



SREE NARAYANA COLLEGE OF EDUCATION

(Affiliated to Pondicherry University & Recognised by NCTE)

MAHE – 673310

SSR – Criterion II

2.4.1 Documentary evidence in support of the selected response/s

Understanding Learning

A learning lesson plan involves a thoughtful and structured approach to ensure that educational objectives are effectively met. The process begins with identifying clear learning goals that align with the curriculum and students' needs. Next, appropriate teaching methods and resources are selected to engage students and facilitate understanding. The lesson plan is then structured to include an introduction to the topic, a detailed explanation of the content, and interactive activities that reinforce learning. Assessment methods are integrated to evaluate students' comprehension and progress. Flexibility is also built into the plan to adapt to different learning paces and styles. Throughout the process, the aim is to create an environment where students are actively involved and motivated to learn, ensuring that the lesson is both informative and engaging. Regular reflection and feedback are encouraged to continuously improve the effectiveness of the lesson plans.

In conclusion, organizing a learning lesson plan is a dynamic and thoughtful process that requires careful consideration of educational objectives, teaching methods, student engagement, and assessment. By following a structured approach and remaining flexible, educators can create lesson plans that effectively support student learning and contribute to a positive educational experience.



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Organizing learning - Lesson Plan

Organizing learning through effective lesson planning is a crucial aspect of teaching. It involves setting clear learning objectives, selecting relevant content, and designing engaging activities that cater to diverse learning styles. A well-structured lesson plan should include a clear introduction, direct instruction, guided practice, independent practice, and assessment. Additionally, it should incorporate opportunities for feedback, differentiation, and technology integration. By organizing learning in this way, teachers can create a logical and coherent learning progression, ensuring that students build upon prior knowledge and skills, and achieve the desired learning outcomes. Effective lesson planning also enables teachers to make informed decisions about instructional strategies, resource allocation, and assessment methods, ultimately leading to improved student learning and academic success.



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Micro Teaching Work shop



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Criticism Lessons



Peer Discussion Lessons



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Developing Teaching Competencies

Developing teaching competencies is a vital aspect of effective teaching, enabling educators to create a supportive and inclusive learning environment that fosters student success. By cultivating subject matter expertise, refining lesson planning skills, teaching learning aids preparations like working models still models, innovative charts and honing communication strategies, teachers can deliver engaging and structured lessons that cater to diverse learning needs.

Through continuous professional development, self-reflection, and peer feedback, educators can refine their craft, stay updated on best practices, and ultimately enhance student outcomes. By prioritizing teaching competencies, educators can become more confident, effective, and transformative in their teaching practices, leading to a more enriching and impactful learning experience for their students.

In order to develop teaching competencies several activities like, observation lessons and faculty demonstration lessons, EPC sessions, Yoga, Health and physical education, school internship experience and soft skill workshops were conducted during the academics.




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Workshop on Teaching- learning Aids

Malayalam Department of Sree Narayana College Of Education, Mahe organized a workshop on Teaching - Learning Aids on 28-11-2023, Krishnapriya G S, Faculty of Sree Narayana College to investigate the impact of Malayalam education on B.Ed students' teaching practices and attitudes. Teaching aids workshop for Malayalam BEd students is crucial as it equips them with the knowledge and skills to create and utilize effective teaching aids, enhancing their teaching practices. Through hands-on experiences and interactive sessions, students learn to design and develop innovative teaching aids tailored to the Malayalam curriculum, promoting engaging and inclusive learning environments. This workshop fosters creativity, critical thinking, and problem-solving skills, enabling students to cater to diverse learning styles and needs. By mastering the use of teaching aids, future educators can increase student motivation, understanding, and academic achievement, ultimately leading to a more effective and enjoyable learning experience.

Malayalam education instilled cultural values and pride in heritage. Influenced teaching methods to incorporate Malayalam language and literature. Enhanced student engagement through culturally relevant pedagogy B.Ed students demonstrated a deeper understanding of Malayalam culture. Developed teaching methods that incorporate Malayalam language and literature. Observed improved student performance and engagement.

For Malayalam BEd students, various teaching and learning aids models can be explored, including Visual Aids like innovative and attractive charts mainly based on the important topics in NCERT syllabus. Interactive Aids, Graphic Organizers are another important kind of Teaching aids. It includes utilising quizzes, games, puzzles to promote engagement and critical thinking also several diagrams, flowchart, mind maps are prepared by students to visualize complex concepts and relationships.

These models enable students to create engaging, student-centered learning experiences, incorporating images, quizzes, games, diagrams, real-life objects, group projects, and traditional Malayalam art forms to foster a deeper understanding of the language and culture. By utilizing these diverse aids, future educators can cater to different learning styles; promote critical thinking, and increase student motivation and academic achievement, ultimately enriching the learning process.




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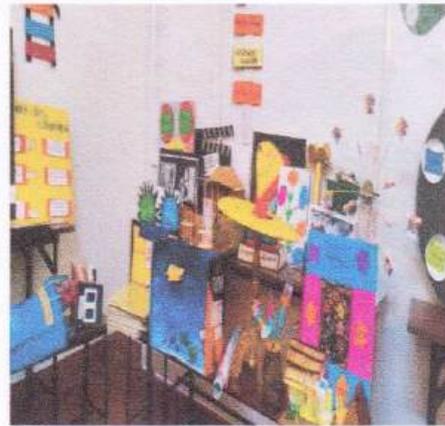
A workshop on teaching learning aids for Malayalam class was conducted, with Malayalam teachers and students participating. This introduced innovative teaching learning aids, including multimedia resources, language learning apps, and interactive games. Participants gained hands-on experience with these aids, creating digital lessons and activities. A discussion and sharing session allowed teachers to share their experiences and challenges in using technology in the Malayalam.

Malayalam education positively influenced B.Ed students' teaching practices, cultural awareness, and language skills, ultimately enhancing student engagement and outcomes.

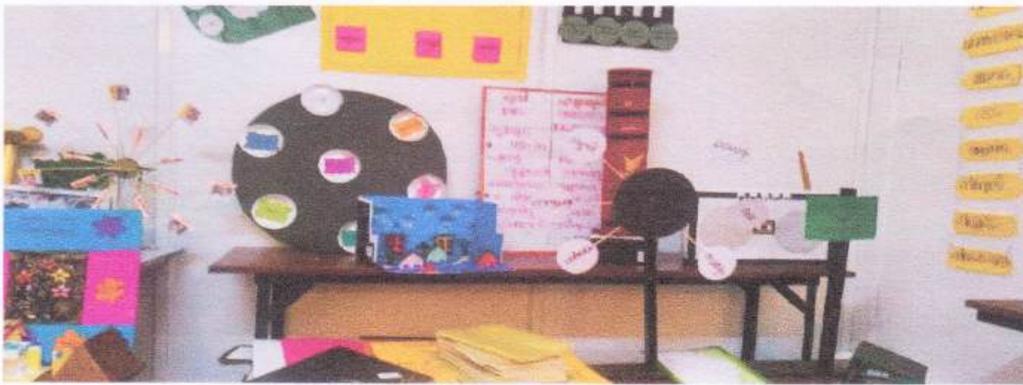



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Workshop on Teaching Learning Aids




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Assessment of Learning

The assessment of learning is a crucial process that evaluates the effectiveness of instructional methods and measures the extent to which students have achieved the desired learning outcomes. It involves the systematic collection and analysis of data to determine the impact of teaching on student learning.

The assessment process informs instruction, enabling teachers to adjust their strategies and tailor their teaching to meet the diverse needs of their students. By providing constructive feedback and encouraging self-reflection, assessment empowers students to take ownership of their learning, setting goals and developing strategies for improvement. Ultimately, the assessment of learning fosters a culture of continuous improvement, driving educational excellence and promoting student success.

Conducting internal tests is a crucial aspect of the learning process, serving as a vital tool for assessing student understanding and progress. By administering regular internal tests, educators can identify knowledge gaps and adjust their instructional strategies to better meet the needs of their students. Internal tests also enable students to gauge their own learning, recognize areas for improvement, and develop a growth mindset. Additionally, internal tests foster a culture of accountability, encouraging students to stay engaged and motivated throughout the learning process.

Various workshops and EPC sessions is crucial for fostering a supportive learning environment and promoting academic success. Workshops provide a platform for interactive learning, practical skills development, and collaboration, while EPC sessions offer personalized guidance, exam preparation, and confidence building. By conducting these sessions, educators can help students develop important skills and competencies, clarify doubts, and address knowledge gaps. This, in turn, leads to improved academic performance, increased student engagement, and motivation.




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CURRICULUM AND PEDAGOGIC STUDIES

Course - 17 Assessment for Learning

Credit: 4

Essence of the course:

The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

Objectives:

At the end of the course, the student teacher will be able to

- acquire basic concepts in assessment and evaluation.
- develop the awareness about different areas of assessment.
- discriminate different perspectives in assessment.
- develop understanding about the meaning and the process of CCE
- know different techniques of evaluation, tools of evaluation and their uses.
- know different characteristics of instruments of evaluation.
- discriminate teacher made test vs standardized tests in assessment
- prepare, administer and interpret of results of tests and different evaluation techniques
- compute simple statistics to assess the learning.
- develop awareness about use of technology in assessment and evaluation.

COURSE CONTENT

Unit 1: Basics of Educational Testing, Measurement, Assessment and Evaluation

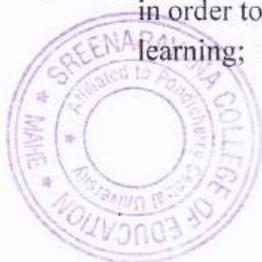
Meaning of Testing, Measurement, Concept of Assessment and Evaluation in Education – Steps of evaluation process – Characteristics of the evaluation - comprehensive and continuous – Formative and summative evaluation – Norm reference & criterion reference tests – Uses of evaluation

Unit 2: Different domains/ areas of learning

Educational objectives in different domains – cognitive, affective and psychomotor – Learning outcomes as behavioural changes – Relationship between educational objectives, learning experiences and evaluation – writing educational objectives-different kinds like knowledge, understanding, application, skill, affect attributes, behavioural terms and level of performance – Measurable and non-measurable learning outcomes.

Unit 3: Traditional and constructivist assessment

Traditional assessment – constructivist assessment– difference – traditional and constructivist teacher – Purposes of assessment in a 'constructivist' paradigm: to engage with learners' minds in order to further learning in various dimensions – Assessment for learning and assessment of learning; relative merits and demerits – Assessment of different types of content –



Achievement, Performance, Values, Attitude and Aptitude.—Assessment for different purposes
– Placement, Diagnosis and Grading

Unit 4: Continuous and Comprehensive Evaluation

Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE)—Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– Recording and reporting: measurement of students’ achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

Unit 5: Major tools of Evaluation and their uses

Paper pencil tests, Oral tests, and Performance tests – Achievement tests : standardized and teacher made tests – Diagnostic tests – Intelligence tests and aptitude tests – Rating scale – Check list – Anecdotal records – Socio-metric technique – Interview, Questionnaire and Inventory – Use of test data: placement, promotion, grouping, diagnosis and remediation. – Self reporting techniques/Reflection as assessment technique for learning. – Interview and focus group discussion

Unit 6: Characteristics of Instruments of Evaluation

Validity - different methods of finding validity – Reliability - different methods of finding reliability – Objectivity – Interdependence of validity, reliability and objectivity – Usability – Norms

Unit 7: Teacher made Achievement Tests

Essay and Objective type tests – Improving essay type questions – Different types of objective tests, their characteristics, advantages and disadvantages. – Relating test items and specific behavioural objectives – Preparation of blue print – Characteristics of a good test

Unit 8: Standardized tests

Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

Unit 9: Teaching effectiveness and assessment:

Concept and criteria for assessing teaching effectiveness – Assessing teaching using observation schedules – Student evaluation of teaching – student’s ratings of teaching effectiveness, dimensions and problems. – Uses of assessment for feedback for improving instructional process – System(Flander’s) for observation for recording classroom interaction patterns and uses –Use of interaction analysis in the classroom for teacher assessment.

Unit 10: Technological based Quantitative and Qualitative analysis of learning outcomes

Quantitative and Qualitative- Meaning and difference- Data-Tabulation – measures of central tendency – measures of dispersion – normal distribution – correlation and their interpretation- Graphical representation of data-Exploration of software for assessment of CCE– Managing students Data in computer – inferences, Diagnosis, feedback and remedial learning alternatives – e-portfolio assessment – evaluation Rubrics



Mode of Transaction:

Lecture cum discussion, Seminar, Team Teaching, Practical work, Power point presentation

Practicum: Task and Assignment

1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
3. Framing measurable and non-measurable learning outcomes
4. Finding out the content validity of the given question paper
5. Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
6. Framing Different types of questions
7. Preparation of Blue Print and a question paper
8. Prepare graphs and use statistics for analysis of test result
9. Preparation of interaction analysis report after the observation of any five teachers and peer teachers working in schools

Mode of Assessment:

Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

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EPC



Technology use and Integration

At S.N College, technology use and integration are prioritized to enhance the educational experience and prepare future educators for a digital age. The college has invested significantly in modernizing its infrastructure with state-of-the-art technological tools, including interactive whiteboards, multimedia projectors, and high-speed internet. These resources are integral to the college's approach to teaching, enabling faculty to deliver dynamic and interactive lessons that cater to diverse learning styles. The incorporation of digital platforms and online learning management systems, such as Google Classroom and Moodle, supports both in-person and remote learning, facilitating seamless communication and collaboration between students and instructors.

S.N College emphasizes the development of digital literacy among its students by incorporating technology-focused modules into the curriculum. These modules cover essential skills such as utilizing educational software, creating digital content, and integrating technology into lesson plans. The college also offers workshops and training sessions to ensure that students and faculty stay updated with the latest technological advancements and pedagogical strategies.

Furthermore, the college encourages the use of technology for research and professional development, providing access to digital libraries, academic journals, and online resources that support scholarly activities. By prioritizing technology integration, college aims to equip its students with the skills necessary to thrive in a technology-driven educational landscape and to foster a culture of continuous learning and innovation. This commitment not only enhances the quality of education but also ensures that future educators are well-prepared to incorporate technology effectively in their own classrooms, thereby contributing to the advancement of modern education.



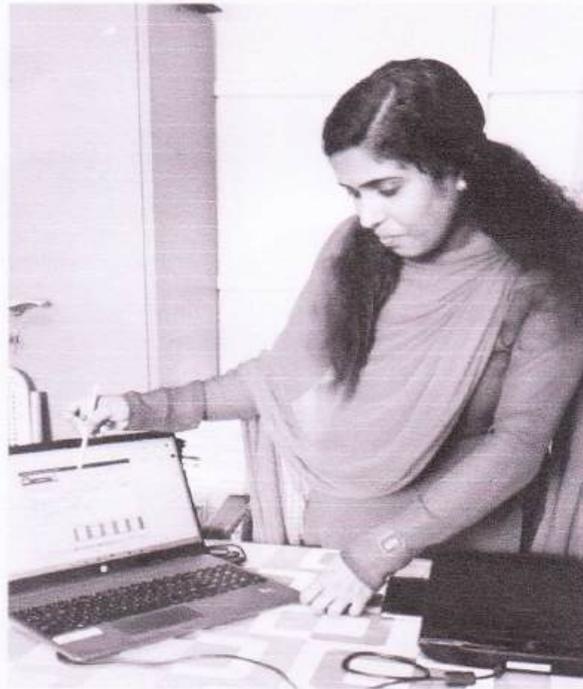
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3 days' Workshop on ICT

10.01.2024 – 12.01.2024

An ICT workshop was organised in Sree Narayana College of Education, Mahe for three days from 10th January 2024 to 12th January 2024. Ms. Mrudusha, ICT expert at Logezy resourcing instructed students on power point preparation and how it could be integrated with classroom teaching.

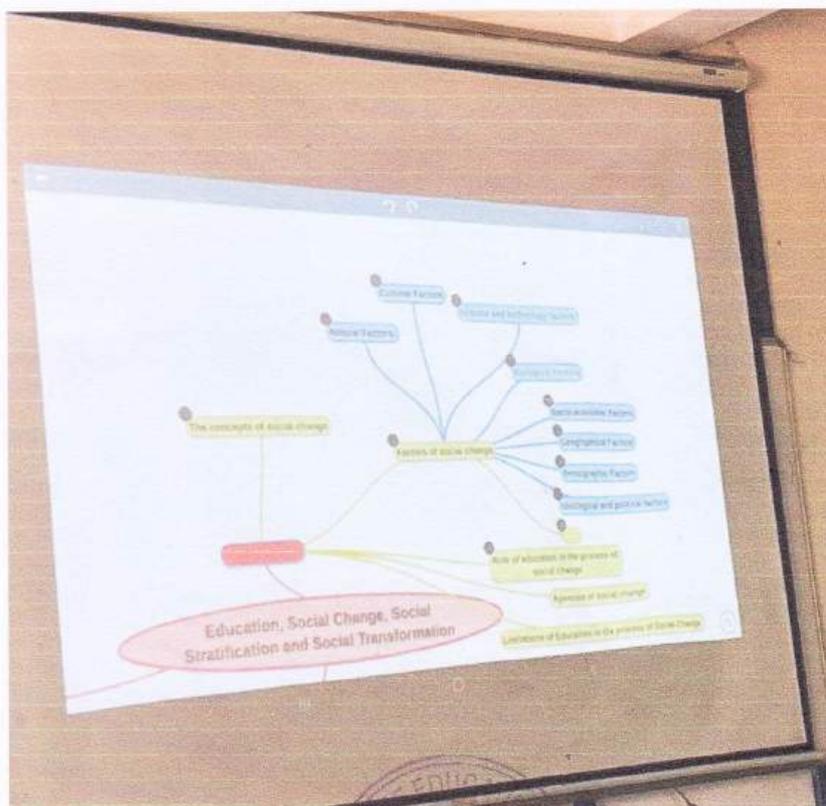
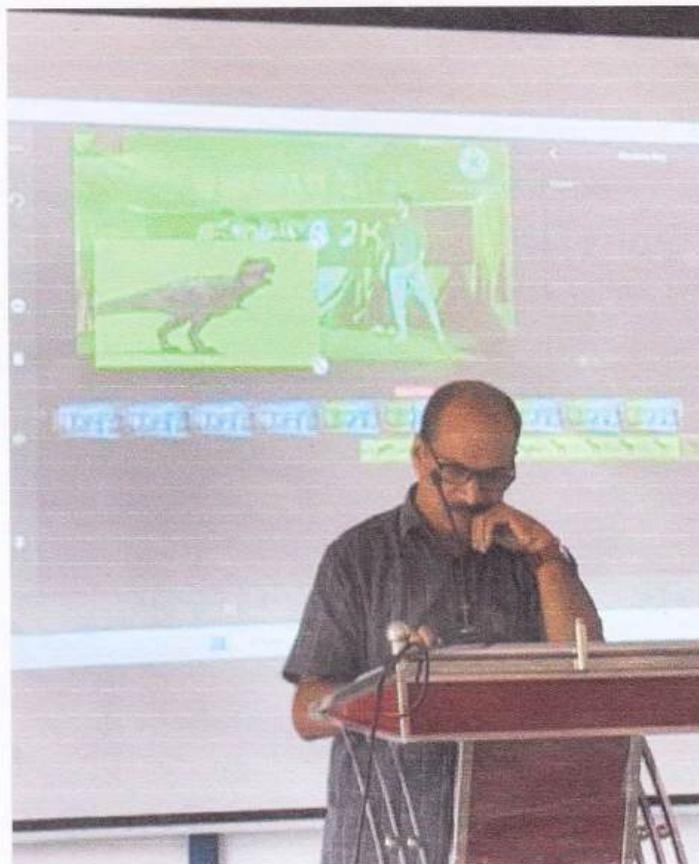


Dr. Muneer .V, Asst Professor, Farook Training College, Kozhikode conducted a workshop on ICT integrated module preparation.



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Mr. Pradeep Kumar. P, Asst Professor, Sree Narayana College of Education, Mahe oriented students with the preparation of e-learning materials.




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Out Reach Activity

Outreach activities are a vital extension of our educational institution's mission, enabling us to engage with the broader community, foster social responsibility, and promote experiential learning. By connecting with diverse populations and addressing social, environmental, and economic issues, we can build meaningful relationships and create a positive impact. Outreach initiatives provide opportunities for students to apply theoretical knowledge in real-world settings, develop empathy and cultural competence, and cultivate civic engagement. Through these activities, we showcase our institution's commitment to social impact and community service, and embody the values of compassion, inclusivity, and social responsibility. By venturing beyond our campus, we can create a ripple effect of positive change and nurture future leaders who are equipped to make a difference.



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Organizing a Field Visit

The field visit for B.Ed students at SN College, Mahe, was an effective and enriching part of their educational program, aimed at providing practical insights into teaching environments. The visit was meticulously planned to offer students real-world experience that complements their theoretical studies.

The preparation involved obtaining necessary permissions from the college and coordinating logistics, including transportation and safety measures. A detailed budget covered all expenses, with funding sourced from student contributions and college support. Safety protocols were implemented, including risk assessments and first aid provisions, ensuring a secure environment for all participants.

The visit's itinerary included observations of teaching practices, interactions with educators, and reflective discussions. This structure allowed students to witness effective teaching strategies and engage directly with professionals, enhancing their understanding of classroom dynamics.

Post-visit, students compiled reports and participated in a debriefing session to discuss their experiences and insights. Feedback indicated that the visit significantly enhanced their grasp of teaching concepts and prepared them for their future careers. Overall, the field visit was a valuable addition to the B.Ed program, bridging theoretical knowledge with practical application.



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Facilitating Inclusive Education

Inclusive education is an educational approach that seeks to address the diverse needs of all students, regardless of their abilities, disabilities, socio-economic status, language, ethnicity, or any other factor that may cause discrimination. The college places significant emphasis on fostering inclusive education, integrating theory into practical application within classroom settings and through visits to special schools. Numerous opportunities are deliberately arranged to provide students with firsthand experiences in inclusive education Initiatives.

On October 19th and 25th 2023, Sree Narayana College of Education, Mahe conducted a field visit to K.E Safiya Autism Centre, Kidaramkunnu and VIWA School for mentally challenged, Vatakara.

Field visit to K.E Safiya Autism Centre

Under community partnerships, Sree Narayana College of Education, Mahe actively participated along with the mainstream of marginalized communities. 5 teachers along with 100 students visited on 19-10-2023, Autistic centre, Safiya, Kidaramkunnu, Mahe. There were about 60 students with 10 teaching staff and principal with administration wing.

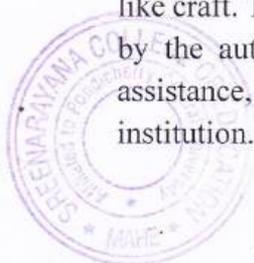
Among the inmates, speech impaired, cerebral plastic, mild autistic, mentally retarded, deaf and dumb. Our students actively interacted with them and had cultural programmes exchanges. They were blessed with so many cultured expressions.

The teacher trainees could really realize the real problems faced by the autistic children. After seeing the problems, college decided to provide financial assistance, Assistant Professor T.V Sreekumar handed over financial aid to Mr. Varghese, Head of the institution and Clinical Psychologist.

Field Visit to Viwa School for mentally challenged

Under community partnerships, Sree Narayana College of Education, Mahe actively participated along with the mainstream of marginalized communities. 4 teachers along with 80 students visited on 25-10-2023, Autistic centre, VIWA School for mentally challenged, Vatakara. There were about 50 students with 10 teaching staff and principal with administration wing.

Among the inmates, speech impaired, cerebral plastic, mild autistic, mentally retarded, deaf and dumb. Our students actively interacted with them and had cultural programmes exchanges. They were blessed with so many cultured expressions. And we gifted chocolates, miniature craft works and provided food for them. And we engage them to do small activities like craft. They do very well. The teacher trainees could really realized the real problems faced by the autistic children. After seeing the problems, college decided to provide financial assistance, Assistant Professor T.V Sreekumar handed over financial aid to Head of the institution.

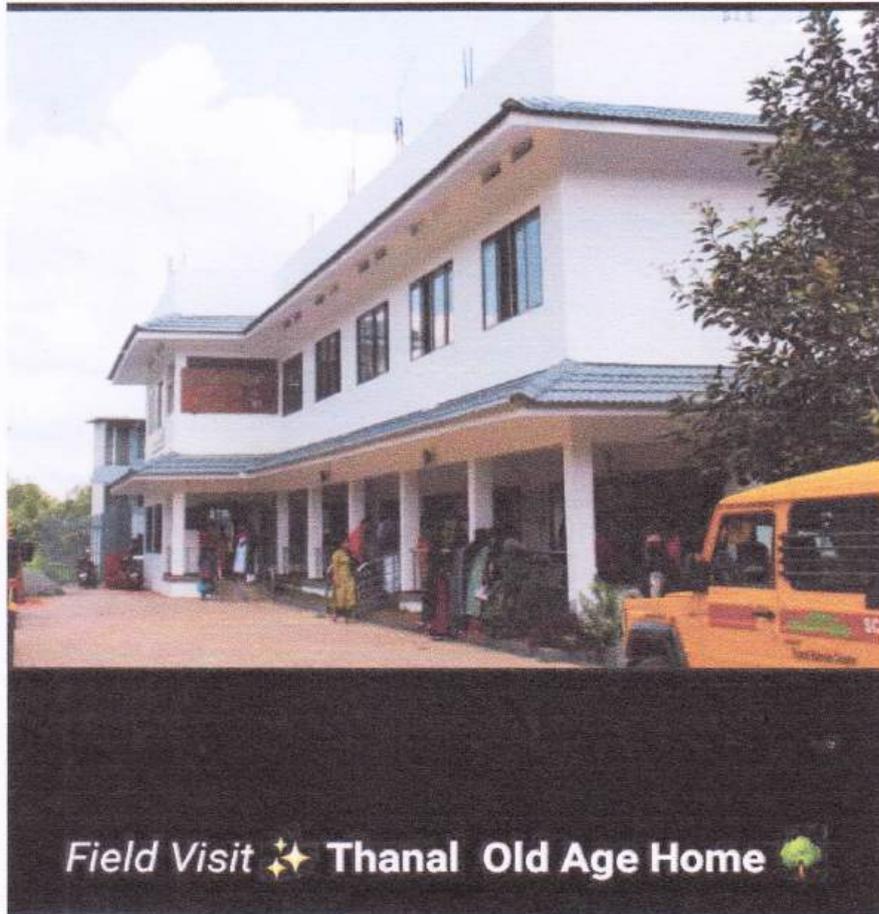


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Field Visit

The B.Ed students of this institution visited the following places as a part of the curriculum. Visit to K.E Safiya Autism centre, to learn about the students with special needs. Other places of visit include Kendriya Vidyala, Navodaya Vidyalaya, Thanal Old Age Home and Craft Village.





Field Visit ✨ Thanal Old Age Home 🌿




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Cleaning programme

On October 2, 2023, at 10 am, students from Sree Narayana College of Education conducted a cleaning activity at Mahe Government Hospital surroundings. The event aimed to promote cleanliness and hygiene in the healthcare facility. With enthusiasm and dedication, the students cleaned the hospital premises, including corridors, and public areas disinfected surfaces and equipment. They also organized hospital supplies and materials, and conducted an awareness campaign on the importance of cleanliness and hygiene. The hospital staff and patients appreciated the initiative, acknowledging the significance of cleanliness in healthcare settings. Through this activity, SNCE students demonstrated their commitment to social responsibility and teamwork, contributing to a healthier environment for the community.




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Preparing Individualized Educational Plan (IEP)

Preparing an Individualized Educational Plan (IEP) involves creating a tailored roadmap for students with unique needs. The IEP team, including educators, parents, and professionals collaborates to identify the student's strengths, challenges and goals. The plan outlines specific objectives, accommodations and strategies to support the student's academic, social and emotional growth. The IEP ensures personalized instruction, accommodations and services, such as speech therapy or assistive technology, to bridge the gap between the student's current abilities and future goals. Regular progress monitoring and updates ensure the IEP remains a dynamic and effective tool for student success.

IEP are provided to students with special needs in our institution. We try to provide different type of IEP's like bringing changes in presenting the learning material, altering how the student completes his assignment and testing etc. Other ways include providing different learning environments in order to help students according to their needs, and providing extra time to students who find difficulty in completing their assignments within the prescribed time.



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MICRO LESSON PLAN - 1

Skill	: Stimulus variation.	Number of students	: 7
Subject	: Biology	Time	: 5 minutes
Topic	: Gas exchange in alveoli	Average age	: 13 +
class	: IX	Date	: 12/10/2023
Teacher	: Hasritha.		

Steps	Teacher's activities	Pupil's activities	Components of the skill
INTRODUCTION	The teacher will welcome the pupils and say that in the last class I told you about respiration. Now children, what is respiration? (she will look at the whole class and give a short pause)	The pupils are expected to answer as follows: "Reaction of carbon deposited in the cells with the oxygen taken in breathing can be called respiration"	Interactions with the pupils. Pausing



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DEVELOPMENT

she will appreciate their answers and then announce Today I will tell you about the gas exchange in alveoli.

(The teacher focuses attention, modulates her voice and puts stress on underlined words)

We have seen that there is a direct connection between breathing and respiration. Oxygen taken up by the cells for respiration and CO₂ and H₂O produced in respiration are also given out in breathing.

(The teacher raise her voice and makes hand gestures. Let us

The pupils will listen attentively

Voice modulation

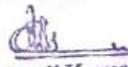
Focusing.

The pupils will listen with attention.

change in speech pattern, gestures, movement.



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now understand how the gases i.e., O_2 and CO_2 exchange in alveoli (Movement of the teacher and hand gestures)

Then the teacher will show a picture of alveoli and explain as follows

The lung is our principal respiratory organ. From the back of the mouth cavity, the passage from the nostrils open, runs a wide and short air tube trachea which divides into two bronchi to enter each lung. Each bronchi divides into small branches called bronchioles. At the end of the bronchioles there is a structure

structure, movement of the teacher

The pupils will observe attentively switching sensory channels (oral-visual).




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called alveoli (Pointing at the picture)
visual-oral and oral-visual switching).

Each lung is made up of a large number of bronchioles and alveoli. Over each alveolus on its outside there is a network of blood capillaries through which blood continuously flows (The teacher changes her speech pattern and modulates voice). The air breathed in travels through the nasal passage and the trachea and finally into the alveoli. The oxygen from the air in the alveoli is absorbed by the blood flowing in the capillaries.

The pupils listen and observe attentively

change in speech pattern, voice modulation, switching sensory channels. (visual-oral, oral-visual) changes in speech pattern.



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During inspiration, the concentration of oxygen is higher and the concentration of CO_2 is lower in the alveoli. But, in the blood capillaries the concentration of oxygen is lower and the concentration of CO_2 is higher. As a result of this, oxygen from the alveoli diffuses into the capillaries and CO_2 from the capillaries diffuses into the alveoli.

(changes in speech pattern and hand gesture.

Then the teacher will ask the following questions to the pupils.

1. which is our principal respiratory organ? Tell me sneha

The pupils are expected to answer correctly
change in interaction style
(Teacher-pupil interaction)

D. Sneha : Lungs
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<p>COMPLETION</p> 	<p>2. How the O_2 from the alveoli reaches to blood capillaries? Tell me A eye.</p> <p>After this, the teacher will ask: Can any one now explain the phenomenon briefly with the help of this chart?</p>	<p>2. Through the process of diffusion.</p> <p>The pupil will expect to explain the phenomenon of gas exchange with the help of chart.</p>	
	<p>Let us you have your student last today, I want to give of that will you understand why it is, we can find it. Let us examine...</p> <p>By the teacher of today find out body gets essential nutrients.</p>	 Dr. Anil Kumar. V <small>-Dr. Anil Kumar. V</small>	<p>PRINCIPAL SREENARAYANA COLLEGE OF EDUCATION (AFFILIATED TO RAJOLAHRY CENTRAL UNIVERSITY) PO MAHE-673 310</p>

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Art, Drama and Education

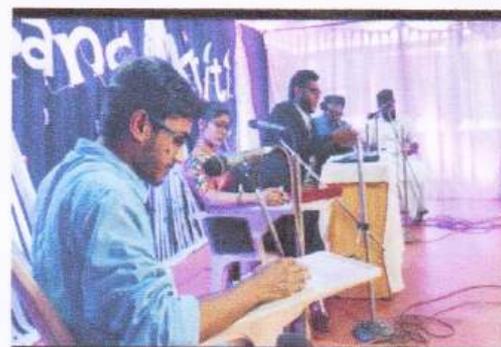
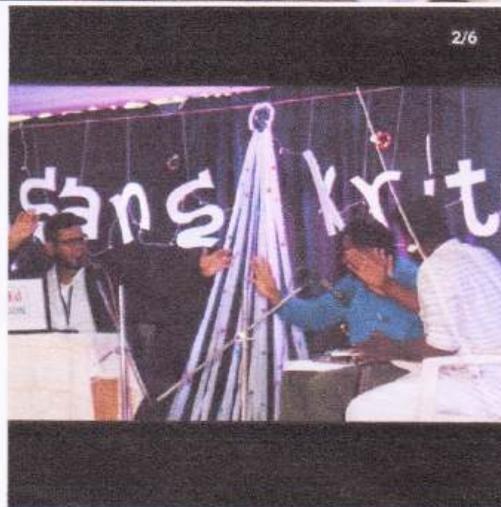
Art and drama are essential components of a well-rounded education, offering students unique opportunities for creative expression, critical thinking, and personal growth. Through art, students can explore their imagination, develop their fine motor skills, and learn to communicate complex ideas and emotions through various mediums. Drama, on the other hand, enables students to step into different roles, develop empathy and understanding, and build confidence in their ability to express themselves in front of an audience.

Together, art and drama foster a deeper understanding of oneself and others, promote cultural awareness and appreciation, and provide a platform for students to showcase their talents and creativity. By integrating art and drama into the educational experience, we can cultivate innovative thinkers, empathetic individuals and confident communicators who are equipped to succeed in an ever-changing world



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Art & Drama



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EPC-1

ROLE OF MULTIMEDIA IN TEACHING BIOLOGICAL SCIENCE

Submitted to

M. M. Preethi Miss

S.N.CE



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Submitted by

Anu. K. Raja.

Biological Science



Introduction

The world in which we live is changing rapidly and the field of education is experiencing these changes in particular as it applies to Media Services. The old days of an educational institution having an isolated audio-visual department are long gone. The growth in use of multimedia within the education sector has accelerated in recent years, and looks set for continued explanation in the future.

Teachers primarily require access to learning resources, which can support concept development by learners in a variety of ways to meet individual learning needs. The development of multimedia technologies for learning effects new ways in which learning can take place in schools and homes. Enabling teachers to have access to multimedia learning resources, which support constructive concept development, allows the teacher to focus more on being a facilitator of learning while working with individual students. Extending the use of multimedia learning resources to the home represents an educational opportunity with the potential to improve Student Learning.




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Multimedia

The term 'multimedia' which consists of "multi" - which mean integrating many expression methods and "media" - which implies technical key words such as 'computer, dialogue and digital' has changed its meaning through the decades. The term multimedia can be defined as a platform that integrates analogue information in various forms such as text, images and audio-visual materials to a single digitized data and relays them using several vehicles. It is a system that allows user the use of easy and high speed information networks.

"Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics and text resources to develop effective presentation on an affordable desktop computer" [Fenrich, 1997]

"Multimedia is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program". [Phillips, 1997]




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Nature and characteristics of Multimedia Approach.

- It aims at providing meaningful learning experiences
- Multimedia approach has come out of researches and experiments in educational technology utilized to improve the process of teaching - learning.
- This approach are selected and planned as to yield in best possible results in most appropriate and economical combination.
- It involves use of number of media , devices and techniques in the teaching - learning process.
- It's main purpose is to support and reinforce learning.
- It integrates hardware and software approaches to educational technology .
- It brings changes in traditional ways of teaching and learning where teacher remain the sole authority in the classroom and students a passive represent of knowledge.



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Components of Multimedia.

The various components of multimedia are;

1. Text
2. Audio
3. Graphics
4. Video
5. Animation.

Text : It is most common medium of representing the the information. In multimedia, text is mostly use for title headlines, menu etc. The most commonly used software for viewing text files are Microsoft word, notepad etc.

Audio : In multimedia Audio means related with recording playing etc. Audio is an important component of multimedia makes the understandability & improve the clarity of concept. Audio includes speech music etc. The commonly used software are Quick time, windows media player etc.

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Graphics : The use of graphics in multimedia makes the concept more effective and presentable. commonly used software are window picture, internet



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explorer etc.

Video : Means moving picture with sound . It's the best way to communicate with each other .

Animation : An animated sequence shows a number of frames per second to produce an effect of motion in the user's eye . Some of the commonly used software for viewing animation are internet explore, window pictures.



A handwritten signature in blue ink, appearing to read "Dr. Anil Kumar. V."

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Impact of Multimedia technology in teaching of Biological Science

Biology occupies a unique position in the school curriculum. Biology is central to many science related courses such as medicine, pharmacy, agriculture, nursing, biochemistry and genetics so on.

Multimedia technology can be used to support and enhance learning. Advances in technology improves the quality of education. It enhances the student learning interest.

In conventional teaching, Biology teachers to teach directly to their knowledge to their students. In the equipment, multimedia classes, teachers are teaching through their own understanding to the computer and then pass on the students. It pave the way of learning easy and effective. The teacher can effectively prepare lesson and present on devices and which can easily understand by the students. Teacher can provide heuristic problem, so that every student in the class had answered, participated and fully utilize the opportunity of thinking. Through continuous use of effective classes, multimedia content students can enlarge their knowledge and improve their Biology learning. Modern equipment and learning material should be used by the teacher to enhance their Biology teaching effect.

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Using multimedia in the classroom helps learning and teaching in many ways

- Have more fun
- More enthusiastic
- Have increased engagement in learning
- Are more interested in learning
- Are more self-directed in learning.
- Focus on improving performance.
- Have greater ICT skills
- Increase their research skills.
- Improve problem solving and critical thinking skill.
- Enjoy learning actively.

The power of multimedia lies in the fact that it is multi-sensory, stimulating the many senses of the audience. It is also interactive, enabling the end-users of the application to control the content and flow of information. Children can use technology individually, through computer-assisted instruction, to learn biological concepts.



A handwritten signature in blue ink.

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Conclusion.

Multimedia finds place in lot of applications. Multimedia is appropriate whenever a human intelligence connects a person to electronic information of any kind. Multimedia improves information retention. Schools are perhaps the neediest destination for multimedia. Traditional teaching methods are changed. Teachers are becoming more like guides and ~~member~~ mentors along a learning path. Various advanced electronic teaching tools are designed and developed due to multimedia.

The adoption and use of multimedia in teaching biology have a positive impact on student's learning outcome.

The lessons presented by multimedia are more effective and better comprehended by student. Multimedia use in teaching is more attractive and help students develop positive attitude towards learning biology, thus improving the performance of students.

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EPC-2

TOPIC: ആധുനിക

കവിത്രയങ്ങൾ



Submitted by
Swathi krishna TC
Roll no : 32


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ജനുവരി 10 നു നടന്നിട്ടുള്ള അദ്ധ്യക്ഷന്മാരുടെ കോൺഫറൻസിൽ
 നടന്നുവന്ന ചർച്ചകളുടെ വിവരങ്ങൾ. ജനകീയത, സാമ്പത്തികവ്യവസ്ഥകൾ,
 സാമൂഹിക ചട്ടങ്ങൾ, സർക്കാരിന്റെ നയങ്ങൾ നിലനിർത്തി
 മെന്റോർഷിപ്പ് വികസിപ്പിച്ചു കൊടുക്കുന്നതിന്റെ ഭാഗമായി
 കോളേജ് സാമൂഹികസേവകൾ മുൻനിർത്തി വികാസപരമായ ചർച്ചകൾ
 നടത്തിയതിന്റെ ഭാഗമായി. ഇടവക-
 സർവ്വതല പ്രവർത്തനങ്ങളുടെയും സാമൂഹികകാര്യങ്ങളുടെയും
 ചർച്ചകൾ നടന്നുവന്നു. മലയാളസാഹിത്യവും വളർത്തുവന്നു.
 ഇടവക സെ. സെൻ്റർ രാജരാജവർമ്മ, കോളവർമ്മ വലിയകോയി-
 -ത്തുവർമ്മ, കെ. പി. കേശവപ്പിള്ളി മുതലായവർ മലയാളകവി-
 നായ സജീവമാക്കുകയും വർദ്ധിപ്പിക്കുകയും ചെയ്തു. ഇന്നേ
 ചർച്ചകളിൽ നന്നേ മലയാളസാഹിത്യത്തിന്റെ കാര്യങ്ങൾ ഉൾക്കൊള്ളും
 വർദ്ധിപ്പിച്ചു സാമൂഹികമെന്റോർഷിപ്പിന്റെ കാര്യങ്ങൾ കർമ്മ-
 യാൽ മുന്നോട്ടു കൊണ്ടുവരികയും ചെയ്തു. മെൻ. വാണിയമ്പലം, കർമ്മ-
 നാഥൻ, മുഴുത്തോൾ നാരായണമേനോൻ സർക്കാരിന്റെ. ഇടവക-
 വരായ മുതൽ കഴിഞ്ഞു സാമൂഹിക കമ്മിറ്റിയുടെ ഭാഗമായി
 നടന്നുവന്നു.


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നിരവധി മലയാളസാഹിത്യകാരന്മാർ മലയാളസാഹിത്യത്തിന്റെ
 മലയാളകവിനായ സാമൂഹികമെന്റോർഷിപ്പിന്റെ ഭാഗമായി



പർവ്വതങ്ങളുടെ തന്മിയാവരണങ്ങൾ കറങ്ങിക്കിരുന്ന മല-
 യാളുകളിലൂടെ നവീനമായ വിഷയങ്ങൾ സ്പ്രിങ്കിങ്ങ് പർവർ.
 പാതകിടലുകൾ നയിച്ചു. നമുക്കിടയിൽ നിലനിന്നിരുന്ന അസ-
 വിശ്വാസങ്ങൾക്കും അന്യായങ്ങൾക്കും മെതിരെ ശക്തമായി
 പ്രതികരിച്ചു.

ജ്ഞാനിയായ ഉച്ചനിയന്ത്രണങ്ങൾക്കെതിരെ അതിശക്തമായി
 പ്രതികരിക്കുകയും നിരവധി സെമിനാറുകളും ഹെൽപ്പിംഗ് മേഖ-
 കളിലൂടെ കർമ്മങ്ങൾ. കായിക മേഖലയിലെ തൊഴിലും
 വിദ്യാഭ്യാസ വിദ്യയിൽ ജനിച്ച കർമ്മങ്ങൾ നന്നേ ഗാഢവും,
 അനേകം ഗാഢിനും, മനസ്സിലൂടെയും രൂപപ്പെടുത്തിയുണ്ട്.
 മനോഹരമായ മറ്റൊരു മനോഹരമായി അറിയാപ്പെടുന്നു.

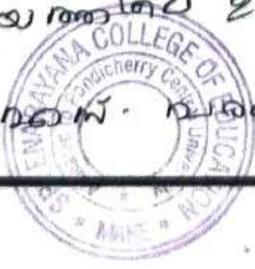
ജ്ഞാനിയായ ശക്തമായ കാർമ്മങ്ങൾ കർമ്മങ്ങൾ ജനിച്ചു.
 മനോഹരമായ ശ്രീനാരായണ ഗർഭാർച്ചനയുടെ അർപ്പണം അഭ്യർത്ഥിക്കി-
 -ന്റെ ജീവിതത്തിൽ മാറ്റം വരുത്തി. ശ്രീനാരായണ ഗർഭാർച്ചനയുടെ
 ശ്രീമദ്ഭാഗവതം അനേകം കവിതകളിലൂടെ അവിഷ്കരിച്ചു.
 ശ്രീനാരായണഗർഭം. അനേകം ഭക്തന്മാർ പർവ്വതങ്ങൾക്കും അ-
 കർമ്മങ്ങൾക്കും സംസ്കാരം, ഇംഗ്ലീഷ് നർത്തനം നാടകങ്ങളിൽ പ്രാവി-
 -യം നേടാൻ ഉള്ള അനേകം നർത്തകർക്കും ചെയ്തു. കർമ്മങ്ങളിൽ
 വിദ്യാഭ്യാസം നർത്തനം അനേകം അവിർഭവിക്കുന്ന പർവ്വത-
 -മന പ്രവർത്തനങ്ങളും സ്വന്തം മനസ്സിലൂടെ പ്രവർത്തനങ്ങളും സ്വീകരി-
 -ച്ചു. അനേകം മലയാള കർമ്മങ്ങൾക്കും മറ്റും പ്രവർത്തനങ്ങളും സ്വീകരി-



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'വിനയത്വ' [1907] മഹാ മഹാകാവ്യം പ്രസിദ്ധപ്പെടുത്തി.
 -യതിപത്രയായ്. വിനയത്വകാവ്യം പദ്മിനി മഹാകാവ്യം.
 -വിനയത്വം ഉയർച്ചകാവ്യം അവിഷ്കരിക്കുന്ന ഉപകാരി
 അനന്തരം പദ്മിനിമഹാകാവ്യം അനന്തരം ഉയർച്ചകാവ്യം
 ഉപയോഗിച്ചു കവിതയിൽ പ്രത്യേകമായ മാറ്റം കാണുകയും ചെയ്തു.
 വാക്യാനുസൃതവർണ്ണനകളുടെ സഹായത്തോടെ മഹാകാവ്യം പദ്മിനി
 -യതിപത്രം സഹായകമായി മഹാകാവ്യം കവിതയ്ക്ക് അനന്തരം
 ശ്രീകൃഷ്ണൻ അനന്തരം അനന്തരം പദ്മിനിയിൽ നല്ല
 കാവ്യം കൃതികൾ. കവി
 കവിതയ്ക്ക് നിലകൾ കാവ്യവിഷയങ്ങൾ പ്രകടിപ്പിക്കുന്നതിനും വിഷയ
 വകയായ മാറ്റം നീക്കിച്ചു കവിതയിലേക്കും. മറ്റുകവികൾ
 വന്നുവന്നുവെങ്കിലും പദ്മിനിയിൽ നിന്നും അതിൽ അനന്തരം
 മഹാകാവ്യം അനന്തരം പദ്മിനിയിൽ പദ്മിനിയിൽ വിഷയ
 -യതിപത്രം നിരന്തരം അവിഷ്കരിക്കുന്നതിലാണ് അനന്തരം
 ശ്രീകൃഷ്ണൻ. അനന്തരം പ്രധാന കാവ്യങ്ങൾ വിനയത്വം, പിറമുറ
 പ്രധാനം, കർമ്മം, മിന്നാമുതലായ പിത, ലീല, നളിനി, ദുർഗ്ഗ
 പദ്മിനിയിൽ നൽകിയവ.

കവി, പദ്മിനികാവ്യം, പ്രസിദ്ധൻ, ഗദ്യകൃത്ത് മഹാകാവ്യം
 -യിൽ പ്രസിദ്ധനായ വാക്യാനുസൃതവർണ്ണനകളുടെ മഹാകാവ്യം
 അനന്തരം കവിതയ്ക്ക് ഉയർച്ചകാവ്യം അവിഷ്കരിക്കുന്നതിലാണ്
 -യതിപത്രം ഉയർച്ചകാവ്യം മഹാകാവ്യം.



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കുറിപ്പുകൾ മുദ്രാങ്കിതമാക്കി മാന്വീകരണയന്ത്രമായി
 തയ്യാറാക്കിയിട്ടുണ്ട്. അതിൽ മാധ്യമമായിരിക്കാൻ വർദ്ധനയും
 -കൂടാതെ. ഉദാഹരണമായി ഉൾപ്പെടെ നവംബറിൽ
 ഉപയോഗിക്കാൻ ഇനിവാനും. നിർവ്യാകൃതികൾക്കെതിരായി
 അന്യരും കുറിപ്പുകൾ ഉൾക്കൊള്ളിച്ച്. പഴിയായ നവംബർക്കും പഠന-
 കാര്യങ്ങൾ ഉപയോഗിക്കാൻ അന്യരും പഠനം നൽകിയി-
 -ട്ടുണ്ട്. അതുകൊണ്ടുതന്നെ പലപ്പോഴും ഉള്ളതുകുറിപ്പ്
 മാധ്യമങ്ങൾക്ക് അപ്രായമായി നിൽക്കുന്നുണ്ട്.

നവംബറിൽ മുദ്രാങ്കിതമാക്കി ഉപയോഗിക്കാൻ കർമ്മ-
 ക്ഷേമം. വിശദമായി നൽകിയിട്ടുള്ളതുകൊണ്ട് വർദ്ധനയും
 നവംബർക്കും പഠനം നൽകിയിട്ടുള്ളതുകൊണ്ട് പഠനം നൽകിയി-
 -ക്കും ഉള്ളതുകുറിപ്പ് നൽകുന്ന മുദ്രാങ്കിതമാക്കി ഉപയോഗിക്കാൻ
 -കൂടാതെ അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക് വാങ്ങിയിട്ടുള്ള പഠനം നൽകി-
 -കൾ അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക് അന്യരും ചെയ്യാൻ. അതിൽ
 ഉൾക്കൊള്ളുന്നവർക്ക് അന്യരും ചെയ്യാൻ. അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക്
 നവംബർക്കും പഠനം നൽകിയിട്ടുള്ളതുകൊണ്ട് വർദ്ധനയും
 പഠനം നൽകിയിട്ടുള്ളതുകൊണ്ട് വർദ്ധനയും ചെയ്യാൻ. അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക്
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പ്രസിദ്ധീകരിക്കാൻ അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക് വർദ്ധനയും ചെയ്യാൻ. അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക്
 ഉൾക്കൊള്ളുന്നവർക്ക് വർദ്ധനയും ചെയ്യാൻ. അതിൽ ഉൾക്കൊള്ളുന്നവർക്ക്



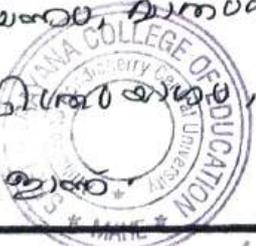
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കേരളത്തിലെ നവോത്ഥാനകാലങ്ങളിൽ പ്രമുഖനായ കവിയായ
 വള്ളത്തോൾ കവിയുടെ പതിനാറാമദ്ധ്യത്തിൽ നൂറുകോടിയിൽ
 പരത്തിയ കവിതാമഹാസമിതിയിൽ ഉന്നതസ്ഥാനം ലഭിച്ചതായ
 കവിതാസമിതിയിൽ അറിയപ്പെടാൻ തുടങ്ങി. ഇന്നാൻ നാടുകാൻ
 കോൽപ്രസംഗമായുള്ള ബന്ധങ്ങൾ ഗാഢീജീയവായുള്ള അർത്ഥ-
 -വർഗ്ഗ വളർച്ചയ്ക്കായിട്ടെന്തെങ്കിലും മാറ്റി. മുമ്പത്തായ
 ജാതി ഗാഢീജീയങ്ങൾ ഉൾപ്പെടെ 'മൈൽ ഗർവ്വനാശം' നന്നേ
 കവിത നൂറുകോടിയിൽ പൂർണ്ണമായിട്ടുണ്ട്. പർവ്വതകഥാപാത്ര
 കൂടെ അടിസ്ഥാനമായി പരിചയപ്പെട്ട വളർച്ചയ്ക്കായിട്ടെന്തെങ്കിലും
 കാര്യങ്ങൾ ബന്ധപ്പെട്ടതായ അറിവുകൾ, കിഷോരം മകൻ, ധർമ്മം
 അർത്ഥം മകൻ, തെങ്ങിനീർ അടിസ്ഥാനമായിട്ടെഴുതിയ
 കൃത്യപരിചയവും കാര്യങ്ങൾകൊണ്ടും വർണ്ണനകൾകൊണ്ടും
 മികച്ചതിൽക്കേൾക്കും. അന്യോന്യംകൊണ്ടും നാടകീയത നിറഞ്ഞു
 നിൽക്കുന്ന വായാൽ മിക്കവാറുംകൊണ്ടും.

സ്വന്തംനവോത്ഥാനകാലങ്ങളിൽ നിലനിന്ന പാശ്ചാത്യ
 സമൂഹങ്ങൾക്കെതിരെയും സാമൂഹികങ്ങൾക്കെതിരെയും ശക്തമായി
 പ്രതികരിച്ച കവിയായ വള്ളത്തോൾ നന്നേ വറുത്തു. അന്യോ-
 ഏകംകൊണ്ടും നാടകീയത നിറഞ്ഞു

വാർഷികവായാൽ, വാസലില, നവകിംഗനപ്പു, തിരുവിലാസ,
 ശാപതി, മിശ്രംകൊണ്ടും, കൊച്ചുപിന്ന, മിശ്രംകൊണ്ടും
 പ്രധാനകാലങ്ങളിൽ.




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FOOD SAFETY AWARENESS CLASSES @ S N C E, MAHE

7th June 2024

As the part of World Food Safety Day, observation and awareness classes were organized at Sreenarayana College of Education, Mahe on better food, better health.

Students got idea on importance of food safely, proper handling practices and enhanced awareness of personal hygiene. Students suggested certain measures to ensure food safety culture. They were interested in this program.



A handwritten signature in green ink, appearing to be 'd'. The signature is written in a cursive style.

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WORLD ENVIRONMENT DAY @ S N C E MAHE

5th June 2024

S N C E, Mahe celebrated World Environment Day on 05-06-2024 in order to raise awareness and promote action for the protection of environment. S N C E, Mahe organized various events and activities. Student took oath regarding the protection and preservation of environment. The classes were taken by Mr. Pradeep Kinathi of (R V H S S, Chokli). Through his talk he gave a clarion call to all students about keeping the surrounding clean and plastic free and importance of planting trees. Students planted trees in college surroundings.



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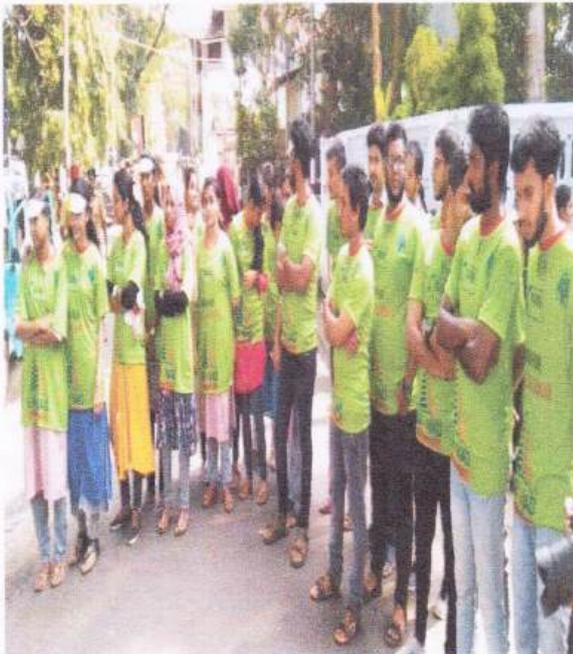
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SWACHHATA HI SEVA CAMPAIGN

28th November 2023

The teacher trainees of S N C E, Mahe were given awareness about Swach Bharath Abhiyan. Towards this end, the college conducted an orientation and awareness programmes about the ill effects of plastic use.

- This orientation programme was held on **28-11-2023**, Mr Pradeep Kinathi, was the resource person for the same. Through his talk he gave a clarion call to all the students about keeping the surroundings clean and plastic free. Various tips were given to the students about using cloth bags and biodegradable bags in their day to day life. Students were taken oath to keep the campus and their surroundings plastic free.
- On October 2, students and staff organised a cleanliness drive in and outside the campus. Students were divided into groups and places were allotted to them. Waste thus collected was separated.
- As a whole, this programme helped students and staff to have awareness about the use of plastic.



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**REPORT OF OUT REACH ACTIVITY ON SENSITIZING THE COMMUNITY BY CREATING
AWARENESS TOWARDS E-BANKING (2022 TO 2023)**

17th August 2023

Objective: - To create awareness on E- banking (cashless economy) to rural communities. 85 student teachers and 4 faculty members participated in this program.

Target group:- 500 families (To reach 10 to 12 families of rural community by each student teacher)

Transaction method:-The execution of outreach activity was done in 3 phases

First phase:A seminar was conducted by experts to provide knowledge and skills of e-banking to pre-service teachers.

Second phase:Detailed planning was done, to decide the procedure of executing the outreach activity.

Third phase:Each student teacher visited the field and conducted awareness programme to 10 families in the rural community

Evaluation: The activity Conducted was reported by students and evaluated by faculty members.



**SREE NARAYANA COLLEGE OF
EDUCATION, MAHI**

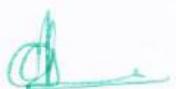


**AWARENESS
OF
E – BANKING**



17/8/2023

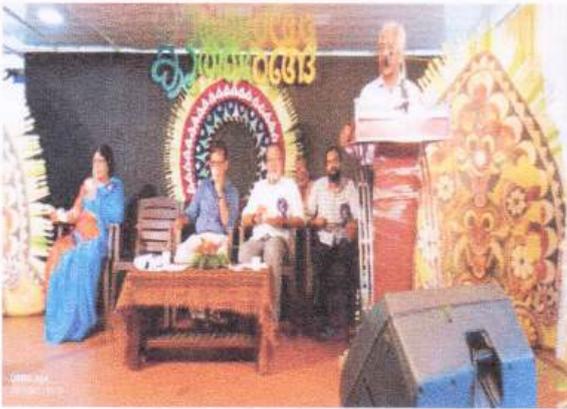



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CULTURAL PROGRAMME 'KOOOTHARANGU' @ S N CE, MAHE

11th August 23

SNCE, Mahe conducted cultural programme 'Kootharangu' on 11-08-2023 at college auditorium. The theme of 'Chakyarum Chindakalum' presented by Kalamandalam Abhijosh and the instrument 'Mizhavu' played by Kalamandalam Jishnu. Students were interested in this programme.



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FREE MEALS DISTRIBUTION TO STREET PEOPLE

19th September 2022

Sreenarayana College of Education organized a free meal distribution program for street people in the community. The program was designed to provide food and nourishment to those in need. Food served to 50 peoples in Street. 15 students of S N C E, Mahe participated in the distributing food. The students were also enabled to know about the struggle of street people and the importance of social responsibility.



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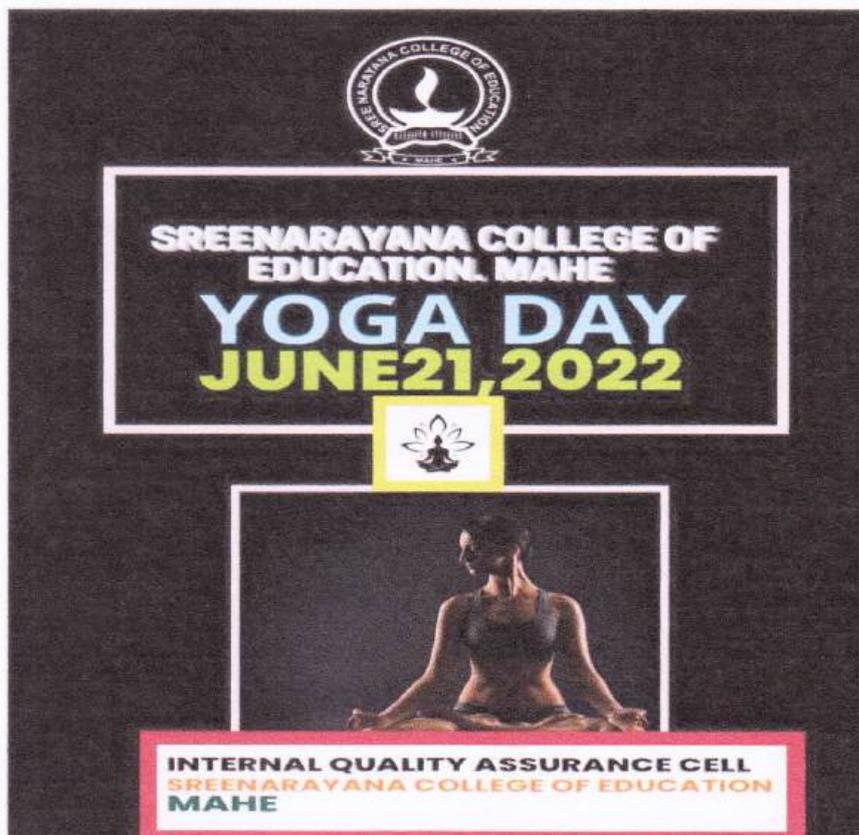
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YOGA DAY @ S N C E, MAHE

21st June 2022

S N C E Mahe celebrated International Yoga Day on 21-06-2022 the College Principal Dr.A.Unnikrishnan inaugurated the program the Yoga instructor K C Kumaran delivered lecture on need and importance of practice in Yoga and gave instructions to practice different Asanas. 90 students were actively participated in this programme.

The programme could enable to improve the physical and mental well-being among the students instructor recommended the students integrates Yoga into daily life.




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MICRO LESSON PLAN - 1

Skill	: Stimulus variation.	Number of students	: 7
Subject	: Biology	Time	: 5 minutes
Topic	: Gas exchange in alveoli	Average age	: 13 +
class	: IX	Date	: 12/10/2023
Teacher	: Hasritha.		

Steps	Teacher's activities	Pupil's activities	Components of the skill
INTRODUCTION	The teacher will welcome the pupils and say that in the last class I told you about respiration. Now children, what is respiration? (she will look at the whole class and give a short pause)	The pupils are expected to answer as follows: "Reaction of carbon deposited in the cells with the oxygen taken in breathing can be called respiration"	Interactions with the pupils. Pausing



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DEVELOPMENT

she will appreciate their answers and then announce Today I will tell you about the gas exchange in alveoli.

(The teacher focuses attention, modulates her voice and puts stress on underlined words)

We have seen that there is a direct connection between breathing and respiration. Oxygen taken up by the cells for respiration and CO₂ and H₂O produced in respiration are also given out in breathing.

(The teacher raise her voice and makes hand gestures. Let us

The pupils will listen attentively

Voice modulation

Focusing.

The pupils will listen with attention.

change in speech pattern, gestures, movement.



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now understand how the gases i.e., O_2 and CO_2 exchange in alveoli (Movement of the teacher and hand gestures)

Then the teacher will show a picture of alveoli and explain as follows

The lung is our principal respiratory organ. From the back of the mouth cavity, the passage from the nostrils open, runs a wide and short air tube trachea which divides into two bronchi to enter each lung. Each bronchi divides into small branches called bronchioles. At the end of the bronchioles there is a structure

structure, movement of the teacher

The pupils will observe attentively switching sensory channels (oral-visual).




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called alveoli (Pointing at the picture)
visual-oral and oral-visual switching).

Each lung is made up of a large number of bronchioles and alveoli. Over each alveolus on its outside there is a network of blood capillaries through which blood continuously flows (The teacher changes her speech pattern and modulates voice). The air breathed in travels through the nasal passage and the trachea and finally into the alveoli. The oxygen from the air in the alveoli is absorbed by the blood flowing in the capillaries.

The pupils listen and observe attentively

change in speech pattern, voice modulation, switching sensory channels. (visual-oral, oral-visual) changes in speech pattern.



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During inspiration, the concentration of oxygen is higher and the concentration of CO_2 is lower in the alveoli. But, in the blood capillaries the concentration of oxygen is lower and the concentration of CO_2 is higher. As a result of this, oxygen from the alveoli diffuses into the capillaries and CO_2 from the capillaries diffuses into the alveoli.

(changes in speech pattern and hand gesture.

Then the teacher will ask the following questions to the pupils.

1. which is our principal respiratory organ? Tell me sneha

The pupils are expected to answer correctly
change in interaction style
(Teacher-pupil interaction)

D. Sneha : Lungs
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<p>COMPLETION</p> 	<p>2. How the O_2 from the alveoli reaches to blood capillaries? Tell me A eye.</p> <p>After this, the teacher will ask: Can any one now explain the phenomenon briefly with the help of this chart?</p>	<p>2. Through the process of diffusion.</p> <p>The pupil will expect to explain the phenomenon of gas exchange with the help of chart.</p>	
	<p>Let us you have your student last today, I want to give of that will you understand why it is, we can find it. Let us examine...</p>	<p>Dr. Anil Kumar. V</p> <p>Dr. Anil Kumar. V</p>	<p>PRINCIPAL SREENARAYANA COLLEGE OF EDUCATION (AFFILIATED TO RAJASTHAN CENTRAL UNIVERSITY) PO MAHE-673 310</p>

DISCUSSION LESSON PLAN



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Seetha Sathyan
Biological Science

DISCUSSION LESSON PLAN - (6)

NAME OF THE SCHOOL: Govt. Town. H.S.S. Kannur
UNIT:- Beyond the sense of Taste
THEME:- Small intestine
STANDARD:- IX-B
DURATION: 45 mts
DATE:- 2.8.28

CURRICULAR ACTIVITIES:-

- 1) Explain how the structure of the small intestine helps in Absorption
- 2) To know about the Various enzymes in the small intestine
- 3) To Analyse the function of stomach
- 4) Analyse and presents the importance of nutrients.

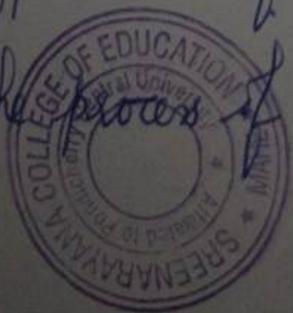
LEARNING AID :-

Textbook, black board, chart, Model

IDEAS / CONCEPT:-

Application of small intestine in digestion.

The process of small intestine



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SKILLS:-

- Observing
- Understanding
- Remembering

VALUES/ATTITUDE:-

- Intellectual Value
- Aesthetic Value

EXPECTED PRODUCTS:-

- Report based on chart observing
- Group discussion.



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PROCESS

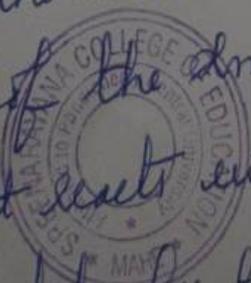
Teacher enters the class and create a good rapport with the students then she continued her class
 We know that digestion begins from mouth and then reaches the stomach through Oesophagus and then the food reaches the small intestine where the energy gain to the body.

Small intestine

The digestion of food gets completed and the absorption of digested food takes place in the small intestine from the mouth → stomach the food is paste form enters the duodenum the initial part of the small intestine. It reacts with the juice secreted by the liver

RESPONSE

Good Morning



and the pancreas and digestion continues.

Liver - The bile secreted by the liver converts fats into small particles and makes the food alkaline. The excess bile is secreted by the liver is stored in the gall bladder.

Pancreas - secretes pancreatic juice contains the enzyme amylase, lipase, trypsin.

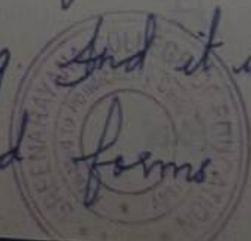
All have given the good response

Pancreatic amylase - Converts starch to maltose.

Trypsin - Converts protein to peptides.

Pancreatic lipase - Converts fats to glycerol and fatty acids

This small intestine of human is about 5-6m long. And it is highly folded and forms



a network in the abdominal cavity. So the movement of food through the small intestine is very slow. The walls of the intestinal glands will secrete the intestinal juice and it is secreted the enzyme like peptidase and disaccharidase. These peptidase converts peptides to amino acids and the disaccharidase are maltase, lactase and sucrase. Maltase converts Maltose to glucose. Lactase converts lactose to glucose & fructose. Moreover many foldings are seen in the inner walls of the small intestine. This helps in the process of digestion. ~~Villi~~ are the small finger like projection seen



in the walls of the intestine
Villi are covered with a
single layer of cells. They
also contain blood capillaries
and lactals the lymph capillaries
Absorption of nutrients and 90%
of water absorption takes place
in the villi.

Activity - ①

Teacher divides the students into
two benches as groups and
told them to find out the
answers to the question.

1) Which are the simple component
formed by the digestion of
proteins, fats & carbohydrates?

Consoln

Protein \rightarrow peptides \rightarrow Amino acids.



fat = Glycerol + fatty acids

Carbohydrates = Maltose \rightarrow glucose.

FOLLOW UP ACTIVITY:-

To prepare the group discussion based on the Method of problem solving.

PROCESS EVALUATION :-

All the students were actively participated.

SELF REFLECTION :-

I prepared my lesson thoroughly and was able to clear up all doubts.



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