



# **St. Joseph College of Teacher Education for Women Ernakulam**



## **Criterion III- Research and Outreach Activities**

### **3.1.4. Documentary Evidence for the Claim Participative Efforts to Identify Possible and Needed Innovations**

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

**APPENDIX – VI**  
**ORIGAMI INTEGRATED**  
**LESSON TRANSCRIPTS**



*Alice Joseph*

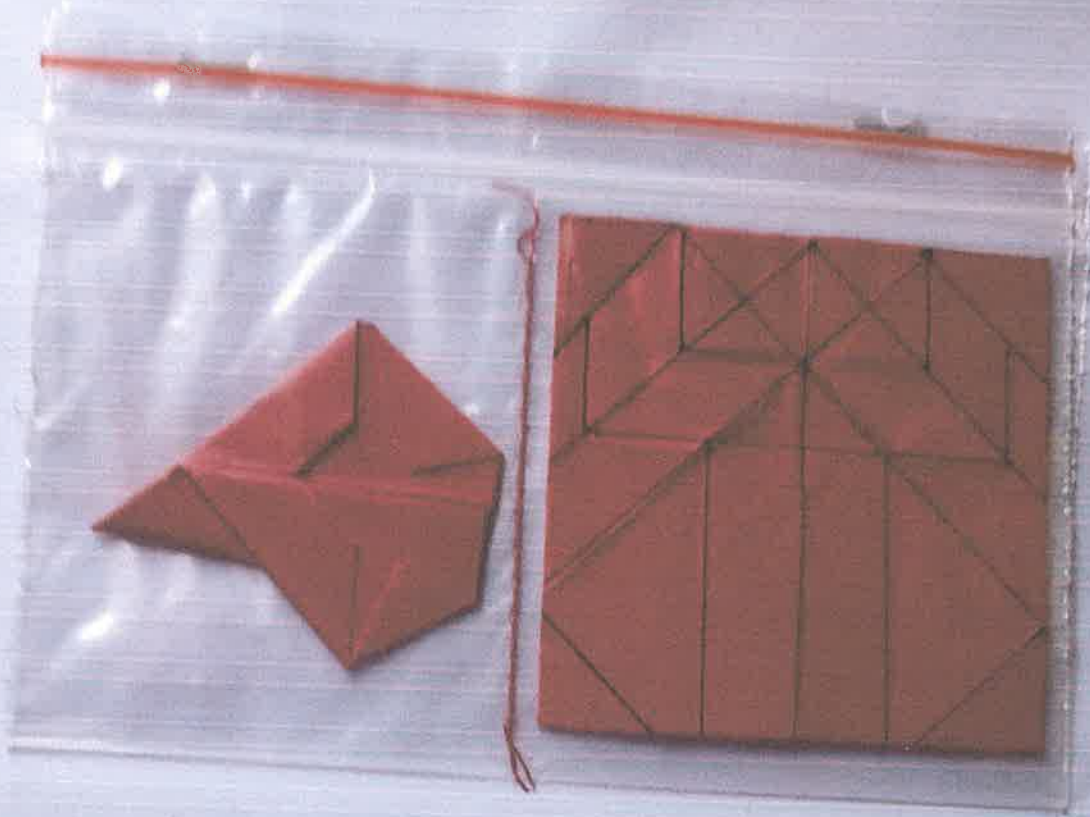
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Principal in Charge  
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Education for Women,  
Ernakulam



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Origami Airplane



Origami Bird



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## Lesson Transcript No. 1

## Preliminary Details

Name of the Teacher : Sr. Alice Joseph  
 Name of the School : HSS & VHSS Brahmapuram  
 Subject : Mathematics  
 Standard : VIII  
 Unit : Identities  
 Topic : Orientation to Origami and Mathematics  
 Strength :  
 Date :  
 Duration : 40 Minutes

## Curricular Objective

To acquire knowledge about Origami.

## Content Analysis

## Processes

- i. The teacher introduce paper folding craft and then introduce the name Origami.
- ii. The process of developing an Origami Airplane using an Origami paper by appropriate measures of folding.
- iii. The process of developing an Origami Bird using an Origami paper by appropriate measures of folding.
- iv. The process of finding the Mathematical shapes in the Origami Airplane and Origami Bird by unfolding each one.



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Appendices

Learning Outcomes

- i. The pupil develops competency in acquiring knowledge about the paper folding craft and the name Origami.
- ii. The pupil develops competency in acquiring knowledge about the preparation of Airplane and Bird by using an Origami paper.
- iii. The pupil develop competency in applying the correlation between Origami paper crafts and Mathematics.

Learning Strategies

- i. Teacher Demonstration
- ii. Origami

Pre - Requisites

- i. Knowledge about various shapes in Mathematics

Learning Materials

Origami papers

Body of the Lesson

Process / Activity	Responses
<b>Introductory Activity</b>	
<p>The teacher starts the class by discussing about paper folding crafts and then introduce the concept of Origami. Later the teacher followed by making some Origami crafts and explains how it related to Mathematics.</p>	
<b>Developmental Activity 1</b>	
<p><b>Preparation of Airplane:</b> The teacher asks the students to take an Origami paper and then follow the steps of folding.</p>	



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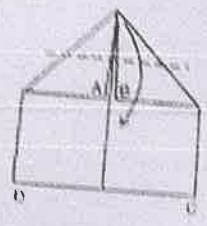
Step 1: Fold the paper at midline



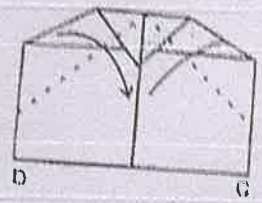
Step 2: Unfold the paper and bring A and B to the midline



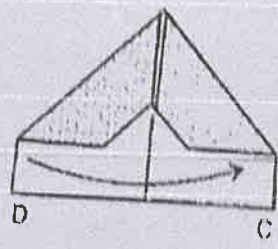
Step 3: Bring the tip down



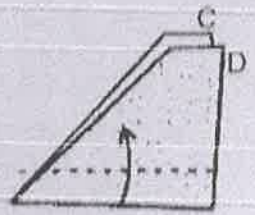
Step 4: Fold both sides to the midline



Step 5: Fold D to C



Step 6: Crease up, about one inch



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Power point presentation - Product of Sums and Half Tray

$$(x+y)(u+v) = xu + xv + yu + yv$$

and Half Tray

Worksheet Questions

1. Area of the square ABCD =  $15 \times 15$   
= 225
2. Area of the rectangle EFGH =  $10 \times 12$   
= 120
3. Area of the rectangle IJKL =  $10 \times 3$   
= 30
4. Area of the rectangle MNOP =  $5 \times 12$   
= 60
5. Area of the rectangle QRST =  $5 \times 3$   
= 15



6. Area of the square ABCD = Area of the rectangle EFGH + Area of the rectangle IJKL

+ Area of the rectangle MNOP + Area of the rectangle QRST

$$= 225 + 120 + 30 + 60 + 15$$

$$= 450$$

Worksheet Questions

1. Area of the square ABCD =  $(x+y) \times (u+v)$
2. Area of the rectangle EFGH =  $x \times u$   
=  $xu$
3. Area of the rectangle IJKL =  $x \times v$   
=  $xv$
4. Area of the rectangle MNOP =  $y \times u$   
=  $yu$
5. Area of the rectangle QRST =  $y \times v$   
=  $yv$



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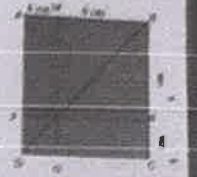
Power Point Presentation - Square of Sum and Sail Boat

$$(x+y)^2 = x^2 + y^2 + 2xy$$

and Sail Boat

Worksheet Questions

1. Area of the square  $EFGH$  =  $x^2 = 16$   
= 16
2. Area of the square  $ABCD$  =  $y^2 = 9$   
= 9
3. Area of the square  $IKLM$  =  $z^2 = 4$   
= 4
4. Area of the rectangle  $AJKB$  =  $xy = 12$   
= 24



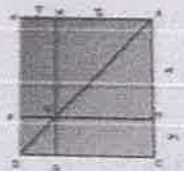
Area of the square  $EFGH$  =  $x^2 = 16$   
= 16

Area of the square  $ABCD$  = Area of the square  $EFGH$  + Area of the square  $IKLM$

$$\begin{aligned} \text{Area of the rectangle } AJKB &= \text{Area of the rectangle } IKLM \\ x \times y &= y \times x \\ x \times y &= y \times x \\ x \times y &= y \times x \end{aligned}$$

Worksheet Questions

1. Area of the square  $ABCD$  =  $x^2 - y^2 = 16 - 9$   
=  $(x-y)^2$
2. Area of the square  $EFGH$  =  $x^2 = 16$   
= 16
3. Area of the square  $IKLM$  =  $y^2 = 9$   
= 9
4. Area of the rectangle  $AJKB$  =  $xy = 12$   
= 24



Area of the rectangle  $AJKB$  =  $xy = 12$   
= 24

Area of the square  $IKLM$  = Area of the square  $EFGH$  - Area of the square  $ABCD$

$$\begin{aligned} \text{Area of the rectangle } AJKB &= \text{Area of the rectangle } IKLM \\ x \times y &= y \times x \\ x \times y &= y \times x \end{aligned}$$

Principle - Square of a Sum

For any two positive numbers  $x$  and  $y$ , The square of sum of two positive numbers is the sum of the squares of the two numbers and twice their product.

Alice Joseph  $(x+y)^2 = x^2 + y^2 + 2xy$



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Appendices

Power Point Presentation - Product of Differences and Half Tray

$(x - y)(u - v) = xu - xv - yu + yv$   
and Half Tray

Worksheet questions

1. Find the area of the rectangle ABCD. (10, 10)
2. Find the area of the rectangle EFGH. (10, 10)
3. Find the area of the rectangle IJKL. (10, 10)
4. Find the area of the rectangle MNOP. (10, 10)
5. Find the area of the rectangle PQRS. (10, 10)
6. Find the area of the rectangle TUVW. (10, 10)
7. Find the area of the rectangle XYZZ. (10, 10)
8. Find the area of the rectangle ABCD. (10, 10)
9. Find the area of the rectangle EFGH. (10, 10)
10. Find the area of the rectangle IJKL. (10, 10)

Worksheet questions

1. Find the area of the rectangle ABCD. (10, 10)
2. Find the area of the rectangle EFGH. (10, 10)
3. Find the area of the rectangle IJKL. (10, 10)
4. Find the area of the rectangle MNOP. (10, 10)
5. Find the area of the rectangle PQRS. (10, 10)
6. Find the area of the rectangle TUVW. (10, 10)
7. Find the area of the rectangle XYZZ. (10, 10)
8. Find the area of the rectangle ABCD. (10, 10)
9. Find the area of the rectangle EFGH. (10, 10)
10. Find the area of the rectangle IJKL. (10, 10)

Principles Product of Differences

For any four points in a square, the sum of the products of the lengths of the opposite sides is equal to the sum of the products of the lengths of the diagonals.

$$AC \cdot BD = AB \cdot CD + AD \cdot BC$$

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**St. Joseph College of Teacher Education for Women**  
**Ernakulam, Kochi – 35, Kerala**

**Dr. Joby Joy Kurian**  
**Assistant Professor in Mathematics Education**

### **CERTIFICATE**

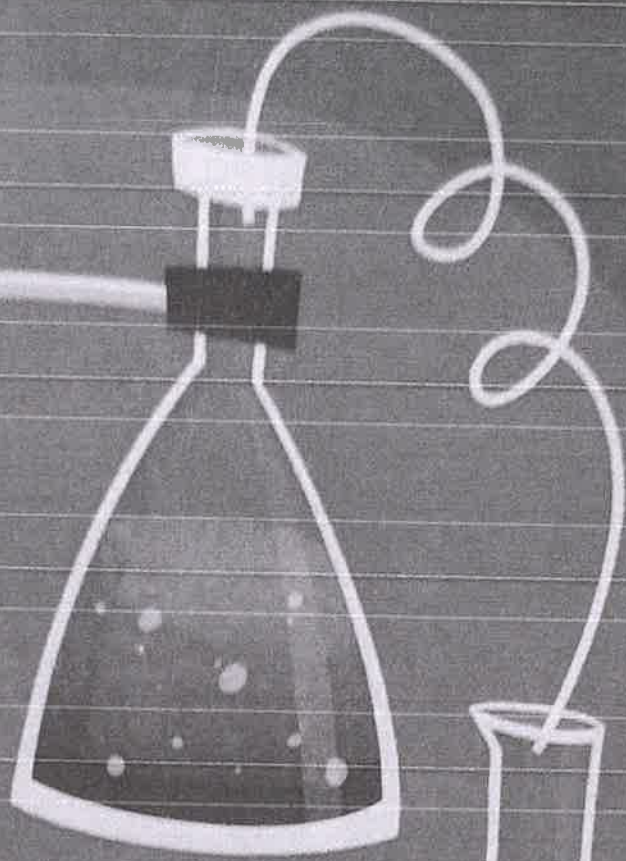
I, **Dr. JOBY JOY KURIAN**, do hereby certify that this thesis entitled **DEVELOPING VALUE INTEGRATED CHEMISTRY LEARNING PACKAGE SPICED WITH HOLY VERSES FOR FOSTERING SOCIAL SKILLS IN SECONDARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirements for the degree of Master in Education to the Mahatma Gandhi University is a record of bonafide study and research carried out by **ROSY TINTU M.P** under my supervision and guidance.

12-08-2020  
 Ernakulam

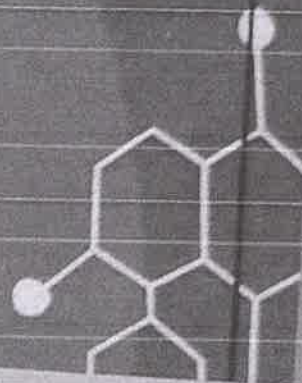
**Dr. Joby Joy Kurian**  
 (Supervising teacher)



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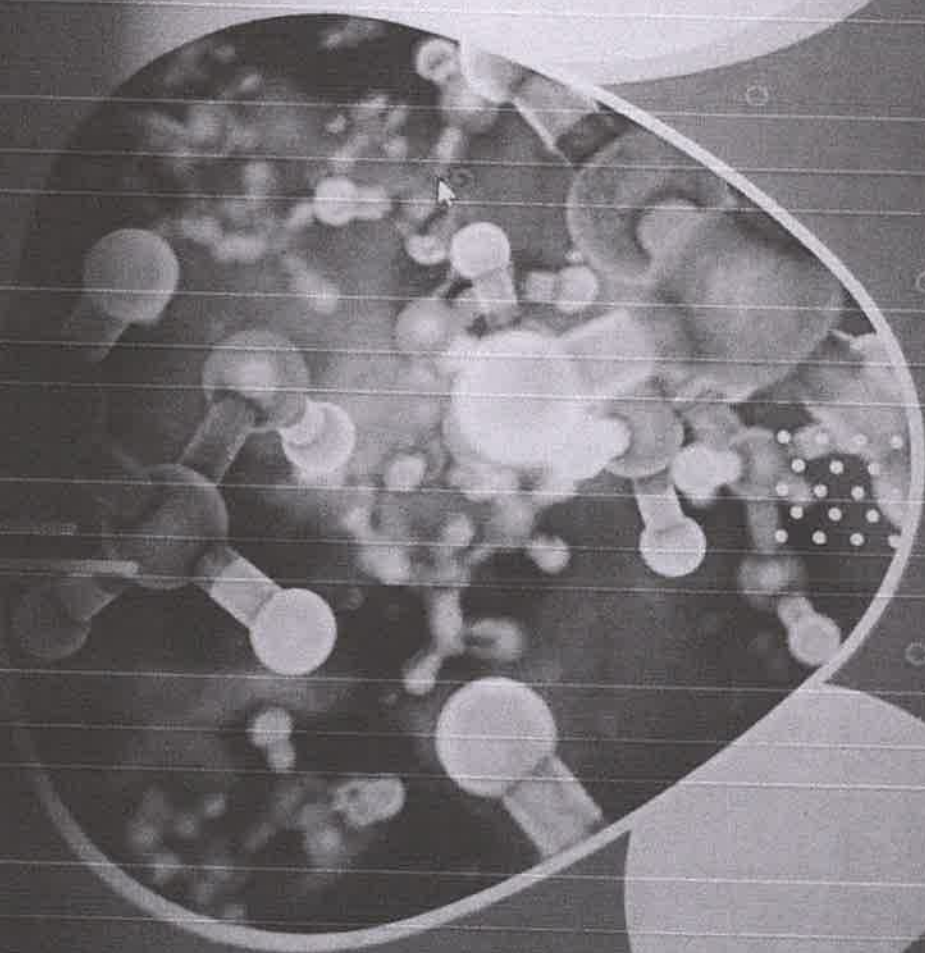


# Value Integrated Chemistry Learning Package



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# TRONIC CONFIGURATION & STABILITY



Dr. Alice Susi  
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Ferozshah

...together in the formation of a  
...chemical bonding

...the outermost shell of atoms is called

...the atoms together in the formation of a  
...chemical bonding

...knowledge and understanding of the above-mentioned  
...related to Electronic Configuration and Stability.

...configuration & chemical bonding  
...of atoms, molecules, compounds

...atomic number and electronic configuration of different

...between helium and all elements in Octet electron

...electronic configuration of various elements

...relevant process skills to generate the above mentioned

...related to the topic Electronic Configuration and  
...Chemical bonding

...with the facts about Electronic Configuration and Stability

...definition of Octet Electron configuration &

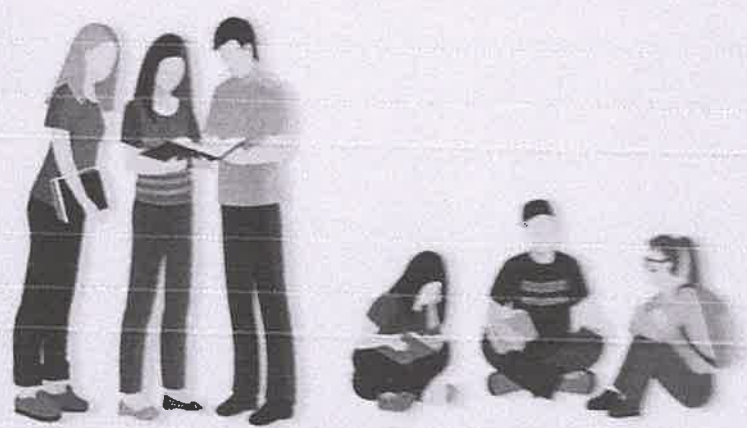
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### INTRODUCTORY ACTIVITY

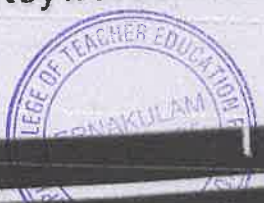
STUDENTS ARE ALLOWED TO SIT ALONE OR IN SMALL GROUPS / LARGE GROUP ACCORDING TO THEIR INTEREST.  
WHY SOME LIKE TO SIT ALONE/ SOME ARE IN GROUPS?



Have you ever thought Why atoms combine together?  
Do atoms of all the elements combine in this manner?

**Atoms undergo chemical combination to form different types of molecules and compounds.**

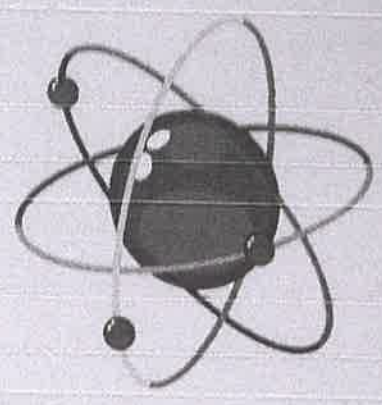
Keywords: Atoms, Molecules, Compounds



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LNHS

Except helium, all elements have eight electrons in their outermost shell. The atoms which contain eight electrons in their outermost shell can be considered to be chemically stable.

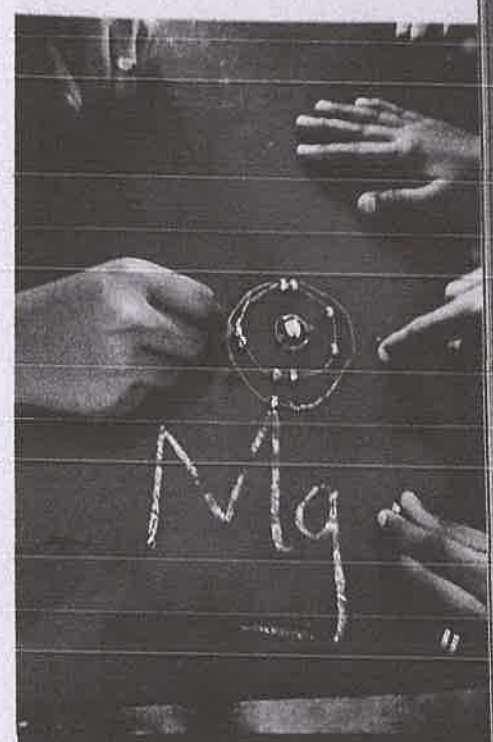


The arrangement of eight electrons in the outer most shell of atoms is called Octet electron configuration.

### Activity-3

Students are allowed to make various shells with rings & arrange the electrons with beads as per the card given below.

Element	Atomic number	Electronic configuration
Mg	12	
O	8	
Na	11	
Cl	17	



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# SOCIAL SKILLS PRACTICED



● **Basic manners**

● **Verbal communication Skills**

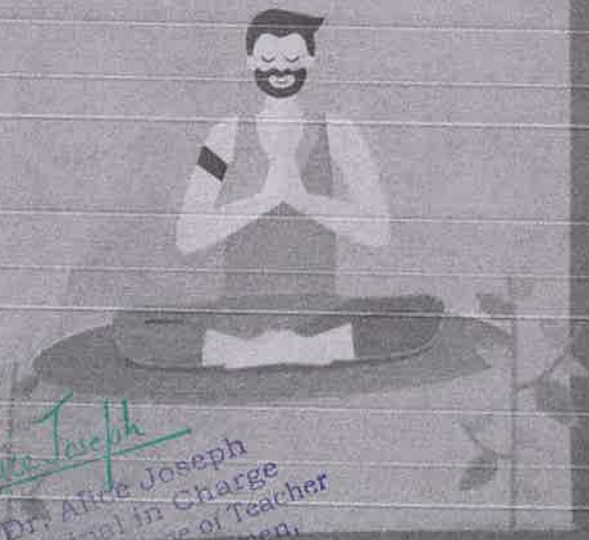


● **Non verbal communication Skills**

● **Self Control**

● **Relationship skills**

● **Self care**



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Pre - Test

Social Skills Fostering - Checklist (Students Version)

Name of the Institution:

Name of the Student:

Male / Female

Class

Gender

കുട്ടികാരം ഈ ദിവസങ്ങളിലെ പഠനപ്രവർത്തനങ്ങളിലൂടെ കടന്നു പോയപ്പോൾ സാമൂഹ്യബന്ധങ്ങൾ കൂടുതൽ ആസ്വാദ്യകരമാക്കുവാനും കൂടുതൽ പ്രവർത്തിക്കാനും നിങ്ങൾക്കു സാധിച്ചു കാണുമല്ലോ. എന്തെല്ലാം ശേഷികൾ ആർജ്ജിക്കാൻ നമുക്ക് സാധിച്ചുവെന്ന് ഒന്ന് പരിശോധിച്ചാലോ?

പ്രസ്താവനകൾ വ്യക്തിപരമായി വായിച്ച് അനുയോജ്യമായ കോളത്തിൽ V ചെയ്യുക.

1. Basic Manners

ക്രമ നം.	പ്രസ്താവനകൾ	പൂർണ്ണമായി	ഭാഗികമായി	തീരെയില്ല
1	പഠനപ്രവർത്തനങ്ങളിൽ ഏർപ്പെട്ടപ്പോൾ കൂട്ടുകാരോട് മാനുഷമായി പെരുമാറുവാൻ എനിക്ക് അവസരം ലഭിച്ചു.			
2	കൂട്ടുകാരിൽ നിന്ന് ലഭിച്ച ചെറിയ സഹായങ്ങൾക്കു പോലും നന്ദി പറയാൻ എനിക്ക് അവസരം ലഭിച്ചു.			
3	കൂട്ടുകാരിലെ കഴിവുകളും നന്മകളും തിരിച്ചറിഞ്ഞ് അവരെ അഭിനന്ദിക്കാൻ അവസരം ലഭിച്ചു.			
4	തെറ്റുകൾ വന്നു പോയ അവസരങ്ങളിൽ ക്ഷമ ചോദിക്കാനുള്ള അവസരങ്ങൾ ലഭിച്ചു.			
5	മറ്റുള്ളവരോട് ക്ഷമാപൂർവ്വം പൊരുത്തപ്പെടാനുള്ള അവസരങ്ങൾ എനിക്കു ലഭിച്ചു.			
6	എന്നെത്തന്നെ എന്റെ കൂട്ടുകാരുടെ മുമ്പിൽ തുറന്നു കാണിക്കുവാനും അവരുമായി സ്നേഹത്തിൽ വർത്തിക്കാനുമുള്ള അവസരങ്ങൾ എനിക്കു ലഭിച്ചു.			
7	മറ്റുള്ളവർക്ക് സഹായം നൽകാനുള്ള അവസരങ്ങൾ പഠനപ്രവർത്തനങ്ങളിലൂടെ എനിക്കു ലഭിച്ചു.			
8	മറ്റുള്ളവരെ പ്രോത്സാഹിപ്പിച്ചു വളർത്താനുള്ള ധാരാളം അവസരങ്ങൾ എനിക്കു ലഭിച്ചു.			
9	മറ്റുള്ളവർക്ക് ആത്മവിശ്വാസം പകർന്നു കൊടുക്കാനുള്ള അവസരങ്ങൾ എനിക്കു ലഭിച്ചു.			
10	മറ്റുള്ളവരോട് സത്യസന്ധമായും നീതിയോടെയും പെരുമാറാനുള്ള അവസരങ്ങൾ എനിക്കു ലഭിച്ചു.			



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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN, ERNAKULAM

Rating scale

Prepared by

Rosy Tintu M.P

I Rosy Tintu M.P, M.Ed, student of St. Joseph College of Teacher Education For women, Ernakulam, affiliated to Mahatma Gandhi University. As a part of my study I am conducting a research study entitled as: **DEVELOPING VALUE INTEGRATED CHEMISTRY LEARNING PACKAGE SPICED WITH HOLY VERSES FOR FOSTERING SOCIAL SKILLS IN SECONDARY SCHOOL STUDENTS.** The following statements are prepared as a part of my study. Please read each statement carefully and fill according to the instructions. I hereby assure you that your answers shall be kept confidential and shall be used only for the research purpose.

Ernakulam

Yours Faithfully

Rosy Tintu M.P

(M.Ed. student)

Dr. Joby Joy Kurian

(Supervising Teacher)



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*Alice Joseph*

Expert's opinion regarding Social Values Inculcation through Chemistry Lessons  
Unit: Chemical bonding

Std: IX

Respected teachers,

After going through the learning package please mark your opinion with regarding the effectiveness of the package with respect to the content, activities and social skills. You can mark your comment by giving a  $\checkmark$  mark in the appropriate column.

Lesson 1	Completely	Partially	Not at all
<b>Topic: Electronic Configuration and Stability</b>			
Basic Manners			
Verbal Communication Skills			
Non verbal communication Skills			
Self control			
Relationships			
Self care			
Lesson 2			
<b>Topic: Ionic bonding</b>			
Basic Manners			
Verbal Communication Skills			
Non verbal communication Skills			
Self control			
Relationships			
Self care			

**DEVELOPING E-CONTENT ON ADVAITA PRINCIPLES FOR  
ENHANCING ACHIEVEMENT IN PHYSICS AMONG  
STUDENTS AT SECONDARY LEVEL**

*Thesis  
Submitted to Mahatma Gandhi University, Kottayam  
in partial fulfilment of the requirements for the degree of*

**MASTER OF EDUCATION**

**RESHMI. R.K.; M.Sc., B. Ed.**  
Register No. 160061001438



**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN  
ERNAKULAM, KOCHI- 35  
2016-18**

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**St. Joseph College of Teacher Education for Women**  
**Ernakulam, Kochi- 35, Kerala**

**CERTIFICATE**

I, Mrs. Sheeba A.S, do hereby certify that this thesis entitled **DEVELOPING A DIGITAL TEXT FOR ENHANCING ACHIEVEMENT IN ENGLISH AMONG PRIMARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirements for the degree of Master in Education to the Mahatma Gandhi University is a record of bonafide study and research carried out by NIJITHA P JOSEPH under my supervision and guidance.

Ernakulam

*Sheeba,*  
**Mrs. Sheeba A.S**

(Supervising Teacher)

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## Appendix V

## Achievement test on English Language

Total Marks: 25

Total Time: 45 mts

(4 x 1)

## I. Read the story and answer the questions

Lencho is an old man who lived in a valley. He is a farmer. He owned large acres of corn field. He is an ox of a man, working like an animal in the fields. One morning, after the meal he came out from his house and looked into the sky. Huge mountains of clouds could be seen approaching. Big drop of rain began to fall. He looked at the field of ripe corn with its flowers draped in a curtain of rain. But suddenly a strong wind began to blow. The corn was totally destroyed. The flowers had disappeared from the plants. He completely lost his corn field because of the heavy rains. He became very sad. But he puts his complete trust in God.

- 1) What is the name of the farmer?
- 2) What kind of a man is he?
- 3) Why did he become very sad?
- 4) On whom did he put his trust?

## I. State whether the statements are True or False (4x1)

- 5) Barber helps us to make a table
- 6) I called the plumber for changing a water tap
- 7) The carpenter repaired my bicycle
- 8) When a fire broke out from my car, the fire fighter saved me

- II. Here is a little boy Nikhil who always finds some reasons for his actions. You can see what happened to Nikhil, in one column, and why it happened in the other. Combine the statement in the first column and the reason got from the second column using the conjunction 'because'. (2 x 1/2)

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9) My books got wet



Because.....

10) I ran



Because.....

IV) Look at the pictures and answer the questions (2 X 3)



11)

Are the signals on? .....



What do you see now? .....

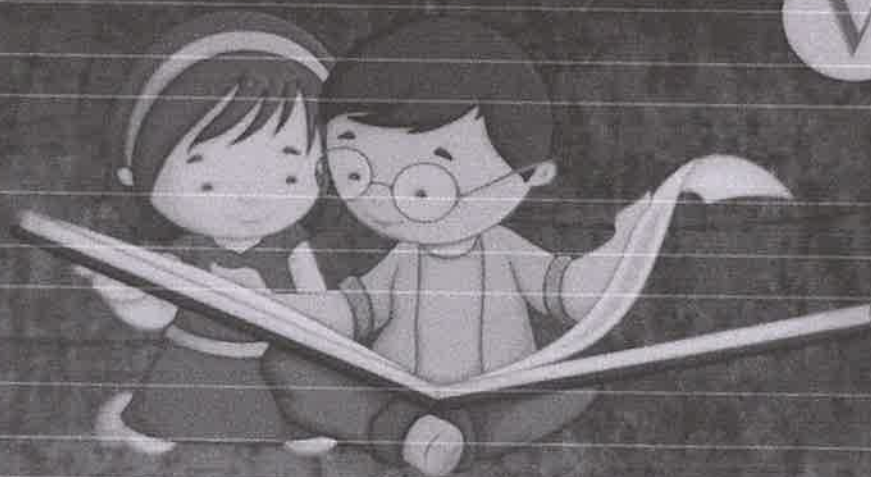
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# Letter to God

5<sup>th</sup> Standard English Course Book



Digital Text  
Developed by  
**Nijitha P Joseph**

*Alice Joseph*

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St. Joseph College of Teacher  
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In the design phase, the investigator prepared the script for the digital text.  
 In this phase, the investigator integrates the technology with the script. According to the thematic expressions of the story, the investigator divided the entire digital text divided into four sections.

### Sections of Digital Text

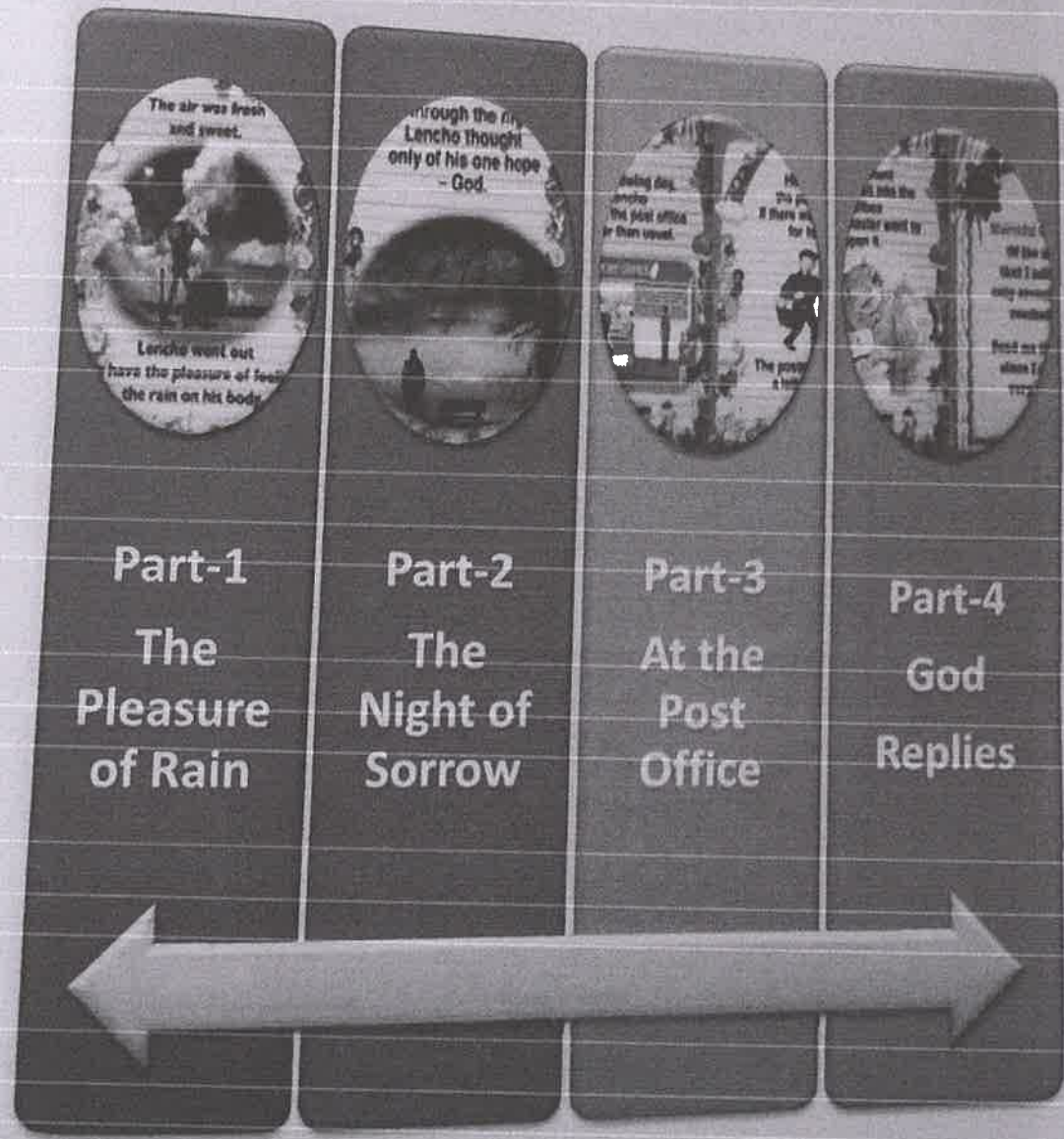


Figure 4.10 Four sections of Digital Text

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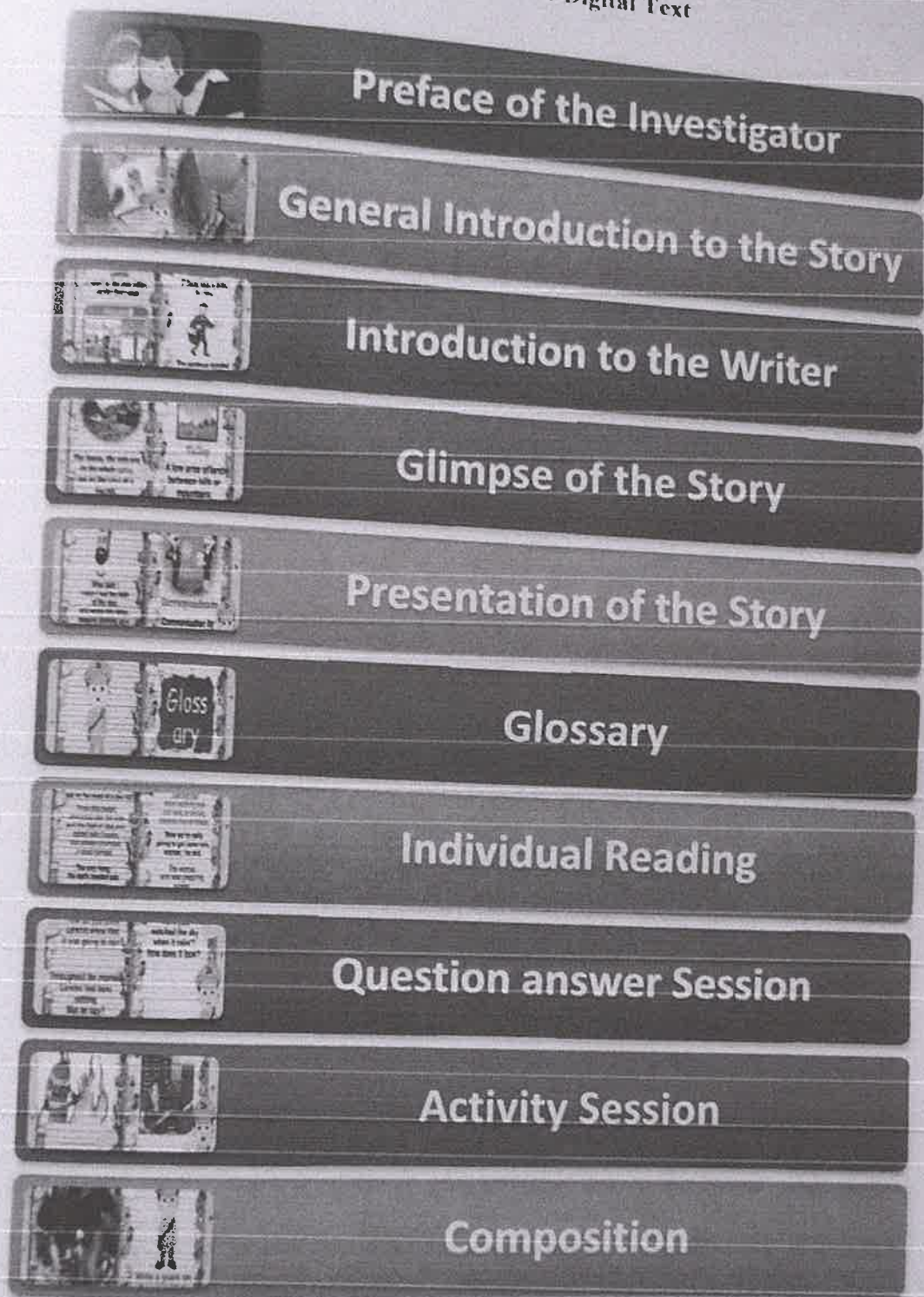


Figure 4.11 Structure of the Digital Text

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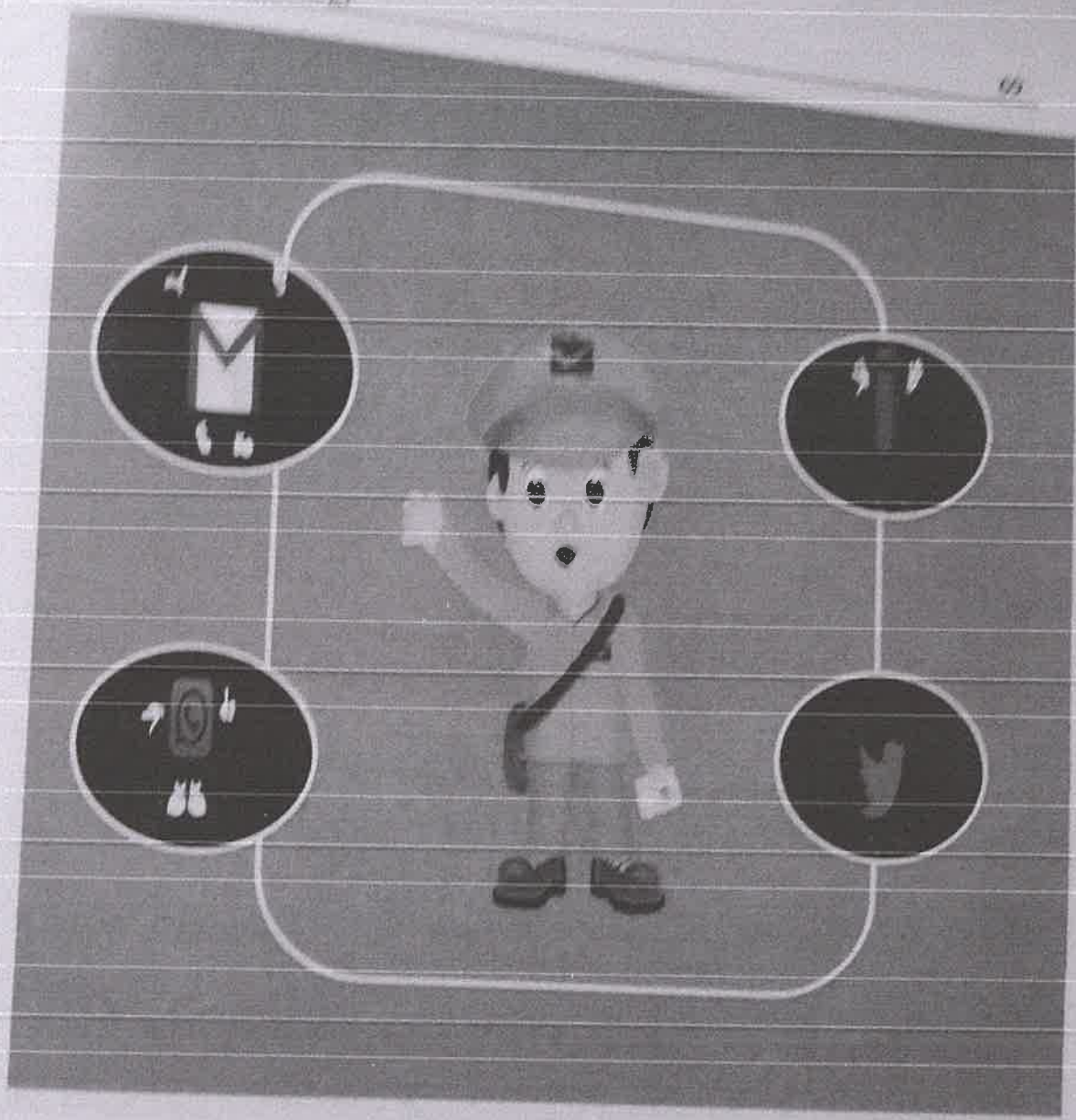


Figure 4.13 Animated introductory characters on the digital text

**Introduction to the Writer**

After the general introduction of the story, the post man (animated character) introduced the writer of the story 'Letter to God'. With the help of indicators, the main points were highlighted.

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**Sr. (Dr.) Alice Joseph**

**Principal-in-Charge**

**CERTIFICATE**

I, Sr. (Dr.) Alice Joseph, do hereby certify that this thesis entitled **DEVELOPING VISUAL SCAFFOLDING E- LEARNING PACKAGE FOR ENHANCING WRITING SKILLS IN ENGLISH LANGUAGE AMONG PRIMARY SCHOOL STUDENTS** submitted in partial fulfilment of the requirements for the degree of Master of Education, Mahatma Gandhi University, Kottayam, is a record of the bonafide study and research carried out by FEENA C BABU, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition in this university or any other universities.

Ernakulam

30.07.2020

*Alice Joseph*

Sr. (Dr.) Alice Joseph

(Supervising Teacher)



*Alice Joseph*

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## APPENDIX IV

### GRAMMAR TEST

Std: VII

Time: 80 minutes

Marks: 80

*Read the instructions carefully and answer all the questions.*

**Fill the blanks with correct preposition.**

1. The portrait was painted \_\_\_\_\_ a famous artist.
2. He was killed \_\_\_\_\_ a robber.
3. 'The Deccan Queen' is an Express train which runs \_\_\_\_\_ Bombay and Pune.
4. The collector will interview the candidates \_\_\_\_\_ 9:00 and 11:00 a.m.
5. Please do not talk \_\_\_\_\_ such painful things.
6. I called \_\_\_\_\_ the doctor's house.
7. There lived a Miller \_\_\_\_\_ the river Dee.
8. The dog ran \_\_\_\_\_ the house.
9. She was born \_\_\_\_\_ 1985.
10. The party will start \_\_\_\_\_ 8:00 p.m.

**Fill in the blanks with correct articles.**

\_\_\_\_\_ eagle at the zoo.

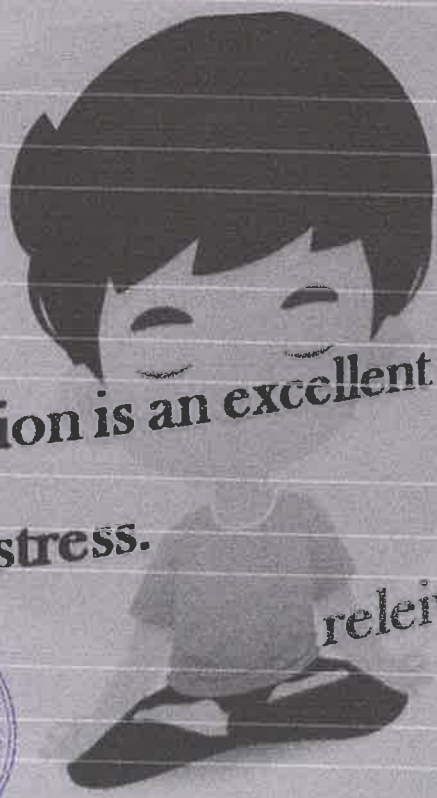
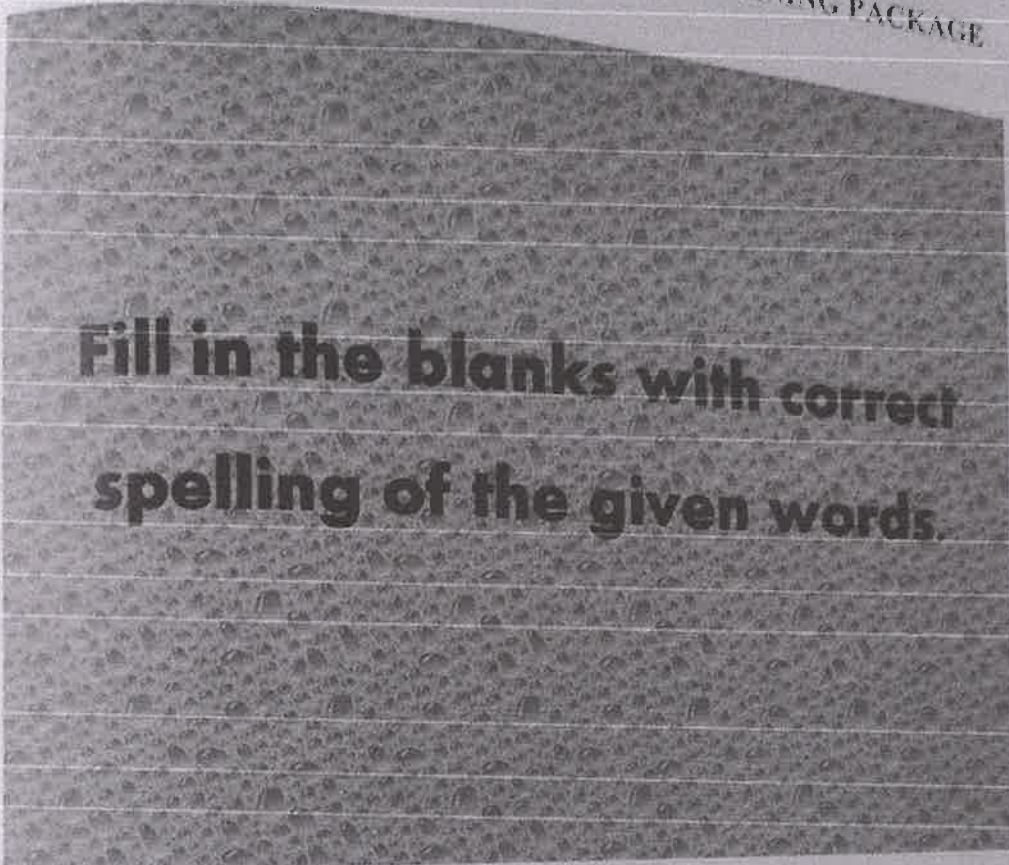


  
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(1x10)

APPENDIX VI

SCREENSHOTS OF VISUAL SCAFFOLDING E-LEARNING PACKAGE



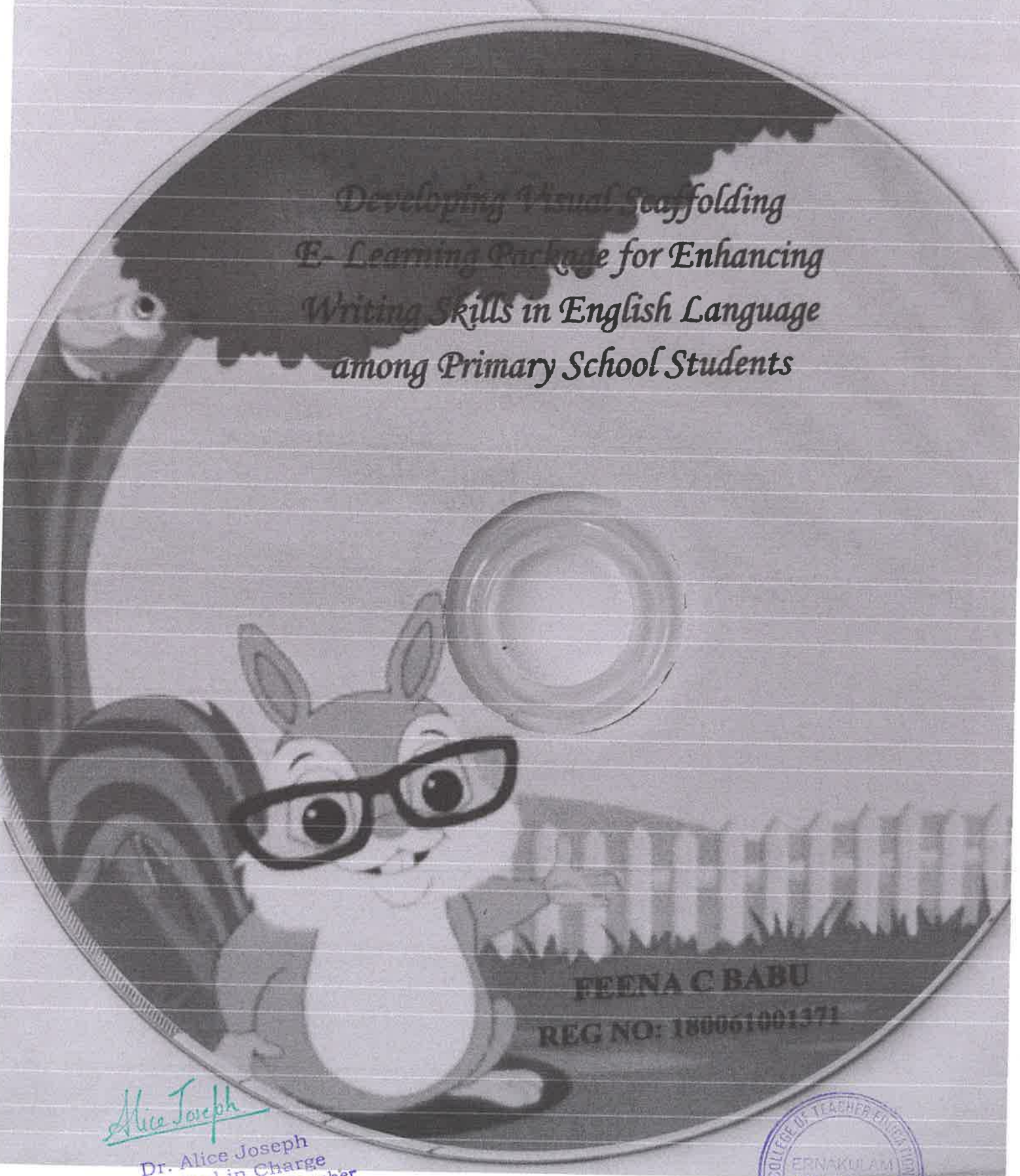
Meditation is an excellent method to — stress.

releive /relieve



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*Developing Visual Scaffolding  
E- Learning Package for Enhancing  
Writing Skills in English Language  
among Primary School Students*



FEENA C BABU  
REG NO: 180061001371

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**Mrs. Aswathy D.V**

**Assistant Professor in Education.**

### **CERTIFICATE**

I Mrs. Aswathy D.V do here by certify that this thesis entitled, **DEVELOPING E-CONTENT FOR ENHANCING AWARENESS ON CHILD TRAFFICKING AMONG PRIMARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirement for the degree of Master of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by JEWEL JIM, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma title or recognition.

Place: Ernakulam

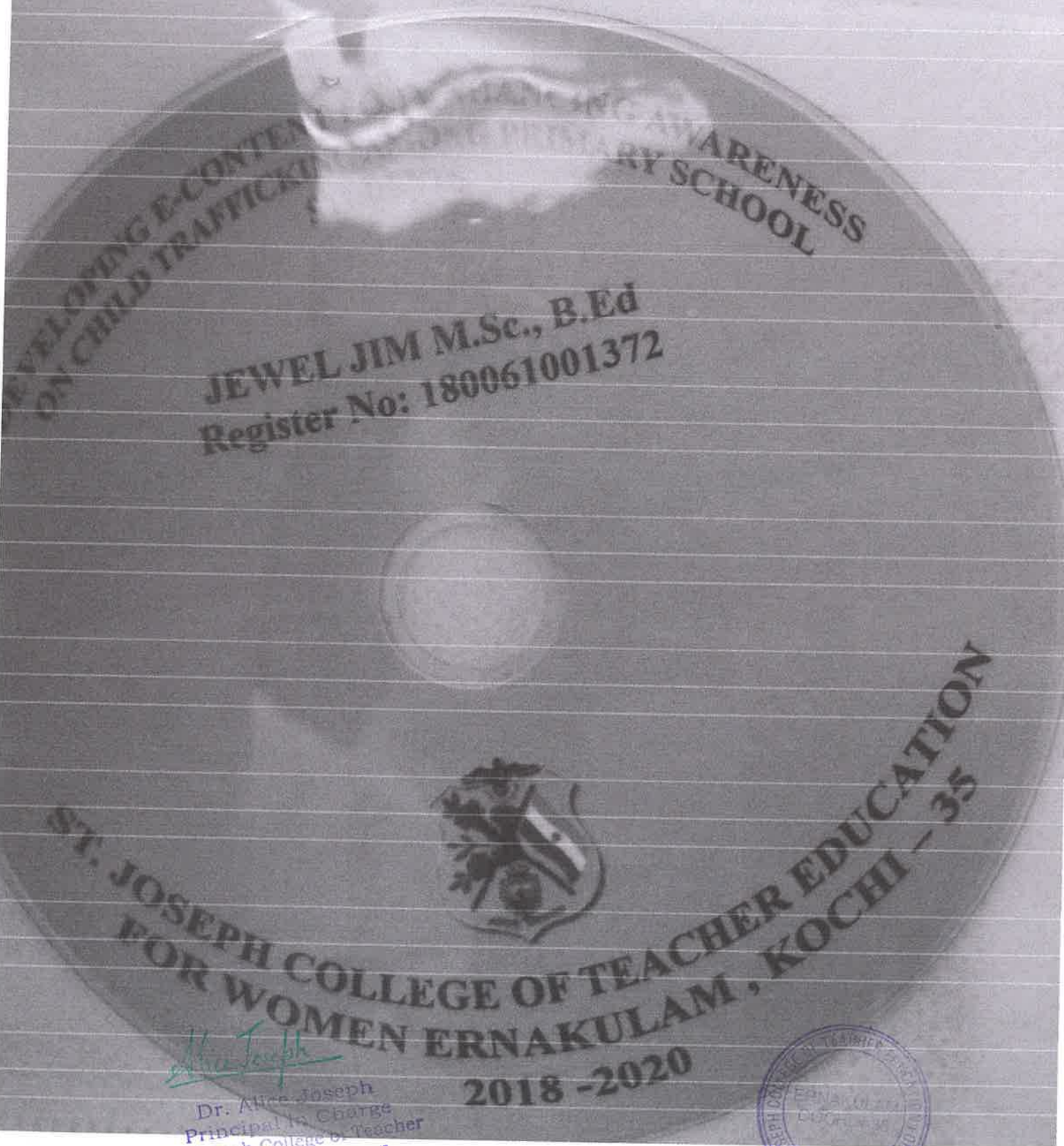
Date: 30/07/2020

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Ernakulam

**Mrs. Aswathy D.V**

(Supervising Teacher)





DEVELOPING E-CONTENT ON CHILD TRAFFICKING AWARENESS  
 JEWEL JIM M.Sc., B.Ed  
 Register No: 180061001372

ST. JOSEPH COLLEGE OF TEACHER EDUCATION  
 FOR WOMEN ERNAKULAM, KOCHI - 35  
 2018 -2020

*Alice Joseph*  
 Dr. Alice Joseph  
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# AWARENESS SCALE ON CHILD TRAFFICKING (Final English)

Appendix V

Name:

School:

Class:

Male / Female :

(This Awareness Scale contains 24 items under the selected three dimensions of Child Trafficking . Please read each statement carefully. Each statement has three choices. You may put a tick mark (✓) on one of the options you feel best.)

Sl No.	Statement	Agree	Undecided	Disagree
1.	Now these days Children's are undergoing so many exploitation. Child trafficking is mainly one of them.			
2.	The main reason of child trafficking is the lapse of the administration and legal systems			
3.	Children may accept sweets, soft drinks and food items from strangers.			
4.	If anyone trafficked your friends or other children you have to inform your parents.			
5.	You have to always keep the address and phone number of your parents.			
6.	If anyone ask you to go with them to somewhere, you shall not go with them.			
7.	You are familiar with the Child Protection unit phone Number.			

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Script of E-Content for Enhancing Awareness on Child Trafficking  
 Appendix VI

- Instructional Objectives:**
1. To raise awareness on child trafficking.
  2. To raise awareness on the concept, types & preventions of child trafficking.

**Action Script of E-Content for Enhancing Awareness on Child Trafficking**  
 Time: 15 Minutes

ചെൽഡ് ട്രാഫിക്കിങ്ങ് എന്നതിനെ കുറിച്ചുള്ള ഈ ഷോർട്ട് വീഡിയോ 03 ഭാഗങ്ങളായി തിരിച്ചിരിക്കുന്നു. ഒന്ന് ആമുഖം, രണ്ടു കുട്ടികളെ ചൂഷണം ചെയ്യുന്ന രീതികൾ, മൂന്ന് മുൻകരുതലുകൾ.

**E-Content-1 ആമുഖം**

Shot No	Time	Location	Dialogue	Music
Scene 1	02 സെക്കൻഡ്		ആമുഖം ചെൽഡ് ട്രാഫിക്കിങ്ങ് ഡോക്യുമെന്ററി  ചെൽഡ് ട്രാഫിക്കിങ്ങ് എന്ന് അവതാരിക ആമുഖം പറയുന്നു.	
Scene 2- മൊബൈൽ ഷോട്ട്. ജനങ്ങൾ പതിയെ	45 സെക്കൻഡ്	ആലുവ പ്രൈവറ്റ് ബസ് സ്റ്റാന്റഡ്. 03 സ്ത്രീകൾ മൊബൈൽ വീഡിയോ സംസാരിക്കുന്നു.	ആദ്യത്തെ സ്ത്രീ സംസാരിക്കുന്നു.  ഹായ് ഞാൻ ആലുവ പ്രൈവറ്റ് ബസ് സ്റ്റാന്റഡ്	

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---

**Dr. Hemalettha P.K**  
**Assistant Professor in Education**

### **CERTIFICATE**

I, Dr. Hemalettha P.K., do hereby certify that this thesis entitled, **DEVELOPING AN INTERVENTION PROGRAMME FOR ENHANCING AWARENESS AGAINST DRUG ABUSE AMONG SECONDARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirement for the degree of Master of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by **RESHMA K.R.**, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam

30.07.2020

**Dr. Hemalettha P.K**

**(Supervising teacher)**



**Dr. Alice Joseph**  
**Principal in Charge**  
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**Education for Women,**  
**Ernakulam**

## INTERVENTION PROGRAMME

APPENDIX - I

## LESSON TRANSCRIPT

Name of the teacher : Reshma. K.R

Name of the school : SNHSS Ayyappankavu

Standard : IX

Date : 7- 11- 2019

Topic : Drama on evil effects of Drug Abuse

Concept - Drug Abuse

Fact- Illegal use of Drugs hinders the health of people

## LEARNING OBJECTIVES

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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN  
APPENDIX - IV  
AWARENESS SCALE ON DRUG ABUSE - FINAL

Instructions:

Dear Student

- This scale consists of seventy five statements regarding Awareness on Drug Abuse.
- Please take the time to read each statement carefully and respond with an honest feedback.
- After reading each statement put a tick ( ✓ ) mark in the appropriate space for the option given "Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree".
- Each possible response carries maximum score of 5.
- These evaluations will be used for research purpose only and it will be kept confidential and independent.

General information

(Please fill up the following information)

Name of the Institution :

Name of the Student :

Standard/Division :

Gender Alice Joseph Male/Female

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St. Joseph College of Teacher  
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Kannur





**St. Joseph College of Teacher Education for Women**

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### **CERTIFICATE**

I, Mrs. Aswathy D V, do hereby certify that this thesis entitled **DEVELOPING LEARNING PACKAGE FOR ENHANCING AWARENESS ON FLOOD RISK MANAGEMENT AMONG SECONDARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirements for the degree of Master of Education to the Mahatma Gandhi University, Kottayam is a record of bonafide study and research carried out by **SREEVIDYA RADHAKRISHNAN**, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition in this university or any other universities.

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30.07.2020

**Mrs. Aswathy D V**

(Supervising Teacher)

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





**LEARNING PACKAGE FOR ENHANCING AWARENESS  
ON FLOOD RISK MANAGEMENT AMONG  
SECONDARY SCHOOL STUDENTS**

**Developed By**

**Sreevidya Radhakrishnan**

*Alice Joseph*

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

- Different types of floods
- Reasons and causes of floods
- The socio economic impacts of floods
- The different ways and means to prevent floods.

## Purpose

- To assess the existing Awareness of students about the natural disaster- flood
- To render help to learners to understand the different mechanisms by which we can prevent occurrence of floods
- To make students aware of the various impacts of floods and sensitize them to be a good volunteer

## Objectives

At the end of the Awareness class the learner will be capable of the following:

- To explain about the floods and its severity
- To understand about the various types of floods
- To identify the socio economic impacts of floods.
- To recognise the ways and means to prevent floods

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Subunit 1.1: Understanding Floods

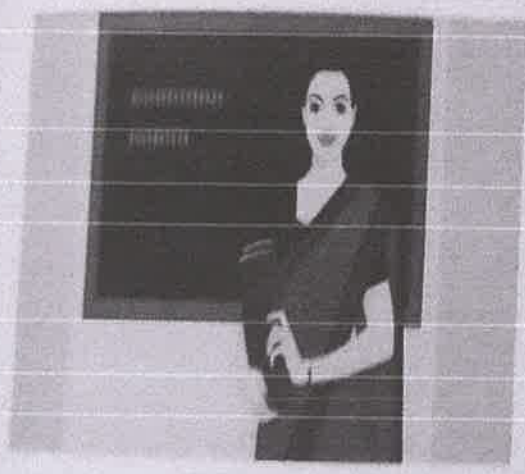
13/08/2018

Teacher shows PPT slide on the different events that took place during the August 2018 Kerala floods and asks the students to share their own experiences. The students who have direct experience with the flood are asked to share their own experiences with the class.

disaster!!!!!! Yes We are Ready to face it!

13/08/2018

Dear students, don't you remember the massive floods of last year? Almost all the places in Kerala got submerged in water. Isn't it?



Many of our people lost their life and property. Yet, we faced the calamity with unity and humanity. Fortunately we were able to come out of the shack by being brave. But the danger of it coming again in future is still there. Hence we all must have

knowledge about it so that we can prevent, mitigate and face it with even more bravery.

Teacher shows power point slide on different types of water logging and asks the students to identify the picture showing flood. Once the picture is identified, the students are asked to discuss among themselves and then describe the term 'flood' in their own words.



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## RATING SCALE ON LEARNING PACKAGE FOR ENHANCING AWARENESS ON FLOOD RISK MANAGEMENT AMONG SECONDARY SCHOOL STUDENTS

Fill in the appropriate Column to give your Opinion about the Learning Package

S/N	Statement	Most Appropriate	Appropriate	Undecided	Not Appropriate	Not at all Appropriate
1.	Overall design of the Learning Package					
2.	Lesson division in the package is					
3.	Unit end evaluation questions					
4.	Comprehensiveness of the content					
5.	Pictorial Representations					
6.	Precision and adequacy in the explanations					
7.	Age appropriate content transaction					
8.	Satisfaction of Objectives					

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## Awareness Test on Flood Risk Management (Final)

Time : 25 Minutes

Marks: 25

Date :

Name of the student:

Gender : M/F

Class & Division :

School:

### General instructions

- The questions given below are based on Flood Risk Management Awareness.
- Tick the appropriate answer from the four options A, B, C and D
- Each question carries 1 mark
- In case of doubt please contact the invigilator.

### Questions

1. A flood can vary in:
  - a) size
  - b) speed of water flow
  - c) duration
  - d) all of the above.
2. Which of these are the causes of flood
  - a) Heavy rainfall
  - b) Dam breakage
  - c) Deforestation
  - d) All of the above
3. Which of the following can reduce the risk of flooding?
  - a) Flood education programmes
  - b) Deforestation
  - c) Dam break
  - d) Landslides
4. In the future, which of the following will increase the risk of flooding
  - a) Population growth
  - b) Deforestation
  - c) Climate change
  - d) All of the above

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**Assistant Professor in Education**

## CERTIFICATE

I, **Mrs. Sheeba A.S.** do hereby certify that this thesis entitled **DEVELOPING A MULTIMEDIA PACKAGE FOR ENHANCING AWARENESS ON RAINWATER MANAGEMENT AMONG SECONDARY SCHOOL STUDENTS** submitted in partial fulfilment of the requirements for the degree of Master of Education, Mahatma Gandhi University, Kottayam, is a record of the bonafide study and research carried out by **SABITHA P.I.** under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition in this university or any other universities.

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30.07.2020

*Sheeba*

**Mrs. Sheeba A.S.**

(Supervising Teacher)

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## APPENDIX - II

## FINAL

Name:.....

Maximum marks: 25

Class: .....

Marks obtained:

## Awareness Test on Rainwater Management

**Multiple choice questions: Answer all questions and each questions carries 1 Mark**

1. Collection of.....in a proper way, can be a solution to the problem of water crisis in different parts of the world.
  - a. rainwater
  - b. seawater
  - c. salty water
  - d. spring water
2. About .....percent of the Earth's surface is covered with water.
  - a. 80
  - b. 60
  - c. 70
  - d. 50
3. Rainwater management will help us for .....
  - a. farming
  - b. swimming
  - c. gardening
  - d. fishing
4. .... is the storing of rainwater during the monsoon season.
  - a. rainwater management
  - b. soil management
  - c. solar energy management
  - d. thermal energy
5. Rainwater harvesting is a method by which rainwater is collected for ..... use.
  - a. present
  - b. past
  - c. future
  - d. none of these
6. Lack of rain will leads to .....
  - a. drought
  - b. flood
  - c. monsoon
  - d. summer

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**Assistant Professor in Education**

### **CERTIFICATE**

I. **Mrs. Marin Jose**, do hereby certify that this thesis entitled, **EFFECTIVENESS OF JUST-IN-TIME-TEACHING (JITT) STRATEGY ON ACHIEVEMENT IN CHEMISTRY AMONG SECONDARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirement for the degree of **Mater of Education** to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by **SREELAKSHMI K S**, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

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**Mrs. MARIN JOSE.**

**(Supervising teacher)**

**Dr. Alice Joseph**  
**Principal in Charge**  
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**Education for Women,**  
**Ernakulam**



## APPENDIX - I

Tool - I

## LESSON TRANSCRIPT BASED ON JITT STRATEGY

## LESSON TRANSCRIPT NO. - I

Teacher: Evelyn Mathew, K. S.

Unit: Solutions

Topic: Solute, Solvent, and concentration of Solution

## OBJECTIVES

- To develop understanding about the concept of solute, solvent, its nature and properties
- To develop competency in acquiring knowledge about the application of dilute and concentrated solutions.

## JITT RESOURCES

- Computer assisted assignments (pictures and videos)

## FRAME I

## WARM UP

The investigator provide a rapport to the topic through a video presentation of solutions in order to understand the prior knowledge and present level of the students about

the topic

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TOOL - II  
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ACHIEVEMENT TEST

As a part of M,Ed program the investigator has done a thesis entitled as, **EFFECTIVENESS OF JUST-IN-TIME TEACHING (JiTT) STRATEGY ON ACHIEVEMENT IN CHEMISTRY AMONG SECONDARY SCHOOL STUDENTS.** For the successful completion of the methodology adopted, the researcher developed and implemented an achievement test in Chemistry as one of the tools. The test was standardized by the use of appropriate procedures under the supervision and guidance of experts. The test items (very short answer type) for the preparation of the preliminary and final draft were selected from the unit of solutions of 8<sup>th</sup> standard chemistry text book of Kerala State syllabus. The faithfulness and candid responses of the students in each stage of the study were appreciated.

  
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APPENDIX - V  
 ACHIEVEMENT TEST - 2019  
 (FINAL DRAFT)  
 CHEMISTRY

STANDARD VIII

Score: 40

Time: 45'

Instructions

1. 5 minute is given as cool of time.
2. Attempt all questions according to the instruction provided.
3. Each question carries 1 mark.

Fill in the blanks (1- 8)

1. Maximum amount of solute which can dissolve in 100g of solvent at room temperature is called \_\_\_\_\_.

- a. Solubility      b. capacity      c. eligibility      d. tendency

2. Solution which can hold no more solute is called \_\_\_\_\_.

- a. dilute solution      b. saturated solution      c. aqueous solution

d. concentrated solution

3. A solution containing a small amount of solute compared to a solvent is, \_\_\_\_\_.

- a. Concentrated solution      b. diluted solution      c. saturated solution

d. unsaturated solution

4. A solution containing a large amount of solute, compared to a solvent is, \_\_\_\_\_.

- a. Saturated solution      b. concentrated solution      c. diluted solution

d. none of the above

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Kerala

Dr. Bindu Joseph  
Assistant Professor

## CERTIFICATE

I, Dr. Bindu Joseph, do hereby certify that this thesis, **EFFECTIVENESS OF DIALOGIC LEARNING FOR ENHANCING VOCABULARY IN ENGLISH AT STANDARD IV** submitted in partial fulfilment of the requirements for the degree of Master of Education to the Mahatma Gandhi University, is a record of bonafide study and research carried out by **MEENU VARGHESE** under my supervision and guidance. This report has not been submitted by her for the award of any degree, diploma, title or recognition before.

Ernakulam

30-07-2020

**Dr. Bindu Joseph**

(Supervising teacher)

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



Appendix I  
VOCABULARY TEST

Name:

Total Marks: 25

Class:

Division:

Marks Obtained:

I. Fill in the blanks using correct words from the box.

servant, appointed, manured, shabby, successor

(5)

1. The king \_\_\_\_\_ the old man as his servant.
2. Ivan works as a \_\_\_\_\_.
3. The king wanted to find a \_\_\_\_\_.
4. Pingala watered and \_\_\_\_\_ the seed.
5. The old man appeared \_\_\_\_\_.

II. Find out the correct meaning of the words.

(5)

1. Merchant  
(a) Dauber (b) Helper (c) vagabond (d) trader
2. Anxious  
(a) Bash (b) Worried (c) Pleasure (d) Charm
3. Anchor  
(a) Flow (b) Stop (c) Mainstay (d) Stream
4. Delighted  
(a) Thrilled (b) Sad (c) Pressure (d) Agony
5. Proud  
(a) Pleased (b) Affectionate (c) Villain (d) Associate

III. Find out the missing alphabets.

(5)

1. P\_\_ e di \_\_\_\_
2. B\_\_ u \_\_\_\_ et
3. N\_\_ hting\_\_ le
4. An\_\_ o\_\_ e\_\_
5. \_\_ hi\_\_ pe\_\_ ed

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Dr. Alice Joseph  
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Gochinai-25



## Appendix II

INSTRUCTIONAL MATERIAL EVALUATION SCHEDULE  
(For Subject Experts)

Respected Sir/Madam,

This evaluation schedule is meant to assess the suitability and effectiveness of the Instructional Materials prepared for enhancing Vocabulary in English for Standard IV students. Kindly go through the materials attached and indicate your opinion by putting a tick mark (✓) in the appropriate columns against each aspect.

Thank you,

Yours sincerely,

Meenu Varghese

## PERSONAL INFORMATION

Name : Age :

Gender : Male / Female

Designation :

Department :

Experience in Teaching :

*Alice Joseph*

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

(For Teachers)

Respected Sir/Madam,

This questionnaire is prepared in connection with my research work leading to the completion of my M.Ed thesis. This is meant for collecting your views regarding various aspects of teaching and learning of English Vocabulary at the Primary School level. Kindly go through it and give your views and suggestions against each aspect. Your responses will be kept confidential and used only for research purposes.

Thank you,

Yours sincerely,

Meenu Varghese

## PART A

## PERSONAL INFORMATION

Name : Age :

Gender : Male / Female

Name of the Institution :

Locale : Urban/ Rural

Type of Institution : Govt. Aided/Private

Girls/Boys/Mixed

Experience in Teaching :

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 Dr. Alice Joseph  
 Principal in Charge  
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 Education for Women,  
 Ernakulam







St. Joseph College of Teacher Education for Women  
Ernakulam, Kochi- 35, Kerala

Ms. Sheeba A.S.

Assistant Professor in Education

### CERTIFICATE

I, Ms. Sheeba A.S. do hereby certify that this thesis entitled, **EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL FOR ENHANCING ACHIEVEMENT IN ENGLISH LANGUAGE AMONG STUDENTS AT SECONDARY LEVEL** submitted in partial fulfillment of the requirement for the degree of Master of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by NITHA VARGHESE, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam

*Sheeba*  
Ms. Sheeba A.S.

30.03.2019

(Supervising Teacher)

*Alice Joseph*  
Dr. Alice Joseph  
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LESSON TRANSCRIPT BASED ON PICTURE WORD INDUCTIVE MODEL  
 ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM  
TEACHING MANUAL I

Appendix I

Name of the teacher: Nitha Varghese  
 Name of the School: Holy Child EMHSS Snehagiri  
 Subject : English  
 Standard : VIII  
 Strength : 40  
 Duration : 45Minutes  
 Date : 22/10/2018  
 Unit : Flowers and Showers  
 Sub Unit : The Nightingale and the Rose

**Content Analysis**

Theme : Nature  
 Sub theme : Communion with nature  
 : Healing power of nature  
 : Harmony in nature  
 :Significance of little things in nature

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**Phase: 2 Shake out words**

Learners are asked to identify what they see in the picture and write the words that come to their mind.

**Phase: 3 Teacher leads the students to see, say, spell and study words**

*Mrs Joseph*  
**Dr. Alice Joseph**  
**Principal in Charge**  
**St. Joseph College of Teacher**  
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## ACHIEVEMENT TEST IN ENGLISH: 2018

NAME:

MARK: 25

CLASS: VIII

DURATION: 45minutes

GENDER:

## ( I )Select appropriate answer

1. What is described as 'the eye of the day'?
  - a) The sun b) The flower c) Spring d) Birds
2. Which of the following was not done by the Nightingale to get the rose?
  - a) She sang a beautiful song all night.
  - b) She yelled at the tree until they gave her a rose.
  - c) She gave her blood to the tree.
  - d) She searched all the rose trees in the garden.
3. Why couldn't the student find a red rose by himself?
  - a) All the rose trees were dead.
  - b) He was lazy.
  - c) The tree refused to give any of its roses.
  - d) The red rose tree was withered in the winter.
4. Which season conceived the flower?
  - a) Winter b) spring c) Summer d) Autumn
5. What is the last gift of the living to the dead?

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Ernakulam, Kochi- 35, Kerala

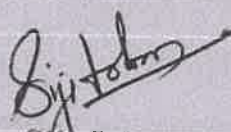
*Sr. Siji John*  
*Assistant Professor*

### CERTIFICATE

I, Sr. Siji John do hereby certify that this thesis entitled,  
**“RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE  
AND EMOTIONAL INTELLIGENCE AMONG STUDENTS  
AT HIGHER SECONDARY LEVEL”** submitted in partial fulfillment  
of the requirement for the degree of Mater of Education to the Mahatma  
Gandhi University, Kottayam is a record of the bonafide study and research  
carried out by RESHMA SREEKUMAR. R, under my guidance and  
supervision. This report has not been submitted by her for the award of any  
degree, diploma, title or recognition.

**Ernakulam**

**30/03/2019**

  
**Sr. Siji John**  
**(Supervising teacher)**

  
Dr. Alice Joseph  
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Education for Women,  
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# SOCIAL INTELLIGENCE INVENTORY

PREPARED BY  
**RESHMA SREEKUMAR.R**

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

Name	
School	
Gender	
Type of management	
Locality	
Stream	

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Dr. Alice Joseph  
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Please read the following statements carefully and among the three options (A for Agree, U for Undecided, D for Disagree) given for each of them, pick up the one which seems to you to be the most likely way in which you would respond. You are to choose only one response from A, U and D and mark a cross (X) on the appropriate cell on the answer sheet.

Appendix I

Sl. No.	Statement	A	U	D
1	I strongly feel that I deserve every success in my life.			
2	I really have this feeling like to kill the person who had stolen my notebook			
3	I immediately comply when my neighbour requested to reduce the volume of my music system			
4	When I happened to see an accident with a car and a dog. The dead dog would be my prime concern rather than the damaged car.			
5	I am always determined to give a try to difficult tasks.			
6	I feel devastated when I came to know that someone is exploiting me.			
7	I will go for a picnic place that I hate to go but decided to go for my friend's sake.			
8	I can predict other people's behaviour.			
9	I often feel that it is difficult to understand others choices			
10	I will be happy when I heard that some anti-social elements have been given capital punishment.			
11	I think I will make friends wherever I go			
12	I always found a substitution whenever I asked to make a speech at public function.			
13	I always feel guilty for not giving money whenever I see			

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EMOTIONAL INTELLIGENCE INVENTORY  
(FINAL DRAFT)

PREPARED BY  
RESHMA SREEKUMAR.R

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN  
ERNAKULAM

Name	
School	
Gender	
Type of management	
Locality	
Stream	

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Please tick (A for agree, U for Undecided, D for Disagree) given for each of them, pick up the one which seems to you to be the most likely way in which you would respond. You are to choose only one response from a, b, and c and mark a cross (x) on the appropriate cell on the answer-sheet.

Sl. No	STATEMENT	A	U	D
1	I understand my emotions			
2	I understand the reasons for my mood swings			
3	I have full confidence in myself and my decisions			
4	I am aware of my strength and weaknesses			
5	I manage mine as well as others emotions simultaneously			
6	I take responsibility of my emotions			
7	I am not a worrier			
8	I will not put myself in an awkward situation			
9	I will learn from my mistakes			
10	I will never treat my mistakes as disasters.			
11. I know	I know when to speak my personal problems to others.			
12.	I have control over my emotions.			
13.	I easily recognize my emotions as i experience them.			
14.	I always make sure that my emotions will never affect others feelings.			
15.	My emotions depends on how others treat me well.			
16.	Breaking things when i am mad is quite common.			
17.	Shouting is quite common for releasing			

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**St. Joseph College of Teacher Education for Women**  
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**Mrs. Sheeba A.S.**  
**Assistant Professor in Education**

## CERTIFICATE

I, Mrs. Sheeba A.S. do hereby certify that this thesis entitled, **DEVELOPING SELF-LEARNING PACKAGE ON NATURAL HAZARD AWARENESS FOR SECONDARY SCHOOL STUDENTS** submitted in partial fulfilment of the requirement for the degree of Mater of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by **APSA JACOB**, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam  
 30.03.2019

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*Sheeba A.S.*  
 Mrs. Sheeba A.S.  
 (Supervising teacher)



**SELF – LEARNING PACKAGE ON NATURAL  
HAZARD AWARENESS FOR SECONDARY SCHOOL  
STUDENTS**

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Dr. Alice Joseph  
Principal in Charge  
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# Together Towards a Safer Tomorrow

*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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**SELF-LEARNING PACKAGE**  
**ON**  
**NATURAL HAZARD AWARENESS**

**PREPARED BY**

**APSA JACOB**

**ST. JOSEPH COLLEGE OF TEACHER EDUCATION**

**FOR WOMEN**

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Dr. Alice Joseph  
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# CONTENTS

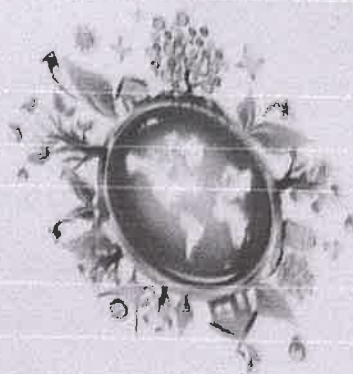
1. Preface
2. Guidelines for Using Self- Learning Package
3. Subunit 1 – Environment
4. Subunit 2 – Flood
5. Subunit 3 – Drought
6. Subunit 4 – Cyclone
7. Subunit 5 – Landslide
8. Subunit 6 – Earthquake
9. Subunit 7 – Tsunami
10. Subunit 8 – Disaster and Management

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# ENVIRONMENT



## Content

- **Basic idea about environment and its diversity**
- **Concept of Natural Hazard and classification**

## Purpose

- **To understand what is environment and its diversity**
- **To help the learner to understand concept of Natural hazard and classification**

## Objectives

At the completion of the learning package the learner should be able to:

- **Recognize environment and its diversity**
- **Recognize different Natural Hazard**

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# Natural Hazard Awareness Test

Name of the student.....

Standard.....

Class.....

Name of the school.....

.....

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Mrs. Sheeba A.S.  
Assistant Professor in Education

### CERTIFICATE

I, Mrs. Sheeba A.S. do hereby certify that this thesis entitled, **DEVELOPING DOCUFICTION PACKAGE FOR AWARENESS ON CHEMICAL POLLUTION FOR SECONDARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirement for the degree of Mater of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by RAJI K.M, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam  
30/03/2019

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*Sheeba*  
Mrs. Sheeba A.S.  
(Supervising teacher)



## APPENDIX II

### DOCUMENTARY FILM -EVALUATION RUBIC

Tick the description that you find most appropriate

Topic: - Chemical Pollution

Name of the Expert: .....

1	Content Coverage (Comprehensiveness)	Excessive	Absolutely right	Adequate	Inadequate
2	Clarity of Content	All of the Content was absolutely clear	Most of the content was clear	Some parts were difficult to understand	Most of the content was unclear
3	Examples provided				
	a. Quantity of examples provided	Excessive	Quite adequate	Somewhat adequate	Inadequate
	b. Their appropriateness	Extremely Appropriate & helpful in understanding the content	Quite appropriate & helpful	Somewhat appropriate & helpful	Not appropriate for understanding the content
4	Language of the presentation	Perfect clear & lucid	Mostly clear	Somewhat clear but some, difficult words were used	Difficult to understand
5	Motivation & interest in viewing the presentation	High Motivation & interest that lasted throughout the presentation	Fairly interesting & motivating	Generates low motivation & interest	An uninteresting & boring presentation
6	Interactivities with partners				
	a. Level of participation	Participated very actively & meaningfully	To some extent	Low level of meaningful participation	No meaningful participation
	b. Usefulness in learning	Extremely useful in learning the content	Fairly useful	Only somewhat	Not useful

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**APPENDIX III**  
**JUDGEMENT SCHEDULE FOR EXPERTS AND**  
**SECONDARY**  
**TEACHER'S REGARDING DOCUFLECTION PACKAGE**  
**ON CHEMICAL POLLUTION**

Sl No	Statements related to Docuflection Package: CHEMICAL POLLUTION	Response		
		GE	SE	NA
1	The overall Docuflection were related to the content of Chemical Pollution			
2	Explanations given on the Docuflection were precise			
3	Addition of extra information, animated clips are helpful to generate excitement of the learner thought the Docuflection			
4	Docuflection was found to be more effective form for enhancing awareness on Chemical Pollution as compared to conventional teaching			
5	The time required for viewing the Docuflection was up to the mark of viewer's capacity to watch the whole Docuflection			
6	The concept were drawn keeping in mind the age and capacity of the learner			
7	Docuflection proved to be better mode of instruction than Conventional teaching to enhance the awareness on Chemical Pollution			
8	Relevant pictures, video clips, and diagrams were included in the Docuflection are nature related			
9	The Docuflection best to reach the learning objectives for the topic Chemical Pollution.			
10	The Docuflection has given inspiration to keep the environment clean and to protect our resources uncontaminated.			

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**APPENDIX IV**  
**JUDGEMENT SCHEDULE FOR SECONDARY**  
**SCHOOL STUDENTS**  
**REGARDING DOCUFICTION PACKAGE ON**  
**CHEMICAL POLLUTION**

Sl. No	Statements related to Docufiction package: Chemical Pollution	Response		
		GE	SE	NA
	The images used in the Docufiction were very attractive			
	The videos which were drawn by the investigator were good and easy to understand			
	Docufiction Package on chemical Pollution, was a great motivator which explains the social treat in classroom			
	Docufiction Package was found to be more effective for creating Awareness on Chemical Pollution			
	Docufiction is a powerful, useful and interesting mode of instruction			
	The after effects of Chemical Pollution was clearly mentioned in the Docufiction			
	The videos in the Docufiction are interesting and suitable for understanding the Chemical Pollution			
	The audio are clear and easy to follow			
	Motivate the students to know more about the topic chemical Pollution			
	The overall Docufiction was bringing real life situations in the classroom			

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Appendix V

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR  
WOMEN, ERNAKULAM

CHEMICAL POLLUTION AWARENESS TEST

Prepared by:

Mrs. Sheeba A.S (Supervising Teacher) and Raji K.M

*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
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# CHEMICAL POLLUTION AWARENESS TEST (FINAL)

Std. VIII

Marks : 50

Time : 30 Minutes

Instruction: Answer all the following questions, each carries 1 Mark.

1. World environment day is observed on \_\_\_\_\_  
 A. June 5  
 B. July 4  
 C. January 5  
 D. August 4
2. DDT is \_\_\_\_\_  
 A. An antibiotic  
 B. Biodegradable pollutant  
 C. Non biodegradable pollutant  
 D. Not a pollutant
3. Which is the most Pollutant City in the world as per WHO report.  
 A. Mumbai  
 B. Delhi  
 C. Bangalore  
 D. Calcutta
4. Which is the one that is not in 3 R's.  
 A. Recycle  
 B. Reduce  
 C. Refuse  
 D. Renewable
5. What can you do to help to stop plastic pollution.  
 A. Refuse single use plastic bottles, straws.  
 B. Bring your own reusable bags where ever you go for shopping.  
 C. Ask merchants, restaurants and other establishments using plastic free alternatives.  
 D. All of the above.
6. Non biodegradable pollutant are created by \_\_\_\_\_  
 A. Nature  
 B. Excessive use of resources.  
 C. Humans  
 D. Natural disasters

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## APPENDIX XII

### PRODUCTION DETAILS

#### Location details

Date	Location	Scene
02.07.2018 - 08.07.2018	HMT Colony, Kalamassery	About plastic pollution

#### Casting details

Character	Name
1 - House wife	Malu
2 - Husband	Jithin
3 - Son	Nandhu
4 - Neighbor	Reshma

#### Properties list

Scene	Properties
Scenes	Bag, two-wheeler, waste box, waste

#### Shooting schedule

Date	Place
02.07.2018 - 08.07.2018	HMT colony Kalamassery

*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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## POST PRODUCTION

- Video editing : Adobe premiere pro cc
- Audio editing : Pro tools
- Voice over : Raji, Reshma, Jithin, Nandhu, Noushad

## DOCUMENTATION SCRIPT

Visual	Audio
Edited video	Narration about environment and plastic pollution
Malu makes her son getting ready to school	No audio sound
Jithin is getting ready to go to office along with his son	No audio sound
Visual related to the audio clip	Malu asking to husband to carry the garbage and throw while going to the office. Background sound : vehicle sound
Days are moving around and continuing the same process (disposal of garbage)	Background sound : vehicle sound
Conversation between Reshma and Malu	Reshma asking character one, everyday you are giving garbage bag to him and where is he throwing that? Malu replied; he throws at the nearest place where the garbage is dumberd Reshma replied; why did you throw at that place, you can give to the municipality, where they collect from houses isn't.

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**Dr. (Dr.) Mary Joseph**  
**Principal**

**CERTIFICATE**

I, Sr. (Dr.) Mary Joseph do hereby certify that this thesis entitled, **DEVELOPING E-CONTENT FOR AWARENESS ON CYBERCRIMES AMONG SECONDARY SCHOOL STUDENTS** submitted in partial fulfillment of the requirement for the degree of **Master of Education** to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by **SHINCY MATHEW**. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

**Ernakulam**  
**30/03/2019**



*Mary Joseph*  
**Sr. (Dr.) Mary Joseph**

**Principal**

**Dr. MARY JOSEPH**  
**PRINCIPAL**  
**ST. JOSEPH COLLEGE OF**  
**TEACHER EDUCATION FOR**  
**WOMEN, ERNAKULAM**

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



**Cyber Crime Awareness scale (Final tool)**

**Instruction:**

Please tick (✓) on the appropriate boxes.

Name \_\_\_\_\_ Division \_\_\_\_\_ Gender \_\_\_\_\_ School \_\_\_\_\_

Sl. No.	Statements	Strongly agree	Agree	Disagree
1.	Hacking is the most dangerous and serious threat to the internet and e-commerce.			
2.	In present days people can get information, store information and share information through the internet			
3.	Whoever, fraudulently or dishonestly make use of the electronic signature, password or any other unique identification feature of any other person, known as identity theft.			
4.	Do you think that India should have a cybercrime awareness campaign like that of America?			
5.	People's perception and attitude towards computer ethics and information security significantly affect the way they use information technology.			
6.	Online risks facing young people include exposure to sexually explicit			

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## ACTION SCRIPT FOR DIMENSION OF E-CONTENT-

## INTRODUCTION TO CYBER CRIMES

Instructional objectives: 1. To raise awareness on cyber crimes

2. To raise awareness on the concept, types, and causes of cyber crimes

Shot No.	Time	Audio	Audio Script	Video
1.	07:13			A Short film is shown to the students  "ONLINE PREDATORS"
2.	00:05	Background music is played showing an image of cyber crimes		
3.	04:05	Recorded voice of the teacher	<b>NARATION BY THE TEACHER:</b>  Today the internet is the great mediator of our lives.  In the present days people can get information, store information and share	

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Ernakulam



HACK THIEF SPY

2005

DEVELOPING E-CONTENT FOR  
AWARENESS ON CYBER CRIMES  
AMONG SECONDARY SCHOOL  
STUDENTS

BUSINESS ATTACK  
BINAR  
STEALING  
PROTECTION  
NETWORK  
SECURITY  
HACKER

CYBER  
CRIME  
INTERNET

WEB  
THEFT TECHIN  
FISHING DIGITAL DAT  
CODE ST  
COMMUNICATION PC

SHINCY MATHEW, M.A., B.ED  
REG. NO. 170061001387  
2017-2019

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**Mrs. Smitha Jose.**

**Assistant Professor in Education**

**CERTIFICATE**

I, Mrs. Smitha Jose do hereby certify that this thesis entitled, **EFFECTIVENESS OF FRAYER MODEL FOR ENHANCING VOCABULARY IN ENGLISH AMONG SECONDARY SCHOOL STUDENTS** -submitted in partial fulfillment of the requirement for the degree of Mater of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by TRESA HEBZY PINHEIRO under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam

Date:30. 03. 2019

**Mrs. Smitha Jose.**

**(Supervising teacher)**

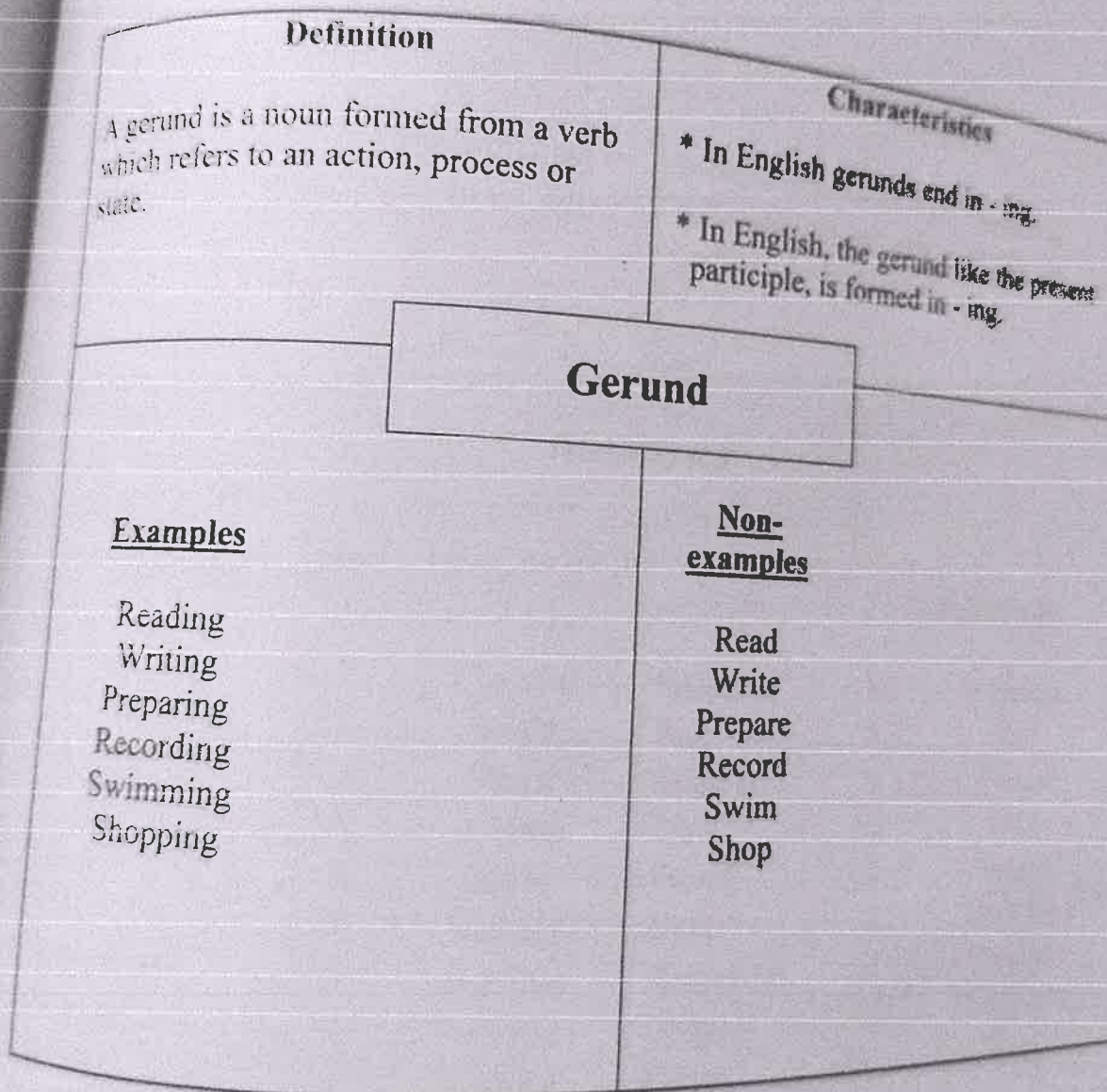
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**Principal in Charge**  
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**Education for Women,**  
**Ernakulam**



LESSON TRANSCRIPT BASED ON PRAYER MODEL

Appendix 1

Name of the teacher : Tresa Hebzy Pinheiro  
 Subject : English  
 Class : VIII  
 Lesson : Gerund  
 Time : 45 min



1. What is gerund ?
2. Give an examples for gerund ?

Dr. Alice Joseph  
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 St. Joseph College of Teacher  
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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN  
Appendix 91  
VOCABULARY TEST IN ENGLISH (FINAL)

Name of the student

Time : 45

Minutes

Standard: VIII

Mark : 25

I. Read the sentence and put tick mark on correct answer

1. You should never-----to your parents.(lye, lie)

I have-----that movie before.(scene, seen)

(2 X 1 = 2)

II. Identify and underline the noun from the sentence

3. Elephants never forget.

4. Let's go to the bench.

5. Follow the rules.

(3 X 1 = 3)

III. Use suitable adverbs from the box

hungrily	lightly	angrily	finally
----------	---------	---------	---------

6. Henry ate the soup-----

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

Ernakulam, Kochi- 35, Kerala

*Mrs. Aswathy D V*

*Assistant Professor*

### CERTIFICATE

I, Mrs. Aswathy D V do hereby certify that this thesis entitled, "DEVELOPING A HISTORICAL DOCUMENTARY FOR SECONDARY LEVEL OF EDUCATION" submitted in partial fulfillment of the requirement for the degree of Mater of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by SUJA V J, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam

30/03/2019

Mrs. Aswathy D V

(Supervising teacher)

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





Action Script: Ernakulam Kadavumbhagam Synagogue part I  
 Time: 16 Minute

Appendix I

Shot No.	Time	Location	Dialogue	Music
Scene 1	5 സെക്കന്റ്	ആമുഖം - റിസ്പോണ്ടറിക്കൽ ഡോക്യുമെന്റി  എറണാകുളം കടവുമാല സിനഗോഗ് 1  തയ്യാറാക്കിയത് സുജ വി ജെ IVth Semester M. Ed വിദ്യാർത്ഥിനി എൻ എഴുതികാണിക്കുന്നു		Happy background music
Scene 2	2 മിനിറ്റ്	എറണാകുളം കടവുമാല സിനഗോഗിന്റെ മുൻഭാഗം (അവതാരിക ആമുഖമായി പറയുന്നു)	എറണാകുളം കടവുമാല സിനഗോഗ് - എറണാകുളം ബ്രോഡ്വേ -തിരക്കേറിയ നാഗരികതയുടെയും ഉന്നതമായ സാമൂഹിക കൈമാറ്റത്തിന്റെയും കേന്ദ്രം. കച്ചവടത്തിനായി പലപ്രദേശത്ത് നിന്നും എണ്ണമറ്റ ആളുകൾ ഇവിടെ ഒരുമിച്ചുകൂടുന്നു. ഈ ബ്രോഡ്വേയുടെ ഉൾഭാഗം ജൂതത്തെയും അല്ലെങ്കിൽ ജൂസ് സ്ക്വയർ എന്നാണ് അറിയപ്പെടുന്നത്.	

*Alice Joseph*  
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JUDGEMENT SCHEDULE FOR EXPERTS AND SECONDARY TEACHERS  
 REGARDING HISTORICAL DOCUMENTARY ON SYNAGOGUES IN  
 KERALA

Sl.No	Statement related to historical documentary on synagogues in Kerala	Response		
		Good	Sufficient	NA*
1	The overall historical documentary was related to the content of synagogues in Kerala.			
2	Explanations given to the historical documentary on synagogues in Kerala were precise and adequate.			
3	The time required for viewing the historical documentary was up to the mark of viewer's capacity to watch the whole historical documentary.			
4	The concept and content of the historical documentary can keep according to the age and capacity of the learner.			
5	Historical documentary proved that a better mode of instruction in teaching History.			
6	The historical documentary is best to reach the learning objectives for the topic synagogues in Kerala.			
7	The historical documentary has focused on the architectural features, source materials, influence of Kerala culture on synagogues and present conditions of the synagogues.			
8	The need and significance of the protection of the synagogues and other important historical heritage centers are explained in the historical documentary.			
9	The historical documentary has given inspiration to protect the locally important historical places and propagation to the next generations.			
10	Adequate interviews, reflective questions and discussions were provided in the historical documentary.			

\*NA- Not Applicable

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**JUDGEMENT SCHEDULE FOR SECONDARY SCHOOL STUDENTS  
REGARDING HISTORICAL DOCUMENTARY ON SYNAGOGUES IN  
KERALA**

Appendix -IV

Sl.No	Statements related to historical documentary on synagogues in Kerala	Response		
		Good	Sufficient	NA*
1	Historical documentary on synagogues in Kerala has given inspiration to the need of protection of the historical heritage centers.			
2	Historical documentary was found to be more effective for creating awareness on synagogues in Kerala.			
3	Relevant pictures, video clips and interviews included in the historical documentary are relevant to the topic synagogues in Kerala.			
4	The animated images and videos are interesting and suitable for understanding the topic synagogues in Kerala.			
5	The practical solutions to the protection of the historical heritage centers are clearly mentioned in the historical documentary.			
6	The audio are very clear and understandable and very easy to follow.			
7	Influence of Kerala's architectural features on synagogues in Kerala, animated pictures and chanting hymns of Jews' congregational prayers as background music are helpful to generate excitement of the learner throughout historical documentary.			
8	The present condition of Jews' life in Kerala and their contributions to Kerala trade and culture is indicated in the historical documentary.			
9	The historical documentary has given inspiration to protect the locally important historical places to the learner.			
10	The overall historical documentary was bringing real life situations of Jews and synagogues in Kerala.			

\*N A- Not Applicable

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Appendices

# AWARENESS TEST ON SYNAGOGUES IN KERALA (FINAL)

Appendix VIII

Standard: IX

Scores : 30

Time: 30 minutes

Name of the student: \_\_\_\_\_

Class: \_\_\_\_\_

Gender: Male/ Female: \_\_\_\_\_

Name of the School : \_\_\_\_\_

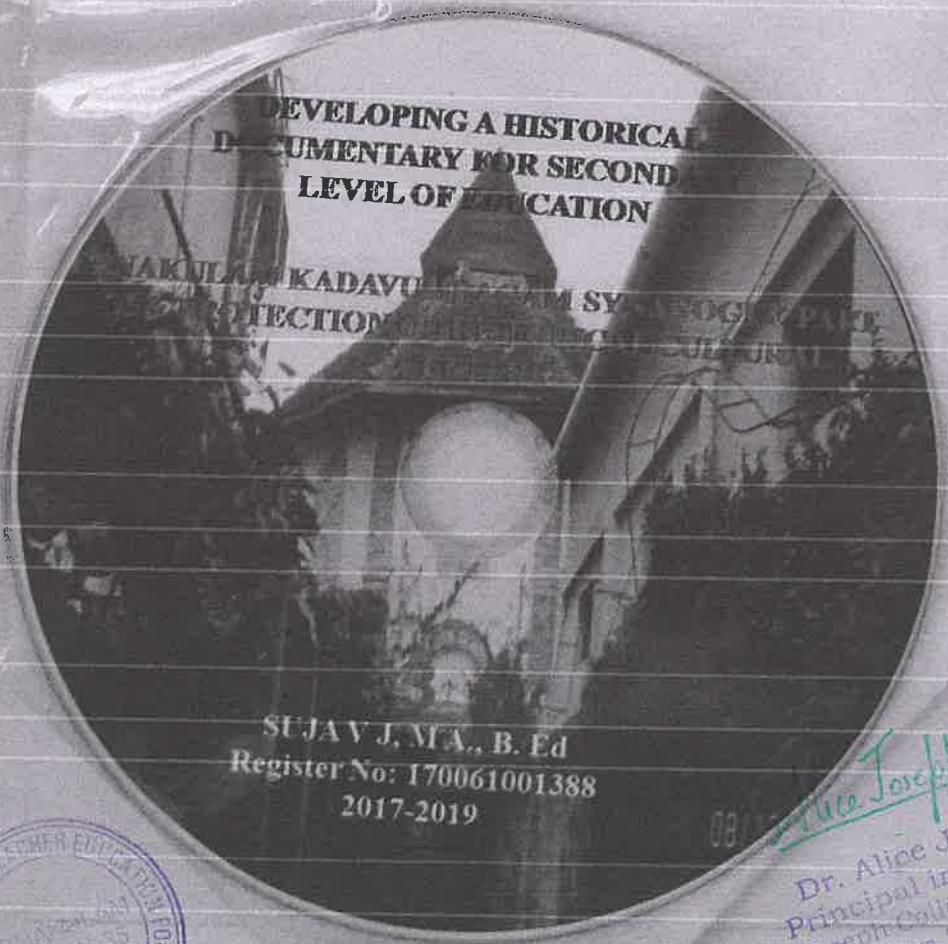
1. സിനഗോഗ് എന്ന പദം എന്താണ് അർത്ഥമാക്കുന്നതെന്ന്?  
(എ) ക്രിസ്ത്യൻപള്ളി (ബി) യഹൂദപള്ളി (സി) യാക്കോബായപള്ളി.
2. ജറുസലേം നഗരം തകർക്കപ്പെട്ടതെപ്പോൾ?  
(എ) എ. ഡി. 52 (ബി) എ. ഡി. 62 (സി) എ. ഡി. 72
3. കേരളത്തിലെത്തിയ യഹൂദർ ആദ്യമായി എവിടെയാണ് താമസമാക്കിയത്?  
(എ) കൊല്ലം (ബി) കൊടുങ്ങല്ലൂർ (സി) തിരുവിതാംകൂർ
4. ഏത് യഹൂദനാണ് ആനുകൂല്യങ്ങളടങ്ങിയ കോപ്പർപ്ലേറ്റ് കൊടുങ്ങല്ലൂർ രാജാവ് നൽകിയത്?  
(എ) ജോസഫ് റബ്ബിൻ (ബി) ഇബ്രാഹിം ഇസഹാക്ക് (സി) പ്രേം ദോസ് യഹൂദി.
5. കേരളത്തിലേയ്ക്കുള്ള യഹൂദപ്രവേശനത്തിന് ബൈബിളിലെ ഏത് രാജാവിന്റെ കാലത്തോളം പഴക്കമെന്നാണ് ചരിത്രകാരന്മാർ അഭിപ്രായപ്പെടുന്നത്?  
(എ) ദാവീദ് രാജാവ് (ബി) സാമുവൽ രാജാവ് (സി) സോളമൻ രാജാവ്.
6. ക്രിസ്തുവർഷാരംഭത്തിൽ കേരളത്തിന് വിദേശങ്ങളുമായു ായിരുന്ന വാണിജ്യപരവും സാംസ്കാരികവുമായ ബന്ധത്തിന് അടിസ്ഥാനമായ തുറമുഖമേത്?  
(എ) മുസിരിസ് (ബി) തിണിസ് (സി) ബറേക്ക.
7. കേരളത്തിലെ ജൂതസാന്നിധ്യം അടയാളപ്പെടുത്തുന്ന ആധികാരികരേഖ ഏത്?  
(എ) തരിസാപ്പിള്ളി ചെപ്പേട് (ബി) മണിശ്രാമം ചെപ്പേട് (സി) പട്ടണം ചെപ്പേട്.

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





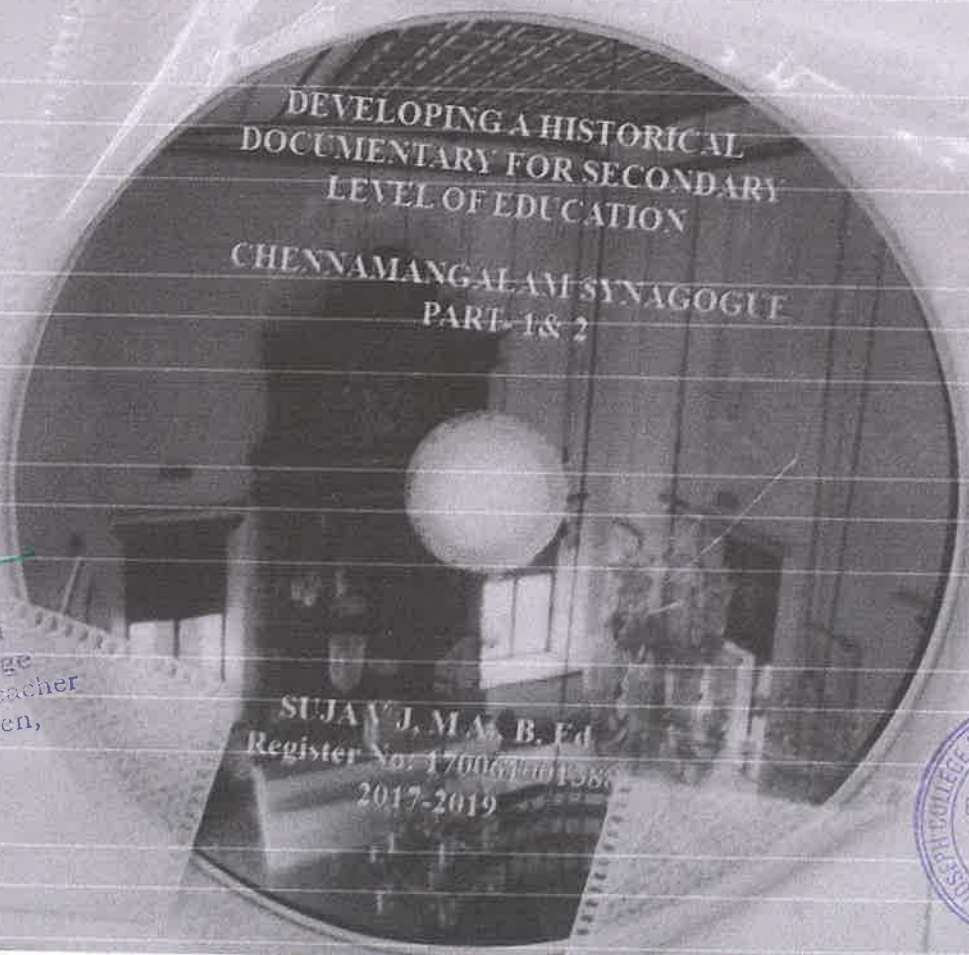
SUJAV J, M.A., B. Ed  
 Register No: 170061001388  
 2017-2019



SUJAV J, M.A., B. Ed  
 Register No: 170061001388  
 2017-2019

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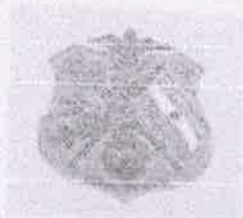




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St. Joseph College of Teacher Education for Women  
Ernakulam, Kerala

*Mrs. Smitha Jose*

**Assistant Professor**

## **CERTIFICATE**

I, Mrs. Smitha Jose do hereby certify that this thesis entitled, "**EFFECTIVENESS OF DOCUMENTARY IN ENHANCING AWARENESS ON WATER POLLUTION AMONG STUDENTS AT SECONDARY LEVEL**" submitted in partial fulfilment of the requirement for the degree of Mater of Education to the Mahatma Gandhi University is a record of the bonafide study and research carried out by Liby Joy, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

**Ernakulam**

**12/04/2018**

**Mrs. Smitha Jose**

**(Supervising Teacher)**

Dr. Alice Joseph  
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**DOCUMENTARY ON WATER POLLUTION EVALUATION RUBRIC**

Appendix II

Tick the description that you find most appropriate

Topic: Water Pollution

Name of the Expert .....

1	Content Coverage (Comprehensiveness)	Excessive	Absolutely Right	Adequate	Inadequate
	Clarity of Content	All of the content was absolutely clear	Most of the content was clear	Some parts were difficult to understand	Most of the content was unclear
3	Examples provided				
	a. Quantity of examples provided	Excessive	Quite adequate	Somewhat adequate	Inadequate
	b. Their Appropriateness	Extremely appropriate	Quite appropriate	Somewhat appropriate	Not appropriate

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Appendix III

**JUDGEMENT SCHEDULE FOR EXPERT'S AND SECONDARY TEACHERS  
REGARDING DOCUMENTARY ON WATER POLLUTION**

No	Statements related to Documentary on Water Pollution	Response		
		Good	Suffi cient	NA
	The overall Documentary were related to the content of water pollution			
	Explanations given to the Documentary were precise			
	The time required for viewing the Documentary was up to the mark of viewer's capacity to watch the whole Documentary			
	The concept and content of the Documentary can keep according to the age and capacity of the learner			
	Documentary proved that a better mode of instruction than conventional teaching to teach the content			
	The Documentary is best to reach the learning objectives for the topic water pollution			
	The Documentary has focused on the reasons of water pollution and the present conditions of River Periyar			
	The causes of pollution in River Periyar and its adverse effects on personal and social life are explained in the Documentary			
	The Documentary has given inspiration to keep water pure and clean and to protect our Water resources uncontaminated			
	Adequate number of activities, sum up questions and discussions were provided in the Documentary			

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AWARENESS TEST ON WATER POLLUTION (FINAL)

Appendix IX

Standard: VIII

Score: 30

Time: 30 Minutes

Name \_\_\_\_\_

Gender - Male / Female      School \_\_\_\_\_      Class \_\_\_\_\_

Choosing the correct answer from the options given:

1. ----- is the base of life  
(Water, food, plants)
2. Earth consists of ----- percentage of water  
(50%, 70%, 20%)
3. ----- can be considered as the blood of the earth  
(Trees, water, rivers)
4. In which district does the Periyar river become the major source of drinking water  
(Kollam, Ernakulam, Trivandrum)
5. What contaminates the Periyar River majorly?  
(Plastic, industrial pollution, air pollution)
6. Select one of the toxic heavy metals found in the Periyar River?

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**ACTION SCRIPT FOR 1<sup>ST</sup> DIMENSION OF DOCUMENTARY -  
IMPORTANCE OF WATER**

**INSTRUCTIONAL OBJECTIVES:**

1. To raise an awareness on the importance of water
2. To develop the awareness on the availability of water
3. To develop an awareness on the chemistry and uses of water.

SHOT NO	TIME	AUDIO	AUDIO SCRIPT	VIDEO
1	03.00	<p><b>BACKGROUN ND MUSIC</b></p> <p><b>-5 db volume</b></p> <p><b>... Fading</b></p>	<p><b>A BEAUTIFUL NATURE ....3</b></p> <p><b>4 sentences</b></p> <p><b>NARRATION BY TEACHER</b></p> <p>Can you ever think about a earth without water? We all know water is the essential thing of life. The earth is surrounded by water but we have only 3% of pure water in our earth. We get this pure water through our natural resources such as rivers and wells.</p>	<p><b>VIDEO OF A BEAUTIFUL NATURE</b></p>

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EFFECTIVENESS OF DOCUMENTARY IN ENHANCING  
AWARENESS ON WATER POLLUTION AMONG  
STUDENTS AT SECONDARY LEVEL

LIBY JOY M.Sc., B. Ed.  
Register No: 160061001435

2016 - 18

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St. Joseph College of Teacher Education for Women  
Ernakulam, Kochi- 35, Kerala

Mrs. Aswathy D.V  
Assistant Professor in Education

### CERTIFICATE

I, Mrs. Aswathy D V, do hereby certify that this thesis entitled **A STUDY OF SREEMAD BHAGAVAD GITA AND ITS EDUCATIONAL IMPLICATIONS** submitted in partial fulfillment of the requirements for the degree of Master of Education to The Mahatma Gandhi University, Kottayam is a record of bonafide study and research carried out by DIVYA K.L, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition in this university or any other universities.

Place: Ernakulam

Date: 17/2/2021

Mrs. Aswathy D V  
(Supervising Teacher)

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



Appendix II  
Interview Schedule

1. What is the Bhagavad-Gita?
2. Why the Bhagavad-Gita called a song if it is spoken?
3. Why the land of Kurukshetra so holy?
4. Who is Veda Vyasa?
5. Why the Mahabharata Known as the fifth Veda?
6. What is the opinion of western-Scholars on Bhagavad-Gita from ancient times?
7. Why is Srimad often written before the Bhagavad-Gita?
8. Describe the summary of each chapters in Bhagavad-Gita.
9. In your opinion which chapter has most significance in Bhagavad-Gita?

(After seeking the answers of peripheral questions related to Bhagavad-Gita the researcher has started asking questions in relation to the life and educational aspects of Sreemad Bhagavad-Gita)

10. What are the life implications of Sreemad Bhagavad-Gita?
11. Do you think is there any significance of Gita in the field of Education?
12. If so, which slokhas do you like to connect with Education?

(After seeking the answer of general questions related to the education the investigator directly entered into the questions related to the selected slokhas)

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St. Joseph College of Teacher Education for Women,  
Ernakulam , Kochi - 35 , Kerala

Mrs. Smitha Jose

Assistant Professor in Education

### CERTIFICATE

I Mrs. Smitha Jose do hereby certify that this thesis entitled **“EDUCATIONAL AND CAREER ASPIRATION AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO PARENTING STYLE”** submitted in partial fulfillment of the requirements for the Degree of Master of Education of Mahatma Gandhi University is a record of the bonafide study and research carried out by **CATHERENE RESHMY**, under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition,

Place: Ernakulam

Date : 17/02/2021

Mrs. Smitha Jose

(Supervising teacher)

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



APPENDIX - 2  
EDUCATIONAL AND CAREER ASPIRATIONAL SCALE - FINAL DRAFT

NAME:

NAME OF SCHOOL:

CLASS:

GENDER:

STREAM:

## I. STUDENTS ASPIRATION

## B. Career Aspiration

1. The sector which you would like to do job in future.

- a. Mass media and journalism
- b. Artistic and designing
- c. Science and technology
- d. Agriculture
- e. Commerce and management
- f. Medical
- g. Defence
- h. Tourism
- i. Law and order
- j. Education



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





## CERTIFICATE

I, **Dr. Sr. Betty P.J**, Assistant Professor, St. Joseph College of Teacher Education For Women, Ernakulam, do hereby Certify that this thesis entitled **A CRITICAL ANALYSIS OF ADDITIONAL SKILL ACQUISITION PROGRAMME (ASAP) IN KERALA** is a genuine and bonafide research work carried out by **Smrithi Mohan**, during the academic year 2019- 2021 under my supervision and guidance.

It is also certified that the work is an original one free from any kind of duplication.

Ernakulam

21.01.2021

*Betty P.J.*

**Dr. Sr. Betty P.J**

Assistant Professor

St. Joseph College of

Teacher Education for

Women, Ernakulam

*Alice Joseph*

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



Appendix 1

Students Attitude Scale for ASAP

Instructions

This is an attempt to understand your attitude towards ASAP. Below are given 40 statements. You will find five categories against each statements- Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. Read each statement carefully and put a tick mark in the box given which correctly describes your attitude. Check each item not according to what you should be done but according to what you actually do.

Answer all the questions. There is no time limit, but do not spent too much time on each item.

The main purpose of this test is to understand your attitude towards ASAP and that help me to analyze the effectiveness of ASAP. What you answer has nothing to do with class marks. So, feel free to answer all the questions frankly.

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I could improve my communication skills through the ASAP fundamental course					
2	My knowledge of IT is improved.					
3	The practical classes were useful to me					
4	Curriculum and Syllabus of ASAP are appropriate for me.					

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# OPINIONNAIRE FOR PROGRAM MANAGERS

## Instructions

Some statements are given. There are three possible alternatives [Yes, No, Partial]. Please choose the alternative which is applicable to you and indicate your response by marking a tick mark against each item. Respond all the statements without hesitation. Your answer will be kept confidential. This is for the purpose of analyzing the effectiveness of ASAP

No	Statements	Yes	No	Partial
1	The courses offered are good for children.			
2	ASAP achieves its objectives.			
3	Students are interested in joining ASAP.			
4	Institutions are cooperating with this program.			
5	Trainers are doing their work effectively.			
6	After completing ASAP, the student becomes more skillful.			
7	Students get a job after undergoing this training.			
8	ASAP give placements to students.			
9	Government supports this program.			
10	Government provides all the facilities to conduct ASAP.			

*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
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 Ernakulam



# OPINIONNAIRE FOR PRINCIPAL

Appendix 2

## Instructions

Some statements are given. There are three possible alternatives [Yes, No, Partial]. Please choose the alternative which is applicable to you and indicate your response by marking a tick mark against each item. Respond all the statements without hesitation. Your answer will be kept confidential. This is for the purpose of analyzing the effectiveness of ASAP

No	Statement	Yes	No	Partial
1	ASAP is beneficial for students.			
2	Children get effective training through ASAP.			
3	Government gives all the support for the functioning of ASAP.			
4	The monitoring from Government is satisfactory.			
5	School has all the facilities for the functioning of ASAP.			
6	Students are satisfied with the training.			
7	ASAP trainers are regular in their duty.			
8	Parents are interested to enroll their children in ASAP.			
9	Parents cooperate with the schedule of ASAP.			
10	You have to force students to enroll in this program.			

*Alice Joseph*  
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 Principal in Charge  
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 Ernakulam



## OPINIONNAIRE FOR TRAINERS

### Instructions

Some statements are given. There are three possible alternatives [Yes, No, Partial]. Please choose the alternative which is applicable to you and indicate your response by marking a tick mark against each item. Respond to the statements without hesitation. Your answer will be kept confidential. This is for the purpose of analyzing the effectiveness of ASAP.

No	Statements	Yes	No	Partial
1	Are you satisfied with working as a trainer under ASAP?			
2	Are all the facilities required for training available at the Skill Development Centre?			
3	Do you get enough support from the school principal?			
4	Are the children interested in the skill course?			
5	Would you have preferred more interactivity while taking the course?			
6	Do you respond immediately to children's doubts?			
7	Do you agree that children will become more skillful after completing this course?			
8	Do children participate well in class?			
9	Does this training program seems to be relevant?			

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St. Joseph college of teacher education for women  
Ernakulam, Kerala - 38, Kochi

Dr. Mareen

Supervising Teacher

## CERTIFICATE

I, Dr. Mareen Jose, do hereby certify that this dissertation entitled "**MENTAL HEALTH AND ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS**" submitted to Mahatma Gandhi University, Kottayam in partial fulfillment of the requirements of the award of the degree of Master of education is a record of bonafide study and research carried out by Mrs. Rosemol Jose during the period of her study, This report has not been submitted by her for the record of any Degree or Diploma, title or recognition.

Place : Ernakulam

Date : 4-7-2022

Dr. Mareen Jose

(Supervising Teacher)

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



# MENTAL HEALTH BATTERY (FINAL) APPENDIX II

Instructions: Certain statements related to your daily life are given below. You are requested to read each statement carefully and express your views with regard to each by putting tick mark against the appropriate choice. There are five choices namely: Strongly Agree(SA), Agree (A), Neutral(N), Disagree (D), Strongly Disagree (SD). Your responses will be kept confidential and will be used for research purposes only. Kindly give your responses to all statements.

No	STATEMENTS	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1.	I am scared if my parents scold me or punishment a little.					
2.	I feel guilty if I don't finish my homework.					
3.	I can keep my mental balance even in unfavorable situations.					
4.	Usually I have no control over my emotions.					
5.	I get angry when someone criticizes me.					
6.	When others blame and criticize me, I usually release my negative emotions.					
7.	My parents are worried about me.					
8.	I feel stressed during the exam.					
9.	I get frustrated in difficult situations.					
10.	I am not punctual at work.					

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



ACADEMIC STRESS SCALE (FINAL)  
INSTRUCTIONS

## APPENDIX IV

Certain statements related to your daily life are given below. You are requested to read each statement carefully and express your views with regard to each by putting tick mark against the appropriate choice. There are two choices namely: Yes and No. Your responses will be kept confidential and will be used for research purposes only. Kindly give your responses to all statements.

No	STATEMENTS	YES	NO
1	It is difficult for me to adapt online learning environment immediately after traditional class room learning		
2	It is difficult for me to focus on an online platforms		
3	I day dream a lot in between the online classess		
4	I feel to discontinue this virtual classroom learning		
5	I feel lack of concentration during study hours due to poor internet connection		
6	I find it difficult to remember all that is studied, without having proper motivation		
7	I hesitate to ask the teacher for detailed explanation through online education		
8	I feel difficulty in learning during the lockdown		
9	The inconvenience of the online classroom affect my studies.		
10	I feel difficulty in problem solving due to inability to understand the live classes		
11	I hesitate in asking because unable to		

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Ernakulam, Kochi - 68, Kerala

Dr. Niji John M. A, M Ed  
Assistant Professor in Social Science Education

### CERTIFICATE

I, Dr. Niji John do hereby certify that this thesis entitled, "**GREEN CULTURE AND SCIENTIFIC TEMPERAMENT AMONG STUDENT TEACHERS AT SECONDARY LEVEL**" submitted in partial fulfillment of the requirement for the degree of Master of Education to the Mahatma Gandhi University, Kottayam is a record of the bonafide study and research carried out by LINI JOHN under my guidance and supervision. This report has not been submitted by her for the award of any degree, diploma, title or recognition.

Ernakulam

04/07/202

*Sijitha*  
Dr. Sijitha

(Supervising teacher)

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



APPENDIX II  
GREEN CULTURE SCALE (Final)

Dr. SIJI JOHN  
Assistant Professor  
Department of education  
St. Joseph College of  
Teacher Education for  
Women

Mrs. LINI JOHN  
M.Ed. Scholar  
Department of Education  
St. Joseph College of  
Teacher Education for  
Women

Dear Student

I am a M.Ed. student of St Joseph College of Teacher Education for Women, Ernakulum and in partial fulfillment of our course we have to conduct a research study. As a part of the study this scale was prepared which is meant for the *Green Culture and Scientific Temperament among student teachers at secondary level*. Please read each statement carefully and mark your answer by a (✓) mark in the space provided to show how much do you agree or disagree with each the following statements. Record your first impression, the feeling that comes to your mind as you read the item. There are five options given,

- SA- Strongly agree
- A- Agree
- N - Neutral

- D - Disagree
- SD - Strongly disagree

We ensure you that your responses are used only for research purpose.

Thanking you

Please fill up the following information

Name:

*Alice Joseph*

Age:

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

Gender:



Appendix II

Sl. No.	ITEMS	Appendix II				
		SA	A	N	D	SD
1	Chemical fertilizers and pesticides are harmful to environment.					
2	Burning of plastic will lead to many health as well as environmental problems.					
3	Human society depends on the ecological resources of the planet					
4	We should maintain biodiversity through sustainable use of renewable resources and responsible use of non-renewable resources.					
5	Teachers should provide in-depth information about sustainable development.					
6	Overuse of natural resources does not harm the future generation.					
7	Air pollution can be controlled by reducing the smoke emitted from various sources.					
8	Water pollution and water scarcity are huge concerns across the globe these days					
9	Natural resources are limited and should be used scarcely.					
10	We should disturb forest and wild animals.					
11	We should refuse the products that are not good for the environment.					
12	We can use a handkerchief instead of tissue papers in order to reduce waste.					
13	I agree that the lives of all living things are precious and important.					
14	I prefer to use jute or cloth bags instead of plastic ones.					
15	Organic composting is the best way to dispose of household waste.					

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



APPENDIX IV  
SCIENTIFIC TEMPERAMENT SCALE (Final)

Dr. SJI JOHN  
Assistant Professor  
Department of education  
St. Joseph College of  
Teacher Education for  
Women

Mrs. LINI JOHN  
M.Ed. Scholar  
Department of Education  
St. Joseph College of  
Teacher Education for  
Women

Dear Student

I am a M.Ed. student of St Joseph College of Teacher Education for Women, Ernakulum and in partial fulfillment of our course we have to conduct a research study. As a part of the study this scale was prepared which is meant for the *Green Culture and Scientific Temperament among student teachers at secondary level*. Please read each statement carefully and mark your answer by a (✓) mark in the space provided to show how much do you agree or disagree with each the following statements. Record your first impression, the feeling that comes to your mind as you read the item. There are five options given,

SA- Strongly agree

D - Disagree

A- Agree

SD - Strongly disagree

N - Neutral

We ensure you that your responses are used only for research purpose.

Thanking you

Please fill up the following information

**Name:**

**Age:**

**Gender:**

**Class:**

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





St. Joseph College of Teacher Education for Women  
Ernakulam, Kochi-35, Kerala

Mrs. Aswathy D.V

Assistant Professor in Education

### CERTIFICATE

I, Mrs. Aswathy D.V, do hereby certify that this thesis entitled **PREPARING AND VALIDATING A SELF-INSTRUCTIONAL METACOGNITIVE PACKAGE FOR STAKEHOLDERS IN DIAGNOSING AND MANAGING CHILDREN WITH SPECIFIC LEARNING DISORDERS** submitted in partial fulfilment of the requirements for the degree of Master of Education to The Mahatma Gandhi University, Kottayam is a record of bonafide study and research carried out by NASEEHA NAZEER, under my supervision and guidance. This report has not been previously submitted by her for any Degree, Diploma, Title or Recognition, in this university or any other Universities.

**Mrs. ASWATHY D.V**

(Supervising Teacher)

Place: Ernakulam

Date: 04-07-2022

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



## Appendix V RATING SCALE USED FOR VALIDATING SMPSLD

Prepared by

Naseeha Nazeer and Aswathy D.V

As part of my research work, I prepared a Self-instructional Metacognitive Package for stakeholders in Diagnosing and Managing Children with Specific Learning Disorder (SMPSLD). I would like to know your opinion regarding SMPSLD corresponding to the given criteria. The given rating scale has two parts. Part A focus on eliciting information regarding your personal details like name, gender, educational qualifications and professional experience. The Part B deals with 16 criteria related to SMPSLD. Each criterion is followed by five ratings. You are requested to rate the Package using an 'tic' mark in the appropriate space provided against each criteria. The ratings and the indicators are as follows.

1 indicates **Very Poor**

2 indicates **Poor**

3 indicates **Average**

4 indicates **Good**

5 indicates **Excellent**

Thanking You,

Yours Sincerely

Naseeha Nazeer

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

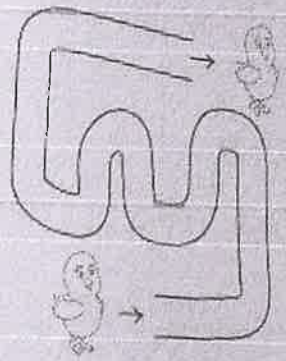


Appendix

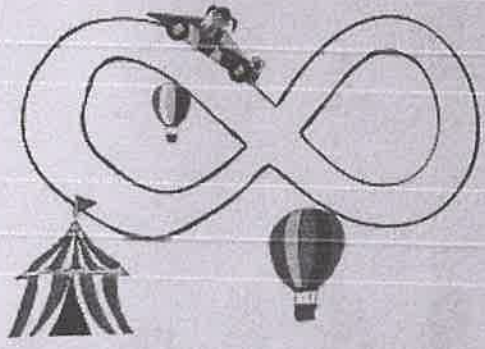
# Appendix IV Screening Test of SLD – Final Draft

## Sub Test I MOTOR SKILLS

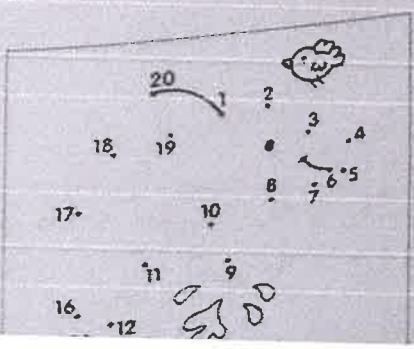
1. Help the chick to find his friend, without lifting your pencil, do not touch the border lines.



2. Draw the path shown in the picture without lifting the pencil and without touching the lines.



3. Join the numbers in sequence without lifting the pencil and recognise the picture.



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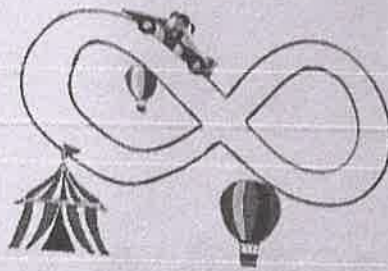
Appendix IV  
Screening Test of SLD - Final Draft

Sub Test I MOTOR SKILLS

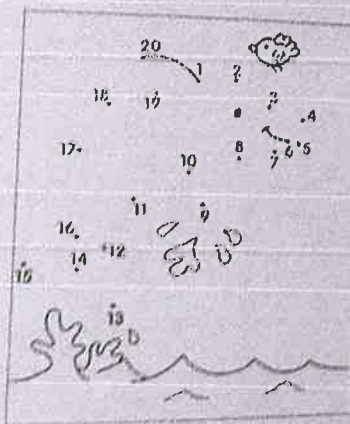
1. Help the chick to find his friend, without lifting your pencil, do not touch the border lines.



2. Draw the path shown in the picture without lifting the pencil and without touching the lines.



3. Join the numbers in sequence without lifting the pencil and recognise the picture.



4. Walk through a straight line (both feet on the line)
5. Jump 2 times - Hop 3 steps - jump 3 times

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





Appendix II  
**CHECKLIST FOR IDENTIFYING CHILDREN WITH SLD -  
 FINAL DRAFT**

Name of the child:- \_\_\_\_\_  
 Name of the parent/guardian: \_\_\_\_\_ Age:- \_\_\_\_\_ Grade:- \_\_\_\_\_  
 Contact number:- \_\_\_\_\_ E-mail ID:- \_\_\_\_\_

Sl.no.	Criteria	Yes	No	Some times
<b>GENERAL:</b>				
1.	The child frequently exhibits slowness or poor efforts while performing given activities.			
2.	Poor attention span or difficulty in following multiple instructions.			
3.	Good in maintaining eye-contact while talking.			
4.	Impulsive (acts without thinking) in nature and very low tolerance.			
5.	Difficulty in remembering important information, concepts and ideas.			
6.	Difficulty with pencil grip, picking up small objects, poor reflexes.			
<b>SPEAKING:</b>				
7.	The child has delays in the learning of speech and language fluency when compared to children of similar age.			
8.	Have very small vocabulary.			
9.	Frequently replaces or omits words while speaking			
10.	Difficulty in modulating voice appropriately; speaks in unchanging pitch or very high voice.			
11.	Uses poor grammar while speaking.			
12.	Good in maintaining the speed while talking.			
<b>READING:</b>				
13.	The child often faces difficulty while reading similar-looking words like who & how, where & there...			

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Ernakulam, Kerala - 68, Kerala

Sr. (Dr.) Soya Mathew  
Assistant Professor in Education

### CERTIFICATE

I Sr. (Dr.) SOYA MATHEW, do hereby certify that this dissertation entitled **AN ANALYSIS OF METACOGNITIVE SKILLS AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS** submitted to Mahatma Gandhi University, Kottayam, in partial fulfilment of the requirements of the award of the degree of Master of Education is a record of bonafide study and research carried out by **GREESHMA T** during the period of her study under my supervision and guidance. This report has not been submitted by her for the award of any degree, diploma, title or recognition in this university or any other universities.

04-07-2022  
Ernakulam

*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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Ernakulam

*Soya Mathew*  
Sr. (Dr.) Soya Mathew

(Supervising Teacher)



Appendix

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN,  
ERNAKULAM

**Study Habits Inventory**  
(Prepared by Greeshma T)

Dear students,

I am Greeshma T, M.Ed. student of St. Joseph College of Teacher Education for Women, Ernakulam, affiliated to Mahatma Gandhi University, Kottayam. As a part of my course, I am conducting a research study entitled as **AN ANALYSIS OF METACOGNITIVE SKILLS AND STUDY HABITS OF SECONDARY SCHOOL STUDENTS**. So, this is a scale which is meant for assessing the Study Habits of secondary school students.

I assure you that all your personal details and your responses shall be kept confidential and it shall be used only for research purpose.

Yours Faithfully,

Greeshma T

(M.Ed. student)

*Alice Joseph*

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



Draft Form

## STUDY HABIT INVENTORY

(English Version)

## Personal Data Sheet

Name of the Student: \_\_\_\_\_

Gender:  Male  Female

Class: \_\_\_\_\_

School: \_\_\_\_\_

Locality of School:  Urban  RuralType of Management of School:  Government  Aided  Unaided**Instructions**

There are 40 statements in this assessment scale, three responses are given against each statement:

Option 1 - Always

Option 2 - Sometimes

Option 3 - Never

Read each statement carefully and tick the appropriate box. There is no right or wrong answer as the opinion completely depends upon you. Your teachers will not look at your answers and the answers will not be further considered for your examinations. Please answer these questions honestly.

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 Education for Women,  
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Appendices

No.	Statements	Always	Sometimes	Never
1	I take down lecture notes.			
2	I read my notes within a day of taking them.			
3	I skip some paragraphs while reading chapters.			
4	I prepare my own notes while reading.			
5	I miss important point while taking notes.			
6	I underline important points in the textbook while reading.			
7	I continue my reading even if I felt some difficulty in understanding the meaning of some words.			
8	I study according to the timetable I set.			
9	I often tend to study the easy subjects and neglect the difficult ones.			
10	I spend more time for studying difficult subjects.			
11	I never set a timetable for my studies.			

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**CHECKLIST FOR IDENTIFYING CHILDREN WITH  
SPECIFIC LEARNING DISORDERS**

**Mrs. NASEEHA NAZEER**

**M.Ed 2020-22  
ST. JOSEPH COLLEGE OF TEACHER EDUCATION  
FOR WOMEN ERNAKULAM**



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

**ERNAKULAM 2020-22**

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**Appendix II**  
**CHECKLIST FOR IDENTIFYING CHILDREN WITH SLD**  
**- FINAL DRAFT**

Name of the child:- \_\_\_\_\_ Age:- \_\_\_\_\_ Grade:- \_\_\_\_\_

Name of the parent/guardian: \_\_\_\_\_

Contact number:- \_\_\_\_\_ E-mail ID:- \_\_\_\_\_

Sl.no.	Criteria	Yes	No	Some times
<b><u>GENERAL:</u></b>				
1.	The child frequently exhibits slowness or poor efforts while performing given activities.			
2.	Poor attention span or difficulty in following multiple instructions.			
3.	Good in maintaining eye-contact while talking.			
4.	Impulsive (acts without thinking) in nature and very low tolerance.			
5.	Difficulty in remembering important information, concepts and ideas.			
6.	Difficulty with pencil grip, picking up small objects, poor reflexes.			
<b><u>SPEAKING:</u></b>				
7.	The child has delays in the learning of speech and language fluency when compared to children of similar age.			
8.	Have very small vocabulary.			
9.	Frequently replaces or omits words while speaking			
10.	Difficulty in modulating voice appropriately; speaks in unchanging pitch or very high voice.			
11.	Uses poor grammar while speaking.			
12.	Good in maintaining the speed while talking.			
<b><u>READING:</u></b>				
13.	The child often faces difficulty while reading similar-looking words like who & how, where & there...			
14.	Often tends to omit words while reading a sentence or paragraph.			
15.	The child is fluent in reading according to the level.			

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**DEVELOPING E-LEARNING PACKAGE FOR ENHANCING TEACHER  
COMPETENCE AMONG STUDENT TEACHERS AT SECONDARY LEVEL**

**AWARENESS TEST**

**SALEEMA M**

**Register No: 203140610334**

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**Dr. Alice Joseph  
Principal in Charge  
Joseph College of Teacher  
Education**





**AWARENESS TEST ON TECHNO PEDAGOGY (FINAL)****STD- B.Ed****Max.Marks:25****Time: 30 min****Name of the Student Teacher: .....****Option: .....**

1.



Identify this image?

- a.MS Word
- b.Google Sheets
- c.Google Slides
- d.Powerpoint

2.



Which is this app?

- a.MS Excel
- b.Google Sheets
- c.MS Office



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d. Google Forms

3. You can create, edit, collaborate, and present in person or across the web using \_\_\_\_\_

- a. Google cloud
- b. Spreadsheet
- c. Google Sheets
- d. Google Slides

4. G Suite was formerly known as \_\_\_\_\_

- a. Google Sweet
- b. Google Time for Teaching
- c. Google Apps for Education
- d. Why Not

5. Google Apps will save files automatically every \_\_\_\_\_ seconds.

- a. 30
- b. 10
- c. 15
- d. 5

6. Files that others given me can access to view or edit are found in \_\_\_\_\_

- a. My Drive
- b. Shared with me
- c. Recent
- d. Trash

7. How much storage space is available to G Suite for Education users?



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- a.1 GB
- b.15 GB
- c.100 GB
- d.Unlimited

8. How many users can edit a Google Doc at the same time?

- a.50
- b.25
- c.100
- d.No limit

9. How do you save your files in Google?

- a.Changes are never saved.
- b.Google Drive uses autosave to save files as you edit.
- c.The save button is in the "File" submenu.
- d.You "Right-Click" to get the Save function.

10. What Google add-on is added to a google sheet and grades my quizzes?

- a.Flubaroo
- b.Texthelp
- c.Padlet
- d.None of the above

11. Once you create a file, you must \_\_\_\_\_ it.

- a.share
- b.hide
- c.save
- d.name



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12. The \_\_\_\_\_ share button will appear in the upper right hand corner of any file you are working on.

- a.Red
- b.Green
- c.Blue
- d.Purple

13. Where can you find ALL of your work?

- a.Google Classroom
- b.Google Drive
- c.Google docs
- d.Google slides

14. In Google Slides, the overall design applied to all the slides is called the \_\_\_\_\_

- a.Theme
- b.Layout
- c.Format
- d.Presentation Plan

15. In Google Slides, \_\_\_\_\_ control how the presentation changes from one slide to the next

- a.Transitions
- b.Layout
- c.Animations
- d.Themes

16. \_\_\_\_\_ is used to collect data and charts

*Alice Joseph*



Dr. Alice Joseph  
Principal in Charge  
St. Joseph's College of Teacher  
Edu

- a. Docs
- b. Slides
- c. Sheets
- d. Forms

17. Which of the following is not an online whiteboard application?

- a. Miro
- b. Teachers box
- c. Smart board
- d. Jamboard

18. Which is the interactive whiteboard developed by Google?

- a. Jamboard
- b. Whiteboard Fi
- c. Ziteboard
- d. Concept board

19. Educandy is a

- a. Learning management system
- b. Interactive video game
- c. Interactive whiteboard
- d. Concept map tool

20. Blooket is a

- a. Quiz game platform
- b. Learning management system
- c. Interactive whiteboard



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Ernakulam

d. Storage device

21. Which of the following is not a game based learning platform?

a.Kahoot

b.Gimkit

c.Edmodo

d.Educandy

22. Which is an interactive 3D experience that combines a view of the real world with computer-generated elements?

a.Virtual reality

b.Augmented reality

c.Flipped classroom

d.Virtual classroom

23.Add-ons service of Google Forms on, online certification exams

a.Certify'em

b.canva

c.Simple cert

d.certificate magic

24.Which of the following app is used to prepare e-concept map?

a.Miro

b.Power Mind Map

c.Educandy

d.Gim kit

25. \_\_\_\_\_ is an image recognition technology developed by Google.



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- a. Google photos
- b. Google hangouts
- c. Google Lens
- d. Google docs



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**SCORING KEY OF AWARENESS TEST ON TECHNO PEDAGOGY(FINAL)**

Q.No.	Scoring key	Mark
1	C	1
2	B	1
3	D	1
4	C	1
5	D	1
6	B	1
7	D	1
8	A	1
9	B	1
10	A	1
11	D	1
12	C	1
13	B	1
14	A	1

*Alice Joseph*

**Dr. Alice Joseph**  
Principal in Charge  
St





Q.No.	Scoring key	Mark
15	B	1
16	C	1
17	C	1
18	A	1
19	B	1
20	A	1
21	C	1
22	B	1
23	A	1
24	B	1
25	C	1



*Alice Joseph*  
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Education for Women,  
Ernakulam

**ACADEMIC STRESS SCALE**

ROSEMOL JOSE

Register No: 203140610333



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMANERNAKULAM

2020-2022



*Alice Joseph*  
Dr. Alice Joseph  
Principal in C  
St. \_\_\_\_\_

## APPENDIX II

## ACADEMIC STRESS SCALE (FINAL)

## INSTRUCTIONS

Certain statements related to your daily life are given below. You are requested to read each statement carefully and express your views with regard to each by putting tick mark against the appropriate choice. There are two choices namely: Yes and No. Your responses will be kept confidential and will be used for research purposes only. Kindly give your responses to all statements.

No	STATEMENTS	YES	NO
1	It is difficult for me to adapt online learning environment immediately after traditional class room learning		
2	It is difficult for me to focus on an online platforms		
3	I day dream a lot in between the online classes		
4	I feel to discontinue this virtual classroom learning		
5	I feel lack of concentration during study hours due to poor internet connection		
6	I find it difficult to remember all that is studied, without having proper motivation		
7	I hesitate to ask the teacher for detailed explanation through online education		

Dr. Alice Joseph  
Principal in  
St. Joseph's  
School



8	I feel difficulty in learning during the lockdown		
9	The inconvenience of the online classroom affect my studies.		
10	I feel difficulty in problem solving due to inability to understand the live classes		
11	I hesitate in asking because unable to express through live chats, text messages etc.		
12	I feel under pressure, there is a difficulty in creating projects and assignments using technology		
13	I get headache due to continuous online class rooms, it makes more stress for me		
14	I feel sleepy in online classes because there is no massive classroom, friends and teacher around me		
15	I feel lack of self confidence because of losing hope in online learning		
16	I feel worried about the examinations due to the lockdowns		
17	I feel uneasiness in my daily routine activities		
18	Showing Progress report to parents makes me more stress		
19	I feel unable to discuss academic failure to parents		
20	I find difficulty in public speaking because there is no offline platforms		
21	I feel lack of enthusiasm for online classes		
22	I am afraid about the loss of studies during the whole lockdown scenario		
23	I feel boring in regular online classes		
24	I feel many unwanted thoughts try to deviates me from the studies		
25	I am worried of not getting time to complete my homework in time,		
	I forget easily the learned things due to the loud background conversations, phone calls between		



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	parents and grandparents during my online classes that distracted me a lot		
27	I doubt my abilities without having face to face education		
28	I have less desire to eat due to lack of free mind		
29	I get irritated with everyone in this unpleasant situation		
30	Lack of infrastructural facilities creates mental pressure on me.		
31	I do not like to exercise when I feel stress.		
32	Lack of physical activities, makes me lazy.		
33	I find myself too tired to study efficiently because of neck and back pain by sitting in front of the computer or mobile phone for extended periods		
34	Congested and dark class room creates mental pressure on me.		
35	I am anxious about my future due to lack of interaction between teacher and student		
36	I feel stressed when I become unhealthy		
37	I worry about parents' expectations in the present situation.		
38	I get nervous because I am not able to clarify my doubts satisfactorily.		
39	My heart beats fast when thinking about the practical examinations		
40	I don't like to share my feelings in online		
41	I do not enjoy extra curricular activities through online platform		
42	Lack of mutual help among classmates affects my online learning		
43	I can learn more through group discussion than online class.		
44	I conflict with friends because there is lack of		



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	support from them		
45	I feel difficulty to express my ideas in the presence of my teachers		
46	I feel the online classes are not successful for me because there is no clear one to one interaction between learner and teacher		
47	I have tendency to use social media applications in between the online classes		
49	I am happy with the online support of my friends.		
50	I am worried of being unable to present the seminar satisfactorily.		
51	I don't answer because there is a network problem		
52	I feel inferior due to the absence of interactive sessions		
53	I lack confidence in learning by the use of multimedia technique		
54	I have nobody to help as teachers rush up the syllabus		
55	I do not feel like talking to others because there is no fun with classmates.		
56	I feel distracted due to incomplete and confusing the study materials with the screening problem		
57	My lack of computer knowledge affects my studies		
58	I feel lack of inspiration to acquire extra information by investigating the online resources		
59	Health problems hinder my studies.		
60	I am worried about my inability to be punctual due to my laziness.		
61	I feel poor interest in some subjects due to the absence of practical explanation		
62	High educational background of my family is an inspiring factor to my future life		



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# ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

## Online Workshop -'Preparation of Teaching Aids', 2020

<b>Name of the Event</b>	Online Workshop -'Preparation Of Teaching Aids', 2020
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To equip student teachers with knowledge and skills to execute teaching activities and strategies</li> <li>2. To build aptitude, motivation and interest among the student teachers</li> <li>3. To help student teachers gain knowledge in technological advancements and in using online platforms for teaching during the pandemic phase</li> </ol>
<b>Details of Event Coordinators</b>	<p>Dr. Hemaletha P.K Assistant Professor (Social Science Education) St. Joseph College of Teacher Education for Women, Ernakulam</p> <p>Ms. Siji John Assistant Professor (Social Science education) St. Joseph College of Teacher Education for Women, Ernakulam</p>
<b>Date</b>	30/06/2020
<b>Time</b>	11.30 PM- 1.30 PM
<b>Duration</b>	2 hours
<b>Beneficiaries</b>	Student teachers- 18
<b>Platform</b>	Google Meet
<b>Meet Link</b>	<a href="https://meet.google.com/woy-mpar-czx">https://meet.google.com/woy-mpar-czx</a>

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www.stjosephcte.in



## Online Workshop -'Preparation of Teaching Aids', 2020

### Programme Report

An online workshop on 'Preparation of Teaching Aids' was conducted for B Ed. student teachers (2019-2021 batch) of Social Science Optional at St. Joseph College of Teacher Education for Women, Ernakulam on 30<sup>th</sup> June 2020 from 12.30 PM to 1.30 PM via Google Meet. The workshop was conducted online due to the Covid-19 pandemic. The workshop was organized and coordinated by Dr. Hemaletta P.K and Ms. Siji John, faculty members of Social Science optional at St. Joseph College of Teacher Education for Women, Ernakulam. Assistant Professors, Dr. Hemaletta P.K and Ms. Siji John were also the resource persons for the workshop. The workshop was conducted with an aim to equip student teachers with adequate knowledge and skills to execute teaching activities and strategies and to enhance their aptitude and motivation. All the student teachers of Social Science optional took part in the workshop.

Before the workshop on 'Preparation of Teaching Aids' was commenced on 30<sup>th</sup> June 2020, the B Ed. Student teachers (2019-2021 batch) of Social Science Optional were informed with the details of the workshop earlier via online platforms like Gmail and Google Classroom. The workshop was based on the preparation of improvised teaching aids required for the practical work during the third semester of the B Ed. programme. The improvised teaching aids include the preparation of two improvised or innovative charts and two teaching models, a still model and a working model. Student teachers were instructed to prepare the aids individually so that they can use it for teaching school students during their third semester internship or practical work. Students were instructed to have a precise plan and were strictly reminded to avoid repetitions of topics being selected by them. Student teachers carefully planned the selection of their topics for the preparation of teaching aids. The details regarding the practical work of the third semester was provided to the students via Google classroom and was given a deadline to submit their work on 15<sup>th</sup> July 2020.

On 30<sup>th</sup> June 2020, the workshop started exactly at 11.30 AM with an introduction regarding the workshop by Ms. Siji John, Assistant Professor in Social Science Education at St. Joseph College of Teacher Education for Women, Ernakulam via Google Meet. The entire workshop was conducted online due to the denial of physical access to educational institutions during the phase of Covid-19 pandemic. A comprehensive detailing on the preparation of teaching aids and report writing has been discussed with student teachers prior to the beginning of the workshop. After the introductory session, Dr. Hemaletta





P.K, Assistant Professor in Social Science Education at St. Joseph College of Teacher Education for Women, Ernakulam gave instructions for the workshop, enunciated the importance of teaching aids in classroom as well as online teaching, the peculiarities and significance of improvised teaching aids to the student teachers. After the session by Dr. Hemalettha P.K, the presentations of student teachers started at 12.30 PM. The first presentation was carried out by the student teacher, Ms. Renuka. The presentation discussed about innovative chart. Self-prepared PowerPoint slides were presented by the student teacher in a clear and comprehensive way. The topic chosen by Ms. M Renuka for improvised chart was 'Boston Tea Party', which was about the political protest occurred on 1977 in Boston in Massachusetts. Ms. Renuka managed to explain the innovative representation of the content matter in the chart clearly and was appreciated for the same by the faculty members in charge. The first presentation came to an end by 12.45 PM. The second presentation was carried out by Ms. Dona Garvasis. Ms. Dona Garvasis explained her idea of innovative chart on the topic 'Kerala flood, 2018' which would benefit in teaching the chapter in Social Science subject, 'Flood 2018' which has been included in the syllabus of Class 8 recently. The innovative idea presented by Ms. Dona Garvasis was appreciated by the teacher educator, Dr. Hemalettha P.K. The presentation winded up at 12.49 PM.

The third presentation was carried out by Ms. Salma Shereef. Ms. Salma Shereef worked with still model of improvised teaching aid. The PowerPoint slides presented by Ms. Salma Shereef was well structured and it covered information regarding still model, its features and uses. The topic selected by Ms. Salma Shereef was water cycle and the presentation winded up at 12.57 PM. In between the next presentation, one of the student teachers clarified doubts regarding their topic of preparing teaching aid. Ms. Anju Tomy discussed about her still model aid on the topic, 'Ancient Indian Pottery' with the teacher educator. After the doubt clarification, student teacher, Ms. Naina N.T carried out her presentation. The presentation was based on the working model of teaching aid. Ms. Naina N.T explained the features of the working model and about the topic which she has selected which was 'Earthquake Alarm'. The student teacher made use of waste materials to prepare earthquake alarm, the process which she explained clearly during the presentation. Ms. Naina N.T also briefly explained about the history of development of earthquake alarm, its functioning and significance. The presentation winded up at 1.05 PM. The final presentation was made by Ms. Lincy B.J on still model. The topic selected by her for the model was 'Layers of Earth'. Ms. Lincy B.J focused on preparing the entire model with the use of waste materials in an eco-friendly manner. The presentation winded up at 1.10 PM. All of the student teachers clarified their doubts regarding the teaching aids and all received great appreciation from the teacher educators for choosing

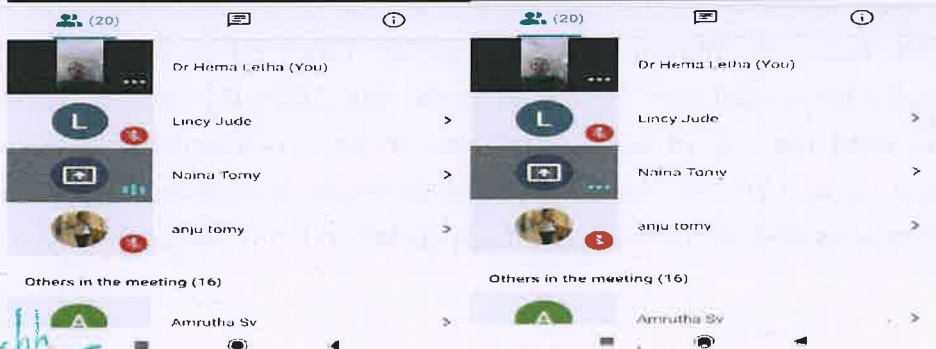
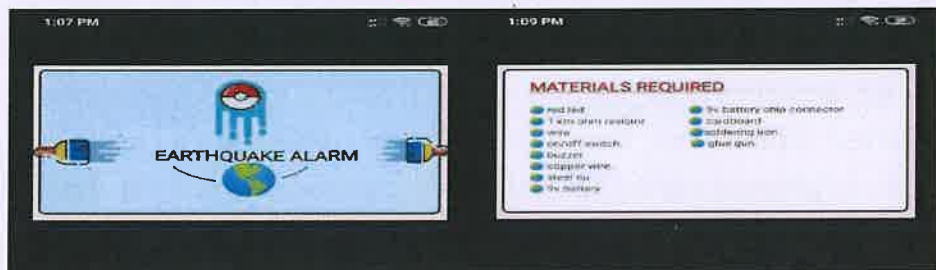


innovative and creative topics. After the presentations and doubt clarifying session, the teacher educators asked the student teachers to present their work under progress through the web camera via Google Meet. All student teachers exhibited their work under progression.

The online workshop on 'Preparation of Teaching Aids' was fruitful and successful in accomplishing its objectives. The student teachers active involvement and the teacher educators' guidance made the workshop more successful and productive. The entire workshop provided the student teachers the value and importance of gaining knowledge in technological advancements and in using various online platforms for teaching especially during the pandemic phases like Covid-19 that shut downs the opportunities of physical teaching and learning. With the wholehearted support and guidance provided by the faculty members of Social Science Optional, Dr. Hemaletta P.K and Ms. Siji John, the entire workshop turned out to be effective and beneficial for the student teachers. With lots of innovative learning, the workshop winded up at 1.30 PM.

### Online Workshop -'Preparation of Teaching Aids', 2020

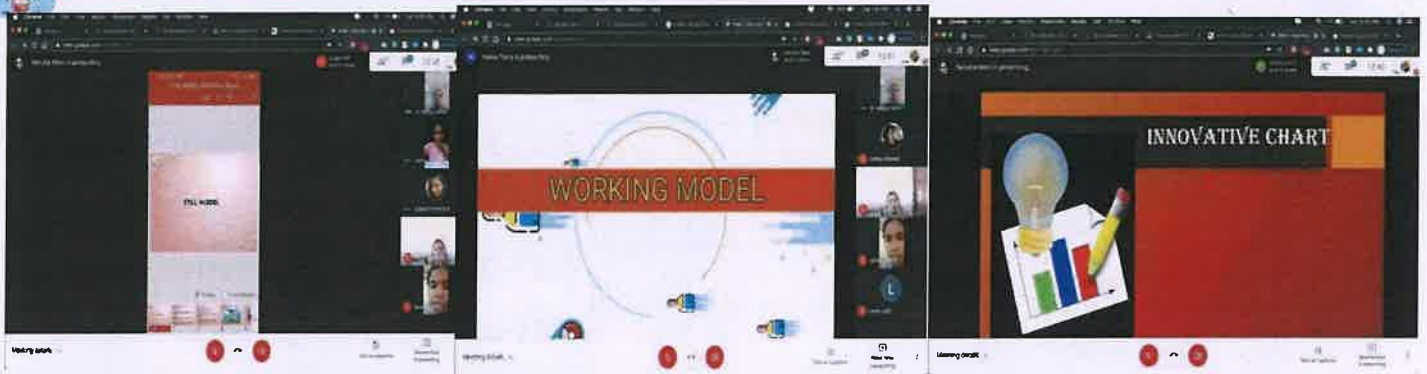
#### Photo Gallery



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*[Handwritten signature]*



Snippets from the Online Workshop on 'Preparation of Teaching Aids', 2020 conducted for B Ed. Student teachers (2019-2021 batch) of Social Science optional by St. Joseph College of Teacher Education for Women, Ernakulam

## Online Workshop -'Preparation of Teaching Aids', 2020

### Programme Details

<b>Name of the Event</b>	Online Workshop -'Preparation Of Teaching Aids', 2020
<b>Date</b>	30/06/2020
<b>Time</b>	11.30 PM- 1.30 PM
<b>Duration</b>	2 hours
<b>Beneficiaries</b>	Student teachers- 18
<b>Platform</b>	Google Meet
<b>Meet Link</b>	<a href="https://meet.google.com/woy-mpar-czx">https://meet.google.com/woy-mpar-czx</a>

### List of Participants

Faculty members list:

SL.NO.	NAME OF THE FACULTY	DESIGNATION
1	Dr. Hemalettha P.K	Assistant Professor (Social Science Education)
2	Ms. Siji John	Assistant Professor (Social Science Education)

Students list:

Sl. No	Name	Batch
--------	------	-------

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1	Amrutha S V	2019-2021 batch (B Ed. Social Science)
2	Anjaly M B	2019-2021 batch (B Ed. Social Science)
3	Anjana K M	2019-2021 batch (B Ed. Social Science)
4	Anju P Tomy	2019-2021 batch (B Ed. Social Science)
5	Annaet O J	2019-2021 batch (B Ed. Social Science)
6	Aswathy Peter	2019-2021 batch (B Ed. Social Science)
7	Bilby Babu	2019-2021 batch (B Ed. Social Science)
8	Blessy Jacob	2019-2021 batch (B Ed. Social Science)
9	Dona Garvasis	2019-2021 batch (B Ed. Social Science)
10	Faseela U S	2019-2021 batch (B Ed. Social Science)
11	Fousiya K N	2019-2021 batch (B Ed. Social Science)
12	Gopika Rajagopal	2019-2021 batch (B Ed. Social Science)
13	Granes P Joshy	2019-2021 batch (B Ed. Social Science)
14	Lincy B J	2019-2021 batch (B Ed. Social Science)
15	M Renuka	2019-2021 batch (B Ed. Social Science)
16	Naina N T	2019-2021 batch (B Ed. Social Science)
17	Salma Shereef	2019-2021 batch (B Ed. Social Science)
18	Sujitha Jose	2019-2021 batch (B Ed. Social Science)

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**Teaching Practice- Practical Work**

Name of Student LISINTA SIVAN

Subject NATURAL SCIENCE Reg No. 18001100 2474

Certified bonafide record of LISINTA SIVAN Reg.No. 18001100 2474

For the year 2018 - 2020

Principal



Asst. Professor Alice Joseph  
20/10/19

Alice Joseph

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# IMPROVISED TEACHING AIDS



*Mrs. Joseph*  
Dr. Alex Joseph  
Principal  
St. Joseph College of  
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# WORKSHOP ON IMPROVISED TEACHING AIDS

## - CHARTS AND MODELS

As part of B.Ed curriculum EDU:302.2 we conducted a workshop on 25<sup>th</sup> March 2019, based on how to make improvised teaching aids such as charts and models. There are certain rules and regulations in making teaching aids. These instructions were given by Dr. Rachel George M, Assistant professor of St. Joseph College of Teacher Education for Women.

Improvised teaching aid means any learning aid that is prepared from useless or cheap materials to provide better learning experience from the psychological studies, it is clear that students learn better from direct experiences due to the economic status of our country. It is not possible to purchase all learning aids. In this scenario, improvised teaching/learning aids are helpful to provide a better learning experience to students as well as to express the creative talent of teacher.

### The rules and regulations for model construction are:-

- 1) A model should be scientifically precise
- 2) The size of the model should be of the standard size,



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- which is visible to all the students when exhibited.
3. The model should have a 3-D effect.
  4. Must use low cost materials, which are easily available.
  5. Size should be proportional.
  6. The colour should give a natural outlook to the model.
  7. Model should be creative.

The teacher also told us, to give proper headings and name tag to the model.

The rules and regulations for chart making are:-

1. A chart should have a border, 1 inch away from four sides of the chart.
2. The chart should have a main heading at the top center with 1 inch size.
3. Before drawing a chart should be divided in two two equal parts. Then draw the picture towards the position of chart and labelling should be on the other side.
4. Labelling of the diagram should prove be legible when exhibited in a classroom and may be of  $\frac{1}{2}$  inch.
5. Colour given to the diagram should provide a natural look.
6. A chart should be clean.
7. The diagram should be in a standardised size and proportionate.
8. Diagram should be scientific.





After this session teacher asked us to select two topics of each for chart and model from 8-12th standard. Teacher also told us to select and try to collect the raw materials for preparation of chart and model.

On 26<sup>th</sup> march 2019, all of us bought the raw materials for the preparation of chart and model and started the process of making.

## CHART NO:1 Parts of a flower.

A flower is a characteristic feature of flowering plants and is actually an extension of the shoot meant for reproduction. Flowers are attractive and appear in different colours and shapes to attract pollinators who help in pollen transfer. Most flowers have four main parts: sepals, petals, stamens and carpels. The stamens are the male part of the flower whereas the carpels are the female part. Most flowers are hermaphrodite where they contain both male and female parts, others may contain one of the two parts i.e. may be male or female.

Materials used.

- \* white chart
- \* Acrylic paints
- \* Marker
- \* scale
- \* stencil



I used white chart to draw the picture and used acrylic colours of green, red, dark brown, black etc. The picture is outlined with black colour. The petals were so carefully drawn.

## CHART NO : 2 Alimentary canal of cockroach

Alimentary canal is the digestive tract of an organism. The alimentary canal of cockroach start with pharynx, oesophagus, crop, gizzard, midgut, ileum, colon and rectum. Salivary gland produce salivary secretion.

Materials required

- \* white chart
- \* acrylic paints
- \* Marker
- \* scale
- \* Stencil.

I referred this picture from the 11th NCERT biology text book. Brown, red, yellow, orange, black colours were used.



# MODEL NO:1 3-D Water cycle

Water cycle, also known as hydrologic cycle, describes the continuous movement of water on, above and below the surface of the Earth. Evaporation, condensation, precipitation and collection are the main steps in it.

## Materials required

- \* Card board
- \* chart
- \* Sand
- \* Craft papers
- \* cloth
- \* foam sheets
- \* Thermocol
- \* plants in the flower vase
- \* cotton



I used a strong and hard card board base. The used charts. It is a 3-D water cycle I used cotton to represent clouds, pictures of sun were drawn, cut out and pasted. cutting of blue paper were used to denote water vapour. Green papers and some models of plant that I already have in my home were used for creating plants. sea shore and land area were marked using sand. we can turn the model (4 sides) and see each phases.

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## MODEL NO:2 Lobes of brain - 3D

Each side of our brain contains 4 lobes or main areas. The frontal lobe is important for cognitive functions and controls various voluntary movements. It is in the front portion of brain. Behind the frontal lobe, the parietal lobe is present. It processes information about temperature, taste, touch and movement. At the back side of the brain occipital lobe was present. It is primarily responsible for vision. On the sides i.e. above each ear there is temporal lobe, which processes memories, integrating them with sensation of taste, sound, sight and touch.

### Materials required

- \* News paper
- \* glue made up of all purpose flour
- \* Balloon
- \* Rope
- \* acrylic paint

I used balloon, newspaper pieces and glue made up of maida to make the cap like structure. Above it I used small cotton ropes for marking fissures and grooves. Then gave special colours to denote various lobes and marked the parts. It can be insert about our head and can understand the exact position of lobes very clearly.

Name card was given to each charts and models.



# Development of ICT Supported learning material

ACTICAL

interactive slides



I developed an ICT integrated learning resource material on 'Trigonometry'. It was a powerpoint presentation that takes students through an interactive learn journey.

videos



I explored the scope of e-learning, online content development platforms to do this work. It was extremely helpful to learn the possibilities of making content transaction joyful and comprehensive.

worksheets



game



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# Blog creation and uploading learning material

The screenshot shows a Blogger profile for 'MEERA.' with a profile picture of a woman. The blog title is 'MATH IS FUN' and the tagline is 'It's All About Happiness and Mathematics :)'.

The main post is dated February 26, 2021, and is titled 'TRIGONOMETRY - learning material in ppt'. The post content includes a cartoon illustration of a green alien and a grey rabbit (Bugs Bunny) standing on a wooden floor. The word 'TRIGONOMETRY' is written in large yellow letters above them. The text of the post reads: 'Hi all... for all those who find mathematics difficult, one of the topics that ate your brains might have been TRIGONOMETRY. You might have turned your desk to a trigonometric war table, pouring in equations, scribbling over all the sin and cos, drawing triangles, erasing them, starting over... here is something that I hope would make all this a little easier and a bit fun.'

Below the post, there is a section titled 'about this work...'.

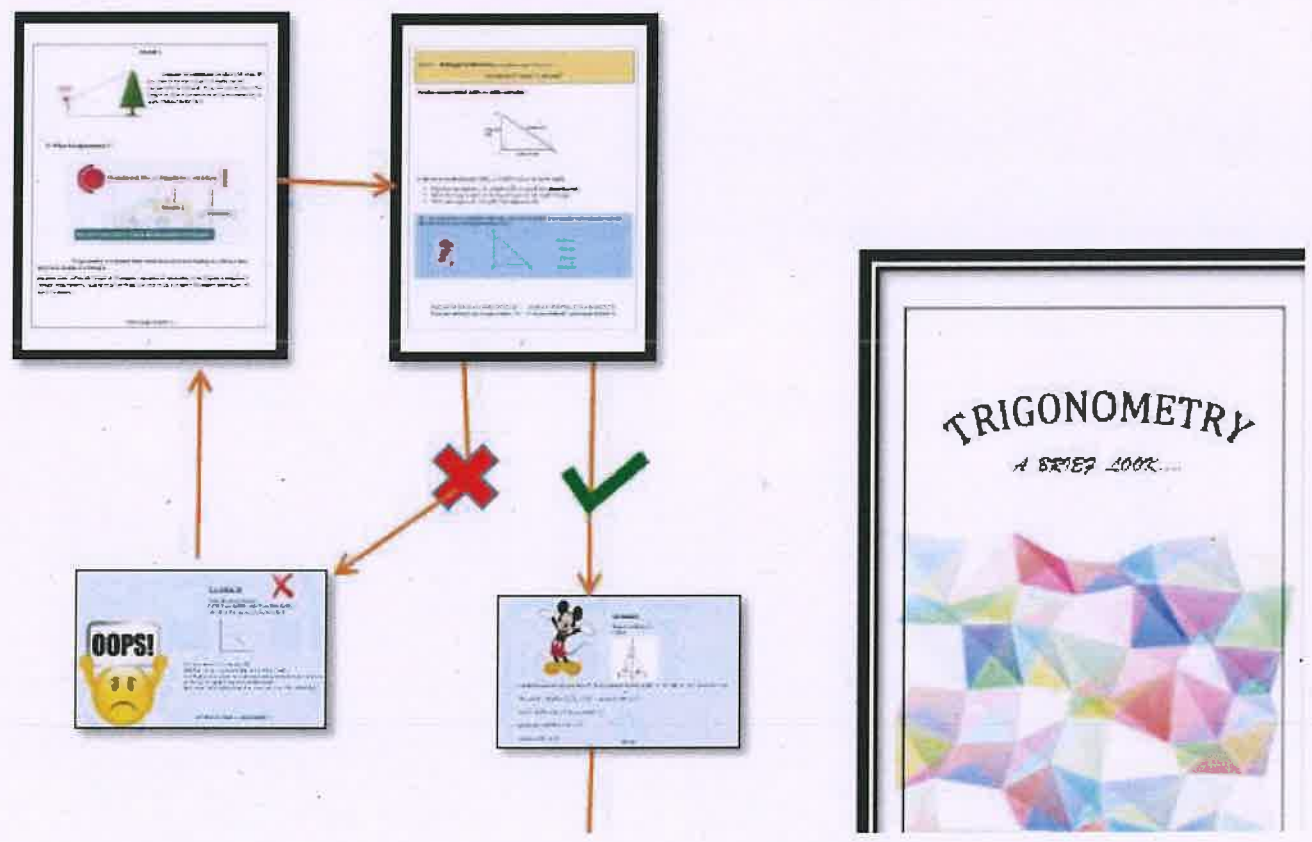


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# Programmed Instruction material Preparation

Under the guidance of Dr. Joby Joykurien, I made a programmed instruction material using branched programme, on 'Trigonometry'. The material had 5 frames, with a multiple choice question on each.

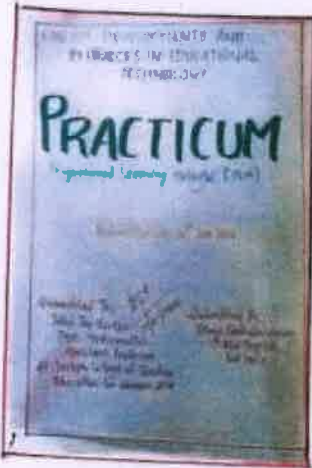
I found this mode of learning really useful since it allows learner to make decisions and adapt instructions to his need. I learnt about possibilities of programmed instruction so as fit the needs of diverse learners.



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# EDU 103: DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

## PREPARATION OF PROGRAMMED LEARNING MATERIAL



**Topic:** The Duck and the Kangaroo  
**Objective:** To prepare a programmed learning material using branching programme

### Reflection

The practicum helped me to realize the importance of promoting self-learning among students by individualizing instruction. I also got the opportunity to explore my creativity in designing and presenting the material



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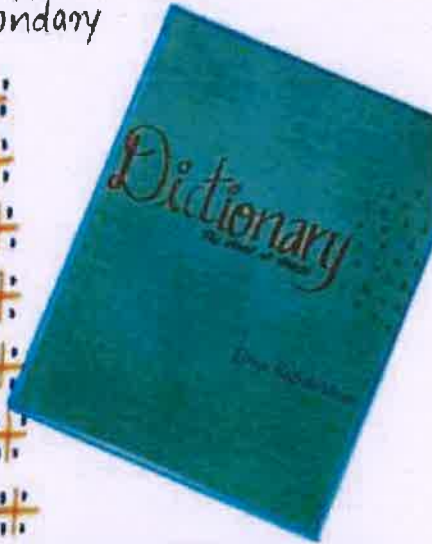
# CREATION OF DICTIONARY



**Objective:** To create a dictionary of 50 words selected from the English textbook prescribed for upper primary or secondary students.

## Reflection

The practicum helped me to realize the fact that knowing a word means knowing it's pronunciation, spelling, meaning and the context in which it can be used. It provided the opportunity to explore my creativity.

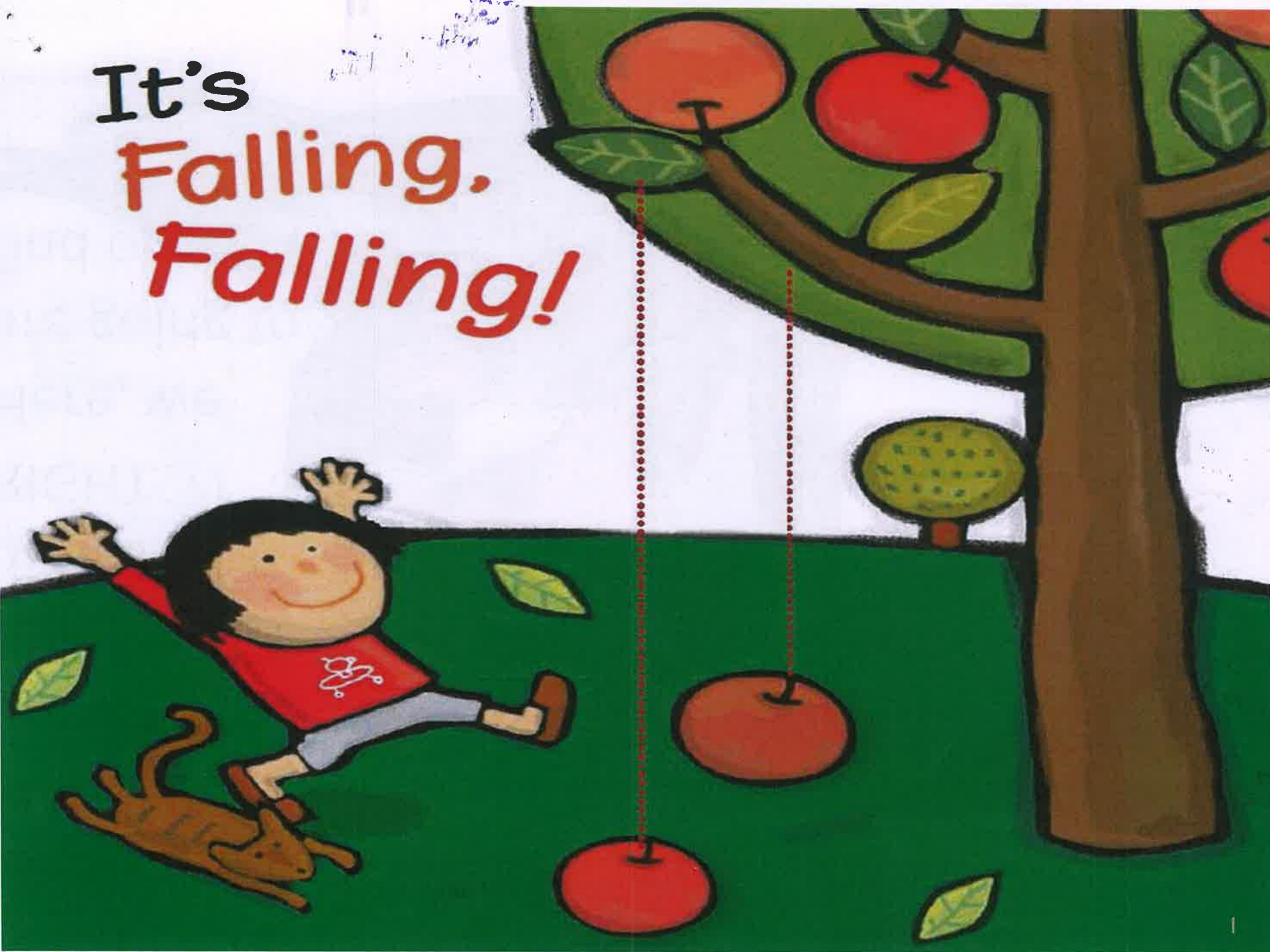


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It's  
Falling,  
Falling!



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From  
picture we  
know what  
are we  
planning to  
discuss, ...  
RIGHT..?!  
Here, we  
are going to  
find out  
More



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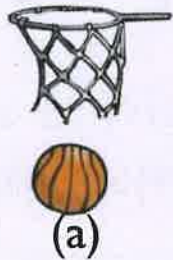


FRAME I

The Earth attracts all objects towards its center.

This force of attraction is the Force of Gravity

☀ From the following figures which incidents refer to the one's which are falling



(i) a and c

(iii) c only

(ii) B only

If your answer is (i) , then go to Slide 13

If your answer is (ii) , then go to Slide 9

If your answer is (iii) , then go to Slide 16

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**UNIVERSAL LAW OF GRAVITATION**

All bodies in the universe attract each other.

The force of mutual attraction between two bodies is directly proportional to the product of their masses and inversely proportional to the square of distances between them.  $G$  is the Gravitational constant.

✿ Carefully study the above statement and Find the equation for the Force of Gravitation.

(i)  $F = G * \frac{1}{d^2}$

(ii)  $F = G * m_1 * m_2$

(iii)  $F = (m_1 * m_2) \div d^2$

(iv)  $F = G (m_1 * m_2) \div d^2$

If your answer is (i) , go to [Slide 15](#)

If your answer is (iii) , go to [Slide 11](#)

If your answer is (ii) , go to [Slide 17](#)

If your answer is (iv) , go to [Slide 19](#)



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### FRAME III

A child of mass 40Kg is sitting at a distance of 1m from another child of mass 50 Kg. The gravitational force of attraction is given by

$$F=G (m_1 * m_2 ) \div d^2$$

Using the equation ,The force of attraction is obtained as , $F=1.334 \times 10^{-7} = 0.000000133N$

$$G=6.67 * 10^{-11} Nm^2/Kg^2$$

$$m_1 = 40Kg$$

$$m_2 = 50Kg$$

$$d=1m$$

Using the above information answer the following question:

☀ *With the current force is it possible to attract the one child to the other child*

- (i) The child(I) can attract other child
- (ii) The child(II) can attract other child
- (iii) Both children comes closer to each other
- (iv) There will be no change in their position



If your answer is (i) , go to Slide 8  
If your answer is (ii) , go to Slide 20  
If your answer is (iii) , go to Slide 11  
If your answer is (iv) , go to Slide 14

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## FRAME IV



**GRAVITY (Slide 3)** , this is why there is any force of attraction between Sun and Earth , Earth and Moon, and other celestial bodies.

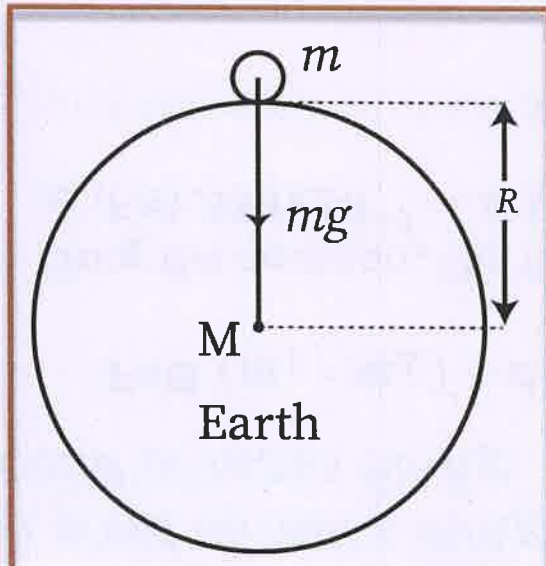
✿ According to the Universal Law of Gravitation (**Slide 4**) If the mass of Earth is  $M$  and mass of the object falling is  $m$  . The radius of Earth is  $R$  .  $G$  is a constant . Then the Force of Gravity is obtained by

(i)  $F = G M/R$

(ii)  $F = G \frac{M}{R^2}$

(iii)  $F = G \frac{Mm}{R^2}$

(iv)  $F = G \frac{Mm}{R}$



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If your answer is (i) , go to **Slide 7**

If your answer is (ii) , go to **Slide 12**

If your answer is (iii) , go to **Slide 21**

If your answer is (iv) , go to **Slide 18**



FRAME

Answer :(i)  $F=G \frac{M}{R}$



YOU'VE GOT A WRONG ANSWER !!!

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Go to Slide 6 and carefully read the question and try answer again







Answer : (i) The child(l) can attract other child

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Go to Slide 5  
Read the problem carefully  
and try to answer once  
more...



FRAME

The answer (ii) B only is wrong ☹️

This picture shows FRICTION!



*Friction is the force that resists the motion ,  
When The surface of a body comes in contact with the other..*



*It is with the help of force of friction,  
We are able to walk , the brakes on vehicles etc ;are also possible through the friction .*

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Go to Slide 3 ,Observe carefully and try again.

FRAME

Answer: (iii) Both children comes closer to each other

**WRONG!**



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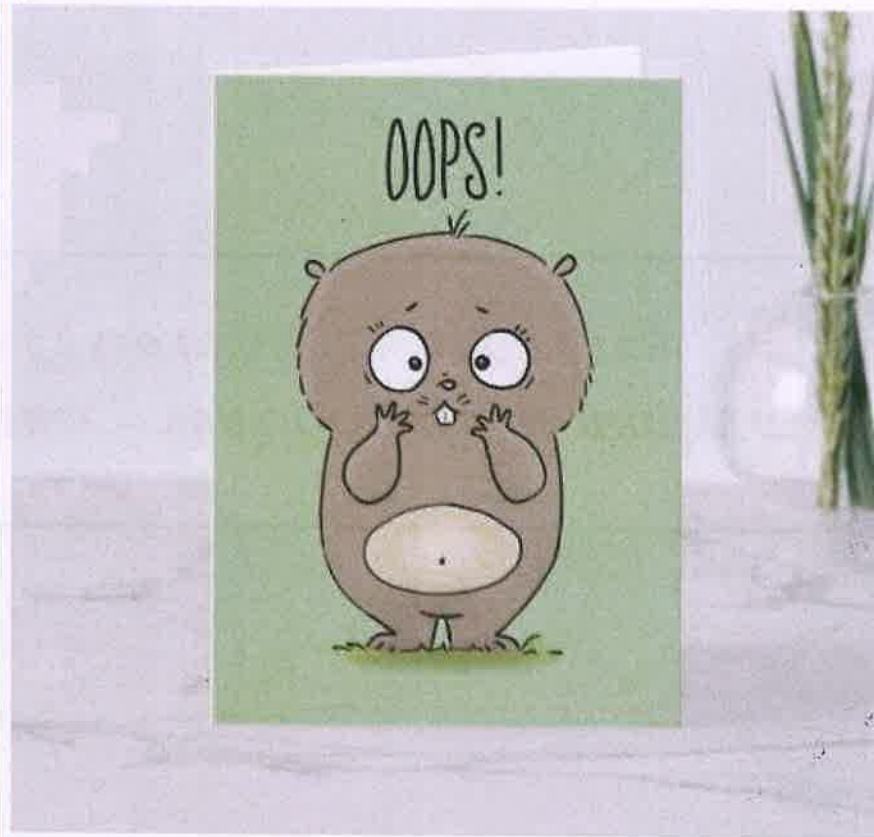


Go to Slide 5 and Try again

FRAME

**Answer :(iii)  $F=(m_1 * m_2) \div d^2$**

The answer is wrong ☹  
Maybe the wrong answer is caused due to some misunderstandings while reading the statement.



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**Go to the Slide 4 and redo the problem**

FRAME



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Answer : (ii)  $F = G \frac{M}{R^2}$

*Are you sure – you've carefully analyze the  
Problem ?? Go to Slide 6 and re try*

FRAME



YES !!! You are right .

(i) a and c

The falling of a basketball and water sliding are indeed falling of objects...

Proceed to Slide 4

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Great Job!



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ERNAKULAM  
COCHIN-35

FRAME

Answer : (iv) There will be no change in their position

The answer is **RIGHT...**

The Force obtained is so small  
(**0.000000133N**)

This is a weak force, It is incapable of  
overcoming frictional and other forces .  
So there is no chances  
of attracting each other.



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Go to Slide 6



Are you sure ?? Did you read the statement clearly?

Answer : (i)  $F=G * \frac{1}{d^2}$

**YOU ARE WRONG !**



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Go to Slide 4 ,And try once again after reading carefully.



FRAME



This answer (iii) is partially right.  
The falling through waterslides are falling and it involves sliding friction also.

***The sliding is also a type of frictional motion between two surfaces in contact.***

Go to Slide 3 and familiarize with the statement.

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FRAME

OOPS!



Answer : (ii)  $F=G * m_1 * m_2$

**YOU ARE WRONG**

*Try Again !!*

Go to Slide 4 and check the components described in the statement

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FRAME

Answer :(iv)  $F = G \frac{Mm}{R}$



You are  
**WRONG!!!!**



*Alice Joseph*

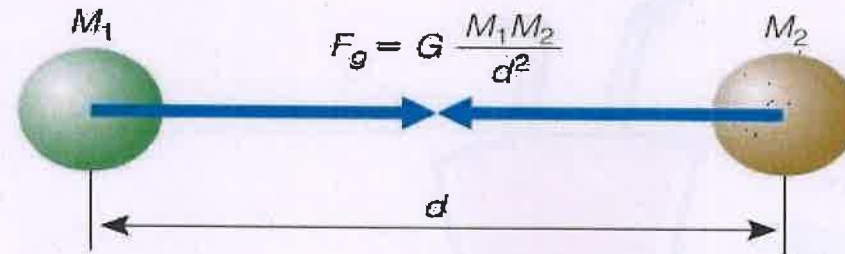
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Go to Slide 6 and Try again



Answer :(iv)  $F=G (m_1 * m_2 ) \div d^2$



This is the equation for the Force of Gravitation

According to the Universal law of Gravitation

$$F \propto (m_1 * m_2 ) \div d^2$$

When the proportionality constant **G** is added the equation becomes ,

$$F=G (m_1 * m_2 ) \div d^2$$

$$G=6.67 * 10^{-11} Nm^2/Kg^2$$



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Edu



Go to Slide 5

FRAME

**Answer : (ii)The child(II) can attract other child**



pixtastock.com - 23459282

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**Go to Slide 5 and redo the task**





# CONGRATULATIONS 😊

Answer :(iii)  $F = G \frac{Mm}{R^2}$



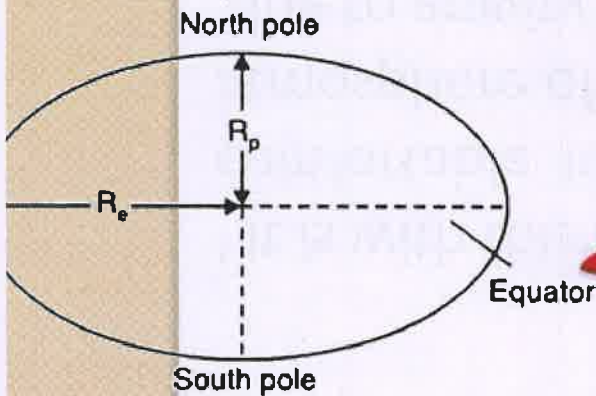
The equation for the force of gravity ,

$F = G \frac{Mm}{R^2}$  .It is using this formula , we can

Calculate the gravitational force acting on any objects with respect to the Earth.

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The gravitational pull on the Equator is lesser than that on the poles .  
This can be explained on the basis of R(radius of Earth). When R greater , less the gravitational force and vice versa.





**You've learnt about GRAVITY right !**

' It is with this Force we are leading a comfortable life on Earth .The water tides , atmosphere of earth , are all caused due to gravity '

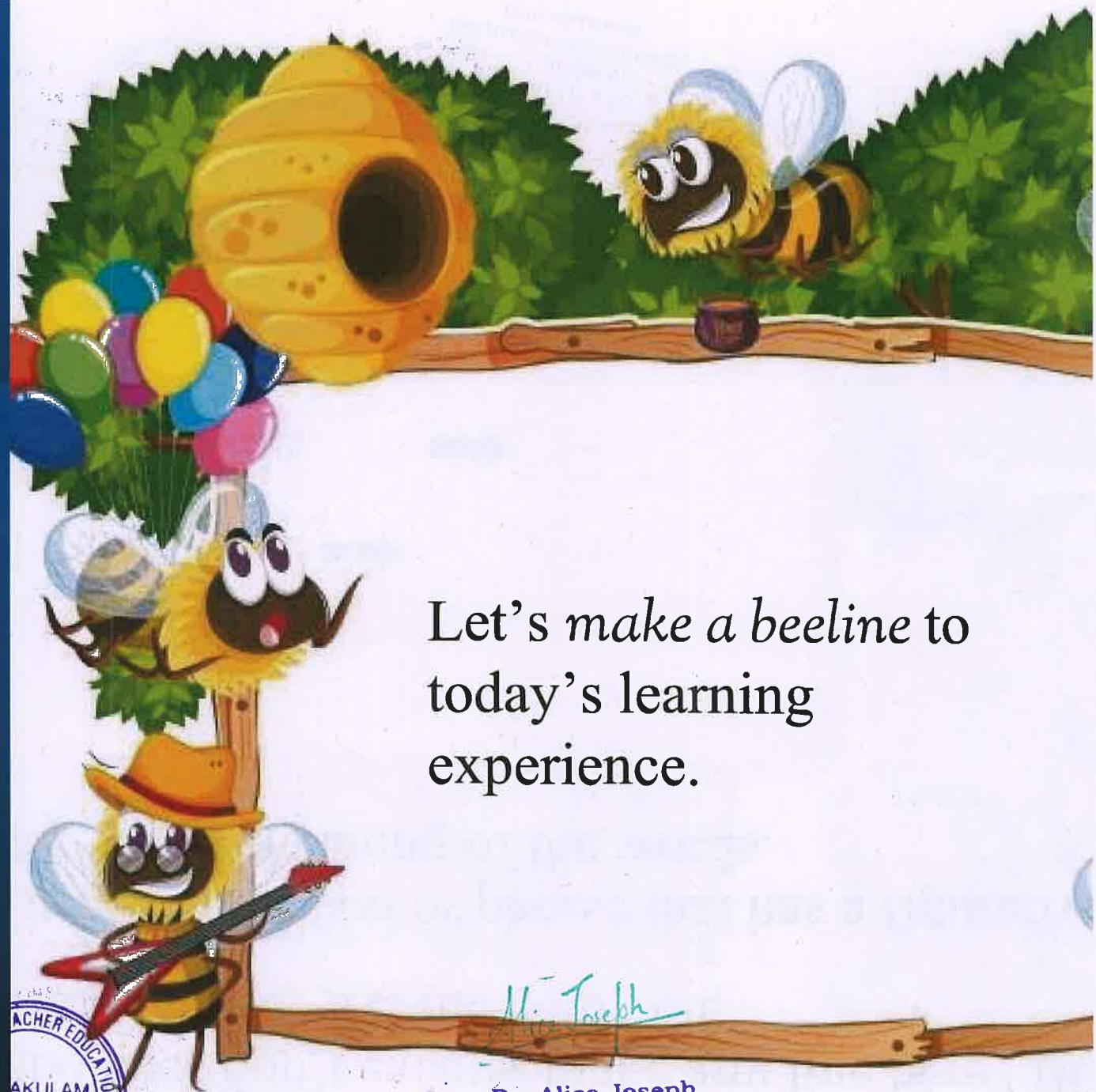


Then find out more about  
**The Force of Gravity on  
your own**

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Hi Friend,  
Jolly good day,  
isn't it?



Let's *make a beeline* to  
today's learning  
experience.



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Did you notice that you and bees don't exactly make any line here? But then why did we just use that phrase? Let me help you.

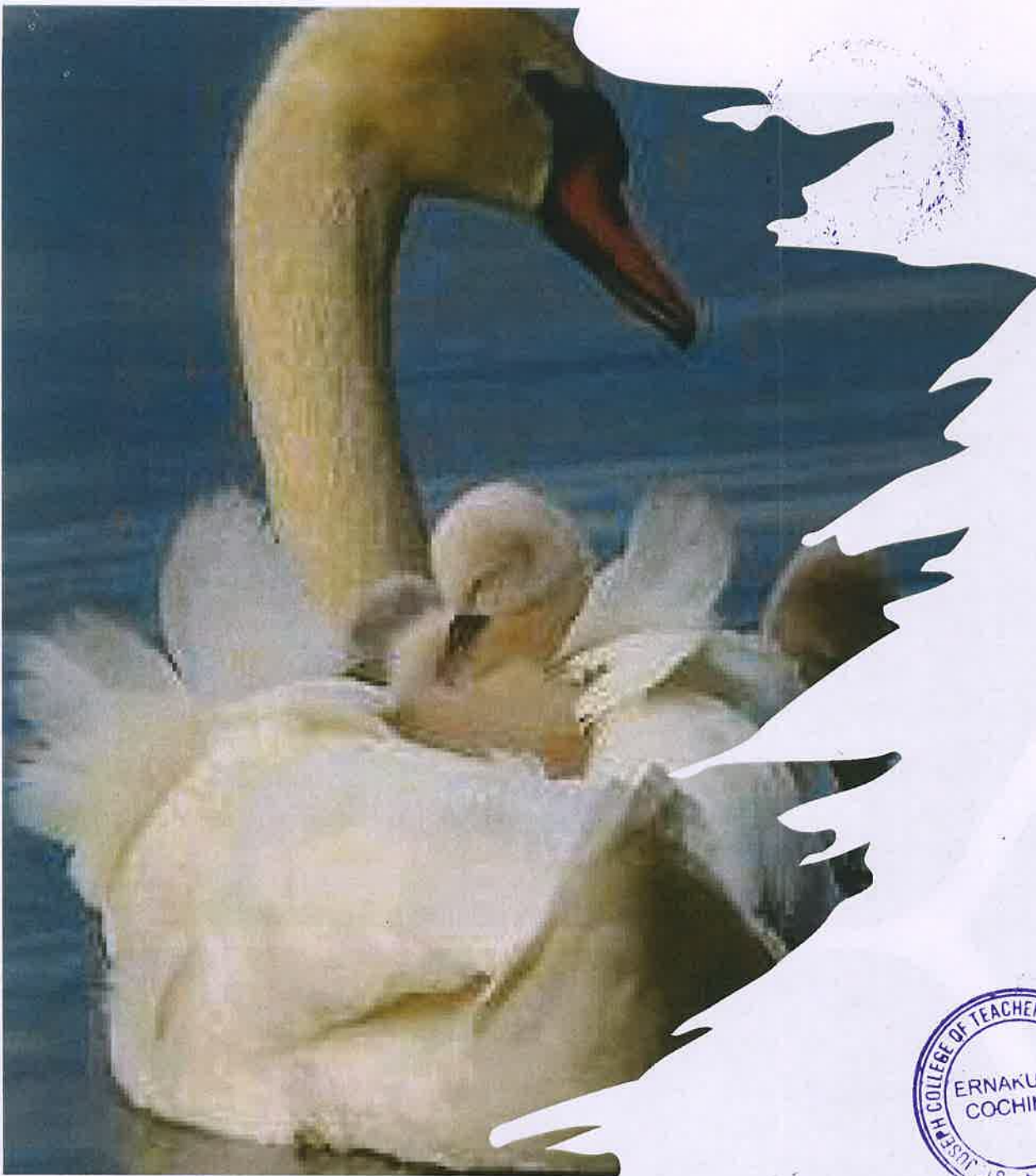
It is an idiom. **An idiom** is an expression or phrase that has a figurative meaning, different from the literal meaning of the words.

Q) What is an idiom?

- a. Proverb →
- b. a phrase with its literal meaning →
- c. a phrase with a figurative meaning →
- d. an expression →



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b. A billion people have dropped everything to watch Sachin Tendulkar's \_\_\_\_\_

Swan song means final goal or performance before retirement.



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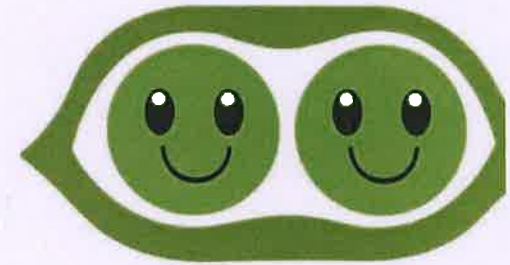
Press

Did you say it means they are close friends?

You are wrong. ❌

Two peas in a pod means two people who are very similar, typically in interests, disposition, or belief

Two Peas



In A Pod

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Pres

Once in a blue moon  
means something that  
rarely happens.

Press



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c. Life isn't always a \_\_\_\_\_.  
A bed of roses means an easy situation.



Press



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# IDIOM: It's raining cats and dogs!

literal      figurative

It's raining cats and dogs!



It's raining very hard!



Grammar-Songs.com

Q) When I say Ram and Shyam are two peas in a pod, what does it mean?

- a. They are round and green
- b. They are close friends
- c. They have airpods.
- d. They are similar.



Idioms are common in native English and the phrase gives a new meaning that is different from the literal word meaning.

Literal meaning is the words in their usual most basic sense without metaphor or allegory. Figurative meaning is when something has a deeper or different meaning.

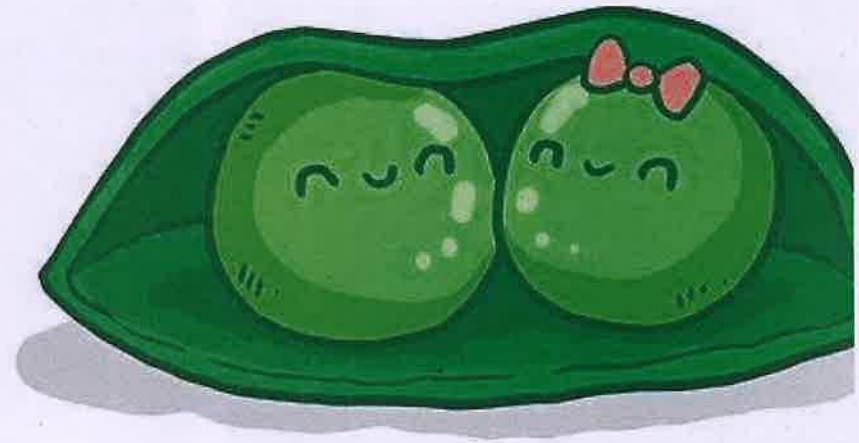


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# WE'RE LIKE TWO PEAS IN A POD

- 
- Did you say it means they are round and green?
  - You are wrong. ❌
  - Two peas in a pod means two people who are very similar, typically in interests, dispositions, or belief.



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Pres



"Patience is the  
which solve  
problem

~Sudha

## Did you say proverb

You are wrong ❌

A proverb is a simple and insightful, traditional saying that expresses a perceived truth based on common sense or experience

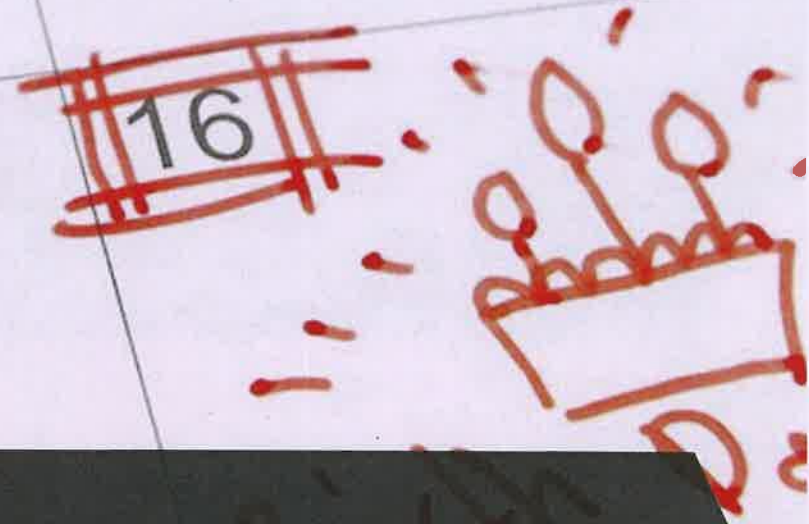
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*Alice Joseph*



# Red-letter day



A red-letter day means an important or unforgettable day . In ancient Rome red ink was used on calendars to identify significant dates.



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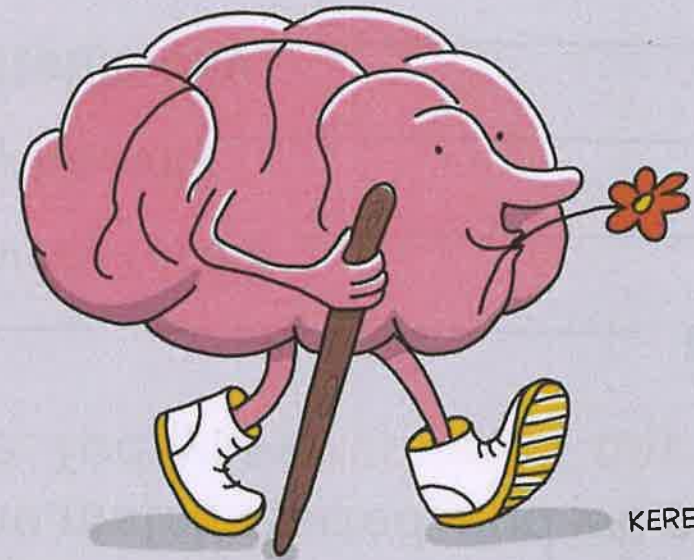
Did you say a phrase with its literal meaning

You are wrong. ❌

Press



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KEREN.

LET YOUR  
MIND WANDER

# Now let's learn some idioms

Read the below paragraph and match the idioms with their meanings.

When I reached the ground, it was **raining cats and dogs**. I **felt blue** as I was not sure if the match could be held. Viewers like me get a chance of watching a match only **once in a blue moon**. The ball was **in the unorthodox court**. Finally, the match started, and we enjoyed a wonderful game. Today is a **red-letter day** in my life.

1. Feel sad \_\_\_\_\_ 
2. Happening very rarely \_\_\_\_\_
3. Raining very heavily \_\_\_\_\_ 
4. An unforgettable day \_\_\_\_\_



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Feeling blue means feeling sad or feeling down.

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Did you say it means they have airpods?

You are wrong. ❌

Two peas in a pod means two people who are very similar, typically in interests, disposition, or belief

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Did you say a  
phrase with a  
figurative  
meaning

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Raining cats and dogs means it's raining very heavily. The phrase might have its roots in Norse mythology and medieval superstitions.

Now let's form some sentences using idioms

a. Swan song- final gesture, effort, or performance given just before death or retirement.

*The Tempest* was Shakespeare's swan song.

b. Piece of cake- task that is very easy to do.

The math exam was a piece of cake.

c. Bed of roses- easy situation

Taking care of a child is no bed of roses

d. Devil's advocate- one who presents a counter argument

Jack always plays the devil's advocate when it comes to Jill.



Can you now fill in the blanks with the appropriate idiom from above :

a. The physics exam was \_\_\_\_\_ . →

b. A billion people have dropped everything to watch Sachin Tendulkar's \_\_\_\_\_ . →

c. Life isn't always a \_\_\_\_\_ . →

d. the interviewer will need to play the \_\_\_\_\_ in order to get a discussion going. →



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a. The physics exam was

\_\_\_\_\_.

A piece of cake is an idiom that suggests that something is easy.



Press



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TWO  
PEAS



IN A  
POD



Did you say it means they are similar?

You are correct.

Two peas in a pod means two people who are very similar, typically in interests, dispositions, or belief.

Press



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*Alice Joseph*

Did you say it  
was an  
expression

**You are wrong. ❌**

An expression is a  
frequently used  
word or phrase or it  
is a way to convey  
your thoughts,  
feelings or  
emotions.

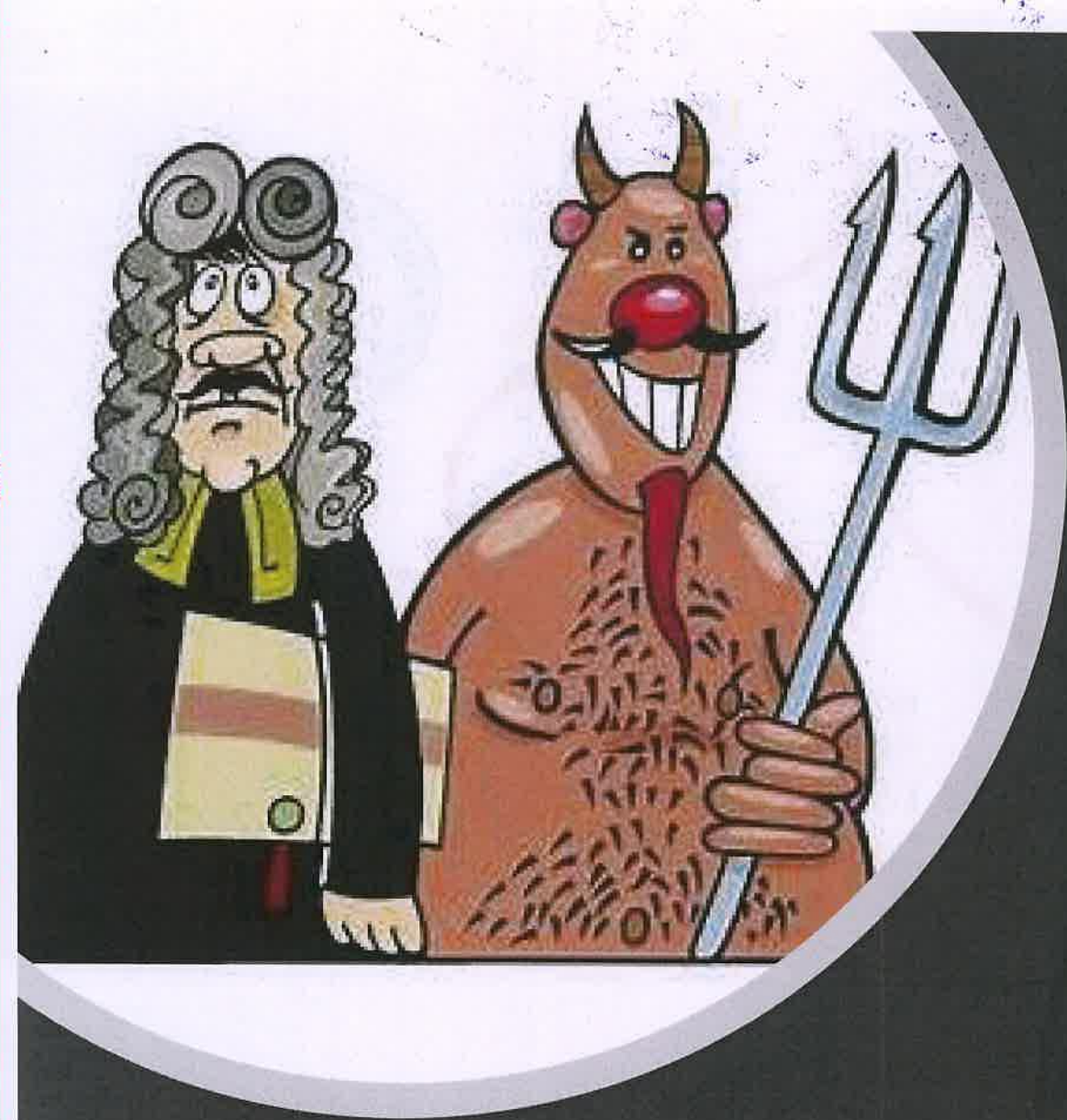


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**“A penny saved is  
a penny earned.”**

**- Benjamin Franklin**





d. The interviewer will ne  
play the \_\_\_\_\_ in  
get a discussion going.

The devil's advocate mea  
someone who gives a cou  
argument for the sake of a

Press

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Handwritten signature in red ink, appearing to read "S. J."



# Development of ICT Supported learning material

Interactive slides

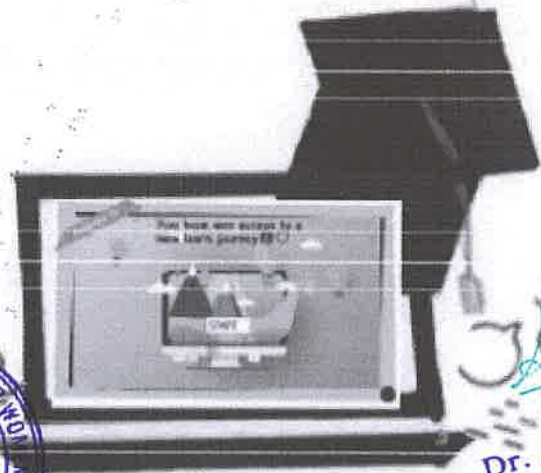
videos

I developed an ICT integrated learning resource material on 'Trigonometry'. It was a powerpoint presentation that takes students through an interactive learn journey.

I explored the scope of e-learning, online content development platforms to do this work. It was extremely helpful to learn the possibilities of making content transaction joyful and comprehensive.

game

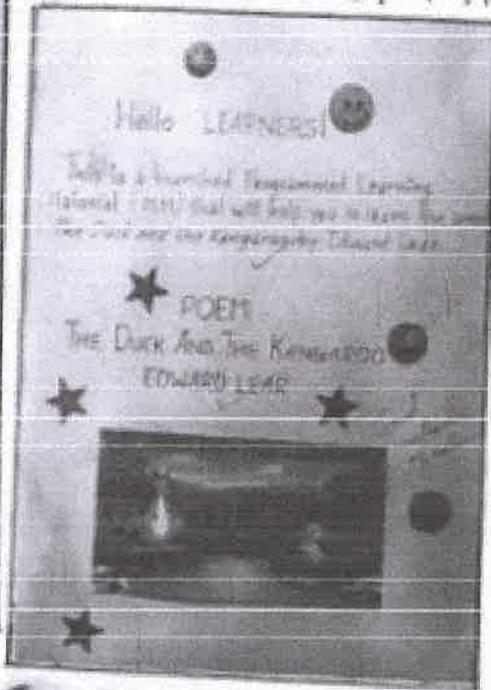
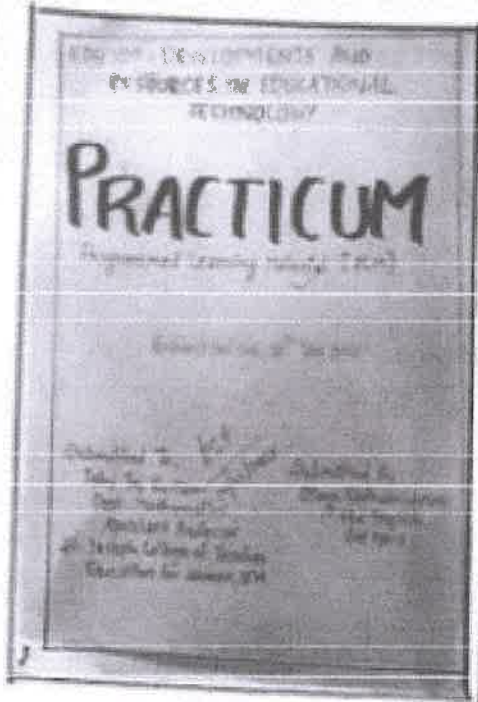
worksheet



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# EDU 103: DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

## PREPARATION OF PROGRAMMED LEARNING MATERIAL



Topic: The Duck and the Kangaroo  
Objective: To prepare a programmed learning material using branching programme

### Reflection

The practicum helped me to realize the importance of promoting self-learning among students by individualizing instruction. I also got the opportunity to explore my creativity in designing and presenting the material.

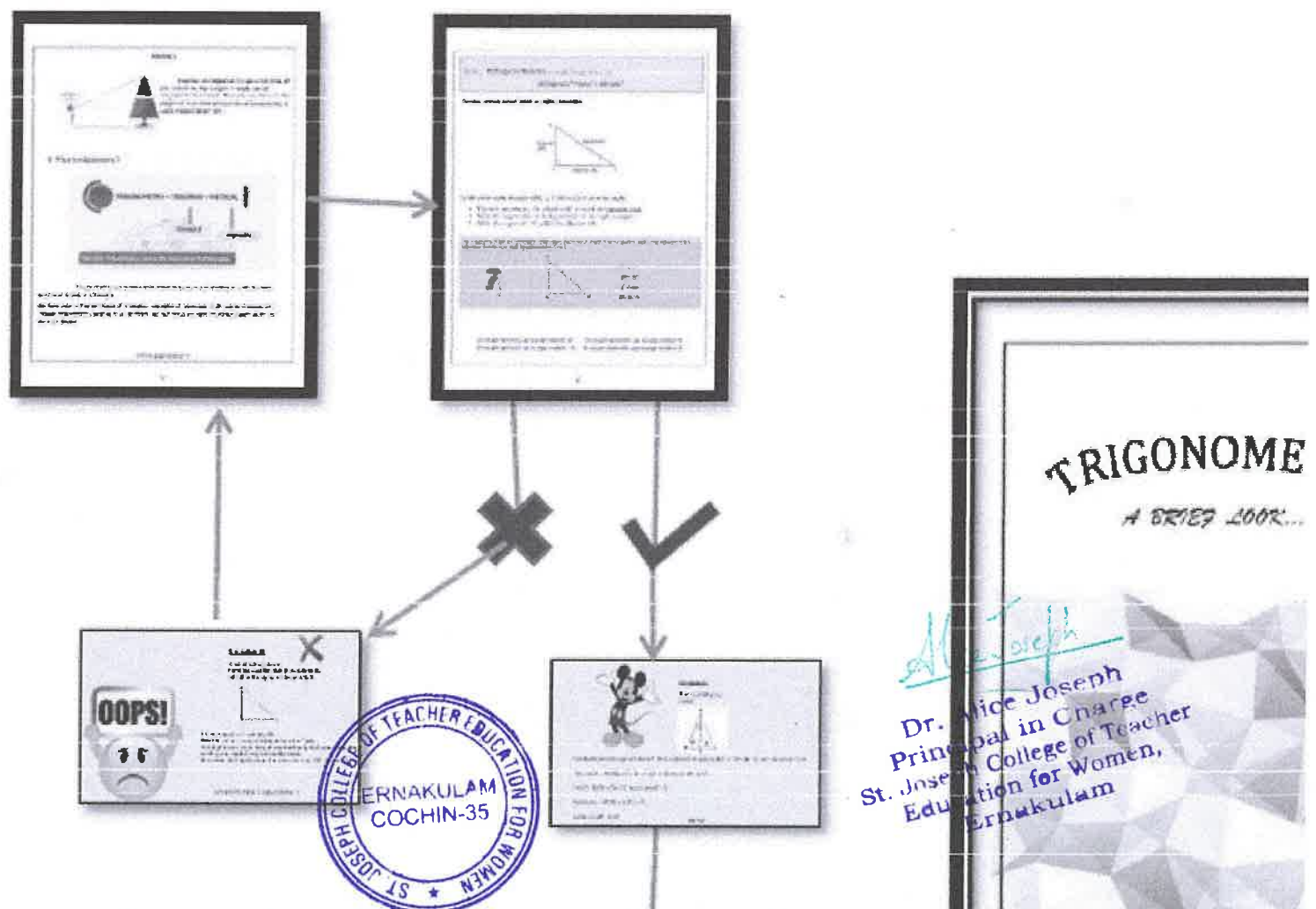


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# Programmed Instruction material Preparation

Under the guidance of Dr. Joby Joykurien, I made a programmed instruction material using branched programme, on 'Trigonometry'. The material had 5 frames, with a multiple choice question on each.

I found this mode of learning really useful since it allows learner to make decisions and adapt instructions to his need. I learnt about possibilities of programmed instruction so as fit the needs of diverse learners.





# Blog creation and uploading learning material

itsallabouthappinesslove.blogspot.com



MEERA.

student teacher, mathematics enthusiast

VISIT PROFILE

## MATH IS FUN

its All About Happiness and Mathematics :)

HOME

February 26, 2021



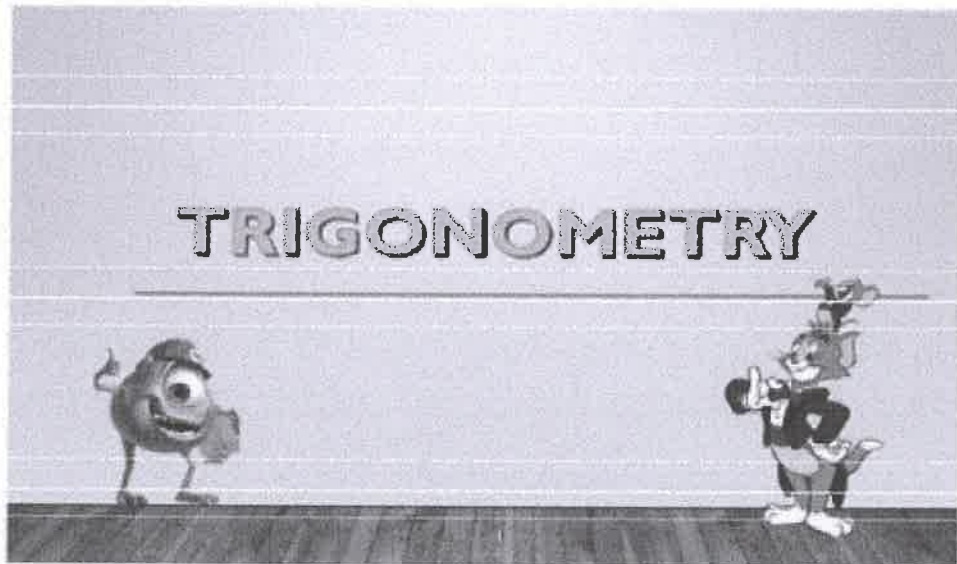
Hi all.. for all those who find mathematics difficult, one of the topics that ate your brains might have been TRIGONOMETRY. You might have turned your desk to a trigonometric war table, pouring in equations, scribbling over all the sin and cos, drawing triangles, erasing them, starting over... here is something that I hope would make all this a little easier and a bit fun..

Post a Comment

READ MORE

### TRIGONOMETRY - learning material in ppt

February 26, 2021



about this work...



*Alice Joseph*

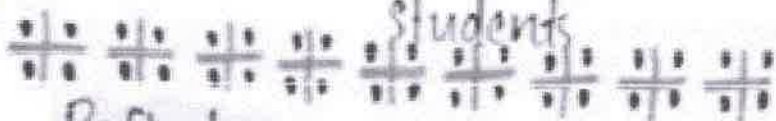
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EDU 105.11: LEARNING TO FUNCTION AS AN ENGLISH TEACHER

CREATION OF DICTIONARY

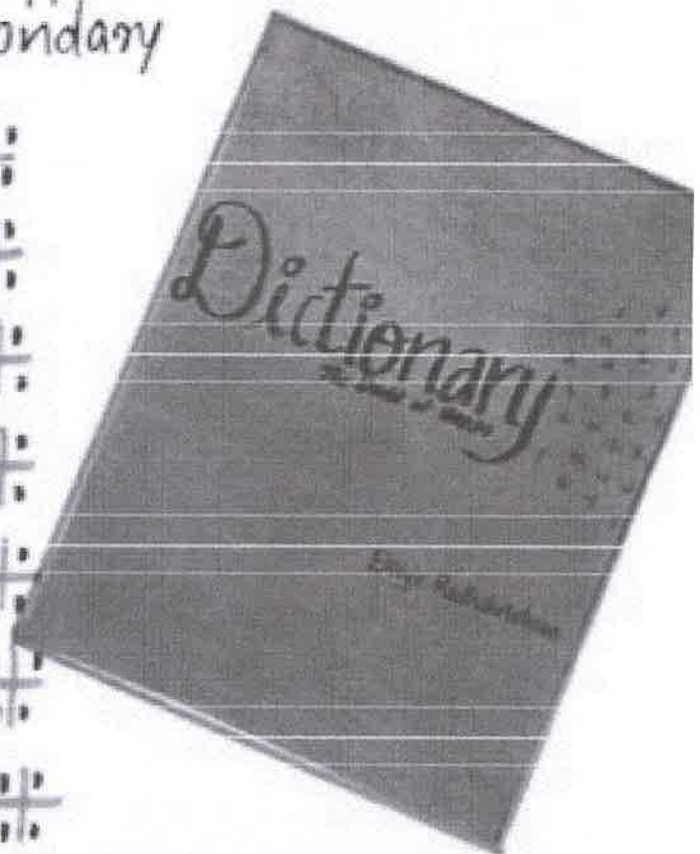


Objective: To create a dictionary of 50 words selected from the English textbook prescribed for upper primary or secondary students



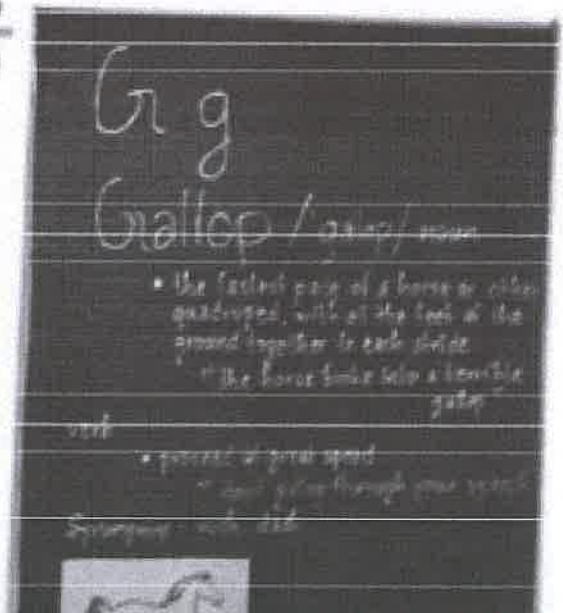
Reflection

The practicum helped me to realize the fact that knowing a word means knowing it's pronunciation, spelling, meaning and the context in which it can be used. It provided the opportunity to explore my creativity.



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G g  
Gallop / galop / galop

• the fastest gait of a horse or other quadruped, with all the feet at the ground together in each stride  
"The horse broke into a terrific gallop."

• a period of great speed  
"The car sped through the road."



# WELCOME TO MY PORTFOLIO

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EDU 103: DEVELOPMENTS AND RESOURCES  
IN EDUCATIONAL TECHNOLOGY.

Creation of a programmed instructional material using branching programme.



The topic selected :-

~~The evolutionary progress of  
humans.~~

Benefits for me

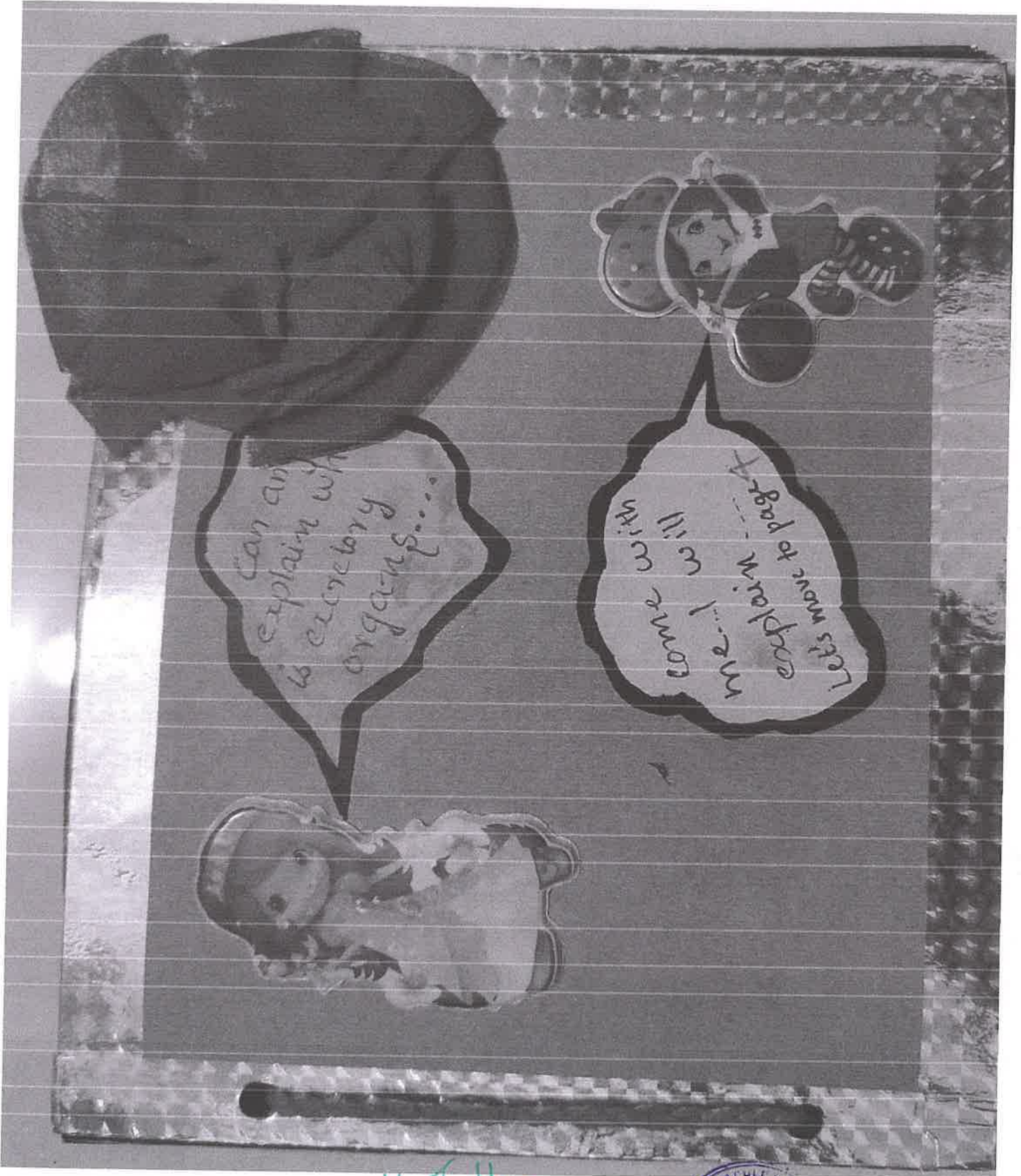
- \* Gained practical knowledge about "what is a branching programme"?
- \* Creativity in programmed instructional material.

Evidence details :-

- \* The programmed instructional material.

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 Ernakulam



EDU 103 - Development & Resources in Educational Technology

~~Practicum~~

Mrs. Joby Joy Kurian 09/2018  
 Assistant Professor  
 St. Joseph

LISINTA SIVAN  
 Natural Science  
 2018-2020

For checking option	open it
For checking option	open it
For checking option	open it
For checking option	open it

Alice Joseph

Dr. Alice Joseph  
 Principal in Charge  
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Principal in Charge  
St. Joseph College of Teacher  
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4

Nice to meet you my dear friend... I will share you some important things. Do you know many excretory materials are formed by the metabolic activities that take place in cells. If these waste products are not eliminated from the body it will disturb homeostasis and life itself will be in danger.

For maintaining homeostasis we have many excretory organs.

I will explain you in detail OK....



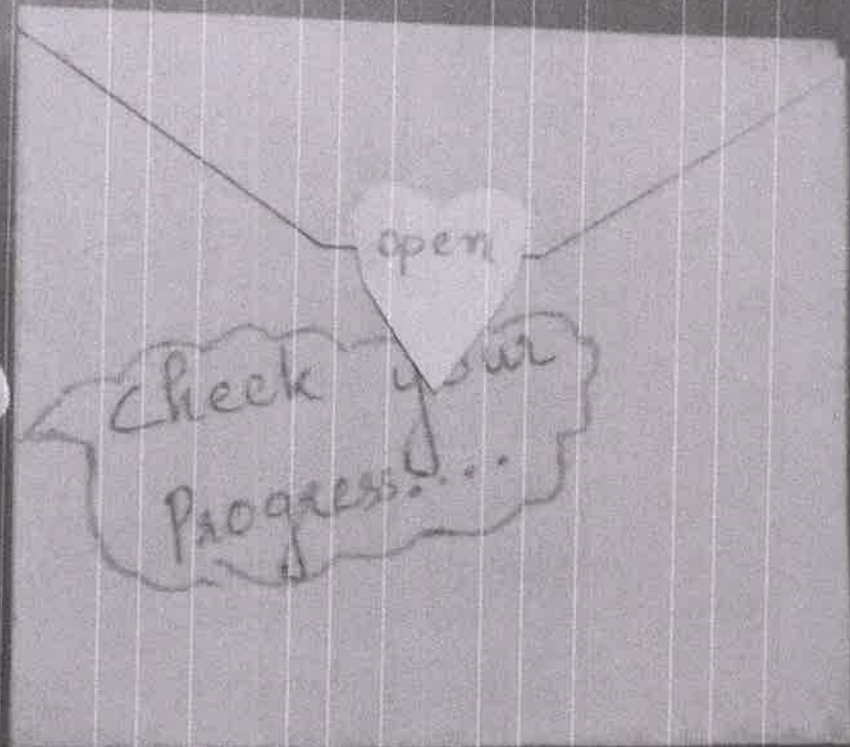
Go to page 13

*Alice Joseph*



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Dr. Alice Joseph  
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How the secondary  
waste materials are  
formed in our body.



A By digestion

B By respiration

C By metabolic  
activities

D By Movement of  
limbs

Go To 3

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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of  
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If you choose  
option A  
Open it

For option B  
Open it

If you selected  
option C  
open it

If you selected  
option D  
Open it

Alice J

Dr. Alice Jos  
Principal in Charge  
St. Joseph College  
Education for Women  
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8

Oops! Your Answer is wrong  
Digestion also make  
excretory material, but  
it doesn't make all the  
excretory materials in  
our body. Go to page 4

For Option B

Open it

If you selected  
Option C  
Open it

If you selected  
Option D  
Open it

*Alice Josey*

Dr. Alice Josephy  
Principal in Charge  
St. Joseph's College of Teacher Education  
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# SUPW- Service & Product

A  
C  
T  
I  
V  
I  
T  
Y



As a part of SUPW, I made 2 cotton masks for service purpose and, for the product work, I recycled used cloth to a new ladies bag. A report of the work was also submitted.



It was a very interesting and exciting work since I had to learn new things like stitching, hand work etc to do this. The work demanded lot of patience and hardwork and I'm happy I could make the most of it.



*Alice Joseph*

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# SUPW- Service & Product



As a part of SUPW, I made a cotton mask for service purpose and, for the product work, I recycled used cloth to a new ladies bag. A report of the work was also submitted.



It was a very interesting and exciting work since I had to learn new things like stitching, handwork etc to do this. The work demanded lot of patience and hardwork and I'm happy I could make the most of it.

Alice Joseph

Dr. Alice Joseph  
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**Ernakulam**



**DRAMA & ART IN EDUCATION**

Name of Student LISINTA SIVAN

Subject NATURAL SCIENCE Reg No. 180011002474

Certified bonafide record of LISINTA SIVAN Reg.No. 180011002474

For the year 2018-2020

Principal

*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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Asst. Professor *Rachel George*



## SUPW - Service - Report

After the water receded from most of the flood affected areas of Kerala, the state has been facing over the outbreak of leptospirosis (rat fever), a zoonotic infection which is caused by the bacteria leptospira. According to Kerala Directorate of Health Services (DHS) reported 54 people have died of suspected leptospirosis, among which 19 deaths were confirmed of this, which is dangerous, by September 3.



Due to the flood outbreak, the diseases of monsoon increased dramatically. Typhoid, cholera, Malaria, are another examples. The rural people doesn't possess any knowledge about the diseases or epidemics spread during the flood/rainy season & it's preventive measures and symptoms.

As part of our B.Ed curriculum - EDU.107.4 SUPW-service, I conducted an awareness program on October 2018 at Pallikkara (Achappan kavala) in Kizhakkambalam Grama Panchayath of Ernakulam district.

The notices I prepared were distributed and explained all the causes, symptoms and remedial measures to be taken for the epidemics. I almost covered 50 houses in the flood affected area. It is great deal for me. As a teacher student I got satisfaction by doing so.

*Alice Joseph*

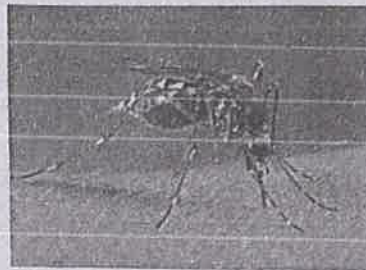
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Evidence

മഴ പെയ്യുന്നു, കൂടെ രോഗങ്ങളും



**എലിപ്പനി**  
 എലിയുടെയും, വളർത്തുമൃഗങ്ങളുടെയും മൂത്രം കലർന്ന ജലത്തിലൂടെയാണ് പനി പടരുന്നത്. ലക്ഷണങ്ങൾ കണ്ണിന് ചുവപ്പ് നിറം, ദേഹത്ത് രക്തം പൊടിയുക, തൊലിയിൽ തിണർപ്പ്, തൊണ്ടവേദന എന്നിവയാണ് പ്രധാന ലക്ഷണങ്ങൾ.

**വെങ്കിപ്പനി**  
 ലക്ഷണങ്ങൾ കടുത്തപനി, തലവേദന, പേശിവേദന, വിശപ്പില്ലായ്മ, ഓക്കാനം, ഛർദ്ദി, ക്ഷീണം, തൊണ്ടവേദന, ചുമ, നടുവേദന, കണ്ണിനു പിന്നിൽ വേദന, ദേഹത്ത് ചുവന്നപാടുകള്

**ടെഹോയ്**

വ്യാപകമായി കാണുന്ന മറ്റൊരു രോഗമാണിത്. വെള്ളത്തിൽനിന്നും പഴകിയ ആഹാരത്തിൽനിന്നും പടരുന്നു. തുടർച്ചയായ പനി, തലവേദന എന്നിവ പ്രധാന ലക്ഷണം

**കോളറ**

വൃത്തികെട്ട ജലത്തിലൂടെയും, വൃത്തിഹീനമായ പരിസരം, ഭക്ഷണം എന്നിവ മൂലമാണ് കോളറ ഉണ്ടാകുന്നത്.

**വയറിളക്കവും, ഛർദ്ദിയും**

മഴക്കാലത്ത് ശുചിത്വം പാലിച്ചില്ലെങ്കിൽ രോഗങ്ങൾ പല തരത്തിലേത്തും. വയറിന് നല്ല തണുപ്പേല്ക്കുന്നതും പഴയ ആഹാരം കഴിക്കുന്നതും മലിനമായ വെള്ളം കുടിക്കുന്നതും ഇത്തരം അവസ്ഥകള് ഉണ്ടാക്കാം. മാംസഭക്ഷണവും കൂപ്പിയിലടച്ച് വാങ്ങുന്ന ജ്യൂസുകളും പരമാവധി ഒഴിവാക്കണം.

**മലമ്പനി**

വിറയലോടെയുള്ള പനി, പനി മാറുമ്പോള് വിയർപ്പ്, തലവേദന എന്നിവയാണ് ലക്ഷണങ്ങൾ.

LISINTA SIVAN

NATURAL SCIENCE(2018-2020)

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## SUPW - Product - Report

A meeting was held on 27-07-2018 at 1:30 pm in the multipurpose room under the guidance of Dr. Hemala the P.T, teacher incharge of Drama & Art in education. She gave guidance on practical works of SUPW & every options were asked to find a socially useful product for the same. Our class natural serene, decided to make soap in pure coconut oil & handwash. With the permission of Dr. Hemalatha P.T, Teacher in charge we confirmed our product. As per the instruction of leader Althia Unnikrishnan we all planned to collect the money & buy the necessary things for the product. Another optional meeting was held on 30/7/2018, a complete instruction was given on the making of soap and Hand wash. Later on 03-8-2018 Friday a trial attempt was done.

### SOAP MAKING

#### Materials Required

caustic soda (sodium hydroxide) - 170g  
 pure coconut oil - 1kg  
 perfume - 25 ml, colour - permissible only.  
 Talcum powder -



#### PROCEDURE

Take 400 ml water in a steel pot, dissolve the caustic soda. kept it for atleast 3 hours for cooling. set the mould with a oil coating inside it. It will help in re moulding. After 3 hours mix the caustic soda solution with pure coconut oil slowly. (Note:- please stir it to one direction only). After 10 minutes add talcum powder

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to it. Mix it for about 20 minutes, when this mixture transform into a paste form add perfume. (the colour can be added to the coconut oil before mixing the oil with caustic soda). Then the mixture pour in to the mould & kept for 2 hours. After 2 hours we can remould it. The soap made are used only after 30 days, it help the soap to get harder. Then pack the soap.

### HAND WASH MAKING

materials required

soap - 100g

water - 2 litre

Glycerine - 2 tsp.

#### Procedure

Cut the soap into small pieces. Put it into a pan & place it on flame. Add water in it. After 10 minutes water will start boiling and soap will start dissolving in the water. Then it turns into a thick liquid, add 2 tsp of glycerine. Allow it to cool. Now take any empty hand wash bottle & fill it with the liquid.



And by the above procedure everyone of the class prepared soap and hand wash by 10-8-2016 friday. A soap cover was also made & named our product as "Natura". The supw product was submitted before Hemalatha mam on 29/8/2016.



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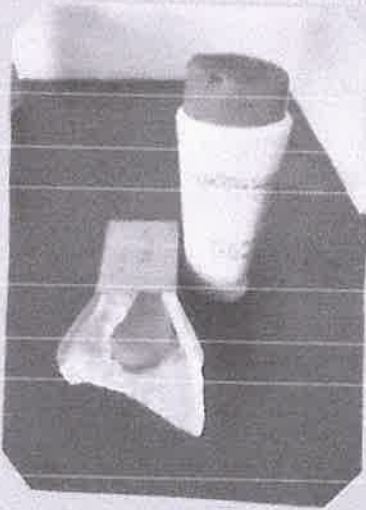


# EDU. 107. 4. DRAMA & ART IN EDUCATION

## SUPW - Service & Product

"Purposeful and meaningful manual work, resulting in either goods or services which are meaningful to the society"

### PRODUCTS



SOAP WITH NATURAL COCONUT OIL  
HANDWASH

### SERVICE



AWARENESS TO THE PEOPLE  
OF FLOOD AFFECTED AREA ON  
EPIDEMICS

### Evidence details:-

- \* Report on making products
- \* Products - soap & Hand wash
- \* Report on service

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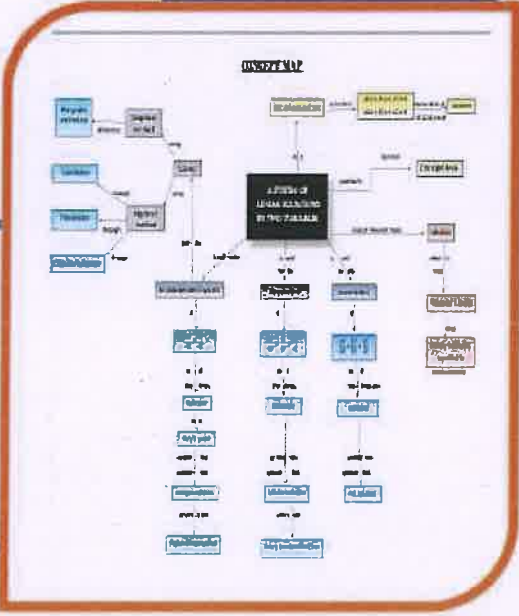
# Concept map

CURRICULUM

General instructions were given to us by Dr. Joby Joy Kurian. I listed the four questions, prepositions and Equations to 2 variables. I found the concept map for the topic - linear consolidating concepts. I learnt how to visually organize and represent a content for easy comprehension/ memorization.

**QUESTIONS**

1. What are systems of linear equations?
2. What does a system of linear equations in two variables represent graphically?
3. How do you solve a system of a pair of linear equations in 2 variables?
4. What is a solution of linear equations and how to check it?
5. How do you represent linear equations and solve algebraically?
6. How do you solve a system of linear equations in 3 variables?
7. How do you solve a system of linear equations in 3 variables?
8. How do you solve a system of linear equations in 3 variables?



**CONCEPTS**

1. A system of linear equations in two variables is a set of equations in the form  $a_1x + b_1y = c_1$  and  $a_2x + b_2y = c_2$  where  $a_1, b_1, c_1, a_2, b_2, c_2$  are real numbers.
2. A system of linear equations in two variables represents geometrically a pair of lines.
3. A system of linear equations in two variables has three possible solutions: (i) One solution (ii) No solution (iii) Infinite solutions.
4. A system of linear equations is said to be independent when  $\frac{a_1}{a_2} \neq \frac{b_1}{b_2}$ . It has a unique solution. Graphically, the lines intersect at a single point.
5. A system of linear equations is said to be dependent when  $\frac{a_1}{a_2} = \frac{b_1}{b_2}$ . It has either no solution or infinite solutions. Graphically, the lines are parallel or coincident.
6. A system of linear equations is said to be inconsistent when  $\frac{a_1}{a_2} = \frac{b_1}{b_2} \neq \frac{c_1}{c_2}$ . It has no solution. Graphically, the lines are parallel.
7. A system of linear equations is said to be consistent when  $\frac{a_1}{a_2} = \frac{b_1}{b_2} = \frac{c_1}{c_2}$ . It has infinite solutions. Graphically, the lines are coincident.

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# Concept map

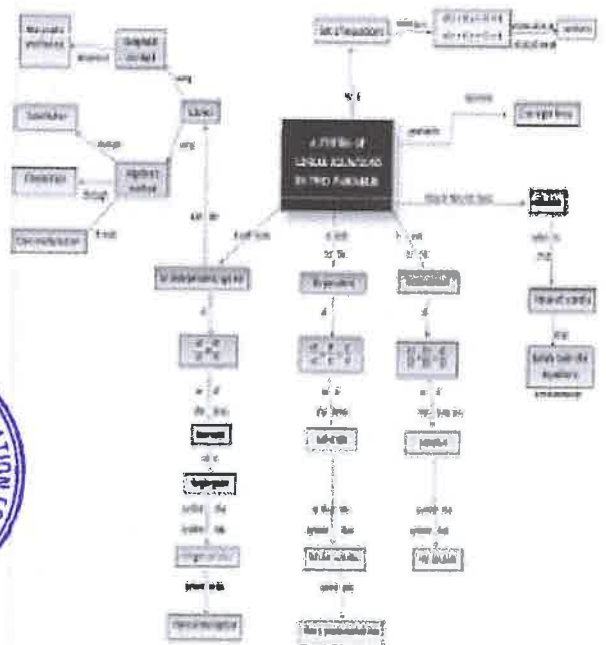
General instructions were given to us by Dr. Joby Joy Kurian. I listed the four questions, prepositions and Equations in 2 variables. I found the concept map for the topic - linear consolidating concepts. I learnt how to visually organise and represent a content for easy comprehension and memorization.

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### QUESTIONS

1. What is a system of linear equations?
2. What does a system of linear equations in 2 variables represent geometrically?
3. What does the solution of a system of linear equations in 2 variables?
4. What is a system of three equations in 3 variables?
5. What is a system of three equations in 3 variables?
6. What is a system of three equations in 3 variables?
7. How do you solve a system of linear equations in 2 variables?
8. How do you solve a system of linear equations in 3 variables?

### CONCEPT MAP



1. A system of linear equations in 2 variables is a set of two linear equations in 2 variables. It is written as  $a_1x + b_1y = c_1$  and  $a_2x + b_2y = c_2$ .
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