

2.2.2 RELEVANT DOCUMENTS HIGHLIGHTING THE ACTIVITIES TO ADDRESS THE STUDENT DIVERSITIES

1. MENTORING

REPORT ON MENTORING PROGRAM

The Mentee Mentor Program at Jesus Training College was initiated to foster a supportive environment for personal and professional growth among students. It plays a crucial role in supporting student development and enhancing overall learning experiences. By addressing current challenges and implementing recommended improvements, the program can continue to nurture future leaders in various fields.

The Mentee Mentor Program at JTC Mala was established to provide structured guidance and support to students, enhancing their academic, personal, and professional development. It significantly enriches the college experience by providing tailored support and guidance to students. Through structured mentorship, students not only achieve academic success but also develop crucial life skills essential for their future endeavours. The programme aims to instill good qualities among students according to the intuitional goals also it tries to bridge the gap between the teacher and the student.

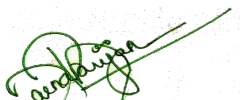
Aims and objectives

- To Enhance Teaching Skills and knowledge student teachers
- To share the learning difficulties and to provide support and guidance

Program plan of the Institution

- A total number of mentees allotment to each mentor shall be according to the ratio of total admitted students.
- Identify suitable mentors and mentees based on their experience, skills, and compatibility with program goals.
- Schedule regular meetings or sessions (weekly or bi-weekly) for mentors and mentees to discuss progress, challenges, and achievements
- Establish a feedback mechanism to gather input from both mentors and mentees to assess the program's effectiveness and make necessary improvements.
- Online social media platforms also be effectively utilised for mentoring purposes.
- Stay adaptable to changes in participant needs, organizational goals, and industry trends
- The mentor shall observe and monitor the attendance of the Mentee.




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Duties and responsibilities of mentor

- Provide academic guidance, advice, and support to mentees based on their individual needs and goals.
- Provide emotional support and encouragement to mentees, especially during challenging periods or transitions in their academic or professional journey
- Monitor mentees' progress and performance, providing constructive feedback to help them improve their teaching skills and professional competencies
- Conduct regular meetings or check-ins to assess mentees' development, address concerns, and set goals for growth and improvement
- Maintain open and respectful communication with mentors, colleagues, and peers to foster collaboration and a positive learning environment.

Duties and responsibilities of mentee

- Engage actively in mentoring sessions and discussions and maintain open and respectful communication with your mentor.
- Collaborate with your mentor to set clear and achievable goals for your personal and professional development
- Maintain professionalism in all interactions with your mentor
- Provide constructive feedback to your mentor about the mentoring process and how it can be improved to better meet your needs as a mentee.
- Take time to reflect on the feedback and advice provided by your mentor

Activities of mentoring

Mentoring program provide various programs that foster learning and personal development: which are as follows-

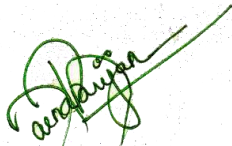
- Personal meeting and sharing
- Peer group mentoring
- Counselling
- Feedback and encouragement
- Orientation to various academic programs
- Parent teacher conference

The expected outcome of the program

- Teaching skills development Leadership development
- Personal growth
- Various Skill development
- Building confidence and self-esteem
- Monitoring student progress

The Mentor-Mentee program has demonstrated its effectiveness through structured mentorship sessions that cater specifically to the needs of mentees. By pairing them with experienced mentors, the program not only facilitates the transfer of knowledge and skills but also provides invaluable career guidance and personal development insights. Mentees benefit significantly from the tailored advice and encouragement they receive, which empowers them to achieve their goals with greater confidence.




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MENTEE PROFILE

JESUS TRAINING COLLEGE, NAITHAKUDY, MALA

STUDENT PROFILE



I. BIO-DATA (IN BLOCK LETTERS)	
1.	Name : SANDHYA SHAJU
2.	B.Ed Optional Subject : ENGLISH
3.	Sex : FEMALE
4.	Age and Date of Birth : 25 . 12-12-1997
5.	Status : MARRIED
6.	Blood Group : O + VE
7.	Home Address with Pin code : VADAKKEDATH HOUSE PARIYARAM P.O, CHALAKKUDY 680 721
8.	Student Phone Number : 75 93 95 2343
9.	What's App No. : 75 93 95 2343
10.	Aaddhar No : 6217 7270 2170
11.	E-mail Id : sandhyajancy9@gmail.com
12.	Name of Father, Occupation and Phone Number : SHAJU V.D , COOLIE 9744 753139
13.	Name of Mother : JANCY SHAJU
14.	Name of Husband, Occupation and Phone Number : YADHUKRISHNAN K.J, AUTO CONSULTANT 9633 742540
15.	Bus Point : From NETTILAPPARA. To : Mala
II. INSTITUTION ATTENDED	
1.	School : ST. GEORGE'S HIGH SCHOOL PARIYARAM
2.	Plus Two : S.H.C.G. H.S CHALAKKUDY
3.	College - Degree : SACRED HEART COLLEGE CHALAKKUDY
4.	College - PG : SACRED HEART COLLEGE CHALAKKUDY
5.	Degree Subject & University : ENGLISH LANGUAGE AND LITERATURE, CALCUTTA
6.	PG Subject & University : ENGLISH LANGUAGE AND LITERATURE, CALCUTTA
III.	TALENTS : Singing.

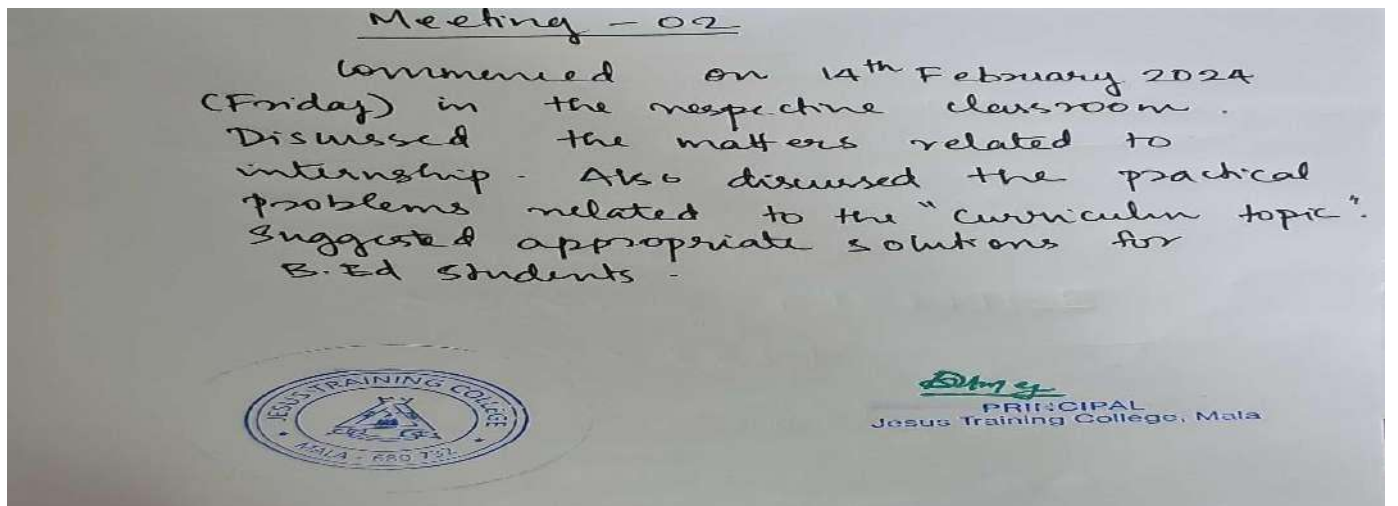
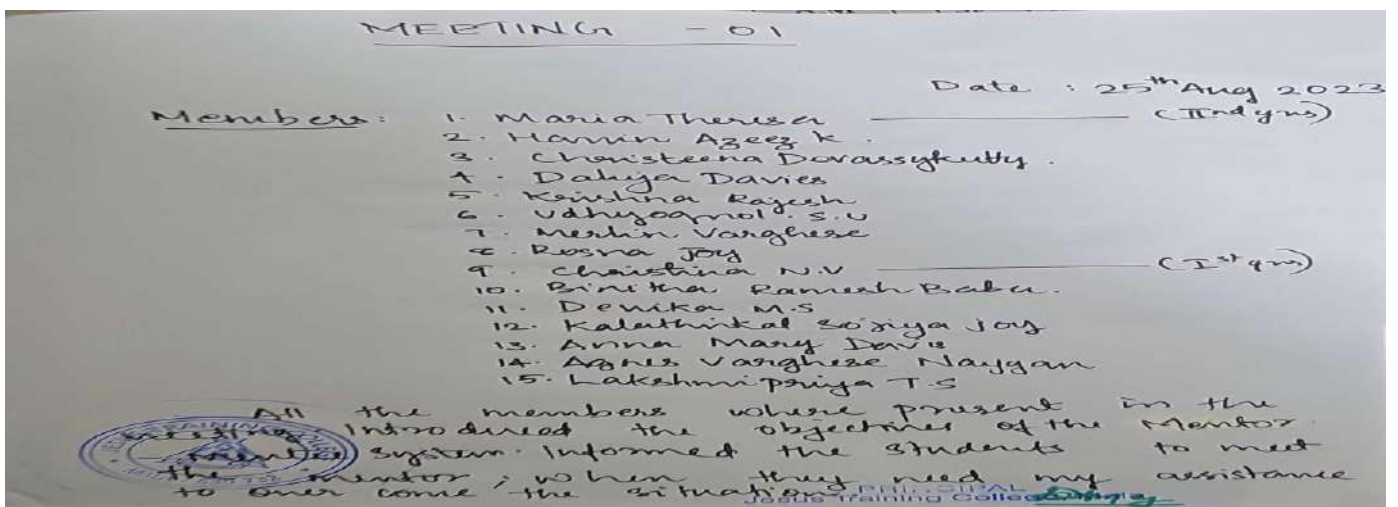
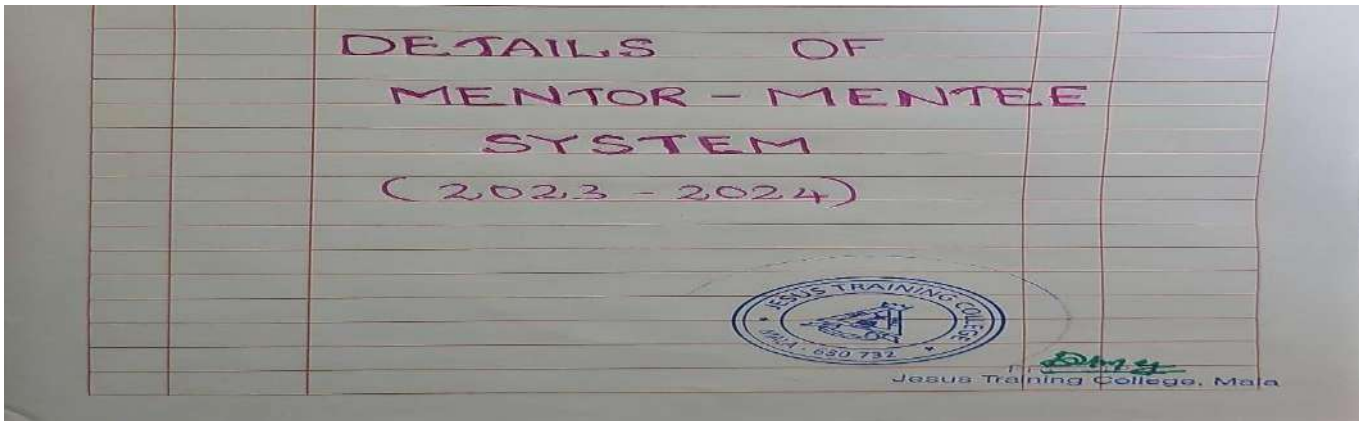
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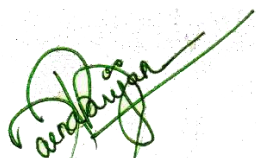
Admission Number : 418



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Details of mentor-mentee system




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FEEDBACK SCHEDULE - SCHOOL INTERNSHIP

JESUS TRAINING COLLEGE, MALA **TEACHING PERFORMANCE APPRAISAL OF STUDENT-** **TEACHERS**

NAME OF THE TRAINEE: *Angelje mon* BATCH: *2022-24*
NAME OF THE SCHOOL: *V. K. Rajee Memorial School* DATE: *27/9/23*
NAME OF THE MENTOR: *Sheena Bhaskar*

TEACHING PERFORMANCE APPRAISAL

Sl No.	Items	Agree	Partially agree	Disagree
Section I – Effectiveness in Classroom Teaching				
1	Sets the learning objectives	✓		
2	Using various teaching methods	✓		
3	Instructs different types of learning materials	✓		
4	Motivates the learner at appropriate times	✓		
5	Provide various feedback to students	✓		
Section II – Competency acquired in the evaluation process in schools				
1	Subject matter competency assured		✓	
2	Evaluate students' ability to analyze, inform, and think critically		✓	
3	Develop communication skill to convey thoughts and ideas.	✓		
4	Effective usage of questioning skill	✓		
5	Ability to work effectively with others, and build a strong role	✓		
Section III – Involvement in various activities of school				
1	Participates in extra-curricular activities	✓		
2	Engage in activities like classroom discussion, projects		✓	
3	Involvement in Peer mentoring, and leadership	✓		
4	Involvement in pupils' mid-day meal program		✓	
5	Participates in activities like cleaning of lab and library	✓		
Section IV – Regularity, initiative, and commitment				
1	Shows punctuality	✓		
2	Exhibits commitment towards assigned works	✓		
3	Manage multiple responsibilities and maintains commitment		✓	
4	Shows regularity in their work	✓		
5	Give special attention to slow learners		✓	
Section V – Extend of job readiness				
1	Use psychological strategies to overcome job stress	✓		
2	Maintain professional relationship and ethics		✓	
3	Inculcate value oriented educational process	✓		
4	Be updated on new technologies and software	✓		
5	Managing time and prioritizing work	✓		

Supervising teacher . *Sheena Bhaskar*

Principal

(Signature)

Mentors provide necessary feedback to the mentees during the school internship programme based on the feedback schedule.



(Signature)
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2. PEER FEEDBACK / TUTORING

MICROTEACHING

Microteaching Lesson plan

JESUS TRAINING COLLEGE

MALA
(Affiliated to the University of Calicut)

MICRO TEACHING



Name of Student : MARIYA ROSE DAVIS
Admission No. : 2867
Register No. : STAXTNS011
Subject (Group) : NATURAL SCIENCE

Certified that this is a Bonafide Record


MEMBER OF THE FACULTY


PRINCIPAL

Place MALA

Place.....

Date 18-10-2023

Date.....

LESSON PLAN : 1

SKILL OF INTRODUCTION

TEACHER : MARIYA ROSE DAVIS

CLASS : 8

SUBJECT : BIOLOGY

DATE : 25-09-23

UNIT : UNRAVELLING THE MYSTERIES

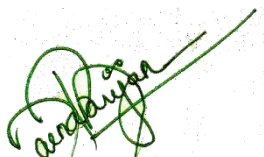
TOPIC : SEX DETERMINATION IN HUMAN BEINGS

COMPONENTS OF THE SKILL

1. Use of previous knowledge
2. Use of appropriate devices

①

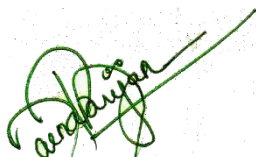



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②

TEACHER ACTIVITY	PUPIL RESPONSE	COMPONENT
<p>Good morning students!</p> <p>Just now, before coming to the class, I was talking to one of my friends in Rajasthan over phone. She told me a shocking incident that took place there. There a man killed his wife and newborn baby girl; blaming his wife was responsible all alone for giving births to a girl child, because the girl child was a burden to him.</p> <p>How do you react with this situation? what is your opinion?</p> <p>Do you know why that husband blame his wife about that baby girl?</p>	<p>Good morning teacher.</p> <p>Silence</p> <p>Because she was the one who deliver the</p>	<p>Use of appropriate device</p>




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So you guys think that the mother will determine the sex of the child?

Then I will say that assumption was wrong.

I will tell you what character actually determines the sex of the child.

Before that you have learnt that there are two types of reproduction.

What is reproduction?

Good!

What are the two modes of reproduction?

In which method plants and animals will reproduce?

Yes.

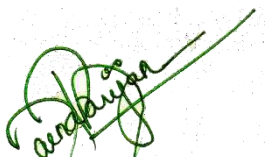
The production of offspring from parents.

check previous knowledge

Asexual and sexual forms.

Sexual method.




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Good!

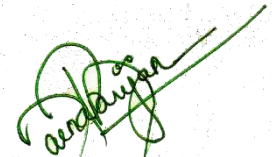
What is the chromosome number of human beings?

Very good!

So we shall examine the genetic mechanism by which male and female parents contribute to the sex of the child.

So today's topic is 'Sex determination in human beings.'




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OBSERVATION SCHEDULE
SKILL OF INTRODUCTION

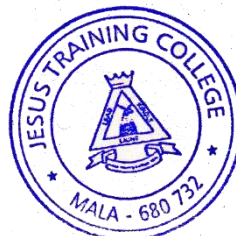
SUBJECT : BIOLOGY

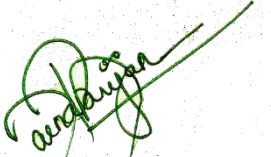
CLASS : X

TOPIC : SEX DETERMINATION IN HUMAN BEINGS

DATE :

Component of the skill	excellent	very good	good	average	poor
Use of previous knowledge	✓				
Use of appropriate devices		✓			




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DISCUSSION

Discussion lesson plan

JESUS TRAINING COLLEGE
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**DISCUSSION, DEMONSTRATION
CRITICISM LESSONS**
2022 - 2024



Name of Student : Mariya Davis
Admission No. : 2803
Register No. : STAWTPN011
Subject (Group) : Physical Science

Certified that this is a Bonafide Record

MEMBER OF THE FACULTY



PRINCIPAL Training College
Mala - 680 732

Place... MALA

Place... MALA

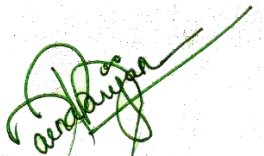
Date.....

Date.....

Sl. No	TOPIC	Std.	Date	Page	Remarks
	DISCUSSION LESSONS				
1	HYDROGEN	9	21/03/23	3	
2	CARBON DIOXIDE	9	22/03/23	16	
3	NITROGEN	9	24/03/23	30	
4	NATURAL & ARTIFICIAL MAGNET AND MAGNETIC COMPASS.	8	29/03/23	41	
5	REFLECTION OF LIGHT IN SPHERICAL MIRROR & LAWS OF REFLECTION	8	31/03/23	53	
6	ARCHIMEDE'S PRINCIPLE	9	03/04/23	66	
7	LIGHTING EFFECT OF ELECTRIC CURRENT	10	05/04/23	76	
8	AMMONIA	10	07/04/23	87	
	DEMONSTRATION LESSONS			97	
1	ACID, ALKALI, SALT, ANTACIDS	9	28/02/23	99	
2	PERIODIC TABLE	9	28/02/23	102	
3	COVALENT BOND	9	28/02/23	104	
4	ACIDS, BASES AND PH	9	28/02/23	106	
5	MAGNETIC INDUCTION	8	03/03/23	109	

Discussion Lesson plan




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DISCUSSION LESSON PLAN-1

Name of the teacher : Maria Davis

Name of the school : St. Donbasco GHS,
Kodakara

Subject : Chemistry

Unit : Non metals

Topic : Hydrogen

Standard : IX

Division : B

Strength : 45

Duration : 40 minutes

Date : 21/3/23

Learning outcomes

Learner will be able to

- Identify percentage distribution of gases in atmospheric air
- Summarize general idea about hydrogen gas
- Understand the process of preparation of hydrogen by displacement reaction.

Content analysis

- Hydrogen gas is less denser than air
- Nitrogen is the most abundant gas present in atmosphere
- Major elements present in food materials are

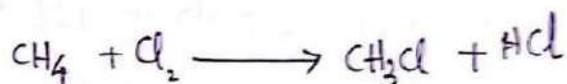
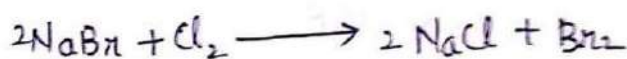
carbon, hydrogen, oxygen, nitrogen.

- Major elements present in plastics are carbon, hydrogen and chlorine
- Hydrogen is the major component present in sun
- Hydrogen is the major component present in stars.
- Water is the major compound of hydrogen
- Hydrogen is present in large amount in bio substances.
- Hydrogen is discovered by Henry Cavendish in 1766
- Henry Cavendish called hydrogen as "the inflammable air".
- The name hydrogen is derived from the word 'Hydrogens'.
- Hydrogen gas burns with a pop sound.
- Zinc chloride is formed along with hydrogen

DISCUSS gas in chemical reaction:

- The reactions where an element in a compound is displaced by another element is called displacement reaction/substitution reaction.
- Reactions between metals and dilute acids are examples for displacement reactions.

Equations:



Process skills

- Experimenting
- Predicting
- Observing
- Inferring
- Communicating

Values and attributes

- Develops scientific curiosity among pupils
- Develops scientific knowledge among pupils

Learning resources.

- ICT resources :
 - ICT image : pie diagram of percentage distribution of gas
 - ICT image : Picture of Henry Cavendish
- Task card :
 - Questions related to pie diagram
 - Complete the equations.

Pre-requisite

- Basic idea about N_2 , H_2 .

Expected product

- Completed task card
- Completed science diary

LEARNING ACTIVITIES

ASSESSMENT/
EVALUATION

Introductory Phase

Teacher enters to the classroom and test the previous knowledge of students by asking questions like "which is the gas filled in balloons? And which is the gas used in artificial respiration?"

The teacher introduces gas filled in balloon as hydrogen and oxygen is used in artificial respiration. Following that teacher introduces the topic 'Non-metals'.

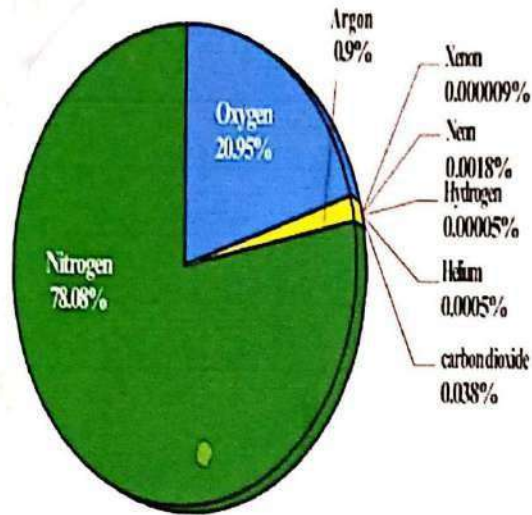
Grouping Technique:

Teacher divides the class into convenient groups and name as nitrogen, oxygen, hydrogen, argon etc.

Developmental phase

Activity 1
Teacher asks the students to list out various gases present in atmospheric air in science diary. The teacher shows the pie diagram of percentage distribution of gases

in atmosphere and four task cards are distributed among the groups



Task card

- (i) Which is the most abundant gas in atmosphere?
- (ii) Which is the least abundant gas?
- (iii) What is the percentage of oxygen in atmosphere?

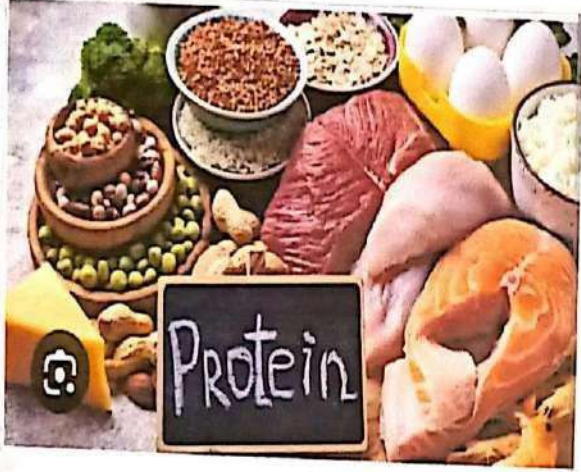
Consolidation:

- (i) The most abundant gas in atmosphere is nitrogen
- (ii) The least abundant gas is argon
- (iii) The percentage of oxygen in atmosphere is 20.95%

Activity 2

The teacher shows the images of carbohydrate, protein, fat and let the students to find out elements present in them.

Also the images of PVC, polythene are showed and asks to ~~present~~ find ^{out} elements present in it.



Consolidation:

- Carbohydrate : Carbon, hydrogen, oxygen
- Protein : Carbon, hydrogen, oxygen, nitrogen
- Fat : Carbon, hydrogen, oxygen
- PVC : Carbon, hydrogen, chlorine
- Polythene : Carbon, hydrogen

Activity-3

The teacher shows the picture of Henry Cavendish and says a brief history behind the discovery of hydrogen and importance of hydrogen.

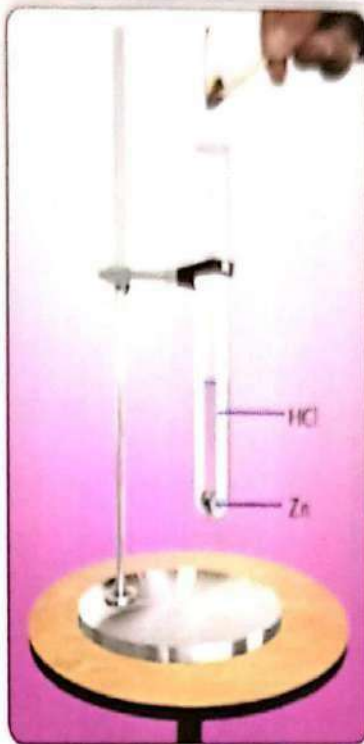


Consolidation:

Hydrogen is the major component in the sun and stars. A very small quantity of hydrogen is seen in the atmosphere in free state. Water is the major compound of hydrogen. Hydrogen is present in large amount in bio-substances.

Activity 4

Teacher introduces the reactants zinc and HCl and apparatus for the experiment. The experiment is demonstrated.



Discussion indicators:

- (i) What do you observe?
- (ii) Which is the gas that burns with a pop sound?
- (iii) What are the reactants and products in this reaction?
- (iv) How is zinc chloride formed along with hydrogen gas?
- (v) During chemical reaction, which atom replaces hydrogen in HCl?

Consolidation:

- (i) The matchstick burns with a pop sound.
- (ii) Hydrogen gas

(iii) Reactants : zinc, HCl

Products : Zincchloride, Hydrogen gas

(iv) By displacement reaction

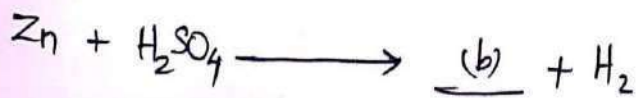
(v) Zinc.

The reactions in which one element in a compound is displaced by another element is called Displacement reaction / substitution reaction

Activity 5

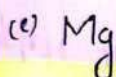
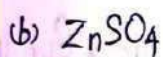
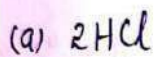
Teacher ask the student to fill up the blanks in the task cards after observing the experiment.

Task card



Consolidation

Reactions between metals and dilute acids are examples of displacement reactions.



Activity 6

Teacher shows a chart containing different examples for displacement reactions and consolidates the concept.

Consolidation



All these are displacement reactions, where an element in a compound is displaced by another element.

Concluding phase

Teacher summarized important points ^{with} the help of IET resources

Discussion Indicators

(i) Write down the products of following reactions:



(ii) Write down whether the given statement is true or false:

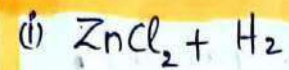
→ The element chlorine is a non-metal

(iii) Which is the major component in sun and stars?

(iv) Complete the reactions given below:



Consolidation :



(ii) True

(iii) Hydrogen

(iv) (a) H_2

(b) $ZnSO_4$

Home Assignment :

- List out the hydrogen compounds known to you

~~Sham~~

DISCUSSION TESTION 15/11/21

CRITICISM

Criticism Lesson Plan

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

DISCUSSION, DEMONSTRATION
CRITICISM LESSONS
2022 - 2024



Name of Student : Mariya Davis
Admission No. : 2803
Register No. : STAWTPN011
Subject (Group) : Physical Science

Certified that this is a Bonafide Record

[Signature]
MEMBER OF THE FACULTY



[Signature]
PRINCIPAL

Principal
Jesus Training College
Mala - 680 732

Place MALA

Place MALA

Date.....

Date.....

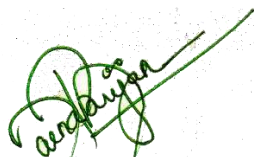
Sl. No	TOPIC	Std.	Date	Page	Remarks
	CRITICISM LESSONS				
1	SURFACE TENSION	8	10/8/23	113	
2	SOURCES OF SOUND	8	10/8/23	124	
3	BUOYANCY	9	10/8/23	135	
4	REACTION OF METAL WITH ACID, WATER AND AIR	10	10/8/23	148	
5	ACIDS	9	10/08/23	163	
6	STATIC ELECTRICITY	8	10/08/23	174	
7	NEWTON'S THIRD LAW OF MOTION	9	10/08/23	184	
8	COVALENT BONDING	9	10/08/23	194	
9	PROPERTIES OF MATTER	8	10/08/23	204	
10					
11					
12					
13					
14					
15					
16					

SIGNATURE OF HEADMASTER

Criticism

Lessonplan




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CRITICISM LESSON PLAN-1

Name of the teacher: Krishna Rajesh
Name of the school: St. Antony's HS Mala
Subject : Chemistry
Unit : Water
Topic : Surface tension

Standard: VIII
Division: A
Strength: 15
Duration: 30 minutes
Date: 10/08/2023

Learning outcomes

- Learner will be able to
- Make an operational definition for surface tension
 - validate the reason for certain substances floating on water surface
 - understand that soap reduces surface tension of water

Content analysis

- Surface tension is the reason why certain insects and blades float on surface of water.
- Surface tension is a characteristic property of all liquids.
- Surface area is minimum for spherical shape.
- That is why liquid droplets assume spherical shape
- Soap reduces surface tension of water.

Process skills

- Observing
- Inferring
- Experimenting
- Making operational definitions

Values and attitudes

- Curiosity is aroused in students while watching experiments
- Ability to link science with day to day observations

Learning resources

- Taskcards intermolecular force of attraction
- ICT resources : ICT image : image of an insect and blade floating on water

Prerequisites

- Basic idea about intermolecular space and force of attraction in water molecule.

Expected products

- completed science diary
- completed taskcard
- completed worksheet

LEARNING ACTIVITIES

ASSESSMENT/
EVALUATION

Inductory phase

Teacher enters the class and creates a learning environment. Through inquiry, the teacher builds a rapport with students.

With the help of ICT resources, teacher shows the images of an insect and blade floating on water. Teacher asks students to guess reaction for this phenomenon. Students express their idea and teacher consolidate the findings and then introduce the topic.

Grouping technique

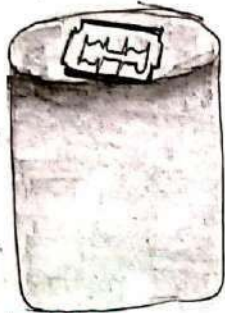
Teacher divides the entire class into various groups.

Developmental phase

ACTIVITY 1

Teacher introduces the topic 'surface tension' through small demonstration. Teacher has a beaker filled with water and then place a blade on the surface of water. The students are expected to note their observations.

In science diary, Teacher consolidates the findings.



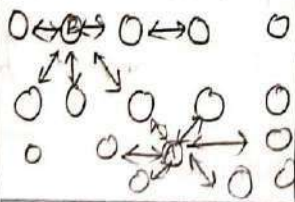
Consolidation

The blade floats on surface of water due to surface tension. This is also the reason why small insects float on the surface of water. "surface tension is characteristic property of all liquids".

ACTIVITY 2 [chart] [Task cards]

Childrens are grouped into various groups. Then teacher shows figure depicting intermolecular force of attraction between molecules of liquid in chart

chart:



Then teacher gives task cards based on surface tension.

Task card

1. Do the molecules on the center of water exert force on all four sides?
2. Are the molecules present at surface are able to exert force upwards?
3. What happens to water molecules during surface tension?

Consolidation

(i) yes (ii) No (iii) attract each other

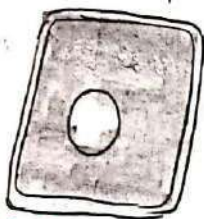
Molecules of a liquid attract each other. The number of molecules in vapour form. ~~surface~~^{surface tension} of water is less than surface. Hence, attraction towards the sides and interior will be greater. Consequently the surface liquids behave like a stretched membrane. This behaviour cause surface tension.

Surface tension is reason, insects and blades floats on water.

ACTIVITY 3 [Experiment]

Teacher demonstrates activity to show that surface tension reduces surface area of liquid

Experiment: Tied a thread to the bangle, immerse to soap water and creates a soap film. Make a small hole at a portion of film using pin. Observe the shape of remaining portion of the film



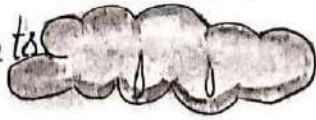
Consolidation

When portion of the film is pricked using a pin, it breaks and a new film which is less in area remains. This is because surface tension reduces surface of liquid.

ACTIVITY 4

Teacher asks the reason for water droplets assuming spherical shape. Teacher shows image of raining with

the help of ICT resources. Teacher consolidates the idea expressed by students.



consolidation

Surface tension reduces the surface area of liquid.

For a definite mass of a substance, surface area is minimum for spherical shape. Surface tension pulls the surface of drop equally at all points thus produces spherical shape with minimum surface area.

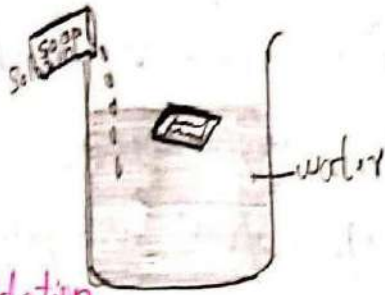
~~That~~ This is why liquid droplets assume spherical shape.

ACTIVITY 5

Teacher demonstrates an activity to show that soap reduces surface tension of water.

Teacher takes a beaker filled with water and places a blade very carefully on the surface of water. After that soap solution is slowly added to the beaker through sides. The teacher asks the students to

record their observations in science diary. Teacher consolidates the findings.



consolidation

Before adding the soap, blade float on the surface of water. But after adding soap, blade is seen to sink on the beaker. This tells soap reduces the surface tension of water causing blade to sink.

concluding phase

Teacher concludes the portion and asks various questions from portions, as worksheet.

① Surface tension is the reason why small insects float on surface of water [True/false]

(ii) The molecules on the surface of water exerts attractive force on all 4 sides [True/false]

(iii) Surface tension is the reason raindrops assumes spherical shape. [True/false]

(iv) surface tension reduces surface area of water [True/false]

~~on water drop~~
consolidation

(i) True (ii) False (iii) True (iv) True

Home Assignment

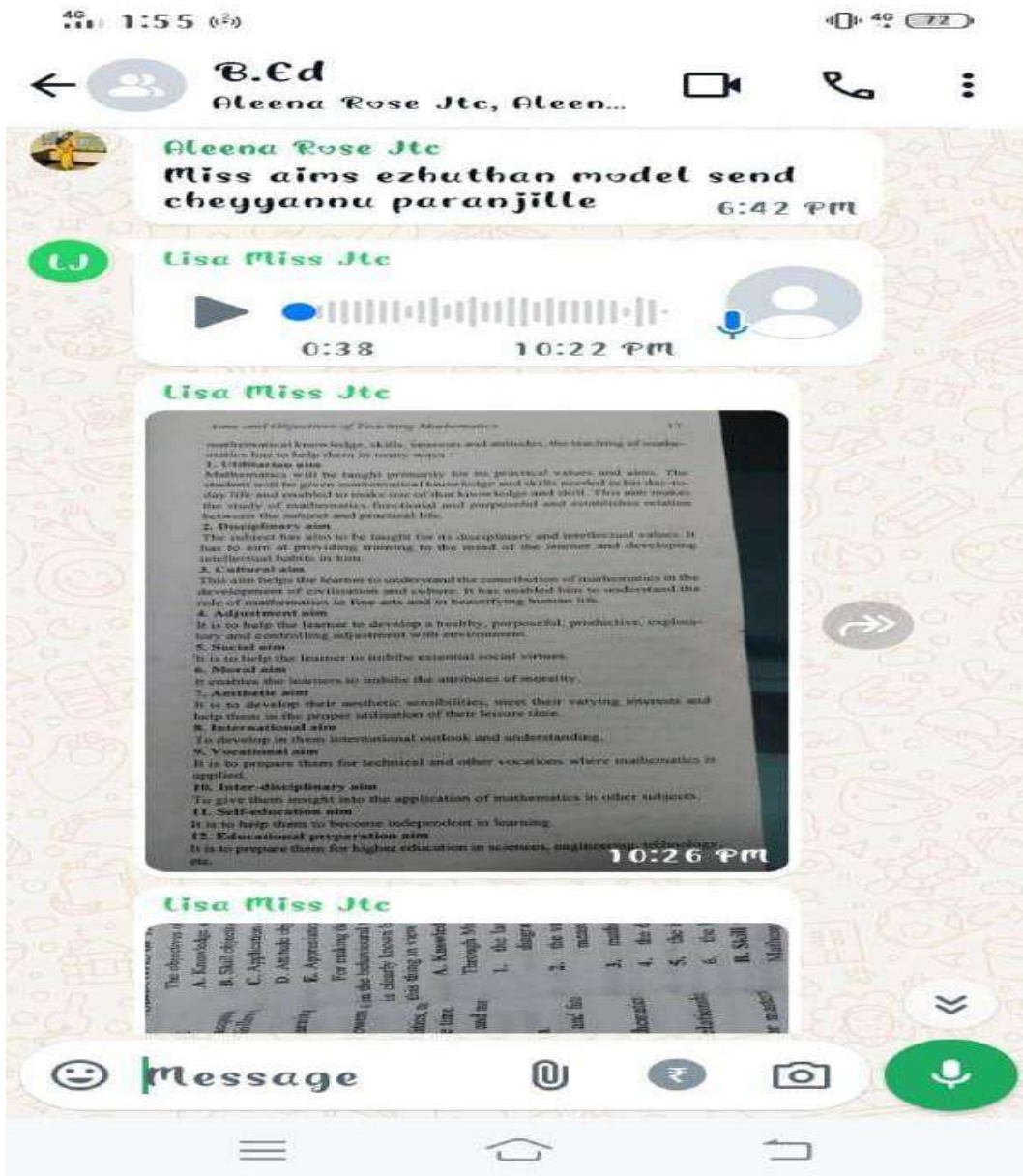
Find out more examples for surface tension from daily life

~~Summary~~

3. REMEDIAL TEACHING

Small group instruction and mentoring whatsapp group

<https://chat.whatsapp.com/CMOZAQrvX3p62co7dNS3pz>



Aleena Rose
PRINCIPAL
Jesus Training College, Mala

Collaborative learning projects-Question paper Analysis

C 42590

(Pages : 2)

Name.....

Reg. No.....

SECOND SEMESTER B.Ed. DEGREE EXAMINATION, APRIL 2023

B.Ed.

EDU 06—PERSPECTIVES ON EDUCATION

(2017 Scheme)



Time : Two Hours

Maximum : 40 Marks

Part A

Answer all questions.

Each question carries 1 mark.

1. What is a Social System ?
2. Define 'Education' in your own words.
3. Give two examples of active agencies of education.
4. Which is the largest Open University in India ?
5. Name the educational institutions during the Islamic Period.
6. Who is known as the founder of Project Method ?

(6 × 1 = 6 marks)

Part B

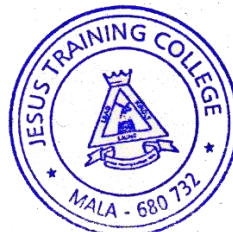
Answer all questions.

Each question carries 2 marks.

7. What is meant by Social Mobility ?
8. List out the relevance of educational sociology.
9. Explain the concept of socialization.
10. Mention the aims of education.

(4 × 2 = 8 marks)

Turn over




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Perspectives On Education

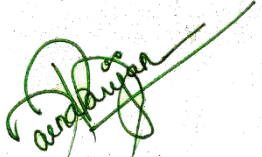
Part A

1. Talcott Parsons described social systems as the system of interrelated roles which are prescribed by shared norms and underpinned by fundamental values.
2. Education is the process of gaining knowledge, skills and understanding through learning and teaching
3. Family
School
4. Indira Gandhi National Open University (IGNOU)
5. Madrasas
Maktabs
6. John Dewey.

Part B

9. Brown describes socialisation as "an interacting process between the individual and his total environment through which he becomes a person".
10. * Develop knowledge and skills
* Foster critical thinking
* Encourage social responsibility.




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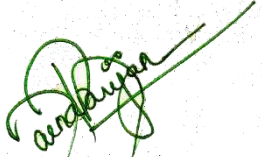
Assignment

The Process of Socialization:
A report on role of various
Agencies of Education.

✓
SUBMITTED TO
Dr. JASNA P VARIJAN
ASSISTANT PROFESSOR
JESUS TRAINING COLLEGE
MALA

SUBMITTED BY
CHRISTY SHAJI
MATHEMATICS




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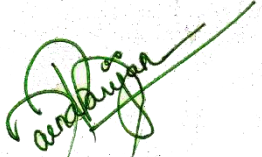
VARIOUS AGENCIES OF EDUCATION

Various agencies of education encompass a wide range of institutions, organizations and entities that contribute to the process of educating individuals and shaping their socialization experiences. These agencies operate within formal and informal settings and play crucial role in providing educational opportunities, resources and support to learners across diverse contexts.

Agencies of education operates collaboratively within interconnected educational ecosystems to provide comprehensive, inclusive and quality educational experiences for learning in all ages, backgrounds and abilities. Here are some key agencies of education :- family, school, community, state/government, media.

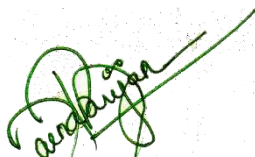
Family serves as one of the most influential and foundational agencies of education. It plays a central role in shaping individuals learning experiences and personal development from early childhood through adulthood. Schools are an important secondary agent of education.




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Most students spend most of the day at school, immersing themselves in both academic subjects, communities or neighborhoods consists of a group of people sharing fellowship a friendly association and common interest. The government is another agent of education. It enacts laws that uphold social norms and values and it also provide institutions and services that support citizens. Mass media is another agency of education. Television shows movies, popular music, magazines, websites and other aspects of mass media influence our tastes is popular culture. Our views of women and many other beliefs and practices.




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School

School is an institution designed for the formal education of students, typically providing structured learning environment, curricula, instruction and support service to promote academic social and personal development. Schools vary in their levels of education, ranging from preschools and elementary schools to secondary schools, high schools and institutions of higher education such as colleges and universities. The significance of schools lies in their multifaceted roles and functions within society. Access to quality education equitable resources and supportive services can mitigate disparities in educational outcomes and socioeconomic status promoting social justice and economic opportunity for all. Schools prepare students for future roles in the workforce, higher education, and civic life by equipping them with the knowledge, skills and competencies needed to thrive in an increasingly complex and interconnected world. Schools follows a structured curriculum for the future development of the individual.




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Role in Education

Schools assess students learning through formative and summative assessments to gauge progress, identify areas for improvements and evaluate mastery of learning objectives. Assessment data informs instructional objectives, curriculum revisions and interventions to support student learning outcomes. Teachers adapt instructional strategies, materials and assessment to meet the needs of individual learners, promoting personalized learning experience and academic success for all students.

Role in Socialization.

Schools socialize students into societal norms, roles and expectations through formal and informal learning experiences. Students learn appropriate behavior, etiquette and social rules through classroom routines, group activities and interactions with teachers and peers, preparing them for social participation within society. Schools play a role in gender socialization by reinforcing gender norms, stereotypes and expectations through curriculum content, classroom interactions and school culture.




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CONCLUSION

Each agency of education has its unique strengths and contributions, the combined efforts of all agencies are essential for providing individuals with comprehensive and effective educational experiences. Recognizing the significance of each agency and fostering collaboration among them can help promote inclusive, equitable and enriching education opportunities for individuals within society. In my opinion schools are crucial institutions for formal education and academic learning providing structured environment, trained education and curriculum content that prepare students for future roles in society. Schools play a central role in promoting academic achievement social skills and cultural literacy among individuals from diverse backgrounds.

Special exam

Assessment For Learning

1. List out the advantages of bar graph?
2. Find the mean and median of the scores 10, 11, 13, 15, 30, 40, 49
3. What is coefficient of correlation? Write two techniques for calculating coefficient of correlation
4. Find the mean deviation of the following data

classes	35-39	40-44	45-49	50-54	55-59
Frequency	6	12	15	10	7

5. Define quartiles and write the formula of Q_1 and Q_3 ?
6. Explain different types of correlation?
7. What are the advantages of graphical representation?
8. Calculate the mean and median of the following data
20, 7, 22, 8, 12, 11, 9, 8, 10, 5, 6, 13, 16, 17
9. Differentiate between frequency polygon and frequency curve
10. For a distribution of scores Mean is 32 and mode is 34. Calculate median

Assessment For Learning

1. * Bar graphs are used with numerical or categorical data
* It displays each category of data in a frequency distribution
* It estimates key values at a glance
* Large data can be easily summarized in visual form

2. Median = 15

$$\text{Mean} = \frac{10+11+13+15+30+40+49}{7}$$

$$= \frac{168}{7} = \underline{\underline{24}}$$

3. The ratio indicating the degree of relationship between two related variables is called coefficient of correlation. Two techniques for calculating coefficient of correlation are
1) Rank correlation
2) Product Moment correlation

class	F	m	Fm	m'	Fm'
35-39	6	37	222	10	60
40-44	12	42	504	5	60
45-49	15	47	705	0	0
50-54	10	52	520	5	50
55-59	7	57	399	10	70
	<u>50</u>		<u>2350</u>		<u>240</u>

$$\text{Mean} = \frac{\sum Fm}{N}$$

$$= \frac{2350}{50}$$

$$= \underline{\underline{47}}$$

$$\text{Mean Deviation} = \frac{\sum Fm'}{N}$$

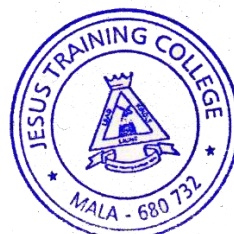
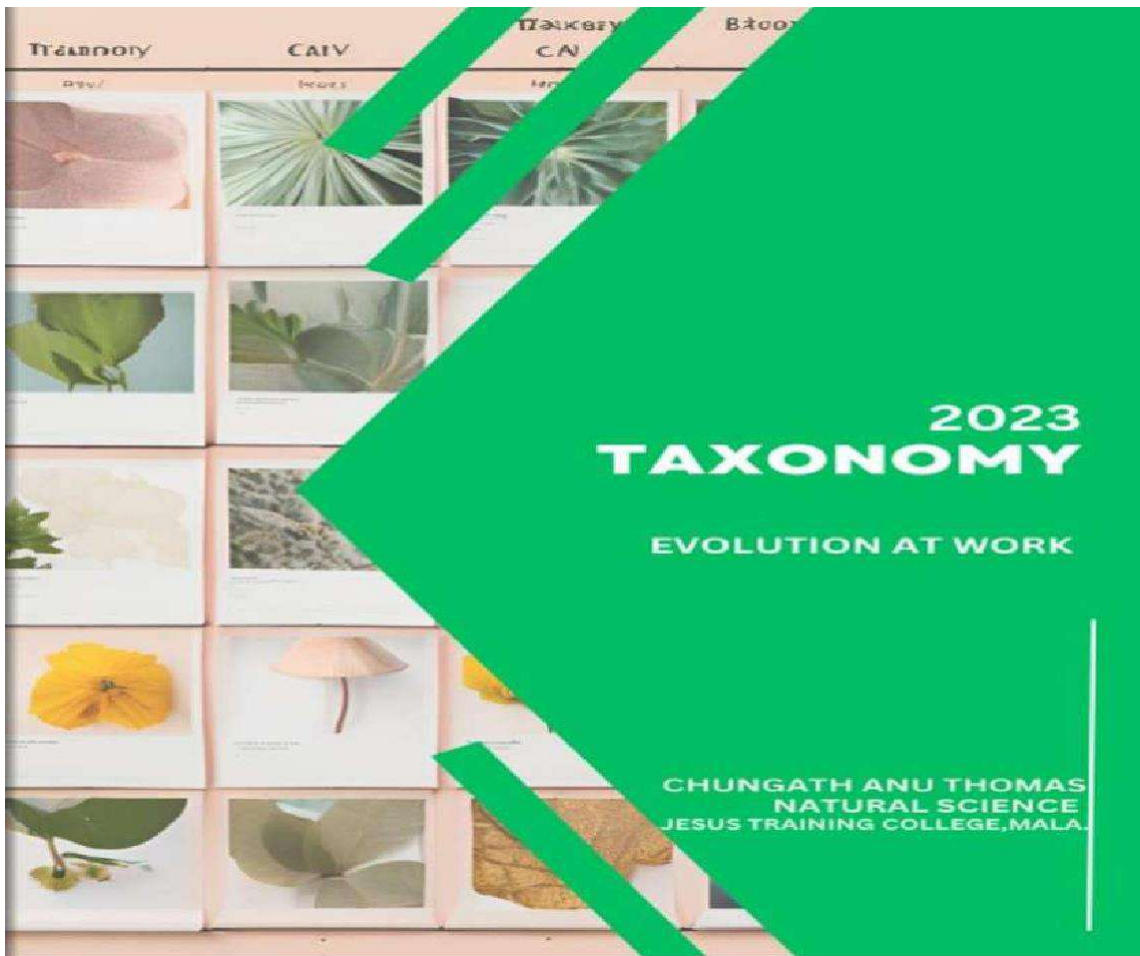
$$= \frac{240}{50} = \underline{\underline{4.8}}$$

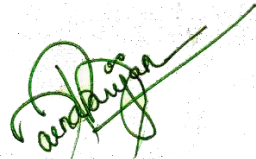
4 .Learning enhancement / enrichment inputs

Technology Integration

E- textbook

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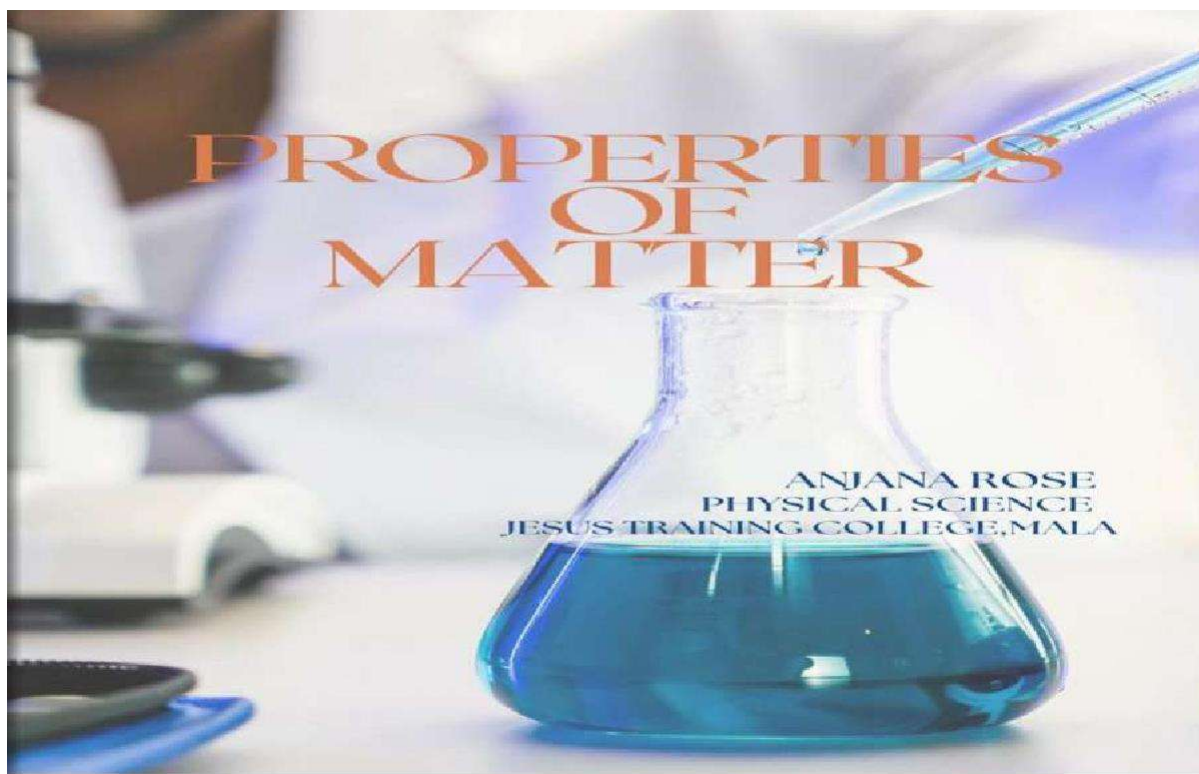


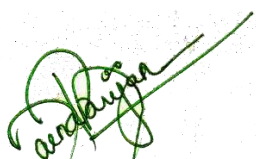

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Chapter II Ranks and Hierarchy	05
Chapter III Binomial Nomenclature and Classification Systems	06
Chapter IV Modern Classification Tools and Importance of Taxonomy	07
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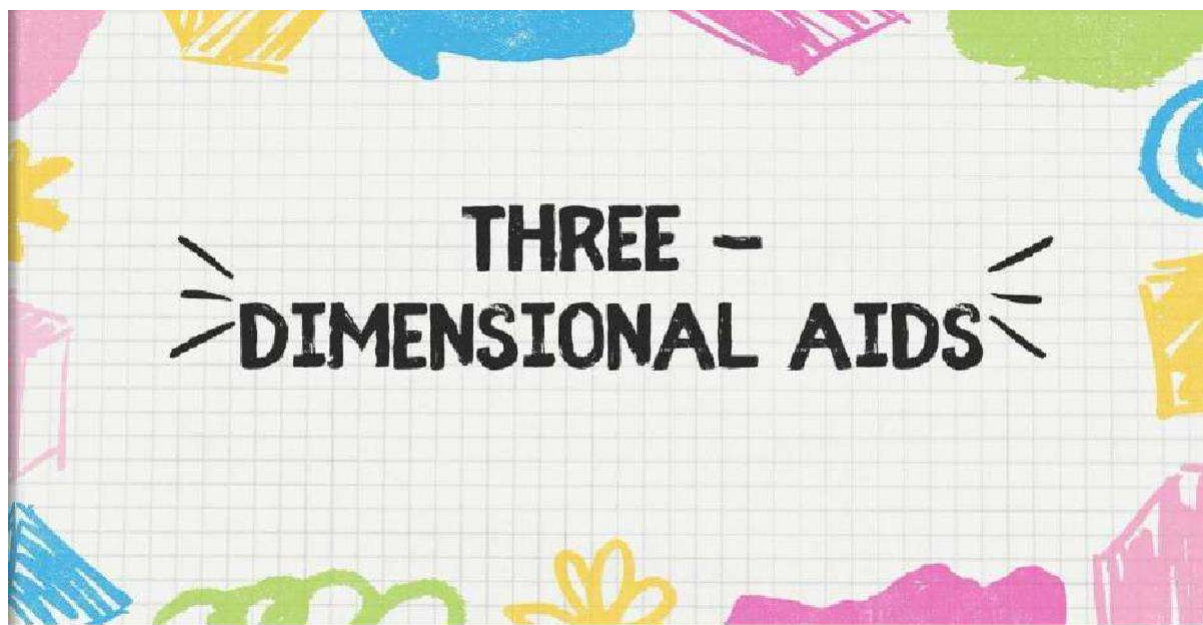


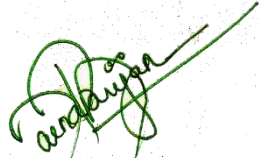

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PHYSICAL PROPERTIES	04
CHEMICAL PROPERTIES	06
CONCLUSION	07

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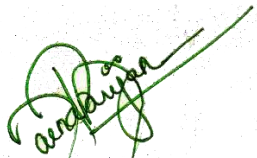

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RADIO

Radio adds to variety to learning experience. it is powerful medium for mass communication. it also plays a major role in imparting instruction to school children through educational broadcast provided on specific days at specific school hours.




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What is Algebra ?

Algebra is the branch of mathematics in which abstract symbols, rather than numbers, are manipulated or operated with arithmetic. i.e. in algebra variables are alphabets which represent numbers or members of a specified set.

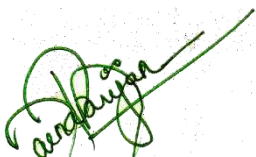
For example, $x + y = z$ or $b - 2 = 5$ are algebraic equations, but $2 + 3 = 5$ and $73 \times 46 = 3,358$ are not.

ORIGIN

The term 'Algebra' is derived from the Arab word 'Al - jabr' which means joining of broken parts.

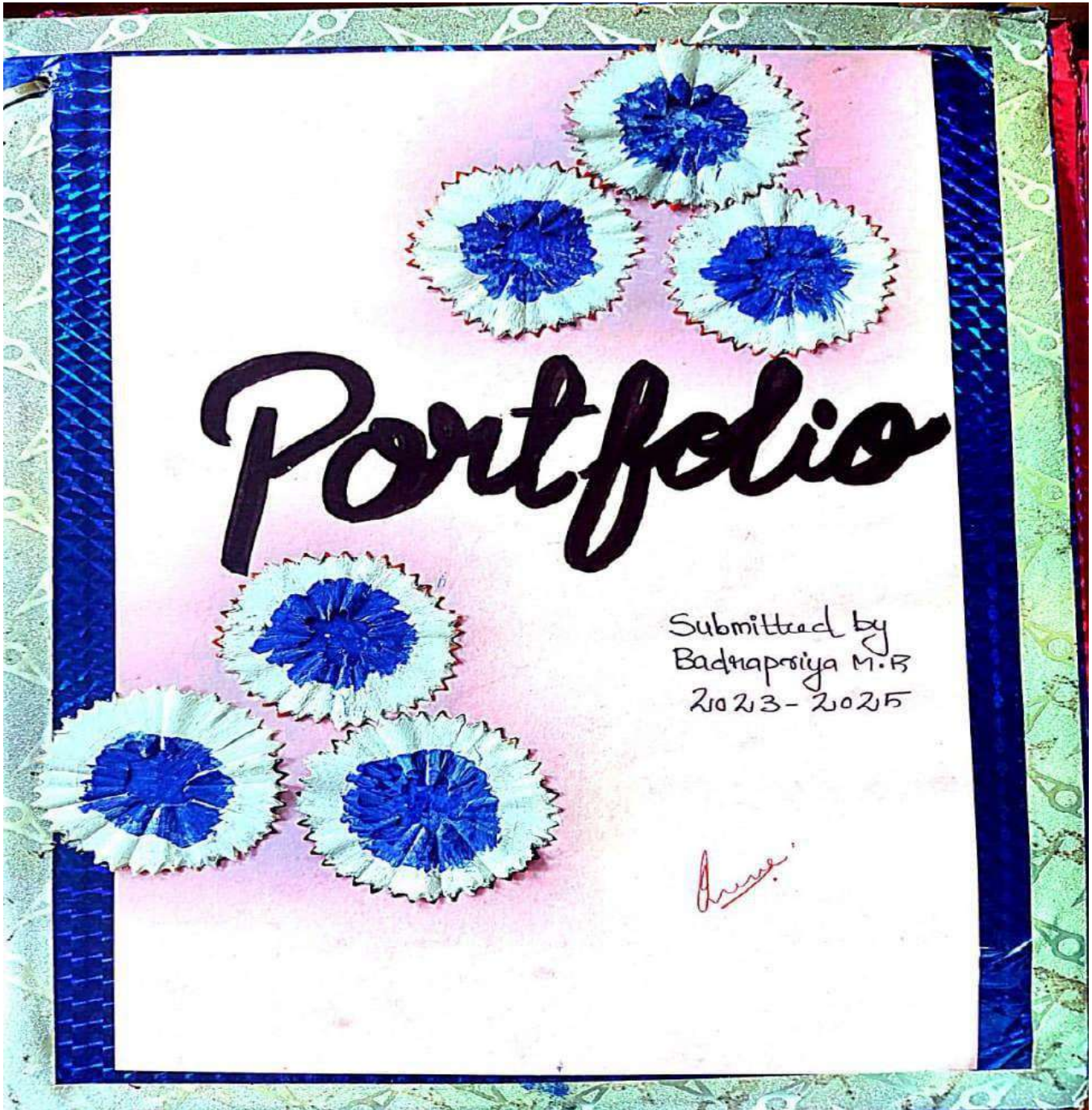
Al - Khwarizimi (9 th century mathematician and astronomer) is known as the "father of algebra".

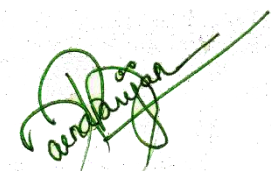



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Creative writing and Presentation

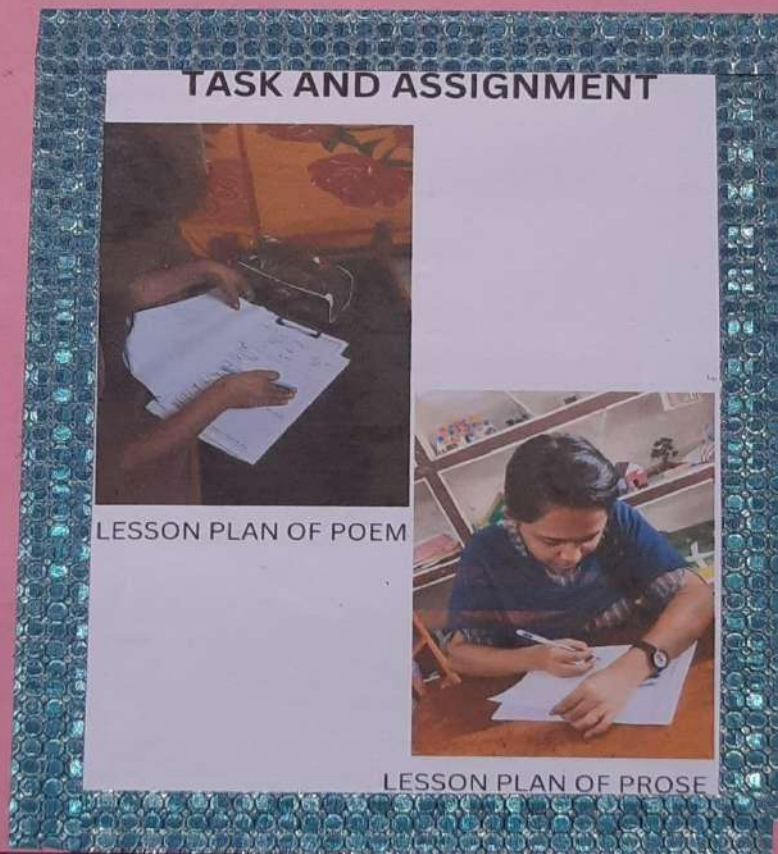
Portfolio

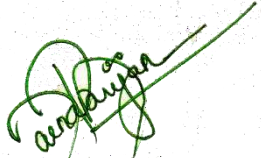



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Task and Assignment

Task and Assignments are designed to develop practical teaching skills, pedagogical knowledge and reflective practice.




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Mathematics Album

mathematics

$E = mc^2$

$\frac{d(x)}{dx} = 1$

$(a+b)^2 = a^2 + 2ab + b^2$

$(a-b)(a+b) = a^2 - b^2$

$\int \frac{1}{x} dx = \ln|x| + c$

$\tan 0^\circ = 0$

$\tan 60^\circ = \sqrt{3}$

$\int a dx = ax + c$

$\frac{d(\cos x)}{dx} = -\sin x$

$\tan 3\theta = \frac{3 \tan \theta - \tan^3 \theta}{1 - 3 \tan^2 \theta}$

$1 + 5 = 6$

$\pi = 3.14$

Area = πr^2

Circumference = $2\pi r$

$\frac{d}{dx}(ax) = a$

$(a-b)^2 = a^2 - 2ab + b^2$

Perimeter = $2(l+b)$

Area = $l \times b$

Viriya Wilson



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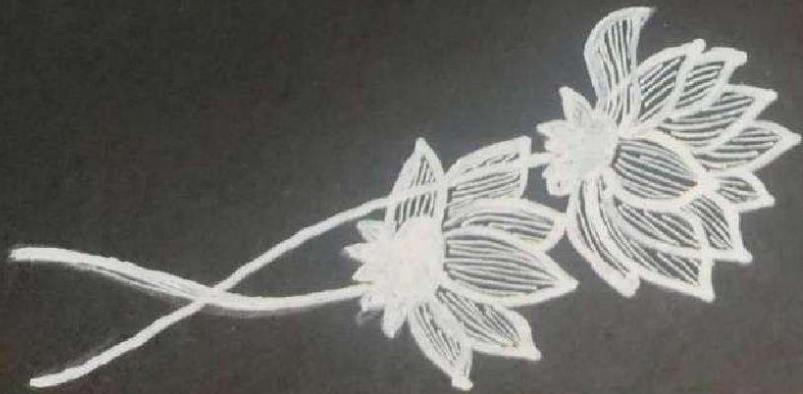
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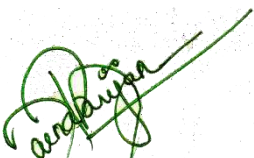
Indian Mathematicians

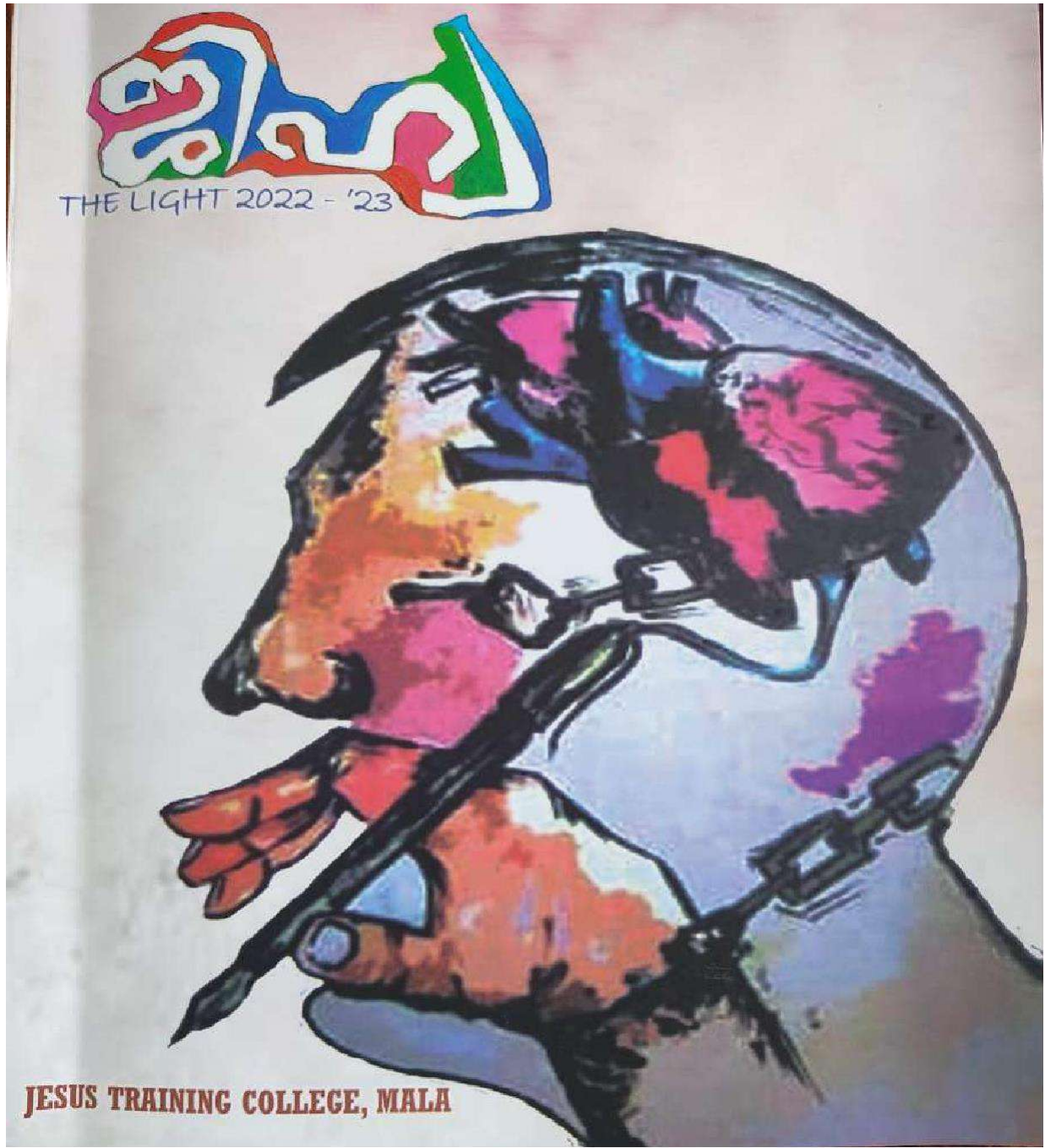
1. Bhaskara II
2. Shrikuntala Devi
3. Phadon Prasad
4. Ramon Pasimala
5. Harish Chandra

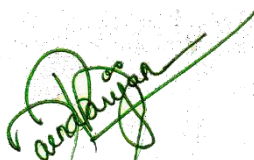
Foreign Mathematicians

1. Pythagoras
2. Fibonacci
3. Blaise Pascal
4. Carl Friedrich Gauss
5. Deserice Tao




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ഉള്ളടക്കം

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(Handwritten Signature)
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Be a pleaser

The saying "first impression is the best impression" is more true than false. The first step in effectively dealing with people is to make a good lasting impression. The beauty that creating a good impression is entirely in our hands. This is probably one day where we influence the environment more than the environment influences you. Pleasing others is the first step in building effective human relations.

- P- Presentable
- L- learn to listen
- E - Enthusiastic
- A- Attitude should be positive
- S - Smile and have a sense of humour
- E - Empathy for others
- R - Remember their names

Laicymol
IInd year English

Maternal

Never have I ever slept
After feeling your presence in me
Each day was a Millennium
as my heart was longing to hold you in my arm
You were not planned
But that doesn't mean you was never wanted
we were young but not stupid
having you was not an accident but a blessing
Blessing showered straight upon us from heaven.
as you were the light of our lives
our morning star
Nothing had to be justified
As you were nothing short to the outcome of pure love
The same love that was shared between us.
Little only we knew about you
but that could never question the adoration
We have for you.



Anu.C.G.
English



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News letter

JTC HERALD



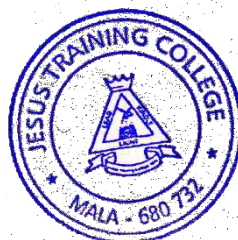
JESUS TRAINING COLLEGE, MALA


Neithakudy Bridge Rd, Mala, Kerala 680732

E-mail: jtcmala@rediffmail.com

Website: <https://www.jesustrainingcollege.org/>

Jesus Training College, Mala, is a Teacher Education Institution, affiliated to University of Calicut, owned and managed by the Catholic Diocese of Irinjalakuda. Dedicated to the Holy Name of Jesus, our Saviour and the Eternal Guru, this temple of teaching and learning has already carved a niche for itself in a short span of time in the educational scenario of central Kerala. Situated in a sylvan ambience, remote from the hustles of the city, the college relishes cool and fresh breeze from the rustic rivulets and backwaters glittering in the sun shine, indeed a blessing for serene and sheer intellectual exercise where learning is an exhilarating experience.

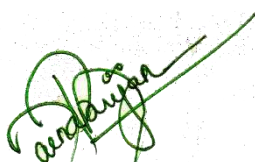



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Stat - O - Rama

As part of World Statistics Day, Mathematics club had arranged a programme "Stat -O- Rama" on 20th October, 2023. The programmes began with a puzzle rearrangement game followed by the game of solving the Rubik's cube. There was also a quiz competition. Rev. Fr. Binoy Kozhippatt gave away the prizes for the winners and the programme came to an end with vote of thanks proposed by Ms. Vibiya Wilson.

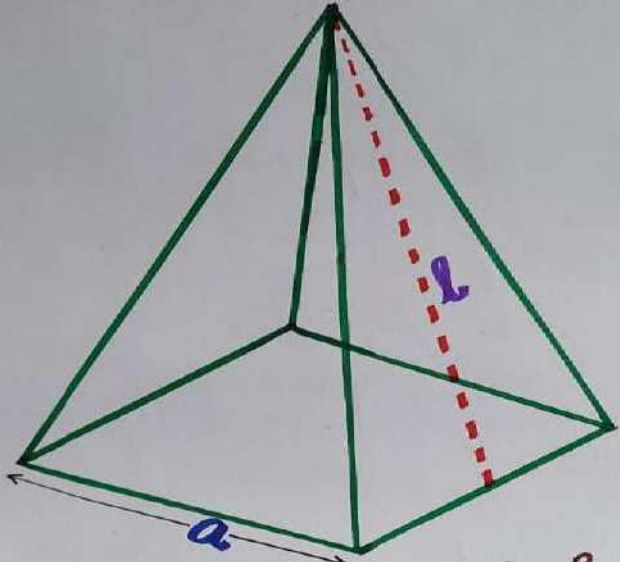



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WORKSHOP

1. Content Chart

സമചതുരസ്തൂപിക-
ഉപരിതലപരപ്പളവ്



ഉപരിതലപരപ്പളവ് = $a^2 + 2al$ ച.യു

a - പാദവക്ട്
l - ചരിവുയരം

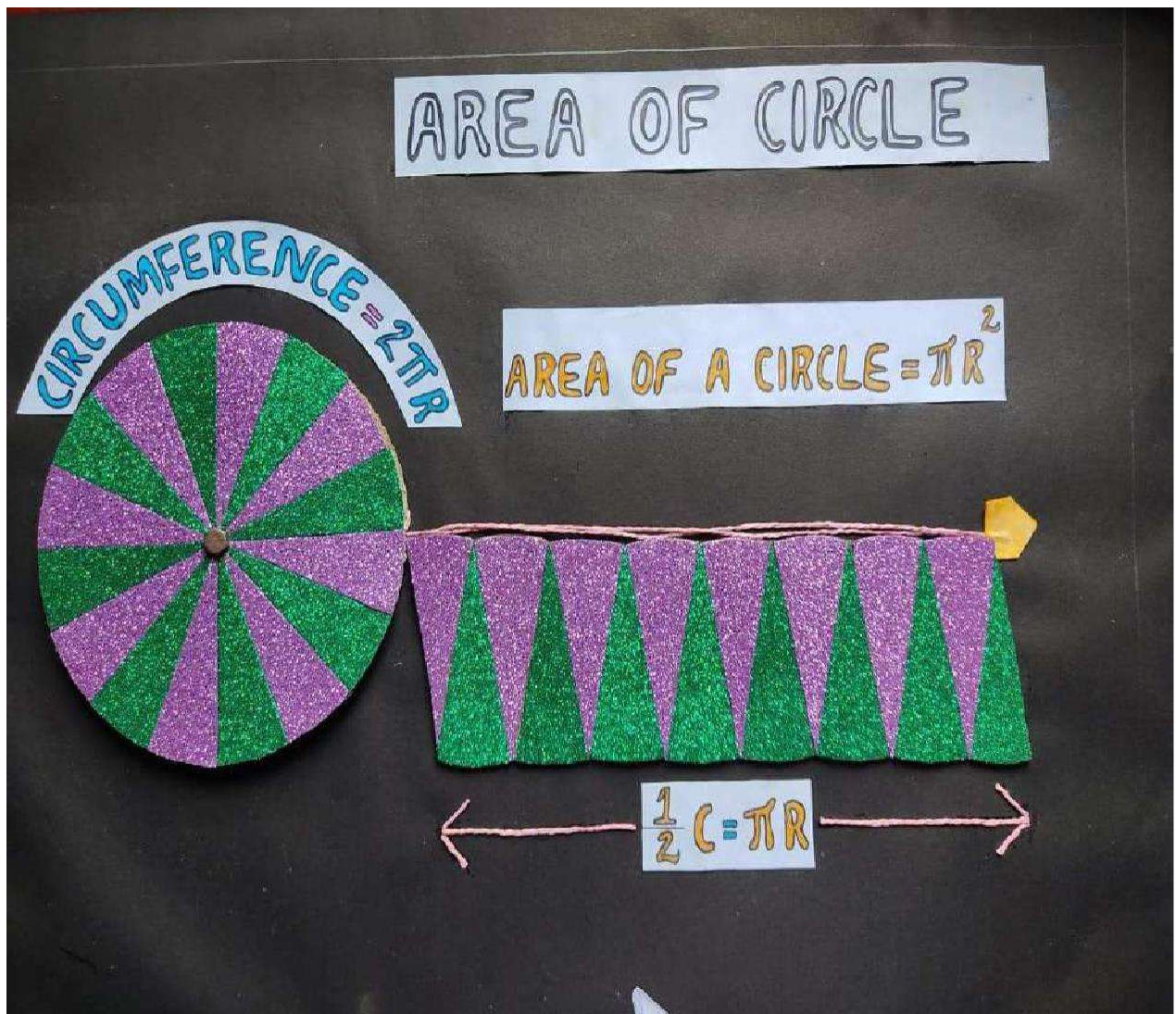
PREPARED IN THE WORKSHOP 27-02-2024

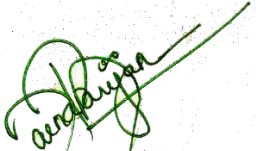
CHRISTY SHAJI
MATHEMATICS
2023 - '25



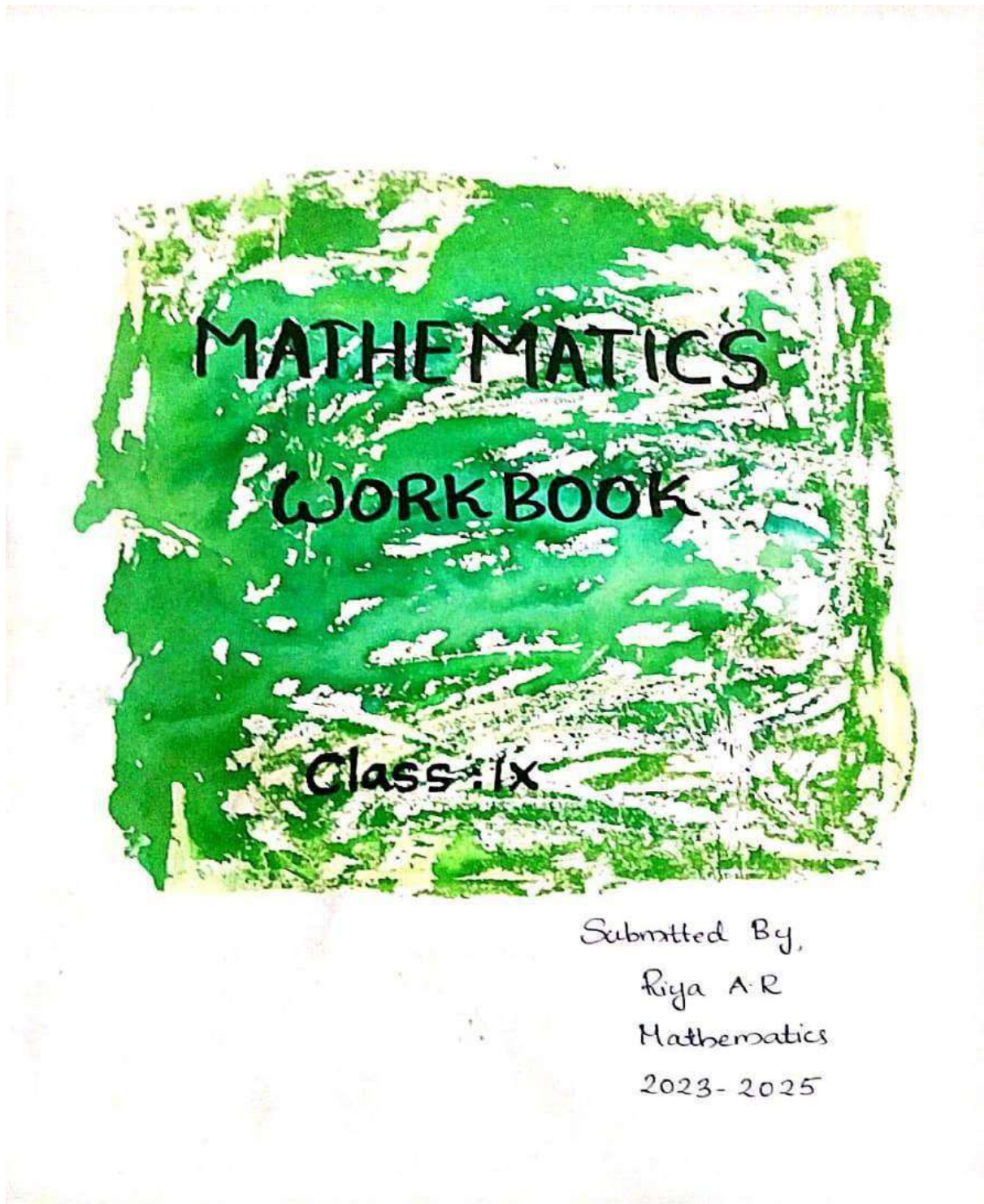
Christy Shaji
PRINCIPAL
Jesus Training College, Mala

2. Working Model



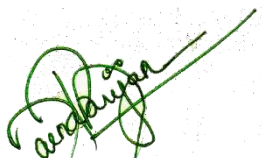

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WORKBOOK



Submitted By,
Riya A.R
Mathematics
2023-2025




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CHAPTER-3

PAIR OF EQUATIONS

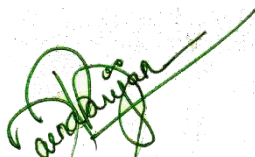
Introduction

This chapter deals with equations including one variable of the form $ax+b=c$ and two variables of the form $ax+by+c=k$. Also it includes different methods of solving these equations. It has wide applications in life and different dimensions.

Learning Outcomes

- * Construction of equations of the form
① $ax+b=c$ ② $ax+by=c$, $px+qy=r$
- * Solving an equation of the form $ax+b=c$
- * Solving a pair of equations - addition method.
- * Solving a pair of equations - Subtraction Method
- * More Applicational questions.




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Construction of Equations including one Variable and two Variables

Example

* 7 subtracted from a number gives 3

Number represented = x

7 subtracted from the number = $x - 7$

ie; $x - 7 = 3$

\therefore The required equation is $x - 7 = 3$.

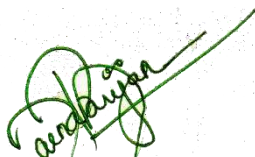
Questions

1. A number added to 8 gives 12

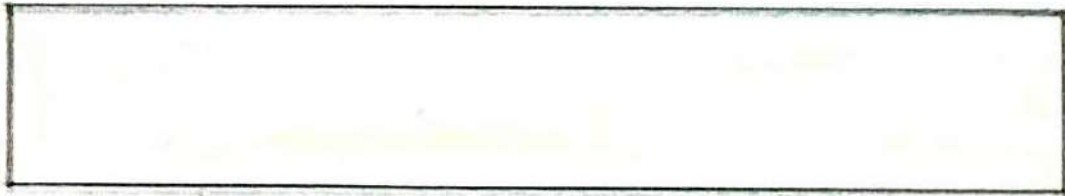
2. 5 subtracted from twice of a number gives 11

3. Sum of two numbers is 26 and difference of these two numbers is 4

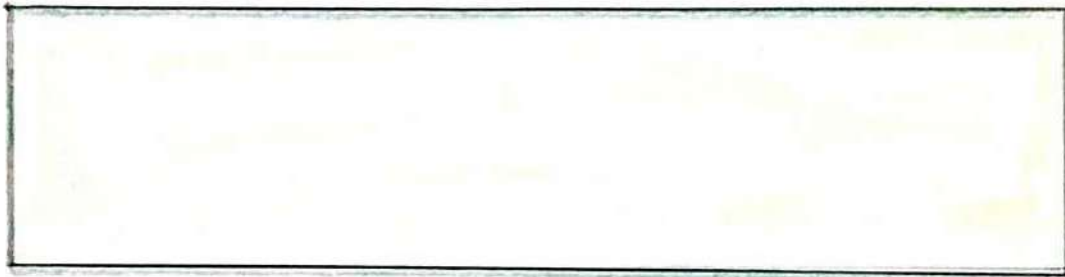


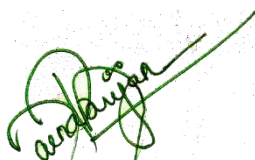

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4. The Price of 3 Pencil and 4 Pen is 26 and
6 Pencil and 3 Pen is 27



5. 11 added to a number gives twice of other number
20 added to second number gives twice the first
number.







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5. COLLABORATIVE TASKS

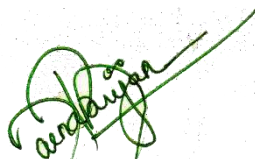
PEER TEACHING

Report on microteaching & Microteaching Observation Schedule

The Microteaching program was conducted from 17-10-2023 to 19-10-2023. All students participated in presenting the lessons on various topics. The sessions were

JESUS TRAINING COLLEGE	
MALA (Affiliated to the University of Calicut)	
MICRO TEACHING	
	
Name of Student	: MARIYA ROSE DAVIS
Admission No.	: 2867
Register No.	: STAXINSO11
Subject (Group)	: NATURAL SCIENCE
Certified that this is a Bonafide Record	
 MEMBER OF THE FACULTY	 PRINCIPAL
Place... MALA	Place.....
Date... 18-10-2023	Date.....




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OBSERVATION SCHEDULE

SKILL OF INTRODUCTION

SUBJECT : BIOLOGY

CLASS : X

TOPIC : SEX DETERMINATION IN HUMAN BEINGS

DATE :

Component of the skill	excellent	very good	good	average	poor
Use of previous knowledge	✓				
Use of appropriate devices		✓			




Aradhya
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COLLABORATIVE LESSON PLAN

Shared lesson plan

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Affiliated to University of Calicut



2023-2025 Batch

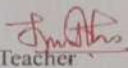
EPC/Practical/Task: EDU201-5
School Initiatory Experience

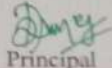
Semester : 2nd Semester

Name : Riya A.R.

Register No : STAXTMS015

Optional : Mathematics Education

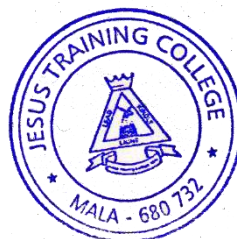


Class Teacher

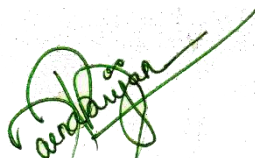

Principal

Jesus Training College
Mala - 680 732

Place: Mala

Date: 06/02/2024




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Index

1. Teaching Performance as shared practice - 1
2. Teaching Performance through Individual effort - 12
3. Observation of 5 lesson of Senior teachers and observation Report - 16
4. Observing the social climate and Learning facilities in the school - 26
5. Maintenance of diary - 37




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The teacher asks the students what shape is obtained when the diagonal are joined. Students answers there are 2 triangles. Teacher asks to students 'How can we find the area of Quadrilateral'. Then they carefully examines the Picture. After they answers 'The area of Quadrilateral can be found using these 2 triangles'. Also they says that area of quadrilateral is equal to the sum of these triangles.

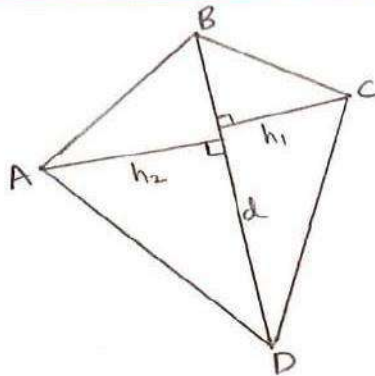
② Name of Teacher : Mrudula P.S

Topic : Formula to find area of Quadrilateral.

Teacher reminds the students about the formula to find the area of triangles. Then they say, it is $\frac{1}{2} \times b \times h$; where b-base
h-height.

The teacher denotes the diagonal BD by the letter 'd'. And h_1, h_2 be the two perpendicular distance to the diagonal from two other opposite sides.





Teacher asked the students to find the area of 2 triangles. Then they find that,

$$\text{Area of } \triangle ABD = \frac{1}{2} \times d \times h_2$$

$$\text{Area of } \triangle BCD = \frac{1}{2} \times d \times h_1$$

Students understand that the area of quadrilateral is equal to the sum of 2 triangles.

$$\begin{aligned} \text{Area of quadrilateral ABCD} &= \left(\frac{1}{2} \times d \times h_2\right) + \left(\frac{1}{2} \times d \times h_1\right) \\ &= \frac{1}{2} d (h_1 + h_2) \end{aligned}$$

Generally, we can say it like this,

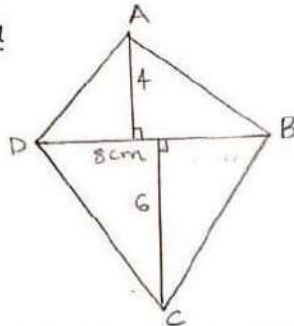
The area of a quadrilateral is half the product of a diagonal and the sum of the perpendicular distances from the opposite vertices to this diagonal.

③ Name of Teacher: Devika M.S

Topic : Exercise Question.

Question no: 1

what is the area of the quadrilateral
show below?



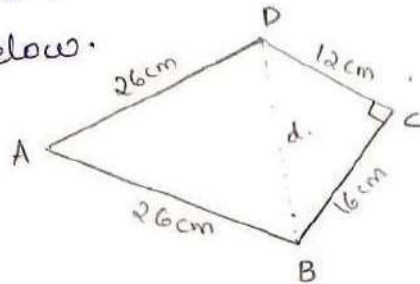
Teacher asks students that 'what are the given measurements'. They they answers that $d=8\text{cm}$, $h_1=4\text{cm}$, $h_2=6\text{cm}$.

Teacher writes the answers on the board.

$$\begin{aligned}\text{Area of quadrilateral} &= \frac{1}{2} \times d (h_1 + h_2) \\ &= \frac{1}{2} \times 8 (4 + 6) \\ &= \frac{1}{2} \times 8 \times 10 \\ &= \underline{\underline{40 \text{ cm}^2}}\end{aligned}$$

Question no: 2.

compute the area of the quadrilateral shown below.



$\triangle BCD$ is a right triangle.

The teacher says that we have to find the diagonal BD . After this, children find BD using Pythagoras theorem.

$$BD^2 = BC^2 + CD^2 = 16^2 + 12^2 = 256 + 144$$

$$BD^2 = 400$$

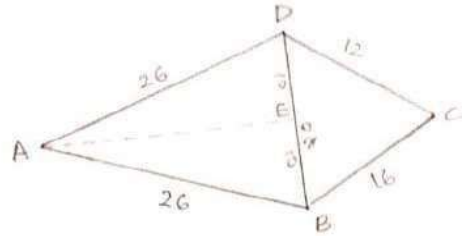
$$\Rightarrow BD = \sqrt{400}$$

$$\Rightarrow \underline{BD = 20 \text{ cm}}$$

$$\begin{aligned} \therefore \text{Area of } \triangle BCD &= \frac{1}{2} \times b \times h \\ &= \frac{1}{2} \times 16 \times 12 = \underline{96 \text{ cm}^2} \end{aligned}$$

$\triangle ABD$ is an isosceles triangle. So when the perpendicular AE from A to BD is drawn,

$$BE = 10 \text{ cm}, ED = 10 \text{ cm}.$$



$$\begin{aligned} \text{In } \triangle AED, \quad AE^2 &= AD^2 - DE^2 \\ &= 26^2 - 10^2 \\ &= 676 - 100 \\ &= 576 \end{aligned}$$

$$AE = \sqrt{576} = \underline{\underline{24 \text{ cm}}}$$

$$\begin{aligned} \therefore \text{Area of } \triangle ABD &= \frac{1}{2} \times 20 \times 24 \\ &= \underline{\underline{240 \text{ cm}^2}} \end{aligned}$$

$$\begin{aligned} \therefore \text{Area of the Quadrilateral} &= 240 + 96 \\ &= \underline{\underline{336 \text{ cm}^2}} \end{aligned}$$

Teacher concludes the class by assigning exercise question 4 as homework.



(Signature)
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GROUP PRESENTATIONS

Report of socially useful productive work

JESUS TRAINING COLLEGE

MALA

(Affiliated to the University of Calicut)

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



Name of Student : LAVANYA LANTY
Admission No. :
Register No. : STAWTMS011
Subject (Group) : Mathematics

Certified that this is a Bonafide Record

Chithra
MEMBER OF THE FACULTY

Vestha
PRINCIPAL

Place... *Mala* Place.....
Date... *04/01/24* Date.....



Dmy
Jesus Training College
Mala - 680 732



Aradhya
PRINCIPAL
Jesus Training College, Mala

REPORT OF SOCIALLY
USEFUL PRODUCTIVE WORK



A handwritten signature in green ink, appearing to read "Aradhana".

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Product No : 01

- Paper Bag

Paper bags offer a blend of practicality, sustainability and safety, making them a smart choice for both consumers and businesses unlike the plastic bags they do not harm environment or wild life and reduce pollution.

Advantages.

- * Eco-friendly
- * Versatility and functionality.
- * Recyclability and circular economy
- * Safe and non-toxic
- * Boost your brand awareness.

Materials Used

1. Chart paper
2. Glue
3. Ruler
4. Thread / Ribbon
5. Scissors.
6. Pencil.

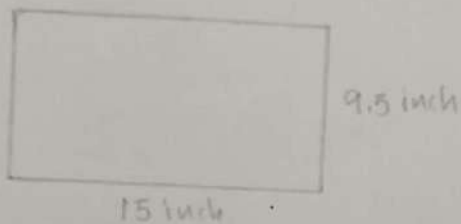


A handwritten signature in green ink, appearing to read "Anandha", is written over the printed name of the principal.

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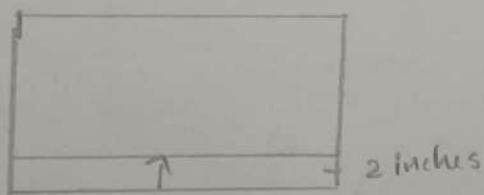
Procedure

Step 1 : Cut a piece of chart paper to approximately 9.5 x 15 inches.



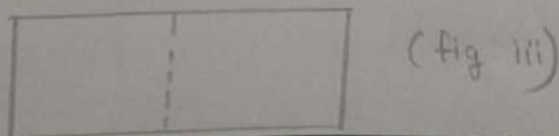
(fig: i)

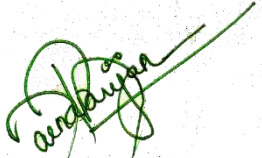
Step 2 : Fold the bottom edge up about 2 inches and crease along the fold and glue it.



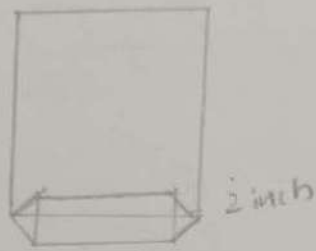
(fig: ii)

Step 3 : Fold both the sides inward to meet at the center crease and stick it with the glue.



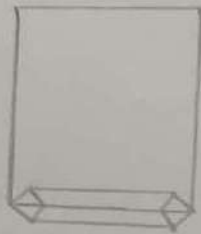

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Step 4 : Open the bottom of the paper as shown in the figure iv and fold it and secure in 2 inch measurement.



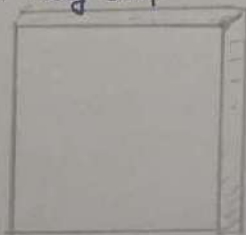
(fig: iv)

Step 5 : Secure the bottom of the bag by folding and gluing the paper down as shown in fig. v



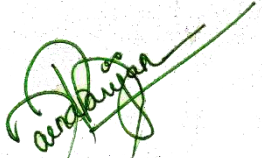
(fig v)

Step 6 : Unseal along all the fold and bring the paper into a bag shape as shown in figure vi

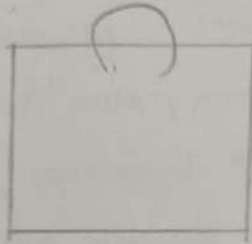


(fig: vi)




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Step:7 - To make handless, pinch 2 holes near the top edge and insert a thin rope or ribbon

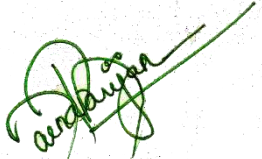


· have fun crafting, by decorating the paper bag as our choice.



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6. ASSISTIVE DEVICES AND ADAPTIVE STRUCTURE

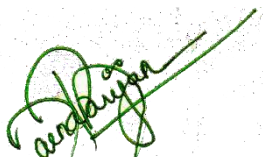
Proper seating and positioning

In our college, proper seating and positioning are crucial for accommodating students with physical disabilities. Ergonomically designed chairs and adjustable desks help maintain comfort and posture, reducing the risk of musculoskeletal problems. Additionally, ensuring accessible pathways and positioning furniture appropriately supports students with various mobility aids, promoting an inclusive learning environment.

Modification in physical infrastructure

Ramp Installation- The institution has installed ramps at key entrances and exits to support students who require mobility assistance. Handrails and Non-Slip Surfaces- Ramps are equipped with handrails and non-slip surfaces to enhance safety and ease of use for all students.

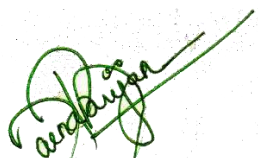



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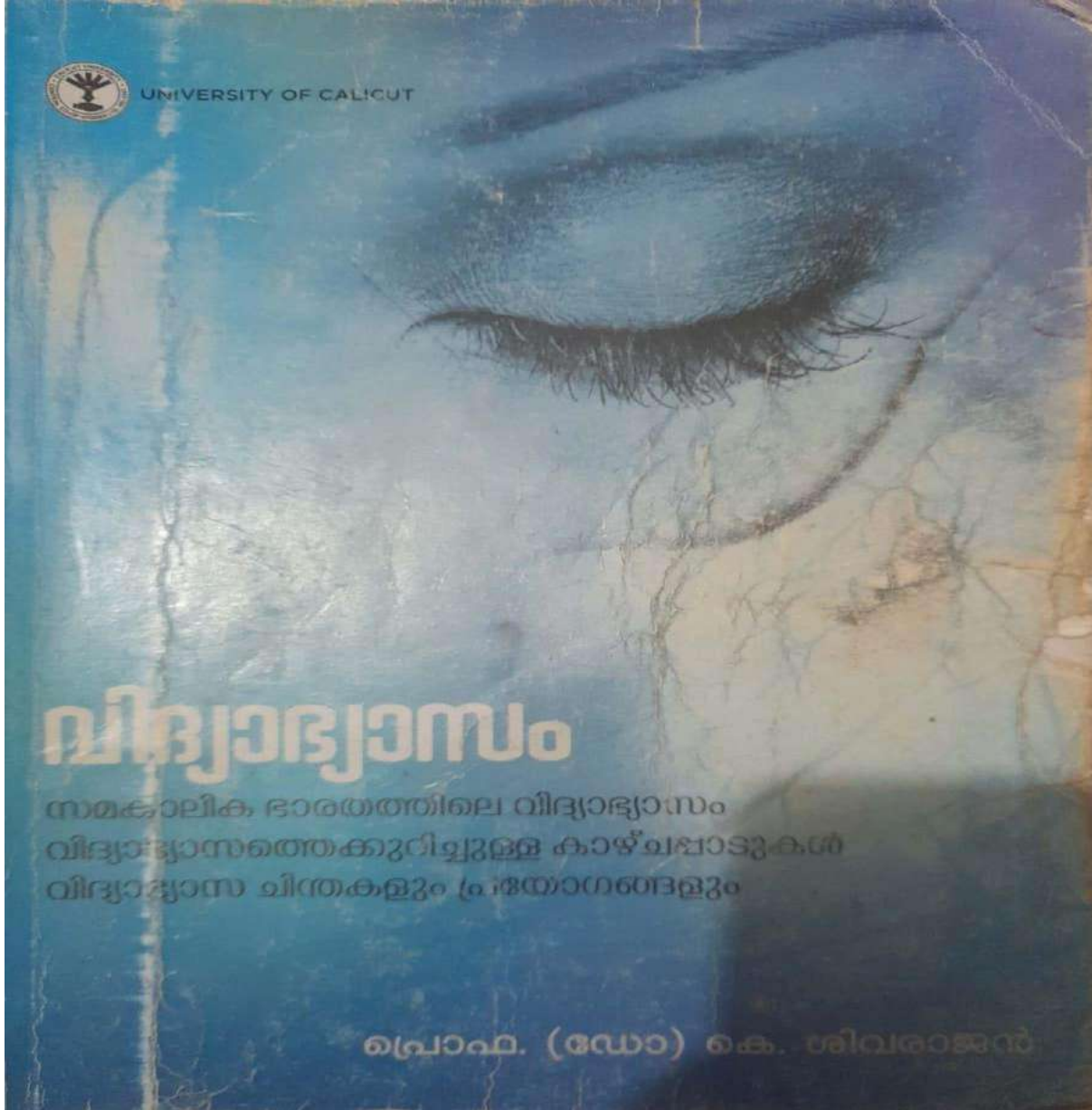
Ramp



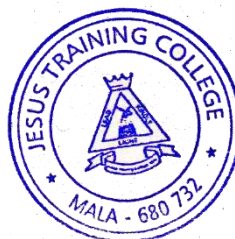

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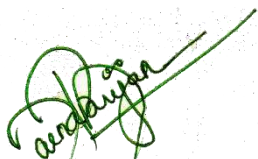
7.MULTILINGUAL INTERACTIONS AND INPUTS

TEXTBOOKS



z




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ഉള്ളടക്കം

അധ്യായം

പേജ്

യൂണിറ്റ് - I

ഭാരത സമൂഹത്തിന്റെ സവിശേഷതകൾ

1. സാമൂഹിക വൈവിധ്യം എന്ന ആശയം	12-15
a. സാമൂഹ്യതലത്തിലെ വൈവിധ്യം (12) b. വ്യക്തിതലത്തിലെ വൈവിധ്യം (12) c. ഇന്ത്യൻസമൂഹത്തിലെ വൈവിധ്യം (13)	
2. വൈവിധ്യങ്ങളെ മാനിക്കുന്നതിൽ വിദ്യാഭ്യാസത്തിന്റെ പങ്ക്	16-17
1. സ്വാംശീകരണം (16) 2. ബഹുസ്വരത (16) 3. വൈവിധ്യത്തെക്കുറിച്ചുള്ള ബോധം (16) 4. ആശയവിനിമയത്തിനും സാമൂഹികവിദ്യാഭ്യാസം (16) 5. ആശയവിനിമയം (17) 6. വൈവിധ്യ വിദ്യാഭ്യാസം (17)	
3. കേസ് സ്റ്റഡികൾ, വിദ്യാഭ്യാസ സമിതിവിവരണങ്ങൾ, ഈ രംഗത്തെ വ്യത്യസ്ത സംഘങ്ങളുമായുള്ള ഇടപെടൽ എന്നിവയെക്കുറിച്ചുള്ള അപഗ്രഥനം (Analysis of Case studies, Educational statistics and Field engagement with diverse groups)	18-20
a. ഇനതവിദ്യാഭ്യാസ രംഗത്തെ Gross Entrolment Ratio (GER) ഒരു ആഗോളതാളതമ്യം (18) b. ഇന്ത്യയിലെ വിവിധ സംസ്ഥാനങ്ങളിലെയും കേന്ദ്രഭരണ പ്രദേശങ്ങളിലെയും ഇനത വിദ്യാഭ്യാസ സമാപനങ്ങളിലെ GER ലുള്ള വ്യത്യാസം (19)	
4. ഇന്ത്യൻ സമൂഹത്തിന്റെ അഭിലാഷങ്ങൾ	21-23
1. ദേശീയത (Nationalism) (21) 2. സമൂഹ്യക്രമം (Social order) (21) 3. സാമൂഹ്യനീതി (Social justice) (22) 4. സാർവ്വത്രികത (Universalism) (23) 5. ബഹുസ്വരത (Pluralism) (23)	

യൂണിറ്റ് - II

വിദ്യാഭ്യാസവും സമകാലീന ഭാരതവും

5. വിദ്യാഭ്യാസം - അർത്ഥം, നിർവ്വചനം, ലക്ഷ്യങ്ങൾ, ധർമ്മങ്ങൾ	25-29
a. 'വിദ്യാഭ്യാസം' എന്ന സംജ്ഞയുടെ അർത്ഥം (25) b. വിദ്യാഭ്യാസത്തിന് നൽകിയിട്ടുള്ള നിർവ്വചനങ്ങൾ (25) c. വിദ്യാഭ്യാസ ലക്ഷ്യങ്ങൾ (26) d. വിദ്യാഭ്യാസത്തിന്റെ ധർമ്മങ്ങൾ (29)	
6. ഒരു പഠനശാഖ എന്ന നിലയിൽ വിദ്യാഭ്യാസത്തിന്റെ സ്വഭാവം	30-31
7. വിദ്യാഭ്യാസ രീതികൾ - ഔദ്യോഗികം, യാദൃച്ഛികം, അൗപചാരികം	32-36
1. ഔദ്യോഗിക വിദ്യാഭ്യാസം (Formal Education) (32) 2. യാദൃച്ഛിക വിദ്യാഭ്യാസം (Informal Education) (32) 3. അൗപചാരിക വിദ്യാഭ്യാസം (Non formal Education) (34)	
8. വിദ്യാഭ്യാസ ഘട്ടങ്ങൾ	37-53
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വിദ്യാഭ്യാസം ഒരു പഠനശാഖ എന്ന നിലയിൽ (Education as a Discipline)

വിദ്യാഭ്യാസം ഒരു പഠനശാഖ അഥവാ മേഖല ആകുന്നതിനുള്ള ഗുണവിശേഷങ്ങളെ കുറിച്ചുള്ള തർക്കം വളരെക്കാലമായി നിലനിൽക്കുന്നു. പല പണ്ഡിതന്മാരും ഈ ചോദ്യത്തിന് ഉത്തരം നൽകുന്നതിൽനിന്നും ഒഴിഞ്ഞുമാറുകയാണ്. എന്തെന്നാൽ, അതിനൊരു ഉത്തരം പറയുക എളുപ്പമുള്ള കാര്യമല്ല മാത്രമല്ല, പറഞ്ഞാൽതന്നെ അത് വിദ്യാഭ്യാസത്തിന്റെ പദവിയെ പ്രതികൂലമായി ബാധിക്കാൻ സാധ്യത ഉണ്ട്. സൈദ്ധാന്തികമായി നോക്കുമ്പോൾ അഭിവിതമായ ഒരു നിയമമുണ്ട്: വിജ്ഞാനം ഒരു പഠനശാഖയാകുമ്പോൾ മാത്രമേ അതിനെ ഒരു ശാസ്ത്രം എന്ന് വിളിക്കാനാകൂ. അല്ലാത്തപക്ഷം ശാസ്ത്രത്തിന്റെ പദവി നൽകാനാവില്ല.

a. പഠനശാഖ എന്നാലെന്ത്?

സർവ്വകലാശാലയിലോ കലാലയത്തിലോ ഗവേഷണം നടത്തുകയോ പഠിപ്പിക്കുകയോ ചെയ്യുന്ന വിജ്ഞാനശാഖയെയാണ് പഠനശാഖ അഥവാ പഠനമേഖല എന്നുപറയുന്നത്. അധ്യാപകസമൂഹവും പഠനവകുപ്പുകളും അറിയുള്ള സമൂഹവും ഗവേഷണപഠനങ്ങൾ പ്രസിദ്ധീകരിക്കുന്ന ആനുകാലികങ്ങളും പഠനശാഖയെ നിർവ്വചിച്ചിട്ടുണ്ട്. അക്കാദമിക വിഷയങ്ങളുമായ ആഴത്തിൽ ബന്ധമുള്ള വിവിധ അറിവുകൾ, പ്രോജക്ടുകൾ, അന്വേഷണങ്ങൾ, സമീപനങ്ങൾ എല്ലാം ഇതിൽ പറയുന്നുണ്ട്. ഓരോ പഠനമേഖലയ്ക്കും പല ഉപവിഭാഗങ്ങളോ ഉപശാഖകളോ ഉണ്ടാകും. ഇവ തമ്മിലുള്ള വേർതിരിവ് തീരെ വ്യക്തത ഇല്ലാത്തതാണ്.

ഓരോ തൊഴിലിന്റെയും വികസനത്തോടൊപ്പം അതിന്റെ പഠനശാഖയും വികസിക്കും. വൈദ്യശാസ്ത്രം വളരുന്നതോടൊപ്പം വൈദ്യശാസ്ത്രപഠനമേഖല വികസിക്കുന്നതുപോലെ ബോധനശാസ്ത്രം വികസിക്കുന്നതോടൊപ്പം വിദ്യാഭ്യാസ മേഖലയും വളരുന്നു. ഓരോ പഠനശാഖയും അതിൽനിന്ന് ഉരുത്തിരിയുന്ന തൊഴിലുകളും ആണ് ആ പഠനമേഖലയിലെ അധ്യാപകർ വികസിപ്പിച്ചെടുക്കുന്നത്.

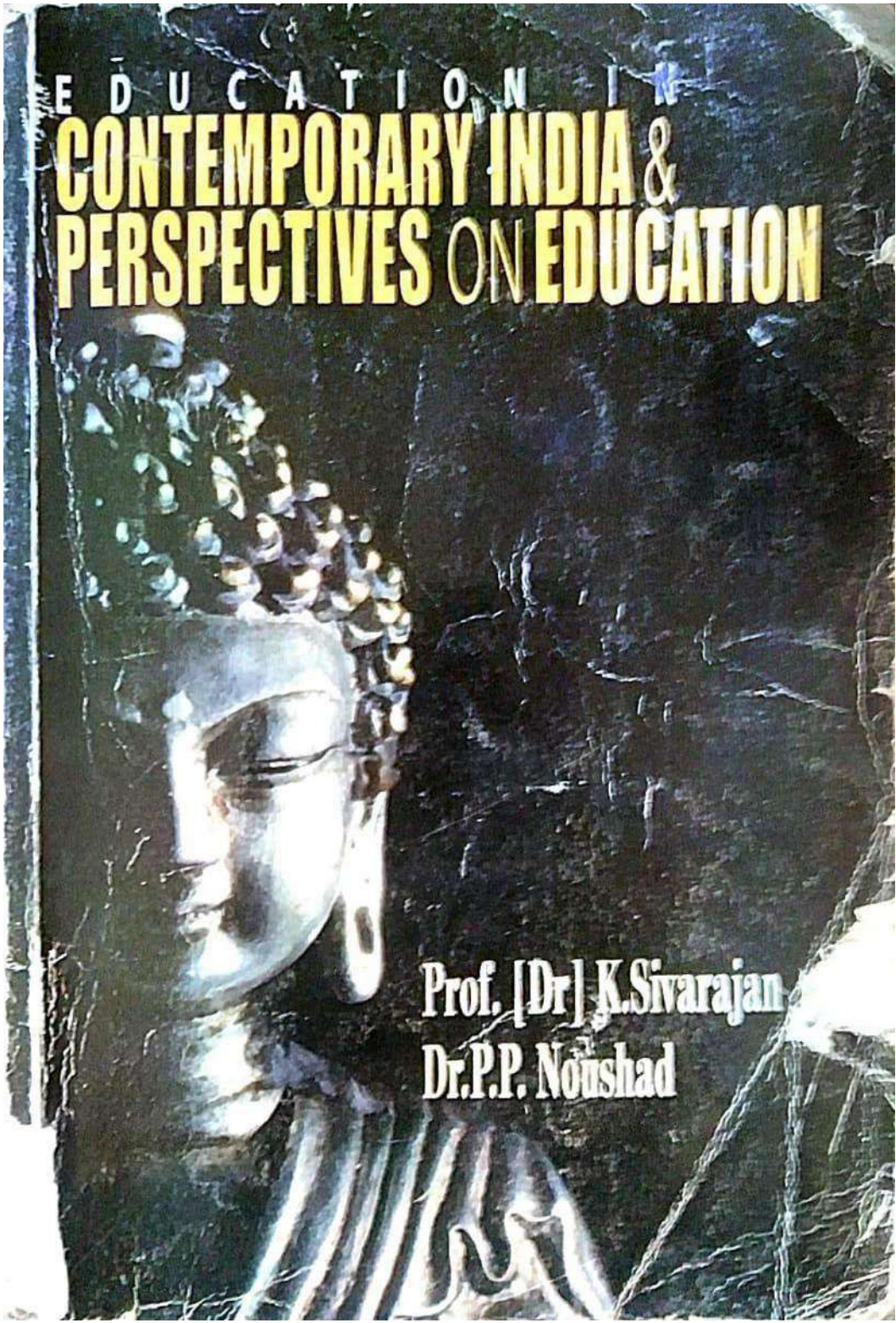
b. എന്തുകൊണ്ടാണ് വിദ്യാഭ്യാസം ഒരു പഠനശാഖയാകുന്നത്?

വിദ്യാഭ്യാസം പാണ്ഡിത്യമുള്ള പഠനശാഖയായി ഉരുത്തിരിഞ്ഞത് സമീപകാലത്താണ്. പാണ്ഡിത്യമുള്ള പഠനശാഖയാകണമെങ്കിൽ ഒരു വിഷയം തൊഴിലധിഷ്ഠിതമാകണം. ഇന്നേരത്തോളം ഒരു പഠനശാഖയ്ക്ക് സ്വന്തമായ ഭാഷാസമ്പ്രദായവും സ്വന്തമായ തൊഴിൽ രീതികളും വേണം; ആ ശാഖയ്ക്ക് സ്വന്തമായ സിദ്ധാന്തങ്ങളും പ്രയോഗങ്ങളും വേണം എന്നാണ്. ഈ പ്രത്യേക ഭാഷാസമ്പ്രദായം ജനങ്ങളെ രണ്ടായി തിരിക്കും - ഒന്ന് വിദഗ്ധരും മറ്റ് സാധാരണക്കാരും. വൈദ്യശാസ്ത്രത്തിൽ വിദഗ്ധൻ ഡോക്ടറാണ്; വിദ്യാഭ്യാസത്തിൽ വിദഗ്ധൻ അധ്യാപകനും.

വിദ്യാഭ്യാസം ഒരു പഠനശാഖയാണ് എന്നുപറയാൻ പല കാരണങ്ങളും ഉണ്ട്. ആ എന്തെല്ലാമെന്ന് നമുക്ക് പരിശോധിക്കാം:



(Handwritten Signature)
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Prof. [Dr] K.Sivarajan
Dr.P.P. Noushad



[Handwritten Signature]
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Chapter 1

CONCEPT OF SOCIAL DIVERSITY

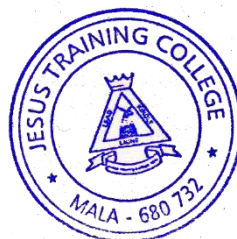
(India is a country of diversities) Diversity is one of the most intriguing concepts in social context as well as classroom context. Many diverse cultures contribute to the richness of our world community. Just as every culture has time honoured traditions that make its heritage unique, each of us has individual qualities and characteristics that make us special. In recent years, the term diversity has grown in use. There is no single, agreed upon definition of diversity. To some it means tolerance, acceptance, or perhaps an attitude. To others, diversity may mean inclusion, numbers, or racial and gender differences. (Diversity is defined in the dictionary as "a state of unlikeness" or "the condition of being different." Because we are all different, diversity includes everyone.) This includes individual, group, and cultural differences.)

a. Diversity at Social Level

Traditionally, the concept of diversity is most often used in relation to society or culture. Culture refers to our way of life, including everything that is learned, shared, and transmitted from one generation to the next. Although culture endures over time, it is not static. Language, values, rules, beliefs, and even the material things we create are all part of one's culture. Hence there is a wide variety of languages, castes, classes, religions, races etc. among human cultures. This is attributed to diversity at social level.

b. Diversity at Individual Level

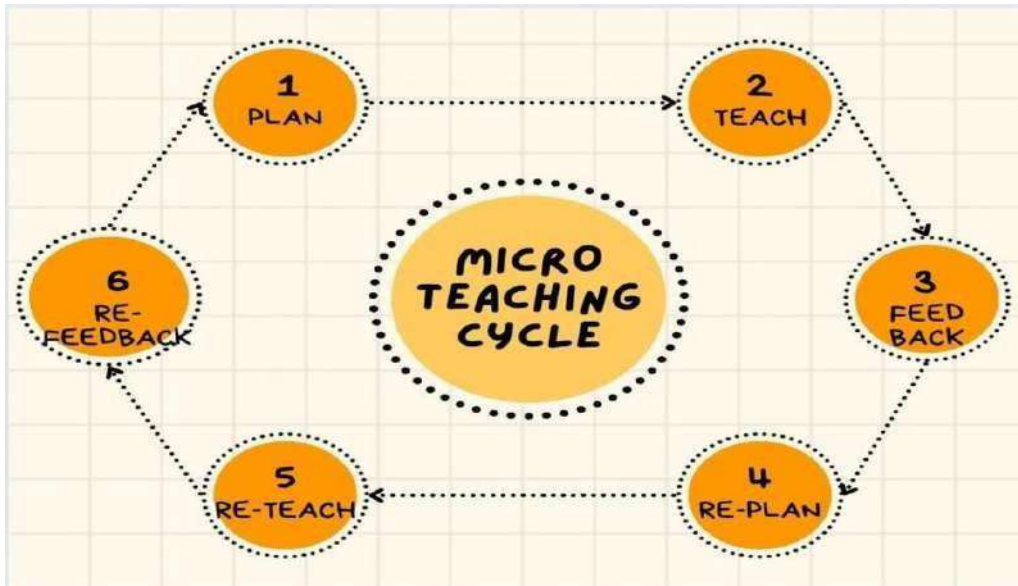
(Diversity at Individual level is often denoted as psychological differences among individuals.) It is said that no two individuals are exact duplicates. They differ from each other in some way or the other. Such differences between persons reveal individual differences. It happens in our day-to-day life when we see people around us. A question comes




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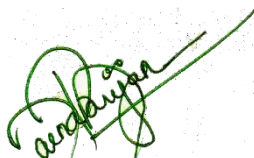
MULTILINGUAL PRESENTATIONS

Our college provides students with the option to engage in microteaching exercises in their preferred language, whether it be English or Malayalam, to help build their teaching confidence and skills."

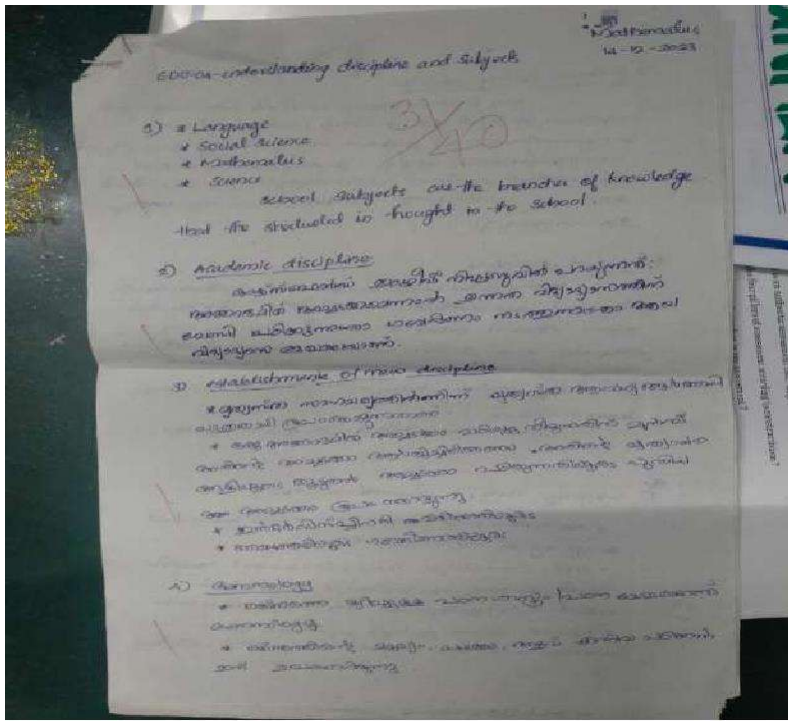


PROVISION FOR BILINGUAL MODE OF EXAM

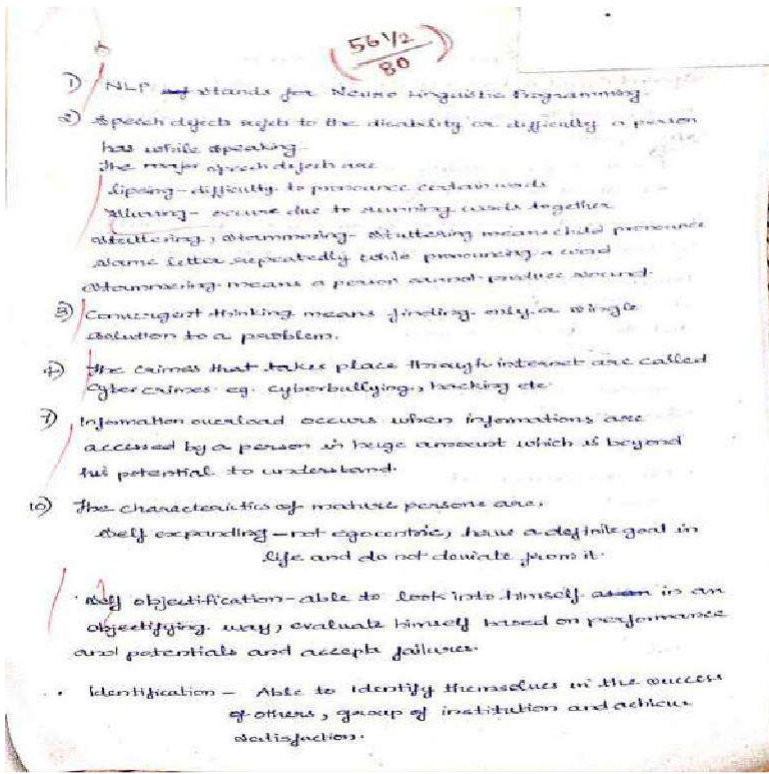



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MALAYALAM ANSWERSHEET



ENGLISH ANSWERSHEET



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2.2.2- REPORTS WITH SEAL AND SIGNATURE OF PRINCIPAL

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. Mentoring / Academic counselling
2. Peer feedback / Tutoring
3. Remedial learning engagement
4. Learning enhancement / enrichment inputs
5. Collaborative tasks
6. Assistive devices and adaptive structures
7. Multilingual interactions and inputs

The institution adopts varieties of mechanisms to honour student diversities.

The following activities are devoted to attain such objective:

1. Mentoring

Mentorship plays a vital role in the institution's operations, offering significant benefits to students at various stages of their academic journey. To address the diverse needs of students, the institution provides a confidential and supportive environment where they can openly discuss their concerns and challenges with their mentors, receiving timely guidance and advice on all aspects of their lives.

Objectives


1. To share the learning difficulties and to provide support and guidance.
2. To support student teachers in developing their teaching skills and knowledge.

Strategy

The mentor-mentee assignments will take place at the outset of the course, with a balanced ratio of students to teachers ensuring personalized attention. As the relationship evolves, teachers will foster a warm and supportive connection with their mentees, establishing trust and demonstrating a genuine interest in their growth and well-being.

Mentor-Mentee Ratio → 1:16.4




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Activities

- **Personal meeting and sharing:** Personal meetings provide an intimate setting for discussing concerns and sharing experiences, fostering deeper connections and understanding among participants and with the mentor.
- **Peer group mentoring:** Peer group mentoring offers a supportive environment where peers can share knowledge, provide feedback, and encourage each other's growth and development.
- **Counselling:** It is a great way to support student teacher's personal and professional development. Individual and group counselling helps a lot to stress reduction and to build self confidence.
- **Feedback and encouragement:** Providing constructive feedback and encouragement motivates individuals to improve performance, boosts confidence, and reinforces positive behaviors and achievements.
- **Orientation to various academic programs:** Orientation sessions familiarize participants with the structure, requirements, and opportunities within different academic programs, helping them make informed decisions about their educational paths.
- **Parent-teacher conference:** Parent-teacher conferences facilitate open communication between educators and parents, allowing discussions about a student's progress, strengths, areas for improvement, and strategies for support at home and school.

Outcome

Through mentorship, mentees gain valuable insights into their areas for growth and development, leading to enhanced self-awareness and a significant boost in self-confidence, empowering them to reach their full potential.

2. Peer feedback /Tutoring

The peer feedback and tutoring program is a year-round initiative that provides ongoing support to students, catering to their diverse learning needs and promoting academic success through continuous guidance and engagement feedback from their peers.

Objectives of the program

- To develop interpersonal and leadership skills.
- - Encourage dynamic classroom discussions

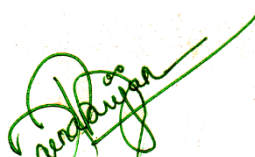
Strategy

Students are provided with ongoing opportunities to engage in peer tutoring, applying their skills and knowledge in real-world scenarios, and refining their abilities through hands-on experience.

Activities

- **Microteaching:** Micro teaching is a valuable training approach in the program, allowing students to practice and refine their teaching skills in a simulated classroom setting, receiving constructive feedback from peers and instructors.




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- **Demonstration:** Demonstration lessons are a key component of the program, providing students with the opportunity to observe and learn from experienced instructors, and gain practical insights into effective teaching methods and techniques.
- **Criticism:** It is the systematic evaluation and analysis of teaching practices to identify strengths and areas for improvement.

Outcome

Through this program, students acquire the essential skills for fair assessment and develop a supportive learning environment, fostering a culture of constructive feedback and continuous improvement.

3. Remedial Teaching

The Remedial Learning Engagement Program is implemented in the institution to address the academic disparities between struggling students and advanced learners, aiming to elevate the former's proficiency levels to meet expected standards and bridge the learning gap.

Objectives

1. To identify learning gaps and difficulties in students.
2. To provide individualized and group support and guidance to students .

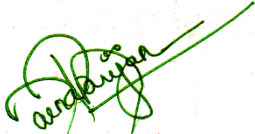
Strategy

Teachers identify students who are struggling academically, diagnose the underlying causes of their challenges, and then provide targeted support and additional assistance to help them catch up with their peers.

Activities

- **Small group instruction and tutoring :** provides personalized guidance and support to a small number of students, who share similar learning needs or goals, allowing for tailored instruction, feedback, and encouragement.
- **Collaborative learning projects:** Collaborative learning projects are a remedial teaching strategy that involves assigning students to work together in small groups to complete a task or project, promoting active learning, teamwork, and communication skills, while also fostering a sense of responsibility and accountability among team members.
- **Assignments:** Assignment is a task or activity given to students by their teacher to complete outside of regular class time, aimed at reinforcing learning, developing skills, and assessing understanding.
- **Special Exam:** A special exam is a modified assessment designed to accommodate students with special needs, providing equal opportunities for them to demonstrate their knowledge and understanding.




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Outcome

Through targeted support, students develop the skills and abilities necessary to enhance their learning capabilities, leading to improved academic performance and better overall learning outcomes.

4. Learning enhancement /enrichment inputs

The Learning Enhancement/Enrichment inputs program offers tailored intervention strategies to empower students with effective learning skills, while also addressing the emotional and social dimensions of learning, including values, emotional intelligence, and personal and social development.

Objectives

- To provide support for developing learning skills and creating appropriate learning environment.
- To support students to develop technological skills.

Strategy

Teachers identify the needy students and provide need based intervention for enhancing learning.

Activities

- **Technology integration:** Teacher trainees learn to harness digital tools and resources to create engaging, interactive, and personalized learning experiences that cater to diverse student needs and abilities.
- **Creative writing and presentation:** Creative writing and presentation activities empower teacher trainees to develop their writing and communication skills, enabling them to craft engaging lesson plans and deliver effective instruction with clarity and confidence.
- **Work Book Preparation:** Preparation of work book involves a thoughtful and structured approach. It is an important aspect of the program, empowering students to design and develop effective instructional strategies, set learning objectives, and create engaging activities that promote student learning and achievement.

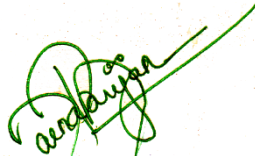
Outcome

Students are able to engage in meaningful learning activities and exhibit proficiency in utilizing ICT

5. Collaborative Tasks

The institution implements these programs to support struggling students in improving their academic performance.




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Objectives

- To encourage speaking and inter personal skills.
- To enhance team building skills

Strategy

Teachers will facilitate teamwork opportunities through various curriculum-related events and activities, encouraging students to collaborate and work together to achieve common goals and outcomes.

Activities

- **Peer teaching** : Encouraging students to teach a topic to their peers in small groups.
- **Collaborative lesson plan**: Asking students to work in groups to plan and design a lesson plan.
- **Group presentation** : Encouraging students to work in groups to research and present on a specific topic.

Outcome

Through collaborative learning activities, students will develop self-awareness by recognizing their individual strengths and weaknesses, and gain insight into group dynamics, including teamwork, communication, and morale, to become effective and cohesive team players.

6. Assistive devices and adaptive structure

The institution is fully equipped with a comprehensive range of assistive technologies and devices to support individuals with disabilities, enabling them to overcome mobility and learning challenges, and providing equal access to education and personal growth opportunities.

Objectives

- To promote personal well being .
- To overcome personal challenges.

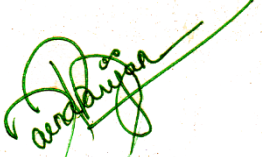
Strategy

Institution guarantees special provisions for disabled students in the forms of aids, equipment and technology whenever the situation arises.

Activities

- Proper seating and positioning
- Modification in the physical infrastructure of the institution(ramps)
- Technological support




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Outcome

Students will develop autonomy and self-directed learning skills, enabling them to take ownership of their learning process, actively engage in all educational activities, and confidently participate in classroom discussions and endeavours.

7. Multilingual interactions and inputs

To foster inclusive communication and enhance student engagement, the institution has implemented a multilingual policy, offering students the opportunity to receive instruction in both English and Malayalam, thereby bridging language barriers, enhancing comprehension and ensuring equal access to education for all.

Objectives

- To provide language and cultural accessibility
- To improve comprehension

Strategy

Teachers are encouraged to provide targeted support and guidance to students to help them overcome language barriers, equipping them with strategies and skills to successfully navigate linguistic challenges and achieve academic success.

Activities

- **Learning Materials:** The library offers a wide variety of learning materials for teaching.
- **Multilingual presentation:** Encourage students to create presentations about a topic in their native language. Then, have them present it in the dominant language of instruction, using visual aids and vocabulary learned in class
- **Provision for practicals and examinations:** The institution offers provision to attend classes, practicals and examinations in bilingual mode (Malayalam and English) to support students with language barriers and ensure equal access to assessment opportunities.

Outcome

By receiving tailored support and accommodations, students build confidence in their academic abilities, leading to improved overall academic performance and a stronger sense of self-assurance in their scholarly pursuits.




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Mentor Mentee List- 2023-24

2.2.4 Student-Mentor ratio for the last completed academic year

Sl. No	Name of the Mentor	Name of the Mentees	Programme* and Year of study
1	Dr. M G REMADEVI	AISWARYA ANTONY JOSEPH	B.Ed II YEAR 2022-2024
		ABHIRAMI K.V	B.Ed II YEAR 2022-2024
		AGNU ANTONY	B.Ed II YEAR 2022-2024
		ABIYA PRASAD	B.Ed II YEAR 2022-2024
		ALEENDA JOY	B.Ed II YEAR 2022-2024
		AISWARYA A.M	B.Ed II YEAR 2022-2024
		V. VIDYADEVI	B.Ed II YEAR 2022-2024
		TOM JOSE	B.Ed II YEAR 2022-2024
		AIWA GEORGE	B.Ed I YEAR 2023-2025
		SALMANUL FARISY V.S	B.Ed I YEAR 2023-2025
		RIYA A.R	B.Ed I YEAR 2023-2025
		MARIYA PETER	B.Ed I YEAR 2023-2025
		ANJANA P.J	B.Ed I YEAR 2023-2025
		ANU K.G	B.Ed I YEAR 2023-2025
		SANDHYA SHAJU	B.Ed I YEAR 2023-2025
VAIDEHI SURESH	B.Ed I YEAR 2023-2025		
2	SURESH KUMAR	ALEENA DAVIS	B.Ed II YEAR 2022-2024
		ANJALI.M	B.Ed II YEAR 2022-2024
		AKSHAYA K.S	B.Ed II YEAR 2022-2024
		AGNA ANTONY	B.Ed II YEAR 2022-2024
		ANJALY JOHNY	B.Ed II YEAR 2022-2024
		ALSHA C.A	B.Ed II YEAR 2022-2024
		SMITHIN DEVASSY .A	B.Ed II YEAR 2022-2024
		ANAGHA T	B.Ed II YEAR 2022-2024
		SHAMEERA T.M	B.Ed I YEAR 2023-2025
		SIVYA C.U	B.Ed I YEAR 2023-2025
		ANCY JOBY	B.Ed I YEAR 2023-2025
		ATHIRA C.P	B.Ed I YEAR 2023-2025
		AIBEL JOHN	B.Ed I YEAR 2023-2025
		SOUMYA .A	B.Ed I YEAR 2023-2025
		MERIN PAUL	B.Ed I YEAR 2023-2025
VANI RAJ .C.R	B.Ed I YEAR 2023-2025		
3	LISA JOHN	VISHNUPRIYA K.V	B.Ed II YEAR 2022-2024


	PALATHINGAL	SALU K.P	B.Ed II YEAR 2022-2024
		SONIYA BABU	B.Ed II YEAR 2022-2024
		VISHNUPRIYA WILSON	B.Ed II YEAR 2022-2024
		TEENA DEVASSY	B.Ed II YEAR 2022-2024
		VARSHA SURESH	B.Ed II YEAR 2022-2024
		SIJNA FRANCIS	B.Ed II YEAR 2022-2024
		MARIYA DAVIS	B.Ed II YEAR 2022-2024
		AMAL JOSEPH BABU	B.Ed I YEAR 2023-2025
		SUBITHA C.S	B.Ed I YEAR 2023-2025
		SAPNA DAVIS	B.Ed I YEAR 2023-2025
		SRUTHY K.R	B.Ed I YEAR 2023-2025
		RITTY LONAPPAN	B.Ed I YEAR 2023-2025
		SHIFANA NOWSHAD	B.Ed I YEAR 2023-2025
		HARSHA P.H	B.Ed I YEAR 2023-2025
NEHA C.S	B.Ed I YEAR 2023-2025		
4	IARIN JOHN	SAJO J KANICHAJ	B.Ed II YEAR 2022-2024
		SUVARNANI SREEDHARAN A	B.Ed II YEAR 2022-2024
		LAVANYA LANTY	B.Ed II YEAR 2022-2024
		JILSHA N.A	B.Ed II YEAR 2022-2024
		ANJANA K.B	B.Ed II YEAR 2022-2024
		DEEPTHI M.P	B.Ed II YEAR 2022-2024
		ANSA ANTO	B.Ed II YEAR 2022-2024
		ATHIRA C	B.Ed II YEAR 2022-2024
		BENNITA T	B.Ed I YEAR 2023-2025
		ANJALI C.V	B.Ed I YEAR 2023-2025
		ALEENA ROSE	B.Ed I YEAR 2023-2025
		JOSMY T.J	B.Ed I YEAR 2023-2025
		AJAY FRANCIS	B.Ed I YEAR 2023-2025
		ALEENA JOSE	B.Ed I YEAR 2023-2025
GREETY GEORGE	B.Ed I YEAR 2023-2025		
GOPIKA A.R	B.Ed I YEAR 2023-2025		
5	SHEENA BHASKAR	ANJANA P.R	B.Ed II YEAR 2022-2024
		BILCY P.V	B.Ed II YEAR 2022-2024
		ANNMARY DILNA JOHN	B.Ed II YEAR 2022-2024
		CHUNGATH ANU THOMAS	B.Ed II YEAR 2022-2024
		PAULSY PAUL	B.Ed II YEAR 2022-2024
		SHANA NASRIN N.K	B.Ed II YEAR 2022-2024
		SOURA ROSE JOSEPH	B.Ed II YEAR 2022-2024
		LAKSHMI O.J	B.Ed II YEAR 2022-2024
		VIBIYA WILSON	B.Ed I YEAR 2023-2025
		RESHMA K.J	B.Ed I YEAR 2023-2025
		SHABANA ABOOBACKER	B.Ed I YEAR 2023-2025
		PRINCY FRANCIS	B.Ed I YEAR 2023-2025
		SNEHA T MALIAKKEL	B.Ed I YEAR 2023-2025

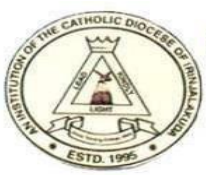
		ASWATHY .S	B.Ed I YEAR 2023-2025
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		GOPIKA P	B.Ed I YEAR 2023-2025
		ATHIRA T.S	B.Ed I YEAR 2023-2025
6	REKHA A NAIR	ARSHA K.S	B.Ed II YEAR 2022-2024
		GREESHMA DAS M.M	B.Ed II YEAR 2022-2024
		JISMY VARGHESE	B.Ed II YEAR 2022-2024
		HARIPRIYA C.S	B.Ed II YEAR 2022-2024
		ANN RIYA PAUL	B.Ed II YEAR 2022-2024
		MASHLIN ROSE	B.Ed II YEAR 2022-2024
		NIMMY PAPPACHAN	B.Ed II YEAR 2022-2024
		GOPIKA VIJAY	B.Ed II YEAR 2022-2024
		GOPIKA K PRADEEP	B.Ed I YEAR 2023-2025
		RAHLA M.A	B.Ed I YEAR 2023-2025
		JOYLIN JOY	B.Ed I YEAR 2023-2025
		KRISHNAPRIYA .M	B.Ed I YEAR 2023-2025
		ARSHA ANTO	B.Ed I YEAR 2023-2025
		NINIYA MOL ANTO	B.Ed I YEAR 2023-2025
		NISHA BIJO	B.Ed I YEAR 2023-2025
RIYA JOSEPH	B.Ed I YEAR 2023-2025		
7	SISNA A.S	ANU C.G	B.Ed II YEAR 2022-2024
		ELSA VINCENT	B.Ed II YEAR 2022-2024
		DONA K ANTONY	B.Ed II YEAR 2022-2024
		ANN MARIA MONY	B.Ed II YEAR 2022-2024
		ANJALY ANTONY	B.Ed II YEAR 2022-2024
		BISMI P.B	B.Ed II YEAR 2022-2024
		AYISHABEEVI M.R	B.Ed II YEAR 2022-2024
		ANGEL JOMON E	B.Ed II YEAR 2022-2024
		AMULYA GEORGE	B.Ed I YEAR 2023-2025
		AKSHAYA P.S	B.Ed I YEAR 2023-2025
		ANAGHA SHAJI	B.Ed I YEAR 2023-2025
		ATHEENA SOJAN	B.Ed I YEAR 2023-2025
		AMRUTHA THANKAPPAN	B.Ed I YEAR 2023-2025
		DARIES PAUL	B.Ed I YEAR 2023-2025
AISHA NOUSHAD	B.Ed I YEAR 2023-2025		
AISWARYA PAULSON	B.Ed I YEAR 2023-2025		
8	RENIA KURUVILLA	BIYAMOL P.H	B.Ed II YEAR 2022-2024
		ANUPAMA P.S	B.Ed II YEAR 2022-2024
		ALEENA DAVIS	B.Ed II YEAR 2022-2024
		ANNA ALBERT	B.Ed II YEAR 2022-2024
		ANJANA ROSE	B.Ed II YEAR 2022-2024
		E KRISHNAPRIYA	B.Ed II YEAR 2022-2024
		JISNY PIOUS	B.Ed II YEAR 2022-2024

		BINITTA THOMAS	B.Ed II YEAR 2022-2024
		ANJANA ROSE	B.Ed I YEAR 2023-2025
		ASWATHY K.S	B.Ed I YEAR 2023-2025
		CHRISTY SHAJI	B.Ed I YEAR 2023-2025
		ANN MARIYA ANTONY	B.Ed I YEAR 2023-2025
		AMITHA P JOSE	B.Ed I YEAR 2023-2025
		ANAL APPUKUTTAN	B.Ed I YEAR 2023-2025
		BADRAPRIYA M.R	B.Ed I YEAR 2023-2025
		ATHIRA K.J	B.Ed I YEAR 2023-2025
9	JASNA P VARIJAN	MARIA THERESA	B.Ed II YEAR 2022-2024
		HANIN AZEEZ K	B.Ed II YEAR 2022-2024
		CHRISTEENA DEVASSYKUTTY	B.Ed II YEAR 2022-2024
		DALIYA DAVIES	B.Ed II YEAR 2022-2024
		KRISHNA RAJESH	B.Ed II YEAR 2022-2024
		NAADIYA	B.Ed II YEAR 2022-2024
		UDHYOGMOL S.U	B.Ed II YEAR 2022-2024
		MERLIN VARGHESE	B.Ed II YEAR 2022-2024
		ROSNA JOY	B.Ed II YEAR 2022-2024
		CHRISTINA N.V	B.Ed I YEAR 2023-2025
		BINITHA RAMESH BABU	B.Ed I YEAR 2023-2025
		DEVIKA M.S	B.Ed I YEAR 2023-2025
		KALATHINKAL SOJIYA JOY	B.Ed I YEAR 2023-2025
		ANNA MARY DAVIS	B.Ed I YEAR 2023-2025
		AGNES VARGHESE NAYYAN	B.Ed I YEAR 2023-2025
		LAKSHMI PRIYA T.S	B.Ed I YEAR 2023-2025
GLIDIN PEREIRA	B.Ed I YEAR 2023-2025		
10	FR.RAPAI P.C	NIMI JOHNY	B.Ed II YEAR 2022-2024
		DALWIN DAVIS	B.Ed II YEAR 2022-2024
		AMRUTHA PAUL	B.Ed II YEAR 2022-2024
		FEMA THALIYATH	B.Ed II YEAR 2022-2024
		RAJI MURALI	B.Ed II YEAR 2022-2024
		NISHADHI KAMARUDHEEN V.K	B.Ed II YEAR 2022-2024
		SNEHA P.J	B.Ed II YEAR 2022-2024
		RITTA ROSE MARTIN	B.Ed II YEAR 2022-2024
		BIJULA FARSANA A.B	B.Ed I YEAR 2023-2025
		ANITHA A.R	B.Ed I YEAR 2023-2025
		ALEENA WILSON	B.Ed I YEAR 2023-2025
		ANAGHA ARAVIND	B.Ed I YEAR 2023-2025
		KANNAN V.B	B.Ed I YEAR 2023-2025
		NIDHILA P.G	B.Ed I YEAR 2023-2025
		FEBIN K.F	B.Ed I YEAR 2023-2025
		SHAMNA V.N	B.Ed I YEAR 2023-2025

		RIJITTA JAISON	B.Ed I YEAR 2023-2025
11	CHITHRA K.S	RIYA VARGHESE	B.Ed II YEAR 2022-2024
		MALAVIKA V.G	B.Ed II YEAR 2022-2024
		SWARGA P.A	B.Ed II YEAR 2022-2024
		KAVYA K.S	B.Ed II YEAR 2022-2024
		ROSEMARY THOMAS	B.Ed II YEAR 2022-2024
		PRINCY RAMACHANDRAN	B.Ed II YEAR 2022-2024
		SHANIBA V.M	B.Ed II YEAR 2022-2024
		JESNA LUIS	B.Ed II YEAR 2022-2024
		HASSNA P.A	B.Ed I YEAR 2023-2025
		VISHNUPRIYA T.S	B.Ed I YEAR 2023-2025
		ASWANI T.A	B.Ed I YEAR 2023-2025
		ANJALI V.A	B.Ed I YEAR 2023-2025
		LEYA MARY ANTO	B.Ed I YEAR 2023-2025
		JISNA P JAMAL	B.Ed I YEAR 2023-2025
		JITHA VARGHESE	B.Ed I YEAR 2023-2025
		MRUDULA P.S	B.Ed I YEAR 2023-2025
MARIYA ROSE DAVIS	B.Ed I YEAR 2023-2025		
12	VIBI N .V	SOFIYA DAVIS	B.Ed II YEAR 2022-2024
		SURYAMOL BAIJU	B.Ed II YEAR 2022-2024
		JOVIT VARGHESE	B.Ed II YEAR 2022-2024
		PRIYA N.J	B.Ed II YEAR 2022-2024
		PAVITHRA POULOSE	B.Ed II YEAR 2022-2024
		STEFY THERES CHAKKUNNY	B.Ed II YEAR 2022-2024
		ROSEMOL JOY	B.Ed II YEAR 2022-2024
		SMIJI JACOB	B.Ed II YEAR 2022-2024
		THERES THOMAS	B.Ed I YEAR 2023-2025
		MAJIDHA MAJEED	B.Ed I YEAR 2023-2025
		ANJANA P.M	B.Ed I YEAR 2023-2025
		MARY DIVINA JACOB	B.Ed I YEAR 2023-2025
		SUMEEJAN P.A	B.Ed I YEAR 2023-2025
		SREELAKSHMI T	B.Ed I YEAR 2023-2025
		SAMSON DEVASSY	B.Ed I YEAR 2023-2025
		NIGITHA THOMAS	B.Ed I YEAR 2023-2025
RAVEENA RATNAKARAN	B.Ed I YEAR 2023-2025		




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2.2.2 PHOTOGRAPHS WITH CAPTION

1. Mentoring



Academic Guidance (13-10-2024)

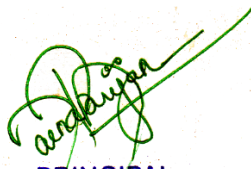


Group Discussion (03/11/2023)



Counselling (27/10/2023)




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2. Peer Feedback/Tutoring



Criticism class (16-01-2024)

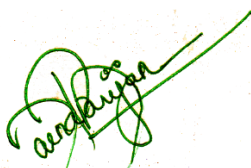


Micro teaching (09-10-2023)



Discussion lessons (08/01/2024)




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3. Remedial Teaching



Question paper analysis (15/12/2023)



Seminar (17/11/2023)

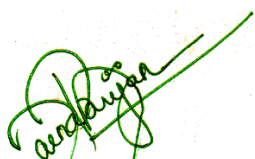


Special exam (15/12/2023)



Special tutoring (17/11/2023)

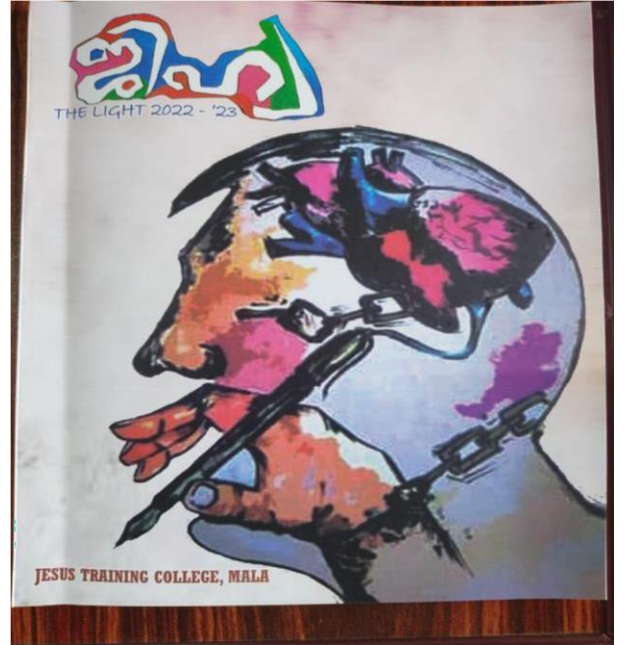



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4. Learning enhancement /enrichment inputs



Seminar using PPT presentation (19/01/2024)



College Magazine




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5. Collaborative Tasks



School initiatory - Shared lessons (30-01-2024)




Peer discussion



Academic Orientation

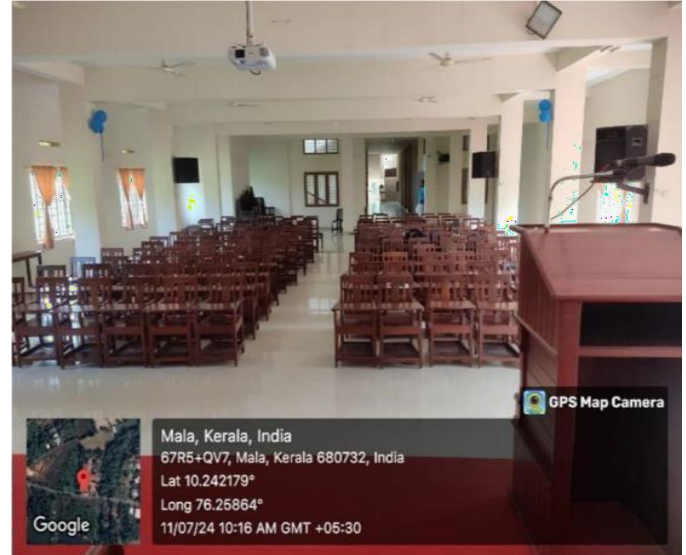



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6.Assistive devices and adaptive structures(for Divyangjan)



Ramp facility



Seating arrangement



ICT facility




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7. Multilingual interactions and inputs



17) A time table is a detailed plan which shows the schedule of time allotted to various subjects and activities in a school. A time table is very necessary for the working of school. Therefore a time table is called school's second clock.

- Time tables help to maintain order and discipline.
- Time table allocates time to various subjects and activities.
- It ensure the work of teacher is distributed equally.
- It prevents loss of energy of both teachers and students.
- It helps to inculcate the habits of readiness, alertness.

Contents of Timetable

A time table has the following details

- The time of beginning and ending of school day.
- The time of beginning and ending of each period.
- Subjects and activities assigned in each specific period.
- The day of which and the time during which each of subject and activity should be handled.
- Name of teacher handling each subject and activity.
- Name of the head in charge teachers of each class from each standard.

Answers Script in English

Majitha Kiyath
K.Sathyanarayana
11-12-2023

31

EDU-04-Understanding discipline and Subjects

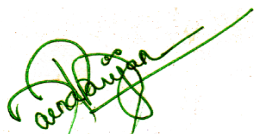
- 1) * Language
* Social Science
* Mathematics
* Science

school subjects are the branches of knowledge that are structured in thought in the school.

- 2) Academic discipline
 അധ്യാപനത്തിന് അനുബന്ധമായി ഉണ്ടാകുന്ന വിവിധ വിഭാഗങ്ങളെയാണ് അക്കാദമിക് വിഭാഗങ്ങളായി വിഭജിക്കുന്നത്. ഇവയെല്ലാം വിദ്യാഭ്യാസത്തിന് അത്യാവശ്യമായ വിഭാഗങ്ങളാണ്.
- 3) establishments of new discipline
 * പുതിയ വിഭാഗങ്ങളെ ഉണ്ടാക്കുന്നതിന് അനുബന്ധമായി ഉണ്ടാകുന്ന വിഭാഗങ്ങളാണ്.
 * ഇവയെല്ലാം വിദ്യാഭ്യാസത്തിന് അത്യാവശ്യമായ വിഭാഗങ്ങളാണ്. അതിനായി അനുബന്ധമായി ഉണ്ടാക്കുന്ന വിഭാഗങ്ങളാണ്.
 * ഇതിനായി വിവിധ വിഭാഗങ്ങളെ ഉണ്ടാക്കുന്നു.
 * അതിനായി വിവിധ വിഭാഗങ്ങളെ ഉണ്ടാക്കുന്നു.
- 4) Discipline
 * വിദ്യാഭ്യാസത്തിന് അനുബന്ധമായി ഉണ്ടാകുന്ന വിഭാഗങ്ങളാണ്.
 * ഇതിനായി വിവിധ വിഭാഗങ്ങളെ ഉണ്ടാക്കുന്നു.
 * അതിനായി വിവിധ വിഭാഗങ്ങളെ ഉണ്ടാക്കുന്നു.

Answers Script in Malayalam




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