



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 Dt. KERALA. PIN - 678 541.
Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

2021-2022

Documentary Evidence in 2021-2022



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



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Date.....

Documentary Evidence

Sl No	Functional areas	Activities
1	Organizing Learning (lesson plan)	Micro teaching skill practice
		content Analysis
		Discussion on writing lesson plan
		workshop on preparation of teaching learning materials
2	Developing Teaching Competencies	Micro teaching
		Criticism classes
		Initiatory School experience
		Demonstration of class
		Internship Practice
3	Assessment of Learning	workshop of preparing construction of Achievement Test
		workshop of preparing construction of Diagnostic Test
4	Technology use and Integration	creation of blog lecturing and demonstrating by the ICT teacher
		E content development
		Google form development
		mobile learning




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		Video recorded classes of students during internship
		shot film
		e magazine
5	Organizing Field Visits	Field visit to snow world
		anganvadi visit
		Educational institution
6	Conducting Outreach/ Out of classroom Activities	conducted rally on Pulwama Attack
		electron voting machine demonstration- VPAT machine
		arts fest- Rangotsav
		Karunya viplavam
		Patheyam - Food distribution
7	Community Engagement	Green Alathur - Planting Trees
		Cancer day celebration
		community living camp
		Charity
8	Facilitating Inclusive Education	Interactive session with special education teachers



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Alathur (PO), Palakkad-Dt,
Kerala - 678 841.**

Organising Learning

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



Name : Mini.v
Reg. No. : BAAUTEG004
Optional Subject : English

Certified that this is the bonafide record of
Mini.v

Reg. No. BAAUTEG004 for the year 2020-2022.

Neema
Lecturer in charge
Date: 02/06/21
COLLEGE IN ENGLISH
B.S.S. B.Ed. Training College
Alathur(P.O) Palakkad Dt



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Kerala - 678 541

MICRO
TEACHING

INDEX

Sl No	Content	Date	Pg. no
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2	Skill of introducing a lesson (plan)	20/3/21	4-6
3	Skill of introducing a lesson (Replan)	20/3/21	7-10
4	Skill of stimulus Variation (plan)	22/3/21	11-16
5	Skill of stimulus Variation (Replan)	22/3/21	17-22
6	Skill of fluency in Questioning (plan)	23/3/21	23-26
7	Skill of fluency in Questioning (Replan)	23/3/21	27-30
8	Skill of explaining (plan)	24/3/21	31-35
9	Skill of explaining (Replan)	24/3/21	36-40
10	Skill of Reinforcement (Plan)	25/3/21	41-46
11	Skill of Reinforcement (Replan)	25/3/21	47-52
12	Link lesson On the skill of introducing a lesson, skill of stimulus variation and skill of fluency in questioning.	26/3/21	54-63
13	Link lesson On the skill of introducing a lesson, explaining and skill of reinforcement.	27/3/21	64-71

Micro Lesson On The Skill Of Introducing A Lesson

Name of student teacher : MINI-V

class : VIII

Name of the School : B.S.S

Duration : 5 min

Subject : English

Strength : 10

Topic : Taj Mahal

Date : 20/3/21

Objective : To practice the skill of introducing a lesson.

- Components :
- 1) Use of previous knowledge
 - 2) Using appropriate device or technique
 - 3) Continuity
 - 4) Arousing Interest

Student Teacher's Activity	Pupil's Activity	Components
Teacher enters the class and wishes the students and creates a good affinity with the pupil	pupil wishes back	

Have you heard about wonders of world...?
what are they?

P₁: Yes.

checking previous knowledge

P₂: Yes, they are Taj Mahal, Great wall of china

Motivation

Very good
what is this?
shows the picture of Tajmahal

P₁: Taj Mahal

Use appropriate device

good.
where does Tajmahal situated?

P₁: India

checking Previous knowledge

Do you know who builded Tajmahal?

P₁: Shahjahan

Yes, Do you know who is shahjahan

P₁: No
P₂: Yes

checking Previous knowledge

Ok, He was the fifth mugal emperor in India.

Have any One Visited Tajmahal?

P₁: No

fine dear,
Do you know why he constructed

<p>Tajmahal and what does this beautiful monument symbolizes</p> <p>It's okay my dears.</p> <p>Today we are going to learn a Poem named 'Taj Mahal' by Rabindranath Tagore'</p>	<p>Pupil reply: No</p>	<p>checking previous knowledge</p> <p>Continuity</p>
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Observation Table

Components	Teacher trainee I	Teacher trainee II	Teacher trainee III
1) Using Previous knowledge			
2) Using appropriate device			
3) Continuity			
4) Arousing Interest			
No			

Organising Learning

CONTENT ANALYSIS

Submitted To,
Neema Ma'am

Neema

Submitted By,
Mini.v
English Option



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

CONTENT ANALYSIS

UNIT	TOPIC	THEME	SUBTHEME	LEARNING OUTCOMES	PREREQUISITES	SKILL
Dawn of Hope	On killing a Tree	Power of hope	<ul style="list-style-type: none"> * Inspiration * Compassion * sacrifice * disaster management. 	The learner will be able to; <ul style="list-style-type: none"> * learn and appreciate poems. * Prepare news reports. * Use conjunctions in sentences. * describe Pictures Using preposition. * evolve strategies in order to come out of difficult situation * Manage disasters effectively. 	The learner may; <ul style="list-style-type: none"> * care for nature. * love nature * cut trees 	<ul style="list-style-type: none"> * listening * speaking * Reading * writing

DISCOURSES	VALUES/ATTITUDES	LEARNING AIDS	CONCEPT/IDEAS	EXPECTED PRODUCTS
<ul style="list-style-type: none"> * news report * Appreciation * Album making 	<ul style="list-style-type: none"> * Optimism * positive thinking 	<ul style="list-style-type: none"> * Profile chart * Video of nature * models of trees. 	<p>The Poem 'On killing a Tree' by Ajeve Patel Presents the survival of a fully grown tree, which refuses to die even when its trunk and branches have been chopped off. The Poem conveys the message that trees are just like living beings.</p>	<ul style="list-style-type: none"> * Enrich Vocabulary * Develop Various skills * Understand Importance of role of trees in nature * Develop love towards nature

ab

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



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : Mini.v

Reg. No. : BAAUTEG1004

Optional Subject : English

Certified that this is the bonafide record of

Mini.v

Reg. No. BAAUTEG1004 for the year 20 - 20

Mini.v
Lecturer in charge

Date: 10/12/21
Lecturer in English
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt
- Kerala 678541.



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

DISCUSSION
LESSON
PLANS

DISCUSSION LESSON PLAN 1

Name of the teacher	: Mini-v	class	: VI
Name of the school	: B.S.S G.H.S.S Alathua	strength	: 40
Subject	: English	Duration	: 40 minutes
Unit	: Rain of love	Date	: 25-05-2021
Topic	: Life with grandfather.		
Theme	: Family ties		
Sub theme	: * love among family members. * warmth in human relationships.		
Learning Outcome	: The learner will be able to; * Understand simple questions that begin with 'what', 'who', 'why', etc...		

- * Use English confidently during classroom interaction.
- * Read and enjoy stories and understand the elements of a story.
- * Write dialogues based on a situation.
- * Develop a script, based on a picture or a story they have read.
- * Identify appropriate expression from dialogues.
- * Identify the features and usage of present continuous tense and simple past tense.
- * Develop interest in collecting the names of ancestors.

Pre-requisites

- * The learner may,
 - * Have experienced love and affection from grandparents.

Skills

Language elements

Discourses

Value / attitude

Learning aids

Expected products

Concept / Idea

- * Been familiar with joint family.
- * Listening, Speaking, Reading, Writing
- * Adjective.
- * Create Conversation, Description and make the story events orderly.
- * Love, Care, Respect.
- * charts, still models, Video, pictures.
- * The learner will be able to;
 - * enrich vocabulary.
 - * Develop love and care towards grandparents.
 - * Develop various skills.
- * Life with grandfather, an autobiographical account by cartoonist Shankar, depicts an interesting story of Raja, a little boy growing up under the care of his grandparents.

Usually children are given proper guidance by the elder in the family and the grand parents also play a lead role in their character development. In this story, there exists a strong bond of love and affection among the members.

Process

Assessment

Warm Up Activity ;

Teacher enters the class and creates a good rapport.

Entry Activity ;

How many members are there in your family?
Then teacher ask them to tell about their family.
Then teacher invites a student to share his/her experience with grand parents.

Then teacher distribute a activity card to Complete family tree. Then teacher share her experience about family. The teacher introduce a small boy's picture and says today we are going to learn a story about this boy named Raja 'Life with grand father by shankar(BB) Teacher introduce the author Using a profile chart.

Narration by the teacher ;

This story tells us about Raja's relationship with his grandparents. He is a boy of your age. He lives with his grandparents. They had a garden of their own with many sorts of things - Deers, mangooses, -framingos etc. He was not allowed to get out and play with friends. Therefore, children didn't come inside for they feared of grand parent. Yet it was not dull. One day, after raining, Grandfather was picking fruits from a tree,

Raja shook the tree just for fun. But this angered grandfather. He chased him. Raja feared to go back to the house. He was a smart person. He guessed where he was taken back, everybody was exclaimed.

Listening to the story;

Teacher reads the story aloud with proper stress, pause, pitch and intonation.

Individual reading;

Teacher asks the students to read the passages silently without any lip movement. She ensures student reading by asking some questions.

Collaborative reading;

Teacher asks the students to sit in groups and share their ideas and to find out difficult words.

Removing difficulties;

Teacher helps students to understand difficult words.

* fields /f'i:ldz/ : an area of open land, especially one planted with crops or pasture.

Context : Teacher shows picture of field.

example : The cattle are grazing in the field.

* trouble /trə'bl/ : difficult or problem.

Context : Teacher shows the picture of barking dog towards a child [and familiarize the child's in trouble]

example : I had trouble finding somewhere to park.

Scaffolding Questions;

* what are the things around Raja's house?

* who do you like to play with at home?

* Who is the main character of this story?

Lead reading:

Teacher randomly calls the students to read the story aloud with proper intonation, moderate speed using appropriate gesture, proper stress etc.

Language elements:

Teacher explains the adjective using an example and familiarizes it using charts.

Individual activity:

Teacher asks the students to write down a description about their family and ask them to present randomly. Then teacher edit syntactic and semantic error. Then teacher present her version.

Group activity:

Teacher divides student into different groups and gave the activity card to arrange story events orderly. Then teacher asks the students to present their work.

Home assignments:

Teacher asks the students to prepare a conversation between Raja & Grandma after lunch. she gives hints on elements to be included in it.

~~4/10~~

DISCUSSION PERSONALITY

Organising Learning

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



Name : Mini.v

Reg. No. : BAAUTEG1004

Optional Subject : English

Certified that this is the bonafide record of

Mini.v

Reg. No. BAAUTEG1004 for the year 2020-2022

Nurma
Lecturer in charge

Date 02/06/21

Lecturer in charge
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt.
- Kerala 678541.



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

WORKSHOP
RECORD

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	2. Tabular chart	6
	3. Profile chart	7
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3	Workshop on Preparation of Models	12
	<u>still Models</u>	
	1. Grand Mother's house	13
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	3. Rhyming words.	16
4	Conclusion.	18

PREPARATION
OF TEACHING
LEARNING
MATERIALS



WORKSHOP ON PREPARATION OF CHARTS

The workshop on preparation of charts was held on 05/10/21. This was conducted through online. We brought necessary materials such as charts, markers, pencil, eraser, scale etc. We had prepared the blue print of the content that we were about to write earlier.

We prepared five charts on the day of workshop. The five types of chart that I had prepared are;

1. Descriptive chart
2. Tabular chart
3. Profile chart
4. Diagram chart
5. Flip chart.



WORKSHOP ON PREPARATION OF MODELS

The Workshop On preparation of models was held on 08/02/21. It was conducted through Online mode. We arranged all the necessary materials for the preparation of models. We had prepared three models out of which one was a working model and the other two were still models. Various topics related to English Subject were chosen for the preparation of models.

Developing Teaching Competencies

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



Name : Mini.v
Reg. No. : BAAUTEG004
Optional Subject : English

Certified that this is the bonafide record of
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Reg. No. BAAUTEG004 for the year 2020-2022.

Neema
Lecturer in charge
Date: 02/06/21
COLLEGE IN ENGLISH
B.S.S. B.Ed. Training College
Alathur(P.O) Palakkad Dt



Leo
PRINCIPAL
PRINCIPAL
B.S.S. B.Ed. Training College
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Micro Lesson On The Skill Of Introducing A Lesson

Name of student teacher : MINI-V

class : VIII

Name of the School : B.S.S

Duration : 5 min

Subject : English

Strength : 10

Topic : Taj Mahal

Date : 20/3/21

Objective : To practice the skill of Introducing a lesson.

- Components :
- 1) Use of previous knowledge
 - 2) Using appropriate device or technique
 - 3) Continuity
 - 4) Arousing Interest

Student Teacher's Activity	Pupil's Activity	Components
Teacher enters the class and wishes the students and creates a good affinity with the pupil	pupil wishes back	

Have you heard about wonders of world...?
what are they?

P1: Yes.

checking previous knowledge

P2: Yes, they are Taj Mahal, Great wall of china

Motivation

Very good
what is this?
shows the picture of Tajmahal

P1: Taj Mahal

Use appropriate device

good.
where does Tajmahal situated?

P1: India

checking Previous knowledge

Do you know who builded Tajmahal?

P1: Shahjahan

Yes, Do you know who is shahjahan

P1: No
P2: Yes

checking Previous knowledge

Ok, He was the fifth mugal emperor in India.

Have any One Visited Tajmahal?

P1: No

fine dear,
Do you know why he constructed

<p>Tajmahal and what does this beautiful monument symbolizes</p> <p>It's okay my dears.</p> <p>Today we are going to learn a Poem named 'Taj Mahal' by Rabindranath Tagore'</p>	<p>Pupil reply: No</p>	<p>checking previous knowledge</p> <p>Continuity</p>
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Observation Table

Components	Teacher trainee I	Teacher trainee II	Teacher trainee III
1) Using Previous knowledge			
2) Using appropriate device			
3) Continuity			
4) Arousing Interest			
No			

Developing Teaching Competencies

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



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : Mini.v
Reg. No. : BAAUTEG1004
Optional Subject : English

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Reg. No. BAAUTEG1004 for the year 20 - 20

Muna
Lecturer in charge

Date 10/12/21
Lecturer in English
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt
- Kerala 675541



[Signature]
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PRINCIPAL,
B.S.S. B Ed. Training College,
Alathur (PO), Palakkad-Dt
Kerala - 675 541.

INDEX CRITICISM

Sl.No	Date	Name of the Teacher	Topic	Report On	Std	Page No.	Initials
1.	14/7/21	Mini-V	How far is the River	Aneesha	VIII	119	<i>NA</i>
2.	16/7/21	Mini-V	A Day In the Country	Fashana	VIII	129	<i>NA</i>
3.	16/7/21	Mini-V	The wooden Cup	Mancesha	VII	139	<i>NA</i>
4.	20/7/21	Mini-V	The mountain and the squissel	Saranya	VI	150	<i>NA</i>
5.	22/7/21	Mini-V	The Village Blacksmith	Smithy	VIII	161	<i>NA</i>
6.	22/7/21	Mini-V	The little Boy and the old man	Susya.G	VI	172	<i>NA</i>
7.	23/7/21	Mini-V	Polya	Susya.MB	VII	183	<i>NA</i>
8.	23/7/21	Mini-V	The Nightingale and the Rose	Vidula	VIII	194	<i>NA</i>
9.	19/7/21	Mini-V	A snake In the Grass		VI	205	<i>NA</i>

Lecturer

Mamun

CRITICISM TEACHER PLANNER 1

Name of the teacher Name of the school Subject Unit Topic	: Miniv : B.S.S & H.S.S Alathur : English : Nature's plenty : How Far Is the river	class : vii Duration : 40 min Date : 14-07-21
Theme Sub-theme Learning Outcomes	: Nature : * Nature needs to be protected for the survival of mankind : * Exploring nature & developing a feeling of oneness with it can influence our thoughts and actions. : * Earth is not a dwelling place of human alone all have equal right : The learner will be able to; : * Analyse & Interpret story	

Pre-requisites	<ul style="list-style-type: none"> * Read and analyse story. * Improve open up their reading and find specific information. * The learner may; * love nature, love to explore nature, be familiar with sights, sound and smell of nature
skills	<ul style="list-style-type: none"> * Listening, Speaking, Reading, Writing
Language element	<ul style="list-style-type: none"> * Adjective
Discourse	<ul style="list-style-type: none"> * Create poster, description, flow chart.
Values/ Attitudes	<ul style="list-style-type: none"> * love towards nature, happiness, kindness.
Learning aids	<ul style="list-style-type: none"> * chart, Picture, Video, models
Expected product	<ul style="list-style-type: none"> * The learner may; * enhance Vocabulary, explore nature, Understand the importance of preserving nature, familiarise description.
Concept/idea	<ul style="list-style-type: none"> * 'How far is the river' by Ruskin Bond is a short story which deals with the curiosity of a small boy to visit a river.

Process	Assessment
<p><u>Warm Up Activity:</u> Teacher enters the class and creates a good rapport.</p> <p><u>Entry Activity:</u> How do you spend your days? Did you love nature? Teacher shows a video then ask them to tell what are those things they seen in that video. Then ask where do you like to go for trip then shows pictures of Kerala then ask to identify it. Then ask Do you love rivers, Beach etc. Then teacher ask do you interest to hear a story of a boy who love nature & shows a still modd of a boy. Then say we are going to study a story named 'How far is the river' written by Ruskin bond. Introduce the author.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><u>Ruskin Bond.</u></p> <p>Ruskin Bond is an Indian author of British descent. He was awarded many awards and prize.</p> </div>	

Narration by the teacher:

'How Far Is the River' by Ruskin Bond is a story of a 12 year old boy and his curiosity to visit a river which he had heard about. One day when his parents went to visit their relative home the boy decided to explore the river. The boy started his journey, he kept a loaf of bread in hand. He walked bare-footed. He saw many people while walking through the path. He asked some questions to everyone he saw a woodcutter, a girl and a village boy. Then he walked through a silent path. Suddenly the silent broke into the sound of a river tumbling over rocks far down the valley. He was so happy that his dream of touching the river came true.

Listening to the story:

Teacher reads the story aloud with proper stress, pause, pitch and intonation.

Silent reading:

Teacher asks the students to read the story silently with or without lip movements.

Removing difficulties:

* **Sturdy** /stɜːdi/ a person or their body strongly and solidly built.

Context : Teacher shows a picture.

Example : He is a sturdy boy.

* **Creased** /kriːst/ marked by creases or wrinkles.

Context : Teacher shows a picture of an old lady.

Example : Creased face.

* **Dizzy** /dizi/ having or involving a sensation of spinning around and losing one's balance.

Context : Teacher shows the picture of a dizzy path.

Example : The path was dizzy, so he slipped.

Scaffolding questions:

* Where does the boy go?

* what prevented the boy from seeing the river?

* why did the boy like to walk bare footed?

* what was the boy's biggest dream?

Language element:

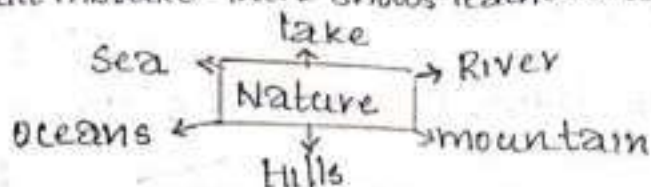
Teacher explains adjectives using some examples.

Adjectives

words which describe nouns or pronouns are termed as describing words or adjective eg; Beautiful flower

Activity 1

Teacher asks the student to complete a flow chart on nature. Then ask them to present and edit mistake. Then shows teacher's version.



Activity :2

Teacher asks the students to prepare a description on the appearance of boy. Teacher then asks them to present it and edits the Syntactic & Semantic errors. Teacher then shows her version.

He is a sturdy boy with untidy black hair. He has shining black eyes. His skin is brown and clear and his hands and feet are rough and scratched.

Home assignment:

Teacher asks the students to prepare a poster on topic 'Importance of nature'.

CRITICISM REPORT ON ANEESHA

Name of the teacher	Aneesha	class	VII
Subject	English	Duration	40 min
Topic	How far is the river	Date	14-07-21

preparation phase.

Teacher entered the class and created a good rapport with students. Began with a warm up activity and showed many pictures of beautiful places and asked the students to identify. Then she introduced a person who have lived friendly with nature and says that, today we are going to learn the story of this boy which made the students more curious. she introduced the chapter 'How far is the river' written by Ruskin Bond.

presentation phase

After introducing the author, she narrated the main events of the story. It was

very much clear & quiet interesting. after that she read the story with proper stress, pitch and intonation. The students were asked to read the story silently from the text book without any lip movements. To remove those difficult words that made the students unfamiliar, she explained those various words using pictures and created classroom situation which made the students clear with those words. There were appropriate use of black board. Then given some activity and asked to present then after correctly all semantic and syntactic errors she presented her version which made the learner's more clear about the gist of the story.

Concluding phase :

Teacher concluded the whole class in a very short span of time. Then she make sure that children understood the whole story well and then she gave a home assignment by giving some hints related to the topic.

Learning aids :

Teacher used various learning aids to make the class more active. she showed pictures and video. The visual images help them for better understanding.

nding.

Remarks

She could have relatedly raised voice a bit then the class could be more effective.

~~M.P.~~

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	S	C	E
Preparation	Strategies for looking up suitable physical/social environment in the classroom					✓
	Strategies/techniques to review/revise 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 questions 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 students in the learning activities					✓
	Encourage inter-classes					✓
	Smooth transition - leaving minimal time between activities					✓
	Fast transition activities					✓
	Bringing the appropriate learning aids/designing the learning aids during the course of activities					✓
	Learning aids used effectively					✓
	Continuous supervision and keen observation of learning activities					✓
	Strategies for managing interruptions					✓
	On the spot diagnosis of learning difficulties and corresponding remediation					✓
	Teacher invention indicating the progression of learning activities at the right distance and at the right place					✓
	Strategies for no disturbance and varied evaluation - observational questions/ oral reporting/ learning games					✓
	Explore and elicit the constructed knowledge through reflective process					✓
	Make changes in the learning strategy based on student response					✓
	Adequacy of learning experiences in achieving the pedagogical competencies					✓
Provide opportunities for the use of pupil's observation book/ concept maps					✓	
Provide opportunities for collection of specimens/ small scale survey/projects/ small group discussions/ seminar debates / field trips/ outdoor learners' library					✓	
Consolidate pupil's presentation					✓	
Use of BB/OHP/Other display devices properly and simultaneously with the construction and elaboration of pupil's presentation					✓	
Keeping records of student responses					✓	
Pay attention of student responses					✓	
Pay attention in the entire class					✓	
Advocate communication skills being displayed by the teacher					✓	

Developing Teaching Competency

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



Name : Mini V
Reg. No. : BAAU1EG004
Optional Subject : English

Certified that this is the bonafide record of

Mini V

Reg. No. BAAU1EG004 for the year 20 - 20

Neema
Lecturer in charge

Date: 13/12/21
Lecturer in English
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt



[Signature]
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B. S. S. B. Ed. Training College,
Alathur (P.O), Palakkad-Dt
Kerala - 678 241

REPORT ON
INITIATORY
SCHOOL
EXPERIENCE

INDEX

Sl.No.	CONTENT	Pg No.
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SCHOOL CLIMATE AND LEARNING FACILITIES OF BSS GURUKULAM HIGHER SECONDARY SCHOOL, ALATHUR

Bss Gurukulam Higher Secondary School, Alathur, which runs under the Principle of Brahmananda Swami Sivayogi the founder of "Ananda Matham" - the religion of bliss which advocate the importance of Pure mind. Being inspired by this doctrine the ardent disciple Swami Nirmalandha Yogi founded this school in the year 1972 to instill the great values in the minds of the people along with the quality education to provide better communal harmony.

Mission :-
to be the best educational institution in
Our Country.

OBSERVATION
REPORT OF
SENIOR
TEACHERS

OBSERVATION REPORT 1

Name of the teacher : Reeja MP	class : VI
Name of the School : B.K.C pappinisseri	
Subject : English	
Unit : Rain of love	
Topic : Making a Mango pickle	

preparation phase

Teacher entered the class and created a good rapport by showing some heart-touching videos related to poverty & malnutrition. Then she showed another video related to wastage of food items then she compared both the videos & made us to think about the necessity of food in human life. After a while she introduced a chef preparing mango pickle and showed some clippings of students' creativity in preparing mango pickle through various ways. slowly she entered to the chapter 'Making a mango pickle' by 'Bibuti Bhushan Bandopadhyay' using profile video.

TEACHING
PERFORMANCE
THROUGH
INDIVIDUAL
EFFORT

TEACHER PLANNER 1

Name of the teacher : Mrs V

Class : VIII

Name of the school : B.S. Ganesha Prasad

Duration : 20 min

Subject

: English

Date : 21/1/21

Unit : Wings and wheels

Topic : "A shipwrecked sailor"

Theme : Travel

Sub theme : * Adventure in travelling.

* New ideas of travelling.

* Knowledge and insight on travelling

Learning Outcome : The learner will be able to ;

* read aloud with proper stress and intonation.

* Design a word pyramid through noun phrase expansion.

* Develop Comprehension by answering questions given alongside the text.

p.a.e. - prerequisites : The learner may

* experienced travel.

* Be faced unexpected situation while traveling.

* love traveling.

TEACHING
PERFORMANCE
AS SHARED
PRACTICE

TEACHER PLANNER

Name of the teacher: Mini V, Maneesha class: XI
Subject: English Duration: 40 min
Unit: Enlightening Souls
Topic: "The Tao" Date: 29/1/21

Theme: Happiness.

Sub-theme: The happiness lies with us, friendship, live in the present

Learning Outcomes: The learner will be able to;

- * read, comprehend and analyse stories.
- * express thought.
- * familiarise new words.

prerequisite: The learner may;

- * have best friends.
- * experienced friendship.
- * love to make friend.

Skills: Learn Listening, Speaking, Reading, Writing.

Discourses:

- * Diary entry.
- * character sketch
- * Draw picture.

Value/attitude: Love, happiness, friendship

Developing Teaching Competency

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



RECORD OF DISCUSSION, DEMONSTRATION, AND CRITICISM LESSON PLANS

Name : Mini V
Reg. No. : BAAU1EG004
Optional Subject : English

Certified that this is the bonafide record of

Mini V

Reg. No. BAAU1EG004 for the year 20 - 20

Manu
Lecturer in charge

Date: 10/12/21
Lecturer in English
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad Dt
- Kerala 678541.



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

INDEX DISCUSSION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1.	25/5/21	Mini V	Life with Grandfather	VI	3	NA
2.	23/6/21	Mini V	Tai Mahal	VII	12	NA
3.	28/6/21	Mini V	Books	VII	24	NA
4.	31/6/21	Mini V	The little Round Red House	VIII	34	NA
5.	01/6/21	Mini V	Song of a Dream	IX	44	NA
6.	02/6/21	Mini V	On killing a Tree	IX	59	NA
7.	03/6/21	Mini V	The Race	IX	72	NA
8.	04/6/21	Mini V	The Happiness Machine	IX	84	NA

DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1.	09/06/21	Dhanya	Have your Garden (video lesson)	V	99	NA
2.	14/06/21	Devi	Song of a Dream	IX	103	NA
3.	15/06/21	Minoliya	From a Railway Carriage	VI	106	NA
4.	16/06/21	Aachana	The Sower	VIII	110	NA
5.	16/06/21	Tranisha	The Race	XI	113	NA

OBSERVATION REPORT 2

Name of the teacher :	Minsiya	Class :	VIII
Name of the school :	B.S.S.G.H.S.S Mathur	Duration :	40 min.
Subject :	English	Date :	15-06-21
Topic :	From a railway carriage		

Preparation phase

Teacher entered the class and established a good rapport by greeting children. began with asking wheather they love travelling and which are the transports by which they travelled and checked their previous knowledge. their answers were noted down on black board. As a warm up activity. she began the class by showing a video related to poem in which train was moving and there was recitation of poem.

it gave an idea what the chapter is going to be and thus was the introduction for the poem then showing, a chart gave a brief description of author's profile about Robert Louis Stevenson of the poem "From a Railway Carriage".

presentation phase

Then teacher showed a model of railway and she moved the train on desks and thus attracted students attention. she started describing poem using most of the words present in the poem. Uses gestures & where needed and explained difficult words. This is how she applied skills of stimulus Variation. In this way narrated the concept in the poem. Then read it aloud from textbook. later asked few questions from students & helped them make the poem more clear where questioning skills were applied. then asked them to read the poem silently & underline difficult words if any and she helped

them understand the meaning of few difficult words. For which, she used variety of learning aids to explain meaning and created proper context for it. she gave few activities to them. it enriched their vocabulary described Imagery: both visual and auditory. this followed the activity to find out Imageries were found. she showed slides & used ICT enables facilities. next activity was the discussion about "repetition" a literary device showing chart, made a discourse on it. she made the class interactive making effective student-student, group & student-teacher interactions.

Concluding phase

she concluded it with retelling about the concept of poem and asked students if they have any opinion regarding the poem. After that asked them whether they loved travelling asked them to name any five scenes they have seen through the window while travelling. In this way they were given a home assignment.

Developing teaching competencies

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



RECORD OF PRACTICE TEACHING LESSONS

Name : Mini-V

Reg. No. : BAAUTEG004

Optional Subject : English

Certified that this is the bonafide record of

Mini-V

Reg. No. BAAUTEG004 for the year 2020-2022

Lecturer in charge
Neeva
Date 02/02/22
Lecturer in charge
B.S.S. B.Ed. Training College
Alathur (P.O), Palakkad Dt
Kerala 678541



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

INDEX OF LESSONS

Sl.No	Topic	Std.	Date	Page No.	Initial of Senior Teacher	Lecturer in Charge
1.	The champ	VI	19/11/21	1		WAP
2.	The champ	VI	16/11/21	8		WAP
3.	The champ	VI	17/11/21	14		WAP
4.	A Glass of Milk	VI	18/11/21	20		WAP
5.	If I can stop One heart from breaking	VI	22/11/21	27		WAP
6.	How far is the river	VII	23/11/21	34		WAP
7.	How far is the river	VII	24/11/21	41		WAP
8.	How far is the river	VII	25/11/21	48		WAP
9.	Echoing green	VII	26/11/21	54		WAP
10.	Echoing green	VII	29/11/21	61		WAP
11.	Echoing green	VII	30/11/21	68		WAP
12.	Snake in the grass	VII	01/12/21	75		WAP
13.	Snake in the grass	VII	02/12/21	83		WAP
14.	Cinderella	VI	03/12/21	89		WAP
15.	cinderella	VI	13/12/21	95		WAP

TEACHING PRACTICE
RECORD - 2

TEACHER PLANNER 31

Name of the teacher	: Mini V	class	: Xi
Subject	: English	Duration	: 40 min
Unit	: Helping Hands	Date	: 15-11-2021
Topic	: The champ		
Theme	: Concern and kindness towards fellow beings		
Sub-theme	: Helping the needy		
Learning Outcome	: The learner will be able to:		
	* Read & enjoy story		
	* prepare captions, notice, sign boards		
	* enrich vocabulary		
pre-requisites	: The learner may:		
	* Have read through books		
	* Could have an assignment		
Skills	: Listening, speaking, Reading, writing		

Discourses	<ul style="list-style-type: none"> * Identifying Countable & Uncountable nouns. * Listening Various way & help others. * Description.
Value/attitude	To give an awareness to help others.
Learning aids	charts, Video, Images, activity card.
Expected product	The learner will be able to; <ul style="list-style-type: none"> * know about real situation.
Concept/Idea	"The champ" By Gurni Rani Asthana is an interesting story about a young girl named Radha and her cousins.
Process	
Assessment	
<u>Warm Up Activity</u> ; Teacher enter the class and creates good rapport.	

<u>Entry activity</u> ; Teacher asked the students wheather they love to help others. Teacher shows a video on helping others and make them to speak on experience on helping others. Teacher asks many thing about helping others. Gradually enters to chapter titled "The champ" By Gurni Rani Asthana (B.B) Teacher introduce author Using a profile chart.	Yes, we love to help others
<div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>Gurni Rani Asthana</u></p> <p>She is an Indian short story writer. has been writing for children for the past 60 years in many language.</p> </div>	students were attentive
<u>Narration by the teacher</u> ; it's a story about Radha who is a village girl.	

Well-known by her swimming. she came to Delhi to spend summer vacation with her aunt and son's named Ranith, Aman But there she feels very lonely & sad. Why she becomes feels lonely there?

listened carefully with much interest

Listening to the story;

Teacher read the story aloud with proper stress, pause.

listened carefully

Silent reading;

Teacher ask them to read silently without any lip movement

read silently

collaborative reading;

Teacher ask them to sit in group and ask them to read & share their idea.

Removing difficulties

* nervous/nɔ:vəs/ - easily agitated or afraid

* Context - Teacher explain a situation.

example - Akshaya felt nervous while she receiving the answer sheet

grasps meaning

* Indicate - /ɪndɪ'keɪt/ - point out is how.

Context - Teacher demonstrates in class.

example - Teacher indicate a picture.

used words in new contexts.

Scaffolding questions;

* who is radha?

* what was the attitude of her cousins?

* Did she love delhi?

* why did she feels lonely and sad?

A village girl. very cruel No. Because they mock her

Loud Reading:

Teacher calls randomly to read the story aloud with proper stress, pause and intonation.

read beautifully

Individual activity:

Teacher ask them to prepare a placard on sign board writings. Then ask them to present and edit error then shows answers.

Completed activity successfully

The Animals may Bite

Go slow slippery Roads.

Group Activity:

Teacher Ask them to write countable and non countable nouns then ask them to present later she edit errors

and shows her answers.

Countable noun	Uncountable noun
Dogs	Milk
Bottles	Sugar
Books	Honey.

each group completed beautifully

Home Assignment

Teacher ask them to prepare a write-up on helping others. then gives hints on element to be included.

My findings and Reflections:

- * They all responded well.
- * good rapport were there.

~~MD~~

Assessment of learning

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



Name : Mini V
Reg. No. : BAAUTEG1004
Optional Subject : English

Certified that this is the bonafide record of
Mini V
Reg. No. BAAUTEG1004 for the year 2020-2022

Meema
Lecturer in charge
Date 03/02/22
B.S.S. B.Ed. Training College
Alathur (P.O) Palakkad
Kerala 678541



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

ACHIEVEMENT TEST

Achievement test 1

I. planning of the test

English

Dawn of hope

Max time : 1 hour.

Max score : 25

Learning Outcome

The learner will be able to;

- 1) read and analyse prose passage.
- 2) write character sketch.
- 3) write conversation.
- 4) Use conjunction in sentence.
- 5) Appreciate poems.
- 6) prepare news reports.

Mental process only for 2 dimension format]

II. preparation of a design for the test

a) Weightage of Learning Outcome.

Slno	Learning Outcome	Score	Percentage
1.	read and analyse prose passage	2	8%
2.	Write character sketch	3	20%
3.	Write Conversation	4	16%
4.	Use Conjunction in Sentence	4	16%
5.	Appreciate poems	3	12%
6	prepare news reports	7	28%
	Total	25	100

b) Weightage to thinking skill

Slno	Thinking skills	Score	Percentage
	<u>LOIS</u>		
1.	Remembering	1	4%
2.	Understanding	4	16%
3.	Applying	4	16%
	<u>HOIS</u>		
4	Analysing	5	20%
5	Evaluating	4	16%
6	Creativity	7	28%
	Total	25	100%

Language skill	Learning Outcome	LOTS										HOTS										Total item	Total score
		R		U		A		AN		E		C		AN		E		C					
		D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S	D	S		
Reading comprehension	I		(1) ²																			2	2
Writing	II								(1) ⁵													1	5
Communication	III																					1	4
Language element	IV										(1) ⁴											1	4
Literary skill	V	(1)																				3	3
Creative Writing	VI																				(1) ⁷	1	7
Total item		1	4	1	4	1	4	1	5	1	4	1	4	1	5	1	4	1	7	9			
Total score		1	4	4	4	4	4	5	4	4	4	4	4	5	4	7	7	7	25				

ACHIEVEMENT TEST

ENGLISH

STD 9

Time : 1 Hour

Marks : 25

Read the extract from the chapter The jungle air crash and answer the following questions.

I boarded Lanza Airline flight 508 from Lima to Pucallpa. At first the weather was very clear. All the passengers enjoyed their journey. But 30 minutes after takeoff when we were over the jungle, visibility diminished and then all of a sudden we hit by a storm. People cried out as objects fell on their head.

1. From where to where they started journey? 1
2. What happened after 30 minutes? 1

3. Sue and Behrman have different character trait. But they have some common behavior so prepare the character sketch of Sue and Behrman 5

4. Johnsy and Sue were best friends. Sue become shocked while hearing that bad news from doctor. Try to prepare conversation between Sue and Johnsy 4

5. Fill in the blanks using appropriate preposition

Sanker travelled ----- Kannur to Palakkad ----- Janasapthi train. On the first day he travelled ----- Palakkad in a double ducker bus. Then he went ----- the Pathen Street looking at the shop. 4

Read the following lines from the poem "On Killing a tree" an answer the question below.

I take much time to kill a tree,
Not a single jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon on its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves

6. What does leprous hide means? 1

Scoring key & Marking scheme

Question number	Answers/Value point	Marks for each	Total Marks
1.	Lima to pucallpa		1
2.	Visibility diminished		1
3.	Content neatness proper arrangement of sentences Grammatical error	2 1 1 1	5
4.	4 each Conversational exchange Grammatical error neatness, Content	2 1 1	4
5.	Correct answer each	1	4
6.	Tree's Outer layer.		1
7.	2 points related to nature	$\frac{1}{2} + \frac{1}{2}$	1
8.	Personification		1
9.	Attractive headline Content neatness Grammatical error proper arrangement of sentence date & place	1 3 $\frac{1}{2}$ $\frac{1}{2}$ 1 1	7

Assessment of learning

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



Name : Mini.v
Reg. No. : BAAUEG1004
Optional Subject : English

Certified that this is the bonafide record of
Mini.v
Reg. No. BAAUEG1004 for the year 2020-2022

Numa
Lecturer in charge
Date 04/02/22

Lecturer in English
B.S.S. B.Ed. Training College
Alathur(P.O) Palakkad Dt.
Kerala 678541



[Signature]
PRINCIPAL

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

DIAGNOSTIC
TEST

PLANNING I

Teacher have made some assumptions about the difficulty area in the Unit and choosed it for analysing. Errors are assumed according to its possibility and prepared the questionnaire accordingly. The area Selected is "The Jungle Air Crash" from the Unit "Dawn of hope" From 9th standard text book. Difficulty area from 'content' is analysed and prepared questions based On it.

LEARNING POINTS 1

1. They boarded the flight Lansa Airlines 508.
2. Her father was an ecologist.
3. At first the weather was very clear.
4. After 30 minutes the flight collapsed.
5. Julian fell into a jungle.
6. She stucked inside that jungle for almost 10 days.
7. She had a gash on her foot.
8. She picked a stick to poke the ground.
9. The River banks were overgrown with tangled vines.
10. The current of the stream was very swift.
11. On her 10th day she met some travellers.
12. Her open wounds on her foot become infected.
13. The travellers washed her wounds and they gave food to her.
14. She was admitted to a village clinic.
15. Her daddy told the bad news to her that's her mother is no more.

DIAGNOSTIC TEST 1

ENGLISH

STD 9

TOTAL MARKS : 15

INSTRUCTIONS

1. Test has nothing to do with your success or failure in the examination
2. This is only to know what your difficulties are, so that your teacher can help you to solve them
3. There is no time limit, but try to complete this as fast as possible
4. Write the answer in the space left blank against each question
5. Write the answer one by one but if you feel you cannot do one, do not waste time, proceed to the next

Answer the following question in a word or sentence

1. In which flight they boarded?
2. What was her father's profession?
3. How was the weather at first?
4. What happened after 30 minutes?
5. Where did Juliane landed?
6. How long was she there in the jungle?
7. What happened to her foot?
8. Why did she took the stick?
9. How was the river banks?
10. What happened to her open wounds?
11. How was the current?
12. What happens on the 10th day?
13. How did the traveler helped her?
14. Where did they admitted her?
15. What was the bad news that she heard after her escape?


Technology use and integration

EDU.401 COURSE ON EPC 3 : CRITICAL UNDERSTANDING OF ICT TASKS - CONDUCT THREE WORKSHOPS

1. Digital TextBook / e - resources
2. ICT Integration With Pedagogy
3. E- Content Development

Prepared By,
Farhana. M
English
Roll No: 2




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

Digital Text Book / e-resources

DAY 1

Phase 1 – Spread Sheets as tool for teaching-learning, Administrative And Academic Support System

Product Needed

1. Enter mark list of Achievement test in to a spreadsheet
2. Calculate mean, median and mode by using software tools
3. Calculate grades of children by using software tools

Software Needed

Libre Office Calc is the spreadsheet component of the LibreOffice software package. Calc is also capable of saving spreadsheets as PDF file

Step 1

- Open LibreOffice Calc
Application →Office→ LibreOffice.calc

Step 2

- Enter marklist of achievement test with headings on each cell namely SL.NO, NAME OF THE STUDENTS and MARKS SCORED

Step 3

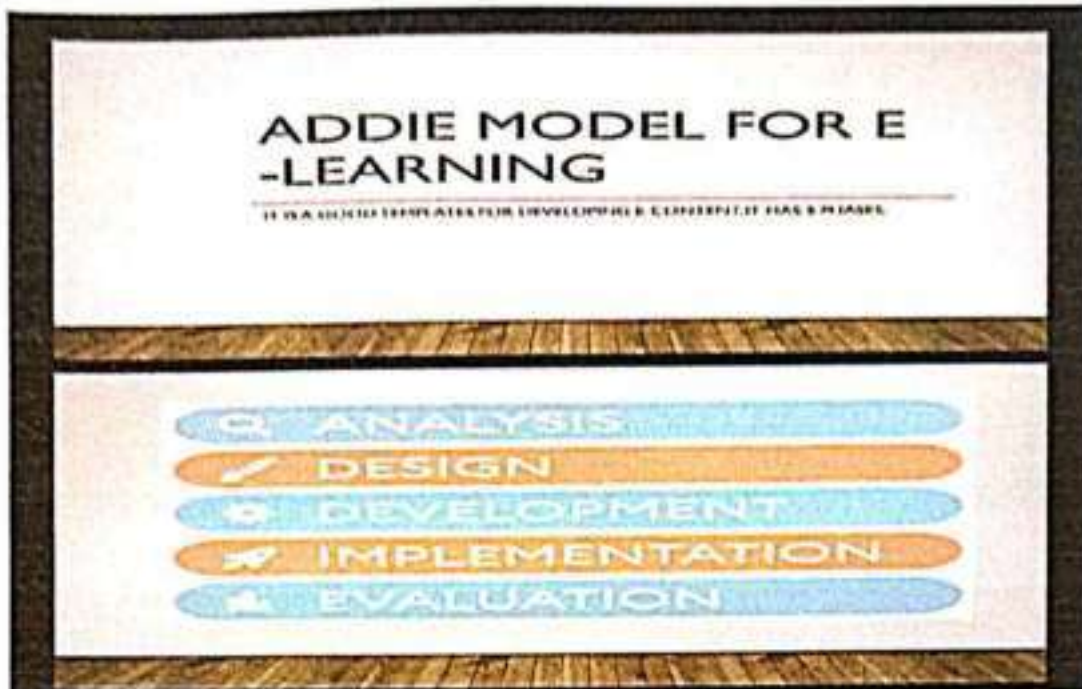
Choose data →Data form →Type the details →click new to save the record

Step 4

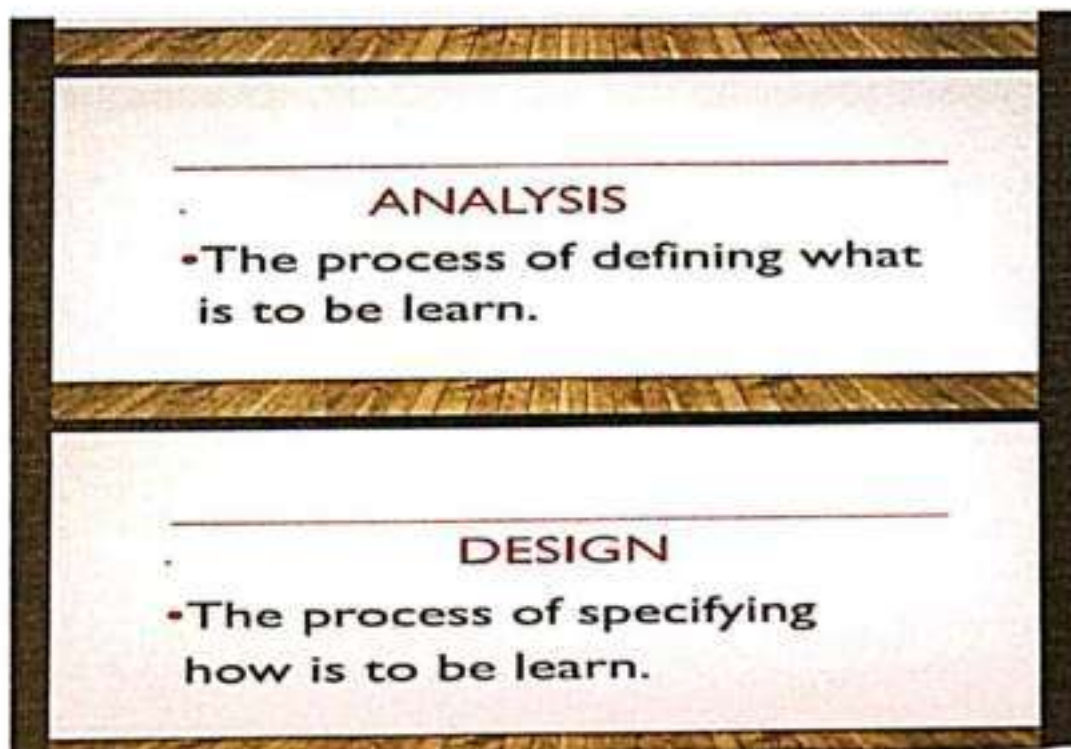
- Calculate mean using



- Select content from concerned optional subjects and prepare a digital text.



- Add content like image, Audio, Video



ICT INTEGRATION WITH PEDAGOGY

DAY 3

Phase1: teacher as a techno pedagogy

Product needed

Student should create a personal website

Task: preparation of a lesson plan using chalk.com

Chalk.com Educational Inc

Chalk provides a single system to ensure that your curriculum, instruction, and assessment are integrated with one another 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



1. sign up free for an account



Let's set up your profile!

<input type="text" value="Farhana"/>	<input type="text" value="M"/>
<input type="text" value="faru6416@gmail.com"/>	
<input type="password" value="*****"/>	
<input type="password" value="*****"/>	

[Continue](#)

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

WORKSHOP 3

E Content Development

E Content Development

Day 4

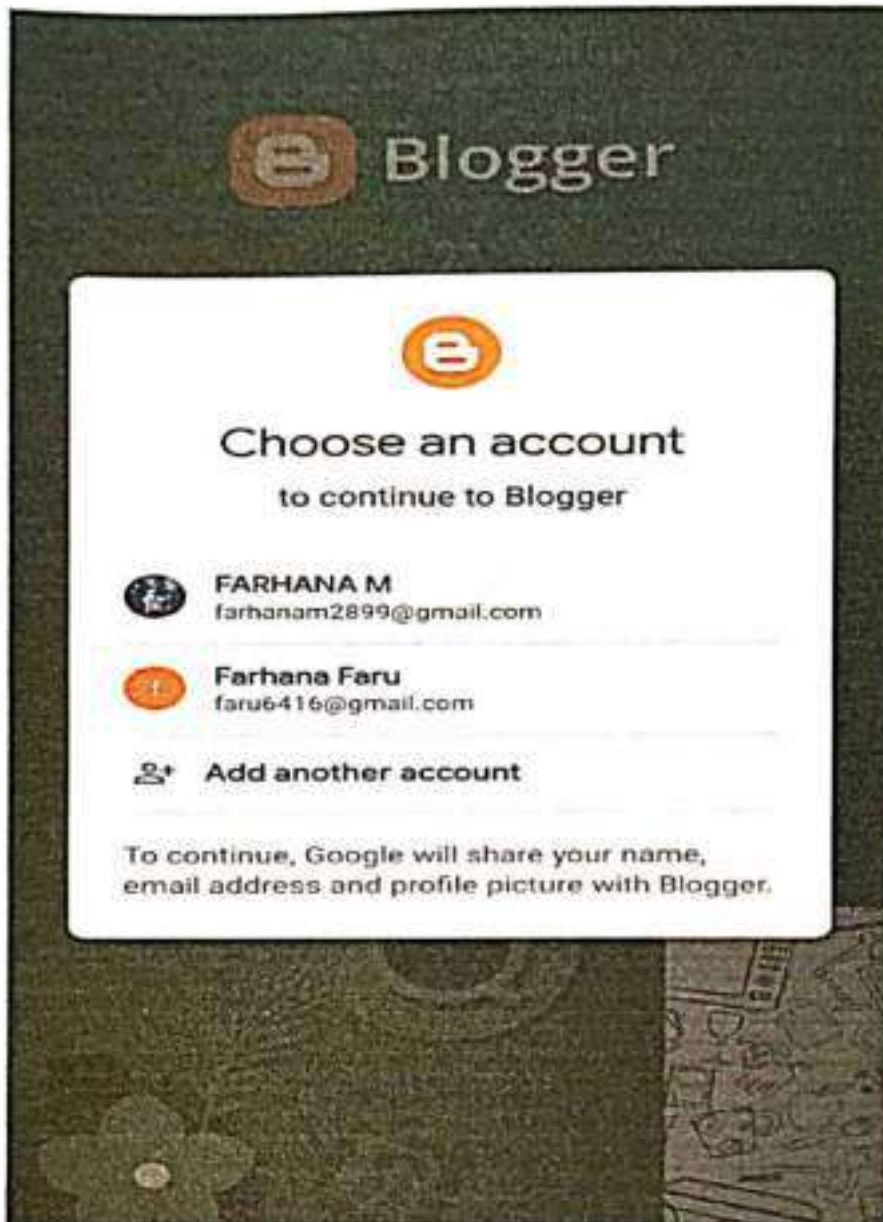
Phase 1: Integrating images, Audio and videos for e-content. Authoring by using open Free Software.

Product Needed

A directory of selected images, Audio and videos.

Step 1

Sign into blogger.



STEP 5

Type content in your blog.



share of love

May 01, 2022

No babies can now hear a lullaby

For, mothers are all busy-bee

No husbands have their share

The working wives to fulfill the

No children can demand their care

For, no minutes for mother's to spare

It's all the troubling Boss,

That makes these mother's at i

Make these 'heads' know oh Lord;

After all "life is all love" Oh God!

Do let them have their share

Of what's missing love and ca



SEMESTER-1
EDUCATION IN
CONTEMPORARY INDIA

TASK-1

Visit an Institution having more
than 50 Years of history and study its
development and present report.

Submitted to,

Meeza Ma'am

Submitted By,

Mini-V

English Option



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



P.A.M.M.U.P SCHOOL KALLEPULLY



P.A.M.M.U.P School Kallepully was established in 1905 and it is managed by the private & Aided. It is located in Rural area. It is located in palakkad block of palakkad district of Kerala.

The School consist of Grades from 1 to 7. The School is co-educational and it have an attached pre-primary section. The School is not applicable in nature and is not using School building as a shift-School. Malayalam was the medium of instruction in this school later English too used as medium of instructions in this school. This School is approachable by all weather road. like all other school in this school also academic sessions starts in April. During vacation they provide special tuition for backward students.

The School has private Building. It has got 28 classrooms for instructional purposes. All the classrooms for instructional purposes. All the classrooms are

are in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Teachers and Headmaster. The school has no boundary wall. The school has have electric connection. The source of drinking water in the school is well and it is functional. This school limited toilets are there. The school has a playground. The School has a library and has almost 2174 books in its library. The School does not need ramp for disabled children to access classrooms. The school has 9 Computers for teaching and learning purposes and all are functional. The school is having a Computer aided learning lab. This school is provided and prepared in School premises providing mid-day meal.

The School provide free books for whole students & also they Organise many remarkable programs for the development of students like Abacus, karate, musical Instruments playing etc... They also Organise different co-curricular activities for improving students participation.

The School also provide coaching for different examinations. They give very special for students for L.S.S examination. As a result of this coaching there are many winners in U.S.S and L.S.S examinations.

In every end of the each month the school provide kit for student. It include Vegetables & stationery things. The kit is very Useful to students during this pandemic situation.

The School has catered to the educational needs of hundreds of people its inception. The admissions have been open at all without any discrimination of religion, caste, status in society. The school is following SCERT Text books. It is an aided school.

The current headmistress of this school is Usha. The current chairman of school management is Rajesh. Very efficient management is there in the school for the development of the students. They try to conduct several camps for student at the end of every academic year school conduct tour for the enjoyment of the student.

The School celebrated its golden jubile in the year 2005. From a Very humble beginning the School has shot up to glorious heights in academics and extra Curricular activities. The activities like Sports, games, quiz etc.. The School also focused to the language Sanskrit. They participated in 'Samskritotsavam' a One day Camp. They also ensure Vehicle Services for students and they giving Speacial training for arts like dance and music. In every year the School conduct Mathematics fair and Science fair. The School also have many numerous club activities like 'Nature club' - for the protection of tress and plants around the school Campus.

The students in this school was the Overall championship in Sub-district level in the last year 'Samskritotsavam'. Apart from natural club the school also offer many club activities such as 'sowhita-club', 'music club', 'film club' for the active participation of each children. Sports camps also they Organise for students development. Girls also participating equally in those camps.

The School is not only focussed on the sports they focused on the co-curricular activities too. The students are engaged with Redcross, JRC and Scout and guides. There are lot of prominent person who studied in this school.

This is One of the best School in
Our state. It have Very peacefull and
eminent enviroinment for the development
of the student it provide much facilities
for the development of each students.
Here we See a great School and its history
achievements. These are lot of changes
Come from in earlies to the present
situation of school.

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



Name : Mini V
Reg. No. : BAAUTEG1004
Optional Subject : English

Certified that this is the bonafide record of
Mini V
Reg. No. BAAUTEG1004 for the year 2020-2022

Meema
Lecturer in charge
Date 25/2/22

Lecturer in English
B.S.S. B.Ed. Training College
Alathur(P.O) Palakkad Dt
Kerala 678541.



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

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**BSS B.Ed TRAINING COLLEGE,
ALATHUR**

COMMUNITY LIVING CAMP

2020-2022

"PRAJNA"

10TH, 11TH, 12TH & 13TH November, 2021

Day 1(10th November 2021)

10am- 12.30 pm : Inauguration

(Dr.Rekha Raju,Cassical Dance performer)

12.45 pm – 1.45 pm : Lunch Break

2pm – 4.30 : Mohiniyattam performance & A talk on art in

Education By **Dr.Rekha Raju**



Day 2(11th November 2021)

8.00am – 9.00am : "*Mental Harmony*" By Sri Santhosh V, Assi .

Prof. in Physical Education & Yoga trainer

9.00am -10.00am : Break Fast

10.00am- 12.00 pm : "*Ponnu Vilayum Mannu*" By Dr. Ilengovan,

A talk on *Matha Pitha Guru Karshakan*

Darshan

12.00 – 1.00pm : Lunch Break

1.30pm – 4.30pm : *Ragam Thalam Pallavi*

(Cultural programmes performance by trainees)

Day 3 (12th November 2021)

- 7.30am – 8.30am : *Aerobics (By Agni , Vayu & jala)*
- 8.45 am -9.45 am : Breakfast
- 10.00am -1.00pm : *Empowering the mind (Vibrant Teacher session)*
- 1.00pm – 2.00 pm : Lunch
- 2.00pm – 4.00pm : *A Class on Cyber Safety and security literacy programme By Sri Santhosh T (Research Scholar, Central University Kasargode)*

Day 4 (13th November 2021)

- 8.00am – 9.00am : *Prayer for world peace*
- 9.00am- 9.45am : Breakfast
- 10.00am – 11.30 : *Exploring Gurukulam*
- 11.30am : *Camp Evaluation and closing ceremony*

THEME

The theme of the Community living conducted by the B.S.S Gurukulam B.Ed Training College is "pranja". "pranja" is used to refer to the highest purest form of wisdom, intelligence and understanding. Pranja is the state of wisdom which is higher than the knowledge obtained by reasoning and inference. Our camp's aim was to develop "pranja", wisdom among student teachers.

PLANNING

The planning and designing of the Camp was a Collaborative endeavour of the teaching staff of the College Under the Supervision of the principal of the College. Our principal of the College, Dr. Balarobika Madam was incharge of different activities helped in drafting an activity Oriented Programme Schedule which helped to achieve the objectives.

For the Smooth Conduct of the Camp, Several Committees were formed, like Discipline Committee, Reception Committee, Recreation Committee and Food Committee and Registration Committee.

Our teachers, Mrs Neema, Mrs. Rasoi, Mrs. Meera, Mr. priyith and Mr. Santhosh also lead a Supervisory roles.

Several Committee of the trainee were Selected well in advance with a representative from Optional classes to discuss, plan and decide. The Committee Performed their

duties with full dedication and enthusiasm.
Everything were planned and Organised. The
optimistic attitude of all the trainees made the
Camp a memorable One.

Our non teaching staffs, Thankam
chechi and Mr. Manikandan also did their role
perfectly.

BSS B. Ed Training College

**Community Living Camp
Inauguration**



November 11

Nritya Nipuna, Swarna Mukhi

DR. REKHA RAJU

the auspicious day. After that, the Camp was officially inaugurated by the chief guest. Then she delivered a beautiful humble inaugural speech. After the inaugural speech, felicitation was delivered by Dr. Vijayan V Anand Sir, Director of B.S.S B.Ed Training College. The Inauguration Ceremony became memorable with the speech given by Sri Dinesh Sir, Director of Gowri Creations in which Dr. Rekha Raju dedicated her life. "Humanity matters than attitude", the words of Rekha Mam inspired the whole B.S.S B.ed family.

At the afternoon session from 2:00 pm to 4:30 pm Rekha Raju gave a splendorous performance along with an interactive session related to her performed dance and many valuable facts related to life. Interactions were based on the topic 'Art In Education'. Art drags you in creativity and makes you feel your own life. It stretches your mind and towards God. feel the Aves music and tap your feet for it. In this way she was able to impart great knowledge and values about life and beyond which is very much needed in future.

EVALUATION

At the end of the day, the whole B.S.S Bed family assembled in the general hall to share their experiences of their first day in pranja. Along with the mindblowing dance performance by Rekha Mam, everyone's mind was stuck in the words of Dr. Rekha Raju that is, "Humanity matters more than Attitude".

EVALUATION

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Let Noble Thoughts Flow to Everyone from all Directions

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Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

Date.....

2.4.1. Documentary Evidence




Field trip



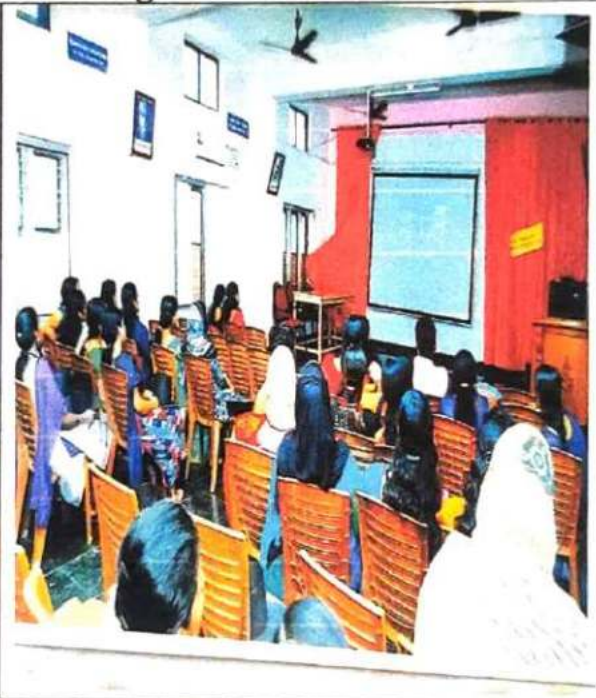
Outreach Activities- Rally




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Mobile based learning



ICT Training




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Alathur (PO), Palakkad-Du
Kerala - 678 541.



Anganwadi Visit



Green Alathur



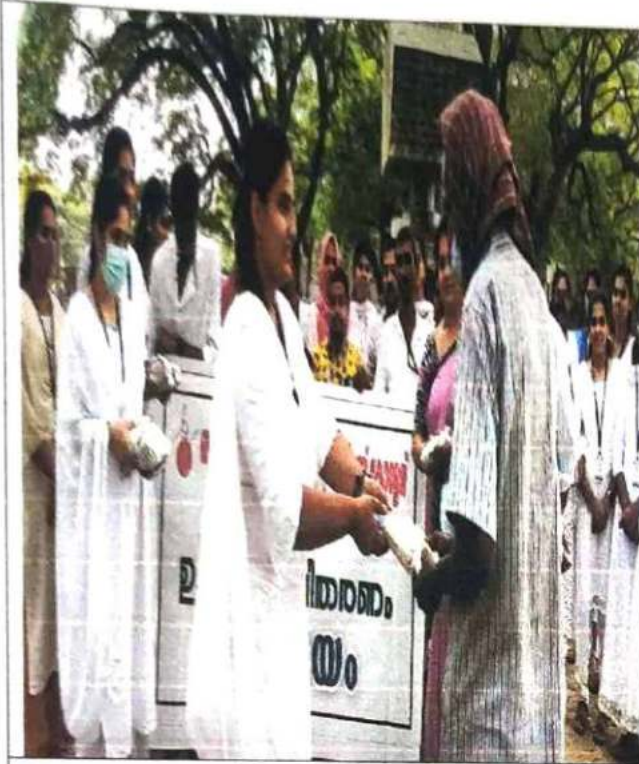
Karunya Viplavam



Karunya Viplavam



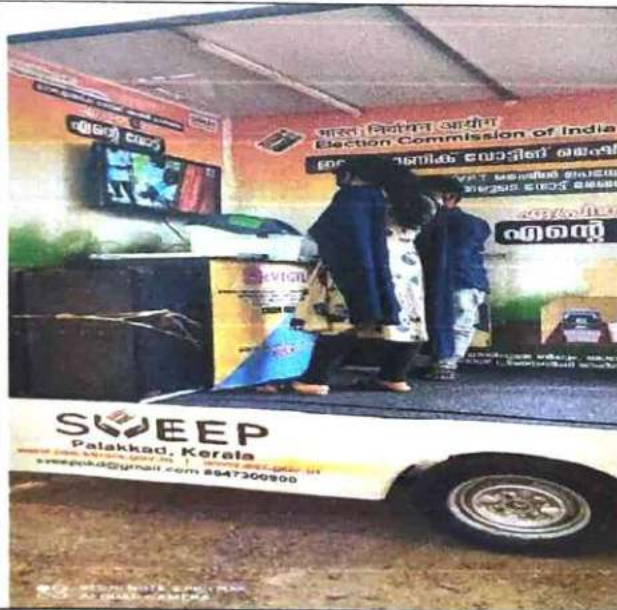
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Patheyam



Charity



Demonstration of voting machine



Facilitation Inclusive Education




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Hair Donation for cancer patients




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2021-2022

Charity and fund-raising activities

In accordance with the mission and vision statements, the institution has offered and taken part in many numbers of charity and fund-raising activities. Student teachers of the institution rendered timely interventions and offered their wholehearted support in these endeavors. As a part of cancer awareness programme student of BSS B Ed training College donated hair for cancer patients

Objectives

- To establish and maintain support to needy and poor people
- To popularise the institutional vision and mission

The following activities were undertaken under charity and fund-raising activities in collaboration with other agencies.

Name of the Activity	Beneficiary	Purpose
Karunyaviplavam	Aneesa	Bone marrow transplantation
Payasam Challenge	Manoj and Shahanas	Fundraising for house construction
Kavassery viplavam	Soumya	Fundraising for Kidney transplantation
Hair donation	Cancer patients	For the benefit of cancer patients
Cancer day Awareness	Selected cancer patients from Govt. hospital , Palakkad	For the benefit of cancer patients

In all the extension activities the institution ensured active participation of all students and teachers to pursue the goals of fund raising and charity.


ദയ ചാരിറ്റബിൾ ട്രസ്റ്റ്
പെരിങ്ങോട്ടുകുറ്റത്തി
പതിമൂന്ന് കോഴ്സുകൾ പാത്രത്തിലുള്ള പാലക്കാട്
 Regd.No:15 & 12/19/2017/AACD:28/17A/06/18-19/7-0132890
 * 04122 29473 * 041220993 812200004 812200004

മെഗാ പായസം ചാലഞ്ച്

2022
ഓഗസ്റ്റ് **2**
ചൊവ്വഴി

₹

250

/litre



8 മണിക്കൂറിനുള്ളിൽ 25000 ലിറ്റർ പാലട പ്രഥമൻ നിൽക്കുക എന്ന ചാലഞ്ച് ദയ ഏറ്റെടുക്കുന്നു രണ്ട് കുടുംബങ്ങൾക്ക് വീടൊരുക്കുന്നതിനായ്....



അപന്യാസിക്കാനു മോദനം (16) കൊടുവാൻ



മണിയും മേൽക്കും ഒരു മോദനം (17) പൂർണ്ണ

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ദീപ തയ്യപ്പകാട് 9446235290

ശോഭ ദീപ്തി 9446150627

മുക്കുൾ പട്ടാമ്പി 9349222209

മാഹർബസ് മാസ്റ്റർ 9048767313

സി വി.പരിമൾ 9447327335

പരിപ്രയാർ മാസ്റ്റർ 8089658238

പായസം ചാലഞ്ച് സ്വയം ഏറ്റെടുക്കു പ്രീയാപട്ടാർക്ക് കൈകൊടു...





Payasam Challenge



Hair Donation and fund donation for cancer patients



Karunya Viplavam



KavaseriViplavam

Food for the Needy (Padheyam)

Padheyam is the prestigious initiative of institution in offering lunch for the poor and needy people. This initiative is supported by a popular social welfare forum in Palakkad called yuvaswaraj social welfare forum.

Objectives of the Program

- To satisfy basic food needs of the poor people.
- To practice humanity and kindness in treating people and the society

Event outcome

The program offered health and nutritional support for the poor people. Furthermore, the initiative helped the student teachers to develop a sense of sympathy and belongingness towards the society



