



# **St. Joseph College of Teacher Education for Women Ernakulam**



## **CRITERION II**

**2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to**

**(Documentary evidences of activities done and monitored to attain PO1 of PEO1)**

Submitted to

**National Assessment and Accreditation Council (NAAC)  
3rd Cycle of Assessment**



**2.7.5 Documentary evidences of activities done and monitored to attain PO1  
of PEO1**

<b>Sl.No</b>	<b>Documents</b>	<b>Pages</b>
1	Microteaching lesson plan	2-11
2	Assessment sheet of Microteaching	12
3	Criticism teaching manual	14-21
4	Assessment sheet of Criticism teaching manual	22-23
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## **DOCUMENTARY EVIDENCE OF INTERNAL ASSESSMENT ACTIVITIES MONITORED CORRESPONDING TO EACH PEOs AND POs**

The progressive performance of students and attainment of professional and personal attributes of the institution are in line with the PLOs and CLOs, are monitored and used for further improvements. Microteaching, Internship, Theatre education and Analysis of prevailing assessment practices in schools are the activities done and monitored to attain the PO1(Our graduates will develop into skilled teachers) of PEO1(Our graduates will lead a healthy life with economic and intellectual independence)

**PEO1: Our graduates will lead a  
healthy life with economic and  
intellectual independence**

**PO1: Our graduates will develop into  
skilled teachers**

**Microteaching**

**Internship**

**Theatre education**

**Analysis of prevailing assessment  
practices in schools**

# SEMESTER - I

PEO1: Our graduates will lead a healthy life with economic and intellectual independence  
PO1: Our graduates will develop into skilled teachers

# MICROTEACHING LESSON PLAN No. 1 (TEACH)

Name of student teacher : Meera Susan Kurian	Date : 4/1/2022
Subject : Biology	Duration : 6 minutes
Topic : Human brain	Strength : 4
Skill : skill of stimulus variation	

Good morning students, today we are going to learn about an interesting topic 'Human brain'.

→ Brain is the central organ of our nervous system and with the spinal cord make up the central nervous system (verbal-gestural focusing)

→ Can any one of you tell me, How much an adult human brain weighs? (teacher - class interaction) (verbal focusing)

→ Yes, (Pausing) An adult human brain weighs 1.2 - 1.4 kg and it is only 2% of total body weight (verbal focusing) (Body movements)



Alice Joseph  
Dr. Alice Joseph  
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- Do you know about the parts of a brain? (Teacher-pupil interaction)  
(voice modulation)
- Yes, correct (Pausing) cerebrum, cerebellum, medulla oblongata, thalamus and hypothalamus are the parts of a brain (verbal-gestural focusing)  
(body movements)
- Now let's discuss in detail about its parts. Look at this picture  
(oral-visual switching) (verbal focusing)
- The first part of the brain is cerebrum (verbal focusing).  
Cerebrum is the largest part of brain (verbal-gestural focusing).  
It has right and left hemispheres (gestures)
- Cerebrum has four lobes (gestures). They are frontal lobe, parietal lobe, temporal lobe and occipital lobe (verbal-gestural focusing)  
(body movements)
- The frontal lobe is important for cognitive functions, such as thought and planning ahead and for the control of voluntary movements (verbal focusing). The temporal lobe generates memories and emotions (verbal-gestural focusing)  
(body movements). Parietal lobe is important for spatial orientation and navigation (verbal focusing). The occipital lobe is concerned with visual processing (body movements)  
(voice modulation)

- The grey coloured outer part of cerebrum is called cortex (verbal focusing). The white coloured inner part is called medulla (verbal focusing) (body movements)
- Now lets move on to the second largest part of the brain, cerebellum (Pausing) (oral-visual switching)
- Cerebellum is seen behind the cerebrum as two flaps (voice modulation). It contains fissures and grooves (verbal focusing) (body movements)
- Now lets discuss the next part of brain (oral-visual switching) That is medulla oblongata (verbal focusing)
- Medulla oblongata is a rod-shaped structure, found below cerebrum and located near cerebellum (verbal-gestural focusing) (body movements) It control involuntary actions like heart beat, breathing, circulation, digestion etc (voice modulation) (verbal gestural focusing). It connects the brain to the spinal cord (verbal focusing)
- Next part of the brain is thalamus (pausing) (oral-visual switching)
- Thalamus is situated below cerebrum (Body movements). It act as relay station of impulses to and from the cerebrum (verbal-gestural focusing) (voice modulation). Thalamus analyses impulses from various parts of the body and sends the



Important ones to the cerebrum (verbal-gestural focusing) (body movements)

→ Now lets study about the next part, that is, hypothalamus (Pausing) (oral-visual switching)

→ Hypothalamus is situated just below thalamus (body movements) (verbal-gestural focusing). It plays a major role in the maintenance of homeostasis (verbal focusing) (pausing)

Hope you all understand the topic,

Thank you

Alice  
14/2/2022



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# MICROTEACHING LESSON PLAN No.1 (RETEACH)

Name of student teacher : Meera susan kurian	Date : 5/1/2022
Subject : Biology	Duration : 6 minutes
Topic : Human brain	Strength : 4
Skill : Skill of stimulus variation	

Good morning students, today we are going to learn about an interesting topic 'Human brain'.

- Brain is the central organ of our nervous system and with the spinal cord make up the central nervous system (verbal-gestural focusing) (Body movements)
- Can anyone of you tell me, how much an adult human brain weighs? (teacher class interaction) (verbal focusing)
- Yes (Pausing). An adult human brain weighs 1.2 - 1.4 kg and it is only 2% of total body weight (voice modulation) (verbal-gestural focusing)



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→ Even though the size of the brain is small (verbal-gestural focusing) it is the most important organ in our body and it controls all our actions and functions (voice modulation) (body movements). Hence brain needs to be protected very well (voice modulation).

→ Do you know the structure that provides protection to brain?  
(teacher-class interaction) (body movements)

→ Yes, correct (Pausing). It is the skull that protects our brain. The brain also has a three-layered membrane called meninges (verbal-gestural focusing). The outer layer of the brain is called dura mater, inner layer pia mater and middle layer arachnoid (voice modulation) (verbal-gestural focusing). In between meninges and brain cerebrospinal fluid is present (verbal focusing) (body movements). It acts as a shock absorber and thereby protects brain (voice modulation).

→ Do you know which are the parts of the brain? (teacher-pupil interaction) (voice modulation)

→ Yes, cerebrum, cerebellum, medulla oblongata, thalamus and hypothalamus are the parts of a brain. (verbal-gestural focusing) (body movements)

- Now let's study in detail about these parts. Look at this picture (oral-visual switching) (verbal focusing)
- The first part of the brain is cerebrum (verbal focusing). It is the largest part of brain (verbal-gestural focusing). It has right and left hemisphere (verbal-gestural focusing) (body movements)
- Each of these hemispheres are further divided into four lobes (gestures). They are frontal lobe, parietal lobe, temporal lobe and occipital lobe (verbal-gestural focusing) (voice modulation).
- Now let's see the functions of these lobes (body movements)
- The frontal lobe is important for cognitive functions such as thought, planning and for problem solving skill (verbal focusing). The temporal lobe generates memories and emotions (verbal-gestural focusing) (body movements). Parietal lobe is important for spatial orientation and navigation (verbal focusing). The occipital lobe is concerned with visual processing (body movements) (voice modulation)
- The grey coloured outer part of cerebrum is called cortex (verbal focusing). The white coloured inner part is called medulla (voice modulation)
- Now let's move on to the second largest part of Cerebellum (verbal-gestural focusing) (oral-visual switching)

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→ Cerebellum is seen behind the cerebrum as two flaps (voice modulation). It contains fissures and grooves (verbal focusing). The main functions of cerebellum are coordination of muscular activities and maintenance of equilibrium of body (voice modulation) (verbal-gestural focusing)

→ Now lets move to the next part of brain. The medulla oblongata (verbal focusing) (oral-visual switching)

→ Medulla oblongata is a rod-shaped structure, found below cerebrum and located near cerebellum (verbal-gestural focusing) (body movements). It controls involuntary actions like heart beat, breathing, circulation, digestion etc (voice modulation) (verbal gestural focusing). It connects the brain to the spinal cord (verbal focusing)

→ Next part of brain is thalamus (pausing) (oral-visual switching)

→ Thalamus is situated below cerebrum (body movements). It acts as a relay station of impulses to and from the cerebrum (verbal-gestural focusing) (voice modulation). Thalamus analyses impulses from various parts of the body and sends only the important ones to the cerebrum (verbal-gestural focusing) (Body movements).

→ Now lets look on to the final part ie, Hypothalamus  
(oral-visual switching) (verbal focusing).

→ Hypothalamus is situated just below the thalamus (body movements)  
(verbal-gestural focusing). It plays major role in the maintenance  
of homeostasis (verbal focusing)

→ So these are the parts of the brain (voice modulation)

Hope you all clearly understood the topic (Pausing)

Thank you

*Pmi*  
14/2/2022



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PEO1: Our graduates will lead a healthy life with economic and intellectual independence

PO1: Our graduates will develop into skilled teachers

Demonstration  
teaching manual

OBSERVATION SCHEDULE FOR THE  
SKILL OF STIMULUS VARIATION

Sl. No.	Component skills	Frequency in minutes													
		Teaching						Total	Re-teaching						Total
		1	2	3	4	5	6		1	2	3	4	5	6	
1	Body movements							12							20
2	Teacher used gestures							13							17
3	Verbal Focusing							10							18
4	Gestural Focusing							12							17
5	Verbal - Gestural Focusing							15							18
6	Voice Modulation							12							15
7	Teacher-pupil interaction							11							15
8	Pupil-pupil interaction							4							10
9	Teacher-Class interaction							6							12
10	Silence - Pause							3							11
11	Audio Visual Switching							8							10
12	Stimulus variation motivated pupil							3							10

*Amu*



*Alice*  
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# SEMESTER - II

PEO1: Our graduates will lead a healthy life with economic and intellectual independence  
PO1: Our graduates will develop into skilled teachers

# CRITICISM TEACHING MANUALS

## CRITICISM TEACHING MANUAL No. 1

Name of the teacher : Saniya Simon	Standard : X
Name of the school : St. Marys CGHSS, Ernakulam	Date : 6/7/2022
Name of the subject : Biology	Duration : 40 minutes
Name of the Unit : Sensations and responses	Period : 4 <sup>th</sup>
Name of the topic : Structure of neuron	Strength : 12/12

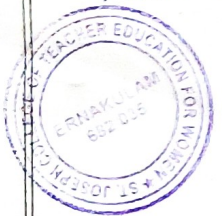
### CONTENT ANALYSIS

#### TERMS

: Neuron, nerve cell, nervous system, cell membrane, cytoplasm, nucleus, dendron, dendrite, schwann cell, cell body, axon, axonite, synaptic knob, neurotransmitters, myelin sheath, oligodendrocytes, spinal cord, white matter, grey matter

#### FACTS

: \* Neuron is the basic structural unit of the nervous system  
\* Nerve cell has a cell body which consists of cell membrane, cytoplasm and nucleus



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- \* Dendron, dendrite, schwann cell, axon, axonite and synaptic knob are the main parts of neuron
- \* Dendron is a short filament from the cell body
- \* Branches of dendron are called dendrites
- \* Dendrites receives impulses from adjacent neuron
- \* Axon is the longest filament from the cell body
- \* Axon carries impulses from the cell body to outside
- \* Schwann cells encircles the axon
- \* Axonite carries impulses to the synaptic knob
- \* The tip of axonite is called synaptic knob
- \* Neurotransmitter are secreted by synaptic knob
- \* Myelin sheath is a membrane containing lipid
- \* Axon of the neuron are encircled by myelin
- \* Nerve is a group of axons
- \* Schwann cells forms the myelin sheath in the nerves
- \* Oligodendrocytes are specialized cells which forms myelin sheath in brain and spinal cord
- \* Oligodendrocytes and schwann cells protects the neurons
- \* Oligodendrocytes constructs myelin sheath by covering different axons

- \* Myelin sheath has a shiny white colour
- \* Myelinated nerve cells in brain and spinal cord is called white matter
- \* Non-myelinated nerve cells in brain and spinal cord is called grey matter
- \* Myelin sheath provide nutrients and oxygen to the axon
- \* Myelin sheath accelerates impulses
- \* Myelin sheath act as a electric insulator and protect the axon from external shocks

## CONCEPTS

- : The structure of neuron is well suited for the function of impulse transmission

## LEARNING OBJECTIVES

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PROCESS DOMAIN : The pupil develops process skills in :

- observes the structure of neuron
- classifies the various parts of neuron
- communicates the functions of myelin sheath
- infers the role of myelin sheath in protection of brain and spinal cord

APPLICATION DOMAIN : The pupil applies knowledge in :

- critically thinks about the role of various parts of neuron in impulse transmission
- understands the functions of myelin sheath
- gives reason for the differentiation of grey matter and white matter
- applies the knowledge about neuron in the study of nervous system

ATTITUDINAL DOMAIN : The pupil develops positive attitude towards:

- develops positive attitude towards people suffering from nervous disorder
- takes initiatives to follow healthy lifestyle

- makes decision to avoid the use of drugs
- develops curiosity to know more about nervous system

CREATIVITY DOMAIN : The pupil creates ideas about :

- prepares chart on structure of neuron
- designs poster about the health hazards caused by drugs
- constructs 3D model on the structure of neuron
- conducts awareness class on drug abuse

### PRE-REQUISITE

The pupil already knows that the responses occur when the impulses reach the brain

### LEARNING STRATEGIES

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## LEARNING MATERIALS / ICT

- Activity No. 1 :
- Activity No. 2 : 1) Textbook  
2) Activity card on structure of neuron  
3) Chart on structure of neuron
- Activity No. 3 : 1) Reading material on function of various parts of neuron  
2) Activity card on function of various parts of neuron  
3) Video clipping on function of various parts of neuron
- Activity No. 4 : 1) Textbook  
2) Activity card on formation and functions of myelin sheath  
3) Powerpoint slides on formation and functions of myelin sheath

## VALUES

- 1) Empathy towards fellow beings
- 2) Self respect
- 3) Determination for healthy living

## EXPECTED PRODUCTS

- 1) Model on structure of neuron
- 2) Chart on harmful effects of drugs
- 3) Short note on the formation of myelin sheath

<u>LEARNING ACTIVITIES</u>	<u>RESPONSE / EVALUATION</u>
<p><u>Activity No. 1 (Introduction)</u></p> <p>Teacher and students conduct a discussion on the stimulus and responses in organisms with daily life examples</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Points for discussion</p> <ul style="list-style-type: none"> <li>* Stimulus and responses in organisms</li> <li>* Control and coordination</li> <li>* Neurons</li> </ul> </div>	<ol style="list-style-type: none"> <li>1) <u>Participation in the activity</u> Students carefully observed the chart on stimulus and responses and they actively participated in the discussion about stimulus and responses</li> <li>2) <u>Communication and coordination of ideas</u> With the help of the chart students understood the stimuli and communicated their experience. Each student from group 1 and group 2 shared their experience</li> <li>3) <u>Acquisition of skills</u> Students were able to acquire</li> </ol>



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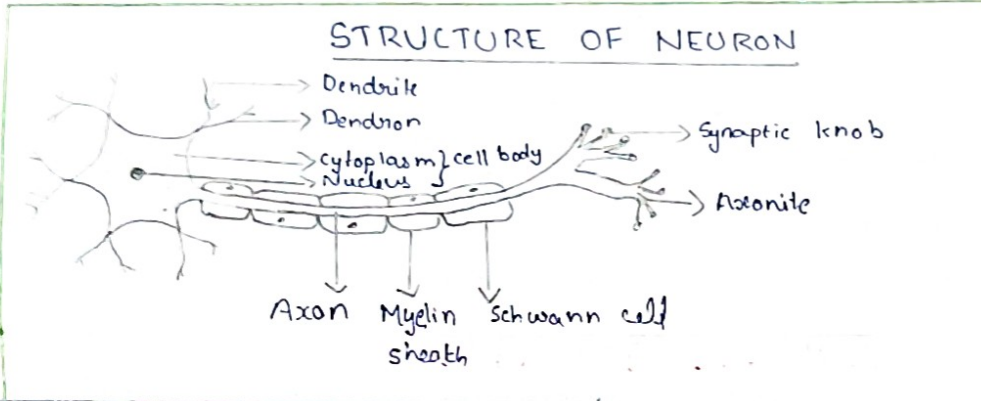
## STRUCTURE OF NEURON (CB)

Teacher consolidates the discussion by saying that neuron is the basic unit of nervous system which helps in the control and coordination of activities

Teacher divides the class into different groups

### Activity No.2

With the help of textbook, students complete the activity card to understand the parts of neuron



the skills of observation, critical thinking and communication

4) Presentation and performance  
students presented their ideas with great enthusiasm. A student from group 2 spoke very clearly about stimulus and responses to the whole class

### 1) Participation in the activity

students actively participated in the activity on structure of neuron and group 1 completed the activity first

### 2) Communication and coordination of ideas

Students communicated their ideas very effectively in the groups about the structure of neuron. Student from

## LEARNING ACTIVITIES

### Fill in the blanks

- 1) The branches of dendron is called \_\_\_\_\_
- 2) \_\_\_\_\_ is the longest filament from the cell body
- 3) \_\_\_\_\_ encircles axon
- 4) The tip of axonite is called \_\_\_\_\_
- 5) \_\_\_\_\_ is the short filament from the cell body
- 6) The branches of axon is called \_\_\_\_\_
- 7) \_\_\_\_\_ and \_\_\_\_\_ comprises the cell body

Cell body (CB)

Nucleus (CB)

cytoplasm (CB)

Dendron (CB)

Dendrites (CB)

Schwann cells (CB)

Axon (CB)

Axonite (CB)

Synaptic knob (CB)

## RESPONSE/EVALUATION

group 4 answered most of the questions correctly and clearly. So the rest of the groups also got their answers correct

### 3) Acquisition of skills

Students acquired skills like problem solving, communication skill and take initiatives to answer the questions

### 4) Presentation and performance

Students performed the activity very well students was very excited to present the answers I asked students from group 2 and group 3 to present their answers and they answered very excellently

### 5) Documentation

A completed document on the structure of neuron was prepared by



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LEARNING ACTIVITIES

Teacher consolidates the activity by explaining the detailed structure of neuron using chart

Activity No. 3

With the help of reading material and activity card students understand the function of various parts of neurons

Observe the table carefully

Parts	Functions
- Dendrite	- Receives impulses from adjacent neuron
- Dendron	- Carries impulses from dendrites to the cell body
- Schwann cell	- Encircles the axon
- Axon	- Carries impulses from cell body to outside
- Axonite	- carries impulses to the synaptic knob

RESPONSE/EVALUATION

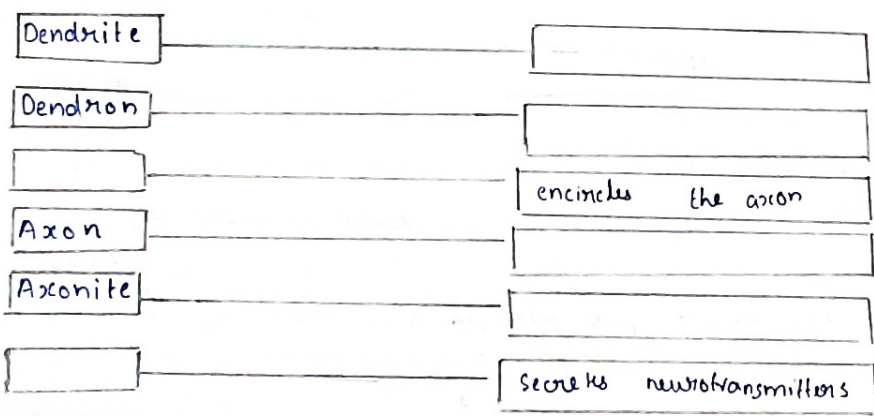
the students

- 1) Participation in the activity  
students carefully drew the video on functions of various parts of neurons and actively participated in the discussion
- 2) Communication and coordination of ideas  
students were very keen to understand the functions of neurons students read reading materials in groups and shared their ideas. One student from group 1 and one student from group 4 read the answers very clearly and aloud.

LEARNING ACTIVITIES

- Synaptic knob - secretes neurotransmitters

Complete the boxes with the help of table



- receives impulses (CB)
- impulses from dendrites to cell body (CB)
- impulses from cell body to outside (CB)
- impulses to the synaptic knob (CB)
- secretes neurotransmitters (CB)

RESPONSE/EVALUATION

- 3) Acquisition of skills  
Students acquired skills such as problem solving observation and communication
- 4) Presentation and performance  
Students very well answered the questions. One student from group 4 effectively presented the functions of each parts

5) Documentation

A completed document on the functions of each parts of neurons was prepared by the student

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LEARNING ACTIVITIES

Teacher consolidates the activity by explaining functions of various parts of neuron using video

Activity No.4

With the help of textbook, students complete the activity card to understand the formation of myelin sheath

I) Identify the word pair relation and fill in the blanks

- a) Myelin sheath in nerve : Schwann cells  
Myelin sheath in brain and spinal cord : \_\_\_\_\_
- b) Myelinated nerve cells : \_\_\_\_\_  
Non-myelinated nerve cells : Grey matter

II choose and stick the correct function of myelin sheath from the box given below

RESPONSE/EVALUATION

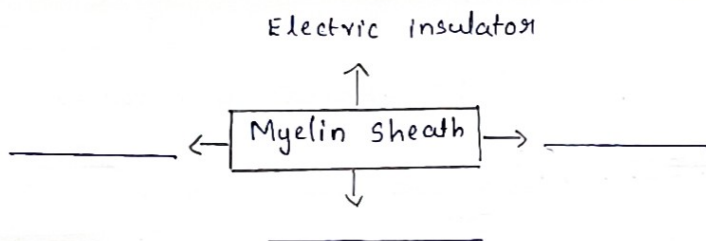
1) Participation in the activity

Students carefully read the material on formation of myelin sheath and they actively involved in the discussion

2) Communication and coordination of ideas

Students very well communicated their understanding about myelin sheath and they communicated the formation of myelin sheath in the group with the help of text book.

LEARNING ACTIVITIES



Provide O<sub>2</sub> to axon, accelerate impulse, receives impulses from dendrites, secretes neurotransmitter

- Myelin sheath (CB)
- Schwann cells (CB)
- Oligodendrocytes (CB)
- White matter (CB)
- Grey matter (CB)
- Protection of axon (CB)
- Impulse transmission (CB)

RESPONSE/EVALUATION

3) Acquisition of skills

Students acquired skills like communication, critical thinking and observation

4) Presentation and performance

Students from group 1 and group 3 answered all the questions first. A student from group 3 presented the functions of myelin sheath clearly

5) Documentation

A completed document on the formation and functions of myelin sheath was prepared by the students

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## LEARNING ACTIVITIES

## RESPONSE EVALUATION

Teacher consolidates the activity by explaining the formation and functions of myelin sheath using a powerpoint presentation

Teacher consolidates the class by explaining the structure of neuron, functions of parts of neuron, formation and functions of myelin sheath and giving awareness about nervous disorders and its prevention

### FOLLOW UP ACTIVITIES

- 1) Prepare a model on structure of neuron
- 2) Prepare a chart on harmful effects of drugs
- 3) Write a short note on the formation of myelin sheath



### REFLECTION

My findings and assessments :

Remedial activities :

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20/10/2021

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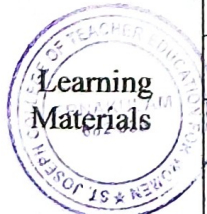
PEO1: Our graduates will lead a healthy life with economic and intellectual independence  
 PO1: Our graduates will develop into skilled teachers

**St. Joseph College of Teacher Education for Women, Ernakulam**  
**Induction Programme**  
**Student Teacher Evaluation Proforma - Semester II (2022)**

Name of the Teacher : Saniya Simon Class: X  
 Optional Subject : Natural science Date: 6/7/22  
 Date of Observation : 6/7/22  
 Name of the School : St. Marys CGHSS, Ernakulam

Sl. No	Components	Sub components	Excellent	Very Good	Good	Average	Poor
1	Introducing the Topic	Relevant		✓			
		Interesting	✓				
		Novel	✓				
2	Subject Competency	Resourcefulness		✓			
		Linking with life situation	✓				
		Logical Sequence		✓			
		Creativity and Imagination	✓				
		Consolidation		✓			
3	Communication	Stimulus Variation		✓			
		Fluency of language	✓				
		Presentation	✓	✓			
		Language					
4	Instructional Strategies	Encourages learning	✓				
		Interactive mode	✓				
		Progress of lesson		✓			
		Technology integration	✓				
5	Learning Materials	Skillful handling	✓				
		Novelty and variety		✓			
		Innovation		✓			
		Appropriateness	✓				

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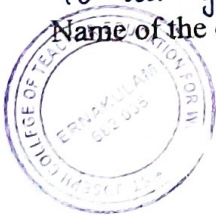
6	Classroom Climate	Student centeredness	✓				
		Learner participation		✓			
		Inclusion		✓			
		Individual assistance		✓			
7	Learning Activities	Utilization of Technology	✓				
		Suitability		✓			
		Guided Activity	✓				
		Comprehensiveness	✓				
8	Closure	Time management		✓			
		Evaluation		✓			
		Follow up/Extension activity		✓			
		Critical reflection			✓		
9	Teacher	Appearance and Manners	✓				
		Confidence Level	✓				
		Techno pedagogue	✓				
10	ICT skills	Digital literacy (online resources)	✓				
		Create Audio/Video	✓				
		Online accessibility		✓			
		Presentation skills		✓			

Comments:


Teacher introduced the topic very interestingly chart and powerpoint slides used were appropriate for the content. Teacher succeeded in linking the content with life situation. Teacher should be little more louder and should take more care to provide equal attention to all groups.

Name of the observer: Meera Susan kwian

Signature: 







Dr. Alice Joseph  
Principal in Charge  
St. Joseph's School Teacher  
Education Department  
E. ...

# SEMESTER - III

**PEO1: Our graduates will lead a healthy life with economic and intellectual independence**

**PO1: Our graduates will develop into skilled teachers**

# TEACHING MANUAL No.1

Name of the teacher : Meera Susan Kurian

Standard : VIII

Name of the School : St. Joseph's CGHSS, Tripunithura

Date : 24/10/22

Name of the Subject : Biology

Duration : 40 minutes

Name of the Unit : Let's Regain Our fields

Period : 3<sup>rd</sup>

Name of the Topic : Microbial fertilizers

Strength : 36/39

## CONTENT ANALYSIS

TERMS : Fertilizers, chemical fertilizers, biofertilizers, green leaf manure, microbial fertilizer, Rhizobium, Azotobacter, Azospirillum, Azolla, microorganisms

FACTS : • Fertilizers are the compounds used to increase soil fertility  
• chemical fertilizers, biofertilizers, green leaf manure are the different kinds of fertilizers  
• chemical fertilizers are the fertilizer which contain a chemical compound  
• Biofertilizers are fertilizers that contain a biological compound  
• Microbial fertilizers are substances that contain microorganisms  
Microbial fertilizers increase the fertility of soil by increasing the

- Soil factors which are essential for plant growth
- Rhizobium, Azotobacter, Azospirillum are the bacteria used to increase nitrogen content in soil
  - Azolla is an aquatic plant used to increase the nitrogen content
  - microorganisms grow with the availability of biofertilizers to the soil
  - microorganisms retain in the soil with proper irrigation practices
  - unscientific application of chemical fertilizers reduces soil fertility and soil composition.
  - chemical fertilizers pollutes and hardens soil
  - chemical fertilizers reduces organic matter content in the soil
  - chemical fertilizers changes the amount of availability of soil elements
  - excessive application of chemical fertilizers leads to environmental and health issues
  - Cancer, allergy, birth defects and cardiovascular diseases are caused by chemical fertilizers
  - chemical fertilizers are expensive

**CONCEPT** : Microbial fertilizers having microorganisms increases soil fertility and thereby promotes plant growth.

## LEARNING OBJECTIVES

**KNOWLEDGE DOMAIN** : The pupil acquires knowledge and comprehension about

- defines microbial Fertilizers
- lists out different bacteria in microbial fertilizers
- distinguishes microbial biofertilizer and chemical fertilizers
- explains the consequences of unscientific application of chemical fertilizers

**PROCESS DOMAIN** : The pupil develops process skills in

- infers the role of microbes in improving soil fertility
- communicates about the precautions to be taken to retain microbes in soil
- classifies different bacteria present in microbial fertilizers

**APPLICATION DOMAIN** : The pupil applies the knowledge in

- understands the role of Azolla in soil
- critically thinks about the changes in soil composition due to unscientific application of chemical fertilizers
- gives reason for the reduced use of chemical fertilizers in agricultural fields.

- applies the knowledge about microbial fertilizers in agricultural practices

### ATTITUDINAL DOMAIN

- : The pupil develops positive attitude towards
- makes decision to reduce the use of chemical fertilizers
  - develops positive attitude towards farming
  - takes initiative to use microbial fertilizers in agriculture
  - develops sensitivity towards the harmful effects of chemical fertilizers

### CREATIVITY DOMAIN

- : The pupil creates ideas about
- designs poster to give awareness about microbial biofertilizers
  - prepares chart showing the harmful effects of chemical fertilizers
  - prepares leaflet on different type of microorganisms and the role in plant growth
  - makes garden in the school compound

### PRE REQUISITE

The pupil already knows that fertilizers are compounds used to increase plant growth

## LEARNING STRATEGIES

Group discussion, Demonstration

## LEARNING MATERIALS / ICT

Activity No.1 :

Activity No.2 :

- 1) Textbook
- 2) Activity card on microbial fertilizers
- 3) powerpoint slide on microbial fertilizers

Activity No.3 :

- 1) Textbook
- 2) Activity card on consequences of unscientific application of chemical fertilizers
- 3) powerpoint slide on consequences of unscientific application of chemical fertilizers

## VALUES

- 1) Respect towards farmers
- 2) Love for farming
- 3) Determination to use microbial fertilizers in agriculture

## EXPECTED PRODUCTS

- 1) Short note on microbial fertilizers
- 2) poster creating awareness on harmful effects of chemical fertilizers

### LEARNING ACTIVITIES

#### Activity No.1 (Introduction)

Teacher and students conduct a discussion on fertilizers, different types of fertilizers and importance of fertilizers

#### POINTS FOR DISCUSSION

- \* Fertilizers
- \* Types of fertilizers
- \* importance of fertilizers
- \* Microbial fertilizers

#### Microbial fertilizers (CB)

### RESPONSE / EVALUATION

- 1) participation in the activity  
students actively participated in the discussion on different fertilizers and shared their views on the same
- 2) Communication and coordination of ideas  
students communicated and coordinated very well their ideas
- 3) Acquisition of skills  
students acquired skills like communication, initiation and critical thinking
- 4) Presentation and performance  
All the students confidently



## LEARNING ACTIVITIES

Teacher consolidates the discussion by saying about the importance of fertilizers and microbial fertilizers in agriculture

Teacher divides the class into different groups

### Activity No.2

With the help of textbook students complete the activity card to understand about microbial fertilizer.

#### Microbial fertilizer

→ Fertilizers that contain microorganism are

→ Put ✓ mark on statements that are correct related to microbial fertilizers

microbes in microbial fertilizer enables increase in soil factors necessary for plant growth

Rhizobium, Azotobacter, Azospirillum are

## RESPONSE / EVALUATION

get involved in the discussion and put forward the points for the discussion as the students already knows that fertilizers are need to improve crop yield

### 1) Participation in the activity

students actively participated in the activity by completing the activity card on structure and function of microbial fertilizer by carefully going through textbook

### 2) Communication and coordination of ideas

The group members of each group showed high team spirit in giving out their ideas and opinions. All the groups were able to complete the activity

## LEARNING ACTIVITIES

Rhizobium (CB)

Azotobacter (CB)

Azospirillum (CB)

Azolla (CB)

Teacher consolidates the activity by explaining about microbial fertilizers and precautions for retaining microorganisms using powerpoint slides.

### Activity No.3

By completing the activity card with the help of textbook and reading material students understand about consequences of unscientific applications of chemical fertilizers

#### Consequences of unscientific application of chemical fertilizer

unscientific application of chemical fertilizer has many consequences. It affects the soil

## RESPONSE / EVALUATION

3) Acquisition of skill  
students acquired skills like observation, understanding and teamwork

4) Presentation and performance  
students showed great interest to read out the answers. First group members were the first to complete the activity. Anjana of I group read out answers with great confidence

5) Documentation  
A completed document on microbial fertilizers were prepared by the students

1) Participation in the activity  
students actively participated in the activity on consequences of chemical fertilizers

## LEARNING ACTIVITIES

Composition by reducing soil fertility, hardening soil, changes soil pH. Chemical fertilizers kills the microorganisms present in soil. It also cause health issues like cancer, allergy, cardiovascular diseases and birth defects in humans. Chemical fertilizers are expensive

→ List out the health issues caused by chemical fertilizers

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

→ The effect of unscientific application of chemical fertilizers in soil composition. Tick mark the correct statement

- Improves soil fertility
- Hardens soil
- changes soil pH

## RESPONSE/EVALUATION

2) Communication and coordination of ideas

Students communicated among themselves, by referring the reading material on consequences of unscientific application of chemical fertilizer and finds answer for the questions

3) Acquisition of skills

Students acquired skills like observation, critical analysis and communication

4) Presentation and performance

Students discussed the activity card among groups. Group II completed the activity card first. Ravana of group II showed great initiative in giving out answers. All groups were able to

## Consequence of unscientific application of chemical fertilizer (CB)

Teacher consolidates the activity by explaining about the consequences of unscientific application of chemical fertilizers with the help of a power point presentation.

Teacher consolidates the class by explaining about microbial fertilizers importance and consequence of unscientific application of chemical fertilizers and suggests the students to use microbial fertilizers in agricultural practices

### FOLLOW-UP ACTIVITIES

- 1) Write a short note on microbial fertilizers
- 2) prepare a poster to create awareness on harmful effects of chemical fertilizers

### REFLECTION

My findings and assessment : The class was good. I was able to complete it on time but I missed some blackboard work

Remedial activities : I understood that I should properly organize the points to be written on blackboard and I will take care it in next class

### 5) Documentation

A completed document on consequence of unscientific application of chemical fertilizers were prepared by the students

The note on microbial fertilizers were very well prepared by the students. Most of the students were able to prepare creative posters on harmful effects of chemical fertilizers

## TEACHING MANUAL No.2

Name of the teacher : Meera Susan Kurian

Name of the school : St. Josephs CGHSS, Tripunithura

Name of the subject : Biology

Name of the unit : Lets Regain our fields

Name of the topic : Pest control methods

Standard : VIII

Date : 26/10/22

Duration : 40 minutes

Period : 6<sup>th</sup>

Strength : 34/38

### CONTENT ANALYSIS

**TERMS** : Pest, infestation, pesticide, chemical pesticide, natural enemies, predator, parasite, pathogen, Integrated pest management, biopesticides, pest control, ultrasonic sound waves, radiation, pheromone trap, mechanical pest control, chemical pest control, biological pest control

**FACTS** : - pest infestation is a major problem faced by farmers.  
- Biological pest control, mechanical pest control and chemical

- chemical compounds that are used to kill pests like insects, rodents, fungi, weed etc are called chemical pesticides.
- chemical pesticides completely destroy the pest.
- Excessive application of chemical pesticides leads to environmental and health issues
- chemical pesticides cause cancer in human beings
- Biological pest control measures include the use of natural enemies and biopesticides
  - Natural enemies of pests are predators, parasites and pathogens
  - Natural enemies of pests targets the pests specifically to kill or suppress the activities of pests.
  - Biopesticides are organisms that are applied over the crop plants to destroy the pest without harming the environment.
- mechanical control of pests involves the use of traps, barriers, fences and physical means to decrease pest infestation
- modern technological methods of pest control includes the use of ultrasonic sound waves, radiations and artificial pheromone traps
- ultrasonic sound waves are used in electronic devices that emit high frequency sounds that are designed to repel, injure or kill household pests. Such as rodents and insects.

- Radiations helps to control the pests by destroying the reproductive capacity of male pest
- multiplication of pests can be controlled by using pheromone traps
- pheromone trap is a type of insect trap that uses pheromones to kill insects.
- Artificial pheromone traps are not exposed to chemical and physical changes
- Integrated pest management includes a combination of biopesticides, natural enemies of pests and mechanical pest control
- Integrated pest management prevent the multiplication of pests without the loss of crops
- Integrated pest management involves the minimal use of chemical pesticides

CONCEPTS : \*Pest infestation can be effectively controlled by biological, mechanical and chemical methods of pest control.

\*Integrated pest management is the management and control of pests using biopesticides, natural enemies of pests and mechanical control with the minimal use of chemical pesticides.

# LEARNING OBJECTIVES

## KNOWLEDGE DOMAIN

- : The pupil acquires knowledge and comprehension about:
  - defines pest
  - lists out various pest control methods
  - identifies the natural enemies of pests
  - explains integrated pest management method

## PROCESS DOMAIN

- : The pupil develops process skills in:
  - observes pest infestation in the crop field
  - classifies different types of pest control methods
  - communicates the importance of biological pest control for sustainable agriculture
  - infers the role of modern pest control practices in agricultural sector

## APPLICATION DOMAIN

- : The pupil applies the knowledge in:
  - gives reason for the observed increase in cases
  - understands the basic principle of integrated pest management
  - critically thinks about various modern technological methods to eradicate pests
  - suggest appropriate measures for controlling pest



- ATTITUDINAL DOMAIN : The pupil develops positive attitude towards:
- develops positive attitude towards biological pest control
  - takes initiative to practice integrated pest management
  - makes decision to minimise the use of chemical pesticides
  - develops sensitivity towards environmental issues

- CREATIVITY DOMAIN : The pupil creates ideas about:
- designs a poster on dangers posed by chemical pesticides
  - prepares one homemade biopesticide
  - prepares an album on the pests seen near their home and their natural enemies
  - prepares a chart on various tools used for mechanical pest control

### PRE-REQUISITE

The pupil already knows that plants get attacked by pest that negatively affects crop yield and it can be controlled by various methods

### LEARNING STRATEGIES

Group discussion Demonstration

## LEARNING MATERIALS / ICT

Activity No.1 : 1) Image of pest infestation

Activity No.2 : 1) Textbook  
2) Activity card on biological pest control  
3) powerpoint slides on biological pest control

Activity No.3 : 1) Textbook  
2) Reading material on mechanical pest control  
3) Activity card on mechanical pest control  
4) powerpoint slides on mechanical pest control

Activity No.4 : 1) Textbook  
2) Activity card on Integrated pest management  
3) powerpoint slides on Integrated pest management

## VALUES

- 1) Respect towards farmers
- 2) Love for farming
- 3) Determination to use ecofriendly methods of pest control

## EXPECTED PRODUCTS

- 1) Short note on pest control methods
- 2) poster promoting integrated pest management

## LEARNING ACTIVITIES

### Activity No.1 (Introduction)

Teacher starts the class by showing an image of pest infestation. After observing the image teacher and students conduct a discussion on pest, pest infestation, importance of pest control, pest control methods and impact of chemical pesticides on environment

#### POINTS FOR DISCUSSION

- \* Pest
- \* Pest infestation
- \* Importance of pest control
- \* pest control methods
- \* harmful effect of chemical

## RESPONSE / EVALUATION

- 1) Participation in the activity  
Students carefully observed the images and actively participated in the activity
- 2) Communication and coordination of ideas  
All students responded with great interest and communicated their ideas about pest infestation
- 3) Acquisition of skills  
students acquired skills like initiativeness, critical thinking and effective communication

## LEARNING ACTIVITIES

### Pest control methods (CB)

Teacher consolidate the discussion by saying about pest infestation, importance of pest control and impact of chemical pesticides on environment.

Teacher divide the class into different groups

### Activity No. 2

with the help of reading material the students complete the activity card and understands different pest and their natural enemies and also importance of biopesticides.

### Biological pest control

Biological pest control is the use of living organisms to suppress pest population. The three types of natural enemies of insect pest are predators, parasites and pathogens.

→ predators : consumes the pests  
eg : Frog - Grasshopper  
Snake - rat

## RESPONSE/EVALUATION

### 4) Presentation and performance

Students showed great enthusiasm to share their views on pest infestation and control. All of them remained active throughout the discussion.

### 1) Participation in the activity

All the students interestingly involved in the group discussion on biological pest control and completed the activity card by carefully going through the reading material.

### 2) Communication and coordination of ideas

Students shared their ideas about different biological pest control methods within groups and completed the

## LEARNING ACTIVITIES

and obtain food and usually shelter at hosts (pests)

eg:- wasp - caterpillar

→ pathogens : Organism that cause disease in pests

eg:- fungus - mite

Biopesticides are certain type of pesticides derived from natural sources such as from animals, plants, bacteria etc.

eg:- Neem oil, Tobacco decoction

Read the description and answer the questions given below

1) Identify and write the pest from the options provided.

Natural enemy	Pest
Frog	
Snake	
fungus	
Wasp	

Grasshopper
Mite
parrots

## RESPONSE/EVALUATION

II completed the activity card firstly and all the groups were able to find out the correct answers.

3) Acquisition of skills

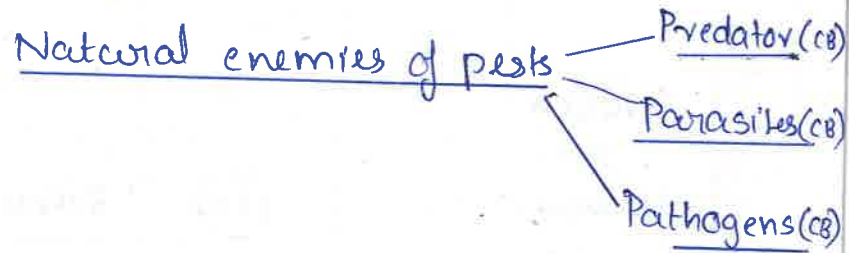
Students acquired skills like identification, observation and communication

4) Presentation and performance

Students performed very well in the activity. Diya and Avani of II<sup>th</sup> group showed great interest to read out the answers. Group III & VI were slow in completing the activity card

5) Documentation

A completed document on biological pest control were prepared by the students

Biological pest control (CB)Bio pesticides (CB)

Teacher consolidates the activity by explaining about biological pest control measures with the help of powerpoint slides

Activity No.3

With the help of reading material and textbook students complete the activity card on mechanical pest control method and modern technologies in pest control and understands its characteristics.

Mechanical pest control

Pest are controlled by non-mechanical direct measures such as

1) Participation in the activity  
Students actively participated in the activity by carefully reading and understanding about mechanical pest control and completed the activity card

2) communication and coordination of ideas

## LEARNING ACTIVITIES

- \* Hand picking to remove insects, caterpillars
- \* Tilling: Removing weeds using plough
- \* Water barrier: using dirt pans for ant control
- \* Netting: to control insects in green house

choose the correct answers from the options given below

- 1) \_\_\_\_\_ destroys the reproductive capacity of male pests
  - a) Radiation
  - b) ultrasonic sound waves
  - c) pheromones
- 2) which of the following is correct about pheromone traps?
  - a) pheromones can attract insects into insect traps
  - b) They destroy reproductive capacity of pest using radiations
  - c) None of the above
- 3) which among the following is not accessible for farmers for pest control
  - a) ultrasonic sound waves
  - b) mouse trap
  - c) neem oil

Mechanical pest control (CB)

Modern technologies in pest control (CB)

ultrasonic sound waves (CB)

## RESPONSE / EVALUATION

Students communicated their ideas by completing the activity card on mechanical pest control and correctly read out the answers and also clarified their doubt

### 3) Acquisition of skills

Students acquired skills like observation, thinking, understanding and effective communication

### 4) Presentation and performance

All the groups very well participated in the activity. Tia of group I and Angelina of group II showed great initiative to read out the answers. All groups read out correct answers

### 5) Documentation

A Completed document on mechanical pest control were

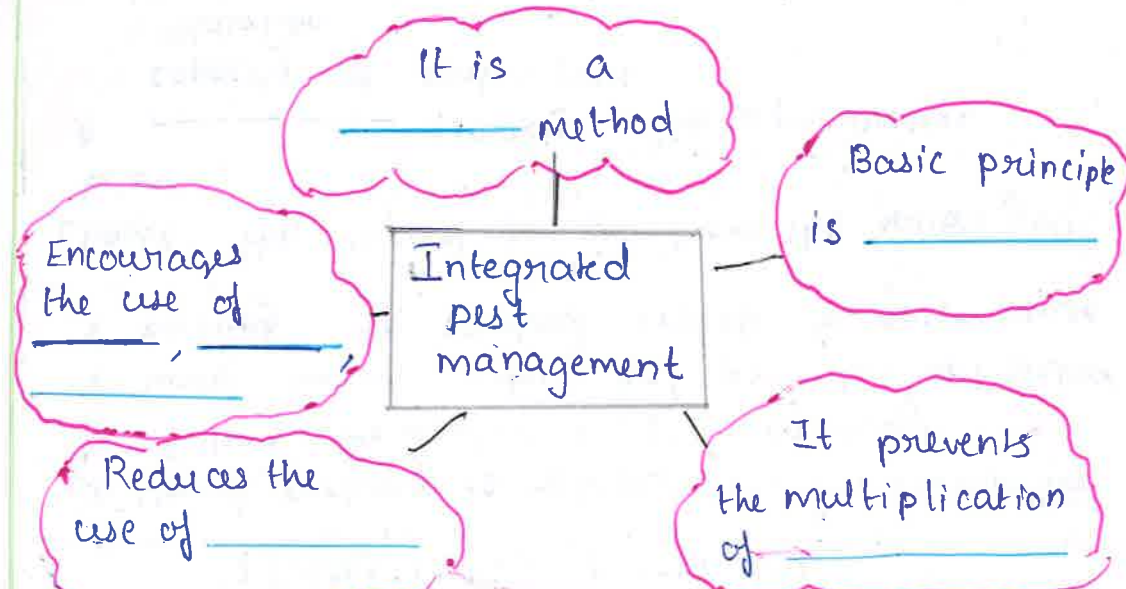
## LEARNING ACTIVITIES

Teacher consolidates the activity by explaining about the mechanical pest control methods and the modern technologies used in the control pests with the help of a video

### Activity No. 5

With the help of textbook students complete the activity card on integrated pest management and understand about its features

Fill in the blanks



## RESPONSE/EVALUATION

prepared by the students.

### 1) Participation in the activity

Students actively participated in the activity by completing the activity card on integrated pest management by carefully going through the textbooks

### 2) Communication and coordination of ideas

Students shared their ideas about integrated pest management and completed the activity card. Group VI had completed the activity card firstly

### 3) Acquisition of skills

Students acquired skills like observation, learning



## LEARNING ACTIVITIES

### Integrated pest management (CB)

Teacher consolidates the activity by explaining about integrated pest management and its advantages using a powerpoint slide.

Teacher consolidates the class by explaining about biological, mechanical and chemical pest control methods and modern technologies, integrated pest management for reducing pest infestation and suggest ideas to promote ecofriendly measures of pest control.

### FOLLOW UP ACTIVITIES

- 1) Write a short note on pest control methods
- 2) Prepare a poster promoting integrated pest management

## RESPONSE / EVALUATION

and communication

### 4) presentation and performance

All the students actively involved in completing activity card. Group VII was little slow in completing activity. Bhavya of group VI read out answers with great confidence

### 5) Documentation

A completed document on integrated pest management were prepared by the students

The note on pest control methods was very well prepared by the students. Most of the students were able to prepare creative posters on integrated pest management

## REFLECTION

My findings and assessment : I was confident and presented the content in an organized and detailed manner. The student participation was less

Proposed activities : I will make sure that more students should be

## TEACHING MANUAL No.3

Name of the teacher : Meera Susan Kevrian	Standard : <u>VIII</u>
Name of the school : St. Josephs CBHSS, Tvipunitthara	Date : <u>28/10/22</u>
Name of the subject : Biology	Duration : 40 minutes
Name of the unit : Lets regain our fields	Period : 8 <sup>th</sup>
Name of the topic : Waste management and sustainable agriculture	Strength : 34/38

### CONTENT ANALYSIS

**TERMS** : Fertilizers, pesticides, fertility, sustainable agriculture, biodiversity, organic waste, waste management, aerobic microorganisms, biogas production, manure, composting, biodegradable materials, Fodder production, Agricultural residues, rice straw, copra cake, poultry fodder production, domestic birds, wheat bran, meat meal, fish feed, rice bran, wheat meal, High input agriculture - HEIA, Low external input sustainable agriculture - LEISA, No external input sustainable agriculture - NEISA.

**FACTS** : - Farmers use fertilizers to increase soil fertility

- pesticides are used to control pest
- Land loses the soil fertility due to the excessive use of chemical fertilizers and pesticides
- Decaying matter can be used as manure for plants
- sustainable agriculture is the production of safe, high quality agricultural products through eco-friendly method which reduces waste and protects environment, human and animal life
- conservation of biodiversity is possible by cultivating native crops
- Disposal of organic waste is a major problem faced by modern society
- organic waste can be used for composting, biogas production, fodder production, poultry fodder production and production of fish feed
- Biogas is produced by the breakdown of organic waste by anaerobic microorganisms
- Biodegradable materials such as plant and animal waste are used in biogas production
- composting is the production of organic manure from biodegradable materials through the action of microorganisms
- vermicomposting is composting method using earthworms
- Agricultural residues such as rice straw and cotton



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St. Joseph's College of Teacher  
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- wheat meal and meat meal can be used as a fish feed
- Seeds and fertilizers brought from outside to the agricultural field are called High External input agriculture
- High external input agriculture has heavy expense and adverse effect on health and environment
- Agriculture with minimum use of external materials is called low external input sustainable agriculture
- Low external input sustainable agriculture allows the use of fertilizers and pesticides in limited quantity
- No pesticides and chemical fertilizers are used in external input sustainable agriculture

CONCEPT : The effective management of organic waste contribute to sustainable agriculture.

### LEARNING OBJECTIVES

KNOWLEDGE DOMAIN : The pupil acquires knowledge and comprehension about

- lists out the methods of waste managements
- defines high external input agriculture
- explains the role of organic waste in sustainable agriculture
- distinguishes between high external input agriculture and low external input sustainable agriculture

PROCESS

DOMAIN

- The pupil develops process skills in:
- observes different waste management methods
  - infers the role of earthworm in vermicomposting
  - communicates the importance of biogas production
  - predicts the role of native crops in biodiversity conservation

APPLICATION

DOMAIN

- The pupil applies the knowledge in
- understands the importance of waste management in sustainable agriculture
  - gives reason for the decline of soil fertility
  - critically thinks about the impact of high external input agriculture in the environment
  - suggests organic manuring of agricultural crops

ATTITUDINAL

DOMAIN

- The pupil develops positive attitude towards
- takes initiative to make a biogas plant in the school compound
  - develops positive attitude towards sustainable agriculture
  - makes decision to practice composting of organic wastes at home
  - shares ideas about different waste management methods

CREATIVITY

- The pupil creates ideas about:



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Principal in Charge  
St. Joseph College of Teacher Education for Women,  
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- creates album on native varieties of seeds, plants
- prepares chart on different waste management methods

### PRE-REQUISITE

The pupil already knows that excessive application of chemical fertilizers reduces soil fertility and organic waste can be used as a fertilizer for plant growth.

### LEARNING STRATEGIES

Group discussion, Demonstration

### LEARNING MATERIALS / ICT

Activity No. 1 :

Activity No. 2 :

- 1) Textbook
- 2) Activity card on Composting and biogas production
- 3) Powerpoint slides on composting and biogas production

Activity No. 3 :

- 1) Textbook
- 2) Reading material on fodder production and fish feed production
- 3) Activity card on fodder production and fish feed production

4) powerpoint slides on fodder production and fish feed production

Activity No. 4

- 1) Textbook
- 2) Activity card on changing perspective in agriculture
- 3) powerpoint slides on changing perspective in agriculture

### VALUES

- 1) Respect towards farmer
- 2) Love for farming
- 3) Determination to use organic fertilizer in agricultural practices

### EXPECTED PRODUCTS

- 1) List on the advantages of sustainable agriculture
- 2) Short note on changing perspective in agriculture

Mice Joseph



### LEARNING ACTIVITIES

#### Activity No. 1 (Introduction)

Teacher and students conduct a discussion on problems associated with use of chemical fertilizers.

### RESPONSE / EVALUATION

- 1) Participation in the activity  
All the students interestingly involved in the group

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## LEARNING ACTIVITIES

management and sustainable development

### POINTS FOR DISCUSSION

- \* Organic waste
- \* waste management
- \* sustainable agriculture

waste management and sustainable agriculture (CB)

Teacher consolidates the discussion the explaining about the organic wastes, need for waste management and sustainable development.

Teacher divides the class into different groups

### Activity No. 2

With the help of textbook and reading material students complete the activity card to understand about composting and biogas production

## RESPONSE / EVALUATION

2) Communication and coordination of ideas

All students responded with great interest and communicated their ideas about waste management

3) Acquisition of skills

Students acquired skills like initiative, critical thinking and communication

4) Presentation and performance

Students actively expressed their point of view

1) Participation in the activity

Students actively participated in the activity on composting and biogas production



## LEARNING ACTIVITIES

### Composting and biogas production

Composting is the production of organic manure from biodegradable materials by action of microorganisms. This manure is used as fertilizer. Vermicomposting is a type of composting using earthworms. Biogas is produced by breakdown of organic waste by anaerobic microorganism. plant and animal wastes are used for biogas production

I Read the description and answer the given question

→ The production of organic manure from biodegradable material by microbial action is :                     

→ Composting using earthworms is :                     

→ Biogas is produced by breakdown of organic waste by :                     

## RESPONSE | EVALUATION

2) Communication and coordination of ideas

Students communicated among the group, by referring the reading material on composting and biogas production and find answer for the questions

3) Acquisition of skills

Students acquired skills like observation, teamwork and communication

4) Presentation and performance

Students showed great interest to read out the answers. IV<sup>th</sup> group members were the first to complete the activity. Sreenandhana of IV<sup>th</sup> group read out answers with great confidence

5) Documentation

A completed documentation

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Principal in Charge  
St. Mary's School  
Kollam

## LEARNING ACTIVITIES

### Composting (CB)

### Biogas production (CB)

Teacher consolidates the activity by explaining about composting and biogas production with the help of powerpoint slides.

### Activity No.3

With the help of textbook and reading material, students complete the activity card to understand about fodder production, poultry fodder production and production of fish feed.

### FODDER PRODUCTION AND PRODUCTION OF FISH FEED

Fodder is the food for domestic animals and birds. Agricultural residues, rice straw, Copra cake are used as fodder. Wheat bran and meat meal are used as poultry fodder. Rice bran and wheat meal are used as fish feed.

## RESPONSE/EVALUATION

Composting and biogas production were prepared by the students.

1) Participation in the activity  
Students actively participated in the activity by completing the activity card on fodder production and production of fish feed by carefully going through the reading material.

2) Communication and coordination of ideas

Students shared their ideas about different fodder production within groups and consolidated it.

## LEARNING ACTIVITIES

Match the following.

A		B
fodder	—	meat meal
poultry fodder	—	Agricultural residues
fish feed	—	Rice bran

Fodder production (CB)

poultry fodder production (CB)

production of fish feed (CB)

Teacher consolidates the activity by explaining about fodder production, poultry fodder production and production of fish feed with help of powerpoint slides

### Activity No. 4

With the help of notebook, students complete activity card on changing perspective in agriculture and understand about it

## RESPONSE / EVALUATION

Group III completed the activity card first

### 3) Acquisition of skills

Students acquired skills like observation, teamwork and communication

### 4) Presentation and performance

All groups very well participated in the activity. Snehaashri of group I showed great initiatives to read out the answers.

### 5) Documentation

A completed document on fodder production and production of feed were prepared by the students.

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### 6) Participation in the activity

Students actively participated 57

## LEARNING ACTIVITIES

### Changing perspective in agriculture

Find the correct matches (pairs) from the following and write it in box given below

HEIA

Agriculture with minimum use of external material

No external input sustainable agriculture

LEISA

NEISA

Agriculture use seeds and fertilizers brought from outside

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

\* In sustainable agriculture...

## RESPONSE/EVALUATION

in the activity card on changing perspective in agriculture

### 2) Communication and coordination of ideas

Students shared their ideas about changing perspective in agriculture and completed the activity card. Group II had completed the activity card firstly

### 3) Acquisition of skills

Students acquired skills observation, teamwork and communication

### 4) Presentation and performance

Students performed very well in the activity. Renu and Soulakshmi read out the answers with great

## LEARNING ACTIVITIES

Changing perspectives in agriculture (CB)

HEIA - High external input agriculture (CB)

LEISA - Low external input agriculture (CB)

NEISA - No external input sustainable agriculture (CB)

Teacher consolidates the activity by explaining about changing perspective in agricultural sector using powerpoint slides

Teacher consolidates the class by explaining about sustainable agriculture and how organic waste can be used as manure and advises students to practice various organic waste disposal methods

## FOLLOW UP ACTIVITIES

1. List out the advantages of sustainable agriculture
2. Write a short note on changing perspective in agriculture

## RESPONSE/EVALUATION

### 5) Documentation

A completed document on changing perspective in agriculture were prepared by the students.

All the students very well prepared the notes on sustainable agriculture and changing perspective in agriculture

## REFLECTION

I was able to take the class in a simple but organized manner by engaging student

My findings and assessment

The class was taken in a simple in activities

I will take measures to improve my

Rishu  
21/10/22

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## TEACHING MANUAL NO. 4

Name of the teacher : Meera Susan Kurian	Standard : IX
Name of the school : St. Josephs Convent, Tripunithura	Date : 7/11/22
Name of the subject : Biology	Duration : 40 minutes
Name of the unit : Lets regain our fields	Period : 2 <sup>nd</sup>
Name of the topic : Respiratory disorders	Strength : 34/36

### CONTENT ANALYSIS

**TERMS** : Respiratory system, Respiratory disorder, lungs, smoking, lung cancer, carcinogens, tobacco, emphysema, alveoli, bronchitis, air pollution, vital capacity, tar, carbon monoxide, mucus, germs, bronchioles.

**FACTS** :

- Respiratory disorders are diseases of lungs that affect human respiratory system
- lungs get damaged by dust, germs and chemicals in the air
- Respiratory system has many mechanisms to protect lungs

- Lung cancer, emphysema and Bronchitis are the diseases caused by smoking
- Lung cancer is a tumor developed in lungs due to uncontrolled growth of cells within lung tissues
- Carcinogens present in tobacco cause lung cancer.
- Difficulty in breathing, wheezing, chest pain are the symptoms of lung cancer
- Alveoli rupture due to the loss of elasticity, by the deposition of toxic substances contained in tobacco
- Emphysema reduces respiratory surface and vital capacity
- Bronchitis is caused by tar, carbon monoxide etc in tobacco
- Deposition of tar, carbon monoxide in tobacco leads to the formation of mucus and swelling of lungs
- Artificial respiration is the first aid for drowning

CONCEPT : Lung cancer, Emphysema, Bronchitis are the respiratory disorders of lungs

- Lung cancer, emphysema and Bronchitis are the diseases caused by smoking
- Lung cancer is a tumor developed in lungs due to uncontrolled growth of cells within lung tissues
- Carcinogens present in tobacco cause lung cancer.
- Difficulty in breathing, wheezing, chest pain are the symptoms of lung cancer
- Alveoli rupture due to the loss of elasticity, by the deposition of toxic substances contained in tobacco
- Emphysema reduces respiratory surface and vital capacity
- Bronchitis is caused by tar, carbon monoxide etc in tobacco
- Deposition of tar, carbon monoxide in tobacco leads to the formation of mucus and swelling of lungs
- Artificial respiration is the first aid for drowning

CONCEPT : Lung cancer, Emphysema, Bronchitis are the respiratory disorders of lungs



## TEACHING MANUAL NO. 4

Name of the teacher	: Meera Susan Kurian	Standard	: IX
Name of the school	: St. Josephs Convent, Tripunithura	Date	: 7/11/22
Name of the subject	: Biology	Duration	: 40 minutes
Name of the unit	: Lets regain our fields	Period	: 2 <sup>nd</sup>
Name of the topic	: Respiratory disorders	Strength	: 34/36

### CONTENT ANALYSIS

**TERMS** : Respiratory system, Respiratory disorder, lungs, smoking, lung cancer, carcinogens, tobacco, emphysema, alveoli, bronchitis, air pollution, vital capacity, tar, carbon monoxide, mucus, germs, bronchioles.

**FACTS** :

- Respiratory disorders are diseases of lungs that affect human respiratory system.
- lungs get damaged by dust, germs and chemicals in the air.
- Respiratory system has many mechanisms to protect itself.

## LEARNING OBJECTIVES

### KNOWLEDGE DOMAIN

- The pupil acquires knowledge and comprehension about
- distinguishes between bronchitis and emphysema
  - identifies the role of carcinogen in causing lung cancer
  - understands the ill effects of smoking

### PROCESS DOMAIN

- The pupil acquires process skills in
- communicates the importance of maintaining homeostasis
  - observes the causes and effects of respiratory disorders
  - classifies lung diseases based on their effects on the lungs
  - infers the ill effects of smoking tobacco

### APPLICATION DOMAIN

- The pupil applies knowledge in
- critically thinks about importance of removal of harmful substances from tobacco
  - gives reasons for increased number of patients with respiratory disorders
  - infers the harmful effects of pollution and smoking to body

### ATTITUDINAL DOMAIN

- The pupil develops positive attitude towards:
- Shares ideas about causes of many respiratory disorders
  - develops positive attitude to help patients with respiratory disorders

## CREATIVITY DOMAIN

: The pupil creates ideas about

- prepare a chart on respiratory diseases caused by smoking
- prepare a poster on importance of respiratory health
- designs brochure on respiration on respiratory disorders

## PRE-REQUISITE

The pupil already knows about parts of respiratory system and its importance in maintaining our life.

## LEARNING STRATEGIES

Group discussion, Demonstration

## LEARNING MATERIALS / ICT

Activity No. 1 : 1) Video clipping on Smoking and its ill effects

Activity No. 2 : 1) Textbook

2) Activity card on Emphysema, bronchitis and lung cancer

3) powerpoint slides on lung cancer, Emphysema and bronchitis

Activity No. 3

1) Video clipping on drowning and its first aid

### VALUES

- 1) Determination to lead a healthy life
- 2) Concern for fellow being
- 3) Self respect

### EXPECTED PRODUCTS

- 1) short note on respiratory disorders
- 2) poster on harmful effects of smoking

## LEARNING ACTIVITIES

Activity No. 1 (Introduction)

Teacher shows a video clipping on smoking and its ill effects and conducts a discussion based on it

## RESPONSE/EVALUATION

1) Participation in the activity  
Students actively participated in the discussion after watching the powerpoint and video clipping on ill effects

## LEARNING ACTIVITIES

### POINTS FOR DISCUSSION

- \* Smoking
- \* illeffects of smoking
- \* Respiratory disorders

### Respiratory disorders (CB)

Teacher consolidates the discussion by saying about illeffects of smoking and disorders caused by smoking

Teacher divides the class into various group.

### Activity No. 2

With the help of textbook students complete activity card on Emphysema, bronchitis and lung cancer and understands about it

Lung cancer    Emphysema    Bronchitis

Fill in the blanks

→ Carcinogens present in tobacco cause

## RESPONSE / EVALUATION

### 2) Communication and coordination of ideas

All students responded with great interest and communicated their ideas on smoking and respiratory disorders

### 3) Acquisition of skills

Students acquired skills like initiativeness, critical thinking and effective communication

### 4) Presentation and performance

Students actively expressed their point of view

### 1) Participation in the activity

Students actively participated in the activity on lung cancer, emphysema and bronchitis

### 2) Communication and coordination of ideas

Students communicated

## LEARNING ACTIVITIES

- \_\_\_\_\_ reduces the respiratory surface and vital capacity
- The \_\_\_\_\_ and \_\_\_\_\_ present in tobacco leads to deposition of mucus and swelling of lungs

IV Match the following

Bronchitis	-	Rupture of alveoli
Lung cancer	-	deposition of mucus in lungs
Emphysema	-	carcinogens in tobacco

## RESPONSE / EVALUATION

among the group by going through the textbook and finds answers for the question

### 3) Acquisition of skills

students acquired skills like observation and communication

### 4) Presentation and performance

students discussed the activity card among the groups. Group VII completed the activity card first.

Anjali and Sreenandhana showed great initiative in reading out answers

### 5) Documentation

A completed document on Lung cancer, emphysema and bronchitis

## LEARNING ACTIVITIES

Lung cancer (CB)

Emphysema (CB)

Bronchitis (CB)

Teacher consolidates the activity by explaining about the lung cancer, emphysema and bronchitis with the help of powerpoint slides.

### Activity No. 3

Teacher and students conduct a discussion on unexpected accidents such as drowning and first aid for such accidents.

POINTS FOR DISCUSSION
* Drowning
* First aid
* Artificial respiration

Teacher consolidates the discussion by explaining about the drowning, first-aid and artificial respiration with the help of a video.

## RESPONSE / EVALUATION

### 1) participation in the activity

students interestingly participated on discussion on unexpected accidents and its first aid

### 2) Communication and coordination of ideas

All students responded with great interest and communicated their ideas

### 3) Acquisition of skills

students acquired skills like critical thinking

## LEARNING ACTIVITIES

Teacher consolidates the class by saying about respiratory disorders and suggesting methods to improve respiratory health

## FOLLOW UP ACTIVITIES

1. Write a short note on respiratory disorders
2. prepare a poster on harmful effects of smoking

## RESPONSE / EVALUATION

and effective communication

↳ Presentation and performance  
students showed great enthusiasm to share their views on first aid. All of them remained active throughout discussion

## REFLECTION

My findings and assessment : The class was good. The presentation was effectively presented. At certain times I had to take extra effort to maintain the discipline of class

Remedial activities : I will try my level best to manage the class in a more better way

Rishu  
10/11/22



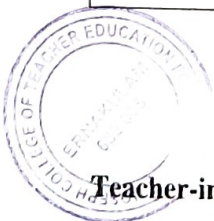


**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM,**  
**SUPERVISION DIARY**  
 2021-2023  
 SEMESTER: I/II/III/IV

Name of the Student Teacher Meera Susan Kudan Subject Biology

Name of the School St. Joseph's C.H.S.S. Tripunithura Unit 1: Lets regain our fields  
2: Breathing for energy

Sl No.	Date	Content Outline	Learning Strategy adopted	Remarks of the Supervising Teacher
1	12/11/22	Agriculture for all sectors	Group discussion, Demonstration	Good
2	24/10/22	Microbial fertilizers	Group discussion, Demonstration	
3	26/10/22	Pest control methods	Group discussion, Demonstration	
4	26/10/22	Waste management and sustainable agriculture	Group discussion, Demonstration	
5	7/11/22	Respiratory disorders	Group discussion, Demonstration	



Alice Joseph

Teacher-in-charge: Remadevi K.S

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 Principal in Charge  
 St. Joseph College of Teacher  
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 Ernakulam

Signature & Date

Rmk  
15/11/22



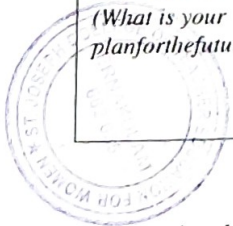
ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM, REFLECTIVE JOURNAL

2021-2023

SEMESTER: I/II/III/IV

Name of the Event: Internship programme  
 Name of the Student Teacher: Meera Susan Kurian  
 Optional Subject: Natural Science Date: 12/11/22

Levels of reflection	JOURNAL ENTRY
<b>Description</b> (Describe what happened?)	The lesson plans taken for 8th standard include microbial fertilizers, pest control methods waste management and sustainable agriculture and agriculture for all sectors and the topic of 9th standard was respiratory disorder. The class went well.
<b>Feelings</b> (What were your thoughts & feelings)	I was little tense in my first classes later on I gained confidence and took class with maximum energy and enthusiasm. The students responses made me very happy
<b>Evaluation</b> (What was good & bad about the experience?)	The classes were taken well. I clarified the doubts of students which in turn boosted my confidence. Improved my blackboard writing skills.
<b>Analysis</b> (What sense can you make of the situation?)	The overall performance and teaching learning experiences in the class was really good. The cooperation of the students in completing the learning activities were appreciable
<b>Conclusion</b> (What else could you have done?)	I should continue to give my students interesting activities and timely feedback.
<b>Action Plan</b> (What is your plan for the future?)	I will sustain my confidence level and will make my classes more lively by increasing the interaction with the students



Teacher-in-charge: Dr. Divya Lal Jacob

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 Principal in Charge  
 St. Joseph College of Teacher Education for Women, Ernakulam  
 Signature & Date: Dr. Divya Lal Jacob  
9/12/2023

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SEMESTER - I

# THEATRE EDUCATION

## DRAMA REPORT

"Drama lies in extreme exaggeration of feelings, an exaggeration that dislocates flat everyday reality" - Eugene Ionesco.

Drama is a specific mode of fiction represented in performance. The term drama comes from a greek word "draō" - meaning "to do / to act". Theatre is a collaborative form of performing art that uses live performers, usually actors or actresses, to present the experience of a real or imagined event, before live audience in a specific place, often a stage. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music and dance.

On 23<sup>rd</sup> and 24<sup>th</sup> of November 2021, Tuesday and Wednesday, St. Joseph College of Teacher Education for Women, Ernakulam organized a 2-day workshop on Drama and Theatre. Almost 50 students took part in the session. Acquainting students with the theory and practical of art and drama was part of the syllabus and the college authority felt it necessary to organize this workshop.

The welcome speech <sup>by Rev. Fr. Joseph</sup> was given by respected Vice Principal Rev. Fr. Sr. Betty P. J. The featured speaker was Rev. Fr.



Thomas Nangelimali. M.A., M.Phil in Theatre and drama, inspiring students to find their indigenous theatre capacity. The session started at 9 AM. The students who participate in this session were from Natural Science, Physical science and English. The session mainly focused on giving insight on the theatre theory and providing some hands on experience on script writing and acting.

The session started on importance of the selection of script and the character selection was emphasized by explaining the method of Henrick Ibsen, taking the example of the novel 'A Doll's House'. According to the writer, the character has to be created as if we are talking to a total stranger during a train journey and after studying about the character we have to contemplate about that particular character until perfection. The character should have a message to convey to the audience.

Then respected father explained that each script will have at least 3 or 4 characters with contrasting nature. The conflict in the nature of the character will built the story of a writer.

To teach the <sup>Alice Joseph</sup> significance of observation a small activity was conducted to give insight on the importance of observation at 9:45 AM. The father

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called five students from the gathering namely Merin, Vysnari, Akhitha, Sr. Vinny and Myself and was asked to stand out of the class.

Then the father enacted the process of bathing an elephant and called each student one by one. For the first student he showed the action, then he called the next student and asked the first student to re-act it. Then it went on till the last student. From this activity, we observed that the final acting was entirely different from the original one and studied the importance of observation in life. After the activity, a brief session on how a script should be was explained. According to many famous dramatists, a play should be created in such a way that the audience can ask questions and also leave a remark in their mind about the theme of the play so that people can raise questions against social evils existing in our surroundings. After this part, a ten minute recess was given at 10:00 AM.

After the interval a walking activity was conducted which was majorly for explaining about space utilization and tuning of an individual for

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acting purpose. During the exercise, first we were told that we were walking in high speed, then through fire, then through water, then on ice, and finally in a garden. So during each part the way of walking is different. So in theatre the actors act according to the situation and tune their bodies to adapt to the situation.

Then one more activity was conducted in which six pairs were selected and the main topic on which the activity was conducted is columbian hypothesis. Here one of the participants has to move according to the movement of the palms of the corresponding partner. It was also an exercise to study space parameters.

The father gave good explanation on the use of the special parameters and then introduced to us the different divisions of the stage. The stage can be divided into 9 parts namely; upstage, upright stage, upleft stage, centre stage, centre rightstage, centre leftstage, downstage, down rightstage, and down leftstage.

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The major important part of the play occurs in the center and upstage and each part of the play occurs in the centre and each part of the play has its way of presenting on the stage. After this short theory session, an activity on Tableau creation was conducted. The whole students were divided into four groups and were asked to showcase different situations which included an accident, wedding, operation theatre, beachside and death ceremony.

Soon after the tableau a spot skit presentation was conducted. Fifteen minutes was given for preparation and a five minutes skit had to be prepared and presented. The topics of the skit were A Bus Journey, Love and disasters, Sexual abuse and COVID 19: Post covid school reopening. After finishing the skit, we were given an activity to write a script based on recent news and the day 1 programme was completed.

On the next day, our major task was to select a script from our group and act it on stage. Before the on-stage acting, a brief session on selection of characters and formal procedure of

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script writing was taught. According to Lajos Egri, a "complete three dimensional analysis of a person has to be done before giving him a character in the play we need to look at his physical features, social status and his mental state. The father also explained the five stages of drama, which are Mugham, prati-mugham, Gharbasanthi, Vimarsham and Nirvaham. Then a spot acting activity was given in which each group were given an incident to play. The themes given were market, railway station, Garden and strike. I enacted the final play that is of the strike.

The major skit performances were then conducted. Each group selected one of the best scripts from its members and a time of 40 minutes was given for practice. Then each group enacted the stage play. The script that was selected by my group was 'Swapnam pookunnidam'. The script was written by Vandana of physical science department. It was about a girl named Ramla who had to stop her education because of child marriage but her husband and her family were so supportive that she was able to complete her marriage and became a teacher.

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After completing our play we got a good feedback on our script and also about our acting.

Then father gave feedback on each play and also gave points on our performance. He also made some scenes re-act to clarify the mistakes. He introduced us to a personality checking method that is used for character selection while casting in a play.

The two-day workshop was concluded by giving an overall summarizing of the whole program. The one thing that the father stressed and got cast in my mind was "Teaching is a performance and each teacher has to put up a performance to attract students attention."



Alice Joseph

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Done  
28/3/2022

EDU 107.4	Drama and Art in Education(E PC2)	Theatre Practice - Participation in workshop/training	College	Record & Evidence	<b>Attendance</b> - 1Mark <b>Script writing</b> -2 Marks <b>Performance</b> - 3 Marks <b>Report writing</b> -3 Marks <b>Timely Submission</b> - 1 Mark	10	2 0	1
		SUPW- Service-1 & Product -1	College	Record & Evidence	<b>Involvement in service</b> - 3 Marks <b>Quality of the product</b> - 3 Marks <b>Report</b> - 3 Marks <b>Timely Submission</b> -1 Marks	10		
<b>Semester Total</b>						<b>160</b>	<b>160</b>	<b>8</b>

## SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 206.1	Core :	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like) ( <b>Edu 201</b> )	School	Record & Reflective journal	<b>Report Writing(10-15pages)- 25 Marks</b> <ul style="list-style-type: none"> <li>• Details of School profile and practices -10 marks</li> <li>• Description of all practices -10 Marks</li> <li>• Concluding remarks - 3Marks</li> <li>• -Presentation style - 2Marks</li> </ul> <b>Reflective Journal Writing -4 Marks</b> <b>Timely Submission - 1 mark</b>	<b>30</b>		

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**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR  
WOMEN**

**ERNAKULAM, KERALA**



**EDU 203**

**ASSESSMENT FOR LEARNING**

**PRACTICAL**

**EDU.206.1 Analysis of Prevailing Assessment Practices in Schools**

**EDU. 302.1 Action Research**



EDU 206.1

PRACTICALS

ANALYSIS OF PREVAILING  
ASSESSMENT PRACTICES  
IN SCHOOLS.



Submitted by,  
Vyshnavi N. Sarma,  
Natural Science,

Reg No. 213240112350

*Handwritten signature and date 09/08/22*

Submitted to,  
Ms. Anu Cleetus,  
Assistant Professor,  
St. Joseph College of Teacher  
Education for Women, Ernakulam.

*Alice Joseph*  
Dr. Alice Joseph  
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ST. JOSEPH COLLEGE OF TEACHER EDUCATION  
FOR WOMEN, ERNAKULAM.

Date of Submission : 09/08/2022.

# ANALYSIS OF PREVAILING ASSESSMENT PRACTICES IN SCHOOL.

1. Name of the student : Vyshnavi N. Sarma
2. Optional : Natural Science.
3. Register Number : 2132 4011 2350
4. Semester : II
5. Course code with course title: EDU 203 : Assessment for Learning.
6. Name of the Practical : Analysis of prevailing Assessment Practices in school.
7. Name of the School : St. Augustine's High School
8. Type of the School : Government / Aided / Unaided.
9. Name of the syllabus followed : State / CBSE / ICSE
10. Name of the prevailing assessment practices : CE / CCE / Any other
11. If 'any other', specify :
12. Prevailing assessment system : Grading / Marking
13. Type of grading : Direct grading / Indirect grading.
14. Area of assessment
  - Scholastic
  - Co-scholastic
  - Non-scholastic
15. Modes of assessment : Oral / Written / Activity.



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# Introduction

Assessment in education refers to the collation of various data that are obtained from different resources to monitor the students' learning and understanding, to gauge the progress, roadblocks and obstacles faced by students and also to provide a deeper insight into the reasons and root causes of said problems so as to bridge the gap between content retention and better student performance.

Assessment includes the use of a wide variety of tools for proper evaluation, measurement and documentation of the academic readiness, progression of learning, acquisition of hard and soft skills as well as the educational needs of the students. An assessment is therefore to be performed by personnel with a keen eye for details, patience and prudent. Assessment of teaching-learning processes should therefore be performed continuously as the two should be viewed as a cycle.

Assessment is quintessential to learning, as it serves both learners and teachers. Assessment helps learners by pointing out the errors in their ways, to help them learn the content better, to demonstrate what they have learned and ultimately evaluate their own progress by offering a means of self-motivation. Assessment also helps the teachers, as it brings to light whether their teaching techniques are effective, and offers room to become



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more creative in their approaches and teaching strategies<sup>2.</sup> to improve student understanding.

An effective assessment, therefore positively impacts both student and teachers as it shall offer a much needed feedback that shall effectively indicate areas of improvement for both. Assessment data can be obtained by direct examination of students, where they work to achieve the set goals of learning, or based on the data from which one can make inferences about learning. Since the purpose of assessment is to benefit both parties, teaching and assessment should be planned as complimentary aspects of one activity, and assessment information should be used for planning process in turn.

Assessment is often used interchangeably to test, but tests are not the only method of assessment. Assessments can focus on individual learners, the teaching learning communities like classrooms, workshops or other organized group of learners, a course, an academic programme, an institution or an educational system as a whole.



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# Objectives.

1. To familiarize with the latest trends in evaluation
2. To be able to develop appropriate assessment instruments.
3. To develop competency to evaluate learning.
4. To analyze the process of existing evaluation
5. To gather a deep knowledge about assessment of students in scientific knowledge
6. To understand the importance of assessment in schools to help out the students
7. To understand the quality of assessment practices.

## PREVAILING ASSESSMENT PRACTICES IN ST. AUGUSTINE'S HIGH SCHOOL.

As part of the B.Ed Curriculum, teaching practice for one month period was performed by student-teachers of St. Joseph College of Teacher Education for Women, Ernakulam at various schools. The one-month ~~Induction~~ <sup>Induction</sup> programme lasted from 11<sup>th</sup> July, 2022 to 11<sup>th</sup> August 2022. The programme was designed aiming for the clear understanding of teaching learning process that occurs in schools by offering the student-teachers a first hand experience.



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4

I was assigned to get trained in the induction programme at St. Augustine's High School, Kaloor. The following work is regarding the paper EDU 203, Assessment for learning's practical - Analysis of Prevailing assessment practices in schools, and in my case the prevailing assessment and evaluation techniques used in St. Augustine's High School among students.

I had the pleasure of interviewing Mrs. Shini Thomas, a Biology teacher currently working in St. Augustine's H.S. Kaloor, regarding the current assessment practices used in the school. Through this, I was made aware of the grading system followed by the school, including continuous evaluation for scholastic purposes and also about the assessments conducted on the basis of co-curricular and extra curricular activities like arts, sports, work-experience, NCC, Little Kites etc.

Other than these general assessment practices, various assessment tools were used by biology teachers to assess the students. The tools included practical lab sessions, assignments, projects, debates, seminars, quizzes, class tests etc. An entry level test was always performed to test the levels of prior knowledge on the upcoming topic possessed by the students, as well as to brush up the information required for learning the upcoming topic. A class test was regularly conducted

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upon the completion of a unit, and sporadically through the units, so as to assess and evaluate the students' knowledge and understanding of the unit.

Some of the major assessment tools used by the biology teachers to assess the students are given below:-

- 1) Practical lab sessions
- 2) Assignments
- 3) Projects
- 4) Debates
- 5) Quizzes
- 6) Seminars
- 7) Class tests
- 8) Open-response questions

### 1. Practical lab sessions

Practical lab sessions are conducted for assessing the psychomotor skills of students. Although there are no end-of-the-year exams for practicals of subjects till 10<sup>th</sup> standard, these sessions help to develop the skills of dissection, labelling, mounting etc of the students.

These sessions also prove beneficial to the tactile and kinesthetic learners, and give them more motivation as their skills could give them better results than auditory and visual learners.

St. Augustine's High School, Biology teachers take students to the laboratory and provide opportunities



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to every student to make sections of tissues, mount and observe slides under a microscope etc. Based on their performance, teachers evaluate them and provide them with much appreciations.

## 2. Assignments

School assignments or homework assignments refer to a set of tasks assigned to students by their teachers, to be completed outside the classrooms. In general, assignments may be to read or collect information on topics, writing reports on the data collected, information to be reviewed prior to a test, or any other skill that needs to be practiced.

In St. Augustine's High School, biology teachers give various assignments from topics given in the textbook. Their work is evaluated on the basis of neatness, performance, timely submission and the depth of work done by the students. Marks are awarded to the works which are then entered into their report cards as part of continuous evaluation.

## 3. Projects.

Projects are a teaching method through which student becomes self-sufficient in finding a ~~problem~~ <sup>niche</sup> and solving said problem, with proper and timely guidance from the teacher, over a fixed period of time. The problem or topic for project may alternatively be suggested by the teacher, but as far as possible, students are given



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free reign to choose their project topics — individually or in groups. Project work is aimed at improving the applicational thinking of students and increasing the involvement of students as well as their motivation so as to foster independent thinking, self-confidence, social responsibility, and team work (for group projects).

In St. Augustine's H.S., teachers give simple projects to the students to be completed individually — like models of body parts, 'cell' cakes, charts, posters etc which can be easily completed by students within days, making the evaluation process speedier based on their effort and quality of work submitted.

#### 4) Debate

All over the world, debate teams in schools are aimed at training the students to critically think, improve public speaking and face conditions that put them under pressure. In a debate, a team is chosen to speak in favour of a topic and another team is assigned to speak against the same. Arguments and counter-arguments are put forth alternatively by both teams, and winners are declared on the basis of their presentation skills and not on the morality of their side. Debate provides a floor to the students to practice their speaking skills in front of a crowd, and to present their arguments in a constructive and non-threatening manner.

In St. Augustine's H.S., debates are conducted inside and outside the classrooms — the former on topics of school syllabus and the latter on general topics as part of any competitions or celebrations of any important days. Through this, the leadership quality, spokesperson skills and communication skills of students are very much improved. Their performance is evaluated and winners are awarded in due time, in the school assembly.

### 5. Quizzes.

Quiz is a form of evaluation through game or mind sport, in which the players — individual or groups — attempt to answer questions correctly within a given time. Quizzes may be oral or written or a combination of both.

The science club of St. Augustine's H.S. conducts quiz competitions on various days, such as World Environmental Day, World AIDS day etc, to raise awareness as well as test the scientific knowledge possessed by the students. Quizzes are also conducted in classrooms as an alternative to class tests, to assess the knowledge gained, retained and applied by the student. The winners are declared after assessing and evaluating their performance by giving marks appropriately.

### 6. Seminars

A seminar is a form of academic instruction, that is used to assess students beyond class 8 grade.



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Seminars are conducted, usually, by academic professionals or organizations to create awareness among a selected group of people about a particular topic. i.e., it is a method of mass instruction.

In St. Augustine's H.S, the teachers assign the students that performs very well in academics, a topic from a chapter(s) and give a window of a month or two for preparation. Some times, the entire class is divided into groups to present a seminar topic assigned to each group, with all of them submitting the written work and presenting parts of the topics assigned to their groups, in front of the class. All the students are individually and groupwise - assessed based on their written and presentation works.

### 7. Test papers / Class Tests.

Class tests are often conducted in schools in order to assess the academic progress of the students. Tests will be conducted orally or as written exams prior to and after a unit is finished in class - the former to assess the existing knowledge and the latter to monitor students' academic progress. Feedback of each test paper are documented for assessment of the student and continuous evaluation.

### 8. Open - response questions

A teacher can assess the students' real world understanding and their analytical processing skills in a quiz setting, brief oral or written answers to open-ended questions, a diagram,



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a chart etc. Open-ended questions may be assessed by giving 15 minutes to answer them. They may be used to assess the scientific knowledge and scientific reasoning.

Besides these tools, mid-term examinations, term examinations and an end-of-the-year (annual) examination are also conducted to assess and evaluate the academic progress of students. A Grading system and continuous evaluation is adopted for assessment and evaluation of students in St. Augustine's High School.

## Grading System

Grades are commonly determined by adding up the raw data of marks or scores, and converting it into a range of achievement. St. Augustine's H.S. follows a 5 point grade system for students till 8<sup>th</sup> and a 9 point absolute grading for 9<sup>th</sup> & 10<sup>th</sup> standard students.

Direct grading is given to the learning outcomes of the students. Direct assessments provide for the direct examination or observation of student knowledge or skills against measurable learning outcomes. In this school, academic scores or grades obtained via examination hold more weightage over the co-curricular and extra-curricular



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Table 1.1: 9 Point Absolute Grading

Grade	Percentage Range (%)	Grade Value	Grade Position
A+	90-100	9	Outstanding
A	80-89	8	Excellent
B+	70-79	7	Very good
B	60-69	6	Good
C+	50-59	5	Above average
C	40-49	4	Average
D+	30-39	3	Marginal
D	20-29	2	] Need Improvement
E	Below 20	1	

Note: The 9 point absolute grading is used to evaluate 10<sup>th</sup> standard students and 9<sup>th</sup> standard students.

Table 1.2: 5 Point Absolute Grading.

A	75 and above	5	Very good
B	60-74	4	Good
C	45-59	3	Satisfactory
D	30-44	2	Marginal
E	Below 30	1	Need Improvement.

Note: 5 point absolute grading is used to evaluate students' academic performance till class 9, and also to evaluate their co-curricular and extra-curricular performances.



# Continuous Evaluation

Continuous evaluation is performed after a regular assessment of the learning performances of the student. The criteria that are considered to continuous evaluation of a student's progress includes the assessed findings of the academic, co-curricular and extra-curricular performances showcased by the students. Assessment tools like tests, competitions, projects, assignments etc are used to find out the extent of progress seen in students - individually and group wise.

CE method benefits the students greatly as it considers the overall achievement of the students, rather than focusing on academics alone. This motivates the students to pursue their strength, understand their weak spots and ways to improve themselves. This also helps teachers to find out what intelligence students possess, ways to motivate students to do tasks that seem difficult by offering positive reinforcements and rewards that make the student more creative and goal-oriented.

The drawback of this method is time consuming, and often creates a heavy workload for teachers. Students undergoing continuous evaluation may feel like they are trapped and under constant surveillance which may turn counterproductive if not properly monitored.



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# SIGNIFICANCE OF EXISTING

## ASSESSMENT PRACTICES

Grading system and Continuous evaluation are the two assessment practices followed in St. Augustine's High school. Therefore, students are continuously assessed and evaluated using various tools such as quizzes, assignments, seminars, debates etc. In this scheme, the term 'continuous' refers to the evaluation of identified aspects of students' growth and development in academic and non-academic sectors, in a periodic and regular process rather than an isolated event(s), which is then built into a total teaching-learning process undergone by the student and their outcomes that are spread over the entire span of the academic session or year.

Continuous evaluation, though difficult for teachers as it does not end with a single evaluation of an event. Teacher has to monitor, assess and evaluate each student - individually and as a group - continuously, and offer proper and timely feedback to them after each work assigned to them are submitted.



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The existing assessment practices in St. Augustine's the School helps to assess multiple intelligences possessed by students, to improve their skills of communication, observation, investigation, confidence, team-work etc. The co-curricular activities organized by various clubs and associations in the school also promote the all round development of students, and proper evaluation of these activities are also included in the continuous evaluation system alongwith their academic achievement.

## SUITABILITY OF EVALUATION SYSTEM

Through Continuous Evaluation, the various skills possessed by students may be found out, assessed and properly evaluated. The 9 pointer and 5 pointer grading system followed by the school to evaluate various activities of students is an inclusive system which includes students with particular levels of performance in a range, rather than the marking system which pinpoints a few students which may demotivate students who couldn't achieve said score.

The scholastic assessment can be performed evaluating using the tools like oral or written tests, examinations, assignments etc, which will help to



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evaluate the logical, academic and scholastic achievements of students. Through quizzes, debates and similar competitive events, the communicative and performance skill of students in the co-curricular section can be assessed by the teachers. The extra-curricular activities including sports, arts, literary works etc can be assessed through special periods organized for showcasing their skills, such as 'Sargam' for musical, dance and such artful forms, Art period to assess Drawing and painting skills, Physical Education period for sportive events and games like Cricket, Football and Athletics etc. Various competitions and events associated to special days as well as Youth Festival, Annual Sports Meet, Intra and Inter School competitions are also held to assess and evaluate the extra-curricular and non-scholastic activities of the students. All these evaluations are graded accordingly, at periodically and regularly for continuous evaluation. Also, the activity oriented methods of teaching like projects, etc make the students apply their knowledge in a practical situation. So, by analysing all these activities the levels of performance of students are graded by the teachers individually.



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Therefore, Continuous Evaluation with a Grading system is most appropriate for evaluating student progress, as it reduces pressure on students who are not academically oriented and therefore unable to effectively perform in the education systems. It prevents these students from feeling dejected and boosts their confidence.

## CRITICAL ANALYSIS OF THE EVALUATION SYSTEM

Continuous assessment and evaluation can provide indications of the overall skill set present within the students earlier on in the academic year/session. Through this system, the students are given constant streams of opportunities to showcase not only their scholastic talents but also their co-scholastic and non-scholastic talents, which reduces the anxiety of students around testing and ~~improves~~ <sup>improves</sup> learning in students. The grading system also <sup>creates</sup> a feeling of inclusiveness in students as they are evaluated in a range. Both these systems together provides opportunities to students find their strengths and weaknesses periodically and thus helping them rectify and improve.

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themselves easily and frequently. This system is also beneficial to teachers as they can improve or alter their teaching strategies and understand the potentials of the students, so as to develop or create opportunities and learning materials that suit the needs of the child earlier on itself.

Although Continuous evaluation yields in an overall development in the learner, it can cause a greater study pressure on students as they may feel that they are under constant watch of the teachers, which may result in counterproductive events where students may develop anxiety, or lethargy, and demotivated. It can also increase the level of plagiarism in works submitted by students, if they feel burdened with the large number of prospective assignments and projects.

The flip side of grading system is that all the students who score between 90 to 99% are kept in Grade A+, without any segregation. Grouping together of a large number of students can also cause more harm than good. Another downside of this system is that, the students who are talented non-academically may take their examinations lightly as they would be depending on their grace marks. Moreover, the activities for National



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integration like NCC, NSS and SPC often become a source of marks, or as a placement quota in higher education — thus compromising its value and integrity, failing to serve its true purpose.

## SUGGESTIONS FOR THE EXISTING

### ASSESSMENT PRACTICES

Grading systems and continuous evaluation practices are the most prevalent and followed assessment practices in schools that communicates the achievement status of students to their parents and the society. Although beneficial to a great extent, these practices may sometimes develop a discrimination among students, as they may be given tags like 'straight A student' or 'D-grade student', which may create an undue stress on the former to maintain said status and the latter to improve his/her grades somehow — by hook or by crook resulting in anxiety, cheating and many other malpractices. The first rank holders may feel under appreciated, as they ~~had~~ <sup>had</sup> scored enough ~~and an A~~ <sup>and an A</sup>, when the second and third rank holders may only have 92% or 90%. but full AT grades.



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Even though continuous evaluation is an inclusive evaluation system, undue and extra importance is still given to the academic performance of students — making it unfair to students coming from difficult situations, learning disabilities etc who may be skilled non-scholastically.

Teachers' perceptions of student behaviour may also lead to biased evaluations. A hyper active student may be unfairly judged and evaluated; similar is the case of an academically brilliant student with poor handwriting.

Many a time, students lose motivation due to the low grades, excessive assessment activities imposed on them etc, making them anxious, lose interest and feel helpless. For the slow-learners, if remedial classes and individual instruction/attention can be provided, and giving equitable weightage to academic and non-academic performances can improve the present systems of evaluation.



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## Conclusion

Continuous Evaluation (CE) is an effective practice that measures the activities of students in a variety of areas and not simply academics. Along with this, a proper Grading system to assess and evaluate the students ensure that there exists an active learning process throughout the academic year. The special and non-scholastic skills of children can be assessed early on along with their academic talents through Continuous system of evaluation. These systems shall prove to be a major change in the age old 'chalk and talk' practices of teaching, to proper, regular and timely evaluation of all aspects of learning underwent by students. This is the future of the education system, and when properly structured, planned and conducted can result in the overall development of students as well as the teachers to improve their teaching techniques and strategies.

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# INTERVIEW SCHEDULE

1. What are the prevailing assessment practices followed in this school?
2. What are the various tools of assessment used for evaluating the students?
3. What are the assessment tools used in Biology?
4. Are there separate assessment tools for different subjects? If yes, please specify.
5. What are the different areas considered while evaluating the students?
6. Do you believe that these assessment tools will enable proper evaluation of students?
7. How often do you conduct class tests?
8. What is your opinion on the current evaluation system followed in this school?
9. Does this school give equal importance to extra-curricular activities?
10. What are the programs conducted for evaluating the extra-curricular activities performed by students?
11. What are the criteria for evaluating extra-curricular activities?



conducted an interview with Mrs. Shini Thomas, Biology Teacher of St. Augustine's High School, Kaloor, on 27/09/2022, Wednesday.

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# Reflective Journal

## 1. Description of Event

An interview was scheduled with Mrs. Shini Thomas, Biology Teacher in St. Augustine's High School, Kaloor on Wednesday, 27<sup>th</sup> of July 2022, on the topic "Prevailing Assessment Practices in St. Augustine's H.S." as part of the practicals of EDU 203. Assessment for Learning, of the B.Ed Curriculum. The interview lasted for 50 minutes and questions from a pre-set interview scheduled were posed to the teacher. The answers obtained were used to prepare an analysis of the prevalent assessment practices in St. Augustine's High School.

## 2. Feelings

The interview gave me a broad understanding and deep insight about the prevalent assessment practices in schools, their impact on educational system etc. This made me feel very happy as I got to learn a lot more about assessment and evaluation practices as a prospective teacher. The session was very fruitful and was an eye-opener.

## 3. Evaluation

Upon finishing the interview, I could see the merits and demerits of the Continuous Evaluation and Grading system followed in St. Augustine's High



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School. As the teacher was a new comer, she could not give answers to the previously used practices in the School, but gave me relevant information about the current trends in assessment of students and the tools used by teachers for evaluation and grading after assessment.

#### 4. Analysis

Through the interview, I understood that the practices like Continuous Evaluation and Direct Grading can be great motivators to students as these are more inclusive in their evaluation strategies - evaluating scholastic and non-scholastic skills alike. I also figured out that if not used properly, these strategies can do more harm as it can cause undue stress on students, or sometimes make them lethargic, yielding counterproductive results.

#### 5. Conclusion and Action plan

Continuous Evaluation and Grading System is the future of evaluating systems in the field of education. Proper application and practice of these can result in a high-achieving future generation of students, which I shall try my best to do justice.

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		Awareness class on adolescent problems ( based on the learning material prepared in first semester) ( <b>Edu 202</b> )	School	Record & Supervision diary cum Reflective journal	<b>Lesson Plan -5Marks</b> <b>Report -2Marks</b> <b>Supervision diary cum Reflective Journal -2Marks</b> <b>Timely Submission -1Mark</b>	10	80	4
EDU 206.1	Core :	Critical Analysis of the status of exceptional children in the school (Statistics of Children with special needs and their characteristics) ( <b>Edu 202</b> )	School	Record & Reflective journal	<b>Report Writing(10-15 pages) -15Marks</b> <ul style="list-style-type: none"> <li>• Identifying the exceptional children using appropriate psychological test - 5Marks</li> <li>• Analysis and Interpretation of the test -7Marks</li> <li>• Sociogram -3 Marks</li> </ul> <b>Reflective Journal -4Marks</b> <b>Timely Submission -1 Mark</b>	20		
		Analysis of prevailing assessment practices in schools ( <b>Edu 203</b> )	School	Record & Reflective journal	<b>Report writing (5-10 pages) - 7 Marks</b> <ul style="list-style-type: none"> <li>• Identifying the prevailing assessment practices in school - 2 Marks</li> <li>• Analysis and interpretation -3 Marks</li> <li>• Comprehensiveness of the report - 2Marks</li> <li>• <b>Reflective journal - 2 Marks</b></li> </ul> <b>Timely submission -1 Mark</b>	10		