

	<p>Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College Affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A++ Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoen@yahoo.co.in Website: www.srvcoe.org</p>	<p>NAAC 3rd Cycle</p> <hr/> <p>Criterion II Metric 2.4.5</p>
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CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of Lesson Plans
2. Developing assessment tools for both online and offline learning
3. Effective use of social media/ learning apps/ adaptive devices for learning
4. Identifying and selecting/developing online learning resources
5. Evolving learning sequences (learning activities) for online as well as face to face situations

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Documentary evidence in support of each response selected

List of Documents

S. No.	Particulars
1	Preparation of Digital Lesson Plan
2	Construction of Online and Offline Assessment Tools
3	Orientation on Creation of Blogs and Learning Apps
4	Utilising and Mobilising Online Resources in Teaching and Learning
5	Orientation on Digital Pedagogy, Online Courses and STEM Lab

1. Preparation of Digital Lesson Plan



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Report

Orientation on Preparation of Digital Lesson Plan

Sri Ramakrishna Mission Vidyalaya College of Education organised an orientation on preparation of Digital Lesson Plan for the student-teachers studying in second year B.Ed. programme on 27.07.2022. The aim of the orientation was to help student-teachers learn the process of preparing effective digital lesson plans and instructional objectives aligning them with the learning outcomes. The session was conducted by Dr. K. Karthigeyan, Assistant Professor of the College. He highlighted the meaning of digital lesson plan and the importance of digital lesson plan in achieving the desired learning outcomes. He clearly explained the format of the digital lesson plan structure followed by the college and provided model digital lesson plans for different subjects. Also, he emphasised the importance of using a variety of digital teaching tools and techniques in lesson planning. The Orientation session was very informative and useful for the student-teachers. At the end of the session, the student-teachers clarified their doubts. The session made them to prepare the subject specific digital lesson plans.




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Orientation on
**Preparation of Digital
Lesson Plan**

Dr.K.Karthigeyan

Assistant Professor in Education
Sri Ramakrishna Mission Vidyalaya
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(Autonomous)
Coimbatore - 641 020

July 2022						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

27th July 2022

Venue : Multipurpose Hall

Target Group
II Year B.Ed. Student-Teachers



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LESSON PLAN

Name of the Student-Teacher :
Register Number :
Name of the School :
Standard : IX
Subject : English (Prose)
Topic : Kerala's Secret Treasure
Date :
Duration : 45 minutes

GENERAL INSTRUCTIONAL OBJECTIVES

The pupil

- i) Comprehends simple English when spoken to him.
- ii) Speaks simple and correct English.
- iii) Reads the given passage and comprehends.
- iv) Writes simple and correct English.


SPECIFIC INSTRUCTIONAL OBJECTIVES

The pupil

- i) Recalls the language items already learnt.
- ii) Utters the difficult words to be pronounced correctly.
- iii) Reads the given passage with appropriate stress and pause.
- iv) Identifies the meaning of the following words – 'enchanted, Backwaters, intense and passion'.
- v) Frames own sentences using the following words – 'enchanted, Backwaters, intense and passion'.
- vi) Recognizes the use of the structure, 'Reported Speech'
- vii) Uses 'Reported speech' in one's own speech and writing.
- viii) Reads silently the day's unit with reasonable speed.
- ix) Grasps the substance of the given lesson.
- x) Locates facts and ideas from the given lesson.

TEACHING AIDS: Black board, Text, Substitution table, Flash cards, Picture charts, album and videos




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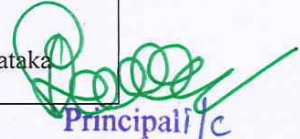
STEPS	SPECIFICATIONS	LEARNING EXPERIENCES	EVALUATION
Motivation	Recalls from his past experience	Teacher asks questions and elicits answers orally. https://www.sotc.in/travel-guide/kerala/what-is-kerala-famous-for	1. How many states are there in India? 2. What are the neighboring states for Tamil Nadu? 3. What is Kerala famous for?
Presentation	Listens to the teacher with his books closed.	Teacher reads the first paragraph of the lesson with proper stress and pause.	Read the following words: enchanted intense passion
	Listens to the teacher with his books open.	Teacher reads the entire paragraph once again with proper stress and pause.	
	Utters the difficult words and phrases.	Teacher picks out a list of selected words which is difficult to the students to pronounce and make the students utter till they pronounce better.	
	Reads aloud the given unit of the day.	Teacher corrects their pronunciation if they go wrong. Teacher corrects their mistakes whenever they go wrong individually.	Have you ever seen a rainbow? What was your feeling when you look at the rainbow for the first time? Can you tell any enchanted place you visited?
	Grasps the meaning of the word, 'enchanted' as 'magical'	Teacher elicits answers orally by recollecting a classroom situation.	
	Recognizes the use of the word, 'enchanted'.	Pupil answers the questions and uses the lexical item in their own sentence. Backwater	
	Grasps the meaning of the word, 'Backwaters' as 'stagnant water'	Teacher elicits answers orally by showing a picture chart and videos of Backwaters. https://www.youtube.com/watch?v=GuVAnwbFKm0 https://www.youtube.com/watch?v=1_I0tEMqcY	What is the difference between sea and backwaters?
	Recognizes the use	http://www.differencebetween.net/science/difference-	Differentiate backwaters from a lake or pond?



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of the word. 'Backwaters'.	<u>between-backwater-lakeand-lakelagoon .</u> Pupil answers the questions and uses the lexical item in their own sentence.	Have your ever visited any Backwaters?																								
Grasps the meaning of the word, 'intense' as 'very concentrate'	Teacher elicits answers orally by showing the picture of the panther. <u>https://www.google.com/search?q=panther&tbm=isch&ved</u>																									
Recognizes the use of the word. 'intense'.	Pupil answers the questions and uses the lexical item in their own sentence. Teacher elicits answers orally.	Can you recall any intense activity of any of the professional?																								
Grasps the meaning of the word, 'passion' as 'love'.	Pupil answers the questions and uses the lexical item in their own sentence.	Can you tell what is Sachin's passion? What is your passion?																								
Recognizes the use of the word. 'passion'.	Teacher elicits answers orally by showing the substitution table.	Can you tell your own sentence using 'passion'?																								
Grasps the usage of reported speech and frames own sentences using the substitution table.		Frame your own sentences using the following substitution table																								
		<table><tr><th>Subject</th><th>Repor. verb</th><th>Conj.</th><th>Reported speech</th></tr><tr><td>Kannan</td><td></td><td></td><td>"Honey is sweet"</td></tr><tr><td>Rahim</td><td>says</td><td></td><td>"Milk is white".</td></tr><tr><td>Mary</td><td></td><td>that</td><td></td></tr><tr><td>Rani</td><td>said</td><td></td><td>"I am tired".</td></tr><tr><td>Kayal</td><td></td><td></td><td>"Where is your home"?</td></tr></table>	Subject	Repor. verb	Conj.	Reported speech	Kannan			"Honey is sweet"	Rahim	says		"Milk is white".	Mary		that		Rani	said		"I am tired".	Kayal			"Where is your home"?
Subject	Repor. verb	Conj.	Reported speech																							
Kannan			"Honey is sweet"																							
Rahim	says		"Milk is white".																							
Mary		that																								
Rani	said		"I am tired".																							
Kayal			"Where is your home"?																							
Grasps the substance of the day's unit.	Teacher explains the content of the day's unit.	<u>True/False:</u> 1. Onam Boat Race is held on Backwaters. 2. Mohan is a fat man with tonsured head. 3. Mohan is a doctor by profession.																								
Reads the unit of the day, silently.	Teacher goes round checking the position of books and students, whether they read properly or not.	<u>Choose the best option:</u> 1. The Onam Boat Race is held in a) Tamil Nadu b) Kerala c)Karnataka 2. Mohan had a passion for																								




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	Locates facts and ideas of the content.	Teacher asks some comprehension questions to test their understanding.	a) eating b) cooking c) sleeping
Review	Arranges the gist of the day's unit.	Teacher consolidates the learning by eliciting the answers coherently.	<u>Yes/No questions:</u> <ol style="list-style-type: none"> 1. Is Mohan a villager? 2. Is it a lesson about Backwaters? 3. Are there any woman characters?
	Frames own sentences using the hard words and the structure from the day's unit.	Teacher asks them to copy down questions written on the blackboard and answers to them.	<u>Wh- Type questions:</u> <ol style="list-style-type: none"> 1. What is the famous festival in Kerala? 2. What is the name of villager referred to? 3. Where did he live? 4. What is his passion?
Follow up	Writes down the questions and answers from the given unit.	Teacher helps them in framing own sentences.	<ol style="list-style-type: none"> 1. Who is Mohan? 2. What did he look like? 3. Where did the action take place? 4. What do you infer about Mohan? 5. Who is the author of the lesson? 6. How is Kerala described in the passage? <ol style="list-style-type: none"> 1. What is the setting of the given lesson? 2. Which festival is popular in Kerala? 3. What is the passion of Mohan? 5. Briefly narrate the contents of the para? 6. Frame your own sentences using enchanted, Backwaters, intense, passion 7. Write four sentences of your own using Reported speech.

Signature of the Guide Teacher



Signature of the Trainee Teacher


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LESSON PLAN - MODEL

LESSON PLAN

Name of the Student-Teacher :
Standard : VIII
Class Strength :
School :

Subject : Biological Science
Topic : Human Respiratory System
Unit : Structure of Human
Respiratory System

Date :
Time :
Period :

INSTRUCTIONAL OBJECTIVES: The pupil

1. acquires knowledge about the structure of human respiratory system.
2. understands the structure and various organs involved in human respiratory system
3. applies his knowledge in identifying various organs in human body.
4. develops skill in observing, drawing and labeling.
5. develops interest in knowing more about human physiology.
6. develops scientific attitude towards the study of human physiology and appreciates the structure of human lungs and its functions.

TEACHING AIDS:

1. Chart showing the diagram of human respiratory system.
2. Chart showing the diagram of alveoli

SPECIFICATIONS: The pupil

1. recalls the different system of human body.
2. recognises various organs involved in respiration.
3. gives reason for the importance of respiration
4. identifies various organs and gases involved in respiration.
5. defines the process of respiration.
6. locates various organs in respiratory system.
7. infers the function of plural cavity.
8. observes the structure of human respiratory system
9. draws the diagram of human respiratory system.
10. realizes the significance of human respiratory system.

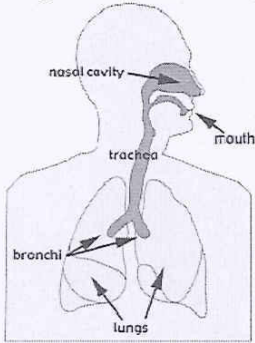



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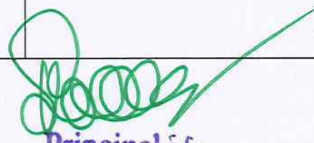
Specifications	Content	Learning Experience	Evaluation
recalls	Digestive system, Respiratory system, Nerves system, Excretory system Etc.	What are the different systems in human body ?	<p>A pair of lungs involved in respiration. Yes/ No</p> <p>The process of respiration is very essential for oxidation of food. Yes/No</p>
identifies	Respiratory system	Which system is concerned with respiration ? https://my.clevelandclinic.org/health/body/8960-lungs	
	Respiration	What is the process responsible for oxidation of food in the body ?	
recalls	Oxygen and Carbon dioxide	What are the two major gases involved in respiration?	
identifies	Atmosphere	Where do you get oxygen for respiration ?	
	Lungs	What is the main organ in respiratory system?	
locates	The lungs are found in thoracic cavity	Locates their own lungs in their body	
identifies	A pair of lungs	How many lungs are there in human respiratory system?	
gives reason	Oxygen is necessary for oxidation of food in the tissues. This oxygen is got from the atmosphere through respiration.	Why the respiratory system is very Important? https://www.lung.org/lung-health-diseases/how-lungs-work	

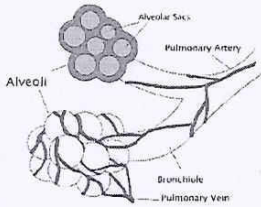


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Specifications	Content	Learning Experience	Evaluation
defines	Respiration is the process of exchange of Oxygen and carbon dioxide between the body and the outside environment.	Define the process of respiration?	Respiratory system helps you to breath Yes/No
recognises	Nostrils, pharynx, larynx, trachea, bronchi And bronchioles.	Tr. Explain various organs involved in Respiration	What are the organs involved in respiration?
observes	Diagram of human respiratory system	Tr. Shows the chart	
draws		Draws the diagram of human respiratory System	
locates	pharynx, larynx, trachea, bronchi	Locates the various organ in human respiratory system	
gives reason	The hair present inside the nostril prevent the unwanted particles entering the respiratory system	Why should there be hairs present in the nostrils.	Do you think breathing through mouth is good?





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Specifications	Content	Learning Experience	Evaluation
Infers	It products lungs	What is the function of plural cavity?	Lungs are protected by double walled membrane called-----
recognizes	Each alveolus is about 0.2 mm in diameter. It is lined by a single layer of epithelial cells. The alveolus is covered by blood capillaries	Tr. Explain the structure of alveoli	In lungs there are about----- alveoli. a)200million b) 3000million c)130million d) 300million
observes	Diagram of structure of alveoli	Tr. Shows the chart	
draws labels		Draw the diagram of structure of alveoli	
gives reason	During running race our body needs more oxygen. So we inhale more oxygen.	Why we inhale more air during a running race?	The rate of respiration for a minute depends upon the need of-----.
realizes the significance	Respiration is an inevitable activity of all living organisms. Oxygen is got from atmosphere through respiration	Explain the importance of respiratory system	

REVIEW: Process of respiration – Structure of respiratory pathway- nostrils, pharynx, larynx, trachea, lungs, alveoli – importance of respiratory system.

ASSIGNMENT: 1. Buy a sheep lung from a butchers shop and observe the alveoli through hand lens.
2. Prepare a model of respiratory system.
3. What is larynx? Explain about it?




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LESSON PLAN

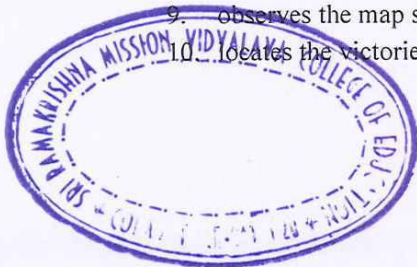
Name of the Teacher-Trainee :
Name of the School :
Class : IX
Subject : History
Topic : The Pallavas
Total No. of Students :
Duration : 45 Minutes
Date :


Instructional Objectives: The Pupil

1. acquires knowledge of the Pallavas
2. understands the conquest, victory, administration and establishment of the Pallava dynasty
3. develops skill of drawing and locating the boundaries of the Pallava dynasty
4. develops interest in collecting antiques and pictures of Pallava art and architectures
5. develops positive attitude towards the invasions of Narasimhavarman I
6. appreciates the contribution of the Pallavas and change the culture in South India

Specifications: The Pupil

1. recalls the early dynasties ruled in south India
2. recognizes the early period, victorious place, establishment of the Pallava dynasty
3. classifies the period of the Pallavas
4. explains the expeditions of the Pallava rulers
5. describes the administration of the Pallavas
6. identifies the religion and literature of the Pallavas
7. differentiates the Pallava rule with other dynasties
8. give reasons for the Pallava rulers assumed titles
9. observes the map shown by the teacher
10. locates the victories places of Pallava rulers in the map




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11. draws the boundary lines of the Pallava dynasty
12. illustrate the art and architecture of the Pallavas

Teaching Aids: Chart showing the picture of art and architecture of the Pallavas
Map containing the expedition and the boundaries of the Pallava dynasty

Specification	Content	Learning Experience	Evaluation
Recalls	Early dynasties like Cheras, Cholas, Pandyas, and Satavahanas	Who were ruled in South India? What are the important historical places in Tamil Nadu? Did you visit Mahaballipuram? What is the speciality of Mahaballipuram? Thus, the teacher motivates and introduces the topic.	
Recognizes	The origin and the rulers of the Pallavas	Teacher explains the origin of the Pallavas https://www.igntu.ac.in/eContent/IGNTU-eContent-373897175893-MA-AIHC-2-DrJanardhanaB-PoliticalHistoryofIndiafromC,300CEto1200CE-3.pdf	Pallavas belongs to which origin? Who are the efficient Pallava rulers?
Classifies	1. Political History 2. Social History 3. Cultural History 4. Economic History 5. Religion and Literature 6. Art and Architecture	Teacher classifies the history of Pallavas under social, political, economic, cultural, religious, and art and architecture.	
Explains	Invasions of Simhavishnu, Mahendravarman I and	Teacher explains the invasions of the Pallava dynasty	Who defeated Pulikesin II at Manimangalam?



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	Narasimhavarman I		
Describes	Pallava system of administration: Political, Social, Economic and Cultural conditions	Teacher describe the administration of the Pallavas	Who occupied a very important place in the Pallava cabinet? Which tax was the main source of revenue?
Identifies	1. Religion: Saivism and Vaishnavism flourished in the country. Buddhism and Jainism were fast losing their ground. 2. Literature: Tevaram and Nalayira Prabandham represents the religious literature of the period	Teacher explain the status of religion and identify the literatures	Which religions are flourished during the period of Pallavas?
Differentiates	Administration of the Cholas and the Pallavas	Teacher differentiate the administration of the Cholas and the Pallavas	What are the differences of the Cholas and the Pallavas administration
Reasons	Simhavishnu assumed the title Avantisimha. Mahendravarman I earned the title Vichitrachitta. Narasimhavarman I assumed the titles vatapikondan and Mahamalla.	Teacher give reasons for the Pallava rulers assumed various titles	Who was called Vadapikondan? Who assumed the title Vichitrachitta?
Observes	Pallava period Map	Teacher shows the Pallava period map and explain the victorious places https://www.mapsofindia.com/history/pallava-dynasty.html	
Locates	Vatapi, Kanchi, Vengi, Badami, Mahabalipuram, Ceylon	Students locates the places Vatapi, Kanchi, Vengi, Badami, Mahabalipuram, Ceylon	Locates Kanchi, Vatapi, Badami in the map
Draws	Draw the boundaries of the Pallava dynasty in the map	Draws the boundaries of the Pallava dynasty	Draws the boundaries of the Pallava dynasty in the map



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Illustrate	<p>Four distinct styles of Art and Architecture of the Pallavas</p> <ol style="list-style-type: none"> 1. The Mahendra style 2. The Mahamalla style 3. The Rajasimha style 4. The Aparajita style 	<p>Teacher explains the four distinct styles of Pallavas art and architecture</p> <p>https://asoulwindow.com/architecture-art-of-pallava-dynasty/</p>	<p>Kailasa temple at Kanchi is which style of architecture?</p>

Review: Origin of the Pallavas – Political History – Administration – Religion and Literature – Art and Architecture

Assignments:

1. Who was the founder of the Pallava dynasty?
2. Explain the expedition of Narasimhavarman I?
3. Discuss the administration of the Pallavas.
4. Critically analyse the religious conditions of the Pallavas.
5. Describe the four distinct stages in the development of the Pallava art.




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2. Construction of Offline and Online Assessment Tools



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Report

Orientation on Construction of Achievement Test &

Preparation of Online Assessment Tool

Sri Ramakrishna Mission Vidyalaya College of Education organised an orientation programme on construction of achievement test and preparation of online assessment tool for analytical thinking for the student-teachers studying in second year B.Ed. programme on 23.07.2022. The aim of the orientation programme was to help student-teachers to prepare offline and online tools for assessing students achievement in different subjects. The first session was conducted by Dr. M. Jagadesh, Assistant Professor in Education of the College. He explained how to prepare blue print for construction of achievement test and also, he described the procedure for the weightage given to objectives, content and forms of question. He showed model question papers and motivated the student-teachers to prepare sample question paper for a single unit with blue print. The session was very interesting and the student-teachers clarified their doubts at the end of the session.

The second session was handled by Sri V. Eswaran, Assistant Professor in Mathematics of the College. He explained how to prepare online tool for analytical thinking class and conducted hands-on training for enhancing the student-teachers digital proficiency. The session made them to prepare online tool for conducting various examinations during their internship.



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TEST AND MEASUREMENT RECORD

Introduction:

An educational setting, measurement, evaluation and testing are all used to measure how much and testing are all of the assigned materials students are mastering how well students are learning the materials and how well students are learning the stated goals and objectives.

Measurement:

It is the process of assigning a numerical quantity to an individual in performing the test.

"Assignment of numerals to objective or events according to certain rule is called measurement"

- Comphell

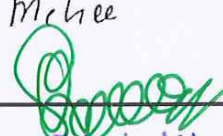
"The process of quantifying observations about a quality or attribute of a thing or a person"

- Thorndike & Hagen

"It is the process of education that involves collection of data from the products which can be used for comparison with pre conceived to make judgement"

- Barrow & McLee




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Test:-

A Test is a total measurement of an individual achievements in a particular academic subject or skill in the process of learning. It may be administered formally or informally.

Test are tools that are useful in a number of process such as evaluation, diagnose or monitoring.

"A test is a specific tool of procedure or a technique used to obtain response from provides the basis to make judgements or evaluation regarding some characteristics such as fitness, skill, knowledge and wants".

- Borrow and McGee

Characteristics of a good test:

* Validity:

A test is valid to the extent that it measures what it claims to measure

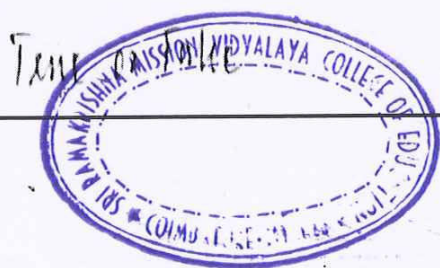
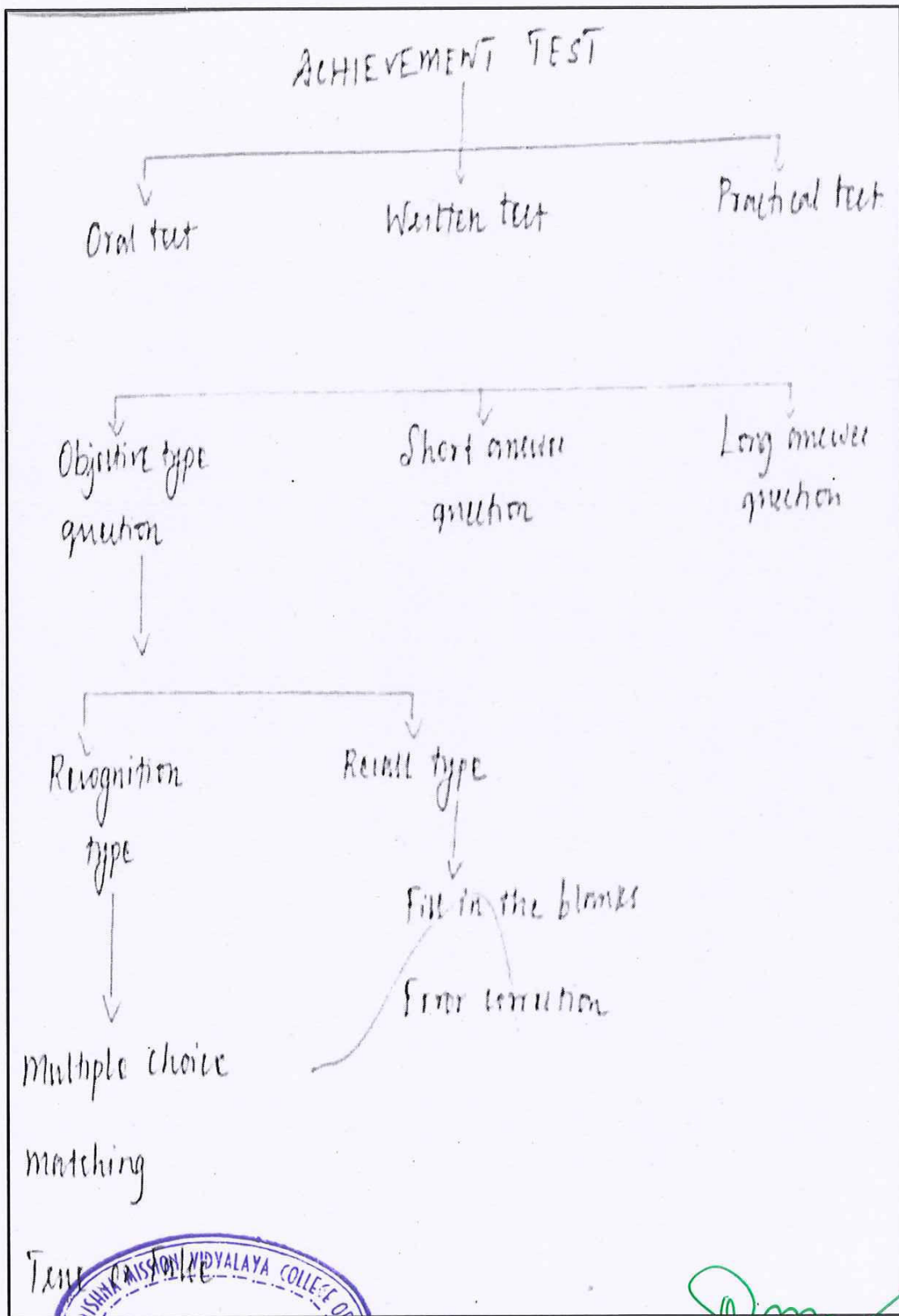
* Reliability:

A test is reliable to the extent that measures consistently, from one time to another. A valid test is always reliable. The reliability of a test is expressed

as coefficient of reliability.

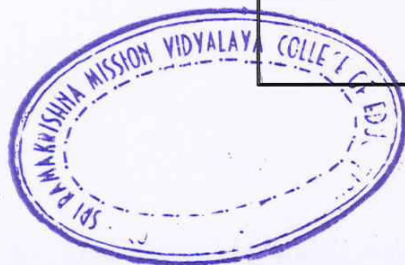




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STD: VI - B				BLUE PRINT: ENGLISH									MARKS: 50	
Objectives	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			Total Marks	
	O	S	E	O	S	E	O	S	E	O	S	E		
Supplementary	3(1)			2(1)			2(2)			1(2)			11	
Prose	4(1)			2(1)	2(2)		5(1)			2(2)			18	
Poem	5(1)			1(5)									6	
Grammar	5(1)						5(1)						11	
Total marks	17			13			15			6			50	




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ACHIEVEMENT TEST

Name of the college: Sri Ramakrishna Vidyalaya College of Education,
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Name of the training school: SKMV Swami Shivananda Higher
Secondary School.


Time : 1.30 hours

Subject : English

Standard : VI-B

Minimum
marks : 50




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SRMV SWAMI SHIVANANDA HIGHER SECONDARY SCHOOL
ACHIEVEMENT TEST

Class: VI

Time: 1.30 Hrs.

ENGLISH
PART-I [Prose]

Marks: 50

I. Choose the synonyms of the underlined word:

3×1=3

- 1) Usha Rani is an expert at giving leads.
a) clumsy b) sharp c) skilled d) bad
- 2) Being compared to Sachin is an absolute Privilege.
a) honour b) right c) favour d) disadvantage
- 3) No opponent is too big to defeat.
a) competitor b) rival c) helper d) enemy

II. Choose the correct antonyms of the underlined words. 2×1=2

- 3) Prabhu struggled to win the race.
a) success b) lose c) won d) victory
- 4) He was a very fast runner.
a) slow b) speed c) quick d) start

III. Match the sport and the equipment.

5×1=5

- | | | |
|---------------|---|---------------|
| 5) football | - | bow and arrow |
| 6) tennis | - | club |
| 7) golf | - | net |
| 8) volleyball | - | racquets |
| 9) archery | - | helmet |

IV. Answer the following questions.

4×2=8

- 7) When did Usha Rani start playing Kabaddi?
- 8) Which player works in police department?
- 9) Name any two sports.
- 10) Name the awards won by P.V. Sindhu.

PART – II [Poem]

I. Quote from memory:

5×1=5

Write the first five lines of the poem "From a Railway Carriage."

II. Read the lines and answer the questions below:

5×1=5

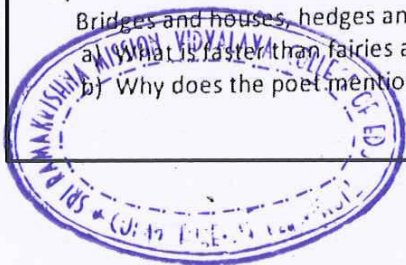
1) They may sound your praise and call you great
They may single you out for fame
But you must work with running mate
Or you'll never win the game.

- a) Whom does 'they' refer to?
- b) Which line talks about the team spirit?
- c) Pick out the rhyming words from the given lines.

2) Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;

a) What is faster than fairies and witches?

b) Why does the poet mention 'bridges and houses, hedges and ditches'? Where are they?



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PART-III[Supplementary]

I. Choose the correct answer:

3×1=3

- 1) Springfield is the name of a _____.
a) team b) house c) company d) school
- 2) Seema is Rucha's _____.
a) friend b) teammate c) younger sister d) opponent
- 3) "Girls, you are a good team."
Which team do the girls belong to?
a) Badminton b) Hockey c) Relay d) Volleyball
- 4) Gulliver managed to reach the land as he was .
a) A doctor. b) One of the crews. c) A swimmer. d) the captain

II. Find odd one out.

2×1=2

- 1) Badminton, Cycling, Tennis, Squash
- 2) Cricket, Baseball, Hockey, Basketball

III. Answer the following:

3×2=6

- 1) How does Rucha differ from her sister?
- 2) What words were ringing in Rucha's ears when she was running in the relay?
- 3) What did Rucha finally realized about herself ?

PART-IV[GRAMMAR]

I. Look at the picture and fill in the blanks with suitable adjectives. 5×1=5

1. There is a _____ ground in my school.



2. The _____ sky looks beautiful at night.

3. The tray has _____ vegetables.



4. It is a _____ day.

5. The girl gave her friend a _____ smile.



II. Syllables

6×1=6

- 1) wonderful
- 2) behind
- 3) everyone
- 4) excitement
- 5) thud
- 6) banana



Class: VI

ANSWER KEY

Marks: 50

Part - I (Prose)

I. Choose the synonyms:

- 1) skilled (c)
- 2) honour (a)
- 3) competitor (a)

II. Choose the antonyms:

- 4) b) lose
- 5) a) slow

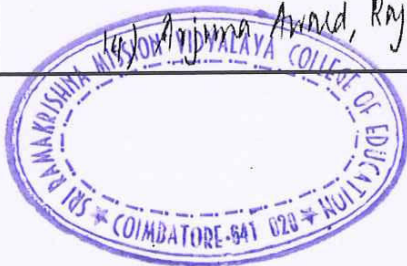
III. Match the sport:


- 6) Helmet
- 7) Racket
- 8) Club
- 9) net
- 10) bow and arrow

IV. Answer the following:

- 11) Usha started playing Kabaddi in childhood
- 12) Usha Rani
- 13) Volley, Kabaddi, Badminton

14) Anand, Rajiv Gandhi Khel Ratna, Padma Shri, Padma Bhushan




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Part - II (Poem)

I. Quote from memory.

Faster than fairies, faster than witches
Bridges and houses, hedges and ditches
And charging along like troops in a battle
All through the meadows and the horses and cattle
All of the sights of the hill and the plain

II. Read the lines and answer the questions.

- 1) a) Teamwork
b) You must work with running mate
c) goat, mate and fame, game
- 2) a) Train
b) He is travelling through

Part - III (Supplementary)

I. Choose

- 1) a) Team
- 2) c) younger sister
- 3) c) relay
- 4) d) the captain

II. Find odd one out

- c) Squash
- d) Basketball




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23
III. Answer the following.

- 7) Rukha was very protective of her sister
- 8) When Rukha was running her P.T. sister's words came to her mind
- 9) she could win whenever she chose to.

8.

Part - IV Grammar

- 1) play
- 2) dare
- 3) many
- 4) sunny
- 5) beautiful

II. Syllables

- 6) 3
- 7) 2
- 8) 2
- 9) 3
- 10) 1
- 11) 3

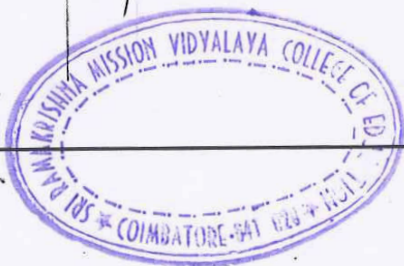


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STUDENT MARK LIST

SR	STUDENTS NAME	MARKS (50)	MARKS (100)
1)	K. AMARISH	36	72
2)	T. ARJUN	40	80
3)	P. ASWATH	37	74
4)	A. DHANUSH	46	92
5)	S. DHARSHAN	28	56
6)	HRITHESH. U. NIENON	31	62
7)	C. S. KAAVIYAN	39	78
8)	P. KANEESHKAN	34	68
9)	R. L. NITHRAN	34	68
10)	N. MOHAMMED SHADIN KHAN	41	82
11)	K. K. MOHAN PRASATH	36	72
12)	T. NAVEEN	33	66



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S.No	STUDENTS NAME	MARKS (50)	MARKS (50)
13)	R. PRAGUN	29	58
14)	B. PRATEEK SURYA	37	74
15)	P. PRITHAN	38	76
16)	V. RAJ	44	88
17)	R. RITHICK	40	80
18)	T. ROHIT HARSHAN	39	78
19)	L. THARNISH	40	80
20)	K. VISHNUVARDHAN	38	76



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Graphical representation of marks

Class students marks	No. of Students
91-100	1
81-90	2
71-80	11
61-70	4
51-60	2
41-50	0
31-40	0
21-30	0
11-20	0
1-10	0



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Class Interval	f	CF	Mean value Mid Point	f(x)
31-40	-		35.5	0
41-50	-		45.5	0
51-60	2		55.5	111.0
61-70	4		65.5	262.0
71-80	14		75.5	830.5
81-90	2		85.5	171.0
91-100	1		95.5	95.5

$$\Sigma f = 20$$

$$\Sigma f(x) = 1470$$

$$\text{Mean } \bar{x} = \frac{\Sigma fx}{N}$$

$$= \frac{1470}{20}$$

$$= 73.5$$

$$\bar{x} = 73.5$$

Mean, Rounding off value: 73



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MEAN.

Mean can be defined as being equal to the sum of numerical values of each and every item in the series divided by the total number of values.

$$\text{Formula: } \bar{x} = \frac{\sum f(x)}{N}$$

where, \bar{x} = mean

$\sum f(x)$ = sum of variables

N = No. of frequencies




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Class interval	f	cf	x	f(x)
31-40	—			
41-50	—			
51-60	2	2	55.5	111.0
61-70	4	6	65.5	262.0
71-80	11	17	75.5	830.5
81-90	2	19	85.5	171.0
91-100	1	20	95.5	95.5

$$\text{Median} = L + \left(\frac{n/2 - cf}{f} \right) \times i$$

$$\frac{N}{2} = \frac{20}{2} = 10, \quad c.f = 17, \quad f = 11, \quad i = 10, \quad L = \frac{71 + 80}{2} = 75.5$$

$$= 75.5 + \left(\frac{10 - 17}{11} \right) \times 10 = 75.5 + \left(\frac{-7}{11} \right) \times 10$$

$$= 75.5 + (-0.636) \times 10 = 75.5 - 6.36$$

$$= 75.5 - 6.36 = 69.14$$




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class Interval

F

Mode

$$= 3(\text{Median}) - 2(\text{Mean})$$

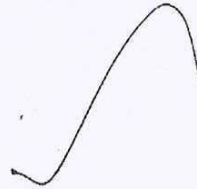
$$= 3(69.14) - 2(73)$$

$$= 207.42 - 146$$

$$= 61.42$$

$$\text{Mean} = 73 > 69.14 > 61.42$$

$\downarrow \qquad \qquad \downarrow$
Median Mode



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1:75:5

Class interval	f	x	$d_i = \frac{x_i - A}{10}$	d^2	$f \cdot d$	$f d^2$
51-60	2	55.5	-2	4	-4	8
61-70	4	65.5	-1	1	-4	4
71-80	11	75.5	0	0	0	0
81-90	2	85.5	+1	1	2	2
91-100	1	95.5	+2	4	4	4
					$\Sigma f d = -2$	$\Sigma f d^2 = 18$

$$\sigma = 10 \times \sqrt{\frac{\Sigma f d_i^2}{N} - \left(\frac{\Sigma f d_i}{N}\right)^2}$$

$$= 10 \times \sqrt{\frac{18}{20} - \left(\frac{-2}{20}\right)^2}$$

$$= 10 \times \sqrt{\frac{18}{20} - \frac{4}{400}}$$

$$= 10 \times \sqrt{\frac{360 - 4}{400}}$$

$$= 10 \times \sqrt{\frac{356}{400}}$$

$$= 10 \times 0.4471$$

$$= 4.471$$

$$\boxed{\sigma \approx 4}$$



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ACHIEVEMENT TEST

Name of the college: Sri Ramakrishna Mission Vidyalaya College
of Education.

Name of the training school: SRMV Swami Shivananda Higher
Secondary School.

Time : 1.30 hours

Subject : Physics

Standard : XI - A₂

Maximum marks : 50




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STD: XI - A₂

BLUE PRINT. PHYSICS

MARKS: 50

Objectives	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			Total marks
	O	S	E	O	S	E	O	S	E	O	S	E	
GRAVITATION	2(1)	1(2)			1(2)	1(5)		1(3)	1(5)	1(1)	1(3)		21
PROPERTIES OF MATTER		1(3)	1(5)	2(4)	1(3)		2(4)	1(3)	1(5)		1(2)		25
HEAT & THERMODYNAMICS	1(1)	2(2)	1(5)		1(2)	1(5)	2(1)				1(3)		19
Total marks	(22)			(18)			(20)			(19)			65



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SWAMI SHIVANANDA HIGHER SECONDARY SCHOOL

II. Answer any 5 questions. 16th question is compulsory:

5×2=10

11. State Kepler's laws.
12. Distinguish between gravitational potential and gravitational potential energy.
13. State Hooke's law of elasticity.
14. Define terminal velocity.
15. State the principle and usage of venturimeter.
16. Solid sphere has radius of 1.5 cm, mass of 0.038 kg. Calculate specific gravity or relative density of the sphere.
17. What is thermal expansion?

III. Answer any 5 questions. 21st question is compulsory:

5×3=15

18. State Stefan-Boltzmann law.
19. What is PV diagram?
20. Distinguish between streamlined flow and turbulent flow.
21. Two pistons of hydraulic lift have diameters of 60cm, 5cm. What is force exerted by larger piston when 50 N is placed on smaller piston?
22. What is superposition of gravitation field?
23. Why there is no lunar eclipse and solar eclipse every month?
24. What processes involve in Carnot engine?

IV. Answer in detail.

3×5=15

- 25.a) Explain in detail working of refrigerator.

(OR)

- b) State and prove Archimede's principle.

- 26.a) Explain in detail the Eratosthenes method of finding the radius of the earth.

(OR)


- b) Discuss various modes of heat transfer.

- 27.a) Derive an expression for the energy of satellite.

(OR)

- b) What is capillarity? Obtain an expression for surface tension of liquid by capillary rise method.




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Law: XII

ANSWER KEY

Marks: 50

PHYSICS

Choose the correct answer:

- 1) b) mass of satellite
- 2) a) always zero
- 3) d) infinity
- 4) a) inter-molecular force
- 5) c) moment of inertia
- 6) d) internal energy decreases.
- 7) d) 0.5
- 8) a) 1.013×10^5 Pa
- 9) a) scalar quantity
- 10) c) 0

Answer only 5 questions. 16th question compulsory:

1) 1st law: Law of orbits

Every planet moves around the sun in

elliptical orbit

2nd law: Law of area: planet covers equal area in equal intervals of time

3rd law: Law of periods. $T^2 \propto a^3$



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12) Gravitational potential

Work done in moving a unit mass from infinity

$$V = - \frac{GM}{r}$$

Conventional potential energy

Energy stored in an object

$$U = mgh$$

13) Hooke's Law.

stress \propto strain for small deformation

14) Terminal velocity.

Max constant velocity acquired by body in free fall

15) Use of venturimeter.

Used to measure rate of flow of incompressible fluid

16) Problem

$$\text{Given: } R = 1.5, m = 0.038 \text{ kg}$$

$$\text{Vol} = V = \frac{4}{3} \pi R^3$$

$$= 1.413 \times 10^{-5} \text{ m}^3$$

$$\rho = \frac{m}{V} = \frac{0.038}{1.413 \times 10^{-5}} = 2690 \text{ kg m}^{-3}$$

$$\Rightarrow 2.69$$



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17) Thermal expansion:

Tendency of matter to change its shape, area, vol etc. in response to change in temperature.

III. Answer any 5 questions. 21st is compulsory:

18) Stefan Boltzmann law:

Total amount of heat radiated per second

$$E \propto T^4 \text{ or } E = \sigma T^4$$

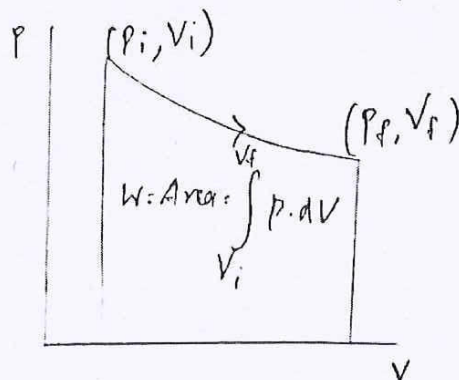
σ - Stefan's constant

$$\sigma = 5.67 \times 10^{-8} \text{ Wm}^2 \text{K}^{-4}$$

19) PV-diagram.


Used to calculate amount of work done by gas

Area under the curve will give the value



Shape of PV diagram depends on nature of the Thermodynamic process.




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20) Streamlined flow
Steady flow
Velocity < Critical value
Speed & direction remains same

Turbulent flow
Unsteady flow
Velocity > Critical value
Varies accordingly

21) Problem.

$$\text{Small } (3.14 \times 5 \times 5) / 4 = 19.625$$

$$\text{Large } (3.14 \times 60 \times 60) / 4 = 2826$$

$$\text{In small } P = F/A \quad P = 50N / 19.625 \\ = 2.547$$

$$\text{Large } P = F/A = 2.547 = F / 2826$$

$$F = 2826 \times 2.547$$

$$F = 7,200 \text{ N}$$

22) Superposition of gravitational field:-

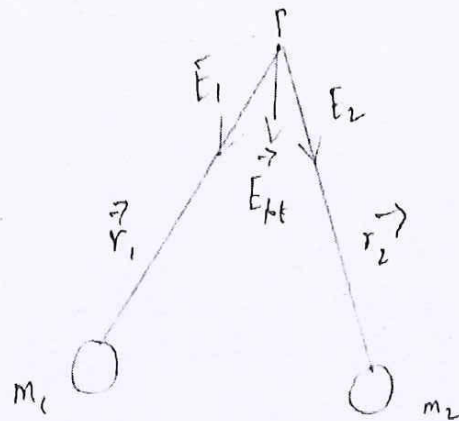
Total gravitational field at a point due to all masses.

$$\vec{F}_M = - \sum_{i=1}^n \frac{G m_i}{r_i^2} \frac{\vec{r}_i}{r_i}$$



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23) No lunar and solar eclipse every month:-

Moon's orbit tilted 5° wrt Earth

Only at certain period they align in a straight line

Lunar or solar eclipse depends on alignment

24) Process involved in Carnot Engine:-

- i) Isothermal expansion
- ii) Adiabatic expansion
- iii) Isothermal compression
- iv) Adiabatic compression

With
Diagram



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IV. Answer in detail:-

25) a) Working of refrigerator:-

i) Working principle \rightarrow Diagram

ii) Schematic diagram

$$Q_L + W = Q_H$$

iii) COP (β)

$$\frac{Q_H}{Q_L} = \frac{T_H}{T_L}$$

$$\Rightarrow \beta = \frac{1}{\frac{T_H}{T_L} - 1} = \frac{T_L}{T_H - T_L}$$

iv) Inferences.

b) Archimedes principle:-

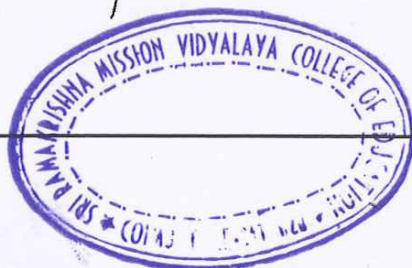
i) Diagram

ii) Definition \rightarrow Body partially or wholly immersed in a liquid experiences upward thrust

iii) Upthrust = weight of liquid displaced

iv) Law of floatation

v) Example




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26) a) Eratosthenes method -

i) Introduction

ii) Diagram

iii) Syene 500 miles away from Alexandria

iv) $7.2^\circ = \frac{1}{8}$ rad

$\theta = \frac{1}{8}$ rad

$S = RS = 500$ miles

$R = \frac{500 \text{ miles}}{\frac{1}{8}} \quad R = 4000 \text{ miles}$

1 mile = 1.609 km $R = 6436 \text{ km}$.

b) Various modes of heat transfer -

i) Conduction \rightarrow Thermal conductivity \rightarrow diagram

ii) Convection } Examples

iii) Radiation

27) a) Expression for the energy of satellite

i) Total energy

ii) $U = - \frac{GM_s m_e}{(R_e + h)}$

iii) K.E & orbital speed v



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$$iv) \Rightarrow E = - \frac{GMm/R_e}{2(R_e + h)}$$

v) - sign implies total energy satellite is bound to earth.

b) Capillarity. Capillary rise method.

i) Introduction \rightarrow diagram

ii) Horizontal & Vertical component

iii) Total $\rightarrow T(\cos\theta) (2\pi r) = 2\pi r T \cos\theta$

iv) Diagram

$$v) \gamma = \frac{r \rho g h}{2 \cos\theta}$$

vi) Liquid rises through a height h

$$h = \frac{2T \cos\theta}{r \rho g} \Rightarrow h \propto \frac{1}{r}$$

STUDENTS MARK LIST

SN.	STUDENT'S NAME	MARKS (50)	MARKS (100)
1)	B. ANISH	23	46
2)	S. ASHWIN	24	48
3)	V. BALA BAVISHYESH	26	52
4)	D. CHANDRAHARI	30	60
5)	R. ELIKATH DHARANLENTHIRAN	28	56



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S.No	STUDENT'S NAME	MARKS (50)	MARKS (100)
6)	P. ADIVAN	30	60
7)	M. ESWARAN	26	52
1)	A. FRANCIS ABRAHAM	30	60
9)	V. GOKUL SHANKAR	26	52
10)	N. HARI KRISHNAN	25	50
11)	T. JEEVITH	24	48
12)	P. MONISH	23	46
13)	R. NANDHAKUMAR	25	50
14)	R. NAREN KISHORE	23	46
15)	K. NAVEEN KUMAR	20	40
16)	V. RAHUL	23	46
17)	S. RAJANESH	25	50
18)	R. RAYI BHARATHI	22	44
19)	T. S. SBI GANESH	22	44
20)	S. SAKTHI VARADARAJ	23	46
21)	A. SANJEEV	22	44
22)	N. SANJEEV	25	50
23)	S. SANTHOSH	28	56
24)	J. SHANMUGA PRIYAN	22	44
25)	V. S. SIDDHARTHANAN	23	46
26)	M. SUBHAKAR	35	70
27)	R. TUHIN	23	46
28)	R. VEM NIRANJAN	24	48
29)	P. VISHWESHWARA	25	50
30)	J. K. YOGESHAN KARAN	26	52




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class interval	midpoint (x)	Frequency (f)	f(x)
31-40	35.5		
41-50	45.5	17	773.5
51-60	55.5	12	666.0
61-70	65.5	1	65.5
71-80	75.5		
81-90	85.5		
91-100	95.5		

$$\Sigma f = 30$$

$$\Sigma fx = 1505.0$$

$$\text{Mean } \bar{x} = \frac{1505}{30}$$

$$\text{Mean } \bar{x} = 68.5$$



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Class interval	f	cf	x	$f(x)$
31-40				
41-50	17	17	45.5	773.5
51-60	12	29	55.5	666.0
61-70	1	30	65.5	65.5
71-80				
81-90				
91-100				

$$\Sigma f = 30$$

$$\Sigma fx = 1505.5$$

$$\frac{n}{2} = 15, C.f = 29, f = 12, L = \frac{60+61}{2} = 60.5, i = 10$$

$$L = 60.5 + \left(\frac{15-29}{12} \right) \times 10$$

$$L = 60.5 + (-14/12) \times 10$$

$$L = 60.5 - 11.6$$

$$L = 48.9$$



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Mode:

$$= 3(\text{median}) - 2(\text{mean})$$

$$= 3(48.9) - 2(68.5)$$

$$= 146.7 - 137$$

$$= 10.7$$

Mean	Median	Mode
68.5	48.9	10.7



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C. 20

A = 55.5 $d = \frac{x_i - A}{10}$

Class interval	f	$\frac{x_i - A}{10}$	d^2	f.d	f.d ²
31-40					
41-50	17	-1	1	-17	17
51-60	12	0	0	0	0
61-70	1	1	1	1	1
71-80					
81-90					
91-100					

$N = 30$

$\sum fd = 16$ $\sum fd^2 = 14$

$$\sigma = 10 \times \sqrt{\frac{\sum f d_i^2}{N} - \left(\frac{\sum f d_i}{N} \right)^2}$$

$$= 10 \times \sqrt{\frac{14}{30} - \left(\frac{16}{30} \right)^2}$$

$$= 10 \times \sqrt{\frac{14}{30} - \frac{256}{900}}$$

$$= 10 \times \sqrt{\frac{540 - 256}{900}}$$

$$\sigma = 10 \times \sqrt{\frac{214}{900}}$$

$$\sigma = 0.187$$

$$\sigma = 1.87$$

$\sigma \leq 2$



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S rd	Optional - I	Optional - II	D: Rank I - Rank II	D ²
1)	36	30	6	36
2)	40	26	14	196
3)	37	30	7	49
4)	46	26	20	400
5)	28	25	3	9
6)	31	24	7	49
7)	39	23	16	256
8)	34	25	9	81
9)	34	23	11	121
10)	41	20	21	441
11)	36	23	13	169
12)	33	25	8	64
13)	29	22	7	49
14)	37	22	15	225
15)	38	23	15	225
16)	44	22	20	400
17)	40	25	15	225
18)	39	28	11	121
19)	40	23	17	289
20)	38	35	3	9

$\Sigma d^2 = 3414$



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Definition:

Correlation coefficient is significant in field of psychology and education. Ami BADHE defines correlation as an analysis the co-variation of two or more vari

There are two types of correlation

- i) Positive correlation
- ii) Negative correlation.

Positive correlation:-

It is same direction is called positive correlation

Negative correlation:-

A correlation in opposite direction is called negative correlation.

Formula,

$$\begin{aligned}\text{Rank correlation } \Rightarrow P &= 1 - \frac{6 \sum d^2}{N(N^2-1)} \\ &= 1 - \frac{6(3414)}{20(20^2-1)} \\ &= 1 - \frac{20484}{20(399)} \\ &= 1 - \frac{20484}{7980} \\ &= 1 - 2.566 \\ P &= 1.566\end{aligned}$$



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CONCLUSION:

The achievement test is conducted to the students of the class $\bar{V}_1 - B$ & $\bar{X}_1 A_2$ of SRMR SS HSS, Cbe-20, during the internship period of 2022 (August - December) for the subjects English and Physics are handled very well and the question paper is constructed under the guidance of the subject expert. The Answer sheets are evaluated and the scores were given. The graph showing the range of learning of the students is also recorded.

Consolidation of the achievement Test I and Test II are:

Achievement Test - I

Subject: English

Mean: 73

Median: 69.14

Mode: 61.42

Standard deviation: 4.471

Achievement Test II

Subject: Physics

Mean: 68.5

Median: 48.9

Mode: 10.7

Standard deviation: 1.87

Co-relation between two subjects: 1.566

Completed
CSN



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(ii) Online Assessment Tool - Analytical Thinking


Report on Group Activity for

Preparation of Online Assessment Test, Evaluation and Interpretation

The student teachers (B.Ed. - Mathematics) from Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) in Coimbatore designed and conducted an online assessment tool for the Mathematics subject during their internship period at Sri Ramakrishna Mission Vidyalaya Swami Shivananda Hr. Sec. School. The assessment was administered in the school's computer lab. The assessment focused on Mathematics, specifically on the topic of triangles and trigonometry. The students were tested on their knowledge of triangle properties, angles, and trigonometric functions. The scores obtained by the students are as follows:

S.No.	Name	Class	Score
1	A KISHORE	9 A	100 / 100
2	ARUMUGAM V	9 A	40 / 100
3	BALAJI P	9 A	55 / 100
4	BHARATH.S	9 A	40 / 100
5	DHARAN	9 A	80 / 100
6	DHARANI C	9 A	65 / 100
7	DHARSHAN	9 A	25 / 100
8	DHARSHAN.G	9 A	75 / 100
9	G PRAVEEN KUMAR	9 A	85 / 100
10	G. MOUNESH	9 A	35 / 100
11	GOKUL KRISHNAN P	9 A	100 / 100
12	GOKUL T	9 A	100 / 100
13	K THIRU GURU	9 A	30 / 100
14	K.MALARCHEZHIAN	9 A	30 / 100
15	KISHWAR	9 A	60 / 100
16	L.MADHUNISHANDH	9 A	100 / 100
17	M.DHARANISH	9 A	35 / 100
18	MALARCHEZHIAN K	9 A	100 / 100
19	MOUNESH G	9 A	70 / 100
20	MUKESH U	9 A	25 / 100
21	MUTHU KODALINGAM	9 A	30 / 100



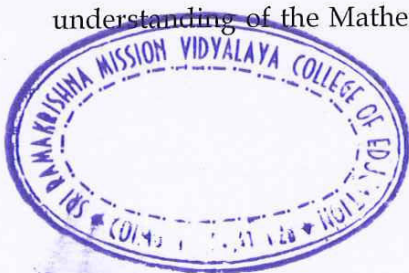

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22	N KRISHNAKANTH	9	A	100 / 100
23	P.R.RIZVAN	9	A	95 / 100
24	R. CHANDRU	9	A	80 / 100
25	R.CHANDRU	9	A	65 / 100
26	RITHISHR	9	A	95 / 100
27	ROHITH M	9	A	65 / 100
28	ROHITH M	9	A	85 / 100
29	S KISWAR	9	A	85 / 100
30	S PRAVEEN	9	A	100 / 100
31	S. KISHWAR	9	A	50 / 100
32	S. PRAVEEN	9	A	70 / 100
33	S. PRAVEEN	9	A	25 / 100
34	S.DINESH KUMAR	9	A	45 / 100
35	S.HAARISH BABU	9	A	25 / 100
36	S.LEELAADHARAN	9	A	30 / 100
37	S.MOHNISH	9	A	70 / 100
38	S.NITHYARAJ	9	A	65 / 100
39	S.NITHYARAJ	9	A	100 / 100
40	S.PRAVEEN	9	A	75 / 100
41	S.YASWANTH	9	A	30 / 100
42	SATHISH T	9	A	100 / 100
43	SRIDHAR S	9	A	90 / 100
44	SUDHARSHAN A	9	A	95 / 100
45	SUDHEER R	9	A	45 / 100
46	V GOPISANTH	9	A	90 / 100
47	VISHWA B	9	A	90 / 100
48	YASWANTH.S	9	A	55 / 100

In this assessment, a total of 48 Student-teachers participated from Sri Ramakrishna Mission Vidyalaya Swami Shivananda Hr. Sec. School. The scores range from a minimum of 25/100 to a maximum of 100/100. Based on the scores, the analysis of the assessment results is as follows:

Performance Distribution:

The highest score obtained by several students is 100/100, indicating a strong understanding of the Mathematics subject matter. The lowest score obtained by some



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students is 25/100, indicating the need for improvement in their understanding and application of mathematical concepts.

Average Performance:

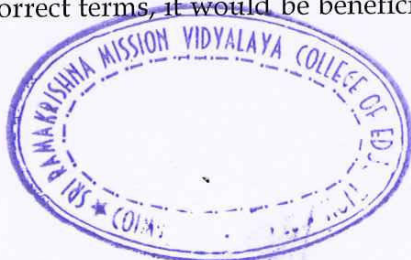
The average score of the student teachers is 64.63/100. This indicates that, on average, the student teachers have a moderate understanding of the Mathematics subject.

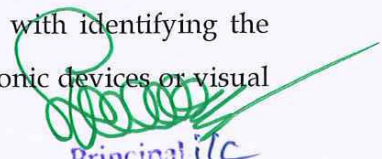
Student Performance Categories:

- Excellent Performance (90-100/100): A significant number of student teachers demonstrated excellent performance, scoring above 90/100.
- Good Performance (70-89/100): Several student teachers achieved scores in the good performance range, indicating a solid grasp of the subject.
- Average Performance (50-69/100): Some student teachers obtained scores in this range, suggesting an average understanding of the subject matter.
- Below Average Performance (25-49/100): A few student teachers received scores in this range, indicating the need for improvement in their mathematical skills.

The analysis reveals a varying level of understanding among the students regarding the concepts of triangles, trigonometry, and geometry. While some students performed exceptionally well, others struggled with identifying the correct terms and applying the concepts to solve problems. Based on the assessment results, it is recommended that the student teachers focus on reinforcing the fundamental concepts of triangles and trigonometry during their teaching practice. Providing additional practice materials, conducting interactive sessions, and offering individualized support to students who scored lower can help improve their understanding and performance. It is also important to emphasize the importance of thorough preparation and regular practice in mathematics to ensure a strong foundation. Teachers can encourage students to engage in self-directed learning by recommending relevant textbooks, online resources, and interactive educational platforms.

To address the specific areas of weakness identified in the assessment, targeted interventions can be implemented. For students who struggled with identifying the correct terms, it would be beneficial to provide them with mnemonic devices or visual




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aids to aid their memory and understanding. Additional practice exercises focusing on triangle properties and problem-solving can also be assigned to improve their skills. Furthermore, organizing group activities or collaborative projects that involve practical applications of triangle concepts can enhance students' engagement and understanding. This approach encourages peer learning and allows students to explore real-world examples where triangles and trigonometry are used.

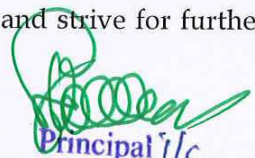
Regular formative assessments should be conducted to monitor students' progress and provide timely feedback. This feedback can be used to identify individual learning gaps and guide instructional strategies. Students who continue to face difficulties may benefit from one-on-one tutoring or personalized remedial sessions. Incorporating technology into the teaching and learning process can also be advantageous. Interactive geometry software, online tutorials, and educational apps can supplement classroom instruction and provide students with additional opportunities for practice and exploration.

Lastly, fostering a positive learning environment that promotes a growth mindset and encourages students to embrace challenges and learn from their mistakes is crucial. Recognizing and celebrating students' improvements and successes will motivate them to continue their efforts and develop a stronger grasp of triangle concepts. By implementing these recommendations and continuously monitoring students' progress, the B.Ed. - II student teachers can contribute to enhancing their students' understanding of triangles, trigonometry, and geometry. With a solid foundation in these fundamental mathematical concepts, students will be better equipped to tackle more advanced mathematical topics and excel in their academic pursuits.

Areas of Improvement:

- The student teachers who scored below average need to focus on strengthening their understanding of the Mathematics subject, particularly in the areas where they struggled.
- The student teachers who scored well can continue to enhance their knowledge and skills to maintain their standing of the subject matter and strive for further improvement.




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Recommendations:

- Provide additional support and guidance to the student teachers who scored below average to help them improve their understanding of Mathematics concepts.
- Conduct regular review sessions or workshops to address the specific areas where the student teachers faced difficulties.
- Encourage collaborative learning among the student teachers, where they can share their knowledge and learn from one another.
- Incorporate more practical and application-based activities in the Mathematics curriculum to enhance the students' understanding and problem-solving skills.
- Provide resources such as practice worksheets, online tutorials, or educational software to supplement the learning process and allow for independent practice.

The assessment results provide valuable insights into the performance of the student teachers from Sri Ramakrishna Mission Vidyalaya Swami Shivananda Hr. Sec. School. While there are some areas for improvement, the scores also reflect strong performances and a solid foundation in Mathematics. By addressing the areas of weakness and building upon the strengths, the student teachers can further enhance their teaching abilities and contribute effectively to the educational development of their students.




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3. Orientation on Creation of Blogs and Learning Apps



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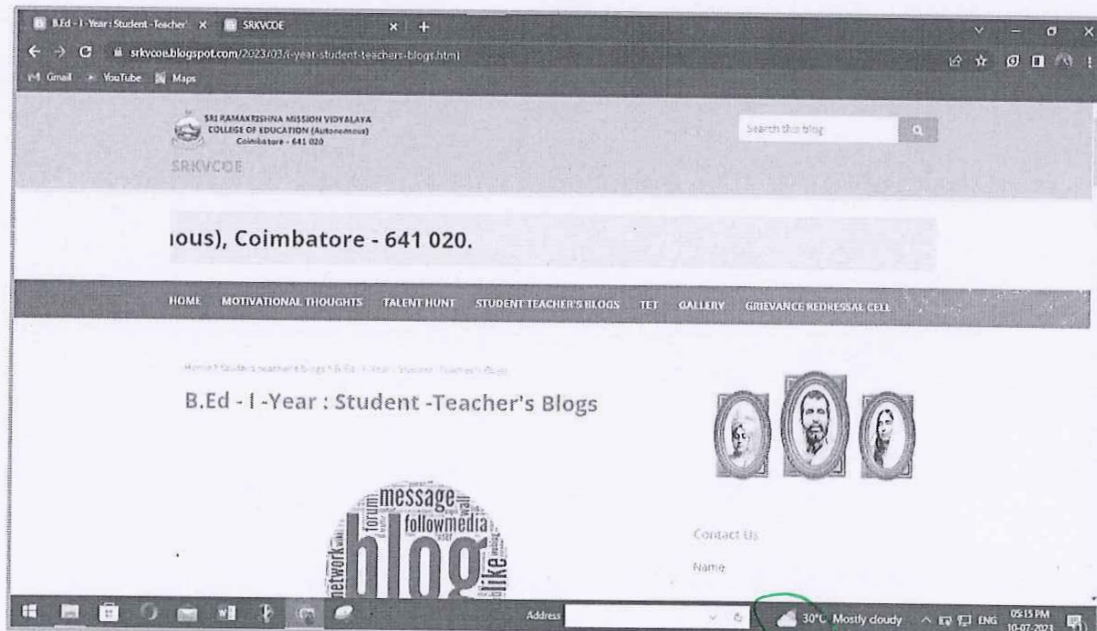
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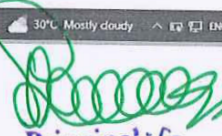
Report

Orientation on Creation of Blogs and Learning Apps

Sri Ramakrishna Mission Vidyalaya College of Education conducted an orientation on Creation of Blogs and Learning Apps on 22.12.2022 for the student-teachers studying first year B.Ed. programme. Sri V. Eswaran, Assistant Professor in Mathematics of the College handled the session and conducted hands-on training for creating individual blogs. He also explained open learning resources and the importance of google classroom. At the end of the session, all the student-teachers created their own blogs and uploaded different learning materials. The session was very fruitful and motivated the student-teachers to enhance their digital knowledge.

Blog





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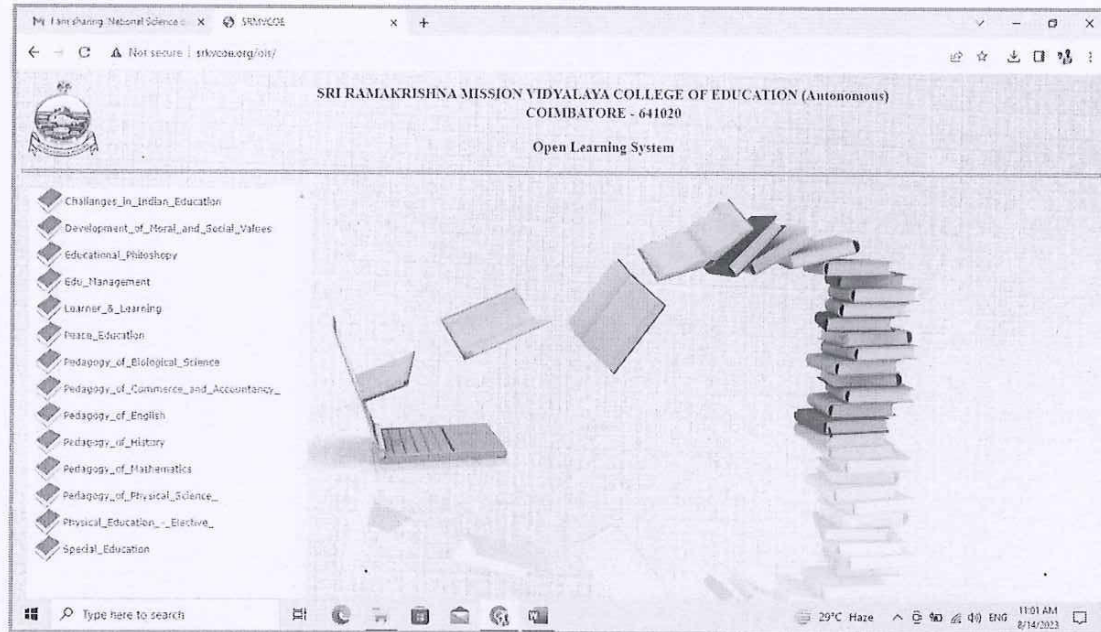
Blogs Created by First Year B.Ed. Student-Teachers

2022 - 2024	
Roll No	Student-Teacher's Blogs
22BB01	http://anishambros.blogspot.com
22BC01	http://gokulwriting.blogspot.com
22BE01	https://arunkumarshanmugam43.blogspot.com
22BE02	https://rpssurya.blogspot.com
22BE03	https://prakasheducation02.blogspot.com
22BE04	https://pocketliterature2022.blogspot.com
22BH01	http://pasupathi2002.blogspot.com
22BM01	http://naveenkumar9361.blogspot.com
22BM02	http://saran051199.blogspot.com
22BM03	https://talentidentifier.blogspot.com
22BP01	https://kishore-07.blogspot.com
22BP02	https://murali22bp02.blogspot.com
22BP03	https://poornachandru2899.blogspot.com
22BP04	http://dhronacharyaafoundation.blogspot.com
22BP05	https://tharshu27.blogspot.com

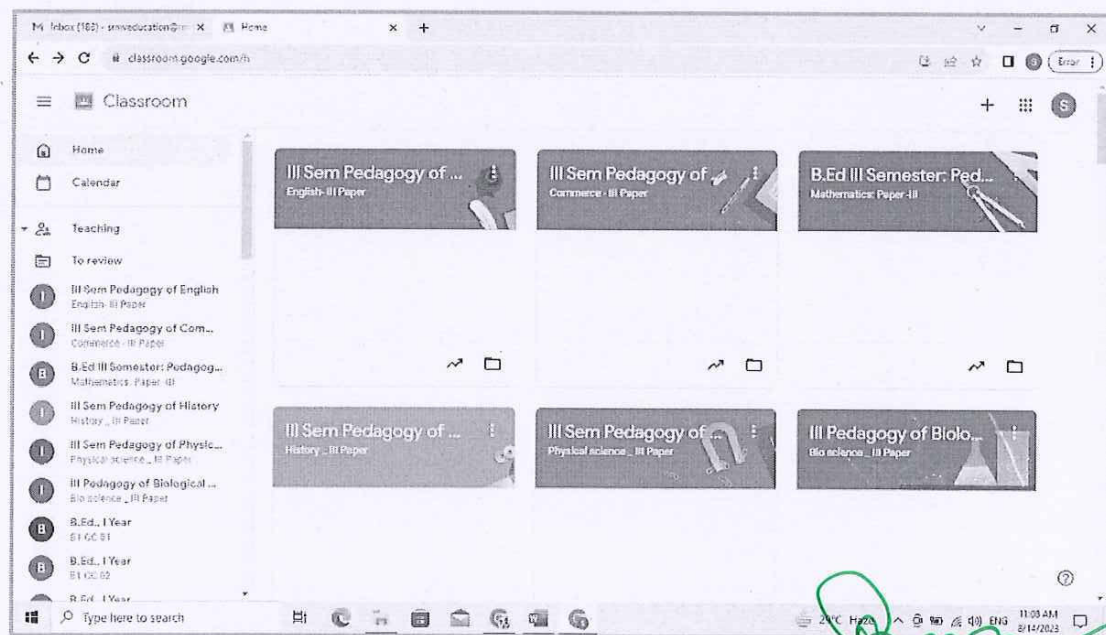


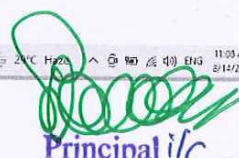

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Open Learning Resources



Google Classroom




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4. Utilising and Mobilising Online Resources in Teaching and Learning



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Report

(i) Orientation on Utilising e-Resources in Teaching Learning Process

Sri Ramakrishna Mission Vidyalaya College of Education arranged an orientation programme on Utilising e-Resources in Teaching Learning Process on 17.03.2023. Dr. S. Swaminathan, Librarian of the College handled the session and explained the salient features of N-list, DELNET, NDL, DOAB, e-PGPathshala, NPTEL, Sodhganga and so on. All the student-teachers actively participated and clarified their doubts. The session was very interesting and made the student-teachers aware of different e-resources available in the digital platform.



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91 00125 13915 sriramkrishna@vsnl.co.in Online Fees Payment NCTE Mandatory Disclosure

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1. N-LIST
N-LIST stands for "National Library and information services Infrastructure for Scholarly Content". The programme was funded by the MHRD under NME-ICT to extend access to selected e-resources to colleges covered under Section 12B of UGC Act as well as Non-aided colleges during from 2010 - 2013. [Click here](#)

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2. Shodhganga
Shodhganga is a reservoir of Indian theses is a digital repository of theses and dissertations submitted to universities in India. The Shodhganga@INFLIBNET Centre provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. The repository has the ability to capture, index, store, disseminate and preserve ETDs submitted by the researchers. [Click here](#)

3. Shodhgangotri
Shodhgangotri is a new initiative that compliments "Shodhganga". Shodhgangotri hosts synopsis of research topic submitted to the universities in India by research scholars for registering themselves for the Ph.D programme. [Click here](#)

4. e-PGPathshala
e-PG Pathshala is an initiative of the MHRD under its National Mission on Education through ICT (NME-ICT) being executed by the UGC. The content and its quality being the key component of education. [Click here](#)

5. NDL (National Digital Library)
The National Digital Library of India is a project under Ministry of Education, Government of India. The objective is to collect and collate metadata and provide full text index from several national and international digital libraries, as well as other relevant sources. It provides educational materials in various languages, in all disciplines, in different forms of access devices and plans to cater to differently-abled learners too, in the near future. [Click here](#)

6. DOAJ (Directory of Open Access Journals)
DOAJ (Directory of Open Access Journals) was launched in 2003 with 500 open access journals. Today, this independent index contains almost 17500 peer-reviewed, open access journals covering all areas of science, technology, medicine, social sciences, arts and humanities. [Click here](#)

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and humanities. [Click here](#)

7. DOAB (Directory of Open Access Books)
DOAB is a discovery service for peer reviewed open access books and book publishers that indexes and provides access to high quality, open access, peer-reviewed books. The directory is open to all publishers who publish academic peer reviewed books in open access and should contain as many books as possible, provided that these publications are in open access and meet academic standards. [Click here](#)

8. NPTEL (National Programme on Technology Enhanced Learning)
NPTEL is a project of MHRD initiated by 7 IITs along with the IISc, Bangalore in 2003, to provide quality education to anyone interested in learning from the IITs. [Click here](#)

9. SWAYAM
SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) MOOC Platform was developed indigenously by AICTE in 2016 to facilitate hosting of online courses which could be accessed by anyone, anywhere at any time free of cost to achieve three cardinal principles of Education Policy viz. access, equity and quality. [Click here](#)

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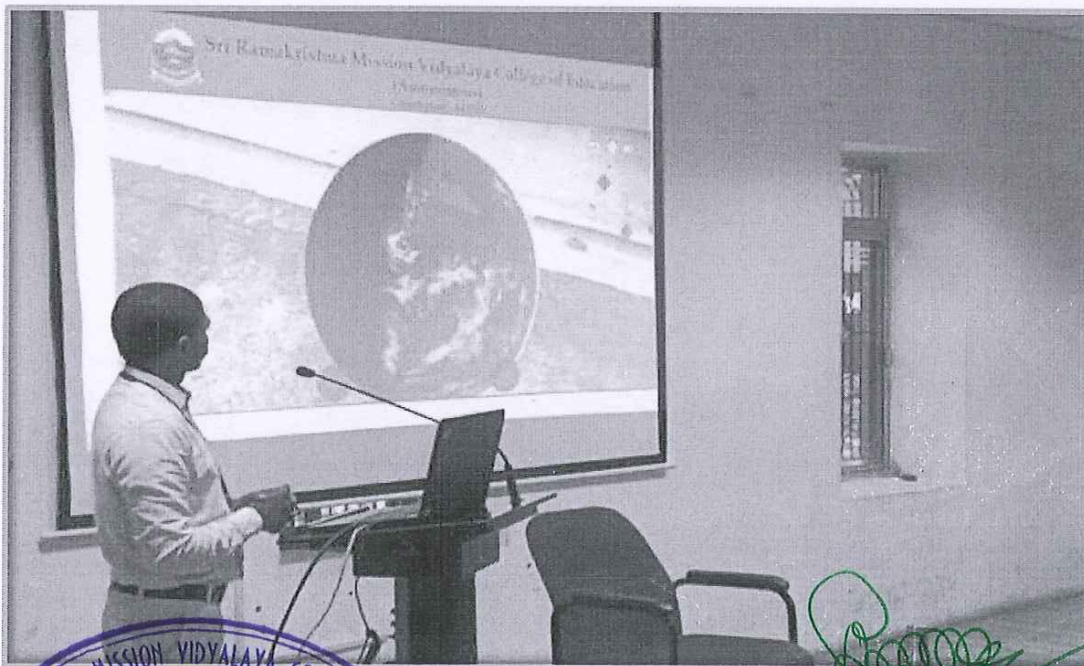
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Report

Seminar on Mobilising Learning Resources

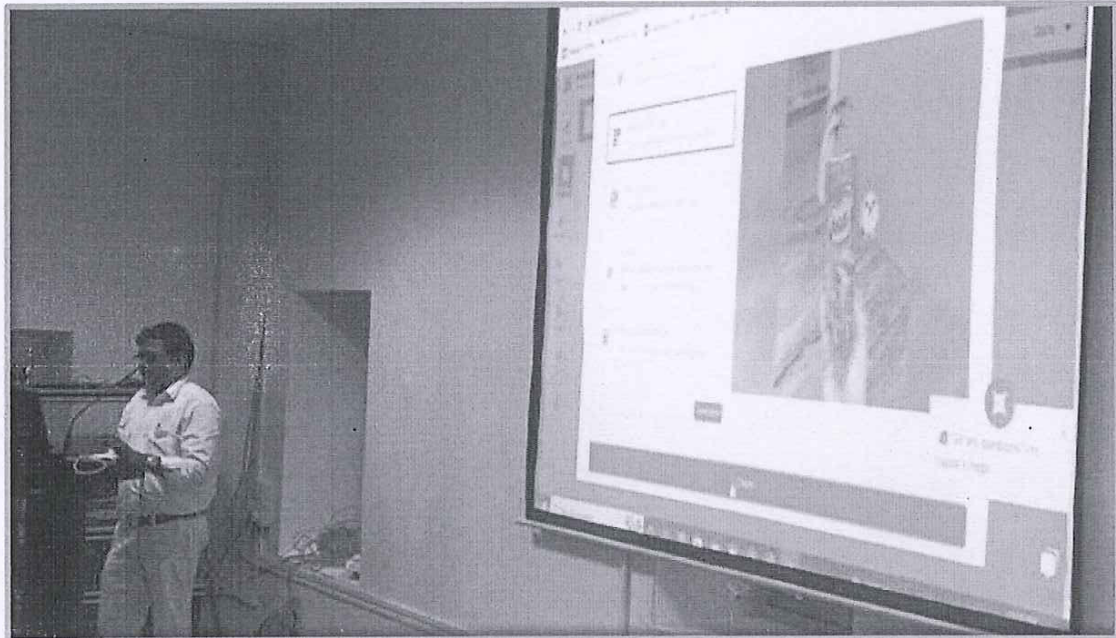
Sri Ramakrishna Mission Vidyalaya College of Education (Autonomous) organised an orientation on Mobilizing Learning Resources on 27.07.2022. The programme aimed to equip the participants with knowledge and skills on how to mobilize resources that are relevant and varied to provide quality education to students. The programme was attended by the student-teachers of the college, who were eager to learn and improve their understanding of mobilizing learning resources. The programme was divided into several sessions, each handled by different resource persons. The first session was conducted by Sri. N. Rajesh Kumar, Assistant Professor in Biological Science, who emphasized the importance of mobilizing relevant and varied learning resources in education. He explained the different types of resources that could be mobilized, such as textbooks, audio-visual aids, online resources, and hands-on materials. He also emphasized the importance of identifying the learning needs of the students before mobilizing the resources.




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The second session was conducted by Sri V. Eswaran, Assistant Professor in Mathematics, who demonstrated how to use online resources in teaching. He showed different types of online resources, such as websites, blogs, and social media, and how they could be used to provide students with relevant and varied information.



The programme was very effective, interesting and participants left with better understanding of how to mobilize relevant and varied learning resources. The practical sessions and demonstrations helped the participants appreciate the importance of using different resources to provide quality education to students. The event was a great example of how institutions can collaborate and use technology to mobilize learning resources and provide quality education to students.




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5. Orientation on Digital Pedagogy



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DEEKSHARAMBH - 2022

STUDENT INDUCTION PROGRAMME


for the students admitted in B.Ed., Programme during the Academic Year 2022- 2023

Sri Ramakrishna Mission Vidyalaya College of Education conducted DEEKSHARAMBH - Student Induction Programme for the students admitted in Bachelor of Education (B.Ed.) Programme during the Academic Year 2022- 2023. As per the guidelines of University Grants Commission the programme has been conducted for ten days period from 27th October 2022 to 08th November 2022.

Transition from university/college life to Professional Education as Prospective Teachers is one of the most challenging events in a student's life. When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment. An important task, therefore, is to welcome new students to our teacher education institution and prepare them for their new role. Student Induction Programme engages with the new students as soon as they come into the institution, before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed. It helps students acclimatize with the new surroundings, develop bond with fellow students and faculty member, sensitivity towards various issues of social relevance and imbibe human values in them so as to become the teachers, the responsible citizens of the nation.

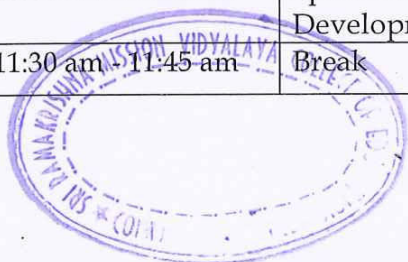
The programme is inaugurated in the forenoon on 27th October 2022 with prayer song seeking the blessings of Holy Trio and God almighty.

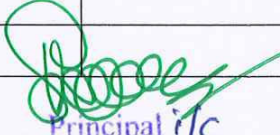



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PROGRAMME SCHEDULE

Day 4: 31.10.2022 - Monday		
Time	Title	Resource Person
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Special Lecture on 'Valluvam Kaattum Vazhviyal Nerigal'	Dr. R. Ayyappan
11:30 am - 11:45 am	Break	
11:45 am - 01.00 pm	Orientation on Higher Education Opportunities & Career by Research	Dr. S. Swaminathan
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Orientation on 'Special Education'	Dr. K. Rajamanickam
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Visit to FDMSE	Dr. S. Sivasankar
Day 5 : 01.11.2022 - Tuesday		
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Motivational Speech on 'Great Teacher'	Dr. R. Ayyappan
11:30 am - 11:45 am	Break	
11:45 am - 01.00 pm	Orientation on PLOs and CLOs	Sri. N. Rajesh Kumar
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Literary Activities and Creative Arts (By Students)	Dr. S. Sivasankar
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Health Practices - Physical Exercises and Games	Dr. S. Sivasankar
Day 6 : 02.11.2022 - Wednesday		
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Orientation on 'Yoga and Meditation'	Dr. S. Sivasankar
11:30 am - 11:45 am	Break	
11:45 am - 01.00 pm	Classroom Management	Dr. G. Subramonian
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Orientation on Institution website	Sri. N. Rajesh Kumar
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Lecture on Indian Freedom Struggle and visit to Exhibition	Dr. N.N. Prapakaran
Day 7 : 03.11.2022 - Thursday		
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Special Lecture on 'Personality Development'	Dr. M. Jagadesh
11:30 am - 11:45 am	Break	




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Time	Title	Resource Person
11:45 am - 01.00 pm	Orientation on 'Digital Pedagogy' (AR & VR in Teaching)	Sri. V. Eswaran
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Visit to Computer Lab	Sri. N. RajeshKumar
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Outdoor Games	Dr. S. Sivasankar
Day 8 : 04.11.2022 - Friday		
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Best Practices of College of Education (Extension Services)	Dr. N.N. Prapakaran
11:30 am - 11:45 am	Break	
11:45 am - 01.00 pm	Awareness on 'Cyber Hygiene'	Dr. M. Jaikumar
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Drama and Art in Education	Sri. R. Amarnath Venkataraman
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Fostering Thinking Skills (Quiz/Puzzle/Riddles and Games)	Sri. V. Eswaran
Day 9 : 07.11.2022 - Monday		
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Orientation on 'Stress Management'	Dr. S. Sivasankar
11:30 am - 11:45 am	Break	
11:45 am - 01.00 pm	Communicative Skill and Language Games	Dr. K. Karthigeyan
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Discussion with Alumni Member	Sri. S. Veerakumar
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Cultural Activities (By Students)	Dr. S. Sivasankar
Day 10 : 08.11.2022 - Tuesday		
09.45 am - 10.00 am	Prayer	
10:00 am - 11:30 am	Reforms in Education-Policy Perspective	Dr. K. Karthigeyan
11:30 am - 11:45 am	Break	
11:45 am - 01.00 pm	Co-curricular Activities	Dr. R. Ayyappan
01:00 pm - 02.00 pm	Lunch	
02:00 pm - 03:30 pm	Preparation for Competitive Exam	Sri. N. RajeshKumar
03:30 pm - 03.45 pm	Break	
03.45 pm - 05:00 pm	Valedictory	



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Day 7 - 03.11.2022

Session II – Orientation on 'Digital Pedagogy' (AR & VR in Teaching)

An orientation session on Digital Pedagogy using Augmented Reality (AR) & Virtual Reality (VR) in Teaching was organised during the programme. Sri.V.Eswaran, Assistant professor in Mathematics handled the session and given hands on training in AR. The session aimed to introduce student teachers to the potential of these technologies in enhancing the teaching and learning experience. The orientation covered the basics of AR and VR technology, and how they can be used in education. The use of AR and VR technology in education provided a more engaging and interactive learning experience, and allowed for more personalized learning. The student teachers were actively participated in hand on activities and applied AR application using their smart phones. Overall, the orientation provided a useful introduction to student teachers in using AR and VR technology in education.

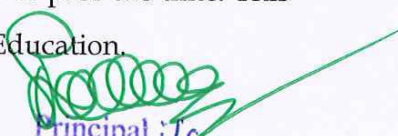
Session III – Visit to Computer Lab

In this session student teachers have visited the computer laboratory in the college of education. The visit aimed to provide an opportunity for students to use and familiarize themselves with various computer software and hardware relevant to their course of study. During the visit, the student teachers had accessed to a variety of educational software applications, such as multimedia learning tools, language learning software, and educational applications existed in the lab. Thus, the visit to the computer lab in the college of education was a valuable and practical learning experience for the students, providing them with hands-on experience and exposure to the latest educational technology. The session was handled by Sri.N.Rajesh Kumar, Assistant Professor in Biological Science.

Session IV – Outdoor Games

In this session student teachers were actively participated in the simple outdoor games namely through ball, tapping ball, kick the ball etc. The simple games have several benefits, including promoting social interaction, improving cognitive and problem-solving skills, and providing a fun and relaxing way to pass the time. This session was handled by Dr.S.Sivasankar, Director of Physical Education.




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Report

Orientation on Online Courses

Sri Ramakrishna Mission Vidyalaya College of Education conducted an Orientation session on Online Courses on 22.12.2022 for the student-teachers studying the B.Ed. programme. The aim of the programme was to provide an affordable and flexible way to learn new skills and study new and emerging topics through online mode. Sri N. Rajesh Kumar, Assistant Professor in Biological Science of the College handled the session and explained the list of online courses and the sponsoring agencies like NPTEL, Swayam, Coursera, Udemy, and so on. He also explained the examination system, credit system, duration of the courses, significance of the course and completion of the course in detailed manner. At the end of the session the student-teachers clarified their doubts. This session was an eye opener for the student-teachers for enhancing their skill and enrich their knowledge through different online platforms.



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Our student-teachers registered and completed the following online training/ courses during the programme of study.

Year	Name of the Course	No. of Students Completed	Course Provider
2022-2023	ICT in Teaching and Learning	1	SWAYAM - NITTTR
	Microscopy - An Overview	1	Sacred Heart College, Tirupattur
	Savings and Investment	1	Sri Krishna Adithya College of Arts and Science, Coimbatore
	Creative Problem Solving	1	University of Minnesota
	Elements of AI	1	University of Helsinki
	Digital Infrastructure for Knowledge Sharing- DIKSHA	16	Central Institute of Educational Technology (CIET)
	Learning Management System (LMS) to Enhance Teaching-Learning Process	11	Central Institute of Educational Technology (CIET)
	Media Literacy	10	Central Institute of Educational Technology (CIET)
	New Emerging Technologies: Threats and Opportunities	1	Central Institute of Educational Technology (CIET)
	Animation as Digital Resource for Teaching and Learning	1	Central Institute of Educational Technology (CIET)
	Virtual Labs for Self-Paced and Classroom Teaching Learning	3	Central Institute of Educational Technology (CIET)
	Accessible Digital Resources and Assistive Technologies	1	Central Institute of Educational Technology (CIET)
	Multimedia Resources for Teaching, Learning and Assessment	1	Central Institute of Educational Technology (CIET)




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Report

Orientation on STEM Lab

On the 5th of April, 2023, the B.Ed. student-teachers of Sri Ramakrishna Mission Vidyalaya College of Education were given an orientation on STEM lab by Sri N. Rajesh Kumar, Assistant Professor in Biological Science. The session was conducted in the newly established STEM lab of the college.

The orientation began with a brief introduction to Infosys Springboard, a platform that offers learning solutions for students and professionals. The resource person explained the concept of Olabs, Vlabs and PhET, which are online laboratories designed to provide students with hands-on experience in Science and Engineering. The Olabs provides simulations for Physics, Chemistry and Biology experiments, whereas the Vlabs provides virtual labs for Engineering subjects. PhET is an interactive simulation platform that allows students to simulate experiments in Physics, Chemistry, Biology, Earth Science and Mathematics.

After explaining the features of these platforms, he gave the students instructions on how to prepare video content using PhET and Olabs. He provided the students with guidelines on what to include in their videos and how to structure them. The student-teachers were encouraged to create video. The student-teachers were given some time to work on their videos with the guidance of the resource person. The student-teachers showed a lot of enthusiasm and interest in creating their videos, and they worked diligently on them.

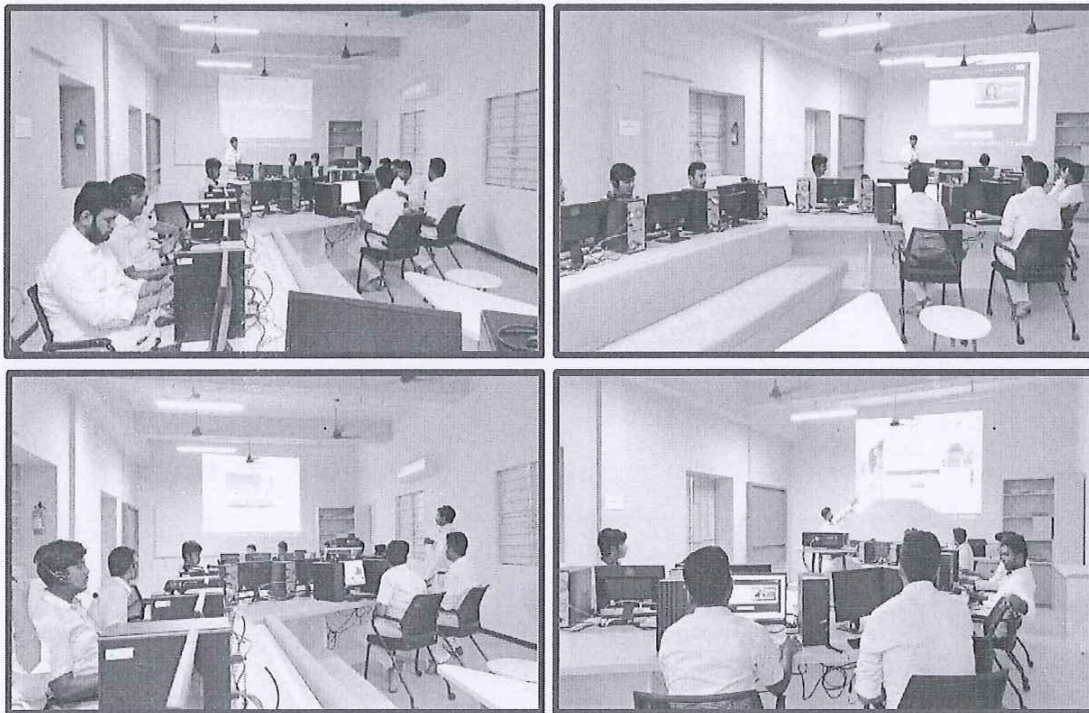
Finally, the student-Teachers shared their videos through blogs and WhatsApp groups, allowing their peers to view and offer feedback. The videos were well received, and the student-teachers were praised for their efforts. Overall, the orientation on STEM lab was a successful learning experience for the B.Ed. student-teachers of Sri



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Ramakrishna Mission Vidyalaya College of Education. The student-teachers' creativity and enthusiasm in creating their videos showcased their potential as future educators in the field of science and technology.



Outcomes in STEM lab activities

- Increased digital literacy by utilizing technology tools and software in STEM investigations.
- Strengthened problem-solving abilities through analyzing real-world challenges and proposing innovative solutions.
- Cultivated perseverance and resilience through trial-and-error processes in experimental learning.
- Enhanced spatial reasoning and logical thinking through constructing models and designing structures.




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