



Let Noble Thoughts Flow to Everyone from all Directions

BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

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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*	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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*	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
*	Observation classes	27/03/2021



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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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*	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
*	Rashtrreeya Ekata diwas	31/10/2021
*	Kerala piravi day	01/11/2021
*	Diwali celebration	08/11/2021




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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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*	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 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

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Name : ..Subail..I.....

Reg. No. : BAAATEG1...012.....

Optional Subject : ..English.....

Certified that this is the bonafide record of

.....Subail..I.....

Reg. No. BAAATEG1.012..for the year 2016-20 18

Manu
Lecturer in charge

Lecturer
B.S.S. B.Ed.
Date, 13/6/17.....
Notice

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EPC -1

READING AND
REFLECTING ON
TEXTS

Submitted by
Suhail. I
Roll No. 14
English

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1	Task-1 - Engaging with narrative and descriptive account	1
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TASK-1

ENGAGING WITH
NARRATIVE AND
DESCRIPTIVE WRITING

KARNABHARAM

- Bhasa

The incidents in the life of Karṇa that are related in this play are taken from different sections of the Mahabharata. The story of his learning missiles under Parasuram and the latter's curse is briefly narrated in chapter 3 of Shantiparva. The episode of Karṇa giving away the armour and ear-rings in exchange for a magic spear to Indra who came in the disguise of a brahmin is narrated in chapter 310 of Vanaparva. Kunti's request and Karṇa's promise that he would not kill any one of her sons except Arjuna are narrated in chapter 146 of Udyogaparva. Karṇa's march to the battle field in his chariot driven by Salya is the subject matter, Karnabharam. Though the plot is drawn from the above sections, Bhasa has introduced some important changes to suit his dramatic purpose. Even the sequence of events is altered and we will critically examine them later. Now we will see how the plot is developed in this play.

Karṇa took over command of the Kaurava army on the 16th day of the war, after the death of Dranaçarya. The most formidable warrior on the side of Yudhishtira was Arjuna and Duryodhana wanted that Arjuna to be killed first. Karṇa undertook to fight Arjuna and he was even confident of killing him in the battle provided he had Salya to drive his chariot skillfully as Arjuna has Krishna for his charioteer.

Duryodhana somehow managed to prevail on Salya who at last agreed to drive Karna's chariot on condition that Karna would not take offence if he was free with his tongue on certain occasions and made unpleasant remarks.

The play begins with the opposing armies of Duryodhana & Yudhishtira getting ready to start fighting on the 17th day of great war.

The war cry of the soldiers is heard and Duryodhana goes to the battle field after sending a messenger. The messenger finds also coming to the battle field with driving his chariot. He is surprised to see a gloom in Karna's face never seen before. He wonders what could be the reason for this misery in Karna who delights in the joys of battle and whose valour in battle is well-known. He describes Karna as the bright sun in summer obscured by a mass of cloud.

Karna asks Salya to drive the chariot to where Arjuna is and remarks that he will bring joy to the Kurus if only he meets Arjuna in the battle as no one whom he has met in battle has gone alive. Salya drives the chariot. Now Karna feels in his heart the weight of some black misery and exclaims sadly - How is it that in this very hour of battle, despair creeps into my heart while I am really a match even to the furious God of Death in big battles. His mind is obsessed with the recently known truth that the sons of Pandu who he regarded as his worst enemies are really his younger brothers and though known as son of Radha he was actually born of Kunti. His glorious hour of leading the Kuru army and of meeting the sons of Pandu in the battle field has come but the request

of his mother Kunti to spare 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 Preceptor's curse that his weapons would become useless at the critical hour of need. Karṇa tries to unburden his mind by narrating the story of his learning the various missiles from the great Sage Parāśurama and Saṅgā listens to his narration with genuine interest.

Karṇa tells how, some years ago, he approached the great Sage Parāśurama and expressed his desire to learn the use of all weapons from him. When the Sage said that he would teach only Brahmins and not the Kshatriyas, Karṇa said that he was a Brahmin and not a Kshatriya and started receiving instructions. The Guru who was pleased with Karṇa taught him every thing about weapons. One day, Rama who became tired on account of his wandering in the wood, took a nap placing his head on Karṇa's lap. As ill-luck would have it, an insect called borer bored through Karṇa's thighs but he bore the pain with fortitude and did not stir so that his Guru's sleep would not be disturbed. But alas the warm blood gushing from the thighs Karṇa woke him up and he at once guessed that Karṇa was not a Brahmin. When the truth was known, he blazed into a fury and uttered a curse that the weapons would be useless in time of need. Saṅgā who listens to the story with keen interest feels sympathy for Karṇa and remarks that it was very dreadful indeed for the Sage to say like that Karṇa then says that he will test the effect of the curse and having tested says that his weapons seem to have lost all their powers.

Moreover these horses and elephants appear helpless,

Frequently stumbling with closed eyes they suggest retreat in battle. The conches and kettle-drums emit a dull sound. Salya is shocked and pained to see such a state of Karṇa's weapon and cries out 'Oh this is frightful' Karṇa tells Salya not to dishearten. 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 fruitless. Karṇa further tries to brace himself up by speaking about the excellent qualities of his horse that had never failed him in battle and by invoking the blessings of cows, Brahmins, faithful wives and good warriors who do not turn their backs in battle. Finally he prays for good luck to himself whose opportune moment is come, and proclaims that he now feels happy and that he will penetrate into the Pandava ranks, capture Yudhishtira overthrow Arjuna and make it easy for the Kurū army to enter and crush the enemy ranks. Thus having somehow overcome his mental gloom and his spirit revived, Karṇa again asks Salya to drive his chariot to where Arjuna is and Salya drives on.

Just then, a Brahmin stops him and begs a big boon. This is Indra in disguise come with the only purpose of depriving Karṇa of his armour and ear-rings by exploiting his generosity and thus ensuring the victory of Arjuna. The voice of the Brahmin is so bold and majestic that the galloping horse stops suddenly and Karṇa concludes that he must be a noble and rich Brahmin. Being one who delights in giving gifts honouring Brahmins, Karṇa prostrates at his feet with great joy.

Now Indra is put in an awkward situation. He does not want to

bless Karṇa saying 'you may live long' but he must say something. Thinking for a while he says, May the fame be eternal as the Sun, the moon the Himalayas benediction and asks the Brahmin why he should not say 'May you live long' in the usual way. Then he consoles himself saying that one should strive only for virtues because they last long in the form of fame when one's body is slain. Karṇa then asks the Brahmin what he wants but the Brahmin simply repeats his request for a mighty boon without specifying the thing he requires. Then Karṇa who probably feels his pride wounded by the repetition of the words 'mighty boon' offers in turn excellent cows, fine horse, big elephants, unlimited gold, whole earth, the fruit of sacrifice and even his own head if the Brahmin so desired; but all these offers are rejected as not so much use to him. At last Karṇa whose vanity is tickled, offers his unbreakable armour and earrings born with him. It will please the Brahmin. With great joy the Brahmin says 'Give'. Only now Karṇa begins to suspect foul play and doubts what ever it may be he decides to give because it is a shame to repent. Salya warns him not to give but Karṇa saying that gifts and sacrifices last for ever while all other things earning wealth etc. are lost by lapse of time cuts off the armour and earrings and gives them to Indra who goes away saying 'I have done what the gods decreed as essential for the victory of Arjuna.'

Salya now tells Karna that he has been cheated by Indra but Karna says that he has cheated Indra because he who is propitiated by learned brahmins in sacrifices has come and begged a favour of him. A giver is always superior to the supplicant. Now an angel comes and offers an unfailing spear named Vimala to Karna saying that Indra who is filled with remorse for taking away the armour and ear-ring has sent this unfailing weapon to kill one of the Pandavas. Karna refuses to take a return for his gifts but when told that it may be taken at a Brahmin's bidding, he accepts it saying that he has never disregarded a Brahmin's bidding. After the departure of the angel, Karna hears the deep sound of Arjuna's conch and commands Salya to drive his chariot to where Arjuna is and Salya drives the chariot on. With this the day comes to a close.

2017-2018

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 : ...*Suhail..T*.....

Reg. No. : ...*BAAATEC. 012*.....

Optional Subject : ...*English*.....

Certified that this is the bonafide record of

.....Suhail..T.....

Reg. No. BAAATEC. 012, for the year 2016- 2018

Lecturer in charge

Suhail..T

Date: *13/11/17*.....

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INDEX CRITICISM

Sl.No	Date	Name of the Teacher	Topic	Report On	Sid	Page No	Initials
1	12/7/17	Saharil . T	A Shipwrecked Sailor	Ashritha	VIII	65	ND
2	13/7/17	Saharil . T	The Race	Tirfana	IX	75	ND
3	12/7/17	Saharil . T	Maternity	Tagakala	IX	85	ND
4	13/7/17	Saharil . T	Song of a Flower	Sitthy	VIII	93	ND
5	13/7/17	Saharil . T	Twice a week the winter through	Sabna	IX	105	ND
6	13/7/17	Saharil . T	Solitude	Shriya	VIII	115	ND
7	13/7/17	Saharil . T	Another chance	Sheha	IX	125	ND
8	13/1/17	Saharil . T	Nobility of Service	Thaslema	IX	135	ND
9	13/1/17	Saharil . T	Climate change is not Hysteria It's Fact		IX		ND

Lecturer



CRITICISM TEACHER PLANNER 4

<p>Name of the teacher trainee</p> <p>Name of the School</p> <p>Subject</p> <p>Unit</p> <p>Topic</p> <p>Sub topic</p>	<p>Suhail. I</p> <p>B.S.S.H.SS</p> <p>English</p> <p>IV</p> <p>Song of the Flower</p> <p>"I am... Fragrance."</p>	<p>Class</p> <p>Division</p> <p>Strength</p> <p>Duration</p> <p>Date</p>	<p>VIII</p> <p>A</p> <p>35 students</p> <p>40 minutes</p> <p>13/07/17</p>
<p>Theme</p> <p>Sub themes</p> <p>Learning Outcomes</p> <p>The learners will be able to</p>	<p>Nature</p> <p>Communication with nature</p> <p>Significance of little things in nature.</p>	<p>Recite and comprehend Poems</p> <p>Prepare conversation</p>	

Concept / Skill

Poetic device

Discourses / Activities

Values / Attitudes

Meaning aids

~~Expected Products~~

Learnners will be able to

Writing note effectively

Harmony in nature

Healing Power of nature

Alliteration

Note

Conversation

Love and nature

chart

Flash card

Rolla, (Flowers)

Recite & comprehend poems

Prepare conversation

make note effectively

engage with alliteration

Entry Activity

Teacher enters the class and makes a pleasant learning 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 nature?

Teacher appreciates and encourages her by verbal re-inforcement.

Teacher gives a short on nature, its importance, need for preserving it, natural calamities etc.

Narration by the teacher

I think you have got a small image of nature. Now we are going to involve with a new poem 'Song of the Flower' by Khalil Gibran (CB).

Poetry
Teacher exhibits the profile charts of the author.

In this poem, the flower itself is the speaker. The poem begins by saying that the flower is a kind word uttered and repeated by the voice of nature. After that, flower is a star fallen from the blue tent upon the green carpet. To announce the coming of light she unites with the breeze at dawn. She joins with the birds at eventide.

Silent reading by pupil

Teacher asks them to read the chapter silently without any lip movement. While reading, she asks some questions in a sequential order in order to facilitate their reading.

Group reading by pupil

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

Word Study

Conceive (bb)

How were you born?

Your mother was pregnant.

So conceive means become pregnant.

Rear (bb)

Teacher exhibits the flash card

Rear = Feed or foster.

Eventide (bb)

What we call the time after 5. PM?

Yes, we will call it evening.

So eventide means evening.

Scaffolding Question

- Who is the speaker in the poem?
- What do the expressions 'blue tent' and 'green carpet' refer to? ⁹⁰ (p)
- How are the seasons related to the life of the flower?

Model reading by the teacher

Teacher recites the poem with proper rhythm, stress, accent, pause, pitch variation etc.

Loud reading by pupils

Teacher asks them to recite the poem with proper rhythm, stress, accent, Pause etc.

Individual activity

Teacher asks them to write a short note on 'My flowers?'

Teacher asks them to submit their work and edit's syntactic & semantic errors and gives hints to write it.

Group activity

Teacher asks them to sit in group and to do the same activity with discussion.
She exhibits her own version of activity and says them to compare and re-write it.

Teacher's Version

<p>MY FLOWER My favourite flower in the world is rose. Because of many</p>

Textual activity

Alliteration

The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

By giving suitable examples, teacher clarifies the concept.

Follow up activity

Teacher asks them to write a conversation between the flower and the tree.

~~ADP~~



CRITICISM REPORT ON THE CLASS OF JITY

Name of the teacher trainee	Jitty	class	VIII
Name of the School	B.S.S.M.S.S	Division	A
Subject	English	Strength	35 students
Unit	IV	Duration	40 minutes
Topic	Song of the Flower	Date	13/07/17
Subtopic	"I am..... Fragrance."		

Introduction

The teacher entered the class and established a good rapport with the students and thus she created a nice 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 beginning of the chapter effective. She seemed to be more tense in giving the narration. There was effective movement by her. The word study was also ill. She could read her reading in a good manner. Relevant questions & activities were given to them.

Conclusion

The total result of the class was below average. The duration of the class was ~~28~~ minutes. If she practised more, she could have ~~brought out~~ all the teaching components in her teaching.

Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	V
Strategies for building up suitable physical/emotional environment in the classroom				✓
Strategies/techniques to reveal/convince the learner what he already knows		✓		
Setting up/building up a problematic situation		✓		
Strategies for disturbance free and disciplined grouping if required		✓		
Be sure about the pre-requisite skills for learning activity		✓		
Give clear and concise guidelines for group activity		✓		
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP,etc.,		✓		
Blackboard work/structured oral command etc.		✓		
Provide sufficient activity for each group/individual		✓		
Systematic routine for procedural activities		✓		
Involve all the student in the learning activities		✓		
Encourage non-volunteers		✓		
Smooth transition - living minimal time between activities		✓		
Pace activities effectively		✓		
Bringing the appropriate learning aids/designing the learning aids during the course of activities		✓		
Learning aids used effectively		✓		
Continuous supervision aids been observation of learning activities		✓		
Strategies for managing interruptions		✓		
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		✓		
Strategies for no thrifting and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games		✓		
Exploring and eliciting the constructed knowledge through reflective process		✓		
Make changes in the learning strategy based on student responses		✓		
Adequacy of learning experiences in achieving the anticipated competencies		✓		
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 debate / field trips/ outdoor learning/ library		✓		
Consolidate pupil's presentation		✓		
Use of BB/OHP/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		✓		
Pay attention to the entire class		✓		
Adequate communication skills being displayed by the teacher		✓		

	Questions apply worded and properly distributed				
	Proper class management				
	Teacher shows subject competency				
	Proper budgeting of time				
	Review the lesson properly				
	Follow up activities in tune with the knowledge constructed/ competencies acquired				
<i>closure</i>					

BA-Below Average

A-Average

G-Good

VG-Very Good

E-Excellent



2017-2018

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

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



Name : ... Suhail..1

Reg. No. : BAA0TE4 012

Optional Subject : English

Certified that this is the bonafide record of

..... Suhail..1

Reg. No. BAA0TE4 012 for the year 2017-2018

Lecturer in charge
Veronica

Date 20.3.17

LECTURER IN CHARGE
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MICRO TEACHING

Content

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3	Skill of Introducing a lesson Re-teach	7-10	15/2/17
4	Skill of Fluency in Questioning Teach	11-14	15/2/17
5	Skill of Fluency in Questioning Re-teach	15-18	16/2/17
6	Skill of Stimulus Variation Teach	19-22	17/2/17
7	Skill of Stimulus Variation Re-teach	23-26	17/2/17
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12	Link lesson Plan I	45-51	30/2/17
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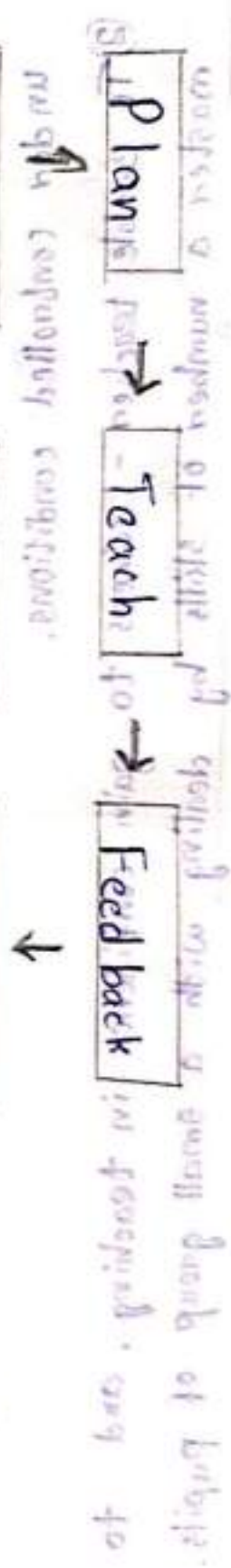
MICRO-TEACHING

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

Definition of micro-teaching: "A scaled down teaching encounter in a class size and class time." - Allen

Objectives

- 1) To enable teacher-trainees to learn and assimilate new teaching skills under controlled conditions.
- 2) To enable teacher-trainees to gain confidence in teaching, and to master a number of skills by dealing with a small group of pupils.



Core teaching skills

- ① Skill of Introducing a lesson in a class room and class time. - Allen
- ② Skill of stimulus variation
- ③ Skill of Explaining
- ④ Skill of Illustrating with examples by diagrams
- ⑤ Skill of using black board
- ⑥ Skill of Probing questions with a small bank of 2 to 10 books
- ⑦ Skill of fluency in questioning
- ⑧ Skill of Re-inforcement.

Integration of skills/link practice

The trainees focus on specific skills during micro teaching. After this, they can integrate these specific skills in teaching. The attainment of all the components of all the integrated skills is important. The practice of teaching focusing on skills integrated is called link practice.

MICRO LESSONS

MICRO LESSON PLAN FOR THE SKILL OF INTRODUCING A LESSON PLAN

Teacher: Mr. S. S. Srinivas Date: 14/02/2017

Name of the teacher trainee: Suhail. T Class: VIII

Name of the school: B.S.S.J. School Date: 14/02/2017

Subjects of the lesson: English Duration: 5 minutes

Topic: The Nightingale and the Rose Strength: 6 students

Skill Practised: Introducing a lesson

Teach / Re-teach: Teach

Objective - To expertise the skill of introducing a lesson

Components

(1) Checking Previous knowledge

(2) Use of Appropriate Device

(3) Motivation

(4) Continuity for class

Teacher activities

Student activities

Comments

b - 50 sec

b - 50 sec

b - 50 sec

Ag

Check the teacher's movement

One paragraph checked every

Teacher Activity	Pupil Activity	Component
<p>Teacher enters the class and establishes a good rapport.</p> <p>Do you like birds</p> <p>Say some birds that you know.</p> <p>God! Have you ever heard about the sweetest singing bird?</p> <p>Nightingale is the right answer. It is the sweetest singing bird.</p> <p>Teacher exhibits the picture of nightingale!</p> <p>When we stay alone in the night, its singing will be more sweeter and touching. Now who can sing in this class?</p> <p>Excellent. She sang melodiously.</p> <p>Who are the sweetest birds? Who are known as nightingale?</p>	<p>Greet the teacher warmly.</p> <p>Yes</p> <p>P1 - Parrot</p> <p>P2 - Peacock</p> <p>P1 - Cuckoo</p> <p>P2 - Nightingale</p> <p>Shriya sings some lines of a song.</p> <p>Shriya: Thank You</p>	<p>Checking Previous knowledge.</p> <p>Use of Appropriate Devices</p> <p>Motivation</p> <p>Checking Previous knowledge.</p>

Awesome! Correct answer.

Now let me ask you about flowers. What are the flowers you familiar to in your surroundings?

Flowers are beautiful, natural, don't they?

Most of the poets make themes for their

Ragm's birds and flowers. It is the part and parcel of the most of the Indians. We use them in our daily prayers in temples.

We put wreath on babies, it is made of flowers. To receive chief guests, we put garland on the neck and give bouquet.

What are the festivals associated with flowers?

Excellent! right answer

Which is the most beautiful and fragrant flower in our surrounding?

Thank You

P1 - Jasmine
P2 - Lilly

Yes sir.

Attentive

P1 - Omam
P2 - Vishu

Rose

Motivation

Checking Previous knowledge

Compani

Checking Previous knowledge

Motivation

Checking Previous knowledge

Checking Previous knowledge

Good

Teacher exhibits the picture of rose.

look the picture curiously

Motivation

Use of appropriate device

Now you have got a small picture of

b³ A₁ p₁

Use appropriate device

rose and nightingale. Now let's engage

b² - O₁ p₁

Continuity

with the story, 'The Nightingale and

the Rose,' (CB) by Oscar Wilde for the deeper comprehension

Components

Tallies

Components	Teacher trainee 1	Teacher trainee 2	Teacher trainee 3
1. Checking Previous Knowledge	III	III	III
2. Motivation	III	III	III
3. Use of Appropriate Device	III	III	I
4. Continuity	III	III	I

Use appropriate device
Continuity

B.S.S. B.Ed. TRAINING COLLEGE
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Reg. No. : BAAQTEG 012

Optional Subject : English

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REPORT ON PEER/
MENTOR OBSERVATION

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OBSERVATION REPORT - 1

Name of the teacher	Gaison	Class	X
Name of the School	St. G. H. S. S	Division	C
Subject	English	Strength	37 Students
Topic	Adolf	Duration	40 minutes
		Date	20/11/17

Preparation

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

Presentation

He could impart the narration accurately. The students got a clear picture from the narration which was very transparent and simple. The silent & group reading were followed by that. Through appropriate contexts, the word 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 his 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 jokes. He could maintain proper eye contact with the students. Individual attention could be given among the learners. He could maintain a smiling face throughout the class.

Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	VG	E
<i>Preparation</i>					
Strategies for building up suitable physical/emotional environment in the classroom			✓		
Strategies /techniques to reveal/convince the learner what he already knows			✓		
Setting up/building up a problematic situation			✓		
Strategies for disturbance free and disciplined grouping if required			✓		
<i>Learning Phase</i>					
Be sure about the pre-requisite skills for learning activity			✓		
Give clear and concise guidelines for group activity			✓		
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.,			✓		
Blackboard work/structured oral command etc.			✓		
Provide sufficient activity for each group/individual			✓		
Systematic routine for procedural activities			✓		
Involve all the student in the learning activities			✓		
Encourage non-volunteers			✓		
Smooth transition – Irving minimal time between activities			✓		
Pace activities effectively			✓		
Bringing the appropriate learning aids/designing the learning aids during the course of activities			✓		
Learning aids used effectively			✓		
Continuous supervision aids keen observation of learning activities			✓		
Strategies for managing interruptions			✓		
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			✓		
Strategies for no threatening and varied evaluation – observation/oral questions/ quiz/ reporting/ learning games			✓		
Exploring and eliciting the constructed knowledge through reflective process			✓		
Make changes in the learning strategy based on student responses			✓		
Adequacy of learning experiences in achieving the anticipated competencies			✓		
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 debate / field trips/ outdoor learning/ library			✓		
Consolidate pupil's presentation			✓		
Use of BB/OHP/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			✓		
Pay attention to the entire class			✓		
Adequate communication skills being displayed by the teacher			✓		

closure	Questions aptly worded and properly distributed					✓
	Proper class management					✓
	Teacher shows subject competency					✓
	Proper budgeting of time					✓
	Review the lesson properly					✓
	Follow up activities in tune with the knowledge constructed/ competencies acquired					✓

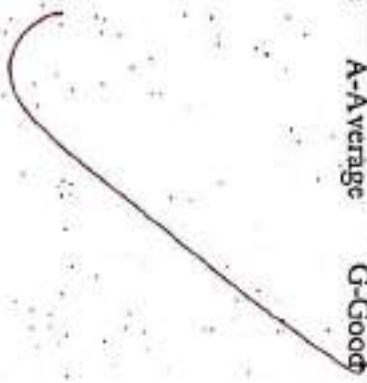
BA-Below Average

A-Average

G-Good

VG-Very Good

E-Excellent



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
RECORD

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Micro Teaching

Micro teaching is a scaled down sample of teaching in which a 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 & class time."

— Allen: M.

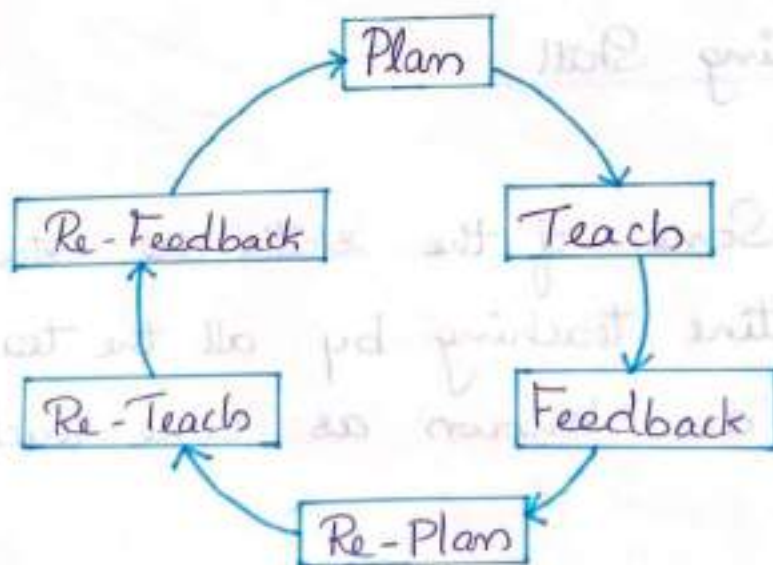
Core Teaching Skill.

Some of the skills are extensively used in routine teaching by all the teachers. These skills are known as core teaching skills.

Major Teaching Skills.

1. Skill of introducing a lesson.
2. Skill of stimulus variation
3. Skill of explaining
4. Skill of illustrating with examples.
5. Skill of using black board.
6. Skill of posing probing questions.
7. Skill of fluency in questioning
8. Skill of reinforcement.

Micro Teaching Cycle.



MICRO LESSON ON THE SKILL OF INTRODUCING LESSON

Name of Teacher Trainee: Sreedevi A. Class: XII
 Subject : Business Studies Duration: 5 mins
 Unit : 12 Date : 10.10.17
 Topic : Consumer Protection Plan/Replan: Replan

Objectives :- To expertise the skill of introducing a lesson.

- Components :-
1. Use of appropriate device
 2. Use of previous knowledge
 3. Motivation
 4. Continuity.

Teacher's Behaviour	Pupil Behaviour	Components.
Greets the pupil. Narrates a story to the pupil. What will you do? Pointing to a student	Greets the teacher. We are helpless.	

<p>Ok. The Same situation, You purchase a product. The producer says that there is no side effects, you used it & afterwards you feel some disturbance what will you do?</p> <p>Poor shopkeeper what he can do?</p> <p>It is better, to ask the producer directly. What a normal man can do?</p> <p>Very Good. (Showing a chart)</p>	<p>Ask the shopkeeper to re-fund the amount</p> <p>Let him ask the producer</p> <p>He can file a suit in consumer court</p>	<p>Use of previous knowledge.</p> <p>Motivation</p> <p>Use of appropriate device.</p>
--	---	---

(Let the buyer
beware)

+

(Let the seller
beware)

In this class we
are going to discuss
how a consumer
is protected with
the Consumer
Protection (CB).

Continuity.

Observations Schedule

Components	Student 1	Student 2	Student 3
Use of appropriate device	2	2	2
Use of previous knowledge	1	2	1
Motivation	1	1	1
Continuity	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**

Name : SREEDEVI A.

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TEACHER PLANNER 1

Name of the teacher: Sneeder A.

Standard: 13

Subject : Business Studies

Strengths : 60

Unit : Internal Trade I

Duration : 40 min

Topic : Retailer.

Date 12/16/2018

Theme : Retailer

Learning Outcome : Explain the concept of retail trade & its features & services

Concept / Idea.

Major : Retail Trade

Minor : 1. Characteristics of retail trade
2. Functions of retail trade

Process Skill : Communication, Observation, Inference
 Values & Attitudes : Values like honesty, integrity, ethics & trustworthiness are praise worthy qualities to be upheld both in business as well as in personal life.
 Learning aids : Charts, Roleplay, Model.
 Expected Product : Students will be able to understand the retail trade characteristics & functions.

Process Page

Assessment Page

Introductory Activity

After the routine classroom practice teacher conducts 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 1 (Group Discussion)

Teacher divides the whole class into 6 groups. Then asks the students to list the features of such shops.

Development Activity

Teacher asks, why these shops are small in size but it deals with a huge variety of goods?

Through this discussion teacher introduces the topic "Retailers" (BO).

Asks the students to write a definition for Retailers by their own. After the discussion teacher displays a chart contains the meaning of Retailers.

RETAILERS

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

Activity 2 (Group 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 a chart showing the characteristics of retailers.

CHARACTERISTICS OF RETAILERS

1. Last link in the chain of distribution
2. Acts as a connecting link between wholesaler & consumer
3. Collects goods from wholesaler & sell to ultimate consumer.
4. Deals with a wide variety of goods.
5. Plays a key role in Marketing.

Activity iii. (Role Play)

Teacher asks two students to present a roleplay. One is the wholesaler & the other is the retailer, then giving proper instructions, teacher asks to them

90

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

Expected result :- Wholesaler	Retailer.
1. Deals with huge quantity.	1. Deals with small quantity.
2. Sell goods to retailers.	2. Sell goods to consumers.

After the discussion teacher shows a model contains the difference between the wholesaler & Retailer.

Activity 12 (Brainstorming)

Teacher asks the students to trace the functions of a retailer by stating the examples of your nearby retail shop.

- Expected result -
1. Readily available goods.
 2. Introduces new product to consumers.
 3. Collects the demand & pass it to the producer.

The teacher motivates the students by writing the points on the blackboard & then explains one by one. Finally the teacher presents a chart containing the functions of retailers.

92

FUNCTIONS OF RETAILERS

1. Choice of goods.
2. Ready Stock
3. Market Information
4. Financing
5. Advertisement
6. Transportation
7. Distributions.

Concluding Activity

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

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

Followup Activity.

Meet a nearby retail shop & conduct an interview with the business man to get more information about the functions of a retailer.

9

90

CRITICISM REPORT OF AISWARYA CM.

Topic : Retailers.

Introducing Phase

The teacher introduced the topic through a case study. It was an apt one but the teacher failed to express 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

95

couldn't able to use blackboard, the usage was very casual she need to improve it & should show more energy.

Closure Phase

The teacher was sufficient with the teaching aids 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 course.

2

Components		Observation of lessons under Constructivist format			
		BA	A	G	VO
Preparation	Strategies for budding up suitable physical/emotional environment in the classroom				
	Strategies/techniques to reveal/convince the learner what he already knows				
	Setting up/building up a problematic situation				
	Strategies for disturbance free and disciplined grouping if required				
	Be sure about the pre-requisite skills for learning activity				
	Give clear and concise guidelines for group activity				
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.				
	Blackboard work/structured oral command etc.				
	Provide sufficient activity for each group/individual				
	Systematic routine for procedural activities				
	Involve all the student in the learning activities				
	Encourage non-volunteers				
	Smooth transition - leaving minimal time between activities				
	Face activities effectively				
	Bringing the appropriate learning aids/designing the learning aids during the course of activities				
	Learning aids used effectively				
	Continuous supervision aids keen observation of learning activities				
	Strategies for managing interruptions				
	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				
	Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/reporting/ learning games				
	Exploring and eliciting the constructed knowledge through reflective process				
	Make changes in the learning strategy based on student responses				
	Adequacy of learning experiences in achieving the anticipated competencies				
	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 debate / field trips/ outdoor learning/ library					
Consolidate pupil's presentation					
Use of BB/OHP/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					
Pay attention to the entire class					
Adequate communication skills being displayed by the teacher					

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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Reg. No. : BAARTCM007

Optional Subject : COMMERCE

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SIMULATED SESSIONS FOR
PRACTICING COMMUNICATION
IN DIFFERENT SITUATION

OBSERVATION

REPORT

Arabis

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Observation Report 1.

Name of the teacher : Haridas 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 3 levels of management. He built a strong base in the mind of students by quoting examples in the three levels.

Closure Phase.

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

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	U	VG	B
Preparation	Strategies for building up suitable physical/emotional environment in the classroom				✓	
	Strategies/techniques to reveal/convince the learner what he already knows				✓	
	Setting up/building up a problematic situation					
	Strategies for disturbance free and disciplined grouping if required				✓	
Learning Phase	Be sure about the pre-requisite skills for learning activity				✓	
	Give clear and concise guidelines for group activity				✓	
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPec., Blackboard work/structured oral command etc.				✓	
	Provide sufficient activity for each group/individual				✓	
	Systematic routine for procedural activities				✓	
	Involve all the student in the learning activities				✓	
	Encourage non-volunteers				✓	
	Sufficient transition - leaving minimal time between activities				✓	
	Pace activities effectively				✓	
	Bringing the appropriate learning aids/designing the learning aids during the course of activities				✓	
	Learning aids used effectively				✓	
	Continuous supervision aids keen observation of learning activities				✓	
	Strategies for managing interruptions				✓	
	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				✓	
	Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games				✓	
	Highlighting and eliciting the constructed knowledge through reflective process				✓	
	Make changes in the learning strategy based on student responses				✓	
	Adequacy of learning experiences in achieving the anticipated competencies				✓	
	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 debate / field trips/ outdoor learning/ library				✓	
	Consolidate pupil's presentation				✓	
	Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentations				✓	
	Keeping records of student responses				✓	
	Pay attention of student responses				✓	
	Pay attention to the entire class				✓	
Adequate communication skills being displayed by the teacher				✓		

2018-2019
WORKSHOP SESSIONS FOR
EFFECTIVE COMMUNICATION

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



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WORKSHOP SESSIONS FOR EFFECTIVE
COMMUNICATION

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

INDEX

S/No	Content
1	Analyse the specific language used in different curriculum contexts
2	Comparative analysis of 2 subject classes of secondary school
3	Engaging with narrative and descriptive accounts
4	Engaging with popular subject-based expository writing
5	Engaging with journalistic writing
6	Engaging with subject related reference books.
7	Engaging 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 GPC 1.

We select an article from a newspaper for the task. The article was written by Ajit Ranade, Economist and Senior fellow Takshashila Institution on the topic goods and service tax (GST). Initially we read the article. After the skimming and scanning we discussed about the structure of the article. Then we identified all the subheadings, key words and illustrations. After the critical reading discuss about the view point of each group members.

Introduction of goods and services Tax (GST) will indeed be an important perfection and the next logical step towards a wide spread indirect tax reforms in India. The scheme was supposed to be implemented in India from, 1st April 2016, however it may get delayed since the NDA government does not have majority in Rajya Sabha.

Good and service Tax (GST) is a comprehensive tax & levy on manufacture, sale and consumption of goods and services at a national level under which no distinction is made between goods and services. For levying of tax, it will mostly substitute all indirect tax levied on goods and services by the central and state governments in India.

✓

GST is a tax on goods and services under which every person is liable to pay tax on his output and is entitled to get input tax credit (ITC) on the tax paid on its inputs and ultimately the final or consumer shall bear the tax."

One of the main objectives of goods and services tax would be to eliminate the doubly taxation that is cascading effects of taxes on production and distribution cost of goods and services. Introduction of a GST to replace the existing multiple tax structure of centre and state taxes is not only desirable but imperative. Integration of various taxes into a GST system would make it possible to give full credit for inputs taxes collected. GST, being a

a destination-based consumption tax based on VAT principle.

Benefits of GST Bill implementation is such as the tax 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 transaction cost of business. It is good for export oriented business. Because it is not applied for goods and services which are exported out of India. It can bring more transparency and better compliance. Number of departments will reduce which in turn may lead to less corruption.

More business incentives will come under the tax base system thus widening the tax base. This may lead to better and more tax revenue collection. Companies which are under unorganized sector will come under tax regime.

There are also challenges for implementing GST. The bill is yet to be tabled and passed in the parliament. To implement the bill there has to be lot changes at administration level, information technology integration has to happen, sound IT infrastructure is needed,

Key words

Tax reform

report

Direct and indirect tax

Low tax rate

tax rate

tax department

GNP ratio

World Bank

Direct tax code

Union budget

Finance bill

tax rate

Taxes

Direct tax code

tax income

tax planning

Stock market

Long term saving

2019-2020

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 : *Fasila. A*

Reg. No. : *BAAS.TE.6006*

Optional Subject : *English*

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6.	10/6/19	Fasila .A	The Race.	Akshaya - s	IX	158.	<i>AM</i>
7.	7/6/19	Fasila .A	Two Brothers.	Anu .A	X	171	<i>AM</i>
8.	10/6/19	Fasila .A	From a Railway carriage.	Gopika .G	VIII.	183.	<i>AM</i>
9.	10/6/19	Fasila .A	The Village Blacksmith.		VIII.	195	<i>AM</i>

Lecturer

Amritha

CRITICISM LESSON PLAN - I

Name of the teacher : Fasila A.

Class : IX

Name of the school : B.S.S.G.H.S.S.

Strength : 40.

Subject : English.

Duration : 40 min

Unit : V, Enlightening Minds

Date : 7/6/2019

Topic : Climate change is not a hysteria, it's a fact

Sub-Topic :

2 Paragraphs

Theme : Science and Environment.

Sub-theme : * Global Warming

* Loss of natural resources.

Learning outcomes : Learners will be able to

* Read and analyse a speech.

Feasibility

- * Write the script for a speech.
- * Prepare notices and posters.
- * Respond to environmental issues positively.

Themes

Pre-requisites

Global - topics

- * Pupil may be familiar with a speech.
- * They may know about Global Warming and other environmental issues.

Topic

- * Listening, speaking, reading and writing.

Objectives

Discourses

Global - topics

Poster making.

Values / Attitudes

- * Develop environmental awareness.

Learning aids

: charts, videoclips, Model.

Expected Products

: Enhance Pupil Vocabulary.

Develop ability to speech and poster making.

Concepts / Ideas

: 'Leonardo DiCaprio' addressed the world leaders

assembled for the united Nations climate

Summit in 2014 and urged them to

address the 'greatest challenge of our

existence in this planet'. DiCaprio outlined

the grave danger of accelerated climate

change, and he pointed out that the world

was running out of time to tackle climate

change.

Process

Assessment

Warmup Activity

Teacher enters the class and creates a good rapport with the students.

Entry Activity

Teacher shows a model related to global

warming.

What did you understand from this model?

Who are responsible for this condition?

Then teacher showed of a video clip of Leonardo

Dicaprio's Speech.

What is he talking about?

Have you understood the concept?

Now, we are going to study a new lesson, about environmental issues. 'Climate Change is not a hysteria it's a fact' by Leonardo DiCaprio (CB3).

Are you ready?

Teacher shows the profile chart of the author.

LEONARDO WILLIAM DICAPRIO.



(1974-

)

He is an American actor

and producer, and the founder of Leonardo DiCaprio Foundation and UN messenger of Peace. He gained public recognition with the romantic film 'Titanic' (1997). He is also a committed environmentalist.

Narration by the teacher.

Teacher says about the dangerous condition that our world faces today:

We are all responsible for this condition in one way or another. Teachers explain the importance of saving earth and discuss the merits and demerits of science. After, teacher explains the format of a speech also.

Silent reading by the learners.

Teacher asks the learners to read the text silently, with out any lip movement. Teacher asks some questions randomly to ensure their reading.

Group reading by the learners:

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

Removing difficulties:

Teacher clarifies the meaning of unfamiliar words.

(1) hysteria: Hysterical - wild uncontrollable emotion.

Content: There was a mass hysteria, when the killer arrived the crime spot.

(2) Fidias: Fik'ti-shus - formed or conceived by the imagination

Group reading by the learners.

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

Removing difficulties.

Teacher clarifies the meaning of unfamiliar words.

(1) hysteria : (hysterial) - wild uncontrollable emotion.

content : There was a mass hysteria when the killer arrived the crime spot.

(2) Fidias : (Fikiti-shus) - formed or conceived by the imagination.

Context 1 : A fictitious excuse for his absence.

Context 2 : The characters in this play is fictitious.

Scaffolding questions

- (1) Who is the speaker, who delivered this speech?
- (2) What is he talking about?
- (3) What do Leonardo want?

Model reading by the teacher.

Teacher read the passages with proper stress, Pause, Pronunciation and intonation.

Loud Reading by the learners.

Teacher randomly calls two or three students

and asked them to read the passages. Teacher corrects their Pronunciation errors.

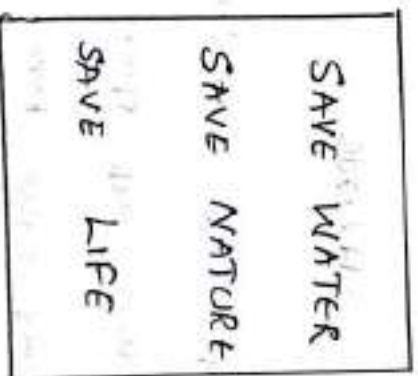
Individual Activity:

Teacher asks the learners to prepare a small welcome speech and asks them to present it in front of the class. Teacher corrects the semantic and syntactic errors of students answers, and shows her own version.

2/1/2024
SPEECH:
Good Morning All... Respected wishes to all your excellencies, chief guest and my dear friends... I feel honoured in offering a cheerful welcome.

Group Activity:

Teacher asks the students to make posters about the importance of conserving our earth. Teacher explains its format. Teacher edits the mistakes of students and shows her own version



Home Assignment

After reading the speech by DiCaprio, how have you decided to change your life style to contribute to solving

~~the~~ environmental crisis?

CRITICISM REPORT ON APARNA

Name of the teacher : Aparna : Class : IX

Name of the school : B.S.S.G.H.S.S.

- Duration : 40 min

Subject : English

Strength : 40.

Unit : Enlightening Minds.

Date : 7/6/2014.

Topic : climate change is not a hysteria, it's a fact.

Sub-topic : 2 Paragraph.

Preparation.

Teacher began the class in an interesting manner. She created good rapport with the students. Effective interaction with the students helped them to understand the message and theme of the chapter.

Presentation

Teacher introduced the lesson by explaining the actor, with the help of a profile chart. She had a loud voice and good language, and so that, the students could follow her easily. She narrated the chapter in a good manner and the aids for teaching were effective. She had a good interaction skill with the students and gave good reinforcement to students. She managed the time schedule properly. She asked less questions to check students' understanding. She has to improve that.

Conclusion

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

Observation Schedule for Observation of lessons under Constructivist format

Learning Phase	Preparation	BA	A	G	V
Components					
Strategies for building up suitable physical/emotional environment in the classroom			✓		✓
Strategies/techniques to reveal/convince the learner what he already knows					✓
Setting up/building up a problematic situation				✓	
Strategies for disturbance free and disciplined grouping if required					✓
Be sure about the pre-requisite skills for learning activity					✓
Give clear and concise guidelines for group activity				✓	
Specify instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.,					✓
Blackboard work/structured oral command etc.				✓	
Provide sufficient activity for each group/individual					✓
Systematic routine for procedural activities					✓
Involve all the student in the learning activities				✓	
Encourage non-volunteers				✓	
Smooth transition - living minimal time between activities				✓	
Pace activities effectively				✓	
Bringing the appropriate learning aids/designing the learning aids during the course of activities				✓	
Learning aids used effectively					✓
Continuous supervision aids keen observation of learning activities				✓	
Strategies for managing interruptions					✓
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				✓	
Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games				✓	
Exploring and eliciting the constructed knowledge through reflective process				✓	
Make changes in the learning strategy based on student responses				✓	
Adequacy of learning experiences in achieving the anticipated competencies				✓	
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 debate / field trips/ outdoor learning/ library					✓
Consolidate pupil's presentation				✓	
Use of BB/OHP/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				✓	
Pay attention to the entire class					✓
Adequate communication skills being displayed by the teacher					✓

closure	Questions apply worded and properly distributed				
	Proper class management				
	Teacher shows subject competency				
	Proper budgeting of time				
	Review the lesson properly				
	Follow up activities in tune with the knowledge constructed/competencies acquired				

BA-Below Average A-Average G-Good VG-Very Good E-Excellent

2019-2020

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

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



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Reg. No. B.A.A.S.T.E.G.D.D.6 for the year 2019-2020

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MICRO TEACHING
RECORD

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MICRO TEACHING

Microteaching is a scaled down sample of teaching in which a teacher teaches a small number of pupils for a small period of 15 to 20 minutes.

According to Dwight W. Allen,

Micro teaching is a scaled down teaching encounter in a class size and class time.

CORE TEACHING SKILLS:-

A large number of skills related to teaching has been identified. Among these, some of them are extensively used in routine teaching. These are called 'core teaching skills.' They are:-

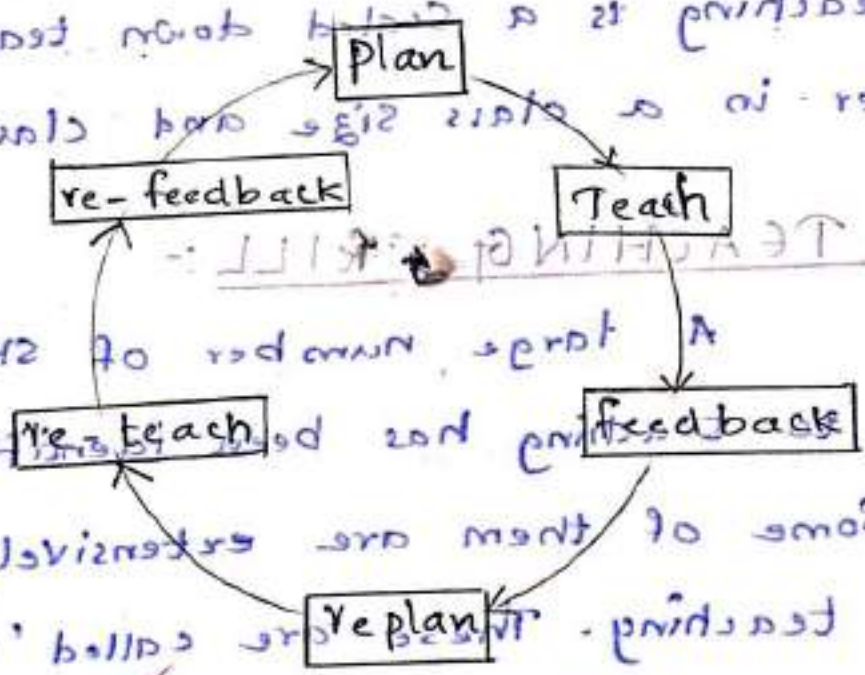
- 1) Skill of introducing a lesson.
- 2) Skill of stimulus variation.
- 3) Skill of explaining.

MICRO TEACHING

- 4) Skill of using Black Board.
- 5) Skill of probing questions.
- 6) Skill of illustrating with examples.
- 7) Skill of frequently in questioning.
- 8) Skill of reinforcement.

MICRO TEACHING CYCLE

Micro teaching is a form of teaching in a class room and class time.



LINK LESSON

A deliberate programme of integration of sub skills is called link practice or link lessons.

MICRO LESSON ON THE SKILL OF INTRODUCING A LESSON [PLAN]

Name of the teacher: Fasila-A
 Name of the school: B.S.S Gurukulam
 Subject: English
 Topic: General, Your Topic
 Sub-topic: Way
 Class: IX
 Duration: 5 Min
 Strength: 10.
 Date: 13/1/18.
 Plan: Plan
 Replan: Plan

Objective: To develop the skill of introducing a lesson.
Skill: Skill of introducing a lesson.
Components:

- 1) checking Previous knowledge.
- 2) using appropriate devices.
- 3) continuity.
- 4) relevance of teachers activities.

Teacher activity	Pupil activity.	Components.
Good Morning.	Good Morning.	
How are you?	Fine.	

Do you like to watch films?

Yes. teacher.

Ok, then what type of film do you like the most? Well, did you watch films about war? Can you list anyone of them?

Somebody says 'Comedy' somebody says 'Horror'. Pupil - 1 - Yes. Pupil - 2 - No. Pl - Kurukshetra Pls - Take off.

Arousing interest. Name of the school: ... Subject: ... Topic: ... Sub-topic: ...

Then, what are the consequences of war? Yes. Very good. Then, do you agree with violence?

Pl - Death, Poverty. Pl2 - unemployment. No. teacher.

checking previous knowledge. Objective: ... Skill: ... Components: ...

Well, what do you think about the reasons behind wars?

Pl - for power. Pl2 - for religion. Pl3 - for invading

Good. Then do you believe that war

Geographic territories. Good Morning. How are you?

Solved any problem?

No. Observation

So, as citizens we
must work for peace.
is it?

Yes. teacher.

So, now you got an
idea about war and
its consequences.
Now look here. These
are some pictures
about war.

listening carefully

So, our next lesson
is about a war.

Are you ready?

Yes.

Teacher then asks
the students to read
the poem carefully.

pupil reads the
poem silently.

Arousing
interest.

WORKSHOP SESSIONS FOR
EFFECTIVE COMMUNICATION

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



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Reg. No. : BAASTS0009

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Shifa A


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2/11/2020
Val

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

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TASK 1

**ANALYSIS OF THE SPECIFIC LANGUAGE USED IN
THE DIFFERENT CURRICULAR CONTEXTS**

EPC - 1

Language across curriculum Reading
and Reflecting on texts

Activity 1

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

Submitted to
Neemse Madam



Submitted by
Shifa.A
B-ED social Science
Roll no:- 50

Prepare a list of terminologies in English and local language of a subject-text book at primary / secondary / higher secondary level

Here I took the text book of Social Science of VIIIth standard.

Words in English Medium text book	Words in Malayalam Medium text book
Social Science	സാമൂഹികശാസ്ത്രം
part II	ഭാഗം II
contents	ഉള്ളടക്കം
constitutions	ഭരണഘടന
Preamble	ആമുഖം
Articles	ഭരണഘടനാമണ്ഡലങ്ങൾ
Schedules	അനുബന്ധങ്ങൾ
Parts	ഭാഗങ്ങൾ
amendments	ഭേദഗതികൾ

Mangrove forests	അങ്ങരം അങ്ങരം
Mountains forests	പർവ്വത മരങ്ങൾ
Physiography	ഭൂപ്രകൃതി
Rivers	നദികൾ
Alluvial soil	നദീതട മണ്ണ്
Black soil	കറുത്ത മണ്ണ്
Desert soil	മരുഭൂമി മണ്ണ്
Red soil	കുടിയേറ്റ മണ്ണ്
Indian ocean	ഇന്ത്യൻ മഹാസമുദ്രം
Palaeolithic age	പ്രാചീന ശിലായുഗം
Mesolithic age	മധ്യശിലായുഗം
Neolithic age	നവീനശിലായുഗം
Chalcolithic age	രാജശിലായുഗം
Trade	വ്യാപാരം
Hanappan civilization	ഹന്നാൻ മതം
Lithosphere	ശിലാമണ്ഡലം
Rocks	കല്ലുകൾ
Weathering	പാഠശാല
Legislature	നിയമനിർമ്മാണ മന്ദിരം
Money Bill	പണം

Peer group	ಮುಖ್ಯವಾಹಿನಿ
Family	ಅಪ್ಪಂದಿ
Brookline	ಮುಖ್ಯವಾಹಿನಿ
Atmospheric conditions	ನಿರಂತರವಾಗಿ
Abethem Mountains Region	ಪರ್ವತ ಪ್ರದೇಶ
Plains	ಮೇವು
Plateau	ಪೀಠ
Coastal plains	ನಿರಂತರವಾಗಿ
Green spots	ನಿರಂತರವಾಗಿ
climate	ನಿರಂತರವಾಗಿ
Temperature	ನಿರಂತರವಾಗಿ
Atmosphere	ನಿರಂತರವಾಗಿ
Weather	ನಿರಂತರವಾಗಿ
Summer season	ಉಷ್ಣ
Winter season	ಶೀತಲ
Rainy season	ಬಿಸ್ತು
Natural	ನಿರಂತರವಾಗಿ
Drought	ನಿರಂತರವಾಗಿ
Deciduous-forests	ನಿರಂತರವಾಗಿ
Thorns And shrubs	ನಿರಂತರವಾಗಿ

Executive	ആന്വർത്തനം വകുപ്പ്
President	രാജ്യപതി
Vice President	ഉപരാജ്യപതി
Deputy ministers	ഉപമന്ത്രിമാർ
Ministers of state	മന്ത്രിമാർ
Judiciary	നീതിന്യായവകുപ്പ്
High court	നവഭരണസഭ
Supreme court	മുഖ്യമന്ത്രി
Family court	അടുത്ത ഭരണസഭ
Notes	അറിയാൻ

2019-2020

SIMULATED SESSIONS FOR
PRACTICING COMMUNICATION IN
DIFFERENT SITUATIONS

REPORT ON
PEER/MENTOR
OBSERVATION

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

ALATHUR, PALAKKAD-DT, KERALA



Name : FASILA · A

Reg. No. : BAASTE006

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Valued

Amis

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OBSERVATION REPORT - 1

Name of the Teacher: Anju Anand

Class : IX-F

Name of the School: KCPHS-S

Duration : 40m

Subject : Kavassery,

Strength : 45.

Topic : Maternity.

Date : 16/7/19.

Unit : Bonds of Love.

Introduction

Teacher entered the class and interacted with the students pleasantly. She began the class with a video clip, about the miseries of refugees. Teacher asked students to write their findings in 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 explained it. Then, teacher reads and explained the story 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 'features of poster'. She also gave some examples to students. Teacher then gave some activity cards to students and asked them to find out words from the letter box. This activity was given as a group activity.

Observation Schedule for Observation of lessons under CURRICULUM COMPETENCY BASED APPROACH

Components	BA	A	G	VG	E
Strategies for building up suitable physical/emotional environment in the classroom				✓	✓
Strategies/techniques to reveal/convince the learner what he already knows					
Setting up/building up a problematic situation				✓	
Strategies for disturbance free and disciplined grouping if required		✓	✓		
Be sure about the pre-requisite skills for learning activity					
Give clear and concise guidelines for group activity					
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.,			✓		
Blackboard work/structured oral command etc.				✓	✓
Provide sufficient activity for each group/individual				✓	
Systematic routine for procedural activities			✓		
Involve all the student in the learning activities				✓	
Encourage non-volunteers				✓	
Smooth transition – living minimal time between activities				✓	
Pace activities effectively				✓	✓
Bringing the appropriate learning aids/designing the learning aids during the course of activities					
Learning aids used effectively				✓	
Continuous supervision aids been observation of learning activities			✓		
Strategies for managing interruptions					
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					
Strategies for no threatening and varied evaluation – observation/oral questions/ quiz/ reporting/ learning games				✓	
Exploring and eliciting the constructed knowledge through reflective process			✓		
Make changes in the learning strategy based on student responses				✓	
Adequacy of learning experiences in achieving the anticipated competencies					
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 debate / field trips/ outdoor learning/ library				✓	
Consolidate pupil's presentation					
Use of BB/OHP/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				✓	
Pay attention to the entire class					
Adequate communication skills being displayed by the teacher				✓	✓

Preparation

Learning Phase

2020-2021

WORKSHOP SESSIONS FOR EFFECTIVE
COMMUNICATION

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



Name : STENIYA, S. BABU

Reg. No. : BAATTCMO10

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Reg. No. BAATTCMO10 for the year 2019 - 2021



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EDU 102 COURSE ON EPC 1:

LANGUAGE ACROSS CURRICULUM--READING AND

REFLECTING ON TEXTS

INDEX

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TASK 6

**ENGAGING WITH SUBJECT RELATED REFERENCE
BOOK**

EPC-1

Task :- 6

Engaging with subject
related reference book.

Submitted To,
Neema Teacher



Submitted By
Steriya . S. Babu
Commerce .

Report on 'Engaging with subject reference book'

As a part of BED training the EPC task of 'Engaging with subject related reference book' was conducted group wise.

For this task we selected the partnership business as the topic, for the detailed information we refer ICWAI - Financial accounting, Partnership business is based on its partnership deed which deals with an matters regarding with the business. Partnership business in the relation between persons who have agreed to share the profits of a business carried on by all or any one of them acting for all.

We made a detailed note on this topic after discussing with all members in the group we also presented the topic in front of the class. It lead to a healthy discussion about the topic among the class. At the end of presentation we were able to clarify the doubts.

Partnership Business.

According to section 4 of the Indian partnership Act, 1932 a partnership is "the relation between persons who have agreed to share the profits of a business carried on by all or any one of them acting for all".

Partnership Deed.

partnership deed is an agreement between the partners of a firm that outlines the terms and conditions of partnership among the partners. The smooth and successful running of a partnership firm requires clear understanding among its partners regarding the various policies governing their partnership, the clauses of partnership deed can be altered with the consent of all the partners.

Appropriation of profit.

1. Interest on Capital

If the partnership deed says, provide it at the prescribed rate. If nothing is stated, do not provide it.

2. Interest on drawing.

Where the partners withdraw money from the business in anticipation of profits and the partnership deed provides, interest on drawings is charged at a fixed rate from the date of drawings to the closing date of the financial period.

3. Interest on loan.

If the partnership deed clearly mentions it, provide interest on loan on time basis at the given rate. If the deed does not mention it, provide interest at 6% p.a.

4. Partners Salary & Commission.

These are to be allowed only if the deed specifically provides for these. These are paid to partners for special services rendered by them and are different from staff salary or commission.

Types of partners.

1. Active partner.

An active partner is one who contributes capital, participates in the management of the firm, shares its profits and losses and is liable to an unlimited extent to the creditors of the firm. These partners take actual part in carrying out business of the firm on behalf of other partners.

2. Sleeping partner.

Partner who do not take part in the day to day activities of the business are called sleeping partners. However, he contributes capital to the firm, shares its profits and losses and has unlimited liability.

3. Secret partner.

A Secret partner one whose association with the firm is unknown to the general public. Other than this distinct nature, in all other aspects he is like the rest of the partners.

4. Nominal partners.

A Nominal partner is one who allows the use of his name by a firm, but does not contribute to the capital. He does not take active part in managing the firm, does not share its profit or losses but is liable, like other partners, to the third parties, for the repayment of the firm's debts.

5. partner by estopped.

A person is considered a partner by estopped if, through his own initiative, he gives an impression to others that he is a partner of the firm. Such partners are held liable for the debts of the firm.

because in the eyes of the third party they are considered partners, even though they do not contribute capital or take part in its management.

6. partner by its management.

He is the one who though is not a partner in a firm but knowingly allows himself to be represented as a partner in a firm.

Reconstitution of a partnership firm.

Partnership is an agreement between two or more persons for sharing the profits of a business carried on by all or any of them acting for all. Any change in the existing agreement amounts to reconstitution of the partnership firm. This results in an end of the existing agreement and a new agreement comes into being with a changed relationship among the members of the partnership firm. Reconstitution of a Partnership firm usually takes place in any

of the following ways .

1. Admission of a new partner .

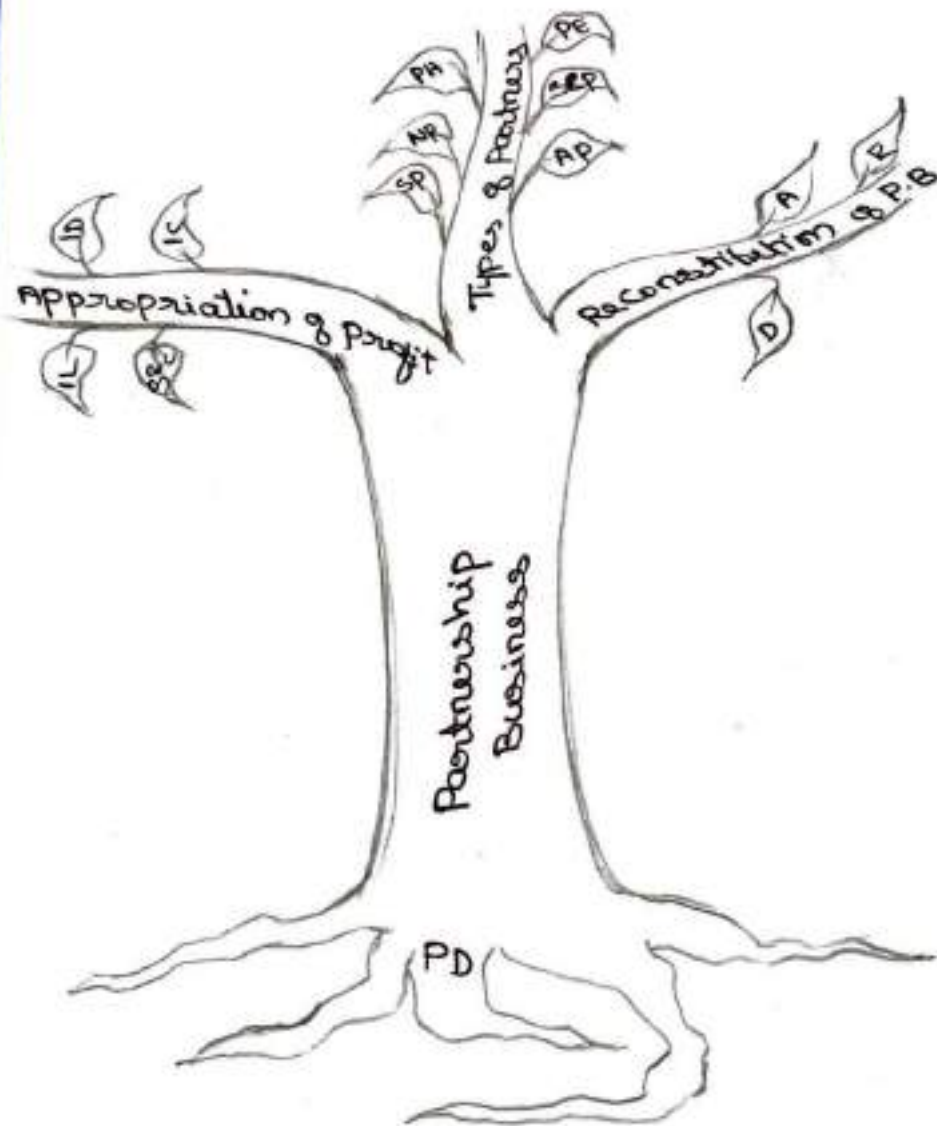
A new partner may be admitted when the firm needs additional capital or managerial help.

2. Retirement of an existing partner .

It means withdrawal by a partner from the business of the firm which may be due to his bad health old age or change in business interests.

3. Death of a partner .

Partnership may also stand reconstituted on death of a partner, if the remaining partners decide to continue the business of the firm as usual.



- * PD : Partnership Deed
- * A : Admission
- * R : Retirement
- * D : Death
- * AP : Active Partner
- * SP : Sleeping Partner
- * NP : Nominal partner
- * Sep : Secret partner
- * PH : Partner by holding out
- * PE : Partner by Estoppel
- * IC : Interest on Capital
- * ID : Interest on drawing
- * IL : Interest on Loan
- * S&C : Salary and Commission.

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

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



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Lecturer in Charge
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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 .

Preparation phase .

Teacher created a pleasant environment for learning . In order to introduce the concept 'Fixed Shop retailers' teacher created a positive learning environment . Teacher conducted a brainstorming session and introduced the concept

Presentation phase .

Teacher showed a chart which contained the meaning of fixed shop retailers . After that for developing the features of fixed shop retailers . Teacher conducted a general discussion and provided lead points for the discussion . All students participated in the general discussion then teacher consolidated the points with the help of PPT presentation

For discussing the types of fixed shop retailers teacher conducted a group discussion and provided lead points for the discussion. Then teacher consolidated the points with the help of PPT. Through this teacher covered the meaning of fixed shop retailers, its features and types of fixed shop retailers.

Closure Phase.

Teacher concluded the class by conducted an activity, to check the understanding of the topic teacher gave an activity card for the students. She also provided a followup activity that was to prepare a concept map based on the topic fixed shop retailers.

Learning Aids.

- 1] Chart - meaning of fixed shop retailer
- 2] PPT -
 - 1] Features of fixed shop retailer
 - 2] Types of fixed shop retailer
- 3] Activity card - Identify the type of fixed shop retailer.

	Components	BA	A	G	VO	E
Preparation	Strategies for building up suitable physical/emotional environment in the classroom					
	Strategies/techniques to reveal/convince the learner what he already knows			✓		
	Setting up/building up a problematic situation			✓		
	Strategies for disturbance free and disciplined grouping if required			✓		
Learning Phase	Be sure about the pre-requisite skills for learning activity		✓			
	Give clear and concise guidelines for group activity					✓
	Specific instruction regarding the learning tasks provided in the form of instruction cards /display devices like charts, OHP etc., ...				✓	
	Blackboard work/structured oral command etc.				✓	
	Provide sufficient activity for each group/individual				✓	
	Systematic routine for procedural activities				✓	
	Involve all the student in the learning activities				✓	
	Encourage non-volunteers				✓	
	Smooth transition - leaving minimal time between activities				✓	
	Pace activities effectively				✓	
	Bringing the appropriate learning aids/Designing the learning aids during the course of activities				✓	
	Learning aids used effectively				✓	
	Continuous supervision aids keen observation of learning activities				✓	
	Strategies for managing interruptions				✓	
	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 pace				✓	
	Strategies for so threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games		✓			
	Exploring and eliciting the constructed knowledge through reflective process				✓	
	Make changes in the learning strategy based on student responses				✓	
	Adequacy of learning experiences in achieving the anticipated competencies				✓	
	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 debate/ field trips/ outdoor learning/ library				✓	
	Consolidate pupil's presentation				✓	
	Use of BB/OHP/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				✓	
	Pay attention to the entire class				✓	
Adequate communication skills being displayed by the teacher				✓		

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

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4	29/9/2020	Steniya S. Babu	Social responsibility, Types Business ethics	Shilpa.N	XI	112-120	<i>[Signature]</i>
5	30/9/2020	Steniya S. Babu	Advertising	Dhanya. D	XII	121-128	<i>[Signature]</i>
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7	1/10/2020	Steniya S. Babu	Insurance and its types	Mini. R	XI	138-146	<i>[Signature]</i>
8	2/10/2020	Steniya S. Babu	communication and its types	Rashma .PV	XII	147-156	<i>[Signature]</i>
9	28/9/2020	Steniya S. Babu	Banking and its types		XI	157-168	<i>[Signature]</i>


 Lecturer
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organization have some obligations to the society.

- 2] Different kinds of social responsibility are Economic, legal, ethical and Discretionary.
- 3] Business ethics refer to the moral principles to be followed by businessmen in relation to society.

Concept

major : Social responsibility

minor : Types of social responsibility and Business ethics.

Attitude and values

: Upholding of values like social responsibility, ethics, responsiveness, harmony, trust and service to society are more in a business than seeking profit.

Learning resources : Chart, Model, Activity chart, video

Learning strategies : Brainstorming, General discussion, Group discussion

Pre-requisites : Students should have knowledge about responsibilities towards business.

Expected product : Students will be able to understand the concept of social responsibility and business ethics.

Learning process

Introductory Activity.

Teacher conducts a brainstorming session regarding the activities that the pupil will do before they come to school. Through this teacher introduces the concept social responsibility [BB].

Developmental Activity.

Activity 1 [General discussion]

Teacher conducts a general discussion

Assessment

to realize the facts that some of the business brings harm to the society rather than doing good. Teacher provides some lead points

- * Sale of adulterated goods
- * Deceptive advertisement
- * Good quality product.

After the discussion teacher clearly introduces the concept of social responsibility. For strengthening the concept teacher shows a chart

Social responsibility.

Social responsibility refers to the obligation of businessmen to pursue those policies, to make those decisions or to follow those lines of action, which are desirable in terms of the objectives and value of our society.

Activity 2 [Group discussion].

Teacher divides the class into 6 groups and asks the pupil to find out different kinds of social responsibility, teacher convinces that social responsibility as performing socially desirable practices by business firms for its long term survival. Through the discussion teacher helps the students to make clear the topic.

Kinds of Social responsibility

- *] Economic responsibility
- *] Legal responsibility
- *] Ethical responsibility
- *] Discretionary responsibility.

For more classification teacher shows a model

of kinds of social responsibility.

Activity 3 [General discussion].

In order to identify the concept of business ethics teacher shows a video. After the observation and analysis of the video teacher asks the students to point out what they observed in the video.

Expected outcome.

Ethical	Unethical
*] Reasonable price	*] Poor quality goods
*] Correct quantity	*] Adulteration
*] Reasonable profit	*] Wrong Advertising

Concluding Activity.

To conclude and check the understanding of pupils, teacher asks the student to complete the activity chart properly.

Followup Activity.

collect paper cutting relating to unethical instances of business and make a album.

Criticism Report [Shilpa.N]

Preparation Phases:

After creating a suitable environment with the students, teacher created a good learning situation. The introduction of the topic was good. She had enough sound and presented the content clearly. She showed a chart for strengthen the concept social responsibility.

Learning Phases:

Developmental activity was good. She used the blackboard to describe title and charts are used to describe the main points. Teacher interacted with the students teacher ensure students participation fully throughout the class. Teacher used so many examples to strengthen the content. Teacher used

Simple language and was highly confident to teach the content.
Teacher maintain time management and motivated students to express their ideas.

Closure phases.

In Concluding activity was good and clarified the topic properly.

Learning Aids used

- 1] charts -
 - a] meaning of social responsibility.
 - b] kinds of social responsibility.
 - c] meaning of Business ethics.
- 2] PPT presentation - Business ethics.
- 3] Activity card - Business ethics [Ethical and unethical]

Remarks.

- *] Teacher should improve giving followup activity to student
- *] Need to improve in using adequate learning aids.

Observation Schedule for Observation of lessons under Constructivist format Shilpa . N

Components		BA	A	G	VG	E
Preparation	Strategies for building up suitable physical/emotional environment in the classroom			✓		
	Strategies/techniques to reveal/convince the learner what he already knows			✓		
	Setting up/building up a problematic situation			✓		
	Strategies for disturbance free and disciplined grouping if required			✓		
Learning Phase	Be sure about the pre-requisite skills for learning activity		✓			
	Give clear and concise guidelines for group activity			✓		
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc. , . . .			✓		
	Blackboard work/structured oral command etc.			✓		
	Provide sufficient activity for each group/individual				✓	
	Systematic routine for procedural activities				✓	
	Involve all the student in the learning activities				✓	
	Encourage non-volunteers				✓	
	Smooth transition - leaving minimal time between activities				✓	
	Pace activities effectively				✓	
	Bringing the appropriate learning aids/designing the learning aids during the course of activities				✓	
	Learning aids used effectively				✓	
	Continuous supervision aids keen observation of learning activities				✓	
	Strategies for managing interruptions				✓	
	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				✓	
	Strategies for so threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games				✓	
	Exploring and eliciting the constructed knowledge through reflective process				✓	
	Make changes in the learning strategy based on student responses				✓	
	Adequacy of learning experiences in achieving the anticipated competencies				✓	
	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 debate / field trips/ outdoor learning/ library				✓	
	Consolidate pupil's presentation				✓	
Use of BB/OHP/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				✓		
Pay attention to the entire class				✓		
Adequate communication skills being displayed by the teacher				✓		

2020-2021

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

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



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MICRO TEACHING

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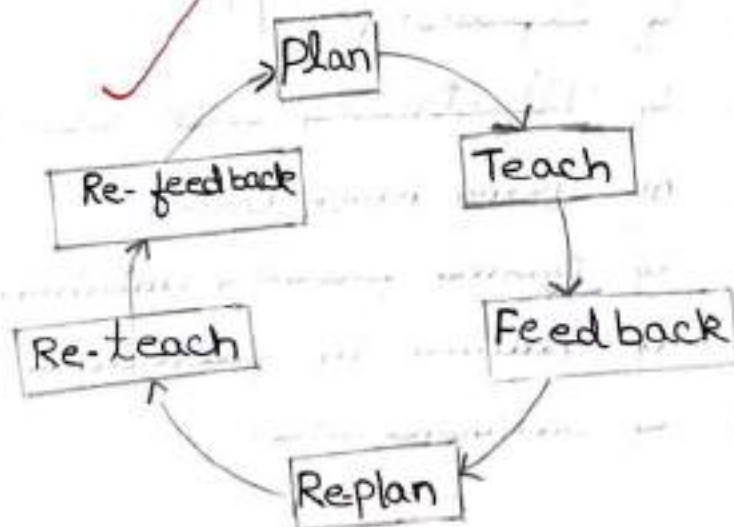
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MICRO TEACHING

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

Micro teaching is defined as, "a scaled down teaching encounter in a class size and class time." - Dwight W. Allen.

MICROTEACHING CYCLE



INTEGRATION OF SKILLS

A deliberate programme for integration of sub skill is called Link practice or Link Lessons.

CORE TEACHING SKILLS

A large number of skills related to teaching has been identified. Among these some of them are extensively used in routine teaching, are called Core teaching skills. They are:

1. Skill of introducing a lesson.
2. Skill of stimulus variation
3. Skill of explaining
4. Skill of illustrating with examples
5. Skill of using black board
6. Skill of posing probing question
7. Skill of fluency in questioning.
8. Skill of reinforcement.

MICRO() LESSONS

Micro lesson on skill of Introducing a lesson.

Name of the student teacher: Steniya 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
Introducing a lesson

Components :-

- 1] use of previous knowledge
- 2] use of appropriate device
- 3] motivation
- 4] continuity

Teacher's activity	Student's activity	components
Good afternoon	Good afternoon teacher	

Do you know the rule of Trial balance?

Yes teacher
Liabilities, Income and capital on Credit balance
Assets and Expenses on debit balance.

checking previous knowledge

Good

Present the question and distributed question card to pupils

- 1] Started business with capital
- 2] purchased machinery
- 3] Salary paid
- 4] Bank balance
- 5] purchased goods from Thomas
- 6] Received Interest

Read carefully, Tell me from the question which are the items included the debit balance and Credit

motivation

use of appropriate device

balance

Debit : machinery,
cash, Salary, Bank

Credit : Capital,
Thomas, Interest [B.B]

Very good

The arithmetical accuracy of book of accounts is tested through preparation of trial balance and afterward preparation of Trading and profit and Loss account. At the end of the accounting period business man want to check the financial position of the business. So, Let us discuss about the topic
"Balance Sheet" [B.B]

Debit : Machinery,
cash, Salary, Bank

Credit : Capital,
Thomas, Interest

motivation.

Continuity

Evaluation Schedule

Sl. No	Components	Student-I		Student - II		Student - III	
		Tally	Total	Tally	Total	Tally	Total
1	checking previous knowledge	I	1	I	1	I	1
2	use of appropriate device	I	1	I	1	I	1
3	motivation	III	3	IIII	4	IIII	4
4	continuity	I	1	I	1	I	1

Handwritten signature

2021-2022
WORKSHOP SESSIONS FOR
EFFECTIVE COMMUNICATION

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Reg. No. BAAUTMS008 for the year 2020-2022

F. Chm

Lecturer in charge

Date 10/03/2022

Lecturer in Mathematics
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WORKSHOP SESSIONS FOR
EFFECTIVE COMMUNICATION

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

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Task 1

ANALYSIS OF THE SPECIFIC LANGUAGES USED IN DIFFERENT CURRICULAR CONTEXTS

Terminologies in English	Terminologies in Malayalam
Mathematics	ഗണിതം.
Polynomials	ബഹുപദങ്ങൾ
Circle	വൃത്തം
Real Numbers	ഭൗതിക സംഖ്യകൾ
Prisms	സ്തംഭങ്ങൾ
Proportion	അനുപാതം
Statistics	സ്ഥിതി വിവര കണക്ക്
Algebra	ബീജഗണിതം
Side	വശം
Rectangle	ചതുരം
Perimeter	ചുറ്റളവ്.
Area	പരപ്പളവ്.
Length	<u>നീളം</u>
Identities	സമവാക്യങ്ങൾ
Rectangular block	ചതുര കുട്ട
Volume	വ്യാപ്തം.

Terminologies in English	Terminologies in Malayalam
Multiply Number	ഗുണിക്കുക. സംഖ്യ
Add	കൂട്ടുക.
Negative numbers	ന്യൂന സംഖ്യകൾ
Pattern	ക്രമം
Square	സമചതുരം
Quantity	<u>രാശി</u>
Power	കൃതി
Subtract	കുറയ്ക്കുക
Diagonal	വികർണം
Square root	വർഗമൂലം
Isosceles triangle	സമപാദത്രികോണം
Square	വർഗം
Multiplication	ഗുണം
Perpendicular side	ലംബ വശം
Reciprocal	വ്യുൽക്രമം
Degree	കൃത്യം

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 for different types and levels of test items.

Submitted to
Neema teacher

~~Neema~~

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 curriculum we were given a task. It was to analyse a question paper of an examination and to prepare a list of usages for 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.

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

No.	USAGE	TYPES OF QUESTIONS
1.	Fill in the blanks.	Objective
2.	Say whether and why?	Objective
3.	Check whether. Why?	Objective
4. (a)	How many	Objective
(b)	What is the	Objective
5.	Find the	Objective
6.	Find the	Objective.
7.	Prove that	very short answer
8.	Find the	very short answer
9.	Find	very short answer
10.	find	very short answer
11.	What is the	very short answer
12.	find	very short answer.

No.	USAGE	TYPES OF QUESTIONS
13.	Find all the	Short answer
14 (a)	Write the	very short answer
(b)	Check whether	very short answer
(c)	Check whether	very short answer
(d)	Find the	very short answer
15(a)	How many	very short answer
(b)	How many	very short answer
16 (a)	Find the	very short answer
(b)	Find the	very short answer
17 (a)	What is the	very short answer
(b)	Find the	very short answer

MT 1201

First Terminal Evaluation 2017-18

MATHEMATICS

Time : 2½ hours

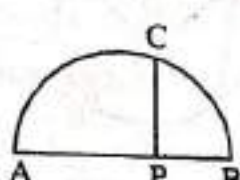
Std. : X

Total Score : 80

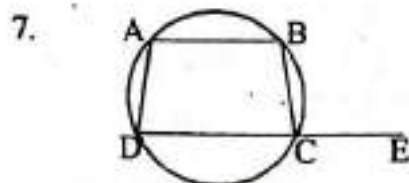
Instructions :

1. Read each question and instructions carefully and write answer.
2. First 15 minutes is cool off time.
3. Give explanations if necessary.
4. 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)
2. In triangle ABC, $\angle A = 30^\circ$, $\angle B = 60^\circ$. If we draw a circle with AB as diameter, say whether it will pass through C? Why? (2)
3. 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? (2)
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)
5. 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.  (2)
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)

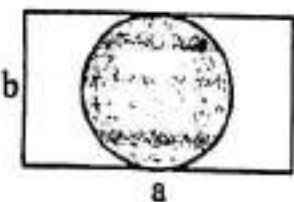
Answer any four questions from 7 to 12.

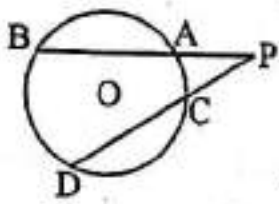


In the figure $\angle ADC = \angle BCD$.
Prove that $\angle ABC = \angle BCE$.

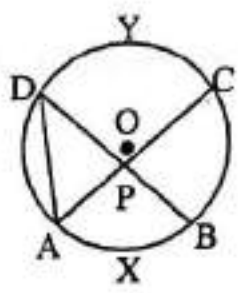
(3)

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

11.  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)

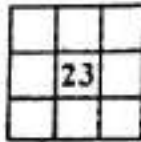
12.  In the figure $PA = 3$ cm, $AB = 9$ cm, $PC = 4$ cm then find CD. (3)

Answer any 10 questions from 13 - 24.

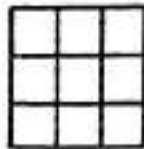
13.  In the figure O is the centre of the circle. Central angle of arc AXB is 60° , arc CYD is 80° . Then find all the angles of $\triangle APD$. (4)

14. (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)
15. 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)

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



- (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)



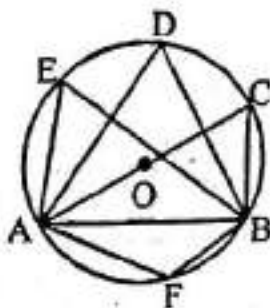
17. (a) What is the sum of first 20 natural numbers ?
 (b) Find the sum of first 20 terms of 4, 8, 12,
 (c) If 3 is added to each term in the above sequence write down the algebraic expression of the new sequence.
 (d) Find the sum of first 20 terms of the new sequence. (4)

18. Draw a line of length $\sqrt{12}$ c.m. Draw a square having area 12cm^2 . (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)

20. 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. (4)

21.



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

- (a) $\angle C$
 (b) $\angle ABC$
 (c) $\angle BAC$
 (d) $\angle F$ (4)

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

Task 1:

Activity 3: Comparative 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 purposeful, interactive oral process. Here, the exchange of ideas, thoughts and feelings 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 for a group of students to discuss and analyse a range of new materials, ideas and concepts together with the tutor.

Seminar is mostly used to describe a meeting led by one or more teachers or experts 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 speaker or presenter has the major role whereas in group discussion all the members in the group have equal chance to interact. Seminars are meant for individual development in the areas of presenting a topic in front of a crew. But group discussions are meant for socialisation process resulting from interactions.



BSS B.Ed TRAINING COLLEGE,
ALATHUR

*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 part 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 who knew infinity' written by Robert Kanigel. This book is the biography of the Indian mathematician Srinivasa Ramanujan. There were several activities under this task. We read this chapter individually and a group discussion based on it was held on June 4th 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 race and racism are of relatively recent origin. 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 racism. These kinds of differences were used as explanations for 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 nineteenth 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 war, at the request of UNESCO, authorities in social sciences examined the concept of race. In 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 race 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 minds. 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
writing.

Submitted to,
Neema teacher



Submitted by
Sneha.S
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 importance of online learning and Strengths, weakness, Opportunities 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 environments using different devices. Even though, technologies like abacus, film clips, teaching machine called MCQ machine were used earlier, it was not so popular as today. In 1994, India's EdTech journey finally began with the

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

Online learning is the future and if there was no virus, that realization would have taken another few years but this has accelerated the process. During this tough time ^{when} schools and colleges were forced to close down, EdTech companies proved to be of great help to students. Some of the famous EdTech startups includes Byju's, Adda247, Unacademy, Khan academy, Zoom classroom, etc. SWAYAM portal is an educational programme that is initiated by the government of India to provide online learning and reduce digital divide.

SWOC Analysis

Strengths

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

TERMINOLOGIES

Educational institution,

Learning

e-learning

Lectures

Semester

Teaching

Classroom

Courses

Educator

Students

Teachers

1
F. Chmsh

Lecturer in Mathematics
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2021-2022

SIMULATED SESSIONS FOR
PRACTICING COMMUNICATION
IN DIFFERENT SITUATIONS

MICRO TEACHING RECORD



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4.	Skill of introducing a lesson [Replan]	22/03/2021	12
5.	Skill of stimulus variation [Plan]	22/03/2021	19
6.	Skill of stimulus variation [Replan]	23/03/2021	25
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8.	Skill of explaining [Replan]	24/03/2021	37
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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 behaviour	Student behaviour	Components
<p>Good morning children.</p> <p>How are you all?</p> <p>All of you had your breakfast?</p> <p>Eat breakfast like a king, lunch like a prince and dinner like a pauper.</p> <p>Have you heard this?</p> <p>So, breakfast is the most important meal in a day and you shouldn't skip it.</p> <p>What were we discussing yesterday?</p> <p>Can anyone of you define a prism?</p>  <p>Very good</p> <p>The polygons and rectangles in a prism are called faces.</p>	<p>Good morning</p> <p>Fine</p> <p>Yes</p> <p>Yes</p> <p>Prisms</p> <p>It is a three dimensional object with polygons as its bases and rectangles as lateral faces.</p>	<p>Use of previous knowledge</p> <p>Motivation</p>

Student teacher behaviour

Student behaviour

Components

What are its bases?

The polygons on top and bottom are called bases.

Use of previous knowledge.

The rectangular faces are called lateral faces.

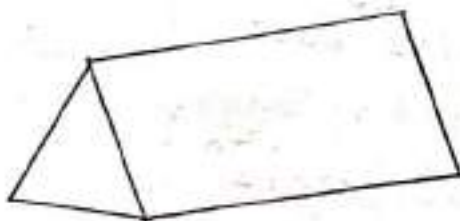
On what basis prisms are classified?

Depending on the shape of the bases.

Can you name some types of prisms?

Triangular prism, rectangular prism, hexagonal prism.

✓
Very good



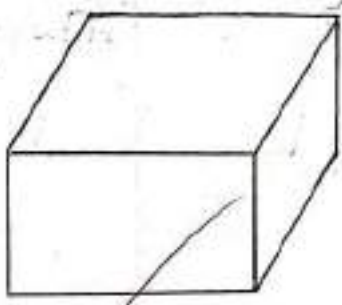
What is this?

It has two bases.

Triangular prism.

Motivation

Use of appropriate device.

Student teacher behaviour	Student behaviour	Components
<p>How many lateral faces? What is the shape of its base? Which polygon is it? It's lateral faces are rectangles.</p> <p>You said that the bases of a triangular prism is in the form of triangle. You had already studied how to calculate the area of a triangle.</p> <p>What is the formula to find the area of triangle?</p> <p>Very good</p>  <p>As This a prism?</p> <p>Can anyone of you show</p>	<p>Three</p> <p>Triangle</p> <p>Area of triangle $= \frac{1}{2}bh$</p> <p>Yes, it is a rectangular prism.</p>	<p>Use of previous knowledge Motivation</p> <p>Use of appropriate device.</p>

Student teacher behaviour	Student behaviour	Components
<p>me its bases and lateral surfaces?</p> <p>Very good</p> <p>The base of a rectangular prism is rectangle and you all know how to find the area of a rectangle. What is its formula?</p> <p>You all are familiar with area.</p> <p>In lower classes you had studied to find the volume of rectangular block. Do you remember?</p> <p>You cut the rectangular</p>	<p>These rectangles on the top and bottom are its bases. These four rectangles are its lateral faces.</p> <p>length \times breadth</p>	<p>Motivation</p> <p>Use of previous knowledge</p>

Student teacher behaviour	Student behaviour	Components
<p>block-into cubes of side one centimeter to find the volume.</p>		
<p>This method cannot be used in the case of prisms that are not rectangular. So we need some other method to find the volume of prisms. Today, we are going to study a method to find the volume of prisms.</p>		<p>Continuity</p>

OBSERVATION SCHEDULE

Components	Observer - 1					Observer - 2				
	Very good	Good	Average	Poor	Very poor	Very good	Good	Average	Poor	Very poor
1. Use of previous knowledge		✓				✓				
2. Use of appropriate device	✓					✓				
3. Motivation		✓					✓			
4. Continuity		✓					✓			



2021-2022

CLASSROOM TEACHING LEARNING
SITUATIONS ALONG WITH TEACHER
AND PEER FEEDBACK

CRITICISM
REPORT



CRITICISM REPORT (AMRITHA.S)

PREPARATION PHASE

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

PRESENTATION PHASE

Mentor divided the class into three groups and gave each group two triangles and asked them to check whether those triangles coincide. The she showed six different ways in which a triangle of sides 4 cm, 5 cm and 7 cm can be drawn and also how these triangles coincide by turning and flipping them. She also showed a video of this to make the concept more clear. Mentor also explained the concept, equality of sides of triangles implies equality of angles.

Peer Observation Schedule for Observation of lessons under Constructivist format

	BA	A	G	VG	E
Components					
Strategies for building up suitable physical/emotional environment in the classroom				✓	
Strategies /techniques to reveal/convince the learner what he already knows			✓		
Setting up/building up a problematic situation			✓		
Strategies for disturbance free and disciplined grouping if required		✓			
Be sure about the pre-requisite skills for learning activity			✓		
Give clear and concise guidelines for group activity					✓
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc., etc.					✓
Blackboard work/structured oral command etc.					✓
Provide sufficient activity for each group/individual					✓
Systematic routine for procedural activities			✓		
Involve all the student in the learning activities		✓			
Encourage non-volunteers		✓			
Smooth transition - living minimal time between activities					✓
Use activities effectively					✓
Bringing the appropriate learning aids/designing the learning aids during the course of activities					✓
Learning aids used effectively					✓
Continuous supervision aids keen observation of learning activities					✓
Strategies for managing interruptions					✓
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					✓
Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games					✓
Exploring and eliciting the constructed knowledge through reflective process					✓
Make changes in the learning strategy based on student responses					✓
Adequacy of learning experiences in achieving the anticipated competencies		✓			
Provide opportunities for the use of pupil's observation book/ science diary		✓			
Provide opportunities for collection of specimens/small scale survey/projects/small group discussions/seminar debate / field trips/ outdoor learning/ library		✓			
Consolidate pupil's presentation					✓
Use of BE/OHP/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					✓
Pay attention to the entire class					✓
Adequate communication skills being displayed by the teacher					✓

Preparation

Learning Phase

CLOSURE PHASE.

Mentor summarised the topic by presenting a ppt. Then she gave a question to find the pairs of matching angles in two triangles. This helped the students to understand the concept more clearly. She also gave a home assignment to the students.

LEARNING AIDS USED

Blackboard, model, ppt, video.

REMARKS

- Explanation using model was very effective.
- Very good interaction.
- Need to improve blackboard skill.

F. Chandra



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
2019 – 2020	http://bsstcaltr.com/new/uploads/store/IQAC Annual Report 2019 - 2020.pdf
2018 – 2019	http://bsstcaltr.com/new/uploads/store/IQAC Annual Report 2018-2019.pdf
2017 - 2018	http://bsstcaltr.com/new/uploads/store/IQAC Annual Report 2017-2018.pdf



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