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 evidence in respect to claim)

Submitted to

National Assessment and Accreditation Council (NAAC)

3rd Cycle of Assessment

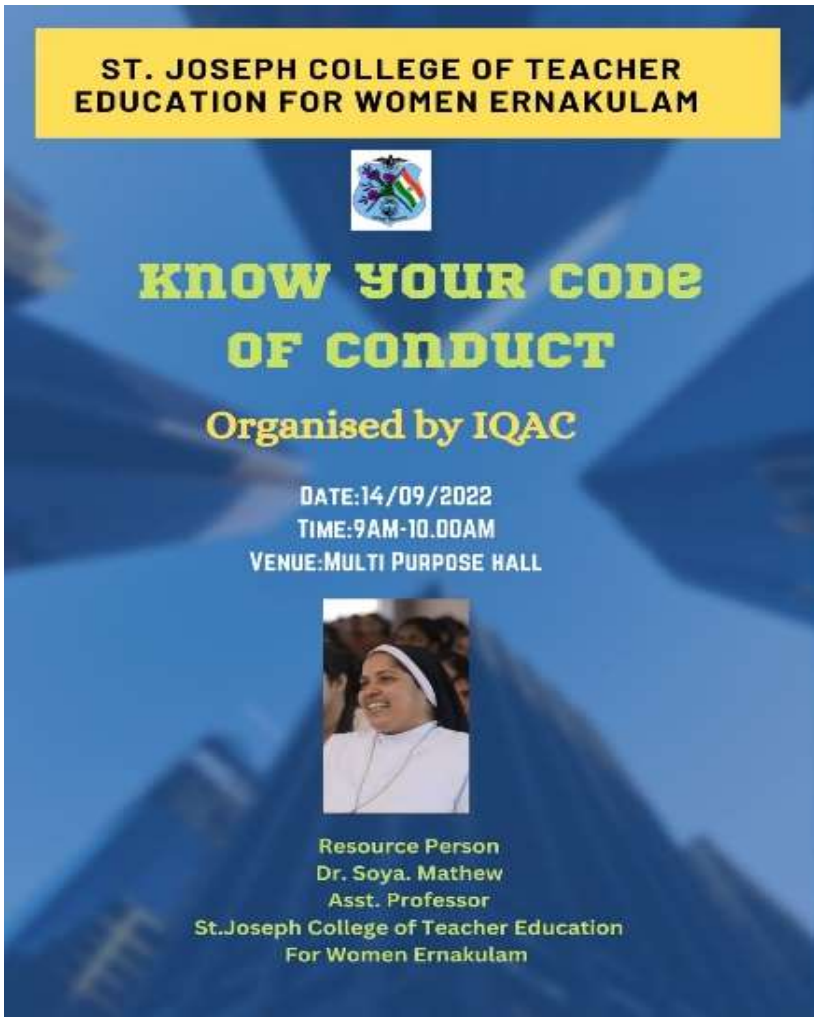
2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to

(Documentary evidence Of the need Professionalism)

Sl.No.	Need	Documents	Pages
1	Professionalism	Orientation on Code of Conduct	1-15
		Internship lesson plans	6-14
		Induction lesson plans	15-22

ORIENTATION ON CODE OF CONDUCT

The institution annually conducts orientation on Code of Conduct for all BEd students with the objective to help them to develop professionalism. On 14/09/2022 the orientation was given to all students by Dr Soya Mathew, Asst Professor of the college. The same is oriented in addition by optional teachers each year as part of pedagogy curriculum too.



Brochure of Orientation On Code Of Conduct

Dr Soya Mathew Conscientizing the Student teachers the Code of Conduct

List of Participants

Students list:

Sl. No	Name	Batch
1	Akhila M Nair	2022-2024 batch (B Ed. English)
2	Akshaya T G	2022-2024 batch (B Ed. English)
3	Amalu K	2022-2024 batch (B Ed. English)
4	Anagha R	2022-2024 batch (B Ed. English)
5	Anargha Mary	2022-2024 batch (B Ed. English)
6	Ashna Thomas	2022-2024 batch (B Ed. English)
7	Dona Maria	2022-2024 batch (B Ed. English)
8	Jeena Elsa John	2022-2024 batch (B Ed. English)
9	Jesna Joseph	2022-2024 batch (B Ed. English)
10	Leenu Merin Thomas	2022-2024 batch (B Ed. English)
11	Margret Benitta V J	2022-2024 batch (B Ed. English)
12	Megha Madhu	2022-2024 batch (B Ed. English)
13	Minu Mary	2022-2024 batch (B Ed. English)

14	Neha Babu	2022-2024 batch (B Ed. English)
15	Nimmy Elizabeth George	2022-2024 batch (B Ed. English)
16	Rachel Berkumon	2022-2024 batch (B Ed. English)
17	Remya P . T	2022-2024 batch (B Ed. English)
18	Swathi.M	2022-2024 batch (B Ed. English)
19	Abina K	2022-2024 batch (B Ed. Malayalam)
20	Akhila M George	2022-2024 batch (B Ed. Malayalam)
21	Aleena Steephen	2022-2024 batch (B Ed. Malayalam)
22	Anju Prathap. P	2022-2024 batch (B Ed. Malayalam)
23	Aparna Jais	2022-2024 batch (B Ed. Malayalam)
24	Archana V N	2022-2024 batch (B Ed. Malayalam)
25	Jisa Martin	2022-2024 batch (B Ed. Malayalam)
26	Kavyamol A B	2022-2024 batch (B Ed. Malayalam)
27	Lakshmi T S	2022-2024 batch (B Ed. Malayalam)
28	Nidhiya Joseph	2022-2024 batch (B Ed. Malayalam)
29	Pavithra V	2022-2024 batch (B Ed. Malayalam)
30	Shiji.T.T.	2022-2024 batch (B Ed. Malayalam)
31	Snehakavya	2022-2024 batch (B Ed. Malayalam)
32	Swathi . M	2022-2024 batch (B Ed. Malayalam)
33	Treesa Jojan	2022-2024 batch (B Ed. Malayalam)
34	Vrinda Suresh	2022-2024 batch (B Ed. Malayalam)
35	Dhanya Joy	2022-2024 batch (B Ed. Mathematics)
36	Emilin K Thomas	2022-2024 batch (B Ed. Mathematics)
37	Emiliya Merin	2022-2024 batch (B Ed. Mathematics)
38	Indhu . K	2022-2024 batch (B Ed. Mathematics)
39	Kabani S	2022-2024 batch (B Ed. Mathematics)
40	Nanditha J	2022-2024 batch (B Ed. Mathematics)
41	Rosemol V T	2022-2024 batch (B Ed. Mathematics)
42	Sandra Antony	2022-2024 batch (B Ed. Mathematics)
43	Sharon Achu Anish	2022-2024 batch (B Ed. Mathematics)

44	Sneha Prince	2022-2024 batch (B Ed. Mathematics)
45	Stella Catherine Faber	2022-2024 batch (B Ed. Mathematics)
46	Vandana K P	2022-2024 batch (B Ed. Mathematics)
47	Aiswarya . A .K.	2022-2024 batch (B Ed. Physical Science)
48	Aiswarya Lakshmi S	2022-2024 batch (B Ed. Physical Science)
49	Alkha Thomas	2022-2024 batch (B Ed. Physical Science)
50	Anjumol Paul	2022-2024 batch (B Ed. Physical Science)
51	Ann Sara V Alias	2022-2024 batch (B Ed. Physical Science)
52	Arunima C . H	2022-2024 batch (B Ed. Physical Science)
53	Ashna K J	2022-2024 batch (B Ed. Physical Science)
54	Aswathy Aji P	2022-2024 batch (B Ed. Physical Science)
55	Dilna Biju	2022-2024 batch (B Ed. Physical Science)
56	Dinsha M Saji	2022-2024 batch (B Ed. Physical Science)
57	Diya N C	2022-2024 batch (B Ed. Physical Science)
58	Karthika Raveendran	2022-2024 batch (B Ed. Physical Science)
59	Muhzina Muhammed Basheer	2022-2024 batch (B Ed. Physical Science)
60	Rose Mary Jose	2022-2024 batch (B Ed. Physical Science)
61	Sahala Nayeem A A	2022-2024 batch (B Ed. Physical Science)
62	Treesa Taniya P A	2022-2024 batch (B Ed. Physical Science)
63	Adeline Joseph	2022-2024 batch (B Ed. Natural Science)
64	Anna Anannya K P	2022-2024 batch (B Ed. Natural Science)
65	Anuradha A Pai	2022-2024 batch (B Ed. Natural Science)
66	Ashna Joseph	2022-2024 batch (B Ed. Natural Science)
67	Aysha Beevi C I	2022-2024 batch (B Ed. Natural Science)
68	Femy Mariya Jose	2022-2024 batch (B Ed. Natural Science)
69	Gopika A G	2022-2024 batch (B Ed. Natural Science)
70	Jismi Mohan	2022-2024 batch (B Ed. Natural Science)
71	Maneeha S M	2022-2024 batch (B Ed. Natural Science)
72	Meera Sankar A	2022-2024 batch (B Ed. Natural Science)
73	Merin K S	2022-2024 batch (B Ed. Natural Science)

74	Mrudula Girish	2022-2024 batch (B Ed. Natural Science)
75	Rajalakshmi R	2022-2024 batch (B Ed. Natural Science)
76	Sandra Soosan Aby	2022-2024 batch (B Ed. Natural Science)
77	Sneha P P	2022-2024 batch (B Ed. Natural Science)
78	Sreelakshmi N	2022-2024 batch (B Ed. Natural Science)
79	Sreeshna . M	2022-2024 batch (B Ed. Natural Science)
80	Anagha Mary	2022-2024 batch (B Ed. Social Science)
81	Anitta Johnson	2022-2024 batch (B Ed. Social Science)
82	Arya .T .K	2022-2024 batch (B Ed. Social Science)
83	Aswathy K S	2022-2024 batch (B Ed. Social Science)
84	Chinchu K H	2022-2024 batch (B Ed. Social Science)
85	Devika P S	2022-2024 batch (B Ed. Social Science)
86	Geethu Sivan	2022-2024 batch (B Ed. Social Science)
87	Liyanta Izabel	2022-2024 batch (B Ed. Social Science)
88	Nair K M Sumalakshmi	2022-2024 batch (B Ed. Social Science)
89	Nandhitha C	2022-2024 batch (B Ed. Social Science)
90	Raseena Naseer	2022-2024 batch (B Ed. Social Science)
91	Reshma George P G	2022-2024 batch (B Ed. Social Science)
92	Riya James	2022-2024 batch (B Ed. Social Science)
93	Sarah Maria	2022-2024 batch (B Ed. Social Science)
94	Sneha M	2022-2024 batch (B Ed. Social Science)
95	Sreelakshmi Sudhakaran	2022-2024 batch (B Ed. Social Science)
96	Sukritha S Shenoy	2022-2024 batch (B Ed. Social Science)

INDEX OF INTERNSHIP LESSON PLANS OF 16 WEEKS

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

ERNAKULAM

PRACTICAL RECORD

EDU 302.2 (PEDAGOGIC RECORD - III)

B.Ed. PROGRAMME 2021 -2023

(CREDIT & SEMESTER WITH GRADING)

NAME MEERA SUSAN KURIAN

REG NO. 213240112342 OPTIONAL SUBJECT. NATURAL SCIENCE

Certified Bonafide Record of MEERA SUSAN KURIAN

Reg No. 213240112342 *for the year 2021 -2023*

Alice Joseph
Principal

ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ★ ERNAKULAM 682 035

9/2/2023
Professor / Lecturer

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Principal in Charge
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Teacher in Charge

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Rudh
02/02/23

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Teacher in Charge

TEACHING MANUAL No. 3

Name of the teacher	: Meera Susan kurian	Standard	: VIII
Name of the school	: St. josephs GHSS, Tvipanithura	Date	: 28/10/22
Name of the subject	: Biology	Duration	: 40 minutes
Name of the unit	: Lets regain our fields	Period	: 8th
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

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- 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 ecofriendly 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 microorganism
- Vermicomposting is composting method using earthworms
- Agricultural residues such as rice straw and copra cake are used as animal food

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- wheat meal and meat meal can be used as a fish feed
- Breeds 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 wask 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 wask 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 DOMAIN : The pupil creates ideas about :
- designs poster giving awareness about sustainable agriculture

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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 farmers
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

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LEARNING ACTIVITIES	RESPONSE / EVALUATION
Activity No.1 (Introduction) Teacher and students conduct a discussion on problems associated with use of chemical fertilizers in the field, organic waste and its	1) Participation in the activity All the students interestingly involved in the group discussion on waste management

LEARNING ACTIVITIES

management and sustainable development

POINTS FOR DISCUSSION
* Organic waste
* waste management
* sustainable agriculture

<u>waste management and sustainable agriculture (CR)</u>

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) <u>communication and coordination of ideas</u>

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

3) <u>Acquisition of skills</u>

students acquired skills like initiativeness, critical thinking and communication

4) <u>Presentation and performance</u>

students actively expressed their point of view

1) <u>Participation in the activity</u>

Students actively participated in the activity on composting and biogas production

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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) <u>Communication and coordination of ideas</u>

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

3) <u>Acquisition of skills</u>

Students acquired skills like observation, teamwork and communication

4) <u>Presentation and performance</u>

Students showed great interest to read out the answers. IVth group members were the first to complete the activity. Sreenandhona of IVth group read out answers with great confidence

5) <u>Documentation</u>

A completed document

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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 bean and meat meal are used as poultry fooder. Rice bean 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 completed the activity card

LEARNING ACTIVITIES

Match the following.

A	B
fodder	meat meal
poultry fodder	Agricultural residues
fish feed	Rice bean

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 textbook, 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. Sreelakshmi of group I showed great initiativeness 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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1) Participation in the activity

students actively participated

LEARNING ACTIVITIES	RESPONSE / EVALUATION
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 ones waste becomes ______ for another	in the activity card on changing prespective 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. Renfu and Srulakshmi read out the answers with great confidence.

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LEARNING ACTIVITIES	RESPONSE / EVALUATION
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 advices students to practice various organic waste disposal methods	5) Documentation A completed document on changing perspective in agriculture were prepared by the students.
FOLLOW UP ACTIVITIES 1. List out the advantages of sustainable agriculture 2. Write a short note on changing perspective in agriculture	All the students very well prepared the notes on sustainable agriculture and changing perspective in agriculture

REFLECTION

My findings and assessment : I was able to take the class pretty good. The class was taken in a simple but organized manner by engaging student in activities

Remedial activities : I will take measures to improve my blackboard writings

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Rch 31/10/22

26/10/22

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INDUCTION TEACHING MANUAL No.5

Name of the teacher : Meera Susan kurian	Standard : VIII C
Name of the school : St. Joseph CGHSS, Thripunithura	Date : 1/8/22
Name of the subject : Biology	Duration : 40 minutes
Name of the unit : Cell clusters	Period : 3rd
Name of the topic : Levels of organisation	Strength : 35/39

CONTENT ANALYSIS

TERMS : Atom, molecule, cell, cell organelle, tissue, organ, organ system, organism, population, community, nervous tissue, epithelial tissue, connective tissue, muscular tissue, digestive system, respiratory system, excretory system, heart, blood vessels, nose trachea, lungs, kidney, ureter, urinary bladder, brain, nerves, digestion, cell division, cell differentiation

FACTS :
- All materials are basically made up of atoms
- Atoms combine together to form molecules
- Cell is the basic unit of life
- Cell contains cell organelles

- Tissues are group of similar cells that have a common origin and perform specific functions.
- Organs are formed by group of tissues that undertake specific functions
- Combined action of various organs helps in the smooth functioning of the body
- Organs combine to form organ system.
- Organisms can survive when organ systems work in coordinated way.
- Stomach which helps in digestion is made up of muscular tissue.
- Stomach is lined by epithelial tissue.
- Stomach has blood vessels that carry blood.
- Nervous tissue helps to receive stimuli regarding changes taking place in the stomach and send proper impulses
- Structure of higher order animals is a combination of various organ system.
- Stomach, liver, intestine etc are different organs of digestive system and its combined action helps in digestion
- Circulatory system consists of organs like heart and blood vessels

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- Respiratory system consists of organs like nose, trachea and lungs
- Excretory system consists of organs like kidney, ureter and urinary bladder
- Nervous system consists of organs like brain and nerves
- Organ system cannot function independently
- Combined action of different organ systems helps to perform various physiological activities
- The group of any particular kind of organisms in an ecosystem is called population
- All organisms in an ecosystem constitute a community

CONCEPTS : Different types of tissues act complementarily to perform complex physiological activities in organisms

LEARNING OBJECTIVES

KNOWLEDGE DOMAIN : The pupil acquires knowledge and comprehension about
- explains the formation of organ system
- lists out the organs belonging to each organ system
- identifies the importance of tissues
- differentiates between organs and tissues

PROCESS DOMAIN : The pupil develops process skills in :
- observes the formation of organ system
- communicates the role of digestive system
- infers the role of organs in proper functioning of body
- classifies the types of organs found in various organ systems

APPLICATION DOMAIN : The pupil applies knowledge in :
- understands the role of organs in physiologi ological function
- applies the knowledge of levels of organization in the study of diversity in organisms
- analyzes the peculiarities of different organs
- gives reason for the complexity of living organisms

ATTITUDINAL DOMAIN : The pupil develops positive attitude towards
- develops positive attitude towards good health practices
- shows readiness to exercise daily
- takes initiative to follow healthy living

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- develops curiosity to know more about diversity in organisms

CREATIVITY DOMAIN : The pupil creates ideas about :

- designs poster to create awareness on importance of healthy living
- prepares a chart showing levels of organisation
- prepare a model of digestive systems

PRE-REQUISITE

The Pupil already knows that human body is made up of different types of tissues

LEARNING STRATEGIES

Group discussion, demonstration

LEARNING MATERIALS / ICT

Activity No.1 :

Activity No.2 : 1) Reading material on organ system
2) Activity card on organ system
3) Powerpoint slides on organ system

Activity No.3 : 1) Textbook
2) Activity card on levels of organization
3) Powerpoint slides on levels of organization

VALUES

1) Self respect
2) Concern for fellowbeing
3) Determination for healthy living

EXPECTED PRODUCTS

1) Table on organ system and organs belonging to them
2) Flow chart on levels of organization

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LEARNING ACTIVITIES	RESPONSE / EVALUATION
Activity No.1 (Introduction) With Teacher and students conduct a discussion on how cells combine to form tissues, tissues form organ and organs form organ system	1) Participation in the activity students actively participated in the activity by sharing their ideas on organisation levels during the discussion.

LEARNING ACTIVITIES	RESPONSE / EVALUATION
POINTS FOR DISCUSSION * Cells → Tissues * Tissues → Organ * Organs → Organ system * Importance of organ system Levels of Organisation (CB) Teacher consolidates the activity by explaining the importance of organ systems in carrying out physiological functions smoothly Teacher divides the class into different groups Activity No: 2 With the help of reading material students complete activity card and understand about various organ system in human body **Organ system** In human body organs combines to form organ system. Excretory system, Circulatory System, Nervous system, and respiratory	2) Communication and coordination of ideas All students responded with great interest and communicated their ideas of levels of organisation 3) Acquisition of skills students acquired skills like initiativeness, critical thinking and communication 4) Presentation and performance students were full of vigour and remained active throughout discussion All students responded very well 1) Participation in the activity students were immersed in reading the given reading material on organ system to understand the

LEARNING ACTIVITIES	RESPONSE / EVALUATION
System are the major systems in our body. Circulatory system is made up of heart and blood vessels. Nose, trachea and lungs are the organs in respiratory system. Excretory System consists of kidney, ureter and urinary bladder. Brain and nerves make up the nervous system. Read the description and answer the following questions I Fill in the blanks a) Organs combines to form ________ b) ________ and nerves are the parts of nervous system II Circle the organs belonging to excretory system kidney, Heart, lungs, ureter, Urinary bladder	content and complete the activity card 2) Communication and coordination of ideas All students responded actively and communicated well about the parts of organs present in each organ system within groups and completed the activity card on organ system 3) Acquisition of skills Students acquired skills like observation, understanding and communication 4) Presentation and performance students showed great interest in giving responses and all groups performed

LEARNING ACTIVITIES

III Match the following

A	B
Heart, blood vessels	– Nervous system
Brain, nerves	– Respiratory system
Nose, trachea, lungs	– Circulatory system
	– Excretory system

Nervous system (CB)

Respiratory system (CB)

Excretory system (CB)

Circulatory system (CB)

Teacher consolidates the activity by explaining various organ system using powerpoint slides

RESPONSE / EVALUATION

well in the class. The I & III group completed the activity card first. Diya of group III showed great initiativeness to read out the answers. All other groups were also able to find out the correct answers

5) Documentation

A completed document on organsystem were prepared by the students.

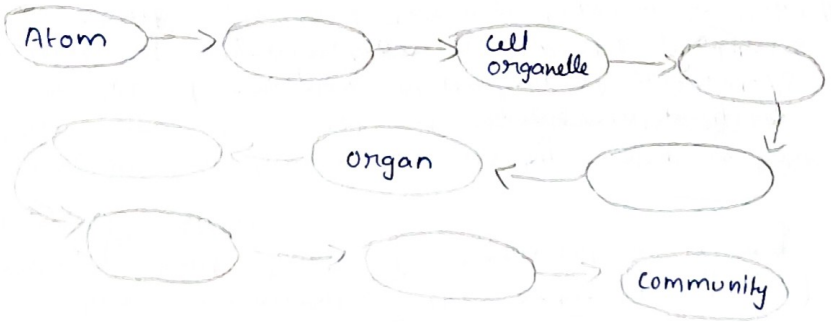
LEARNING ACTIVITIES

Activity No.3

By completing the activity card with the help of textbook students understand about levels of organisation.

Levels of Organisation

I Complete the flowchart using the words given in the box below.



cell, population, organism, organ system, Tissue, Molecule

RESPONSE / EVALUATION

1) Participation in the activity

students actively participated in the activity by completing the activity card on levels of organisation by carefully going through the text book

2) Communication and coordination of ideas

students shared their ideas about levels of organisation within groups and completed the activity card.

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Principal
Education for Women

3) Acquisition of skills

Students acquired skills like team work, observation and communication

4) Presentation and performance

Students peformed very well in the activity. Second

LEARNING ACTIVITIES	RESPONSE / EVALUATION
Levels of Organisation (CB) Atom → Molecule → cell organelle → cell → Tissue → organ → organ System → organism → population → community } (CB) Teacher consolidates the activity by explaining about levels of organisation using powerpoint slides. Teacher consolidates the class by explaining how different types of tissues act complementarily to perform several complex physiological activities and levels of organisation and make students aware about the need for maintaining healthy life	group members completed the activity card first. IV and V th group had some doubts regarding the completion the activity card. With proper assistance they also completed the activity card. All groups read out the correct answers 5) **Documentation** A completed document on levels of organisation were prepared by the students
FOLLOW UP ACTIVITIES 1) Prepare a table showing organ systems and organs belonging to them 2) Prepare a flowchart on levels of organisation	All students very well prepared the table on organsystem and flowchart on levels of organisation

REFLECTION

My findings and assessment : The class went quite well. Students responded very well during discussion. Blackboard work was good. Some of the powerpoint slides were bit confusing for the students.

Remedial activities : I will make powerpoint slides more simple and effective.

Supervision Diary cum Reflective Journal

II Semester

Name of the Student: Meera Susan Kurian

Subject : Biology

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

Unit : Cell clusters

Sl. No:	Date	Content Outline	Learning Strategy adopted	Remarks of the Supervising/ Mentor Teacher
1.	11/7/2022	* Cell and tissues - Cells - Types of cells - Tissues	Group discussion, Demonstration	
2.	18/7/2022	* Cell differentiation * Stem cells	Group discussion, Demonstration	
3.	22/7/2022	* Animal tissues - Epithelial tissue - Nervous tissue - Muscular tissue - Connective tissue	Group discussion, Demonstration	Very Good Rich 10/8/22
4.	29/7/2022	* Plant tissues - Meristematic tissues - Parenchyma - collenchyma - Sclerenchyma - vascular tissues	Group discussion, Demonstration	Alice Joseph Dr. Alice Joseph Principal in Charge St. Joseph College of Teacher Education for Women, Ernakulam
5	1/8/2022	* Levels of organization	Group discussion, demonstration	

Reflective Journal

1. Description of Events: As part of B.Ed course, there was a one month induction programee from 11 july 2022 to 11 august 2022. The school I got was St. Joseph CGHSS, Tripunithura. I took class for 9th standard on the topic cell clusters. I divided the chapter into 5 lesson plans of 40 minute duration each and prepared and took the class.

2. Feeling: I was bit nervous before my first class as it was my first experience. After the first class I found out the parts which I need to improve. My confidence level increased in the subsequent classes. I was able to complete the lesson plan in correct time and manage the class properly

3. Evaluation: Even though I prepared well for my first class, due to tension I was not able to take the class upto my expectation. I missed many blackboard work. Through further preparation I was able to overcome those difficulties in previous class. But still I have to improve a lot to become a perfect teacher.

4. Analysis: when the entire induction programme was analyzed I found that there was a great improvement in my teaching towards the last class. I have succeded in conveying the concepts clearly to the students. also I improved in ~~class~~ managment

5. Action Plan: By analysing my class I realized my positives and negatives. I will try to improve my blackboard writing and also I will implement more methods and strategies to make my class more effective

Dr. Abee Joseph
Principal in Charge ... Teacher
St. Joseph C... Women,
Education ...
Ern...

22/8/2022

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