



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

Recognised by SRC (NCTE) New Delhi

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

7598174494, 9442760383

NCTE order No.FSRO/NCTE/APS0 8071/B.Ed./TN/2014-15/ 62329
FSRO/NCTE / APS09493/M.Ed/TN/2015/65325

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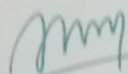
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TO WHOMSOEVER IT MAY CONCERN

This is to certify that the institution has provided to the Students go through a set of activities as preparatory to school-based practice teaching and internship. Prepractise teaching / internship orientation / training encompasses certain significant skills and competencies such as

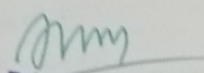
S. No.	Details
1	Formulating learning objectives
2	Content mapping
3	Lesson planning / Individualized Education Plans (IEP)
4	Identifying varied student abilities
5	Dealing with student diversity in classrooms
6	Visualizing differential learning activities according to student needs
7	Addressing inclusiveness
8	Assessing student learning
9	Mobilizing relevant and varied learning resources
10	Evolving ICT based learning situations
11	Exposure to Braille / Indian languages / Community Engagement




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Formulating Learning Objectives




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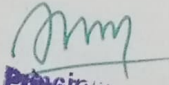
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REPORT ON FORMULATING LEARNING OBJECTIVES

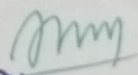
A session on Bloom's Taxonomy of Educational Objectives was organized for the first year B.Ed. students on 13/9/2022, Mrs. Raina Rose, Assistant Professor of Physical Science served as the speaker. She began the session by explaining how the term Taxonomy is applied to classify Educational objectives. She differentiated the term 'goals' from 'objectives' with suitable examples and also introduced the three domains of Educational objectives in his presentation.




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Content Mapping




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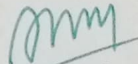
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REPORT ON CONTENT MAPPING

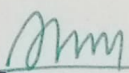
A class on Content Mapping was organized in Muslim College of Education on 18/7/022. Dr. Bindhu, Associate Prof. in Education explained about what content mapping is and how to use it in developing knowledge in planning and teaching. Content maps have a variety of uses in supporting the professional development of teachers, including serving as a tool that allows teachers to define the content to be taught in an instructional unit, a teaching tool that can be used to teach content knowledge and an assessment tool to assess the content knowledge of pre-service and in service teachers. It helped all the students to organize new information and also to make meaningful connections between the main idea and other information. They were easy to construct and can be used within any content area. Developing content knowledge in the minds of the students seemed to be a constant challenge for teacher educators.




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Lesson Planning / Individualized Education Plans (IEP)




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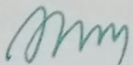
REPORT ON PREPARATION OF LESSON PLAN AND TEACHING AIDS

The Pedagogy Teachers trained the students to write down the lesson plans on their respective subjects on 13/9/2022. A Lesson plan serves as a guide to the teacher to determine what the students will learn, how the lesson will be taught as well as how learning will be evaluated. Keeping in view of the importance and need of the lesson plan, the teacher educator trained the prospective students to formulate the Educational objectives, which is the first part of a lesson plan.

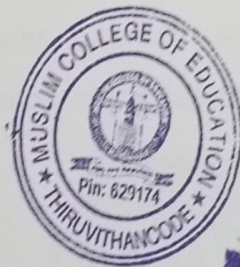
The Teacher Educators highlighted the ways of presenting a lesson in an innovative way by using creative teaching aids, with suitable examples for the concept instead of the examples given in the book. The Resources essential for transacting the concepts are very much essential for writing a lesson plan.

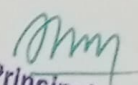
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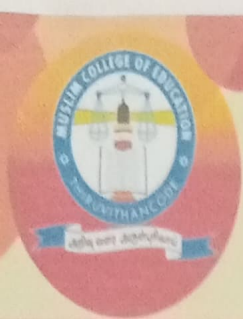



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Identifying varied student abilities




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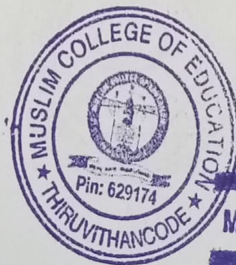
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REPORT ON IDENTIFYING VARIED STUDENT ABILITIES

The session on "Identifying varied student abilities" was held on Muslim College of Education for the first year B.Ed. students. The resource person Mrs. Jeya Kumari Professor in Mathematics explained about how to identify students with different learning abilities by using various methods especially by mastering in Diagnostic test.

Some students may be able to read exceptionally well, while others may not be able to read at all. Conducting assessments like Diagnostic test can help teachers to identify a student's individual academic skills, learning styles and interests in mixed ability classrooms.

The Educator shared her thoughts about teaching students with various learning abilities, which involves creativity, time and a desire to understand how a student learns best. Diagnostic test is a form of pre assessment that allows a teacher to determine student's individual strengths, weakness, knowledge and skills prior to instruction. So, it is necessary to master over the diagnostic test to identify the varied student abilities.



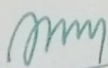
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Dealing with student diversity in classrooms




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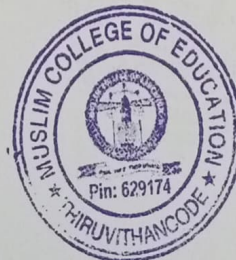
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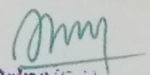
REPORT ON DEALING WITH STUDENT DIVERSITY IN CLASSROOM

The session on "Dealing with student diversity" was held on Muslim College of Education for the first year B.Ed. students. The resource person Mrs. Indira, Assistant Professor in Education explained about how to identify students with different learning abilities by using various methods especially by mastering in Case Study.

Some students may be able to read exceptionally well, while others may not be able to read at all. Conducting assessments like Case Study can help teachers to identify a student's individual academic skills, learning styles and interests in mixed ability classrooms.

The Educator shared her thoughts about teaching students with various learning abilities, which involves creativity, time and a desire to understand how a student learns best. Diagnostic test is a form of pre assessment that allows a teacher to determine student's individual strengths, weakness, knowledge and skills prior to instruction. So, it is necessary to master over the diagnostic test to identify the varied student abilities.




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Visualizing differential learning activities according to student needs



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REPORT ON VISUALIZING DIFFERENTIAL LEARNING ACTIVITIES ACCORDING TO STUDENTS' NEED

Our institution organized a special programme on "Visualizing Differential Learning Activities According to the Students' Need", conducted on 29/9/2022 for the B.Ed. students.

Mrs. Medlin Juli, Assistant Professor in Computer Science, Muslim Arts College served as the resource persons and gave Lecture on how to differentiate instruction for diverse group of learners. She further elaborated on how the teacher has to plan lessons so that all the students in class room get connected to the content. The educator provided examples of how the same content can be taught in multiple ways so that learning becomes guaranteed during the question answer time where the students clarified their doubts.



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Addressing Inclusiveness



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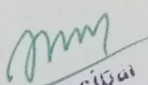
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REPORT ON ADDRESSING INCLUSIVENESS

A general session on "Addressing Inclusiveness" in the class room was organized by our college on 2-4-2023 for the first year B.Ed. Students. Dr. Amose, Muslim Arts College served as the resource person for the programme. The session was mainly themed under the topic "Building Inclusive Education" and he began the session by explaining the methods to identify inclusiveness at an early stage of the students in the class room. The resource person explained the history behind the development of the term "Inclusion". He gave numerous examples of inclusion in the class room. He suggested that 'Differentiated Instructional Methodology' should be followed inside the class room concerning each and every students' individual needs. The session helped students to be prepared for inclusive practices during the internship.




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Assessing Student Learning



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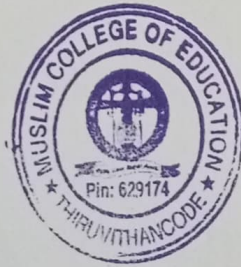
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REPORT ON ASSESSING STUDENTS LEARNING

From 22/11/2022 to 25/11/2022 our Mathematics Faculties gave an orientation on "Assessing Students Learning". The prospective Teachers oriented the student teachers on role of assessment in learning and provided practice on test and measurement record. They elaborated that assessment helps teachers to gain insight into what students understand in order to plan and guide the instruction. They also listed and explained the principles involved in assessment practices. It explained the knowledge of students on conducting assessments for their students during their teaching practice. The educated cleared the doubts of the participant with patience.



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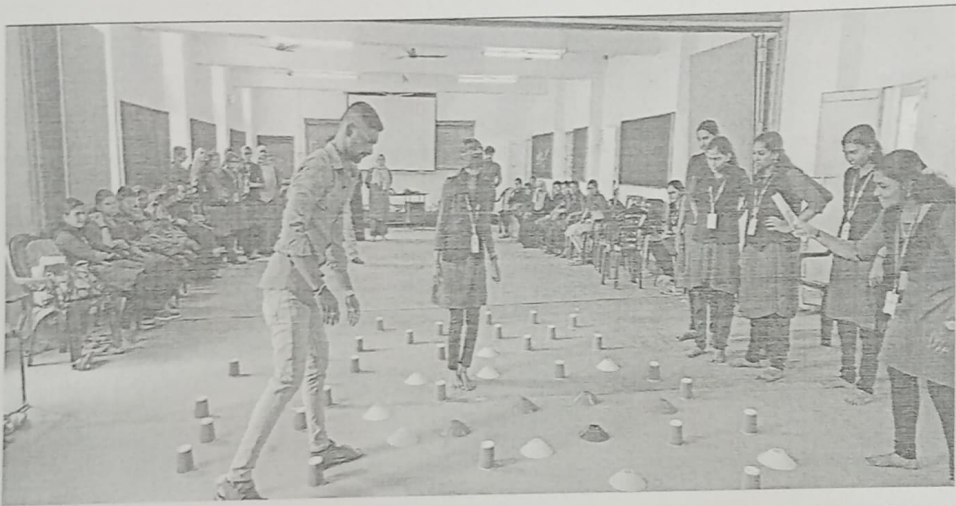
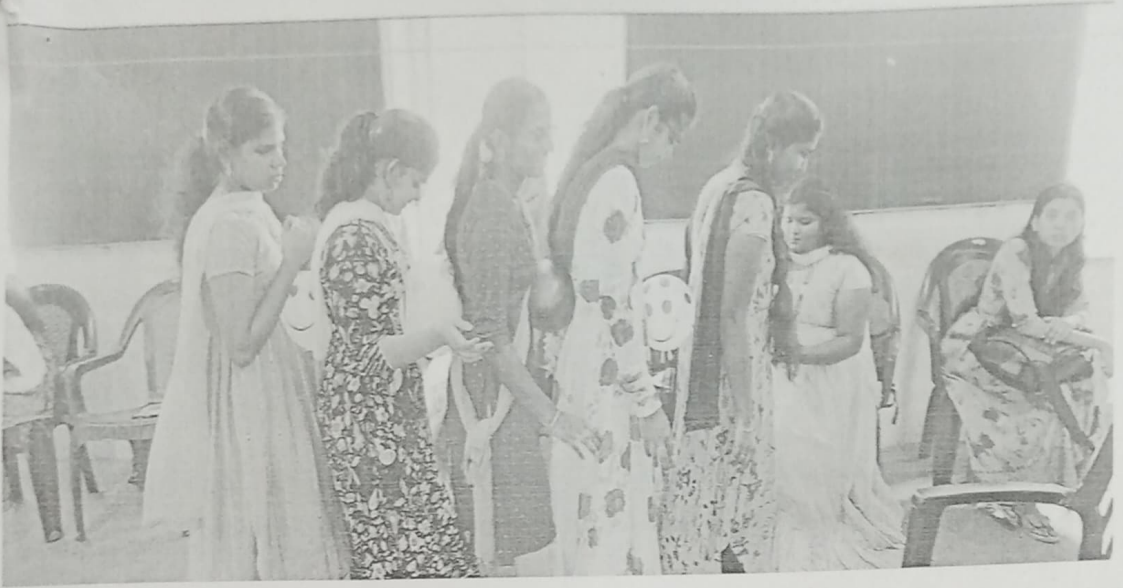
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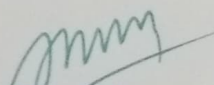
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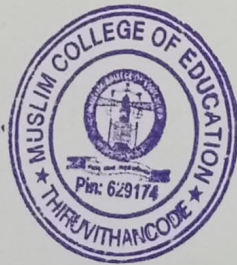
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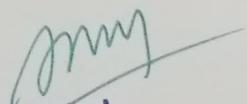


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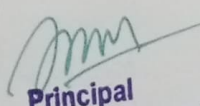
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Group Discussion




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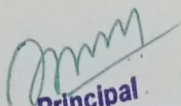
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Teaching Learning Material




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ASSIGNMENT ON BLOOMS TAXONOMY.

Submitted by,
Sherin Shijee.S
I. B. Ed.
Pedagogy of Mathema.



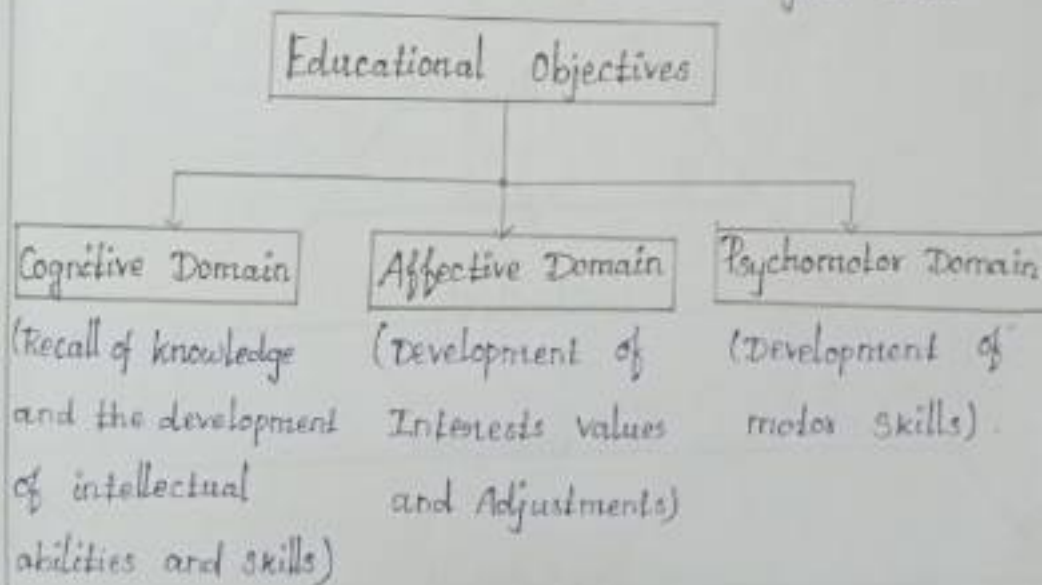
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BLOOMS TAXONOMY

Blooms Taxonomy on Educational Objectives.

To define understand and classify the educational objectives. American educationalist Benjamin. S. Bloom and his associates at the University of Chicago divide it into three domains i) Cognitive, affective and psycho-motor and explains clearly to the teachers.

A brief account about these is given below.

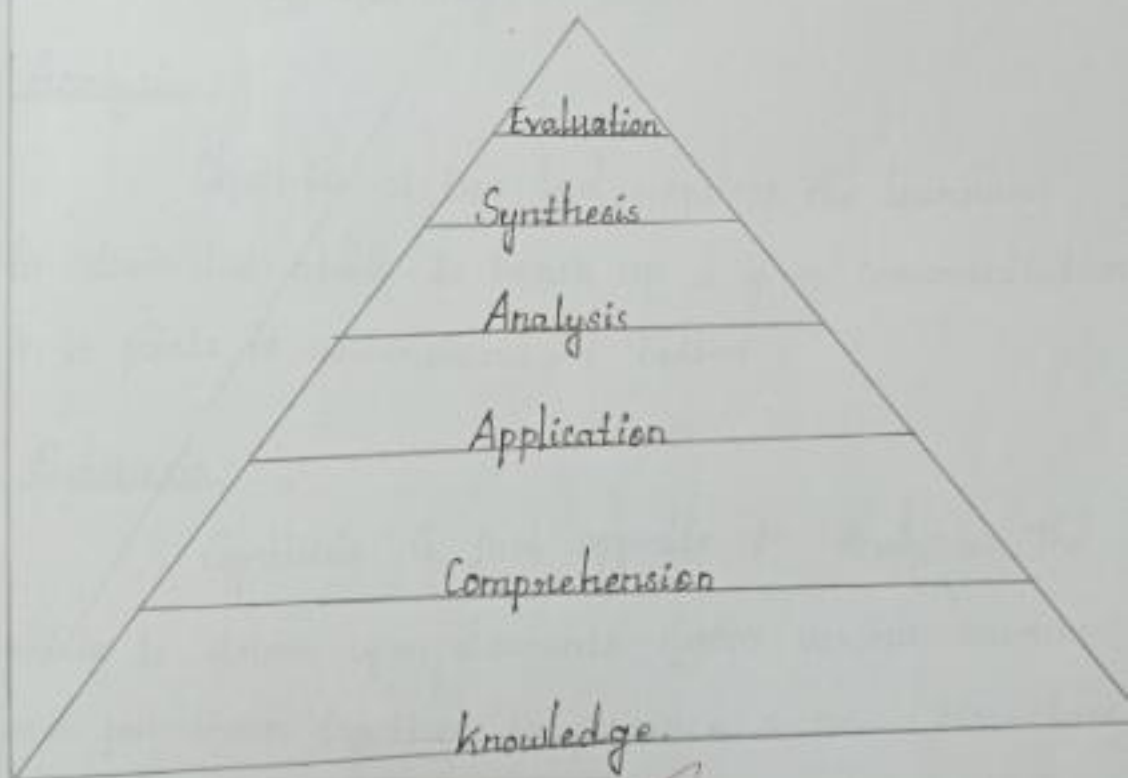


In each domain, objectives are in hierarchical order starting from easy to difficult. Hence, this arrangement is called "Taxonomy of Educational Objectives".



COGNITIVE DOMAIN

Cognitive domain includes those objectives which deal the recall or recognition of knowledge and the development of intellectual abilities and skills. This domain consist of six parts and arranged in a hierarchical order, in increasing levels of difficulty.



Knowledge

This objective is to



and recall
information and
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acquire more and more knowledge.

Comprehension.

Objectives at this level requires learners to understand the knowledge without any doubt. He should have ability to arrange data in order.

Application.

This objectives requires students to apply already learnt knowledge to a new and unfamiliar situations. Think critically in depth.

Analysis.

Objectives at this level requires the learners to attain the ability to break up a given communication in to parts to understand it better.

Synthesis.

Synthesis is just opposite to Analysis. The ability to draw upon elements from various sources and put them together to produce a new structure. This objective gives divergent thinking and creativity.



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Evaluation

This is a highest objective of cognitive domain. The ability to make judgements about something for given purpose. Judgement can be both quantitative or qualitative.

It helps teachers in the following ways.

- * Helps to assess and judge the difficulty of assignments.
- * It increase the accuracy of the lesson.
- * Simplifies action to ease personal learning.
- * Helps for group discussion.

Affective Domain

The affective domain refers to emotional and attitudinal engagement with the subject matter while the cognitive domain refers to knowledge and intellectual skills related to subject matter.

Affective domain includes the development of feelings of the educational and social attitudes and to increase the emotional objectives namely attitude, interest, values and motivation. The different objectives under affective domain are:



Receiving, Responding, Valuing, Organisation and Characterisation.

Receiving.

This is the first step for the learner to learn what the teachers teaches. Listen attentively to a particular phenomena or stimuli.

Responding.

This is called interest objective. Pupil is sufficiently motivated to attend actively. Interest in mathematics leads the student to select a particular vocation throughout his life. Interest can be developed in solving puzzles, reading mathematical books and journals etc...

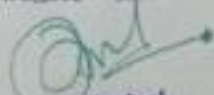
Appreciation.

Students appreciate mathematics for its use in daily life and how it helps to other subjects.

Organisation.

This objective brings together different values, resolving conflicts among them, leading to build an internally consistent value system.




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Valuing:

It means individuals own valuing or assessment of thing, phenomena or behaviour. It is also called attitude. Development of proper attitude in mathematics is one of the major objectives of teaching mathematics.

Psychomotor Domain.

The psychomotor domain includes physical movement, Co-ordination and use of the motor skill areas. Development of these skills requires practice and is measured in terms of Speed, precision, procedures or techniques in execution. The seven major categories are perception, Set, Guided Responses mechanism, Complex overt to Response, Adaptation and Organisation.

Perception:

It means observing the act of the teacher.

Set:

Readiness to act. It includes mental, physical and emotional Sets.

Guided Response:

Following directions of



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among various movements. This is the early stage in learning complex skill.

Mechanism:

This is the intermediate step in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.

Complex Overt Response.

This is the highest level of proficiency and it becomes natural and automatic. Proficiency is indicated by a quick accurate and highly coordinated performance requiring a minimum energy.

Adaptation:

Skills are well developed and the individual can modify movements patterns to fit special requirements.

Origination:

Creating new movement patterns to fit a particular situation or specific problem. Learning outcome emphasize creativity based upon developed skills.



Q No	Upper Value (1)	Lower Value (2)	$\frac{U-L}{32}$	$\frac{U-L}{16}$
41	21	19	1.25	0.125
42	23	15	1.312	0.75
43	21	15	1.125	0.375
44	23	22	1.53	0.312
45	20	14	1.062	0.375
46	20	14	1.062	0.375
47	23	21	1.375	0.375
48	22	12	1.062	0.125
49	23	17	1.375	0.625
50	25	17	1.312	0.625
51	22	19	1.281	0.5
52	24	19	1.437	0.5
53	22	13	1.093	0.562
54	25	15	1.25	0.562
55	21	20	1.281	0.062
56	26	20	1.437	0.375
57	23	17	1.25	0.375
58	24	19	1.343	0.312
59	24	20	1.375	0.25
60	22	17	1.312	0.125



Q no	upper value (U)	Lower value (L)	$\frac{U+L}{32}$	$\frac{U-L}{16}$
41	21	19	1.25	0.125
42	23	15	1.312	0.375
43	21	15	1.125	0.375
44	23	22	1.62	0.312
45	20	14	1.062	0.375
46	20	14	1.062	0.375
47	23	21	1.375	0.375
48	22	12	1.062	0.125
49	23	17	1.375	0.625
50	25	17	1.312	0.625
51	22	19	1.281	0.5
52	27	19	1.437	0.187
53	22	13	1.093	0.5
54	25	15	1.25	0.562
55	21	20	1.281	(2.5) 0.062
56	26	20	1.437	0.062
57	23	17	1.25	0.375
58	24	19	1.343	0.375
59	24	20	1.312	0.312
60	22	17	1.25	0.25



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Q No	upper value (U)	lower value (L)	$\frac{U+L}{2}$	$\frac{U-L}{16}$
1	27	25	1.625	0.125
2	27	21	1.5	0.187
3	20	22	1.312	0.175
4	26	16	1.312	0.625
5	16	19	1.093	0.187
6	22	14	1.125	0.5
7	26	21	1.406	0.312
8	19	16	1.093	0.187
9	20	18	1.187	0.125
10	24	18	1.312	0.375
11	26	19	1.406	0.437
12	20	20	1.25	0
13	26	18	1.375	0.5
14	22	20	1.312	0.125
15	25	18	1.343	0.437
16	19	16	1.093	0.187
17	24	17	1.375	0.625
18	21	20	1.281	0.062
19	26	16	1.312	0.625
20	20	15	1.093	0.312



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1 → 23	26 → 24	49 → 27
2 → 27	27 → 23	50 → 28
3 → 20	28 → 28	51 → 22
4 → 26	29 → 20	52 → 24
5 → 16	30 → 26	53 → 22
6 → 22	31 → 21	54 → 25
7 → 26	32 → 20	55 → 21
8 → 19	33 → 21	56 → 26
9 → 20	34 → 22	57 → 23
10 → 24	35 → 25	58 → 24
11 → 26	36 → 24	59 → 24
12 → 20	37 → 13	60 → 22
13 → 26	38 → 25	
14 → 22	39 → 25	
15 → 25	40 → 24	
16 → 19	41 → 21	
17 → 27	42 → 27	
18 → 21	43 → 21	
19 → 26	44 → 27	
20 → 20	45 → 20	
21 → 17	46 → 20	
22 → 25	47 → 23	
23 → 23	48 → 22	
24 → 20		
25 → 20		



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1-225	24-15	44-22
2-21	25-21	45-24
3-22	26-17	46-14
4-16	27-15	47-21
5-19	28-19	48-12
6-14	29-18	49-17
7-21	30-22	50-17
8-16	31-20	51-19
9-18	32-14	52-19
10-18	33-20	53-13
11-19	34-22	54-15
12-20	35-18	55-20
13-18	36-20	56-20
14-20	37-16	57-17
15-18	38-19	58-19
16-16	39-23	59-20
17-17	40-9	60-17
18-20	41-19	
19-16	42-15	
20-15	43-15	
21-17		
22-16		
23-22		



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Q.No	q1 (Value) (10)	q2 (Value) (10)	q3	q4
21	17	17	0.62	0
22	25	16	2.91	0.562
23	23	22	1.406	0.062
24	20	15	1.093	0.312
25	20	21	1.281	0.062
26	27	12	1.315	0.635
27	23	15	1.127	0.5
28	25	19	1.375	0.375
29	20	18	1.187	0.125
30	26	22	1.5	0.25
31	21	20	1.281	0.062
32	20	14	1.062	0.375
33	21	20	1.281	0.062
34	22	22	1.375	0
35	25	18	1.343	0.437
36	27	20	1.468	0.437
37	13	16	0.906	0.187
38	25	19	1.375	0.745
39	25	2	1.5	0.31
40	24			



MUSLIM COLLEGE OF EDUCATION

THIRUVITHANCODE

2021-2023



LESSON PLAN

LEVEL - I

NAME

K. Jenisha

RAG. NO

1091521BD0

SH87407

Science



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Name of the Guide teacher : Mr. Rajasekar .k

Name of the pre-service teacher : K. Jenisha

Name of the school : St. Mary's Higher secondary school, Colachel.

Subject

Science

Standard

VIII

Unit

Acids and Bases

Topic

Acids

Duration

45 minutes

Date

8.3.2023

Number of Pupils



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Instructional objectives,

The pupil,

- i) recalls the chemical compounds and their names.
- ii) recognizes the concept of Acids.
- iii) knows the etymology of acids.
- iv) develops understanding the reactions on acids.
- v) identifies the concept of acids and their sources.
- vi) describes the uses of Acids.
- vii) explains the properties of Acids.
- viii) demonstrates the activity on Acids.
- ix) writes some chemical compounds and their names.
- x) shows interest in knowing about the physical and chemical properties on acids.



Instructional materials required,

- i) A Chart shows the definition of Acids & classification of Acids.
- ii) A flashcard shows the image of Arrhenius.
- iii) A flowchart shows the uses of Acids.
- iv) A booklet shows the physical properties of Acids.
- v) A matching board shows some chemical compounds and their names.
- vi) Real things - orange, Apple, lemon, tamarind, tomato.

Previous knowledge of the learner,

The teacher asks the following questions to motivate the students.



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- 1) What are the five senses of human body?
- 2) Which sense organ do we use to taste the food that we eat?
- 3) Can you tell us how our tongue helps us?
- 4) Can you tell us the four basic tastes?
- 5) Name some fruits you eat?
- 6) How does lemon taste?
- 7) How does chilli taste?
- 8) How does orange taste?
- 9) How does tamarind taste?
- 10) Give some more examples of your taste fruits.
- 11) So, lemon, orange, tamarind these are have your taste. What do you call substances that have a you



Content	Specification	Learning Experiences	Evaluation
Tastes	recalls	The teacher ask few questions to recall tastes. - How does lemon taste? - How does coffee taste? - How does tamarind taste?	
Acids	recognizes	The teacher make the students to recognize the concept of Acids. The teacher shows the chart by showing the etymology of acid and definition of Acids. The term acid is derived from the Latin word "acidus" which means sour. Thus the chemical compounds which have sour taste are called acids.	What is the Latin origin of Acids? Define Acids.

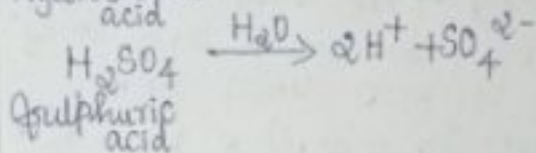
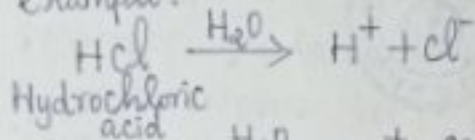
Theory on acids

Classification of Acids

writes

defines

Example:



writes
reactions
acids

The teacher tells the definition of acids.

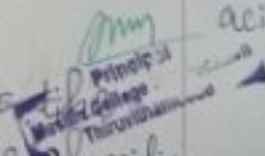
The teacher shows the flashcard by showing the image of Svante Arrhenius.

who
Arrhenius

According to Arrhenius, an acid is a substance which furnishes H^+ ions and H_3O^+ ions in aqueous solution.

State
Arrhenius
theory
acids

The teacher shows the booklet by showing the classification



Organic acids

describes

Acids can be classified into organic acids and inorganic acids depending on the sources. Some acids occur naturally in fruits and vegetables. These are called organic acids.

example: Citric acid, tartaric acid

In Organic acids

knows

The teacher explains the concept of Inorganic acids.

Acids are produced artificially in industries. These are called mineral acids or inorganic acids.

Example: Hydrochloric acid,
Nitric acid,
Sulphuric acid.



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Explains
classification
of acids

Defines
Inorganic acids

Writes
chemical formulae
for nitric acid

Organic acids
and their
sources

The teacher explain the concept
of organic acids and their sources

The teacher shows the hidden
understands chart by showing the concept of
organic acids and their sources.

which
are pr
tomat
tamar
and v

Name of the Acid	Sources
Citric acid	Lemon
Lactic acid	Sour milk (curd)
Malic acid	Tomato
Acetic acid	Vinegar
Malic acid	Apple
Tartaric acid	To



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Properties of
Acids

The teacher explain the
Properties of Acids

Physical
properties

describes

- Physical properties
- Chemical properties

Can
name
t
of prop
on a

The teacher shows the
booklet by showing the physical
properties of acids.

explains

- * Acids are sour in taste
- * They are corrosive in nature.
Strong acids can spoil
substances like human skin,
clothes and paper.
- * Acids are colourless.
- * They are soluble in water.
- * Acid change the colour of
the litmus paper (Indicator)
- * Blue litmus turns
red.

List
the ph
propert
Acids

(The teacher



the

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Principal

Facts about
Hydrochloric
acid

knows

Generally, Acids exist in liquid state
but few acids exist in solid state.

ex: Benzoic acid

Solution of acids conduct electricity
due to ionisation in water.

The teacher asks students
which acid is present in our
stomach? and the teacher explain
about that facts.

We feel hungry due to the
corrosive action of hydrochloric
acid on the inner lining of the
stomach. when the level of
HCl goes higher, it causes ulcer.

what
the m
of con

Chemical
Properties

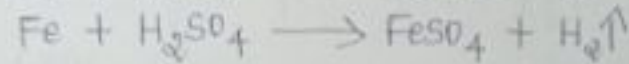
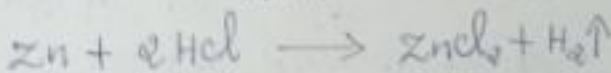
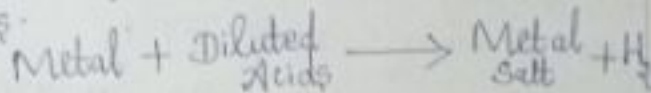
The teacher explains the
chemical properties of acids.



Matching board by showing the chemical compounds and their chemical names.

Metals like zinc, Mg, Al, Fe etc., react with acids like hydrochloric acid, sulphuric acid to form metal salts and release hydrogen gas.

writes



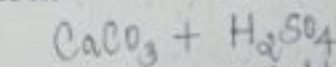
write
reactive
metals

what
chemical
name
 FeSO_4

Reaction
with
metal carbonates
and bicarbonates

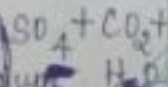
knows

The teacher explains the reactions with metal carbonates and bicarbonates.



Calcium
Carbonate

Sulphuric
acid



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Thiruvananthapuram

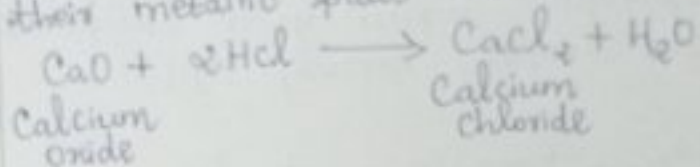
write
reactive
Carbon

Reaction with
metal oxide

describes

The teacher writes the equation
on blackboard

Oxides of various metals
react with dilute acids to form
their metallic salts and water.



write the
reaction
metal

shows

Teacher demonstrates the
activity on acids.

Take some lemon juice in
a tumbler and add Baking soda
slowly.

How
lemon

Teacher asks students to
observe and tell what do you see?



முஸ்லிம் கல்வியியல் கல்லூரி

திருவிதாங்கோடு

2021-2023



பாடத்திட்டம்



பகுதி - 1

mm
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பெயர் : தே. சசிதா

எண் : 1091521BD078

பாடம் : தமிழ்

பயிற்சி அலுவலர் பெயர் : பே. சவுதா

வகுப்பு : I

அவர் : கியஸ் ருத்ரா

பாடம் : சமசுகிருதம்

பாடப்பதவியை : நவீன கல்வி

பாடகரு : ப. நிமிஷன்

நாள் : 8/03/2023

மாணியலர் பெயர் : அருண்

வழிகாட்டி அலுவலர் பெயர் :



வெள்ளச்செறி

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இதனால் கருவிகள்

* மொத்தப்பணம் - பாய்மரக் கப்பல்கள்

* மொத்தம் அட்டை - வாகனப் படம்

* கிராமம் ஒன்றியம் - நீர்நிலைகளைக் கடக்கப் பயன்படுத்தியவை

* மொத்தம் - கப்பலின் உறுப்பினர்

* மாநிலம் - காவிரி கப்பல்களை
- கலங்கரை மொத்தம்

கப்பல்களான முந்தைய அறிவு

1) கப்பல்களில் பயணம் செய்து திரைப்படங்களா?

2) கப்பல்கள் பற்றி உங்களுக்கு தெரிந்தவற்றை கூறுக

3) கப்பல் எந்த எல்லாம் பயன்படுத்தியது?



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பாடப்பொருள்	தேர்வுகளின்படி சீர்தரங்கள் கூ. குறையு	தேர்வுகள் அனுப்புகள்	மதிப்பீடு
செய்து முட்டல் (பாட அபிவிருத்தி) தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப
தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப
தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப	தமிழகத்தின் தொழில்நுட்ப தொழில்நுட்ப

[illegible]

தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு
தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு
தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு	தமிழக அரசு தமிழக அரசு



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No. 1 New Road, Thiruvananthapuram, Kanyakumari District, Tamil Nadu, India - 620014
Affiliated to Tamil Nadu Teachers Education University - Chennai (CETUEU)
Recognized by NCTE (NCTE) New Delhi
web: www.muslimcollegeofeducation.in email id: muslimcollegeofeducation@gmail.com

7588174494, 9943760363

NOTE: With No FSRG/NOTIFIED NOTIFIED/75/2014/15/2022
SRG/NOTIFIED/75/2014/15/2022



12/04/2023

WORKSHOP ON THE PREPARATION OF TEACHING LEARNING MATERIALS (TLM)

12/04/2023

Muslim College of Education organized workshop on Teaching Learning Material on 12/04/2023 at the seminar hall from 10.00 a.m. to 4.00 p.m. The objective of the workshop was to orient teacher trainees and develop appropriate context-specific teaching-learning materials which can be used to enhance the quality of the teaching-learning process. Addressing the gathering Dr. V. S. Pramod, Principal, Muslim College of Education said that few of the possible hurdles that teachers face in doing the activities are - lack of material, lack of confidence, fear of an experiment failing in front of students etc. To overcome these, we thought of conducting this TLM workshop where we provide the material, and the space for experimentation and teamwork. The teacher trainees learn working in teams as well as benefit from the models prepared by other teacher trainees.

The teacher trainees' team learnt quite a bit through this workshop. The key learning is that experiments have to be done and the learning we gain especially when things do not turn out the way it is stated in the textbooks is of incomparable value. Teacher trainees also presented the papers on teaching learning material and explained the importance of teaching learning material in real teaching, how effectively we can use these, how to prepare, what are the characteristics of it; how it makes teaching process an effective.

The workshop was concluded with vote of thanks by Akshaya.



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Diagnostic Test

Name of the student :

Name of the school :

St. Lawrence H.S.School,
Madathattuvilai

Class : XI

Subject : Computer Science

Marks : 25

Time : 25 minutes

Roll No :

I. Choose The Correct Answer:

1. First generation computers used

- a) Vacuum tubes b) Transistors c) IC d) Microprocessors

2. When a system restarts which type of booting is used.

- a) Warm booting b) Cold booting c) Touch boot d) Real boot.

3. Expand POST

- a) Post on self Test b) Power on software test
c) Power on self Test d) Power on Self Test

4. Which generation of computer used IC's?

- a) First b) Second c) Third d) Fourth

5. How many bytes does 1 kilo byte contain?

- a) 1000 b) 8 c) 4 d) 1024

6. 2^{50} is referred as

- a) Kilo b) Tera c) Peta d) Zetta

7. Which amongst this is not an Octal number?

- a) 645 b) 234 c) 876 d) 123

8. Which gate is called as the logical inverter?

- a) AND b) OR c) NOT d) XNOR

9. Which of the following is not the part of a microprocessor unit?

- a) ALU b) Control Unit c) Cache d) register

10. Which of the following is CISC processor?

- a) Intel P6 b) AMD K6 c) Pentium III d) Pentium IV

11. Which is the fastest memory?

- a) Hard Disk b) Main memory c) Cache Memory d) Blue-Ray disc

12. What is the smallest size of data represented in a CD?

- a) blocks b) Sectors c) Bytes d) Bits



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13. Display devices are connected to the computer through
 a) USB b) Ps/2 c) SCSI d) VGA
14. Which of the following is not a function of an OS?
 a) Process management b) Memory Management
 c) Security Management d) Compiler Environment.
15. Which of the following Operating Systems support Mobile Device?
 a) Windows 7 b) Linux c) BOSS d) IOS
16. Which of the following refers to Android operating Systems Version?
 a) Jelly Bean b) Ubuntu c) OS/2 d) Mittika
17. Which short cut key is used to cut the text?
 a) Ctrl+C b) Ctrl+X c) Ctrl+ V d) Ctrl+Click
18. Which short cut key is used to paste the text?
 a) Ctrl+C b) Ctrl+X c) Ctrl+ V d) Ctrl+Click
19. Which is the default folder for many windows Applications to save your file?
 a) My document b) My pictures
 c) Documents and settings d) My computer
20. Under which of the following OS, the option shift+ Delete permanently deletes a file or folder?
 a) Windows 7 b) Windows 8 c) Windows 10 d) All OS
21. Which of the following OS is not based on Linux?
 a) Ubuntu b) Redhat c) Cent OS d) BSD
22. Identify the default email client in Ubuntu.
 a) Thunderbird b) firebox c) Internet Explorer d) Chrome
23. Which is the default browser for Ubuntu?
 a) Firebox b) Internet Explorer c) Chrome d) thunder b
24. Stating the input property and the input- output relation a problem is known
 a) specification b) Statement c) Algorithm d) Definition
25. If $i=5$ before the assignment $i = i - 1$ in the assignment, the value of i is
 a) 5 b) 4 c) 3 d) 2



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ANALYSIS OF DISCRIMINATE TEST

Scoring key

I

Q. NO	1	2	3	4	5	6	7	8	9	10
Answer	a	a	c	c	d	c	c	c	c	c

11	12	13	14	15	16	17	18	19	20
c	c	d	d	d	a	b	c	a	d

21	22	23	24	25
d	a	a	a	b



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Total number of errors: No of wrong answer + No of omissions
 = 102

Average Error: $\frac{\text{Total number of Error}}{\text{Total number of students}}$

$$= \frac{102}{22}$$

$$= 4.63$$

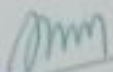
Common Errors:

It is diagnostic test some students have done the test well. The knowledge of Computer science is good. But have found so many students put mistakes in choose the correct answer.

Remedial measures:

I have taught the students about their basic things again. I also gave some exercises and asked them do the class hours.




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2-11-2
(W)
ASSIGNMENT ON

PEDAGOGY OF

MATHEMATICS

DIAGNOSTIC TEST



Submitted by,

Principal

Muslim College of Education
Thiruvithamcode

DIAGNOSTIC TEST

Synopsis:

- * Introduction
- * Before introducing a new unit
- * After teaching new learning methods
- * Scope of the diagnostic test
- * Nature of the diagnostic test
- * Construction of diagnostic test
- * Examples of diagnostic test
- * Functions of diagnostic test




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Introduction

A test designed to identify and investigate the difficulties, disabilities, inadequacies and gaps of pupils in specific curriculum areas with a view to helping them overcome these difficulties through remedial instruction is called a 'diagnostic test'. Let us discuss in detail about that. The diagnostic test becomes relevant on two occasions. They are:

- i) Before introducing a new unit
- ii) After teaching new learning materials

Before introducing a new unit:

The diagnostic function of evaluation and the tests used for that purpose are not limited to diagnosing difficulties about a new area being presented. Gaps in the pre-requisites are due to stand in the way of learning materials into the cognitive structure new items. Such gaps also have to be diagnosed for which diagnostic test designed specifically for this purpose will have to be used. This in other words may be considered as pre-diagnostic test. This test is a pre-diagnostic test.



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After teaching new learning materials

It is concerned with diagnosis of the difficulties standing in the way of mastering the new material. A test meant for this purpose may be said to be a post diagnostic test.

Scope and nature of a diagnostic test:

From the explanation given above, it is evident that a diagnostic test is different from an ordinary achievement test. These differences may be enumerated as follows:

- i) Scope of the test
- ii) Nature of the test

Construction of a Diagnostic Test:

There are five steps in a construction of a diagnostic test.

- + purposeful planning
- * Analysis of the learning material concerned
- * Writing of test items
- * Division of items into small sections
- * providing clear instructions



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Examples of Diagnostic Test

Subject : Arithmetic

Unit : Percentage

Class : VI

1) Write as percentage:

i) $\frac{4}{100} =$

ii) $\frac{25}{100} =$

2) Change the percentage sign and write as fraction

i) $20\% =$

ii) $38\% =$

3) Find the value of:

i) 100% of $140 =$

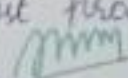
ii) 6% of $x =$

Functions of Diagnostic Tests

- * points out inadequacies in specific skills.
- * locates areas in which individual instruction is required.

* Furnishes continuous information in order that learning activities may be most productive of desirable outcomes.

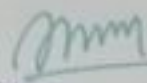



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MUSLIM COLLEGE OF EDUCATION

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



B.Ed. DEGREE COURSE

CASE STUDY RECORD

Certified that this is the bonafide record of B. Ed. Degree
during the year 2021-2023 for the B.Ed. Degree Course



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Thiruvithancode - 629174



Date



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Muslim College

Thiruvithancode

Signature of the Lecturer

INDEX

S. NO.	DATE	CONTENT	PAGE NO.	REMARKS	INITIALS
1.	17/8/22	Introduction		}	
2.	17/8/22	Meaning of case study	1-3		
3.	17/8/22	Importance of case study	3-5		
4.	17/8/22	Steps involved in case study	5-6		
5.	17/8/22	Collection of Data	6-8		
6.	17/8/22	Suggesting Remedial Measures	8-11		
7.	22/10/22	General Data of the case	12-16		
8.	22/10/22	Remedial Measures for the case	16		
9.	22/11/22	Conclusion.	17		



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Case Study

Meaning :-

It is an intensive analysis of many important aspects of the individual person. Generally the case studies deal with problem students.

The main objective of a case study into study an individual (or) group of individuals to detect and diagnose their specific problem and suggest remedial measures. The complete and detailed study of a case may involve the use of observation, interview, use of medical records, various test like intelligence, aptitude, interest and personality test.

A case study is also known as case history of the individual because it in the analysis of the most important aspects of the child. The analysis is in the form of past record present position and future possibilities. A case study is essentially more than expanded cumulative record. It contains interpretations.



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and report interview purpose.

The study of Polney and Reedy revealed that there was need for preparing case histories of

- 2) children of exceptionally high achievement.
- 3) children who show exceptionally high ability in art.
- 4) children who show exceptional skill in practical art or painting.
- 5) children who are persistent in striving for.
- 6) children who are trying very hard against great obstacles.
- 7) Children who are exceptionally high ability in music.
- 8) Children who are constantly high ability in present behaviour problem in the class.
- 9) children who do



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Karaikal

3
ii) children who behaviour makes them appear to be Model.

Initially case study was limited to problems of mal adjustment. Such as truancy, failure in schools or absenteeism, etc.... However recently the approach has been extended to the investigation of normal (or) bright children and successful institutions. The finding of such cases form the basis for guidance in preventing cases of mal adjustment so case study is a form of quantitative analysis careful and complete observation of a person.

Importance of case study:

A good case study serves a number of purposes.

⇒ It is used for diagnosis and treatment of special problems.

⇒ The teacher



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Systematic and full understanding of the individual in his total functioning.

⇒ It provides an adequate picture of the subject in counselling service. So that the counsellor can help the subject from better adjustment.

Characteristics of a Good case study:-

⇒ It should be based on adequate Material collected through various sources.

⇒ Data thus collected should be valid and reliable.

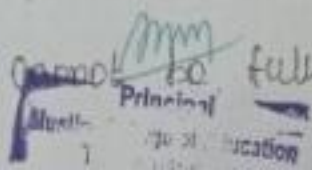
⇒ Data should be continuous.

⇒ It must be kept confidential

⇒ Case must be follow up for every case.

Limitations of case study:

⇒ The information provided by the individual is highly subjective and cannot be fully verified.



⇒ while performing the case the complex behaviour of the individual is being observed : there is a chance that some striking features will go unnoticed affecting the study.

⇒ when there is a lapse of time between observation and interpretation, then the interpretation is affected.

⇒ The procedure is largely intuitive and impressionistic the study will be influenced by the impressions of the observers.

⇒ Due to lack of experience of experience and failure to observe significant things the validity of case will be affected.

Steps involved in a case study:

The first step is to identify the unit to be taken up for the case study.

for a ~~problem~~ student like the one ~~constantly~~ poor



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works in examination abstains from the school
 to often, indulges in violence show disrespect
 to all teachers (or) get on talking in the class
 (or) a sick (or) a poorly performing student.

Collection of Data:

The next step is to collect relevant
 data with respect to the unit (or) case chosen
 from with respect to the unit (or) from all
 available sources employing tools and techniques.

For example if the unit chosen for
 the case study is a student indulging in violent
 activity then data regarding his family back-
 ground, social economic status, inter relationships
 at home, peer group details, his intimate
 friends in the class, his scholastic achievement
 in sports and games, his extra-curricular
 recreational activities, his personality traits,
 his interests, his important
 of teachers and
 parents about him. School records could be



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gathered and carefully examined so as to understand the present status of his problem. The important tools and techniques used for

Case study

⇒ Observation

⇒ Interview

⇒ Rating scale

⇒ Attitude scale

⇒ Questionnaire

⇒ Check list

⇒ Use of psychological tests

Diagnosis of the problem:

The next step is to determine the probable causes for the problem based on the available data obtained by us. In this regard our knowledge, experience and expertise in the specific field of the problem investigated will help to hypothesize the causes for



the occurrence of the problem.

For example, in the illustration given, the probable causes for the student to indulge in violent activities may be any one (or) more of the following.

⇒ As he is being brought up his voided mother there are plenty of chances for him to act with no one to control at home.

⇒ No aptitude for academic subjects.

⇒ His companionship with bad boys in the school

⇒ Under poverty at home / easy availability of money at minor.

Suggesting remedial measures:-

After proposing the probable causes for the problem, the next step is to propose a set of remedial measures to



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medicate the problem and put them into action for a brief period say about three months.

For example, in the illustration taken, the probable causes for the student to indulge in violent activities may be any one (or) more of the following.

⇒ As he is being brought up by his widowed mother there are plenty of chances for him to get with no one to control at home.

⇒ No aptitude for academic subjects.

⇒ His companionship with bad boys in the school.

⇒ Under poverty at home / easy availability of money.

Suggesting remedial



After diagnosing properly the

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notable causes for the problem, the next step is to propose a set of remedial measures to eradicate the problem and put them into action for a brief period say about three months.

For example, In the present illustration measures like.

⇒ Refreshing the student to psychological counselling.

⇒ Discussing with parent to enlist their cooperation.

⇒ Arranging leisure time activities.

⇒ Providing training in some handicraft

⇒ Making available financial assistance self confidence etc... could be undertaken simultaneously.

Follow up:

This



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lost STOP in a case.

The phenomenon (Direct Study & indirect observation)

is continuously ventilated to oxygen which
is somewhat more administered here
nearly produced, significant favourable change
in the medical treatment may be needed
to enhance the effect produced, if the
obtained results are positive and quite significant
amount. Then the diagnosis and remedial
measures suggested are taken to be correct
and continued beyond the trial period of
three months.



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Reason for selecting the student My
- case



Name of the student : Ponnu . M . R

Name of the school : Government higher sec. school
Kannakkurilla

Standard : VIII

General data

Name of the student : Ashmi . M . R

General

: Female

DOB

10.5.2010

Language



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Name & Address of parent : M. Manikandan
 Thonkurai,
 Thattai vilai,
 Thucralay (PO)

Father's Name : M. Manikandan

Mother's Name : T. Ratika

Father's educational Qualification: 5th

Mother's educational Qualification: 10th

Father's Occupation : Coolie

Mother's Occupation : House wife

Income : 75,000

Total Number of children : 2

Ambition : Teacher

Hobbies : playing, books, reading

Health issues

Educational traits



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Extra Curricular activities :

Problem of the Student : Lack in student

Central Remark :

* I gave some Guidance to overcome the problem.

* I gave homework to improve the learning.

* Teacher should use. Encouraging, Posing and to Improve the learning capacity of the student.

* Parents should care about her students.

Home condition:



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Living passed

Her father is poor

Mother is home maker

School record data:

She is a class student in the class room. She is slow in students. Her learning ability poor. She is kho kho player.

Health record:

Her physical condition is normal. She has no health issues.

Personality:

He is calm in the class. Her speaking and her behaviour is good. Extra curricular activity. She love kho kho and she was very good. player of kho kho.

Educational and vocational plan record:

Ashrai is from middle class.

family. She
is to become



Her ambition
is to become a teacher.
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Finding:

She is not active in the class. Her study also bad. But she obey all the teacher and her members.

Remedial measures:

* I gave some Guidance to overcome the problem.

* I gave homework to Improve the learning

* Teacher should use Innovative Teaching aids to Improve the learning capacity of the student.

* Her parents should care about her studies

Follow up:

After following the remedial measures to study well and become active in



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Conclusion:

Case study is a valuable method of research, with distinctive characteristics that make it ideal for many types of investigations through which we study the teacher can understand the student's mentality easily.



Signature
 Dr. A. Lakshminarayana
 Principal
 Muslim College of Education
 Thiruvithamcode



Signature
 Principal
 Muslim College of Education
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DEBATE ON

Success of Implementing Right to
Education Act rest with Government
Machineries or Common people

Name : Sowmiya

Subject : Historical &

Political Economy of
Education in India

Content

* Introduction

* Right to Education Act

* Success of implementing Right to Education Act rests with the government machineries.

* Success of implementing Right to Education Act rests with the common people

* Conclusion.



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Introduction:

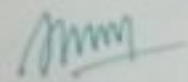
Education plays a great role in keeping the society dynamic, enabling it to modify its various social organisations. Education is absolutely necessary for each and every individual if he or she is to lead successfully the life.

An interesting and thought provoking debate was held on 20-05-2016 based on the title "Success of implementing Right to Education Act rests with the government machineries or common people". The following are the outcomes of the effective debate.

Right to Education Act.

The right to education act is an act of the parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 years in India.




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Success of implementing Right to Education Act
rests with the Government Machinery.

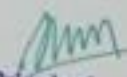
* The person who are workers under
the Government is known as Government Machinery.

* I beg to place the following
resolution before the Council for its consideration.

* The State should accept in this
Country the same responsibility in regard to mass
education that the government of most civilized
countries are already discharging and that a well-
considered scheme should be drawn up and
adhered to till it carried out.

* The well being of millions
upon millions of children who are waiting
to be brought under the influence education
depends upon




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* The right to education is inserted under the garb of right to life.

* The legal boundaries to incorporate all the rights which are basic to the dignified enjoyment of life.

* It is one peculiar right which is concomitant to other fundamental rights under 'Right to Life'.

Success of implementing Right to Education Act rest with the common people:-

* Free and compulsory education to all children of India in the size to 14 age group.

* No child shall be held back, expected or required to pass a board examination until completion of elementary education.

* A child of six years of age has not been admitted in any school through admission. Princip.
Complete his or her elementary education.



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* Proof of age for admission.

* A child who completes elementary education shall be awarded a certificate calls for a fixed student-teacher ratio.

* Provisions for 25 percent reservation for economically disadvantaged communities in admission to class one in all private schools.

* Mandates improvement in quality of education.

* School teachers will need adequate professional degree within five years or else will lose job.

* School infrastructure to be improved in three years, else recognition cancelled. Financial burden will be shared between state and central government.

* The teachers within

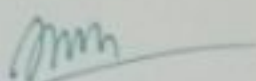


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Conclusion:-

Thus the success of implementing Right to Education Act rest with the government machineries or common people was well discussed in the debate. As the two sides of a coin is necessary the implementing right to education act success for both government machineries and common people. ✓




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Muslim College of Education
Thiruvithamcode

Pedagogy of Physical Science Assignment

Submitted By.
Blessing Sharm

B.Ed., I Year



Principal
Muslim College of Education
Thiruvithamcode

Introduction

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. However, there are demands for both technology and traditional learning methods. The art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term 'Blended Learning'.

Important features of Blended Learning.

- * Increased student engagement in learning
- * Enhanced teacher and student interaction
- * Responsibility for learning
- * Time management and flexibility
- * Improved student learning outcomes
- * Enhanced institutional reputation
- * more flexible teaching and learning environment



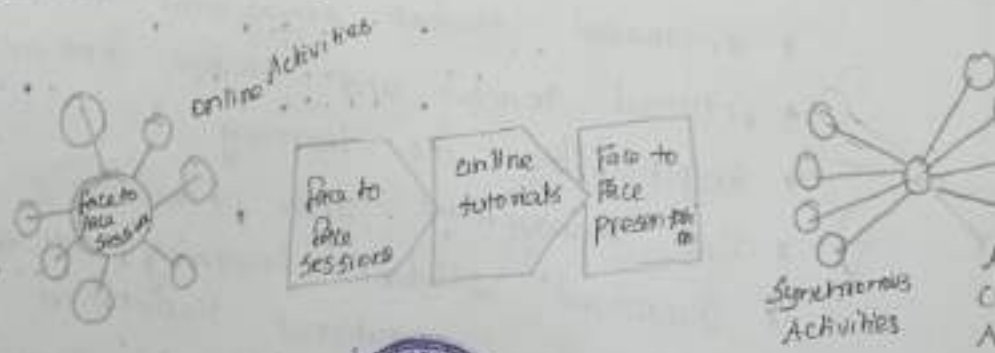
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What is Blended Learning.

The simplest definition of the term Blended Learning is the use of the traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. It is a "thoughtful fusion of face to face and online learning experiences". There are also blended programmes in which students study some courses in face to face classrooms and other courses are delivered fully online.

Blended Learning is sometimes called hybrid (or) mixed mode learning.

Blended Learning divided into three main models



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The Blended Learning can be divided into three models.

The first model blended presentation and interaction has classroom Engagement as its primary component with support from out-of-class, online class exercises. The flipped classroom (or) flipped curriculum approach is a common example of this model with students viewing podcasts (or) other online resources independently, followed by classroom-based tutorials or seminars for group learning based upon these resources.

Second is the Blended block model (or) (Programme flow model) in which a sequence of Activities (or) blocks is structured to incorporate both face to face learning and online study. Therefore begin with a block of intensive face to face sessions followed by blocks of online study and collaboration through online tutorials. Further block of face to face learning (or) Grp



activities

The third model fully online but may still be considered blended if it incorporate both synchronous learning (eg. online tutorials) asynchronous activities (eg. discussion forums)

Three Models of Blended Learning

model	model 2	model 3
<u>Blended Presentation</u> <u>Activities</u> <u>Face and Interaction</u> Activity focused face to face interaction blended with online resources for example the flipped curriculum model combines 1) short lecture podcasts with online resources 2) face to face tutorial/seminars for interaction and presentation of	<u>Blended Block</u> Combination of intensive face to face session as one day (or) half days * weekly online tutorial/seminars for activities and interaction * online content and resources	<u>Fully online</u> Combination of short lecture podcasts with online resource and Learning Activities online tutorial (synchronous) Interaction via online collaboration discussion forums and/or group work



Benefits of Blended Learning.

Opportunity for Collaboration at a distance: Individual students work together virtually in an intellectual endeavour a Learning Practice.

Increased Flexibility: Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in person engagement.

Increased Interaction: Blended Learning offers a platform to facilitate greater interactivity between students, as well as between students and Teachers.

Enhanced Learning: Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.



Learning to be Virtual Citizens: Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital Learning SKs are becoming essential to be a lifelong learners.

making Blended Learning work.

Technology Access: A critical first step is to know which resources are available to your students. Is there limited Band width unreliable Internet Connectivity (or) Lack of devices such as Laptops (or) Smart phones? Once you are clear about access, you can choose learning activities with the technology in ways that allow all to participate.

Design:

Creating the appropriate in person and online activities means designing courses that pedagogic principles of



both and integrating integrating technology in a way that supports meaningful learning

Safety And Security Create awareness of cyber malice and ensure security interventions against unethical Learning practices, Academic dishonesty, identity theft and bullying are in place.

Skill development Support and training.

Both students and Instructors must have technological literacy and competence with ~~tech~~ technology applications.

Motivation Students need Adequate motivation when engaging in a wide range of of shifting learning modalities. Some of which may require significant skill development.

Conclusion.

Blended can be defined as the combination of face-to-face classroom instruction with online learning within a course (or) program. ~~definition~~ the definition board enough like a ~~wide~~ ^{mix} range of variations appropriate for the virtual needs.



The Principal
Muslim College etc.

TEST AND MEASUREMENT

INTRODUCTION

Education is a continuous process in which the teacher guides the pupil at every stage of learning. Teaching and testing are the two main stages of scholastic activity. The main aim of education is to bring about a maximum number of behavioural changes in learners. "Evaluation is the procedure of assigning value to measure on the basis of predetermined goals and passing judgements on it". At every stage of learning process, a teacher will have to judge about in the learners. Test and measurement is used by the teachers to determine the knowledge of the pupils. Evaluation and measurement is necessary because it helps to find out desirable and undesirable experience, provided in the construction of class.

TEST

Test is one of the tools of measurement. It is the most important tool for the classroom teachers for collecting data for the class teachers. Through tests, we can measure achievement, intelligence, aptitude, interests, characters etc.. Test can be defined as the tool to confirming a subject with a standard set of questions and the result of which can provide a qualitative comparison of the performance of different students.

MEASUREMENT

Measurement is only a process of estimation of the extent of a quality of something that exists. Measurement is the basis of evaluation and at the same time different from of it. Measurement is making a statement stating a fact.

Measurement is the matter of determining how much or how little or how great or how much more than or how much less than. It should be noted that enumerated and measurements are not synonymous. A ruler is a measuring instrument and achievement test is also a measurement emphasize a single aspect of subject matter achievement on specific skills or abilities.

EVALUATION

Evaluation is a appraisal of the presence of a phenomenon on the basis of its estimate. Evaluation is the assignment of symbols to phenomena usually with reference to some social, cultural or scientific standard in order to characterise the worth of value of phenomena. Evaluation emphasises broad personality changes and major objective of the educational programmes. The measurement is referred to a fixed established standard or norm. A verdict is passed. This is evaluation.

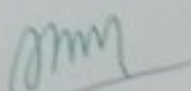


[Signature]
Principal
Muslim College of Education

CONCLUSION

To test the knowledge of the student we use the test and measurement. Measurement helps the teacher to determine the percentage of the children regarding intelligent development.




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Muslim College of Education
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TEST

INTRODUCTION

Test is one of the tool of measurement. It is the most important tool for the classroom teachers for collecting data for the class teachers. Through tests, we can measure achievement, intelligence, aptitude, interests, characters etc.,

TYPES OF TESTS

APTITUDE TEST

An aptitude test is any type of assessment that evaluates the talent/ability/potential to perform a certain task, with no prior knowledge and/or training. Examples of Aptitude tests are Numerical tests, Verbal tests, Language/Literacy skills tests and Deductive reasoning tests.

ABILITY TEST

These are standardized ways of assessing how well people typically perform in varying work tasks or react in different situations. They have the advantage of measuring potential rather than simply academic performance and are often used to make predictions about how people will perform in a work setting.

ACHIEVEMENT TEST

Constitute as an important tool in school evaluation programme. They are of two main types

- ❖ Teacher made achievement test
- ❖ Standardised achievement test

Teacher made achievement test may be divided into two categories.

- ❖ Written or paper and pencil test
- ❖ Oral test

Written tests can still further be classified as

- ❖ Objective type
- ❖ Short answer type
- ❖ Essay type

DIAGNOSTIC TEST

A diagnostic test is a test used to diagnose or to measure an individuals weakness and strength in a certain area of study. Diagnostic test is designed to analyse individual performance and provide information in case of difficulty. The aids to diagnose in the case of difficulty. These tests are used to identify pupils' difficulties.



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PROGNOSTIC TEST

The test which predicts the future performance of a student in a particular area is known as a prognostic test. This would help to avoid wastage that is likely to occur when a student who is sure to be a misfit in a particular course of study gets admitted to that course.

For example, if a student who takes a prognostic test meant to predict his expected performance in higher studies in science fails poorly, there is no justification in admitting him for that course. Related aptitudes, interests, insights etc., can be used in the development of a diagnostic test.

CHARACTERISTICS OF A GOOD TEST

The following are the qualities of a good test

RELIABILITY

Reliability of a test is its trustworthiness or its consistency. It is defined as "The consistency with which a test measures what it intended to measure". In other words, a highly reliable test should yield essential the same score. When administered twice to the same students provided of course no new learning occurs between the two acts.

VALIDITY

Validity means purposiveness. Validity of the test is the "accuracy with which a test measures when it intends to measure". In other words, a test is valid when it measures truly and accurately the ability or quality one wants to appraise. Thus, the validity means "truthfulness of the test".

OBJECTIVITY

A Test is said to be highly objective if the score assigned by different, but equally competent scorers are not affected by the judgment, personal opinion or bias of scorers. If the test has to be objective necessarily it has to be constructed in such a way so that only one correct answer can be given to that question under consideration.

FEASIBILITY

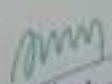
In assessing the value of a test, usability or practicability is an important criterion. It develops the following factors.

- ❖ Easy for administration
- ❖ Easy for scoring
- ❖ Easy for interpretation
- ❖ Economy of cost, time and energy also possible.

CONCLUSION

To test one knowledge of the student and to estimate the behavioural changes of an individual is necessary to use test and measurement. It helps the teacher to determine the achievement of the student at every stage.




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DIAGNOSTIC TEST

INTRODUCTION

A diagnostic test aims at providing a detailed of strengths and weakness of the people in a positioned area. To find out what are the difficulties of the pupils. If the pupil does not commit any mistakes in certain concepts than we can say that they go wrong always. They are not through on that particular area.

ADMINISTRATION OF THE TEST

These are some steps involved in administrating the test.

1. AVOIDING DISTRACTION

Distraction during the test should be avoided as much as possible. Silent should be maintained throughout the test.

2.DISTRIBUTING THE TEST PAPER TO EXAMINATES

Packages for each classroom should be made up with the paper number of question and answer sheet and other materials well advanced of the set for testing. It will enable the supervision to distribute the test paper easily.

3.TIME LIMIT

The time limit for the test should be followed carefully

4.PHYSICAL COMFORT

The test should be conveniently seated in the examination hall. It should have proper ventilation and lighting arrangement.

5.SUPERVISION

It should be maintained carefully.

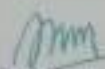
6.ENDING THE TEST

The examiner should be making sure that the fall pure stop work immediately when time is up.

7.SCORING THE TEST

The number of mistakes should be noted answer keys should be prepared.




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ACHIEVEMENT TEST

INTRODUCTION

A standardized test, that is based on the general content and objectives common to many students spread over a wider region and the test publishers reporting of the scores and are based on larger groups. Thus, a given score can be compared not only with the scores in one class or one school but with the score in one score of the larger groups. A teacher made test projects the contents and the objectives specific to his own class. While a standardized test has a broader coverage and measures outcomes and content common to a large number of schools.

DEFINITION

Any test that measures that attainment of an individual after a period of training learning is called achievement test. - N.W.Downie

TYPES

1. Objective type
2. Short answer type
3. Essay type

1.Objective Type Test

These tests are of immense help in measuring the factual knowledge and are reliable being objective in nature. They are not meant for measuring the ability to organise knowledge and express and narrate facts. These tests have special tasks to perform.

2.Short Answer Type Test

Short answer item can be answered by a word phrase, number or symbol. They are essentially the same differing only in the method of presenting the problem. The short answer item uses direct questions.

3.Essay Type Test

The purpose of the essay type test to elicit understanding, organisation and interpretation of knowledge. The essay questions give an opportunity to generalise, compare, contrast, explain, criticise, summarise, analyse, illustrate and describe what person knows. Usually questions begin with 'what', 'why', 'where', 'compare', and 'contract', 'discuss', etc.,



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CONSTRUCTION OF AN ACHIEVEMENT TEST

INTRODUCTION

Achievement means one's learning attainments, accomplishments, proficiencies, etc.. Achievement is directly related to pupil's growth and development in educational situations where learning and teaching are intended to go on. Achievement in education implies one's knowledge, understanding or skills in a specified subject or a group of students. Achievement tests constitute an important tool in school evaluation programme. It is necessary for a teacher to know how far the pupils have attained in a particular subject area. In the school evaluation programme, various forms of achievement tests are used to measure the extent of learning of the pupils.

PREPARATION OF TEACHERMADE TEST

Teacher made test is the test used to at the end of teaching a unit to ensure how much the learners have achieved the objectives of instruction of that unit.

1. Planning of the test

A test is meant to serve many essential and important purposes. Therefore, it should be well planned and systematic. Before constructing a good achievement test the paper setter should think about the following aspects as a part of his planning.

The first consideration which is of almost importance is the intention with which the test is being given. This is normally related to the anticipated instructional objectives, there are certain outcomes of learning which any teacher would like to realise by teaching the subject. The paper setter should aim at testing the realisation of these objectives.

The test step is to determine the maximum time, maximum marks and the nature of the test. These should be decided in terms of the nature and scope of units involved in this testing.

2. Preparation of a design for the test

After determining the broad scope of the test, a design has to be developed in tune with it. The objectives content, form of questions and the difficulty levels of items are the most important factors to be considered in such a design.

a. Weightage to objectives

This indicates what objectives are to be tested and what weightage has to be given to each objective. In any good scheme of teaching and testing more weightage will be given to understanding or knowledge and an equal weightage is given to application and skill.

b. Weightage to content



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This indicates the various aspects of the content to be tested and the weightage to be given to these different aspects. Questions must covering all the aspects should be included in the design with marks assigned to each aspect in relation to its importance with other aspects.

c. Weightage to form of questions

This indicates form of items to be included in the test and the weightage to be given for each. The setter should select those forms of questions that are suitable to the objectives and content to be tested. The weightage to be given to each form of questions should be decided on the basis of the time needed for answering, difficulty level, objectives tested and the nature of the content involved.

d. Weightage to difficulty level

It is desirable to construct the test with some easy questions, some difficult questions and some others in average. A good test should provide suitable opportunity to the bright, mediocre and the weak students in the class. Normally the weightage given to items of average difficulty will be more (50% to 60%) and to the easy and difficult equally distributed say 20% each. But this need not be taken as a rule.

3. Preparation of the blue print.

A blue print gives the details of the design in concrete terms. Blue print is prepared as a three-dimensional chart indicating the distribution of questions objective wise, content wise and form wise. Some people make it four-dimensional adding difficulty level also as one of the dimensions.

The blue print gives the frame work for the test and indicates the board limit within which the test constructor has to work. It also helps to improve the content validity of teacher made tests.

4. Writing of items

Blue print gives a clear idea about the number of questions to be written from each topic, their forms and objectives with this precise directive suggested by the blue print, a paper setter can start writing items according to the requirements. The difficulty level also has to be considered while writing items. It should be checked whether all the questions included can be answered within the time allotted considering these the instructor can easily choose the required number of items.



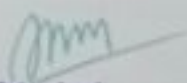
5. Preparation of scoring key and marking scheme

Scoring should be made strictly in accordance with a pre-designed scheme of evaluation in order to maintain objectivity. So it is necessary to prepare a scoring key and marking scheme along with question paper.

In case of objective type questions where the answers are in the form of some letters or other symbols a scoring is prepared.

In case of short answer and essay type questions the marking scheme is prepared for preparing mark scheme what the examiner has to do is to list out the value points and fix appropriate mark for each value points. Usually general instructions should be given at the end of the scheme of valuation in order to avoid subjectivity in scoring.




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STATISTICS AND ITS FORMULAE

Introduction

Statistics is a body of mathematical technique for gathering, organizing, analyzing and interpreting numerical data. In the field of education, it helps the teacher to understand and interpret the scores awarded in a test. Here the statistical techniques used are, Arithmetic mean, Median, Mode, Range, Mean deviation, Standard deviation, Quartile deviation and Rank correlation.

Arithmetic mean (A.M)

It is defined as the sum of all value of item in this series divided by the total number of items. It is denoted by $\bar{x}$

$$\bar{x} = A + \left(\frac{\sum fd}{N}\right) \times C$$

Where,

A = Assumed mean

C = Class interval

f = Frequency

N = Total frequency

$d = \frac{x-A}{c}$, deviation

ii) Ungrouped data

$$\text{Mean } \bar{x} = \frac{\sum x}{N}$$

Median

Median is the middle item by the given set when they arranged in ascending or descending order.

The formula to determine the value of median from a grouped distribution is,

$$\text{Median} = L + \left(\frac{\frac{N}{2} - m}{f}\right) \times c$$

Where,

L- Lower limit of the median class

c - Class interval

N - Total frequency

m - Cumulative frequency just below the median class.

f - Frequency of the median class.



ii) Ungrouped Data

$$\text{Median} = \frac{\text{Sum of the middle two values}}{2}, \text{ if } n \text{ is even}$$
$$= \left(\frac{n+1}{2} \right)^{\text{th}} \text{ term, if } n \text{ is odd}$$

Mode

The score that has the maximum frequency in a distribution is said to be the modal score or the mode.

For grouped data mode is calculated using the formula

$$\text{Mode} = 3\text{median} - 2\text{mean}$$

For ungrouped data:

$$\text{Mode} = \text{Highest repeated value}$$

Range

It is the difference between the largest and smallest scores in the distribution.

$$\text{Range} = \text{Highest score} - \text{Lowest score}$$

Average deviation

The average deviation (Mean deviation) is the average distance between the mean and scores in the distribution. The deviation is defined as the distance of the score from the mean of the distribution.

$$\text{A.D} = \frac{\sum f|D|}{N}$$

Where,

f = Frequency

$$D = x - \bar{x}$$

$\bar{x}$ = Mean

N = Sum of frequencies

$$\bar{x} = \frac{\sum fx}{N}$$

Standard deviation

Standard deviation is the set of score which is defined as the square root of average of the sequence of the deviation of each item from the mean. It is denoted by σ

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N} \right)^2}$$

Where,



mm

C = Class interval

N = Total frequency

f = frequency

$d = \frac{x-A}{c}$, deviation.

Quartile deviation

It is defined as the semi quartile range.

$$\text{Quartile deviation } Q = \frac{Q_3 - Q_1}{2}$$

Where,

$$Q_1 = L_1 + \left(\frac{\frac{N}{4} - m_1}{f_1} \right) \times c \text{ and}$$

$$Q_3 = L_3 + \left(\frac{\frac{3N}{4} - m_3}{f_3} \right) \times c$$

Here,

L_1, L_3 - Lower limits of the first and third quartile classes

m_1, m_3 - Cumulative frequency just above the first and third quartile classes

f_1, f_3 - Frequencies of the first and third quartile classes

C = Class interval of these classes

N = Total frequency

Rank Correlation

Correlation is an important concept in education. The term correlation is used to indicate the relationship between two variables. This method was introduced by Edward Spearman in 1904. It is denoted by Rho (ρ). If any of the score is repeated

$$\rho = 1 - \left(\frac{6 (\sum D^2 + C)}{N(N^2 - 1)} \right)$$

Where,

ρ = Co-efficient of rank correlation

D = Difference in ranks

N = Sum of frequencies

C = Correlation factor, $C = \frac{M}{N}$

M = Number of repetitions of a score



Analysis of achievement test
weightage to objectives

Page No. _____

S No	Objectives	Marks	Percentage
1	Knowledge	14	28
2	Understanding	19	38
3	Application	7	14
4	Skill	10	20
	Total	50	100

Weightage to content:

S-No	Content	Marks	Percentage
1	Introduction to C++	8	16
2	Flow of control	7	14
3	Functions	10	20
4	Arrays and Structure	7	14
5	Classes and objects	3	6
6	Polymorphism		
7	Inheritance		



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3. weightage to form of questions

S.No	Form of questions	marks	percentage
1	objective type	10	20
2	Very short answer type	10	20
3	Short answer type	15	30
4	Essay type	15	30

4. weightage to level of questions

S.No	Level of questions	marks	percentage
1	Easy	20	40
2	Average	15	30
3	Difficult	15	30
	Total	50	100



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Objective		Knowledge					Understanding				Application				Total
S.NO	Content	Knowledge					Understanding				Application				Total
		O	VSA	SA	E	O	VSA	SA	E	O	VSA	SA	E		
1.	Introduction to c++	(1) ²	(2) ¹	-	-	(1) ¹	-	(3) ¹	-	-	-	-	-	-	3
2.	Flow of control	-	-	-	-	(1) ¹	(2) ¹	-	-	(1) ¹	-	-	-	(3) ¹	7
3.	Functions	-	(2) ¹	-	(1) ¹	-	-	-	-	(3) ¹	-	-	-	-	10
4.	Arrays and structure	(1) ²	-	-	-	-	-	(3) ¹	-	-	-	-	(2) ¹	-	7
5.	Classes and objects	-	-	-	-	(1) ¹	(2) ¹	-	-	-	-	-	-	-	3
6.	Polymorphism	(1) ¹	-	-	-	-	-	-	-	(3) ¹	-	-	-	(1) ¹	4
7.	Inheritance	-	-	-	-	(1) ¹	-	-	(1) ¹	-	-	-	-	-	3
Total		15	4	-	5	4	4	-	6	-	2	3	4	42	

Note: (10) marks

Questions: O - Objective type, VSA - Very short
E - Essay type



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Achievement Test: 2019 - 2020

Subject: Computer Science

Class : XI

Marks: 50

Time: 1½ hours

I. Choose the correct answer:

10×1=10

1. If $i=5$ before the assignment $i=i-1$ after the assignment, the value of i is

a) 5

b) 4

c) 3

d) 2

2. Who developed C++?

a) Charles Babbage

b) Bjarne Stroustrup

c) Bill Gates

d) Sundar Pichai

3. The smallest individual unit in a program is

a) Program

b) Algorithm

c) flowchart

d) Tokens

4. This can be used as alternate to endl command

a) \t

b) \b

c) \0

d) \n

5. Which of the following is the exit control loop?

a) for

b) while

c) do while

d) if... else

6. Which of the following is the scope operator?

a) >

b) &

c) %

d) ::

7. Array subscripts always start with which number?

a) -1

b) 0

c) 2

d) 0

8. Structure definition is terminated by

a) ;

c) ;

d) ::



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9. The variables declared inside the class are known as data members and the functions are known as

- a) data functions b) inline function
c) member function d) attributes

10. Inheritance is process of creating new class from

- a) Base class b) Abstract c) derived class d) function

II. Answer the following:

5×2=10

1. What are keywords?
2. Define an algorithm?
3. Write the syntax for if statement
4. Write about strlen() function.
5. What is Strings?

III. Answer the following:

5×3=15

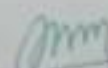
1. What is the use of header file?
2. Write the syntax of switch statement
3. Write about strcmp() function
4. Define an array? What are the types?
5. What do you mean by over loading?

IV. Answer in Detail:

3×5=15

1. Explain for loop with example.
2. Explain scope of variable with example.
3. Explain the different types of inheritance




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String key

Q. No	1	2	3	4	5	6	7	8	9	10
Answer	b	b	d	d	c	d	b	c	c	a

Q-NO	Answer	Each point for mark	Total
1.	Keywords are reserved words which convey specific meaning to the C++ compiler.	2	2
2.	An algorithm is a sequence of statements to solve a problem.	2	2
3.	Syntax <pre> if (expression) true - block; Statement - x; </pre>	1 1	2
4.	The strlen() takes a null terminated byte string source as its argument and returns its length. The length does not include the null character.	1 1	2



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- h. strings are defined as sequence of characters where each character may be a numbers, letter or symbols. Each character occupies one byte of memory.

3.

Q.NO	Answer	Each point for mark	Total
1.	A header file can be identified by their extension. i.e. A single header file may contain multiple built-in functions.	1 1 1	3
2.	<pre> syntax switch (Expression) { case constant 1: Statement(s); break; case constant 2: Statement(s); break; default: Statement(s); } </pre>	1 1 1	3



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2. strcmp() function is used to compare 2 strings (string1, string2) lexicographically.

3. An array is a sequence of variable of the same type that are referenced by a common name.

- There are three types of array.
- 1. one dimensional array
 - 2. two dimensional array
 - 3. multi dimensional array.

4. The ability of the function to process the message or data in more than one form is called as overloading.

Q. No	Answer	Each point for mark	Total
-------	--------	---------------------	-------

1. The for loop is the easiest looping statement which allows code to be executed repeatedly.

The general syntax



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```
for (collaboration(s); test_expression, )
```

```
{
```

```
statement 1;
```

```
statement 2;
```

```
}
```

ending

```
#include <iostream>
```

```
using namespace std;
```

```
int main()
```

```
{
```

```
int i;
```

```
for (i=0; i<10; i++)
```

```
cout << "value of i : " << i << endl;
```

```
return 0;
```

```
}
```

output :

value of i = 0

value of i = 1

value of i = 2

value of i = 3

value of i = 4

value of i = 5

value of i = 6

value of i = 7

value of i = 8



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2 scope refers to the accessibility of a variable
there are four types of scopes in C++

- i) local scope
- ii) function scope
- iii) file scope
- iv) class scope

i) local scope :

Inside a block which is called local variables.

eg : #include <iostream>

using namespace std;

int main()

{

int a, b;

a = 10;

b = 20;

if (a > b)

{

int temp;

temp = a;

a = b;

b = temp;

}

cout << "In Descending Order"

cout << a << " " << b

return 0;

Output :



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Descending order

10 20

ii) function scope :

inside a function is called function variables.

```
eg #include <iostream>
using namespace std;
void add(int x, int y)
{
    int m = x+y;
    cout << "In the sum : " << m;
}
int a, b;
a = 10;
b = 20;
add(a, b);
return 0;
}
```

iii) file scope :

outside of all functions which is called global variables.

```
eg: #include <iostream>
using namespace std;
int file-var = 20;
void add(int x
{
    int m = x+y+7;
    cout << "In the sum : " << m;
```



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```

{
    int a, b;
    a = 10;
    b = 20;
    add(a, b);
    printf("The sum of the variable = %d", a + b);
    return 0;
}

```

output:

The sum = 30

The y/e variable = 30

iv) class scope:

Inside a class is called class variable or data members.

class Student

{

private:

int mark1, mark2, total;

};

The class student contains

* mark1, mark2, total are data variables. Its scope is written the class student only.

5. There are different types of inheritance they are: single inheritance, multiple inheritance, multilevel inheritance, hybrid inheritance and hierarchical inheritance

* Single inheritance

When a derived class inherits only from one base class it is known as single inheritance.



* Multiple Inheritance

When a derived class inherits from multiple base classes it is known as multiple inheritance.

* Hierarchical Inheritance

When more than one derived classes are created from a single base class, it is known as hierarchical inheritance.

* Multilevel Inheritance

The transitive nature of inheritance is itself reflected by this form of inheritance. When a class is derived class then it is referred to as multilevel inheritance.

* Hybrid Inheritance

When there is a combination of more than one type of inheritance it is known as hybrid inheritance.



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S No	Name of the Students	maximum marks	marks obtained
1	Akash R K	100	61
2	Allen Jude A	100	56
3	Allwin Jhes C	100	82
4	Anse michel S	100	56
5	Aswin J-P	100	56
6	Jeffin Babish J-H	100	56
7	Nishanth . m . L	100	100
8	Samuel A	100	64
9	Winston V	100	99
10	Abini S	100	58
11	Ansi T	100	74
12	Ashika K	100	74
13	Austin M	100	58
14	Ayshma S	100	64
15	Shinya S	100	74
16	Jasmi G	100	99



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S. No.	Name of the Students	maximum marks	marks obtained
17	Jenifa maxin J	100	64
18	Jeni vinisha A	100	99
19	Kohila N	100	72
20	Libtsha Jeni J	100	73
21	mershiya S	100	56
22	Vivika V.K.	100	74



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STATISTICAL INTERPRETATION OF THE TEST RESULTS

ROW DATA

68	56	84	56	56
56	100	64	99	58
74	74	58	64	74
99	64	99	71	73
56	74			

Frequency Distribution Table :

Class Interval	Tally [*]	Frequency
51 - 60	NJ II	7
61 - 70	IIII	4
71 - 80	III I	6
81 - 90	I	1
91 - 100	IIII	4
	70	



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class interval	frequency (f)	x	f(x)
61 - 70	7	65.5	458.5
71 - 80	4	75.5	302
81 - 90	6	85.5	513
91 - 100	1	95.5	95.5
Total		$\Sigma fx = 1571$	

$$\Sigma fx = 1571$$

$$N = 22$$

$$\bar{x} = \frac{1571}{22} = 71.40$$

$$\bar{x} = 71.40$$

ungrouped

$$\frac{\Sigma x}{N}$$



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median

Continuous class interval	Frequency	Cumulative frequency
50.5 - 60.5	7	7
60.5 - 70.5	4	11
70.5 - 80.5	6	17
80.5 - 90.5	1	18
90.5 - 100.5	4	22

$$\text{median} = L + \left(\frac{N/2 - m}{f} \right) \times c$$

$$N/2 = \frac{22}{2} = 11$$

Sum of middle
2

$$L = 60.5, \quad m = 7, \quad f = 4, \quad c = 10$$

$$\text{median} = 60.5 + \left(\frac{11 - 7}{4} \right) \times 10$$

$$= 60.5 + 1 \times 10 = 60.5 + 10$$

$$= 60.5 + 10 = 70.5$$



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mode $\times$ median $\times$ mean

$$3 \times 70.5 = 3 \times 71.4$$

$$211.5 = 214.2$$

$$\text{mode} = 68.7$$

Range

Range = Highest score - Lowest score

$$= 100 - 56$$

$$= 44$$

Average Deviation:

$$A.D = \frac{\sum f|D|}{N}$$

2. Frequency, $D = x - \bar{x}$, $\bar{x} = 71.4$, $N = 22$

Continuous class interval	f	x	$D = x - \bar{x}$	D	f D
50.5 - 60.5	7	55.5	-15.9	15.9	111.3
60.5 - 70.5	4	65.5	-5.9	5.9	23.6
70.5 - 80.5	6	75.5	4.1	4.1	24.6
80.5 - 90.5	1	85.5	14.1	14.1	14.1
90.5 - 100.5	4	95.5	24.1	24.1	96.4



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$$\sum f|D| = 270$$

$$A.D = \frac{\sum f|D|}{N} = \frac{270}{22} = 12.27$$

$$A.D = 12.27$$

standard deviation :

$$\sigma = c \times \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

ungrouped data

$$\frac{\sum |x - \bar{x}|^2}{N}$$

Continuous class interval	f	x	$d = \frac{x - A}{c}$	d^2	fd^2	fd
50.5 - 60.5	7	55.5	-2	4	28	-14
60.5 - 70.5	4	65.5	-1	1	4	-4
70.5 - 80.5	6	75.5	0	0	0	0
80.5 - 90.5	1	85.5	1	1	1	1
90.5 - 100.5	4	95.5	2	4	16	8
					$\sum fd^2 = 49$	$\sum fd = -9$



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$$\sigma = 10 \times \sqrt{\frac{49}{22} - \left(\frac{-7}{22}\right)^2}$$

$$= 10 \times \sqrt{2.23 - (-0.41)^2}$$

$$= 10 \times \sqrt{2.23 - 0.17}$$

$$= 10 \times \sqrt{2.06}$$

$$= 10 \times 1.44$$

$$\sigma = 14.4$$

Quartile deviation:

$$Q = \frac{Q_3 - Q_1}{2}$$

$$Q_3 = L_3 + \left(\frac{3N/4 - m_3}{f_3} \right) \times c$$

$$Q_1 = L_1 + \left(\frac{N/4 - m_1}{f_1} \right) \times c$$

continuous class interval	f	cumulative frequency
50.5 - 60.5	7	7
60.5 - 70.5	4	11
70.5 - 80.5	6	17
80.5 - 90.5	1	
90.5 - 100.5	4	



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$$N/4 = \frac{3 \times 22}{4} = \frac{66}{4} = 16.5$$

$$h = 70.5, f_3 = 6, m_3 = 11, c = 10$$

$$R_3 = 70.5 + \left(\frac{16.5 - 11}{6} \right) \times 10$$

$$= 70.5 + \left(\frac{5.5}{6} \right) \times 10$$

$$= 70.5 + 0.92 \times 10$$

$$= 70.5 + 9.2$$

$$R_3 = 79.7$$

$$R_1 = h_1 + \left(\frac{N/4 - m_1}{f_1} \right) \times c$$

$$N/4 = \frac{22}{4} = 5.5$$

$$h_1 = 50.5, f_1 = 7, m_1 = 0, c = 10$$

$$R_1 = 50.5 + \left(\frac{5.5 - 0}{7} \right) \times 10$$

$$= 50.5 + \left(\frac{5.5}{7} \right) \times 10$$

$$= 50.5 + 0.78 \times 10$$

$$= 50.5 + 7.8$$

$$R_1 = 58.3$$

$$Q = Q_3 - Q_1$$



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$$= \frac{74.7 - 128.8}{2}$$

$$= \frac{-21.4}{2} = -10.7$$

$$N = 10.7$$

Answer:

$$\text{Skewness} = \left(\frac{P_{10} + P_{90}}{2} \right) - P_{50}$$

$$P_0 = L_1 + \left(\frac{10N/100 - m_1}{71} \right) \times C$$

$$P_{50} = L_2 + \left(\frac{50N/100 - m_2}{72} \right) \times C$$

$$P_{90} = L_3 + \left(\frac{90N/100 - m_3}{73} \right) \times C$$

Continuous class interval	f	Cumulative frequency
50.5 - 60.5	7	7
60.5 - 70.5	4	11
70.5 - 80.5	6	17
80.5 - 90.5	1	18
90.5 - 100.5	4	22



$$P_{10} = \frac{10 \times 22}{100} = \frac{220}{100} = 2.2$$

$$L_1 = 10.5, f_1 = 7, m_1 = 0, c = 10$$

$$P_{10} = 10.5 + \left(\frac{2.2 - 0}{7} \right) \times 10$$

$$= 10.5 + \left(\frac{2.2}{7} \right) \times 10$$

$$= 10.5 + 0.32 \times 10$$

$$= 10.5 + 3.2$$

$$P_{10} = 13.7$$

$$Q^N/100 = \frac{10 \times 22}{100} = \frac{1100}{100} = 11$$

$$L_2 = 60.5, f_2 = 4, m_2 = 7, c = 10$$

$$P_{10} = 60.5 + \left(\frac{11 - 7}{4} \right) \times 10$$

$$= 60.5 + \left(\frac{4}{4} \right) \times 10$$

$$= 60.5 + 1 \times 10$$

$$= 60.5 + 10$$

$$P_{10} = 70.5$$

$$Q^N/100 = \frac{90 \times 22}{100} = \frac{1980}{100} = 19.8$$

$$L_3 = 90.5, f_3 = 4, m_3 = 10, c = 10$$

$$P_{90} = 90.5 + \left(\frac{19.8 - 10}{4} \right) \times 10$$



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$$= 90.5 + (0.45) \times 10$$

$$= 90.5 + 4.5$$

$$P_{90} = 95$$

$$\text{Skewness} = \left(\frac{53.7 + 95}{2} \right) - 70.5$$

$$= \left(\frac{148.7}{2} \right) - 70.5$$

$$= 74.3 - 70.5$$

$$\text{Skewness} = 3.8$$

kurtosis:

$$\text{Kurtosis} = \frac{Q}{P_{90} - P_{10}}$$

$$= \frac{10.7}{95 - 53.6}$$

$$= \frac{10.7}{41.4} = 0.26$$

$$\text{Kurtosis} = 0.26$$



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Student Name	X	Y	Rank X	Rank Y	D (X - Y)	D ²
Amal K.A.	68	88	76	18.5	-20.5	420.25
Adar Sudh A	86	82	26	20.5	-14.5	210.25
Abhin Mhet C	84	86	8	8	0	0
Amr mikel E	82	62	30	38.5	-8.5	72.25
Amr J.P	82	88	20	22	-2	4
Amr Bahish J.H	82	64	20	34	-12	144
Amrath M.L	100	95	1	1.5	-0.5	0.25
Amrath A	64	78	13	11	2	4
Amrath V	99	86	3	6	-3	9
Amrath S	88	62	16.5	38.5	-22	484
Amrath T	74	92	7.5	4	3.5	12.25
Amrath K	74	70	7.5	12	-4.5	20.25
Amrath M	68	86	16.5	18.5	-2	4
Amrath S	64	60	13	17	-4	16
Amrath S	74	78			-0.5	0.25
Amrath G	99	95				



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Student Name	x	y	Rank x	Rank y	d ($x - y$)	d^2
Arifa Maxin J	65	75	13	9	4	16
Ami Waisha B	99	93	3	3	0	0
Amala N	71	76	11	10	1	1
Arsha Jeni J	73	66	10	13	-3	9
Arushiya S	86	83	8	8	0	0
Avin V k	74	81	9	7	2	4
Total					$\sum d^2 = 168$	

$$\rho = 1 - \left[\frac{6(\sum d^2 + C)}{N(N^2 - 1)} \right]$$

$C \rightarrow$ correlation factor

$N \rightarrow$ Number of repetition factor.

$$C = \frac{\sum m(m^2 - 1)}{12}$$

$$66 : C_1 = \frac{5(5^2 - 1)}{12} = \frac{5(25 - 1)}{12} = \frac{5(24)}{12} = \frac{120}{12} = 10$$

$$64 : C_2 = \frac{3(3^2 - 1)}{12} = \frac{3(9 - 1)}{12} = \frac{3(8)}{12} = \frac{24}{12} = 2$$

$$99 : C_3 = \frac{3(3^2 - 1)}{12} = \frac{3(9 - 1)}{12} = \frac{3(8)}{12} = 2$$



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$$p^4: (4) = \frac{2(2^2-1)}{12} = \frac{2(4-1)}{12} = \frac{2(3)}{12} = \frac{6}{12} = 0.5$$

$$p^5: (6) = \frac{4(4^2-1)}{12} = \frac{4(16-1)}{12} = \frac{4(15)}{12} = \frac{60}{12} = 5$$

$$p^6: (4) = \frac{2(2^2-1)}{12} = \frac{2(4-1)}{12} = \frac{2(3)}{12} = \frac{6}{12} = 0.5$$

$$p^7: (4) = \frac{2(2^2-1)}{12} = \frac{2(4-1)}{12} = \frac{2(3)}{12} = \frac{6}{12} = 0.5$$

$$p^8: (4) = \frac{2(2^2-1)}{12} = \frac{2(4-1)}{12} = \frac{2(3)}{12} = \frac{6}{12} = 0.5$$

$$p^9: (4) = \frac{2(2^2-1)}{12} = \frac{2(4-1)}{12} = \frac{2(3)}{12} = \frac{6}{12} = 0.5$$

$$C = C_1 + C_2 + C_3 + C_4 + C_5 + C_6 + C_7 + C_8 + C_9$$

$$= 10 + 2 + 2 + 0.5 + 5 + 0.5 + 0.5 + 0.5 + 0.5$$

$$C = 21.5$$

$$\rho = 1 - \left[\frac{6(168.5 + 21.5)}{22(22^2 - 1)} \right]$$

$$= 1 - \left[\frac{6(190)}{22(484-1)} \right] = 1 - \left[\frac{6 \times 190}{22 \times 483} \right]$$

$$= 1 - \frac{1140}{10,626}$$

$$= 0.1073$$

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$$\rho = 0.8927$$

Interpretation

$$\text{mean} + \text{Standard deviation} = 71.4 + 14.4 \\ = 85.8$$

$$\text{mean} - \text{Standard deviation} = 71.4 - 14.4 \\ = 57$$

the marks scored above 85.8 are above average students

the marks scored between 85.8 to 57 are average students

the marks scored below 57 are below average students.

classification of our class students.

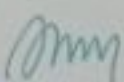
Total number of students = 22

Number of above average students = 4

Number of average students = 13

Number of below average students = 5




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Graphical Representation of the Data

The graphical distribution makes visual comparison of the data easier and gives lasting impression than a picture by words mean.

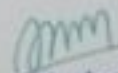
There are four types of graphical representation they are

- * Histogram
- * Frequency polygon
- * Frequency curve
- * O give curve.

* Histogram

Histogram are rectangular pillar placed over the actual class interval. In graphical sheet mark the boxes along x-axis. The rectangular is drawn over the actual class interval with the corresponding frequency. It is pictorial representation of data.




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250 200 150 100 50
 0 50 100 150 200 250



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continuous class interval

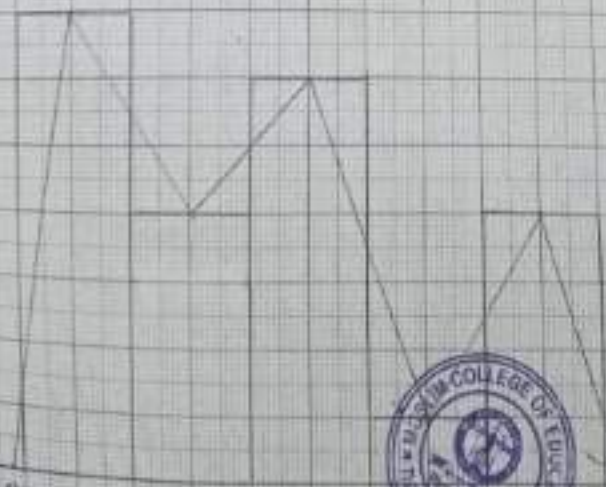
Continuous class Interval	Frequency
50.5 - 60.5	7
60.5 - 70.5	4
70.5 - 80.5	6
80.5 - 90.5	1
90.5 - 100.5	4



1. PLOT

Plot

on a grid 100 x 100
do of grid, etc. 1000



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Frequency polygon

Frequency polygon is a closed frequency sided figure. It is a curve drawn with frequency along y-axis and class along x-axis. Also the midpoint of the class interval is plotted along x-axis.

Continuous class interval	midpoint	frequency
50.5 - 60.5	55.5	7
60.5 - 70.5	65.5	4
70.5 - 80.5	75.5	6
80.5 - 90.5	85.5	1
90.5 - 100.5	95.5	4



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UNIT 1: UNIT 1

Scale

on x axis from 1 to 10

on y axis from 1 to 10



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frequency curve

A frequency curve can be drawn through the various parts of the frequency polygon. The curves drawn free hand in such a manner that the area included under the curve. The curve should look as regular as possible and all sharp corners may be avoided the curve begin and at base line as a general rule.

Continuous Class Interval	mid point	Frequency
50.5 - 60.5	55.5	7
60.5 - 70.5	65.5	4
70.5 - 80.5	75.5	6
80.5 - 90.5	85.5	1
90.5 - 100.5	95.5	4



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Date

On x axis 1 cm = 1 unit

On y axis 1 cm = 1 unit



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Ogive curve

'O' give curve is always drawn by greater than cumulative frequency curve. In the intersection of two 'O' give a presentation line is drawn on the x axis and the point on x axis at the median value.

Less than cumulative frequency curve

The curve drawn with exact upper limit in x axis and cumulative frequency along y axis

Continuous class Interval	Frequency	Upper limit	Cumulative frequency
60.5 - 70.5	7	60.5	7
70.5 - 80.5	4	70.5	11
80.5 - 90.5	6	80.5	17
90.5 - 100.5	1		18
100.5 - 110.5	4		



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MUSLIM COLLEGE OF EDUCATION

No. 7 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 620174

Affiliated to Tamil Nadu Teachers Education University, Chennai (C) 60015

Recognized by SMC (NCIE) New Delhi

web: www.muslimcollegeofeducation.in e-mail: id: muslimcollegeofeducation@gmail.com

7558174494, 9442250383

NCTE order No.T/3(SMC)/2019/200-207/CL/22/16/2014-15-2020

3(SMC)/2019 / AP/0001/CL/22/16/2014-15-2020

Dr. V. S. Pramod
Principal
(9)

WORKSHOP ON THE PREPARATION OF TEACHING LEARNING MATERIALS (TLM)

12/04/2023

Muslim College of Education organized workshop on Teaching Learning Material on 12/04/2023 at the seminar hall from 10.00 a.m. to 4.00 p.m. The objective of the workshop was to orient teacher trainees and develop appropriate context specific teaching-learning materials which can be used to enhance the quality of the teaching-learning process. Addressing the gathering Dr. V. S. Pramod, Principal, Muslim College of Education said that few of the possible hurdles that teachers face in doing the activities are - lack of material, lack of confidence, fear of an experiment failing in front of students etc. To overcome these, we thought of conducting this TLM workshop where we provide the material, and the space for experimentation and teamwork. The teacher trainees learn working in teams as well as benefit from the models prepared by other teacher trainees.

The teacher trainees' team learnt quite a bit through this workshop. The key learning is that experiments have to be done and the learning we gain especially when things do not turn out the way it is stated in the textbooks is of incomparable value. Teacher trainees also presented the papers on teaching learning material and explained the importance of teaching learning material in real teaching, how effectively we can use these, how to prepare, what are the characteristics of it, how it makes teaching process as effective.

The workshop was concluded with vote of thanks by Akshaya.



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No. 1 New Street, Thiruvananthapuram, Kanyakumari District, Tamil Nadu, India - 620014

Affiliated to Tamil Nadu Teachers Education University - Chennai CE-81915

Recognized by NMC (AICTE) New Delhi

web: www.muslimcollegeofeducation.in email: mce@muslimcollegeofeducation.org

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NCET issue No. 1/2017/NCET/MSQ/001/0-02/76/2014-25/42329
F.No. NCET / 001/2017/MSQ/001/0-02/76/2014-25/42329

Date: 2/2/2023
Page: 1

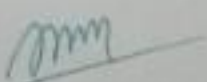
Workshop on Vegetable Carving and Flower arrangement held on 09/02/2023

The purpose of fruit and vegetable carving is to make food more attractive, more appetizing, and also easier to eat. Vegetables and fruits are the most fragile foods and carving is an art which involves patience, skill and creativity. Muslim College of Education along with IQAC organised a one-day vegetable carving programme on 09/02/2023 from 10:00 a.m. to 4:00 p.m.

Mr. J. Shann, Board Member of Food Science, M.S. University and Assistant Professor at RMSC, Muslim Arts College was invited as the resource person to conduct a programme on vegetable carving for student teachers. The workshop was very informative, interactive and interesting. He explained all the methods of carving in a stepwise manner which was easy to grasp and demonstrate. Participants of the programme together made carvings using vegetables and fruits. He also taught how to create a bouquet out of vegetables and greens. The programme was very useful and learnt basic carvings like rose, spirals, different kind of flowers out of carrot, cucumber, beetroot, radish etc. The programme was found to be more beneficial and student teachers can implement these skills in practical sessions and in their future career life.






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Kanyakumari Dist, Tamil Nadu



B.Ed. DEGREE COURSE

CRITICAL UNDERSTANDING OF ICT

Certified that this is the bonafide record of A. SULBATH
during the year 2021 - 2023 for the B.Ed. Degree Course



Enithy
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Thiruvithancode

Date 7/2/2023

[Signature]
Signature of the Lecturer

INDEX

SL. NO.	DATE	CONTENT	PAGE NO.	REMARKS	INITIALS
	2/2/22	Introduction	2-18	good	}
1	8/2/22	Handling ICT tools	21-29	good	
2	10/3/22	Browsing educational Website	31-33	good	
3	11/3/22	E-Content, e-booklet Creation	35-39	good	
4	24/3/22	Creating a power point presentation	41-43	good	
5	6/4/22	Using Interactive White board in classroom	45-47	good	
6	8/4/22	Display and Share an information using Visual projector	49-51	good	
7	10/5/22	Photo Album Creation	53-55	good	
8	25/5/22	Video C	57-59	good	



INDEX

SL. NO.	DATE	CONTENT	PAGE NO.	REMARKS	INIT
9.	7/6/22	Organize 8 Skype based Video Conferencing classes	61-63	good	
10.	16/6/22	Blog creation	64-65	good	



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Al-Farooq

INTRODUCTION

Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimise the delivery of information.

ICT Stands for Information and Communications Technology. As the name suggests are tools that handle information and produce, store and disseminate information. ICT comprises of both old and new tools. Old tools include radio, TV, Telephone. New Tools comprise computers, satellites, the Internet, and wireless technology. It exists in multiple forms like audio, video, audio-visual and texts. It refers to the latest technologies and a repository of simple audio-visual aids such as slides, radio, cassette, and film.

ICT TOOLS

General ICT tools used for teaching and Learning :-



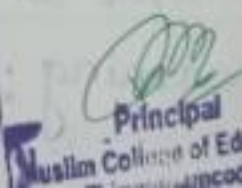
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- Desktops and Laptops
- Projector
- Digital Cameras
- Powerpoint Presentation
- Interactive Whiteboard
- Mobile phone
- Blog
- Pen Drive

USES OF ICT TOOLS :

Desktops and Laptops:

Learning Computer Skills are becoming the main part of education, the students can learn to type efficiently, they can use basic computer functions such as word processing, email, and web browsing.





The Students Can learn Writing Skills, Creativity, Communication, and Cooperation by using technology in learning, so, it will improve the Students' Skills and Competencies.

The laptops can facilitate the work for both the teachers and the Students, they increase the interaction among the Students, the teachers, and the parents.

Projector:

Projectors enable teachers to create bulleted powerpoint presentations or other highly organized notes for the class. With the use of projectors classroom



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can take better notes with the ability to discern what information the teacher displays is most useful to them.



Digital Camera:

A digital camera is a camera that captures photographs in digital memory. Most cameras produced today are digital, largely replacing those that capture images on photographic film.



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Digital camera is used to

- Take photos or Videos of field trips
- Take photos or Videos illustrating Vocabulary Words.
- Take photos or Videos of plant growth
- Take photos or Videos of Community
- Use photos for Seating charts.
- Take photos to illustrate Stories or poems
- Take Photos or Videos for illustrating emotions.

PowerPoint Presentation :

PowerPoint is well utilized to create a Slideshow of Valuable information through charts, and images for a presentation. It is commonly practiced in business and school presentations. It is an absolute presentation graphics package that gives you everything needed to create a professional-looking presentation.



Interactive White Board :

An Interactive Whiteboard (IWB) is a large, touch sensitive (thus interactive) board that when used with a combination of computer and digital projector facilitates interactive ICT engagement. It resembles a traditional whiteboard and can be used similarly.

The computer connected to the interactive whiteboard can be controlled by touching the board directly or by using a special pen. From the research available, it seems clear that the interactive whiteboard is widely considered to be a positive and motivational asset to the classroom.



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Use of the interactive Whiteboard:

- Interactive whiteboards present educational resources in a new and impressive way. They are suitable for both whole class and in small group settings.
- IWBs allow pupils to explore ideas, carry out assignments and follow through on learning activities in new and interactive ways.
- The boards are highly motivational and elicit strong responses and participation within the classroom.
- Pupils with special needs can particularly benefit from their use in classrooms (e.g. facilitating individual contributions and enhanced access to multimedia content through a large screen).

Optimal use of an interactive Whiteboard involves both teacher and student use.



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It can be used to :

- Allow presentation of Student work in more interactive and collaborative
- Show Video clips that present and explain difficult concepts (in any curricular area)
- Demonstrate how an educational Software program works, e.g., an art program with Students using their fingers or pen to draw rather than using a m.

Mobile Phone :

Mobile phones are used for a variety of purposes, such as keeping in touch with family members, for conducting business, and in order to have access to a telephone in the event of an emergency. Some people carry more than one mobile phone for different purposes, such as for business and personal use. Having a mobile phone on their person all the time can help students check



things via a more fun way which will help them learn it fast. If there is any doubt in the mind of a student about something that the teacher was teaching the student can clear their doubts immediately.



Uses of Mobile Phone :

It also used for

- Communication
- Small and Convenient
- Click photos
- Making Videos
- Making e-Notes



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- Entertainment
- Calendars
- Sending mail

BLOG:

A blog is a discussion or information website published on the World Wide Web consisting of discrete, often informal diary-style text entries. Posts are typically displayed in reverse chronological order, so that the most recent post appears first, at the top of the webpage.

Types of blogs

The personal, there are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

Personal blogs

The personal blog is an ongoing online diary or conversation written by an individual rather than an organization.



Collaborative blogs or group blogs

A type of weblog in which posts are written and published by more than one author.

Micro blogging

Micro blogging is the practice of posting small pieces of digital content which could be text, pictures, links, short videos, or other media - on the Internet. Micro blogging offers a portable communication mode that feels organic and spontaneous to many users. It has captured the public imagination, in part because the short posts are easy to read on the go or when waiting.

Corporate and organizational blogs

A blog can be private, as in most cases, or it can be for business or not-for-profit or government purposes.



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Blogs used internally, and only available to employees via an Intranet are called Corporate blogs.

Some Organizations have a blog authored by their executive in practice, many of these executive blog posts are penned by a ghost-writer, who makes posts in the style of the credited author are called Organizational Blog.

Aggregated blogs

Individuals or organization may aggregate selected feeds on specific topic, product or service and provide combined view for its readers. This allows readers to concentrate on reading instead of searching for quality on-topic content and managing subscriptions.

By genre

Some blogs focus on a particular subject, such as political blogs, journalism



blogs, health blogs, travel blogs, lifestyle blogs, party blogs, wedding blogs, photography blogs, project blogs, psychology blogs, Sociology blogs, education blogs, niche blogs, classical music blogs, quizzing blogs, legal blogs, or dream logs.

Two common types of genre blogs are art blogs. A blog featuring discussions especially about home and family is not uncommonly called a mom blog. While not a legitimate type of blog, one used for the sole purpose of spamming is known as a splog.

By media type

A blog comprising videos is called a vlog, one comprising links is called a link log, a site containing a portfolio of sketches is called a sketch blog, and one comprising photos is



called a photo blog. Blogs with shorter posts and mixed media types are called tumble logs. Blogs that are written on typewriter and then scanned are called typecast or typecast blogs. A rare type of blog hosted on the Gopher protocol is known as a phlog.

By device

A blog can also be defined by which type of device is used to compose it. A blog written by a mobile device like a mobile phone or PDA could be called a mob log. One early blog was wearable wireless webcam, an online shared diary of a person's personal life combining text, video, and pictures transmitted live from a wearable computer and Eye Tap device to a website. This practice of semi-automated blogging with video



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together with text was referred to as surveillance. Such journals have been used as evidence in legal matters.

Reverse blog

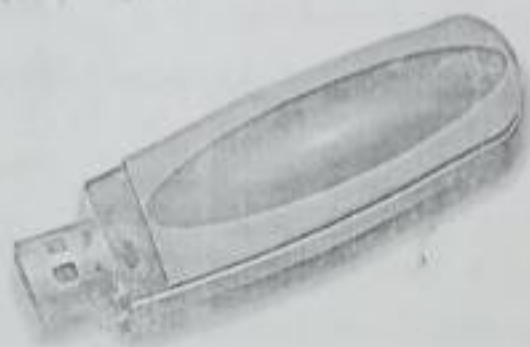
A reverse blog is composed by its users rather than a single blogger. This system has the characteristics of a blog, and the writing of several authors. These can be written by several contributing authors on a topic, or opened up for anyone to write. There are typically some limits to the number of entries to keep it from operating like a web forum.

Pen Drive :

Pen drive is a small storage device shaped like a pen with built-in data storage that connects to a computer by a USB port.



Handwritten signature and the word 'Special'.



Pen drives, USB Flash drives, thumb drives come in huge data storage capacity from 2GB to 128GB. These devices enable users to transfer data from one computer to another with ease with no data loss.

Advantages of Pen Drives

- pen drive comes in huge data storing capacity from 64MB to 128Gb.
- They consist of a compact design which makes them portable.
- They are used as portable media.
- They have faster data transferring.



- Unlike compared to other Computer devices.
- They can hold or store data with almost permanent memory and also called Secondary Storage devices.
- Pen drives or USB Flash drives come in a variety of sizes and can be kept in a pocket for easy transportation.
- They are not damaged due to scratches like CDs and DVDs.

Disadvantages of Pendrives:

- Pen drives | USB Flash drives are so small that they can be easily misplaced.
- They are the primary source of spreading Computer Viruses and can easily infect another computer if comes in contact if not taken proper precautions such as Scanning with good Antivirus.
- Don't have high Storage Capacity like hard drive.



Importance of ICT:

Information and Communications

Technology (ICT) can impact Student learning when teachers are digitally literate and understand how to integrate it into curriculum. Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information.

ICT in education improves engagement and knowledge retention. When ICT is integrated into lessons, students become more engaged in their work.

The main impact of ICT in education can be seen in improving the capabilities of instructors, changing the educational structure, creating opportunities for greater and more comprehensive learning, enhancing educational quality and improving teaching skills.



Objectives of ICT:

- providing accessibility through online medium of education.
- Improving the quality of teaching, especially in remote areas.
- To increase transparency in the Education System.
- To strengthen the policies, rules, and laws in the Education System.
- To analyze the learning and participation of the students and measure its effectiveness.
- Measuring and evaluating students' behavior, involvement, and retention in the learning process.
- To analyze students' performance, placement, and application of knowledge.

Conclusion

ICT plays a significant role in the field of education. It helps teachers to adapt the tools and provide and disseminate effective knowledge to the students. It implemented the principle



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of life. long learning, ICT in schools effectively promotes the culture of learning by sharing experiences and information with others. It has developed technology literacy among students. It supports activities involving information. These activities include gathering, processing, storing and disseminating information.




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EX: No: 1 HANDLING ICT TOOLS

1-2-2022

Aim:

To operate/use Various ICT tools
Such as Computer, Laptop/Interactive White
board, Tablet Pc, Ipad, iPhone, mobilephones,
Digital cameras, multi-media equipments
(audio/video), Skype and Video Conferencing.

Procedure:

(i) Operate a Computer/Laptop

Steps:

- * Switch on power Supply
- * Switch on UPS
- * Switch on Computer/Laptop
- * click Start button and open anyone application to operate.
- * After complete all the works Save the document.
- * close the document and Shut down the system.



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(ii) Inter Active White Board:-

Interactive WhiteBoard also known as interactive board or Smart board.

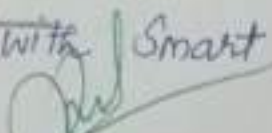
PROCEDURE:-

- * Turn off the interactive
- * Plug one end of the USB cable into the USB port on the side of your Computer.
- * Insert other end of the cable into USB port on the Whiteboard connection panel.
- * Insert into the Computer disc drive and click "open" in the Autoplay window and click install option and select work, click install to the Whiteboard's drivers to our operating system.
- * Turn on the interactive Whiteboard and projector will display the image from the Computer's Monitor on the Whiteboard display.

(iii) Tablet Pc / Mobile :-

- * A tablet is merge with Smart and Laptop




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The basic steps to use Tablet PC is

* Learning the Basics: Knows about home screen, lock screen, apps, app drawers and settings.

* Review the Android tablet's buttons. Such as Volume, lock, back button, Home button and multitasking button.

* To turn off the tablet press and hold the lock button at the top or on the side of the Android then select Power off in the popup menu. Android will begin turning itself off.

* To turn on our Android press, and hold button again.

* To unlock Android Swipe from left to right across the home screen. This will to right allow you to begin using it.

Connecting to the Internet:-

* Swipe down from the top of the screen. It has list of Shortcuts such as Bluetooth and wifi.



- * If you long press Wi-fi this will take you to your Android's Wi-fi Settings.
- * Slide the gray Wi-fi Switch will turn.
- * Find the name of Wi-fi network you want to connect.
- * Enter the network's password if prompted otherwise, It will connect automatically.
- * Press home button to return the screen.

DIGITAL CAMERA :

- * Read your camera manual before taking any photograph.
- * Check your batteries.
- * Insert the Storage media card in the appropriate Slot.
- * Remove the lens cap.
- * Turn the camera on by either an ON-OFF Switch or a Sliding lens Cover.
- * Turn off the LED.
- * Make Sure the camera is set for automatic mode.
- * Bring the camera upto an eye and look through the viewfinder.



- * push the Zoom lever toward W (wide angle) to Zoom in.
- * press the Shutter button halfway down.
- * press the Shutter button all the way down.
- * Turn off the camera.

MULTIMEDIA EQUIPMENT (MME):

Multimedia Equipment is a group or family of product, which include devices categorized by information technology Equipment or Sound and television Broadcast receivers and Associated Equipment under CISPR 22. It has to the following functions,

- * Display output, Print, Scan
- * Audio processing, Musical tone generation.
- * Reception of broadcast signals.
- * Signal processing, data storage networkings.
- * Telephone



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SKYPE AND VIDEO CONFERENCING:

Skype is a easiest way to simply create a link and share with people you want to join the call.

Install Skype by using Email Id or phone number.

Generate a call link in one simple click.

Invite anyone even if they are not on Skype.

Join call through the unique link.

To focus and engage in our online meeting without any distraction, Record our call and save it for later review.

RESULT:-

Thus, We know to operate / use various ICT tools for different purpose.



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EX-NO: 2 BROWSING EDUCATIONAL WEBSITE

3.2.2022

AIM:

To browse the Internet using computer/laptop identify and use education related websites and video/audio resources in teaching - Learning.

Procedure:

- (i) Switch on the computer/laptop
- (ii) Ensure the network connection
- (iii) To click Google chrome options and enter anyone educational website address like WWW.tnKavi.Com, WWW.teacher.tn.com and so on.
- (iv) Study material for different classes and question paper models are available in that website.
- (v) Select anyone material as you want
- (vi) To browse audio and video materials enter the website address WWW.learnoutloud.com in the search bar.
- (vii) Select anyone a category option and select the audio and video files.



- (viii) play the video and audio files.
 (ix) After using the Study materials
 Signout from the Website.

RESULT :-

Thus We can identify and use educational related website and audio - video resources in teaching-learning.




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Unit 3 e-content, e-booklet and Blog Creation.

Aim :-

To prepare teaching material/
learning resource materials:
e-content, e-booklet for selected
School Subject areas and to create
educational blogs for individual group
students for strengthening sharing and
learning.

Procedure :-

The content or information
delivered over network based electronic
devices:

(i) Creating e-content :

To create an e-content do the
following steps :

- * Introduce design objectives.
- * Share e-content at good e-content.



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- * Ask relevant questions.
- * Utilize formats the SME's are familiar
- * Encourage use of diagrams.
- * Encourage use of audio.
- * Utilizing existing material.

Needed Tools:

Open Source/free ware ICT tools useful for developing e-content. If the Content is in text document, Microsoft.

* Office or open Office is used. It also Converted into PDF form.

* GIMP is another Open Source Software which helps to add pictures in a document. The pictures may be in JPEG, GIF or PNG form.

* Audacity is a open Source Software tool which is used to record, edit and mix the sounds together.

* Virtual dub is a tool which is used for making video and audio records.

* pencil tool is used to create traditional hand-drawn animation.

* WINK is an open Source tool which is used to create presentation of photos pictures or slides.



* Open Source tool NVW is used to create a web pages.

* exe Learning is an open Source tool that operates e-learning materials with various os.

Creating e-Booklet :

To create a e-booklet or book.

1. Go to layout and select the page Setup dialog launch icon at the bottom right corner.
2. On the Margines tab, change the setting for multiple pages to Book fold. The orientation automatically changes to landscape.
3. Select and increase the value of Gutter to reserve space on the inside fold for binding.
4. Go the paper tab and select the paper size. The final size of the booklet is one half width of the paper size.
5. click OK. If an document already has content, the text is formatted automatically, but we might need to adjust objects like images and tables manually.



Print Settings for booklet :

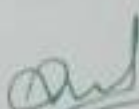
- (i) Go to file $\rightarrow$ print.
- (ii) If the printer support automatic printing on both sides change print on side to print on both sides.

If your printer doesn't support automatic printing on both sides, select manually print on Both Sides options.

Result :

Thus we prepare e-content, e-booklet in Ms-Word and creating Blogger Id Successfully.




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Methods of Teaching

PRESENTED BY: A. A. ALI

TEACHER-CENTERED METHODS

- Lecturer method
- Demonstration Method
- Team Teaching



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EXINOLA CREATING A POWERPOINT PRESENTATION.

AIM:

To use Laptop/PC for preparing slides for powerpoint presentations/lectures and also download the Video resources available on the Internet and use them embedded with also slide presentation.

Procedure:

Step 1: Click Start → All programs → Microsoft Powerpoint 2007.

Step 2: To create a new presentation select blank presentation in the Layout.

Step 3: Type text into your title slide.

Step 4: To insert more slides, select the Master Slide and press Enter Key.

Step 5: Type content or Key points in the next ~~creating~~ slides.

Step 6: To change the background or design of the slides, select the designed themes.



LECTURER METHOD



- Oldest teaching method.
- Teacher present the Subject matter and the student's listen.
- Due to lack of participation students get bored.

DEMONSTRATION METHOD



A demonstration is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power point, etc



[Handwritten signature]

click design → themes. Select anyone theme from the list and change the effect, colour and background as you want.

Step 7: To add animations Select anyone transition effect from the list & add the different effects by using Custom Animation option.

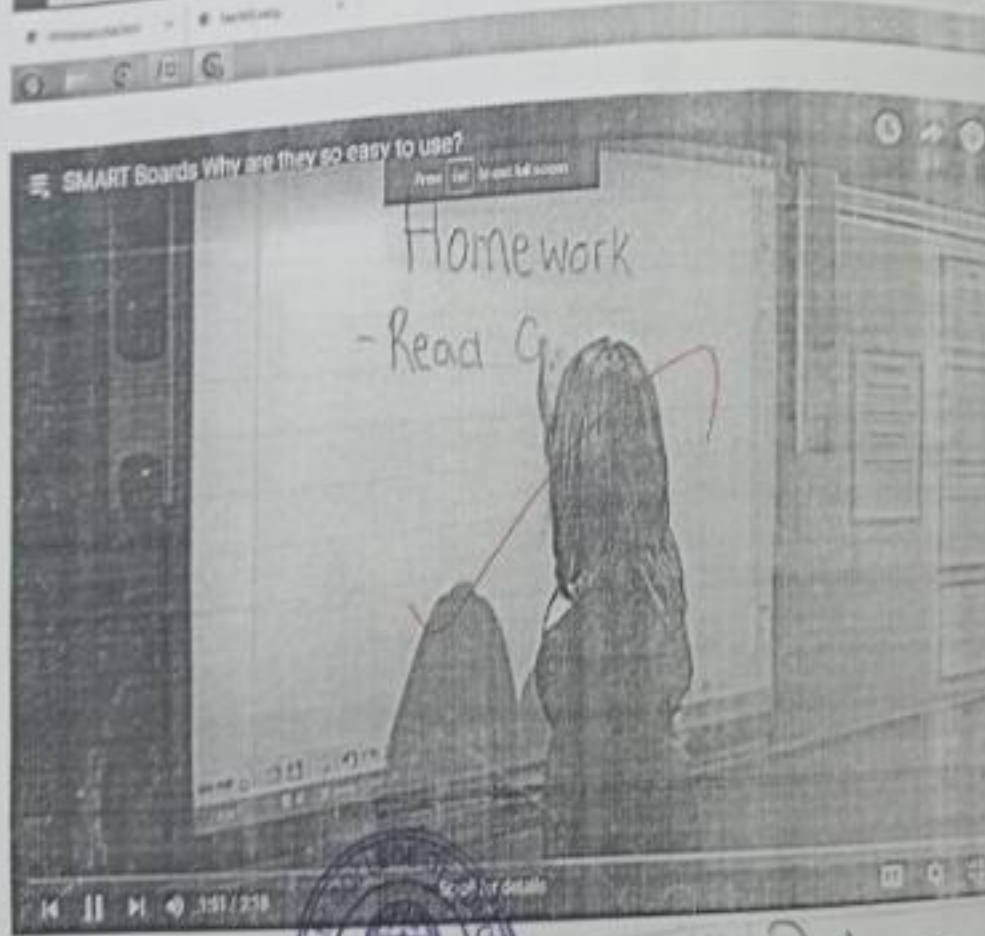
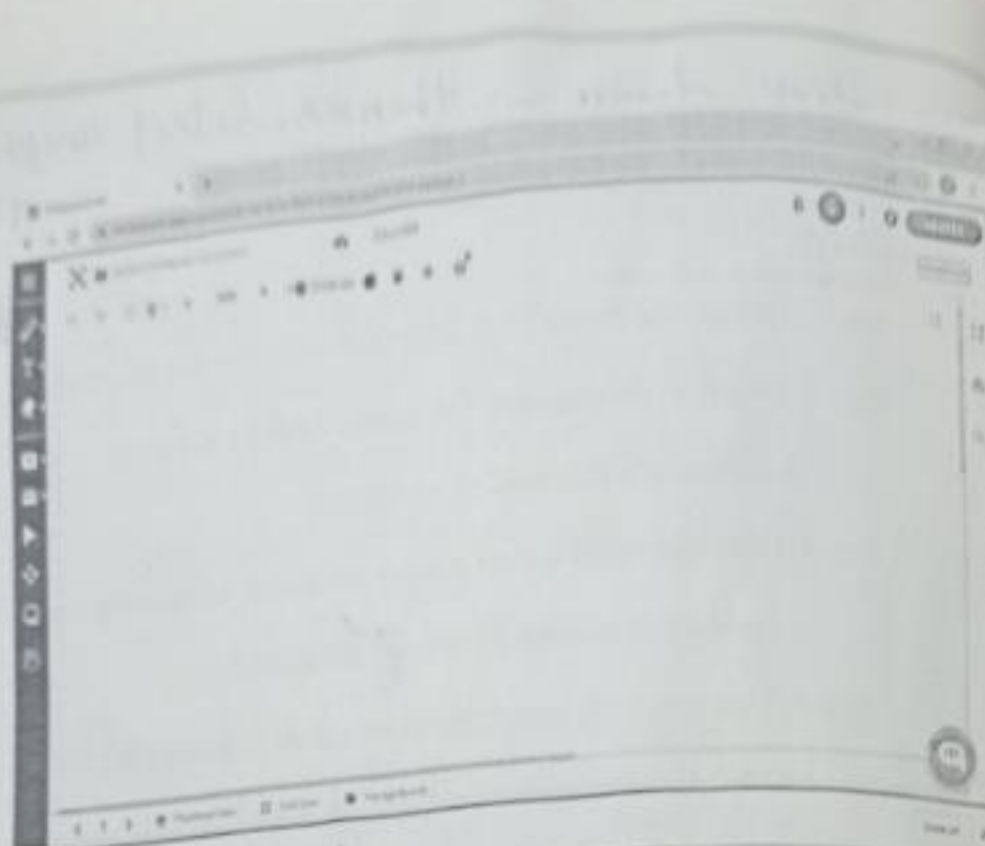
Step 8: To insert Video files → Insert tab → Video then click Movie from file. In the Choose a Movie dialog box, Select the file you want to insert. If you want to embed the Video on the slide, simply click insert.

Step 9: To Save your powerpoint click file → Save option and press F5 to run your presentation otherwise click SlideShow → From beginning Option.

Result :

Thus the presentation has been created successfully with different features.





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EX. NO. 5 USING INTERACTIVE WHITEBOARD IN CLASSROOM

AIM :

To teach a content / lesson using an Interactive Whiteboard.

Procedure :

Step 1 : Download Microsoft Whiteboard through Google Chrome.

Step 2 : Select get Microsoft Whiteboard → Microsoft Store option. Then click OK and install.

Step 3 : Click Launch button to get the Whiteboard on Computer Screen. Then click I agree button to access the Whiteboard.

Step 4 : Select pen tool to write content on the Whiteboard. We have the option to select the colour to display the content. By default we select black colour.

Step 5 : I did not find mistakes by using



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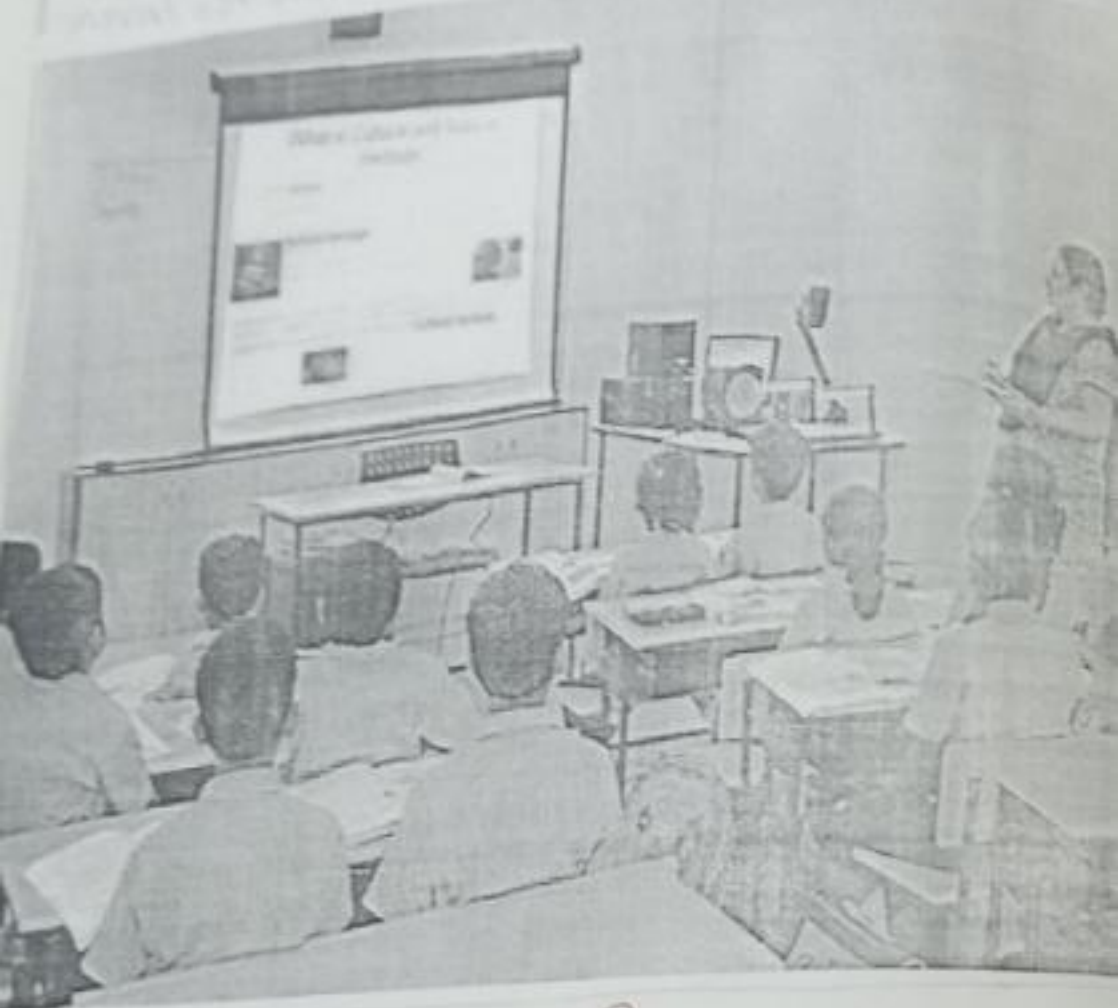
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- Step 6: To type the content by using keyboard, Select Insert → Text. Then type the content in text area.
- Step 7: To add an image, double click and add image option and select the image from picture files or in different location.
- Step 8: We can also add word document and powerpoint presentation via Whiteboard.
- Step 9: To Save the Content, click → Settings → Export option. The files are saved in .Sve (high quality picture file) form. Then select Directory and enter the file name to save.
- Step 10: To change the background colour and style select format Background from Settings. It will allow to display the content in attractive manner.

Result :

Thus the content of the class has been created successfully by using Whiteboard in creative manner with the help of int.





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DISPLAY AND SHARE AN INFORMATION USING VISUAL PROJECTOR

Aim:

To use a Visualize/Document camera (Visual projector) to display and share an information to the whole class.

Procedure:

Step 1: Connect the output VGA cable from Computer to a projector.

Step 2: Switch on the projector. The Content from the Computer Automatically displayed on a projector.

Step 3: Otherwise Select control panel → Monitor → Setup computer to use multiple monitor → Duplicate these displays.

Step 4: Then adjust the screen resolution and set the mode in projector as VGA.



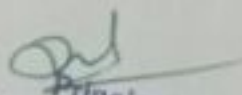
Step 5 : Find display and click down arrow on the right side of the box.

Step 6 : Select the appropriate content to display.

Result :

Thus the Computer connected to a projector successfully and displays the information to the whole class.




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STEP 1

Android

Press and hold
your finger over
one photo to begin
selecting photos
for your album

The green check mark 
signifies a selected photo

FOREVER



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UNIT 7 PHOTO ALBUM CREATION

Aim: To use a mobile device/camera to take a series of snapshots children's action events/scenes/activities and prepare a photo documentation or photo album with explanatory notes/description.

Procedure:

- Step 1: On your Android phone and download Google photos app from play store.
- Step 2: Sign into your Google account.
- Step 3: press and hold a photo and then select the photos you want in your new album.
- Step 4: At the top, add the explanatory/notes about the photos.



Step 5 : Select add photo and
Select the same Album.

Step 6 : It is an optional if we need
it add a title to your new
album we can give the name.

Step 7 : Tap all the photos in the Album
Select document Option to
create photo documentary with
all the notes.

Result :-

Thus the photo album related to
children's activities is created
successfully.




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Select a style to get started



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EX-NO: 8

VIDEO CREATIONAIM :

To prepare Videos on different teaching Styles of experienced teachers/peers and keep them available for viewing as Stream on Computer.

Procedure :

Step 1 : Download vpond Video Software through Google Chrome.

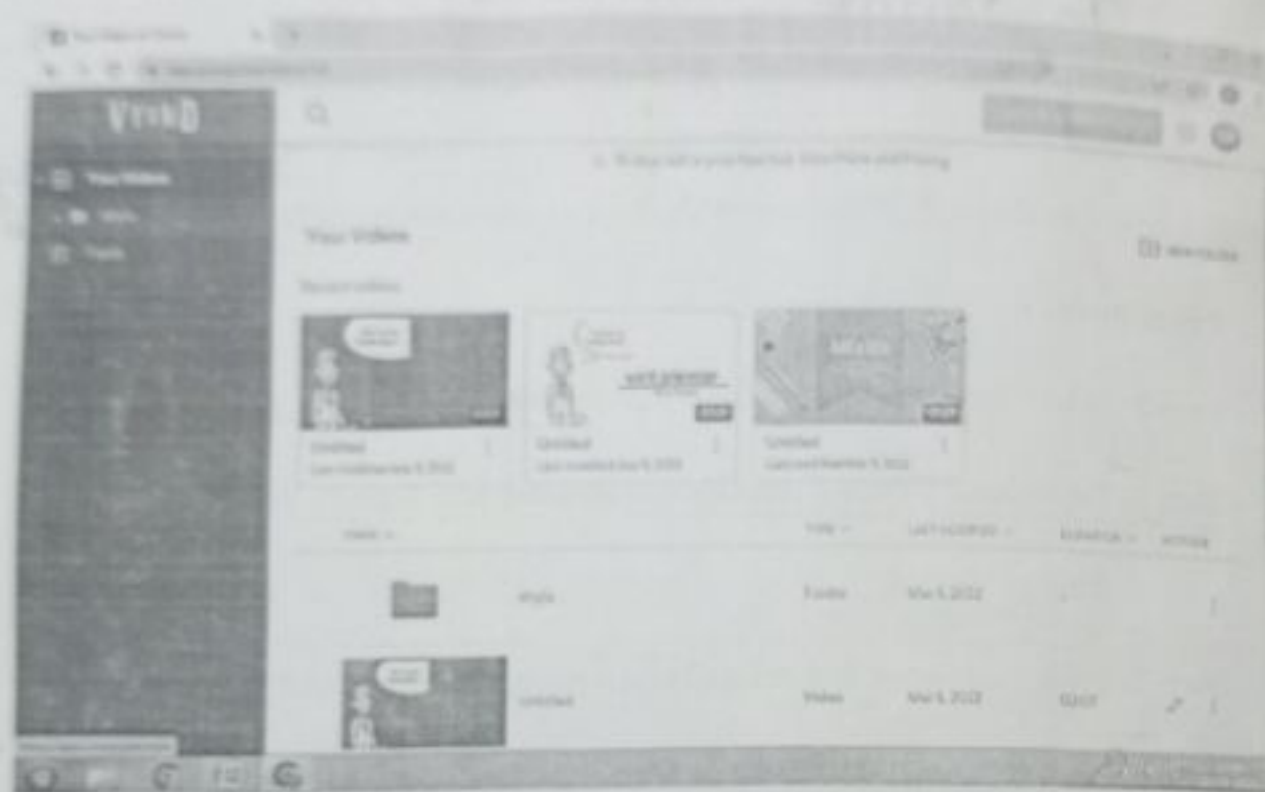
Step 2 : In make your own Animated Videos option click login option.

Step 3 : Enter our login Details to create a video and then select create Video option.

Step 4 : To create a new folder select new folder option and type the folder Name as you want



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Step 5: Select create a video option and select any one style from the different format of styles.

Step 6: Enter the title of the slide then click Add Scene Option to add the different slides.

Step 7: If we want to display the templates we can add templates in scene area.

Step 8: We can change the background colour background scene model and different way of appearance.

Step 9: Finally Save and Run the Video by using Save option and preview option.

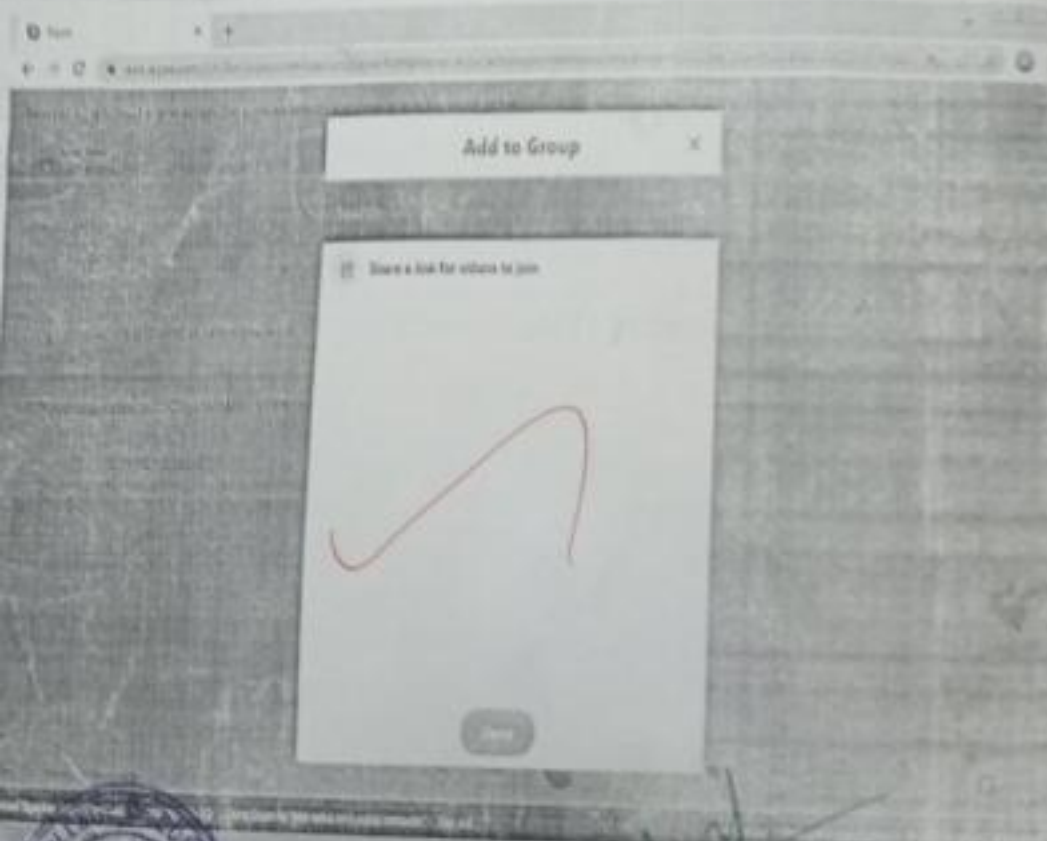
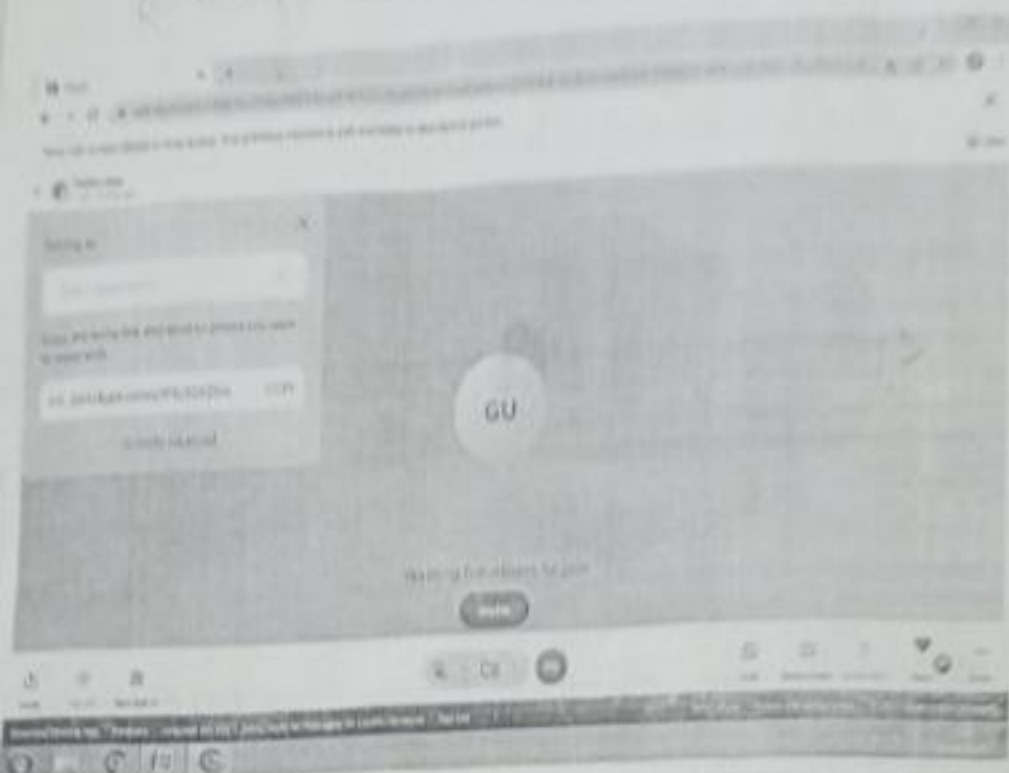
Result:

Thus the video on different teaching styles of experienced teachers/peers was created successfully.



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Output



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Ex: No 9 ORGANIZE A SKYPE BASED VIDEO CONFERENCE CLASSES

AIM:

To organize a Skype based Video Conferencing classes inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.

Procedure:

Step 1: Select the students list from our Contact and create a group.

Step 2: Download Skype from Google Chrome and sign in through your mail Id and password.

Step 3: click meet now and select host a meeting option and press continue button.

Step 4: click Skype contact button to select the contacts for video conference.

Step 5: Then share a connecting Skype URL to the other contacts.

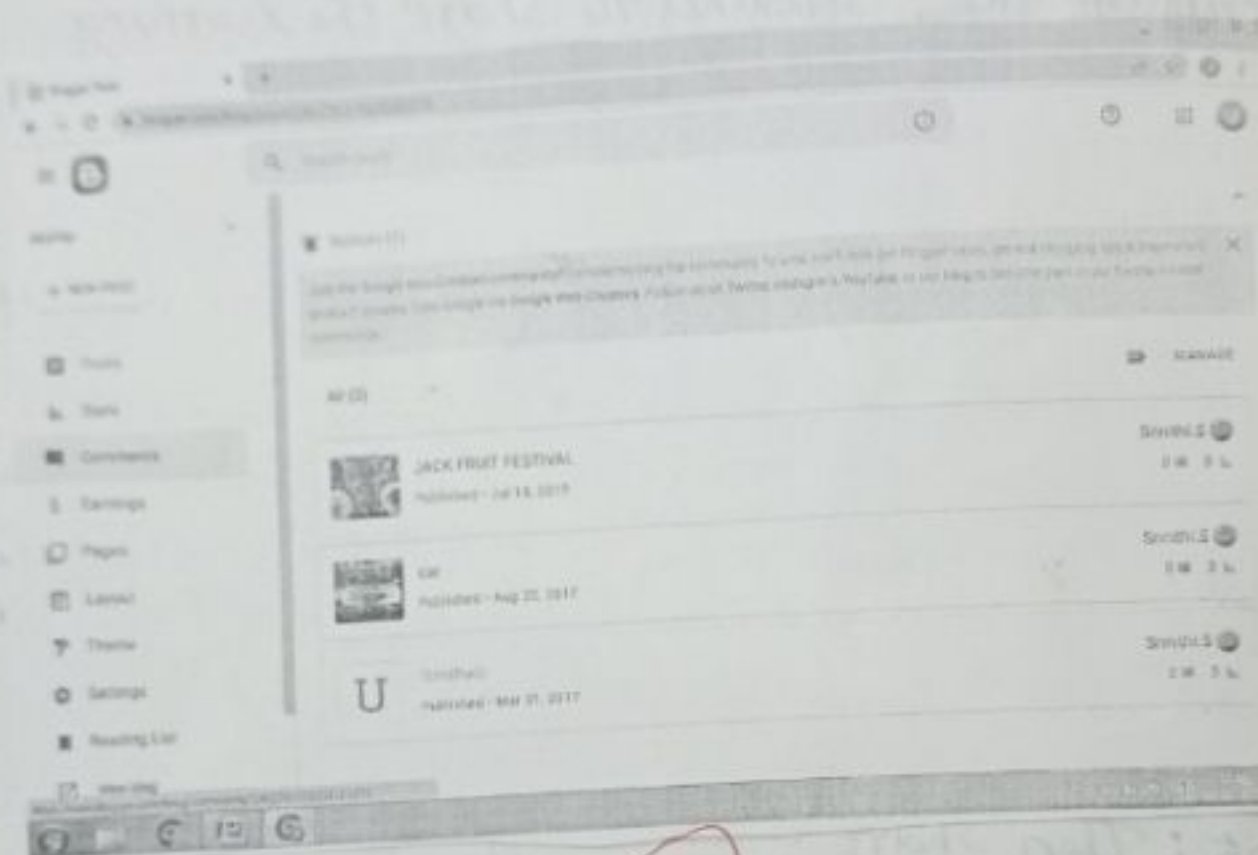
Step 6: Adjust the background effect to attend the conference call very clear.

Step 7: click Start meeting option. After our the conference enter the close chat option.

Result:

We have organized a Skype based video conferencing classes successfully.





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AIM:

To create Educational blog for individual group students for sharing and learning articles/class notes/Assignments and participating in active blogging community.

Procedure:

- Step 1: Before to create a blogger Id first create a mail Id.
- Step 2: Type www.Blogger.com in address bar.
- Step 3: click create your blog button and pick a blog name. choose a descriptive name for your blog.
- Step 4: Get your blog online. Register your blog and get hosting.
- Step 5: Customize your blog. choose a free blog design template and Tweak it.
- Step 6: Write & publish your first post.
- Step 7: Save your blog.

Result :-

Thus we have
Successfully.



Created a blog
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Marian College of Education
Thiruvananthapuram



[Signature]
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Muslim College of Education
Thiruvithirappur

Home Assignment

Seminar Report - petals of Education

Muslim College of education organized Seminar on 12th and 13th may 2022 at Conference hall, Muslim College of education. Under the theme "Teacher's professionalism and its related aspects". This conference was organized by IQAC, Muslim College of education to know about the characteristics of a professional teacher and the status of teacher professionalism. The objectives of the conference was to familiarize emerging and recent trends in teacher professionalism and the development of Vocational Skills.

Proceedings of the first day

At the first session, On 12th may 2022, Dr. V.S. Pramod, The principal of Muslim College of education greeted, Dr. Amose, the ~~at head~~ of department of ~~Education~~ Administration, Muslim Arts College,





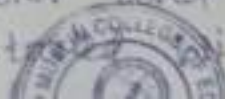
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Thirunitharcode, He encouraged the participants to handle a fear free paper presentation.

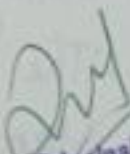
Following this there was a session for paper presentation. This session started at 11 am. Many Scholars and researchers from different colleges and universities participated. This presentation was based on sub themes like research methodology, stress management, innovative practices in various subjects, multimedia and technology etc., This session was chaired by Dr. Amose. The participants were honoured with certificates.

Proceedings of the Second day.

The Second day of the Seminar was started with a prayer song followed by Tamizhthai Vazhithu. Dr. V.S. Prameel, the principal of our college presented the welcome address. The guests for the inaugural session were Dr. Manoj chandrasenan, Dr. Sudhir and Smt. Sreekumari. The guest talk started with Dr. Manoj chandrasenan,






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the chief tutor, ELT trainee, travel enthusiast and an ardent supporter of neutral English. The theme of his talk was "Recent trends in teacher training programme". His talk included the training of English pattern, what trainings should be given for the teachers and the DIET activities, how the teaching system can be improved.

The Guest talk continued by Dr. M.A. Sudhakeri professor, UGC Gandhigram Rural University. The theme of his talk was "Emerging trends in teacher professionalism". His talk included about teacher education, how to be professionally a competent teacher. He also included the linkage between teacher training, research and the concept as well as the characteristics of teacher professionalism. In his talk, he stated teachers have to possess a great deal of knowledge and skills with regard to teaching to meet the demands and standards of quality of education. The session ended at 2.00 clock.



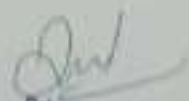


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The theme of the Seminar was presented by prof. Dr. D. Radharaman pillai, IGAE. Co-ordinator and inaugurated by In. Dr. H. Mohammed Ali, Secretary of Muslim College of Education. The afternoon session started at 2.00'clock. The Session was led by, Smt. T. Sree Kumari DIET Kottayam. She gave a Valuable talk on "Effectiveness of Steam based package for developing Vocational Skills". Her talk included integrating education with work skills and Student Employment to improve efficiency. She also included continuous professional development for enhancing 21st century skills and Steam based formal Vocational education. The Valedictory function was inaugurated by principal. Vote of thanks were given by Mrs. Jobanisha and the session ended with National anthem.

12/12/23




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ICT

CD HOLDER

Output,

Blog report

Powerpoint

Photo Album

11/12/2023



Principal

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MUSLIM COLLEGE OF EDUCATION

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

Affiliated to Tamil Nadu Teachers Education University - Chennai CC:10916

Recognized by NCTE (NCTE) New Delhi

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

7598174404, 9442760383

NCTE order No.F.SRC/NCTE/APS0 8071/B.Ed/TN/2014-15/ 62325

F.SRC/NCTE / APS08493/B.Ed/TN/2015/65325

Date: _____

Page No: _____

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

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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 redefined 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 have to acquire and master themselves the skills 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 integrity.
- improve quality of education through PBL enabled learning.
- develop team spirit and feeling of oneness.



[Signature]
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Muslim College of Education
Aligarh

➤ 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.
- ☐ 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 & Personal Characteristics)
- ☐ Confidence Building
- ☐ SWOT Analysis
- ☐ JOHARI Window



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- ☐ OK Corral
- ☐ Types of Strokes
- ☐ Interpersonal Skills
- ☐ Goal Setting
- ☐ SMART Goals
- ☐ Effective Communication
- ☐ SOFTEN Technique
- ☐ LEADER - The No Title Leader
- ☐ 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



John
Principal

- 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 result

DON'TS FOR A TEACHER

- '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, 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 word of thanks.



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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, Muslim college of education delivered a brief introduction about the camp and the concerned person Mr. Robinson & Mrs. Leema Robinson.
- ❖ Then, The Principal Dr. V. 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 came forward to introduce their team names and reasons.
- ❖ The team names were:



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

❖ 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 the activity:
 - The person should sign once for an hour.
 - The person should be in the place before the countdown ends.



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- ❖ 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.

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 nation
 - Teacher who serves the people
- ❖ He explains how the teacher become a good leader by some inspiring words:

"LEADERS DON'T DO THE DIFFERENT THINGS



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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
- 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




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- 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.
- ❖ 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 Kiss
- ❖ The trainer trains the students how to overcome the fear from some valuable points



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- 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

- 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 follow the syllabus



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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**

- L -Look & Listen
- E -Emotional Bonding
- A -Awareness
- D -Dare to dream & do it
- E -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 students behind them have to catch them safely.



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- ❖ The students do 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

- ❖ 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 to form a loop. The teams were asked to split these angles. Finally the trainer teaches how to split the angles.



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❖ From this the trainer shows 2 types of leaders

- Problem oriented Leaders
- Solution oriented Leaders

❖ Then he trains the students how to solve the problems in the team as well as individually. And he concluded it with some points,

- 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. The students to run in Zigzag and pass the ball.

LESSON:

"Timing is the important factor which makes the team's success"



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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 ramp walk 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

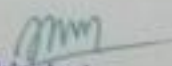
- ❖ The students were asked to stand in a circle. The trainer Mr. Robinson and Mrs. Leema Robison thank each and every student by handshakes and giving sweets
- ❖ Then get the feedbacks from the students. It was a positive feedback
- ❖ The winners were announced based on the points scored from the activities.
- ❖ 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 valedictory then



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❖ The community camp ended with happy tears, love, lots of lessons, funs & enjoyments. It was a fun with learning concept.

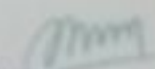



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No. 1 New Street, Thiruvithamcode, Kanyakumari District, Tamil Nadu, India - 629174

Affiliated to Tamil Nadu Teachers Education University - Chennai CC-10915

Recognized by SBC (NCTE) New Delhi

web: www.muslimcollegeofeducation.in email: mc@muslimcollegeofeducation.org

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FPO/NCTE / AP0895/16/ETN/2016/0025

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ART AND CRAFT

IQAC, Muslim College of Education inaugurated the following value-added courses for the academic year 2022 - 2023.

Art and craft has always been an integral part of the Indian heritage. The student after finishing this course gets a very good opportunities to take self-employed hobby classes or work as art and craft teachers in various schools & institutes

Course Modules

Module 1: Art in Education

Place of Art in education. Aims & Value of teaching Art in schools. Art Room- Its necessity & Equipment. Elements of Art: - Shape, Line, Colour Texture, Volume, Space & Light & Shade.

Module 2: Painting

Pre-Historic Paintings. Special characteristics of Ajanta & Mughal Paintings, Material used in paintings and its techniques.

Module 3: Painting on different media

Pot painting, Fabric painting, Glass painting, Oil painting, spray painting

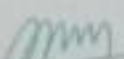
Module 4: Flower Making

Beads Flower, Stocking Cloth Flower, Pista Nut Shell flower, Crystal Flower

Module 5: Modern Craft

Floral arrangement, Doll making, Clay modelling, Bottle art.




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Workshop on Vegetable Carving

9.4.2(d)

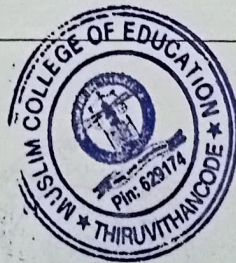
Event Name : Vegetable Carving.
Date : 9.02.2023

S. No.	Name of the Students	Signature
1	Aashika . R	<u>Ashika</u>
2	Abinaya . V.S	<u>Abinaya</u>
3	Abisha . A	<u>Abisha</u>
4	Abishu - R	<u>Abishu</u>
5	Abisha - X	<u>Abisha</u>
6	Ajisha . A.V	<u>Ajisha</u>
7	Ajonisha	<u>Ajonisha</u>
8	Al Jaseera N	<u>Al Jaseera</u>
9	Ancy John	<u>Ancy</u>
10	Annie V	<u>Annie</u>
11	Anu	<u>Anu</u>
12	Anuja	<u>Anuja</u>
13	Anusha John. J.P	<u>Anusha</u>
14	Arsha Das S	<u>Arsha Das</u>
15	Aruna Devara]	<u>Aruna Devara]</u>
16	Asbin Beniya . C	<u>Asbin Beniya</u>
17	As hika . R	<u>As hika</u>
18	Ashna . M . P	<u>Ashna</u>



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19	Aspa. S. J	Aspa
20	Aspin Prishya R. P	Aspin
21	Akhira G	Akhira
22	Asubin Steffi. S	Asubin.
23	Babisha JM	Babisha.
24	Dhanya S	Dhanu
25	Emy Mol E	Emy.
26	Fathima farsana	Fathima.
27	Fathiza	Fayiza
28	Broopika. V	Broopika.
29	Hasna. M	Hasna. M
30	Janu Sherin. J	Sherin
31	Karthika. S	Karthika
32	Mahisha. M	Mahisha
33	Nadhira. R	Nadhira.
34	Ponmani P	Pon.
35	Pritya A	Pritya.
36	Sajeer. N. S	Sajeer
37	Sajin B. R	Sajin
38	Vincent	Vincent
39	Chaishe K	Chaishe
40	Vibisha. T	Vibisha



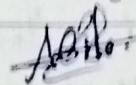
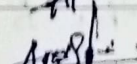
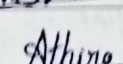
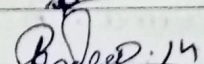
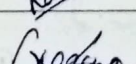
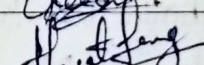
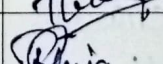
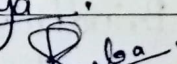
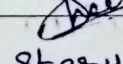
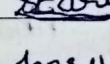
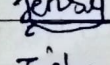
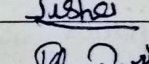
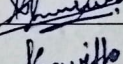
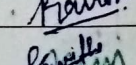
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Seminar ON NEP 2020

Event Name : Seminar

Date : 13.06.2023

S. No.	Name of the Students	Signature
1	Abisha S	
2	Anburose P	
3	Anni Grace J	
4	APARNA J. A	
5	Arockia Selvan S	
6	Attiana R.P.	
7	Berjin Beula N	
8	Catharin Jani S	
9	Darna Badeep M	
10	Esai Navitha E	
11	Esai Rani V	
12	Gireeshma R.p	
13	Heaterfing M	
14	Induja S	
15	Jeba Sheeba S	
16	Jemila stary A E	
17	Jensy S	
18	Jisha J	
19	Kaleeswari C.M	
20	Kavitha	
21	Kavitha S	



22	Maricammal. R	Abi
23	Mary Christilda. R	Marychris
24	Milton M	Milton
25	Murugeswari. S	Murugeswari
26	Nafesath U. Missiya. S	Nafesath
27	Mit Nimisha S.M.	Nimisha
28	Nisha R Babu	Nisha
29	Nisha Termi. N	Nisha
30	Pratheeba L.S	Pratheeba
31	Prinisha F	Prinisha
32	Ram Kumar S.B	Ram Kumar
33	Ranjitha R. S	Ranjitha
34	Ranjan. J	Ranjan
35	Rohaya X Felcitta. S	Rohaya
36	Sangeetha G. S	Sangeetha
37	Serma. A	Serma
38	Shajitha. R. V	Shajitha
39	Shanmi. P.	Shanmi
40	Abija. D.	Abija
41	Ahalya Devi. R.	Ahalya
42	Anusha. M.	Anusha
43	Brindha S	Brindha
44	Ginisha. R. G	Ginisha
45	Hepsibha A	Hepsibha
46	Karunya. J	Karunya
47	Lijimol Jacob	Lijimol
48	Kajagreo. N	Kajagreo
49	Rishma. N.	Rishma



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50	Satheena. M.	Sheeja
51	Sheeja Pani. D	Sheeja
52	Vijayalakshmi. P	Vijay
53	Thabaral. E	Th.
54	Prudhy Sims. S.	Prudhy
55	Goncha Juliet. J	Juliet
56	Disha Edward	Edw.
57	Crinsha RA	Crinsha
58	Hepsibha. D	Hepsibha
59	Lino Toy	Lino
60	Lekshmi MS	Lekshmi MS.
61	Manisha Arany PM	Manisha.
62	Parithra M	M. Parithra
63	Rajasee N	Rajasee
64	Rishma NST	Rishma
65	Sini Roach AC	Sini
66	Venkateswari V	Venkateswari.
67	Vijayalakshmi P	Vijayalakshmi
68	Shoba. A	Shoba.
69	Shyng T	Shyng T.
70	Soorya Sree Sk	Soorya.
71	Gruthi PS	Gruthi. P.
72	Sweetlin Hensi T	Sweetlin
73	Busina. A	Busina A.
74	Pyana SR	Pyana
75	Virigha. T	Virigha. T.



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