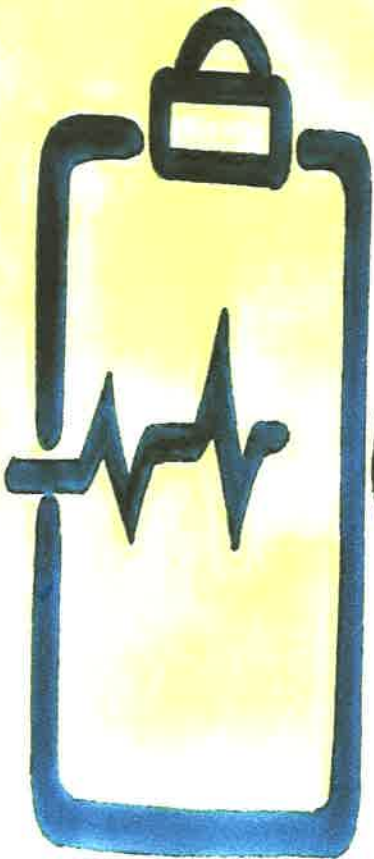
As part of our core course practical I have conducted an Action research in my school. I selected the topic Absenteeism among school students. Through this work I was able to understand the causes of absenteeism among my students and to plan and impliment various measures to reduce absenteeism. I got an opportunity to create interest in students for making regular attendance in school.



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EDU 302-3

I prepared an achievement test for my students of class IX C of SHGHS, Bharananganam. I chose the chapters 'Circle measures' and 'Prisms' for the test. It was really a new experience for me. I conducted the exam on 24th January 2023



Evidence : Record

ACHIEVEMENT TEST
ANALYSIS AND
INTERPRETATION

Shilpa Elizabeth Joydas
21324012080



Prof. Dr. BEENAMMA MATHEW
PRINCIPAL

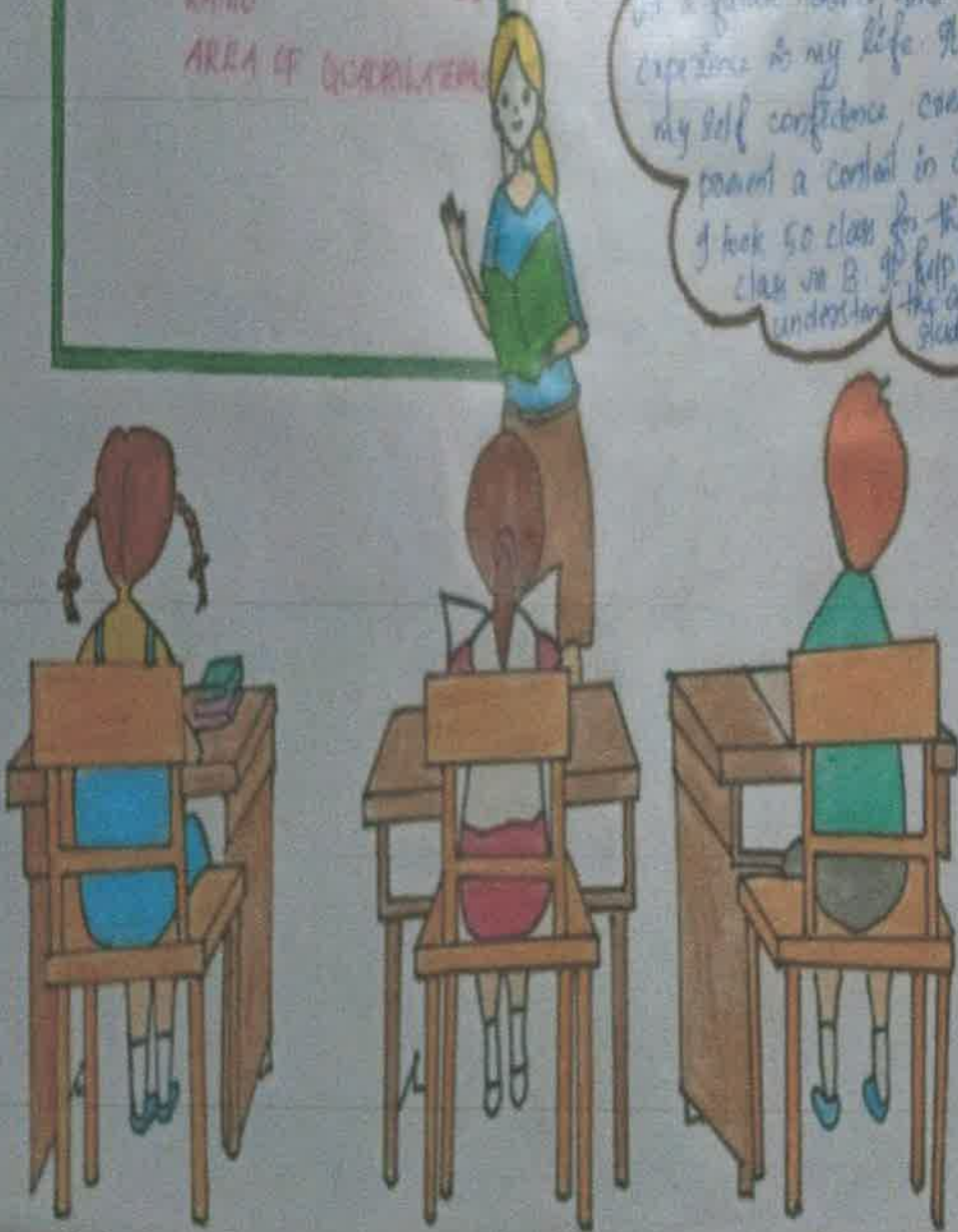
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EDU 302.2 PRACTICE
50 LESSON PLANS AND ACTIVITIES

Unit: IDENTITIES
 RATIO
 AREA OF QUADRILATERAL

As a part of our B.Ed programme
 I was given an interesting programme. I was
 asked to teach 50 lessons, placement
 as a future teacher, this was a new
 experience to my life. It helps to boost
 my self confidence, creatively to
 present a content in different way.
 I took 50 class for the students of
 class VII B. It helped me to
 understand the capabilities of
 students.



Volume -
 Record
 Handwritten
 21/3/2018



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EDU 404.4 Drama and Art in Education
PRACTICAL SCRIPT ON STREET PLAY



"Drama"

Reflections...

Through this practical, I learned to write script of a street play. It was done as a group work. We, Natural Science students selected the topic 'Daisy' for street play. Street plays are excellent way to bring attention to a particular social issue or problem. Writing and acting in a street play allows for a high degree of creativity and flexibility. This work brought us together to collaborate on a common goal. Also it helped us to increase our confidence and team spirit.

DATE OF SUBMISSION:
31-05-2023
EVIDENCE
Record



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COMMUNITY CAMP



Working together is a beginning
Learning together is a progress
Living together is a success.

Community camp theme : Thiruvai 2023

Date - 30th May - 3rd June

The camp was really a great experience that contributed to different skills like leadership, interpersonal skills, problemsolving etc. The camp is more like coming together and being a support system for each other.




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Joyi Jayathi S
312210113001



EDU 404-1 : Extension Activities @ 2



As part of EDU 402 practical, I did 3 extension activities

- Mariasadanam visit
- Youth festival training
- Visiting an orphanage

Extension activities helps us to connect with world and develop empathy, compassion and interpersonal skills.

Overall, it contributes to the socially committed personality



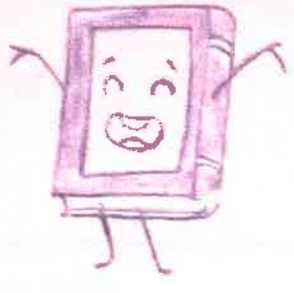
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EDU 402-2

Project on any topic of pedagogic Relevance.



My project topic was:

Emotional Dimensions of textbooks in the coursebook of Std IX with respect to Rasa theory!

Sample: 30 students

Std: IX

St Thomas H.S.S, Pala



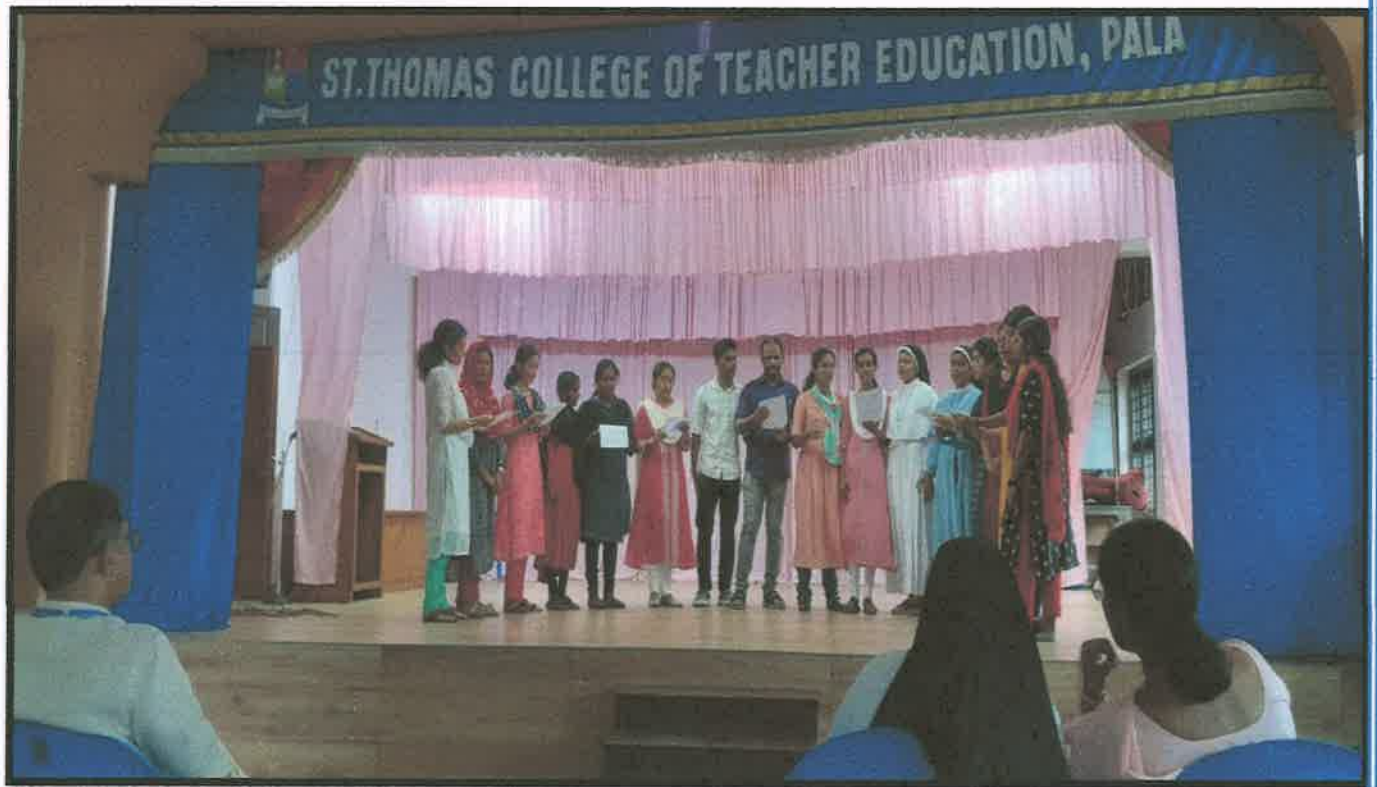
The project tried to analyse the emotions evoked by textbooks. The results were positive and it was found that students experienced a myriad of emotions.




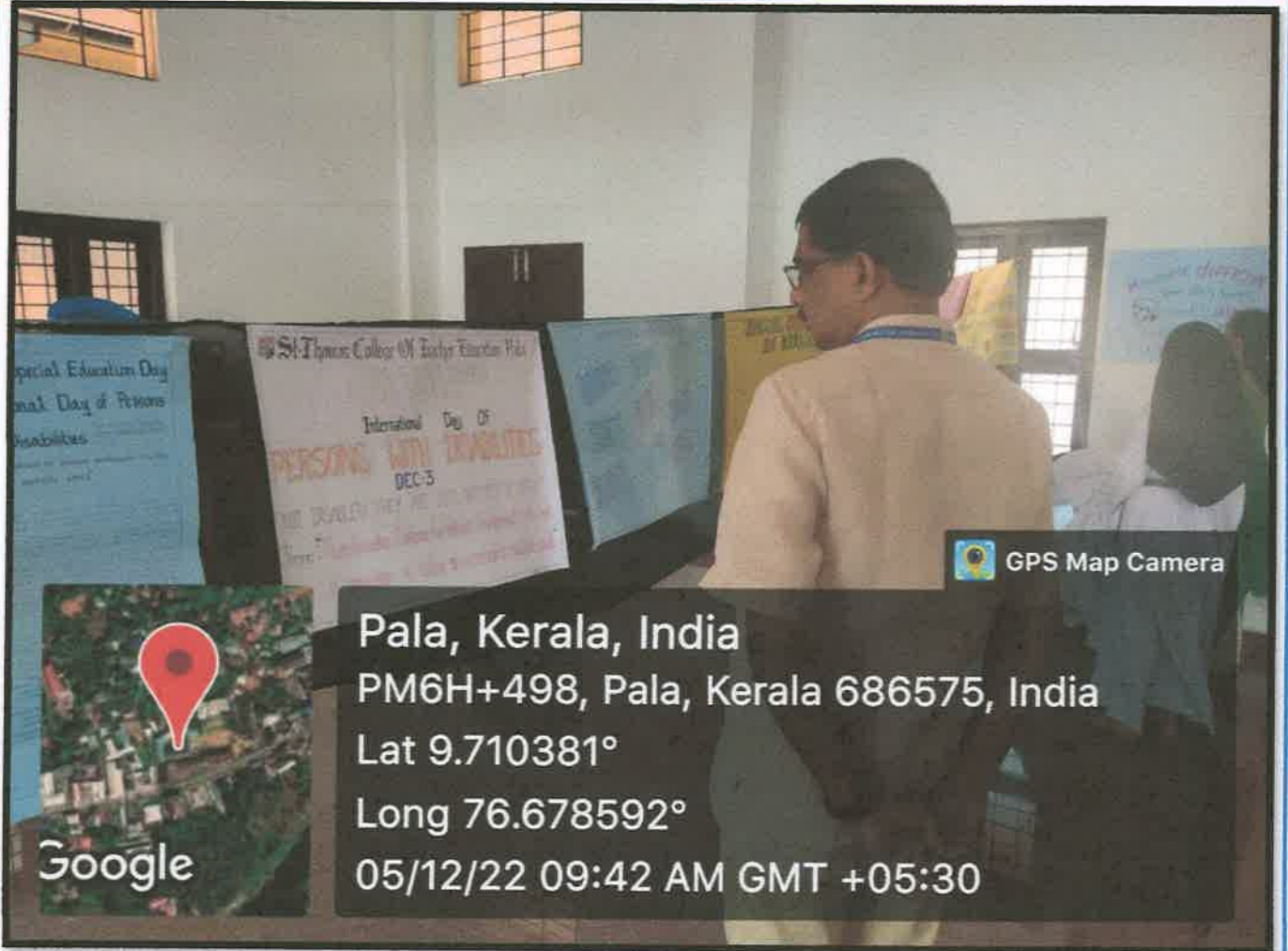
Since the topic yoked the areas of my passion - Dance and teaching, I enjoyed the work.



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Pala, Kerala, India
 PM6H+498, Pala, Kerala 686575, India
 Lat 9.710381°
 Long 76.678592°
 05/12/22 09:42 AM GMT +05:30



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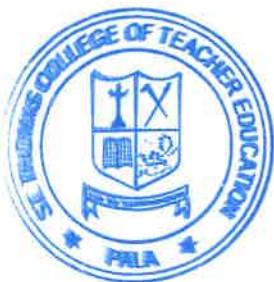
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Prof. Dr. BEENAMMA MATHEW
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