SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM – 16

CRITERIA VII : Institutional Values and Best Practices

KEY INDICATOR 7.2 Best Practices

Metric No : 7.2.1. Describe at least two institutional best practices (as per NAAC format given on its website)

7.2.1 Photos related to two best practices of the Institution

BEST PRACTICE: I

MODULE PREPARATION ADDIE MODEL

Title of the practice:

Module Preparation as per ADDIE Model.

Objectives of the practice:

- ➢ To provide an experience for developing various activities.
- ➢ To help realize the importance of student-centered learning.
- ➢ Encourages the trainees to involve themselves in ICT to create activities.
- ➢ To enhance creativity among trainees.
- ➢ To motivate trainees to update the subject knowledge in order to induce self-learning among students.

Context:

Develop higher order cognitive abilities. Understand real-world application of the concepts. Cognize how to make the students more engaged in the classroom. Identify the suitable methodologies for teaching the particular concept. Provide a systematic way to structure the concepts and related information. Those who are efficient in them alone can be good at the teaching profession. By giving proper training in these ICT preparation and utilization in their day to day teaching process, they emerge competent for the Gen Z learners.

The practice:

Module preparation is one of the practicum components for II-year B.Ed. trainees of Sri Sarada College of Education. It has three phases.

  i.   Pre-active Phase
 ii.   Inter-active Phase
iii.   Post-active Phase

Pre-active Phase: Before the teaching practice, orientation was given to students on modules, their types, importance, and steps in ADDIE Model. Students were asked to prepare sample modules for both majors and optionals according to the ADDIE Model.

Inter-active Phase: During the teaching practice, trainees executed the modules made during the Pre-active phase. In this phase, trainees got suggestions and guidance from their respective teacher educators for the proper execution.

Post-active Phase: It is the evaluation phase. Here the students were asked to submit the records. This provided a base for improving the teaching and changing strategies of teaching.

Outcomes:

At the end of the module preparation, the student teachers were able to

- ➢ Understand real-world application of the concepts.
- ➢ Develop higher order cognitive abilities.
- ➢ Identify the strategies to make the students more engaged in the classroom.
- ➢ Identify suitable methodologies for teaching the particular concept and
- ➢ provide a systematic way to structure the concepts and related information.

All student teachers prepared the modules as per generic ADDIE Model. This shall enable them to become efficient in module preparation.

Obstacles faced: Deep content knowledge

Interaction phase is very important. During this phase, lack of

i. Divergent thinking
ii. Updating of knowledge, and
iii. Knowledge in choosing suitable activities for the content affected the effectiveness of teaching through these modules.

These obstacles were rectified by brainstorming. The trainees were provided proper guidance by their guide teacher educators and the subject teachers in the institution.

Impact:

- ➢ Clarity acquisition in the subject knowledge.
- ➢ The student teachers experienced the real classroom situation.
- ➢ Improving creativity, by incorporating the appropriate activities for a particular content through various modes of activities like games, quiz, discussion and videos.
- ➢ Realizing the benefits of activity-based learning.
- ➢ Preparing the steps in module preparation for the selected content.

BEST PRACTICE - II

SUSTAINABLE GREEN CAMPUS

Title of the practice:

Sustainable Green Campus.

Objectives of the Practice:

- ➢ To create awareness among student teachers to prevent environmental pollution.
- ➢ To maintain plastic-free campus
- ➢ To increase green cover around campus by planting saplings and sowing seed balls and maintaining herbal gardens.

- ➢ To initiate cleanliness drives on campus.
- ➢ To follow proper waste management practices.
- ➢ To conserve energy by all means.
- ➢ To adopt green practices to ensure an eco-friendly environment.
- ➢ To harvest rainwater and use it for groundwater table recharging.

Context:

Our country is committed to finding solutions for environmental degradation that challenged overall wellbeing and health. Environmental degradation caused by human activities put our life under threat. It is the need of the day for everyone to consciously work towards protecting the earth from the pollution that has created an adverse effect on climate and biodiversity. Educational institutions have a due responsibility to work on sustainable principles through implementing green initiatives on and off campus thereby preventing environmental degradation. This practice facilitates students' a conducive learning environment. In this context, our institution took the effort to keep our campus clean and green by adopting sustainable environmental measures. To ensure this, policies were drafted regarding energy conservation, waste management, water conservation, and green campus. As our college is located in the heart of the city, we exhibit green management by adopting green practices which consequently function as a lung space for the city.

The Practice:

Sustainable campus measures

Our institution has adopted several environmentally responsible practices to impose a sustainable environment on our campus such as using solar energy, wisely managing solid wastes and e-wastes, water conservation by rainwater harvesting, and instigating clean drives in and off- campus in an effective manner. Swattch committee functions effectively to make awareness among trainees on 'Reduce and Replace plastic' by conducting competitions and seminars. We celebrate World Environment Day as one of the practices to attain coveted green status around the campus. Posters related to alternatives for one-time use and throw-away plastic items are stuck on the bulletin board placed at the main entrance to make staff and students sensitized to using environmentally friendly articles for daily use.

Various competitions, rally, and exhibitions are conducted by the swatch committee to make students be aware of preventing the use of plastics. On protecting small habitations such as birds and squirrels, we provide nests on trees for their happy life.

Herbal Garden

Herbal garden is established and maintained by eco-club in our college that is believed to be stress reducers, helping inward off diseases, keeping our mind sharp and happy. Herbal garden is nurtured by planting medicinal herbs such as Aloevera, curry leaves, basil, lemon grass, peppermint, thyme, oregano, camphor, Hibiscus rosa-sinensis, rose mary, purple basil, sweet basil etc. Before planting herbal plants, well-composted organic manure obtained from the Vermicompost plant of our college is applied to support the growth of plants. At the same time, organic pesticides prepared by eco-club is being used for herbal garden. Herbal tea which consists antioxidants is regularly prepared and served to staff and students to improve their metabolism to fight against infections and diseases.

Seed balls plantation

Our students display environmental consciousness by planting saplings and sowing seed balls to increase green cover around our campus. Different varieties of herbal seeds were planted during the last six years. The present status of a clean and green campus is the outcome of our effort in implementing sustainable environment measures.

Energy conservation

Using the electric power received from the power grid unit is cost effective, we installed solar panels and some of the lights are replaced with energy-efficient LED bulbs. We also have proposals on demanding additional solar panels from the government. Our students are instructed to switch off lights, fans, digital board, Mic in the classrooms, labs, seminar hall when they are not in use. Staff and students are given orientation on keeping computers and laptops on 'power saving mode' when they are not working.

On insisting faculty members and students to avoid plastic usage, our campus is declared a 'plastic-free zone'. The Swatch committee conducted plastic-free campaign on 'Reduce and Replace plastic' nearby area of our college. To adopt a more sustainable,

environmental-friendly lifestyle, we took serious actions to reduce paper use. As a result, we use papers that are printed on one side for rough work. Staff are using LMS, blogs, and e-mails to share reading materials with students and among staff for official communication. Students are also asked to submit their assignments online via LMS.

Three separate dust bins for disposal of biodegradable and non-biodegradable wastes are kept in the ground which instigates staff and students to practice the same in their homes too. The daily solid wastes collected from the hostel kitchen are wisely planned to prepare Vermicompost. On realizing the harmful effects of e-waste on the environment, we exchange the electronic items with local companies thereby curtailing e-waste on the campus.

We periodically repair water dripping taps and water-efficient taps to save water. The Swatch committee sensitized staff and students towards optimal usage of water on and off campus. Harvested rainwater collected from roof top of the building is used for groundwater table recharging and diverted to the herbal garden.

Evidence of Success:

- ➤ The sustainable green ambience beautifies our campus.
- ➤ Herbal tea is prepared with herbal leaves reaped from our garden is served to staff and students which resulted in the prevention of dangerous infections like corona.
- ➤ Energy conservation initiatives help to save money on electric bills.
- ➤ Water conservation measures helped to maintain our green campus.
- ➤ Ban on Plastics adds extra beauty to our campus. Plastics that were previously used in our campus are replaced with wooden articles.
- ➤ Purchasing of paper in office is now reduced.
- ➤ Nurturing Herbal Garden by using Vermicompost prepared by the eco-club.
- ➤ A Sustainable clean and green campus facilitated an effective environment for learning.

Problems Encountered:

Nourishing herbal garden, however, maintained by eco-club, required additional manpower and attract personal attention.

Resources Required:

In order to meet a shortage of manpower, we need additional support on maintaining a green campus during holidays.

Sri Sarada College of Education (Autonomous), Fairlands, Salem-16.

'Teacher preparation addressing the challenges of National and Global perspectives'

7.2.1 Video links related to two best practices of the institution.

https://youtu.be/Xrr8hgIcvfg

https://youtu.be/hZD81mflU2Q

https://youtu.be/W6Fill2uc7g

https://youtu.be/dPBOtm62WxY

7.2.1 PHOTOS RELATED TO TWO BEST PRACTICES OF THE INSTITUTION

GREEN CAMPUS

PREPARING ORGANIC MANURE

HERBAL TEA PREPARATION AND DISTRIBUTION

SEED BALL PREPARATION

SAPLING PREPARATION

RAIN WATER HARVESTING

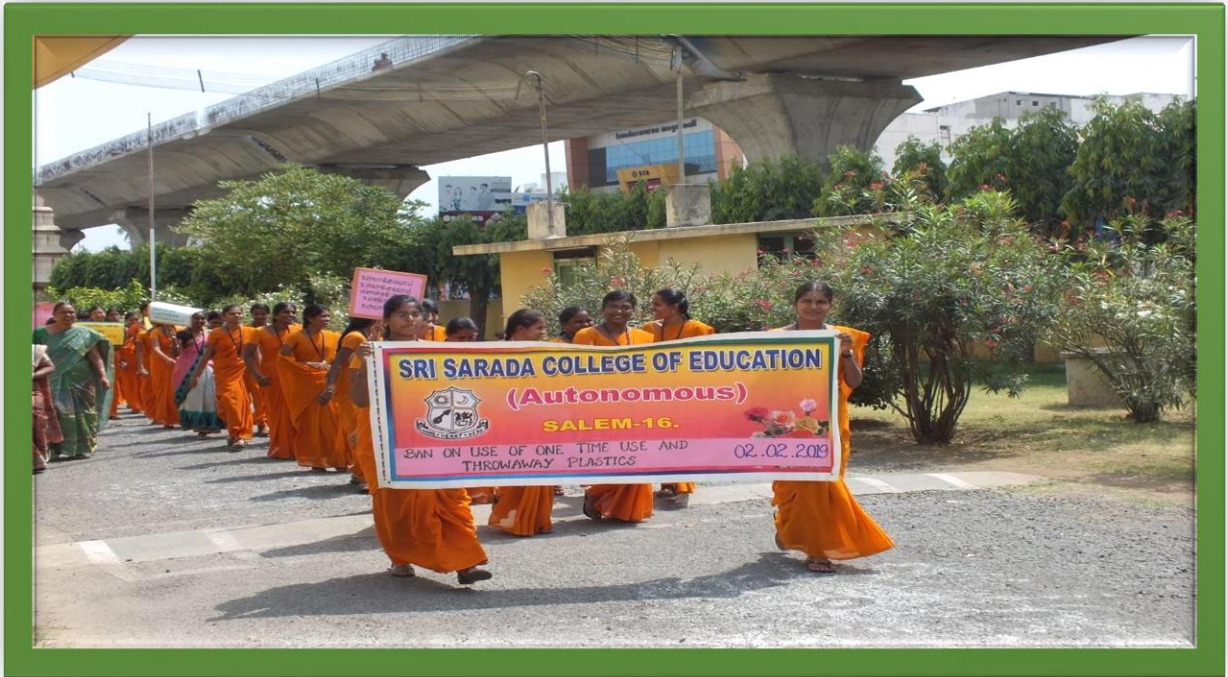# WASTE WATER RECYCLING

RESERVOIR/TANK/BOREWELL

OPTIMAL USAGE OF WATER

INHABITATION OF BIRDS AND SQUIRRELS

AWARENESS RALLY ON BAN ON USE OF ONE TIME USE AND THROWAWAY PLASTICS

SOLAR PANEL

SEGREGATION OF WASTE

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·PATHIMA BEE

Reg. No. : 2021 P 30

Optional : PHYSICAL SCIENCE

SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS)

(AFFILIATED TO TAMILNADU TEACHER EDUCATION UNIVERSITY, CHENNAI)

RE-ACCREDITED BY NAAC WITH "A" GRADE 'III' CYCLE

SRI SARADA COLLEGE OF EDUCATION

B.Ed., Course
Module Preparation

Name : M. FATHIMA BEE

Reg. No. : 2021 P 30

Optional : PHYSICAL SCIENCE

SRI SARADA COLLEGE OF EDUCATION

SRI SARADA COLLEGE OF EDUCATION

B.Ed., Course
Module Preparation

Name : M. FATHIMA BEE

Reg. No.: 2021P30

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SRI SARADA COLLEGE OF EDUCATION

(AUTONOMOUS), SALEM - 636 016.

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B.Ed., Course

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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

30/5/22

Signature of the Internal Examiner

6/5/22

Signature of the External Examiner

Date : 18·05·2022,

Station : SALEM .

INDEX

INDEX

MODULE
PREPARATION

MODULE PRERATION ~

Introduction:

What is instructional design?. In short, instructional design is the process by which learning products and experiences are designed, developed and delivered. Their learning products include online courses, instructional manuals, video tutorials, learning simulation etc..... Instructional designers are the 'architects' of the learning experiences and the directors of the instructional system design. ISD process. The terms instructional design, instructional technology, learning experiences i.e design and instructional systems design (ISD) are sometimes used interchangeably below are a few instructional design definitions from various sources.

(MODULE)

In Education, the term 'module' refers to an instructional unit that focuses on a particular topics. Athrough the details and activities vary according the specific interest and context, such as course and student level most educational modules include information about the topic

focus on student-centered learning activities and culminate in a project for students to demonstrate understanding.

Examples and Rationale:

Modules generally begin with a research questions to focus student thinking such as, How do tornedos form? Students then gain basic information through reading or videos followed by exploration activities, such as wating as a tornado damber. Modules may involve the study of any topic, such as computer animations, then engineering concepts, general electronics and global warming. Since modules use active rather than provide learning experiences. Students may be more engaged, understand real-vold application of the concepts and further develop higher order-cognitive abilities.

Getting to know ADDIE:

In a nutshell, ADDIE is an Acronym where every letter corresponds, is one of the models main phase analysis, design, development, implementation and the Evaluation.

The ADDIE Methodology was developed in Florida State University's Center of Educational Technology back in the seventies. Intially, the model was meant to be used in the vs armed forces, a fact to which it owes its streamlined process and clear delineation of phases. Despites being nearly forty years old, the methodology has sat fallen out of use, indeed it has remained the leading a learning methodology to their day.

ADDIE:
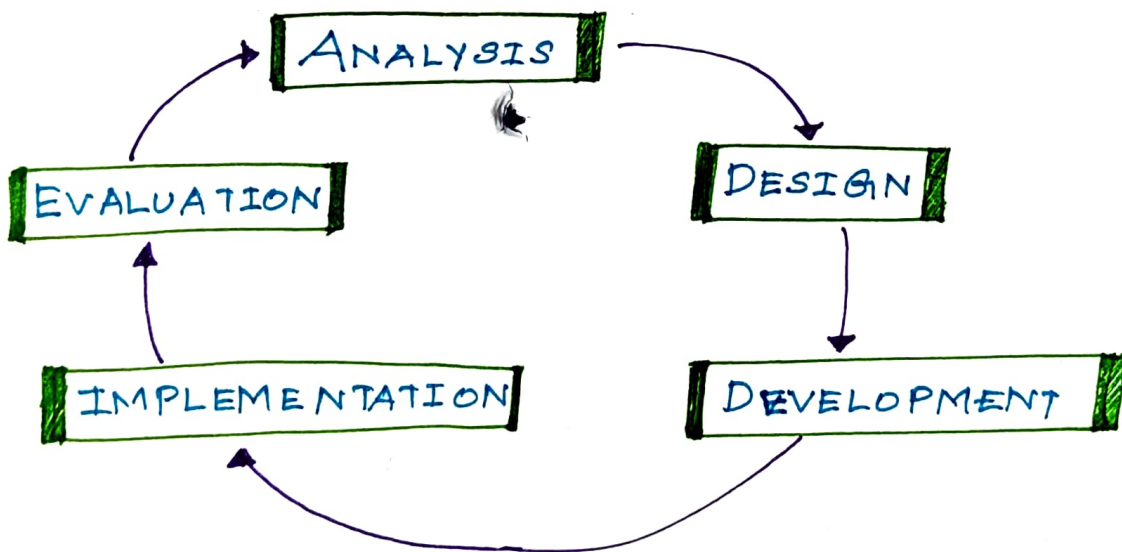
ANALYSIS PHASE :

In the Analysis Phase, instructional problem should be clarified and the instructional objectives should be established. During this phase, the learning environment and learners existing knowledge and skills should be identified. During their phase, the instructional designer should frame the problem, gather the data determine needed resources, drafts a timeline. The following questions should be addressed during this phase.

who is the audiance and what are their Characteristics ?

what are the new behavioural outcome ?

what learning constraints exist ?

what delivery options exist ?

what is the time line for the projection Completion ?

DESIGN PHASE :

The design phase includes learning objectives assessments, exercises, content, subject matter analysis, lesson planning and media

selection.

It is important that the design phase in systematic and specific. Systematic means that the material is logically identified, developed and evaluated to achieve the projects goals. Specific means that all instructional elements needs are executed with alteration to details.

The following steps should be done during this place. Documentation and application of the project, design strategy learned on intended outcomes. Design of the user interface and user experience. Action of the lessons prototype and application of graphic design principle.

DEVELOPMENT PHASE:

In the development stage, the developments put together everything that they created in the design phase. Also in the phase, programmers develop their final product Then the designers review and revise the project according to the feedback they receive from the client.

The following questions are answered during this phase :

were the analysis for the project done correctly?

were the instructional objective appropriate for the learning needs of the participants?

To what extend are the user instructional strategies used in the lesson successfully?

Is it possible to acurately assess learning with this lesson?

IMPLEMENTATION PHASE:

Implementation is the actual presentation of the causes or learning materials to the learners. This is also the phase where the person responsible for the course or the manager ensures that all the materials are in place and that the learning application is functional.

EVALUATION PHASE:

The Evaluation phase typically has two parts : Formative and Summative.

Formative Evaluation should be part of each of the stage of the ADDIE process. Summative evaluation consists of tests

designed specifically for the content, and the feedback received from the end user.

In the first phase, analysis, the problem is defined, the learning goals are established, and the learners pre-existing skills are identified.

The design phase deals with the learning objectives assessment, instruments, exercises content, subject matter analysis, lesson planning and media selection. Essentially this is the strategy phase. In the design phase, graphics are chosen, storyboards are created, the design phase, graphics delivery method is decided and the whole process is outlined.

The development phase is where the course is actually created from the storyboards and media assembled is the design phase. The course is then tested and debugged if necessary reviewed and revised.

The implementation phase is where learners begin taking the training

The evaluation phase is just that, evaluating the course, the learning objectives, whether

those objectives are being met or whether the course needs the additional revisions and additions for greater clarity.

Phases in Module Preparation:

* Objectives
* Specific needs
* Materials / Tools and methods
* Activities / Research action
* Length of Analysis
* Expected Outcomes.

* Benefits and Utility of Analysis
* Assessment / Evaluation.
* Follow-up Activities.

LEVEL-I

ACIDS, BASES & pH SCALE

We know that the Physical World around 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
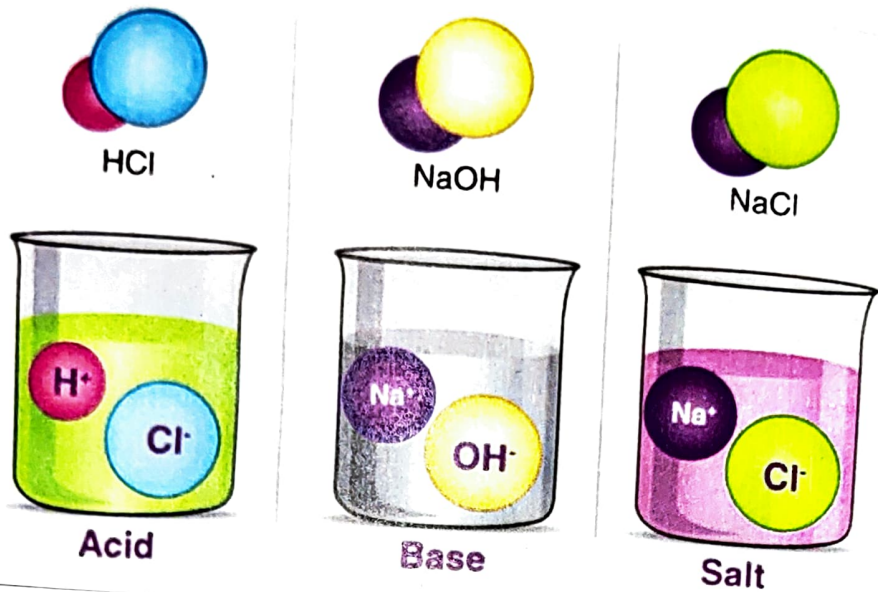- conduct electricity in solution

BASES

- taste bitter
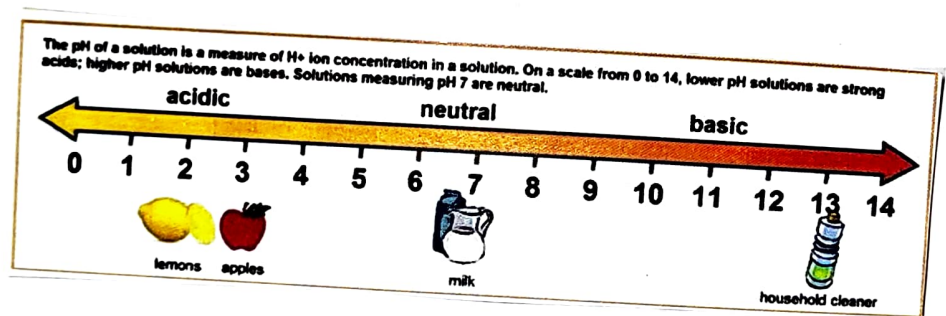- feel slippery
- dissolve fats and oils

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 flash cards and picto cards 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 flash card. The flash cards 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.

HCl   NaOH   NaCl

H^+ Cl^- Na^+ OH^- Na^+ Cl^-

Acid   Base   Salt

NEUTRALISATION REACTION

The pH of a solution is a measure of H+ ion concentration in a solution. On a scale from 0 to 14, lower pH solutions are strong acids; higher pH solutions are bases. Solutions measuring pH 7 are neutral.

acidic   neutral   basic

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14

lemons   apples   milk   household cleaner

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		BASES	
Vinegar	Lemon Juice	Baking Soda	Ammonia
Battery Acid	Soda	Soap	Borax

ACIDS & BASES

Q.3 Use the words in the box below
to label the reaction.

> Water
>
> Acid
>
> Base
>
> Salt

Hcl   NaoH   Nacl H_2O

(H)   (OH)   (Na)   (H₂O)
  (Cl) (Na)   (Cl)

+   =   +

[   ] + [   ] = [   ] + [   ]
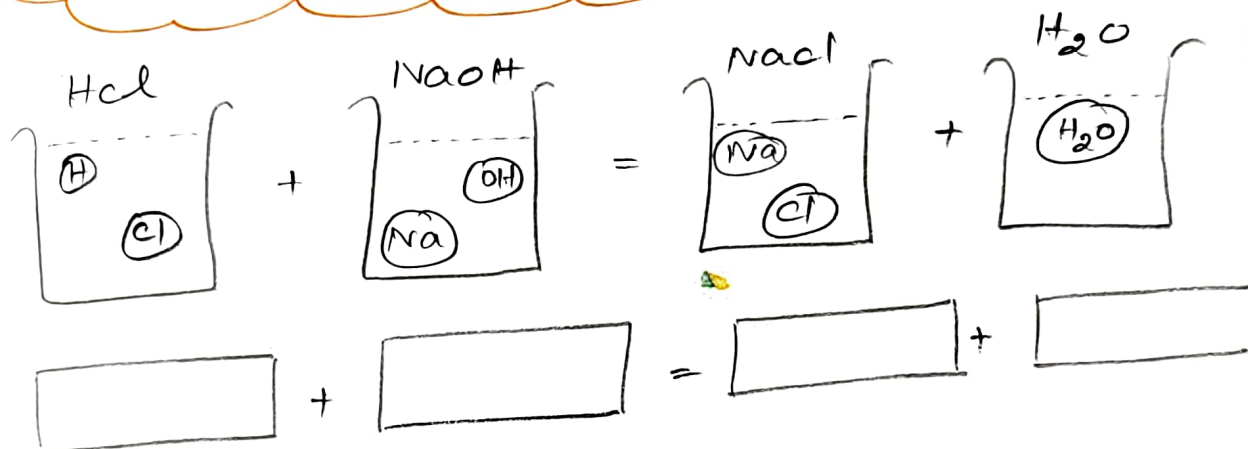
Q.4

pH scale ranges from ____ to ____.

Q.5

A Solution has a pH of 7, it's ____.

Q.6   MATCH IT

- Apple   - Citric acid

- Soap   - Magnesium Hydroxide

- Tomato   - Sodium Hydroxide

- Medicine   - Oxalic Acid

- Lemon   - Malic Acid

The pH Scale

pH = -log [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
- Coffee
- Vinegar

- Baking Soda
- Soap
- Drain cleaner

- water

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 elative, which combines the meanings of the comparitives 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 item.

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 adjectices. 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,
Ammapet, 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

Appearance Adjectives	Color Adjectives	Condition Adjectives
adorable	orange	alive
beautiful	yellow	important
glamorous	green	tender
magnificent	purple	clever
old-fashioned	white	better

Feeling (Bad) Adjectives	Feeling (Good) Adjectives	Shape Adjectives
clumsy	agreeable	chubby
embarrassed	kind	narrow
jealous	obedient	square
mysterious	faithful	curved
repulsive	delightful	straight

Size Adjectives	Sound Adjectives	Time Adjectives
large	melodic	ancient
massive	voiceless	modern
small	quiet	rapid
immense	thundering	old-fashioned
tiny	whispering	early

Taste/ Touch Adjectives	Touch Adjectives	Quantity Adjectives
delicious	breeze	empty
nutritious	chilly	heavy
fresh	boiling	numerous
bitter	cuddly	few
yummy	cool	sparse

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.
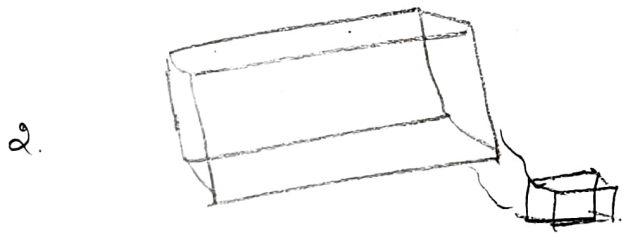
WORKSHEET FOR -

"ROLL THE DICE & CHOOSE IT"

1.

CAKE

| SOFT |
| OLD |
| HARD |

2.

BUTTER

| HARD |
| SLOW |
| MELTED |

3.

CHILLY

| ICE |
| SPICY |
| SWEET |

My Badges

Grammar Novice

Grammar Ace

Grammar Hotshot

Grammar Master

Grammar Guru

Grammar Genius

Let's see how many badges you have earned.

JOHNNY GRAMMAR'S WORD CHALLENGE

APP LINK:

https://learnenglish.britishcouncil.org/apps/johnny-grammars-word-challenge

Correct Answers and Feedback

Correct: **20** Total questions: **20** Total score: **88**   RETRY   HOME

Correct!

Can you drop me _____ at the station?

Your answer: off

Correct answer: off

Awesome! That's the correct answer!

4.

HOT

COLD

ICY
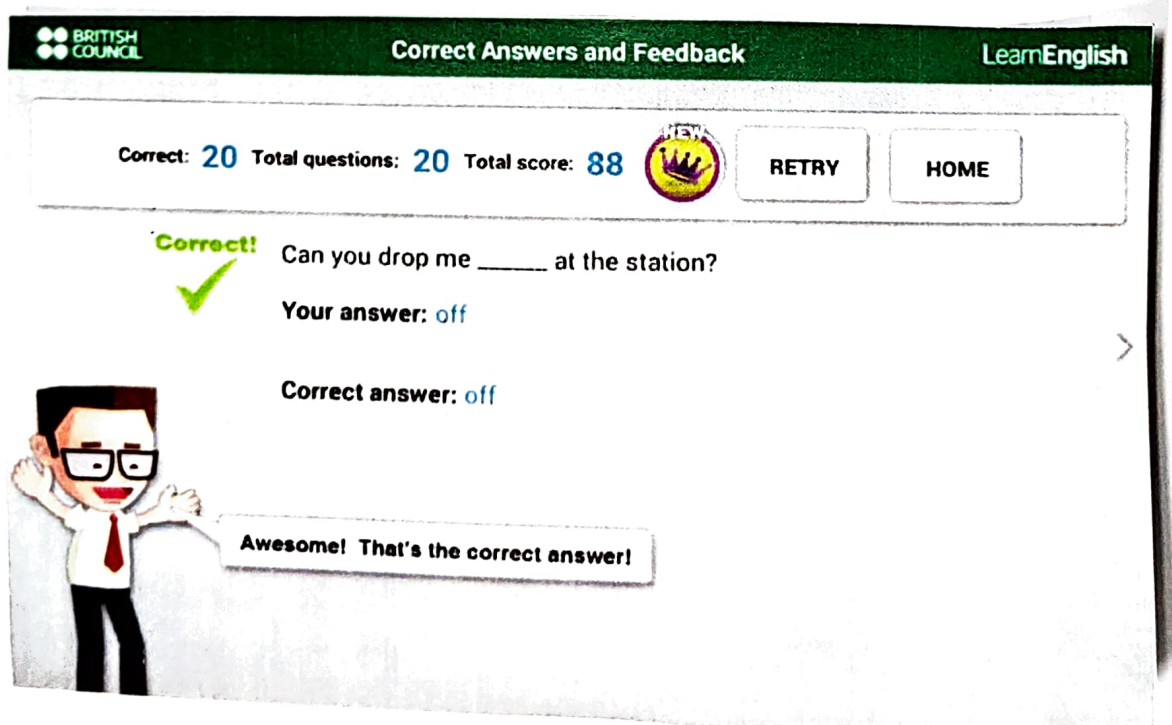
5. A Rabbit has _____ ears

6. A Spider has _____ legs

7. My Cat has _____ tail

8. A _____ pencil is on the table

9. Rita is _____ .

10. Those bags are _____
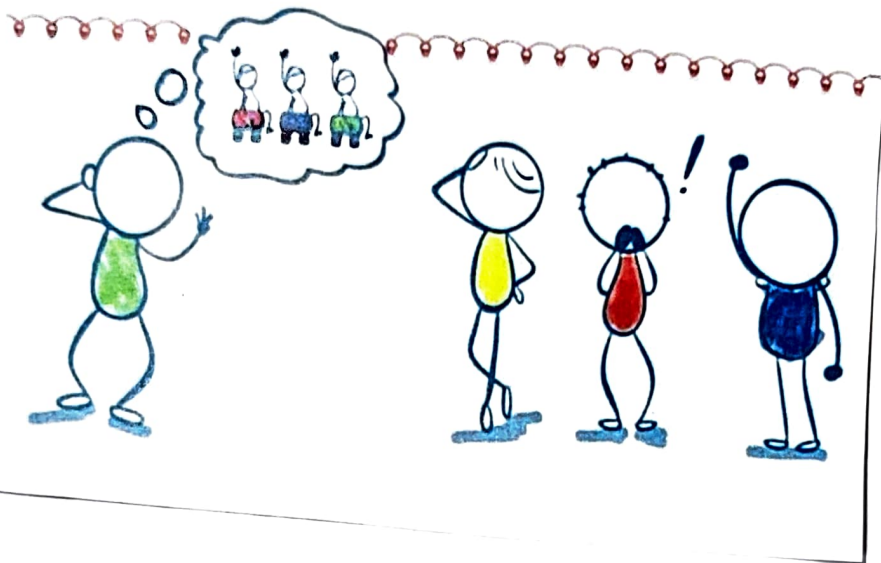
ASSESSMENT / EVALUATION:

APPICATION / | JOHNNY GRAMMAR'S |
ICT TOOL | 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

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 oppurtunity to guess the word and this will be fun-filled.

- BEAUTIFUL
- LONG
- SHORT
- FAST
- OLD

- SHARP
- STRANGE
- STRONG
- UGLY
- FAT

- CLEVER
- CLEAN
- BRIGHT
- POOR
- 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.