



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.4 COMPETENCY AND SKILL DEVELOPMENT

SPECIALLY DESIGNED ACTIVITIES / EXPERIENCES

METRIC 2.4.1.A

Reports of activities

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala



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PRINCIPAL

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IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556

The institution provides opportunities for developing competencies and skills in different functional areas through following specially designed activities


1. **Organizing Learning (Lesson Plan)**-lesson planning is a crucial part of teaching that involves outlining what will be taught, how it will be delivered, and how learning will be assessed. The key steps for lesson planning are identify learning objectives, determine assessment methods, plan instructional strategies, select materials and resources, sequencing the lesson, differentiating the instruction for the needy, planning for time management, including reflection and feedback, preparing for challenges (what might go wrong, and how will the teacher handle it?), and finally documenting the lesson plan. The first semester UG students prepare micro teaching lesson plans based on three skills. For one skill they prepare teach and reteach lessons and finally link practice lessons are created. During their second semester five discussion lesson plans are done in a collaborative way. They are exposed to five demonstration classes and write the lesson plans on their own. Criticism lesson plans are prepared by each and criticism points are discussed after taking the class. Students write five induction lesson plans and practice in schools. During third semester students write 50 lesson plans based on teaching content, 2 lesson plans for Language Across Curriculum, 2 Value Education lesson plans and Health and Physical education lesson plans. After five lesson plans there is supervision diary and reflective journaling.
2. **Developing teaching competencies**-it involves enhancing the knowledge, skills and attitudes necessary to be an effective educator. The student develops the following key competencies:
 - Subject matter expertise is developed through deep knowledge and ongoing learning
 - Pedagogical skills are developed through lesson planning, classroom Management, assessment and feedback.
 - Instructional strategies like differentiated instruction, active learning and use of technology.


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4. Technology use and integration-The instruction is imparted through ICT supported classes. Students practice ICT enabled lesson planning for teaching in actual classrooms. A number of ICT supported practical and practicum works are done by students.
5. Organizing field visits-During the first semester one day trip is organized for enhancing socio-emotional competencies. Certain options organize field visits as part of their practicum works. During the fourth semester the UG students have compulsory three days and four nights long trip to places of educational importance.PG students undergo one day trip to places of environmental issues. In all the field trips students set the purpose and objectives, plan the itinerary, set the logistics and budget and take safety and risk management. The communication for the trip is informed to the participants, stakeholders, point of contact etc. Documentation and post-visit activities like setting consent forms, ensuring travel documents, record keeping, debriefing, reporting and follow-up are done properly. There is flexibility, teamwork and early planning.
6. Conduct outreach activities-The activities to conscientize community is set in the IQAC meeting and quality measures are taken to identify the audience, setting clear goals, choosing right channels, creating engaging content, leveraging technology, building relationship, evaluating and adapting to challenges. The activities associated with anti-drug campaigning, Swatch Bharat Abhiyan, NEP policy awareness, charity activities of the college etc. are organized year wise with the support from NSS.
7. Community engagement-it involves actively involving families, local organizations, and other community members in the educational process. Following activities are organized in the institution in this regard:
 - IQAC meeting
 - GTA meeting
 - Partnership with local schools for induction, internship, and guidance and counseling.
 - Community-based learning-carrying out projects on real world issues.


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RECORD ON

EDU 107.2, 206.2, 302.2, 404.2 (OPTIONAL)

B.Ed. COURSE 2023-2025

NAME Axamika Ns

OPTIONAL SUBJECT.....

REG NO: 233240114389 YEAR.....

Certified that this is a Bonafide record of practical work done by the trainee during the year 20 -20


Principal

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Faculty in charge

Submitted for the Practical Examination held on.....

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DISCUSSION LESSON PLAN




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DISCUSSION LESSON PLAN - 1

Name of teacher : Jishna Somen and Bismaha Basheer

Standard : VIII

Name of School : National College for Teacher Education

Duration :

Name of Subject : Chemistry

Date :

Name of unit :

Topic : Electroplating

Content overview

Electroplating

Content Analysis

a) Term : Electroplating, Electrolyte

b) Facts : * Rusting of iron can be prevented by electroplating.

* Electrolysis anode is the electrode where electricity is moves out

* Cathode is the electrode where electricity is given out

* Electrolysis can undergo chemical change



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concept:

- * Electrolysis - is the process in which a substance undergoes decomposition
- * Anode is the electrode where electricity moves on to
- * Cathode is the electrode where electricity moves onto.
- * Electrolytes are substances which undergo chemical change when electricity is passed through them.
- * Exothermic reactions are reactions which liberate energy.
- * Endothermic reactions are reactions which absorb energy.
- * Electrochemical reactions are those reactions which occur by the passage of an electric current or absorption of electric current.
- * Electrochemical cells are devices that can generate electrical energy from the chemical reactions occurring in it.



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Learning objectives

1) knowledge domain:- The pupil acquires knowledge and understanding of the above mentioned factors, concepts, terms, definitions, equations related to the topic.

Specific objectives:- The pupil

- * recognizes electrolytes
- * Recognizes anode and cathode

2) process Domain

The pupil develops process skill required to develop the knowledge and understanding of the above mentioned terms, facts, concepts.

Specific objectives:- The pupil

- * observes the colour change in CuSO_4
- * Analyse the chemical change
- * understands electrolysis.



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CHENNAI, PEARLACAMPUS

3. Creativity Domain

The pupil develops creative abilities related to the new knowledge

Specific objectives :- The pupil

- * Develops creative abilities related to chemical change
- * Develops inventive mind

4. Attitudinal Domain

The pupil develops scientific attitude and form positive attitude towards science.

Specific objectives :- The pupil

- * Get positive attitude towards science and science teacher
- * Develops cooperation between students
- * Learning by doing can be employed.

5. Application Domain

The pupil applies the required knowledge and skills

Specific objectives :- The pupil

- * Applies learning strategies adaptably for vocational purpose



SRINIVASACHARIAN
GLOBAL SQUARE, MELPAPALLE

* use electroplating for educational purposes

Learning Strategies

Lecturing, demonstration, group discussion, experiment, observation

Subjective Realities

Pre-conception

Pupil have heard about electroplating in gold ornaments

Learning Resources

Teaching aids

Blackboard, chart

Chemicals

CuSO_4 solution

Apparatus

Beaker, Rods, wires, Battery, switch

Precautions

Take care while using chemicals and electricity



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CLASSROOM TRANSACTIONS

Process/Activity

Response

Sensitisation:-

Teacher enters the class with a pleasant smile and wishes the students and asks students you all have observed the wood burning what are the changes happening behind it? Have you thought the reason behind it? So today we are going to study about different chemical changes.

Activity 1

Teacher asks the pupil to classify changes in the nature into physical change and chemical change.

Discussion points

1. What are the changes happening around us?
2. List and classify them into physical and chemical changes?

Consolidation of data

1) water changes into water vapour

Rusting of iron:

2)

Physical change

Chemical change

• water changes into water vapour

• Melting of wax

• Rusting of iron

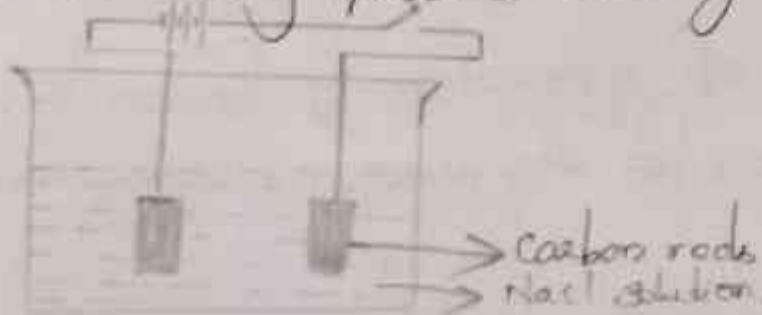
• Burning wood

• Explosion of crackers

Activity-2

Teacher demonstrates an experiment to study electrolysis.

Take CuSO_4 solution in a beaker with the help of carbon rods, set the electricity passed through the solution.



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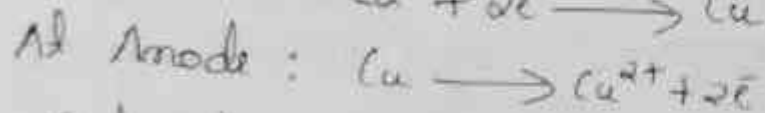
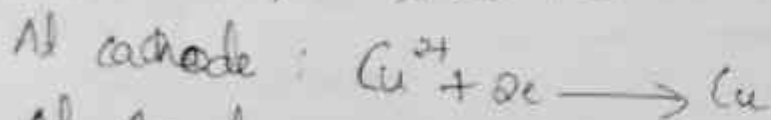
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Discussion points

- 1) What do you observe? what type of reaction?
- 2) Which form of energy is responsible for the change you observe?
- 3) What is your inference?


Consolidation of Ideas

- 1) The colour change occurred in CuSO_4 solution is Endothermic reaction.
- The copper sulphate is ionised in aqueous solution.



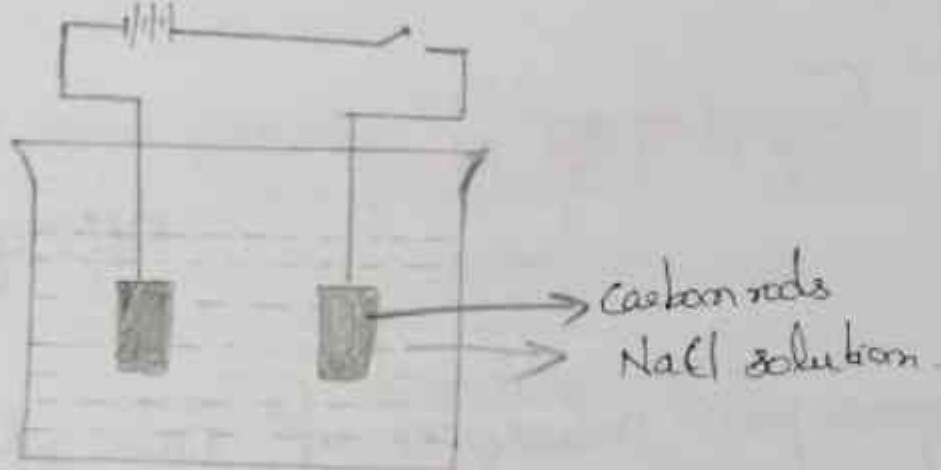
- 2) Electrical energy.
- 3) CuSO_4 decomposed with electrical energy and undergoes colour change.




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Activity - 3

Teacher introduces example for electrolysis. Take NaCl solution in a beaker, add to it a few drops of phenolphthalein with the help of 2 carbon rods, let the electricity pass through the solution.



Discussion points

- 1) What do you observe?
- 2) Write down your inference?

Consolidation of ideas

- 1) colour change occurs
 - 2) NaCl decomposes into Na & Cl
- $$2\text{NaCl} \rightarrow \text{Na}_2 + \text{Cl}_2$$

Review Questions

1) A student tries to plate Iron with copper. draw its arrangement by selecting the required materials from the list given below.

Silver nitrate, Iron nails, CuSO_4 , Silver rod, copper rod, Silver plate, Iron Sulphate, battery, wire, beaker

2. Give an example each for exothermic and endothermic reaction

Extended activities

1) write down some examples of electroplating

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MICRO TEACHING



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Introduction

Teaching is the process of imparting knowledge, skills, and values to others, typically in a structured environment such as a classroom. It involves facilitating learning experiences, guiding students in their understanding and promoting the development of critical thinking and problem-solving abilities.

Microteaching is an effective technique for development of teaching skills in teachers based on an effective feedback mechanism. It is not at all a teaching method rather than it is a device for skill practice. Microteaching technique was first adopted at Stanford University, USA in 1963, by Dwight W. Allen and his co-workers. It is a training procedure for teacher preparation aimed at simplifying the complexities of the regular teaching process. It is a skill based teaching technique. Therefore the trainee acquire mastery over each of the skills in the simplified teaching situations.



Meaning of Microteaching

Microteaching is a teaching strategy that involves short, focused teaching sessions designed for educators to practice and refine specific teaching skills in a controlled and supportive environment. Typically conducted in a small group, micro-teaching allows teachers to experiment with teaching techniques, receive constructive feedback from peers, and make incremental improvements to their instructive feedback methods. It aims to their pedagogical proficiency enhance by breaking down the teaching process into manageable components, fostering reflection, and facilitating continuous professional development. Through this method, educators can systematically hone their abilities and address specific areas of improvement, ultimately contributing to more effective classroom instruction.



Definitions of Microteaching

D.W. Allen (1966): "Microteaching is a scaled down technique encounter in class size and time"

Allen and Ewe (1968): "Microteaching is defined as a system of controlled practice that make it possible to concentrate on specific teaching behaviour under controlled condition"

Prasi B.K and Talite M.S (1976): "Microteaching is a technique which require student teachers to teach a single concept using specified teaching skill to a small number of pupils to a short duration of time."

Buch (1968): "Microteaching is a teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in a planned series of 5 to 10 microteaching encounter with a small group of real students, often with an opportunity to observe the result on video tape"

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Objectives of Microteaching

- To enable teacher trainee to learn and assimilate new teaching skills under controlled condition.
- To enable teacher trainee to gain confidence in teaching and to master a number of skills by dealing with a small group of pupils.

Characteristics

- It is a scale down teaching.
- It is less complex than regular teaching.
- It is a teacher training programme
- No importance to content of subjects. They concentrate only on teaching skill.
- Scaling down the class size to five to ten students
- Scaling down the duration of period to five to ten minutes, size of the topic and teaching skill
- Multiple dimensions of feedback for teacher educators, student teachers and video tap
- Cyclical activities involved are plan, teach, feedback, re-plan, re-teach, re-feedback until mastery in a particular skill

STEPS IN MICROTEACHING

- 1) Defining the skills to be developed in terms of specific teaching behaviour
- 2) Demonstration of the skill by the teacher educators taking a lesson.
- 3) Based on the model, preparation of the lesson plan by the teacher trainee, for a suitable topic, which calls for application of the skill anticipated.
- 4) Teaching of the lesson by the teacher trainee in a simulated set up, in the presence of observers.
- 5) Providing of immediate feedback to the teacher trainee by the observers with a view to help them to improve the skill.
- 6) Arranging re-planning, re-teaching and re-feedback session.
- 7) Repetition of film, teach, feedback, re-plan, re-teach, and re-feedback cycle till the skill is acquired.



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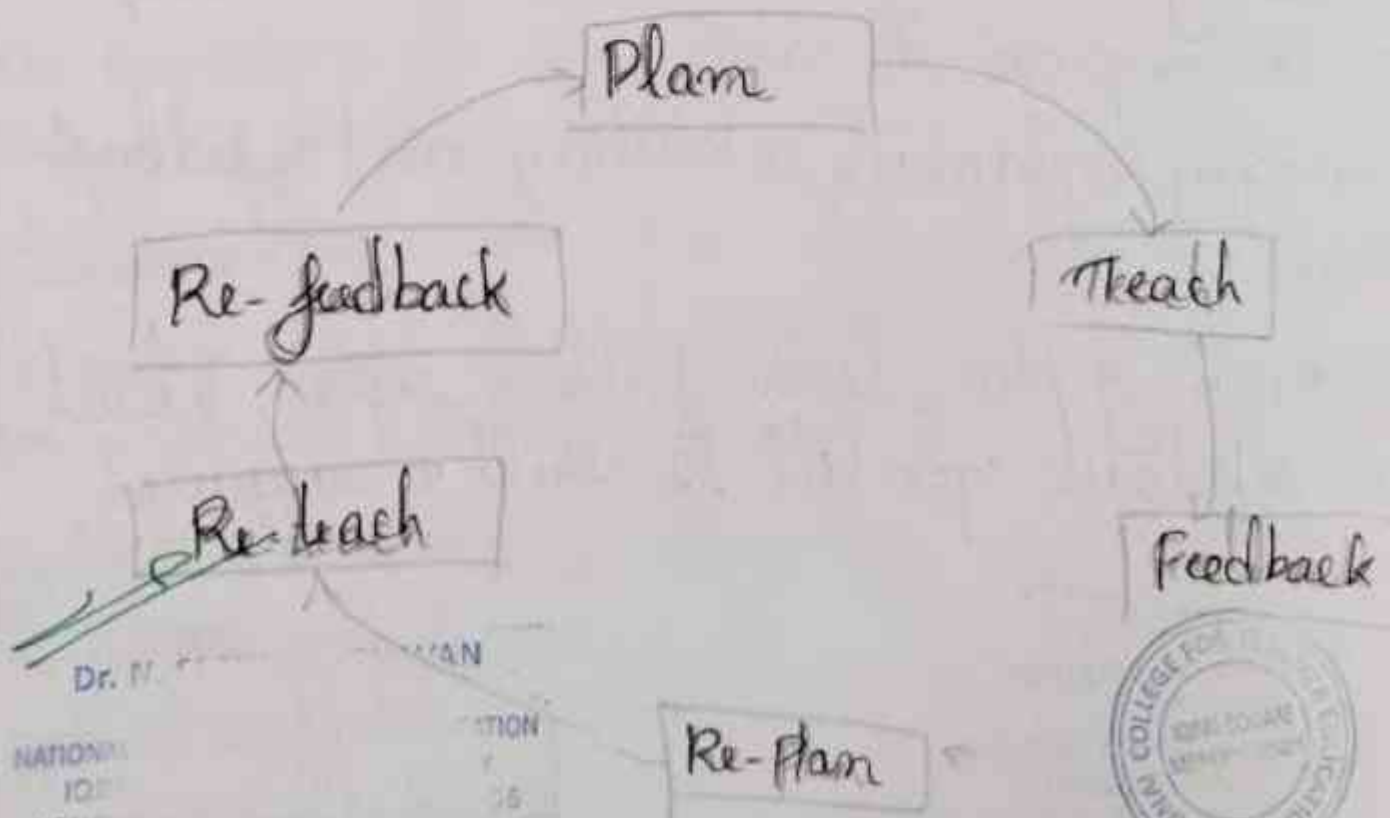


MICRO TEACHING CYCLE

The exact teach-reteach cycle of micro-teaching can be presented diagrammatically as given below.

- 1st PLAN
- 2nd TEACH (6 minutes)
- 3rd FEEDBACK (6 minutes)
- 4th REPLAN (12 minutes)
- 5th RETEACH (6 minutes)
- 6th REFEEDBACK (6 minutes)

Total: 36 minutes



ADVANTAGES OF MICRO TEACHING

- Micro teaching simplifies the complex teaching process by reducing content, time duration and number of students.
- It prepares teacher trainee for real classroom teaching.
- It develops the confidence among teacher trainees to face the challenges of actual classroom situations.
- Focuses only one skill at a time. Thus trainees can concentrate and pay attention at particular skill to attain mastery over it.
- It can easily improve the performance of trainee. It also helps in correcting the behaviour of trainee with the use of feedback mechanisms.
- Provides an opportunity for self-evaluation and self assessment to trainee. Trainee can analyze his/her performance itself through observing video tape.
- It is a vehicle of continuous training for both beginners and for service teachers.

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LIMITATIONS

- Micro-teaching is a training technique, not a teaching technique.
It mainly focuses on the training of particular skill.
- It does not focus on content and syllabus of subject.
- Micro-teaching is a time-consuming technique which requires much time to give equal opportunities to all teachers for their skill development.
- It emphasizes specific skills, but neglects integrated skills.
- It may raise administrative problems while arranging micro-teaching.

Phases in Micro-teaching

There are three phases of micro-teaching

- knowledge acquisition phase (pre-active phase)
- skill acquisition phase (Active phase)
- ~~transfer~~ phase (post-active phase)

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Micro teaching - Skills

The following are the skills of microteaching

- Skill of set induction (introducing a lesson)
- Skill of Black board writing
- Skill of Questioning (fluency)
- Skill of stimulus variation
- Skill of explaining
- Skill of probing questions
- Skill of illustrating with examples.
- Skill of closure
- Skills of Reinforcement.

Skill of Stimulus Variation

Stimulus variation involves the deliberate change in the stimuli presented by the teacher for the purpose of drawing, stimulating and maintaining the attention of the learners throughout the class.

The variation in the stimuli helps in avoiding monotony and in generating interest among students which in turn makes learning effective.

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Components

- * Teacher Movements
- * Teacher gesture
- * change in speech pattern
- * change in interaction style (Teacher-class, Teacher-pupils, Pupil-pupil interaction)
- * Focusing
- * pausing
- * Oral-visual switching (change in sensory focus)

Skill of Questioning

The purpose of questioning, as one of the important teaching skills, is to establish cognitive and affective rapport with the learners.

Questioning promotes involvement, initiates thinking, creates motivation and enhance learning. Questioning has two aspects: - i.e., fluency in questioning and probing questions.

Dr. P

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Components

- Fluency Questioning :
- * Introductory questions
 - * Thought provoking questions
 - * Information seeking questions
 - * Prompting questions
 - * Refocusing questions
 - * Redirected questions
 - * Increasing critical awareness
 - * Open-ended questions
 - * Higher order questions
 - * Yes/No questions

Probing Questions :- No response situation, wrong response situation, partially correct response, complete correct response, prompting, seeking further information, Refocusing, Increasing critical awareness, Re direction.



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Skill of Set induction

The skill of introducing a lesson involves establishing rapport with learners, promoting their attentions and exposing them to essential contents. Set induction is also called Anticipatory Set. It involves the steps taken by a teacher to begin a lesson or other classroom activity. It is about preparation, usually for a formal lesson.

Components

- * Use of Previous knowledge
- * preliminary attention gaining
- * use of appropriate devices
- * Arousing Motivation
- * Relevance and continuity
- * Topic declaration

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MICRO TEACHING

LESSON PLANS



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MICRO TEACHING LESSON PLAN ON STIMULUS VARIATION

GENERAL INFORMATION

Name of the Teacher: Anamika NS

Name of the college: National College for Teacher Education

Name of the subject: Chemistry

Name of the concept: Chemical Reactions of Organic Compounds

Name of the concept: Organic Compounds

Time: 5 minutes

Strength: 10

Date: 18/11/2023

Teacher Talk


Pupil Talk

Components

Good morning Students

Good morning Teacher

Today we are going to discuss about the organic


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compounds. So tell me what are organic compounds?

Compounds containing carbon and hydrogen atom and are the basis of living organism.

Teacher movement
Teacher gestures.

Very good. Then what are the other atoms that can be found in some organic compounds?

No Teacher

Movement,
Voice modulation

Okay. I will explain. Along with Hydrogen and Carbon there are often Sulphur, Nitrogen, oxygen and many more in some organic compounds. Do you understand?

Yes Teacher

Voice modulation,
Change in speech pattern

Then give me some examples of organic compounds?

Alcohol, methane, ethane

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Teacher Pupil talk

very good. All these are different organic compounds and we have to study in detail about some of the compounds

So we have to study in detail about Alcohols, Carboxylic acid and esters. Are you ready to learn in detail about this?

Ok & let's discuss the remaining topics in the next class.

ok teacher

Teacher movement
Teacher gestures

yes teacher

Teacher movement

Thank you teacher

voice modulation
teacher gestures



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MICROTEACHING LESSON PLAN ON SKILL OF QUESTIONING

GENERAL INFORMATION

Name of teacher : Aramika N.S
Name of the college : National College for Teacher Education
Name of the subject : Chemistry
Name of unit : Chemical Reactions of Organic Compounds
Name of concept : Chemical Reactions

Time : 6 minutes

Strength : 10

Date : 18/11/2023

Classroom Transactions

Teacher Talk

Good morning students

Today we are going to learn about the chemical reactions of organic compounds.

Pupil Talk

Good morning teacher

Comments



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I hope you all know that there are different types of chemical reactions and the

Okay fine, what do you mean by a chemical reactions?

Very Good. Then Give me some examples of chemical reactions taking place in our surroundings

Good so how can you define a chemical reactions of some compounds?

yes teacher

Chemical reaction is a process in which one or more substances (the reactants) are converted to one or more different substances - the products.

Combustion, rusting

Introducing question

seeking information

previous knowledge

No Response



Science

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5 Okay fine what do you mean by a chemical reaction means.

change chemically is called organic reaction

Did you get it students?

yes teacher

clarifying question

Do you know the different type of organic reactions?

No teacher

clarifying question

There are different types of organic reactions like Addition reaction, Substitution reaction, polymerization reaction, thermal cracking etc.

yes teacher

fluency question

Did you get it?

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50

Ok Students
Let's discuss the further
details about the
reactions in the next
class.

Thank you Students

Thank you Teacher

~~12/11/2024~~



~~S~~
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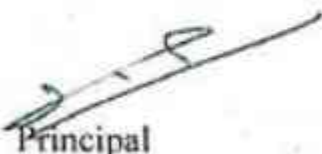
RECORD ON EDU 206.1 (PAPER - III) B.Ed. COURSE 2023 -2025

NAME Dinesha Sebastian

OPTIONAL SUBJECT Physical Science

REG NO: 233240114390 YEAR 2023-2025

*Certified that this is a Bonafide record of practical
work done by the trainee during the year 2023 -2025*


Principal

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Faculty in Charge

JAYAKRISHNAN P. M.Ed., M.Ph.,
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Submitted for the Practical Examination held on.....

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SEMESTER II

ANALYSIS OF PREVAILING
ASSESSMENT PRACTICES IN
SCHOOL

INTRODUCTION

Educational assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitude and beliefs to refine programmes and improve students learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one makes inferences about learning. Assessment is often used interchangeably with test but not limited to tests. Assessment can focus on the individual learner, the learning community, a course, an academic program, the institution or the educational system as a whole. As a continuous process, assessment establishes measurable and clear student learning outcomes for learning, providing a necessary amount of learning opportunities to achieve their outcomes. Assessments are used for many different purposes in educational institutions. The purpose of assessment practices in education depends on the theoretical framework of practitioners and researchers related to it. Assessment involves deciding how well students have learnt a given unit or how far one objective earlier set has been achieved.

RECENT TRENDS IN ASSESSMENT

The educational systems have been changing day by day. The need of evaluation increasing compared to the old systems of evaluation. The area of evaluation is increasing its scope and range. The major characteristics of old systems of evaluation such as, evaluating achievement of learners by a terminal written examinations, evaluating only cognitive development, affective, psychomotor domain almost completely neglected, evaluating memory of the learners, giving more importance to summative evaluation, marking systems used for evaluation have all underwent changes. It was not continuous and comprehensive. The new systems of evaluation or assessment are very different from this. The national education policy (1986) stressed the need for making evaluation continuous and comprehensive. It gives stress to formative and summative evaluation at the same time. New systems of evaluation assesses all aspect of development through different methods. Evaluation should fulfil the function of formative evaluation, leading to immediate feedback, knowledge of result, diagnosis and remediation. Summative

7
evaluation should fulfill the function like graduation and placement. According to this new system, evaluation should be continuous and comprehensive. Grading system and semester system introduced in evaluation. General education department in Kerala has implemented a revised scheme of evaluation for SSLC examination with effect from 2005 onwards.

New system of evaluation, evaluates pupil with regard to three dimensions. They are:

1. Evaluation of scholastic skills.
2. Evaluation of co-scholastic abilities.
3. Evaluation of personal and social qualities.

Scholastic Areas.

Scholastic areas are more concerned with cognitive and knowledge aspects. Scholastic performance can be assessed directly by observing their reactions to various learning experiences. The intelligence or mental ability tests comes under this category. Scholastic skills are evaluated through:

- Term end evaluation
- Continuous evaluation
- Projects

- Assignments
- Seminars
- class tests

Co-scholastic Areas

The non-scholastic abilities are concerned with the learners attitudes, interests, values, feelings, habits, social interaction which cannot be assessed directly. It is assessed indirectly, by merely observing the behaviour of the learners and her experiences and also through biographies, self reports, checklists, etc. The selection of an appropriate tool is essential. In case there occurs a need to develop a new tool then its practicability, objectivity, reliability and validity should be ensured.

Co-scholastic activities are evaluated through:

- **Work experience**

Making of teaching aid, making of school stationary, saleable items and artistic, eco friendly items.

- **Art Education**

Art education includes drawing and clay modelling, music, acting and dancing.

Health and physical education.

Under Health education, evaluate the knowledge, interest and practice of the students with respect to, personal hygiene, environmental hygiene, nutrition, first aid, communicable disease and knowledge about disease resistance. Under physical education, evaluation is to be performed with respect to physical abilities, skill and march, physical exercise and recreational games.

Personal and Social Areas.

Communication skills, character and conduct, regularity, group working skill, leadership quality and school club activities are evaluated in personal and social areas. Students all round development are also evaluated under this category.

Methods of assessment: The major methods adopted for assessment are:

1. Assignment: Assignment encourage higher teaching and learning experiences for students to think critically and solve problems. In assignment students conduct deep research and collect data.

2. **Project**: A project is an individual or collaborative enterprise that is carefully planned to achieve a particular aim.

3. **Seminars**: Seminars is a meeting in which we receive information and training in a particular subject.

4. **Group discussion**: Group discussions are a type of assessment in which a small team of students are required to discuss an assigned topic in front of a small group out of all the assessment methods this is very effective.

5. **Poster assessment**: Poster assessment usually involves a topic for the students to research and present on a poster.

6. **Open book-exam**: Open book exam is an assessment method designed in such a way that allows students to refer to text books, class notes or any other material while answering questions.

7. **Participatory Assessment**: A participatory assessment is an effective, field tested methodology for gaining an understanding of the needs and capacities that reside within individuals and groups.

8. **Peer Assessment** : It provides a structural learning process for students critique and provide feedback to each other.

9. **Questioning** : It is one of the key assessment strategies to promote learning when teachers use questions to direct student understanding.

10. **Quiz** : A quiz is usually a form of a student assessment which is very useful.

Methodology

As a part of the practical work under EDU 203, Assessment for learning, the teacher trainer decided to analyse the prevailing assessment practices in school. The school I choose for this practical was, Mrs Augustine's higher secondary school, Thuzaroor. I did my induction in this school in my second semester. I interviewed my mentor, Mrs Smti Varghese who is the physics teacher in this school. she has an experience of about 23 years and she answered questions regarding the various assessment practices in school.

In order to conduct the interview, I prepared a questionnaire of twenty questions related to the assessment

Practices prevailing in the school. The questionnaire consisted of areas to know about the details of the teacher and about assessment practices. It was submitted to the teacher-in-charge in the institution. After the corrected copy of questions were used for the interview. The interview was conducted during my induction in the school. From this interview I got necessary details and information about the assessments.

Administration

During the induction period, the teacher trainee interviewed the physics teacher of Mar Augustine's Higher secondary school, Thrissur, Mrs Sini Varghese on 18th January 2023. The aim of the interview was to know about the various assessment practices prevailing in the school. Sini teacher has an experience of years and this helped the trainee to understand about assessment practices better. The evidence of this interview is being attached. Teacher cooperated very well and answered all the questions appropriately. I noted down all the answers. Her experiences and insights was

helped in providing correct answer.

Identification and Analysis of Assessment Practices

By conducting the interview, the teacher trainee identified some assessment practices in Mar Augustine's higher secondary school, Thrissur for the evaluation and assessment of students. All the evaluation and assessment practices are conducting in cce pattern, that is students performance are assessed in a continuous and comprehensive manner. This helps to understand the students in all levels. The important practices that trainee have noted through the interview are mentioned below.

- The major assessment practices followed in the school are dictations, test paper, mid term and terminal examinations. Exams are the major means of assessment in the school.
- The exams are conducted in the middle of every term and often that at the end of every terms.
- Special classes and remedial classes are the major remedial programmes for backward children at the school and extra are not conducted in the school.

- Grading system is the system of evaluation followed in this school. Only scholastic achievements are taken into account for evaluation progress cards are provided after every examination.
- In order to inform the parents about their child's performance through PTA and continuous contact. Open house meetings are conducted after mid term and terminal examinations. There in total there will be 4 PTA's in an academic year.
- For overall evaluation and assessment of the child, co-scholastic performances are also included. The major co-curricular activities in the school are sports, arts and club activities. Along with this the performance, conduct and attitude of the child are also assessed.
- The school conducts IQ test for students with learning disabilities to identify them and give them necessary support. A special teacher has been appointed to assess the academic performance of those students.
- The students are evaluated through a continuous comprehensive evaluation and they carry out this by assessing all aspects of

the child's performance.

- Test papers are conducted after each unit. Homeworks are given to students regularly and are checked the next day. Notebooks are also checked after every unit.
- After test papers immediate feedbacks are provided to the learners and this provides the learner reinforcement and do better.
- Attendance is not an evaluation criteria in the school.
- Scholarship examinations like National Means-cum merit scholarships are conducted in the school.

Suggestions and Recommendations

- The school could have added some other strategies for assessment other than exams. The evaluation criteria should be more comprehensive and since co-scholastic activities are assessed at one point, it should be recorded in the progress report.
- Teachers should try to assess all aspects of a student according to their individual difference. Large number of trainees and tight schedule are major obstacles for this. Cutting down the unnecessary aspects of the syllabus would serve the teacher for more time for the comprehensive evaluation of the learners and

they contribute to their overall development.

- Giving more importance to learning by doing would definitely help the learners more to improve rather than giving unnecessary importance to theory. Practical oriented classes and hence assessment will help the students to understand more deeply.

- Retests should be conducted for underachievers, so that they can work hard and score more marks.

- Regular test papers should be conducted as it will help students to be more confident and overcome their fears.

- Peer tutoring, group study and co-tutoring can be adopted to improve weaker areas of weaker students.

Conclusion

As part of the practical under EDU 203, the trainee assessed the prevailing assessment practices in Mac Augustine's Higher Secondary School by interviewing the physics teacher Mrs. Sim, who is also my mentor during the school induction period. Assessment is the systematic collection, review and use of information about educational programmes

to improve student learning. Assessment also focuses on what students know, what they are able to do and what should they have once they finish their course. So without effective assessment he or she will not be able to meet the learning needs of the students. Teachers and the school management can adopt various techniques, strategies and methods to assess students effectively. Assessment practices will also help learners as well as parents to know about the level of their performance as well as the areas which need improvement. Hence it is undoubtedly very important.

Evidence



Report

As part of B.Ed programme, we have to do a practical on the paper 'Assignment for learning'. The practical was to analyse the prevailing assessment practices in HASS, Thuvavoor. For this I prepared a questionnaire to interview my mentor teachers to gather information regarding the prevailing assessment patterns in the school. Teachers cooperated with me to collect information and I prepared a report regarding the same.

References

- ⇒ <http://www.unep.edu>
- ⇒ <http://www.emu.edu>

Reflective Journal

Description

As part of B-Ed curriculum I have a practical work to analyse the prevailing assessment practices in my school. For this work I interviewed and gathered information from the teachers of the school where I had done my induction.

Feelings.

I asked the questions that I prepared to my mentor teachers in the school where I had my induction. The teachers cooperation was very sincere which helped me to collect the information easily.

Evaluation.

The school conduct a variety of assessment practices to evaluate each and every student on the basis of their achievement.

Analysis

Assessment practices are important in schools to evaluate the performance of each student. It gives a clear idea about the students who need more care.

Conclusion

By doing the practical work I am able to understand the various assessment practices prevalent in schools to examine each and every student.

Action plan.

As a future teacher I would use this information that I collected about the various assessment practices in my professional life.



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PRACTICAL ON
ICT Material Preparation

B.Ed. COURSE 20 - 20

NAME *ANAMIKA N S*

OPTIONAL SUBJECT *PHYSICAL SCIENCE*

REG. NO: *233240114389* YEAR *2023-2025*

Certified that this is a Bonafide record of practical

Work done by the trainee during the year 2023-2025

[Signature]
Principal



[Signature]
Faculty in charge

Submitted for the Practical held on

INTRODUCTION

An organic compound is defined as any compound whose molecules contain carbon and hydrogen (also known as " hydrocarbons") or compound that is the derivative of it. The chemical reaction of some organic compounds and the properties and preparation of some organic compounds properties and uses of soap and detergents are discussed in this ICT material. The primary goal of a learning material is to provide educators and learners with resources that effectively conveys information ,support understanding and active encouragement in encouraging learning. Information and communication technologies (ICT) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. This ICT material contains a brief description about the lesson **Chemical Reactions of Organic Compounds** and three worksheets and their answer keys. The learning material with almost 25 pages will be helpful for both learners and educators.



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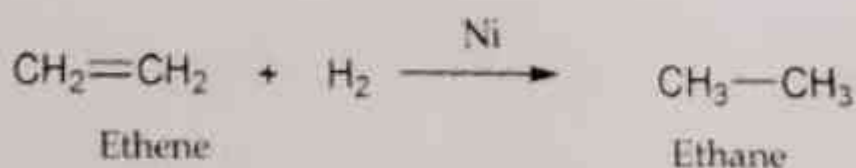
CHEMICAL REACTIONS OF ORGANIC COMPOUNDS

- Chemical Reactions

Addition Reaction

A reaction involving addition of atom or molecules to the double or the triple bond of an unsaturated compound so as to yield a saturated product is known as addition reaction.'

E.g. : Addition reaction of ethylene with hydrogen in presence of Nickel



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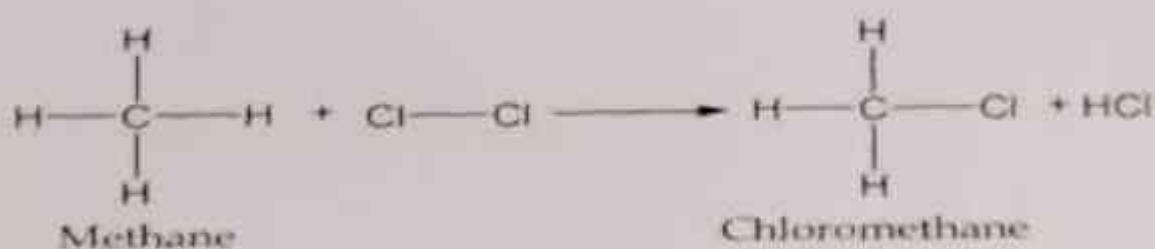
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Substitution Reaction

The substitution reaction is defined as a reaction in which the functional group of one chemical compound is substituted by another group or it is a reaction which involves the replacement of one atom or a molecule of a compound with another atom or molecule.

E.g. : Substitution reaction of Methane with chlorine



Polymerization

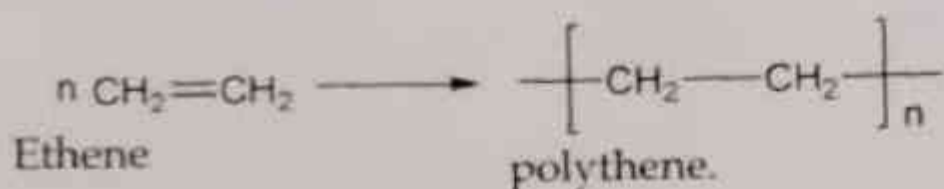
Polymerization, any process in which relatively small molecules, called monomers, combine chemically to produce a very large chainlike or network molecule, called a polymer.

E.g.: Polymerization reaction of ethene to polythene



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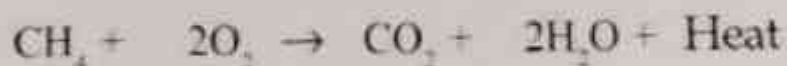
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Combustion of hydrocarbon

Hydrocarbon combustion refers to the chemical reaction where a hydrocarbon reacts with oxygen to create carbon dioxide, water, and heat.

E.g. : Combustion of Methane



Thermal Cracking

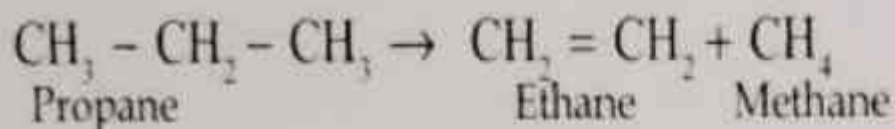
Some hydrocarbons with high molecular masses when heated in absence of air undergo decomposition to form hydrocarbons with lower molecular masses.



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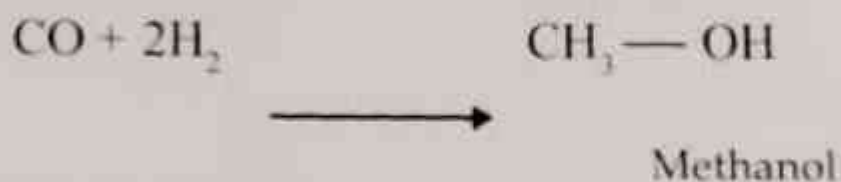
- E.g. : Thermal cracking of propane



Organic compounds

Alcohol (X-OH)

- Methanol (CH₃-OH)



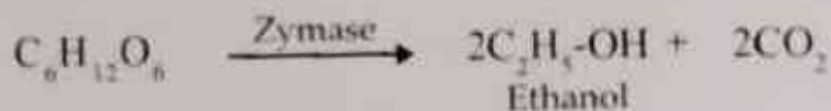
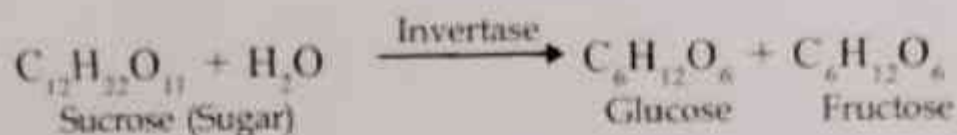
- Ethanol (CH₃-CH₂-OH)

Industrial preparation



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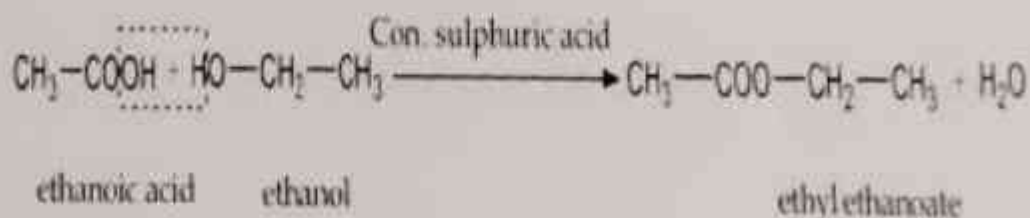
Carboxylic acid (X-COOH)


Industrial preparation of Ethanoic acid



Esters (X-CO-X)

Formation of Esters

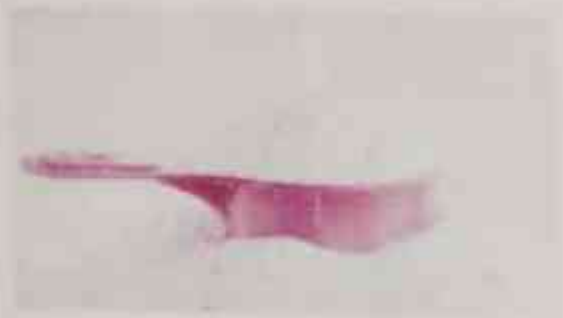



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Soap


- Formed by the reaction of fats and oils with alkali.
- Do not lather in Hard water.



Detergent

- Made from hydrocarbon obtained from coal and petroleum
- Lather well in Hard water.




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WORKSHEET -1

CHEMISTRY

Score: 25%

Time : 30 minutes


Each question 1 to 2 carries 1 score

1. PVC is used for the preparation of pipes. What is the name of its monomer?
2. Which of the following molecule undergo addition reaction?
(Methane, ethane, propene, butane)

Each question from 3 to 5 carries 2 score

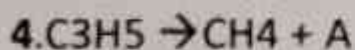
3. The major component of cooking gas is butane (C_4H_{10})
 - a) Write the chemical equation of reaction when butane undergo combustion.




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b) Identify the product obtained when Butane undergo thermal decomposition.

[C₅H₆, C₅H₁₂, C₃H₆, C₆H₁₂]



a) Give the molecular formula of A.

b) To which category does compound A belong?

(Alkane, Alkene, Alkyne)

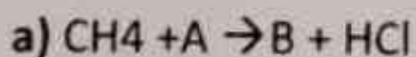
5. Examine the equation given CH₂=CH-CH₃ + H₂ → CH₃-CH₂-CH₃

a) Choose the saturated and unsaturated hydrocarbons in the above equation?

b) By which name is this type of reactions are known?

Each question from 6 to 8 carries 3 score

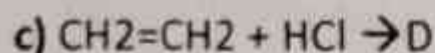
6. Fill the blanks using suitable chemicals.



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7. a) Different stages in the manufacture of a substance is given below Fill in the blanks.

A



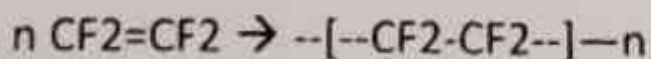
Zymase



b) Which among the following compounds must react with product B to get an ester?


[CH_3CHO , $\text{CH}_3\text{-COOH}$, $\text{CH}_3\text{-CH}_2\text{-CH}_2\text{-OH}$]

8. A polymerization reaction is given



a) Name the monomer.




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b) What is the name of the polymer?

c) Give any one use of the polymer.


Each question from 9 to 10 carries 4 score

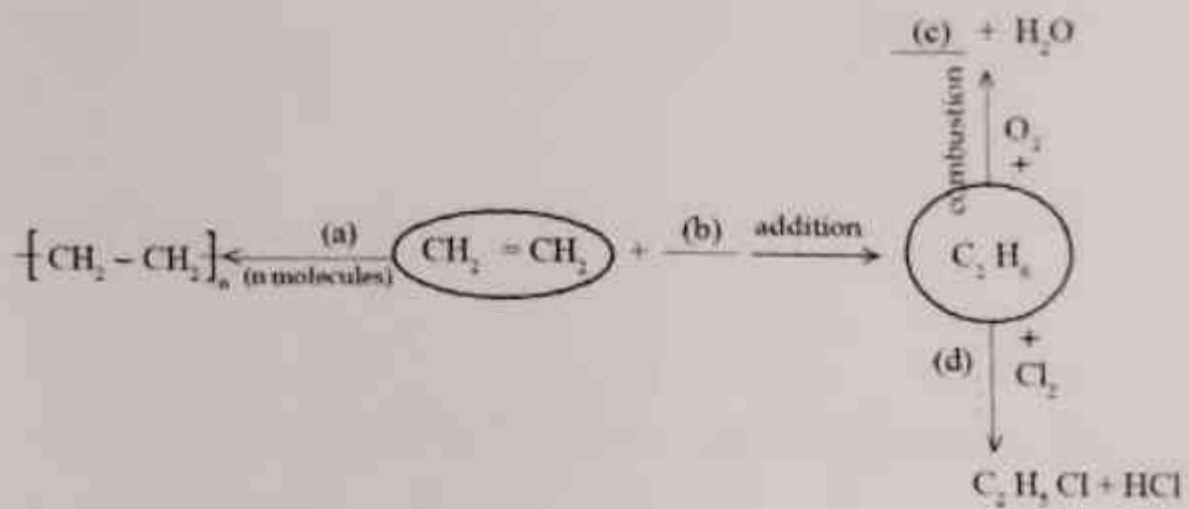
9.

Reactants	Products	Name of chemical reaction
a) $\text{CH}_4 + \text{Cl}_2$	$\text{CO}_2 + \text{H}_2\text{O}$	Addition reaction
b) $\text{C}_3\text{H}_8 + \text{O}_2$	$\text{C}_2\text{H}_4 + \text{CH}_4$	Substitution reaction
c) $\text{CH}_2=\text{CH}_2 + \text{H}_2$	$\text{CH}_3\text{Cl} + \text{HCl}$	Thermal decomposition
d) $\text{CH}_3\text{-CH}_2\text{-CH}_3 + \text{Heat}$	$\text{CH}_3\text{-CH}_3$	Combustion

10. Complete the reaction by finding out a,b,c and d




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WORKSHEET - 2

CHEMISTRY



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Score: 25

Time: 30 minutes

Each question from 1 to 2 carries 1 Score

1. write the two Products formed by the the thermal cracking of $\text{CH}_3\text{-CH}_2\text{-CH}_3$.

2. which among the following can undergo polymerization reaction?

(C_3H_8 , C_2H_4 , CH_4 , C_4H_{10})

Each question from 3 to 5 carries 2 score

3. $\text{CH}_4 + \text{Cl}_2 \rightarrow \text{A} + \text{HCl}$

a) what is the name of compound A?

b) To which type dies this reaction belongs?




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(Addition reaction, Substitution reaction, Combustion, polymerization)

4. Some equations are given

- $\text{CH}_2=\text{CH}_2 + \text{A} \rightarrow \text{CH}_3-\text{CH}_3$
- $\text{CH}_3-\text{CH}_3 + \text{Cl}_2 \rightarrow \text{B} + \text{HCl}$

a) Find out A and B.

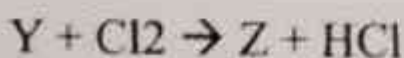
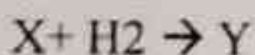
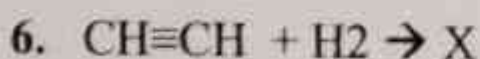
b) Write down the name of the first reaction.

5. PVC is a polymer commonly used for making pipe

a) what is polymerization?

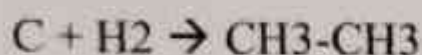
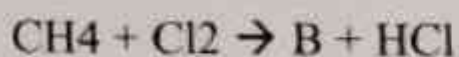
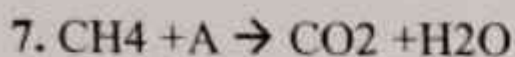
b) Draw the structure of monomeric unit of poly vinyl chloride.

Each question from 6 to 8 carries 3 score



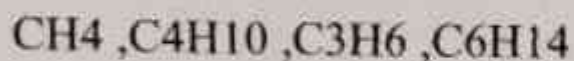
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- a) Write the structural formula of the compound X, Y, and Z
b) Which type of chemical reaction is implied by C ?



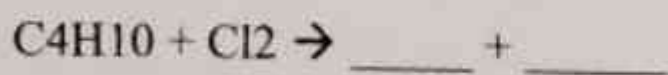
- a) Find A, B and C and name type of reaction in each of the above equation.


8. Given below are certain hydrocarbons



- a) Which among this can undergo addition reactions?

- b) Complete the following reactions

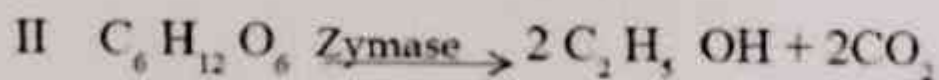
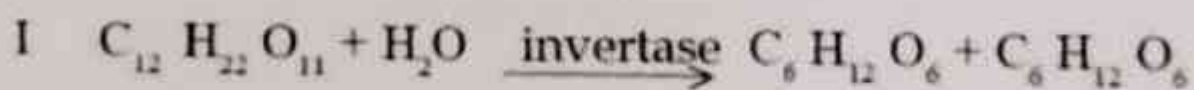



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Each question from 9 to 10 carries 4 score


9. What are a,b,c and d

Reactions A	Product B	Name of the reaction B
$\text{CH}_3\text{-CH}_3 + \text{Cl}_2$	(a)	Substitution reaction
$\text{C}_2\text{H}_6 + \text{O}_2$	$\text{CO}_2 + \text{H}_2\text{O}$	(b)
$n\text{CH}_2=\text{CH}_2$	(c)	Polymerization
$\text{CH}_3\text{-CH}_2\text{-CH}_2$	$\text{CH}_2=\text{CH}_2 + \text{CH}_4$	(d)



10. The equation for the preparation of 8 to 10 % of alcohol is given




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- a) What is the alcohol obtained by this process called ?
- b) How is it converted into rectified spirit?
- c) What is meant by methylated spirit?
- d) How is power alcohol prepared?

WORKSHEET -3


CHEMISTRY

Score: 15

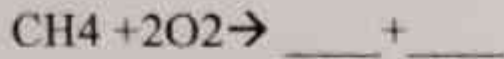
Time: 30minutes

Answer any **all question** from 1 to 3 . Each carries 1 score




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1. A) Complete the following reaction.



B) It is an example for _____

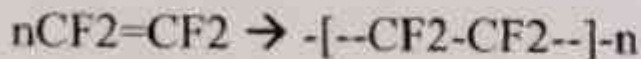
(displacement reaction, thermal cracking, Combustion)

2. Purest ethanol is called _____.

3. What is addition reaction? Give any example.

Answer all question from 4 to 7 .Each carries 3 score

4. Polymerization reaction of Teflon is given



a) Identify the monomer of this reaction.

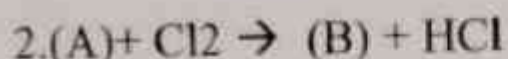
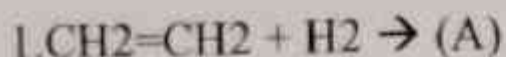
b) What is the name of the isomer?

c) Give one use of Teflon.

5. See the chemical equation given below .




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a) Identify A and B

b) What are called reactions 1 and 2

6. Soap and detergents are used for washing

a) Suppose you are decided to make soap in your classroom. List out the names of the required substance.

b) write down one merits and demerits of detergent over soap.

7. a) Briefly explain the Industrial preparation of ethanol.

b) Write any two uses of ethanol.

ANSWERS

WORKSHEET -1

1. Vinyl chloride



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2. Propene

3. A) $2 C_4H_{10} + 13O_2 \rightarrow 8 CO_2 + 10 H_2O$

B) C_3H_6

4. a) C_2H_4

b) Alkane

5. a) $CH_2=CH-CH_3$ – unsaturated

$CH_3-CH_2-CH_3$ – saturated

b) Addition reaction

6. A - Cl_2

B- CH_3Cl

C- $CH_2=CH_2$

D- CH_3-CH_2-Cl

7. a) A – invertase

B- $2C_2H_5OH$

b) CH_3COOH

8. a) Tetrafluoroethylene

b) Teflon

c) Used in the inner coating of nonstick cookware




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9.

Reactants	Products	Name of reaction
a) $\text{CH}_4 + \text{Cl}_2$	$\text{CH}_3\text{Cl} + \text{HCl}$	Substitution Reaction
b) $\text{C}_3\text{H}_8 + \text{O}_2$	$\text{CO}_2 + \text{H}_2\text{O}$	Combustion
c) $\text{CH}_2=\text{CH}_2 + \text{H}_2\text{O}$	CH_3-CH_3	Addition reaction
d) $\text{CH}_3-\text{CH}_2-\text{CH}_3$ + HEAT	$\text{C}_2\text{H}_4 + \text{CH}_4$	Thermal decomposition

10. a) polymerisation

b) H_2

c) CO_2

d) Substitution

WORKSHEET -2

CHEMISTRY

1. $\text{CH}_2=\text{CH}_2 + \text{CH}_4$




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2. C₂H₄

3. A) CH₃-Cl

B) Substitution reaction

4. a) A. H₂

B. CH₃-CH₂-Cl

b) Addition Reaction



5. a) Polymerization is a process through which a large number of monomer molecules react together to form a polymer.

b)

6. a) X -CH₂=CH₂

Y- CH₃-CH₃

Z-CH₃-CH₂-Cl

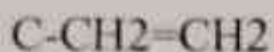
b) Substitution

7. A-202

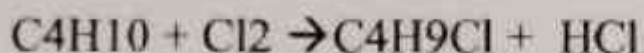
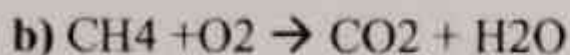
B -CH-CH₃Cl




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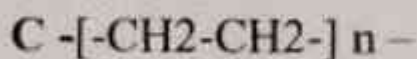


8. a) C_3H_6



9. A - $\text{CH}_3-\text{CH}_2-\text{Cl} + \text{HCl}$

B - Combustion



D - Addition


10. a) Wash

b) By distillation

c) Denatured alcohol which contains ethyl alcohol with 5% methyl alcohol, a coloured dye, and some pyridine.

d) Power alcohol is a liquid mixture that contains petrol, Ethanol, and a small amount of benzene.




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WORKSHEET-3

CHEMISTRY

1. a) $\text{C}_2\text{H}_5\text{CO}_2\text{C}_2\text{H}_5 + 2\text{H}_2\text{O}$

b) Combustion

2. Absolute alcohol

3. Reactions in which unsaturated organic compounds react with other molecules to form saturated compound are called addition reaction.

4. a) $\text{CF}_2=\text{CF}_2$

b) Tetrafluoroethane


c) Teflon is used in non stick cook wares.

5. a) A. CH_3-CH_3

B. $\text{CH}_3-\text{CH}_2-\text{Cl}$

b) 1. Addition




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2. Substitution

6. A) i) coconut oil or any vegetable oil.

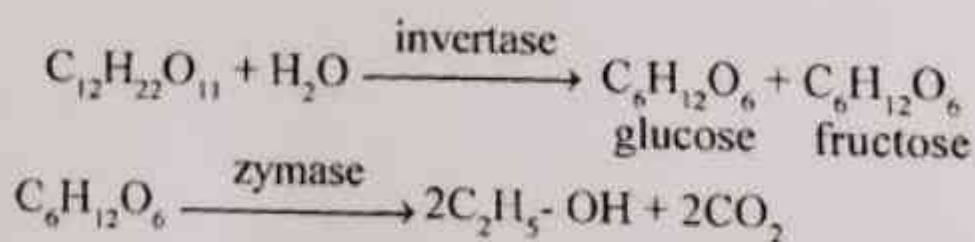
ii) Sodium hydroxide / potassium hydroxide

B) i) Detergents are effective in hard water. But soap doesn't lather in hard water.

ii) The use of detergents are detrimental to aquatic animals. But soap is not harmful to environment.

7. a) Ethanol is prepared by fermentation of sugar solution or molasses using yeast.

The invertase present in the yeast converts the glucose and fructose into ethanol.



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The dilute ethanol solution obtained by this process is called wash. When wash is subjected to fractional distillation 95.6 % ethanol solution is obtained.

b. Used as solvent in manufacturing other organic compounds

Used as an additive to automobile fuel.



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Report

As part of B.Ed. curriculum I prepared an ICT instruction essential based on the topic **Chemical reaction of organic compounds** Chapter 7 of standard 10. I prepared ICT material in Microsoft word which include about 25 pages. Each page is highly informative. It also contains 3 worksheets and their corresponding answer keys. We use texts images pictures etc. for making the material effective for learning. The use of audio visual aids which will be helpful for maintaining attention and raising interest of learner towards the particular subject. This material is prepared in the form of simple to complex manner. This chapter mainly deals with different types of organic reactions ,organic compounds, soaps and detergents.

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PRACTICUM ON
EDU.103: DEVELOPMENTS AND RESOURCES IN
B.Ed. COURSE 2023 - 2025 EDUCATIONAL TECHNOLOGY

NAME ANAMIKA N S

OPTIONAL SUBJECT PHYSICAL SCIENCE

REG. NO: 2332 40114 389 YEAR 2023 - 2025

*Certified that this is a Bonafide record of practical
Work done by the trainee during the year 2023- 2025*


Principal




Faculty in Charge

Submitted for the Practical held on 

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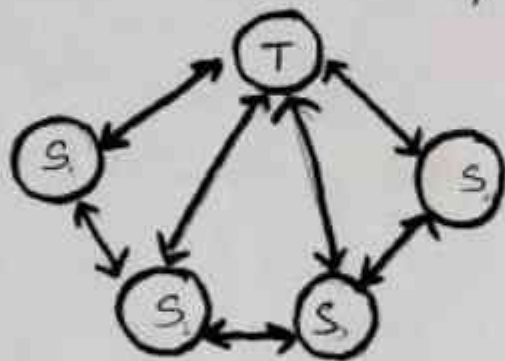
INTRODUCTION

What is interaction?

Ned A. Flender defines, "Teaching as an interactive process. Interaction means participation of students and teacher in the process of teaching."

In this process teacher influences the students; students also interacts with the teacher. Interaction takes place between the students themselves also.

It means in the process of teaching, everybody interacts with every other person involved in the process.



T, teacher
S, S, S, S, students

Teacher influences students through lecture, ask questions, criticizing, giving directions etc.

Students reacted to teacher's lecture and question through giving responses

It is interaction between teacher and student.



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INTERACTION ANALYSIS

Interaction Analysis is a process of encoding and decoding a pattern of interaction between the communicator and the receiver.

Encoding helps in recording the events in a meaningful way and decoding is used to arrange the data in a useful way and then analyzing the behaviours and interactions in the classroom interaction.

There are four main techniques to observe the interaction systematically. These are:-

1. Flanders Interaction Analysis Categories System (FIACS)
2. Reciprocal Category System (RCS)
3. Equivalent Talk Categories (ETC)
4. Verbal Interaction Category System (VICS)

Flanders Interaction Analysis Technique is most suitable and widely used technique in the field of research all over the world.

Characteristics of Interaction Analysis

1. The classroom verbal interaction can be made more effective.
2. The teacher can increase student participation in his teaching.
3. The direct behaviour of teacher may be shifted to indirect behaviour, which is more suitable in democratic way of life.
4. The laprecorder and dictaphone can be used for recording the classroom events. The trainee can encode and decode his own behaviour.



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5. This technique can be also combined with other feedback device such as microteaching and simulated teaching.

FLANDERS INTERACTION ANALYSIS CATEGORY SYSTEM

Ned. A. Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Analysis Categories System (FIACS)

Flanders and others developed this system at the university of Minnesota, USA between 1955 and 1960

Flanders classified total verbal behaviour into 10 categories. Verbal behaviour comprises teacher talk, student talk and Silence or confusion.

The ten categories are mentioned as under:

1. Teacher talk - 7 categories
2. Pupil talk - 2 categories
3. Silence or confusion - 1 category

Thus the first seven categories include teacher talk. Next two categories include pupil talk. The last tenth category includes the small spans of silence or pause or confusion.

The first 7 categories of teacher talk has been bifurcated into a) indirect talk b) direct talk.

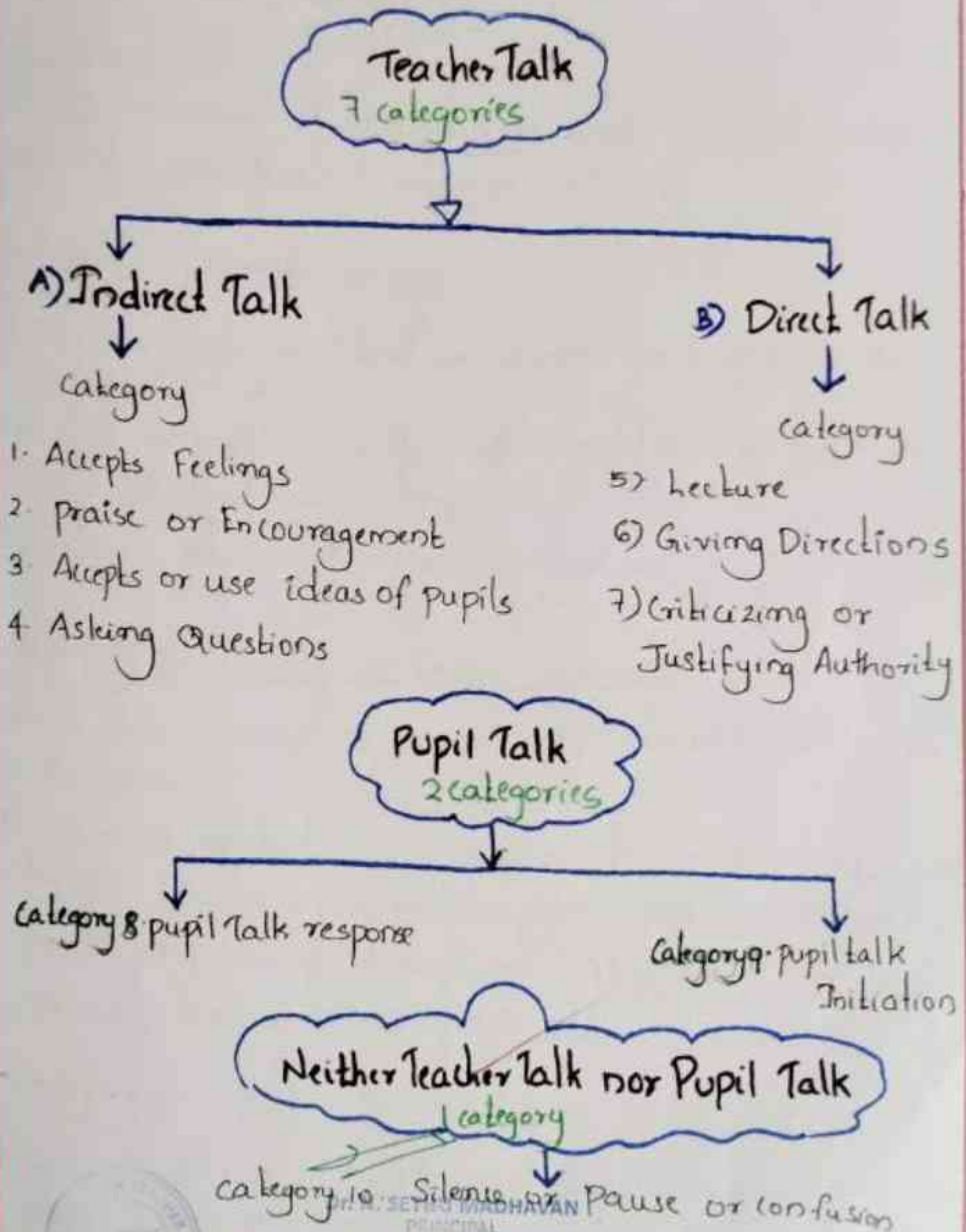




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FIACS FLOW CHART



MEANING OF VARIOUS CATEGORIES

1. Teacher Talk (7 categories)

A) Indirect Talk

In this method of analysis, the first four categories represent the teacher's indirect influence

Category 1:- Accepts Feelings

- * In this category, teacher accepts the feelings of the pupils
- * He feels himself that the pupil should not be punished for exhibiting his feelings
- * Feelings may be positive or negative

Category 2:- Praise or Encouragement

- * Teacher praises or encourages student actions or behavior.
- * When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.

Category 3:- Accepts or Uses Ideas of pupils

- * It is just like 1st category. But in this category, the pupil ideas are accepted only and not his feelings

* If a pupil passes on some suggestions, then the teacher may repeat in nutshell in his own style or words

* The teacher can say, 'I understand what you mean' etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.

Category 4: Asking Questions

* Asking question about content or procedure, based on the teacher ideas and expecting an answer from the pupil.

* Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category

B) Direct Talk

• Next 5th to 7th categories represents the teacher's direct influence.

Category 5: Lecturing / Lecture

* Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation or citing an authority other than a pupil.

Category 6: Giving Directions

The teacher gives directions, commands or orders or initiation with which a pupil/student is

expected to comply with,

- open your books.
- stand upon the benches.
- solve 4th sum of exercise 5-3.

Category 7:- Criticizing or Justifying Authority

* When the teacher asks the pupils not to interrupt with foolish questions, then this behaviour is included in this category.

* Teachers 'what', and 'why' also come under this category.

2. Pupil Talk (2 categories)

Category 8:- Pupil Talk Response

* It includes the pupils talk in response to teachers talk

* Teacher asks question, student gives answer to the question.

Category 9:- pupil initiation

* Talk by pupils that they initiate.

* Expressing own ideas; initiating a topic, freedom to development opinions and a line of thoughts like asking questions; going beyond the existing structure.

3. Silence or Pause or Confusion (1 category)

Category 10:- Silence or Pause or Confusion

* Pause short periods of silence and period of confusion in which communication cannot be understood by the observer.

CONSTRUCTION OF INTERACTION MATRIX

observations

10, 4, 8, 2, 5, 6, 9, 7, 5, 1, 3, 6, 5, 5, 1, 2, 3
 8, 7, 9, 1, 8, 2, 5, 6, 4, 4, 2, 1, 10

Pairs

(10,4) (4,8) (8,2) (2,5) (5,6) (6,9) (9,7) (7,5)
 (5,1) (1,3) (3,6) (6,5) (5,5) (5,1) (1,2) (2,3)
 (3,8) (8,7) (7,9) (9,1) (1,8) (8,2) (2,5) (5,6)
 (6,4) (4,4) (4,2) (2,1) (1,10)

Interaction Matrix Table

Category	1	2	3	4	5	6	7	8	9	10	Total
1		✓	✓					✓		✓	4
2	✓		✓		✓						4
3						✓		✓			2
4		✓		✓				✓			3
5	✓				✓	✓					5
6				✓	✓				✓		3
7					✓				✓		2
8		✓					✓				3
9	✓						✓				2
10			✓	✓							2
Total	4	4	3	3	5	3	2	3	2	1	30

INTERPRETATION OF INTERACTION MATRIX

1. Teacher Talk Ratio/Percentage of Teacher Talk (TT)

$$TT = \frac{C_1 + C_2 + C_3 + C_4 + C_5 + C_6 + C_7}{N} \times 100$$

$$\frac{4+4+3+3+5+3+2}{29} \times 100$$

$$= \frac{24}{29} \times 100 = 82.758$$

2. Indirect Teacher talk Ratio (ITT)

$$ITT = \frac{C_1 + C_2 + C_3 + C_4}{N} \times 100$$

$$\frac{4+4+3+3}{29} \times 100$$

$$= \frac{14}{29} \times 100 = 48.27$$

3. Direct Teacher Talk Ratio (DTT)

$$DTT = \frac{C_5 + C_6 + C_7}{N} \times 100$$

$$\frac{5+3+2}{29} \times 100$$

$$= \frac{10}{29} \times 100 = 34.48$$



4. Pupil's Talk Ratio/Percentage of Pupil Talk (PT)

$$\begin{aligned}PT &= \frac{C_8 + C_9}{N} \times 100 \\ &= \frac{3+2}{29} \times 100 \\ &= \frac{5}{29} \times 100 = 17.24\end{aligned}$$

5. Silence or Confusion Ratio (SC)

$$\begin{aligned}SC &= \frac{C_{10}}{N} \times 100 \\ &= \frac{1}{29} \times 100 \\ &= \frac{100}{29} = 3.44\end{aligned}$$

6. Indirect and Direct Ratio (I/D)

$$\begin{aligned}\frac{I}{D} &= \frac{C_1 + C_2 + C_3 + C_4}{C_5 + C_6 + C_7} \times 100 \\ &= \frac{4+4+3+3}{5+3+2} \times 100 \\ &= \frac{14}{10} \times 100 = 140\end{aligned}$$



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ADVANTAGES OF FIACS

1. It is an effective tool/instrument to measure the social-emotional climate in the classroom.
2. It is also used for in-service teachers.
3. It provides feedback to the pupil teachers.
4. It is an objective and reliable method for observation of classroom teaching.
5. It is mostly teacher talk oriented.
6. It is used to compare the behaviour of teachers at different age levels, gender, subject etc.
7. It is much useful in microteaching and team teaching.

LIMITATIONS

1. It consumes much time in preparing 10x10 matrix without which, interpretations are not possible.
2. Less attention has been paid towards pupil-talk
3. The observers have to be trained in order to code correctly.
4. Classroom interaction of pupil type is not considered here.
5. The systems of coding and decoding procedure very difficult and expensive.



CONCLUSION

In Flanders Interaction Analysis the teacher talk is more, so the teacher is more active.

The indirect influence of teacher is more than its direct influence.

The students are also active like teacher and it can be seen from their percentages, periods of silence and confusion relatively to which may be considered negative.

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- <https://www.adda247.com/teaching-jobs-exam/Flanders-interaction-category-system/amp/>



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KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.4 COMPETENCY AND SKILL DEVELOPMENT

SPECIALLY DESIGNED ACTIVITIES / EXPERIENCES

METRIC 2.4.1.D

Any Other Relevant Information

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala

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NAAC ACCREDITED



RECORD ON

EDU 107.1, 206.1, 302.1, 404.1 (PAPER - II)

B.Ed. COURSE 2022-2024

NAME VISMAYA M.V

OPTIONAL SUBJECT PHYSICAL SCIENCE

REG NO: 223240114459 YEAR 2022-2024

*Certified that this is a Bonafide record of practical
work done by the trainee during the year 2022 -2024*

Principal

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Faculty in charge

Submitted for the Practical Examination held on.....

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Study

Tour



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INTRODUCTION

Educational trips, commonly referred to as study tours, are an integral part of the learning process that provides students with real-world experiences beyond the confines of the classrooms. Embarking on a study tour is akin to opening a door to a world of knowledge, culture, and personal growth. These immersive experiences offer students a unique opportunity to transcend the confines of traditional classroom and delve into the rich tapestry of real-world exploration.

Study tours serve as a bridge between theoretical knowledge and practical application, providing students with hands-on experiences that bring their studies to life. Whether it's visiting historical sites, engaging with local communities, or immersing oneself in a different cultural milieu, each moment offers a chance for profound learning and self-discovery.

Moreover, study tours foster a spirit of global citizenship by encouraging students to step outside their comfort zones and embrace diverse perspectives. By interacting with people from different backgrounds and witnessing firsthand the complexities of our interconnected world, students develop empathy, tolerance, and a deeper appreciation for cultural diversity.

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INTRODUCTION

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cultural exchange tours provide students with a chance to explore new territories gain acquiring insights and experiences. Study tours are included in the curriculum of schools and colleges to provide students with a hands on experience about their learning concepts.

Beyond academic enrichment, study tours also nurture essential skills such as adaptability, problem-solving, and collaboration. Negotiating unfamiliar environments, overcoming language barriers, and navigating cultural nuances all contribute to the development of well rounded individuals equipped to thrive in an increasingly interconnected global landscape.

Study tours represent more than just a departure from routine; they are transformative journeys that shape minds, broaden horizons, and inspire life long curiosity. Moreover, study trips cultivate a sense of curiosity and lifelong learning, and engaging with diverse cultures, traditions and perspectives, study trips promote cross-cultural understanding, tolerance and global citizenship. They inspire curiosity, ignite passion, and shape students into well rounded individuals with a deeper understanding of the world around them.

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NEED AND SIGNIFICANCE

- Study tours offer practical, hands-on learning experiences beyond text-books and classrooms.
- Students get to see and experience things firsthand, which helps them better understand complex concepts.
- Study tours expose students to different cultures, traditions and ways of life, fostering cultural appreciation and understanding.
- Students develop important life skills such as independence, adaptability and problem solving, team work during study tours.
- Study tours create lasting memories and make learning more enjoyable and engaging.
- Study tours complement classroom learning and provide additional insights and knowledge that cannot be gained solely through traditional teaching methods.
- Study tours inspire students and increase their motivation to learn by making education more engaging and relevant to their lives.



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OBJECTIVES

- To enhance classroom learning with real-world experiences
- To apply theoretical knowledge practically
- To expose students to diverse cultures and environments
- To promote social and emotional development
- To build lasting bonds among classmates.
- To create memorable experiences outside the classroom.

PURPOSE

Study tours are educational trips that serve several important purposes. These tours aim to provide hands-on learning experiences, broaden students' horizons, and develop essential skills that are crucial for their academic and personal growth. One of the primary purposes of study tours is to allow students to apply the theoretical knowledge they have gained in the classroom to real-world situations. Another key purpose of study tours is to expose students to diverse cultures, traditions, and environments. Study tours help build confidence and independence in students by exposing them to new environments and situations.

PLANNING

As a part of two year BEd curriculum, we have to conduct a study tour. We have discussed about various tourist place and analyze the practicability of visit on each places. During the discussions, different opinions have arised, they were following.

- a) chickmanglour, Dandeli, gokarna
- b) coorg, Mysore, chickmanglour
- c) Hyderabad
- d) Mysore, Coorg, Banglour
- e) Jaipur Rajasthan
- f) Goa, Dandeli, Udappi
- g) Udappi, Dandeli, Gokarna
- h) Delhi, Tajmahal
- i) chickmanglour, coorg, Belar

After various discussions, we have confirmed places chickmanglour, coorg, Belar within 5 days and 4 nights we have decided the probable date for the tour at January 24th 2024. We have fixed the tour fund as 5900 per head. The tour planning was conducted under the guidance of Jayakrishnan sir, we have selected tour coordinator is Darsya K.S and Aparna Babu and the finance were dealt by both of them. We have create a WhatsApp group for discussion of tour.



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programme. The four coordinated lady teachers are Sreeja MRS and Lini MRS.

Our study tour planning began with extensive discussions and group voting on various destinations and budget considerations. After careful deliberation, we settled on a destination that suited our budget constraints. Following several meetings, we finalized the date for our five day trip, June-24, 2024. As preparations progressed 2 coordinators were appointed to oversee the trip. Unfortunately, one coordinator fell ill, leading to the main coordinator role being assumed by Divyha. On the scheduled day, our journey commenced when the bus named 'Nila' arrived at Meparathupady. Our first stop was Kozhikode beach, where some members joined us. From there, we proceeded to Chik mangaloor, Belur and Coorg, each destination carefully selected to enrich our learning experience. Each day was filled with visits to historical sites, cultural landmarks, and natural wonders, providing us with a diverse range of experiences.

The duration of our expedition spans five days, culminating on the 29th of January, 2024. The structured timeline allows for ample exploration and immersion in the rich tapestry of experiences awaiting us at each destination.



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STATE COUNCIL FOR TEACHERS' EDUCATION
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CHENNAI

EXECUTION

Day-1 24-01-2024

The journey commenced from Meparathupady junction on 24/1/24, where a group of 41 students, accompanied by teachers Sreeja Miss, Lini Miss and Jayakrishnan sir, gathered eagerly. The arrival of the bus, named 'Nila', marked the beginning of our adventure, complete with two drivers and a tour guide named shyam kumar. Departing promptly at 2:00 pm, our journey to Kozhikode was filled with excitement and laughter, as we embarked on a long but thrilling ride.

Upon reaching Kozhikode beach around 8:30 pm, we divided into smaller groups to explore the surroundings. Hunger pangs led us to a nearby hotel, where we enjoyed a delicious dinner, pooling our money for the expense. After wards, we strolled along the sandy shores of the beach, with some indulging in playful antics with the waves, while others opted to simply relax and soak in the serene ambience.

As we sat on the soft sand, our conversation turned to the bustling atmosphere of the beach. It was a mix of ~~tourists~~ ^{tourists} seekers and locals going about their daily lives, creating a vibrant and lively environment.



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After some time, we regrouped and prepared to continue our journey towards chickmangalur at 11:30 pm.

Despite the fatigue setting in from the day's activities, the camaraderie among us kept spirits high as we settled in for the night. The rhythmic hum of the bus and the gentle sway of the road soon lulled us into a peaceful slumber, as we drifted off to sleep, dreaming of the adventures that awaited us in chickmangalur.

our journey may have begun as a simple excursion but it evolved into a memorable experience filled with laughter, bonding, and exploration. From the bustling beaches of kozhikode to the serene landscapes of chickmangalur, each moment served as a reminder of the joy that comes from embarking on new adventures with friends.



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Day-2

25-01-2024

In the early morning of the second day, at 7.30 am, we arrived at chickmangalur. After settling into our rooms and refreshing ourselves, we gathered at the canteen of sk homestay and hotel by 9.00 am for a delicious breakfast. Following breakfast, we embarked on a jeep tour organized by our guide, dividing into groups and taking four jeeps to explore various places in chickmangalur. Our first stop was Sirinature Boost at 10.43 am, a nature-friendly spot known for a statue of a body adorned with flowers and creepers in a coffee shop setting.

Next, we proceeded to Mullayana Guri temple, situated atop a mountain peak that required a climb to reach. Unlike Kurishmala in Vazhnam, the ascent was manageable, allowing us to reach the temple's peak. Subsequently, we visited Honnamanna water falls before enjoying lunch provided by our tour package. Our itinerary then led us to Baba Budhagiri Temple, known for its controversial ownership dispute between Muslims and Hindus, resolved by the Supreme Court of India granting equal ownership to both parties. Later in the day, we explored 'Z' point; however, due to the timing of our visit, the grass on the mountain

was dry as the ideal season to visit is during the monsoon months of August and September. Returning to our accommodations around 5 pm, we had the opportunity to swim from 6:30 pm to 7:30 pm before having dinner at 8:00 pm. The day concluded with everyone retiring to their rooms; in one room housing nine people, exhaustion from the day's adventures led everyone to quickly fall asleep. Overall, the second day was a nature-filled experience that provided us with great enjoyment and memorable moments.



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MANGALURU, KERALA

Day - 3 26-01-2024

On the third day of our trip, we awoke early at 5:30 am, allowing us just over two hours to freshen up before breakfast. After eating, we packed our bags and set off for Belur, stopping along the way at the Yagachi water sports centre. Here, we engaged in several water based activities including kayaking, river rafting and banana riding. Everyone found these experiences thrilling and enjoyable. Photographs were taken during our visit to capture memories of the event.

Next, we toured the Belur Historical Temple, admiring the many statues adorning both the interior and exterior surfaces of the building. Made entirely of stone, the temple was impressive in design and construction. With plenty of time spent inside, we also snapped photographs of our group together within the sacred space.

After leaving the temple, we continued our journey to Hassan city for lunch. Although the food wasn't particularly delicious, consuming ice cream alongside the meal helped neutralize my bad tastes left



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Day-4 27-01-2024

On the fourth day of our journey, we began our day early, waking up in the morning and completing our refreshments by 9:00 am. After getting ready, we boarded the bus at 9:00 am and enjoyed our breakfast on the go. A change of plans led us to switch our initial destination from Harabgi Dam and Elephant camp to the serene Nisargdharma Bamboo forest. Immersed in the beauty of the forest, we spent over two hours exploring and even made some purchases before returning to our bus at 1:00 pm.

Following our forest adventure, we proceeded to have lunch as we continued our expedition. Three days later, we were treated to a traditional Kerala lunch comprising delectable dishes like Kerala rice, sambar, fish curry, Aviyal and payasam. Energized by this flavorful meal, we ventured to the majestic Golden Temple where we witnessed monks preparing for their prayer rituals. Our next stop was the elephant camp; however, our excitement waned as we discovered that access to the dam premises was restricted, and only six elephants were present. Undeterred by this setback, we embarked



on a long walk through the hot atmosphere to catch a glimpse of these magnificent creatures.

As our visit to the elephant camp concluded, we commenced our return journey back to Wayanad. Upon reaching our destination, dinner awaited us, providing a satisfying end to a day filled with exploration and discovery. With bellies full and hearts content, we all settled into the bus for a well deserved rest. Amidst the tranquility of the journey, we took a moment to capture the beauty of our surroundings in a reel of memories - a testament to an adventure deeply intertwined with nature's wonders.



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Day-5 28-01-2024

Fifth day of our trip was started in the bus. It was the last ending day of our journey. It was a very missing day. We enjoyed very well and dancing with happiness. The last day of the trip can be a memorable experience, leaving a great impact on the students. It can be a time to reflect on the trip, enjoy the last moments, and prepare for return to home. A group of students left the bus in Kozhikode including me. Then reached home at 2.30 am.



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REPORT

As a part of two year BED curriculum we had conducted our study tour spanned five days and took us to three destinations: Coorg, Belur and Chickmagalur. Study tours offer an exciting and enriching experience to all participants. Throughout the trip, the tour coordinators and committee members worked diligently to ensure that everything proceeded smoothly. They made sure we had a great time and learned a lot. Each destination offered unique insights and experiences, enriching our knowledge and understanding from exploring historical sites to enjoying the beauty of nature, every moment was memorable. Overall study tour was a success, thanks to the hard work and dedication of the organizers and participants. We shared laughter, stories, and unforgettable moments together, creating memories that will last a lifetime. Our study tour was a wonderful opportunity to explore, learn, and grow.



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RECORD ON

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B.Ed. COURSE 2022-2024

NAME VISMAYA M.V

OPTIONAL SUBJECT PHYSICAL SCIENCE

REGNO: 223240114459 YEAR 2022-2024

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work done by the trainee during the year 2022 -2024*

Principal

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Submitted for the Practical Examination held on.....



Faculty in charge

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EXTENSION ACTIVITIES @ 2




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INTRODUCTION

Extension activities serve as a bridge between students and the broader community, allowing students to use their skills and knowledge to make a positive impact on others. These activities go beyond the traditional classroom setting, providing students with opportunities to engage in social services that benefit various segments of society. From volunteering at local shelters to organizing educational workshops for underprivileged children, extension activities empower students to contribute meaningfully to their communities while developing important life skills and fostering a sense of social responsibility.

The concept of extension activities as social services embodies the idea that education should not be confined within the walls of schools but should extend to the improvement of society as a whole. By actively participating in extension activities, students not only apply what they have learned in school but also gain valuable real world experience that enriches their personal and professional development. Moreover, these activities promote empathy, compassion, and a deeper understanding of social issues, helping students become more socially conscious and responsible citizens. One of the key aspects of extension activities is their emphasis on collaboration and partnership. Students often work together with community organizations, non-profits to identify needs and implement solutions. Further more, extension activities provide

INTRODUCTION

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Students with opportunities for experiential learning, allowing them to apply theoretical knowledge to real-life situations. Whether it's organizing health camps, environmental clean-up drives, or literacy programs, students learn by doing, gaining practical skills and insights cannot be acquired through textbooks alone. Extension activities as social services represent a powerful means of connecting students with the wider world and instilling in them a

OBJECTIVES

- To develop a sense of social and civil responsibility among students.
- To develop social skills through service programmes
- To realize the importance of social servicing
- To promote community involvement and engagement
- To foster a sense of empathy and compassion among participants.
- To cultivate leadership skills among participants.

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NEED AND SIGNIFICANCE

- Extension Activities serve to address the specific needs of communities, such as education, healthcare, and social support.
- These activities aim to improve the overall well being and quality of life for individuals and communities.
- By engaging in extension activities, individuals come together to collaborate, share resources, and support one another, thus fostering a sense of community cohesion.
- Participation in extension activities encourages individuals to take an active role in giving back to their communities and promoting social justice.
- Extension activities encourage active citizenship and civic participation, promoting sense of civic responsibility and engagement in community affairs.

PURPOSE

The purpose of extension activities as social services to others is to help people in need and make a positive impact on their lives. These activities aim to support communities by providing assistance, sharing knowledge and promoting well being. ultimately, extension activities serve to contribute to the well being and betterment of society as a whole, promoting a more inclusive and compassionate community.



EXTENSION ACTIVITY-1

Blood Donation Camp

Organizing a blood donation camp as an extension activity is a significant endeavor aimed at saving lives and fostering a sense of social responsibility within a community. Blood donation is a simple yet powerful act that can make a profound impact on the lives of those in need. A blood donation camp is an event where people come together to voluntarily donate blood for those in need. These camps are organized by various organizations such as hospitals, non-profit groups or community centers with the aim of collecting blood to save lives. Blood donation is a noble act that can make a significant impact on the health and well being of others. By donating blood, one can potentially be separated into different components to treat different medical conditions. Our blood donation camp is a testament to the generosity and compassion of our community. Also our blood donation camp also serve as an educational opportunity. It allows participants to learn more about the significance of blood donation, the process involved, and the impact it can have on the lives of others. Blood donation camps serve as a platform for community engagement, altruism and solidarity and it serve as a platform for community engagement.

Planning

After receiving approval from the authorities at the National college for teacher education in Vengola, we took the necessary steps to organize a blood donation camp. The responsibility of managing the blood donation camp was entrusted to Nimishamol k and Fahmin Abdurahman, both second year BED students.

The scheduled date for the blood donation camp was set for February 7, 2024, with the event slated to commence at 9:00 AM and conclude at 12:30 PM. This timing was chosen to accommodate the availability of both donors and volunteers, ensuring maximum participation and efficiency throughout the duration of the camp. Our aim was to support the Government Taleek hospital in Aluva by providing them with much-needed blood supplies. We collaborated with the hospital staff, including nurses and doctor, to ensure the success of the camp. They brought along essential medical equipment to facilitate the blood donation process safely and efficiently. To express our gratitude to the donors and make their experience more comfortable, we arranged for fruits and biscuits to be provided during the camp. In the preparation for the camp, we created a detailed plan outlining the tasks to be

completed before, during and after the event. This included promoting the camp to encourage maximum participation, coordinating with the hospital for logistical support, arranging for volunteer assistance, and ensuring the availability of necessary supplies and amenities.

Additionally, we established protocols to maintain safety and hygiene standards throughout the camp, including regular sanitization of equipment and adherence to social distancing guidelines. We also designated areas for registration, medical screening, and post-donation refreshments to streamline the process for donors.

EXECUTION

As per planning, as a part of BED programme, the second year BED students of National college for Teacher education conducted a blood donation camp on February 7, 2024 in collaboration with Taluk Government Hospital Aluva. The event took place on February 7, 2024 from 9 AM to 12:30 PM at the premises of National college for teacher education, Vengola. Our team of organizers, led by Nimisha mol k and Fahmin Abdurahman, second year BED students, ensured that all preparations were in place for a successful blood donation camp.

As donors arrived at the venue, they were greeted with warmth and provided with refreshments such

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as fruits and biscuits to keep their energy levels up during the donation process. The medical team conducted thorough screenings to ensure the donors eligibility and safety before proceeding with the blood collection.

The camp was not only about collecting blood donations but also about raising awareness about the importance of regular blood donation and its life-saving potential. Overall, the blood donation camp organized by National college for teacher education, Vengola, in collaboration with Government Taluk Hospital, Aluva, was a resounding success. It exemplified the spirit of compassion, community service and altruism, showcasing how individuals can come together to make a positive difference in the lives of others.



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REPORT

As part of our BED curriculum, we initiated a blood donation camp after obtaining permission from the authorities at the National College for Teacher Education, Vengola. The purpose of the camp was to assist the gov. Taluk Hospital in Aluva by replenishing their blood supply with the support of nurses, doctors, and staff from the hospital, along with medical equipment brought in, we were able to organize the camp effectively. Our team comprised of second year BED students Nimisha Molik and Fahmin Abdurahman, took charge of the event. On February 7, 2024, from 9am to 12:30pm, we welcomed donors to the college premises. To show our appreciation for their generosity, we provided free biscuits to the donors. The camp aimed not only to help those in need of blood transfusions but also to raise awareness about the importance of blood donation within our community.

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National College for Teacher Education


IQBAL SQUARE, MEPRATHUPADY, VENGOLA, PERUMBAVOOR
ERNAKULAM - 683556.

രക്തദാനം പദ്ധിദാനം Blood Donation Camp




 Associated with Thaluk Government Hospital,
Aluva

 Wednesday, 7 th February 2024

 9.30 AM to 12.30 PM

More info : 9387063382
9081734158


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(AFFILIATED TO MAHATMA GANDHI UNIVERSITY & RECOGNISED BY THE NCTE)

NAAC ACCREDITED



RECORD ON

EDU 107.1, 206.1, 302.1, 404.1 (PAPER - II)


B.Ed. COURSE 20 -20

NAME ANAMIKA N S

OPTIONAL SUBJECT PHYSICAL SCIENCE

REG NO: 233240114389 YEAR

*Certified that this is a Bonafide record of practical
work done by the trainee during the year 2023 -2025*


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Faculty in charge

Submitted for the Practical Examination held on.....

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Teacher in Charge

Teaching Manual

Name of the teacher: Anamika N.S
Name of the School: Govt Girls Highersecondary School
Perumbavoor
class: VIII
Subject: Psychology

Topic: Aggression
Strength: 39
Duration: 45 minutes
Date: 10/1/2024

Content Overview

To create knowledge about adolescent problems

Content Analysis

- Facts:
- Aggression may be evolved as an adaptive response to competition for resources, territory, and mates.
 - The brain's limbic system plays a central role in regulating aggression
 - Aggression differs among males and females



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Concept

- Frustration when goals are thwarted can lead to aggression.
- Competitive environment such as sports can trigger aggressive behaviors.
- Aggressive behaviors can be learned through observation and imitation.

Aggression in Adolescents

Learning Objectives

1. Knowledge domain

The pupil develops knowledge and understanding of the above mentioned terms - facts, concepts, and definition needed to the topic



Specific objectives

The pupil

- * Understands the impact of aggression
- * Recognizes the causes of aggression.

2. Process domain

The pupil develops process skill required to develop the knowledge and understand at the above mentioned terms facts concepts

Specific objectives

The pupil

- * Observes the reasons for aggression around them
- * Predicts the causes of aggression.
- * Compares aggression among different age group.

3. Creative domain

The pupil develops creative abilities related to new knowledge.



Specific objectives

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The pupil

- * Predicts the after effect of aggression
- * Visualizes the causes of aggression.

4 Application domain

The pupil applies new knowledge in practical life.

Specific objectives

The pupil

- * Locates the aggressive behaviour among them.
- * Relates the concepts with their life.

5. Attitudinal domain

The pupil develops scientific attitude and forms positive attitude towards science.

Specific objectives

The pupil,

- * Develops positive attitude towards the common behavioural problems of adolescents and methods to prevent it.

Learning Strategies

Group discussions, Presentation (ICT)



Subjective realities
preconception
misconception
Learning Resources

pupil knows the friend of adolescent.
Adolescent problems are not so serious problems.

ICT, PPT

Classroom Transactions

Process and Activity

Responses

Sensitization.

Teacher enters the class with a pleasant smile and wishes the students.

Teacher introduces the ~~topic~~ of adolescents to the students.



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Activity - 1

Teacher asks to the children about the age of adolescent period and about the behaviour of the students and the problems that they face out of their aggressive behaviour.

consolidation

1. which age is considered as adolescent period?
2. what are the common problems faced by adolescents?

Discussion point

1. 13-17 years
2. Aggression
Depression
Substance abuse
Mood swings
Experimentation

Students replied to the teacher about the different adolescent problems



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Activity-2

Teacher asked students to list out the causes of adolescent problems aggression.

consolidation

1. List out the causes of aggression among adolescents

Discussion points

There are many reasons why a teen may be aggressive.
It includes:

1. Biological factors,
2. Social learning
3. Peer pressure
4. Substance abuse
5. Lack of supervision.

Students answered the questions of the teacher.



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Activity-3

Teacher discusses about the aggressive behaviours in students and how to handle it.

consolidation

1. What are the common aggressive behaviours among adolescents?
2. How to handle aggression.

Discussion points

1. Shouting
cursing
verbally abusive language
Physical violence
Damaging property
2. Stay calm to them
Open communication
Family therapy
Monitor substance use

Students answered the questions related to the aggressive behaviour and methods to handle it.



Review Questions

1. Compare the causes and after effects of aggression.

Students responded positively to the teacher.

Extended Activity

List out the major behavioural problems of Adolescent.

Report on Awareness Class

As a part of B Ed curriculum, under the paper EDU 206-1 we were asked to conduct an awareness class on adolescent problems. On 19/01/24, I conducted a class on adolescent problems focusing on topic depression to students of VIII of Govt. Girls High Secondary School Perumbavoor.

I used ICT to conduct a 45 minutes class for better understanding of students and give some activities to

31/01/24

make class active and interesting. Through this class I was able to get more confidence and gain insight into participation and behaviour of students.

Super Vision Day

Name of the student teacher: Anamika N-S

Topic: Aggression

Name of the school: Govt Girls Higher Secondary School Perumbavoor

class: VIII

Subject: Psychology

S.No	Date	Content Outline	Learning Strategy	Remarks of Supervising Monitor Teacher
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1	19/1/2024	Adolescent problems Aggression	Lecture Method PPT presentation.	
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[Signature]
31/01/24

Reflective Journal

Description

As part of B.Ed curriculum, under paper EDU206.1 a practical work was presented. This is done during School Induction and a class was taken for class VIII students of Govt. Girls Highsecondary School perumbavoor.

Feelings

The class was taken about the topic aggression. Power point presentation was used to take the class. The response from the well behaved students gave me an active teaching experience.

Evaluation

The children responded actively in the class. All students interacted in the class. class was made more student centric.

Analysis.

It was a new experience. class was not much difficult to handle because the students were already aware of the topic. The class was based on the awareness and



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discussed about the causes, effects and remedial measures.
The class helped to create awareness ~~to~~ among students about aggression.

Action plan

As a teacher trainee, I shared my knowledge on the problems faced by the adolescents. As I am going to handle the adolescents. It was a very good experience.

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ENGOLA, PERUMBAVOOR



Beena

Headmaster
Govt. G.I.P. H.S.S.
Perumbavoor

Critical Analysis on the
Status of Exceptional children
in School



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INTRODUCTION

"Exceptional children" is a term used to describe children who deviate from the norm in physical, cognitive, emotional or behavioral aspects. These children may require special education services or additional support to meet their unique needs. Exceptionalities can include disabilities, giftedness, developmental delays, or behavioral disorders.

Children with disabilities encompasses a wide range of conditions, including but not limited to, intellectual disabilities, autism spectrum disorders, sensory impairments, and physical disabilities. These individuals often require individualized education plans (IEPs) or accommodations to access curriculum and participate fully in educational settings.

Conversely, gifted children demonstrate exceptional abilities or potential in areas such as intellect, creativity, leadership, or specific academic domains. They may benefit from differentiated instruction, enrichment programs, or opportunities to engage with like-minded peers to foster their talents and interests.

Understanding and accommodating exceptional children is essential for fostering inclusivity and ensuring that all children receive the support they need to

thrive. In this discussion we will explore various aspects of exceptionalities, challenges they may face and strategies for effectively supporting their development and learning.

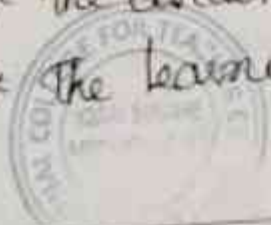
Characteristics of exceptional children

- * Exceptional children may demonstrate exceptionally high intelligence or intellectual disabilities
- * Strong sense of curiosity
- * Struggle with emotional regulation, behavioural challenges or mental health disorders
- * quickly or mature sense of humour
- * Enthusiastic about unique interests and topics

Types of Exceptional children

i) Intellectually exceptional

- * The gifted
- * The backward
- * The mentally retarded
- * The creative
- * The under achiever
- * The learning disabled



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ii) Physically exceptional

- * The deaf and dumb
- * The blind and near blind
- * Orthopaedically handicapped
- * children with speech defects.

iii) Emotionally Exceptional Delinquents

iv) Socially Exceptional underprivileged children

v) Multi exceptional children with more than one defect

Importance of Identifying exceptional children.

Identifying exceptional children is crucial for ensuring they receive the appropriate support and resources tailored to their unique needs. By recognizing their strengths, challenges, and potential, educators and caregivers can implement targeted interventions, accommodations, and specialized instruction to foster their development and maximize their academic and social success. Early identification also allows for early intervention, which can prevent or mitigate potential learning difficulties, behavioural issues and emotional struggles.

Moreover, identifying exceptional children promotes inclusivity, equity and diversity within educational settings, fostering a supportive environment where all students can thrive and reach their full potential.

Objectives

- To develop motivational patterns in the exceptional children that will produce achievements in school.
- To help the exceptional children to learn and acquire necessary skills for their self-help independent living and leading future life as properly as possible.
- To pursue those curricular matters that strategically determine effective living of specific type of exceptional children.
- Internal exams will help to measure the range of cognitive abilities and provides a score that is intended to serve as a measure of an individual's intellectual abilities and potential.
- Contributing to the body of knowledge and informing educational practices, policies and advocacy aimed at improving the overall support and inclusion of exceptional children in society.

Aims

- To understand the specific needs and challenges faced by the exceptional children in various domains
- To identify exceptional children
- To identify effective strategies, interventions and accommodations to support exceptional children in reaching their full potential
- To create an awareness about exceptional children in the society
- To help the exceptional children to be less isolated.

Need and Significance

The study of exceptional children in our country is imperative for ensuring inclusive education and equitable opportunities for all. By understanding the unique needs, challenges, and experiences of exceptional children within the diverse socio-cultural context of India, researchers can inform the development of tailored interventions, policies and practices to support their holistic development. This study is essential for promoting social inclusion, advocating for the rights of exceptional children, and fostering a more inclusive society where every child, regardless of their abilities, has the opportunity to fulfill their lives.

Methodology

Tools used for Analysing the exceptional students in Govt. Girls HSS ~~perambalur~~.

- a) Intelligence test to know the learning ability.
- b) Sociograms and Sociometry

Intelligence Test

Intelligence tests are designed to measure a person's cognitive abilities such as reasoning, problem solving and memory. The test can be used for various purpose in the education setting such as,

- ⇒ classification of students based on the test score
- ⇒ Diagnosis disabilities in school subjects
- ⇒ Determining the optimum level of work
- ⇒ Estimating the range of abilities in the class
- ⇒ Identification of intellectual deviation
- ⇒ Determining the special abilities

Some of the intellectual tests are -

→ Alexander's post-a-long. test.

→ Kohl's block design test.

→ Wechsler's performance test.

- Tuman and Merrill's performance test
- Binet - Simon test

Sociogram and Sociometry

Sociometry and Sociogram are related to social network. A sociogram is a visual representation of social connections and sociometry is the study of those connections.

Sociogram

This is the graphical representation of the social relationship among a group of people. It is a visual tool that helps to visualize the interactions and connections. It was first introduced by Jack Moreno.

Sociometry

This is the study of social relationship and interpersonal connections between individual within the group. It is a quantitative method used to measure social interaction and the degree of closeness between people. The sociometry analysis provides insights into social dynamics of the organizations.

Star: A star is a student who is chosen by most of the students in the class.

Individuals who choose each other known to



have made a mutual choice

Clique - A clique is a few small group of few students who choose one another.

Isolated - An isolated is a student who is not chosen by any student

Intelligence Test

Examples :-

The intelligence test is conducted to know the learning ability of the students for this purpose I choose students from class ~~VIII~~ VIII-D in G.G.H.S.S perumbavoor. The class constituted of 30 students with different learning abilities

class Test Grading table

Marks	Category
12-14	above average
7 to 11	Average
7	Below average



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Procedure of data collection

The test was conducted among the students of G. B. H. S. Pambanavoor. The class I had chosen for this purpose is VIII-D. where I had given an opportunity to practice two weeks school induction programme as a part of B.Ed curriculum.

For conducting the test, I took the front out of questions which consists of 14 questions. This test is divided into different parts. Such as,

- * Verbal intelligence
- * word relationship
- * Mathematical intelligence
- * Geography.

The duration of test is 30 minutes and test score is out of 14.

Verbal intelligence

- cat is to kitten as dog is to _____
- circle is to round as square is to _____
- ocean is to water as forest is to _____

word relationship

- Fear is to terror as joy is to _____
- Doctor is to patient as teacher is to _____
- Dance is to music as painting is to _____

Mathematical intelligence

→ Number series ∴ a) 2, 5, 10, 17 —

b) 3, 6, 12, 24 —

c) 1, 4, 9, 16 —

→ Algebraic expressions: a) solve for x ;

$$3x + 7 = 16$$

b) If $2y - 5 = 11$ what is the value of y ?

c) Simplify: $2(a-3) - 5a$

Geography

→ What is the capital city of Japan?

→ The Amazon river is located in which continent?

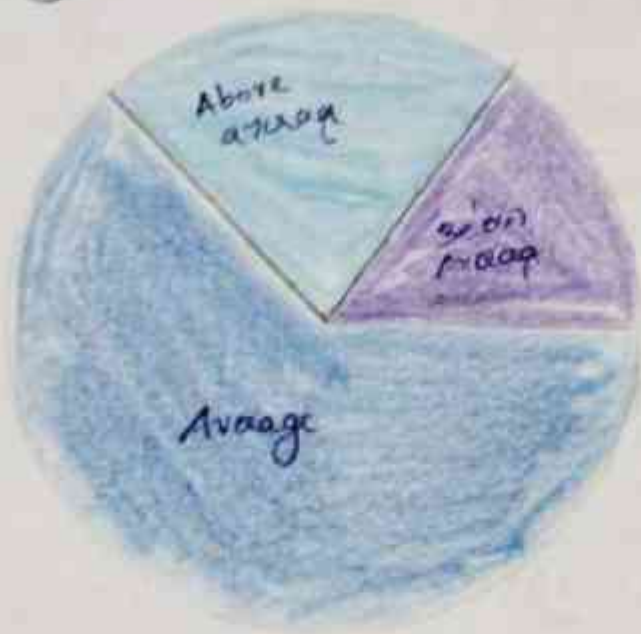
The scores obtained by each student are converted into percentage and the acquired score are cross checked. The test is conducted to find out the learning disability of the children in the class.

The test score is out of 4 and the number of students who attend the test is 30. By analysing the test score, 8 students are above average level and 18 students are average and 4 students are below average.



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Analysing the test Result using pie diagrams



- Average
- Above Average
- Below average

Analysis and Interpretation of the Test

Data table

The following table is the result of the test conducted in VIII-D of G.G.H.S. Perumbavoor.

Criteria	No of students	% of students
above average	8	27
average	18	60
below average	4	13



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Calculation of percentage obtained by the students
The total number of students is 30

$$\Rightarrow \text{Above average} = \frac{\text{Mark obtained}}{\text{Total no of students}} \times 100$$
$$= \frac{8}{30} \times 100 = 27\%$$

$$\rightarrow \text{Average} = \frac{18}{30} \times 100 = 60\%$$

$$\Rightarrow \text{Below Average} = \frac{4}{30} \times 100 = 13\%$$

By analysing the test score, it has been found that 27% of the students are above average, 60% of the students scored average and the students with below average is only 13%.

The students scored less mark in mathematical intelligence compared to verbal intelligence. The students also do not feel difficult during the test. The problem is only regarding the medium of instruction used in the question paper.

They felt difficult in understanding the questions given in the geographical part.

The learning disabilities of the students is effectively determined by analysis of test score. The test also helps to classify the students on the basis of intelligence test score. The test also designed for

The students be able to read the language and to understand the concept.

Thus the goal of intelligence test is to obtain an idea about students intellectual potential.

Sl NO	Name of the Student	score	Remarks
1	Hiba Fathima	14	Above Average
2	Noura	14	Above Average
3	Al ziya . A . K	14	Above Average
4	Angel Babu	13	Above average
5	Afrim Fathima . V . M	13	Above average
6	Sana fathima	12	Above average
7	Dikra Fathima	12	Above average
8	Alphonsa Romson	12	Above average
9	Anju Ajayam	11	Average
10	Ananya Sali	11	Average
11	Raiha Fathima	11	Average
12	Sijona . AH	11	Average
13	Sana Zahra	11	Average
14	Vayana . Rajesh	10	Average

15	Diya Fathuma Nizar	10	Average
16	Rishika	10	Average
17	Arsha Safina	9	Average
18	Lakshmi A	9	Average
19	Archa R	9	Average
20	Anjaly krishna	9	Average
21	Vyshanari A S	8	Average
22	Fathima T S	8	Average
23	Jayachithra	8	Average
24	Afrifa Pavithra	8	Average
25	Diya Samithosh	7	Average
26	Jasna Khadeeja	7	Average
27	K A Fathima	6	Below Average
28	Aisha Sahana	6	Below Average
29	Shadha AS	5	Below Average
30	Diya Samithosh	5	Below Average

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Sociometry and Sociograms.

Samples:

The samples used for the study is the students of G.G.H.S.S. Poombaroor. The students belongs to class VIII-D and I received the sample of about 30 students.

Procedure of data collection.

As a part of B.Ed curriculum we were supposed to do practical based on the paper EDU 202, we have to perform sociograms in the class was we got opportunity for teaching practice.

Sociometry is a technique which is used to find out the social relationship among students. The test was conducted among 30 students in G.G.H.S.S. Poombaroor.

The students have to select their best friend and to write the name of the one of the best friend in a piece of paper. The students write down and return it back within few minutes.

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Chooser

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

1	Alphonsa Ponnay																																				
2	Aisha Bafiana																																				
3	Diya Fathima Nagan																																				
4	Asha Safra																																				
5	Ardra R																																				
6	Anjaly Krishna	✓																																			
7	Dilona Fathima																																				
8	Diya Santhosh P																																				
9	Hiba Fathima	✓																																			
10	Angel Babu																																				
11	Afnifa Parum																																				
12	Aisha Sufiana	✓																																			
13	Alziya Ak		✓																																		
14	Afnis Fathima																																				
15	Fathima T.S																																				
16	Fathima Sara																																				
17	Lakshmi A																																				
18	K-A Fathima																																				
19	Naura																																				
20	Sana Fathima																																				
21	Ananya Bali																																				
22	Anju Ajayan																																				
23	Neha Ak																																				
24	Jayachitra		✓																																		
25	Jyotsna Khadega																																				
26	Rehana A.P																																				
27	Rayha Fathima																																				
28	Shalika As																																				
29	Vishvarti As																																				
30	Rishika																																				

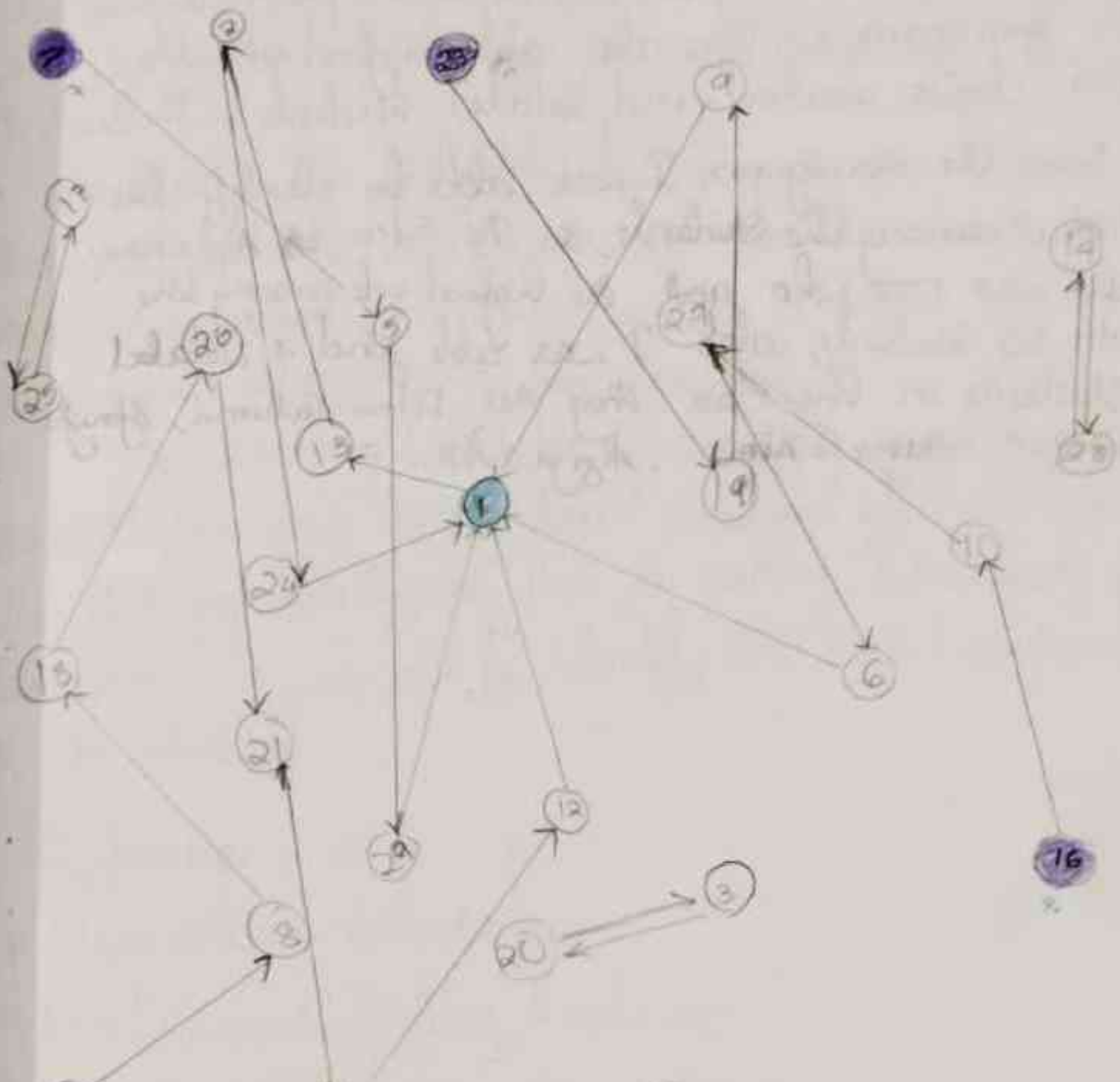
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At



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Principal's Signature



● Star
● Isolated



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Analysis

Based on the sociograms, we came to analyse the social relationship among the students in the class. From the sociograms we can also able to find out the Star, clique, neutral and isolated students in the class.

From the sociograms, I was able to identify the "Star" among the students, so the Star is Alphonsa. She was one who got the highest vote among the all 30 students, also I was able find 4 isolated students in the class they are Dilna, Fatuma, Afriqia Paviour, Samia Fatima, Alzija Ak.





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Conclusion

Analysing students learning is an essential aspect of education and it has become increasingly important with the implementation of the new national policy in India.

Analysing the students learning is essential ensuring that all students receive a high quality education that meets their individual needs. It allows for continuous improvement in teaching.

The learning ability of G.G.HSS Perumbavoor, students from class VIII-D was analysed effectively with the help of intelligence test. By using Sociometry and Sociogram, I was able to identify the social relationships of the students.

References

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- * <http://www.science-direct.com>
- * <https://www.psychology-discussions.net>



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Reflective Journal

Description

As a part of B-Ed curriculum a practical was held on EDU 206-1. The practical was held on during School induction. The class opted for this work was VIII-D of G.G.H.S.S. Perumbavoor.

Feelings

The practical was conducted for identifying the exceptional children using intelligence test and also checking the social relationship among students. The intelligence test was conducted in class VIII-D, and it was an interesting activity to me and also challenging.

Evaluation

The test was conducted at a duration of 30 minutes in the class VIII-D. The test helps to classify students on the basis of the intelligence test score. The students in the class VIII-D are average level and above average students and students score more mark in verbal intelligence. The sociometry is also conducted in VIII-D for the sociogram it is easy to identify the star, clique, mutual and isolated students.

Analysis

From the intelligence test, we can understand the intelligence level of students. Most of the students are average and above average. Those who are at below average level need special kind of attention in class VIII-D.

Action plan:

By conducting the intelligence test and by examining the sociogram. I reached at a conclusion that such testing methods should be implemented in every class once in a while.

~~High~~



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