

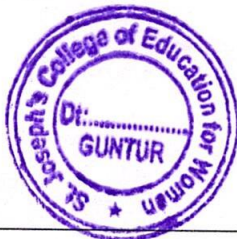
## St. Joseph's College of Education for Women

Opp. Sambasivapet 2<sup>nd</sup> Line, Naaz Center, Guntur, A.P., India.  
(Under the Management of Society of Jesus Mary & Joseph)



### 2.4.2

**Documentary Evidence to show that students go through a set of activities as preparatory to school-based practice teaching and internship.**



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## 1. Formulating Learning Objectives

Time & Period	I 9.45 to 10.35	II 10.35 to 11.25	11.25 to 11.35	III 11.35 to 12.25	IV 12.25 to 1.15	1.15 to 2.00	V 2.00 to 2.45	VI 2.45 to 3.30	VII 3.30 to 4.15
Day's									
Monday	I	Objectives framing sessions	Break	V- Physics / Activity / Art	Objectives framing sessions	Lunch	III	II	Games / Library / Lab / Certificate Course
Tuesday	I	Objectives framing sessions		V- Physics / Activity / Art	Objectives framing sessions		III	II	Games / Library / Lab / Certificate Course
Wednesday	III	Objectives framing sessions		V- Physics / Activity / Art	Objectives framing sessions		II	I	Games / Library / Lab / Certificate Course
Thursday	III	Objectives framing sessions		V- Physics / Activity / Art / Remedial Class	Objectives framing sessions		II	I	Games / Library / Lab / Certificate Course
Friday	II	Objectives framing sessions		V- Physics / Activity / Art / Remedial Class	Objectives framing sessions		I	III	Games / Library / Lab / Certificate Course
Saturday	II	Objectives framing sessions		V- Physics / Activity / Art	Objectives framing sessions		I	Mentor Class	
	8.30 to 9.15	9.15 to 10.00			10.15 to 11.00		11.00 to 11.45		11.45 to 12.30

First Week, August 2022-23 Academic Year: Pedagogy lecturers aimed to establish a foundational understanding of educational objectives, emphasizing the alignment of teaching methods with student needs and learning outcomes.



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Content Analysis :	Objectives & their learning outcomes
New terms	Remembering
Tangible, Non-transferability	i) The pupil recalls the definition of services.
Facts	ii) The pupil remembers the meaning of services.
Service cannot be stored for future use. They are produced and consumed simultaneously	iii) The pupil remembers features of services.
Generalization	
Services possess unique characteristics that distinguish them from goods & necessitate specific considerations in their production & consumption.	Understanding
Concepts	i) The pupil understands the meaning of services.
Meaning, definitions, features of services.	ii) The pupil understands the features of services.
Relationship	Application
The distinct features of services such as intangibility, perishability, etc. contribute to nature of service industry	i) The pupil applies the knowledge pertaining to real life situations (identify examples of services & analyse their features)
Diagram	
Flowchart - features of services	

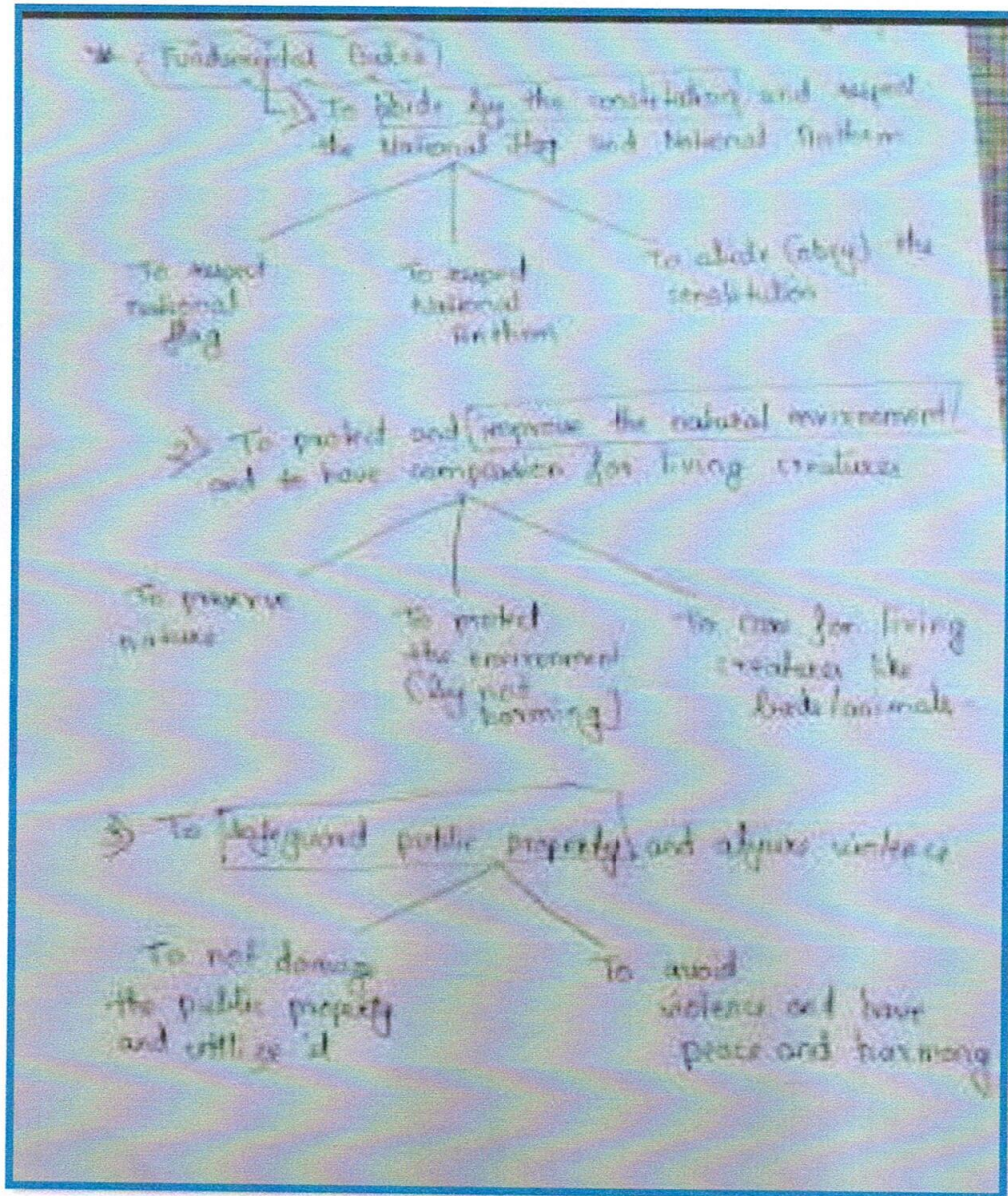
### Content Mapping and learning objectives designed by student for a topic

In designing content mapping and learning objectives for a specific topic, students outlined clear goals aligned with the curriculum standards. They identified key concepts, skills, and knowledge to be acquired, ensuring these elements scaffold learning effectively. The mapping process included sequencing content logically to build upon previous knowledge, fostering a comprehensive understanding of the subject. The learning objectives were crafted to be specific, measurable, attainable, relevant, and time-bound (SMART), guiding instructional strategies and assessment methods. This structured approach aimed to enhance student engagement, accommodate diverse learning styles, and maximize educational outcomes.



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## 2. Content Mapping



Scan of content mapped by student



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### 3. Lesson Planning/IEPs

#### Lesson plan scan

Preliminary Information: Page No.

Name of the Student Teacher - Z. Teja  
Register No - V23Ed02023  
Subject - Mathematics  
Class - IX  
Unit - QUADRILATERALS  
Topic - Midpoint theorem of Triangle  
Date - 16/2/24  
Time - 30min

Name of the School - St. Joseph's High School, Guntur  
Name of the Supervisor - Dr. J. R. Priyadarsini

ii. Previous knowledge Assumed: Page No.

The pupil will possess the previous knowledge about point, line segment, triangle, intersecting lines, parallel lines, angle, transversal, corresponding angles, alternate interior angles, parallelogram, congruent triangles, ASA congruency rule, midpoint of line segment.

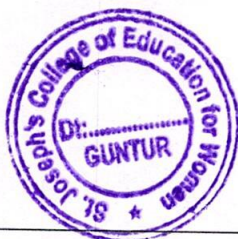
iii. Reference Books:

a) For Content  
IX class Mathematics text book

b) For Methodology  
Pedagogy of teaching Mathematics  
- Dr. J. Swarna Rani  
- Dr. J. R. Priyadarsini

iv. Teaching Aids:

Minimum teaching aids : Blackboard, duster, piece of cloth, roller board, pointer, charts  
ASA Congruency rule, statement of midpoint theorem of triangle.



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Flash Cards : Point, line segment, intersecting lines, Page No. : 3  
Angle, parallel lines, transversal, corresponding, alternate angles, triangle, parallelogram, midpoint of line segment.

Models/  
real objects : Midpoint theorem of triangle

V. Teaching Method : Analytic-Synthetic method.

VI. Teaching-Learning points : Midpoint theorem of a triangle.

VII. Academic Standards:

AS<sub>1</sub>: Problem Solving/Conceptual Understanding:

The pupil will understand the concepts, steps in midpoint theorem of a triangle and also solves mathematical problems using midpoint theorem of a triangle.

AS<sub>2</sub>: Reasoning and Proof:

The pupil will develop good reasoning power in proving mathematical problems on the

Flash Cards : Point, line segment, intersecting lines, Page No. : 3  
Angle, parallel lines, transversal, corresponding, alternate angles, triangle, parallelogram, midpoint of line segment.

Models/  
real objects : Midpoint theorem of triangle

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AS<sub>1</sub>: Problem Solving/Conceptual Understanding:

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The pupil will develop good reasoning power in proving mathematical problems on the



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and alternate angles in a transversal intersecting lines.

Page No. 5

b) Definitions: Triangle, ASA Congruency rule, parallelogram, midpoint theorem of triangle.

c) New terms: Midpoint theorem of triangle.

d) Symbols: Midpoint theorem of triangle. ( $\Delta$ ,  $\parallel$ ,  $\cong$ )

e) Procedure: Midpoint theorem of a triangle

f) Properties: Transversal, parallelogram, congruency rules of triangle.

g) Formulae: In  $\Delta ABC \Rightarrow EF \parallel BC$ ,  $EF = \frac{1}{2} BC$

Specifications: The pupil

Recalls: the concepts, definitions, new terms, symbols, procedure, properties of the lesson "Midpoint theorem of a triangle."

Recognizes: the concepts, definitions, new terms, symbols, procedures, properties of the lesson "Midpoint theorem of a triangle."

② Understanding: The pupil develops good understanding on the knowledge of the lesson midpoint theorem of a triangle. Page No. 6

: The Pupil will be able to understand the concept clearly.

Specification: The Pupil

a) Explains the process of finding and solving the problems on midpoint theorem of a triangle.

b) Identifies the midpoint on a line segment

c) Estimates the results of a problem on midpoint theorem of triangle.

d) Gives illustrations for the midpoint theorem of a triangle.

e) Detects and rectifies the results while solving problems on "midpoint theorem of a triangle."

③ Application: The pupil applies his/her knowledge and understanding of the lesson "Midpoint theorem of a triangle" and problems on midpoint theorem of a triangle to new, unfamiliar and real life situations to solve real life problems.



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Scans of IEP

Present level of performance:	Michael is a 10 year old student who is enrolled in grade 5. He has difficulty sustaining attention and often blurts out answers or interrupts others. He is a strong reader and writer, but struggles with Math and Organisation.
Goals	<ul style="list-style-type: none"><li>- getting better at Math calculations.</li><li>- trying various techniques to improve organisational skills.</li><li>- Improvement in attention level and be disciplined.</li></ul>
Short Term Objectives	<ul style="list-style-type: none"><li>- On weekly basis, getting 3 sums correct out of 5 at Maths.</li><li>- The child will have sustainable attention, through meditation (10 mins)</li></ul>



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Accommodations	<ul style="list-style-type: none"> <li>- Providing calculator for math calculation.</li> <li>- Using technology in teaching to grab his/ attention.</li> <li>- Using graphical organisers, game-based learning.</li> <li>- Breaks in between, to improve the attention.</li> </ul>
Services	<ul style="list-style-type: none"> <li>- Counsellor</li> <li>- Behaviour therapist</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>- Weekly based quiz</li> <li>- Recap after lesson completion.</li> <li>- Learning by doing (activity method)</li> </ul>



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## 4. Identifying varied student abilities



Consumable Booklet  
of

# GMATC

(For 7 to 11 Years Children)  
(English Version)

Dr. R. P. Srivastava (Jabalpur)  
Dr. Kiran Saxena (Bhopal)

Please fill in the following informations :—

Name..... U. Lavanya ..... Class..... 6<sup>th</sup> .....  
Age..... Years..... Month..... Date of Birth..... 31/02/2008 .....  
School.....  
Date..... 28/08/2011 .....

### SCORING TABLE

Area	Verbal	Non-verbal	Total
I. Analogy			
II. Classification			
III. Number Series			
IV. Reasoning			
V. Absurdities			

Estd. 1983

☎ (0522) 380082

### ANKUR PSYCHOLOGICAL AGENCY

22/481, INDIRA NAGAR, LUCKNOW - 226 016



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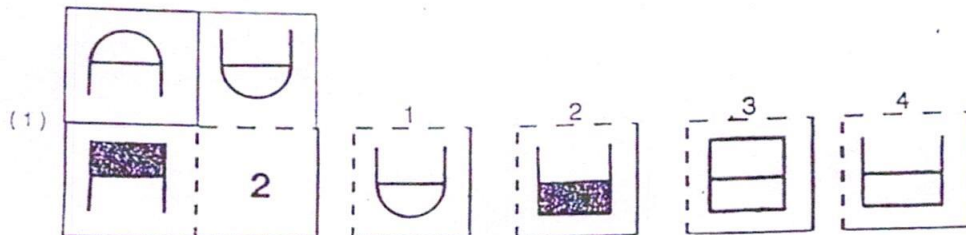
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## PART 'A'

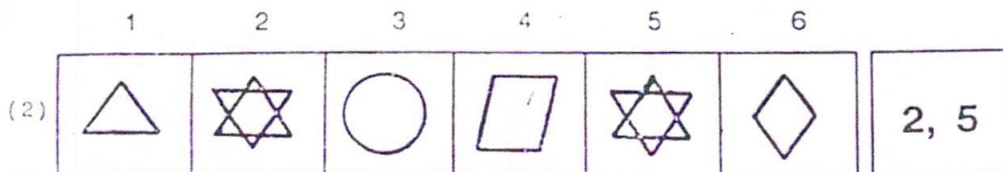
### Examples for Practice

Following examples are given of those type of questions which are given in this part of test. You have to write your answer in the blank space provided against each question.

Now let us understand these examples and try to answer the given questions.



Above a diagram is drawn which has four parts, two in upper part and two in lower part. There is a particular relation between first and second figure of the upper part of the diagram (will be made clear by putting finger), after that in lower part another figure and a blank space is given. You have to tell with which figure do lower figure hold similar relation as that of upper part. For answer four figures are given, you have to write the number of that figure which you like, in the blank space provided. In above diagram given for example, in upper two parts alphabet 'A' is made upright in the first whereas in second it is made inverted. Again a figure is drawn upright in the lower part, the same should be drawn inverted in the fourth blank space. Four figures given for answer, the figure number 2 is inverted so the correct answer is 2. Therefore 2 is written in the blank space. You have to do similarly.



In this type of questions six pictures are given together. You have to recognize those two figures which are similar to each other or are exactly same. In the above picture (diagram) no. 2 and no. 5 figures are exactly same, so the right answer is 2, 5. So 2, 5 has been written in the provided blank space to be the same.



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### EDUCATIONAL INTEREST RECORD

	AG 1 ↓	CO 1 ↓	FA 1 ↓	HS 1 ↓	HU 1 ↓	SC 1 ↓	TE 1 ↓	
AG 2 →	<input type="checkbox"/> 1 Animal Husbandry	<input type="checkbox"/> 1 Elements of Commerce	<input checked="" type="checkbox"/> 1 Arts	<input type="checkbox"/> 1 General Home-Science	<input type="checkbox"/> 1 Hindi	<input checked="" type="checkbox"/> 1 Geology	<input checked="" type="checkbox"/> 1 Electrical Engineering	
CO 2 →	<input type="checkbox"/> 1 Pest Science 2 <input type="checkbox"/> 1 Crop Science and Crop Planning	<input checked="" type="checkbox"/> 1 Farming 2 <input checked="" type="checkbox"/> 1 Principles of Transportation	<input checked="" type="checkbox"/> 1 Manure & Fertiliser Science 2 <input type="checkbox"/> 1 Painting	<input type="checkbox"/> 1 Agriculture Economics 2 <input type="checkbox"/> 1 Preparation of Home Budget	<input type="checkbox"/> 1 Dairy Chemistry and Animal Nutrition 2 <input type="checkbox"/> 1 Logic	<input type="checkbox"/> 1 Agriculture Extension 2 <input type="checkbox"/> 1 Chemistry	<input type="checkbox"/> 1 Horticulture 2 <input type="checkbox"/> 1 Filter Work (Filing Work)	Total AG 2 = 2
FA 2 →	<input type="checkbox"/> 1 Accountancy 2 <input type="checkbox"/> 1 Agriculture Engineering	<input type="checkbox"/> 1 Typing	<input type="checkbox"/> 1 Foreign Trade 2 <input type="checkbox"/> 1 Art of Decoration	<input checked="" type="checkbox"/> 1 Science of Health	<input checked="" type="checkbox"/> 1 History	<input type="checkbox"/> 1 Zoology	<input type="checkbox"/> 1 Welding	Total FA 2 = 4
HS 2 →	<input type="checkbox"/> 1 Handicraft 2 <input type="checkbox"/> 1 Veterinary Science	<input checked="" type="checkbox"/> 1 Music 2 <input checked="" type="checkbox"/> 1 Commercial Mathematics	<input type="checkbox"/> 1 Singing 2 <input type="checkbox"/> 1 Textile Designing	<input checked="" type="checkbox"/> 1 Sculpture 2 <input checked="" type="checkbox"/> 1 Cooking	<input type="checkbox"/> 1 Clay Toy Making 2 <input type="checkbox"/> 1 Geography	<input checked="" type="checkbox"/> 1 Botany	<input type="checkbox"/> 1 Engineering Drawing	Total HS 2 = 2
HU 2 →	<input type="checkbox"/> 1 Embroidery 2 <input checked="" type="checkbox"/> 1 Agricultural Botany	<input type="checkbox"/> 1 Toy Making 2 <input type="checkbox"/> 1 Business Correspondence	<input type="checkbox"/> 1 Knitting 2 <input type="checkbox"/> 1 Architecture	<input type="checkbox"/> 1 Child Care 2 <input type="checkbox"/> 1 Home Management	<input type="checkbox"/> 1 Sewing 2 <input type="checkbox"/> 1 Economic	<input checked="" type="checkbox"/> 1 Child Development 2 <input checked="" type="checkbox"/> 1 Meteorology	<input type="checkbox"/> 1 Kitchen Garden 2 <input checked="" type="checkbox"/> 1 Radio Engineering	Total HU 2 = 4
SC 2 →	<input type="checkbox"/> 1 Philosophy 2 <input type="checkbox"/> 1 Rural Sociology	<input type="checkbox"/> 1 Sanskrit 2 <input type="checkbox"/> 1 Shorthand	<input checked="" type="checkbox"/> 1 Sociology 2 <input checked="" type="checkbox"/> 1 Painting	<input type="checkbox"/> 1 Psychology 2 <input type="checkbox"/> 1 Family Relation	<input checked="" type="checkbox"/> 1 English Literature	<input type="checkbox"/> 1 Science of Atoms	<input type="checkbox"/> 1 Applied Mathematics	Total SC 2 = 3
TE 2 →	<input type="checkbox"/> 1 Disease & Bacteriology 2 <input type="checkbox"/> 1 Agricultural Trigon Science	<input checked="" type="checkbox"/> 1 Surgery 2 <input type="checkbox"/> 1 Principles of Commerce	<input checked="" type="checkbox"/> 1 Science of Health 2 <input checked="" type="checkbox"/> 1 Modern Art	<input type="checkbox"/> 1 Anthropology 2 <input type="checkbox"/> 1 Home Decoration	<input checked="" type="checkbox"/> 1 General Science 2 <input checked="" type="checkbox"/> 1 Human Science	<input type="checkbox"/> 1 Physics 2 <input type="checkbox"/> 1 Mathematics	<input type="checkbox"/> 1 Veterinary Science 2 <input type="checkbox"/> 1 Main Elements of Indian Technology	Total TE 2 = 2
TOTAL	AG 1 = 2	CO 1 = 2	FA 1 = 4	HS 1 = 2	HU 1 = 3	SC 1 = 3	TE 1 = 2	

4.1 Consumable Booklet of EIR

#### Raw Scores of Educational Areas of Interest

Educational Areas	AG	CO	FA	HS	HU	SC	TE
AG: + AG2	CO: + CO2	FA: + FA2	HS: + HS2	HU: + HU2	SC: + SC2	TE: + TE2	
Raw Scores	2+2	2+1	4+4	2+2	3+4	3+3	2+2

#### Profile

Stairline	Interest Area	Raw Score	AG	CO	FA	HS	HU	SC	TE
IX	High Interest	14	•	•	•	•	•	•	•
		13	•	•	•	•	•	•	•
		12	•	•	•	•	•	•	•
VIII	Interest	11	•	•	•	•	•	•	•
		10	•	•	•	•	•	•	•
VI	Above Average Interest	9	•	•	•	•	•	•	•
		8	•	•	•	•	•	•	•
		7	•	•	•	•	•	•	•
V	Average Interest	6	•	•	•	•	•	•	•
		5	•	•	•	•	•	•	•
IV	Interest	4	•	•	•	•	•	•	•
		3	•	•	•	•	•	•	•
III	Below Average Interest	2	•	•	•	•	•	•	•
		1	•	•	•	•	•	•	•
I	Low Interest	0	•	•	•	•	•	•	

**[A] General Report**

- Main interest-area.....
- Second interest-area.....
- Third interest-area.....
- Least interest-area.....

**[B] Special Report**

- High interest.....
- Above average interest.....
- Average interest.....
- Below average interest.....
- Low interest.....

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#### Consumable Booklet of EIR (English Version)

Dr. S. P. Kulshrestha (Dehradun)

Please fill in the following informations :-

Name Ch. Prabha Priya  
 Age 14 Sex Female Class 8<sup>th</sup>  
 Name of the School S. C. N. K. A. C. G. W. School  
 Occupation of Father..... Monthly Income.....  
 Rural / Urban..... Date 30/6/19

#### INSTRUCTIONS

- The main objective of this is to know your educational interest so that we can guide you for education.
- In every box of this booklet two educational subjects are written. You can put your idea of your educational interest from the two given educational subjects keeping in view the salary, prestige and future of the subject. You have to mark your choice in the following way—
  - if you choose the first educational subject of the box, then put a tick (✓) against No.1. e.g.,
 

Chemistry 2	<input type="checkbox"/>
Art 2	<input type="checkbox"/>
  - if you choose the second educational subject of the box, then put a tick (✓) against No.2. e.g.,
 

1 Home Science	<input type="checkbox"/>
Music 2	<input type="checkbox"/>
  - if you choose both the subjects of the box, then put a tick mark (✓) against both the Nos. e.g.,
 

1 Geography	<input type="checkbox"/>
Economics 2	<input type="checkbox"/>
  - If you dislike both the subjects of the box, then put a cross (x) mark against both the Nos. e.g.,
 

1 Hindi	<input type="checkbox"/>
1 Agriculture	<input type="checkbox"/>

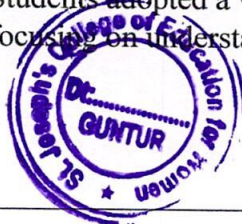
In this way you have to indicate you like / dislike of the subject given in the boxes leaving no box unmarked. If you have any doubt in this matter, please ask.

- Though there is no time limit to complete this record even then answer quickly. Mostly 7 to 10 minutes are required to complete this record.
- Return this record sheet after marking your choice of the educational subject in each of the box.

Now open the record and start your work.

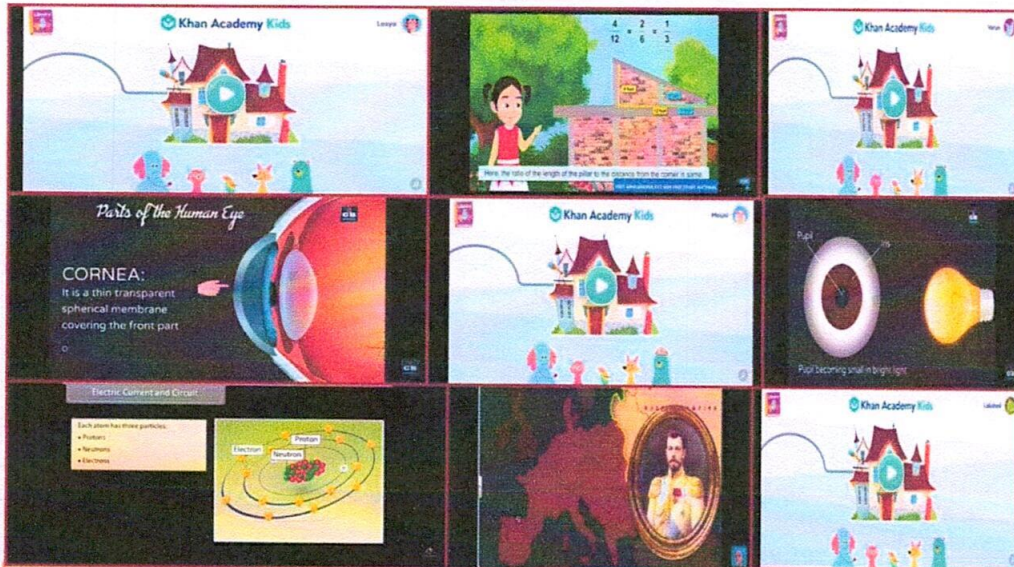
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Students adopted a variety of psychological tests to assess the diverse abilities of their peers, focusing on understanding cognitive, emotional, and social competencies.



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## 5. Dealing with student diversities in the classroom



Students conducted game-based learning activities that fostered engagement and critical thinking. Through interactive games, they enhanced problem-solving skills and collaborative learning, making education enjoyable and impactful.



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Students conducted activity-based learning sessions to enhance hands-on experiences. By engaging in interactive projects and experiments, they fostered a deeper understanding of the subjects while developing practical skills.



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S.No	Activity	Current Level	Material	Evaluation
<u>I. Personal Skills:</u>				
1.	Combing his hair and brushing the teeth and bathing daily	He can combing his hair and brushing the teeth and bathing with verbal prompt	Oral	He can comb his hair and clean clothes wearing daily.
<u>II Social Skills:</u>				
2.	Telling about the festivals in few lines Ramzan, Bakrid, Holi, Rakhi, Ugadi	He can try to tell the festivals in identification	Oral	He can tell the festival names and tell about it by getting clues
3.	Telling the story of Lion and Rat	He can try to understand the story	Chart	He can tell the story
4.	Telling the names of 5 birds, flowers, fruits	He can try to tell the minimum three	Chart	By getting clues He can tell the names of birds flowers, fruits

Page No.:

✓

Students plan activities



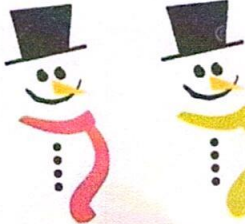


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## 6. Visualising differential learning activities according to student needs

Page No. 3

Presentation of the Activities for the Concept Attainment

S.No	Concept	Activity for Concept Attainment
1.	<p><u>Congruency</u> :-</p> <p>If we take a pile of coins, and place them one on top of the other, they would match perfectly.</p> <p>All the coins have the same size and shape.</p> <p>The objects which are identical.</p>	<p>I will collect some pictures to exemplify the concept and make them understandable.</p> <div style="text-align: center;">        </div>



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### 3. Congruency of Triangles

Page No. : 5

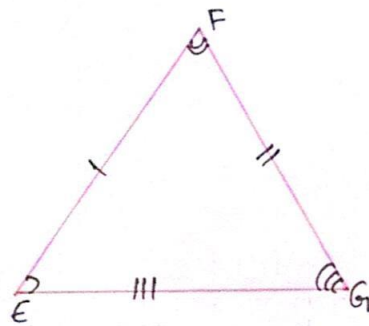
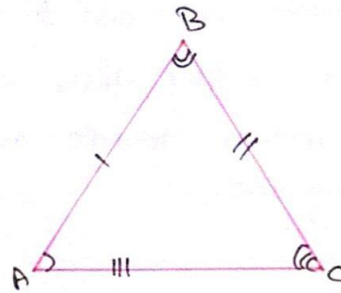
If all the part of one triangle are equal to the corresponding part of other triangle, then the triangle are congruent.

$\triangle ABC \cong \triangle EFG$  Cover each other exactly i.e, they are of the same size and shape. They are congruent triangle.

We express congruency of the two triangles as

$$\triangle ABC \cong \triangle EFG$$

After explaining line segment congruency i will explain the idea to triangle.



In  $\triangle ABC \cong \triangle EFG$

$A \rightarrow E$

$B \rightarrow F$

$C \rightarrow G$

are corresponding vertices

$\angle A \cong \angle E$ ,  $\angle B \cong \angle F$ ,  $\angle C \cong \angle G$  are corresponding angles

$\overline{AB} \cong \overline{EF}$ ,  $\overline{BC} \cong \overline{FG}$  &  $\overline{AC} \cong \overline{EG}$  are corresponding sides.



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ACTIVITY UNDERTAKEN BY MEPage No. : 7. ADDRESSING INCLUSIVENESS

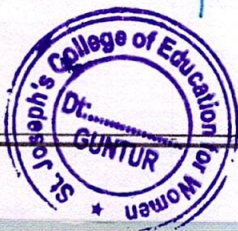
Activity - 1: Prepare case studies of two differently abled children (with different disabilities)

Introduction:

It is considered that around 150 million children in the world live with a disability; 80% of them live in developing countries. Most often, these children do not receive necessary treatment and most of them are discriminated.

Definition: The convention of the Rights of People with disabilities adopted in the year 2006, defines a disability as, "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

A disabled child is capable of engaging himself in constructive things, and above all they are capable of progress. Unfortunately they are seldom provided with an opportunity to progress.



T. Suresh

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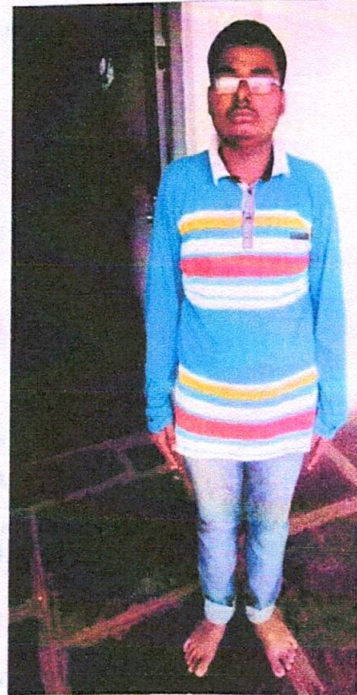
# Case Study - 01

Page No. :

3

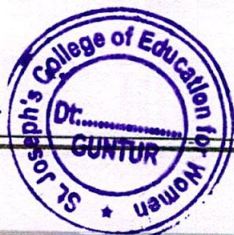
## I. Identification Data:

1. Name of the Student : Sk. Aslam Hussain
2. Date of Birth : 14-12-1997
3. Sex : Male
4. Education : -



## II. Demographic Data:

1. Father's Name : Sk. Hussain
2. Occupation : Teacher
3. Mother's Name : Sk. Rizwana
4. Occupation : House Wife
5. Guardian's Name : Sk. Altaf
6. Total income of the family: 30,000 ₹
7. Permanent Address : Brindavam colony  
Guntur
8. Local Address : Brindavanam Colony  
Guntur



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9. Religion / Caste : Muslim

10. Language spoken : Urdu, Telugu

III. Present Complaints:

1. Pre natal : Normal

2. Perenatal : Normal

3. Post natal : Normal

IV. Family History:

S.No	Name	Relationship	Age	Occupation
1.	Sk. Hussain	Father	47 yrs	Teacher
2.	Sk. Rizwana	Mother	40 yrs	House wife
3.	Sk. Aslam Hussain	Case	17 yrs	Student
4.	Sk. Sadia Fathima	Sister	14 yrs	

VI. Immunization History:

BCG : Given

Polio : Given

DPT : Given

Measles : Given

VII. Developmental History:

Head control : Delayed

Sitting : Delayed

First words : Delayed

Standing : Delayed

walking : Delayed

Sentences : Delayed



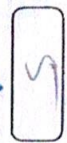
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*(1. Subangh)*

S.No	Activity	Current Level	Material	Evaluation
I.	<b>Personal Skills:</b> 1. Combing his hair and brushing the teeth and bathing daily	He can combing his hair and brushing the teeth and bathing with verbal prompt	oral	He can comb his hair and clean clothes wearing daily.
II.	<b>Social Skills:</b> 2. Telling about the festivals in few lines Ramzan, Bakrid, Holi, Rakhi, Ugadi 3. Telling the story of Lion and Rat 4. Telling the names of 5 birds, flowers, fruits	He can try to tell the festivals in identification He can try to understand the story He can try to tell the minimum three	oral chart Chart	He can tell the festival names and tell about it by getting clues He can tell the story By getting clues He can tell the names of birds flowers, fruits



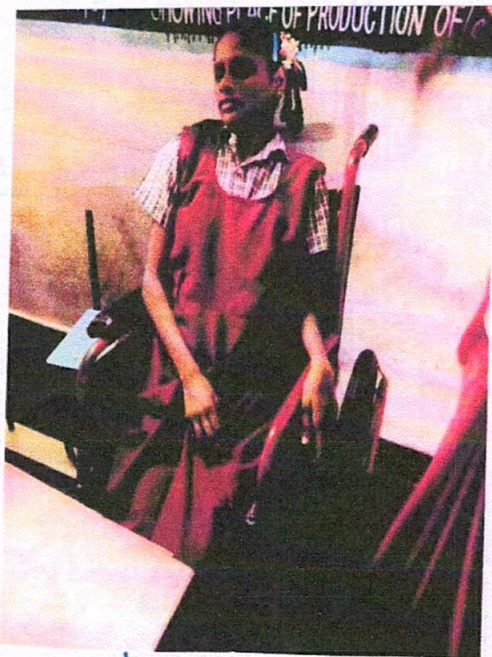
## Case Study - 2

Page No. :

7

### I. Identification data:

1. Name of the student : B. Anusha
2. Date of Birth : 06-07-1996
3. Sex : Female



### II. Demographic Data:

1. Father's Name : Bhaskar. B
2. Occupation : Business
3. Mother's Name : Vani
4. Occupation : House wife
5. Local Address : Old pattabhipuram, 3<sup>rd</sup> line, Guntur
6. Religion / caste : Brahmin / OC
7. Languages spoken : Telugu

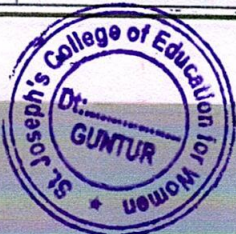
### III. Present complaints:

Poor academic skills due to hearing impairment

### IV. Family History:

1. Type of family : Joint family
2. Status of family : Middle
3. Members of family : 5 members

S.No	Name	Relationship	Age	Education	Occupation
1.	Bhaskar. B	Father	43 yrs	10 <sup>th</sup>	Business
2.	Vani. B	Mother	37 yrs	10 <sup>th</sup>	House wife
3.	Anusha. B	Client	14 yrs	-	
4.	Venkatesh. B	Brother	13 yrs	8 <sup>th</sup>	



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S.No	Activity	Current Level	Materials	Evaluation
<b>I. Personal Skills:</b>				
1.	Wipes hands and face with a towel	She can wash face & hands	Towel	She is able to wipe hands and face with towel
2.	Washes the plate/box after the meals	She can follow teacher instructions	Box	She is able to wash the box after meals
3.	Applies powder on face	She can identify powder	Powder	She is able to apply face powder
<b>II. Social Skills:</b>				
4.	Tells the Names of her classmates	She can tell her mother's name	Photo	She is able to tell the names of classmates
<b>III. Academic skills:</b>				
5.	Scrubbing with Crayon	She can hold the pencil	Book, Pencil	She is able to scrubbing with crayon



S.No	Activity	Current Level	Materials	Evaluation
<b>I. Personal Skills:</b>				
1.	Wipes hands and face with a towel	She can wash face & hands	Towel	She is able to wipe hands and face with towel
2.	Washes the plate/box after the meals	She can follow teacher instructions	Box	She is able to wash the box after meals
3.	Applies powder on face	She can identify powder	Powder	She is able to apply face powder
<b>II. Social Skills:</b>				
4.	Tells the Names of her classmates	She can tell her mother's name	Photo	She is able to tell the names of classmates
<b>III. Academic skills:</b>				
5.	Scrubbing with Crayon	She can hold the pencil	Book, Pencil	She is able to scrubbing with crayon

ACTIVITY UNDERTAKEN BY ME

Activity - 2: Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers.

Introduction:

St. Ann's Manovikas Kendra is a special school for the Mentally and Hearing handicapped children, located at Mallikarjunapet 3rd line, Guntur-08. It was established on June 19<sup>th</sup> 1994 under the patronage of Society of St. Anne, Guntur. We have learned that there are so many disabled children who are not able to reach out to special education and rehabilitation due to their severity of disability. Through the institutional service we could reach out to only 125 children. Hence they thought of launching into community based rehabilitation and it was started on August 2<sup>nd</sup> 2003. It was inaugurated by the then-Mayor - Sri. Ch. Yesu Ratnam, presided over by our president Rev. Sr. Fatima Mary, witnessed by Sri G. Narasimhulu - Asst Director, disabled welfare,

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Page No. : 12

Sri. D. Narasimha Rao, Board Director of APVCC, Sri K. Srinivas - Special Mobile Magistrate and governing body members of their society and by the residents of this ward.

**Why the special children given special education:**

\* If they are not properly attended, They may develop behaviour problems harmful to him and society.

\* Special education gives insight into the problems of exceptional children to parents, educators and administrators which helps in developing right attitudes towards their children.

### **Inclusive Education**

\* Inclusive education means welcoming all children, without discrimination into regular or ordinary schools.

\* It refers to the process of educating all children in their neighbourhood school, regardless of the nature of their disabilities.

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# Requirements of Special Education:

Page No. :

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\* Special Educators

\* Special Instructor

\* Special Curricula

\* Special Instructional material and special

facilities

\* They encounter delays in the developmental process which place them behind their peers in learning activities.

Report on the teaching strategies implemented by the teachers in Special Schools:

Preliminary Information:

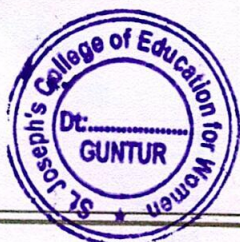
Name of the school : St. Ann's Manovikas Kendra

Name of the H.M. : Rev. Sr. Cyril Grace

Strength of the school : 400

Strength of the staff : 20

Address : Mallikarjuna pet  
3rd line, Amaravathi Road  
Guntur (Dt)

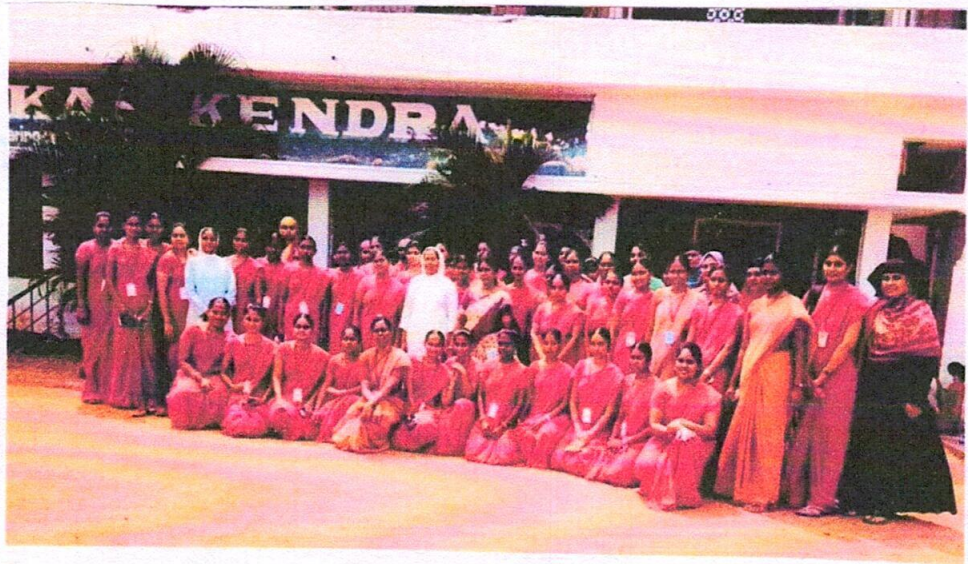


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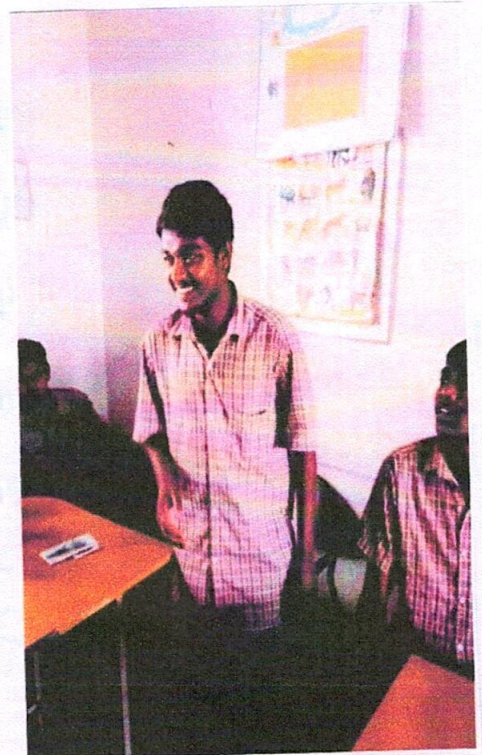
Students involve in the classroom.

Date of visit:

→ I observed the following periods;

→ The 2 classroom teaching periods as follows;

- \* Recreational Skills
- \* Social Skills
- \* Personal Skills
- \* Academic Skills
- \* Occupational Skills



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The first and foremost this every special child should learn about personal skills.

→ Doing their own work

→ Identification of colour, fruits, vegetables

### ① Social Skills:

In this period they will learn how to mingle with others and teachers give training in responding to the questions and by hearing the school phone numbers, home phone number, etc./



### ② Personal Skills:

One of the important skill that is learning by special children is doing their personal activities which makes them to be independent.

*S. Suresh*



## Activities:

Their evaluation system is activity based.

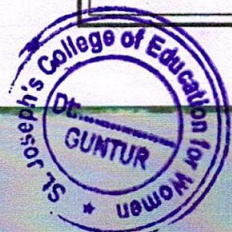
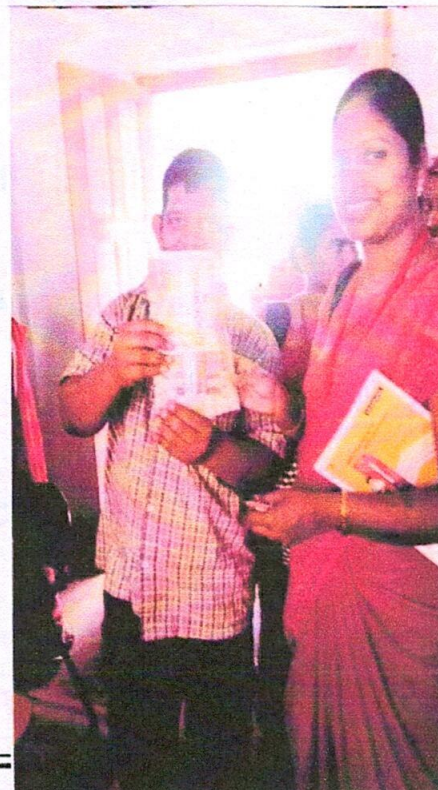
- For ex: → Single situation  
 → Dual situation  
 → Multiple identification

By using no. of TLM they are giving good education to these special children.

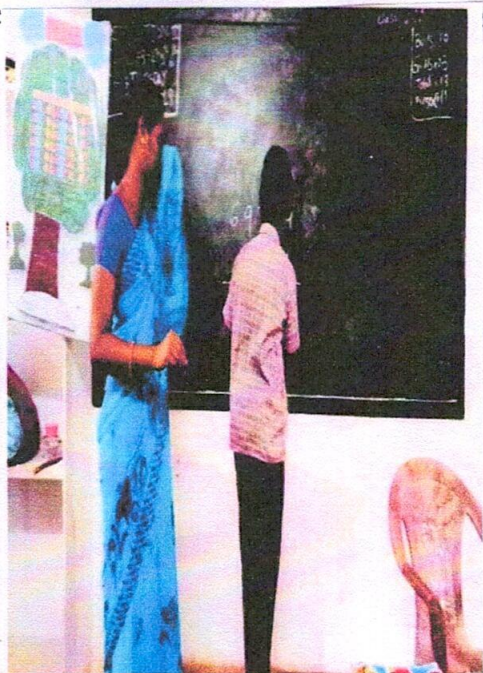
## Inclusive Education

The specially abled children should get education along with normal children which is known as the inclusive education.

Inclusive education differs from the integration (or) mainstreaming model of education, which tended to be concerned principally with disability and special educational needs & learners changing of accommodation by main stream.



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# Importance of Inclusive Education:

Everyone has right to get education.  
Education is the only solution to overcome the problems of special children.

The importance can be seen on two basic aspects  
→ Ideological  
→ Technological

## Preliminary Information of Inclusive School:

Name of the school : NRI's Indian Springs

Name of the H.M. : Sd. Ghosh

Strength of the school : 1220

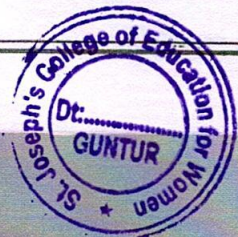
Strength of the staff : 59

Address : Near Shivalayam temple, Kothapet, Guntur

## Report on the teaching strategies implemented by the management:-

In this school, I found the special children are hearing impaired. I have observed five teaching periods in the 7th class.

T. Swathi



In the class there are four children with hearing impairment. All of them are using assistive technology that is nothing but hearing aids. They are as follows the

**Methods:**

- ① directive cum demonstration method
- ② Question and answer method
- ③ Illustration method

They are taking care on the children and everytime checking the performance of the students.

**Conclusion:**

As per observation, I came to know and conclusion that both inclusive and special schools are very important. Each activity is learned by the staff and they teach to the students in the class hours.

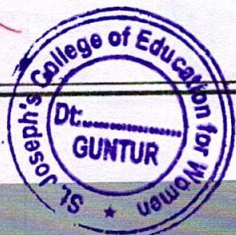
**References:**

\* Inclusive Education, Neelkamal Publications

\* Inclusive Education, Duvvuri Publications

✓✓ \* Took survey from St. Ann's Manovikas  
Kendra

T. Swagath



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ACTIVITY UNDERTAKEN BY ME

Page No. : 1

1. Plan and construct an achievement test in one of the methodology subjects.

Introduction:Achievement test:

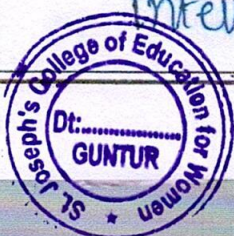
An achievement test is a test of deviated skill (or) knowledge. The most common type of achievement test is a standardized test developed to measure skills and knowledge learned in a given grade level usually through planned instruction such as training (or) classroom instruction.

Achievement tests are often constructed with tests that measure attribute a more general and stable cognitive trait achievement tests scores are often level of instruction for which a student is prepared high achievement scores usually indicate a mastery of grade level material and the including for advance instruction.

Types of achievement tests:

There are two type of achievement tests:

1. Teacher made test → written, oral, practical
2. Standardized test
  - ↓
  - Essay type, short answers, objective type
  - Aptitude, attitude
  - Intelligence & interests tests



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## 1. Teacher made test:

Teacher made tests are normally prepared and administered for testing classroom achievement of students. Evaluating the method of teaching adopted by the school.

Teacher made test is one of the most valuable instrument in the hands of the teacher to solve for higher purpose.

## Standardized Test:

A standardized test is a test that is administered and scored in a consistent or standard manner. Standardized tests are designed in such a way that the questions, conditions for administration, scoring procedure & interpretation are consistent and are administered, scored in a predicted, mixed standardized manner.

## I. Construction of achievement test:

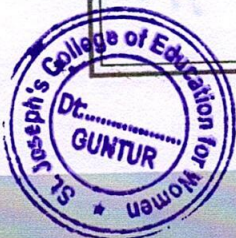
### Preliminary information:

Name of the student teacher: Sk. Reshma

Name of the school: S.G. N.K.M.C.G. H School

Class: VI

No. of students: 47



*T. Swargal*

II. Design of Question paper:

Before preparing a question paper we have to design weightage tables there are four type of weightage tables.

1. weightage of objectives
2. weightage of contents
3. weightage to the form of questions
4. weightage of difficulty level.

## 1. Weightage of objectives:

S.No	Objectives	Marks	% of marks
1	Knowledge	4	16
2.	Understanding	12	48
3.	Application	5	20
4.	Skill	4	16
	Total	25	100

The weightage is given to knowledge, understanding, application and skill. As the testing is objective based testing



## 2. Weightage to the content:

Page No. : 4

S.No	Name of the unit	Marks	% of marks
1	Su <sub>1</sub> → Simple equations	7	28
2	Su <sub>2</sub> → Fractional numbers	12	48
3	Su <sub>3</sub> → Decimal fractions	6	24
	Total	25	100

Selected content is divided into different sub units.

## 3. Weightage to the form of questions:

S.No.	Form of questions.	No. of questions.	Marks	% of marks
1.	Multiple choice	4	4x1=4	16
2.	Fill in the blanks	4	4x1=4	16
3.	One word answers	4	4x1=4	16
4	Short answer	4	4x2=8	32
5	Essay	1	1x5=5	20
	Total	17	25	100

For testing different abilities and sub units different forms of questions may suitably used. Short answer, Essay, Multiple choice, Blanks etc



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#### 4. Weightage to the difficulty level:

Page No. : 5

S.NO	Difficulty level	Marks	% of marks
1	Essay	7	28
2.	Average	12	48
3.	Difficulty	16	24
	Total	25	100

It is an accepted fact that, in a classroom, there are three types of pupil above average, average & below average. A good test consists of items with varying difficulty level.

#### Preparation of Blue print:

After preparing weightage tables, the paper setter has to prepare a blue print of the test, It is two dimensional chart. One dimension covers the weightage to content and other weightage to objective through the type of items.

The sub-units of the content is listed in the left while the objectives are tested as horizontal line. Each column is further sub-divided into columns to indicate the forms of questions.

The weightage to the difficulty level is not to be mentioned in the blue print, but it should be kept in mind while getting the question paper.



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## BLUE-PRINT

S.No	Objectives Form of Questions Content ↓	Knowledge				Understanding				Application				Skill				Total
		MC	FB	SA	E	MC	FB	SA	E	MC	FB	SA	E	MC	FB	SA	E	
1.	SU <sub>1</sub> -			(1) <sup>2</sup>			(1)				(1) <sup>2</sup>			(1)				6
2.	SU <sub>2</sub> -		(1)			(1)		(1)		(1)	(1)		(1) <sup>2</sup>	(1)		(1) <sup>2</sup>		11
3.	SU <sub>3</sub> -	(1)						(1)	(1)		(1)					(1) <sup>2</sup>		8
			4				8				7					6		2

MC → Multiple choice , FB → Fill in the blanks , SA → short answers

# Question Paper

Page No. : 7

## Instructions to be followed in Exam:

- Write answers to all the questions there is no choice.
- Complete the exam in time
- Write the answer clearly
- Answers to be written in question paper only for multiple choice, Fill in the blanks & matching
- Marks will not be given for the answer that are over written, crossed answer for multiple choice.

Subject : Mathematics

Max. Marks : 25

Medium : English

Time : 1 1/2 hour

Class : VII

I. Choose the correct answer from the below 4x1=4m

1. 1cm = \_\_\_\_\_ [ ]

a) 100 mm      b) 0.01 mm      c) 10m      d) 0.1mm

2. +5 in LHS \_\_\_\_\_ [ ]

a) 5      b) x5      c) ÷5      d) -5

3.  $3 + (-3) =$  \_\_\_\_\_ [ ]

a) 0      b) 6      c) -6      d) 3

4. Which is the equivalent rational number in  $\frac{2}{3}$  is [ ]

a.)  $\frac{4}{9}$       b.)  $\frac{6}{9}$       c.)  $\frac{8}{9}$       d.)  $\frac{7}{9}$



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II. Fill in the blanks with appropriate answers Page No. : 8

5. L.H.S is +49 to becomes R.H.S : \_\_\_\_\_

$$4 \times 1 = 4$$

6. Every decimal number can be represented as a \_\_\_\_\_ number

7. 1kg \_\_\_\_\_ gm

8.  $\frac{3}{4}$  reciprocal is \_\_\_\_\_

III. Solve the given problems

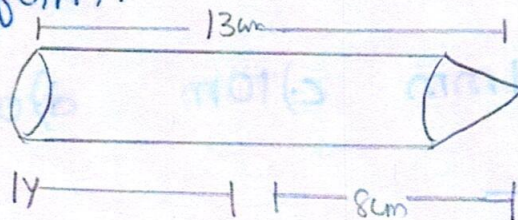
$$4 \times 2 = 8 \text{ m}$$

9. Find the reciprocal of  $\frac{5}{8}$ ?

10. Write the formula for area of rectangle?

11. In transforming term 'x' quantity becomes L.H.S to which quantity in R.H.S?

12. In the given picture information to write in the equation form.



IV. Solve the following

$$3 \times 3 = 9 \text{ m}$$

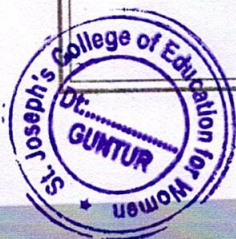
13. If we add 7 to twice a number we get 49. Find the number.

14. Solve the following equations by transposing the terms and check your result  $2t - 5 = 3$

T. Sreeragh

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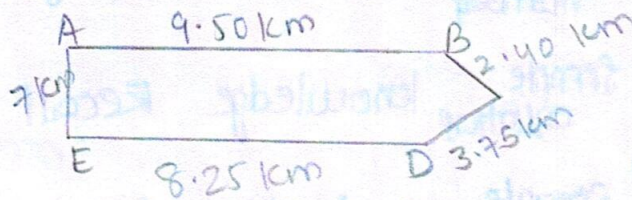
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15. Write L.H.S and R.H.S of the following equation  $5P+3=2P+9$

Find i)  $\frac{1}{3}$  of 12

Aruna and Radha start their journey from two different places A and E. Aruna choose the path from A to B then to C, while Radha choose the path from E to D then C. Find who travelled more and by how much.



SNO	Q.No	Form of questions	Unit name	Objectives	Specifications
1.	1	Multiple choice	Fractional numbers	Knowledge	Recall 1
2.	2.	Multiple choice	Simple equations	Skill	Problems Solving 1
3.	3.	Multiple choice	Fractional numbers	Understanding	identity 1
4	4.	multiple choice	Fractional numbers	Application	Analysis 1
5	5	Fill in the blanks	Simple equations	Knowledge	Recall 1



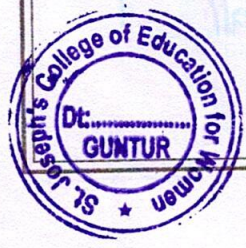
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6.	6.	Fill in the blanks	Simple equations	Knowledge	Recall	1
7	7	Fill in the blanks	Simple equations	application	analysis	1
8	8.	Fill in the blanks	Fractional numbers	understanding	Identify	1
9	9.	Solve the problem	Fractional numbers	application	analysis	1
10.	10	Solve the problem	Simple equations	knowledge	Recall	2
11	11.	Solve the problem	Simple equations	understanding	Identify	2
12.	12	Solve the problem	Simple equations	Skill	Problem Solving	2
13.	13	Solve the problem	Simple equations	understanding	Identify	3
14	14	Solve the problem	Fractional numbers	application	analysis	3
15	15.	Solve the problem	Simple equations	understanding	Identify	3

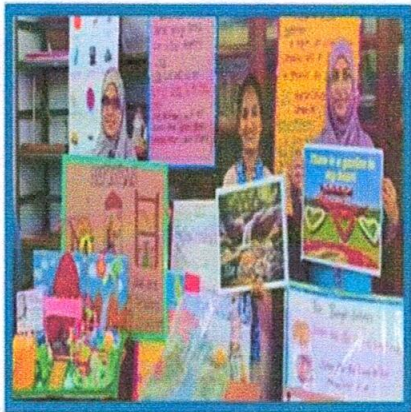
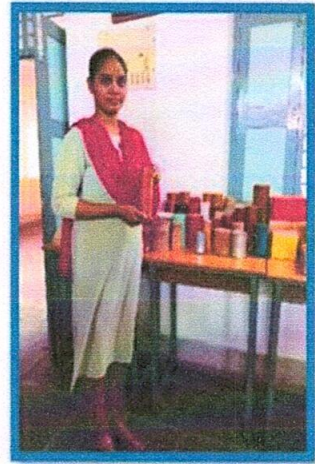
**Workshop on Unit Test**  
**Scans of Output created during Unit Test workshop**

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## 9. Mobilizing relevant and varied learning resources



TLM Preparation



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10. Evolving ICT based learning situations

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for women**

**Curriculum Development Cell (CDC)**

**Joseph 's Brainstorm Clique (JBC)**

**We are happy to invite you all for  
the talk on**

**Virtual and Augmented Reality in  
Education**

**By**

**Dr.J.VijayaKumari**

**Assistant professor in Telugu**

**St.joseph college of education for women**



**21/06/2023**



**4:30 pm**



**Board room**

**st.joseph's college of education  
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*T. Swarna Rani*

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**Curriculum Development Cell (CDC)**

**Joseph 's Brainstorm Clique (JBC)**

**We are happy to invite you all for  
the talk on**

**Next-New Generation  
Educational Technologies**

**By  
Dr.Ts.Subhasini**

**Assistant professor in Education  
St.joseph college of education for women**



**13/12/2023**



**4:30 pm**



**Board room  
st.joseph's college of education  
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**St. Joseph college of education  
for women**

**Curriculum Development Cell (CDC)  
Joseph 's Brainstorm Clique (JBC)**

**We are happy to invite you all for  
the talk on**

**E-content Development**

**By**

**Dr.P.Prasanthi Madhavi Latha**

**Assistant professor in physical sciences  
St.joseph college of education for women**



**09/11/2022**



**4:30 pm**



**Board room  
st.joseph's college of education  
for women**



*P. Swargamani*  
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FOR WOMEN  
GUNTUR-522 001., A.P.

## 11. Exposure to Braille/ Indian languages /Community engagement



The Telugu Department celebrated Mathru Basha Diwas, highlighting the richness of the Telugu language and culture. Chief guest Dr. T.B. Anandh Kumar delivered a compelling address, emphasizing the importance of preserving linguistic heritage and promoting regional literature.



*T. Swarnalaxmi*  
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