

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



20²¹ - 20²³

M.Ed., Degree Programme

SCHOOL OBSERVATION RECORD

Name : **DEVI SHARMA**

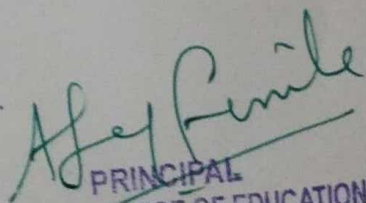
Year / Major : M.Ed I year.

Reg.No. : 1230621MD006.

Index

SL.No	Date	Title	Page No.	Teacher Initial
1.	21/2/22	History of the School.	1	SAI
2.	22/2/22	Number of teachers.	5	SAI
3.	22/2/22	Qualification of teacher.	5	SAI
4.	23/2/22	School Strength	7	SAI
5.	24/2/22	School timings.	8	SAI
6.	24/2/22	Morning Assembly	9	SAI
7.	24/2/22	Admission	10	SAI
8.	24/2/22	Fees and concession	11	SAI
9.	24/2/22	Scholarship	11	SAI
10.	24/2/22	Noon meal scheme	12	SAI
11.	25/2/22	Welfare Scheme.	12	SAI
12.	25/2/22	Infrastructure	13	SAI
13.	25/2/22	No. of sections	13	SAI
14.	28/2/22	Black board facilities.	14	SAI
15.	28/2/22	Library	14	SAI
16.	28/2/22	Furniture for students and staff.	15	SAI
17.	28/2/22	Rest room for students and staff.	15	SAI
18.	28/2/22	Play ground	16	SAI
19.	1/3/22	Opinion about school	16	SAI
20.	1/3/22	Time table.	18	SAI

S.No	Date	Title	P.No	Teacher Initial.
21.	1/3/22	Teaching Methodology.	18	AT
22.	2/3/22	Sannacheer Kalvi	19	AT
23.	2/3/22	Practicals.	19	AT
24.	2/3/22	Evaluation Pattern	21	AT
25.	2/3/22	Activities	21	AT
26.	3/3/22	P. E. T hours.	21	AT
27.	3/3/22	Club activities	22	AT
28.	3/3/22	Yoga	22	AT
29.	3/3/22	Karate	22	AT
30.	4/3/22	Arts and Craft.	23	AT
31.	4/3/22	Modes of evaluation.	23	AT
32.	4/3/22	Test	23	AT
33.	5/3/22	Progress report	24	AT
34.	5/3/22	Grade system	24	AT
35.	5/3/22	Conclusion.	25	AT


 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

History of Dasar's Higher Secondary School.

DASAR'S HIGHER SECONDARY SCHOOL was inaugurated by Mr. Henry Dadas. B.A, L.J., on 1919. The school was founded by Mr. Henry Dadas who turned forest area into school. The school was converted to high school by Mr. Dasar's initiative and motivation aimed at work and sacrifice. In between for eight years, the National Christian Worker Association was the founder and again founded by founding officer.

Dasarpnam Trust association was established by educator Mrs. Swamy B.A, L.J who organised till 9-11-81. Mr. Dasar's brother-in-law's daughter Mrs. Emily Swamy worked as principal and got retirement in the year 1973

A. J. Perinte
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Mr. Aiyasamy who worked as a teacher at this school was been the administrator and secretary of the school. Mrs. Helen Satya, is the head of the committee. Approximately 2000 students are studying in the school. In July 2011, the school has been upgraded to a higher secondary school. God himself leads the way.

A. Effendi

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Name of the School:

DASAR'S HIGHER SECONDARY SCHOOL

Type of the School:

Government aided school.

Address of the School:

DASAR'S HIGHER SECONDARY SCHOOL

Dasarpuram, Thiruninravur

Taluk:

Poonamalle

District:

Thiruvallur

School Type:

Co - Education

School Category:

Upper primary with secondary / higher secondary

Name of the Head Master:

Mr. D. Ebenezer Bakkiyam, M.Sc. M.Ed

Asst. Head Master:

Mrs. S. Sophia Margaret Susila, B.Sc., M.A. M.P.Ed.
M.Ed.

Hejfenite
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Asst. Head Master:

Mr V.T. Justin Manuel Raj M.A., M.P.Ed,

Hr. Sec. Co-ordinator (S.F)

Trst Regina Prabhakaran M.A., M.Phil,
B.Law, B.Ed

Establishment of the School: 1919

Total no. of staff:

Number of staff	Post	Female	Male
1. Head Master	1		✓
2. Post Graduate teachers	16	✓	✓
3. Higher Sec: Graduate Asst	22	✓	✓
4. Asst. Head master	2	✓	✓
5. Non-teaching	3	✓	✓
6. Physical Education teacher	2	✓	✓
7. Drawing teacher	1	✓	
8. Sewing teacher	1	✓	
9. Computer	2	✓	
10. Clerk	1	✓	
11. Computer Asst	1		✓
12. Office Assistant	1	✓	
13. Record clerk.	1		✓
14. Watch man	1		✓

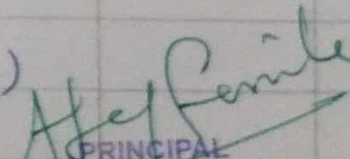
A. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Total No. of Teachers in Dasari's Hr. Sec. School.
and their educational Qualification.

Name and Qualification	U.G	PG
1. Mrs. Sophia Florence M.Sc, B.Ed, (Maths)		✓
2. Mrs. Serah Lily Kirubakaran B.Sc, MA, M.Ed. (Science)		✓
3. Mr. Kirubakar John P. B.A., B.Ed (Eng)	✓	
4. Mrs. Shanthi Immanuel, M.Sc, M.Phil, M.Ed (Science)		✓
5. Mrs. B. Terlin Quency, M.A, B.Ed, (Eng)		✓
6. Mrs. V. Gnanatheebam, M.Sc, B.Ed (Maths)		✓
7. Mrs. S. Mathona Golda Martin, M.Sc, M.Ed (Sci)		✓
8. Mrs. D. J Sebastian DTE, B.Lit, MA (Tamil)		✓
9. Mrs. J. Kumeltra Doris M.A., M.Ed (Eng)		✓
10. Mrs. M.G. Helen B.Sc, MA, M.Ed (S.Sci)		✓
11. Mrs. M. Shanila Ruth, M.Sc, B.Ed (Maths)		✓
12. Mrs. M. Amulka, M.A., B.Ed (S.Sci)		✓
13. Mrs. P. S. Mani negalai, M.A., B.Ed (S.Sci)		✓
14. Mrs. J. Anitha., M.A., B.Ed (Tamil)		✓
15. Mrs. Subhashini Johnson, B.A, B.Ed (S.Sci)	✓	

A. J. Perinile
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, THIRUVALLUR-631 203

	Name and Qualification	UG	PG
16.	Mrs. T. Latha, M.A, B.Ed, (Tamil)		✓
17.	Mr. A.C. Franklin Moses. M.A., M.Ed (Tamil)		✓
18.	Mrs. R. Rebecca Suganthi, M.Sc, B.Ed (Sci)		✓
19.	Mr. J.D. Suresh, B.Sc., B.Ed (Maths)	✓	
20.	Mr. K. Samuthirani, B.A, B.Ed (Tamil)	✓	
21.	Mr. J. Joshua Javcker, B.A, B.Ed (Eng)	✓	✓
22.	Mr. S. Deepa, M.A, B.Ed, (Eng)		✓
23.	Mrs. Alice Charly M.A. B.Ed (Tamil)		✓
24.	Mrs. K. Vijayalakshmi, M Com, B.Ed, (Aco)		✓
25.	Mrs. M. Esther Magdlin, M. EdM, B.Ed (Com)		✓
26.	Mrs. Paulinal Jasmine M.A., B.Ed., M.Phil (Eco)		✓
27.	Mrs. R. Saradha, M.Sc, B.Ed, M.Phil (C.Sci)		✓
28.	Mr. S. Moses Prabhu, M.Sc, B.Ed (Maths)		✓
29.	Miss. M. Baby Shalini, M.Sc, B.Ed (Phy)		✓
30.	Mr. Gopalakrishnan M.Sc, B.Ed., (Bio)		✓
31.	Mrs. M. Esther Gnanaselvam, M Com, B.Ed (Voc Aco)		✓
32.	Mrs. U. Dorthy M.A., B.Ed., (Comar)		✓
33.	Mrs. S. Sundari M.A., B.Ed (Eng)		✓
34.	Mrs. A. Vijay M.Sc., B.Ed., (Comp.Sci)		✓
35.	Mrs. A.D. Devi M.Sc., B.Ed., M.Phil (Che)		✓
36.	Miss. P. Christina, M.A, B.Ed, (Tamil)		✓
37.	Mrs. S. Shanthi M.Com, B.Ed., (Com)		✓
38.	Mrs. V. Madhana sree M.A, B.Ed (Eng)		✓


 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

7

Graduate Asst [High School]

- 39 Mrs. A. Shanthi, B.A., B.Ed.,
40 Mrs. S. Sugirtha Vasanthi, B.Sc., B.Ed.,
41 Mrs. S. Joyce, B.Sc., B.Ed.
42 Mrs. M. Sivaranyini B.A., B.Ed.
42 Mr. N. Vaikundam B.Sc., M.A., M.Ed.

Management Staff (Non-teaching)

- 44 Mrs. P. Valli (Gen Asst)
45 Mrs. R. Vasumathi Clerk (HSS)
46 Mrs. R. Vasanthi (Sweeper)

Total strength of the school:

Over all Higher Secondary students

Strength - 1500.

A. J. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

SCHOOL TIMINGS:-

- 9.30 am to 9.50 am - Prayer
- 9.50 am to 10.30 am - I period
- 10.30 am to 11.10 am - II Period
- 11.10 am to 11.20 am - Break
- 11.20 am to 12.00 pm - III period
- 12.00 pm to 12.40 pm - IV period
- 12.40 pm to 12.55 pm - Yoga
- 12.55 pm to 1.40 pm - lunch
- 1.40 pm to 1.55 pm - Co-curricular
- 1.55 pm to 2.30 pm - V period
- 2.30 pm to 3.05 pm - VI period
- 3.05 pm to 3.15 pm - Break.
- 3.15 pm to 3.50 pm - VII period
- 3.50 pm to 4.20 pm - VIII period

Ajay Perinte
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Morning Assembly Activities.

S.No	Activities	Minutes
1.	Prayer Song	3
2.	Tamil Vaythuvu	4
3.	P. lag song	3
4.	Thirukkural	2
5.	News Reading	2
6.	Proverb	2
7.	Head Master and teachers instruction }	3

20 minutes

A. Jeyaraj
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Admission:-

The purpose of an admission register was to record basic details about children admitted to the school and about their parents or guardians. The register were also used to record the progress of the children through various classes and the date of their leaving the school.

It should contain all valid particulars of the students such as admission number, name in full, sex, name, and address of parents/guardians, date of Birth Certificate, previous school attended, Transfer Certificate number.

During admission some test were conducted like Tamil Book reading, English book reading, Tables in oral interview.

Students from different places are studying here

Ajay Aravind
PRINCIPAL

INDIRA COLLEGE OF EDUCATION
PANDEY ZIRUVALUR-631 203

Fees and Concession:

Without admission fees no any other fees was collected from VI to X std.

Several government-aided school charge fees above the prescribed limit said an education department. It was stipulated that the maximum limit for collection of development fees and other charge from the students

Scholarship Provided:

Dasari's Higher Secondary School gives many scholarship for the students.

Adi-Dravida Scholarship and minority Scholarship was given to the SC/ST students.

Cycle, Laptop, Uniform, Notebooks, Atlas book, Slipper, Geometry box, bag etc. were given to the students freely

Free bus passes were given for all the students come from different places.

Ajeetha
PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Noon-Meal Scheme:

In this school, every day lunch was provided for all students without any discrimination.

In non-meal the lunch was provided with hygienic manner and more than that the lunch contained healthy vegetables and egg for everyday.

During exam time or special day time peanuts and black ground were given as evening snacks.

So, Noon meal scheme was very useful for the students and its functioning good.

Welfare Scheme:

In Dasari's Hr. Sec. School there was many welfare schemes after the students completed their 8 standard some amount was deposited on their bank account.

A. J. J. J.
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PARDUR, TIRUVARUR

After completed XII std Rs. 500 were deposited on their account.

Students without parents, had got some other welfare schemes and Scholarship.

Infra Structure :-

Total area of the school

In Acres : 2

In Sq. ft : 87,220 Sq. ft.

No. of class rooms : 46

Ground floor

Ist Floor : 24

IInd Floor : 22

No. of Section for each standard

VI - 2

VII - 2

VIII - 2

IX - 3

X - 3

XI - 5

XII - 5

Ajay Permal
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Black Board availability:-

Each and every classroom have black board facility. Every staff rooms, P.E.T room, sports room contains black board.

Library Details:

In Dase's Higher Secondary School there was a huge library which contains lots of books. And it was maintained with clean and silent. Some of the books like

1. Dictionary.
2. G.K. Books
3. Scientists Biography
4. Story books
5. Encyclopedias
6. Computer books
7. Year books
8. Magazines
9. Journals
10. Books of british authors.

Books are arranged neatly according to the alphabets orderwise over all 2000 books were available in the library.

Ajay Pinnile
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Furniture for students :

Students of all classes contain both writing bench and sitting bench. There are more than 250 benches in the school. Every classroom contains needed furnitures each bench will be accomodated with 3 or 4 students.

Furniture of teachers :

In every classroom there was a seprate table and chair for the teacher. It helps them for note location and any other purpose Teacher's table and chairs also presented in the staff room.

Rest room for students :

In this school, there was a clean and hygienic rest room. It was cleaning everyday by the servant over all. There was more than 7 rest room here with water facilities 5 for students and two for staff.

Every standard contains seprate rest room with water facilities.

Ajay Kumar

PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Play ground :-

In this school, they have given more importance to co-ordinate curricular activities. The school had won many prizes in the sports competition in district level.

Sports Items :

Some of their materials are

- * Foot ball
- * Volley ball
- * Shuttle cork
- * Tennis bat + ball
- * Cricket bat + ball.

H. J. Fennell

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Opinion about School :

(i) Relationship between staff and H.M :

In Dasar's Hr. Sec. School the role of H.M is very important. H.M's instructions is followed by each and every staffs. The Headmaster frequently consults his colleagues regarding improvement in school discipline and instruction. Headmaster in staff meeting should be called

from time to time. The teachers should be given full freedom to put forth their problems in these meetings

- * Help on their problems.
- * Meeting to be happy and whole some
- * Meeting based on appreciation of efforts.

(ii) Relationship between staff and students:

Like Dr Abdul Kalam's words "parents is the first teacher". Teacher is the second parent."

Here teachers and students relationship was like parents and children relationship. Teachers here take more care on their students

(iii) Relationship between parents and school:

The relationship between parents and the school is very important parent involvement is very essential in students education. So parents meeting also occurs It helps to interact between parent, teachers and students.

If any issues on a student arises, the school call their parents immediately to get a conclusion.

A. Jeyaraj
 PRINCIPAL
 INOHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Curriculum Transaction:-

Time Table:

Time Table is one of the major session in the schools. There was 8 periods, 4 periods in the morning session and a break. Each period contain 40 minutes and break was 10 minutes.

Special Classes:

Special classes were conducted for the public exam students at the evening time. During the public exam students like 10th and 12th std must attend the special classes.

Teaching Methodology:

The Teaching methodology followed here was Active learning Method (ALM). For more results, teacher of 10th to 12th std used lecture method, practical demonstration method etc.

A. J. Perumal
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Notes of lesson:

According to their syllabus, the teacher have to present their notes of lesson at the week end, month end and year end.

Teachers also prepared their lesson plan before teaching

Samacheer Kalvi :-

According to Samacheer Kalvi Scheme developed by our government of Tamil Nadu Act 2010. The syllabus was going on.

Education is equal to all without any discrimination based on their economic, social or cultural background. Tamil Nadu uniform system of school education or equitable education system is followed by school education department. Samacheer Kalvi was followed here.

Practicals :-

Practical exams were conducted for student from X std to XII std. Several equipments were presented in their practical rooms.

For Botany

- * Microscope
- * Specimens
- * Plants
- * Herbarium
- * Samples etc.

A. Jeyaraj
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

For Zoology:

- * Skeleton
- * Slides
- * First aid box
- * Microscope
- * Specimens

For Physics:

- * Leclanche cell
- * Convex and concave lens
- * Spectrometer
- * Sodium Vapour Lamp. etc.

For Chemistry:-

- * Beakers
- * Test tube and chemicals
- * Burette + stand
- * Pipette
- * Conical flask
- * Stand glass etc.

For Computer:

- * 20 Computers
- * 2 Printers
- * 4 Speakers + USB

A. Jeyaraj
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Evaluation pattern:

Evaluation occurs with consideration of formative and summative assessment.

Formative assessment obtains 40 marks. This FA marks was given according to the students assessment activities, projective, etc.

Summative assessment contains the marks considered with by their test marks.

$$\text{Evaluation} = \text{Formative Assessment} + \text{Summative Assessment.}$$

Activities Organised by the school:-

Several activities were organised by the school like sports activities, cultural activities etc...

Cultural Activities:

Students participating in cultural activities are enormous, they perform in competitions like singing, dancing, drama were also conducted.

Ajay Kante

PRINCIPAL

INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Sports activities :-

Several sports occurs here like running race, tennis, Carrom, Chess, basket ball, Volley ball etc... Both indoor and outdoor games are conducted here

Club activities :

The School contains several clubs like Tamil Club, Maths club, Social Science club, English Literacy club, Science club, NCC, guides, etc...

Yoga :

Every day, yoga was conducted for all students daily. 15 minutes allocated for yoga before lunch. Meditation also done during the exam for the students.

A. J. Perumal
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Karate :

In school, every evening Karate class was conducted by the Karate master. Students were very excited during the Karate class.

Arts and Craft:-

The School allocated some periods for the arts and craft. Mrs. A.M. Thammizhendhi was in charge for the activity.

Modes of Evaluation:

Evaluation occurs with the accordance of formative and summative assessment.

Formative assessment:

Formative assessment contains 40 marks. These 40 marks splitted into several session like project assignment, activity, data collection observation etc. This develops their creativity and innovative thinking.

Summative assessment:

Summative Assessment contains 60 marks, these 60 marks got only with the test scores. Test marks are calculated as summative.

Totally 100 marks are calculated with formative evaluation + summative evaluation.
(40 marks) + (60 marks)

Tests:

- * Weekly Test
- * Mid-Term Test

Ajeetha

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

- * Term Exams
- * Revision Exams.

Progress Report:

Progress report is the best way to show the knowledge level of students, it helps to develop their learning level. It also remembers the percentage of attendance of every one.

Grading System:

Students are awarded by grade which resembles their educational status.

Grade	Description
A (100 - 80)	Excellent
B (80 - 60)	Very good
C (60 - 40)	Good
D (40 - 20)	Satisfactory
E (20 - below 20)	Need improvement

Grade was calculated along with the summation of formative assessment (40) and summative assessment (60)

$$\begin{aligned}
 \text{Total} &= \text{F.A} + \text{S.A} \\
 &= 40 + 60 \\
 &= 100.
 \end{aligned}$$

A. Jeyaraj
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Conclusion :

Dasar's Higher Secondary School gives important to both curriculum, curricular and co-ordinate curricular activities students here participate in many activities Students get scholarship and welfare scheme Art & Craft, yoga were given primary importance including karate. Classroom were ventilated and furnished. Teacher and students relationship were Pleasant.

Students here learn more than education they gain self-confidence, creativity and they built the personality of the students creativity developed among the students through co-curricular activities, exhibition conducted every year which gives innovation thinking among students.

On the whole, students here were good at both education and co-curricular activities.

A. J. J. J.
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Completed
8/5/22

YOGA

RECORD

Ajay Kumar
PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, THIRUVALLUR 631 233



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



20 21 - 20 23

M.Ed., Degree Programme

YOGA RECORD

Name : DEVI SHARMA
Year / Major : M.Ed I yr
Reg.No. : 1230621MD006

SELF-DEVELOPMENT YOGA.

INTRODUCTION:

Yoga is a way of better living. It ensures to get a great or efficiency in work and better control over mind and emotions.

Through yoga one can achieve both Physical and Mental harmony.

The term 'yoga' which is derived from the root word 'yuj' means 'to join' or 'Union'.

This means that yoga is a systematic and methodical process to control and develop the mind and body to attain good health, balance of mind and self realization.

Systematic yoga eliminates and control several diseases and also keep the mind perfect clean and peaceful.

A. Jeyaraj
PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



Self Funded

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

MEANING OF YOGA

Yoga is a system which helps the mind and body to achieve tranquility and spiritual insight through exercises.

Yoga is a movement of the body through different position, postures and poses.

Yoga is comprised of various asanas which mean 'to sit' or 'to be present'

The term asanas can also be described as the arrangement of the different components of the body in a specific way. Asanas evolved as an integral part of the spiritual practice as yoga is oriented towards purification accomplishment and realisation.

Historically this term refers to

Jefferette
PRINCIPAL

of bodily posture that have been transmitted by teachers in India, for thousand of years many of these postures or asanas have been defined by the classic Hatha yoga tradition.

The tradition in which the word 'yoga' comes from 'Hatha' mean Union. "Ha" means Sun and "tha" means moon.

Therefore 'Hatha' yoga' means a balanced union a system for creating the balanced well being of the person as yoga joins the mind, body and spirit into a balanced whole

While we are on the path to achieve our highest spiritual, potential asana practice promotes structural stability physiological immunity and emotional health as it helps

Ajeetha
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

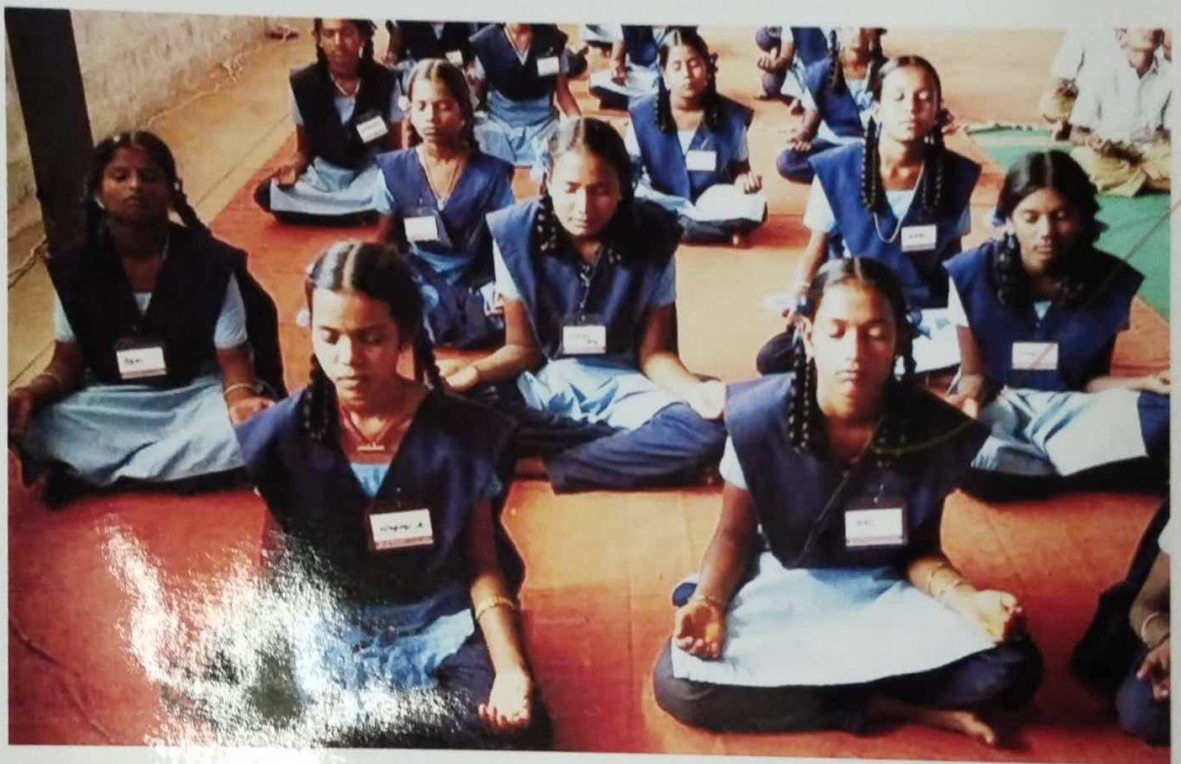
us to restore and develop balance stability strength, flexibility, skeletal alignment and medical freedom.

A. J. Perin

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

DEFINITION OF YOGA

1. "Checking the impulses of mind is yoga"
2. "Yoga is attaining the pose"
3. "Yoga is skill in action".
4. "Yoga is a way or method through which internal and external faculties of man meet in totality and changes occur and by which one may achieve God or feel his existence and may become the part of him."
5. Yoga is that method or activity (Sadhana) by which we realize the oneness of human soul which God and human meet God and feel its knowledge (Gyan)"
6. "The meeting of human being with God is Yoga".



Ajay Renuka

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

AIMS AND OBJECTIVES OF YOGA

AIM:

The aim of yoga is control over the mind. A man who cannot control his mind will find it difficult to attain divine communion, but the self-controlled man can attain it, he tries hard and directs his energy by the right means.

The main aim of yoga is integrating the body, mind and thoughts so as to work for good ends. Modern life style leads to diseases which are mostly due to poor food habits heavy daily routines and to air and water pollution in turn easily affect the human body. The human mind is just like a fire.

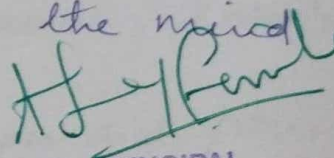
④

It could be either used to preserve and to destroy. With a match stick one can light a candle and illuminate the house.

At the same time, it can also be used to torch a house. Like that ~~our mind~~ can also be used for ~~either good or bad purposes~~. Many ~~poets~~ have compared our minds with a monkey.

Monkey would not sit in one place. It will jump here and there. Like the monkey our thoughts will be always wandering and ultimately that will disturb the mind and it will be without peace.

Through systematic and regular yogic practices the body may be made healthier and


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TRUVALLUR-631 203



A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

its resistance power to fight against the diseases could be enhanced. By practising yoga the mind will get sharpened and the concentration and memory power may ^{be} developed. Thus, mind could be channalized for thinking the right good thoughts.

Yoga will pave the way for an individual to do any action peacefully and perfectly.

OBJECTIVES OF YOGA

The main objectives of yoga are:

1. To remove ignorance from life
2. Yoga also cures behavioural disorder, nervous disorder or breakdown and panic depression
3. Asanas enhance muscle strength, coordination, flexibility, ability and range of motion

A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TRUVALLUR-631 203

- 4. Yoga gives you the capacity to face up the life's challenges. When you respect your body you tend to do things that will enhance its vitality.
- 5. Yoga is highly recommended for the people in competitive, stressful working environments.
- 6. After a good practice of yoga the mind becomes vibrant
- 7. In yoga one should concentrate on a total awareness of our energy and how it flows. One should learn how body and mind work together.
- 8. Yoga can be seen not only as a way to get into shape but also as a base for self healing
- 9. To enable the students to have good health.

A. Jeyaraj
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203 -

- 10. To practice mental hygiene.
- 11. To possess emotional stability
- 12. To integrate moral values
- 13. To attain higher level of consciousness
- 14. Practicing Yoga ultimately leads towards long term health and well being.
- 15. Yoga brings about equilibrium in overall function including ego emotions behaviour and perception.
- 16. Yoga poses turns the whole body, they give strength of oxygen and enhances the functioning of body system like respiratory, digestive, endocrine, reproductive excretory system etc.
- 17. Yoga improves posture increases that intake of oxygen and enhance the functioning of body system.

A. J. P. Kumar
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-531 203

Eight Limbs of Yoga [Astanga Yoga]

There are eight limbs of yoga to secure purity of body, mind and soul. They are

1. Yama
2. Niyama
3. Asana
4. Prathayama
5. Prathyaghara
6. Dharana
7. Dhyana
8. Samadhi

1. YAMA: [Universal Moral Commandments]

Yama means restraint or abstinence. It has five moral practices.

1. Ahimsa - Non violence
2. Satya - Truth
3. Asteya - Non-stealing
4. Brahma Charya - Continence
5. Aparigraha - Non-coveting

2. Niyam [Self purification by discipline]

Physical and mental rules conduct towards oneself.

A. J. Perin

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

- 1. Sauch - purity
- 2. Santosa - Contentment
- 3. Tapas - Austerity
- 4. Swadhaya - Study of the self
- 5. Isvara pranidhana - Devine dedication to the Lord.

3. ASANAS : [Posture]

Asana mean holding the body in a particular posture to bring stability to the body and poises to the mind.

The practice of asana brings firmness to the body and vitality to the body and mind.

By practicing asana one forces himself from physical disabilities and mental distraction. It is a state

of complete equilibrium of body, mind and spirit. Asana may be of the following types.

Ajay Fernando
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TRIVALLUR-631 203

- 1. Meditative Asana.
- 2. Relaxation Asana.
- 3. Cultural Asana.

4. Pranayam. [Breathing Control]

Practice of pranayam is to stimulate regulate and harmonize vital energy of the body as bath is required for purifying the body. Pranayam is required for purifying the mind and internal organs, prana is the vital power of force which is motivating every element on the earth and is the origin of the force of the thoughts.

Three stages of Pranayama are.

1. Inhalation
2. Exhalation
3. Retention.

5. Pratyahar [Withdrawal of senses.]

The extraversion of the sense organs is due to their hankering after worldly objects and it has to be restrained and directed inwards towards the source of all existence. This process put the sense under restraint.

IMPORTANCE AND ADVANTAGES OF YOGA:

1. Yoga is easy to perform. Anybody can take part in it and perform according to one's capacity and capability. Yoga does not

[Signature]
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

require equipment to implement

2. Yoga can be practiced and performed by everyone whether child or adult, young or old, rich or poor. without any reservation.
3. By doing all the activities pertaining to all sort of exercises such as contraction, expansion and twisting are performed.
4. Yoga has a special and importance to refresh the mind and body and regain the lost energy from spiritual point.
5. Due to yoga gland secretion becomes normal, body organs get stronger and energetic.
6. Stomach is the human organ which is the mother and cause of all diseases and sickness. By doing yoga everything is clean.
7. Vertebra [spinal cord] remain erect. Asana makes it flexible and nerve system is improved.
8. Yoga helps in the growth and development of intelligence of a person.
9. Yoga helps the human being to be ~~early controlled~~ *early controlled*.
10. Yoga helps in controlling respiratory and respiration systems.
11. Yoga destroys all causes of diseases.

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDEY, TIRUVALLUR-631 203



A. S. Sankar

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

YOGA ACTIVITIES:

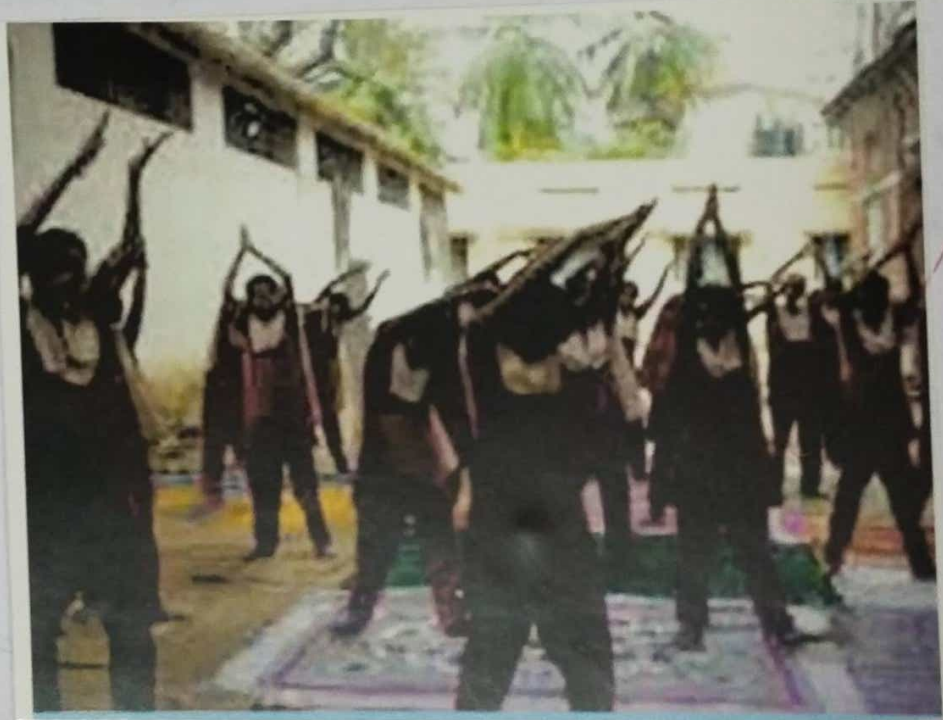
In this modern world of 21st century the environment the environment is struggling for endurance and survival and the and the human being suffer from more and more physical and psychological stress and strain. Yoga is a primordial science of self development that filters the mind and body there is a perfect harmony between them.

Yoga is a integral part of health and physical education. The NCF 2005 adopted a holistic definition of health in which yoga is integral part of it.

World yoga day has been declared by the United Nations General assembly to celebrate 21st June after the recommendations made by India. The Indian prime Minister Narendra Modi in his address in the UN assembly suggested the date of 21st June as it is the longest day of the year in the Northern hemisphere and share significance in many parts of the world.

Yoga practise contributes to the

A. J. Permal
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANOR, TIRUVALLUR-631 203



Ajeffemile

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

development of the child and various studies have shown that it contributes to flexibility and muscular fitness and also correct posture defects among school children.

As part of the need courses the prospective teacher education conducted five sessions of yoga teaching to practice yoga by the students in the school.

In the reverse order remove the left leg first from the thigh. Then remove the right leg and assume the initial position.

BENEFITS :-

- 1. Padmasana is used for meditation, prayer and worship and for the pranayama practice.
- 2. It developed the physical and mental stability.
- 3. This asana helps for the players to obtain mental control.
- 4. Padmasana keeps the person young.
- 5. The abdominal region receives more supply of blood.
- 6. This improves the digestion process.

A. Jeyaraj
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203



Ajeetha
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PADMASANA

The padmasana or lotus position is a crossed leg sitting asana, originally used in meditative practices of ancient India. This asana is said to resemble a lotus to encourage breathing properly through associated meditative practices and to foster physical stability.

STEPS:

Sit and spread out both legs to the front. Hands to be on the side, palms on the ground and fingers joined together.

Slowly lift the right toe with the left hand and right ankle with the right hand and place it on the left thigh.

In the same manner hold the left toe and ankle. Place it on the right thigh. Place the hand on the knees in meditative posture.

Close the eyes and look to the front.

It is very good asana for ailments.

A. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



Ajay Permal
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

UTTANASANA

Uttanasana comes from the Sanskrit word Uttanasana which is a combination of Uttana + asana in this it means intense and term mean through stretch where as 'asana' refers to posture.

STEPS:

Take a standing position. Keep your feet and shoulders distance apart and parallel to each other. Press your feet down in the ground and ground yourself properly.

Now breathe out and gently bend down from the hip and place your chest and stomach on your thighs.

If you are a beginner, you ought to bend your knees slightly to accomplish this.

If your knees are bent, make sure that they're straight through your hamstring muscles all where as press your feet in the ground.

A. Effendi
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TRUVALLUR-631 203

BENEFITS:

1. It maintains the function of liver, kidneys and spleen.
2. Beneficial inflexibility of the hips
3. Give strength to the knees and spine also.
4. It improves the process of blood circulation.
5. Help to improve posture and alignment.
6. Useful for stretching the leg muscles like calves and hamstrings.
7. Improves the function of endocrine and nervous systems.
8. Helps in cellular growth.
9. Eases tension in the back shoulder neck.
10. Useful for toning and activating the muscles of the abdomen.

Vajrasana.

The word vajar is a Sanskrit word which means thunder bolt. or diamond and the meaning of Asana is posture.

A Joy Fulfilled
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

According to Indian Mythology "Vajra" refers to the ^{we}apen of Indra (God of beares) and which is very hard ^{we}apen made of bone.

STEPS:

Bring right leg sideward and then sit on the right heel.

Bring the left leg sideward and then sit on the heel.

Place the hands on the knees with palms facing downwards.

Close eyes in such a way that they are rested without movement.

DURATION:

In the final position relax the whole body as much as possible. Remain in the pose for minimum of 15 to 30 seconds at the maximum for 60 to 90 seconds.

[Signature]
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR 631 203

BENEFITS :

1. Vajrasana Strengths the thigh and calf muscles.
2. It develops physical and mental stability.
3. It is used for prayer pose of the muslims and the meditation pose of the Japanese, Buddhists.
4. Vajrasana is used for meditation, prayer and worship for pranayana practices.
5. It relieves the stiffness of joint particularly at knee and hip ankle.
6. Vajrasana improves the digestion process.
7. It regulates the function of the circulatory and respiratory systems.
8. It activates the function of the nervous system.

A. Jeyaraj
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203



A Jay Arunte

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

VRIUCHASANA :

The name comes from the Sanskrit word *Vriksha* meaning tree and *asana* meaning posture.

STEPS :

Fold the right leg and place the sole of right foot against the inside left thigh as high as possible with heel up and toes pointing downwards.

Slowly bring the arms sideward to above the head and join the palms of the hands together slowly bring the joined palms downward in front and place it on the chest.

Slowly close the eyes and try to keep the body upright from a fixed point.

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

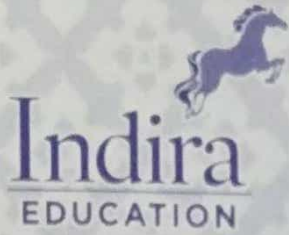
CONCLUSION :

Yoga is most important for every one's life as it helps in balancing the relationship between body and mind. Student will develop and increase their capacity of mental concentration and find harmony between the mind and the body practising.

Yoga increases self confidence as the student's and improvement. Yoga practice helps the student to relieve exam related stress.

Completed
A. Jeyaraj

A. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



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



20 - 20

M.Ed., Degree Programme

EDUCATIONAL INSTITUTION

Name : **DEVI SHARMA**

Year / Major : M.Ed II yr.

Reg.No. : 1230621MD006

Index

SL.No	Date	Title	Page No.	Teacher Initial
1	7/11/22	EDUCATION PSYCHOLOGY	3	AM
		MOTIVATION & LEARNING		
2	8/11/22	EDUCATION PSYCHOLOGY	6	AM
		MOTIVATION & LEARNING		
3	9/11/22	EDUCATION PSYCHOLOGY	9	AM
		MOTIVATION & LEARNING		
4	10/11/22	EDUCATION IN CONTEMPORARY INDIA	12	AM
5	11/11/22	EDUCATION IN CONTEMPORARY INDIA	15	AM
6	14/11/22	EDUCATION IN CONTEMPORARY INDIA	18	AM
7	15/11/22	LEARNING AND TEACHING	21	AM
8	16/11/22	LEARNING AND TEACHING	24	AM
9	17/11/22	LEARNING AND TEACHING	27	AM
10	18/11/22	LANGUAGE ACROSS CURRICULUM	31	AM
11	21/11/22	LANGUAGE ACROSS CURRICULUM	35	AM
12	22/11/22	LANGUAGE ACROSS CURRICULUM	39	AM
13	23/11/22	PEDAGOGY OF SCHOOL SUBJECT	43	AM
14	24/11/22	PEDAGOGY OF SCHOOL BOOKS	46	AM
15	25/11/22	PEDAGOGY	49	AM



INDHIRA COLLEGE OF EDUCATION

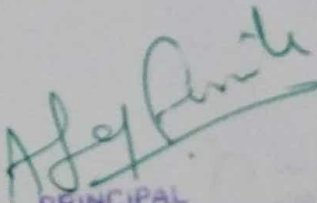
NAME OF THE STUDENT TEACHER: Devi Shama

COURSE YEAR : 2021 - 2023

PERIOD OF INTERNSHIP : 4-11-22 to 25-11-22

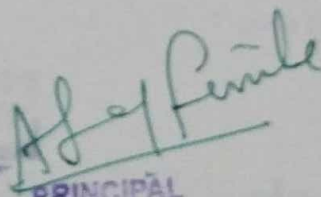
NAME OF THE INSTITUTION : Vadaramyan College
of Education
Kadambathu.

NAME OF THE PRINCIPAL : Dr. K. Sudhakar.


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

LESSON PLAN - 1

Student Teacher : Devi Shanna
Teaching Group : B. Ed Ist year
Subject : Educational Psychology
Topic : Motivational Learning
Date : 7/11/2022
Time : 45
College : Vadaranyam College of Education, Kadambatten


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Preparation :-

Teacher explains the importance of motivation and learning that takes place in a classroom. The teacher motivates the group to guess the topic themselves by giving some hints that related the topics.

Teaching Aids:

Text books,

Black board,

Chalk piece.

aim:

Students able to understand the term motivation and learning, which is the key concepts to be used in the classroom teaching. Also students able to acquire the knowledge of content through motivation and learning.

Presentation of the lesson:

Explanation I :

The teacher explains the meaning and definition of motivation with the help of the text book. Also asked the students to explain the definition given in the text book. Then explained the types of motivation by writing on the black board.

A. Effendi

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

Explanation :- II :-

Maslow's theory of motivation is to be explained by drawing the structure of Maslow's Hierarchy of needs on the black board. Then explains the implication of this theory in education and its uses. Students were asked to share their experience regarding this theory.

Recapitulation :-

The teacher gave a short recap of the portion taught to know the effective teaching and learning experience then asks few questions from the portion taught.

Assignment :-

To read the topics discussed in the class and find answer for the respective questions given in the exercise.

Signature of the
Student Teacher

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Signature of the
Asst. Professor.

LESSON PLAN - 2

Student Teacher : Devi Shanu.

Teaching Group : B.Ed Iyr.

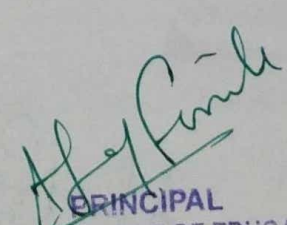
Subject : Educational Psychology

Topic : Motivation and Learning.

Date : 8/11/2022

Time : 45 min

College : Vadavanyam College of Education, Kadambalur


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION:

To test the previous knowledge of the students about motivation. Ask some questions based on motivation and its types.

TEACHING AIDS:

Text book,
Black board,
Chalk piece.

Aim:

Students were able to understand the role of rewards, reinforcements, punishment, level of aspirations and theories of learning and its educational implications.

Explanation :-

Asked the students to share their experiences of getting rewards and punishments in their school days. Then explained the role of rewards and punishments.

Then explained the level of aspiration and theories of learning and its educational implication in the classroom environment.

A. J. Perith

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

RECAPITULATION :

Asked the questions from the topic taught so far, including the previous class.

ASSIGNMENT :

Students were asked to read the topic taught for last two classes, motivation, maslow's theory. Level of aspiration and theory of learning.

A. J. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203.

A. J. Jeyaraj

Signature of the
Student Teacher.

A. J. Jeyaraj
Signature of the
Asst. Professor.

LESSON PLAN - 3

STUDENT TEACHER : DEVI SHARMA

TEACHER GROUP : B.Ed Ist yr

SUBJECT : Educational Psychology

TOPIC : Motivational and learning

DATE : 9/1/2022

TIME : 45 min

COLLEGE : Vardaranyam College of
Education, Kadamattam

A. Effendi

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :

Asked questions about theories of motivation and learning and types of motivation shall be discussed.

TEACHING AIDS :-

Text book

Black board

Chalk piece.

Aim :-

Students were able to understand learning and its insight, transfer of learning, level of learning by Gagne.

EXPLANATION :

The teacher explained the following topics,

- (i) Thorndike's connection, Pavlov's connection, Skinner's operant conditioning.
- (ii) Learning by Insight
- (iii) Transfer of learning
- (iv) Gagne's level of learning.

A. J. Fenu
PRINCIPAL

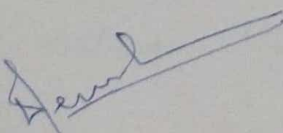
INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

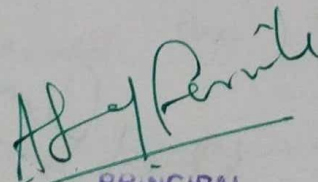
RECAPITULATION:-

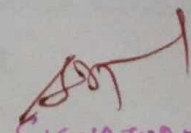
The teacher recaps the topics from the whole unit - motivation and learning

ASSIGNMENT:

To read all the questions given at the back of the unit, for the written Test.


SIGNATURE OF THE
STUDENT TEACHER


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203


SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 4

STUDENT TEACHER : DEVI SURESH

TEACHING GROUP : B.Ed I yr.

SUBJECT : EDUCATION IN CONTEMPORARY INDIA

TOPIC : EDUCATIONAL DEMAND OF INDIVIDUAL AND DIVERSE COMMUNITIES.

DATE : 10/11/2022

TIME : 45 min

COLLEGE : VADRAMYAM COLLEGE OF EDUCATION, KADAMBATTUR

Ajay Feriele
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

PREPARATION:

The teacher motivated the students by asking some questions that related the topic to be taught. The students will guess the topic with teacher's hints.

TEACHING AIDS :-

Text book
Black board
Chalk piece.

AIM:-

Students were able to know about the universalization of education, its programmes, its challenges and pillars of education as viewed by Deor's commission report.

PRESENTATION AND EXPLANATION:

EXPLANATION - I :

The teacher explained the importance, need of the universalization of primary education.

EXPLANATION - II

Then explained the programmes introduced to achieve the universalization of education. Programme are

A. Effendi
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

SSA - Sarva Shiksha Abhiyan

RMSA - Rashtriya Madhyamik Shiksha Abhiyan

RUSA - Rashtriya Uchchaitar Shiksha Abhiyan

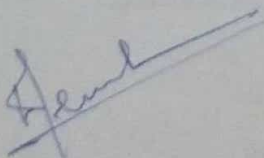
Also explained about integrated and inclusive education.

RECAPITULATION:

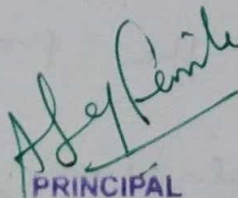
Gave a short recap of the topics discussed.

ASSIGNMENT:

To collect more points about the universalization of education and its programmes.



SIGNATURE OF THE
STUDENT TEACHER



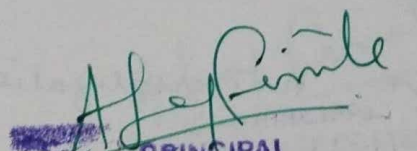
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 5

STUDENT TEACHER : DEVI SANKRANA
TEACHING GROUP : B. Ed I yr
SUBJECT : EDUCATION IN CONTEMPORARY INDIA
TOPIC : EDUCATION DEMAND OF INDIVIDUALS
AND DIVERSE COMMUNITIES
DATE : 11/11/2022
TIME : 45 min
COLLEGE : Vandarmyam College of
Education, Kedambatten


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION:

The teacher motivated the students by asking some questions that related to the topic.

The hints of the teacher helped the students to find the topic.

TEACHING AIDS :-

Text book

Black Board

Chalk piece.

Aim :-

Students to understand the challenges in achieving universalization of education.

PRESENTATION AND EXPLANATION:

EXPLANATION

The teacher must asked the students to share their views on the challenges that may be found to achieve universalization of education.

Then the teacher explained the challenges faced to universalisation education.

Ajeyfemte

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

The teacher must also give enough time to students to students to raise doubt regarding the topic and discussed about the topic

RECAPITULATION:

The teacher shall give a short recap of the topic discussed in this unit so far.

ASSIGNMENT:-

To collect notes on education for collection living and peaceful living.

[Handwritten signature]

SIGNATURE OF THE
STUDENT TEACHER

[Handwritten signature]

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Handwritten signature]

SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 6

STUDENT TEACHER : DEVI SHARMA

TEACHING GROUP : B.Ed I yr

SUBJECT : EDUCATION IN CONTEMPORARY INDIA

TOPIC : EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

DATE : 14/11/2022

TIME : 45 min .

COLLEGE : Vardaranyam College of Education, Kadambalur

[Handwritten signature]

Ajeefunte
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :-

The teacher asked the students to give a short notes on last two classes taught on this topic.

This helps the teacher to find the previous knowledge of the students.

TEACHING AIDS :-

Text book

Black board

Chalk piece.

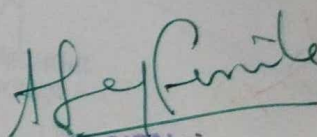
AIM :-

Students to understand the Delor's Commission Report.

PRESENTATION AND EXPLANATION :-

EXPLANATION I:

Explained about the education for collection living and peaceful living. Also explains its features, needs and scope.


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

EXPLANATION II :

Explained the view of Deol's Commission Report, Four pillars of education

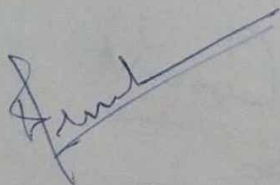
1. Learning to know
2. Learning to do
3. Learning to be
4. Learning to live together.

RECAPITULATION:

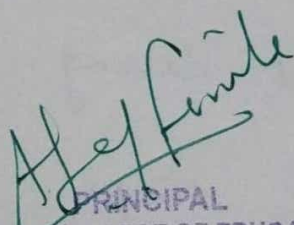
The teacher must give a recap of the lesson by asking important question.


ASSIGNMENT:

To read the exercise question of the unit of next days test.



SIGNATURE OF THE
STUDENT TEACHER


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203


SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 7

STUDENT TEACHER : DEVI SRIARUN.

TEACHING GROUP : B. Ed Ist yr.

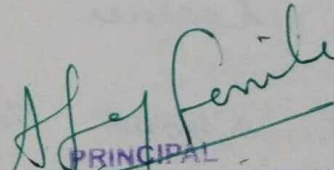
SUBJECT : LEARNING AND TEACHING

TOPIC : THEORY OF CONSTRUCTIVISM AND
LEARNERS CENTERED TEACHING.

DATE : 15/11/2022.

TIME : 45 Mins.

COLLEGE : VANDARAMYAM College of
Education, Kadambattin


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :

The teacher motivated the students by asking some questions that related the topic to be taught. This reveals the previous knowledge of the students.

TEACHING AIDS:

Text books.

Black board

Chalk piece.

AIM:

To teach about constructivism and students to understand constructivism and its pedagogical approaches.

PRESENTATION AND EXPLANATION :

EXPLANATION :

The teacher explains the meaning and definition of constructivism and also about the nature of constructivism learner.

Also explained about the nature of learning process.

A. Jeyanthi
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

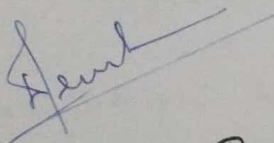
Explained about the nature of learning process as per the constructivist theory.

RECAPITULATION:

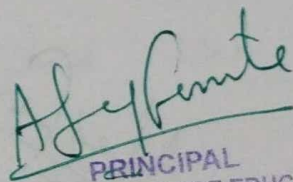
The teacher recaps the topic so far, by asking question from the topic. The students are also allowed to ask questions and clear their doubts.

ASSIGNMENTS:

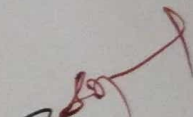
TO write assignment on constructivist classroom.



SIGNATURE OF THE
STUDENT TEACHER



PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 8

STUDENT TEACHER : DEVI SHARMA

TEACHING GROUP : B. Ed Ist YR

SUBJECT : LEARNING AND TEACHING

TOPIC : THEORY OF CONSTRUCTIVISM AND LEARNERS CENTERED TEACHING

DATE : 16/11/2022

TIME : 45 mins.

COLLEGE : Vandaramban College of Education, Kadambattur

Alexandra
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

PREPARATION :

The teacher motivated the students by asking some questions related to the topic by taught.

TEACHING AIDS:

Text book

Black board

Chalk piece.

Aim :

Students were able to know about the pedagogical approaches to constructivism.

PRESENTATION AND EXPLANATION :

EXPLANATION :

The teacher explained the pedagogical approaches to constructivism by reading the textbook and hinting out important points.

They teach about feature, importance and need of pedagogical approaches.

Also explained the learning environment facilitating constructivism.

Ajay Ferite

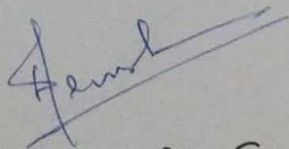
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

RECAPITULATION:-

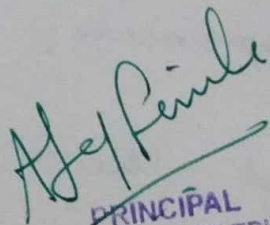
Make a short review of the topic pedagogical approaches and learning environment.

ASSIGNMENT:

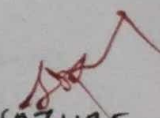
To read the topic taught so far in this unit.



SIGNATURE OF THE
STUDENT TEACHER



PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203


SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 9

STUDENT TEACHER : DEVI SHARMA.

TEACHER GROUP : B. Ed Ist YR

SUBJECT : : LEARNING AND TEACHING

TOPIC : THEORY OF CONSTRUCTIVISM AND
LEARNER CENTERED TEACHING

DATE : 17/11/2022

TIME : 45 MIN

COLLEGE : Vardaranyam College of
Education, Kadambattin.

Ajay Fenile

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :-

The teacher motivated the students by asking some questions related to the topic.

Also asked questions to know about the previous knowledge of the students.

TEACHING AIDS:

Text book

Black board

Chalk piece

AIM :

Students to know about the Learner - Centered teaching, its characteristic and its advantages against teacher - centered learning.

PRESENTATION AND EXPLANATION:

EXPLANATION : I :-

The teacher explained the concept of teaching techniques, difference between teaching method and technique.

A. J. Perumal

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Explained about meaning and characteristics of learners - centered Teaching and need of that.

EXPLANATION II :

Now teach about the merit, demerits, advantages, limitations of learners, centered teaching.

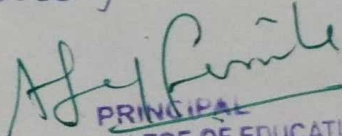
Also explained about the definitation meaning of teacher - centered teaching, its advantages, limitations, merits and demerits.

They explained the learner - centered teaching versus teacher - centered learning.

RECAPITULATION :

As this unit is completed, the teacher must ask questions from each sub-topic of the unit.

Also gave time for students to ask their doubts regarding this unit.


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

ASSIGNMENT :

To read the full unit for next days test.

Aley Permal

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Signature]

SIGNATURE OF THE
STUDENT TEACHER

[Signature]
SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 10

STUDENT TEACHER : DEVI SWARMA

TEACHING GROUP : B.Ed Ist Yr

SUBJECT : LANGUAGE ACROSS THE CURRICULUM

TOPIC : INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

DATE : 18/11/2022.

TIME : 45 MINS

COLLEGE : Vadaranyan College of Education, Kadambattin

Ajay Ganile

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :

The teacher asked questions related to the topic to motivate the students to know about the topic that to be taught.

Then the teacher reveals the topic, so the students are asked to tell a point about the topic that they already know.

TEACHING AIDS:

Text book

Black board

Chalk piece.

Aim:

Student to know about the type of Integrated Curriculum, meaning its key features and its levels.

PREPARATION AND EXPLANATION :

EXPLANATION I :

The teacher to explain about the meaning definitions of the Integrated Curriculum.

Students also can try to explain the

Ajeyan
PRINCIPAL

definition - Also explained the key features, objectives types of integration by mentioning the important points.

They explained the level of curriculum integration presented in the textbook according to the order.

EXPLANATION II :

Now explained about the other topics given under the curriculum integration, which is as follows.

- * Model of curriculum integration
- * Multi disciplinary
- * Inter - disciplinary
- * Trans - disciplinary
- * Spiral Curricular

A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

RECAPITULATION:

The teacher shall give a short recap of the topics taught so far.

ASSIGNMENT:

To read all the important topics taught in this unit.

[Handwritten signature]

SIGNATURE OF THE
STUDENT TEACHER

[Handwritten signature]
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Handwritten signature]
SIGNATURE OF THE
ASST. PROFESSOR

LESSON PLAN - II

STUDENT TEACHER : DEVI SHARMA

TEACHING GROUP : B. Ed Ist Yr.

SUBJECT : LANGUAGE ACROSS THE CURRICULUM

TOPIC : INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

DATE : 21/11/22.

TIME : 45 mins.

COLLEGE : Vadaranyam College of Education, Kadambattur

Ajay Permalu

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION:

The teacher motivated the students by asking questions from the last class taught on integrated curriculum, as a short recap.

The student gave the answer to gain previous knowledge about the topic.

TEACHING AIDS:

Text book

Black board

Chalk Piece.

AIM:

To teach about the coyle's 4C's of curriculum and content & language integrated learning approach.

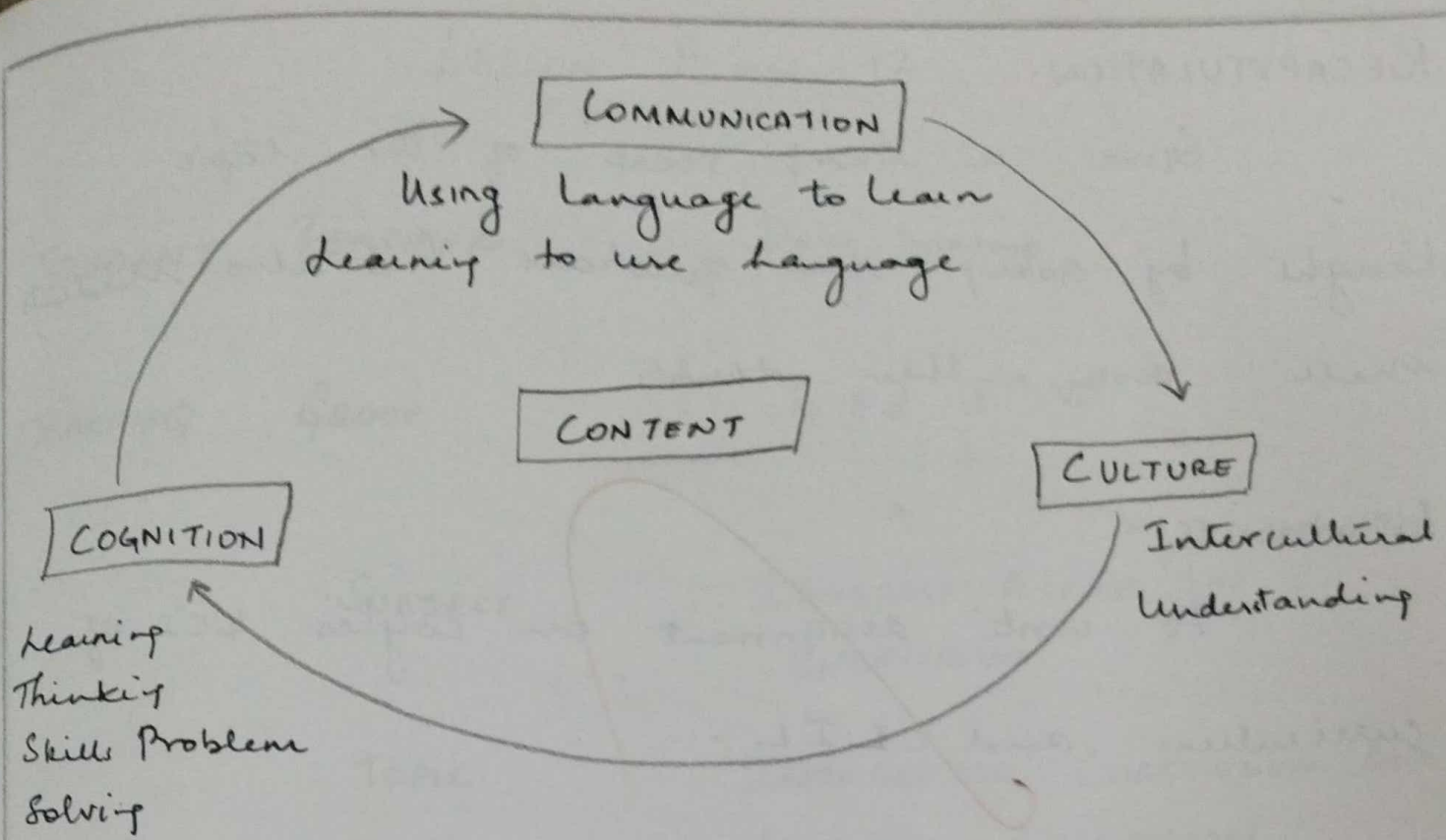
PRESENTATION AND EXPLANATION:

EXPLANATION I:

The teacher shall explained the coyle's 4C's of curriculum, by drawing the following image on the black board.

Ajay Kumar

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



COYIE'S 4C's of Curriculum:

- Content, Culture, Cognition, Communication

EXPLANATION II:

Now, explained the content and lang
 integrated approach in the classroom by giving an
 example of learning a subject using a language
 This is also shortly referred as CLIL.

Ajeef Fathima
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

RECAPITULATION:

Give a short recap of the topic taught by asking few questions. And also students shall ask their doubts.

ASSIGNMENTS :-

To write assignment on coyle's 4C's of curriculum and C.I.I.L.

Amal

SIGNATURE OF THE
STUDENT TEACHER

Alexandra

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

[Signature]
SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 12

STUDENT TEACHER : DEVI SHARMA

TEACHING GROUP : B-Ed Ist yr

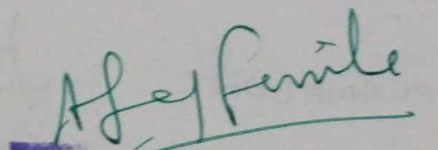
SUBJECT : LANGUAGE ACROSS THE CURRICULUM

TOPIC : INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

DATE : 22/11/2022

TIME : 45 MINS

COLLEGE : VANDARANYAM College of Education, Kadambalur


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :

The teacher asked questions from the last class to know the previous understanding of the students.

Then asked whether they know about any other framework regarding the curriculum.

TEACHING AIDS:

Text book

Black board

Chalk piece

Aim:

Students to know about NCE - 2005 and to ^{to}significance of mother tongue.

REPRESENTATION AND EXPLANATION:

EXPLANATION - I :

The teacher explained about the

A. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

NCE 2005

National Curriculum Framework Discuss about the predecessor of this NCF 2005

Explain about its aims, features, objective and need of the NCF-2005; The teacher shall also show enormous values and achievement of NCF-2005 on the presentation using smart class.

EXPLANATION II :

New explains the importance of mother tongue in education. This can also be discussed by asking to explain. Students view in their own mother tongue.

RECAPITULATION :

The teacher shall give a short recap of the topic taught. The teacher can also ask questions from the topic discussed so far.

A. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

ASSIGNMENT:

To write assignment on NCF 2005
referring internet.

To read the questions given in the
exercise of that unit.

Arun

SIGNATURE OF THE
STUDENT TEACHER

Ajay Kumar

PRINCIPAL
INDHRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN -13

STUDENT TEACHER : Devi sharma

TEACHER GROUP : B.Ed Ist yr

SUBJECT : PEDAGOGY OF SCHOOL SUBJECT

TOPIC : SOUND

DATE : 23/11/22.

TIME : 45 MINS

COLLEGE : Vardaranyam College of
Education, Kadambatten

Ajeyan
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :

The teacher asked questions from the last class to know the previous understanding of the students.

Then asked whether they know about any other framework regarding the topic.

TEACHING AIDS :

Text book

Black board

Chalk piece.

AIM :

Student should know how the sound has been propagated.

PRESENTATION AND EXPLANATION :

EXPLANATION :

Teacher explained about the propagation of sound waves.

Ajay Perila

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION,
PANDUR, TIRUVALLUR-631 203

Explained about the propagation, properties of sound waves. Sound waves needs a medium to travel. It can travel in solid, liquid and gas. But it cannot travel in vacuum.

RECAPITULATION :

Teacher gave a short recap of the topic so that students can able to recall the today's class.

ASSIGNMENT :

Learn the characteristic, properties of sound waves.

[Handwritten signature]

SIGNATURE OF THE
STUDENT TEACHER

[Handwritten signature]

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Handwritten signature]

SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 14

STUDENT TEACHER : DEVI SHANMUGA

TEACHING GROUP : B-Ed Ist YR.

SUBJECT : PEDAGOGY OF SCHOOL BOOKS

TOPIC : MATTER AROUND US

DATE : 24/11/2022

TIME : 45 MINS

COLLEGE : Vaidaramya College of Education, Kadambathur

Ajay Finita

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION :

Teacher asked questions from the last class to know the previous knowledge and understanding of the students.

Then asked whether they know about physical properties of matter.

TEACHING AIDS :

TEXT BOOKS

BLACK BOARD

CHALK PIECE

AIM :

Students should be able to differentiate the different states of matter.

EXPLANATION :

Teacher explained the solid, liquid, gaseous states of matter.

Ajay Kumar

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Explained the homogenous and heterogenous state of mixture

RECAPITULATION:

Teacher gave a short recap of the matter around us lesson summarized the topics presented in the lesson

ASSIGNMENT:

Read the difference between homogenous and heterogenous mixtures.

[Handwritten signature]

SIGNATURE OF THE
STUDENT TEACHER

[Handwritten signature]

PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANOUR, THIRUVALLUR-631 203

[Handwritten signature]
SIGNATURE OF THE
ASST. PROFESSOR.

LESSON PLAN - 15

STUDENT TEACHER : Devishanm

TEACHING GROUP : B-Ed Ist Yr

SUBJECT : PEDAGOGY OF SCHOOL BOOKS

TOPIC : PERIODIC CLASSIFICATION OF ELEMENTS

DATE : 25/11/2022

TIME : 45 MIN

COLLEGE : Vaidaranyam College of
Education, Kadambalur

A. Jeyaraj

PRIUC

INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

PREPARATION:

Teacher asked questions from the last class to know the previous knowledge and understanding of the students.

TEACHING AIDS:

Text books

Black board

Chalk Piece

Aim:

Students should know how the elements in the periodic table have arranged.

EXPLANATION:

Teacher explained classification of modern periodic Table.

Mendeleev's Modern periodic laws, Law of Octaves were explained.

Ajay Arinile
PRINCIPAL
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Explained the Mendeleev's periodic tables.

RECAPTITULATION:

Teacher gave a short recap of topic taught in this today's class.

ASSIGNMENT:

Learn the modern periodic law and its

~~classification.~~
25/11/2020

Completed.

25/11/20

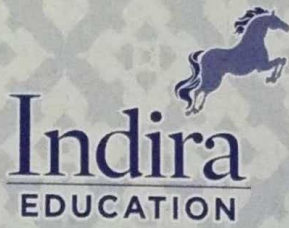
PRINCIPAL
NADARANYAN COLLEGE OF EDUCATION
KADAMBATHUR
TIRUVALLUR Dist. PIN: 631 203.

A. S. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

A. S. Jeyaraj
SIGNATURE OF THE
STUDENT TEACHER

[Signature]
SIGNATURE OF THE
ASST. PROFESSOR.



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



20 21 - 20 23

M.Ed., Degree Programme

SPSS.

Name : DEVI SHARMA

Year / Major : M.Ed II yr.

Reg.No. : 1230621MD006

SPSS WORKSHOP

INTRODUCTION:

On "25th January 2023" Indira College of Education hosted a full-day workshop entitled, "Applied Statistical method using SPSS in Educational Research," in the college premises. It was well organised with all the essential study made by the scholar in the respective area of statistical study.

The purpose of the workshop was to bring a variety of M:Ed scholars to know and learn about SPSS which help the students to proceed their thesis work effectively.

Ajeyanite
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

TIME	TOPIC	PARTICIPANTS.
9.30- 10.00AM	INSTALLATION	Asst. prof. Mohanakannan
10.00 AM	Tamizhthai vazhthu	Students
10.05 AM	Welcome Address.	Rahini
10.20 Am	Honouring the guest	Asst. Prof. Dr. M.P Ramapriya
10.25 Am	About the workshop	Dr. J. Lizzie.
10.45 Am	Presidential Address.	Dr. Ramapriya.
11.10 Am	Photo Session	Mr. Mohana Kannan & Dr. Lizzie.
1.30 pm	Lunch	-
2.00 pm	Feed back	Students
2.20 pm	Certificate Distribution	Asst. Professors.
2.45 pm	Vote of Thanks.	Devi Shaema.
2.55.	National Anthem	Students

A. J. Senthil
PRINCIPAL

Installation :

Installation process Mr. Mohana Kannan Sir. Asst. prof. Mr. Mohana Kannan installed SPSS software in each students Laptop before commencement of the work shop, during the time interval of 9.30 - 10.00 Am.

Tamil Thai Vazhthu :

The workshop was started with an auspicious way of contributing prais to Thai (mother - Tamil world) through Thai vazhthu, which is considered to be the anthem of our state.

Welcome Address:

Our classmate Rahini delivered the welcome address, she warmly welcomed the dignitaries, Assistant professors and students in honouring manner.

Chief Guest Honouring :-

The resource person for the workshop was from the department of research, Asst. prof. Dr. Ramapnya, who is well expertise in the study of research, data analysis, she is the special invite for this workshop.

Ajay Kumar
PRINCIPAL

(4)

We honoured our chief guest by presenting a flower bouquet by Asst. prof. Dr. Lizzie man and honoured with shawl by Asst. prof. Mr. Mohana Kannan Sir.

About the workshop:-

Asst. prof. Dr. Lizzie took the grace to explain about the workshop's importance. She briefly explains about the SPSS workshop and the usage of SPSS in thesis. She explained about the outline of workshop presentation.

Presidential Address:

The presidential address was delivered by our special invite Dr. Ramapriya mam, she introduced the importance of Research, gave definition and precisely explained about the steps in research process. She explains that Chapter 4 is the "heart of the thesis". She has given the point that the Chapter 4 is going to decide whether thesis is valid or not. It must show the authenticity and she explains that the Chapter 04 should be living to make the thesis wholesome living one with all living response.

A. Jeyaraj
PRINCIPAL

Photo Session:

Followed by the presidential address our assistant professor displayed some photo clippings related to the workshop and research seminars that is captured during the sessions attended by the assistant professors. The photo session was very motivational and added interest to attend the workshop.

Session Starts:-

Asst. prof. Mr. Mohana Kannan starts the session. He showed his gratitude and thanks to his guide and lecturer before starting the session.

SPSS Introduction:-

SPSS [version 20]

- S → Statistical
- P → Package for the
- SS → Social Sciences.

It is a software used for data analysis in business research.

It was first launch in 1968, since SPSS

was acquired by IBM in 2009, its officially known as IBM SPSS Statistics.

We have convert all these format into numeric or string data for entering into SPSS.

We have already kept our sub-variable in the MS-Excel format. All the sub-variable are converted into numericals. We have prepared a master sheet consist of 300 items.

Ajeyanile

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

DESCRIPTIVE ANALYSIS

Mean percentage

Step 1: Click IBM SPSS statistics.

Step 2: Ok

Step 3: Open data

- a. click desktop
- b. Select file name.
- c. Open.

Step 4: Open Excel data source

- a. ok

Step 5: Sheet - 1 Data Editor

- a. Data view
- b. Variable view

Data View :-

All the sub variable which are converted into numeric can be seen here. If we find any number missing, then we deduct that our master sheet have some flaws / mistake.

Ajay Pande

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Variable view:

All the data which are entered in the master sheet can be view in variable view. Using the numeric data we can evaluate the statistical calculations.

Name:

If we want to change anything in sub-variable we can make utilize this option or we can even change the name in here.

Type:

Since sub-variable are already converted into numeric, we can see numeric in Type.

Width:-

12 is fixed and standard

Decimals:-

If something is missing it will show the missing words, if not it will show "zero" "0".

Label:

In label, we can name sub-variables or we can change / assign name for sub-variables.

Values:

Values - none

A. Jeyaraj
PRINCIPAL

Missing:

If there is no missing number, then it will show 'none'.

Columns:

Totally 12 columns.

Align:-

It is aligned in the right side. so showing "Right"

Measure:-

It shows sub-variable as Nominal and Tools as scale.

Role:-

Input is used to find out the values and it will be registered.

Step 6:-

All the calculations are evaluated using the subtitle 'Analyse' in the menu item. The master sheet has to be kept ready in Ms-Excel which consist the data of sub variable for 300 samples.

A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Outline of the session

Descriptive Statistics:-

- * mean
- * Standard deviation
- * Mean percentage

Inferential Statistics:-

- * Parametric Test
- * Non-parametric Test
- * Reliability Analysis

Descriptive Statistics :

- * Descriptive statistics helps to describe, show or summarise data in a meaningful way.
- * Descriptive statistics do not allow us to make conclusion beyond the data we have analysed or reach conclusion regarding any hypothesis we might have made.

It includes.

- ⇒ Measure of central tendency
Eg. mean, median, mode.
- ⇒ Measure of variation
Eg. Variance, Standard deviation
- ⇒ Measure of Shape
Eg: Skewness, Kurtosis

Inferential Statistics:-

- * Inferential statistics infer from sample to the

Ajef Genile

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

population

- * They determine probability of characteristics of population based on the characteristics of your sample.
- * They help assess the strength of the relationship between your independent (causal) variables, and your dependent (effect) variables.
- * Inferential statistics can be used for hypothesis testing.

Parametric Statistics:-

- * Parametric statistics is a branch of statistics which assumes that sample data comes from population that follows a probability distribution.

Assumptions:-

- * Interval or ratio scale of measurement
- * Approximately Interval
- * Random sampling from a defined population
- * Samples are independent / dependent [varies by statistics]
- * Characteristic is normally distributed in the population

Population variances are equal [if two or more groups / variables in the design]

Ajay Kumar

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Parametric Statistics:-

The parametric statistics tools are

- * Pearson correlation Analysis
- * One-Way ANOVA Test
- * Independent Sample t-test.

Non-parametric statistics :

- * The ^{non-}parametric statistics are statistics not based on parameterized families of probability distribution
- * They include both descriptive and inferential statistics.
- * The typical parameters are the mean variables, variance, etc.
- * Unlike parametric statistics, non-parametric statistics make no assumption about the probability distributions of the variables being assessed.

Descriptive Statistics

Test procedure in SPSS statistics

Ajefenile
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

- Step 1: Click Analyze menu item at the top of the window
- Step 2: Click Descriptive statistics from the drop down menu.
- Step 3: Then click frequency from the pop up menu.

Step 4:- The frequency dialogbox will appear as shown here, (\leftarrow). Select the variable(s) that have to analyze by clicking on it. In the left hand panel of the frequency dialogbox. Then click on the arrow button to box. Then click as shown here (\leftarrow).

Step 5:- Remove "Display frequency tables" and click on statistics button. Then statistics dialog box will appear.

Step 6:- From the statistics dialogbox, click on Quartile, mean and Range and click on the continue button.

Step 7:- Click on the ok in the frequency dialog box.

Step 8:- The SPSS Output Viewer will appear.

Parametric Statistics / Non-parametric statistic Tools.

The parametric statistic tools used here are

- * Independent sample t-test
- * f-ratio - One way ANOVA
- * Karl Pearson correlation.

Ajay Perile
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

The Non-parametric Statistic tools are:

- * Chi-square test
- * Spearman correlation

Independent Sample t-test

* The Independent sample t-test compares the means between two unrelated groups on the same continuous dependent variable.

Example 1:- To understand whether first year graduate salaries differed based on gender (ie) dependent variables would be "First year graduate salaries" and Independent variable would be "gender", which has two groups. "Male" and "female".

Example 2:-

To understand whether difference in test anxiety based on educational level. (i.e) dependent variable would be "test anxiety" and independent variable would be "Educational level". which has two groups: "Under graduates" and "post graduates".

Example 3:-

- * Both exercise and weight loss can reduce cholesterol concentration.
- * A researcher decided to investigate whether an exercise or weight loss intervention is more effective in lowering cholesterol levels.
- * The researcher recruits a random sample of interactive males that were classified as overweight

Ajay Kumar
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVARLUR-631 203

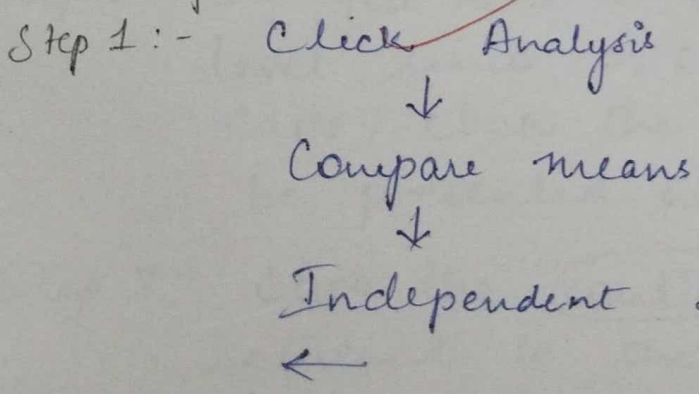
- * This sample was then randomly split into two groups. Group 1 under weight & caloric control diet. and group 2 undertook the exercise-training programme.
- * In order to determine which treatment programme was more effective, the mean cholesterol concentration were compared between two groups at the end of the treatment programme.

Setup in SPSS statistics:-

In SPSS statistics, we separated the group for analysis by creating a group variable called Treatment. (i.e., the independent variable), and gave the "diet group" a value of "1" and the exercise group a value of "2" (i.e., the two groups of the independent variable)

Cholesterol concentration were entered under the variable name cholesterol (ie, the dependent variable)

Test procedure in SPSS statistics t-test



Ajeffinite
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 293

You will be presented with the Independent Samples t-test dialogue box as shown here ←

Step 2:- Transfer the dependent variable, cholesterol into the test variable (S): box, and transfer the independent variable Treatment into the grouping variable: box by highlighting the relevant variables and pressing the buttons.

Step 3:- You then need to define the groups (Treatment). Click on the button. You will be presented with the Define groups dialogue box as shown ←

Step 4: Enter "1" into the group 1: box and entered "2" into the group 2: box Remember that we labelled the Diet Treatment group as 1 and the exercise Treatment group as 2

Step 5: Click the continue button

Ajeef Fawad
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
KANDUR TALUK VALLUR-631 203

Step 6: If you need to change the confidence level limits or change how to exclude cases, click the options button, you will be presented with the following.

Step 7: Click the continue button, you will be returned to the Independent samples

t-test dialogue box.

Step 8: Click the **OK** button

One-Way ANOVA

- * The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of two or more independent (unrelated) groups.
- * For Examples, you could use a One-way ANOVA to understand whether exam performance differed based on test anxiety levels amongst students, dividing students into three independent groups.
- * It only tells that at least two groups were different.

A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Example :-

- * A manager wants to raise the productivity at his company by increasing the speed at which his employees can use a particular spreadsheet program.
- * He employs an external agency which provides training in this spreadsheet program. They offer 3 courses a beginner, intermediate and advance courses.

- * He is unsure which course is needed for the type of work they do at his company. So he sends 10 employees on the beginners course, 10 on the intermediate and 10 on advance course.
- * When they all return from the training he gives them a problem to solve using the spreadsheet program and time how long it takes them to complete the problem.

He then compares the three courses (beginner, intermediate, advanced) to see if there are any differences in the average time it took to complete the problem.

Set up in SPSS Statistics.

- * A grouping variable called course (ie the independent variable) is created and gave the beginners course a value of "1" the intermediate course a value of "2" and the advanced course a value of "3".

Time to complete the set problem was entered under the variable name time (ie the dependent variable).

Ajay Perinib

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Test procedure in SPSS Statistics - F-ratio :

Step 1: Click Analysis
 ↓
 Compare Means
 ↓
 One way ANOVA
 ←

Step 2: you will be presented with one-way ANOVA dialog box
 Shown here ←

Step 3: Transfer the dependent variable, Time, into the Dependent List: box and the Independent variable, course into the factor: box using the appropriate buttons (or drag-and-drop the variable into the boxes) as shown here.

Step 4: Click the post hoc button. Tick the ✓ Tukey checkbox as shown here ←

Step 5: Click the continue button

Step 6: Click the option button. Tick the ✓ Descriptive checkbox in the statistics area, as shown in the next page.

Step 7: Click on the continue button

Step 8: Click the OK button.

Ajef Perin

Pearson Correlation Analysis: Introduction

* Pearson's correlation is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

Example 1: To understand whether there is an association between exam performance and time spent revising.

Example 2: To understand whether there is an association between depression and length of unemployment.

Pearson's Correlation

Sample problem:

- * A Researcher wants to know whether a person's height is related to how well they perform in a long jump.
- * The researcher recruited untrained individuals from the general population, measured their height and had them perform a long jump.

Ajayferite

PRINCIPAL

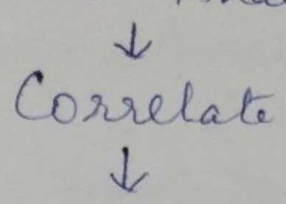
INDIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Setup in SPSS Statistics :-

* Create two variables : Height (ie, participants height) and jump Dist (ie, distance jumped in a long jump)

Test procedure in SPSS Statistics:

Step 1: - Click Analysis



Step 2: Bivariate, Bivariate dialog box appears. Transfer the variables box, you will end up with a screen similar to the one given here ←

Step 3: Make sure that the pearson checkbox is selected under the correlation co-efficients area (although it is selected by default in SPSS statistics)

Step 4: Click the Options button and you will be presented with the Bivariate correlation

Option dialog box. If you wish to generate some description, you can do it here by clicking on the relevant checkbox in the statistics area.

Ajay Perinik
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Step 5: Click the Continue button and you will be returned to the Bivariate correlations dialog box.

Step 6: Click the OK button. This will generate the results of person's correlation.

Chi-Square test of Independence (or association) Non parametric tool.

* It is used to discover if there is a relationship between two categorized variables.

Example: Independent variable such as - gender (2 groups: Male and Female) - Profession (eg 5 groups: Surgeon, doctor, nurse, dentist, therapist) and so forth.

Sample problem: Different people learn in different ways. As Educator would like to know whether gender (Male / Female) is associated with the preferred type of learning medium (Online Vs books). Therefore, we have two nominal variables: Gender (male / female) and preferred learning medium (online / books).

Ajay Permal
PRINCIPAL

Setup in SPSS Statistics:

* In SPSS Statistics, we created two variables so that we could enter our data: Gender (Male / Female) and preferred Learning mediums.

IBM SPSS Statistics - CHI SQUARE Test Procedure in SPSS Statistics

Step 1: Click Analyze
 ↓
 Descriptive Statistics
 ↓
 Cross tabs on the top menu, as shown here ←

Step 2: You will be presented with the following Crosstabs dialog box as shown here. ←

Step 3: Transfer Gender Variable into the Row(s) box and preferred Learning Mediums variable into the Column(s) box:
 If you want to display clustered bar chart (recommended) make sure that Display clustered box charts checkbox is ticked

Ajay Kumar
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

Step 4: Click on the button, you will be presented with the following cross tables: Statistics dialog box.

Step 5: Select the chi-square and phi and Cramer's V options as shown here.
←

Step 6: Click the Continue button.

Step 7: Click the Cells button you will be presented with the following Crosstabs: Cell display dialog box.

Step 8: Select observed from the count area and Row, Column and Total from the percentage area as shown in the page (next) →

Step 9: Click the Continue button

Step 10: Click the OK button to generate the output

Non-parametric Tools
Spearman Rank Correlation Test

A. J. G. G. G.
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

* It is a non parametric measure of the strength and direction of association that exists between two variable measured on at least an Ordinal Scale.

Example problem :-

* A teacher is interested in finding out whether those who do better at English also do better in maths. To test whether this is the case, the teacher records the scores of her 50 students in their end-of-year examination for both English and Maths.

Therefore, one variable records the English scores and second variable records the Maths scores for the 10 pupil.

Setup in SPSS Statistics :-

* In SPSS Statistics, we created two variables so that we could enter our data : English marks and Maths marks.

Test procedures in SPSS Statistics :-

Spearman - correlation

Step 1: Click Analyze

↓
Correlate

↓
Bivariate on the main menu as shown here ←

Ajay Fenile
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

You will be presented with the following Bivariate correlation dialog box:

Step 2: Transfer the variables English Marks and Maths mark into the variables box, you will end up with a Scroll similar as given here ←

Step 3: Select the Spearman checkbox in the correlation, co-efficient area, you will end up with a Screen similar as shown. ←

Step 4: Click the button. This will generate the results.

Feedback:

* After the completion of the Spss session, students are provided with an opportunity to deliver feedback of the workshop. Student shared their experience and realised the actual objective of conducting their workshop. They expressed their gratitude to the lecturers through this feedback.

A. Jeyaraj

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Certificate Distribution:-

* The participation certificate was given to all the students who attended this session. It was distributed by Assistant professors and chief guest.

Vote of Thanks:

* The session come to an end at the deliverance of vote of Thanks by our classmate Devi Sharma. She thanked all the personalities who are responsible for conducting this workshop and thanked all the other Assistant professor and finally to the students for their kind co-operation.

Conclusion:-

* The SPSS workshop was successfully executed as per the schedule. we would like to thank all the personalities who are behind the preparation and execution of this workshop.

* This one-day workshop educated us about the very important part of our Thesis. It helps us together the idea where we are exactly in our thesis work and we learnt all the test procedures in SPSS Statistics.

A. Jeyaraj
PRINCIPAL

We express our very sincere Thanks to Mr. Mohanna Kannan Sir for his inspiring patience and comprehensive explanation about the test procedures and steps involved in the SPSS Statistics.

* Finally the event ended with the National Anthem.

By
Completed

Ajeffende

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

SCHOOL RECORD

Alex Perite
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203



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



20 21 - **20** 23

M.Ed., Degree Programme

FIELD BASED ON INTERSHIP
SCHOOL RECORD

Name : **DEVI SHARMA**
Year / Major : **M.Ed II yr.**
Reg.No. : **123021MD006**

Teacher Educator Observation Form

Name of the Teacher Educator : DEVI SHARMA

Name of the School : Govt. Hr. Sec. School
Ancotkuppam

Class Handled by
Student - Teacher : VII - Std - Level I

Subject Handled by
Student - Teacher : English

No. of Days Observed : 5 days

Date of Observation : 5.9.2022 - 9.9.2022

Name of the college where
the Teacher Educator is
studying : Indhira College of
Education

A. Jeyaraj
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

Observation Form

Student Teacher Name : V. Santhi

Teacher Education Name : Devi Sharma

Name of the School : Govt. Hr. Sec. School
Akkotkuppan

Class : VII

Section : A

No. of. Student s : 35

Subject : English

Topic : Dreams Can Come True

[Duration] Time : 45 minutes

Date : 5-9-2022

Ajeffine

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

GENERAL OBJECTIVES :-

To enable the students understand the lessons.

To enable the students summarise the story

To enable the students answer the questions

To enable them identify the new words

To enable them to acquire knowledge or meaning of the new words.

To enable them pronounce the new words correctly

To enable them acquire correct spellings

Ajey Ferville

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

MOTIVATION :-

The teacher asked the following questions to motivate the students.

1. Do you know about Viswanathan Anand?
2. What games he plays?
3. Do you people like playing chess?

The student teacher shows the image of Viswanathan Anand, so that the students can visualise the image.

TEACHING AIDS:-

- * Text book
- * Images
- * Chart
- * Matching Board.

DEVELOPMENT OF THE LESSON:

The student teacher writes the topic of the prose on the key board and explains, about the topic very slowly and clearly. The student teacher read the paragraph line by line and explained. The student-teacher give meanings to the difficult words. The student-teacher makes the student to understand the lesson. The student teacher explains the lesson line by line.

BLACK BOARD WORK:-

The student teacher writes the difficult words on the black board and writes meaning to the words. The student teacher also writes new words on the board. The student teacher neatly handled the black board.

EXPLANATION:

The student teacher explained the lesson with various explains. She gave good pronunciation of the words and she had a good voice modulation. The student teacher read out all difficult and new words to the students. The students participated in the class very actively.

STUDENT - TEACHER ROLE:-

The student teacher played a pivot role in handling classes. All the class activities were neatly arranged. Students were allowed to raise questions and their doubts were clarified with illustration. Various teaching skills like questioning explanation were exhibited.

CLASSROOM MANAGEMENT:

The student teacher had a well planned organisation in handling her classroom. The students were allowed to participate in the classroom activities. The students were properly seated. The student teacher

A. Jeyaraj
PRINCIPAL
INDHRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

made the class very pleasant students are very attentive and class was effective.

RECAPITULATION:-

The student teacher reviews the lesson. The student teacher recalls the lesson, and asks following questions to the students.

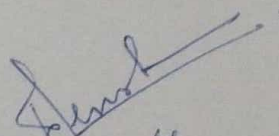
1. Why do army people play chess?
2. What were the traditional games?
3. What skill must one possess to play traditional games?

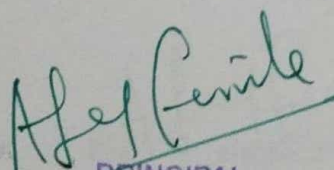
Students answers to the questions.

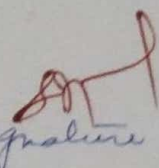
Comprehension and recapitulatory question used in the different stage of teaching help students to group and understand the essential and make learning viable and dependable.

HOMEWORK ASSIGNMENT:-

The student teacher asks the students to read the lesson and also write the book back exercise.


Name of the
Student teacher.


PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203


Signature of the
Assistant-professor.

OBSERVATION FORM - II

Student Teacher Name : S. Ramya

Teacher Educator Name : Devi Shamma

Name of the School : Govt. Hr. Sec School
Ancottkuppam

Class : VJi

Section : A

No. of students : 35

Subjects : English

Topic : Grammar (Type of sentences)

Duration : 45

Date : 6.9.2022

A. Jeyaraj
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

OBJECTIVES:-

- To help the students to use the language effectively.
- To develop students insight into the structure of English language.
- To enable the students to assimilate the correct patterns of the language.
- To enable the student read the pattern of grammar.
- To enable the students to develop interest in grammar.

MOTIVATION:-

The teacher asked the following questions to motivate

1. What is a sentence?
2. What are the types of sentences?

The student - teacher use the drill to practice the grammar. The student - teacher show the picture of the sentence different types of sentences. So that the student can visualise the pictures.

A. Jeyaraj
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

TEACHING AID :-

Black board
 Pictures
 Text book
 Charts.

DEVELOPMENT OF THE LESSON:

The student teacher writes the topic on the board, and gives various examples related to sentence and types of sentences. Various examples were written on the board. The definitions and examples are given and explained. The student teacher then raises question to find whether the definitions are properly understood.

BLACK BOARD WORK :-

The student teacher writes definitions, examples and types of sentences on the board. The student teacher neatly handled the black board. The student teacher underline the important points on the board.

A. J. Perin
 PRINCIPAL
 INDHIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631-203

EXPLANATION:-

The student teacher explained the sentences and different types of sentences on the board. The student teacher neatly handled the black board. The student teacher underline the important points on the board.

EXPLANATION:-

The student teacher explained the sentences and different types of sentences. The students made active participation in learning the concepts. Illustration. Discussion methodology was used to teach the students.

STUDENT - TEACHER ROLE:-

The student teacher played a pivot role in handling classes. All the class activities were neatly arranged. Students were allowed to raise questions and their doubts were clarified with examples. Various teaching skills like questioning explanation illustration were exhibited.

Ajeef Perith

PRINCIPAL.

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

CLASS ROOM MANAGEMENT :-

The student teacher had a well planned organization in handling her classroom. The student were made to sit in a proper way. They were allowed to participate in the class activities. The student teacher had an audiable and good clear voice for the students to understand. The student teacher interaction was good.

RECAPITULATION:-

The student teacher review the lesson. The student teacher recalls all the major points that were discussed in the class. Important questions discussed are recalled. Comprehension and recapitulatory question used in different stages of teaching. The student teacher asked the following questions.

1. What is simple sentence?
2. What is compound sentences?
3. Identify the types of sentences?

Ajay Perinte
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

(i) The sky was darker and the cold was more intense.

(ii) He sat down under a tree and wept bitterly.

HOMEWORK ASSIGNMENT :-

The teacher asked the students to make a five simple sentence of their own.

Section

No of Students

Subject

Topic

Duration

A. J. G. G. G.
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

A. J. G. G. G.
Name of the
student teacher.

A. J. G. G. G.
Signature of the
Asst. Professor.

OBSERVATION FORM - III

Student Teacher Name : A. Diana.

Teacher Educator Name : Devi Shamma.

Name of the School : Govt. Hr. Sec School
Arutkuppam.

Class : VII

Section : A

No. of Students : 35

Subject : English

Topic : "Prayer of a Sports man"

Duration : 45 - Minutes

Date : 7.9.2022

A. Diana
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

OBJECTIVES :-

- To enable the students read the poem.
- To enable the students enjoy the rhythm of the poem.
- To identify the new words and acquire the knowledge
- To enable the student pronounce the new words correctly
- To enable them acquire the correct spellings
- To enable the students paraphrase the poem
- To enable them appreciate the poem.

MOTIVATION :-

The student teacher asked the following question to motivate the students.

1. Prayer for few seconds?
2. For what reason you all prayed?
3. What are the games you like?

TEACHING AID :-

Chart

Tent book

Flash cards

Ajay Feriele

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

DEVELOPMENT OF THE LESSON :

The student teacher announced the topic and taught the poem. She writes the topic on the board

and explained the poem stanza by stanza. The student teacher gave the detailed description about the poet.

BLACK BOARD WORK:-

The student teacher writes the topic on the board and explain about the topic. The student teacher underline the difficult and new words on the black board, and writes meaning to the difficult words.

EXPLANATION:-

The student teacher explained the poem. The student teacher read the first stanza and explain its meaning line. She wrote all the hardwords on the board. The students made active participation in learning the contents.

STUDENT - TEACHER ROLE:-

The student teacher played a pivot role in handling classes. All the class activity were neatly arranged. Students were allowed to raise questions and their doubts were clarified various teaching skills like questioning, explanation and demonstration were exhibited.

A. Jeyaraj
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 233

CLASSROOM MANAGEMENT:-

The student teacher had a well planned organisation in handling the classroom. The students were made to sit in a proper way. They were allowed to participate in the class activities. The student teacher had a audible and clear voice for the students to understand. The student teacher interaction was good. The room was well ventilated.

RECAPITULATION:-

The student teacher reviews the poem. The student teacher recalls all the major points that were discussed earlier in the class to enable the reviewing of the lesson. The student teacher ask the following question to recall the poem.

1. What is the meaning of the word "stun"?
2. Who is the speaker of the poem?
3. What is "I" refer?
4. To whom he shouts.

A. Jeyaraj
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

HOMEWORK ASSIGNMENT :-

The student teacher asked the students to write the rhyming words in the poem and write the first and second stanza of the poem.

Class

Section

No. of students

Subject

Topic

Teacher

Ajay Gopalkrishnan

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Signature]

Name of the student teacher

[Signature]
Signature of the Assistant Professor.

OBSERVATION FORM - IV

Student Teacher Name : S. Ranya.

Teacher Educator Name : Devi Sharmila.

Name of the School : Govt. Hr. Sec. School
Arcothkuppam.

Class : VII A

Section : A

No. of Students : 35

Subject : English

Topic : Divakaran - An Icon for
Children

Duration : 45 minutes

Date : 8.9.2022

A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

OBJECTIVES :-

- To enable the students read the supplementary
- To enable the students summarise the story
- To enable the students answer the question
- To enable the students identify the new words.
- To enable the students pronounce the new word correctly.
- To enable the acquire knowledge
- To enable the students acquire correct spelling.

MOTIVATION :-

In order to motivate the students, the students teacher asked the following questions

1. Have you seen differently able person?
2. Did anybody help them?

TEACHING AIDS:-

- Chart
- Flash Card
- Rotating Disc
- Text book.

A. Jeyaraj

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

DEVELOPMENT OF THE LESSON :-

The student teacher writes the topic on the board, and explain about the topic very clearly. The student teacher read the paragraph line by line and explained. The student teacher makes to students to understand the lesson.

BLACK BOARD WORK:-

The student teacher write the topic on the board. The student teacher neatly handled the black board. The student teacher writes the hard word and new word in the board, with the meaning.

EXPLANATION:-

The student teacher explained the lesson with various illustration. The student teacher read out all the hard words and new word to the students. The student teacher meaning to the difficult words.

STUDENT TEACHER ROLE:-

The student teacher played a pivot role in handling classes. All the class activities were neatly arranged students were allowed to raise questions and their doubts were clarified. Various teaching skills were exhibited. Various teaching skills were exhibited.

CLASSROOM MANAGEMENT:-

The student teacher had a well planned organization in handling the classroom. The student were made to sit in a proper way. The student teacher had an audible and clear voice for the students to understand. The student teacher interaction was good.

Ajeeyan
PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

RECAPITULATION:-

The student teacher review the lesson. The student teacher recalls all the major points discussed in the class to enable the reviewing of the lesson. The student teacher ask the following to recall the lesson.

1. What is mean by Braille board?
2. What is the girl name?

HOMEWORK ASSIGNMENT:-

The student teacher asked the students to underline the hard words and find its meaning.

Amal
Name of the
Student Teacher

Ajeffende
PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Signature]
Signature of the
Assistants professor.

OBSERVATION FORM - V

Student Teacher Name : Alsha

Teacher Educators Name : Devi shama

Name of the School : Govt. Hr. Sec. School
Arcotkuppam.

Class : VII

Section : A

No. of Student : 35

Subject : English

Topic : Where the mind is without fear

Duration : 45 minutes

Date : 9.9.2022

Ajay Kumar

PRINCIPAL
INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

OBJECTIVES:-

- To enable the students understand the lesson.
- To enable the students summarise the story.
- To enable the students answer the questions.
- To enable them identify the new words.
- To enable them acquire correct spellings.
- To enable them pronounce the new words correctly.
- To enable them to acquire knowledge or meaning of the new words.

MOTIVATION:-

The student teacher motivation to the students by asking the following questions.

1. List out names of the freedom fighter?
2. For what the reason people used to pray?

TEACHING AID:-

Chart.

Flash Card

Ohp.

Text book.

Ajay Kumar
 PRINCIPAL
 INDIRA COLLEGE OF EDUCATION
 PANDUR, TIRUVALLUR-631 203

DEVELOPMENT OF THE LESSON:-

The student teacher announced the topic and taught the poem. The student teacher writes the

topic on the board and explain the poem stanza by stanza. The student teacher gives detailed description about the poet.

BLACK BOARD:-

The student teacher writes the topic on the board. The student teacher neatly handled the black board. The student teacher neatly handled the black board. The student teacher handwriting was neat and clear to understand. The student teacher write all hard word and its meaning in the board.

EXPLANATION:-

The student teacher first gave a brief introduction about the poet, next she started to explain the poem stanza by stanza. The student teacher paraphrase the poem. The student made active participation in learning the content.

Ajeetha

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

STUDENT-TEACHER ROLE:-

The student teacher played a pilot role in handling classes. All the class activities were neatly arranged. Students were allowed to raise questions and their doubts were allowed to raise question then were clarified. Various teaching skills like questioning explanation and demonstration were exhibited

CLASSROOM MANAGEMENT :-

The student teacher had a well planned organisation in handling the classroom. The students were made to sit in a proper way. They were allowed to participate in the class activities. The student teacher had an audible and clear voice for the students to understand. The student teacher interaction was good.

RECAPITULATION:-

The student teacher reviews the poem. The student teacher once again paraphrase the poem. Comprehension and recapitulatory question used in different stage of teaching help students to grasp and understand the essentials and makes learning viable and dependable.

HOME WORK ASSIGNMENT

The student teacher asked the students to write the poem "2" times.

Completed

21/9/22

A. Jeyaraj

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

[Signature]

Name of the student teacher

S. [Signature]
தலைமை ஆசிரியர்
அரசு மேல்நிலைப்பள்ளி
ஆற்காடு குடும்-631 204
திருவள்ளூர் மாவட்டம்

[Signature]
Signature of the Assistance professor