



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies

(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

2.4.2 Other Relevant Information

Sl.No	Item	Relevant information regarding preparatory activities for internship	Page No.
1	Formulating learning objectives	Documentary evidence on orientation on Learning Objective (B.Ed)	1-11
		Documentary evidence on orientation on formulating learning objectives (M.Ed)	12-20
2	Content mapping	Documentary evidence on orientation on content analysis and unit plan preparation	21-33
3	Lesson planning/ Individualized Education Plans	Documentary evidence on workshop on Lesson Plan Preparation (B.Ed)	34-44
		Documentary evidence on orientation on curriculum analysis (M.Ed)	45-83
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4	Identifying varied student abilities	Documentary evidence on Talents Day programme (B.Ed)	106-115
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		Documentary evidence on orientation class on art education (B.Ed)	132-143



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5	Dealing with student diversity in classrooms	Documentary evidence on class on Individual difference (B.Ed)	144-172
6	Visualizing differential learning activities according to student needs	Documentary evidence on orientation on Conducting Survey on Learning Difficulty (B.Ed)	174-191
7	Addressing inclusiveness	Documentary evidence on class on Inclusive Education	192-195
8	Assessing student learning	Documentary evidence on workshop on the construction of Achievement test	196-222
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9	Mobilizing relevant and varied learning resources	Documentary evidence on workshop on Teaching Aid preparation	256-257



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10	Evolving ICT based learning situations	Documentary evidence on orientation of creation of Blog	258-274
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11	Exposure to Braille/ Indian languages/ community engagements	Documentary evidence on orientation on conducting interview with folk artist (B.Ed)	313-321
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TEACHING MANUAL NO. 1

Name of the teacher : Naushen. N	Standard : VIII
Name of the School : St. Mary's CGHSS	Date : 18/11/2021
Name of the Subject : Biology	Duration : 40 minutes
Name of the Unit : Why classification?	Period : 5
Topic : Classification & Taxonomic keys	Strength : 38
	Mode of Instruction : Online

CONTENT ANALYSIS

TERMS : Human being, classification, incisors, claws, organisms, wing, indicator, Taxonomic keys, plants, animals, dichotomous key

- FACTS** :
- organisms can be classified with the help of suitable criteria
 - classification is simplified when there are less number of organisms
 - classification become easier with use of specific indicators
 - Taxonomic keys are used to identify and classify plants and animals.
 - Dichotomous key is the most important among taxonomic keys.



- Indicators in dichotomous key has two possibilities of selection
- organisms can be identified and classified by systematically choosing peculiarities of organisms
- Taxonomic keys are revised by including peculiarities of newly identified organisms
- classification is the art of grouping of organisms based on similarities & differences.

- CONCEPT:
1. classification is the process by which organisms are grouped based on their similarities and differences.
 2. Taxonomic keys are scientific indicators used for identifying and classifying animals and plants

LEARNING OBJECTIVES

- KNOWLEDGE: The pupil acquire knowledge and Comprehension about
- DOMAIN
- defines what is classification
 - explains the need of classification of organisms
 - lists out various criteria for classification



- correlates various organisms based on their similarities
- PROCESS** : The pupil develop process skills in
- DOMAIN** :
- Infers the role of taxonomic keys in classification
 - Observes the characteristic features of different organisms
 - Communicates the significance of dichotomous keys
 - classifies organisms by using taxonomic key
- APPLICATION** : The pupil Applies knowledge on
- DOMAIN** :
- understands the role of taxonomic keys in the process of classification
 - applies the knowledge of taxonomic key to classify organisms
 - critically thinks about the significance of dichotomous keys
 - analyses various criterias used for classification
- ATTITUDINAL** : The pupil develops positive Attitude towards
- DOMAIN** :
- Shares ideas about how organisms are classified
 - curious to know about methods of classification
 - develop positive attitude towards scientific classification
 - makes decision to conserve biodiversity



CREATIVITY
DOMAIN

- The pupil creates ideas about
- prepares a short note on dichotomous keys
- prepares a chart showing criteria of classification
- constructs a taxonomic key
- designs a poster on need of conservation of biodiversity

PRE-REQUISITE

Pupil already knows that there exist similarities and differences among all living beings including plants and animals

LEARNING STRATEGIES

Discussion, Demonstration

LEARNING MATERIALS ICT

Activity No:1 : 1) video on Sorting of objects

2) Discussion

Activity No:2 : 1) Text book

2) Activity card on classification and its criteria

3) Powerpoint presentation on classification



- Activity No:3:
- 1) Text book
 - 2) Activity card on Taxonomic key
 - 3) Powerpoint presentation on Taxonomic keys

VALUES

1. Respect towards life
2. Love towards fellow beings
3. Determination to conserve biodiversity

EXPECTED PRODUCTS

1. Short note on various criterias of classification
2. Poster to conserve biodiversity

Activity No:1	LEARNING ACTIVITIES	RESPONSE / EVALUATION
<p>Teacher shows the video of sorting of objects and asks the students about their observation. Based on their response teacher initiates a group discussion with students.</p>		<p>1) Participation in the activity Students actively responded after carefully observing the video & took part in the discussion very enthusiastically.</p>



LEARNING ACTIVITIES

POINTS FOR DISCUSSION

- Sorting and Arrangement of objects
- Criteria for classification / Arrangement
- Classification

Classification and Taxonomic Keys (CB)

Teacher consolidates the activity by explaining that all living beings are grouped based on their similarities and differences in various factors in order to make the study of animals and plants more easier. Thus it will help to identify and analyze the characteristics of living beings in a precise and accurate manner.

Teacher divides the class into different groups

RESPONSE / EVALUATION

2) Communication and co-ordination of ideas

Students were able to get the idea that all living beings are classified into groups based on their similarities & differences & they communicated it in the class.

3) Acquired skills

Students acquired skills like presentation & communication through the activity

4) Presentation of Performance

All students actively performed in group discussion and presented their views on the topic.



With the help of textbook and Powerpoint presentation students complete the activity card and understands about classification and its various criterias

CLASSIFICATION AND ITS CRITERIAS

I



How am I different from a cat



I am not like a dog. I am different how?

How are we different from each other? Complete the following



{Hint: Size, beauty, speed, sharp misers, claws that can be withdrawn }

RESPONSE / EVALUATION

1) Participation in the activity
Students actively participated in the activity & gave good responses and completed activity card

2) communication and co-ordination of ideas

Students were able to get the idea that organisms are classified based on certain criterias & they communicated in it in the class

3) Acquired skills

Students acquired skills like observation & communication through this activity

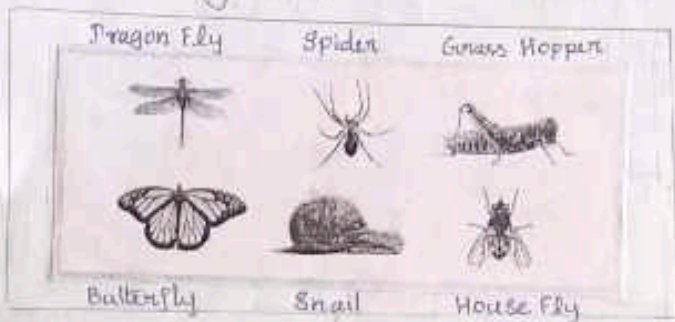
4) Presentation of Performance

All students actively performed in the activity. Fider gave



LEARNING ACTIVITIES

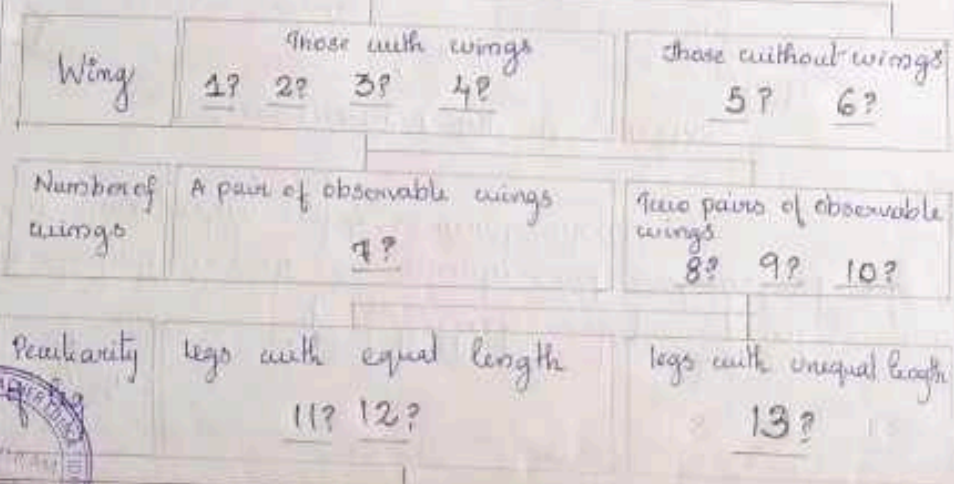
II Complete the Following



RESPONSE/EVALUATION

students also showed good performance and gave correct answers.

B) Documentation
A completed document on classification and its criteria were prepared by the students



LEARNING ACTIVITIES

RESPONSE/EVALUATION

Peculiarity of wings

Transparent wings



Non transparent wings



- criteria
- wings
 - No. of wings
 - Peculiarity of wings
 - peculiarity of leg
 - size
 - beauty
 - invisors
- } (CB)

Teacher consolidates the activity with the help of Powerpoint presentation on classification



No: 3

with the help of textbook and Powerpoint presentation, students complete the activity card & understand about Taxonomic

1) Participation in the activity, students actively participated in the activity and

LEARNING ACTIVITIES

keys.

TAXONOMIC KEYS

I. Fill in the blanks

1. List out any three parameters which make classification easier.

a. _____

b. _____

c. _____

2. _____ are scientific indications used for identifying and classifying plants and animals

3. _____ is the most important taxonomic key

4. Indicators in dichotomous key have _____ possibilities of selection

RESPONSE / EVALUATION

completed the activity card on taxonomic keys.

2) Communication & co-ordination of ideas

Students were able to understand taxonomic keys and their purpose & they communicated it in the class

3) Acquired skill

Students acquire skills like problem solving, observation & communication through the activity

4) Presentation of Performance

Students performed very well in the activity and all of them responded very enthusiastically



LEARNING ACTIVITIES

Taxonomic keys (CB)

Dichotomous keys (CB)

Teacher consolidates the activity with the help of a Power Point presentation on Taxonomic keys.

Teacher consolidates the class by explaining that classification is the process of grouping of organisms based on their similarities and differences. Taxonomic keys act as a means for such classification. Teacher also explains the interdependence of organisms as the need for conserving biodiversity.

FOLLOW-UP ACTIVITIES

1. Prepare a short note on dichotomous key

2. What is classification? How can we classify organisms?
Prepare a note upon it

3. What is taxonomic key?

RESPONSE / EVALUATION

5) Documentation

A completed document on Taxonomic Keys were prepared by students.

LEARNING ACTIVITIES

RESPONSE / EVALUATION

4. Write 2 slogans to conserve biodiversity

REFLECTION

MY FINDINGS AND ASSESSMENT

The students responded actively and co-operated well in the online session. The class was conducted within the time limit of ICT materials were utilized to its maximum.

REMEDIAL ACTIVITIES

I will make sure the participation of students who are usually silent during the online classes and ensuring their involvement in the teaching learning process.



18/11/21



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Unit Plan (M.Ed)

Unit Plan

Unit Author	
First and Last Name	STEPHY MENDEZ
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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	Theory of Socialisation

Curriculum-Framing Questions

Essential Question	Explain the elements of socialization?
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Unit Questions	1. What is socialisation theory? 2. What is the role of family in socialisation ?
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Content Questions	1. What are the various forms of socialisation? 2. Explain the role of peers in socialisation? 3. What is the aim of socialisation? 4. What is gender socialisation? 5. What is culture socialisation?
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Unit Summary	Socialization theories explain the process of the individual development of a human personality within a social environment, with specific living conditions. Group socialization is the theory that an individual's peer groups, rather than parental figures, influences his or her personality and behavior in adulthood. Adolescents spend more time with peers than with parents. Therefore, peer groups have stronger correlations with personality development than parental figures do. Gender socialization refers to the learning of behavior and attitudes considered
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appropriate for a given sex. Boys learn to be boys, and girls learn to be girls. This "learning" happens by way of many different agents of socialization. The family is certainly important in reinforcing gender roles, but so are one's friends, school, work, and the mass media. Cultural socialization refers to parenting practices that teach children about their racial history or heritage and, sometimes, is referred to as "pride development". Preparation for bias refers to parenting practices focused on preparing children to be aware of, and cope with, discrimination. Promotion of mistrust refers to the parenting practices of socializing children to be wary of people from other races. Egalitarianism refers to socializing children with the belief that all people are equal and should be treated with a common humanity.

Subject Area(s)
Education

Class Level
B.Ed

Learning Outcomes

1. Learner understands the term socialisation.
2. Learner develops knowledge regarding the different forms of socialisation theories.
3. Learner understands the different agents of socialisation.

Procedures

Sensitization (8 minutes): The teacher shows a few pictures to create rapport with the students and introduces the term socialization. Then the teacher asks them to draw a flow chart and include the main words that they get when they think of the word socialization.

Session 1 (20 minutes): The teacher explains the various forms of socialization theories in detail including the aim and elements of the socialization theory.

Session 2 (15 minutes): The teacher divides the class into four groups and gives the below mentioned topics for discussion and asks them to write down the essential points related to the topics. The teacher then asks them to present it in the class.

1. Role of family as an agent of socialisation
2. Role of society
3. Role of peer group
4. Role of group





Follow Up activity (3mins): Teachers ask students to prepare a collage based on the topic socialization.

Approximate Time Needed
50 minutes

Prerequisite Skills
Learners must have knowledge about socialization.

Printed Materials/Online Resources

Thanavathi (2019) *Teacher Education in India: Elementary Level*. Samyukdha Publications.
Arjuman.N.K. (2014). *Philosophical and Sociological Bases of Education*. Yuga Publications.

Supplies

Black board, chalk, Laptop, pictures

Other teaching- learning Resources

Power point presentation on socialisation

Student Assessment

Discussions, Question-Answer sessions, flow chart





Accommodations to support different levels of learners in your classroom	
Resource Student	Extended Work Time
Gifted Student	Conduct a survey and write a report on how society and family act as social agents.

Follow-up Activity	Prepare a collage on the topic socialization.
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Reflection

Building of rapport brought the students to the understanding of the topic. The students responded quickly since the activities were linked to the advanced technology. The teacher could elicit answers by providing frequent reinforcement.

Key Word Search
Socialization, social agents





Unit Plan 1

Unit Author	
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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	Issues and problems in inclusive education

Curriculum-Framing Questions

Essential Question	<ol style="list-style-type: none">1. Explain about different issues and problems in inclusive education.2. What are the problems of inclusive education in India?3. Explain some possible strategies to address challenges in inclusive education.
Unit Questions	<ol style="list-style-type: none">1. What are the challenges that a teacher could possibly face in an inclusive education?2. What are the major barriers in implementing the concept of inclusive education?3. How can we remove the barriers from inclusive education?
Content Questions	<ol style="list-style-type: none">1. Define the term inclusive education.2. State the possible challenges in inclusive education.3. State the possible issues of inclusive education.





Unit Summary

There are Issues and problems regarding the implementation of inclusive education in India. Children with disabilities often require extra adults in the room. Children with disabilities need special equipment. In the case of a blind or severely visually impaired child, school districts may not be able to afford Braille's or talking tapes that aid children in reading. Mainstream classrooms may not be an appropriate fit for students with disabilities because the other children may not know how to deal well with their differences.

The student may find himself in a situation where he is always the final choice for teams for games in physical education class. Depending on the nature of a child's disability, it can affect the way that student behaves. It can also be frustrating for the teacher attempting to teach in such an environment. As a result of the adults having to control that child's behavior, mainstream population children can lose out on valuable classroom time.

Subject Area(s)

Psychology

Class Level

B. Ed.

Student Objectives/Learning Outcomes

- Recalls the terms, facts and concepts regarding the topic issues and problems in inclusive education
- Recognize the facts, concepts and terms related to the topic issues and problems in inclusive education
- To identify the issues and problems in inclusive education.
- Identify different **teaching strategies that to address challenges in inclusive education.**
- To understand the importance **effective teaching strategies that accommodates inclusive learners.**
- Draws inference and conclusions from the topic issues and problems in inclusive education.
- Pupil develop inferential skills like classification, observation etc.
- Communicate the importance of overcoming the barriers in **inclusive education**





Procedures

Teacher introduces the session with video/ Photographs which is related to inclusive class room. Ask students to express their view about that particular situations later discuss about inclusive education.

Teacher divide students in four groups and take lots from students in group wise which is related to the topic issues and problems in inclusive education and asks them to discuss it and present their views. Later teacher summarizes it.

Teacher conducts a gamification activity by using blockit about the same topic. Later teacher conclude the topic.

Teacher provides follow up activity: Identify the opportunities of inclusive education in India.

Approximate Time Needed

55 minutes

Pre-requisite Skills

- > Knowledge about inclusive education

Printed Materials

Chen, I. (1972). *The Science of Behaviour and the Image of Man*. New York: Basic Books.

Sullivan, E. V. (1984) *Critical Psychology: Interpretation of the Personal World*. New York: Plenum Press.

Taylor, C. (1964). *Explanation of Social Behaviour*. New York

Supplies

Black board, chalk, LCD Projector, Reading materials, Lap Top

Other Resources

- > Activity card related to to effective teaching strategies that accommodate diverse learners
- > ppt related to the topic issues and problems in inclusive education





Others	
Accommodations to support different levels of learners in your classroom	
Resource Student	Remedial teaching for weaker students according to their level
Gifted Student	Enriched activity – Puzzles, Gamification based activity

Student Assessment	
<ul style="list-style-type: none">→ Very enthusiastic→ Shows lg readiness→ actively participated in group activities→ Very active→ Shows interest in learning→ curiously watch all slides & video→ Very much interested to do game based activities.	<ul style="list-style-type: none">→ Every representative group leaders should share their ideas & opinions→ Individual contribution of every students in group activity

Key Word Search
Inclusive education

[Handwritten signature]



UNIT PLAN

CHEMICAL MESSAGE FOR HOMEOSTASIS

The whole unit is about endocrine glands, hormones and its functions. The chapter begins by saying about the endocrine system, along with nervous system which control and coordinates life activities. The activities controlled by the nervous system are very quick and short lived. But the activities which take place gradually such as growth, reproduction etc, are controlled by the endocrine system. For this, glands located at various parts of the body releases chemical substances called hormones. They act as chemical messages to make necessary changes in the activity of cells. Then each endocrine glands are introduced pancreas, thyroid gland, parathyroid gland, thymus, adrenal glands, pineal gland, pituitary gland, hypothalamus are the endocrine glands and each of these endocrine glands, their hormones and functions are explained in detail in this chapter. Also the unit explains about the chemical messages in other organisms and plant hormones.



Pancreas is the endocrine gland, produces the hormones insulin and and are involved in glucose metabolism are explained in detail in Also explained the deficiency of insulin or the inability of cells to use

insulin affect the body. The reason, causes and medication of Type 1 diabetes are also mentioned in this unit.

Thyroid gland is the main endocrine gland that controls the metabolic activities. The hormones secreted by thyroid gland are thyroxine, calcitonin and parathormone and its functions are described in this unit. Also explained the disease and disorder caused by the variation in the production of hormones secreted by thyroid gland.

Thymus is another endocrine gland produces thymosin. Also explained why this hormone is considered as growth hormones and its functions.

The hormones secreted by the adrenal gland are explained in detail in this unit. Also explained the position and parts of the adrenal gland, hormonal actions that overcome emergency situations and hormones produced by the cortex and medulla and their functions. Then described about pineal gland and its hormone melatonin.

Pituitary gland is an endocrine gland produces hormones responsible for growth are explained and also the structure and position of the pituitary gland. Also described about the peculiarities of each hormones secreted by pituitary gland in detail. The variation in the production of growth hormone affects growth also mentioned.

Ovary and testis secrete sex hormones and are explained in this unit. Testosterone, estrogen and progesterone are the sex hormones. The



Centre of production and function of these hormones are explained in detail.

Hypothalamus, a part of the brain is an endocrine gland too. It controls the pituitary gland and other endocrine glands by producing a variety of releasing and inhibitory hormones are explained in detail. Also mention the relation between hypothalamus and pituitary gland.

The chemical substances secreted by certain animals to the surroundings to facilitate communication are explained in detail. Also mentioned the examples for these chemical substances like muscone, civetone and bombykol.

Plants too have hormones for control and coordinate their life activities. auxin, gibberlin, cytokinin, abscisic acid and ethylene are growth hormones and its functions are explained. Also described about the hormones makes the fruits seedless.

After completing the whole unit students can understand about the various endocrine glands, their hormones, functions and disorders caused by the variation in the production of each hormones. Also about the chemical messages for communication in other organisms and plant hormones.



LEARNING OBJECTIVES

- Process domain** : The pupil develops process skills in :
- * observes the structure and position of pituitary gland.
 - * classifies various hormones secreted by pituitary gland.
 - * infers the role of vasopressin in maintenance of water level in blood.
 - * communicates the functions of hormones produced by anterior lobe of pituitary.
 - * infers the role of calcitonin in regulation of calcium level in blood.
 - * observes the position and peculiarities of adrenal gland.
 - * communicates the significance of hypothalamus in controlling other endocrine glands.

- Application domain** : The pupil applies the knowledge in :
- * understands the functions of growth hormones.
 - * gives reason for the cause of cretinism.
 - * critically thinks about the relevance of endocrine system in controlling and coordinating all activities in the body.
 - * analyses the significance of artificial auxin in production of seedless fruits.
 - * applies the knowledge of hormones in studying the maintenance of homeostasis of body activities.
 - * understands the functions of melatonin.

Attitudinal : The pupil develops positive attitude towards:

domain * shares ideas on hormones secreted by adrenal gland and their functions.

* develops positive attitude towards healthy lifestyle

* justifies the role of glucagon and insulin in maintaining the blood glucose level.

* develops curiosity to know more about plant hormones.

* develops positive attitude towards people suffering from goitre.

* takes decision to promote healthy living.

* Shows readiness to care and protect adults suffering from myxoedema.

Creativity : The pupil creates ideas about:

domain

* prepares chart on the position and structure of pituitary gland.

* designs poster about the importance of exercise to control diabetes.

* prepares a table showing the endocrine glands and their secretions.

* prepares an album showing the endocrine systems of our body.

* makes a 3-D model on pancreas.

* creates a placard on the benefits of exercise.



BODY OF UNIT PLAN

S.No.	Concepts / ideas / Process skills	Learning activities and techniques	Duration	Evaluation and Achievement
1.	<p>Endocrine glands are ductless glands which is included in the human endocrine system. It produces hormones that control and coordinate all activities of the body.</p>	<p><u>Activity No : 1</u> Teacher starts the class by showing pictures to students about two people with height difference.</p> <p><u>Activity No : 2</u> After observing powerpoint slides on endocrine system students understand about endocrine system and endocrine glands.</p> <p><u>Activity No : 3</u> After observing a video about the action of hormones to target cells, students understand about hormones and its reaction with target cells.</p>	40 minutes	Ability to understand that endocrine system is an organ system that controls and coordinates all activities in the body.



Sr No	Concepts / ideas / Process skills	Learning activities and techniques	Duration	Evaluation and Achievement
2	Pancreas is the endocrine gland, produces the hormones insulin and glucagon and are involved in glucose metabolism	<p><u>Activity No. 1</u></p> <p>Teacher initiates the class by discussing about digestion, energy production and how pancreas plays a major role in this activity</p> <p><u>Activity No. 2</u></p> <p>After observing the chart on structure of pancreas, students understand about the cells in the pancreas and hormones produced by these cells.</p> <p><u>Activity No. 3</u></p> <p>After observing video clippings showing blood glucose level, students understands about the method of regulation of blood glucose level and the action</p>	40 minutes	Ability to understand about the endocrine gland pancreas and the hormones secreted by this gland.



Sr No	Concepts / ideas / Process skills	Learning activities and techniques	Duration	Evaluation and Achievement
		<p><u>Activity No : 4</u></p> <p>After observing powerpoint slides on diabetes students learn about the causes, symptoms and medication of diabetes.</p>		
3.	<p>Thyroid gland is the endocrine gland that produces the hormone calcitonin, thyroxine and parathormone which is involved in metabolism of body and regulation of calcium level in blood.</p>	<p><u>Activity No : 1</u></p> <p>Teacher starts the class by discussing about metabolism, metabolic activities and role of thyroid gland in controlling metabolic activities.</p> <p><u>Activity No : 2</u></p> <p>After observing video clipping on thyroid gland, students understand about the hormones secreted by thyroid gland and role of these hormones, calcitonin and parathormone.</p>	40 minutes	Ability to understand about the gland thyroid and its secretions.



Sl No.	Concepts/ideas/ Process skills	Learning activities and techniques	Duration	Evaluation and Achievement
		<p>in regulating blood calcium level.</p> <p><u>Activity No: 3</u> After observing powerpoint slides on disorders, students understand about the disorders caused by the deficiency of thyroxine.</p>		
4.	Adrenal gland is an endocrine gland that produces hormones	<p><u>Activity No: 1</u> Teacher starts the class by showing a video clipings to ^{for} students about the child in an emergency situation and discussion about how our body copeup with emergency situation.</p> <p><u>Activity No: 2</u> After observing powerpoint slides on adrenal gland students understand about hormones secreted by adrenal gland and its peculiarities.</p>	40 minutes	Ability to understand about adrenal gland its secretion and peculiarities.



Sr. No.	Concepts / Ideas / Process skills	Learning activities and techniques	Duration	Evaluation and Achievement
		<p><u>Activity No. 3.</u> After observing powerpoint slides on biological clock, students understand about the biological clock and the role of melatonin in maintaining the rhythm of body activities.</p>		
5.	<p>Pituitary gland is an endocrine gland produces growth hormone that is responsible for growth and also regulate the functions of other endocrine glands.</p>	<p><u>Activity No. 1</u> Teacher starts the class by discussing about the growth of our body and what happens behind growth.</p> <p><u>Activity No. 2</u> After observing the chart on pituitary gland students understand about the structure and position of the pituitary gland.</p>	40 minutes	<p>Ability to realize that pituitary gland produces the hormone responsible for growth.</p>

Sr.No.	Concepts/ ideas/ Prior skills	Learning activities and techniques	Duration	Evaluation and Achievement
		<p><u>Activity No: 3</u> After observing the powerpoint slides on anterior lobe of pituitary gland students understand about the hormones secreted by the anterior lobe of pituitary gland and its functions.</p>		
		<p><u>Activity No: 4</u> After observing the video clipings showing posterior lobe of pituitary gland students learn about the hormones secreted by the posterior lobe of pituitary gland and its role in maintaining the water level in blood.</p>		
		<p><u>Activity No: 5</u> After observing the chart on deficiency of growth hormones students understand about the variation in the production of growth hormone affects growth.</p>		



FOLLOW UP ACTIVITIES

- 1) Prepare a table showing the endocrine glands and their secretions.
- 2) Prepare a short note on endocrine system and hormone.
- 3) Draw a neat diagram of hormone receptor complex.
- 4) Prepare a short note on action of insulin and glucagon.
- 5) Prepare a pamphlet on causes of diabetes.
- 6) How does the deficiency of insulin or the inability of cells to use insulin affects the body?
- 7) How does the rise or fall of the thyroxine level affect the body?
- 8) Prepare a pamphlet on hypothyroidism and hyperthyroidism.
- 9) Prepare a chart on thyroid gland position.
- 10) Write short note on regulation of level of calcium in blood.
- 11) Prepare a chart on the position and peculiarities of adrenal gland.
- 12) How does the presence of melatonin influence sleep and waking up?
- 13) Prepare a chart on the structure and position of pituitary gland.
- 14) Tabulate the hormones produced by anterior lobe of pituitary gland.
- 15) Prepare a chart on how the variation in the production of growth hormone affects growth.
- 16) Prepare a table showing hormones secreted by posterior lobe of pituitary gland and its functions.

- 17) Find out the reason for the change in quantity of urine expelled during the summer and rainy season.
- 18) How does decrease in the secretion of vasopressin affect the body?
- 19) Prepare a pamphlet on diabetes insipidus.
- 20) Prepare a table by including sex hormones, its course of production and function.
- 21) Write a short note on relation between hypothalamus and pituitary gland.
- 22) Give an account of action of hypothalamus as prime controller.
- 23) Prepare a table showing chemical messages for communication in other organisms.
- 24) Prepare a table showing plant hormones and their functions.
- 25) Write a short note on seedless fruits.

ENRICHMENT ACTIVITIES

- 1) Conduct a seminar on the topic - 'The Role of the Endocrine System in Maintaining Homeostasis'.
- 2) Conduct a debate on 'Use of artificial plant hormones - problems and possibilities'.
Collect information about modern laboratory tests related to diagnosis of diabetes and conduct an exhibition on World Diabetes Day.



DISCUSSION TEACHING MANUAL NO: 4

Name of the Teacher : Nausheen N

Name of the School : St. Mary's CMSHS

Name of the Subject : Biology

Name of the Unit : Excretion to Maintain Homeostasis

Topic : Liver - The waste Processing Unit

Standard : IX

Date : 23/11/2021

Duration : 45 minutes

Period : II

Strength : 26

Mode of Instruction: Offline

CONTENT ANALYSIS

TERMS : Liver, Ammonia, Urea, protein, amino acid, Nitrogenous byproducts, cells, blood, carbon dioxide, enzymes, homeostasis, alcohol

- FACTS :
- Liver is the waste processing unit of Human body
 - Liver converts toxic substance into harmless substances
 - Liver converts toxic ammonia to less toxic Urea
 - Amino acids are formed by the by the breakdown of proteins
 - Nitrogenous byproducts are formed by the metabolic activities of amino acids
 - Ammonia is the most harmful nitrogenous byproduct formed in cells.

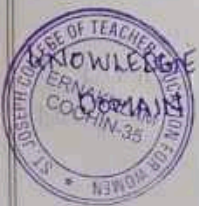


- Ammonia reaches liver through blood
- In liver ammonia combines with carbon dioxide and water in presence of enzymes to form urea
- Liver uses carbon dioxide for the synthesis of urea.
- Homeostasis of body is disturbed with rise in level of CO_2
- Constant contact with poisonous substances destroy liver cells.
- Liver has the ability to regenerate damaged cells.
- Damage of liver occurs when the destruction of liver cells become higher than its regenerative power
- Liver gets damaged with consumption of alcohol and food containing artificial ingredients.

CONCEPT : Liver is the waste processing unit of body which performs its function of conversion of toxic substances to less toxic substances.

LEARNING OBJECTIVES

- The pupil acquires knowledge and comprehension about
- recalls various excretory organs in human body
- explains how liver detoxifies toxic substances
- discusses carbon dioxide usage of liver in synthesis of urea



Summarises the conversion of ammonia into urea

PROCESS DOMAIN

- The pupil develop Process skills in
- communicates the role of liver as the waste processing unit of body
- predicts how urea is formed in liver
- infers the role of CO_2 in synthesis of urea
- observes how ammonia is formed by the breakdown of amino acids

APPLICATION DOMAIN

- The pupil applies the knowledge in
- gives reason for the detoxification of harmful substances.
- Understands the role of liver in excretion
- critically thinks about the role enzyme in urea formation
- points out that alcohol consumption leads to damage of liver

ATTITUDINAL DOMAIN

- The pupil develop positive Attitude towards
- shares ideas about harmful substances in body
- willingness to donate organs
- curious to know about urea formation
- takes decision to follow healthy diet

- The pupil creates ideas about
- constructs a model of liver



- prepares a short note on synthesis of urea in liver.
- designs a poster to promote organ donation.

PRE-REQUISITE

The pupil already knows that liver is one among the major organ, which help in detoxification of substances to maintain homeostasis

LEARNING STRATEGIES

Group discussion, demonstration

LEARNING MATERIALS / ICT

Activity No:1

1. video of waste processing unit
2. Discussion

Activity No:2

1. Textbook
2. Activity card on liver - synthesis of urea.
3. Powerpoint presentation on liver



Activity No:3

1. Textbook
2. Activity card on The cautious liver
3. Powerpoint presentation on cautious liver

VALUES

1. Responsibility of organ donation
2. Love towards other fellow beings
3. Helping people affected with liver diseases.

EXPECTED PRODUCTS

1. Short note on liver and its functions
2. Diet chart for a healthy living
3. poster against consumption of alcohol

LEARNING ACTIVITIES

Activity No:1

Teacher shows a video of a waste processing unit and asks the students about their observation. Based on their response teacher initiates a group discussion with students.

POINTS FOR DISCUSSION

- processing & recycling of waste
- processing of waste in our body

RESPONSE / EVALUATION

- 1) Participation in the activity
Students carefully observed the video & performed very well in the group discussion.
- 2) Communication & co-ordination of ideas
Students were able to get the idea of liver as the waste processing unit of human body & they

LEARNING ACTIVITIES

- Major excretory organs in body
- Liver - as the waste processing unit

Liver (CB)

Teacher consolidates the activity by explaining that liver is the waste processing unit of our body which converts toxic substances that reach the body and those produced inside the body into harmless substances.

Activity No: 2

with the help of textbook and powerpoint presentation students complete the activity card and understands about liver & its role in synthesis of urea.

LIVER - UREA SYNTHESIS

complete the following

Liver converts _____ to harmless substances.

RESPONSE / EVALUATION

communicated it in the class.

3) Acquired skills

Students acquired skills communication & observation through the activity.

4) Presentation and Performance

Students performed very well in the activity & presented their views in discussion.

1) Participation in the activity

Students carefully read the textbook & observed the ppt & completed the activity card on liver-urea synthesis.

2) Communication & Co-ordination of ideas.

Students were able to get the idea of liver in urea

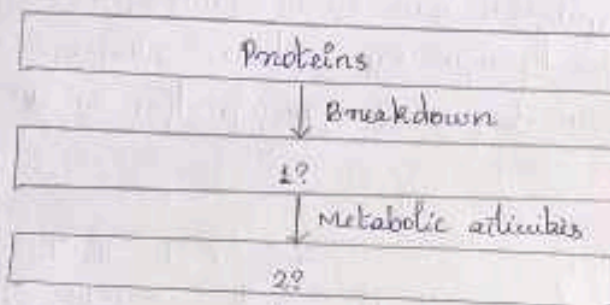


LEARNING ACTIVITIES

2. Liver converts _____, a toxic substance formed as a result of metabolic activities into less toxic _____

{Hint: Ammonia, urea}

3.



How is Ammonia formed in the ~~blood~~ ^{blood} cells? Complete the chart.

Hints { Amino acids, proteins, nutrients, Ammonia }

RESPONSE / EVALUATION

synthesis and communicated it in the class.

3. Acquired skills

Students acquired skills like problem solving, presentation & communication through the activity.

4. Presentation & Performance

Students were very enthusiastic and presented their answers correctly.

5. Documentation

A completed document on liver-urea synthesis were prepared by the students.



LEARNING ACTIVITIES

RESPONSE / EVALUATION

4. Ammonia formed in cells reaches the liver through _____

5. Ammonia + 1? + 2? $\xrightarrow{3?}$ Urea.

6. Increase in level of carbon dioxide in body adversely affect _____

Ammonia (CB)

Urea (CB)

protein (CB)

Amino acid (CB)

Blood (CB)

CO₂ (CB)

H₂O (CB)

Enzymes (CB)

Homeostasis (CB)



Teacher consolidates the activity with the help of powerpoint presentation on Liver - Synthesis of Urea.

LEARNING ACTIVITIES

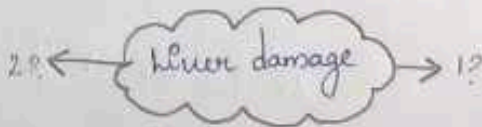
Activity No: 3

With the help of textbook and powerpoint presentation students complete the activity card and understands about cautious nature of liver

CAUTIOUS LIVER

FILL IN THE BLANKS

1. constant contact with poisonous substances destroy _____
2. Liver has the ability to _____ its damaged cells
- 3.



{ causes of liver damage }

RESPONSE / EVALUATION

1) Participation in the activity
Students carefully read the textbook & observed the ppt and completed the activity card

2) Communication & coordination of ideas
Students were able to get the idea of cautious nature of liver as they communicated it in the class

3) Acquisition of skills
Students acquired skills like problem solving & presentation through the activity

4) Presentation & Performance



LEARNING ACTIVITIES

Regeneration (CB)

Liver damage (CB) → Alcohol consumption (CB)
→ consuming food with artificial ingredients (CB)

Teacher consolidates the activity with the help of powerpoint presentation on cautious liver.

Teacher consolidates the class by explaining the role of liver in maintaining homeostasis of the body. Special emphasis is given on how urea is synthesized in liver. Teacher also inculcate the value of organ donation which can help to save many lives.

FOLLOW-UP ACTIVITIES

1. 'Liver is the waste processing unit of body'.
Explain

2. How is ammonia formed in cells?

3. Prepare a short note on synthesis of urea

RESPONSE / EVALUATION

Students gave good responses and presented the answers very effectively. Anaya Nanda gave the responses first.

5) Documentation

Students developed a completed document on cautious liver.



REFLECTION

MY FINDINGS AND ASSESSMENT

Students were able to follow the content throughout the class and gave good responses. The content was sufficient for the given time period and was conveyed effectively.

REMEDIAL ACTIVITIES

I will try to call out every student during different activities in order to make the class more interactive.

~~15/11/21~~



20/11/21

CURRICULUM ANALYSIS D.EL.ED

Introduction

Curriculum refers to the set of courses, subjects, and learning experiences that are designed to be taught in a specific educational institution, such as a school, college, or university. It outlines the content, objectives, and structure of the educational program and serves as a roadmap for both teachers and students.

A curriculum typically includes the following components:

1. **Subjects or courses:** These are the specific areas of study that students engage with during their education. Examples include mathematics, science, language arts, history, geography, and physical education.
2. **Learning objectives:** These are the specific goals or outcomes that students are expected to achieve after completing a course or a set of courses. Objectives can be knowledge-based (e.g., understanding key concepts), skill-based (e.g., solving problems), or attitude-based (e.g., fostering critical thinking).
3. **Content and materials:** This refers to the resources, textbooks, reading materials, and other instructional materials used to deliver the curriculum. It includes both traditional resources like textbooks and supplementary materials such as online resources, multimedia, and hands-on activities.
4. **Teaching methods and strategies:** These are the approaches, techniques, and instructional strategies used by teachers to facilitate student learning. It may involve lectures, discussions, group work, experiments, projects, and other interactive activities.



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5. Assessment and evaluation: This component involves the methods and tools used to measure and evaluate student progress and understanding of the curriculum. It includes quizzes, tests, projects, presentations, and other forms of assessments to gauge learning outcomes.

6. Sequence and progression: The curriculum should provide a logical and structured sequence of courses or subjects, allowing students to build upon previously acquired knowledge and skills as they progress through their education.

7. Standards and requirements: The curriculum should align with educational standards and requirements set by educational authorities or governing bodies. These standards define the expected level of achievement and ensure consistency across educational institutions.

It's important to note that curricula can vary across different educational levels (e.g., primary, secondary, tertiary), educational systems (e.g., national, international), and disciplines (e.g., arts, sciences, vocational). Curricula are often developed by educational experts, curriculum designers, and subject specialists, and are periodically reviewed and revised to adapt to changing educational needs and goals.

The concept of curriculum is a dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subject to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in school but in society as well. In the early years of 20th century, the traditional concepts held of the "curriculum is that as a body of subjects or subject matter prepared by the teachers for the students to learn". It was synonymous to the "course of study" and "syllabus".



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Just as curriculum means different things to different people, Curriculum analysis means different things to different people. Curriculum analysis is the process of critically examining and evaluating a curriculum to gain a deeper understanding of its strengths, weaknesses, and overall effectiveness. It involves studying various components of the curriculum, such as its objectives, content, teaching methods, assessments, and alignment with educational standards. Curriculum analysis helps educators and policymakers make informed decisions about curriculum development, implementation, and improvement. Here are some key aspects of curriculum analysis:

1. Objectives: Analyzing the stated objectives of the curriculum helps determine whether they are clear, measurable, and aligned with the desired learning outcomes. Assessing the relevance and appropriateness of the objectives to the needs of the learners and the educational context is also important.

2. Content: Examining the content of the curriculum involves assessing the accuracy, currency, and comprehensiveness of the subject matter. Analyzing the sequence and organization of the content can help identify any gaps or redundancies that may exist.

3. Teaching methods and strategies: Evaluating the teaching methods and strategies employed in the curriculum involves assessing their effectiveness in engaging students, promoting active learning, and facilitating the achievement of learning objectives. This analysis may also consider the integration of technology and the provision of opportunities for differentiated instruction.

4. Assessments: Analyzing the assessments used in the curriculum helps determine if they align with the learning objectives and effectively measure student progress and



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understanding. This analysis may include examining the types of assessments used (e.g., formative, summative), their validity and reliability, and their alignment with instructional practices.

5. Alignment with standards: Assessing the alignment of the curriculum with educational standards and requirements ensures that it meets the expected educational outcomes. This analysis involves comparing the curriculum against relevant standards and evaluating the extent to which it addresses the required knowledge, skills, and competencies.

6. Feedback and improvement: Curriculum analysis also involves gathering feedback from various stakeholders, such as teachers, students, and parents, to identify areas for improvement. This feedback can be obtained through surveys, focus groups, or observations. The analysis should provide insights into potential modifications or enhancements that can be made to the curriculum to better meet the needs of the learners.

Overall, curriculum analysis is a systematic and reflective process that allows educators and policymakers to critically evaluate the design, implementation, and outcomes of a curriculum. It helps identify areas of strength and weakness, supports evidence-based decision-making, and guides continuous improvement efforts in education.

Curriculum analysis is important for several reasons:

1. Quality assurance: Curriculum analysis helps ensure the quality of education by evaluating the effectiveness of the curriculum in achieving its intended goals. It allows educators and policymakers to assess whether the curriculum aligns with educational standards, meets the needs of learners, and promotes desired learning outcomes.



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2. Improvement and innovation: Analyzing the curriculum helps identify areas for improvement and innovation. By critically examining the curriculum's components, such as objectives, content, teaching methods, and assessments, educators can identify gaps, redundancies, or outdated practices. This analysis can lead to curriculum revisions that incorporate new knowledge, emerging trends, and pedagogical advancements to enhance the learning experience.

3. Alignment with educational goals: Curriculum analysis ensures that the curriculum aligns with the broader educational goals and objectives. By evaluating the curriculum's objectives, content, and assessments, educators can ensure that they are consistent with the desired knowledge, skills, and competencies that students need to acquire. This alignment helps maintain educational standards and ensures that learners are adequately prepared for further education or the workforce.

4. Meeting learner needs: Analyzing the curriculum allows educators to assess whether it meets the needs of diverse learners. By considering factors such as learners' backgrounds, abilities, interests, and learning styles, educators can identify potential modifications or adaptations to the curriculum that promote inclusivity and cater to individual differences. This analysis can contribute to creating a more learner-centered and engaging educational experience.

5. Resource allocation: Curriculum analysis helps in allocating resources effectively. By evaluating the curriculum's content and instructional methods, educators can identify resource requirements, such as textbooks, materials, technologies, and professional development needs for teachers. This analysis enables efficient resource allocation, ensuring that the necessary resources are available to support the implementation of the curriculum.



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6. **Accountability and transparency:** Curriculum analysis supports accountability in education. By examining the curriculum and its outcomes, educators can provide evidence of the effectiveness of their educational programs to stakeholders, such as parents, administrators, and policymakers. This analysis helps ensure transparency and allows for informed decision-making regarding curriculum development, implementation, and resource allocation.

7. **Continuous improvement:** Curriculum analysis is an integral part of the ongoing process of curriculum development and improvement. By regularly analyzing the curriculum, educators can identify areas for refinement, make necessary adjustments, and continuously enhance the curriculum based on emerging research, feedback from stakeholders, and changing educational needs.

In summary, curriculum analysis is important because it promotes quality assurance, improvement, alignment with educational goals, meeting learner needs, effective resource allocation, accountability, and continuous improvement in education. It enables educators and policymakers to make informed decisions, enhance the educational experience, and ensure that learners receive a high-quality education.

NEED AND SIGNIFICANCE

The curriculum for Teacher Education at the elementary level, prepared on the basis of suggestions by NCTE, has come into being on December 1st, 2018. The name of the present course, D. Ed (Diploma in Education) is now changed as D. EL Ed (Diploma in Elementary Education) from this academic year 2018-2019 onwards. The curriculum is revised in accordance with the norms of NCTE. The SCERT, Kerala is about to implement this revised



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curriculum in the academic year 2018- 19. This curriculum is aimed at equipping the student teachers to teach in elementary classes, which are child friendly in nature. Modern Educational Psychology, Philosophies of education and pedagogical perceptions are the foundations of this curriculum.

The future society is shaped in our classrooms. Each child should get opportunity to its comprehensive growth and the development of aptitudes. School is the place, where the perceptions on making the society dynamic and making the social interventions more humane, nature friendly and progressive are shaped. The support, recognition and encouragement should be made available to each child from the school so as to enable them become a nuclear of society and a sensible person. The main challenge of teaching is how to provide Psychological support and opportunities to each and every child with Social and Scientific awareness. Teaching is both an art and science. The aim of Pre-service Teacher Education is to equip the trainee with the skills and knowledge needed to approach students and develop their inherent talents by understanding that each child is unique. This Pre-service Teacher Education Curriculum is framed on the basis of this perspective. It is expected that the ITEs would implement this curriculum in a most effectively manner.

OBJECTIVES

- To direct the change in behavior which is the ultimate aim of learning.
- To provide the bases for the selection of learning content and learning experiences
- To set the criteria against which learning outcomes will be evaluated
- To discover the gap between needs and abilities
- To collect information about a particular problem learners are experiencing



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ANALYSIS OF D. EL Ed. CURRICULUM

Curricula are being continuously modernized to enhance/improve the quality of education in Kerala where public/general education has been traditionally strong influential. This is done through a timely revision of the content and transactional strategies on the basis of the analysis of experience of the existing curriculum. Keeping up with such reforms, suitable and appropriate revisions are to be brought out in the curriculum of teacher education that moulds teachers of the future.

It is a fact that D. Ed curriculum implemented in 2013-14 is structurally very different from the one in existence/practice till then. Yet, it had certain limitations as pouted out by the Joint Review Mission in 2014. The study carried out by NCERT in 2015 also had suggested changes in the content and the time schedule of the curriculum. Further, NCERT's recommendation of teaching practice for 100 days also could not be implemented.

The D. EL Ed. Curriculum content was categorized under 9 major heads. The detailed analysis report is as follows-

1. Teacher Education Curriculum - General Approach
2. Structure and Content of Curriculum
3. Learning Methods and Strategies
4. School Experience Programme
5. Pedagogic Analysis and Teaching Manual
6. Community Living Camp
7. Study Tour



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8. Assessment

9. Content Analysis

1. Semester 1

2. Semester 2

3. Semester 3

4. Semester 4

1. Teacher Education Curriculum-General Approach

Modernization of School Curriculum

Curriculum reforms aiming at quality education are being carried out in Kerala from 1997. These reforms are based on the theory of social constructivism and the learning strategies and techniques are presented accordingly as a part of it. Teachers should be well- equipped to transact curriculum accordingly and also to evaluate the children. School curriculum should therefore be able to inculcate the required skills, understanding and attitude in the future teachers. The curriculum for teacher education should have the ability to understand new pedagogical concepts and changes that take place in the subject content. School curriculum and teacher education curriculum can influence each other mutually. Therefore reforms in both are to be done simultaneously:

View points that support curriculum:

There are certain views that act as the basis while formulating a curriculum. These have been consolidated in the D. El Ed curriculum. In the case of teacher education curriculum, viewpoints/vision regarding the pedagogical and theoretical foundation, role of teachers in



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democratic education, role of teachers in democratic education, teacher competencies, inclusive education, art, physical and work experience education, learner and society are essentially important factors.

A child who constructs knowledge

Vision about learning is very important while formulating a curriculum for teacher education. The curricula that had been implemented in Kerala during the last decades are founded on the theory of social constructivism. This view believes that a child constructs knowledge in a social environment. Knowledge is constructed through a mutual give-and-take by children among themselves, between children and teachers and between children and society. Learning is to take place in an experiential setting. Major considerations of school curriculum are given below:

- Considers the child's nature and learning process.
- Learning should take place in a democratic environment.
- Children should get the opportunity to choose. Importance is given to discovery learning.
- Learning should be based on experiences.
- Opportunity should be provided for co-learning and co-operative learning.

Teachers for the era

A suitable education system that can overcome the challenges and anxieties being experienced by the new age and society is the need of the hour. Human conditions all over the



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world have parallels elsewhere. However, each nation and its geography within vary according to its nature, climate/weather, resources form of government and culture. As a year pass by, new possibilities and arises also increase. Changes keep on occurring in the subjects to be learnt, the learning technique/style, learning materials and the relevance of the taught subjects. As a result, educational objective, content and methodology will also be subjected to changes what we need is a teaching community that can understand these changes and reforms themselves accordingly.

For this, teachers should possess the following qualities:

- A suitable perspective that can nurture democracy as envisaged in by the constitution, secularism, socialism and scientific temper.
- Ability to provide leadership to the society through education.
- Should have self-confidence and communication skills.
- Endeavourer to modernize/update continuously so that vocational excellence will be maintained.
- Helpful attitude towards democratizing educational activities.
- Critical approach to knowledge and concepts and self-conceptualisation.
- Inclusion of all the social groups and their special characteristics.
- Acceptance of all kinds of abilities and giving opportunity to all.
- Individual care/attention and support to those who have physical and mental imitation

Teacher Ethics



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Our tradition is one that accords only affection and respect to teachers. This status of teachers imposes great responsibility on them, making it different from other professions. For the same reason, teachers are to observe some codes of behavior, based on ethics. When we consider this topic, it should be done from general perspective encompassing children's developmental needs, rights and human rights.

Teacher-pupil Relation

- Observe a time schedule/punctuality in school administration matters.
- Ensure the learning process only after making all the necessary preparations.
- Treat all children with love and equally, irrespective of their caste, religion, gender, socio-economic status and language.
- Give proper guidance for the physical, intellectual, social, emotional and ethical development of the children.
- Understand that the need of each child is unique and provide opportunities accordingly.
- Do not accept remuneration from children for providing instruction or correctional teaching
- Do not make public the confidential details of the children (Do not reveal to the public the confidential matters related to children)
- Do not engage/indulge in activities that will create a wedge between children themselves, children and teachers and even children and the school.
- Maintain a respectable demeanor in attire, language and behavior.
- Do not violate children's rights under the guise of discipline.



A handwritten signature in green ink that reads "Alice Joseph".

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Relation between the Institution, children and guardians

- Encourage friendship with the guardians.
- Inform the parents of the excellence as well as limitations of their wards at the appropriate time/in due course.
- Do not complain to the parents in a manner that will ruin the self-confidence of the children.

Teachers' Relation with society and Nation

- Take part/participate in those activities meant to promote national integration and unity.
- Show loyalty and respect to school, society, state and nation.
- Respect the culture of India and inculcate the same in children as well.
- Develops the school as a resource centre for knowledge, information, competency and attitude required for a society.

Relationship with Colleagues/Peers

- Treat the colleagues in the same way we should expect them to treat us.
- Do not raise baseless allegations against the colleagues or the higher authorities.
- Participate in in-service training seminars and workshops which help in career development.
- Do not pass bad comments about the colleagues in front of children, teachers, higher officials or parents.
- Co-operate both within and outside the institution with the higher authorities and colleagues for the betterment of the institution.



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- Exhibit professionalism while reporting or passing on details information to the concerned authorities, for the welfare of children or development/growth of the institution.

Teacher mentors

In a democratic education system, teachers should have democratic approaches like social sense, responsibility, sense of equal justice, tolerance, co-operative attitude and humanity. A teacher should be a veritable mentor who will personally care for help, advices and encourage the student.

Teacher competencies and Attitudes

Teacher education should be that process which can democratize and humanize education and make it an enjoyable experience. What is effected through teacher education is a process that will transform a student, who has completed 12 years of school education, into a teaching mode. What is to be developed is the knowledge and attitude needed for this transformation

1. Evolving an independent teaching style- The aim/goal is to develop an independent teaching style, with focus on the present/existing accepted psychological and theoretical viewpoints. This is what the curriculum prescribes.

2. Expression and expansion of vocational excellence- Opportunities should be created within the learning process to give emphasis to the all-around development of all the students and also to express their talents. The following factors are to be considered for the development of vocational skills required for this-



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improvement

- Should recognize that it is one's own responsibility to do lifelong and achieve professional development
- Should acquire the necessary skill and attitude required to collect data/information for reference whenever needed.

3. Knowledge acquisition and creation of practical /working models- Knowledge in all the taught subjects at the school level and ability to plan are very important. Along with this, special consideration should be given to subject approach, teaching theories, learning equipment, use of ICT and the language skill for effective communication.

4. Pedagogical skill and attitudes- The following factors are to be considered while aiming at developing pedagogical skills and attitudes:

- An understanding of the learning materials suitable for curriculum transaction and learning experiences and the competency to prepare them
- A comprehensive knowledge of the teaching methods for different subjects
- Ability to plan lessons and implement the lesson plans and to develop special methods.
- Ability to plan the activities within time frame and implement the same
- Ability to formulate learning activities with due consideration to the different levels/standards of the students and to implement them.


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- Clear idea about educational objectives and learning outcomes.

5. Evaluation/Assessment skill- A teacher student should acquire the skill to provide opportunity for self-evaluation and peer evaluation among the students and to give the feedback to them after evaluation

Integrated education

A small section of the students are differently-abled. A curriculum that ignores that this minority will be outdated. We envisage an integrated education which has both the differently-abled and the others studying together

Teaching: Its Art and Science

It is a creative process to converse heartily with children who have diverse aptitudes and interests. Teachers should have the natural ability to discover and practice innovative methods. They should be able to recognize the children creative abilities and tastes interests of children.

School Development Project

Each school has to prepare and implement an academic plan which aims at developing the diverse abilities of children step-by-step, after identifying them first. This is to be done with public participation. In a similar fashion, school and classroom are to be converted into a talent lab. It is very essential to ensure the student teachers the vision and experience required for this. During school experience programmes, they can participate in such activities held at the schools and develop the necessary understanding.

2. Structure and Content of Curriculum



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The development of a nation is related to the education of these In order to implement the education programme having the same aim in view, it is necessary to have a constantly learning teacher society, who have acquired capacities and skills suitable to the present context. The curriculum of teacher education for formulating such teachers should have a foundation of child psychology awareness and philosophical concerns. Besides, the teacher education curriculum should include subject areas and school practical experience suitable for transacting elementary school curriculum. The things mentioned above are distributed in 4 areas of the content in D. EL Ed curriculum.

Area 1- The Psychological Foundation of Education-

Psychological Principles of Education and their practical possibilities related to the nature of learners at elementary level, Psychological characteristics, Growth & Development are included. For this, the following content areas are considered.

- Child Psychology theory and practice
- Learning and learning process
- Education Psychology- Practical experiences

Area 2- The Philosophical Historical- Social Foundation of Education, Democratic Education, Inclusive Education, School Management and Gender Education

The Philosophical social historical foundations of education, the democratic vision in the formation and transaction of curriculum, education of the CWSN, School Management for implementing qualitative education and education of Gender Status are included in this area. For this the following content areas are considered-

- The Philosophical, social and historical foundation of Education.



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- Curriculum and Democratic Education
- Inclusive Education and School Organization

Area 3- Various subjects at school level, Education Technology Information and Communication Technological Foundation Practical Experience Programme related to school and ITE

Various subjects teaching in the elementary classes are included in the third area. In addition to this, it is aimed at making capacity in transacting curriculum using educational technology among the teacher students is included. The following content areas are included in this area-

- English
- Mother tongue
- Mathematics
- Environmental study
- Basic science
- Social science
- Education
- Work education
- Health education
- Information and communication technology

Area 4- The scope of these areas are given below

The essential practical experiences to be attained are included in this area.

3. Learning Methods and Strategies



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knowledge and understanding related to the curriculum content such as content of subjects, pedagogy, assessment, educational philosophies, psychological perceptions, society and education - opportunities should be available for convincing themselves and materials should be available for convincing themselves about education technology and Information and Communication Technology as an effective tool for transaction. The IITs should be an excellent model to the concept "campus as textbook."

Learning Atmosphere

These should be a learning atmosphere for giving opportunity in realizing the strength and weaknesses of the existing system of education, content and administrative system and to express opinions freely. Not only learn the theories, but also it should be applied and assimilated.

B. LEARNING STRATEGIES

Strategies, learning materials and assessment are obtained as learning topics. The subjects, such as Education Psychology, Philosophy and Pedagogy are also included for the effective and scientific transaction of them.

Teacher Educator

In this changes scenario, the vision about educator is given below.

- Should have in depth knowledge and understanding in subject areas
- Should be a person having the qualifications prescribed by NCTE
- Should have a capacity and attitude to develop the values of democracy, secularism, socialism and scientific attitude among the teacher students.



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A. LEARNING METHODS

The teaching method with ITEs shall give much importance to self-learning, which is somewhat different from school learning. The training experiences in the ITEs shall be a platform for practical experiences to various kinds of learning methods and learning strategies. The future teachers should acquire awareness through dialogue/debate, research and creative activities. There should be sufficient opportunities to convince by applying the awareness attained and to formulate theories and practical experiences. Besides, opportunity for interviewing with society and schools is in need of. The important strategies to be accepted are referencing (Books, digital materials, internet) Peer group learning and mentoring outputs shall be come out as part of this

Subjects for learning

The general subjects in the elementary education such as, mother tongue, English, Mathematics, Social Science, Basic Science, EVS, Art Education, Physical Education, Work Education and ICT will be the subjects for learning.

Method of learning

- Should have commitment for working without much considering time and duration
- The teacher educator should be a constant learner who acquires new skills and understandings as the professionals in other fields.

Institute of Teacher Education

The ITEs should be a resource centre suitable for making teachers with excellent awareness and professional skills. The ITEs should have the facilities for assimilating new



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- Should have a research mind to implement by finding out activities necessary for the development of teacher students.

Learning experiences should be formed through workshops and camps for developing, applying and assessing learning techniques, strategies and support materials. The social values and skills shall be grown by interviewing the activities of society. Opportunity is made available to utilize the local resources most effectively and to know intimately the new pulses with education sector. In the atmosphere there should be circumstances and materials to learn through apply of the inclusive education, CE and the use of technology.

4. School Experience Programme

The school Experience Programme or Internship is the most important activity of augmenting self-confidence and moulding the inborn capabilities of teacher students. The School Experience Programme is confused to 100 school working days in 4 semesters. In the first and second semesters, there are 5 days each and 45 days each in the third and fourth semester respectively should be set apart for internship.

Important Aims

- To attain understanding for observing the Ig-Tg activities in and outside the school and assessing effectiveness.
- To achieve comprehension regarding the support systems in the schools.
- To realize the role of elements such as student, teachers, parent and learning atmosphere in Lg -Tg activities.
- To observe what the school activities are and how the coordination and monitoring of them are.



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- To find out and resolve learning problems and engage in simple research activities.
- To gain practical experience in planning and implementing Lg-Tg process and to acquire necessary skills in assessing reflectively by developing teaching manual.

Details of school experience programme

No	Semester	Days	Score
1	S1	5	40
2	S2	5	40
3	S3	45	130
4	S4	45	130
	Total	100	340

Internship-Preparation

ITEs are suggested to conduct workshops during internship for taking precautions of the activities to be carried out. Schedules, questionnaires, tools and recording materials necessary for each activity should be developed in the workshop. After the internship, a report of eight activities done by each teacher trainee is to be prepared and submitted to the teacher educators of the subject concerned. This report is considered for evaluation.



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Semester-1 & 2 Internship

5 days each in the first and second semesters are set apart for school experience programme

Semester-3 & 4 Internship

Internship involves teaching practice for 45 days in the 3rd and 4th semester. The service of the mentors shall be ensured in this situation. The teacher educator should carryout reaching practice, tryouts, case studies during participation in school activities and conducting evaluation by preparing tools Assessment of teacher-students shall be made by the mentors and the teacher-educators jointly.

In order to carry out the internship seriously, effective planning should be done in each ITE. During these semesters, each activity and selected from the prescribed paper, suggested for giving score, shall be completed by each teacher student within 5 working days. The internship activities of subjects, in which score is not recorded, shall be assessed as a part of continuous evaluation A total of 80 score is to be given for internship activities of both in the first and second semesters. 5 indicators for assessing activity are given below. Assessment shall be done by giving deserving score to the manor, 5/4/3/2/1 to each indicator

Indicator

1. Planning

Planning includes all preparations done beforehand for implementing the activity

2. Materials



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Questionnaire, tables, tools and graphs necessary for implementing the activity shall be considered.

3. Process

It is meant that the stages of activities takes for implementing the activity at school.

4. Transaction Skills

It deals with the communication skill, excellence in presentation and organizational capacity used for implementing activity

5. Reflection Note

The realizations and skills obtained through the activity must be recorded as notes. The quality of the same should be assessed.

Preparations

- Selection of school
- Necessary preparations
- Selection of teachers acting as mentor and deciding responsibilities/duties
- Analysis choses/expert classes
- Possibilities for teaching practice
- Availing on site support/ monitoring

5. Pedagogic analysis and teaching manual

Pedagogic analysis



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Pedagogical analysis is a planning document prepared prior to the preparation of teaching manual. Each teacher student has to find out answers to the following indicators before preparing the TM (Teaching Manual)

- The class or the students to be dealt with
- Topic to be handled
- Unit to be focused
- Thrust area
- Learning outcome
- Approaches and strategies
- The learning materials and learning aids required
- Time limit
- The Evaluation strategies to be adopted
- The values and attitudes available to be transacted

A teacher can make proper preparations only through finding out answer to the indicators. In this sense, pedagogical analysis is nothing but the enlisting and making a format of the above.

Through the process of pedagogical analysis, the teacher students can get in to close touch with the textbooks and ensure deeper understanding of the content. It smoothens the teaching process.

Teaching manual

The (TM) Teaching Manual is prepared in tune with the views and visions of the present scenario. There are mainly 3 parts in the TM. The first part contains the name of the teacher,



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class, school, subject, unit, topic, date, time, learning outcomes and learning materials. The second part is meant to have 2 columns, the first column containing learning experience and assessment/evaluation. The second column is supported by the elaboration of the learning activities in the third column of the Pedagogical Analysis. It is with a view to extending and enhancing the process of knowledge acquisition. The third part of the TM is for writing down the reflection notes and remedial measures. This part is to be completed only after the classroom activities.

6. Community living camp

Community Living Camp plays a major role in creating competent teachers. The aim of the camp is to develop qualities, such as, communication skills, capacity in overcoming adverse situations, enriching artistic, physical and creative skills. The skills for leadership, and engaging in activities for solving and to inculcate an attitude for tolerance in communities with different backgrounds.

Administering Camp

- The duration of camp is 15 days.
- The number of days in a camp in addition to 4 x 100-400 semester working days.
- Camp can be organized for 15 days at a stretch or in two spells by breaking the 15 days into 10 days and 5 days.
- The camp shall be conducted, having 10 days activity in its own campus and the remaining 5 days activity shall be in connection with society.
- The activities of 5 days can be held within the district or out of the state or joining with other institutions.



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- The participation of all teacher-students in the camp is compulsory.

The records to be prepared in connection with the camp.

- Detailed programme schedule
- Daily timetable
- Camp Diary
- Camp Daily/Report
- Visitors Diary
- Income and expenditure statement
- Documentation including photos

Assessment of Camp

- Total score of 15 days' camp is 40
- The assessment can be done based on the following 5 indicators
- Camp Diary
- Products/Output Camp Schedule
- Income and Expenditure
- Camp Reviews
- Digital Reports
- Social Skills
- Personality development/ Leadership Quality

7. Study Tours

Study Tours are opportunities for learning by seeing and understanding the places and institutions of which are known through learning. It is essential to achieve the experiences and



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skills to against effectively as learning strategy as far as the teacher students are concerned. Though study tours teacher students get an opportunity for entertainment and knowledge acquisition.

Places and institutions that can be chosen for study tour-

- Educational institutions of excellence in and outside the state.
- Zoos, places of biodiversity
- Planetariums
- Mathematics-Science-work experience exhibitions
- Excellent Laboratories
- Institution providing education/training/treatment to the CWSN
- Science/Mathematics/Social Science/Technology Museums/Heritage Museums
- Places of historical importance
- Cultural institutions

Administration of Study Tour

- Participation in study tour is compulsory
- The teacher students themselves shall plan the tour.
- The execution and financial transaction and expenditure should be carried out by the teacher students themselves.
- Study tours shall be organized for not less than 3 days.
- Report including photo and diary shall be prepared Route Map and Daily activities shall be prepared



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- Permission for visiting places/institutions, of necessary, should be sought in advance. The directives of the department in this regard should be followed.

Assessment of Study Tour

Total score for study tour is 20. Assessment shall be done by considering the following items.

- Role and Leadership in planning
- Route Map
- Budget
- Expenditure
- Digital documentation
- Individual Diary
- Daily timetable and routine
- The educational relevance of Institution places visited

8. Assessment

Strategies for assessment and its Recording

Evaluation

The process of teacher-education should be assessed continuously and comprehensively by focusing its aims. The assessment shall be in such a way as to acquire the relevance of the objectives of assessment and its application. Along with this, the assessment of skills of teacher students shall be assessed in various skills.



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The areas of concept, awareness skill in application, attitudes, aptitudes, skills and social emotional qualities should be assessed. The teacher students should have opportunity to assess and improve learning for self-assessment, assessment by co-learner, and the assessment by the teacher/experts. Besides, the institutes of teacher education centers and the activities are to be assessed

Assessment

- Emphasis is to be given to the application level of the acquired knowledge.
- Not only the cognitive, but also the socio emotional quotients are to be assessed
- The methodology for giving motivation to improve by self- assessment and evaluation.
- Various techniques can be utilized for the assessment of teachers, external assessment for standardization and the performances in connection with the school experience programme.
- Due weightage is given to continuous evaluation and terminal evaluation
- In Terminal examination the possibilities of understanding application are to be assessed.

Consolidation of Scores

Semester	CE	TE	CE+ TE Total	Internship	Community living camp	Study tour	Total
S1	120	140	260	40			300
S2	120	260	380	40			420
S3	60	220	280	130			410
S4	60	220	280	130	40	20	470
Total	360	840	1200	340	40	20	1600



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Grading System

Inorder to assess teacher student 7 point Absolute grading system is used. After giving scores, score percentage is encoded in 7 grades.

Score Percentage	Grade
90-100	A+
80-89	A
70-79	B+
60-69	B
50-59	C+
40-49	C
0-39	D

Assessment-Part of Learning Process

Assessment shall be transformed according to learning process of participation in activities, concept awareness, skill acquisition and performance/presentation. Self- assessment, peer group assessment and assignment by teacher should be done continuously and comprehensively based on appropriate materials and aids using the techniques of creative learning. Assessment should be coded into assessment for learning and learning itself as an assessment.

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Portfolio Assessment

All products should be assessed and added to the portfolio, which are formed through the activities of each subject. (Reflective journal, Action Research, case study Report and all products which are emerged as part of learning activity).

I. Assessment at Unit Level

In each unit learning progress of teacher students should be assessed. For this, creative strategies can be made use of Possibilities should be included for uploading the level of achievement in similar period and by utilizing the possibilities of assessing learning progress using the tools such as rating scale & check list and by utilizing the online possibility

End Semester Assessment

The district level internal exam will be conducted by each institution at the end of each semester under the leadership of End semester assessment committee. In the CE score of each subject will have 50% weightage with score of ESA

TERM END ASSESSMENT

The terminal examination should be conducted by using various question models focusing on content areas and practical experiences.

II. Assessment of Socio-Emotional Areas

Camps and study tours are suggested as part of the course. The duration of community living camp is 15 days long. It can be conducted in one spell or two spells. Study tours are to be conducted only for academic purpose. In study tours well shown institutions in and outside the



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state, schools institutions for the CWSN/schools, institutions of historical and scientific importance are to be included in the study tour.

III. Assessment of Application Expertise of Teaching Skills

Assessment should be made on attitudes, understandings and teaching skills of teacher students as part of school experience programme. Analysis classes, observation and the objectives, recorded can be considered as part of assessment. A uniform web portal having online possibilities for uploading the scores of continuous assessment in the school experience programme shall be included subject to the assessment by the monitoring team at the district/state levels in time, for the monitoring /administering of the SEP at the institution level, separate team/committee should be formed.

IV. On the Spot Monitoring & Assessment of Institutions

Institute of Teacher Education is the place, where meaningful learning is to be carried out. Continuous assessment and support mechanism are made available to the institutions. The method of assessing by comparing the excellences of institution with that of the excellences teacher students can be relied on. Institution should prepare academic plans. There shall be opportunities for transacting by uploading excellent activity models in separate portals and for self-assessment. The district level monitoring team should plan and implement necessary actions. The excellences of institutions should be documented and transacted by organizing seminars under the leadership of DIETS.

Consolidation Of CE Scores



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The CE score of each subject shall be calculated by the assessing the following 4 items.

- Work Diary
- Unit Test
- Products Literary items - Non literary items
- Performance /practical

> Score shall be given by assessing each item on the basis of 5 indicators.


Formats of items are given below

1. Work diary-Form- A1 (All semesters)
2. Unit test-Form- A2 (All semesters)
 - (a)-Literary items-Form- A3(a) (All semesters)
 - (b)-Non-Literary items - Form- A3(b) (All semesters)
3. Performance Practical-Form A4 (All semesters)
4. End semester assessment-Form AS (All semesters)

Consolidation of Score in Community Living

5 items are given for the assessment of total 40 score is divided 5 items. Total score is to be given by assessing each item.

- Camp diary
- Camp products


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- Personality development and leadership quality
- Social Skill
- involvement of the teacher-educator

Assessment of Study Tour

For this score shall be given by dividing it into 5 areas. Each area will leave 4 score each

- Role in planning and leadership quality
- Digital documentation
- Individual diary
- Relevance of institution/place visited
- Reflection note

9. Content Analysis

First semester (S1) Papers

- 101 Educational Psychology-theory practice
- 102 Philosophical, Sociological and historical foundation of Education
- 103 Malayalam-Language & Child
- 104 Proficiency in English Language
- 105 Mathematics-Learning and teaching (1)
- 106 Environment and Learning
- 107 Information and Communication Technology Possibilities and Application
- 108 Art Education, Work Education- Approaches and Application
- 109 Health and Physical Education

Second semester (S2) Papers



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- 201 Educational Psychology - Learning and Learning process
- 202 Curriculum and Democratic Education
- 203 Malayalam Language Learning and Teaching
- 204 English Language Teaching - Theory and Practice
- 205 Mathematics-Learning and Teaching
- 206 Science Education
- 207 Information and Communication Technology (ICT) Learning Teaching Process
- 208 Art and Work Education-Pedagogy
- 209 Health and Physical Education
- 210 Social Science - Learning & Teaching

Third semester (S3) Papers

- 301 Educational Psychology- Practical Experiences (I)
- 302 Inclusive Education and School Organization
- 303 Malayalam Language Teaching - Approach and method
- 304 Teaching competence in English Language
- 305 Mathematics- Learning and Teaching (III)
- 306 Environmental study Language and Teaching
- 307 Information and Communication Technology Practical experience
- 308 Art and Work Education - Planning and implementation of Education - LP level
- 309 Health and Physical Education

Fourth semester (S4) Papers

- 401 Educational Psychology-Practical experiences - II



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403 Malayalam School Experience & Education

404 Professional Development of English Teacher

405 Mathematics-Learning & Teaching (IV)

406 Science Education-Learning and Teaching

408 Art & Work Education - Planning and Implementation at UP level

409 Health & Physical Education

410 Social Science-Learning and Teaching

CONCLUSION

Curricula are being continuously modernized to enhance, improve the quality of education in Kerala where public/general education has been traditionally strong influential This is done through a timely revision of the content and transactional strategies on the basis of the analysis of experience of the existing curriculum Keeping up with such reforms suitable and appropriate revisions are to be brought out in the



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curriculum of teacher education that moulds teachers of the future. If this is not done, it will be definitely losing the ability to effectively respond to the social educational and vocational needs. What Kerala requires in future are teachers who are engaged in a continuous learning process capable viewing learning as a social process after having internalized the characteristics of a child at the elementary level, her mental abilities/skills and also the theoretical basis of education.

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Sheets



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**A STUDY ON PHYSICAL AND ANCILLARY FACILITIES OF A
PRIMARY TEACHER EDUCATION INSTITUTION (D.E.Ed) IN
ERNAKULAM DISTRICT**

Introduction

The National Council for Teacher Education has defined teacher education as - A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, —Training is given to animals and circus performers, while education is to human beings.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.



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Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Nature of Teacher Education :

1. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.
2. Teacher education is based on the theory that —Teachers are made, not born! in contrary to the assumption, —Teachers are born, not made. Since teaching is




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considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade

3. Teacher education is broad and comprehensive. Besides preservice and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.
4. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
5. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
6. As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct ‘gestalt’ emerging from the conceptual blending’, making it sufficiently specified.
7. Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.
8. It is a system that involves an interdependence of its Inputs, Processes and Outputs




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Need and significance of the study

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Teacher education is dependent upon the quality of teacher educators.

Teacher education is based on the theory that -Teachers are made, not born in contrary to the assumption, -Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called -tricks of the trade. Good teachers build on their students' interests, orientation to learning, and hopes. Similarly, teacher education programs should offer teacher candidates opportunities to individualize and personalize their preparation as teachers. Thus, all our teacher education programs give teacher candidates a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work. Teacher candidates are expected to understand students' ability levels, interests, and learning styles. They should demonstrate instruction that reflects the diversity among all learners.

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIS - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so



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far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards--and master: integrity, credibility, efficacy, and high quality to the teacher education system.

The investigator tries to find out whether the teacher education institutions provide adequate facilities to the student teachers and to investigate the proper functioning of the same.

Statement of the problem

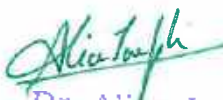
An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

The present study is undertaken to find out the programmes and facilities provided to student teachers. Hence the study will be entitled as "A STUDY ON PHYSICAL AND ANCILLARY FACILITIES OF ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN, ERNAKULAM"

Objectives

1. To study on the physical and ancillary facilities provided in the teacher training institute to meet the different needs of the student.




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2. To analyse the various programmes offered in the teacher training institute to enhance the learning process.
3. To prepare a comprehensive report on the various college activities and provide constructive suggestions to the institutional development

Methodology

In the present study the investigator adopted institutional case study.

Sample of the study

Institutional case study is conducted at St. Joseph Teacher Training Institute For Women, Ernakulam

Tool

Adapted and modified observation schedule on physical and ancillary facilities provided in the Teacher training institute.

Data collection

St. Joseph Teacher Training Institute for Women, Ernakulam was chosen for the study. The institute is dedicated to St. Joseph was established, owned and run by the Vimala Province of the Congregation of the mother of Carmel (CMC). It is a self-financing institute which is located in heart of the city Ernakulam, Kerala.



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DATE ANALYSIS AND INTERPRETATION

The primary teacher education institution observation program helped the investigator to understand the overall running of the institution.

GENERAL INFORMATION

The primary teacher education institution observation was conducted at St. Joseph TTI for Women, Ernakulam. The postal address of the institution is St. Joseph TTI for Women, Ernakulam, Kovilvattom Rd, Near MG Road, Kachcripady, Kochi, Kerala 682035. The institution is situated in Ernakulam taluk of Ernakulam district. The institution is located in urban area. It is in the heart of the city. The working time of the institution is from 9.45 AM to 4.30 PM. The institution has ventured into the field of teacher education since 2005.



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HISTORY OF INSTITUTION

Located at the heart of Ernakulam is St Joseph TTI for Women, an institution which has ventured into the field of teacher education since 2005. The institution is run by the Vimala Province of the congregation of Mother of Carmel. It is a self-financing institution which strives to mould professionally competent teachers at the upper primary level. The institution is under St. Joseph College of Teacher Education for Women, Ernakulam , established and managed by the Carmelite Nuns (Congregation of Mother of Carmel, CMC) who consider the upliftment of women and children as their 'Divine Call'. The institution is an important organ of the congregation fulfilling this command at any cost. The college established in 1957 located in the heart of Kochi city, is a minority institution, affiliated to Mahatma Gandhi University, Kottayam. It is owned and run by Vimala Province of the Congregation of Mother of Carmel (CMC). This edifice of learning and holistic enrichment nestles on 2 acres 31.5 cents calm and serene ground and is a unique blend of the old and new architectural styles. General discipline is scrupulously maintained and academic oriented culture is in place. In 2005 the college moved to a new trajectory of growth with the inclusion of the P.G and Dipoma in Elementary Teacher Education Courses.



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





VISION OF THE INSTITUTION

The vision of the institution is “Keeping to the spirit of our founder Blessed Chavara Kuriakose Elias we dream of forming empowered teachers who lead a life imbued in faith in God, realizing their full potential and passionately contributing to build a learned society rooted in love and unity.”

MISSION OF THE INSTITUTION

The mission of the institution is “The college strives for the integral liberation of women through life oriented education, transforming them to responsible citizens who respond proactively to the global challenges with courage and commitment, build a just social order, and be stewards of this universe as modelled in the person of Jesus Christ.”

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Motto: LET LIGHT BE A SOURCE OF ENLIGHTENMENT

Goal: Together we form JOSEPHITES

Just

Obedient to the will of God

Socially committed

Evoiving

Patriotic

Hardworking

Inspiring Teachers who are also

Enthusiastic

Stewards of nature.

OBJECTIVES OF THE INSTITUTION



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- To provide holistic formation in the light of Christian Principles inculcating spiritual, cultural, social and ethical values
- To develop teachers who are sensitive to social issues and work for empowering the weaker sections of society, women, children and the marginalized
- To promote academic excellence in par with international standards
- To promote a research culture and thus be continuously engaged in the process of lifelong learning effecting improvement and growth.
- To foster an atmosphere for potential development of competencies and skills through innovative creative and entrepreneurial approaches
- To motivate students towards environmental issues and sustainable development
- To instill patriotism in students

Medium of instruction of the institution is Malayalam and the students carry ID card with them within the premises.

MANAGEMENT

The institution is run by the Vimala Province of the congregation of Mother of Carmel. It is a self-financing institution which strives to mould professionally competent teachers at the upper primary level. A team of teacher educators under the competent guidance of the principal, Ms Lincy A.P has been consistently endeavoring to raise the pedagogical and transactional skills of the teacher trainees. Providing exposure to the innovative ways of teaching is their forte.

The infrastructural facilities available in the college is outstanding. Students can avail the facilities of the state-of-the-art ICT lab, Library, Psychology lab, language lab, Science and Math's lab throughout the day. Recreational facilities to ease off the hectic requirements of scholastic activities are made available.



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It is a girls' only institution. The principal has been given a separate room and there are sufficient rooms and facilities for the teaching staff. Even though there are a total of six rooms in the institution, two rooms have been used for the teaching purpose, one for the first years and one for the second year students. Black boards and smart boards have been used for the teaching purposes. The students are provided with almarah and storage space to keep their books and records safely. Special space has been given to place the students' teaching aids for their teaching practice and commission. The institution has a big library which contains variety of books.

GUIDANCE AND COUNSELLING

The institution does not have a trained counsellor. But guidance and counselling has been provided to the students by the faculties itself.

DRINKING WATER FACILITIES


The institution has drinking water facility within the premises. Tap water has been provided to the student. The institution keeps good hygiene.

The institution also has a number of urinals with in the premises. The lavatory is safe for the usage of girls and hygiene has been maintained in the institution.

PLAYGROUND

The campus has an excellent space for the playground within the compound. And it is exclusively for the institution. The playground is well kept. There is not a special teacher for physical education. To provide special training in physical education, qualified and trained teachers are visited the institution for the students. Yoga classes are also provided to the students for their physical and mental betterment.




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The institution has first aid box section and it includes all the essential medicines and cotton etc for the immediate use.

INCENTIVE SCHEMES

The students are provided with incentives from the government.

STAFF DETAILS

There are six teaching faculties including the principal and the vice-principal. There is a manager and two non-teaching staff who handles library too in the institution.

STUDENT STRENGTH

Admissions to the D.El.Ed Course in the college is in compliance with the rules and regulations of the regulatory bodies namely NCTE and the State Government. The admissions for the D.El.Ed Course are notified by the Department of General Education, Govt. of Kerala. The application form duly filled along with photocopies of mark lists and a fee need to be submitted to the Deputy Director of Education of the district (Merit Seat) or to the principal of the college (Management Seat).

The college offers two years D.El.Ed Course in the unaided self financing scheme. The college has an intake of 50 seats, of which 25 are merit seats which are filled from the applications submitted to the Deputy Director of Education. The remaining 25 seats are filled by the management from the applications submitted at the college.

PARENTS TEACHERS ASSOCIATION

The PTA is very active in the institution. PTA meeting is conducted in every month at least once. The active participation of the parents makes the institution better. The institution gives due respect to the suggestions of the parents.



Micra
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SCHOOL ASSEMBLY

The institution starts its day with assembly organised and presented by the students. On every Wednesday the students conduct assembly in English and all the other days it will be in Malayalam. The principal's message is delivered daily and quizzes and small programs are conducted in the special segment. The order of the assembly is as follows:

- Command
- Prayer
- Pledge
- News
- Thought for the day
- National song
- Principal's message
- Special segment
- National Anthem

CO-CURRICULAR ACTIVITIES

The institution conducts special day celebrations as co-curricular activity. Independence day, teachers' day are celebrated by the students by conducted different activities on that particular day. The entire day is spent to celebrate these special days. The class has been divided into four groups and each group takes charge to conduct programs. Experts visit the institution to give extra awareness classes.



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Ernakulam, Kerala



YOGA DAY

CAMP

A 10 days camp was organised and conducted by the institution and the entire program was well run by the students. The seven group which they had already created did their duties well.

The camp was from March 20 to March 29. Some of the committees are:

- Parliament
- Food committee
- Purchase team
- Cleaning team
- Activity team and so on.

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CAMP ACTIVITIES - 2023

March 20 - Inauguration

March 21- Yoga (FN) Fr Baiju Varghese
Art Education (AN) Balakrishnan Sir

March 22- 7-8.30am - Yoga
Theatre Games (FN & AN)
Reeja Teacher

March 23- Umbrella Making (FN)
Film viewing (AN)

March 24- Work Experience (FN& AN)
Sabeena Teacher

March 25- FN- Teaching Skills- Ranjit Sir
AN- Physical Education
Ratheesh Sir

March 26 - FN: Ranjit Sir
AN: Orphanage/ Old Age Home Visit

March 27 - FN & AN - Ajeesh Sir

March 28 - Sadhya
Camp Fire

March 29 - Dispersal

The name given to the camp was 'SAMANYAYA 2023'. It was a well-planned camp was a successful one.



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CAMP ACTIVITY



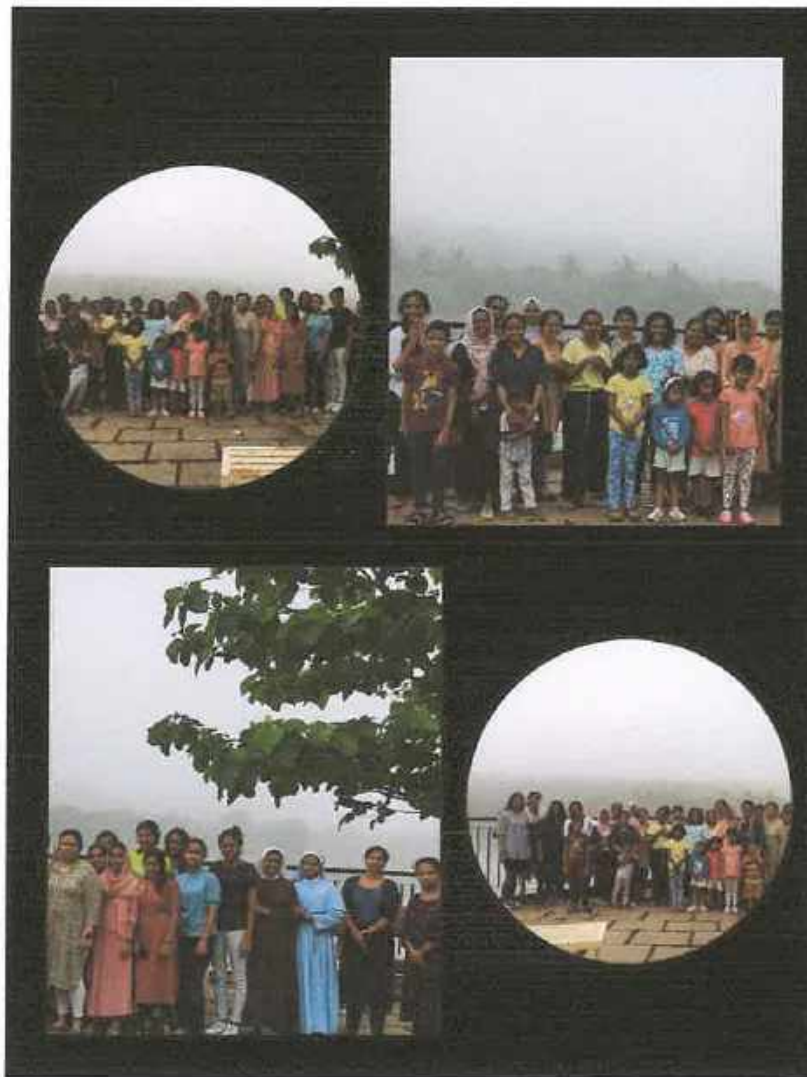
Day celebration



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STUDY TOUR

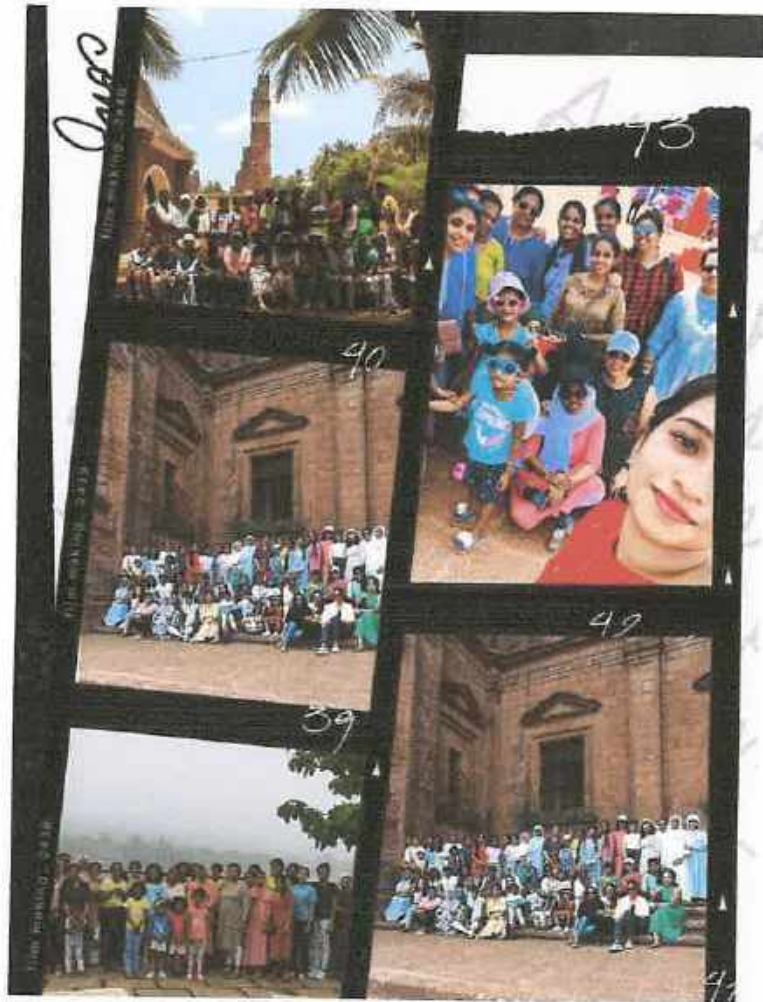
The institution has organised a tour to Goa. It was a 5 days trip which was organised systematically. The students were divided into seven groups/ committees and duties were assigned accordingly. The to and fro journey was by train and the stay at hotels was exceptional. The train tickets were booked two months prior to the trip. A special group was assigned to note down the educational values of each site that they had visited.



Study tour - Goa



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Educational Trip

OTHER INNOVATIVE ACTIVITIES

Many innovative activities were conducted for the students in each semester. English fest, written magazine activities, makeover activities were some of them that they had done during the course. The institution celebrates all the special days as part of innovative activities. The students participated All Kerala Kalolsavam, Diet Kalolsavam etc as part of their innovative activities. The students of the institution have created a youtube channel to upload their innovative educational as well as creative videos.



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Volunteering at Diet Kalolsavam



Keralapiravi Celebration



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Dr. Alia Joseph
Principal in Charge
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An informative class on Integration

SWOC ANALYSIS OF THE INSTITUTION

The strength of the institution includes:

- Well trained, research oriented, experienced, dedicated and energetic teaching faculty
- Supportive non-teaching and laboratory staff
- Excellent and well-maintained infrastructure in form of new building
- Good teaching and learning environment supported by prolific library
- Smart Classrooms and well-equipped laboratories
- Excellent Student-Teacher rapport with emphasis on mentoring and counseling
- The institution has excellent extra-curricular activities, sports culture, well-organized extension, community service programs and outreach activities by students and faculty.

The weakness include not enough time to conduct all the activities. A strong alumni is not active in the institution.



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Ernakulam

The institution provides opportunities for self-development and creativity. The challenges of the institution are the maintaining the standards of the academic level and the infrastructure of the institution.

PERSONAL REFLECTION

The school tries to ensure that all of its students are developed completely. The institution promotes inclusive and innovative learning. There is a lot of talent among the teachers. Students receive a well-trained, competent, and excellent education. Every student's birthday is celebrated at school, along with other important celebrations, as a way to inspire and educate the pupils. By providing an encouraging atmosphere, the school takes good care of its young people. Since the teachers instruct using smart classes, technological progress has been incorporated in the school. The students are also given with camps, visits, and seminars by resource people.



Sheets

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Ernakulam



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Documentary Evidence on talents day



















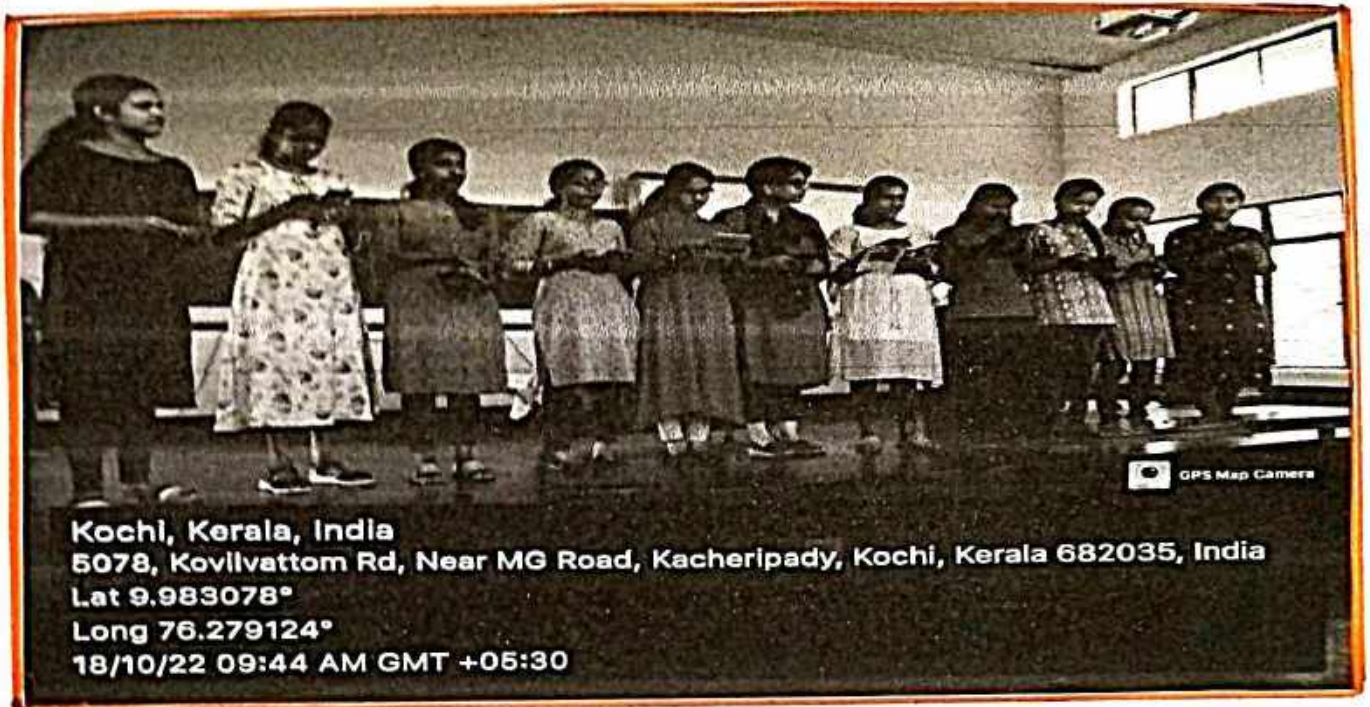


Report on Theatre Workshop

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 giving out the attendance sheet, arranging chairs and benches along with students for



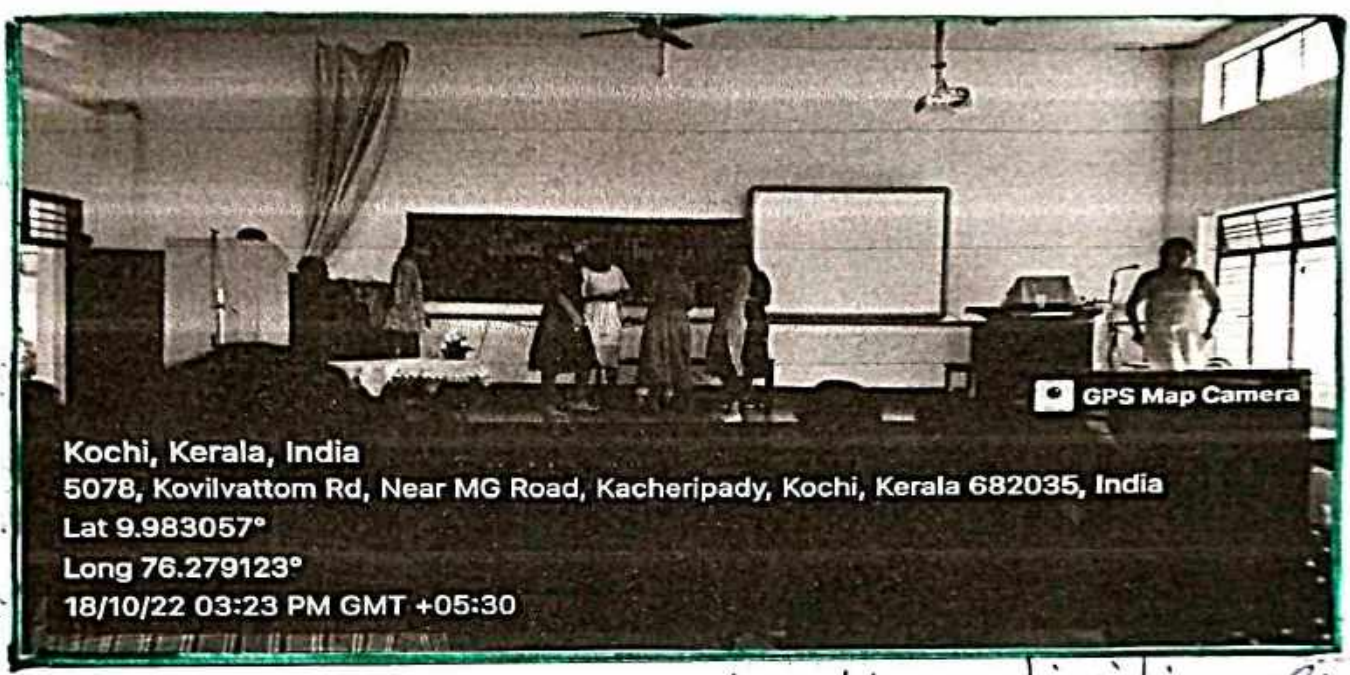
theatre training. Sneha Kavya was the Master of Ceremonies and Kavya mol from Malayalam optional delivered the welcome address soon after the assembly.



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.

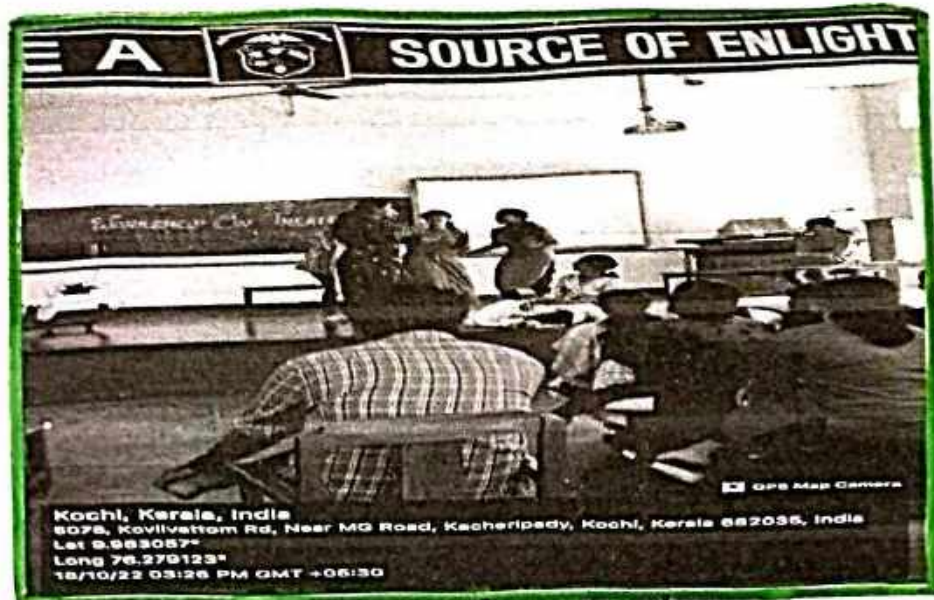


This Segment was followed by group formation. Sir asked us to Call out numbers from 1 to 5 and thus formed five groups, each group having 11 members.



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, 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 gamer 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 fields. Before the lunch break, Sir asked to write a "Script" on the topic "Pothichon".





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 group read out their script. And asked us 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.



Kochi, Kerala, India

5078, Kovilvattom Rd, Near MG Road, Kacheripady, Kochi, Kerala 682035, India

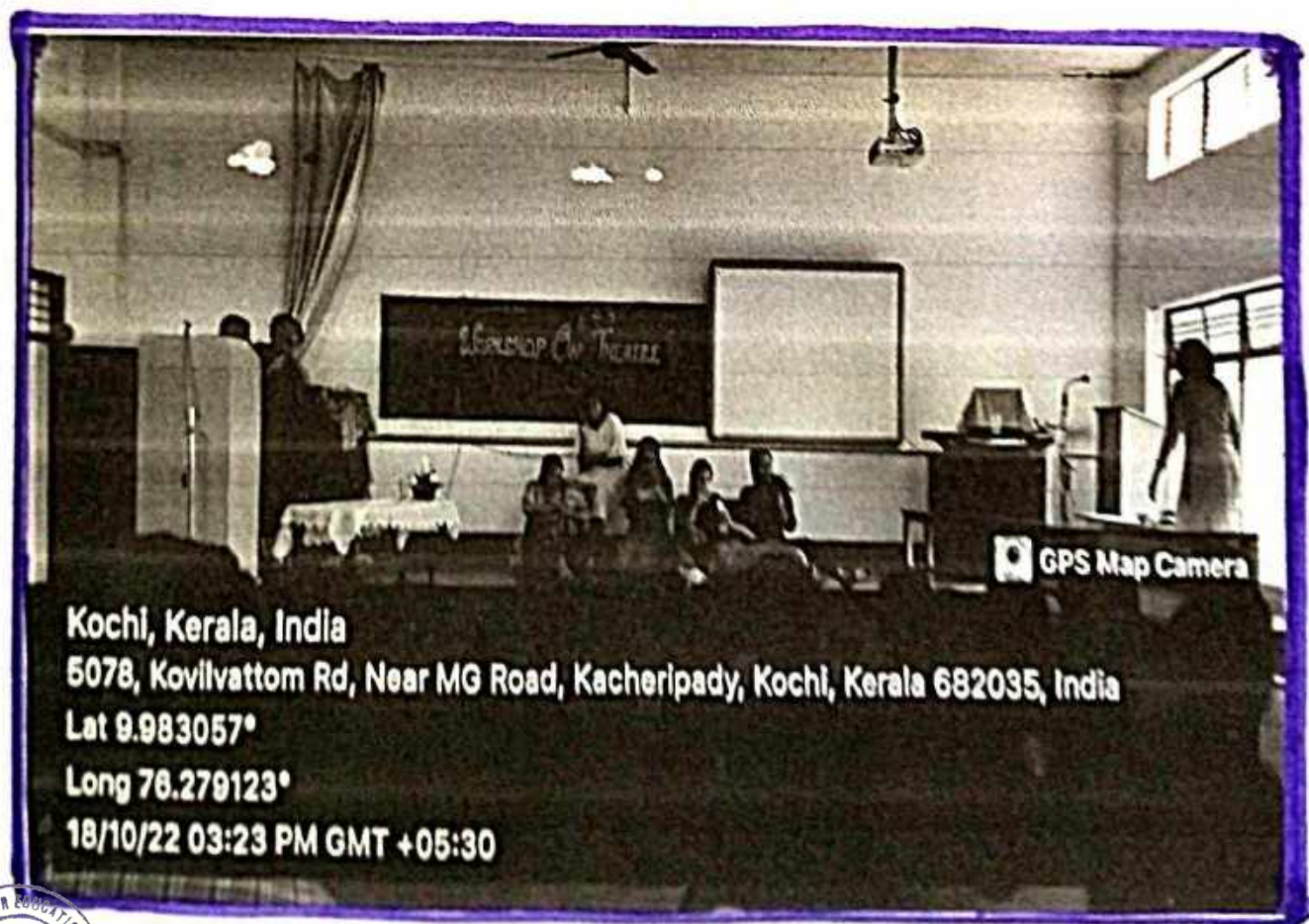
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This game was followed by lunch break. The Script which each group prepared on "Pothichoa" was performed on the stage by each group after the lunch break and the workshop was concluded by a focc and then games in which Sreedakshmi was the focc from 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.



Credible Participation in Games and Sports



INTRODUCTION

Sports and games are very essential for physical and mental development. A good sport has many advantages on an individual, including stamina buildup, toned reflex, quick response, confidence buildup and a positive attitude. Apart from psychological and physical benefits, sports and games also help to develop personality by instilling communication skills, leadership skills and team work.

The annual sports meet of St. Joseph College of Teacher Education for Women for the academic year 2021-2022 was conducted on 11th of March, 2022. It was conducted under the guidance of Dr. Mary Varghese, Assistant Professor in Physical Education of our college. The sports meet was given the name Ujja 2022.

Various sports and games were conducted for the first year BEd students. The various events conducted were long jump, shot put, 100m race, badminton, numbering game, dodge ball and throw ball. All the students showed great enthusiasm in participating in all the events.



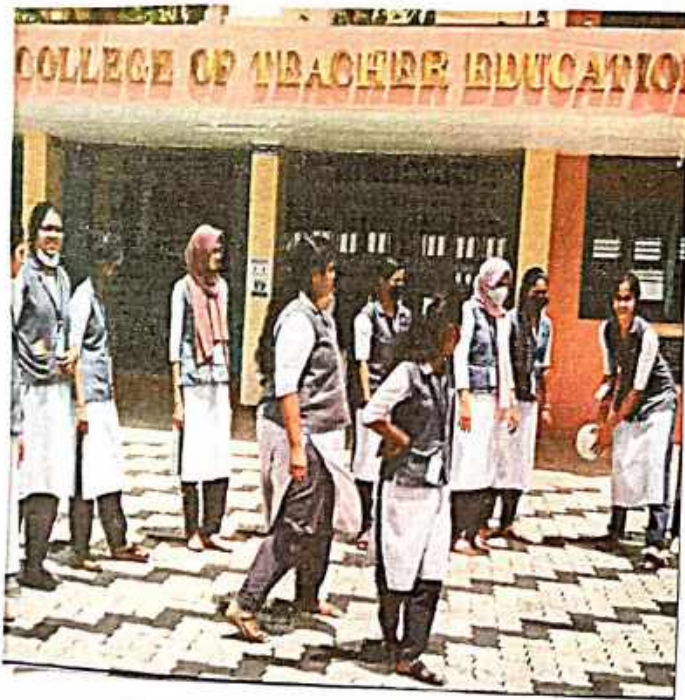
Participation in Games

Major games and minor games were conducted. Major games were throwball and badminton and minor games included dodgeball and numbering.

Minor Games:

Dodgeball is a simple and fast-paced game. The aim of the game is to eliminate the players by hitting them with a ball. The participants forms a large circle and few of them will stand inside the circle. A ball will be thrown by the players in the circle at the players inside the circle. The player loses the game when the ball hits their knee part or below the knees. The person who finally stands in the middle of the circle is declared as winner. The first prize was

secured by Ms. Akshitha Bhaskaran of social science and second prize was secured by Ms. Jomol of Mathematics optional.



Numbering was the second minor game and all of them showed great enthusiasm for playing this game. Students were divided into two large groups and each group formed a big circle. The participants were asked to walk in a circular manner until the instructor shouts a number. Then the participants have to form a group of students according to the number said by the instructor. The prizes were bagged by Riya Davis, Amy Abraham, Pona & Jose of Social Science optional.



Major Games :

Another thrilling and dynamic major game was throwball. Throwball is an exciting non-contact sport that is played by two teams of seven players on a rectangular court with a net across the middle. Instead of passing balls, they are thrown into the opposition area who then must prevent a point being scored by catching it immediately and returning it.



Badminton is a racket sport played using rackets to hit a shuttlecock across a net. It has two forms, singles and doubles. A point is scored when one successfully hit the shuttlecock over the net and land it in the opponent's court before they hit it. A point can also be gained when the opponent hits the shuttlecock into either the net or outside the parameters.



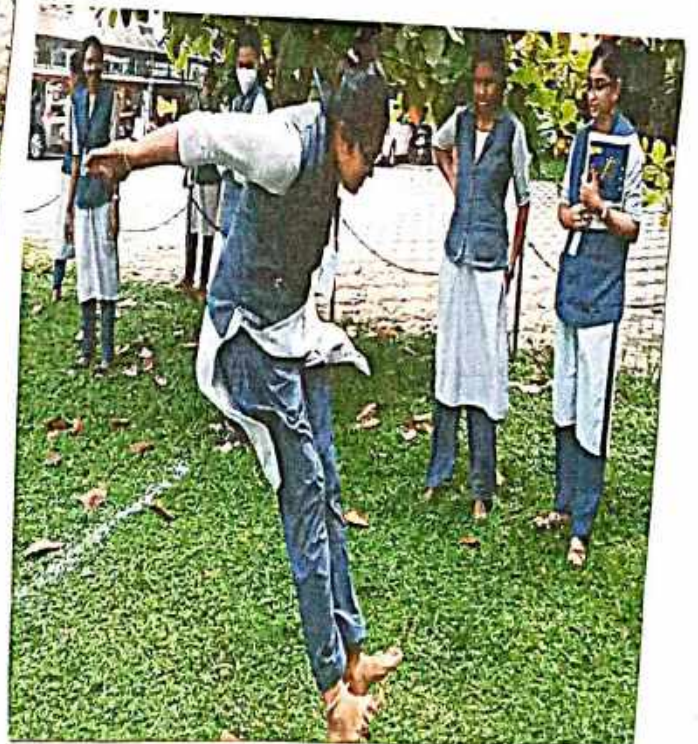
Participation in sports events.

The various sports events conducted were Shot put, long jump and 100 m race.

Shot put is an athletic field event in which athletes compete by throwing or putting a heavy spherical metal ball which is known as shot as far as possible. The person who puts the shot farthest is declared as winner. The winner of the shot put was Ms. Anila Shaju of physical science optional. The second prize was secured by Ms. Meelin Shajan of Natural Science optional and third prize was won by Ms. Shalini. P.S of the same optional class.



The long jump is a track and field event in which athletes combine speed, strength and agility in an attempt to leap as far as possible from a take off point. The long jump is an action of a single jump preceded by a run-up. The athlete who covers the farthest distance by jumping is declared as the winner. Ms. Theresa Thankachan of Natural Science optional secured first prize. Ms. Jayalakshmi and Ms. Alida Shiju of Malayalam and Physical Science Optional respectively secured second and third position.



The last sport event is 100 metres race. It is a sprint race in track and field competitions. The athlete who completes the 100 metres first is declared as the winner. Ms. Agatha Lyial of physical science optional secured first position. Sr. Jobitha Joy of Malayalam optional got the second position and Ms. Akhitha Sebastian of Natural Science optional bagged third place.



All the events were conducted so smoothly that everyone was happy. Certificates were provided for all the winners as well as for all the participants.

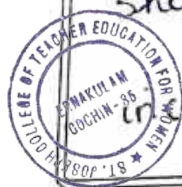


CREDIBLE PARTICIPATION IN ARTS FEST

INTRODUCTION

Every child is born with artistic sensibilities. Artistic pursuit from a tender age instills creativity and develops the mind to appreciate and value nature. Learning through and about arts enriches the experiences of studying while at school as well as preparing students for life after school. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.

An arts fest is a fest that encompasses a wide range of art forms including music, dance, fine art, literature, poetry, film and is not solely focussed on visual arts. The purpose of the celebration of arts fest is to highlight students creative ambition and drive to give them a chance to showcase their hardwork and talents. Since creativity and innovation about things do not come in a single form or medium. Arts fest provide opportunity to showcase student work from a diverse range of genres including music, poetry, visual arts and more.



Instilling a love for artistic activities in school children will pave way for creating creative adults.

ORGANIZING BODY

Houses : Tagore, Mahatma, Radhakrishna, Nehru

Convenor : Dr. Ceby George

Student-
Coordinators : Ms. Athira Sabu

Faculty-in-Charge : Mrs. Anu Cleetus

Students-in-Charge : Ms. Athira Sabu, Ms. Olivia Tresa A.A.,
Ms. Anjana Vijayan.

DATE AND DURATION

25th June, 2022 (10:00 am - 3:00 pm)

EVENTS AND PARTICIPANTS

Literary Events

The literary events for the Arts Fest were :

- Poem Writing (English, Hindi and Malayalam)
- Short Story Writing (English, Malayalam)
- Pencil Drawing
- Essay Writing (English, Malayalam)



Non-Literary Events

The non-literary events or the on-stage events were :

- Recitation (English, Malayalam)
- Light Music
- Naadanpaattu (Group item)
- Thisuvathira (")
- Patriotic Song (")
- Mono-act

Students representing various houses participated in the various literary and on-stage events. Teams from the various houses participated in the on-stage group events.

OBJECTIVES

1. To provide a platform for students to express their creativity
2. To showcase the cultural richness and diversity among students
3. To develop critical thinking, communication skills and knowledge about various cultures
4. To develop good values and attitudes in students
5. To enjoy various art forms
6. To improve confidence and built self-esteem
7. To be able to judge various artforms based on criteria
8. To learn organisation of arts fest
9. To develop healthy competitive atmosphere among Students.

REPORT

As part of the B.Ed. curriculum course, Drama and Art in Education (EDU-104-4), we had to organize an Arts fest in our college as well as participate in at least two events. The Arts Fest at St. Joseph College of Teacher Education for Women, Ernakulam was entitled as 'Mizhivu-2022' and was conducted on 25/06/2022 from 9:00am to 3:30 pm at the Multipurpose Hall.

It was Organized under the guidance of the program convener, Dr. Coby George and Mrs Arne Clelius. The student coordinators of the program were Ms Athira Sabu of Malayalam, Ms Olivia Tresa A.A. (Social Science), and Ms. Anjana Vijayan (Natural Science). Several



Committees like Program Committee, Stage Arrangement, Time Management Committee and discipline Committee were constituted for the smooth functioning of the fest. I was a member of the stage arrangement committee.

The practice sessions for the Arts Fest was a week before the day of fest. An informal



meeting of the convenor, student co-ordinators and 2nd year student teachers was conducted a couple of weeks before the day of fest. In the meeting, it was jointly decided to include six on-stage events and eight off-stage literary competitions. The on-stage events were (Recitation (English, Malayalam), Folk Song, Monoact, Patriotic Song (Group), Thiruvathua and Light Music. The off-stage events were Essay Writing (English & Malayalam), Poem Writing (English, Hindi, Malayalam) and Pencil Drawing. Every student was mandated to participate in at least one on-stage and one-off stage event.

The off-stage competitions were held on 10/6/2022 from 2:00 pm - 3:00 pm in the Multipurpose Hall of the College. The topics / themes for each item were given on the spot. The topics for Essay Writing, Poetry Writing and Short story writing were "Women-2022", "Darkness" and "Journey" respectively.

The painting competition was held based on the theme "Freedom".

For every event two teacher-in-charges,



and two judges from among the student teachers were assigned duties. The criteria for evaluation was informed to the students before the competition. Based on the criteria the judges evaluated respective events and decided first, second and third positions.

The College Arts Day was officially inaugurated on 25/06/2022 at 10:00 am in the Multipurpose Hall. The welcome address was delivered by Ms. Olivia Tresa A.A. Our College Principal Dr. Sr. Alice Joseph gave the Presidential Address. The Chief guest of the program was Mr. K.S. Krishnakumar, Assistant Professor, S.N. College, Moothakunnam, who's also a poet himself. The Arts Day "Mizhuvu-2022" was inaugurated by lighting the lamp.



Ms. Athira Raju of Malayalam Optional recited a poem written by Krishna Kumar Sri and welcomed

for the inaugural speech. In his inaugural speech he spoke about the importance of "Mindfulness" in order to lead a happy life and it is also key to enjoy the B.Ed. Course. Thereafter Ms. Apasna S. from Physical Science Optional sang a beautiful song to entertain the audience. The inaugural function came to an end by 11:30 am.



The first on-stage event began soon after the inaugural ceremony. Four teams representing four houses participated in the first event - "Naadanpaattu". The judges were Amitha James and Anetha Joy. The teachers-in-charge were Dr. Sr. Sicily A.A. and Dr. Sr. Betty P.J. In the event, the first, second and third prizes were won by the teams Mahatma, Padma Krishna and Tagore.

The Monocast competition began by 12:00pm.



The participants presented various social issues having current significance. The Judges of the Competition were Nandini Sagar and Meera Mathew. The first prize was bagged by Meenu Anna Mathai of Social Science (Mahalma House). The second and third prize was won by Anns Jose and Arya C.S.

The Patriotic Song Competition started by 1:15 pm. The judges were Cris Francis and Fathemath Sahadya. The prizes were won by Radhakrishna, Nehru and Tagore. Thiruvathura, which was the most attractive on-stage event, began by 1:45 pm. The team members dressed up in traditional Kerala attire, dancing in a circular arrangement with graceful movements and formations. The judges of the event were Krishna Murali and Sr. Tency Davis. The teachers in-charge were Dr. Joby Joy Kurien and Sr. Thejus. The winners were team Radhakrishna, Tagore and Nehru. The final event light music competition started at 2:45 pm. The judges of the event were Meenu Anna Mathai and Mithu Hassan. The first, second and

third Prizes were won by Anitha sheen, Aparna S. and Rosalya George respectively.

The Arts Fest, 'Mizhivu - 2022' came to an end by 3:30pm. The overall winner was Team Radhakrishna with leading point of 53. Team Mahatma came second with 49 points and Team Tagore won third position with 43 points. Team Nehru came fourth position with 35 points. The Certificate distribution for the participants and winners were distributed during the morning assembly on 18/07/2022.

PARTICIPATION REPORT

In the Arts Fest "Mizhivu - 2022" held on 25/06/2022 at St Joseph College of Teacher Education for Women, Ernakulam, I participated in two events - a literary event and an on-stage event, representing Mahatma House. The events in which I participated were 'English Essay writing' and 'Naadanprattu' in which Second and First prizes were secured, respectively.



Mahatma House won an overall second in Mizhivu - 2022.

Also, I was a member of Stage Arrangement Committee and was involved in arranging the dias and noting time during on-stage events.

PHOTOS OF PARTICIPATION



CONCLUSION

Arts engage many areas of the brain and also have far-reaching effects on the learner's mind. Arts promote the understanding and sharing of culture. It also promotes social skills in the students.

The art day conducted as part of the Ed. Curriculum helped me to improve in many areas. It taught me the spirit of teamwork,

Also it enhanced my self-confidence. Through this work, I got opportunity to create good relationship with my fellow student teachers in other departments. The Organisation and execution of Arts Fest was a great learning experience for me as a prospective teacher. It will definitely help me if ever I get a chance to organize such an event in school.

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10

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

WEDNESDAY

MEZHIVU-2022

Chairperson: Dr. Ruby George

Student in charge: Mrs. Athira Sabu

PROGRAMME SCHEDULE

Faculty in charge: Mrs. Anu Clectus

Student in charge: Athira Sabu, Olivia Tresa, Anjana Vijayan

8.30 A.M. Registration

EVENTS

Time	Items	Student in charge	Faculty in charge
9.00 A.M.	Recitation(Eng& Mal)	Athira Babu Anjana Vijayan (Mal) Aryabalaachandran & Rinju Jolly (English)	Dr.Marin Jose Mrs.Dinimol Jacob
10.00 A.M.	Inauguration		
11.00 A.M.	Nadanpattu	Aneeta Joy & Amitha James	Dr.Sr.Cicily A.A Dr.Sr.Betty P.J
12.00 A.M.	Monoact	Nandini Sagar & Meera Mathew	Dr.Smitha Jose Dr.Sr.Suja Maria
12.30 P.M to 1.15 P.M.	Lunch break		
1.15 P.M.	Patriotic Song	Chris Francis & Fathima Sahadiya	Dr.Sr.Soya Mathew Dr.Bindhu Joseph
1.45 P.M.	Thiruvathira	Krishna & Sr.Tency Davis	Dr.Joby Joy Kurien Sr.Thejus
2.45 P.M.	Light music	Athira Sabu & Milu Hasan K.H	Dr.Rachel M Geroge Dr.Sr.Josephine Joseph
3.15 P.M.	National Anthem		

Alice Joseph
PRINCIPAL



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



CRITICAL ANALYSIS
OF EXCEPTIONAL
CHILDREN IN THE
SCHOOL



INTRODUCTION

School children are normally distributed into below average and above average. But there are a few children who may be found to deviate mentally, socially, physically and educationally from the normal children. These deviated children like other children need security, love, affection and satisfaction of their urges. These children who are deviated are designated as exceptional children.

When the exceptional children are denied the satisfaction of their social and emotional needs, due to some reason or the other they become emotionally disturbed and suffer from adjustment problems. As a result they fail to pay required attention to their studies and thus become educationally subnormal. Learning become futile, they can become conscious of their inferiority complex and socially they feel isolated.

There by, their achievement seems to be less when compared to normal children. Therefore they need careful attention. Such children distinctly require special education care in a specialized manner. In addition to their problems specially in relation to the adjustments have to be considered.

The exceptional child will differ so much from his or her peer group in respect to physical, social, mental and educational characteristics so that these children will be unable to develop his or her fullest potential under normal conditions in the ordinary classrooms.

LEARNING DISABILITY

Learning disabilities or learning disorders are umbrella terms for a wide variety of learning problems. A learning disability occurs due to genetic and or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processes related to learning. It is also a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Learning disabilities include learning problems that result from perceptual disabilities, brain injury and minimal brain dysfunction but exclude those that result from visual impairment or hearing loss; intellectual disability; emotional disturbance; or environmental, cultural or economic factors. It is very important to realize that learning disabilities can affect the lives of children beyond academics and can even impact their relationship with family and friends. It cannot be cured or fixed as it is a life long challenge. However with appropriate support and intervention, people and children with learning disabilities can achieve success in school, in relationships and in community.



CAUSES OF LEARNING DISABILITIES

* Genetics :

Genetics, a branch of biology concerned with the study of genes and heredity, can play a role when it comes to learning disabilities. Children are more likely to have a learning disorder if their first degree relatives like a parent or a sibling also suffered from the same.

* Psychological Trauma :

The risk of learning disability can be increased if one has experienced psychological trauma or abuse early in their childhood which may have a negative impact on the development of their brain.

* Prenatal and Neonatal Risks :

Prenatal risks are a number of dangers that can pose a potential risk to the growing fetus during pregnancy. Neonatal risks are those which can affect a newborn.

A complication during the prenatal or neonatal stage can increase the risk of learning disability. Exposure to substances like alcohol, drugs during pregnancy, pre mature birth, inadequate growth in the uterus and low birth weight can increase the risk of learning disability in children.

* Physical Trauma

Physical trauma is defined as a body wound

produced by sudden physical injury from impact, violence or accident. Physical trauma can also increase the possibility of learning disability

* Exposure to Toxic Environments

If a child has been exposed to high levels of toxins like lead, then it may play a role in the development of a learning disability.

CHARACTERISTICS OF LD

The following is a list of common characteristics of an LD student. Conditions must be persistent over a long period of time.

Reading Skills:

- Poor decoding skills
- Poor reading fluency
- Slow reading rate
- Lack of self-monitoring reading skills
- Poor comprehension or retention.
- Difficulty identifying important ideas in context.
- Extreme difficulty building ideas and images.
- Difficulty integrating new ideas to existing knowledge.
- Weak vocabulary
- Difficulty understanding words or grammar.
- Difficulty recognizing high frequency words.
- Oral comprehension is noticeably stronger than reading comprehension.



Spelling skills :

- Phonological awareness is noticeably stronger than spelling ability
- Frequent spelling errors of high frequency words.
- No understanding of common spelling rules.
- Inadequate understanding of phonics even with instruction
- No understanding of the relationship of phonics to written language.

Written Expression Skills :

- Poor writing fluency
- Unable to compose, complete grammatical sentences.
- Difficulty organizing written information
- Poor handwriting
- Extremely poor alignment.
- Inability to take notes or copy information from a book or the board.
- Extremely weak proofreading skills.

Oral language skills :

- Inability to hear small differences between sounds.
- Difficulty articulating thoughts or ideas orally
- Difficulty pronouncing words.
- Inability to blend sounds together to form words.
- Difficulty listening and responding to a series of directions.
- Disorganized recall of facts or details.



Mathematical Skills:

- Poor mathematical fluency.
- Difficulty identifying and memorizing multiples
- Poor basic calculation skills.
- Difficulty understanding word or application problems.
- Poor understanding of mathematical concepts.
- Inability to use basic facts within more complex calculations.

Memory Skills:

- Extremely weak ability to store and retrieve information efficiently.
- Extremely weak ability to hold information for immediate use.

Reasoning Skills:

- Extremely weak ability to solve problems, particularly when information or procedure is unfamiliar.
- Extreme difficulty recognizing, transforming or using specific information to reach general conclusions.

IDENTIFICATION OF CHILD WITH LEARNING DISABILITY

Use of Checklist:

Checklist can be constructed by the teacher and used to identify and assess the child with learning difficulty. The checklist contains child's

name, class, age, sex and various items against which the extent of learning difficulty can be checked.

Observation:

Observation by teachers, counsellors and special educators is very important. It can be tied up with the check list because a teacher or counsellor can more confidentially check what he has observed rather depend on secondary source. If possible visits can be done to find out what the child does at home.

Use of Tests:

Standard psychological tests can be used to ascertain the extent of learning disability.

Face to face interview:

The teacher can conduct face to face interview with children suspected to have learning difficulty. The teacher can ask the child to tell a story, to read a passage, to narrate about achievements and his relationship with other children. During face to face discussion, several problems can be identified.

TYPES OF LEARNING DISABILITIES

* Dyscalculia:

A specific learning disability that affects a person's ability to understand numbers and learn math facts.



* Dysgraphia :

A specific learning disability that affects a person's handwriting ability and fine motor skills.

* Dyslexia :

The disability that affects reading and related language-based processing skills.

* Non-verbal Learning Disabilities :

Has trouble interpreting nonverbal cues like facial expressions or body language and may have poor coordination.

* Oral/written language disorder and specific reading comprehension deficit :

Learning disabilities that affect an individual's understanding of what they read or of spoken language. The ability to express one's self with oral language may also be impacted.

* ADHD

Attention-Deficit Hyperactivity Disorder (ADHD) is a learning disability that includes difficulty staying focused and paying attention, difficulty controlling behaviour and hyperactivity.

* Auditory Processing disorder.

The children have difficulty processing sounds. They may confuse with the order of sounds or be unable to filter different sounds.

* Visual motor deficit.

Individuals exhibit poor hand-eye coordination, often lose their places when reading and difficulty with motor activities. They may also confuse similar looking letters, have trouble navigating surroundings, or unusual eye activity during reading.

ASSESSMENT OF LD

A comprehensive assessment is needed for diagnosis and for planning an appropriate intervention program. Assessment includes a variety of activities and procedures intended to ensure a comprehensive set of data for determining an individual's status and needs. The assessment should include procedures to determine levels of performance in the following domains: motor, sensory, cognitive, communication and behaviour. When a learning disability is suspected the following areas suspected should be assessed: listening, speaking, reading, writing, reasoning, mathematics and social skills. Data from case history, interviews and direct observations are important sources of information especially when provided by parents, educators and the individual with the suspected learning disability. The information helps to evaluate signs, symptoms and behaviours in a historical perspective. Only through collecting data through a variety of approaches (observations, interviews, tests, curriculum based assessment, etc) and from various sources such as parents, teachers, peers, adequate



picture be obtained of the child's learning disability

Though increasingly controversial, most assessments for LD include standardized tests. There are two types of tests - criterion referenced tests and norm referenced tests. Criterion referenced tests are scored according to a standard, or criterion decided by the teacher, the school or the test publisher. Norm referenced test scores are not interpreted according to an absolute standard or criterion but, on how the student's performance compares with that of the norm group. This helps evaluators determine whether the child is performing at a typical level, below, or above that expected of a given ethnicity, age, or grade.

LD IN OUR SCHOOLS

Only a decade ago, the term "learning disability" was virtually absent from the educational system in India. Although there has not been an exhaustive study, the incidence of LD in India is likely at least between 10 and 12 percent of the school going population. This roughly means that in an Indian classroom there are at least four children with learning disability.

Students labeled as learning difficult or disabled is of below average intellectual level,

and often are from lower socio-economic and deprived backgrounds. This makes identifications of LD's even more complex in Indian context. India relies on the projections made by sample surveys, as no population-based study has been conducted at national level to provide authentic data on the prevalence and incidence of learning disability. Most of regular teachers feels that they are not equipped to address individual differences in learning abilities in classrooms. In such a situation, continuing with the term "LD" makes little sense for school programmes. Instead, schools, educators and researchers need to clearly address each type of LD individually to arrive at flawless definitional statement and a articulate understanding of etiology, identification, prevention and management.

PROBLEMS OF LD STUDENTS

Behavioural problems & Emotional problems

Emotional and behavioural problems among children with learning disabilities are, thinking problems, poor concentration, attention deficit, less of activity, lack of interaction, lack of a sense of self-confidence, reduce the value of self, sadness, emotion confusion, emotional distractions, fidgety, aggression, hyperactivity delinquency, phobia, sleep for short periods

continuing changes in sitting and so on. The differences exist in emotional and behavioural problems among children according to the type of learning disability they possess.

Social Problems

Learning disabilities cause various impacts on the overall interpersonal communication abilities of children. Some of the reasons that make social interactions challenging are slow cognitive processing, low confidence, self-consciousness, falling short of words and so on.

Academic Problems

A child with learning disability may have difficulties in reading, writing, speaking, listening, understanding mathematical concepts and with general comprehension.

Problems at personal level

Students with learning disability can feel high level of loneliness, experience feelings of failure, lack of acceptance among the peers and so on.

HELPFUL SCHOOL PRACTICES AND PROVISIONS

A continuum of education placements, including regular education classroom, must be available to

all students with learning disabilities and must be flexible enough to meet their changing needs in schools.

Specialized instructional strategies, materials and appropriate accommodations will help the child with learning disability

The educational, social and emotional needs of students with learning disabilities change over time, systematic and ongoing review of the student's progress and need is essential to make appropriate judgments in school environment.

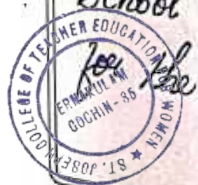
Learning depends on the quality of the programs and services provided, systematic and ongoing evaluation of programs and their effectiveness in producing long-term outcomes is essential.

Due to the chronic nature of learning disabilities and the changes that occur across the life span of the individual, coordinated educational and vocational planning are required. Therefore, provisions must be made to facilitate transitions that occur at all major junctures in the student's education.

Social acceptance has a significant impact upon self-esteem of students with learning disabilities. Social acceptance of these students requires the sensitivity on entire school community

SPECIAL SCHOOL PRACTICES FOR LD STUDENTS

Teachers of St. Teresa's Convent Girls' Higher Secondary School has adopted various techniques and strategies for the students with learning disabilities.



The characteristics of individuals with learning disabilities and the ways in which they interact with curriculum are understood by the school personnel. Adequate support services such as guidance and counselling along with remedial teaching is made available for the students with learning disabilities. School also conducts various awareness classes for students that helps in the mental growth and development of students. Students with learning disabilities are given appropriate materials that suits them along with planned assessments. Teachers also communicate with parents to facilitate the development and implementation of effective programs for students with learning disability.

NEED AND SCOPE FOR THE STUDY

Schools, and more specifically educators have an important role to play in identifying children with learning disability. As student teachers, it is very relevant to understand about different learning disabilities present among students in a class because it will give a clear picture about the challenges faced by LD students and will also help when we become professional teachers. By understanding about the different types of learning disorders and their signs, teachers can pinpoint

the specific challenges that child faces and to find a treatment program that works. It can also help to improve children's opportunities to maximise their developmental potential by appropriate intervention. The study thus focuses to identify the students with learning disability and also to understand the various areas in which the LD students face challenges.

METHODOLOGY

Tools and Techniques

The students with learning disabilities face different problems and it can cause significant disturbance and hindrance in child's academic and overall development. Along with learning difficulties in academia these students can face social, emotional and cognitive malfunctioning. The tool used for identifying the LD was checklist. Checklist included various statements and the students were expected to answer the statements in Yes or No format and scoring technique was used in initial study to identify LD students. For the further study among LD students another checklist was used to identify the particular areas in which LD students find difficulties and problems.

Questionnaire :

a) Self assessment questionnaire.

A self assessment questionnaire were provided to the students to reflect on their own learning process.

b) Interview questionnaire.

Interview questionnaire was focused on identifying different areas that the students with learning disability struggles.

PROCEDURE

The data was obtained from the students studying in various divisions of class 8th of St. Teresa's Convent Girls' Higher Secondary School, Ernakulam. The total number of students taken for the initial study was 197 students. A self-assessing questionnaire was provided to 197 students and they were asked to mark the columns given corresponding to the statements that are related with learning disability. The students with LD was identified from 197 students and rest of the study was conducted in students with learning disability. The children with LD are those who scored more than 20 marks in the checklist given to them.

The second level of evaluation was conducted for the specification of LD type. The interview questionnaire included seven areas that the LD child may find difficulty, such as motor skills, language, reading, written language, attention, mathematics, social and emotional areas. 3 students were selected for second level of evaluation and opted personal interview method.

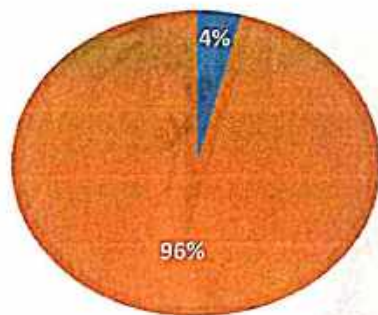
DATA COLLECTED

Sample consists of 197 students from three divisions of standard 8th of St. Teresa's Convent Girls' Higher Secondary School Ernakulam. The total number of students with learning disability was identified with the help of a self assessment questionnaire.

Table 1: The table denoting the percentage and number of students with LD

Class	Total number of Students	Number of students with Learning disability	Percentage of students with LD
VIII	197	8	4%

Figure 1: The percentage of students with learning disability



- Students with LD
- Students without LD.

With the help of interview questionnaire the various areas in which the students with LD finds difficulty were identified.

Table 2 : Table showing the specification of LD type.

Specific areas	Number of students with specific problem	Total number of students with LD in class VIII	Percentage of students with specific problem
Motor skills	0	8	-
Language	2	8	25%
Reading	4	8	50%
Written language	4	8	50%
Attention	2	8	25%
Mathematics	6	8	75%
Social and Emotional	0	8	-

ANALYSIS OF DATA

With the help of self assessment questionnaire the number of students with LD was identified i.e. 8 students. With the interview questionnaire the specific areas that the child finds problems

was also analysed.

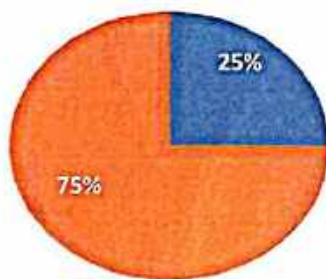
Motor Skills:

Based on the data collected among the 8 students with LD, none of the students showed or reported problems with their motor skills.

Language:

Out of 8 students, 2 students face issues in language. The children with these difficulty has trouble grasping instructions, pragmatic skill, modulating voice and so on. They shows limited interest in books and stories. They even use vague, imprecise language and has limited vocabulary.

Figure 2 : Percentage of students with LD having problems in the area of language.

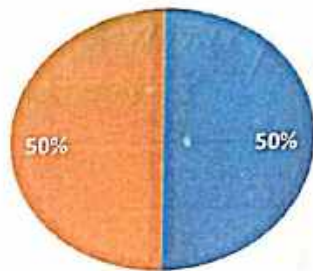


Twenty five percentage of students have issues with the language.

Reading :

Out of 8 students, 4 students shows difficulty in reading. They get confused with similar-looking words and letters. They show slow reading ability. They have poor retention of vocabulary and frequently loses place while reading. They even has problem associating letter and sounds and understanding difference between sounds in words or blending sound into words.

Figure 3 : Percentage of students with LD having problem in the area of reading.



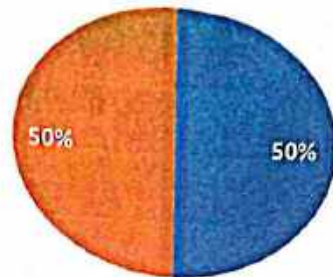
50% of students shows difficulty in reading areas.

Written language :

About half of the students with LD faces problems in written language i.e, 50% students. They show difficulty in proof reading and self correcting work. They may express written ideas in disorganized manner. They even frequently

spells poorly, frequently reverses letters or numbers etc.

Figure 4: Percentage of students with LD having problem in the area of written language.

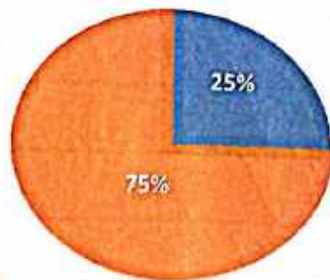


50% of students faces issues with written language.

Attention:

Only 2 students among 8 shows problem in the areas of attention. They find difficulty in organizing tasks or activities. They loses things like books, pencils, assignments etc. They may not even follow instructions and fail to finish school works on time.

Figure 5: Percentage of students with LD having attention issues



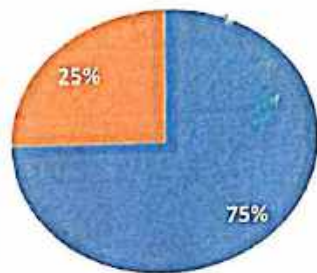
25% of children have attention problems.



Mathematics :

6 students out of 8 struggles with mathematics. They have difficulty in mastering number knowledge, basic addition, subtraction, counting rapidly, interpreting graphs, comparisons and so on.

Figure 6 : Percentage of students with LD having difficulty in the area of mathematics.



75% of students shows difficulty in the field of mathematics among LD students.

Social and Emotional :

Based on the information collected none of the students showed issues in social and emotional areas.

FINDINGS OF THE STUDY

The major findings of the study are
* Among 197 students only 8 students showed learning disability i.e; 4% of the students have learning disability problems.

- * Majority of the students with LD has issues in the areas related to mathematics. Around 75% of students face problems in the field of maths.
- * Half of the students finds difficulty in reading and written language areas which is around 50% students.
- * None of the LD students in the class struggles with motor, social and emotional areas.
- * Language and attention problems was shown by only two students with LD.

INTERPRETATION AND RESULT

The study conducted among 197 students reveals that only 8 of them shows the problems with learning disabilities. The self assessment questionnaire given to the students had around 13 statements and they were given appropriate options to put tick mark against the statements. The students who were identified with LD are the ones with highest scores selected from the three divisions of class VIII. Students with LD have difficulty in solving math problems, difficulty in expressing ideas in writing or saying words and remembering. They also take more time in studying than normal students. Some of the students come



from a family background who have received special education help. The study shows that 4% of students have learning disabilities in VIIIth standard.

The second evaluation was to understand the LD specification and it was conducted among the 8 students with issues of LD. The study was conducted using another interview questionnaire with seven sections that had questions related to areas such as motor skills, language, reading, written language, attention, mathematics, social and emotional area. The study revealed that around 75% of LD students in the class struggles with the mathematics subject. They find difficulty to understand, learn and perform math and number based operations. Among the 8 students with LD, half of them faces problems in reading and written languages. They find difficulty in recognizing words, slow-reading, gets confused with letters and numbers, frequently losing place while reading and so on. The LD students shows poor writing skills due to weak sensory-motor integration. 25% of LD students in the class have issues related to attention and language skills. The children with attention problems find difficulty in doing and organising certain tasks or activities.



loses things and even show reluctance in performing school works. Language and communication learning disability involve the inability to understand or produce spoken language. They have weakness in verbal language skills such as ability to retell a story, fluency of speech and the ability to understand the meaning of words, directions and the like.

SUGGESTIONS

The study reveals that only few students faces learning disabilities in the class VIII. Teachers can play a major role in identifying and helping students with LD.

The teacher can make necessary changes in the classroom to ease the child with LD. Provide oral instruction for students with reading disabilities. Present text and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability. Provide learning disabled students with frequent progress checks and let the students know how well they are progressing toward an individual or class goal. Teachers should give immediate and appropriate feedback to LD students.

Make activities for them concise and short whenever possible. Long, drawn-out projects or activities



are particularly frustrating for an LD child. The children may have difficulty learning abstract terms and concepts. Whenever possible, teachers should provide them with concrete objects, events or items. Teachers must praise the LD students for their achievements in frequent manner.

When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, teachers should ensure that LD children utilize as many of their modalities as possible. Teachers must give a special attention for these students and must make a good relationship with them.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study was beneficial to understand and to identify the students with learning disabilities. It is desirable for teachers to be fully aware of all academic and behavioural development of the students. Teachers should participate in accurate and early identification of learning difficulties faced by any student in the class so that it could greatly reduce these issues among learners who are at risk and appropriate intervention and support to students will

be very helpful. The proper screening and adequate teaching strategies employed by the educators can improve their level of academic achievement.

CONCLUSION

Education is supposed to provide skills and competencies to all learners to enhance their lives and promote life long learning. This calls for assessment practices that enable teachers to identify learners' present level of performance, their strengths and needs, as well as monitoring their progress and evaluate their achievement. However, this may not be so for children with learning disabilities which is referred to as an 'invisible disability' and is not easily identifiable compared to other disabilities. The students with LD do not learn in the same way or at the same speed as their peers. Teachers can take action when they suspect a learner who has LD. In order to support them teachers could design appropriate remediation strategies based on the type of learning disability they face. Teachers must find time to give individualised programmes for the learners and to assist in addressing their learning needs.



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A Study On Toxic Parenting And its Consequent Effects on Adolescent Girls

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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 treating 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 mother 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 Carlson 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 Secondary 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 of 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.

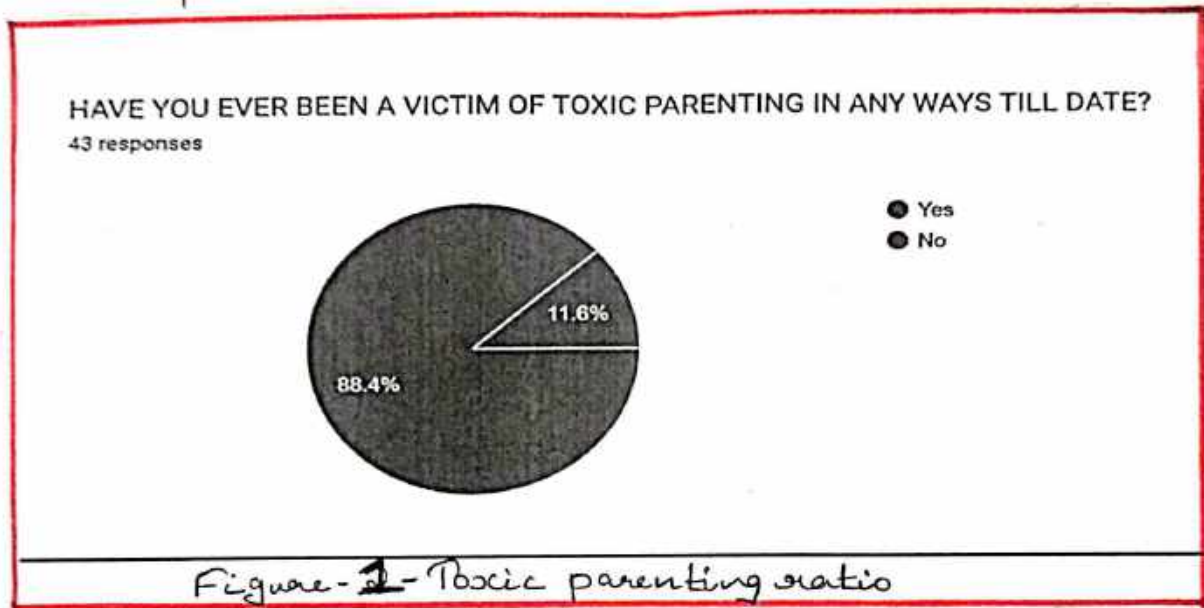


Table 1: Percentage of students undergoing Toxic parenting from Sample

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%

above table shows the percentage of students

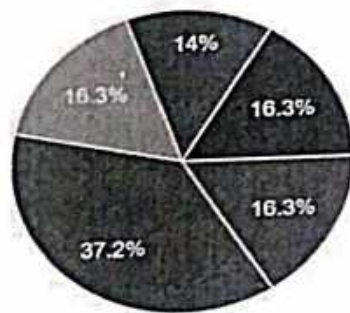


Table 3: Implications of Toxic Parenting

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 Consequences 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 round.

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 said. All the human 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 preconceived 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?

Yes 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 Fear or Keeping grudges towards Parents
 Loneliness Not taking it into Consideration
 Lack of Self-Esteem/Confidence

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

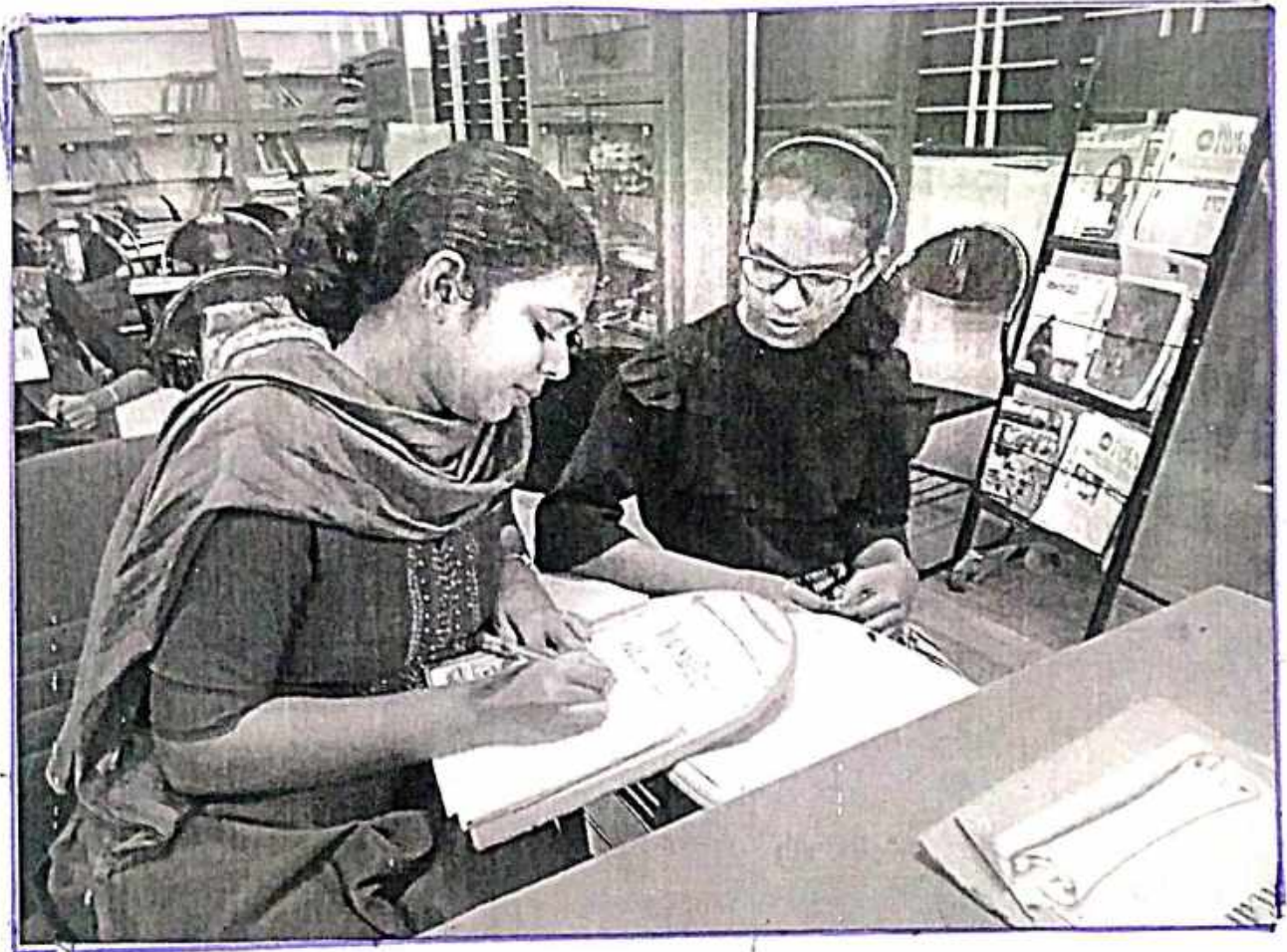
12) Have your parent ever made hurtful statements to you like "YOU'RE STUPID" or "YOU'RE SUCH A LOSER"?

- YES No

13) Do you believe that Someday, Somehow your parents are going to change for the better?

- Yes No Maybe

Appendix-2





Documentary Evidence of class on inclusive Education









ACHIEVEMENT TEST

7

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ACHIEVEMENT TEST

DESIGNING THE TEST

A) Weightage to learning Objectives

Sl No.	Learning Objectives	Marks	Percentage
1	Knowledge Domain	6	24 %
2	Process Domain	10	40 %
3	Application Domain	5	20 %
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	Respiratory system	1 1/2	6 %
	2	Respiration	1 1/2	6 %
	3	Cellular Respiration	1 1/2	6 %
	4	Anaerobic Respiration	3	12 %
	5	Respiratory disorders	2 1/2	10 %
	6	Diversity in respiration	1 1/2	6 %
Excretion to maintain Homeostasis	1	Kidney as excretory organ	2	8 %
	2	Accessory excretory organs	1 1/2	6 %



73

3.	Formation of urine	4	16 %
4.	Kidney disorders and treatment	4	16 %
5.	Excretion in other organisms and plants	2	8 %
Total		25	100 %

c) Weightage to form of Questions

Sl.No.	Type of Question	No. of questions	Marks	Percentage
1	Objective	16	8	32 %
2	Short answer	9	13	52 %
3	Essay	1	4	16 %
Total		26	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 %





INSTRUCTIONAL OBJECTIVES
FORM OF QUESTION
CONTENT

	KNOWLEDGE			PROCESS			APPLICATION			ATTITUDINAL			CREATIVITY			TOTAL
	O	S.A	E	O	S.A	E	O	S.A	E	O	S.A	E	O	S.A	E	
Respiratory system	(1) ^{1/2}	(1) ¹	(1) ¹													1 1/2
Respiration	(1) ^{1/2}			(1) ¹												1 1/2
Cellular respiration		(1) ¹		(1) ^{1/2}												1 1/2
Anaerobic respiration							(1) ¹	(1) ^{1/2}								3
Respiratory disorders				(1) ^{1/2}										(1) ²		2 1/2
Diversity in respiration	(1) ^{1/2}			(2) ¹												1 1/2
Kidney as excretory organ	(2) ¹			(2) ¹												2
Accessory excretory organ	(1) ^{1/2}	(1) ¹							(1) ⁴							1 1/2
Formation of uric acid																4
Kidney disorders & treatment													(1) ²			4
Excretion in other organisms and plants				(4) ²												2
Total	3	3	6	5	1	4	5	5	5	2	2		2	2		25

* Number inside the bracket indicates the number of questions
 * Number outside the bracket indicates the total marks.

SCORING KEY

Sl No.	KEY ANSWERS	MARKS
1.	Nephrons	
2.	Alveoli	$\frac{1}{2}$
3.	Liver	$\frac{1}{2}$
4.	Anaemia	$\frac{1}{2}$
5.	Pelvis	$\frac{1}{2}$
6.	Gills	$\frac{1}{2}$
7.	Krebs cycle	$\frac{1}{2}$
8.	Bronchitis	$\frac{1}{2}$
9.	Amoeba - Excess water	$\frac{1}{2}$
	Amoeba - Contractile vacuole	$\frac{1}{4}$
10.	Earthworm - Urea	$\frac{1}{4}$
	Earthworm - Nephridia	$\frac{1}{4}$
11.	Insect - Uric acid	$\frac{1}{4}$
	Insect - Malpighian tubule	$\frac{1}{4}$
12.	Fish - Ammonia	$\frac{1}{4}$
	Fish - kidney	$\frac{1}{4}$
13.	Gills	$\frac{1}{2}$
14.	Medulla	$\frac{1}{2}$
15.	Renal tubule	$\frac{1}{2}$
16.	stomata	$\frac{1}{2}$

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**ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR
WOMEN, ERNAKULAM**

GOVT GIRLS H S S TRIPUNITHURA

ACHIEVEMENT TEST

BIOLOGY

Standard:9

Maximum mark:25

Maximum time:40 minutes

Instructions

- ❖ Answer all the questions
- ❖ The Instructions for each part is given in the brackets
- ❖ The score and time for each question should be considered while writing

PART- A

(Answer all the questions. Each question carries ½ marks)

Fill in the blanks

- 1..... are the basic structural and functional unit of kidney
- 2.In humans exchange of respiratory gases takes place at.....
- 3.....converts ammonia in to urea
- 4.....is the condition in which the amount of haemoglobin in blood decreases

Pick the odd one out

- 5.nostril, bronchus, trachea,pelvis
- 6 Malpighian tubules, nephridia,gills,contractile vacuole
7. Dark phase, light phase, Krebs cycle,Calvin cycle



8. nephritis, bronchitis, uremia, kidney stone

9. Match the following

Amoeba	Ammonia	Nephridia
Earth worm	Uric acid	Malphigian tubules
Insect	Urea	Contractile vacuole
Fish	Excess water	Kidney

Complete the word pair relation

13. Amoeba: cell membrane

Fish :

14. Cortex : light coloured outer Part of kidney

.....: dark coloured inner Parton kidney

Complete the sentence

15. The long tubules which connects Bowman's capsule and collecting duct.....

16. Centre of exchange of gases in plants.....

PART B

(Answer all questions. Each questions carries 1mark)

17) Complete the flow chart

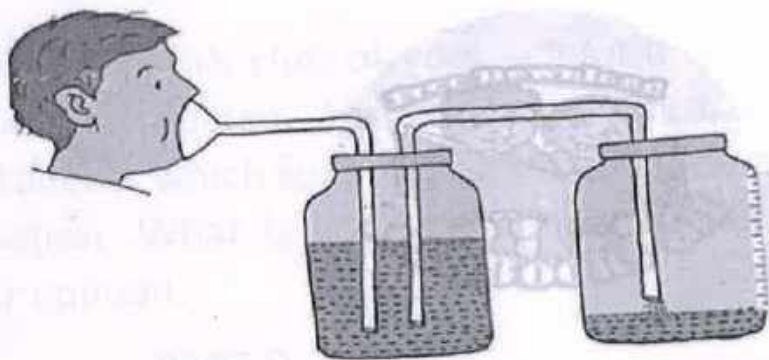
Nostril ----> a -----> b -----> c ----> d -----> alveoli



18) Mention the steps in cellular respiration along with the number of ATP formed?

19) Which Excretory organ helps in sweat production?
Which are the components of sweat?

20. Analyse the figure given below



a) What can you observe from the experiment?

b) What is your inference?

21. Why yeast is added during the preparation of wine?

PART C

(Answer all questions. Each questions carries 2marks)

22) Ravi was not feeling well and he went to doctor. Doctor found that his kidneys are inflammed due to infection.

a) What is the condition that Ravi is suffering from?

b) What are the symptoms noticed by doctor?



23) Given below are two common activities in kitchen .

Activity a – A spoon full of curd is added to milk

Activity b – A little yeast is added to batter

a) What will happen to 'activity a' after 5-6 hrs? Give reason.

b) what will happen to 'activity b' after 5-6 hrs? Give reason.

24. Prepare a poster creating awareness on harmful effects of smoking?

25. As a part of health club of your school a class on organ donation was conducted. After the class there are opinion from the students which supports organ donation and against organ donation. What is your opinion on organ donation. Justify your opinion.

PART D

(Answer the question. It carries 4 marks)

26. Explain the process of formation of urine with illustration.

Ami



MARKING SCHEME

VALUE POINTS	MARKS FOR EACH VALUE POINT	TOTAL MARKS
* Nasal cavity	$\frac{1}{4}$	1
* Trachea	$\frac{1}{4}$	
* Bronchus	$\frac{1}{4}$	
* Bronchioles	$\frac{1}{4}$	
* Glycolysis	$\frac{1}{4}$	1
* 2 ATP	$\frac{1}{4}$	
* krebs cycle	$\frac{1}{4}$	
* 28 ATP	$\frac{1}{4}$	
* Skin helps in sweat production	$\frac{1}{2}$	1
* Salt is a component of urine	$\frac{1}{4}$	
* Water is a component of urine	$\frac{1}{4}$	
* Volume of water in second jar is equal to the volume of air blown	$\frac{1}{2}$	1
* Volume of water will be proportionate to vital capacity	$\frac{1}{2}$	
* Alcoholic fermentation	$\frac{1}{2}$	1
* Formation of alcohol and CO_2	$\frac{1}{2}$	

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Q.No.	VALUE POINTS	MARKS FOR EACH VALUE POINT	TOTAL MARK
22.	<ul style="list-style-type: none"> * Nephritis * Turbid urine * Back pain * Fever 	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
23.	<ul style="list-style-type: none"> * The milk turns to curd * lactic acid fermentation * Batter becomes soft and puffy * Alcohol fermentation 	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
24.	<ul style="list-style-type: none"> * Poster title * Presentation of topic * Message conveyed * Overall appearance 	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2
25.	<ul style="list-style-type: none"> * Organ donation only option to save patients suffering from organ failure * Single donor can save many life * Give recipient opportunity of longer and better quality of life. * Organ donation is an opportunity to help others. 	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	2

78



Q.NO.	VALUE POINTS	MARKS FOR EACH VALUE POINT	TOTAL MARKS
26.	* Diagram of nephron	$\frac{1}{4}$	
	* complete absorption. Glucose, amino acids - labeled	$\frac{1}{4}$	
	* Partial absorption - Na^+ , K^+ , Ca^+ , water - labeled	$\frac{1}{4}$	
	* Secretion of H^+ , K^+ , urea - labeled	$\frac{1}{4}$	
	* Urine - labeled	$\frac{1}{4}$	
	<u>Ultrafiltration</u>	$\frac{1}{4}$	
	* Blood filters through small pores of glomerulus	$\frac{1}{4}$	
	* Afferent and efferent vessel varies in diameter	$\frac{1}{4}$	
	* High blood pressure developed in glomerulus	$\frac{1}{4}$	4
	* Formation of glomerular filtrate	$\frac{1}{4}$	
	<u>Reabsorption and Secretion</u>	$\frac{1}{4}$	
	* Essential components are reabsorbed to peritubular capillaries	$\frac{1}{4}$	
	* Secretion of excess components to renal tubules	$\frac{1}{4}$	
	<u>Absorption of water</u>	$\frac{1}{4}$	
	* Absorption of water takes place in collecting duct	$\frac{1}{4}$	
	* Urine collected in collecting duct	$\frac{1}{4}$	



QUESTION WISE ANALYSIS

Q No.	CONTENTS	DOMAIN	SPECIFICATION	FORM OF QUESTIONS	DIFFICULTY LEVEL	MARK	EXPE TIME
1.	Kidney as excretory organ	Knowledge	Identifies	Objective	Easy	1/2	1/2
2.	Respiratory system	Knowledge	Identifies	Objective	Easy	1/2	1/2
3.	Accessory excretory organ	Knowledge	Recognizes	Objective	Easy	1/2	1/2
4.	Respiration	Knowledge	Defines	Objective	Easy	1/2	1/2
5.	Kidney as excretory organ	Process	Classifies	Objective	Average	1/2	1
6.	Diversity in respiration	Process	Classifies	Objective	Average	1/2	1
7.	Cellular respiration	Process	Classifies	Objective	Average	1/2	1
8.	Respiratory disorder	Process	Classifies	Objective	Average	1/2	1
9.	Excretion in other organisms and plants	Process	Analyses	Objective	Average	1/2	1
10.	Excretion in other organisms and plants	Process	Analyses	Objective	Average	1/2	1
11.	Excretion in other organisms and plants	Process	Analyses	Objective	Average	1/2	1
12.	Excretion in other organisms and plants	Process	Analyses	Objective	Average	1/2	1
13.	Diversity in respiration	Process	Analyses	Objective	Average	1/2	1
14.	Kidney as excretory organ	Process	Analyses	Objective	Average	1/2	1/2
15.	Kidney as excretory organ	Knowledge	Identifies	Objective	Easy	1/2	1/2
16.	Diversity in excretion	Knowledge	Recognizes	Objective	Easy	1/2	1/2
17.	Respiratory system	Knowledge	Lists out	Short answer	Easy	1	2
18.	Cellular respiration	Knowledge	Distinguishes	Short answer	Easy	1	2
19.	Accessory excretory organ	Knowledge	Understands	Short answer	Easy	1	2
20.	Respiration	Process	Observes and infers	Short answer	Average	1	2
21.	Anaerobic respiration	Application	Gives reason	Short answer	Difficult	1	2
22.	Kidney disorders and treatment	Application	Critically thinks	Short answer	Difficult	2	3
23.	Anaerobic respiration	Application	Applies	Short answer	Average	2	3
24.	Respiratory disorders	Creativity	Creates	Short answer	Average	2	3
25.	Kidney disorders and treatment	Attitudinal	Makes decision	Short answer	Average	2	3
26.	Formation of urine	Process	Communicates	Essay	Average	4	6



SCORE SHEET OF ACHIEVEMENT TEST

CLASS : IX C

Sl. No.	NAME OF THE STUDENT	MARK OUT OF 25	PERCENTAGE
1	Abhiram . K.S	19 $\frac{1}{2}$	78 %
2	Angeleena George	8	32 %
3	Aishwarya Ravi	10	40 %
4	Akhila Ajith	12	48 %
5	Aleena . M.M	6 $\frac{3}{4}$	27 %
6	Amritha P.M	14 $\frac{1}{4}$	57 %
7	Amritha Viju	15 $\frac{3}{4}$	63 %
8	Anandha Lakshmi	13 $\frac{3}{4}$	55 %
9	Ananya . P.S	13 $\frac{3}{4}$	55 %
10	Aneeta shaji	14 $\frac{1}{4}$	57 %
11	Aswini . K.B	15	60 %
12	Ayisha beevi	14 $\frac{3}{4}$	59 %
13	C.V. Varma	13 $\frac{1}{2}$	54 %
14	Charita . A.S	19 $\frac{1}{4}$	77 %
15	Devika Binu	24 $\frac{1}{2}$	98 %
16	Devika . D	19 $\frac{1}{2}$	78 %
17	Endreena . V	16	64 %
18	Fathima Thoubal	15	60 %
19	Haritha Vinod	13 $\frac{1}{4}$	53 %
20	Isavva . K.B	15 $\frac{1}{2}$	62 %



21	Kripa. R.J	15 $\frac{1}{2}$	62 %
22	Lakshmi. A.M	13 $\frac{1}{4}$	53 %
23	Lakshmi. A.S	18 $\frac{1}{4}$	73 %
24	Meenakshy Saiju	18 $\frac{1}{2}$	74 %
25	N. Devalakshmi	22	88 %
26	Nakshatra Lakshmi	16 $\frac{1}{4}$	65 %
27	Nikhita Manoj	6 $\frac{1}{4}$	25 %
28	Pramitha Pradeep	19	76 %
29	Prathyusha. M.V.	18	72 %
30	Renuka	11 $\frac{1}{2}$	46 %
31	Rose Mariya Thomas	17 $\frac{1}{4}$	69 %
32	Sona	9 $\frac{3}{4}$	39 %
33	Sreenandha	17 $\frac{3}{4}$	71 %
34	Thara Kalyani	16	64 %
35	Unnimaya. M.U	17 $\frac{1}{4}$	69 %
36	Vandhana Sunil	19 $\frac{1}{4}$	71 %
37	Varsha. K.H	17 $\frac{1}{2}$	70 %

Highest Mark = 24 $\frac{1}{2}$

Lowest Mark = 6 $\frac{1}{4}$



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	2	25	50
30-40	2	35	70
40-50	3	45	135
50-60	8	55	440
60-70	10	65	650
70-80	10	75	750



80-90	1	85	85
90-100	1	95	95
Total	37		$\Sigma fx = 2275$

$$\text{Mean} = \frac{\Sigma fx}{n}$$

Σ = Sum

f = Frequency

x = Mid point of class interval

n = Total frequency

Calculation

84

$$\begin{aligned} \text{Arithmetic mean} &= \frac{\Sigma fx}{n} \\ &= \frac{2275}{37} \end{aligned}$$

$$\therefore \text{Mean} = \underline{\underline{61.4}}$$



MEDIAN

CLASS INTERVAL	FREQUENCY	CUMULATIVE FREQUENCY
0-10	0	0
10-20	0	0
20-30	2	2
30-40	2	4
40-50	3	7
50-60	8	15
60-70	10	25 Median class
70-80	10	35
80-90	1	36
90-100	1	37
Total	37	

$$\text{Median} = \frac{L_1 + \frac{L_2 - L_1}{F} (m - c)}{1 + \left[\frac{\frac{n}{2} - m}{f} \right] \times c}$$

L_1 = Lower limit of median class

L_2 = Upper limit of median class

F = Frequency of median class

c = class width

M = Cumulative frequency of class just preceding median class

$$\frac{n}{2} = \frac{37}{2} = 18.5$$



Median class = 60-70

Calculation

$$l = 60$$

$$n/2 = 18.5$$

$$c = 10$$

$$m = 15$$

$$f = 10$$

$$\begin{aligned}\text{Median} &= l + \left[\frac{\frac{n}{2} - m}{f} \right] \times c \\ &= 60 + \left[\frac{18.5 - 15}{10} \right] \times 10 \\ &= 60 + \left[\frac{3.5}{10} \right] \times 10 \\ &= 60 + 3.5 \\ &= \underline{\underline{63.5}}\end{aligned}$$

MODE

$$\text{Mode} = 3 \times \text{Median} - 2 \times \text{Mean}$$

$$\text{Median} = 63.5$$

$$\text{Mean} = 61.4$$

$$\begin{aligned}\text{Mode} &= 3 \times 63.5 - 2 \times 61.4 \\ &= 190.5 - 122.8 \\ &= \underline{\underline{67.2}}\end{aligned}$$

STANDARD DEVIATION

$$SD = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

x	f	Mid value (x)	fx	x ²	fx ²
0-10	0	5	0	25	0
10-20	0	15	0	225	0
20-30	2	25	50	625	1250
30-40	2	35	70	1225	2450
40-50	3	45	135	2025	6075
50-60	8	55	440	3025	24200
60-70	10	65	650	4225	42250
70-80	10	75	750	5625	56250
80-90	1	85	85	7225	7225
90-100	1	95	95	9025	9025
			$\sum fx = 2275$		$\sum fx^2 = 148725$

$$\sigma = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$= \sqrt{\frac{148725}{37} - \left(\frac{2275}{37}\right)^2}$$



$$= \sqrt{4019.5 - (61.4)^2}$$

$$= \sqrt{4019.5 - 3769.9}$$

$$= \sqrt{249.6}$$

$$= \underline{\underline{15.8}}$$

STATISTICAL ANALYSIS TABLE

Sl. No.	STATISTICS	VALUE
1	Mean	61.4
2	Median	63.5
3	Mode	67.2
4	Standard Deviation	15.8

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GRAPHICAL REPRESENTATION

1. HISTOGRAM

CLASS INTERVAL	FREQUENCY
0-10	0
10-20	0
20-30	2
30-40	2
40-50	3
50-60	8
60-70	10
70-80	10
80-90	1
90-100	1

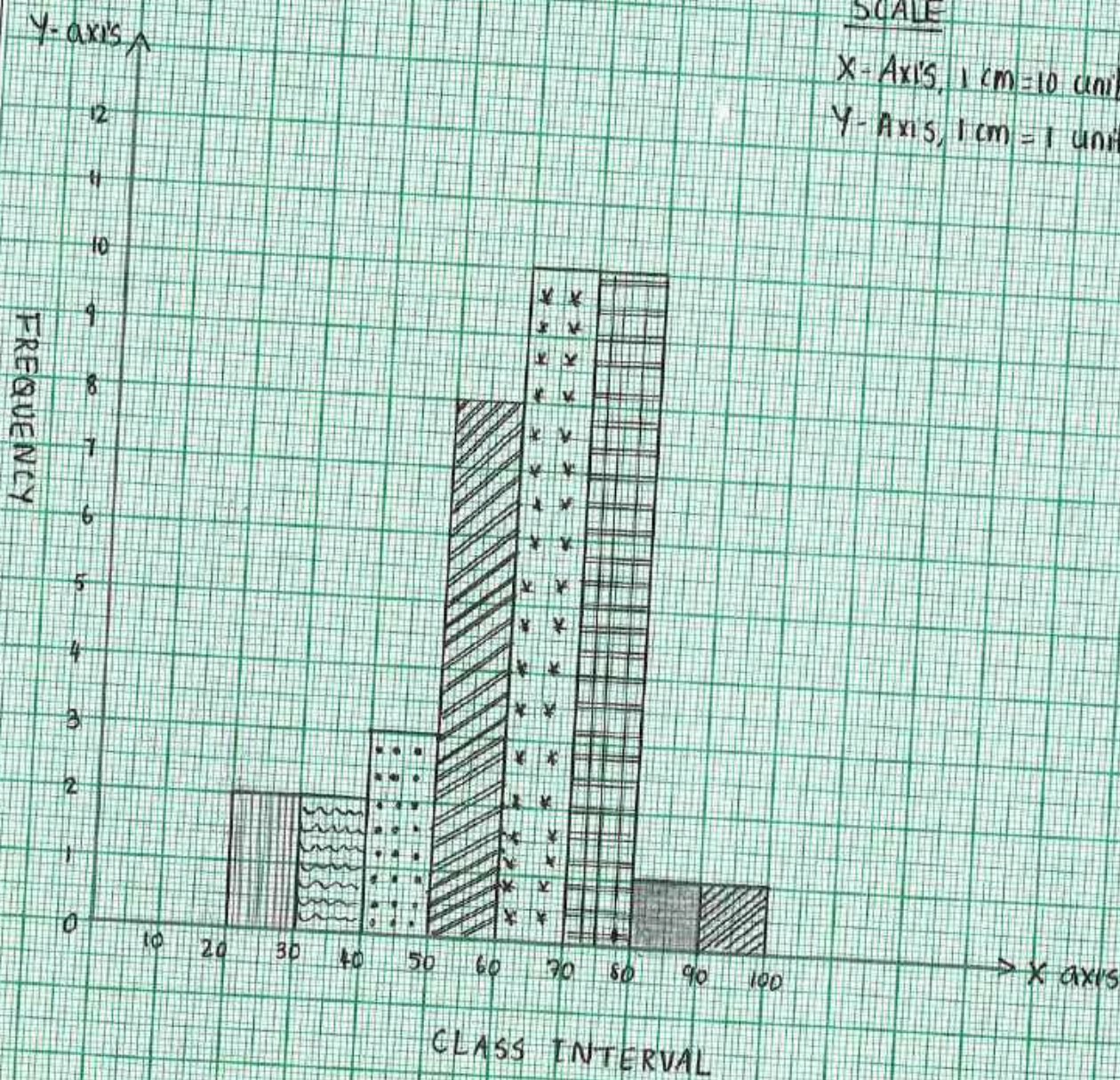


HISTOGRAM

SCALE

X-Axis, 1 cm = 10 units

Y-Axis, 1 cm = 1 units



06

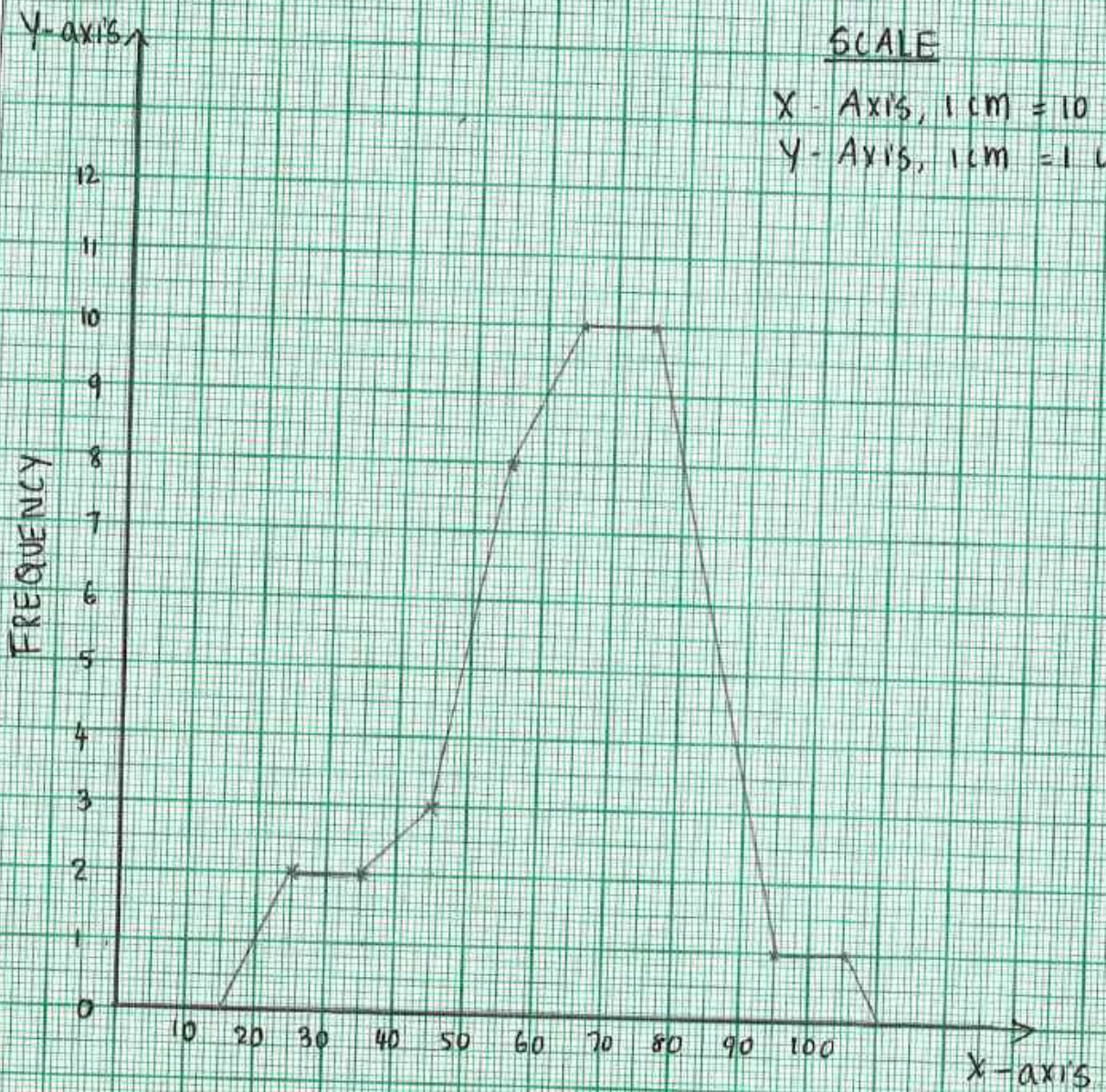


2. FREQUENCY POLYGON

CLASS INTERVAL	MID POINT	FREQUENCY
0-10	5	0
10-20	15	0
20-30	25	2
30-40	35	2
40-50	45	3
50-60	55	8
60-70	65	10
70-80	75	10
80-90	85	1
90-100	95	1



FREQUENCY POLYGON



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INTERPRETATION OF DATA

An achievement test was conducted for the students of class IX C of Govt. Girls. H.S.S. Tripunithura. The achievement test was out of 25 marks. The test was administered on 6th January 2023. By analysing the score sheet of students the highest and lowest scores are marked. The highest score obtained was 24.5 and the lowest score was 6.25.

Statistical analysis of the data was done to find the mean, median, mode and standard deviation. The mean value is 61.4, median is 63.5, mode value is 67.2 and standard deviation is 15.8. From the statistical analysis of data it is clear that most of the students are belongs to above average category and only few students belongs to below average category.

Graphical representation of data was done using histogram and frequency polygon. From the analysis it is interpreted that there are no students in the range of 0-10 and 10-20 class intervals. There are 2 students in the range of 20-30 and 2 in 30-40. 3 students belongs to 40-50 range and 6 students belongs to 50-60 range. Majority of the students ie, 10 among them scored between 60-70 and 10 in 70-80 range. Only one student belongs to the range 80-90 and one student belongs to 90-100 range. Most of the



students were found to be in above average category and they scored more than 50% which was satisfactory. Care has to be given to students who scored below 50% which is 7 in number. The lower scores has to improve a lot. The whole statistical analysis revealed that the performance of students is satisfactory and need for improvement in some of them. Among the 37 students most of the students belongs to above average category.

Ami
9/2/2023

94



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

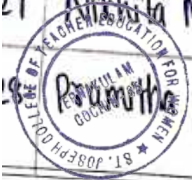
The test was administered to the students of standard IX c of Govt. Girls. H.S.S. Tripunithura on 20/1/2023. The students were made aware that this test is not for any form of assessment but to identify their difficulty and to help them. There was no time limit for the test.



DIAGNOSTIC CHART



SL. No.	LEARNING POINT	Features of kidney	kidney and associated parts								Internal structure of kidney																	
			MARK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	Abhirami.K.S	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
2	Angelee na George	1	✓	✓	✓	X	✓	✓	X	✓	✓	X	X	✓	X	✓	✓	X	✓	✓	X	✓	✓	✓	X	✓	✓	✓
3	Aiswarya Ravi	1	✓	X	✓	X	X	✓	X	X	✓	✓	X	X	✓	X	✓	X	X	✓	✓	X	X	✓	X	✓	✓	✓
4	Akhila Ajith	1	✓	✓	X	✓	✓	X	X	✓	X	X	✓	✓	X	X	✓	X	X	✓	X	X	✓	X	✓	✓	✓	✓
5	Aleena.M.M	1	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓
6	Amitha.p.M	1	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓
7	Amitha.vij'u	1	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	X	X	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓
8	Anandha Lakshmi	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
9	Ananya.p.S	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓
10	Aneeta shaji	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	X	X	✓	✓	✓	✓	✓	X	✓	✓
11	Aswini.k.B	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Ayisha Bhevi	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	X	✓	✓	✓	✓	X	X	✓	✓	✓	✓
13	C.V.Varna	1	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	X	X	✓
14	Chaitra.A.S	1	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	X	X	X	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓
15	Devika Binu	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Devika.D	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Endreena.V	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	X	X	✓	X	X
18	Fathima Thoubha	1	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓
19	Haitha vinod	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Kavya.k.B	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	X	X
21	kripa.R.J	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	✓	X	X	✓	✓
22	Lakshmi.AM	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	✓	✓
23	Lakshmi.A.S	1	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	✓	✓	✓	✓
24	Meenakshy saiju	1	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	X	✓	X	✓
25	N. Devalakshmi	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	X	X	✓	✓	✓	X	X	✓	✓
26	Nakshatra Lakshmi	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓
27	Nikhila Manoj	1	✓	✓	✓	X	✓	✓	✓	X	X	✓	✓	✓	✓	✓	✓	X	✓	X	✓	✓	X	X	✓	✓	✓	✓
28	Pradeep	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	X	X	X	✓	✓	✓



DATE :

QUESTION WISE ANALYSIS CHART

STANDARD : IX C

Formation of urine

kidney diseases

No. of correct response No. of in correct response No. of omissions

21	28	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 in correct 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 : IX C

Kidney diseases

No. of correct responses No. of incorrect responses No. of omissions

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

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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 unit. 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 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

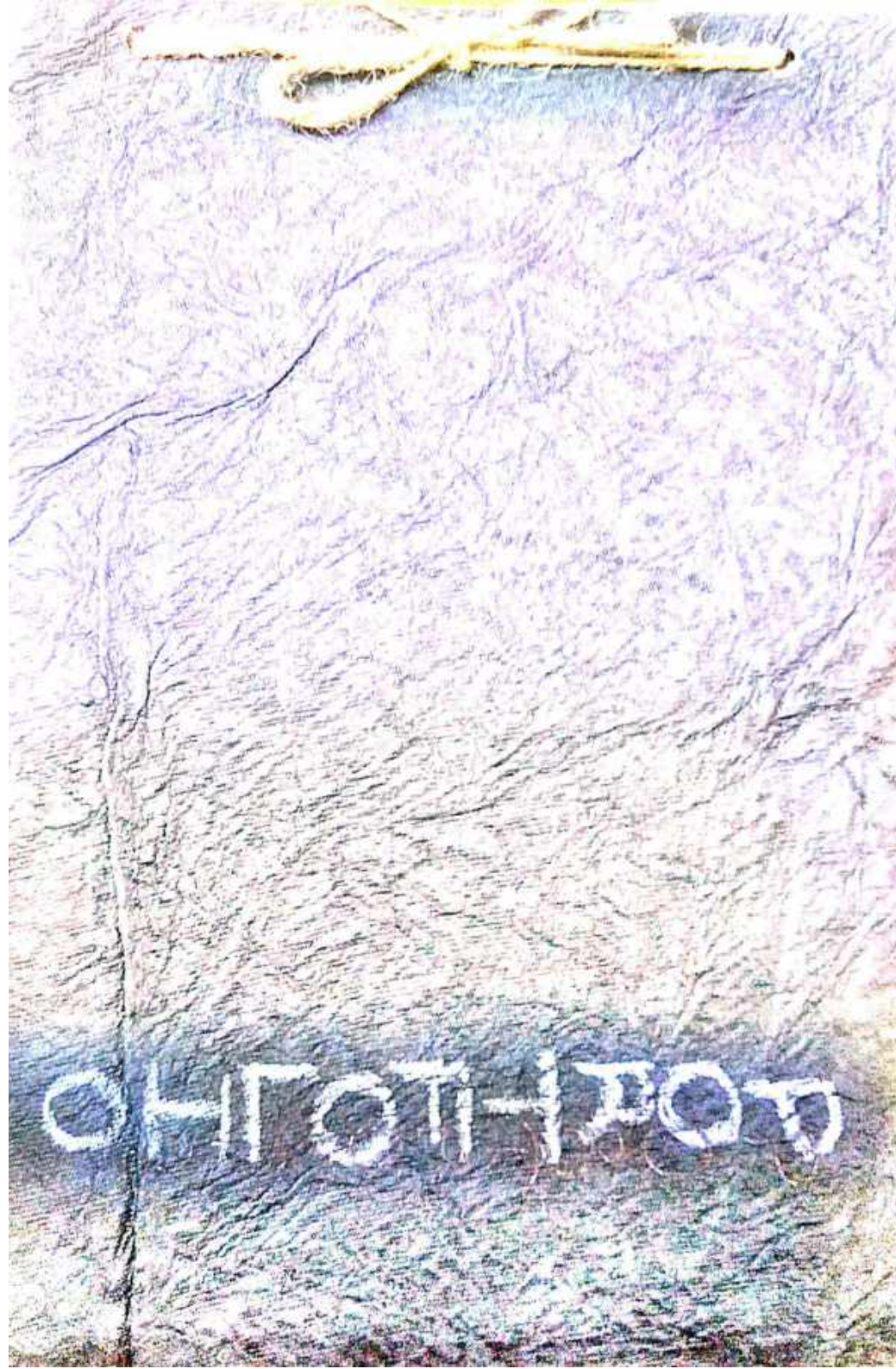
A cross word on 'Formation of urine' is given to students. The questions for cross word included the steps in urine formation and its characteristics. Students need to complete it correctly.





120





ELIZABETH MARIA



Name : ELIZABETH MARIA BABU

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. Thereso, I present my gratitude to god almighty, dear teachers, parents and my friends.



EM

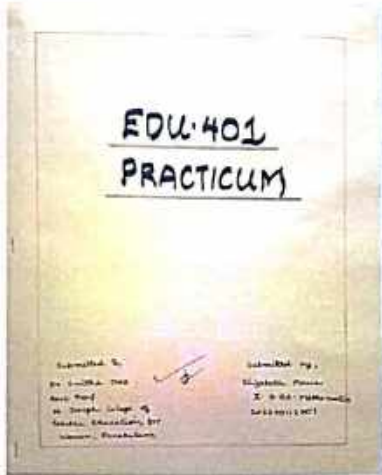


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1-042021

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 Padao'. It was so help-ful to know about the govt helping hands through this work.

COMMUNITY CITIZENSHIP TRAINING CAMP



The Community Citizenship training camp for the B.Ed batch of 2020-2022, 'Aroha 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 coordinatiny for group 5 in the camp and executed every activities so attentively and learned many things to my life.

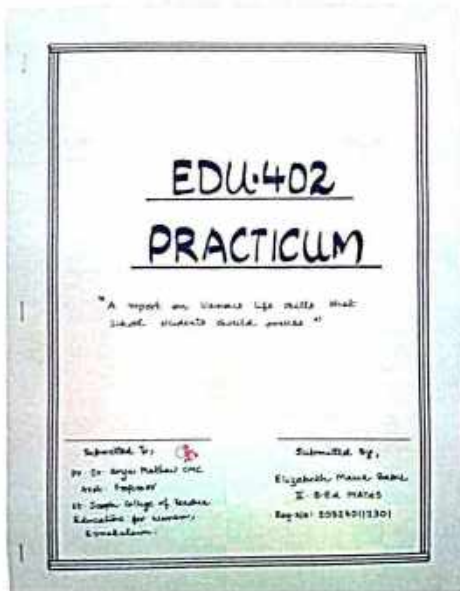
INTERVIEW WITH AN EMINENT TEACHER

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 relive more chapters of her teaching experiences as well.



EDU402
2024

REPORT ON VARIOUS LIFE SKILLS THAT SCHOOL STUDENTS SHOULD POSSESS.



Life skills are one of the essential skills that we look after into everyone now. It doesn't matter how qualified or how much do we earn. 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!

2024

STUDY TOUR



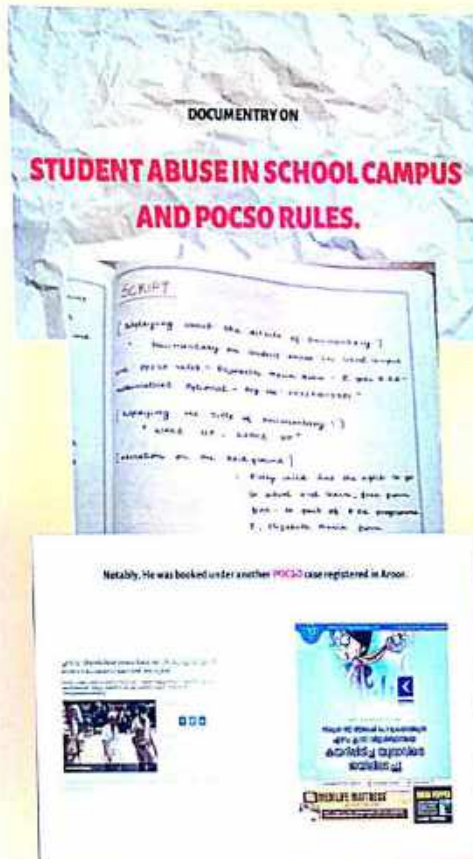
Travelling always gave us new memories, adds up new flavours, sparkle up new wishes. It is indeed, The study tour of our batch was conducted from 27th June to 1st of July 2022.

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 Brigidha maams, Maria maams and Sr. Jaisy. It made us the awakening of unity, coordination, caring, sharing and to look upon our future journey with children.

EDU
402
2024

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.

2023-24

EXTENSION ACTIVITIES

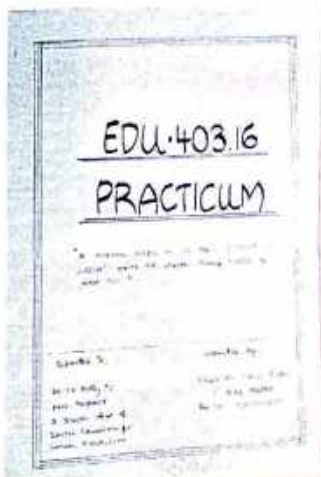


Though internship period was so turning my whole attitude towards classroom experience and teaching that moment I realised about giving the handful of knowledge, love, care and happiness. Hence, the opportunity of doing an extension activity was so fruitful and hearttouching. We the students went to 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.



W D 3 4 0 3

DRAMA SCRIPT ON MATHS TOPIC

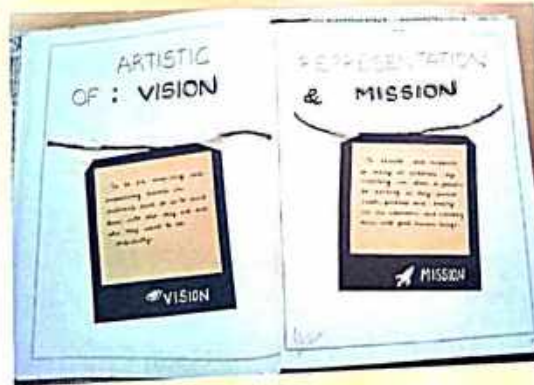
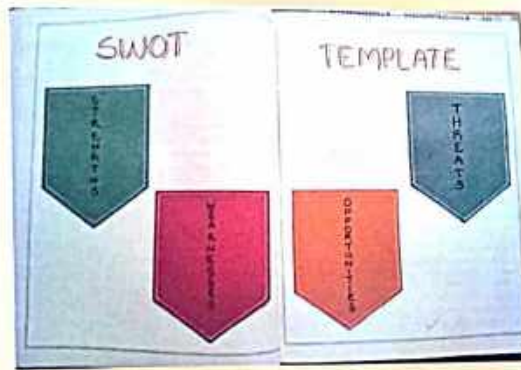


The practicum work for the course EDU.403 was three options. But I preferred to write up a drama script on a mathematics topic so as to enrich learning. I was always anxious to prepare such differentiated learning strategies. So, this was pretty much interesting for me. I made a scenario on compound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

3042EDM

SWOT ANALYSIS

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

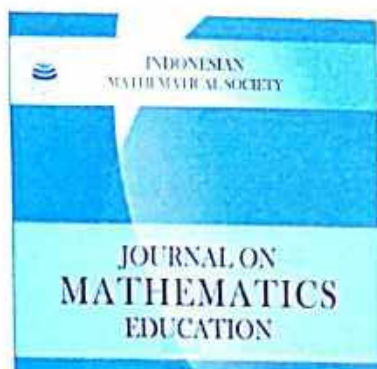


The ultimate vision and mission should be a good model for the children and to build them as good human beings. Inspite of our internship programme we had to do our strength - weakness - Opportunities - Threats analysis. To finalise them after finding the many to the count of 5. Our mentor Dr. Sr. Betty 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.

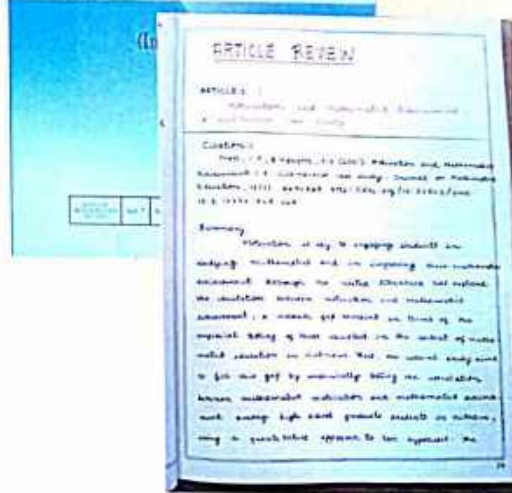
W O F K. D E M

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

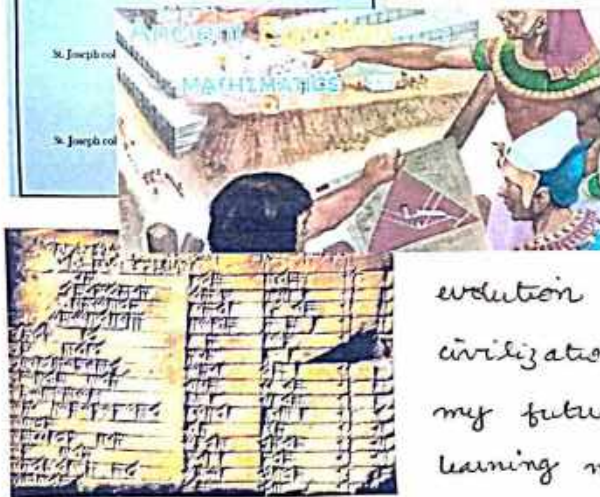


teaching-learning strategies and content knowledge. Reading and reflecting educational journals make the way much easier. I read a journal on mathematical education published by the Indonesian Mathematical Society & received five articles from it.

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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 everyday. Refueing 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.

WORLD OF EDU

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 arrangement was done by the junior batch. All the student teachers were divided into four groups. The events were conducted there for it. 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.



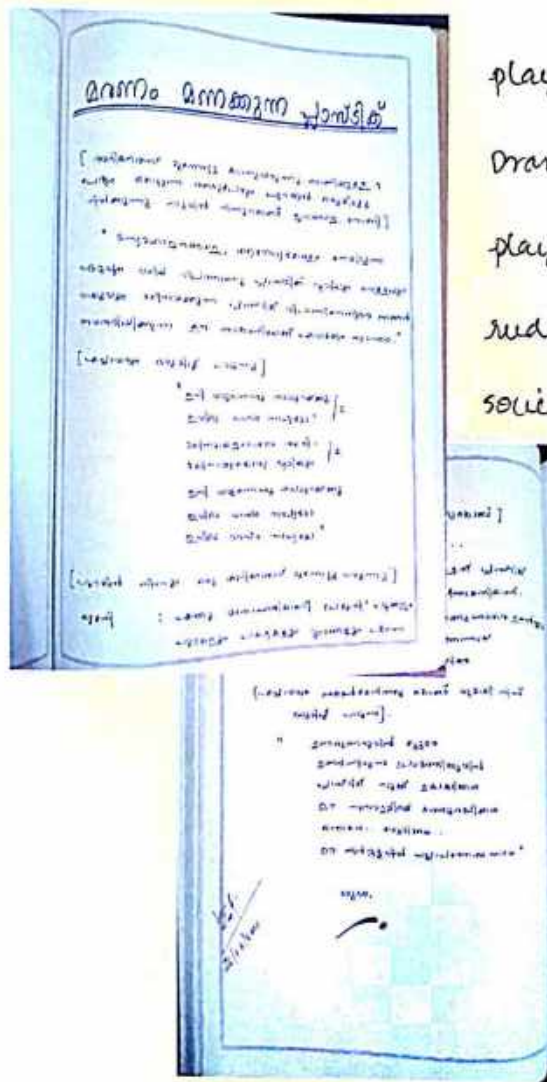
RULES AND REGULATIONS OF VOLLEYBALL AND SHUTTLE BADMINTON

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.

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; 'അസോ അസോജനം പരിഷ്കരിച്ചത്'.

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 solely 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.



"REPORT ON IMPROVISED TEACHING AIDS"

Introduction:-

Science teaching can only be effective when students are willing and the teachers are favorably disposed, using the appropriate methods and resources in teaching the students. Instructional materials used in teaching science help to enrich learning; while the lack of these materials in classroom makes teaching and learning less interactive. Teaching aids can be improvised in place of the standardized ones to bring about similar learning result as the standardized teaching aids. Improvisation of teaching aid is an attempt geared towards finding substitute or alternative to conventional science materials. The improvised teaching aid to be valid, the material should provide the desired results expected, improve the lesson effectiveness and reduce to a minimum the risks according with the usage of the equipment. Educational materials in teaching according to ofedayo, helps to increase learners motivation, recall either learning and activate learners response, give speedy feedback and encourage the appropriate practise. Mastery of science concepts cannot be fully achieved without the use of learning instructional

uity. Hence it was a wonderful experience and innovative and inspiring idea that can be used to improve the skills of teaching in future.

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Appendix:-



PRACTICAL 107.1

(FOR EDU 103 -CREATION OF BLOG AND UPLOADING ANY LEARNING MATERIAL IN THE BLOG)



Submitted by:

DILNA BIJU

Physical Science (2022-2024)

Reg. No:

Submitted to:

Mrs. Anu Clectus

Assistant professor

St. Joseph College of Teacher Education for Women, Ernakulum

Date of submission : **04-11-2022**

Chitra Devi

Edit Profile



Chitra Devi

On Blogger since
October 2022

Profile views 4

My blogs

Chitra Devi

About me

Gender	FEMALE
Industry	Student
Location	Ernakulam Kerala India
Interests	Singing, Dancing, Watching movies



Dilna Biju

+ NEW POST

Posts

Stats

Comments

Earnings

Pages

Layout

Theme

Settings

Reading List

View blog

Terms of Service Privacy

Privacy Policy

Search posts



All (1)

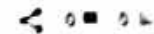
MANAGE

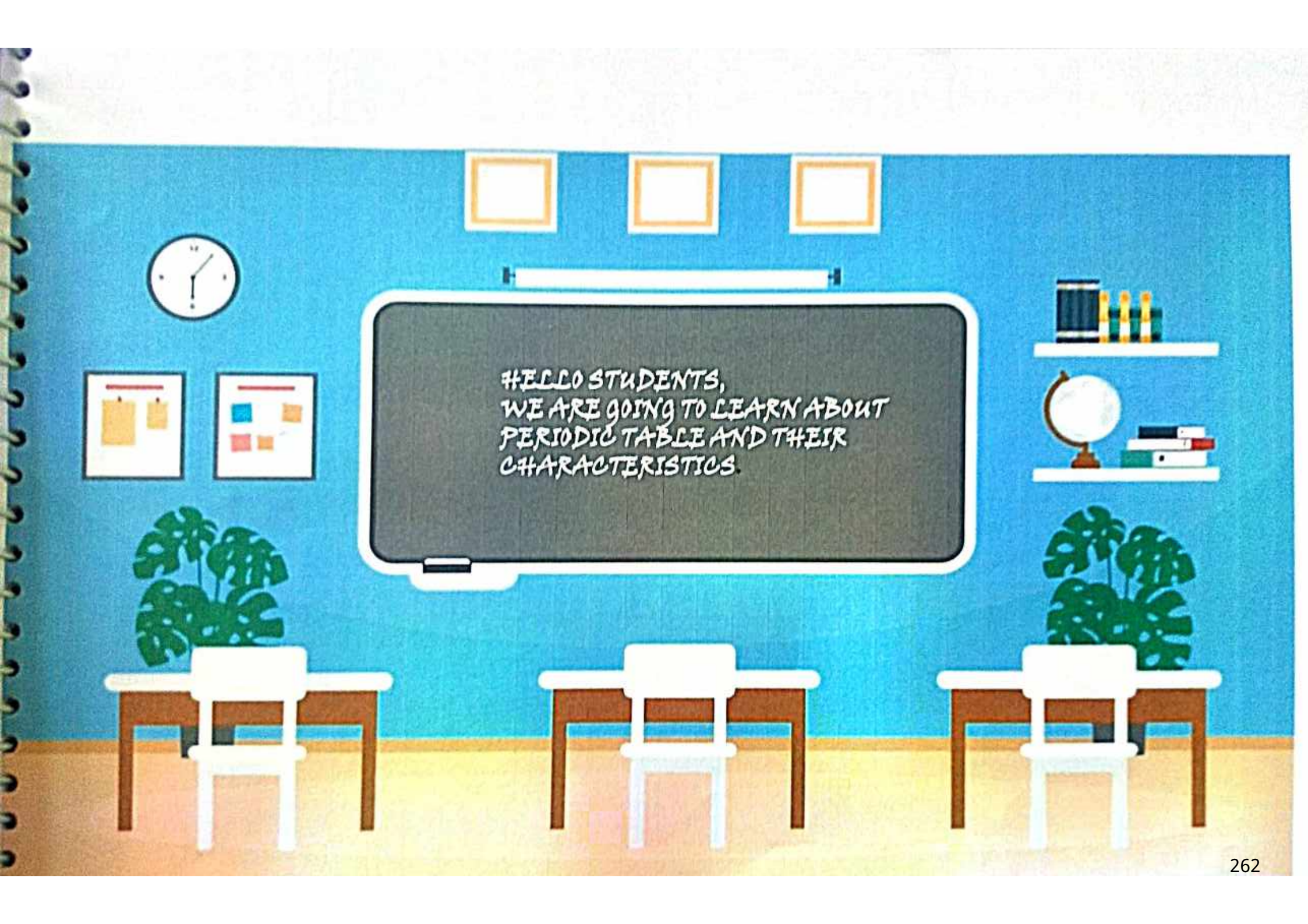


LEARNING MATERIAL- BRANCHED PROGRAMMED INSTRUCTION - PERIODIC TABLE

Published • Nov 2 • LEARNING MATERIAL

Dilna Biju





HELLO STUDENTS,
WE ARE GOING TO LEARN ABOUT
PERIODIC TABLE AND THEIR
CHARACTERISTICS.

FRAME 1

Read the paragraph carefully

In the periodic table, elements of group 3-12 constitutes 'd' block elements. The two horizontal rows of elements at the bottom of the table forms 'f' block. 'd' block elements are called transition metals and 'f' block elements are called inner transition elements

[Goes to slide 10](#)

Sorry, your answer is
wrong



Valency is the combining power of an element with other atoms generally with hydrogen atoms. Yes noble gases has zero valency because its combining capacity is zero

Goes to slide no 11 and try
again

FRAME 2

Read the paragraph carefully

Transition metals show variable oxidation states. There is only little difference between the energies of ns and $(n-1)d$ orbitals. The maximum oxidation state shown by any transition metal is 8

Goes to slide 15

Sorry, your answer is wrong



The atomic number of manganese is 25 and its electronic configuration is $3d^5 4s^2$, it is not completely filled.

Don't worry goes to slide 37
and try again

Sorry, your answer is
incorrect



Chromium,
named for its
many-colored
compounds,
exists in the
oxidation
states of -2 to
+6 inclusively.

Don't worry Keep trying
goes to slide5

FRAME 6

Read the paragraph carefully

'd' block Elements have a general electronic configuration of $(n-1)d^{1-10}ns^{1-2}$. These elements **can find stability in half-filled orbitals and completely filled d orbitals**. An example of this would be the electronic configuration of chromium, which has half-filled d and s orbitals in its configuration – $3d^54s^1$.

[Goes to slide 48](#)

Sorry, your answer is wrong



It is the general electronic outer configuration of f-block element

Don't worry goes to slide 8 and try again

Try to answer the question



Q] 'd' block elements are commonly known as

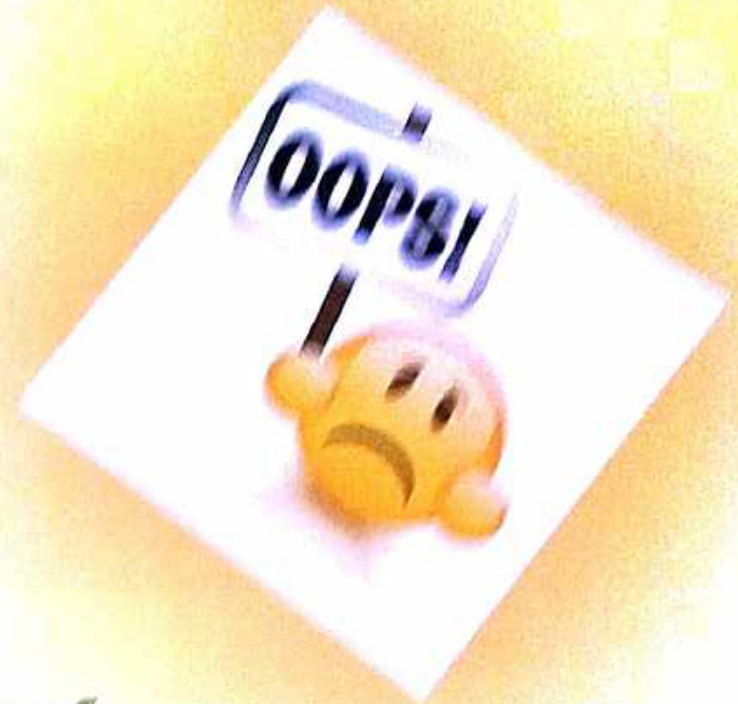
- a) Representative elements ([goes to slide 50](#))
- b) Transition elements ([goes to slide 45](#))
- c) Inner transition elements ([goes to slide 46](#))
- d) Noble gases ([goes to slide 47](#))

FRAME 7

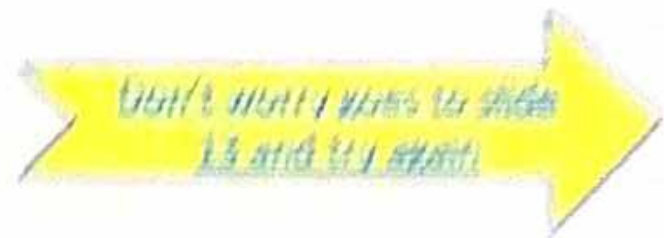
The transition metal ions have unpaired 'd' electrons which jump from one orbital to another. Thus the transition metals have variable valency.

Goes to slide 2?

Sorry, your
answer is
wrong



***Lustrous is also the property of
transition element***



Read the paragraph carefully

Properties of transition elements include:

- have large charge/radius ratio;*
- are hard and have high densities;*
- have high melting and boiling points;*
- form compounds which are often paramagnetic;*
- show variable oxidation states;*
- form coloured ions and compounds;*
- form compounds with profound catalytic activity;*

Goes to slide 39

congratulations, your answer
is correct

*Very good, great
job*



You can proceed to
slide 21



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

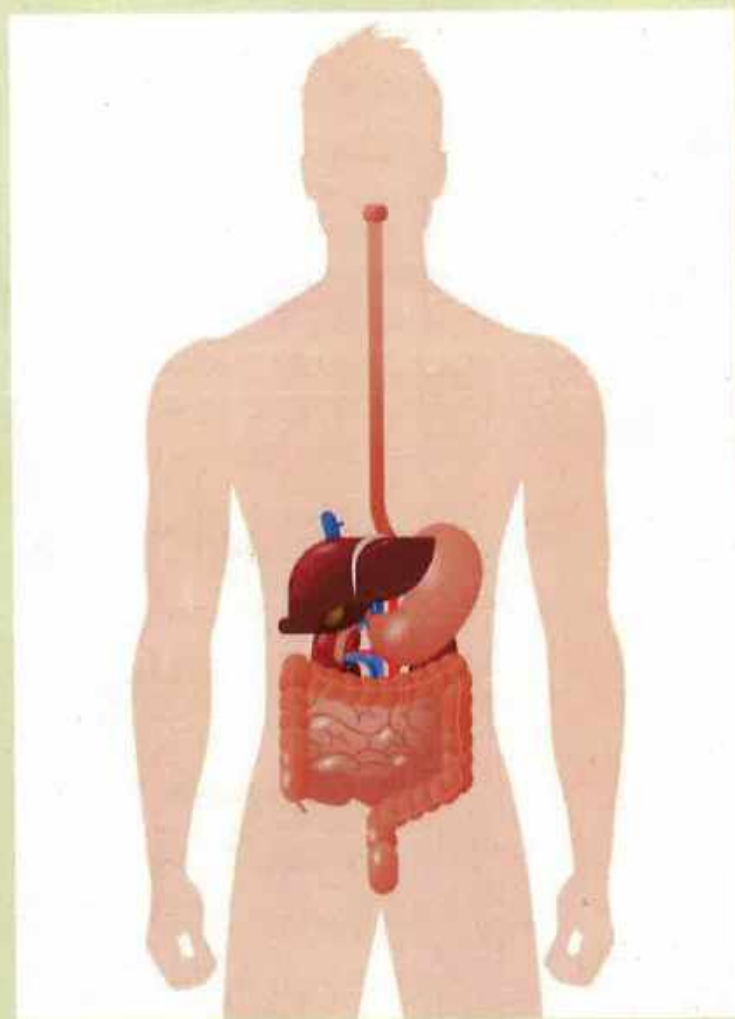
Training on different applications for online classes



Event poster for the workshop on ‘Different Applications for Online Classes’



LEARNING RESOURCE MATERIAL ON HUMAN DIGESTIVE SYSTEM



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

ERNAKULAM



EDU 107.2

**DEVELOPMENT AND PRESENTATION OF LEARNING
RESOURCE MATERIAL FOR SCHOOL PUPILS**

**LEARNING RESOURCE MATERIAL ON
HUMAN DIGESTIVE SYSTEM**

Name of the student: Akhitha Sebastian

Optional subject: Natural science

Register Number: 213240112334

Submitted to,

Dinimol
30/8/2022

Ms. Dinimol Jacob

Assistant Professor

Natural Science Education

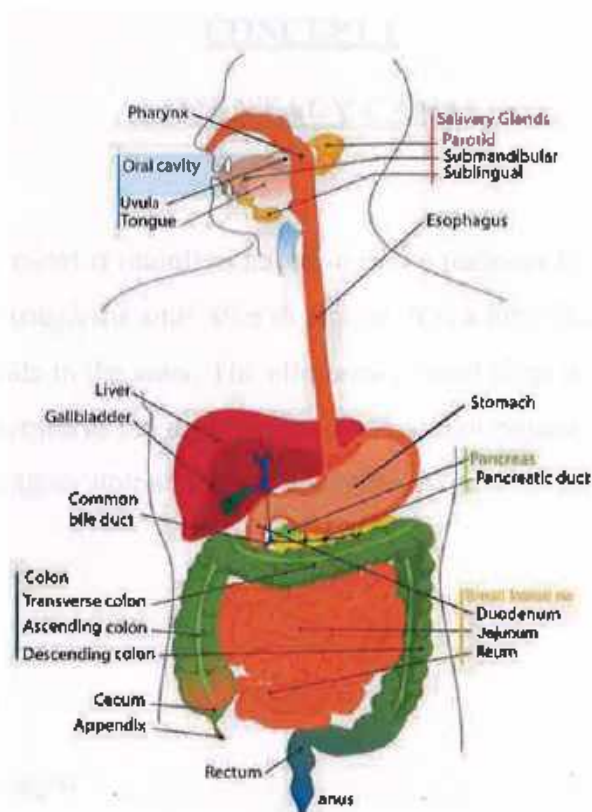
RESOURCE MATERIAL ON HUMAN DIGESTIVE SYSTEM

Introduction

The digestive system of the human body comprises a group of organs working together to convert food into energy for the body. It involves the intake of food by an organism and its utilization for energy. This is a vital process which helps living beings to obtain their energy from various sources. The food which we eat undergoes much processing before the nutrients present in them are utilized to generate energy. This processing is known as digestion. Humans and other animals have specialized organs and systems for this process. Digestive system is composed of accessory organs and alimentary canal.

The **alimentary canal** is the long tube through which the food that we eat is passed. It begins at the mouth (buccal or oral cavity), passes through the pharynx, oesophagus or food pipe, stomach, small intestine, large intestine, rectum and finally ends at the anus. The food particles gradually get digested as they travel through various compartments of the alimentary canal.

Accessory organs are organs which participate in the digestion process but are not actually a part of gastrointestinal tract. They stimulate the digestion by releasing certain enzymes that help in breaking down the food.



Concepts

Concept 1: Alimentary canal

Concept 2: Accessory organs

Concept 3: Digestion process

Concept 4: Disorders of human digestive system

Concept 5: Methods to improve digestion

Hope you will enjoy learning these concepts.

CONCEPT 1

ALIMENTARY CANAL

The alimentary canal is mainly referred to as the pathway by which food enters our body and moves out through the anus after digestion. It is a tube-like structure which starts from the mouth and ends in the anus. The alimentary canal plays a primary role in human digestion and is also termed as the digestive tract. The main organs of the alimentary canal include mouth, oesophagus, stomach, small intestine, large intestine and anus.

Sub-concepts

Sub-concept 1: Mouth

Sub-concept 2: Oesophagus

Sub-concept 3: Stomach

Sub-concept 4: Small intestine

Sub-concept 5: Large intestine

Sub-concept 6: Anus

Common objectives

- To know about different organs that make up the alimentary canal
- Role and function of each organ that helps in process of digestion
- To understand the location of each organ in the alimentary canal

Objectives of sub-concept 1: Mouth

- To identify different parts of the mouth that helps in digestion
- To understand about the mechanical and chemical digestion of food in mouth

Objectives of sub-concept 2: Oesophagus

- To learn the process by which food and liquid is carried from mouth to stomach
- To study the peristaltic mechanism

Objectives of sub-concept 3: Stomach

- To understand about the structure of the stomach
- To know the role of gastric juices in digestion

Objectives of sub-concept 4: Small intestine

- To study about different parts of small intestine
- To understand various chemical reactions that helps in digestion process

Objectives of sub-concept 5: Large intestine

- To identify different parts of large intestine
- To understand about the major functions of large intestine

Objective of sub-concept 6: Anus

- To understand the way by which waste formed after the process of digestion is expelled from the body

Learning materials prepared

1. A text material titled '**Digestion of food in mouth-word doc**' is included in '**Sub-concept 1**' in the **concept 1** folder. Mouth constitutes teeth, tongue and lips, which all together perform physical digestion by masticating food, and begins the digestion process. The material explains about the role of teeth and the different types of teeth, role of tongue, role of saliva and salivary glands in digestion.
2. A video material titled '**Digestion of food in mouth-video**' that explains the journey of food through the oral cavity is included in '**Sub-concept 1**' in the **concept 1** folder. There are many other parts that contribute to the digestion process, including teeth, salivary glands and tongue. Teeth are designed for grinding food particles into small pieces and are moistened with saliva before the tongue pushes the food into the pharynx.
3. A PowerPoint presentation titled '**Digestion of food in mouth-ppt**' is included '**Sub-concept 1**' in the **concept 1** folder. It mainly gives the diagrammatic representation and function of various components in the mouth that helps in the process of digestion.
4. A text material titled '**Structure of oesophagus-word doc**' is included in '**Sub-concept 2**' in the **concept 1** folder. The oesophagus, informally known as the food pipe or gullet, is an organ in vertebrates through which food passes, aided by peristaltic contractions, from the pharynx to the stomach. The oesophagus is a fibromuscular tube, about 25 cm long in adults, that travels behind the trachea and heart, passes through the diaphragm, and empties into the uppermost region of the stomach.

5. A **PowerPoint presentation** titled '**Food through oesophagus-ppt**' mainly deals with the peristaltic movement of food through the food pipe. It is included in '**Sub-concept 2**' in the **concept 1** folder. Peristalsis is a series of wave-like muscle contractions that are involuntary movements that helps to move food through the digestive tract. The strong wave-like motions of the smooth muscle move balls of swallowed food to the stomach.
6. A **text material** titled '**Digestion in stomach-word doc**' is included in '**Sub-concept 3**' in the **concept 1** folder. The stomach is a muscular sac that lies between the oesophagus and the small intestine in the upper abdomen. The stomach is a major part of the digestive system, and it is important for churning food into a consistency that is easier to digest for the rest of the intestines. The material also explains about the importance of gastric juices in digestion process.
7. A **video material** that explains the mechanical and chemical digestion of food in stomach is included in '**Sub-concept 3**' in the **concept 1** folder. The material is titled as '**Digestion in stomach- video**'. Food enters the stomach, that needs to get digested further. In the stomach, there are gastric glands that secrete gastric juices, which helps in the digestion of food further.
8. A **text material** titled '**Digestion in small intestine-word doc**' is included in '**Sub-concept 4**' in the **concept 1** folder. In the small intestine, further digestion takes place. Due to the various movements of this organ, the chyme is further mixed and churned. There are many enzymes that are secreted into the small intestine from organs such as pancreas, liver, apart from the intestinal juices. All these react with the food particles and digest them into smaller particles that can be absorbed into the bloodstream.

9. A **video material** titled '**Digestion in small intestine-video**' is included in '**Sub-concept 4**' in the **concept 1** folder. It clearly explains the entire process of digestion through animation and graphics that enables to understand the complete process of digestion in an easy manner.

10. A **PowerPoint presentation** titled '**Digestion in small intestine-ppt**' mainly deals with functions of small intestine and the structure of villi. It is included in '**Sub-concept 4**' in the **concept 1** folder. The tiny projections on the inner surface of the small intestine which help in absorbing the digested food are called villi. These helps to increase the surface area of intestinal walls.

11. A **text material** titled '**Digestion in large intestine-word doc**' is included in '**Sub-concept 5**' in the **concept 1** folder. The material deals with the different parts of the large intestine and its various functions that includes absorption of water, nutrients and salts and storing of faecal material until it gets eliminated from the body.

12. A **video material** on the '**Structure of large intestine**' is included in '**Sub-concept 5**' in the **concept 1** folder. The large intestine is one long tube, but slightly different things happen in different parts of it. Its three parts are the cecum, colon and rectum.

13. A **text material** titled '**Role of anus in digestion -word doc**' is included in '**Sub-concept 6**' in the **concept 1** folder. The anus is the opening where the gastrointestinal tract ends and exits the body. The anus starts at the bottom of the rectum, the last portion of the colon (large intestine).

14. A PowerPoint presentation titled 'Anus- the final part of alimentary canal-ppt' is included in 'Sub-concept 6' in the concept 1 folder. It deals with the process by which the wastes get expelled from the body.

Check your progress

Sub-concept 1: Mouth

1. Fill the boxes

SL NO	NAME OF TEETH	FUNCTIONS	NUMBER
1	Incisor		
2	Canine		
3	Premolar		
4	Molar		

2. Write down the role of teeth in the process of digestion?

3. Find the correct word

AELMNE

--	--	--	--	--	--	--	--

INEDTEN

--	--	--	--	--	--	--	--

4. Fill in the blanks

A. There are pairs of salivary glands in the mouth.

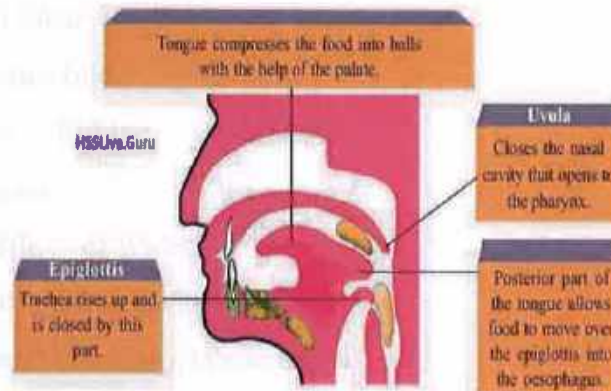
B. Salivary amylase partially convertsto....., a form of sugar.

C., to an extent, helps to destroy the germs that enter body through food.

5. Give a short description about tongue.

Sub-concept 2: Oesophagus

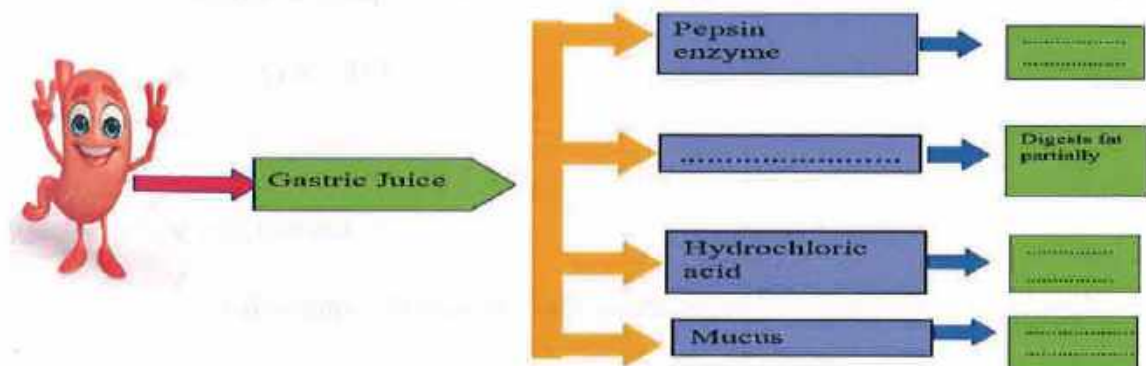
1. How does the food we swallow enter exactly into the oesophagus without entering the trachea? Analyze the below image and prepare a note on it.



2. Write a short description on peristaltic movement.
3. What are 4 different layers present in oesophagus?

Sub-concept 3: Stomach

1. Examine the flow chart and fill in the blanks



2. What is the role of muscles present in the stomach wall in digestion?
3. What is chyme?

Sub-concept 4: Small intestine

1. Choose the correct answer

- I. The beginning of absorption of food takes place in the
a) Mouth b) Small Intestine c) Liver
- II. secretes bile.
a) Gall bladder b) Liver c) Pancreas
- III. Gall Bladder store
a) Food b) Bile c) Water
- IV. secretes pancreatic juice
a) Liver b) Small Intestine c) Pancreas

2. Write a short note on different parts of small intestine.

3. Explain the absorption of nutrients in small intestine?

Sub-concept 5: Large intestine

1. Choose the correct answer

- I. Large intestine is composed of how many layers?
a) 1 b) 2 c) 3 d) 4
- II. Find the odd one out
a) Colon b) Rectum c) Jejunum d) Cecum

2. How does the structure of the small intestine help in increasing the surface area of absorption?

Sub-concept 6: Anus

1. What is meant by defecation?

2. How does wastes get expelled from the body?

CONCEPT 2

ACCESSORY ORGANS

Accessory organs are organs which participate in the digestion process but are not actually a part of gastrointestinal tract. They stimulate the digestion by releasing certain enzymes that help in breaking down the food. The four primary accessory organs of the digestive system are salivary glands, gall bladder, liver and pancreas.

Sub-concepts

Sub-concept 1: Salivary glands

Sub-concept 2: Pancreas

Sub-concept 3: Liver

Sub-concept 4: Gall bladder

Objectives of sub-concept 1: Salivary glands

- To understand major functions of salivary glands
- To know about the major and minor salivary glands

Objectives of sub-concept 2: Pancreas

- To understand about the endocrine and exocrine system of pancreas
- To learn about major hormones and enzymes that aids in digestion
- To know about the anatomy of pancreas

Objectives of sub-concept 3: Liver

- To understand about the structure and major functions of liver
- To learn about the importance of bile

Objectives of sub-concept 4: Gall bladder

- To study about the structure of gall bladder
- To understand the major functions and to understand the process that takes place in gall bladder

Learning materials prepared

1. A **text material** titled '**Salivary glands-word doc**' is included in '**Sub-concept 1**' in the **concept 2** folder. The salivary glands in mammals are exocrine glands that produce saliva through a system of ducts. Humans have three paired major salivary glands such as parotid, submandibular, and sublingual, as well as hundreds of minor salivary glands that aids in digestion. The material deals with various types of major salivary glands and its function.
2. A **video material** titled '**Salivary glands-video**' is included in '**Sub-concept 1**' in the **concept 2** folder. It clearly depicts different salivary glands and major functions of the gland that aids in digestion process.
3. A **PowerPoint presentation** titled '**Salivary glands-ppt**' is included in '**Sub-concept 1**' in the **concept 2** folder. It also explains about the classification of the salivary glands and its important characteristics.

4. A **text material** titled '**Pancreas-word doc**' is included in '**Sub-concept 2**' in the **concept 2** folder. Pancreas is a large gland present just behind the stomach. It is short with its anterior connected to the duodenum and posterior pointing towards the left part of the abdominal cavity. The pancreas releases digestive enzymes to complete the process of chemical digestion.
5. A **video material** titled '**Role and anatomy of pancreas-video**' is included in '**Sub concept-2**' in the **concept 2** folder. The video clearly shows the major functions of the pancreas and its structure.
6. A **PowerPoint presentation** titled '**Pancreatic enzymes and hormones-ppt**' is included in '**Sub-concept 2**' in the **concept 2** folder. Hormones that are secreted by the pancreas help in the exocrine and endocrine functions. The hormones are released by the pancreas directly into the blood whenever the need arises. Pancreas produces pancreatic juice that contains several enzymes. Lipolytic enzymes break down fats, amylolytic enzymes work on carbohydrates and proteolytic enzymes break down proteins.
7. A **text material** titled '**Liver-word doc**' is included in '**Sub-concept 3**' in the **concept 2** folder. The liver is the second largest organ and is an accessory digestive gland which plays a role in the body's metabolism. It is a roughly triangular, reddish-brown accessory organ of the digestive system located to the right of the stomach.
8. A **video material** titled '**Bile-video**' is included in '**Sub-concept 3**' in the **concept 2** folder. Liver produces bile, which helps in the digestion of fat in the small intestine. The bile is stored and recycled in the gall bladder. It is a small, pear-shaped

organ which is located just next to the liver and plays a significant role in digestion process.

9. A video material titled 'Gall bladder-video' is included in 'Sub-concept 4' in the concept 2 folder. It clearly demonstrates the structure of gall bladder and the delivery of the bile through the bile ducts into the intestine to help with digestion.

10. A PowerPoint presentation titled 'Gall bladder-ppt' is included in 'Sub-concept 4' in the concept 2 folder. Gallbladder is a small, pear-shaped organ in the upper right abdomen. It stores and releases bile to help the digestive system break down fats. The presentation mainly deals with the structure, location and functioning of gall bladder.

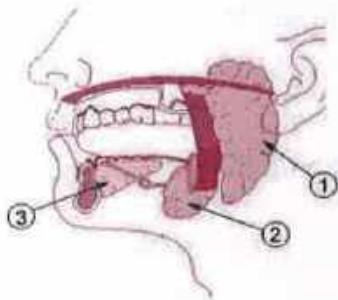
Check your progress

Sub-concept 1: Salivary glands

1. Choose the correct answer

- i. Which salivary gland is the largest contributor to the saliva in our oral cavity?
a) Mucosal b) Parotid c) Sublingual d) Submandibular
- ii. Which enzyme is the primary digestive enzyme in human saliva?
a) Lipase b) Amylase c) Pancreatin d) None of the above

2. Identify the structures



1.....
2.....
3.....

Sub-concept 2: Pancreas

1. Match the following

A	B
Insulin	Break down proteins
Amylolytic enzymes	Increase blood glucose when levels get too low.
lipolytic enzymes	Break down carbohydrates
Glucagon	Lower blood glucose when levels get too high.
Protease	Digests fats

2. Explain the different types of pancreatic hormones.

3. What is ampulla of Vater?

Sub-concept 3: Liver

1. Write a short note on various functions of liver?

2. What is Glisson's capsule?

3. Explain the role of bile in digestion?

Sub-concept 4: Gall bladder

1. What is biliary tract?

2. Explain the importance of gall bladder in detail.

CONCEPT 3

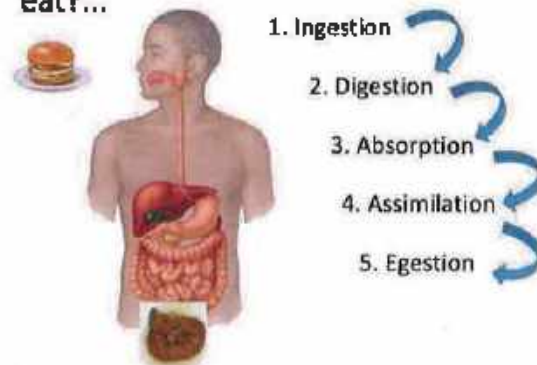
DIGESTIVE PROCESSES

Objective

To understand about the five major steps that aids in digestive processes in human beings

- ❖ Ingestion
- ❖ Digestion
- ❖ Absorption
- ❖ Assimilation
- ❖ Egestion

What happens to the food that we eat?...



Learning materials prepared

1. A **detailed text material** titled '**Digestive processes-word doc**' is included in the **concept 3** folder.
2. A video titled '**Major processes of digestive system**' is included in the **concept 3** folder.
3. A **PowerPoint presentation** titled '**Digestive processes-word doc**' is included in the **concept 3** folder.

All the above learning materials deals with the five major steps in digestion such as ingestion, digestion, absorption, assimilation and egestion. Ingestion includes the

processes which takes place while the food is taken inside the mouth. Digestion is the process of breaking down of food into simpler substances that can be absorbed and assimilated into the tissues of the body. The process of absorption takes place in the small intestine with the help of villi which are minute finger-like processes lines against the walls of small intestine. Assimilation is the process of movement of digested food molecules into the cells of the body where they are used. The final process egestion is the removal of undigested food material from the body through anus.

Check your progress

1. Tick the correct answer
 - a. Egestion means intake of food
 - True
 - False
 - b. Oxyntic or parietal cells secrete HCL
 - True
 - False
 - c. Villi does not increase the surface area for absorption
 - True
 - False
2. Explain in detail about the mechanical and chemical digestion of food.
3. What do you mean by assimilation?
4. Explain the absorption process that takes place in small intestine?
5. What is ingestion?

CONCEPT 4

GASTROINTESTINAL DISORDERS

The human digestive system is an essential part of our body. It helps us to assimilate and absorb various nutrients. Therefore, it helps us to keep healthy and grow optimally. Hence, a healthy digestive system is essential for our gut health and consequently the overall well-being of our body. However, many people suffer from varying digestive or gastrointestinal disorders that can make normal functioning of the body a difficult task.

Gastrointestinal disorder is the term used to refer to any condition or disease that occurs within the gastrointestinal tract. The gastrointestinal tract (also called the GI tract) is a series of hollow organs that form a long continuous passage from our mouth to our anus. The organs that make up our GI tract are our mouth, oesophagus, stomach, small intestine, large intestine, and anus. The GI tract, together with the liver, pancreas, and gallbladder, makes up the digestive system. Some of the common GI disorders are discussed in the following sub-concepts.

Sub-concepts

Sub-concept 1: Celiac Disease

Sub-concept 2: Irritable Bowel Syndrome (IBS)

Sub-concept 3: Lactose Intolerance

Sub-concept 4: Gastroesophageal Reflux disease (GERD)

Sub-concept 5: Peptic Ulcer Disease

Sub-concept 6: Crohn's Disease

Sub-concept 7: Ulcerative Colitis

Sub-concept 8: Pancreatitis

Sub-concept 9: Gallstones

Objectives of Sub-concept 1: Celiac Disease

- To understand the cause of the disease
- To learn about the signs and symptoms of the disease
- To know about the various food items that must be avoided to prevent the disease condition

Objectives of Sub-concept 2: Irritable Bowel Syndrome (IBS)

- To know how the disease is caused
- To get an idea about the various factors that trigger the disease and its signs and symptoms

Objectives of Sub-concept 3: Lactose Intolerance

- To learn about lactose intolerance and the three types of lactose intolerance
- To understand the risk factors and symptoms associated with the disease

Objectives of Sub-concept 4: Gastroesophageal Reflux disease (GERD)

- To study about the acid regurgitation related to the disease
- To get an idea about the symptoms and the treatment procedure associated with the disease

causes inflammation of the small intestine and is induced when wheat protein (gluten) and its products are consumed. When people with celiac disease eat foods containing gluten their immune system responds by damaging the finger-like villi of the small intestine. The document also deals with various symptoms of the disease.

2. A PowerPoint presentation titled '**Foods to avoid for celiac disease-ppt**' is included in '**Sub-concept 1**' in the **concept 4** folder. The best treatment for celiac disease is a control on the diet.
3. A text material titled '**Irritable Bowel Syndrome-word doc**' is included in '**Sub-concept 2**' in the **concept 4** folder. Irritable Bowel Syndrome (IBS) is also referred to as nervous stomach, irritable colon, mucous colitis or spastic colon. IBS is a group of gastrointestinal conditions in which one experiences a combination of frequent abdominal pain, bloating and cramps associated with either diarrhoea or constipation.
4. A video material titled '**Signs and symptoms of IBS-video**' is included in '**Sub-concept 2**' in the **concept 4** folder. It clearly explains the about the major health problems related to IBS.
5. A video that deals with pathophysiology, causes, signs and symptoms and treatment of lactose intolerance is included in '**Sub-concept 3**' in the **concept 4** folder. The title of the video is '**Lactose intolerance-video**'.

6. A PowerPoint presentation titled 'Lactose intolerance-ppt' is included in 'Sub-concept 3' in the concept 4 folder. Lactose intolerance is a disorder in which a person is unable to fully digest lactose, a simple carbohydrate present in all mammals' milk and in its derivatives. This is due to low levels of an enzyme called lactase that is responsible for digesting lactose. The presentation clearly explains the three types of lactose intolerances and the risk factors related with it.
7. A text material titled 'Gastroesophageal reflux disease-word doc' is included in 'Sub-concept 4' in the concept 4 folder. Gastroesophageal reflux disease (GERD) is a chronic digestive disease where the liquid content of the stomach refluxes into the oesophagus, the tube connecting the mouth and stomach. Acid reflux or heartburn occurs when stomach contents and acids spill over into the oesophagus, causing a burning sensation and chest pain. This condition is sometimes also called acid regurgitation. The document explains about the symptoms and treatment.
8. A video titled 'GERD-video' is included in 'Sub-concept 4' in the concept 4 folder. The video clearly illustrates the movement of food through oesophagus and how the improper closing of lower oesophageal sphincter leads to acid reflux.
9. A video titled 'Peptic ulcer-video' is included in 'Sub-concept 5' in the concept 4 folder. It mainly deals with the three main causes of the ulcer formation.
10. A PowerPoint presentation titled 'Peptic ulcer-ppt' is included in 'Sub-concept 5' in the concept 4 folder. Production of digestive juices in the stomach in excessive amount results in the gastric ulcer formation. However, gastric ulcers are quite rare

because the stomach is lined by a layer of epithelial cells which secrete alkaline mucosa. Most of the ulcers are duodenal ulcers. These are produced when acidic chyme, overproduced by the stomach, is delivered into the duodenum. The excessive amount of acidic chyme cannot be neutralized by the alkaline juice of intestine and pancreas. Infection by the bacterium *Helicobacter pylori* increases the susceptibility to ulcers.

11. A text material titled '**Crohn's disease-word doc**' is included in '**Sub-concept 6**' in the **concept 4** folder. Crohn's disease is a chronic inflammatory digestive disease that can affect any part of the GI tract, from the mouth to the anus. It most commonly however involves the ileum (the lower side of the small bowel) that becomes ulcerated and inflamed.
12. A video titled '**Crohn's disease-video**' is included in '**Sub-concept 6**' in the **concept 4** folder. It mainly deals with the inflammatory processes, factors that contribute to the disease and the symptoms.
13. A video titled '**Ulcerative colitis-video**' is included in '**Sub-concept 7**' in the **concept 4** folder. It mainly deals with the types of colitis, inflammatory processes, progression of the disease , factors that contribute to the disease and its symptoms.
14. A PowerPoint presentation titled '**Ulcerative colitis (UC)-ppt**' is included in '**Sub-concept 7**' in the **concept 4** folder. Ulcerative Colitis (UC) is an autoimmune disease that causes inflammation in the large intestine marked by remission and relapse. The inflammation affects the colon, causing it to become haemorrhagic

(bleeds) and ulcerated. The disease may involve only the rectum, the left side of the colon or the entire colon.

15. A text material titled '**Pancreatitis-word doc**' is included in '**Sub-concept 8**' in the **concept 4** folder. Pancreatitis is inflammation of the pancreas. The pancreas is a long, flat gland that sits tucked behind the stomach in the upper abdomen. The pancreas produces enzymes that help digestion and hormones that help regulate the way your body processes sugar (glucose). Pancreatitis can be of two types-acute and chronic pancreatitis. Acute pancreatitis appears suddenly and lasts for days. Some people develop chronic pancreatitis, which is pancreatitis that occurs over many years. Mild cases of pancreatitis improve with treatment, but severe cases can cause life-threatening complications.

16. A video titled '**Chronic pancreatitis-video**' is included in '**Sub-concept 8**' in the **concept 4** folder. **Chronic pancreatitis** is a long-standing inflammation of the pancreas that alters the organ's normal structure and functions. The video deals with the signs, symptoms and diagnostic procedures of chronic pancreatitis.

17. A video titled '**Gall bladder-video**' is included in '**Sub-concept 9**' in the **concept 4** folder. The video clearly explains causes, signs and symptoms and the treatment of the disease.

18. A PowerPoint presentation titled '**Gallstones-ppt**' is included in '**Sub-concept 9**' in the **concept 4** folder. The gallbladder is a pear-shaped pouch that sits just below the liver. It collects bile, a fluid made to help with digestion, as it flows from the liver to the intestine through the bile ducts. Gallstones are hardened bits of bile that

form inside the gallbladder. Gallstones form when cholesterol or bilirubin particles cluster together into a solid lump.

Check your progress

Objectives of Sub-concept 1: Celiac Disease

1) Choose the correct answer

i. What kind of food should people with celiac disease avoid?

- A. Fruits
- B. Nuts
- C. Grains
- D. None

ii. Due to an immunological reaction to _____, celiac disease is caused.

- A. Globulin
- B. Albumin
- C. Gluten
- D. None

2) Give a short note on celiac disease.

3) What are the symptoms of celiac disease?

4) Name the disease shown in the picture caused due to Glucose intolerance.



Answer:.....

Sub-concept 2: Irritable Bowel Syndrome (IBS)

- 1) Expand IBS and explain the following in detail.
 - a. Triggers of IBS
 - b. Causes of IBS
- 2) Give short note on signs and symptoms of IBS?

Sub-concept 3: Lactose Intolerance

- 1) Choose the correct answer
 - i. People with lactose intolerance do not have enough _____.
 - Lactose
 - Lactase
 - Glucose
 - Fructose
 - ii. Which of the following is not a symptom of lactose intolerance?
 - Cramps
 - Nausea
 - Fever
 - Bloating
- 2) What is meant by lactose intolerance?
- 3) Explain three types of lactose intolerance.

Sub-concept 4: Gastroesophageal Reflux disease (GERD)

- 1) What do you mean by acid regurgitation?
- 2) What are the symptoms of GERD?

Sub-concept 5: Peptic Ulcer Disease

- 1) What do you mean by the term peptic ulcer?
- 2) Differentiate between duodenal ulcers and gastric ulcers.
- 3) Name the bacteria that cause the peptic ulcers?

Sub-concept 6: Crohn's Disease

- 1) What is Crohn's disease?
- 2) What is meant by auto immune reaction?
- 3) What are the major symptoms of Crohn's disease?

Sub-concept 7: Ulcerative Colitis

- 1) Match the following

A	B
Proctosigmoiditis	Begins at the rectum and extends up to a bend in the colon near the spleen called the splenic flexure.
Pan-ulcerative colitis	Affects the entire colon
Left-sided colitis	Bowel inflammation is limited to the rectum
Ulcerative proctitis	Affects the rectum and the sigmoid colon

- 2) What is Ulcerative colitis ?
- 3) Name the various types of ulcerative colitis?
- 4) What are the symptoms of ulcerative colitis?

Sub-concept 8: Pancreatitis

- 1) Write a short note on acute pancreatitis and chronic pancreatitis.
- 2) Choose the correct answer
 - i. What causes pancreatitis?
 - Excessive alcohol consumption
 - Gall stones
 - Genetic disorders
 - All the above
 - ii. Acute pancreatitis is long lasting inflammation
 - True
 - False

Sub-concept 9: Gallstones

- 1) What are gallstones?
- 2) What are the two types of gallstones? Explain.

CONCEPT 5

METHODS TO IMPROVE DIGESTION

Everyone experiences occasional digestive symptoms such as upset stomach, gas, heartburn, nausea, constipation or diarrhoea. However, when these symptoms occur frequently, they can cause major disruptions to life. Fortunately, diet and lifestyle changes can have a positive impact on the gut health.

Objectives

- To know about different ways to follow for better digestive process
- To understand the foods and practices to avoid for good digestion

Learning materials prepared

1. A **word document** titled '**Methods to improve digestion-Word doc**' is included in the **concept 5** folder. Overall well-being and health depend on the food one consumes. An unhealthy diet or lifestyle can cause more regular digestive problems and lifestyle changes can often help to resolve these issues.
2. A **video material** titled '**Tips to improve digestion-video**' is included in the **concept 5** folder. Eating is not only one of the great pleasures in life, its also essential for health and wellness. The foods eat nourish the body, provides energy and enhance the function of all vital organs. That is why it's important to maintain a healthy digestive system by consuming the right food and adopting sensible eating habits.
3. A **PowerPoint presentation** titled '**Foods and practices to avoid for a good digestive system**' is included in the **concept 5** folder. The food and the lifestyle have a direct impact on the digestive health. While an unhealthy diet cause nothing

more than a few uncomfortable hours, eating the wrong food over a long time can lead to severe complications.

Check your progress

1. Why is it important to stay hydrated for a good digestion process?
2. What is the significance of consuming fibre rich food?
3. Mention the foods to consume and to avoid for maintaining a good digestive system.

CONCLUSION

The resource material is prepared on the topic **Human Digestive System**.

The main topic is divided into five major concepts such as **alimentary canal**, **accessory organs**, **digestive processes**, **gastrointestinal disorders** and **the methods to improve digestion**.

The first concept **alimentary canal** explains in detail about sub-concepts such as mouth, oesophagus, stomach, small intestine, large intestine and anus. Role and function of each organ that helps in process of digestion is discussed in this concept.

In the second concept, **accessory organs** of the digestive system such as salivary glands, pancreas, liver and gall bladder are included as the sub-concepts. The importance of each accessory organ is well explained in this concept.

The **digestive processes** in human beings such as ingestion, digestion, absorption, assimilation and egestion is dealt in the third concept.

The disease conditions and disorders that affect the digestive system are discussed in the fourth concept. The title of the concept is **gastrointestinal disorders**. Various gastrointestinal disorders discussed in the concept includes celiac disease, irritable bowel syndrome, lactose intolerance, gastroesophageal reflux disease, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis and gallstones

The fifth concept is about various **methods to improve digestion** and it explains the ways that could help a person to attain good digestive system by the consumption of healthy food.

REPORT ON ICT PRESENTATION

As a part of B Ed programme, I presented my learning resource material on the topic 'Human Digestive System' on 14th of March, 2022.

The main topic was divided into five concepts. Each concept was divided into various sub-concepts according to the necessity. The first concept was about the alimentary canal and the main organs of the alimentary canal such as mouth, oesophagus, stomach, small intestine, large intestine and anus was considered as each sub-concept. For each content appropriate word document, video and PowerPoint presentation were also added.

In the second concept the four primary accessory organs of the digestive system such as salivary glands, pancreas, liver and gall bladder were discussed. Video materials, word documents and PowerPoint presentations were included to support various sub-concepts.

The title of the third concept was digestive processes and it was to understand about the five major steps that aids in digestive processes in human beings such as ingestion, digestion, absorption, assimilation and egestion. A detailed text material, video and a PowerPoint presentation were also included for the effective understanding of the concept.

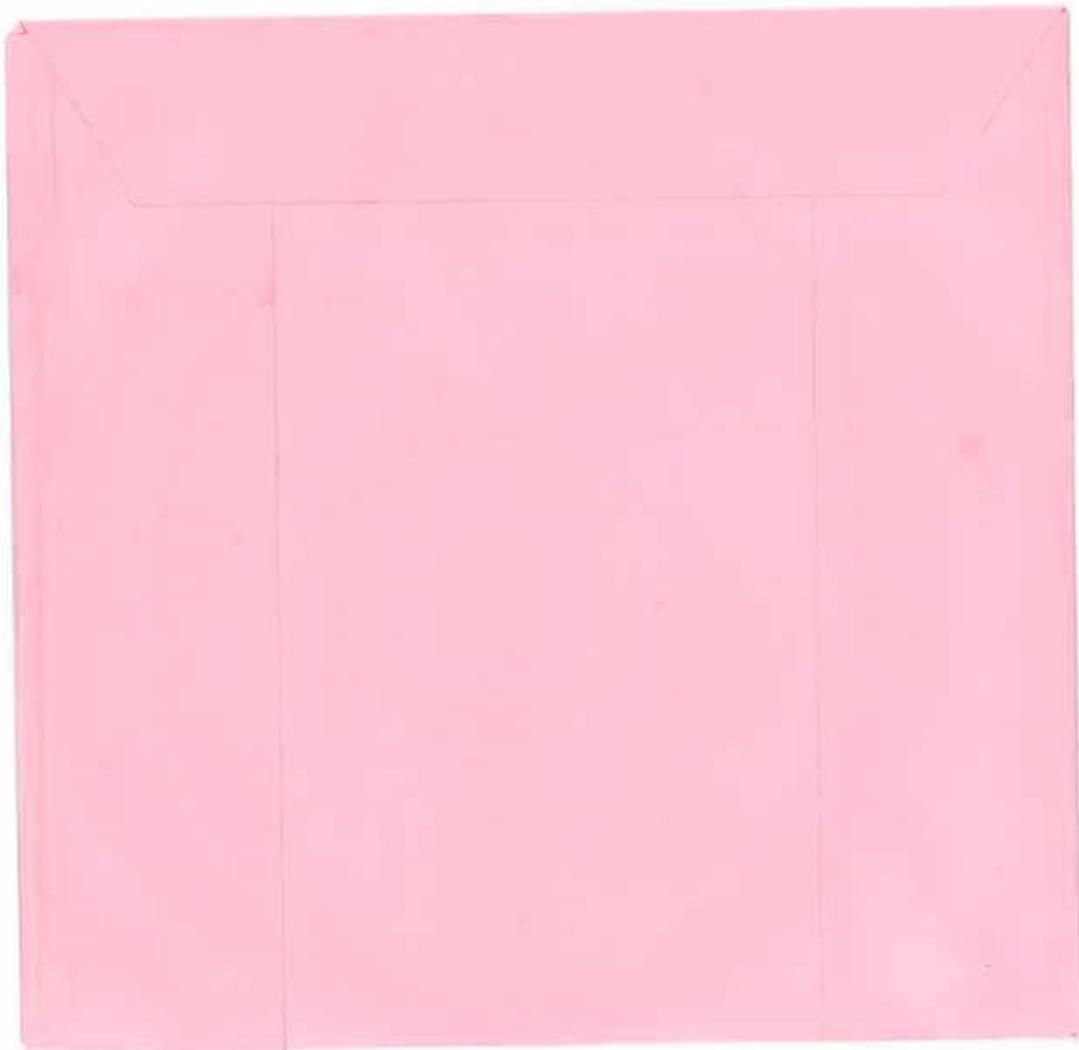
The fourth concept is about various gastrointestinal disorders such as celiac disease, irritable bowel syndrome, lactose intolerance, gastroesophageal reflux disease, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis and gallstones. Text materials, videos and PowerPoint presentations related to each sub-concept explain in detail about causes, signs and symptoms of each disease.

The last concept is about various methods to improve the process of digestion. Detailed text material, video and PowerPoint presentation related to the concept gives an idea about different ways that can be followed for better digestion process.

By completing this work, I understood how to prepare an interesting ICT enabled resource material that can encourage and stimulate the students to learn.



Dina
30/3/2022



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. Radhakaishnan Marari. 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 Marari was his guru. He completed his 'arangeetam' at the age of twelve. His siblings were also taught chenda by their grandfather.

He owns a school which is named as 'Pallippattu Narayana Maran Smanaka 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 tamarind 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 maram". 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 rings with the skin is replaced once the quality of the

sound 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 junction of chenda, they are classified as Veekku chenda or Auhar chenda, Uvuttu chenda, Muvu 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'.

Dmu
15/9/2022



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

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

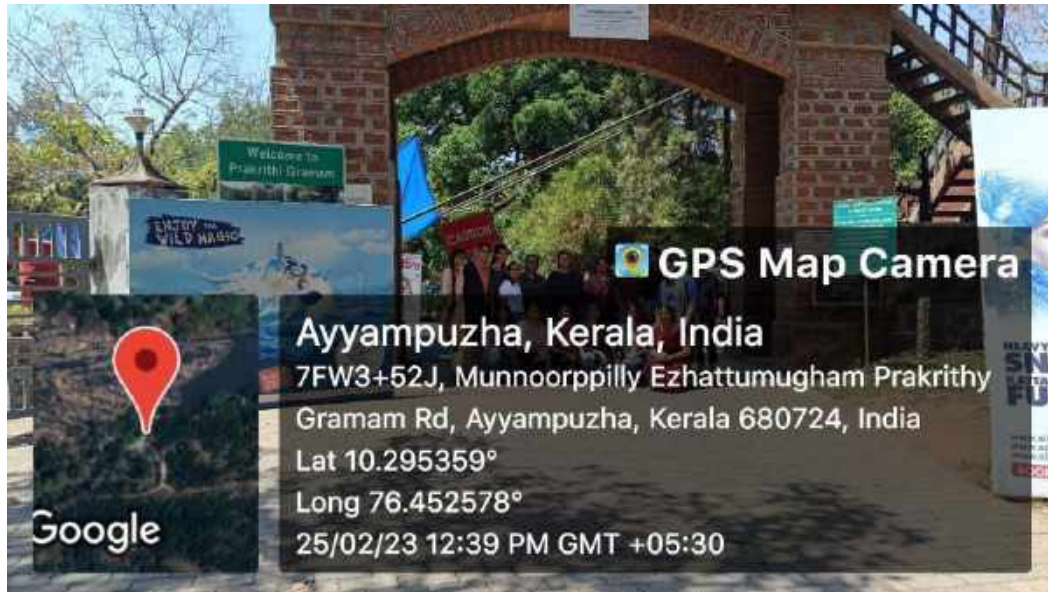




Assistant Engineer Vishnu K P explaining the functioning of Chimmony Dam

❖ Natural Science optional:

- Ezhattumugham- Thumboormozhi, Chalakudy





- ❖ Social Science optional:
Hill Palace, Tripunithura

