



Affiliated to Calicut University and Recognised by NCTE ALATHUR, (P.O.) PALAKKAD DL KERALA, PIN - 678 541. Phone: (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

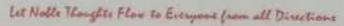
Details of the activities 2021-2022

Sl. No	Activities	Date
1	Workshop session for effective communication	
*	Discussion on specific language used in different curricular contexts.	15/12/2020
	Discussion on different terminology in English and local language of a subject book.	29/12/2020
*	Discussion on list of usages for different types and levels of test items in examination.	05/01/2021
*	Discussion on structure of presentation specific language used in seminar and group discussion.	12/01/2021
*	Discussion on Comparative analysis of two subject classes of secondary schools.	19/01/2021
*	Discussion on different types of narratives and descriptive accounts.	02/02/2021
*	Discussion on subject based expository writing.	09/02/2021



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Kerala - 578 541.





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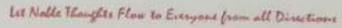
	Discussion on different types of vocabularies used in expository writing.	16/02/2021
*	Discussion on current issues in society.	23/02/2021
*	Discussion on journalist writing.	02/02/2021
*	Discussion on subject related terms and reference book.	09/03/2021
*	Discussion on different literary terms.	16/03/2021
	Discussion on educational writing.	23/03/2021
*	Discussion on drama and art in education	17/11/2021
*	Workshop on spray painting,	24/11/2021
	Participation and performance in any one performing arts.	01/12/2021

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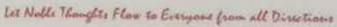


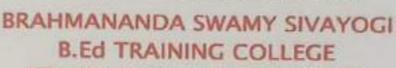
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*	Discussion on stage setting for performance.	08/12/2021
	Discussion on preparing comic strip.	15/12/2021
	Workshop on a significant event or experience in life.	17/02/2022
	Workshop on gender and upbringing.	24/02/2022
+	Workshop in deconstructing the message of advertising.	03/03/2022
	Workshop on theatre for awareness of body, self and the other.	10/03/2022
*	Workshop on art and education.	17/03/2022
2	Simulated sessions for practicing communication in different situations.	Dates
*	Microteaching	20/03/2021
8	Observation classes	27/03/2021

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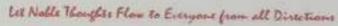


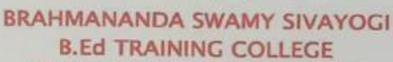
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3	Participating in institutional activities as anchor, discussant, or rapporteur.	Dates
*	Christmas Celebration	25/12/2021
*	Martyrs Day	30/01/2021
*	Soft Skill development program	16/03/2021
*	Amritajeevanam	15/05/2021
*	Ramadan program celebration	17/05/2021
*	You are unique Attitude is everything	18/05/2021 to 24/05/2021
*	World no tobacco day	31/05/2021
*	Psychological first aid	19/05/2021 to 21/05/2021
*	A session with family	24/05/2021
*	Environmental day	05/06/2021
*	Cultural fest	07/06/2021 to 17/06/2021
*	Avenue after B. Ed	15/06/2021
*	Reading day	19/06/2021



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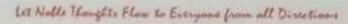


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*	Music day and yoga day	21/06/2021
*	Kargil- Vijay diwas	26/07/2021
*	Seminar on protect of women from violence	28/07/2021
	Azadi ka Amrit Mahotsav	11/08/2021
*	Independence day celebration	15/08/2021
*	Onam celebration	19/08/2021
	Teachers day	05/09/2021
*	World charity day	05/09/2021
*	World ozone day	16/09/2021
	International peace day	21/09/2021
*	Old age day	01/10/2021
*	Gandhi Jayanthi celebration	02/10/2021
*	World Teachers day	05/10/2021
*	World mental health day	10/10/2021
*	International girl child day	11/10/2021
*	Navarathri and world students day	15/10/2021
*	Rashtreeya Ekata diwas	31/10/2021
*	Kerala piravi day	01/11/2021
*	Diwali celebration	08/11/2021
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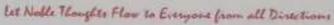


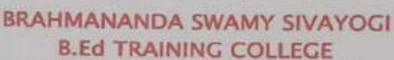
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*	National education day	11/11/2021
	Children's day	14/11/2021
	Math's day	22/12/2021
*	Christmas day celebration	25/12/2021
*	New year celebration	01/01/2022
*	Annual sports day	08/01/2022
*	Republic day	26/01/2022
*	Youth day	12/01/2022
*	National girl child day	24/01/2022
*	World cancer day	04/02/2022
*	Valentine's day	14/04/2022
*	International mother tongue day	21/02/2022
*	Science day	28/02/2022
*	International women's day	08/03/2022



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*	International mother tongue day	21/02/2022
	Science day	28/02/2022
	International women's day	08/03/2022
*:	PI day	14/03/2022
*	Holi celebration	18/03/2022
	World water day celebration	22/03/2022
*	College day celebration	30/03/2022
4	Classroom teaching learning situations	Dates
	along with teacher and peer feedback.	Dates
	Microteaching	20/03/2021 - 27/03/2021
	Criticism	25/05/2021 - 04/06/2021

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WORKSHOP ON EFFECTIVE COMMUNICATION 2017-2018

B.S.S. B.Ed. TRAINING COLLEGE

ALATHUR, PALAKKAD-DT, KERALA



Name: Suhail I	***************************************
Reg. No. : BAA. ATE 61 012	***************************************
Optional Subject : Einglish	
Certified that this is the bona	fide record of
Suhail I	
Reg. No. BABB. TELA . Ø12 . for II	ne year 2016-20 18
Lecturer in charge	
Lecturer in charge	PRINCIPAL PRINCIPAL, 8. S. B. Ed, Training College,
Dage 1316117 2	Alethur (PO), Palakkad-Di Kerala - 678 541

EPC-1 READING AND REFLECTING ON TEXTS

Submitted by Suhail. I Roll.No.14 English

MDEX

SI		
No	Content	Page
¥	Task-1 - Engaging with narmative and descriptive account	1
2	Task 2- Engaging with popular subject bused empository writing.	8
3	Task 3 - Engaging with jownnalistic waiting	13
Н.	Task 4 - Engaging With subject related reference books	15
5	Task 5 - Engaging with educational	19

TASK-1

ENGAGING WITH
NARRATIVE AND
DESCRIPTIVE WRITING

KARNABHARAM

- Bhasa

. The incidents in the life of Kanna that are related in this play are taken from different sections of the Mahabha rata. The story of his learning missiles under parasuram and the latter's curse is briefly narrated in chapter30 F Shantparva. The episode of Karna giving away the armour and ears - rings in exchange for a magic spears to Indira who come in the disguise of a breakmin is narreated in chapter 310 of Vanaparava. Kunti's request and Karina's promise that he would not kill any one of her sons except Arijung are narrated in chap ten 146 of Udyogapanva. Kanna's manch to the battle field in his chariot driven by songa is the subject matter. Kannabharram. Though the Plot is drawn from the above Sections, Bhasa has interoduced some important charges to suit his dramatic Purpose. Even the sequence of events is altered and we will creitically examine them later. Now we will see how the Plot is developed in this play.

Karna took over command of the Kaurava army on the 16th day of the war, after the death of Drana charga. The most formidable warrion on the side of Yudhishtira was Arguna and Duryod hana wanted that Arguna to be killed first. Karna under tood to fight Arguna and he was even confident of killing him in the battle Provided he had salya to drive his charlot skillfully as Arguna has Krishna for his charloteer.

Duryodhana Somehow managed to prevail on salya who at last agreed to drive Kanna's chariot on condition that kanna would not take offence if he was free with his torque on certain occasion and mad unpleasant remarks.

The play begins with the opposing armies of Duryodana & Yudishtina getting ready to start fighting on the 17th day of great wan. The war cry of the soldiers is heard and Duryodana goes to the battle field after sending a messenger. The messenger finds also coming to the battle field with driving his chariot. Hels surprised to see a gloom in Karsna's fare never seem before. He wonders What could be the reason for this misery in karsna who delights in the joys of battle and whose valour in battle is well-known. He describes Karsna as the bright sun in summer obsared by a mass of cloud.

Karna asks Salya to drive the chanie to where Anjuna is and remarks that he will bring Joy so the kursus if only he meets Anjuna in the battle as no one whom he has met in battle her gone alive. Salya drives the chaniot. Now Karna feels in his heast the weight of some black misery and exclaims sadly—How is it that in this very hour of battle, despoir creeps into my heart white am really a match even to the furious that of Death in big battles. His mind is observed with the recently known truth that the sond of Pandy who he regarded as his worst enemies are really his younger brothers and though Known as son of Radia he was actually born of Kunti. His glories hour of leading the kury army and of meeting the sons of Pandy in the request

Of his mother kunti to spane the lives of her sons comes to his mind and that holds him back. Above all his mind is distressed more by the recollection of his preceptod's conse that his weapons would become uscless at the critical hour of heed. Kanna tries to unburden his mind by narraring the brong of his learning the various missiles from the great sage Parasunama and saly a listens to his harmation with genune interest.

Karma tells how, some years ago, he approached the great sage paragurama and empressed his desire to learn the use of all weapons from him, When the Sage Said that he would teach only Brohming and not the Kshatriyay, Karma said that he way a Brahmin and not a kshatniga and stanted receiving instructions. The Gluny who was pleased with kanna taught him every ming about was Pors. One day, Rama who be came tired on account of his wandering in the wood, took a nap placing his hoad on Kanna's lap. As ill-luck would have it, an insect called borred through karono's things but he borre the pain with fortitude and did not stin so that his Gurus sleep would not be dis tunbed. But also the working blood gughing from the things kama worke him up and he at once guessed that Kanna was not a Borahmin. When the truth was known, he glassed into a fury and uttred a curse that the weapons would be useless in time of need. Salya who listens to the story with keen interest feels sympathy for kanna and remarks that it was very dreadful indeed for the Sage to say like that known then says that he will test the effect of the curise and having tested says that his weapons seem to have lost an their powers. Moreover these horses and elephants appear helpless.

Frequently stumbling with closed eyes they suggest retreatin battle. The conches and Kettle-drums emit a dull sound. Salya is Shocked and pained to see such a state of Kursna's weapon and cares out 'Oh this is faightful, kanna tells soly a not to dishecontened He says if killed in battle, one goes to heaven and if victorious he wins fame. Both are held in esteem in this world. So Fighting is never frouitless. Karona furthern three to brease himself up by speaking about the excellent qualifies of his house that had never failed him in battle and by invoking the blessings of cows, Brohmins, faithful wives and good woodlons who do not two sheir backs in battle. Finally he proays for good luck to himself whose opportune moment is come, and Poroclaims that he now feels happy and that he will Penetrate into the Pandava manks, capture Yudhishtima overthood Arriung and make if easy for the kurst army to onter and crush the enemy roanks. Thus having some how overcome his mental groom and his spirit devived, kanna again asks salya to living his chariot to where Ariung is and Saya draines on.

India in disguisa come with the only purpose of depositing known of his aremoun and earl-mings by exploiting his generic sity and thus ensuring the victory of Projuna. The voice of the Brahmin is so bold and majestic that the galloping house stop juddenly and karena concludes that he must be a noble and gich Brahmin. Being one who delights in giving gifts ho nowing Brahmins, karena prostrates at his feet with great juy.

You Indea is fut in an awkward situation. He does not want to

bless karina saying you may live long, but he must say something Thinking for a while he says. May the forme be exertal as the Sun, the moon the Himalayas benedict from and as ks the Broa hmin why he should not say (may you live longs in one usual way. Then he consoles himself saying that one should stoive only for virtues because they last long in me form of fame when me body in slain. Karena then asks the Boahmin what he wants but the Barahmin simply repeats his request for a mighty book without specifying the thing he requires. Then keeing who probably feels his paide wounded by the arepetition of the worlds mighty book offerest in twin excellent cows, fine house, big elephanes, unlimi ted gold, who re easith, the facuit of sacroffice and even his own head f the Brahmin so desired, but an these offers are rejected 23 Not so much use to him, At last katha whose vanity is tickled, offers is unbareakable armound and eventings boarn with im IC will Please the Broamin with great joy the Brahmin says ive. Only now karona begins to suspect foul play and doubts what even it may be he decides to give because it is a shame o recpent. Salya waring him not to give but karina saying hat gifts and sacrotifices last for ever while all others things econing wealth etc. one lost by lapse of time cuts off the aremout and easithing and gives them to India who goes away saying I have done what the gods decreed as essenstal for the victory of Ariuna.

Salya now tells karma that he has been cheated by India but Karona Says that he has cheated Indra because he who is propitiated by learned breakmins in sacrifices has come and begged a favour of him. A given is always supersion to the suppli cant. Now an angel comes and offers an unfait ing spears named vimala to karrna saying that Indra who is fixed with remorese for taking away the armour an ear-ring not sent this unfailing weapon to kill one of the Pandakas. Ranna refuses to take a neturn for his gifts but when told that if may to taken at a Bosahmin's bidding, ie accepts it saying that he has never disregarded a oral noto's bidding. After, the departure of the angel, karing hears the deep sound of Arjuna's conch and ommands say a to drive his chariot to where Arojung 5 and salya draives the character on. With this the Tay comes to a close.

2017-2018 CLASSROOM TEACHING LEARNING SITUATIONS ALONG WITH TEACHER AND PEER FEEDBACK

B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Optional Subject : English	Reg. No. : BAAGTEG 012	Name: Suheil: I

Certified that this is the bonafide record of

5uhoil I

Reg. No. BAA STELL 012 for the year 2016-2018

PRINCIPAL,
S.S. B.Ed, Training College
Alathur (PO), salasta and Security and Secur

ecturer in English

Date 1.3 1.71/17

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Lecturer in charge

dathur(P.O) Palakkad D:

Kemis 578541

B.Ed. Training College

CRITICISM

Name of the Topic Subatil·I A Shipanecked Sailor Buhatil·I The Race Subatil·I Malanita	A Shipanecked Sailor The Race	A Shipanecked Sailor Report on The Race Trifona The Race Trifona
A Shiparecked Sailor The Race Maternity Sang of a Flower	Topic Sailor Lowner	Report on Ashrtha Trfana Tagakala Sutty
	0	Report on Ashitha Trifana Tagakala Tritty Sabna Shniya
Sid Page No 125 125 125	2 5 8 8 8 7 8 8 8 8 7 8 8 8 8 8 8 8 8 8 8	



Sub themes commo Signif Signif Signif Signif Signif Signif Prepo	Thense	Subject End Soul Find Soul Find Soul Find Find Find Find Find Find Find Find	Name of the teacher trainee Sul Name of the School B.
Communication with nature. Significance of little things in nature. Prepare conversation	Nature	English Nong of the Flower "I am fragrance."	TEACHER PLANNER 4 Suhail. I class B.S.S.H.S.S. Divisio
ngs in so		Strength Duration Date	Class Division
there.		35 students 40 minutes 13/07/17	五间

Concept Islail

Poetic device

Discounses / Activities

Values | Attitudes

wearning dids

Expected Products
Leasiners will be able to

Month of the Dayley Director

Harmony in nature
Healing Power of nature

Alliteration

Note Convert socion

Liove and Mation

chart

Flash cound Realta, (Flowers)

Recite & comprehend poems

prepare conversation
make note effectively
engage with alliteration

20

Teacher enters the class and makes a pleasant leasining atmosphere there by indulging in informal talking with them.

I know there are many singers in this class. Who is going to sing some lines for us. about notwee?

force ment. Teacher appreciates and encourages her by vertical re-in-

Teacher gives a short on nature, its importance, need for Proesenting it, natural calamities etc. hand to deed records W. Sec. Z.

Nonration by the teacher

going do oinvolve with a new poem song of the flower I think you have got a small image of vature. Now we are

by Khalil Gibran (00).

Teacher each bits the parfile chant of the author.

out down. She joins with the birds at eventide. To announce the coming of light the unites with the breeze In this poem, the flower itself is the speaker. The poem is a stan fallen from the blue tent upon the green carpet. begins by saying that the flower is a kind world uttored and prepeated by the voice of nature. After that, flower

Silent reading by pupil

in a sequential order inorder to facilitate their reading. Teacher asks them to dead the chapter silently wishout any lipmovement. while reading, showasks some questions

Group Teading by pupil

Teacher asks them to sit in group and to read the chapter with discussion and shooting the points with each other.

Word Study

Conceine (bb)

Your mother was paymont. So conceive meens become prograwt.

Read (bb)

Teacher exhibits the flash cond

Rear - feed on foster.

Eventide (bb)

What we call the time after 5.900?

yes, we will call it evening.

so eventide means evening.

Scaffolding Question

- · Who is the speaker in the poem?
- . What do the empressions 'blue tent' and 'green campet'
- · How are the seasons related to the life of the flower?

Model reading by the teacher

Teached recites the poem with proper rhythm, stress, accept, pause, pitch variousion etc.

Lipud reading by pupils

shydhm, storess, accent, Pause etc. Teacher asks them to delite the poem with proper

Individual activity

wen. Teacher asks then to write a short rote on My flo-

Syndacisc & semantic errains and gives hints to waite Teached asks them so submit their work and ediss

Granup activity

Teacher asks them to sit in group and to do the Same activity with discussion.

to compase and are-waite its. She exhibits herown version of activity and says then

Teacher's Version

My FLOWER
My favourlite flower in the world is rose. Becaute of many....

Textual activity

Alliteration

The occurraence of the same letter on sound at the beginning of adjacent on closely connected words.

By giving suitable examples, teacher clarifies the concept.

Follow up activity

Teacher asks them to write a converteution between

the flower and the tree.



CRITICISM RE	CRITICISM REPORT ON THE CLASS	OF JUTY	
Name of the teacher trainee	Titty	class	VIII
Name of the School	B.S.S. N.S.S	Division	А
Subject	Evalid	Strength	35 Students
	U	Dunghon	Ho minutes
Unit	W	Date	13/07/17
Topic	Some of the flower		
Subtopic	Tam fraggange."		

Introduction

The teacher enterred the class and established a good rapport with the Students and thus she created a vice learning environment there. The context of the introduction was effective but could not convey it properly.

Presentation

She could have made a student sing in the class in order to make the questions & activities were given to them. the vigriation. Those was effective movement by her. The world solubly beginning of the chapter effective. She seemed to be more tensed in giving was also ill. She could need her needing in a good manner. Relevant

Conclusion

brought out at the Leaching components in has teaching. the class was 28 minutes. I hashe pracessed more, she could have The total result of the class was below everlage. The duration of

1

THE THE STREET SHIP AND

-

					1		
BA	clos	ire					
BA-Below Average	Follow up activi	Review the lesson properly.	Proper budgeting	Teacher shows s	Proper class management	Questions aprly	
A-Average	ties in tune with	n property.	dgeting of time	feacher shows subject competency	agement	Questions aptly worded and properly distributed	
G-Good	the knowledge		/	cy	/	erly distributed	
VG-Very Good	Follow up activities in tune with the knowledge constructed/ competencies acquired						
E-Excellent	encies acquired						
				20000			
24	-		1				
7214		5¥					
		3					
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Optional Subject :...knalish.....

Certified that this is the bonafide record of

Suhail I

Reg. No. : BARGTECH ... 012

SIMULATED SESSIONS FOR PRACTICING **COMMUNICATION IN DIFFERENT** SITUATION

ALATHUR, PALAKKAD-DT, KERALA **B.Ed. TRAINING COLLEGE**





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S S. B.Ed, Training College lathur (PO), alakkad-Dt Ketala - 876 541 PRINCIPAL Reg. No. BARATEM... D.L... for the year 204 20 18

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	120	=	10	P	89	7	6	5	פ	w	ъ		SI.No
1	Link lesson Plan I	Skill	HHS	5kill	5kill	3kil	Skill	skill of fluency	Skill	S Hill	Skill	Introduction	
	Jessi	1 to	of a	of -	of I	9 30	of s	3 30	J 30	of b	of 1	oduc	
	P	Buta	Jsing	Expla	Explaining	timul	timul	luene	luenc	poult	MADO	tion	
	lam	black	black	Buing	BAIN	4	us v		- E	uci ng	ucine		
=1	۲٩	skill of using black board	Shill of Using black board Teach	Skill of Explaining Re-teach	Teach	Skill of Stimulus variation Re-teach	Skill of Stimulus variation Teach	in questioning Re-Leach	skill of Fluency in questioning Teach	skill of Introducing a lesson	Skill of Introducing a lesson		Content
		Re-teach	Teach	ch		Re-	Teach	Buildo	Burn	1			1.40
		each				each		Re-Leach	Teach	Re-teach	Teach		-
											1		
53- 60	H5-51	34 - H2	35-38	31 - 34	21-30	23-26	19-22	15-15	11-11	7-10	2	1-2	Page No
6/3/17	30/4/17	11/2/12	21/2/17	क्येथान	17/2/17	17/2/17	17/4/17	16/2/17	15/2117	15 2117	14/2/17		Date

water from the first MICRO TEPACHING from the first of the first state of the first state

What is Micro-teaching? brushing The training found on specific ability dening minds tracking. After they can being the

Definition of Englishing for Micro teaching is a Scaled down Sample of teaching in which teacher teaches a small unit to a small group of 5 to 10 Pupils small period of 5 to lor minutes. bread dield great

"A scaled Idown orteaching encounter in a class size and class time."- Allen offishe greatered and

Objectives

- O To enable teached I traines to learn land assimilate new teaching skills un der controlled conditions.
- 12) To ebable teacher trainees to gain confidence in teaching, and to master a number of skills by dealing with a small group of pupils.

DOJULTIVES @ 15kill of FRe-Pinforce ment. 200 Ptg gooms 2000 by touching @ skill of Probing questions wall that to a swall broad of (5) 5kill of Using black board @ skill of stimulus variation Core teaching skills Oskillo of Intro oficinating dessource in a class size and class time. - Allen The panels trace of the state by deathing with a small group of pupils. of the freedback for the Benteach Many Ben Planings new beauting skills Um de Confination Lattendres - plant Illustrating with reprampless in winter Emplaining Asidos ni alique of of the 0

Integration of Skills/ Kink Practice

integrated skills is important. The rapclice of Itehch of all the components of all the integrated skills is important. The rapclice of Itehch of focusing on skills integrated

is called link Practice

The trainees focus on specific skills during micro teaching. After this, they can integ-

MICRO LESSON PLAN FOR THE SKILL OF INTRODUCING A LESSON PLAN Executable para sale treatments. Tople Name of the teacher trainee: Suhail. I of 1 T. remond Julyin and of the manual Til Skill Practised : Introducing a lesson strength : 6 students Teach / Re- teach MICRO LESSONS : Teach chaids thank you Duration : 5 minutes Date Class Metros Lon .. ≦ : 14/2/2017

ecomponents are pours apart for (a) Use of Appropriate Device Objective - To expertise the skill of Introducing a lesson P. - Carchoo Pa - Peacoc

B. Gowinita the class and establishes of your mapped to go the property of the binds

Petritish ligal

Great the Leacher warmly

Lythits A Rething

Charling Parties

wholl and the told who had been told I FE & DEAT Chit or No. 1918 of the told who checking the checking provided the told who checking the checking provided the checking previous knowled	Nowwhoo carrising sine this class? Encellent she sang melodlowly. Shrip	Nightingale is the right answer. It is the stock to singing bind. Is us to proture of nightingale took the picture of nightingale took the picture to the picture of the pi	Sweetest psinging bind iction es the open of Pa-nightingales Iscome	Say some birds that you know. Do you like birds Say some birds that you know. Described business knowledge	Teacher enters the class and establishes a good rapport.	Teacher Activity
B DB35 CHITCH DOUGHA B TO'LE	Shaiya sings some lines of a delate	Curt	Pr-cuckoo of Parnightingales Iscom	P1 - Pannot P2 - Peacock	Greet the teacher warmly.	Pupil Activity
Checking chall Previous knowledge	Motivation Soluming:			checking Previous out knowledge.		Component

Knowledge Freeze	Hose	flower in our surrounding?
the of agent	Library Man Pickers Charles Steel	which is the most beautiful and traggant
Motivation		Excellent! right answer
checking page -	Pi- Ovam Pa- Visha	what are the a festivals associated with flowers ? Without whose nom 161, 2 648
		flowers. To receive thief quests, we put garland on the neck and give bouquet.
		we put wreath on bookes, it is made of
	Attentive	and particl of the most of the Indians. We
	Tit Hit	Pagems birds and flowers. It is the part
_	111	Most of the poets make themes for their
	Yes sin.	Flowers beautify nature, don't they?
Checking Previous	Pr- Jasmine Pa- Lilly	Now let me ask you about flowers. What are the flowers you familian to in your surroundings?
Motivation	Thanh You	Awesome! Connect answer.

8.

Oppliant Correct oncloser	Completion to be a time of the contract of the	Device of Appropriate	Motivation beats make them a four their	Checking Paevious of Teacher Againse Mi	Components & Manuallies remober	and the Rose (Comprehension	and hightingale. Now let's	Now you have got a small picture of	Teacher exhibits the picture of rose.	Good ord Paringon and
L'ON Amontif	190 P. 19 3 Sammer	Ves an.	III MIG	Teached traines 2	THE SALINE	to t	6 - 00000 6 - 00000		look the picture	9209
	THE WAY	•	1111	Teacher trainee 3				8	f carions 4	
Marjarjaw	Charling forms			1	J		Continuity Continuity	Priate device	Use of appro-	Motivation

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



		70	. 10
Name: Suha	ul.I		
Reg. No. :B.A.	AGTEGI OIZ		
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Duman	الحبر و		CED

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Date 51117

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8. S. B. Ed. Training College,
Alathur (PC)), alakked-Dti

REPORT ON PEER/ MENTOR OBGERVATION

MEX

NO		Content		Page
1	Observation	Report		
2	Observation	Report	2	5
3	Observation	Beposit	3 1	9
4	Observation	Report	4	13/
5	Observation	Report	5	17

OBSERVA	TION REPORT -	1
Name of the teacher Name of the School Subject Topic	Faison Cl.Cl.H.S.S English Adolf	Class x Division C Strangth 37 Students Duration 40 minutes Date 20 [11] 17

Prreparation

The teacher got in to the class with a smiling face, wished them pleasantly and through some informal enchanges, he created a good rapport with the students. He was about the deal with a new chapter, 'Adolf' by D.H. Lawrence. Before that he selected some students who were asked to narrade a story of animals containing the theme, hope. The introduction activity was very thrilling. He paid proper re-inforcement and also appreciated them who narraded story.

Presentation

He could impost the noviation accurately. The students got a clear picture from the naviousion which was very transparent and simple. The silent & group reading were followed by that. Through appropriate contents, the world study was conducted. The scaffolding questions which he asked were so accurate. The relevant individual & group activities were asked to do in the classroom. The display of this own version of

activity was also effective. There was proper legibility in his chart work.

Conclusion

The overall class was magnificent. Time to time, he cut lokes. He could mainteein properl eye contact with the students. Individual attention could be given among the lowners. He could maintain a smiling face throughout the class.

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2240							L	ca	rni	ng .	Ph	ase			2/						- 1	1		Pre	pai	ratio	on	
Pay attention of student responses Pay attention to the entire class Pay attention to the entire class	Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation. Keeping records of student responses	entation	Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library	Provide opportunities for the use of pupil's observation book/ science diary	Adequacy of learning experiences in achieving the anticipated competencies	Make changes in the learning strategy based on student responses	Exploring and eliciting the constructed knowledge through reflective process	Strategies for no threatening and varied-évaluation - observation/oral questions/ quiz/ reporting/ learning games	Teacher invention facilitating the progression of learning activities at the right direction and at the right place	On the spot diagnosis of learning difficulties and corresponding remediation	Strategies for managing interruptions	Continuous supervision aids keen observation of learning activities	Learning aids used effectively	Bringing the appropriate learning aids/designing the learning aids-during the course of activities	Pace activities effectively:	Smooth transition - living minimal time between activities	Encourage non-volunteers	Involve all the student in the learning activities	Systematic routine for procedural activities	Provide sufficient activity for each group/individual	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., Blackboard work/structured oral command etc.	Give clear and concise guidelines for group activity	Be sure about the pre-requisite skills for learning activity	Strategies for disturbance free and disciplined grouping if required	Setting up/building up a problematic situation	Strategies /techniques to reveal/convince the learner what he already knows	Strategies for building up suitable physical/emotional environment in the classroom."	Components
			-	-						-		-				-			-									BA A
11	11	1	1	1	1	1	1	1	1	5.	2	1	1	1	1	1	1	1	1	1	2	1	5	6	5	1	<	6
1 1			_								-		L															Š

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Proper class management Teacher shows subject competency Proper budgeting of time Review the lesson property Follow up activities in tune with the knowledge constructed/ competencies acquired Below Average A-Average G-Good VG-Very Good E-Excellent	subject competency an properly ities in tune with the knowledge constructed/ competencies acquired A-Average G-Good VG-Very Good E-Excellent	BA-	closur	e				
uired	uired	BA-Below Average	Follow up activi	Review the lesse	Proper budgeting	Teacher shows s	Proper class man	Questions aptly
uired	uired	A-Average	ies in tune with	a property.	of time	ubject competen	agement	worded and prop
uired	uired	G-Good	the knowledge	+1		cy		erly distributed
uired	uired	VG-Very Good	constructed competence			*		
		E-Excellent	cies acquired	1.0				

2018-2019 SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATIONS

B.S.S. B.Ed. TRAINING COLLEGE

ALATHUR, PALAKKAD-DT, KERALA



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SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATIONS

MICRO TEACHING FRECORD

INDEX

	Date	Page No.
SINO Content		1
1. Micro Teaching		-1
2. Cone leaching Skill		-
3. Micro teaching Cycle		,
Micro Lessons:		_
4. Skill of Introducing a lesson (Plan	9.10.17	5
Skall of Introducing a lesson (Repli	an) 10.10.17	9
5. Skill of Stimulus Variation Plan	A) 09.10.17	13
Skill of Stimulus Variation (Repla	m) 11.10.17	19
Skill of Emplaining (Plan)	10-10-17	25
Skill of Emplaining (Repla	10.10.17	31
Skill of using Blackboard (Plan)	10.10.17	37
Skill of using Blackboard (Replan		39
Skill of Posing Broking questions (Plan		41
Skill of Posing Probing questions (Repl	m) 17.10.17	43
Link Lesson:		
Link Lesson - 1	19-10-17	45
Link Lesson-2	06-11-17	53

Micro Teaching

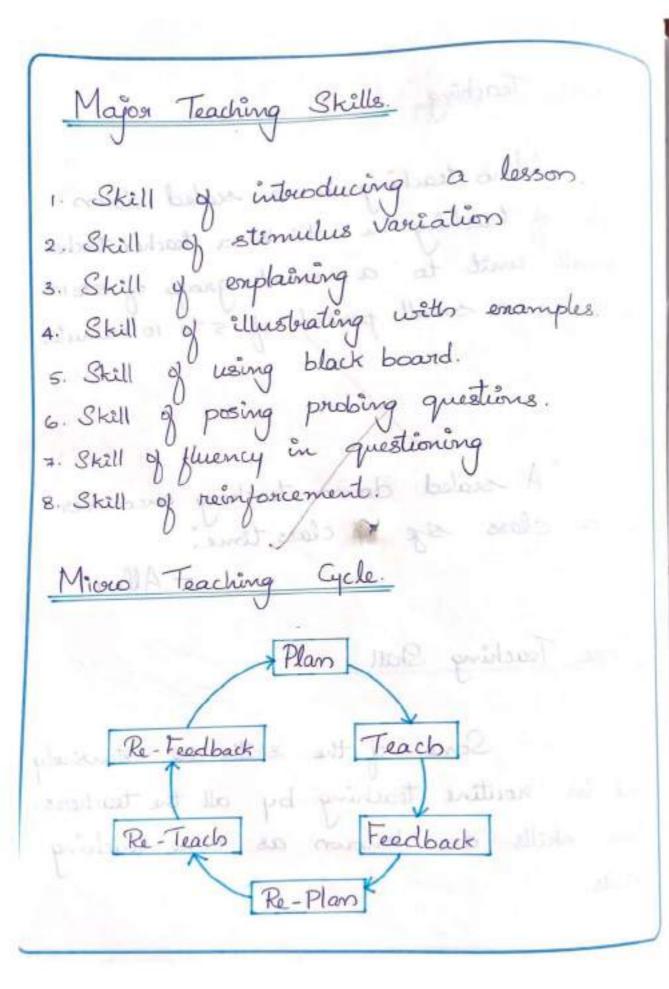
Micro teaching is a scaled down sample of teaching in which a teacher teaches a small group of 5 to 10 a small group of 5 to 10 numetes.

"A scaled down teaching encounter in a class size of class time."

— Aller.

Core Teaching Skill. Mil.

Some of the skills are entensively used in noutine teaching by all the teachers. This skills are known as core teaching skills.



		ALTONO DIVINIVA I FORM
	THE SKILL OF !	2004
	ainee: Steeders A.	
Subject	: Business Studie	& Dwatin: 5 mins
Unit	: 12	Date : 10.10.17
Topic	: Consumer Brde	ition Plankeplan: Roplan
		MILLANDE BOOK DE
Objectives :-	To empertise the	skill of
Jecara		
	introducing a	wson.
	ال مراجع البيا	
Components :-	1. Use of approps	viste device
	2. Use of previou	
	3. Motivation	olam of patter of Ji
	4. Continuity.	the partition of
Touchan's Behaviour	Reput Behaviour	Components.
and the second second	Greets the teacher	
Greets the pupil.		planting from a
Naverates a story	1	and the second
to the pupil.		
What will you do?	We are helpless.	
Pointing to a Student		

Ok. The Same situation, You purchase a product. The producer says that there is no side effects, you used it & afterwards you feel some disturban Ask the shopkeeper What will you do? to re-fund the amount Poor shopkeyper Let lim ask the what he cando? produces! It is better, to oak the producer directly What a He can file a suit Use of previous normal man condo? in consumer court knowledge. Very Good. Motivation (Showing a Use of apprepriate Chart)

(Let the buyer beware)

(Let the seller beware)

In this class we are going to discuss how a consumer

Es protected with the Consumer

Brotection (BB).

Components Student 1 Student 2 Student 3
Use of previous knowledge 1 2 1
Motivation 1 1 1
Centinuity 1 1 1

2018-2019

CLASSROOM TEACHING LEARNING SITUATIONS ALONG WITH TEACHER AND PEER FEEDBACK

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

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INDEX

SI.No	Date	Name of the Teacher	CRITICISM				
t.	20 6 18	Sreeden A	Topic	Report	Std	Page No	Intals
2	80-6-19	Breeden: A	Retailey	Atawanya CM	×2	85	2
3	20-6-18	Suder A	Branding	Aouani G	xQ.	91	4
4	20-6-18	Sudeni A	Partnership	Divya V	ી	107	4
11111	20-6-R	Budui A	Planning Process	trishnaja kk	X	151	4
1410		Sueden A	Packaging	Sheeja V	ofi	13)	d
9		Scenderi A	Sales Promotion Activities	Sindher J	×3	143	1
8		Suden A	Marketing Mrx	Swappa M	3G	153	2
ALC: N		Sunder A	Bank Reconsiliation Stalement	Aswani G	K)	163	1
		Sreeder A	Deputation		×3	175	4
1	10	SAEEDIAN A	Austracies to trade.		Ň	196	2

Lecturer in Commerce BRS BEd Training College Alactic (**O) Practical Dr Karala-678-641.

TEACHER PLANNER 1

Name of the teacher: Sneederi A.

Standard 18

Subject

: Busines Studies

Strength : 60

Unit

1 Internal Practe ?

Dioration : 400

Topic

· Retailer

Date 1206-2

Theme

Relailer

Learning Outcome Emplains the contest of retail trade & to gettures

E services

Concept / Idea.

Major : Retail Trade

Minor 1. Characteristics of retail trade

2 Functions of retail toade

Process Shill : Communication. Observation, Inference
Values & Attitudes Values like honesty, integrity, ethics & trust worthiness are prairie worthy qualities to be upheld boths in business as well as in personal life.

Learning aids Charts, Roleplay, Model

Expected Product: Students with be able to understand the retail tender characteristies & hundridge.

Process Page

Interductory Activity

After the routine classeroms practice teacher custors a rapport with students for a general discussion.

teacher asks the questions where do you buy
stationery goods?
Teacher concludes it by the answer from
nearby shops.
Activity I Group Discussion.
Peacher divides the whole class into ognous.
Then asks the students to list the paleness
of such shops.
Development Activity.
Teacher asks, why these shops are small in
size but it deals with a huge raviity of goods.

Through this discussion teacher introduces the typic "Retailers" BB.

Ashs the students to write a definition for Retailers by their own. After the discussions teacher displays a chart contains the maning of Retailers.

RETAILERS

It is the person who buys goods in large quantities from wholesaler, cuts turn into small lots & sell turns to ultimate consumers.

-

Activity ? (Gump Discussion)

Then the teacher asks the students to point out the characteristics of retailers by considering an example of your nearby shop.

Expected result: 1. Small in Size

2. Buy goods from wholesaler.

3. Sell goods to consumers.

Then the teacher displays of charit showing the characteristics of retailers

CHARACTEISTICS OF PETAILERS

- I Last link in the chains of
- 2. Acts as a connecting list between wholesaler & Consumou
- 3 Collects goods from wholesder & sell to uttimate consumer
- 4. Deals with a wide writing
- 5. Plays a key role in Marketing.

Activity B. (Role Play)

Peachen asks two students to present a reloplant One is the wholes alon & the other is the relations then giving proper instructions, teacher asks to them

- oc

introduce as wholesaler Ex retailer After the play teacher helps the students to list out the difference among the two.

Expected result: Wholesaler Retailer.

- quantity small quantity
- 2. Sell goods to 2. Sell goods to retailers. Consumers.

After the discussion teacher shows a model contains the difference between the Wholesoler Ep Retailer.

Activity is (Brisinsterming)

Peachen asks the students to trace the limiting of a retailed by stating the examples of your nearly retail shop.

- Expeded result - 1. Readily available goods

- 2 Introduces now product to consumers.
- 3. Collectorine demand & pass it to the produces

The teacher motivates the students by writing the points on the Blackboard of them explains one by one. Finally the teacher presents a chart containing the hundling of retailers.

92

FUNCTIONS OF RETAILERS

- 1. Choice of goods.
- 2. Ready Stock
- 3 Market Information
- 4 Financing
- 5. Advertisement
- 6. Transportion
- 7. Disterbution.

Concluding Activity
Teacher displays a hidden chart in the
form of fill in the blanks. After this, the
teacher calls one student from each group

to fill the blanks. Then the teacher summarises the topic once agains.

Med a nearby retail shop & conduct an intension with the business man to get more importation about the ferritions of a retailer.

94

CRITICISM REPORT OF AISWARYACM.

Topic : Retailers.

Introducing Phase

The teacher inteoduced the topic through a case study. It was an got one but the teacher failed to enquess It to the students. She need to show more active necessary movements in the class.

Learning Phase

The teacher had a good subject knowledge, but she couldn't able to manage time There was a time lag between activities. The class was fully activity based - She

couldn't able to use blackboard, the usage was very annual she need to improve It & should show more energy. Closure Phase

The teacher was sufficient with the teaching side for concluding activity but because of the improper management of time / she couldn't able to display it. The follow up activity was a good one it was upto the level of the

RICIPM REPORT OF

	Components Jor Observation of lessons under Constructivist formula	-			plan.
Calculation	Strategies for building up stituble physical/emotional environment in the classroom*	BA.	0	0	WO.
13	Strangules /techniques to reveal/convince the learner what he already knows	1	1000		1000
12	Stitus production and revealed representation of the parties what he already because	-	-	1	
5	trategies for disturbance free and disciplined grouping if required	-	-	4	
	grouping if inquired	-	-	1	_
횬	c just about the pre-requises skills for learning activity		1	14	
		1	+	2	
9	pecific outraction regarding the learning tasks-provided is the form of instruction cards /display devices like charts, OFFPete.		-	-	-
31	ackboard work/structured eral command etc.			1	-
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T	SIGNATIC FORUME FOR DEPOSITIONAL WAIL AND		+	12	-
-	volve all the student in the learning activities			10	-
	courage non-volunteers			12	-
17	south trausition - living minimal time between activities			12	
an,	- activities effectively.			1	
	nging the appropriate learning aids/designing the learning aids during the course of activities			1	-
20	arming aids used effectively			17	
Ü	ntimous supervision aids keen observation of learning activities			12	
				17	
	the spot diagnosis of learning difficulties and corresponding remediation			12	
			1.5	2	
Ť	ategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games			17	
2	playing and eliciting the constructed knowledge through reflective process			12	
				1	
ï	equacy of learning experiences in achieving the sedicipated competencies			1	
				1	
	vide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/			1	
2	and the street of the street o				
ŭ,	problidate pupil's presentation	-	_	1	
1	e of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation		-	1	
2	eping records of student responses			1	-
14	y attention of student responses			1	. 1
3	y attention to the entire class			1	
į,d	equate communication skills being displayed by the teacher			1	
	The state of the s	1		17	

	Qualitient aptity wereasts and grapusty distributed Proper class management	13			
	Tanker shows sobject compelency				
	Proper budgeling of time Review the lesson property	19			
efonere	Follow up activities in tens with the knowledge constructed/competencies acquired	1			
HA-	Below Average A-Average G-Oods VG-Very Good E-Escellent				
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2018-2019 SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATIONS

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



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SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATION

OBSERVATION REPORT

Index

No.	Content	Page No.
1	Observation Report 1.	1
2	Observation Report 2.	2
Бo	Observation Report 3.	3
4	Observation Report 4.	4
s	Observation Report 5.	5
4	Observation Report C.	6
1	Observation Report 7	7
9	Observation Report 8.	8
9	Observation Report 9.	9
fo	Observation Report 10.	to

Observation Report 1.

Name of the teacher: Havidas U. Subject: Business Studies.

Introductory Phase.

The teacher introduces the examples first, by making the examples, the teacher introduced the topic, Levels of Management. He also quoted daily life examples with it, as well as business oriented examples.

Learning Phase.

The teacher introduced 8 livels of management. He built a sleang base in the mind of students by quiding enamples in the three levels.

Closure Phase.

The teacher is taking the class with the help of 1c7. Each slide presented gives its own orphanations to the students. The teacher concludes the class by summing up the latter discussions.

	Observation Schedule for Observation of lessons under Constructivist format	BA.		15	YG.
	Strategies for building up suitable physics/emotional environment in the classroom."				1
straton	Sentegies /techniques to reveal/convince the learner what he already knows Setting aproblement or problematic streeton			Е	4
Phypi	Strategies for distribution thought disciplined grouping if required				1
-	He sure about the pre-requisite adults for learning activity	-	\vdash		4
	Give clear and concine guidelines for group totivity	-	-		-
	Specific antifaction regarding the fearing tasks-provided in the form of instruction cards /display devices like charts, OHPerc., Electrocard workletructured eral command etc.				2
	Provide sufficient autivity for such granufudividual		-	-	Lije
	Systematic routine for procedural activities			-	4
	Involve all the student in the learning activities	-		\neg	7
	Execurage non-volunteers				1
	Smooth transice - living minimal time between activities			-	7
	Proce activities effectively		-		1
	Dranging the appropriate learning tride/designing the learning side during the course of activities			\neg	7
24	Learning aids used effectively Continuous rapervision aids been observation of learning astivities			\neg	7
3	Continuous tapers and a seek object and continue of searching answers				1
2	Extrategies for managing interruptions Co. the spot diagnosis of learning difficulties and corresponding remediation			-	1
- 1	Tenelist invention facilitating the progression of learning activities at the right direction and at the right place				1
Ē.	training to for no threatening and varied evaluation = observation/oral questions quite reporting/ learning games				1
7.	limplaring and electing the constructed knowledge through reflective process				1
	blobs absence in the lemmine strategy based on student responses			\equiv	×
	a demonstrate frame or commencing in achieving the anticipated competential			_	Z,
	Programme of marille observation backs respect that's				-
	Provide apportunities for collection of specimens/small scale survey/projects/small group discussion/sessinar debate / field trips/ surfacer learning/ library				1
			23		1
	Consolidate pupil's presentation Use of BB/OHPVOther display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation				£
	Keeping records of student responses				1
	ACCEPTED TO LONG OF THE PARTY O				1
	Pay attestion of student responses				1
	Pay attention to the entire class Ademosts communication sledje being displayed by the teacher				+

Proper class pur	interest and property did.	Shuted			171
Teacher abness	subject competency				1
Review the lease	g of time to occupaciv			46	12
					1
Fullow up active	tha in time with the know	ledge comtructed/compet	ocioles accurred		1 2
			The state of the s		117

2018-2019 WORKSHOP SESSIONS FOR **EFFECTIVE COMMUNICATION**

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



	Allen Salan	145
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	(A.A.A.)	
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Reg. No. :	7-500 9	
Optional Subject :	Social Science)
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Reg	No. ERAISTSAN. For the y	ear 2012 20 19
Locative General in S	ocial Colence	PRINCIPAL
B S S Beco. Alathur(P.O	Paly kad Dt	PRINCIPAL
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WORKSHOP SESSIONS FOR EFFECTIVE COMMUNICATION

EDU102-EPC1
LANGUAGE ACROSS
CURRICULUM - READING &
REFLECTING ON TEXT

-1	INDEX
SINE	Content
1	Analyse the specific language used
2.	in different curriculum contexts comparitive analysis of 2 subject classes of secondary school
- 1	Engaging with narrative and dis
- 1	Engaging with Popular Subject - based
5	in with journalistic writing
6	Engaging with subject related reference
7	togaging with educational writing.

Engaging with Journalistic writing

Submitted by SupriyA. K.S Social Science ROLL NO: 49



Engaging with journalistic writing

As a part of our EPC1. We select an article From a newspaper For the task. The article was wrote by Ajit Rangeber Economist and Senior fellow Takshashila Institution on the topic goods and service tax (6157) initially we read the article. After the skimming and scanning we discussed about the structure of the article. Then we identified all the subheading Key words and Illustrations After the Critical reading discuss about the View point of each group members

Introduction of goods and services

Tax (GIST) will indeed be an important

Perfection and the next logical step towards.

Q wide spread indirect dusc reforms in

India. The scheme was supposed to be

India. The scheme was supposed to be

implemented in india from, yil April 2016,

implemented in india from, yil April 2016,

however it may get delayed since the NDA

however it may get delayed since the NDA

solvernment does not have majority in Rajyan

Sabha.

Good and service Tax (GIST) is a comprehensive Lax blevy on manufacture, a comprehensive Lax blevy on manufacture, and services sale and consumption of goods and services at a national level under which no at a national level under which no at a national level under which no at a national level under goods and services for levying of tax, it will mestly services for levying of tax, it will mestly substitute all indirect lax levied on substitute all indirect lax levied on goods and services by the central and state governments in india.

Services under which every person is liable to pay tax on his output and is entitled toget input tax credit (ITC) on the tax paid on it inputs and ultimately the tinal or consumer skull bear the taxe

goods and services law would be to goods and services law would be to eliminate the doubly taxation that is eliminate the doubly taxation that is cascading effects of taxes on production and objectives of goods and and objective to face. Introduction of a Gist to replace. Services. Introduction of a Gist to replace, the existing multiple tax structure of the existing multiple taxes is not only centre and state taxes is not only diserable but imperative. Integration diserable but imperative . Integration of various laxes into a Gist system would of various laxes into a Gist system would make it possible to give tull credit for inputs taxes collected. Gist, being a

a destination - based consumption tax based on VAT Principle.

Benefits of bist Bill implementation is such as the task structure will be made lean and simple. The entire Indian market will be a unified market which may translate into lower business costs. It can facilitate seamless movement of goods across States and reduce the Evansaction cost of business. It is good for except oriented. business. Because it is not applied for goods and services which are rexported out of India. It can bring more transperancy and better complaince. Number of departments will reduce which in turn may teach to less curruption. 6

This may lead to belles and more tax unorganized sector will come under tax unorganized sector will come under tax unorganized sector will come under tax regine.

There are also challenges For implementing

Passed in the partiement. To implement the passed in the partiement to implement the bill there has to be lot changes at administration bill there has to be lot changes at administration level, Information technology integration has level, Information technology integration has to happen, sound IT infrastrure is needed,



Key words

Tax reform

report

18

Direct and inclinect tax

Low cax rate

lax Vale

tax departual

GAP Tatio

world bank

Direct tax code

union budget

Finance bill

lax rate

Fixes

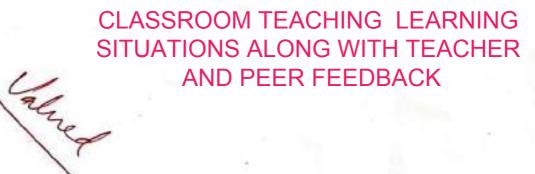
Direct took code

tax income

tax Planning

Stock market

Long term saving



B.S.S. B.Ed. TRAINING COLLEGE
ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name: tasila: 1

Reg. No. \$AAS.TE GO.O.6

Optional Subject :... English.

Fasile A

Certified that this is the bonafide record of

Reg. Nobbas ST. S. Sab. G. ... for the year 2018 - 2026

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PRINCIPAL BLACK OF S. B. Eco., Black of B. Ball.

CRITICISM



CRITICISM LESSON PLAN -1

	Learning outcomes	_	Sub- theme	Theme	Sub -Topic	Topic	cuit	Subject	Name of the	Name of the
* Read and analyse a speech.	: teamers will be able to.	* Loss of natural resources.	: * Global Warning:	: Science and Environment.	hystoria, it's la fait 2 Paragraph.	: Climate change is not a	. V., Enlightening Minds ?	: English	school : B.s.s , G. H.S.S.	teacher: Fasila.A.
•			Particular		A section of the		Date: 7/6/2019	Danation	Strength	class
ı.					Sample of same		7/6/2019	140min	: 4º:	 (⊼)

Values Attitudes	of the south	Dislourses	2.10 (4112)	Skills	Belo + Taple	Pre- requisits	The Hospins	Tree M. James
: Divelop envivonmental awareness.	Poster making.	: Speech Breeze To	the Contract of the Contract o	: Listening, speaking, reading and watting	environmental issues.	:x Pupil may familiar with speech	* Respond to environmental issues pos	* Write the Script for a speech. * Prepare notices and posters.
	Section 1	9	a partie	Builtern	pure despure		Positively.	
	(8.2		1 1 1 m		other			

Learning aids

aids : charte, videoclips, Model.

Taptored and +

Exputed Products

· forestor.

its: Enrich Pupil Vocabulary.

Develop ability to speech and poster making.

contract that made in the part on

Conuple / ideas

: Leonardo Di Caprio addressed the world leaders assembled for the united XI ations climate Summit is 2014 and urged them to address to greatest challenge of our

property existence in this planet. Dicapnio outlined the grave dangers of accelerated climate change, and he pointed out that the world was running out of time to tackle climate

	Assessment
the first the specifical contract	par me
Warmup Activity	
class and creates a good	
rapport with the students.	
THE THE PARTY TH	Allowed F
her Shows a model	
ر ۱۹	Accept the second
Who are responsible for this condition?	
Then treather Showed of a Wideo Lup of Leonardo	
O'capie's speech.	
What is he talking about?	

it's a fact by Leonardo Dicaprio (BB). environmental issues. Climate Change is not a hysteria-Now, we are going to study a new lesson, about

Are you ready?

Teacher shows the profile chart of the author.

Clatt-) He is an Ammerican act and producer; and the Founder of Leon Dicaphio foundation and UN messanger of Pace. It gained I public, recognition with romantic film (Titaniz (1917). He is also
--

Narration by the teacher.

Teaches says about the dangerous condition that

Our world faces today.

discuss the ments and demonts of Science. After, teacher explains the format of a speech also. another. Teaches explains the important of Saving earth and We are all responsible for this condition in one way or

Silent reading by the learners.

questions randomly to ensure their teading. silently, with out any lip movement. Teacher asks some Hadre, named East to septed at Brite no 200 Teacher asks the learners to read the text

Group reading by the learners.

and share their ideas. Teacher also instructed them to mak Teacher asks the learners to sit in groups

confamiliar words. wered wit got posts

Removing difficulties.

Teacher clanifies the meaning of unfamiliar words.

(1) hysteria: (Kistieria) - wild unworthillable emotion. Consider a finish the facility (2) content / There was a mass hysteria, when the armyed the crime spot. 大三

(2) Fidinais: If Ik'ti-shus - formed or concieved by the imagination

The throat of the last of the said

Group reading by the learners.

and share their ideas. Teacher also instructed them to mak Teacher asks the learners to sit in growps

confamiliar words.

Removing difficulties.

of the section of the beautiful

Teacher clanifies the nearing of unfamiliar words.

(1) hysteria: [Kistiaria] - wild unworthellable emotion. (-) there is not properly to content / There was a mass hysteria, when the annived the crime spot. the state of the state of the state of the state of

(2) Fidtions: If Ik'ti-shus - formed or conciound by the magination

Context 1: A fictitious execuse for his absense. context 2: The Characters in this play is fictitious. degle account of Alberta

Scaffolding questions

(11) Who is the speaker, who delivered this speech?

(2) What is he talking about?

(3) What do Leonardo want?

Model reading by the teacher.

THE REPORT

Teacher read the passages with poper stress,

pause, ponunication and intenation.

the the present of the

Loud reading by the learners.

Theaches randomly calls two or three students

pronunciation errors. and asked them to read the passages. Teacher corrects thele

any agent and removed in all ageits of against this

Individual Activity.

welcome speech and asks them to present it infront of the Student is answers, and shows her own Version. class. Teacher corrects the semantic and systactic arms of Teacher asks the learners to prepare a small

Grood Morning All... Respected wishes to all your exictly shies, thick great and my dear friends ... I feel honoured in offering a Cherryll - evelrome. Speec H.

Group Activity.

format. Peacher edity the mistakes of students and shows her the importance of conserving our easth. Teacher explains its Teacher asks the students to make posters about

own Vertion

SAVE NATURE SAVE LIFE SAVE WATER

Home Assignment

Thought the later to the later

More a many of the

the environmental crisis? devided to change your like style to contribute to solving After reading the speech by Dicaprio, how have you



Treparation.

The state of the last

The water from

to the sales

A sterender net

good rapport with the Students. Effective interaction with the Students Teacher began the class in an interesting manner. Show created helped them to understand the message and theme of the chapter your and sported training theretare a

Tresect ation

She had a good interaction skill with the students and gove good re-influement to students. She Managed the time schedule proposly. She asked less questions to sheek Studenti understanding she has to improve Teacher introduced the lesson by explaining the accition, with the help of a profile chart. She had a loud voice and good language, and that so that, the students could follow her easily. She remarked the Chapter is a good manner and the aids too tracking were effective. performed and the second point experience and prescription of woman South probabilities of

Conclusion The Board In

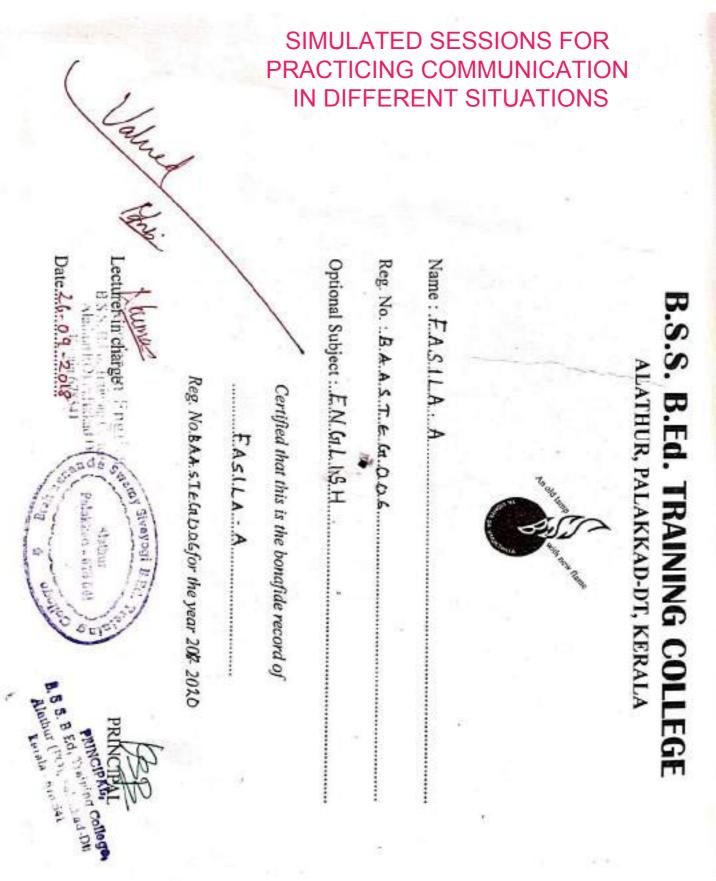
continue of

was really interesting, and got effective treasing learning experiences to She concluded the class by giving a home assignment. Her class studenty and teachers. The students were active during the class.

Strategies for building up snitable physical/emotional environment in the classroom Strategies for building up supolemnitic stoutish Strategies recharques to reveal/convince the learnicy what he already knews Setting up/building up a problemnitic stoutish Setting up/building up a problemnitic stoutish Be sure about the pre-requisite skills for learning activity Give clear and concise guidelines for group sativity Specific interaction reparding the learning activity Specific interaction reparding the learning activities Specific interaction reparding the learning activities Specific interaction activity for each geographic activities Specific interaction activities activities activities Specifi		1	Day attention to the entire class
Statistics (purposition) be provided in the learning activity. Statistics (purposition) as problematic situation. Be sure about the pre-requisite skills for learning activity. Busicional violation as a problematic statistics for group activity. Busicional violation as a statistic for group activity. Specific instruction regarding the learning activities. Statistics of the learning activities in the learning activities. Systematic routine for procedural activities. Systematic routine for managing advisities and corresponding remediation. Systematics and the routine for managing alterophical kappyledesign for learning activities and corresponding remediation. Systematics for routine for procession of learning activities at the right direction and at the right share. Systematic for routine for routine and varied exhibitation—observation for process. Make changes in the tearning attractory had on student responses. Systematic planting experiences in activities and corresponding plantine planting pla		ć	Pay attention of student responses
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Follow up activities in tune with the knowledge constructed/competencies acquired	Proper budgeting of time Review the lesson properly.	reacher shows subject competency	Proper class management	Questions aptly worded and properly distributed	
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MICIR() TEACHING IREC()IRI)

INDEX

SI	· Content	Date	Page No:
t.	Milso teaching	1	1
2.	Micro Lessons.		3
3.	Skill of introducing a lesson Cplan	13 17 12018	+
4.	skill of introducing a lesson (Replan	14/17/2018	8
5:	skill of Explaining. (plan)	161 7/2018	13
6.	skill of Explaining (Replan)	171712018	18
7	skill of using Black Board (plan)	18 712018	24
8	Skill of using Black Board (Re plan)	2017/2018	28
9	skill of Probing Questions. (plan)	23 712018	32
10	skill of probing questions. (Replan)	21 812018	38
11.	skill of Reinforcement (plan)	151712018	44
12.	skill of Reinforcement (Re plan)	21 81 2018	50
13.	Link Lessons.		55
14.	Skill of introduction, explaining and Probing questions.	81812018	56
5.	Skill of Introduction, using BB and Reinforcement.	121 812018	6g.

MICRO TEACHING

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4) Skill of using Black Board. SIDIM 5) OKANIS LOSE probing propressions or iM sample. Estimation inputations according to a still at examples. a small, philipsition is mentioned to ofline to (#0 pupils for a small transferinger to tollistering MIGRO JE ALHING GY GLIB-10>> A Micro teaching is a mala down teaching encounter in a stars size and class time re-feedback Teach JONIAN 3900 A targe number of skills related standarting has be deapterstice. Amon these, Some of them are extensively used in routine teaching. Thusgare called core. teaching skills. They are: -: MOZZZJ ANIJ Aorde liberate programme for integrotion of subskills is called Link practice or Links lessons. prining of 11112 (8

MICROLESSON ON THE SKILL OF INTRODUCING A LESSON [PLAN]

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Name of the school: Bs.s Glurukulam Puration: 5 Min
Subject : English : Strength: 10.
Topic : General, Your Tank Date: 13/7/18.
Sub-topic : General, Your Tours Date: 13/7/18. Sub-topic : War. Heplandi Plan. Replandi Plan.
Objective: The product of the povered and politically a consisted of the skill of the skill of the skill of the special previous previous of them, it is skill is skill of the product of the product of the special of the season of the conference with No. teacher. Components: () Checking Previous knowledge. 2) Checking Previous devices. Well, what do gow pli - this thinthaber of the standard of
Teacher activity in 9 papil activity. Components.
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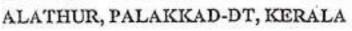
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	1 1	
So, our next lesson is about a war. Are you ready?	Yes.	Arousing Interest.
Teaches then asks the students to read the poem corefully.	pupil reads the poem silently.	

Noi	Components.	Teacher train	11 -	TI
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WORKSHOP SESSIONS FOR EFFECTIVE COMMUNICATION

B.S.S. B.Ed. TRAINING COLLEGE





Name: SHIFA:A

Reg. No.: BAASISO009

Optional Subject: SOCIAL SCIENCE

Certified that this is the bonafide record of

SULF:A

Reg. No. BAASISO.009 for the year 2012- 2020

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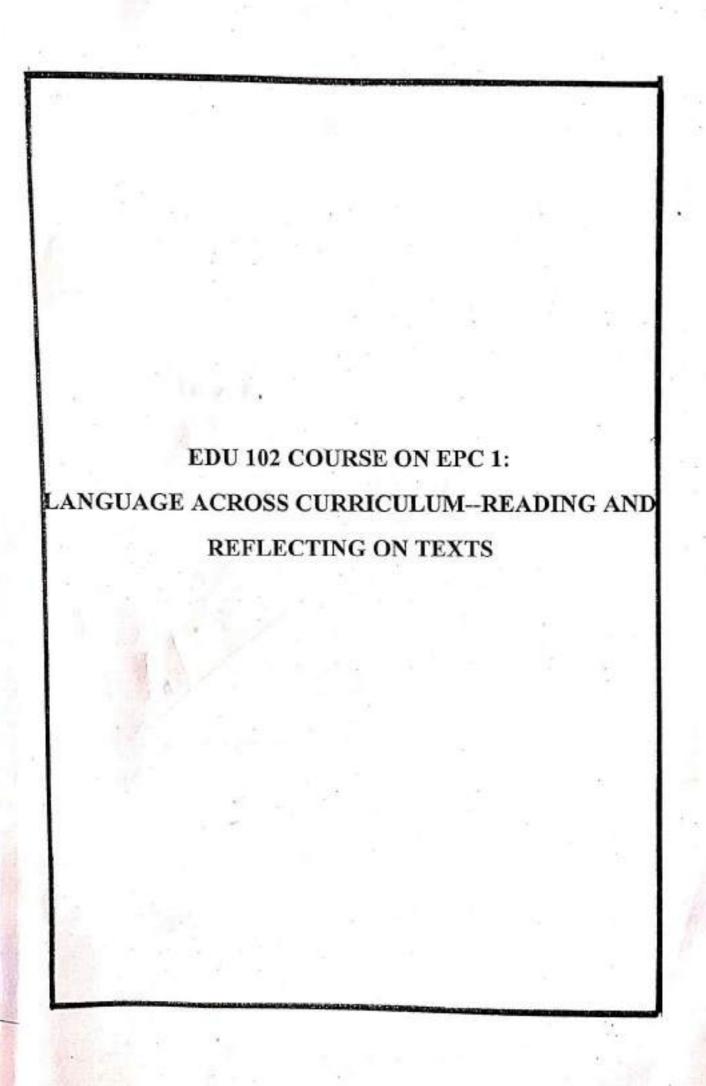
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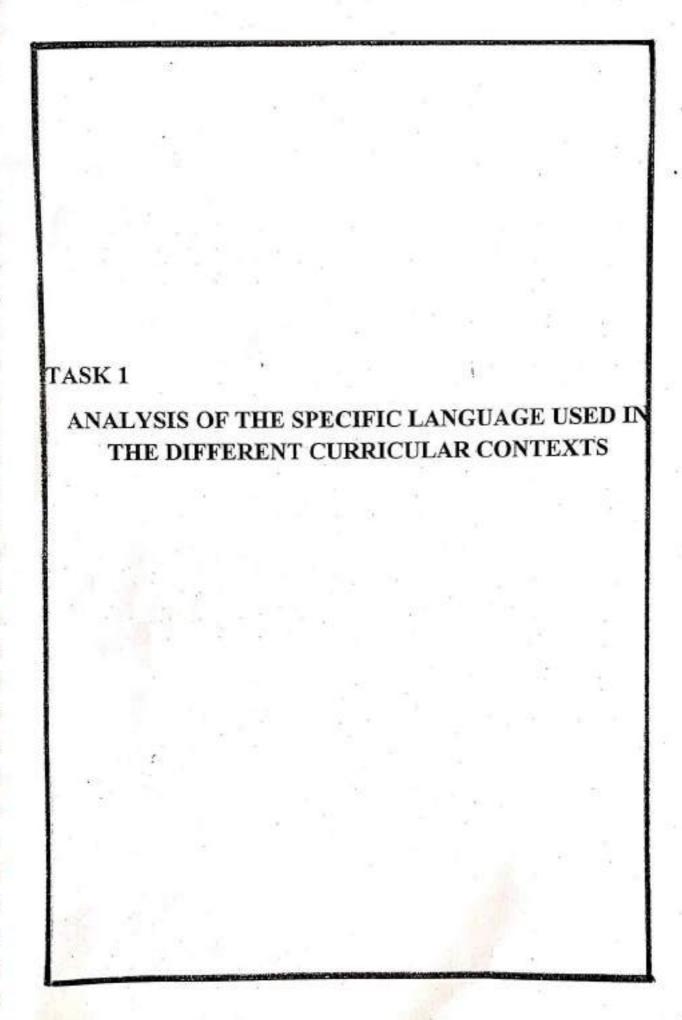
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INDEX

200	Constents	page No
1	analyse the spenfic language used in different coasinfor	1
Z	Compositive analysis of two subjects alarses of securodary schools	18
3	tongaging with narralite and descriptive accounts	25
4	Engaging with popular Subject based empositive welling	33
5	Engaging with Japinalistic waiting	44
6	Engaging with subject sets tool	55
平	Engaging with ediscretural	70



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Language across curriculum Reading and Reflecting on texts

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Topic: - Prepare a list of terminologies in English and local language of a subject textbook at primary / secondary / higher secondary level.

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2019-2020

SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATIONS

REPORT ON
PEER/MENTOR

()13SERVATION

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



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INDEX

NO	Cont	ent		Page No:
1.	Observation	Report -1	Peer.	1
2	Observation	Report - 2	Peer	3
3	Observation	Report -3	Peer.	5
4	Observation	Report -4	Peer	7
5	Observation	Report - 5	Pear	9
6	Observation	Report -	Monta	t ₁
7	Observation	Report - 7	Menter	13
8	Observation	Report - 8	Menter	15
9	Observation	Report - 9	Menton	17
lo.	Observation	Report - 10	Menter.	19

OBSERVATION REPORT - 1

Name of the Teacher. Anyu Amand

Class: IX.F

Name of the School: KCPHS-5

Duration : 40m

Subject :

: Kavassery. Strength: 45.

Topic

· Maternity.

Date: 15/7/19.

unit

· Bonds of Love.

Introduction

Teacher entered the class and interacted with the Students pleasently. She began the class with a video clip, about the miseries of telugeos. Teacher asked students to write their findings are their notes. Then, she presented model of a refugee camp. Then, teacher wrote the title of chapter on BB.

Presentation.

Teacher asked some students to read the text loudly. Teacher presented a profile chart of the author and emplained it. Then, teacher reads and emplained the Setung to students. She asked questions based on the lesson, and explained word meanings

also.

Conclusion

Teacher asked the students to Prepare a Poster against epidemics individually. Then, teacher shows her version of 'feacutures of Poster! She also gave some enamples to students. Teacher then gave some activity cords to students and asked them to find out words from the letter box. This activity was a group activity.

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2020-2021 WORKSHOP SESSIONS FOR EFFECTIVE **COMMUNICATION**

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



Name :	STENIYA	L.S.BABU	
Reg. No. :	BAATT	CWOIO	
Optional S	ubject :	MERCE	

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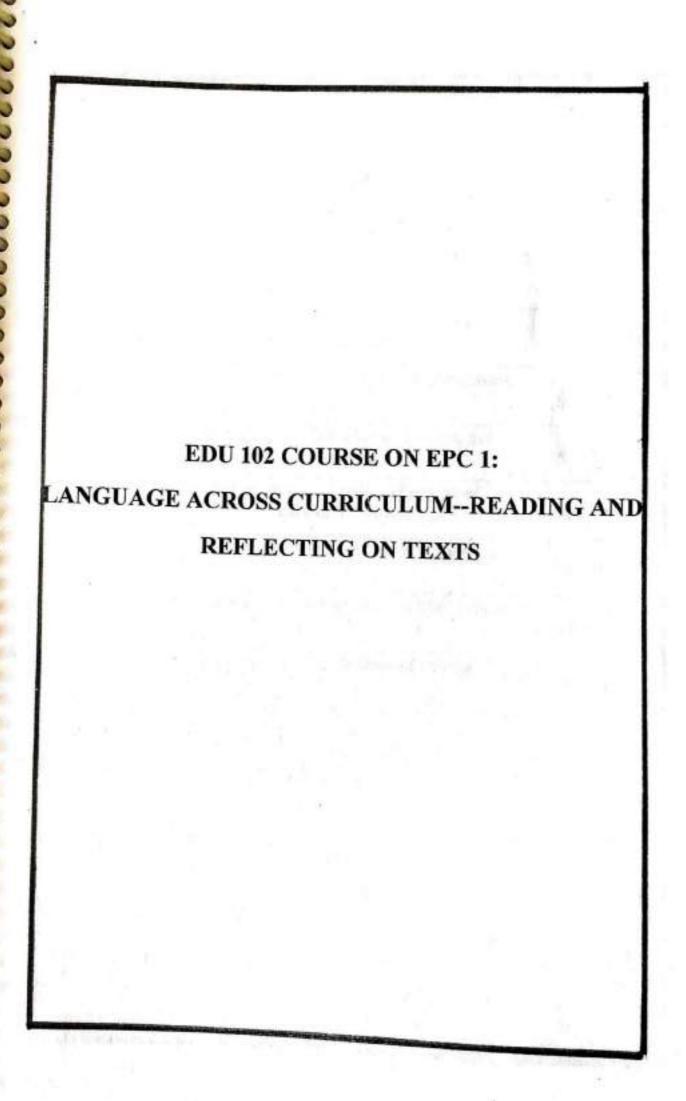
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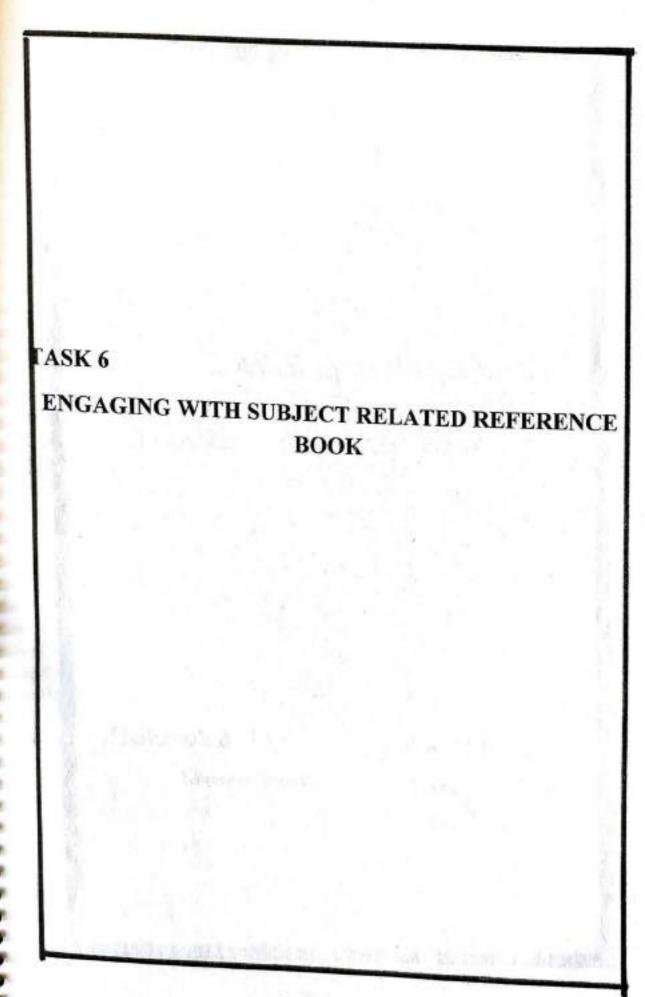
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PRINCIPAL, 8. S. S. B.Ed. Training College.
Alathur (PO), Palakkad-Da Kerala - 678 541,



INDEX

Serial No.	Content	Page No.
1	Analysis of the specific Language used in the different curricular contexts	
2	Comparative analysis of two subject classes of secondary school	47 -55
3	Engaging with narrative and descriptive accounts	56-70
4	Engaging with popular subject based expository writing	
5	Engaging with journalistic writing	rP-08
6	Engaging with subject related reference book	98-107
7	Engaging with Educational writing	108-114



EPC-1

Task: 6

Engaging with subject related reference book.

Submitted To, Submitted By Neema Teacher

Stering S. Baby Commerce



Report on Engaging with subject sook!

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The service and has aligned book atigated.

3. Secret partner.

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A. Nominal postners.

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A person is considered a partner of contrary and solution and algorithm, fix beggetes by solution of the descent of the services of the form of the form of the form of the blad liable for the debts of the form

because in the eyes of the third party
they are considered partners even though
they don't cordsi bute capital on take part
in its management.

6. partner by its management.

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ei Aguarth are une ust ei sH not a partrer in afirm but knowingly allows himself at be represented as a partrer in afirm.

Reconstitution of a partnership firm.

of the following ways. . rentraquens of a new partners.

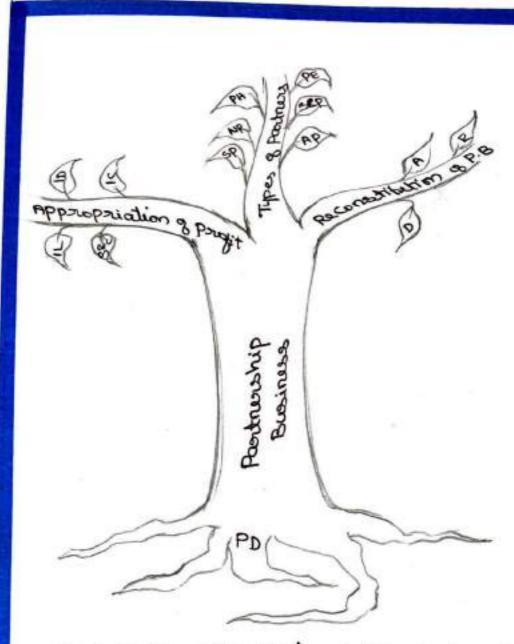
A new postner may be admitted when the firm needs additional capital an managerial help.

2. Retirement of an existing partners.

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*Ic: Interest on Retirement Capital

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no tessesson! al + Active Partner drawing

Sleeping Postner

* 11: Interest on

rearticos lanimos : qu Loan

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Partner by holding out callelmmas

SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATIONS (2020-2021)

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



Name :ST.E.N	NYA S BABU		
Reg. No. :	TTCmala		
Optional Subject :	COMMERCE		
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Lecturer in charge Locturer in Date	in Commerce Trainy College O) Pasakkad De a-078 541 Spanskad De Spanskad De Spanskad De Spanskad De Spanskad De	gi B Ed. French Alathur (1)	NCIPAL, RINCIPAL, I, Training Colleg PO), Palakkad-Di ala - 678 541.

Observation Report

Observation Report -1

Name of the teacher: Shilpa. N

Subject : Business Studies class : XI

Unit : Internal trade Date : 13/1/2021

Topic : Fixed Shop retailers.

Pseparation Phase.

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Lecening Aids.

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3) Activity cond - Identify the type of fixed

-	Components	BA	A	01.	100
7	Strategies for building up suitable physical/emotional environment in the classroom."	1		-	1
2 2	Strategies /techniques to reveal/convince the learner what he already knows		1	~	
1	E-man un Problème un a problematic proudon	1		1	-
Prep	Strategies for disturbance free and disciplaned grouping it required			-	
1	Be sure about the pre-requisite skills for learning activity		1	1	
1	Class along and asserting engine interest for experimentally in	-	-		-
- 13	Specific instruction regarding the learning tacks-provided in the form of instruction cards (display devices like charts, OHPetc.,,4). Blackboard work/structured eral command etc.			~	
	Provide sufficient activity for each group/individual	_	-	10	
	Systematic soutine for procedural activities	-	4	12	
	Involve all the student in the learning activities	-	1	10	_
	Engaging stra-voluntetra		-		-
	Smooth transition - living minimal time between activities		1 1	100	
	To a secretary office office of the secretary	-	-		~
7	Bringing the appropriate learning high/designing the learning aids during the confreq of activities	-		30	
	Learning side used effectively	-	1	1	
200	Continuous supervision aids keen observation of learning activities	1		~	
ž	Productive for managing intermediates	-	-	\vdash	4
1	Planning differential and corresponding immediation	-	-		~
900	Teacher invention facilitating the progresses of learning activities at the right direction and at the sight panel.	-			-
j	the state of the s	-	-		
2	Exploring and eliciting the constructed knowledge through reflective process		-	-	_
	N.C. by the service to the Inserting strategy based on thudeni /15000505	-		4	
	A decision of learning experiences in achieving the antiopaint competencies	1		~	-
		-		H	-
	Provide opportunities for the use of jupia's distance and some states are provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debats, field impa/ outdoor learning/ library			_	-
		-	-	ч	-
	Use of BB/OrIP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation	-	-	~	-
	Keeping records of student responses	-	-		_
	Pay attention of student responses	1	-	4	
	Pay otterpine to the entire class	-	1	-	
١	Adequate communication skills being displayed by the teacher	1		-	-

	some apply worsted and pro- r class management			7.0					14
Teach	er shows subject competen	icy			-			-	1
Prope	r budgeting of time						_	-	14
	w the lesson property	a dia				2			-
Follo	w up activities in tune with	the knowledge c	onatructed/com	petencies acquired	-1:		15		~
				22,251					

CLASSROOM TEACHING LEARNING SITUATIONS ALONG WITH TEACHER AND PEER FEEDBACK

B.S.S. B.Ed. TRAINING COLLEGE

ALATHUR, PALAKKAD-DT, KERALA



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name :	STENIYA . S. BABU		
Reg. No. :.	BAATTCMOIO		
Optional S	ubject: COMMERCE	~_	
	Certified that this is the bonafide record of	/	1
	STENIYA S.BABU	~ (>

Reg. No.BAATTCMQ10.for the year 2019-2021

Lecturer in charge

Date B.83 B Ed. Training College Alausur (P.O.) Panakkad Dr PRINCIPAL

S S. B Ed. Training College. Alathur (PO), Palakkad-Dtq Kerela - 878 541.

2020-2021 CLASSROOM TEACHING LEARNING SITUATIONS ALONG WITH TEACHER AND PEER FEEDBACK

RITICISM

147 411	100-200		CKITICISM				-
SI.No	Date	Name of the Teacher	Topic	Repost	Std	Page Nh.	Intials
1	28/9/2020	Steniya S. Babu	Consumer Product	Growing . K. V	-		(i)
2	1/10/2020	Stirriya S. Babu		12-11	XII	85-92	9
3	30/9/200	stering sprate	estet its bro semised Mone	Avewaryg.R		93-100	36
4	29/9/2020	staning . S. Babu	Social susponsibility, Types	Rajeana M	XI	111-801	50
_			Busines Sotoic.	shilps N	XI	115-150	-
5		Stering S. Rahu	Advertising	Bhanya. D	XII	121-128	9
6		Starting S. Babi		Anchana.A	XI	129-137	0
7		Storing . S. Bota	Insurance and its types	Mini. R	XI	138-144	5
8	2/10/2000	Storiya. S. Babu	communication and its types	Restring . PV	×II	W7-156	3
9_	28 9 2020	Stering S. Baby	Banking and its types		XI	157-168	2
_							4
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4- Leuron printace Tracitico

Nome of the teacher: Steries. S. Babu Nome of the School: BSS Gusukulan

Subject : Business Studies Stordard : X1

Unit : Social responsibility Date : 29/9/2020

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Topic : Social suspensibility, Psoid :

Types, Business ethics

Theme : Social susponestbility, Types and Business ethics.

Learning outcome: Add : enalque at eldA: emaster princes

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Process Skills: communication, observing, Analysing, Identification

Ideas : Social responsibility, Economic, Legal, Ethical,

Discretionary, Business ethics.

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Different Kinds of Social suspensibility are Economic, Legal, Ethical and Described Economic alpha to the mosal principles

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mojan : Social sesponsibility

mines types of sexual responsibility and Business ethics.

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Activity 1 [General discussion]

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Activity 2 [Group discussion].

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topic

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- * Legal responsibility
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Activity 3 [General discussion].

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Expected outcome.

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Concluding Activity.

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Followup Activity.

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Criticism Report [Shilpa.N]

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Express their ideas.

closure phases.

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[lasinteres bus lasintes] with exercises - been thirthed [E

Remarks.

Teacher Should improve griving followup activity at student . stois princeal stampato prices is svargmine at bealt

Te	Observation Schedule for Observation of lessons under Constructivist format	BA	A	G.	VG
T	Strategies for building up sustable physical/emotional environment in the classroom			~	
3	Strategies for busining up summer project			-	
3	Strategies /techniques to reveal/convince the learner what he already knows			1	9
		4	1	Yes	1
15	Strategies for disturbance free and disciplance grouping in require	-	+	-	-
1	Be sure about the pre-requisite skills for learning activity	+	-	~	-
1	Be sure about the pre-requisite same same states of group activity. Give clear and concise guidelines for group activity.	1	1		
	a Calendarios reparding the learning disas-provided in the many	1	1	1	
- 4	wit - 14 and mark (structured oral command exc.			5	
- 10	Provide sufficient activity for each group/individual				-
1	Control of the contro				1
1	Involve all the student in the learning activities				~
1	- Contract		14	1	
1	Encourage non-vontrueers Smooth transition – living minimal time between activities			1	
	Pace activities effectively	100	=	1	-
1	Personner the appropriate learning ands/designing the tearning and			1	+
5					~
25	Continues supervision aids teen observation of management of the continues			1	
Phase	Construints for managing interruptions		-		/
	Continued discovering of learning districtions and at the right place			V	
Learning	On the spot diagnosis of learning difficulties and corresponding remediation. On the spot diagnosis of learning difficulties and corresponding remediation. Teacher invention facilitating the progression of learning activities at the right direction and at the right place. Teacher invention facilitating the progression of learning activities at the right direction and at the right place. Strategies for so threatening and perfect evaluation — observation/oral questions/ quant/ seporting/ learning games.			1	~
ğ	Strategies for so threatening and period evaluation - observation observation of the strategies for so threatening and period evaluation - observation observations of the strategies for so threatening and period evaluation - observation observations of the strategies for so threatening and period evaluation - observation observations of the strategies for so threatening and period evaluation - observation observations of the strategies for so the strategies of the strategies for so the strategies of the strateg			4	
3				4	-
	Exploring and eliciting the operation of student responses Make changes in the learning strategy based on student responses				1
					1
	Adequacy of learning experiences in achieving the description book' science diary Provide opportunities for the use of pupil's observation book' science diary Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar desate / field https/ Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar desate / field https/			4	
	Provide opportunities for collection of specimens/small scale survey/projects/small group discussions				
			- 3	1	-
	Consolidate pupil's presentation Use of EB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation	1			4
	Conscitation captured and conscitution of the conscitation and conscitation of page 2	1		1	
	Use optibility out a super preparate				1
3	Kepping records of student responses	1	1	1	-
	Pay attention of student responses				1
	Pay attention to the entire class Adequate communication skills being displayed by the stacker	-			

1	Questions apply worded and properly distribute Proper class management			ALL COMMON TO SERVICE AND ADDRESS OF THE PERSON ADDRESS OF THE PERSON AND ADDRESS OF THE PERSON AND ADDRESS OF THE PERSON ADDRESS OF THE PERSON ADDRESS OF THE PERSON ADDRESS		1	-
	Teacher shows subject competency					1	8
	Proper budgeting of time						
1	Review the lesson property.			1			17/7
2	THE CONTROL OF THE PARTY OF THE	200			2 2	1.0	
usolo Manual	Follow up activities in tune with the knowled	dat constructed competen	cies acmond	V			-
q	A service of the serv		and analysisca		- 1		
- 1	A-Below Average A-Average G-Good			71.19	77.50	1	- 1

2020-2021

SIMULATED SESSIONS FOR PRACTICING **COMMUNICATION IN DIFFERENT SITUATIONS**

B.S.S. B.ed. TRAINING COLLEGE ALATHUR, PALAKKAD DT, KERALA



Name :	ENIYA S. BABU
Reg. No. :BA	ATTCMOIO
Optional Subject :	COMMERCE
	Certified that this is the bonafide record of
	STENIYA S. BABU

Reg. NoBAATTCMOLOfor the year 2019- 2021

S S. B Ed. Training College Alathur (PO), Palakkad-Du Kerala - 678 541

MICROJEACHING

INDEX

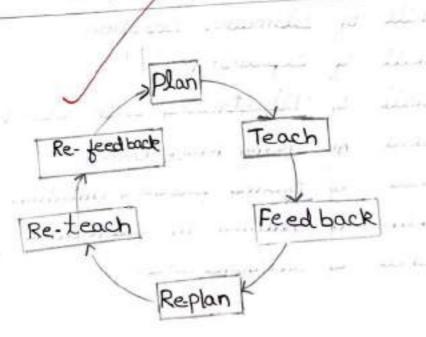
SI No	Content	Date	Pogeno
	Micro teaching.		1-2
2	Skill of Introducing a lusion - plan	20/8/2019	5-8
3	relight-nousel a prisubartal jo lliste	26/8/2019	9-12
4	rolg - naitoiror aulumite jo lliste	24/8/2019	13-16
5	relger_ raitairer aulumite jo lliste	36/8/3019	100
6	nolg - breood sould price p liste	26/8/2019	21-24
7	askill of using black board - Replan	27/8/2019	
8	rold - priniplace to thise	27/8/2019	29 -32
٩	skill of explaining - Replan.	2/9/2019	
10	skill of reinforcement - plan	29/8/2019	38 - 4
"	. replan - tremescripe go liste	3/9/2019	42-45
12	I - noacel shil	P/ac/ P/ac	49-54
13	Link lesson - 2	23/9/2019	55-GL

MICROTEACHING

Micro teaching is a scaled down sample of teaching in which a small teacher teaches a small unit to a small group of 5 to 10 pupils for a small period of 5 to 10 minutes.

"a Scaled down teaching encounter in a class Size and class time". Duright W. Aller

MICROTEACHING CYCLE



INTEGRATION OF SKILLS

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CORETEACHING SKILLS

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some of them are extensively been positive

teaching one called cool teaching skills they are

- 1. Skill of Introducing a leason
- 2. Skill of Stimulus variation
- 3. Skill of explaining
- elamoxe attico pritartaulli po lliste. . 4
- 5. Skill of using black board
- naiteur pridard prisod to liste. . 3
- . principle of fluency in questioning.
- 8. Still of seinforcement.

MICIR() LESS()NS

Micro lesson on skill of Introducing a lesson.

Name of the student teacher: Sterings. S. Babu class : XI

Subject : Accountancy Duration: 5 minute

Topic : Balance Sheet Strength: 5

Plan Replan : plan Date : 20/8/2019

Objective: To develop the skill of

-: Components

I) use of previous knowledge

2) use of appropriate device....

mativation [E

F continuity

Teacher's activity	student's activity	components
		NAME OF THE PARTY
Good afternoon	Good afternoon	
	J	and the same of

Do you know the sule of Torial balance?

Liabilities, Income and capital on credit balance

Assets and Expenses on debit balance.

checking Pauvious Knowledge

motivation

appropriati device

Good
Persent the question
and distributed
question coard to pupils
Started business with
Capital

- 3 punchased machinary
- 3) Salary Paid
- 4) Bank balance
- 5) purchased goods from Thomas
- Becaived Interest
 Read Carefully, Tellme
 Prom the guestion
 Which are the items
 included the debit
 balance and Credit

balance Debit: machinery, Debit: Machinery, cash, Salary, Bank cosh, Salary, Bank credit: capital, Credit: capital, terestal, comant [B.B] trevestal, comant boap press. nativotian The arithmetical accuracy of book of accounts is neutercopery devouent beteet bus soughed laist p operation of Trading and prayit and loss. to bre ett tA. thereaso the accounting period at those non seeniseed check the financial Continueity ecenicend at p naiticap So. Let us discuss about sigat eft "Balance Sheet" [BB]

- Evaluation Schedule

١.	components	1-trubute strang		11 - trabute		Student-11	
10		Tally	lotoT	Tally	Total	Tally	
١	checking pourious knowledge	,	,	1			ļ. Ŋ
2	fo seviets so ivets	1	/,	1)_		1.
3	naitovitam	hi	3		4.11.		
4	continuity	,	1		V .		

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2021-2022 WORKSHOP SESSIONS FOR EFFECTIVE COMMUNICATION

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



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Reg. No. :	BAAUTMSOO	8		
Optional Su	ubject: MATHEM	ATICS		

Certified that this is the bonafide record of

Reg. No. BAAUTMS.O.O.S. for the year 2020-2022

Lecturer in charge

Date 10 03 2022

Lecturer in M. hematics BSS. B.Ed. Train hematics Alathur (P.O) Franklad Lit

Alathur Palakkad - 678 541 9

PRINCIPAL

PRINCIPAL

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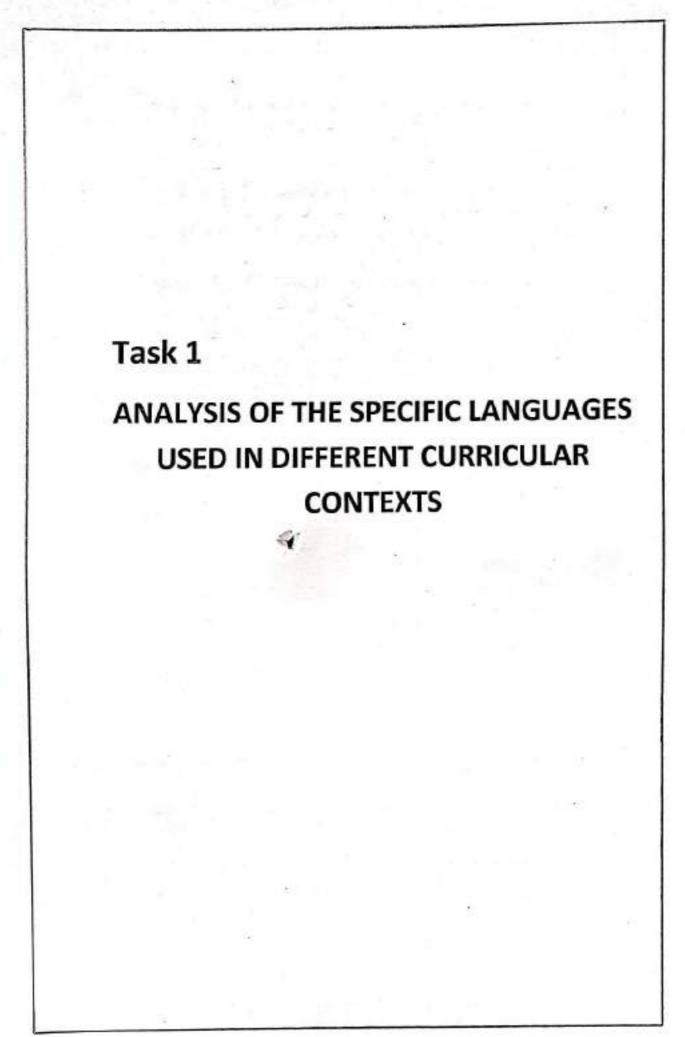
WORKSHOP SESSIONS FOR EFFECTIVE COMMUNICATION

EDU 102 COURSE ON EPC 1 : LANGUAGE ACROSS CURRICULUM – READING AND REFLECTING ON TEXTS

INDEX

SI-No	Content	Page No
1.	Task 1: Analysis of the specific languages used in different curricular contexts.	1
	Activity-1: Preparation of list of terminology in English and local language of a subject book	2
	Activity 2: Analyse a question paper of an examination and prepare a list of usages ofor different types and levels of test items.	6
	Activity 3: Comparative analysis of structure of presentation specialic language used in seminar and group discussion.	16
2	Task 2: Comparative analysis of two subject classes of secondary schools	~~~
3.	Task 3: Engaging with narrative and descriptive accounts:	28
4.	Task 4: Engaging with popular subject based expository writing	32

5.	Task 5: Engaging with journalistic writing	41
6.	Task 6: Engaging with subject related reference books	49
7.	Task 7: Engaging with educational writing.	56



Terminologies in English	Terminologies in Malayalan
Mathematics	ഗംഹിതം.
Polynomials	ബഹു പദങ്ങൾ
Circle	al em.
Real Numbers	ഭരതിയ നംബ്യകൾ
Paisms	~~ ഭ <i>ര</i> ംൾ
Proposition	Commy 2000
Statistics	wegley en on a some
Algebra 4	ച്ചിയ്യാനണിന്നം
Side .	വശം
Rectangle	ചയിരം
Perimeter	ചി ഗ്ളയ്ക്
Area	്രാച്ചയും
Length	200
1 dentities	നുഴവ തമ വാഴിയുന
Rectangular block	ചരുര കട്ട
Volume	വിാഹ്തം.

Terminologies in English	Terminologies in Malayalam
Multiply	ഗുണിക്കുക,
Number	ഹംബ്യ
Add	കൂട്ടുക.
Negative numbers	might wood ago
Pattern	(a) 00
Square	200 mg 200
Quartity	Coord
Power	286
Subtract	കുറ്റു ക
Diagonal	aladom.
Square 200+	200 oze.
Isosceles triangle	merapos (wyensom
Square	വർഗം
Multiplication	ഗുണനം
Perpandicular side	ലംബ വശം
Reciprocal	ത്യൂൻ ക്രമം
Degree	കൃത്യ ജം

. .

EPC-1: LANGUAGE ACROSS CURRICULUM - READING AND REFLECTING ON TEXTS.

Task 1:

Activity 2: Analysis of a question paper of an examination and preparation of list of usage ofor different types and levels of test items.

Submitted to Neema teacher



Submitted by Sneha.S. Mathematics Roll.No:8 ANALYSIS OF A QUESTION PAPER OF AN EXAMINATION AND PREPARATION OF LIST OF USAGES FOR DIFFERENT TYPES AND LEVELS OF TEST ITEMS.

As a part of the practical course Enhancing Professional Capacity of our B.Ed curiculum we were given a task. It was to analyse a question paper of an examination and to prepare a list of wages dor different types and levels of test items.

In a question paper, generally there are three types of questions. They are objective type questions, short answer type and essay questions. Objective type questions are questions like fill in the blanks, match the following, etc. The questions with what, which, write a short note on briefly describe, etc. usually comes under short answer type. Essays are asked as write an essay, explain, why, how, etc.

Too this task I had chosen Mathematics question paper of ofirst terminal examination 2017-18 of class 10th. The waximum marks of the exam was 80 and the duration was 2½ hours.

No.	USAGE	TYPES OF QUESTIONS
1.5		Objective
2.	Say whether and why?	objective
3،	Check whether . Why ?	Objective.
4 (a)	How many	
(ፊ)	What is the	Objective
	Find the	Objettive
	Find the	Objective.
J.	Prove that	very short
	•	very short
g.	Find the	very short
	- 1 - 1	answer
9.	tind	very short
		an swe n
10.	find	very short
-		answed
n.	What is the	very short
10	False to y I to be early	answer
12.	Find	very short
-	on a series	answer.

No.	SAGE	TYPES OF QUESTIONS
13. Find	all the	Short answer
14 (a) Wait	i the	very short
(6) Check	whether	very short
	_d	answer
(c) Check	whether	very short
(d) Find	the	very short
1-		answer
15 (a) How	many	very short
(6) How	many	very short
16.(a) find	the	very short
(6) Find	the	very short
		answer
17 (a) Wh	at is the	very short answer
(6) Fin	d the	very short



First Terminal Evaluation 2017-18

MATHEMATICS

Time

: 21/2 hours

Total Score : 80

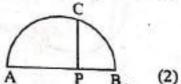
Std.: X

Instructions :

- Read each question and instructions carefully and write answer.
- 2. First 15 minutes is cool off time.
- Give explanations if necessary.
- Answer only required number of questions from each section.

Answer any four questions from 1 - 6.

- 1. _____, 18, _____, 28 are four consecutive terms of an arithmetic sequence. Fill in the blanks. (2)
- In triangle ABC, ∠A = 30°, ∠B = 60°. If we draw a circle with AB as diameter, say whether it will pass through C? Why?
- 45 is a term in the arithmetic sequence whose common difference is 2. Check whether the sum of any 17 terms of this sequence will be 2018? Why?
- 4. (a) How many two digit natural numbers are there in all?
 - (b) If we choose one number from the two digit numbers, what is the probability that the sum of digits of that number will be 10?
 (2)
- In the figure AB is the diameter. PC is perpendicular to AB. PC = 6 c.m, PB = 3 c.m. Find the radius of the semi circle.



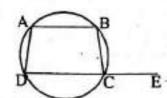
6. If $\frac{3}{2}$, $\frac{5}{3}$, $\frac{11}{6}$ are the first three terms of an arithmetic sequence, find the first integer term in this sequence.

(2)

1

Answer any four questions from 7 to 12.

7.



In the figure $\angle ADC = \angle BCD$. Prove that $\angle ABC = \angle BCE$.

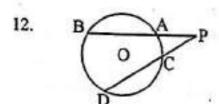
(3)

- 8. If the product of two consecutive odd numbers is 399, find the numbers. (3)
- 9. $5^1 \times 5^3 \times 5^5 \times \dots 5^{2n-1} = (25)^{72}$ Find n. (3)
- The algebraic expression of an arithmetic sequence is 3-5n. Find.
 - (a) Its common difference
 - (b) First term
 - (c) Form the sequence (3)

11. b

In the figure 'a' is the length and 'b' is the width of the rectangle. If we put a dot inside the rectangle without looking into it, what is the probability that it will be inside the shaded circle?

(3)



In the figure PA = 3 cm, AB = 9 cm, PC = 4 cm then find CD. (3)

Answer any 10 questions from 13 - 24.

13 D

In the figure O is the covaire of the circle. Central angle of arc AXB is 60°, arc CYD is 80°. Then find all the angles of ΔAPD.

(4)

- (a) Write the arithmetic sequence with first term 8 and common difference 3.
 - (b) Check whether 100 is a term in this sequence.
 - (c) Check whether the difference of any two terms of this sequence will be 2017.
 - (d) Find the position of the term 125 in this sequence. (4)
- A box contains beads of different colours. There are total 200 beads in it. One bead is taken at random. The probability that it is blue is 0.98 then
 - (a) How many blue beads are there in the box?
 - (b) Some blue beads are removed from the box. Now probability of a blue bead becomes 0.96. So How many blue beads are removed? (4)

 (a) A square of 9 numbers in a calender is given below. The number in the middle column is 23. Fill the remaining columns.

Г		
	23	

(b) In another square of such 9 numbers, the product of first and last numbers is 36. Find the number in the middle column. (4)



17. (a) What is the sum of first 20 natural numbers?

(b) Find the sum of first 20 terms of 4, 8, 12,

(c) If 3 is added to each term in the above sequence write down the algebraic expression of the new sequence.

(d) Find the sum of first 20 terms of the new sequence.

(4)

18. Draw a line of length √12 c.m. Draw a square having area 12cm².

(4).

19. 23rd term of an arithmetic sequence is 32. 35th term is 104. Then

(a) What is the common difference?

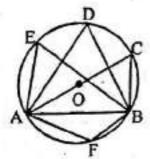
(b) Which is the middle term of first 35 terms of this sequence?

(c) Find the sum of first 35 terms of this sequence.

(4)

 Age of Vineetha is twice her sisters age. After 4 years the product of their ages will be 160. Find the present ages of both.

21.



'O' is the centre of the circle $\angle D = 80^{\circ}$, find the following measurements.

(a) ∠C

(b) ∠ABC

(c) ∠BAC

(d) ∠F

(4)

EPC 1: LANGUAGE ACROSS CURRICULUM

READING AND REFLECTING ON

TEXTS:

Task 1:

Activity 3: Comparitive analysis of structure of presentation specific language used in seminar and group discussion.

Submitted to Neema teacher



Submitted by Sneha. S Mathematics Roll. No: 8

COMPARITIVE ANALYSIS OF GROUP DISCUSSION

AND SEMINAR

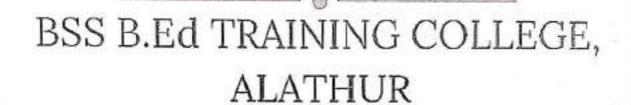
Group discussion is an important activity in academic, business and administrative spheres. It is systematic and purposedul, interactive oral process. Here, the exchange of ideas, thoughts and declings take place through oral communication. The exchange of ideas take place in a systematic and structured way.

Seminars are also important in many academic programmes and provide an opportunity of or a group of students to discuss and analyse a range of new materials, ideas and concepts together with the tutor.

Beminar is mostly used to describe a meeting led by one or more teachers or expects and during which a topic is studied and discussed. Whereas, group discussion describes any gathering during which all the participants have opportunity to verbally

elucidate on a topic.

In seminar, the key speaked or presenter has the major role whereas in group discussion all the members in the group have equal choice chance to interact. Seminars are meant for individual development in the areas of presenting a topic indiant of a crew. But group discussions are meant for socialisation process resulting from interactions.



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Seminar on Adolescent problems

Main speaker: Ms.Greeshma T.R

25 November 2020 10 am Join on Google meet Join on Google meet

Link for the meet will be available on whatsApp group

EPC 1 - LANGUAGE ACROSS CURRICULUM-READING AND REFLECTING ON TEXTS.

Task 4: Engaging with popular subject - based expository writing.

Submitted To: Neema Teacher



Submitted by Sneha.S. Mathematics. Roll.No: 8

THE MAN WHO KNEW INFINITY

As a past of the practical course Enhancing professional capacity in our B.Ed curriculum, a task titled engaging with popular subject-based expository writing was given to us. For this task we, the mathematics option students, selected the chapter Ramanujan, Mathematics and God of the book The Man kn who knew infinity' written by Robert Kanigel. This book is the Giography of the Indian mathematician Sainivasa Ramanujan. There were several activities under this task. We read this chapter individually and a group discussion based of on it was held on June 4" 2021 at 11:00 am under the guidance of Neema teacher.

The Man who knew infinity written by Robert Kanigel, a biographer and science writer, offers a detailed even exhaustive account

EPC 1: LANGUAGE ACROSS CURRICULUM READING AND REFLECTING ON
TEXTS

TASK 5: ENGAGING WITH JOURNALISTIC WRITING

Submitted to Neema teacher Submitted by Sneha. S Mathematics Roll. No: 8



RACISM,

A THREAT TO GLOBAL PEACE

Race and racism.

The concepts of sace and sacism are of relatively secent oxigin. Distinctions between and negative evaluations of differences in skin colour, in hair colour, in the colour and shape of eyes and so on has for a long time been a central element of the ideology of sacism. These kinds of differences were used as explanations of differences in culture and in mental properties. By the late nineteenth century and early twentieth century this mode of thinking was common in the western world.

By the late nindenth century and early twentieth century the concept of race acquired major political significance too. Race as a dominant and widely accepted ideological concept in western thought was no longer only

used to explain differences but, in particular, also to justify inequalities at the political level. After the second world was, at the request of UNESCO, authorities in social sciences examined the concept of race on their declaration of 1950, they argued that race is less a biological phenomenon than a social myth: for all practical social purposes race is not so much a biological phenomenon as a social myth. The myth of sace has created an enormous amount of human and social damage. In recent years it has taken a heavy toll in human lives and caused untold suffering. It still prevents the normal development of millions of human beings and deprives civilization of the effective co-operation of productive winds. The biological differences between ethnic groups should be disregarded from the standpoint of social acceptance and social action. The unity of

EPC 1: LANGUAGE ACROSS

CURRICULUM : READING AND

REFLECTING ON TEXTS

Task 7: Engaging with educational waiting.

Submitted to, Neema teacher



Submitted by Sneha.Si Mathematics Roll.No:8

ONLINE LEARNING: A PANACEA IN THE TIME

OF COVID-19 CRISIS

Educational institutions in India are currently based only on traditional methods of learning. The sudden outbreak of covid-19 challenged the education system across the world and forced educators to shift to an online mode of teaching.

The article includes the impostance of online learning and Strengths, weakness, Oppositivities and challenges (swoc) analysis of e-learning modes in the time of crisis and also the growth of Ed Tech startups.

Online learning is defined as learning experiences in synchronous and asynchronous envisonments using different devices. Eventhough, teaching technologies like abacus, ofilm clips, teaching machine called MCQ machine were used earlier, it was not so popular as today. In 1994, India's Ed Tech journey ofinally began with the

launch of Educomp. Learning application Byju's became one of the most valued Ed Tech companies in the year 2019.

Online learning is the duture and if there was no visus, that realization would have taken another few years but othis has accelerated the process. During this tough time where schools and colleges were forced to close down, Ed Tech companies proved to be of great help to students Some of the Jamous Ed Fech startups includes Byju's, Adda 247, Ilnacadefry, Khan academy, Loom classroom, etc/. SWAYAM postal is an educational programme that is initiated by the government of India to provide online learning and reduce digital divide.

Shioc Analysis

Streng ths

- * Time flexibility
- * Location flexibility
- * Catering to wide audience.

TERMINOLOGIES

Educational institution.

Learning e-learning

Lectures

Semester

Teaching

classroom

Courses

Edulator

Students

Teachers

2021-2022

SIMULATED SESSIONS FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATIONS

MICRO TEACHNG RECORD



INDEX

St-No	Content	Date	Page No
	Microteaching		1
2.	Micro lessons		3
3.	Skill of introducing a lesson (Plan)	20/03/2021	5
4.	Skill of introducing a lesson (Replan)	11.1	12
	101	22/03/2021	19
	Skill of Stimulus variation (Replan)	23/03/2021	25
7.	◆ Control ()	28/03/2021	
8.	Skill of explaining (Replan)		37
9.	Skill of using blackboard [Plan]	24 03 2024	
10:	Skill of using blackboard (Replan)	25/03/204	49
11.	Skill of probing questions [Plan]	25/03/2021	55
12.	Skill of probing questions [Replan]	26/03/2021	61
13.			64.
14.	Skill of introducing, using		
	blackboard and explaining	26/03/2024	69
15.	Skill of introducing, probing		
	questions and illustrating with	on lant-	He
	examples.	27 03 2024	10

MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON REPLAN

Name of student teacher: Sneha. S

Subject : Mathematics

Topic: Volume of prism

Plan/Replan: Replan

Class: Ix

Date: 22-03-2021

Duration : 5.57 minutes

Objective: To expertise the skill of introducing a lesson.

Components: Use of previous knowledge...
Use of appropriate device

Motivation

Continuity.

Student teacher behavious	Student	Components
Good morning children.	Good	1- Tulin
How are you all?	fine of	and and a
All of you had your breakfast	Yes	
Eat breakfast like a king,		Slar war
bunch like a prince and		al shalles
dinner like a pauper.		d Family Mil
Have you heard this ?	Yes	" ba Jirebblo
So, breakfast is the most	9 55	
important meal in a day	THE SEAL	455 L
and you shouldn't skip it.		
What were we discussing yesterday?	Prisms	
Can anyone of you define	It is a three	
a prism ?	dimensional	
2-sept 25th	object with	Use of
	polygons as	previous
No. of the last of	its bases and rectangles	knowledge
	as lateral	
	faces.	
Very and	1,540	Motivation
The polygons and rectangles		
in a prism are called faces.	1 253 45	r aby to

Student teacher behaviour	Student behaviour	Components
What are its bases?	The polygons on top and	Use of
	bottom are called bases.	previous knowledge
The rectangular faces are	CONTENT SUSCES	
On what basis prisms are	0.000/40	201 - S. p. 1
classified?	Depending on the shape	and the second
51.979	of the bases.	rwierijo iec
Can you name some types	Triangular	יארוכיינטארי און היינטארי
of prisms?	parson,	and the second
	prism,	1 2 2 2 2 2 2
	hexagonal prism.	
Very good		Motivation
		Use of appropriate
What is this ?		device .
	Taiangulae paism.	
It has two bases.	metal and	

Student teacher behaviour	Student Behavious	Components
How many lateral faces? What is the shape of its	Three	24 1): 100
base? Which polygon is it?	Triangle) say period,
st's lateral faces are rectangles.		
You said that the bases		Section of
of a triangular prism is in the form of triangle. You		
had already studied how to calculate the area of	1-11	5 · *
a triangle.	rake it is in	وادره مر ساهر
What is the formula to find the area of triangle?	dreast	Use of
8 0	teiangle = 16h	previous knowledge
Very good	augustic at	Motivation
		Use of
	TELLINARY	appropriate
53	n was roja	device .
Is This a prism?	Yes, it is a rectangula	
	prism.	1.332.74
Can anyone of you show	The state of the s	The same

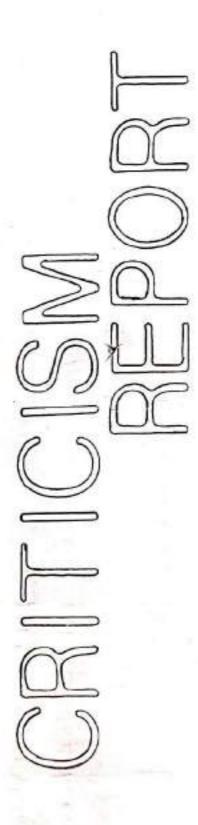
Student teacher behaviour	Student behaviour	Components.
me its bases and lateral surfaces?	These rectangles on the top and	
	bottom are it's bases. These four rectangles	
Very good	are it's lateral faces.	Motivation
The base of a rectangular prism is rectangle and		
you all know how to find the area of a rectangle. What is it's formula?	length x breadth	Use of previous
You all are familiar with area.		knowledge
In lower classes you had studied to afind the volume of rectangular block.		
Do you remember? You cut the rectangular		pro no

Student teacher behaviour	Student	Components
block into cubes of side one centimeter to find the volume.	book to the	downgass
This method cannot be used in the case of prisms that are not rectangular.	Tales and A	je odli il Denikije Striweni
So we need some other method to find the volume of prisms. Today, we are	1	ا این این این این این این این این این ای
going to study a method to find the volume of prisms.		Continuity
		jo.

OBSERVATI	1	bse	aves.	-1	- 10		sen	er-	2	
Components	Very	Good	Ave-	Poor	Very	Yeay	Good	Aver	Poor	Ve Po
	1				. 7	eren-		41.50	91	1
1. Use of previous		1		14	100	1		rs.	1	
knowledge		-			⇒Free Jee	11	í	7.4		10 - 10 M
appropriate	1			1005		/				100
device 3. Motivation		1		- 6		-	1	¢	- 1 E	S. A. S. S. S. S.
4 Continuity		1		845	13	grant.	1			1

2021-2022

CLASSROOM TEACHING LEARNING SITUATIONS ALONG WITH TEACHER AND PEER FEEDBACK





8

CRITICISM REPORT (AMRITHA-S)

PREPARATION PHASE

triangles. Then she presented a video containing real life examples of triangles. Mentor entered the class xoom and created a good learning atmosphere. Mentor asked the students about various instances in their life where they can see PRESENTATION PHASE

six different ways in which a triangle of sides to cm, 5 cm and 4 cm can be drawn and also how these triangles coincide by twaning and flepping Mentes divided the class into Amer groups and gave each group two triangles and asked then to check whether those triangles coincide. The she showed then. She also showed a video of this to make the concept more clear. Menter also explained the concept, equality of sides of triangles implies equality of angles

m
st formal
nstructivi
tunder Co
f lessons
Observation o
for
Schedule
Observation
2009

Strategies for building up animale physical/tenotional environment in the classroom Strategies for building up animale physical/tenotional environment in the classroom Strategies for building up a problematic situation Strategies for the pre-tequisite situation Strategies for disturbance from an disciplined groupling if required Strategies for disturbance from an disciplined groupling activity Give clear and coocides guildines for learning activity Give clear and coocides guildines for group activities Specific instruction regarding the learning activities Evolde sufficient activity for cach grouply advindad Systemanic routine from procedural activities Smooth transition — characteristic activities Smooth transition— characteristic activities Smooth transition— characteristic activities Continuous ancervitien aid then observation of learning activities Tender invention facilitating the constructed knowledge through reflect we process Strategies for unternative and varied evilitation— observation/oral questions quist reporting learning games Activities of learning experiences in activities the unique systematic and varied evilitation — observation/oral questions guild reporting learning games Activities of learning experiences in activities the unique systematics for the use of puril's observation book science disary Provide opportunities for collection of speciment/small stabs survey/projects/small group discussion/seminar debatic and a small strategies for the use of puril's observation and evil broaders and an activities are activities and activities a			The second secon
what he already kno what he already kno ing if required in the form of vided in the form of vided in the form of vided in the form of the formal activities at the form activities at the form of the properties anticipated competent anticipated competent in a scale survey/profinal sc			7
what he already kno ing if required jivity vided in the form of vided in the form of vided in the form of vivities with the properties at the responses anticipated competent and scale survey/projection booky science dismall scale survey/projection and sc		-	1
ivity vided in the form of vided in the form of vided in the form of things after during activities at the raing activities at the raing activities at the brough reflective profess anticipated competen and scale survey/profession book/ science dismall scale survey/professional acus survey/professional		-	2
grouping if required ing activity seprovided in the form of seprovided in the form of separations and corresponding remedial of learning activities and corresponding remedial of learning activities at the nation — observation/oral qui ledge through reflective pro on student responses	-		-
in the form of ning after during a activities at the ervation/oral que ervation/oral que ervation/oral que ervation/oral que esponses ipated competen book/ science die souvey/projection	*		2
in the form of ning aftir during a activities at the ervation/oral que ervation/oral que ervation/oral que ervation/oral que ervation/oral que proposes pared competen scale survey/projection and sur			7
vided in the form of tavities traing activities training activities at the raining activities at	The state of the s	Last Officer	
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CLOSURE PHASE.

Merter summarised the topic by presenting a ppt. Then she gave a question to gind the pairs of matching angles in two trainagles. This helped the students to understand the concept more clearly. She also The Street of Street of gave a home assignment to the students. LEARNING ANDS USED

Blackboard, model, ppt, video

REMARKS

· Explanation using model was very effective.

· Need to inprove blackboard skill.

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C. S. A. M. H. A. C. H. A. C.

Let Noble Thoughts Flow to Everyone from all Directions



BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

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PARTICIPATING IN INSTITUTIONAL ACTIVITIES AS 'ANCHOR', 'DISCUSSANTS' OR 'RAPPORTEUR' 2017-2022

Academic Year	Link to the Annual Report of IQAC
2021 - 2022	http://bsstcaltr.com/new/uploads/store/IQAC Annual Report 2021- 2022.pdf
2020 – 2021	http://bsstcaltr.com/new/uploads/store/IQAC Annual Report 2020- 2021.pdf
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