



*SRI SARADA COLLEGE OF EDUCATION
(AUTONOMOUS), SALEM - 16*

Criteria - II : Teaching Learning and Evaluation

*KEY INDICATOR : 2.7 STUDENT PERFORMANCE
AND LEARNING OUTCOMES*

*Metric No : 2.7.5.Performance of Students on various
assessment tasks reflects how far their initially
identified learning needs*

2.7.5.(B) Any other relevant information

Performance of students on various Assessment tasks

Sri Sarada College of Education (Autonomous), Salem – 636 016

Re-Accredited with 'A' Grade by NAAC (III Cycle)
Affiliated to Tamil Nadu Teachers Education University, Chennai

SRI SARADA COLLEGE OF EDUCATION

[AUTONOMOUS] SALEM-16

AFFILIATED TO TAMILNADU TEACHERS

EDUCATION UNIVERSITY

CHENNAI

RE-ACCREDITED BY NAAC WITH 'A' GRADE

LANGUAGE
PROFICIENCY
TESTS

ENTRY
&
EXIT

REPORT OF ENTRY LEVEL LANGUAGE

PROFICIENCY TEST

2017 - 2019

To assess the students' entry level language proficiency, English language Test was conducted for the students on 2.8.2017 at 4 PM. Students' Reading and writing skills were assessed through a reading comprehension passage with open ended questions and objective type questions. Students were asked to write dialogue between two friends discussing their higher studies and a letter to the principal asking leave for three days. The test was conducted for 50 marks and the time allotted was one hour. Out of 49 days, 19 students got above 75% while 18 students scored above 60%. The remaining 12 students scored below 60%. Remediation would be planned for those students.

S.No	Reg. no	Name	Marks 50 [Entry Test]	Marks 50 [Exit Test]
Tamil.				
1	2017T01	S. Kalpana devi	29	30
2	2017T02	P. Mohana priya	27	31
3	2017T03	S. Selva rani.	28	30
English.				
4	2017E04	C. Anin	38	40
5	2017E05	K. Anusha	42	43
6	2017E06	B. Bharkavi	39	44
7	2017E07	G. Divya	40	43
8	2017E08	I. Lincy.	36	45

8	2017E09	D. Monica	41	46
9	2017E10	S. Sunmathi	40	46

Mathematics.

11	2017M11	A. Arifa Sulthana	32	33
12	2017M12	V. Bhuvaneshwari	35	45
13	2017M13	N. Deepa	39	46
14	2017M14	V. Kalaiarasi	31	33
15	2017M15	M. Kiruthika	39	45
16	2017M16	R. Kiruthika	34	42
17	2017M17	V. Kowsalya	35	40
18	2017M18	M. Mahalakshmi	41	45
19	2017M19	T. Mohana	38	42
20	2017M20	T. Nikshaya	25	31
21	2017M21	P. Ramya	39	42
22	2017M22	S. Sangeetha	40	48
23	2017M23	S. Shakila Banu	31	37
24	2017M24	S. Srividhya Devi	38	41
25	2017M25	J. Usha Nandhini	41	45
26	2017M26	M. Viniitha	32	33

physical science.

27	2017P27	G. Arul priya	29	31
28	2017P28	R. Chandna	30	32
29	2017P29	K. Dhivya	34	40
30	2017P30	M. Dhivya	34	41
31	2017P31	P. Kalaiarasi	30	32
32	2017P32	M. Kavi priya	41	42
33	2017P33	S. Kaviya	30	32
34	2017P34	S. Nivedha	29	31
35	2017P35	M. Shanmuga priya	33	41

Biological science.

36	2017B36	K. Alamulu	26	31
37	2017B37	A. Aruna devi	35	40
38	2017B38	T. Gomathi	40	41

39	2017B39	P. Kavi Bala	27	30
40	2017B40	T. Keeruthiga	35	40
41	2017B41	M. Leema rose	40	43
42	2017B42	K. Pushpalatha	34	35
43	2017B43	K. Rohini	27	31
44	2017B44	K. Tamilarasi	32	34
45	2017B45	S. Thilagavathi	40	
History.				
46	2017H46	S. Anandhi	27	28
47	2017H47	T. Pavithra	26	26
48	2017H48	M. Pongu Z'hali	28	30
49	2017H49	R. Ramya	29	30

M.Ed students.

1	PG201701	S. Agathiya	29	32
2	PG201702	N. Geetha	28	39
3	PG201703	P. Vinodhini	25	36
4	PG201704	N. Vinopriya	26	33

Report of exit level language proficiency test

The students exit level language proficiency in English language was assessed on 7.12.2017. Students' reading and writing skills were assessed through a reading comprehension passage with open ended questions and objective type questions. Students were asked to write dialogue between a student and the teacher and a formal letter to the editor of a news paper. The test was conducted for 50 marks and the time allotted was one hour. Out of 50 students, 29 students got above 75%. While 18 students scored above 60%. The remaining students scored below 60%.

**REPORT OF ENTRY LEVEL LANGUAGE
PROFICIENCY TEST
2018 - 2020**

To assess the students' entry level language proficiency, English language Test was conducted for the students on 2.8.17 at 4 PM. Students' reading and writing skills were assessed through a reading comprehension passage with open ended questions and objective type questions. Students were asked to write a story and a picture description. The test was conducted for 50 marks and the time allotted for one hour. Out of 50 students, 15 students got above 75% while 15 students scored above 60%. The remaining 20 students scored below 60%. Remediation would be planned for those students.

S.No	Reg. no	Name.	Marks 50 [Entry Test]	Marks 50 [Exit Test]
Tamil.				
1	2018T01	M. Bhuvana	25	30
2	2018T02	R. Deepika	26	31
3	2018T03	S. Revathi	25	32
4	2018T04	K. Shanmuga	27	29
English.				
5	2018T05	K. Kanithra	38	45
6	2018T06	R. Karthiga	39	46
7	2018T07	P. Keerthana	38	44
8	2018T08	S. Kokila	39	42
9	2018T09	B. Manisha	40	44
10	2018T10	T. Manoranjini	40	46
11	2018T11	P. Niranjana	41	45

Mathematics.

12	2018 M12	M. Chandrakumari	41	46
13	2018 M13	V. Dharani	20	28
14	2018 M14	K. Kavipriya	39	40
15	2018 M15	S. Lavanya	39	42
16	2018 M16	K. Maha Lakshmi	38	42
17	2018 M17	A. Malini	35	35
18	2018 M18	M. Preetha	21	29
19	2018 M19	V.R. Rajalakshmi	38	41
20	2018 M20	C. Sharmila	35	41
21	2018 M21	M. Sivaranjini	38	40
22	2018 M22	S. Sneha	31	32
23	2018 M23	S. Soumiya	38	38
24	2018 M24	N. Sri Haripriya	40	45
25	2018 M25	C. Swetha	41	46
26	2018 M26	M. Usha Nandhini	35	44
27	2018 M27	M. Vaishali	34	42
28	2018 M28	N. Vidhya	40	40
29	2018 M29	R. Preethi	40	40

Physical Science.

30	2018 P30	R. Archana	23	33
31	2018 P31	D. Gowthami	40	42
32	2018 P32	S. Kalavani	25	32
33	2018 P33	N. Kaviya	40	41
34	2018 P34	V. Keerthana	39	46
35	2018 P35	M. Keeruthika	27	34
36	2018 P36	R. Rani	20	28
37	2018 P37	R. Swaathy	35	42
38	2018 P38	S. Vidhya Rubini	42	46

Biological Science.

39	2018 B39	M. Agila	39	40
40	2018 B40	P. Dinja	39	41
41	2018 B41	S. Nandhini	40	41

42	2018B42	G. Ramya	39	33
43	2018B43	S. Ramya	40	42
44	2018B44	V. Soundarya	40	41
45	2018B45	N.S. Sudhanya	39	42
46	2018B46	G. Vasantha Kumari	31	31
47	2018B47	B. Vennila	30	32
History.				
48	2018B48	R. Pavithra	26	27
49	2018B49	G. Praveena	39	41
50	2018B50	D. Sindhu.	28	28

M.Ed students.

1	PG201801	V. Gayathri	25	30
2	PG201802	A. Kanmani.	24	32

Report of exit level Language proficiency Test.

The students' exit level language proficiency in English language was assessed on 21.2.2018. Students' reading and writing skill were assessed through a reading comprehension passage with open ended question and objective type question. The student teacher were asked to write a describing essay about 'My college' and a cloze test. The Test was conducted for 50 marks and time allotted was one hour out of 50 students, 31 students got above 75% while 13 students scored above 60%. The remaining students scored below 60%.

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**REPORT OF ENTRY LEVEL LANGUAGE
PROFICIENCY TEST
2019 - 2021**

To assess the students' language proficiency, English language test was conducted for the students on 03.09.2019. Through this test, students' comprehension skill was assessed through a reading comprehension passage with open ended questions and objective type questions, and also students were asked to write an essay on the topic 'why did I select the B.Ed programme?' and development of given hints. The test was conducted for 50 marks and the time allotted was one hour. Out of 50 students, 13 students got above 75% while 10 students scored above 60%. The remaining 27 students scored below 60%. Remediation would be planned for those students.

S.no	Reg. no	Name	Marks 50 Entry Test	Marks 50 Exit Test.
Tamil.				
1	2019T01	S. Kamali	29	32
2	2019T02	T. Ramya	27	29
3	2019T03	D. Subalakshmi.	26	33
English.				
4	2019E04	S. Hasmithaa	39	45
5	2019E05	A. Jacqueline	32	40
6	2019E06	R. Jeeritha	39	42
7	2019E07	P. Kaviya	40	45
8	2019E08	J.P. Preethi	33	46
9	2019E09	G. Rabiya	42	46
10	2019E10	M. Ramya Shri	41	43
11	2019E11	M. Sabeeka Banu	42	46

12	2019E12	V. Sivagami.	38	43
13	2019E13	S.K. vijaya priya.	38	42
Mathematics.				
14	2019M14	A. Angelo shiny	39	45
15	2019M15	V. Arul mozhi	33	43
16	2019M16	K. Divya	26	31
17	2019M17	V. Kalai priya	25	31
18	2019M18	A. Kamali	24	32
19	2019M19	K. Kaviya sree	26	34
20	2019M20	S. Kiruthika	23	29
21	2019M21	M. Nishanthi	34	43
22	2019M22	M. Pavithra	24	31
23	2019M23	G. Poorvishi	27	32
24	2019M24	V. Priitha	26	32
25	2019M25	R. Priya dharshini	35	44
26	2019M26	S. Sathiya vani	26	29
27	2019M27	M. Subathra.	25	28
Physical science.				
28	2019P28	A. Anusha	39	43
29	2019P29	A. Gayathri	28	40
30	2019P30	B. Karithiga	28	29
31	2019P31	K. Keerthana	32	40
32	2019P32	S. Madhu Bala	29	40
33	2019P33	J. Mercellin mary.	27	41
34	2019P34	M. Monisha.	34	43
35	2019P35	P. Suretha	42	45
36	2019P36	G. Vaishali	25	30
37	2019P37	S. Vijaya lakshmi.	25	29
Biological science.				
38	2019B38	S. Abirami	34	40
39	2019B39	S. Divya	26	29
40	2019B40	R. Ekhilanasi	40	45
41	2019B41	S. Harini.	35	40

42	2019B42	I. Jackeline princy	26	29
43	2019B43	M. kowsalya	41	45
44	2019B44	K. sandhya.	28	32
45	2019B45	R. Swarnamugi.	27	28
History.				
46	2019H46	V. Aarathi	26	29
47	2019H47	V. Dhivya Bharathy	31	40
48	2019H48	V. Priyanka.	25	31
49	2019H49	A. Roohi abisha	24	38
50	2019H50	J. Santhiya.	22	38
M.Ed students.				
1	PG201901	V. Dhanalakshmi	26	30
2	PG201902	P. Kalyani.	24	30

Report of Exit level language proficiency Test

The students' exit level language proficiency in English language was assessed on 10.12.2021. Students' reading and writing skills were assessed through a reading comprehension passage with open ended questions and objective type questions. The student teacher were asked to write a paragraph on 'An Inspiring Teacher: Agent of social change' and a letter to a friend describing your tour experience of visiting yeraud. The Test was conducted for 50 marks and the time allotted was one hour. Out of 50 students, 28 students got above 75% while 12 students scored above 60%. The remaining students scored below 60%.

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REPORT ON ENTRY LEVEL LANGUAGE PROFICIENCY TEST 2020 - 2022.

TO assess the students' language proficiency, English language Test was conducted for the students on 05.03.2021. Through this test, students' comprehension skill assessed through a reading comprehension passage with open ended questions and objective type questions. Along with that a letter writing [to the principal asking for 3 days leave] and dialogue writing [between friends about their higher education plan] was also asked. The test was conducted for 50 marks and the time allotted was one hour. Out of 50 students 11 students got above 75% while 17 students scored above 60%. The remaining 22 students scored below 60%. Remediation planned for those students.

S.no	Reg. no	Name	Marks Entry Test	Marks Exit Test.
Tamil.				
1	2020T01	S. Kowsalya	18	24
2	2020T02	S. Ramya	20	25
3	2020T03	S. Safra.	24	29
English.				
4	2020E04	S. Anitha	27	38
5	2020E05	V. Clareinfant	40	45
6	2020E06	J. Dhinyaa	39	44
7	2020E07	J. Jayapriya	23	31
8	2020E08	V. Mehar Fathima.	35	44
9	2020E09.	S. Preethi.	40	46

10	2020E10	V. Pniya dhaneshini	38	44
11	2020E11	B. Rosalin soundarya	37	43
12	2020E12	S. Sandhya.	38	46
13	2020E13	P. Subasri.	20	30

Mathematics.

14	2020M14	V. Chenna Saranya	35	40
15	2020M15	N. Gayathri	41	44
16	2020M16	V. Hanini	36	38
17	2020M17	Judith antoniette.J	36	38
18	2020M18	R. Keerthika	24	30
19	2020M19	S. Mani mekalai	36	39
20	2020M20	R. Mohana pniya	38	44
21	2020M21	M. Santhasam.	20	31
22	2020M22	S. Soumiya.	34	40

Physical science.

23	2020P23	V. Akshya	32	38
24	2020P24	R. Elakkiya	27	30
25	2020P25	J. K. Farzana	32	41
26	2020P26	M. Kavitha	33	40
27	2020P27	A. Mayura	38	46
28	2020P28	A. Parvin Banu	28	39
29	2020P29	A. Pnreetha	36	39
30	2020P30	B. Ramya Devi	32	40
31	2020P31	A. Sowganthiga	33	39
32	2020P32	S. Tamil mooshi	39	43
33	2020P33	G. Vinodhini,	27	32

Biological science.

34	2020B34	T. Brindha	30	40
35	2020B35	K. Jyothika	29	39
36	2020B36	A. Maha lakshmi	14	20
37	2020B37	K. Nandhini	30	39
38	2020B38	S. Pniya dhaneshni	35	41
39	2020B39	S. Ramya.	36	44

40	2020B40	R. Sathya Sri	29	35
41	2020B41	R. Saya Sree.	25	31
42	2020B42	S. Tamil Selvi	33	42
43	2020B43	J. Thagaseen Taj.	24	30
44	2020B44	S. Vanitha.	26	31
HISTORY.				
45	2020H45	M. Agalya	19	25
46	2020H46	S. L. Aishwaryaa	10	24
47	2020H47	R. Nandhini	25	31
48	2020H48	B. Sowndharya	22	32
49	2020H49	M. Sudharshana	23	31
50	2020H50	S. Tharani	38	41

Report of exit level language proficiency test.

The exit level language proficiency in English language was assessed on 19.03.2021. Students' reading and writing skills were assessed through a reading comprehension passage with open ended questions and objective type questions. The student teachers were asked to write a describing essay about 'your Institution' and a cloze test. The Test was conducted for 50 marks and the time allotted was one hour. Out of 50 students, 31 students got above 75% while 13 students scored above 60%. The remaining students scored below 60%.

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REPORT OF ENTRY LEVEL LANGUAGE PROFICIENCY TEST 2021 - 2023

TO assess the students' learning proficiency, English language test was conducted for the students on 25.10.2021 through this test, students' comprehension skills was assessed through a reading comprehension passage with open ended question and objective type questions. Along with that, a letter writing [to father asking permission to go for Educational tour] and dialogue writing between shopkeeper and super market were also asked. The test was conducted for 50 marks and the time allotted was one hour. out of 50 students, 5 students got above 75% while 21 students scored above 60%. The remaining 24 students scored below 60%. Remediation would be planned for those students.

S.no	Reg. no	Name	Marks Entry Test	Marks Exit Test
Tamil.				
1	2021T01	G. Divya	25	33
2	2021T02	R. Gokila	27	35
3	2021T03	K. Kowsalya	25	DISCONTINUED
4	2021T04	S. Navikanushka	25	45
5	2021T05	K.M. Preethi	26	41
English.				
6	2021E06	M. Gomathi	37	44
7	2021E07	S. Hanusha varthini	31	41
8	2021E08	J.S. Harini	34	40
9	2021E09	V. Kalyani	38	39

10	2021E10	P. Malathi	31	36
11	2021E11	J. Ramya	33	41
12	2021E12	N. Ramya	27	33
13	2021E13	M.T. Roshni	35	41
14	2021E14	V. Santhiya.	24	36

Mathematics.

15	2021M15	S. Bhuvaneswari	24	43
16	2021M16	C.S. Charulatha	25	38
17	2021M17	P. Dharani	29	39
18	2021M18	S. Kokila	26	37
19	2021M19	B. Loganayagi	34	40
20	2021M20	P. Monika	33	40
21	2021M21	N. Nishanthi	30	40
22	2021M22	K. Nithya	20	33
23	2021M23	M. Reshma	33	40
24	2021M24	V. Sandhya	31	37
25	2021M25	S. Saranya	25	35
26	2021M26	N. Thanikodi	35	37
27	2021M27	P. Tamil selvi.	33	33

Physical science.

28	2021P28	B. Benasir	35	40
29	2021P29	S. Divya dhanshni	33	41
30	2021P30	M. Fathima Bee	30	41
31	2021P31	M. Gnanambigai	30	33
32	2021P32	R. Niroshini	24	35
33	2021P33	R. Reshma	29	41
34	2021P34	C. Sivambigai	27	41
35	2021P35	S. Sowdheswari	33	42
36	2021P36	S. Srinithi.	44	40

Biological science.

37	2021B37	Alshwarya . R	25	34
38	2021B38	Azeezunisa . H	30	42
39	2021B39	J. Jaya sree.	26	41

40	2021B40	J. Jeyaraj zerah	30	42
41	2021B41	K. Lavanya	27	43
42	2021B42	P. Madhu mitha	26	43
43	2021B43	V. Monisha	29	43
44	2021B44	K. Nandhini	29	43
45	2021B45	N. Nandhini priya	30	42
46	2021B46	S. Subhiksha.	36	40
47	2021B47	K. Tamilarasi	25	39

History.

48	2021H48	K. Atchaya	22	34
49	2021H49	J. Jansi rani	15	27
50	2021H50	R.R. Karunya.	29	39.

Report of Exit level Language Proficiency Test.

The exit test assessing the language knowledge of English was conducted on . The students' reading and writing skills were assessed. A reading comprehension passage with both open ended and objective type questions were asked along with a story writing activity. The test was conducted for 50 marks and the time allotted was one hour. Out of 49 students, 28 students scored 80% and above, while 20 between 60% to 80%. Only one student scored below 60%.

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Swami and Friends

- R.K. Narayan

Mother : Swami, get up. It's getting late to school.

Swami : Oh god, it's Monday again and I hate this day. I don't want to go to school mom.

Mother : Why are you saying this Swami?

Swami : Because I hate going to school.

Mother : Don't talk senseless and get ready or else your father will scold you.

(He reluctantly gets ready)

Father : Good boy my son, finally you are ready for your school and have you completed your homeworks?

Swami : Not yet dad, I have something to do.

Father : Okay, complete them before going to school.

Swami : Okay dad.

(In school)

Swami : It will be good if I overcome Vedanayagam sir class without any problem.

and you will get surprised by
sir if he sees you.

Swami : why should I watch outside
if I like his class. I find
the class is too boring and
am unable to concentrate
so I enjoy looking outside

Vedanayagam : students all of you come
with your work and now
I will check them .

Swami : (In mind) Oh god, it will be
fortunate enough if I escape
from him now.

His friend : Have you completed the
given work?

Swami : Yeah I did but I am
quite afraid to go near
to him.

(He submits his work to his sir)

Vedanayagam : Can't you do it properly
It's all seemed to be
senseless.

(pinching him and throw the note
on his face)

Swami : The sir does not have
eyes. I checked it earlier
and it was good and

Correct but now he was saying that I did everything wrong. Did he become mad?

Swami : Okay it's good that only one hour is left to go home.

(In last hour - Ebenezer's class)

Ebenezer : Good evening students, I have come with an interesting topic to teach you now. Can you guess what it is?

Students : We don't know sir

Ebenezer : Okay, no problem. I'll tell you. Today we'll be seeing about Jesus.

Students : Okay sir.

Ebenezer : Students while teaching you all about Jesus, I have a doubt that how can you all worship a stone as your god?

How can you consider a thief like Krishna as your god and worship him?

Does any god play with females and steal butter?

No god has done so right!

Ebenezer : But see my Jesus, he got suffered and crucified for the sake of the people. He is the only god. Do you understand?

(Being a Hindu, on hearing all this about Krishna and Hindu god, Swami got furious and as a result, he asked his son a question)

Swami : Sir may I know how can you call Jesus as god when he drinks and eats meat?
If he is a god, then why was he crucified?

Ebenezer : If you want to know the answer, come to my room.

(In his room)

Ebenezer : (pinching his ear violently)
Don't dare to ask unnecessary questions. Got it?

Swami : But I was just asking questions and how could he talk ill about other's god
(In mind)

After school, at home)

Mother : Swami come and have dinner.

Swami : I don't want mom.

Father : Why? what happened Swami?
You look so dull today.
Did you have a nice day at school?

Swami : Yes (he nods his head without any interest)

Mother : What happened to your ears Swami? It looks so red?

Father : Did you have fight with your friends? How did it happen?

Swami : No, I didn't fight with friends. But my sis has pinched my ears?

M & F : What? why did he do so?
what did you do?

Swami : I did nothing wrong and I just asked question.

(Then he narrated everything that happened at school. This made them furious and as a result, his father has written a letter to his Head Master to bring everything to his notice and seeked proper action against the school master)

(At H.M. room)

Swami : sis my father wanted me to give this letter to you.

H.M : (After reading everything) Swami
you should report me whatever
happens to you at school before
reporting your father and I will
take care of the issue and give
this letter to your father.)

Swami : Okay sir, Thank you.

The Effectiveness of Grammar Translation Method in Teaching and Learning of English language at Intermediate level.

- Abdul Basir Khan, Hafiza
Sana Mansoor

Grammar Translation Method (GTM)

is basically a method of teaching and learning second and foreign languages. Under this method translation of text and study of grammatical rules and their practice are the main activities. In the class of GTM, use of target language is very less. Vocabulary with their meaning in the form of list of selected words. Structure of tenses is taught by putting words together and instruction about forms and inflection of words are given. In this method teacher translate each word and phrase in the text into L1 of the learner. Then translation of several sentences is required by the students. A contrastive study of Target and source language gives great understanding of structure of both languages.

Advantages :

- Students can understand well the meaning of abstract words and complicated sentences.

- By having well aware of grammatical rules, students can comprehend the message through reading text and can produce grammatically correct sentences.

- Knowledge of morphology and syntax will make students to analyze and solve problems.

- The GTM demands fewer efforts from teachers.

- It is a time saving method, because it is the easiest way of explaining vocabulary items.

- Teachers who are not fluent in speaking English can teach English through this method. As there is lack of fluent English teachers in Pakistan, so this problem can overcome by using this method.

Disadvantages :

- It is a teacher centered approach, because there is little interaction between students and teacher.

- Inability of students to communicate in target language.

- GTM reverses the learning process of a language, as it starts with listening but GTM starts with reading.

- It is impossible to translate exactly from one language to another.

Objectives :

- To highlight the use of Grammar Translation method in educational institutes.
- To know its effectiveness in learning English language.
- To analyze the learning concepts by students through GTM.

After observing and collecting opinions of students about learning English through Grammar Translation Method, the researcher came to the points that is very helpful method for the students at college level to learn English, which is their second language or in some cases third language. So according to the supporter of Generativist, pre-wired pattern of learning grammar of a language becomes less active to learn L3. In such case teaching through translation and with grammatical rules becomes easy and beneficial. Furthermore, it is observed by the researcher that due to lack of English speaking community, it is difficult for pupils to learn English through other modern methods: direct method and audio-lingual method, because GTM facilitates them with the understanding of concept given in the text books in their first language.

A comparison of both the structures of L1 and L2 gives them ample understanding of the ideas. Here GTM proved an entrance road for the students to enter in the world of English.

It is also noted that if only the target language is used to deliver lecture, it gives mental inconvenience to the learners because there would be lack of understanding. In this situation English becomes a phobia for students. So, to eradicate this fear GTM proved a helping tool. GTM is also called the 'classical method'. It is the oldest method, used for learning foreign languages but still widely used, so its importance cannot be denied. No doubt, it does not play greater role in improving listening and speaking skills of a language but is proved through the opinions of college level students that GTM is extremely helpful in developing and enhancing the other two skills of a language: reading and writing. As our examination system also concentrates on these two skills. There is not any portion in the paper of English for checking listening and speaking skills. The whole paper is designed to check how well a student can write and read. So, use of GTM is proved beneficial for learners.

Further, GTM is time saving method.

By taking support of this method a huge syllabus can be covered within the given time of a session in the college. In case of extreme criticism of using GTM in the class, a teacher can minimize the use of mother tongue in the lecture but it cannot be rejected at all due to its long history and a lot of benefits.

Procedure

Textbook plays a vital role as it has

- all reading material
- Specific graded vocabulary
- rules of grammar
- new vocabulary in each lesson

Purpose

GTM - a classical or unnatural method which is used in teaching of foreign language in India which was introduced by the Britishers. It is the oldest method of teaching classical languages (Latin & Greek) to understand literature

Process

The teacher teaches a second language through translating the words, phrases, grammar into mother language. It is used to teach foreign language through word to word translation.

Principle

- Translation interprets foreign phraseology best
- In the process of interpretation foreign phraseology is assimilated by the learners.

GTM

Basis

This method is worked not on the basis of psychological level but on the basis of philosophical level as

- second language can be learned through translation.

- The structure of the second language is learned with comparison and contrast with that of the MT

Demerits

- unnatural method
- S & L are left out
- Teacher centred
- Some idioms, phrases of SL can not be translated into MT

Merits

- economical & saves time
- enriches vocabulary
- prose & poetry can be learned
- Skill of translation
- emphasis on R & W
- Easy to learn through MT

Characteristics

- The unit of teaching is word
- Mother tongue dominates
- Based on the apperceptive theory
- follows the maxim of known to unknown

Gist :

The researcher studied the effectiveness of Grammar Translation method in learning English. This method of teaching is used to learn the foreign languages. In Pakistan 'English' is the second language of people. In educational institutes English is taught a compulsory subject. It is being taught through different methods. Grammar Translation Method is the oldest method of learning any language. So, here in our country it is widely used to learn foreign languages. In this paper, effectiveness of this method is proved through quantitative research. As a tool, a questionnaire is used to know about the views of learners that how much facilitated they are in learning English by using this method.

opinion

The grammar translation method is otherwise known as classical method of teaching to English. The philosophy behind this method is that the foreign language can be taught or learn through translation. Here each phrase or sentence of English is taught by translating it into mother tongue. This method instructs students in grammar and provides vocabulary with direct translations to memorize. In this, the student's native language is the medium of instruction and used as well to compare with the language studied. Unfortunately, this method gives little attention to listening and speaking skills and the result is usually inability of some students to use the language for communication.

10

The Agony of Black Women in Zora Neale *Jonah's Gourd Vine*

Black women are the most vulnerable and the most exploited members in the American society. They have a long history of sexual harassment. They have been the targets of sexual abuse and cruelty. Married or single, young or old, they were generally looked upon as sexual slaves by men, both white and black.

Shane Phelan says, "The bedrock of women's oppression is heterosexuality" (*Identity Politics* 45). Phelan's observation of heterosexuality suits best to interpret Hurston's *Jonah*. In this novel, Amy Crittendon and Lucy Potts are horrendously humiliated and discriminated by their male counterparts.

In *Jonah*, Ned ill-treats his wife Amy worse than her ex-master Alf. He subjects her to verbal and physical abuse. Once he shouts at her for talking smart. He says, "Don't you change so many words wid me, 'oman! Ah'll knock yuh dead ez Hector. Shet yo' mouf!" (*Jonah* 3). Described as "an alligator in jeans"(8), he curses her and thrashes her. No day passes without quarrel in his family. Whatever she does sparks his ire. There is absolutely no affection between them. Ned bosses around the house doing nothing and throws abusive words on Amy and lashes her with whippings for every

paltry reason. One day, when she fails to keep a plate for Ned, he whips her with a rawhide whip on her back. When she retaliates, he whips her on her head. When Amy strikes him with a wooden stick, "He thrus his hand on her abdomen and exerted a pressure on her throat" (*Jonah* 8).

Actually, Amy bears more responsibility than Ned. She is not only in the plantation, she is also in the evening and also provides for her family. Despite her harsh treatment with sympathy, she is a transmitter of oppressive experiences because of her internalized prejudice. He transfers his anger of his ill-treatment by humiliating his wife by humiliating her in various ways and derives a pseudo sense of power as he is her master. In his role as a slave, he has internalized values losing his own.

Violence is a daily feature in Pearson's household. The oppressive treatment of Amy is a result of his internalized behaviour from his stepfather. When he beat Amy daily, he beat

Lucy devotes all her attention to strengthen John Buddy's position. She delightfully teaches him and encourages him to sing and speak in sentences. Her efforts prove fruitful and steadily he progresses in life solely because of her support. But he grows haughty and betrays her after attaining an eminent position. But Lucy never swerves from her fidelity to him. She treasures her children even in the worst adversity. He cannot confront the numerous problems that throng him from various corners. He is a weakling and a coward compared to Lucy. He scarcely cares for his family and fritters away his life in the company of other women. Yet Lucy bravely battles against adversities with grit and determination. Besides, she infuses positive values in her husband as well as her children.

Lucy struggles with John Buddy till her last breath. On one occasion, John gives intense pain to Lucy by stealing the neighbour's pig in order to settle a debt. As soon as Lucy learns of his arrest, she leaves her three day old baby and rushes to rescue him scarcely caring for her weak health. She leads to Cy Perkins who sets the court, "...Ah got fo li'l' chillun 'round mah et; if they send John off Ah don't know hut'll 'come uh us all" (*Jonah* 99). Apparently moved by her plight, he gives her time and suggests that she approach Judge Alf who has the sole power to rescue her. Without wasting a second, Lucy runs to meet the judge but collapses on the steps of his office. Judge Alf sends her home in a buggy and releases John Buddy. While this episode illustrates Lucy's familial responsibility, the episode in which John

Buddy runs away from his sick daughter shows the irresponsibility of John. Finding his baby daughter sick with typhoid, he laments: "Ah can't stand 'round and see mah baby girl die. Lucy! Lucy! God don't love me. Ah got tuh go 'way 'til it's all over. Ah jus' can't stay" (*Jonah* 117). Unable to bear the pain of his daughter's possible death, he leaves Lucy to worry over the sick child alone. At the dire need, he deserts his family and regales himself with his concubine Hattie Tyson. Because of Lucy's efforts, he recovers. Thus without the help of the Reverend Minister and Mayor John Pearson, Lucy admirably fends for her family with no financial resources. Although she dies early, her poise, equanimity, and spiritual strength are visible throughout the novel.

Through Amy and Lucy in *Jonah*, Hurston brings out the "quiet grace" and "unshouted courage" (*Cannon* 135, 144) of women in the face of formidable oppression. They learn from their bitter oppression and pass on what they learn from their horrible experience to their women friends and neighbours. They transform their traumatic experience into a triumphant history. ■

Work Cited

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Stuncline .

In this article, the author talks about her search for self-identity of the black men and women in America and the struggles of the black women both physically and mentally in her excellent novel "Jonah's Ground Vine".

The stuncline of this article is coherent and unique in nature which spreads light on the darker side of the struggles and oppression of black women both by the black men and white men.

This article clearly portrays African-American racism and capitalist oppression which is faced by those people.

There is a continuity and sequence in the article which flows natural to the next part, through this article, the readers could witness and understand their culture, cruelty of race and oppression which affects many peoples' lives.

Illustration :

The author has given many more dialogues from the novel itself to put stress on their sufferings and the nature of communication among the people. Through the verbal illustration, it is apparent that the men seek all possible ways to hurt their partners as much as possible. They hurt them verbally, physically and mentally. The dialogues between the characters clearly exhibit the cruel nature of men in hurting them even in their words to show their authority and most of the time they use such abusive and unkind words to calm down their ego which is affected by their white masters. The agony and animosity which they have received from their masters are shown on their wives in order to satisfy themselves and also to enjoy their domination over women.

Gemineness

This article does justice in bringing the sufferings of the black community especially the black women to the notice of the world. The author also tries and initiates herself in focusing on the oppression faced by them. In most of the places, it has been happening because of various reasons like discrimination, racism, domination and slaves. They find satisfaction in showing their power on the inferior people whom they think that they are superior to the slaves. This article deals with a true fact and incident which many of us are witnessing. This also never fails to show the ^{women's} innate tolerance and power to overcome and stand against injustice in excellent way.

Article on betrayal and social conformity in Scott Westerfeld's Uglies.


The novel "Uglies" sketches a dystopian future which is highly obsessed with beauty and appearance. So every citizen is given an operation at age sixteen to become pretty and live a life full of frivolous fun and enjoyment. But in reality the pretty surgery not only changes people physically but also changes them mentally by inserting a brain lesion which silences them from thinking practically and questioning the norms of the society. This leads them to lose their freedom of thought and their individual choice is eliminated by the government. The pressure on the people to conform, the authority and betrayal play a vital role in the novel.

The society of this novel gives pressure to the citizens to conform the norms. Accepting the authority is their only choice and it is manipulating the people using beauty as its powerful tool.

Through the character Tally, the author presents that the individual choice of the people is declined in this novel. She loves adventures and enjoys her freedom. But later she is forced to betray her friend Shay and other Smokies by cooperating with the Specials. Though the novel takes place in a futuristic world which is three hundred years advanced than the readers' current society, the nature of the people seems to be unchanged.

The necessity and importance of identity and individualism is presented through Shay and David. These two characters are eye-openers and inspiration to the young minds who help them to stand against the authority when there lies enforced customs and mistakes in the authority. The citizens have rights to question the government when it fails to be responsible and dominates them. It must be democratic. This novel not only shows the characters rebelling against society but also helps the young people to

think critically about the world around them. The novel perfectly reflects our current society where the energetic young people cage themselves in the fantasy world wasting their energy and intelligence in obsession with certain beauty and electronic devices. This novel also stresses the importance of human values and responsibility of an individual both in private and public life.


11/3/2022

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - I SEMESTER

SOC1 – READING AND REFLECTING ON TEXTS

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will

- improve her proficiency in 'reading', 'writing', 'thinking', and 'communicating' in the language of instruction.
- develop an interest in reading
- improve her ability to understand instruction

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

(L-3, P-1, T-1)

The selected texts include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Suggested Activities:

- Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

UNIT II: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING (L-3, P-3, T-1)

The selected texts include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this unit, the student teachers should work in groups divided according to their

subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities:

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group) Attending to writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT III: ENGAGING WITH JOURNALISTIC WRITING (L-3, P-2, T-1)

The selected texts include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit.

Suggested Activities:

- Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc (guided working in pairs)
- Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine)

UNIT IV: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

(L-5, P-1, T-1)

For this unit, the student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of activities:

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the Institute library)
- Scanning, skimming and extracting relevant information from the books by making notes Collating notes and organizing information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions

UNIT V: ENGAGING WITH EDUCATIONAL WRITING (L-5, P-1, T-1)

Selected texts are drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

Suggested activities:

- Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs)
- Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and points of view (small group discussion)
- Writing a response paper (individually or in pairs) Presentations of selected papers, questions and answers (large group)

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

SOC2- ARTS AND AESTHETICS

(2 Credits –32 Hours)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the objectives and significance of common Art in India
2. identify the ways and means of inculcating Artistic and Aesthetic attitude in students
3. know the role of Music in life and Musicians and their contributions
4. appreciate the art of dance
5. understand Drama , its types and presentation

UNIT I: COMMON ART FORMS (L-3, P-2, T-2)

Arts and Aesthetic education – Concept, objectives, significance

Common Arts - Music, Dance, Puppetry, Storytelling, Magic, Circus, Street Play and other performing arts

Visual arts - Painting, Sculpture, Photography, Film, Graphic art and New media-web based

UNIT II: APPRECIATION OF ARTS (L-2, P-2, T-2)

Indian Craft Traditions and its relevance in education, Indian Contemporary Arts and Artists; Indian festivals and its artistic significance. Creative Arts-Drawing – Drawing Materials - Paintings – Colours – Variety of colours – Kolam - Rangoli

UNIT III: MUSIC (L-2, P-3, T-2)

Introduction to Music – Music in life – Music Therapy - Its importance

SangeethaMummorthigal- Thygarajar, MuthuswamyDikshidar, ShyamaSastri
SamayaKuravar: Appar, Sundarar, Manikavasagar and ThirugnanaSambandar

Classification of Musical Instruments – Stringed, wind, Percussion

UNIT IV: DANCE (L-2, P-2, T-2)

The Art of Dance - Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances; integrate movement and rhythm
Integration of Dance in educational practices

UNIT V: DRAMA (L-2, P-2, T-2)

Drama-Meaning, different forms and functions Importance of drama in education
Presentation of Drama - Theatre, Character, Theme, Depiction, Music, Spectacle,
action

Pioneers of Drama

EnathuBharatham Amara Bharatham, Naattukuuzhaithanallavargal

PRACTICUM

Develop a script of any lesson in any subject of your choice to perform a Play /
Drama

Develop a script for the street play focusing on "Girl's education and Women
empowerment".

Prepare a pictorial monograph on "Various folk dance of South India or "Various
Classical Dance forms in India".

Arrangement of Musical performance- Solo and Group (Basic lessons, Devotional
songs, Patriotic songs, Songs on Religious Harmony and Folk Songs

Staging a Drama on – Historical/ Social/ Ethical themes

REFERENCE

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SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)
SALEM - 636 016.



B.Ed., Course
Micro Teaching

Bonafide Certificate

Name of the Student Teacher : S. SRINITHI

Register Number : 2021P36

Optional Subject : 1. PHYSICAL SCIENCE

2. தமிழ்


Signature of the Student Teacher


Signature of the Internal Examiner


Signature of the External Examiner

Date : 22.2.2022

Station : SALEM

MICRO - TEACHING

INTRODUCTION

Micro-Teaching is one of the recent innovative in teacher Education Program which aims to modify teacher's behaviour according to the specified objectives. A number of innovative ideas have been evolved in recent to improve classroom teaching.

The history of micro teaching dates when 1961 Allen and Rayon doctoral candidates at Stanford university discovered the use of video-tape recorder for teaching in an innovative teacher education program.

DEFINITION

Micro-Teaching has been defined in different ways by D.W. Allen in 1966. He defined it as "A scale down teaching encounter in class size and class time". He emphasizes that it is real teaching which has been scaled down in class size and time. The number of students, generally from 5 to 10 and the duration of period ranges from 5-20 minutes.

THE MAIN OBJECTIVES OF MICRO TEACHING

1. To lessen the complexities that exist in micro-teaching classes and to develop confidence in student-teacher with adequate motivation and practice teaching in a

short duration of Time.

2. To identify the deficiencies of student-teacher and to give immediate feedback, to enable them for modifying their teaching behaviour.
3. To encourage researches identify new teaching skills and develop new Teacher training programmes.

1. SCALING DOWN

Scaling down done in the following areas:

- * The class is reduced to 5-6 pupils.
- * The time is reduced to 5 to 6 minutes.
- * The size of the content is practised.
- * Only one teaching skill is practised at a time.

2. STIMULATED SITUATIONS

In micro teaching all the aspects of teaching are reduced to an artificial situation which is deliberately created for training purpose, it is 'near real situation', not real situation. The situation created is simplified, safe and controlled. It is not threatening.

3. IMMEDIATE FEEDBACK

The immediate knowledge of results are given through the feedback method after micro-teaching is completed. It enables the student-teacher to modify their behaviour according to critique, conference and demonstrate the same in re-teaching the lesson.

4. CONCENTRATION ON ONE SKILL AT A TIME

In this simulated situation, only one Teaching skill is used at one time. so that, the student-teachers can master the skill.

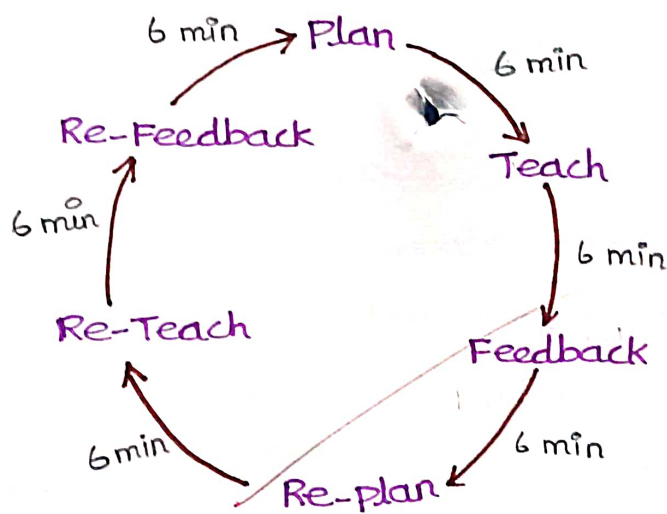
5. PHASED TRAINING

Micro-Teaching is a form of phased training involving in staged development in the form of the micro-teaching cycle.

Starting with the

Plan → Teach → Critique → Replan → Reteach → Recritique

MICRO-TEACHING CYCLE



STEPS IN MICROTEACHING CYCLE

The steps in microteaching cycle can be listed as under

1) Planning

This involves selection of the skill to be Practised, awareness of the components of the skill, selection of a

suitable concept and the writing of a micro lesson plan.

ii) Teaching

The Trainee teachers teaches the lesson in the microteaching setting. NCERT has suggested the following setting for micro teaching.

Time : 6 minutes

Number of Students : 5 to 10 ; Real pupils or preferably peers

Supervisor: Teacher educator and /or one or two peers.

The lesson is being observed by the teacher supervisor and/or peers or videotaped or audio taped.

iii) Feedback

The observer analyse the performance and discuss it with the teacher trainee on the basis of their ratings using the appraisal guide. The feedback should focus on specific behaviour related to the model of the teaching skill. The supervisor can reinforce effective behaviour and draw attention to other behaviour modifications necessary for mastering the skill.

iv) Replan

In the light of the feedback received from the supervisor and peer observers the teacher trainee replans her micro-lesson by writing another micro-lesson plan or modifying the existing one.

v) Reteach

The teacher-trainee reteaches the revised lesson to another, but comparable group of students. The supervisor checks to see whether there is any improvement in skill attainment.

vi) Refeedback

The supervisor assesses the lesson once again and provides the feedback to the trainee. This process repeats till the teacher-trainee acquires the required level of competency.

SKILL OF INTRODUCING A LESSON

INTRODUCTION

When one introduces a stranger to you, your reaction towards him (or) your responses during the conversation between the stranger and you depend upon the introductory statement that are uttered about him. Similarly, when a teacher introduces a lesson (or) a unit, in order to predispose pupil's mind to it. Generally an introduction to a lesson includes what the teacher does with (or) without the help of pupil upon the stage of stating the aim of the lesson. The teacher differs in the way they introduce a lesson (or) unit. Studies have shown that the pupil's learning of the new lesson (or) unit largely depends on the way the lesson is introduced.

DESIRABLE BEHAVIOUR	UNDESIRABLE BEHAVIOUR
a) using previous knowledge b) using appropriate device	c) Lacking in continuity d) uttering irrelevant statement and questions.

DESIRABLE BEHAVIOUR

a) USING PREVIOUS KNOWLEDGE

The previous knowledge refers to appropriate appreciate mass of knowledge already possessed by the pupils. They will

be acquiring knowledge from various sources like classroom, friends, books etc...

b) USING APPROPRIATE DEVICE

Here 'device' refers to 'technique' that the teacher uses while introducing a lesson. such device can be

- a) use of examples / analogies / similarities
- b) questioning
- c) lecturing / describing / narrating / illustrating
- d) story telling
- e) role playing / demonstration,
- f) audio-visual aids,
- g) Experimentation / demonstration.

UNDESIRABLE BEHAVIOUR

c) LACK IN CONTINUITY

continuity refers to the sequence of ideas of information being presented while introducing a lesson. continuity breaks when the statements made (or) questions asked by the teacher are not logically sequenced.

d) UTTERING IRRELEVANT STATEMENT OR QUESTION

A statement as a question which a teacher utters while introducing a lesson is said to be irrelevant when it is not related to the aim of the lesson. such statements (or) questions do not contribute to the skill in the term of the affective report with the pupil.

S.NO	DESIRABLE COMPONENTS	S.D	C.S	R.R	B.B
1	Using previous knowledge	III IIII	III II	III I	III I
2	Using appropriate device	III	III	III	II
S.NO	UNDESIRABLE COMPONENTS	S.D	C.S	R.R	B.B
1.	Lack of continuity	-	-	-	-
2.	Uttering irrelevant statement	-	-	-	-

SKILL OF INTRODUCTION

Class : X

Topic : Scattering of light

Teacher : Good morning students

Student : Good morning mam

Teacher : Have you finished your breakfast?

Student : Yes mam.

Teacher : Have everyone seen the sky and sun? [UPK]

Student : Yes mam. We have seen the sun and sky.

Teacher : What is the colour of the sun? [UPK]

Student : Red colour

Teacher : What is the colour of the sky? [UPK]

Student : Blue colour.

Teacher : Look at that picture. What is this? [UAD]

Student : This is Rainbow

Teacher : How many colours are there in Rainbow? [UPK]

Student : They are seven colours.

Teacher : How to say the seven colours in short form?
(Or) Acronym. [UPK]

Student : VIBGYOR

Teacher : 'V' represent which colour? [UPK]

Student : violet

Teacher : Which is the first colour in Rainbow? [UPK]

Student : Red colour

Teacher : can you say how many colours are visible in Rainbow? [UPK]

Student : Only very few colours are visible.

Teacher : can we say the visible colours? [UPK]

Student : Visible Spectrum

Teacher : Look at that picture. Did you notice that the size of Balls are increased? [UAD]

Student : Yes, the size of ~~the~~ Balls are increased.

Teacher : Let us do some Activity. I have a light. Now I switch it on. You can see the light fall in wall [UAD]

Student : Yes I saw the light.

Teacher : can you see the path of light [UPK]

Student : No, I cannot see the path of light.

Teacher : I collected the chalk dust. I am going to blow them. what happens? [UAD]

Student : The chalk dust are flew away.

Teacher : Can you see the path of dust ? [UPK]

Student : yes. We can saw the path of the dust .

Teacher : Now in today's class we are going to see about
"scattering of light".

SKILL OF EXPLAINING

Skill of Explaining is defined as the act of learning to use interrelated appropriate statements of the teacher for making the pupil to understand the desired concept, phenomenon (or) principles.

1. DESIRABLE COMPONENTS

- i) Introducing / Beginning statement
- ii) Link words
- iii) Concluding statement
- iv) Question and Responses

i) Introducing / Beginning statement

It should be clearly stated so that the learner comes to know the topic of explanation.

ii) Link words

The subject matter should be explained in such a manner that there exists no ~~lacunae~~ rather continuity should be taken care of there; should be proper association between sentences. For this sake, connecting links (or) words like since, that, because, in order to, next, after, before, so, due to, hence, may be used.

iii) Concluding Statement

The main points should be summarised and stated clearly.

iv) Questions and Responses

After the explanation, the teacher ask the questions to the pupil to cover the topic and get response from the pupil.

2. UNDESIRABLE COMPONENTS

- i) Irrelevant statements
- ii) Lacking in continuity
- iii) Inappropriate vocabulary
- iv) Lacking in fluency
- v) Vague words and phrases

i) Irrelevant statements

Statements not related to what is being explained and does not contribute to the understanding of the subject matter explained.

ii) Lacking in continuity

It refers to the break in ideas or information. The following situations like when a statement is not logically related to the previous statement, when a topic is already taught is referred to without showing any relationship to what is being explained, when there is no sequence of space and time, then there is lack in continuity.

iii) Inappropriate vocabulary:

If the technical term used to a particular class or age group are unknown to most of pupil, then it is said to be inappropriate vocabulary.

iv) Lack in fluency

Any half statements and incomplete sentences, repeating and rephrasing sentence contribute this category.

v) Vague words and Phrases

This category will be marked when the teacher uses words and phrases which does not give the correct meaning. Examples are okay, some, many, few, probably, actually, correctly, you see, little etc... and on, so on which form a part of teacher's mannerism.

DESIRABLE COMPONENTS

Name of the components	C.S	S.D	R.N	R.R	M.G
Beginning statement					
Link words	≡ ≡	≡ ≡ 	≡ ≡	≡ ≡ ≡ ≡	≡ ≡
concluding statement					
Questions					
Response					

UNDESIRABLE COMPONENTS

Name of the components	C.S	S.D	R.N	R.R	M.G
Irrelevant Statement	-	-	-	-	-
Lacking incontinuity	-	-	-	-	-
Inappropriate vocabulary	-	-	-	-	-
Lacking in fluency	-	-	-	-	-
vague words and phrases	-	-	-	-	-

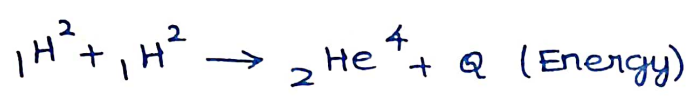
SKILL OF EXPLAINING

class : X

Topic : Nuclear Fusion

Today we are going to discuss about the topic nuclear fusion. It states that two lighter nuclei combine to form a heavier nucleus.

For Example,



Hence ${}_1\text{H}^2$ represents an isotope of hydrogen known as 'deuterium'. The average energy released in each fusion reaction is about 3.84×10^{12} J.

If hydrogen represents the parent nucleus and helium represent the daughter nucleus because the original nucleus is called parent nucleus and the nucleus remaining after decay is called daughter nucleus. Hence the mass of the daughter nucleus is lesser than the sum of the masses of parent nucleus. The difference in mass is called mass defect. After that the mass energy equivalence was proposed by Einstein in 1905.

Due to mass energy equivalence the mass is converted into energy and vice-versa. Hence the relation between mass and energy equation is $E = mc^2$. where m is the mass

and c is the velocity of light in vacuum. The value of c is 3×10^8 m/s. Now I say that nuclear fusion reaction is also called "Thermonuclear reaction". So the order of the temperature is 10^7 to 10^9 K.

For Examples

The Sun and Stars.

The stars like our sun emit a large amount of energy in the form of light and heat. Hence this energy is termed as stellar energy.

Fusion reaction that takes place in the cores of the sun and other stars result in an enormous amount of energy, is called stellar energy. Thus, nuclear fusion or thermonuclear reaction is the source of light and heat energy in the sun and other stars.

Next, the hydrogen bomb is based on the principle of nuclear fusion. The nuclear fusion takes place in the hydrogen core and leads to the release of very large amount of energy in an uncontrolled manner. So, the energy released in a hydrogen bomb is much higher than that released in an atom bomb.

If high temperature are present in the reaction, the pressure will be created because the same charge

of nucleus are closer to each other and they repel to each other. If high pressure are used because to reduce the repulsion between the nucleus.

The Advantages of nuclear fusion reaction is to provide an enormous amount of Energy more than fission reaction. The fusion reaction does not produce the radioactive waste. The nuclear bomb that was dropped in Hiroshima during world war II was called as 'Little boy' because it was a gun type bomb which used as a uranium core. The bomb, which was subsequently dropped over Nagasaki was called a 'Fat man' because it was an explosion type bomb, which used as a platinum core.

The nuclear fusion is the combination of two lighter nuclei. The charge of both nuclei is positive. In order to electrostatic theory, when they come closer they tend to repel each other. Hence the repulsive force will overcome the kinetic energy of the nuclei at higher temperature. Therefore the order of the Temperature is 10^7 to 10^9 K.

Students today we have seen ~~the~~ about the Nuclear fusion, tomorrow will continue the remaining lesson.

Questions

1. what is the average energy released in fusion reaction?
2. who proposed mass-energy equivalence theory?
3. what is the example of nuclear fusion?
4. what is the value for velocity of light?
5. what is the order of Temperature in nuclear fusion?

SKILL OF PROBING QUESTIONS

Introduction

Questioning skill is an important skill to be developed by any teacher. It is important for all teacher as questioning stimulates the thinking of the students and gets the concepts clarified and hence has a significant contribution to teaching and learning.

Questioning is the major device used in any teaching learning situation. In that pupils respond in a number of ways and styles such as no response, wrong response, partially correct, incomplete response (or) correct response responding depending upon their level, nature of the question and teacher behaviour. The teacher has to manage the response of the students.

Components of probing questions:

The components of the skill of probing questions are as follows:

- i) Prompting (P)
- ii) Seeking further information (SFI)
- iii) Refocusing (RF)
- iv) Redirection (RD)
- v) Increasing critical Awareness (ICA)

i) Prompting (P)

This is technique it is going deep into the pupil's initial responses. This technique is employed when the student gives no response to the correct response with a series of hints (or) prompts through step by step questioning process.

ii) Seeking further Information

This technique involves leading a pupil from partially correct (or) incomplete response to the correct response through questioning. Question that lead students from partially correct incomplete response to the correct question answer.

iii) Refocussing

This technique is employed when the students give completely correct response. While refocussing the teacher persuades the responding pupils either to relate his response with something already studied by him (or) to consider implications of his response in an able situation. Questions that help the student to view his correct response in a broader perspective. Refocussing through questioning helps the pupil to view the correct response from a different view point (or) a broader.

iv) Redirection

This technique is generally applied in a no response,

Incomplete response situation and requires putting or redirecting the same question to several pupils for eliciting desired response. Such redirection helps the teacher in the task of probing by prompting or seeking further information with the help of several pupils. For direction the same questions to other pupils.

v) Increasing critical Awareness:

It involves putting questions such as 'how' and 'why' to increase the critical awareness of the pupil about the correct response. Thus this technique is followed when the student give correct response situation to increase critical awareness among the pupil. These questions are helpful in asking the responding pupils to justify his response for the purpose of increasing critical awareness in him.

Desirable components	B · B	M · S	S · D	C · S
Prompting		≠	≠	≠
Seeking further information	≠	≠	≠ =	≠
Rejocussing		≠	=	≠
Redirection	=	=	=	≠
Increasing critical awareness	≠	=	≠	=

SKILL OF PROBING QUESTIONS

class : X

Topic : Radioactivity

Teacher : Good morning students

Student : Good morning mam

Teacher : I will ask you some questions about the topic Radioactivity
what is Radioactivity? [S.F.I]

Student : The Emission of radiations is called radioactivity.

Teacher : who is the father of Radioactivity? [S.F.I]

Student :

Teacher : He is a french physicist and he awarded noble prize in
Physics for 1903. [P.Q]

Student : Henry Becquerel

Teacher : who detected in radioactivity in 'pitchblende'? [P.Q], [S.F.I]

Student : Marie curie and pierre curie

Teacher : what is meant by pitchblende? [R.Q]

Student 1 : It is an ore of uranium

Teacher : what are the two powerful elements in pitchblende? [R.Q]

Student 2 : polonium

Student 3 : Radium

Teacher : What is the Traditional unit of radioactivity? [S.F.I]

Student : Curie

Teacher : What is the SI unit of Radioactivity? [S.F.I]

Student : Becquerel

Teacher : Define Becquerel? [S.F.I]

Student : Quantity of one disintegration per second.

Teacher : What are the types of radioactivity? [S.F.I]

Student : Two types

1. Natural Radioactivity
2. Artificial Radioactivity

Teacher : How many radioactive substances are discovered?
[S.F.I]

Student : 29

Teacher : What is natural radioactivity? [S.F.I]

Student : It is spontaneous emission

Teacher : What are the examples of natural radioactivity? [S.F.I]

Student 1 : Uranium

Student 2 : Thorium

Teacher : How do you say uranium and thorium are natural radioactivity? [I.C.A]

Student : They found naturally in earth's crust.

Teacher : What are the rays emitted in natural radioactivity?
[S.F.I]

Student : Alpha rays, beta rays and gamma rays.

Teacher : What are the difference between alpha, beta and gamma rays. [R.F.Q]

Student : Alpha rays are +ve charge
Beta rays are -ve charge
Gamma rays are neutral

Teacher : How do you say Alpha rays are positive charge? [R.F.Q]

Student : Because helium nucleus contains two protons and two neutrons.

Teacher : which radioactivity exhibit Atomic number more than 83? [S.F.I]

Student : Natural radioactivity.

Teacher : what is the reason? [S.F.I]

Student : They elements are unstable.

Teacher : which rays are used in medicine? [R.Q]

Student :

Teacher : which is most dangerous ray? [S.F.I]

Student : Gamma rays

Teacher : which type of isotopes are used in Agriculture? [SFI]

Student : Phosphorous - 15.

Teacher : why Phosphorous isotopes are used in agriculture? [I.C.A]

Student : It helps to increase the productivity of crops.

Teacher : which rays are used for treatment of cancer? [S.F.I]

Student : Gamma rays

Teacher : what is meant by Artificial radioactivity? [S.F.I]

Student : man-made radioactivity or Induced radioactivity.

Teacher : who discovered Artificial radioactivity? [S.F.I]

Student : Irene curie

Teacher : which particles are present in Artificial radioactivity? [S.F.I]

Student : Elementary Particles.

Teacher : What are the elementary particles? [P.Q]

Student : Neutron, positron etc...

Teacher : What is the difference between natural and artificial radioactivity? [R.F.Q]

Student : Natural radioactivity is a spontaneous process while the artificial radioactivity is an induced process.

Teacher : How can you say the natural radioactivity is a spontaneous process? [I.A.C]

Student : Because it emits continuous radiation

Teacher : Which element is most radioactive? [S.F.I]

Student : Polonium

Teacher : What is the symbol for polonium? [S.F.I]

Student : Po

Teacher : Who discovered the polonium? [S.F.I]

Student : Marie Curie

Teacher : When and how did Marie Curie die? [I.C.A]

Student : 4 July 1934, she died due to Anaemia.

SKILL OF STIMULUS VARIATION

INTRODUCTION:

As it is necessary for a teacher to explain ask questions, give examples provide encouraging remarks. so, it is important to draw and sustain in the attention of the pupils. For this purpose, the teacher uses hand gesture, head and body movements make certain verbal statements like look carefully, watch what is happening, listen carefully etc... many a times he supplements in order to make it more effective. All these behaviour are related to the skill of stimulus variation.

COMPONENTS OF THE STIMULUS VARIATION:

1. Movements
2. Gestures
3. change in speech pattern
4. Focussing
5. change in interaction styles
6. pausing
7. oral-visual switching

1. Movements

Study the following three situations. one teacher is teaching from the table without moving away from it.

Another teacher is continuously walking throughout the class while teaching. The third teacher moves in the class but every movement has a purpose, may be to check what pupils at the back are doing (or) to write something on the board (or) to remove boredom (or) to sustain attention of pupils who will be observing the teaching standing near the table for a long time.

2. Gestures

The various gestures that you can use in the class, to draw pupils attention are head, hand and body movements. Using such gestures, you will be more expressive and dynamic in your presentation in class. The oral message is **less effective** in conveying meaning than an oral message combined with gestural ones.

3. Change in speech pattern

Whenever you want to express emotions (or) feelings; you can modulate your voice. This sudden variation in this stimulus will attract attention of the pupils. Sometimes while reading a lesson, a teacher has to read certain sentences emphasizing anger.

4. Focusing

Here you use such behaviours that direct (or) focus pupils attention to a particular point which the pupils have

to observe (or) notice. Such behaviours are include verbal statements, Verbal focusing (or) gestures (or) movements, gestural focusing and both verbal statements and gestures, verbal and gestural focusing.

5. change in interaction styles

When two (or) more persons communicate with each other orally, there is said to be oral interaction between them. In a classroom, there can be three style of interaction among pupil and teacher.

- i) Teacher pupils (or) teacher group interaction
- ii) Teacher pupils interaction
- iii) Pupil- Pupil interaction

6. Pausing

Pausing means 'introducing silence during talk'.

In the classroom, if you as a teacher are continuously talking (or) asking questions without giving time to pupils to respond pupils lose their attention in the lesson.

7. Oral-visual switching

As a teacher generally you will be either telling something to the pupils information through oral medium (or) showing to them through visual medium. But here you are concerned with both drawing and sustaining pupils

attention. Hence, frequent changes help you to sustain
keep attention to what you are conveying.

DESIRABLE COMPONENTS

Name of the Components	S·D	R·R	M·G	B·B	C·S
Movement	≠				
Gesture	≠ -				
change in speech pattern	≠	≠		≠ -	≠
Focussing	≠ ≠ -	≠	≠		≠
change in Interaction Styles	≠	≠ -		≠	≠ -
Pausing					
Oral-visual switching	≠ -	≠		≠	≠

SKILL OF STIMULUS VARIATION

class : X

Topic : Newton's universal law
of gravitation.

Teacher : Good Morning Students

Student : Good Morning mam

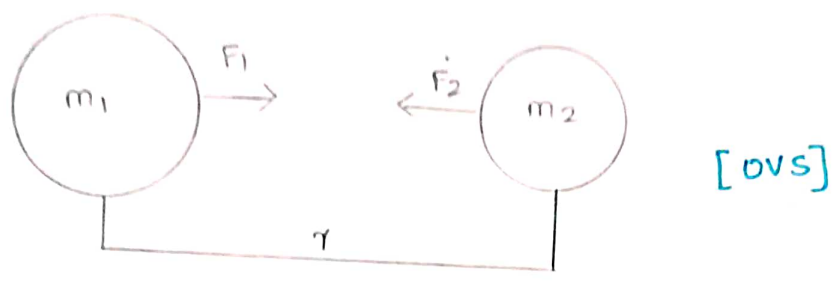
Teacher : Today we are going to discuss about the topic
Gravitation. what is meant by Gravitation? [M]

Student : Gravitation is a force of Attraction on a body.

Teacher : Listen carefully. For every particle of matter in
the universe attracts each other particle with
force. Assume that Earth is the First object
and Astronaut is the second object. The mass of
the earth are larger so the gravitational force
are always larger. The Earth push the second
object. If the body should have mass, the
gravitational force always Attractive. [M, G, F, OVS]
what is meant by gravity? [CIS]

Student : The Force of attraction between all objects that
have mass.

Teacher : Listen, consider two masses m_1 and m_2 with distance r .
[m, F, G]



$$F \propto m_1 \times m_2 \rightarrow \textcircled{1} \quad [F]$$

$$F \propto 1/r^2 \rightarrow \textcircled{2}$$

combining these two equations

$$F \propto \frac{m_1 m_2}{r^2} \quad [F]$$

what does m_1, m_2 and r denote? [CIS, M]

Student : m_1, m_2 be the masses and r be the distance.

Teacher : This is an Important question [F, P]

$$F \propto \frac{m_1 m_2}{r^2} \rightarrow \textcircled{3} \quad [CIS, G]$$

The universal law of gravitation states that the force is directly proportional to the product of two masses and Inversely proportional to the square of the distance between them. [M, CSP]

$$F = \frac{G m_1 m_2}{r^2} \rightarrow \textcircled{4} \quad [CIS]$$

G is the universal gravitational constant. Its value in SI unit is $6.674 \times 10^{-11} \text{ Nm}^2 \text{ Kg}^{-2}$. [CIS, G, M]

Teacher : State universal law of gravitational? [CIS]

Student : The force is directly proportional to the product of masses and Inversely proportional to the square of the distance between them.

Teacher : what is the formula for law of gravitation? [CIS]

Student :
$$F = \frac{Gm_1m_2}{r^2}$$

Teacher : what is the symbol for universal gravitational constant? [CIS]

Student : 'G'.

Teacher : what is the value for universal law of gravitation? [CIS]

Student : $6.674 \times 10^{-11} \text{ Nm}^2\text{kg}^{-2}$

Teacher : The Acceleration of a body is due to Earth's gravitation force. This is called Acceleration due to gravity.

Note this formula [F] [M, G]

$$g = \frac{GM}{R^2} \quad [CIS]$$

what is the unit of Acceleration due to gravity? [CIS]

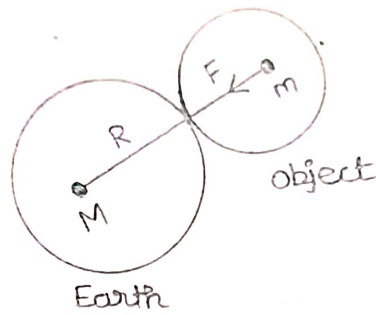
Student : ms^{-2}

Teacher : what is the value for Acceleration due to gravity? [CIS]

Student : 9.8 ms^{-2}

Teacher : what is the formula for Acceleration due to gravity?

Student : $g = GM/R^2$



Listen carefully. The Radius of the Earth is $R=6400$ km. By Newton's Law of gravitation, the force acting on the body is given by $[F, M, G]$

$$F = \frac{GMm}{R^2} \rightarrow \textcircled{5} \quad [CIS]$$

State Newton's second law?

Student : The Force acting on a body is given by the product of its masses and Acceleration.

Teacher : what is the formula for Newton's second law of motion? $[CIS, M]$

Student : $F=ma$

Teacher : what does 'm' and 'a' denote? $[CIS]$

Student : m is mass
A is Acceleration.

Teacher : $F=ma$

Consider $\therefore a=g$

Hence,

$$F=mg \rightarrow \textcircled{6}$$

comparing $\textcircled{5}$ & $\textcircled{6}$ equation. what we get? $[CIS, M]$

student : $\frac{GMm}{R^2} = mg$

teacher : which terms are cancelled in this equation? [M, G, CIS]

student : The term 'm'.

teacher : Finally what we get above this equation? [M, G]

student : $g = \frac{GM}{R^2}$

teacher : This is the formula for Acceleration due to gravity. This is an Important Formula. Note it. what is the value for radius of earth? [M, F, CIS]

student : R = 6400 Km.

SKILL OF REINFORCEMENT

INTRODUCTION:

Reinforcement skill will increase students involvement in their lesson is a number of positive ways. Learning could speed up if the teacher occasionally reinforces. The components of this skill are listed below.

Desirable components	undesirable components
<ol style="list-style-type: none"> 1. positive verbal Reinforcement 2. positive non-verbal Reinforcement. 3. Repeating and Rephrasing 4. Extra verbal clues 5. writing pupils answers on the black board. 	<ul style="list-style-type: none"> Negative verbal Reinforcement Negative non-verbal Reinforcement Inappropriate use of Reinforcement wrong use of Reinforcement

1. DESIRABLE COMPONENTS:

i) Positive Verbal Reinforcement

The teacher may give positive verbal reinforcement through various verbal expression like, "Good, Very good, Yes, Right, fine, nice, carry on, keep it up, excellent, etc"....

ii) Positive Non-Verbal Reinforcement

This skill includes nodding of head (or) smiling (or) moving towards the pupil by the teacher.

iii) Repeating and Rephrasing

When the pupil gives correct (or) half correct response the teacher could repeat and rephrasing the response.

iv) Extra verbal clues

Whenever the pupil attempts to give a response, the teacher may say, "Carry on, continue" etc...

v) Pupil writing Answer on the Black board

When students give correct answer, teacher can write this answer on the black board. This also reinforces the students.

2. UNDESIRABLE COMPONENTS

i) Negative Verbal Reinforcement

This includes the verbal expression like bad, wrong, no, fool etc.

ii) Negative Non-verbal Reinforcement

This includes frowning, staring, looking, angrily at the pupil and so on.

iii) Inappropriate use of Reinforcement

This includes Reinforcement in an unsuitable places and not give in suitable place.

iv) Wrong use of Reinforcement

This includes the situations where there is no appreciating in the correct response.

Desirable components	C.S	. F	M.S	S.D
Positive Verbal Reinforcement	≠ ≠	≠ ≠	≠ ≠	≠ ≠ ≠
Positive Non-Verbal Reinforcement	≠ ≠	≠	≠ ≠	≠ ≠
Repeating and Rephrasing		≠		
Extra Verbal clues	≠			
Writing the Black board	≠			≠

SKILL OF REINFORCEMENT

class : X

Topic : Gases

Teacher : Good morning students

Student : Good morning mam

Teacher : Today we are going to see about the topic Gases.

Student : yes mam

Teacher : Gas is a state of matter that has no fixed shape and no fixed volume.

The Examples are

- air,
- water vapour,
- Helium

Gases are classified as

- i) Real gases
- ii) Ideal gases.

what is meant by gas?

Student : Gas is a state of matter that has no fixed shape and volume.

Teacher : Good. what are the Examples of gases? [PVR, PNVR]

Student : Air, water vapour, helium.

Teacher : How many types are there in gases? [PNVR, EVC, RAR, WPAB]

Student : Two types.

Teacher : Well done. what are there types? [PVR, PNVR, EVC]

Student : Real gases and Ideal gases

Teacher : Real gases is defined as there is Intermolecular attraction between the molecules.

Examples : O_2, CO_2

Ideal gases is defined as there is no attraction between the molecules. The ideal gas is otherwise called perfect gas.

what is meant by Real gas? [WPAB]

Student : There is Intermolecular attraction between the molecules.

Teacher : Go a head. what is meant by Ideal gas? [PVR, PNVR, RAR, EVC]

Student : There is no attraction between the molecules.

Teacher : Fundamental laws of gases

There are three fundamental laws which connect the relation between Pressure, Volume and Temperature.

- i) Boyle's law
- ii) Charles's law
- iii) Avagadro's law

How many types are there in fundamental laws of gases?

Student : There are three types.

Teacher : Excellent. What are these three types? [PVR, PNVR, RAR, WPAB]

Student : Boyle's law
charle's law
AVagadro's law

Teacher : For Boyle's law, when Temperature is constant, the volume of gas is inversely proportional to its pressure.

$$P \propto 1/V$$

$$PV = \text{constant}$$

For charle's law, when the pressure is constant, the volume of gas is directly proportional to the Temperature of gas.

$$V \propto T$$

$$V/T = \text{constant}$$

For AVagadro's law states that at constant pressure and Temperature, the volume of a gas is directly proportional to the number of molecules present in it.

$$V \propto n$$

$$V/n = \text{constant}$$

State Boyle's law. [WPAB]

Student : when Temperature is constant, the volume of gas is inversely proportional to its pressure.

Teacher : Good. State Avagadro's law. [PVR, WPAB]

Student : It states that constant Temperature and Pressure, the volume is directly proportional to the number of molecules present in it.

Teacher : Well done. Distinguish between boyle's law and charle's law? [PVR, PNVR, RAR, EVC]

Student :

Boyle's law	charle's law
The Temperature is constant	The pressure is constant
$P \propto 1/V$	$V \propto T$

Teacher : Very good. What is Avagadro number? [PVR, EVC, WPB]

Student : The Avagadro number is 6.023×10^{23} mol

LINK LESSON

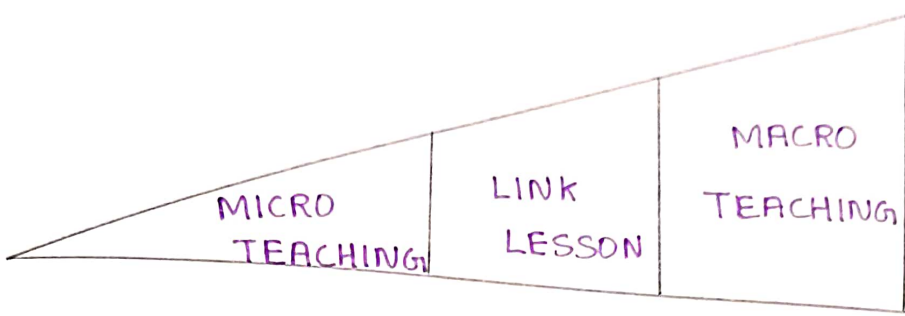
There is a very big contrast between micro teaching and macro teaching (full class teaching). As stated earlier, microteaching is a kind of scaled down process in terms of using teaching skills, content, strength of the class and time duration. Further, while microteaching is practiced under simplified questions conditions, the macro teaching reflects the problems of normal class condition. Hence, bridging the gap between microteaching and macroteaching is essential.

In micro-teaching, teacher trainees are given practice in each skill separately. After practicing all the skills, they have to use the different skills in an integrated manner.

For this purpose, the link lesson practise is essential. Link lesson practice is the term used to bridge the gap between microteaching and macroteaching. It normally involves the integration of the skills.

The link practice lessons are normally arranged with about the students and for about 20 minutes. The trainee's prepare a link lesson on a single topic using the appropriate skills particular to the content.

The diagram showing the different stages of the teaching practise.



S.NO	Particulars	Micro Teaching	Link Lesson	Macro Teaching
1	Time	5 to 10 mins	20 to 25 mins	40 to 45 mins
2	class-size	5 to 10 Students	20 to 25 Students	40 and above Students
3	No. of skills	1 skill	3 to 4 skills	All the skills
4	No. of Concepts	one	two (or) three	Many

In the Link practice, trainees give or gain sufficient control over the use of the components of the skills particular to the topic. At the end of the Link practice, the trainee should have a review with the supervisor, this will help the trainee to handle the lesson in micro situations effectively further, components of some of the important micro skills, model for writing episodes for micro-teaching, plan of action for micro teaching session and its importance are discussed.

LINK LESSON

class : IX

Topic : Motion

Teacher : Good morning students

Student : Good morning mam

Teacher : Have you all finished your breakfast ?

Student : Yes mam

Teacher : what are the objects do you seen in the classroom and in the outdoor environment? [UPK]

Student : Books, Tables, Black board, car, walls of the room, buses, birds, Trees etc...

Teacher : which ~~objects~~ do not change their position? [UPK]

Student : Trees, Black board, walls of the room.

Teacher : which objects do change their position? [UPK]

Student : car, buses, birds.

Teacher : what do we say the objects to change their position with time? [UPK, G]

Student : motion

Teacher : Very good. Today we are going to discuss about the topic motion. [PVR, M, BS]

Student : Yes mam

Teacher : Motion is defined as moving bodies changes as their position with time.

Motion can be classified into two types

- i) uniform motion
- ii) Non-Uniform motion

what are the two types of motion? [M, G, CIS, CSP]

Student : uniform motion and Non-uniform motion.

Teacher : Good. The uniform motion is defined as the objects is in uniform motion it covers equal distances in equal intervals of time.

For Example : Suppose a car covers 60 km in first hour, another 60 km in second hour and again 60 km in third hour. so the motion of the car is uniform.

Listen carefully. An object is said to be in non-uniform motion it covers unequal distances in equal intervals of time. For Example, consider a bus it travel merely 100 m in 5 minutes due to heavy traffic when it gets out and the road is clear, it speeds up and is able to travel about 2 km in 5 minutes.

what is meant by uniform motion? [CSP, F, G, EVC]

Student : The object covers equal distances in equal intervals of Time.

Teacher : The motion can be classified into [PVR, PNVR, G]

- i) Linear motion
- ii) Circular motion
- iii) Oscillatory motion
- iv) Random motion

what is meant by linear motion?

Student : The object moves along a straight line.

Teacher : Very good. Give one examples of linear motion? [PVR, LW]

Student : Falling coconut.

Teacher : why do we say falling coconut is an example of linear motion? [ICA, CSP, CIS, P]

Student : Because it moves a straight line.

Teacher : The object moves along a circular path is called circular motion. For example : wind mill [LW, G, P]

In oscillatory motion, the object describes a repetitive to and fro movement retracing its original path.

For Example : pendulum of clock. [G, CSP, LW]

The motion whose direction changes continuously is called **Random motion**.

For example : The motion of football players on the field. Define oscillatory motion? [G, CSP, LW]

Student : The object moves in a way comes and goes from a fixed point.

Teacher : Give one example of oscillatory motion? [PNVR, G, EVC]

Student 1: swim

Student 2: pendulum of clock

Teacher : The distance travelled in a unit time is called speed. It is a scalar quantity. Its SI unit is m/s. Velocity is the displacement in unit time. It is a vector quantity. Its SI unit is m/s. [G, P, CSP]

what are the difference between speed and velocity? [R]

Student :

Speed	Velocity
i) It is the rate of change of distance.	It is the rate of change of displacement.
ii) It is a scalar quantity	It is a vector quantity
iii) Its SI unit is ms^{-1}	Its SI unit is ms^{-1}

Teacher : Well done. what do we say speed is a scalar quantity?

Student : Because it does not need a direction of motion, it only needs magnitude. [PVR, ICA, G]

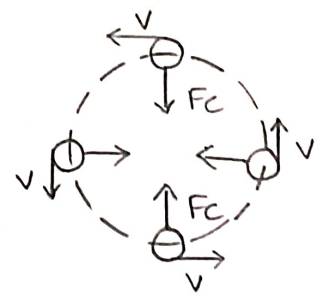
Teacher : what is magnitude? [SFI, CIS]

Student : The distance and magnitude along with size and speeds of an object.

Teacher : A centrifugal force is a net force that acts on an object to keep it moving along a circular path. [PVR]

For Example : The motion of a stone in circular path with constant speed and continuous changes of direction in an Accelerated motion. (The string directed inwards, which makes the stones to move in circular path)

[LW, G, OVS, CIS]



centripetal force

consider the object of mass m, moving along a circular path of radius r, with a velocity v, its centripetal Acceleration is

$$a = \frac{v^2}{r}$$

The magnitude of centripetal force is given by

$$F = m \times a$$
$$= m \times \frac{v^2}{r}$$

$$F = \frac{mv^2}{r}$$

The Force acting on a body away from the centre of circular path is called centrifugal force.

Example: A bike making a turn, vehicle driving around a curve, washing machine. [G, LW, P, CSP]

Define centripetal force?

student : A centripetal force is a net force it acts on an object to keep moving along a circular path. (This is an inward force).

Teacher : what is the difference between centripetal and centrifugal force ? [R, PNVR, WPAB]

student :

centripetal force	centrifugal force
It is a real force	It is the pseudo force
It acts from particle towards the centre.	It acts from centre to particle.
Inward force	outward force

Teacher : Good. Today we are seen about the topic motion. Tomorrow will continue remaining lesson. [PVR, CS]

CONCLUSION:

In Micro-teaching the student teacher concentrated on practising a specific well defined teaching skill which included a set of related teaching behaviour. It is the most safest technique for a student-teacher to handle a gap with small number of pupils.

Micro-teaching is a methodology that provides the opportunity to share knowledge, ideas, experience with peers. It is a valuable experience because it is not the same to teach a lesson to teenagers then do it with a group of teachers. It helps to improve self confidence, to implement new techniques and to practice the teaching process. The studies conducted in India indicates that micro-teaching is an effective technique in modifying the student-teacher's behaviour.

22/2/2022

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM - 636 016.

(AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI)

RE-ACCREDITED BY NAAC WITH "A" GRADE



B.Ed., Course
Observation Level (I & II)

Name : C. S. CHARULATHA

Reg. No. : 2021M16

Optional : Mathematics

INTRODUCTION

Observation is the active acquisition of information from a primary source. The method of observation is one of the most commonly used method specifically in studies relating in behavioural science. Observation is the tool, that becomes the scientific rule and the method of data-collection for the researcher. When it serves a formulated research purpose, is systematically planned and recorded and is subjected to check and control on validity & reliability.

1. OBSERVATION

Teacher name : Regina Mary. M.
School name : Government High School,
Anderanapalli
class : VII-Standard.
Subject : Mathematics
unit : 3.1 Geometry.
Topic : ANGLES
Date : 06/06/2022
Period : I
Duration : 45-minutes.

Motivation

The teacher started the class by giving the recall for the previous class content knowledge. The questions were of simple nature and realistic as like a Rhyming scheme for easy memorization.

Explanation

(Development of the lesson):

The teacher wrote the topic on the board and started to use the teaching aids, as broomstick brought by the teacher. She also used several examples for the relevant angles of different types.

Teaching methods

- * The teacher used lecture-method & activity based method for self learning by the students.
- * She also imposed some crucial name parts for Right Angles and Alternate Angles.

Teaching aids

- ↳ The teacher used the blackboard, for drawing different types of angles.
- ↳ She used real objects like sticks, notebooks & pencil box to say about the degree of angles.

Language

- ↳ *) She used bilingual language. (both Tamil & English)
- ↳ *) In order to point out the hard meaning of the toughest word, she used mother-tongue language.

Classroom Interaction

- ↳ The behaviour of the classroom was really interactive and democratic.
- ↳ She is so nice to all, regarding questions like breakfast, lunch, stimulated to talk their heart out.

Classroom Management

- ↳ The students were also maintained silence during the class times & clarified their doubts when & there's necessary.
- ↳ The teacher managed the classroom very well and kind towards the students

Evaluation

- ↳ The teacher recalls the today topic by asking relevant questions to the topic.
- ↳ The students are actively answering the questions, individually.

Assignment

- ↳ The teacher gave the exercise problems as the home-assignment for the students
- ↳ The teacher also gave activity PA(1) for the project - Angles using real objects in A4 paper.

Student-teacher opinion:

The teacher taught the concept of Angles, Alternate Angles & Opposite Angles in a understanding way. She also stressed the important points of Angles to the students.

2. OBSERVATION

TEACHER NAME : Mr. N. Lakshminipathy.

SCHOOL NAME : Government High School.
Anderanapalli

CLASS : IX - Standard

SUBJECT : Mathematics

TOPIC : Co-Ordinate Geometry

TIME : 45 - minutes.

DATE : 14.06.2022

PERIOD : IV - Period

DURATION : 45 - minutes.

MOTIVATION

The teacher motivated the students by checking their previous knowledge related to the topic. The teacher asks the questions related to Graphics and 3-dimensional structures to the students.

Explanation : (Development of the lesson)

After motivating the students, the teacher wrote the topic on the blackboard. Then the teacher used their teaching aids for further development of concepts. The teacher gave some examples and activities related to the topic.

The students are able to clarify their doubts, then & there easily. The teacher also asked the students to repeat the process of co-ordinates and geometry in quadrants.

Teaching Method

- ↳ The teacher used lecture method of teaching.
- ↳ Stressed the importance of graphs, by showing the graph paper as model of graphs.
- ↳ Adopted the activity of co-ordinates of the plane.

Teaching Aids:

- ↳ Charts for the quadrants
- ↳ Signs for the co-ordinates using flash-cards.

Language

- ↳ The teacher used English language for teaching.
- ↳ The words are properly pronounced and exclaims the importance of it.

Classroom interaction

- ↳ The teacher interacted to the students, in co-operative learning method.
- ↳ splitted the students, to group according to their learning ability.

Classroom management

- ↳ The teacher managed the class in a strictly manner.
- ↳ The students were also cooperative to the teacher for their doubts & clarifications.

Evaluation

- ↳ The students are evaluated by their understanding of new concepts & old concepts remembrance (memory).

Assignment

- ↳ The teacher Administer some of the questions from the Exercise to do at home as home Assignment.
- ↳ The teacher also gave FACI activity based on Graph & Co-ordinates of the Graph plane using Chart.

Student-teacher opinion

- ↳ The teacher taught the Graph in a neat & clear Application of skill in numbers of Graph, as Quadrants.
- ↳ He is good at correcting the Homeworks and recalling the memorized concepts of basic skill as Add, Sub, multiply & Divide operations.

3. OBSERVATION

TEACHER'S NAME : Mrs. J. Ramya Christy
SCHOOL NAME : Govt. High School, Anderanapalli
CLASS : IX - Std
SUBJECT : Mathematics
TOPIC : Algebra - Introduction.
TIME : 2.30 PM.
DATE : 9.06.2022
PERIOD : 7, 8 periods.
DURATION : 45 minutes.

MOTIVATION

The teacher first asked some questions related to previous knowledge of the students. As like constants, variables, changes of signs during addition & subtraction of algebraic expressions.

Development of the lesson

↳ The teacher wrote the topic as like the mind-map for easy understanding of the students for various sub-objects of expressions and polynomials.

↳ Then the teacher solved the problems from the Exercise and Examples by applying the concepts, to find degree & Co-efficients of expressions.

Teaching method

↳ The teacher used lecture method of teaching.

↳ She also enable the method of showing the Charts & Worksheets for the students.

Teaching Aids.

↳ The teacher uses the blackboard, for solving the problems.

↳ She also used Charts for Add, Sub of polynomials.

Language

The teacher explained the whole concept in the local language of easy understanding of the students.

Classroom - Interaction

The interaction of the class is good and the students were also interested towards in the class-room situation. The students are asking their doubts without any fear of disturbance to teacher.

Classroom management

The management of the class is controlled by the recapitulation of the today topic, to say accordingly by roll number, said by the teacher.

Evaluation

- ↳ The teacher evaluates the students, individually.
- ↳ She asked the questions based on mind map, represented by the teacher.
- ↳ She also induced the previous knowledge of students.

Assignment

- ↳ The teacher gives the assignment on the FA(A) activity for mindmap.
- ↳ Assignments for solving the exercise problems.

Student-Teacher's Opinion:

The performance of the teacher is good and humble. She maintained healthy relationship with all kinds of students, without any partiality.

4. OBSERVATION

TEACHER'S NAME : Mrs. Regina Mary

SCHOOL NAME : Government High School, Andavanapalli

CLASS : IX-C

SUBJECT : Mathematics

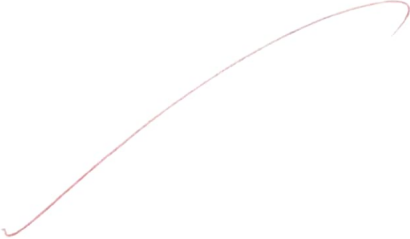
UNIT : Co-ordinate Geometry.

TOPIC : mid-point formula.

DATE : 10.10.2022

PERIOD : 4, 5 periods.

DURATION : 70 minutes.



MOTIVATION

The teacher first asked about the co-ordinate geometry to check the previous knowledge of the students. The students answered correctly to all the questions.

DEVELOPMENT OF THE LESSON

Teacher wrote the topic on the blackboard and motivated the students by asking the co-ordinate geometry. The teacher explained about the centroid of the triangle. She also then developed the class by solving the problems.

TEACHING METHODS

- ↳ The teacher used the lecture method of teaching
- ↳ She also used the Co-operative learning between the students
- ↳ The method is very simpler and easy for the students by the use of the method in teaching.

TEACHING AIDS

Teacher explained the concepts by using charts to explain the midpoint formula and examples of same. and working model to explain the midpoint formula.

LANGUAGE

Teacher used mother tongue to explain the concepts. The language is understandable to all the students in the classroom. She used only simple words to explain the concepts.

CLASSROOM INTERACTION

The class-room interaction between the students & the teacher is very active & positive environment towards learning process.

CLASSROOM MANAGEMENT

The Management of the class-room is very easy for the teacher because of the repetition and rewards for the answers replied by the student.

EVALUATION

The teacher evaluates the students by recall the important points from the text books & Homework assignments are checked for the accurate answers for all common topics for the subject.

ASSIGNMENT

The teacher gives assignment for the students, to complete the remaining exercise problems. The teacher also insists to remember the Multiplication tables upto 20.

STUDENT-TEACHER OPINION:

The performance of the teacher is overall better when compared to the other related subjects. She took keen interest in geometrical shapes & calculations in a easy and legible way of communicating with the students.

5. OBSERVATION

TEACHER'S NAME : N. Lakshmi pathy .
SCHOOL NAME : Govt. High School, Andavanapalli
CLASS : VI-C
SUBJECT : Mathematics
TOPIC : Factor tree
TIME : 10.30 AM
DATE : 7.11.2022
PERIOD : 45 minutes (1st period).
DURATION : 45 minutes

MOTIVATION

The teacher recalls the previous knowledge of the students. The students also answered back with the use of answers.

DEVELOPMENT OF THE LESSON:

The teacher writes the topic of the lesson. The teacher derives the term about factors & multiples of different numbers.

He also give detailed explanation about the multiplication and factorisation process of different numbers & divisibility.

TEACHING METHODS:

The teacher used demonstrative method for multiplication.

He also used synthetic method of teaching for the factorisation of numbers & factors & multiples of different numbers.

TEACHING AIDS:

The teacher used charts & flashcards for factors of different numbers.

He also introduced the aids for the multiplication of two (or) more multiples of the numbers.

LANGUAGE :

The language of the teacher is so simple & easy for understanding. Speaking very relevant terms in English, helps the students to analyse & understand easily in the Bi-lingual method.

CLASSROOM INTERACTION :

The Interaction of the classroom is built strong between the teacher & students. The gifted students are very eager for the answering of questions posed by the teacher.

CLASSROOM MANAGEMENT :

The Management of the classroom is strict & Autocratic during the starting end of the class.

Through various modulations in speaking, the teacher cracks ~~notes~~ for ease the class with fun & mode of teaching the subject of mathematics.

EVALUATION:

The gifted children are easily evaluated by means of oral-test-asking questions by review the today topic.

The late-bloomers are identified by means of non-answering the questions & re-teach them again for useful response.

ASSIGNMENT:

The teacher gives the activity as chart-for factor tree for the 6 different groups for the multiples for the different numbers.

The students may use charts & innovation in the project for factor-tree representation.

STUDENT-TEACHER'S OPINION:

The teacher handles the class in a smooth manner at the same time, he is strict while correcting the homeworks & tests.

It helps for the late-bloomers by means of the remedial teaching, helps the Student-teacher Strategy.

OPTIONAL
ENGLISH

1. OBSERVATION

TEACHER'S NAME : Mrs. Jesintha Mary
SCHOOL NAME : Government High School, Anderanapalli.
CLASS : VIII-B
SUBJECT : ENGLISH
TOPIC : parts of speech.
TIME : 2.45 PM
DATE : 7.09.2022
PERIOD : 6th period
DURATION : 45 mins.

MOTIVATION

The teacher recalled the basis of grammar, with easy form of sentences. She introduced the new topic of grammar as parts of speech in a sentence of English language.

DEVELOPMENT OF THE LESSON:

The development of the lesson comes from the,

- Known → unknown. words
- General → specific content
- Examples → relevant sentences.

Helps the loud-reading / clever description of the lesson.

TEACHING METHODS:

The teacher used the Inductive method of teaching, for Grammar - topic.

It shows the method of demonstrative, Bin-lingual method of teaching (Both regional & target language).

TEACHING AIDS:

The teacher used the aids such as charts & flashcards for the different parts of speech as, noun, Verb, pronoun, Adverb, Adjective, conjunction &

Interjection with example related to situations.

LANGUAGE:

The teacher used simple & collection of easy words for easy understanding in English. She also introduced the new topic in use of bilingual method of Teaching.

CLASSROOM INTERACTION:

The Classroom Interaction between the teachers & the students is maintained & handled very well.

She posed some questions at the start of the class and developed the lesson through the bilingual language, at the end of the class, also posed the Conclusion.

CLASSROOM MANAGEMENT:

The Management of the English classroom is quiet Challenging, because who are not Interested in mathematics are not listening the class, but they are concentrated in Writing the Handwritings for meaning to be said in next class.

EVALUATION:

The students are evaluated based on their comprehension level of the lesson by all type of the students. They are also motivated by assigning stars as points in their account.

ASSIGNMENT:

The students are assigned with the new vocabulary items, important examples for the each component of the parts of speech. The teacher helps the students to give activity for the grammatical item introduced in the class.

STUDENT-TEACHER'S OPINION:

The overall-opinion of the student-teacher classroom is based on the quality of teaching and learning process. The teacher experience of teaching is better for the ease level of understanding of students.

2. OBSERVATION

TEACHER'S NAME : Mrs. Indiramma

SCHOOL NAME : Govt. High School, Anderanapalli.

CLASS : VIII - C

SUBJECT : ENGLISH

TOPIC : PROSE - My Reminiscence

TIME : 1.45 PM

DATE : 12.09.2022

PERIOD : 5th period

DURATION : 45 mins

MOTIVATION

The teacher started the class by means of recalling the previous knowledge of the students. The questions were of simple nature & real situations related to ourselves.

DEVELOPMENT OF THE LESSON:

The development of the lesson, presented as the starts of the paragraphs from the previous class and then the reading of the students are encouraged by the teacher in louder and intonated speed of accuracy.

TEACHING METHODS:

The teacher used the method of lecturing and demonstration using the teaching aids as the students with relevant to the prose-paragraphs with respect to the method of bilingual method of teaching.

TEACHING AIDS:

The teacher used the charts & the AV for the complete story of the prose-lesson. She also used the mind-map for the easy remembrance of the flow of the lesson.

LANGUAGE :

The teacher uses the regional language and the target language, as a bi-lingual mode of teaching.

CLASSROOM INTERACTION :

The interaction between the students & the teacher is carried very well and structured as related to the class-room level of understanding and comprehension medium of instructions as English language.

CLASSROOM MANAGEMENT :

The Management of the class-room is handled democratic and went very well in the mode of discussion and debate mode of teaching between the different group of individuals.

EVALUATION

The teacher evaluated based on their Assignment neatness submission and reading capability of the students. The Comprehension level of the students are also assessed in their nature of understanding:

ASSIGNMENT:

The Assignment of the students are based on the today lesson, with their relevant vocabulary items, grammatical items & relevant examples for every activity as given to the students & the teachers take the assignment as learning for evaluating the students.

STUDENT-TEACHER'S OPINION:

The performance of the teacher is compulsory good and take into account for the Strategy of the Individuality of the English teacher and pedagogical knowledge is must.

3. OBSERVATION

TEACHER'S NAME : Mrs. Ambili

SCHOOL NAME : Govt. High School, Andavanapalli

CLASS : VI - B

SUBJECT : ENGLISH

TOPIC : Spices of India.

TIME : 11.30 A.M

DATE : 14.09.2022

PERIOD : 3rd hour

DURATION : 45 minutes

MOTIVATION

Before starting the class, the teacher tested the previous knowledge of the students by raising some

of the General questions, regarding to the last class - Continuation.

DEVELOPMENT OF THE LESSON:

After recalling, the teacher presents the lesson by telling facts about the topic in real-life situations and experiences. She also added about their favourite liked spices in their food and taste of India.

TEACHING METHODS:

- * The teacher adopted the lecture method, for the purpose of the topic.
- * The teacher took the real packet of spices to the students, to able to touch & smell, game like activity as Activity Based Learning method.

TEACHING AIDS:

- The teacher used the real objects, of different kinds of Spices.
- She also used mind-map & Charts for the characters and gist of the whole story.

LANGUAGE :

The teacher uses simpler language with their class of understanding level of the students. The teacher is also helpful in brief comprehension of the words she used to describe the lesson.

CLASSROOM INTERACTION :

The Interaction between the students & the teachers are determined by the flow of the class & the way of using the language & the teaching aids which are kept under the easy doing level of understanding.

CLASSROOM MANAGEMENT :

The Class Discipline, management of the lesson with respect to the ABL method & the learning by doing process expresses the management of the students as collaborative process of learning.

EVALUATION:

The students are evaluated by their reading comprehension, understanding of the items of usage of vocabulary & sentence formation by the students in their oral & written communication skills:

ASSIGNMENT:

The teacher gave the assignment based on the current-related topic, as an activity for mindmap creation on their own.
 An project based on the Hardwords & know its meanings with relevant examples.

STUDENT-TEACHER'S OPINION:

The overall opinion of the performance of the teacher is Excellent and good in handling the activity sessions. She instilled the importance of providing clear and idealistic concept clarity during the class-room interaction with the goals of the development of lesson.

4. OBSERVATION

TEACHER'S NAME : J. Ramyaachristy

SCHOOL NAME : Govt. High School, Anderanapalli.

CLASS : VI - B

SUBJECT : ENGLISH

TOPIC : Revision for Quarterly

TIME : 3.10 PM

DATE : 21-09-2022

PERIODS : 7th period.

DURATION : 45 mins

MOTIVATION

The teacher motivated the students by asking the questions by recalling the Quarterly portions. topics for exam.

DEVELOPMENT OF THE LESSON

↳ The teacher presented the lesson, by recalling the Term-2 portions of English, by using the teaching Aids & materials for the preparation of the exam.

↳ The teacher also asked questions in between the students.

TEACHING METHOD

↳ The teacher used the Collaborative learning method.

↳ The teacher engaged students in the lecturing method.

↳ She also adopted the peer-tutoring concept for revision of memorized items of MCQ's.

TEACHING AIDS:

The teaching Aids used are of (i) notebooks &

(ii) Charts, Activity model of the pictures.

(iii) flashcards for the new words.

LANGUAGE :

- ↳ The teacher used bilingual language for explaining and clarifying the doubts.
- ↳ She appreciated the students for answering the correct answers and encourages in a neat language.

CLASSROOM INTERACTION :

- ↳ The Interaction of the class is good between the peers.
- ↳ The teacher is democratic and open to all, for clarifying doubts.

CLASSROOM MANAGEMENT :

- ↳ The Management of the class is also nice and strict for the students of slow learning nature & lenient for the students of average learning nature.

EVALUATION

The teacher at the end of the class, ask the students to evaluate their knowledge, understanding, Application and skill of the English language. Then she asked the whole class ~~was~~ repeated the answer as chorus answer.

ASSIGNMENT

↳ Teacher recalls and gave some questions based on the Term-1 portions to complete by tomorrow for the exams.

↳ The teacher gives the msg for the Students Worksheet for all

STUDENT-TEACHER'S OPINION:

The Overall performance of the teacher is clear and enthusiastic. The classroom teacher is optimistic towards the nature of the topic recalled so far is handled good & neat representations.

5. OBSERVATION

TEACHER'S NAME : Indiramma
SCHOOL NAME : Govt. High School, Andavanapalli.
CLASS : VI-C₂
SUBJECT : ENGLISH
TOPIC : Gulliver's Travel
TIME : 11.45 A.M.
DATE : 9.11.2022
PERIOD : 3rd hour.
DURATION : 45 mins.

MOTIVATION

The teacher started the class, by keeping the questions from the previous class and knowledge.

DEVELOPMENT OF THE LESSON:

After motivating the students, the teacher wrote the topic on the blackboard. Then she developed to present the topic to the students, and started to explain the prose line by line.

TEACHING METHODS:

- ↳ The teacher used the lecture method of teaching
- ↳ she also used the method of explaining the vocabulary & patterns of sentences.

TEACHING AIDS:

- ↳ she used the video-presentation for the entire story and used the flash cards for the new-vocabulary items.

LANGUAGE:

- ↳ The teacher used the easy language of English.
- ↳ The voice & tone of the teacher is very high, that is enough for the students to understand clearly & easily.

CLASSROOM INTERACTION:

- ↳ The interaction of the class between the students and teacher is idle, because of the video-presentation.
- ↳ They are interested to watch the video in the Hitech lab for the relevant parts with new words.

CLASSROOM MANAGEMENT:

- ↳ The management of the class is well structured for the students to concentrate the class.
- ↳ During pause of the video, the teacher talks to the students.

EVALUATION :

↳ The Recapitulation of the students is done by asking few questions based on the today's topic.

↳ The first 3 paragraphs are consolidated and draw the mindmap.

ASSIGNMENT :

↳ The teacher gives the Assignment for the students, for the new-words, to construct their sentence structures.

↳ The teacher also give Assignment to memorize the poem (4 lines).

STUDENT-TEACHER'S OPINION :

↳ The Overall-Performance of the teacher was good, Also the students able to understand the concept clearly. The teacher also used many actions for easy understanding of students.

CONCLUSION

The observation of classes and it helps the learners as well as student-teachers to identify their own learning method. The classroom interaction aims at meaningful communication among the students in their target language. It also helps in detailing the various teaching-strategies. Through observation, the student teacher can able to know about the classroom environment and student teacher interaction and methodology of teaching.

U. U. U.
7/2/2023



SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM 636 016

TEACHING APTITUDE TEST SCORES & INTERPRETATION

B.Ed. 2021 – 2023 Batch

ENTRY LEVEL SCORES

S.No.	Reg. No.	Name	Score	Interpretation
1	2021T01	DIVYA G	116	Moderate
2	2021T02	GOKILA R	115	Moderate
3	2021T03	KOWSALYA K	<i>Discontinued</i>	
4	2021T04	NAVIKANISHKA S	120	High
5	2021T05	PREETHI K M	101	Low
6	2021E06	GOMATHI M	119	High
7	2021E07	HANUSHAVARTHINI S	119	High
8	2021E08	HARINI J S	115	Moderate
9	2021E09	KALYANI V	104	Low
10	2021E10	MALATHI P	103	Low
11	2021E11	RAMYA J	116	Moderate
12	2021E12	RAMYA N	102	Low
13	2021E13	ROSHINI N T	115	Moderate
14	2021E14	SANTHIYA V	107	Moderate
15	2021M15	BHUVANESWARI S	116	Moderate
16	2021M16	CHARULATHA C S	115	Moderate
17	2021M17	DHARANI P	114	Moderate
18	2021M18	KOKILA S	118	Moderate
19	2021M19	LOGANAYAGI B	101	Low
20	2021M20	MONIKA P	101	Low
21	2021M21	NISHANTHI N	116	Moderate
22	2021M22	NITHYA K	118	High
23	2021M23	RESHMA M	116	Moderate
24	2021M24	SANDHIYA V	113	Moderate

Sri Sarada College of Education (Autonomous), Salem – 636 016

Re-Accredited with 'A' Grade by NAAC (III Cycle)

Affiliated to Tamil Nadu Teachers Education University, Chennai

25	2021M25	SARANYA S	106	Moderate
26	2021M26	THANIKODI N	100	Low
27	2021M27	TAMILSELVI P	107	Moderate
28	2021P28	BENASIR B	113	Moderate
29	2021P29	DIVYA DHARSHINI S	116	Moderate
30	2021P30	FATHIMA BEE M	90	Low
31	2021P31	GNANAMBIGAI M	109	Moderate
32	2021P32	NIROSHINI R	116	Moderate
33	2021P33	RESHMA R	118	Moderate
34	2021P34	SIVAMBIGAI C	116	Moderate
35	2021P35	SOWDHESWARI S	104	Low
36	2021P36	SRINITHI S	112	Moderate
37	2021B37	AISHWARYA R	116	Moderate
38	2021B38	AZEEZUNNISA H	116	Moderate
39	2021B39	JAYASHREE J	119	High
40	2021B40	JEFRIN ZERAH J	104	Low
41	2021B41	LAVANYA K	114	Moderate
42	2021B42	MADHUMITHA P	115	Moderate
43	2021B43	MONISHA V	100	Low
44	2021B44	NANDHINI K	118	High
45	2021B45	NANDHINIPRIYA N	119	High
46	2021B46	SUBHIKSHA S	120	High
47	2021B47	TAMILARASI K	<i>Discontinued</i>	
48	2021H48	ATCHYA K	118	High
49	2021H49	JANSI RANI J	106	Moderate
50	2021H50	KARUNYA R R	115	Moderate

Sri Sarada College of Education (Autonomous), Salem – 636 016

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Students' Level of Teaching Aptitude

Entry Level Scores

Major	Low	Moderate	High
Tamil	1	2	1
English	3	4	2
Mathematics	3	9	1
Physical Science	2	7	-
Biological Science	2	4	4
History	-	2	1
Total	11	28	9

Exit Level Scores

S.No.	Reg. No.	Name	Score	Interpretation
1	2021T01	DIVYA G	116	Moderate
2	2021T02	GOKILA R	110	Moderate
3	2021T03	KOWSALYA K	Discontinued	
4	2021T04	NAVIKANISHKA S	116	High
5	2021T05	PREETHI K M	113	Moderate
6	2021E06	GOMATHI M	120	High
7	2021E07	HANUSHAVARTHINI S	116	High
8	2021E08	HARINI J S	118	High
9	2021E09	KALYANI V	107	Moderate
10	2021E10	MALATHI P	116	Moderate
11	2021E11	RAMYA J	101	Low
12	2021E12	RAMYA N	111	Moderate
13	2021E13	ROSHINI N T	119	High
14	2021E14	SANTHIYA V	111	Moderate
15	2021M15	BHUVANESWARIS	118	High
16	2021M16	CHARULATHA C S	110	Moderate
17	2021M17	DHARANI P	113	Moderate
18	2021M18	KOKILA S	120	High
19	2021M19	LOGANAYAGI B	117	High
20	2021M20	MONIKA P	108	Moderate

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21	2021M21	NISHANTHI N	118	High
22	2021M22	NITHYA K	119	High
23	2021M23	RESHMA M	109	Moderate
24	2021M24	SANDHIYA V	118	Moderate
25	2021M25	SARANYA S	123	High
26	2021M26	THANIKODI N	98	Low
27	2021M27	TAMILSELVI P	Discontinued	
28	2021P28	BENASIR B	103	Moderate
29	2021P29	DIVYA DHARSHINI S	116	Moderate
30	2021P30	FATHIMA BEE M	106	Moderate
31	2021P31	GNANAMBIGAI M	106	Moderate
32	2021P32	NIROSHINI R	119	High
33	2021P33	RESHMA R	118	High
34	2021P34	SIVAMBIGAI C	118	High
35	2021P35	SOWDHWESWARI S	108	Moderate
36	2021P36	SRINITHI S	119	High
37	2021B37	AISHWARYA R	118	High
38	2021B38	AZEEZUNNISA H	120	High
39	2021B39	JAYASHREE J	121	High
40	2021B40	JEFRIN ZERAH J	111	Moderate
41	2021B41	LAVANYA K	120	High
42	2021B42	MADHUMITHA P	121	High
43	2021B43	MONISHA V	106	Moderate
44	2021B44	NANDHINI K	118	High
45	2021B45	NANDHINIPRIYA N	118	High
46	2021B46	SUBHIKSHA S	120	High
47	2021B47	TAMILARASI K	Discontinued	
48	2021H48	ATCHYA K	Discontinued	
49	2021H49	JANSI RANI J	106	Moderate
50	2021H50	KARUNYA R R	108	Moderate

Sri Sarada College of Education (Autonomous), Salem – 636 016

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Students' Level of Teaching Aptitude

Exit Level Scores

Major	Low	Moderate	High
Tamil	-	3	1
English	1	4	4
Mathematics	1	5	6
Physical Science	-	5	4
Biological Science	-	2	8
History	-	2	-
Total	2	21	23

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SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - IV SEMESTER

SOC3- EDUCATIONAL TECHNOLOGY

(2 CREDITS – 32 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. understand the concept of educational technology
2. realize the importance of communication in teaching learning process
3. know the modern trends in educational technology in teaching
4. identify net supported learning
5. understand the recent trends in educational technology

UNIT I : OVERVIEW OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Educational technology - Meaning, Nature, Objectives, Scope and Significance
Technology in Education (Hardware), Technology of Education (Software) &
System Approach

Role of teacher in educational technology

UNIT II : FORMS OF EDUCATIONAL TECHNOLOGY (L-4, P-1, T-1)

Forms of Educational Technology – Teaching Technology, Instructional
Technology, Behavioural Technology and instructional design Technology

UNIT III : EDUCATIONAL COMMUNICATION SYSTEM (L-4, P-1, T-1)

Concept, Elements of Communication and Process Barriers Communication

Types – (Intra, Inter, Group and Mass Communication)

Networks of Communication- (Chain, Wheel, Star, Probability and Cluster)

Principles of Effective Communication

UNIT IV: NET SUPPORTED LEARNING (L-4, P-1, T-1)

Emerging Trends in Educational Technology: Blended Learning, Flipped
Classroom,

Blogs, webinars

UNIT V: RECENT TRENDS IN EDUCATIONAL TECHNOLOGY (L-6, P-1, T-1)

On-line and e-learning, Virtual learning, tools, Virtual labs, Video conferencing,
mooc-importance

Teleconferencing- Audio, Video

mooc-importance

Teleconferencing- Audio, Video

PRACTICUM

Discuss the differences between hardware and software technology in education

Identify the barriers in classroom communication

Observe video conferencing program broadcast by IGNOU

Discuss the merits and demerits of online education

Prepare content for Blogs (optional wise)

REFERENCES

1. Kulkarni, S.S. (1989). "Introduction to Educational Technology", Oxford & IBH Publishing Company, NewDelhi.
2. Kumar K.L. (1997). Educational Technology: New Age International Pvt. Ltd. Chennai
3. Mangal,S.K.(2001). "Foundations of Educational Technology", Tandoon Publications, Ludhiana
4. Mohanthy,J. (1992) - Essential of Educational Technology, Deep & Deep Publications, New Delhi
5. Sampath,K. (1998). etal - "Introduction to Educational Technology", Sterling Publishers Private Limited , New Delhi.
6. Sharma.R.A. (2001)."Educational Technology" R.Lall Book Depot, Meerut
7. Siddiqui, M.H. (2004). Challenges of educational technology, APH publishing corporation, New Delhi.
8. Siddiqui,M.H.(2004). "Technology In Higher Education", APH publishing corporation, New Delhi.
9. Venkataiah,N. (2004). "- Educational Technology," APH publishing corporation, New Delhi.

STUDENT TEACHING PROFILE

Date: **09.09.2022**

Name of Student Teacher : **THANIKODI N**

Standard : **IX**

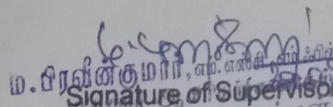
Name of Co-operating School : **GOVERNMENT HIGHER SECONDARY SCHOOL**

Period : **IV**

Name of Supervisor : **PRAVEEN KUMAR M**

Subject / Topic : **MATHS - ALGEBRA**

WEIGHTAGE	ASPECTS	RATINGS				
	I. LESSON PLAN :					
5	(1) Instructional Objectives (1. Appropriateness 2. Attainability 3. Adequacy 4. Clarity)	Not at all correct 0 1	Seldom correct 2 3	Usually correct 4 5	Mostly correct 6 7	Fully correct 8
5	(2) Content : Concepts/Facts/Principles, Terms, Etc., (1. Adequacy 2. Organization 3. Effectiveness 4. Relevance 5. Richness)	Not at all correct 0 1	Seldom correct 2 3	Usually correct 4 5	Mostly correct 6 7	Fully correct 8
5	(3-A) Learning Activities : (1. Appropriateness 2. Adequacy 3. Accuracy 4. Originality 5. Variety)	Very poor 0 1	Fair 2 3	Satisfactory 4 5	Good 6 7	Excellent 8
5	(3-B) Learning Aids : (1. Appropriateness 2. Originality)	Not at all relevant 0 1	Seldom relevant 2 3	Usually relevant 4 5	Mostly relevant 6 7	Completely relevant 8
5	(4) Review : Evaluation / Assignments (1. Overall coverage 2. Appropriateness 3. Accuracy)	Very poor 0 1	Fair 2 3	Satisfactory 4 5	Good 6 7	Excellent 8
	II. TEACHING LEARNING SITUATION :					
10	(1) Introduction : (1. Relevance 2. Sufficiency 3. Interest Aroused)	Not at all relevant 0 1	Seldom relevant 2 3	Usually relevant 4 5	Mostly relevant 6 7	Completely relevant 8
10	(2) Learning Experiences : (Pupil Participation)	Very poor 0 1	Fair 2 3	Satisfactory 4 5	Good 6 7	Excellent 8
10	(3) Techniques : (1. Effectiveness 2. Relevance 3. Originality)	Not at all effective 0 1	Some what effective 2 3	Usually effective 4 5	Mostly effective 6 7	Always effective 8
5	(4) Use of Aids : (1. Effectiveness 2. Black board work)	Not at all effective 0 1	Some what effective 2 3	Usually effective 4 5	Mostly effective 6 7	Always effective 8
5	(5) Review and Evaluation : (Effectiveness)	Very poor 0 1	Fair 2 3	Satisfactory 4 5	Good 6 7	Excellent 8
15	(6) Development of Lesson : (1. Sustained pupil interest and continued pupil participation 2. Attainment of objectives 3. Accuracy of content 4. Sequential and Logical 5. Budgeting of Time)	Not at all correct 0 1	Seldom correct 2 3	Usually correct 4 5	Mostly correct 6 7	Fully correct 8
5	(7) Teacher - Pupil Co-operation (1. Interaction 2. Sympathy 3. Enthusiasm)	Never 0 1	Seldom 2 3	Occasionally 4 5	Frequently 6 7	Always 8
	III. TEACHER					
5	(1) Appearance, Manners and Movement : (1. Neat 2. Language 3. Controlled)	Poor 0 1	Fair 2 3	Very Fair 4 5	Fine 6 7	Excellent 8
5	(2) Communication (1. Expression 2. Language 3. Speech 4. Voice)	Poor 0 1	Fair 2 3	Very Fair 4 5	Fine 6 7	Excellent 8
5	(3) Class Management (Effective dealing of situations)	Poor 0 1	Fair 2 3	Very Fair 4 5	Fine 6 7	Excellent 8
IV FINAL MARKS BASED ON I, II & III		94.375%				


Signature of Supervisor
 அரசு மேல்நிலைப்பள்ளி
 சூரியமம்பட்டி - 635 302.
 மாவட்டக் கல்வி அலுவலர், தருமபுரி-மாவட்டம்

பாடத்திட்டம்

- மாணவ ஆசிரியர் பெயர் : ந. தணிகண்டாடி
வயிதாட்டி ஆசிரியர் பெயர் : டி. அரண்மொளி
மாணவரின் பெயர் : அரண்மொளி - அரண்மொளி
வகுப்பு : ஒன்பதாம் வகுப்பு
பாடம் : கணிதம்
பாடத்திட்டம் : திழ்ந்திட்டம்
நேரம் : 45 நிமிடங்கள்
தேதி : 07.09.2022

கற்புத்தல் வானு அறங்காணிகள்

மாணவர்கள்

- * இயற்கையிலுள்ள அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * இயற்கையிலுள்ள அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * இயற்கையிலுள்ள அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * இயற்கையிலுள்ள அழகிய உயிர்வாழ்வு உயிர்வாழ்வு

கற்புத்தல் அறங்காணிகள்

மாணவர்கள்

- * மாநில அமைச்சர் மாநில அமைச்சர்
- * இயற்கையிலுள்ள அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு

கற்புத்தல் அறங்காணிகள்

- * மாநில அமைச்சர் மாநில அமைச்சர்
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு
- * அழகிய உயிர்வாழ்வு உயிர்வாழ்வு

ஆளுகிறவர்	பாடப்பாடல்கள்	பாடப்பாடல்கள்	பாடப்பாடல்கள்
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா

ஆளுகிறவர்	பாடப்பாடல்கள்	பாடப்பாடல்கள்	பாடப்பாடல்கள்
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா

ஆளுகிறவர்	பாடப்பாடல்கள்	பாடப்பாடல்கள்	பாடப்பாடல்கள்
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா
சுற்றுலா	சுற்றுலா	சுற்றுலா	சுற்றுலா

கற்றில் யுதிரைரை

2. பாட வளர்ச்சி

இமற்கணித கோணவகம்
உதாரணம்

மல்யுறுப்புந் கோணவகம்
பற்றி கூறல்

மல்யுறுப்புந் கோணவகம்
உதாரணம்

பாடப்பாடிகள்

இமற்கணிதக் கோணவகம்
பாடப்பாடிகள் அல்லது கோணவகம்
உதாரணம் பாடப்பாடிகள்
கோணவகம் பாடப்பாடிகள்

இது மல்யுறுப்புந் கோணவகம்
பாடப்பாடிகள் மல்யுறுப்புந் கோணவகம்
கோணவகம் அல்லது கோணவகம்
கோணவகம் அல்லது கோணவகம்

$P(x) = a_0x^n + a_{n-1}x^{n-1} + \dots + a_1x + a_0$
பாடப்பாடிகள் கோணவகம்
கோணவகம்

கோணவகம்

கோணவகம் இமற்கணித கோணவகம்
பற்றி கோணவகம்

கோணவகம் கோணவகம்
மல்யுறுப்புந் கோணவகம்

கோணவகம் கோணவகம்
மல்யுறுப்புந் கோணவகம்

மல்யுறுப்புந் கோணவகம்

இமற்கணித கோணவகம்
உதாரணம்

மல்யுறுப்புந் கோணவகம்
பற்றி கூறல்

மல்யுறுப்புந் கோணவகம்
உதாரணம்

பய்யுறுப்புக் கோணங்கள்
 திட்ட வடிவத்தைப் பற்றி
 கூறலாம்.

பய்யுறுப்புக் கோணங்கள்
 படிமணை உருவமடங்கும்.

$$1 - \sqrt{2} y^2 + y^2 \text{ ன்}$$

படிமணை சமன்பாடுகளைக்

ஆசிரியர் மாணவர்களுக்கு
 பய்யுறுப்புக் கோணங்கள்
 திட்ட வடிவத்தை எடுத்துரைப்பதில்

ஆசிரியர் பய்யுறுப்புக் கோணங்கள்
 படிமணை பற்றி மாணவர்களுக்கு
 உதவிக்காக எடுத்துரைப்பார்.

ஆசிரியர் மாணவர்களுக்கு
 பய்யுறுப்புக் கோணங்கள் படிமணை
 அறிவுப் பயிற்சியை ஊடுமையாக
 எடுத்துரைப்பார்.

படிமணை பய்யுறுப்புக் கோணங்கள்
 ஆணை ௨ - ன் அருகிலே உள்ள
 அறிவுக் கோணங்களைப் பற்றி
 உதவிக்காக எடுத்துரைப்பார்.
 திட்ட வடிவம் உணர்த்தும்.

உதவிக்காக எடுத்துரைப்பார்
 பய்யுறுப்புக் கோணங்கள் பற்றிய
 படிமணை அருகிலே
 பய்யுறுப்புக் கோணங்கள் பற்றி

$$\text{பய்யுறுப்புக் கோணங்கள் படி} = \text{படி}$$

உதவிக்காக எடுத்துரைப்பார்
 படி = ௭

பய்யுறுப்புக் கோணங்கள்
 திட்ட வடிவத்தைப் பற்றி
 உதவிக்காக எடுத்துரைப்பார்.

பய்யுறுப்புக் கோணங்கள்
 படிமணை உருவமடங்கும்

$$1 - \sqrt{2} y^2 + y^2 \text{ ன்}$$

படிமணை சமன்பாடுகளைக்

<p>கலைநிலை</p>	<p>பாடபிரபாகர்</p>	<p>அகிரியர் மாணவர் குழுவினரின்</p>	<p>புதிப்பு</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>
<p>புத்தகங்கள்</p>	<p>புத்தகங்கள்</p>	<p>அகிரியர் மாணவர்களின்</p>	<p>புத்தகங்கள்</p>



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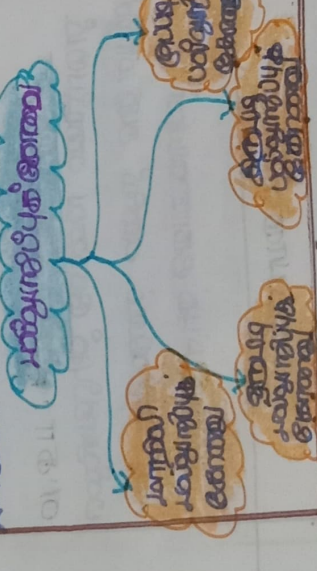
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പ്രത്യേക കലക്ടർ

ഒരു ചതുരശ്രത്തിന്റെ വിസ്തൃതി

3. ചതുരശ്രത്തിന്റെ വിസ്തൃതി

(i) $x^2(x-1)$ എന്നിട്ട്
ചതുരശ്രത്തിന്റെ വിസ്തൃതി

$x^2(x-1)$ -ന്റെ വിസ്തൃതി

ചതുരശ്രത്തിന്റെ വിസ്തൃതി

ചതുരശ്രത്തിന്റെ വിസ്തൃതി
എന്നത്, $x^2(x-1)$ എന്നാണ്
എന്നും. $x^2(x-1) = x^3 - x^2$

ചതുരശ്രത്തിന്റെ വിസ്തൃതി,
 $f(x) = x^2(x-1)$ എന്നാണ്.

$x^2(x-1) = x^3 - x^2$ - ന്റെ വിസ്തൃതി
(4, 2) - ന്റെ വിസ്തൃതി

$x^2(x-1)$ എന്ന ചതുരശ്രത്തിന്റെ
വിസ്തൃതി. $x^2(x-1)$ എന്നാണ്
ചതുരശ്രത്തിന്റെ വിസ്തൃതി

ചതുരശ്രത്തിന്റെ വിസ്തൃതി
എന്നത്, $x^2(x-1)$ എന്നാണ്
എന്നും. $x^2(x-1) = x^3 - x^2$

ചതുരശ്രത്തിന്റെ വിസ്തൃതി,
 $f(x) = x^2(x-1)$ എന്നാണ്.

ചതുരശ്രത്തിന്റെ വിസ്തൃതി
(4, 2) - ന്റെ വിസ്തൃതി

ചതുരശ്രത്തിന്റെ വിസ്തൃതി
എന്നത്, $x^2(x-1)$ എന്നാണ്
എന്നും. $x^2(x-1) = x^3 - x^2$

ചതുരശ്രത്തിന്റെ വിസ്തൃതി

$(x^2)(x-1)$ എന്നാണ്
ചതുരശ്രത്തിന്റെ വിസ്തൃതി

$x^2(x-1)$ -ന്റെ വിസ്തൃതി

ചതുരശ്രത്തിന്റെ വിസ്തൃതി

கணிதப் படிவமைப்புகள்	பாடப்படிப்புகள்	ஆசிரியர் மாணவர் உரையியோக	மதிப்பீடு
(ii) $x - 9 + \sqrt{7}x^3 + 6x^2$ என்பது கோணவியன் கூட்டிவடிவத்தைக் கண்டுபிடிக்க	உதாரணம்: $f(x) = x - 9 + \sqrt{7}x^3 + 6x^2$	ஆசிரியர்: கோணவியன் கோணவியன் கண்டுபிடிக்க என்பது	$x - 9 + \sqrt{7}x^3 + 6x^2$ என்பது கோணவியன் கண்டுபிடிக்க என்பது.
$x - 9 + \sqrt{7}x^3 + 6x^2$ -ஐ உருவாக்கவியல் எழுதும்	$f(x) = \sqrt{7}x^3 + 6x^2 + x - 9$	ஆசிரியர்: $x - 9 + \sqrt{7}x^3 + 6x^2$ -ன் உருவாக்கவியல் மாணவர்களை கண்டுபிடிக்கவியல் எழுதும்	$x - 9 + \sqrt{7}x^3 + 6x^2$ -ஐ உருவாக்கவியல் எழுதும்.
$x^2 - 9 + \sqrt{7}x^3 + 6x^2$ -ன் கூட்டிவடிவத்தை உருவாக்கவியல் கண்டுபிடிக்க	$x^2 - 9 + \sqrt{7}x^3 + 6x^2$ -ன் கிட்ட வடிவம் = $\sqrt{7}x^3 + 6x^2 + x - 9$ ஆகும்	ஆசிரியர்: $x - 9 + \sqrt{7}x^3 + 6x^2$ -ன் கூட்டிவடிவத்தை மாணவர்களை அழியும்	$x - 9 + \sqrt{7}x^3 + 6x^2$ -ன் கூட்டிவடிவத்தை உருவாக்கவியல் கண்டுபிடிக்க.
(iii) $6y^5 + 3y - 7$ -ஐ உருவாக்கவியல்	உதாரணம்: $f(x) = 6y^5 + 3y - 7$	ஆசிரியர்: உதாரணம் கோணவியல் கண்டுபிடிக்கவியல் என்பது	$6y^5 + 3y - 7$ -ஐ உருவாக்கவியல்
உருவாக்கவியல் அடிப்படை எழுதும்	உருவாக்கவியல் எழுதும் = 3. என்பது	ஆசிரியர்: $6y^5 + 3y - 7$ -ஐ உருவாக்கவியல் அடிப்படை எழுதும்	உருவாக்கவியல் எழுதும்

படிமைய கதிரை
உருமை துறையில்

4. மீள்பார்க்கை

பெரியபடிமக் கோணம்
பற்றி கூறல்

பெரியபடிமக் கோணம்
மீட்ட உருவத்தை குறிப்பிடுதல்

பெரியபடிமக் கோணம்
உருமை கணிப்பாடு

$114 = 118$ உயர்ந்த படிமம்
உருவானது
 $= 5$
அளவு குடியே பெரியக் கோணம்

உரு பெரியபடிமக் கோணம்
என்பது மாற்றம் பெரியபடிமக்
கோணம் நான்கு அடிப்படையில்
உருவானது கிடைக்கப்பட்ட
உருவப்பாடு.

$P(x)$ என்ற பெரியபடிமக் கோணம்
அதன் $a-x$ அருகில் பெரியபடிமக்
கோணம் உள்ளதுவோ அல்லது
அல்லதுவோ அல்லதுவோ.

பெரியபடிமக் கோணம்	கோணம்
$\sqrt{3} z + 7$	பெரியபடிமக் கோணம்
$z^2 - z^2 + 3$	உருவ பெரியபடிமக் கோணம்
$\sqrt{7}$	உருவ பெரியபடிமக் கோணம்
$42 - \sqrt{8}$	பெரியபடிமக் கோணம்

பெரியபடிமக் கோணம்
உருமை பெரிய பெரியபடிமக்
கோணம்

பெரியபடிமக் கோணம்
கூறல் உருமை அல்லது
உருமை பெரியபடிமக் கோணம்

பெரியபடிமக் கோணம்
மீட்ட உருவத்தை மாற்றம்
உருமை

பெரியபடிமக் கோணம்
உருமை பெரியபடிமக் கோணம்
மீட்ட பெரியபடிமக் கோணம்
உருமை

படிமம் உருமை
உருமை

பெரியபடிமக் கோணம்
பற்றி கூறல்.

பெரியபடிமக் கோணம்
மீட்ட உருவத்தை குறிப்பிடுதல்

பெரியபடிமக் கோணம்
உருமை கணிப்பாடு.

5. விடல்பாடல்

1. பண்பெழுத்துக் கோவைகளைத் தவிர்த்து பண்பெழுத்துக் கோவைகளையும்?

பண்பெழுத்துக் கோவை இவ்வாறு பண்பெழுத்து, பண்பெழுத்து மற்றும்

$$(i) \frac{1}{x^2} + 3x - 4 \quad (ii) \frac{1}{x-2} + \frac{1}{x-1} + 7$$

$$(iv) \sqrt{5x^2 + \sqrt{3x}} + \sqrt{2}$$

2. பண்பெழுத்து பண்பெழுத்துக் கோவைகளைத் தவிர்த்து பண்பெழுத்துக் கோவைகள் காண்க.

$$(i) \frac{x^3 - x^4 + 6x^6}{x^2} \quad (ii) x^3(x^2 + x) \quad (iii) 3x^4 + 9x^2 + 2x^6$$

$$(iv) 2\sqrt{5p} - \frac{8p^3}{\sqrt{3}} + \frac{2p^2}{7}$$

3. பண்பெழுத்து பண்பெழுத்துக் கோவைகளைத் தவிர்த்து பண்பெழுத்துக் கோவைகள் காண்க.

$$(i) \sqrt{2x^2 - \frac{7}{2}x^4 + x - 5x^3} \quad (ii) 7x^3 - 6\sqrt{5x^2} + 4x - 1$$

$$(iii) y^2 + \sqrt{5y^3} - 11 - \frac{7}{3}y + 9y^4$$

6. பண்பெழுத்து

Notes

பண்பெழுத்துக் கோவைகளைத் தவிர்த்து பண்பெழுத்துக் கோவைகளையும்

அரசு மேல்நிலைப்பள்ளி - 635 302.

தமிழ்நாடு - 635 302.

Handwritten signature and date

10. Thayyiradi
பண்பெழுத்துக் கோவைகளையும்

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)

SALEM - 636 016.



B.Ed., Course
Teaching Portfolio

Bonafide Certificate

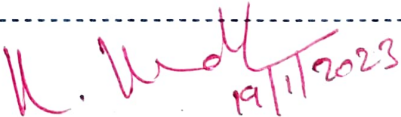
Name of the Student Teacher : P. DHARANI

Register Number : 2021M17

Optional Subject : 1. MATHEMATICS

2. TAMIL


Signature of the Student Teacher


Signature of the Internal Examiner

Date : 18-01-2023

Station : Salem

Signature of the External Examiner

INDEX

Sl.No.	CONTENT	PAGE No.
1	Introduction	03
2.	Purpose of Creating a Teaching Portfolio	07
3.	How to develop a Teaching Portfolio	09
4.	Components of Teaching Portfolio	13
5.	Importance of Teaching Portfolio	23
6.	Merits of Teaching Portfolio	25
7.	MY Teaching Philosophy	27
8.	Bio - data	29
9.	Optional subject - 1	31
	1. Factorization	33
	2. Greatest Common Divisor	39
	3. Quadrilaterals	45
	4. Parts of a Circle	51
	5. Trigonometry	57

INDEX

Sl.No.	CONTENT	PAGE No.
10.	விருப்பப்பாடம் - 2	63
	1. சிமயஞ்சுழலம்	65
	2. சிற்பக்கலை	71
	3. திராவண காவிடம்	77
	4. இந்திய தெசிய திராணுவத்திள் கவிடர் பங்கு	83
	5. துதபியர்	89
11.	முடிவரை	95

TEACHING PORTFOLIO

INTRODUCTION

"A reflective, evidence-based collection of materials that documents teaching"

- Seldin & Miller, 2009. P. 2

A teaching portfolio is a collection of documents that provides information about different aspects of a teacher's work. It serves to describe and document the teacher's performance, to facilitate professional development and to provide a basis for reflection and review. It is the another form of teacher development that is built around self-appraisal and teacher-directed learning.

5

A teaching portfolio is a collection of materials that document an individual's teaching performance, generally over a period of several years [Seldin, 2004 p.3]. It includes work samples and reflective commentary to reveal what was done and the thinking behind the teaching [Braskamp and Oxy, 1994, p.229]

It is not an exhaustive compilation of all the documents and materials relevant to an individual's teaching performance; rather it presents thoughtfully chosen information on teaching activities along with 'indisputable evidence' of their effectiveness. [Seldin, 2004, p.3]

PURPOSE OF CREATING A TEACHING PORTFOLIO

Teacher should have the knowledge and benefits of creating a portfolio, because it provides a demonstration of how a teacher approaches his/her work and presents evidence of the teacher's thinking, creativity, resourcefull ideas and effectiveness.

It is mandatory for a teacher or a student-teacher to create a teaching portfolio as it provides descriptions of teaching responsibilities, opportunities for reflection and accountability of the achievement of learning outcomes. It supports the student-teachers to achieve self-satisfaction.

HOW TO DEVELOPE TEACHING PORTFOLIO

A teacher can adopt various approaches while developing his/her portfolio.

They include

Step 1

A teaching portfolio should mirror the teacher's educational philosophy and teaching goals.

It should clearly mention the key principles of the teaching practice at the beginning.

It should provide a professional dimension to the portfolio.

In addition, the teacher or student-teacher should include their Curriculum Vitae

(11)

and profile in the beginning part of their portfolio.

Step 2:

The second part of the teaching portfolio should focus on various activities they have undertaken.

The addition of different artifacts [for instance, samples of students' assignments, unit plans, teaching videotapes, etc...] to the teaching portfolio holds much significance.

It is must to give proper explanations of each artifact.

Step 3:

The third part of the teaching portfolio should be based on their professional accomplishments.

COMPONENTS OF A TEACHING PORTFOLIO

The components of a teaching portfolio includes

- * Your thoughts about Teaching
- * Documentation of Your Teaching
- * Teaching Effectiveness
- * Materials Demonstrating students Learning
- * Activities to improve Instruction
- * Contributions to the Teaching Profession
- * Honors; Awards or Recognitions

1. Your thoughts about Teaching

A reflective 'teaching statement' describing your personal teaching philosophy, strategies and objectives.

A personal statement describing your teaching goals for the next few years.

2. Documentation of your Teaching

→ A list of courses taught with enrollments and a description of your responsibilities.

→ Number of advisers, graduates and undergraduate.

→ Syllabi

→ Course descriptions with details of content, objectives, methods and procedures for evaluating student learning.

→ Reading lists

→ Assignments

→ Exams and quizzes, graded and ungraded

→ Handouts, problem sets, lecture outlines

→ Descriptions and examples of visual material used.

→ Descriptions of uses of computers and other technology in teaching

→ videotapes of your teaching

3. Teaching Effectiveness

→ Summarized students evaluations of teaching, including response rate and relationship to departmental average.

→ written comments from students on class evaluations,

→ Comments from a peer observer or a colleague teaching the same course.

→ Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work.

- Letters from students, preferably unsolicited,
- Letters from course head, division head or chairperson.
- Statement from alumni

4. Materials Demonstrating Students Learning

- Scores on standardized or other tests, before and after instruction.
- Student's lab books or other workbooks
- Graded work from the best and poorest students, with teacher's feedback.

5. Activities to improve instruction

- Participation in seminars or professional meetings on teaching.
- Design of new courses
- Preparation of a textbook, lab manual

Courseware etc...

→ Use of new materials of teaching, assessing learning and grading.

→ Description of instructional improvement projects developed or carved out.

6. Contributions to the Teaching Profession

→ Publications in teaching journals

→ Papers delivered on teaching

→ Reviews of forthcoming textbooks

→ Service on teaching committees

→ Assistance to colleagues on teaching

matters.

→ work on curriculum revision or development.

7. Honors, Awards or Recognitions

- Teaching awards from department, college or University.
- Teaching awards from profession
- Requests for advice on teaching by committees or other organized groups.

IMPORTANCE OF TEACHING PORTFOLIO

well-conceived teaching portfolio acts as a catalyst for teacher's professional development. Further, such portfolios bear testimony to exemplary teaching practices adopted by teachers, which ultimately help them to gain recognition at the time of performance evaluation. It also helps teachers to devise their personal growth plans.

MERITS OF TEACHING PORTFOLIO

- * Fosters self-assessment and reflection,
- * Provides personal satisfaction and renewal,
- * Encourages faculty to assume more responsibility and ownership for learning,
- * Analyzes teaching performance and outcomes of student learning and
- * Provides opportunity for guidance and feedback.

MY TEACHING PHILOSOPHY

The first and foremost principle is to give something new and useful information everyday to my students. I try to keep them attentive. I accept the valuable suggestions from my students but the teacher-student distance is maintained in a constant way till the end of the year. There should be no way to drop a student from a chance to express themselves.

Teaching should give a well-sculptured citizen to the society. Teaching will be effective mainly because of an enthusiastic teachers, who give and share their optimistic view towards their students.

Teacher should inspire students through his/her teaching and should be a role-model to them. The class contains more practical knowledge than the theoretical knowledge. The students should like to learn the subject. The main role in helping the students to achieve their goals in future is in the hands of teachers.

Good

BIO-DATA

NAME : DHARANI. P

MAJOR : MATHEMATICS

FAMILY MEMBERS : 4

HOBBY : READING HISTORICAL BOOKS

10th MARKS : 494

12th MARKS : 1160

UG Percentage : 83%.

ADDRESS : 8/105-24 , MAJESTIC CITY,
 CHIDHAMBARAPATTI [PO],
 SENDAMANGALAM [TK],
 NAMAKKAL [Dt]
 637405.

PHONE NUMBER : 63825 99285

OPTIONAL

SUBJECT-1

MATHEMATICS

My name is R. Navirathanasri. I am studying 9th standard.

* Our maths teacher is very intelligent. When I confused in maths problems she solved and explain easily and simply.

* My maths teacher give more homework but they ~~are~~^{me} easily solved because she explain well all sums.

* My maths teacher introduced many tricks in maths like finger formula, Ball pass, newspaper ball... etc... everyday we enjoyed and easily absorbing the formulas.

* Some students didn't understand the maths problems but she explained within a minutes.

* She study me very well. I am in 8th standard, My maths mark also below 80. But this time I scored above 95.

FACTORIZATION

INSTRUCTIONAL OBJECTIVES

At the end of the class, students will be able to

- * recollect the concepts of factors
- * learn about prime factorization
- * factorise the given equation using identities.

MOTIVATION

I motivated the students by asking questions related to factors, divisors, etc... I asked three students to factorise the numbers 289, 1331, 63 to recall the concepts of factors. I called out a student to draw the factorization tree for a number. I also used a working model of factorization tree to motivate the students.

TEACHING AIDS

I used a working model of factorization tree

I used charts containing algebraic identities

METHOD OF TEACHING

At the beginning of the class, I split the students into 4 groups and gave 4 numbers for each group to factorise them in short time. Later I followed lecture method to deliver the content of factorisation. In between the class, I gave simple equations in group wise.

STUDENT'S ACTIVITY

The students solved the given equations through factorization. I picked out two students one by one to explain the factorization tree that I made as a working model. I assigned the group leaders to explain the formulae for algebraic identities.

EVALUATION

I evaluated the students by giving few activities dealing with factorisation. I tried more to make them interact with me to answer

the questions, thereby evaluating their knowledge about factors, divisors and prime numbers. At the end of the class, I called out two students from each group to sum up the concepts of factorization.

CLASSROOM MANAGEMENT

At the very beginning of the class, it was a challenge to make the students silent. Later I moved in a gentle way by asking a few basic questions about mathematics and they interacted with me. Slowly then I moved into the subject. So the classroom management was little difficult for me at the beginning of my practice teaching.

CHALLENGES FACED BY THE TRAINEE

Initially, the students did not respect as I am just a trainee. They do not listen to my words, that I felt little difficult to cope up with them at the beginning. Later after motivating the students through some basic questions about themselves and mathematics, they showed little interest towards the subject.

Name : Dhurga choudhary

std : IX - C

sub : Maths

Date : 08.12.2022

1. I like my Maths teacher because she is very calm.

2. She clear my doubts to solve easily.

3. My maths teacher is very Interligent.

4. She do some activities to memory formulas easily.

5. The activities are Tricks in maths , Ball passing , finger formula , Newspaper ball , etc..

6. She explain all maths tricks are easily and useful.

GREATEST COMMON DIVISOR

INSTRUCTIONAL OBJECTIVES

At the end of the class, students will be able to

- * recall the concepts of multiplication
- * list the methods for finding GCD
- * establish the relationship between GCD and LCM.

MOTIVATION

I picked a student to find the divisors of few numbers. I asked another student to point out the common numbers. Then I showed the working model to each bench and allowed them to work on it. This gave an idea of GCD and the students understood the difference between GCD and LCM.

TEACHING AIDS

I used the working model related to GCD and LCM.

I showed charts containing few examples.

(41)

METHOD OF TEACHING

I called out two students and gave them a number to find its divisors and to point out the common elements. I used activity based method of teaching. I gave a short-time period to find GCD and LCM for 5 teams having two students each. The students co-operated well.

STUDENTS' ACTIVITY

In between the class, I gave two numbers for each bench and the timer started. The game was which team of students found the values of GCD and LCM for the given numbers at the short time.

EVALUATION

During the activity of solving in the board, I evaluated the students by the way they understood the concept of GCD. Later

I pointed out randomly, the students to find GCD on their notes and showed to me. In these ways, I evaluated the students in how depth they understood the content.

CLASSROOM MANAGEMENT

Initially, the students were tired as it showed their lack of interest towards subject. so I started the class with few activities which engaged the students with subject. Even it was good, few students didn't show their interest and I wanted them to involve which was a bit difficult task for me.

CHALLENGES FACED BY THE TRAINEE

I planed the lesson in a way of teaching with few activities. But when I entered the classroom, I was totally blocked because the students were tired. so I slightly changed the plan and even my plan didn't make few students to involve. I was slightly depressed.

Name : ச. Divya Dhvani

std : IX - "C"

sub : Maths.

Date : 8.12.2022.

Day : Thursday.

கணக்கு ஆசிரியர் நன்றாக பாடம் நடத்துவார். எனக்கு புரியவில்லை என்று சொன்னால் அவர் என்னை திட்டவோ அடிக்கலோ மாட்டார். எனக்கு புரியவில்லை என்று சொன்னால் அவர் மீண்டும் நன்றாக நடத்துவார். எங்கள் கணக்கு ஆசிரியர் வரவில்லை என்றால் கூட சீவர் எங்களை வழி நடத்துவார். எனக்கு புரியும் அளவிற்கு நன்றாக நடத்துவார். மிகவும் பொருக்கையாக நடத்துவார். அவர்கள் எங்களை மாணவர்களாக மட்டும் பார்க்காமல் எங்களை நண்பராக பார்க்கிறார்.

QUADRILATERALS

INSTRUCTIONAL OBJECTIVES

At the end of the class, students will be able to

- * define Rhombus,
- * illustrate the properties of Parallelogram
- * compare the types of quadrilaterals.

MOTIVATION

At the beginning of the class, I showed a Robot model and I pointed out two students one to write the 2D shapes and other to write the 3D shapes on the black board. Later I picked another student and asked her to point out the four sided shapes and entered the topic 'Quadrilaterals'

TEACHING AIDS

I used a Robot model to point out the shapes.

I showed flash cards containing formulae.

METHOD OF TEACHING

Initially, I motivated the students by showing the Robot model. In the middle of the class, I picked 7 students to perform them as the shapes and explained their properties in role play. Here I used activity based method of teaching. At the end of the class, I concluded the topics using lecture method.

STUDENT'S ACTIVITY

Students expressed themselves as few shapes in role play. They also expressed their experience of facing different shapes in different places. The students played a game of picking sheets and explained the properties of the picked shapes.

EVALUATION

I called out students randomly

to pick the sheets having shapes and asked them to tell the concepts and formulae in addition to their properties. It helped me to evaluate the students.

CLASSROOM MANAGEMENT

At the beginning of the class, I motivated the students using the Robot model. The students followed according to my instructions. They co-operated well to implement the various activities that helped the students to understand the concepts.

CHALLENGES FACED BY THE TRAINEE

The entire classroom enjoyed the activities. In spite of their cooperation, they made more noise showing their enthusiasm. I faced some difficulty in making them calm to continue the class after giving activities.

Name : P. Sowanya

Std : IX - C

Sub : Maths

Date : 08.12.2022

*] Our maths teacher is very perfect teaching. I confused the sums she is simple solved and explain with easily.

*] Magic with Mathematics class is interesting. She is easily explain with simply and magic maths tricks.

*] I Tricks in maths like, Ball passing, finger formula, Newspaper balls, etc ...

*] Some student don't interested the sums. But she explained with

PARTS OF A CIRCLE

INSTRUCTIONAL OBJECTIVES

At the end of the class, students will be able to

- * define chord
- * distinguish 'secant' ^{from} and 'chord'
- * list the types of circle.

MOTIVATION

I motivated the students by asking few questions related to shapes. I asked about their favourite shape and reasons for them. The students were eager to tell about various shapes and with the answers of the students, I entered the topic 'Parts of a circle'

TEACHING AIDS

I used a working model of Geoboard having the various parts of the circle.

I displayed flash cards having various shapes.

METHOD OF TEACHING

I applied the Group Activity Method of teaching in addition to lecture method. I group the students into 4 groups and implemented the '4-corners' activity. Each group had a shape having the parts of the circle like secant, chord, diameter and radius. Again the circle moved again.

STUDENT'S ACTIVITY

Students were involved in many activities like '4 corners', standing in the shape of circle and raising their hands indicating the parts of the circle. A student stood outside and explained the nature of the respective segments of the circle.

EVALUATION

In between these activities, I pointed out students to write the formulae of

circle and to draw the parts of the circle. I also applied the technique of Think-pair-share, by giving a segment of the circle, the students collect the points related to the given part of the circle and they shared with the class. In this way, I evaluated the students.

CLASSROOM MANAGEMENT

The students maintained proper silence throughout the class-session. They co-operated very well with me that made them to understand the concepts deeply.

CHALLENGES FACED BY THE TRAINEE

I felt happy that I could exhibit the plan very well. The students involved themselves into the activity. The only difficult I faced was few students still not volunteer themselves and I used to ask them further.

Name: S. Nithya

Class : 9c

Date : 8.12.22

Day : Thursday

* கணித ஆசிரியர் Magic With Mathematics மீதும்
அநுபந்தியாகவும், புரியும் படி யாகவும் நடத்தினார்.
அதனால் என்ரு கண்களும் மிக அறிமையாக புரிந்தது.

* கணித ஆசிரியர் Trigonometry நடத்தினார்.
அறிமையாக என்ரு அது அறிமையாக புரிந்தது.

* கணித ஆசிரியர் எங்களுடன் மாணவியாகவும்
மாற்றினார்.

* கணித ஆசிரியர் கணக்ககளை புரிந்தமற்ற நடத்தினார்
அதனால் என்ரு அறிமையாக புரிந்தது.

* ஆசிரியர் சரியான சீதரத்திற்கு வகுப்பறை-க்கு
வந்து வருவார்.

TRIGONOMETRY

INSTRUCTIONAL OBJECTIVES

At the end of the class, students will be able to

- * remember the concept of angles
- * state triangle
- * compare the reciprocal ratios with basic trigonometric ratios.

MOTIVATION

I began the class by showing various real objects related to triangles. I pointed out a student to list the types of triangles based on shapes and based on angles. I slowly entered the topic trigonometry, when she told about right-angled triangle.

TEACHING AIDS

I picturaised the working model of triangle.

I used charts containing trigonometric ratios.

METHOD OF TEACHING

At the beginning, I used lecture method to deliver the content of trigonometric ratios and their respective reciprocal ratios. In the middle of the class, I made the students to sit in the shape of right-angled triangle and I asked them to say the names of three sides by raising their hands and exchange the angle. Here I used game-way method of teaching.

STUDENTS' ACTIVITY

Students were arranged in the shape of triangle and each student was made to tell unique property of a triangle. They understood the trigonometric ratios by implementing the game-way method by raising hands to point out the names of respective sides of the right-angled triangle.

EVALUATION

In between the class-time, I asked

61

simple questions to students to retain their level of attention throughout the class. At the end of the class, I kept a small test to evaluate the student's level of understanding the concept.

CLASSROOM MANAGEMENT

The students were co-operated throughout the entire class. They involved with joy and showed their eagerness to learn new things regarding triangles. I managed the class very well and I felt well - satisfactory after completing the class.

CHALLENGES FACED BY THE TRAINEE

The entire class went in a smooth way. I felt self-satisfaction after the completion of the class. I helped the students those who showed less interest and remained silent by giving them small tasks in a way they liked to approach the subject.

விடுபட்டபாடம்-2

தமிழ்

வயயர்: வ. சுப்பிரியா
வகுப்பு: 18 ஆ' சரிவு
தேதி: 08.12.2022

அன்புள்ள ஆசிரியருக்கு:

எங்கள் தமிழ் பயற்சி ஆசிரியர் மணி ஆசை அடித்துப் புகை வகுப்பறைக்கு வந்து வந்தார். அங்கு பாயும் நபருவார். எங்களுக்கு பாயும் எங்கேகட்கில் பாரியனல்தலை எண்ணால் மறுபடியும் பாயும் நபருவார். அவர் வேலையை அவரே எடுத்து வகைவார். நல்ல விஷயங்களை விளாசிவிடிகாதிப்பார். யாரையும் கண்டிக்க மாட்டார். அன்பாக பேசுவார். இவரால் கோரில் நான் 9.5% கிளாசீயி பெற்றேன். நாங்கள் சோகமாக இருந்தால் என்ன பிரச்சனைகளை கிர்வு கூறுவார். அங்கு கருவியை பயன்படுத்துவார். யாருக்கும் உள்ள கோரல் வகைகளை கிர்வு அளிப்பார். எங்களுக்கு நல்ல வழி காட்டியாக இருப்பார். அனைவரிடும் இனிமையாகவும், அமைதியாகவும், வயாறுமையாகவும் பேசுவார். எங்களுக்கு நிறைய விடுவாரந்தார், அது என்னவென்றால் பெரியோர்களை மதிக்க வேண்டும், தாம், தந்தை, ஆசிரியர் கும் எதிர்க்காரர்களை பின்பற்ற வேண்டும் என்றார். சாலை விசலியும் போது பிடியாத பெரியவர்களை உதவ வேண்டும் என்றார். அவர் மிகவும் அன்பானவர், பாசமானவர். எனக்கு அவரை மிகவும் பிடிக்கிறேன். அம்மாதிரி உதவிவேலைகளை உதவ வேண்டியிருக்கிறார்கள். ஆசிரியர் வகுப்பறைக்கு வந்தால் மகிழ்ச்சியாக இருக்கிறேன். இப்படியான ஆசிரியருக்கு நன்றி கூற கவையாக உள்ளேன்.

நன்றி!

சிறுபஞ்சமூலம்

அறிவுறுத்தல் நோக்கங்கள்
வகுப்பறை முடிவில் மாணவர்கள்

*பதினெண்கீழ்க்கணக்கு நூல்களைப் பற்றி

அறிந்து
கொள்ளுதல்

* சிறுபஞ்சமூலம் - பெயர்காரணத்தைப் புரிந்துக்

கொள்ளுதல்

* காரியாசன் பற்றிய அறிவு பெறுதல்

* பாடலின் பொருளை உணர்ந்துக் கொள்ளுதல்

ஆர்வமூட்டல்

பாடத்தைத் தொடங்கும் முன், நான் பதினெண்கீழ்க்கணக்கு

நூல்களைப் பற்றி மாணவர்களிடம் கேட்கிறேன். சில

படங்களைக் காட்டி அவற்றைப் பற்றிக் கூறச் செய்கிறேன். பின்

மாணவிகள் இருவரைச் சுட்டிக்காட்டி அவர்களுக்குத் தெரிந்த

பதினெண்கீழ்க்கணக்கு நூல்களைப் பற்றிக் கூறுமாறு கேட்கிறேன்.

இவ்வாறு மாணவிகளை ஆர்வமூட்டியபின் பாடத்துள் சென்றேன்.

கற்றித்தல் துணைக்கருவிகள்

நான் சிறுபஞ்சமூலத்தில் வரும் ஐந்து வேர்களின்

படங்களை மாற்றிகள் மூலம் காண்பித்து பாடத்தைத் தொடங்கினேன்.

பின் வினாக்கூப்பலம் மூலம் பாடலை எழுதி பாடத்தை நடத்தினேன்.

பின்னர் படங்களைக் கொண்டு அருள்செய்யும்பொருளைக் காண்பித்தேன்.

கற்பித்தல் முறை

பாடம் தொடங்கும், ஐந்து மாணவிகளை அழைத்து ஐந்து வேர்களின் பெயர்களைக் கூறச் செய்தனர். பின் ஒரு மாணவியைச் சிறுபஞ்சமூலத்திற்கு உரிய பெயர்காரணத்தைக் கூறச் செய்தனர். இவ்வாறு பாடம் தொடங்கிய பின், விரிவுரை முறை மூலம் பாடலை நடத்தினேன்.

மாணவர்கள் செயல்பாடு

பாடம் நடத்திய பின், மாணவர்கள் அருஞ்சொற்களை ஒரு சீட்டில் எழுதி, குழுக்கல் முறையில் சீட்டுகளைத் தேர்ந்தெடுத்து பொருள் கூறினர். இவ்வாறு 5 குழுக்களாக மாணவிகள் பிரிக்கப்பட்டு, குழுக்கல் முறையில் புதிய வார்த்தைகளின் பொருளை தன்கு உணர்ந்துக் கொண்டனர்.

மதிப்பீடு

மாணவிகளை எளிய கேள்விகள் கேட்டு, அவர்களின் விடையைக் கொண்டு பாடத்தைத் தொடங்கினேன். இடையிடையே சில மாணவிகளைச் சீட்டி, அதுவரை நடத்திய பாடக்கருத்துக்களைக் கூறச் செய்து, அவர்களின் ஆர்வத்தைக் கூட்டினேன். பாடத்தை முடித்தபின் வினாக்கள் முறையில் அவ்வாறு பங்கேற்றனர் என்பதை வைத்து மதிப்பீடு செய்தேன்.

வகுப்பறை மேலாண்மை

பாடத் தொடக்கத்தில், மாணவிகள் ஆர்வமின்றி சலிப்போடு இருந்தனர். அவர்களை ஊக்கப்படுத்த சில வினாக்களை கேட்பதன் மூலம் பாடத்தைத் தொடங்கினேன். சில ஆர்வமூட்டும் வார்த்தைகளைக் கூறி அவர்களைப் பாடத்துள் கொண்டுவர முயன்றேன். பின் பாடத்தை இனிமையாக்கினேன். இடையிடையே கேட்க கேள்விகள் அவர்களின் ஆர்வத்தை நிலைநிறுத்தியது. பாடம் முடியும் வரை மாணவிகள் மிகவும் பொழுதுபோகும் பாடத்தைக் கவனித்தனர். பின் பாடவேளையின் இறுதி 10 நிமிடங்கள் ஐயங்களைக் கேட்க நேரம் கொடுத்தேன்.

மாணவ - ஆசிரியை எதிர்கொண்ட சவால்கள்

தொடக்கத்தில் மாணவிகள் பதில்கூற மிகவும் தயங்கினர். பின் தெரிந்த, மிகவும் எளிய வினாக்கள் கேட்டு அவர்களை ஊக்கப்படுத்தினேன். பின் பாட முடிவில் நான்கு உச்சநகராக பதில் கூறினர். இருந்தபோதிலும் நான் திட்டமிடப்படாத பாடத்தைச் சிறந்த முறையில் நடத்த இயலவில்லை. இடையிடையே சிறு சிறு இன்னல்கள் மற்றும் இடையூறுகள் வந்து கொண்டே இருந்தது. சில மாணவிகளை எதிர்ப்படுத்த சிறிய சிரமமாகவே இருந்தது.

பெயர் : கு.ஷிரிஜீதிகா
வகுப்பு : IX 'ஆ' பிரிவு
தேதி : 8.12.2021

தமிழ் ஆசிரியர் பாடங்களை கற்று கொடுக்கிறார். சொல்ல தரும் பாடங்கள் நன்கு புரிகிறது. சரியான உதாரணத்தில் வகுப்பறைக்கு வந்து விடுவார்கள். தமிழ் ஆசிரியர் சொல்லு போது படித்துக்கொள்வோம். ஆசிரியர் நல்ல குணத்தோடு நன்கு பலருகிறார்கள். தமிழ் ஆசிரியர் தினமும் தமிழ் ஊ கற்றுக்கொடுக்கார். ஆசிரியர் பாடம் சொல்லும் போது அதை கையாட சொல்லுவார்கள். கையாட சொல்லும் போது நாங்கள் மகிழ்ச்சியாக இருப்போம். கையை சொல்லி முடித்தப்பின் அதிமூன்று கேள்வி கேட்பார். அவர் சொல்லும் வேலையை நாங்கள் முடித்துவிடுவோம். வேலையை முடித்தவுடன் அவர் எங்களை பாராட்டுவார். ஆசிரியர் தினமும் நல்ல பளுக்கள் நனை கற்றுக்கொடுக்கிறார். ஒவ்வொரு மாணவிகளிடமும் தனி கவனம் செலுத்துவர். ஒவ்வொரு மாணவிக்கு தனி அக்கரை காட்டுவார். தன் உதரம் முடிவடைந்தது என்று அல்லாமல் தன் வகுப்பறைக்கு பாடம் நடத்துவார். பாடங்களை நடத்தினால் மாணவிகளுக்கு புரியும் வண்ண இருக்கும். தன் மாணவிகளுக்கு படி நடத்துகொள்வார்.

நன்றி

சிற்பக்கலை

அறிவுறுத்தல் நோக்கங்கள்

வகுப்பறை முடிவில் மாணவர்கள்

- * கலைகளை திணைவுகூர்தல்
- * நடுகல் - வரையறுத்தல்
- * பல்வவர் காலச் சிற்பங்களின் சிறப்பை உணர்தல்.

ஆர்வமுடைய

வண்ண அட்டையில் உள்ள புதைபடிவத்தைக் காண்பித்து

அதன் பெயரைக் கையாண்டு ஒரு மாணவியைச் சுட்டினார்.

பின் தெரிந்த மாணவிகள் கை உயர்த்தி தங்களின் அ.பு.ப.கலை

காட்டினர். பிறகு ஒவ்வொரு மாணவியையும் அவர்களின்

கருத்துகளைக் கையாண்டு அதைத் தெரினார். கிரண்டு மாணவிகளை

அழைத்து சிங்கக்கலைமூலம் அவர்களுக்குக் கிடைத்த அனுபவங்களைப்

பகிர்ச் செய்தார்.

கற்பித்தல் துணைக்கருவிகள்

* சிற்பங்களின் புதைபடிவங்கள் ஒட்டப்பட்டு விளக்கப்படங்கள்

மாணவிகளிடம் காட்டி கண்டறியச் செய்தார்.

* சுழலட்டையில் மன்னர்களின் சிற்பத்திணை இயங்களை

அறியும்படி தயார் செய்துக் காண்பித்தார்.

சிப்பித்தல் முறை

சில மாணவிகளை அழைத்து அவர்களுக்குத் தெரிந்த சிற்பங்களைக் கரும்பலகையில் வரையச் செய்தேன். பின் சிற்பம் போல நடத்துக் காட்டி செய்து, சிற்பங்களின் வகைகளை எடுத்துரைத்தேன். பிறகு மாணவிகளைக் கவர்ந்த சில சிற்பங்களை எடுத்துக்கூறுமாறு கேட்டேன். இவ்வாறு பாடத் தொடக்கத்தில் உட்பட்ட முறையில் பாடத்தை நடத்தத் தொடங்கினேன். பின் கிரியை முறையைப் பயன்படுத்தி பாடக் கருத்துகளை விளக்கிக் கூறினேன்.

மாணவர்கள் செயல்பாடு

மாண்போல, மயல்போல, அணில்போல, மாணவிகள் நடத்துக் காட்டினர். ஒவ்வொரு மண்ண்காஸ்ச் சிற்பங்கள் உடைய புகைப்பத்தைக் கையால் ஏந்தியவாறு, அவர்கள் சிற்பக்கலையின் சிறப்பினை எடுத்துக் கூறினர். பின் குங்களின் தனிப்பட்ட அனுபவங்களை வகுப்பறையில் பகிர்ந்துகொண்டனர்.

மதிப்பீடு

பாடத்தின் இடையிடையே நடத்தியதிறந்து வினா எழுப்பி மாணவிகளை மதிப்பீடு செய்தேன். வகுப்பு - பாடவேளை கிழிதியல் 5 மாணவிகளை அழைத்து பாடத்தைத்

எதிர்த்துக் கையாறு கேட்டேன். பின் அவர்களின்
புரிதலின் அடிப்படையில் மாணவிகளை மதிப்பீடு செய்தேன்.

உதயப்பறை மேலாண்மை

மாணவிகள் பாடம் முடிந்தும் கவனித்தனர். கிருந்தபோதிலும்
இடையிடையே கேள்விகள் கேட்ட போது, சிலர் பதில் கூறவில்லை.
அவர்களின் கவனம் சிதறுவதாக நான் உணர்ந்தேன். எனவே
நான் திட்டமிட்டதை இன்றும் சிறிது கவனத்துடனும் அடிசூடும்
மெருகேற்றி நடத்தியிருக்க வேண்டும் என்று தோன்றியது.
சில மாணவிகள் நிறைய கற்றுக் கொள்ள வேண்டும்
என்று கர்வத்தோடு வினாக்கள் எழுப்பினர். சில கேள்விகளுக்கு
சித்தித்து பதிலளிக்கும்படி கிருந்தது.

மாணவ - ஆசிரியை எதிர்கொண்ட சவால்கள்

நான் பாடத்தை நன்கு திட்டமிட்டிருந்த போதிலும்,
எண்ணம் குறிப்பிட்ட நேரத்திற்குள் நான் திட்டமிட்டதை சிறிது
சிறுமப்பட்டே முடித்தேன். மாணவிகள் அதிகமாக கர்வம்
காட்டிய போது, நான் இன்றும் எண்ண தயார் செய்து
கொள்ள வேண்டும் என்று எண்ணிக் கொண்டேன். பின்
சினைத்து வகையான மாணவிகளையும் எரிக்கும்படி நடத்த
பயிற்சி தேவைப்பட்டது.

ரெயர் : மன. வைத்தியர்
வகுப்பு : IX ஆ பீர்டி
பேதி : 08.12.2022

எங்களுக்கு வரும் ஆசீர்யர் சண்முகா. வயர் குணம் எனக்கு ஏறும் படிக்கும். கற்பியல் சிந்தனில் வகுப்பாக்கு வந்தே பாடம் எடுப்பார். எல்லா மாணவர்கள் மீதும் பாசம் காட்டுவாங்க. சிவா கற்பி நடக்கவே எல்லாபார்க்கும் புரியும். சுவைப்பாடு மாணவர்கள் பிசு கண்களும் சேலுத்தொடர். கிவர்கள் என சமல் கண்களும் சேலுத்தி நான் சிந்தனில் வயர் வயர் மனசுடன். எங்களுக்கு வரும் கற்பி பயன் ஆசீர்யர் மண்பாடும், பாடம் நடக்கவார். சிந்தனில் நல்ல மதிப்பை எடுக்கவாக்கு சொல்லித் தடுவாங்க.

மணியல் மண் சுவை சிந்தனில் வயர்வாங்க. சுவை பாடம் நடக்கவார் புரியவைப்பா கீதும்பயம் நடக்கவாங்க. எங்களுக்கு மண்பாடும் பாடம் பாடகூட சேலில் தடுவாங்க. எங்களுக்கு புரியாத பாடத்தை புரியவை சொல்லித் தடுவார். சிந்தி படிக்க அதை மதிப்பை எடுக்கதுன். எங்களுக்கு வந்த கற்பி ஆசீர்யர் நன்றாக சொல்லித்தடுவார். **சிந்தனாக வண்பாடும் படிக்கம்** என வயர்வார். எல்லாபாடும் சிந்தனையும், பாடகளையும், அனுமதிப்பாகவும் வயர்வாங்கவும் சுவைவார். எங்களுக்கு நல்ல சேலி-கணை சொல்லித் தடுவார்.

இராவண காவியம்

அறிவுறுத்தல் நோக்கங்கள்

வகுப்பறை முடிவில் மாணவர்கள்

- * ஐவகை நிலங்களின் சிறப்புகளை அறிந்துகொள்ளுதல்
- * 4வயர் குடிநீரைப்பற்றி தெரிந்துகொள்ளுதல்
- * இராவணனின் பண்புகளைப் புரிந்துகொள்ளுதல்

ஆர்வமுடைய

மாணவிகள் அறிந்திருந்த வரலாற்று கதைகளைப்

பற்றி கேட்டறிந்தேன். பின் அதில் வரும் எதிர்மறை கதாபாத்திரங்கள்

குறித்து கூறச் செய்தேன். அத்தகைய கதாபாத்திரங்களால்

உள்ள நல்ல பண்புகளை ஆராயச் செய்தேன். பின்பு

மாணவிகளின் புதிர்களைக் கொண்டு படங்களையும் காட்டி,

பாடத்திற்குள் மாணவிகளை அழைத்துச் சென்றேன்.

கற்பித்தல் துணைக்கருவிகள்

- * ஐவகை நிலங்களின் கலவுள், மக்கள், தொழில் மற்றும்

தெய்வம் ஆகியன பொருத்திய விளக்கப்படம்.

- * அருஞ்சொல் பொருள்கள் அமைந்த மின்னல்லைகள்

மூலம் மாணவிகளை ஈடுபடுத்தினேன்:

கனித்தல் முறை

பாடம் தொடங்கும் முன்னே, இராமாயணத்தில் வரும் சில கதாபாத்திரங்களை நடித்துக் காட்டி, நடிப்பு முறையைப் பயன்படுத்தினோன். பின்பு பாடத்தை விளக்கியுரைக்க விரியுரை முறையைக் கையாண்டோன். இயூதியாக தொகுத்துக் கூறி, மின்னடைய சூலம் அருஞ்சிவங்களை எடுத்துரைத்தேன்.

மாணவர்கள் செயல்பாடு

இராவண காவியம் அன்பது ஒரு தனித்தமிழ் பெருந்தாம்பிய நூல் அன்பதால், மாணவிகள் தங்களுக்கும் தெரிந்த கதாபாத்திரங்களை நடித்துக் காட்டினர். பின்பு ஐவகை நிலங்களின் இயல்பையும் அதன் தன்மைகளையும் 5 மாணவிகள் தனித்தனியே வகுப்பறை முன் எடுத்துரைத்தனர். இயூதியாக பாடலில் குறிப்பிட்ட நிலப்பகுதியின் சிறப்பை விளக்கி கூறினர்.

மதிப்பீடு

மாணவிகளிடம் சுவ்வாரூ பாடலின் பின்பும் ஒரு கேள்வி அனக் கேட்டு மதிப்பீடு செய்தேன். மேலும் அவர்களின் நடிப்பு திறன் பிரமிக்க வைத்ததாக அமைந்தது. 5 மாணவிகள் ஐவகை நிலங்களைக் குறித்து கூறிய செய்திகள் அவர்களை மதிப்பீடு செய்து பெரிதும் உகவியது. பாடத்தின் இயூதியில்

"கல்லைப் பிடித்த ஆயும்...." என்றும் மணப்பாடல் பாடலை

மணமம் செய்தும் 2 மாணவிகள் கூறினர். இவ்வாயு மலகைகளின்
மாணவிகளை மதிப்பீடு செய்தேன்.

வகுப்பறை மோர்ணமை

நடப்பு முறை பயன்படுத்தப்பட்டதால், மாணவிகள் மிகவும்
உட்காணாக பங்கேற்றனர். ஆனால் மீண்டும் அவர்களை அமைதி
படுத்த சிறிது சிரமமாகவே இருந்தது. இருந்தபோதிலும் மாணவிகளை
ஆர்வம், எண்ண இன்றும் மேம்படுத்திக் கொள்ள வேண்டும்
என்று எண்ணத்தை உருவாக்கியது. மீண்டும் மீண்டும் பங்கேற்று
மாணவிகளை முன்வந்தனர். சில குறிப்பிட மாணவிகளை
நடபடுத்த சிறிது சிரமப்பட்டேன். இவ்வாயு வகுப்பறை மோர்ணமை
சிறிது கடினமாகவே இருந்தது.

மாணவ- ஆசிரியை எதிர்கொண்ட சவால்கள்

பாடல் முழுதும் திட்டமிடப்பட நடத்தினேன். இருந்தபோதிலும்
சில குறிப்பிட மாணவிகளை செயல்பாடுகளில் நடபடுத்த
சிரமப்பட்டேன். அவர்கள் முன்வர மிகவும் தயங்கினர். மின்
அவர்களுக்கினை தனியாக சில செயல்பாடுகளை மேற்கொள்ள
வேண்டும் என்று தீர்மானித்தேன்.

பெயர் : ச. கிளமதி

வகுப்பு : IX - ஆயிரவது

தேதி : 08/12/22

* தமிழ் ஆசிரியர் :-

* மஸ் அண்ணவரையும் சுவாமிநாத

பார்ப்பார். மிகவும் நன்றாக பாடம் நடத்துவார்.

மஸ் பாடத்தின் பீடம் நன்றாக புரியும்.

Exam வா 98%. மதுப்பண்ணை பெற்றீறான்.

மண்கையாக நடந்து கொள்ளுவார்.

அண்ணத்து சந்திசங்கணையும் தீர்ப்பார்.

மஸ் ஒரு வழிகாட்டியாக நாங்கள் அண்ணவரும்

எடுத்துக் கொள்வோம். தமிழ் ஆசிரியர்

வகுப்பு : ஒரு உந்துவிழைபால் மிகவும்

மகிழ்ச்சியாக இருப்போம். எங்கள் அன்பாக

நடத்துக் கொள்வார். மணி ஆசை அடிக்கவும்

சரியான தீர்த்திற்று உகிப்பறைக்கி உருவார்.

தமிழ் ஆசிரியர் உடைய தமிழ் எழுத்து

மிகவும் அழகாக இருக்கும். மஸ் நடத்துமா

பாடம் அருமையாக புரியும். நாங்கள் சமீபமாக

இந்தால் சமீபமாக பன்னுவார். அண்ணத்து

பயிற்சி ஆசிரியர் ஒரு உட நன்றாக நடத்துவார்.

எங்கள் நிகழை அறிவுரைகளை கூறுவார்.

அது என்ன வென்றால் பெரியோர்களை

மகிழ்க்க உண்டும். சாம், கந்தை மந்தும்

ஆசிரியர் கூறும் படி நடக்க உண்டும் என்றார்.

சிப்படிபடி ஆசிரியர் கடைக்க கடைப்படி -

ள்ளோம். மிக்க மகிழ்ச்சி நீங்கள் வாங்குங்கள்.

இந்திய தேசிய இராணுவத்தில் தமிழர் பங்கு

அறிவுறுத்தல் டோக்கங்கள்

வகுப்பறை முடிவில் மாணவர்கள்

* இந்திய தேசிய வீரர்களை மீட்டிதல்

* இந்திய தேசிய இராணுவம் உருவான ஐரவாற்றை

அறிந்துக் கொள்ளுதல்

* இந்திய தேசிய இராணுவத்தில் தமிழர்கள் மற்ரும் பெண்களின் பங்களிப்பை உணர்தல்.

ஆர்வமுடம்

தேசிய விடுதலை வீரர்களைப் பட்டியலிடுமாறு மாணவிகளைக்

கேட்டேன். பின் ஆர்வமுள்ள மாணவிகளை அழைத்து விடுதலைத்

தியாகிகளைப் போல தின்யும், நடத்தும் கால்டுமாயு கூறி

ஆர்வமுடிகளை. அவர்கள் அனைவரும் பாடத்திற்குள் வந்த பின்

இந்திய தேசிய இராணுவத்தில் தமிழர் பங்கு' என்னும் பாடத்தினை

நடத்தத் தொடங்கினேன்.

கற்பித்தல் துணைக்கருவிகள்

நேதாஜி சுபாஷ் சந்திர போஸின் உருவப்படத்தை விளக்கப்படத்தில்

ஒட்டி, பின்பு அவரின் பிடித்துநாளில், அவரைப் பற்றிய

செய்திகளைச் சேகரித்து, விளக்கப்படத்தில் ஒட்டிக் காட்டினேன்.

கம்பித்தன் முறை

பாடம் தொடங்கும் முன் மாணவிகளைத் தனிநபியு
மூலம் அவர்களுக்குத் தெரிந்த தேசிய வீரர்களைப் பிரதிபலிக்கும்படி
கூறினான். பின்பு சிலர் பெண் வீராங்கனையான இராணி இலட்சுமிபாய்
சூயலி, முதலாளோரைக் கண் முன் காட்டினார். அதன் பிறகு குழு பயிற்சி
முறையின் வாயிலாக எவ்வாறு இந்திய தேசிய இராணுவம்
உருவானது என்று கம்பித்தேன். இயூதியாக விரிவுரை முறைமைப்
பயன்படுத்தி பாடத்தில் உள்ள கருத்துகளைப் புரியுமாறு எடுத்துரைத்தேன்.
மாணவர்கள் செயல்பாடு

பாடம் நடத்தும் போது, மாணவிகளின் ஆர்வத்தை
பிழைத்துத் தர இடையிடையே அவர்களைச் சுட்டிக்காட்டி நடத்தியவரை
எடுத்துமாயு கூறினான். மேலும் தனிநபியு மூலம் மாணவிகளின்
புரிதலை அறிந்துகொண்டேன். குழுவாக 'வாண்படைப் பிரிவு' போல
நடத்தும் காட்டினார்.

மதிப்பீடு

மாணவிகளை இடையிடையே கேள்விகள் கேட்பதன் மூலம்
மதிப்பீடு செய்கேன். அவர்களின் தனிநபியின் மூலம், குழு நடவடிக்கையின்
மூலம் மதிப்பீடு செய்கேன். மேலும் நடத்தியப் பாடக்கருத்துகளில்
இருந்து, மாணவிகள் உருவாக பிரித்து வினா-விடை

போட்டியின் மூலம் மதிப்பீடு செய்கிறார்.

வகுப்பறை மேலாண்மை

நடப்பு முறை, தனிநடப்பு, குழுநடப்பு போன்ற செயல்பாடுகளை குறிப்பிட்ட நேரத்திற்குள் செயல்படுத்த மாணவிகள் மிகவும் ஒத்துழைப்புத் தந்தனர். பாடம் முடியும் வரை மாணவிகள் என் அறிவுறுத்தலின்படி செயல்பட்டனர். பின் இறுதியாக வைத்த வினா-விடைகளும் மாணவிகளின் ஈடுபாடு குறையாமல் மிகவும் உச்சாகமாகவே பங்கேற்றனர். கலக்கோட்டிற்குள் சில திகழ்களை வரிசைப்படுத்தியும் கூறினார். எனவே வகுப்பறை மேலாண்மை சிறப்பாகவே அமைந்தது.

மாணவ - ஆசிரியை எதிர்வகாண்ட சவால்கள்

அனைத்து மாணவிகளும் ஒருமித்து பங்கேற்க மறுத்தனர். சில மாணவிகள் வாய்ப்புகள் மறுக்கப்பட்டதாக எண்ணி, தனித்து அமர்ந்தனர். அவ்வாறு இருந்த மாணவியை ஒருமித்து கொண்டுவர சிறிது சிரமப்பட்டேன். அதைத் தவிர அன்று நான் திட்டமிட்டதைச் சரிவர செயல்படுத்திய மனநிறைவு ஏற்பட்டது.

வயம் : 19-பாசுவி

வகுப்பு : 1X-ஆ

தேதி : 08.12.2022

தமிழ் பயிற்சி ஆசிரியர் :

எங்கள் வகுப்பிற்கு வரும் தமிழ் பயிற்சி ஆசிரியர் அவர்கள் எங்களுக்கு முயல்வது தமிழ் பாடத்தை சம்பாள். மணி அடித்துடன் வகுப்பிற்கு வந்தவர்கள். அவர்கள் எங்களுக்கு விஷயம் விஷயம். எங்கள் பள்ளிக்கு வந்த பயிற்சி ஆசிரியர்களைவிடவும் அதிகமாகவும். எங்களுக்கு விஷயம் விஷயம். எங்களுக்கு எந்த எந்த விஷயம் வந்ததும் அடித்துவைப்பார். எங்களுக்கு விஷயம் விஷயம் பாடத்தை சொல்லித்தரும். பிற்பாடு பிற்பாடு மணிவர்கள் சிவந்ததும் நவாபகாய்ச்சிக்கு வந்தவர்கள். எங்களுக்கு சிறிதும் எந்த ஒயர் அத்துமீட்டல் எங்கள் தமிழ் பயிற்சி ஆசிரியர்கள் கேள்வியும். அவர் விஷயம் சிவந்தவர். எங்கள் வகுப்பாசிரியர்களுக்கு விஷயம் மரியாதையாக நடைநிறுத்தினார். இவர் எங்கள் பள்ளிக்கு வந்ததில் விஷயம் அளித்தார்.

ஆகுபெயர்

அறிவுறுத்தல் நோக்கங்கள்

வகுப்பறை முடிவில் மாணவர்கள்

* பெயர்ச்சொல் பற்றி நினைவுகூர்தல்

* ஆகுபெயரை வரையறுத்தல்

* ஆகுபெயரின் வகைகளை எடுத்துக்காட்டுகளுடன்

புரிந்துகொள்ளுதல்

ஆர்வமுடன்

வகுப்பறையில் ஒரு மாணவனுக்கு மற்ற மாணவர்கள்

கைதட்டுதல், இருவர் தொலைக்காட்சி காண்பது போன்ற

முதலியவற்றைக் காட்டி, இவற்றில் உள்ளதைப் பற்றி

மாணவிகளின் கருத்தைக் கேட்டென. அவர்கள் கூறிய பதில்களைக்

காண்டு ஒரு செயலோ அல்லது பிராசனோ மன்றான்றிக்கு

ஆதி வருவது ஆகுபெயர் எனப் பாடத்தின் தலைப்பைக் கரும்பலகையில்

ஆதி பாடத்துள் மாணவிகளை அழைத்துச் சென்றனர்.

புரித்தல் துணைக்கருவிகள்

பல செயல்களைச் சித்தரிக்கும் முறைப்பலங்களை

எடுத்துக்காட்டுடன் விளக்கும், விளக்கப்படம் மூலம் புரியும்படி

பாடத்தை நடத்தினர்.

கற்பித்தல் முறை

ஆகுபெயர் இலக்கண முறைப்படி இருந்ததால், பாடத்தின் தொடக்கத்தில் விரிவுரை முறையைப் பயன்படுத்தி பாடம் முழுதும் நடத்தினேன். பாட விழுவியல் சில மாணவிகளை அழைத்து ஏசு ஏதும் எழுப்பாமல் செய்கை மூலம் சில செயல்களை செய்ய சொன்னேன். அவற்றில் பயன்முறையும் ஆகுபெயரைப் பற்றி மாணவிகள் கண்டறியுமாறு செய்தேன்.

மாணவர்கள் செயல்பாடு

பாடத்தொடக்கத்தில் சில படங்களைக் காண்பித்து, அதில் உள்ளவற்றை மாணவிகள் இருவர் முன்வந்து எடுத்துக் கூறினர். பின் பாடத்தின் இடையில் சிறு சிறு வினாக்கள் கேட்டு அவர்களின் பதிலைப் பெறுகின்றேன். பின் பாடத்தின் விழுவியல் மாணவிகள் குழுவாகவும், தனிவாகவும் சில செயல்களைச் செய்து காட்டினர்.

மதிப்பீடு

பாடத்தின் இடையிடையே கேட்கப்படும் வினாக்கள் மூலம் மாணவிகளை உறுதிப்படுத்தினேன். அவ்வாறு அவர்களை மதிப்பீடு செய்தேன். மேலும் அவர்களின்

நடிப்பின் மூலமும் அதைப் பிற மாணவிகளைக்
கண்டுப் பிடிப்பதன் மூலமும் மாணவிகளை மதிப்பீடு செய்வ
முடிந்தது. சில மாணவிகள் தாங்களாகவே முன்வந்து
செயல்பாடுகளில் ஈடுபட்டனர். சில குறிப்பிட்ட மாணவிகளை
உணக்கப்படுத்தி செயல்பாட்டில் ஈடுபட செய்தேன்.

வகுப்பறை மேலாண்மை

பாடம் முடியும்வரை மாணவிகள் அமைதியாகவே
ஒத்துழைத்தனர். என் அறிவுறுத்தலின்படி முன்பை கிட
வகுப்பறை மிகவும் தூய்மையாகவும் இருந்தது. மேலும்
நான் வினா எழுப்பும் போது தன்னார்வம் உள்ள மாணவிகள்
கை உயர்த்தி, தேவையற்ற ஏசை ஏதும் எழுப்பாமல் மிகவும்
பொறுமையாக நடந்துக் கொண்டனர். எனவே வகுப்பறை
மேலாண்மை சிறப்பாகவே அமைந்தது.

மாணவ - ஆசிரியை எதிர்கொண்ட சவால்கள்

மாணவிகள் பாடவேளை இழுவதற்கு சிறப்பாக
ஒத்துழைப்புக் கொடுத்ததால், நான் திட்டமிடப்படவே பாடத்தை
சரியான முறையில் தகுந்த கால கட்டங்களில் மாணவிகளுக்கு
4. நியமனம் பொறுமையாக நடத்த முடிந்தது.

முடிவுரை

கற்பித்தல் எதிரொலிப்பு கோப்புகள் மூலம் ஒரு ஆசிரியர் தன்னைச் சிறப்பாக மேம்படுத்திக்கொள்ள உதவும். ஆசிரியர்கள் தங்கள் சொந்த நடைமுறைகளை கவனமாக ஆராயும்போது, அந்த நடைமுறைகள் மேம்படும். கற்பித்தல் எதிரொலிப்பு கோப்புகள் வழங்கும் நிறைவேற்றப்பட்ட நடைமுறையின் எடுத்துக்காட்டுகளைப் படித்து மற்ற வகுப்பறைகளில் பயன்படுத்துவதற்குத் தகுதிக் கொள்ளலாம். கற்பித்தல் எதிரொலிப்பு கோப்புகள், ஆசிரியர்களை நல்ல கற்பித்தலின் உதாரணங்களைத் தேக்கவைத்துக் கொள்ள அனுமதிக்கின்றன, அதனால் அவர்கள் அவற்றைப் பரிசோதிக்கவும், அவற்றைப் பற்றி பேசவும், அவற்றை மாற்றியமைக்கவும், அவற்றைப் பின்பற்றவும் முடியும்.

Good.

K. K. K.
19/11/2023

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)
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B.Ed., Course
Action Research

Bonafide Certificate

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2 ENGLISH.....


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INDEX

Sl.No.	CONTENT	PAGE No.
1.	INTRODUCTION	1
2.	DEFINITIONS OF ACTION RESEARCH	3
3.	CHARACTERISTICS OF ACTION RESEARCH	5
4.	TYPES OF ACTION RESEARCH	7
5.	PURPOSE OF ACTION RESEARCH	9
6.	ADVANTAGES OF ACTION RESEARCH	11
7.	DISADVANTAGES OF ACTION RESEARCH	11
8.	THE APPLICATION OF ACTION RESEARCH TO EDUCATION	15
9.	FORMAT OF ACTION RESEARCH	17
10.	PROCESS OF ACTION RESEARCH	19
	1. IDENTIFICATION OF THE PROBLEM	21
	* DEFINING THE PROBLEM	23
	* REVIEW OF LITERATURE	23
	* OBJECTIVES OF ACTION RESEARCH	27
	2. ACTION RESEARCH DESIGN	29
	* METHODOLOGY	31
	* DATA COLLECTION	31
	* ANALYZING PROBABLE CAUSES AND FORMULATION OF HYPOTHESIS	35
	* HYPOTHESIS	37
	* ACTION PROGRAMME	37

INDEX

Sl.No.	CONTENT	PAGE No.
	3. IMPLEMENTATION AND EVALUATION OF THE ACTION PROGRAMME	39
	4. FOLLOW UP AND COMMUNICATING THE FINDINGS WITH OTHERS	41
II.	ACTION RESEARCH REPORT	
	1. IDENTIFICATION OF THE PROBLEM	45
	1.1. DEFINING THE PROBLEM	47
	2. LITERATURE REVIEW	47
	3. OBJECTIVES	55
	4. METHODOLOGY	55
	4.1 ANALYZING THE PROBABLE CAUSES	57
	4.2. FORMULATION OF HYPOTHESIS	57
	4.3. HYPOTHESIS	57
	4.4. ACTION PROGRAMME	59
	4.5. ACTION PLAN	61
	4.6. IMPLEMENTING THE ACTION RESEARCH PERFORMANCE TABULATION	65
	4.7. EVALUATION OF ACTION PROGRAMME	75
	5. FOLLOW UP AND COMMUNICATING FINDINGS WITH OTHERS	77
	6. CONCLUSION	79
	7. QUESTIONS OF PRE AND POST - TEST	79

Action Research

INTRODUCTION

Action research is inquiry (or) research in the context of focused efforts to improve the quality of a practice.

It can be viewed as a form of disciplined inquiry utilized by teachers, instructors, supervisors to better understand student learning and teacher effectiveness. So that, the latter may improve their own teaching methods according to need and interest of the students.

Action research can be done by individuals or by teams of **collaborative inquiry**. Action research has the potential to generate genuine and sustained improvements in schools. AR is initiated to solve an immediate problem (or) a reflective process of progressive problem solving that integrates research, action and analysis. The integration of action includes the development and implementation of a plan (or) strategy to address the focus of research.

CHARACTERISTICS OF ACTION RESEARCH

- * It is situational
- * It is a reflective inquiry
- * It is based on scientific approach (i.e.) Action research approaches the problem scientifically by collecting more factual details.
- * It is a small scale intervention.
- * It is an unified attempt to bridge a gap between theory and practice.
- * Knowledge is generated, used, tested and modified in the course of action research process.
- * It is participate process in which students, teachers, community stakeholders, administration all are collaborated for joint venture.
- * It is a dynamic process of spiraling back and forth among reflection, data collection and action and it does not follow a linear pattern.
- * It is an iterative and emergent process which takes shape as understanding increases and leads to broader understanding of what happens.

TYPES OF ACTION RESEARCH:

Individual Research

collaborative (or) participatory (or) Team research

School - wide research and

District - wide research

Individual research is conducted by one teacher (or) staff member to analyze a specific task.

collaborative research involves a group of people researching a specified topic. Many times collaborative research involves both teachers and principal of the school. The joint collaboration often yields more benefits than an individual action research.

School - wide research focus on a problem found within an entire school. When a program is researched for an entire school such as lack of parental involvement (or) research to increase students performance in a certain subject, the entire staffs works together to study the problem and implement necessary changes.

District - Wide research is used for an entire school district. This type of action research is more community-based than the other types. This can be used to address organizational problems within the entire district. For this research type, staff from each school in the district collaborates to find solutions to the problem and improve the solution.

PURPOSE OF ACTION RESEARCH:

- * AR gives educators new opportunities to reflect on and assess their teaching.
 - * It helps to explore and test new ideas, methods and materials.
 - * It helps to assess the effectiveness of the new approaches.
 - * It gives opportunity to share feedback with fellow team members
- Phase of collaborative AR
- * It helps to make decisions about which new approaches is to be included in the practice.

ADVANTAGES OF ACTION RESEARCH:

- * High level of practical relevance as the research focuses on the immediate problem.
- * It can be used with both quantitative and qualitative data.
- * More possibility to gain in-depth knowledge about the problem.
- * It improves educational practice and helps to create better professionals.
- * Teachers can investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.
- * Teachers are viewed as equal partners in deciding what works best and what needs improvement in the classroom.

DISADVANTAGES OF ACTION RESEARCH:

- * Difficulties in distinguishing between action and research and ensure the application of both.
- * Delays in completion of action research due to a wide range of reasons such as definite data (or) biased opinions (or) misinterpretation.

* It is more time-consuming.

* It lacks rigour and repeatability.

* Without proper support, AR would be hectic to teachers.

THE APPLICATION OF ACTION RESEARCH TO EDUCATION (HLEN, 2009)

* Action research is an ongoing process and its strategies can be widely applied. The teachers are more committed to action research because they identify the areas they view as problematical and in need of change. In most cases, solutions for identified problems are arrived cooperatively among teachers. Teachers' reflections can be team composed of students, teachers and administrators.

* Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do and fail to do.

* Teachers are viewed as equal partners in deciding what works best and what needs improvement in their classroom.

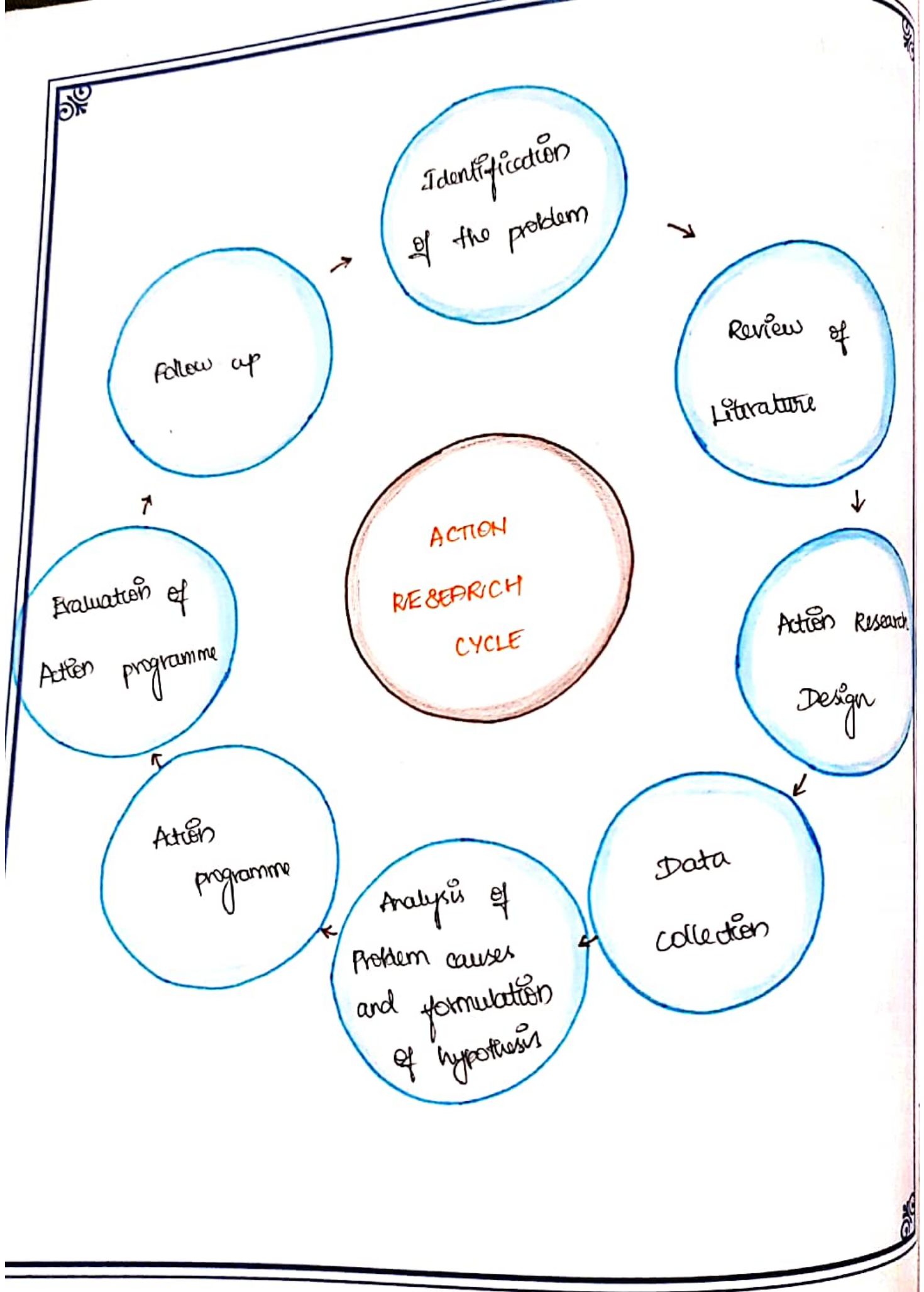
✓ * Teachers develop a deeper understanding of students, the teaching-learning process and their role in the education of both teachers and students.

* Professional development and school improvement are core aspects for any teachers who engage in action research.

FORMAT OF ACTION RESEARCH:

This is a short description of the situation where the problem gets emanated (or) originated. The research tells how the problem is discovered, the circumstances that revolve around the problem. Action research arises from a problem, dilemma (or) ambiguity in the situation in which teachers find themselves. It may be at the level of a general concern, a perceived need (or) a course related problem.

Action research (AR) is essentially a research through action.



PROCESS OF ACTION RESEARCH:

Identification of the problem

- Defining the problem
- Review of related literature
- objectives.

Action Research Design.

- Methodology
- Data collection
- Analysing the probable cause and formulation of action

hypotheses.

- Hypothesis
- Action Programme.

Implementation and Evaluation of the Action programme.

Follow up and communicating the findings to others.

1. IDENTIFICATION OF THE PROBLEM

Teachers have so many questions in mind which they wish to investigate deeper; however, it is very important to constrain those questions to one that is meaningful and achievable and it address the immediate need (or) problem of the student (or) a class. Meticulous planning at the initial stage will reduce false prejudices and frustrations. To identify the problem in the handled subject, the teacher should conduct a pre-test first. After assessing and evaluating the pre-test scores, the teacher can select the common problem of the class students. The calculated pre-test scores must be returned to check with post-test scores in the seventh stage of action research.

The problem / statement / questions should be of :

- * Higher order level
- * Stated in common language.
- * Be concise and meaningful.

DEFINING THE PROBLEM:

Action Research refers to a wide variety of Evaluative, investigative, and analytical research methods designed to diagnose problem or weakness, whether organisational, academic or instructional and help educators develop practical solutions to address them quickly and efficiently.

REVIEW OF LITERATURE:

A literature review is a "critical component of the research process" that provides an in-depth analysis of recently published research findings in specifically identified areas of interest (Heuser, 2018). Reviewing the available literature on the selected topic is a vital step in the research process. The review of literature provides an anchor for your inquiry. O'Leary (2004) states "the production of new knowledge because it is virtually impossible for researchers to add a body of literature if they are not conversant with it".

In this second stage of AR, a review of the 6 to 10 literature helps the researcher to get an idea and formulate hypothesis for the problem. It should contain:

- * Researcher name and title
- * Content Area
- * Age (or) grade (target group)
- * Problem
- * Methodology
- * Results
- * References.

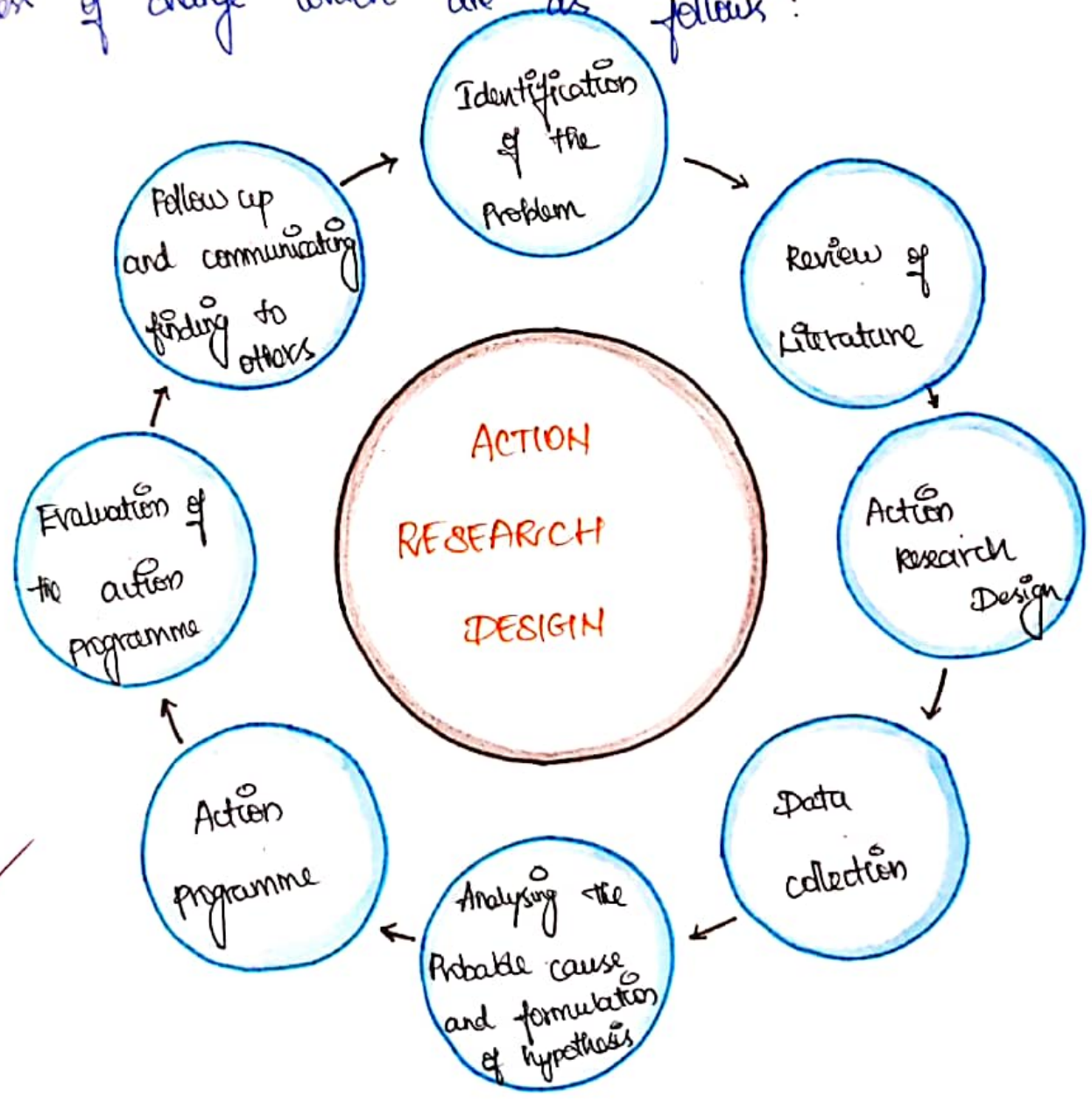
Thus, Review of literature helps the researcher to get familiarize with contrasting point of view and put forth broader understanding and appreciation of your research.

OBJECTIVES OF ACTION RESEARCH:

- * To improve the working conditions of various infrastructural components of a school.
- * To develop democratic attitude among students and teacher while understanding and solving their problems.
- * To bring excellence in school working.
- * To root out the conservative and static environment a prevailing in most schools.
- * To make the school system effective for generating a healthy environment conducive to learning.
- * To raise the level of performance and the level of aspiration of the students.

2. ACTION RESEARCH DESIGN

Action Research design can be considered as a cyclical process of change which are as follows :



Action Research design provides a pictorial view of that what the researcher is going to do in his/her research for finding solution to immediate problem which he/she takes. It is like a synopsis for the research.

METHODOLOGY:

- * Observing individuals or groups.
- * Using audio and video tape recording.
- * Using structured or semi-structured interview.
- * Taking field notes.
- * Using analytic memeing
- * Using or taking photography.
- * Distributing surveys or questionnaires.

DATA COLLECTION:

Data collection can be regarded as the heart of action research.

In this fourth stage, required information for the research can be collected using various tools such as follows: Data collection

can be easily categorized into three E's, they are:

Action Research Data Collection

Experiencing
(by observing)

Enquiring
(By asking)

Examining
(By using records)

- * Participant observation
- * Non-participant observation

- * Informal / unstructural
- * Interview
- * Structured / Formal interview
- * Questionnaire
- * Attitude scale
- * Rating scale
- * Surveys
- * Checklist
- * Standardised test

- * Anecdotal records
- * Teacher Portfolios
- * Journals
- * Audio and video tapes
- * Artifacts
- * Fieldnotes
- * Report cards
- * Attendance

Selecting the data that are most appropriate for studying the case is very important. A researcher can choose any of the above appropriate tool which suits his/her research. Using the gathered information from the collected data, probable causes of the problem can be identified and left it for the further step.

ANALYZING PROBABLE CAUSES AND FORMULATION OF HYPOTHESIS:

After collecting the required data, the next step is put together those facts and analysing the probable causes of the problem to take the needed action. This will lead to the formation of action hypothesis to check whether the intervention / action taken is effective (or) ineffective in the end of the process. Hypothesis is a tentative solution to a problem by a intelligent guess. It is very essential to build a bridge between the problem and the location of empirical evidence that may solve the problem. It can be expressed either positive (or) negative statement. The former ways of hypothesis is called research hypothesis and the latter way is called null hypothesis.

HYPOTHESIS:

An action hypothesis is one that is formed in an action research. A hypothesis could be in declarative form, predictive form, questions form or null form. An action programme hypothesis is formed after listing all possible causes and choosing the most likely cause among them.

ACTION PROGRAMME

Designing a plan of Action will allow making changes in a course of action process. On the basis of the formulated action hypothesis, some action is taken in the prevailing situations and the relevant evidence is gathered. As with any experiment, if several changes are made at the same time, it would be difficult to determine which action is responsible for the outcome. Therefore, while implementing for the new technique continue to document and collect data on performance. This is the researcher's observation and experience with the students prompted to conclude instructional intervention due to the reasons like:

Lack of mastery and comprehension, lack of interest and concentration, lack of interesting visual aids, low comprehension ability, low parental guidance and many such reasons.

3. IMPLEMENTATION AND EVALUATION OF THE ACTION PROGRAMME

After repeating the cycle mentioned in the action programme for the number of different topics in the class, the teacher should try to evaluate whether the students have overcome the problem. For this, the post-test must be conducted on the same topic to observe the performance of the students after implementing the required action/intervention. This is the stage of check the action hypothesis by comparing by means of pre-test and post-test scores. If there is improvement in marks of post-test. The teacher has come to conclusion that the intervention/action taken is effective.

NOTE: Pre-test and post-test question papers must be written at the end of the action research process.

A. FOLLOW UP AND COMMUNICATING THE FINDINGS TO OTHERS:

In the light of evaluation of the action programme. The results and conclusions drawn will be utilized by the teacher for bringing desirable modifications in the behaviour of his pupil in respect with the use of actions / interventions. Being satisfied with the results of the action research, teacher can also share (or) communicate his / her findings with colleagues. So that, it will be useful for them who face the same problems among their students. By showing of results / findings, large number of student community are benefited which ensures the smooth running of teaching - learning process and bring well-efficient and scholarly students.

ACTION
RESEARCH
REPORT

I. IDENTIFICATION OF THE PROBLEM

The student teacher handled biological science for XI standard in Sri Sarada Vidyalaya Girls Higher Secondary School, Salem to practice teaching from 30/08/2022 to 14/12/2022. After identifying the specific problem in the class, the student teacher started the action research program. The student teacher observed the biology class for a week and identified that two students had a difficulty in pronouncing the binomial names of the plants and animals. In order to confirm the problem, the student teacher conducted a pre-test on the topic of binomial names which consisted 20 names. This pre-test was conducted by the student teacher during the second week of the research. After the pre-test, the student teacher affirmed that the majority of the students had an issue in pronouncing the binomial names. After figuring out the issue, the student teacher prepared an action plan to rectify the problem.

1.1. DEFINING THE PROBLEM

The major issue faced by students of XI - B was "Difficulty in pronouncing the binomial names of the plants and animals". So, to begin with, I reviewed the relevant literature papers pertaining to the problem and defined it as follows: Use III Person tense

"CONSTRUCTIVENESS OF PLAYWAY METHODS TO ELIMINATE THE DIFFICULTY IN PRONOUNCING THE BINOMIAL NAMES OF PLANTS AND ANIMALS".

2. LITERATURE REVIEW:

* The Botanical nomenclature is a part of plant taxonomy. International communications of the name of plants in the oral and written forms are arranged in the botanical nomenclature system, using the scientific names of plants in Latin or Latinized language. From the point of view of Indonesian language, the oral form or the pronunciation of the scientific names of plants are not always similar to reviews

their written forms. The written form and the oral form of scientific names of plants are arranged in the chapter of pronunciation of the scientific names of plants. In fact, it was found that the pronunciations of the scientific names of plants are often pronounced wrongly by about 57.2% of the students. The improvement steps in terms of students' abilities in pronouncing the scientific names of plants are needed to be done using flash card media containing pictures and the scientific names of plants. The research result shows that after four training periods, the couple training using flashcards media can decrease the range of errors in pronouncing the scientific names of plants made by the students. The number of students who pronounce the scientific names of plants wrongly decrease from the number of 57.2% into the number of 9.7%. As many as 17 scientific name of plants that are produced wrongly by the students now decreased into 14 scientific names, from a total of 30 names. (Pujastuti P et al, 2018).

51

A historical review of scientific nomenclature and of the pronunciation of classical languages suggest that there is no definitively correct way to enunciate the technical terms applied to harmful algae. Any guide to pronunciation is always relative to some group of speakers; scientific nomenclature is an artificial construct without a population of normative speakers, living or dead, to whom the considered enunciator can have reference. Thus a key to the pronunciation of the Latin and Greek scientific terms in all disciplines, and a priori to the pronunciation of these terms applied to harmful algae, must be based on rules of common sense, mutual forbearance, and general intelligibility. This article includes a guide to pronouncing the names of harmful algae based on these principles. (Anne Algiéri et al, 2000).

This research investigates cacophony of science terminology encountered by the secondary level school students of Khat district. The problem of cacophony of scientific terms needs investigation due to the assumption that mispronunciations of learned in secondary level were still frequently performed by the advanced level students or may be throughout their life. The current research was designed in order to identify the cacophony of common science terminologies by secondary school students and to be study the science teachers' views on secondary level science books produced by the Khyber Pakhtunkhwa Textbook board. It was found that majority of the students like science subject and find the terminologies difficult in which most of the terms contain more than 7 alphabets and were considered as complex terms. Due to this complexity, students feel difficulty in learning of scientific terms. (Arsalan Rashid, 2021)

3. OBJECTIVES:

The main objectives of this classroom-based action research is

- * TO eliminate the difficulties of pronouncing through playway methods
- * TO enhance articulation skills
- * TO improve the student's interaction abilities
- * TO eliminate the fear of complex words pronunciation.

4. METHODOLOGY:

The action research was conducted on the students of XI-B studying in Sri Sarada Vidyalaya Girls Higher Secondary School, Salem. 25 samples were utilized in conducting the action research.

The data collection method used while conducting the action research was questionnaire. Pre-test was conducted and based upon the results, an action research plan was made to rectify the problem among the students. To understand the effectiveness of the action plan, a post-test was also conducted.

4.1 ANALYZING THE PROBABLE CAUSES

The various reasons behind the problem is

- * Difficulty in understanding
- * Fear of lengthy words
- * Lack of attention during teacher's pronunciation
- * Lack of efforts.

4.2. FORMULATION OF HYPOTHESIS

Tentative solution for the problem.

By the use of play way method and regular reading skills, students of XI-B can enhance their pronunciation and eliminate the fear of complicated words.

4.3. HYPOTHESIS

Play way method can exclude the fear of complicated words and elucidate the pronunciation skill of the students of XI-B.

4.8. ACTION PROGRAMME

To rectify the problem of pronouncing the binomial names, the playway methods are employed such as

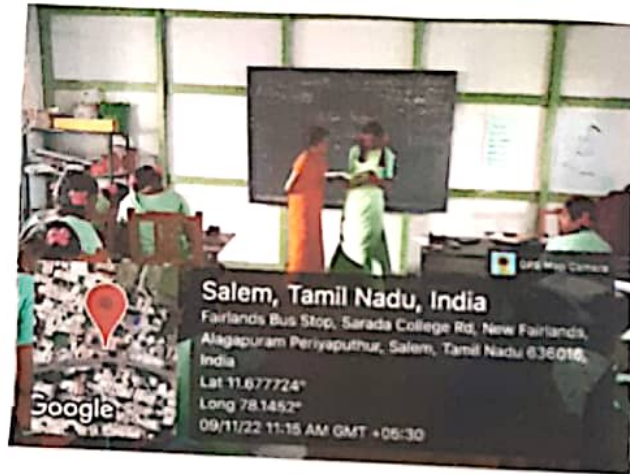
- * Syllabify it
- * Brainstorming
- * Listen & tell
- * Bio-charades
- * Chorus speaking
- * Listening Tower
- * Binomial Bingo
- * Objectification.

4.4. ACTION PLAN

SNO	TARGET DATE	ACTIVITY	TIME REQUIRED (IN MINUTES)	RESPONSE
1.	31.10.2022	Informed the school head mistress about the action research to be undertaken	20	Required facilities were arranged by the headmistress.
2.	01.11.2022	Oriented about the action research to pupil and mentors	25	Immense support was given by the mentors and pupil
3.	02.11.2022	Student teacher planned various activities for the action research.	120	Preplanning lead to proper execution.
4.	03.11.2022	Pre-test	30	<u>ALDS</u> Questionnaire
5.	04.11.2022	Boo - charades	25	Box with various chits
6.	07.11.2022	Listen & tell	20	Audio clip
7.	08.11.2022	Brain storming	35	Flash Cards
8.	09.11.2022	Syllabify it	30	Black board

SNO	TARGET DATE	ACTIVITY	TIME REQUIRED (in minutes)	RESPONSE
9.	10.11.2022	Listening tower	25	-
10.	11.11.2022	Binomial Bsgo	20	Paper and pencil
11.	14.11.2022	Shadow speaking	25	Audio clip
12.	15.11.2022	objectification	30	Real Vegetables and Fruit
13.	16.11.2022	Post - test	35	Questionnaire

PRE - TEST



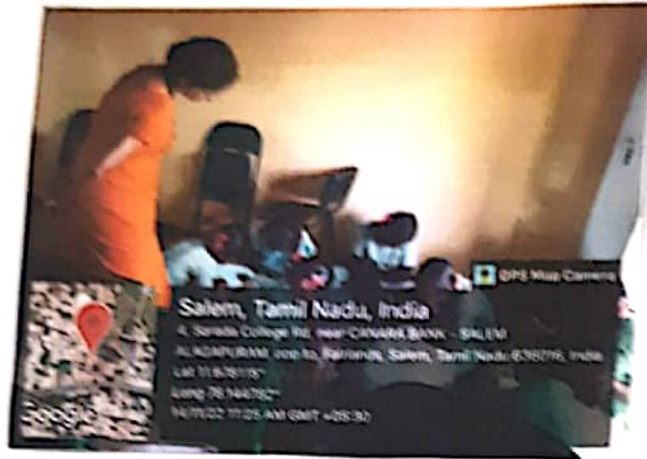
BIO - CHARADES



4.5. IMPLEMENTING THE ACTION RESEARCH

S.NO	TARGET DATE	ACTIVITY	TIME REQUIRED (in minutes)	STUDENTS RESPONSE
1.	03.11.2022	<p>PRE - TEST</p> <p>The student teacher gave 15 binomial names to the students to pronounce</p>	30	Students read the binomial names with great difficulty.
2.	10.11.2022	<p>BLO - CHARADES</p> <p>The student teacher gave a box with cards containing simple terms to the students and asked them to read it.</p>	25	Students were very much delighted and learnt reading techniques.
3.	12.11.2022	<p>LISTEN & TELL</p> <p>The student teacher told various pronunciations of single binomial name and the students find out the correct pronunciation.</p>	35	Student teacher was impressed by the students involvement.
4.	14.11.2022	<p>BRAIN STORMING</p> <p>The student teacher divided the class into 5 groups with 5 members each. The students shared various ideas among themselves.</p>	20	Students shared many pronouncing skills among themselves.

BRAIN STORMING



SYLLABIFY IT



S.NO	TARGET DATE	ACTIVITY	TIME REQUIRED	STUDENTS RESPONSE
5.	15.11.2022	<p>SYLLABIFY IT</p> <p>The student teacher used black board to show the students how to syllabify and easily pronounce the binomial names</p>	35	Students read with much ease with the help of syllabification technique.
6.	17.11.2022	<p>LISTENING TOWER</p> <p>The student teacher listed 10 binomial names and the students listened to it. After 5 mins the students repeated the binomial names in the correct order</p>	25	Students listening skill towards the binomial names were improved
7.	21.11.2022	<p>BINOMIAL BINGO</p> <p>The student teacher gave a card board with different binomial names. The students identified the names read by the teacher and improved their skill</p>	30	Students interpretation skills were elucidated.

POST - TEST



S.NO	TARGET DATE	ACTIVITY	TIME REQUIRED	STUDENTS RESPONSE
8.	23.11.2022	<p>SHADOW SPEAKING</p> <p>The student teacher played a short audio to the students. Students listened to the audio and pronounced the correct term</p>	15	<p>Students listening and pronunciation skills were improved</p>
9.	25.11.2022	<p>OBJECTIFICATION</p> <p>The student teacher showed real vegetables and asked the binomial names of it to the students.</p>	20	<p>Students easily identified the object and pronounced their binomial name.</p>
10.	29.11.2022	<p>POST-TEST</p> <p>The student teacher conducted an achievement test with 20 binomial names.</p>	30	<p>Students showed great difference compared to pre-test</p>

PERFORMANCE TABULATION:

S.No	NAME	PRE-TEST SCORE (OUT OF 20)	POST-TEST SCORE (OUT OF 20)
1.	Dharani . V	9	14
2.	Divya . A	12	16
3.	Elavarasi . K	11	14
4.	Elavarasi . S	11	14
5.	Gopika . R	10	13
6.	Haritha . M	12	16
7.	Ilakkiya . G	13	17
8.	Isavani . S	10	12
9.	Kalanathi . D	10	13
10.	Kanikasi . K	12	16

S.No	NAME	PRE-TEST SCORE (OUT OF 20)	POST-TEST SCORE (OUT OF 20)
11.	Kaviya . K . R	12	17
12.	Kaviyarasu . S	11	14
13.	Kirthiga . S	11	13
14.	Madhumithra . P	10	14
15.	Meera . S	9	14
16.	Monika . R	11	15
17.	Rajashree . R	10	15
18.	Praveena . A	10	13
19.	Prathi . D	9	13
20.	Radika . A . M	9	12
21.	Sainthani . S	11	14

S.NO	NAME	PRE-TEST SCORE (OUT OF 20)	POST-TEST SCORE (OUT OF 20)
22	Sumanthasi. G.R	10	13
23	Kedasi. K	12	16
24	Vijayasi. K	9	12
25	Yuvasi. S	13	17
TOTAL SCORE		267	357
MEAN SCORE		10.68	14.28

4.6. EVALUATION OF ACTION PROGRAM

Mean Score of Pre-test = 10.68

Mean Score of Post-test = 14.28

The action program had a great impact on the students. The playway methods like Bio-charades, Listen & Tell, Brainstorming, syllabify it, Listening Tower, Rhemical bingo, shadow speaking,

and objectification helped the students to overcome their difficulty of pronouncing binomial names of plants and animals. We can observe a great difference in the mean score of pre and post-test. After a proper evaluation, the mean score of post-test was higher than that of pre-test which shows the effectiveness of the action programme conducted.

FOLLOW UP AND COMMUNICATING THE FINDINGS WITH OTHERS

The student teacher conducted test on binomial names in the consecutive classes for the students. It helped the students to further elucidate their pronunciation skill. The student teacher also shared her material to the mentors for their future use. The mentors were very happy with the results of their students.

5. CONCLUSION:

The mean score of post-test was higher than that of pre-test and hence, the action programme using the playway method was successful one.

6. QUESTIONS OF PRE AND POST-TEST

- * *Pyrus malus*
- * *Bambusa aridinarifolia*
- * *Musa paradisiacum*
- * *Piper nigrum*
- * *Anacardium occidentale*
- * *Coriandrum sativum*
- * *Zea mays*
- * *Mangifera indica*
- * *Allium cepa*

* Glycine max

* Helianthus annuus

* Canis lupus

* Felis catus

* Camelus dromedarius

* Bos taurus

* Felis leo

* Acinonyx jubatus

* Naja naja

* Ptyas mucosa

* Vulpes vulpes



SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM - 636 016.

(AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI)

RE-ACCREDITED BY NAAC WITH "A" GRADE 'III' CYCLE



B.Ed., Course
Module Preparation

Name : M. FATHIMA BEE

Reg. No.: 2021 P 30

Optional: PHYSICAL SCIENCE

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)

SALEM - 636 016.



B.Ed., Course
Module Preparation

Bonafide Certificate

Name of the Student Teacher : M. FATHIMA BEE

Register Number : 2021P30

Optional Subject : 1 PHYSICAL SCIENCE

2 ENGLISH

M. Fathima bee
Signature of the Student Teacher

[Signature] 20/5/22
Signature of the Internal Examiner

[Signature] 01/6/22
Signature of the External Examiner

Date : 18.05.2022,

Station : SALEM .

INDEX

Sl.No.	CONTENT	PAGE No.
1	INTRODUCTION	3
2	MODULE	3
3	EXAMPLE AND RATIONALE	5
4	GETTING TO KNOW 'ADDIE'	5
5	ADDIE	7
6	ANALYSIS PHASE	9
7	DESIGN PHASE	9
8	DEVELOPMENT PHASE	11
9	IMPLEMENTATION PHASE	15
10	EVALUATION PHASE	15

INDEX

Sl.No.

CONTENT

PAGE No.

11

PHASES IN MODULE PREPARATION

19

12

LEVEL - I

21

13

LEVEL - II

39

14

CONCLUSION

53

LEVEL - I

ACIDS, BASES & pH SCALE

We know that the Physical World around us is made of large chemicals. Soil, air, water are all the life forms and the materials that they use are consists of chemicals. Out of such chemicals acids, bases, salts are mostly used in everyday life. Let it be a fruit juice or a detergent or a medicine. So when an acid and a base react with each other a neutral product is formed which is called as salt. A scale for measuring hydrogen ion concentration in a solution is called pH scale. pH Scale is a set of numbers from 0 to 14 which is used to indicate whether a solution is acidic, basic or neutral.

- ✓ Acids have pH less than 7.
- ✓ Bases have pH greater than 7
- ✓ A neutral solution has pH equal to 7.

OBJECTIVES:

- * To understand the nature of the substances.
- * To know the importance of acids, bases and salts
- * To help the students to identify the differences between Acids and Bases.
- * To test and categorise substances as acidic or basic using indicator or Litmus paper.
- * To make them aware about the pH scale

SPECIFIC NEED:

There is a specific need for the students to know about the formation of acids, bases and salts which plays a very important role in our daily life.

To learn the concepts about their properties and uses to make aware of the nature of the substances.

FLASH CARDS DISCUSSION



FLASH CARDS

ACIDS

- taste sour
- react with some metals to give off hydrogen gas
- conduct electricity in solution

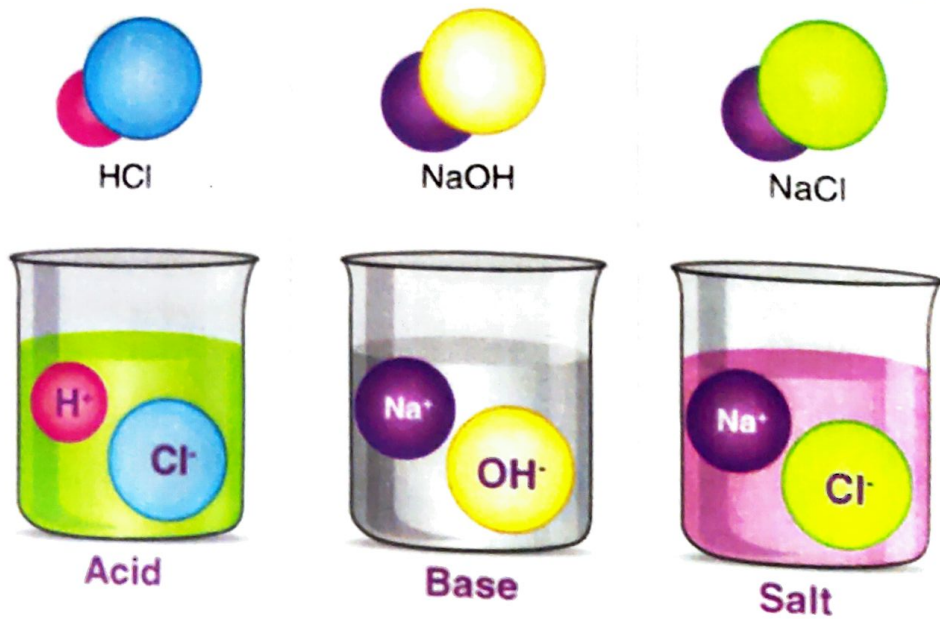
BASES

- taste bitter
- feel slippery
- dissolve fats and oils

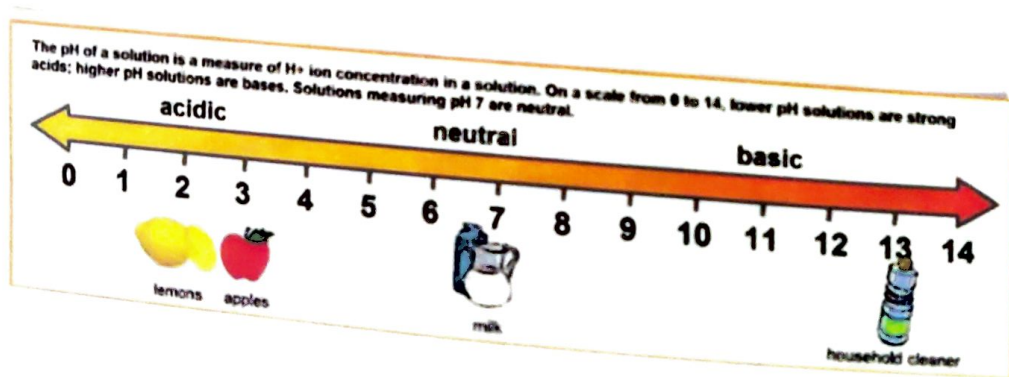
To develop the skills of co-operative learning, visual learning and to strengthen their concepts by group discussion with their friends.

METHOD:

The Flashcard Discussion should be carried to teach this part. The students will be given the flashcards and pictocards consisting of properties and uses of acids, bases and salts. The class room is divided into 5 groups. The group size would be of 7 to 8 students. The duration will be of 30 minutes to analyse every flashcard. The flashcards being discussed in the class. Every other member will learn the properties, uses formation and the pH scale. Students will take turns to explain each flash card and summarise the topics randomly by a student in the group to learn the concepts in a better way.



NEUTRALISATION REACTION



PH SCALE

MATERIAL TOOLS:

- Flash cards, worksheets
- Paper
- Pencil
- Color Sketches

LENGTH OF THE ANALYSIS:

45 minutes to 1 hour.

RESEARCH SITE:

IX Standard,
Municipal Girls School,
Ammapet, Salem.

EXPECTED OUTCOMES:

The Students will be able to identify the acids, bases and salts their sources and analyse their properties and learns to categorise them as acids and bases using indicator and pH scale.

BENEFITS AND UTILITY OF ANALYSIS:

In this way, they are able to concentrate and remember the words learned in the class and identify it in their daily life.

ASSESSMENT / EVALUATION:

The students will be evaluated by answering the questions on the above, the lesson topics will be framed as questions in objective format. They will try to learn the concept more better.

Fill ups

Q.1 Properties of Acids

Acids produce _____ ions in solution

Acids taste _____, Acids turn

litmus paper _____.

Q.2 Properties of Bases

Bases produce _____ ions in solution

Bases taste _____

Bases turns litmus paper _____.

Household Acid and Bases

Examples of common acids and bases in the home

ACIDS



Vinegar



Lemon Juice



Battery Acid



Soda

BASES



Baking Soda



Ammonia



Soap



Borax

ACIDS & BASES

Q 3 Use the words in the box below to label the reaction

Water	Base
Acid	Salt



Q.4

pH scale ranges from _____ to _____

Q.5

A solution has a pH of 7, its _____

Q.6

MATCH IT

- | | |
|------------|-----------------------|
| • Apple | - Citric acid |
| • Soap | - Magnesium Hydroxide |
| • Tomato | - Sodium Hydroxide |
| • Medicine | - Oxalic Acid |
| • Lemon | - Malic Acid |

The pH Scale



$$\text{pH} = -\log [\text{H}^+]$$

sciencenotes.org

ACIDS & BASES

RAINBOW ACTIVITY

FOLLOW UP ACTIVITIES.

ACIDS & BASES RAINBOW

The students will be given a pH scale drawn or pasted as a chart on the blackboard. A list of things will be given as follows,

- Lemon
- Baking soda
- water
- Coffee
- Soap
- Vinegar
- Drain cleaner

Students should draw pH scale and place the substances in their appropriate places. Students will be able to categorise the substances as acids, bases and neutral.

LEVEL II

ADJECTIVES

Adjectives are the words that modify nouns or pronouns. Adjectives usually stand before words, they modify. The student comes to know about the adjectives to know the quality, quantity, number, possessive, demonstrative and interrogative questions. There are also other types of adjectives

They are distributive, indefinite, compound predicate, co-ordinate etc... to be learnt by the adjectives. The students will also easily learn the degrees of comparison. The positive degree are relative, which combines the meanings of the comparatives and the superlative degrees. So, this grammar topic expresses the degree of a quality that characterises the given object

OBJECTIVES:

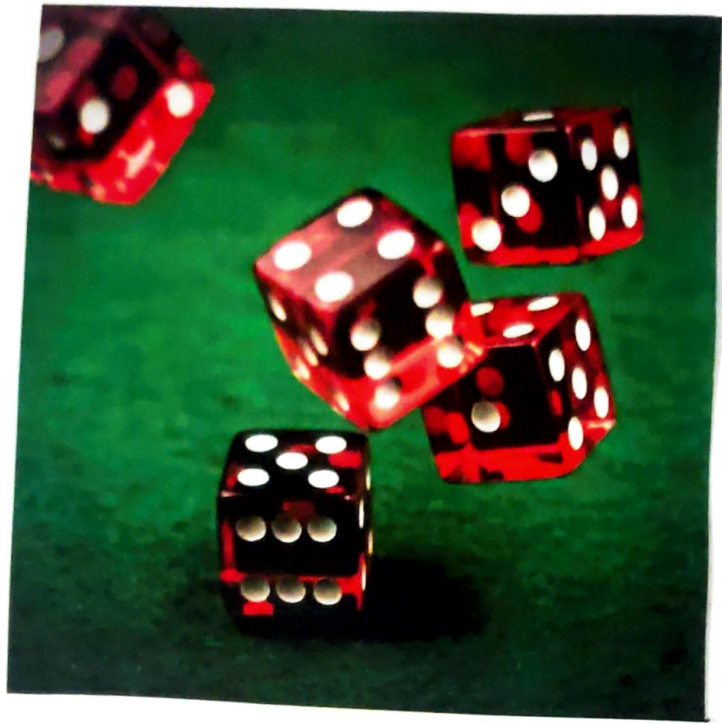
- * To make students learn about the adjectives and how to use it to describe the nouns.
- * Students will also figure out a word to describe a picture given in their worksheets.
- * To grasp the knowledge and the use of particular grammatical items.

SPECIFIC NEEDS:

- * To develop an attitude to apply grammar
- * To encourage the students to describe a picture with different words.
- * To make them enthusiastic to learn new words to add up their vocabulary

METHOD:

A Fun activity for the students to help the students to grasp and learn the things more easily.



'ROLL THE DICE & CHOOSE IT'

"ROLL THE DICE & CHOOSE IT"

Group size: 7-8 members.

The hand out will be given in the form of the dice, consisting of different types of adjectives. The worksheets will be given to each group with the questions consisting of to test the adjectives. The section -I comprises of filling in the blanks with the suitable and most appropriate adjective. The section -II comprises of a picture or the object and three options to describe the given picture.

Students will take turns and roll the dice to choose the most appropriate answer. The students will be monitored simultaneously to take care of their active participation in the groups. It will be a fun-filled activity and co-operative learning and exchange of ideas occurs.

MATERIAL TOOLS

- Rolling dice
- Worksheet
- Paper containing adjectives
- Pencil

RESEARCH SITE:

VIII Standard,
Municipal Girls School,
Ammapel, Salem - 01.

LENGTH OF THE ANALYSIS:

45 minutes

EXPECTED OUTCOMES:

- The Students will be able to understand that we describe a noun using adjectives
- Students will help to identify the different type of adjectives, they learn actively in groups.
- The Students will analyse and think about the picture as how to describe and use it when they learn it.

List of Adjectives

<p>Appearance Adjectives</p> <p>adorable beautiful glamorous magnificent old-fashioned</p> 	<p>Color Adjectives</p> <p>orange yellow green purple white</p> 	<p>Condition Adjectives</p> <p>alive important tender clever better</p> 
<p>Feeling (Bad) Adjectives</p> <p>clumsy embarrassed jealous mysterious repulsive</p> 	<p>Feeling (Good) Adjectives</p> <p>agreeable kind obedient faithful delightful</p> 	<p>Shape Adjectives</p> <p>chubby narrow square curved straight</p> 
<p>Size Adjectives</p> <p>large massive small immense tiny</p> 	<p>Sound Adjectives</p> <p>melodic voiceless quiet thundering whispering</p> 	<p>Time Adjectives</p> <p>ancient modern rapid old-fashioned early</p> 
<p>Taste/ Touch Adjectives</p> <p>delicious nutritious fresh bitter yummy</p> 	<p>Touch Adjectives</p> <p>breeze chilly boiling cuddly cool</p> 	<p>Quantity Adjectives</p> <p>empty heavy numerous few sparse</p> 

ADJECTIVES

BENEFITS / UTILITY OF ANALYSIS:

In this way they are able to concentrate, remember the words and identify as how to describe a noun or a thing.

WORKSHEET FOR -

"ROLL THE DICE & CHOOSE IT"

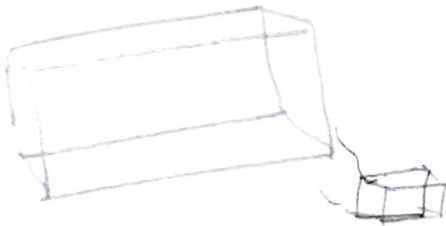


CAKE

SOFT

OLD

HARD



BUTTER

HARD

SLOW

MELTED



CHILLY

ICE

SPICY

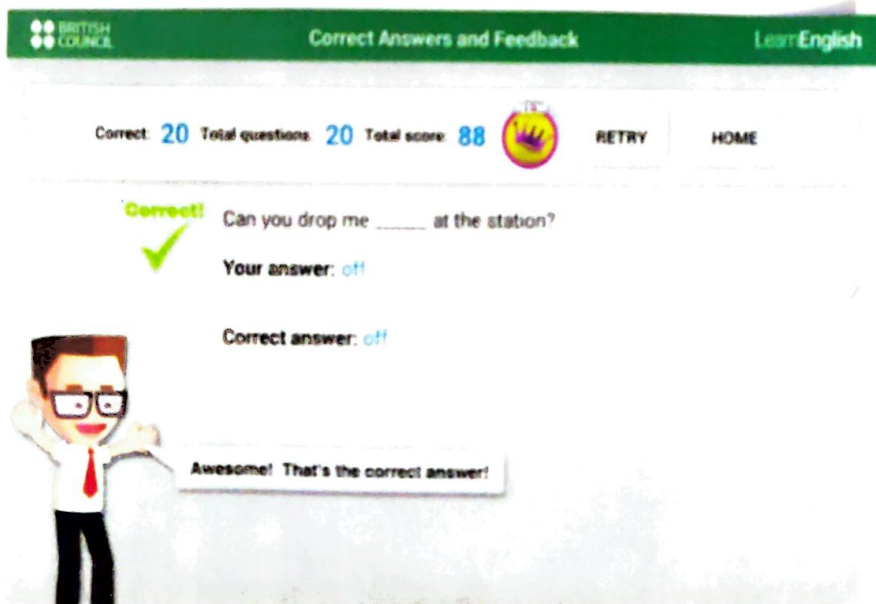
SWEET



JOHNNY
GRAMMAR'S
WORD
CHALLENGE

APP LINK:

<https://learnenglish.britishcouncil.org/apps/johnny-grammars-word-challenge>





HOT

COLD

ICY

- 4.
- 5 A Rabbit has _____ ears
- 6 A Spider has _____ legs
- 7 My Cat has _____ tail
8. A _____ pencil is on the table
- 9 Rita is _____
- 10 Those bags are _____

ASSESSMENT / EVALUATION:

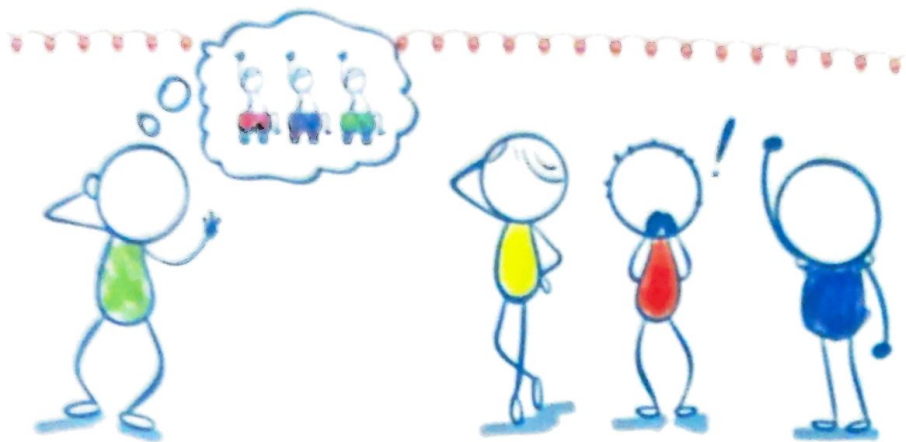
APPLICATION/
ICT TOOL

JOHNNY GRAMMAR'S
WORD CHALLENGE

The Above application is developed by British Council to enhance the learning of English.

The Multiple choice questions will

DUMB CHARADES



DUMB CHARADES



CARDS WITH ADJECTIVES

Good!

be in the forms of testing their understanding in Adjectives and Degrees of comparison. The application provides report of the total questions, of which how many are responded correctly and the score of each student is assessed individually.

FOLLOW UP ACTIVITIES:

To enhance the concept more into their minds,

'DUMB CHARADES'

activity will be conducted, in a bowl 20 cards consisting of the adjectives will be placed and each student will be given opportunity to guess the word and this will be fun-filled.

- | | | |
|-------------|-----------|----------|
| • BEAUTIFUL | • SHARP | • CLEVER |
| • LONG | • STRANGE | • CLEAN |
| • SHORT | • STRONG | • BRIGHT |
| • FAST | • UGLY | • POOR |
| • OLD | • FAT | • YOUNG |

CONCLUSION:

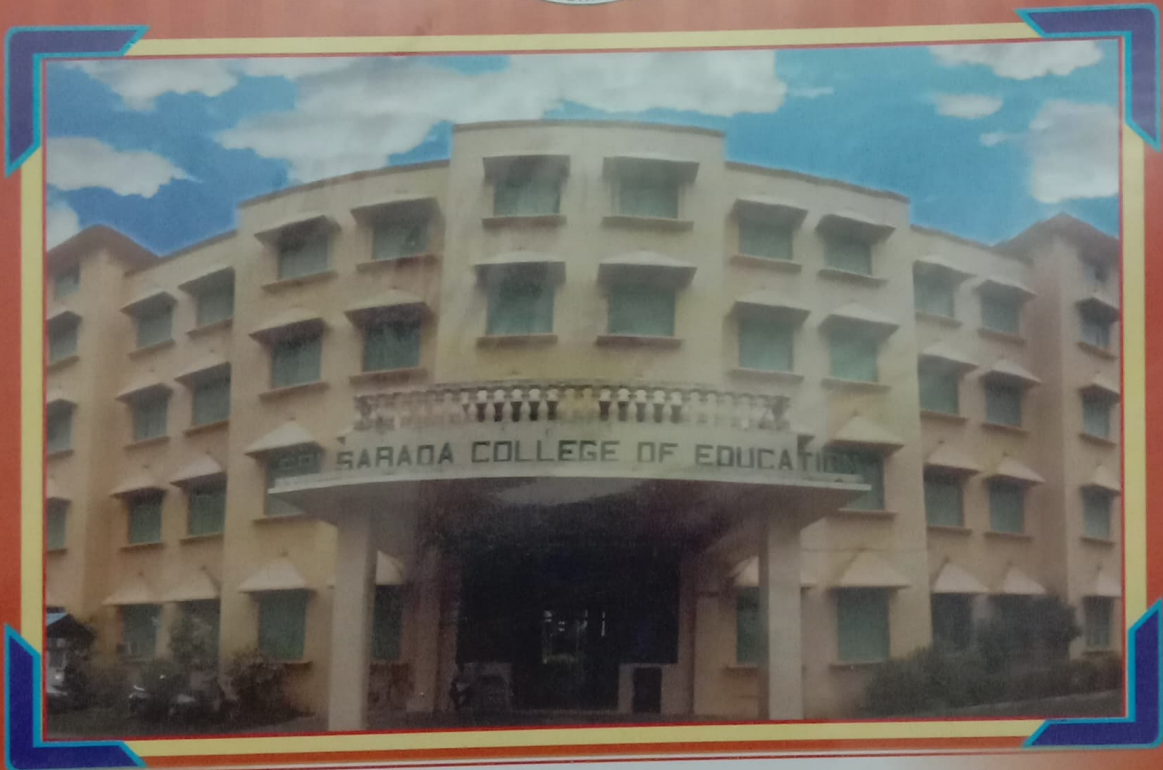
Thus, the teaching module will help the teachers to analyse the effectiveness of his/her teaching by making/creating some activities in the classroom itself. It also enriches the students performance inside the class and to create atmosphere interesting in the student's learning process. Thus the teacher of any subject should prepare a teaching module before taking the class.

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM - 636 016.

(AFFILIATED TO TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI)

RE-ACCREDITED BY NAAC WITH "A" GRADE



**B.Ed., Course
Test and Measurement**

Name : B. Loganayagi

Reg. No. : 2021M19

Optional : Mathematics

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)

SALEM - 636 016.



B.Ed., Course
Test and Measurement

Bonafide Certificate

Name of the Student Teacher : B. Loganayagi

Register Number : 2021M19

Optional Subject : 1 Mathematics

2 English

B. Jeyasri
Signature of the Student Teacher

Signature of the Internal Examiner

Date :

Signature of the External Examiner

Station : Salem

Objectives	Content	Knowledge			Understanding			Application			Skill			Total		
		Objective type	Short answer	Long answer	Objective type	Short answer	Long answer	Objective type	Short answer	Long answer	Objective type	Short answer	Long answer	Objective type	Short answer	Long answer
Prose		-	-	-	1(10)	2(2)	5(1)	-	-	-	-	-	-	1(10)	2(2)	5(1)
Poem		-	-	-	1(1)	-	5(2)	-	-	-	1(1)	-	-	1(2)	-	5(2)
Grammar		-	-	-	-	-	-	2(4)	-	-	-	2(1)	-	-	2(5)	-
Supplementary		-	-	-	1(5)	2(2)	-	-	-	-	-	-	-	1(5)	2(2)	-
		0			39			8			3			50		

