

# ST. JOSEPH'S TRAINING COLLEGE

## PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU.05.11. Theoretical bases of teaching Natural Science

Topic: Write a script for the role play of a biological theme and enact it in a school class and reflect

Name: Mariya Tomy

Optional Subject: Natural Science

Semester: 1st

Reg. No. OVAWINS009. For the year 2022-23

*Checked*  
*[Signature]*  
28/01/23

FACULTY MEMBER *[Signature]*

Date: 4.1.2023



## ആദ്യം

2022-24 ബി.എഡ് പാഠ്യപുസ്തകങ്ങൾ രചനയിൽ ഞങ്ങൾക്ക് സാമ്പ്ൽ ചെയ്യാനുമായിരുന്നു. റോൾപ്പേ ചെയ്ത ചെന്നതായിരുന്നു സാമ്പ്ൽ. അതിനെ സംബന്ധിച്ച് തിരക്കഥ തയ്യാറാക്കിയിട്ടാണ് ആദ്യലതം പണവിലയിരുത്തുന്ന ഞങ്ങളുടെ പ്രധാന ആശയം. പണപ്രവർത്തനത്തിന്റെ രചനയിൽ സദൃശിനും ഉൾപ്പെടെ ക്രമപ്രശ്നങ്ങൾ അവതരിപ്പിച്ചിട്ടു കാണിക്കുകയാണ് റോൾപ്പേയിലൂടെ ലക്ഷ്യമാക്കുന്നത്. നിലവിലെ ആധുനികതയുടെയും മെച്ചപ്പെടുത്തിക്കൊണ്ടിരിക്കുന്ന റോൾപ്പേയിലൂടെ ലക്ഷ്യം. ഇതിന്റെ രചനയിൽ 'രക്തചലകങ്ങൾ' എന്ന വിഷയമാണ് ഞങ്ങൾ തിരഞ്ഞെടുത്തത് അതിനെക്കുറിച്ചാണ് തിരക്കഥ തയ്യാറാക്കുകയും ചെയ്തത്.

## വിഷയം - രക്തചലകങ്ങൾ

### ക്രമപ്രശ്നങ്ങൾ

അമ്മ - Aleena Mathews

മകൻ - Sheethal

രക്തം - Malya

ഉപസംഹാരം - Prabitha

പ്രകാശനം - Manjulakshmi ✓

പ്ലാൻ - Aleena Thalakan



- പ്രൈംടൈം — Athira
- ന്യൂട്രോഫിക് — Rashna
- ഹോസോഫിക് — Jisna
- മുസ്ലിംഫോഫിക് — Mufeedha
- ഹോസോഫൈറ്റ് — Krishnendhu
- ലിംഗ് ഹോസൈറ്റ് — Haisha
- റോഡ് — Sonima
- ഹീമോഡൈലിസിസ് — AnnMaly

രോഗം - 1

[സ്പെഷ്യലിസ്റ്റ് വീട്ടിലേക്ക് കൺസൾട്ടേഷൻ വരുന്ന രോഗി]

- രോഗി : 2-നെഴുതിനാ മേൽ കരൾനേ
- രോഗി : [തെരുവിലെ മുറിവ് കിടന്നിട്ട് തൊടാൻ] അമ്മേ ഞാൻ വീണി.
- രോഗി :- [തെരുവിലെ മുറിവ് നോക്കുന്നു] അമ്മേ നന്നായി ചോര വരുന്നതല്ലോ മേൽ കരൾനേ... അമ്മ മുറിവ് തെളി തരാട്ടോ.
- രോഗി : [കൺസൾട്ടേഷൻ അമ്മയുടെ കൂടെ] ചെയ്യുന്നു]







പ്രോഗ്നോസിസ്

:- അധികം അങ്ങനെയൊന്നും ഉണ്ടാകാൻ സാധ്യത കുറവ്. രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും.

WBC

:- നിലവിൽ എണ്ണം ഉയർന്നിരിക്കുന്നു. വെളിച്ചം കിട്ടിയാൽ കുറയും.

പ്രോഗ്നോസിസ്

:- ആരംഭം ഉണ്ടായപ്പോൾ എണ്ണം ഉയർന്നിരിക്കുന്നു. അങ്ങനെയൊന്നും ഉണ്ടാകാൻ സാധ്യത കുറവ്. രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും.

RBC

:- അങ്ങനെയൊന്നും ഉണ്ടാകാൻ സാധ്യത കുറവ്. രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും.

WBC

:- അത് RBC ഉണ്ടാകാൻ സാധ്യത കുറവ്. രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും.

RBC

:- എണ്ണം കൂടുന്നില്ല. രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും.

പ്രോഗ്നോസിസ്

:- രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും. രോഗം കഴിഞ്ഞശേഷം പൂർണ്ണമായി സൗഖ്യമാകും.



നിങ്ങളുടെ വിവരങ്ങൾ ക്രമീകരിക്കുക. ഞാൻ  
പോയി പണി നോക്കട്ടെ. ഇൻ മാനുവൽ,  
വിവരങ്ങൾ വെക്കുക കഴിയും പിന്നെ ഇല്ലാതെ  
പോകും. അങ്ങനെ തന്നെയാണ്.

WBC :- രക്ത ശരി... നീ പോയി വാ... കമ്പ്യൂട്ടറിലോ  
RBC നീ ഇവിടെ ഇങ്ങനെ ഒന്നിന് ചെയ്യാതെ  
ഇരുന്നോ.

RBC :- രക്തം പറഞ്ഞാൽ ഞാൻ ഇവിടെ വെക്കുന്ന  
ഇരിക്കുകയാണ്. നോക്കിയാൽ കലകൾക്കിടയിൽ  
മിടയിൽ 'ഇടയിൽ' എന്നാണ് അർത്ഥം  
അങ്ങനെ വിളിക്കാൻ. രക്തം മാനുവലിലോ,  
ക്രമീകരിക്കുന്ന കമ്പ്യൂട്ടർ പ്രോഗ്രാമിംഗ് അങ്ങനെ

ക്രമീകരിക്കുക :- ശരി... ഞാൻ ഇവിടെ ഉപയോഗിക്കട്ടെ...  
അങ്ങനെ മാനുവലിലോ! അതിൽ മിടയിലോ  
നിന്നത് ആ പദ്ധതികൾ നൽകുന്നത്  
അങ്ങനെ?

WBC :- അങ്ങനെ RBC നീ ചെയ്തത് ഒട്ടും  
ശരിയല്ല. നീയത് മാനുവലിലോ?

ക്രമീകരിക്കുക :- നിന്നത് അങ്ങനെ കമ്പ്യൂട്ടറിലോ?

WBC :- അ... അല്ലെങ്കിൽ ഇവിടെ അങ്ങനെയാണ്.  
അങ്ങനെ... അങ്ങനെ അങ്ങനെ...



[ന്യൂട്രോഫിൽ, ബേസോഫിൽ, ഇനസ്നോഫിൽ  
മോണോസൈറ്റ്, ലിംഗോസൈറ്റ് എന്നിവർ  
രൂപംകൊണ്ട് കടന്നു വരുന്നു.]

WBC :- നിത്യജീവൻ വീര്യോപ്ലാസ്മിൻ വലിയ  
പരിചയമില്ലാതെ... ദുർന്നിലായ പരിചയമില്ലാ-  
ത്തവണ്ണമേ..

### രൂപം - 3

[ശരീരത്തിനുള്ളിലേക്ക് കടന്നു വരുന്ന  
രൂപം]

ന്യൂട്രോഫിൽ :- നന്നായ് വരുന്നു.

[ന്യൂട്രോഫിലും രൂപംകൊള്ളാൻ തമ്മിൽ  
മുട്ടുന്നു]

WBC :- ദുർന്നിലായ കടന്നുവരും. ഇത് നന്നായാണ്  
ഇത്തരം ധർമ്മവും. ശരീരത്തിനുള്ളിലേക്ക്  
കടന്നു വരുന്ന രൂപംകൊള്ളാൻ നശിപ്പിക്കുകയാണ്  
ഇവൻ ചെയ്യുന്നത്.

ഇനസ്നോഫിൽ :- കടന്നുവരുന്ന തടയാൻ വന്നു  
ധർമ്മം.

ബേസോഫിൽ :- വെട്ടാൻ കടന്നുവരുന്ന ഉത്തമം  
ബേസോഫിൽ നന്നായ് വരുന്നവണ്ണം.

മോണോസൈറ്റ് :- ഇവയിൽ മുട്ടുന്നു വലിയ നന്നായ്...  
ശരീരത്തിന് രൂപംകൊള്ളാൻ വരുന്നവണ്ണം  
നന്നായ് വരുന്നവണ്ണം.



പ്രാഥമികത : - രക്തത്തിൽ B-cell ഉം T-cell ഉം ആന്റി ബോഡികളെ ഉത്പാദിപ്പിക്കുന്ന രോഗപ്രതിരോധ കോശങ്ങളാണ് രക്തത്തിൽ ഉൾക്കൊള്ളുന്നത്.

WBC :- B... . ഉത്പാദിപ്പിക്കുന്ന രോഗപ്രതിരോധ കോശങ്ങളാണ് രക്തത്തിൽ ഉൾക്കൊള്ളുന്നത്. ഹീമോഗ്ലോബിൻ ഉൾക്കൊള്ളുന്നില്ലേ?

ഹീമോഗ്ലോബിൻ :- രക്തത്തിൽ കാണപ്പെടുന്ന ഹൃദയം വിട്ടുപോകുന്നു.

കാർബ്ബൻ :- നീർപ്പോഷണത്തിൽ ഉൾക്കൊള്ളുന്നു. നെർവ്വുകൾ കഴിഞ്ഞില്ലെങ്കിൽ ഉൾക്കൊള്ളുന്നു. ഹീമോഗ്ലോബിൻ ഉൾക്കൊള്ളുന്നു. നെർവ്വുകൾ കഴിഞ്ഞില്ലെങ്കിൽ ഉൾക്കൊള്ളുന്നു.

രോഗം - 4

[വേദികയിൽ അജ്ഞാതമായി ഉൾക്കൊള്ളുന്നു]

കാർബ്ബൻ :- നെർവ്വുകൾ അജ്ഞാതമായി ഉൾക്കൊള്ളുന്നു. നെർവ്വുകൾ കഴിഞ്ഞില്ലെങ്കിൽ ഉൾക്കൊള്ളുന്നു. നെർവ്വുകൾ കഴിഞ്ഞില്ലെങ്കിൽ ഉൾക്കൊള്ളുന്നു.



അമ്മ :- അതേ കർമ്മം . കർമ്മ കഴിഞ്ഞാൽ  
മോക്ഷം നേടുന്നതു മുറിവ് മർദ്ദനവും  
മറ്റും .

മകൻ : അതെന്താ അമ്മേ... എന്തൊന്നാണ്  
സംഭവിക്കുന്നത് ?

അമ്മ :- നമ്മുടെ ശരീരത്തിൽ അതിനുവേണ്ടി  
സഹായിക്കുന്ന കർമ്മപരിപാടി പലതരത്തിലുണ്ട്  
മോട്ട് കിടന്നുറങ്ങിക്കൊ... എന്തിൽ  
സോപ്യതയും ചെയ്യാതെ മരിക്കുകയും .

രോഗം - 5

[ശരീരത്തിനുള്ളിൽ രക്തപ്രവാഹം പ്രവർത്തിക്കുന്നു]

രക്തം :- വായു... സമീപമായി . എന്നാലും  
നമ്മൾ നമ്മുടെ ധർമ്മം ചെയ്തല്ലോ !

അതിനാൽ, ഇനി ചെയ്യാവതും കൂടി സഹായിച്ചു  
ആ കർമ്മമൂലം നേടുന്നതു മുറിവ് ചെയ്യുന്ന  
ദേഹത്തിൽ മേൽപടി കർമ്മം .  
ശരീരത്തിലെ താപനില നിയന്ത്രിക്കുന്നതിനും  
രോഗ പ്രതിരോധത്തിനും ആവശ്യപ്പെടുന്നതും  
സംരക്ഷണത്തിനും ഓക്സിജനും ചെയ്യാൻ ശരീര-  
ഭാഗങ്ങളിലേക്കും എത്തിക്കുന്നതിനും വേണ്ടി  
ചെയ്യാവുന്നതും നമ്മൾ ഓടി നടക്കുന്നു . ഇതാണ്  
നമ്മുടെ... നമ്മുടെ ചൈതന്യം .  
[വേദികൾ രക്തപ്രവാഹം കൂടി നിർമ്മിക്കുന്നു]



# PORTFOLIO

ALMA PAUL  
ENGLISH



Sl-No	ACTIVITY	MONTH	DATE	PURPOSE
1.	Chart Workshop	January	22	To know and practice chart writing.
2.	Initiatory School Experience	January	28	To experience the initial level in teaching.
3.	Library Visit	February	17	To promote and encourage reading
4.	World mother tongue day	February	21	To promote linguistic and cultural diversity and multilingualism
5.	Treasure Hunt by English Club	February	23	To boost self confidence, curiosity and interest among students.
6.	Blood Donation	February	28	To ensure safe and sufficient blood supply
7.	Treasure Hunt by Natural Science	March	2	To boost curiosity and interest among students.
8.	Painting competition (Ear) - World Hearing day	March	3	To raise awareness on how to prevent deafness.



9.	Field trip	March	4	To explore historical places and to understand its relevant importance.
10.	Demonstration Class	March	6	To understand and know about teaching methods from seniors.
11.	Women's Day	March	8	To promote gender equality
12.	Maths fest	March	8	To solve out the mathematical problems and to create interest in the subject.
13.	International Pie Day	March	10	To raise awareness about the importance of mathematics.
14.	World Consumer Rights Day	March	15	To raise the awareness about the rights and needs of consumers.
15.	Fashion Show	March	20	To call up the attention of the students to develop a good fashionable outfits from the waste products.
16.	Food fest	March	22	To know about varieties of food
17.	Water day	March	22	To raise awareness about freshwater.
18.	Film Festival	March	26	To raise fund for charity.
19.	Drama by English club	March	27	To introduce the drama and to create interest in drama.



20.	Donated Stationary items to orphanage by Humandy Club	March	31	To help those in need.
21.	Arts Day	April	3, 4	To enhance the artistic talents among the students and to encourage them.
22.	Sports Day	April	5	To promote and encourage team spirit, games and confidence of students.
23.	First Semester Exam	May	29	To assess the progress of students in academics.
24.	Environment Day	June	5	To promote sustainable actions and to create awareness on environment.
25.	Book Donation	June	13	To help the students in need of books.
26.	College Day	June	15	To celebrate and rejoice and to enhance students talents.
27.	Rangoli G-20	June	16	To create interest and to encourage artistic talent.
28.	Farewell	June	16	To bid farewell to the seniors.
29.	Reading Day	June	19	To promote and encourage reading habits among the students.



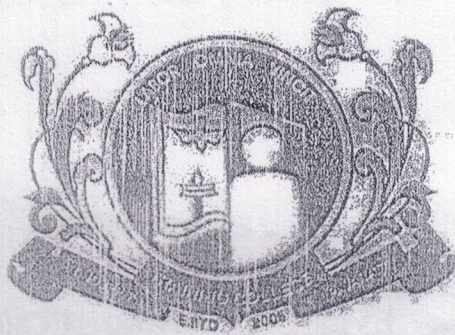
30.	ICT Workshop	June	19-21	To create knowledge on theoretical, practical and application of technology.
31.	YIP	June	21	To provide and to find out solutions for real life problems.
32.	Painting competition by Vimukthi Club	June	23	To create awareness on students regarding the effects of using drugs.
33.	Yoga Day	June	23	To spread awareness on importance of practising yoga in daily life.
34.	Criticism Class	July	7, 10, 11	To enhance teaching skills according to lesson plan.

~~Key Point~~



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU.05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

Topic: Develop a module for a single topic emphasising  
the development of any 5 process skills in  
Secondary Students.

Name: SHAHINA V.A.

Optional Subject: Physical Science

Semester: 1<sup>st</sup> Semester

Reg. No. ONAWT.P.N015 For the year 2022-2024

~~A~~  
FACULTY MEMBER

Verified  
A

Date: 04/01/2023

MS



# UNIT NAME : Gas Laws and Mole Concept

1. TOPIC : Properties of gases

2. INTRODUCTION :

Compared to solids and liquids, gases have a lot of characteristics features. Many elements and compounds are seen in gaseous state.

We are handling so many gases in daily lives, industries and laboratories. Each gas contains numerous minute molecules. When compared to the total

volume of a gas, the real volume of molecule is very less. The molecules of a gas are in a state of rapid random motion in all directions.

As a result of the random motion of the gas molecules, they collide with each other and also collide with the walls of the container in which

it is kept. This collision with the walls accounts for the pressure of a gas. As the collision of molecules are perfectly elastic in nature, there is no loss of energy. From all these things, we get



an idea of the volume of gases, pressure and energy of gas molecules.

3. PRE ASSESSMENT :

- (1) what are the 3 states of a matter?
- (2) what is the nature of molecules in a gas?
- (3) what is meant by pressure in general?

4. INSTRUCTIONAL ACTIVITY

TOPIC	ACTIVITY	PROCESS SKILL
<p>• Volume, pressure and temperature of gases</p>	<p>Teacher shows balloons of 3 different size. Asks them about the volume of gas in each of the balloons.</p> <p>Teacher pull the piston of a Syringe backwards. Press the piston after closing the nozzle of the Syringe. Discuss about the distance between the molecules of gas and their freedom of movement.</p> <p>Teacher shows a picture of Container with gas molecules and discusses about pressure.</p>	



TOPIC	ACTIVITY	PROCESS SKILL
	Teacher takes a glass bottle with a balloon at its mouth. Places the bottle in hot water. Asks the Students to observe	observing

### 5. SUMMATIVE ASSESSMENT :

- (1) Explain the distance between the molecules of gas and their freedom of movement?
- (2) What is meant by pressure of a gas?
- (3) How can we find the temperature of a gas?
- (4) When a gas is heated, what happens to the movement of molecule?

### 6. FEED BACK :

Through the balloon activity students understood the concept of volume of gases. Syringe activity helped them to improve observation skill. Through hot water experiment students gained an understanding of the concept of temperature of gas. Students got many opportunities to improve their observation skill.



## 1. TOPIC : Volume and pressure - Boyle's Law

### 2. INTRODUCTION :

Boyle's law is used to explain the inverse relationship between the pressure and volume of a container of gas held at a constant temperature. When a definite mass of a gas kept in a closed cylinder transferred to ~~the~~ another cylinder without changing the temperature, the number of molecules will remain unchanged. If the volume of a<sup>nd</sup> cylinder is less than first one then the pressure will increase.

### 3. PRE ASSESSMENT :

- (1) What is meant by volume of a gas?
- (2) Explain the freedoms of movement of molecules in a gas?
- (3) What is meant by pressure of a gas?

#### 4. INSTRUCTIONAL ACTIVITY

TOPIC	ACTIVITY	PROCESS SKILL
Boyle's Law	Teacher takes a 10ML Syringe and pulls the piston backwards. Asks the students about the change in volume of gas.	Predicting
	Pushes the piston forward a little and asks students about the pressure change.	Predicting
	Asks them to find the relation between pressure and volume of gas.	Finding relationship

#### 5. SUMMATIVE ASSESSMENT :

- 1) What is the relation between pressure and volume of gas at constant temperature?
- 2) Explain Boyle's Law?
- 3) Give any examples of Boyle's Law from daily life ?



## 6. FEED BACK :

Through the Syringe activity students understood the concept of pressure and volume of gas thoroughly. From moving the piston of Syringe, students get ability to predict the change of pressure and volume. through observation. They get the ability to find relationship between the pressure and volume of gas, thus understood the Boyle's law.

## 1. TOPIC : volume and temperature - charle's law

### 2. INTRODUCTION :

Charle's law is an experimental gas law that describes how gases tend to expand when heated; conversely a decrease in temperature will lead to a decrease in volume. The pressure must be held constant. At this constant pressure the kelvin temperature and the volume of a dry gas will be in direct proportion. Freedom of movement of molecules in a gas is also increases with increasing temperature.

### 3. PRE ASSESSMENT :

- 1) what is meant by volume of gas?
- 2) Explain freedom of movement of molecules in a gas?
- 3) what happens to the movement of molecule when we increases it's temperature?



#### 4. INSTRUCTIONAL ACTIVITY

TOPIC	ACTIVITY	PROCESS SKILL
<p>Volume and temperature — charle's law</p>	<p>Teacher takes a balloon and calls one student to blow it up. Teacher wraps a piece of string around the widest part of the balloon. Asks the student to remove the string from the balloon and measure it's length with a ruler.</p> <p>From this student get an accurate measurement of the size of balloon in the beginning.</p> <p>Teacher places this balloon in a container with hot water but out of the water. After one minute asks the student to wrapes the string around the widest part of balloon and measure the length of string again.</p> <p>Asks students to explain possible reasons for this size change of balloon with the help of their previous knowledge.</p>	<p>Measuring</p> <p>Measuring</p> <p>Hypothesizing</p>

## 5. SUMMATIVE ASSESSMENT :

- 1) What is the relation between temperature and volume of gas at constant pressure?
- 2) State charle's Law?
- 3) Give one example of charl's law?

## 6. FEED BACK :

Through the balloon activity students got an idea about the change in volume of a gas with temperature. From measuring the size of balloon with the help of string, they got the ability to measure precisely. By giving a chance to explain the reason for the size change of balloon, students got the ability to make hypothesis. The activity helped the students in improving their skills.

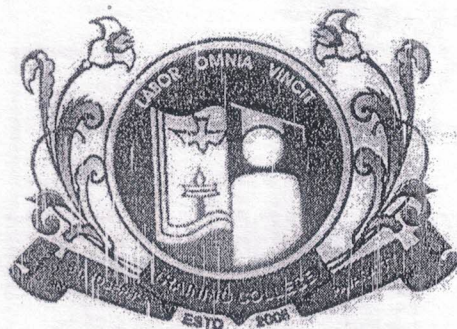
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EDU 0512 - THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

**ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR**

*(Affiliated to the University of Calicut and Recognized by NCTE)*



Subject: EDU.05.12.....THEORETICAL.....BASES.....OF.....TEACHING.....PHYSICAL.....SCIENCE  
Topic: Construct.....a.....mind.....map.....for.....any.....topic.....in.....  
.....physics.....or.....chemistry.....at.....the.....higher.....Secondary.....  
.....level.....

Name : ...SHAHINA... V.A.....

Optional Subject: ...PHYSICAL.....SCIENCE.....

Semester: ...1<sup>st</sup>.....Semester.....

Reg. No. .... For the year 2022- 2024.....

~~A~~  
FACULTY MEMBER

Date: 17/10/2022

Verified  
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# EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE

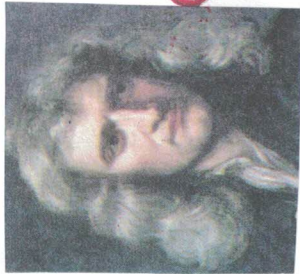
Construct a mind map for any topic  
in physics or chemistry at the higher  
secondary level

SHAHINA V.A.



# Laws of motion

## Newton's Law's of Motion



First law of motion

Law of Inertia

Gravitational force

Contact force

tension in a string

force due to spring

$$F = -kx$$

2<sup>nd</sup> law of motion

$$F = \frac{dp}{dt}$$

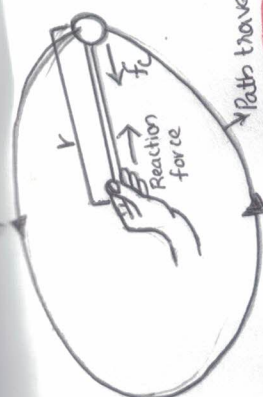
$$F = ma$$

3<sup>rd</sup> law of motion

$$\vec{F}_{AB} = -\vec{F}_{BA}$$



Circular motion



Centripetal force

$$f_c = \frac{mv^2}{R}$$

Momentum (P)

$$P = mv$$

Law of Conservation of momentum

$$m_A u_A + m_B u_B = m_A v_A + m_B v_B$$

Impulse

$$I = F \times \text{time}$$

$$I = m\Delta v$$

Force

$$F_s = \mu_s N$$

$$F_k = \mu_k N$$

Friction

Common forces in mechanics



ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU 302 (EPC 2)

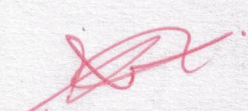
Topic: Art and Drama in Education II

Name : ALMA PAUL

Optional Subject: ENGLISH

Semester: THIRD SEMESTER

Reg. No. 0VAWTEG1001 For the year 2022-2024

  
FACULTY MEMBER

Date: .....



As part of B.Ed Curriculum we had drama classes led by Fr. Fijo Alappadan. Drama workshop was a two days session which discusses the importance of drama and theatre and it's various phases, practical theatre sessions and so on. The workshop was inaugurated by Dr. Deepa Varghese, Principal St. Joseph's College Panaratty. Then, Rosmin Biju from Physical Science introduced the resource person and delivered the welcome speech. After that the session started at 10:30 am. First of all a recreational game was conducted in order to create a energy and concentration among the students. Then the drama and theatre was explained by conducting various activities. Then a plot creation was conducted at the evening session where a group of three students had to create a situation from daily life and then they had to enact the role play on the stage. This performance induces the students ability in versatile forms of acting from daily life situations. All



students did the role play very well and many life situations were enacted upon the stage.

Then, the term art form (Kala) was introduced and its different forms were explained well.

He also stressed upon the importance of 'Kala' in education and gave a basic idea on the history of art, Natyasastra, the divisions of various ages in art (ancient, medieval and modern forms of art). Then the importance of art forms in education and how these artistic elements should be implemented in the classrooms were discussed.

## DAY 2

On the second day, classes, the classes started on 10.00 am and the groups were divided among the options. Then, a task was given to each options that is to create a story and present it among the audience. Then, each group contributed the story and then the best story and the characters were discussed in the class. In the evening session a plot of



drama was given and each student was involved in the drama. Then, the drama was enacted on the stage. Each - topics were delivered to the students and students prepared a proper script and enacted that on the stage.

### DAY 3

As part of B.Ed Curriculum, art classes were conducted by Mihir Sir. As part of art class the puppetry making was introduced. Students brought various waste materials for making products. Then among the students Mihir Sir taught how to make a puppet out from a waste material. All students worked together to attain the final output from the workshop. Then, a task was given to make a character from the puppet. Each group selected various characters and their script was prepared to enact the puppetry on the stage.



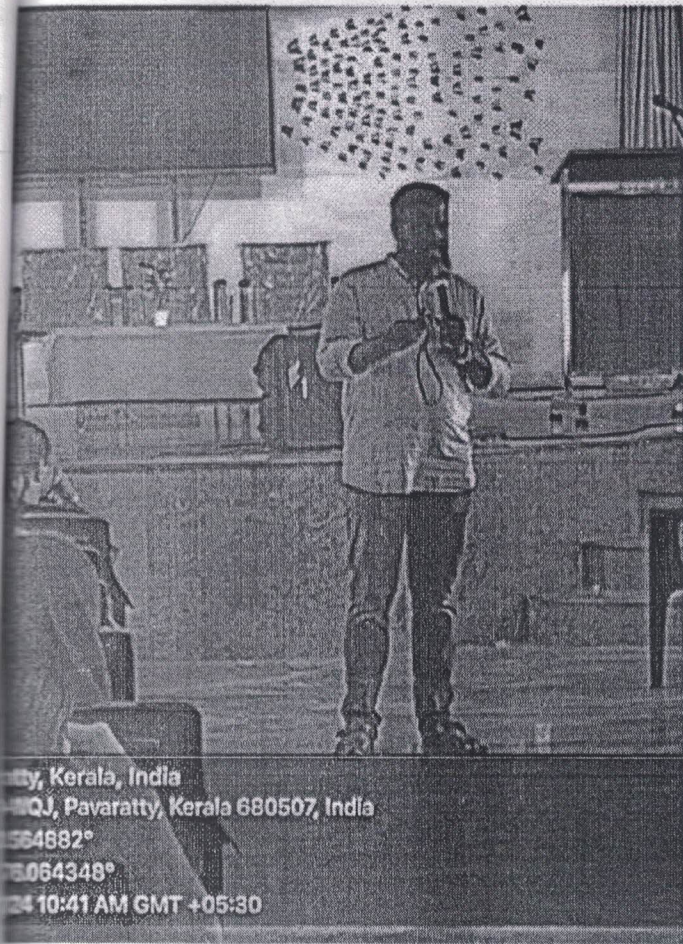
DAY 4

Puppetry presentation was conducted on the stage. For that script was written for each character and practice were given to the characters. Students eagerly participated in the program. Each student were given various tasks and then the puppetry was enacted on the stage. Various characters were given to the puppets and session was filled with the entertainment. Background score, dubbing and presentation of the characters were done beautifully.



AYAD

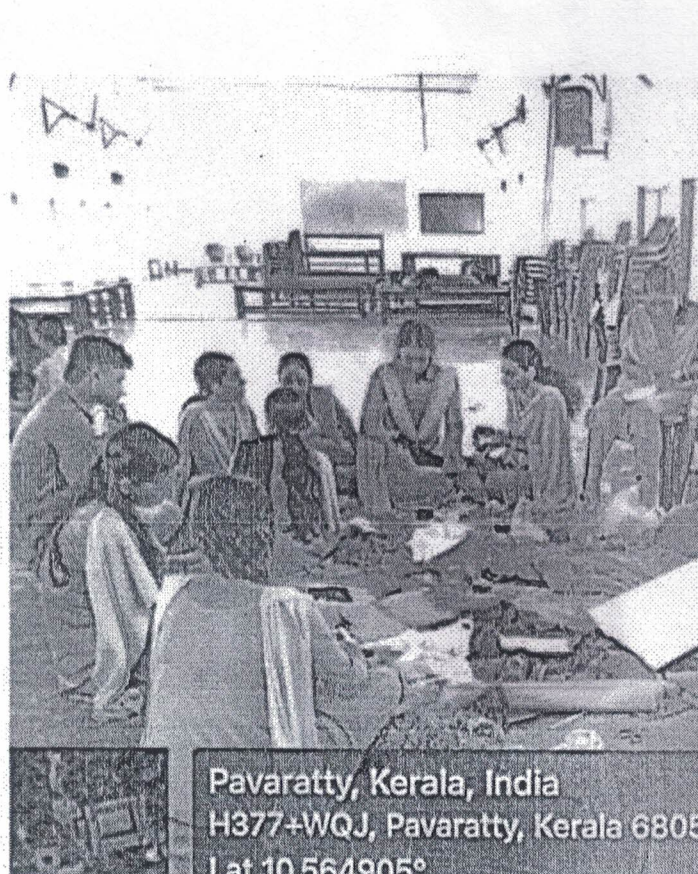
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**ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR**

*(Affiliated to the University of Calicut and Recognized by NCTE)*



Subject: ..... EDU 302 [EPC 2] .....

Topic: ..... Art and Drama in Education II .....

.....  
.....

Name : ..... Maeiya Jomy .....

Optional Subject: ..... Natural Science .....

Semester: ..... III<sup>rd</sup> .....

Reg. No. O.V.A.W.T.N.S.009 For the year 2022-24 .....

*Checked  
Sms  
28/01/24*

**FACULTY MEMBER**

Date: .....





# REPORT OF ART AND DRAMA WORKSHOP IN EDUCATION

As a part of the curriculum, a workshop was conducted on 8th, 9th and 10th classes. The workshop was conducted on 8th, 9th and 10th classes. Since 2018, last two days was handled by Dr. Deepa Vaeghere gave a short introduction about art and drama workshop and following that Rosemin Biju from Physical Science option gave a welcome speech. After that introductory session Fr. Fijo started the 1st day 1st session beautifully by introducing himself.



## INTRODUCTION

As a part of B.Ed Curriculum, St. Joseph Training College Pavalatty was conducted an "Art and drama in education" Workshop on 8th, 9th, 11th and 12th January 2024. First days were handled by Fr. Fijo Alappadan, who is working as an Assistant Professor in Performing Arts at St. Joseph Teachers Training Institute Kueiachila since 2001. He is also working as Secretary of 'The Issue Kalasadan', an Art and Cultural Association of Archdiocese of Trissur since 2018. Last two days was handled beautifully by our art and drama, Mibin Sir. On the first day our Principal Dr. Deepa Varghese gave a short introduction about our art and drama Workshop and following that Rosemin Biju from Physical Science option gave a welcome speech. After that introductory session Fr. Fijo started the 1st day 1st session beautifully by introducing himself.



DAY-1 — 08/01/2024  
Monday

At 10.00am our 1st session was started by Fr. Fijo. He, at first gave a small ice breaking game to make us in a act and drama workshop mode. Ice-breaking session was very interesting and it was simple game but powerful and made us really relaxed, energetic and enthusiastic. During this game so many students got chances to perform any act forms or talents they have. This chance was given to only the losers, so all of us tried to win the game. Then after this session, Sir told us to make group (option wise) and gave each group a storyline or topic, by which we have to create a story and present it. One Natural Science option got theme based on animals and birds with happy ending. We made a story with characters Snake, Mongoose, fox etc and Annamayi presented it. Then at 12.50 pm we had our lunch break. Before that all options told their story and father asked each student about the characters they liked in their stories and give the reason to like



Then before going to lunch break father asked us to form a group of '3' students and after lunch break make a qualifying conversation with different situations. So me, Athira c.s, Jisna Shaji created a group and we performed an accident situation and it was very successful. Then all performed different qualifying situations. Then father (Fijo Alappadan) gave a short introduction about the purpose of doing these games, stories and dramas and purpose and objectives of this workshop. And he also added that this workshop must be applied and useful in our teaching life in future.

Then he taught us about what is art, history of art, history based on Indian culture, explained about Bharathamuni's Natyashastra, how art is divided and different types of 'Kala'. At last he added about how Art forms help in education. How education is interrelated, activities with dance, music, roleplay, stories will help us to make our classes more effective and teaching-learning process become successful. Art help in social welfare and reforms.



She also said that act forms helps children to become motivated, interesting and attentive in the classroom.

The first day ended at 4.00 pm and Prabitha Prakash from Malayalam option gave Vote of thanks. It was really beneficial to us and helped us how to handle hyperactive children using 'Act and drama' was also taught here in this class.



DAY-2 - Tuesday - 09/01/2024

On 2nd day of our theatre Workshop Fr. Fijo Joseph started the 1st session at 9.30 am and Manju.T from Physical Science option gave welcome speech on 1st day. Fr. Fijo began the class by asking about the definition of 'Drama'. Some of us answered it very beautifully. Then she continued that Drama - "It is an imitation of Human Emotions." Then explained about different views of 'Drama'. Then continued that how to develop a Concept/Story/Thread, characters, situations and their dialogues. Then about spot script and written script, acting, different types of acting, how to create a plot, how to do a roleplay, sheet dramas etc.

After that during the morning session at 11am she told us to set a plot for doing drama. Each group (option wise) she gave different plots. One got market, then park, bank, hotel, railway station etc. We (Natural Science) option got the



Plot to set a 'Multi speciality hospital' for that we arranged various materials for a hospital from one option, lab, back side of the stage etc and we set a beautiful plot for multi speciality hospital. I got a chance to work as a doctor (character) in this plot.

I was Dr. Ramu in the roleplay/drama.

Then at 12.50 pm we had our lunch break.

Then after the lunch break we had done our roleplay using this plot and it was based on the

'Healthy habits to be followed' (class 7, 8, 9)

We did a beautiful roleplay regarding this topic. Likely all performed well during this session.

At 3.30 pm we finished our roleplay and Fr. Fiya

concluded the session by saying that

"Teaching must not be limited in the classroom, it must be spread all over."

I liked this quote very much.

At last I got an opportunity to give Vote of Thanks. It was a great experience I had today by this theatre workshop. It added my confidence and self respect.



DAY - 3 - 11/01/2024

Thursday

Third day of our workshop was regarding how to learn to make puppets (puppetry making). For this workshop we are supposed to bring various materials for making puppets, such as old clothes, thread, needle, scissors, socks (old/new), C.I wire, sponge, woollen thread etc. I like puppets very much and like to make various creative things so to me it was very interesting. On this day Sir guided us how to make puppets with some materials and how to make them moving. It was very interesting. Sir asked us to sit in groups and make puppets for a puppet show and for that Sir told us first to make a script to be played as roleplay and then to decide various characters.

The art of puppetry is a form of theatre or performance that involves



the manipulation of puppets - inanimate objects, often resembling some type of human or animal figure, that are animated or manipulated by a human called a puppeteer.

Puppetry imbibes elements of all art forms such as literature, painting, sculpture, music, dance, drama and enables students to develop their creative abilities. So this class helped us how to implement puppetry in education. The primary motive of using puppetry is the pedagogical process to educate the students. It has proven to be effective in providing an alternative to the normal way of teaching which children often find tiresome.

Then as by the direction by our teacher person Mibin Sir teachers were divided into different groups and some students worked on the script writing processes and dialogues, while others involved in puppetry making. I helped in making puppets of the king and queen. This session was ended at 4 pm. It was a great day. We wrote one script and the title of our drama was very interesting.



DAY-4 - 12/01/2024

Friday

On the last day of our Workshop, as usual session was began at 10am and Mibin su told us to rehearse properly before doing it in the stage. So we rehearsed well, we set all the background music for it, I got an opportunity to handle the puppet of a king we made on this day. The name of our puppet show as 'Rameshtha thekili Vilkunnu'.

Different groups came up with funny and interesting shows. We four from Natural Science option handled different puppets during our puppet show. All the four teams of us did our puppet show well. Also the other options also played well. This type of education helped in developing imagination, creativity and observation and it also improved our language, script writing, social awareness, mutual respect, understanding, self respect etc.



At 4 pm the art and drama in education workshop was ended. It was very interesting and motivating.

## CONCLUSION

From this 'Art and drama in education' workshop I got lot of things to improve my teaching skills. Drama fosters empathy, critical thinking and teamwork, making it a valuable educational tool. The role of art in education encompasses various forms of creative expression. Some visual arts, music, dance and more. It encourages students to think imaginatively and develop fine motor skills. Drama and arts involve different modalities of learning, such as visual, auditory and kinesthetic, which are more effective in retaining information than traditional teaching methods. When learning is experiential, students perform better academically making learning more meaningful and purposeful for them. Drama and arts education promote social and emotional growth. Through drama and arts, students also learn how to manage their emotions.



# PHOTOS



Art and drama in Education  
Workshop



ST. JOSEPH'S TRAINING COLLEGE  
PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU:303...YOGA,,HEALTH & PHYSICAL EDUCATION-II

Topic: Yogic Practices to improve flexibility, Pranayama techniques, the Sun Salutation, Shithi karna Vyayamas, yoga and Stress Management

Name : .....MARIYA TOMY.....

Optional Subject: .....NATURAL SCIENCE.....

Semester: .....III<sup>rd</sup> SEMESTER.....

Reg. No. QVAWTN5009 For the year ...2022-24.....

FACULTY MEMBER

Date: ..18/01/2024

*(Handwritten signature and date)*  
28/01/24



# YOGA PRACTICES TO

# IMPROVE FLEXIBILITY

Being flexible is more than important in all levels in our daily life. Practicing yoga can help to enhance flexibility as the body is encouraged to hold yoga stretches for a period of time, allowing muscles to go deeper into the stretch. They can help to move better and feel less stiff or tired. Thus yoga practice helps to :-

→ Greater range of motion

Increased flexibility makes it easier to move our joints in a normal direction with less effort.

→ Less Muscle tension

Stretching our muscles can help release tension and tightness, making it easier to move.

→ Better posture

Tight, tense muscles can lead to muscle strain and poor posture.

→ Improved Circulation

Better blood flow may help our muscles recover more quickly after a workout and also prevent stiffness.

→ Lower risk of injuries

Greater strength and flexibility in our muscles and joints make us less prone to injuries.



## 1) Intense Side Stretch (Pasvottanasana)

This forward bend stretches our spine, hips and legs. It also benefits our posture, balance, and digestion.

## 2) Head to Knee (Janu Sirsasana)

Suitable for all levels, this pose helps to improve flexibility in our back, hips, and thighs. It also increases blood flow in the lower abdomen and can be a great stress reliever.

## 3) Cat-Cow (Bitilasana Marjaryasana)

The fluidity of this pose works well for improving mobility and flexibility in your core, neck, shoulders and spine.

## 4) Bow pose (Dhanurasana)

This intermediate level pose helps stretch many of the muscles that are used when sitting. It can help increase flexibility in the core muscles as well as the muscles in our back, chest, glutes and legs.

## 5) Low lunge (Anjaneyasana)

Ideal for all levels, this pose helps lengthen your spine, open our hips and build muscle strength.



# PRANAYAMA TECHNIQUES

Pranayama is a collection of breathing exercises developed by the ancient yogis for purification, mental focus rejuvenation, and healing. Prana translates into "life force energy", and Yama translates into "Control or mastery of". Thus, Pranayama is a breathing technique used to control, cultivate, and modify the amount, quality, flow, and direction of vital energy in the body. Pranayama is often defined simply as "breath control" and is a primary component in a traditional yoga practice.

The easiest and fastest way to increase the prana in the body is to change our breathing to affect the quality and quantity of air taken into the lungs. Prana is also absorbed in the nose by its connection to the two radi energy channels that terminate in the nostrils. Pranayama is used to control, cultivate, and change the prana in the body. A change in the prana will affect the whole body.



Regardless of the type of Pranayama breathing technique you practice, there are always three main stages :-

- 1) Preak (Inhalation through nostrils)
- 2) Kumbhak (Retention)
- 3) Rechak (Exhalation)

### 1) Dirga Pranayama 'Three part Breath'

This pranayama technique got its name because when you practice it, you are actively breathing into three different parts of the abdomen.

### 2) Nadi Sodhana 'Alternate Nostril Breathing'

This helps to bring balance to the three doshas of the human experience :- The mind, body and soul.

### 3) Shitali Pranayama 'Cooling Breath'

This is a very refreshing breathing technique hence the name 'Cooling breath'. I like to do this one during the summer.

### Ujjayi Pranayama 'Ocean Breath'

It is a rhythmic sound which can help to focus our mind and movement during one breath.



## 1) Bhramari pranayama 'Humming Bee Breath'

It is believed that the humming sound and vibrations naturally calm the mind and body.

## 2) Bhastika pranayama 'Bellows Breath'

'Bellows breath' may be a good idea to try before the 'breath of fire', as it is similar but not as difficult. The main difference is both the inhale and exhale are forceful in this breathing technique.

## 3) Viloma pranayama 'Against the wave'

This pranayama breathing technique also involves an alternation. It is divided into two variations: Paused inhalation and Paused exhalation.

## 4) Kapalabhati pranayama 'Skull Shining Breath' and 'Breath of fire'

This pranayama breathing technique involves an involuntary deep inhalation and forceful exhalation. It is a common practice within Kundalini yoga.



# SUN SALUTATION

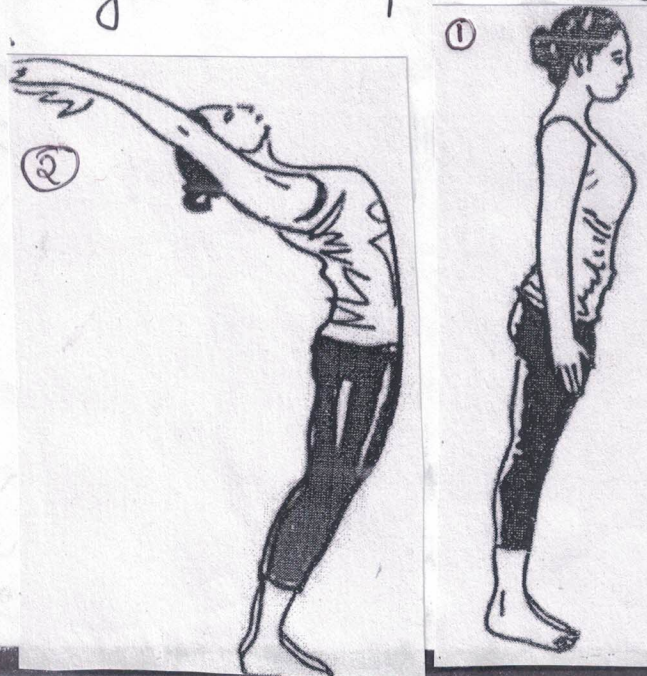
The term Surya Namaskar or Sun Salutation comes from 'Surya' which means Sun and Namaskar which means to bow down. The Sun is the primary source of energy for Planet Earth and when one is in tune with its cycles, it is believed that we are in good physical health, filled with energy and vitality and can fully enjoy overall well being.

Sun Salutation Steps:-

## 1) Pranamasana

Pranamasana is a centering asana often used as a routine part of Surya Namaskar or as a traditional pose. It helps in nervous system strengthening, digestion improvement and mental calmness.

## 2) Hasta Uttanasana





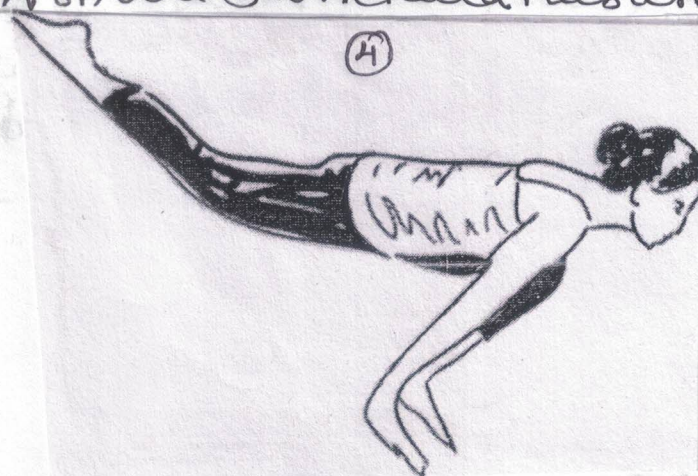
Hasta Uttanasana known for its intense stretch upwards, helps with lengthening the front side of the body and strengthening the back muscles. Thus, the practice of hasta Uttanasana may help in purifying blood via the kidney.

### 3) Pada hasthasana

Pada means feet; hasta means hands. Therefore, Pada hasthasana means keeping the palms down towards the feet. It means hand-to-foot pose. It helps to control headaches, improve concentration, control sleep deprivation and manage stress.



### 4) Ashwa Sanchalanasana



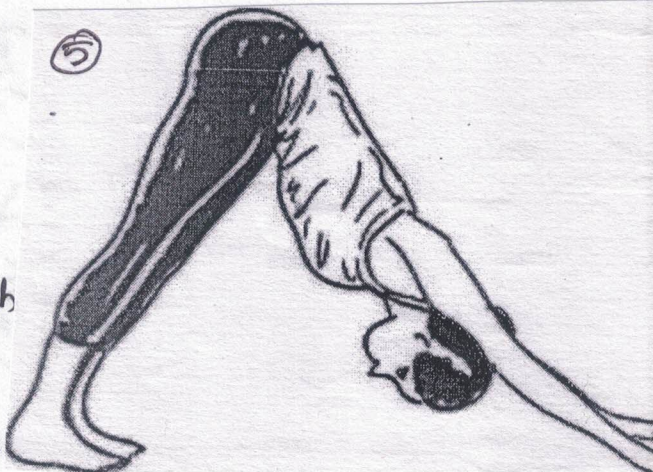
Ashwa Sanchalanasana, the equestrian pose, is a staple of modern yoga practice. It builds strength for the muscles that support



the knee. can help alleviate pain caused by sciatica, it increases mental power etc.

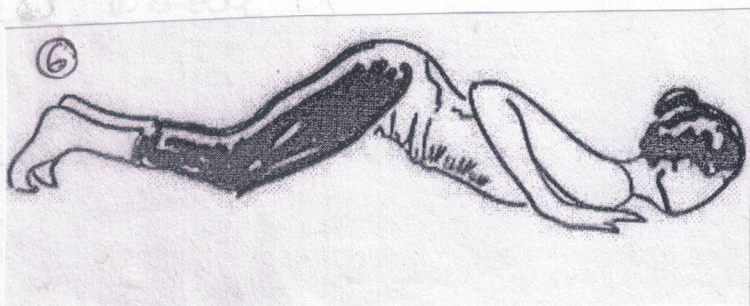
### 5) Parvatasana.

In yoga parvatasana is a seated pose in which the legs are in the padmasana pose and the upper body is stretched upwards. The body in its entirety assumes the shape of a mountain. It stimulates and balances the heart chakra that's located at the center of the spine.



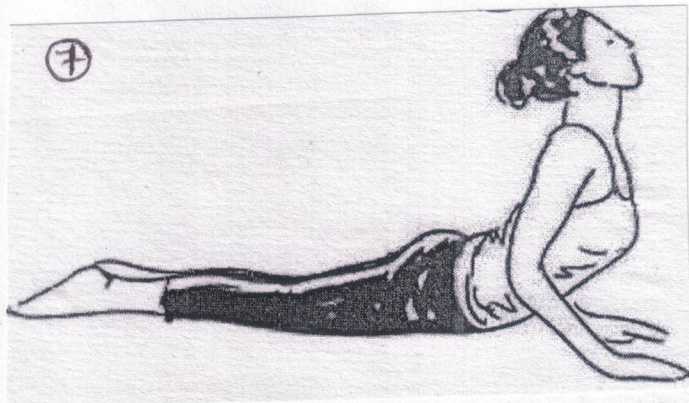
### 6) Ashtanga Namaskara

Ashtanga Namaskara, Ashtanga Dandavat Pranam, Eight limbed pose, where the body is balanced on eight points of contact with the floor :- feet, knees, chest, chin and hands.





## 7) Bhujangasana



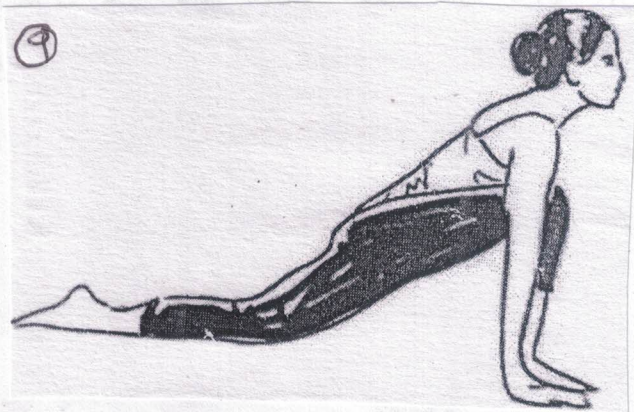
Bhujangasana or cobra pose is a reclining back-bending asana in hatha yoga and modern yoga as exercise. It is commonly performed in a cycle of asanas in Surya Namaskar, Salute to the Sun, as an alternative to Urdhva Mukha Svanasana, upward Dog pose.

## 8) Paavatasana

In yoga Paavatasana is a seated pose in which the legs are in the Padmasana pose and the upper body is stretched upwards. The body in its entirety assumes the shape of a mountain. It stimulates and balances the heart chakra that's located at the center of the spine.



## 9) Ashwa Sanchalanasana



Ashwa Sanchalanasana, the equestrian pose, is a staple of modern yoga practice. It builds strength for the muscles that support the knee and can help alleviate pain caused by sciatica. It increases mental power etc.

## 10) Padahasthasana

Pada means feet: Hasta means hands. Therefore, padahasthasana means keeping the palms down towards the feet. It means hand to foot pose. It helps to control head aches, improve concentration, control sleep deprivation and manage stress.



## 11) Hasta Uttanasana

Hasta Uttanasana known for its intense stretch upwards, helps with lengthening

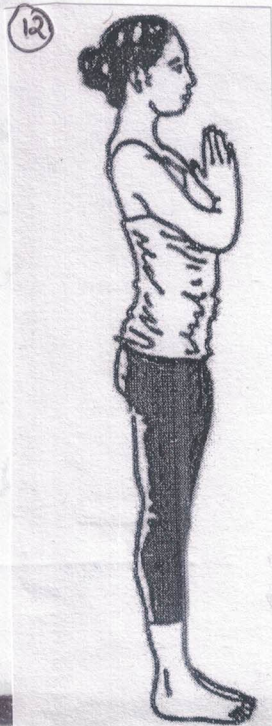


the front side of the body and strengthening the back muscles. Thus the practice of hasta Uttanasana may help in purifying blood via the kidney.



## 2) Peanamasana

Peanamasana is a centering asana often used as a routine part of Surya Namaskar or as a traditional pose. It keeps in nervous system strengthening, digestion improvement and mental calmness.





# SHITHILIKARANA

## VYAYAMAS

Loosening exercises (Shithilikarana Vyayama in Sanskrit) are a set of practices intended to increase mobility of joints and to prepare for the practice of yoga postures. The techniques involve repetitive movements of all the joints from the toes up to the neck. A flexible and the strong spine is believed to be mandatory for a healthy growth. Right from childhood if we can train our muscles holding the vertebral joints properly, a strong foundation is built to acquire a body with good stamina. The principles of Shithilikarana Vyayama are to:

- i) Loosen the various joints in the body
- ii) Flex the spine by repeatedly stretching relaxing the different muscles

The objectives are to

- a) Remove the lethargy and tiredness in the body



- b) Develop the stamina of the body.
- c) Discipline the body-mind Complex

### Special tips for good learning

- 1) Practice the exercise stepwise
- 2) Count the steps slowly and perform the same with attention.
- 3) Check the performance of each step before increasing the speed.
- 4) Learn to synchronize each step in a glow
- 5) Increase the number of repetitions depending on your capacity.

### Precautions.

- Perform the practices slowly with body, breath awareness along with relaxation
- Breathing should always be done through the nostrils unless instructed otherwise
- Not to hold the body tight
- Not to give jolts at any point of time
- Not to hold breathe unless it is specifically mentioned.
- Perform according to one's own capacity.

Some more advanced Shithi Likarana Vyasan

- Tadasana
- Dandasana
- Shithila Tadasana
- Shithila Dandasana
- Makarasana
- Savasana



## 13 Yoga benefits for the mind and body.

The benefits of practicing yoga are numerous promoting health in both the mind and body. Some of the most recognized yoga benefits include :-

- 1) Reduced stress and anxiety
- 2) Sounder sleep
- 3) Reduced Cortisol levels
- 4) Improvement of many medical conditions.
- 5) Allergy and asthma symptom relief
- 6) Lower blood pressure.
- 7) Help with smoking cessation
- 8) Lower heart rate
- 9) Spiritual growth
- 10) Sense of well-being
- 11) Reduced muscle tension
- 12) Increased strength and flexibility.
- 13) Slowed aging process.

A little yoga in the morning, at night, or even during a lunch break can reduce stress. Studies show that yoga reduces stress by lifting mood, allowing for increased mindfulness, and increasing self-compassion.



ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU-08 Assessment For Learning  
Topic: Visit nearby School and Collect information regarding the advantages and disadvantages of CCE from teachers and Prepare a report.

Name: Mariya Jomy

Optional Subject: Natural Science

Semester: II<sup>nd</sup>

Reg. No. CNAWTINS.009 For the year 2022-24

*Valued*  
*Pmm*  
*28/01/24*

FACULTY MEMBER

Date: 18/1/2024



# CCE - REPORT

## Introduction

Continuous and Comprehensive evaluation (C.C.E) is a method of evaluating the students performance to understand the points of improvement in their activities. It involves regular tests and it is a student evaluation system that assesses all aspects of students development. It emphasizes continuity, comprehensive assessment, and the evaluation of cognitive, affective and psychomotor domains. C.C.E assists teachers in systematizing their teaching methods. The faculty can identify student's learning preferences and weakness through continuous evaluation. It aids in enhancing student performance to regularly identify a student's learning challenges. C.C.E has been introduced as a school-based system of evaluation by CBSE in line with the enactment of the 'Right to Education Act'.



As a part of B.Ed Curriculum, We have to do a task based on the advantages and disadvantages of C.C.E from teachers and prepare a report on it. So for that purpose we prepared a questionnaire first, which contains total 15 questions. Part A, first part having 10 questions are Yes or No type questions and Part-B, questions are Open ended questions. Questionnaire was given to 10 teachers of St. Theresa's. G.H.S, Beahmakulam. All answered all the questions well. They made their opinions about C.C.E openly. Two teachers were not think that C.C.E is better than annual assessment and rest of the teachers agreed and they think that C.C.E is better than annual assessment. But all the teachers agreed and supported that C.C.E is not a time lose process and we need to do C.C.E in classroom. Some said that they faced time lose during the implementation of C.C.E in classrooms. They can understand the abilities of students other than academic level. Almost all the teachers got training in C.C.E and they all know



how to Conduct C.C.E and relevance of C.C.E in classrooms. Teachers could be able to recognize the problems, strong areas of students and thus improve the quality of education and students. C.C.E helps for proper, regular and complete development of the students. All have an opinion that Curriculum should be changed according to C.C.E and C.C.E helped to recognize how to teach each children according to their abilities. It helped teachers to observe a student in all their performances.

Thus C.C.E enhances every area of child learning, school administration and teachers are adopting various ways to make students eligible in every field, whether it is academics, sports, or other activities. For this purpose, C.C.E was established and adopted by them. It is the method in which both teaching and evaluation integrate to test skills and abilities that can't be tested directly through written examinations. Thus all-round development of personality of the child, improve the teaching-learning process, help to be more confident and get rid exam fear.



## Conclusion

In the education system, CCE is considered and proven as a useful technique for students and the teaching-learning process in the classroom. It came into existence to improve the learning and teaching aspects to increase the interest and belief of students in studies. The main objectives of the school education are to prepare a student for meaningful life. C.C.E. aims at creating good citizens possessing strong health, appropriate skills and desirable qualities besides excellences. For realizing this objective C.C.E. steers on the development of scholastic and co-scholastic areas of the child and it is important to equip teachers with required skills and competencies of evaluation well with the teaching-learning process.

*[Signature]*



## Questionnaire for teachers regarding C.C.E

### Preliminary details:-

Name of the school :

Name of the teacher :

Experience of the teacher :

### Instructions:

#### Part -A

This section includes 10 Yes/No questions. Mark your answers in the appropriate columns.

#### Part -B

This section includes 5 open ended questions. State your answers in few sentences.



**PART -A**

Sl.No	Questions	Yes	No
1.	Whether C.C.E helps to recognize the abilities of a student?		
2.	Have you got proper training to conduct C.C.E?		
3.	Do you think that curriculum should be changed according to C.C.E?		
4.	Whether C.C.E helps for proper,regular and complete development of the student?		
5.	Do you think that whether C.C.E is evaluating a student in a friendly manner?		
6.	Have you think that C.C.E can reduce exam fear and anxiety in students?		
7.	Does C.C.E is a time lose process?		
8.	Do you think that by finding problems and solving it,C.C.E paves way to improve or to make progress in learning?		
9.	Do you think that C.C.E is better than annual assessment programme?		
10.	Whether C.C.E helps to improve the quality of education and students?		



**PART -B**

Sl.No	Questions
1.	What is your opinion about C.C.E? <hr/> <hr/>
2.	How does C.C.E helps in teaching to teachers? <hr/> <hr/>
3.	What are the challenges faced by the teachers during C.C.E? <hr/> <hr/>
4	What all training have you got to make C.C.E effective? <hr/> <hr/>
5	What are the roles of teacher in conducting C.C.E? <hr/> <hr/>

Thank you so much for your valuable time and co-operation.

We will be grateful for your all the responses.



## References :-

- 1) Continuous and Comprehensive evaluation :-  
Teacher's Handbook for Primary Stage. National  
Council of Educational Research and Training.  
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  - 2) Publisher's Monthly. Vol. 38. 1996. pp. 80
  - 3) Journal of Indian Education. Vol. 18. National  
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  - 4) "CBSE Circular dated 31/01/2017 (PDF.) cbse.  
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  - 5) [https://en.m.wikipedia.org/wiki/Continuous  
and Comprehensive evaluation.](https://en.m.wikipedia.org/wiki/Continuous_and_Comprehensive_evaluation)
-



# Questionnaire for HM

ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: ...EDU 03- School Organization.....

Topic: ...Prepare a questionnaire for HMs for  
collecting data regarding his/her difficulties  
in performing duties and responsibilities.....

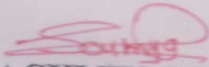
Name: ...MARIYA TOMY.....

Optional Subject: ...Natural Science.....

Semester: ...1st.....

Reg. No. ...OVAVTNS009... For the year ...2022-24.....

*Valued*  
*Dr*  
*22/01/24*

  
FACULTY MEMBER

Date: ...5/1/23....



# Questionnaire for H.M

Name of the H.M :-

Name of the institution :-

Years of Experience :-

Directions :-

1) This questionnaire is prepared to develop a better understanding of the educational system, school management and difficulties encountered by a H.M, while performing his/her duties and responsibilities. 25 questions are introduced here. Your answers will be kept strictly confidential and you will not be identified.

## Part A

This section includes 20 Yes/No questions. Mark your answers in the appropriate columns.

## Part B

This section includes 5 Open ended questions. State your answers in few sentences.

This questionnaire will last for 15-20 minutes and we will be grateful for your time and cooperation.



## PART-A

Sl  
No:-

# Questionnaire for HM

Yes

No

1. Do you able to build a good rapport with students and their parents?

2. Is it more important to be a good listener than a good communicator as a Principal Head Master/Mistress?

3. Are you able to work under pressure from students and their parents?

4. Are you satisfied with parent communication?

5. Do you expect more responses from teachers and parents?

6. Are you able to meet all the needs for the students such as proper infrastructure, Mid day meals etc?

7. Is there any delay of the funds for students from the Government?



Sl No:-	Questions	Yes	No
8.	Are you keeping all the records of the school expenses?		
9.	Would you like doing repetitive works?		
10.	Are you good at working in a team as Head Master/Mistress?		
11.	Can you communicate with people from various backgrounds and <sup>with</sup> different personalities?		
12.	Can you mediate conflicts between students and teachers?		
13.	Have you experienced any breakdown in communication at work?		
14.	Whether all the staffs working in your school are cooperative?		
15.	Do you have any unique school managing style?		



No:-	Questions	Yes	No
16.	Do you think all are equally important in the upliftment of a school?		
17.	Would you be able to bring any new innovations/methods for the development of your school?		
18.	Are you satisfied with all your activities in the school?		
19.	Are you satisfied with almost all the students' behaviour towards you?		
20.	Do you think you are an approachable personality in all overall school development?		

### PART - B

21. What is your opinion about our school curriculum?

22. How would you build a good rapport with students and staff?



3. How do you stay organized?

4. What is the biggest challenge you faced during the pandemic situation (Covid time)?

5. What would you do if a student is in danger of failing your class?

Sincere thanks you for your assistance to complete this survey. The information you have provided



ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: EDU052 THEORETICAL BASES OF TEACHING ENGLISH

Topic: WATCHING RECENT FILMS AND PREPARATION OF A REVIEW

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OVAWTEG1001 For the year 2022-2024

  
FACULTY MEMBER

Date: 5/12/22



# JAI BHIM

Jai Bhim (Victory to Bhim) is a 2021 Indian Tamil language legal drama film directed by T.J. Gnanavel and produced by Jyothika and Suriya under 2D Entertainment. The film was released on 2<sup>nd</sup> November 2021, prior to Diwali on Amazon Prime Video, as part of a multi-film deal signed by 2D Entertainment. The film stars Suriya with Lijo-Jose and Manikandan in the principal roles. Whilst Rajisha Vijayan, Prakash Raj, Rao Ramesh and others in supporting roles. The film deals with the subject of police bias and state violence against a marginalised community. Based on a true incident in 1993, which involves a case brought by Justice K. Chandru, it revolves around the lives of Sengeni and Rajahanna, a couple from the Irular tribe. Rajahanna was arrested by the police and was later missing from the police station. Sengeni seeks the help of an advocate Chandru to seek justice for her husband. The film's cinematography and editing were handled by S.R. Kathir and Philomin Raj respectively. The music and film score is composed by Sean Roldan. The film received universal acclaim from critics, who praised the story, performance, direction and social



message and several publications listed the film as one of the best Tamil and Indian films of 2021. The film received critical acclaim praising the script, performances, direction and technical aspects.

In 1993, Rajahanna and Sengeni are a couple from the oppressed Irula tribe who labor in the fields of upper caste men to control rat infestation and catch venomous snakes. Rajahanna is called to a rich man's dwelling to catch a snake that sneaked inside a room. The next day, a case of burglary is reported when the wife of the man reports missing jewellery pieces from her closet and raises doubt on Rajahanna. The police invade Rajahanna's home to find evidence. Rajahanna had left the town earlier for work. During the invasion, the police brutally beat and unlawfully detain the pregnant Sengeni. The police arrest other relatives: Rajahanna's brother Iruttapan, his sister Pachaiammal and his brother-in-law Mosakutty, and torture them to confess Rajahanna's whereabouts. The police bind Rajahanna and imprison him. They torture him to confess the crime but release Sengeni. Later, she is informed that all three men in detention are absconding and police threaten her furthermore to tell them about their whereabouts.

Mythra, who teaches adults from the Irula tribe, learns about Chandru, a lawyer who fights cases for tribal communities and manages to convince



him to seek justice for Seugeni. After listening to the narration of all events that happened until then from Seugeni, Chandru files a habeas corpus case in the court. Initially the court advises them to file the petition in a lower court, but Chandru asks for witness examination, which is not the procedure in a habeas corpus case. But Chandru cites the Rajan case and the court yields. The solicitor general appearing for the police, based on the police officers evidence, argues that Rajahanna and the other two had absconded from the police custody the night they were arrested. Finding gaps in the witnesses statements, Chandru discovers that they were committing perjury and asks the court to investigate Sub-Inspector Gummurthy (a casteist), head constable Veeraswamy and constable Kirubakaran.

Advocate General Ram Mohan takes over the case and in defence of the police, claims that the three accused have fled to Kerala. Varadarajulu, the employer of Truttapan, acknowledges that Truttapan informed him through a phone call that he had fled to Kerala after committing robbery. Chandru discovered that the three policemen in question went to Kerala to make a phone call to Varadarajulu which Gurus admits, that he mimicked the voice of Truttapan. The court appoints ICI Perumalsamy as the lead officer of this case, upon Chandru's request. After continuing search for weeks, Chandru, Perumalsamy and Myltira find that Rajahanna's corpse was



found in the middle of a road near meters into border of Pondicherry, the day after he supposedly died. He was cremated after being photographed as an unknown man. Both believe that Rajakanna did not die due to a car accident, rather due to lock-up murder.

Chandru consults the pathologist who conducted the post-mortem examination on Rajakanna. The pathologist says the cause of death was due to the breaking of the ribcage, which in turn, led a fragment of bone being driven into Rajakanna's heart but theorises that this could be caused by a car running over him. Veerasamy confesses to Ram Mohan that Rajakanna died in custody. Veerasamy called Gurus after the death. Gurus told Veerasamy that he should stage that both have escaped and leave Rajakanna on the road, framing his death as occurring due to a car accident. Mosahutty and Iruttappan were transferred to another jail in Kerala. After hearing this, Ram Mohan advises them to maintain their narrative in court. Chandru checks the call history of the police station and informs the court that a call to Gurus's residence was made at 9.10pm, which does not corroborate with Veerasamy's evidence. Chandru asks the court for more time to investigate.

Chandru, Mythra, Sengun and the Irular tribe campaign against the injustice that had happened. Chandru finds that Iruttappan indeed called ~~Varadarajulu~~, but the police coerced him to make that call. Mythra finds Iruttappan and Mosahutty and they testify in court about the torture all three of them went through and how the police



men killed Rajahanna. Perumalsamy says the policemen took bribes from the actual thief. Chandru also says that on the road where Rajahanna's corpse was found, there were a set of tyre marks. There were also footprints that matched Guri's and Kiruba's footprints. After hearing these evidence the court announces the verdict: the policemen who killed Rajahanna will be arrested; Senguri will get Rs. 3 lakh and half a ground land as compensation and Truttapan, Mesaludiy and Pachaiamma will get Rs. 2 lakh each. Senguri thanked Chandru for his help and Chandru attends the inauguration of Senguri's new house, fulfilling Rajahanna's dream to get Senguri a new house. The film score and soundtrack is composed by Sean Roldan in his first collaboration with Surya. The lyrics for the songs were written by Yugabharathi, Raju Murugan and Arivu. The film received critical acclaim praising the script, performances, direction and technical aspects.

*Gai Blim* is one of the boldest films to have come out of Tamil cinema. In the last scene of the movie we can see that both the Surya's character and Senguri's daughter's character sits in a chair by raising her leg and reading newspaper. This scene was the powerful and motivated scene in the movie which shows that all are equal. Habeas corpus law is also discussed in the movie. Habeas corpus is a recourse in law through which a



person can report an unlawful detention or imprisonment to a court and request that the court order the custodian of the person, usually a prison official, to bring the prisoner to court to determine whether the detention is lawful. So this law and its practice is well discussed in this movie. Subbingings based by 'Tulara' is showcased in this movie and that is terribly heartbreaking. There are also many other scenes that touches us in this movie.

There are also many other movies that brings out the atrocities of so called 'lower caste people'. One of such movie is Suran, which was based on an actual incident in Tamil Nadu. The movie revolves around the son of a farmer from an underprivileged caste who kills a wealthy upper caste landlord. Suran's story of the land rights of the Dalits and atrocities inflicted on them in Tamil Nadu villages, appears real and can be related to the anti-Dalit atrocities across the country. Vetrimaaran dexterously uses the art of compelling storytelling, as the audience stands behind the protagonist Sivaramy and feels his agony and ~~ecstasy~~.

✓ 'Gai Blim' is hard-hitting and intense. Unlike most other commercial movies, this movie is decisively realistic. It tells a deeply important story with great nuances, ensuring that the people are not reduced to stereotypes. Gai Blim



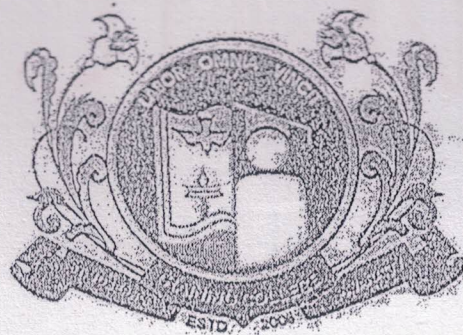
received an overwhelming response from the society.  
So this film is not mere retelling of Sengul's  
tragic tale but is more about throwing light on  
the larger picture of victimisation of vulnerable  
communities like the Orula tribe.





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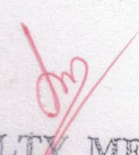
Subject: EDU 09.8 Pedagogic Practices in commerce  
Topic: Prepare Question Bank based on revised blooms  
taxonomy for various type of test items either  
from accountancy or from business studies.

Name: Hamitha A. H

Optional Subject: Commerce

Semester: 1<sup>st</sup> semester

Reg. No. OVAWTCM002. For the year 2022 - 2024

  
FACULTY MEMBER

Date: 20/7/2023

Verified  
OAS  
23/07/24



# QUESTION BANK

XII

BUSINESS STUDIES

CHAPTERS :

PLANNING

ORGANISING

STAFFING



# PLANNING

## PART- A

\_\_\_\_\_ is deciding in advance what to do and how to do.

List out Standing Plans?

\_\_\_\_\_ is a statement of expected results expressed in numeric terms. It is a Plan which quantifies future facts & figures?

What you mean by 'Rules' in Planning?

## PART- B

Write any 4 Features of Planning?

List out the types of Plans and give a brief explanation?

What are the limitations of Planning?

Define Planning? and its process?

State the importance of Planning briefly explain?

## PART- C

Programmes are routine steps on how to carry out activities.

Are you agree with this statement? substantiate your

view in this regard



When you plan for utilising exam study leaves appropriately what are the steps you followed in planning?

State the type of Plan and state whether they are single use or standing Plan:

- a. A type of Plan which serves as a controlling device as well.
- b. A Plan based on research and analysis and is concerned with physical and technical tasks.

Match the following

A

B

- |                   |   |
|-------------------|---|
| i) single use     | i) Comprehensive Plan for accomplishing obj |
| ii) Standing Plan | ii) general statement                       |
| iii) Strategy     | iii) Budget, programmes, Project            |
| iv) Policies      | iv) Policies, Procedures, Method.           |

'Planning reduces creativity' critically comment?

PART-D

importance of planning in a business organisation?

what you mean by 'planning' and what are the types of plans?

State the limitations and features of planning in management?



# SCORING KEY AND MARKING SCHEME

Q.No.	value points	Score for each point	Total Score
1.	Planning	1	1
2.	Policies, Procedures, methods, rules	1	1
3.	Budget	1	1
4.	Rules are specific statements that tells what is to be done.	1	1
5.	① It is the primary function of management, ② Planning is Pervasive ③ Planning is futuristic ④ Planning involves decision making	$\frac{1}{2} \times 4$	2
6.	① Objectives: can be said to be the desired future position that the management would like to reach ② Strategy: Provides the broad contours of an organisation's business. ③ Policy: Policies are general statements that guide thinking or channelise energies towards a particular direction. ④ Rules: Rules are specific statements that tell what is to be done. ⑤ Procedure: Procedures are routine steps on how to carry out activities. ⑥ Programmes: are detailed statements about a project which outlines the objectives, policies, procedures, rules, tasks, human and physical resources required and the budget to implement any course of action.		



<p>① Budget: A budget is a statement of expected results expressed in numerical terms.</p>	$\frac{1}{2} \times 4$	2
<p>7. ① Planning leads to rigidity, ② Planning reduces creativity, ③ It involves huge costs, ④ It is a time consuming process</p>	$\frac{1}{2} \times 4$	2
<p>8. Planning is deciding in advance, what to do and how to do. It is one of the basic managerial functions.</p>	1	
<p>① setting objectives, ② developing premises, ③ Identifying alternative courses of action, ④ Evaluating alternative courses, ⑤ Implement the plan, ⑥ Follow-up.</p>	$\frac{1}{4} \times 4 = 1$	2
<p>9. ① Planning provides directions, ② reduces risk of uncertainty, ③ reduces overlapping and wasteful activities, ④ Promotes innovative ideas, ⑤ facilitates decision making, ⑥ Establishes standards for controlling.</p>	$\frac{1}{2} \times 4$	2
<p>10. NO. Procedures are outlines steps on how to carry out activities</p>	NO-1 Explan-3	4
<p>11. ① setting objectives, ② developing premises, ③ Identifying alternative courses of action, ④ Evaluating alternative courses ⑤ implement the plan, ⑥ follow up + (our own view points in planning study leaves appropriately in this context) eg:</p>	4 1	5
<p>12. a. Budget - single use</p>	2	
<p>b. Method - standing plan</p>	2	4
<p>13. i - iii ii - iv iii - i iv - ii</p>	$1 \times 4$	4



Yes, Planning reduces creativity, I agree with this comment, This is one of the limitations of Planning (our own view point in this context)

5 5

5. ① Planning provides direction, ② Reduces risk of uncertainty, ③ Reduces overlapping and wasteful activities, ④ Promotes innovative ideas. (own own ideas related to Business context) ⑤ facilitates decisionmaking ⑥ Establish standards for controlling.

$\frac{1}{2} \times 6 = 3 + \rightarrow 5$

8

6. Planning is deciding in advance what to do and how to do. Types of Plans: Objectives, Strategy, Policy, Procedure, Rules, Programmes and Budget.

1

7

8

7. Limitations: ① Planning leads to rigidity, ② Reduces creativity, ③ involves huge cost, ④ It is a time consuming process, ⑤ Planning does not work in a dynamic environment, ⑥ Planning does not guarantee success.

6

Features:- ① Planning focuses on achieving objectives, ② It is a primary function of management, ③ Planning is pervasive, ④ Planning is continuous, futuristic and involves decision making ⑤ It is a mental exercise.

2

8

Total

60



# ORGANISING

## PART-A

Define organising ?

— refers to systematic effort to delegate to the lowest level all authority except that which can be exercised at central point.

- Louis Allen.

What is span of management?

What you mean by 'delegation of authority throughout the organisation.

## PART-B

i) Authority

i) Downward transfer of authority from superior to a subordinate

ii) Responsibility

ii) Answerability for outcome of the assigned task

iii) Accountability

iii) Right to command

iv) Delegation

iv) obligation to perform an assigned task

"No delegation leads to delays in decision making". Are you agree with this statement? Comment on it?

Construct a diagram on "Elements of delegation"?

Differentiate delegation and decentralisation?

Write any four advantages of formal organisation?



## PART-C

Decentralisation refers to the downward transfer of authority from a superior to a subordinate". Are you agree with this statement? comment on it?

Informal organisation is necessary to bring "network of social relationships among employees". what is your opinion in this regard?

Delegation is the creation of accountability for performance. substantiate?

Briefly explain Authority, Responsibility, and Accountability in an organisation on the basis of its meaning, delegation, origin and flow

When you are working at the top level of management in an organisation, How you increase the role of subordinates in the organisation? Give emphasis on importance of decentralisation.

## PART-D

State the importance of delegation and its elements and define delegation in your words?

Write the advantages and disadvantages of informal organisation

Define organising and its process?



# SCORING KEY AND MARKING SCHEME

Q. No.	value points	Score for each value point	Total Score				
1.	Organising - organising is the process of defining and grouping the activities of the enterprise and establishing authority relationships among them - Theo Haimman	1	1				
2.	Decentralisation	1	1				
3.	Span of management is the number of subordinates under a superior	1	1				
4.	Decentralisation	1	1				
5.	i) - iii ii) - iv iii) - ii iv) - i	$\frac{1}{2} \times 4$					
6.	Yes. Delegation refers to the downward transfer of authority from a superior to a subordinate. Its elements include :- Authority, Responsibility, Accountability, Own view points related to this context	1  1					
	<pre>                     graph TD                         A((Elements of delegation)) --&gt; B[Authority]                         A --&gt; C[Responsibility]                         A --&gt; D[Accountability]                     </pre>	2					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Delegation</th> <th style="width: 50%;">Decentralisation</th> </tr> </thead> <tbody> <tr> <td>                             ① Delegation is a compulsory act because no individual can perform all tasks on his own                              ② To lessen the burden of the managers                         </td> <td>                             ① Decentralisation is an optional Policy decision. It is done at the discretion of the top management                              ② To increase the role of the subordinates in the organisation by giving them more autonomy.                         </td> </tr> </tbody> </table>	Delegation	Decentralisation	① Delegation is a compulsory act because no individual can perform all tasks on his own ② To lessen the burden of the managers	① Decentralisation is an optional Policy decision. It is done at the discretion of the top management ② To increase the role of the subordinates in the organisation by giving them more autonomy.	$\frac{1}{2} \times 4$	
Delegation	Decentralisation						
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9. Advantages of formal organisation:-

① It is easier to fix responsibility since mutual relationships are clearly defined

② There is no ambiguity in the role that each member has to play as duties are specified.

③ unity of command is maintained through an established chain of command.

④ It provides stability to the organisation

$\frac{1}{2} \times 4$

2

10. No, Delegation refers to the downward transfer of authority from a superior to a subordinate

2

(Own view point in this context)

2

4

11. Yes, I agree with this statement  $\rightarrow$  Informal organisation

2

Advantages: ① Prescribed lines of communication are not followed, ② It helps to fulfill the social needs

$\frac{1}{2} \times 4$

of the members and allows them to find like minded people.

= 2

4

③ It enhance job satisfaction - ④ It contributes towards fulfillment of organisational objectives by compensating for inadequacies in the formal orgation.

12. Yes, I agree with this statement

2

Own view point related to this context

2

4

13. Basis	Authority	Responsibility	Accountability
Meaning	Right to command	obligation to perform an assigned task	Answerability for outcome of the assigned task.
Delegation	can be delegated	cannot be entirely delegated	cannot be delegated at all
Origin	Arises from formal position	Arises from delegated authority	Arises from responsibility
flow	superior to subordinate	subordinate to	subordinate to

5

5



14. Give importance to 'decentralisation', is an optional policy decision. It is done at the discretion of the top management

2

Importance  
 ① Develop initiative among subordinates,  
 ② Develops managerial talent for the future, ③ Quick decision making, ④ Relief to top management, ⑤ facilitates growth, ⑥ Better control

3

15. Delegation own words

2

Elements:- Authority, responsibility, Accountability

3

Importance of delegation:

① Effective management, ② Employee development, ③ Motivation of employees ④ facilitation of growth, ⑤ Basis of management hierarchy ⑥ Better coordination

$\frac{1}{2} \times 6 = 3$

16. Advantages

Disadvantages

① Prescribed lines of communication are not followed  
 ② It helps to fulfill the social needs of the members and allows them to find like minded people  
 ③ It contributes towards fulfillment of organisational objectives by compensating for inadequacies in the formal organisation

① Informal organisation spread rumours, it becomes a destructive force.  
 ② The management may not be successful in implementing changes if the informal organisation opposes them.  
 ③ It pressurises members to conform to group expectations.

8

17. Steps :- ① Identification and division of work,

② Departmentalisation, ③ Assignment of duties, ④ Establishing authority and reporting relationships  
 Organising is the process of defining and grouping the activities of enterprise and establishing authority relationship among them - Theohaimman

$1.5 \times 4 = 6$

2

Total

60



# STAFFING

## PART - A

Define staffing?

— refers to the process of finding possible candidates for a job or function.

## PART - B

What you mean by Training? draw a diagram to represent Training methods?

Assume, you are a H.R Head of an organisation, you need to recruit people for production area, what are the steps you follow for staffing them briefly explain?

"Staffing as part of Human Resource Management"

Are you agree with this statement. Comment on it?

Exemplify recruitment sources on the basis of External and internal sources of recruitment?

Do you think Training and development is necessary in an organisation? Briefly explain in your own words?

## PART - C

Differentiate staffing and recruitment?

"Internal sources of recruitment are more economical". Do you agree with this statement? Comment on it?



Distinguish between Training and development?

Explain selection procedure in detail?

Draw a concept map on Recruitment with commonly used sources?

### PART - D

What you mean by Staffing, explain Staffing Process?

Explain Training and Development Need, and its method?

What is Recruitment and explain its sources of recruitment?

The workers of a textile shop remain idle, because of Lack of knowledge of hi-tech technology. Frequent visit of engineer is made which causes high overhead charges.

How can this problem can be removed? Suggest your opinion in this regard?



# SCORING KEY AND MARKING SCHEME

Q. No.	Value Points	Score	Total				
1.	"The managerial function of staffing involves manning the organizational structure through proper & effective selection, appraisal & development of personnel to fill the roles designed into the structure - Koontz & O'Donnel	1	1				
2.	Recruitment	1	1				
3.	<p style="text-align: center;">Training</p> <div style="display: flex; justify-content: space-around;"> <div style="width: 45%;"> <p style="text-align: center;">↓</p> <p style="text-align: center;">On the Job methods</p> <p style="text-align: center;">↓</p> <p>① Apprenticeship Programmes ② Coaching ③ Internship training ④ Job rotation</p> </div> <div style="width: 45%;"> <p style="text-align: center;">↓</p> <p style="text-align: center;">Off the Job methods</p> <p style="text-align: center;">↓</p> <p>① class room lectures/conferences ② Films ③ case study ④ Computer modelling ⑤ vestibule training ⑥ programmed instruction</p> </div> </div>	2x2					
4.	① Estimating the Manpower Requirements, ② Recruitment, ③ selection ④ Placement and orientation ⑤ Training and development ⑥ Performance appraisal ⑦ Promotion and career planning ⑧ compensation.	$\frac{1}{2} \times 8$	4				
	Yes. I do agree with this statement own view point in this context	2x2	4				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">External sources</th> <th style="width: 50%;">Internal sources</th> </tr> </thead> <tbody> <tr> <td>① Direct recruitment ② casual callers ③ Advertisement ④ Employment exchange ⑤ Labour contractors</td> <td>① Transfer ② Promotion</td> </tr> </tbody> </table>	External sources	Internal sources	① Direct recruitment ② casual callers ③ Advertisement ④ Employment exchange ⑤ Labour contractors	① Transfer ② Promotion	$\frac{1}{2} \times 8$	4
External sources	Internal sources						
① Direct recruitment ② casual callers ③ Advertisement ④ Employment exchange ⑤ Labour contractors	① Transfer ② Promotion						



7. Yes. I agree with this statement

2

① The rapid changes taking place in our highly sophisticated and complex society have created increased pressures for organisations to readapt the products and services produced, the manner in which the products and services are produced and offered.

2x1  
=2

② The types of jobs required and the types of skills necessary to complete these jobs.

8.

Recruitment	Selection
<p>① It is an activity of establishing contact between employers and applicant</p> <p>② It encourages large numbers of candidates for a job.</p> <p>③ The candidates have not to cross over many hurdles</p> <p>④ It is a positive approach</p> <p>⑤ It proceeds selection</p> <p>⑥ It comes first</p>	<p>① It is a process of picking up more competent and suitable employees.</p> <p>② It attempts at rejecting unsuitable candidates</p> <p>③ Many hurdles have to be crossed</p> <p>④ It is a negative approach</p> <p>⑤ It follows recruitment</p> <p>⑥ It comes in recruitment process</p>

6x1  
=6

9. ① Yes. Internal sources are economical. I do agree with this

3x2

② Sources of internal recruitment ③ merits of internal sources

=6

characteristics	Training	Development
① focus	Current job	current and future jobs
② scope	individual workers	group work, team or organization
③ Time frame	Direct	Long-term
④ goal	Eliminate the lack in present skills	Preparation for future job requirements

x4

① Preliminary screening: Application form, ② Selection test:

- (a) Intelligence test (b) Aptitude Test (c) Personality test  
 (d) Trade test (e) Interest test (3) Employment



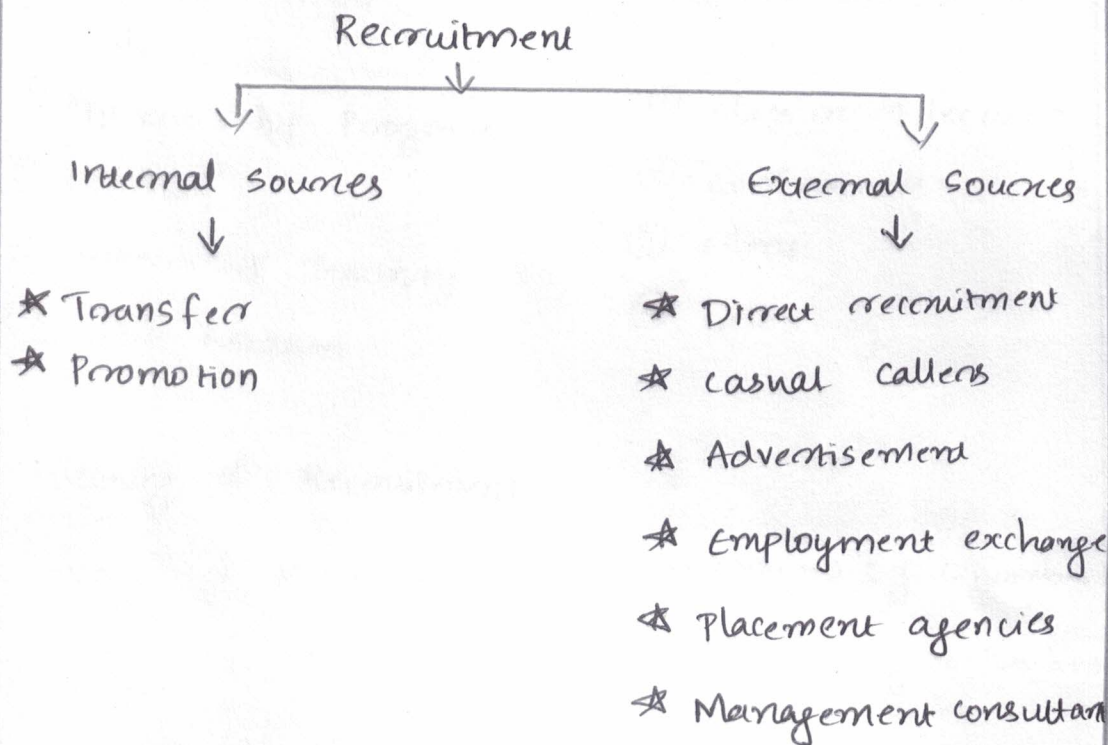
- ④ Interview, ⑤ Reference and Background checks,  
 ⑥ Selection Decision, ⑦ Medical examination, ⑧ Job offer  
 ⑨ contract of employment

$$\frac{1}{2} \times 9 = 4.5$$

Selection meaning

$$1 \frac{1}{2}$$

12.



2

2

3.

Staffing - meaning, Definition

3

Staffing Process: ① Estimating the manpower requirements

② Recruitment ③ Selection ④ Placement and orientation,

⑤ Training and development

5

4.

Training and development Need

1

Training: is any process by which the aptitudes, skills and abilities of employees to perform specific jobs are increased

Education: is the process of increasing the knowledge and understanding of employees. It is the understanding and interpretation of knowledge.



Development: refers to the learning opportunities designed to help employees grow.

3

Training Methods

On the Job method

off the Job methods

4

- ① Apprenticeship Programs
- ② coaching
- ③ Internship Training
- ④ Job Rotation

- ① class room lectures
- ② conferences
- ③ films
- ④ case study

5. Meaning of Recruitment

2

Sources of Recruitment

Internal → Eg. 4 numbers  
External → Eg. 4 numbers

6

6. Vestibule Training - Explanation

3

Own point related to this context

5

Total

80



ST. JOSEPH'S TRAINING COLLEGE

PAVARATTY, THRISSUR

(Affiliated to the University of Calicut and Recognized by NCTE)



Subject: ...EDU 09:13... PEDAGOGIC PRACTICES IN SOCIAL SCIENCE


Topic: ...JURISPRUDENTIAL... INQUIRY... MODEL... - LESSON PLAN

Name : ...HARISHMA A.S.

Optional Subject: ...SOCIAL SCIENCE

Semester: ...II

Reg. No. ...QVAWTS0006... For the year ...2022 - 24

  
FACULTY MEMBER

Date: ...04/07/2023



# LESSON PLAN

## SPRUDENTIAL INQUIRY MODEL

Name of the teacher : Hanishma A.S.

Standard : 12

Name of the school : St. Joseph's Pavaratty

Division :

Subject : Social science

Duration : 40

Name of the topic : Urbanisation

Date : 12.06.

### Content Objectives

- To develop an understanding about Urbanisation.
- To comprehend the importance of Urbanisation
- To clarify the role of various countries on urbanisation.

### Process objectives

- Competency in social dialogue
- Assuming role of others
- Social involvement and social action.
- Value synthesising attitude

### Syntax

Phase 1 - Orientation of the case

Introduce the material

Teacher shows a video and newspaper cuttings on urbanisation.

The impact of urbanisation in Africa (video - 16<sup>th</sup> May 2022)

Urbanisation in India : Causes, process, problems (video)



- The times of India - 2023 - Rapid urbanisation sans greenery contributing to rise in heat
- The times of India - 2022 - Policy needed for issues arising due to urbanisation of villages.

### Review facts on the case.

- Rapid urbanisation occurs in most of the states in India
- Due to rapid urbanisation heat is on the rise due to deforestation
- Government is setting new policies for issues arising due to urbanisation of villages.
- The population of Indian towns and cities are expected to increase from 282 million to 590 million in the next 20 years.
- The urban population of India is 31.16% as per 2011 census
- There are 5 megacities in India having a population of more than 10 million people.

### Phase II Identifying Issues

Synthesise facts into public issues.

- Will India face crisis due to urbanisation in future



- Should India have to make more policies for urban community.

Select one issue for discussion

Will India face crisis due to urbanisation in future

Value conflict

Urbanisation

Vs

Economic conditions

Underlying facts

- Rapid urbanisation may lead to poverty, decline of natural resources and pollution

Currently, the capital of India - New Delhi is suffering due to air pollution and various states are introducing policies regarding urbanisation.

Task III Taking a position

One or two students volunteer to take a position

Position: Rapid urbanisation in India may lead to Poverty and Pollution, So more policies are to be introduced.

Opponent: Otherwise, without policy initiatives, urbanisation speed will increase and more pollution affects people.



## Phase IV Exploring the stance (Arguments)

Teacher: Do you think introducing more policies will decrease the pace of urbanisation in India?

Student: Definitely, policies can slow down the negative urbanization process by implementation of smart projects like re-engineering, optimum utilization of urban land etc.

Teacher: Is current plans sufficient for the population in urban areas?

Students: No, currently resources are not effectively utilising. Making use of unused lands and sustainable means can make the land more green.

Teacher: Is the current plans sufficient for protecting forests and land with resources?

Student: No

Teacher: Do you think that pollution will decrease in upcoming years?

Student: No, air pollution is getting higher in major cities in India due to population and heavy traffic in cities.

Teacher: The number of cities are increasing day by day?

Student: Yes



Teacher : Can you specifically say the current statistics of urbanisation in India?

Student : No answer.

Teacher : Actually India is overpopulated than saying as 'increased urbanisation'. Is population ~~the~~ ~~and~~ controlling policies should be initiated other than urbanisation policies?

Student : No answer.

Teacher : Proper urban planning and management can pave way for sustainable living?

Student : Yes.

#### Phase V Redefining and Qualifying position.

Teacher : Proper policy initiatives at urban centres can find a way to balance sustainable living on the current urbanised condition.

Student : Yes

Redefining positions.



## Phase VI Testing Factual Assumptions Behind Position

→ [Right to fair compensation and transparency in land acquisition, rehabilitation and resettlement act of 2013.

→ [Various mission introductions like Smart Cities Mission (SCM), Swachh Bharat Mission (SBM), Jawaharlal Nehru National Urban Renewal Mission (JNNURM)]

→ Introduction of various policies like stated above have lead to control of using resources and conservation in urban areas too

→ Introduction of various policies in various states of India for urban planning and development is based on thinking future consequences of urbanisation.



## Social System

- Moderately structured
- An atmosphere of openness and intellectual equality prevails.

## Principle of Reaction

- Socratic dialogue method
- Issues are thoroughly explored
- Probing students to think through questioning

## Support System

- Video on urbanisation
- Newspaper cuttings on urbanisation
- Online news about urbanisation in India.

## Instructional effects

- Competence in analysing social issues
- Ability to analyse the topic 'Urbanisation' in d
- Competence in social dialogue.

## Nurturant effect

- Facts on Urbanisation
- Developing critical thinking
- Ability for social involvement and social action.

Prax.



**ST. JOSEPH'S TRAINING COLLEGE**  
**PAVARATTY, THRISSUR**

*(Affiliated to the University of Calicut and Recognized by NCTE)*



Subject: EDU 103: Yoga, Health and Physical education

Topic: Body Composition - BMI

Name: Mariya Tomy

Optional Subject: Natural Science

Semester: 1st

Reg. No. 01A WITNS009 For the year 2022-24

*A*  
FACULTY MEMBER

Date: 22/12/22

*Unseen*  
*[Signature]*  
*23/12/24*



EDU 103: Yoga, Health and Physical Education  
body composition - BMI.

# BMI

Body Mass Index

Submitted to,  
TONY Sir

Submitted on:  
19/12/22

Submitted by:-

Mariya Jomy  
Natural Science



## INTRODUCTION

Body Mass Index - BMI is an official indicator for calculating the ideal body weight for a given height. First of all the body mass index helps to determine the weight group in which a person falls - the degree of obesity. Also, the body mass index can be used to calculate the number of kilograms that a person must lose or gain, in order to reach the ideal weight for his/her height.

## Body Mass Index

### [BMI]

Body Mass Index (BMI) is a value derived from the mass (weight) and height of a person. The BMI is defined as the body mass divided by the square of the body height and is expressed in units



of  $\text{kg}/\text{m}^2$ , resulting from mass in kilograms and height in metres.

The BMI may be determined using a table or chart which displays BMI as a function of mass and height using contour lines or colours for different BMI categories and which may use other units of measurement.

The BMI is a convenient rule of thumb used to broadly categorize a person as under weight, normal weight, over weight or obese based on tissue mass (muscle fat and bone) and height. Major adult BMI classification are under weight ( $< 18.5 \text{ kg}/\text{m}^2$ ), normal weight ( $18.5$  to  $24.9$ ), over weight ( $25$  to  $29.9$ ) and obese ( $30$  or more). BMIs under  $20$  and over  $25$  have been associated with higher all cause mortality, with the risk increasing with distance from the  $20$ - $25$  range.



$$\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m)}^2}$$

Classification of Overweight and obesity by BMI as follows:-

Obesity class	BMI	Colour
Under Weight	< 15.0	★
Normal	15.0 - 23.0	★
Over Weight	23.1 - 26.9	★
Obesity - 1	27.0 - 30.9	★
Obesity - 2	31.0 - 33.9	★
Extreme Obesity	34.0 and above	★



Name of the Student	Weight (kg)	Height (cm)	BMI	Colour.
Aleena Tharakan	60	163	22.58	*
Aleena Mathews	70	164	26.02	*
Ann Mary	55	154	23.19	*
Athira C.S	82	176	25.88	*
Harsha. P.S	79	166	28.66	*
Jisna Shaji	55	164	20.44	*
Krishnendhu N.S	75	170	25.95	*
Manjulakshmi Menon	63	159	24.76	*
Mariya Tomy	66	165	24.24	*
Prabitha. S	65	165	23.87	*
Roshna Rakil	82	176	25.88	*
Sheethal Peter	79	166	28.66	*
Shonima. V.S	70	164	26.02	*
Mufeedha	55	164	20.44	*



## Significance of knowing BMI.

It is a good way to gauge whether your weight is in healthy proportion to your height. In fact, knowing your BMI can help you determine any health risks you may face if it's outside of the healthy range.

Being overweight can lead to a range of chronic conditions including:-

Type 2 diabetes

High blood pressure

Heart or blood vessel problems.

Cardiovascular diseases

Musculo skeletal problems.

Life style diseases

Being under weight can result in other health issues like ;



Risk of Malnutrition

Osteoporosis

Anaemia

While it may be a good great guide for establishing the amount of body fat you carry, your BMI won't take into consideration your age, sex, ethnicity or even muscle mass. It's also not appropriate in determining a healthy weight in the elderly, children, pregnant women or even athletes.

## Conclusion

Calculating the BMI of students in my class helps me to understand more about BMI and its importance. This task was very informative for me to understand how to calculate BMI of each student and how to categorize the people



according to underweight, overweight, obesity and extreme obesity. This task helps to know how many of my classmates belong to each category. I understand the fact that students of my group are mostly having normal weight and some are in overweight category and few in obesity. The BMI was introduced in the 19th century by a Belgian astronomer, Adolphe Quetelet, mathematician, statistician and sociologist. He produced the formulae to give a quick and easy way to measure the degree of obesity to general population to assist the government in allocating resources. It is only because of this task I came to know and understand more about BMI in detail. The task helps to know more about BMI and I was able to take an interest in calculating BMI of my classmates.



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**PAVARATTY, THRISSUR**

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Subject: EDU103. Yoga, Health and Physical education  
Topic: Practicing and recording of health related  
Physical fitness activities - Walking

Name: Masiya Jomy  
Optional Subject: Natural Science  
Semester: Ist  
Reg. No. OVATNS009 For the year 2022-24

FACULTY MEMBER

Date: 21/11/22

*Checked*  
*[Signature]*  
*23/11/24*



EDU 103 :- Yoga, health and Physical education

Practicing and recording of health related physical fitness activity.

# WALKING



Submitted  
to:  
Tony Sir

Submitted on:-  
19/12/2022

Submitted by:-  
Maeija Tomy  
Natural Science  
509.



## INTRODUCTION

Walking is simple, free and one of the easiest ways to get more active, lose weight and become healthier. Some times overlooked as a form of exercise, walking briskly can help you build stamina. Burns excess calories and make your heart healthier. Every one should make walking a habit of life, because it have so many benefits. If one doesn't makes the walking in proper it is not useful to them. There are many things followed to get the beneficiaries of walking. Many people in the world made walking a routine. Because it is the only form of exercise any one can do irrespective of their health, age, work etc. In this busy world/life walking will be help ful to us to maintain a healthy life.



## WALKING

Walking is also known as ambulation, it is one of the main gates of terrestrial locomotion among legged animals. Walking is typically slower than running and other exercises. Walking is defined by an 'inverted pendulum' gait in which the body vaults over the shift limb or limb with each step. This applies regardless of the usable number of limbs - even arthropods, with six, eight or more limbs, walks.

The word walk is descended from middle English Wolkyng, Walking, from Old English wealcende, from Proto-Germans Walkande.

## BENEFITS OF WALKING

Walking wards off heart disease, brings up the heart rate, lowers blood pressure and



Strengthens the heart. Post Pressure and Menopausal women who walk just one to two miles a day can lower their blood pressure. Women who walk 30 minutes a day can reduce their risk of stroke, when they stepped up.

Walking can stop the loss of bone mass for those who with osteoporosis, according to Michael A. Schwartz, MD of Plancher Orthopedics and Sports medicine in New York. Research finds that people who exercise regularly in their fifties and sixties are 35% less likely to die over the next eight years than their non-walking counterparts.

Walking releases natural pain killing endorphins to the body - one of the emotional benefits of exercise. Studies showed that the more steps people took during the day, the better their moods are. Walking tones your leg and abdominal muscles and even arm muscles.



If you pump them as you walk. This increases your range of motion, shifting the pressure and weight from your joints to your muscles.

The majority of joint cartilage has no direct blood supply. It gets its nutrition from joint fluid that circulates as we move. Movement and compression from walking "squishes" the cartilage, bringing oxygen and nutrients into the area.

When walking, your breathing rate increases, causing oxygen to travel faster through blood stream, helping to eliminate waste products and improve your energy level and the ability to heal.

Regular brisk walking can help you;

- \* Maintain a healthy weight and lose bodyfat.
- \* Prevent or manage various conditions, including heart disease, stroke, high blood pressure, cancer and type 2 diabetes.
- \* Improve vascular fitness.



- \* Strengthen your bones and Muscles
- \* Improve muscle endurance
- \* Increase energy levels.
- \* Improve your mood, cognition, memory and sleep.
- \* Improve your balance and coordination
- \* Strengthen immune system.
- \* Reduce stress and tension.

The faster, farther and more frequently you walk, the greater the benefits.

## Consider Your technique

Turning your normal walk into a fitness stride requires good posture and purposeful movements :-

- 1) Your head is up. You're looking forward, not at the ground.
- 2) Your neck, shoulders and back are relaxed, not stiffly upright.



# CLASSIFICATION

Age	Excellent	Above Average	Average	Below Average
Male 20-29	Over 2800 metres	2400 - 2800 metres	2200 - 2399 metres	1800 - 2199 metres
Females 20-29	Over 2700 metres	2200 - 2700 metres	1800 - 2199 metres	1500 - 1799 metres
Males 30-39	Over 2700 metres	2300 - 2700 metres	1900 - 2299 metres	1500 - 1999 metres
Females 30-39	Over 2500 metres	2000 - 2500 metres	1700 - 2099 metres	1400 - 1699 metres
Males 40-49	Over 2500 metres	2100 - 2500 metres	1700 - 2099 metres	1400 - 1699 metres
Females 40-49	Over 2300 metres	1900 - 2300 metres	1500 - 1899 metres	1200 - 1499 metres



As a part of the task our teacher explained the benefits of walking in the class. He gave the instructions for proper walking exercise. The exercise was conducted among 50 students in the class. Initially it was difficult to walk by following the instructions but gradually we could do it successfully. As per the task conducted the students were classified into excellent category, above average, average and below average category.

Excellent	Above Average	Average	Below Average
Arsha.	Ranjima	Aneeta shaju	Bibina
Ninu	Mangu	Nayana Asok	Anitha
Jisha	Shahina	Cilda Antony	Amrutha
Liyath	Devika	Rashida	(1500 -
(Cover 2700 metres)	(2200 - 2700 metres)	Jinsha	1799 metres)
		Hima	
		(1800 - 2199 metres)	



## CONCLUSION

Walking is one of the popular and effective way of exercise. By conducting walking exercise we could understand the benefits of walking. The task was completed successfully and many students were categorized into excellent, above average, average, below average. They were categorized as the meters that have covered. The girls were actively participating in the walk and all were between the age of 20 and 29. The girls who covered 2000 meters came to excellent category and who covered 1500-1799 meters came under below average category.



## REFERENCES

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- 5) ~~www.betterhealth.vic.gov.au~~
- 6) ~~www.mayoclinic.org~~





**ST. JOSEPH'S TRAINING COLLEGE**  
**PAVARATTY, THRISSUR**

*(Affiliated to the University of Calicut and Recognized by NCTE)*



Subject: EDU 103 YOGA, HEALTH AND PHYSICAL EDUCATION - I

Topic: Practising and recording of health related  
physical fitness activities (walking)

Name: ALMA PAUL *Alma*

Optional Subject: ENGLISH

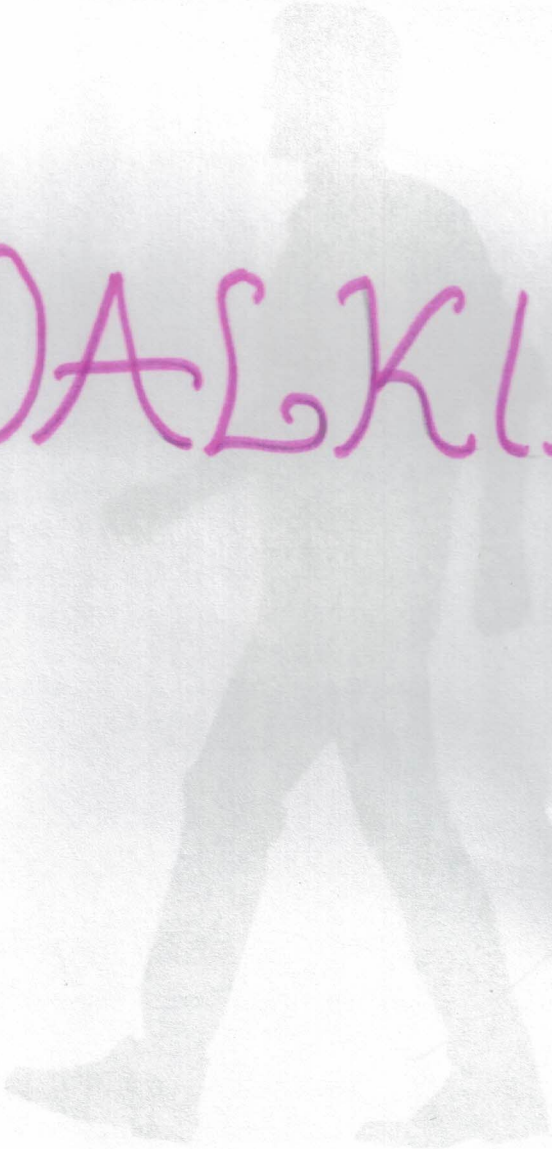
Semester: FIRST

Reg. No. OVANTEG1001 For the year 2022-24

*A*  
FACULTY MEMBER

Date: 12/11/22





# WALKING

Submitted by,  
Alma Paul  
Roll No :- 201  
English



22/12/2024







## WALKING

# INTRODUCTION

As a part of our B.Ed curriculum we had to do an EPC work in the EDU 103: Yoga, Health and Physical Education I. The EPC work is related to practicing and recording of health related physical fitness activities and the selected activity is walking. Walking is one of the most popular forms of aerobic physical activity. It has a range of benefits like improved cardiorespiratory health, better bone health, decreased blood pressure, decreased diabetes etc. The main aim of this work is to create awareness among pupils about the importance of walking in their daily life.





# WALKING

Walking is a form of exercise that requires no special equipment and minimal physical fitness, but it can lead to many benefits. Walking is one of the most underrated physical exercises. The word walk is descended from the old English 'wealcan' means "to roll". It is typically slower than running. Walking is generally distinguished from running in that only one foot at a time leaves contact with the ground and there is a period of double support. Walking is a great way to improve or maintain your overall health. Just 30 minutes everyday can increase cardiovascular fitness, strengthen bones, reduce excess body fat, boost muscle power and endurance. Walking for fun and fitness is not limited to strolling by yourself around local neighbourhood streets. There are various clubs, routes and strategies you can use to make walking an enjoyable and social part of your life style.



# BENEFITS OF WALKING

1. Increased cardiovascular and pulmonary (heart and lung) fitness.
2. Reduced risk of heart disease and stroke
3. Improved management of conditions such as hypertension (high blood pressure), high cholesterol, joint and muscular pain or stiffness and diabetes.
4. Stronger bones and improved balance
5. Increased muscle strength and endurance
6. Reduced body fat
7. Burns calories
8. Strengthens the heart
9. Can help to lower blood sugar
10. Eases joint pain
11. Boosts immune function
12. Boost your energy
13. Improve your mood
14. Extend your life
15. Tone your legs
16. Creative thinking



Walking is a good exercise for healthy life. This helps to stay healthy life. Walking helps to stay physically, mentally and emotionally fit and fine. People can do this type of exercise at any age group. From simple casual walking, brisk walk and jogging, this rhythmic movement of legs not only keeps ones blood flow and activity regulated but also expose them the clean environment around.

Our physical education teacher explained about all the above benefits before training us on how to walk properly. Later on he explained about the important points which should be kept in mind for proper walking. They are the following

1. One foot must appear to be in contact with the ground at all times. So that no visible loss of contact
2. The advancing leg shall be straighten (not behind at knee) from the moment of first contact from the ground until vertical upright position.
3. Until the front foot has touched the ground, the toe cannot leave the ground.

Followed by this our teacher conducted a walking competition including hundred children. He initially divided the pupils into five separate groups. Then he conducted separate segments. Initially there were many issues in walking according to the rules. The faults were corrected gradually. After some an increased pace of walking was maintained. Finally we could get great understanding on walking.



## CLASSIFICATION

# CONCLUSION

The main aim of this EPC task is to create awareness among the pupils about the importance of walking in our daily life. The proper way of brisk walking can bring up added advantages to health of pupils. They can avoid life style diseases. Teacher instructed us with proper rules while doing walking. The procedure of proper walking in a balanced pace can be followed in our daily life too.

# REFERENCE

- 1) [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)
- 2) [www.mayoclinic.org](http://www.mayoclinic.org)
- 3) [www.health.harvard.edu.com](http://www.health.harvard.edu.com)





# CLASSIFICATION

Age	Excellent	Above Average	Average	Below Average
Males 20-29	Over 2800 meters	2400 - 2800 meters	2200 - 2399 meters	1600 - 2199 meters
Females 20-29	Over 2700 meters	2200 - 2700 meters	1800 - 2199 meters	1500 - 1799 meters
Males 30-39	Over 2700 meters	2300 - 2700 meters	1900 - 2299 meters	1500 - 1999 meters
Females 30-39	Over 2500 meters	2000 - 2500 meters	1700 - 1999 meters	1400 - 1699 meters
Males 40-49	Over 2500 meters	2100 - 2500 meters	<del>1700 - 2099 meters</del>	1400 - 1699 meters
Females 40-49	Over 2300 meters	1900 - 2300 meters	1500 - 1899 meters	1200 - 1499 meters



CONCLUSION

As part of the task our teacher explained the benefits of walking in the class. He gave the instructions for proper walking exercises. The exercise was conducted among 50 students in the class. Initially it was difficult to walk by following the instruction but gradually we could do it successfully. As per the task conducted the students were classified into excellent category, above average, average and below average category.

Excellent	Above Average	Average	Below Average
Harsha	Ranjima	Aneeta Shaju	Bibina
Ninu	Manju	Nayana Asch	Anitta
Jisha	Shahina	Golda Sulouy	Anurudha
Liyath	Devika	Rashidha	
		Jinsha	
(Over 2700 meters)	(2200-2700 meters)	Hima	
		(1800-2199 meters)	(1500-1799 meters)



## CONCLUSION

Walking is one of the popular and effective way of exercise. By conducting walking exercise we could understand the benefits of walking. The task was completed successfully and many students were categorized into excellent, above average, average and below average. They were categorised as per the meters that have covered. The girls were actively participating in the task and all were between the age of 20 and 29. The girls who covered 2100 meters came to excellent category and who covered 1500-1799 meters came under below average category.

*f*



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Subject: EDU 103 - Yoga, Health and Physical Education

Topic: Body Composition

Name: ALMA PAUL

Optional Subject: ENGLISH

Semester: FIRST

Reg. No. OVAVTEG1001 For the year 2022 - 24

  
FACULTY MEMBER

Date: 02/10/2022



BODY MASS INDEX

EDU-03

BMI

BODY MASS  
INDEX

Submitted by,

Alma Paul

English

Roll No:- 201

22/12/22



# BODY MASS INDEX

Body Mass Index is a value derived from the mass and height of a person. The BMI is defined as the body mass divided by the square of the body height and is universally represented in unit of  $\text{kg}/\text{m}^2$ , resulting from mass in kilograms and height in metres. The BMI can be determined using a table or chart which displays BMI as a function of mass and height using contour lines or colours of different BMI categories and which may use other units of measurement (convert into metric units for the calculation).

The BMI is a convenient rule of thumb used to broadly categorize a person as underweight, normal weight, overweight or obese based on tissue mass (muscle, fat and bone) and height. Commonly accepted BMI ranges are underweight under ( $18.5 \text{ kg}/\text{m}^2$ ), normal weight ( $18.5$  to  $25$ ), overweight ( $25$  to  $30$ ) and obese (over  $30$ ).

$$\text{BMI} = \frac{\text{Weight (kg)}}{\text{Height (m}^2\text{)}}$$



Classification of Overweight and Obesity by BMI as follows

Obesity Class	BMI	Colour
Underweight	$< 15.0$	Red
Normal	15.0 - 23.0	Teal
Overweight	23.1 - 26.9	Black
Obesity - 1	27.0 - 30.9	Green
Obesity - 2	31.0 - 33.9	Pink
Extreme Obesity -3	34.0 and above	Black



# CONCLUSION

Name of the student	Weight (kg)	Height (cm)	BMI	Colour
Surabhi	65 kg	165 cm	23.87	●
Stimply Vincent	66 kg	165 cm	24.24	●
Arya	63 kg	159 cm	24.76	●
Jimu	75 kg	170 cm	25.95	●
Melina M.F	55 kg	164 cm	20.44	●
Liuta	60 kg	163 cm	22.58	●
Pragiva	70 kg	164 cm	26.02	●
Sreelalshmi	55 kg	154 cm	23.19	●
Elin Raj	82 kg	176 cm	25.88	●
Harikrishnan A.S	79 kg	166 cm	28.66	●



# CONCLUSION

Calculating the BMI of 10 students is not, at all an easy task. This task was very informative for me to understand how to calculate BMI of each student and how we can categorize the people according to underweight, overweight, obesity and extreme obesity. This task helps to know how many of class mates belong to each category. I understand the fact that 10 students of my group were of normal weight (2), overweight (7) and obesity - 2 (1)

The BMI was introduced in the early 19th century by a Belgian astronomer, Adolphe Quetelet, mathematician, statistician and sociologist. He produced the formulae to give a quick and easy way to measure the degree of obesity to give a quick and easy way to measure the degree of obesity to give a quick and easy way to measure the degree of obesity of the general population to assist the government in allocating resources. It is only because of this task I came to know and understand more about BMI in detail. The task helps to know more about BMI and I also take a interest in calculating BMI





Name of the teacher Alma Paul  
Subject English  
Standard VIII

# LESSON

# PLAN

45 minutes  
Topic *Shog*  
Poetry  
The purpose is to  
develop imagination and  
artistic power.

# POETRY

ALMA PAUL  
ENGLISH

16  
23  
69



Name of the teacher

Alma Paul

Subject

English

Standard

VIII

Unit

Flowers and Showers

Date

4-07-23

Topic

First Shower

Duration

45 minutes

Theme

Nature

Subtheme

\* Harmony in nature

\* Happiness

\* Power of nature to heal

Learning Outcome

The learner will be able to:

\* develop imagination and aesthetic powers

\* enhances creative and critical thinking

\* identifies poetic devices and its usage

\* read the poem and appreciate the poet's style



Concept/Skill

Process

Language elements

Discourse

Attitude and Value

\* express their ideas and thoughts in target language.

\* enrich their vocabulary

\* construct discourse

∴ Nature's ability to heal the pain of human mind as human beings live in a cruel world.

∴ LSRW

∴ A) Vocabulary - Parched, Frayed, Visage

B) Poetic Device - Simile

∴ Write a description on importance of rain

∴ Nature need to be protected as in certain situations when the whole world is not helping us, the nature will be always with us.





## Learning resources

- ICT image of the author
- ICT images to show the vocabulary
  - \* Parched (image of parched earth (dried earth))
  - \* Grayed (image of person who is stressed)
  - \* Visage (image of a face)
- ICT image of teacher's version
- ICT video of rain

## Learning Strategies

- Silent reading, loud reading, individual activity, group activity

## Previous Knowledge

- The learner is familiar with the happiness that the rain brings.
- The learner knows the importance of nature.
- The learner knows about the feature of nature poem
- The learner develops an attitude to understand the poem with its essence.

## Expected Product

## Description



## PROCESS

## ASSESSMENT

### Introductory Activity

Teacher enters the class and establishes a good rapport with the students.

Teacher then plays a video of a rain and then the teacher divides the class into two groups and asks them to discuss how rain brings happiness in us. Then teacher randomly calls the student from each group and ask them to share how the rain brings happiness in them. After the activity, teacher writes the title and the name of the author on the blackboard.

### Presentation

Teacher recites the poem with proper stress, intonation and pronunciation.

Teacher then asks the following questions :-

- 1) Who wrote the poem 'First Showers'?
- 2) What is the main theme of the poem?
- 3) How is the raindrop's ball compared to?



## Silent reading by the learner

Teacher then asks the students to do a silent reading of the poem and to mark the difficult words.

## Language Elements

### A) Vocabulary

\* Parched : /pa:tʃt/

Meaning : Dried out with heat

Example : The parched earth

Context : Teacher shows the image of parched earth

\* Frayed : /freɪd/

Meaning : unravelled or worn at edge or showing the effects of strain.

Example : An effort to soothe frayed nerves

Context : Teacher shows image of stressful person.

\* Visage : /vɪzɪdʒ/

Meaning : A person's face

Example : There was something hidden behind his visage of cheerfulness

Context : Teacher shows the image of a person's face.



## B) Poetic Device - Simile

### Simile

Teacher shows a image of a girl singing and a bottle of honey (to represent that god's voice was sweet as honey). Teacher then asks the students to find out what they understood from the picture. Teacher then explains and then defines the term 'Simile'. A simile is a form of figurative language in which a comparison is made between two things which have something in common using the words 'like' or 'as'.

Then the teacher asks the students to pick out example from textbook.

### Comprehension

- 1) How does the rain soothe the poet's nerves?
- 2) How is wet clothes cling to the poet's body?
- 3) What is the poetic device used in the line 'wet clothes cling to the body...?'?

### Activity

Write a description on importance of rain.



Teacher then ask the students to write the description individually.

### Teacher's Version

#### Importance of Rain

Rain is one of the most essential elements on Earth. Without it, many plants and animals would die. Rain helps to cleanse the air and provides water for plants and animals. Rain is an essential part of the Earth's environment. It helps to regulate temperatures, distribute water evenly and purify rain.

Rain also helps to make soil fertile. It helps to grow crops and keep them healthy. Rainwater also provides clean water for people to drink and bathe in. It is also used to produce hydroelectric power and to refill.

Rain is the most important part of the water cycle. Rain also adds humidity into the air around us. Rain is very important for our earth, therefore, its water should be saved and if there is more rain, we should plant



### Reading by the learner

Teacher randomly selects students and asks them to read the poem loudly.

### Consolidation

Teacher randomly selects students and asks them to consolidate what they learned from the portion.

### Follow Up Activity

Write a poem about 'My Rainy Day'.

~~Rainy Day~~



LESSON

PLAN

PROSE

ALMA PAUL  
ENGLISH



Name of the teacher

Alma Paul

Subject

English

Standard

VIII

Unit

Share and Care

Topic

The School for Sympathy

Date

4-07-23

Duration

45 minutes

Theme

Equality, humanity and gratitude

Subtheme

- \* Empathy
- \* Understanding and cooperation
- \* Love and care to differently abled
- \* Friendship

Learning Outcome

- The learner will be able to
- a) Read and comprehend the text
  - b) Enrich the vocabulary
  - c) Enhance creative and critical thinking
  - d) Identify the main events of the story



Concept/Skill

e) Express their ideas and thoughts in target language.

f) Enhance to show sympathy towards other beings.

g) Identifies the importance of human values.

h) Construct discourse - Notice

To create empathetical attitude among the students and to develop humanitarian values

Process

LSRW

Language Elements

A) Vocabulary - Lame, Astonish, Bandaid

Discourse

Your school has decided to conduct an exhibition and talent show for differently abled children. Prepare a notice for the event.

Attitude and Value

To develop a sense of responsibility and empathy towards differently abled.

Learning Resources

\* ICT images of famous differently abled personalities

\* ICT image and video to show the vocabulary of certain



Learning Strategies

Previous Knowledge

Expected Product

words :-

- Astonished (video of a person astonished)
- Lame (video of a person walking difficult)

\* ICT image of teacher's work notice.

\* Bandaid (Teacher brings bandaid)

:- Silent reading, loud reading, individual activity, group activity

:- The learner knows/is familiar with :-

- Differently abled persons
- Different types of disabilities
- Helping aids used by differently abled.
- Special achievements and talents of differently abled.
- Famous differently abled personalities.

Notice



### Introductory Activity

Teacher enters the class and establishes a good rapport with the students. Teacher then asks the students whether they are inspired by the life of any differently abled persons. Teacher then divides the class into four groups. Then, the teacher displays achievements on the wall and asks the students to paste the photos of different personalities to their field of excellence on the chart, by leading them with appropriate clues. Teacher randomly calls students from four groups to pick up a clue from the box to identify the person and to paste the photo on the chart. The personalities are Helen Keller, Stephen Hawking, Vaidhyanathar and Sudha Chandran. After the activity, teacher writes the title of the chapter and the author on the blackboard.

### Presentation

Teacher reads the first two paragraphs with proper stress and pronunciation. Then teacher asks the following questions:

- 1) Who wrote 'The School for Sympathy'?
- 2) What is the main theme of the story?



3) Who is the main character in the story?

### Silent Reading by the learner

The teacher asks the students to do a silent reading of the text and to mark the difficult words.

### Language Elements

#### A) Vocabulary

★ **Astonished** : /ə'stɒnɪʃt/

Meaning : Greatly surprised or impressed

Eg : He was astonished at the change in him.

Context : Teacher shows the video of a person 'astonished'.

★ **Bandaid** : /bə'neɪdɪz/

Meaning : A long narrow piece of cloth that is tied around an injury or a part of someone's body that has been hurt.

Example : She removed the bandaid to reveal a red swollen wound.

Context : Teacher brings a bandaid to the class and uses it to explain the meaning of the word.



\* Lame : /leɪm/

Meaning : Unable to walk without difficulty as the result of an injury or illness affecting the leg or foot.

Example : His horse went lame.

Context : Teacher shows the video of a lame person and demonstrates how a person is unable to walk.

### Comprehension

- 1) What does Miss Beam's school do in order to get the pupil to appreciate and understand misfortune?
- 2) What has to be done by the students on the blind day?
- 3) Which is the worst day according to Miss Beam?

### Activity

Your school has decided to conduct an exhibition and talent show of differently abled children. Prepare a notice for the event.

Teacher asks the students to prepare a notice individually.



Teacher asks the students whether they know how to prepare a notice. Then teacher shows her version of notice.

### Teacher's Version

ST. JOSEPH'S HIGH SCHOOL, PAVARATTY

Talent Expo by the gifted stars

Dear friends,

St. Joseph's High School, Pavaratty is planning to conduct an talent and craft exhibition of differently abled students on July 22<sup>nd</sup>, 2023.

We cordially invite everyone to this programme and make this event a grand success with

Your presence.

Programme Details

Date : 22-07-23

Time : 9.30am

Venue : School Auditorium

Welcome Speech : Arts Secretary

Presidential Speech : Headmaster

Inauguration : Vaihona Vijayalakshmi

Felicitation : School leader, Staff Secretary



Vote of thanks :- Joint Secretary

---

### Reading by the learner

Teacher randomly selects the students and ask them to read the portion loudly

### Consolidation

Teacher randomly selects the students and asks them what he/she understood from the class.

### Follow Up Activity

Prepare a newspaper report on the talent exhibition conducted in the school.

~~Playpen~~



# ASSIGNMENT

Topic :- LandMarks in the development  
of Science education.

Submitted by,  
Maerija Jomy

~~Valued~~  
~~28/01/24~~

Submitted to,  
Soumya Miss  
Natural Science  
Reg No: 07AVWTR15009



# LANDMARKS IN THE DEVELOPMENT

## OF SCIENCE EDUCATION

### INTRODUCTION

Science is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe. 'Science moves but slowly, steadily, creeping on from one point to another but actually the progress has been rapid' says Tennyson. Therefore science is a cumulative and endless series of empirical observations which result in the formation of concepts and theories, with both concepts and theories being subject to modification in the light of further empirical observations. Actually the origin of science can be traced back to the old Stone age when the earliest men made tools of wood, bone etc. Galileo Galilei pioneered the experimental scientific method and was the first to use a refracting telescope to make important astronomical discoveries. Albert Einstein called Galileo



The "father of modern science". The history of science come from Ancient Egypt and Mesopotamia in around 3000 to 1200 BCE

## SCIENCE EDUCATION IN ANCIENT TIMES

The history of science covers the development of science from ancient times to the present. The earliest roots of science can be traced to Ancient Egypt and Mesopotamia. Science as it is known today is of having various branches.

### Pre history

4-5 billion years ago :- Sun starts to produce energy.

Solar power is amazing. On average, every square meter of Earth's surface receives 163 watts of solar energy. If we covered just one percent of the Sahara desert with solar panels, we could generate enough electricity to power the whole world.



~ 3.5 million years ago :- Humans make the first tools from stone, wood, antlers and bones.

Though the human body is the most amazing tool at our disposal, it often needs a helping hand. Tools made of stone, wood and bones at early period work like extensions of their body, making them feel stronger and helping them work faster and more efficiently. In science, tools like this are called simple machines.

1-2 million years ago :- Humans discovered fire.

Fire, a process in which substances combine chemically with oxygen from the air and typically give out bright light, heat and smoke. The oldest unequivocal evidence found at Israel's Qesem Cave, dates back 1-2 million years ago, associating the earliest control of fire with Homo sapiens and Neanderthals. Pre-humans may have also learned how to make primitive fires using sticks and flint.



10,000 BC :- Earliest boats are constructed.

We can't walk on water. A ship or a boat is a vehicle that can float and move on the Ocean, a river or some other watery place, either through its own power or using power from the elements such as wind, waves or sun. First boats include rafts, skin, hide and bark boats, kayaks and dugouts. Mesopotamian sailors invent sails. Ancient Egyptians make the first boats from wooden planks. Minoans and Mycenaeans become the first great ocean navigators, exploring the Mediterranean Sea.

8000 - 9000 BC :- Beginnings of human settlements and agriculture:

Water is one of the most amazing things about Earth; without it, there would be no life and our planet would be a completely different place. One of the truly amazing things about water is that it's never used up; it's just recycled over and over again, constantly moving between the plants, animals, rivers and seas on Earth's surface and the atmosphere up above. Human



First started irrigation systems arose roughly simultaneously in the civilizations of the Tigris-Euphrates river in Mesopotamia and the Nile River Valley in Egypt. Since irrigation requires an extensive amount of work, it shows a high level of social organization.

6000 - 7000 BC :- Hand made bricks first used for construction in the Middle East. Some of the most famous constructions in history have been made from brick, including parts of the Great Wall of China and many of the structures built during the Roman Empire.

4000 BC :- Iron used for the first time in decorative ornaments. The fourth most common element in Earth's crust, iron has been in widespread use now for about 6000 years. One of the strongest and cheapest metals, it became an important building block of the Industrial Revolution, but it's also an essential element in plant and animal life.



3500 - 5000 BC :- Glass is made by people for the first time. Glass is one of the world's oldest and most versatile human-created materials. After that humans invent the Wheel. The rise of the wheel, from a basic-tumble that helped people mould clay pots to a key component in hundreds of important inventions. The first written languages are developed by the Sumerian people of Southern Mesopotamia. Ancient Egyptians produce Papyrus, a crude early version of paper.

3000 - 600 BC :- Wide spread use of Bronze Age :- Copper and its important alloy bronze. Water-lifting and irrigation devices like the Shaduf, introduce the idea of lifting things using counter weights. Semites of the Mediterranean develop the alphabet.

1000 BC :- Iron is widely used for Iron Age :- making tools and weapons in many parts of the world. Thales of Miletus discovers static electricity. Nazca people of Peru are believed to have experimented with balloon flights.



400 BC - 300 BC :- Chinese experiment with flying kites. Two science minded brothers, Wilbur and Orville Wright eventually settled the dispute, proving that Kelvin was absolutely wrong, when they made the first, shuttling, engine-powered flight in 1903. Chinese invent early magnetic direction finders - Compasses.

## SCIENCE EDUCATION IN MIDDLE AGES

700 - 900 C :- Wind mills are invented in the Middle East; Chinese invent gunpowder and fireworks

800 - 1300 C :- Thanks to inventors such as the Banu Musa brothers and al-Jazari, the Islamic "Golden Age" sees the development of a wide range of technologies, including ingenious clocks and feedback mechanisms that are the ancestors of modern automated factory machines.

1206 :- Arabic Engineer al-Jazari invents



a flushing hand washing machine.

1450 :- Johannes Gutenberg pioneers the modern printing press, using the arrangeable metal letters called movable type.

16<sup>th</sup> Century :- Gerardus Mercator helps to revolutionize navigation with better mapmaking. First compound microscope was made. Sir John Harington describes one of the first modern flush toilets.

17<sup>th</sup> Century :- Galileo Galilei designs a basic thermometer. William Gilbert publishes his great book describing how Earth behaves like a giant magnet. Galileo Galilei builds a practical telescope. Mid-17<sup>th</sup> Century - Antoni Van Leeuwenhoek and Robert Hooke independently develop microscopes. Christian Huygens develops the pendulum clock.

1687 - Issac Newton formulates his three laws of motion and gravity. Bartolomeo Cristofori invents the piano.

18<sup>th</sup> Century :- 1701 - English Farmer Jethro Tull begins the mechanization of agriculture.



by inventing the horse-drawn seed drill. In 1712 Thomas Newcomen builds the first practical steam engine. French Brothers Joseph Etienne Montgolfier make the first practical hot-air balloon.

### 19th Century :-

1800 - Italian Alessandro Volta makes the first battery. Henry and Sealy, in 1803 developed the paper making machine. 1807 - George Stephenson builds the first practical steam locomotive. In 1827, the first modern photograph was made. In 1840s James Prescott Joule outlines the theory of the Conservation of energy. 1850s Louis Pasteur develops pasteurization. In 1880s Thomas Edison patents the modern incandescent electric lamp.

### 20th and 21st Centuries :-

Since the beginning of the 20th century there has been adequate improvement in the equipment and facilities for science teaching in schools. In 1916 the British Government appointed a Committee under the chairmanship of Sir J. J. Thomson to enquire into the position of Natural Science in the education system and its the report 'Thomson Report'.



## Conclusion :-

Now we can see rapid propagation of science education all over the world. With the introduction of modern science curriculum and many methods and techniques of teaching science. In the new millennium also science teaching is gaining momentum both in content and method. In 2020 Deep Mind, Google/Alphabet's artificial intelligence computer program, cracks the classic problem of protein folding. This year (2022) NASA unveils Space Launch System (SLS), a new moon rocket 15 percent more powerful than the Saturn V rocket from the Apollo era. This will be a new beginning in the development of science education.

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