



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences

(Other Relevant Information)

Submitted to

**National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment**



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM KOCHI-682035, KERALA

2.4.1

Other Relevant Information

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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM

KOCHI-682035, KERALA

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DISCUSSION TEACHING MANUALS

DISCUSSION TEACHING MANUAL NO 1

| | |
|--|--------------------------|
| Name of the Teacher : Keerthana.M.S | Standard : VIII |
| Name of the School : St. Mary's CGHSS, Ernakulam | Date : 3/6/2022 |
| Name of the Subject : Biology | Duration : 40 minutes |
| Name of the Unit : The sign of Life | Period : 3 rd |
| Name of the Topic : The Greenness of Life | Strength : 17/17 |

CONTENT ANALYSIS

TERMS : Biosphere, chloroplast, Pigments, Chlorophyll, chlorophyll a, chlorophyll b, Xanthophyll, Carotene, accessory pigments, upper epidermis, lower epidermis, Vascular tissue, outer membrane, inner membrane, stroma, grana, stroma lamella, photosynthesis.

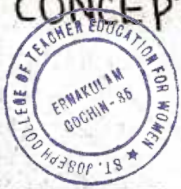
FACTS :

- Energy is required for the continuity of life activities
- Sun is the major source of energy in the biosphere
- Solar energy can be absorbed by the plants
- Plants prepare food by photosynthesis



- Leaves are known as kitchen of biosphere
 - Leaves consist of upper and lower epidermis
 - Vascular tissue is seen in between upper and lower epidermis
 - Chloroplast consists of stroma, grana and stroma lamella
 - Chlorophyll is the pigment present in the grana of chloroplast
 - Chlorophyll has the ability to absorb sunlight
 - Chlorophyll a and chlorophyll b are the two types of chlorophyll
 - Chlorophyll a is bluish green in colour
 - Chlorophyll b is yellowish green in colour
 - The pigments other than chlorophyll a are called accessory pigment
 - Xanthophyll and carotene are the accessory pigments
 - Xanthophyll is the yellow coloured pigment
 - Carotene is yellowish orange coloured pigment
 - Chlorophyll a alone can directly take part in photosynthesis
 - Accessory pigments can absorb sunlight and transfer their energy to chlorophyll a
 - Chlorophyll a and chlorophyll b absorb blue and red rays of the visible light
 - The rate of photosynthesis is maximum in the presence of blue and red light
 - The greenness of leaves is due to the reflection of green light
- CONCEPTS
- Plants absorb solar energy and prepare food by photosynthesis
- Photosynthesis is the process of preparation of food by plants in the presence of sunlight in chloroplast using carbon dioxide and water.

CONCEPTS



- Pigments like chlorophyll a, chlorophyll b, xanthophyll and carotene have the ability to absorb solar energy

CONCEPT

LEARNING OBJECTIVES

KNOWLEDGE DOMAIN : The pupil acquires knowledge and comprehension about :

- identifies the structure of leaf
- lists out various photosynthetic pigments
- defines photosynthesis
- identifies the structure of chloroplast
- defines accessory pigments
- distinguishes different photosynthetic pigments.

PROCESS DOMAIN : The pupil develops process skills in :

- observes the structure of leaf
- classifies different types of pigments
- infers the role of various pigments in plants
- communicates the role of chloroplast in photosynthesis

APPLICATION DOMAIN : The pupil applies the knowledge in :

- gives reason for the greenness of leaves
- critically thinks about the role of pigments in photosynthesis
- understands the role of chloroplast in photosynthesis
- understands the change in rate of photosynthesis with varying intensity of light.



- applies the knowledge of photosynthesis in everyday life.

ATTITUDINAL DOMAIN : The pupil develops positive attitude towards :

- takes initiative to plant more trees
- makes decision to conserve nature
- develops sensitivity towards deforestation
- develops positive attitude towards ecofriendly living

CREATIVITY DOMAIN : The pupil creates ideas about :

- makes herbarium on different types of leaves
- prepares chart on the structure of leaf
- designs poster to give awareness on conservation of nature
- makes garden in their school compound.

PRE-REQUISITE

The pupil already knows that plants prepare food by the process of photosynthesis and leaves appear green in colour due to the presence of chlorophyll.

LEARNING STRATEGIES

Group discussion , Demonstration



LEARNING MATERIALS / ICT

Activity No 1

Activity No 2

- 1) Text book
- 2) Activity card of structure of leaf
- 3) Power point slide on structure of leaf

Activity No 3

- 1) Reading material on structure of chloroplast
- 2) Activity card on structure of chloroplast
- 3) Chart showing the structure of chloroplast

Activity No 4

- 1) Activity card on spectrum of visible light
- 2) Video clipping on rate of photosynthesis

Activity No 5

- 1) Text book
- 2) Activity card on pigments of photosynthesis
- 3) Chart showing the role of photosynthetic pigments

VALUES

- 1) Love towards nature
- 2) Responsibility for conserving nature
- 3) Concern for fellow beings



EXPECTED PRODUCTS

- 1) Herbarium on leaves of different colours
- 2) Flowchart on different pigments involved in photosynthesis
- 3) Chart on the spectrum of visible light
- 4) Poster on awareness against deforestation

LEARNING ACTIVITIES

RESPONSE / EVALUATION

Activity No 1 (Introduction)

Teacher and students conduct a discussion on the importance of photosynthesis, the importance of solar energy in photosynthesis and the greenness of leaves

POINTS FOR DISCUSSION

- Importance of photosynthesis
- Importance of solar energy in photosynthesis
- Greenness of leaves

GREENNESS OF LEAVES (CB)

Teacher consolidates the discussion by saying about the importance of photosynthesis and how the pigment chlorophyll helps in photosynthesis.

Teacher divides the class into different groups.

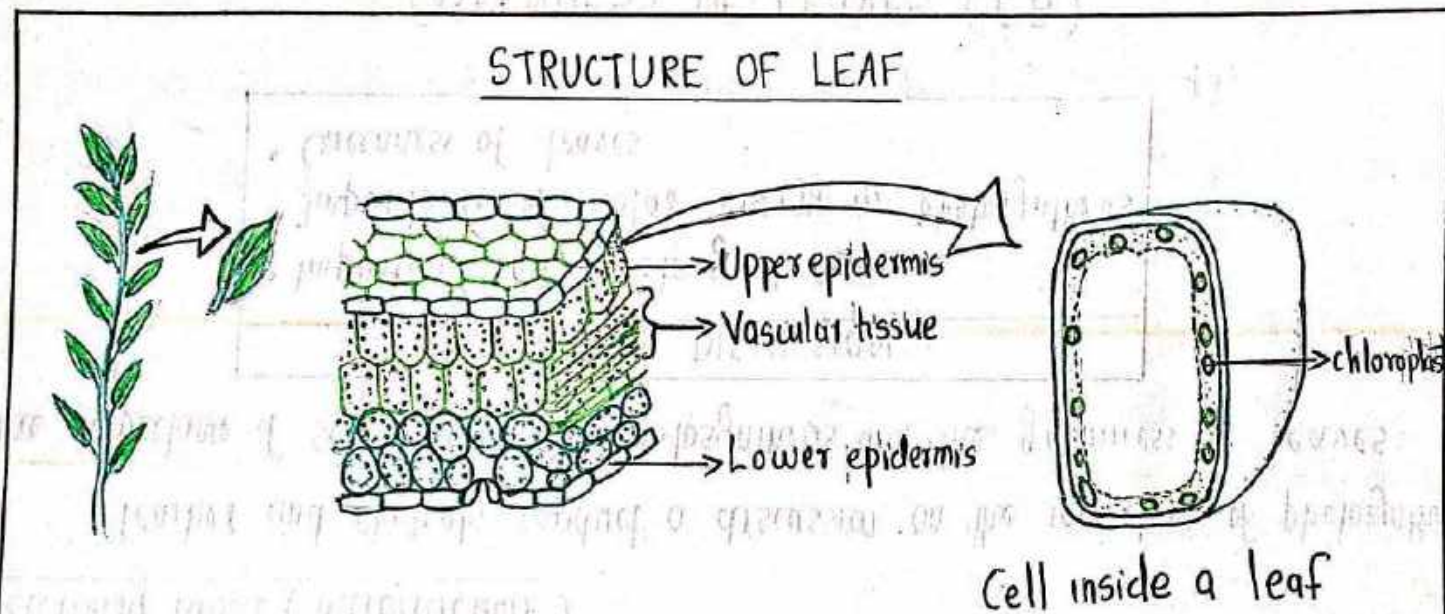


LEARNING ACTIVITIES

RESPONSE / EVALUATION

Activity No 2

With the help of text book, the students complete the activity card to understand the structure of leaf and position of chloroplast.



Fill in the blanks

- 1) The outer most layer of leaf is called _____
- 2) _____ is the tissue seen in between the epidermal layers
- _____ is the part of leaf that contain more number of chloroplast.



LEARNING ACTIVITIES

RESPONSE | EVALUATION

Structure of leaf (CB)

Epidermis (CB) → Upper (CB)
 → Lower (CB)

Vascular Tissue (CB)

Teacher consolidates the activity by explaining the detailed structure of leaf using power point presentation.

Activity No 3

With the help of reading material and activity card the students understand the detailed structure of chloroplast.

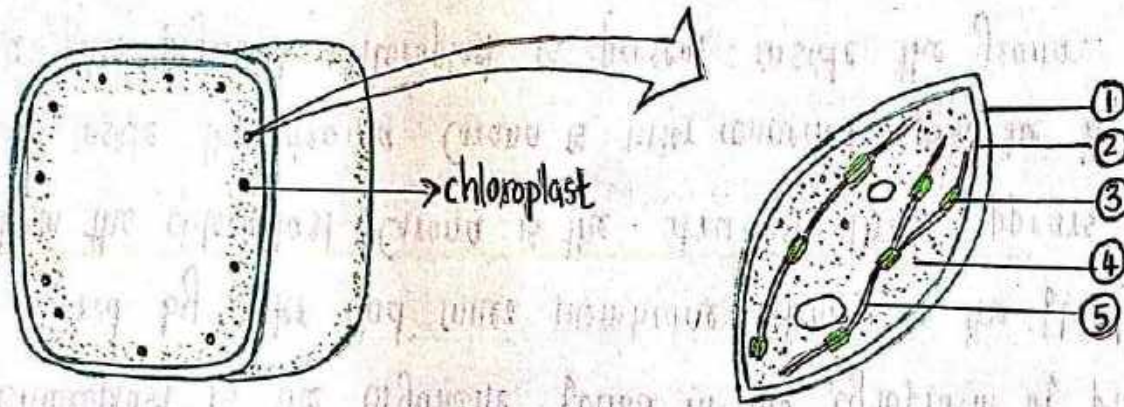
Label the diagram by reading the description given below :-

Chloroplast is the organelle found in the cytoplasm of plant cell, it is covered by outer and inner membrane. Stroma is the fluid portion found in the chloroplast. Grana is the structure that appears as a stack of coins inside the stroma. Grana is inter connected with the help of stroma lamella. The pigment chlorophyll is present inside the grana.



LEARNING ACTIVITIES

RESPONSE / EVALUATION



Cell inside a leaf

1. _____ 2. _____ 3. _____
 4. _____ 5. _____

chloroplast (CB)

Outer membrane (CB)

Inner membrane (CB)

Stroma (CB)

Grana (CB)

Stroma lamella (CB)

Pointed (CB)



Teacher consolidates the activity by explaining the structure of chloroplast using chart

Activity No 4

By completing the activity card on the spectrum of visible light, the students understand the change in the rate of photosynthesis with varying intensity of light.

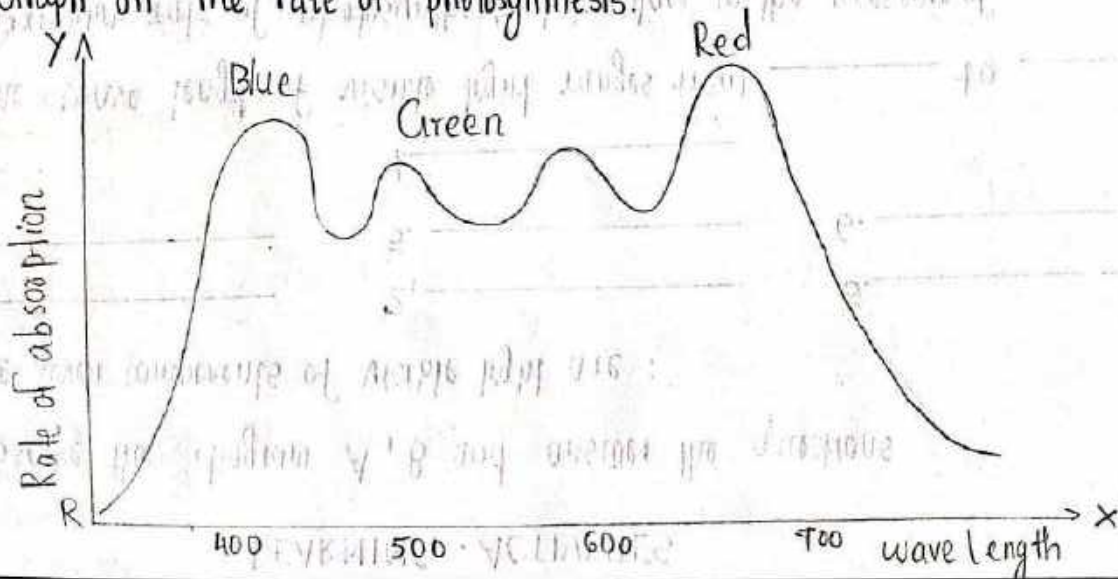
SPECTRUM OF LIGHT

A.

| | | | | | | | | |
|----|---|---|---|---|---|---|---|----|
| UV | VISIBLE LIGHT | | | | | | | IR |
| | A B C D E F G H I J K L M N O P Q R S T U V W X Y Z | | | | | | | |
| | V | I | B | G | Y | O | R | |

390 nm 750 nm

B. Graph on the rate of photosynthesis.



LEARNING ACTIVITIES

RESPONSE / EVALUATION

Observe the diagram A, B and answer the questions

1) The seven components of visible light are :

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____

2) The wave length of visible light ranges from _____ to _____

3) Maximum rate of photosynthesis take place in the presence of _____ and _____ rays.

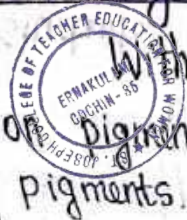
Visible light (CB)

VIBGYOR (CB)

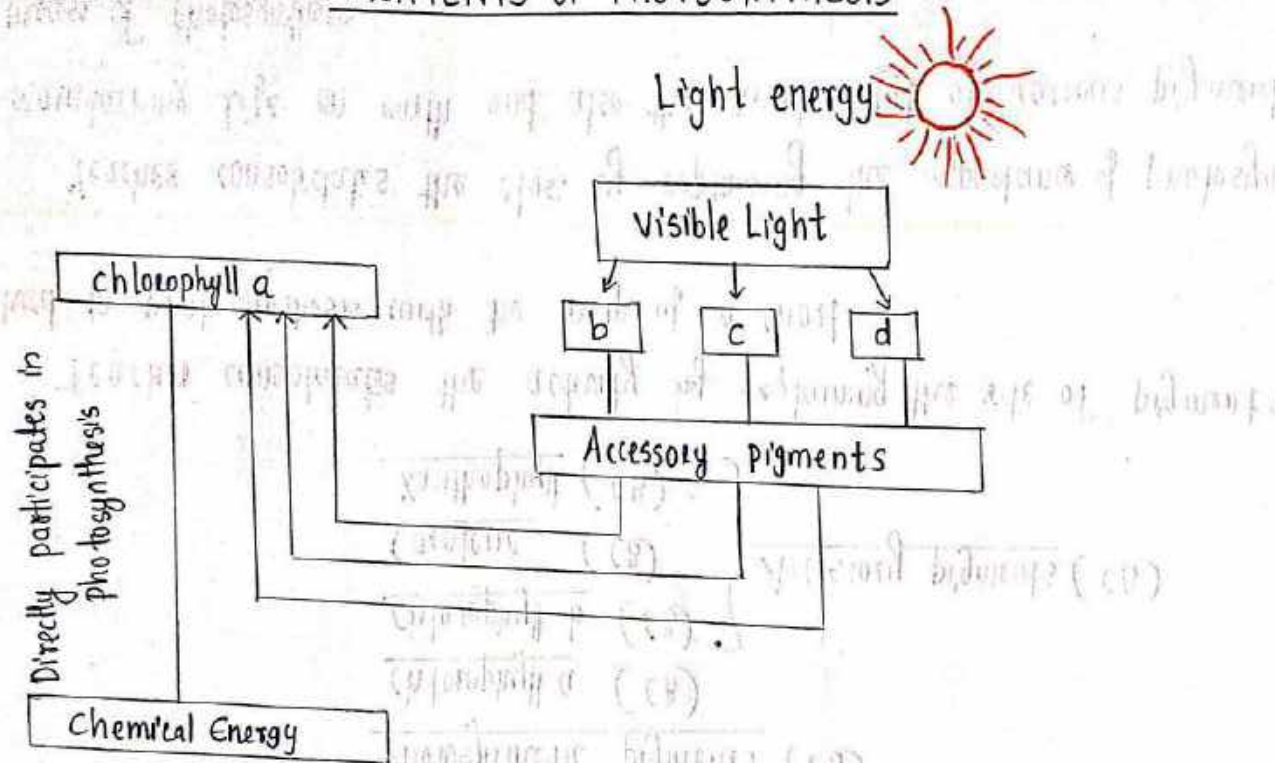
Teacher consolidates the activity by showing a video clipping on the rate of photosynthesis and explains that light can be divided into seven component colours and the rate of photosynthesis is maximum at blue and red rays.

Activity No 5

With the help of text book the students complete the activity card on pigments involved in photosynthesis and understands the role of different pigments.



PIGMENTS OF PHOTOSYNTHESIS



1) pigments involved in photosynthesis are

a) _____ b) _____ c) _____ d) _____

2) chlorophyll b, xanthophyll and carotene are _____


3) Match the following

- | | |
|---|---|
| <p>A</p> <p>chlorophyll a</p> <p>chlorophyll b</p> <p>Xanthophyll</p> <p>Carotene</p> | <p>B</p> <p>Yellow</p> <p>Yellowish orange</p> <p>Red</p> <p>Bluish green</p> <p>Green</p> <p>Yellowish green</p> |
|---|---|



LEARNING ACTIVITIES

RESPONSE | EVALUATION

- 4) The pigment that directly take part in photosynthesis _____
- 5) The function of accessory pigment is _____
- 6)  Why am I green? _____

Photosynthetic pigments (CB)

chlorophyll a (CB)

chlorophyll b (CB)

Carotene (CB)

Xanthophyll (CB)

} Accessory pigments (CB)

Teacher consolidates the activity by explaining the role of pigments involved in photosynthesis with the help of a chart.

Teacher consolidates the class by explaining the importance of photosynthesis in maintaining life on earth and also the involvement of various pigments in the process of photosynthesis.



FOLLOW UP ACTIVITIES

- 1) Prepare a herbarium on leaves of different colours
- 2) Prepare a flowchart on various pigments involvement in photosynthesis
- 3) Prepare a chart showing the spectrum of visible light
- 4) Prepare a poster to give message against deforestation

EVCLP

REFLECTION

MY FINDINGS AND ASSESSMENT :

LEBWR

CONCLUDE YOURS

REMEDIAL ACTIVITIES :

Date
15/6/2022



DARUL ULOOM VHSS PULLEPADY, ERNAKULAM
INTERNSHIP CERTIFICATE

This is to certify that Naseeha Nageer.. who is pursuing M.Ed. Programme (2020-2022) at St. Joseph College of Teacher Education for Women, Ernakulam with Reg. No. 203140610327. has successfully completed the **15** days Internship Programme from 1.6.2022 to 15.6.2022 at DARUL ULOOM VHSS PULLEPADY, ERNAKULAM

Signature of Headmaster/ Principal

Rajani K Nair
RAJANI K. NAIR
Principal
Darul Uloom HSS, Ernakulam

SCHOOL SEAL



DARUL ULOOM VHSS PULLEPADY, ERNAKULAM
INTERNSHIP CERTIFICATE

This is to certify that*Saleema M.*..... who is pursuing M.Ed. Programme (2020-2022) at St. Joseph College of Teacher Education for Women, Ernakulam with Reg. No. *203140610334* has successfully completed the **15** days Internship Programme from *1-6-22*.... to *15-6-22* at DARUL ULOOM VHSS PULLEPADY, ERNAKULAM

Signature of Headmaster/ Principal

Rajani K Nair

RAJANI K. NAIR
Principal
Darul Uloom HSS, Ernakulam

SCHOOL SEAL



DARUL ULOOM VHSS PULLEPADY, ERNAKULAM
INTERNSHIP CERTIFICATE

This is to certify that Lini John..... who is pursuing M.Ed. Programme (2020-2022) at St. Joseph College of Teacher Education for Women, Ernakulam with Reg. No. 293160610332 has successfully completed the **15** days Internship Programme from ..1..6..2022 to ..15..6..2022 at DARUL ULOOM VHSS PULLEPADY, ERNAKULAM

Signature of Headmaster/ Principal

Rajani K Nair

RAJANI K. NAIR
Principal
Darul Uloom HSS, Ernakulam

SCHOOL SEAL





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVLVATTOM ROAD, ERNAKULAM, COCHIN - 682 035, KERALA, S. INDIA

Recognised by NCTE

16.06.2022

From

The Principal in Charge

TO WHOMSOEVER IT MAY CONCERN

Sub: - Secondary School Observation of M.Ed Teacher Educands 2022-23

Sir/Madam,

May I inform you that the Secondary School Observation in connection with the Internship Programme(Institutional Case Study) of M.Ed Teacher Educands of this college for the year 2022-23 is scheduled from 16.06.2022 to 22.06.2022.It is to be conducted for 7 days as per the norms of M.G University.

Lini John....., M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You

Yours faithfully

Alice Joseph

Principal in Charge

Dr. Alice Joseph

Principal in Charge

St. Joseph College of Teacher

Education for Women,

Ernakulam





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN
KOVILVATTOM ROAD, ERNAKULAM, COCHIN - 682 035, KERALA, S. INDIA

Recognised by NCTE

08.06.2022

From

The Principal in Charge

TO WHOMSOEVER IT MAY CONCERN

Sub: -Senior Secondary School Observation of M.Ed Teacher Educands 2022-2023

Sir/Madam,

May I inform you that the Senior Secondary School Observation in connection with the Internship Programme (Institutional Case Study) of M.Ed Teacher Educands of this college for the year 2022-23 is scheduled from 08.06.2022 to 15.06.2022. It is to be conducted for 8 days as per the norms of M.G University.

.....*Saleema M*....., M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You

Yours faithfully

Alice Joseph
Principal in Charge

Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, COCHIN - 682 035, KERALA, S. INDIA

Recognised by NCTE

15.01.2021

From

The Principal

To

The Principal

Ranimatha Public School

Ernakulam

Sub: - Secondary School Observation of M.Ed Teacher Educands 2020-2021

Sir/Madam,

May I inform you that the Secondary School Observation in connection with the Internship Programme(Institutional Case Study) of M.Ed Teacher Educands of this college for the year 2020-21 is scheduled from 15.01.2021 to 21.01.2021. I request your co-operation for the successful completion of their work. The details of the students who are visiting the school are given below:

1. Catherene Reshmy
2. Divya K. L
3. Nijitha P Joseph
4. Smrithi Mohan

Thanking You
Yours faithfully

Principal



Alice Joseph

Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



HIGHER SECONDARY

SCHOOL OBSERVATION - 2023-24

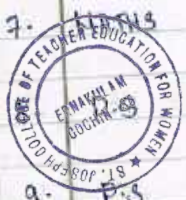
TEACHER'S ATTENDANCE REGISTER OF ST. JOSEPH

COLLEGE OF TEACHER EDUCATION ERNAKULAM, 27 JULY 2023

| SL. NO | SUBJECT | NAME | DAYS DATE | FRIDAY 7 | SATURDAY 8 | SUNDAY 9 | MONDAY 10 | TUESDAY 11 | WEDNESDAY 12 | THURSDAY 13 | FRIDAY 14 |
|--------|---------|----------------------|-----------|----------|------------|----------|-----------|------------|--------------|-------------|-----------|
| 1. | ENGLISH | BILBY THOMAS | FN AN | at at | | | at at | at at | at at | at at | |
| 2. | ENGLISH | KRISHNA T.D | FN AN | at at | | | at at | at at | at at | at at | |
| 3. | ENGLISH | RINFA V.S | FN AN | at at | | | at at | at at | at at | at at | |
| 4. | ENGLISH | SASIDHA MEERASA BM | FN AN | at at | | | at at | at at | at at | at at | |
| 5. | ENGLISH | SANIYA KURIAN | FN AN | at at | | | at at | at at | at at | at at | |
| 6. | ENGLISH | STEPHY MENDEZ | FN AN | at at | | | at at | at at | at at | at at | |
| 7. | ATP/IS | NERIN-J. KANIVARAKAN | FN AN | at at | | | at at | at at | at at | at at | |
| | | BINVA BUKUNAR | FN AN | at at | | | at at | at at | at at | at at | |
| 9. | P.S | ELSA SUSAN KURIAN | FN AN | at at | | | at at | at at | at at | at at | |

SATURDAY

SUNDAY



| Sl. No | SUBJECT | NAME | DAYS DATE | FRIDAY 7 | SATURDAY 8 | SUNDAY 9 | MONDAY 10 | TUESDAY 11 | WEDNESDAY 12 | THURSDAY 13 | FRIDAY 14 |
|--------|---------|----------------|-----------|----------|------------|----------|-----------|------------|--------------|-------------|-----------|
| 10. | S.S | ARHISHA ANTONY | FN AN | AR | SATURDAY | SUNDAY | AR | AR | AR | AR | |
| 11. | S.S | DEEPA DINESHAN | FN AN | AR | SATURDAY | SUNDAY | AR | AR | AR | AR | |



Lincy Joseph
LINCY JOSEPH
 209778
 Principal in charge
St. Mary's CGHSS
 Ernakulam



HIGH SCHOOL

OBSERVATION 2023-24

TEACHER'S ATTENDANCE REGISTER OF ST JOSEPH

COLLEGE OF TEACHER EDUCATION ERNAKULAM, JULY 2023

| SL.NO | SUBJECT | NAME | DAYS DATE | THURSDAY | FRIDAY | SATURDAY | SUNDAY | MONDAY | TUESDAY |
|-------|---------|-----------------------|-----------|----------|--------|----------|--------|--------|---------|
| | | | | 18 | 19 | 20 | 21 | 22 | 23 |
| 1. | ENGLISH | BILBY THOMAS | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |
| 2. | ENGLISH | KRISHNA. TD | FN | Kris | Kris | Kris | Kris | Kris | Kris |
| | | | AN | Kris | Kris | Kris | Kris | Kris | Kris |
| 3. | ENGLISH | RINTA V.S | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |
| 4. | ENGLISH | SASIDHA NEERBA. B.M | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |
| 5. | ENGLISH | BANIYA KURIAN | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |
| 6. | ENGLISH | STEPHAN MENDEZ | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |
| 7. | MATHS | NERIN. J. KANIYARAKAM | FN | Mem | Mem | Mem | Mem | Mem | Mem |
| | | | AN | Mem | Mem | Mem | Mem | Mem | Mem |
| | | BIVYA. SOKUMAR | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | ELSA SUSAN KURIAN | FN | Rel | Rel | Rel | Rel | Rel | Rel |
| | | | AN | Rel | Rel | Rel | Rel | Rel | Rel |



| LECT | NAME | DAYS | TUESDAY 18 | WEDNESDAY 19 | THURSDAY 20 | FRIDAY 21 | SATURDAY 22 | SUNDAY 23 | MONDAY 24 | TUESDAY 25 |
|------|----------------|----------|------------|--------------|-------------|-----------|-------------|-----------|-----------|------------|
| S | AKHISHA ANTONY | FN AN | ✓ AR | ✓ AR | ✓ AR | ✓ AR | — | — | ✓ AR | ✓ AR |
| S | DEEPA DINESHAN | FN AN | ✓ ✓ | ✓ ✓ | ✓ ✓ | ✓ ✓ | SATURDAY | SUNDAY | ✓ ✓ | ✓ ✓ |



Headmistress
Sr. Lovely P.K.
St. Mary's C.G.H.S.S.
Ernakulam





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVLVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Dr. Alice Joseph

Principal- in -charge

CERTIFICATE

I, Dr. Alice Joseph, hereby certify that as part of the M.Ed program for the academic year 2022-23, a workshop on "Finalization of Research Titles" was conducted for eleven M.Ed teacher educands under the guidance of teacher educators. The resource person for this workshop was Dr. M.A. Sudhir, UGC Emeritus Professor at the Gandhigram Rural Institute, Tamil Nadu. The event took place on June 24, 2022, in the M.Ed seminar hall and spanned the entire day.

Ernakulam

27/4/2023


Dr. Alice Joseph





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Ernakulam

11/2/2020

Dr. Alice Joseph





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Ernakulam

16/6/2021


Dr. Alice Joseph





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Dr. Alice Joseph

Principal- in -charge

CERTIFICATE

I, Dr. Alice Joseph, hereby certify that as part of the M.Ed program for the academic year 2019-2020, a workshop on "Finalization of Research Titles" was conducted for eleven M.Ed teacher educands under the guidance of teacher educators. The resource person for this workshop was Dr. M.A. Sudhir, UGC Emeritus Professor at the Gandhigram Rural Institute, Tamil Nadu. The event took place on July 25, 2019, in the M.Ed seminar hall and spanned the entire day.

Ernakulam

25/7/2019

Dr. Alice Joseph





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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I, Dr. Alice Joseph, hereby certify that as part of the M.Ed program for the academic year 2018-2019, a workshop on "Finalization of Research Titles" was conducted for eleven MEd teacher educators under the guidance of teacher educators. The resource person for this workshop was Dr. M.A. Sudhir, UGC Emeritus Professor at the Gandhigram Rural Institute, Tamil Nadu. The event took place on June 16 2018, in the M.Ed seminar hall and spanned the entire day.

Ernakulam

16/6/2018


Dr. Alice Joseph





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Documentary evidence of Details of MEd Dissertation Details 21-23 Batch

| DETAILS OF MEd DISSERTATION | | 21-23 BATCH 2021-23 | |
|-----------------------------|--|---------------------|--|
| Sl. No | Name of Student | Name of Guide | Title of the Study |
| 1 | Thiruvalluvely Rocky Thomas (Reg) | Dr. Saly A. A | Self-Regulation and Attitude towards Reading in relation to Academic Achievement among Secondary School students at secondary level |
| 2 | Thiruvalluvely Krishna T. D. (Reg) | Dr. Saly A. A | Academic Self-Concept in relation to Study Habits of Upper Secondary school students |
| 3 | Thiruvalluvely Risha V. S. (Reg) | Dr. Saly A. A | Teaching Learning Process in Relation to Infrastructural and Instructional Facilities in Primary School of Kerala: An Analytical Study |
| 4 | Thiruvalluvely Sreya Mathan (Reg) | Dr. Saly A. A | Effectiveness of 7E Instructional Model for teaching English Grammar at Upper primary level |
| 5 | Thiruvalluvely Sanya Karian (Reg) | Dr. Saly A. A | Influence of electronic resources on Reading habits in English among Secondary School students |
| 6 | Thiruvalluvely Shreya Wendy (Reg) | Dr. Saly A. A | Effectiveness of 5E Instructional Model on Problem Solving Skill and Achievement in Mathematics among Secondary School students |
| 7 | Thiruvalluvely Mitha J. Kaniyannur (Reg) | Dr. Saly A. A | Influence of women rights awareness on self-concept among prospective teachers at secondary level |
| 8 | Thiruvalluvely Divya Mathan (Reg) | Dr. Saly A. A | Reading Comprehension in relation to aptitude and Self-Esteem among prospective teachers at secondary level |
| 9 | Thiruvalluvely A. R. Anam Kureshi (Reg) | Dr. Saly A. A | Influence of Learning Style on Persistence and Academic Performance among Secondary School students |
| 10 | Thiruvalluvely Akshita Ashly (Reg) | Dr. Saly A. A | Effectiveness of Think-Pair-Share strategy on self-esteem and achievement in Social Science among Secondary School students |
| 11 | Thiruvalluvely Deepa Laxman (Reg) | Dr. Saly A. A | |





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Recognised by NCTE

Declaration of Principal

Internship In Secondary Teacher Education Institution by M.Eds

Date: 30/06/2023

This is to certify that Teacher Educands of our college has successfully completed the 30 days Internship as part of their M.Ed Programme from 01/06/2023 to 30/06/2023 at St. Joseph College of Teacher Education for Women ,Ernakulam . Details of Teacher Educands who completed the internship programme are listed below.

1. Bilby Thomas
2. Krishna T.D
3. Rinta V.S
4. Sajida Meerasa B.M
5. Saniya Kurian
6. Stephy Mendez
7. Merin J Kaniyarakam
8. Bivya Sukumar
9. Elsa Susan Kurian
10. Akhisha Antony
11. Deepa Dinesan



Alice Joseph

Signature of Principal
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVLVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Declaration of Principal

Internship in Secondary Teacher Education Institution by M.Ed's

Date: 17/08/2022

This is to certify that Teacher Educands of our college (2020-22 Batch) has successfully completed the 30 days Internship as part of their M.Ed Programme from 19/07/2022 to 17/08/2022 at St. Joseph college of Teacher Education for Women ,Ernakulam. Details of Teacher Educands who completed the internship programme are listed below.

1. Shinu Sabu
2. Greeshma T
3. Naseeha Nazeer
4. Sruthimol A R
5. Anju Babu
6. Anju P Asokan
7. Gimarose Mathew
8. Lini John
9. Rosemol Jose
10. Saleema M
11. Josephine Sharel Lopez
12. Sini Varghese



Signature of Principal

Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Declaration of Principal


Internship In Secondary Teacher Education Institution by M.Eds

Date: 23/03/2021

This is to certify that Teacher Educands of our college has successfully completed the 30 days Internship as part of their M.Ed Programme from 22/02/2021 to 23/03/2021 at St. Joseph College of Teacher Education for Women ,Ernakulam . Details of Teacher Educands who completed the internship programme are listed below.

1. Catherene Reshmy
2. Divya K.L
3. Nijitha P. Joseph
4. Smruthi Mohan




Signature of Principal
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Declaration of Principal

Internship In Secondary Teacher Education Institution by M.Eds

Date: 11/03/2020

This is to certify that Teacher Educands of our college has successfully completed the 30 days Internship as part of their M.Ed Programme from 11/02/2020 to 11/03/2020 at St. Joseph College of Teacher Education for Women, Ernakulam.. Details of Teacher Educands who completed the internship programme are listed below.

1. Feena C Babu
2. Jewel Jim
3. Meenu Varghese
4. Reshma K R
5. Roshini R P Ramanalukkal Padikkal
6. Rosy Tintu M P
7. Sabitha P I
8. Sreelakshmi K S
9. Sreevidhya Radhakrishnan

Signature of Principal



Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Declaration of Principal

Internship In Secondary Teacher Education Institution by M.Eds

Date: 28/02/2019

This is to certify that Teacher Educands of our college has successfully completed the 30 days Internship as part of their M.Ed Programme from 30/01/2019 to 28/02/2019 at St. Joseph College of Teacher Education for Women ,Ernakulam .Details of Teacher Educands who completed the internship programme are listed below.

1. Aiswarya V M
2. Apsa Jacob
3. Nitha Varghese
4. Raji K M
5. Reshma Sreekumar R
6. Seetha K R
7. Shincy Mathew
8. Suja V J
9. Tresa Hebzy Pinheiro



Signature of Principal

Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVLVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

01-12-2022

From

The Principal In Charge

To

...THE HEADMISTRESS.....

GOVT. LOWER PRIMARY SCHOOL

EAST KADUNGALORR, ALUVA

Sub: -PrimarySchool Observation of M.Ed Teacher Educands 2022-2023

Respected Sir / Madam,

May I inform you that the PrimarySchool Observation in connection with the Internship Programme of M.Ed Teacher Educands of this college for the year 2022-23 is scheduled to commence on 02.12.2022. It is to be conducted for 10 days as per the norms of M.G University.

Bivya... Sukumar....., M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You
Yours faithfully

Mica Tople
Principal In Charge





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

01-12-2022

From

The Principal In Charge

To

The Headmaster
Sr. Mary's U.P. School
South Chittoor

Sub: -PrimarySchool Observation of M.Ed Teacher Educands 2022-2023

Respected Sir / Madam,

May I inform you that the PrimarySchool Observation in connection with the Internship Programme of M.Ed Teacher Educands of this college for the year 2022-23 is scheduled to commence on 02.12.2022. It is to be conducted for 10 days as per the norms of M.G University.

SEEPHY MENDEZ, M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You
Yours faithfully

Alia Joseph
Principal In Charge





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

01-12-2022

From

The Principal In Charge

To

The Headmistress

St. Mary's L.P.S.

Kacherypady, Ernakulam

Sub: -Primary School Observation of M.Ed Teacher Educands 2022-2023

Respected Sir / Madam,

May I inform you that the Primary School Observation in connection with the Internship Programme of M.Ed Teacher Educands of this college for the year 2022-23 is scheduled to commence on 02.12.2022. It is to be conducted for 10 days as per the norms of M.G University.

..... KRISHNA T. D., M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You

Yours faithfully

Alia Joseph
Principal In Charge





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

01-12-2022

From

The Principal In Charge

To

The Headmistress.....

St. Mary's L.P.S.....

Kacheripady, Ernakulam.

Sub: -Primary School Observation of M.Ed Teacher Educands 2022-2023

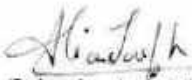
Respected Sir / Madam,

May I inform you that the Primary School Observation in connection with the Internship Programme of M.Ed Teacher Educands of this college for the year 2022-23 is scheduled to commence on 02.12.2022. It is to be conducted for 10 days as per the norms of M.G University.

SAJIDHA MEERASA : B.M., M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You

Yours faithfully


Principal In Charge



**GOVERNMENT LOWER PRIMARY SCHOOL,
EAST KADUNGALLOOR, ALUVA**

INTERNSHIP CERTIFICATE

This is to certify that **Bivya Sukumar** who is pursuing M.Ed. Programme (2022-2023) at St. Joseph College of Teacher Education for Women, Ernakulam with Reg. No. 213140610330 has successfully completed the 10 days Internship Programme from Dec1,2022 to Dec10,2022 at Government Lower Primary School, East Kadungalloor, Aluva.

Signature of Headmaster



ലൈല. പി. ബി
പെൻ നമ്പർ. 257429
പ്രധാനാധ്യാപിക
ഗവ. എൽ. പി. സ്കൂൾ
ഇഴസ്സ് കുടുംബങ്ങൾ



ST. LITTLE TRESAS U. P. S, KARUMALLOOR
INTERNSHIP CERTIFICATE

This is to certify that Merin J Kaniyarakam who is pursuing M.Ed. Programme (2022 - 2023) at St. Joseph College of Teacher Education for Women, Ernakulam with Reg. No : 213140610329 has successfully completed the 10 days Internship Programme from 1/12/2022 to 10/12/2022 at St.Little Tresas U. P. S Karumalloor.


EILYN THOMAS P
Headmistress
St. Little Tresa's U.P.S.
Karumalloor-683 511

Signature of Headmaster



SCHOOL SEAL





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, COCHIN - 682 035, KERALA, S. INDIA

Recognised by NCTE

18-11-2020

From

The Principal

TO WHOMSOEVER IT MAY CONCERN

Sub: - Primary School Observation of M.Ed Teacher Educands 2020-2021

Respected Sir / Madam,

May I inform you that the Primary School Observation in connection with the Internship Programme of M.Ed Teacher Educands of this college for the year 2020-21 is scheduled from 18.11.2020 to 27.11.2020 (10 days) as per the norms of M.G University.

Divya K. L, M.Ed student of this institution would like to do her Internship in your institution. I request your cooperation. Kindly do the needful for the successful completion of her work.

Thanking You

Yours faithfully

Alice Joseph
Principal

Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVLVATTOM ROAD, ERNAKULAM, COCHIN - 682 035, KERALA, S.INDIA

Recognised by NCTE

No.SJ/1/25/2018

13-08-2018

From
The Principal

To
The Principal
Ranimatha Public School
Ernakulam


Sub: - Primary School Observation of M.Ed Teacher Educands 2017-2019

Sir/Madam,

May I inform you that the Primary School Observation in connection with the Internship Programme (Institutional Case Study) of M.Ed Teacher Educands of this college for the year 2017-19 is scheduled from 13.08.2018 to 22.08.2018 (10 days). I request your co-operation for the successful completion of their work. The details of the students who are visiting the school are attached with this letter.

Thanking You

Yours faithfully


Principal

The name of the M.Ed Educands are given below:

1. Aiswarya V M
2. Apsa Jacob
3. Raji K M
4. Nitha Varghese
5. Reshma Sreekumar
6. Seetha K R
7. Shincy Mathew
8. Suja V J
9. Tresa Hebzy Pinheiro





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Documentary evidence of M.Ed students attendance

Primary School Observation

19's Attendance Register of St Joseph College of Teacher Education for Women, 2021-2023
Ernakulam

December 2021-2023

| Sl. No. | Subject | Name | Day | FRI | SAT | SUN | MON | TUE | WED | THU | FRI | SAT | SUN | MON |
|---------|---------|-----------|------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| 1 | English | Rinta.V.S | Date | 2-12-22 | 3-12-22 | 4-12-22 | 5-12-22 | 6-12-22 | 7-12-22 | 8-12-22 | 9-12-22 | 10-12-22 | 11-12-22 | 12-12-22 |
| | | | F.N | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present |
| | | | A.N | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present |

Checked and verified by *Shruthy A.V.*

heli.
HEADMISTRESS
SMT L.P.S. THIRUVAKARA

PRIMARY SCHOOL OBSERVATION

Teachers Attendance Register of St Joseph college of Teacher Education for Women, Ernakulam
December 2022

| Sl. No. | Subject | Name | Day | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon |
|---------|------------------|-------------------|------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| 1 | Physical Science | Elisa Susan Koman | Date | 2/12/22 | 3/12/22 | 4/12/22 | 5/12/22 | 6/12/22 | 7/12/22 | 8/12/22 | 9/12/22 | 10/12/22 | 11/12/22 | 12/12/22 |
| | | | F.N | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present |
| | | | A.N | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present | Present |

Name and Signature of the Head of the Institution with Seal

Joseph Rose
HEADMISTRESS
SMT L.P.S. THIRUVAKARA

Checked and verified by *Shruthy A.V.*





| Primary School | | | | | Observation | | | | | | | | | |
|---|----------------|----------------------|------------|--------------|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 34 | | | | | 35 | | | | | | | | | |
| Teacher's Attendance Register of St. Joseph College | | | | | Of Teacher Education For Women, Ernakulam | | | | | | | | | |
| December - 2022 | | | | | 2022 | | | | | | | | | |
| 02-12-2022 to | | | | | 12-12-2022 | | | | | | | | | |
| Sl.No. | SUBJECT | NAME | DAY & DATE | FRI 02-12-22 | SAT 03-12-22 | SUN 04-12-22 | MON 05-12-22 | TUE 06-12-22 | WED 07-12-22 | THU 08-12-22 | FRI 09-12-22 | SAT 10-12-22 | SUN 11-12-22 | MON 12-12-22 |
| 1 | ENGLISH | KRISHNA.T.D. | FN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| | | | AN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| 2 | " | SAJIDHA MEERASA.B.M. | FN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| | | | AN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| 3 | " | SANIYA KURIAN | FN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| | | | AN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| 4 | SOCIAL SCIENCE | AKHISHA ANTONY.K.A. | FN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| | | | AN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| 5 | " | DEEPA DINESAN | FN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |
| | | | AN | Present | ↑ | ↑ | Present | Present | Present | Present | Present | ↑ | ↑ | Present |



Sr. Annamala Soman Headmistress St. Mary's C.L.P.S. Ernakulam

Checked & verified by [Signature]



**ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN
ERNAKULAM**

INTERNSHIP CERTIFICATE

This is to certify that Teacher Educands of St. Joseph College of Teacher Education for Women, Ernakulam has successfully completed the 30 days Internship as part of their M.Ed Programme from 01/02/2023 to 10/03/2023 at St. Joseph Teacher Training Institute for Women, Ernakulam. Details of Teacher Educands completed the internship programme has listed below.

1. Bilby Thomas
2. Krishna T D
3. Rinta V S
4. Sajidha Meerasa B M
5. Saniya Kurian
6. Stephy Mendez
7. Merin J Kaniyarakam
8. Bivya Sukumar
9. Elsa Susan Kurian
10. Akhisha Antony
11. Deepa Dinesan


Signature of Principal

LINCY A.P
Principal
St. Joseph T.T.I. for Women
Ernakulam, Kochi-35



**ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN
ERNAKULAM**

INTERNSHIP CERTIFICATE

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1. Shinu Sabu
2. Greeshma T
3. Naseeha Nazeer
4. Sruthimol A R
5. Anju Babu
6. Anju P Asokan
7. Gimarose Mathew
8. Lini John
9. Rosemol Jose
10. Saleema M
11. Josephine Sharel Lopez
12. Sini Varghese

Lincy LINCY A.P

Signature of Principal

Principal
St. Joseph T.T.I. for Women
Ernakulam, Kochi-35

COLLEGE SEAL



**ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN
ERNAKULAM**

INTERNSHIP CERTIFICATE

This is to certify that Teacher Educands of St. Joseph College of Teacher Education for Women, Ernakulam has successfully completed the 30 days Internship as part of their M.Ed Programme from 03/12/2020 to 13/01/2021 at St. Joseph Teacher Training Institute for Women, Ernakulam. Details of Teacher Educands completed the internship programme has listed below.

1. Catherene Reshmy
2. Divya K.L
3. Nijitha P. Joseph
4. Smruthi Mohan

Lincy LINCY A.P
Signature of Principal

Principal
Principal
St. Joseph T.T.I. for Women
Ernakulam, Kochi-35



**ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN
ERNAKULAM**

INTERNSHIP CERTIFICATE

This is to certify that Teacher Educands of St. Joseph College of Teacher Education for Women, Ernakulam has successfully completed the 30 days Internship as part of their M.Ed Programme from 27/08/2019 to 26/09/2019 at St. Joseph Teacher Training Institute for Women, Ernakulam. Details of Teacher Educands completed the internship programme has listed below.

1. Feena C Babu
2. Jewel Jim
3. Meenu Varghese
4. Reshma K R
5. Roshini R P Ramanalukkal Padikkal
6. Rosy Tintu M P
7. Sabitha P I
8. Sreelakshmi K S
9. Sreevidhya Radhakrishnan

Lincy LINCY A-P
Signature of Principal

Principal
St. Joseph T.T.I. for Women
Ernakulam, Kochi-35



COLLEGE SEAL




**ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN
ERNAKULAM**

INTERNSHIP CERTIFICATE

This is to certify that Teacher Educands of St. Joseph College of Teacher Education for Women, Ernakulam has successfully completed the 30 days Internship as part of their M.Ed Programme from 03/09/2018 to 03/10/2018 at St. Joseph Teacher Training Institute for Women, Ernakulam. Details of Teacher Educands completed the internship programme has listed below.

1. Aiswarya V M
2. Apsa Jacob
3. Nitha Varghese
4. Raji K M
5. Reshma Sreekumar R
6. Seetha K R
7. Shincy Mathew
8. Suja V J
9. Tresa Hebzy Pinheiro


Signature of Principal

Principal
St. Joseph T.T.I. for Women
Ernakulam, Kochi-35



COLLEGE SEAL



Unit Plan -1

| Unit Author | |
|-------------------------|---|
| First and Last Name | STEPHY MENDEZ |
| Author's E-mail Address | mesumi05@gmail.com |
| College Name | St. Joseph College of Education For women |
| College Address | Kovilvattom Road , Ernakulam |
| College Phone | 0484 – 2351695, |
| Course | M. Ed |

| Unit Overview | |
|-----------------|--|
| Unit Plan Title | |

Curriculum-Framing Questions

| | |
|--------------------|--|
| Essential Question | What are the pros and cons of Artificial Intelligence? |
|--------------------|--|

| | |
|----------------|---|
| Unit Questions | <ol style="list-style-type: none">1. What is Post Humanistic approach?2. What is transhumanism ? |
|----------------|---|

| | |
|-------------------|--|
| Content Questions | <ol style="list-style-type: none">1. Who popularised the term post humanism?2. Give examples for transhumanism?3. How has technology changed the human life? |
|-------------------|--|

| | |
|--------------|---|
| Unit Summary | <p>Posthumanism or post-humanism (meaning "after humanism" or "beyond humanism") is an idea in continental philosophy and critical theory responding to the presence of anthropocentrism in 21st-century thought. Post humanism represents an evolution of thought beyond that of the contemporary social boundaries and is predicated on the seeking of truth within a postmodern context.</p> |
|--------------|---|

Stephy Mendez



groups and starts a discussion among them about the pros and cons of transhumanism in the 21st century.

Follow Up activity (2 minutes): Teacher asks the students to do a write up about post humanistic approach.

Approximate Time Needed

50 minutes

Prerequisite Skills

Learners must have knowledge about humanism.

Printed Materials/Online Resources

Wells.G.B(2021).*Ecologies of repair: A post human approach to other than human natures*. Frontiers
Edwards.S.D.(2021).*Transhumanism, medical technology and slippery slopes*. Journal of medical ethics.

Supplies

Black board, chalk, Laptop, LCD Projector, video, pictures

Alia Joseph



Reflection

The entire class responded well to the activities. The worksheet creation was good enough to bring the attention of the students. The discussion on the topic went well and all the students' participation was taken care of.

Key Word Search

Post humanistic approach, transhumanism.

Alicia



Micro-

Teaching

9



MICRO TEACHING LESSON PLAN No:1

SKILL OF INTRODUCING LESSON

Name - Anitta Johnson

Subject - Social Science

Topic - Jainism

Class - VIII

Time - 5 minute

Date - 20th Oct 2022

Teacher

: Good Morning!!

Student

: Good Morning!!

Teacher

: I hope you all are familiar with the Varna system?

[Teacher-class Interaction]

Student

: Yes, division of Society into four

Teacher

: Good, The Society was divided into four Varnas or the classes.

[Use of previous Knowledge]

Teacher

: Members of the priestly class were called 'Brahmins', those of the warrior class called 'Kshatriya'

: Agriculturists and traders - 'Vaishyas' and the menials are called the Sudras. So, what do you think, it was good



or bad for the society?
[Describing] [Teacher-class Interaction]

Student

: Bad

Teacher

: Yes, it was bad for the society because the Varna system became rigid in the later Vedic period. The Brahmins and Kshatriyas became powerful and the Vaishyas were made to pay tributes.

[Use of previous knowledge]

The Sudras became miserable and began to be treated as Untouchables. And they were eventually neglected by the Society.

[Lecturing]

: I will now draw a pyramidal structure of Varna system on board and each one of you should fill it.

[Demonstration] [Use of Blackboard]

Can anyone say some features or Demerits of this Varna system?

[Teacher-class Interaction]



Student

: The Concept of purity and Pollution, Dominance or hegemony of Brahmins.

Teacher

: Good, It is also called Brahmanical hegemony. Restriction on food and Drink is also another feature. [Skill of Reinforcement]

[Use of previous Knowledge]

Thus, as a Counter attack they emerged a religion known as Jainism which deliberately shattered the inequality and discrimination, which was produced by the Varna system.

[Narrating]

To be precise, Jainism and Buddhism arose as a reaction to the rigid Vedic religion.

Teacher

: Can anyone lay the reasons which helped for the rise of such a religion?

[Teacher-class Interaction]

Student

: Rigid Caste System, Corruption in religion.

Teacher

: Excellent! Political situations, meaningless rituals, Complex Sanskrit language. People accepted



it and it spreaded so quickly. Jainism, thus influenced the Indian Culture to its Core. [Skill of Reinforcement] [Lecturing]

Teacher

: I will give illustrations on the Concept of purity and pollution for better

Understanding

[Illustration]

- A Nayar must keep a distance of 16 feet from Namboothiri
- Ezhava should be 16 feet away from Nayar.

• Even shadow of Pulaya Car impure a Brahmin. [Describing]

[Use of previous Knowledge]

Now, let's look into Jainism in depth. Jain tradition mentions about 24

thirthankaras. Vardhamana Mahavira was the 24 and the last one. He

was born at Krodalagaama in Vaisali

He left home at the age of 30 and wandered for 12 years. Through

Constant Meditation he attained

'Kaivalya', which is the ultimate stage of Knowledge. [Lecturing]

Can anyone say the principles of this religion?



[Teacher-class Interaction]

Students

: Ahimsa or Non-Violence

Teacher

: Great, as they were against Vedic practices and Caste system. Jainism condemned all sorts of harm meted to humans or living beings. Mahavira advised the people to lead right life by following right belief, right knowledge and right action. They are called Triratnas. [Explaining]

The Jain Saints were abstained from telling lies, killing, stealing and acquiring wealth. Jainism encouraged construction of stone pillars, cave temples and statues. [Narrating]

Can anyone give best example for the aforementioned statement?

[Teacher-class Interaction]

Students

: No response

: The statue of Gomatheshwar at Karnat aka is the best example. [Illustration]

The Separation of the followers of Jainism into Svetambaras and Digambaras resulted in its decline. [Explaining]

There is a common feature for both Buddhism and Jainism, Can anyone say that feature?



Q.1 [Teacher-class Interaction]

Students

: Common man language — Pali

Teachers

: Very good, they used Pali and Prakrit for propagating their ideologies. Now, let's look into their influence. Can we?

Students

: Yes [Teacher-class Interaction]

Teacher

: Formation of moral character, Peace, charity and brotherhood were the essence of Jainism. Jain preachers gave awareness against the evil customs of the society. They encouraged construction of stone pillars, Cave temples and statues.

Q.2 [Narrating]

Can anyone say an example?

[Teacher-class Interaction]

Student

: No response

Teacher

: Temple of Abu, Hathigumbha Cave temple etc.

So, we are done with the topic Jainism and its Influence.
Thank You!

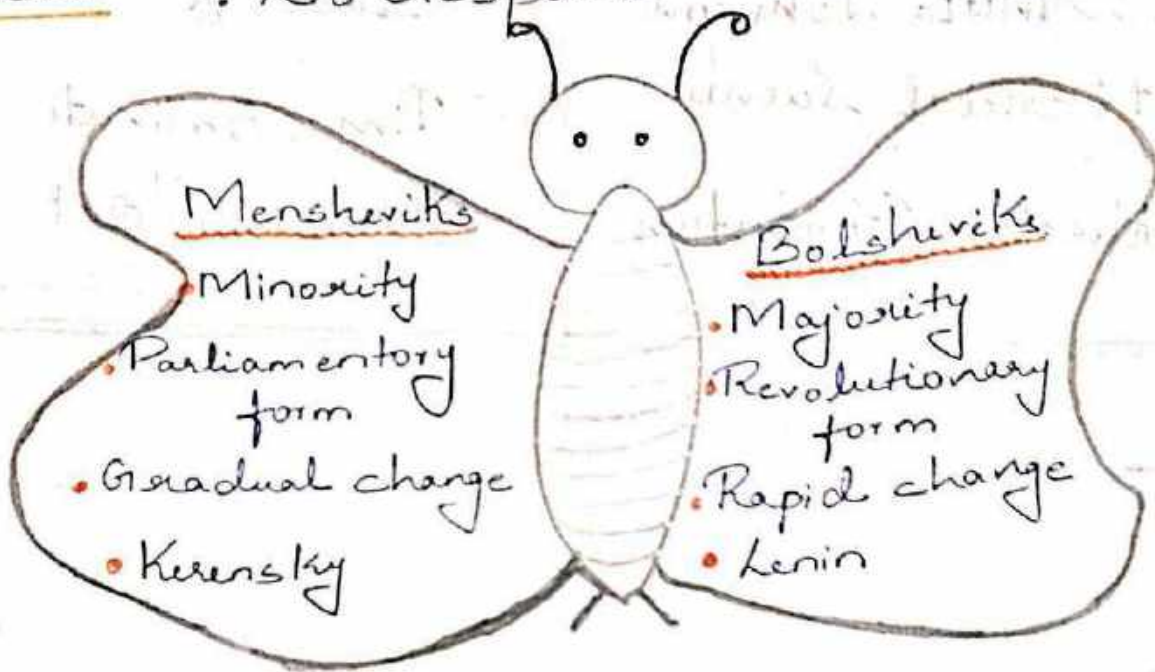


So, before getting into the topic can anyone say the difference between the two groups or divisions involved in Russian revolution?

[Teacher-class Interaction]

Student

: No response



Teacher

: Mensheviks represents the minority group under Alexander Kerenski. They believed in parliamentary form of govt. through gradual change. Party was open to all.

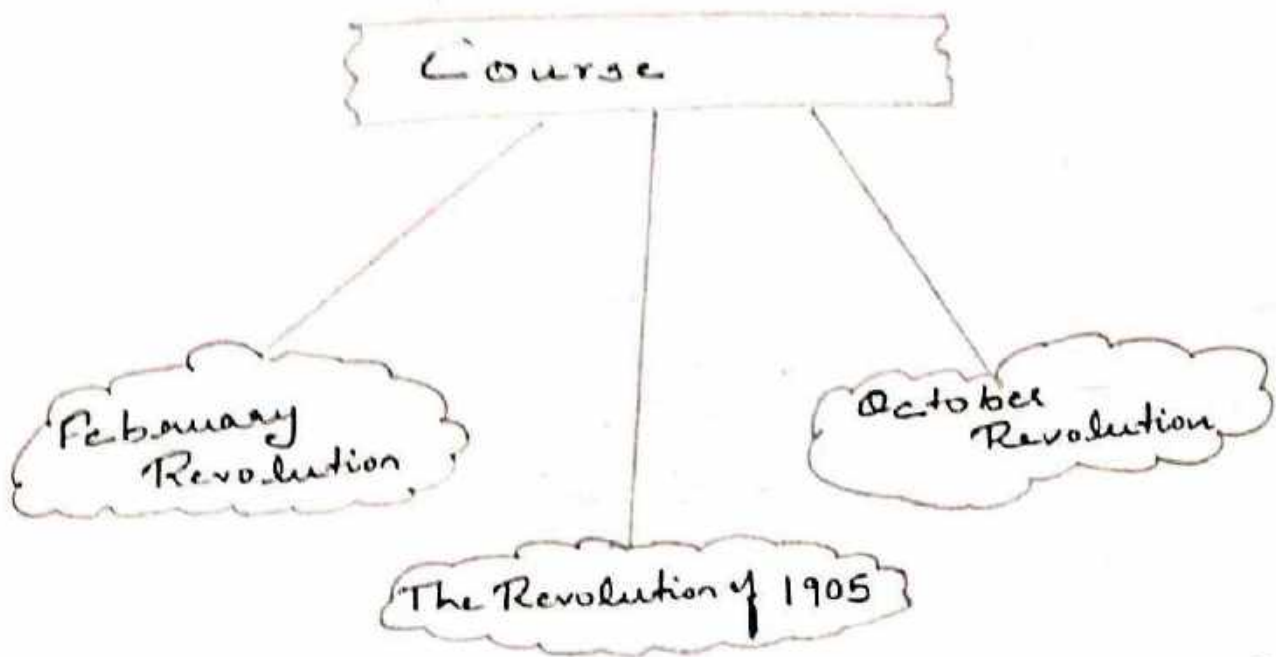
Bolsheviks represents the majority group under Lenin. They believed in revolution. They wanted to make the party an instrument for bringing up a revolution. [B.B]

Now, let's look into the course of Russian revolution. Okay?

: Yes



Student



Teacher

: Has anyone heard about "Bloody Sunday"? [Teacher-class Interaction]

Student

: No response

Teacher

: The first phase of Russian revolution was the incident of Bloody Sunday. A priest named George Gapon, led an enormous crowd at Moscow to present a petition to tsar. Army opened fire on the peaceful demonstrators. Lenin upheld the extent of 1905 as a dress rehearsal for October Revolution. [B.B]

Teacher

: During the year 1917, two revolutions took place in Russia. The February revolution led to the defeat of Czarism, and a republic was established.



in its place. October revolution established the dictatorship of proletariat. I hope this is clear?

Student : Yes

Teacher : Moving to the next phase that is February revolution in detail. It began with bread riot on Feb 23, followed by industrial strike on Feb 25, Czarist ministers were arrested on Feb 28, Commissars were appointed at their place. Mutiny occurred at March 1st, Czar Nicholas was forced to abdicate on March 2, 1917. Provisional Coalition govt. came into existence on March 3rd, 1917. [B.B] Success of Mensheviks happened with the end of February revolution. [B.B] Can we move to October revolution?

Student : Yes [Teacher-class Interaction]

Teacher : New Coalition govt. soon became unpopular. Bolsheviks started to point out the shortcomings of the govt. Military Revolutionary Committee was formed under Leon Trotsky. [B.B] Red guards were organised, they attacked the winter palace, where the provisional govt. was in session. on October 25.



Thus, October Revolution indicated the Success of Bolsheviks. Lenin was considered to be the Father of October/Bolshevik Revolution. [B.B]

So, students we completed the Russian Revolution, its three phases and important events too.

Students

Teacher

- ∴ Yes
- ∴ Thank You!

Sybil
22/12/22



Micro-Teaching Lesson plan No: 3

SKILL OF STIMULUS VARIATION

[TEACH]

| | |
|---------------------------------------|-----------------------------------|
| Name: Anitta Johnson | Class: VIII |
| Subject: Social Science | Time: 5 minute |
| Topic: changing atmospheric Condition | Date: Oct 20 th , 2022 |

Teacher : Good Morning!!

Students : Good Morning!!

Teacher : Are you familiar with this political Scientist. [change in tone]
[Showing a visual] [Teacher-class Interaction]

Students : Aristotle

Teacher : Yes, Father of political Science. It is this person who called Man as Social Animal / Rational Animal. [Gestures Using Hands]

Now, Discuss with your bench mates about the term "social animal" and why human beings are called as social or Rational Animal



[Pupil-Pupil Interaction]

Students

: No-response

Teacher

: Human beings are called social animal because [Pausing]

Students

: Man cannot live alone in isolation.

Teacher

: Yes, Not only that, they are called rational animal because human beings are endowed with certain cognitive powers like intellect, reason, wisdom etc. [change in tone]. Thus, every man has a social responsibility to protect the atmosphere, Right?

[Teacher-class Interaction]

Students

: Yes.

Teacher

: Now let me ask you another thought provoking question? What does we normally do if we have cold chills at night? [change in tone] [Teacher-class Interaction]

Students

: We cover ourselves with a blanket

Teacher

: Exactly, Atmosphere does the same
... [Pausing]

Students

: Function.

Teacher

: The atmosphere protects the Earth like a blanket. Now, let's link the social responsibility of a human



being with the changing or altering atmospheric conditions. So, can anyone say what all leads to rapid change in the atmosphere [change in tone]

Students : Man-Made activities lead to spontaneous changes in atmosphere.
[Teacher-pupil interaction]

Teacher : Excellent. As Human beings are social animals, there exist a responsibility in every human to [Pausing] protect our atmosphere, which plays its function as a blanket.

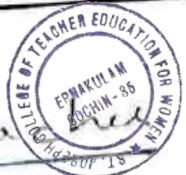
Teacher : Can anyone say how much metric ton Carbon dioxide is getting added to the atmosphere every year?
[Gestures using Fingers] [Teacher-class interaction]

Students : No response

Teacher : 6000 Metric ton CO₂ is being added every year to the atmosphere which is capable enough to damage the [Pausing] blanket of Earth, which is?

Students : Atmosphere [Teacher-pupil interaction]

Teacher : Has anyone heard about greenhouse gases? [change in tone]



Students

: The gases which are Capable of absorbing infrared radiation and contributes to greenhouse gases.

Teacher

: Good, Now discuss with your bench mates and name any two most Substantial greenhouse gases?

[Pupil-pupil interaction]

Students

: Carbon dioxide and chlorofluorocarbons.

Teacher

: From the above mentioned information Can anyone say what is global warming?

[change in Tone]

Students

: The increase in temperature due to the increasing greenhouse gases is referred to global warming.

[Teacher-pupil interaction]

Teacher

: Now let's look into how it affects the Atmosphere and how it becomes a threat to the life forms of earth? Just discuss all these with your bench-mates.

[Pupil-pupil interaction]

Students

: Hotter temperature, which is more than self-evident nowadays.

[Teacher-pupil interaction]

Teacher

: Correct, Increased drought and loss of many species is the next effect.



Anything more? [Teacher-class Interaction]

Students

Many Islands will submerge in water, climate will change etc. [Teacher-pupil Interaction]

Teacher

: Has anyone heard about "Kyoto Protocol". It needs a mandatory mention as far as greenhouse gases are concerned?

[Teacher-class Interaction]

Students

: No response

Teacher

: It is an important protocol proclaimed as part of the Kyoto Summit in Japan in 1997. As per this 35 industrial countries were warned to reduce 5% of their greenhouse gas emission by 2012

Teacher

: Can anyone suggest few alternatives to resist global warming?

[Gestures]

Students

: Discourage deforestation and planting saplings. [Teacher class Interaction]

Teacher

: Suggest few more? [Change in Tone]

Students

: No response

Teacher

: Encourage the use of vehicles like cycles which cause no pollution and Erecting tall chimneys in



factories.

Teacher : So, what social message have you all gained from this class? [Gestures using fingers]

Students : Man being a social animal embedded in him the social responsibility to protect the atmosphere and whatever alterations the climate has, is due to Human-made Implications.

[Teacher-pupil Interaction]

Teacher : So, now we hope understood [Pausing] what is global warming, Greenhouse gases, its effects and alternatives? Always keep in mind "Development without Destruction."

Student : Yes [Teacher-pupil Interaction]

Signature
20/12/24



Observation Schedule Cum Rating Scale

Skill of Stimulus Variation [TEACH]

| Sl. No | Components of Skill | Tally Marks | Grade | | | | | Remarks |
|--------|-----------------------------------|-------------|-------|---|---|---|---|---------|
| | | | A | B | C | D | E | |
| 1. | Body movements | | ✓ | | | | | |
| 2. | Teacher use gestures | | ✓ | | | | | |
| 3. | Verbal focussing was done | | | ✓ | | | | |
| 4. | Gesture focussing was done | | ✓ | | | | | |
| 5. | Verbal-gesture focussing was done | | | ✓ | | | | |
| 6. | Fluctuations in Voice | | | ✓ | | | | |
| 7. | Teacher-pupil interaction Occured | | ✓ | | | | | |
| 8. | Pupil-Pupil Interaction Occured | | | ✓ | | | | |
| 9. | Teacher-class Interaction Occured | | | ✓ | | | | |
| 10. | Silence - Pause was given | | | | ✓ | | | |
| 11. | Verbal - Visual focussing | | | | ✓ | | | |



Integrated

Lesson

Plan

- LINK

PRACTICE



Link Practise Lesson Plan No:1

Skill of Introducing a lesson, Blackboard Writing and Stimulus Variation

| | |
|--------------------------|---------------------------------|
| Name - Anikka Johnson | Class - IX |
| Subject - Social Science | Time - 15-20 minutes |
| Topic - Social Issues | Date - 8 th Nov 2022 |

Teacher : Good Morning!

Students : Good Morning!

Teacher : Hope everyone is doing great today, Right?

Students : Yes

Teacher : I will show you a picture and I want all of you to tell what did you infer from this? [Use of appropriate devices to introduce lesson] [Teacher-class Interaction]

Students : Yes, All these are social issues in Society.

Teacher : Good, All these are the Social problems in a Society. Now let me ask you another Contemplative question, why are



we learning Social science.

[Skill of reinforcement, Use of previous Knowledge] [Teacher-class Interaction]

Students: No response

Teacher: Social Science is a Subject that tries to scrutinize and defend [change in tone] these problems. So, its really pertinent to learn Social Science in our education. [Teacher gestures] Now let's discuss the social problems one by one. [Focussing] The First most Substantial Social problem is poverty. Can anyone say what does poverty mean? [Teacher-pupil Interaction]

Student: Poverty is not having enough money to meet basic needs including food, clothing and shelter.

Teacher: Yes, poverty is the inability to secure minimum consumption requirements for life, health and efficiency. [B.B] World Bank efficiency Organisation describes poverty in this way. "Poverty is hunger." [change in tone] Now, can anyone say how can we reduce poverty. [Teacher-class Interaction].



Student : Eradicating poverty through education

Teacher : Yes, we can eliminate poverty through education, equity, resilience. Now, let's move into the next social issue that is "Problem of shelter". [B.B.] [Teacher movements] [Gestures] Lack of shelter is a major problem in India. To have a house where an individual and the family can live in a healthy way is one's right. Formation of slums is a major issue because of this. [change in tone] In most of the urbanized cities, at one end there is a high standard of living and at other end most of people are in slums like Bombay. [Illustrating with an example] [change in tone] [Teacher Gestures]

Teacher : Can you discuss with your friends, how can we reduce this scenario? [Teacher-class Interaction] [change in tone]

Students : Rent Control [Pupil-Pupil Interaction]

Teacher : Yes, Rent Control, social and public Housing will help to get rid of ... [Pausing] this situation. Can we move to the next issue?



Students : Yes! [Teacher-class Interaction]

Teacher : Insecurity of old age people.
[B.B] The increase of nuclear families and families moving to cities in search of better living conditions does not provide care and consideration to the old age people. [change in tone]. They face many problems like disaffection, disregard, loneliness, uncertainty, economic crisis, health problems and stress. Now, this is a social issue that you can solve at your own level. Do you all have your grandparents living with you? [Teacher-class Interaction]

Students : No response

Teacher : You all have to take care of [change in tone] them, you have to make your parents understand about the pain and insecurity of old age people okay?

[Teacher gestures and movement]
[Teacher-Pupils Interaction]

Students : Yes



Teacher

: So you have to visit them often, listen to them, assist them in buying medicine and all. Now let's throw light on one of the major social issue that is "Violence against Women." [B.B] Atrocities against Women, Crime such as denial of the right to education, different wages for the same job etc. What can we do to end discrimination against women? [Focussing] [Teacher Class Interaction] [Use of previous Knowledge] [change in tone]

Students

: Conducting seminars and debates on the topic equality for women.

Teacher

: Talking and speech on anything. Cannot do anything, we have to implement all these action. [change in tone]. Like putting stress to get equal representation of men and women in elections, Doing household works with out any discrimination, we can lead debates in social science club. So like Mahatma Gandhi said "There's no compromise....." [Pausing] [Illustrating with example]

Students

: Women's Right [Teacher-pupil Interaction]



Teacher : Great, Now we are going to discuss about the next social issue. That is, use of intoxicants. [B.B] The use of narcotics is increasing in society. Such as tobacco, liquor, Cocaine etc. Those who believe that the use of intoxicants can be controlled, may surrender to it gradually. The use of narcotics causes health problems in individuals, family problems, social avoidance etc. The excessive use will also lead to mental disorder. Now can you say how can we overcome such a issue. [Lecturing] [change in tone] [Use of previous knowledge]

Students : Keeping a well-balanced life.

Teacher : The basic principle for life is that do not let anything to master you. In this case, do not let the intoxicants to play mastery over you. Try to deal the life pressure in positive way rather depending on drugs. [Describing]. We should help open the eyes of others to see the negative consequences of drug intake. Take an oath to yourself that you will all never use drugs.



Now, moving to next Social Issue "Juvenile Crimes [B.B]. The Crimes done by children of below fourteen years of age are called Juvenile crimes. Defects in family relations, Use of intoxicants, misuse of media, Deterioration of Social Values etc. are the reason for children to engage in crimes. [Narrating].
Now, let me ask you a question, who can all help prevent Criminal tendency?
[Teacher-class Interaction]

Students - Schools, teachers

Teacher: Yes, Support mechanism, orientation family values can prevent such tendencies. Now, let's look into other Social Issue - Cyber Crime. [B.B]

Information technology has altered a lot. Impact tremendously. Almost all people make use of internet, directly or indirectly. [Lecturing]. Some people tend to misuse IT. Social media causes many problems in personal and social life. Can anyone tell which cell deal with crime done using information technology. [Teacher-class Interaction].

Cyber Cell

Good, So be alert always, use social media cautiously, Next Social Issue is the



Crimes against children. [B.B]. Can anyone say who is the wealth of our nation? [Teacher-class Interaction]

Students : Children

Teacher : Excellent. It is the responsibility of the society to provide them food, education, recognition and affection [Skill of reinforcement]. Withdrawal from this responsibility badly affects the future of nation and Society. National Bala Bhavan is an independent Institution formed for this aim. Indira Gandhi was its first chairperson. Now, can anyone say the ways in which we can reduce these crimes against children? [Teacher-class Interaction] [Explaining] [change in tone] [Gesture] [Monuments]

Students - No response

Teacher - Promotion of personal safety, child protection policies in school, awareness classes for parents etc. [Explaining]. So, we are done with this chapter called "Towards a bright future". So, How can we see a bright future for our society - It is through Education.



Education is the all round progression of a human being which [B.B] make us bright human beings for bright society. Thank You!

*Sijitha
20/12/2022*



DEMONSTRATION TEACHING MANUALS

DEMONSTRATION TEACHING MANUAL NO:1

| | |
|---|--------------------------|
| Name of the Teacher : Anjana Vijayan | Standard : IX |
| Name of the School : St. Mary's C.G. H.S.S, Ernakulam | Date : 5/7/2022 |
| Name of the Subject : Biology | Duration : 40 minutes |
| Name of the Unit : Simple Nutrients into cells | Period : 2 nd |
| Name of the Topic : Structure of heart | Strength : 16 |

CONTENT ANALYSIS

TERMS : Heart, Thoracic cavity, lungs, sternum, Pericardium, Pericardial fluid, Right atrium, Right ventricle, left atrium, left ventricle, venacava, pulmonary vein, pulmonary artery, aorta, tricuspid valve, bicuspid valve, pulmonary valve, aortic valve, deoxygenated, oxygenated.

FACTS : Heart is a major organ in circulatory system.

- The size of the heart is equal to the size of one's fist.
- Pericardium is a double layered membrane that covers the heart
- Pericardial fluid is filled in between pericardial membrane

Pericardial fluid reduces the friction between membranes when heart beats

Right atria, right ventricle, left atria and left ventricle are the four chambers of heart.

- Atrium are the upper chambers that receives blood into the heart.



- Ventricles are the lower chambers that pumps out blood from heart.
- Venacava carries deoxygenated blood from body parts to right atria.
- Right ventricle receives deoxygenated blood from right atrium.
- Pulmonary vein carries oxygenated blood from lungs to left atria.
- Pulmonary artery carries deoxygenated blood from right ventricle to lungs.
- Left ventricle receives oxygenated blood from left atrium.
- Aorta is the artery that carries oxygenated blood from left atria to body parts.
- Four valves are present in heart.
- Valves prevents the backflow of blood.
- Tricuspid valve is seen between right atrium and right ventricle.
- Pulmonary valve allows the bloodflow from right ventricle to pulmonary artery.
- Bicuspid valve allows the flow of deoxygenated blood from left atria to left ventricle.
- Aortic valve opens the passage of blood from heart to body parts.

CONCEPT: Human heart is a muscular organ that pumps blood continuously, is situated in the thoracic cavity between two lungs and behind the sternum.

LEARNING OBJECTIVES

KNOWLEDGE: The pupil acquires the knowledge and comprehension about :

- identifies the importance of circulatory system
- recognizes the position of heart.



- defines pericardium
- explains the importance of pericardial fluid.

PROCESS: The pupil develops process skills in :

- DOMAIN
- communicates the importance of chambers of heart.
 - Observes the structure of heart
 - classifies the types of valves
 - infers the different positions of blood vessels in heart.

APPLICATION: The pupil applies the knowledge in :

- DOMAIN
- gives reason for the importance of valves in heart
 - understands the role of blood vessels in circulatory system
 - Critically thinks about the structure of heart
 - applies the knowledge about the structure of heart to study the working of heart.

ATTITUDINAL: The pupil develops positive attitude towards :

- DOMAIN
- shows awareness about the structure of heart
 - shares ideas about the importance of healthy food habits for heart
 - develops sensitivity towards heart diseases
 - shows awareness about the importance of exercises for healthy heart

CREATIVITY: The pupil creates ideas about :

- DOMAIN
- prepares short note on the structure of heart
 - designs a model on structure of heart using appropriate materials.
 - creates leaflet on the importance of healthy food habits for heart
 - prepares a poster on the importance of exercises for healthy heart.



PRE-REQUISITE

The pupil already knows that heart is a major organ in circulatory system.

LEARNING STRATEGIES

Group discussion, Demonstration

LEARNING MATERIALS / ICT

Activity No. 1 - stethoscope

Activity No. 2 - 1) Activity card on position of heart

2) Power point presentation on position of heart

Activity No. 3 1) Activity card on chambers and valves of heart

2) Power point slides on chambers and valves of heart

Activity No. 4 1) Model on heart

2) Activity card on blood vessels of heart

3) Videoclippping on structure of heart

VALUES

1) Love and respect towards fellow beings

2) Consciousness on following regular exercises for healthy diet

3) Sensitivity towards cardiovascular diseases.

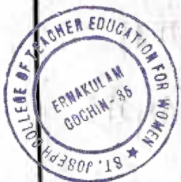
EXPECTED PRODUCTS

1) Short note on structure of heart

2) Model on structure of heart using appropriate materials

3) Leaflet on the importance of healthy food habits for heart

4) Poster on the importance of exercises for healthy heart.



LEARNING ACTIVITIES

RESPONSE | EVALUATION

Activity No.1 (Introduction)

Teacher initiates the class by showing a stethoscope and conducts a group discussion based on it.

| Points for Discussion |
|--|
| <ul style="list-style-type: none"> • stethoscope • Function of stethoscope • Heart- pumping organ • Structure of heart |

Structure of Heart (CB)

Teacher consolidates the discussion by saying about stethoscope, function of stethoscope, the pumping organ heart and introduces the topic structure of heart.

Teacher divides the class into different groups.

Activity No.2

With the help of reading material, students complete the activity card and understand about the position of heart.

Position of Heart

Heart is a major organ in circulatory system. Heart is a muscular organ that pumps blood continuously. It is situated in the thoracic cavity between two lungs, slightly tilted to left, behind the sternum. The size



① Participation in the activity.

All the students actively participated in the discussion about stethoscope and its function. All the students were very curious to understand the working of stethoscope and its importance in listening to sounds produced within the heart.

② Communication and coordination of ideas

All the students cooperated well in the discussion session and their response was really quick. They had a prior knowledge about stethoscope and communicated their ideas on the topic structure of heart.

③ Acquisition of skills

Students acquired skills like observation, reasoning, thinking and communication.

④ Presentation and performance

Students were full of enthusiasm throughout the session. They all were active in giving responses.

① Participation in the activity

All groups actively participated in the activity by reading the activity card on position of heart and completed the activity card on position of heart.

LEARNING ACTIVITIES

of the heart is equal to size of one's fist and is conical in shape. Pericardium is a double layered membrane that covers the heart. Pericardial fluid is filled in between pericardial membrane. Pericardial fluid reduces the friction between membranes when heart beats. Human heart is a four chambered organ that plays an important role in circulatory system.

⇒ With the help of reading material above, complete the fill in the blanks given.

- 1) Heart is situated in the _____ cavity between two lungs
- 2) Size of the heart is equal to _____
- 3) Heart is covered by a double layered membrane called _____
- 4) Pericardial membrane are filled with _____ fluid
- 5) Pericardial fluid reduces _____ between membranes when heart beats.
- 6) Human heart is _____ chambered

Position of heart (CB)

Size - one's fist (CB)

Pericardium (CB)

Pericardial fluid (CB) - reduces friction (CB)

In thoracic cavity in between lungs (CB)

Four chambered (CB)

RESPONSE / EVALUATION

② Communication and coordination of ideas.

All the students actively involved in completing the activity card on position of heart with the help of reading material provided to them and understand the important features of heart.

③ Acquisition of skills.

Students acquired skills like identification, observation and reasoning.

④ Presentation and performance

All the groups showed equal enthusiasm to do the activity first. Akhil, a member of group B showed an excellent performance in finding the answers.

⑤ Documentation

A completed document on position of heart were prepared by the students.



LEARNING ACTIVITIES

Teacher consolidates the activity by explaining the position of heart with the help of power point slides.

Activity No.3

With the help of reading material, students complete the activity card and understand about chambers and valves of heart.

Chambers and Valves of Heart

Heart is a muscular pumping organ. Human heart is four chambered. Atrium are the upper chambers that receives blood and ventricles are the lower chambers that pumps out blood. Right atria, left atria, right ventricle and left ventricle are the four chambers of heart. Tricuspid valve is seen in between right atrium and right ventricle. Pulmonary vein is guarded by pulmonary valves. Bicuspid valve is seen in between left atria and left ventricle. Aortic valve prevents backflow of blood to left ventricle.

With the help of reading material, label the parts.

RESPONSE EVALUATION

① Participation in the activity

Students were immersed in reading the material on chambers and valves of the heart and the group II completed the activity card within no time. They had also labelled all the parts correctly.

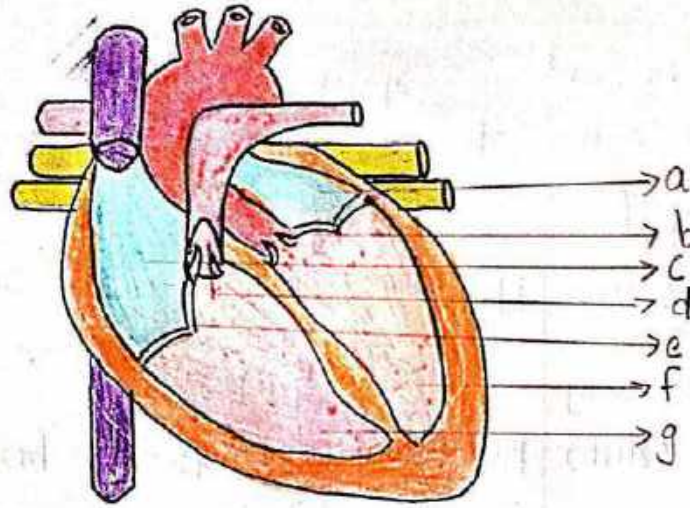
② Communication and coordination of ideas.

All the students actively involved in completing the activity card on chambers and valves of heart with the help of reading material provided to them and understood the structure of heart.

③ Acquisition of skills

Students acquired skills like observation, understanding, thinking





skills and identification.

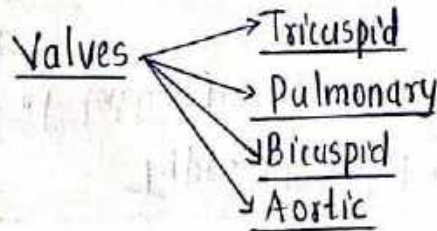
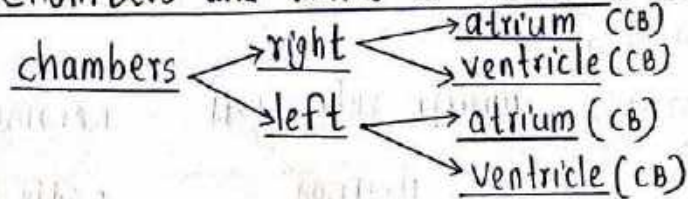
④ Presentation and Performance

Students performed well during the activity. Rahul was the first one to answer the questions. All other students had also answered the questions correctly and were confidently read out their answers.

⑤ Documentation

A completed document on chambers and valves of heart was prepared by the students.

Chambers and valves of heart (CB)



Teacher consolidates the activity by explaining chambers and valves of heart with the help of power point slides.



LEARNING ACTIVITIES

RESPONSE / EVALUATION

Activity No. 4

Students complete the activity card on types of blood vessels and understands about it.

Types of Blood vessels in Heart

With the help of table given, label the diagram on types of blood vessels in heart.

| Blood vessel types | Position | Functions |
|--------------------|-------------------------------------|---|
| Superior venacava | Near right atrium | carries blood from upper body parts to right atrium |
| Inferior venacava | Near right atrium and ventricle | carries blood from lower body parts to right atrium |
| Pulmonary artery | Upper position of right ventricle | carries deoxygenated blood from right ventricle. |
| Pulmonary vein | In upper chamber-left side of heart | carries oxygenated blood from lungs to left atria |
| Aorta | At upper position of left ventricle | carries blood from heart to rest of the body. |

① Participation in the activity

Students actively participated in the activity by carefully reading the description on types of blood vessels in heart and understands about it by observing the model of heart.

② Communication and coordination of ideas.

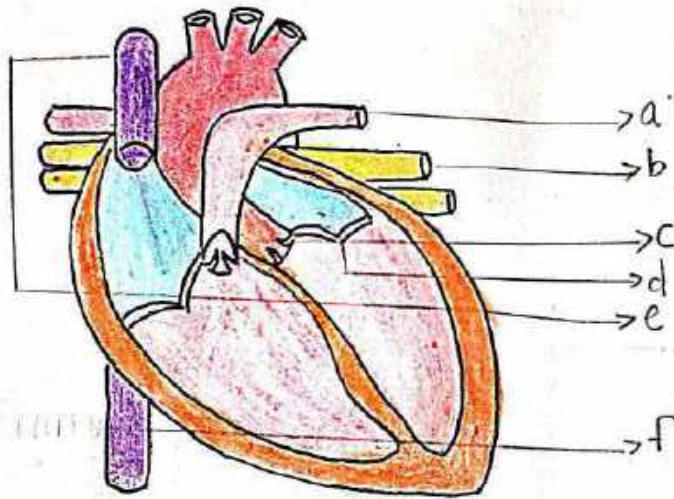
All students responded actively and communicated well about the blood vessels and its types present in heart within groups and completed the activity card on blood vessels of heart by reading the description.

③ Acquisition of skills

Students acquired skills like observation, team work, identification and communication.

④ Presentation and performance

Students performed very well



Blood vessel of heart (CB)

Superior venacava (CB)

Inferior venacava (CB)

Pulmonary artery (CB)

Pulmonary vein (CB)

Aorta (CB)

Teacher consolidates the activity by explaining about the blood vessels of heart with the help of a model of heart.

Teacher consolidates the class by explaining about the position, structure,

chambers, valves, blood vessels of heart with the help of a video clipping and remind students about the importance of healthy food habits and regular

in the activity. Group c had completed the activity first and they read out the correct answers confidently. The answers read out by other three groups were also correct.

⑤ Documentation

A completed document on types of blood vessels in heart were prepared by the students

LEARNING ACTIVITIES

exercises for keeping heart healthier.

FOLLOW UP ACTIVITIES

- 1) Prepare a short note on structure of heart
- 2) Prepare a model of heart using appropriate materials
- 3) Prepare a leaflet on the importance of healthy food habits for heart
- 4) Prepare a poster on the importance of exercises for healthy heart.

RESPONSE/EVALUATIONREFLECTION

My findings and Assessment :

Remedial measures :



CRITICISM TEACHING MANUALS

CRITICISM TEACHING MANUAL NO:1

| | |
|--|----------------------------|
| Name of the Teacher : Saniya Simon | Standard : 8 |
| Name of the school : St. Mary's CGHSS, Ernakulam | Date : 6/7/2022 |
| Name of the subject : Biology | Duration : 40 minutes |
| Name of the Unit : Sensations and responses | Period : 4 th . |
| Name of the Topic : Structure of neuron | Strength : 14/14 |

CONTENT ANALYSIS

TERMS : Neuron, nerve cell, nervous system, cell membrane, cytoplasm, nucleus, dendron, dendrite, Schwann cell, cell body, axon, axonite, synaptic knob, neurotransmitters, myelin sheath, oligodendrocytes, spinal cord, white matter, grey matter.

- FACTS** :
- Neuron is the basic structural unit of the nervous system.
 - Nerve cell has a cell body which consists of cell membrane, cytoplasm and nucleus
 - Dendron, dendrite, schwann cell, axon, axonite and synaptic knob are the main parts of neuron.
 - Dendron is a short filament from the cell body
 - Dendron carries impulses from dendrites to the cell body.
 - Branches of dendron are called dendrites
 - Dendrites receives impulses from adjacent neuron

- Axon is the longest filament from the cell body
- Axon carries impulses from the cell body to outside
- Schwann cells encircle the axon.
- Axonites are the branches of axon
- Axonite carries impulses to the synaptic knob
- The tip of axonite is called synaptic knob
- Neurotransmitter are secreted by synaptic knob.
- Myelin sheath is a membrane containing lipid.
- Axon of the neuron are encircled by myelin.
- Nerve is a group of axons.
- Schwann cells forms the myelin sheath in the nerves
- Oligodendrocytes are specialized cells which forms myelin sheath in brain and spinal cord.
- Oligodendrocytes and schwann cells protects the neurons
- Oligodendrocytes constructs myelin sheath by covering different axons
- Myelin sheath has a shiny white colour
- Myelinated nerve cells in brain and spinal cord is called white matter
- Non-myelinated nerve cells in brain and spinal cord is called grey matter.
- Myelin sheath provide nutrients and oxygen to the axon
- Myelin sheath accelerates impulses
- Myelin sheath act as a electric insulator and protect the axon from external shocks.



CONCEPTS : The structure of neuron is well suited for the function of impulse transmission.

LEARNING OBJECTIVES

KNOWLEDGE : The pupil acquires the knowledge and comprehension about :

DOMAIN

- identifies the structure of neuron
- differentiates between grey matter and white matter
- lists out the parts of neuron
- explains the formation of myelin sheath

PROCESS : The pupil develops process skills in :

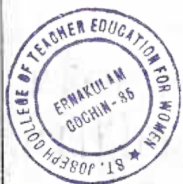
DOMAIN

- observes the structure of neuron
- classifies the various parts of neuron
- communicates the functions of myelin sheath
- infers the role of myelin sheath in protection of brain and spinal cord.

APPLICATION : The pupil applies knowledge in :

DOMAIN

- critically thinks about the role of various parts of neuron in impulse transmission
- understands the functions of myelin sheath
- gives reason for the differentiation of grey matter and white matter.
- applies the knowledge about neuron in the study of nervous system



ATTITUDINAL: The pupil develops positive attitude towards :

DOMAIN

- develops positive attitude towards people suffering from nervous disorders.
- takes initiative to follow healthy life style
- makes decision to avoid the use of drugs
- develops curiosity to know more about nervous system.

CREATIVITY : The pupil creates ideas about :

DOMAIN

- prepares chart on structure of neuron
- designs poster about the health hazards caused by drugs
- constructs 3D model on the structure of neuron
- conducts awareness class on drug abuse.

PRE-REQUISITE

The pupil already knows that the responses occur when the impulses reach the brain.

LEARNING STRATEGIES

Group discussion, demonstration.



LEARNING MATERIALS | ICT

Activity No. 1

Activity No. 2 1) Text book

2) Activity card on structure of neuron

3) chart on structure of neuron.

Activity No. 3 1) Reading material on function of various parts of neuron

2) Activity card on functions of various parts of neuron

3) Video clipping on function of various parts of neuron

Activity No. 4 1) Text book

2) Activity card on formation and functions of myelin sheath

3) Powerpoint slide on formation and functions of myelin sheath

VALUES

1) Empathy towards fellow beings

2) Self respect

3) Determination for healthy living



EXPECTED PRODUCTS

- 1) Model on structure of neuron
- 2) chart on harmful effects of drugs
- 3) short note on the formation of myelin sheath.

LEARNING ACTIVITIES

Activity No. 1 (Introduction)

Teacher and students conduct a discussion on the stimulus and responses in organisms with daily life examples.

POINTS FOR DISCUSSION

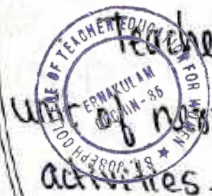
- Stimulus and responses in organisms
- Control and coordination
- Neurons

STRUCTURE OF NEURON (CB)

Teacher consolidates the discussion by saying that neuron is the basic unit of nervous system which helps in the control and coordination of activities.

RESPONSE / EVALUATION

- ① Participation in the activity
students carefully observed the chart on stimulus and responses and they actively participated in the discussion about stimulus and responses.
- ② Communication and coordination of ideas.
With the help of the chart, students understand the stimuli and communicated their experiences. Each student from group I and group IV shared their experiences.
- ③ Acquisition of skills
Students were able to acquire the skills of observation, critical thinking and communication.
- ④ Presentation and performance
students presented their ideas with

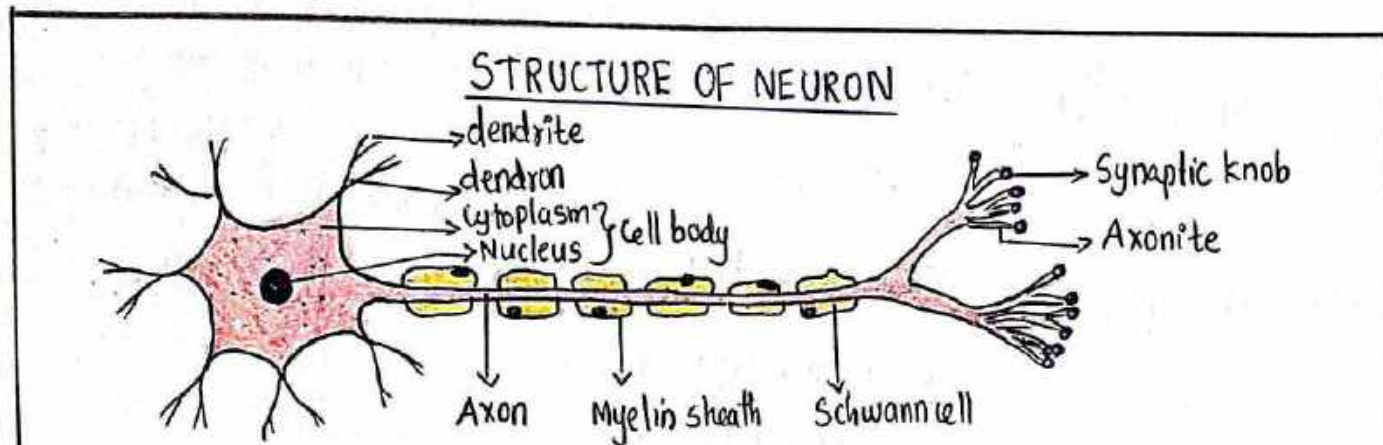


LEARNING ACTIVITIES

Teacher divides the class into different groups.

Activity No.2

With the help of text book, students complete the activity card to understand the parts of neuron.



Fill in the blanks

- 1) The branches of dendron is called
- 2) _____ is the longest filament from the cell body
- 3) _____ encircles axon
- 4) _____ the tip of axonite is called
- 5) _____ is the short filament from the cell body
- 6) _____ the branches of axon is called
- 7) _____ and _____ comprises the cell body

RESPONSE / EVALUATION

great enthusiasm. A student from group II spoke very clearly about stimulus and responses to the whole class.

① Participation in the activity

students actively participated in the activity on structure of neuron and group I completed the activity first.

② communication and coordination of ideas.

Students communicated their ideas very effectively in the groups about the structure of neuron. Student from group 4 answered most of the questions correctly and clearly. So, the rest of the groups also got answers correct.

③ Acquisition of skills.

Students acquired skills like problem solving, communication, skill and take initiative to answer the questions



LEARNING ACTIVITIES

Cell body (CB)
Nucleus (CB)
Cytoplasm (CB)
Dendron (CB)
Dendrites (CB)
Schwann cells (CB)
Axon (CB)
Axonite (CB)
Synaptic knob (CB)

Teacher consolidates the activity by explaining the detailed structure of neuron using a chart.

Activity No. 3

With the help of reading material and activity card, students understand the function of various parts of neurons

Observe the table carefully.

| Parts | Functions |
|----------|---|
| Dendrite | - Receive impulses from adjacent neuron |
| Dendrone | - carries impulses from dendrites to the cell body. |

RESPONSE/EVALUATION

④ ^{Yasan} participation and performance

Students performed the activity very well. Students was very excited to present the answers. I asked students from group 2 and group 3 to present their answers and they answered very excellently.

⑤ Documentation

A completed document on the structure of neuron was prepared by the students.

① Participation in the activity

Students carefully observed the video on functions of various parts of neurons and actively participated in the discussion.

② Communication and coordination of ideas.

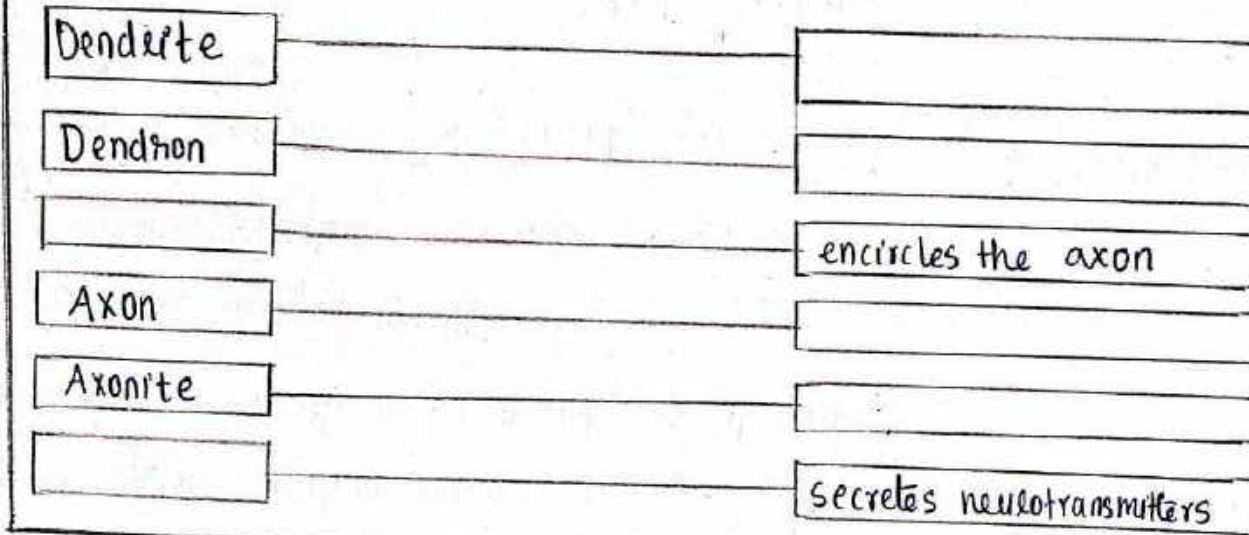
Students were very keen to understand the functions of neurons. Students read the reading material in groups and shared their



LEARNING ACTIVITIES

| | |
|---------------|---|
| Schwann cell | - Encircles the axon |
| Axon | - carries impulses from cell body to |
| Axonite | - carries impulses to the synaptic knob |
| synaptic knob | - secretes neurotransmitters. |

Complete the boxes with the help of table.



receives impulses (CB)

impulses from dendrites to cell body (CB)

impulses from cell body to out side (CB)

impulses to the synaptic knob (CB)

secretes neurotransmitters (CB)

RESPONSE/EVALUATION

Ideas. One student from group I and one student from group 4 read the answers very clearly and aloud.

③ Acquisition of skills.

Students acquired skills such as problem solving skills, observation skills and communication skills.

④ Presentation and Performance

Students very well answered to the questions. One student from group 4 effectively presented the functions of each part of neuron.

⑤ Documentation

A completed document on the functions of each part of neuron were prepared by the students.



LEARNING ACTIVITIES

Activity No. 4

With the help of textbook students complete the activity aimed to understand the formation of myelin sheath.

I) Identify the word pair relation and fill in the blanks.

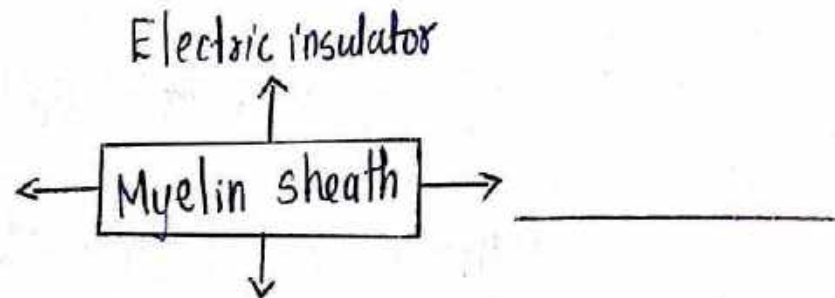
a) Myelin sheath in nerve : Schwann cells

Myelin sheath in brain and spinal cord : _____

b) Myelinated nerve cells : _____

Non myelinated nerve cells : Grey matter

II) Choose and stick the correct functions of myelin sheath from the box given below.



Provide _____ to axon, accelerate impulse, receives impulses from dendrite, secretes neurotransmitters.

RESPONSE/EVALUATION

① Participation in the activity

Students carefully read the material on formation of myelin sheath and they actively involved in the discussion.

② Communication and coordination of ideas

Students very well communicated their understandings about myelin sheath and they shared the formation of myelin sheath in the group with the help of textbook.

③ Acquisition of skills

Students acquired skills like communication skill, critical thinking and observation skills.

④ Presentation and performance

Students from group 1 and group 3 answered all the questions first. A student from group 3 presented



LEARNING ACTIVITIES

Myelin sheath (CB)

Schwann cells (CB)

Oligodendocytes (CB)

White matter (CB)

Grey matter (CB)

Protection of axon (CB)

Impulse transmission (CB)

Teacher consolidates the activity by explaining the formation and functions and myelin sheath using a power point presentation.

Teacher consolidates the class by explaining the structure of neuron, functions of parts of neuron, formation and functions of myelin sheath and giving awareness about nervous disorders and its prevention.

FOLLOW UP ACTIVITIES

- 1) Prepare a model on structure of neuron
- 2) Prepare a chart on harmful effects of drugs
- 3) Write a short note on the formation of myelin sheath.

RESPONSE/EVALUATION

the functions of myelin sheath clearly.

⑤ Documentation

A completed document on the formation and functions of myelin sheath were prepared by the students.



REFLECTION

My findings and Assessment :

Remedial activities

Dm
18/2022



Report on Theatre Workshop

St. Joseph College of Teacher Education for Women, Ernakulam organised a two days Workshop for the B.Ed aspirants or trainees on Art and drama. The Workshop was organised on 17th and 18th of October 2022 from 9:00 AM to 4:00 pm having lunch break from 12:25 PM to 12:55 pm. The Venue for the theatre workshop was the multipurpose hall. The Resource person for this workshop was Anil Kumar sir. Sir presided over the workshop in a well and good manner. Sir have expertise in this particular field and also he acted in a few films as side actor. "Maheshinte Prathikaram" needs a mandatory mention while considering his films. Sr. Thejus made all the arrangements for this workshop like arranging out the attendance sheet, arranging chairs and benches along with students for



theatre training. Sneha Kavya was the Master of Ceremonies and Kavya mol from Malayalam optional delivered the welcome address soon after the assembly.



Morning itself. Sir asked us to form a Circle to check our voice modulation. He asked us to say "Good morning" at high, medium and low pitch along with our name and optional. And this was aimed to be as the Ice-breaking Session. Sir also demonstrated different tones of saying good morning, and asked each of us to repeat after him as a form of introducing ourselves to others. He began the class by the famous theory of Shakespeare. "All the world's a stage" and all the men and women merely players.

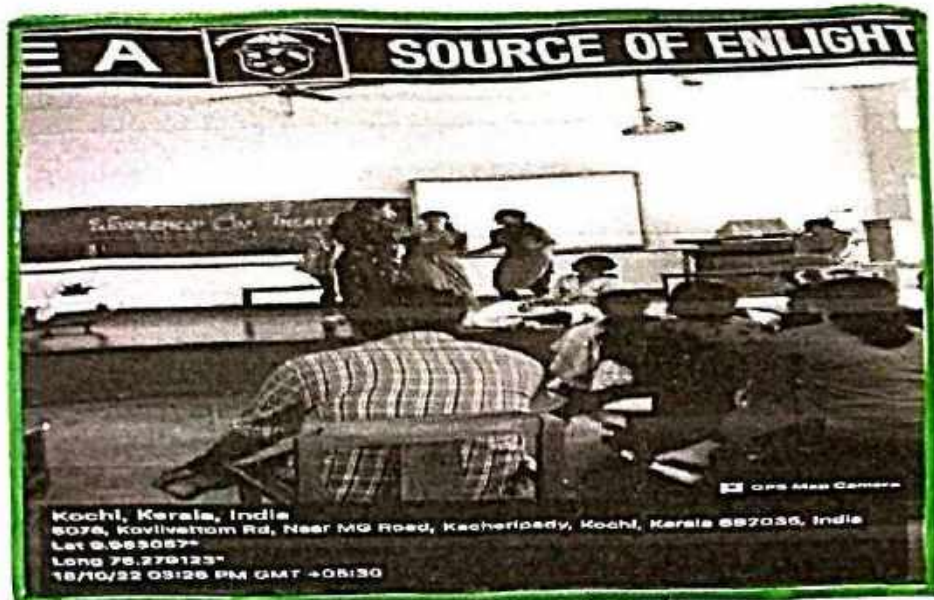


This Segment was followed by group formation. Sir asked us to Call out numbers from 1 to 5 and thus formed five groups, each group having 11 members.



For having more space for the activities Sir asked us to arrange the desk and bench in such a manner that we have more space to carry out our activities. The first activity was to just walk on the free/empty space and in between to ask the name of others who we meet in our way. This activity was majorly focused to know others from different options and also to get out from our "Comfort zone". He asked us to cover all the free or empty space while walking and to consider it as a stage. Thus, he explained us the "Theory of stage". In theatre and performing arts, the stage is a designated space for performance.





This activity was followed by a game called "number game". The game checks out our spontaneity and speed and to check our alertness and concentration. After the game, the first game who was out was Sneha M. of Social Science optional, and she was asked to say a statement, which should mark the beginning of a story. The statement she used was "India was my Country" and with this statement, a story should be progressed out of this. Then everyone sat according to a group and continued the game until a fully-fledged story was developed out of it. Sir asked to construct our own conclusions for the story to contemplate over the different perceptions from different angles. Before the lunch break, Sir asked to write a "Script" on the topic "Pothichon".



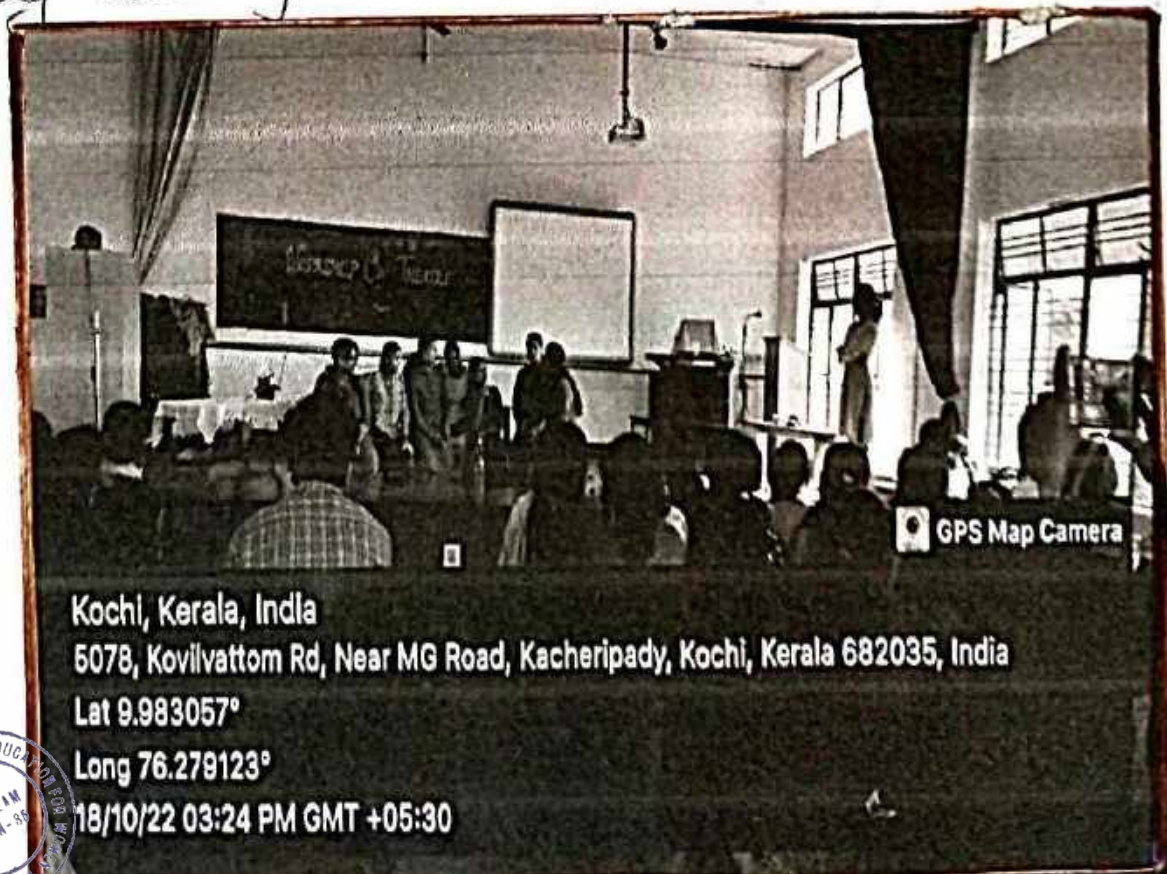


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in group and to elucidate it after the break. As instructions, after having our lunch we wrote a script on the given topic in groups. Sir then took a small class on the Compo- nents, format, the way and method to write a script, The different types of stages etc. After that four groups read out their Script and two groups on the very next day. At the end of the first day, Sir gave us an Homework which was to write a script individually on socially relevant issues on the basis of the classes provided by Sir. That was our assignment and we submitted it on next day. In day 2, we submitted our homework of writing individual Script on socially substantial issue was submitted morning itself. The pending two groups read out their script. And asked us to according to the group.



On the second day, workshop was more focussed on the theory side ignoring the practicals. He explained us on Different types of stages, different types of acting, how to perform on a stage, what not to do on a stage. This was followed by an game Activity. Sir gave us a water bottle and asked each one of us to imagine that as some other property and to enact its use so that the viewers should understand and say what the performer meant. It was an individual activity. Then he asked us to play a game related to "tableau". It was a skill game without having dialogue and we all enjoyed it alot.



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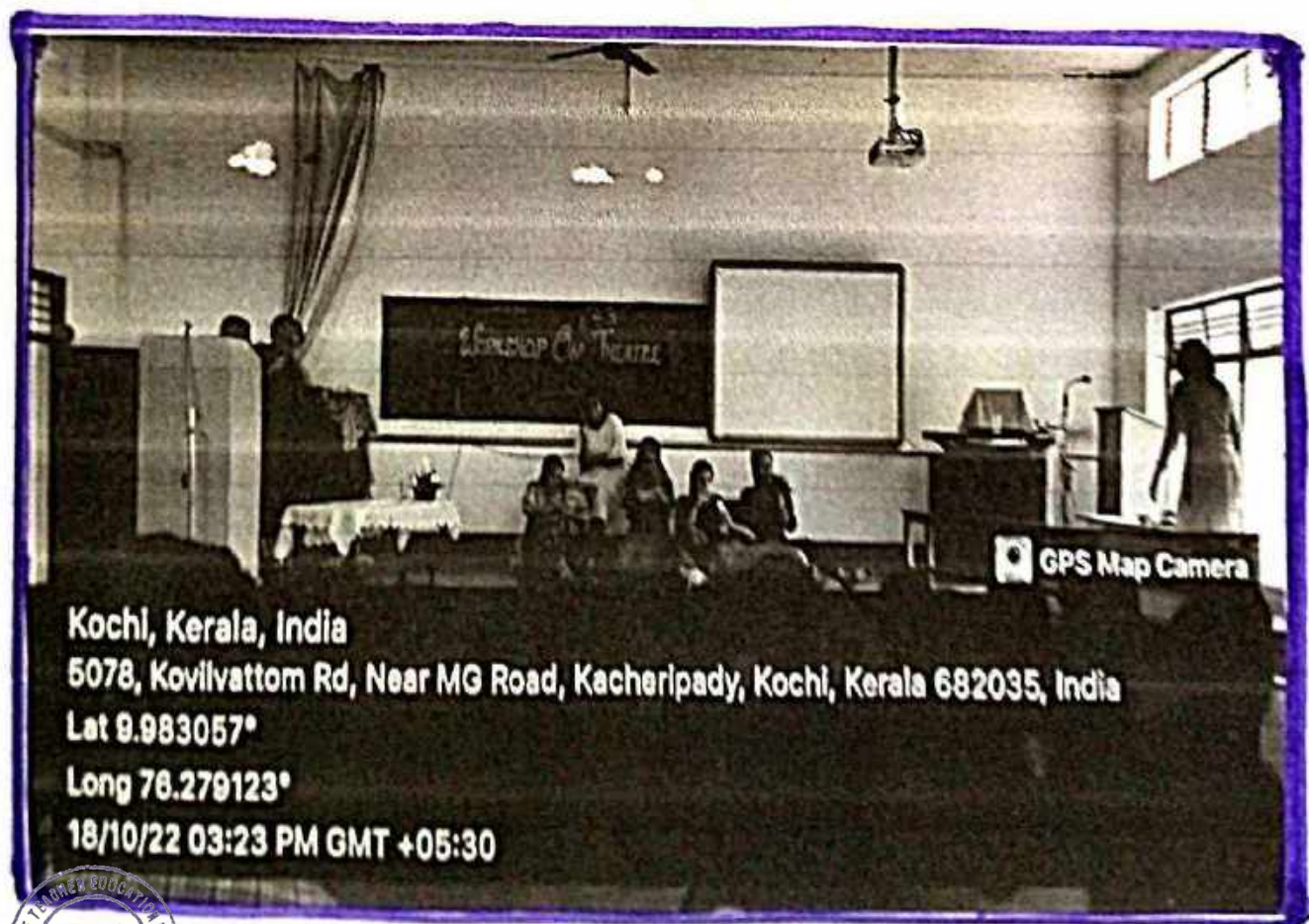
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This game was followed by lunch break. The Script which each group prepared on "Pothichoa" was performed on the stage by each group after the lunch break and the workshop was concluded by a focc and then games in which Sreedakshmi was the focc from social science optional and it gave out a positive ending. Every student participated in the given tasks with great zeal. It taught us Self-Expression, life-skill Training, Problem solving skills and we learned to Lead.



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Health and physical Education

Yogic

Practices

Demonstration of Various Yogic Asanas/

Meditation by student



Yoga

Introduction

Yoga is the Universal, Eternal and All-Encompassing principle, the most effective spiritual Science, which is based on valid and authoritative Knowledge or Vedas. Yoga is both the means and the end; in it is embedded the well-being of the entire human race. Yoga is for the well-being of all. In the book 'Yoga: Concepts, origin, Development and History' Purna Mysore writes that, 'The tradition of Yogashastra is a single tradition, unmitigated or undisturbed with the passage of time! Through Yogashastra the internal faculties of nature and man are independently and progressively developed in stages, and even if some help is required from other traditions, it can be drawn from the same, since Yoga is never in conflict with other faiths.' Several Yoga



techniques get merged into the teachings of the various Sampradayas and thus are developed Jaina Yoga, Bauddha Yoga, Shaiva Yoga etc.

There are many schools or groups of people practising Yoga and various related techniques, from the ancient as well as medieval times. From ancient times there are many

Sampradayas such as Shaiva, Natha, Vaishnava, Shakta, Sannyasi, Kapalika, Aghora, Bauddha, Jain etc. many others who have accepted the teachings of Yogashastra. Rajayoga, Karmayoga, Bhaktiyoga, Jnanayoga, Mantrayoga, Layayoga, Ashtangayoga, Hathayoga, Samatrayoga,

Dhyanyoga and other streams of Yoga help the aspirants in their own way and enable them to pursue their own yogic or Rishi-path of liberation according to their practices, spiritual progress and inclinations! Yoga is more than just a workout - it's actually a combination of four components: postures (like tree pose), breathing practices, deep relaxation and meditation that can transform your health on many different levels.



Meaning

Yoga is a hindu spiritual and ascetic discipline, a part of which, including breath control, simple meditation, and the adoption of specific bodily postures is widely practised for health and relaxation. The word "yoga" comes from the Sanskrit word, *yuj* or yoke. Yoga means "to like", "connect" or "join". Yoga practice is not a solitary endeavour. This union that the word yoga is referring to is that of uniting individual consciousness or Consciousness (our individual experience of reality) and Divine Consciousness (the essence of truth as perceived when we quiet our five senses and reconnect with the supreme self within). Yoga is a process. It's active. It's the way you engage with the world to create harmony. Yoga is how we participate and create relationship. At its most practical level, yoga is a process of becoming more aware of who we are. Yoga techniques facilitate balance and health, and unfold our dormant potential. Yoga allows us to be more aware of ourselves and feel connected. As such, yoga is a process of discovery, self-mastery and realization.



History of Yoga

According to modern scholars, Vedic age is only three to five thousand years old. The excavations of the Sindhue Civilization and the Vedic literature of Adyaitihasikakala have ample refereneses to Yogashastra.

The Vedic Period

Vedic literature is full with Yoga and its various techniques.

(A) Rigveda Period

Yoga is the Control of the chittavattis and there is a mention in the Rigveda that the chittavattis and there is a mention in the Rigveda that the chitta (mind) and its modifications controlled by an aspirant is Yoga.

(B) The Later Vedic period

In the eleventh Kanda of the Atharvaveda an entire sukta is devoted to the description of prana. In Yajurveda and Samaveda, the term Yoga is used in the sense of concentration of the mind. In this period the edited Upanishads contain elements of Yoga. All these Upanishads contain the importance of Yoga.



The Historic Period

In the beginning of the historic period, that is from 600 BC, King Ashoka ruled Supreme when Yoga tradition received a great motivation and it gave a new direction to the propagation of Indian Culture in India and abroad. The eleventh chapter of Manusmriti explains tapas. To revive the Science of Sanskrit grammar became the need of the times, during Shunga period. Taking this into account Maharshi Patanjali composed his authoritative works on Sanskrit Grammar in Ashtadhyayi Mahabhasya, Yogasutra etc. in Sanskrit to keep the Sanskrit tradition alive.

Medieval Period

The Smriti Texts - Parashara, Shankha, Devala; Purana texts - Agni Purana, Garuda Purana and the Tantra literature were composed in this period; all these texts profuse with Yogashastrea elements. In this era, the Nathayoga tradition also prospered. From 700-1200 AD there was the decline of Buddha Dharma and the rise of the Shaiva Dharma. The Yoga in Shaiva traditions are called Siddhas. This gave rise to Nathayoga tradition.

Later Medieval Period

This is the period in which the Hatha Yoga and the Bhakti Yoga traditions prospered. In this period, the propagation of Yoga was on a much wider scale. The literature on Yoga composed in this period was a great contribution in spreading the message of Yoga and explaining the profound subtleties and splendor of Yoga in a simple and lucid style easily understandable for the common man. Guru Gorakshanatha occupies a prime position in the important Nathyoga and Hathayoga tradition which give prime importance to the body.

The Modern Period

Birth of Maharshi Dayananda Saraswati marks the beginning of the modern age of yoga. Maharshi Dayananda in his various authoritative works. In this period Swami Vivekananda, the disciple of Sri Ramakrishna Paramahansa developed the Yoga tradition further. He propagated the Bharatiya Hindu Dharma.

Today, the entire world is convinced that Yoga could give a unique contribution for the



establishment of unity with the entire human race since yoga is universal, applicable at all times and places, scientific and non-Sectarian way of life.

Need And Importance of Ashtanga Yoga

Of the many yoga forms, Ashtanga has a reputation for being one of the most athletic. Ashtanga yoga involves poses that flow from one to the next. Ashtanga yoga will calm the human body, improves well being, helps in strengthening the muscles, promotes healthy eating and it will help to ease pain. The ultimate purpose of the Ashtanga practice is purification of the body and mind. It is a dynamic style of yoga that quickly builds strength, increases flexibility and develops cardiovascular fitness with breath-initiated movements between the postures. Ashtanga yoga teaches patience and persistence, as it may take several years to learn the postures of the primary series. Practicing Ashtanga rejuvenates the body, making it stronger, toned, more flexible and controlled. It is a powerful tool to tune the body. It improves focus, balance and coordination.



- (1) Yama : Universal morality
- (2) Niyama : Personal Observance
- (3) Asanas : Body postures
- (4) Pranayama : Breathing exercise, and Control of prana
- (5) Pratyahara : Control of the Senses
- (6) Dharana : Concentration
- (7) Dhyana : Devotion, Meditation on the Divine
- (8) Samadhi : Union with the divine

Relevance

Physical Strength

Ashtanga yoga focuses on muscle training and develops physical strength.

Effective Cardio Workout

It will help to get in shape, manage your weight and stay fit, all that, while doing long slow deep breathing. Sequences of Ashtanga postures are done in a continuous, fast paced way and the dynamic flow of the asanas may give the sense of intensity.



Good Coordination

Ashtanga yoga is a powerful tool to tune the body.

Emotional benefits

This style of yoga also emphasizes emotional and mental flexibility and strength. Asanas can affect not only your muscles and joints but also your emotions and Purify your mind.

Mental healing

Ashtanga yoga will keep the body moving in coordination with the breath. Breath awareness is particularly important in this practice.

Spiritual Well being

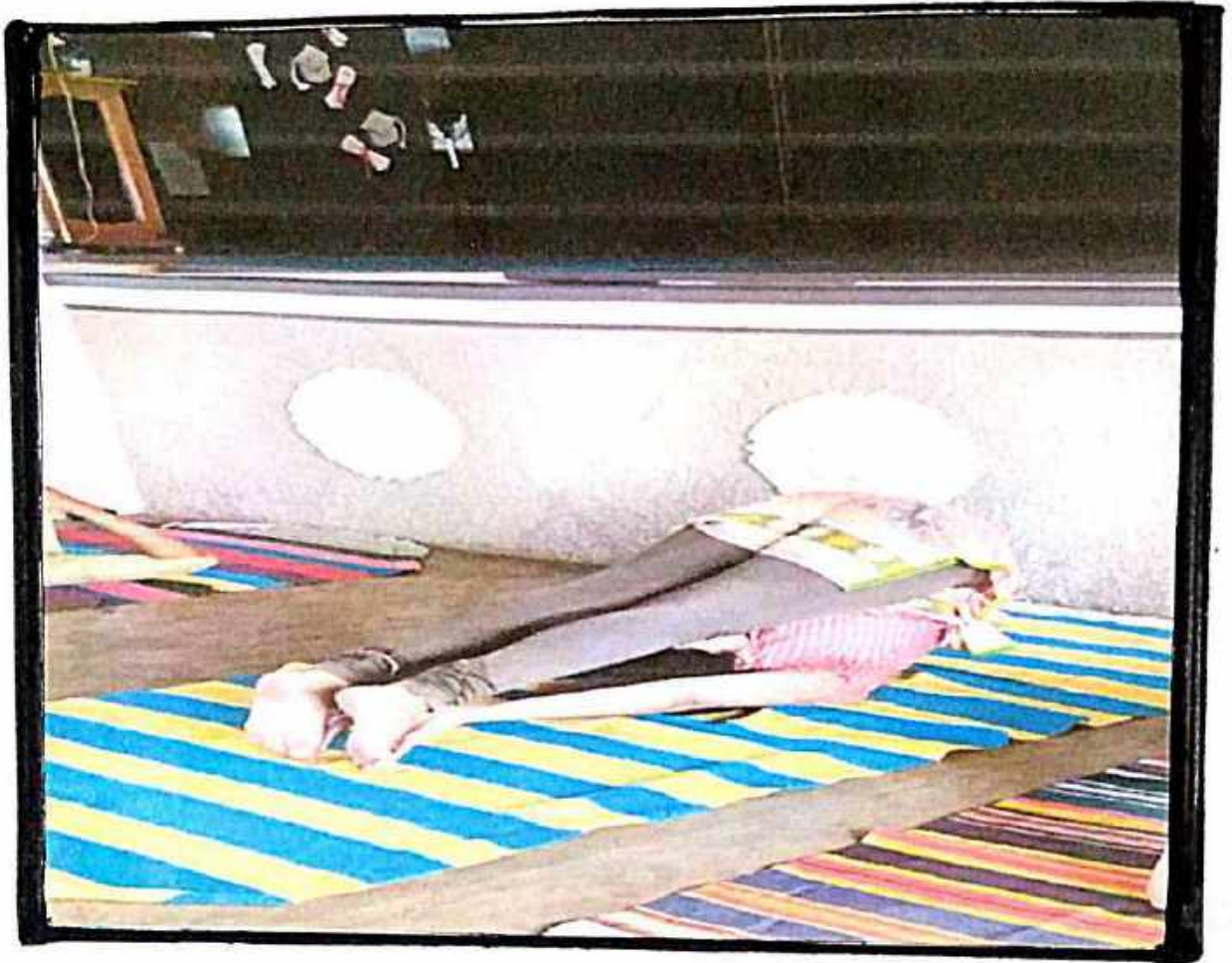
The first four limbs cleanse the external and teach how to interact with the world around. The next four limbs focus on withdrawal, cleansing the internal and how we relate to mind.

Asanas

An Asana is a body posture, originally and still a general term for a sitting meditation pose, and later extended in hatha yoga and modern yoga as exercise, to any type of position, adding sitting, standing, inverted, twisting, and



Halasana



Halasana or Plough pose is an inverted asana in hatha yoga and modern yoga as exercise. Its variations include Karnapidasana with the knees by the ears, and Supta Konasana with the feet wide apart.

Steps to practice Halasana

(1) Lie on your back with arms beside you, palms downwards.

As you inhale, use your abdominal muscles



to lift your feet off the floor, raising your legs vertically at a 90-degree angle.

(3) Continue to breathe normally and supporting your hips and back with your hands, lift them off the ground.

(4) Allow your legs to sweep in a 180-degree angle over your head till your toes touch the floor. Your back should be perpendicular to the floor. This may be difficult initially, but make an attempt for a few seconds.

(5) Hold this pose and let your body relax more and more with each steady breath.

(6) After about a minute (a few seconds for beginners) of resting in this pose, you may gently bring your legs down on exhalation.

Benefits of Halasana

- Good for Digestion and tains the belly
- Increases the digestive fire and relieves Constipation and Excellent for Back stretch

Contra-Indication [People who should not do]

- * People undergone Abdominal Surgery in 6 months
- * People who Suffer from acute backpain
- * Ladies who are pregnant
- * Not good for peak menstrual days
- * Not good for those who have acute neck pain.



Padmasana



Lotus position or Padmasana is a cross-legged sitting meditation pose from ancient India, in which each foot is placed on the opposite thigh. It is an ancient asana in yoga, predating hatha yoga and is widely used for meditation in Hindu, Tantra, Jain and Buddhist tradition.

Steps to Practice Padmasana

* Sit on the floor in Dandasana with your legs extended. Bend your right knee out to the side,



and Cradle your knee and your foot in your hands. Rotate your leg from the hip (not the knee) and guide your foot into your left hip crease.

* Bend your left knee, rotating the thigh outward from the hip and just as you did on the right. Lift your shin slightly and guide the left foot over the right, and bring it to tuck into the right hip crease.

* Settle the tops of your feet against your upper thighs and release your knees towards the floor. Try not to let the ankles sicken.

* Sit up tall, lift your sternum and lengthening your spine. Sitting on a folded blanket may help keep the spine from rounding.

* Take slow, deep breaths and stay in the pose as long as is comfortable.

Benefits

- Lotus pose creates a foundation for meditation practices.
- It can help manage stress and when done in a relaxed manner, activates the relaxation response and deactivates the stress response.
- May help lower or regulate blood pressure.
- Stretches the front of the thighs (quadriceps) and ankles.
- Posture is good for abdomen and pelvic organs.



Sukhasana



Sukhasana is a simple pose which is also called the Cross-legged easy pose. This is a meditative pose, all we have to do is to sit in a cross-legged position on the floor with the back and neck straight.

Steps to practice Sukhasana

1. Start from a Seated position. Sit on a yoga mat, yoga blanket or bare floor with your legs extended outward.



Position your arms and shoulders. Keep your

arms to the sides and straighten the shoulder blades.

3. **Cross your legs.** Slowly cross the legs at the shins, with one leg on top of the other.

4. **Widen your knees.** Then position each foot beneath the opposite knee (Cross-legged).

5. **Relax your arms.** Place your hands on the knees with your palms down.

6. **Straighten your back.** Balance your body weight across the sit bones, making sure to press the buttocks into the floor, mat, or blanket.

7. **Soften the neck and gaze ahead.** Inhale deeply and exhale after three seconds, repeating the breathing exercise throughout. Hold the pose for approximately one minute or the length of time that your yoga teacher sets.

8. **Repeat.** Change the cross position of the legs and repeat the steps of the pose.

Potential Benefits of Sukhasana

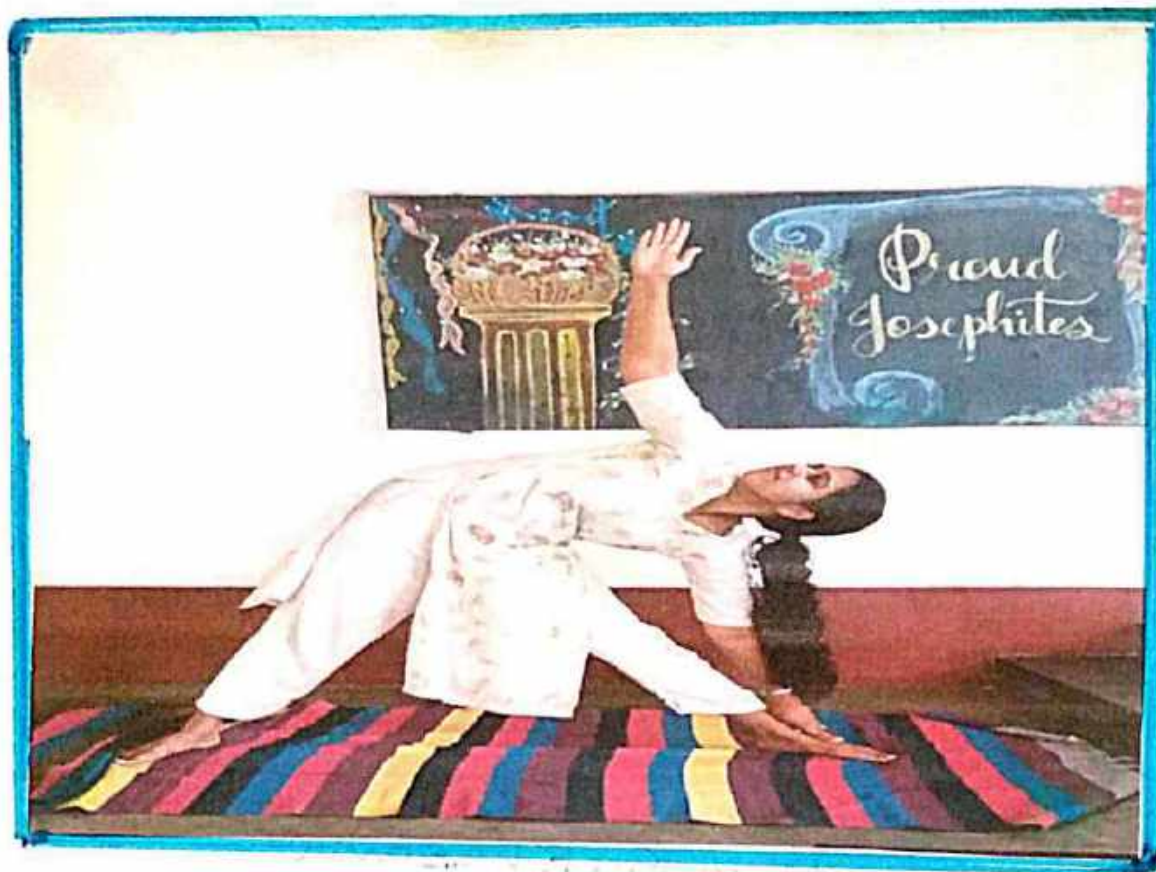
- **Pain relief** - The pose can ease lower back and knee pain.
- **Improving mobility** - You can unlock the knees, hips and ankles.
- **Relaxation** - Sukhasana can help you feel calm and promote tranquility.

Contra-Indication [People who shouldn't do]

- Do not perform if there is any severe leg problem.
- Do not perform if there is pain in lower spine or knee.



Trikonasana



Trikonasana or Utkhita Trikonasana is a Triangle Pose, is a standing asana in modern yoga as exercise. Variations include Baddha Trikonasana and Parivartta Trikonasana. Unlike most yoga postures, the Triangle pose requires keeping the eyes open in order to maintain body balance.



Steps to Practice Trikonasana

1. Stand Straight. Separate your feet Comfortably wide apart (about $3\frac{1}{2}$ to 4 feet).
2. Turn your right foot out 90 degrees and left foot in by 15 degrees.
3. Now align the Center of your right heel with the Center of your arch of left foot.
4. Ensure that your feet are pressing the ground and the weight of your body is equally balanced on both the foot.
5. Inhale deeply and as you exhale, bend your body to the right, downward from the hips, keeping the waist straight, allowing your left hand to come up in the air while your right hand comes down towards floor. Keep both arms in straight line.
6. Rest your right hand on your shin, ankle or the floor outside your right foot, whatever is possible without distorting the sides of the waist. Stretch your left arm toward the ceiling in line with the tops of your shoulders. Keep your head in a neutral position or turn it to the left, eyes gazing softly at the left palm.
7. Ascertain that your body is bent sideways and not backward or forward. Pelvis and chest are open.



8. Stretch maximum and be steady. Keep taking in long deep breaths. With each exhalation, relax the body more and more. Just be with the body and the breath.

9. As you inhale, come up, bring your arms down to your sides and straighten your feet.

10. Repeat the same on other side.

Benefits of Trikonasana

1. Strengthens the legs, knees, ankles, arms and chest.
2. Stretches and opens the hips, groins, hamstrings, calves, shoulders, chest and spine.
3. Increases mental and physical equilibrium.
4. Helps improve digestion.
5. Reduces anxiety, stress, back pain and Sciatica.

Contra-Indication

Those with posterolateral disc herniation may find the twisting in this asana challenges the back. The asana should not be practiced by those suffering from back conditions.

Vajrasana



Vajrasana or Thunderbolt Pose or Diamond pose, is a kneeling asana in hatha yoga and modern yoga as exercise. The name comes from the Sanskrit words Vajra, a weapon whose name means "thunderbolt" or "diamond", and asana, meaning "posture" or "seat".

Steps to practice Vajrasana

1. Start by kneeling on the floor. Consider using a yoga mat for comfort.
2. Put your knees and ankles together and point



your feet in line with your legs. The bottoms of your feet should face upward with your big toes touching.

3. Exhale as you sit back on your legs. Your buttocks will rest on your heels and your thighs will rest on your calves.
4. Put your hands on your thighs and adjust your pelvis slightly backward and forward until you're comfortable.
5. Breathe in and out slowly as you position yourself to sit up straight by straightening your spine. Use your head to pull your body upward and press your tailbone toward the floor.
6. Straighten your head to gaze forward with your chin parallel to the floor. Position your hands palms down on your thighs with your arms relaxed.

Benefits of Vajrasana

- * Vajrasana helps to reduce discomfort for people with lower back pain.
- * Vajrasana is useful for hypertension.
- * Vajrasana improves Concentration - based Performance

Contra-Indication

for the people suffering from Ankle and Joint pain.



Conclusion

In Conclusion, the health benefits presented by yoga have attracted many people to adopt it to enable them to lead healthy lifestyles. Notably, the exercise combines physical postures, breathing exercises, and relaxation episodes to tune the mind and body of a person. As a result, people practicing yoga are likely to enjoy various physical and mental health benefits. Therefore, when practiced consistently and carefully, yoga can impact the body and Soul of individuals positively. Hence, people should use its techniques to improve their lifestyles.

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Yoga 101: Poses, Types, Health Benefits and How to Get Started on the Mat
4. Yoga Journal - <https://www.yogajournal.com/>
5. Eggankosh Unit 7 - Concept of Yoga and Health
6. Yoga Anatomy by Leslie Kaminoff
7. <https://www.artofliving.org/yoga/yoga-poses/triangle-pose-trikonasana>

Reflective Journal

Name of Event: Yoga Optional Sub. Social Science
Name of the Student Teacher: Anitta Date: 14 Dec 2022

Levels of Reflection

Description

JOURNAL ENTRY

On 7th of December, we practised Yogic Asanas as per the training we got from two day workshop on Yoga from 9am to 4pm on Oct 13th and Oct 14th. Yoga is a set of skills for all of us as we go out and about



in the world facing our challenges. The 5 Yogic asanas was captured by my friend at multipurpose hall. I practiced five important Asanas. Father Peter trained us yoga in well-efficient manner.

Feelings

Practising Yoga made me stronger, more flexible emotionally and physically and made more resilient. They also have the added benefit of releasing tension and emotion. During yoga, my brain releases all sorts of chemicals that lower stress.

Evaluation

The Experience of practising yoga was a good feeling for me. I was drenched in sweat, apparently easy poses are often back-breaking. It was little hard when it is done for the first time. but all those was Coped up by Savasana which was extremely relaxing. Indeed!

Analysis

Regular yoga practice creates mental clarity and Calmness, increases body awareness, relieves chronic stress patterns; relaxes the mind; Centers attention, and sharpens Concentration. But there are also demerits of yoga. A wrong meditation can do harm compared with good.

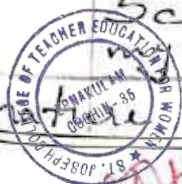
Conclusion

I will try for more asanas if this event were to happen again in the future. In yoga, I need the skill of Self Control by becoming aware of our physical and mental patterns. The more we apply ourselves towards creating a positive change and inhibiting negative tendencies, the more we become proficient in Self-Control.

Action Plan

I am planning to Continue Yoga by Keeping in mind the Instructions. I will Commit to a Schedule and master the poses and deepen Knowledge.

Signature and Date - [Signature]



20/10/22

Report - Improvised Teaching Aids

As a part of B.Ed Curriculum a workshop was conducted for the B.Ed students on the preparation of improvised teaching aids in Dr. St. Joseph College of teacher education for women, Kozhikode, on 10.12.2022 by Sr. Josephine which provides us a detailed information regarding the preparation of improvised aids and the importance of teaching aids in the teaching learning process. Sr. Josephine Joseph gave us detailed instructions regarding the things to be considered while drawing a chart as well as choosing the topic in preparing the improvised teaching aids and how it is important in conveying a difficult concept in a very easy manner to the students. Sister also emphasized the importance and advantages of teaching aids in a very interesting manner. And she also explained how important to choose a perfect topic and how carefully we need to make these teaching aids for the teaching learning process. She said that borders should be proper as well as proper heading in bold letters should be given in the chart. Colour combination of the chart should also chosen with care to



make the chart attractive. Then each student teacher has selected a topic for charts and we started working on it. Then the two topics for the charts were shared with the peer members to avoid repetition. And the charts works were started.

I chose Carbon cycle as the topic for the room chart and reaction of metals with air, water and acids for the improvised chart. I started preparing the chart on Carbon cycle first of all I started with the border. Then I made a bold letter heading as Carbon cycle. and then I made an outline of the Carbon cycle. Then the appropriate images were drawn. Once after completing the images I ~~made~~ draw the arrows of the Carbon cycle and markings on the chart were written once the markings are completed I gave colours to the images and final preparation were done. The improvised chart prepared by drawing the animated images of metals and ~~also~~ represented their reaction with air, water and acids in the form of a cartoon.

The topics for my working model was based on the principle of magnetic induction which makes the bulb glow as a result of magnetic induction. For that one small LED bulb, copper coils, magnets, transistor and battery were used.



One copper coil of 40 turns was exclusively connected to the LED bulb one end of other copper coil were connected to one end of the transformer and other end transformer which was connected to the transformer and the battery. once the secondary coil is brought near the primary coil the bulb glows based on the principle of magnetic induction. The topic for the still model was allotropes of carbon two models, structure of diamond which were prepared using balls & beads and toothpicks were prepared by pasting on a board then a 3-dimensional structure of fullerene also prepared for that white nodes were prepared then using the white nodes and toothpicks 12 pentagons were prepared these pentagons were joined together by means of other toothpicks gives a complete buckyball.

This workshop of improvised teaching aids was really useful for me which provides a well cleared idea regarding the preparation of charts and models and also gave a very important information regarding importance of these teaching aids and its greatest advantages. I had prepared four teaching aids with the help of instructions provided through the workshop. 2 charts and 2 models were prepared. As a student teacher this workshop has helped me

a lot to understand how important to prepare appropriate teaching aids and the importance of these teaching aids during the classroom instructions. I believe that the experience obtained through the preparation of these teaching aids is really motivating and helpful for me to prepare more creative teaching aids appropriate for the topics involved to make teaching learning process more effective as well as to make the classes interesting for children.

Conclusion.

Teaching aids are the tools and the equipments that are used as an addition in the teaching learning process which enhance motivation of the learners and increases the interaction of the learners in the classrooms. The improvised teaching aids plays a very important role in making the children to understand about the concept in a very simpler way. Other than the verbal instructions the use of teaching learning aids will help in the learning process of all type of learners.

The value...





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Documentary evidence of Yoga Training MEd



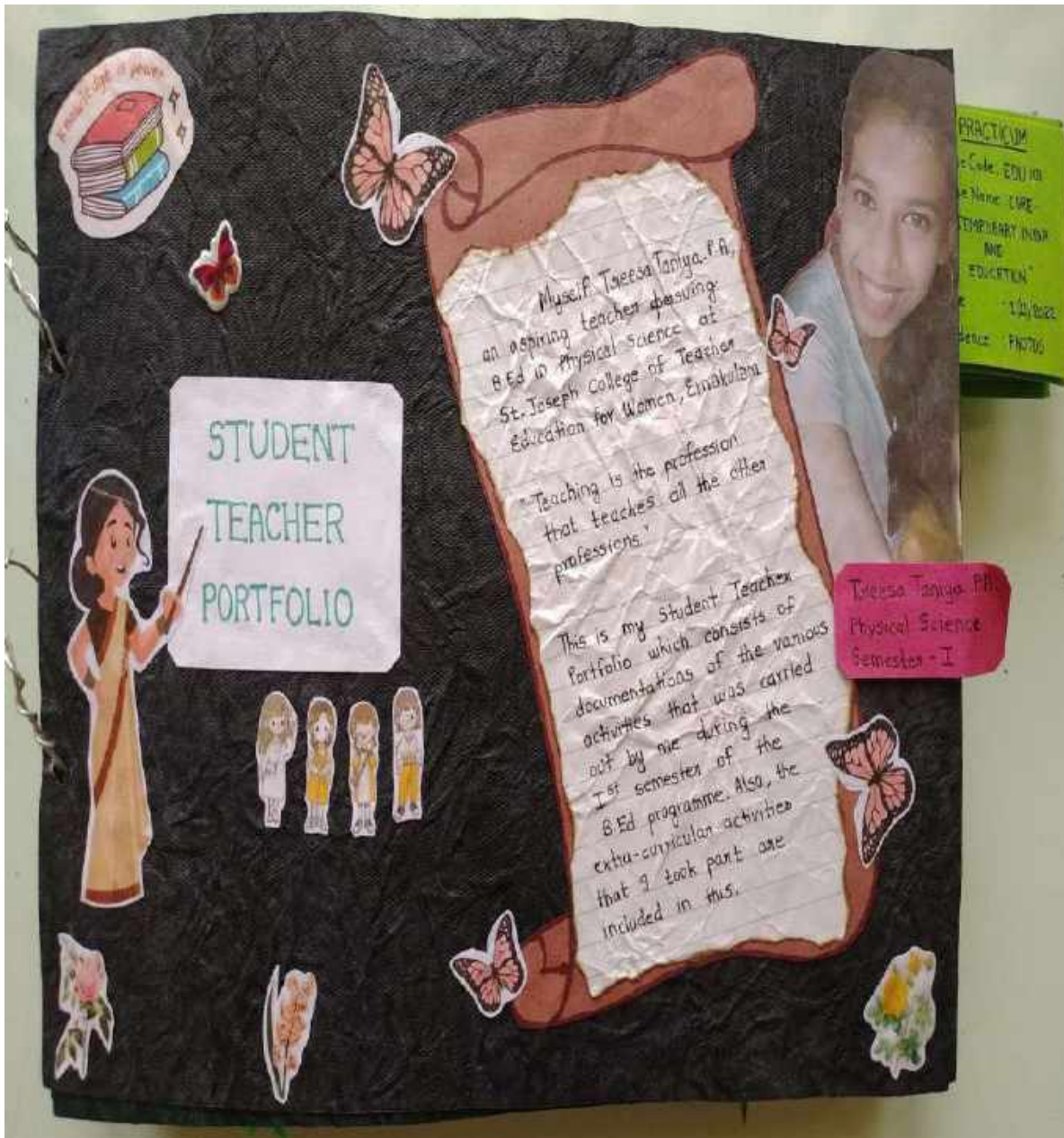


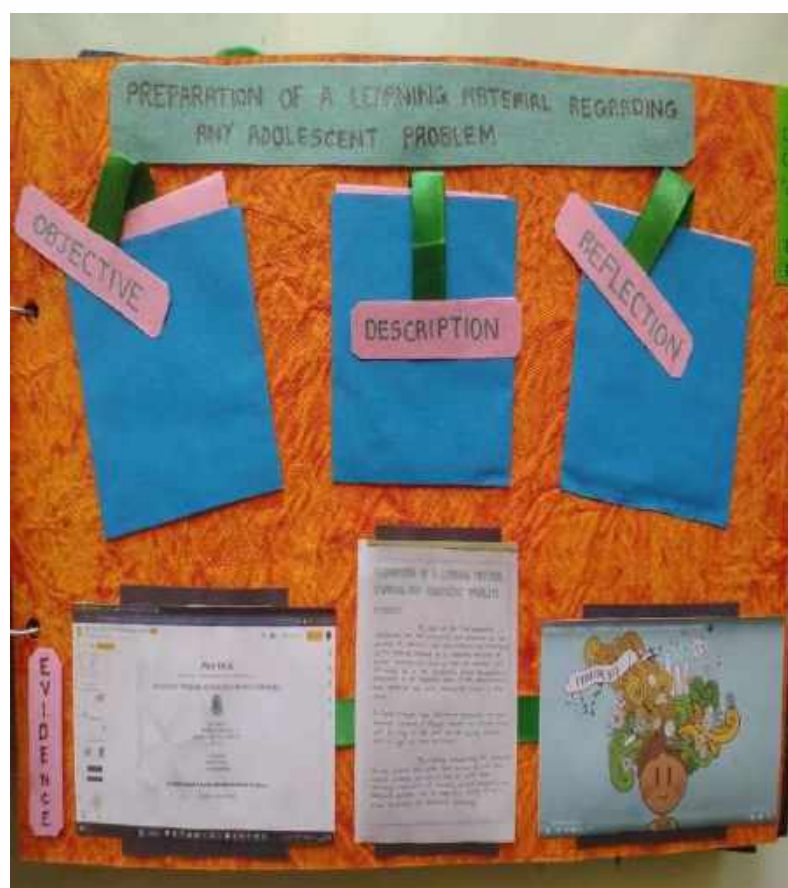
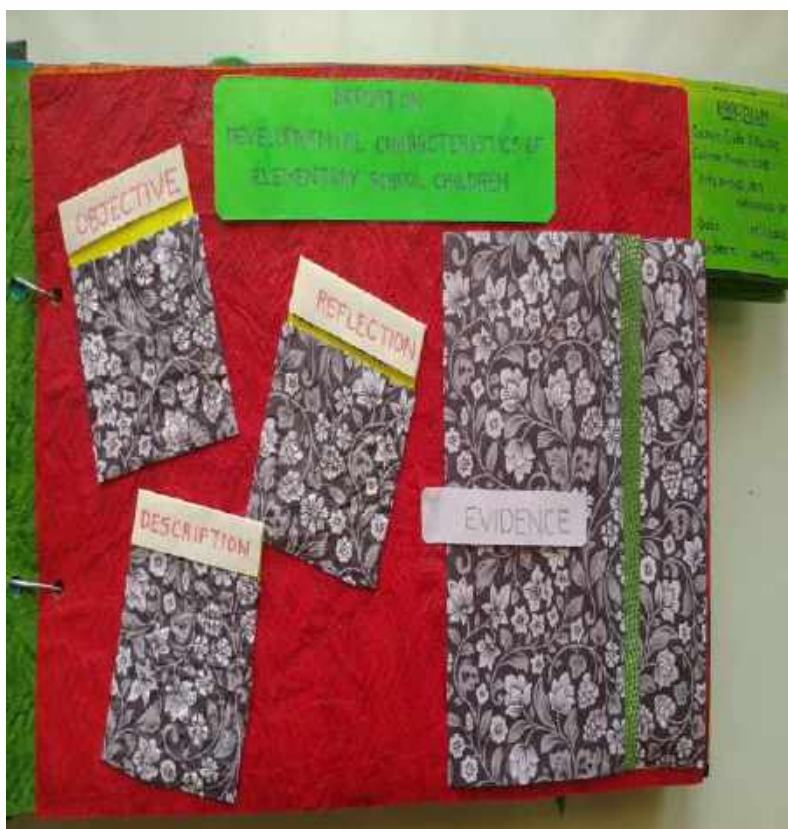
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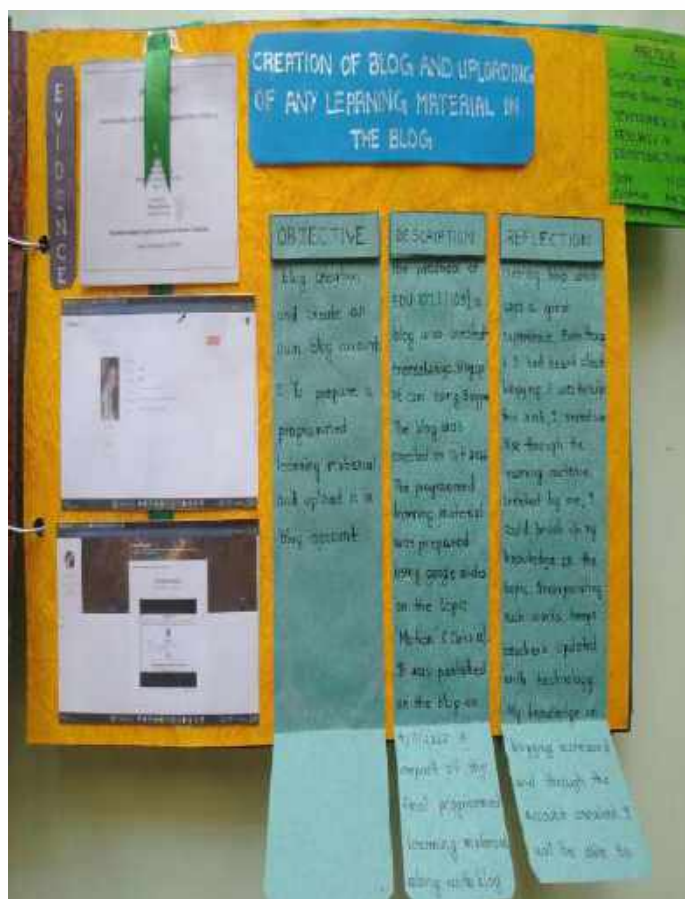
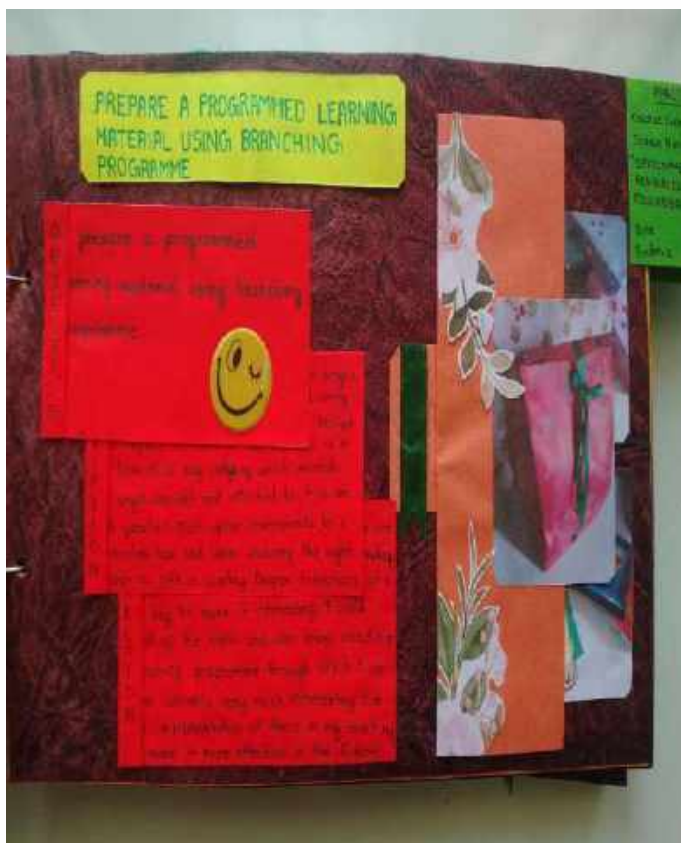
Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Documentary Evidence of Portfolio

First Semester













FIELD EXPERIENCING PRACTICE IN SCHOOL COMMUNITY

| OBJECTIVE | DESCRIPTION | REFLECTION |
|---|---|--|
| <p>1. Observe the school in its natural environment</p> <p>2. Visit & observe how these schools are run</p> | <p>For 186-19, I had visited 2079 schools. Educational in nature. It was a pleasant job when the principal invited them. Along with the reports, I also made a video on my visit to the school.</p> | <p>Implemented there to be work, I was quite excited along with the teachers, students and also active in doing all these activities. I will be an initiator to get their liberty and also their planning to work.</p> |

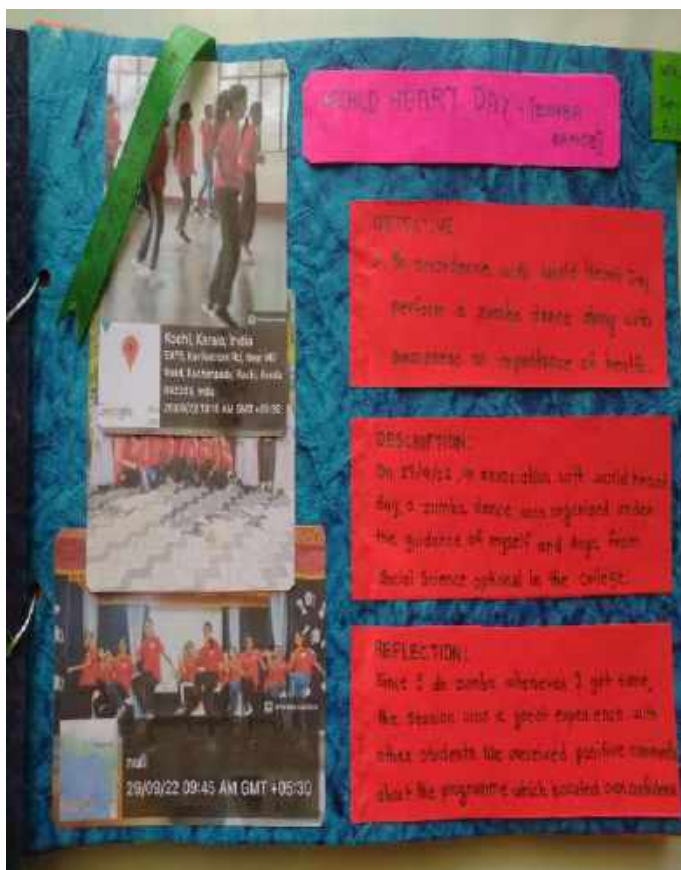


PREPARE CONCEPT MAP ON ANY UNIT OF PHYSICAL SCIENCE











VARIETAS CREO-EXHIBITION ON VISUALISING YOUR LEARNING

| OBJECTIVE | DESCRIPTION | REFLECTION |
|---|---|---|
| To take part and ask questions on the various teaching models used exhibited and explain the various models exhibited and also in the model of enter... | for exhibiting and exhibited and explained the various models exhibited and also in the model of enter... | Great space given to my favourite topics. I would like to explain to them about all the models assigned to me. I enjoyed the time I had with the children and could also clear some of... |

MEET THE LEADERS

OBJECTIVE

To take part and ask questions on Role of governor in State administration of Meet the Leaders Series - 2023.

DESCRIPTION

met the various leaders and took part in the various activities and also in the model of enter...

REFLECTION

strengthened my knowledge and skills in the various aspects of State Administration. I got a chance to meet and talk with the various leaders and get a chance to...





Second Semester





SEMESTER-II

Name : Akhitha Sebastian

Natural Science

Reg No : 213240112334





CONTENTS

- | S.No | Course Code | Title |
|------|-------------|--|
| 1. | EDU206.1 | School profile and practices |
| 2. | EDU206.1 | Awareness class on adolescent problems |
| 3. | EDU206.1 | Critical analysis of the status of exceptional children in the school. |
| 4. | EDU206.1 | Analysis of prevailing assessment practices in school. |
| 5. | EDU206.2 | Discussion lesson plans |
| 6. | EDU206.2 | Demonstration class observation |
| 7. | EDU206.2 | Criticism lesson plan |
| 8. | EDU206.2 | Classroom teaching during school induction |
| 9. | EDU206.3 | Credible participation in games and sports. |
| 10. | EDU206.3 | Organising sports meet and rules and regulations of long jump and shot put. |
| 11. | EDU206.4 | Interview a local folk artist and prepare a report on local community art forms. |
| 12. | EDU206.4 | Preparation of criteria for evaluating different art forms |
| 13. | EDU201 | Album on educational quotes of Indian and Western philosophers. |
| 14. | EDU202 | Mental health fostering school practices |
| 15. | EDU203 | Project proposal on any relevant theme. |
| 16. | EDU204.18 | e-Learning material. |
| 17. | EDU205.18 | A report on field trip |





PRACTICAL

EDU 206.1 School Profile and Practices



REFLECTION

School profile gave me an indepth understanding about the school and how it functions smoothly and efficiently with the help of school management, teachers and parents. I also understood about the strengths and weaknesses of the school. I also got clear idea in what all ways students can be developed holistically

Surrounding the reflection text are various hand-drawn icons: a book, a globe, the equation $3+1=4$, a planet, a roll of paper, musical notes, a palette, a pencil, a flask, a graph, a trophy, the equation $(a+b)^2$, a book, a lightbulb, a graduation cap, an atom, an alarm clock, the equation $E=mc^2$, and a backpack labeled 'BAG'.





PRACTICAL

EDU 206.1 Awareness Class On Adolescent Problem

DISCUSSION

As part of paper EDU 206, an awareness class on 'Adolescent Depression' was conducted on 18th of July, 2022 for the 1Xth standard students of St. Teresa's CGHSS, Ernakulam. The duration of the class was for 40 minutes.



REFLECTION


The class was beneficial not only for students but also for myself. I was able to gather a lot of information about 'Adolescent depression'. After the class I felt so contented and happy after all. The students got a clear idea about causes and signs of depression, the various way to overcome depression and much more details from my class





PRACTICAL

EDU206.1 Critical Analysis of the Status of Exceptional Children in School



As part of BEd practical a study on exceptional learners with special reference to learning disability was conducted among the students of St. Teresa's Convent Girls' Higher Secondary School, Ernakulam. A sociogram was also prepared with the help of data collected. Class chosen was VIII.



Students were analyzed by self-assessment questionnaire and interview questionnaire.



REFLECTION

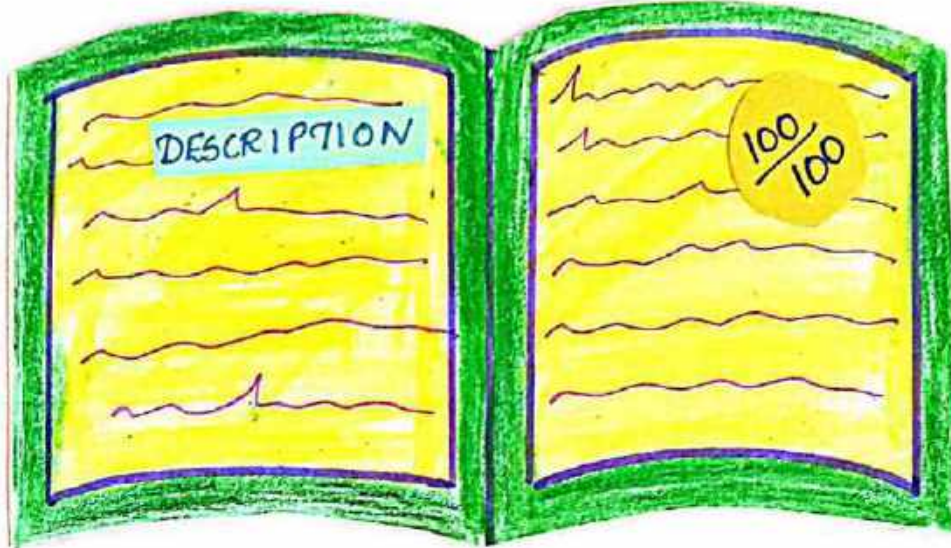
As a student teacher it is very important to understand about different learning disabilities present among students in a class. By knowing about LD, teachers can pinpoint the specific challenges that a child faces. It can also improve children's opportunities to maximise their developmental potential by proper intervention.





PRACTICAL

EDU 206.1 Analysis of Prevailing Assessment Practices in Schools



REFLECTION

The practical enabled me to understand about various assessment techniques followed by teachers to evaluate students. It was really a good experience for me. It helped me to realize the merits and demerits of various assessment strategies. A good assessment will guide the students to right path.





PRACTICAL

EDU 206.2 Discussion Lesson Plan

DESCRIPTION



As part of practical, five discussion lesson plan were prepared. My group members included Anita, Vyshtnavi, Dithana and Keerthana. We prepared 4 lesson plans of class VIII and one lesson plan was from class IX. The topics were Greenness of leaves, structure of plant cell, pest control measures, animal tissues and cellular respiration.



REFLECTION

The practical enabled me to understand the topics selected in depth, as it was a group discussion all the members gave their own view points. I gained insight about various aspects to be considered in lesson plan preparation.





EDU 206.2 Demonstration Class Observation

PRACTICAL

DESCRIPTION

As part of practical, five demonstration lesson plan was taught by our seniors to the school students. We the student teachers were asked to keenly observe the demonstrators and to learn how to take class and to manage students. The demonstration was shown by Anju, Mary, Minumol, Nausheen and Anjana.



REFLECTION

After observing the demonstration classes I understood how to present the content in a systematic manner. I realized that activity oriented method and interactive mode of teaching could make the class more effective.





PRACTICAL

EDU 206.2 Criticism Lesson Plan

DESCRIPTION

All the students in my class took their own criticism classes and every student teacher were asked to complete Student Teacher Evaluation Proforma. I took my criticism lesson plan on 06/07/2022. The topic I opted for the class was 'Respiratory System'. The class was taken for the students of Standard 9th. The duration of the class was for around 40 minutes.



REFLECTION

For my criticism class, I got a lot of suggestions from my peer team and my teacher. Those words will help me to make necessary changes in my future class. I understood that it is relevant to give more real life based values during consolidation part.





PRACTICAL

EDU 206.2 Classroom Teaching During School Induction



DESCRIPTION

The chapter named 'Cell clusters' of Standard VIII was completed using five lesson plans. The school I got was St. Teresa's CGHSS. The learning strategies used were group discussion and demonstration. All the classes was taken in a planned way.

REFLECTION

My classes were evaluated by guide in the school. I got various suggestions on which I should focus more to make class effective. I felt really satisfied after each class because I was able to prompt higher level thinking in students.





EDU 206.3 Credible Participation in Games and Sports

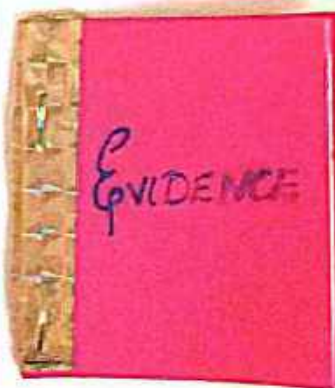
PRACTICAL



DESCRIPTION

The annual sports day for the academic year 2021-23 was conducted on 11th of March 2022. The name of the meet was 'Ujjva'. The students get opportunity to participate in various sports and games. The games included minor ones such as numbering and throw ball and major games included badminton and dodge ball. The sport events were long jump, shotput etc etc

REFLECTION



Participating in various sports and games helped me to realize my potential in different events conducted. I also felt really happy as I was able to secure third position in state event.

- It also improved my confidence level





PRACTICAL

EDU 206.3 Organising Sports Meet and Rules and Regulations of Long Jump and Shotput



DESCRIPTION

REFLECTION

The practical enabled me to understand how to organise a sports meet in a good manner. It also improved my social, cooperation skills and coordination abilities. It also gave me confidence to take up challenges. Also gave me a clear picture about games such as long jump and shot put





EDU 206.4 Interview a local folk Artist and Prepare a Report on Local Community Art forms

PRACTICAL



REFLECTION

The practical enabled me to understand all the important details regarding one of the famous art form Chenda. I felt really happy after interviewing such a wonderful person and felt so delighted after hearing his experiences. Report preparation on local art forms also helped me to know about various unique community art forms.





PRACTICAL

EDU 206.4 Preparation of Criteria for Evaluating Different Art forms

DESCRIPTION

As part of BED practical an evaluation criteria for two different art forms were prepared. The art forms which I chose was classical music and Mohiniyattam. Through telephonic interview I collected necessary informations from a classical music teacher, Ms. Helbin Jacob and from a dance teacher Ms. Aryalakshmi.



REFLECTION

After the interview, I got a clear idea on the criterias for evaluating classical music and Mohiniyattam. Now I am confident in assessing these arts. As a student teacher who gained knowledge in evaluation of these art forms, I can provide necessary informations to my students in future.





EDU 201. Album on Educational Quotes of Western and Indian Philosophers

PRACTICUM

As part of EDU201 an album on educational quotes of Western and Indian philosophers were prepared.

Indian philosophers :

① Swami Vivekananda ② Anantya Sen ③ Dr. S. Radhakrishnan ④ Sir Aurobindo ⑤ Tiddu Krishna-Murti

Western Philosophers :

① Jean Rousseau ② Karl Marx ③ John Locke ④ Bertrand Russell ⑤ Immanuel Kant.

DESCRIPTION



REFLECTION

This practicum enabled me to understand about the viewpoints of education. Great quotes about education by the famous philosophers encouraged me to think about education in my own perspectives. It also helped in knowing various contributions by the philosophers in the field of education.





PRACTICUM

EDU 202 Mental Health Fostering School Practices

DESCRIPTION

As part of practicum, a report on three school practices which fosters the mental health of students in St. Teresa's Convent Girls Higher Secondary School was prepared. In my opinion the activities that helps in mental well being of students includes prayer, NCC and school library.



EVIDENCE

REFLECTION

After preparing the practicum report I understood that mental health services and best practices within schools can create a continuum of integrative care that could improve mental health and educational attainment of children. Thus it is very relevant to maintain a healthy state of mind.





EDU 203. Project Proposals on Any Relevant Theme

PRACTICUM



DESCRIPTION

As part of BEd practicum I prepared project proposals on two topics.

- ① An Analysis On The Influence of Cartoon In Behavioral Patterns of Primary School Students.
- ② A Study On The Factors Affecting Students' Interest In Learning Mathematics Among High School Students.



REFLECTION

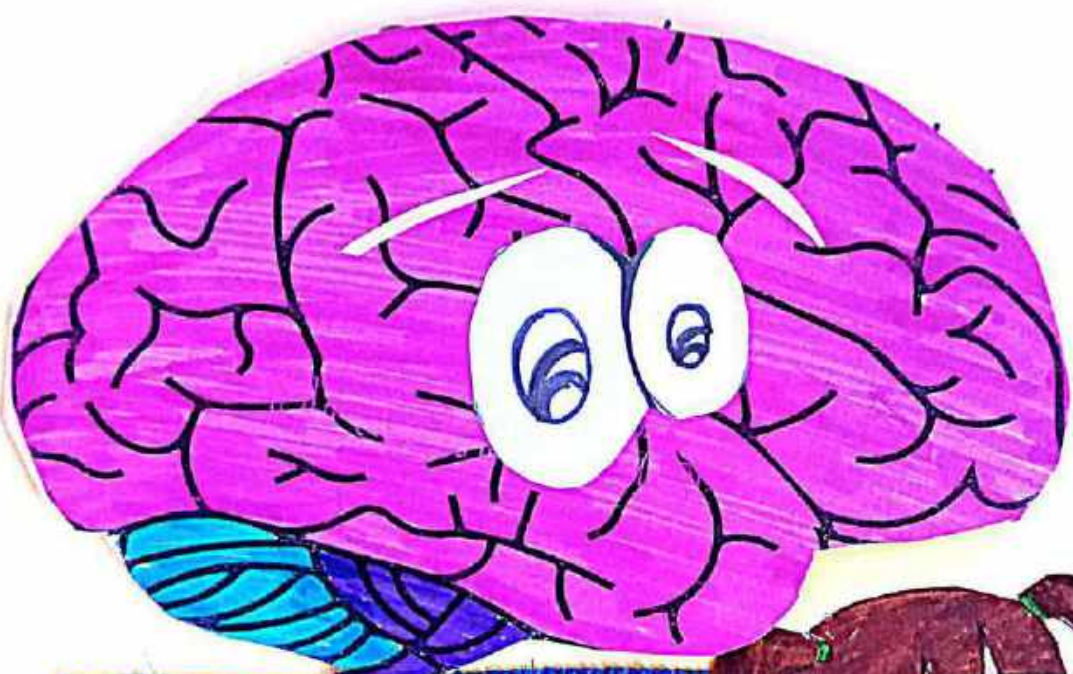
The practicum enabled me to read and understand about various educational issues faced by the students. It helped me to understand about preparing a project proposal in a very systematic way that could really help me in future.





PRACTICUM

EDU 204.18 e-Learning Material On A Topic In Biology At Secondary School Level



REFLECTION

This practicum enabled me how to divide a major topic into various concepts and sub concepts. I learnt to organise the content in a very logical and systematic way. I also understood to make relevant text material, Power Point slides and videos according to the concepts.





PRACTICUM

EDU 205.18 A Report On Field Trip

DESCRIPTION

As part of BEd practicum a field trip was organised on 10th of June, 2022. There were 19 members for the trip that included 17 students and two faculty members. The first destination was Matsyaged aqua tourism centre. Secondly we went to Matsyaged fish farm and Mangrove Information Centre. The third destination point was Malipuram beach.



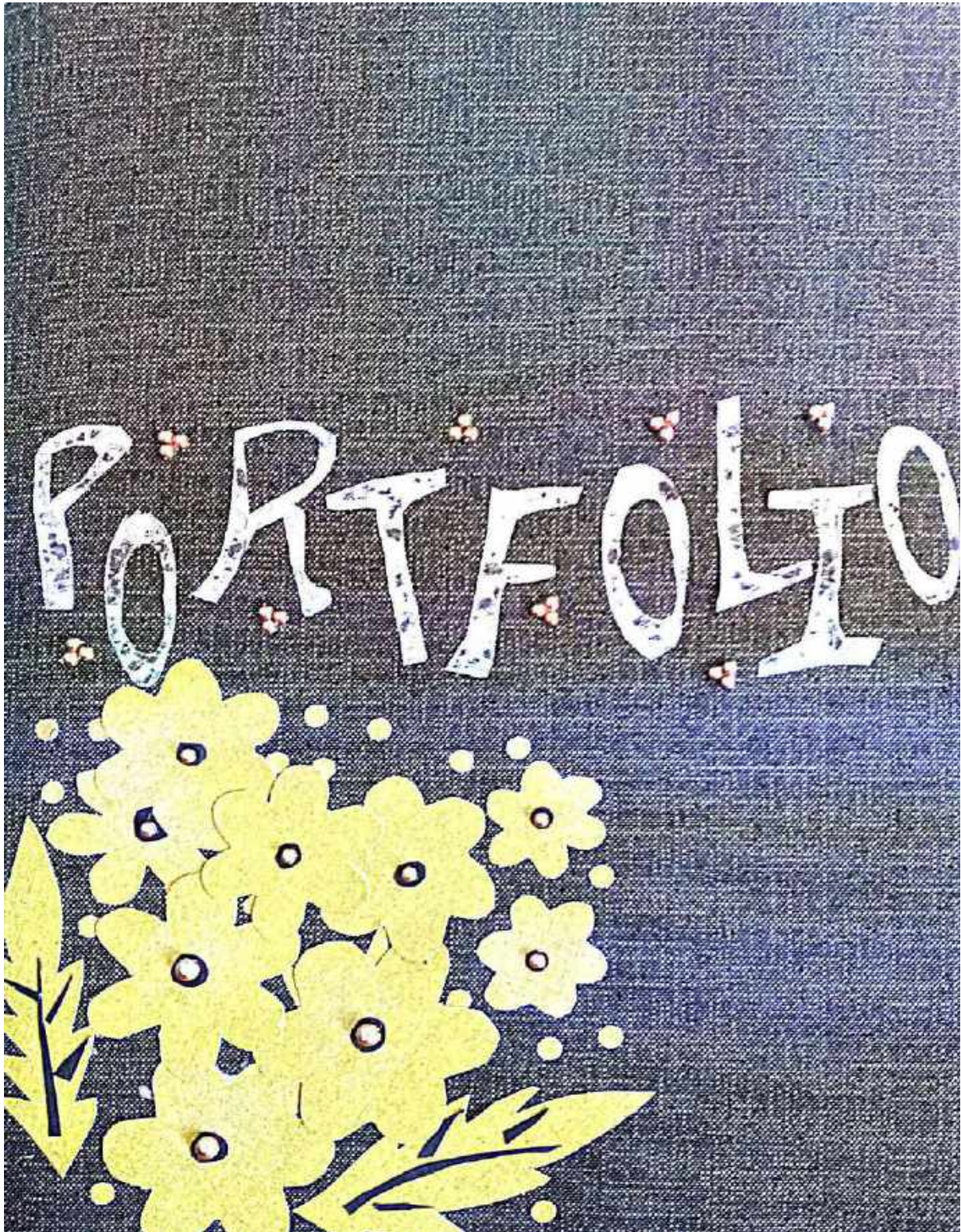
REFLECTION

The field trip was an awesome experience for all of us. The trip gave us the opportunity to relax and to take a sneak out from busy routine. It was a wonderful experience because we all thoroughly enjoyed picturesque beauty of nature.





THIRD SEMESTER





SEMESTER III

NAME : Akhitha Sebastian
OPTIONAL : Natural Science
SUBJECT
REGISTER : 213240112334
NUMBER

Dina
16/2/2023





Myself Akhitha Sebastian.

I am a B.Ed student of Natural Science department in St. Joseph College of Teachers Education for Women, Ernakulam.

This portfolio is presented as a summary of various practicals and practicum that I have undertaken during my third semester. All the works done have enabled me to evaluate myself and to make necessary changes to excel in my future professional life as a good teacher.



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| 4 | EDU 302.2 . | Unit Plan |
| 5 | EDU 302.2 . | Internship Teaching Manuals |
| 6 | EDU 302.2 . | Lac Teaching Manuals |
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| 9 | EDU 302.2 . | Self Assessment |
| 10 | EDU 302.2 . | Peer Evaluation |
| 11 | EDU 302.2 . | Achievement Test |
| 12 | EDU 302.2 . | Diagnostic Test |
| 13 | EDU 302.3 . | Aerobic Classes |
| 14 | EDU 302.3 . | Yoga Classes |
| 15 | EDU 302.3 . | Health Education Classes |
| 16 | EDU 302.4 . | Classes on different Art forms and Cultural Heritage |
| 17 | EDU 302.4 . | Activity to conscientise National Integration |
| 18 | EDU 301 . | Prepare a list of Terminologies Having Different Shapes of Meaning |



PRACTICAL

EDU302.1 Value Education Class

DESCRIPTION As part of BEd curriculum, two value education classes for the students were undertaken at St. Teresa's CGHS, Ernakulam. The class chosen was VIII E. The students were taught about two important values 'Honesty' and 'Punctuality' on 17th and 25th of January, 2023 respectively.

WRONG **RIGHT**

REFLECTION

The values that I opted was honesty and punctuality. It has been a good opportunity to make students to think about themselves and also to think from other's perspective. It has enabled me to make them realize how much important it is to be an honest and punctual human being.



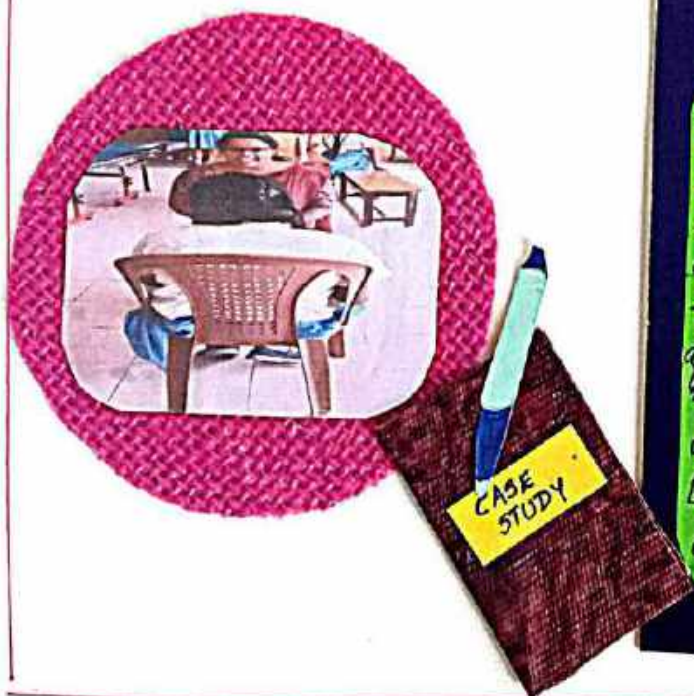


PRACTICAL

EDU 302.1 Case Study Based on Learning Problems of School Pupils



REFLECTION



From case study, I understood that it is very important as a teacher to understand about the learning problems or about the different issues they face. I felt really happy after this practical because my in depth understanding about the child has brought considerable changes in the behaviour and academics of the child.






PRACTICAL

EDU 302.1 Action Research

DESCRIPTION

As part of BEd curriculum, I was supposed to do an action research under the paper EDU 203. I did my action research for students of class IX at St. Theresa's COSS, Ernakulam. The topic was 'A study on the problems faced by students in learning biological terms and concepts.' I conducted a pre-test and identified their difficulties and provided them remediation classes.

REFLECTION



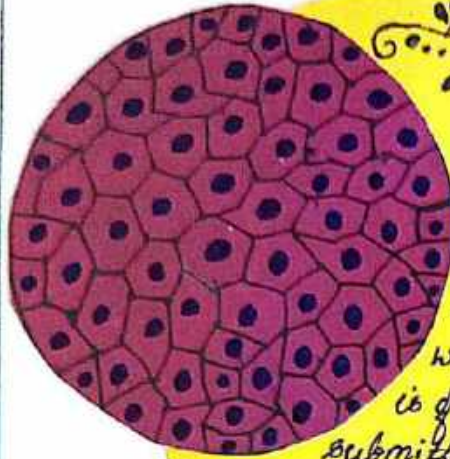
By proper observation of the students in the class I realized that students have issues with spellings and to define the terms that look alike. The action research became fruitful because the proper intervention increased the level of improvement so that I felt really satisfied and happy. I also learnt the apt methods of teaching biology easily.





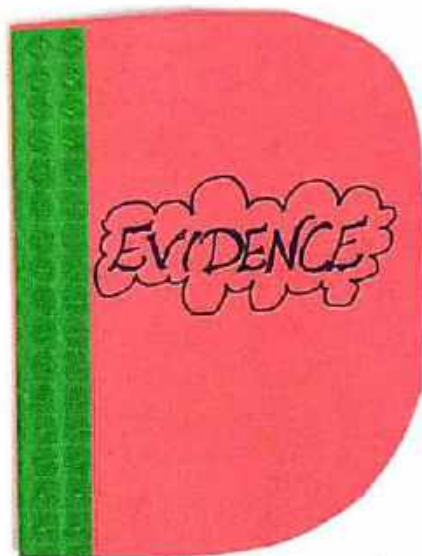
EDU 302.1

Unit Plan



DESCRIPTION

As part of BEd practical a unit plan for the chapter 'CELL CLUSTERS' were prepared. The chapter is of Standard VIII. It was submitted on 17th of October, 2022 to Dr. Dinimal Jacob.



REFLECTION

The practical enabled me to understand chapters into small teaching units are effective. I gained confidence idea regarding the division of difficult topics into easy and understandable. Unit plan prepared be an asset to my teaching life.



PRACTICAL

EDU 302.2

Internship Teaching Manuals (50 Lesson Plans)

DESCRIPTION

During my internship at St. Teresa's CGHS, Ernakulam, I got the opportunity to take classes for class VIII and IX. In order for that I prepared 50 teaching manuals during internship. The duration of each lesson plan was 40 minutes. The chapters were properly divided and it was mentored by Ms. Roly Anto.

CLASS VIII

-Why classification

- Let's regain our fields
- Diversity for sustenance

CLASS IX

- Breathing for energy
- Exercise to maintain homeostasis
- Biology of movements



The internship was really a memorable and wonderful experience. I understood the areas in which I must improve. I also realized the various methods and aids for grasping students attention that can be an asset for my teaching life.



PRACTICAL

EDU 302.2 LAC Teaching Manuals

As part of BEd practical two classes on Language across curriculum were taken for the VIIIth standard students of St. Teresa's CMS, Ernakulam. The topics that I took were "In situ conservation" and "Adolescence period". The classes were taken on 4th of December, 2022 and 9th of January, 2023



REFLECTION

Overall the classes went very well. I was able to use appropriate learning strategies and methods that paved proper understanding of the content. I felt really contented because students remained really active throughout the class. I will always ensure that apart from transmitting content knowledge students get acquainted with literary skills.



Overall the classes went very well. I was able to use appropriate learning strategies and methods that paved proper understanding of the content. I felt really contented because students remained really active throughout the class. I will always ensure that apart from transmitting content knowledge students get acquainted with literary skills.





EDU 302.2

Club Activities



DESCRIPTION



EVIDENCE

REFLECTION

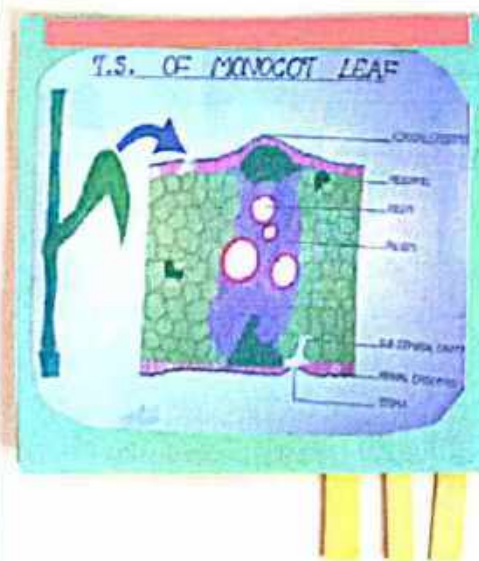
I was able to successfully complete the practical with whole hearted support from the students. Their enthusiasm made me happy. I will always organize various science club activities for motivating students and to promote their scientific interest. I will make sure that students get engaged in the science related activities from a very young age.





PRACTICAL

EDU 302.2 Improvised Teaching Aids



REFLECTION

I was really worried whether I will be able to complete the teaching aids in time. But the appropriate instructions by our mentor Dr. Dinind Jacob I was able to plan out best strategies to finish the improvised aids in time. I felt really happy and satisfied after the preparation of aids.





PRACTICAL

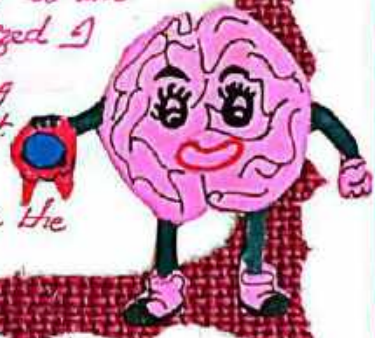
EDU 302.2 Self-Assessment



| ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM | | | |
|--|---|-----|----|
| SELF-ASSESSMENT QUESTIONNAIRE | | | |
| NAME OF THE CANDIDATE | | | |
| Name | Roll No. | | |
| Address | Phone No. | | |
| 1. | 1. I am confident in my own teaching skills. | Yes | No |
| 2. | 2. I am confident in my ability to manage the classroom. | | |
| 3. | 3. I am confident in my ability to assess student learning. | | |
| 4. | 4. I am confident in my ability to use a variety of teaching methods. | | |
| 5. | 5. I am confident in my ability to use technology in the classroom. | | |
| 6. | 6. I am confident in my ability to use differentiated instruction. | | |
| 7. | 7. I am confident in my ability to use formative assessment. | | |
| 8. | 8. I am confident in my ability to use summative assessment. | | |
| 9. | 9. I am confident in my ability to use peer assessment. | | |
| 10. | 10. I am confident in my ability to use self-assessment. | | |
| 11. | 11. I am confident in my ability to use portfolio assessment. | | |
| 12. | 12. I am confident in my ability to use rubric assessment. | | |
| 13. | 13. I am confident in my ability to use exit tickets. | | |
| 14. | 14. I am confident in my ability to use one-minute papers. | | |
| 15. | 15. I am confident in my ability to use student feedback. | | |
| 16. | 16. I am confident in my ability to use peer review. | | |
| 17. | 17. I am confident in my ability to use self-reflection. | | |
| 18. | 18. I am confident in my ability to use peer observation. | | |
| 19. | 19. I am confident in my ability to use video self-reflection. | | |
| 20. | 20. I am confident in my ability to use peer observation. | | |

REFLECTION

The evaluation tool enabled me to understand how well I was able to convey the content to the students with my teaching skills. I realized I need to be more careful while teaching the difficult topics. I also understood that I should also make use of much more creative teaching learning aids to enhance the process of learning.



EDU 302.2

Peer Evaluation

DESCRIPTION

As part of BEd curriculum, I conducted two peer evaluation in St. Teresa's CG HSS, Ernakulam. The student teachers I chose were Ms. Fathimathuzuhra of physical science and Ms. Anupama Sreedhar of Social Science. Peer evaluation was done on 23rd of November, 2022 and 5th of December, 2022.



REFLECTION

It was really a good experience for me. Through proper observation I was able to evaluate my peers and put forward suggestions for their improvement. I was able to learn a lot of positive and excellent teaching techniques from them.



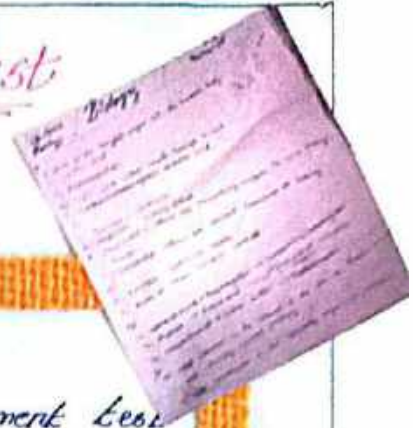


PRACTICAL

EDU 302.2 Achievement Test

DESCRIPTION

An part of BEd practical an achievement test was conducted for the students of class IX B of St. Teresa's CGHS, Ernakulam. The test was out of 25 marks and was administered on 12th of December, 2022 during fourth period. The highest score obtained was 23½ and lowest was 5 marks.



REFLECTION

The achievement test enabled me to realize how well the learning objectives of education is being achieved by the students through my class. It helped me to realize my teaching potential and to discover the students who finds difficulty in learning. The areas that students face challenges were identified.





PRACTICAL

EDU 302.2

Diagnostic Test

DESCRIPTION

Diagnostic test was administered among 70 students of standard IX B of St. Teresa's CGHSS, Ernakulam on 16th of December, 2022. Test items of various difficulty levels were organised under each teaching unit. The chapter chosen was 'Excretion to maintain homeostasis'. The diagnostic test comprised of 50 questions which carries 1 mark each.

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM

NAME OF THE COLLEGE: St. Joseph's CGHSS, Ernakulam

DATE: 16/12/2022

CLASS: IX B

TEACHER: Mrs. [Name]

TEST TITLE: Excretion to maintain homeostasis

TEST TYPE: Diagnostic Test

TEST DURATION: 45 minutes

TEST INSTRUCTIONS: Read the questions carefully and answer them in the space provided.

TEST RESULTS: [Blank space for results]



REFLECTION

I learned to prepare diagnostic test in a proper way. Diagnostic chart depicted that students struggle with three topics. Then I understood that proper remediation strategies must be given to master the difficult topics. It enabled me to think how to help the students.



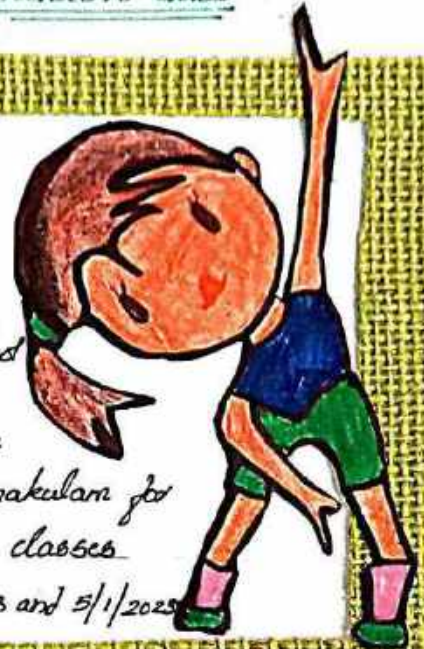


EDU 502.2 Health and Physical Education

Physical Education Class

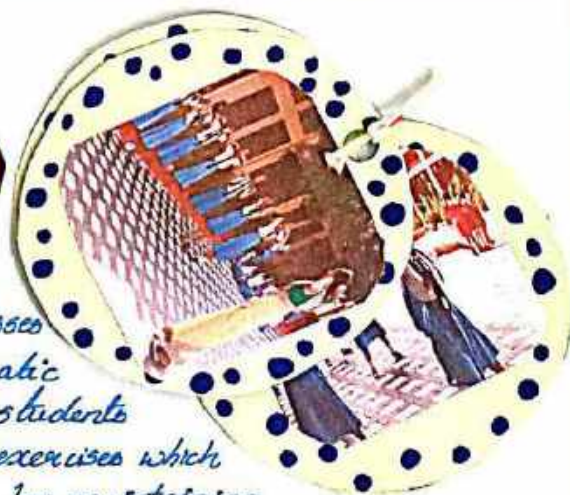
DESCRIPTION

As part of BEd curriculum we were supposed to take three physical education classes in the school that was allotted to do internship. I took three lesson plans on aerobic exercises in St. Teresa's CGHSS, Ernakulam for the students of Standard IX. The classes were taken on 12/12/2022, 3/1/2023 and 5/1/2023.



REFLECTION

I was able to take classes in a very organised and systematic manner. I understood that students were happy after practising exercises which showed they have an interest for maintaining a good physical health. I will definitely promote the practice of aerobic exercises for the physical and mental well-being of students.





PRACTICAL

EDU 302.3 Health and Physical Education Yoga Class

As part of BEd curriculum three classes on yogic asanas were conducted for the students of class 1Xth at St. Teresa's CGHS, Ernakulam. Asanas like Vrikshasana, Tadasana and Trikonasana was taught on 4/01/2023. Padmasottasana, Padmasana and Konasana were taught on 9/01/2023. The third yoga class on Kurvasana, Naukasana and Balasana were taught on 18/01/2023.

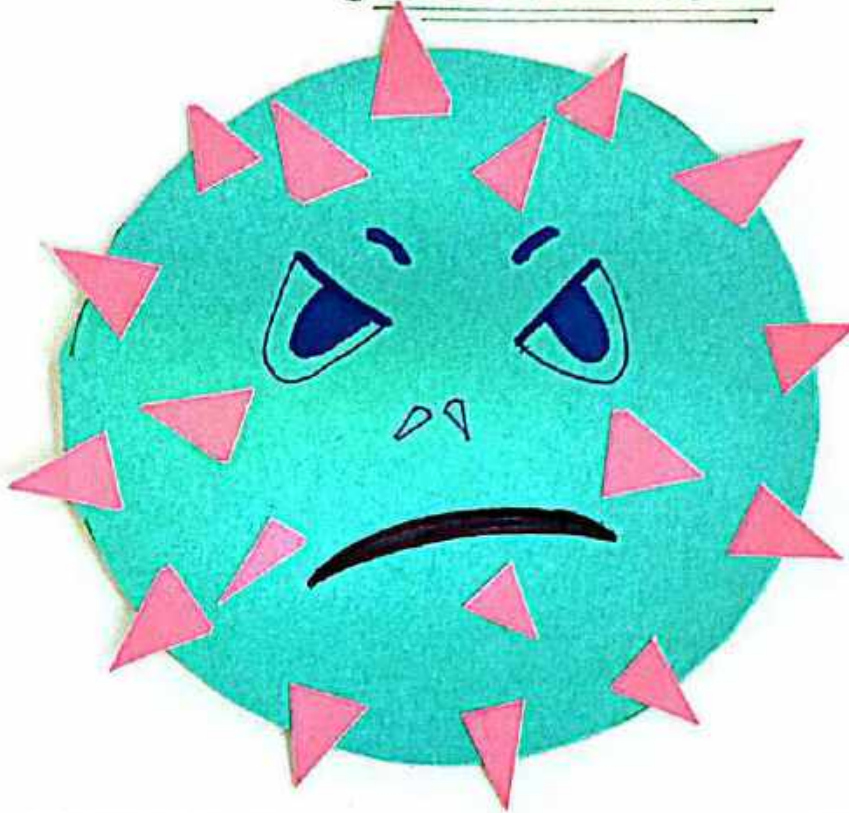
EVIDENCE

REFLECTION

I was really satisfied after the class because students showed great interest and cooperation in observing as well as in performing yogic asana. I was able to take class in an excellent manner. I will definitely promote yoga exercises in classes as it is integral for the physical and mental well-being of the students



EDU 302.2 Health and Physical Education
Health Education Class



REFLECTION

I was really confident about the class and I was able to grasp the full attention of students using appropriate teaching learning aids. I felt satisfied with the class because of good responses from the student's side. I will always try to incorporate health education topic in the classes to make students to get awareness about the need for leading a healthy lifestyle.



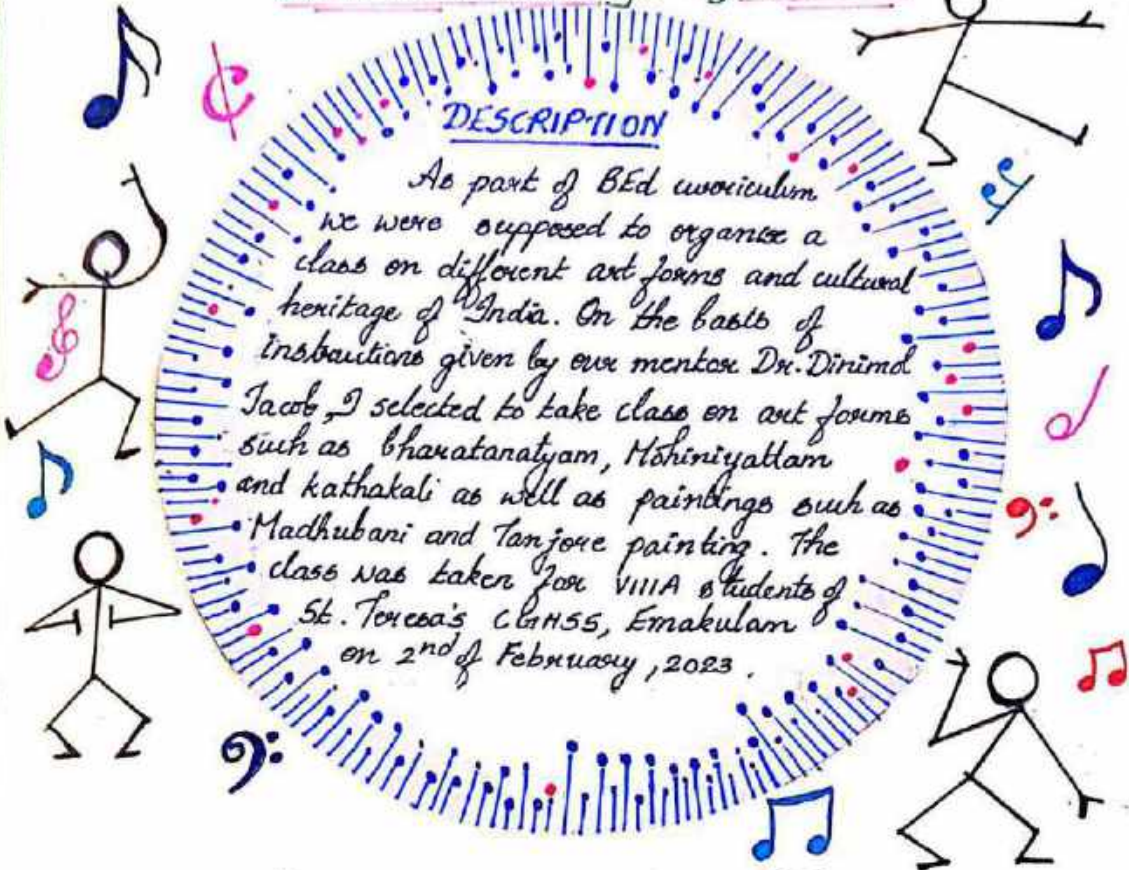
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EDU 302.4

Class On Different Art Forms and Cultural Heritage of India

DESCRIPTION

As part of BEd curriculum we were supposed to organize a class on different art forms and cultural heritage of India. On the basis of instructions given by our mentor Dr. Dinand Jacob, I selected to take class on art forms such as Bharatanatyam, Mohiniyattam and Kathakali as well as paintings such as Madhubani and Tanjore painting. The class was taken for VIII A students of St. Teresa's CHSS, Ernakulam on 2nd of February, 2023.



This practical enabled me to realize that India is a land of varied cultures and art forms and to understand about it in depth. As a student teacher I was able to invoke an awareness in students that it is our sole responsibility to safeguard our culture and must love our Indian heritage.



PRACTICAL

EDU 302.4 Activity among Students to Conscientise National Integration

DESCRIPTION

A practical was undertaken for EDU 302.4. It was to organise an activity to conscientise national integration among students. I organized a "National flag drawing competition" and "Indian pledge competition" for the students of class VI and VII on 28th of November, 2022 at St. Teresa's CGHSS, Ernakulam.



REFLECTION

Through this practical I was able to inculcate a love for our country among students. I felt really happy and satisfied because of great cooperation shown by students for showing the love towards our nation by showing their interest in participating in competitions.





PRACTICUM

EDU 301 Prepare a List of Terminologies Having Different Shapes of Meaning

Rose

Mouse
Coordinate

Trunk

Bat

Deer

Fly

Four Letter
Table

Seal

Cell

Pupil

Game
Lead

Tear

DESCRIPTION

As part of BED curriculum, I submitted a practicum for the paper 'language across curriculum'. The title of the practicum was to prepare a list of terminologies having different shapes of meaning in other 5 subjects. It was submitted to Ms. Anu Geetha, Assistant Professor on 18th of December, 2022.



REFLECTION

This practicum enabled me to understand that a same word can have different meaning in different subjects. I was able to identify a lot of words and their meanings. I really enjoyed this work by searching and learning the meanings of words.





FOURTH SEMESTER





SEMESTER 4



Name: ELIZABETH MARIA BABIL

Reg No: 203240112301

Optional: MATHEMATICS

I'm an inspiring teacher, who look into giving my complete dedication for the betterment of my students. In my journey of moulding as a good teacher, I present my portfolio for the semester 4. This is a glimpse of all practical works in this semester. For me this profession has always brought light into the lives of younger ones. Hence, I present my gratitude to God almighty, dear teachers, parents and my friends.



Elizabeth





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1. EDU 401 - Practicum
2. EDU 401 - Community citizenship training camp
3. EDU 401 - Interview with an eminent teacher.

N

4. EDU 402 - Practicum
5. EDU 402 - Documentary
6. EDU 402 - Study tour
7. EDU 402 - Extension Activities

D

8. EDU 403 - Practicum
9. EDU 403 - SWOT analysis
10. EDU 403 - Educational Journal Review

E

11. EDU 403 - Project
12. EDU 403 - Self designed article
13. EDU 404.3 - Sports meet
14. EDU 404.3 - Rules & Regulations of Volleyball and Shuttle

X

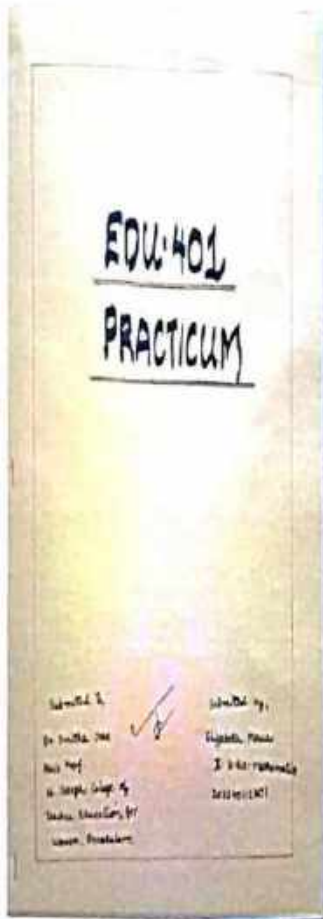
15. EDU 404.4 - Film Review
16. EDU 404.4 - Arts Fest
17. EDU 404.4 - Script on street play
18. EDU 404.5 - Communicative English





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REPORT ON TWO GOVT. INITIATIVES FOR WOMEN SAFETY



The safety and security is one among the challenges that we face till today. Even though there are various actions have move forwarded. The practicum work was to prepare a report on any two 'govt. initiatives' for the safety of women. I prepared the report on 'Nirbhaya Act' and 'Beti Bachao beti Padhao'. It was so helpful to know about the govt helping hands through this work.





EDUCATION

COMMUNITY CITIZENSHIP TRAINING CAMP



The Community Citizenship training camp for the B.Ed batch of 2020-2022; 'Archa 2022' was conducted at our college, from the days of 20th June 2022 to 24th June 2022. The five day camp was non-residential and the activities and organisations was leaded by the student teachers itself. I am so proud to say that I was coordinating for group 5 in the camp and executed every activities so attentively and learned many things to my life.





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INTERVIEW WITH AN EMINENT TEACHER

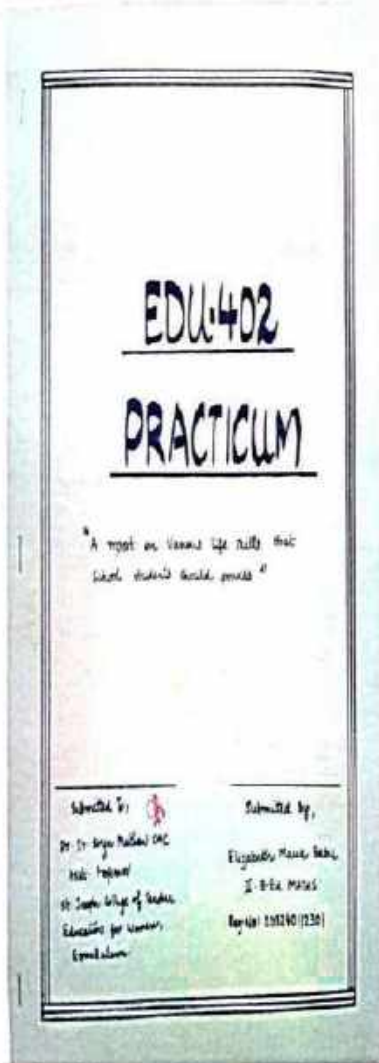
As an aspiring teacher, this journey has obviously influenced me someone to choose this path. And yes, in so much of pride and happiness the one that influenced me the most is none other than my mom, Mrs. Jaisamma Babu. And this journey was truly an accomplishment of her dream. So, this practical work to interview an eminent teacher in my locality calls no one else than her. And I could retrieve more chapters of her teaching experiences as well.





REPORT ON VARIOUS LIFE SKILLS THAT SCHOOL STUDENTS SHOULD POSSESS.

EDU402



Life skills are one of the essential skills that we look after into everyone new. It doesn't matter how qualified or how much do we learn. It depends upon how we live and how much are we conquering our life. This itself is cultivated in our students from their class room times. A report was prepared on it for the practicum work of EDU402. It made me realise how varied the skills!



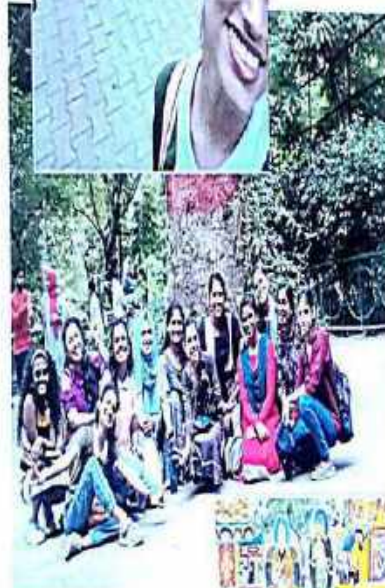


2022-23

STUDY TOUR



Travelling always gave us new memories, adds up new flavours, sparkle up new wishes. It is indeed, The study tour of our batch was conducted from 27th June to 1st of July 2022.



The tour was to Coorg - Mysore - Wayanad. It was filled with so much of emotions. It was guided by our mentor Dr. Sr. Soya CMC



along with Binidhu ma'am, Maria ma'am and Sr. Jaisy. It made us the awakening of unity, coordination, caring, sharing and to look upon our future journey with children.



EDU 402

DOCUMENTARY



In accordance with the practical works of EDU 402 paper, the student teachers were asked to prepare either a documentary or a shortfilm. I chose to prepare a documentary on the given topic which was 'Student abuse in school campus and POCSO rules. I made the script on the given scenario after referring much from various sources, then made the needed documentary on that script. It was durated 8-10 minutes. The title I gave for the work was 'WAKE UP, SHAKE UP' as a shout out of wake up call to the society.





FEEDBACK 42022

EXTENSION ACTIVITIES



Though internship period was so turning my whole attitude towards classroom experience and teaching that moment I realised about giving the handful of knowledge, love, care and happiness. Hence, the opportunity of doing an extension activity was so fruitful and heart touching. We the students went to a primary school at Chathamma named Desabandhu school. Met all those tiny tots, donated some library books, arranged green classrooms and arranged many programs on July 15, 2022.





DRAMA SCRIPT ON MATHS TOPIC

EDU 403

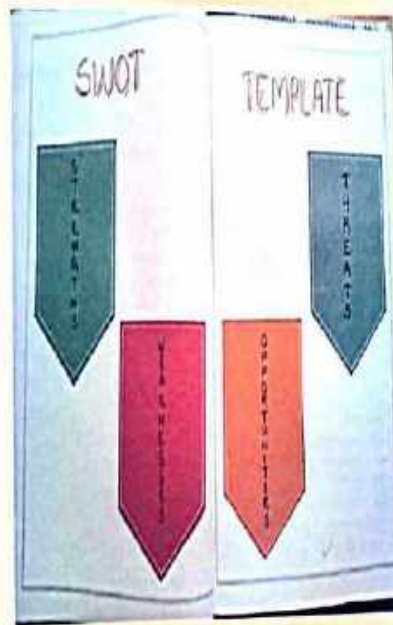


The practicum work for the course EDU 403 was three options. But I preferred to write up a drama script on a mathematics topic so as to enrich learning. I was always curious to prepare such differentiated learning strategies. So, this was pretty much interesting for me. I made a scenario on compound interest from the chapter money maths of class VIII.



SWOT ANALYSIS

A Teacher should always have the power and confidence of pursuing their vision and mission throughout their career.



The ultimate vision and mission should be a good model for the children and to build them as good human beings. In spite of our internship programme we had to do our strength - weakness - opportunities - threats analysis, to finalise them after finding the many to the count of 5.

Our mentor Dr. Sr. Betty PJ gave us instructions to follow and we made our SWOT analysis and the vision and mission. This stated my innate ideas into more formal documentation.





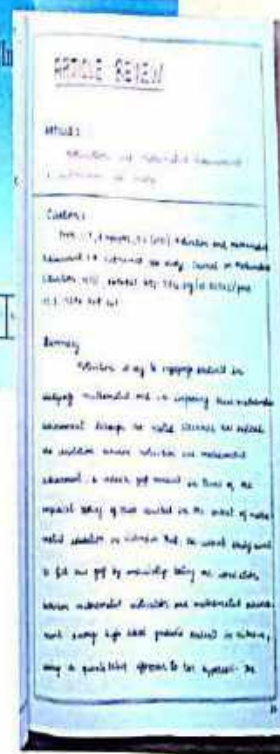
EDU 44303

EDUCATIONAL JOURNAL REVIEW

We all will be learners till our last breath - it is quoted by our father of the nation; Mahatma Gandhi. Yes, the



words are absolutely true. A teacher is indeed. We should be capable of keeping up with the updated technological supports, educational policies, character formation in generation etc. In my subject, it is so essential to be keen into the emerging



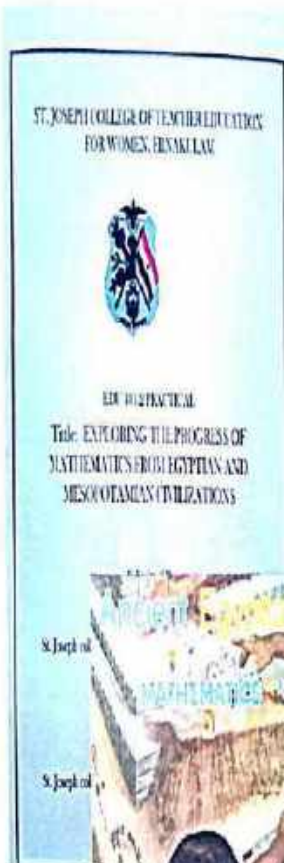
teaching-learning strategies and content knowledge. Reading and reflecting educational journals make the way much easier. I read a journal on mathematical education published by the Indonesian Mathematical Society & received five articles from it.



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PROJECT

The Project I prepared as part of my practical work was 'Exploring the progress of Mathematics from Egyptian and Mesopotamian civilizations. I've wanted to prepare and learn studies on new topics every time. Referring and making findings of my own, counting the interesting facts on it is always making me happy. Hence,



doing this practical work has made me confident on history of mathematics. To

be more focused on the evolution and relation to the ancient civilizations. This will truly help me in my future to make children fall for learning maths and history.



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PREPARATION AND UPLOADING OF SELF DESIGNED ARTICLE



While reading and reviewing the educational journal and the contained articles, it made too to make my own article. And as part of this practical work I got an opportunity to prepare an article and to upload it to my blog account. I prepared an article titled 'learning through algebra tiles; an effective approach of mathematical manipulatives to solve linear equations'. And I've uploaded it to my blog account elimaa@2603.





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SPORTS MEET

As the B.Ed programme mould and shape as in all forms, the health and physical education plays a different role. It was after such a long time that I've participated in sports meet. The organisation and arrange



ment was done by the junior batch. All the student teachers were divided into four groups. The events were conducted there for a month. The forenoon events were sports items and the after



noon events were games. I was in the Radhakrishna group and we won the second position in overall championship.





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RULES AND REGULATIONS OF VOLLEYBALL AND SHUTTLE BADMINTON

To write up on the rules and regulations of volleyball and shuttle badminton was a practical work in this semester for the course 'Health and Physical education'. An orientation class was given by our teacher, Dr. Leby George. She gave us a brief instruction and guidelines on the events and the general rules. After that we referred and prepared the formal rules and



regulations of shuttle & volleyball along with their court diagrams.

This was something I couldn't relate to productive for my future.



FILM REVIEW

Films are very effective in conveying the messages and ideas to everyone equally. It also helps educational purposes. To enlighten teachers, to motivate students also to encourage parents and society. Reviewing a film was one among practical work for Art and Drama in education. I watched the 'kitchki' a Hindi movie telling the story of a teacher played by Rani Mukerji.





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ARTS FEST

The arts fest of 2022, Mishra was conducted at the college on 25th June 2022. It was inaugurated

by Krishnakumar sir, Asst. prof of Moothakuram B.Ed college.

The literary competitions was

started earlier and the on-stage events was conducted

at the day. I participated

in Drawing competition,

Monart and Thiruvalluvar.

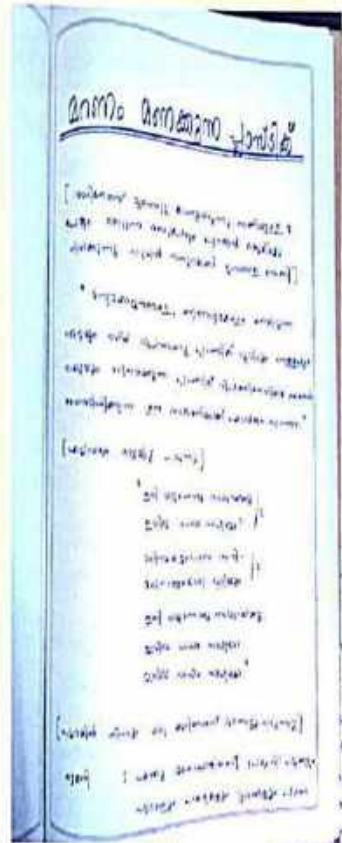
And, Our team got the





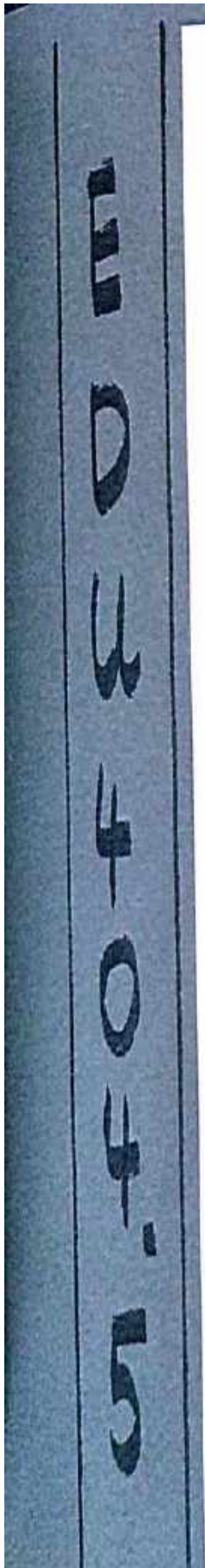
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SCRIPT ON STREET PLAY



Writing a script on street play was another work for Art and Drama education. I prepared the play themed on plastic and its side after affects. Even though, society and govt has put forward many initiatives to prevent the over usage of plastic, I prepared the play in pointing the causes of plastic on different real life scenarios. It was prepared in Malayalam language titled; '20000 200000 2000000'.



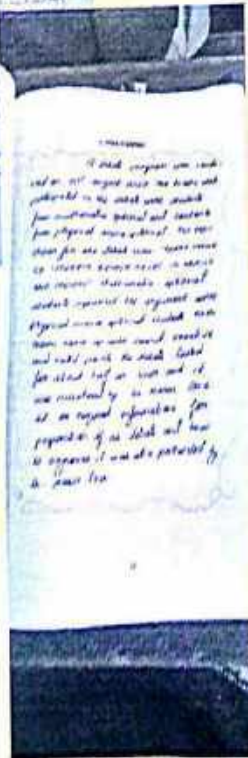


COMMUNICATIVE ENGLISH

The complete works of communicative

English paper is done in our skill portfolio record book of the paper. It includes all the written, oral, practical works. The work is done lively at our college in invigilation of our

teacher, Dr. Maria Jose and the report is entered directly. The work is thus completed according to our attention and skill in presenting for each works and language skill to enter the report.



ACHIEVEMENT TEST



Achievement Test

An achievement test is an assessment of developed knowledge or skill. Achievement tests are developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction.

DESIGNING THE TEST

a) WEIGHTAGE TO LEARNING OBJECTIVES

| Sl. No | LEARNING OBJECTIVES | MARKS | PERCENTAGE (%) |
|--------|---------------------|-------|----------------|
| 1. | KNOWLEDGE DOMAIN | 7 | 28 |
| 2. | PROCESS DOMAIN | 10 | 40 |
| 3. | APPLICATION DOMAIN | 4 | 16 |
| 4. | ATTITUDINAL DOMAIN | 2 | 8 |
| 5. | CREATIVITY DOMAIN | 2 | 8 |
| TOTAL | | 25 | 100 |

b) WEIGHTAGE TO CONTENT

| NAME OF UNIT | Sl. No | CONTENT | MARK | PERCENTAGE (%) |
|----------------------|--------|-------------------|------|----------------|
| BREATHING FOR ENERGY | 1. | Respiration | 1 | 4 |
| | 2. | Exchange of gases | 1½ | 6 |



| NAME OF UNIT | Sl. No. | CONTENT | MARKS | PERCENTAGE (%) |
|-----------------------------------|---------|---|-------|----------------|
| | 3. | Cellular Respiration | 3 | 12. |
| | 4. | Damage to respiratory system | 2 | 8. |
| | 5. | Respiration in other organisms and plants | 1 | 4 |
| EXCRETION TO MAINTAIN HOMEOSTASIS | 1. | Kidneys | 4 | 16 |
| | 2. | Other excretory organs | 4 | 16 |
| | 3. | Formation of Urine | 4 | 16 |
| | 4. | Kidney diseases and treatment | 3½ | 14 |
| | 5. | Excretion in other organisms and plants | 1 | 4 |
| TOTAL | | | 25 | 100 |

c) WEIGHTAGE TO FORM OF QUESTIONS

| Sl. No | TYPE OF QUESTIONS | NO. OF QUESTIONS | MARKS | PERCENTAGE (%) |
|--------|-------------------|------------------|-------|----------------|
| 1. | OBJECTIVE | 8 | 6 | 24 |
| 2. | SHORT ANSWER | 8 | 15 | 60 |
| 3. | ESSAY | 1 | 4 | 16 |
| TOTAL | | 17 | 25 | 100 |



d) WEIGHTAGE TO DIFFICULTY LEVEL

| SL NO | DIFFICULTY LEVEL | MARKS | PERCENTAGE (%) |
|-------|------------------|-------|----------------|
| 1. | EASY | 6 | 24 |
| 2. | AVERAGE | 16 | 64 |
| 3. | DIFFICULT | 3 | 12 |
| TOTAL | | 25 | 100 |



BLUE PRINT



| No | FORM OF QUESTION | KNOWLEDGE | | | PROCESS | | | APPLICATION | | | ATTITUDINAL | | | CREATIVITY | | | TOTAL | |
|----|---|-----------|-----|----|---------|-----|------|-------------|-----|---|-------------|------|---|------------|-----|----|-------|----|
| | | 0 | S.A | E | 0 | S.A | E | 0 | S.A | E | 0 | S.A | E | 0 | S.A | E | | |
| 1 | RESPIRATION | (2)½ | | | | | | | | | | | | | | | | 1 |
| 2 | EXCHANGE OF GASES | (1)½ | | | (2)½ | | | | | | | | | | | | | 1½ |
| 3 | CELLULAR RESPIRATION | (1) | | | (1)½ | | | | | | | | | | | | | 3 |
| 4 | DAMAGE TO RESPIRATORY SYSTEM | | | | | | | | | | | (1)½ | | | | | | 2 |
| 5 | RESPIRATION IN OTHER ORGANISMS AND PLANTS | | | | (1)½ | | | | | | | | | | | | | 1 |
| 6 | KIDNEYS | | | | | | (1)½ | | | | | | | | | | | 4 |
| 7 | OTHER EXCRETORY ORGANS | | | | | | | | | | | (2)½ | | | | | | 4 |
| 8 | FORMATION OF URINE | | | | | | | | | | | | | | | | | 4 |
| 9 | KIDNEY DISEASES AND TREATMENT | (1)½ | | | | | | | | | | | | | | | | 3½ |
| 10 | EXCRETION IN OTHER ORGANISMS AND PLANTS | | | | (1)½ | | | | | | | | | | | | | 1 |
| | | 7 | | 10 | | 3 | | 3 | | 3 | | 2 | | 2 | | 25 | | |

* Number inside bracket = number of questions * Number outside bracket = total marks.

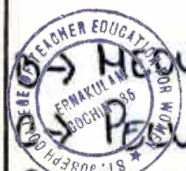
SCORING KEY / MARKING SCHEME

| Q.No. | KEY ANSWERS | MARKS | TOTAL |
|-------|--|-------|-------|
| I | 1. Pleura | 1/2 | 2 |
| | 2. Tidal Volume | 1/2 | |
| | 3. Anaemia | 1/2 | |
| | 4. Haemodialysis | 1/2 | |
| II | 5. Carbaminohaemoglobin | 1/2 | 1 |
| | 6. Iron | 1/2 | |
| III | 7. Accuracy of slogan | 1/2 | 1 |
| | Aphness of slogan | 1/2 | |
| 8. | • Kidney stone | 1/2 | 1 |
| | • Deposition of calcium salt crystals in kidney / urinary tract. | 1/2 | |
| 9. | • Complete absorption | 1/2 | 1 |
| | • Reabsorbed into peritubular capillaries | 1/2 | |
| 10. | • Accuracy of slogan | 1/2 | 1 |
| | • Aphness of slogan | 1/2 | |
| 11. | A → YEAST | 1/2 | 1 |
| | B → LACTIC ACID | 1/2 | |
| IV | EXCRETORY ORGANS | 1 | 2 |
| | RESPIRATORY ORGANS | | |
| 12. | Nephridia | 1 | |
| | Malpighian tubules | | |
| | Book lungs | | |
| | Gills | | |



KEY ANSWERS

| Q.No | | MARKS | TOTAL |
|------|---|---|-------|
| 3 | <ul style="list-style-type: none"> Smoking causes diseases like Lung cancer, Bronchitis and emphysema. People who breathe in second hand smoke regularly are more likely to get the same diseases as smokers | <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> | 2 |
| 14 | <ul style="list-style-type: none"> Pyruvic acid \longrightarrow $CO_2 + H_2O$ 28 ATP Requires O_2 | <p style="text-align: center;">1</p> <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p> | 2 |
| 5 | <ul style="list-style-type: none"> Ammonia is the most harmful nitrogenous byproduct formed in the body. Ammonia combines with CO_2 and H_2O in the presence of liver enzymes to form urea which is less harmful. | <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> | 2 |
| 16 | <ul style="list-style-type: none"> A \rightarrow Skin expels excess salt and water (sweat) B \rightarrow Lungs expels excess CO_2 from body | <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2}$</p> | 2 |
| 17 | <ul style="list-style-type: none"> Drinking adequate amounts of water ensures timely micturition Avoiding timely micturition - prevents expulsion of bacteria This causes infection in the inner membrane of urinary bladder | <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> | 3 |
| 8 | <p>A \rightarrow CORTEX : Uriniferous tubules of nephrons are found here</p> <p>B \rightarrow MEDULLA : Long tubules of nephrons are found here</p> <p>C \rightarrow PELVIS : Region where urine from filters flow into</p> <p>D \rightarrow NEPHRON : Structural and functional unit of kidney</p> | <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> <p style="text-align: center;">$\frac{1}{2} + \frac{1}{2}$</p> | 4 |



QUESTION WISE ANALYSIS

| Sl. No. | CONTENTS | OBJECTIVE (DOMAINS) | SPECIFICATION | FORM OF QUESTION | DIFFICULTY LEVEL | MARCS | TIME |
|---------|---|---------------------|---------------|------------------|------------------|-------|------|
| 1 | Respiration | KNOWLEDGE | RECOGNISES | OBJECTIVE | EASY | 1/2 | 1 |
| 2 | Respiration | KNOWLEDGE | RECALLS | OBJECTIVE | EASY | 1/2 | 1 |
| 3 | Exchange of gases | KNOWLEDGE | RECALLS | OBJECTIVE | EASY | 1/2 | 1 |
| 4 | Kidney diseases and treatment | KNOWLEDGE | RECALLS | OBJECTIVE | EASY | 1/2 | 1 |
| 5 | Exchange of gases | PROCESS | ANALYSES | OBJECTIVE | AVERAGE | 1/2 | 1 |
| 6 | Exchange of gases | PROCESS | ANALYSES | OBJECTIVE | AVERAGE | 1/2 | 1 |
| 7 | Other excretory organs | CREATIVITY | PREPARES | SHORT ANSWER | AVERAGE | 1 | 1 |
| 8 | Kidney diseases & treatment | APPLICATION | GIVES REASON | SHORT ANSWER | AVERAGE | 1 | 1 |
| 9 | Formation of urine | APPLICATION | GIVES REASON | SHORT ANSWER | AVERAGE | 1 | 1 |
| 10 | Kidneys | CREATIVITY | PREPARES | SHORT ANSWER | AVERAGE | 1 | 1 |
| 11 | Cellular respiration | APPLICATION | RELATES | SHORT ANSWER | EASY | 1 | 1 |
| 12 | Respiration in other organisms and plants | PROCESS | CLASSIFIES | SHORT ANSWER | AVERAGE | 2 | 2 |
| 13 | Damage to respiratory system | ATTITUDINAL | JUSTIFIES | SHORT ANSWER | AVERAGE | 2 | 3 |
| 14 | Cellular respiration | PROCESS | INFERS | SHORT ANSWER | AVERAGE | 2 | 3 |
| 15 | Other excretory organs | APPLICATION | GIVES REASON | SHORT ANSWER | AVERAGE | 2 | 4 |
| 16 | Other excretory organs | PROCESS | COMMUNICATES | SHORT ANSWER | EASY | 2 | 4 |
| 17 | Formation of urine | PROCESS | COMMUNICATES | SHORT ANSWER | DIFFICULT | 3 | 5 |
| 18 | Kidneys. | KNOWLEDGE | IDENTIFIES | ESSAY | AVERAGE | 4 | 8 |



SCORE SHEET OF ACHIEVEMENT TEST

CLASS: IX-D

| Roll No | NAME OF STUDENT | MARKS OUT OF 25 | PERCENTAGE (%) |
|---------|------------------------|-----------------|----------------|
| 1 | AAFREEN THERESA K-J | 8.5 | 34 |
| 2 | ABHIRAMI S-R | 10 | 40 |
| 3 | ADITHYA BALACHANDRAN | 17 | 68 |
| 4 | AFRA ABBAS | 19 | 76 |
| 5 | AISWARYA KIRAN | 11.5 | 46 |
| 6 | ALAINA BABY | 15 | 60 |
| 7 | ALVA MARIA | 10.5 | 42 |
| 8 | ALONA JOSHY | 13 | 52 |
| 9 | ALONA MARY FERNANDEZ | 10.5 | 42 |
| 10 | ALPHIYA PIUS | 9 | 36 |
| 11 | AMANA | 16 | 64 |
| 12 | AMRET MARIA P.J | 12.5 | 50 |
| 13 | ANCIYA PIUS | 10 | 40 |
| 14 | ANDRIYA JENSEN | 12 | 48 |
| 15 | ANGELINA ANN AUGUSTINE | 10 | 40 |
| 16 | ANN LAYA EDISON | 9.5 | 38 |
| 17 | ANN LAYA P.A | 9 | 36 |
| 18 | ANN LAYA VARAHESE | 17 | 68 |
| 19 | ANN MARY ANTONY | 11 | 44 |
| 20 | ANNA SERA JOJI | 10 | 40 |
| 21 | ANVITHA AGILAL | 15.5 | 62 |
| 22 | ANRIYA SATAN | 10.5 | 42 |
| 23 | APARNA ABOK KUMAR | 17 | 68 |
| 24 | ASHINA ANTONY | 20 | 80 |
| 25 | ATHIYA P.A | 16 | 64 |
| 26 | CARME MATHIEW | 13.5 | 54 |

| R/R | NAME OF STUDENT | MARKS OBTAINED | PERCENTAGE (%) |
|-----|---------------------|----------------|----------------|
| 27 | DESHNA K-D | 12.5 | 50 |
| 28 | DRISHYA C. MAHESH | 12 | 48 |
| 29 | EVA MARIA | 20.5 | 82 |
| 30 | EZRIL GRACE ROBIN | 9 | 36 |
| 31 | FARHA FATHIMA | 16.5 | 66 |
| 32 | FARHANA U.N | 14 | 56 |
| 33 | FARNA H. | 9 | 36 |
| 34 | FATHIMA NOUREEN | 15 | 60 |
| 35 | GOWRI ARUN | 19 | 76 |
| 36 | HEVINA MARIYA A.J | 11.5 | 46 |
| 37 | HIMA S. | 16.5 | 66 |
| 38 | HEIDYA T.A | 9 | 36 |
| 39 | ISHA ELIZABETH | 21 | 84 |
| 40 | KARTHIKA VINOD | 15.5 | 62 |
| 41 | MALAVIKA K-R | 12 | 48 |
| 42 | MARY ANUSHA | 17 | 68 |
| 43 | MARY SREYA | 13.5 | 54 |
| 44 | MELIN TRESA | 16.5 | 66 |
| 45 | MISHAL MARIYA | 9 | 36 |
| 46 | NANDANA RETHEESH | 9.5 | 38 |
| 47 | NANDANA DILEEP | 15 | 60 |
| 48 | NANDANA S. | 12 | 48 |
| 49 | NANDHITHA N. MAHESH | 16.5 | 66 |
| 50 | NAYANA RETHEESH | 12 | 48 |
| 51 | NINCY THEREBIA | 12 | 48 |
| | ANJIVEDITHA A. | 17 | 68 |
| | ARISHNA E.P | 20 | 80 |
| | ARISHYA P. ASHOK. | 10 | 40 |



HIGHEST MARK = 85

LOWEST MARK = 21

RANGE OF MARKS ALLOTTED:-

| RANGE OF MARKS | GRADE |
|----------------|----------------|
| 100-90 | A ⁺ |
| 89-80 | A |
| 79-70 | B ⁺ |
| 69-60 | B |
| 59-50 | C ⁺ |
| 49-40 | C |
| 39-30 | D ⁺ |
| 29-20 | D |
| Below 20 | E |

STATISTICAL ANALYSIS

MEAN

| CLASS INTERVAL | FREQUENCY | x | fx |
|----------------|-----------|-----|-----------------------------------|
| 0-10 | 0 | 5 | 0 |
| 10-20 | 0 | 15 | 0 |
| 20-30 | 0 | 25 | 0 |
| 30-40 | 9 | 35 | 315 |
| 40-50 | 17 | 45 | 765 |
| 50-60 | 8 | 55 | 440 |
| 60-70 | 14 | 65 | 910 |
| 70-80 | 2 | 75 | 150 |
| 80-90 | 4 | 85 | 340 |
| 90-100 | 0 | 90 | 0 |
| TOTAL | 54 | | $\Sigma = 2920$ |



$$\text{MEAN} = \frac{\sum fx}{n}$$

Where,

Σ = Sum

f = Frequency

x = Midpoint of class interval

n = Total frequency

CALCULATION: A.M = $\frac{\sum fx}{n} = \frac{2920}{54} = 54.07$

$\therefore \text{MEAN} = \underline{\underline{54.07}}$

MEDIAN

| CLASS INTERVAL | FREQUENCY (f) | CUMULATIVE FREQUENCY (cf) |
|----------------|---------------|---------------------------|
| 0-10 | 0 | 0 |
| 10-20 | 0 | 0 |
| 20-30 | 0 | 0 |
| 30-40 | 9 | 9 |
| 40-50 | 17 | 26 |
| 50-60 | 8 | 34 |
| 60-70 | 14 | 48 |
| 70-80 | 2 | 50 |
| 80-90 | 4 | 54 |
| 90-100 | 0 | 0 |

Median class

$$\text{MEDIAN} = d + \left(\frac{\frac{n}{2} - c.f}{f} \right) h$$

Where,

d = lower limit of median class

f = frequency of median class

n = number of observations

h = class size

cf = cumulative frequency of class preceding median class



$$\frac{n}{2} = \frac{54}{2} = \underline{27}$$

\therefore Median class = 40-50

CALCULATION :

$$\begin{aligned} \text{Median} &= d + \left(\frac{n/2 - c.f}{f} \right) h \\ &= 40 + \left(\frac{27 - 9}{17} \right) 10 \\ &= 40 + 10.58 \\ &= \underline{50.58} \end{aligned}$$

\therefore MEDIAN = 50.58

MODE

$$\text{MODE} = 3 \times \text{MEDIAN} - 2 \times \text{MEAN}$$

$$\text{MEDIAN} = 50.58$$

$$\text{MEAN} = 54.07$$

$$\text{MODE} = 3(50.58) - 2(54.07)$$

$$= 151.74 - 108.14$$

$$= \underline{43.6}$$

STANDARD DEVIATION

$$S.D = \sqrt{\frac{\sum f x^2}{N} - \left(\frac{\sum f x}{N} \right)^2}$$



| CLASS INTERVAL | f | x | fx | x ² | fx ² |
|----------------|-------------|----|---------------|----------------|------------------|
| 0-10 | 0 | 5 | 0 | 25 | 0 |
| 10-20 | 0 | 15 | 0 | 225 | 0 |
| 20-30 | 0 | 25 | 0 | 625 | 0 |
| 30-40 | 9 | 35 | 315 | 1225 | 11,025 |
| 40-50 | 17 | 45 | 765 | 2025 | 34,425 |
| 50-60 | 8 | 55 | 440 | 3025 | 24,200 |
| 60-70 | 14 | 65 | 910 | 4225 | 59,150 |
| 70-80 | 2 | 75 | 150 | 5625 | 11,250 |
| 80-90 | 6 | 85 | 510 | 7225 | 28,900 |
| 90-100 | 0 | 95 | 0 | 9025 | 0 |
| | $\Sigma=54$ | | $\Sigma=2920$ | | $\Sigma=168,950$ |

$$\begin{aligned}
 \sigma &= \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2} \\
 &= \sqrt{\frac{168,950}{54} - \left(\frac{2920}{54}\right)^2} \\
 &= \sqrt{3,128.70 - 2,924.00} \\
 &= \sqrt{204.7} \\
 &= \underline{\underline{14.30}}
 \end{aligned}$$

\therefore STANDARD DEVIATION = 14.30



STATISTICAL ANALYSIS TABLE

| Sl.No | STATISTICS | VALUE |
|-------|--------------------|-------|
| 1 | MEAN | 54.07 |
| 2 | MEDIAN | 50.58 |
| 3 | MODE | 43.6 |
| 4 | STANDARD DEVIATION | 14.30 |



HISTOGRAM

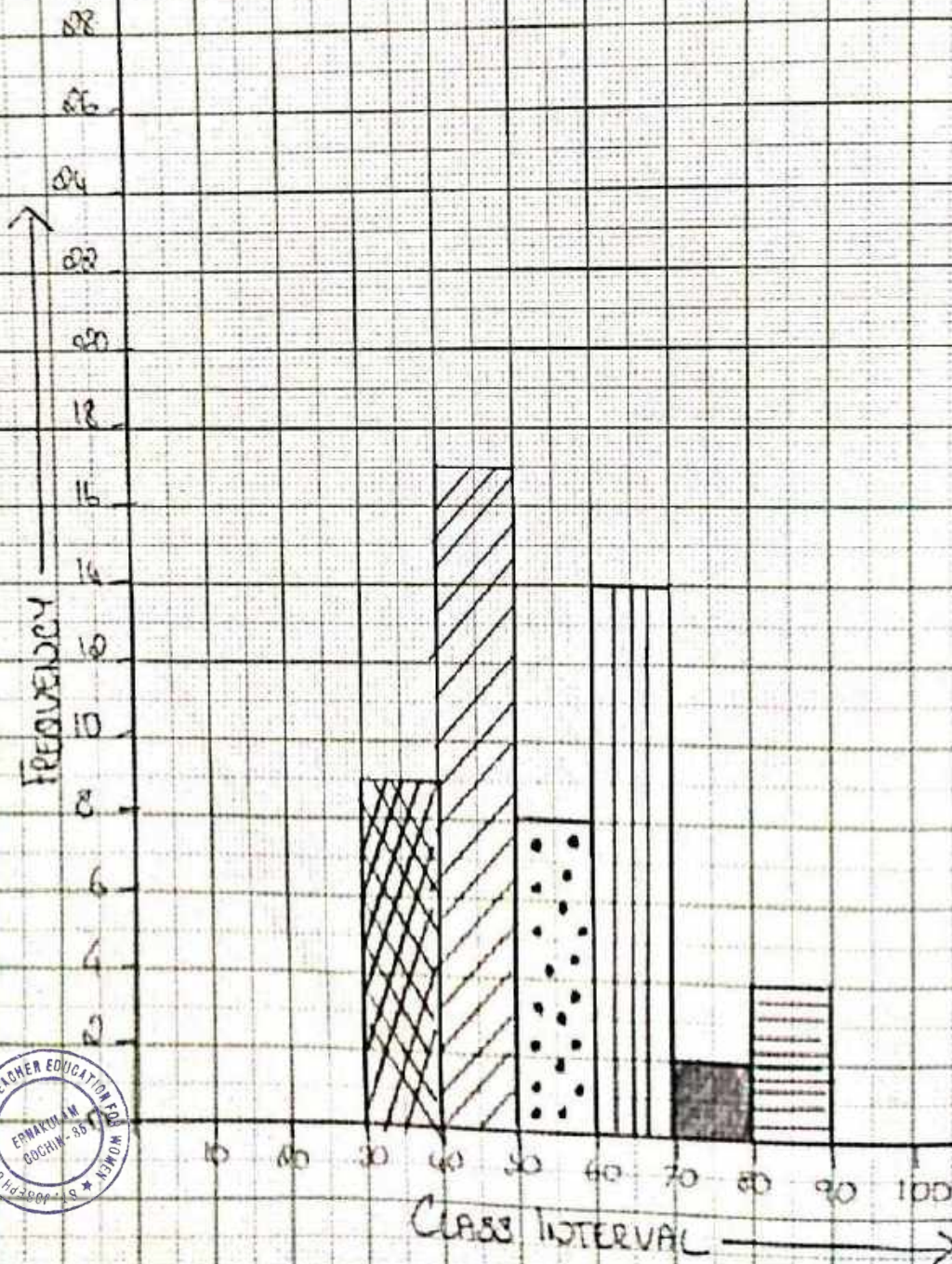
SCALE

X-AXIS

1cm = 10 Units

Y-AXIS

1cm = 2 Units



GRAPHICAL REPRESENTATION

① HISTOGRAM

| CLASS INTERVAL | FREQUENCY |
|----------------|-----------|
| 0-10 | 0 |
| 10-20 | 0 |
| 20-30 | 0 |
| 30-40 | 9 |
| 40-50 | 17 |
| 50-60 | 8 |
| 60-70 | 14 |
| 70-80 | 2 |
| 80-90 | 4 |
| 90-100 | 0 |

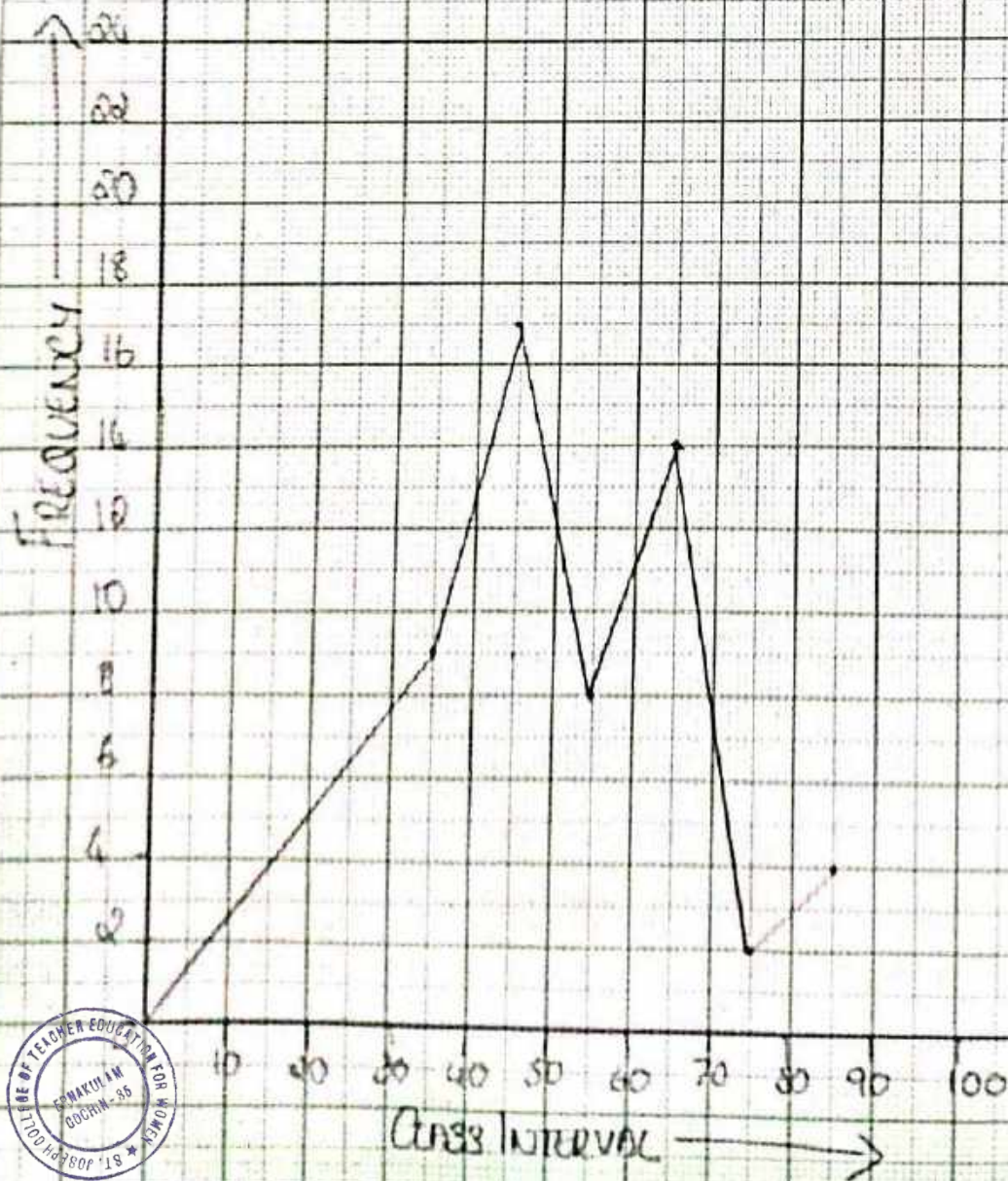
FREQUENCY POLYGON

SCALE
X AXIS

1cm = 10 unit

Y AXIS

1cm = 2 unit



② FREQUENCY POLYGON

| CLASS INTERVAL | MID POINT | FREQUENCY |
|----------------|-----------|-----------|
| 0-10 | 5 | 0 |
| 10-20 | 15 | 0 |
| 20-30 | 25 | 0 |
| 30-40 | 35 | 0 |
| 40-50 | 45 | 9 |
| 50-60 | 55 | 17 |
| 60-70 | 65 | 8 |
| 70-80 | 75 | 14 |
| 80-90 | 85 | 2 |
| 90-100 | 95 | 4 |
| | | 0 |

INTERPRETATION OF DATA

An achievement test was conducted on 9th December 2022 for the students of class IX-D of St. Antony's HSS, Kachasipady. By analysing the performance of students, score sheet was prepared. The highest score acquired was 21 and the lowest score was 8.5.

The results of the students were subjected to statistical analysis and the mean, median, mode and standard deviation was calculated. The mean of the data was 54.07, Median was 50.58, Mode was 43.6 and standard deviation of the data was 14.30. The data shows that the performance of the class was average with a few students belonging to above average category and a few belonging to below average.



category.

Graphical representation shows that there were no students in the range of 90-100, four students were found within the range of 80-90, two students within the range of 70-80, 14 of the students were within the range of 60-70. There were eight students within the range of 50-60. Majority of the students were within the range of 40-50. Nine students were within the range of 30-40. The students that fell within the range of 30-40 had the lowest scores. They usually scored very low in all the tests that were conducted in class. They were advised to perform better next time. The majority of students fell within the average category that shows that while their performances were satisfactory, they needed to improve a lot.

Pami
10/2/2023



DIAGNOSTIC TEST



CONSTRUCTION OF DIAGNOSTIC TEST

1. Purposeful Planning

The students of standard IX C were administered with a test to identify the area of difficulty. The unit taken for the test was 'Excretion to maintain homeostasis'. After the test, it was assessed and analysed. The students were diagnosed with the problem of identifying the structural components of nephron and understanding the steps in urine formation.

2. Analysis of Teaching Unit

The content area 'kidney' was divided into different teaching units. There are mainly 5 subunits or teaching units in the content area kidney. The teaching units was focused on the basic knowledge about the content.

The subunits were -

- 1) Features of kidney
- 2) kidney and associated parts
- 3) Internal structure of kidney
- 4) Formation of urine
- 5) kidney diseases

3. Writing the Test items

The test items were prepared based on the teaching units or sub units. The test item consists of 50 multiple choice questions. The questions were of different difficulty level. The test items were prepared



in such a manner to provide deep knowledge in the content area. Different learning subunits had different number of test items. The number of test items in each subunit are -

- 1) Features of kidney - 4
- 2) kidney and associated parts - 4
- 3) Internal structure of kidney - 20
- 4) Formation of urine - 14
- 5) kidney diseases - 7

4. Administration of the Test

The test was administered to the students of standard 18 c of Govt. Girls. H.S.S. Tripunithura on 20/1/2023. The students were made aware that this test is not for any form of assessment but to identify their difficulty and to help them. There was no time limit for the test.



DIAGNOSTIC CHART



DATE:

QUESTION WISE ANALYSIS CHART

STANDARD: IX C

Formation of urine

kidney diseases

No. of correct response
No. of incorrect response
No. of omissions

| 21 | 26 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | No. of correct response | No. of incorrect response | No. of omissions |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------------------------|---------------------------|------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 4 | 6 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 24 | 6 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 24 | 26 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 26 | 24 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 26 | 24 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 48 | 12 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 37 | 13 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 33 | 17 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 39 | 11 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 40 | 10 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 39 | 11 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 38 | 12 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 37 | 13 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 35 | 15 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 35 | 15 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 49 | 1 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 45 | 5 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 36 | 14 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 37 | 13 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 38 | 12 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 37 | 13 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 43 | 7 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 32 | 18 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 36 | 14 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 35 | 15 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 41 | 9 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 42 | 8 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 28 | 22 | 0 |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 40 | 10 | 0 |



QUESTION WISE ANALYSIS

Formation of urine

STANDARD : B C

| Formation of urine | | | | | | | | | | | | | | Kidney diseases | | | | | | No. of correct responses | No. of incorrect responses | No. of omissions | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------------|----|----|----|----|----|--------------------------|----------------------------|------------------|----|---|---|----|----|---|--|
| 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | 0 | | |
| X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 44 | 6 | 0 | |
| ✓ | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | ✓ | X | ✓ | X | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | 35 | 15 | 0 | |
| X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 38 | 12 | 0 | |
| ✓ | ✓ | X | ✓ | ✓ | ✓ | X | X | X | ✓ | ✓ | X | X | ✓ | X | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 34 | 16 | 0 | |
| X | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 37 | 13 | 0 | |
| X | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | X | X | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 35 | 15 | 0 | |
| ✓ | X | X | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | 35 | 15 | 0 | |
| ✓ | X | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | X | X | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 38 | 12 | 0 | |
| X | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | X | X | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 36 | 14 | 0 | |
| 16 | 19 | 29 | 29 | 34 | 26 | 22 | 12 | 18 | 25 | 24 | 21 | 16 | 27 | 24 | 19 | 31 | 29 | 31 | 32 | 32 | 30 | 33 | 35 | | | | | | |
| 21 | 18 | 8 | 8 | 3 | 11 | 15 | 25 | 19 | 12 | 13 | 16 | 21 | 10 | 13 | 18 | 6 | 8 | 6 | 5 | 5 | 7 | 4 | 2 | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |

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INTERPRETATION / ANALYSIS OF THE ANSWER

The diagnostic test was administered among 37 students of standard IX C of Govt. Girls. H.S.S. Tripunithura. Test items of various difficulty levels were present under each teaching units. The main learning unit was 'kidney' which was divided into 5 subunits. The teaching unit 'Features of kidney' consists of 4 questions, 'kidney and associated parts' consist of 4 questions, 'Internal structure of kidney' consists of 21 questions, 'Formation of urine' consist of 14 questions and 'kidney diseases' consists of 7 questions.

After the correction of answer scripts a question wise analysis chart / diagnostic chart was prepared. The analysis of the chart gave informations regarding the no. of correct and incorrect responses by the students for each particular question. From the interpretation of data it was clear that student lack basic knowledge in the content area structure of nephron and urine formation. The students found difficulty in identifying the structural components of nephron and understanding the steps in urine formation. Other learning areas were not too difficult for the students. As the students found difficulty in two teaching units separate remediation should be given in those content areas.



REMEDICATION

After the administration of diagnostic test the students were found to lack basic knowledge in the content area such as structure of nephron and urine formation. The students had difficulty in identifying the structural components of nephron and understanding the steps in urine formation. In order to make the teaching-learning process more effective and meaningful, several remedial measures are identified, designed and prepared for the students. The remedial activities were planned in such a manner to gain maximum attention and concentration from the part of students by making it more attractive and child centred. These activities were provided in the form of power point presentation, videos, puzzles etc.

The major remedial programs that were given are -

- Power point presentation
- Videos
- puzzles

Power Point Presentation

Power point presentation encourages student learning by creating interest among learners. It will be helpful to the visual learners in the classroom. It also helps to improve the focus of each learner. A power point presentation of 'structure of nephron' were prepared and it includes appropriate diagrams of each structural components of nephron and its characteristics. Another power point presentation on 'formation of urine' was prepared which help the students to clearly understand about the content area.



Video

Videos are useful to gain maximum attention of learners. Videos are the best learning material to encourage the attention of auditory and visual learners in the class. Video of 'Structure of nephron' is given with appropriate explanation for remedial teaching. A video on 'Formation of urine' is also utilized to make the content clear for students.

Puzzle

Different types of puzzles were prepared as a part of remedial activities.

1. WORD SEARCH

A word search was designed to familiarise one with the terms associated with structure of nephron. The students develop interest to find out the words from the grid.

2. JUMBLED WORDS

The spelling of different terms related to the formation of urine is given in a jumbled manner. Students have to rearrange the spellings correctly.

3. CROSS WORD

A cross word on 'Formation of urine' is given to students. The questions for cross word included the steps in urine formation and its characteristics. Students need to complete it correctly.





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PEER EVALUATION



PEER EVALUATION

Peer evaluation is the process in which teacher uses their own direct knowledge and experience to examine and judge the merit and value of another teacher's practice. 'Peer' stands for teachers in both roles under equivalence in assignment, training, experience, perspective and information about the practice under evaluation. It refers to the way in which peers can share their creative work among themselves for constructive feedback and then use this feedback to devise and improve their work.

ADVANTAGES OF PEER EVALUATION:

1. Teachers become aware of the subject matter, curriculum, instruction material.
2. Teachers get a proper feedback.
3. Good judgement of subject matter.
4. It removes teacher-teacher isolation.
5. A sense of professionalism is strengthened with the idea of shared knowledge.

REPORT

As a part of B.Ed curriculum evaluation of teaching competency of two peers was conducted during the course of internship program. I chose to evaluate Vandana S. of physical science optional and Riya Davis of Social Science optional. Both Vandana and Riya are student teachers of St. Joseph College



of Teacher Education for Women doing their internship at St. Antony's HSS, Kacheripady. Peer evaluation of Vandana S. was completed on 29th November 2022 in class IX-B. She chose the topic 'Kinetic Energy' of the unit 'Work, Energy, Power' in Physics. The valuation of Riya Davis was completed on 18th December 2022 in class VIII-D. She chose to take class on the topic 'composition of Atmosphere' of the unit Blanket of Earth.

PEER EVALUATION No.1

The first peer evaluation was completed on 29th November 2022. I evaluated Vandana S. of Physical Science optional. I observed her class in IX-B as she covered the topic, Kinetic Energy from the unit, 'Work, Energy, Power' of 9th standard physics textbook.

Teacher started the class by showing a video of a child riding a cycle and the transfer of energy associated with it. The students observed the video keenly and were much excited to know more about it. Following this the teacher introduced the topic 'Kinetic Energy'. The introductory video and the discussion associated with it was very relevant and interesting. The teacher ensured the participation of the students during discussion.

Following the introductory discussion, the teacher divided the entire class into 10 groups and covered the content area in three sessions.

As a part of the first session the students observed that



a weight is caused by a man to a height h meter following which they were able to answer questions related to it. At the end of this session, students understood the concept of kinetic energy. The teacher showed great skill in linking the concept with real life situations and had confidence and fluency of language. The session was ICT integrated and used powerpoint slides.

During the next session, the students observed a video of a moving car, hitting a plastic ball causing the ball to roll away. Following this they answered questions related to what they had seen. Then the teacher demonstrated the deriving method of the equation for kinetic energy. The student teacher used ICT resources like video and powerpoint slides. The powerpoint presentation was well prepared and clear. Once again, teacher demonstrated great skill in handling the class and was very confident.

During the last session the students applied the equation they had derived in the previous session to solve numerical problems. The teacher was very patient and willing to help the groups that were stuck and unable to complete the problems. The teacher ensured that all the groups had completed the problem before moving on to the next.

Teacher consolidated the class by reminding the class about the importance of being productive and performing one's very best using one's full potential in order to attain success. The



The consolidation was very meaningful and valuable. The class was well planned and executed. The teacher managed to complete the class on time. Her understanding of the content and the presentation of the same was very good. The selection of suitable videos and numerical problems was very apt. Overall the class was very good.

PEER EVALUATION No: 2

The second peer evaluation was completed on 1st December 2022. The student teacher, I observed was Riya Davis of the social science optional. I observed her as she took class in the eighth period in VIII-D. She chose the topic 'Composition of Atmosphere' of the unit 'Blanket of Earth' from the class VIII geography text book. The class was of 40 minutes duration.

As a part of the introductory activity, students were shown a picture of environment day and asked to observe and understand its importance. Following this the teacher conducted a developmental activity in the form of brainstorming on the topic, photosynthesis, through which they understood the process of photosynthesis and how it helps humans as well as animals. The introductory activity was meaningful with active student participation. The teacher was a constant encouraging presence for the students.

After the introductory activity, teacher distributed



flashcards about composition of gases among the students. This

activity helped the students to list the gases of atmosphere. Following this the teacher consolidated the activity by explaining the content in detail. The activity used was interesting and teacher displayed confidence and fluency of language throughout the execution of this activity.

The third activity was on the importance of gases which was presented in the form of a powerpoint presentation. Through this activity the teacher helped the students to understand the importance of each gas. Teacher managed to effectively link the content with real life situations. The powerpoint slides were well prepared with appropriate pictures. Teacher showed great communication skills and gave equal attention to all students.

As a part of the concluding activity the students were asked to find answers to questions prepared by the teacher, which helped them recollect all they had learned in that class. It was a good evaluation strategy.

Teacher consolidated the class by saying about the importance of atmosphere and reminding the students about their duty to conserve and protect the atmosphere. As a part of the follow up activity, the students were asked to prepare album showing the importance of atmospheric gases. Overall the class was very good with interesting activities that ensured the participation of students.



Evaluating my peers was an enlightening experience. I learned new methods of teaching and learning that can be

implemented in classes. By observing their strategies I could analyse the techniques that worked well and those that don't. I realized that there is still a lot that I could change and aspire to be.

Dm
10/2/2023



PEER EVALUATION OF VANDANA S.



PEER EVALUATION OF RIYA DAVIS.



**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR
WOMEN**

ERNAKULAM, KERALA



EDU 203

ASSESSMENT FOR LEARNING

PRACTICAL

EDU.206.1 Analysis of Prevailing Assessment Practices in Schools

EDU. 302.1 Action Research



St. Joseph College of Teacher
Education for Women, Eranakulam

EDU 206.1 : Analysis of Prevailing
Assessment Practices in
Schools



Submitted to,
Ms. Anu Cleetus
Asst. Professor,
St. Joseph College of
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10/8/22

Submitted by,
Akhitha Sebastian
Natural Science.

Reg No: 213240112334

Date of Submission,
08-08-2022



Analysis of Prevailing Assessment Practices in School

1. Name of the student : Akhitha Sebastian
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4. Semester : II
5. Course code with course title : EDU 203 : Assessment for learning.
6. Name of the practical : Analysis of prevailing assessment practices in school.
7. Name of the school : St. Teresa's Convent Girls' Higher Secondary School, Eranakulam.
8. Type of school : Government / Aided[✓] / Unaided.
9. Name of the syllabus followed : State[✓] / CBSE / ICSE.
10. Name of the prevailing assessment practices : CE[✓] / CCE / Any other.
11. If any other, specify :
12. Prevailing assessment system : Grading[✓] / Marking.
13. Type of grading : Direct[✓] grading / Indirect[✓] grading
14. Area of assessment :
 - Scholastic
 - Co-scholastic
 - Non-scholastic.
15. Modes of assessment : Oral[✓] / Written[✓] / Activity[✓]



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INTRODUCTION

"Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning"

Huba and Freed, 2000.

Assessment is the systematic collection, review and use of information about educational programs to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have attained. It is concerned with the collective impact of a program on student learning. Through a variety of measures, students are assessed to determine whether or not they are achieving the learning outcomes.

Assessment results provide information that helps the faculty determine how they might improve courses and or programs through changes in curriculum, teaching methodologies,




course materials, or other areas. It provide comparative data that can give valuable information on how well the students are meeting the learning outcomes. It works as a roadmap to let the teacher know if all the objectives set out at the beginning of the lesson have been met or not. Assessment also work as an excellent feedback mechanism to let the student know about their progress. Through appropriate assessment, teachers can classify and grade the students, give feedback and can structure their teaching accordingly.

OBJECTIVES

- ★ To understand about various assessment practices that are followed in schools.
- ★ To understand about the need for assessment for student achievement.
- ★ To evaluate the relevance and significance of the various assessment practices.
- ★ To study the effectiveness of different assessment practices.
- ★ To analyze the merits of the existing system of evaluation.
- ★ To understand the suitability of the evaluation system.
- ★ To familiarize with latest trends in evaluation.



PREVAILING ASSESSMENT PRACTICES IN ST. TERESA'S CONVENT GIRLS' HIGHER SECONDARY SCHOOL, ERNAKULAM

As part of BEd programme we the student-teachers of the academic batch 2021-2023, got an opportunity for teaching practice for a period of one month. The induction programme was from 11th of July to 5th of August, 2022. The school that I got for the induction was St. Teresa's convent girls' higher secondary school which is situated in Ernakulam. According to the syllabus of the second semester we all were asked to analyse the prevailing assessment practices conducted in schools, which comes under the paper 'Assessment for learning (EDU 203)'.


During my induction programme, I interviewed Mrs. Roly Anko, biology teacher of St. Teresa's school to understand about various assessment practices followed in the school. Teachers in the school use various student assessment methods to measure the effectiveness of their own teaching and to link student performance to the specific learning objectives. The school follows a continuous evaluation system to evaluate student's progress throughout their academic year. Continuous evaluation enables the teachers to understand the strengths and weaknesses of each student.

The various assessment tools used by the biology teacher to assess her students are given below:

Projects

Project method is given by the teacher to the students in which they solve a practical problem over a period of several days or weeks. The projects are planned and executed as far as possible by the students themselves and necessary guidance is also given by the teacher. Project work focuses on applying specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking and self-confidence. 'Learning by doing' is the major principle of this method. Usually the project method enables to connect with the realities of the actual life.

Seminars

Teacher assigns different topics to the students on which each student have to take class. Students are asked to prepare a rough draft that clearly outlines the content they are supposed to present in the class. After the correction of the rough drafts students have to take the seminar in front of the whole class and the teacher assess the students. Seminars not only helps in academic understanding but to develop a wide range of personal and key skills. It really improves the confidence level and communication skills.



Assignments

Teacher gives the students different topics based on the chapters they have already learned. So the students get involved in an in-depth reading of the topic and thus get thorough with the content. Any exercise given by the teacher to pupil as part of the lesson or any follow up work is also considered as assignment. The teacher ensures to provide timely feedback to the students after the completion of assignments. If the students haven't done it properly, the teacher asks the students to rewrite the content. Teacher is really strict in the timely submission of assignments. The marks are provided according to the content and for the systematic way of presentation.

Group Discussions

Group discussion on a study topic plays a vital role in understanding the topic. It's a common platform for students to share their ideas, thereby giving an opportunity to exhibit not only their knowledge, but also to understand and enhance their learning by absorbing the thoughts of other people. Teacher gives a topic from the textbook and gives sufficient time for the students within the groups. A student from the group is called out randomly and is asked to present the points they have discussed in the groups. The marks are given based on presentation skill and for the valid points.



Debate

Debate is a creative and collective process of eliciting all related facts of a topic. It enables the participants to enrich their knowledge through healthy dialogues. Teacher provides a relevant topic to a group of students. Two panels of students are selected to argue for and against the topic. Both the panels can raise their views and arguments on the topic. The teacher acts as guide and moderator and will facilitate the debate. Teacher analyses the viewpoints of the panel and scores the students.

Student Portfolios

Student portfolio is a collection of student's work that demonstrate their learning and students' growth. Portfolio shows learners' artistic, creative, innovative, rational, comprehensive and conceptual growth. It gives a proper idea on the strengths and weaknesses of the student. The data is properly filed and stored.

Quiz

Teacher conducts surprise quizzes for students related with the teacher-taught topics. Frequent quizzes gives the teacher an idea of how well the class understood the content. In addition, students also pay closer attention to the learning material when they are expecting to be quizzed.



Questioning Technique

Teacher always asks questions to the students based on their previous class as well as in between the classes. It helps to develop interest and motivate students to become actively involved in lessons. It helps students to improve critical thinking and drive them to clear ideas. It really helps the teacher to assess students' learning.

Test papers

A class test is taken after the completion of a lesson. It is taken to test the knowledge, skills and aptitude acquired by the students. It helps the teachers as well as the students about their academic progress.

The marks are recorded and documented for the assessment.

Other examinations.

Mid term exams and annual exams are also conducted during certain months. Half of the portions will be included for mid term exams whereas for the annual exam the entire portion will be included. The students are also assessed based on the marks obtained for the exams.



CONTINUOUS EVALUATION

Evaluation is an integral part of teaching-learning process. It stands for assessment in all the educational outcomes and outputs that are brought about as a result of teaching learning process.

In St. Teresa's CGHSS, students are evaluated through continuous evaluation. Students undergo assessment on a regular basis with the help of assessment tools like projects, seminars, assignments, group discussions, debate, quizzes, class tests, mid-term exams, annual exam and student portfolio. The students are given marks or scores according to their academic performance and it is converted into grades. Continuous evaluation helps the students to receive appropriate feedbacks from the teachers and allows them to focus on topics they have not yet mastered.

| Scores | Scores in Percentage | Letter grade | Value points | Interpretation |
|----------|----------------------|--------------|--------------|------------------|
| 45-50 | 90-100 | A+ | 9 | Outstanding |
| 40-44 | 80-89 | A | 8 | Excellent |
| 35-39 | 70-79 | B+ | 7 | Very good |
| 30-34 | 60-69 | B | 6 | Good |
| 25-29 | 50-59 | C+ | 5 | Above average |
| 20-24 | 40-49 | C | 4 | Average |
| 15-19 | 30-39 | D+ | 3 | Marginal |
| 10-14 | 20-29 | D | 2 | Need improvement |
| Below 10 | Below 20 | E | 1 | Need improvement |



GRADING SYSTEM

Grading enables to communicate measurement of students achievement. It helps in the classification of students on the basis of predefined standards. Grades convey students performance with reference to specified criterion and also the relative position of students in the class.

CO-SCHOLASTIC AREAS

Co scholastic activities are designed and balanced with the academic curriculum. Students are also evaluated based on their involvement in co-curricular activities.

Co-scholastic areas includes the following :

- * Thinking skills - Various tasks which include problem solving, decision making, critical and creative thinking.
- * Social skills - These skills include interpersonal relationship, effective communication and empathy.
- * Emotional skills - covers managing emotions as well as dealing with stress eg: Meditation.
- * Visual and performing arts - Music (vocal and instrumental), dance, drama, painting.
- * Attitude and values - Students are taught the importance of good values and attitude towards teachers, school-mates, school programs and environmental value systems.



SIGNIFICANCE OF EXISTING ASSESSMENT PRACTICES

Continuous evaluation and grading system are the major assessment practices followed in St. Teresa's CGHSS, Ennakulam.

Assessment is an integral part of instruction as it determines whether or not the goals of education are being met. Continuous evaluation helps to evaluate the multi-dimensional competencies of the learner with regard to the practicability and nature of the subject. Students are assessed by various tools such as projects, seminars, assignments, class tests and so on in continuous evaluation. Each work assigned to the student is based on the significance of the content and is guided by the teacher accordingly. This allows the student to constantly and consistently demonstrate their level of knowledge which cannot be accomplished with a final examination alone.

Continuous evaluation helps the teacher in knowing about their efforts side by side and so they can improve accordingly. As the teachers provide the students with necessary feedback, it will help them to know their progress with regard to different aspects of education and thus they can remedy the same by taking proper guidance and making more effects. The pressure of continuous evaluation can



measure optimum performance of the teachers.

Continuous evaluation is cumulative in the sense that there is continuity in the collection and assessment of data. Each score adds to previous one. Thus the students performance at the end of the term or year is based on cumulative scores from series of assessment instruments. As the continuous evaluation is comprehensive, it assesses cognitive, affective and psychomotor activities in the learner.

The existing assessment practices followed in St. Teresa's C.H.S.School is really significant for evaluating the students in right manner. The assessment mainly focuses on investigative activities, interactive activities, practical based activities, performance based activities and assigned tasks.

The importance given to the co-scholastic areas helps them in improving their various skills and abilities within them. It will help to bring a balance in learner's mental development, which will help them flourish in all social, emotional, thinking and attitude. It helps the students to show their talent beyond academic activities.



SUITABILITY OF THE EVALUATION SYSTEM

Continuous evaluation evaluate student's performance to gauge the essential domains of development. It is a continuous process planned periodically in the forms of various assessment parameters. The school follows an appropriate evaluation that helps to upgrade and strengthen various abilities of student. As the evaluation is prompt and reliable, the teachers can easily identify the potentialities of the learners both in scholastic and co-scholastic areas.

Projects submitted by the students are evaluated based on the comprehensiveness in planning, recording of data, accuracy in analysis, language style and the presentation skill. Seminars helps to analyze the planning and organization of topic, sufficiency and relevance of the topic, fluency, spontaneity and the communication competence of the student.

Debate is evaluated based on the relevance and logic of the facts and concepts presented. Assignment is assessed based on the systematic expression of the ideas and time bound completion. The evaluation criteria of group discussion is the behaviour in group, reasoning and communication skill. Questioning technique by the teacher helps to judge the level of



understanding of the students. Examination helps to understand the academic level.

Continuous evaluation provides a more accurate and complete picture of the learner's level and their understanding of what they have learned. With various assessment criteria, students learn as they go through each content thoroughly, rather than cramming everything in at the end of the course or grade in order to complete an exam. Over time, assessment which is continuous helps in setting better standards for learning and performance.

Teachers gather data over a long period of time so that it will help the teachers to diagnose and give remedial instructions to the learners.

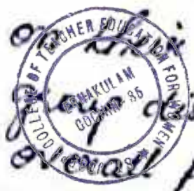
Continuous evaluation encourage regular assessment that helps in constructive criticism and enables the teachers in prolific teaching. The more informal way of testing other than examination helps to reduce stress, anxiety and fear of the students.



CRITICAL ANALYSIS OF THE EVALUATION SYSTEM

The success of the teaching and learning process depends on the ability of the teacher to use appropriate methods in teaching process as well as in assessment. It is indeed commendable that a plethora of assessment techniques are used by the teachers of St. Teresa's CCHSS. Grading system is considered an integral part in education to assess the overall performance of students.

The grading system lower the pressure of getting high marks as the students are given grades by converting their scores. In continuous evaluation, when students are taught a concept or subject, they develop a sense of responsibility to work upon their parts to complete their assigned works related to that particular topic. Thus, it helps in building a sense of engagement among students. The grading system makes it possible to create discrimination among the students. The studious can be easily identified from the average and below average students. This makes the teachers to focus on teaching average students in a much effective manner and making concepts clear to them. This method has also brought the advantage to the students that their grading will be assessed based on their performance in assignments, seminars, projects, group discussions, debates, answering abilities and their overall performance in examinations.



Earlier marks obtained in the exams were the only indicator whether a child is studying or not. But, continuous evaluation analyzes whether a child understands the concept or not. It also gives the students an obvious idea about their weaknesses and strengths.

Grading system also has demerits. It could demotivate the students who perform higher because they stand equal to those making less efforts. For instance, grade A+ will be assigned to all those scoring from 70 to 100. So the students who made no mistakes and those who made few, all will stand equally at one grade. The students just focus on attaining the passing marks instead of putting their main focus on getting highest marks. This would result into decreased competition among the learners.

The importance given to co-curricular activities by the school is really appreciable. It fosters the socio-emotional development of the students. The students are evaluated based on their talents.



SUGGESTIONS REGARDING EXISTING ASSESSMENT PRACTICES

The topics given for the students for doing certain activities are mostly textbook based. Teachers could try to give topics that could relate with real life situations and help them to think outside the box. It will help in the development of their creativity and imagination.

Teachers could give tests which focuses on application level questions rather than to check the rote learning ability and memory of the students. If students are constantly bombarded with questions that require only low levels of intellectual involvement, they tend to think narrowly. Conversely, students who are given questions based on higher levels of thinking will tend to think more creatively and divergently.

The incorporation of peer evaluation will be really beneficial. Peer assessment or peer review provide a structured learning process for students to critique and provide feedback to each other on their works. It will help students develop skills in assessing and providing feedback to their friends and also equips them with skills to self-assess and improve their own work.



The students must be given chance to evaluate teachers. Such an evaluation will enable the teachers to identify current strengths and weaknesses, and to work harder in the areas that need development.

CONCLUSION

Assessment helps to gather relevant information about student performance or progress, or to determine student interests to make judgements about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. Continuous evaluation provides day-to-day feedback about the learning and teaching process. The continuous monitoring will allow the students to become more active and engaged in their learning process.

The study enabled me to understand the various assessment practices followed in St. Teresa's CATHSS, Ernakulam and helped me to understand the various merits and demerits of the evaluation system.



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Documentary Evidence of Peer evaluation Report & Tool-M.Ed

PEER EVALUATION





REPORT ON PEER EVALUATION

Peer evaluation provides a scalable solution for assessment of activities. In the process learners are asked to submit their work and then evaluate the work of their peers. It is generally facilitated through the use of rubrics. In peer evaluation (also called peer review or peer feedback or peer instruction) give feedback on each other's work, another group's work, or, if working in a group, other group-members' contribution to a project. This allows students to build confidence in understanding and applying criteria, or even negotiating their own prior to the evaluation activity. These activities are formative and grades are not given in order to reduce the focus on grading and scores. Peer evaluation activities can take place at any time, with almost any piece of work, including exams. The process can be digital or in class.

As a part of internship programme we, the M. Ed. students were required to evaluate the classes taken by the other one from the same class. I have evaluated 5 classes and the 5 reports were listed below along with evaluation sheets.





PEER CLASS OBSERVATION REPORT 1

Name of the student teacher- Bivya Sukumar

Subject- Education

Topic- Woods Despatch

Date- 01-02-2023

Duration- 50 minutes

On February 1st 2023, Bivya Sukumar has taken a class from Education on the topic Woods Despatch. Teacher introduces the topic of Woods Despatch through a small group activity by showing them a video presentation. After that teacher gives some hints on the topic. Then explained the group activity which is to construct questions regarding the video presented. The students were very engaging and active during the activity. Then teacher introduced the topic Woods Despatch with the help of PPT. Finally teacher consolidates the whole class by using an interactive session with the help of a discussion.

Detailed criticism (strength and weakness) of the student teacher is stated as follows;

- The teacher was very pleasant, energetic and active.
- Excellent rapport building
- Very good subject competency. She was able to link with situation and provided additional information. Tried to keep Novelty and relevance.
- Effectively used instructional strategies, techniques and activities. She was tried to maintain learner centered activities and used learning activities appropriately and innovatively. Technological skill was excellent.





- Communication was very good. It includes Very good clarity, stimulus variation and reinforcement.
- Summarized the topic effectively and clearly.
- Very high confidence level. She was acted as good facilitator in the class.
- Appearance and time management were good.
- Maintained discipline throughout the class.
- Evaluation activity was very interesting and mind blowing.
- Follow up activity was excellent.
- Limited use of blackboard.

All together the class was Very good, interesting and en-courageous. A performa for class evaluation of the student teacher is attached to it.





PROFORMA FOR CLASS EVALUATION

Name of the Teacher Educand: Bhaya Subinai Date: 01/02/23
 Name of the institution: St. Joseph TTI Period: _____
 Subject: Educator's Programme: D.Ed.
 Topic: Woods Despatch

| Sl No | Components | Criteria | A+ (Excellent) | A (V Good) | B (Good) | C (Average) | D (Poor) | | |
|---------------|---------------------|---|---|------------------|----------|-------------|----------|--|--|
| I | Introduction | Building of rapport | | ✓ | | | | | |
| | | Introducing the topic | | ✓ | | | | | |
| | | Relevance | | ✓ | | | | | |
| | | Novelty | | ✓ | | | | | |
| | | Effectiveness | ✓ | | | | | | |
| II | Subject Competency | Linking with life situations | | ✓ | | | | | |
| | | Providing additional information | | ✓ | | | | | |
| | | Depth of the content and its sequential arrangement | | ✓ | | | | | |
| | | Thought Provoking ideas | | | | ✓ | | | |
| | | Resourcefulness | | | | ✓ | | | |
| | | III | Instructional Strategies and Techniques | Learner centered | | | ✓ | | |
| | | | | Practicability | | | ✓ | | |
| Originality | | | | | ✓ | | | | |
| Innovation | | | | | ✓ | | | | |
| Effectiveness | | | | | ✓ | | | | |
| IV | Learning Materials | Advanced Technology | | ✓ | | | | | |
| | | Appropriate | | ✓ | | | | | |
| | | Improvisation | | | | ✓ | | | |
| | | Novelty and variety | | | | ✓ | | | |
| | | Skillful Handling | | | | ✓ | | | |
| V | Learning Activities | Appropriate | | | ✓ | | | | |
| | | Originality | | ✓ | | | | | |
| | | Student involvement | | ✓ | | | | | |
| | | Discipline | | ✓ | | | | | |
| | | Progress of Activity | | | | ✓ | | | |
| VI | Communication | Appropriate | | | ✓ | | | | |
| | | Fluency/Clarity | | ✓ | | | | | |
| | | Stimulus Variation | ✓ | | | | | | |
| | | Reinforcement | ✓ | | | | | | |
| | | Effectiveness | | | | ✓ | | | |
| VII | Class management | Ensuring Co operation | | ✓ | | | | | |
| | | friendliness | | ✓ | | | | | |





| | | | | | | | |
|------|---------|------------------------|---|---|---|--|--|
| | | Handling pupils | | ✓ | | | |
| | | Discipline | | ✓ | | | |
| | | Effectiveness | | ✓ | | | |
| VIII | Closure | Ability to summarize | | ✓ | | | |
| | | Evaluation | | | ✓ | | |
| | | Promoting values | | ✓ | | | |
| | | Depth of assignments | | ✓ | | | |
| | | Budgeting of time | ✓ | | | | |
| IX | Teacher | Appearance and manners | | ✓ | | | |
| | | Confidence level | | ✓ | | | |
| | | Guide and facilitator | | ✓ | | | |
| | | Social Agent | | ✓ | | | |
| | | Effectiveness | | ✓ | | | |

Comments:

- Good rapport creation
- Good learning activities
- Energetic classrooms

Name of the Observer: *Stephy Munday*

Signature: *[Signature]*



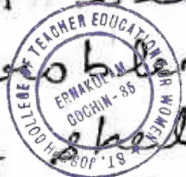
Development and presentation of Learning resource materials for school pupils - ICT Supported Material

Report

Learning material means any e-learning information and other learning materials displayed, or course materials/academic material, developed or created or used by the faculty, students or administration in connection with the facilitation, or evaluation of student learning outcomes. e. Development and presentation of Learning resource material for school pupil - ICT Supported material is one of the most Substantial practical a B. Ed student has to encounter in the Course of the programme. It was on 21st of November 2022 the teacher informed us about making a Learning Material that too an ICT Supported Material that too an ICT Supported material is one of the most Substantial practical a B. Ed student has to encounter in the Course of the programme. It was on 21st of November 2022 the teacher informed us about making a Learning material and that too an ICT Supported Material for school students. The medium which I used to make my learning material was Power point Presentation, as its works like a slide show



and the Content can be broken down meaningfully in each Content. The topic which I chose to prepare for mine was "Towards a bright future" which discusses about the various social problems which exist in society from 9th standard position topic. The first slide of my learning material is the facing sheet, which consists of all the official details, logo of college, Title, submission details etc. In the 2nd slide I welcome students into this learning material by calling them as my "friends". I have used many interesting smileys and memes to capture their attention and to make them motivated into this. In the 3rd slide, I introduced the topic to the students and some informal talks to quench their curiosity on this. In this next slide, I have given the content of first social problem which was "Poverty". In next slide, it is the question with four multiple choice answers, and on the next slide, we give the right answer of the question, we therefore them by giving "Congratulation in advance". In slide Number 6, the next social problem is discussed which is "Problem of shelter". To develop some deeper insights in the next slide, I have added



questions related to articles. In slide number 7, answer to the question has given at the same time equipping the students with Constitutional Knowledge. From slide number 9 to 11, the next social Issue "Insecurity of old age people has been given, which is accompanied with an important question and its answers on 12th slide. In slide 13, the social Issue "Crimes against children" is displayed. A very relevant full form of "POCSO" has been asked as a question. And the right answer is given on the next slide. The next relevant social issue has been given on 16th slide - "Cyber Crime" which has a question in the next slide having answer in the 18th slide. It is in the 19th slide which we have given "Use of Intoxicants" as a social problem which I felt personally to be too relevant for students. The Next social issues which I discussed in my learning material was "Violence against women" in 22nd slide which seems really fruitful to be taught at this age. A question and an answer was also displayed on the following slide. On 25th slide, the social problem discussed was "Over-population", the question related to this content was so insightful though. On slide 27, I discussed



about Juvenile Crimes. In slide number 31 about Unemployment which have beneficial questions and answer for each. On slide 33, I have given an appreciation post for students for their harder and a very interesting quote to inspire them. On slide 32, a video has been presented to sustain the Confidence in them and also the importance of Education. My Learning Mater ends with a "Thank You" Note.

ix.



Blog

- PREPARATION AND UPLOADING OF
SELF DESIGNED ARTICLE IN THE
BLOG



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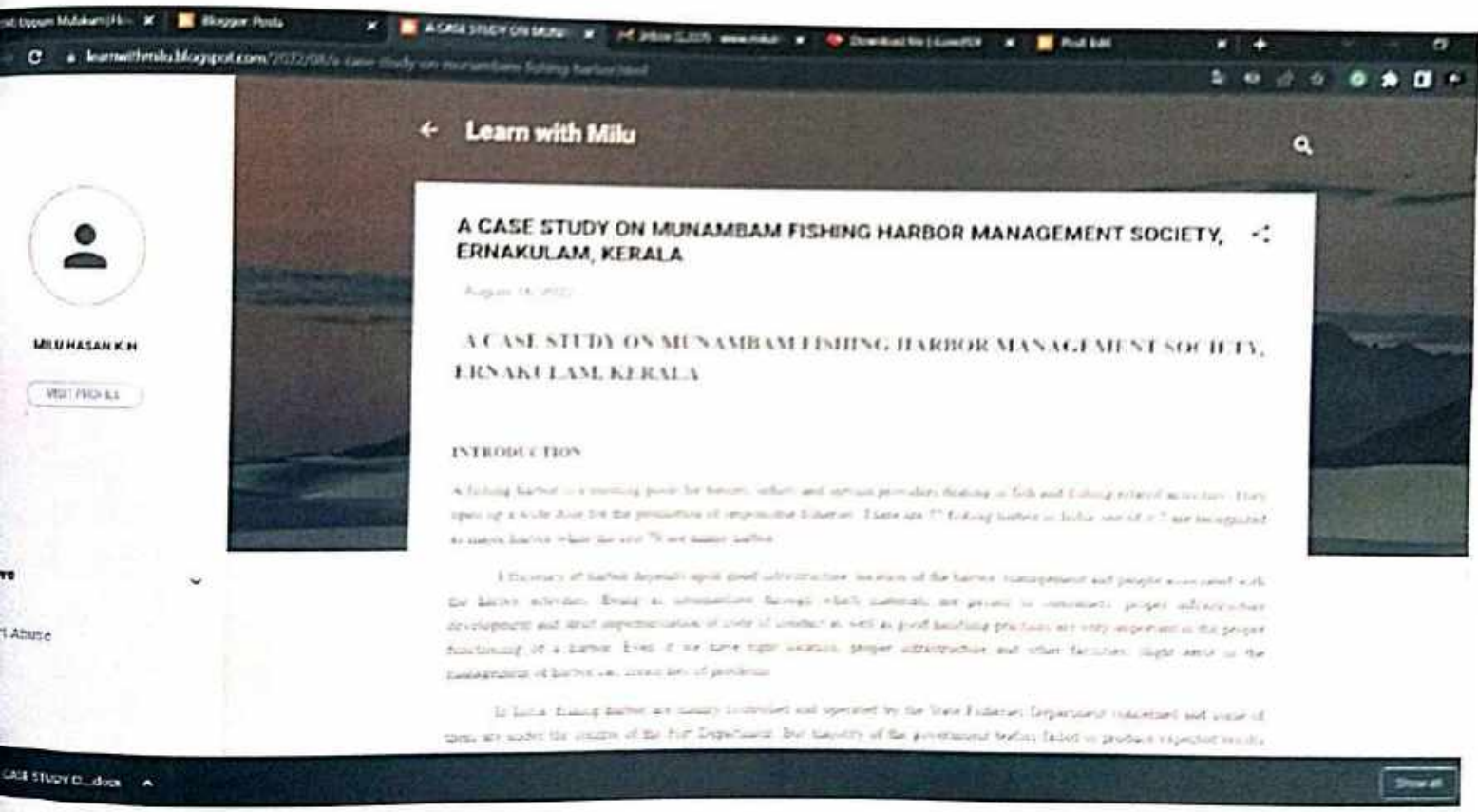
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MANAGE

A A CASE STUDY ON MUNAMBAM FISHING HARBOR MANAGEMENT SOCIETY, ERNAKULAM, K. Milu Hasan K.H. Published - Aug 16

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A CASE STUDY ON MUNAMBAM FISHING HARBOR MANAGEMENT SOCIETY, ERNAKULAM, KERALA



MILU HASAN K.H

VISIT PROFILE

Archive



Report Abuse



Documentary

THE PROTECTING HAND (POCSO ACT)



SIGNIFICANCE OF THE THEME

India has the largest child population in the world. As per the 2011 Census of India, there are 472 million children below the age of eighteen including 225 million girls. Nearly 160 million children are in the age group of 0-6 years. They constitute 90% of our population. Children are the soft targets of sexual violence and therefore are extremely vulnerable. As per Crime report in India's report, published by the National Crime Records Bureau, reporting of crime against children has steadily shows an increase against children especially child sexual abuse. According to a government study conducted in 2020 it is revealed that 51% percent children had suffered sexual abuse and half of them were at the hands of persons in the position of trust. It is vital to understand that along with protection-related challenges, aspects linked to education, social protection, poverty etc. also plays an significant role in the empowerment of the girl child and childrens specifically.

One of the dangerous problem is the abuse and violence against children.



Children are the future of our nation. It's our responsibility to take care of our children. Some children who face abuse may find it hard and have the fear to tell about it. So it is important to make the children aware about the act that government introduced for their protection and safety.

OBJECTIVES OF THE DOCUMENTARY

- To make students aware about the sexual abuses they face
- To make them aware about POCSO Act
- To make them understand about the importance of POCSO Act
- To make them understand about the offences in the POCSO Act
- To make them understand about the punishments
- To enable the students to speak against the abuse that happen to them.



SCRIPT OF THE DOCUMENTARY

Good Morning Everyone

If we ask which is the favourite time in our life we might say its our childhood. Child! Children! Children are the gift from god. Children are the purest souls on earth. Every child holds abundance of innocence and purity in them. They are the future of our country. But there the question arises, are they safe in our country? Are they safe in our own society? And the disappointing answer is the NO, they are not safe in our society. The increasing trend of sexual abuse is one of the most important and significant subject of discussion in the present time. So in order to safeguard our children against sexual abuse and sexual harassment, government has enacted Protection of Children from Sexual Offences (POCSO) Act, 2012. Let's discuss more about it

What is Sexual Abuse?

Sexual Abuse is unwanted sexual activity with perpetrators using force, making threats or taking



advantage of victims not able to give consent. Every year, millions of girls and boys around the world face sexual abuse and exploitation. Sexual violence occurs everywhere - in every country and across all segments of society. A child may be subjected to sexual abuse or exploitation at home, at school or in their community. Most often, abuse occurs at the hands of someone a child knows and trusts.

As per the statistical data the number of child abuse case or POCSO cases in 2018 were 2697. In 2019, the number of cases increased to 3602. In 2020 it decreased to 3016 because of the Covid pandemic. In 2021 it further increased to 3549. With 457 cases in 2021, Malappuram tops the list. In 2020, the district had 379 cases. The POCSO cases registered in Thiruvananthapuram is a close second with 434 cases in 2021 and 351 cases in 2020. From this we understand the severity of the issue and the need to remove this heinous crime in our society.

In order to protect children from all types of sexual violence and abuses, the government



Introduced POCSO Act (Protection of Children from Sexual Offences) Act. It came into force on 14th November 2012. Let's see

What is POCSO Act 2012?? The protection of Children from Sexual Offences (POCSO) Act 2012 is applicable to the whole of India. The POCSO Act 2012 defines a child as any person below the age of 18 years and provides protection to all children under the age of 18 years from sexual abuse. It also intends to protect the child through all stages of judicial process and gives paramount importance to the principle of "best interest of the child".

Let's see which are the offences under POCSO Act. Penetrative and aggravated penetrative sexual assault, sexual and aggravated sexual abuse, sexual harassment, and using a child for pornographic purposes are the five offences against children that are covered by this Act.

While making a complaint you need to take care of some things. The witness, victim or anyone who see or knows the crime can report to the police. POCSO cases can be registered to Special



Juvenile police unit or the local police. While complaining the cases we need to make sure that the report is assigned an entry number and recorded in writing. Also make sure it is entered in a book to be kept by the police. Next important thing is that the complaint is read over to the informant. In the case of false complaint the person will give six months imprisonment or fine or both. Let's see about POCSO Act Punishment

The POCSO Act punishment is now stringent, and after the amendment act of 2019, the punishment is even more severe. The POCSO Act punishment is maximum with rigorous life term imprisonment, with fine. POCSO punishment for sexual assault is imprisonment for 3-5 years. Punishment for aggravated sexual assault is imprisonment of 5 to 7 years plus fine. Punishment for penetrative sexual assault is imprisonment of a term not less than 7 years and they may extend to life imprisonment. Punishment for penetrative assault becomes Aggravated penetrative assault is a minimum punishment of 10 years that may extend to life imprisonment. POCSO punishment for sexual harassment is imprisonment which can extend up to 3 years plus fine.



POCSO punishment for child pornography is imprisonment of 5 to 7 years plus fine.

There are some important things that you need to know about POCSO Act. Everyone has a role to play in protecting children. Parents, school, communities, police, medical professionals, NGO's Child Welfare Committee, Child protection Unit, Medis, You, Me and others are responsible for creating an environment that safeguards children and enables them to live their childhood fearless. As rightly stated by Nelson Mandela - 'Safety and security don't just happen, they are the results of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear.'



PROCEDURE OF MAKING DOCUMENTARY

Before doing the video, I referred different sites and read articles to understand about the sexual abuse of child and the relevance of POCSO ACT. After making detailed script on the POCSO ACT, I named my documentary as 'THE PROTECTING HAND'. After that I googled pictures that my script. I download a newspaper cutting on cases on sexual abuses and 17 pictures related to sexual abuse, POCSO ACT and I made PPT on the POCSO ACT.

After collecting the relevant information I made a video giving an introduction to my documentary. Then I inserted pictures showing the different cases then an picture of statistical data showing data of sexual cases against children. Then I insert the PPT showing the details regarding the POCSO Act. PPT includes the what POCSO Act is, offences, the things to be remembered and the punishment regarding POCSO Act. As final part I recorded myself saying a conclusion.



PERSONAL BENEFITS

It was a wonderful experience making a documentary as my practical work. That of it was great feeling making a video-documentary on POSCO Act and Child sexual abuse. It helped me to know more about POSCO Act. about its importance its offences, how to file a case, what all things to get know about the POSCO Act. It helped me how to make awareness to the children about it. It gives the security of the problem in the society and the urgency to provide these knowledge to the students.

As a teacher I also need to be aware about whats happening around me especially with the children and these problems.

Shirish

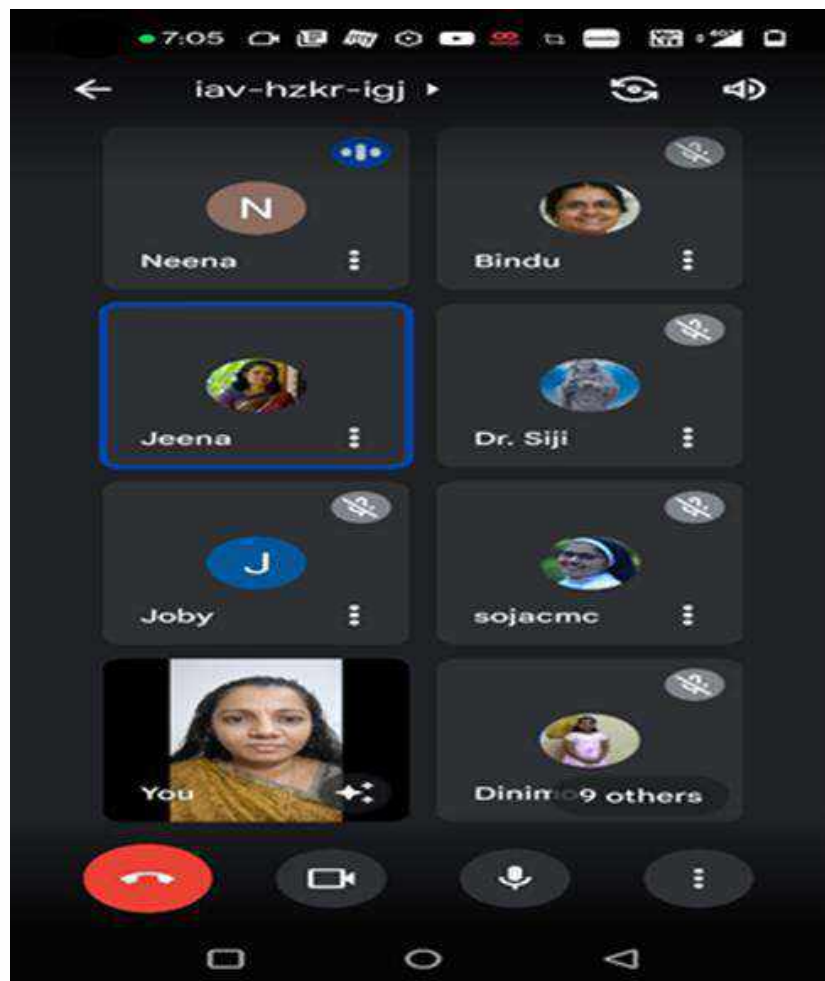




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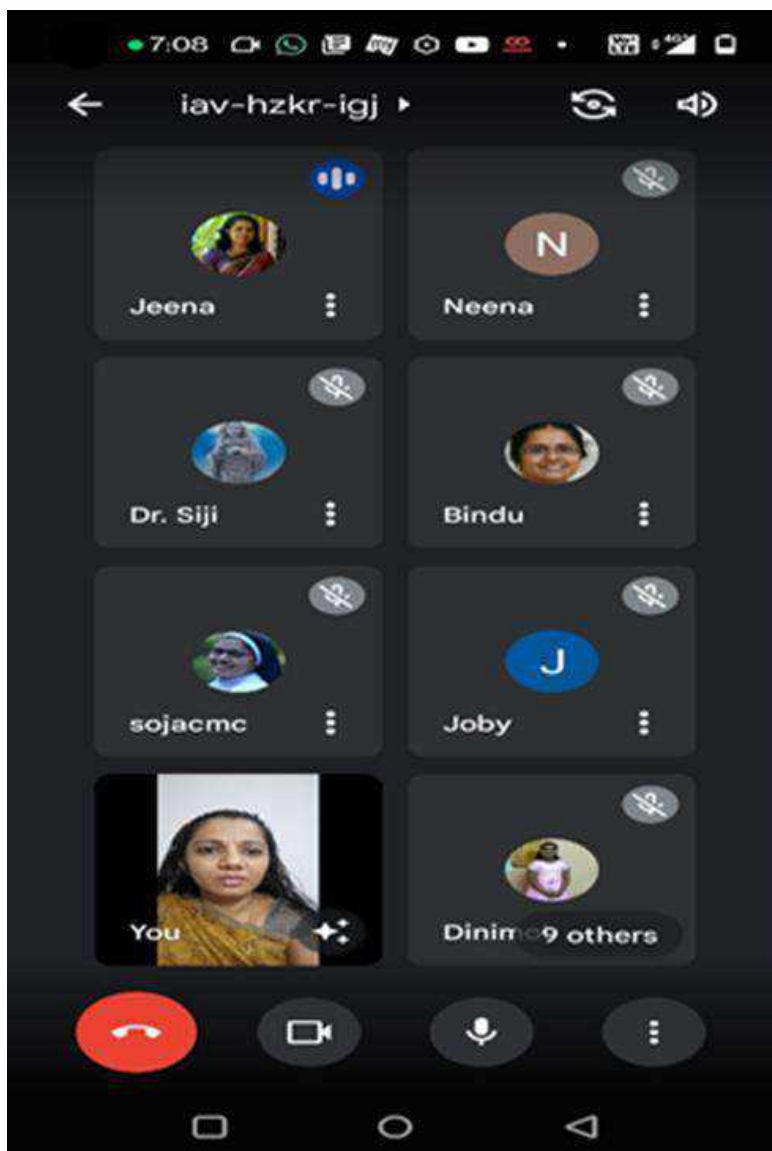
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Documentary evidence of training on e-content preparation -MEd



Event poster for the workshop on ‘E-Content Awareness’ conducted as part of the Faculty Development Programme (FSDP) by the IQAC Cell of St. Joseph College of Teacher Education for Women, Ernakulam on 9th August 2022 via Google Meet.





Snippets from the workshop on 'E-Content Awareness' conducted via Google Meet as part of the Faculty Development Programme (FSDP) by the IQAC Cell of St. Joseph College of Teacher Education for Women, Ernakulam on 9th August 2022





LIST OF PARTICIPANTS

Teacher educands list:

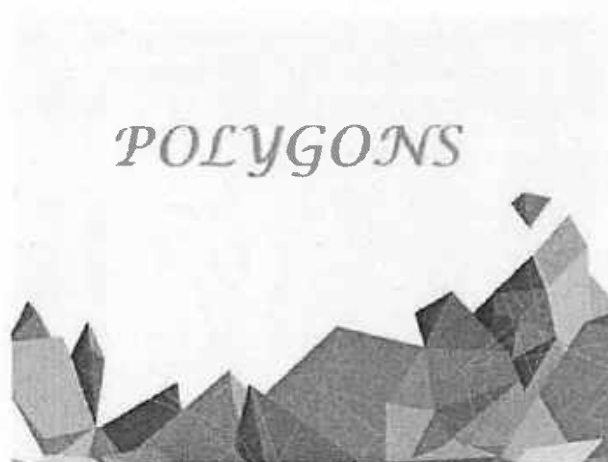
| SL.NO. | NAME OF THE FACULTY | DESIGNATION |
|--------|----------------------|---------------------|
| 1 | Ms. Sheeba A.S | Assistant Professor |
| 2 | Ms. Rosy Tintu M P | Assistant Professor |
| 3 | Bilby Thomas | Teacher Educand |
| 4 | Rinta V.S | Teacher Educand |
| 5 | Merin J. Kaniyarakam | Teacher Educand |
| 6 | Elsa Susan | Teacher Educand |
| 7 | Stephy Mendez | Teacher Educand |
| 8 | Saniya Kurian | Teacher Educand |
| 9 | Akhisha Antony | Teacher Educand |
| 10 | Deepa Dinesan | Teacher Educand |
| 11 | Sajida Meerasa | Teacher Educand |
| 12 | Bivya Sukumar | Teacher Educand |
| 13 | Krishna T.D | Teacher Educand |



SPRING

Thursday 22 June 2023

POLYGONS



A polygon is a two-dimensional geometric shape that consists of straight lines and angles. It is formed by connecting a sequence of three or more line segments called sides. The sides do not intersect, except at their endpoints, and each endpoint is shared by exactly two sides.

Naming Polygons:

Polygons are usually named based on the number of sides they have:

- Triangle: 3 sides
- Quadrilateral: 4 sides
- Pentagon: 5 sides
- Hexagon: 6 sides
- Heptagon: 7 sides
- Octagon: 8 sides
- Nonagon: 9 sides
- Decagon: 10 sides
- n-gon: A generic term used for any polygon with 'n' sides.

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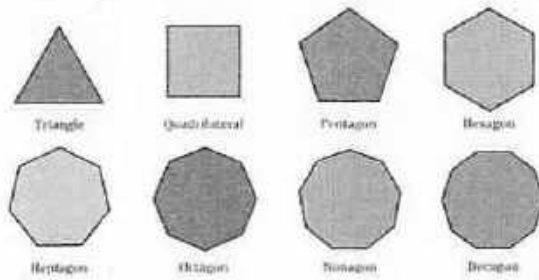
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March 2020 (1)

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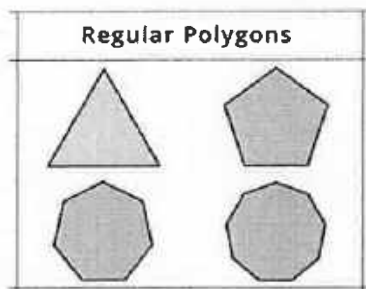
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Types of Polygons:

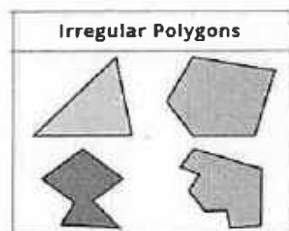
Regular Polygon:

A polygon is regular if all of its sides and angles are congruent (equal). Examples include equilateral triangles, squares, and regular pentagons.



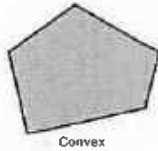
Irregular Polygon:

A polygon is irregular if it has sides or angles that are not congruent.



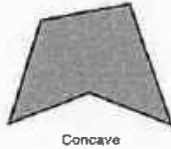
Convex Polygon:

A polygon is convex if all of its interior angles are less than 180 degrees, meaning that no part of the polygon "caves inwards."



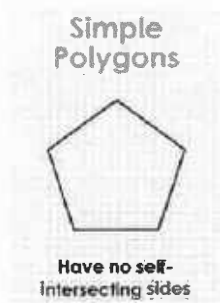
Concave Polygon:

A polygon is concave if it has at least one interior angle greater than 180 degrees, causing it to have an indentation or "cave inwards."



Simple Polygon:

A simple polygon has only one boundary. The sides of a simple polygon do not intersect.



Complex Polygon:

Complex polygon is a polygon whose sides cross over each other one or more times.



Properties and Formulas

- **Interior Angles:**

The sum of the interior angles in an n-sided polygon is given by $(n-2) \times 180$ degrees.

- **Exterior Angles:**

The exterior angle of a polygon is the supplement of its interior angle.

In any polygon, the sum of the exterior angles is always 360 degrees.

- **Diagonals:**

Diagonals are line segments connecting non-adjacent vertices in a

polygon. The number of diagonals in an n-sided polygon is given by

$$[n \times (n - 3)] / 2.$$

- **Perimeter:**

The perimeter of a polygon is the sum of all its side lengths.

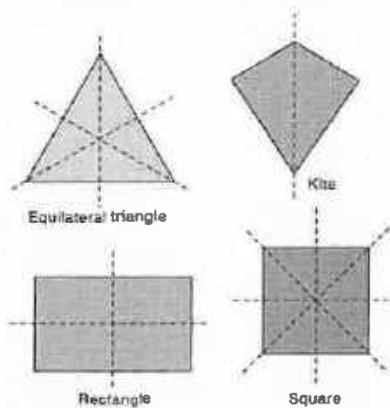
- **Area:**

The area of a polygon can be calculated using various formulas based on the type of polygon. For example, the area of a triangle is given by the formula: $\text{Area} = (\text{base} \times \text{height}) / 2$.

Polygons can exhibit various types of symmetry

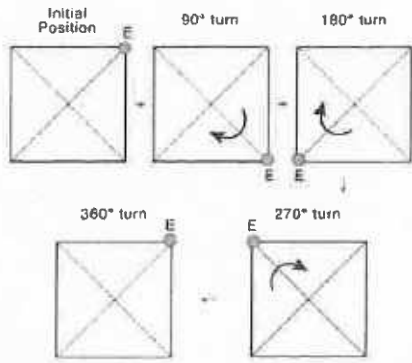
Line Symmetry (Reflection Symmetry):

A polygon has line symmetry if there is a line that divides the polygon into two congruent halves.



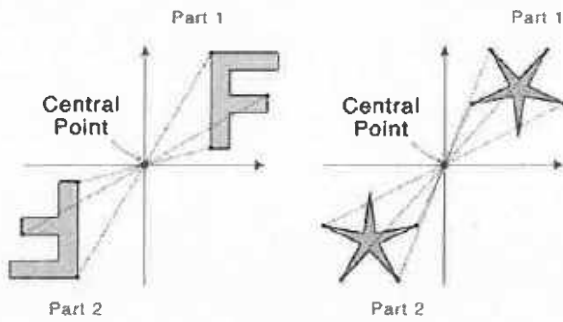
Rotational Symmetry:

A polygon has rotational symmetry if it can be rotated by a certain angle (less than 360 degrees) and still appear the same.



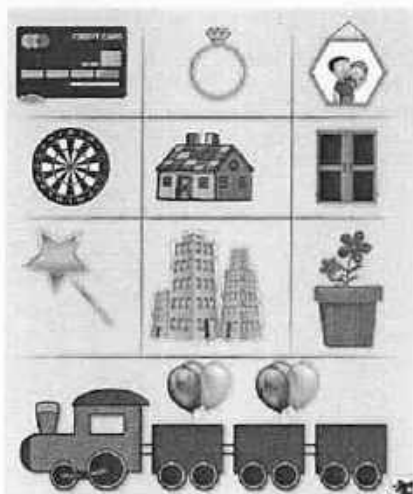
Point Symmetry:

A polygon has point symmetry if it looks the same when rotated by 180 degrees around a central point.



Polygons in the Real World

Polygons are found in many real-world objects and structures, such as buildings, road signs, floor tiles, and more. They are also extensively used in computer graphics and design to represent and manipulate shapes.



Polygons are versatile geometric figures that offer numerous insights and applications. Their properties and relationships form the basis of geometric studies, and understanding polygons is crucial for various practical and theoretical purposes.

at [June 22, 2023](#)

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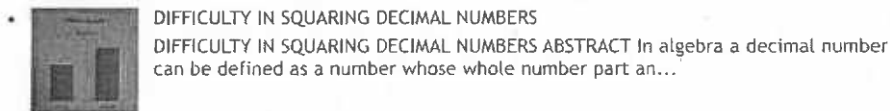
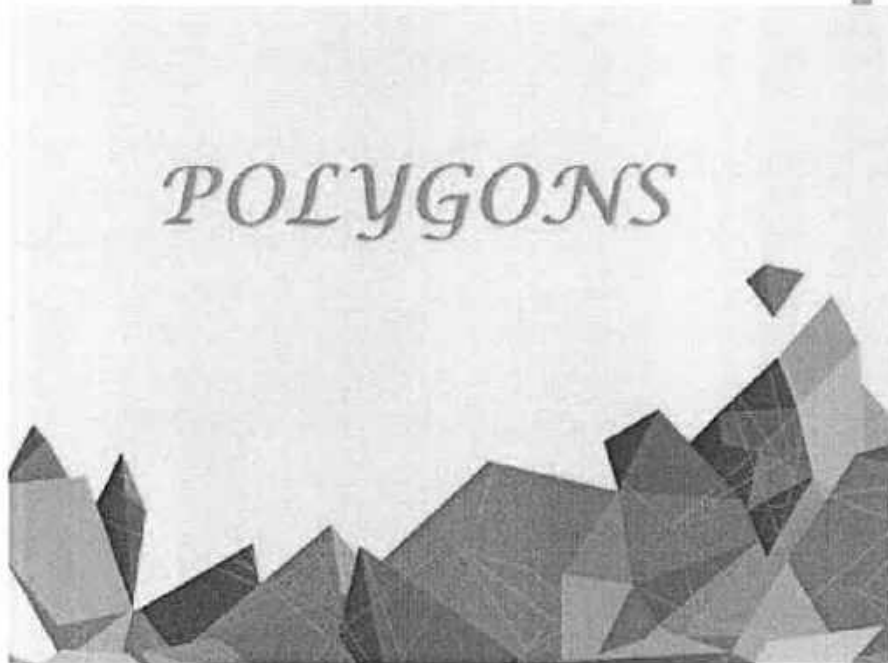
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POLYGONS

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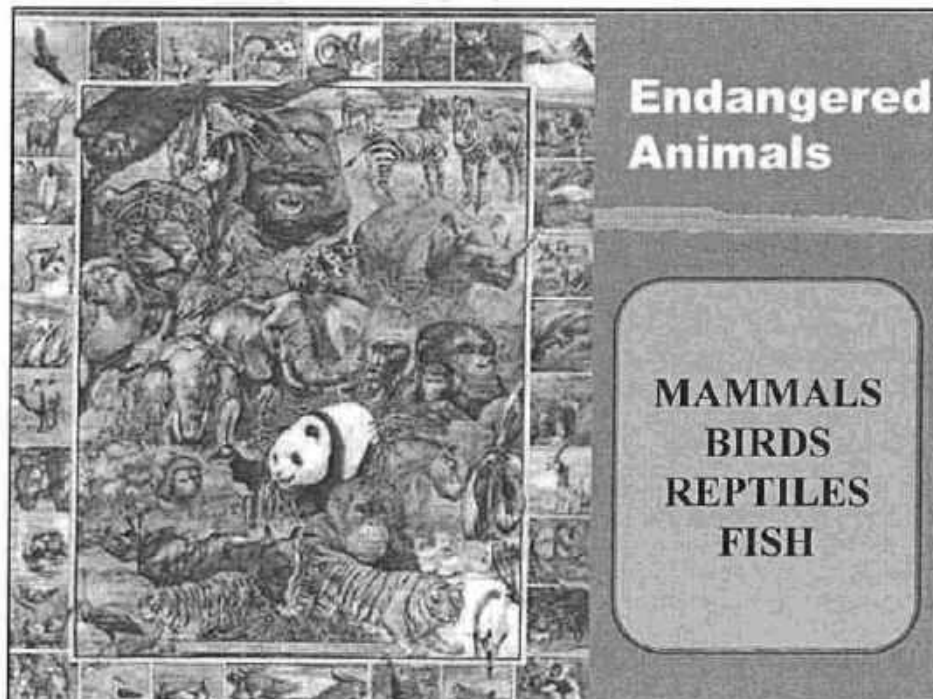
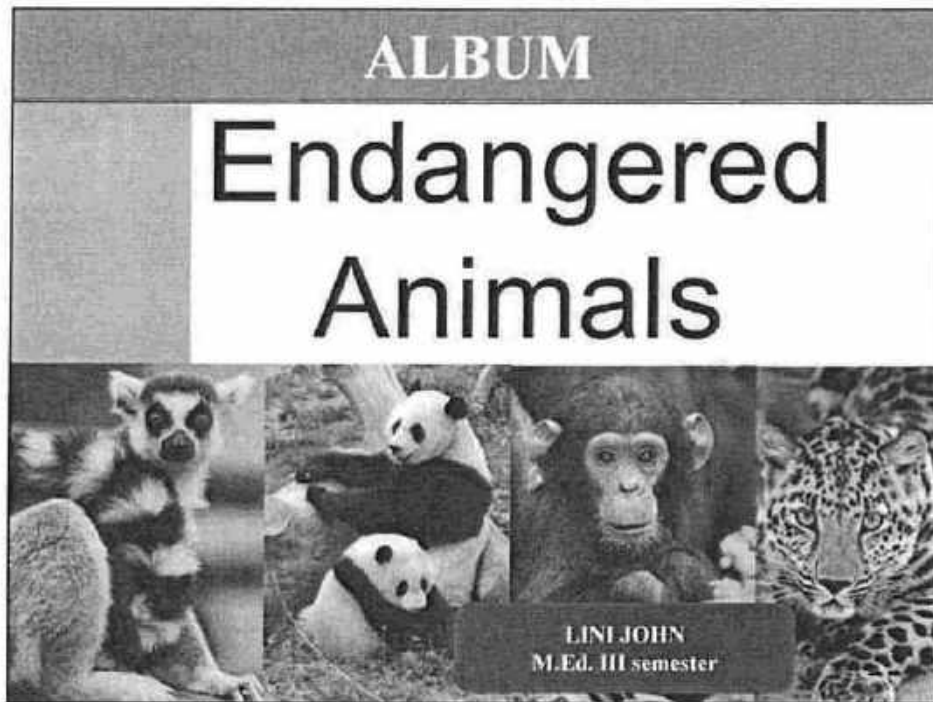
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ENDANGERED MAMMALS

- ❖ ASIAN ELEPHANT
- ❖ BLUE WHALE
- ❖ HYBRID SPIDER MONKEY
- ❖ ASIATIC CHEETAH
- ❖ TIGER
- ❖ GIANT PANDA
- ❖ BLACK RHINOCEROS



ASIAN ELEPHANT



- ❖ The Asian elephant is also known as the Indian elephant. It stands up to ten feet high and weighs up to 10,000 pounds.
- ❖ The Asian elephant is classified as an endangered species due to a reduction of at least 50% of the Asian elephant population over the last three generations based on a decline in area of occupancy and levels of exploitation.
- ❖ The Asian elephant has four subspecies: the Indian, Ceylon, Sumatran, and Malaysian elephants.





BLUE WHALE



- ✘ The male blue whale grows to about 82 feet long, and the female grows to about 85 feet long. They weigh up to 285,000 pounds as an adult.
- ✘ The blue whale is endangered due to a reduction of at least 50% of the blue whale population over the last three generations based on direct observation, an index of abundance, and levels of exploitation.
- ✘ The blue whale is the largest mammal to have lived on the earth, but it feeds on some of the smallest marine organisms - plankton.

HYBRID SPIDER MONKEY




- ✘ The hybrid spider monkey grows to almost two feet long, not including the tail. It weighs from ten to fifteen pounds.
- ✘ The hybrid spider monkey is classified as an endangered species due to the fact that it only exists in severely fragmented subpopulations, and that there has been continuing decline in the hybrid spider monkey population.
- ✘ The hybrid spider monkey is known for its ability to use its tail as an extra limb.







ASIATIC CHEETAH



- The Asiatic cheetah is classified as a critically endangered species due to an estimated population of less than 50 mature individuals, a continuing decline in numbers of mature individuals, and the fact that all Asiatic cheetahs are in a single population.
- Asiatic cheetahs can be found in Iran.




TIGER



The male tiger grows up to ten feet long from its head to the tip of its tail, and weighs up to 575 pounds.

The tiger is classified as an endangered species due to the projected tiger population declining to at most 50% within three generations due to exploitation and a decline in area of occupancy.

The tiger consists of eight subspecies, distinguished by the colour of their coat.






GIANT PANDA



- ☒ The male giant panda stands up to five feet tall, and weighs up to 265 pounds. The female giant panda is smaller and weighs less.
- ☒ The giant panda is classified as an endangered species due to the fact that it only exists in severely fragmented subpopulations consisting of up to 250 mature adults, and that there has been continuing decline in the area of habitat.
- ☒ The giant panda feeds mainly on bamboo, even though it is classified as a carnivore.

BLACK RHINOCEROS





- ☒ The black rhinoceros grows up to twelve feet long and six feet high. It weighs up to three thousand pounds.
- ☒ The black rhinoceros is classified as a critically endangered species due to a reduction of at least 80% of the black rhinoceros population over the last three generations based on direct observation, an index of abundance, and a decline in area of occupancy.
- ☒ The black rhinoceros is the most aggressive species in the rhinoceros family, and can charge at speeds up to thirty miles per hour.









ENDANGERED BIRDS

- ❖ MARQUESAN KINGFISHER
- ❖ CALIFORNIA CONDOR
- ❖ WHOOPING CRANE










Marquesan Kingfisher, California Condor & Whooping Crane

- ❖ The Marquesan kingfisher is classified as an endangered species due to a severely fragmented population and a projected decline of mature Marquesan kingfishers and size and quality of habitat.
- ❖ The California condor is classified as a critically endangered species due to an estimated population of less than 50 mature individuals. The California condor can be found in the United States.
- ❖ The whooping crane is classified as an endangered species due to an estimated population of less than 250 mature cranes. The whooping crane can be found in Canada and the United States.



















ENDANGERED REPTILES

- ❖ HAWKSBILL SEA TURTLE
- ❖ CUBAN BOA
- ❖ CHINESE ALLIGATOR



Hawksbill Sea Turtle, Cuban Boa & Chinese Alligator



- ✗ It is very difficult to clearly how endangered hawksbill turtles are because they are found throughout the world and are migratory. In some places, they may be very scarce, and in others they may thrive. Also, since there is little knowledge of their early population levels, it is very hard to know how much the populations have declined.
- ✗ Currently (throughout the world), it is illegal to trade hawksbill turtle products. In order to succeed in keeping hawksbill turtles in existence, there must be cooperation among all nations that have hawksbill populations in their waters.
- ✗ The Cuban boa is an endangered island-dwelling animal. It is found in holes and rock piles and on cultivated land. They are primarily arboreal (living among trees). They can reach a length of 4 m, being one of the larger species of boas of this genus. They may live up to 25 to 30 years.
- ✗ Living on an island, the Cuban boa is at risk from disturbances (e.g. fire, hunting, cyclones), which can quickly push the species towards extinction. There is an international breeding programme for the species, which is coordinated by Prague Zoo.
- ✗ The Chinese Alligator is believed that it will become extinct in about fifteen years. At the moment it is a rare called Anhui in China, are thirteen ponds with only about ten of these actually holding the alligators with any one pond having a max of eleven animals.
- ✗ This is the animal that provided the much known Chinese dragon myth. There is a breeding program setup by biologists and they are protected under the maximum law but they still need international help to secure the habitat and educate the public on these wonderful animals.

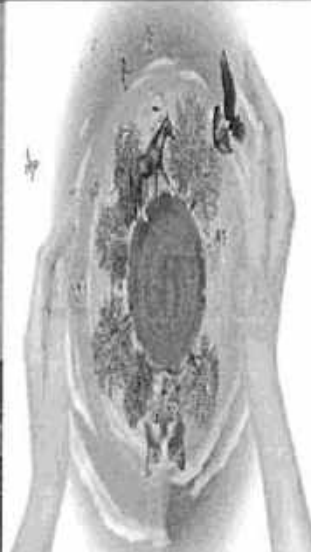







ENDANGERED FISH

- ❖ CHINESE PADDLEFISH
- ❖ SILVER SHARK
- ❖ WILD COMMON CARP







Chinese Paddlefish Silver Shark & Wild Common Carp

- ✘ The Chinese paddlefish is classified as a critically endangered species due to a projected reduction of at least 80% of the *Alebrina sturgeon* population over the next ten years based on levels of exploitation and a decline in area of occupancy.
- ✘ The silver shark, also known as the beta shark, is classified as an endangered species due to a reduction of at least 50% of the silver shark population over the last ten years based on direct observation and a decline in area of occupancy.
- ✘ The wild common carp is classified as a critically endangered species due to a projected reduction of at least 80% of its population over the next ten years based on a decline in area of occupancy and introduced pollutants, parasites, or other threats.










Endangered Species Need Your Help!


Here Are Some Ways That You Can Get Involved:


- One of the most important ways to help threatened plants and animals survive is to protect their habitats permanently in national parks, nature reserves or wilderness areas. There they can live without too much interference from humans. It is also important to protect habitats outside reserves such as on farms and along roadsides.
- You can visit a nearby national park or nature reserve. Some national parks have special guided tours and walks for kids. Talk to the rangers to find out whether there are any threatened species and how they are being protected. You and your friends might be able to help the rangers in their conservation work.
- When you visit a national park, make sure you obey the wildlife code: follow fire regulations; leave your pets at home; leave flowers, birds' eggs, logs and bush rocks where you find them; put your rubbish in a bin or, better still, take it home.



- If you have friends who live on farms, encourage them to keep patches of bush as wildlife habitats and to leave old trees standing, especially those with hollows suitable for nesting animals.
- Some areas have groups which look after local lands and nature reserves. They do this by removing weeds and planting local native species in their place. You could join one of these groups, or even start a new one with your parents and friends. Ask your local parks authority or council for information.
- By removing rubbish and weeds and replanting with natives you will allow the native bush to gradually regenerate. This will also encourage native animals to return.









Why Save Species?

Saving Species

We should save endangered animals so that the future generations can experience their presence and value. Plants and animals are responsible for a variety of useful medications so they should be protected to maintain the production of the medicine. They are also the foundation of healthy ecosystems therefore without them there is no ecosystem.

SAVE OUR SPECIES

Save Our Species

Kew
Adopt a seed
Save a species
What would you save?





COMMUNITY FIELD TRIP

Date:

08/11/2022 (Malayalam and Mathematics optional)

10/11/2022 (English, Physical Science and Social Science optional)

25/02/2023 (Natural Science optional)

Event Venue

❖ Malayalam optional:

- Kerala Kalamandalam, Thrissur & Zoo, Thrissur

❖ Mathematics optional:

- Kerala Kalamandalam, Thrissur Zoo, Thrissur & St. Mary's Convent, Ollur

❖ English:

- Chavara Special School for Mentally Retarded & St. Chavara Kuriakose Elias Museum, Koonammavu, Ernakulam

❖ Physical Science optional:

- Chimmony Dam, Thrissur

❖ Natural Science optional:

- Ezhattumugham- Thumboormozhi, Chalakudy

○ Social Science optional:

- ❖ Hill Palace, Tripunithura





FIELD TRIP TO THRISSUR

❖ Malayalam optional:

- Kerala Kalamandalam, Thrissur & Zoo, Thrissur

❖ Mathematics optional:

- Kerala Kalamandalam, Thrissur Zoo, Thrissur & St. Mary's Convent, Ollur





Thrissur Zoo



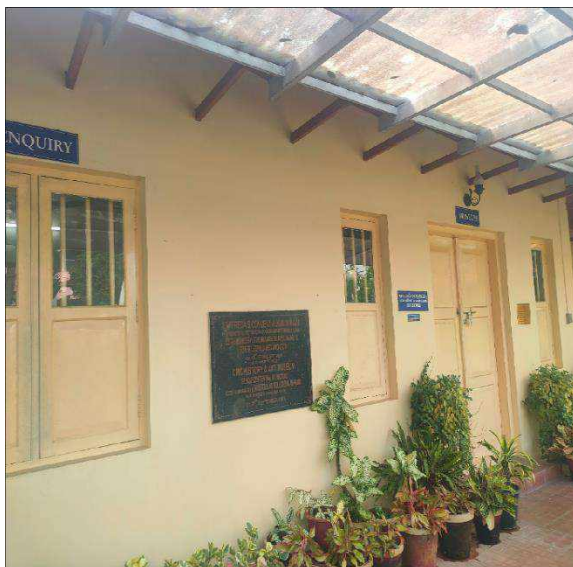
St. Mary's Convent, Ollur





❖ English:

Chavara Special School for Mentally Retarded & St. Chavara Kuriakose Elias Museum, Koonammavu, Ernakulam





- ❖ Physical Science optional:
 - Chimmony Dam, Thrissur

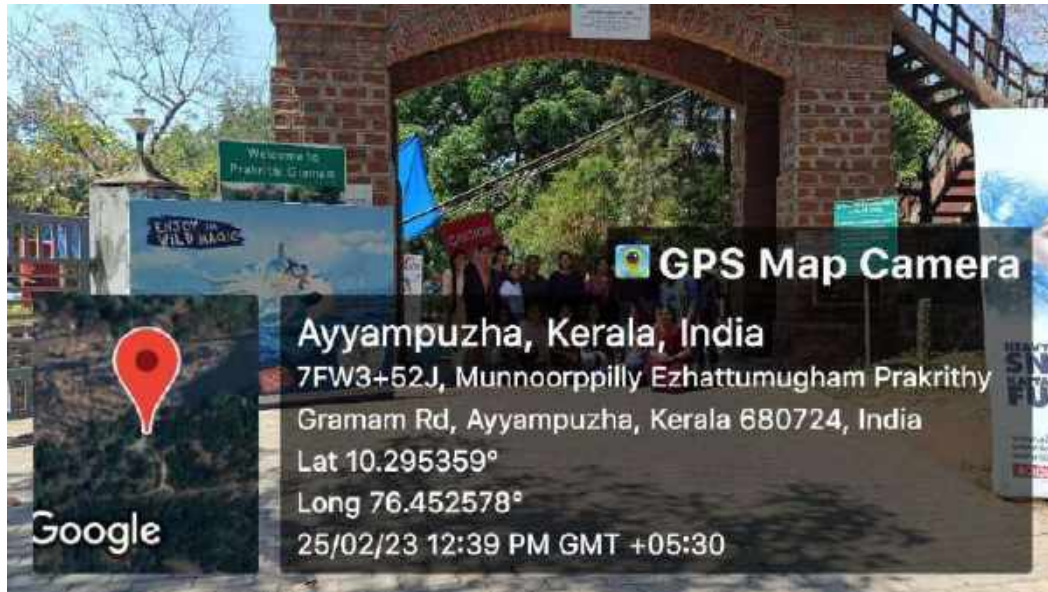




Assistant Engineer Vishnu K P explaining the functioning of Chimmony Dam

❖ Natural Science optional:

- Ezhattumugham- Thumboormozhi, Chalakudy





- ❖ Social Science optional:
Hill Palace, Tripunithura



FIELD TRIP- CLUSTER B



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A field trip is an excursion outside of the typical classroom where students can try new things, engage in novel experiences, and pick up important life lessons. A field trip can be to any place where students can get hands-on experience with a wide range of activities. Observation for educational purposes, non-experimental research, or to provide students experiences outside of their regular routines, like going camping with teachers and their classmates, are the typical goals of a field trip.

As a part of M.Ed. course, we conducted a field trip relevant to thematic cluster B i.e.,

Environmental education (ED010301).


Field trips are most often done in 3 steps:

1. Preparation (days before the trip)
2. Field trip day (activities)
3. Follow-up activity

PREPARATION

The final year M.Ed students of St. Joseph College of Teacher Education for Women, Ernakulam, arranged a field excursion after having a discussion with teachers. The money was raised solely by the students. The location was finalised after numerous discussions. Each of us excitedly joined in on the conversation and took part in every meetings related to the field trip. Finding a location with environmental significance and some recreational options was our main objective. Following our discussions, we chose to travel to Malipuram's mangrove information park and Matsyafed Aqua Tourism in Njarakkal.




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FIELD TRIP DAY

The field trip took place on December 21, 2022. By 9:30am, 11 kids and 2 instructors, Ms. Sheeba AS and Ms. Aswathy DV, had begun their trek from Highcourt junction.

We first went to Mangrove vegetation information park which is in Malippuram and then to Aqua tourism in Njarakkal. We arrived at Mallipuram at 10:30 am. The centre was 2 km away. A mangrove is a tiny plant or tree that develops in brackish or salty coastal environments.



Mangrove Vegetation Information Park, Malippuram



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Information about Mangrove Forests

The Matsyafed Malippuram fish farm is located 2 kilometres south of the Njarakkal fish farm. The farm is located in Elankunnappuzha panchayat not far from Chappa Beach. The farm is well-known for its Indian Grey Mullet (*Mugil Cephalus*), also known as "Thirutha," culture. Aqua tourism is exquisitely beautiful because to the fish ponds, canals, and mangrove island around the farm. The farm contains a 46-acre water body with three blocks of ponds for fish culture. The farm is a conventional one, and the culture of prawn species including *Penaeus indicus*, *Meta Penaeus monoceros*, and *Meta Penaeus dobsonii* often involves prawn filtering. We were unable to spend more time in the mangrove forest due to some technical difficulties. We left for our second destination, Matsyafed Aqua Tourism in Njarakkal, at 12 o'clock, and we arrived there at 12:30 o'clock.

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Mangrove Forest

A huge spacious 125 hectare brackish water fish farm named Matsyafed Njarakkal is situated in the village of Njarakkal or Narakkal, 15 kilometres from Kochi. It contains three nurseries and four culture ponds. Vembanad Lake almost completely encloses the fish farm. The farm mostly raises prawns, Karimeen (Pearlspot), mullets, tilapia, crab, and green shell mussels. The Matsyafed's Ecotourism initiative is well-liked and an attractive site to all who visit there. The Njarakkal Aqua farm has a lot of amenities so you can stay all day. You may go fishing or even go boating while relaxing on hammocks, swings, or benches on the bunds beneath the cool coconut palms.



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Njarakkal Fish Farm Entrance

This tourist destination is a big aqua farm where you may take in the beauty and discover new things about farming and fish. When you spend time with your family next to this substantial fish farm, you can learn a little bit about shrimp farming. This captivating aqua farm, with its brackish waters and enticing beauty, is spread out over a vast region of 18 kilometres, making it one of Kerala's must-see locations. The most significant sport at the Njarakkal Aqua fish farm is fishing. Before you start fishing at this farm, you can purchase fishing reels, fish food, and tonnes of helpful information. You may even take a boat trip in this sizable lagoon to take in the tranquilly and beauty of the area. You can purchase fresh fish that has been caught in these waters and, if you choose, have it prepared for lunch. If you choose, the farm's cooks will prepare your catch for you. On the farm, there are pedal boats that can be used for simple and easy boating.



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Teachers and Students

Each admission pass costs Rs 250. The setting was stunning and a visual treat. We were given the chance to go fishing using the hooks and lines they provided. Many of us were having our first experience in the farm. The opportunity to go boating followed. We thoroughly enjoyed the boating and fishing. There were many sites where we could take lots of pictures and explore the filed. We went with raw boating, and it was fantastic.

We enjoyed a wonderful meal at Njrakkal Matysafed. We performed an informal conversation with the staff to learn more about the environmental issues the locals confront. Their primary difficulties are:

1. Water salinity
2. Frequent occurrences of floods during high tides
3. No proper plastic wastage management strategies
4. Drinking water scarcity in summer seasons

All the staff were really cooperative and helped us for all the activities there. We set back from there by 3.00PM.



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FOLLOW UP ACTIVITY

The following day, we talked about the numerous problems locals faced and shared our experiences. We provided several solutions for resolving and minimising environmental problems.

1. Provide proper waste management strategies
2. Provision for water purification

The field trip improves our critical thinking abilities and allows us to consider a subject from a fresh angle.

On the whole, the trip was awesome. All had a fantastic time and it was very much helpful for developing the aesthetic sense, exploration skills, imagination, and co-operation of the students. The teachers were also happy that everyone reached back safely and there were no much troubles during the journey. To conclude, the trip was very informative, effective and at the same time memorable. So organizing such field trips will be very helpful for the students to learn new through observation, exploration and interaction.


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1. Aboyeji, K. (2014). *Menace of plastic waste to environment, marine life. Analysis of a report*

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2. D.Mellisa.(2023).*Waterpollution.Everything you need to know.* NRDC.
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FIELD VISIT

@

DIFFERENT ART CENTRE

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INTRODUCTION

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. The educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. All children, regardless of the abilities/ disabilities have the right to be equally educated. Disabilities is an umbrella term, covering impairments, activity limitations, and participation restrictions. A disabled child has been defined as one who is unable to ensure by himself, wholly or partially the necessities of a normal individual or social life including work as a result of deficiency whether congenital or not in his physical or mental capabilities. Specially-abled children need 'special care'. Dedicated attention, both physically and mentally, is crucial for their well-being. Though families play a big part, yet the support from a trained system of care cannot be denied. Apart from health, such children also need special facilities at schools, colleges and workplaces.

In India, the child population in the age group of 0-6 years as per the 2011 Census was 158,789,287 million with boys accounting for 51.88 per cent of the population. According to the 2011 Census, the total population of the disabled was 2.68 crores of which 1.5 crores were males and 1.18 crores were females. It means 2.21 per cent of the country's population has been reported to have some kind of disability. The percentage of disabled males to the total males in the Country was 2.37 per cent whereas this percentage was 1.87 per cent for females.

The importance of education for all children, especially for those with disability and with limited social and economic opportunities, is indisputable. It can never be denied that a child with disability needs special care from the people around him/her. But that would never hinder the learning process. Providing education to specially-abled ones and thereby paving a way for



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them for their future vocation is something that is necessary and essential and should be implemented properly.

As part of the M.Ed. internship programme, we have a field visit based on the paper, **Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education**. For that we went to Different Art Centre at Kazhakkuttom, Thiruvananthapuram. The institution is a centre for empowering the differently abled. The centre aimed at exploring the differently abled students' artistic talents and promotes the overall development of differently abled community.

INSTITUTION SUMMARY

Different Art Centre

Different Art Centre (DAC) is a division of Academy of Magical Sciences founded by the famous magician Gopinath Muthukad jointly supported by Magic Academy and Kerala Social Security Mission, Government of Kerala, was established on 2019 at Kazhakkuttom, Thiruvananthapuram. The centre was formally inaugurated by Chief Minister Pinarayi Vijayan on Thursday, 07 November 2019. He termed the Different Art Centre at the Magic Planet, founded by magician Mr. Gopinath Muthukad, as an exemplary model for the intellectual and mental progress of differently abled children. He added that the project has become a proud initiative of the government which has been working on transforming the State into a differently abled friendly one.

Different Art Centre educates and empowers specially-abled children with various disabilities -not just intellectual-and expand the focus of training from concentrating on magic to art forms such as music, dance, drama, cinema making, painting and skills in various musical



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instruments, all blended with a magical touch. Though the centre started with 100 specially-abled children, new batch of 100 more children joined the centre recently on 6th May 2022.

Along with artistic development, Magic Academy has formulated educational programs for the intellectual development of differently abled artistes at Different Art Centre, thereby ensuring their smooth passage into the mainstream of society. A Comprehensive learning program has been designed at the DAC to acquire the basic functionalities of learning such as Reading, Writing, Simple Mathematics, Language Development, Simple Matching Exercises, Puzzle Exercises, Simple Sequences and Attention through sound as well as behavioural coaching. As an initial measure, children have been provided with smart learning tools like tabs for their education.

The *objective of education for differently abled artistes* includes:

- ✓ Completing their elementary education as a basic requirement through technology enhanced online and tailored learning
- ✓ Improved conceptual understanding, acquisition of speed, and value of teamwork
- ✓ Enhanced abilities to engage with peers and society.

The *venues arranged by DAC for the artist development of specially-abled children* are:

- ✓ *India Fort* – A venue to exhibit dramatic art forms based on the themes unity and harmony
- ✓ *Beethoven Bungalow* – A music venue remembered in the memory of great musician Beethoven
- ✓ *Jaleo Mahal* – A venue for dance and related art forms
- ✓ *Angelo's Artree* – A venue for painting and other creative arts and its exhibition
- ✓ *Camille Cascade* – A venue for cinema production, and its related works



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- ✓ *Wonder Wings* – A creative stage for magic presentation
- ✓ *Different Thought Centre* – A venue to create awareness to the public on the matters to be taken care to prevent disabilities in children from the developmental stage onwards

The centre aims to empower these children by recognizing and sharpening their raw talents through special and appropriate methods. The appreciation from the audience, reaching the centre from different parts of the world, increases a sense of confidence and better self-awareness of all participants.

REPORT

On 14th September 2022, we visited the Different Art Centre (DAC) at Kazhakkuttom, Thiruvananthapuram for differently abled children to explore their artistic talents and to analyse the overall development of differently abled community. The centre aims to empower and educate specially abled children with various disabilities -not just intellectual-and expand the focus of training from concentrating on magic to art forms such as music, dance, drama, cinema making, painting and skills in various musical instruments, all blended with a magical touch. We, the students reached the centre by 10.00 am with our two teaching faculties. The centre majorly aims to empower these children by recognizing and sharpening their raw talents through special and appropriate methods.

We had a very heart whelming welcome from the staffs of DAC. Initially one of their staffs gave us an introductory session by explaining the formation of the centre and the journey which they had together over past few years. The introductory session itself made all



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of us very much curious and excited to know more about the special talents of the particular centre. There was an interesting element throughout the trip which made us all wondered and overjoyed. From the beginning till the end, everyone including staffs, students and parents of the students only had to talk about the most inspiring personality, none other than, Gopinath Muthukad, the Founder of DAC. It was really great to get to know about such an eminent personality much closer from their own staffs. She explained all about the programmes and courses which they offer to the students in a detailed way. She introduced us about their 7 Art stages for their Specially Abled Children and the functioning of each one. Later she requested all of us to appreciate their talents after each performance because the appreciation from the audience, reaching the centre from different parts of the world, increases a sense of confidence and better self-awareness of all participants.

After the introductory session, we were invited to their different 7 Art stages.



Firstly, we were taken to **Beethoven Bungalow**, the music venue and is remembered in the memory of great musician Beethoven. The centre was inaugurated on 2nd August 2019 by legends



of Indian music, Sri. P Sreekumaran Thampi, Smt. K S. Chitra and Sri. M. Jayachandran. Music has a language of its own which has the power to hit the emotional nerve that is within us all. When we entered into this beautiful

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place there was filled with so many beautiful talents who were extremely ready to deliver their music performance in front of us. It was so surprising and pleasurable events put forwarded by those students. They performed extremely well despite of all their disabilities. The students seemed to be very professional and happy after each performance. Later they introduced their music teachers to all of us and it was a pleasure meeting to see them in person.

After the music delight, we were invited to the next art stage, ie, **Jaleo Mahal**. It is the venue for dance and related art forms.

The centre aims to provide more opportunities for mentally challenged children who want to perform dance. Besides being a physical activity, dance incorporates emotional and cognitive



social interactions; sensory stimulation, motor coordination and music. The centre was inaugurated on 9 September 2019 by Justice (Rtd) B. Kemal Pasha and Smt. Lakshmi Gopaldaswamy. The centre displayed architectural finesse that resembles ancient dance stages. The students really put forwarded some mesmerizing performances in front of us. We showed our immense love and respect towards those talents through our big round of applause.

Later on, we moved to the scenic **Camille Cascade**, with waterfall, rocks and greenery, the venue for cinema production, and its related works where differently abled artistes' works on



all arenas of film production like acting, editing, composing, coordination, cinematography, production etc. The centre was inaugurated by veteran Film Director,

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Sri. Kamal and actor Sri. Madhu. The centre received much appreciation from the audience and the film demanded the audience involvement too. It was an amazing experience to all of us. The children are doing the camera work, editing, acting and all with so much professionalism and the effort of the teacher behind this is indeed appreciable.

Next, we were shifted to **India Fort**, a venue for the special children to exhibit theatre or the dramatic art forms based on the theme's unity and harmony. It acts as a national integration platform that will furnish a complete range of dramatic emotions from anger and aggression to joy and beauty. The venue remembers the great Red Fort of Delhi in its structure that admires the legacy of Indian Heritage. It was opened on 15 July 2019 by the Honourable Governor of Kerala, Justice (Retd) P. Sathasivam in the presence of other dignitaries. The majestic, brick-red-coloured India Fort is inspired by the Red Fort in Delhi. After each performances the students of DAC kept on surprising us by showcasing their different talents.



From then we moved to '**Angelo's Artree and Angelo's Arcade**', the venue for painting and other creative arts and its exhibition. Most children with special needs were non-verbal and



astonishingly use art in communicating. It builds their fine motor skills, boosts their self-confidence and self-esteem and it hones problem solving skills and imagination. The venue was a colourful

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world of brushes and paints under the shade of the Tamarind Tree. The stage was inaugurated by Sculptor Sri. KanayiKunhiraman and Sri. MuraleeThummarakudy. Hundreds of handmade paintings, canvas paintings, portraits and other art works were displayed there. Art lovers also showed interest in purchasing the art works that provide additional support for the children. All of us were amazed by the pictures displayed out there drawn by the students.

Moving on, we visited 'Wonder Wings', a creative stage for magic presentation. The differently abled artistes perform their favourite art form blended with magic. The centre is built in the model of a modern aircraft where the children display a magical parade every day. All the performances given by the students were brilliant.

Finally, we entered into the seventh stage, ie, **Different Thought Centre**, a venue to create awareness to the public on the matters to be taken care to prevent disabilities in children from the developmental stage onwards. The centre provided leaflets with instructions and guidelines with the matters to be taken care from the stage of pregnancy onwards to prevent disabilities in children. The centre also aims to support the special children by creating awareness to the public about the need for care and compassion for the special category children to bring them to the mainstream of the society. On 7 November 2019, the centre was inaugurated by the Kerala State Legislative Assembly Speaker Sri. P. Sreeramakrishnan.

All the shows put forwarded by the students were extremely pleasing and appealing to all of us. Luckily, we got a wonderful chance to meet the real Master of the DAC, Mr. Gopinath Muthukad. It was a pleasure meeting with him. He gave us an overall idea behind his inspiration to start such a challenging and



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beautiful venture. It was really an inspiration story to all of us as upcoming future teachers. He also discussed about their formulated educational programs for the intellectual development of differently abled artists, thereby ensuring their smooth passage into the mainstream of society. He also mentioned about the upcoming project for these children, the Universal Empowerment Centre, which will help to train differently abled children to operate in an office or business environment through specially developed methods and internships. The main highlight which we found in the particular centre is the provision of monthly stipend for the selected specially talented students to make them financially independent and stable.

The success of any tertiary teaching and learning approach lies in enabling the learners with practical and work-ready skills that apply to a real-life scenario. A Comprehensive learning program has been designed at the DAC to acquire the basic functionalities of learning such as Reading, Writing, Simple Mathematics, Language Development, Simple Matching Exercises, Puzzle Exercises, Simple Sequences and Attention through sound as well as behavioural coaching. The Comprehensive Learning approach aims to promote active, authentic, flexible and scenario-based learning that enable students to relate to, and probably solve real life problems. As an initial measure, children have been provided with smart learning tools like tabs for their education.

The events got over by 9.00 pm. We all really had a wonderful time together with the special talents over there. After every performance their teachers were introduced to us. We as teachers really got inspired from them by seeing their level of interests, talents and patience which they hold themselves to bring out the maximum outputs from their beloved students. The whole journey was really an eye opener to us. It gave us such a memorable and learning experience to all of us.

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CONCLUSION

The field visit to Different Art Centre was indeed a success. The outcome of an experience depends on a person's interests, motivation, life circumstances at that time, needs, and prior experiences and knowledge. It gave an opportunity to motivate and connect students to appreciate and understand a student's knowledge foundation, promoting higher level thinking strategies. The executive director Gopinath Muthukad sir dedicated career combined with magical brilliance and social commitment has indeed elevated the art magic as medium for communication among the multitude. The different art centre tries to empower and educate hundred specially-abled children with various disabilities not just intellectual and expand the focus of training from concentrating on magic to art forms such as music, dance, drama, cinema making, painting and skills in various musical instruments, all blended with a magical touch. It also aims to empower these children by recognizing and sharpening their raw talents through special and appropriate methods. The appreciation from the audience, reaching the centre from different parts of the world, increases a sense of confidence and better self-awareness of all participants. We received a lot of extra information about the differently abled children and their

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abilities which would be really helpful for us in the future. It was all together a refreshing experience to get a sneak peek into the lives of students which provides us a lot of raw data to work on and provide a better life style to the students who would grow up to be better citizens of this world.

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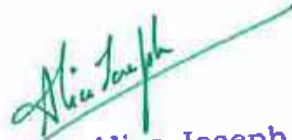
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Dr. Alice Joseph
Principal in Charge
St. Joseph College of Education for Women,
Ernakulam

APPENDIX

FIELD TRIP- CLUSTER A



Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam





St. Joseph College of Teacher Education for Women, Ernakulam

OUTREACH PROGRAMME

| | |
|----------------------|---|
| Date | 04/03/2023 |
| Time | 10.30 A.M |
| Duration | 2 Hours |
| Beneficiaries | Student Teachers |
| Venue | Studium Learning Solutions, Kalamassery |
| Objectives | 1. To understand about Specific Learning Disorders (SLD). 2. To know the thumb rules to diagnose Specific Learning Disorders. 3. To learn about management strategies to deal children with Specific Learning Disorders. |

Alice Joseph

**Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam**



PROGRAMME REPORT


As part of M.Ed. third semester Specialisation Elective Course ED800301- Educational Evaluation, eleven teacher educands of St. Joseph College of Teacher Education for Women, Ernakulam, under the guidance of Mrs. Aswathy D.V went on to visit Studium Learning Solutions.

Studium is an educational support centre and remedial education training institution managed and run by Ms. Naseeha Nazeer, Educational Psychologist. The institute aims at the holistic development of children with learning and behavioural issues. They believe, if kids are assessed and taken care of their developmental needs at an early stage, they can be managed and brought to the mainstream along with other kids. Every student should be treated according to their developmental capabilities and foster their environment in a favourable manner. The institute provide intensive training for teachers, counsellors, and social workers in early identification and effective management of learning and behaviour problems to prevent the risk of children slipping into acquired disabilities. They provide all services offline & online.

On 3rd March, 2023, all of us reached the institute at 10.30 a.m. We were given a warm welcome by Ms. Naseeha, the founder and Managing Director of Studium. She gave a briefing of what is being done in the institute. Studium is meant to provide support children with learning and behavioural issues and is a finishing school for teachers and counsellors. As teacher educands she made us aware about the role of teachers in early detection of learning disorders in children. She showed us power point presentation on the various learning disorders, its causes, features and diagnosis. Ms.Naseeha also introduced to us a variety of assessment tools for SLD.

Behavioural Checklist for Specific Learning Disorder (BCSLD) – Checklist used for assessment and determination of learning disability in the child. A copy of the checklist was provided to all of us.




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Diagnostic Test of Learning Disability (DTLD)- The test diagnoses learning disability in ten areas.

Binet Kamat Test of Intelligence (BKT) – Used for assessment of mentally challenged, learning disabled children with speech and language problems, slow learners.

NIMHANS Index for Specific Learning Disabilities - Tests of reading, writing, spelling and arithmetic abilities to identify children with disabilities in these areas.

Ms.Naseeha introduced several educational games to be used by teachers to arouse interest in learning in students. Mathematics is a tough subject for most of the children. She told us certain tricks for easy learning of multiplication tables. These tricks will definitely enhance students' mathematical learning ability. It was then when all of us realised how to make teaching and learning joyful.

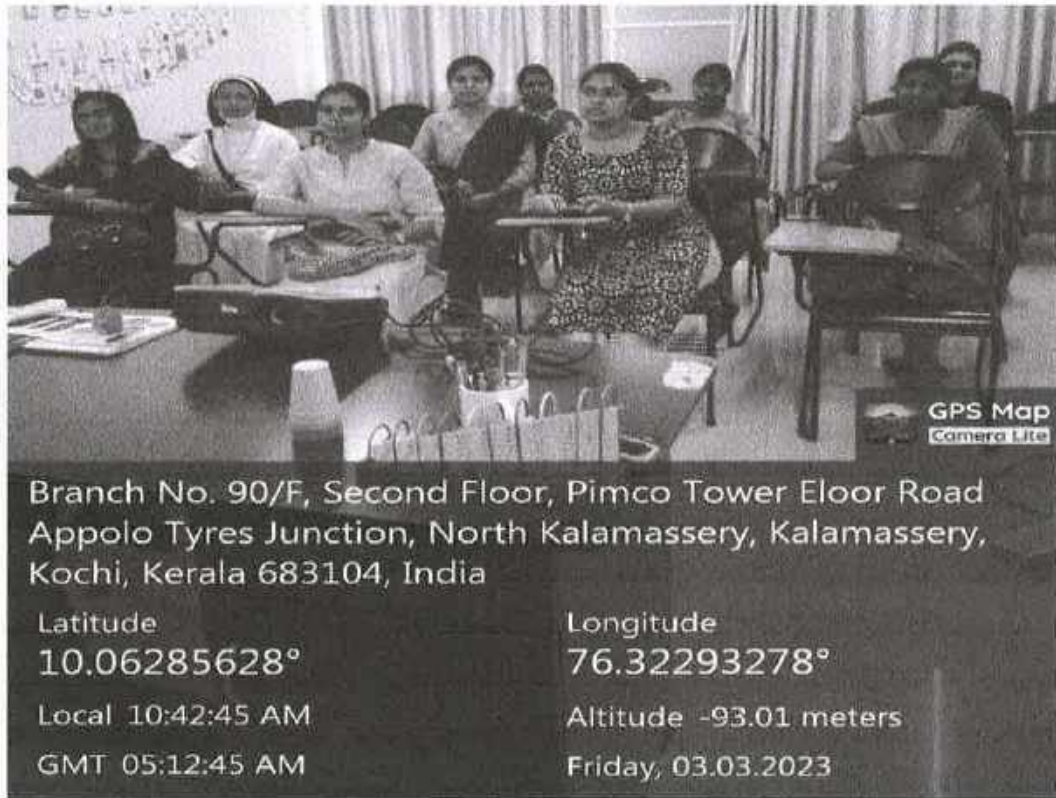
She served us with light refreshments in between the session. The two-hour session was really interesting and informative.



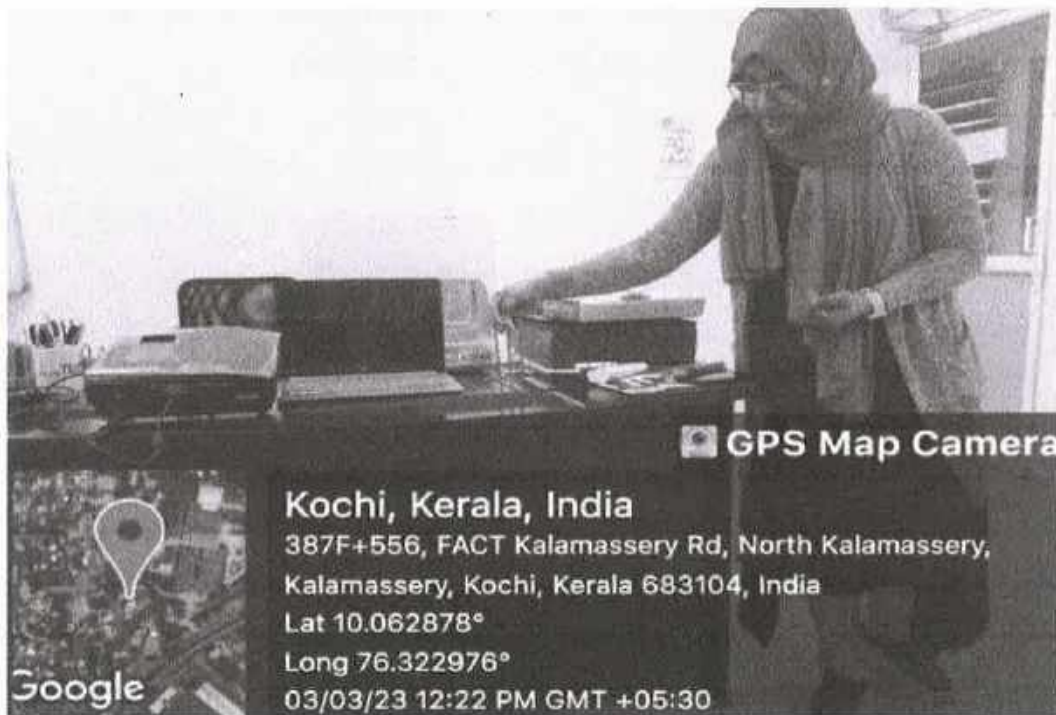
Teacher Educands with Ms. Naseeha Nazeer



Alice Joseph
Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



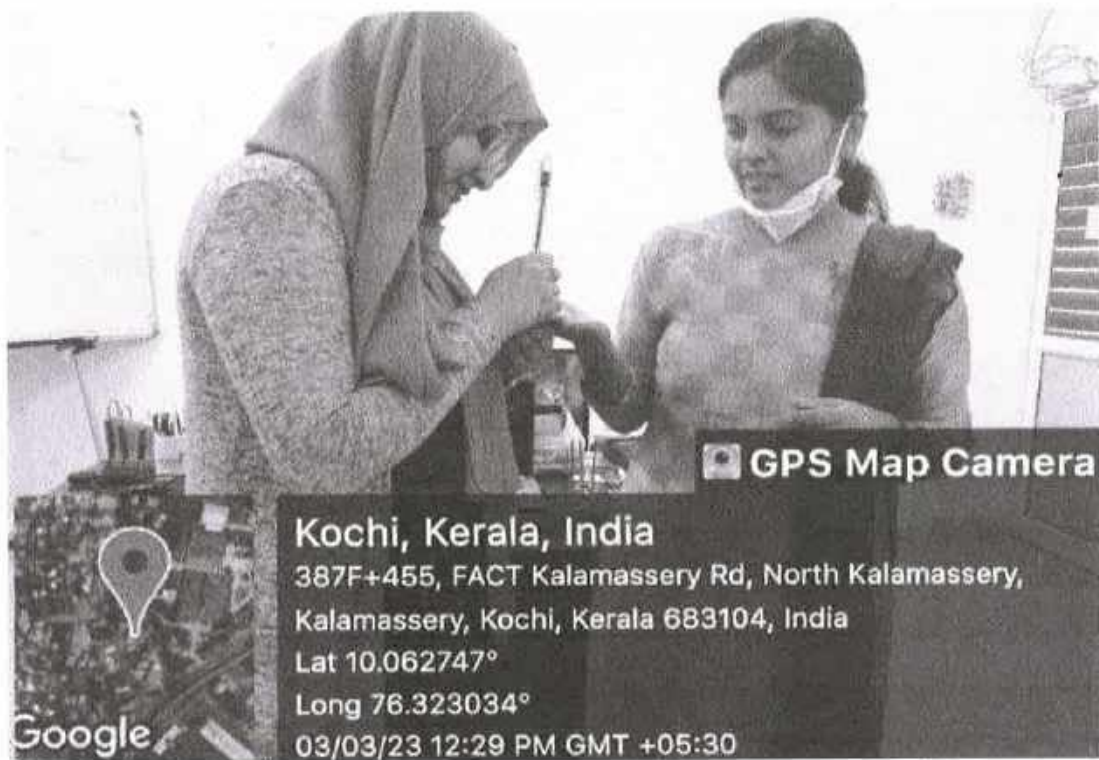
Attending the session



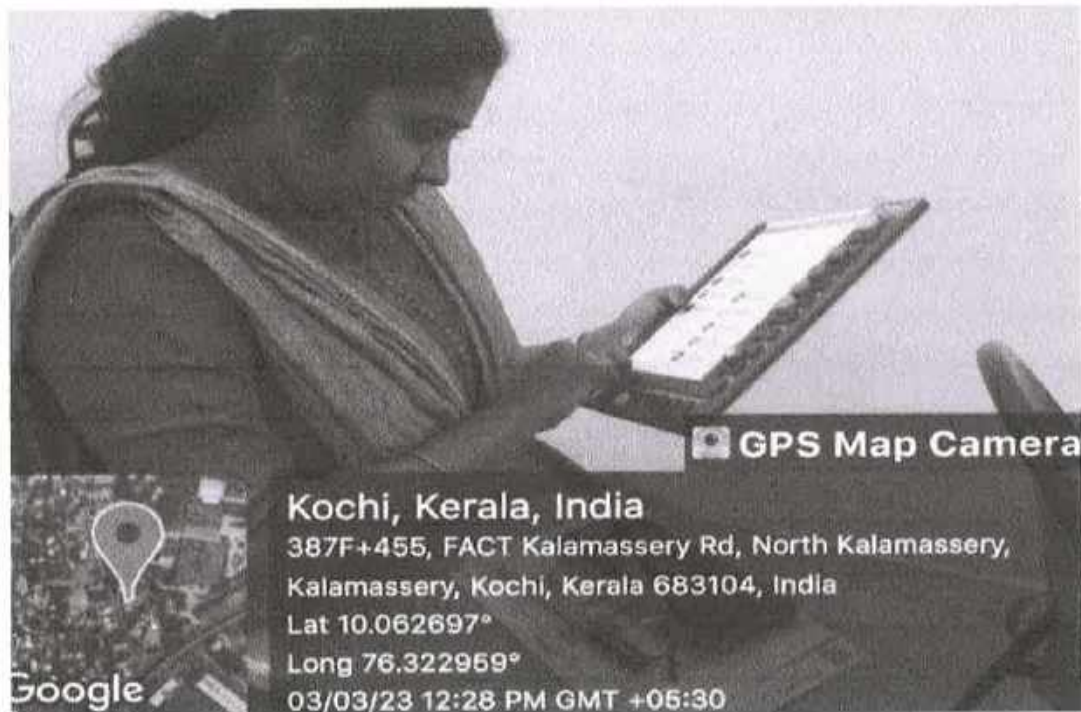
Ms. Naseeha introducing us various methods of teaching mathematics



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Dr. Alice Joseph
Principal in Charge
St. Joseph College of Teacher
Education for Women,
Ernakulam



Multiplication made easier



A try out



Alice Joseph
Dr. Alice Joseph
 Principal in Charge
 St. Joseph College of Teacher
 Education for Women,
 Ernakulam



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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(Affiliated to Mahatma Gandhi University, Kottayam)

DOCUMENTS OF SWACH BHARATH PROGRAMME

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR
WOMEN, ERNAKULAM
Swachh Pariyavaran
11th October 2022
Event Schedule

Welcome : Dr. Betty P.J Vice Principal St. Joseph college of
Teacher Education for Women ,Ernakulam

Presidential Address: Sr. Ritta Jose CMC Vicar Provincial
Vimala Province, Ernakulam

Inauguration: Sri. Hibi Eden Hon'ble Member of Parliament
'Ernakulam constituency

Felicitation: Mr. Manu, Councillor Ward 67

Vote of Thanks: Mrs. Sheeba A.S, Assistant Professor, M.Ed
Department, St. Joseph College of Teacher Education for
Women, Ernakulam





WELCOME ADDRESS –Dr.BETTY P.J VICEPRINCIPAL



INAUGURATION BY HIBI EDEN MP





COMPARING BY ANURADHA PAI (STUDENT TEACHER)









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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM

FLASH MOB

DATE : 26 / 10 / 2022

TIME : 3.00 PM

VENUE : SEEMATTI PARKING AREA BANERJI ROAD

An initiative by anti narcotics club

Students participating in anti- narcotic flash mob at Kacheripady Seematti Parking area





Students taking Anti- narcotic pledge at Marine Drive after flash mob presentation



College flash mob team at Lulu Mall along with staff and excise officers



Flash mob At Kaloor Stadium





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MAT MAKING





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CLEANING OF AYURVEDA HOSPITAL, KACHERIPPADY





Ernakulam, Kerala, India

Dist. Ayurvedic Hospital, Banerji Rd, North Ernakulam,
All Saints College, Kacheripady Junction, Kacheripady,
Ernakulam, Kerala 682018, India

Lat 9.985789°
Long 76.282848°
12/03/22 02:46 PM







Ernakulam, Kerala, India

Dist. Ayurvedic Hospital, Banerji Rd, North Ernakulam,
All Saints College, Kacheripady Junction, Kacheripady,
Ernakulam, Kerala 682018, India

Lat 9.985789°

Long 76.282848°

12/03/22 02:44 PM





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
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CLEANING OF CHILDREN'S HOME



CHILDRENS HOME CLEANING TEAM AT KAKKANAD





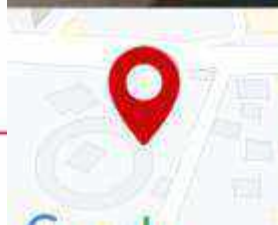
CLEANING BY NITHA ALFRED STUDENT TEACHER





CLEANING BY ANISHA T(STUDENT TEACHER)

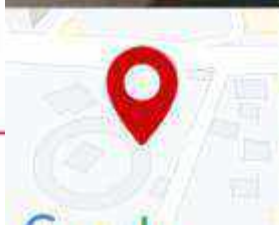




287R+VGQ, Echamuku, Kunnumpuram,
Padamughal, Vazhakkala, Kakknad,
Kerala 682030, India



scattered clouds



287R+VGQ, Echamuku, Kunnumpuram,
Padamughal, Vazhakkala, Kakkanad,
Kerala 682030, India



scattered clouds

STUDY TOUR REPORT



INTRODUCTION

Education is the process of receiving or giving systematic instruction, especially at a school or college. Students gain knowledge and upgrade skills by using the concepts which they newly learned from their institution. There are various educational techniques by which educators deliver the lessons to the students; organizing educational tour is one of them. Educational tour plays an important role in educating students in a practical and interesting manner.

An educational tour or a field trip is a visit to a place away from their normal place of study. The purpose of the trip is to provide students an experience outside the classroom. It also provides an opportunity for non-experimental research and helps bring all the students to a common platform irrespective of their social, economic and cultural background. Field trip eases pressure, the boredom and monotony of having to attend a lecture. It is a fun way of learning and making it more enjoyable. It provides students the opportunity to have a lively discussion in an informal basis.



Experience gathered during a field trip to vineyard, hotel, tourist places, factories, breweries etc are of immense benefit to students and help make learning fun and long lasting.

As part of B.Ed Curriculum we, the second years of all optional needed to go for a educational trip. The purpose of the trip is usually for observation for education, to provide students with experience outside. So, as part of that a tour committee was formed with Athira Sabu as the head and Tour coordinators from each options. With various meeting we finalised to go for a 3 day trip. The places selected for the trip are Coorg, Mysore and Wayanad. The day we first decided was may 22nd to may 26th but due to the unfavourable conditions the trip was postponed to 27-07-2022

A study tour helps students appreciate their field of study more and it really helps them better realize the interaction between their chosen field of study to the rest of the world.



OBJECTIVES OF THE STUDY TOUR

The main objectives of the study tour are:

- To develop first hand experienced related to the thing being discussed in the programme.
- To provide an opportunity to the students to experience group dynamics and understand the importance of social relationship.
- To develop co-operation among students.
- To develop a platform for teamwork.
- To develop self-confidence in students.
- To be aware of various socio-cultural patterns, value systems and social practices in different areas of world.
- To deepen social and historical knowledge.
- To develop critical thinking skills.



PHASES OF THE TOUR

PLANNING

As part of B.Ed curriculum, all the students are suppose to go on a trip and write a report on it. For this purpose the college have selected six coordinators from each optional and one head coordinator:

- i) Athira Sabu - Malayalam optional - Head coordinator
- ii) Tosna Joy - English optional
- iii) Catherine Varghese - Malayalam
- iv) Varsha Varun - Natural Science
- v) Aneesh - Mathematics
- vi) Anya M.A - Physical Science
- vii) Revathy N - Social Science.

The whole planning was undugone under the guidance of Dr. Sr. Soya Mathew (Assistant Professor, St. Joseph College of Teacher Education for Women, Emakulam)

First, the college have conducted an executive meeting of all seven coordinators on 18/12/2022 and discussed the budget of each optional. The second meeting was held



on 15/4/2022 via google meet of the coordinators and Dr. Sr. Soya Mathew discussed about the places and came with four plans. The coordinators have decided to prepare a google form to know the interest of each student. The general meeting was held on 22/4/2022 through google meet under the guidance of Sr. Soya Mathew. The head coordinator announced the place of the trip, Mysore, Coorg, Wayanad date of trip from May 22nd to May 26th and gives the information about the Skylark Leisure Holidays and other instructions were given by Sr. Soya Mathew. The final meeting was held on 25/4/2022 at St. Joseph College of Teacher Education for Women, Emakulam. Dr Bindu Joseph, Sr. Shantheni and the four coordinators and the four coordinator of Skylark Leisure Holidays Mr. John were present. He have cleared all the doubts of teachers and the coordinators. Due to unfavourable climatic condition, the trip was postponed to 27/7/2022. Payment was given on 11/5/2022.



We have approached few tour operators:

- * Green Bugs holidays
- * Alenchny Holidays
- * Season Kerala Holidays
- * Oneness
- * Heaven Travels
- * Lemon Holidays
- * Greenland Travels
- * Skylark Leisure Holidays

The teachers who are accompanying are:

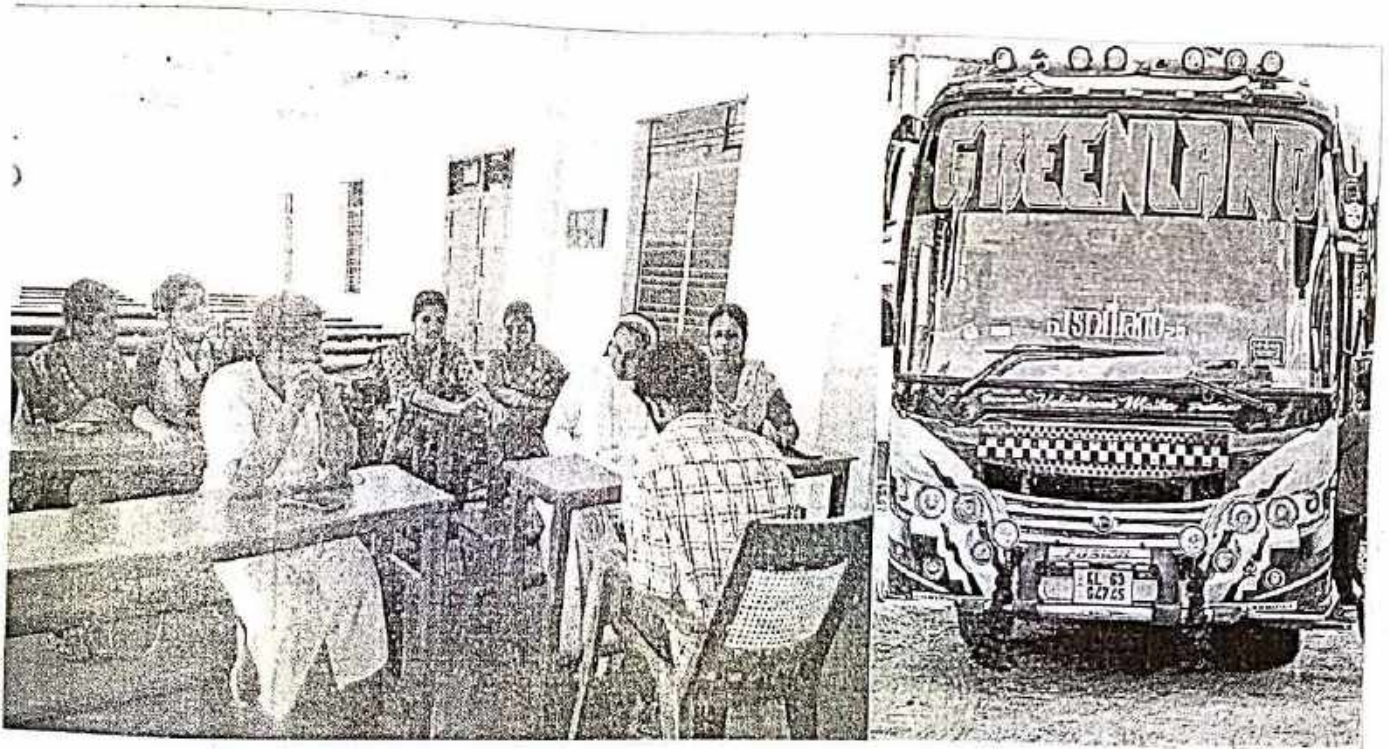
1. Dr Bindu Joseph
2. Dr Marin Jose
3. Sr. Jiley
4. Dr. Sr. Soya Mathew

EXECUTION

As we planned study tour visits to Coorg - Mysore - Wayanad on 27/06/22 are studied and selected the execution of each plan. one purpose hall. At 4:00 pm we all gathered to well organised. The successful execution was done

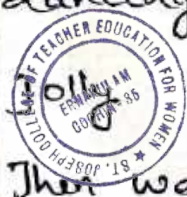


due to the relentless efforts of many. The tour coordinators were given responsibility to check if every one was getting in to bus on time as well as to count the number. Athira Sabu and Aneta M purchased all the the food items as well as other requirement. Rosna Goy brought medicines for the tour. The tour fee was collected by the respective tour coordinator and was given to the tour agency.



REPORT OF THE TOUR

The date of the tour was scheduled from on 27/6/22 to 30/6/22. On 27th June 4:00 pm all of us were requested to gather at multipurpose hall. All the students assembled there in time. After taking the count of students in optional wise, each students checked and got ready with the luggage. Two tourist buses were arranged for us. It was decided that 3 optional will share a bus. So, Malayalam, mathematics and social science shared a bus and English, natural science and physical science occupied the other bus. By 5:00 pm we started our journey. Our principal sister Dr. Sr. Alice Joseph prayed for us and we started off our journey. We slowly got into the bus and get settled. By the time after an hour, every one was in their happiest mood singing and dancing to the music played. All was in a good mood. At 10:00 pm we researched history. Then we stepped at a restaurant to have dinner.



We all spend the night in the bus. One one way was woke up to see the wayend churams.

DAY-1 : 28/06/2022 TUESDAY - COORG

Our first destination was Coorg in Karnataka. Coorg or Kodag is officially known as the astonishing land in the heart of the Southern Indian Peninsula. We reached Coorg by 7:00 AM in the morning. On the arrival we checked in the hotel to get fresher up and got on the bus. We had breakfast after that. After having the delicious breakfast Pooi-masala dosa bread and jam we headed towards our first destination in Coorg.

River Rafting

Our first adventurous activity was river rafting in the water park at Coorg. We reached the destination by 9:30 AM and bought the ticket to enjoy the river rafting. Before going into the water, we were equipped



with proper life jacket. River rafting was optional hence some students didn't come. After putting the life jackets we were asked to step into inflatable raft. After entering us to raft we were taken to the center of water body by the guide and he instructed us to jump into the water. It was really a thrilling experience for me and we spend almost 1 hour in the water. After that we changed and freshen up and move to next spot.

Sera Monastery (University)

By 11:15 AM we reached the Sera monastery. It was a place of beautiful and peaceful. One was a open structured building with a platform and has drawings of bhuddha on the wall. The floor was of black stone which gives a cooling effect to the feet. The other building was big which has a lot of step and hanging, but due to renovation works we couldn't enter



Golden Temple

After visiting Sera monastery, we reached Golden Temple by 12:15 PM. The golden temple was spectacular with its Tibetan architecture. The golden temple was huge and it has 40 feet high gilded images of Guru Padmasambhava, Buddha Satyamu and Amitayur. It was really huge and the doors were filled with colourful mural. It was really a delightful experience to watch the place and enjoy. After the visit we moved on to have lunch. After that we headed to our next destination.

Bamboo Forest

By 2:30 PM we reached Bamboo Forest. Before reaching the spot we need to travel through a hanging bridge. This place is a package of entertainment. The green and yellow bamboos and high teak make this place beautiful. Along with the bees there was a deer park. There were many resting places where we sit in groups and have fun. Another exciting thing in the bamboo forest was a



bird sanctuary we got to see a lot of birds
The fun part the place is that we got
a chance to feed the love birds. After that we
had a shopping in the Coorg and we headed
to DJ campfire by 7:00 PM. At DJ party we
danced and enjoyed. By around 8:00 PM we
had dinner and returned to hotel for overnight stay



DAY 2 : 29/06/2022 WEDNESDAY -
MYSORE

The second day started with great excitement. We checked out from the hotel by 7:00 AM and we started our journey to Mysore. The journey was around 3 hours and we reached Mysore by 10:00 AM. Before going to the first spot we stopped at a restaurant to have food. The breakfast was really rich with lot of items. After the breakfast we moved to first spot.

Mysore Zoo

We reached Mysore zoo by 10:30 AM. We all lined up to have security check to enter into the zoo. The zoo was filled with greenery having trees on both sides. On our way to zoo we saw parrots, peacocks, stork, cheetah, Bengal tiger, Bear, Monkey, Deer, Zebra, Elephant, Hippopotamus, Rhinoceros and had a separate section for Reptiles as well.

The zoo was well maintained with proper care of each animal. There was a hospital for the animals as well. There was route map of zoo



in well suited place. It was very beautiful and a memorable experience for me.

St. Philomena Church

By 1:30 PM we reached Philomena Church within a few minutes of travel. It really astonished to see the huge gothic architecture of the church constructed as a tribute to Saint Philomena. It is one of the historical sites in Mysore. The congregation hall is built to resemble the long end of cross. The altar is placed at the smaller and upper portion of the cross. Beneath the altar lies the underground catacomb that contains the relics of St. Philomena. By around 2:30 PM we returned to have lunch for the day which was really delicious.

Chamundi Hills

By 3:00 PM we reached the Chamundi Hills. On our way we saw the beautiful view of Mysore from top. As we reached we need to walk a little to reach Chamundeswari temple. After seeing the beautiful view of Mysore we walked



around the temple to see the wonderful art done on the walls of the temple. On our way back to the bus we also visited the small shops along the walkway of Chamundi Hills.

Mysore Palace:

By 4:00 PM we reached the Mysore Palace. If there is another word for grandeur that would be Mysore Palace. It was really a majestic view at initial view. After receiving the pass we walked along the pathway inside the palace. Inside the house we saw swords, the pictures, boxes used by the kings. We were really astonished by the architecture and work of the Palace. The floorings, walls and roof works were really magnificent and majestic. The view from the top of palace were breath taking. The most notable elements of the Mysore Palace are the Durbar Hall, the Ambawilasa, the royal howdah, the Kalyana Mantapa a portrait gallery as well as the many items on display. By 6:00 PM we started our journey to Wayanad and reached there by around 12:00 PM and we had dinner and stayed at hotel in Wayanad.





DAY 3 : 30/06/2022 THURSDAY - WAYANAD

Third day was the most exciting day in the tour. We woke up at 5:00 AM for the wayanad trekking. After getting refreshed we checked out from the hotel and go on to the bus to reach the destination. Our first spot was Chembara Peak. Before going for trekking we had breakfast at hotel around 7:00 AM.

Chembara Peak

Chembara Peak was the first destination in the wayanad. Chembara Peak is one of the highest peak in wayanad district which is located about 2100 height above the sea level. In order to help we were guided by a local guide named Anu. To reach the starting point of peak we were travelled by jeep. At a time 11 people were travelled in the jeep. Once we reached the point it was heavy raining so we had to put rain coat. Once we reached there we had to walk through a narrow path to reach the starting point of trekking. The entire trekking



more than 6 kilometer from top to bottom.

On reaching the starting point of trekking we started our journey through a path with trees on both sides the roots of trees were spreaded on the way. It helped us to walk. As it was raining it was raining upto some extent. As we move forward the trekking becomes difficult because the path becomes steep and narrow with rocks and bushes on the sides and along the path. It was very challenging trekking because of heavy rain, cold and the fear of leaches. However the trekking was a very adventures experience. Once we reached the top we saw the beautiful snow and the heart shaped pond. It was really a nature's magic, The view from the top was really astonishing. It took our hardship to worth. We spend half hour in the top and then we returned to the starting point. we reached there by 2 pm and changed our dress and to restaurant to have lunch



Karapuzha Dam

Karapuzha Dam in Wayanad is one of the earth dams in India. We reached Karapuzha dam at 4:30 pm and it was heavily raining as we reached. As we entered the Karapuzha dam we could see a well maintained garden and infrastructure. Apart from this there were many adventurous activities in the dam. As we walked through the area there was a path leading to the dam. The path was really lengthy showing the wide area covered by dam. By 5:00 pm we went back to bus and started our journey to hometown.

SM street and Calicut Beach

On our journey back to college we stopped at SM street in Kozhikode to have a small shopping around 9:00 pm. We bought the famous kozhikodan halwa and we walked through the streets. Later on we moved to the Calicut beach to have a memorable beach night experience. We enjoyed there for sometime we enter the bus to have the return journey by 10:15 pm. After that we stopped at the restaurant



to have dinner around 12:30 PM. Having the dinner we got back to the bus and started our return journey. On the way we shared our experience as well.

By 5:00 AM we reached our college and students went to their respective home. This 3 day trip was the most memorable days of our B.Ed life.



MY SPECIFIC ROLE IN THE TOUR

I was very interested in organising and planning the study tour. From the initial phase of planning I gave my suggestion in selecting the different tourist areas. Throughout the discussing phase I gave inputs on the tourist destinations and tour packages. The financial planning and budget decisions were made with throughout consultation and advises.

One the day of tour I along with optional leader was assigned the role of maintaining and guiding my department. I was very keen looking into the overall wellbeing of the students in my bus. I made sure that everybody was comfortably seated. Regular attendance was taken at all spots. I made arrangement in dividing students in each room at stay. After every visit I made sure every students reached back got into the bus.

Some of my friends fell sick during the picnic. I made sure they got the medicine and I was happy helping



them. I even helped my friend in climbing and climb down the peak. One of my friend got bit by leeches and I made sure it was taken care of and made her safe.

I bought food items and I was very happy sharing it with my friends. In this trip I made sure my participation was there and helped my friends who need help in need.

BENEFITS FOR THE STUDY TOUR

Study tour plays an important role in educating students in a practical and interesting manner. Learning something by seeing it in person is far better than just learning from books. Taking students to trip will relate their academics and can help them learn the things in a much better way. Making study tour as a part of curriculum is a good idea to enhance the knowledge of students. Study tour helps student to interact with what they are learning. Study tour



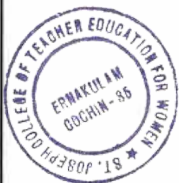
can be a way to fun and recreation and act as a stress buster for students. The study tour provide entertainment for students. They often act as a powerful motivator for students. Getting away from the routine atmosphere of the college gives student an opportunity to spend time with each other in a new environment. Study tour helps students to observe many things that are not available in college. Better exposure is another benefit of study tour. Students get to visit new places and this a great opportunity for student

PERSONAL BENEFITS

This trip gave me a lot of unforgettable memories. I was very thrilled, energized and excited in seeing new places. It is always fun and pleasant while travelling from one city to another. This trip help me in understanding the culture of new places. This trip help me in understanding the historical importance of places like mysore palace st philomena church, sea monestary etc. This trip help me to



enjoy the different flora and fauna. The
nature wonder was very visible in the
wayenad trekking. This trip help me to
socialize with people and the students in
my college. This trip helps me to increase my
helping mentality. A coordinated teamwork was
another important lesson i experienced. Another
important yet the beautiful thing i experienced
was the coordination and the close relationship
and love we had for each other. I started
mingling more with my friends and the
students.



REFLECTIVE JOURNAL

Description of the Events :

As part of B.Ed Curriculum we went to study tour as part EDU 404.2 practical. We the students of St. Joseph College of teacher education for women, we went to Coorg, Mysore and Wayanad on 29/6/2022.

Feelings :

It was very wonderful experience, as i got to see new places and information and i got do lot of activities. I was very happy about the trip

Evaluation :

From planning to execution the trip was organised perfectly. Each and every spot were covered in the limited time. But our very taken care of and the needs of student were taken care

Analysis :

The tour was very successful. It enable social interaction as well got better

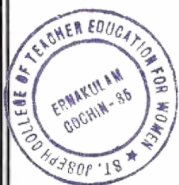


exposure to the students.

Action Plan:

If I get a chance to conduct the
trip I will do it with all my sincerity. The
time constraints will be taken care of.

[Signature]





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

National seminar at MGU participated by M.Ed







Call for Papers

(Online (Hard) & Online facility for presentation)
We invite Original, Unpublished Research Articles based on the following:

- 1. Youth@75 - Role of Teachers in Nation Building.
- 2. Role of Youth in Nation Building, Then and Now.
- 3. NEP 2020: Empowering the teacher.
- 4. Indian values & ethics, education content & delivery.
- 5. Roadmap 75.
- 6. Youth and Gender Equality.
- 7. The new Rights and result.
- 8. Virtual Gurukulam- Inclusive and students.
- 9. Youth and Life skills.
- 10. Outcome Based Pedagogy(OBP) and quality education for youth.
- 11. Youth and Innovation: a Research.
- 12. Role conflict-Teachers from Action to Modern Technology etc.

Abstract Submission

Abstract and full length paper can be written in English and it to be submitted within the specific date mentioned below. Abstract must be within 300 words with maximum five keywords and the following order is requested to be followed. Title of the Paper, Name of the Author/Co-author, Designation, Institution, Email ID and Contact Number.

The abstract is to be submitted to spcseseminar2023@gmail.com

Full Paper Submission

The full paper should contain Introduction, Review of Literature, Objective, Methodology, Analysis, Results/Findings, Discussion and Conclusion. Reference should be given at the end of the paper. Length of the full paper should be within 2500-3200 words.

Authors are requested to send the soft copies of the full paper in the mail spcseseminar2023@gmail.com

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Last date for Submission of Abstract : 17/02/2023
Intimation of Acceptance : 19/02/2023
Last date for Submission of Full Paper : 24/02/2023
Accommodation, if needed, should be informed before 20-02-2023

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A Study On Toxic Parenting And its Consequent Effects on Adolescent Girls

Submitted by:

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B.Ed. Student (2022-2024)

St. Joseph College of Teacher Education for Women

Submitted To:

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Practical EDU 107.1 [EDU 101]

Social Survey

Date of Submission - 5th Dec 2022



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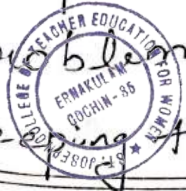


Introduction

There are people in life who will lift up and give the support whenever required. And there may be others who delight in tearing down or causing pain. It can be particularly disheartening and challenging when a toxic person like this also happens to be the parent or someone who tasked to Co-parent. "Toxic parent" isn't a medical term or a clearly defined concept. They are typically describing parents who consistently behave in ways that cause guilt, fear or obligation in their children. All these are the patterns of behavior that negatively shape their child's life.

Background And Context of the Study

Toxic parenting need a mandatory mention currently. In all daily interactions, everyone is knowingly or unknowingly competing with others. Competitiveness is not bad but how people treat competition is what causes problems. This tendency is more seen in parents keeping their child as a puppet to play with



their traumas, ego, Complex, unending dreams. This is mostly reflected in the Education of their children. They partake in parenting styles that inflict on-going and repetitive trauma, abuse, humiliation, and ill-will. The Main Victim for this is, unfortunately the daughters.

Some parents see their children as extensions of themselves, rather than as separate people with their own hopes and dreams. Adolescent girls falls in this trap more easily because teenage is that time period in a humans life where they show strong feelings and intense emotions, and their mood might seem unpredictable. These emotional ups and downs happen partly because the teenager's brain is still learning how to control and express emotions in a grown-up way. According to psychology it is the girls who strives hard to satisfy the parents more than boys, as far as academic is concerned. Boys, in majority, doesn't take all these into consideration during teenage. But it is not similar in girl's case. When a girl didn't have the support system and dropped out of school, she tries everything she can help her daughter in particular get



through school and do so with high grades. So, due to this daughters feel that it is their great mistake if they fail to satisfy high dreams of parents.

Theoretical Overview

The Book "Poisonous Parenting" which has shea M. Dunham, Shannon B. Deemer and Jon Carl-son as its editor systematically studied on toxic relationships between parents and adult children. International Journal of Scientific and Research Publications has published an article named "Toxic parenting Adversely Correlates to students". Academic Performance in Second-ary Schools in Vasin Gishu County, Kenya by Jennifer and Margaret has been a powerful aid for the study. The Cleveland clinic has uploaded an article regarding "How to tell if you have a Toxic parent" was highly beneficial for the study.

Need and Significance of the Study

Toxic parent / child relationships develop when children experience significant stress at the hands of their parents or when parents fail to protect their children from a stressful environment. These relationships may involve physical,



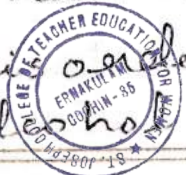
emotional or Sexual abuse and parental Substance use and mental health issues. Thus, the study is highly Significant, relevant, pertinent and Substantial to the peak and Core, as it affects perilously on young minds.

REVIEW OF LITERATURE

"Toxic Parents" Overcoming their Hurtful Legacy and reclaiming your life by Susan Forward and Craig Buck was taken as foundational Reference of the study. "The Impact of toxic parenting" is an article in the Magazine Called "Adoption Today" provided for a better analysis of the topic of study.

Statement of The Problem

The Study can be entitled as "The problem of toxic parenting" and how it affects the education with special attention on adolescent girls. Toxic parents can have negative effects on children throughout their lifespan, including mental health disorders, depression, anxiety, drug and alcohol use etc. "As the Youth are the



assets of Nation" - The study has its base on these. Toxic parents create toxic home environment. And it is from these homes the youth develops into a full-fledged adults. Due to toxic parenting homes has degenerated into a mere 'dwelling'. Homes in which toxic parenting traits persist fail to provide Conducive and Congenial environment to the children, as the toxic parents put their own needs before the needs of their children.

Definition of Key terms

- Toxic - of or relating to or caused by a toxin or poison.
- Parenting - The Activity of bringing up a child as a parent.

Objectives of the study

- ① To throw light on the Increasing Condition of Toxic parenting victims from the Sample Selected for the study.
- ② To find out the toxic parenting traits in both father and Mother along with the Economic status.
- ③ To find out the treacherous and hazardous



Consequences and Implications of Toxic parenting among adolescent girls.

Methodology

The Method on which the study Constructed was Social Survey. The study was Carried out among adolescent girls. The study targeted a total of 43 Samples. Data was Collected by the Use of Questionnaire as tool. There was total of 13 questions which was framed with an objective to gather data. The Study Concentrated on girls from 9th Grade to 12th grade from different Economic Status. Study is a descriptive cum analysis based. The main motive was to know more about the most dangerous Consequences of toxic parenting. The study Covers a period of two weeks from 07/11/2022 to 21/11/2022. Simple percentage analysis was used as statistical technique. Google forms were used to Collect data. Responses were mostly gathered in the form of Yes or No model.



Analysis And Interpretation of Data.

Objective: 1 To throw light on the Increasing Condition of par toxic parenting Victims from the Sample Selected for the Study.

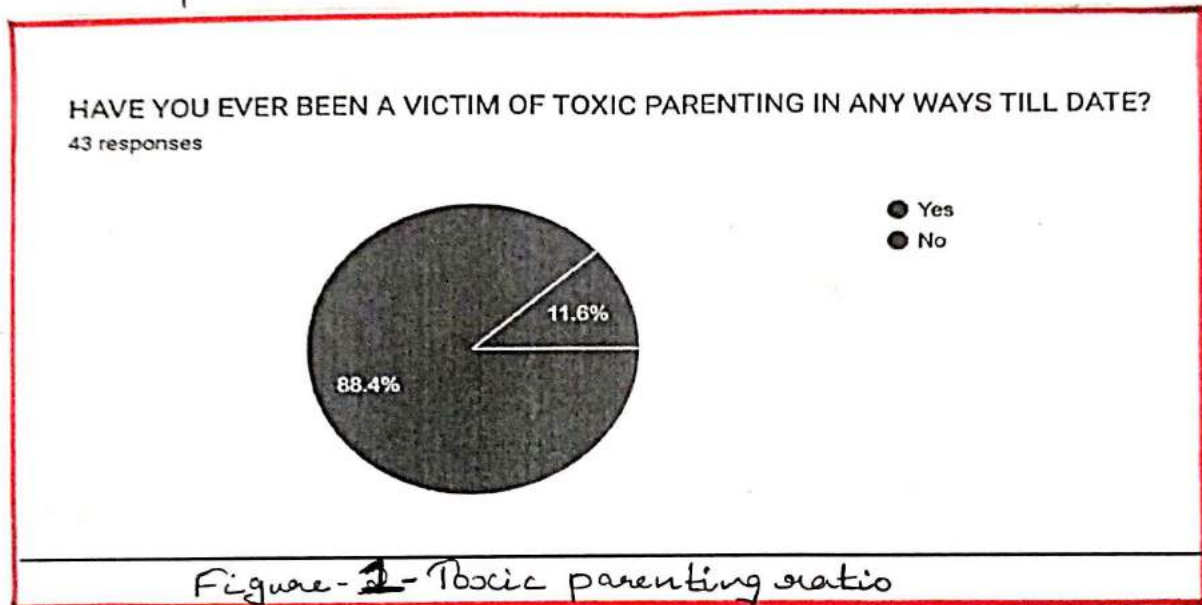


Table 1: Percentage of students undergoing Toxic parenting from Sample

| Total Number of Adolescent Girls Surveyed SAMPLE(N) | Total Number of Toxic parenting Victims from Students Surveyed | PERCENTAGE | Total Number of girls not suffering from toxic parenting From Survey | PERCENTAGE |
|---|--|------------|--|------------|
| 43 | 37 | 88.4% | 6 | 11.6% |

The above table shows the percentage of students

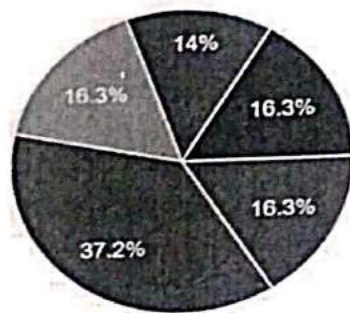


Table 3: Implications of Toxic Parenting

| Depression | Lack of Self-Confidence | Loneliness | Not taking into Consideration | Fear or Keeping grudges towards Parents |
|------------|-------------------------|------------|-------------------------------|---|
| 7 | 16 | 7 | 6 | 7 |
| 16.3% | 37.2% | 16.3% | 14% | 16.3% |

HOW DOES THIS TOXIC PARENTING EFFECTS YOUR MENTAL HEALTH?

43 responses



- DEPRESSION
- LACK OF SELF-ESTEEM AND CONFIDENCE
- LONELINESS
- NOT TAKING IT INTO CONSIDERATION
- FEAR OR KEEPING GRUDGES TOWARDS PARENTS

Figure 3: The percentage analysis among the Various Consequences of toxic Parenting

From the above table and pie chart it can be inferred that the main consequence of toxic parenting results in Lack of Self-Confidence or Self-esteem. Through low Self-esteem girls may hide themselves from social situations that life will



Major Findings

- ① Toxic parenting traits can be seen more from mothers as per the study.
- ② Lack of Confidence and Self esteem is the major consequences of toxic parenting.
- ③ Economic status plays a major role as far as toxic parenting is concerned.
- ④ Mothers who are more Educated, who were ambitious when they were young tends to give more academic pressure.
- ⑤ Girls normally feel more responsible for how their parents feel, and most of girls major decisions in the field of education are based on whether their parents would approve or not.

Educational Implications of Study

- The toxic parenting Victims grow up to become extremely harsh on themselves and do not have the Confidence and Self esteem to stand up for themselves which will eventually results in their Education.
- The toxic parenting Victims showcase a Sycophantic personality who agrees with everyone's attitude, but does not believe in one's opinion, that will results in poor personality.
- The aim of education is the all around

development of personality. They lack the power to speak up which is the base of education.

○ Children who have extremely toxic parents often take failure and criticism very seriously. As an adolescent, if the parent is toxic, the inability to handle criticism may result and reflect in education.

○ All these have an indirect link with education.

○ In educational process, the child has to see everything even the failures with an optimistic attitude rather than being pessimistic.

Conclusion

Toxic parenting. The term seems to be trending lately as many Indonesian parents learn to be better mothers or fathers by avoiding their parental mistakes. From dominating their children to being verbally abusive, parents' faults may have lasting effects on their children.

"Toxic parenting" comes from "Ignorance" psychologist Sari Hermawan

All the humans being as parents have



a duty that is to grow along with the kid. Parenting is a skill that is needed to consciously learn and develop. Communicating clearly is helpful as it avoids assumptions and pre-conceived notions. Being mindful and in the present enables one to handle conflicts more calmly. Personal or professional support can help a child address the difficulties they face at home.



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Appendix-1

St. Joseph. College of Teacher Education for Women, B. Ed Batch 2022-24 SOCIAL SURVEY

TOOL- QUESTIONNAIRE

A. GENERAL INFORMATION

① Name of the student

② class of the student

• STD 1X • STD X • STDx1 • STD X 11

B. QUESTIONNAIRE

③ Have you ever been a Victim of Toxic Parenting in any ways till Date? Yes No

④ If Yes, Has it ever reflected its Consequences in your studies? Yes No

⑤ From whom have you experienced more "Toxic parenting Traits"? Father Mother

⑥ Are many of your major decisions in the field of Education are based on whether your parents would approve? Yes No

⑦ Do your parents manipulate you with threats or guilt regarding Academic Marks?

No



8) Do you feel responsible for how your parents feel? If they are unhappy do you feel it's your fault?

- Yes No Sometimes

9) How does this toxic parenting affect your mental health?

- Depression
- Loneliness
- Lack of Self-Esteem/Confidence
- Fear or Keeping grudges towards Parents
- Not taking it into Consideration

10) Have you ever shared this to anyone in life?

- Yes No

11) Have you ever avoided telling your parent about your successes because they didn't seem to matter?

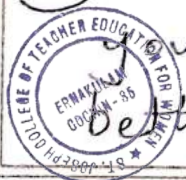
- Yes No Maybe

12) Have your parent ever made hurtful statements to you like "YOU'RE STUPID" or "YOU'RE SUCH A LOSER"?

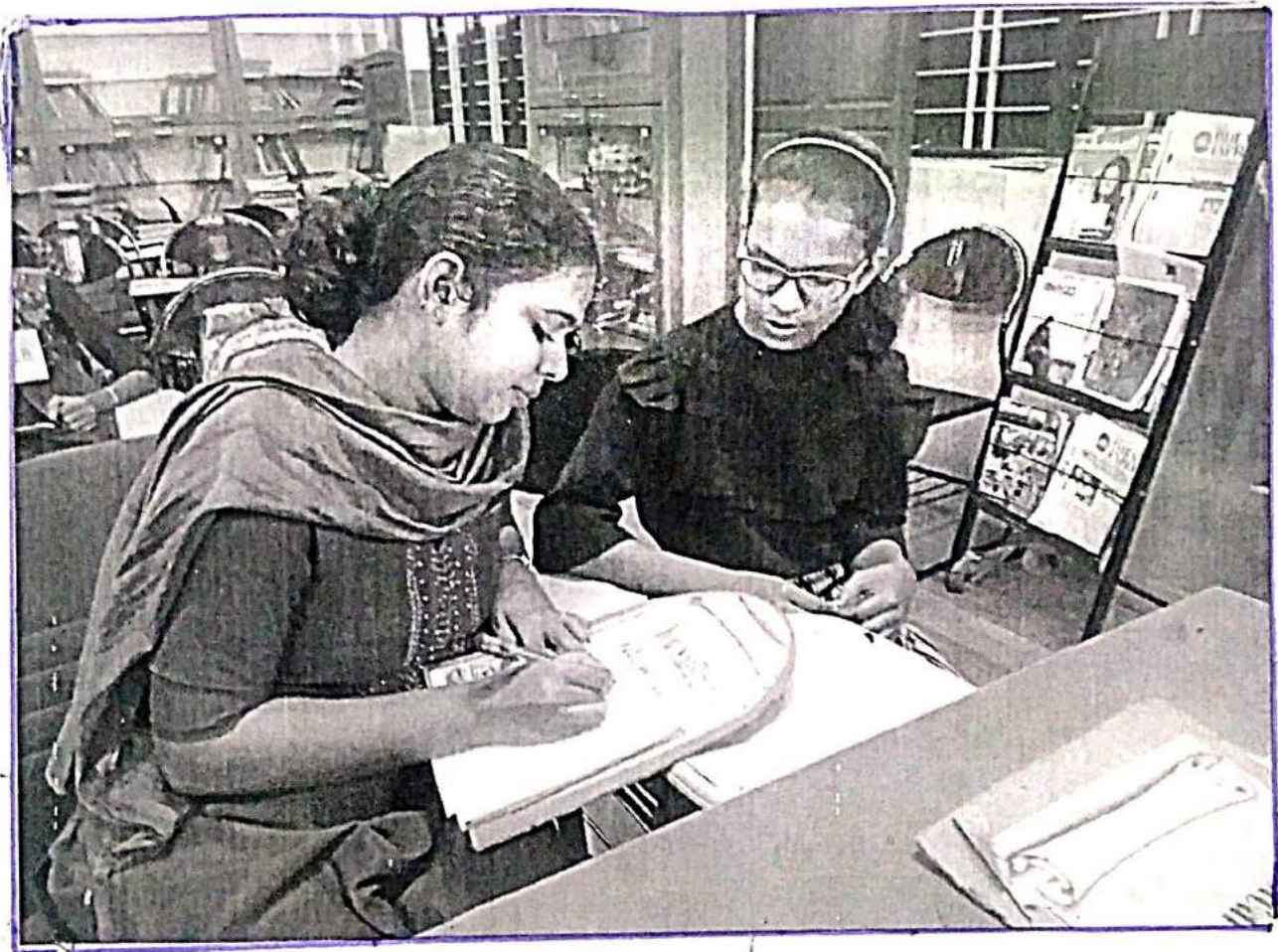
- YES NO

13) Do you believe that Someday, Somehow your parents are going to change for the better?

- Yes No Maybe



Appendix-2



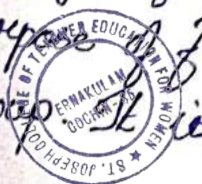
ST. JASPER'S
COLLEGE OF TEACHER EDUCATION FOR WOMEN
ERNAKULAM
COCHIN-85

INTERVIEW A LOCAL FOLK ARTIST AND PREPARE A REPORT ON THE LOCAL COMMUNITY ART FORMS

Apart from the scenic beauty the rich and vibrant culture of Kerala has attracted people from various parts. The true essence of Kerala lays in the culture and art forms of this heavenly land. The unique art forms of Kerala reflect the life and traditions of the people. Each and every art form of Kerala is rhythmic impulse and rituals of the sensitive people in here.

Kerala is known for traditional arts, cultural forms and sometime referred as land of festivals. There are various communities in Kerala who contribute diverse forms of performing arts and colourful culture. Folk and traditional arts are rooted in and reflective of the cultural life of a community. They encompass the body of experience, culture associated with the fields of folklore and cultural heritage. Tangible folk art includes objects which historically are crafted and used within a traditional community. Intangible folk arts include such forms like music, dance and narrative structure.

Folk art express cultural identity by conveying shared community values and aesthetics. It encompasses a range of utilitarian and decorative media. The purpose of folk is to create a sense of unity in cultural group. It is made by individuals whose creative skill



convey their communities authentic cultural identity, rather than an individual or idiosyncratic artist identity. Folk artists learn traditional skills and techniques through apprenticeships in informal community settings, though they may also be formally educated. The purpose of folk art is to serve as a medium through which a community's traditions, beliefs and attitudes can be transmitted and passed from one generation to another.

Kerala has a wealth of cultural traditions and an array of traditional art forms, offering a feast of art, dance and music for tourists and art lovers.

Vadhyakala, the art with instruments, forms the basis of temple performing arts of Kerala. This art is a combination of mathematics and classical music creating a symphony of different sounds produced by diverse type of instruments, strictly following Raga and Thala.

The percussion instrument 'chenda' is a most famous vadhyakala in Kerala. It is an integral part of all festivals in Kerala irrespective of caste or religion.



INTERVIEW SCHEDULE

1. How did you learn this art form?
2. How did you develop interest in Chenda art form?
3. Can you please tell about the communities who perform these art forms?
4. How long you have been in this field?
5. Could you tell about the chenda school that you own?
6. How did you give training for your students?
7. Can you please explain about the instrument chenda.
8. What is the weight of the instrument chenda?
9. Is it difficult to carry chenda for long time?
10. Can you explain about melams?





REPORT ON THE INTERVIEW

As part of BEd programme a practical was done under the paper EDU 206.4 'Drama and Art in Education'. The title of the practical is to 'Interview a local folk artist and prepare a report on the local community art forms'. I did the practical under the guidance of Ms. Dinamol Jacob, Assistant Professor in Natural Science Education.

The guide informed us to find any folk artist in our area and to collect details about the art in which she or he excels. I chose a famous Chenda artist in our locality Mr. Radhakraishnan Marar. I prepared 10 questions for the interview and also made an appointment with him.

The interview was conducted on 21st of July, 2022 in his home 'Souparnika' which is situated in Manjummel. He is around 65 years old and is a retired FACT employee. He was born in a family of traditional Chenda percussionists and he said playing chenda is "part of his blood stream". His grandfather Pallippattu Narayana Marar was his guru. He completed his 'arangekkam' at the age of twelve. His siblings were also taught chenda by their grandfather.



He owns a school which is named as 'Pallippattu Narayana Marai Smaraka kshethra Vadhya kalalayam'. There were fifty students of the age group 10 to 30 years are taught chenda. Classes are conducted thrice in a week for a duration of three hours.

He took me inside the school and showed how the students are taught initially. The students have to practice on a stone or wood using a strong and thick stick usually made of kamavind tree bark. The students are given chenda, only when the learning on stone is finished. He then explained about chenda.

A chenda has two sides, the left side is called "Edamthala" and right side "Valamthala". The Edamthala is made of only one or two layer of cow skin and Vadamthala will have five/seven layer skin, so as to have bass sound. The skin are dried in the shade and fastened on wooden rings made of the trunk of a palm tree or bamboo, using a gum prepared from the seed of a tree called "Pananchi marai". The circular frame is kept in a vessel, boiled for an entire day and then bent in the form of circle and dried. The body of chenda which is 1 feet in diameter and 1.5 inches thickness is made of the soft wood of jackfruit tree. He said the wooden ring with the skin is replaced once the quality of the



band is not upto the mark.

He said that the drummers hang this musical instrument in their neck or on shoulders and for beginners and unhealthy students it is very difficult to hang for long time as it weighs around 15-20kg.

Chenda has traditionally been considered a temple musical instrument and has been associated with the upper caste Marar and Poduval communities. He clearly explained about four categories of vadyams and said chenda belongs to Avanaddha Vadyam which means that the instrument with tensed skin on drums that are beaten.

Chendas are of different types depending upon the diameter of the chenda vattam. They are ettava veechan chenda, ompathu veechan chenda, ompathe kal veechan chenda, ompathara veechan chenda, ompathe mukkal veechan chenda and ompathe mukkal kali chenda. These chendas are used for different purposes especially for different art forms. Depending upon the size, structure and function of chenda, they are classified as Veekku chenda or Auhar chenda, Uvuttu chenda, Muri chenda etc.

He then explained about common rules of melam. "Chenda melam" means percussion using chenda and is the most popular art form of Kerala for more than 300 years. Chenda is used for almost all Kerala art forms like kathakali, koodiyattam, Theyyam and so on.



There are many melams played on chenda. Melams of Kerala are well disciplined percussion wonders and they are mainly categorised in terms of the basic structure, the Thalam followed or the pattern or style of playing. There are seven types of "melangal" such as Panchavi melam, Champa, Chempada, Adantha, Archadatha, Druvam and Pandi melam.

Panchavi melam is one of the major form of chenda melam comprising instruments like chenda (valamthala and edamthala), ilathalam, kombu and kuzhal. He said if one can grasp the intricacies of Panchavi then all other melas (except pandi) can be learnt easily. But what makes Panchavi different is that only one hand is used. Panchavi is a six beat thalam or rhythm.

Closely related to Panchavi melam is Pandi melam. He said that pandi denotes a thalam or rhythm with seven beats. Panchavi stands as a guide model to other melams. Except for Pandi, all other melams are generally called 'Chempatamelangal'.

The expert of chenda leads the ensemble. For hours together artists play chenda jauntlessly and without compromising on the laid down rules. The position of the expert will be in the middle. In a special way he communicates with other chenda artists so as to play according to the rules.



He then said that rules and kala Vinyasam are very complicated. One can grasp it only through perseverance and continuous practice. Only when the ensemble is at its Zenith, the audience get to know the kala that was played. Except for Pandimelam, all the other ensembles are played in chempada kala.

Radhakrishnan sir was very cooperative throughout the interview and explained all the questions that I asked him with clarity. He has around 53 years of experience in the art form 'chenda'.

Dinu
15/9/2022



REPORT

India is symbolized by unity in diversity due to plurality of the culture. Culture and art plays an important role in the development of any nation. It represents a set of shared attitudes, values, goals and practices.

As part of BEd curriculum we were supposed to do a practical under the paper EDU 302.4. It was to organise a class on different art forms and cultural heritage of India. On the basis of instructions given by our mentor. Dr. Dinamol Jacob, I selected to take class on three dance forms and two paintings of India. The lesson plan for the class was prepared and it was taken for the students of class VIII D at St. Teresa's CGHS, Ernakulam. The appropriate teaching aids were prepared. The class was conducted on 2nd of February, 2023. The teaching learning aids included flash cards, pictures identification, Power Point presentation, Video and documentary.

The class began with an introductory activity which included a video presentation and discussion. The activity one was documentary presentation about Bharatanatyam. The second activity proceeded with flash card distribution about the dance form Mohiniyattam. The third activity enabled the students to understand about elements of Kathakali, costume, make-up and the techniques of Kathakali. A video

clipping on Madhubani painting was the activity number four. Students understood the origin, history, elements and style of Madhubani painting. Tanjore painting was discussed in the fifth activity. The concluding activity was to check the students level of understanding. The students were provided with a follow up activity. It was to prepare a chart showing different art forms of Indian state.

The entire session enabled the students to clearly understand about different dance forms and paintings.

Ami
8/2/2023



Conduct an Interview with an
Eminent Teacher of your
Locality on the Vision and
Mission of Education



INTRODUCTION

"The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind"
- Khalil Gibran.

Teachers are the pillars of strength and the guiding force in student's lives. Teachers pass on values to children, prepare them for further education and are the main contributors to good education in a society. Students are deeply affected by teacher's love and affection, character, competence and moral commitment. Educationists are self-motivated advocates who serve up the most excellent well-being of students in some instructive location by facilitating student's usual desire to find out and add to the world they live in.

Teachers are essential figures in the educational system who have a significant impact on the lives of their students, helping them acquire knowledge, skills and values necessary for their personal and academic growth. Moreover, they also teach us about ethical values and imbibe in our moral values.

Interviewing a teacher can be a meaningful and valuable experience, especially for student teachers. Conducting an interview allows the student teachers to gain insight into the teacher's educational background, teaching experience and subject expertise.



ROLE OF TEACHER

Teachers play an extraordinary role in the lives of their students, far beyond their duty as educators. They are mentors, facilitators, assessors and emotional supporters. Their impact goes beyond academic achievements, encompassing the development of values, skills, self-confidence and personal growth. Teachers create a caring and inclusive classroom environment, promoting positive relationships and mutual respect among students. They actively listen to students' concerns, provide guidance and foster a sense of belonging.

By tracking academic development and identifying areas that require additional support, teachers play an instrumental role in promoting continuous learning. They identify students' strengths, weaknesses, and learning style, tailoring instructions to meet their specific needs.

Teachers lead by example, demonstrating respect, empathy and fairness. By nurturing a growth mindset and encouraging perseverance, they motivate students to set goals, pursue their passions and overcome obstacles. They serve as mentors and role models, providing guidance, support and inspiration to their students. Through dedication, expertise and care teachers have power to shape future generations and make a lasting difference in lives of their students.



PREPARATION OF INTERVIEW SCHEDULE

An interview schedule of preliminary and primary details were prepared. The details included personal details of the teacher, teaching philosophy, difficulties and challenges, unforgettable events, message for future teachers, opinion on current education system, qualities of a teacher, vision and mission as a teacher and professional accomplishment.

INTERVIEW SCHEDULE

Name :

Qualification :

Designation :

Work place :

Years of experience :

Date of interview :

Questions :

1. What was your inspiration for becoming a teacher?
2. What is your teaching philosophy?
3. What is the most unforgettable event that happened in your life as a teacher?
4. What difficulties and challenges did you encounter in this profession?
5. What is your message for future teachers?



PREPARATION OF INTERVIEW SCHEDULE

An interview schedule of preliminary and primary details were prepared. The details included personal details of the teacher, teaching philosophy, difficulties and challenges, unforgettable events, message for future teachers, opinion on current education system, qualities of a teacher, vision and mission as a teacher and professional accomplishment.

INTERVIEW SCHEDULE

Name :

Qualification :

Designation :

Work place :

Years of experience :

Date of interview :

Questions :

1. What was your inspiration for becoming a teacher?
2. What is your teaching philosophy?
3. What is the most unforgettable event that happened in your life as a teacher?
4. What difficulties and challenges did you encounter in this profession?
5. What is your message for future teachers?



6. How do you motivate students?
7. What are the qualities that make you a good teacher?
8. What are the negatives and positives of current education system?
9. How do you like to communicate and build relationships with parents?
10. What is your greatest professional accomplishment?
11. What is your vision as a teacher?
12. What is your mission as a teacher?
13. How do you support students' social and emotional well-being?
14. How do you incorporate technology and digital resources into your teaching?
15. Can you describe your approach to classroom management and discipline?

INTERVIEW

The interview was conducted with Mrs. Nirutha Vepin, English teacher of Guardian Angel's Public School, Marjummel. She is a post graduate in English and she also has BEd degree. She has 12 years of teaching experience. She also works as the coordinator in charge of upper primary section of her school.

Her house is near to the school. Her family

comprises husband and daughter. Her husband is a mechanical engineer. The interview was for one hour and she well explained all the questions asked and showed great enthusiasm to respond.

The interview schedule and the recorded responses for each question is given below:

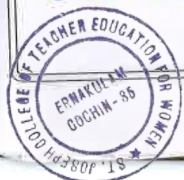
Preliminary Details

Name : Nimiitha Vipin.
Qualification : MA English, BEd.
Workplace : Guardian Angel's Public School, Manjummel
Designation : UP section, English teacher
Years of experience : 12 years
Date of interview : 02/05/2023

Questions

1. What was your inspiration becoming a teacher?

My inspiration was my aunt Mrs. Helbin Jacob who was a teacher. Throughout my childhood whenever I spent time with my aunt, we would engage in heartfelt conversations about teaching. She used to share stories of her classroom experiences, challenges she faced and her happy moments. I saw the joy and fulfillment radiating from her face as she describes the transformative moments she experienced.



in the classroom. My aunt was a beacon of inspiration, renowned for her unwavering commitment to her students' growth and success. It was through my aunt's dedication and compassion towards teaching, I realized my own calling to become a teacher. I am really thankful to my aunt for helping me to realize my career path.

2. What is your teaching philosophy?

I really emphasizes on active learning, collaboration and the construction of knowledge through meaningful experiences. I strive to create a safe and inclusive classroom where students feel valued, respected and supported. I aim to build positive relationships with my students, establishing a foundation of trust and open communication. Thus by creating a rapport, I encourage students to actively engage in their own learning, take risks and express their ideas without fear of judgement. I always try to empower my students to become confident and independent thinkers.

3. What is the most unforgettable moment that happened in your life as a teacher?

There was a boy in my class who seemed withdrawn and disengaged. He rarely participated in class discussion, kept to himself during group activities and struggled academically. I recognized that he has

immense potential hidden. I dedicated extra time to work closely with him, providing individualized support and encouragement. Slowly I was able to witness a transformation in him. By the unwavering support by me, his desire to learn fueled up and he is now the class topper and made me cry because of this greatest achievement.

4. What difficulties and challenges did you encounter in this profession?

Teaching is emotionally and physically demanding leaving me limited time for personal life. I often face heavy workloads that extend beyond classroom hours. Meeting the individual needs of each student is also challenging and time consuming for me. Even though I face these difficulties, I love this profession.

5. What is your message for future teachers?

Let the enthusiasm of upcoming teachers shine through and inspire the students to become lifelong learners. Be flexible and adaptable in your teaching methods, adjusting your approach to meet the diverse learning styles and backgrounds of your students. You must be a life long learner. Establish a meaningful connection with your students, their families and your colleagues.



6. How do you motivate students?

I really try to communicate the learning objectives and help students understand the purpose and relevance of what they're learning. I always make lessons interactive and varied to maintain student interest. I often give specific praise and constructive feedback to boost their confidence and motivation. I allow them to explore topics that excite them and provide opportunities for self-expression.

7. What are the qualities that make you a good teacher?

I possess a genuine passion for my subject and love for teaching. I can effectively communicate and explain complex language concepts to students. I always provide individualized support to help students to overcome challenges. I always create a positive learning atmosphere and foster creativity in teaching methods.

8. What are the negatives and positives of current education system?

The education system offers a structured framework for learning, with defined curricula, textbook and assessment methods. This helps to provide a consistent educational experience and ensure that certain essential knowledge and skills are covered. The education system often offers specialized programs and courses that cater to

diverse interests and career paths.

In my opinion the negatives are the current system emphasizes on theoretical knowledge and academic achievement sometimes overlooks the development of practical skills that are essential for real-life situations. Moreover, the system often neglects the development of essential soft skills.

9. How do you like to communicate and build relationships with parents?

I always make myself available to parents and allow them to reach out with questions, concerns or feedback.

I try to respond to their inquiries in a timely manner and address their concerns with empathy and professionalism.

I always maintain effective collaboration with parents by consistent communication, active listening and mutual respect. Open house meetings helps me to discuss students' progress, strengths, areas for improvement and any specific concerns.

10. What is your greatest professional accomplishment?

I have assigned the duty to coordinate the entire upper primary section and felt really happy when I was given the teacher in-charge of UP section. The principal of the school said in front of everyone that she is the most apt person to undertake such a difficult duty.

11. What is your vision as a teacher?

My vision is to empower and inspire students to reach their full potential, both academically and personally. I want to make a lasting impact on the lives of my students and to help them become confident, knowledgeable and compassionate individuals who can contribute positively to society.

12. What is your mission as a teacher?

The mission to facilitate the acquisition of knowledge and skills while fostering personal growth and character development. To create a safe and inclusive learning environment where each student feels, valued, respected and supported.

CONCLUSION

The primary role of a teacher is to facilitate and guide the learning process of students. Apart from it the teachers contribute to the holistic development of students. The teachers are the main pillars of sound and progressive society. The well experienced and eminent teachers can be a role model for the upcoming student teachers. Interview was a great opportunity to engage in dialogue with the teacher and to hear their perspectives.

PERSONAL BENEFITS

The interview was a great experience for me. Every teacher has their unique teaching style, approach and philosophy. By interviewing the teacher I gained exposure to a variety of perspectives within the teaching profession. I was able to reflect on my own teaching beliefs, practices and goals. Through thoughtful questions and discussions I understood the various areas that I should focus for my improvement.

The interview has tapped into my passion for teaching and learning and has ignited my own motivation and drive. By hearing about her personal experiences, challenges she has faced and the success she has achieved has instilled a sense of inspiration and determination in me.

By listening to her experiences, I gain a deeper understanding of various educational issues. She was so humble and kind hearted and her nature showed me that an ideal teacher must be like her. The conversation with such a passionate teacher has reignited my own passion for learning and teaching.

I understood that to be a good teacher we should go extra mile for the students. It also



enable me to gauge my communicational skills. I clearly understood how I can create a positive classroom atmosphere and how to build a positive and healthy relationship with the parents.

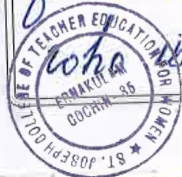
The conversation has deepened my understanding about the various strategies that can be adopted for effective classroom management. Her advices for me as an upcoming teacher will be carried out by me as it will be an aid for my professional life.

REPORT

As a part of BEd programme, we the student teachers were supposed to conduct an interview with an eminent teacher in their own locality. The teacher I selected was Ms. Nimitha Vipin, who is an English teacher in Guardian Angel's Public School. She is a post graduate with BEd degree. She has 12 years of teaching experience.

Under the guidance of Dr. Smitha Jose, Assistant Professor, St. Joseph College of Teacher Education for Women, Ernakulam, I prepared an interview schedule. Prior to the interview, I sought the permission from the teacher for interview and it was scheduled on 2nd of May, 2023 in her house located in Marjummel, Ernakulam. The interview was for one hour.

The interview was really a wonderful experience. The practical work enabled me to gain more indepth knowledge about the educational scenario. The teacher explained about her life as a teacher, the challenges she faced in her career, her qualities, professional accomplishment, mission and vision as a teacher. She was a down to earth person who showed great interest to respond to all the questions. As a student teacher her words were really an inspiration for me. I am really glad to meet such a wonderful person so dedicated towards career.



The interview turned out to be successful to enhance my knowledge about the teaching profession.





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Documentary Evidence of Interaction with sr. Rani Maria -best teacher award at state level-M.Ed

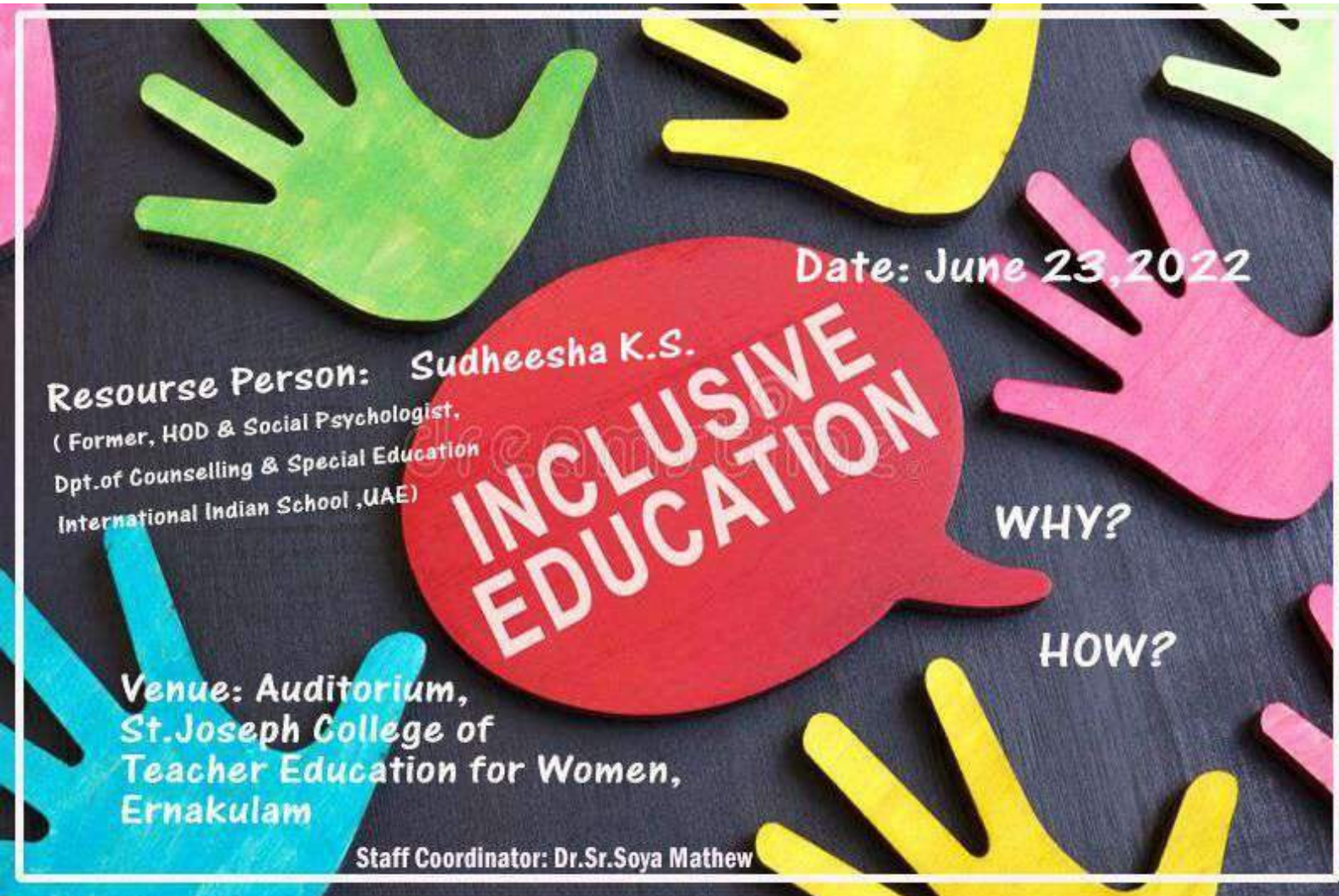




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Inclusive education session photos









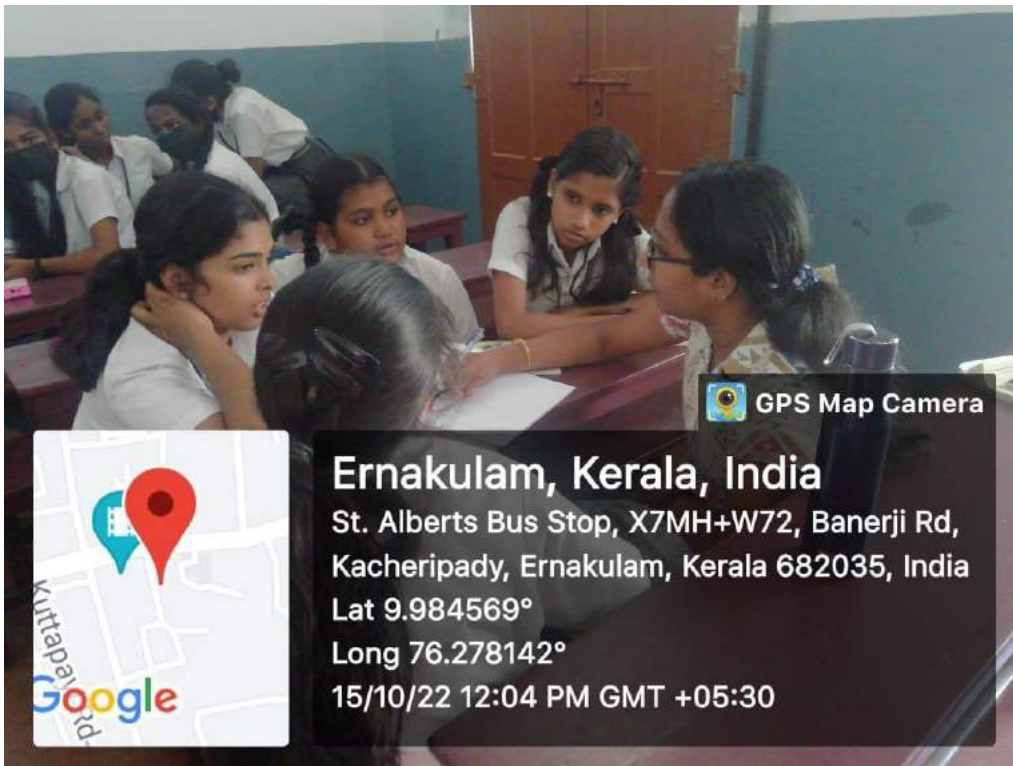
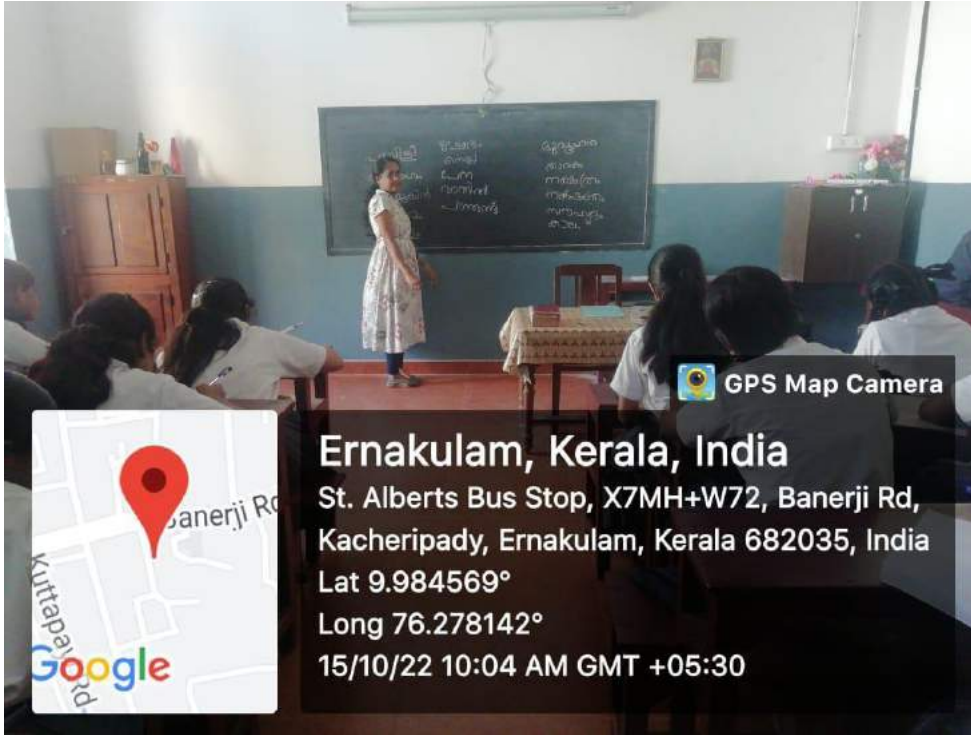
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Special tuition photos












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Evidence of visit to Snehasadan-M.Ed

**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN**
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(Affiliated to Mahatma Gandhi University, Kottayam)
Recognised by NCTE

From
The Principal

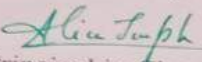
12-08-2022


To
The Principal
Snehasadan Special School
Mattoor
Kalady

Sub: - School Observation of M.Ed Teacher Educands
Sri/Madam,

May I inform you that the school observation in connection with the Practicum (Institutional Case Study) of M.Ed Teacher Educands of this college for the year 2022-2023, is scheduled on 12.08.2022. I request your cooperation for the completion of their work.

The details of the students who are visiting the school are attached with this letter.

Thanking you
Yours faithfully

Principal in Charge







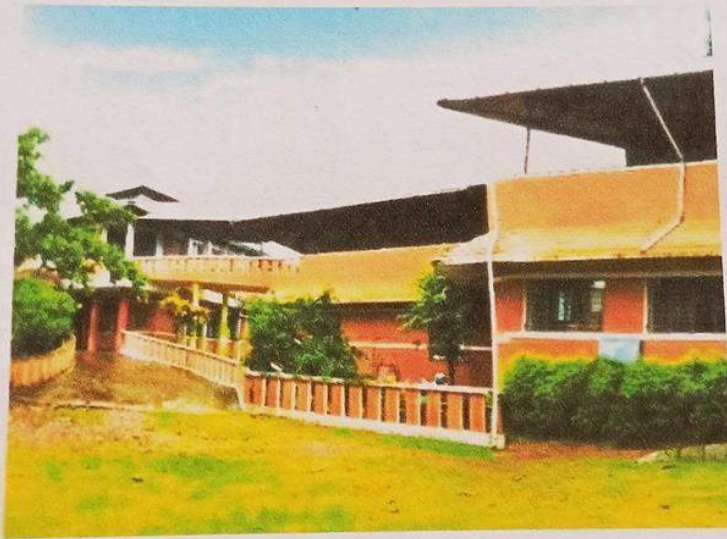
The name of M.Ed Teacher Educands are given below:

1. Krishna T D
2. Saniya Kurian
3. Bilby Thomas
4. Bivya Sukumar
5. Akhisha Antony K A
6. Deepa Dinesan
7. Rinta V S
8. Stephy Mendez
9. Elsa Susan Kurian
10. Merin J Kaniyarakam
11. Sajidha Meerasa B M



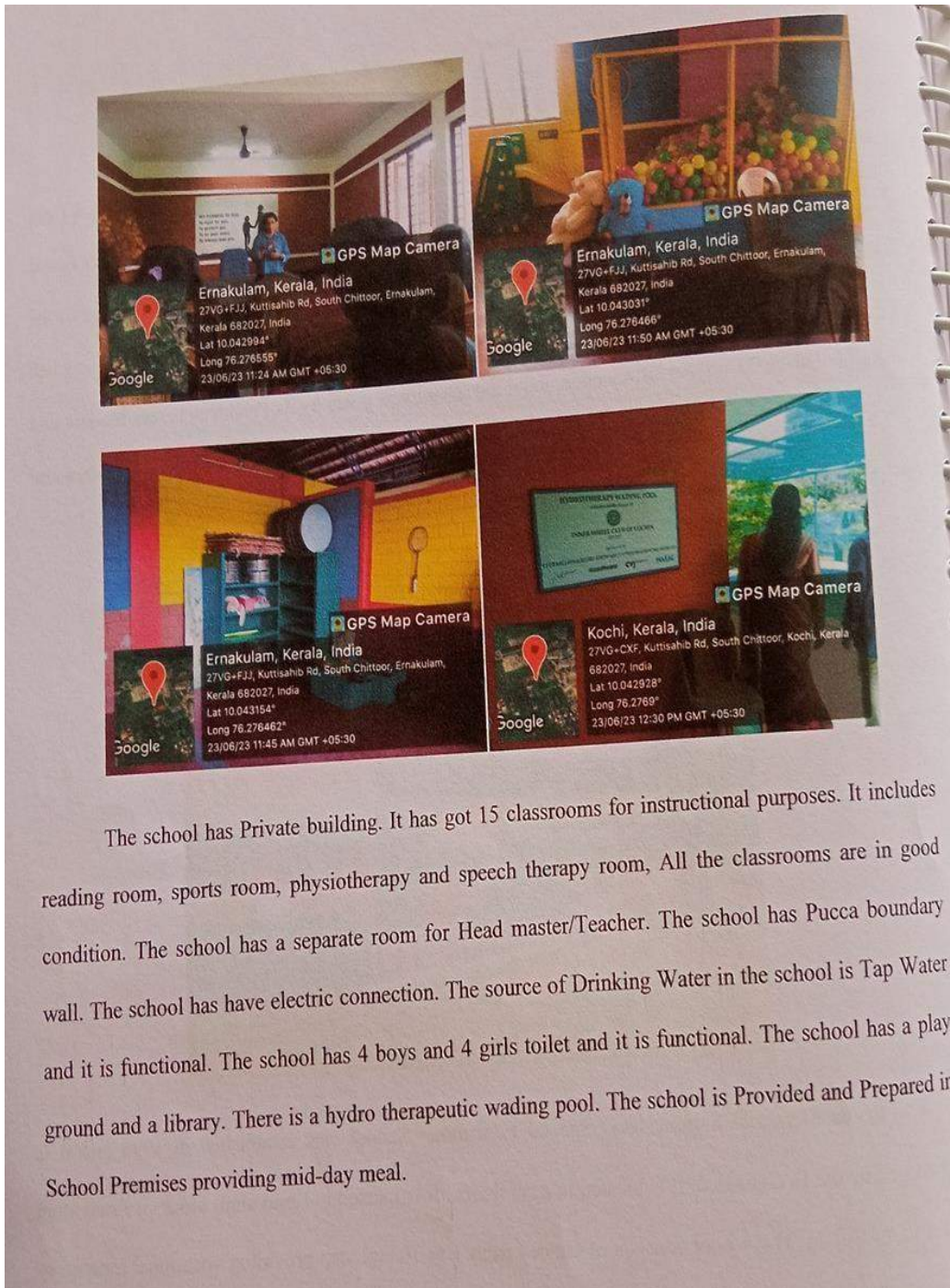


On 23rd June 2023, we, 11 of second year M.Ed students and our teacher Mrs. Sheeba A.S from St. Joseph College of Teacher Education for women, Ernakulam visited the Reena Memorial Samrakshana Special School as part of our academic study and practical experience. The purpose of the visit was to deepen our understanding of teaching methodologies and practices in this field. We reached the school at 11.00 am. An introduction about the school was given by its President Teresa Madam and the Principal. Then they took us around the whole place and showed us every classroom, children and activities there.



Reena Memorial Samrakshana Special Education School was established in 1998 and it managed by the Pvt. unaided. It is located in a rural area. It is located in Ernakulam block of Ernakulam district of Kerala. The school consists of Grades from 1 to 10 and also providing vocational training each student according to their capacity and skill. The school is Co-educational and it doesn't have attached pre-primary section. Malayalam is the medium of instructions in this school. This school approachable by all weather road.

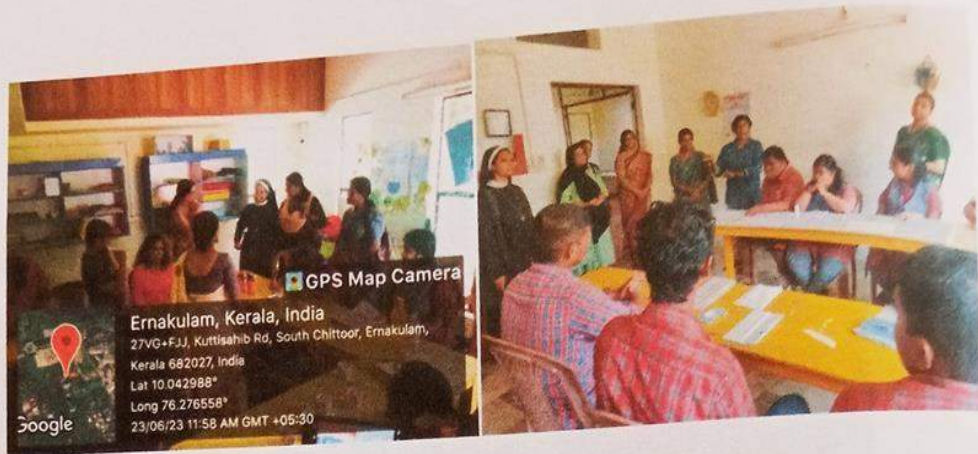






Around 50 children are studying there. Children come and go to school every day. The institution does not have a residential facility for them. There are very few children below the age of 15. Most of the children are above the age of 15. Even if there are good classrooms and facilities, many classrooms are empty due to lack of children in small classes. More and more children have studied in normal schools as part of inclusive education and then when they are unable to go to another area, their parents enroll them in this special school. Vocational training is given more importance in this institution. Vocational training is provided with the intention that the children should do their own work and earn income for the family. Those children do the work of making handicrafts, making covers, washing clothes, ironing and Mushroom cultivation





The teachers provided individualized instruction tailored to the unique needs and abilities of each student, ensuring inclusive learning experiences. Students supported and learned from each other, fostering a sense of community within the school. The strong bonds formed between teachers and students, emphasizing the importance of trust, empathy, and positive reinforcement in special education settings. Students who perform well in each class are given the badge of Teacher Assistant. Those students are more motivated to take leadership in everything. This enables them to build their confidence and do things for themselves.





The visit to Reena Memorial Samrakshana Special School provided a valuable practical exposure to us, enabling to witness and learn from the inclusive teaching practices employed in special education. The experience enhanced our understanding of diverse learning needs and emphasized the importance of empathy, collaboration, and individualized instruction in creating an inclusive educational environment. The reflections and insights gained during this visit will undoubtedly contribute to our growth as future educators.



Ha! friends,
I'm a tree but my friends
call me Thuthu. Let me tell my story

I live in a beautiful environment
but, I'm really afraid to live here
nowadays. It's because of humans.

Please stop cutting us down.
The people who are doing it are
only harming themselves, because
when we all are gone, from
where will they get oxygen.

We are a home for lots of
animals and birds. We use our
seeds to help other trees grow
and feed the animals. So please
stop cutting us down - we
are not just for paper
and firewood.

PAGE 2



FRAME 1

A great variety of plants and animals exist in this beautiful earth. They are essential for the survival of man. A major reason the trees in the forest. They are usually cleared to make room for farmland, roads

Q:1) What is the meaning of deforestation?
Ans: It is the process of cutting down trees and clearing the land for other uses.

- a) Pollution (Go to page 7)
- b) Urbanization (Go to page 8)
- c) Deforestation (Go to page 10)

Option a) Oxygen



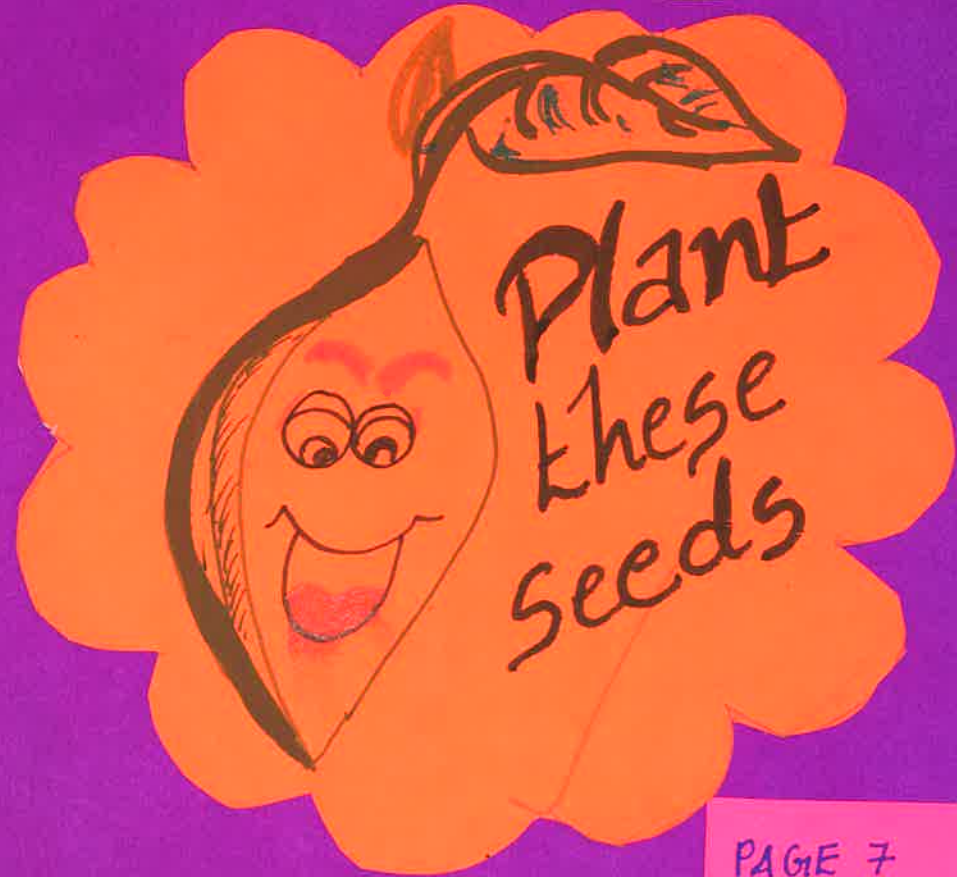
OOPS!!! YOUR ANSWER IS WRONG,
Go to frame 3 (Pg 9) to take another
chance

Option b) Planting trees

CONGRATS!!! YOUR ANSWER IS RIGHT
Now you can go to frame 5 (Pg 28)



Reforestation is the re-growing of forests that have previously been cut down.



PAGE 7



Option b) Urbanization

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 1 (pg 5) to take another chance



NAME 3

Deforestation affects the atmospheric level & leads to global warming. Environment by inhibiting triggering flooding degradation animal species.

Q3: 20
Deforestation will increase in atmosphere increases in.....

- 1) Oxygen (Go to page 6)
- 2) Carbon dioxide (Go to page 15)
- 3) Wildlife species (Go to page 2)
- 4) Forest fire (Go to page 2)



NAME 3

Deforestation of the atmosphere level leads to global warming. Environment by inhibiting triggering flooding degradation animal species.

Q3: Deforestation will result in an increase in.....

- 1) Oxygen (Go to page 8)
- 2) Carbon dioxide (Go to page 8)
- 3) Wildlife species (Go to page 15)
- 4) Forest fire (Go to page 15)



PAGE 9



Option C) Cutting of trees



OOPS!!! YOUR ANSWER IS WRONG
Go to frame 4 (pg 25) to take another chance

PAGE 11



Option d) Climate change

Oops!!! Your answer is wrong.
Go to frame 2 (Pg 20) to take another
chance.



Option a) Cutting down of trees



OOPS !!! YOUR ANSWER IS WRONG
Go to frame 5 (pg 28) to take
another chance.

Option c) Soil erosion



OOPS!!! YOUR ANSWER IS WRONG,
Go to frame 2 (Pg 20) to take another chance.

Option b) Carbon dioxide

CONGRATS!!! YOUR
ANSWER IS RIGHT
Go to frame 4 - Page: 25



Deforestation increases the level of CO_2 in the atmosphere

In the envelope
there are few leaves.
Stick those leaves in
the branches of the tree



Option a) Pollution

OOPS!!! YOUR ANSWER IS WRONG!
Go to frame 1 (Pg 5) to take
another chance



17
Option d) Collecting forest resource



OOPS!!! YOUR ANSWER IS WRONG.
Go to frame 4 (pg 25) to take another
chance

Option C) Deforestation



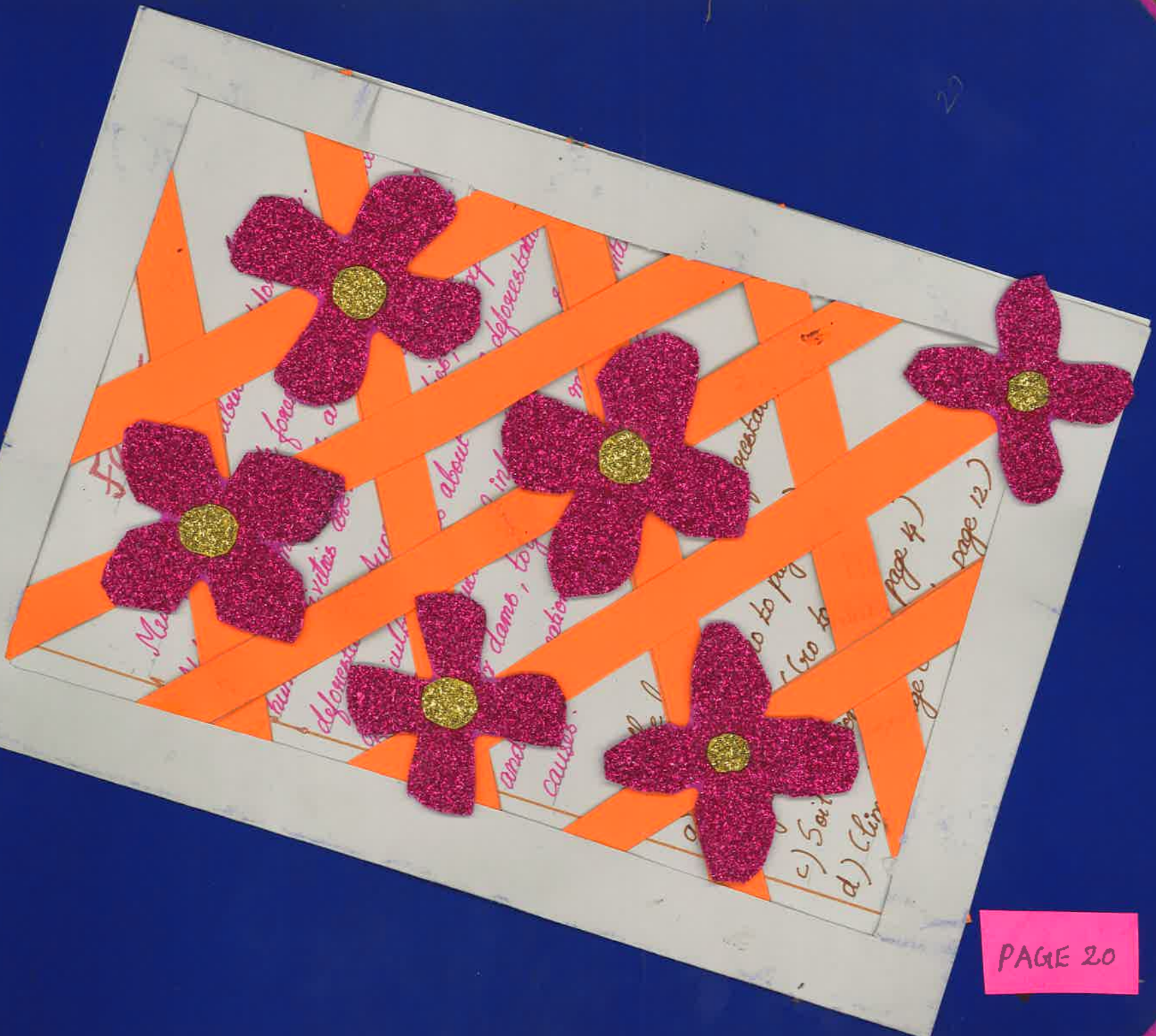
CONGRATS!!! YOUR ANSWER IS RIGHT
Now you can go to frame 2 (Pg 20)

The conversion of forested areas to non-forested ones is known as 'Deforestation')



Can you please
take away that
axe from his
hand?
Otherwise he
will kill the
poor tree





PAGE 20



21
Option b) Polluting the environment

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 5 (pg 28) to take
another chance



Option d) Timber extraction

OOPS!!! YOUR ANSWER IS WRONG!
Go to frame 5 (pg 22) to take
another chance.



Option d) Forest fire

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 3 (pg 9) to take
another chance.



Option a) Forest fire



OOPS!!! YOUR ANSWER IS
WRONG!

Go to frame 2 (pg 20) to take
another chance





Option c) Wildlife species

26



OOPS!!! YOUR ANSWER IS WRONG
Go to frame 3 (pg 9) to take another chance.



PAGE 26

Option b) Agriculture



CONGRATS!!!
Go to frame 3 (pg 9)

Agriculture is the
leading cause of
deforestation



PAGE 21

RAISES



| | | | | | | | | | | |
|-----|------|------|----|-------|---------|----|----|----------|------|------|
| exp | love | know | de | estad | ent off | is | Th | only way | over | rent |
|-----|------|------|----|-------|---------|----|----|----------|------|------|

and other alternatives instead of clearing
 needs for industrial and commercial needs,
 to make smarter choices in paper usage,
 by planning and so on.

25: Which of the following is a measure that
 help to protect nature?

- Use of down of trees (Go to page 13)
- Pollution environment (Go to page 21)
- Use of paper (Go to page 29)
- Pollution (Go to page 22)



Option c) Recycling of paper



When we recycle paper, we reduce the need to cut down the trees.

CONGRATS!!! YOUR ANSWER IS
RIGHT
You can go to next page: 30



Well done my dear friend
You did a great job!



I truly appreciate the effort
and the time you put to
understand my life journey

STOP DEFORESTATION

LET US BREATHE