JESUS TRAINING COLLEGE, MALA

(Affiliated to the University of Calicut)

2022-2024 Batch

~~EPC~~/~~Practical~~/Task: PEDAGOGIC ANALYSIS OF UNIT OF X STD - EDU 09.12

Semester : SECOND SEMESTER

Name : MARIYA DAVIS

Register No : STAWTPN011

Optional : PHYSICAL SCIENCE

Class teacher

Principal

Place : JESUS TRAINING COLLEGE, MALA

Date : 26-06-2023

Pedagogic analysis of unit 4

Production of Metals

Subject : chemistry

Standard : X

Steps in pedagogic Analysis

step 1: Content Analysis :

Terms :

- Minerals
- Ore
- Bauxite
- Haematite
- Magnetite
- Copper pyrites
- froth flotation
- Roasting
- Electrolytic refining
- gangue
- Alloy steels
- Electrolyte
- stainless steel
- Melting point
- Cuprite
- Zinc blende
- Calamine
- Metallurgy
- Concentration
- Refining
- Impurity
- Equation
- Iron pyrites
- Blast furnace
- slag
- Reduction
- Nichrome
- cryolite
- Levigation
- Hydraulic washing
- Magnetic separation
- Leaching
- Tinstone
- Calcination
- Distillation
- Fools gold
- flux
- Pig iron
- Electrolysis
- Almico
- Alumina

Facts:

- The metallic compounds generally seen in the earth's crust are called minerals.
- Bauxite is the ore of aluminium
- A mineral from which a metal is economically, easily and quickly extracted, is called ore of the metal.
- Haematite is the ore of iron
- Copper pyrites is the ore of copper
- Zinc blende is the ore of zinc.
- The ore of zinc metal is calamine
- Metallurgy involves all the processes leading to the separation of a pure metal from its ore
- The process of removing the impurities (gangue) from the ore obtained from earth's crust is termed concentration of the ore.
- Magnetic separation is used when the ore contains magnetic impurities.
- Leaching involves a solvent to dissolve the desired metal from the ore.
- Roasting involves heating the concentrated ore in the presence of oxygen
- Electricity is used as the reducing agent to extract highly reactive metals like sodium, potassium and calcium from their ores.

Concepts:

- Ore
- Metallurgy
- Minerals
- Concentration of ores
- Levigation
- Froth flotation
- Reduction of oxide
- Equation
- Electrolytic refining
- Alloy
- Stainless steel
- Nichrome
- Alumina
- Extraction of aluminium
- Stages of metallurgy.
- Magnetic separation
- Leaching
- Extraction
- Calcination
- Roasting
- Refining
- Distillation
- fool's gold
- Casting
- Alnico
- Concentration of bauxite
- Electrolysis of alumina
- Industrial production of iron

Processes:

- Mining: The process of extracting ore from the Earth's crust, which contains the metal.
- Concentration of ores: The process of removing impurities (gangue) from the ore obtained from the earth's crust is termed concentration of ore.
- Levigation/hydraulic washing: The levigation process is a technique involves the separation of fine particles from a mixture by suspending it in a liquid medium & allowing the heavier particles to settle, the ligher impurities are removed by washing in a current of water.
- Froath floatation: This process is used when the impurities are heavier and the ore particles are lighter.
- Magnetic separation: It is used to separate magnetic ores such as magnetite, from non-magnetic ones
- Leaching: Leaching is a process used to extract valuable metals, such as copper and gold, from their ores. It involves treating the ore with a liquid solvent to dissolve the desired metal.
- Calcination: Calcination is the process of heating the concentrated ore in the absence of air at a temperature below its melting point.

Roasting: Roasting is the process of heating the concentrated ore in a current of air at a temperature below its melting point. When the concentrated ore is subjected to roasting, the moisture present in it is removed as vapour

- Reduction of the oxide: The process of extraction of metal from the oxide is reduction. Suitable reducing agents can be used for this purpose.
- Refining: Refining of metals is the process of removal of the impurities to get the pure metal.
- Liquation: Low melting metals like tin and lead may contain other high melting metals or metal oxides as impurities. On heating such metals on the inclined surface of a furnace, the pure metals melts and flows down leaving the impurities behind. This process is termed liquation
- Distillation: This process is used for the refining of metals with low ~~melting~~ boiling points such as zinc, cadmium and mercury. When the impure metal is heated in a retort, the pure metal alone vapourises. The vapours are condensed to get the pure metal. This method is termed as distillation.
- Electrolytic refining: The process of refining a metal by the electrolysis of a solution of the salt of the metal, using a small piece of pure

metal as the negative electrode and the impure the positive electrode.

- Electrolysis of alumina: The process that uses a high-temperature electrolytic cell to extract aluminium metal from alumina (aluminium oxide) through the reduction of ions.

Step 2: Statement of Objectives:

Student will be able to:

- Understand the concept of ore and its importance in metal production
- identify ores of different metals and its chemical formula and their sources.
- get idea about the metallurgy processes.
- Explain the process of ore concentration and its significance in extracting metals
- ~~Recognize specific methods related to each metals for concentration of ores~~
- Analyze the factors influencing the choice of concentration method for a particular ore
- understand the principles of hydrometallurgical processes, including leaching and solvent extraction, in metal production
- Identify common impurities present in ores and the methods used for their removal.

- get idea about industrial production of iron
- understand different types of alloy steels and its uses in daily life.
- learn about extraction of aluminium

Step 3: Pre-requistes :

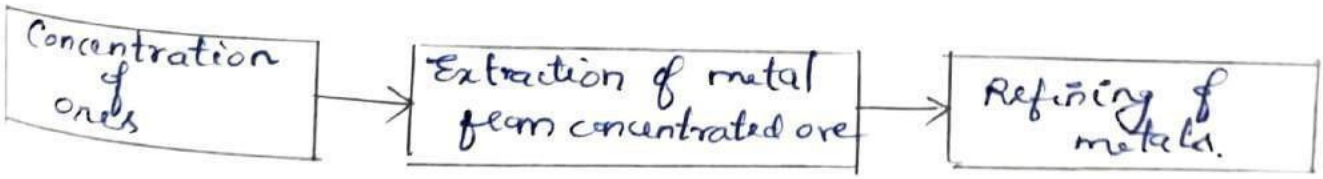
- The use of metals for different purposes reduced the burden of labour
- uses of metals such as familiar metals like iron. The ornamentals metals importance
- Recalling the properties of metals ~~and~~ such as conductivity, malleability etc.
- Teacher showing different metals and encourage students to say its properties and uses.
- Alloy steel and metals comparison in properties in the students daily life.
- The use of stainless steel knife, heating coils in iron box etc
- Aluminium utensils in home as example

Step 4 : Input Resources

- chart : A chart showing table of different metals and it corresponding ores and chemical formula

Metal	Ores	chemical formula
Aluminium	Bauxite	$Al_2O_3.2H_2O$
Iron	Haematite, Magnetite	Fe_2O_3 Fe_3O_4
Copper	Copper pyrites Cuprite	$CuFeS_2$ Cu_2O
Zinc	Zinc blende Calamine	ZnS $ZnCO_3$

- Blackboard : Drawing the metallurgy processes flowchart.



- ICT Resources : To demonstrate video of
  - Hydraulic washing
  - Froth flotation
  - Magnetic separation
  - Industrial production of iron
  - Liquation
  - Distillation
  - Electrolytic refining
  - Extraction of aluminium

- Worksheet : For completing the table of alloy steel..
- Chart : A chart showing concentration of bauxite
- Task card : A task card for understanding the ore and its method of concentration

Ore	Method of concentration
Tinstone	--------
--------	Leaching
Zinc blende	--------

Step 5 : Assignments

- To find out uses of alloy steels such as stainless steel, Alnico and nichrome and write in science diary
- Write a short note different steps in the industrial production of iron.
- Note down ~~different~~ various characteristics of aluminium metal in your daily life.
- Find out the metals and alloys that we use in daily life.
- Write flowchart of concentration of bauxite in your science diary.

Step 6 : Activities :

- The students are divided into 4 groups and named as aluminium, iron, copper and zinc. Each group should write properties and uses of respective group name. metals.
- Complete the table related to the production of iron.

Ore of iron	
Gangue	
Flux	
Slag	
Equation of formation of slag	

- complete the task card related to electrolysis of alumina in groups.

Anode	
(a) _____	Carbon lining
Electrolyte	(b) _____
Equation of the chemical reaction at anode	(c) _____
(d) _____	$Al^{3+} + 3e^- \rightarrow Al$

Step 7: Evaluation & procedure:

Quiz : A quiz is conducted from the topic of metals and its concentration especially iron, copper, aluminium metals

Worksheet : A worksheet is given to fill out the blanks of alloy steels.

Flow chart : A chart showing "fill the missing steps" in the process of concentration of bauxite

Test : students are provided topics in advance to study and test is conducted to understand what student learnt.

Table chart : A table chart containing metals, ores and chemical formula is shown to students. Some of the columns are left vacant. The students are asked to fill the correct options.

Visual identification : Images of various methods in concentration of ores and refining are shown in powerpoint. The students are asked to identify the method.

1. Content Mapping

JESUS TRAINING COLLEGE, MALA

(Affiliated to the University of Calicut)

2022-2024 Batch

~~EPC/Practical/Task~~: EDU-05 CONSTRUCT A MIND MAP FOR ANY TOPIC IN PHYSICS OR CHEMISTRY AT THE HIGHER SECONDARY LEVEL

Semester : First semester, Physical science

Name : Mariya Davis

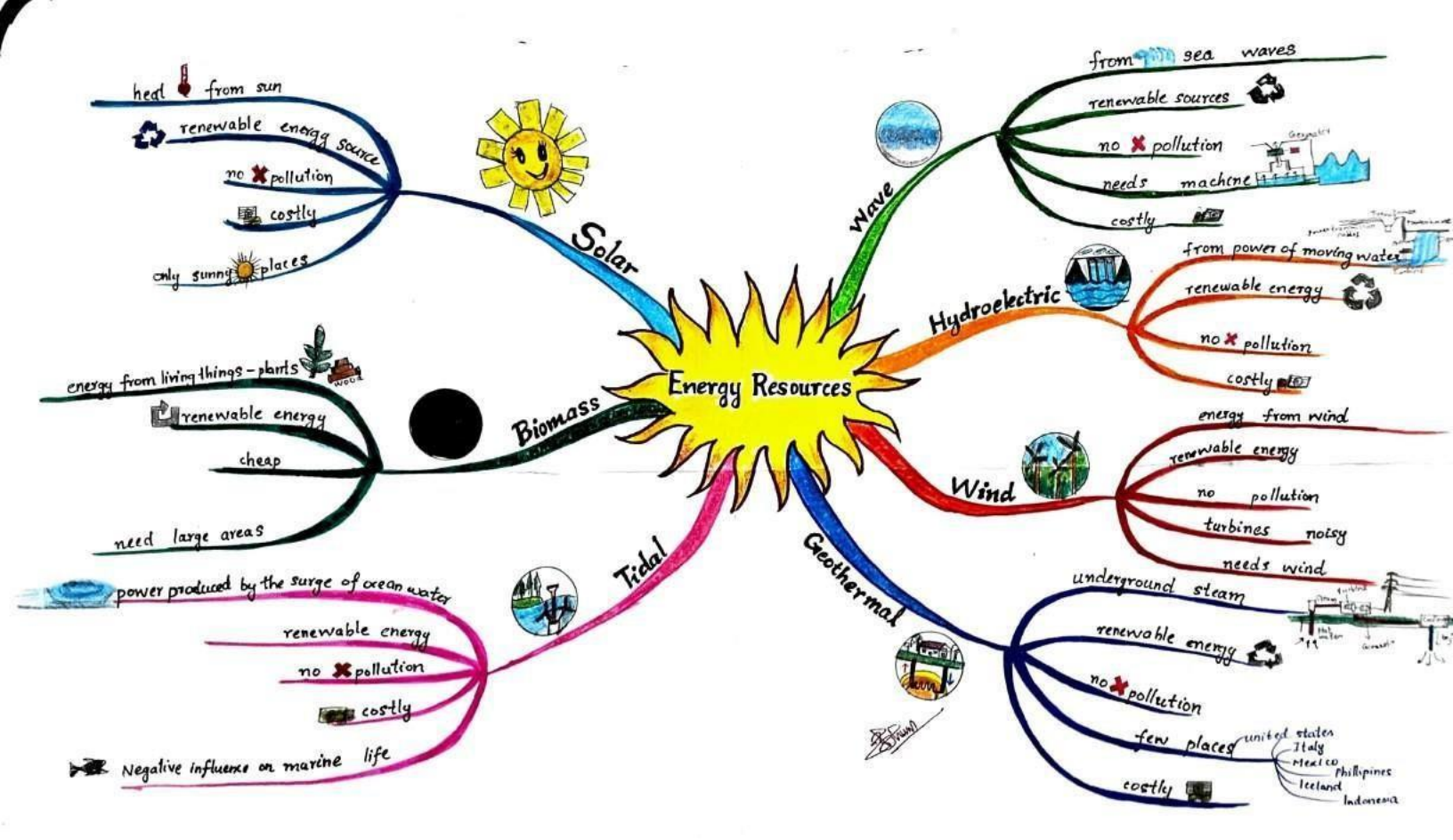
Register No : STAWTPN011

Class teacher

Principal

Place : Jesus Training College, Mala

Date : 06-01-2023


Energy Resources
Solar
heat from sun
renewable energy source
no pollution
costly
only sunny places
Biomass
energy from living things - plants
renewable energy
cheap
need large areas
Tidal
power produced by the surge of ocean water
renewable energy
no pollution
costly
Negative influence on marine life
Geothermal
underground steam
renewable energy
no pollution
few places
united states
Italy
Mexico
Phillipines
Iceland
Indonesia
costly
Wind
energy from wind
renewable energy
no pollution
turbines noisy
needs wind
Hydroelectric
from power of moving water
renewable energy
no pollution
costly
Wave
from sea waves
renewable sources
no pollution
needs machine
costly

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

DISCUSSION, DEMONSTRATION CRITICISM LESSONS

2022 - 2024

Name of Student : Abiya Prasad

Admission No. : 2193

Register No. : STALNTNS001

Subject (Group) : Natural Science

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY

Place Mala

Date 20/12/23

PRINCIPAL

Principal
Jesus Training College

Place MALA

Date 20.12.23

Sl. No	TOPIC	Std.	Date	Page	Remarks
	DISCUSSION LESSONS				
1	Types of Muscles	IX	1/23	1	
2	Kidney	IX	15/3/23	9	
3	Gastric Juice	IX	15/3/23	21	
4	Respiratory System and Functions	IX	15/3/23	29	
5	Types and Functions of Teeth	IX	15/3/23	37	
6	Integrated Pest Management	VIII	15/3/23	44	
7	Excretory organs in human	IX	15/3/23	52	
8	Biodiversity conservation methods	VIII	15/3/23	60	
	DEMONSTRATION LESSONS				
1	Video lesson plan (Photosynthesis)	IX	27/2/23	73	
2	Adrenal gland	X	28/2/23	75	
3	Genetic diseases	X	28/2/23	77	
4	Brain	X	2/3/23	79	
5	Sense organs	X	2/3/23	81	

Sl. No	TOPIC	Std.	Date	Page	Remarks
	CRITICISM LESSONS				
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2	Mitosis	VIII	10/8/23	95	
3	Five kingdom classification	VIII	10/8/23	106	
4	Food inside mouth	IX	10/8/23	114	
5	Female reproductive system	VIII	10/8/23	122	
6	Excretion in other organism	IX	10/8/23	130	
7	Animal Tissue	VIII	10/8/23	138	
8	Menstematic Tissue	VIII	10/8/23	146	
9	Bones and movements	IX	10/8/23	153	
10					
11					
12					
13					
14					
15					
16					

DISCUSSION

LESSONS

LESSON PLAN - 1

Name of the Teacher : Abiya Prasad
Name of the School : St Mary's G.H.S Kozhikkathussery
Subject : Biology
Unit : Biology of Movement
Topic : Types of muscles

Standard : IX
Division : A
Strength : 40
Duration : 45 Minutes
Date : 9/04/2023

Theme : Types of muscles and it's features and examples.

Learning outcome :
To understand the different types of muscles.
To know the function of muscles.
Make awareness about the importance of muscle and it's function.

Concept & Ideas :
Skeletal muscle (Striated muscle) → Make voluntary movements and dark light striations (bones).
Smooth muscle (Non-striated muscle) → Make Involuntary movements and no striation. (Stomach, small intestine).

Cardiac muscle → Make involuntary movements and Striations seen (Heart).

Process Skills

Observing

Observes the structure of different muscles.

Communicating

Communicates the different types of muscle.

Inferring.

Understood the importance of muscle and its function.

Predicting.

Predicts the proper functioning of muscles.

Values / Attitudes — Provide awareness on the importance of muscles.

Learning aids — ICT pictures, ICT Video, Model, Activity cards.

Expected Products — Tabulation of different types of muscles and its functio

Pre - requisites — Knowledge about the basic function of muscle.

Muscles help in various body movements.

Process	Assessment.

Introductory Activity

Teacher call the children from the class and asked them to shoco their visible muscles. The children showed the muscles in hand, leg etc. Teacher asked them about the names of these muscles.

Developmental Activity

Grouping : Teacher divided the pupil into 3 groups.

Activity 1 : Crave the activity the cards to each groups and teacher asked them to write the name of the muscle in it by understanding the figures in activity card.

Group 1

Discussion point : Skeletal muscle

Codification

What is the shape of skeletal muscle?

Teacher shows the picture of skeletal muscle in the ICT and codified the shape of skeletal muscle.

Group 2

Discussion point Smooth muscle

Codification

Teacher shows the picture of smooth muscle in the ICT and codified the shape of smooth muscle.

What is the shape of smooth muscle.

Group 3

Discussion point : Cardiac muscle

Codification

Teacher shows the picture of cardiac muscle in the ICT and codified the shape of cardiac muscle.

Activity 2 - Spin and win

Teacher shows a chart with three types of muscles and their features in it. Then teacher provides a spin wheel to the students. The spin wheel contains features of muscles. Slips containing the names of muscles are placed infront of the wheel. Students from each group need to come forward and spin the wheel and then take appropriate slip with the name of muscle which is suitable for the feature which is spinned.

What is the feature of smoom muscle.

Activity 3 - Sticky Chart

Teacher present a chart which have written the names of muscles and gave some sticky slips. The student from each group need to select a sticky slip and Paste it on suitable coloumn in the chart.

Activity 4 - True or false chart

Teacher shows a chart with true or false statements about the muscles. One student from each group asked to come forward and mark ✓ or x for respective statement.

Review

1. What are muscles?
2. How many types of muscle?
3. What is the function of skeletal muscle?
4. What is the feature of smooth muscle?
5. Where the cardiac muscles are seen?
6. What is the function of smooth muscle?
7. What is the another name for skeletal muscle and smooth muscle?

Extended Activity

Write the functions and types of muscles in your Science diary ?

Reflection

B.B Summary

Muscles

Skeletal Muscle

- Cylindrical cells
- Attached to bones

Smooth Muscle

- Spindle shape cells
- Seen in internal organs

Cardiac Muscle

- Branched cells.
- Seen in heart wall.

DEMONSTRATION

DEMONSTRATION - 1

Name of the teacher : Sreelakshmi
Standard : IX
Name of the Subject : Biology
Strength : 17
Name of the unit : Adrenal gland
Date : 28-2-2023

The class was conducted by Sreelakshmi teacher on the topic 'Adrenal Grland' and it's function. She started the class with friendly chat with the students. After that she presented a video of a girl who was scared after seeing a dog. By explaining the video to students she introduced the topic adrenal gland. Through this video she also explained the role of adrenal gland in these kind of situations. Then she showed us a model to identify the position of glands and presented a powerpoint on the topic. After that we all were divided into four groups for the activity. In the activity session she provided task cards to each group to find out the answers for each question. After that she used pocket chart for effective learning on the adrenal hormones and it's peculiarities. Teacher also used the sticky chart for a match the following task to solve. At the end of the session teacher sum up the class by giving homework to the students

OBSERVATION SCHEDULE – CONSTRUCTIVIST FORMAT

Name of the teacher: Sreelakshmi G S Date: 28/12/2023
Subject: Biology Standard: X
Topic: Adrenal gland

Points of observation	E	VG	G	A	BA	P	VP	Mks
PREPERATION								
Strategies for building up suitable physical and emotional environment			✓					
Strategies / techniques to reveal or convince the learner about what he really knows			✓					
Setting up a problematic learning situation		✓						
Strategies disturbance free & disciplined grouping			✓					
LEARNING PHASE								
Be sure about the prerequisite skills for learning activity		✓						
Clear and concise guidelines for group activity		✓						
Instruction on learning tasks- instruction cards/ display devices like charts, OHP etc. B.B work, structured oral command		✓						
Sufficient activity for each group or individual		✓					•	
Systematic routine for procedural activities		✓						
Involve all students in the activities			✓					
Encourage non volunteers			✓					
Smooth transaction- minimum time between activities			✓					
Pace activities effectively			✓			•		
Bring & design appropriate learning aids in activities			✓					
Learning aids used effectively		✓						
Continuous supervision aids-keen observation of learning activities			✓					
Manage interruptions			✓					
On the spot diagnosis of learning difficulties & remediation		•	✓					
Teacher intervention facilitating the progression of learning activities at the right direction and at the right place		✓						
Strategies for no threatening & varied evaluation observation/ oral questions / reporting / learning games			✓					
Exploring & eliciting the constructed knowledge through reflexive process								
Make changes in learning strategies based on student response		✓						

JESUS TRAINING COLLEGE, MALA

(Affiliated to the University of Calicut)

2022-2024 Batch

EPC/Practical/Task: Initiatory School Experience

Semester : II

Name : ABIYA PRASAD

Register No : STAWTAIS001

Class teacher

Principal

Principal
Jesus Training College
Mala - 680 732

JESUS TRAINING COLLEGE MALA-680 732

Place : Mala

Date : 8/2/23

INDEX

Day 1, 30 - 01 - 2023 Monday

This was the first day of our initatory phase. We reached school at 9:00 am. Thereafter, we met the headmistress of the school, Sr. Little Flower. She inquired about our course and our duties assigned during initatory phase. The first bell rang by 9:15 am and second bell by 9:20 am. Followed by that, was assembly conducted in a roofed courtyard. School band led the assembly. Assembly started off by a prayer song, preceded by a common prayer, pledge, malayalam news and several other religious prayers. The headmistress of the school, officially welcomed us amidst the assembly and wished us all the best for our upcoming activities. The assembly came to an end with a patriotic song, 'Vande Matharam'. Since 30th of January is observed as Martyr's day in remmberance of assassination of Mahatma Gandhi, the importance of that day was reminded in the assembly.

After the assembly, by 9:30 am, regular classes started. First period started by 9:30 am and ended by 10:10 am. Each period lasted for 45 minutes. After two periods in the morning session, a short break of 10 minutes was provided. Lunch break started by 12:30 pm. By 1:15 pm Sixth period started and we got a chance to observe a biology class of standard IX. Teacher taught mitosis in the class and used various teaching aids to make the learning process much easier

In the following periods, we walked around the school complex to become familiarized with the school complex By the end of last period at 3:30 pm, school hours came to an end. The school dispersed after national anthem Thereafter we set our way back to home.

Day 2 31-01-2023 Tuesday

As usual, we reached school at 9:00 am School assembly started by 9:20 am. Today common assembly was conducted not in the courtyard, instead. Students stayed in their respective classes. After the assembly, by 9:30 am first period started. During the second period, Ann Maria got an opportunity to conduct an individual class in standard IX B. She dealt with the topic 'meiosis'. By third period, we went to U.P section and conducted sociometry in class VI C. The children seemed to be so happy and excited. They co-operated really well. After lunch break at 1:15 pm, during the fifth period, we went to H.S section and conducted sociometry in class IX B. Later on, during the seventh period we went to class VIII B to carry out a shared class. We taught male and female reproductive structure of the basic science textbook. It was indeed an unforgettable experience.

This day was really memorable Many children recognized us as teachers They came to us with great smile and excitement. They were all very co-operative. By 3:30 Pm school hours came to an end. School dispersed after [illegible]

Day 3 01-02-2023 Wednesday

Day three of our initiatory phase in school started with an assembly as usual. Today, open assembly was conducted under the roofed courtyard. Since the first day of February is observed as 'wetland day' the importance of wetland and the need to conserve them was reminded in the assembly.

After the assembly, during the first period, we went to class IX D to conduct Likert scale. Students were really co-operative and completed the task really well. Statements in the likert scale was explained well to students who had doubts about them. Later on, we did some fun activities and engaged the class. The period came to an end by 10:10 am. During the fourth period I got an opportunity to conduct an individual class in standard VIII B. I dealt with the topic It was a great experience. I was so happy with the entire process. We also did a shared class on the topic 'Sexual reproduction in plants' in the basic science textbook. Later on, that day, during the lunch break our college principal Dr. M.G. Ramadevi miss visited our school and shared some time with us. We were so happy and grateful. During the fifth and seventh period, we went to see our colleague's classes in class VIII C and IX B respectively. By 3:30 pm, school hours came to end And we headed back to our home.

Day 4 02-02-2023 Thursday

We reached school at 9:00 am and attended the morning assembly. During the second period, all teaching staff had a meeting and thus we were assigned to look after the discipline in each class. The common meeting ended by 10:55 am.

During fourth period we went to a senior teacher to conduct an interview regarding CCE. We had prepared around twenty questions in prior to the interview. Teacher was really co-operative and answered our questions patiently. She gave us every little details about the CCE Scheme and helped us to clarify our doubts.

We had our lunch at 12:30 pm. Thereafter we went to look after the infrastructure and other facilities of the school. We also came to a conclusion on the social environment prevailing in the school. By 3:30 pm school hours came to end. After national anthem, we went back to our home.

Day 5 03-02-2023 Friday

This was the last day of our initiatory phase. Today, assembly was conducted under roofed courtyard. The whole assembly was conducted in Hindi. There was also prize distribution for the winners of ICSL competition.

During the first period we had an observation class in VIII A. The teacher took a portion of

JESUS TRAINING COLLEGE, MALA
(Affiliated to the University of Calicut)

2022-2024 Batch

EPC/Practical/Task: Concept Attainment Model

Semester : I

Name : ABIYA PRASAD

Register No : STAWINS001

Class teacher

Principal

Principal
Jesus Training College
Mala - 680 732

JESUS TRAINING COLLEGE
MALA-680 732

Place : Mala

Date : 08-01-2023

CONCEPT ATTAINMENT MODEL

Name of the teacher : Abiya Prasad

Class : VIII

School : St. Mary's G.H.S Kuzhikkattusery

Topic : Kingdom Animalia

Subject : Biology

Name of the concept : Kingdom Animalia

Definition of the concept : Kingdom Animalia is one of the basic groups of all living things that comprises either all the animals or all the multicellular animals.

Essential attributes :

1. Multicellular organism
2. No cell wall
3. Sexual and asexual reproduction.
4. Eukaryotic cells.

Non- essential attributes.

1. Absence of chloroplasts.
2. Motile or non- motile
3. Shape and size
4. Symmetry.

Examples :

Monkey, cow, snake, snail, deer.

Non examples

Amoeba, bacteria, fungi, mango tree.

Effects anticipated :

I. Instructional effects

1. competency for close, meaningful observation of examples and non-examples (Animalia and not animalia), leading to the attribute analysis.
2. Ability to identify essential attributes of the members of the category being formed.
3. Ability to compare examples and non examples (Animalia and Not Animalia) as well as example of different types, on the basis of essential attributes.
4. Competency for generating meaningful hypothesis regarding the new category (Animalia) on the basis of the attributes analysed.
5. Practice of testing hypothesis formed in the light of new examples.
6. Skill for categorising the items observed on the basis of essential attributes and to justify.
7. Skill to define the category formed (Animalia) Precisely, in terms of essential attributes.
8. Ability to generate new examples independently and to test the acceptability of the generalisation arrived at.
9. Skill for applying the learning process involved for independently attaining other concepts (Cf learning to learn).

Lungs : I deliver oxygen to cells in your body.
I also remove waste gases including carbondioxide when you exhale.
I cull maintain acid base balance.
I help in regulating blood volume and blood pressure.

Alveoli : I am tiny air sacs in lungs.
I exchange oxygen with carbondioxide in blood.
When I am infected, I become inflated and I will be filled up with fluid or pus, causing various diseases.

Thus respiratory system is the network of organ and tissues that help us to breath. These parts of lungs work together to move oxygen throughout the body and clear out waste gases like carbondioxide. It provides the cells with oxygen that plays an important role in many metabolic process of cells.

3. Identifying varied student abilities

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

MICRO TEACHING

Name of Student : ABIYA PRASAD

Admission No. : 2793

Register No. : STAWTNS001

Subject (Group) : NATURAL SCIENCE

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY

Place....MALA.....

Date...8-3-2022.....

JESUS TRAINING COLLEGE • MALA-680 732

PRINCIPAL

Principal
Jesus Training College
Mala - 680 732

Place...MALA.....

Date...8-3-2022.....

INDEX

SKILL OF INTRODUCTION

Name of the teacher : Abiya Prasad
Subject : Biology
Topic : Chemical Fertilizer

Class : VIII
Date : 25-10-2022

Teacher Talk	Pupil Talk.	Sub components
Good Morning	Good Morning, Teacher	
Did you have breakfast	Yes, teacher	
What did you ate today?	Putto, Dosha, Idily.	
What curry did you ate along with it?	Sambar, Coconut Chutney	
From where did you get the ingredients to make sambar?	From market.	

(Showing a picture of market)		Use of appropriate device.
Yes, from where do these vegetables comes to our market ?	From other states	
Do other states cultivate vegetables	Yes	
Do they cultivate vegetables in large scale	Yes	
Can we cultivate vegetables at home	Yes	
Can you name some of the vegetables we can grow at home	Ginger, Turmeric, Tomato, Potato, chilly.	Use of Previous Knowledge.
Is there any difference between the vegetables we grow at home and the vegetables we see in the market ?	Yes	

What is the difference in the vegetables that we grow and that we buy from market?	Big size and fresh types of vegetables are seen in markets. But in our home vegetables are small sized and diseased vegetables are seen mostly.	Use of Previous knowledge.
Have you noticed lands for cultivating vegetables?	Yes	
Have you observed any materials been applied to the field?	Yes.	
What is it?	A white powder sprayed and something black coloured powder are applied	Use of Previous knowledge
Is it good to apply fertilizers in the field?	Yes	
Why is it good?	We get more vegetables which are big in size	Use of Previous knowledge

In our home we grow vegetables is it ?	Yes	
Do we put fertilizer in the soil to grow vegetables.	No.	
Are the vegetables grown in garden tasty.	Yes	
Vegetables of our home or the market. Which is tasty?	Vegetables in our home	Use of previous knowledge.
Why is it tasty?	We don't add chemicals to it.	Use of previous knowledge.

CRITICISM

LESSON PLAN - 1

Name of the Teacher : Agna Antony
Name of the School : St Mary's Meghikathuruy
Subject : Biology
Unit : Let's Regain Our Fields
Topic : Reaping Diversity

Standard : VIII
Duration : 40
Date : 10/8/23

Theme	Reaping Diversity
Learning Outcome	• Understand different agricultural sectors that helps to earn income • To understand the importance of medicinal plant cultivation. • To identify farming methods. • To know more about various agriculture sector.
Concepts / Ideas	• Agricultural sectors like live stock management is the rearing of cattle for milk and meat.

- Poultry farming which deals with rearing birds for egg and meat.
- Sericulture is the rearing of silkworm.
- Pisiculture is the rearing of fishes.
- Apiculture is the rearing of honeybee.
- Cuniculture is rearing of rabbits
- Growing of mushroom is mushroom culture.
- Aloevera, neem, thulasi are the medicinal plants.

Process Skills

Observing

Learner observes various newspaper article and pictures of agriculture.

Communicating.

A discussion based on newspaper article.

Identifying

A learner identifies different production and rearing of organisms.

Inferring

Learner infers the importance of different agricultural sectors.

Predicting.

Learner predicts various rearing methods.

Values / Attitudes

- Pupil develops a positive attitude of earning income through agricultural sectors.
- Pupil develops positive attitude towards cultivation of medicinal plants.

Learning Aids

Chart, Textbook, Video, model.

Pre-requisites

- There are various agricultural sector.
- Agricultural sectors helps in earning money.
- It is a good source of income
- It is livelyhood for many people.

PROCESS

ASSESSMENT

INTRODUCTORY ACTIVITY

Teacher starts the class by setting a rapport with the students. After that she calls one of the student and ask him/her to read a newspaper article about agricultural condition in India. Then teacher begins an open discussion about their opinion about agriculture, earning from agriculture etc. According to the students response teacher enters into the topic.

DEVELOPMENTAL ACTIVITY

Teacher Divides the class into different groups.

Activity 1

Teacher presents a chart containing livestock management, poultry farming and pisciculture. After that teacher distributes task cards to different groups. Task cards contain incomplete

table about varieties and products that get through agricultural sector. Students need to fill it.

Discussion Points

- What is poultry Farming ?
- What is livestock management.?
- What is pisciculture ?

Codification

Livestock management is the rearing of cattle for milk and meat. Poultry farming is the rearing of birds for egg and meat and pisciculture is the rearing of fishes.

What is Poultry farming.

Activity - 2

Teacher presents model of apiculture and sericulture and she explains about them. And then teacher ask some questions related to the apiculture and sericulture and told the students to answer the questions in science diary.

It can be used as food item. Button mushroom and oyster mushroom are present.

What is curriculum?

Concluding Activity

Teacher presents an incomplete table and asks the students to complete it.

Sector	Products	Varieties
Horticulture	Honey Fruits	Kolon
Livestock management.		

Follow Up Activity

Write a short note on medicinal plants its values and importance in your science diary.

BB Summary

Agriculture Sector

Livestock Management	:	Rearing of cattle
Poultry Farming	:	Rearing of birds
Sericulture	:	Rearing of silkworm
Pisciculture	:	Rearing of fish
Floriculture	:	Cultivation of flowering plant
Apiculture	:	Rearing of honey bee.
Cuniculture	:	Rearing of rabbits.
Horticulture	:	Rearing of Fruits & vegetables.

4. Dealing with student diversity in the classroom

JESUS·TRAINING COLLEGE, MALA

(Affiliated to the University of Calicut)

2022-2024 Batch

C/Practical/Task: Report of the study on style preferences and learning in a group of 15-20 children using a tool on learning style.

mester : II

me : Abiya Prasad

gister No : 3TAWTN5001

ss teacher

ace : MALA

te : 10-12023

Principal

Principal
Jesus Training College
Mala - 680 732

INTRODUCTION

The term learning style is widely used to describe how learners gathers, interpret, organise come to conclusions about and store information for use. These styles are classified sensory approaches. Visual, auditory, verbal and kinesthetic. Learning styles and influence take on a variety of forms and not all people fit neatly into one category.

Auditory learners tend to learn cohen the subject matter is enforced by sound. Kinesthetic learners learn through doing things. Verbal learners learn through written words. Visual learning learns through written words. Visual learners observing things, pictures, diagramms Learning style have been shown to play on important role in the learning process. Each person has her particular style of learning that determines how she interacts with her learning environment.

Understanding learning styles can make it easier to create, modify and develop more efficient curriculum and educational programmes. It can also encourage students participation is these programmes and motivate them to gain professional knowledge knowing Childrens learning styles will help to find ideas.

Different Learning Styles

1. Visual learning style

Visual learners are learners who process information that they can be better than the information they hear. This means that visual learners prefer to read over listening and write over speaking aloud. They have greater chance of remembering information that is presented to them in the form of graphics, images and maps.

Their characteristics include:

- Turn notes into pictures, charts or maps.
- Able to memorize and recall visual information.
- Tends to memorize and recall visual information.
- Uses visual objects such as graphs, pictures and charts.
- Make mind and concept maps instead of outlines.

2. Auditory learning style

Auditory learning style in which a person learns through listening. An auditory learners depends on listening and speaking as a main way of learning. Auditory learners find conventional study practices, such as making notes directly from textbook, not terribly effective. Their other characteristics include.

. Retains information through hearing and speaking.
. Notices different aspects of speaking.
. Record lectures and listen to them.
. learns better when discuses.
. Read textbook aloud.

3. Kinesthetic learning Style

Kinesthetic learning style or tactile learning is a learning style in which learning takes place by the students carrying out physical activities rather than listening to a. lecture or watching demonstrations. They aren't necessary suited to the traditional classrooms. They tend to learn best when they are physically active or through learning activities, that active participation. Then other characteristics include.

- Likes to use the hands on approach to learn new material.
- It is generally good in maths and science.
- Usually prefer group work.
- Would rather demonstrate how to do something
- Work while studying.

Read and Write

Students with a strong reading or writing preference learn best through words. These students may present themselves copious notes takes on and readers and are capable to

ANALYSIS AND INTERPRETATION

The following table shows the learning style preferred by the Students.

No	Learning Style	No. of Students	Percentage.
1.	Visual	60	60%
2.	Auditory	30	30%
3	Kinesthetic	10	10%

From the above data we can understand that of Students prefer visual learning style, of students prefer auditory learning style and the remaining prefer kinesthetic learning style. Mayority of the Students i-e prefer to learn through visual learning style. That means mayority of students here likes to study through a learning materials as visual objects, pictures, videos etc.... few students were taken through hearing and speaking. Some of the students prefer kinesthetic learning style, that means they like to learn the material through group work, activities, experiencing demonstrations etc.

SUGGESTIONS

The teacher should understand the different learning style preferences of the learning.

Give importance to the audio visual aids in teaching.

Provide group activities, field trips, projects etc... to the students.

Prepare the learning material to fact with the needs of students by considering their individual difference in learning style.

EDUCATIONAL IMPORTANCE

It enables the learner to enjoy the learning and strengthen the learning capacity.

It reduces stress and strain of learning experiences.

It avoid fatigue in learning situations.

It provides great curiosity and motivation of life long learning.

6. Visualizing Learning Style

VIDEO LESSON PLAN

Name of the teacher: Liji

Name of the Subject: Biology

Name of the unit: Photosynthesis

Standard: VIII

Duration: 40

Date: 27/2/23

The class started with a very impressive introduction. The teacher started by stating various changes occured during the lockdown period. Teacher asked to the Students what changes did they observe. Teacher tested the previous knowledge of the students. by asking if they know what happens if atmospheric CO_2 increases.

Later on teacher defined global warming and role of plants in controlling it. She reminded that it is our responsibility to reduce green house gases. Then the teacher explained role of plants in regulating atmospheric CO_2 and O_2. She also mentioned importance of photosynthesis. The teacher probed various questions to understand the level of

of knowledge of students. Teacher prepared and experiment and showed the cross section of leaf. She also explained various parts in the cross section. Towards the end of the class teacher discussed major concepts discussed in the unit. She also gave an assignment to find out green house and its effect.

In short class was very energetic and enthusiastic. It was really grateful as a teacher she had a pleasant attitude.

7. Addressing inclusiveness

JESUS TRAINING COLLEGE, MALA

(Affiliated to the University of Calicut)

2022-2024 Batch

EPC/Practical/Task: Consided the special education and general education teachers in the school. Identify experiences and expertise that these teachers can offer to others as inclusive programs are developed

Semester : IV

Name : Abiya Prasad

Register No : STAINTNS001

Class teacher

JESUS TRAINING COLLEGE MALA - 680 732

Principal

Place : Mala

Date : 15/03/2024

INTRODUCTION

Inclusive education practices have become increasingly essential in general schools worldwide, reflecting a commitment to equity, diversity, and excellence in education. Inclusive education goes beyond merely accomodating students with disabilities or special needs, it embodies a philosophy that celebrates and values the diversity of all learners. General school is committed to providing an inclusive educational environment where all students, regardless of their diverse abilities and backgrounds, have equal opportunities to learn and thrive. As part of the assessment of inclusive education practices, an interview was conducted with the resource teacher responsible for facilitating inclusive practices at general school.

REPORT

The resource teacher highlighted the importance of collaboration among teachers and staff to ensure the successful implementation of inclusive practices. Regular communication and collaboration meetings are held to discuss individual student needs and devise strategies to support their learning and participation in the classroom.

At general school, the resource teacher employs a variety of teaching strategies and instructional approaches to accomodate the diverse learning needs of students with disabilities or special needs. This includes differentiated instruction, personalized learning plans, and the use of assistive technologies to support student learning.

The resource teacher emphasized the importance of family and community engagement in supporting inclusive practices at general school. The school actively seeks input from families and collaborates with community to provide additional support services for students with disabilities or speval needs.

General school provides ongoing professional development opportunities for teachers and staff to enhance their knowledge and skills in inclusive education practices. Workshops, training sessions and peer learning opportunities are offered to support teachers in effectively meeting the diverse needs of their students.

Students with disabilities or special needs are actively encouraged to participate in school activities and decision-making processes at general school. The resource teacher works closely with students to identify their strength and weakness, and to empower them to advocate for their own learning needs within the school community.

General school employs a variety of methods to assess the effectiveness of its inclusive education practices. This includes regular monitoring of student progress, gathering feedback from teachers, students and families and conducting periodic reviews of the school's policies and practices to ensure alignment with inclusive education principles.

CONCLUSION

In conclusion, general school is dedicated to fostering an inclusive educational environment where all students are valued, supported and empowered to reach their full potential. Through collaborative efforts, individualized support, and a commitment to ongoing improvement, general school continues to make strides in promoting inclusive education and ensuring the success of all students.

QUESTIONNAIRE

1. Can you provide an overview of your role as a resource teacher in facilitating inclusive education at general school?
2. How do you define inclusive education within the context of general school?
3. How do you collaborate with other teachers and staff to ensure the needs of all students are met in inclusive settings?
4. How do you tailor your teaching strategies to meet the diverse learning needs of students with disabilities or special needs.
5. What measures are in place at general school to ensure physical and instructional accessibility for all students?
6. How does general school engage with families and wider community to support inclusive practices and foster a sense of belonging for all students?
7. How does general school assess the effectiveness of its inclusive education practices and what strategies are in place for continuous improvement?
8. Can you discuss any challenges you have encountered in promoting inclusive education at general school, as well as notable success or achievements in this area?

8. Assessing student learning

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

ACHIEVEMENT TEST

Name of Student : ABIYA PRASAD

Admission No. : 2793

Register No. : STAMTNS001

Subject (Group) : NATURAL SCIENCE

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY

Jesus Training College Mala - 680 732

PRINCIPAL

Place... MALA

Date... 29.01.2024

Verified 6/2/24

Place... MALA

Date... 29-01-2024

JESUS TRAINING COLLEGE MALA-680 732

Name of the teacher - Abiya Prasad

Name of the School - St Mary's G H S Kuzhikkattussery

Standard - IX

Subject - Biology

Unit - Breathing For Energy

Duration - 1 hour

Maximum mark - 20

Date - 25-10-2023

LEARNING OUTCOMES

Unit 4 - Breathing For Energy

4.1 To understand parts of respiratory system

4.2 To analyze changes occuring during inspiration and expiration.

4.3 To understand role of haemoglobin in oxygen transport.

4.4 To understand methods of expulsion of CO_2 from body.

4.5 To explain consequence of excess CO_2 in body

4.6 To understand anaerobic respiration.

4.7 To understand about vital capacity and tidal volume

4.8 To evaluate mode of respiration in other organisms.

4.9 To understand mode of respiration in plants.

THINKING SKILLS

1. Remembering
   (i) Recognising
   (ii) Recalling.

2. Understanding
   (i) Interpreting
   (ii) Exemplifying
   (iii) Classifying
   (iv) Summarising
   (v) Inferring
   (vi) Comparing
   (vii) Explaining

3. Applying
   (i) Executing
   (ii) Implementing

4. Analysing
   (i) Differentiating
   (ii) Organizing
   (iii) Attributing

5. Evaluating
   (i) Checking
   (ii) Critiquing

6. Creating
   (i) Generating
   (ii) Planning
   (iii) Producing

PREPARATION OF DESIGN OF TEST

WEIGHTAGE TO UNIT AND LEARNING OUTCOME

Sl. No	UNIT	LEARNING OUTCOMES	SCORE	PERCENTAGE (%)
	Breathing For Energy.	4.1	1	5%
		4.2	2	10%
		4.3	1	5%
		4.4	3	15%
		4.5	2	10%
		4.6	4	20%
		4.7	3	15%
		4.8	3	15%
		4.9	1	5%

WEIGHTAGE TO THINKING SKILLS

Sl No	THINKING SKILLS	SCORE	PERCENTAGE
1.	LOTS	8	40%
2	HOTS	12	60%
	Total	20	100%

WEIGHTAGE TO FORM OF QUESTIONS

Sl. No.	FORM OF QUESTION	NUMBER OF QUESTION	SCORE	PERCENTAGE
1.	Objective	4	4	20%
2.	Short Essay	5	12	60%
3	Essay	1	4	20%
	Total	10	20	100%

BLUE PRINT

UNIT	FORM OF QUESTIONS / LEARNING OUTCOMES	THINKING SKILLS						TOTAL
		LOTS			HOTS			
		O	S	E	O	S	E	
Breathing For Energy.	4.1	(1)'						
	4.2	(2)'						
	4.3	(1)'						
	4.4	(1)'	(2)'					
	4.5		(2)'					
	4.6						(4)'	
	4.7					(3)'		
	4.8		(3)'					
	4.9	(1)'						
		6	7			3	4	20

The number inside the bracket indicate the number of mark and outside the bracket indicate the number of question.

Provision of Choice

There is no choice.

SECTION OF QUESTION PAPER

There are 3 sections in the question paper.

Section - A ⟶ Objective Type

Section - B ⟶ Short answer Type

Section - C ⟶ Essay type.

CONSTRUCTION OF TEST ITEM

Section A

1. Analyse the illustration and identify x

   O_2 + Hb → Oxyhaemoglobin

   CO_2 + Hb → _____

2. Find out errors in underlined part

   a) Gaseous exchange in leaves takes place through lenticels

   b) Gaseous exchange through lenticels is an example of active transport.

3) Double layered protective membrane of lungs

4) _____ molecule contain four protein strand and haem.

Section - B

5) If excess CO_2 formed in body it is not eliminated in time homeostasis will be disturbed. How?

6) The elimination of CO_2 from cells takes place only through haemoglobin. Do you agree with statement. Why?

7) Complete the table given below using following information

- Volume of thoracic cavity increases.
- Intercostal muscle contract
- Diaphragm relax
- Pressure in thoracic cavity increases.

Inspiration	Expiration

Section C

8) Analyze the following terms

a) Tidal volume b) Vital capacity c) Emphysema

i) Which is the indicator of strength of muscle in thoracic cavity.

ii) Differentiate tidal volume and vital capacity

9) Rearrange the column B & C according to A

Organism	Respiratory organ	Exchange of gases
Amoeba	Cell membrane	Directly with tissue
Cockroach	Trachea	Through blood capillary
Fish	Gills	Directly from air
		Directly with cytoplasm.

Section

10) "Many organisms can survive even in absence of O_2"

a) Do you agree with statement why.

b) If you agree describe the process with help of flow chart.

c) What is fermentation?

d) Write any 2 examples of fermentation in daily life.

SCORING KEY AND MARKING SCHEME

Que. No.	VALUE POINTS	SCORE	TOTAL
1.	Carbaminohaemoglobin	1	1
2	a) Stomata b) Diffusion	½ ½	1
3.	Pleura	1	1
4	1 haemoglobin	1	1
5	The excess carbondioxide combine with water in the cell to produce carbonic acid. When the level of carbonic acid in body increases. It increases acidity of body	2	2
6.	No Carbondioxide + haemoglobin ⟶ Carbaminohaemoglobin 23% Carbondioxide + Plasma water 7% Carbondioxide + water in RBC ⟶ Bicarbonate 70%	2	2
7.	Inspiration Volume of thoracic cavity increases Intercostal muscle contract.		

Expiration

Diaphragm relax — 1

Pressure in thoracic cavity increases

8 i) Vital capacity — 1

ii) Tidal Volume – The amount of air one breath in and out during normal breathing in human 500ml. — 1

Vital capacity – Volume of air that can be breathed out by forceful expiration after maximum or forceful inspiration. — 3

In male - 4.5 l Female - 3l.

iii) Emphysema reduce vital capacity of an individual — 1

9 Amoeba - Cell membrane - Directly with cytoplasm. — 1

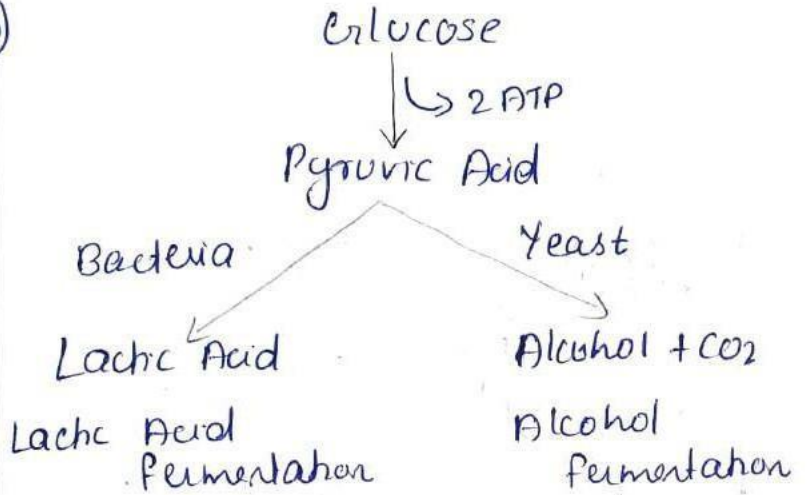
Cockroach - Trachea - Directly with Tissues. — 1 — 3

Fish - Grills - Through capillary to blood. — 1

10 a) Yes in many organisms respiration take place without O_2 — 1

eg: bacteria and yeast.

b)



1

4

c) Fermentation is anaerobic process in which energy can be released from glucose even if O_2 is not available 1

d) Milk to curd 1
Production of beer and wine.

QUESTION WISE ANALYSIS

Qn. No	Content	Learning outcome	Thinking Skills	Form of Questions	Score	Time
1.		4.3	Analyzing · Attributing	objective	1	
2.		4.9	Understanding · Inferring	objective	1	
3		4.1	Remembering · Recalling	objective	1	
4		4.3	Remembering · Recalling	objective	1	
5	Breathing For Energy	4.5	Applying · Implementing	Short essay	2	
6		4.4	Applying · Implementing	Short essay	2	
7		4.2	Understanding · Classifying	Short essay	2	
8		4.7	Analyze · Differentiating	Short Essay	3	
9		4.8	Analysing · Organizing.	Short Essay	3	
10		4.6	Evaluating · Critiquing	Essay.	4	

MARK LIST

(Mark to be converted to out of 100)

Sl. No	Name	Mark	Rank
1.	Diya Somadas	55	13
2.	Riya Prince	60	10.5
3.	Ann Monya Varghese	55	13
4.	Neha Mary	75	3
5.	Gowri	30	21.5
6.	Nehra Fathima	45	18
7.	Diya Thanas	40	20
8.	Romiya Rose	70	5
9	Sreebhadra	65	8
10	Hafna K.A	60	10.5
11	Bidheesha	45	18
12	Safoora N.A	80	1.5
13	Atoniya shaju	70	5
14	Angeleena	30	21.5
15	Anikha	65	8
16	Afna	50	15.5
17	Nivedhya K.R	45	18
18	Nafisathul Misriya	80	1.5
19	Balabhadra Santhosh	50	15.5
20	Sona Fathima	65	8
21	Sreelakshmi K.M	70	5
22	Anamya Joseph	55	3

STATISTICAL ANALYSIS AND INTERPRETATION

1. Data
2. Frequency table
3. Measures of central tendency
   - Arithmetic mean
   - Median
   - Mode.
4. Measures of Dispersion
   - Range
   - Mean deviation
   - Quartile deviation
   - Standard deviation
5. Correlation
6. Graphs
   - Histogram
   - Frequency Polygon
   - Ogive
   - Pie diagram.

DATA

55, 60, 75, 30, 45,
40, 70, 65, 80, 50

FREQUENCY TABLE

Class	Tally	Frequency
0 - 10	0	0
11 - 20	0	0
21 - 30	11	2
31 - 40	1	1
41 - 50	𝍸	5
51 - 60	𝍸	5
61 - 70	𝍸 1	6
71 - 80	111	3
81 - 90	0	0
91 - 100	0	0

Measures of Central tendency

ARITHMETIC MEAN

Class	Midpoint (x)	Frequency (f)	fx
0 - 10	5.5	0	0
11 - 20	15.5	0	0
21 - 30	25.5	2	51
31 - 40	35.5	1	35.5
41 - 50	45.5	5	227.5
51 - 60	55.5	5	277.5
61 - 70	65.5	6	393
71 - 80	75.5	3	226.5
81 - 90	85.5	0	0
91 - 100	95.5	0	0
		N = 22	$\Sigma fx = 1211$

$$\text{Arithmetic Mean} = \frac{\Sigma fx}{N}$$

$$= \frac{1211}{22}$$

$$= \underline{55.04}$$

MEDIAN

Class	Frequency	Less than Cummulative frequency.
1 - 10	0	0
11 - 20	0	0
21 - 30	2	2
31 - 40	1	3
41 - 50	5	8
51 - 60	5	13
61 - 70	6	19
71 - 80	3	22
81 - 90	0	22
91 - 100	0	22

Median class is 51 - 60

l → lower limit of median class - 50.5

F → Cumulative frequency upto median class - 8

f_m → frequency of median class - 5

f → frequency = 22 i → class interval = 10

$$\text{Median} = l + \left(\frac{\frac{N}{2} - F}{f_m}\right) \times i$$

$$= 30.5 + \left(\frac{22/2 - 8}{5}\right) \times 10$$

$$= \underline{56.5}$$ ✓

MODE

Class	Frequency (f)
1 - 10	0
11 - 20	0
21 - 30	2
31 - 40	1
41 - 50	5
51 - 60	5
61 - 70	6
71 - 80	3
81 - 90	0
91 - 100	0

Modal class is 61-70

$l \rightarrow$ lower limit of modal class $= 60.5$

$f_1 \rightarrow$ frequency of preceding class $= 5$

$f_2 \rightarrow$ frequency of succeeding class $= 3$

$i \rightarrow$ class interval $= 10$

$$\text{mode} = l + \left(\frac{f_2}{f_1 + f_2}\right) \times i$$

$$= 60.5 + \left(\frac{3}{5+3}\right) \times 10 = \underline{64.25}$$

Measures of Dispersion

RANGE

Range (R) = H - L + 1

= 80 - 30 + 1

= 50 + 1 = 51

MEAN DEVIATION

class	Frequency (f)	Mid point (x)	$(x-\bar{x})$	$\lvert x-\bar{x}\rvert$	$f(x-\bar{x})$
1-10	0	5.5	-49.54	49.54	0
11-20	0	15.5	-39.54	39.54	0
21-30	2	25.5	-29.54	29.54	59.08
31-40	1	35.5	-19.54	19.54	19.54
41-50	5	45.5	-9.54	9.54	47.7
51-60	5	55.5	0.46	0.46	2.3
61-70	6	65.5	10.46	10.46	62.76
71-80	3	75.5	20.46	20.46	61.38
81-90	0	85.5	30.46	30.46	0
91-100	0	95.5	40.46	40.46	0

Mean deviation = $\frac{\Sigma \lvert x-\bar{x}\rvert}{N}$

$= \frac{252.76}{22}$

$= 11.48$

STANDARD DEVIATION

Mean $\bar{x} = \frac{\Sigma fx}{N}$

Class	Frequency (f)	Midpoint	$x - \bar{x} = d$	$(x-\bar{x})^2 = d^2$	$f(d^2)$
1 - 10	0	5.5	49.54	2454.21	0
11 - 20	0	15.5	39.54	1563.41	0
21 - 30	2	25.5	29.54	872.61	1745.22
31 - 40	1	35.5	19.54	381.81	381.81
41 - 50	5	45.5	9.54	91.01	455.05
51 - 60	5	55.5	0.46	0.211	1.055
61 - 70	6	65.5	10.46	109.41	656.46
71 - 80	3	75.5	20.46	418.61	1255.83
81 - 90	0	85.5	30.46	927.81	0
91 - 100	0	95.5	40.46	1637.01	0
					$\Sigma fd^2 = 4495.42$

Standard Deviation $\sigma = \sqrt{\frac{\Sigma f(x-\bar{x})^2}{N}}$

$= \sqrt{\frac{4495.42}{22}}$

$= \underline{14.29}$ ✓

CORRELATION COEFFICIENT

No	Name	Mark in Biology	Mark in Maths	Rank in Biology	Rank in Maths	Rank difference (D)	D^2
1	Diya Somadas	55	75	13	6.5	6.5	42.25
2	Riya Prince	60	60	10.5	13.5	3	9
3	Ann Moniya	55	70	13	9.5	3.5	12.25
4	Neha Mary	75	65	3	11.5	8.5	72.25
5	Crocu'	30	40	21.5	21	0.5	0.25
6	Nehra Fathima	45	50	18	19	1	1
7	Diya Thomas	40	40	20	21	1	1
8	Romiya Rose	70	75	5	6.5	1.5	2.25
9	Sreebhadra	65	80	8	4.5	3.5	12.25
10	Hafna K.A	60	65	10.5	11.5	0.7	0.49
11	Bridhesha	45	55	18	17.5	0.5	0.25
12	Safoora N.A	80	90	1.5	2	0.5	0.25
13	Aloniya Shaju	70	85	5	3	2	4
14	Angeleena	30	40	21.5	21	0.5	0.25
15	Anikha	65	55	8	17.5	0.8	0.64
16	Afna	50	60	15.5	13.5	2	4
17	Nivedhya	45	56	18	16	2	4
18	Nafrsathul Misriya	80	98	1.5	1	0.5	0.25
19	Balabhadra Santhosh	50	58	15.5	15	0.5	0.25
20	Sona Fathima	65	70	8	9.5	1.5	2.25
21	Sreelakshmi	70	80	5	4.5	0.8	0.64
22	Andriya	55	73	13	8	5	25

Correlation coefficient $P = 1 - \frac{6 \Sigma D^2}{N(N^2-1)}$

$N = 22$

$P = 1 - \frac{6 \times 1084.54}{22(22^2-1)}$

$= 1 - \frac{6507.24}{10626}$

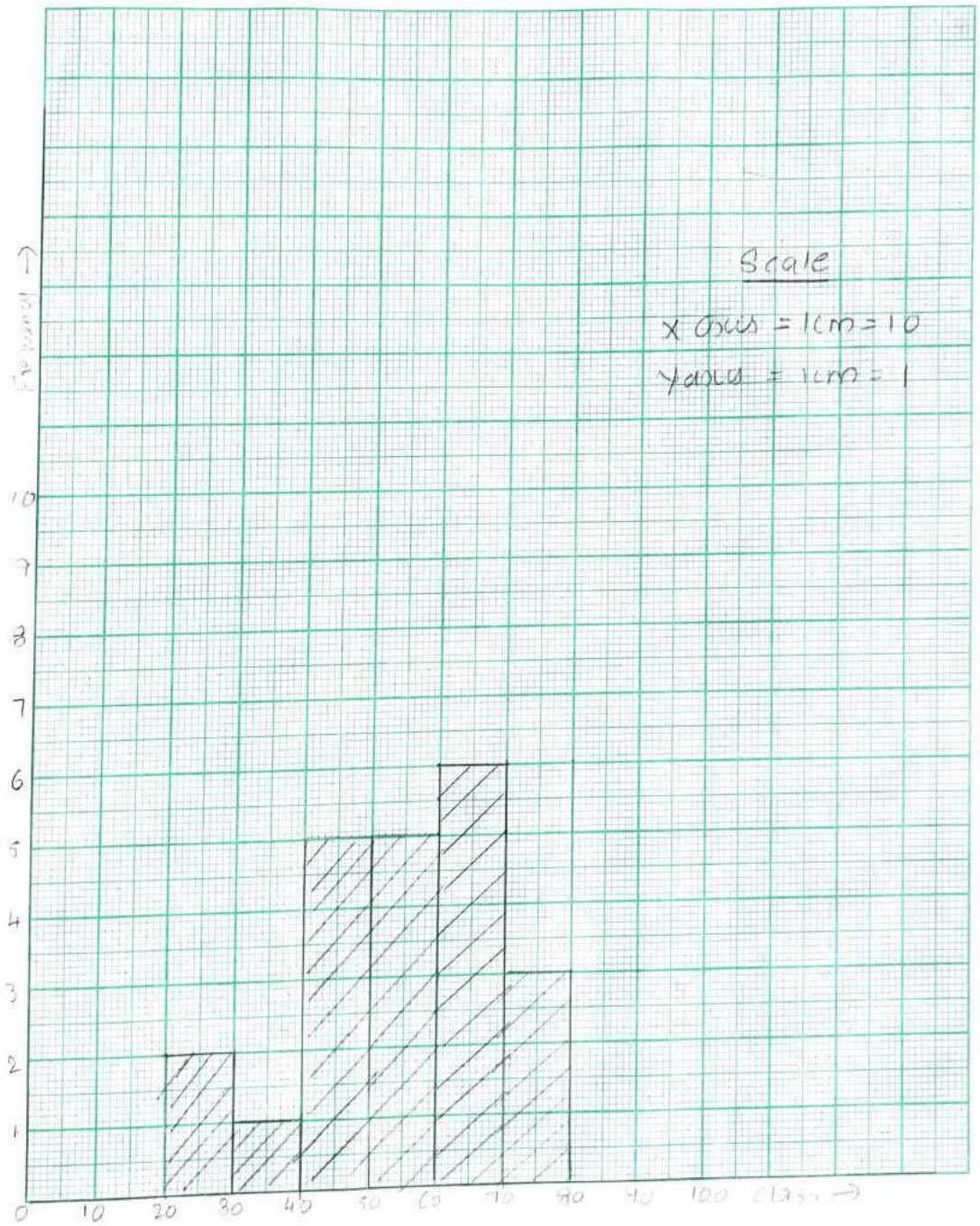
$= 1 - 0.6123 = \underline{0.3877}$

GRAPHICAL REPRESENTATION

HISTOGRAM

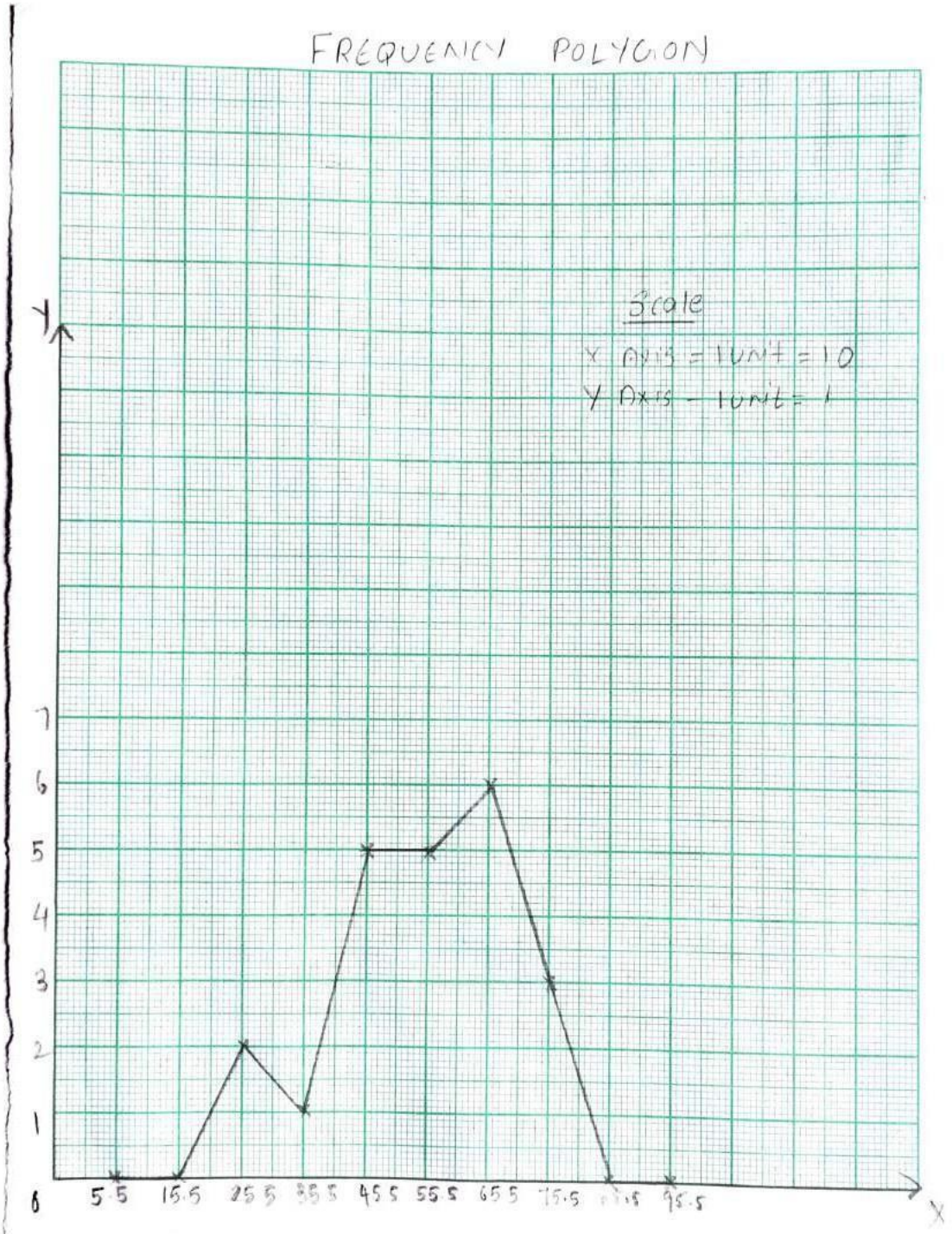
CLASS	FREQUENCY
1 - 10	0
11 - 20	0
21 - 30	2
31 - 40	1
41 - 50	5
51 - 60	5
61 - 70	6
71 - 80	3
81 - 90	0
91 - 100	0

HISTOGRAM


Scale
x axis = 1cm = 10
y axis = 1cm = 1
Frequency →
0
1
2
3
4
5
6
7
8
9
10
10
20
30
40
50
60
70
80
90
100
Class →

/

FREQUENCY POLYGON



DIAGNOSTIC TEST -1

INTRODUCTION

A diagnostic test is a test designed to locate specific learning deficiencies in case of specific individuals at a specific stage of a learning lesson, so that specific effort could be made to overcome those defects.

Thorndike and Hagen suggested that a diagnostic test should provide a detailed picture of the strengths and weakness of a pupil in a particular area. Any test that yields more than a single overall score is diagnostic. Diagnosis has become an essential phase of developing plans of instruction to individual differences.

Diagnostic test helps the teacher in identifying the status of the learner at the end of a particular lesson, or course of learning as to what specific teaching or learning points have been properly grasped by the learner. After administering a diagnostic test to students, a teacher takes remedial measures to overcome the deficiencies thus discovered.

DIAGNOSTIC TEST PLAN

Name of the Teacher : Abiya Prasad.
Name of the School : St. Mary's G.H.S
Kuzhikkathussery

Standard : IX
Subject : Biology
Unit : Breathing for Energy
Date : 8-11-2023

PURPOSEFUL PLANNING

As a part of B.Ed course 2022-2024 teaching internship was carried out by the B.Ed trainees in St. Mary's G.H.S Kozhikkathusery. I had took class on the chapter "Breathing For Energy" of class IX in High School section. An achievement test was prepared based on the chapter. Based on the test by conducting the possibility of feeling difficulty by students to explain the fermentation, what happens when carbondioxide becomes excess, expulsion of Carbondioxide.

IDENTIFICATION OF THE PROBLEM AREA

Difficulty in explaining what happens when carbondioxide becomes excess, how is carbondioxide eliminated from cells, Role of fermentation in daily life.

ANALYSIS OF ACHIEVEMENT TEST

		1	2	3	4	5	6	7	8	9	10	Mark /25	Mark in 100
1.	Diya Somadas	✓	✓	✓	✓	×	×	✓	×	✓	×	11	55
2	Riya Prince	✓	✓	✓	×	✓	×	✓	×	✓	×	12	60
3	Ann Monya	✓	✓	✓	✓	✓	✓	×	×	×	×	11	55
4	Neha Mony	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	15	75

5	Gauri	✓	✓	✓	✓	✓	x	x	x	x	x	6	3
6	Nehna Fathima	✓	✓	✓	✓	✓	x	x	✓	x	x	9	4
7	Drya Thomas	✓	x	✓	✓	x	✓	✓	x	x	x	8	4
8	Romya Rose	✓	✓	✓	✓	✓	✓	x	x	x	x	14	7
9	Sreebhadra	✓	✓	✓	✓	x	x	x	✓	x	✓	13	6
10	Hafna	✓	✓	x	x	✓	✓	x	x	x	✓	12	6
11	Bidheesha	✓	x	✓	✓	✓	✓	x	x	x	x	9	4
12	Safoora	✓	✓	✓	✓	✓	x	x	x	✓	✓	16	8
13	Atoniya	✓	✓	✓	✓	✓	✓	✓	x	x	x	14	-
14	Angeleena	✓	✓	✓	✓	✓	x	✓	x	x	x	6	3
15	Anikha	✓	✓	✓	x	x	✓	✓	x	x	✓	13	6
16	Afna	✓	x	x	✓	x	x	x	✓	x	x	10	5
17	Nivedhya	✓	✓	✓	✓	✓	✓	x	x	x	x	9	4
18	Mrsriya	✓	✓	✓	✓	✓	x	x	x	✓	✓	16	8
19	Balabhadra	✓	x	✓	✓	✓	x	x	✓	✓	✓	10	5
20	Sana Fathima	✓	✓	✓	✓	✓	x	x	✓	✓	x	13	6
21	Sreelakshmi	✓	✓	✓	✓	✓	✓	x	x	x	x	14	7
22	Andriya	✓	✓	✓	✓	✓	x	x	x	x	✓	11	5
	Total right	22	8	20	19	18	10	7	8	7	7		
	Total wrong	0	4	2	3	5	12	15	16	15	15		
	Total emission	-	-	-	-	-	-	-	-	-	-		

DETAILED CONTENT ANALYSIS

- Expulsion of Carbondioxide - Carbondioxide is eliminated from cells in different forms.
  - 7% Dissolved in plasma coates
  - 23% Carbominohaemoglobin
  - 70% As bicarbonates.

- When Co_2 becomes excess → Co_2 combines with coates present in and out of cell to form carbonic acid.
  - The increase in level of carbonic increases acidity.
  - Changes internal environment.

- Respiration without oxygen → Fermentation.
  - Fermentation is the process in which a substance breaks down into a simples substance.
  - Eg: Curding of milk
    Process behind batter becoming so

- Tidal Volume → Volume of air one breathe in and out during normal breathing.

- Vital capacity → Volume of air that can be breathed out by forceful expiration after maximum or forceful inspiration.

LISTING AND ARRANGING ALL POINTS

- Difficulty to explain how carbondioxide is eliminated from cells.
- Difficulty to elucidate what happens when carbondioxide becomes excess
- Difficulty to explain fermentation.
- Difficulty to apply fermentation in application level.

WRITING THE TEST ITEMS

On the bases of analysis of teaching points are prepared question of each section

ARRANGING THE TEST ITEMS

The prepared question were arranged from simple to complex and easy to difficult in manner.

PROVIDING CLEAR INSTRUCTIONS

Provided all the necessary instruction about each questions to the students.

Diagnostic Test

Subject : Biology
Unit : Breathing For Energy

Date :
Time : 1 hour

Crucial Instructions

1. Read all questions carefully
2. Write answer for all question
3. Take necessary time for answering all questions

PART - A

1. Write an example for fermentation ?
2. How carbondioxide is expelled from cells ?
3. Name the acid formed when CO_2 become excess.

PART - B

4. What happens when CO_2 becomes excess ?
5. What is Tidal volume ?
6. What is fermentation ?

PART - C

7. Define Vital capacity
8. Mention the role of fermentation in daily life.
9. _____ is the indicator of strength of muscle in thoracic cavity.
10. What is relation between vital capacity and emphysema.

11. What is the amount of vital capacity in Men and wom

PREPARING A SCORING KEY AND MARKING SCHEME

Sl No	value Points	Score	Total
1.	Curding of milk	1	1
2.	Carbondioxide expelled in three forms 7% - Dissolved in Plasma water 23% - Carbamino-haemoglobin. 70% - As bicarbonate	2	2
3	Carbonic acid	1	1
4	CO_2 combines with water in and out of cells and forms Carbonic acid. This increase the level of acidity Changes internal environment.	2	2
5.	Volume of air we breathe in and out during normal breathing	2	2

6	Fermentation is the process in which complex substance breaks down into simpler one.	2	2
7	Volume of air that can be breathed out by forceful expiration after maximum as forceful inspiration.	2	2
8.	Curding of milk.	1	2
	batter becomes soft	1	
9	Vital capacity	2	2
10	Emphysema reduces vital capacity of an individual	2	2
	In male 4.5 l	1	
	In female 3 l.	1	

REMEDIAL TEACHING

According to the analysis of teaching points and the prepared diagnostic test. We understood that remedial teaching is necessary to solve the identified process. Based on the diagnostic test prepared, we found that there was difficulty in explaining what happens when cor becor excess. So in order to overcome this problem, following remedial measures were suggested.

1. Students should be divided into different groups and more related problems should be given
2. During free period they should made to involve in related activities.
3. Students should give chance to solve problem by their own.

9. Mobilizing relevant and varied learning resources

JESUS TRAINING COLLEGE, MALA

(Affiliated to the University of Calicut)

2022-2024 Batch

PC/Practical/Task: Workshop Report

emester : II

Name : Abiya Prasad

egister No : STAWITN1S001

Class teacher

Principal

Place : Mala

Date : 16-3-2023

Principal
Jesus Training College
Mala - 680 732

DIAGRAM CHART

Subject : Biology
Class : IX
Unit : Excretion to maintain Homeostasis
Date : 13-8-2023
Topic : Kidney and its parts.

The 'kidney and its parts' from the unit 'Excretion to maintain Homeostasis' was taken as the topic for diagram chart. First, the margin was drawn on four sides of the white chart. The topic 'kidney and it's parts' was written in bold letters on the top of the chart. Then the diagram was drawn in the chart using pencil and appropriate colours were given to each part of the diagram. All the important parts are highlighted with the colour pencils and parts of 'kidney' were labelled to the right side of the chart. The diagram was drawn as large as possible. So that everyone in the class could observe it clearly. This diagram chart makes the learning more clear to the learners.

Content Chart

Subject : Biology
Unit : Cell clusters
Topic : Meristematic Tissue

Class : VIII
Date : 14/8/2023

To topic 'meristematic Tissue' from the unit 'cell clusters' was taken as topic for making content chart. First margins were drawn on four sides of white chart. The topic 'Meristematic Tissue' was written on bold letters at the top of chart. Below that clearly and neatly written the content of topic using colour markes. The topic and content was easily recognized by its size and and colour of markes. This content chart help the learners to make a clear study about the cell clusters. This topic for content chart, makes the topic more clear for learners for their process of learning.

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

SCHOOL OF INTERNSHIP PROGRAMME

Name of Student : Abiya Prasad

Admission No. : 2793

Register No. : STAWTNS001

Subject (Group) : Natural Science

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY

Place..Mala.....

Date..21/12/23.....

JESUS TRAINING COLLEGE MALA-680 732

PRINCIPAL

Principal
Jesus Training College
Mala - 680 732

Place..Mala.....

Date..21/12/23.....

LESSON PLAN - 47

Name of the Teacher : Abiya Prasad
Standard : VI
Name of the School : St. Mary's G.H.S Kozhikkathussery
Division : E
Strength : 36
Name of the Unit : Food for Health
Duration : 45 min
Name of the Topic : Non-nutrient Factors
Date : 17/11/23

Theme	Non- Nutrient Factors
Learning Outcome	• To understand the importance of water and fibres • To know how water is helpful for body
Concept / Ideas	• Non-nutrient factors like water and fibre are also to be included in the diet. • Water constitutes two third of our body weight • Water act as the medium for many physiological activities including digestion.

- Fibres are a kind of carbohydrate which are available in vegetarian food and cannot be digested by the body.
- They are composed of cellulose.
- They help in the movement of excretory materials in the large intestine.

Process Skills

Observing
Learner observes ICT images and videos.

Communicating
Learner communicates importance of water.

Inferring
Learner infers the need of water and fibre.

Values / Attitudes

To develop an awareness about the need of water in our body.

Learning Aids

ICT videos, images

Pre requisites	knowledge about the need of water.

PROCESS	ASSESS MENT
INTRODUCTORY ACTIVITY Teacher starts the class by setting a rapport with the students. And she presented a ict ... of human body which the students need to observe. After the students observation teacher enquire to the students what all food items they like the most. According to the students response teacher further asks that what all drink items they like the most. Whether these drink items contain nutrients.	

DEVELOPMENTAL ACTIVITY

Activity -1

Teacher presents an ICT image of description about water and ask the students to read it. After that teacher distributes task cards containing the questions related to the water.

Discussion Points

- What is the function of water ?
- What amount of water is brain ?
- How many litres of water lost from our body through urine, sweat etc.

Coalification

Waters act as the medium for many physiological activities including digestion. 85% of brain is water. About 2.5 litres of water is lost from our body through urine, sweat etc.

Water constitutes two-third of our body weight; 85% of brain, 90% of blood and 25% of bones. Water acts as the medium for many physiological activities including digestion. About 2.5 litres of water is lost from our body through urine, sweat etc. So a large quantity of pure water has to be drunk.

Activity - 2

Teacher presents an ICT image which contain discription about fibre and ask the students to read it carefully. After that teacher distributes some task cards to each group which contain some statements. Students need to mark whether the statements are true or false.

Discussion Point

- Fibre is a carbohydrate which cannot be digested by body.
- Fibre help in the movement of excretory materials in large intestine.
- Rice is a rich source of fibre.

Codification

- Fibre is a carbohydrate which cannot be digested by body. - True.

- Fibre help in the movement of excretory materials in large intestine - True
- Rice is a rich source of fibre - False.

Fibres are a kind of carbohydrate which are available in vegetarian food and cannot be digested by the body. They are mainly composed of cellulose. Though they provide no nutrients to the body, they help in the movement of excretory materials in the large intestine. Cereals containing bran, leafy vegetables, vegetables, stem and bud of the plantain, etc., are very rich sources of fibre.

Activity -3

Teacher presents an incomplete chart and students need to fill it with the help of sticky slips provided. This sticky slips contains different vegetable. The students need to classify each vegetables according to non-nutrient factors and stick it on appropriate places.

Codification

Cereals containing bran, leafy vegetables, vegetables, Stem and bud of plaintain are rich source of fibre.

Fibre

- Cereals containing bran
- Leafy vegetables
- Vegetables
- Stem and bud of plaintain

Activity - 4

Teacher distributes some task cards to each group. This task cards contain the fill in the blanks and students need to fill it with the help of textbook.

Discussion Point

- _____ of bones contain water.
- Fibre is mainly composed of _____
- Bud of plantain is a rich source of _____

Codification

- 25% of bones contain water.
- Fibre is mainly composed of cellulose
- Bud of plantain is a rich source of fibre.

Fill in the blanks

- 25% of bones contain water.
- Fibre is mainly composed of cellulose.
- Bud of plantain is a rich source of fibre.

Review

- What is the function of fibre ?
- What is the function of water ?

Follow up Activity.

Find out different food items which contain non-nutrient factors and note it down in your science diary.

B.B summary

Non-Nutrient Factor

- Water - Medium for physiological activities.
- Fibre - Movement of excretory materials in large intestine.

11. Community Engagement

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

COMMUNITY LIVING CAMP
SOCIALLY USEFUL PRODUCTIVE WORK
WORKING WITH COMMUNITY
STUDY TOUR/ FIELD TRIP

Name of Student : ANGEL TOMON. E

Admission No. : .....

Register No. : STAWTP NO03

Subject (Group) : Physical Science

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY

PRINCIPAL
Jesus Training College
Mala - 680 732

Place: Mala

Date: 04/01/24

Place: .....

Date: .....

COMMUNITY LIVING CAMP

ANAMAYAM

2023

Day - 1

The community living camp 'Anamayam 2023' began on 18/08/2023, Friday as a part of B.Ed curriculum at Jesus Training College, Mala. To be a part of the same, the union representative Ms. Anjana Rose and Ms. Raji Murali visited Mala Police Station and gave the details of the camp and related documents to police superintendent. Then they informed about the programmes and necessary details related with the inauguration of 'Anamayam 2023' with the local new channel 'Mala Vision'.

In order to change the atmosphere of the college, which suited for a camp, we cleaned the class room and college surroundings. The college union members Ms. Haripriya approached everyone to register their names as a part of the living camp. The attendence was recorded neatly and accurately for the same.

After 03.30pm the students visited nearby houses and provided necessary informations about the eye camp which is going to be held in college in co-ordination with Vasan Eye Care Hospital. The students collected the names and phone number of the intersted persons and gave notice of the same.

Inauguration:

The official inauguration ceremony of 'Anamayam 2023' community living camp was conducted on 18/08/2023, Friday at 2.30 pm.

The inauguration program was began with the prayer by the college choir. Ms. Gopika and Ms. Rosemol anchored the programme.

The camp co-ordinator Ms. Hanin Aseez welcomed every one. The presidential address was given by college principal Dr. M. G. Rema Devi. She remembered us that, living together with the students can make changes in the routines in everyone's life and that was one of the reason for conducting the camp.

Then the camp was inaugrated by Sindhu Asokan the president of Mala Gramapanchayat with the lamp lightining ceremony. Her inauguration speech was inspiring one. She said that each situation in life help us to learn something. She also shared her own experience with us. The college exicutive director Fr. Binoy Kozhipatt gave felicitation for the the camp. He asked us to be in rediy of the camp.

The teacher and staff representative Dr. Jasna P. Varijan gave her felicitation for Anamayam 2023'. She informed us that, the aim of the camp is to develop and enhance the individual and social abilities of everyone.

The union representative Ms. Haripriya conveyed her heartful gratitude for everyone gathered there. The official ceremony came to an end with Nation Anthem. After the ceremony, everyone went to their home after having refreshment tea and snacks.

Day - 2

The second day of the camp 'Anamayam 2023' took place on August 21, 2023. By morning 9.30 am, under the programme committee registration for the camp started. The whole programme was well organised under the guidence of Fr. Binoy Koshipatt. Ms. Anjaly Johny served as the compare for the day.

Class : 1

First class of the second day was by the Award Resource Team, Chalakudy. By 10.00 am, the programme started. Deepthi M.P from social science option delivered a welcome speech. Fr. Binoy Koshipatt introduced the Award team members to the audience. The first session of the class was given by Leena Cheriyan. Major ideas presented in the class were, post-COVID issues in studies, learning disabilities in students, the challenges they face in todays world etc.

The session was followed by Adv. Leya M.P. Ma'am made students aware about the issues faced by children and women in society. She also informed the audience about the different acts that stand for the protection of them. The session was an interactive one.

Fr. Manoj Karippayi gave a class on different methods and diabilities in teaching. The class got concleded by 11.15 am. Sijna Francis delivered a vote of thanks. Sr. Binitta made the audience feel fresh through her melodious song. By 12.30, the gathering moved for lunch.

Cultural Programs and Games :

After lunch by 1.30 pm all students assembled in the assembly hall for cultural programmes. Different programmes included Nadan paattu, dance, skit etc. It was followed by games. Games were conducted unde the Game committee. English option secured first in games.

Class : 2

Afternoon by 3.00 pm, the second session started. 2nd session was lead by Dr. Jinto Fransis, Gynecologist, St. Mariam Thresia Hospital, Kunnikkallusery. The class was titled "Women Health and Hygiene". Vishnupriya from Natural Science option delivered the welcome note. Fr. Binoy Koshipatt, Executive director, introduced Dr. Jinto Francis to the gathering. He initialed the class in an interesting way. He helped students to understand various aspects of women's health. He also shared his experience with different people and their perspectives. He made students

aware about the importance of life and giving birth. By 4.20 pm the class got concluded. Stefy Theresa from natural science option delivered a vote of thanks. The programme was followed by a tea break. Later students were asked to visit nearby places to invite people for 'Eye Camp'.

By 8.00 pm students assembled in the portico for the candle light dinner. Biriyani and chicken curry for the candle light dinner was prepared by Natural science option. Dinner was followed by campfire. All the students enjoyed the campfire. From 9.15 pm, reflection programme get started. The time was for the evaluation of the entire day. All the students shared their perspectives. Rita Rose, Sofiya Davis, Doona Antony, Shana Nasrin, Ann Mariya Mony, Ayisha Beevi and Gopika Vijay shared their view representing their respective option. Dr. Jasna P. Varijan shared her opinions as representative of teachers. Fr. Binoy Kozhipatt shared a few instruction for the betterment of the camp. With the group song of Natural science option 2nd day programs get over.

Day - 3

On 22/08/2023, third day of 'Anamayam 2023' community living camp started by 5.30 am. The day began with a morning prayer and time was allotted for freshen up from 6.30 am to 7.00 am. An aerobic session was held under the guidance of Ms. Anjana Rose and Ms. Princy Ramachandran at the assembly hall. The session ended by 7.30 am and the student rearranged the hall for the upcoming classes. The breakfast was served at 8.00 am, prepared by the Malayalam department students. The menu included Uppuma, green peas curry and tea. After the breakfast, students started their preparation for the eye camp scheduled for the day.

Eye camp :

Registration for eye camp started at 9.30 am under the co-ordination of Aleena Davis, Shaniba V.M, Vishnupriya K.V and Steffy Therese. As a result of the efforts made by the students, the neighbours reached the venue on time. By 9.40 am Dr. Shilpa of Thrissur Vasan Eye care hospital and other optometrist Dilma, Shahasutha, Amritha had arrived at the college for the eye camp. The students received the guest and prepared their necessary

arrangements in the examination hall. Fr. Binoy Koshipatt welcomed everyone to the opening ceremony of the eye camp held at 10.20 am in the college courtyard. Principal, Dr. M.G. Rema Devi has inaugrated the function. Reporters from the local news channel Mala Vision came and captured the activities of the camp on camera. Almost 82 people participated in the eye camp. The camp ended by 12.30 pm.

Then at 12.30 pm the students left to have lunch prepared by the social science department. They had prepared a perfect Sadhya for lunch and it was so delicious.

Abaya Bhavan Visit :

After the meal, we the students of Jesus Training College went to visit Abaya Bhavan in Poruthussery. Fr. Binoy Koshipatt, Dr. M.G Rema Devi, and Ms. Renia Kuruvila and Sisna A.S as faculties came with us. We reach there in two buses by 2.55pm. This organisation was under the Irinjalakuda diocese. There were 27 bed ridden patients in the Abhaya Bhavan and they were nursed by five sisters in the convent. We are divided into three groups and visit them all. There were three wards in the Abhaya Bhavan. We gave laundary items to them. After that we return from there at 4 pm. Then

went to Sneheatheeram beach.

We reached there by 4.30 pm and spend some time there and return to the college after the sunset at 6.40 pm. We reached our college at 8.15 pm and got freshen up by 9.30 pm and had dinner which was prepared by English department. The menue was Chappati and Egg roast. After that the students and teachers sat together in the college portico for analysing the compday 3. We shared our experience and ideas in the reflection meeting. At 11.15 we went to sleep.

Day - 4

The fourth day of 'Anamayan 2023' cohabitation camp began at 5.30 am on Wednesday August 23, 2023. We scheduled prayer and rest from 6.30 am to 7.00 am. The aerobic workout began in the assembly hall at precisely 7.0m, led by Anjena Rose and Princy Ramachandran. By 7.30 am, the students has completed the exercise and had reassembled the assembly hall. Breakfast was served at 8.0m, with puttu, banana and tea. Breakfast was served by students from the physical science department. After breakfast, students gathered in the assembly hall to watch the video of highlights from the past few days of camp. Roseanel was the anchor on that particular day.

Class : 3

'Role of yoga in Health management' was the topic of the class. The welcoming converse was given by Soniji Jacob, Mathematics option student. The class began at 9.50 at am led by respected Dr. A. Radhakrishnan. He discussed about health and importance of yoga in the development of a healthy mind and body. He went into great details about yoga. The class finished at 12 p.m. Mathematics student, Dona K. Antony thanked everyone. Everyone met around 12.15 pm

after a little break. The newsletter was then presented in an intriguing way by Ayisha, social science student. The assessment was the next step. Each department's student representative offered their thoughts and experience. Everyone met in the dining room at 1.p.m for lunch. Students from the Department of Mathematics prepared the meal that day. Rice, mango curry, cabbage, meat, and kaya were among the foods served. We cleaned the classrooms after lunch.

Valedictory Function:

By 2.30 pm. All students assembled in the assembly hall. The programme started with a prayer song. Gopika Vijay from Physical Science option was the compere of the day. Dr. M.G Remadevi Ma'am, welcomed the dignitaries and others to the function. Fr. Binoy Kozhipatt, delivered the presidential address. Father appreciated all the teacher trainees for the successful completion of the living camp. The speech was followed by camp report read by Hanin Aseez.

The magazine of the camp 'Aramayam 2023' was released by Chief guest of the day K.P Reena ma'am, Headmistress of St. Antonys H.S.S Kala.

She also delivered a felicitation speech. Father honoured the chief guest by giving a gift. Adv. K.J. Joy (P.T.A president) delivered a felicitation speech and ~~dedi~~ distributed the prizes for the winners of games.

The program was made fresh through the dance by Natural science option and a group song by English option. Towards the end of the programme, a short video was presented as a tribute to our friend Aiswarya Babu who passed away from us. College chairperson Ms. Anjana Rose delivered a vote of thanks. With the National anthem the program concluded.

JESUS TRAINING COLLEGE, MALA
(DIOCESE OF IRINJALAKUDA)
An ISO Certified Institution (ISO 9001: 2015)
Affiliated to the University of Calicut & approved by NCTE
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Email:jtcmala@rediffmail.com
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2.4 Competency And Skill Development Report

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

1. Organizing Learning (Lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach /Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing IndividualisedEducational plan

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1. Organising Learning(lessonplan)

The Institution provided the students an opportunity for organizing learning through micro teaching , preparing discussion lesson plan , Workshop on preparation of teaching learning materials , content analysis . These activities help the students to develop their teaching competencies and organization of lesson plans .

Discussion lesson plan

2. **Developing teaching competencies**.

For developing teaching competencies college has carried out microteaching, criticism classes , initiatory school experiences, demonstration classes internship programme on teaching practices. Students improved their teaching skill and competencies through such activities.

Video:
https://drive.google.com/file/d/1TgKIgcpBRjCvA7R5LeGUEMulkIfjvb75/view?usp=drivesdk
https://drive.google.com/file/d/1TZ3b1I-hw_zdq7ga4QHF5HvKIyCAaMYx/view?usp=drivesdk

Microteaching

Criticism

3. Assessment of learning.

Workshop on construction of achievement test and diagnostic test were conducted by college to make the teachers to able to asses the students learning. During internship students implemented achievement test and diagnostic test.

Achievement Test

4. Technology use and integration.

The students were provided both the theoretical and practical classes to create blog,ppts, mobile learning . shortfilm ,google forms. College provides the facilities of ict labs .

ICT Workshop

5. Organising field visit.

The institution provided various field visits to provide students a better learning experiences. It includes college tour , school visit , field visit . The students have visited an educational institution which has history of over 50 years.

Field trip to Tripunithura hill palace & Kochi

Study tour to Goa

6. Conducting out reach or out of classroom activities

Learning should not be confined within the 4 walls of a classroom, It can be achieved even through outside activities. Institution provides opportunity for out of classroom activities such as cleaning of busstand , beach etc.

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Environmental day rally to mala bus stand and flash mob performance

Thematic dance performance to give awareness about Anti drug dayon St. Antony's HSS Malain the society

Cleaning Mala bus stand

Providing awareness to the shopkeepers about the drug abuse

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7. Community engagement.

Community engagement were arranged to provide the students to learn team work , how to behave socially , live together with a sense of community .As a token of charity students have collected money for orphanage people
and palliative centers.

Visiting AbhayaBhavanPorathissery

Cleaning Kazhimbram beach

Eye testing camp

Medical camp

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8. **Facilitating inclusive education**.

Institution provides the students to know about the inclusive education through theoretical classes, class room discussion, talks by special educators.

Visit to the anganwadi

Visit to Kodungallur BRC special children

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