

# LIBRARY WORK-2017-2018

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

ALATHUR, PALAKKAD-DT, KERALA



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

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*Reg. No. BAAQTEG1009 for the year 2016-2018*

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TASK

REPORT ON

TWO RECENT

RESEARCHES IN

ENGLISH LANGU-

AGE TEACHING

Submitted to  
Neema Mam



Submitted by  
Sabna Asmy. J  
1<sup>st</sup> B.Ed  
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English

LONG-TERM

ENGLISH LEARNERS'

EXPERIENCE WITH AND

IDEAS ABOUT ACADEMIC

READING

By

Maneka Deanna Brooks

Maneka



# 'Long-Term English Learners' Experience with and ideas about academic reading

This presents a multifaceted representation of the in-school reading experiences and ideas about academic reading shared by five adolescent Latina Long Term English Learners (LTELs). It uses data collected during ethnographic observations of the five focal student's biology and in-depth qualitative interviews with these students and selected teachers to contextualize their standardized reading test scores. The findings of this year long multiple case study illustrate that the focal students' everyday experience of in-school reading focused on constructing meaning with texts orally in a group.

During these classroom reading activities, the teacher played a primary role in facilitating comprehension. On the other hand, the standardized tests that were used to determine their English proficiency required reading to be a silent and independent activity.

More over, the ideas about academic reading that these students shared reflected their daily experiences with oral reading. By calling attention to the distinction between academic reading is not static across all contexts. These findings contribute to existing work that moves away from seeing academic literacy as a set of decontextualized language skills; this research highlights the socially situated nature of reading.

Additionally, these findings problematize the exclusive attribution, without further investigation, of standardized reading test scores to LTELs' English proficiency. This work speaks to the importance of a more holistic understandings of the literacy development of students who are considered to be LTELs.



UNDERSTANDING  
EMOTIONAL AND  
SOCIAL INTELLIGENCE  
AMONG ENGLISH TEACHE-  
RS

By

Christina Gkonou and Sarah Mercer

# Understanding Emotional and social intelligence among English Teachers

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This paper explores the nature and role of emotional and social competences as key components of effective classroom practice. The study has two phases. In phase one, a survey was conducted to establish the emotional and social intelligence of English language teachers from across the globe, as well as the role of mediating variables. In the second phase, case studies were employed to examine the beliefs and practices of selected highly emotionally and socially intelligent teachers. Discussing the findings, we reflect on the implications for language teaching, language teacher

education and further research in  
this area.

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# FIELD EXPLORATION 2017-2018

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EDU-01 - EDUCATION IN

CONTEMPORARY

INDIA

# EDU 01 - EDUCATION IN CONTEMPORARY INDIA

## TASK-2

VISIT AN INSTITUTION HAVING  
MORE THAN 50 YEARS OF HISTORY  
AND STUDY ITS DEVELOPMENT  
AND PRESEN REPORT.



Submitted to  
Meera mam

Submitted by  
Sabna Army 1  
1<sup>st</sup> B.Ed  
English



# PRINCIPAL'S MESSAGE

Quality is the heart of education and what take place in classrooms and other learning environments is fundamentally important to the future well-being of children, young people and adults. We all must work together to ensure quality education for all regardless of gender, wealth, location, language or ethnic origin. It is our responsibility to ensure overall development in students. We not give prime important to make students a mark scoring instrument rather prepare them to face challenges ahead in their future life path. Our school committed to create friendly environment to the students for learning by focusing on all development in them

# INTRODUCTION

CVMHSS Vandazhy is a higher secondary school situated nearly 8 km away from vadakkencherry town in Alathur subdistrict of Palakkad. It is located on 10 Acres green campus near to the Mudappallur - Mangalamdam road. The school established in 1900's with Lower primary section and got upgraded in 1921. High school section started in 1960s and higher secondary in 2010 onwards.

# CLUBS

1. CAREER-GUIDANCE-CELL
2. LITERARY-CLUB
3. SCOUTS-GUIDES
4. SOUHRUDA-CLUB
5. SCIENCE-CLUB
6. TOXIC-DRUG-CONTROL-CLUB
7. ALUMNI
8. ASAP

# ACADEMIC

## ACTIVITIES

For the overall development of students they conduct many curricular activities which include unit test, seminars Remedial Teaching, Free entrance coaching etc. It helps in improving academic results.

As an encouragement to enhance the vocabulary of the students they had a LITERARY CORNER where the students can exhibit their literary crea-



ivities. By conducting a language fest each year students get an exposure and acquire the abilities in organising and presentation. They become familiar with different genres of literature.

## CO-SCHOLASTIC ACTIVITIES

1. FRESHERS DAY
2. SCIENCE FAIR
3. INDEPENDENCE DAY
4. ONAM CELEBRATION
5. YOUTH FESTIVAL
6. SPORTS
7. TOUR
8. FAREWELL

## HIGHLIGHTS

1. ENTRANCE COACHING
2. MONTHLY TEST
3. REMEDIAL TEACHING
4. ASAP

## FACILITIES

The CVM/HSS campus situated on a beautiful site away from the hustle and bustle of city

life, offers a calm serene environment with an ambience that facilitates learning process, both for the students and teachers. The exceptional campus facilities at the school serve the many needs of the student community.

## LABORATORIES

### PHYSICS LAB

With the help of models, devices, simulation and experiments physical concepts are demonstrated to students, thereby enhancing their understanding about various theories and concepts in physics.

### CHEMISTRY LAB

Enter the world of burettes, calometers, chemical scoops, thistle tubes, funnels, droppers to teach them chemical reactions through practice.

### BOTANY ZOOLOGY LAB

Instead of studying the pictures in the textbooks students actually study biological aspects through various devices like microscope.

### COMPUTER LAB

A state-of-the-art computer lab with the latest



configuration helps them in the most vital area of times to come. CVM provide one of the best computer lab with internet facility, that we cannot see anywhere in Palakkad district.

## TRANSPORTATION

A modern bus driven by an experienced driver to ensure that students reach the school on time and are left at their houses safe and sound.

## PLAYGROUND

No education would be complete without proper physical grow. This is very important for all round development of the students. Keeping this in mind the school management has ensured a vast playground along with all sports equipment to help them develop physically.

## LIBRARY

Both academic and non-academic books do this section to ignite the creative mind. Every year teachers and students sit together to meticulously upgrade the library with new books handpicked with special care to ensure all topics are covered.



## SMART CLASS

This is a combination of class, fun, LED projector, and computers. Along with multimedia concepts which are otherwise hard for students to understand are taught with ease and in an interesting way.

## ENTRANCE COACHING

They conduct Special Entrance Coaching Programmes to the highest quality for those students who have the potential to become professionals and be able to contribute towards professional excellence. This school provides the best in category multi dimensional training to students preparing for competitive examinations like IIT, JEE, Medical, Engineering etc.

### Details of Coaching Classes

- \* Admission to the classes are strictly restricted to enrolled students of the school only.
- \* The classes are handled by subject experts of that institution itself.
- \* Scheduled time of coaching is from 3.40 PM to 4.30 PM on all Wednesdays and Thursdays.
- \* No course fee is deducted from students for the classes.

# INFORMATION ABOUT THE SCHOOL

School Name	CVM HSS Vandazhi
Address	Vandazhy, Palakkad, Kerala Postal Code: 618106 India
Cluster Name	Grups Mudappallur
Block Name	Alathur
School Type	Co-Educational
School Category	Upper Primary with Secondary/Higher Secondary.
School Management	Aided
Mid-Day Meal	Provided and Prepared in School Premises
Medium of Instruction	Malayalam
Founded in	1900's (LP) 1960 (UP) 2010 HSS HS
Location Type	Rural



School Building Type	Private Building
No. of Books in Library	4720
No. of Computers	21
No. of classrooms	40
No. of Teachers	53
Classes	Class 6 to 12
Drinking water type	Tap water
Playground	Yes
Books Library	Yes
Residential Facility	No
Pre-Primary section	No
Medical Checkup	Yes
Computer Aided Learning	Yes
Ramps for Disabled	Yes
CCE curriculum	Yes



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

ALATHUR, PALAKKAD-DT, KERALA



Name : Suhail . I

Reg. No. : BARBTEGH 012

Optional Subject : English

*Certified that this is the bonafide record of*

Suhail . I

Reg. No. BARBTEGH 012 for the year 2018-2018

Nunna

Lecturer in charge

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HANDS ON ACTIVITY 2017-2018

WORKSHOP

RECORD

# INDEX

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	Informative chart	7
	Bulletin chart	11
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PREPARATION OF  
TEACHING LEARNING  
MATERIALS

# INTRODUCTION

Workshop is defined as assembled group of 10 to 25 persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, ~~practice~~ and discussion.

# PREPARATION OF CHARTS



## INFORMATIVE CHART

Informative chart is a chart which usually contains the soul of a particular topic. It will often be very short. At a glance, the reader can get the comprehension of that specific topic easily.

### - Materials used

- Chart
- Pencil
- Scale
- Chisel tip marker

### - Procedure

The initial step was to draw the border on 4 sides of the chart using pencil and scale. Over the pencil drawing, it was drawn over it with the chisel tip marker. After that,

# INTERACTIVE CHART

Interactive chart is a chart which usually contains

the data which  
the computer



the data  
about  
the  
relating  
data  
data  
data  
data  
data  
data

pattern

On the side of the chart using pencil and  
line. Over the pencil drawing it was drawn  
over it with the blue ink marker. Then the

# STILL MODELS

## Still Model - 1

### HOUSE

#### Materials used

- 1) Card board
- 2) Scissors
- 3) Gum
- 4) Fabric Paint
- 5, Base

#### Procedure

To make the model of a house, I cut a card board into 6 square pieces. Then made 4 pyramid models to place on the house. After that, took the base and put the ~~cutting~~ pieces on the left, side in order. Then pasted the colour paper on the house and painted on it. After that a tree was made with card board and placed it on the right side



# STILL MODELS I - Model - 1

Materials used  
1) Card board



base and put the colored paper on the left side in  
order. Then paste the colored paper on the horse  
and painted on it. Then put a tree and words  
with card board and place it on the right side.

of the house. Then pasted the colour paper  
and painted on it.

PREPARATION FOR TERM PAPER

2017-2018

# ACHIEVEMENT

## TEST - II

### IX

Submitted to:

Mrs. Neema teacher

*MS*

Submitted by:

Suhail. I.



# LEARNING OUTCOMES

1. Read and comprehend plays and letters, poems etc
2. Get familiar with poetic devices.
3. Prepare discourse like letter.
4. Engage with present continuous tense.
5. Develop awareness about nature and its importance.
6. Respond to issues related to the destruction of nature.
7. Construct discourse such as conversation.
8. Recognize the various functions of had better + Verb.
9. Prepare slogans to conserve create environmental awareness.
10. Edit a given passage effectively.
11. Generalize a thing and fill <sup>in</sup> the blank correct option.

# TEST DESIGN

## • Weightage to Unit / Topic

NO	Unit / Topic	Learning Outcomes	Score	Percentage
1	Song of the Rain	1, 2	18 6 ✓	24
2	Listen to the Mountain	<del>7, 4, 8</del> 1, 6, 8, 5 6, 7, 8	11	44
3	A Letter from an Uncle	3, 8, 9	8	32
			25	100%

## • Weightage to the Thinking Skills

NO	Thinking Skills	Score	Percentage
1	Conceptual Assimilation	9	36%
2	Conceptual Generalisation	16	64%
		25	100%

## • Weightage to the form of Questions

NO	Form of Questions	Number of Questions	Weightage	Percentage
1	Objective	8 7	8	32%
2	Short answer	4	12	48%
3	Essay	1	5	20%
		= 12	25	100%

• Weightage to the Topic / Skill and Learning Outcomes

NO	Skill	Learning Outcomes	Score	
1	Reading Comprehension	1	4	16%
2	Writing	7	4	16%
3	Communication	6, 8	7	28%
4	Language elements	2	2	8%
5	Literary skill	5	3	12%
6	Creative Writing Skill	9, 3	5	20%
			25%	100%

• Weightage to the Difficulty Level

NO	Difficulty Level	Score	Percentage
1	Easy	8	32%
2	Average	12	48%
3	Difficult	5	20%
		25%	100%



# VALUE PRINT

Thinking Skill Form of Q Skill	Conceptual attainment			Conceptual generalization			Total	%
	O	S	E	O	S	E		
Reading Comprehension	4						4	16%
Writing					4		4	16%
Communication					2	5	7	28%
Language Elements		2					2	8%
Literary Skill	3						3	12%
Creative Writing	1			1	4		5	20%
	7	2		1	10	5	= 25	= 100%

G. G. H. S. S Alathur

Achievement Test

ENGLISH

Standard IX

Time 1 hr

Total score 25

Attempt all questions according to the instruction

Question 1-4. Read the following lines from the poem 'Song of the Rain' and answer the questions that follow.

I am dotted silver threads dropped from heaven  
By the Gods. Nature then takes me, to adorn  
Her fields and valleys.

I am beautiful pearls, Plucked from the  
Crown of Ishtar by the daughter of Dawn  
To embellish the gardens.

When I cry, the hills laugh  
When I bow, all things are elated.

1. Who is the "I" referred to in the poem?
2. What does nature do with the silver threads?
3. Pick out alliteration from the above lines.
4. Write down an instance of personification used in the poem.

5. Find out the correct answer. (1 x 2 = 2)

(a) Rain calls herself the 'dotted silver threads' as \_\_\_\_\_

(i) the shimmering rain drops fall like silver thread from the sky.

(ii) it acts as a messenger of mercy.

(iii) it dots the earth with shimmering water.

(iv) it decorates the field.

(b) The tone and mood of the rain in the poem reflect its \_\_\_\_\_

(i) love for the earth

(ii) desire to visit the sea

(iii) anxiety to go back

(iv) wish to look beautiful.

6. Prepare a likely conversation between the millionaire Dixit and villagers at the outset of the project. 4

~~7. Answer any ONE of the following.~~

7. ✱ Draft a letter to C. V. Raman congratulating him on his diplomacy and determination to perform his duties in spite of encountering problems. 4

8. Edit the following notice

(1/2 x 4 = 2)

This is to inform (a) that you the Media Club of our school is

(b) organized film festival from 12-12-2016 (c) and 15-12-2016.

More than 15 films from different countries (d) is being screened in the festival.



9. Prepare a speech to be delivered in the school assembly highlighting the contemporary issues that adversely affect the environment.

5

10. Had better + Verb is used for advice / recommendation / suggestion / <sup>(1 x 2 = 2)</sup> warning. Write any 2 functions.

1. Study the following words. What are they associated with?

husk      chaff      grain      bran

2. Prepare a slogan on the importance of agriculture.

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



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Optional Subject : ..English.....

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DIAGNOSTIC

TEST



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# DIAGNOSTIC TEST

Diagnostic test is a test designed to determine the nature of difficulties and deficiencies of learners in specific areas of study. It pinpoints the inadequacies. It provides information on the causes of difficulty. Diagnostic test is an integral part of sound instruction.

Unlike an achievement test that measures how much a learner has achieved, a diagnostic test measures how much a learner has not been able to achieve. A diagnostic test focuses on a minute area but considers it deeply. It does not insist time limit. The students can take their own time. Mark is not a matter of concern in a diagnostic test.

## Steps in the construction of a Diagnostic test

- Identifying learning deficiencies
- Analysing errors
- Analysing contents
- Identifying learning points to be covered emerging from above
- Developing tests formats and their try out
- Selecting items for inclusion in the test
- Assembling the test
- Administering the test
- Seeking remedial measures.



## DIAGNOSTIC CHART

NO	Name	1	2	3	4	5	6	7	8	9	10	11	12	P.R				Remarks	
														R	W	O	P	Mark	Gr
1	Anjal	P	R	P	R	R	W	P	R	P	P	P	R	5	1	-	6	15	
2	Anjali	R	W	P	R	R	P	P	P	R	P	P	P	4	1	-	7	14	
3	Ashna	P	R	R	R	R	P	P	R	R	R	P	W	7	1	-	4	21	
4	Asna	W	W	P	R	R	P	P	R	R	P	P	P	4	2	-	6	16	
5	Atkhira	P	R	P	R	R	P	P	R	P	R	P	R	6	-	-	6	21	
6	Banumol	R	W	R	W	R	P	P	R	R	P	P	P	5	2	-	5	14	
7	Farsana	R	W	R	R	R	P	P	R	P	P	P	P	5	1	-	6	15	
8	Fathima	P	R	R	R	R	R	P	R	R	P	P	P	7	-	-	5	21	
9	Hiba Fathima	R	W	R	R	R	P	P	R	P	P	P	P	5	1	-	6	13	
10	Jinsha Mol	R	R	P	R	R	P	P	R	R	R	P	R	8	-	-	4	22	
11	Keerthy	R	W	R	R	R	P	P	W	P	P	P	P	4	2	-	6	13	
12	Laila	R	R	O	O	R	P	P	W	P	P	O	P	3	1	3	5	12	
13	Luksana	P	W	O	W	R	O	W	W	W	O	W	R	2	6	3	1	3	
14	Megha. M	R	W	R	R	R	P	P	W	P	P	P	P	4	2	-	6	12	
15	Megha. P.R	W	R	W	R	R	P	P	R	P	P	P	P	4	2	-	6	13	
16	Nandana	W	W	W	R	R	P	P	W	W	O	P	W	2	6	1	3	5	
17	Rafiya	P	W	R	R	R	P	P	R	R	P	P	R	6	1	-	5	14	
18	Rahna	W	R	R	R	R	R	R	R	R	P	P	R	9	1	-	2	22	

NO	Name	1	2	3	4	5	6	7	8	9	10	11	12	P.R				Remarks	
														R	W	O	P	Mark	Gr
19	Rajni	W	R	O	R	R	P	P	R	P	P	P	P	4	1	1	6	11	
20	Beibai	P	R	P	R	R	P	P	R	P	P	P	P	4	-	-	8	12	
21	Rinsha	R	W	P	R	R	P	P	R	P	P	P	R	5	1	-	6	16	
22	Safa	W	R	W	W	R	P	O	R	P	P	O	O	3	3	3	3	6	
23	Saranya	W	R	P	R	P	P	P	P	R	P	O	R	4	1	1	6	12	
24	Sumila	W	R	W	R	R	O	P	P	P	P	P	R	4	2	1	5	13	
25	Shafna	W	R	W	R	R	R	P	R	R	P	P	R	7	1	-	4	21	
26	Shahana	R	R	R	R	R	R	P	R	R	P	P	R	4	-	-	3	22	
27	Sinsha	R	R	R	R	R	R	P	R	R	P	P	R	4	0	0	3	20+2	
28	Sneha	W	R	P	R	R	O	P	R	P	O	P	R	6	-	-	6	18	
29	Sree lathai	R	R	R	R	R	P	P	P	R	P	P	P	6	-	-	6	18	
30	Sareena	R	W	R	R	R	P	P	O	R	P	P	P	5	-	1	6	15	
31	Vismaya	W	R	W	R	R	P	P	R	P	P	P	P	4	2	-	6	13	
Total Number of right answers		13	19	12	21	30	5	1	21	14	3	-	13						
Total number of wrong answers		11	12	6	3	-	1	1	5	2	-	1	2						
Total number of omission				3	1	-	3	1	1	-	3	3	1						
Total number of Partially correct answers		7	-	10	-	1	22	28	4	15	25	27	15						

## Analysis of the result of Diagnostic chart

As I went through the response sheet of the students, I could find out that they made more errors in the grammatical area. Above 25 students were ill at writing sentences with exact grammar.

Depending the multiple methods. like inductive, grammar translation, rhyming and practice method, this error can be easily diagnosed.



G. G. H. S. S. ALATHUR

DIAGNOSTIC TEST

STANDARD VIII

ENGLISH

Supply the correct tense forms of the verbs given in brackets.

1. They have already \_\_\_\_\_ (finishing) their work.
2. He is \_\_\_\_\_ (practised) Yoga now.
3. I usually \_\_\_\_\_ (goes) to my uncle's house.

Insert do / have / has in the following sentences

4. \_\_\_\_\_ it rained in Palakkad?
5. When ever \_\_\_\_\_ you write novels?
6. \_\_\_\_\_ you ever visited America?

Edit the following sentences

7. ~~This is the centre~~ which (a) I joined (b) for Spoken English last year.
8. This is the book that I have written (a) recently (b)
9. Simple Present Tense (a) is used to state habitual (b) actions in the present.

## Interpretation of the result and conclusion

As the weaker area was grammar especially tenses, I was sure that depending upon a single method would not be satisfactory. I thought for a method containing the essence of various methods. When I imposed the grammatical area with the help of inductive method, grammar-translation and rhyming method, I could realize that the students could reach the 100% graph. Along with the above mentioned three methods, there was a provision for oral as well as written practice. Definitely, I can say that the practice session has made a tremendous change in their weak area.

# DIFFERENT SOURCE FOR ICT RELATED 2017-2018

## Workshop 1-Digital Text book /e-resources

### Day 1

Spread sheets as a tool for Teaching – learning Administrative and Academic support system.

#### Product Needed

.Enter mark list of Achievement Test into a spread sheet

.Calculate Mean, Median, Mode by using software tools

.Calculate grades of children by using software tools

#### Software used

Libre Office calc is the spread sheet component of the Libre Office software package....calc is also capable of saving spread sheet as PDF files

#### Step 1

Open Libre office calc

Application...>Office...>Libre Office calc

.Calculate Mean, Median and Mode by using software tools

#### Step 2

mark Enter list of Achievement Test in with headings on each cell namely SNo, Name of the student, Marks Scored

#### Step 3

Choose Data ...>Data form >Type the details...>Click new to save the record

#### Step 4

Calculate Mean using

=AVERAGE()...>select the entire data on the column Marks Scored ...>press enter



Step 5

Calculate Median using

=Median{ }...>select the entire data on the column Marks Scored...>press enter

Step 6

Calculate Mode using

=Mode{ }...>select the entire data on column Marks Scored...>press enter

Step 7

Calculate Grades using LOOKUP function

- 1.Create a LOOKUP chart with marks and the corresponding grades
- 2.Save the LOOKUP charts as Data...>Define Range...>Give a Name...>Save
- 3.Choose the first cell of Grade column
- 4.Insert ...>Function...>LOOKUP...>Next
- 5.In the search criterion ,select the Marks Scored in the corresponding column
- 6.In the Search Vector ,type the name of the LOOKUP chart given in the Define Range
- 7.Click Ok

=Mode ()...>select the entire data on column Marks Scored...>press enter

Step 7

Calculate Grades using LOOKUP function

- 1.Create a LOOKUP chart with marks and the corresponding grades
- 2.Save the LOOKUP charts as Data...>Define Range...>Give a Name...>Save
- 3.Choose the first cell of Grade column
- 4.Insert ...>Function...>LOOKUP...>Next
- 5.In the search criterion,select the Marks Scored in the corresponding column
- 6.In the Search Vector ,type the name of the LOOKUP chart given in the Define Range
- 7.Click Ok

Roll No	Name	Marks	Grade
1	AGARWAL	85	
2	KARUNDEJA	82	
3	DEBBI	78	
4	GOPHALL	75	
5	PRISHLA	72	
6	MAHAPATRA	68	
7	PAWANA	65	
8	PRADHAN	62	
9	RAMSINGH	58	
10	SHARMA	55	
11	YADAV	52	
12	BAHUGUNA	48	
13	VERMA	45	
14	SHARMA	42	
15	YADAV	38	
Average		60	
Median		55	
Mode		52	

Phase II --Producing e-documents and Digital Text Book as a tool for Administrative and Academic support systems.

Product Needed

.Prepare a school classroom time table

### Software Used

Libre office writer lets you design and produce text documents that can include graphics, tables or charts. You can then save the documents in a variety of formats including the standardized Open Documents Format (ODF), Microsoft word(.doc) or HTML. You can easily export your document to the Portable Document Format (PDF)

### Step 1

Open Libre office writer

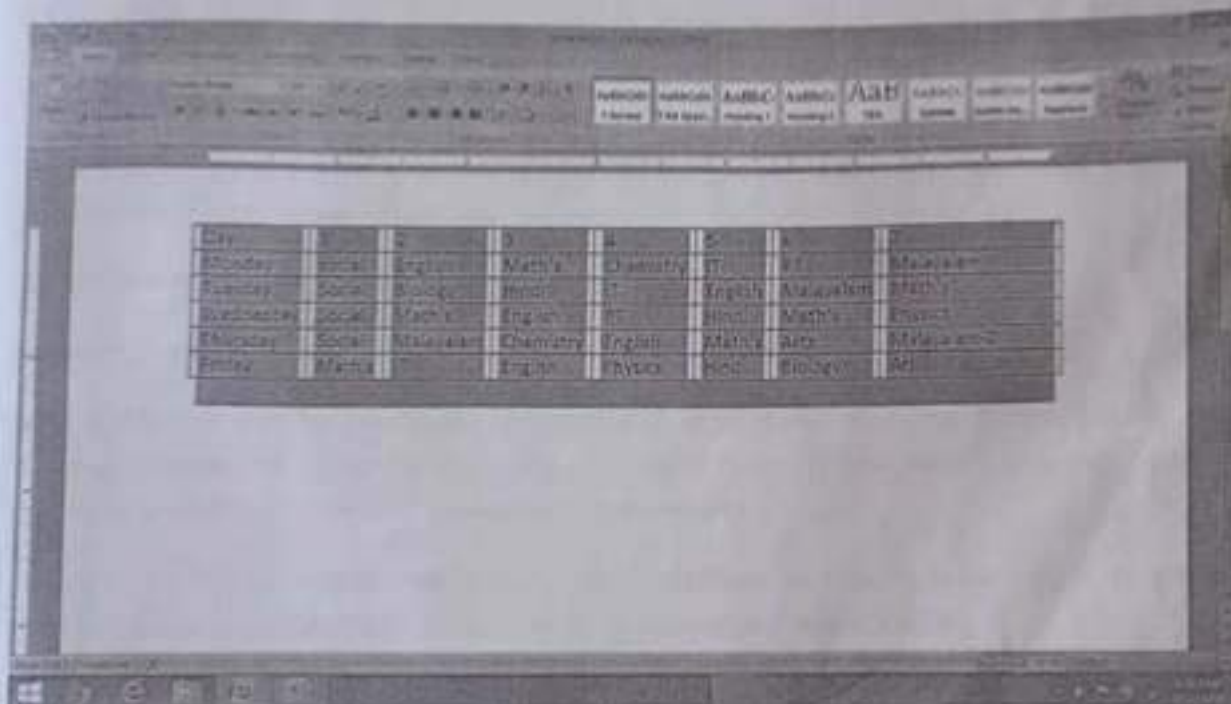
### Step 2

Insert a Table

Table->Insert Table->Enter the number of rows and columns->click Ok

### Step 3

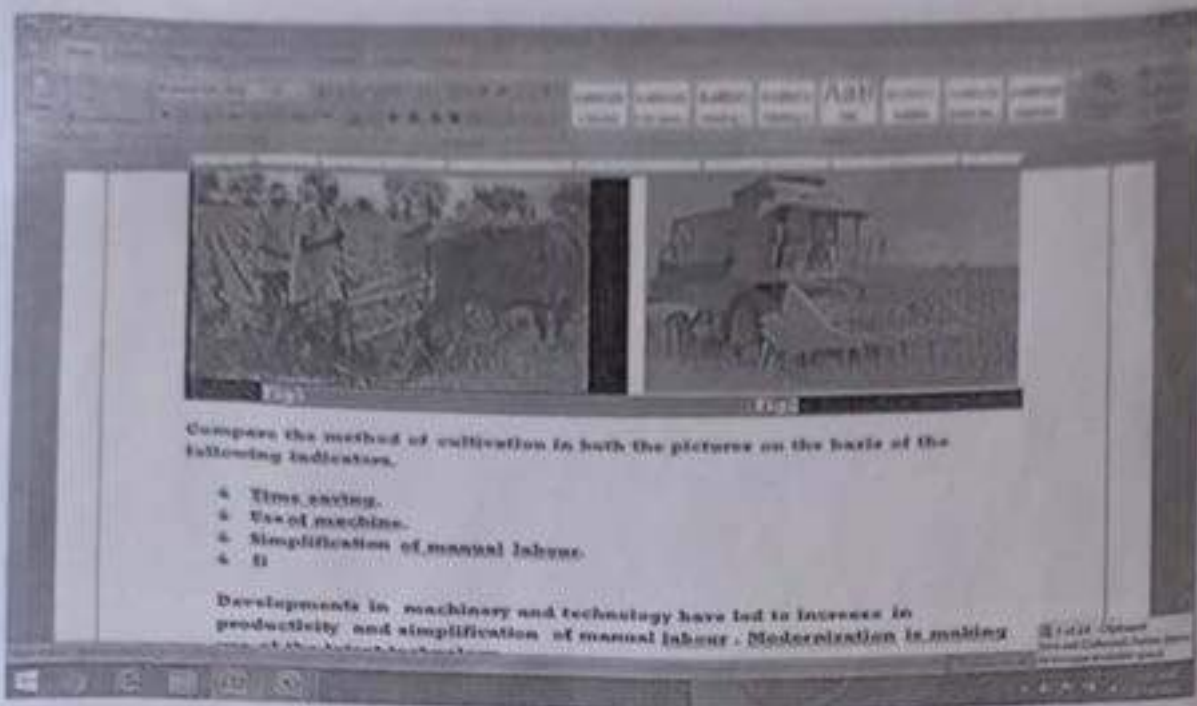
Type the content



Day	1	2	3	4	5	6	7	8
Monday	Maths	English	Math's	Chemistry	IT	PT		Music
Tuesday	Social	Biology	Indian		English	Math's	Art	
Wednesday	Social	Math's	English	IT	Biology	Math's	Music	
Thursday	Social	Math's	Chemistry	English	Math's	Art	Music	
Friday	Math's		English	Video	IT	Biology	Art	

- Select a content from concerned optional subject and prepare digital text
- Add content ,images, audio /video





## Day 2

Phase III - Creating an ICT integrated lesson by using Presentation Software

Product Needed

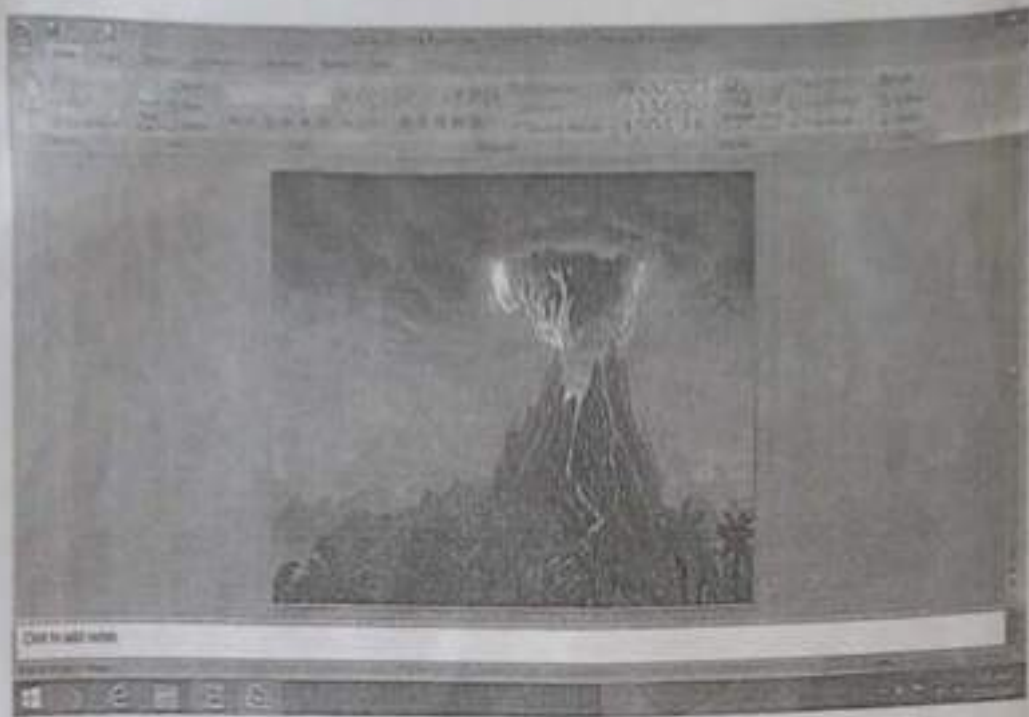
.Each student should plan and develop an ICT integrated lesson and construct a digital presentation in their own optional subjects

.Presentation should include Words, images and videos /audios

Software used

Libre Office Impress let you create professional slide shows that can include charts , drawing objects , text , multimedia variety of other items . If you want , you can even import and modify Microsoft PowerPoint Presentations.

For on-screen slide shows , animation ,slide transitions and multimedia are a few of the techniques you can use to make your presentation more exciting.



## Workshop 2

### ICT integration with pedagogy

### Teacher as a techno pedagogue

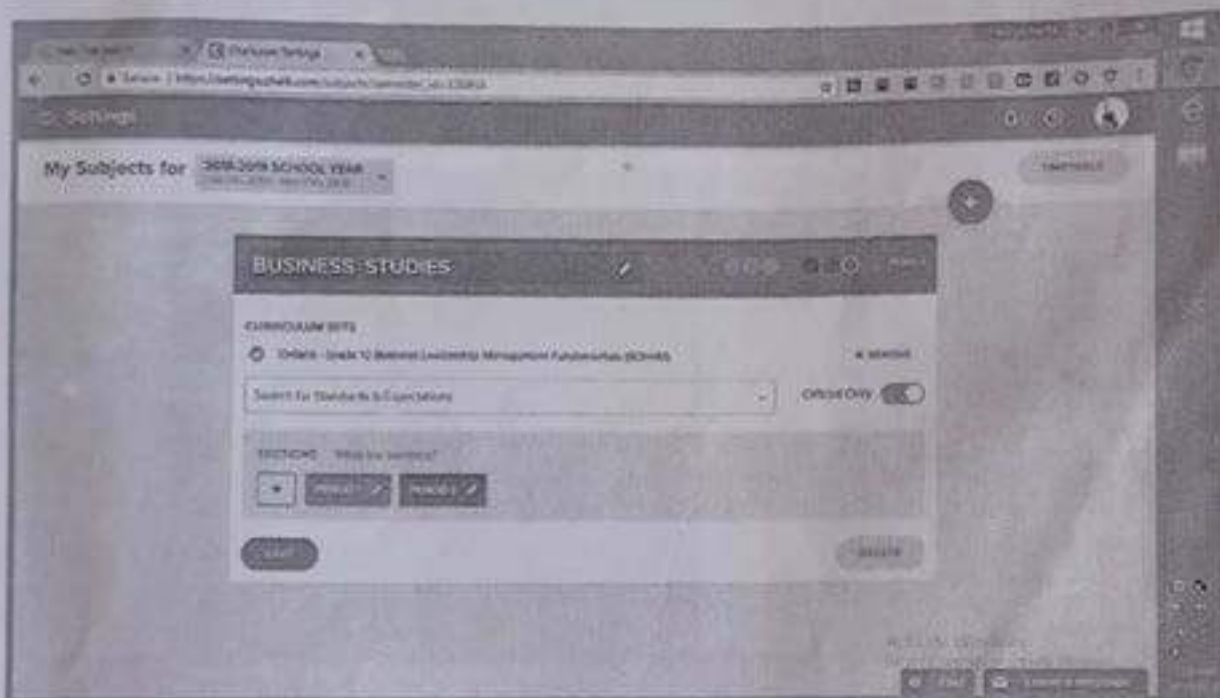
#### Definition

Techno-pedagogical skills are the way to make accessible and affordable quality education to all. This hybrid skills facilitates to enhance linguistic abilities, to sketch specific pedagogy with advance study materials, to design multi -grade instruction.

#### Lesson plan preparation using chalk.com

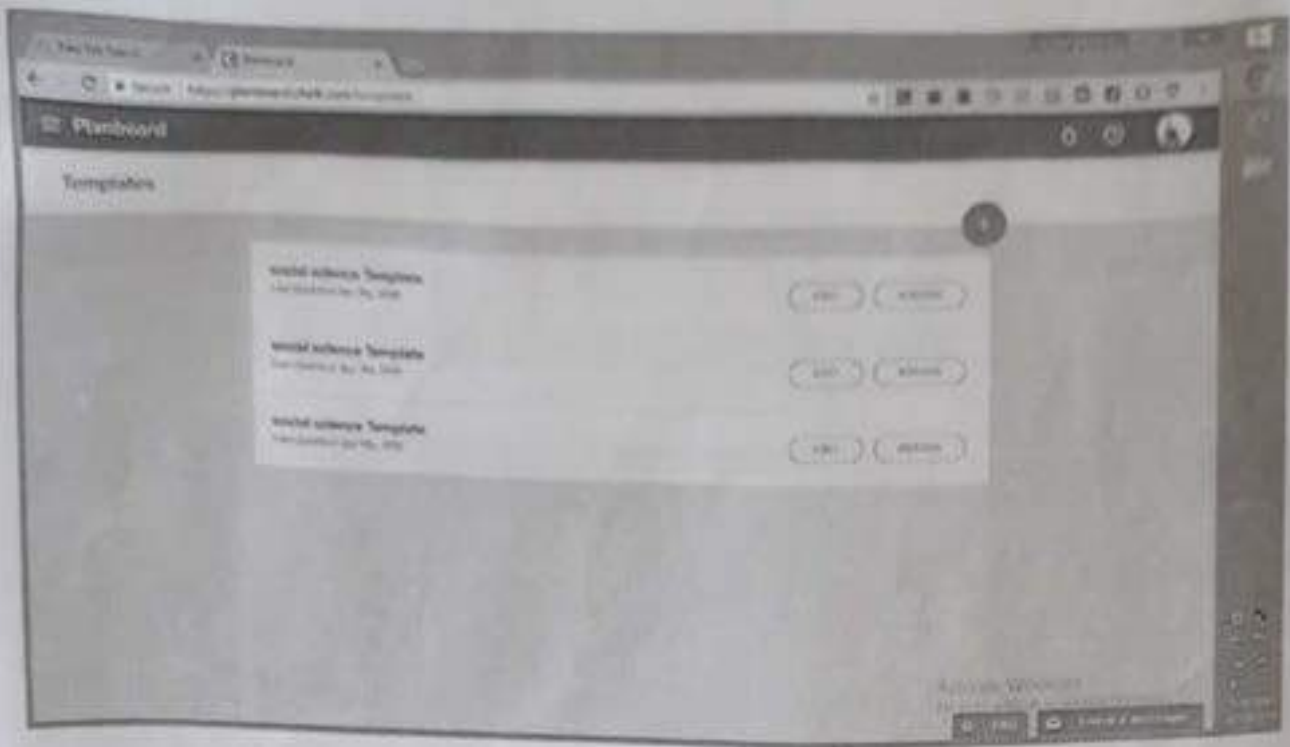
1. Creating a new semester

2. Adding subject



3. Creating a templates





#### 4. Creating a new lesson



#### 5. Export to PDF

