



लोकाः समस्ताः सुखिनो भवन्तु

# BRAHMANANDA SWAMI SIVAYOGI B.Ed TRAINING COLLEGE

Recognised by NCTE & Affiliated to the University of Calicut  
NAAC Accredited B++ Grade with 2.85 CGPA (1<sup>st</sup> Cycle)

Date : .....

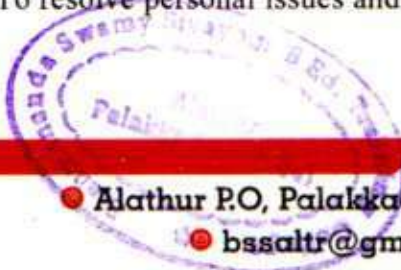
## Report on Mentoring Program

Mentoring program of BSS B Ed Training College functions with the goal of providing students with assistance and direction for the improvement of their academic and professional careers and thereby shaping them as the epitome of humanity. It is a very effective program that is aimed to narrow down the gap between the mentee and the mentor and thereby encourage discourses with each other. The students may come across many difficulties during the course of study and they may have many academic and adjustment challenges. To cope with such problems and to enable them to excel in academics according to their potential, the institution utilizes the mentoring initiative.

Mentors offer personal attention and counseling to their respective mentees. The assistance services include personal counseling, guidance, support for academic examinations, creation of awareness about scholarships and grants, behavioral modification assistance, and help for extracting the innate potential of the mentees. The program aims to instill good qualities among students according to the intuitional goals also it tries to bridge the gap between the teacher and the student.

### Aims and Objectives

- To narrow down the gap between the mentor and the mentee.
- To uplift the performance of the students in academics and examination
- To nurture healthy personal and social lifestyles
- To ensure a congenial learning environment.
- To inspire and motivate in high-level academic pursuit
- To resolve personal issues and challenges



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

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• bssaltr@gmail.com • www.bsstcaltr.com

- To bring out an overall change in the personality of the student
- To mold a better citizen-based institutional vision and mission

### **Program Overview**

- Mentees shall be assigned to the mentors right from the beginning of the academic program
- A total number of 10 mentees shall be allotted to each mentor.
- All the mentors shall identify the students performing exceptionally well in academic and nonactivities and report to the head of the institution/department for providing further motivation to advanced/gifted learners.
- The mentor shall identify the students' performance in all the fields.
- The mentor shall observe and monitor the attendance of the mentee.
- The mentor shall also keep a track of the academic performance of mentees including continuous assessment, term, and examination, and help the mentee through counseling and remedial teaching,
- All mentors shall offer assistance in relation to students' health and well-being, difficulties in adjustment, and behavioral issues.
- All mentors shall disseminate information regarding available grants and scholarships career related information and competitions and events.
- All mentors need to find time within the framework of institutional hours/or an extra hour to meet and provide assistance to the mentee
- All the mentors have the power and autonomy to assign peer mentors (students who have the skill to support other students) in the mentoring program.
- Online social media platforms also be effectively utilized for mentoring purposes.

### **Duties and responsibilities of Mentor**

- Give an overview of the mentoring program to the assigned mentees
- Inform in advance about the schedule of the meetings with the mentee
- Observe and track the record of the assigned mentee
- Maintain a record of the mentees
- Preparing reports of the mentor-mentee program at the end of the academic year
- Set challenging targets for the mentees
- Collect and analyze the details mentee's family background



  
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- Plan and execute proper assistance policies according to the mentee's requirement/ collect expert opinion if requires.
- Ensure regular communication with the mentees.
- Maintain confidentiality, trust, and compassion throughout the program of mentoring.

#### **Duties/Responsibilities of Mentee**

- Awareness of the process of mentoring
- Authentic towards mentors in all matters
- Try to follow the directions and guidance offered by the mentors
- Polite in seeking mentoring assistance.
- Maintain positive relationships and communicate effectively with mentors

#### **Activities of mentoring**

The following activities were usually utilized for mentoring initiatives by the mentors

- Guidance
- Personal motivation
- Counseling
- Academic support
- Peer tutoring
- Personal instruction
- Support for Personal development
- Special class
- Academic guidance
- Remedial teaching
- Orientation for soft skills
- Special assignments

#### **The Expected Outcome of the Program**

- Enhancing students' academic performance and attendance.
- Improving mentor-mentee relationships.
- Building confidence and self-esteem
- Monitoring student progress.



  
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Mentoring is provided for the students on the basis of the initial level of assessment and their progress in academic learning. Prior to the allotment of teachers for each identified student for mentoring, a detailed discussion on the need and requirements was cautiously ensured.



  
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Kerala - 676 841



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## Sample Report on Mentoring

Date : .....

### Mentor details

Name of the mentor	
Designation	

### Mentee details

Name of the mentee	
Age	
Gender	
Optional Subject	
Address	
Email Id	
Phone Number	
Areas of interest	
Special Skills	

Observed Areas of Difficulty	Issues Noticed	Action taken	Details of Issue Resolved
<input type="checkbox"/> Academic	<input type="checkbox"/> Poor performance & Low marks <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Examination anxiety <input type="checkbox"/> Poor study habits <input type="checkbox"/> Attention difficulties	<input type="checkbox"/> Academic guidance <input type="checkbox"/> Personal motivation <input type="checkbox"/> Academic Counseling <input type="checkbox"/> Academic support <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Personal instruction <input type="checkbox"/> Special classes <input type="checkbox"/> Remedial teaching <input type="checkbox"/> Effective feedback <input type="checkbox"/> Special assignments	
<input type="checkbox"/> Non academic	<input type="checkbox"/> Adjustment problems <input type="checkbox"/> Mental stress <input type="checkbox"/> Poor socialization <input type="checkbox"/> Poor communication <input type="checkbox"/> Improper home environment <input type="checkbox"/> Anxiety <input type="checkbox"/> Lack of confidence	<input type="checkbox"/> Counseling <input type="checkbox"/> Support for personal development <input type="checkbox"/> Soft skill orientation <input type="checkbox"/> Personal motivation <input type="checkbox"/> Visit to home <input type="checkbox"/> Empathetic listening <input type="checkbox"/> Regular conversation	

Remarks:

Signature of the Mentor



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## Mentoring Report

### Mentor details

Name of the mentor	RASMI. V. M
Designation	Asst. Professor in Common Education

### Mentee details


Name of the mentee	Kavya. K.
Age	24
Gender	Female
Optional Subject	English
Address	Edappalam (H), Thiruvazhiyad, Nemmara.
Email Id	Kavyaambili 718 @ gmail. com
Phone Number	6235937835
Areas of interest	Reading, Writing, Music
Special Skills	Good listener, Adaptability, Empathetic

Observed Areas of Difficulty	Issues Noticed	Actions taken	Details of Issue Resolved
Academic	<ul style="list-style-type: none"> <li>✓ Poor performance &amp; Low marks</li> <li>Learning difficulties</li> <li>Examination anxiety</li> <li>✓ Poor study habits</li> <li>Attention difficulties</li> </ul>	<ul style="list-style-type: none"> <li>✓ Academic guidance</li> <li>✓ Personal motivation</li> <li>✓ Academic Counseling</li> <li>✓ Academic support</li> <li>Peer tutoring</li> <li>Personal instruction</li> <li>Special classes</li> <li>Remedial teaching</li> <li>Effective feedback</li> <li>Special assignments</li> </ul>	<ul style="list-style-type: none"> <li>* Set Specific goals and create study schedule.</li> <li>* Review regularly and make changes</li> </ul>
Non academic	<ul style="list-style-type: none"> <li>Adjustment problems</li> <li>Mental stress</li> <li>Poor socialization</li> <li>Poor communication</li> <li>Improper home environment</li> <li>Anxiety</li> <li>✓ Lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>✓ Counseling</li> <li>✓ Support for personal development</li> <li>Soft skill orientation</li> <li>Personal motivation</li> <li>Visit to home</li> <li>Empathetic listening</li> <li>Regular conversation</li> </ul>	<ul style="list-style-type: none"> <li>* By practice and reduce the task, become more comfortable and confident</li> </ul>

Remarks: Timed, under achieves.



  
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 Signature of the mentor

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ALATHUR, PALAKKAD-DT, KERALA



Name : .....MIDHUNA S.....

Reg. No. : .....BAAWTCMOD7.....

Optional Subject : .....COMMERCE.....

*Certified that this is the bonafide record of*

.....MIDHUNA S.....

Reg. No. ~~BAAWTCMOD7~~ for the year 202-2024

*11/2/24 Verified*  
Lecturer in Charge  
B.S.S. B.Ed. Training College  
Alathur (P.O) Palakkad Dt  
Kerala-678 541.

Date..14/12/2022



*ASB*  
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4.	Skill of stimulus variation (plan)	25/11/2022	13-16
5.	Skill of stimulus variation (Replan)	25/11/2022	17-20
6.	Skill of using black board (plan)	22/11/2022	21-24
7.	Skill of using black board (Replan)	24/11/2022	25-28
8.	Skill of explaining (plan)	23/11/2022	29-33
9.	Skill of explaining (Replan)	25/11/2022	34-38
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13.	Link lesson on the skills of Introducing a lesson, Using black board, explaining	29/11/2022	61-71



# MICRO LESSON ON SKILL OF INTRODUCING A LESSON

Name of the student teacher: Midhura.s      class : XI  
 Subject : Business studies      Date : 21/11/22  
 Topic : Social Responsibility      Duration : 5 min  
 Plan/Replan: plan

Objective : To practice skill of introducing a lesson

## Components of the skill:

1. use of previous knowledge
2. use of appropriate device
3. Motivation
4. continuity

Teacher Activity	Pupil Response	components of behaviour
(wishes the students) we know that we human beings are social animal. we are living in a society. The Society consist different groups of people who have		

different needs and wants.  
Society include government,  
firm, organisations etc. we  
can see interdependence. Society  
plays an important role in  
the success of business.

What is the role of society  
in the success of business?

Society can increase  
the sale and profit  
of the business  
quality goods  
pay taxes, rea-  
sonable price,  
good working  
environment.

Testing  
previous knowledge

In return of profit what  
business give back to society?

Good. So business provides  
many things to society. Because  
business enterprise do business  
and earn money by fulfilling  
the expectation of society  
Now, I am sharing a story  
about a tribal women. Have  
you heard about 'mayilamma'?

She is a tribal women who  
protest against Coca-cola

Yes

Motivation

use of  
appropriate  
device

Company situated in plachimada, Palakkad. Mayilamma played a key role in the campaign to hold Coca-Cola accountable for water shortage and water pollution in that area. Under her leadership the community forced the company to shut down the plant. The plant has remained shut down since.

So, what is the reason for shutdown Coca-Cola company

They are failed to do their responsibility towards society

Very good, They are failed to perform their responsibility towards society. Every business have some responsibility towards society. In this class we are discuss more about Social responsibility of business (B'B)

continuity

Components of the Skill	student 1	student 2	student 3
1. use of previous knowledge			
2. use of appropriate device			
3. Motivation			
4. continuity	✓ 		

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# OBSERVATION RECORD

*Q*  
12/24  
verified

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Alathur, Palakkad- 678541 Kerala

**ALATHUR, PALAKKAD(Dt)-678541**



Name..... MIDHUNA . S .....

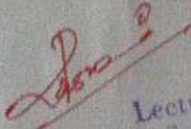
Reg. No..... BAAWTCM007 .....

Optional Subject..... COMMERCE .....

Certified that this is the bonafide record of


..... MIDHUNA . S .....

Reg.No..... BAAWTCM007 .. for the year 20 - 20

  
Lecturer in Charge  
B.S.S. B.Ed. Training College  
Alathur (P.O), Palakkad Dt  
Kerala 678 541

Date..... 4/1/2024 .....



  
Principal  
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## OBSERVATION REPORT - 1

Name of the teacher: Nimisha . N  
Subject : Business studies  
Unit : Forms of Business Organisation  
Topic : Joint Hindu Family Business  
Date : 22/08/2023  
Standard : XI

### preparation phase

The teacher entered the classroom and created a good rapport with the students. Teacher checked the previous knowledge of the students by asking questions. Teacher started the class by showing a video clip. Based on that students reached the topic 'Joint Hindu Family Business'.

### Developmental phase

Teacher divided the whole class into several groups and asked them to discuss two or three features of joint hindu family business. Teacher wrote the points in black board. Students are actively participated in classroom activity. Teacher conducted a debate based on the topic merits and demerits of HUF. Teacher once again

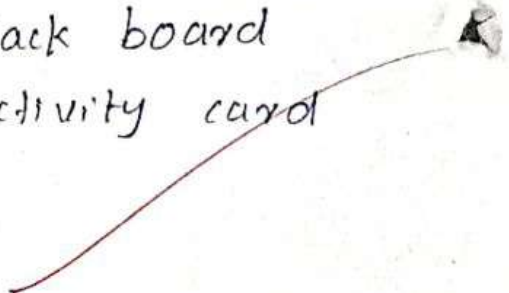


explained merits and demerits of HUF.  
Teacher also clarified the doubts of students.

### closure

Teacher presented a graphic organizer.  
Asked the students to fill it. Some students  
came forward and filled it. Teacher  
encouraged the students who participated.

### Teaching aids

- \* Graphic organizer
  - \* Black board
  - \* Activity card
- 

# B.S.S B.Ed TRAINING COLLEGE

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## TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: *Nimisha N*

Sl.No.	Aspects	Criteria	put tick mark (✓)				
			5	4	3	2	1
1	Preparation	1) Building up a suitable physical environment in the class room		✓			
		2) Building up a problematic situation		✓			
		3) Technique to reveal what he already knows	✓				
		4) Effective introduction	✓				
		5) Link between the introduction and main concepts		✓			
2	Activity	1) Strategies for disturbance-free and disciplined grouping clear and concise guidelines for the group if required	✓				
		2) Clear and concise guidelines for group			✓		
		3) Involve all students in the learning activities		✓			
		4) Encourage non-volunteers		✓			
		5) Learning aids used effectively	✓				
		6) Appropriateness, relevance, variety, novelty, originality		✓			
		7) Adequate activities in achieving the anticipated competencies				✓	
3	Subject Competency	1) Resource fullness		✓			
		2) Make changes in the learning strategies based on student response	✓				
4	Class Management	1) Recognizes attentive and non-attentive		✓			
		2) Gives clear direction	✓				
		3) On the spot diagnosis of learning difficulties and corresponding remediation			✓		
		4) Pay attention to the entire class		✓			
		5) Manages time properly	✓				
		6) Strategies for managing interruption		✓			
5	Communication	1) Speak fluently		✓			
		2) Speaks with clarity	✓				
		3) Use proper body language	✓				
		4) Adjusting the speed of the lesson to the level of the pupil			✓		
6	Questioning	A-Structure of question	✓				
		1) Grammatically correct		✓			
		2) Relevant to the topic	✓				
		3) Specific		✓			
		4) Thought provoking				✓	
		B-Way of questioning		✓			

		1) Addresses whole class							
		2) Give sufficient time to think	✓						
		3) Distribute evenly	✓						
		4) Redirect	✓						
7	Reacting	1) Discourages mass answering		✓					
		2) Use appropriate verbal and non-verbal reinforces	✓						
		3) Uses and builds pupil responses		✓					
		4) Seeks further information		✓					
		5) Gives hints or prompting		✓					
8	Use of Learning Aids	1) Relevant to the content			✓				
		2) Appropriate to the pupils level		✓					
		3) Uses aids at appropriate time	✓						
		4) Uses multiple channels for single idea	✓						
		5) Ensures visibility	✓						
9	Closure	1) Summarizes the lessons		✓					
		2) Evaluates with reference to objectives		✓					
		3) Links with similar situations		✓					
		4) Links with future learning		✓					
		5) Follow-up activities	✓						
10	Teacher's Personality	1) Respect pupil responsibility	✓						
		2) Resourceful in dealing with situations	✓						
		3) Enthusiastic and confident		✓					
		4) Pleasing	✓						
		5) Clear, neat and tidy		✓					

Note: (5) Excellent (4) Very Good (3) Good (2) Average (1) Poor

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**RECORD OF DISCUSSION, DEMONSTRATION,  
AND CRITICISM LESSON PLANS**

Name : MIDHUNA . S

Reg. No. : BAAWTM007

Optional Subject : COMMERCE

*Certified that this is the bonafide record of*

MIDHUNA . S

*Reg. No. BAAWTM007 for the year 2022-2024*

*[Signature]*  
Lecturer in charge  
Alathur  
Palakkad Dt  
Kerala 678 501

Date: 10/07/2023



*[Signature]*  
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Alathur (PO), Palakkad-Dt  
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*[Signature]*  
1/2/24  
verified

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Lecturer  
 Lecturer in Commerce  
 B.S.S B.Ed Training College  
 Alachur (P.O) Palakkad Dt  
 Kerala-678 541.

CRITICISM

## TEACHER PLANNER - 1

Name of the teacher : Midhuna S

Standard : XII

Name of the school : BSS Gurukulam

Strength : 40

Subject : Business Studies

Duration : 45 min

Unit : Organisation

Date : 27/07/2023

Topic : Organisational Structure

Content outline

Organisational structure, meaning, types

Content analysis

Terms

Span of control, functional structure, divisional structure

Facts

- 1) Organisational structure is the outcome of organising
- 2) Organisational structure clearly specify the relationships among people, work and resources.
- 3) Growth in size and complexity require an enterprise for an adequate organisational structure

- 4) An organisational structure facilitates the flow of work in the organisation
- 5) Organisational structure can be shown in an organisational chart
- 6) Span of control refers to the members of subordinate that can be effectively managed by a superior
- 7) A span of control gives shape to the organisational structure and determines the level of management in the structure
- 8) Organisational structures are divided into two
  - a) Functional structure
  - b) Divisional structure
- 9) In the functional organisational structure jobs of similar nature are grouped into major functions and their major functions are organised as separate departments
- 10) In divisional structure there are separate

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Concept	divisions for different products. Each division having functions like production, finance, marketing etc. Organisational structure is defined as the framework within which managerial and operating work are performed.
Learning Outcomes	<ol style="list-style-type: none"> <li>1) Describing: Specifies the relationship between the people in the organisation</li> <li>2) Classifying: The type of organisational structure</li> <li>3) Predicting: Understanding the organisational chart</li> <li>4) Comparing: Preparation of chart showing the different organisational structure.</li> </ol>
Process Skills	<ul style="list-style-type: none"> <li>* Identifying</li> <li>* Comparing</li> <li>* Categorising</li> <li>* Predicting</li> </ul>

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Pre-requisites	* Analysing Students should have the general idea about organising
Value and attitude	Develop general idea about how to organise different functions and departments in an organisations
Learning resources	* chart * video clip * general discussion
Expected products	* complete the worksheet * prepare organisational chart
Reference	1. SCERT source book 2. plus two business studies text book

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Learning process	Assessment
<p><u>PHASE 1 - INTRODUCTORY PHASE (General discussion)</u></p> <p><u>INTRODUCTORY ACTIVITY</u></p> <p>After the routine classroom practice teacher begins the class by presenting a movie clip related to organisational structure. Based on that teacher conducts a general discussion based on the following keypoints</p> <ul style="list-style-type: none"> <li>* Identify the theme of movie clip</li> <li>* Identify the structure of job position shown in the movie</li> </ul> <p>Based on the above discussion the learner reached the idea organisational structure (B.B)</p> <p>The teacher shows the meaning of organisational structure through chart</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">organisational structure</p> <p>It can be defined as the frame work within which managerial and operating tasks are performed</p> </div>	

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## PHASE 2: DEVELOPMENTAL PHASE

### Activity - 1 (Role play)

Teacher calls 4 students for presenting the role play.  
Teacher explain the script

#### Scene - 1

The M.D. is sitting in his office. Each managers are going to meet M.D. with the reports of their departments and the managing director is checking the reports of each department. After 3 or 4 conversation between each department heads, they are going back

#### Lead points

- \* Analyse the situation and findout the role played by each members
- \* Determine the role of each members in the role play

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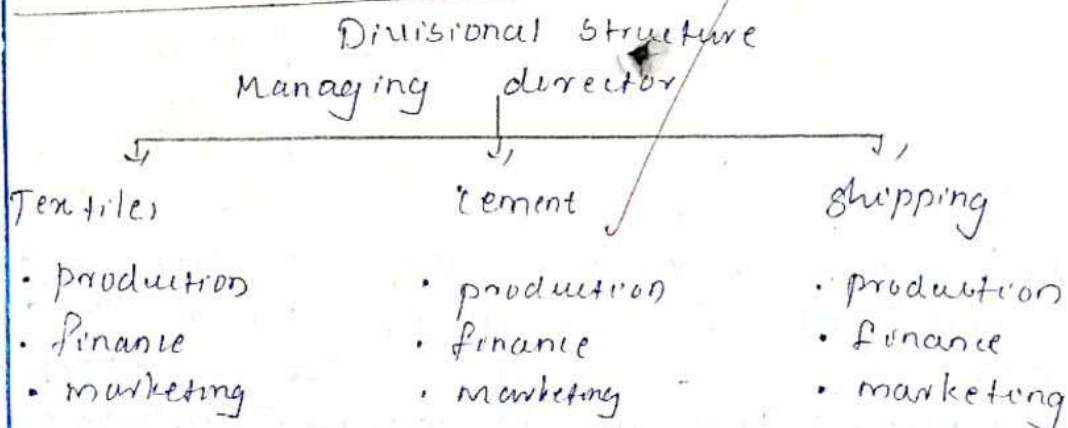
After the discussion the students come up with the concept of 'functional structure'

#### Learning outcome

\* Functional structure.

### Activity 2 - (PPT Presentation)

The teacher shows a ppt



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The teacher discuss the arrangements of activities in the chart and they came up with following lead points

- point out the difference of one type with other
- Analyse the role of each department under each products

Learning outcome

• Divisional structure

PHASE 3 - CONCLUDING PHASE

The teacher divided the class into 6 groups and gives activity cards describing the features of organisational structure and asks each group to identify the organisational structure mentioned in each card

follow-up activity

The teacher asks the students to prepare a concept map of both functional and divisional structure

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### TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Sowmya S

Sl.No.	Aspects	Criteria	put tick mark (✓)				
			5	4	3	2	1
1	Preparation	1) Building up a suitable physical environment in the class room	✓				
		2) Building up a problematic situation	✓				
		3) Technique to reveal what he already knows	✓				
		4) Effective introduction	✓				
		5) Link between the introduction and main concepts	✓				
2	Activity	1) Strategies for disturbance-free and disciplined grouping clear and concise guidelines for the group if required	✓				
		2) Clear and concise guidelines for group	✓				
		3) Involve all students in the learning activities	✓				
		4) Encourage self-volunteers	✓				
		5) Learning aids used effectively		✓			
		6) Appropriateness, relevance, variety, novelty, originality		✓			
		7) Adequate activities in achieving the anticipated competencies		✓			
3	Subject Competency	1) Resource fullness		✓			
		2) Make changes in the learning strategies based on student response		✓			
4	Class Management	1) Recognizes attentive and non-attentive		✓			
		2) Gives clear direction		✓			
		3) On the spot diagnosis of learning difficulties and corresponding remediation		✓			
		4) Pay attention to the entire class		✓			
		5) Manages time properly		✓			
		6) Strategies for managing interruption		✓			
5	Communication	1) Speak fluently		✓			
		2) Speaks with clarity		✓			
		3) Use proper body language		✓			
		4) Adjusting the speed of the lesson to the level of the pupil		✓			
6	Questioning	A-Structure of question		✓			

		1) Grammatically correct	✓						
		2) Relevant to the topic	✓						
		3) Specific	✓						
		4) Thought provoking	✓						
		B-Way of questioning	✓						
		1) Addresses whole class	✓						
		2) Give sufficient time to think	✓						
		3) Distribute evenly	✓						
		4) Redirect		✓					
7	Reacting	1) Discourages mass answering		✓					
		2) Use appropriate verbal and non-verbal reinforces		✓					
		3) Uses and builds pupil responses		✓					
		4) Seeks further information		✓					
		5) Gives hints or prompting	✓						
8	Use of Learning Aids	1) Relevant to the content	✓						
		2) Appropriate to the pupils level		✓					
		3) Uses aids at appropriate time		✓					
		4) Uses multiple channels for single idea	✓						
		5) Ensures visibility	✓						
9	Closure	1) Summarizes the lessons		✓					
		2) Evaluates with reference to objectives		✓					
		3) Links with similar situations		✓					
		4) Links with future learning	✓						
		5) Follow-up activities	✓						
10	Teacher's Personality	1) Respect pupil responsibility	✓						
		2) Resourceful in dealing with situations	✓						
		3) Enthusiastic and confident		✓					
		4) Pleasing	✓						
		5) Clear, neat and tidy	✓						

Note: (5) Excellent (4) Very Good (3) Good (2) Average (1) Poor

# BSS B.Ed. Training College

NAAC Accredited B++ Grade with CGPA of 2.85 (Recognized by NCTE and affiliated to the University of Calicut)  
Alathur, Palakkad- 678541 Kerala

**ALATHUR, PALAKKAD(Dt)-678541**



Name..... MIDHUNA.S  
Reg. No..... BAAWTCM007  
Optional Subject..... COMMERCE

Certified that this is the bonafide record of

MIDHUNA.S

Reg.No..... BAAWTCM007..... for the year 2022 - 2024

*[Signature]*  
Lecturer in Charge  
B.S.S B.Ed. Training College  
Alathur (P.O), Palakkad Dt  
Kerala 678541

Date..... 11/01/2024



*[Signature]*  
Principal

**PRINCIPAL,**  
B. S. S. B.Ed. Training Coll  
Alathur (PO), Palakkad-  
Kerala - 678 541.

# ART AND DRAMA IN EDUCATION

# INDEX

Sl. No	Content	Page number
1	workshop on working with artist	1-5
2	participation and performance in any performing arts	6-7
3	planning a stage setting for a performance	8-9
4	comic strip	10-12

WORKSHOP ON  
WORKING WITH  
ARTISTS



## INTRODUCTION

Art is something that stimulates an individual's thoughts, emotions, beliefs, or ideas through the senses.

Art is everywhere around us, from the paintings on the walls to the music we listen to. It's a vital component of human expression that has been around for centuries. As Shakespeare said "All the world is a stage" Art and drama are something entangled with our daily life.

Art in education provides students with a creative outlet that can improve their problem-solving skills. They learn how to think outside the box and explore topics in an meaningful way.

On December 16<sup>th</sup> and 19<sup>th</sup> 2023, BSS B-Ed training college, Alathur organized a programme on 'ART and DRAMA IN EDUCATION' in wisdom hall. The event commenced with the arrival of principal Dr. K.S. Balambika, followed by a speak from her. The resource persons are



GPS Map Camera



Alathur, Kerala, India  
JGXP+7WV, Pazhayannur Rd, Alathur, Kerala 678541, India  
Lat 10.64818°  
Long 76.537183°  
18/12/23 10:35 AM GMT +05:30

Google

## REPORT

First team performed a political satire based on the recent political issues occurred during 'Nava Kerala Sadass'. The second performed a drama based on . The third group performed a heart warming skit based on the topic 'transgender and society'. The fourth group select the topic 'dowry' they performed well. The fifth group performed a skit based on the topic

I belonged to group 1, we selected the black coat as our property. we used that property symbolic to Black flag. our act was a political satire about black flag protest at 'Nava Kerala Sadass'. we selected this topic because of its political relevance.

we are a team of 10 members and since it was a satire we chose to revolve the entire act based on single character. we were guided by the theatre artist Athuli and he was the who gave us a lot of idea for improvise the drama



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JHX4+8HP, Thrippalur, Alathur, Palakkad, Alathur, Kerala 678541, India  
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Long 76.557176°  
10/10/22 02:42 PM GMT +05:30

He was the one who wanted to portray the entire character as a king and whose authority/assum was linked to the chief minister of state. In order to show power Adhuli asked to arrange chairs each other to raise the platform for sitting and the king was asked to sit there. Then there were 2 members who acted as king's minister and there were 4 members who were king's Black cat. During a regular session in the king's council meeting 2 random people came and disrupted council with a black flag. The king ordered to maintain peace and even expelled a person wearing a black mask and walk away from the stage.

This concept was performed by including all the 10 members. It was a fun experience.

# GTROP MEMBERS

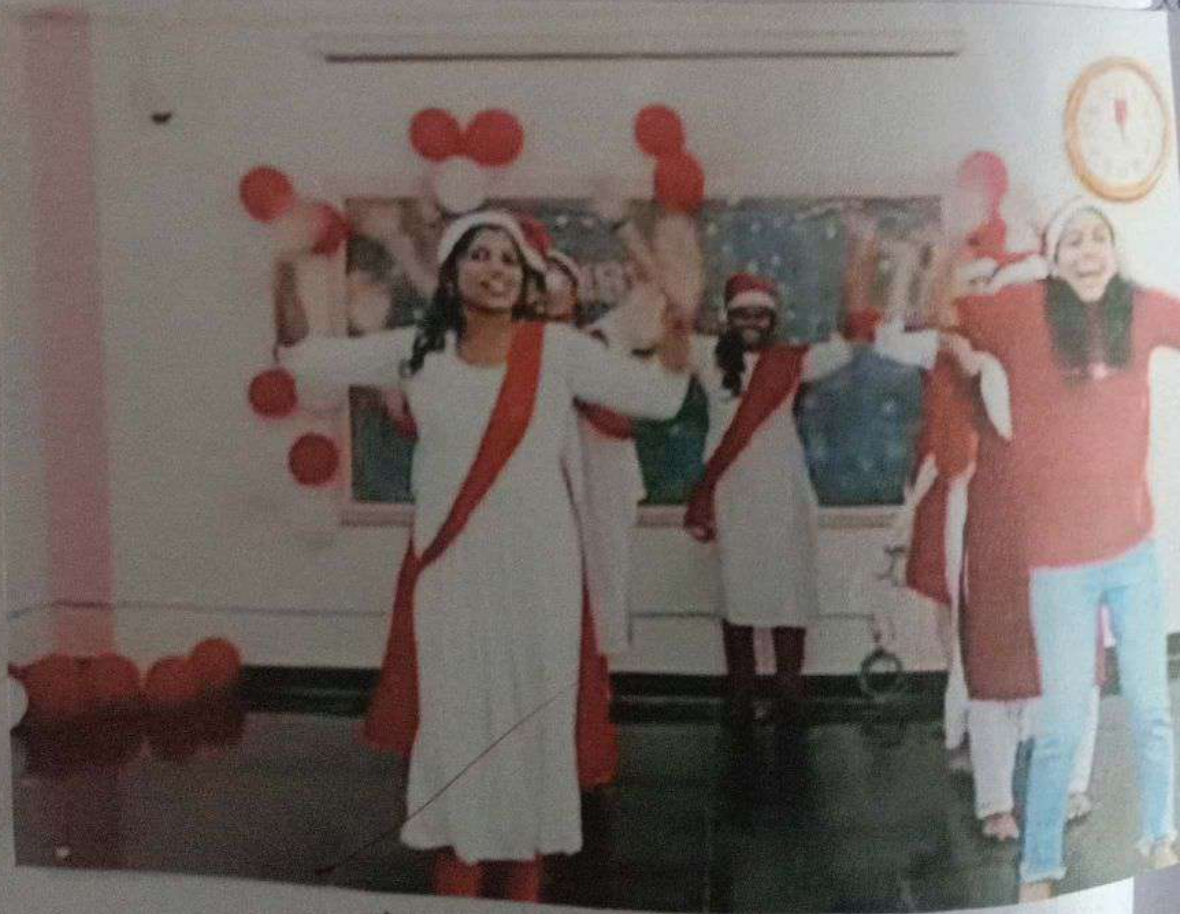
Group 1	Group 2	Group 3	Group 4	Group 5
Nimisha.N	Sreelakshmi.S	Nijesh.V	Athira.R	Arijur.R
Viswam	Sreelakshmi.J	Ajila	Soorya.CS	Kaishra.Kripa
Aiswarya.J	Sowmya.CS	Keerthy	Aiswarya.KP	Srujanika
Vidya	Sahitha	Keerthy.Lal	Gopika	Shilpa
Mithuna.S	Saranya	Anila	Megha.G	Sulfiya
Greeshma.L	Mubeena	Twinkle Rose	Amaritha	Sandra
Roshini	Athira	Aishas	Jincy	Syama
Ansy	Harishma	Aswathy	Ambili	Asna.A
Aiswarya.M	Haridhya	Haritha.L	Greeshma	Ashifa
Janshee	Navya	Haridhya	Athira.R	Akila
		Navya	Aiswarya.PK	
			Rachana	

During our B.Ed programme everyone over there got multiple opportunities to perform and showcase our talents. many times many of us found out our real talent. While we perform on that stage. It is a very positive vibe that the stage ~~also~~ always makes us more confident.

I started off with a ramp walk during the Kerala piravi celebration. followed by the walk & song a song. on the same day there was an option wise performance. Each option performed different performance. we commerce option performed a thiruvathirakal. It was a great experience for us.

on the christmas celebration i along with my option members performed an action dance. on that day we could see one performance from each option.

As a part of Holi celebrations along with my batchmates and seniors performed a dandya dance on the college ground. It was a mass dance performance. The school children encouraged us





As mentioned, we have option wise change for conducting weekly programmes and monthly programs as a part of this I got an opportunity to celebrate and organize Hindi day. I along with our option members arranged mike, chairs on the stage and decorated the board accordingly.

As a part of performing our drama, I along with my team members arranged the stage as per our theme. we arranged chairs one by one to make the seat of king. After that two chairs was placed near to the king's seat for minister. and also checked the mike before we start our performance

For performing Nadanpattu as part of our Arts day we arranged 4 mikes two for the leading singers and two for chorus

The stage serves as a space for actors actors or performers and a focal point for the academic. As a part of our B.Ed Training BSS offered multiple opportunities to perform on stage. The stage is an integral part of our every day life

Every day begins with a prayer, followed by news reading and presenting the thought for the day. All the options do the morning assembly. Weekly change was assigned to each option. During our week I got opportunity to set the mike, to arrange chairs on the stage. and on special days stage and black board will be decorated in accordance with the day

For the performance of Thiruvathira-kali as a part of Kerala Piravi day celebration we got opportunity to arrange the stage accordingly. we removed the chairs from dries and placed a lamp at the center of the stage and we danced around it



Then I had another opportunity to perform a Nadanpattu the Arts day. It was a competition based on different optional performances. Many performances took place. We got first place in the option wise competition. We all had a competition mentality which was healthy.

Then I did a drama performance along with many members from other options which was so much fun. The performance was really a fun and memorable one.

Then I got a beautiful opportunity to perform a dance performance on our NAAC peer visit.



Swamy Shreyas B.S.S. Training College  
Alathur  
Palakkad (Dt.)  
678541

B.S.S. B Ed. Training College  
Alathur (P.O.) Palakkad Dt  
Kerala-678 541



# BSS B.Ed. Training College

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Alathur, Palakkad- 678541 Kerala



## CERTIFICATE

Certified that this is the bonafide record of EDU.401 course on EPC 3: CRITICAL UNDERSTANDING OF ICT being submitted by TWINKLE ROSE

Reg.No: BAAWTCM012 during the academic year 2022-2024

Name of the student teacher: TWINKLE ROSE

Reg. No.: BAAWTCM012

Optional Subject: COMMERCE

Lecture in charge

*Palakkad*

Date:



*[Signature]*  
Principal

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

**EDU.401 COURSE ON EPC 3:  
CRITICAL UNDERSTANDING OF ICT**

# **TASKS- CONDUCT THREE WORKSHOPS**

## **1. DIGITAL TEXTBOOKS/ E-RESOURCES**

- **Phase 1:** Spreadsheets as a tool for teaching-learning, Administrative, and Academic Support Systems
- **Phase 2:** Producing e-documents and Digital Text Book as a tool for the administrative and academic support system.
- **Phase 3:** Creating an ICT-integrated Lesson by using presentation software.

## **2. ICT INTEGRATION WITH PEDAGOGY**

- **Phase 1:** Teacher as techno pedagogy.

## **3. E-CONTENT DEVELOPMENT**

- **Phase 1:** Reintegrating Images, Audio, and Video for content authoring by using Open free software.



# **WORKSHOP 1**

## **DIGITAL TEXTBOOKS/ E-RESOURCES**

# DAY 1

## DIGITAL TEXTBOOKS/ E-RESOURCES

**Phase 1:** Spreadsheets as a tool for teaching-learning, Administrative, and Academic Support Systems

### Product Needed

- Enter the mark list of Achievement tests into a spreadsheet.
- Calculate mean, median, and mode by using software tools.
- Calculate grades of children by using software tools.

### Software Needed

- Libre Office Calc

### Libre Office Calc

It is the spreadsheet component of the LibreOffice software package. It is capable of saving spreadsheets as PDF files. As with the entire LibreOffice suite, Calc is available for a variety of platforms, including Linux, macOS, Microsoft Windows, and FreeBSD.

### Steps

#### Step 1:

- Open LibreOffice Calc.
- Application Office LibreOffice Calc

#### Step 2:

- Enter the mark list of achievement tests with headings on each cell namely, SLNO, NAME OF STUDENT, and MARKS SCORED.

#### Step 3:

- Choose data form Type the details and click "new" to save the record.

#### Step 4:

- Calculate mean using:

AVERAGE() select the entire data on the column marks press 'Enter'.

**Step 5:**

- Calculate median using:

MEDIAN() Select the entire data in the column marks and press '**Enter**'.

**Step 6:**

- Calculate mode using:

MODE() Select the entire data on the column marks and press 'Enter'.

**Step 7:**

- Calculate grades using:
- Please enter or copy the below formula into a blank cell where you want to get the result:

=IF(B2>=90,"A",IF(B2>=80,"B",IF(B2>=70,"C",IF(B2>=60,"D","F"))))

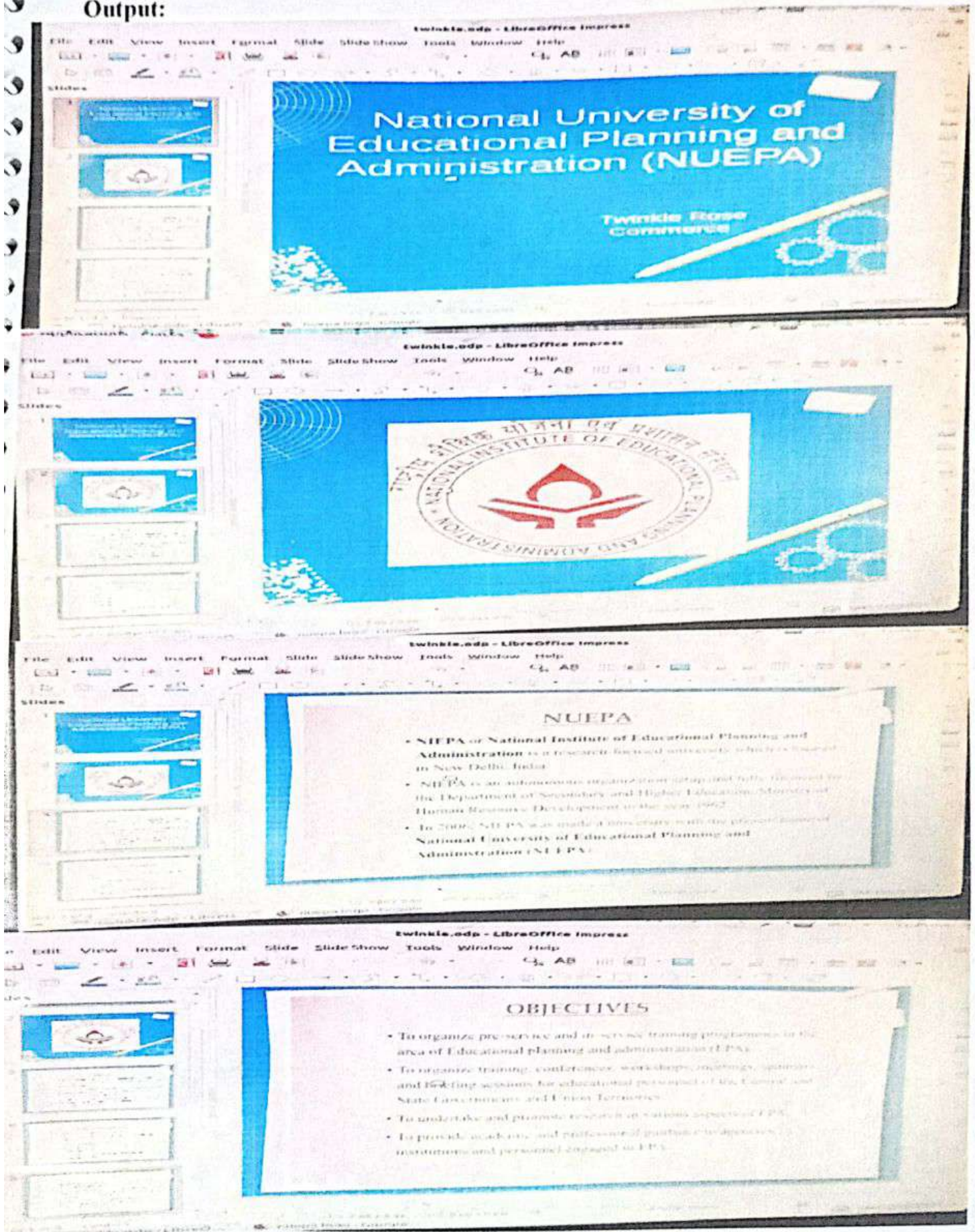
- Explanation of this complex nested IF formula:
- If the Score (in cell B2) is equal to or greater than 90, then the student gets an "A" grade.
- If the Score is equal or greater than 80, then the student gets 'B' grade.
- If the Score is equal or greater than 70, then the student gets 'C' grade.
- If the Score is equal or greater than 60, then the student gets 'D' grade.
- Otherwise, the student gets 'F' grade.

# Output:

The image shows a screenshot of the LibreOffice Calc application. The spreadsheet contains a table with 10 rows of student data and a summary section at the bottom. The columns are labeled SL, NAME, MARK, and GRADE. The summary section includes AVERAGE, MEDIAN, and MODE.

SL	NAME	MARK	GRADE
1	HIBA	8	B
2	FATHIMA	7	C
3	ADHITHYA	6	D
4	APARNA	8	B
5	AISWARYA	4	F
6	SURYA	3	F
7	NAVYA	7	C
8	ABHINADH	6	D
9	JIBIN	5	F
10	SUBIN	7	C
AVERAGE		6.1	
MEDIAN		7	
MODE		7	

## Output:



## ICT INTEGRATION WITH PEDAGOGY DAY 3

**Phase 1: Teacher as techno pedagogy**

### **Product needed**

Students should create a personal website Preparation of a lesson plan using chalk.com

### **Website needed**

Chalk.com Educational inc

### **Chalk**

Chalk provides a single system to ensure that your curriculum, instruction, and assessment are integrated and tied back to the relevant standards. By creating an integrated system, you can use data-driven insights to understand what is working well, what isn't, and why, and help teachers make the necessary adjustments to close gaps and ensure student success.

### **Getting started**

To get started with chalk.com, we have to first set up our plan board online lesson planner. Plan board is the flagship product of chalk.com. Education Inc will introduce the chalk.com suite of productivity apps.

## Steps

### Step 1:

- Sign up free for an account



- Select the account type as Teacher

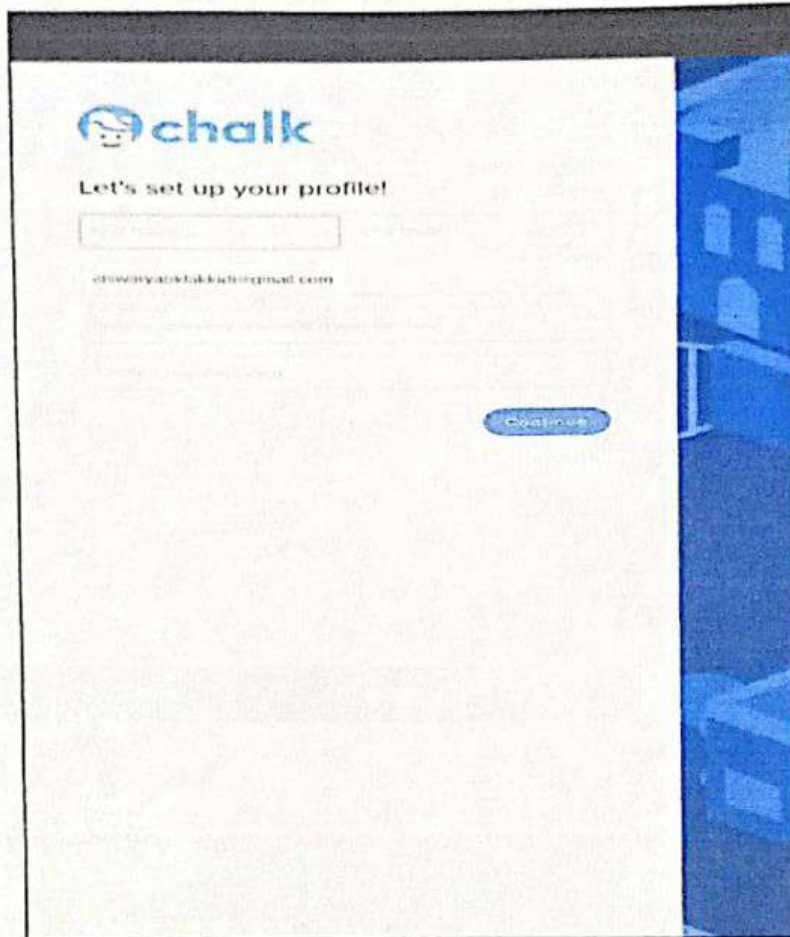
### Step2:

- Sign up by using a valid e-mail ID



### Step3:

- Enter the details like Name, email ID, etc...
- Create a password and confirm the password
- Press Log In

A screenshot of the Chalk app's profile setup screen. The screen features the Chalk logo at the top left, followed by the text "Let's set up your profile!". Below this, there are three input fields: a name field, an email field containing "shivayankkidd@gmail.com", and a password field. A blue "Continue" button is positioned to the right of the password field. The background of the app interface is white with a blue decorative element on the right side.

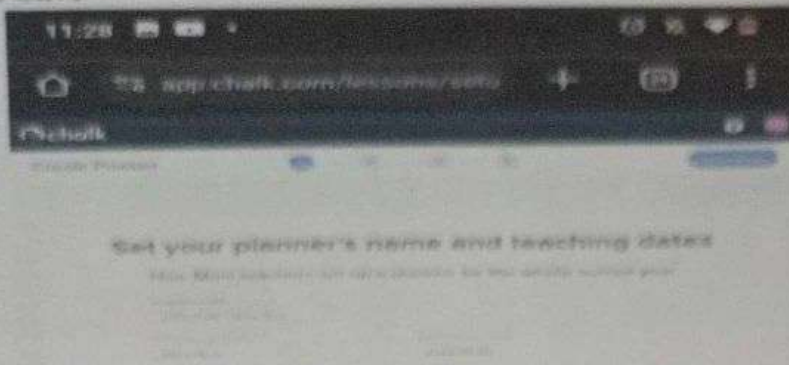
### Step 4:

To set up the planner,

- Select create planner
- Enter the planner's name as 2022-2023- School Year
- Choose the first day of class and the last day of class

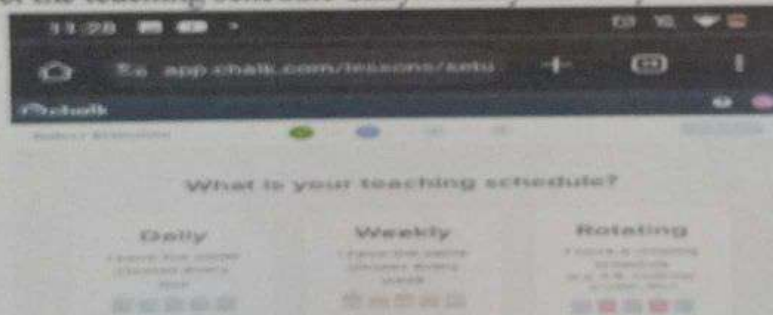


- Press Save



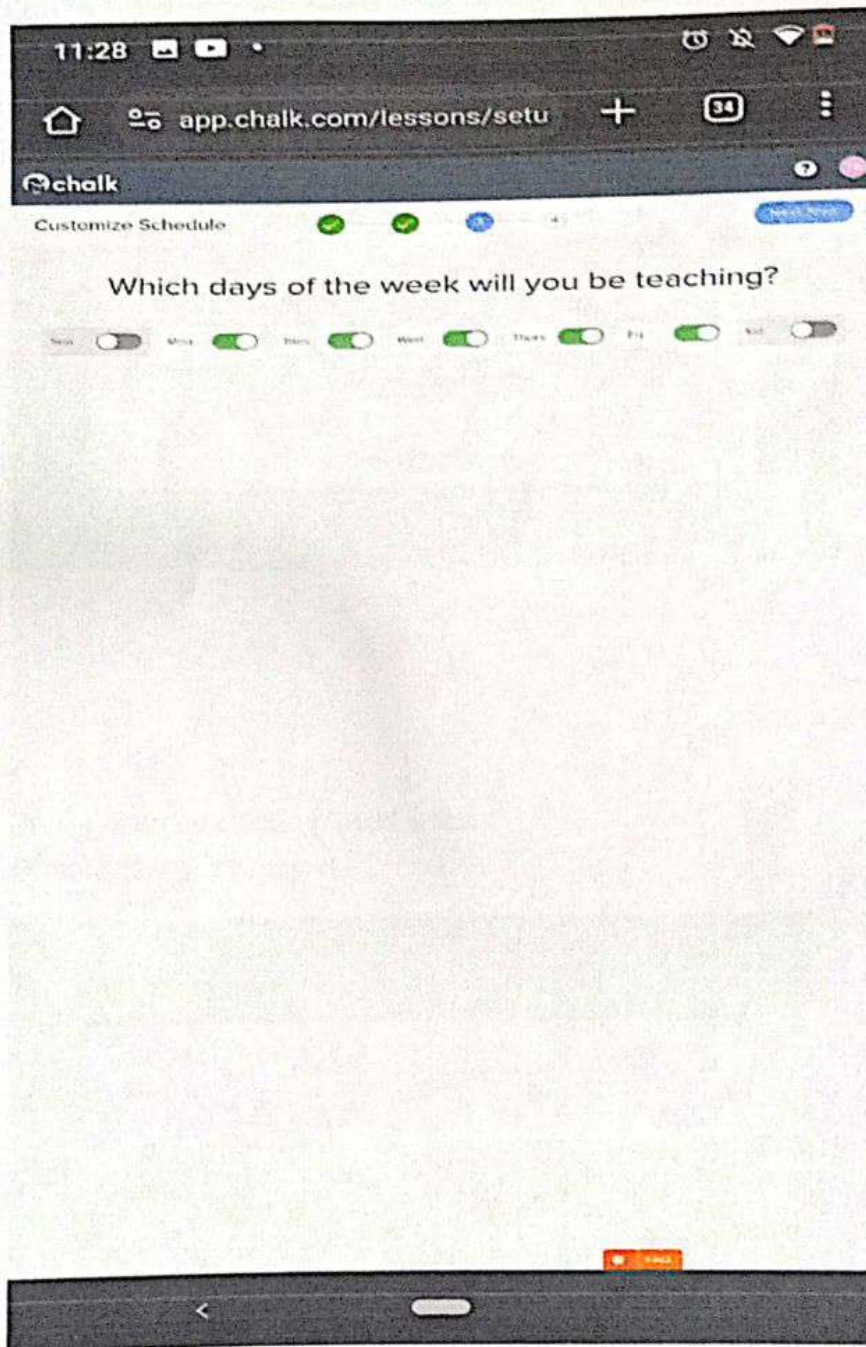
Step 5:

- Select the teaching schedule daily/weekly/monthly



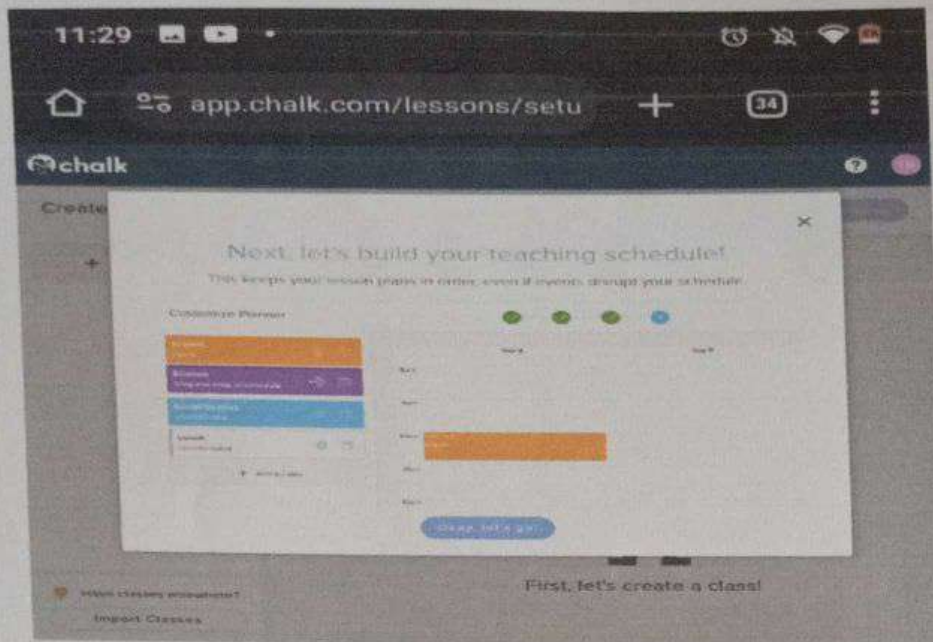
**Step 6:**

- Customize schedule by selecting days from Sunday to Saturday.



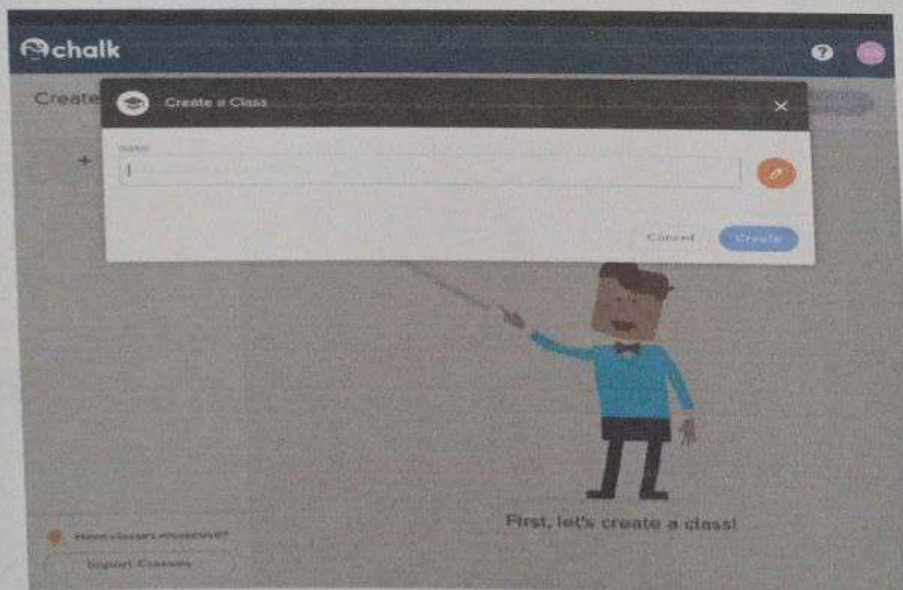
### Step 7:

- Build a teaching schedule by giving appropriate subjects



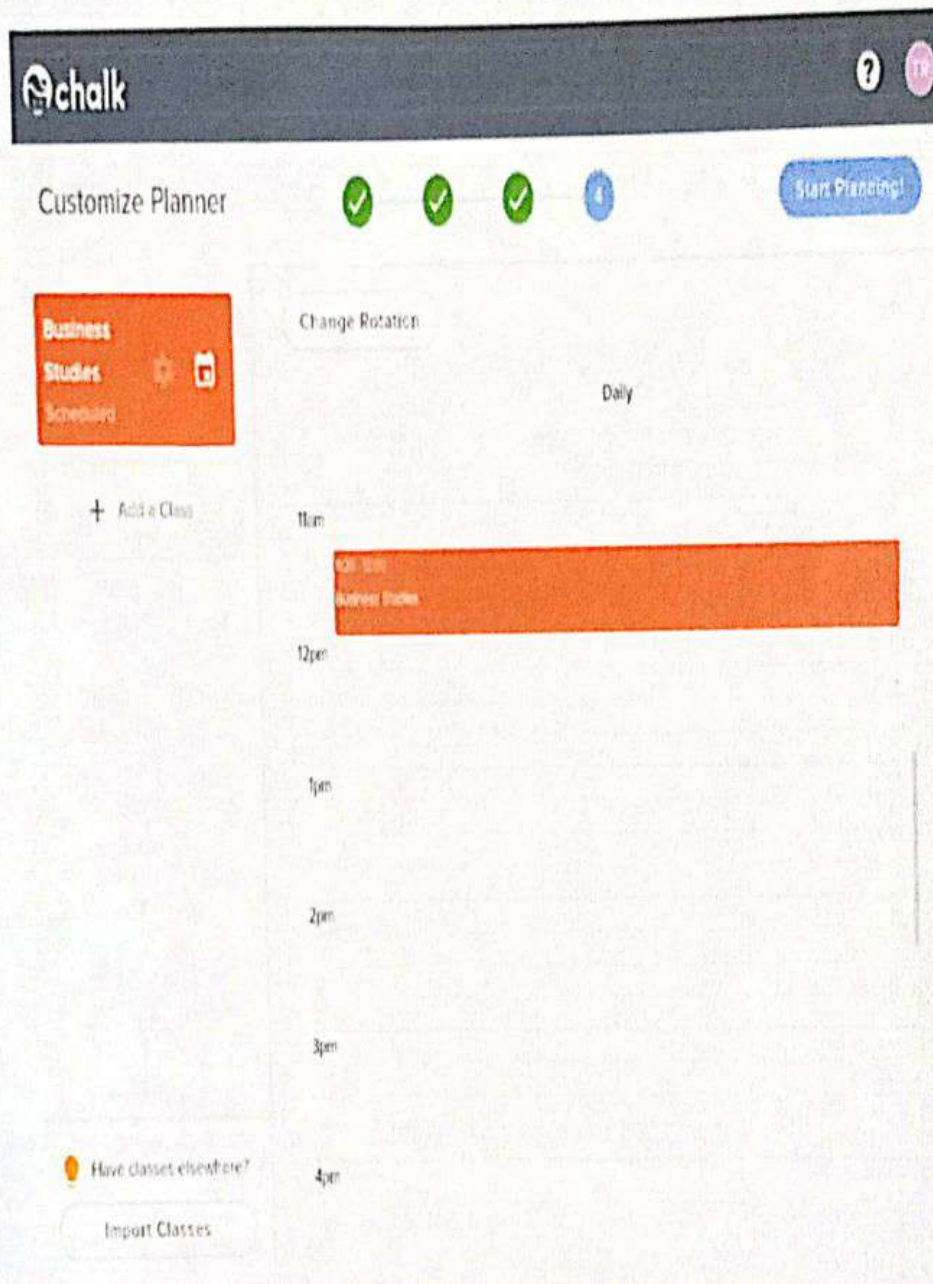
### Step 8:

- Create class by clicking "Add a class"
- Type the name of subject.



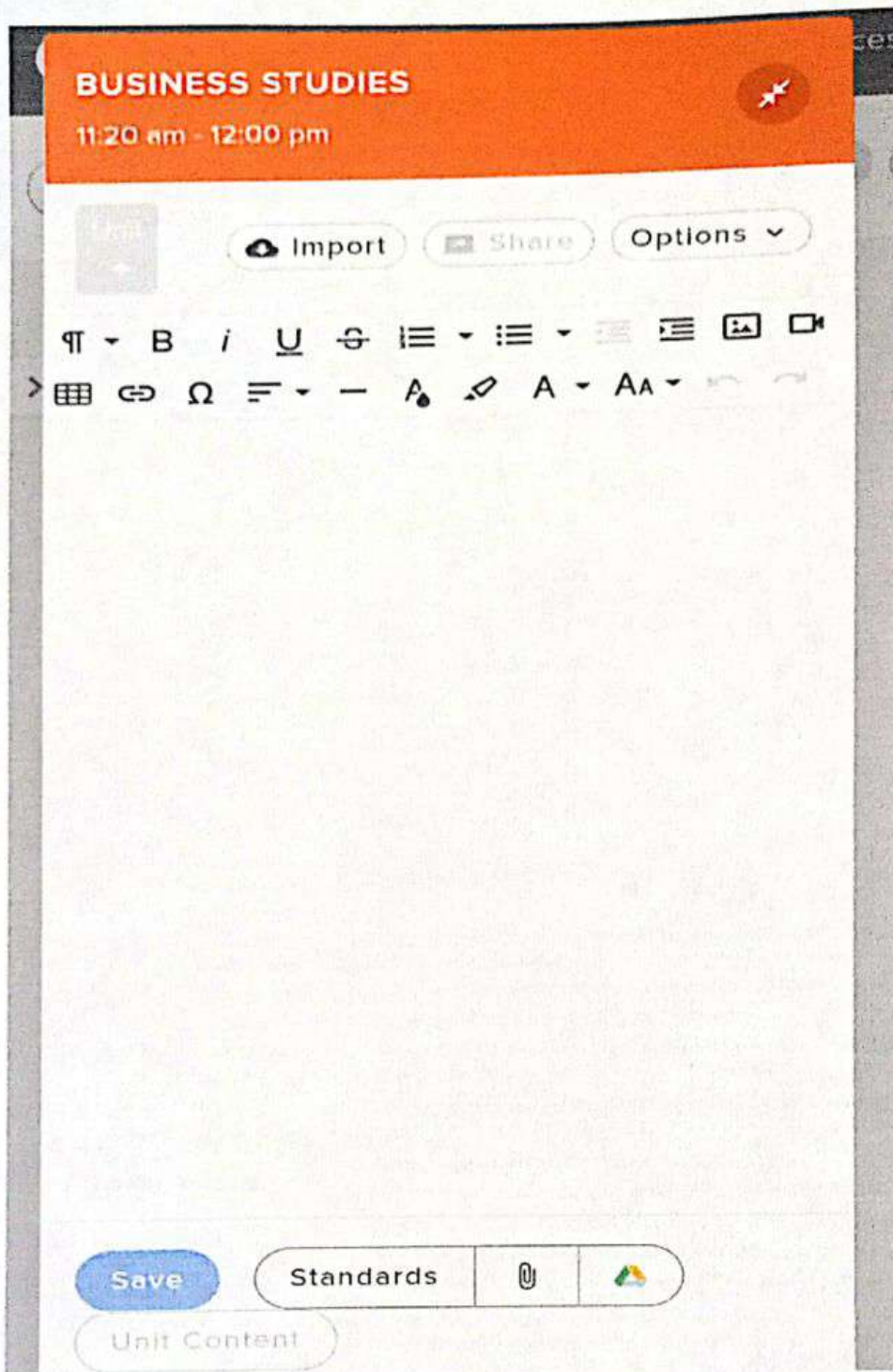
### Step 9:

- Customize the planner by selecting time of period
- Click 'Start planning'



### Step 10:

- Creating template
- Design new template for lesson planning
- Give a title to template
- Assign the template to class



**Step 11:**

- Creating new lesson plan
- Click on create new lesson plan.
- Design a lesson plan according to the template Upload necessary files using 'upload file icon.'
- Use the tab to insert links, videos, images, lines, shapes etc..... Click "Save"

**WORKSHOP 3**  
**E-CONTENT DEVELOPMENT**

## DAY 4

### E-CONTENT DEVELOPMENT

**Phase I:** Integrating Images, Audio and Videos for e-content Authoring by single Open Free Software

#### **Product Needed**

- Create blog
- Write content and upload images, audio and videos

#### **Website needed**

Blogger.com

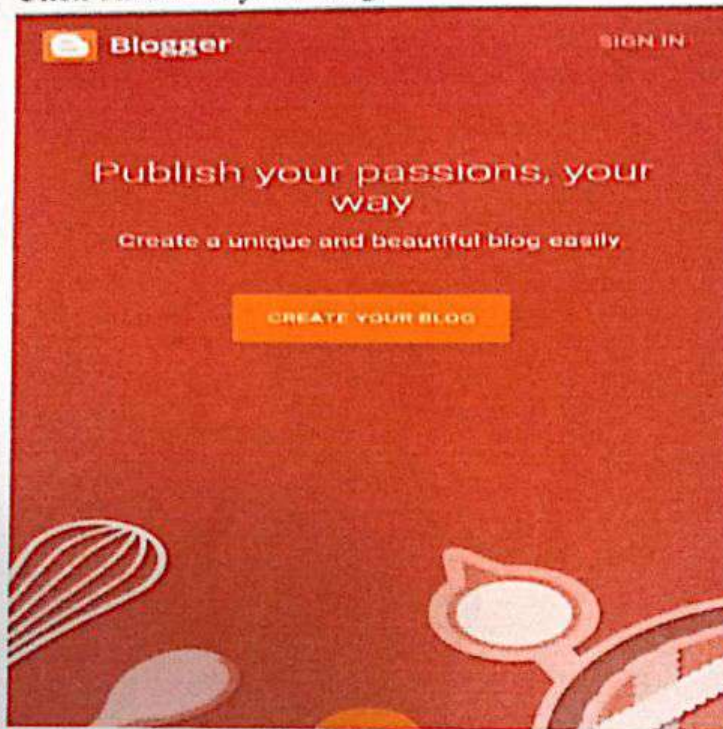
#### **Blogger**

Blogger is a Weblog publishing tool from Google, for sharing text, photos and videos. It is used to create and publish new posts. Save posts as a draft to finish later. Share a link to your post using Android Share. Open a blog or post in a browser.

## Steps

### Step 1:

- Sign into blogger by using a valid e-mail ID
- Click on Create your Blog.



### Step 2:

- Choose a name for your blog
- Click Next

**Choose a name for your blog**

This is the title that will be displayed at the top of your Blog.

Title

SKIP CANCEL NEXT

This site is protected by reCAPTCHA and the Google Privacy Policy Terms of Service apply.

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### Step 3:

- Choose a URL for your blog
- Click Next



Learn more about this notice and your responsibilities.

### Choose a URL for your blog

This web address is how people will find your blog online

Address:

**tjespot** .blogspot.com

This blog address is available

**PREV**

**CANCEL**

**NEXT**

This site is protected by reCAPTCHA and the Google Privacy Policy Terms of Service apply.

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### Step 4:

- Create blog
- Upload pictures, videos, and audio using the respective icons and also text content Post the blog by clicking the Send icon.
- Now the blog has been published
- Create more blogs by clicking the + button
- You can edit the title and add pictures by clicking the 3 dots on the right side.



Output:



SEMESTER 4

EPC 4 : UNDERSTANDING THE  
SELF

WORKSHOP 2

GENDER AND UPBRINGING

Submitted To  
Neema Miss

A red signature consisting of a stylized 'R' and 'P' followed by a horizontal line.

Submitted  
by  
Rohini. P.S  
Roll No: 9  
Commerce.

## REPORT

As a part of BED Curriculum BSS BED Training College has conducted an EPC task "Telling gender stories. Students both girls and boys required to share their experiences of gender roles. Neema teacher moderated the session. Each students came forward and shared their experiences they faced in their life as being a girl or boy. Krishna Krupa, Saedakshmi, Rohini, Akhila, Aswathy and Vidya had shared their stories.

From their experience it is clearly understood that attitude of society towards fulfilling the gender roles is not changed yet. There are people who are not ready to change their perception. Girls were shared the gender discrimination they faced.

In this session we also discussed how to

change these kind of attitude of Society. As a teacher we have to use gender neutral words and activities in the classroom and ensure there is no gender discrimination among students. School have to conduct awareness programs of gender equality among Parents and students.

**WORKSHOP 3:**  
**DECONSTRUCTING THE**  
**MESSAGES OF ADVERTISING**

# SEMESTER 4

EPC 4 : Understanding the Self

## Workshop 3

Destructing the messages of advertising  
(in the audio-visual Media)

Submitted To

Neema Teacher

~~Neema~~

Submitted By

ROHINI - P.S

COMMERCE

ROLL No : 9

## REPORT

On 13 March 2024 as a part of EDU.402 course on EPC 4: Understanding the self, workshop 3: "Deconstructing the messages of advertising" was conducted in the college. We formed option wise groups and were asked to prepare a script of effective advertisements after a discussion within the group. Firstly, we have selected the product through group discussion, we selected 'Charapara Chappals' as our product. Then we prepared a script. As per the script we assigned each role to group members and arranged the necessary things to present skit. We had done a trial of the enactment during the time allotted. Finally, we had done the enactment of advertisement. All the groups had come up with different products and performed really well. It was really an entertaining session. At the end of the session, teachers shared their experience on watching the enactment.



# SCRIPT

## Scene 1

A Government office. Two employees are chit-chatting with each other. An applicant is coming to the office

Applicant : Good morning Ma'am

Govt emp 1 : Good morning. What do you want?

Applicant : Ma'am I applied for a building permit two months ago. I want to meet village officer.

Govt emp 2 : Okay, give your documents

(Govt employee verifying the documents)

Applicant : Everything is okay?

Govt emp 2 : Ok you can meet village officer  
(The applicant enter into village officer's room)

Applicant : Good morning Ma'am

Village officer : Hmm... Good morning. What do you want?

Applicant : Few months before I applied for building permit. I need the approval.

Sowmya : Hai dear, how is your health? You looks so tired.

Anila : Yes Sowmya, I have heavy back pain. I can't walk properly due to body pain.

Sowmya : Oh I see. You don't worry, use this charagara chappel. It is effective and prevents rheumatism. I used it when I was in pregnancy.

Anila : Wow... Are you sure? Then I'll use it.

Sowmya : Good. I have to go now. See you dear.

### Scene-3

A bus stop near the college gate. Evening 4.00pm. Some college girls are chit-chatting while waiting for bus. A man comes on bike and tries to flirt the girls by holding a flower.

Man : Hey, beautiful girls, where you want to go?

A girl : Why do you want to know?

Man : Hey beauty, I have bike. You don't need to wait here for bus. I will drop you

A girl : Ohoo! No need, get lost

Man : Ohh baby, hold this flower and come with me.

Girls : Disgusting... Let's call the police.

Girls calling the police. The man trying to escape from there but his bike is unable to start. Suddenly police has come and seems to beat him by using a chappal.

Constable : Sir hold this stick. Why are you using chappals?

Officer : This is charapara chappals. This one is more powerful than anything else.

Two ladies come forward and dancing to the music of charapara chappals.