



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithancode, Kanyakumari District, Tamil Nadu, India - 629174

Affiliated to Tamil Nadu Teachers Education University - Chennai CC:10915,10936

Recognised by SRC (NCTE) New Delhi

web: www.muslimcollegeofeducation.in - email id : muslimcollegeofeducation@gmail.com

7598174494, 9442760383

F No SRC/NCTE/AFSO 8071/B.Ed./TN/2014-15/ 62329

F No SRC/NCTE / AFSO9493/M.Ed/TN/2015/65325

F No SRC/NCTE/SRCAPP14511/ B.A.B. Ed, B.ScB.Ed/TN/2017-2018/91300

2.4.6 (a)

TO WHOMSOEVER IT MAY CONCERN

Report on Research Colloquium

For the academic Year 2022 - 2023, the following research colloquium were held in our college.

1. Topic Selection
2. Preparation of Research proposal
3. Basics in Educational Research
4. Tool Preparation & Pilot study
5. Analysis & Report Writing

Member 1

Member 2

Principal




Principal
Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174

Affiliated to Tamil Nadu Teachers Education University - Chennai CC:10915,10936

Recognised by SRC (NCTE) New Delhi

web: www.muslimcollegeofeducation.in email id : muslimcollegeofeducation@gmail.com

7598174494, 9442760383

F No. SRC/NCTE/APS0 8071/B.Ed./TN/2014-15/ 62329

F No. SRC/NCTE / APS09493/M.Ed/TN/2015/65325

F No. SRC/NCTE/SRCAPP14511/ B.A.B. Ed, B.Sc.B.Ed/TN/2017-2018/91300

Report on Sports Activities

Sports day Competition was held on 22/5/2023 in our college. It was decided to conduct the following events and decided to distribute the prizes at the end of the meeting. The events are

1. Discuss Throw
2. Shotput
3. Relay
4. Running
5. Shuttle Badminton
6. Funny Games

Convenor

Principal




Principal
Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithankode, Kanyakumari District, Tamil Nadu, India - 629378

Affiliated to Tamil Nadu Teachers Education University - Chennai EC-190015, 959396

Recognized by NRI, UGC, U.P. New Delhi

web: www.muslimcollegeofeducation.in email: info@mcet.ac.in / mcet.ac.in@gmail.com

7598174494, 9442760383

1. Name: _____ 2. Roll No: _____ 3. Date: _____

4. Name: _____ 5. Roll No: _____ 6. Date: _____

7. Name: _____ 8. Roll No: _____ 9. Date: _____

MICRO TEACHING – SKILL DEVELOPMENT from 18/07/2022 – 25/07/2022

Teaching is not an easy profession. Teachers must possess the skills necessary to teach young students and keep them engaged and attentive throughout a class.

Teaching courses come with a test that aspiring teachers must clear to become teachers. Trainee teachers are evaluated based on certain skills that they should possess to become teachers. Examiners, students, externals and co-teachers are present to evaluate them. This test is known as micro-teaching. Micro-teaching skills are essential in teacher training courses. These skills help determine an aspirant's future. There are different types of micro-teaching skills that to-be teachers must learn to become successful.

The different types of micro-teaching skills play a significant role in the professional development of teachers. Some of the microlearning skills are as follows:

1. The Skill of Introduction
2. The Skill of Explaining
3. The Skill of Questioning
4. The Skill of Stimulus Variation
5. The Skill of Reinforcement
6. The Skill of Illustration
7. The Skill of Blackboard Writing
8. The Skill of Achieving Closure
9. The Skill of Demonstration

Muslim College of Education conducted skill development programme for B.Ed. first year student teachers from 18/07/2022 to 25/07/2022 at 10:00 a.m.



Principal

Muslim College of Education

The skill development programme was organized as it determines the student teachers to get trained and well-groomed to carry out their duties effectively. It helps them to develop self-confidence, speech modulation and expressive abilities. They learn time management, improve body language, imbibe a positive attitude and improve communication skills, which are very important when taking up teaching as a profession.

Microteaching is a highly individualized training device and an experiment in the field of teacher education which has been incorporated in the practice of teaching schedule. The students are providing immediate feedback in terms of peer group feedback, tape recorder, or CCTV. Micro teaching is a student teaching skill training technique and not a teaching technique or method. Student teachers are asked to practice one skill at a time. The class size was reduced to 5 to 10 pupils or students. The content was limited to a single concept. Microteaching is micro in the sense that it scales down the complexities of real teaching. Micro teaching advocates the choice and practice of one skill at a time.



Principal

Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174
Affiliated to Tamil Nadu Teachers Education University - Chennai (T) 600015, 600036
Recognized by 'NCTE' (NCTE) New Delhi
web: www.muslimcollegeofeducation.in email id: muslimcollegeofeducation@gmail.com

7998174494, 9442760383

1. No. 100, Old Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174
2. No. 100, Old Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174
3. No. 100, Old Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174

Gandhi Jayanthi Programme – Tamil Essay Writing Competition on 29/09/2022

Gandhi Jayanthi is celebrated annually on 2nd October to commemorate the birthday of Mahatma Gandhi. The day is observed as a public and bank holiday across the nation.

Educational institutions are also closed on this day to honor Gandhiji who is considered as the "Father of the Nation" because of his leadership during the freedom struggle that led to India's independence from the British in 1947. On this day, tributes are paid to Gandhiji all over the country in schools, colleges, government offices, as well as in social, political, and private organizations.

As part of commemorative activity, a Tamil Essay Writing Competition was conducted for student teachers on 29/09/2022 in the seminar hall from 12 to 1 p.m. The Competition was inaugurated by our respected Secretary, Lion. Dr. A. Mohammed Ali. Our Principal, Dr. V. S. Pramod gave a felicitation about Gandhi Jayanthi.

A total of 17 student teachers actively participated in the competition and made this event successful. The competition was from 12.00 noon to 1.00 p.m.. The competition was coordinated by Mrs. J. Prija Phyllis, Assistant Professor in Education, Miss. J. Shirley John, Assistant Professor in English, Miss. M. S. Ashika Mohan and Miss. C. Bency. Principal and the faculties appreciated the students for their active participation in the competition. The competition was evaluated by Mrs. R. Christy Suguna Jibi, B.T. Assistant in Tamil, V.K.P. Higher Secondary School, Colachel.




Principal
Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1, New Model, Perambalur Road, Kumbakonam, District, Tamil Nadu, India - 604002

Affiliated to Tamil Nadu Teachers' Education University, Chennai - 600004

Recognized by NCERT, New Delhi

Web: www.muslimcollegeofeducation.com

Phone: 8446 8447 8555

Field Trip to Trivandrum 19/08/2022

A change in the learning space can spark an interest in learning. A field trip or excursion is a journey taken by a group of people to a place away from their usual environment. In education, field trips are defined as visits to an outside area of the normal classroom and made by a teacher and students for purposes of firsthand observation. Field trips are a popular method carried out by students to introduce concepts, experiences, and ideas that cannot be given in a classroom environment. The purpose of the field trip is to give students firsthand experience that cannot be had in the classroom. On field trips, students can see, hear and experience things. Through a field trip, students receive various experiences that are not possible in a classroom setting. Hence, a field trip is an outdoor lesson in action. Thus, a field trip is an effective way to improve pedagogical methodologies.

Educational Field Trips can be associated with a variety of benefits for teachers and student teachers. Field trips provide student teachers with developing personalities and professionalism. Educational field trips help student teachers to widen their horizons of knowledge.

As part of the B.Ed. curriculum, student teachers of Science Stream went for a field trip on 19/08/2022. This one-day programme aimed to develop aesthetic sense, imagination and creativity in students. The places visited were Chitralaya Museum, Kochuvelli and Lulu Mall.

There were around 50 student teachers from each optional - English, Tamil, Mathematics, Physical Science, Biological Science, History and Computer Science. Teachers from each option are also accompanied by the student teachers. Everyone assembled in the college by 6.30 a.m. There was a silent prayer before the journey and then the student teachers as well as the teachers had a wonderful time on the bus.

Everyone was filled with a lot of excitement and did not want to go back. On the whole, the trip was awesome. We all had a fantastic time and it was very helpful for developing the aesthetic sense, exploration skills, imagination, and co-operation among the students. The teachers were also happy that everyone reached back safely and there



Principal

were not many problems during the journey. To conclude, the trip was very informative, effective and at the same time memorable. So, organizing such field trips will be very helpful for students to learn new things through observation, exploration and interaction.

Field Trip to Trivandrum 01/12/2022

In education, field trips are essential, to get practical knowledge and to have some relax. Social science can be learnt early in the physical environment than in the classroom. With this aim the history students and lecturers from Muslim college of Education, Thiruvithancode, organized a field trip to the historical places,

The students of B.Ed. history along with the lecturer started their journey from the campus at 7.00 a.m. on 01/12/2022.




Principal
Muslim College of Education
Thiruvithancode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174
Affiliated to Tamil Nadu Teachers Education University - Chennai CT: 10915, 10936
Recognised by 'SBC' (NCTE) New Delhi
web: www.muslimcollegeofeducation.in email id: muslimcollegeofeducation@gmail.com

☎ 0462-2611111, 0462-2611112, 0462-2611113, 0462-2611114
☎ 0462-2611115, 0462-2611116, 0462-2611117, 0462-2611118
☎ 0462-2611119, 0462-2611120, 0462-2611121, 0462-2611122

7598174494, 9442760383

SCOUT AND DISASTER MANAGEMENT

Muslim College of Education organized awareness program on Scout and Disaster Management on 17/04/2023 from 10 a.m. to 1.00 p.m. The resource person for the programme was P. Ramaswamy.

The programme was launched with a prayer song by the students. Dr.V.S. Pramod, Principal Muslim College of Education welcomed the chief guest. Secretary, Lion Dr.H Mohamed Ali, honoured the chief guest. Miss. SherinShijoe welcomed the gathering.

Mr. Ramaswamy started the class at 10.30 a.m. and lasted till 1.00 p.m. In his class he mentioned about the Mission of Scout and Guide and its contribution to education for young people. He gave a brief description about the purpose of Scouting and its role to encourage the physical, intellectual, social, emotional and spiritual development of young people. He said about the motto of scout and its nine laws.

He then explained about Disaster Management and its categories, and a demo for preventive measures of earthquake, flood, etc.

He concluded that everyone must take an active part in disaster management to reduce the risk of human life.




Principal

Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174
Affiliated to Tamil Nadu Teachers Education University - Chennai (C) 109415, 109430
Recognized by 'SIR' (NCTE) New Delhi
web: www.muslimcollegeofeducation.in email id: muslimcollegeofeducation@gmail.com

7598174494, 9442760383

Independence Day 15/08/2022

Independence Day is celebrated on 15th August, is a significant national holiday in India. It marks the day when the country gained independence from British rule in 1947. This day reminds us of the sacrifices and courage all men and women took to free our country from the Britishers. This day we pay tribute to those freedom fighters who laid down their lives for the sake of the motherland.

On August 15, 2022, Muslim College of Education celebrated Independence Day, where students, faculties, and staff members paid tribute to the nation and freedom fighters of India. It is a remarkable day when we honor and respect all our freedom fighters who fought for India's freedom.

The celebrations started with flag hoisting by our Joint Secretary Mr. AbsulFiaz. The chief guest of the event was Dr. S. Dawn Dharma Roy, who delivered an inspiring speech. The program continued with the chief guest being honored and cultural programs.

The program concluded with a vote of thanks, and sweets were distributed to all the students and staff members.




Principal
Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174

Affiliated to Tamil Nadu Teachers Education University - Chennai (C) 359415, 359436

Recognised by SRC (NCTE) New Delhi

web: www.muslimcollegeofeducation.in email id : muslimcollegeofeducation@gmail.com

7598174494, 9442760383

F No. SRC/NCTE/APSD/099/UM/14/17/2015/15/325

F No. SRC/NCTE/APSD/099/UM/14/17/2015/15/325

F No. SRC/NCTE/SRC/APSD/15/17/D.A.B. F.C.B.SRC/07/02/2014/2015/15/325

Quiz Competition (14-11-2022)

On account of Children's Day, a Quiz Competition was conducted for the student teachers. 3 teams participated in the competition.

Team A with students F. Sabbriya, S. Shihana, A. R. Shajara Fathima, H. Hamsath Parvin Fathima and M. Sameera Fathima won the First prize.

Team B with students Retheesha R, Yasmin J. Dhanya B.A., Reshma R. A and Akshaya won the second prize

Team C with students R. Aishwarya, M. Sahana, M. F. Anzila Fathima, A. Fareetha Jesna and M. Nasrin Banu won the Third prize.

All the winners were congratulated for their active participation. Cultural programmes were also organized. Students greatly enjoyed and it was a day full of joy and laughter for the students. The programme ended with vote of thanks proposed by Miss. Krishnendu followed by National Anthem.




Principal
Muslim College of Education
Thiruvithamcode



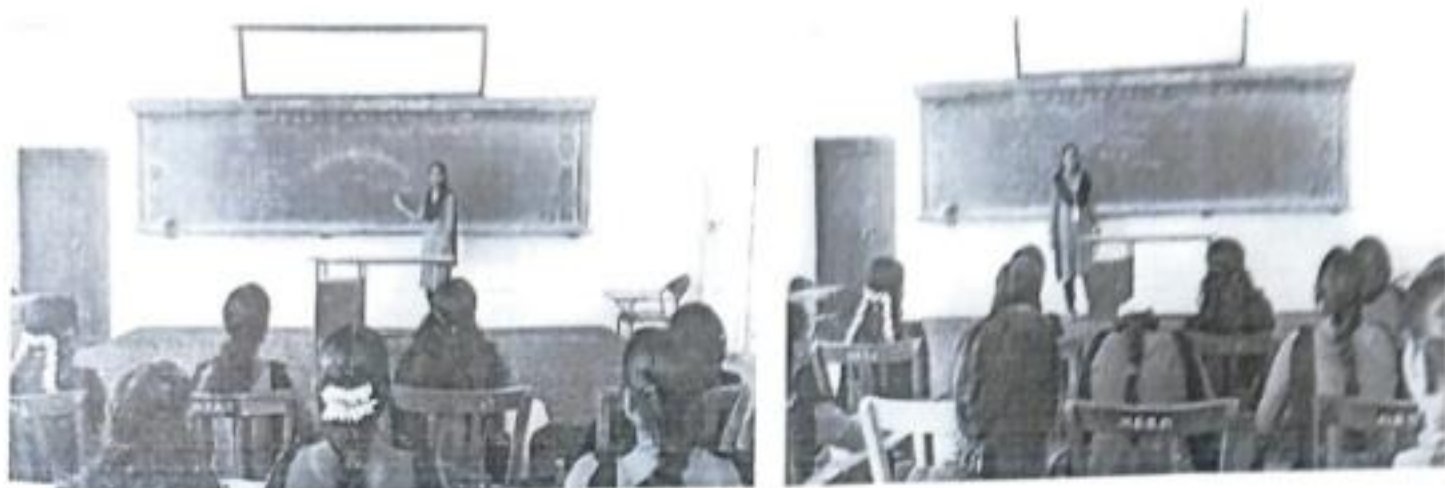
MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvananthapuram, Kannur District, Tamil Nadu, India - 620174
Affiliated to Tamil Nadu Teachers Education University - Chennai CT - 60015, 600036
Recognized by NCTE (NCTE) New Delhi
Website: www.muslimcollegeofeducation.in email id: muslimcollegeofeducation@gmail.com

- 1. 044-244 81 00/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222/1223/1224/1225/1226/1227/1228/1229/1230/1231/1232/1233/1234/1235/1236/1237/1238/1239/1240/1241/1242/1243/1244/1245/1246/1247/1248/1249/1250/1251/1252/1253/1254/1255/1256/1257/1258/1259/1260/1261/1262/1263/1264/1265/1266/1267/1268/1269/1270/1271/1272/1273/1274/1275/1276/1277/1278/1279/1280/1281/1282/1283/1284/1285/1286/1287/1288/1289/1290/1291/1292/1293/1294/1295/1296/1297/1298/1299/1300/1301/1302/1303/1304/1305/1306/1307/1308/1309/1310/1311/1312/1313/1314/1315/1316/1317/1318/1319/1320/1321/1322/1323/1324/1325/1326/1327/1328/1329/1330/1331/1332/1333/1334/1335/1336/1337/1338/1339/1340/1341/1342/1343/1344/1345/1346/1347/1348/1349/1350/1351/1352/1353/1354/1355/1356/1357/1358/1359/1360/1361/1362/1363/1364/1365/1366/1367/1368/1369/1370/1371/1372/1373/1374/1375/1376/1377/1378/1379/1380/1381/1382/1383/1384/1385/1386/1387/1388/1389/1390/1391/1392/1393/1394/1395/1396/1397/1398/1399/1400/1401/1402/1403/1404/1405/1406/1407/1408/1409/1410/1411/1412/1413/1414/1415/1416/1417/1418/1419/1420/1421/1422/1423/1424/1425/1426/1427/1428/1429/1430/1431/1432/1433/1434/1435/1436/1437/1438/1439/1440/1441/1442/1443/1444/1445/1446/1447/1448/1449/1450/1451/1452/1453/1454/1455/1456/1457/1458/1459/1460/1461/1462/1463/1464/1465/1466/1467/1468/1469/1470/1471/1472/1473/1474/1475/1476/1477/1478/1479/1480/1481/1482/1483/1484/1485/1486/1487/1488/1489/1490/1491/1492/1493/1494/1495/1496/1497/1498/1499/1500/1501/1502/1503/1504/1505/1506/1507/1508/1509/1510/1511/1512/1513/1514/1515/1516/1517/1518/1519/1520/1521/1522/1523/1524/1525/1526/1527/1528/1529/1530/1531/1532/1533/1534/1535/1536/1537/1538/1539/1540/1541/1542/1543/1544/1545/1546/1547/1548/1549/1550/1551/1552/1553/1554/1555/1556/1557/1558/1559/1560/1561/1562/1563/1564/1565/1566/1567/1568/1569/1570/1571/1572/1573/1574/1575/1576/1577/1578/1579/1580/1581/1582/1583/1584/1585/1586/1587/1588/1589/1590/1591/1592/1593/1594/1595/1596/1597/1598/1599/1600/1601/1602/1603/1604/1605/1606/1607/1608/1609/1610/1611/1612/1613/1614/1615/1616/1617/1618/1619/1620/1621/1622/1623/1624/1625/1626/1627/1628/1629/1630/1631/1632/1633/1634/1635/1636/1637/1638/1639/1640/1641/1642/1643/1644/1645/1646/1647/1648/1649/1650/1651/1652/1653/1654/1655/1656/1657/1658/1659/1660/1661/1662/1663/1664/1665/1666/1667/1668/1669/1670/1671/1672/1673/1674/1675/1676/1677/1678/1679/1680/1681/1682/1683/1684/1685/1686/1687/1688/1689/1690/1691/1692/1693/1694/1695/1696/1697/1698/1699/1700/1701/1702/1703/1704/1705/1706/1707/1708/1709/1710/1711/1712/1713/1714/1715/1716/1717/1718/1719/1720/1721/1722/1723/1724/1725/1726/1727/1728/1729/1730/1731/1732/1733/1734/1735/1736/1737/1738/1739/1740/1741/1742/1743/1744/1745/1746/1747/1748/1749/1750/1751/1752/1753/1754/1755/1756/1757/1758/1759/1760/1761/1762/1763/1764/1765/1766/1767/1768/1769/1770/1771/1772/1773/1774/1775/1776/1777/1778/1779/1780/1781/1782/1783/1784/1785/1786/1787/1788/1789/1790/1791/1792/1793/1794/1795/1796/1797/1798/1799/1800/1801/1802/1803/1804/1805/1806/1807/1808/1809/1810/1811/1812/1813/1814/1815/1816/1817/1818/1819/1820/1821/1822/1823/1824/1825/1826/1827/1828/1829/1830/1831/1832/1833/1834/1835/1836/1837/1838/1839/1840/1841/1842/1843/1844/1845/1846/1847/1848/1849/1850/1851/1852/1853/1854/1855/1856/1857/1858/1859/1860/1861/1862/1863/1864/1865/1866/1867/1868/1869/1870/1871/1872/1873/1874/1875/1876/1877/1878/1879/1880/1881/1882/1883/1884/1885/1886/1887/1888/1889/1890/1891/1892/1893/1894/1895/1896/1897/1898/1899/1900/1901/1902/1903/1904/1905/1906/1907/1908/1909/1910/1911/1912/1913/1914/1915/1916/1917/1918/1919/1920/1921/1922/1923/1924/1925/1926/1927/1928/1929/1930/1931/1932/1933/1934/1935/1936/1937/1938/1939/1940/1941/1942/1943/1944/1945/1946/1947/1948/1949/1950/1951/1952/1953/1954/1955/1956/1957/1958/1959/1960/1961/1962/1963/1964/1965/1966/1967/1968/1969/1970/1971/1972/1973/1974/1975/1976/1977/1978/1979/1980/1981/1982/1983/1984/1985/1986/1987/1988/1989/1990/1991/1992/1993/1994/1995/1996/1997/1998/1999/2000/2001/2002/2003/2004/2005/2006/2007/2008/2009/2010/2011/2012/2013/2014/2015/2016/2017/2018/2019/2020/2021/2022/2023/2024/2025/2026/2027/2028/2029/2030/2031/2032/2033/2034/2035/2036/2037/2038/2039/2040/2041/2042/2043/2044/2045/2046/2047/2048/2049/2050/2051/2052/2053/2054/2055/2056/2057/2058/2059/2060/2061/2062/2063/2064/2065/2066/2067/2068/2069/2070/2071/2072/2073/2074/2075/2076/2077/2078/2079/2080/2081/2082/2083/2084/2085/2086/2087/2088/2089/2090/2091/2092/2093/2094/2095/2096/2097/2098/2099/2100/2101/2102/2103/2104/2105/2106/2107/2108/2109/2110/2111/2112/2113/2114/2115/2116/2117/2118/2119/2120/2121/2122/2123/2124/2125/2126/2127/2128/2129/2130/2131/2132/2133/2134/2135/2136/2137/2138/2139/2140/2141/2142/2143/2144/2145/2146/2147/2148/2149/2150/2151/2152/2153/2154/2155/2156/2157/2158/2159/2160/2161/2162/2163/2164/2165/2166/2167/2168/2169/2170/2171/2172/2173/2174/2175/2176/2177/2178/2179/2180/2181/2182/2183/2184/2185/2186/2187/2188/2189/2190/2191/2192/2193/2194/2195/2196/2197/2198/2199/2200/2201/2202/2203/2204/2205/2206/2207/2208/2209/2210/2211/2212/2213/2214/2215/2216/2217/2218/2219/2220/2221/2222/2223/2224/2225/2226/2227/2228/2229/2230/2231/2232/2233/2234/2235/2236/2237/2238/2239/2240/2241/2242/2243/2244/2245/2246/2247/2248/2249/2250/2251/2252/2253/2254/2255/2256/2257/2258/2259/2260/2261/2262/2263/2264/2265/2266/2267/2268/2269/2270/2271/2272/2273/2274/2275/2276/2277/2278/2279/2280/2281/2282/2283/2284/2285/2286/2287/2288/2289/2290/2291/2292/2293/2294/2295/2296/2297/2298/2299/2300/2301/2302/2303/2304/2305/2306/2307/2308/2309/2310/2311/2312/2313/2314/2315/2316/2317/2318/2319/2320/2321/2322/2323/2324/2325/2326/2327/2328/2329/2330/2331/2332/2333/2334/2335/2336/2337/2338/2339/2340/2341/2342/2343/2344/2345/2346/2347/2348/2349/2350/2351/2352/2353/2354/2355/2356/2357/2358/2359/2360/2361/2362/2363/2364/2365/2366/2367/2368/2369/2370/2371/2372/2373/2374/2375/2376/2377/2378/2379/2380/2381/2382/2383/2384/2385/2386/2387/2388/2389/2390/2391/2392/2393/2394/2395/2396/2397/2398/2399/2400/2401/2402/2403/2404/2405/2406/2407/2408/2409/2410/2411/2412/2413/2414/2415/2416/2417/2418/2419/2420/2421/2422/2423/2424/2425/2426/2427/2428/2429/2430/2431/2432/2433/2434/2435/2436/2437/2438/2439/2440/2441/2442/2443/2444/2445/2446/2447/2448/2449/2450/2451/2452/2453/2454/2455/2456/2457/2458/2459/2460/2461/2462/2463/2464/2465/2466/2467/2468/2469/2470/2471/2472/2473/2474/2475/2476/2477/2478/2479/2480/2481/2482/2483/2484/2485/2486/2487/2488/2489/2490/2491/2492/2493/2494/2495/2496/2497/2498/2499/2500/2501/2502/2503/2504/2505/2506/2507/2508/2509/2510/2511/2512/2513/2514/2515/2516/2517/2518/2519/2520/2521/2522/2523/2524/2525/2526/2527/2528/2529/2530/2531/2532/2533/2534/2535/2536/2537/2538/2539/2540/2541/2542/2543/2544/2545/2546/2547/2548/2549/2550/2551/2552/2553/2554/2555/2556/2557/2558/2559/2560/2561/2562/2563/2564/2565/2566/2567/2568/2569/2570/2571/2572/2573/2574/2575/2576/2577/2578/2579/2580/2581/2582/2583/2584/2585/2586/2587/2588/2589/2590/2591/2592/2593/2594/2595/2596/2597/2598/2599/2600/2601/2602/2603/2604/2605/2606/2607/2608/2609/2610/2611/2612/2613/2614/2615/2616/2617/2618/2619/2620/2621/2622/2623/2624/2625/2626/2627/2628/2629/2630/2631/2632/263

2.4.6 (b)

MICRO TEACHING – SKILL DEVELOPMENT




Principal
Muslim College of Education
Thiruvithamcode

Gandhi Jayanthi Programme – Tamil Essay Writing




Principal
Muslim College of Education
Thiruvithamcode

Field Trip to Trivandrum



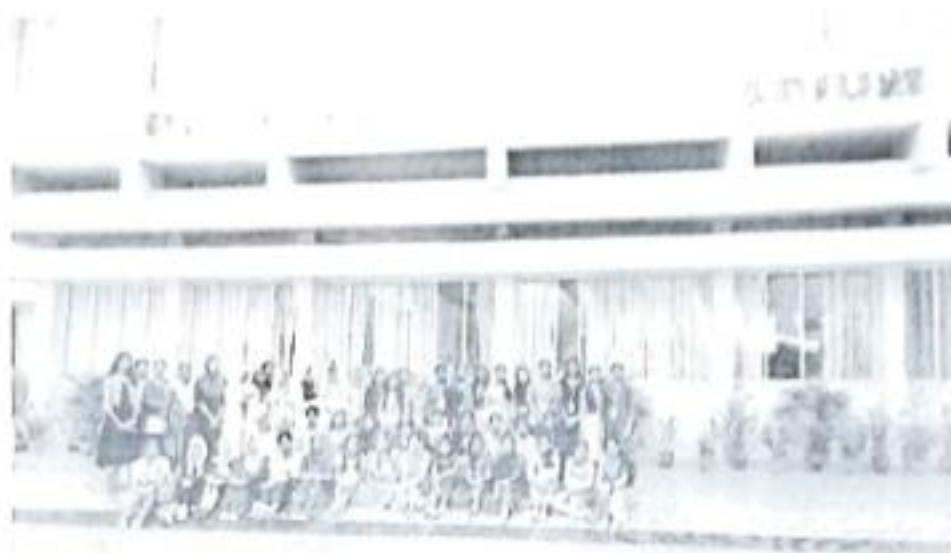

Principal
Muslim College of Education
Thiruvithamcode



Veli Beach, Thiruvananthapuram



Lulu Mall, Trivandrum



Principal
Muslim College of Education
Thiruvithamcode

SCOUT AND DISASTER MANAGEMENT




Principal
Muslim College of Education
Thiruvithamcode

Independence Day



mm
Principal
Muslim College of Education
Thiruvithanur

Children's Day Celebrations



Winners of Quiz Competition



Team A - First Prize

Team B - Second Prize



[Signature]
Principal
Muslim College of Education
Thiruvithamcode

Preparation of Teacher Learning Material




Principal
Muslim College of Education
Thiruvithamcode

Sports Activities




Principal
Muslim College of Education
Thiruvithamcode



MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174

Affiliated to: Tamil Nadu State Open University, Chennai (Distance Education)

Recognized by: UGC (Autonomous Status)

Website: www.muslimcollegeofeducation.org

7590174404 0442761381

CIRCULAR

We would like to bring to your kind notice that we have planned to conduct a Research colloquium on BASICS IN EDUCATIONAL RESEARCH Programme from the Research and development cell for the academic year 2022 – 2023 on 26/09/2022, faculty members and students are asked to take part in the above programme for a smooth transition to the new era.



Principal

Muslim College of Education
Thiruvithamcode



TAMIL NADU TEACHERS EDUCATION UNIVERSITY

M.A.D. DISSERTATION TITLE APPROVED BY THE ENUL FOR THE
ACADEMIC YEAR 2022-2023

COLLEGE CODE: 2022

COLLEGE NAME: MUSLIM COLLEGE OF EDUCATION, THIRUVITHAMCODE

Sl. No.	NAME OF THE CANDIDATE	TITLE OF THE DISSERTATION
1	AIJALYA DEVER	A STUDY ON SELF-ESTEEM AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
2	AISWARYA M.S.	A STUDY ON LEARNING ENVIRONMENT AND ACADEMIC ACHIEVEMENT IN MATHEMATICS OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
3	AMUDHAM	A STUDY ON THE RELATIONSHIP BETWEEN CLASSROOM ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS
4	BRENDHA S	A STUDY ON SOCIAL INTELLIGENCE AND SOCIAL SKILLS OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
5	DISHA EDWARD	A STUDY ON THE INFLUENCE OF PERSONAL PROBLEMS IN THE LEARNING INVOLVEMENT OF HIGHER SECONDARY STUDENTS
6	FRUTTY S.M.S.S	A STUDY ON LEADERSHIP STYLE AND CLASSROOM ADJUSTMENT OF THE STUDENT TEACHERS
7	KARUNYA J	SELF-CONCEPT AND HAPPINESS IN RELATION TO ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS
8	GONXHA JULIET J	EFFECTIVENESS OF TECHNO PEDAGOGICAL METHOD ON ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS
9	LEKSHMI M.S	A STUDY ON OCCUPATIONAL STRESS OF PRIMARY SCHOOL TEACHERS OF KANYAKUMARI DISTRICT
10	LIJOMOL JACOB	A STUDY ON BRAIN DOMINANCE AND THINKING STYLE OF HIGH SCHOOL STUDENTS
11	RAMALAKSHMI A	THE ROLE OF METACOGNITION AND PROBLEM SOLVING ABILITY IN THE ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS
12	RISHMAN S.J	A STUDY ON THINKING STYLE AND ACTIVE LEARNING AMONG SECONDARY SCHOOL STUDENTS
13	SASIKALA S	A STUDY ON ROLE OF FAMILY IN THE POOR ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS



Principal
Muslim College of Education
Thiruvithamcode

Sl. No.	NAME OF THE CANDIDATE	TITLE OF THE DISSERTATION
14	SIMITHA B A	A STUDY ON SOCIAL MATURITY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
15	SHILPA RANIL	EFFECT OF STRESS MANAGEMENT PROGRAMME ON PROFESSIONAL COMMITMENT AND LIFE SATISFACTION OF SECONDARY SCHOOL TEACHERS
16	ANURITHA M	A STUDY ON THE SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS
17	HIPSITHA A	RELATIONSHIP BETWEEN LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS
18	PAYUTHRA M	RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS
19	ANITHA RANI A	STRESS MANAGEMENT AND TEACHING COMPETENCY OF HIGH SCHOOL TEACHERS
20	THABORAL E	A STUDY ON METACOGNITION AND CLASSROOM MANAGEMENT OF HIGH SCHOOL TEACHERS
21	MANISHA GNANCY P M	RELATIONSHIP BETWEEN TEST ANXIETY AND MENTAL HEALTH OF IX TH STANDARD STUDENTS IN KANYAKUMARI DISTRICT
22	VENKATESWARI V	A STUDY ON SCIENTIFIC TEMPERAMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT
23	AYISHA BIBIN RANI G	A STUDY ON THE RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS
24	ASHLIN BENI N R	A STUDY ON EFFECTIVENESS OF MULTIMEDIA IN LEARNING ENGLISH AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS
25	ABIJA D	ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO SCHOOL ENVIRONMENT
26	PONNU SAMY T	DISCONTINUE
27	ANUSHA M	AWARENESS OF ENVIRONMENTAL EDUCATION AMONG RURAL AND URBAN HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
28	ASHA S T	EFFECT OF VIRTUAL LEARNING PLATFORMS AMONG MIDDLE SCHOOL STUDENTS
29	JENST CAROLA U	RELATIONSHIP BETWEEN SELF-ESTEEM AND LEVEL OF ASPIRATION OF SECONDARY SCHOOL STUDENTS



Sl No	NAME OF THE CANDIDATE	TITLE OF THE DISSERTATION
30	GINITHA R G	A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF ESTEEM OF BED STUDENTS
31	RAJASREE N	A STUDY ON INFLUENCE OF EMOTIONAL INTELLIGENCE ON CLASSROOM MANAGEMENT OF MIDDLE SCHOOL TEACHERS OF KANYAKUMARI DISTRICT
32	ANUJA C	TECHNO - PEDAGOGICAL SKILLS AND SELF EFFICACY OF BED STUDENTS
33	ANITHA C	A STUDY ON STRESS MANAGEMENT ON MENTAL HEALTH AMONG HIGHER SECONDARY SCHOOL STUDENTS
34	VIJAYALAKSHMI P	LEADERSHIP QUALITIES OF MALE AND FEMALE PROSPECTIVE TEACHERS – A COMPARATIVE STUDY
35	JINO JOY	ATTITUDE TOWARDS TEACHING PROFESSION AND ACHIEVEMENT AMONG SECOND YEAR B ED STUDENTS
36	SUBASHINI S	CRITICAL THINKING AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN THUCKALAY EDUCATIONAL DISTRICT
37	SATHEENA M	VIOLENT BEHAVIOUR AMONG ADOLESCENT STUDENTS IN RELATION TO HOME CLIMATE
38		
39		
40		
41		
42		
43		



[Signature]
Principal
Muslim College of Education
Thiruvithamcode

**A STUDY ON THE INFLUENCE OF SELF CONFIDENCE ON ACADEMIC
ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

RESEARCH PROPOSAL:1

NAME OF THE STUDENT:

R.PATHIRA



MUSLIM COLLEGE OF EDUCATION

No: 1, New Street, Thiruvithancode

Kanyakumari district

Tamilnadu-629174




Principal
Muslim College of Education
Thiruvithancode

College Code: 10915
College Name: Muslim College of Education

Eligibility Application number: 10915034

Title of the
Proposal: A Study on the Influence of Self-Confidence
Academic Achievement of High School Students.

Name of the Student: R.P Athira
Proposal: I

1.0 Statement of the Problem

Education is the process of developing the capacities and potentials of the individual to prepare to lead successful life in society. Education is serving primarily as an individual development function, education begins at birth and continues throughout life.

Self-confidence is an attitude about our skills and abilities. It means we accept and trust our self and have a sense of control in our life. We ourselves know our strength and weakness well and have a positive view about ourself. We set realistic expectation and goals, communicate assertively and can handle criticism. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults.

2.0 Title of the Study

The title is "A Study on the Influence of Self-Confidence on Academic Achievement of High School Students".

3.0 Significance of the Study

A study on self-confidence and its relation with achievement will help the students. Self-confidence helps the student to feel ready for life experiences. When the students are confident, they are easily move forward with people and opportunities. They experience less fear and anxiety, increase their motivation. Self-confidence is an important ingredient for living a happy and full filling life. People can handle easily their challenges in life. Self-confidence helps the students to build relationship with other people. Self-confidence students prepare their lessons and include activities that will help to improve the level of learning. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high. Hence this present study has been attempted.



Mm
Principal
Muslim College of Education
Thiruvithamcode

4.0 Review of Related Literature

1. Norman & Hyland (2003) have studied the role of confidence in lifelong learning.
2. Rubio (2007) studied effect of self-esteem on foreign language learning.
3. Tuncel (2015) has studied the relationship between self-confidence and learning.
4. Verma et al. (2016) has studied the effects of self-confidence on academic achievement of elementary school students.
5. Varma (2015) has studied self-confidence and academic achievement of high school student.
6. Karimi & Saadatmand (2014) conducted a study on self-confidence and academic achievement of higher secondary school students.

5.0 Hypotheses

1. There is no significant difference between self-confidence of High school students based on background variables.
2. There is no significant difference between academic achievement of High school students based on background variables.
3. There is no significant relationship between self-confidence and academic achievement of High school students.

6.0 Methods

The researcher will use the normative survey method of research.

6.1 Subject:

The 300 random high school students from various schools of Kanyakumari will be the population of the sample.

6.2. Procedure:

Data related to students' self-confidence and academic achievement is needed. Self Confidence Inventory prepared by investigator will be used to measure self-confidence of



Principal
Muslim College of Education

students. Academic achievements of students will be determined from the class and the respective class research scores.

6.3 Data Analysis

The researcher will be following statistical techniques such as mean, standard deviation, t-test, t-test, percentage analysis and correlation technique for analysing the data.

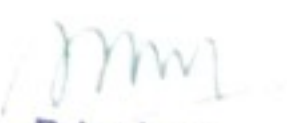
Signature of the
Candidate

Signature of the
Guide

Signature of the
Member 1

Signature of the
Member 2




Principal
Muslim College of Education
Thiruvithamcode

MUSLIM COLLEGE OF EDUCATION

No. 1 New Street, Thiruvithancode
Kanyakumari Dist, Tamil Nadu



B.Ed. DEGREE COURSE

MICROTEACHING RECORD : LEVEL - II

Reg: NO: 1091521BD047

Certified that this is the bonafide record of L. Jebila

during the year 2021-2023 for the B.Ed. Degree Course



Principal
Muslim College of Education
Thiruvithancode

Date: 32/12/2021

Dr. A. P. S.

SASTRI

RE.

THIRUVITHANCODE



Signature of the Lecturer

Principal
Muslim College of Education
Thiruvithancode

INDEX

S. No	DATE	CONTENT	PAGE NO.	REMARKS	INITIALS
1	12/12/21	Introduction	1		<i>mm</i>
2	13/12/21	Skill of Introduction	31		<i>mm</i>
3	14/12/21	Skill of Explaining	43		<i>mm</i>
4	15/12/21	Skill of probing questions	53		<i>mm</i>
5	16/12/21	Skill of stimulus variation	63		<i>mm</i>
6	17/12/21	Skill of Reinforcement	73		<i>mm</i>
7	18/12/21	Skill of using blackboard	79		<i>mm</i>
8	19/12/21	Skill of Achieving closure	85		<i>mm</i>
9	20/12/21	Link lesson	93		<i>mm</i>



Principal
Muslim College of Education
Thiruvithamcode

MICROTEACHING

"Micro-teaching is a device which provides the novice and experienced teacher alike, a new opportunities to improve teaching"

- David B. Young

Microteaching is one of the most important development in the field of teaching practice. It is a training procedure aiming at simplifying the complexities of the regular teaching process. It is one of the most recent innovations in training programme which aims at modifying teachers behaviour according to the specified objectives. It is more analytical method and completely new approach to provide the feedback. It is considered as a mechanism of feedback device for the modification of teacher trainees. In order to modify teacher's behaviour the method developed to prepare effective teachers is known as micro-teaching. It is originated in Stanford University in 1963. It gives opportunity to both pre-service and in-service teachers to develop their skills.



Principal

Alfaruqiyyah College of Education

The term Microteaching was introduced in 1963 by David W. Allen of Stanford University, U.S.A.

Concept of Microteaching

Microteaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee.

- to teach a single concept of content
- using a specified teaching skill
- for a short time
- to a very small number of pupils.

In this way the teacher trainee practices the teaching skill in terms of definable, observation measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

Meaning of Micro teaching

Micro teaching is a procedure in which a student teaches



Principal
Muslim College of Education

with a number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill.

Definitions of Microteaching

- By Allen D.W. 1966 "Microteaching is the scaled down teaching encounter in class size and class time".
- By N.K. Jangira and Ajit Singh (1982)
"Microteaching is a scaled down teaching encounter or miniaturized class room teaching".

Objectives of Microteaching

- To enable the student teacher to learn and assimilate new teaching skills under controlled conditions.
- To enable student teacher to gain self-confidence in teaching and master



ing a number of teaching skill in a small group of people.

Characteristics of Microteaching

- Microteaching is a real teaching but focus is on developing teaching skill.
- Microteaching is an analytical approach to training.
- Microteaching provides adequate feedback.
- It is relatively a new innovation in the field of teacher education.
- It is a training device to prepare effective teachers.
- Microteaching is a highly individualized training technique.
- Microteaching is scaled



Principal
Muslim College of Education

- * It reduces the class size up to 10 to 15 pupils.
- * It reduces the duration of period to 10 to 15 minutes.
- * It reduces the size of the topic.
- * It reduces the teaching skill.
- Use of videotap and closed circuit television makes observation very objective.

Phases of Microteaching

There are three phases of the Microteaching procedure which you have studied in the previous section of this Unit. They are

- Knowledge Acquisition phase.
- Skill Acquisition phase.
- Transfer phase of Microteaching.

→ Knowledge Acquisition phase (pre-Active)



phase) it includes the activities such as:

- Provide knowledge about teaching skills.
- Observe the demonstration of teaching skill.
- Analyse and discuss the demonstration of the teaching skill.

→ Skill Acquisition Phase (Inter-active Phase)

It includes the activities such as

- Planning and preparation of micro lesson for a skill.
- Practicing the skill
- Evaluation of the practiced skill (Feedback)

→ Transfer phase (Post-Active Phase)

- Giving opportunity to use the mastered skill in normal class room teaching.
- Integrate the different practiced.



Principal

MICROTEACHING CYCLE

The steps generally involved in microteaching cycle are planning, preparation, teaching, feedback, Re-plan, Re-teach, Re-feedback.



steps of Micro Teaching cycle

The six steps generally involved in micro-teaching cycle are plan, Teach, Feedback, Re-plan, Re-teach, and Re-feedback. There can be variations as per requirement of the objective of practice session. These steps are represented in the following way:

1. Plan:

This involves the selection of the topic and related content of such a nature in which the use of components of the core teaching skill under



Principal

more easily and conveniently, the topic is
divided into different activities of the
teacher and the pupils. The activities are
planned in such a logical sequence where
maximum application of the components
of a skill is possible.

2. Teach: (6 Minutes).

This involves the attempts of the
teacher trainee to use the components of
the teaching skill in suitable situations
coming up in the process of teaching-learning
as per his/her planning of activities. If
the situation is different and not as visuali-
zed in the planning of the activities,
the teacher should modify his/her behaviour
as per the demand of the situation in
the class. He should have the courage
and confidence to handle the situation
arising in the class effectively.

3. Feedback: (6 minutes).

This term refers to giving information



Principal
College of Education

3. The teacher trainee select his proper resources, the important points, the points of strength as well as weaknesses relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

4. Re-plan: (12 Minutes).

The teacher trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic. Switching to the teacher trainee for improvement.

5. Re-teach: (6 minutes)

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupils. The teacher trainee teaches the class with renewed courage and confidence to perform



Before there the procedure is followed

6. Re-feedback (6 Minutes).

this is the most important component of Micro-teaching for behaviour modification of teacher trainees in the desired direction in each and every teaching skill practice.

Microteaching has some specific steps. In order to apply these techniques use of these step is very important and descriptions of these steps are given below.

→ Defining the skill: The first step of microteaching is defining the skill in this some specific skills is defined in the form of teaching behaviour and a knowledge of this defined skill is provided to the pupil teacher.

→ Demonstration of the skill: In the second step the skills are demonstrated through the microteaching lesson.



Principal

is done either by teacher or videotaping of that skill is recorded.

→ Micro lesson plans: In this step the student teacher prepares the microteaching lesson plan concerning some specific skills. These lesson plans are further duration of 5-7 minutes.

→ Teaching a small group: Here, the pupil teachers teaches a small group of students. This group consists of 10 pupils. In this step the teaching task of pupil teacher is videotaped. If there is no teaching is finished lesson is criticized.

→ Feed back:

The information and suggestions are provided to the student teacher known as feed back. Without feed back microteaching has no meaning.



Principal
Muslim College of Education

→ Re-planning, Re-teaching and Re-valuation on the basis of feed back given the student teacher re-plans the lesson and then he re-teaches the re-planned lesson.

Advantages of microteaching:

- Microteaching is useful for developing teaching efficiency in preservice and in service teacher education programme.
- Microteaching can be either in real class room conditions or in stimulated conditions.
- The knowledge and practice of teaching skills can be given by the use of microteaching.
- Microteaching is a training device for improving teaching practice and prepare effective teachers.
- It focusses attention on teaching behaviour to modify and improve in a specified direction.



- Microteaching is an effective feedback device for the modification of teacher behaviour.
- Microteaching minimizes the complexities of the normal classroom teaching by scaled down teaching.
- Microteaching permits increased control and regulates teaching practice.
- The demonstrations of model lessons in microteaching are possible through video lessons and short films.

Some of the skills are extensively used in routine teaching by all teachers. These skills are known as core teaching skills. Many experts in this field have listed the following skills as core teaching skills.

- Skill of introduction
- Skill of explaining
- Skill of probing questions



[Signature]
Principal
Muslim College of Education

- Skill of stimulus variation
- Skill of Reinforcement
- Skill of using Black board
- Skill of achieving closure.

Integration of skills

Having armed the teacher trainees with a battery of teaching sub skills, the next stage is the integration of these sub skills into the major skill. A deliberate programme for integration of sub skill is called Link practice or Link Lessons. There are many methods for Link Practice. One of the methods is that after practising three sub skills separately, the trainee may combine all the three sub skills in a lesson of 10 minutes. He then practises another three sub skills separately and links them. He then combines all the six sub skills in a single lesson of 15 minutes. And so on till all the sub skills are combined in a micro lesson of 10 minutes and teaching a full



Principal
Muslim College of Education
Thiruvithamcode

Micro Practice

Link Practice

Macro
Lesson

5 pupils

40 pupils

5 minutes

single concept

one skill

10-15 pupils

10-15 minutes

2-3 skills

Broad concept

Principal

40 minutes

many skill

many concept



Skills of Introduction:

This skill is also known as set induction skill. This skill is concerned with the lesson initiation. If the beginning of lesson is effective, a success is also definite. The introduction of the lesson keeps the imaginative and creative powers of the teacher active. Introduction should



mm
Principal

Muslim College of Education

whether teaching new to start. The teacher should have a capacity of creating interest and motivation in the pupils. The components or skill of instruction are:

→ Use of previous knowledge:

Before starting the teaching of new content, awareness of previous knowledge of the pupil is must. Previous knowledge should concentrate on same topic which be started for teaching. This will create interest in the pupil teacher for teaching new contents.

→ Use of appropriate devices:

Keeping in mind, the objectives of the lesson, various teaching aids are used. Monotonous type of teaching bores the pupil. This boring tendency can be controlled in the pupil by the proper selection and attractive use of audio-visual aids.



Principal
Muslim College of Education
Thiruvithamcode

be neither too far ahead. The teacher should have a capacity of creating interest and motivation in the pupils. The components of skill of instruction are.

→ Use of previous knowledge:

Before starting the teaching of new content, awareness of previous knowledge of the pupil is must. Previous knowledge should concentrate on same topic which be started for teaching. This will create interest in the pupil teacher for teaching new contents.

→ Use of appropriate devices:

keeping in mind, the objectives of the lesson, various teaching aids are used. Monotonous type of teaching bores the pupil. This boring tendency can be controlled in the pupil by the proper selection and attractive use of audio-visual aids.



Principles

→ continuity

While starting the lesson, coordination is essential among ideas, questions and statements to be used.

→ Use of relevant statement:

While teaching the lesson, the statement to be used must have some relationship with the new topic to be taught.




Principal
Muslim College of Education
Thiruvithamcode

Name of the student Teacher : _____

Name of the observer / peer group : _____

Subject : English

Topic : seventeen Dranges

Skill : Skill of Introduction

Duration : 5-7 minutes

Date : 7/10/21

Teacher : Good Morning students.

Pupil : Good Morning Mam.

Teacher : How are you?

Pupil : Fine Mam.

Teacher : Which needs us to live a happy life?
(upk)

Pupil : Healthy life.

Teacher : Do you like to live a happy life? (upk)

Pupil : Yes Mam.

Teacher : How can we get a healthy life? (upk)

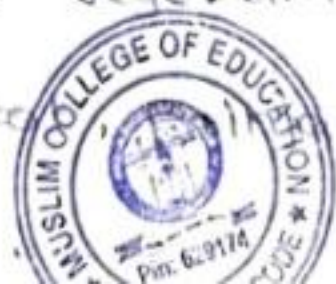
Pupil : By eating healthy foods.

Teacher : Name some healthy foods? (upk)

Student : vegetables, fruits and nutrients.

Teacher : List out some vegetables (upk)

Students : Carrot, Broccoli, ... , ladyfinger



Principal

Muslim College of Education

The teacher describes the healthy benefits of vegetables and fruits to the students.

Teacher: Improves your health.
And cancer properties.
Improves skin etc.

Teacher: What are the healthy benefits of ladies fingers (upk)

Student: Improve eye sight
Prevent heart disease.

Teacher: The teacher describes the uses of vegetables by showing the chart 9.
(upk)

Name some nutrients 9. (upk)

Student: carbohydrates, protein, fat, vitamins and minerals.

Teacher: Mention some fruits 9. (upk)

Student: Apple, Grapes, Pomegranate, pineapple etc.

Teacher: Which fruits contain citric acid 9. (upk)

Student: Lemon, orange.

Teacher: Very good. Shows the picture of vegetables in the flashcard.



Principal
Muslim College of Education

components	Tally	Total
UPK	HHI IIII	9
UAD	II	2
		11



mm
Principal

Muslim College of Education
Thiruvithamcode

and the use of example in the
class (111)

Today we are going to learn
about the poem 'Seventeen oranges'




Principal
Muslim College of Education

Skill of Explaining

The term skill of explaining can be defined as the use of interrelated statements to provide understanding components of the skill of explaining.

The components of the skill of explaining are

- Using explaining links.
- Using beginning and concluding statements
- Testing students understanding.

a) Using explaining links:

Explaining links are the words and phrases which makes our explanation clearer.

These links bring continuity in the statements used while teaching. So appropriate explaining links are to be used to make explanation clear or effective.

List of explaining links.

After but in spite of

As a result of by next

As a result of due to so that

Because in order that such

Before in order to that



Mmm
Principal
Muslim College of Education
Thiruvithankore

and the ...
about ...
today we are going to ...
about the ...




Principal
Muslim College of Education
Thiruvithamcode

a) Using beginning and concluding statements.

After the completion of the explanation, make a concluding statements. Such statements help to strengthening the ideas already explained. This can also be done through summarization.

c) Testing students understanding.

The teacher can also ask questions to test students understanding. It helps to know if the purpose of explaining has been reached. Two or three questions on key points may be asked after the concluding statement.




Principal
Muslim College of Education
Thiruvithancode

Name of the student Teacher: A. A. A.

Name of the class: 10th

Subject: English

Topic: Degrees of comparison

Skill: Skill of explaining

Duration: 5 minutes

Date: 8/12/21

Teacher: Good Morning students.

Pupil: Good Morning Mam

Teacher: Let us learn about degrees of comparison today.

Can anyone of you explain what is called degrees of comparison? (UBS)

Pupil: Degrees of comparison is a form of adjective that is used to compare a person or thing possessing the same quality with another (UBS)

Teacher: Good. There are three types of degrees of comparison.

- (i) Positive
- (ii) Comparative
- (iii) Superlative (UBS)

Can you give an example for positive, comparative and superlative degrees?



Principal
Muslim College of Education
Thiruvananthapuram

can't be negative

Example: A tsunami is a kind of wave

(i) Tsunami is more destructive than cyclone.

iii) Mount Everest is the highest peak in the world (UM)

Where is the positive degree used?

The positive degree is used to express or describe a quality (UBs)

Example: It is a tall building.

Mango is sweet to taste (UM)

These two examples describe the quality therefore it is an positive degree (UEL)

Where is comparative degree is used?

The comparative degree is used when two things were compared (UBs)

Eg: This building is taller than any other building.

Mango is sweeter than pineapple (US)

Here these two examples that compare two things that compare



Principal

S.NO	Components	Tally	Total
1	UBS		6
2	EL		3
3	GTPU		2
4	CS		1

total = 12



[Signature]
Principal
Muslim College of Education
Thiruvithamcode

... called superlative degree.

It is the highest degree of comparison and is used to compare two or more things (UHL)

Example: This is the tallest building

Mango is the sweetest fruit (UM)

These two examples were the highest degree of other two hence it is superlative degree (UEL)

Do you understand?

Pupil: Yes Mam

Teacher: Give an example for positive, comparative and superlative degree? (ATPU)

UHL: The cat runs fast → positive

The cat runs faster than dogs → comparative

The cat runs fastest of all animals → superlative.

Teacher: Good. Do you have any doubts?

Pupil: No Mam

Teacher: Okay Thank you students.

Pupil: Thank you Mam.



Principal

Muslim College of Education
Thiruvithankode

Skill of Probing Questions

This is the skill required in with applying the technique of effectively dealing with student responses for giving deep into their knowledge questions. Calling for such original and deep level responses are qualified as probing.

Components of the skill:

1. Prompting:

When there is no response or incorrect response teaching gives hints or clues for teaching the pupil to the desired correct response.

2. Seeking further Information:

If the initial response of the pupil is partially correct or incomplete teacher helps the pupil to clarify or elaborate or explain the response by asking subsidiary questions.

3. Refocusing:

When pupils give correct response the teacher relates their responses with something already taught.



Principal
Muslim College of Education
Thiruvithamcode

increasing critical awareness of a

teacher ask 'why' and 'how' correct
response for increasing critical awareness of
pupils.

3) Re-direction (RM)

Asking the same question to another pupil
for increasing pupil participation.




Principal
Muslim College of Education
Thiruvithamcode

More of the student teacher's idea
Name of the poem: Frost's poem
subject: English
topic: Stopping by woods in a snowy
evening
skill: skill of posing questions
duration: 5-10 minutes
date: 9/12/21

Teacher: Good morning students
Pupil: Good morning Mam

Teacher: How are you all?

Pupil: Fine Mam

Teacher: I am going to ask questions from the poem
stopping by woods in a snowy evening.

Pupil: Okay Mam.

Teacher: Who was the author in the poem? (p)

Pupil: Robert Frost

Teacher: Very good. can you tell me in which year
he was born? (SF)

Pupil: No response

Teacher: Next one can you say what was the
year? (RD)

Pupil: 1874




Principal
Muslim College of Education
Thiruvithancode

Teacher: Very good! Next one tell me where was
Robert Frost born.

Pupil: No response.

Teacher: This poem is about a snowy place,
Isn't it?

So which countries have snow?

Pupil: England, America, Antarctica

Teacher: Very good. In which country Robert
Frost was born? (p)

Pupil: America

Teacher: Yes very good. What are the rhyming
words in the poem?

Pupil: No response.

Teacher: The rhyming words will come at the
end of the line and they have same
sounds. (p) Now can anyone say the
rhyming words?

Pupil: know, though and snow.

Teacher: Very good, why you think they are
rhyming words? ICA

Pupil: They have same sound.



Principal
Muslim College of Education

S.No	Components	Tally	Total
1.	P	III	3
2.	SFI	HH II	7
3.	ICA	III	3
4.	RF	I	1
5.	RD	I	1
		Total	15



[Signature]
Principal
Muslim College of Education
Thiruvithancode

teacher: Yes, very good. Now, what are the alliterations present in the first line?

pupil: None.

teacher: Very good. What are the alliterations present in the first line?

pupil: No response.

teacher: Alliterations are little bit similar to the rhyming words. They have similar sounds and alliteration have same first letters.
(RF) (P)

Now tell me the alliterations.

pupil: Whose wood, those think.

teacher: Yes very good students. You all did very well.

I hope you all understand the poem.
Thank you students.

pupil: Thank you Mam.



Mam
Principal
Muslim College of Education
Thiruvithamcode

skill of stimulus variation.

It may be defined as set of behaviours for bringing desirable change and attract pupils attention towards classroom activities components.

Teacher Movement:

The teacher should move purposeful in the classroom. The purpose may either to write certain importance points or to check their activities and to help them in solving certain problem.

2. Teacher Gesture:

Gestures are the movement of parts of the body used for expressing emotion size direction and also for direction attention.

3. Change in voice:

change in volume, tone or speed of verbal communication for attracting attention.

4. sensory focus: specific aspects
Drawing attention



Principal
Muslim College of Education
Thiruvithamcode

to be observed by verbal or gestural

change in interaction style pattern.

Here the activities of the student is given important when two or more person interact purposefully through speed.

pausing.

elaborate a short interval given by the teacher while dictionary notes asking questions explaining.

- Audio visual switching:

Here the teacher changes the sensory focus by showing pictures, charts, real objective models, etc.




Principal
Muslim College of Education
Thiruvithamcode

Name of the student teacher: Iqbal

Name of the observer: peer group

Subject: English

Topic: The River

Skill: Skill of stimulus variation

Duration: 5 to 10 minutes

Date: 10/12/21

Teacher: Good Morning ~~Mam~~ Students

Pupil: Good Morning Mam.

Teacher: Today I am going to teach you a poem

'The River' (Teacher writes the topic on the blackboard) (TM)

Look here what is this Q. (Qs)

Pupil: The River.

Teacher: What is mean by River Q.

It is mean by a large number of water flowing through to the sea, lake or another river,

Have you get it Q. (Qs)

Pupil: Yes Mam

Teacher: Now lets gets into the topic. please listen the class carefully.

In this poem 'The River', the poet compares the flow of the river with four different stages of human life.

How many stages in the poem?



Principal
Muslim College of Education

pupil: four

Teacher: Teacher writes the first stanza of poem.
life in the blackboard (P) Are you all
listening (P)

yes Mam.

OK Good. The first stanza of the poem
explains how the river goes dancing over
the yellow pebbles and glancing through
the flowers and leaves. It is compared
to a curious and innocent child at play
Have you all understand? Are you playing
or listening the class? (esp)

pupil: listening Mam.

Teacher: look at the picture of the river (ovs)
The River runs louder, faster and sweeping
everything all along the way (Ta). It is
compared to a rockless youth who goes
through rough and smooth patches of
life. In the third stanza the river
keeps on moving towards the sea like
a matured man who silently marches
towards the goal.

Do you have any doubts?

Pupil: No Mam.

Teacher: Hmm (P) Okay.




Principal
Muslim College of Education
Thiruvithamcode

S.No	Components	Tally	Total
1.	Teacher Movement (TM)	11	2
2.	Teacher Gesture (TG)	1	1
3.	change in speech pattern (CSP)	11	2
4.	change in interaction style (CIS)	1	1
5.	Focusing (F)	11	2
6.	Pausing (P)	11	2
7.	Oral and visual switching (OVS)	11	2
Total			12




 Principal
 Muslim College of Education
 Thiruvithamcode

look how student and teacher together
the final stanza the long journey of
the river reaches the endless sea like
a human attains eternity

What are the four stages of human
life mentioned in this poem?

pupil: child, youth, Hardworking Man, Human's
eternal life.

Teacher: (p) very good. Thankyou students

pupil: Thankyou Mam.




Principal
Muslim College of Education
Thiruvithamcode

Will of Reinforcement

Reinforcement is a major condition for effective learning. Hence every teacher has to master the will for adopting appropriate strategies for reinforcement learners' improvements of the skill.

1. Positive verbal Reinforcement:

Students can be motivated through verbal expression like good, Right, fine, well done, excellent, carry on, go a head etc.

2. Positive non-verbal Reinforcement:

Teacher uses gestures or some other behaviour to reinforce pupils learning. An examples writing pupils answer on the board for other to watch also can effective reinforce.

3. Negative ~~non~~-verbal Reinforcement:

Words like wrong, incorrect, no as well, sarcastic, remark can be considered as negative reinforcement.

4. Negative non-verbal Reinforcement:

Words like wrong, incorrect, no as well as, sarcastic remark can be considered as negative reinforcement.

5. Extra verbal clues (EVC):

This type of reinforcement talk must way between the verbal and non-verbal reinforcement. It consists of remark.



Mm, Hm, uh, Aah.

Principal
Muslim College of Education
Thiruvithamcode

View of the student teacher & notes
View of the resources for group
about English

Topic: A Birthday letter
Skill: Skill of Reinforcement

Duration: 5-10 minutes

Date: 13/12/21

Teacher: Good morning students

Student: Good morning mam

Teacher: Today we are going to learn about the
prose 'A Birthday letter'

Pupil: Okay Mam.

Teacher: This prose 'A Birthday letter' is written
by Jawaharlal Nehru
who is the author of this prose.

Pupil: Jawaharlal Nehru

Teacher: Very good (PVR)

In this prose, Jawaharlal Nehru wrote
letter to his daughter Indira Gandhi when
he was in the Naini, prison on October
26, 1980.

To who Jawaharlal Nehru wrote a letter?

Pupil: Indira Gandhi.

Teacher: hmmm... (EVC) very good
(PNVP)



Principal
Muslim College of Education

	Tally	Total
1. Positive verbal Reinforcement (PVR)		5
2. Positive non-verbal Reinforcement (PNVR)		3
3. Negative verbal Reinforcement (NVR)		1
4. Negative non-verbal Reinforcement (NNVR)		1
5. Extra verbal cues (EVC)		2
Total		12



Principal
Muslim College of Education
Thiruvithamcode

when did Nehru written the letter?

pupil: October 24

teacher: Wrong! (NVR)

(Teacher ^gaising the eyes (NVR) can any one say the correct answer?

pupil: Yes Mam, October 26, 1930.

teacher: Yes very good (pvr)

(hmm) (Teacher patting on student's shoulder) (PNVR) (EV) Do you write any birthday letter to your siblings?

pupil: No Mam.

teacher: If you are not able to give any gifts means try to give a letter to them. It can make them happy. (Teacher smiling) (PNVR)

pupil: Okay Mam.

Teacher: Okay students. Thank you

pupil: Thankyou Mam.



Principal
Muslim College of Education
Thiruvithamcode

2. Use of visual black board

The most widely used visual aid by a teacher in the black board. It is an easily available material. Since made of wood, cement, board, glass etc. It is used as an visual aid for drill and revision components of the skill.

3. Legibility of Hand writing (HW)

* Each letter should be distinct

* Adequate spacing between two letters and two words

* Thickness of the lines should be of same width

4. Neatness in black board words (NBW)

The Neatness of the blackboard increase. If you write a straight lines parallel to the base of the black board. In order to keep the black board work neat and clean there should be no over writing

5. Appropriateness of Blackboard work (ABW)

The points of the lesson should be logically arranged one after the other in a sequence write only the salient points are use coloured chalk.

underline the important points or use coloured chalk drawing the pupil attention.

6. Wiping off the blackboard (RBB)

The blackboard should be wiped before and after usage. It should be made clean all the time so that students may not confuse whatever the teacher writes on.



Principal
Muslim College of Education
Thiruvithancode

role of the student Teacher : 1. roles
role of the observer/peer groups
subject : English
topic : Modal verb
skill : skill of blackboard.

duration : 5-10 minutes
date : 14/12/21

teacher : Good Morning students

pupil : Good Morning Mam.

Today we are going to learn about the
modal verbs.

(Teacher writes the topic on the blackboard)
(LH, NBW)

pupil : ~~Good~~ okay Mam

teacher : A modal verb is a type of helping verb
that is used to express ability, possibility,
permission. (Teacher writes it on the black
board below the topic) (NBW), (ABW)

pupil : writes down ability, possibility and permission
in their notebook.

teacher : some of the modal verbs are shall,
should, can, may, will would etc. (Teacher
writes it on the blackboard) (ABW, LH)

teacher : can anyone give me an example of modal
verbs ?




Principal
Muslim College of Education
Thiruvithamcode

S.NO	Components	Tally	Total
1.	Legibility in hand writing (LH)	HH	5
2.	Neatness in blackboard work (NBW)	HH	5
3.	Appropriateness of Blackboard work (ABW)	HH 11	7
		Total	17



mm
Principal
Muslim College of Education
Thiruvithamcode

pupil: May I go out?

Teacher: Very good! Teacher writes the first example

nearby to the blackboard like this

Now give me an example for permission

modal verb (Teacher writes near the

modal verb nearby to the example for

student says (A.B.H, I.B.H)

Teacher: Try to give an example for impossibility

pupil: It's getting dark. It must be quite late

Teacher: very good. Teacher writes the example for impossibility.

pupil: That can't be true.

Teacher: Teacher writes the example given near to the second example (L.H)(A.B.H, I.B.H)

Teacher also writes few more examples
(L.H, N.H)

1. you cannot be serious

2. can you go home?

3. you haven't eaten all day. you must be hungry.

Teacher: students, now tell me which example given above is used for permission, impossibility and probability.

pupil: first one is impossibility, second one is permission and third one is probability. (Teacher writes the answers of the students near the questions)
(A.B.W)

Teacher: very good. Thank you.



Principal
Muslim College of Education
Thiruvananthapuram

will of closure.

At the end of each lesson the teacher has to consolidate the main points in his or provide opportunities for students to apply the new knowledge to various new situations and link the students knowledge gained during the lesson with their past knowledge the teacher has to link the students new knowledge gained during the lesson with their future learning.

- * consolidation of the major points by the teacher and the students.
- * providing opportunities for the students to apply the new knowledge to various new situation.
- * Linking the students new knowledge gained during the lesson with their previous knowledge.
- * Linking of the students new knowledge gained during the lesson with their future learning.
- * consolidation of the major points by the teacher and the students.

Every teacher has to synthesise the main points covered during the lesson into a meaningful whole.

While doing this the teacher will come to know whether the students have grasped what the teacher has taught. He comes to know about any gap in the students understanding.

- i) providing opportunities for students to apply present knowledge in various new situations.

This involves creating situations to apply. The students can make use of their present knowledge when they apply and solve the problems in different or new situations.



also helps the teacher in learning as the student understands

Linking past knowledge with the present knowledge

Linking the past knowledge with the present knowledge involves helping the students to see the relationship between them in a classroom he should help the students to perceive and link past and present knowledge.

Linking present knowledge with future learning:

The term 'future learning' refers to the home tasks or assignments given to the students at the end of each lesson.

- a) Be sure that most of the students do it correctly.
- b) Suit to the maturity level of the students
- c) provide opportunities for the student to apply new knowledge in new situations and.
- d) demand the application of higher mental process rather than the mere recalling of present knowledge.




Principal
Muslim College of Education
Thiruvithamcode

... of the ...
... of the ...
... English

... I can't climb trees anymore
... 5-10 minutes

... skill of closure

... 15/12/21

Teacher: Good morning students

Pupil: Good morning Mam

Teacher: The teacher has just completed the topic
'I can't climb trees anymore' by Ruskin
Bond. The teacher achieves closure as
follows at the end of the lesson.
Who is the author of the prose "I can't
climb trees anymore" (CMP)

Pupil: Ruskin Bond

Teacher: Where did he born? (CMP)

Pupil: He was born on 19th May 1934

Teacher: When did he got Sahitya Akademi
Award? (CMP)

Pupil: 1992

Teacher: What are the famous works of Ruskin
Bond? (LPK)

Pupil: The blue Umbrella, The room of the
roof.

Teacher: Why did the visitor ... to the house? (CMP)



Principal

Muslim College of Education

Learning Objectives		Indicative	Total
1.	Consolidation of major points	1	1
2.	Providing opportunity to apply new knowledge to a new situation or different situation	1	1
3.	Linking previous knowledge	1	1
4.	Home work or Assignment	1	1
		Total	11




 Principal
 Muslim College of Education
 Thiruvithamcode

Teacher: Because he wanted to see the purpose of the
visitor? What kind of blessing was in the house?
The shadow of the tree falls on it.

Visitor: His grand mother.

Teacher: How many years the visitor lived in the
old house (MMP)?

Visitor: Twenty five years ago.

Teacher: How the old house built with a (MMP)?

Visitor: Solid blocks of granite.

Teacher: Does the visitor still live in the house?
(MMP)?

Visitor: NO.

Teacher: Which is your favourite place? (MMP)?

Visitor: Only Chennai.

Teacher: Which is the favourite place of the
visitor why? (MMP)?

Visitor: Jackfruit tree, because there was a small
hollow in the tree and the visitor kept
some of his treasures.

Teacher: Very good. Now take down your home
assignment. Write an essay about
your favourite tree (MMP).

Visitor: OKAY MAM.

Teacher: Thank you.




Principal
Muslim College of Education

26. Lesson

Macro Teaching is definitely a helpful technique for the learner because not only is it saving the teaching skills but also enable them to gain confidence in teaching it helps them acquire proficiency only one skill at a time. But a macro lesson involves the combination of several skills. Hence to give practice in integrating the various skills required for teaching a macro lesson, a link lesson for 30 minutes is also attempted in the college. This provided an opportunity to the trainee for smooth transition from 5 minutes macro lesson to 45 minutes macro lesson. A link practice lesson is for 20 minutes duration integrating the different skills required for teaching a sizeable chunk of subject matter.



Principal
Muslim College of Education
Thiruvithamcode

greeting & eye contact
teacher's activity

to be a good teacher
must have
good skills
and

Good Morning students
The teacher tells a
joke to create & to
motivate the students
one man was beating
another man. The
police asked him why
he was beating him.
He said that he had
revealed our military
secret, what military
secret? That is the
secret he revealed
that we don't have
military.

Good morning
teachers

skill of self
induction
introducing
the lesson

Teacher asked what
is a noun?

A word that
refers to a
person place
or thing it's
called as 'noun'



Principal
Muslim College

very very good sir thank you

Handwritten notes
on the
margin

The teacher explains. These
are proper noun and common
noun. Proper noun is a
specific name of a person
place or thing. For example
Roma, Delhi, Monday and so
as common noun. Name of
a person, place or thing
is called common noun. For
example girl, animal, city
and so as.

Students
take notes
and observe
the lesson.

skill of
explanation.

A concrete noun is
something perceived by
the senses, something
that is physical or real
is called concrete noun.
For example: I heard the
doorbell. An abstract
noun is something that
can't be perceived. Example
courage, beauty, happiness
etc.

danger,
brave
smart



Muslim
Principal

collective noun denote
groups of people or
things flock, team, band,
squad etc. Now give
me some examples for
abstract noun.

positive
verbal cues
reinforcement

yes come on very good.
The teacher goes near
them and smiles. Then
Balu, give some example
for collective noun.
yes okay.

clover, intelligence, group, company, flock, verbal cues

Now Suresh what is an
abstract noun

It is some skill of
thing can't questioning
be perceived skill of
eg: clover stimulus
dull. variation

The teacher repeats the
answer of Suresh and
writes it on the blackboard.
The teacher says listen
carefully, look at

students write them
gesture on their note



[Signature]
Principal
Muslim College of Education
Thiruvithamcode

teacher asks them
to write some
example for abstract
noun common noun,
concrete noun and
abstract noun.
There also countable
and uncountable
nouns. Teacher stops
for while (pause)

skill of
questioning
gesture pause

The things that
are countable for
eg: Dog, bird are
called countable
nouns. The things
that are not counta-
ble for eg: rice,
water uncountable
nouns.

students
them on
their note
book

Completed
Shafiqul Islam




Principal
Muslim College of Education
Thiruvithamcode

Field Trip to Trivandrum 19/08/2022

A change in the learning space can spark an interest in learning. A field trip or excursion is a journey taken by a group of people to a place away from their usual environment. In education, field trips are defined as visits to an outside area of the normal classroom and made by a teacher and students for purposes of firsthand observation. Field trips are a popular method carried out by students to introduce concepts, experiences, and ideas that cannot be given in a classroom environment. The purpose of the field trip is to give students firsthand experience that cannot be had in the classroom. On field trips, students can see, hear and experience things. Through a field trip, students receive various experiences that are not possible in a classroom setting. Hence, a field trip is an outdoor lesson in action. Thus, a field trip is an effective way to improve pedagogical methodologies.

Educational Field Trips can be associated with a variety of benefits for teachers and student teachers. Field trips provide student teachers with developing personalities and professionalism. Educational field trips help student teachers to widen their horizons of knowledge.

As part of the B.Ed. curriculum, student teachers of Science Stream went for a field trip on 19/08/2022. This one-day programme aimed to develop aesthetic sense, imagination and creativity in students. The places visited were Chitralaya Museum, Kochuveli and Lulu Mall.

There were around 50 student teachers from each optional - English, Tamil, Mathematics, Physical Science, Biological Science, History and Computer Science. Teachers from each option are also accompanied by the student teachers. Everyone assembled in the college by 6.30 a.m. There was a silent prayer before the journey and then the student teachers as well as the teachers had a wonderful time on the bus.

Everyone was filled with a lot of excitement and did not want to go back. On the whole, the trip was awesome. We all had a fantastic time and it was very helpful for developing the aesthetic sense, exploration skills, imagination, and co-operation among the students. The teachers were also happy that everyone reached back safely and there were not many problems during the journey. To conclude, the trip was very informative, effective and at the same time memorable. So, organizing such field trips will be very helpful for students to learn new things through observation, exploration and interaction.



Princip
Muslim College of Education,
Thiruvithamcode

Field Trip to Trivandrum 01/12/2022

In education, field trips are essential to get practical knowledge and to have some ideas. Social science can be learnt easily in the physical environment than in the classroom. With this aim, the history students and lecturers from Muthur College of Education, Thuvanthancode, organized a field trip to the historical places.

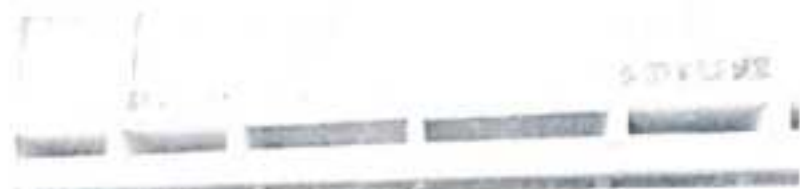
The students of B. Ed history along with the lecturers started their journey from the campus at 7:00 a.m. on 01/12/2022.



Veli Beach, Trivandrum



Lulu Math, Trivandrum



[Signature]
Principal



Life Skill Training



Keep your thoughts positive,
because your thoughts become your words.
Keep your words positive,
because your words become your behavior.
Keep your behavior positive,
because your behavior become your habits.
Keep your habits positive,
because your habits become your values.
Keep your values positive,
because your values become your destiny.

- Mahatma Gandhi

The five day long community camp was started on 25th October 2023 and continued upto 29th October 2023. 21st century needs competent teachers for the effective transaction of curriculum in the classroom. Hence prospective teachers should be given rich and thought-provoking opportunities for professional growth. Effective transaction in the classroom is greatly influenced by the managerial skills a teacher develops. The process of education has been re-defined and therefore, it is to be re-designed. The new era demands new dimensions in education. Teachers who play a pivotal role in the process of education must acquire and master themselves the skills



Principal
Muslim College of Education
Thiruvananthapuram

and competencies that are demanded by the age. In the national scenario access to general education is the fundamental right of the child. Also, quality education is the right of every child. For the attainment of quality in education, teachers are to be transformed. The purpose of this camp was to familiarize the teacher-trainees with 21st century skills. The programme also aimed to enhance the communication skills and interpersonal skills of the teacher –to trainees in order to function in the professional and settings effectively; to enrich the academic language skills (writing and presentation skills) for academic writing and presentations; to understand effective planning, time management and implementation for setting goals and achieving both personal and professional goals; to learn to evaluate oneself (self-appraisal and introspection) for further.

AIMS OF COMMUNITY CAMP

- Enhancement of skill and competency of teacher-trainees.
- Personality development of teacher-trainees
- Confidence building of teacher-trainees
- Transformation of the teacher-trainees as an excellent teacher

How to:

- develop confidence in their profession.
- work with a holistic vision.
- promote a democratic classroom environment.
- develop professionalism, ethics and values.
- improve quality of education through ICT enabled learning.
- develop team spirit and feeling of oneness.
- develop ability to solve problems and to keep a rapport between:
 - Teacher – Teacher
 - Teacher – Pupil
 - Teacher-Principal
 - Teacher-Parent
 - Teacher-Community
 - Teacher-Authority.

enhance positive image.



[Signature]
Principal
Muslim College of Education
Thiruvithancode

develop as best evaluators.
become a co-learner.
handle the "Too much content not enough time" dilemma.
manage large heterogeneous groups effectively.
develop a right social outlook and social commitment.
synchronize knowledge, skills and attitude to become successful in the profession.

VISION OF THE COMMUNITY CAMP

It is intended to transform the teacher-trainees to be capable of facing the challenges of the new age.

OBJECTIVES OF THE CAMP

To Transform the teacher-trainees into

- New Millennium Teacher
- Efficient student mentor
- Effective social integrator
- Creator of 'Centre of Excellence'
- Great team player 5

COMPONENTS TO BE ADDRESSED IN THE CAMP

- ☐ Know Thyself (Self Awareness & Personality Characteristics)
- ☐ Confidence Building
- ☐ SWOT Analysis
- ☐ JOHARI Window
- ☐ OK Corral
- ☐ Types of Strokes
- ☐ Interpersonal Skills
- ☐ Goal Setting
- ☐ SMART Goals
- ☐ Effective Communication
- ☐ SOFTEN Technique
- ☐ LEADER - The No Title Leader




Principal
Muslim College of Education
Thiruvithamcode

Tame the Team

TEACHER - Who is she?

Fire Walking

INSTRUCTION TO TEACHER TRAINEES

Be a voracious reader

Be inquisitive always

Be a lifelong learner

Be a good listener

Attend different training programmes

QUALITIES OF A GOOD TEACHER

- ☐ Be self-confident
- ☐ Should be able to inspire others
- ☐ Should have a clear perspective
- ☐ Must be able to conceive and implement a programme
- ☐ Must be good at writing
- ☐ Must be research oriented
- ☐ Must be able to charge the participants emotionally
- ☐ Be an expert in all aspects of training
- ☐ Should be capable of assessing the participants

ESSENTIAL COMPETENCIES REQUIRED OF A TEACHER

- ☐ Be pleasing – it will attract the students
- ☐ Modulate your voice – you get better attention
- ☐ Appropriate emotional expressions – fetches you more acceptance and credibility
- ☐ Use relevant stories and anecdotes to touch the participants deeply
- ☐ Use different media – avoid boredom (charts, graphs, clipping, photos, roleplay, LCD, Laptops, White Boards)
- Manage time effectively-ensures good results

DON'TS FOR A TEACHER



mm
Principal
Muslim College of Education
Thiruvithamcode

- ❑ I am right always' attitude
- ❑ Impatience to criticism
- ❑ Insulting others personally
- ❑ Unnecessary expressions and gestures

ALWAYS REMEMBER

- ❑ Evolve your own strategies in the class. Don't imitate others blindly.
- ❑ Students may doubt what you say, but they believe what you do.
- ❑ Be considerate towards your participants. Don't exhibit your learning before them.
- ❑ It is impossible to teach anyone but you can guide them to realize what is inside them.

The camp was started with an inaugural session and was inaugurated by Lion Dr.H.Mohamed Ali, the Secretary, Muslim College of Education. Dr.Pramod V.S, the Principal, delivered the welcome address. In the inaugural speech Lion Dr.H. Mohamed Ali, the Secretary, Muslim College of Education, focused on the importance of capacity building among teacher-trainees. He also focused on the importance of camps like personality development and motivated the teacher-trainees to grab this kind of opportunities. The principal in his speech highlighted the aim and objective of the camp. Mr. Robins, the Director of, Trivandrum, Kerala summarized the whole programme. He mentioned different aspects of personality and how participants would be benefitted from this kind of programme. The session ended with a vote of thanks.

DAY- 1

- ❖ The five days community camp was started at 9.30 am on 25th October 2021
- ❖ The camp was conducted by Mr.Robinson, The Managing Director of I Trans, the learningsolutions.
- ❖ Mr.Dr. V. S. Pramod, The Principal of Muslim college of education delivered a brief introduction about the camp and the concerned person Mr.Robinson & Mrs. Leema Robinson.



[Signature]
Principal
Muslim College of Education

❖ Then The Principal Dr. A. S. Pramod honoured The Secretary Dr. Lion H. Mohammed Ali with the memento for being a Senate member in Manonmaniam Sundaranar University.

❖ Before starting the programme the concerned person asked the students to follow some terms and conditions.

- Each and every activity contains scores.
- There was a countdown process i.e., 1 to 10.
- The students must be present in the activity area before the countdown ends, otherwise the concerned team will get minus scores.

ACTIVITY 1: CLAPPING GAME

- ❖ The camp was started with the ice breaking session by counting numbers from 1 to 100. For this activity the students were asked to seat in 2 rows in circular form.
- ❖ Then the game was twisted to next level i.e., clap game.
- ❖ In this game many of them lose the game and some of them got some positive punishments.
- ❖ Based on the losers, the team was formed. There were 8 teams.

ACTIVITY 2: TEAM NAMES & REASONS TO LOSE THE GAME:

- ❖ The programme head asked the teams to choose their team names, team captains and discuss about why they lose the game. The duration for this activity was 15 minutes.
- ❖ After the tea break, the captains come forward to introduce their team names and reasons.
- ❖ The team names were:

- Innovators
- Inspiring stars
- Blossoms
- Firest
- Shooting stars
- Shining stars
- Rocking fire stars
- Unity girls




Principal
Muslim College of Education
Thiruvithamcode

- ❖ The major reasons for losing the game was
 - Anxiety about the future
 - Lack of concentration
 - Fear of failure
 - Lack of confidence
 - Be responsible
 - Lack of goal setting
 - Unnecessary comparison with others
 - Never take the things too lightly.

LESSON:

At the end of this activity, the students have learnt, “ *what are the main factors that lead to failures in our day-to-day life*”.

ACTIVITY 3: SIGNATURE GAME:

- ❖ The afternoon session starts at 1.30 pm.
- ❖ The students were asked to stand like a big circle in a single row.
- ❖ The trainer instructed the students to draw a big circle, and then mark the numbers 1 to 12 like a clock.
- ❖ The students were asked to get the signatures for every hour based on some specialities said by the instructor (E.g.: wearing bracelets, married, wearing specs and so on).
- ❖ There was some conditions for this activity:
 - The person should sign only once for an hour.
 - The person should be in, their place before the countdown ends.
- ❖ At the end, the signatures were counted. Some got more and some got less.
- ❖ The students were enquired about the reasons for this difference.
- ❖ On hearing the points, he concluded the major qualities of a good teacher.
 - Finding the potentiality of each and every students
 - Teacher should go to the students.
 - Knowing the teacher's own potentiality
 - Know the students in detail.
 - Be ready to share the resources.



[Handwritten Signature]
Principal

Muslim College of Education
Thiruvithamcode

LESSON:

Finally, the students have learnt, *“What were the essential qualities needed to become a good teacher?”*

ACTIVITY 4: WORLD TOUR:

- ❖ The students were played an interesting world tour game followed by the instructions given by the trainer.
- ❖ There was six sheets contains the country names. By the finding the team's country name there was a clue for the next country they want to go. Similarly, the teams were asked to find their origin to destination.
- ❖ The origin country names were said to the team captains before the game starts.

LESSON:

From the task, the students have learnt, *“How the teacher have to build a good and effective team, how the small and weak chain breaks the entire team”*.

DAY- 2

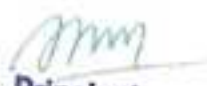
- ❖ The team captains come forward to recall about the first day of the camp.

ACTIVITY 1: TYPES OF TEACHERS, PERSONALITY & LEADERS.

- ❖ The trainer explains about the types of teachers with examples:
 - Teacher who serves the condition
 - Teacher who serves the purpose
- ❖ He explains how the teacher became a good leader by some inspiring words:

**“LEADERS DON'T DO THE DIFFERENT THINGS
THEY DO THE THINGS DIFFERENTLY”**
- ❖ The trainer teaches the development of a teacher's personality. There were 9 components needed to be a good personality teacher.
 - Beliefs & Values
 - Goals
 - Communication
 - Appearance
 - Relations




Principal
Muslim College of Education
Thiruvithamcode

- Habits & Hobbies
- Attitude
- Signature
- Ethics & Morality

LESSON

From this theory class the students came to know, *"How to be a good personality teacher & must be a teacher who serves the purpose"*.

ACTIVITY 2: CHART PRESENTATION:

- ❖ For this activity the teams were provided with charts and asked them to write the names of their team and team members in their own creative thoughts.

LESSON:

The students learnt, *"The good teacher also have some creativity and innovative ideas"*.

ACTIVITY 3: LOGO IDENTIFICATION

- ❖ There were 5 rounds and 8 teams. There is some logos shown by the trainer and the students have to find the names which the logo belongs to.
- ❖ One more round is there, the trainer displays the old name of some personality, the teams had to find out their recent names.
- ❖ At the end of the game, the trainer concludes some qualities of teacher:
 - Observation
 - Shift of focus
 - Consulting with others
 - Attitude to take risk
 - Try to get useful updates.

LESSON:

From this activity the students have learnt, *"the major qualities needed to be a good teacher"*.

ACTIVITY 4: ILLUSION GAME

- ❖ The afternoon session starts with illusion game.




Principal
 Muslim College of Education
 Thiruvithamcode

- ❖ For this, the students were asked to stand in a big circle. Based on the instructions by the trainer they should change their mode of transport i.e., bus, train and so on.
- ❖ Based on the instructions, they have to move and form teams.
- ❖ The losers were asked to perform a dance. The trainer teaches some tricks to play this game without losing anyone of them.

LESSON:

End of the game they learnt, *"How the good teamwork would get success and also realize the proverb WHERE THERE IS A WILL, THERE IS A WAY"*

ACTIVITY 5: FIRE GAME:

- ❖ It was a thrilling game. There was cotton balls have fire; the students were asked to eat that ball.
- ❖ All the students have done it successfully without fear.

LESSON:

How the SELF CONFIDENCE can overcome the fear.

DAY 3

- ❖ The morning session starts with the recap about the previous days
- ❖ Then the trainer explains about the fear and how to overcome that fear by showing some examples from the fire game.
- ❖ He gave two explanations for the word FEAR
 - Forget Everything And Run
 - Face Everything And Rise
- ❖ The trainer trains the students how to overcome the fear from some valuable points
 - Don't fear about the imaginary things
 - Understanding the science behind the fear
 - Don't pampering the fear
 - Keep practicing
 - Helping other people to overcome the fear
- ❖ Then he explains how to teach the subjects effectively



mm
Principal

Muslim College of Education

- Any good subject can be taught in a bad way and any bad subject can be taught in a good way.
- It is not the matters that make it good or bad, it is the way you present makes good or bad.

ACTIVITY 1: CREATIVE WALK

- ❖ The trainer asked one member from each team to perform a ramp walk but it should be very unique.
- ❖ Then he explains what is CREATIVE
 - C - Clarity
 - R - Receptivity
 - E - Excitement
 - A - Attribution
 - T - Touchy
 - I - Inhibition less
 - V - Vigour
 - E - Enthusiasm

ACTIVITY 2: A to Z GAME

- ❖ The teams were asked to collect the things from the activity area and arrange it in the alphabetical order and also write the names of the things in alphabetical order.
- ❖ Then the trainer instructed the teams to discuss about what they learnt from this activity.
- ❖ On hearing the points from the teams the trainer conclude,
 - Teacher should go beyond the syllabus
 - Teacher should imagine without any limitations
 - Teacher should use all the senses while teaching
 - Teacher should know the values in each student

LESSON:

The students came to know, "How the teacher can teach the students effectively and how to interact with the students".



Mmm
Principal

Muslim College of Education

ACTIVITY 3: CREATIVE COOKING

- ❖ The trainer asked the teams to prepare a unique and creative recipe from animals
- ❖ The duration given for this activity was 15 minutes and they have to give a presentation for 1 minute.
- ❖ From the stipulated time, the students prepared recipes like snake cutlet, chameleon roast and so on.

LESSON:

"The teacher should have creative thoughts and unlimited imaginations".

ACTIVITY 4: BALLOON GAME

- ❖ The students were asked to stand in a big circle. They are provided with balloons.
- ❖ Some of them were blow the balloons and some simply kept it and some burst it.
- ❖ From that the trainers explains some types of persons in the universe
- ❖ Then the trainer said that the balloon was their life and blow it as your wish
- ❖ The students started to blow it as their wish.
- ❖ After that the trainer gave a tool to protect their life i.e., balloon and asked the students to run in the activity area.
- ❖ After the game the trainer explains about the life and don't hurt other's life

LESSON:

From this activity the students realized what is life, how to live the life without hurting others, **LIVE YOUR LIFE AND LET OTHERS LIVE.**

DAY 4

- ❖ The team captains come forward to recall about the previous days
- ❖ After the tea break the trainer presented a crown to the lady sweeper for her heartfelt service and caring

ACTIVITY 1: LEADER

- ❖ The trainer explains about who is a leader by a valuable sentence,

A person who influences a group of people towards the achievement of a goal.

- ❖ Then he briefly explains the word **LEADER**



Mmy

Principal
Muslim College of Education
Thrivithanur

- L - Look & Listen
- E - Emotional Bonding
- A - Awareness
- D - Dare to dream & do it
- P - Empowerment
- R - Responsibility

❖ He elaborately explains all the words by some inspirational videos.

LESSON:

From the theory class the students learnt, *"how they can become a good teacher"*.

ACTIVITY 2: GLASS WALK

- ❖ There was a path contains glass pieces on a portion of the activity area.
- ❖ The students were instructed how to walk on the glass pieces.
- ❖ Then the students started to walk on that glass path one by one.

LESSON:

The students were learnt, *"if we have a fear on a thing, keep practicing on that, then we can face it successfully without any fear"*.

- ❖ Finally the trainer asked the students to share their experiences about the glass walk.

ACTIVITY 3: BACK FLIP

- ❖ The trainers call upon some students who wish to come out from the fear.
- ❖ He made them to stand on the table. Behind them the trainer made 10 students to stand in a pair and hold the hands together tightly.
- ❖ When they jump backwards the persons stands behind them, have to catch them safely.
- ❖ The students done this challenge successfully.

LESSON:

From this activity the students realized *"trust the persons who worth for our trust"*.

ACTIVITY 4: BLOW THE BALLOON & MOVE THE CUP




Principal
Muslim College of Education
Thiruvananthapuram

- ❖ The trainer calls two members from each team for this activity
- ❖ They were provided with two balloons and cups
- ❖ One has to blow the balloons and other has to move the cup by the air from the balloon
- ❖ They have to move the cup from origin to the destination point.

LESSON:

The teams move forward by the pressure given by the leaders.

ACTIVITY 5: NO TITLE LEADER

- ❖ For this activity the team captains were asked to select another leader from the team.
- ❖ Then the trainer went near to each teams and gave instructions how to play the game
- ❖ Based on the trainer's instructions the leader has to move the hands. Follow the leader the team members have to move their hands.

LESSON:

This activity shows, *NO TITLE LEADER* concept. In some situations the team members would come forward to take the responsibility of a leader in leader's absence.

DAY 5

- ❖ The team captains come forward to recall about the lessons learnt before four days of the camp.

ACTIVITY 1: ANGLE GAME

- ❖ The trainer gave a tool for each team. The tool has two parts one is like M and another is like W.
- ❖ These 2 angles were joined in a loop. The teams were asked to split these angles. Finally the trainer teaches how to split the angles
- ❖ From this the trainer shows 2 types of leaders
 - Problem oriented Leaders
 - Solution oriented Leaders
- ❖ Then he trains the students how to solve the problem in the team as well as individually. And he concluded it with some points.



mm
Principal

Muslim College of Education

- Fix an angle
- Choose the angle from which you have to see i.e. Walking in the shoes of Victim
- Identify the Victim and Victor
- Convert the Victim to Victor

LESSON:

The students realize, *"if there was a problem try to know the both sides i.e. victim and victor, then only the leader will be a solution-oriented leader"*.

ACTIVITY 2: PAPER TENT

- ❖ For this activity the teams were provided with the chart papers, cello tapes, news papers and blades.
- ❖ The teams were asked to make tents by folding the charts and papers. It must be fit for 7 members. So that 7 members have to stand inside the tent and walk.
- ❖ The tent should not tear until the team reaches the destination point, or else the concerned team will be disqualified.
- ❖ At the end of the game the trainer appreciates some students for their motivation and helping mind towards others.

LESSON:

The students realize, *"the team members should sacrifice some factors for the team's success and also the WIN-WIN concept is always the best concept"*.

ACTIVITY 3: BALL GAME

- ❖ The trainer calls 7 members from each team to play this game.
- ❖ Made them stand in a straight line. They have to run in Zigzag and pass the ball.

LESSON:

"Timing is the important factor that influences the team's success".

ACTIVITY 4: PAPER MODELS

- ❖ Again the teams were provided with charts, newspapers, safety pins, cello tapes, blades, cups, balloons and straws
- ❖ Using these products the teams had to prepare 2 dresses and made 2 members as models from their teams.
- ❖ They should become models for textiles
- ❖ The models were asked to perform a runway show and make ads for their textiles.



LESSON:

The teacher can teach the students using the available resources. Effective teacher don't need excuses, they use the limited and minimum available resources and gave their maximum output.

ACTIVITY 5: BONDING GAME

- ❖ The trainer holds half yarn with him and asked a student to give the thread to her friend, then it continues from one to another, it's going on until the thread had completed.
- ❖ Many of them won't get the thread. The trainer said if the students gave that thread to their neighbours, then all of them can have the thread. He teaches how to love and respect the neighbours.

LESSON:

Love has the power to hold all the relations. Love and respect the neighbours they are always near to us.

GOOD BYE TIME

- ❖ The students were asked to stand in a circle. The trainer Mr. Robinson and Mrs. Leema Robison thank each and every student by handshakes and giving sweets
- ❖ Then get the feedbacks from the students. It was a positive feedback
- ❖ The winners were announced based on the points scored from the activities.
- ❖ As a team
 - *Shooting stars* won the team championship
 - *Blossoms* become the runner-up
 - *Innovators* won the 3rd position
- ❖ Mr. Dr. V. S. Pramod, The Principal delivered the vote of thanks
- ❖ The camp wind up with the National Anthem
- ❖ The community camp ended with happy tears, love, lots of lessons, funs & enjoyments. It was a fun with learning concept.



mm
Principal
Muslim College of Education
Thiruvithamcode

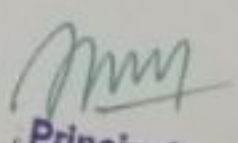


Principal
Muslim College of Education
Thiruvithamcode



mm
Principal
Muslim College of Education
Thiruvithamcode




Principal
Muslim College of Education
Thiruvithamcode