



# **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 PO3 of PEO2)**

Submitted to

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



**2.7.5 Documentary evidences of activities done and monitored to attain PO3  
of PEO2**

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**Preparation of documentary on POCSO, Ecoclub, Improvised teaching aids and Prevailing environmental education practices in schools** are the activities done and monitored to attain the **PO3**: Our graduates will identify and solve the prevalent social and environmental issues and challenges of **PEO2 (Our graduates will flourish as socially just and responsible citizens)**

**PEO2: Our graduates will flourish as socially just and responsible citizens**

**PO3: Our graduates will identify and solve the prevalent social and environmental issues and challenges**

**Activities:**

**Preparation of documentary on POCSO**

**Ecoclub**

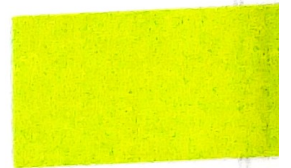
**Improvised teaching aids**

**Prevailing environmental education practices in schools**

PEO2: Our graduates will flourish as socially just and responsible citizens

PO3: Our graduates will identify and solve the prevalent social and environmental issues and challenges

# DOCUMENTARY



# Documentary

## Introduction

A documentary film or documentary is a non-fictional motion-picture intended to "document reality, primarily for the purposes of instruction, education or maintaining a historical record". Bill Nichols has characterized the documentary in terms of "a film making practice, a cinematic tradition, and a mode of audience reception, a practice without clear boundaries."

Early documentary films, originally called "actuality films", lasted one minute or less. Over time, documentaries have evolved to become longer in length, and to include more categories. Some examples are educational, observational and docufiction. Documentaries are very informative, and are often used within schools as a resource to teach various principles.

Documentary film makers have a responsibility to be truthful to their vision of the world without intentionally misrepresenting a topic. Social media platforms have provided an avenue for the growth of the documentary-film genre. These platforms have increased the distribution area and ease-of-accessibility. Documentary practice is the complex process of creating documentary projects.

Alice Joseph



## Title

POCSO ACT, 2012.

## Significance:

There are many ways that documentaries demonstrate their importance and purpose in the present day, but influential BBC producer and documentarian Parminder Vir said it best: "Documentary films tell important, often unknown stories and bring awareness to a wider audience, and are some of the best resources for information, inspiration and entertainment. They have also become core elements and prompts of social issue campaigns".

The POCSO Act identified the crimes of sexual harassment and assault, cyberbullying and harassment, and child pornography. Children as one important marginalized group who, being carefully playing in the sun and going to school, quite often suffer from various types of harassment, exploitation mostly sexual.

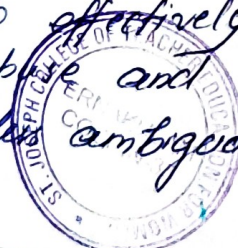
After the famous *Sakshi V. Union of India* and the petitioner: Sakshi organization to provide legal, medical, residential, psychological or any other help, assistance or charitable support for women, in particularly those who are victims of any kind of sexual abuse or violence publicly etc. filed a writ petition under the Article 32 of the Indian Constitution by way of public interest

Investigation on the nature of sexual intercourse or abuse under section 375, 376 and 376A Under IPC, comprehensive review has been done by the law commission who repealed for several amendments to deal with sexual offenses including children. Children are the greatest asset and resource of the nation.

Therefore, care, protection and proper counselling are very important for their upbringing in the society. They should be given the opportunity of a fair and congenial atmosphere to grow up to become good citizen being physically and mentally fit and healthy endowed with skills and efficiency required by the society.

### Objectives

- > To make aware that a minor's consent is legal consent.
- > To ensure that children don't continue to get abused by predators.
- > To ensure that enough awareness is created about the POCSO Act.
- > To eradicate disbeliefs and misconceptions of children as well as adults.
- > To ensure an educated legally aware society.
- > To effectively address the heinous crimes of sexual abuse and sexual exploitation of children through less ambiguous and more stringent legal provisions.



Mice Joseph

## Procedure of making

As a part of B Ed curriculum, we have to prepare a documentary on POCSO Act. Detailed descriptions and information was given by Dr. Sr. Sop Mathew, Associate Professor at St. Joseph College of Teacher Education for women, Karakulam. The doubts were clarified and suggestions were given. In order to acquaint the techniques of documentary / short film making, a class was arranged based on it.

A detailed class and a practical session was conducted. It was really nice to have a practical session. Optional wise groups are created and the topic was our college. We had used various shots, angles, persons, places incidents for the completion of documentary. The time was allotted for about half an hour for making and editing. The documentaries were played on screen. The documentary done by Natural Science was really good. Proper suggestions were given on each documentary.

The script on the documentary was prepared after thorough reference. The POCSO Act, 2012; its features, background, significance, objectives, offences, sessions, procedures, legal formalities were added. The voice on the script was recorded initially using voice recorder. The images / Background was prepared in accordance with the voice over. It was made as a slideshow for ensuring the continuity and flow of the images as per the recorded voice. A background music was selected. But it was ensured that the music doesn't mask



The voice over and hinders the efficiency of the video. The video was initially made as powerpoint presentation slides according to the content matter prepared. Then using powerpoint presentation with the help of imshot it was converted into video.

### Personal Benefits

By preparing the documentary on POCSO Act, I got an idea about the importance of POCSO Act, its peculiarities, rules, preventions, acts, implementation. I got a proper idea of sharing a proper skill of video preparation and could explore various tools for preparing the documentary. I understand that this documentary can be further utilized for future for making awareness among student teachers.

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Alice Joseph

# Reflective Journal

## 1) Description of events.

A documentary on POCSO Act was prepared as a part of B.Ed curriculum. The video recordings for the documentary was done on 31st May 2023 and was edited using in-shot app.

## 2) Feelings

It was my first experience to create a documentary. It was indeed an opportunity to develop myself as a teacher. At first, I was very much confused about the work. But by doing the task I gained confidence.

## 3) Evaluation

The practical work made me realize the importance of POCSO Act in today's society. Overall the work was very helpful to understand more about the Act. All students should aware of such rules.

## 4) Analysis

Through the analysis, the documentary was taken very smoothly. Overall the task went well. I really enjoyed the work.

Alice Joseph



b) Action plan.

As a future teacher, I will try to provide the information regarding POCSO Act to my students and will inculcate interesting activities which promote activities which promote awareness of rules and regulations against child abuse among students.

c) Conclusion.

Total work went well. POCSO Act was enacted by the Parliament in 2012 to prevent children aged less than 18 from offences like sexual harassment, sexual assault, and child pornography. I really enjoyed grasping new knowledge and working first time on documentary.

*[Red signature]*



Alice Joseph

					<b>Timely Submission</b>	<b>-1 Mark</b>			
	Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education <b>(Edu 401)</b>	Community/school	Record and evidence		<b>Preparation of Interview Schedule</b>	<b>-7 Marks</b>	20		
					<b>Report with evidence</b>	<b>-12 Marks</b>			
					<b>Timely Submission</b>	<b>-1 Mark</b>		140	7
	Documentary/short film presentation on student abuse in school campus and pocso rules <b>(Edu 402)</b>	Community	Record and evidence		<b>Relevance of the theme</b>	<b>-3 Marks</b>	20		
					<b>Script</b>	<b>-10 Marks</b>			
					<b>Creativity</b>	<b>-3 Marks</b>			
					<b>Message to the society</b>	<b>-3 Marks</b>			
					<b>Timely Submission</b>	<b>-1 Mark</b>			
	Study tour <b>(Edu 402)</b>	Community	Record and evidence		<b>Attendance</b>	<b>-3 Marks</b>	20		
					<b>Group Coordination</b>	<b>-2 Marks</b>			
					<b>Involvement in various Phases of the tour</b>	<b>-5 Marks</b>			
					<b>Initiative Ability</b>	<b>-3 Marks</b>			
					<b>Comprehensiveness of the report with evidence</b>	<b>-6 Marks</b>			
					<b>Timely Submission</b>	<b>-1 Mark</b>			
	Extension Activities @ 2 <b>(Edu 402)</b>	Community	Record and evidence		<b>Attendance</b>	<b>-2 Marks</b>	20		
					<b>Group Coordination</b>	<b>-2 Marks</b>			
					<b>Involvement in activities</b>	<b>-6 Marks</b>			
					<b>Initiative Ability</b>	<b>-3 Marks</b>			
					<b>Comprehensiveness of the report with evidence</b>	<b>-6 Marks</b>			
					<b>Timely Submission</b>	<b>-1 Mark</b>			
	Student teacher portfolio (Practical & Practicum of all	College	Portfolio		<b>Experiences with report and evidence</b>	<b>-4 Marks</b>	10		
					<b>Meaningful reflection</b>	<b>-2 Marks</b>			

# CLUB ACTIVITIES

Club activities are a part of school curriculum. The students demonstrate the ability to work in teams and participate actively in school clubs. Various club activities are organized in schools. Science clubs, Maths club, social science club, IT club, nature club, literary club and health club are the various clubs in schools.

## SCIENCE CLUB

Science club is the platform for the students to promote their scientific interest, realize their scientific skills and fulfill their quest in doing scientific activities. The club aims to organize seminars, workshops, exhibitions and quiz competitions to inculcate students' knowledge and skills in the field of science. Science clubs are associated that intend to provide an opportunity for students to participate and explore activities related to science.

The activities organized by science clubs are usually student-oriented as it supports and nurtures the interests of the students in science. Each individual has his own interests, talents and abilities. Even a progressive syllabus fails to cater to the needs of each child. Science education, nowadays, is found to exhibit growing interest and means of stimulating group participation and mobilizing interest in learning science.

Science club is the place for students who are interested in science to learn about all scopes of science from medicine to chemistry to physics to the environment. It increases student interest in science, expands awareness of career options, and reinforces classroom teaching. Science clubs channelizes the energy of students and make use of their skills and talents, which satisfy their instincts and urges and helps in their overall personality development.

Self expression, independent research, constructive activities etc. are some of the opportunities provided by the science club. Students can learn more through the activities and their own experiments and classify general scientific concepts.

## IMPORTANCE OF SCIENCE CLUB

Taking part in a science club is a wonderful way for children to engage with science from an early age. It gives them an introduction to scientific methods, help them to develop a love of science and can give them the confidence to continue studying science further up their schooling.

Science club develops interest in scientific hobbies and it encourages individual and group activities.

## AIMS AND OBJECTIVES OF SCIENCE CLUB

- To develop among the students the spirit and attitude by healthy competition for the individual and social cause
- To provide proper incentive and inspiration for the pursuit of scientific knowledge in rigorous way by

broadening their scientific outlook

- To keep the students in touch with the recent advances in science.
- To develop interest in scientific hobbies
- To provide training in problem solving
- To giving development of psychomotor skills
- To provide challenging opportunities to the gifted
- To keep students in touch with the recent advances in science
- To develop habits of exploration and creative facilities
- To promote the use of technology in learning science.

### ORGANISATION OF SCIENCE CLUB

The successful working of the club depends on the person who organizes it and also on the interest and enthusiasm of students. At first, draft a constitution of the science club by science teacher and every member of the club should abide by it. Draft contains all important details like name of the club, expenditure, membership fee, name of office bearers and other relevant details. Head of the institution is patron of the club and in charge teachers is a sponsor. Membership should be open to all science students.

Members of the science club includes:

- President : Headmaster / Headmistress
- Coordinator : One teacher nominated by head master probably having science background
- Secretary : One student from the concerned school.

Joint secretary : One student from the concerned school.

In Sacred Heart High School, Thiruvananthapuram, the science club was inaugurated on 15<sup>th</sup> July 2022 at 2.00pm in the high school auditorium. Sri. Sajan Palluruthy was the guest of honor. Science club committee members for the year 2022-23 are:

- President - Fr. Joshy
- Coordinator - Ms. Jessy Rani
- Other incharge teachers - Ms. Jessy K.S., Ms. Rose Mary
- Student coordinators - S. Sudhakarshan from IX A

### REPORT OF SCIENCE CLUB ACTIVITIES

As part of the B.Ed. curriculum, a practical work for EDU3022 two club activities were arranged at Sacred Heart High School, Thiruvananthapuram in association with the school science club. The organization and coordination of the club activities were done by myself with the assistance of other teachers. The two activities that were chosen were poster making and quiz competition.

#### Club Activity 1: Poster making competition

A poster making competition was conducted on 20<sup>th</sup> of November 2022 in Sacred Heart High School, Thiruvananthapuram for the students of std. VIII to std. X. 17 students participated in the competition. The topic given for the competition was 'Say No to Drugs'.

As part of preparation, students were given two days for poster making. They were allowed to use any colours or themes for poster making. All students were asked to prepare poster in A3 size paper or on a chart. The medium of

this poster making competition is to give an awareness about drugs, to develop scientific attitude, scientific interest among the students of Sacred Heart High School, Thuvara. The posters were evaluated based on some criteria as follows: Creativity, perfection of the work, message, neatness, colour combination. Prizes were announced on 28<sup>th</sup> November 2022.

- First prize was secured by Manu Davis of class IX A
- Second prize was secured by Afsan Noufal of class IX C
- Third prize was secured by Faizana Fatima of class VIII B

### Club Activity 2 : Quiz competition

A quiz competition on National energy conservation day was conducted on 9<sup>th</sup> December 2022. The quiz was conducted for the science club members of std-8 and 9 of Sacred Heart High School, Thuvara. A total of 21 students had participated in the quiz competition.

The participants were asked to answer 10 questions based on the topic: National conservation day. The time allotted for the quiz was 20 minutes.

The questions were prepared giving importance to various areas concerning conservation of energy. The questions had to be answered in one word. Sheets for writing the answers were provided to the students. After the allotted time, answer sheets were collected and then corrected by myself. The results were

announced on 10<sup>th</sup> December 2022.

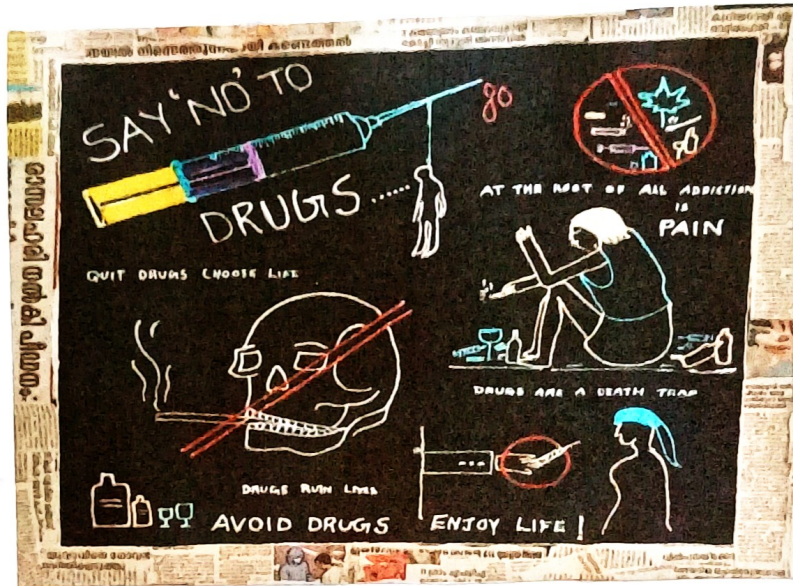
- First position was bagged by Pranav Bijju of class VIII C with 7 marks out of 10
- Second position was secured by Lael Abraham of class IX B with 6 marks out of 10
- Third position was bagged by Edrick Johnson of class VIII A with 5 marks out of 10.

Quiz competition helped them to know and learn more about energy conservation. This helped them to cultivate the thought of energy conservation and its importance in life. The quiz competition also helped to develop a scientific attitude and scientific interests among students.

Questions given for quiz competition were:

- 1) When is the national energy conservation day celebrated?
- 2) Name the organization solely responsible for energy conservation
- 3) Why is National energy conservation day celebrated?
- 4) When was National energy conservation day first celebrated?
- 5) Name the act enacted for energy conservation
- 6) When was the act to conserve energy first enacted?
- 7) How many Indian sub-sectors recognize the country's achievement in energy production
- 8) Who was the ministry of New and Renewable energy established
- 9) \_\_\_\_\_ was launched by Prime minister of India as LED lamp distribution project
- 10) When was the first LED lamp distribution project carried out?





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*Handwritten signature in blue ink: Alice J. / h*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph's College of Teacher  
Education for Women,  
Ernakulam



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

**REFLECTIVE JOURNAL**

2021-2023

SEMESTER: I/II/III/IV

Name of the Event: CLUB ACTIVITIES  
 Name of the Student Teacher: ANITA ABRAHAM  
 Optional Subject: NATURAL SCIENCE  
 Date: 09-12-2022

Levels of reflection	JOURNAL ENTRY
<b>Description</b> <i>(Describe what happened?)</i>	As part of B.Ed curriculum, I conducted club activities in the school. For this, I created science club under the guidance of Ms Subamma Jacob. Poster making and Quiz competition were the two activities held.
<b>Feelings</b> <i>(What were your thoughts &amp; feelings)</i>	It was a first experience ever I had made a club and organized the activities. Poster competition and Quiz was conducted as per instructions given. Though I had a confusion in the beginning, later everything came out well.
<b>Evaluation</b> <i>(What was good &amp; bad about the experience?)</i>	The participation from student side was amazing. They were eagerly participated within the activities. The students were aware about the club activities and show whole-hearted cooperation.
<b>Analysis</b> <i>(What sense can you make of the situation?)</i>	The activities were sufficient and interesting. so that the students can participate in the activities in a well organized manner.
<b>Conclusion</b> <i>(What else could you have done?)</i>	More activities could have been conducted as part of the science club and thereby keep the students interested in such activities.
<b>Action Plan</b> <i>(What is your plan for the future?)</i>	Various activities should be incorporated on each day for enriching their knowledge and experience.

Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

Teacher-in-charge: Divinamol Jacob

Signature & Date: Divinamol  
10/2/2023

EDU 302.2	Pedagogic :	Unit Plan @1	College	Record	<b>Steps -4 Marks</b> <b>Originality -2 Marks</b> <b>Comprehensiveness -2 Marks</b> <b>Neatness -1 Mark</b> <b>Timely Submission -1 Mark</b>	10	360	18
		50 Lesson plans 50 classes – Teaching competence	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans -100 Marks</b> <b>Teaching competency -100 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for five classes) - 50 Marks</b>	250		
		Lesson plan and Classes Based on language Across the Curriculum @2	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans - 4Marks</b> <b>Teaching competency -4 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for two classes) - 2 Marks</b>	10		
		Subject Club/Forum activities	School	Record & Reflective journal	<b>Club formation -1 Mark</b> <b>Activities -2 Marks</b> <b>Evidences -2 Marks</b> <b>Report Writing -2 Marks</b> <b>Reflective Journal -2 Marks</b> <b>Timely Submission -1 Mark</b>	10		
		Improvised teaching aids- charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	<b>Participation in workshop -3 Marks</b> <b>Preparation of Aids -12 Marks</b> <b>Report Writing with evidence - 5 Marks</b> <b>Timely Submission - 2 Marks</b>	20		

PEO2: Our graduates will flourish as socially just and responsible citizens

PO3: Our graduates will identify and solve the prevalent social and environmental issues and challenges

IMPROVISED

TEACHING AIDS

## INTRODUCTION

The challenge faced by science teachers is the lack of adequate apparatus to provide direct experience before learners. In scientific method of learning we need large amount of money in setting up of laboratories, the only solution to this economic problem is the improvisation of apparatus.

Improvisation means the preparation of ordinary laboratory apparatus or learning aid from simple or locally available materials. Improvised technology aids are thus made with raw materials which are less expensive materials or freely experiences. As teachers and students actively participate in making or improvising the apparatus. It is economical, the process involved in the production of the materials is simple and inexpensive and it substitutes complex and expensive apparatus. It helps in developing scientific, independent and creative thoughts.

## WORKSHOP CONDUCTED FOR THE PREPARATION OF THE TEACHING AIDS

A workshop was conducted by the Natural science department of St. Joseph College of Teacher Education for women, Ernakulam. The workshop was held as part of preparing the students for making improvised teaching aids such as charts and models. It was conducted on 19<sup>th</sup> November 2022. The instructions regarding preparation of improvised aids were given by Ms. Dinamol Jacob, Assistant Professor of St. Joseph

college of teacher education for women. As part of EDU302.2 practical work, we also had to prepare two charts and two models.

Some of the main rules and instructions discussed in the workshop are given below:

In the workshop, first the teacher gave instructions for constructing chart. Any color chart can be used but white chart is mostly preferred. 1cm measurement should be taken while drawing the border in the chart. Main heading should be written in 1 inch size and labellings in 1cm. Headings and labellings should be written using marker pens. Chart used for drawing should not be too thick nor too thin. Any kind of color pens or pencils can be used for colouring the diagrams. The diagram should be drawn on the left hand side and the labellings on right side. Diagram can be drawn vertically or horizontally, according to the diagram. The chart should be neat and clean. These are the instructions for constructing a chart.

There are things to be considered while making the model, first of all, the model should be made using maximum raw materials. The size of the model should not be too big nor too small. The model should be in medium size so that everyone can see it. Raw materials like clay, beads, cloth, thread, shells, cotton, wood etc can be used. The model can be still or working model. The model should have

a heading. The heading should be big enough and should be legible. The labellings are not mandatory but if needed, can be included. The model has to be simple but neat enough. There should be finishing in the artwork. The model also has to be neatly covered using a plastic covering. Usage of thermocol has to be avoided while making the model. These are the things to keep in mind while creating models.

The teacher also suggested topics that could be chosen for models and charts. She also asked us to select topics for charts and models according to each one's choice and plan on the materials for the same. As part of the practical, we were asked to make two charts and two models as improvised teaching aids. The topics that I selected for charts were 'Animal cell' and 'Human excretory system'. The topics chosen for model were 'Structure of neuron' and 'Euglena'. The charts and models were submitted to Ms. Dinimol Jacob on 19th November 2022.



## CHART NO. 1

### ANIMAL CELL

#### AIM:

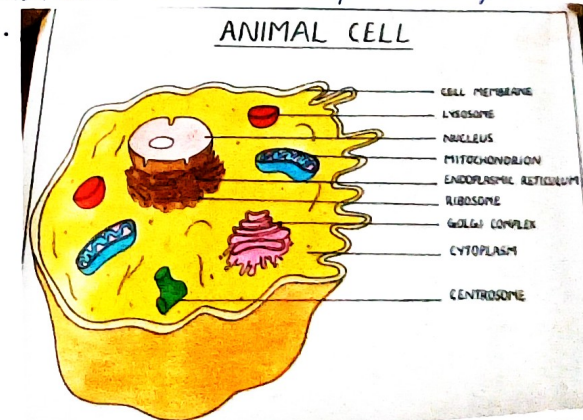
To help the students to learn about animal cell and its structure.

#### MATERIALS REQUIRED:

Chart, pencil, scale, eraser, colour pencils, sketches, wax crayons, marker, cardboard strip

#### PROCEDURE:

A white chart was used for drawing the picture. A border of 1cm thickness was drawn using a marker. 1 inch sized heading was given at the top centre of the chart. An outline of the animal cell was first drawn using a pencil, which was later on drawn using a black sketch. Labellings were neatly marked and all of those were 1cm thick in size. The diagram was given suitable colours using colour pencils and wax crayons.



# HUMAN EXCRETORY SYSTEM

AIM:

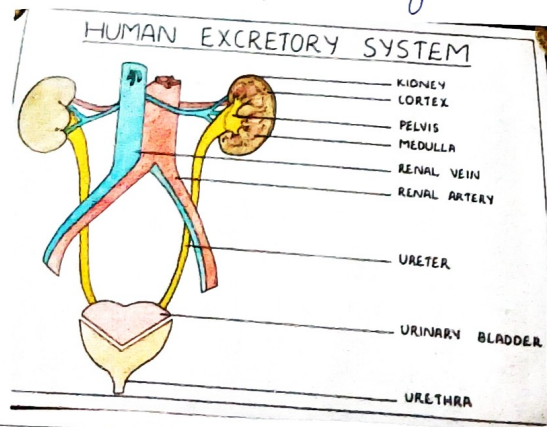
To help the students to learn about the parts of human excretory system.

MATERIALS REQUIRED:

Chart, pencil, eraser, colour pencils, wax crayons, sketch, marker.

PROCEDURE:

For drawing the Human excretory system, a white chart of appropriate thickness was used. And then a border of 1 cm thickness was drawn. The heading 'Human excretory system' was written on top of the chart. The heading was 1 inch in size. The outline of the structure was given using a pencil and later on drawn using black sketch. The picture was drawn towards the left side of the chart. The diagram was then neatly labelled. All the structures were given suitable colours. All the labellings was given towards the right side of chart neatly and legibly.



# STRUCTURE OF NEURON

AIM

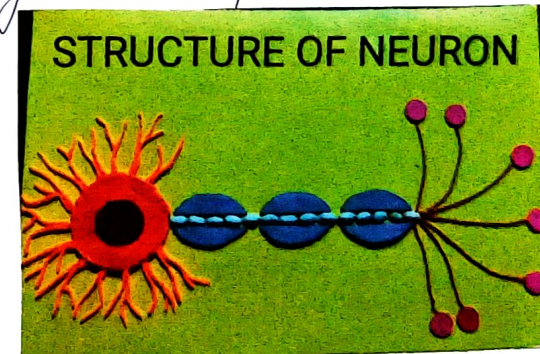
To present the structure of neuron to students and make them understand about it

MATERIALS REQUIRED

Package cardboard, Chart paper, air dry clay, acrylic paint, pista shells, foam sheet, woolen thread, Pen, pencil, blade, thermocol cutter, fevibond, cello tape

PROCEDURE:

A hard base had to be made, onto which the model can be placed. Cardboard of 50 x 55 cm was taken, it was cut using thermocol cutter. The cardboard sheet was then neatly covered by a yellow chart paper. The outline of the structure of neuron was made using cardboard sheet. The air dry clay was used to cover the cardboard outline. The clay was evenly spread on to the base. The clay was also painted with suitable colours. After the clay was completely dried, then pista shells, woolen thread and foam sheet was used to make various parts of neuron. Title of the model was neatly written using a black marker.





# MODEL NO. 2

## EUGLENA

### AIM:

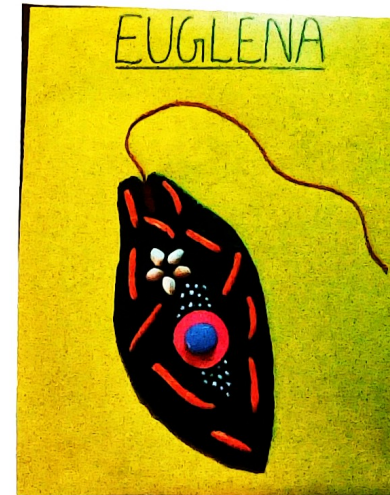
To help the students to learn about Euglena and understand about its structure and parts.

### MATERIALS REQUIRED:

Cardboard, chart, Air-dry clay, acrylic colours, knife, thermocool cutter, blade, pen, pencil, marker, egg shell, pista shell, woolen thread, crepe paper, foam sheet.

### PROCEDURE:

A hard base had to be made onto which the model can be placed. Cardboard of 50 x 65 cm was taken, it was cut using thermocool cutter. The cardboard sheet was then neatly covered using a yellow chart paper. The outline of the structure of Euglena was made using cardboard sheet. The air-dry clay was used to cover the cardboard. The clay was evenly spread onto the base. The clay was also painted using suitable acrylic colour after the clay was completely dried. Then pista shells, woolen thread and foam sheet was used to make various parts of Euglena. Title of the model was neatly written.



# SELF ASSESSMENT

One key strategy for teacher's continuous professional development is self assessment and self reflection. Self assessment and reflection means critically evaluating one's own knowledge, performance beliefs or output. With a profession as complex as teaching, self reflection offers teachers an opportunity to think about what works and what doesn't in their own work and what is the reasoning behind their actions. As the role of the teacher is changing, teachers will increasingly find themselves challenged to become reflective about their core pedagogical values and beliefs.

For professional educators, the goal is always the same to monitor and adjust instruction to increase the learning of all students. Constantly faulty members, subject, their teaching strategies, instructional techniques and style, to their own critical evaluation on an almost constant basis. This evaluation doesn't have a formal structure but even a simple checklist can help to focus ideas. It strengthens teacher's own responsibility over their work and increases control and ownership of their professional development. In addition self assessment helps teachers to recognize their own strengths and targets of development. Self assessment is a process that makes one collect, record and analyze things that happened in the lesson or in work so one can make improvements

to one's own action where necessary. The professional development of the teacher has a positive effect on teaching and thus on student's learning. In addition, self assessing teachers are likely to value and encourage students' own reflection: they assist students in reflecting on and evaluating their learning experiences.

One of the common method to collect students opinion about teaching is questionnaire and it has been used widely across universities as standard practice. Standardized questions on the questionnaires collect information about the course and overall evaluation on the effectiveness of the course and the teacher using predefined scales of open ended questions. Teacher can put down some specific topical questions in which they particularly would like to know about. Teacher self assessment encourages teachers to examine their personal teaching activities in order to order to understand and improve their practices.

## REPORT

As part of B.Ed curriculum, we were supposed to prepare a self evaluation tool for the students and administer it in the class. I prepared the self evaluation tool under the supervision of our instructor. The evaluation tool was prepared on the basis of the Unit "Excretion to maintain Homeostasis" of 11<sup>th</sup> standard of Sacred Heart High School, Thiruvana. It was prepared based on content of lesson plans. The tool comprised of 15 questions.

After preparation, the tool was administered to the students of class IX. The evaluation tool was administered to 45 students on 28<sup>th</sup> December 2022. Copies of the evaluation tool were distributed among the students. Students filled the basic details and evaluated themselves through the self assessment tool. The doubts asked by the students were cleared and the students completed the questionnaire with proper concentration. All students completed the task well, based on the level of understanding in the content area on 'Excretion'.

The work provided me the knowledge of level of understanding of students and as a whole it was a good experience. It helped me to analyse how much the students has learned.

## ANALYSIS AND INTERPRETATION

Self evaluation tool on the topic "Excretion to maintain homeostasis" was prepared and administered to 45 students of IX standard of Sacred Heart High School, Thevara. Self assessment tool consists of 15 questions and the content are related to "excretion".

When I observed the response of students, I got an idea regarding the understanding of students on each topic. Beginning with the first statement to identify the excretory organs in human beings, all students answered confidently as yes, which reflect that the students clearly understood the

area well. The second statement in the tool queries about the ability to draw the internal structure of kidney, 40% of the students answered yes, while 60% of students answered no, reflecting that they find it difficult to draw the diagram. As a teacher, I need to pay more attention to diagrams by giving suitable assignment and activities.

The third statement is about the ability to define haemodialysis. All the students responded positively. Next statement was to check the ability of students to explain formation of urine in kidneys. Out of the students, 60% marked as 'yes' and 40% marked a 'No' which showed that some students had a confusion regarding the process. A proper explanation with the help of teaching aids such as chart can solve the problem.

The fifth statement measures the ability to draw the structure of skin. 96% of students responded with a 'yes' and only 4% of students responded 'no', reflecting that they find it difficult to draw the diagram. More focus has to be given to diagrams by giving suitable activities related to it. The next statement was regarding the ability to list out the symptoms of various kidney diseases. All the students responded positively. The seventh statement checked the ability to draw the structure of nephron. All students responded positively. The next statement was to check the ability to locate the position of stomata and lenticel in plants. All students responded with a 'yes'.

to this statement. The ninth statement was about the ability to list out the excretory organs of other organisms. All students except one responded that they are able to list out the excretory organs of other organisms.

The next question was about the ability to differentiate between efferent vessel and afferent vessel. Except 4 students, all other students marked a 'yes'. Eleventh statement was to check the ability to define mitosis.

Next statement was to check the ability to explain excretion in plants. All students except 2 students answered 'yes' to this statement. Thirteenth statement was about ability to draw a flowchart of steps in urea formation in liver.

50% of the students answered 'yes' and 50% of students answered 'no'. This indicates the need of better explanation so that all students can understand the content well.

Next statement was to check the ability to distinguish between glomerular filtrate and urine. All students except three responded 'yes' to the statement. The last statement is to assess the ability to locate the position of transplanted kidney. All students responded positively to this statement.

From this it is understood that the portion was thorough for all students.

From the assessment tool administered to the students it is understood that students face problems in content areas like internal structure of kidney, formation of urine, urea formation in liver, glomerular filtrate, urine and structure of skin.

As a teacher, I need to be careful while teaching the topics and also make educational availability of all possible resources for an effective teaching and learning.

*Dr. P. S. S. S.*  
10/2/2023

*Dr. P. S. S. S.*  
10/2/2023

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN,  
ERNAKULAM

SACRED HEART HIGH SCHOOL, THEVARA

**SELF EVALUATION TOOL**

NAME OF THE STUDENT:

TOPIC:

STANDARD:

DATE:

SUBJECT:

SL. NO	QUESTIONS	YES	NO
1.	I am able to identify the excretory organs in human beings		
2.	I am able to draw the internal structure of kidney		
3.	I am able to define haemodialysis		
4.	I can explain formation of urine in kidneys		
5.	I am able to list out the symptoms of various kidney disorders		
6.	I am able to draw structure of skin		
7.	I can draw the structure of nephron		
8.	I can locate the position of stomata and lenticel		
9.	I am able to list out the excretory organs of other organisms		
10.	I am able to differentiate between efferent vessel and afferent vessel		
11.	I am able to define micturition		
12.	I can explain excretion in plants		
13.	I can draw a flowchart of steps in urea formation in liver		
14.	I am able to distinguish between glomerular filtrate and urine		
15.	I am able to locate the position of a transplanted kidney		



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

*Dm*

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN,  
ERNAKULAM

SACRED HEART HIGH SCHOOL, THEVARA

SELF EVALUATION TOOL

NAME OF THE STUDENT: *Aren Sinto* TOPIC:

STANDARD: *8C*

DATE: *25-12-2022*

SUBJECT:

SL. NO	QUESTIONS	YES	NO
1.	I am able to identify the excretory organs in human beings	✓	
2.	I am able to draw the internal structure of kidney		✓
3.	I am able to define haemodialysis	✓	
4.	I can explain formation of urine in kidneys		✓
5.	I am able to list out the symptoms of various kidney disorders	✓	
6.	I am able to draw structure of skin	✓	
7.	I can draw the structure of nephron		✓
8.	I can locate the position of stomata and lenticel	✓	
9.	I am able to list out the excretory organs of other organisms	✓	
10.	I am able to differentiate between efferent vessel and afferent vessel	✓	
11.	I am able to define micturition	✓	
12.	I can explain excretion in plants	✓	
13.	I can draw a flowchart of steps in urea formation in liver		✓
14.	I am able to distinguish between glomerular filtrate and urine	✓	
15.	I am able to locate the position of a transplanted kidney	✓	

Alice Joseph

EDU 302.2	Pedagogic :	Unit Plan @1	College	Record	<b>Steps -4 Marks</b> <b>Originality -2 Marks</b> <b>Comprehensiveness -2 Marks</b> <b>Neatness -1 Mark</b> <b>Timely Submission -1 Mark</b>	10	360	18
		50 Lesson plans 50 classes – Teaching competence	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans -100 Marks</b> <b>Teaching competency -100 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for five classes) - 50 Marks</b>	250		
		Lesson plan and Classes Based on language Across the Curriculum @2	School	Record & supervision diary cum reflective journal (as per format attached)	<b>Lesson Plans - 4Marks</b> <b>Teaching competency -4 Marks</b> <b>Supervision Diary cum Reflective journal (one journal entry for two classes) - 2 Marks</b>	10		
		Subject Club/Forum activities	School	Record & Reflective journal	<b>Club formation -1 Mark</b> <b>Activities -2 Marks</b> <b>Evidences -2 Marks</b> <b>Report Writing -2 Marks</b> <b>Reflective Journal -2 Marks</b> <b>Timely Submission -1 Mark</b>	10		
		Improvised teaching aids- charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	<b>Participation in workshop -3 Marks</b> <b>Preparation of Aids -12 Marks</b> <b>Report Writing with evidence - 5 Marks</b> <b>Timely Submission - 2 Marks</b>	20		

# PRACTICAL

**EDU 107.1 (Associate Elective Course- Environmental Education)**

*Report on*

**Study on Prevailing Practices in School/Community**



*Submitted By:*

**TREESA TANIYA P A**

**PHYSICAL SCIENCE (2022-24)**

Reg.No:

Submitted To:

**Mrs. Anu Cleetus**

Assistant Professor

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

Date of Submission: 10/10/2022



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# INTRODUCTION

"God has given enough on this Earth for every man's need, but not for every man's greed."

This are the famous words of Mahatma Gandhi. This clearly shows that we have not inherited the Earth; but have only borrowed it from our future generations. For the short span of period during which we are here, its our duty to safely give our Earth to the future generations. But alas! Somewhere we are failing to preserve Earth.

The surroundings or conditions in which a person, animal, or plant lives or operates can be termed as Environment. The natural environment or natural world consist of all living and non-living things occurring naturally. It also includes the interaction of all living species, climate, weather and natural resources that affect human survival and economic activity. The complex of physical, chemical and biotic factors (such as climate, soil and living things) that act upon an organism or an ecological community and ultimately determine its form and survival.

Environment plays an important role in healthy living and the existence of life on planet Earth. We are all dependent on the environment for food, air, water and other needs. Also the Earth is a home for different living species and we can't exist without it. Therefore, it is important for every individual to save and protect our environment.

Environmental protection is the practice of protecting the natural environment by individuals, organizations and government authorities. Its objective is to conserve natural resources and also the existing natural environment and if possible, repair the damage done and also reverse trends.

The deterioration of the environment through depletion of resources such as air, water & soil; the destruction of ecosystems and the extinction of wildlife can be termed as environmental degradation. Consequences include famine, weather extremes, extinction of species, increased poverty and an increasingly unstable global situation. Aggravated by pollution, over exploitation of natural resources and environmental degradation, this will eventually lead to severe, pervasive and irreversible changes for people, assets, economies and ecosystems around the world.

It is necessary to make people aware of the environment and its associated issues. This involves knowledge, skills, motivation, attitude, and commitment to work individually and collectively towards solutions to current problems. Through awareness, there is proper understanding as to why there are various functions present in the environment. Also it helps a person gain knowledge and information about the current happenings in the environment. There is in-depth and proper education provided about the environment and the factors of the environment. It is only when we understand the reasons behind the disruptions in the environment; we can take proper steps to prevent them.

As a part of B.Ed curriculum, we have to do a study on prevailing practices of respective elective course in school and community. The work was given by our elective course Environmental Education tutor Mrs. Anu Cleetus, assistant professor, St. Joseph College of Teacher Education for Women, Ernakulam. It was necessary that the school or community, we choose for our work should have programmes implemented to promote environmental protection and it must evoke the environmental conscience in students

As the part of my practical work, I choosed a school and also a community. The school I opted was SDPY KPMHS, Edavanakad and the community was KCYM, Manattuparambu. Both are situated in Vypin, Ernakulam district. The reason I choose this school was because I heard about their biodiversity park which consist of a birdnest which have been implemented by students. The community KCYM is a part of Sacred Heart Church, Manattuparambu. Even though there are only a small number of individuals and also without any external funding, they conduct programmes in the way they can. Both are wonderful examples which shows how we can love and conserve our environment.

# NEED AND SIGNIFICANCE OF STUDY

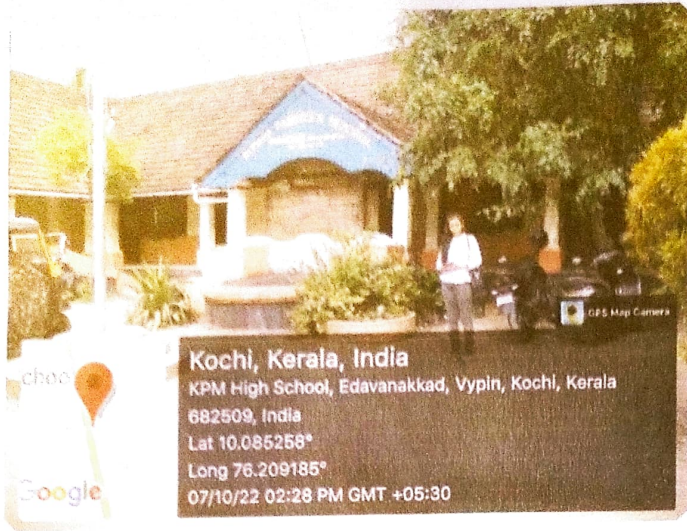
Environmental education is the study which consists of organized efforts put together to understand and teach how natural environments function. It also deals with studying how human beings manage their behaviour and ecosystems to live sustainable lives. Individuals understand which activities harm the environment, be it small or big, and take necessary precautions to face the adversities. It also helps in taking any future actions and decisions responsibly.

In this study, both SOPY KPMHS, Edavanakad and KCYM, manattuparambu are fully involved in environment friendly activities. The active participation of students and many people associated with these institutions shows us the need to save and protect our environment. They make us understand our duties and responsibilities towards the environment. The prevailing practices of environmental education helps in the protection of nature and also makes us aware of the importance of environmental conservation and also how we can contribute to nature on our own.

By understanding the complexity of working in the environment and the process that occurs in it, people become more indulged in saving and protecting the environment. Through environment education, individuals are encouraged to participate in saving and taking care of the environment as they become aware of the harm it will cause to their lives.

# OBJECTIVES OF STUDY

- \* To identify the environment friendly activities taking place in schools/communities.
- \* Visit and analyse how these eco-friendly programmes are implemented in schools/communities.
- \* To identify how these eco-friendly programmes are beneficial to students and society.
- \* To understand how these eco-friendly programmes are creating awareness and curiosity about the environment.
- \* How it encourages active participation in resolving environment related problems.
- \* To make people or public aware of these activities and encourage them to participate in such projects. Also to develop a sense of responsibility towards the environment as to ensure appropriate actions to solve environment problems.
- \* To develop the ability to take measures for saving the environment and also for its protection.
- \* Give suggestions if any to improve these activities.

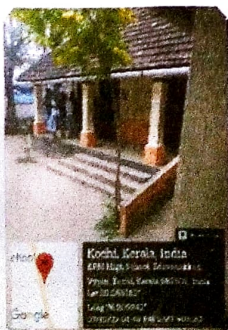


SDPY KPMHS is an aided school under the Education department of Kerala government. It was established in 1937 and is located in Edavanakkad which is in Vypin Island. This is in the Ernakulam district

of Kerala. The school consist of grades from 5 to 10. The school is co-educational and does not have the pre-primary section. The school is easily approachable as it is near road side. The school academic session starts in April. The school provides mid-day meals. Medium of instruction includes both malayalam & english. The school has a number of clubs which are very active.



For my work, I went to this school and to be frank, I was spellbound when I came to know about the activities they had implemented till now. The school has a very spacious compound. Plants and trees are planted aside the school building for a cool scenery effect. There is a well in front of the school, in which are are small water plants and fishes like guppies, black moni etc. It is covered with a net to prevent mosquitoes from entering. Also there is a biodiversity park which they artificially built. There are flowering plants like dahlia, marigold etc



which gives us a thought that we are in a garden. Also there is a cycle stand for the children and the backyard has plants everywhere. The school is into eco-friendly activities and the first impression we get when we come to know about their activities is that they are devoted to nature. They have open windows in classrooms to let fresh air and natural light so as to conserve energy and power by switching on electricity only when its necessary.



The head teacher of the school, Mrs. A.K. Sreekala is very much active when it comes to the various activities implemented in the school and this is very much clear from the achievements the school had won till today. She is one of the major factors influencing the school activities. The environmental activities are taken care of, by everyone in the school. Most of the activities are done under the charge of Mr. Manoj who is a teacher in the school & also an environmentalist whom everyone calls 'Ambrose Chettan'. Even though they were not present when I went, I came to know that they were very much interested in environment related activities and also loves to

do such activities along with children. Mrs. Sona explaining club activities. By implementing such activities and measures, it helps in creating awareness in the children from an early stage in their life.



Mrs. Sona (Biodiversity club) explained the activities taking place in



the school implemented by the biodiversity club and also the nature club. She was very friendly and shared many informations.

Talking about the



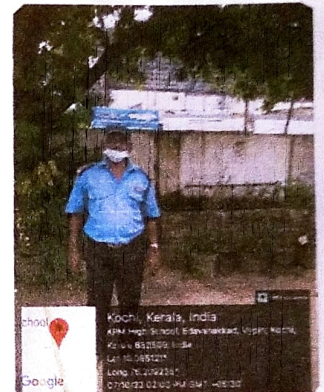
biodiversity park

Mr. Hari, who is in charge of SPC of the school and also a teacher explained about the various environmental activities undertaken by the school and also of SPC. Even amidst his hectic schedule, he found time and also told an SPC cadet



Mr. Hari talking about SPC activities

Ms. Amra to show me around the various places where environment activities were implemented.



Security of the school, Mr. Mohanan

Even the security of the school was very much friendly and told that the children of the school look after the plants and water them accordingly to their schedule.

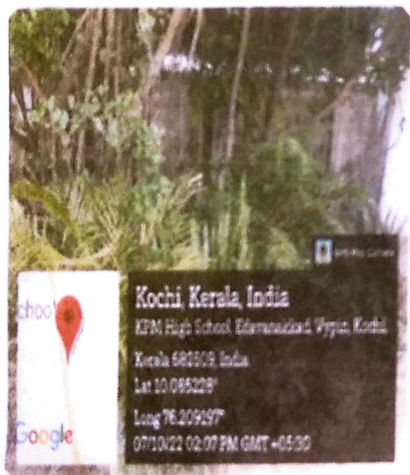
## INVOKING THE LOVE FOR NATURE

The major activities in the school are the medicinal garden, ornamental flower garden, biodiversity park, banana plantation, 'Killikood' inset in the biodiversity park etc.

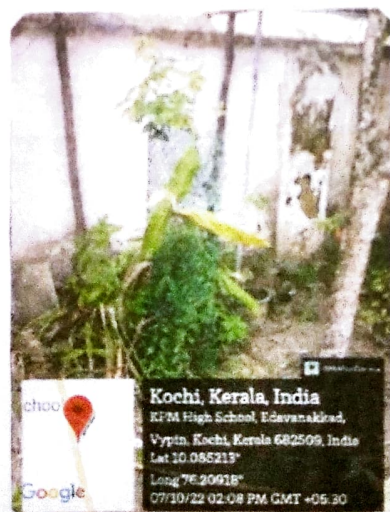
These are looked after under the guidance of the nature club and biodiversity club in the school. The children present in the school look after them and tends to them regularly.

# BIODIVERSITY PARK

The biodiversity park had been set up under the guidance of the biodiversity club and nature club of the school. The main attraction is the Rosewood tree having stilt roots. Also trees given from the forest department are protected using a green mesh. Maintenance is done by the teachers along with the students. Such initiatives enable students to understand the various aspects of nature and learn the features of diverse plant species.



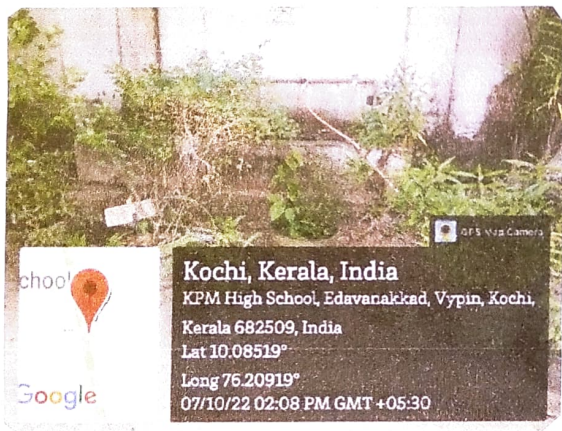
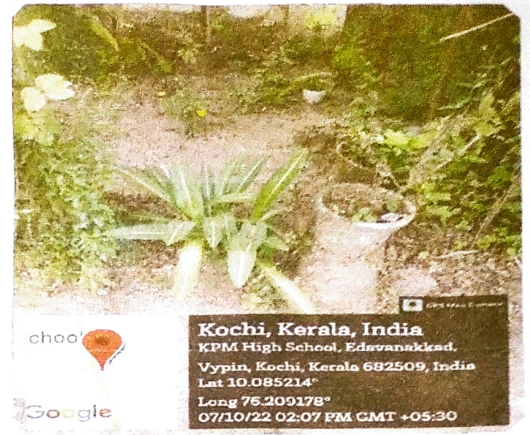
Given by  
Forest department →



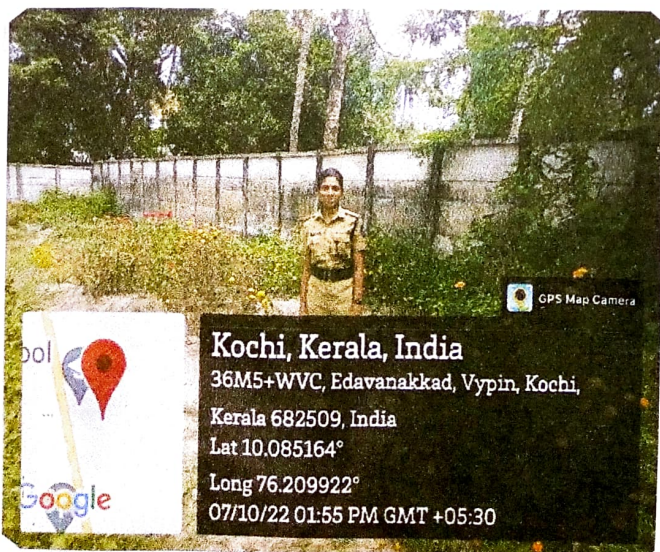
Rosewood with stilt roots ↗

# MEDICINAL GARDEN

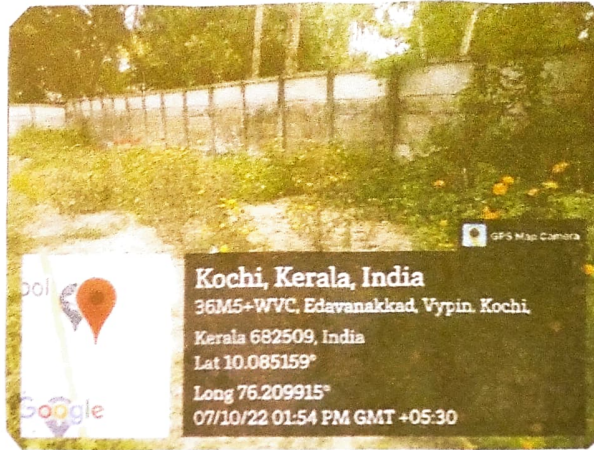
The medicinal garden consist of mainly Thulasi, Aloe vera, mint, pepper, turmeric etc. This will provide basic knowledge to the students about the traditional medicinal plants in Kerala at a very young age. Also this will help them learn of their uses and the students can learn to identify such plants. Herbal plants are an important part of agro-ecosystems.



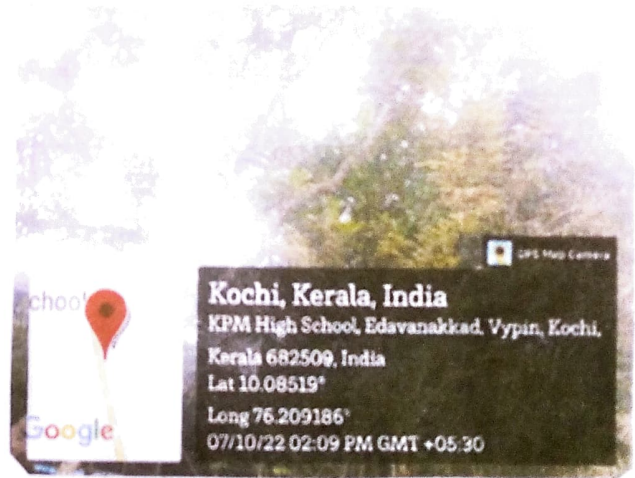
# ORNAMENTAL FLOWER GARDEN



This consist of flowering plants like marigold, dahlia, rose, snake plant, money plant etc. The flowers on harvesting are sold in shops and the plot is sown with other flowering plants seeds. The students take care of the plants.



There are also water grown plants like water lily, lotus etc. They are grown in cement tanks.



## BANANA PLANTATION

The banana plant cultivation is carried out in the GFUPS, Edavanakkad plot. The bananas are harvested and the plot is replanted for next harvest.



# 'KILLIKOOD' INSET

A bird nest is installed in the Rosewood tree of the Biodiversity park. Also a bird is a resident of that nest now. Plans are there to implement more bird nests.

Such a measure will instill a curiosity in students & they will be able to learn and identify birds. Also they will realize that the environment belongs to every living organism.



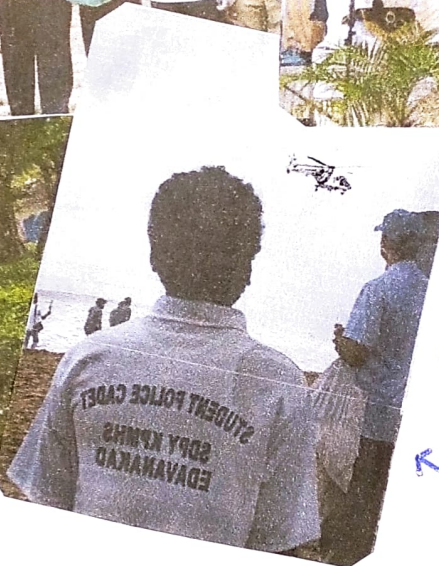
## OTHER ACTIVITIES

Under the guidance of Mr. Hari (Charge of SPC), the cadets carry out a large number of environment related activities. They also hold seminars on various environmental days like World Water Day, Earth Day, International Coastal Day etc. Different activities are held on such unrecognized days and also on other days. They also make non SPC students participate in their programs.

The school conducts poster competition, quiz competitions, drawing & painting competitions for students to instill the sense of importance of environment in them.



Plant a tree challenge



International Coastal Cleanup day - 2022



cyclothon



# KCYM, MANATTUPARAMBU

The Kerala Catholic Youth Movement (KCYM) is an organization for the catholic youth from three rites (Latin Church, Syro-Malabar Church and Syro-Malankara Church) of Christian community of Kerala in India. The patron saint is St. Thomas More.



KCYM @manattuparambu

This consist of mainly youngsters between the age group 15 - 35 years. The main aim of KCYM is "The Integral Development

of the Catholic Youth and the Total Liberation of Human Society in accordance with the Christian values". It is to coordinate and empower the human potentials of youth based on the Gospel values & make them effective agents of change in the socio-religious - political - economic and cultural reality of India, especially of Kerala through National Integration.

KCYM, Manattuparambu comes under the Sacred Heart Church, manattuparambu. Several youngsters of the church are a part of it and they hold meetings every 2 weeks to decide their activities.

Their major activities include raising awareness about various environmental problems, conducting seminars about environment and its related aspects, conducting competitions like drawing and painting, quizzes, poster designing, chart making etc.



Awareness campaign



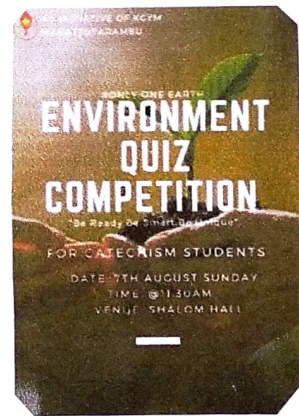
Environment day 2K22



Instilling Birdbath



Quiz competition



visiting bird sanctuary



Without any external funding, the KCYM group did the various activities. They shows us that we only require a mindset to do the activities for our environment. Even small acts can bring a large difference in the long term run.

# ANALYSIS AND INTERPRETATION

By doing this project, I came to know about all the prevailing environmental practices in both the school and community. The school is a perfect example for how the environment can be loved and protected through small activities that too with the involvement of children. Such activities instills in them their responsibilities and duties towards the environment. The community too sets an example of how we can protect our environment and care for it.

The environment practices of SDPY KPMHS itself invokes a consciousness among students about nature. The head teacher, teaching faculty, non-teaching faculty and also individuals who love to work with children in environment activities help the school. Along with usual activities, the plans for innovative activities like 'Butterfly Garden' which is an upcoming activity will be useful for children to understand that every living being, even a bug has the right to live on our Earth. Such initiatives taken by the school team for the children deserve appreciation and support.

The KCYM, Manattuparambu, even though they don't have external fundings shows us that to protect our nature, there is no need for expenses. We can protect it by simple activities. Like its said "a small gesture can make a big difference", their activities show that all we need is a mindset and everything else will follow.

# SUGGESTIONS

Both the school and community are successfully implementing their environmental activities in the way they can. If they note the following, they can extend both their activities in a more bigger platform.

- \* The school team can involve the residents of the area and also get their help in the activities.
- \* They can provide seminars or workshops which can increase the curiosity of students and also their knowledge.
- \* They can extend their work outside their school, so that their activities can be a model for others.
- \* Incorporating with environment agencies like Krishi Bhavan etc will help the students to learn in-depth and also experience new exposures.
- \* The KCYM team can include more youngsters in their practices and the work will be more effective.
- \* The activities of KCYM can be promoted on a higher platform by incorporating with environment agencies.
- \* By making others aware of their activities, they can find an income for their activities.
- \* More innovative activities can be implemented by the KCYM team.

# CONCLUSION

There are a lot of environmental issues that the world is facing. To avoid them, we need to understand the environment and take proper care of it. It can only be done with the help of environmental education. It makes the people to be aware of the problems nature is facing and understand how it can have an impact on all living organisms.

SDPY KPMHS, Edavanakad and the KCYM, Manattuparambu are examples for us. While the former shows us that what the tiny tots can do for the environment, the latter shows even without proper funding, small activities can be done which require only our mindset involving we need to do something for our environment. Even though the KCYM had done <sup>only</sup> small scale activities, they had done what they could from their situation.

The activities done by both the teams makes the individuals rich in the knowledge of the environment so that the best possible solutions can be provided for even the smallest of situations the environment faces. Also these provide a learning platform for the individuals to learn about the environment and its functions so that they develop a sense of understanding of the environment in their life.

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- <https://www.facebook.com/manattuporambukcym>

## \* Websites :

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- <https://greenliving.lovetoknow.com>
- <https://www.sciencedirect.com>
- <https://www.researchgate.net>
- <https://csd.wustl.edu>

# REFLECTIVE JOURNAL

I had visited SDPY KPMHS, Edavanakad on 7<sup>th</sup> Oct 2022 at around 1:30 pm. The day I visited, there was a class of Anti-narcotics club & also a parents meeting. All the teachers were in a hurry & I thought I will have to return empty-handed. But the Head teacher appointed a teacher who helped me in my study. Also a SPC cadet explained to me what their group was implementing. Even amidst their hectic schedule, the school helped me in my study. My younger sister also accompanied me and we left around 3:00 pm.

Since I & my sister studied in Kendriya Vidyalaya, Kadavanthra, it was our 1<sup>st</sup> experience at a state school. I was a bit stressed and worried on what I would come across there & also whether I will be able to do my study.

But all my fears were in vain as all were very friendly and helping. They explained everything to me in their best way & even the students came to talk to me.

When Hari Sir was explaining to me, I could not understand some Malayalam words & when I said about it, he switched to English to make me understand. This made me know that everyone there are very much friendly and will extend their help in the way we are comfortable.

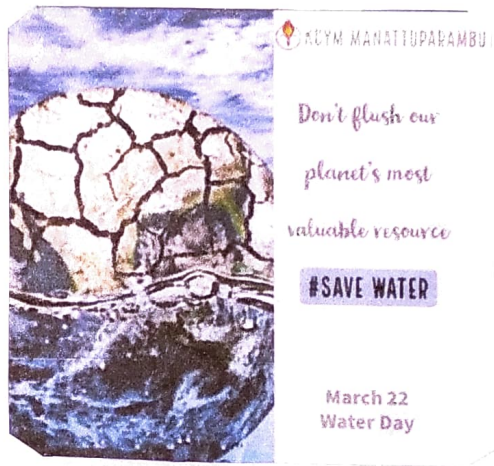
I enjoyed the experience and even though I could not complete my study, I kind of wished I had gone there on another day (as they all were in a hurry for the seminar & PTA meeting) then I could have gained more exposure.

I had got the invitation to visit their upcoming 'Butterfly Garden' & I plan to visit it when it's ready. Also, I want to show them my work about their activities which, without them, would have not been completed on time.....





Posters by KCYM





## SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 107.1	Core:	Project on socially/educationally relevant issue ( <b>Edu 101</b> )	Community	Project report	<b>Report writing (10 pages) -9 Marks</b> <ul style="list-style-type: none"> <li>• Relevance of the topic -2Marks</li> <li>• Creativity /Novelty -4 Marks</li> <li>• Procedure adopted -3 Marks</li> </ul> <b>Timely Submission -1 Mark</b>	10	40	2
		Preparation of a material for a theme on any one adolescent problem ( <b>Edu102</b> )	College	Record & Evidence	<b>Theme - 2 Marks</b> <b>Learning Material - 5 Marks</b> <b>Report - 2 Marks</b> <b>Timely Submission - 1 Mark</b>	10		
		Creation of blog and uploading of any learning material in the blog ( <b>Edu 103</b> )	College	Report & Hard copy of the blog page	<b>Creation of blog - 6 marks</b> <b>Learning material - 2 Marks</b> <b>Hard Copy -1 Mark</b> <b>Timely Submission - 1 Mark</b>	10		
	Associate: Elective	Study on prevailing practices of respective elective course in schools/community	College	Report	<b>Report writing (10-15 pages)- 9 Marks</b> <ul style="list-style-type: none"> <li>• Identification of Essential Components /Prevailing practices in school/community - 4 Marks</li> <li>• Depth of analysis -3 Marks</li> <li>• Suggestions/recommendations -2 Marks</li> </ul> <b>Timely Submission - 1 Mark</b>	10		
EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Record	<b>Lesson Plan - 2 Marks</b> <b>Skill components -3 Marks</b> <b>Total - 5x3 (skills) =15Marks</b>	15		