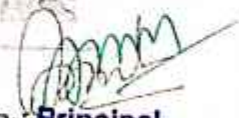
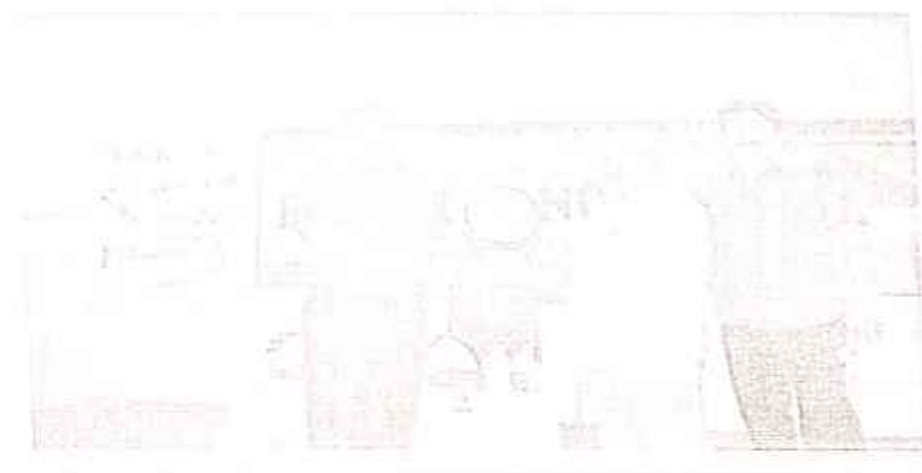


CANCER AWARENESS PROGRAMME

Muslim College of Education organized a very insightful session on Breast Cancer Awareness on July 12th 2022. Dr. S. K. Ajaiya Kumar, Saraswathy Hospital Parassala was the speaker for the event, and he explained about the various types of Cancers and the 2 most common types of cancers that affect women are Breast Cancer and Cervical Cancer. Breast Cancer is the second most common form of cancer in Indian females and the second leading cause of cancer related death in women. Thus, awareness is very important in these times. Studies suggest that there has been a sudden increase in cases of Breast Cancer in recent years. In the session, he shown in detail the various ways in which one can self-examine and rule out the chances of the disease. He also mentioned the various types of tests and treatments available and how the management of the disease can be done with respect to the general condition of the patient, type of disease, stage of disease and hormonal status of the patient. Lion. Dr. H. Mohamed Ali welcomed the guest and Principal Dr. V. S. Pramod say vote of thanks.




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AWARENESS PROGRAMME ON WOMEN'S HEALTH AND HYGIENE
05/02/2022

Muslim College of Education organised Awareness Programme Women's Health and Hygiene on 5th March 2022 at Conference Hall under the theme Menstrual Cycle. The resource person for the programme was Dr. Divya Renjith, MBBS, M.D., F.R.M consultant in Gynecologist. Follow in Reproductive Medicine. A health camp was organized in our college for all the students and staff to spread awareness about period health check-up and for maintaining a healthy life.

Program schedule:

The programme was launched with a prayer song of the students. Principal Dr. V. S. Pramod, Muslim College of Education welcomed the chief guests. Lion Dr. H. Mohamed Ali, Secretary honoured the chief guest. Dr. Divya Renjith started the class about 10-30 and lasted till 12.30 pm. During this session Dr. Divya Ranjith described about menstrual hygiene in detail. The discussion on menstrual hygiene included reproductive system, menstrual cycle, and importance of sanitary napkins and safety measures. She also explained about symptoms of premenstrual syndrome and also about the problems due to irregular menstruation. Finally, she concluded with suggestions to overcome irregular menstruation.




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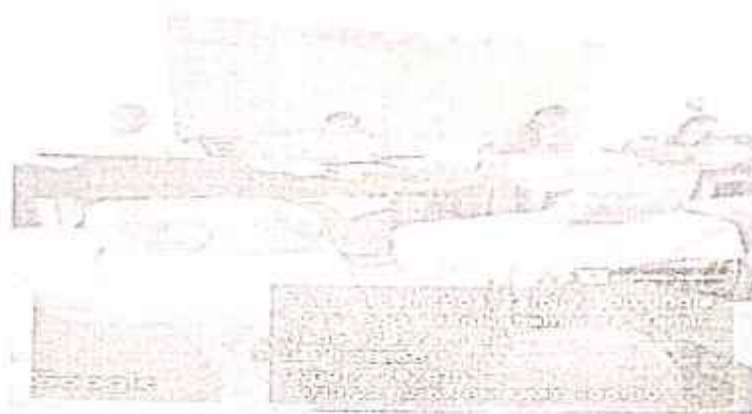


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FREE MEDICAL CAMP AT GOVT H.S.S.
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DATED 19/12/22



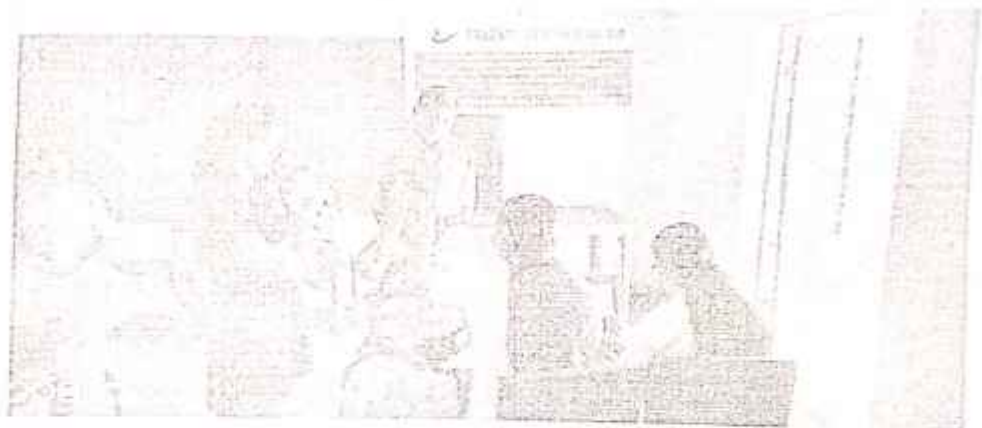
The Muslim College of Education organised a free medical camp at Govt. H.S.S. Thiruvithancode. In association with Saraswathi Hospital Parassala. The teams arrived to the location at 10 am and the camp was inaugurated with a welcome speech by Lion H.Mohamed Ali Secretary, Muslim College of Education and Kumari Sujatha Principal Govt HSS Thiruvithancode presided over the function. Many parents participated in the camp. The college arranged free Blood Sugar Level and Blood Pressure tests which are hugely useful for many villagers. Nearly 80 people have undergone their general health check-ups and 16 people were benefitted with the dermatology-skin check-ups. After



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the checks up, many people were benefitted with the medicines provided free of cost. Few of the patients were referred by the doctors for further treatment at Saraswathi Hospital Parassala. The B.Ed teacher- Trainees played a vital role in making this camp success with their dedication in serving people, they directed people in all needy way.

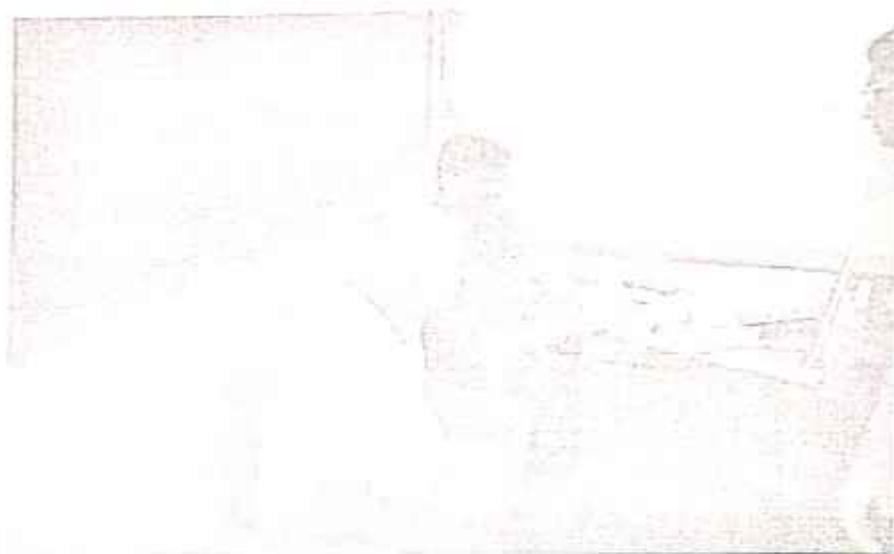
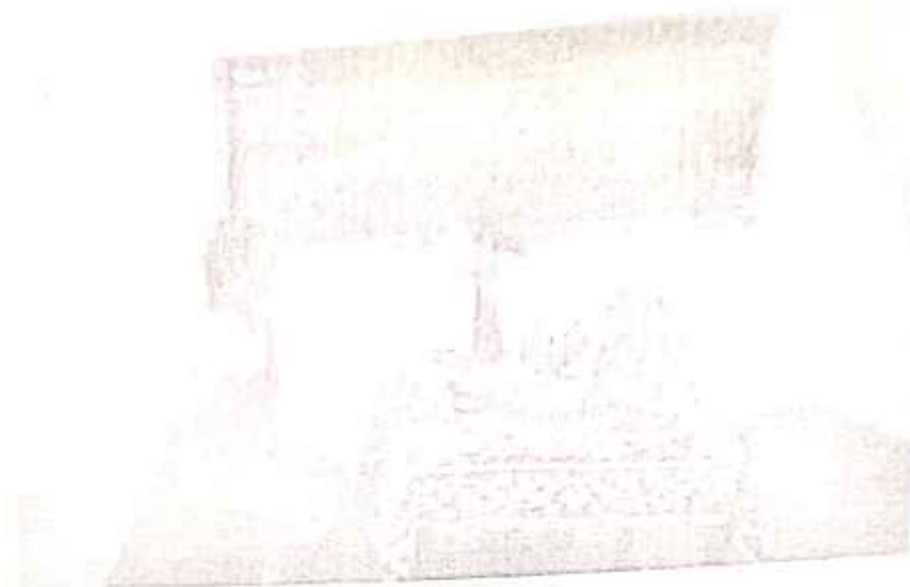


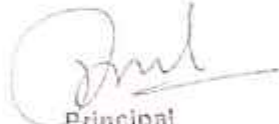
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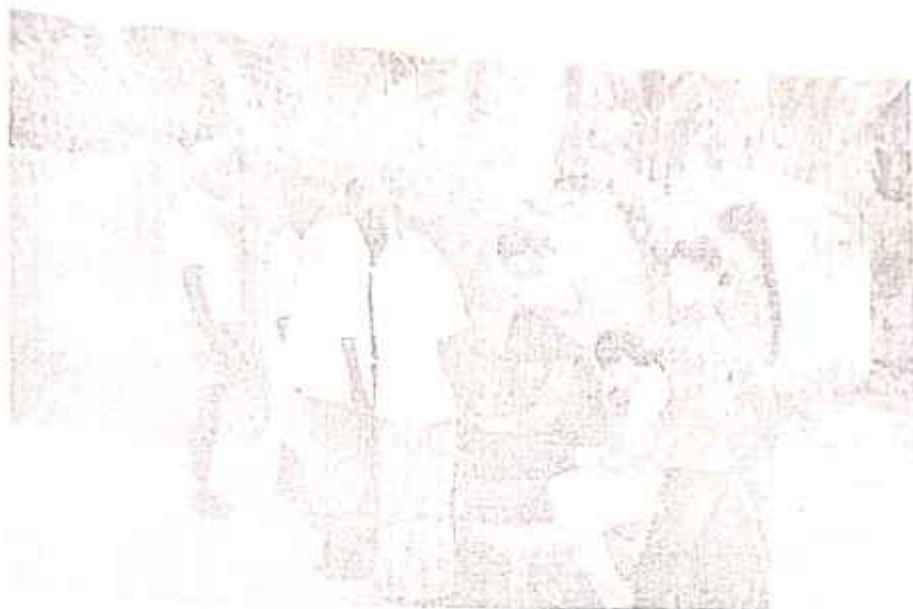
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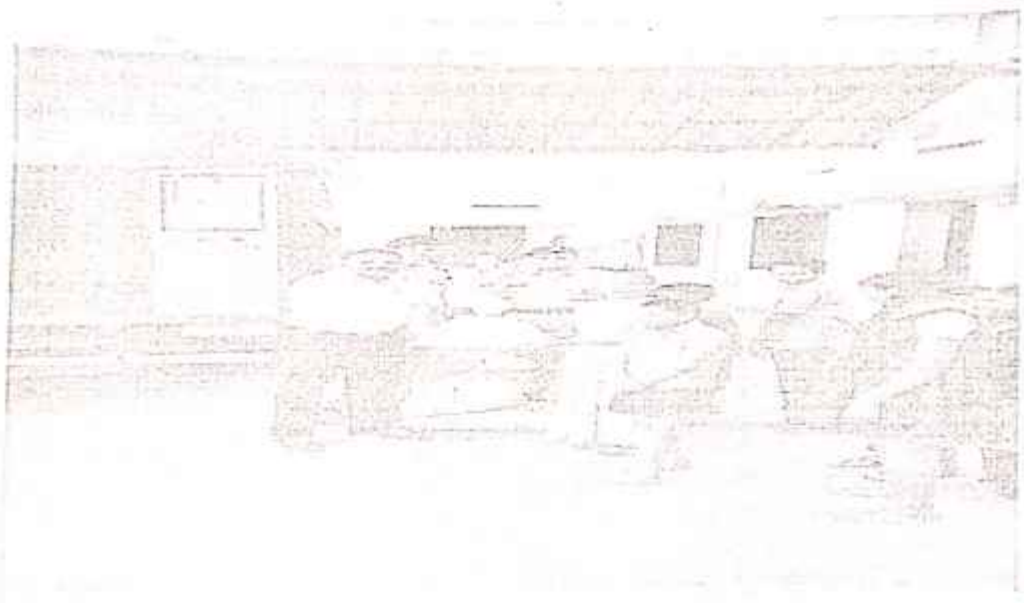


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ACTIVITIES OF THE ALUMNAI

The Muslim College of Education alumni gave food materials to the Worship Christian Children Home Nagercoil. Dr. Jagadeesh Alumni President distributed the same.




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Nagercoil Sports Stadium. The programme was inaugurated by Dr. Balasubramanyam Assistant Professor Tamil Nadu Teachers Education University.

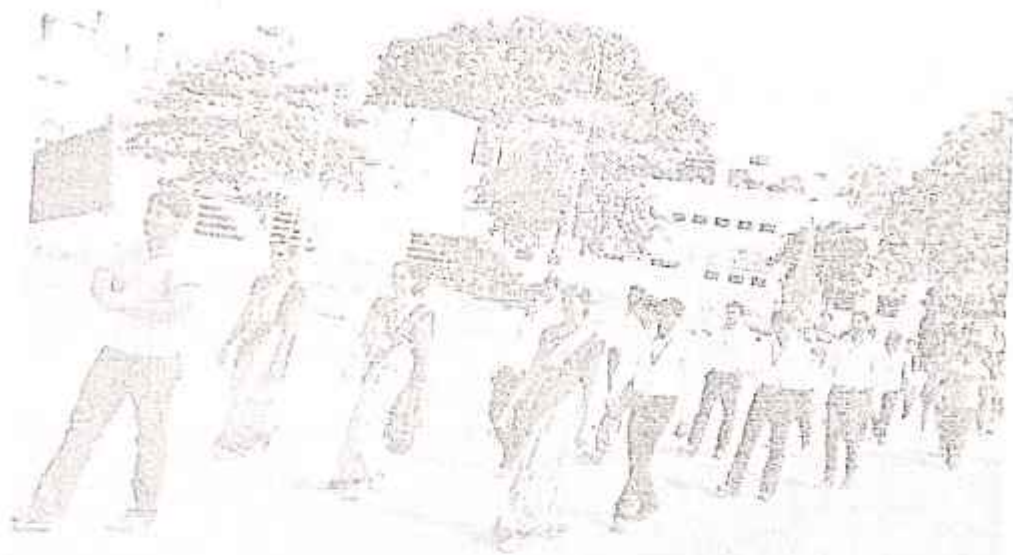
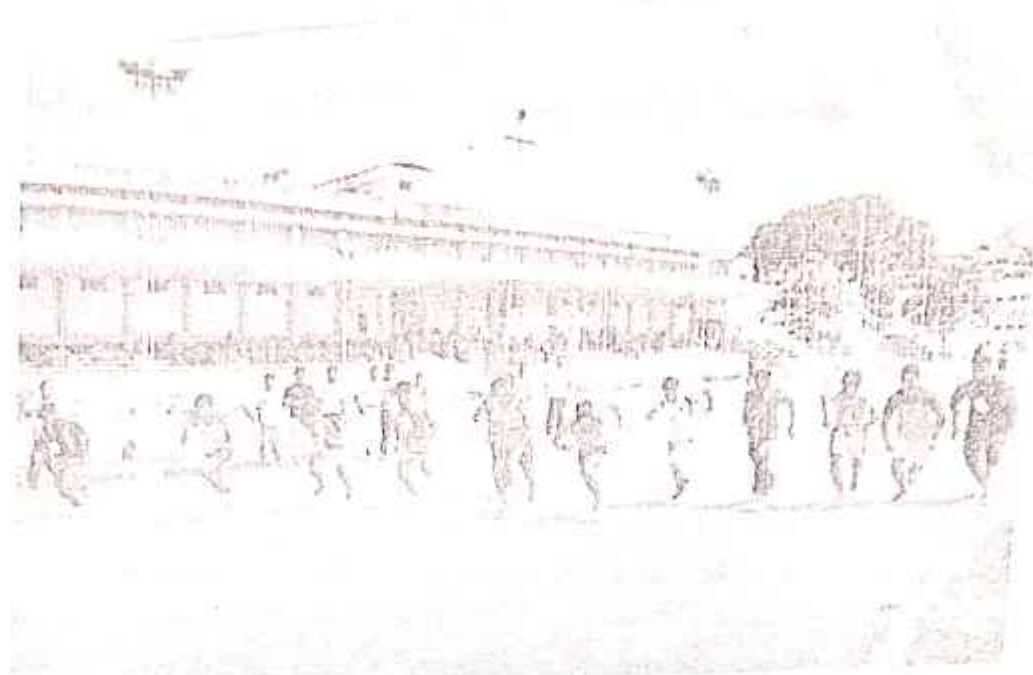




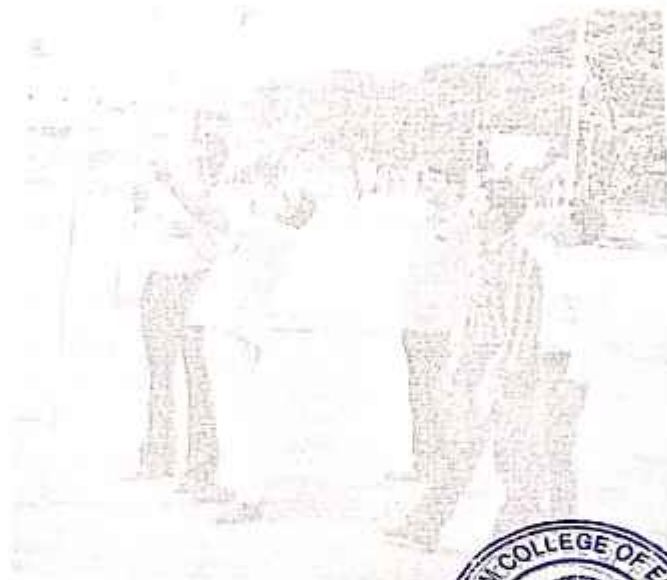
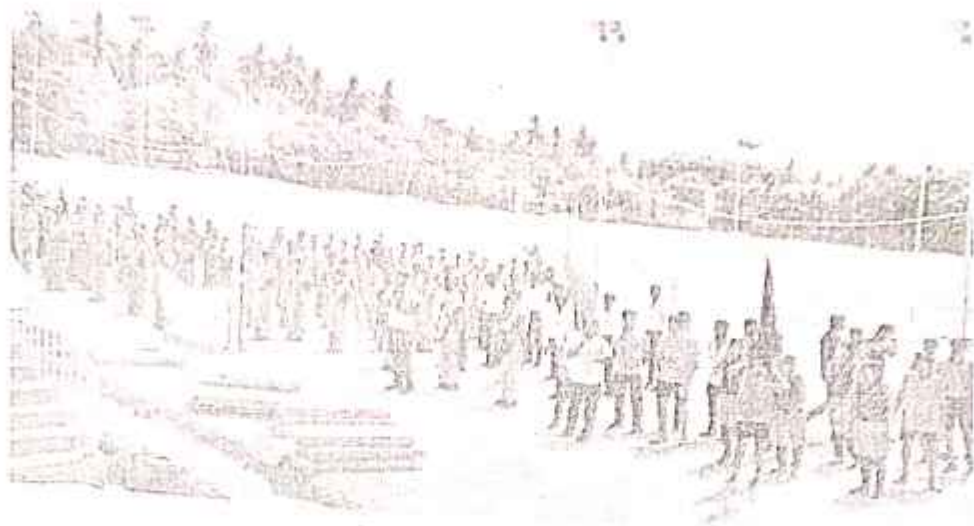
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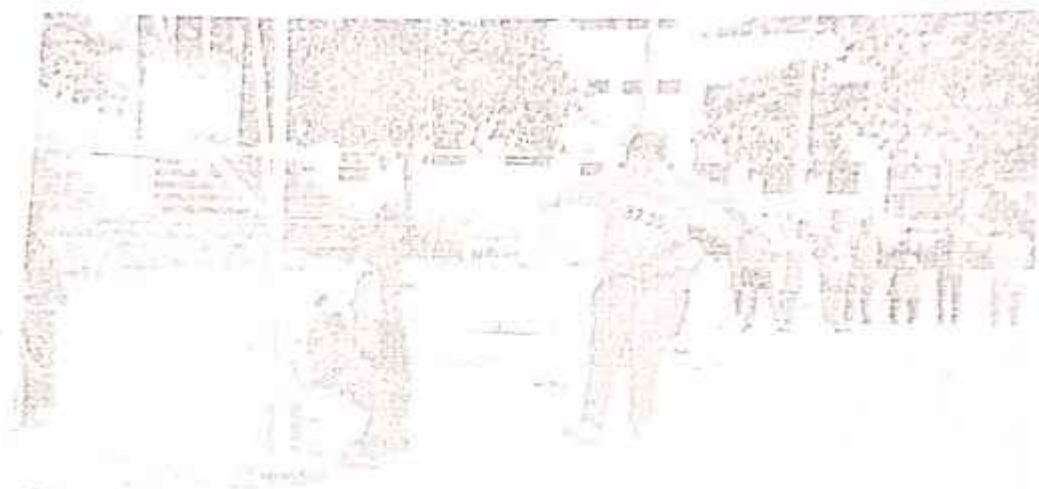
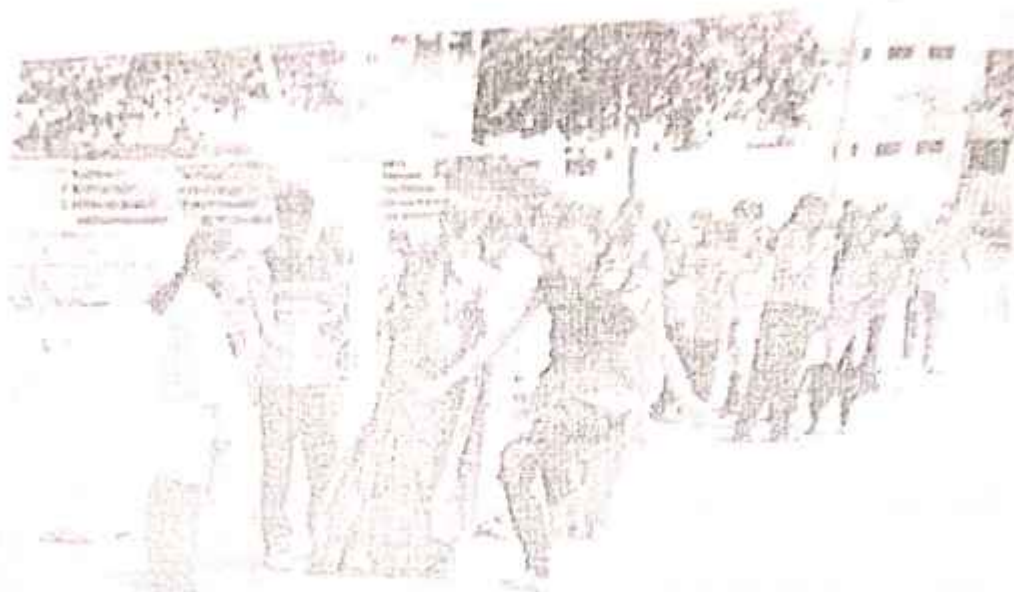
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CIMR VISIT REPORT

The following observations were made by Teacher-trainees of Muslim College of Education, No. 1, New Street, Thiruvithancode ON 26th September 2022 during a visit to the Central Institute on Mental Retardation (CIMR) is a voluntary, social service organization, one of the large national level NGO in India working for the welfare and rehabilitation of mentally challenged persons.

About CIMR

CENTRAL INSTITUTE ON MENTAL RETARDATION (CIMR) is a voluntary, social service organization, one of the large national level NGO in India working for the welfare and rehabilitation of mentally challenged persons. Rev. Fr. THOMAS FELIX, CMI, a catholic priest who devoted his life for the cause of mentally disabled children in India founded this organization. The governing board members of this NGO are parents of mentally challenged and their friends and well-wishers. The aim of this organization is to work for the total development of the mentally challenged and their friends in India by acquiring and disseminating information on methods of normalizing them; and to promote awareness of this problem among parents and public.

The school follows a special curriculum (The three C's concept)

Knowing the shapes (concept building) the shapes (carpentry and stitching) selecting the shapes



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combining the shaps (Home management class which includes cooking, washing and ironing clothes, bed making, cleaning classrooms, bathrooms, toilet, surroundings, etc.). Academic, drawing, painting, health and hygienc, horticulture, time and money concept, general knowledge, sports and games (both indoor and outdoor), dance, vocal music and instrumental music (table, mridangam, guitar, jazz, drums, organ, bongos and harmonium and band.

First the Teacher-trainees were introduced to a room where students are giving training in the three c's concept.

In the next room training were given the basic training and colours. It is the first class based on shaps based curriculum. The shaps of concrete objects are understood by the five senses. Learning through shaps, we aim at learning letters, numbers, reading and writing.

Making the shaps

It is our second class. This class aims at 'Making the shaps' and 'giving shaps and forms'.

Selecting the shaps

Then we visited another class. There instruction is given to select the shaps according to nds. Here the students achieve the "decision-making" power to select the necessary shaps and to eliminate.




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The visit was strange experience to all teacher-trainees. Mental retardation is a condition or incomplete development of mind it cannot be cured. However associated disabilities (sensory, speech problem, behaviour problem etc) can be cured to some extent. To be diagnosed as mentally retarded a person must be significantly subaverage in both intelligence and adaptive behaviour. Mentally retarded are human being like any of us. They can learn a variety of responses and have the same needs, emotions and feelings as normal child. Their education aims at

- (a) Occupational adequacy
- (b) Social competence and
- (c) Personal adequacy

The early years are very important years to learn basic self-help skills and social adequacy. Parents play an important role in the care and education of the mentally retarded children. Several studies reveal that mental retardation is determined by socio-economic condition of parents or environmental deprivation. Organized education and effective guidance can help a retarded child to become self-sufficient and useful member of society.




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CIMR

CENTRAL INSTITUTE ON MENTAL REHABILITATION

JEEVAN PRAKASH
PATIENTS AND VOLUNTEERS CENTRE

CIMR

TEACHERS
TRAINING CENTRE

MEDIA CENTRE

CULTURAL
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C CENTRE

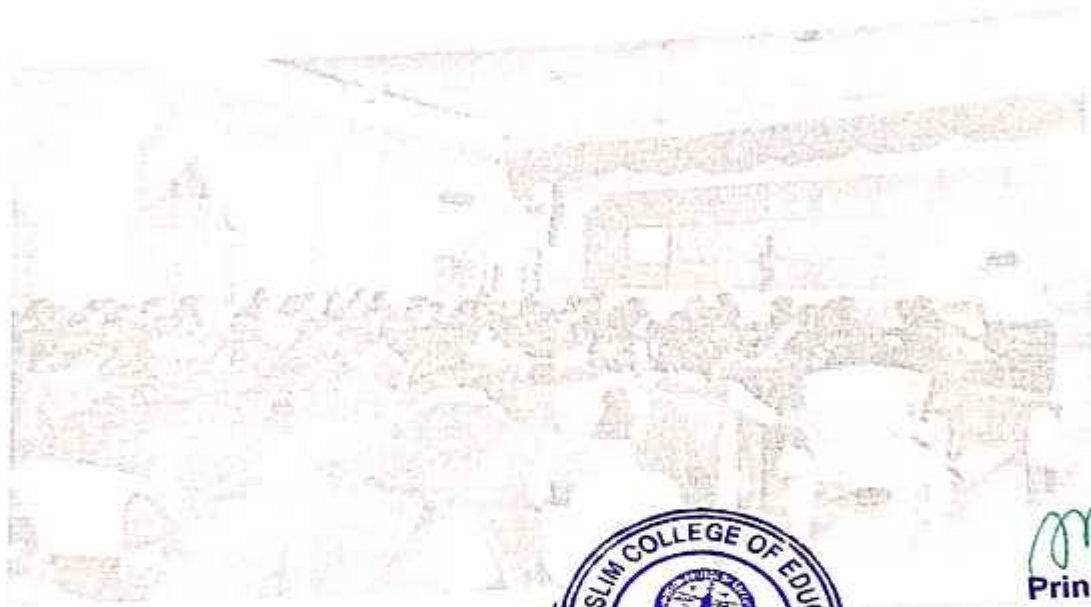
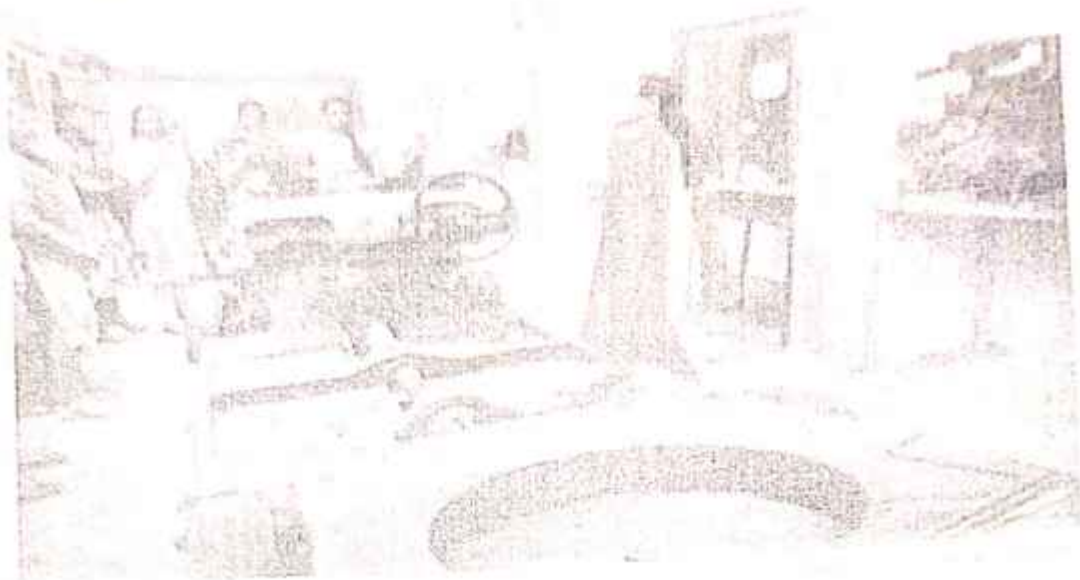
FREEDOM CENTRE
(NATIONAL CENTRE FOR PERFORMING ARTS FOR
AND BY THE MENTALLY CHALLENGED)

CIMR
ON MENTAL REHABILITATION
FOR MENTALLY CHALLENGED

ASHAKENDRAM
(NORMALISATION CENTRE FOR THE
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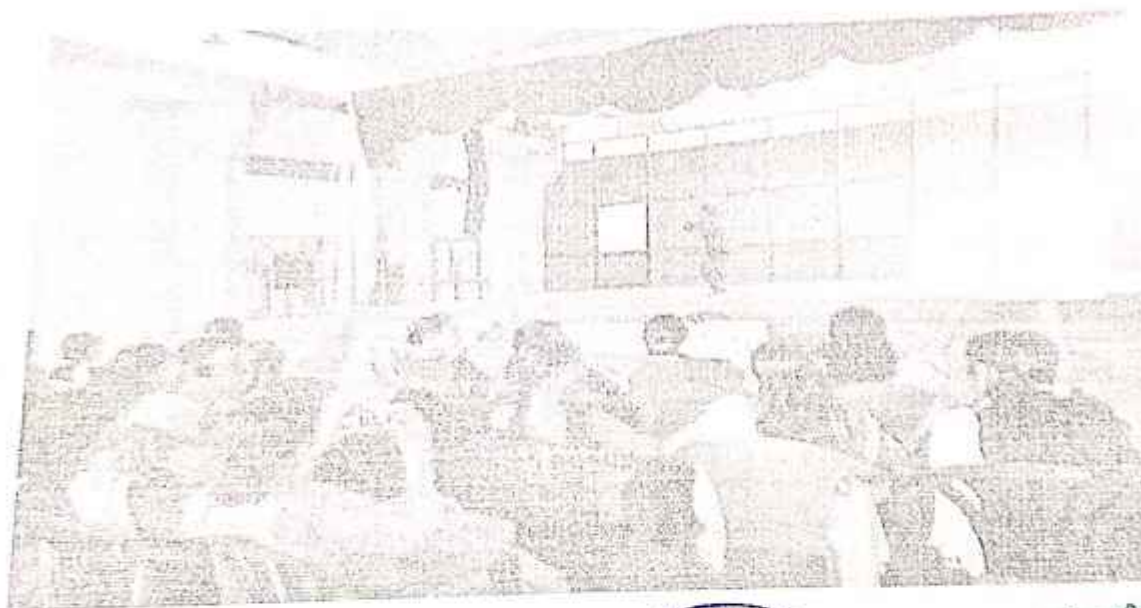
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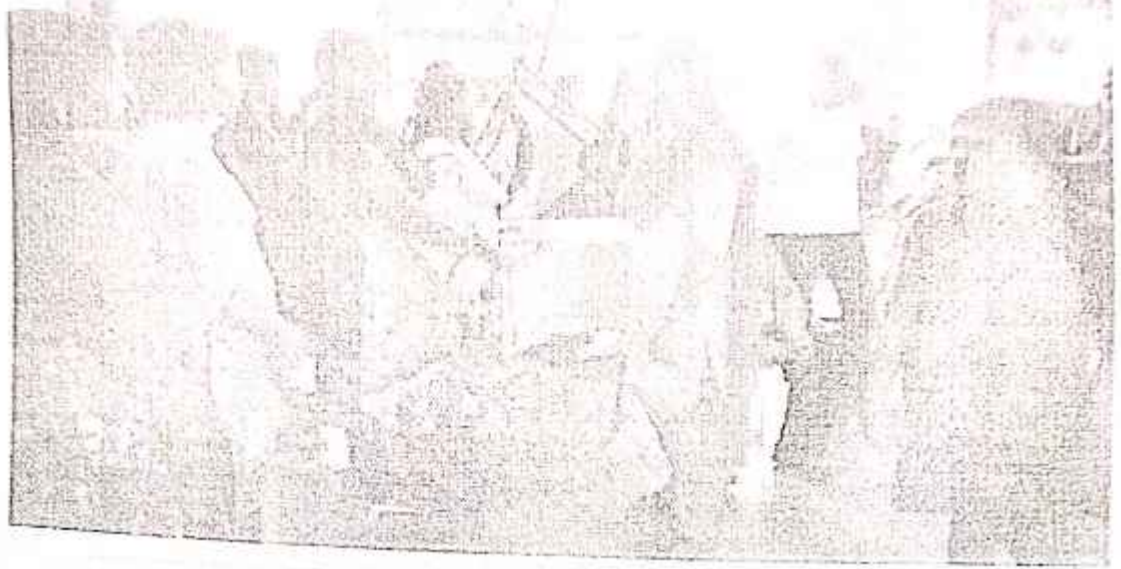
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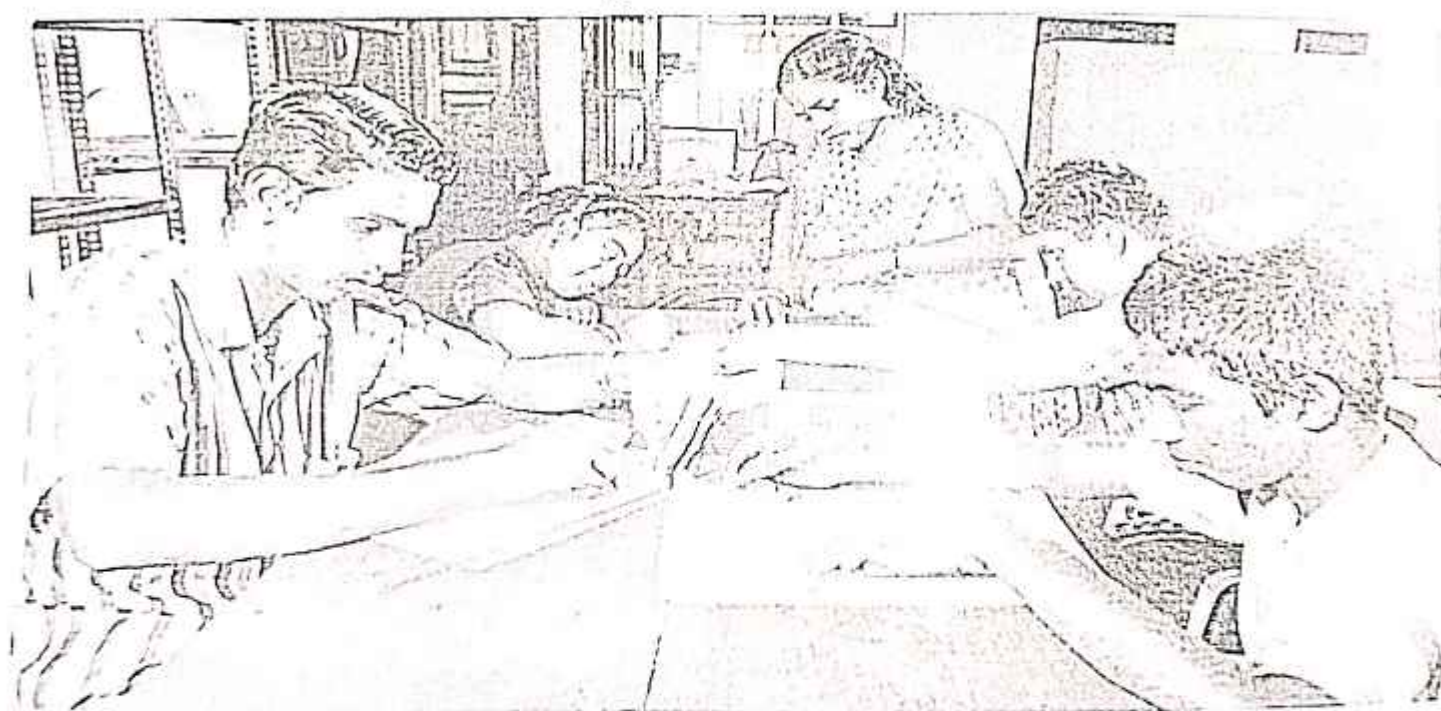
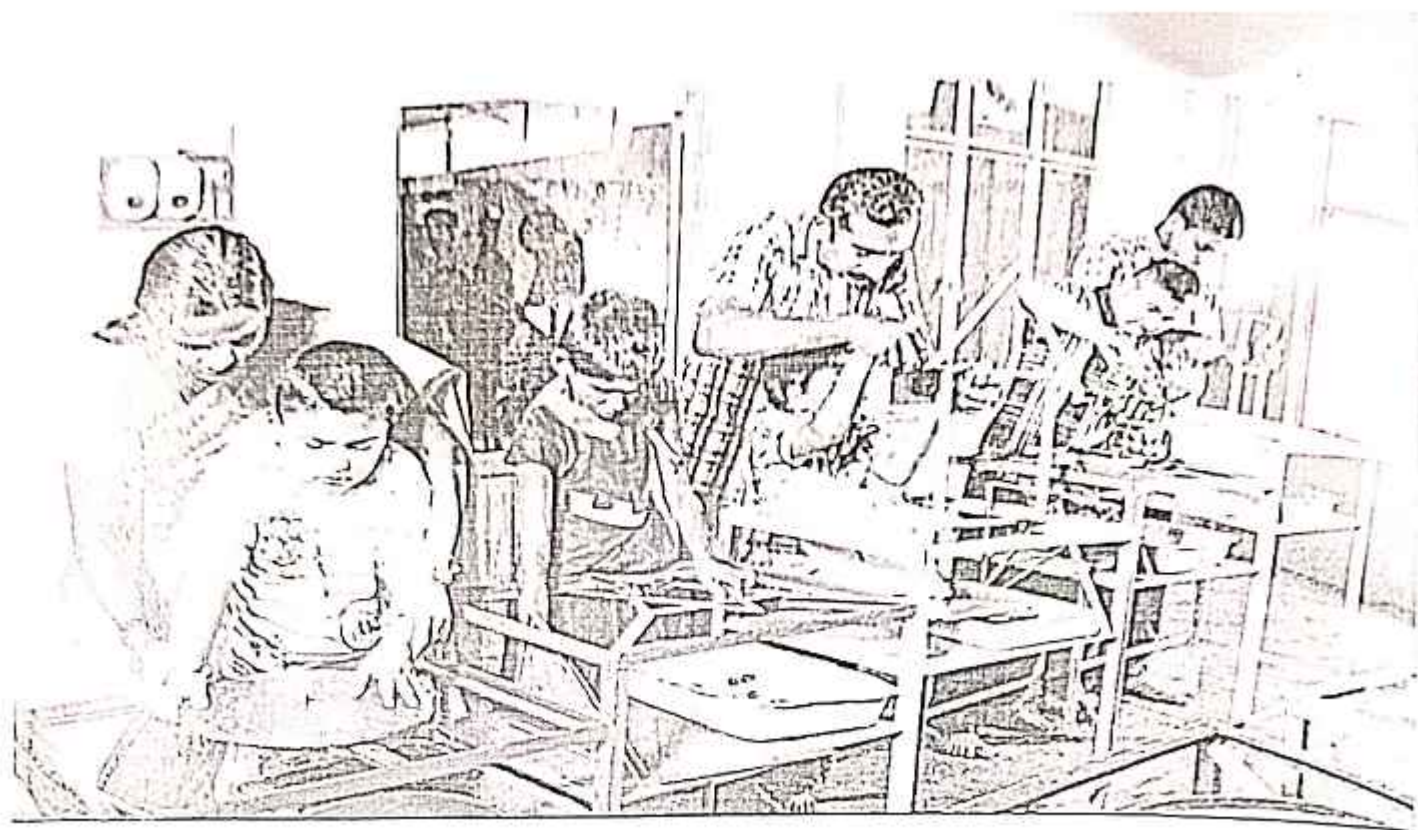

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Special School Visit CINR VISIT REPORT

The following observations were made by Teacher - Trainees of Muslim College of Education No 1, New Street, Thiruvithancode on 26th September 2022, during a visit to the Central Institute on Mental Retardation (CINR) is a voluntary, social service organization, one of the large national level NGO in India working for the welfare and rehabilitation of mentally challenged persons.

About CINR :

CENTRAL INSTITUTE ON MENTAL RETARDATION (CINR) is a voluntary, social service organization, one of the large national level NGO in India working for the welfare and rehabilitation of mentally challenged persons. Rev. Fr. THOMAS FELIX CHI, a Catholic priest, who devoted his life for the cause of mentally disabled children in India, founded this organization. The governing board members of this NGO are parents



Guitar, Jazz, Drums, Organ, Bongos and Harmonium) and Band.

First the Teacher-Trainees were introduced to a room where students are giving training in the three C's concept. Knowing the shapes (Concept building), Making the shapes (Carpentry and Slicing), selecting the shapes (Cycle assembling) and Combining the shapes (Home Management class which includes cooking, Washing and Ironing clothes, Bed making, cleaning classrooms, Bathrooms, Toilet, surroundings etc), Academic, Drawing and Painting, Health and Hygiene, Horticulture, Time and Money concept, General knowledge, sports and games (both indoor and outdoor), Dance, Vocal Music and Instrumental Music (Tabla, Mridangam, Guitar, Jazz, Drums, Organ, Bongos and Harmonium) and Band.

In the next room training were given to basic training in shapes and colours. It is the first class based on 'shapes based curriculum'. Here we form ideas according to the basic shapes

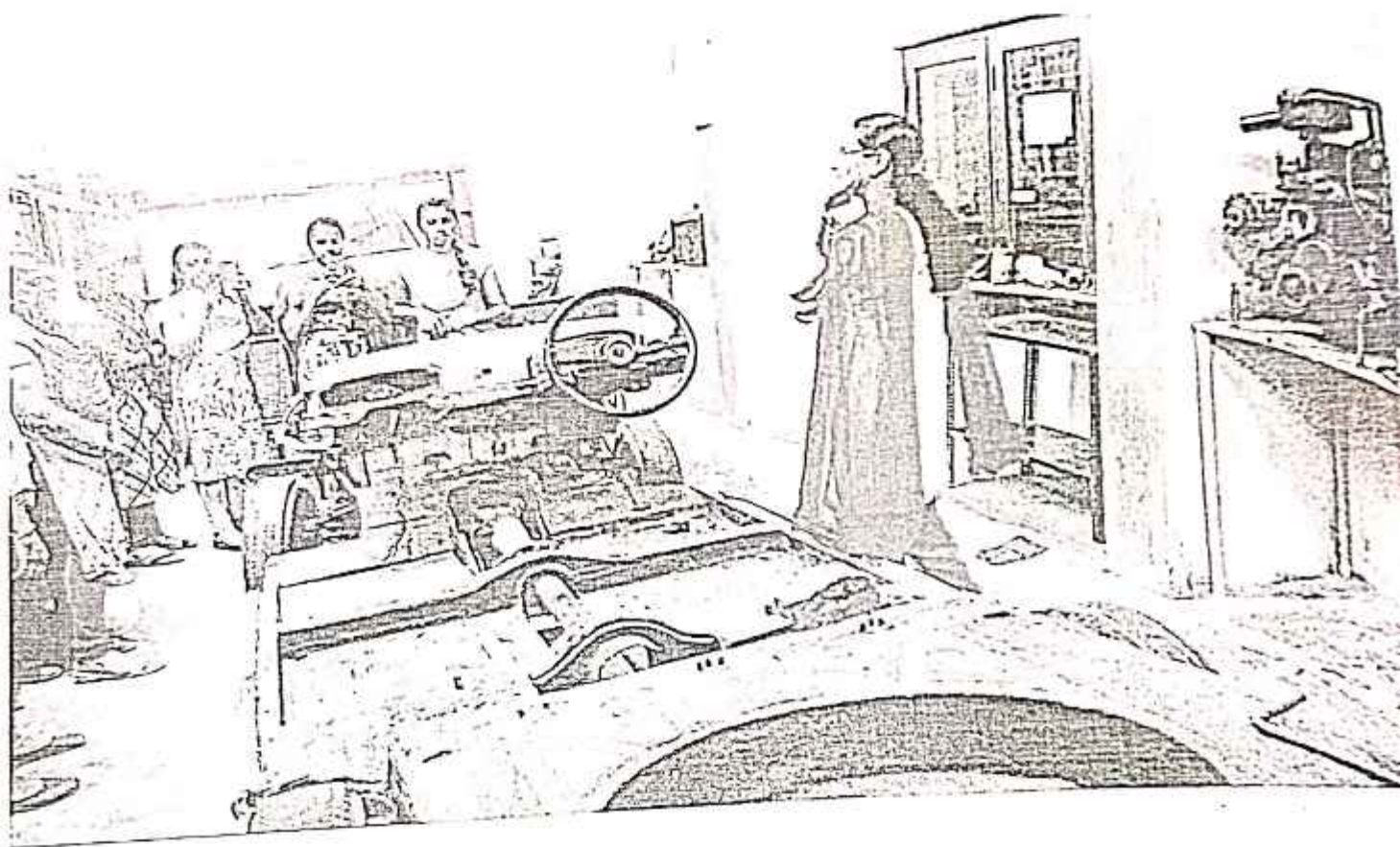


and colours. The shapes of concrete objects are understood by the five senses. Learning through shapes, we aim at learning letters, numbers, reading and writing.

Making the shapes :

It is our second class. This class aims at 'Making the shapes' and 'Living shapes and forms'. Our intention is to prepare the person to make different shapes in different materials like wood, metal, paper or fibre and thereby making the person eligible for earning a living.

The third classroom is known as "Making the shapes classroom" it aims at "Making the shapes" and "Living shapes and forms". The intention is to prepare the person to make different shapes in different materials like wood, metal, paper, or fibre and thereby making the person eligible for earning a living.

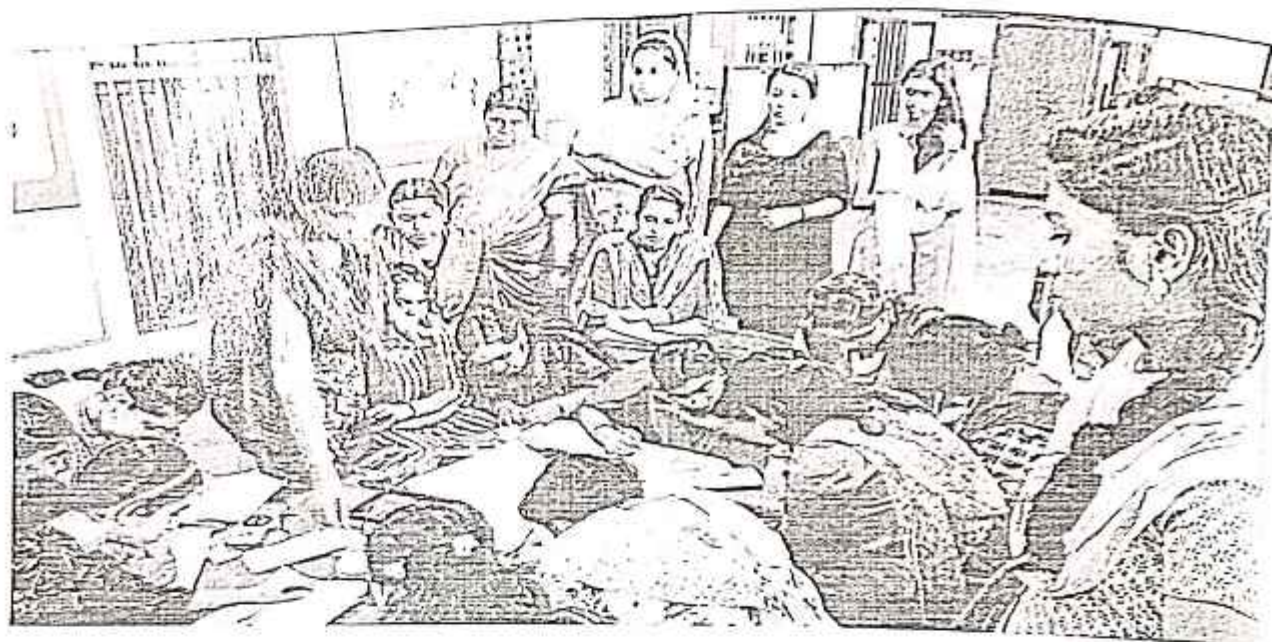


Selecting the shapes :

Then we visited another class. There instruction is given to select the shapes according to needs. Here the students achieve the "decision - making" power to select the necessary shapes and to eliminate.

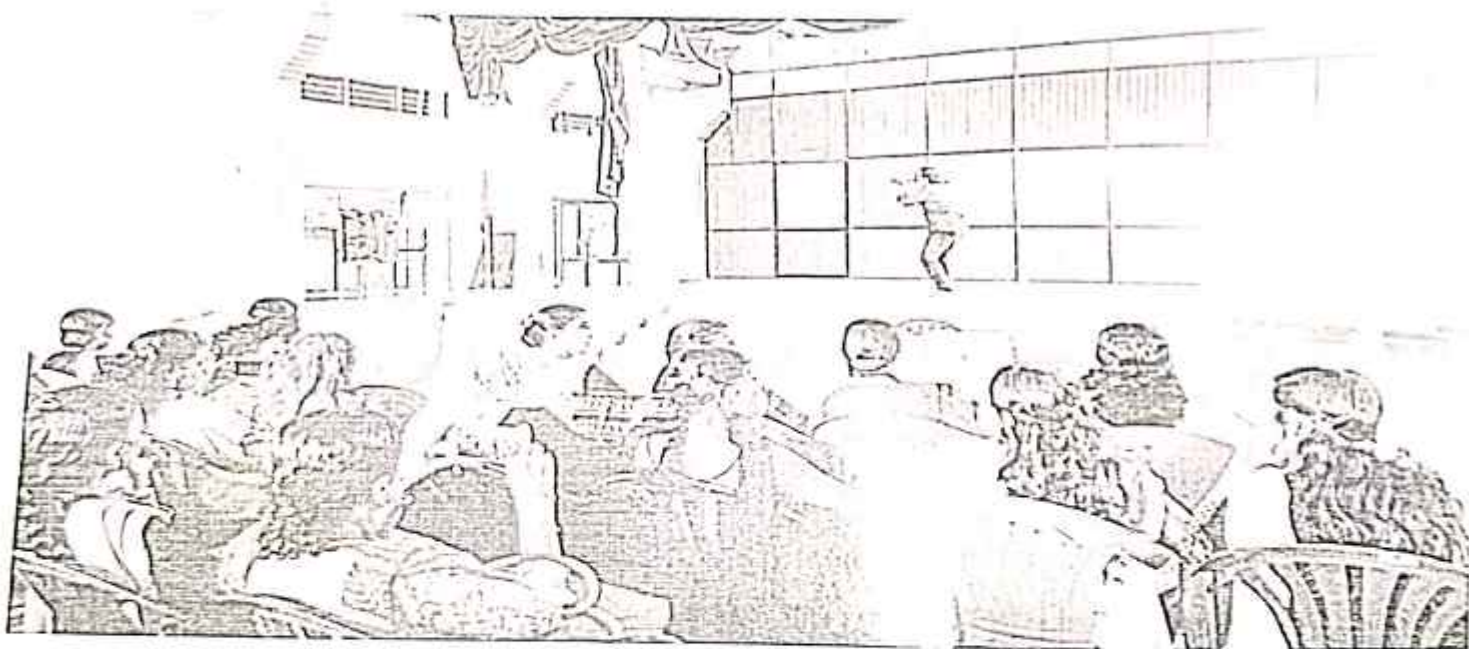
Horse Riding :

Another unique and highly successful initiative of CIMR. We found there is Therapeutic Horse Riding for the Mentally challenged. The rocking and rhythmic motion that riding gives the students stimulates various and different centers of body and brain simultaneously, which is highly regarded as therapeutic. The purpose is to cater to faster development of the mentally challenged person. Students are shown how to clean and brush the horse, how to give massage to the horse and the daily chores and brush the horse, how to give keeping the stable and clean tidy. The purpose



is to reduce the fear of the students about animals like the horse and assure them that we can build up friendship with them. Harnessing and saddling processes are shown to students to make them understand and learn how systematically this has to be done so that we can lead a horse as we wish and ride it. The purpose is to give the students confidence that they can lead a fierce horse by holding the rein with a definite length and strength.

The visit was strange experience to all teacher - trainees. Mental retardation is a condition or incomplete development of mind it cannot be cured. However associated disabilities (sensory, speech problem, behaviour problem etc). can be cured to some extent. To be diagnosed as mentally retarded a person must be significantly subaverage in both intelligence and adaptive behaviour. Mentally retarded are human being like any of us. They can learn



a variety of responses and have the same needs, emotions and feelings as normal child. Their education aims at (a) Occupational adequacy (b) social competence and (c) personal adequacy. The early years are very important years to learn basic self-help skills and social adequacy. Parents play an important role in the care and education of the mentally retarded children. Several studies reveal that mental retardation is determined by socio-economic condition of parents or environmental deprivation. Organized education and education guidance can help a retarded child to become self-sufficient and useful member of society.



MUSLIM COLLEGE OF EDUCATION

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

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

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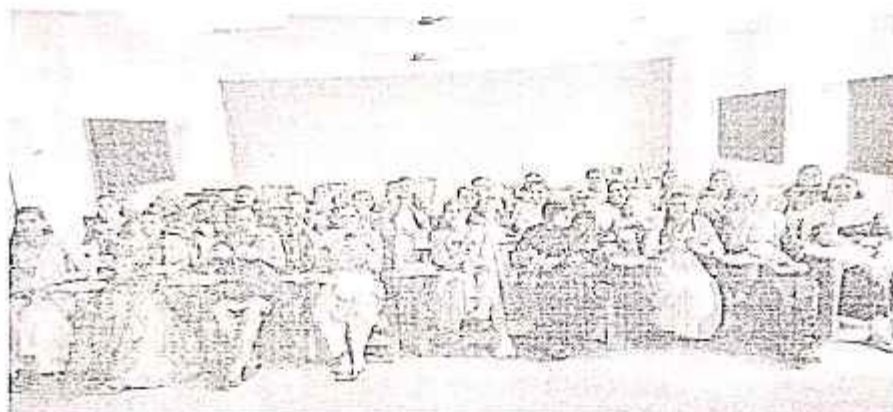
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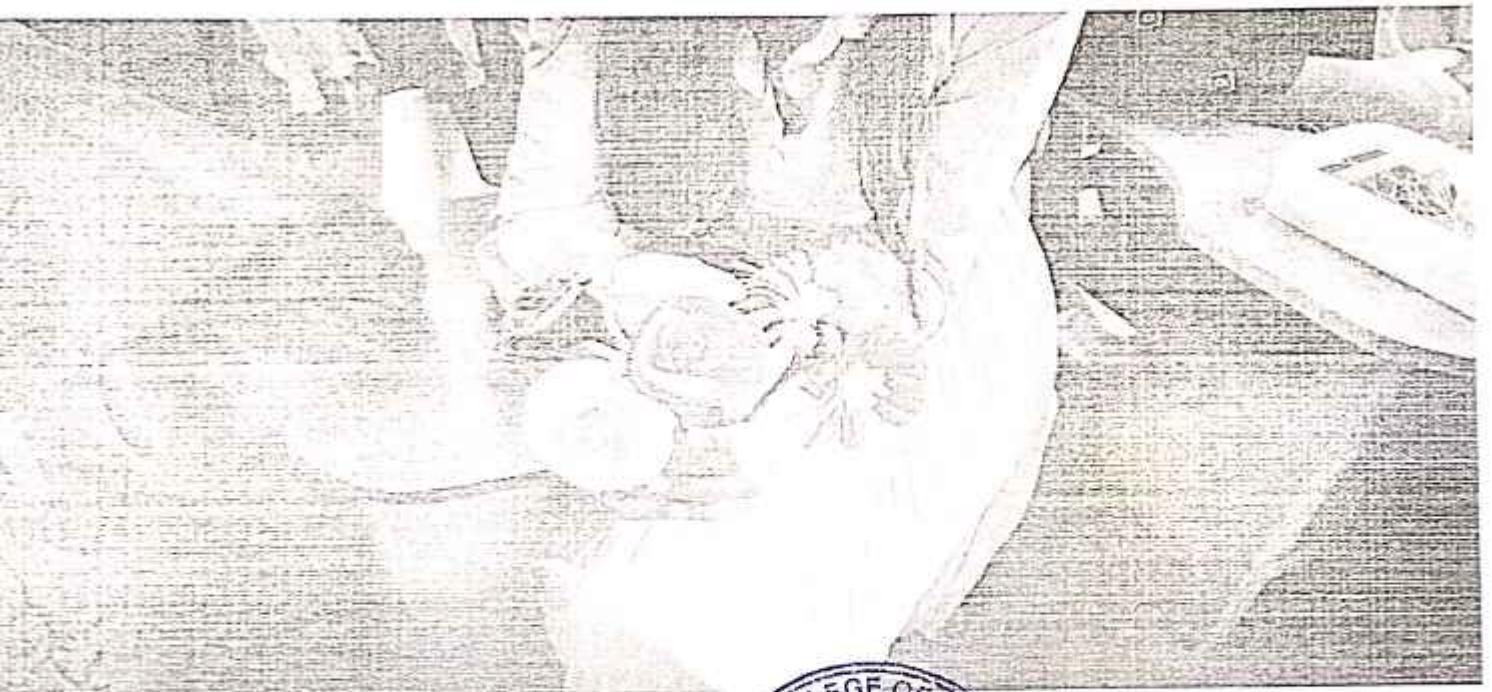
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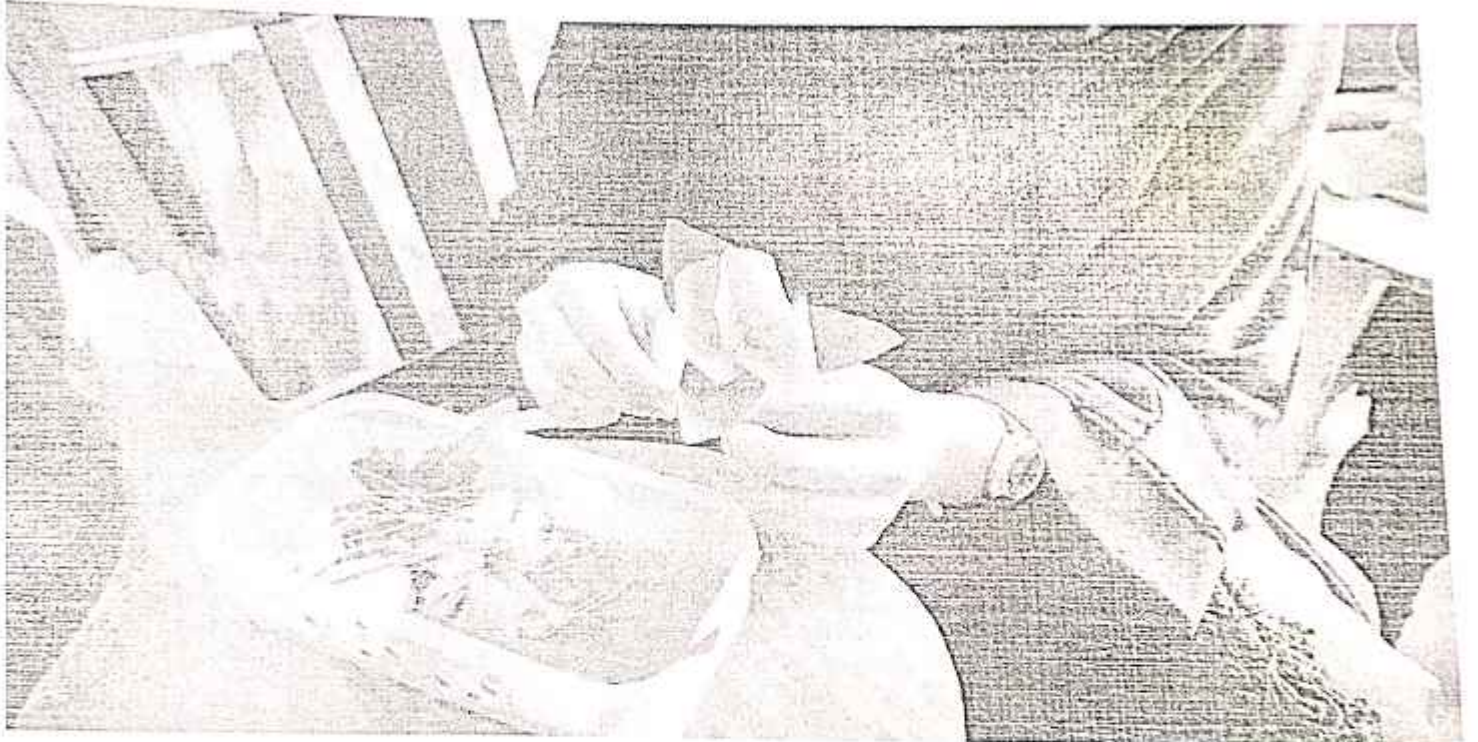
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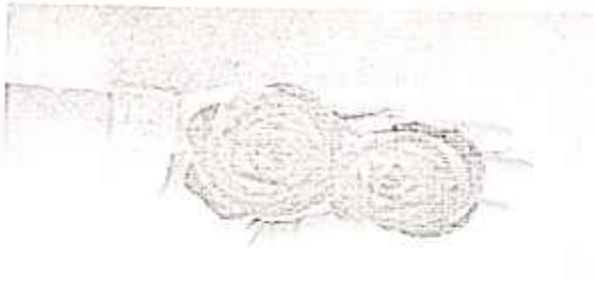
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MUSLIM COLLEGE OF EDUCATION

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Kanyakumari Dist, Tamil Nadu



M.Ed PRACTICAL RECORD

PRACTICAL COMPONENT SCHOOL VISIT

NAME P.V. ADISH MOERA

ROLL NO. 3 REG NO 1091521MDD03

ACADEMIC YEAR 2021-2023

Certified that this is the bonafide record of P.V. Adish Moera
during the year 2021 - 2023 for the M.Ed. Degree Course

External Examiner

Name: _____

Signature: _____

Date 1/12/2021



[Signature]
Principal

Muslim College of Education
Thiruvithancode



[Signature]
HEADMISTRESS
Govt. Middle School
Putiyoor Kurichi
Thuckalay - 629 175
K.K. District

[Signature]
Principal

Muslim College of Education
Thiruvithancode



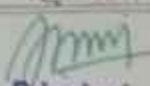
SCHOOL OBSERVATION REPORT

Introduction:

Systematic classroom observation is a quantitative way of measuring classroom behaviours through direct observations that specifies both the events or behaviours to be observed and the way they should be documented learning to teach requires a lot of observation. Much of what a teacher needs to know at the start of their career cannot be acquired in a university class. As a result, classroom observation allows students to observe real life teachers in action. A teacher - trainee may conduct a formal observation of a school to gain a better understanding of the classroom environment. School observations are frequently utilised to provide constructive critical feedback to teacher - trainees to improve their classroom management and instructional approaches, when a teacher does practise - teaching, she or he must do numerous functions in this school.

During school observation, the teacher - trainee will have the opportunity to observe how the school operates daily. It is beneficial for a practising teacher to watch a class of a given level before entering a class as a teacher to familiarise themselves with the process and method of teaching for a teacher - trainees hand on exposure with




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School philosophy and operations. The most important curricular activity in the teacher education programme is the school visit. The teacher candidates went to the schools with the following goals in mind.

- * To develop in-depth conceptual knowledge in the field of secondary education.

- * To assist learners to get the necessary skills by importing knowledge of concepts, methodologies, and approaches to teaching numerous subjects.

- * To improve competitiveness through practical approach and keep up with educational pedagogical developments.

- * To observe and reflect on the roles and obligation of school staff.

- * To familiarize school environment and its infrastructure.

- * To raise awareness of the guidance and counselling services offered by the institution.

- * To examine how schools are meeting the needs of gifted and mentally challenged students.

- * To critically examine the schools evaluation system.



School Front View



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Location of the School:

For the purpose of observation, I choose Government Middle School, Puliyoorkuichy.

Name of the School:

Government Middle School, Puliyoorkuichy

Government Middle School, Puliyoorkuichy is situated in Puliyoorkuichy, Thuckalay (P.O) in the Thuckalay Educational District. It belongs to the Revenue District of Kanyakumari, Tamil Nadu.

History of the School:

Government Middle School, Puliyoorkuichy was started from 1913. It is a reputed state government institution located in the urban area of Puliyoorkuichy. The school offers grades 1 to 8. The school is co-educational. English is the medium of instruction. This school is approachable by the weather road. Academic session begins in June. The school also offers kindergarten section.

Towards a new vision:

The school attempts to instill strong principles and values in each student. The children are taught to develop their full potential. They receive a high quality education from highly qualified teachers and the required facilities.



Headmistress of the School



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Aim of the School:

The School's mission is to educate students who are academically inspired, morally upright, spiritually focused, physically healthy, psychologically mature and socially devoted.

Mission of the School:

The mission of the School is

- * To instill in children an ability to think creatively, a sense of empathy and compassion for others.
- * To achieve excellence in learning and listen both within and beyond the classroom.
- * To promote moral education.

Details about the course:

The following information pertains to the Government Middle School, Puliyoorkunichy's course offerings. The School offers studies ranging from class 1 to class 8. The School is co-educational, and the subjects taught are Tamil, English, Mathematics, Science and Social. In addition to this, Hindi language is also taught to the students weekly once. Kinder garden kids are offered with various activities.

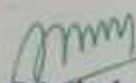
Hod of the Institution:

Government Middle School, Puliyoorkunichy is a reputed aided school managed by the Department of Education, Tamil Nadu State Government. The Principal of



Classroom




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This School is Mrs. K. Vijaya Lakshmi from 2022. This School comes under Thuckalay Educational District.

Staff Strength and Details:

The School has 4 teaching staff including the head mistress, who all are appointed by the government educational department. School also employs 4 temporary staff who are appointed by the parents teachers association of this school. 2 part-time teachers are also working to teach yoga and hindi. As this is a government school, mid day meal is given to all students. For midday meal preparation 3 helpers are there. Also the school has one non-teaching member, who helps in the cleaning of school. All the teaching and non-teaching staff are renowned for their commitment and dedication.

Activities of Clubs:

The school has various clubs for students to participate in, including association activities. The various associations are English association, Tamil Association, Maths association, Science Association, social association, a nature club and a health club.

The School is represented by the following councils.

- * Academic Council
- * Sports Council
- * Cultural Council
- * Spiritual Council.

Staff personnel, supervised by administration, contribute significantly to the school's improvement. Their diligence and contribution are palpable.



Library

Extra Act

Yoga
to this
weekly or
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The
pupils to
community
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activities-

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Important

Keep to

D Library

inward

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Extra Activities:

Yoga is taken for all students weekly once. In addition to this, Hindi class, dance class, music class is also taken weekly once.

Social activities:

The school offers a variety of social activities to help pupils to develop their sense of duty towards their community. The teaching staff is responsible for the social activities at the school. Students from kindergarten to eighth grade participate in all these social activities.

RECORDS AND REGISTERS

Important Registers:

The school maintains several vital registers to keep track of school happenings.

1) Library register:

The librarian maintains a register to track the inward, outward, issuing and returns of library books.

Date	Class/Sec	Students Strength	Time		Name
			From	To	



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Computer Lab

2) Lab Register

The school maintains a Science and computer science lab register to facilitate the pupil's learning through experience.

3) Health Register

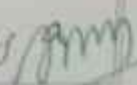
The school keeps a temperature log and a health record prior to treatment, parents are invited by phone to be there.

4) Attendance - Students & Teachers:

a) Students Attendance:

Each class and sector maintain a separate record with pupil's names. The names are listed alphabetically. Attendance is taken at the start of class and again in the afternoon. There are no blanks remaining in the register. Holidays are denoted in red ink, along with the holiday's nature. At the end of each month, the proportion of students who attend, should be computed, and the headmistress should sign. If a pupil desires to be absent, their parents must sign an application for leave.

b) Teacher's Register:

Generally, this register is kept in the Principal's office. It should indicate the time of a teacher's arrival and departure. It is routinely signed by 



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Science Lab

teacher twice a day, upon arrival at the school and departure.

Academic Calender:

Visitor's Diary:

The School maintained a visitor's notebook in which the guests names, time, dates and signatures were recorded everyday.

- 2) Register of Scholarship
- 3) Register of Donation
- 4) Students Fund register
- 5) Cash Book

Lesson Plan (Lesson Plan Template)

Introduction of the lesson:

The teacher begins the class by introducing it to the students. The lesson's title is "Area - Rectangle and square". By posing the following questions, the teacher can motivate the students.

- 1) Can you tell some shapes you know?
- 2) What do you mean by an area?

Development of the lesson:

The teacher introduce the topic and provides the background information to the students.



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by writing in the blackboard, displaying flash card, plug card, people understood about the topic and then discuss it

Learning activities

Students expand their learning activities via listening, reading, writing, speaking, practicing the sums and debating.

Learner Involvement:

Students have an emotional investment in their education. Students actively react to teachers inquiries

Method of teaching (ALM)

Peer tutoring)

The Active learning method (ALM) entails learners performing an activity and then reflecting on their performance. It aims to enhance learner's critical thinking, problem-solving and understanding abilities.

Mastery of the subject matter

Mastery of the subject matter is the bedrock upon which a teacher's education is built. The instructor must possess a variety of abilities, including mastery of the subject matter and the ability to establish connections between other subjects.

Classroom Management:

The topic is well explained by the teacher. Students were attentive in the classroom when she asked them questions relative to the topic.

Assessment and Evaluation:

The teacher explains the topic and topic content loudly using blackboard, proper examples, proper images with proper pronunciations and emphasis. The pupils maintain silence in the classroom. The teacher finally summarises the lesson.

Conclusion:

The teacher summarises the lesson's major points and themes and formulae.

Lesson Plan

Name of the Student teacher: P.V. Alish Meera

Name of the School : Government Middle School, Puliyoorukichy.

Subject : Mathematics

Unit : VII - Measurements

Topic : Area - Rectangle and Square

Class : VII

Time duration: 45 minutes



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Instructional objectives:

The pupil

- * understood clearly about the areas of some closed figures.
- * Gets a good idea about the area.
- * knows to find the area of square and rectangle.
- * acquires a fine knowledge about the area of rectangle and square.
- * learns the formula to find the area of square and rectangle.
- * identifies the formulae to find the area.
- * recalls about the perimeter formulae.
- * applies the formulae to find the area of such closed figures.
- * develops interest in learning the area of such figures.
- * does the written work neatly and quickly.

Instructional Resources Required:

- * Chart
- * Flash card
- * Plug card
- * Blackboard
- * Chalk piece
- * Text-book

Previous knowledge of the learners:

Pupil has the previous knowledge about the perimeter of square and rectangle.

Content/ Concept	Specification of behavioral objectives	Learning Experiences (Teacher/learner activities)	Evaluation
<u>2</u> <u>Motivation</u>	pupil recalls about the basic closed figures and the formulae for finding the perimeter of that figures.	Teacher asks the following questions to test the previous knowledge of the students. * What do you mean by perimeter? * What is the perimeter of a rectangle? * Say the perimeter formula of a square. * How will you find the perimeter of a triangle? * Can you find the surface enclosed by a closed figure? * What is the term used to denote the enclosed surface of that closed figures?	

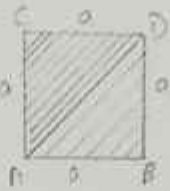
Today, we are going to learn about the topic 'Area of Square and Rectangle'.

II Presentation:

<u>Area:</u> The surface enclosed by a closed figure	The pupil learns, meaning of area	Teacher explains the students about area as follows.
---	--	---



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Content/ concept	Specification of behavioural objectives	Learning Experiences (Teacher / learner activities)	Evaluation
is called its area.		The surface enclosed by a closed figure is called its area.	What is called area?
<u>Area of the Rectangle:</u> Area = $l \times b$ sq. units	pupil gets idea to find the area of a rectangle.	 Area of the rectangle = length $\times$ breadth = $l \times b$ sq. units.	What is the formula to find the area of a rectangle?
<u>Area of the Square:</u> Area = $a \times a$ sq. units	pupil knows the area formula for square.	 Area of the Square = Side $\times$ Side = $a \times a$ sq. units	Say the formulae for the area of a square.
<u>III</u> <u>Application:</u>			
<u>Problem:</u> Find the area of a rectangular field of length 15m, breadth 10m?	pupil recognize the question	Teacher asks the student to find the area of a rectangular field.	Find the area of a rectangular board having length 21m and breadth 7m?

Content/ concept	Identification of holistic/curricular objectives	Learning Experiences (Teacher / Learner activities)	Evaluation
		<u>Solution:</u> given, length = 15m width = 10m Area of the rectangle = length $\times$ width = 15m $\times$ 10m = 150 m² $\therefore$ Area of the rectangular field is 150 m².	

Problem 2:

Find the cost of levelling a square flower garden of side 60m at the rate of ₹2 per metre.

Pupil does the written work neatly. Teacher helps the students to solve the problem.

Find the area of a square park of length 37 cm?

Solution:

given,
side = 60m

Area of the
square garden = side $\times$ side
= 60 $\times$ 60
= 3600 sq.m.

Cost of levelling
1 sq.m = ₹2

$\therefore$ Cost of levelling
3600 sq.m = ₹2 $\times$
3600
= ₹. 7200



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IV) Generalization:

Teacher Consolidates about the area of square and rectangle

- (i) The surface enclosed by a closed figure is called its area.
- (ii) The Area of the square = $a \times a$ sq. units

V) Recapitulation:

Teacher asks the following questions to the students

- (i) What is called area?
- (ii) What is the area formula for the rectangle?

VI) Home Assignment:

- (i) The area of a rectangular garden of length 80m is 3200 sq.m. Find the width of the garden?
- (ii) Find the area and perimeter of a square plot of length 40m.

Time Table:

A timetable is a very important item that comes in useful since it enable you to regain control of your study time. It helps you keep track of things you need to do on schedule. It is a planned timetable that enables you to manage your study time and courses more effectively.

Examining is a necessary component of academic achievement. A timetable is a schedule of periods through out week when certain topics are taught in a school. Additionally

it refers to the variety of topics that a student learns or the courses that the teacher teaches, as well as the time tables for those classes. The timetable outlines precisely what must be accomplished at any given moment. Thus it focuses both the pupils and the teacher's attention on a single subject at a time.

Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	Interval	Period 7	Period 8

Teachers Timetable:

A teacher's timetable includes information on the time spent and the classroom assigned to a particular instructor. A teacher-specific timetable will be developed for each faculty. Certain teachers will be responsible for several topics, and the subject. It establishes the teacher's accountability for a whole topic. They guarantee that no instructor is scheduled for too many consecutive courses or too concurrent classes. A time table creates a natural rhythm and regularity, which instructors and students may find comfortable.



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1	2	3	4	5	6	7	8
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Teacher's Diary:

A teacher diary is a journal in which a teacher keeps track of what occurs in their classes and their reactions to it. After a particularly difficult lesson, the teacher writes notes in her journal about what occurred, what she believes were the reasons, suggestions for how to improve them. Teaching diaries are beneficial for research purpose. It is possible to analyse problems and satisfy excellent suggestion. Diaries should be effective for conducting motivational research.

Furniture:

Classroom furniture must be arranged in such a way that students may move freely which always promotes a positive image. The classroom furniture serves as a tangible link between the student and the institution. Each class has a bench and desk for students. Each class has a chair and a table for the instructor. It is very beneficial for pupils.

Library Issue Register:

Library register is a pre-formatted excel template that assists a school librarian in maintaining inventory and

issues record for the library books. A library issue register is accessible at the school.

	Class and Section	Student Strength	Time		Teacher's Name
			From	To	

Stock register:

This register contains information on the school's movable property. When equipment or furniture is purchased, it must be recorded into the property register daily. The head of the institution should personally inspect this record at least once a year.

Student's default (basic units)

The school contains the following categories of grades such as kinder garden, lower primary and upper primary.

LP- (Lower Primary)

The Lower primary school division provides english language instruction to the children ages 3-6. The school are accessible for lower primary grades such as pre-k, U.K.G and L.K.G. The classrooms are improved. Students may enrol in our nursery programme after they reach the age of three. Play-method activities are also managed by instructors. They help children by motivating their level of learning, opening and so on.



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Garden

Upper Primary:

The curriculum for upper primary school comprises the main disciplines of language, arts, mathematics, science and social science as well as music, dance, yoga, hindi, computer, social education and physical education. The kids are enthusiastic about assisting in the upkeep of the school garden. Numerous people acquire a range of English abilities.

Mid Day Meal:

As this is a government school, the mid-day meal programme is running on all working days. All the students of the school use this mid-day meal. In mid-day meal, the students are provided with boiled eggs on all days, to increase their nutrition level. In addition to this egg, students are provided with tomato rice, sambal rice, chickpea pulao on (each day each meal) the working days. All students use this mid-meal.

Facilities of the School:

Students are provided with the necessary amenities at the institution. Because kids need a positive atmosphere in which to showcase their classroom and extracurricular activities. Several critical school facilities include the following.



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Toilet

Library:

The first and most vital is the library, if the students have any concerns regarding their subject. The library was well-suited and organised in terms of books. The library has a little collection of books. Students can read many story books in the library.

Computer lab:

Another significant one is the computer lab. It is critical for students to handle the lab carefully. Well-known students understand the value of computers.

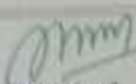
Lab:

Another facility of this school is the science lab. As this is an upper primary (i.e.) middle school, there is no need for separate scientific labs such as Botany, Zoology, physics, chemistry. In the lab various models related to their science subject is placed. Students can practically learn the subject from the lab.

Water and Toilet Facility:

The school has a good foundation of water facility. The toilet is in good condition and has been cleaned everyday by the sweepers. Filter drinking water facility is available for students and teachers.




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Assembly Ground

Assembly Hall:

The school has an assembly hall in which all the functions of the school, association meetings used to held on. PTA meetings will also held on this hall.

Play Ground:

The school has a play ground in which the physical education class takes place. Morning assembly also takes place in this ground.

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MUSLIM COLLEGE OF EDUCATION

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



M.Ed PRACTICAL RECORD

PRACTICAL COMPONENT COLLEGE VISIT RECORD

NAME SHYLU L
ROLL NO. 36 REG. NO. 1091521MD036
ACADEMIC YEAR 2021 - 2023

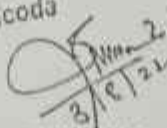
Certified that this is the bonafide record of SHYLU L
during the year 2021 - 2023 for the M.Ed. Degree Course

External Examiner


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Muslim College of Education,
Thiruvithancode

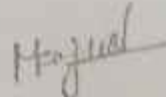
Name: _____

Signature: _____

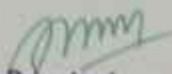

PRINCIPAL
POPE JOHN PAUL II COLLEGE OF EDUCATION
MULAGUMOODU - 629 167
K.K. DIST, TAMILNADU.



Date: 21/8/2023


Staff in Charge




Principal
Muslim College of Education
Thiruvithancode

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4	21/6/22	Educational psychology	20		
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Name of the
 Pope John
 Mulagum
 Isanyaku
 Tamil N
 A brief history
 Pope Jo
 Mulagumoodu
 College is situ
 It is located
 away from
 -puram. It is
 Dr. Peter re
 Catholic D
 establishment
 Kuzhathur



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COLLEGE VISIT

Name of the College:

Pope John Paul II College of Education,

Mulagumoodu,

Kanyakumari Dist

Tamil Nadu.

A brief history of the College:

Pope John Paul II College of Education,

Mulagumoodu was established in the year 2004. This

College is situated in every green and atmosphere.

It is located at NH17, Mulagumoodu, 20 kms

away from Nagercoil and 62 kms from Thiruvanantho

-puram. It was blessed and inaugurated his Excel.

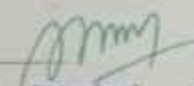
Dr. Peter remiges the Bhis Bishop of Roman

Catholic Diocese of Kottar on 13-10-2009 after

establishment of the Roman Catholic Diocese of

Kuzhithurai. The College is recognized by




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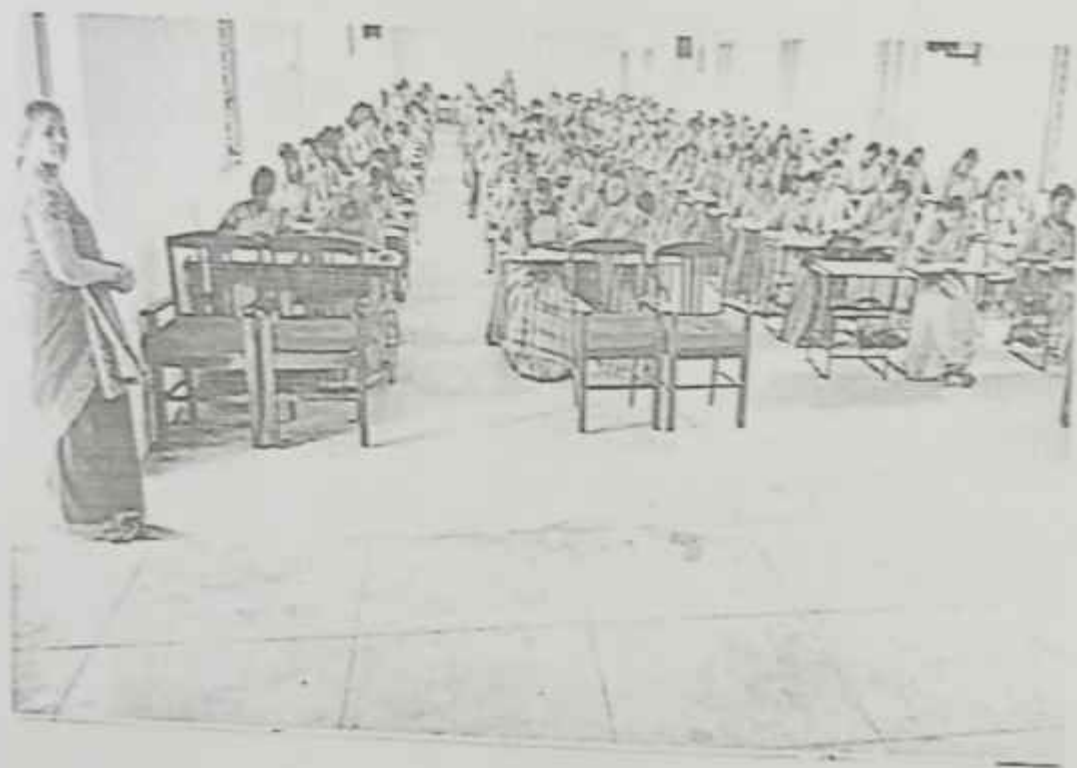
National Council of Teacher Education University, Chennai. This is a great learning and formation centre with motto "Create new Worlds". The College has been blessed with illustrations and efficient teachers. The College is one of the ~~Previous~~ educational institutions in Kanyakumari District at present the institution is headed by the most Rev. ~~Jerome~~ Dhas Varuvel. The Bishop of Roman Catholic Diocese of Kuzhithurai. A governing board is also assisting the management to run institution very purposefully. This great institution is marching towards creating new world for the bright future of our students and the country.

The College has an in taken students in seven optional subjects. The subject offered are

- English
- Tamil



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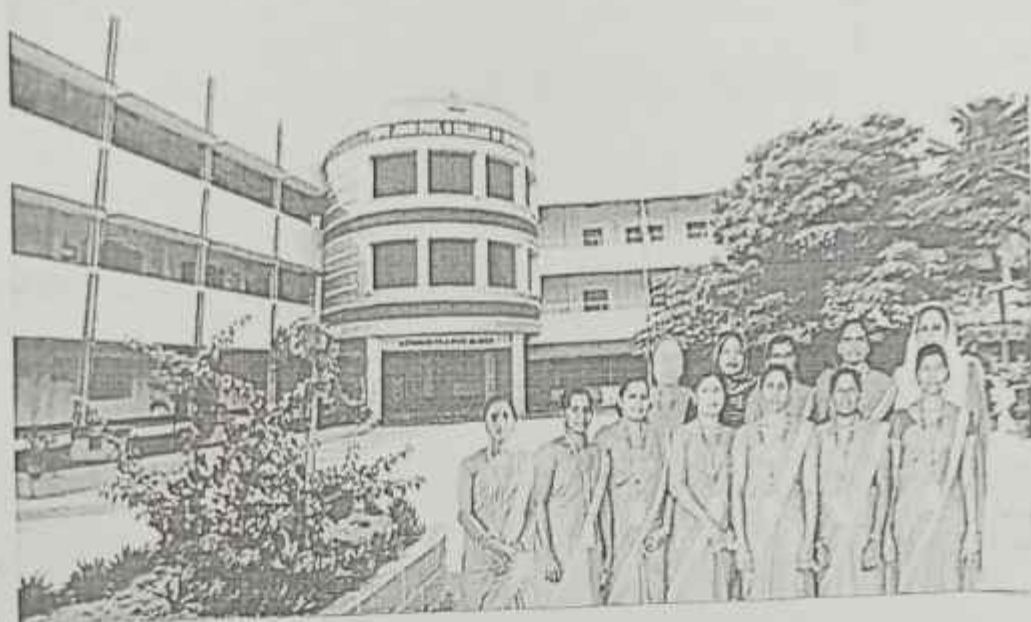
- Mathematics
- Physical Science
- Biological Science
- History
- Commerce
- Computer Science

About the faculty:

The college has well-experienced and dedicated faculty. The College has Canteen for students and staff. The college has all modern facilities, well equipped labs, Audio-visual aids, Well stocked library, Playground etc. Since its inception College has grown to a reputed institution offering quality education in TamilNadu. To ensure all the development of personality, Curricular and co-curricular activities give due importance College. The college has a good track of academic achievements.




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Course Details :

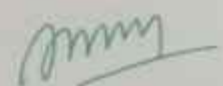
Tamil nadu Teachers Education University,
Degree of Bachelor of Education (B.Ed).

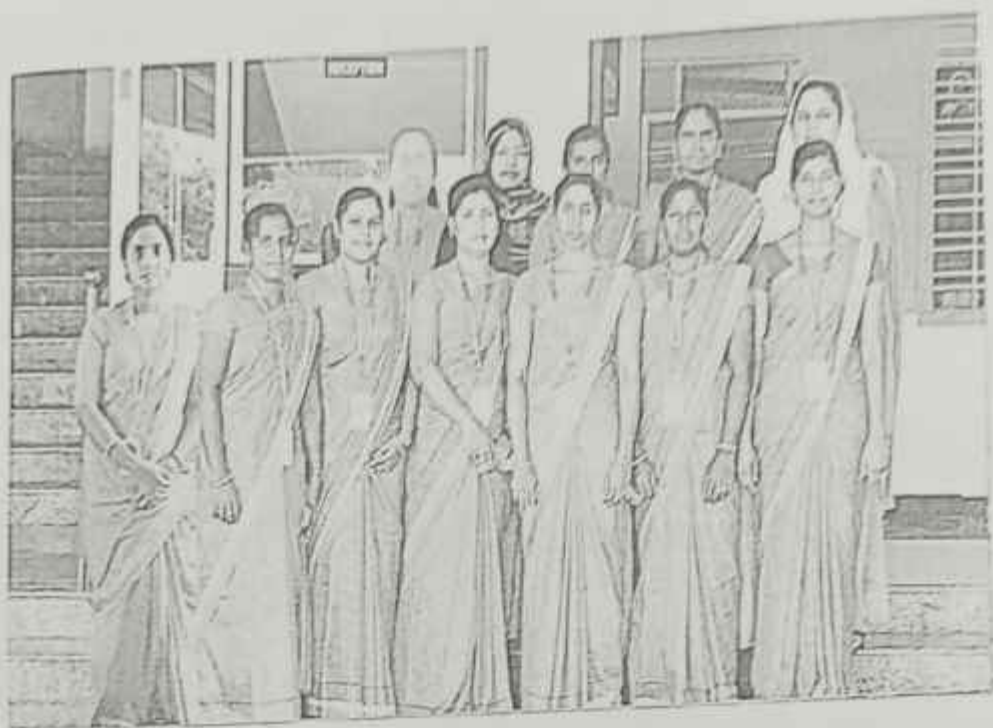
Eligibility for Admission :

(i) The Candidates should have undergone 10+2+3 (15) or 11+1+3 (15) pattern of Study and Passed the qualified Examination conducted by the respective State Board or CBSE or any other recognized Board of Education / Examination and UG Degree examination of the UGC recognized Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary / Higher Secondary Education level.

(ii) Candidates who have passed the UG or PG Degree under Open University System without qualifying in 11 year SSLC Examination and one year of PreUniversity Course (P.U.C)




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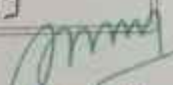
examination are not eligible for admission. Even if they subsequently qualify in one year SSLC and one year PUC or 10-2 pattern of School Education examination.

(iii) Candidates, who have passed under four-year Dual Degree Programme with two major Subjects under part III are not eligible for admission.

(iv) Equivalent Subjects:

- a) Candidates who have done their UG degree in Applied Mathematics can apply for Mathematics
- b) Candidates who have done their UG degree in Applied Mathematics can apply for Mathematics, Applied physics, Geo-physics, Bio-physics and Electronics can apply physical Sciences.
- c) Candidates who have done their UG degree in Bio-Technology, Plant-Biology and Plant Bio-Technology can apply for Biological Science.
- d) Candidates who have done their UG degree in Computer Science, Information Technology




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and Computer Application, can apply for Computer Science.

(v) In this case of Differently - Abled candidates a minimum pass in the requires qualification is enough.

Duration of the B.Ed Programme :

The B.Ed programme shall be for duration of two academic year consisting of 200 Working days. Each year excluding the period of examination and admission.

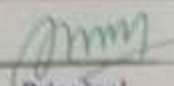
Age limit :

There is no upper age limit for admission to the B.Ed Course.

Application :

Candidates who seek admission for the B.Ed Course should submit application directly to the college of their opinion. Application forms shall be obtained from the colleges concerned. Separate application and pay-in-slip/DD are necessary for applying in different college.




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About the College:

Institution : Pope John Paul II College of Education,
Mulagumoodu, Kanyakumari District,
Tamil Nadu - 629167.

Date of Establishment : 13/10/2009

Contact Person : Principal

Postal Address : Pope John Paul II College of Education,
Mulagumoodu, K.K. Dist.
Tamil Nadu - 629167.

State : Tamil Nadu.

Phone : 04651 - 249585, 249598

Email : PopeJohnpaul.edu.in

Nearest Railway : Eraniel

Nearest Town : Thuckalay.

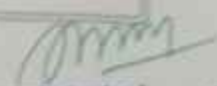
Status of Education : Co. Education

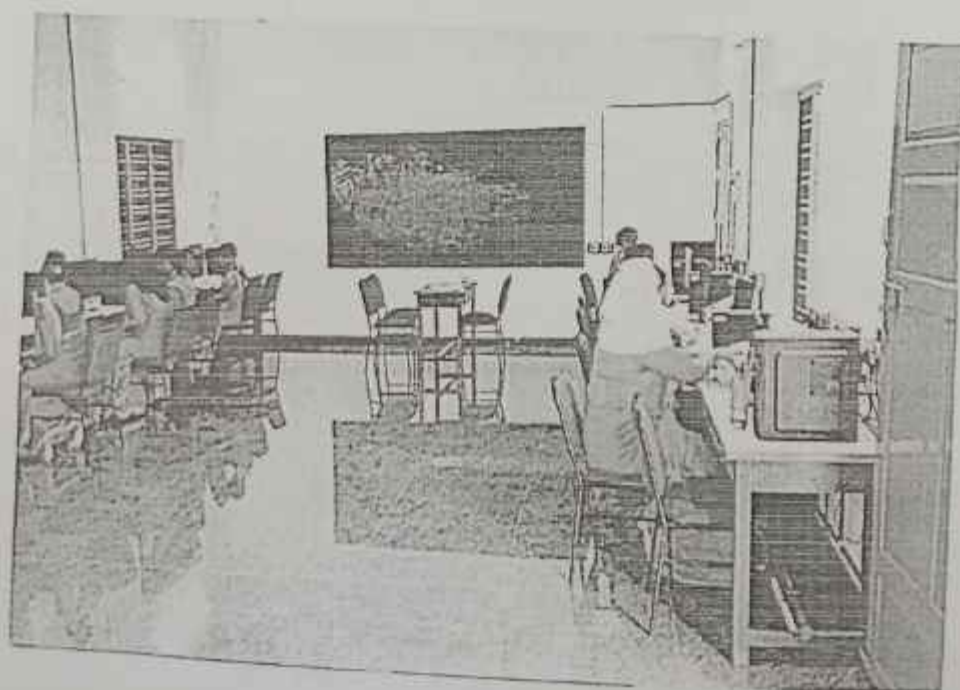
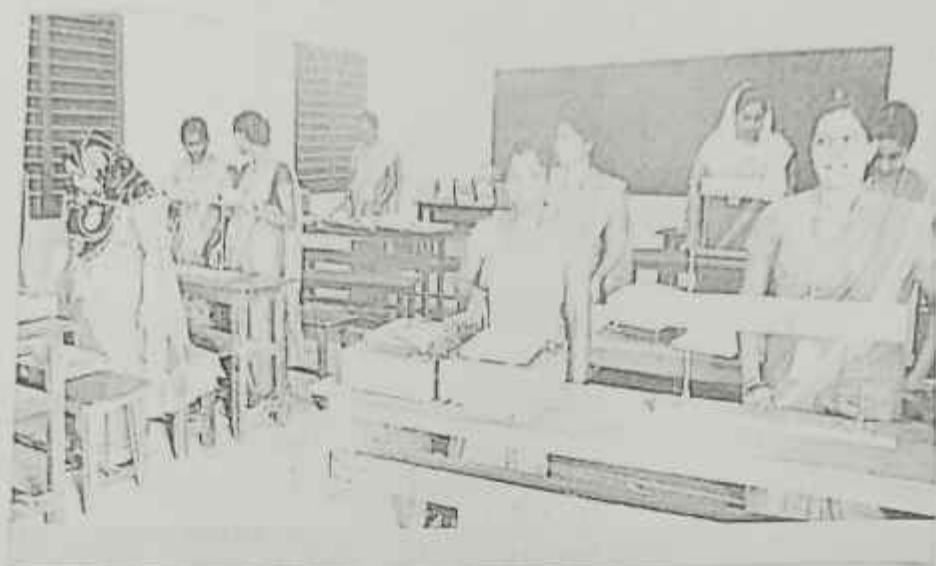
Management : Self - finished.

Facilities available in the College :

The various facilities that are available
in college are listed below.




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Buildings:

The College has separate classroom for seven optional subjects, Multi Auditorium, Staff room, office room, principle room, laboratories and lab waiting room etc.

Library:

The College has a library with around 3000 books in 2800 titles. 500 reference books 25 encyclopedias with a reading room having of 60 seats.

Computer Laboratory:

The college have Computer laboratory with 25 Computers. The lab is well finished.

Psychology Laboratory:

The Psychology lab is well equipped

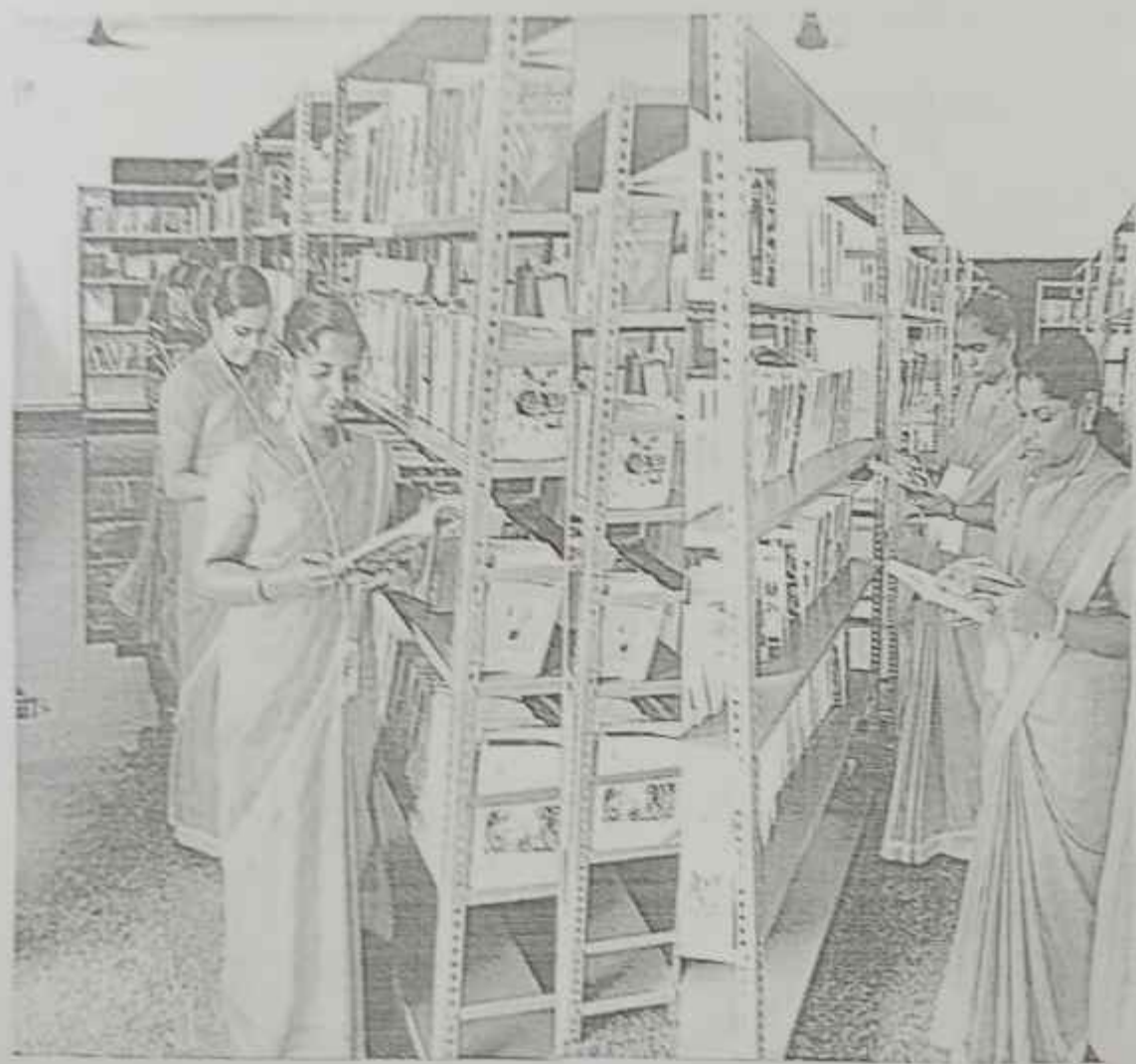
Various Instruments.

Games and Sports:

The college have the facility of play ground. Athletics and outdoor games are



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practiced here.

Other facilities:

The College have Seminar hall, Medical, Canteen facilities.

Salient features:

- * International Mentoring Program
- * Communicative English
- * TET, TRB Classes
- * PG & CA
- * Driving Classes
- * Spoken English
- * Art and Music
- * Voice Culture
- * Tutor Tutee System
- * Yoga and Sports.

Semester - I

S.No	Subcode	Theory Courses
1	BDICP	Educational Psychology
2	BDICE	Contemporary India and Education



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3	BDITL	Teaching and Learning
4	BDLLC	Language across the curriculum

Pedagogical Subjects: Part - 1

BDITA : Pedagogy of Tamil : Part - 1

BDIEN : Pedagogy of English : Part - 1

BDIMA : Pedagogy of Mathematics : Part - 1

BDIPS : Pedagogy of Physical Science : Part - 1

BDIBS : Pedagogy of Biological Science : Part - 1

BDICS : Pedagogy of Computer Science : Part - 1

BDIH1 : Pedagogy of History : Part - 1

BDICA : Pedagogy of Commerce and Accountancy
Part - 1

Semester : 1

Educational psychology

Course Objectives :

CO1 : Enable students to acquire knowledge about
Various methods of psychology.

CO2 : Gain knowledge about the concept of

learning and its related theories.

CO3: Understand motivation and its influence on human behaviour

CO4: Comprehend in-depth concept of intelligence and creativity.

CO5: Explain the Concepts and theories of Personality.

Unit I : Educational psychology and human growth and development.

unit II : Attention, Perception and memory

unit III : Motivation and Learning.

unit IV : Intelligence and creativity.

unit V : Personality.

Contemporary India and Education

Course Objectives :

CO1 : understanding of the nature of social diversity and the educational demands of the diverse communities

CO2 : Develop understanding of the issue in



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Contemporary India like Industrialization, urbanization, globalization, Modernization, economic liberalization and digitalization etc

CO 3 : Develop an understanding of the educational policies and programs during the pre-independent and independent periods

CO 4 : Examine the issues of language policy in education

CO 5 : To develop an understanding of the educational policies and program during the pre-independent and post-independent periods.

Unit 1 : Education in Contemporary India, Constitutional Context.

Unit II : Understanding the Social diversity.

Unit III : Educational demands of individuals and diverse Communities.

Unit IV : Language policy in education.

Unit V : Implications of equality of educational opportunities

Teaching and learning

Course Objectives:

- CO1 : Enable Students understand to the nature of learning and teaching
- CO2 : Comprehend the behavioural Cognitive and humanistic theories of learning and teaching
- CO3 : Critically evaluate the theory of Constructivism
- CO4 : Explore the possibility of teaching in diverse classroom
- CO5 : Examine the importance of Teaching Profession

Unit 1 : Nature of learning and teaching.

Unit II : Teaching in diverse classrooms and learning in and out of school

Unit III : Theory of Constructivism and learner Centered teaching.

Unit IV : Models of Teaching

Unit V : Teaching as a profession

Language Across the curriculum

Course Objectives:



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- CO1: understand the Concept and principles of language across the curriculum.
- CO2: Develop the skill of enhancing language proficiency.
- CO3: Acquire knowledge of integrated curriculum and language education
- CO4: Understand the theories of language learning.
- CO5: Analyse the language related issues.

Unit 1: Conceptualization and principles of language across the curriculum.

Unit II: Academic and Social language.

Unit III: Integrated Curriculum and language education

Unit IV: Theories of language learning

Unit V: Language related Issues

Pedagogy of English - I

Course Objective:

- CO1: Understand the Aims and Objectives of Teaching of English.

CO2 : Comprehend the micro-teaching and its skills

CO3 : Understand the different approaches of lesson planning and about lesson plan writing.

CO4 : Define Various methods in teaching of English.

CO5 : Comprehend Various instructional media in classroom teaching of English.

Unit 1: Aims and objectives of technology

Unit II: Teaching Skills

Unit III: Approaches of Teaching English

Unit IV: Methods of Teaching.

Unit V: Instructional Media.

Pedagogy of Mathematics - I

Course Objectives:

CO1: Explain the Aims and Objectives of teaching

Mathematics

CO2: Analyze the Micro teaching skills in teaching

Mathematics

CO3: Construct a model lesson plan for teaching Mathematics.



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CO4 : Recognise the various methods of teaching Mathematics

CO5 : Develop ICT knowledge in Mathematics

Unit I : Aims and Objectives of Teaching Maths

Unit II : Teaching Skills

Unit III : Approaches of Teaching

Unit IV : Methods of Teaching

Unit V : Instructional Media

Pedagogy of Physical Science

Course Objectives:

CO1 : Understand the aims and objectives of teaching Physical Science

CO2 : Comprehend the various teaching skills

CO3 : Learn instructional objectives for a lesson

CO4 : Identify different methods in teaching Physical Science.

CO5 : List the various resources in teaching Physical Science.

Unit I: Aims and Objectives of Teaching Physical Science

Unit II: Teaching Skills

Unit III: Approaches of Teaching

Unit IV: Methods of Teaching

Unit V: Instructional Media

Pedagogy of Biological Science

Course Objectives:

CO1: Acquire knowledge on the Aims and Objectives of Teaching Biological Science.

CO2: Understand the steps in planning a lesson.

CO3: Comprehend the teaching skills in Biological Science.

CO4: Identify the various methods of teaching of Biological Science.

CO5: Develop interest on the resources for teaching Biological Science.

Unit 1: Aims and Objectives of Teaching Biological



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Unit II : Teaching skills .

Unit III : Approaches of teaching .

Unit IV : Methods of teaching .

Unit V : Instructional Media .

Pedegogy of Computer Science

Course Objectives :

CO1 : Understand the aims and objectives of Teaching Computer Science.

CO2 : Gain Mastery of teaching skills on their teaching .

CO3 : learn various models and levels of teaching Computer Science .

CO4 : Comprehend the various methods of teaching computer Science .

CO5 : Gain knowledge on usage of instructional media in teaching computer Science .

Unit 1 : Aims and objectives of Teaching Computer science .

Unit II : Teaching Skills

Unit III : Approaches of Teaching

Unit IV : Methods of Teaching

Unit V : Instructional Media.

Pedagogy of History

Course objectives :

CO1 : Understand the Aims and Objectives of Teaching the History

CO2 : Gain Mastery of the Teaching Skills.

CO3 : Know Various approaches in Teaching History.

CO4 : Apply various methods in Teaching History.

CO5 : Use Various instructional media in Teaching History.

Unit 1 : Aims and Objectives of Teaching History.

Unit II : Teaching Skills

Unit III : Approaches of Teaching

Unit IV : Methods of Teaching.

Unit V : Instructional Media.



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SEMESTER - II

Understanding Disciplines and Subjects

Course Objectives:

- CO1: Reflect the role of disciplines and Subjects in School curriculum
- CO2: Acquaint with the development of Curriculum with Social, political and intellectual contexts
- CO3: Understand the paradigm shift in Selection of Content
- CO4: Analyze the advantages of learner centered Curriculum.
- CO5: Explore the aspects of life-oriented Curriculum

Unit I: Disciplines and Subjects

Unit II: Disciplines and Subjects in Socio-cultural perspectives

Unit III: Disciplinary knowledge and School education.

Unit IV: Learner - centered Curriculum.

Unit V: life-oriented curriculum.

Assessment for Learning

Course Objectives

- CO1 : Describe the meaning and role of ^{assessment} assessment in learning
- CO2 : Understand assessment practices in various approaches of teaching
- CO3 : Identify tools and techniques for classroom assessment
- CO4 : Develop necessary skills for preparation of achievement test and diagnostic tests
- CO5 : Master various statistical techniques for reporting quantitative data.

Unit I : Basics of Assessment

Unit II : Assessment for learning in classroom

Unit III : Tools & Techniques for classroom Assessment and Issues

Unit IV : Assessment practices in Inclusive School.

Unit V : Prevalent Practices of Assessment and Reporting of Quantitative Data.



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Environmental Education

Course Objectives

- CO1: Realise the need for environmental education
- CO2: List the natural resources and its associated problems
- CO3: Identify the different types of pollution and its management
- CO4: Appreciate the policies and programmes initiated to protect the environment
- CO5: Analyse the environmental education curriculum

Unit I: Environmental Education

Unit II: Natural Resources, problems and solutions

Unit III: Environmental Pollution, Hazards and Disaster Management

Unit IV: Environmental problems, policies, and protection of Environment

Unit V: Environmental Education in School Curriculum

School Management and Administration

Course Objectives :

- CO1 : Comprehend the different forms of School management.
- CO2 : Identify the merits and limitations of different management approaches in school management and administration.
- CO3 : Understand the various theories of education^{al} administration.
- CO4 : Describe the role of headmaster and headmistress in school management.
- CO5 : Identify the role agencies that provide financial support to education.

Unit I : School Management

Unit II : Management Approaches.

Unit III : Education Administration

Unit IV : School Administration

Unit V : Financing Education in India.



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Pedagogy of English - II

Course Objectives :

- CO1 : Understand the Concept of pedagogy, andragogy and heutagogy.
- CO2 : Comprehend the Bruner's Concept attainment model and Ausbel's advance organiser model
- CO3 : Gain mastery of role play, simulation, gaming and prioritisation exercises.
- CO4 : Use different types of resources, users and their role in a resource centre
- CO5 : Comprehend the construction of achievement test and blue print making.

Unit I: Pedagogical Analysis

Unit II : Teaching Models.

Unit III : Activity - based and Group Controlled Instruction.

Unit IV : Resource - based learning.

Unit V : Assessment in Pedagogy of English.

Pedagogy of Mathematics - II

Course Objectives:

- CO1 : Understand the concept of critical pedagogy
- CO2 : Learn the various teaching Models
- CO3 : Comprehend the Activity - Base Instruction and Group Controlled Instruction.
- CO4 : Recognise the Various Educational Resources for teaching and learning Mathematics.
- CO5 : Understand the differences between Assessment and Evaluation

Unit I : Pedagogical Analysis

Unit II : Teaching Models

Unit III : Activity - Based and Group controlled Instruction.

Unit IV : Resource Based learning.

Unit V : Assessment in pedagogy of Mathematics



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Pedagogy of Physical Science - II

Course Objectives :

- Co 1 : Understand the Concept of Pedagogical Analysis
- Co 2 : Explain the different teaching models.
- Co 3 : Discuss the activity - based and group - Controlled instruction
- Co 4 : Use Various Resources in Resource - Based Learning
- Co 5 : Analyse the Assessment in Pedagogy of Physical Science.

Unit I : Pedagogical Analysis

Unit II : Teaching Models

Unit III : Activity - Based and Group Controlled Instruction

Unit IV : Learning Resources.

Unit V : Assessment in Pedagogy of Physical Science.

Pedagogy of Biological Science.

Course Objectives :

- CO1 : Understand the concept of Pedagogical Analysis.
- CO2 : Comprehend the different teaching models.
- CO3 : Demonstrate the activity-based and group controlled Instruction.
- CO4 : State Various Resources in Teaching learning Process of Biological Science.
- CO5 : Analyze the Assessment in pedagogy of biological science.

Unit I : pedagogical Analysis.

Unit II : Teaching models.

Unit III : Activity based and Group Controlled Instruction.

Unit IV : Learning Resources.

Unit V : Assessment in pedagogy of Biological Science.



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Pedagogy of Computer Science

Course Objectives :

CO1 : Understand the Concept of Pedagogy ,
Andragogy and Heutology .

CO2 : Comprehend Skinner's Operant Training
model , Bruner's Concept Attainment model
and Instructional models in Computer -
based learning .

CO3 : Apply activity based and Group controlled
Instruction in learning pedagogy of Computer
Science .

CO4 : Use educational resources and types of
resource in learning Computer Science .

CO5 : Gain knowledge and understand the construction
of achievement test in preparing blue print .

Unit 1 : Pedagogical Analysis

Unit II : Teaching models

Unit III : Activity Based and group controlled Instruction.

Unit IV : Resource based learning

Unit V : Assessment in Pedagogy of Computer
Science .

Pedegogy of History-II

Course Objectives:

- CO1 : Understand the Paradigm Shift.
- CO2 : Know Various teaching models.
- CO3 : Define activity based and group-controlled instruction.
- CO4 : Utilize Various resources in teaching History.
- CO5 : Differentiate multiple assessment tools in teaching and learning.

Unit I : Pedagogical Analysis.

Unit II : Teaching Models

Unit III : Activity - Based and Group controlled Instruction

Unit IV : Resource based Learning.

Unit V : Assessment in pedegogy of History.

Pedegogy of Commerce and

Accountancy - II.

CO1 : Understand the paradigm shift from



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pedagogy to Andragogy to Heutagogy.

CO2: Know the different teaching model.

CO3: Discuss the activity-based and group controlled instruction.

CO4: Comprehend various resources in resource based learning.

CO5: Understand the Assessment in pedagogy of commerce and accountancy.

Unit I : Pedagogical Analysis

Unit II : Teaching Models.

Unit III : Activity - Based and Group Controlled instruction

Unit IV : Learning Resources.

Unit V : Assessment in pedagogy of Commerce and accountancy.

Semester - III

Record Verification C4 Teaching learning assessment
External Evaluation.

(b1)

S.No	Sub code	Practicum components of Online course	Credits	Marks
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PART-A - Assessment of Teaching Competency and Records

1.	A1	Observation Record level I & II	1	20
2	A2	Micro teaching Record level I & II	1	20
3.	A3	Demonstration Record level I & II	1	20
4.	A4	Lesson plan record level I & II	4	80
5	A5	Instructional Materials Record level I & II	1	20
6	A6	Test and measurement Record level I & II	1	20
7	A7	Case study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency level I & II	6	120
			20	400



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Total - A

Part - B - EPC records

1	EPC1	Reading and Reflecting on texts	1	20
2	EPC2	Drama and Oat in Education	1	20
3	EPC3	Critical understanding of ICT	1	20
4	EPC4	Understanding the self	1	20
			4	80

Total - B

Part - c online Course

1	ONG	Online Course - Swayam (any one course related to pedagogy Education)	1	20
	BD3pc	Total - c Total (A+B+C)	25	500

Semester : IV
Gender, School and Society.

Course Objectives.

- CO1 : Understand the Concept of gender roles in Society.
- CO2 : Comprehend the gender identity and Socialization Process.
- CO3 : Identify gender roles in textbooks and Curriculum
- CO4 : Discuss Safety of girls and women at School, home and workplace.
- CO5 : Understand the representation of gender in Various mass media

Unit I : Gender Roles in Society.

Unit II : Gender Identity and Socialization process

Unit III : Gender and School Curriculum

Unit IV : Safety of girls and women

Unit V : Mass media and Gender.



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Knowledge and Curriculum

Course Objectives

- CO1: Acquire the dimensions of knowledge and validity of knowledge.
- CO2: Understand the nature and principles of Curriculum
- CO3: Analyze the Curriculum Design and Organization of Knowledge
- CO4: Apply the knowledge on Curriculum development and implementation
- CO5: Evaluate the change and innovation of Curriculum

Unit I: Knowledge and knowing.

Unit II: Meaning, Nature and Approaches of Curriculum

Unit III: Curriculum Design and Organization of Knowledge.

Unit IV: Curriculum Development and Implementation

Unit V: Curriculum Evaluation and change.

Creating an Inclusive School

Course Objectives :

- CO1 : Understand the historical perspective of inclusive education
- CO2 : Enable the Students to Comprehend the barriers to inclusion
- CO3 : Develop understanding on building inclusive learning environment for promoting successful inclusive education.
- CO4 : Understand the need and Concept of curriculum adaptation
- CO5 : Develop the skills associated with management of inclusive class rooms.

Unit I : Perspectives in Inclusive Education

Unit II : Understanding Barriers to inclusive Education

Unit III : Building inclusive learning Environments

Unit IV : Curriculum Adaptation

Unit V : Management of Inclusive classroom.



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Semester IVYoga, Health, and Physical EducationCourse Objectives:

- CO1: Understand the Concepts of Yoga and Asanas
- CO2: Gain knowledge about health and Safety Education.
- CO3: know about the Communicable diseases, life style disorders and nutrition
- CO4: Understand about physical education, exercise and effect
- CO5: Acquire skills to organise and conduct Sports in Schools.

Unit I: Yoga and Asanas

Unit II: Health and Safety Education

Unit III: Communicable Diseases, Life style, Disorder and nutrition.

Unit IV: Physical Education and Physical Exercise.

Unit V: Organising Competitions.

Life Skills Education

Course Objectives:

- CO1: Understand the Soft skills, hard skill and Social emotional learning.
- CO2: Identify the use of Communication skills and different modes of writing skills in real situation
- CO3: Demonstrate Interview Skills, critical thinking and creative thinking skills
- CO4: Comprehend the interpersonal skills and adopt good leadership behavior for the empowerment of self and others.
- CO5: Understand the Universal human values.

Unit I: Social. Emotional learning

Unit II: Social Skills

Unit III: Cognitive and professional skills

Unit IV: Leadership and Management skills

Unit V: Universal human values

Hyd.



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MUSLIM COLLEGE OF EDUCATION

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



M.Ed PRACTICAL RECORD

PRACTICAL COMPONENT YOGA

NAME P.V. Adish Meera

ROLL NO. 3 REG. NO. 1091531MD003

ACADEMIC YEAR 2021 - 2023

Certified that this is the bonafide record of P.V. Adish Meera
during the year 2021 - 2023 for the M.Ed. Degree Course

External Examiner

Name: _____

Signature: _____

Date: 11/11/2023



[Signature]
Principal
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[Signature]
HEADMISTRESS
Govt. Middle School
Puliyoorkurichi
Thuckalay - 629 175
K.K. District



[Signature]
Staff In-charge



[Signature]
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INDEX

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Lesson Plan-1

Name of the Student Teacher: P.V. Adish Meera

Name of the Institution: Government Middle School, Puliyerukunichy

Name of the Subject: Physical Education

Name of the Topic: Padmasana (Lotus Pose)

Date: 28/3/22

Time: 35 minutes

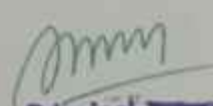
Class: VIII

Required Equipments: Yogamat & open space (or) play ground

Objectives:

- * To provide awareness about padmasana.
- * To provide mental and physical fitness.
- * To provide enjoyment and perfection through the lead-up activities.
- * To enable the students to have good health.
- * To practice mental hygiene.
- * To possess emotional stability.
- * To attain a higher level of consciousness.




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Benefits:

- + It aids in deep meditation and helps to calm the mind and body.
- + It aids in digestion and alleviates menstrual discomfort.
- + It alleviates muscular tension.
- + It elongates the hips.
- + It heightens awareness and attentiveness.
- + It aids in the development of proper posture.
- + It aids in the maintenance of flexible joints and ligaments.
- + It has a stimulating effect on the spine, pelvis, abdomen and bladder.
- + Raises energy level.

Time	Subject Matter	Method	Illustration
3 minutes	<u>Introduction Part:</u> Assembly and Roll Call	The teacher lines up the students and takes attendance.	

The first part of the report
 is devoted to the general
 description of the project
 and the objectives of the
 study. The second part
 describes the methodology
 used in the study.
 The third part presents
 the results of the study
 and the fourth part
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Received
 Date
 Signature

Time	Subject Matter	Method	Illustration
5 minutes	Preparation Part: Warming up	The teacher demonstrates tax arch exercise and then instructs the students to replicate them.	
	• Rise & fall on toes • Arching & Stand • Bend forward • Swing legs • Side bends • Rotate arms & wrists • Move neck side to side, up & down		
	Main Part: Padmasana Yogi Count		

15 minutes Sarital on the floor, last Stretching Class formation:

sit in front and heels touching the ground.

The entire class should be organized in three rows to allow for adequate space for each student.

Orientation:

Following the warm-up the teacher instructs the students on yoga and padmasana.

Charged Words

Structural Charges

Longest Unchanged words:

2 Counts

Make sure your spine is erect and your hand is on the sides.



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Time	Subject Matter	Method	Illustration
3rd Count	Now clearly move your legs apart such that the heels are still on the floor	Demonstration The teacher demonstrates this move clearly and thoroughly.	
4th Count	Bend your right knee and place it gently on your left thigh. Ascend your heel so that it is close to your abdomen and the soles of feet are pressed.		
5th Count	Repeat with your left leg with both legs are crossed. Maintain this position for 2-3 minutes and make counts		

5th Count

Release the right and left leg, repeat the position in Count no-3

7th Count

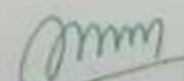
10 minutes Same as Count no-3, performance, and count their errors.
Relax.

Lead up activity
Statue

The teacher instructs the students to form a circle. When the teacher blows a whistle, and the method of play the students imitate should be explained. They begin moving clockwise. Students must come to a complete stop and maintain the Statue position on the second whistle. Those who do not maintain

Evaluation and correction:
The teacher should observe the student's performance, and count their errors.




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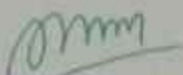
Time	Subject Matter	Method	Illustration
	Statue position for a minimum of 15 seconds are eliminated from the game. The game continues until only one student is left.		
2 minutes	<u>Concluding Part:</u> 1. Re-assemble 2. Discussion 3. Dismissal	Following the last up activity, students are instructed to gather and form a line. On dismissal, they must shout one "I AM IN" and respond.	




 Signature of the Physical Education Teacher

p. S. H. M. M. M.
 Signature of Student Teacher




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Lesson Plan-2

Name of the Student Teacher : P.V. Adish Maera

Name of the Institution : Government Middle School, Puliyoorukunichy

Name of the Subject : Physical Education

Name of the Topic : Utkatasana (Chair Pose)

Date : 29/3/22

Time : 45 mins

Class : VIII

Required Equipments : Yoga mat & Open Space or Playground.

Objectives:

- * To promote mental tranquility and peace.
- * To restore equilibrium and harmony to the body-mind-soul.
- * To condition the body and mind in such a way that rigidity is overcome and flexibility is gained.
- * To strengthen immunity and resistance.
- * To maintain a healthy and detoxified internal body.
- * To equip you with the ability to overcome life's obstacles.
- * To practise good mental hygiene.

- * To support natural development of all parts
- * To enhance equilibrium and harmony in the body-mind-soul
- * To ensure the body-mind-soul and every part, organ & system and possibility is opened
- * To strengthen immunity and resistance
- * To maintain a healthy and detangled internal body
- * To equip life with the ability to overcome life's obstacles
- * To provide total mental hygiene

etc. attain a higher state of consciousness

Benefits

- * It maintains strengthening
- * Enhances overall body health
- * Bone and muscle joints become stronger and more vital
- * The stretch is distributed evenly throughout the leg, strengthening it
- * Metabolic wastes are removed
- * Improves breathing by expanding the chest
- * Enhances the immune system in its activity
- * Strengthens the immune system and increases stamina
- * Enhances balance resulting in mental focus
- * Superior & focus of attitude

Time	Subject Matter	Method	Illustration
3 minutes	Information has been given and full call	The teacher lists up the students and takes attendance	



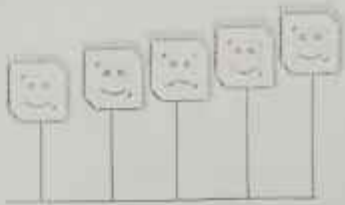
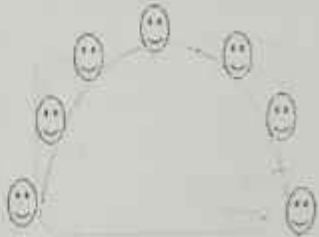
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* To attain a higher state of consciousness

Benefits:

- * Hip musculature strengthening.
- * Extensive upper-body stretch
- * Knee and ankle joints become stronger and more toned
- * The stretch is distributed evenly throughout the leg, strengthening it.
- * Abdominal muscles are massaged.
- * Improves breathing by expanding the chest.
- * Enhances the nervous system in its activity.
- * Strengthens the immune system and increases stamina.
- * Enhances balance, resulting in increased focus.
- * Superior in terms of altitude.

Time	Subject Matter	Method	Illustration
3 minutes	<u>Introduction Part:</u> Assembly and Roll Call	The teacher lines up the students and takes attendance.	

Time	Subject Matter	Method	Illustration
5 minutes	<u>Preparation Part:</u> <u>Warming up</u> * Jogging * Stretching <u>Rotation of Joints</u>	The teacher demonstrates each exercise and then instructs the students to replicate them. <u>Class Formation:</u> The entire class should be organized in three rows to allow for adequate space for each student.	
15 minutes	<u>Main Part:</u> <u>Uttarasarasana</u> <u>Count no. 1</u> Straighten your posture by keeping your feet together and your arms by your side. <u>Count no. 2</u> Breathe deeply and raise your arms.	<u>Orientation:</u> Following the warm-up, the teacher instructs the	



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Count no 4

Your palms should be facing in the same direction. Your elbows should remain straight.

Students about Jogi and Ukatasama.

Demonstration

The teacher demonstrates the asana clearly and thoroughly.

Count no 5

Now exhale and bend your knees to nearly parallel with the floor.

Count no 6

Straighten your back and push your buttocks to the ground for 10 minutes to achieve the final position. Return to the initial position while inhaling.

Evaluation and Correction

The teacher should evaluate the student's performance and correct their errors.

Count no 6

Relax



Time	Subject Matter	Method	Illustration
10 minutes	<u>Warm up activity</u> Static The teacher instructs the students to form a circle. When the teacher blows her whistle, the selected students are required to catch a standing student. The teacher positions us in the centre.	The entire class should be gathered in a circle and instructed on the game's procedure.	
2 minutes	<u>Concluding Part</u> 1. Re-assembly 2. Discussion 3. Dismissal	Following the warm up activity, students are instructed to gather and form a line. On dismissal, they must shout once "JAZZING" and disperse.	



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ESM

Signature of Parent Education Teacher

P.O. Abilene

Signature of Student Teacher

Lesson Plan-3

Name of the Student: Teacher: P.V. Adish Meera

Name of the Institution: Government Middle School, Puliyoor/Kunichi

Name of the Subject: Physical Education

Name of the Topic: Raschimottavarasana

Date: 30/3/22

Time: 35 minutes

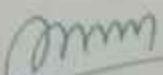
Class: VIII

Required Equipments: Yoga mat & Open Space or Playground

Objectives:-

- * To promote physical fitness.
- * To provide mental peace.
- * It contributes to personal development.
- * To achieve spiritual truth.
- * To ensure that the student's health is in good working order.
- * To transform a mundane existence into a blissful godly existence.
- * To achieve balance and harmony among the mind, body and soul.
- * To strengthen one's immunity and resistance power.
- * To be emotionally stable.

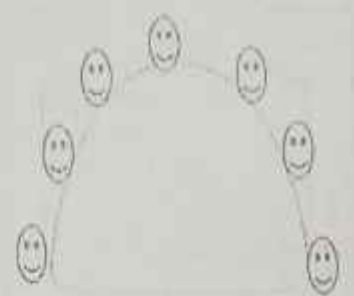



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Benefits

- * Stretches the entire spine, particularly the shoulders, lower back and hips.
- * Manages the tones the abdomen.
- * Circulation is improved.
- * It stimulates the spinal nerves.
- * Arms are toned.
- * Reduces belly fat.
- * It's good for your liver, kidneys, ovaries and uterus.
- * It relieves stress and depression by relaxing your mind.
- * It benefits your digestive system.
- * Those who suffer from insomnia will benefit from this.

Time	Subject Matter	Method	Illustration
3 minutes	<u>Introduction Part:</u> Assembly and Roll Call	The teacher arranges the students in a single line and takes attendance.	
5 minutes	<u>Preparation Part:</u> <u>Warming up</u> * Rest on ankles * Squat and Stand	The teacher demonstrates all of the exercises and instructs the students to do the same.	

Time	Subject Matter	Method	Illustration
15 minutes	* Jogging * Side bends * Stretching. <u>Main Part:</u> <u>Paschimottasana.</u> <u>Count No: 1</u> Sit up straight with your legs stretched out in front of you on the floor. <u>Count No: 2</u> Maintain a straight spine that is flexed towards you. <u>Count No: 3</u> Inhale deeply and slowly raise both arms straight above your head stretching up.	<u>Class Formation:</u> The entire class should be organised in three rows, with enough space for each student. <u>Orientation:</u> Following the warm-up, the teacher instructs the students on yoga and Paschimottasana.	 



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Count No. 4

Demonstration

Slowly exhale and bend forward from the hips, arms and provides hip joint this moving adequate explanation. Forecasts the toes while maintaining a Straight Spine.



Count No. 5

Evaluation and

When you're ready, Correction: your exertion limit. The teacher should inhale and stretch assess the students' you arms straight performance and correct above your head their errors.

Count No. 6

Breathe out and take your arms to the ground, palms down.



Count No. 7

Relax for a few moments and try to notice any changes in your body.

The online class should be arranged in a circle and the game method should be explained.

Time	Subject Matter	Method	Illustration
10 minutes	<u>Lead up activity</u> Stations: The teacher initiates activity, students are the students to join required to assemble and a circle when the form a line when they whistle blow, a circle are dismissed, they stand outside and must start "Jazzing" player stands inside and then disperse. The teacher must catch the player in the middle by breaking the chain.	Following the lead-up Following the lead-up	
2 minutes	<u>Concluding Part:</u> 1. Re-assemble 2. Discussion 3. Dismissal.		



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Mr. A.
 Signature of Physical Education Teacher

P. A. Johnston
 Signature of Student Teacher

Lesson Plan - 4

Name of the Student Teacher: P.V. Adish Meera

Name of the Institution: Government Middle School, Puliyarkunichi

Name of the Subject: Physical Education

Name of the Topic: Tadasana (Palm Tree Pose)

Date: 31/3/22

Time: 35 minutes

Class: VIII

Required Equipment: Yoga mat & open space or Playground

Objectives

- * To promote both mental and Physical fitness.
- * To raise awareness of Tadasana.
- * To maintain good mental health.
- * To ensure that the student's health is in good working order.
- * Student's posture is improved.
- * To be emotionally stable.
- * To progress to a higher level of consciousness.




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Benefits

- * Enhances your posture.
- * May aid in height gain, increases mental awareness, improves breathing and promotes weight loss.
- * Increases energy levels, improves mood and alleviates tension.
- * It alleviates the issue of flat foot.

Time	Subject/Matter	Method	Illustration
3 minutes	<u>Introduction Part:</u> Assembly and Roll call	The teacher forms the students into a single line and takes attendance.	
5 minutes	<u>Preparation Part:</u> Warming Up Divide Students through basic warm-up	The teacher performs all of the exercises and instructs the students to do the same.	
	* Jogging * Squat * Stretching * Rotation of Joints	<u>Class Formation:</u> The entire class should be organized in three rows with enough space for each student.	
15 minutes	<u>Main Part:</u> <u>Instruction:</u>		

Time	Subject Matter	Method	Illustration
	It is possible to do it in two different ways. When you are standing lie down in a supine position. <u>1st Count:</u> Stand up straight with a small gap between your feet. <u>2nd Count:</u> Raise both arms while deeply breathing. <u>3rd Count:</u> Interlock your fingers to keep your arms raised. <u>4th Count:</u> Raise your heels to come on your toes.	<u>Orientation:</u> Following the warm-up the teacher instructs the students on yoga and Uttarasana. <u>Demonstration:</u> The teacher demonstrates the asana and provides adequate explanation. <u>Evaluation and Correction:</u> The teacher should assess the student's performance and correct any mistakes they make.	



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Feel the strain of stretching from your toes to your fingers.

6th Count:

Try to hold this pose for as long as you can. Return to your original position by deep breathing.

(Exhale)

7th Count

Take it easy

The entire class should be arranged in a circle and the game method should be explained.



Lead-up activity Statue

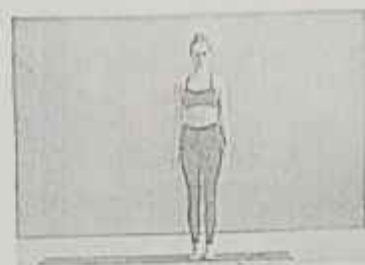
10
minutes

The teacher instructs the students to form a circle. When the teacher blows her whistle, the students begin to run clockwise. On the second whistle, students must come to a complete stop and



Time	Subject: Mitta	Method	Illustration
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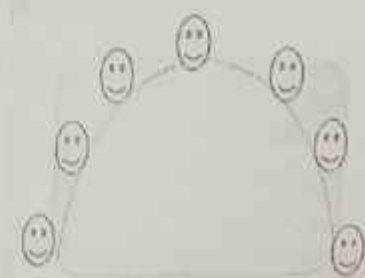
maintain the statue position. Those who fail following the last-up to maintain their activity, students must Statue for 15 seconds gather and form a line are eliminated from When they are dismissed they must yell "Janna" once before dispersing.



Concluding Part:

2 minutes

1. Re-assemble
2. Discussion
- 3 Dismissal



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Clint
Children of Physical Education Room

Mr. M. M. M.
Children of Physical Education Room

Lesson Plan - 5

Name of the Student Teacher: P.V. Adish Meera

Name of the Institution: Government Middle School, Puliyoor Kurudy

Name of the Subject: Physical Education

Name of the Topic: Vajrasana (Adamant Pose)

Date: 1/4/22

Time: 55 minutes

Class: VIII

Required Equipments: Yoga mat & Open Space or Playground

Objectives:

- * To raise awareness of vajrasana.
- * To encourage physical fitness.
- * To train one's mind to be calm.
- * It aids in the importation of spiritual growth.
- * It brings harmony to the mind, body and soul.
- * To be emotionally stable.
- * To provide adaptability.
- * To progress to a higher level of consciousness.



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Benefits:

- * It improves circulation in the lower abdomen.
- * It aids digestion.
- * Excessive gas and pain in the stomach are relieved.
- * It helps to strengthen the nerves in the legs and thighs.
- * It protects against certain Sclerotic diseases.
- * It helps to keep the neck and spine aligned and upright.
- * It relieves menstrual pain by relaxing the waist and hip region.
- * Aids in the practice of pranayama by acting as a base posture.

Time	Subject Matter	Method	Illustration
3 minutes	<u>Introduction Part:</u> Assembly and Roll Call	The teacher forms the students into a single line and takes attendance.	
5 minutes	<u>Preparation Part:</u> <u>Warming up</u> * Jogging * Stretching * Rotation of Joints	All of the exercises are performed by the teacher, and the students are instructed.	

Time	Subject Matter	Method	Illustration
15 minutes	• Sitting legs. <u>Main Part:</u> <u>Vajrasana:</u> Count no: 1 Begin by kneeling on the ground.	to do the same. <u>Class formation:</u> The entire class should be organised in three rows, with enough space for each student. <u>Orientation:</u> Following the warm-up, the teacher instructs the students on yoga and Vajrasana.	 
	<u>Count no: 2</u> Bring your knees and ankles together and align your feet with your legs. Your feet's bottoms should be		



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big toes touching

Count no: 3

As you sit back on your legs, exhale.

Your back will be supported by your heels and your thighs will be supported by your calves.

Demonstration:

The teacher demonstrates the asana and provides adequate explanation.



Count no: 4

Place your hands on your thighs and gently move your pelvis back and forth until you're comfortable.

Evaluation and Correction:

The teacher should evaluate the student's performance and correct their errors.

Count no: 5

Slowly inhale and exhale. Straighten your spine to sit up straight. Pull your body upward with your

20
22
Pull your tailbone down
toward the floor.

Count No: 6

Straighten your neck
and look forward,
keeping your chin parallel
to the floor. Place
your palms down on
your thighs and your
arms relaxed.

Count No: 7

Exhale and Relax

10

minutes Lead-up activity Statue.
The teacher instructs the
students to form a circle.
When the teacher blows
her whistle, the chosen
students must take on
of the students who's
standing. The teacher is
in the center.

The entire class should
be arranged in a circle
and the game method
should be explained.

Following the lead-up
activity, students are
required to assemble and
form a line. When they
are dismissed, they
must shout "Jinnah"
once and then
disperse.



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2. students

1. Responsible
2. Honesty
3. Respectful



Signature of the Physical Education Teacher

P. V. Mohan
Signature of the Student Teacher

Lesson Plan

Name of the Student Teacher : Abhinav

Name of the School : Govt. High School, Madhavaram

Number of Students : 32

Class : VIII

Subject : Social Science (History)

Unit : 6 (Development of Industries in India)

Topic : Traditional Crafts of India

Time : 45 mins

Date :



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1. Introduction

2. Body

- Importance of the individual rights of man
- Importance of the rights of the individual of Indian Constitution
- Importance of the rights of the individual
- Importance of the rights of the individual of Indian Constitution
- Importance of the rights of the individual of Indian Constitution

3. Conclusion

4. Summary

5. Thanking

6. Signature

- Teacher was asking questions to us about it
1. How is your vacation days
 2. Did you go long a time
 3. Did you call many in your vacation days
 4. How many of you like gardening
 5. How many of you like to do a small craft
 6. How many of you like to do a small craft



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 Give examples for mental education
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Teacher Sacrifices classify his services
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 service of Indian students

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Teacher discuss
 about the
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1. 1. and give some picture of 'traditional' aspect of Indian
culture is what of 'surre' for the 'vision' of modern Indian
culture is what of 'traditional' aspect of Indian culture
and the 'vision' of modern Indian culture

2. 1. and the 'vision' of modern Indian culture?

Signature of the
author