

# SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

## DOCUMENTARY EVIDENCE OF ACTIVITIES PREPARATORY TO SCHOOL-BASED PRACTICE TEACHING AND INTERNSHIP WHICH ENCOMPASS CERTAIN SIGNIFICANT SKILLS AND COMPETENCIES

### 1. DISCUSSION, DEMONSTRATION AND CRITICISM CLASSES

#### Sample Lesson Plan

<u>LESSON PLAN</u>		
Name of the teacher : Akshaya . k		Name of the school :-
Subject : Basic Science		Std & Div :- VIII
Unit : Fibres & plastics		Duration : 30 minutes
Sub unit : plastic		Date :-
<b>* CURRICULAR STATEMENT</b>		
* Through experimentation, observation & discussion, the students acquire an awareness about plastic in daily life.		
* The students get evaluated through their participation in group activities, presentation & experimentation skills.		
<b>* CONTENT ANALYSIS</b>		
1) TERMS :- plastics, polymers, Thermo plastic, Thermo setting plastic, PVC, conductor, Insulators, monomers, cross links, physical & chemical change.		
2) FACTS :- (i) plastics are synthetic polymers.		
(ii) plastics have properties different from that of fibres.		
(iii) Bakelite is the first artificial plastic.		
(iv) plastics are bad conductors of heat & electricity.		
(v) plastics do not react with water & do not corrode.		

(vi) Based on changes occurring while heating, plastics are classified into 2.

(vii) plastic can be moulded into different shapes

3) CONCEPT :- plastic, thermosetting & thermo plastic.

4) DEFINITIONS

(i) Thermoplastic :- Thermoplastics are defined as plastic that gets softened on heating & hardened on cooling. This process can be repeated any number of times.

(ii) Thermosetting plastic :- Thermosetting plastics are defined as those plastic which remains soft when heated during its manufacture & gets hardened permanently on cooling. Once hardened they cannot be remoulded by heating.

**\* LEARNING OBJECTIVE GRID**

Objective area	Anticipated mental process / Action Verb.	Product outcome.
1) Remembering	Recalls, Tell	Facts,
2) Understanding	Compare	Definitions, Fact
3) Applying	Identify	Concept, Fact, Definition
4) Analysing	Categorize, List, Distinguish	Fact, Definition.
5) Evaluating	Explain, Compare, Conclude	Definition, Fact
6) Creating	Compile	Definition, Fact.



*[Signature]*

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## \* TEACHING LEARNING RESOURCES

- Materials - chalk, board, plastic cover, plastic mug, plastic bottle, switch leads, PVC pipe, melamine plate, bakelite handle, electric wire, sanitizer bottle.
- Audio-visual Aids :- Activity card containing situations in which plastic are used, Chart with definitions.

## \* ATTITUDES TO BE DEVELOPED

Curiosity, Openmindedness, Questioning.

## \* PROCESS SKILLS TO BE ATTAINED

Observing, Inferring, Classifying.

\* EXPECTED PRODUCT :- Completed activity card.

## \* PRE REQUISITE:

Students already know about conductors & insulators and also know about physical & chemical change.

## \* CLASSROOM INTERACTION PROCEDURE

Pupil RESPONSE

### INTRODUCTION

The teacher enters the class with a plastic cover and asks about the well being of the students.  
The teacher ~~also~~ displays few items on the table and asks the students whether they know the items on the table.  
She asks the students identify a common element in them.

The teacher confirms the answer and says that today they shall learn more about plastic.

The teacher randomly asks few students to name few more items made of plastic.

### PRESENTATION

The teacher begins by saying a ~~short~~ brief history of plastic.

The teacher proceeds to hand over a activity card to the students.

Situation	Characteristics
<ul style="list-style-type: none"><li>• To insulate electric conductors</li><li>• To make handles of kitchen utensils</li><li>• To store chemical substances</li><li>• To make water bottles</li><li>• To make household utensils.</li></ul>	Not a conductor of electricity

The teacher verifies the answer & asks few students to read out the answers.

The teacher asks the students what happens when the items kept on the table is subjected to flame / fire.



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The teacher asks the students again, collect all the items kept on the table next door.

The teacher then says that now we have identified two types of plastic, based on their reaction towards heat.

The teacher then explains the concept of thermoplastic & thermosetting plastic, and shows the students chart containing definitions about them, and asks the students to read both the definitions.

**Thermoplastic:** Thermoplastics are defined as plastic that gets softened on heating & hardened on cooling.

**Thermosetting plastic:** Thermosetting plastics are defined as those plastic which remains soft when heated during its manufacture & gets hardened permanently on cooling.

The teacher then explains the reason for this behaviour of plastic and briefly explains the concept of structure of plastics.

The teacher then draws two columns on the board and asks the students to categorize the items on the table as thermoplastic & thermosetting plastic and also asks the students to note them down on their notebooks.

After classifying them, the teacher asks the students to distinguish between them and to state few other differences between the two.

The teacher further adds that thermoplastic undergo physical change on heating whereas thermosetting plastic undergo chemical change along with physical change.



  
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### CONSOLIDATION

After summarizing the above concepts, the teacher proceeds to the review session.

#### \* REVIEW

- 1) List out few characteristics of plastics.
- 2) Can all plastic be reheated any number of times?
- 3) What is thermoplastic?
- 4) Give one example for thermosetting plastic.
- 5) Give one difference between thermosetting & thermoplastic.

#### \* FOLLOW UP ACTIVITY

The teacher asks the students compile more examples of thermosetting and thermoplastic from day to day life and categorize them. The teacher also asks them to find out major disadvantage of plastic & note it down on science diary.

#### \* BLACK BOARD SUMMARY

Date  
Period:-

Chemistry

Std:- VIII  
Str: —

Plastic

Thermosetting :- pvc, plate, button

Thermoplastic :- Carry bag, mug, container.

Cross linked polymer.



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## Observation Schedule of Criticism Class

OBSERVATION SCHEDULE OF CRITICISM CLASS BY THE LECTURER PAB

**Lesson template**:- The lesson was all about the constituent particles of an atom, which the teacher presented before students through the scientist who discovered these particles. The lesson was well arranged and progressive.

**Self induction**:- The teacher did not clean the blackboard and also did not write the subject name. Teacher introduced the concepts through a picture of scientist who discovered the concept.

**Development of the lesson**:- After each concept, teacher provided an activity book to be filled by the learner. Teacher explained the experiments conducted by the scientists to discover the particles. Teacher presented each concept in an attractive manner with connection to real life incidents and experiences.

**Learning experiences**:- Teacher provided activities after each concept. The activity book provided by the teacher was interesting. Teacher provided facial similarities to electron, proton and neutron which was very attractive.

**Learner involvement**:- There were no activities given by the teacher for the learners to develop a concept themselves. But teacher made sure that they understood the concepts through an activity book. All the students actively participated in filling the activity book.

**Use of audio visual aids**:- The teacher did not use any ICT equipments. Also, teacher didn't stick the images of the scientists.

**Mastery of the subject matter**:- The teacher could have explained more about the alpha cell experiment. Teacher showed an excellent mastery over the content.

**Classroom management**:- Teacher had an excellent sound modulation capacity and showed excellent skill in managing the classroom.

**Closure of the lesson**:- Teacher concluded the class by providing chart that to be filled by the learners which contains ideas about all the concepts taught in the class.

**Assessment and Evaluation**:- Teacher did formative assessment and gave the students a followup activity.



  
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## 2. MICROTEACHING SESSIONS

### Observation Schedule of Microteaching

Observation Schedule - Skill of Using Black board.

Name of student teacher : Adithya Manu      Class : VIII  
 Teaching Stage : Teach      Date : 23/10/2019  
 Content : The Boy Who Drew Cats  
 Duration : 2:56 minutes  
 Name of the supervisor : AKSHILA.L.R

Tally	Components (Desirable behaviour)	Rating Scale Poor/Not satisfactory/Average/Good/Very good
4 2 3 4 5	1. The letters are distinct	1 2 3 4 ✓ 5
✓ 1 2 3 4 5	2. Adequate spacing between two letters	1 2 3 4 ✓ 5
✓ 1 2 3 4 5	3. Adequate spacing between two words	1 2 3 4 5 ✓
✓ 1 2 3 4 5	4. Words/Sentences parallel to the base of BB	1 2 3 4 5
✓ 1 2 3 4 5	5. Appropriate size of capital letters and small letters	1 2 3 4 5 ✓
1 2 ✓ 3 4 5	6. Adequate spacing b/w lines	1 2 3 4 5 ✓
1 2 3 ✓ 4 5	7. Writing relevant words on (B.B)	1 2 3 4 5 ✓



*(Signature)*

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### 3. SEMINAR/ PRESENTATION

SEMINAR  
Science Talent Search Programme

Submitted by  
Gopika.V  
Physical Science  
Roll No: 10  
SNTC,  
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Introduction

Science is not a magic. It is a human activity without any elements of magic. Science helped human beings to intelligently adjust to nature. They explore and change the physical world according to their requirements. It is a compound of curiosity, observation and thought. Science is the systematic study of the structure and behaviour of the natural world based on the facts that learned through observations and experiments. We can also define science as a branch of knowledge or study dealing with a body of facts or truths.

Science Talent Search Exam are competitive exams conducted for students with an aim to encourage students to take up research as a career in the field of science, engineering, medicine etc.

Science Talent Search Programme

The National Council of Educational Research and Training (NCERT) was established by the Govt of India in the year 1961 with a view to bringing about qualitative improvement in school examination in the country. No sooner the council was set up than it mounted a number of programmes in this direction. One such programme was to identify and nurture the talented students. This programme took up the shape of a scheme called National Science Talent Search Scheme (NSTSS) in the year 1963 which provided for the identification of talented students and awarding them with scholarships. During the first year of the implementation of the scheme, it was confined to the union territory of Delhi wherein only 10 scholarships were awarded to the class XI students.

In the year 1964 the scheme was extended to all the states and the union territories in the country with 950 scholarships for the students of class XI. The scholarship were awarded on the basis of a written

examination, a project report and interview. The written examination comprised the science Aptitude Test and an Essay on a given scientific theme. The candidates were to submit the project report at the time of the written examination. A stipulated number of candidates selected on the basis of these four components was eventually employed for the purpose of awarding scholarships. These scholarships were awarded for pursuing education only in basic science up to doctoral level.

Consequent upon the introduction of 10+2+3 pattern of education, the NSTS scheme also underwent a change in the year 1976. It was no longer confined to only basic science but was extended to social science, engineering and medicine as well. It was renamed as National Talent Search Scheme.



  
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### Multigrade Vignana Vidyalaya, N.T. (MVPV)

Multigrade Vignana Vidyalaya is an talent scholarship exam conducted each year by the Science Branch of the Directorate of Education in Delhi. It is open to students of recognized schools in Delhi. 1000 students per year are awarded the scholarship.

- Type** : objective
- Developer / Administrator** : Delhi Directorate of Education.
- Knowledge / Skills tested** : Physics, Chemistry, Mathematics, Biology, Mental Ability.
- Year started** : 2005
- Duration** : (120 + 120) minutes
- Score** : 0 to 200.
- Eligibility** : Any student studying in class IX of a recognized school in Government or Government Aided / Public / Kendriya Vidyalaya / Navodaya / NMC schools and having at least 65% class VIII is eligible.

There is a strict policy to ensure that the students should be studying for a certain number of hours per day for several years for the exam.

**Fee** : Free

#### Type of Examination:

- The examination has two papers
- Mental Ability** :- 100 questions 100 marks 120 minutes.
  - General Science and Mathematics with Serial Science** :- 100 questions 100 marks 120 minutes.

Although the time for attempting the MAT Section and the SAT Section is different, but the paper has to be submitted altogether soon after the writing time has finished.

**Scholarships** : There are about 1000 scholarships awarded for MVPV per year. In the notification that is released by the Science branch office of Govt. of Delhi, it is stated that an amount of Rs 5000 will be awarded to top 1000 meritorious students.

### National Level Science Talent Search Examination

- Main focus :- Understanding of Concepts - Detailed
- Emphasis on Mathematics and Science Skills
- More than 25 lakh students participated in the exams
- Eligibility** : Student studying classes - 2, 3, 4, 5, 6, 7, 8, 9 and 10
  - 11 (PCM) and 11 (PCB)
  - 12 (PCM) and 12 (PCB)

PCM → Physics, Chemistry and Maths  
PCB → Physics, Chemistry and Biology.

  - There is no exam for 11, 12, PCMB group and commerce group.
- Exam Fees** : Individual Registration  
Exam Fees Rs : 200  
Registration through school  
Exam Fees Rs : 150
- Exam Pattern** : Each class has a different question paper.  
All questions are objective type with no negative marking for wrong answers.

Class	Time of Examination	Marks
2	60	60
3 to 12	90	90

Duration of the examination for all classes is 90 minutes.

For class 2	
Mathematics	: 20
General Science	: 30

For class 3-5	
Mathematics	: 25
General Science	: 30
Critical Thinking	: 5

For classes 6 to 10	
Mathematics	: 25
Physics	: 10
Chemistry	: 10
Biology	: 10
Critical Thinking	: 5

For classes 11 & 12 PCM	
Mathematics	: 25
Physics	: 15
Chemistry	: 15
Critical Thinking	: 5

For classes 11 & 12 PCB	
Biology	: 25
Physics	: 15
Chemistry	: 15
Critical Thinking	: 5



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### Critical Thinking section includes

- Inverse thinking skill
- Reasoning
- Subjective and objective analysis

### Students Performance Report includes

- Correct answers for all questions in the exam
- Subject wise marks
- Subject wise and overall ranking in the national level
- Average marks of all the students in different subjects
- Group Highest Marks
- Question wise analysis, Skill wise analysis
- His/Her chosen answers for all question in the NSTSE

### Details of Awards

- NSTSE Topper is awarded Rs 200000 cash prize. The student who achieves the highest percentage of marks among all the classes is declared as NSTSE Topper.
- Top 3 rankers of each class - Laptop + a Memento + a Medal.
- Rank 4 to 10 and 11 to 40 of each class - cash prize of Rs 3000 and Rs 1000 respectively.

• Further details of the exam can be found at <https://www.nstse.org/>

• For more information on the exam, visit <https://www.nstse.org/>

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### Reference

- <https://youtu.be/0T2aeZ0tXW>
- [https://en.wikipedia.org/wiki/NTSE\\_Science\\_Talent\\_Search\\_Examination](https://en.wikipedia.org/wiki/NTSE_Science_Talent_Search_Examination)



  
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#### 4. OBSERVATION OF CLASSES IN VICTERS CHANNEL

##### Report of Observation of class in VICTERS Channel

#### REPORT OF THE REVIEW ON THE CLASSES OF VICTERS CHANNEL

Name of the teacher : Mesha R Roll No : 6  
Optional subject : Physical Science Name of the teacher : Preetha Antony  
Standard : VIII Topic handled : Units and measurements

#### WHENABOUTS OF THE LESSON

##### A. Brief description of the entire content covered

It was the third lesson of 8<sup>th</sup> standard Physics subject. It was continuation of the unit called units and measurement. This lesson includes solar day, fundamental units, derived units, SI units.

##### B. Learning outcomes specified

Pupil acquire basic knowledge about measuring and units of physical quantities. Pupil will be able to recall the facts. Pupil will be able to give an example on the concept. Pupil will be able to differentiate the concepts. Pupil will be able to compose the facts.

#### AREAS OF CRITICAL EVALUATION

##### C. Introduction and development of lesson from previous knowledge

The lesson started by revising the concepts taught in the last class. Also teacher discussed the assignments given in last class. The lesson was developed by revising the concept of sundial and time.

##### D. Explanation, demonstration and illustration skills of the teacher

Teacher explained each concept from simple to complex. Also teacher demonstrated a sundial. Also the teacher illustrated videos and important points on the screen.

##### E. Use of teaching learning aids

Teacher used material like sundial, which was used to determine time. Teacher made use of audio-video materials in order to present the important points and definitions of the lesson.



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#### F. Pattern of questioning and addressing the learners:

Teacher put an extra effort to ask questions. Teacher gave enough encouragement, even though it was an online mode of interaction. Teacher did formative evaluation successfully.

#### G. Stimulus variation and movement of the teacher

There was no movement for the teacher. But there was enough facial gestures and tone variations for the teacher. Teacher successfully modulated voice whenever required.

#### H. Use of board

There was no blackboard used in the lesson.

#### I. Properties of the teacher

Teacher appeared pleasant and confident throughout the lesson. Teacher had a smile on her face.

#### J. Active classwork and appropriateness

Teacher appropriately presented illustrations and demonstrated how to

use a surdial. Teacher had given an activity to classify quantities into fundamental and derived units.

#### K. Review, remainders and points to remember

Teacher always remained the pupil to note down the important points like fundamental units and derived units. Teacher purposefully repeated the important points.

#### L. Assignment and practical works suggested

Teacher had given a practical work to arrange various units of length in ascending order. Also there was an assignment to find out the odd one from a given list of units.

#### M. Gender friendly usages or biased statements

There was no biased statements used in the lesson.

#### N. Values or skills inculcated

The lesson included attitudes like honesty, open mindedness etc. The lesson includes process skills such as observing, measuring, using space time relationships and number relationship.



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### O. Additional resources suggested

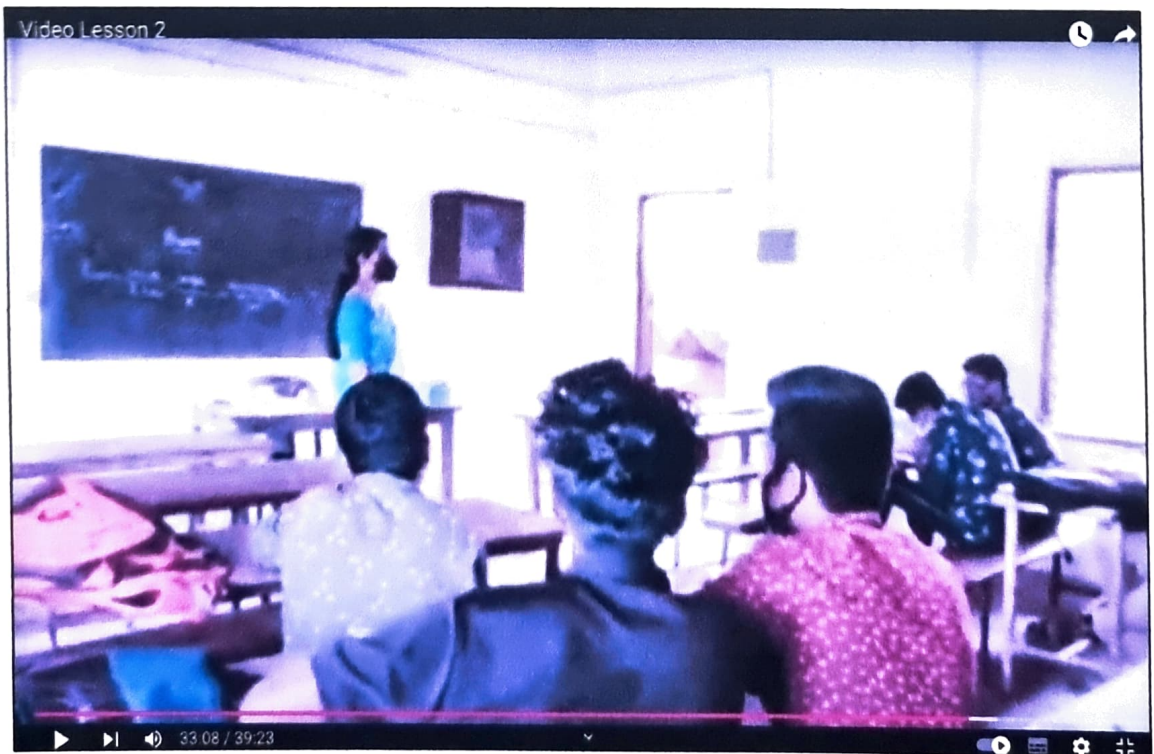
Teacher suggested an additional resource about a video describing the making of sundial from samagra portal.

### P. other comments and general observation

It was excellent lesson in planning and execution. Teacher was well planned in providing sequenced learning experiences. Teacher successfully explained fundamental and derived units. Teacher always put an extra effort to address the learners. Teacher encouraged the pupil frequently. It was an active lesson where there were moments which increases pupil interest. The grading of the class is very good.

## 5. OBSERVATION OF VIDEO LESSONS

### Snapshot of the Video Lesson



  
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## 6. MID SEMESTER AND MODEL EXAMINATIONS

### Sample Question Paper of Mid Semester Exam for Semester 1 & III

<p style="text-align: center;"><b>SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA</b> <b>FIRST SEMESTER MID SEM EXAMINATION, FEBRUARY 2022</b></p> <p style="text-align: center;"><b>EDU-04J: THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION</b></p> <p>Time: 1 Hour <span style="float: right;">Max. Marks: 25</span></p> <p style="text-align: center;"><b>PART A</b></p> <p>I. Answer all questions by selecting the most appropriate one from the options given.</p> <ol style="list-style-type: none"><li>The learner performs an action with written or verbal directions, without a visual model or direct observation. This indicates a) imitation                      b) manipulation c) precision                      d) articulation</li><li>Which among these is not a maxim of teaching? a) Indefinite to Definite                      b) Actual to Representative c) Induction to Deduction                      d) Empirical to Rational</li><li>Which among these is not a specification of 'creating'? a) Designs                      b) Compares c) Generates                      d) Compiles</li></ol> <p style="text-align: right;">(3x1=3 marks)</p> <p style="text-align: center;"><b>PART B</b></p> <p>II. Answer all questions in one word or one phrase.</p> <ol style="list-style-type: none"><li>Who proposed the quantum theory for tachyons?</li><li>List two specifications of the objective 'knowledge'?</li><li>What is the awareness of one's own cognition and particular cognitive processes called?</li></ol> <p style="text-align: right;">(3x1=3 marks)</p> <p style="text-align: center;"><b>PART C</b></p> <p>III. Answer all questions not exceeding one paragraph. Each question carries 2 marks.</p> <ol style="list-style-type: none"><li>What are the three phases of teaching?</li><li>Distinguish between aims and objectives.</li></ol> <p style="text-align: right;">(2x2=4 marks)</p> <p style="text-align: center;"><b>PART D</b></p> <p>IV. Answer any one question not exceeding one page.</p> <ol style="list-style-type: none"><li>Distinguish between the Product and Process aspects of teaching science.</li><li>Describe Glaser's basic teaching model.</li></ol> <p style="text-align: right;">(1x5=5 marks)</p> <p style="text-align: center;"><b>PART E</b></p> <p>V. Answer any one question not exceeding 3 pages.</p> <ol style="list-style-type: none"><li>The Bloom's taxonomy encourages higher-order thinking in students by building up from lower-level skills. Justify the statement.</li><li>What are process skills? Describe the science process skills with examples.</li></ol> <p style="text-align: right;">(1x10=10 marks)</p>	<p style="text-align: center;"><b>SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA</b> <b>THIRD SEMESTER MID SEM EXAMINATION, MARCH 2022</b></p> <p style="text-align: center;"><b>EDU-13J: EMERGING TRENDS AND PRACTICES IN</b> <b>PHYSICAL SCIENCE EDUCATION</b></p> <p>Time: 1 Hour <span style="float: right;">Max. Marks: 25</span></p> <p style="text-align: center;"><b>PART A</b></p> <p>I. Answer all questions by selecting the most appropriate one from the options given.</p> <ol style="list-style-type: none"><li>Which among these is not a form of experiential learning? a) Role-playing                      b) Questioning c) Group work                      d) Internships</li><li>Who designed the Think-Pair-Share strategy? a) Frank Lyman                      b) Jerome S. Bruner c) Elliot Aronson                      d) William Gordon</li><li>Which among these is not a rotation model in blended learning? a) Station Rotation Model                      b) Individual Rotation Model c) Enriched Virtual Model                      d) Flipped Classroom Model</li></ol> <p style="text-align: right;">(3x1=3 marks)</p> <p style="text-align: center;"><b>PART B</b></p> <p>II. Answer all questions in one word or one phrase.</p> <ol style="list-style-type: none"><li>Give one practical implication of brain-based learning.</li><li>Who developed the technique of concept mapping?</li><li>Identify the brain-based teaching strategy that highlights the need to eliminate fear while creating a challenging situation.</li></ol> <p style="text-align: right;">(3x1=3 marks)</p> <p style="text-align: center;"><b>PART C</b></p> <p>III. Answer all questions not exceeding in one paragraph. Each question carries 2 marks.</p> <ol style="list-style-type: none"><li>What are the steps in the Jigsaw strategy?</li><li>What is flipped classroom model? Why is it called so?</li></ol> <p style="text-align: right;">(2x2=4 marks)</p> <p style="text-align: center;"><b>PART D</b></p> <p>IV. Answer the following question not exceeding in one page.</p> <ol style="list-style-type: none"><li>What is Concept Mapping? Briefly describe the steps included in Concept Mapping.</li></ol> <p style="text-align: right;">(1x5=5 marks)</p> <p style="text-align: center;"><b>PART E</b></p> <p>V. Answer any one question not exceeding 3 pages.</p> <ol style="list-style-type: none"><li>Define experiential learning approach. Explain Kolb's experiential learning cycle using a diagrammatic representation.</li><li>What is blended learning? Explain the different blended learning models.</li></ol> <p style="text-align: right;">(1x10=10 marks)</p>
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Sample Question Paper of Model Examination for Semester I

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA  
FIRST SEMESTER B.Ed. DEGREE MODEL EXAMINATION, JUNE 2022

EDU 04.8: THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION

Time: 2 Hours

Max. Marks: 50

PART-A

Choose the correct answer. Answer all questions. Each question carries one mark.

- Who proposed the quantum theory for tachyons?  
a) M. N. Saha                      b) E. C. G. Sudarshan  
c) P. C. Ray                        d) C. V. Raman
- Truth is beauty. This statement is closely related to which value of science?  
a) Cultural value                      b) Aesthetic value  
c) Disciplinary value                      d) Moral value
- Which of the following is not a technique of teaching?  
a) Debate                              b) Dalton Plan  
c) Simulation                        d) Role play
- Deductive Reasoning is also known as  
a) Top down approach                      b) Bottom down approach  
c) Top up approach                      d) Bottom up approach
- If a teacher thinks over his/ her own teaching practices and analyses them, the person is a  
a) Good Scaffolder                      b) Good Mentor  
c) Good Reflective Practitioner                      d) Good Supervisor

(5x1=5 Marks)

PART-B

Answer all questions. Answer in a word or sentence. Each question carries one mark.

- Name any one famous Indian woman scientist and give any one of her contributions to science.
- What is skepticism?
- Define learning based on constructivism.
- Give an example of positive transfer of learning.
- Who is the father of Indian Chemistry?

(5x1=5 Marks)

PART-C

Answer all questions. Answers should be very brief and to the point. Each question carries two marks.

- List any four characteristics of the role of teacher as a mentor.
- Distinguish between the product and process aspects of science.
- List the integrated process skills in science.
- State the method of concomitant variations in Mill's canons of induction with an example.
- What is 'buzz session'? Why is it called so?

(5x2=10 Marks)

PART-D

Answer any four questions. Each question carries five marks.

- Bring out the role of science in sustainable development.
- Explain the concept of objective based instruction.
- Describe brainstorming as an effective method of teaching science.
- What is Problem Solving method? Explain the steps involved.
- Explain the concept of Virtual Learning Environment (VLE).
- Describe the basic teaching model by Glaser.

(4x5=20 Marks)

PART-E

Answer any one question. Each question carries ten marks.

- The scientific method is a method that could be adopted by students to solve a problem in a systematic way - Do you agree with the statement? Justify your answer.
- The Bloom's Digital Taxonomy gives educators an excellent framework to begin to assess their digital practices. Substantiate.

(1x10=10 Marks)



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## 7. DIFFERENT TESTS- ACHIEVEMENT TEST, DIAGNOSTIC TEST ETC.

### Achievement Test Construction

#### Achievement Test

An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level, usually through planned instruction, such as that in a classroom. It is an instrument designed to measure relative accomplishment in the specified area of learning.

Sturman defined achievement test as a test "designed to measure the knowledge, skills and understanding in a specified subject or group of subjects."

Following are the steps for constructing an achievement test:

- Planning of an achievement test
- Preparation of a design for the test
- Preparation of blue print
- Item writing
- Preparation of the scoring key and marking scheme.
- Preparation of question wire analysis

#### 1. Planning of an achievement test

→ Character of the test to assess the achievement of the students of 8<sup>th</sup> of English

→ Determination of maximum marks and time

Maximum marks = 25

Maximum time = 45 minutes

#### 2. Preparation of a design of the test

Important factors to be considered while preparing a test are

- Weightage to different content areas
- Weightage to content
- Weightage to forms of questions
- Weightage to difficulty level

→ Weightage to content process

This indicates what objectives are to be tested and what weightage has to be given to each objective.

Q.No	1	2	3	4	5	6	7	8	9	10	Total
Reading											5
Writing											10
Listening											2
Language Skills											8
Language Comprehension											25

Sl No	Objectives / Model answers	Marks	Percentage
1	MP1 - Retrieves / recalls / recalls information	5	20%
2	MP2 - Kindly makes connection to new information based on past experience and formulates related ideas / concept	3	12%
3	MP3 - Detects similarities and differences	2	8%
4	MP4 - Classifies / categorises / organises information appropriately	2	8%
5	MP5 - Translates / transfers knowledge as understanding and applies them in new situations	2	8%
6	MP6 - Makes connection / relates prior knowledge to new information / applies reasoning and draws inferences	3	12%
7	MP9 - Imagines / fantasises / designs / predicts based on received information	3	12%
8	MP10 - Judges / appraises the merits or demerits of an idea / develops own solutions to a problem	5	20%
	<b>Total</b>	<b>25</b>	<b>100%</b>



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**SCVBSS, CHIRAYINKEEZHU**  
**ACHIEVEMENT TEST**  
**ENGLISH**

Std: VII  
 Time: 45 min  
 Marks: 25

Read the following passage related to the chapter 'The Nightingale and the Rose' and answer the questions given below.

"She said that she would dance with me if I brought her red roses," said the young student; "but in all my garden there is no red rose."  
 From her nest in the oak tree the Nightingale heard him, and she looked out through the leaves and exclaimed, "No red rose in all my garden!" he said, "and this beautiful night is filled with stars. Oh, on what little things does happiness depend!"  
 He has read all that the wise men have written and all the secrets of philosophy are his.  
 Finally  
 dies  
 The  
 murmured  
 tender  
 little  
 hand  
 d, b, c, n, considering the sentences properly.

Q. No	Answer	Marks
1	For a red rose	1
2	From her nest in the oak tree	1
3	Wretched	1
4	"Oh, on what little things does happiness depend!"	1
5	He has read all that the wise men have written and all the secrets of philosophy are his.	1
6	Finally	1
7	dies	1
8	The	1
9	murmured	1/2
10	tender	1/2
11	little	1/2
12	hand	1/2
13	d, b, c, n, considering the sentences properly	2

Find synonyms for each word given below as understood from the bracket.

1. The young student whispered.
2. The red rose was soft.
3. It was a small bird.
4. It was a difficult task for the young student to find out a red rose.

(tender, brilliant, hard, murmured, deep, little)

13. Arrange the following events in the correct sequence and then write it as a paragraph.

- (a) "What a silly thing love is!" said the student as he walked away.
- (b) The Nightingale died by giving a red rose.
- (c) The girl rejected his rose.
- (d) The Nightingale sang throughout the night.

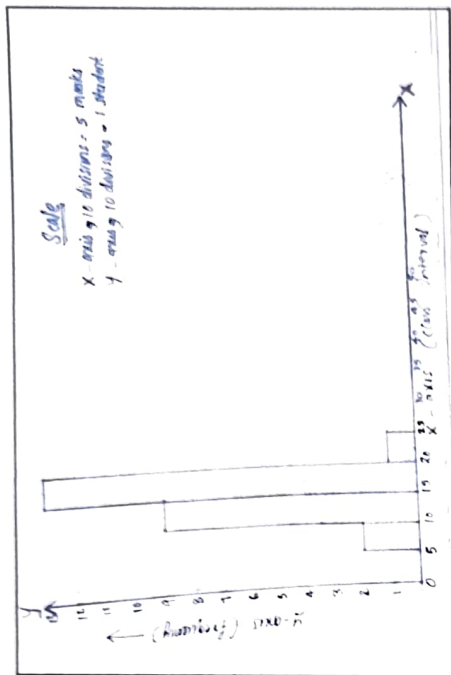
Sl No	Name of the student	Marks obtained
1	Abhinav S	13 1/2
2	Adithyan S D	12 1/2
3	Adikrishna A	13 1/2
4	Akshay A S	11 1/2
5	Akhilash L	13
6	Akshay A	9
7	Akshay B N	14 1/2
8	Anshu S R	13 1/2
9	Anshu A S	12 1/2
10	Anvitha D	13
11	Arjun S	13
12	Aravind R	9 1/2
13	Aravind L	13 1/2
14	Aravind S	13
15	Aravind S	13
16	Vipin S	14 1/2
17	Vipin Chandan V	10 1/2
18	Vishnu A	13
19	Vishnu L	13 1/2
20	Vishnu Prasad	13
21	Vishnu V	14 1/2
22	Vishnu Anand	13
23	Vidya	13 1/2
24	Vishnu	13 1/2
25	Yaseen M	20



*[Handwritten signature]*

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### CONCLUSION

The assessment is a process that is used to collect information about the student's learning progress and to use this information to plan and improve the learning process. It is a continuous process that involves the teacher, the student, and the assessment itself. The assessment should be designed to measure the student's learning progress and to provide feedback to the student and the teacher. The assessment should be designed to be fair, valid, and reliable. The assessment should be designed to be a learning experience for the student. The assessment should be designed to be a tool for the teacher to improve the learning process. The assessment should be designed to be a tool for the student to improve the learning process. The assessment should be designed to be a tool for the school to improve the learning process. The assessment should be designed to be a tool for the community to improve the learning process. The assessment should be designed to be a tool for the world to improve the learning process.

**Diagnostic Test Construction**

### Diagnostic Test

A diagnostic test is a test that helps the teacher and learner identify problems that they know will be important on the subject at the start of the course. The teacher gives the learner a diagnostic test to see what areas of learning need to be in the syllabus. Progress tests given during the course can also act as diagnostic tests as they help the teacher and learner identify what areas will be tested at the end of the course.

It is a type of assessment given at the beginning of the education to assess to identify the strengths and weaknesses of the students regarding the topic to be discussed. A diagnostic test is a test designed to locate specific learning deficiencies in one or several individuals as a preface step of learning lesson, so that specific efforts could be made to overcome these deficiencies.

A useful test not only provides information about student achievement but also reveals the instructional effectiveness as well. If we examine individual performance, we should be able to determine each student degree of proficiency on each objective.

- ### purpose of a diagnostic test
- To provide feedback to teacher and learner on their strengths and weaknesses.
  - To remove the learning difficulties of learner.
  - To enable the educator and learner to recognize issues that they have with the subject.
- ### Questions of a diagnostic test
- Diagnostic test focuses on individual's educational weakness and identify the gaps require.
  - To detect curricular content.
  - It is an educational picture for learner.
- ### Components of a diagnostic test
- diagnosis: it happens at the beginning of a unit or lesson usually.
  - feedback: understanding, analysis, lesson plan, to inform of their weakness.
  - identify: students' strengths and weakness.
  - Usually do not occur as a quick.



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## 8. RESOURCE TALKS

### Feedback Form of Resource Talk on 'Entrepreneurship Education' on 16 October 2021

FEEDBACK FORM- National Webinar on Entrepreneurship Education organized by ED Cell, SNTC on 16-10-2021

Timestamp	Email address	Name of the Participant (in capital letters)	Designation	Name of the Institution	Your opinion about the programme
16/10/2021 11:42:36	anjanakrishnan96@gmail.com	ANJANA R	Student	Sree Narayana Training College, Nedunganda	Excellent session
16/10/2021 11:42:43	reshmarb@sntrainingcollege.edu.in	RESHMA R B	Student Teacher	Sree Narayana Training College, Nedunganda, Varkala.	Excellent and highly influenced
16/10/2021 11:42:55	swathyipall@gmail.com	SWATHY J P	Student	SNTC, Nedunganda	Very informative and inspiring
16/10/2021 11:42:56	julyajuliet99@gmail.com	JULIYA JOSEPH	Student	SN TRAINING COLLEGE NEDUNGANDA.	Good.
16/10/2021 11:43:03	akhilaru29@gmail.com	Akhila R. U	First year BEd	SNTC Nedunganda	Very informative programme
16/10/2021 11:43:12	divyasrees444@gmail.com	DIVYASREE S	Student	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA, VARKALA	Informative
16/10/2021 11:43:31	saajindevsahadevan@gmail.com	Sajin Dev S	Student	Sree Narayana Training College, Nedunganda	Helpful
16/10/2021 11:43:34	aswathyt400@gmail.com	ASWATHY T G	Student teacher	S. N. T. C. Nedunganda	Excellent and super presentation
16/10/2021 11:44:25	induja@sntrainingcollege.edu.in	Induja A.L	Student Teacher	Sree Narayana Training College, Nedunganda, Varkala.	It was a really informative and inspiring session.
16/10/2021 11:44:26	aiswaryarani70@gmail.com	AISWARYA RANI R S	Student	Sree Narayana Training College, Nedunganda	Very informative
16/10/2021 11:44:27	dipin@sntrainingcollege.edu.in	DIPIN R	Student Teacher	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA	Very informative
16/10/2021 11:44:30	nimishasuresh1997@gmail.com	NIMISHA S	Student	Sree Narayana Training College, Nedunganda	Very motivating session
16/10/2021 11:44:31	avaniusanansupina@gmail.com	AVANI V R	Student	Sree Narayana Training College, Nedunganda	Good and informative
16/10/2021 11:44:33	amruthaprakash13@gmail.com	AMRUTHAPRAKASH T	2 nd semester B. Ed student	Sree Narayana Training College Nedunganda	Class effective aarunnu
16/10/2021 11:45:06	athirajayakumar.sntc@gmail.com	ATHIRA JAYAKUMAR	Student	SN Training College	
16/10/2021 11:45:07	avans197@gmail.com	AVANI SK	Student teacher	SNTC Nedunganda	Good
16/10/2021 11:45:09	sumiths2@gmail.com	SUMITH S	B. Ed. Student	S. N. T. C. Nedunganda, Varkala	Good class
16/10/2021 11:45:29	Karthikasakumar50183@gmail.com	KARTHIKA N S	Student teacher	Sree Narayana Training College, Nedunganda	It was a content rich and well explained session. It was such a wonderful and helpful session to all student teachers and good presentation too.
16/10/2021 11:46:04	archadevimarch15@gmail.com	ARCHANA DEVI A	Student	SNTC NEDUNGANDA VARKALA	Very good
16/10/2021 11:46:20	roshna.s@gmail.com	Dr. Roshna V. Gopal	Post Doctoral Fellow	Department of Education, University of Kerala	Very much motivating and rich with information
16/10/2021 11:46:29	dipinraju@gmail.com	DIPIN R	Student teacher	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA	Very informative
16/10/2021 11:46:31	sreenprasanth45@gmail.com	SREENA PRASANTH	STUDENT TEACHER	SNTC NEDUNGANDA	The programme was motivational
16/10/2021 11:46:44	sheelajohpy1976@gmail.com	Dr. HELEN HEPSEY R. C	Assistant Professor in Social Science	St. Thomas Training College, Mukkoikkal, Trivandrum	Excellent webinar

FEEDBACK FORM- National Webinar on Entrepreneurship Education organized by ED Cell, SNTC on 16-10-2021

Timestamp	Email address	Name of the Participant (in capital letters)	Designation	Name of the Institution	Your opinion about the programme
16/10/2021 11:46:58	athirarathinivas@gmail.com	ATHIRA R	Student	Sree Narayana Training College Nedunganda	Excellent programme
16/10/2021 11:47:13	sumiths8@gmail.com	SUMITH S	B. Ed. Student	S. N. T. C. Nedunganda	Good class
16/10/2021 11:47:13	anu862104@gmail.com	ANUJA. B. S	Student	SN Training College Nedunganda, Varkala	Excellent session
16/10/2021 11:47:17	aryasampnad@gmail.com	ARYA V S	B. Ed Student	SNTC Nedunganda	Very informative class
16/10/2021 11:47:30	meenuvij120417@gmail.com	Meenu Subhash	B Ed student	SN training college Nedunganda	Excellent session
16/10/2021 11:47:41	soumyamohan1997@gmail.com	SOUMYA MOHAN	B. Ed students	Sree narayana training college nedunganda	Its a good and informative dis
16/10/2021 11:47:44	vineeshvini1997@gmail.com	VINEESHA V N	Student	Sree Narayana Training College, Nedunganda	Informative session
16/10/2021 11:47:45	aparnab@sntrainingcollege.edu.in	APARNA B	Student	SNTC Nedunganda	Excellent, inspiring class
16/10/2021 11:48:59	liyajayakumar@gmail.com	LIYA J	1 st B. Ed Malaysian	Sree narayana training college, varkala	Good
16/10/2021 11:49:33	sreelekshmisree198@gmail.com	Sreelekshmi M S	B Ed student	SN training college	Good session
16/10/2021 11:50:00	amrithas227@gmail.com	AMRITHA S	STUDENT TEACHER	Sn Training college Nedunganda	It was an excellent session
16/10/2021 11:50:55	meenunuj016@gmail.com	MEENU M J	STUDENT	SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA	GOOD ONE
16/10/2021 11:51:25	meenuzhathi13@gmail.com	HARITHA S	Teacher trainee	Sree Narayana Training College, Nedunganda, varkala	Innovative session
16/10/2021 11:51:41	akshayak@sntrainingcollege.edu.in	AKSHAYA K	BEd student	SNTC	Very ok informative
16/10/2021 11:52:34	chitrasvg@gmail.com	CHITRA S.	Assistant Professor	Sree Narayana Training College, Nedunganda	Nice and Informative session
16/10/2021 11:52:55	ashanand25@gmail.com	Mrs.ASHA SINDHU.S.S	ASSISTANT PROFESSOR	ST THOMAS TRAINING COLLEGE, MUKKOLAIKKAL, THIRUVANANTHAPURAM-43	It was really a resourceful session. Thank u for the Organizers for arranging such useful sessions.
16/10/2021 11:53:23	nimishavijayan98@gmail.com	Nimisha vijayan	Student	Sree narayana training college . Nedunganda	Excellent
16/10/2021 11:54:46	aiswaryaprasad1033@gmail.com	AISWARYA PRASAD	Student	Sreenarayana training college Nedunganda	Excellent
16/10/2021 11:55:08	umalekshmi@gmail.com	UMALEKSHMI S L	Student	SNTC	Informative and interesting
16/10/2021 11:55:14	dileesh1998@gmail.com	DILEESH S	Student teacher	Sree Narayana Training College, Nedunganda	Very motivating and informative class
16/10/2021 11:55:55	kjayakrishna888@gmail.com	Dr.Jayakrishna K	Assistant Professor	Govt. College of Teacher Education, Trivandrum	Good session
16/10/2021 11:56:16	akshds5614@gmail.com	Akash ds	Student	Sntc nedunganda	Good class.
16/10/2021 11:59:40	aksharajyothy2021@gmail.com	AKSHARA JYOTHY	Student	Sn training college Nedunganda	Good
16/10/2021 12:00:42	sruithasasankar6@gmail.com	Sruithasasankar	Student	Sn training college nedunganda	Good



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Timestamp	Email address	Name of the Participant (in capital letters)	Designation	Name of the Institution	Your opinion about the programme
16/10/2021 12:01:19	seemethibinbbs@gmail.com	Bini b s	Student	Sree narayana training college nedunganda	Excellent
16/10/2021 12:02:06	hrisharav@entrainingcollege.edu.in	THRISARA V PRASAD	Student	Sree Narayana Training College, Nedunganda	Valuable programme
16/10/2021 12:03:18	poorajb75@gmail.com	POOJA JB	Student	SNTC Nedunganda	Good
16/10/2021 12:03:24	revathymp997@gmail.com	REVATHY A	student	Sree narayana training college nedunganda	Excellent program
16/10/2021 12:03:39	sinkitm@gmail.com	SINI O	Student	SNTC Nedunganda	This programme is highly informative and motivative
16/10/2021 12:04:06	ashah@entrainingcollege.edu.in	ASHA C	Natural science	SNTC Neduganda	Super
16/10/2021 12:05:23	resmi@entrainingcollege.edu.in	RESMI R	Student	SNTC, Nedunganda	It was a wonderful session
16/10/2021 12:06:08	dhanyadhanya21196@gmail.com	Dhanya B	Student	SNTC Nedunganda	Informative section
16/10/2021 12:07:31	svamili2016@gmail.com	SVAMILI S	Student	Sree Narayana training college, Nedunganda	Excellent session
16/10/2021 12:24:51	gopikav@entrainingcollege.edu.in	GOPIKA V	Student	SNTC Nedunganda	Nice program
16/10/2021 12:45:04	deepthi08dee@gmail.com	D DEEPTHI BABU	Student teacher	SNTC, Nedunganda	It was a very effective section. Thank you Issac sir
16/10/2021 12:47:20	arjanasuj8543@gmail.com	Arjana Suji	Student	Sree Narayana Training College, Nedunganda, Varkala	The class was lively and active
16/10/2021 13:17:46	sureshisuresh@entrainingcollege.edu.in	Surabhi Suresh	2 nd sem b Ed	Sntc nedunganda	Very informative
16/10/2021 13:31:48	darsanaprakash5468@gmail.com	DARSANA PRAKASH L	Student	Sree Narayana Training college nedunganda	Very informative and attractive.
16/10/2021 15:13:16	presta@prabhakaran@gmail.com	PRESTA P	B Ed	SNTC NEDUNGANDA	Excellent
16/10/2021 16:16:30	silpavijayan4149@gmail.com	Silpa Vijayan	Student- teacher	Sree Narayana Training College, Nedunganda	Substantial
16/10/2021 17:31:26	sreekuty003tmc@gmail.com	SREEKUTTY SR	Student teacher	SNTC, Nedunganda	Informative
16/10/2021 17:33:12	aswanynewamayo97@gmail.com	ASWANYPRASANNAN	STUDENT	SN TRAINING COLLEGE, NEDUNGANDA	Inspirational and motivational session... ^

## 9. READING AND REFLECTING ON TEXT

### Sample Reading and Reflecting on Text

**READING AND REFLECTION ON  
THE BOOK 'ON TEACHING SCIENCE'**  
*(Principles and strategies that every  
education should know)*

SUBMITTED BY  
**MONCY.T**  
**PHYSICAL SCIENCE**  
**SREE NARAYANA**  
**TRAINING COLLEGE**  
**NEDUNGANDA**

INDEX

1. Introduction - 1
2. About the author (Jeffrey Barrett) - 2
3. Summary of contents - 3-4
4. On Teaching Science - Useful resource for teachers - 5
5. Teaching presentation style of contents - 6
6. A collection of thought provoking principles - 7
7. Conclusion - 8



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## INTRODUCTION

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. These are words of William Arthur Ward. Teaching of science is a way of shaping the learner's daily life. Science impacts countless decisions we make each day. So teaching science is very important. The book 'On Teaching Science' is a short, practical guide to key principles and strategies that will help students learn in any subject at any level but with special focus on the STEM subjects. This book focusing on solutions specific to science and math education for K-12 and college. This book explores how students learn in general and helps teachers develop successful techniques for learning. In 'On Teaching Science', noted educator and astrophysicist Jeffrey Bennett argues that the primary key to success lies in finding ways to get students to put in the study and efforts necessary for true learning and he provides clear and concise guidance about how to make this happen.

## ABOUT THE AUTHOR



Jeffrey Bennett holds a BA in Biophysics from the University of California at San Diego and an MS and PhD in astrophysics from the University of Colorado at Boulder. He specializes in mathematics and science education, writing for and speaking to audiences ranging from elementary school children to college faculty. His extensive teaching experience, which spans all levels from preschool through graduate school, includes having founded and run a private science summer school for elementary and middle school children and teaching more than fifty college classes in astrophysics, mathematics, and education. He has received numerous awards for his teaching and writing, including the American Institute of Physics Science Communication Award. 'On Teaching Science' describes how important it is to instill the notion that learning requires study and effort, present big picture ideas about teaching, provide general suggestions for successful teaching.

## SUMMARY

In 'On Teaching Science', noted educator and astrophysicist Jeffrey Bennett argues that the primary key to success lies in finding ways to get students to put in the study and effort necessary for true learning, and he provides clear and concise guidance about how to make this happen. Though aimed primarily at science teachers and administrators, the book will prove valuable to anyone concerned with education, including preservice teachers, current teachers of any subject (both K-12 and college), parents and policy makers.

This book is meant to be a relatively short set of useful ideas, it could in principle be organized in many different ways. The author settled on an approach that makes the ideas a little easier to remember, which is to use a sequence of odd numbers for major topic areas.

The text begins with the definition of teaching and nature of science. Here the author focus on what he believe to be the one key to student success.

In the first section the author presents

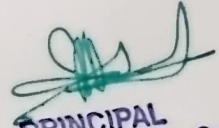
three key picture ideas about teaching. The first picture represents the statement 'You can't actually teach anything to anybody, you can only help people learn for themselves'. Also in this chapter author describes the art of teaching.

In the 5<sup>th</sup> section, the author gives five general suggestions for successful teaching. Here author describes different strategies for successful teaching for different level like K-12 education, higher education etc.

In the 6<sup>th</sup> section, the author gives seven pedagogical strategies for success in science teaching. Here the author emphasize conceptual understanding as a strategy.

In the 7<sup>th</sup> section, the author gives a consolidation of all the sections and he gives the name putting it all together. It is easier to remember the contents for the text by remembering no of content and associated topic for the text book.



  
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### ON TEACHING SCIENCE - VALUABLE RESOURCE FOR TEACHERS

'On Teaching Science' provides a wonderful book to build a sense of awe and awe of knowledge and teaching science. It offers a wealth of insights into student learning, providing a 'how to' manual that could be of great use to any teacher of science, kindergarten through university level. It builds a case for focused study and careful learning orchestrated by teachers who model enthusiasm, curiosity, creativity, and hard work. Science teachers at all levels of experience should read this book and rethink how they operate in the classroom and how they set expectations for students. This book is filled with insights into how to teach effectively with a truly positive mindset. 'On Teaching Science' also shows how to open students' minds so that they will want to learn and will understand the true life long impact of education. Bennett does a great job of distilling what it means to be a great science teacher into a manageable number of big ideas, teaching suggestions and strategies, applied to both K-12 and higher education.

### TRICKY PRESENTATION STYLE

When we open 'On Teaching Science' we will be caught up in Bennett's passion for teaching science and compelled to read further. It is practical, accessible and inspiring. Bennett understands what it means to teach well and how students at all levels learn. He achieves the tricky task of offering both common sense and insight in the strategies he lays out. Reading Bennett's book made me as excited as ever to help kids understand the power and importance of science. This book shows how to learn about the universe and how to keep students engaged all the way along. There's a lot to science 'success' now and more efficient study tips with this simple yet powerful formula. 'On Teaching Science' is poised to change the national conversation about educational reform. Dr. Bennett provides both experienced and novice teachers with reflective tools and specific strategies that will help teachers to improve their instruction and ensure student success. The way of representing the ideas are very tricky. The old number representation of the content is also beneficial for the readers to master the ideas.

### A COLLECTION OF THOUGHT PROVOKING PRINCIPLES

Bennett begins the book by discussing the definition of teaching and nature of science. Then he introduces the one key to student success. Three big picture ideas about teaching is included in it. It follows five general suggestions on how to be a successful teacher and then gives seven specific pedagogical strategies that can help in any teaching, but especially in science and math. I found the book to be an interesting collection of principles that Dr. Bennett has obviously spent his years in the classroom developing. These principles caused me to re-evaluate some of my assumptions about effectively teaching to students. While I occasionally find his tendency to blame students for not putting enough time in lessons, I do believe there is merit to his philosophy that learning is done by the student rather than imparted by the teacher. This is the best concise guide for teaching science especially elementary. Bennett has an astronomy background and I feel his work will resonate even more with people teaching in that field.

### CONCLUSION

Dr. Bennett tried to contribute toward the goal of global education, promoting understanding of the relationship between humanity and the natural world. His approach to science education includes an emphasis on quantitative literacy, environmental education and space education. This book is a really a good summary of the most recent scientific understanding of active classrooms instead of the typical lecture model. While written mainly for science teachers, the information is useful and appropriate across the curriculum. The author discusses teaching and learning as well as providing several practical principles and ideas. The book describes how important it is to teach the notion that learning requires study and effort, presents big picture ideas about teaching, provides general suggestions for successful teaching and includes pedagogical strategies for success in science teaching.



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## 10. PREPARATION OF E-CONTENT MATERIALS

*Action Script of E-Content Developed*

### **ACTION SCRIPT OF E-CONTENT DEVELOPED**

Topic: Energy Conservation

Duration: 4 m 9 s

Prepared by Mesha R.

Sl. No.	Video	Audio
1	Slide showing text 'Awareness programme on energy conservation'.	Music
2	Teacher's presentation and slide showing electricity conservation techniques.	In order to conserve electricity in the home, and schools there is the huge need for us to use electricity more efficiently. Indeed, this is a corporate as well as an individual responsibility
3	Teacher's presentation and slide which describes lighting	Replace your standard lights with CFLs. Clean your light bulb frequently. Layers of dust can absorb up to 30% of the light from the lamps. Switch off lights in room, toilets, bathrooms when not in use.
4	Teacher's presentation and slide showing picture to switch off light and bulb	Please switch off the light and fan before you leave.
5	Teachers' presentation and Slide showing electric iron box.	To make maximum use of electricity for ironing, please iron garments in bulk. Remember to turn the iron off when you have finished ironing. Remove the plug from the socket
6	Teacher's presentation and slide showing air conditioner	All the windows and doors to an air-conditioned room must be as tight as possible to prevent hot air from entering the room. To allow free circulation of air, don't place objects in front of the unit. Avoid direct sunlight into the room, use curtains or reflective glaze.
7	Teacher's presentation and slide showing refrigerator	The efficiency of the refrigerator depends on how efficiently it removes heat from the box into the surroundings and how long it can keep its contents cool. Keep refrigerators away from direct sunlight. Clean the coils at the back of the refrigerator as often as possible. Dirt build-up makes the refrigerator waste energy. Don't put the refrigerator close to a hot object. Decide what you want from the refrigerator before you open it.
8	Teacher's presentation and slide showing mobile chargers.	Mobile phone chargers could also consume up to 10 watts if left on, even though the phone may not be connected
9	Slide showing text of thank you	Music



  
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## 11. CLASSROOM TEACHING WITH ICT

### Sample ICT integrated lesson plan

#### LESSON PLAN NO.: 5

Name of the Teacher: Swathy J. P.	Name of the School: G.H.S.S., Attingal
Subject : Science	Std. & Div. : IX. B.
Unit : Sound	Duration : 40 minutes
Subunit : Pitch of Sound	Date : 11-01-2022

#### **CURRICULAR STATEMENT**

- Through experimentation, observation and discussion, the students acquire an awareness about the pitch of sound and its applications in daily life.
- The students get evaluated through their participation in group activities, presentation and experimentation skills.

#### **CONTENT ANALYSIS**

**Terms:** Medium, air, pitch, frequency, vibration, high pitch, low pitch

- Facts:**
1. Sound requires a medium to travel.
  2. Pitch is a characteristic of sound.
  3. Frequency increases with the vibration of the source.
  4. Pitch increases with frequency.
  5. Objects of different sizes and conditions vibrate at different frequencies.
  6. Different objects produce sounds of different pitch.
  7. A high pitch sound corresponds to a high frequency sound wave.
  8. A low pitch sound corresponds to a low frequency sound wave.
  9. The unit of pitch is hertz or cycles per second.

**Concept:** Pitch of sound and its applications

**Definition:** Pitch- Pitch of sound is the quality of a sound governed by the rate of vibrations producing it

- Processes:**
1. Framing slogans on creating awareness on the damages caused by very high-pitched sound
  2. Constructing concept maps on the concept 'pitch'



  
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**LEARNING OBJECTIVE GRID**

Objective Area	Anticipated Mental Processes/ Action Verbs	Product Outcomes
Remembering	Finds	Terms, Facts, Concept
	Recognises	Terms, Facts
Understanding	Classifies	Terms, Facts, Concept
	Summarises	Facts, Concept
Applying	Identifies	Terms, Facts, Concept
Analysing	Contrasts	Terms, Facts, Concept
Evaluating	Judges	Terms, Facts, Concept, Definition
	Opines	Terms, Facts
	Perceives	Terms, Facts, Concept
Creating	Composes	Concept, Processes
	Constructs	Terms, Facts, Concept, Definition, Processes

**TEACHING-LEARNING RESOURCES**

Video playing violin, piano and flute simultaneously, activity sheets, computer graphics to illustrate high pitch and low pitch sounds, and computer graphics to illustrate the damages caused by very high-pitched sounds on hearing, augmented reality video on the roaring of a gorilla.

**ATTITUDES TO BE DEVELOPED**

Curiosity, honesty, open- mindedness, creativity

**PROCESS SKILLS TO BE ATTAINED**

Observing, communicating, inferring, interpreting data

**PUBLIC UNDERSTANDING OF SCIENCE (PUS) DOMAIN**

Harmful effects of very high- pitched sounds

**EXPECTED PRODUCT**

Activity sheet showing the

- a) definition of pitch
- b) waveforms and characteristics of both low pitch and high pitch sounds
- c) examples of high pitch and low pitch sounds in everyday life
- d) slogan for creating an awareness on the need for keeping people away from very high-pitched sounds

**PRE REQUISITES**

The students already know about the frequency, wavelength and time period of a sound wave, and their relationships with each other.

Classroom Interaction Procedure	Expected Pupil Response																								
<p><b>Introduction</b></p> <p>The teacher plays a video in which a violin, piano and flute are played at the same time. The teacher then asks:</p> <p><i>Are there any differences in the sounds we receive?</i></p>	<p>The students identify that the sounds</p> <ul style="list-style-type: none"> <li>• travel through the same medium, that is, air</li> <li>• arrive at their ear at the same time, and</li> <li>• travel at the same speed irrespective of the source</li> </ul> <p><i>But the sounds received are different due to difference in pitch.</i></p>																								
<p><b>Presentation</b></p> <p>The teacher divides the students into groups with 5-7 students in each group and provides activity sheets for each group, provided with the following statement for the definition of pitch and motivates the students to identify and correct the errors, if any, in groups, and rewrite the correct definition.</p> <p><i>'Pitch is the quality of sound governed by the rate of stillness producing it'</i></p>	<p>The students detect the error and write the correct definition as <i>'Pitch is the quality of sound governed by the rate of vibrations producing it'</i></p>																								
<p>The teacher asks the students to record the characteristics of low pitch and high pitch sounds in the activity sheet provided earlier.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>LOW PITCH SOUND</th> <th>HIGH PITCH SOUND</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>Characteristics:</td> <td>Characteristics:</td> </tr> <tr> <td>• oscillations</td> <td>• oscillations</td> </tr> <tr> <td>• frequency</td> <td>• frequency</td> </tr> <tr> <td>• wavelength</td> <td>• wavelength</td> </tr> </tbody> </table>	LOW PITCH SOUND	HIGH PITCH SOUND			Characteristics:	Characteristics:	• oscillations	• oscillations	• frequency	• frequency	• wavelength	• wavelength	<p>A sample activity sheet answered by the students, based on their observations and discussions, is as shown:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>LOW PITCH SOUND</th> <th>HIGH PITCH SOUND</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>Characteristics:</td> <td>Characteristics:</td> </tr> <tr> <td>• Slow oscillations</td> <td>• Rapid oscillations</td> </tr> <tr> <td>• Low frequency</td> <td>• High frequency</td> </tr> <tr> <td>• High wavelength</td> <td>• Low wavelength</td> </tr> </tbody> </table>	LOW PITCH SOUND	HIGH PITCH SOUND			Characteristics:	Characteristics:	• Slow oscillations	• Rapid oscillations	• Low frequency	• High frequency	• High wavelength	• Low wavelength
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<p>The teacher presents labeled cards showing the instances of high pitch and low pitch sounds in everyday life in a shuffled manner and encourages the students to categorise them meaningfully through group discussion into high pitch and low pitch sounds, and record them in the activity sheet.</p>	<p>The students categorise the cards and record them in the activity sheet as follows:</p> <table border="1" data-bbox="742 241 1164 430"> <thead> <tr> <th>High pitch sounds</th> <th>Low pitch sounds</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Sound of Women</li> <li>• Chirping of birds</li> <li>• Fire alarm</li> <li>• Siren</li> <li>• Whistle</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Sound of Men</li> <li>• Roaring of lion</li> <li>• Sound of ship horn</li> <li>• Sound of a moving truck</li> <li>• Thud when a heavy object falls down</li> </ul> </td> </tr> </tbody> </table>	High pitch sounds	Low pitch sounds	<ul style="list-style-type: none"> <li>• Sound of Women</li> <li>• Chirping of birds</li> <li>• Fire alarm</li> <li>• Siren</li> <li>• Whistle</li> </ul>	<ul style="list-style-type: none"> <li>• Sound of Men</li> <li>• Roaring of lion</li> <li>• Sound of ship horn</li> <li>• Sound of a moving truck</li> <li>• Thud when a heavy object falls down</li> </ul>
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<p>The teacher presents a computer graphics to illustrate the examples of high pitch and low pitch sounds.</p>	<p>The students recognize the examples of high pitch and low pitch sounds.</p>				
<p>The teacher presents computer graphics to the students based on the damages caused by high-pitched sounds on hearing, which prompts them to express their enriched viewpoints regarding the ideas generated.</p>	<p>The students listen to the graphics and comprehend the views of the other team members and express their enriched views as follows: <i>Since high-pitched sounds are more damaging than low-pitched sounds, the frequency or pitch can have some effect on hearing loss, as noise may tire out the inner ear, causing temporary hearing loss.</i></p>				
<p>The teacher encourages the students to frame slogans within task groups for creating an awareness on the need for keeping people away from very high-pitched sounds, considering the damages caused by high-pitched sounds, and record it in the activity sheet.</p>	<p>The students express their concern and commitment towards others on the necessity for keeping people away from very high-pitched sounds in the form of a slogan as <i>'Flee from Very High-pitched Sounds, Safeguard your Hearing'</i></p>				
<p>With the help of an augmented reality video on the roaring of a gorilla, the teacher probes the students about the effect caused by it to the ear.</p>	<p>The students recognise that though the roar of gorilla is very loud, it is not harmful to the ear. They summarise as follows:</p> <ul style="list-style-type: none"> <li>• All loud sounds are not harmful to the ear</li> <li>• Only very high- pitched sounds cause damage to hearing</li> </ul>				

<p><b>Consolidation</b> The teacher summarises the learned concepts and enters into the review session.</p>	<p>The students recollect the learned things.</p>
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**REVIEW**

- 1) Why do we hear sounds from different sources differently?
- 2) Define pitch.
- 3) What are the characteristics of high-pitch sounds?
- 4) What are the characteristics of low-pitch sounds?
- 5) Give some examples of high pitch sounds in everyday life.
- 6) Give some examples of low pitch sounds in everyday life.
- 7) What are the damages caused by high-pitched sounds on hearing?

**FOLLOW-UP ACTIVITY**

⇒ Construct a concept map to depict the relationships between the learned ideas in the concept 'pitch'.

**CHALKBOARD SUMMARY**

11-01-2022	<u>Physics</u> Pitch of Sound	Std.: IX.B Str.: 39/42
Same medium Same speed Same time	} Heard as different → Pitch	
Low pitch sounds High pitch sounds		



  
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## 12. COMMUNITY LIVING CAMP

*Duties assigned to student teachers for the Community Living Camp 2021*

<b><u>NIBODHITHA- COMMUNITY LIVING CAMP 2021</u></b>							
<b><u>14 December 2021 to 18 December 2021</u></b>							
<b><u>DUTY SCHEDULE FOR STUDENTS</u></b>							
Duty → Date ↓	Hall Arrangement (Morning & Afternoon)	Tea Preparation & Distribution, Snacks Distribution	Lunch Distribution/ Serving	Reporting & Photos	Cultural Programmes	Campus Cleaning	Extension Activities
<b>14-12-2021</b> (Tuesday)	ENGLISH	MALAYALAM	MATHEMATICS	PHYSICAL SCIENCE	---	---	---
<b>15-12-2021</b> (Wednesday)	MALAYALAM	SOCIAL SCIENCE	ENGLISH	NATURAL SCIENCE	---	---	---
<b>17-12-2021</b> (Friday)	-	MATHEMATICS	*Kappa Preparation & Distribution: PHYSICAL SCIENCE & NATURAL SCIENCE *Chutney Preparation & Distribution: SOCIAL SCIENCE	ENGLISH	MALAYALAM	ENG- CR, Auditorium MAL- CR, Psychology lab MAT- CR, Principal's room PS- CR, PS Lab NS- CR, NS Lab SS- CR, Staffroom All students- Garden	Wall Painting- MAL, ENG, SS  Sanitiser Preparation- PS, NS, MATHS
<b>18-12-2021</b> (Saturday)	MATHEMATICS	PHYSICAL SCIENCE	NATURAL SCIENCE	SOCIAL SCIENCE	---	---	---

**Team Leaders** : ENGLISH : Athira Jayakumar  
MALAYALAM : Aswany Prasannan  
MATHEMATICS : Karthika N. S.

**Camp Coordinators:** Mr. Sajin Dev S.  
Ms. Aswathy T. G.

PHYSICAL SCIENCE : Akshaya K.  
NATURAL SCIENCE : Divyasree S.  
SOCIAL SCIENCE : Manasi R. T.



  
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### 13. EXTENSION AND OUTREACH ACTIVITIES

*Feedback Form of Extension Activities conducted  
as part of Community Living Camp on 17 December 2021*

FEEDBACK OF EXTENSION ACTIVITIES CONDUCTED ON 17.12.2021

Timestamp	Email address	Name of the Participant (in capital letters)	Optional Subject	Your opinion about 'Think and Breathe Clean' - Campus Clearing Activities	Your opinion about 'Community Connect - Extension Activity on Wall Painting	Your opinion about 'Community Connect - Conscientisation on Sanitiser Preparation	Your opinion about 'Making a Garden'
18/12/2021 07:20:28	aksharajothy2021@gmail.com	AKSHARA JYOTHY	Mathematics	Good experience	Good work	Good	Good
18/12/2021 07:21:28	thrisharav@entrainingcollege.edu.in	THRISARA V. PRASAD	Mathematics	Excellent	Excellent	Excellent	Excellent
18/12/2021 07:21:31	aswathyg400@gmail.com	ASWATHY T. G	Malayalam	Verygood	Excellent	Very useful	Best one of hardworking
18/12/2021 07:23:07	meenum016@gmail.com	Meenu M. J	English	Good	Good	Good	Good
18/12/2021 07:25:25	dhanyadhanya21196@gmail.com	DHANYA B	Physical Science	Nice Majority of students are engaged in cleaning activities	Increase creative thinking	Appropriate for this time	Very useful
18/12/2021 07:33:23	sumithsms8@gmail.com	SUMITH S	Natural Science	Good	Good hard	Good	Active participation of students
18/12/2021 07:34:38	midhunadayam@gmail.com	MIDHUN M. L	Physical Science	Good	Fantastic experience	Good	Good
18/12/2021 07:35:18	avanimazha@gmail.com	Avani V R	English	It was good. But could have ensured the participation of all students.	It was really beautiful. That teacher of the school was really kind and corporative	I hadn't participate in the program but I saw the videos and understood that it was good.	It was good but I think too. Could have ensured all students are participating.
18/12/2021 07:41:57	alshayak@entrainingcollege.edu.in	AKSHAYA K	Physical Science	Great	Good	Great	Great
18/12/2021 07:44:00	sangeethapankaj98@gmail.com	SANGEETHA P	Social Science	Good work	We want to more excellent session	Good experience	Nice experience and nice session
18/12/2021 07:44:11	sreelekshmiireekuf8@gmail.com	SREELEKSHMI M S	Physical Science	Nice session	Excellent work	Informative and an excellent session	Beautiful
18/12/2021 07:49:48	aryaa2015@gmail.com	ARYA A S	Natural Science	Nice	Super	Super	o
18/12/2021 07:49:52	suryamanu087@gmail.com	Soorya A	Social Science	Good work	Beautiful	Excellent	Excellent
18/12/2021 07:50:25	aswathyanoop4118@gmail.com	Aswathy K. S	Malayalam	Essential	Good	Excellent	Super
18/12/2021 07:51:14	reshmags@entrainingcollege.edu.in	RESHMA G S	Physical Science	Excellent session A neat and clean environment is an important factor in education	Great experience	Useful	Good idea
18/12/2021 07:52:41	archanadevimarch15@gmail.com	ARCHANA DEVI A	Malayalam	It makes the students interested in learning	Informative section	Eco friendly section	

FEEDBACK OF EXTENSION ACTIVITIES CONDUCTED ON 17.12.2021

Timestamp	Email address	Name of the Participant (in capital letters)	Optional Subject	Your opinion about 'Think and Breathe Clean' - Campus Clearing Activities	Your opinion about 'Community Connect - Extension Activity on Wall Painting	Your opinion about 'Community Connect - Conscientisation on Sanitiser Preparation	Your opinion about 'Making a Garden'
18/12/2021 07:53:14	reshmas@entrainingcollege.edu.in	Reshma A.S	English	A neat and clean environment is an important factor in education. So this was an excellent programme	It makes the students feel interested in learning	A wonderful session	An ecofriendly session
18/12/2021 07:53:33	aiswaryaprasad1033@gmail.com	AISWARYA PRASAD	Physical Science	It's a refreshing session. cleaning is not an easy task but while engaging it in as a group activity is really chersishable.	I can't do painting really enjoyed the creativity and talents of diversity that united on a single wall. This will be a big gift for the kids.	Very nice programme motivated the parents as well as students to make products their own	Good
18/12/2021 07:54:08	sreekutty003@mnc@gmail.com	SREEKUTTY SR	Malayalam	A neat and clean environment is an important factor in education. So this was an excellent programme.	It makes the students feel interested in learning.	Amazing and informative session	An ecofriendly session
18/12/2021 07:55:01	gopikav@entrainingcollege.edu.in	GOPKA V	Physical Science	Very nice experience	Great	Excellent section	Super
18/12/2021 07:55:16	avanisk97@gmail.com	AVANI SK	English	Good	Superb	Very good	Nice
18/12/2021 07:55:39	kavyavaiga19@gmail.com	KAVYA S KUMAR	Social Science	Good	Good	Good	Good
18/12/2021 07:58:04	darsanaprakash5488@gmail.com	Darsana Prakash L	Physical Science	Fun moments	Excellent work... Hats off to their dedication	Useful and informative. Great effort	Great effort
18/12/2021 07:59:00	mohammedharis415@gmail.com	MOHAMMED HARIS. T	Social Science	A neat and clean environment is an important factor in education. So this was a wonderful session	It will really enhance the student's interest in learning	It was an informative session	An eco friendly session
18/12/2021 08:00:07	athirajayakumar.snic@gmail.com	ATHIRA JAYAKUMAR	English	tiresome	wonderful painters and painting	did not see	good
18/12/2021 08:04:48	dipinraju@gmail.com	DIPIN R	Physical Science	Wonderful	Excellent	Powerfull	Superb
18/12/2021 08:05:26	subhib856@gmail.com	SUBHI. B	Social Science	Good	Very good	Good	Good
18/12/2021 08:09:45	sruthisasanthan@gmail.com	Sruthi sasanthan	Mathematics	Good	Excellent	Good	Good



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FEEDBACK OF EXTENSION ACTIVITIES CONDUCTED ON 17.12.2021

Timestamp	Email address	Name of the Participant (in capital letters)	Optional Subject	Your opinion about 'Think and Breathe Clean' - Campus Cleaning Activities	Your opinion about 'Community Connect' - Extension Activity on Wall Painting	Your opinion about 'Community Connect' - Consensitisation on Sanitiser Preparation	Your opinion about 'Making a Garden'
18/12/2021 08:11:27	abhiramis962013@gmail.com	ABHIRAMI S	English	Nice experience	Wonderful	Informative	Excellent experience
18/12/2021 08:12:48	seenabijubinbs@gmail.com	Bini b s	Natural Science	Nice experience	Excellent	Very informative	Excellent
18/12/2021 08:18:17	athulyasunikumar2018@gmail.com	Athulya s	Natural Science	Good	Good	Good	Good
18/12/2021 08:39:31	amrithas227@gmail.com	AMRITHA S	Natural Science	It was a nice experience	Great work and coordination	It provide a good communication opportunity	Great experience with nature
18/12/2021 08:42:48	soumyamohan1997@gmail.com	SOUMYA MOHAN	Malayalam	Good	Nice	Its not properly work	Its good
18/12/2021 08:47:43	resmiin@entrainingcollege.edu.in	RESMI I R	Natural Science	It was a nice experience	Super	I like this program	It was super
18/12/2021 08:57:47	rajananagharaj@gmail.com	ANAGHARAJ R S	Natural Science	Good	Excellent	Valuable	Awesome
18/12/2021 09:00:28	aparnajs018@gmail.com	Devtapama	Social Science	Nice	Super	Good	Nice
18/12/2021 09:00:50	sruthyspillai96@gmail.com	SRUTHY S PILLAI	Physical Science	Nice initiative to inculcate imp of cleanliness among student teachers	A good contribution to little champs in our neighbourhood school	A good effort by teacher trainees	superb program and effort to clean campus
18/12/2021 09:05:49	dileesh1998@gmail.com	DILEESH S	Physical Science	Very good	Nice	Very good	Interesting
18/12/2021 09:11:53	aiswaryai@entrainingcollege.edu.in	AISWARYA T	Physical Science	It was a relevant programme.	Great effort by teacher trainees	Most useful work	Back to green
18/12/2021 09:22:52	divyasrees444@gmail.com	Divyasree S	Natural Science	Effective	Good opportunity and team wrk	Good	Good effort
18/12/2021 14:54:08	nikithab1995@gmail.com	NIKITHA B	English	It was nice	Superb	It was a nice experience	It was also a good job
18/12/2021 14:58:37	keerthanasuresh2802@gmail.com	KEERTHANA S. B	English	It was a nice experience	Superb	Good venture	It was amazing
18/12/2021 15:15:37	meenuzhan13@gmail.com	HARITHA S	Mathematics	Good	Good	Good	Good
18/12/2021 15:54:34	midhilamydhill98@gmail.com	MIDHILA S R	English	Students were actively participated in the cleaning programme.	It was really good. The wall painting looks very beautiful.	Informative and innovative.	That was good.
18/12/2021 16:46:28	reshmarb@entrainingcollege.edu.in	RESHMA R B	English	Interesting	Excellent	Excellent	Excellent
18/12/2021 18:22:24	jayalakshminair@gmail.com	JAYALAKSHMI A NAIR	Social Science	All students are actively participated in it. Cleaning activities assigned to each department were done in better ways	Beautiful work	Very needed one in covid situation	Make our campus more beautiful and greeny

FEEDBACK OF EXTENSION ACTIVITIES CONDUCTED ON 17.12.2021

Timestamp	Email address	Name of the Participant (in capital letters)	Optional Subject	Your opinion about 'Think and Breathe Clean' - Campus Cleaning Activities	Your opinion about 'Community Connect' - Extension Activity on Wall Painting	Your opinion about 'Community Connect' - Consensitisation on Sanitiser Preparation	Your opinion about 'Making a Garden'
18/12/2021 18:34:29	karthiaged06@gmail.com	KARTHIKA S.	English	All students have actively participated in campus cleaning activities	It was a very good effort taken by some artists of our college and the result was amazing.	Community connect was a very inspirational programme which could help the community also to produce some daily using products themselves.	It make our college more beautiful. Teachers and a group of students have done it.
18/12/2021 18:42:23	aparnab@entrainingcollege.edu.in	APARNA B	Physical Science	Excellent	Great effort	Excellent	Excellent
18/12/2021 19:49:52	revathymp997@gmail.com	REVATHY. A	Malayalam	Good work and excellent session	Good activity, we want to more	Excellent work and good coordination	Good coordination and nice experience
18/12/2021 19:59:08	remyarema511@gmail.com	REMYA R	Social Science	All students were involved in the campus cleaning activity. The children cooperated in a very good way.	There were very beautiful paintings among the students and a very good effort was made on their part.	Sanitizer manufacturing is a very good thing, it is a product that is very useful to us nowadays, so such initiatives are very useful.	It was a very good initiative led by teachers and students, this kind of thing is needed to love the nature.
18/12/2021 20:41:12	sheenamolsb@gmail.com	SHEENA MOL S B	Social Science	Good	Good	Good	Buetyfull
18/12/2021 20:52:54	aiswaryarani70@gmail.com	Aiswarya Rani R S	English	Very good	Creative work	Excellent	Good
18/12/2021 22:52:36	poobjb@entrainingcollege.edu.in	POOJA JB	Physical Science	Campus cleaning namukk munnil oru challenge lanne aayrunnu bul ellarum koodi orumichapol valare easy aayi cheyyuvan sadichu	Wall painting nannayi cheythu	Puthiya oru experience aayrunnu. Valare nannayi lanne namukk cheyyuvan sadichu	Nannayi cheythu
18/12/2021 22:53:57	manasr2018@gmail.com	Manasi R T	Social Science	Full active	Excellent	Good service	Super
19/12/2021 07:06:08	sreelekshmisreelekshmi192@gmail.com	SREELEKSHMI J	English	Strengthen our team spirit.	Colourful session.	Super	Nice
19/12/2021 08:14:32	deepthi08dee@gmail.com	Deepthi Babu	English	Campus Cleaning section was very energetic	Extension Activity on Wall Painting was the another innovative program. The picture is giving the feelings of taking care of the future generation.	Consensitisation on Sanitiser Preparation this was one the section that keep us thinking about the social responsibilities.	We want to have close relationship with the nature. So 'Making a Garden' gives a homily feeling
19/12/2021 08:47:39	nimishavijayan98@gmail.com	Nimisha vijayan	Social Science	Good	Good	Good	Good
19/12/2021 09:16:22	athirarakhinivas@gmail.com	ATHIRA R	Malayalam	Super	Excellent	It is a wonderful session	Excellent



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FEEDBACK OF EXTENSION ACTIVITIES CONDUCTED ON 17.12.2021

Timestamp	Email address	Name of the Participant (in capital letters)	Optional Subject	Your opinion about 'Think and Breathe Clean' - Campus Cleaning Activities	Your opinion about 'Community Connect - Extension Activity on Wall Painting	Your opinion about 'Community Connect - Conscientisation on Sanitiser Preparation	Your opinion about 'Making a Garden'
19/12/2021 09:26:48	aryepamned@gmail.com	ARYA V. S	Malayalam	0 0	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0
19/12/2021 09:38:41	sirikbm@gmail.com	SINI. O	Social Science	It was very wonderful experience	It's really amazing	It's really exalant	It's really wonderful
19/12/2021 10:13:00	julyajule19@gmail.com	JULIYA JOSEPH	English	Good.	One of the best.	Useful.	Good
19/12/2021 10:19:39	vineethavijayan477@gmail.co	Vineetha Vijayan	Social Science	Nice experience	Good	Good	Good
19/12/2021 10:48:09	meenuviji20417@gmail.com	Meenu Subhash	Natural Science	Good	Good	Good	Good
19/12/2021 11:46:49	karthikaskumar50183@gmail.com	KARTHIKA N S	Mathematics	Excellent	Super work	Good thing	It is necessary to create a garden
19/12/2021 16:18:56	karthikaeventhika08@gmail.c	KARTHIKA IV	Malayalam	Good	Isolated on few peoples Extraordinary and lots of efforts	Good	Good
19/12/2021 17:21:00	silpavijayan4148@gmail.com	Silpa Vijayan	English	Good	Extraordinary and lots of efforts	Useful	Great one
19/12/2021 19:32:21	prestaprabakaran@gmail.co	PRESTA P	Natural Science	Excellent	Good creative work	Effective programme	Eco friendly activity
19/12/2021 21:41:02	anjenakrishnan66@gmail.co	ANJANA R	Mathematics	Good	Wonderful	Good	Good
20/12/2021 10:19:41	Jeevavijayan.j@gmail.com	Jeeva J	Natural Science	Good	Superb	Nice	Good
26/12/2021 17:37:25	athiratsathira@gmail.com	Athira. T. S	Social Science	Enjoyed a lot	😊😊	Good	Nice
27/12/2021 13:04:45	sajindevsahadevan@gmail.co	Sajin Dev S	Mathematics	Very well cleaned	Very creative work on the wall,	Well coordinated program	Good



  
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