

Recognized by NCTE / Affiliated to the TamilNadu Teachers Education University Re-Accredited by NAAC


College Code - 12306

## **Key Indicator – 1.3 Curriculum Enrichment**

**Metric No. 1.3.2** – Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective



## **Documentary Evidence**

  
PRINCIPAL  
INDHIRA COLLEGE OF EDUCATION  
PANDUR, TIRUVALLUR-631 203



**INNOVATIVE SCHOOL  
VISIT**



# INDHIRA COLLEGE OF EDUCATION

(Affiliated to Tamilnadu Teachers Education University)

Re-accredited by NAAC - B++

No.1, V.G.R. Gardens, V.G.R. Nagar, Pandur, Thiruvallur District - 631203.  
Mobile No. : 9841049379



**2019 - 2021**

**B.Ed., Degree Programme**

Visit to Innovative Schools and Healthy Practices Record

Name : L. ANU RADHA

Year / Major : II YEAR / MATHEMATICS

Reg.No. : 1230619B1007

# INDHIRA COLLEGE OF EDUCATION

(Affiliated to Tamilnadu Teachers Education University)

Re-accredited by NAAC - B++

No.1, V.G.R. Gardens, V.G.R. Nagar, Pandur, Thiruvallur District - 631203.



**Indira**  
EDUCATION

**B.Ed., Degree Course  
2019 - 2021**

VISIT TO INNOVATIVE SCHOOL AND  
HEALTHY PRACTICES RECORD

This is a Bonafide Record of Mr. / Mrs. / Miss L. ANURADHA

Reg. No. 1230619B0007 submitted during the academic year 2019-2021

Submitted for the B.Ed., Practical Examination held at INDHIRA COLLEGE OF EDUCATION,  
Thiruvallur Dt. -631203. On 16.07.21 and 17.07.21

*M.P. Ram Prasad*

Signature of the Asst. Professor

Signature of the External Examiner

**COMPLETED**

*Ajay Perinile*

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*Ajayferide*

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03/09/19

## INNOVATIVE SCHOOL

### INTRODUCTION:

Education is the passport of the future, for tomorrow belongs to those whose belongs for today. The Purpose of Education is not just making a student literate but adds rational thinking, knowledge ability and self-sufficiency when there is a willingness to change, there is hope for progress in any field. Hence, innovation benefits both students and teachers.

### INNOVATION IN EDUCATION AND DEVELOPMENT

Innovation is defined as "The process of making changes to something by introducing something new". It applies to various by introducing or incremental changes to years there have been many changes in the way education is designed and delivered in parts of the world.

*A. Jeyaraj*  
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INDHIRA COLLEGE OF EDUCATION  
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Today, Technology is a significant driver behind change and sometimes play an important role in innovations in Educational design and delivery. There are many possibilities for wide spread use of advance technology in Education and bring the new implementation of innovation in Educational programs.

Technologies are now available to increase the potential support of learners and educators and to eradicate the barriers of time and distance new information and Communication technologies (ICTs) do not replace all previous ones, nor do they replace the all previous needs for good educational design. However, appropriate

*Ajay Jeyaraj*  
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technologies can provide additional possibilities for learner support, inter activity and access to education.

## INNOVATION FOR LEARNER-CENTRED EDUCATION :

In many parts of developing countries, education had made many innovations.

With the emergence of smart phones, e-Book readers, pod casts and vod casts, inter-net and low-cost computers as well as solar electricity cell phones access and other technologies come the opportunity to provide education to assist individuals and communities in places under-served by traditional educational institute technology and other innovations enable

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Educational design and delivery to be adapted to the needs and environment of students in open and distance learning and traditional Educational programs.

Thus, technology can also help programs shift to a learner-centred approach to Education.

### INNOVATION IN THE CLASSROOM:

Education is the foundation of our economy what we learn in school determines as a individual how we look at society and what we become and how we solve problems and work with others.

In today's innovation, economy Education becomes important for developing the next generation of innovators and creative thinkers.

A. J. Jeyaraj

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The adoption and exploration of innovative ideas in education is often slow, though innovations are made in education, but still some were stick in the old methods.

"Education should not be the filling of a pail, but the lighting of a fire"

It ignites a passion for learning and provides students with the tools they need to succeed in the innovation economy.

Ajay Fenile

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VISIT TO INNOVATIVE SCHOOL AND HEALTHY PRACTICE:

The classroom is the original cultivator of true learning and growth where that nurtures talent and creativity. The dynamics between the teacher and students define the essence of a classroom. Hence to optimize the learning experience, schools and colleges in India are varying to embrace innovative methods. Here is a glimpse of the innovative schools and their innovative techniques that we have observed from our school visits.

we have visited innovative schools namely,

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- 1) Govt Hr2 sec School,  
kanagamasathiram
- 2) T.E.L.C. Kabir High school,  
Pandur.
- 3) Qalam International school,  
Poondi.

A. J. Perinle

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Govt Hr Sec School

Kanagammachatram



*Ajay Fanta*

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04/09/19

## GOVT HR SEC SCHOOL KANAGAMACHATHIRAM

Govt Hr sec school is a Govt school situated at Kanagammachathiram of Tiruvallur district in south Indian state of Tamilnadu.

### ABOUT SCHOOL

Govt Hr. sec school was established in the year 1980 and it is located in Kanagammachathiram of Tiruvallur district. The school is attracted with Primary, Secondary, Higher Secondary school. It is a co-educational school.

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## MISSION

The mission is to be an innovative and responsive community. The school is dedicated to meet the diverse educational and personal growth needs of opportunities and support services education gives meaning to personality and existence. It equips the students with the power to meet any sort of challenges around them. The best education is provided to students and it is a best society also.

## INFRASTRUCTURE OF THE SCHOOL:

The school is approachable by all weather road. Its building has 3 floors of spacious classrooms and purified water facilities. The school has a boundary wall and neat and clean playground and classroom.

*A. Jeyaraj*

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## EDUCATION AND TEACHER

The teachers are well qualified and experienced and trained teachers and guiding the students to score high marks in the exam.

## CLASSROOM

Though it is Govt school, it looks like private school. The classrooms are very neat, clean and spacious. The classroom had good ventilation.

## LIBRARY

This school has a spacious library where more than 2000 books are placed. The students gain more knowledge not only the subject knowledge but also current knowledge.

*A. J. Jeyaraj*



## NEW IDEAS IMPLEMENTED IN THE CLASSROOM

**ABL method** were implemented to develop students learning and also **ALM method**. Many group activities like **discussion, seminars** are conducted in the classroom

### PROGRAMMES :

School conducts many programmes such as **sports day, annual day, pongal celebration, fancy-dress competition, dance, singing, Essay writing etc.** These kind of programmes help students to be stress free and improve their extra curricular activities.

*A. Jeyaraj*

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CONCLUSION:

As an organisation, they work together to push, the boundaries of education. They guide the students with all the facilities which is necessary for them to achieve their goals and dreams to come true.



*Ajay Fenika*

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# T.E.L.C Kabiir High School, Pandur.



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## About School:

T.E.L.C. Kabir High School was established in the year 1971 and it is located in Pandur of Thiruvallur district. The school is a Co-educational School.

## Mission:

This mission is to be an innovative and responsive Community. The school is dedicated to meet the diverse educational and personal growth needs of opportunities and support services. Education gives meaning to personality and existence. It equips the students with the power to meet any sort of challenges around them. The education is provided to the students and it is a best society also. *Ajafferrite*

## Infrastructure of the School:

This school is approachable by all road. The building has three floors of spacious class rooms and purified water facilities. The school has a boundary wall and neat and clean playground and classrooms.

## Education and Teachers:

The teachers are well qualified and experienced and trained. teachers are guiding the students to score high marks in their examinations.

## Classroom:

Though it is govt school, it looks like a private school. The class rooms are very neat, clean and spacious the classroom had good ventilation.

*A. Jeyaraj*  
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## New ideas:

ABC method was implemented to develop the students learning and also ALM method, many group activities like discussions, seminars are conducted in the classroom.

## Programmes:

School conducts many programmes like Sports day, annual day, Children's day, pongal celebration, fancy dress competition, drawing, dance, singing, easy writing, arts from waste etc. These kind of programmes help students to be stress free and also they can improve their extra curricular activities.

Ajay Perumal

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# Qalam International School, Poondi

Activities like discussions, seminars, group projects, etc. also help to develop the students learning. A lot of activities like discussions, seminars, group projects, etc. also help to develop the students learning.



*A. Jayaraj*

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## About School:

Qalam International School was established in the year 2014 and it was located in Poondi of Thiruvallur district. It was surrounded with full of plants and trees with beautiful location. The entrance of the school bring energy and happiness to us. The school is the level of upper primary and it is a co educational school.

## Mission:

The mission is to be an innovative and responsive community. The school is dedicated to meet the diverse educational and personal growth needs of opportunities and support services. Education gives meaning to personality and existence.

*Ajeesh*  
PRINCIPAL

INDIRA COLLEGE OF EDUCATION  
PANDUR, TIRUVALLUR-631 203



p11/01/20

It equips the students with the power to meet any sort of challenges around there. The lake of education is provided to the students and it is a best society also.

### Infrastructure of the School:

The school is located with full of plants and trees around it. The building has two floors with full of spacious classrooms and purified water facilities. The school has a boundary wall with slogans and in the steps, tables and neat and clean playground inside the school campus.

### Education and Teachers:

The teachers are well qualified and experienced and trained teachers are guiding the students to score high marks in their examinations. They also develop personal talents of each and every student in the class.

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They also build value education among students.

"Teachers are the pillars of the tomorrow's future"

### Classroom:

The classrooms of the school are wide and very nature view and also clean and neat. The classroom had clever ventilation.

### Conference hall:

In the school conference hall daily 10-15 minutes all the students are praying and they are developing mind with full of peace and calm. This is very useful to all students in the society. Keeping the mind peace brings us the power to develop all activities in the school.

*Ajay Arindha*

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# Programmes:

School conducts many programmes to develop the students talents and gives plenty of programmes to them. These kind of programmes help the students to be stress free and also they can improve their curricular activities.



*Aajee Fenile*

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Conclusion :

As an organisation they work together to push the boundaries of education. They guide the students with all the facilities which is necessary for them to achieve their goals and dreams to come true in their life.

Completed  
M.P. R

Ajay Fante

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**OBSERVATION**

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*A. H. Perin*

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## OBSERVATION-1

NAME OF THE STUDENT TEACHER : V. Pavithra

NAME OF THE GUIDE TEACHER : R. Hema

SUBJECT : English

TOPIC : Cyber Safety

STANDARD : VIII - A

CLASS DURATION : 45 minutes.

DATE : 1-11-21

Ajay Kumar

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## OBJECTIVES:

- \* TO enable the students read and understand the lesson "Cyber Safety"
- \* TO enable the students summarize the lesson
- \* TO enable the students answer the questions
- \* TO enable the students to identify the new words
- \* TO enable the students to pronounce the new words correctly.
- \* TO enable the students to think and expressive their views points

## TEACHING AIDS:

### 1) USE OF AIDS:

- \* The aids were related to the lesson.

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## 2. NATURE OF AIDS:

- \* Text book, Matching Board, chart

## TEACHER

## TEACHER PERSONALITY:

- \* The teacher was very active in the class and she had a good eye contact with each and every student.

## COMMUNICATION:

- \* She pronounced the words correctly and had great voice modulator.

## CLASSROOM MANAGEMENT:

- \* The students were properly seated they were silent.

- \* The classroom was very neat and clean.

- \* The teacher made the class very pleasant to hear.

- \* The students were attentive in the classroom.

*Ajeef Feroze*  
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## TEACHING:

### MOTIVATION:

\*The teacher motivate the class students by asking following questions.

1. What is computer?
2. Explain the meaning of it?
3. Identify the parts of a computer?
4. What are the types of a computer?

### EXPLANATION:

\*The teacher announced the topic of the lesson and taught the lesson with good explanation and with correct pronunciation.

*Ajey Perile*

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### STUDENTS ACTIVITY:

\*Students participated was very actively in the classroom,

\*Students answered very clearly to the teacher's questioning.

\* Interactive between the teacher and the students

QUESTIONING:

REVIEW:

\* The teacher asked the following questions related to the lesson and evaluate the students how they had understood the lesson.

1. Why did Gladin's mom ask him to browse?
2. Why do we use internet?
3. What was Rani afraid of?
4. What was father's advice to Rani?
5. Who is an online predator?

FOLLOW UP:

\* The teacher asked the students to write hard words and new words from the lesson.

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\* The teacher asked the students to read the prose lesson part with correct pronunciation.

*Ajeel Fenule*

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V. PAVITHRA  
Name of the  
Student Teacher

*R. Amy*  
Signature of the  
guide Teacher

*A. S. S.*  
Signature of the  
Asst Professor.

OBSERVATION-2

NAME OF THE STUDENT TEACHER: V. PAVITHRA

NAME OF THE GUIDE TEACHER: R. Hema

SUBJECT: ENGLISH

TOPIC: MY COMPUTER  
NEEDS A BREAK

STANDARD: VIII - A

CLASS DURATION: 45 minutes.

DATE: 2 - 11 - 21

*Ajeyanile*

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## OBJECTIVES:

\* TO enable the students understand the poem.

"My computer needs a break."

\* TO enable the students enjoy the rhythm of the poem.

\* TO enable the students identify the new words.

\* TO enable the students understand the meanings of the new words.

\* TO enable the students pronounce the words correctly.

\* TO enable the students appreciate the beauty of the poem.

\* TO enable the students part phase the poem.

\* TO enable the students

*Ajay Feride*

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PANDUR, TIRUVALLUR.

involvement in the poem.

TEACHING AIDS:

1) NATURE OF AIDS

\* Textbook, Chart, Picture

2) USE OF AIDS

\* The aids were related to the poem.

TEACHER:

TEACHER PERSONALITY:

The teacher was very active to the class and she had a good eye contact with each and every student in the class.

COMMUNICATION:

She pronounced the words correctly and she had congenial conversation:

Ajeetha

CLASSROOM MANAGEMENT:

The students were properly seated and they were very silent in

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the classroom?

The classroom was very neat and tidy the classroom was effective.

The teacher made the class very pleasant and interesting.

The students were very attentive in the class.

TEACHER:

MOTIVATION:

The teacher motivate the students by asking following questions to the students related to the topic.

1. What do you know about a computer?
2. Explain how the computer play a vital role in all fields?
3. Give the important of a computer in our daily life.

Affeenile  
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## EXPLANATION:

The teacher announced the topic of the poem, and the teacher start taughting the poem with a good Pronounciation and clear explanation to the students.

The teacher explain the poem with the use of the picture charts.

## STUDENTS ACTIVITY:

Students participated was very actively in the class-room teaching.

They answered very clearly to the teachers questions.

## QUESTIONING:

## REVIEW:

The teacher asked the following questions to educate the students.

1. How does the poet describe her computer?
2. What happened to the Computer?
3. List any things that the computer used?

Ajay Finkle

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4. What made the poet squirm?

FOLLOW UP:

The teacher asked the students to read and write the new words and find out the rhyming words from the poem.

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*Ajay Perin*

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V. PAVITHRA  
Name of the  
Student Teacher

*R. Amy*  
Signature of the  
guide Teacher

*A. A. A.*  
Signature of the  
ASST. Professor

OBSERVATION-3

NAME OF THE STUDENT TEACHER : V. PAVITHRA

NAME OF THE GUIDE TEACHER : R. Hema

SUBJECT : ENGLISH

TOPIC : THE MYSTERY OF THE CYBER FRIEND

STANDARD : ~~VIII~~ - A

CLASS DURATION : 45 Minutes.

DATE : 15-11-21

Ajay Ramesh

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## OBJECTIVES:

\* TO enable the students read and understand the story of "The Mystery of the cyber friend".

\* TO enable the students summarise about the story.

\* TO create the story interesting among the students in doing extensive reading.

\* TO enable the student to pronounce the new words correctly.

\* TO enable the students understand the meanings of the new words.

\* TO enable the students thinking skills of them.

## TEACHING AIDS:

### 1) NATURE OF AIDS

\* Text book, chart, picture card, board.

Ajefferrile

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## 2.) USE OF AIDS:

\* The aids were related to the lessons.

## TEACHER:

### TEACHER PERSONALITY:

The teacher was very active in the class and she had a good eye contact with each and every student in the class.

### COMMUNICATION:

She pronounced the words correctly and she had a good voice modulation while teaching the lesson among the students.

### STUDENT ACTIVITY:

\* Students participated very actively in the classroom teaching.

\* They were very interesting in the questions from the teacher.

\* Topic was very interesting which was liked by the students in the class.

Interactive between the student and the teacher made the classes very interesting and very expressive important of the students and the teacher.

### QUESTIONING:

#### REVIEW:

The teacher asked the following questions to the students to evaluate them how they had understood the story.

1. Why did Shree's parents buy her a computer?
2. How did Shree make friends through computer?
3. What were the online activities given in the story?
4. How did the police find the man who pretended?

#### FOLLOW UP:

The teacher asked the students to write advantage and disadvantage.

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of a computer.

*Aje Perile*

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V. PAVITHRA  
Name of the  
student Teacher

*R. HM*  
Signature of the  
guide teacher

*d. JLP*  
Signature of the  
Asst. professor

## OBSERVATION-4

NAME OF THE STUDENT TEACHER: V. PAVITHRA

NAME OF THE GUIDE TEACHER: R. Arma

SUBJECT : ENGLISH

TOPIC : KINDS OF SENTENCES

STANDARD : VIII-A

CLASS DURATION : 45 minutes

DATE : 16-11-21

*Ajay Perile*

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GENERAL OBJECTIVES:

TO enable the students to develop the skill of **Reading, Writing, Speaking and Listening.**

A: GRAMMAR OBJECTIVES:

\* TO enable the students to identify the grammatical term.

\* TO enable the students to define the grammatical term.

\* TO enable the students to use the grammatical term in correct context and in correct way.

\* TO enable the students to use the grammatical term in a correct sentences in the concept.

B: TEACHING AIDS:

1) NATURE OF AIDS:

\* Text book, Chalk board.

*Ajay Kumar*

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## 2) USE OF AIDS

\* The aids were used in an appropriate to the topic.

## C. TEACHER:

### PERSONALITY:

\* Teacher was very active in the class

\* She had a good eye contact in all the students.

### COMMUNICATION:

\* Teacher's voice was very clear and audible

\* She had a good fluency in english language.

\* She had a good voice modulation

### CLASSROOM MANAGEMENT:

\* The students were seated properly

\* The class was very clean.

\* The students were very quiet.

*Ajeetha*  
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- \* The students were very active
- \* The students show more involvement in the class

#### D. TEACHING:

#### MOTIVATION:

\* The teacher motivate the students by asking few questions related to the topic.

- 1.) What is a sentence?
- 2.) What are the parts of a sentence?
3. How sentences are used in our daily to life?

#### EXPLANATION:

\* The teacher explain about the sentence.

\* The teacher explain about the kinds of sentence and usage of the sentences.

#### STUDENTS ACTIVITY:

\* The students were very active.

*Ajay Permal*

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\* The give clear and correct answers to the questions

\* The students were very interesting in the class.

### QUESTIONING:

### REVIEW:

The teacher asked the following questions to evaluate the students.

1. What is a sentence?
2. What are the kinds of a sentence?
3. Give few examples to the kind of a sentence.

### TOTAL IMPRESSION:

The class was very really and lively. The teacher prepared well on the whole the class was very interesting.

Ajay Kumar

ORDER VOUCHER

NAME OF THE STUDENT TEACHER: V. PAVITHRA  
 NAME OF THE GUIDE TEACHER: R. AMY  
 SUBJECT:   
 DATE:   
 TIME:   
 CLASS:   
 SECTION:   
 INSTITUTION:   
 ADDRESS:   
 CITY:   
 STATE:   
 PIN CODE:   
 PHONE NO:   
 MOBILE NO:   
 EMAIL ID:   
 SIGNATURE OF THE STUDENT TEACHER:   
 SIGNATURE OF THE GUIDE TEACHER:   
 SIGNATURE OF THE ASST. PROFESSOR:   
 DATE:   
 TIME:   
 CLASS:   
 SECTION:   
 INSTITUTION:   
 ADDRESS:   
 CITY:   
 STATE:   
 PIN CODE:   
 PHONE NO:   
 MOBILE NO:   
 EMAIL ID:

*Amy*

PRINCIPAL  
INDHIRA COLLEGE OF EDUCATION  
PANDUR, TIRUVALLUR-631 203

*R. Amy*

*A. H*

V. PAVITHRA  
NAME OF THE  
STUDENT TEACHER

Signature of the  
Guide Teacher

Signature of the  
ASST. Professor

## OBSERVATION-5

NAME OF THE STUDENT TEACHER: V. PAVITHRA

NAME OF THE GUIDE TEACHER: R. Hema

SUBJECT : ENGLISH

TOPIC : COMPOUND WORDS

STANDARD : VIII - A

DURATION : 45 minutes.

DATE : 17-11-21

*Ajay Perile*

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## GENERAL OBJECTIVES:

To enable the students to develop the skill of Reading, writing, speaking and listening.

## GRAMMAR:

### OBJECTIVES:

\* To enable the "students" to identify grammatical term.

\* To enable the students to define the grammatical term.

\* To enable the students to use the grammatical term in context.

## TEACHING AIDS:

### 1) NATURE OF AIDS:

\* Text book, Chalk Board.

### 2) USE OF AIDS:

\* The aids were appropriate to the topic.

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## TEACHER:

### PERSONALITY:

The teacher was very active and she had good eye contact with all the students in the class.

### COMMUNICATION:

\* Teacher was voice audible and she had good fluency in English language.

\* She had a good voice modulation.

### CLASSROOM MANAGEMENT:

\* The students were seated properly.

\* The room was very neat and clean.

\* The students were very quiet.

\* The students were very active.

### TEACHING:

### MOTIVATION:

The teacher motivate the

*Ajeef Fawade*

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Students by asking few questions

1. What is a compound words?
2. Which two words make the compound word of sunflower.

### EXPLANATION:

\* The teacher explain about the compound words.

\* The also explain about the usage of compound words in a sentence.

### QUESTIONING:

#### REVIEW:

The teacher asked the following question to evaluate the students.

1. What are compound words?
2. Meaning and give few examples of a compound words?
3. What is an open compound words?
4. How do compound words work in a sentence?

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## FOLLOW UP:

The teacher asked the students to write few examples related the Compound words and make a sentences for a compound words.

## STUDENTS ACTIVITY:

- \* The students were very active.
- \* They gave a clear and correct answer to the teacher's questions.
- \* The students and the teachers involvement was very interesting.
- \* Students show more interesting in the classroom activities.
- \* Peer group of a students activities was very good among them.
- \* This shows them how they are treated in the class.

## TOTAL IMPRESSION:

\* The class was very realistic and safety.

\* The teacher had prepared well.

\* The whole class was very interesting and joyfully among the students.

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*Completed*

V. PAVITHRA  
NAME OF the  
Student Teacher

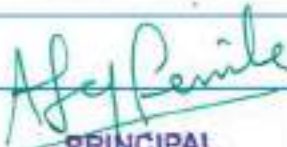
*R. Arun*  
Signature of the  
guide Teacher

*S. H. S.*  
Signature of the  
ASST. professor.



**DEMONSTRATION**

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## Demonstration - I.

- \* Name of the Student teacher: R. Soniya.
- \* Name of the demonstrator: Ms. Y. Santhosham
- \* Subject: Mathematics
- \* Class: B.Ed
- \* Unit: Life Mathematics
- \* Topic: Simple Interest
- \* No. of. Students: 24
- \* Duration: 45 mins.
- \* Date: 02/01/2020.

\* Content of the Lesson :-

\* The specific aim of this lesson was to gain knowledge on the topic "Simple Interest." The student understands what it is simple interest and how it is calculated. The students will also understand how simple interest is used to calculate bank interest and in other investments.

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### \* Preparation Or Introduction:..

\* The teacher Questions on what is interest? Why bank pays us an amount at the end of year? Why people more amount when they get loan from banks? This motivated the students to think on this topic and share their knowledge.

### \* Presentation:..

\* The teacher discussed the uses of simple interest and elaborated the three elements of simple interest. i.e., principal, No. of years (term) and interest rate (P, n, r). The teacher also introduces the formulae  $SI = \frac{Pnr}{100}$  to the students. The teacher explained the related terminologies to the students.

### \* Application:..

\* The teacher explained the practical use of simple interest by solving few example problems and also discussed the variants in such problems. The students were also helped in solving few problems inside the classroom.

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\* Black board and pupil's note book :-

\* The teacher divided the board into larger space and smaller space. The larger space was used for main contents i.e., to work out the problems. The smaller space was used to write important formulae and notes while teaching. The formulae was written clear and bold. The students were also asked to write the notes and even the hints given while teaching. The teacher took the notes properly and clearly, for their future reference.

\* Questioning :-

\* Questions were asked from both sides. The students asked their doubts, especially on the variants of questions asked. Their doubts were cleared by the teacher in a wonderful manner. The teacher asked questions to the students to motivate their curiosity on the topic and at times to bring back their attention, when distracted.

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## \* Class Management :-

\* The teacher kept the students well organized, orderly, focused on the lesson attentive in the class and academically productive during the class. The involvement and focus of the students was kept on the lesson taught by the teacher. The teacher used the linguistic expertise and intellectual behaviour to make him the center of attraction.

## \* Personality of the Demonstrator :-

The teacher was well organized and prepared for the class. The communication skills were exemplary. A good listener to the students and the class management was outstanding. The teacher created a holistic learning environment for all students.

## \* Follow up :-

\* The teacher used Questioning as a means of follow up during the class and Assignments as a follow up to understand their knowledge.

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*[Signature]*  
Signature of the  
Student Teacher

*[Signature]*  
Signature of the  
Asst - professor.

## Demonstration - II.

- \* Name of the Student teacher : R. Soniya.
- \* Name of the demonstrator : Mrs. S. Vijaya Lakshmi.
- \* Subject : Mathematics
- \* Class : B. Ed.
- \* Unit : Life Mathematics
- \* Topic : Semi circle of Quadrant Circle.
- \* No. of Students : 24
- \* Duration : 45 mins.
- \* Date : 03/01/2020.

\* Aim of the Lesson:-

\* The specific aim of the lesson is to gain knowledge on the topic "Semi circle and Quadrant Circle". This lesson aims to build on the terminologies of circle and on the area and perimeter of semi circle and Quarter circles. This lesson forms the basis for next years topics in measurement.

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### \* Preparation Or Introduction:-

\* The teacher prepared the class by asking about shapes. The teacher then questioned the students what is half of a circle and quarter of circle, and the different physical objects related to circle. This motivated the students to think on this topic and share their knowledge.

### \* Presentation:-

\* The teacher discussed about circle and its terminology. The teacher used a circular paper and folded it to explain what is semi circle and what is quadrant circle. The area and perimeter formulas were introduced to the students for both shapes and its terminologies were explained.

### \* Application:-

\* The teacher explained the sums related to area and perimeter of semicircle and quadrant circle. The variants of such problems were also discussed. The students were helped in solving few problems inside the classroom.

### \* Blackboard and pupils' Notebooks:

\* The teacher divided the black board into two equal halves and the board was used to explain and distinguish the concepts between semicircle and Quadrant circle. The formulas were written on the board, clearly and neatly. The students were also asked to write the notes and even to work out problems while teaching. The teacher gave example time for the students to take down the notes.

### \* Questioning:

\* The students asked doubts and it was clearly explained by the teacher. Many questions from the students were on the derivation of the formulae. The teacher also asked questions to motivate their curiosity on the topic and at times questions were asked to bring the student's attention, when the subject was being taught.

### \* Class Management:

\* The teacher maintained the complete focus of the students in the lesson. The students were organised in such a way that they do not

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get distracted. The involvement was kept intact because of the Teacher's knowledge, intellectual behaviour and Communication Skill.

\* Personality of Demonstrator:-

\* The teacher was well prepared for the class. The communication skills were exemplary. The teacher was good listener, and also managed to make the whole class listen to the answers given in response. The Overall environment created by the teacher was excellent.

\* Follow up:-

\* The Questions during the class by the teacher was a formal follow up during the class. The assignments given was a follow up to understand the students knowledge.

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*B. J. P.*

Signature of the  
Students Teacher

*[Signature]*

Signature of the  
Guide professor.

## Demonstration - III.

- \* Name of the Student Teacher : R. Soniya.
- \* Name of the demonstrator : Mr. K. Velmurugan
- \* Subject : Mathematics.
- \* Class : B. Ed
- \* Unit : Life Mathematics
- \* Topic : Profit and Loss
- \* No. of Students : 24
- \* Duration : 45 mins.
- \* Date : 07/01/2020.

### \* Aims of the Lesson :

\* The specific aim of this lesson was to gain knowledge on the topic "profit and loss". The student understands what is profit, what is loss. How a product could yield profit or loss depending on their cost price and selling price. The students understand the application of profit and loss in real life.

*H. Jeyaraj*

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\* Preparation Or Introduction:-

\* The teacher motivated the students and bright their involvement towards the subject, by triggering their curiosity. This was done by few questions on cost price and selling price. The notes for this topic was well prepared in advance.

\* presentation:-

\* The teacher asked the students about their shopping experience, and how the shop owners earn this income. The terminology such as cost price and selling price was discussed. The teacher then introduced the formulas of profit and loss. Then the teacher discussed about the practical applications.

\* Application:-

\* The teacher explained the application and use of profit and loss calculation. A few example problems were discussed and explained to the students. The students were also helped in solving few problems in the classroom.

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\* Blackboard and pupils Note book :->

\* The teacher divided the board into larger space and smaller space. The larger space was used for main contents i.e., to work out the problems. The smaller space was used to write the formulas and notes and while teaching. The formulas were written clear and bold. The teacher gave ample time to write the notes and took care of to go around the class, so that the students took the notes properly and clearly, for their future references.

\* Questioning :->

\* Questions were asked from both sides. The students asked their doubts, especially on questions which were difficult to solve. Their doubts were cleared by the teacher, before the class the teacher's questions motivated the students and later it helped teacher to understand how well the students understood the concepts.

\* Class Management :->

\* The teacher kept the class organized,

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Orderly, focussed on the lesson, attentive in the class and academically productive during the class. The involvement and focus of the students was kept on the lesson taught by the teacher. The teachers expertise on the subject and communication was a center of attraction.

\* Personality of the Demonstrator :-

\* The teacher was well prepared and organized. The communication skills were exemplary. The teacher was very humble and carefully listened to the students queries. The classroom environment during the class was excellent.

\* Follow up :-

\* The teacher recollected to the lesson and asked questions as a follow up to know their understanding. Assignments were also given as a follow up.

*Sanje. P*

Signature of the Student Teacher

*Aje Penile*

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PANDUR, TIRUVALLUR-631 600

*[Signature]*

Signature of the Asst. Professor.

## Demonstration - IV.

- \* Name of the Student teacher : R. Soniya.
- \* Name of the demonstrator : Ms. P. Subbulakshmi
- \* Subject : Mathematics
- \* Class : B.Ed
- \* Unit : Measurement
- \* Topic : Cube & Cuboids
- \* No. of. students : 24
- \* Duration : 45 mins.
- \* Date : 08/01/2020

Aim of the Lesson :-

\* The specific aim of this lesson was to gain knowledge on the topic "Cube and cuboid". The student understands about the three dimensional properties of cube and cuboid. The surface area and volume of cube and cuboid are understood after this lesson.

\* preparation or Introduction :-  
The teacher motivated the students by asking the physical objects related to cube

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and cuboid. Also the teacher enquired how to calculate the volume and surface area of those physical objects.

#### \* Presentation:-

\* The teacher used sample objects such as dice and pencil box to explain the dimensions of cube and cuboid. The formulas were introduced to the students. The terminologies were explained and practical applications were discussed.

#### \* Application:-

\* The teacher explained the application and need to find the surface area and volume of cube and cuboid and the cost related to it. This was done by explaining the problems from the text book. The students were also helped in solving few problems in the classroom.

#### \* Blackboard and pupil's Notebook:-

\* The teacher divided the board into two spaces and smaller space. The larger space was used for main content, i.e., to work out the problems. The smaller space was used to write

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the formulas and notes while teaching. The formulas were written clear and bold. The teacher gave ample time to write the notes and took care to go around the class, to check if the students took the notes properly and clearly, for their future reference.

### \* Questioning :-

\* The students asked their doubts to the subject teacher, which was explained properly by the teacher. The teacher's Question before the class was used to motivate and engage the students into the topic. The Questions from the teacher after the class was used to follow up the students knowledge and recollect the concepts once again.

### \* Cell Management :-

\* The teacher kept the students Organised Orderly, focussed on the lesson, attentive in the class and academically productive during the class. The involvement and focus of the students was kept on the lesson taught by the

A. J. J. J.

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Teacher. The teacher's expertise on the subject and communication was well reflected in the class.

\* personality of the Demonstrator:-

\* The teacher's communication was extra ordinary. The teacher was well prepared and organised in handling the class. The teacher was very humble and carefully listened to the students' queries and resolved their doubts.

\* Follow up:-

\* The teacher recollects the lesson and asked questions on the subject as a follow up to understand student's knowledge. Assignments were also given as a follow up.

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Signature of the  
Student teacher

Signature of the  
Asst. professor.


## Demonstration - V.

- \* Name of the student Teacher : R. Sonija.
- \* Name of the demonstrator : Ms. Tharani
- \* Subject : Mathematics
- \* Class : B.Ed
- \* Unit : Life Mathematics
- \* Topic : Time
- \* No. of Students : 24
- \* Duration : 45 mins.
- \* Date : 09/10/2020.

Aim of the lesson :-

The specific objective of this lesson is to describe and analyze time. The students gained knowledge about analog clock is well understood.

The students will gain knowledge in identifying the time i.e., Hour, minute and second of the day.

  
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### Preparation or Introduction :-

- \* The teacher showed the T.M (Method of Analog clock) to the students and asked the time displayed in it. The teacher also enquired about the three hands in the analog clock.

### \* Presentation :-

- \* The T.M was used to explain the different parts of a clock and the various terminologies related to it. The teacher also explained the difference between analog and digital clock to the students.

### \* Application :-

- \* The teacher used the T.M to explain time. The teacher elaborated the major concepts such as hour, minute and second and their relationship using some sample problems. The students were asked to identify different clock hand setting and the respective time. practical Explanation and given to the students.

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### \* Blackboard and pupils Note books:

\* The black board was used to Explain the problems related to time. The units of time were clearly written and Explained. The students were also asked to draw the analog clock for the time given by the teacher. The students were asked to take down the notes from the board and the teacher took effort in verifying them.

### \* Questioning :-

\* The students doubts were put forward before the class. The teacher resolved the students doubts and explained the concept once again for slow bloomers. The teacher also asked Questions to the students to identify slow bloomers.

### \* Class Management :-

\* The teacher maintained the complete focus of the students in the lesson. The students were Organised in such a way that they were not at all distracted. The involvement of the students

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were kept intact only because of the teacher's active involvement, knowledge and communication skill.

\* Personality of Demonstrator:-

\* The preparedness of the teacher is highly appreciable. The TLM usage proves the knowledge and experience of the teacher. The teacher was a good listener to the students' queries and responded in a humble manner. The teacher created the overall environment for the students so that they gained knowledge in this subject.

\* Follow up:-

\* The teacher reviewed the students at the end of the class as a follow up for their attentiveness. The assignments were given as a follow up for their knowledge.

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*A. Jeyaraj*

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*S. S. R.*

Signature of the  
Student Teacher

*A. J.*

Signature of the  
Asst. Professor.

## \* Conclusion :-

\* The demonstration classes were the most suitable method for teaching young student teachers, of how a class should be. It comprises various steps such as planning and preparation skills, use of Teaching aids, evaluation of students and follow up. The student teachers were also taught how to effectively use of the blackboard and how to keep the students attention on the subject rather than anything else. These demo classes were an inspiration and a motivation to the young student teachers, to develop their skills.

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A. Jayaraman

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