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College Code - 12306

Key Indicator – 1.3 Curriculum Enrichment

Metric No. 1.3.3 – Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme



Any other relevant Information


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INDHIRA COLLEGE OF EDUCATION
PANDUR, TIRUVALLUR-631 203

**ACADEMIC WRITING
COMMUNICATION SKILLS**

Afey Fenile

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

Mobile No. : 9841049379



2021 - 2023

M.Ed., Degree Programme

ACADEMIC WRITING - COMMUNICATION SKILL

Name : DEVI SHARMA

Year / Major : M.Ed 2nd yr.

Reg.No. : 1280621MD006

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Indira
EDUCATION

M.Ed., Degree Course
20 - 20

COMMUNICATION SKILLS - ACADEMIC
WRITING.

This is a Bonafide Record of Mr. / Mrs. / Miss DEVI SHARMA

Reg. No. 1230621MD006 submitted during the academic year 2021 - 2023

Submitted for the M.Ed., Practical Examination held at INDHIRA COLLEGE OF EDUCATION.

Thiruvallur Dt. -631203. On 23.08.2023

Signature of the Asst.Professor

Signature of the External Examiner

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<p data-bbox="619 524 906 680"><i>H. J. Perite</i></p> <p data-bbox="512 667 916 786"> PRINCIPAL INDHRA COLLEGE OF EDUCATION PANDUR, TIRUVALLUR-631 203 </p>				

INTRODUCTION:

The research colloquium is a forum where students are exposed to the most current research in the field of communication skill and disorders. There had been an increasing emphasis on the need to develop communication skills among the students. It was clearly associated with the interpersonal skills such as respect for all ability to appreciate students, ideas, values and concerns our guides.

The research colloquium provided students an opportunity to develop their ability skills in the oral presentation of their research findings and outcomes. It was a micro level miniature of the entire research work of the students.

The aim of the seminar was to make the students present their topics, understand more and to enrich their thoughts about their topics.

The reflection, at times during the colloquium was too directive and had many open question to the students to create more opportunities to variable their understanding

CORRECTION FROM GUIDE:

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Our guides helped students in clarifying their doubts effectively. Based on the students topic, questions were asked by the guide

rectified their mistakes committed by the students. Students gained a clear knowledge about their topics with the help of their guide.

TIPS TO PRESENT PAPER:

Our guides helped us by providing more information and guidelines for our presentation. They paved a way for us to build our capacity and talents through this online colloquium.

ARRANGEMENT FOR THE RESEARCH COLLOQUIUM:

The arrangement have been well planned before a week, providing the technical support, creating a room link, downloading the zoom app from the playstore. Our professor enabled with all the necessary arrangements for online colloquium.

PLANNING OF RESEARCH COLLOQUIUM:

As such the arrangements had been made by our professor, there was a well planned approaches for the colloquium. The online colloquium had planned before a week and was informed to the students regarding the presentation. Student were asked to download zoom app from the playstore and the zoom link was sent to whatsapp group a day before. Therefore the planning for the colloquium was neatly outlined.

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- 1) Circular Date : 16.08.2023
- 2) Seminar Date : 18.08.2023.

KEYNOTES ADDRESS BY THE PRINCIPAL :


A simple word by the principal launched us immediately into the future world that inspired us to achieve our success.

Our Honorable Principal, "Regina Joel", ma'am expressed her speech in the form of a short story, was very informative and impressed all of us. We were specially inspired by her speech ideas, boldness, action, etc.,

PRESENTATION OF THE TOPIC :

The students of M.Ed II year, under the guidance of our guide, took up the initiative to present their topics. The event hosted a total of 50 students for presentation. The students were called as per attendance.

Our professors, as panel of judges, questioned the students after their presentation to make the clear and understand more about their topics.


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EXECUTION DAY :- Friday
 DATE: 18.08.2023.

The event had been started by Devi Sharma from M.Ed - II year. She hosted the

Colloquium by welcoming our principal mam, our professors and student of M.Ed-II. Then followed by welcome address by DEVI SHARMA was given by welcoming address. The host then requested our principal for the key note address. Our Principal delivered a valuable speech. At last vote of thanks by Devi Sharma was given by showing our feeling of gratitude towards the online colloquium.

A. J. Perile

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TITLE OF THE STUDY:

THE present study is titled "MEDIA CONSCIOUSNESS AND RATIONALITY BEHAVIOUR OF HIGHER SECONDARY STUDENTS."

RESEARCH VARIABLE :-

MEDIA CONSCIOUSNESS - INDEPENDENT VARIABLE

RATIONALITY BEHAVIOUR - DEPENDENT VARIABLE

MEANING OF THE VARIABLE:

MEDIA CONSCIOUSNESS:

Consciousness itself is a quite obscure and obscure discussion accompanying as many various definition as skilled people.

One managed to mention that knowledge expands by shedding our dishonest phenomenon (or personality) to receive tighter and tighter to honesty, the awareness that we are here better knowledge - By enlargement, intentional publishing boosts consciousness - arising out of the individual and through the individual, solving

the composite.

RATIONALITY BEHAVIOUR:

Rational practice refers to an in-charge process that is to say based on the selection that influences the optimum level of benefit or serviceableness for an individual. The assumption of realistic nature means that nations favour taking actions that benefit bureaucracy against conduct that are flat or harms the ruling class.

NEED FOR THE STUDY:

In a count people; it is very main to have the best level of number knowledge to last in the upto-date business. There is an imperative need to recognise publishing alert students for fear that they may be assisted promptly. Publishing plays an important function in forming and dowing the crowd's stances and conduct. Television took into consideration the essential role of publishing in growing institutions knowledge and reaction to, junior abuse and neglect of particular note was the part performed by news and physiognomy that stated on distinguished scholars abuse cases, research and invasion approaches.

Such public attention to the student now and then absolutely answered to the class at which point scholars and young nations find themselves. Mass media presents the opportunity to write to abundant number of undergraduates and to aim at particular group of undergraduates. The preferred alternative is the realistic method that leads the improvement in vindication for the conclusion creator. The choice creates more vindication alternatively less. The juniors must select may be negative beneficial act changes.

STATEMENT OF THE PROBLEM:

To study the MEDIA CONSCIOUSNESS AND RATIONALITY BEHAVIOUR OF HIGHER SECONDARY STUDENTS with reference to Thiruvalluvar district school.

OPERATIONAL DEFINITION:

MEDIA CONSCIOUSNESS:

Media consciousness search out examines and create us informed about the latest trends and the associates of the evaluations towards the continuation of collective human knowledge promoted by the communication industry. In the present research, Media consciousness is the score obtained from the

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higher Secondary school students on Media consciousness inventory.

RATIONALITY BEHAVIOUR :

A resolution-making process namely established by selecting those results in the ultimate optimum level of benefit or serviceableness of the individual. In the present research. Rationality Behaviour is the score obtained from the higher Secondary school students on Rationality Behaviour inventory.

OBJECTIVES OF THE STUDY :

1. To find out the level of media consciousness of the 11th and 12th Standard students
2. To find out the level of rationality behaviour of 11th and 12th standard students.
3. To find out the significance difference in Media consciousness of 11th and 12th standard students based on. Gender, Locality, Medium of instructions, Type of school management, Media User, Having Computer at home, Mobile data user.
4. To find out the significant difference in rationality behaviour of 11th and 12th standard students based on gender, locality, Medium of instructions, Type of school management, Media User, Having computer at home, Mobile data user.


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5. To find out the significant relationship between Media Consciousness and Rationality behaviour of 11th and 12th standard students.

HYPOTHESIS OF THE STUDY:

1. The level of media consciousness of 11th and 12th ^{standard} students is moderate.
2. The level of rationality behaviour of 11th and 12th standard students is moderate.
3. Boys and girls studying in 11th and 12th standard student do not differ significantly in their
 - a. Media consciousness
 - b. Rationality behaviour
4. 11th and 12th standard students staying in different type of management school do not differ significantly in their
 - a. Media consciousness
 - b. Rationality behaviour
5. Students studying in different medium of instructions do not differ significantly in their
 - a. Media consciousness.
 - b. Rationality behaviour.
6. There is no significant difference between students having computer at home in their
 - a. Media consciousness
 - b. Rationality behaviour.

A. Jeyaraj
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7. There is no significant difference between students using the type of media in their
- Media consciousness.
 - Rationality behaviour.
8. There is no significant difference between students using the most time and their least time in their
- Media consciousness.
 - Rationality behaviour.
9. There is no significant difference between students using mobile data differ in their
- Media consciousness.
 - Rationality behaviour.
10. There is no significant difference between rural and urban students differ in their
- Media consciousness.
 - Rationality behaviour.
11. There is no significant relationship between Media consciousness and rationality behaviour in 11th and 12th standard students.

TOOL USED :

The following tools have been used in the study.

- Personal data sheet
 - Media consciousness -
- by the investigator with the help of the

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supervisor.

3. Rationality behaviour - Tools were prepared by the investigator with the help of the supervisor.

POPULATION:

Population - Higher secondary students.

Sample is 300 higher secondary students -
Stratified sampling

100 - Government school.

100 - Aided school

100 - Private school.

DEMOGRAPHIC VARIABLE:

1. Research Variable

→ Media Consciousness.

→ Rationality Behaviour.

2. Personal Variable

→ Gender

→ Type of media using

→ Having a computer at home

→ Mobile data users.

→ Media user

→ Locality.

3. Institutional Variables

→ Type of management in school

→ Medium of instructions.

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PILOT STUDY:

A pilot study was conducted to determine whether the research is feasible for students, whether there would be an adequate response from the students and whether to assess the adaptability of the test materials to the group selected. It was conducted for a sample of 30 students.

RELIABILITY:

The reliability of the test may be defined as the degree of consistency with which the test measure whatever is measured. A test score is called reliable when we have reasons to believe it to be stable and trustworthy. The concepts of reliability suggest both stability and consistency of measurement. The reliability coefficient for the media consciousness boarder open spearman brown formula bracket close to 0.81 and nationality behaviour ^{0.85}

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VALIDITY:

A test is said to be valid if it measures only what is intended to measure. In other words, it could be said that a test is valid logically when it measure or is especially related to the grades for which it is designed. The validity of the test was determined by the square root

of reliability. The validity coefficient for media consciousness is 0.90 and rationality behaviour it is 0.92.

SCORING PROCEDURE:

1. MEDIA CONSCIOUSNESS:

The media consciousness questionnaire consists of 30 statements, which consists of positively and negatively framed questions. Out of the 30 items, 22 items are positively phrased and 8 items are negatively phrased. Which has 5 alternatives such as strongly agree, agree, undecided, disagree and strongly disagree.

Question Type	Item numbers	No of Questions
Positive	2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 23, 24, 27, 28, 29, 30	22
Negative	5, 13, 17, 20, 21, 22, 25, 26.	8.

2. SCORING - RATIONALITY BEHAVIOUR:

The rationality behaviour questionnaire consists of 30 statements which consists of positively and negatively phrased statements. Out of 30 items, 18 items are positively phrased and 12 items are negatively phrased. Which has 5 alternatives such as strongly agree, agree, undecided, disagree, strongly disagree.

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Question Type	Item number	no. of items
Positive	1, 6, 7, 13, 14, 15, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 30	18
Negative	2, 3, 4, 5, 8, 9, 10, 11, 12, 16, 18, 20	12

STATISTICAL ANALYSIS USED:

The following statistical formulae were used to test the hypothesis formulated for the present study.

1. Mean.
2. Standard deviation
3. T-test
4. F-test
5. Correlation

MAJOR FINDING:

The level of Media consciousness is found to be high among higher secondary students.

→ The level of Rational behaviour is found to be high among higher secondary students.

→ No significant influence was found between male and female with respect to media consciousness of 11th and 12th standard students.

→ There is a significant difference between male and female at 0.01 level with respect to media consciousness of 11th and 12th standard student.

A. J. Jeyaraj

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- There is a significant difference between male and female at 0.01 level with respect to Rationality behaviour of 11th and 12th standard student.
- There is a significant difference between in Rationality behaviour of 11th and 12th standard students based on area of residence.
- There is a significant difference in the Media Consciousness among 11th and 12th standard students based on medium of instruction.
- There is no significant difference in the Rationality behaviour of 11th and 12th standard student based on Medium of instruction.
- There is a significant difference in Media Consciousness of 11th and 12th standard student with respect to type of school.
- There is no significant difference in Rationality behaviour of 11th and 12th standard student with respect to the type of school.
- There is a significant difference in Media Consciousness of 11th and 12th standard students with respect to media user.
- There is no significant difference in Rationality behaviour of 11th and 12th standard students with respect to type of media user.
- There is a significant difference in Media Consciousness of 11th and 12th standard student with respect to having computer at home.

- There is no significant difference in Rationality behaviour of 11th and 12th standard students with respect to having computer at home.
- There is a significant difference in Media consciousness of 11th and 12th standard students with respect to type of mobile data user.
- There is no significant difference in Rationality behaviour of 11th and 12th standard student with respect to type of mobile data user.
- Positive significant relationship is observed between Media consciousness and Rationality behaviour of 11th and 12th standard students.

EDUCATION IMPLICATION :

Education is the process of bringing desirable changes in the behaviour of human beings.

Education at all level aims not only academics achievement but also shows concern for social, emotional, moral and spiritual development involves the satisfaction of basic need as well as other motivational techniques.

Students will not be in normal situation when they are in ~~negative~~ thinking. During Media consciousness also most of the student seem to be ~~wrong~~ decision making. Conscious produces positive, negative thinking. Negative thinking will disturb their whole personality and performance.

Ajeeth Kumar
PRINCIPAL

in school. So they have to control the negative conscious level for their betterment of their career. Students are able to achieve their goals when they are free from consciousness.

The students must know about their problems and causes of media consciousness. Rationality behaviour plays a vital role in the satisfaction of needs. Since, students are the important creator for this Rationality behaviour, they should concentrate towards the needs of students.

SUGGESTION FOR FURTHER STUDY:

The present investigation is an attempt to explore influence of Media consciousness and rationality behaviour with respect to Gender, Medium of instruction, Type of school, Area of residence, Type of media using, media user. The study also highlighted the relationship between them but at the same time it has provoked questions which require further investigation.

→ The present study was conducted for 11th and 12th standard students alone. Further study can be extended to include other classes also.

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- This study has been done in the schools of Thiruvallur District only. Similarly study can be extended to include other classes comparing different places.
- The present study was conducted with a sample of 300 samples. The same study conducted with larger samples.
- This study can be also extended to the college level students.
- This study can also be done in concern with media consciousness related to the academic achievements of the student.

FEED BACK AND SUGGESTION:

The programme was largely successful in attaining the objectives. The strength of the colloquium was the quality of presentations made and the role play which stimulated the interest of the students. After the paper presentation, the students expressed with their feedback about the colloquium. Devi Shaema expressed her feedback during the online session and few other students expressed their feedback in the whatsapp created group created by M.Ed II year students.


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EVALUATION AND CONCLUSION:

The seminar provided full success in meeting the goals set for this activity. The event attracted wide interest among the professors and the students. The research colloquium paved way for finding solutions to certain issues and problems in the field of various works. It boosted the self-confidence for better performance in the field of education. Moreover, the colloquium provided means and ways to approach the issues.

To conclude, the one day colloquium was a great success.

Completed

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EDUCATIONAL INSTITUTIONS

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Mobile No. : 9841049379



20 - 20

M.Ed., Degree Programme

EDUCATIONAL INSTITUTION

Name : **DEVI SHARMA**

Year / Major : **M.Ed II yr.**

Reg.No. : **1230621MD006**

INDHIRA COLLEGE OF EDUCATION

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EDUCATION

M.Ed., Degree Course
20 - 20

Education Institution Record
College -

This is a Bonafide Record of Mr. / Mrs. / Miss DEVI SHARMA.

Reg. No. 1230621MD006 submitted during the academic year 2021-2023.

Submitted for the M.Ed., Practical Examination held at INDHIRA COLLEGE OF EDUCATION,
Thiruvallur Dt. -631203. On 23-08-2023.

Signature of the Asst.Professor

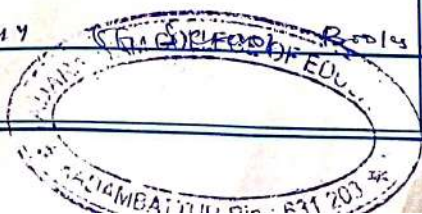
Signature of the External Examiner

Ajay Perinle
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Principal
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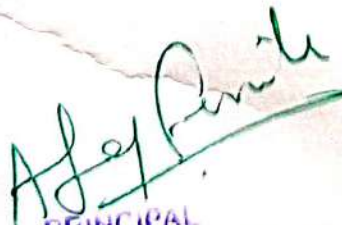
NAME OF THE STUDENT TEACHER: Devi Shama.

COURSE YEAR : 2021 - 2023

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

NAME OF THE INSTITUTION : Vadaramyam College
of Education
Kadambathur.

NAME OF THE PRINCIPAL : Dr. K. Sudhakar.


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LESSON PLAN - 1

Student Teacher

: Devi Sheema.

Teaching Group

: B.Ed Ist year.

Subject

: Educational Psychology.

Topic

: Motivational Learning.

Date

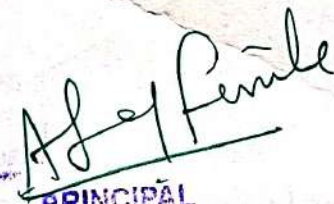
: 7/11/2022

Time

: 45

College

: Vadaramyan College of
Education, Kadambatten


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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 context through motivation and learning.

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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.

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

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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, Kadambathur


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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


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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.

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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 of aspiration and theory of learning.

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A. J. Perith

Signature of the
Student Teacher.

A. J. Perith
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 : 9/11/2022

TIME : 45 min

COLLEGE : Vardaranyam College of Education, Kadamattam

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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.

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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.



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LESSON PLAN - 4

STUDENT TEACHER : DEVI SHARMA.

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

Aley Permal
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PREPARATION:

The teacher motivates 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 Dele's commission report.

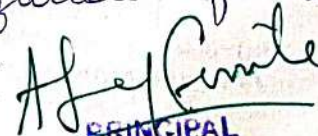
PRESENTATION AND EXPLANATION:

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


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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.



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STUDENT TEACHER



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LESSON PLAN - 5

STUDENT TEACHER : DEVI SHARMA

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 : Vandermiyam College of
Education, Kadambatten


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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 show their views on the challenges that may be found to achieve universalization of education.

Then the teacher explained the challenges faced to universalisation education.

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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.

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STUDENT TEACHER

A. J. J. Perumal
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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

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PREPARATION :-

The teacher asked the students to give a short note 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.

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EXPLANATION II :

Explained the view of Deolore'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.



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LESSON PLAN - 7

STUDENT TEACHER : DEVI SWARUN.

TEACHING GROUP : B. Ed Ist yr.

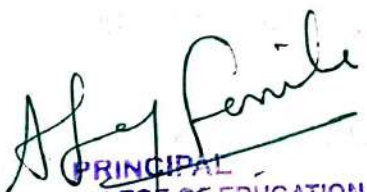
SUBJECT : LEARNING AND TEACHING

TOPIC : THEORY OF CONSTRUCTIVISM AND LEARNERS CENTERED TEACHING.

DATE : 15/11/2022.

TIME : 45 Mins.

COLLEGE : Vardaranyam College of Education, Kadambalur


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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.

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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.



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STUDENT TEACHER


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LESSON PLAN - 8

STUDENT TEACHER : DEVI SHARMA
TEACHING GROUP : B.ED Ist YR
SUBJECT : LEARNING AND TEACHING
TOPIC : THEORY OF CONSTRUCTIVISM AND
LEARNER CENTERED TEACHING.
DATE : 16/11/2022
TIME : 45 mins
COLLEGE : Vandaranyam College of
Education, Kadambalur.



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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 Fente

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RECAPITULATION:-

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

ASSIGNMENT:

To read the topic taught so far in this unit.

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STUDENT TEACHER

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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.

Ajayferite

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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.

Explained about meaning and characteristics of learner - centered teaching and need of that.

EXPLANATION II :

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


Also explained about the definition 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.


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ASSIGNMENT :

To read the full unit for next days test.

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LESSON PLAN - 10

STUDENT TEACHER : DEVI SHARMA

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



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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 and definitions of the Integrated curriculum.

Students also can try to explain the

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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

Ajay Permal

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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.

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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 Perinte

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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:

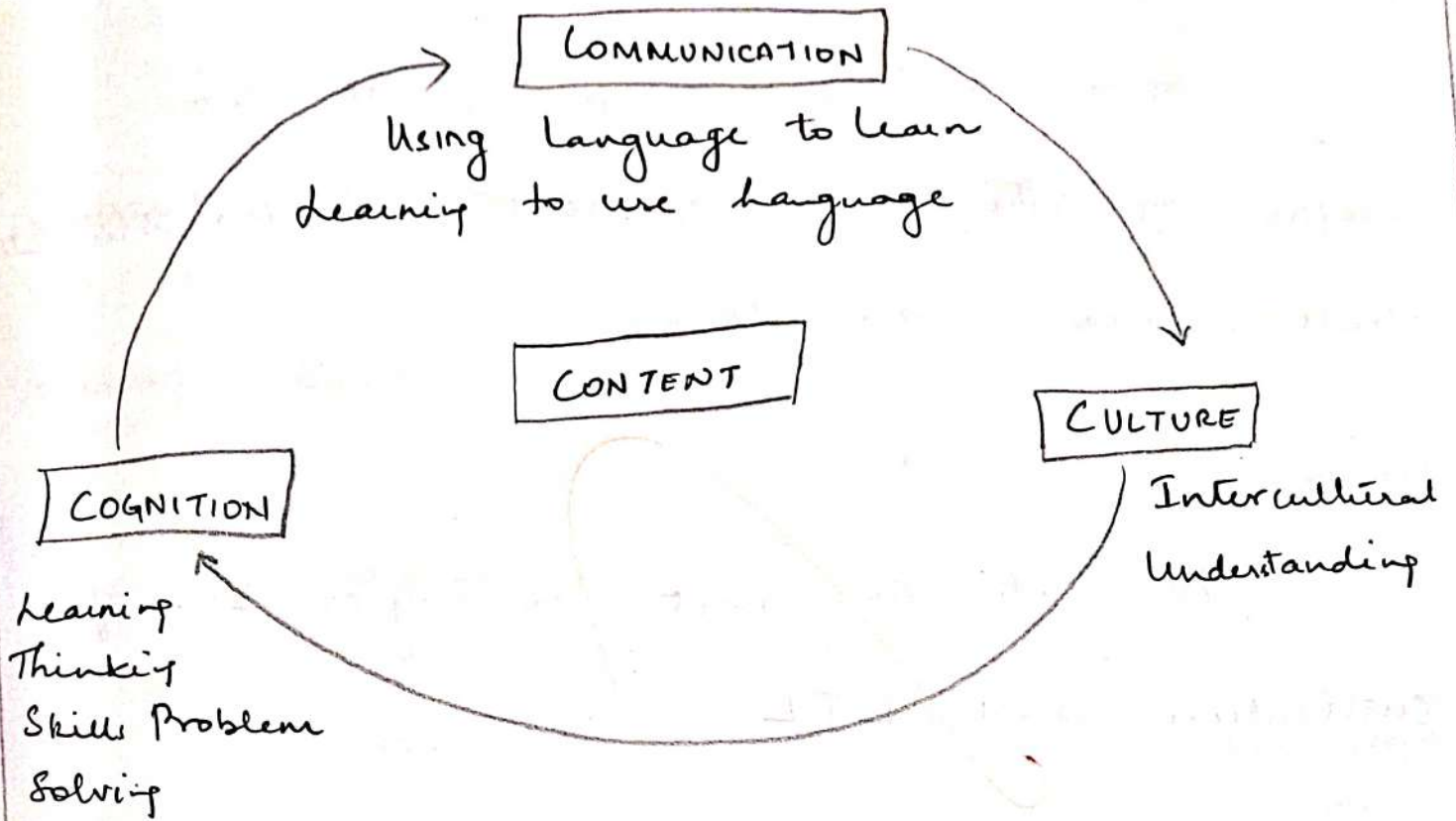
To teach about the coyle's 4C's of curriculum and content & language integrated learning approach.

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.

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COYLE'S AC'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.

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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 CI-IL.

Amal

SIGNATURE OF THE
STUDENT TEACHER

A. S. Senthil

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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

Ajeffevile

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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:

Tent book

Black board

Chalk piece

AIM:

Students to know about NCE - 2005 and recognition of mother tongue.

REPRESENTATION AND EXPLANATION:

EXPLANATION - I :

The teacher explained about the

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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 :

Now explain 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.

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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

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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, Kadambalur.


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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.

Ajeef Penila

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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

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LESSON PLAN - 14

STUDENT TEACHER : Devi Shama

TEACHING GROUP : B-Ed Ist YR.

SUBJECT : PEDAGOGY OF SCHOOL BOOKS

TOPIC : MATTER AROUND US

DATE : 24/11/2022

TIME : 45 MINS

COLLEGE : Vardarany College of Education, Kadambathin

Ajay Sivite

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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.

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Explained the homogeneous and heterogeneous 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 homogeneous and heterogeneous mixtures.

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STUDENT TEACHER

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ASST. PROFESSOR.

LESSON PLAN - 15

STUDENT TEACHER : Devi Sharma.

TEACHING GROUP : B.Ed Ist YR

SUBJECT : PEDAGOGY OF SCHOOL BOOKS

TOPIC : PERIODIC CLASSIFICATION OF ELEMENTS

DATE : 25/11/2022.

TIME : 45 MINS

COLLEGE : Vaidaramyan College of Education, Kadambalur.

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PRINC.

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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.

Mendeliev's Modern periodic laws, law of Octal rules were explained.

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Explained the Mendeleev's periodic tables.

RECAPITULATION:

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

ASSIGNMENT:

Learn the modern periodic law and its

~~classified~~
25/11/2022

Completed.

25/11/22

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ASST. PROFESSOR.