

## **DEVAKI AMMA MEMORIAL TEACHER EDUCATION COLLEGE**

*The institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas*

In this institution conducted several programmes provide *opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas*. The various programmes are given below.

### **A fundamental or coherent understanding of the field of teacher education**

1. Visit an institution having more than 50 years of history and study its development and present report 2. Study on the usefulness of government sponsored program and policies in the locality of the students 3. Conduct a field visit to understand the social and cultural diversities and prepare a report. 4. Identify any 5 interdisciplinary subjects and list out their chief characteristics. 5. Prepare a detailed report on the various agencies of education in the socialization process of an individual. 6. Visit a school and conduct interview with teachers and parents on problem faced by girl students. 7. Narrate the educational contribution of any one of the Indian/ Western philosopher

### **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**

1. Action research – systematic methodology. 2. Administration of any of the psychological tools like inventories, scales, projective techniques. ICT related artefacts used for teaching as incorporated in lesson plans. 3. Achievement test – scientific & robust blueprint, Quality questions, scoring, statistical interpretation and Ranking. 5. Micro teaching.


### **Capability to extrapolate from what one has learnt and apply acquired competencies**

1. Identifying problem behaviour in children of elementary/secondary classes and preparing a case study report. 2. Administer any one standardised psychological tool to primary/secondary school students to identify individual differences among learners. 3. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation. 4. Constructing Sociograms based on an elementary classroom group and a secondary classroom group and comparing them. 5. Conducting a study on style preferences in learning in a group of 15-20 children using any tool on learning style 6. Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.

### **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc**

1. Identify and analyse the specific languages used in different curricular contexts – Language of textbooks of different subjects, Language of Examinations, Language of articles seminars/debates/workshops etc. and language usage in other Formal and informal instructional contexts. 2. Community living camp. 3. Art and drama education workshop. 4. Critical understanding of self.



  
Dr. K. P. Anil Kumar  
PRINCIPAL  
Devaki Amma Memorial  
Teacher Education College  
Chelembra, Pullyparamba P.O.  
Malappuram Dt-673634

Devaki Amma Memorial Teacher Education  
College, Chelembra

B.

# TASK-2

**Topic :-** Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report.

Submitted to:-

Nasla-K

Assistant Professor of Education

DAMTEC



Submitted by:-

Sreeparvathy. A.V.

English B

Roll No: 10

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# INTRODUCTION

Education is aimed at all-round development of children. Keeping this in mind, the Central Board of Secondary Education (CBSE) introduced the Continuous and Comprehensive Evaluation (CCE) pattern for secondary classes in 2009-2010. This was introduced under the Right to Education Act of 2009, to provide quality education to students aged 6-14 years.

CCE aims to evaluate every aspect of the child during their presence in school. It was assumed to bring tremendous change in the traditional 'chalk and talk' method of teaching, if implemented correctly.

'Continuous' indicates that the assessment needs to be done every day, while teaching in class, and even after teaching, so that difficulties faced by students can be diagnosed regularly. 'Comprehensive'

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EDUCATION, CHELEMBRA

# TASK

Topic :- Prepare a detailed report on various  
agencies of education in the  
socialization of an individual.

Submitted to:-

Mrs. Rayila. E.P  
DAMTEC



Submitted by:-

Sreeparvathy. A.V.  
English B

# INTRODUCTION

Society establishes some institutions to maintain its continuity of life. For the continuity and development of its life, society counts upon education. Education not only shapes the behaviour of the individuals, but also helps in transformation of rich cultural heritage to the rising generation. Therefore, society establishes and develops certain institutions, which are otherwise called agencies of education.

Sociology views education as a process of socialisation. Educational aims clearly indicates its affinity to social system. Agencies of education aid in the socialization of an individual.

There are various agencies of education in the socialization of an individual. This is a report on these various agencies of education.

# AGENCIES OF EDUCATION IN SOCIALIZATION OF AN INDIVIDUAL

Education transforms infants into human asset. Education not only helps to develop individual, but also shapes the society by transmitting its culture to the future generation. For the continuity and development of its life, society counts upon education. Education cannot be gained on its own. Various institutions and bodies help in the dissemination of education. As such, society develops various institutions to impart education, namely the agents of education.

## AGENCY OF EDUCATION

Society has created a number of specialized institutions to carry out the functions of education. These institutions are known as 'agencies of education'. Sources through which the child directly or indirectly receives education - formal and informal - are called agencies of education.

Agencies of education are broadly divided into different categories on the basis of different criteria.

They are :-

Devaki Amma Memorial Teacher  
Education College, Chelembra

# TASK-1

Topic :- Identifying problem behaviour in children  
of elementary/secondary classes .

## Case Study Report

Submitted to:-

Dr. Surekha. P.M.

Submitted on:-

17-03-2021



Submitted by:-

Sreeparvathy.A.V.

B.Ed

English B



# INTRODUCTION

Case study is a research method that involves an up-close, in-depth and detailed investigation of a subject of study and its related contextual position. It helps in the bringing of understanding of a complex issue or object. The case study has been used by researchers for a long time and has been applied in different disciplines.

Case study in psychology refers to the use of a descriptive research approach to obtain an in-depth analysis of a person, group, or phenomenon. A variety of techniques may be employed including personal interviews, direct observation, psychometric tests, and archival records. The main advantages of case study are that it provides detailed information, insight for further research and permit investigation of otherwise impractical situations. The method is important for psychologists who adopt a holistic point of view.

This is the case study of a child who shows problem behaviour. Both observation and interview are used for this case study. By observing the child and collecting family details through interview, this case study was carried out.

# NEED AND SIGNIFICANCE

The method of case study is applied to study special behavioural problems of an individual by specially trained teachers, psychologists and psychiatrists. Generally, with case studies, the researcher gets a concrete and unbiased understanding of a given complex situation. With a real-life view, the research can give leeway for the recommendation of practical solutions to challenges.

This case study of a child is needed to understand his/her behavioural problem and suggest solutions for the problems. This case study is significant in various ways:-

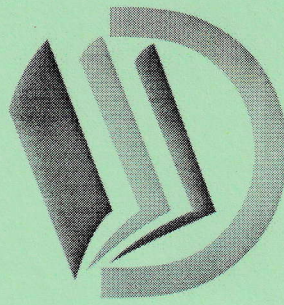
- It helps the child adjust better with the environment and gain self-confidence to attain higher levels of achievement.
- Since it considers all aspects of a child, it is highly reliable and can be used as a tool of evaluation.
- It helps to understand the root causes of maladjustment and helps to suggest remedial measures for rehabilitation of maladjusted cases.
- It helps the teacher to gain better concept of normal behaviour.
- It yields data that other methods cannot provide.

## GENERAL DATA

1. Name of Pupil : Syamak. A. Nair
2. ~~Sex~~ Gender : Male
3. Name of School : Carmel CMI Higher Secondary School, Shornun
4. Class in which pupil studying : VII
5. Age & Date of Birth : 12. 01-01-2009
6. Religion and Caste : Hindu - Nair
7. Ordinal position of the child in the family : 2<sup>nd</sup>
8. Mother tongue : Malayalam
9. Name of Father : Aravind. Nair
10. Name of Mother : Sreeja. A.V.
11. Guardian of the child : Aravind Nair
12. Number of other members in the family : 3
  - (a) Brothers : 1
  - (b) Sisters : 0
  - (c) Others : 2
13. Permanent Address : Neelambari House  
Pattambi  
Palakkad.

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CHELEMBRA, P.O. PULLIPARAMBA, MALAPPURAM. KERALA 673634



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## Administration of Psychological Tool (Sociogram)

2020-2022

Name:.....SREEPARVATHY. A.V.....

Roll. No:.....DMAUTE026.....

Optional Subject: .....ENGLISH.....

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TEACHER EDUCATION COLLEGE**

CHELEMBRA, P.O. PULLIPARAMBA, MALAPPURAM . KERALA 673634



**Administration of Psychological Tool  
(Sociogram)**

**2020-2022**

Name:.....SREEPARVATHY. A.V.....

Roll. No:.....DMAUTEG026.....

Optional Subject: .....ENGLISH.....

*Bi*

**Certified that this is a bonafide record**

**Member of the faculty**

*[Signature]*

**Principal**

**Place:**

**Date:**



DR. S. S. S. S.  
PRINCIPAL  
Devaki Amma Memorial  
Teacher Education College  
Chelembra, Pulliparamba P.O  
Malappuram Dt-673634

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Chelembra

# TASK-2

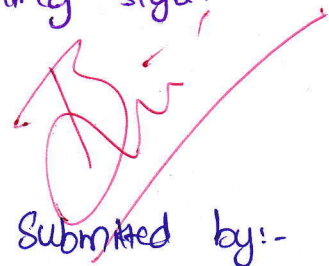
Topic : Conducting a study on style preference in learning in a group of 15-20 children using any tool on learning style.

Submitted to:-



Bini Kumari K  
Assistant Professor in Education  
DAMTEC

Submitted by:-



Sreeparvathy A.V.  
English B  
Roll No: 10

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# INTRODUCTION

Learning style refers to an individual's preferred way of processing new information for efficient learning. Rita Dunn described the concept of learning style as "a unique way developed by students when she/he was learning new and difficult knowledge". Learning style is about how students learn rather than what they learn.

The learning process is different for each individual, even in the same environment, learning does not occur in all students at the same level and quality. Determining students' learning styles provides information about their specific preferences.

Learning style preferences are influential in learning and academic achievement, and explains how students learn. Learning styles have been identified as predictors of academic performance and guides for curriculum design. The aim of

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College, Chelembra

# TASK-1

Topic :- Constructing Sociograms based  
on an elementary classroom group  
and a secondary classroom group  
and comparing them.

Submitted to:-

Bini Kumari. K  
Assistant Professor in Education  
DAMTEC

Submitted by:-

Sreeparvathy. A.V.  
English B  
Roll No: 10

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# INTRODUCTION

Educational Psychology is the systematic study of applications of principles of psychology in education. It helps us to understand the behaviour of an individual as a whole. Sociometry is a technique in educational psychology to understand the behaviour of individual.

Sociometry is based upon the study of behaviour of an individual within the group. It is necessary to see the individual how she is seen by fellow beings to know his/her behaviour in detail.

Sociometry technique was devised by Moreno and adapted by Jenning for study of students in class-room situation. According to John W. Best, "Sociometry is a technique for describing social relationships that exist between individuals in a group." Franz defines sociometry as "a method used for the discovery and manipulation of social configurations by measuring the attractions and

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COLLEGE, CHELEMBRA

# ASSIGNMENT

Topic :- Creating Facilitative Learning Environment



Submitted to :-

Bini Kumari . K

Assistant Professor in Education

DAMTEC



Submitted by :-

Sreeparvathy . A . V .

English B

Roll . No : 10

# INTRODUCTION

Learning environment can refer to an educational approach, cultural context, or physical setting in which teaching and learning occur. Learning environments are highly diverse in use, learning styles, organization, and educational institution. The culture and context of the place includes such factors as a way of thinking, behaving, or working.

Creating a classroom community and culture remain an important aspect when fostering a safe learning environment. It is the teacher's job to create this community so that all students will get along and celebrate one another's differences. Strong classroom communities can form in a variety of ways.

In this assignment, a detailed discussion of learning environment, its types and teachers' role in providing learning environment is conducted.

# CREATING FACILITATIVE LEARNING ENVIRONMENT

## Learning Environment

All of us know that learning is an ongoing process, which is often associated with school. But it is also a result of the interaction between individuals and environment in which those operate. Hence, it is a dynamic process, which takes place throughout life. Environment in which learning takes place may be described as a composite of natural conditions, circumstances and influences, and socio-cultural contexts in which an individual is situated. Therefore, we can say that learning environment is the sum total of the surroundings in which individuals interact to enrich experiences and thus leading to learning.

Learning environment is the place where teaching and learning takes place in the most effective manner. Developing a total learning environment for students is the most creative part of teaching. While there is a tendency to focus on physical aspects like classrooms and labs, learning environments are broader than these physical components. They also include:-

- \* goals for teaching and learning.
- \* culture that infuses the learning environment
- \* activities that best support learning.

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COLLEGE, CHELEMBRA

~~SB~~

# TASK-1

**Topic:-** Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students ( $N > 30$ ) and interpret the result.

Submitted to:-

Nasla .K

Assistant Professor of Education

DAMTEC

~~SB~~

Submitted by:-

Sreeparvathy .A.V.

English B

Roll.No: 10

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# INTRODUCTION

Learning is an integral part of every individual's life. It is the key to growth and development and hence requires the need for both students and teachers to be committed to the process. It is further necessary to ensure that the delivery of learning combines generally different facets which have been identified to be the domains of learning.

Initially developed between 1956 and 1972, the domains of learning have received considerable contributions from researchers and experts in the field of education. Studies by Benjamin Bloom (on cognitive domain), David Krathwohl (affective domain) and Anita Harrow (psychomotor domain) have been encompassed into the three domains of learning.

The affective domain is one of the three domains in Bloom's Taxonomy. It involves feelings, attitudes, and emotions. It includes the ways in which people deal with external and internal phenomenon emotionally, such as values, enthusiasms, and motivations. This domain is categorized into five levels, which include receiving, responding,

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College, Chelembra



# ASSIGNMENT

TOPIC :- Assessment in Behaviourist  
Approach v/s Assessment in  
Constructivist Approach

Submitted to :-

Ms. Nasla.K  
DAMTEC, Chelembra

Submitted by :-

Sreeparvathy.A.V.  
English B  
Roll.No:10

A.V.V.  
28/10/21

# INTRODUCTION

Education is a life-long process intended to bring about positive changes in an individual.

Assessment, as a procedure, can be used to determine the educational needs and aspirations of students, to ensure that they have essential attitudes with them to improve in the course of teaching and learning process.

Assessment is an integral component of learning, and an ongoing process inherent in day-to-day teaching learning activities. As a teacher, it is essential to understand the changing perspective of assessment which evolved over the years. Only then the teacher can integrate them in their activities in an effective manner.

The shift of focus from behaviourist to constructivist approach had major impacts on the multifarious utility of assessment in educational practices. In this paper, behaviourist and constructivist approach to assessment is studied. Both these practices are compared to understand subsequent changes in assessment process.

# ASSESSMENT IN BEHAVIOURIST APPROACH v/s ASSESSMENT IN CONSTRUCTIVIST APPROACH

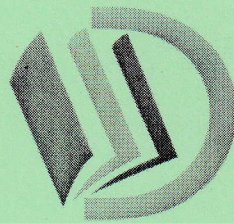
Assessment in education is associated with the growth of learning and teaching. A teacher has to continuously engage in assessment of the performance of learners. If educational system sets its target for students to be able to think critically, be creative, instructional and assessment processes must undergo a paradigm shift as suggested by National Curriculum Framework 2005. The shift to constructivist mode of assessment from behaviourist approach is due to a number of reasons. Both the approaches have its own strengths and weaknesses. These approaches are discussed in this paper.

## Assessment in Behaviourist Approach

According to theories advocated by behaviourism, learning can be defined as the mechanical process of relating stimulus with response, which further give rise to novel behaviour. Behaviourists like Watson,

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**Drama & Art in Education**

**2020-2022**

*BS*

Name:.....SREEPARVASHY. A. V.....

Roll. No:.....DMAUTEGLO 26.....

Optional Subject: .....ENGLISH.....

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CHELEMBRA, P.O. PULLIPARAMBA, MALAPPURAM . KERALA 673634



**Drama and Art in Education**

**2020-2022**

Name:.....SREEPARVATHY. A.V.....

Roll. No:.....DMAUTE026.....

Optional Subject: .....ENGLISH.....

**Certified that this is a bonafide record**

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Principal

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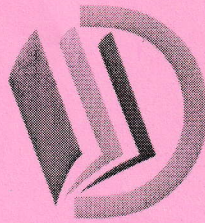
Dr. K. P Anil Kumar  
PRINCIPAL  
Devaki Amma Memorial  
Teacher Education College  
Chelembra, Pulliparamba P.O  
Malappuram Dt-673634

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**Community Living Camp**

**2020-2022**

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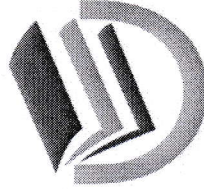
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**Community Living Camp  
2020-2022**

Name:.....SREEPARVATHY . A.V.....

Roll. No:.....DMAUTE91026.....

Optional Subject: .....ENGLISH.....

**Certified that this is a bonafide record**

Member of the faculty

Place:

Date:



**Principal**

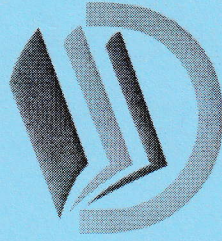
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PRINCIPAL  
Devaki Amma Memorial  
Teacher Education College  
Chelembra, Pulliparamba P.O.  
Malappuram Dt-673634

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**Language Across Curriculum  
Reading and Reflecting on Texts**

**2020-2022**

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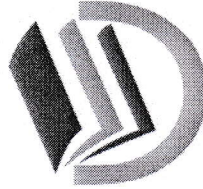
Roll. No:.....DMAUTEG026.....

Optional Subject: .....ENGLISH.....

*BS*  
*11/29*

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CHELEMBRA, P.O. PULLIPARAMBA, MALAPPURAM . KERALA 673634



**Language Across Curriculum- Reading  
and Reflecting on Texts**

**2020-2022**

Name:.....SREEPARVATHY. A. V.....

Roll. No:.....DMAUTE026.....

Optional Subject: .....ENGLISH.....

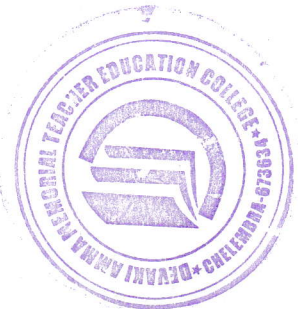
**Member of the faculty**

Place: *Chelembra*

Date:

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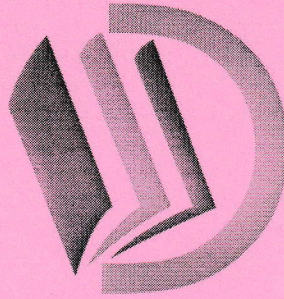
**Dr. K. P. Anil Kumar  
PRINCIPAL  
Devaki Amma Memorial  
Teacher Education College  
Chelembra, Pulliparamba P.O.  
Malappuram Dt-673634**

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# DEVAKI AMMA MEMORIAL TEACHER EDUCATION COLLEGE

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## Action Research

2020-2022

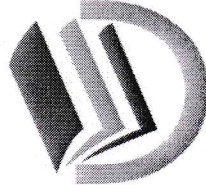
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**Action Research  
2020-2022**

Name:.....SREEPARVATHY . A.V.....

Roll. No:.....DMA.U.T.E.G.O.26.....

Optional Subject: .....ENGLISH.....

  
Member of the faculty

**Certified that this is a bonafide record**

  
Principal

Place: *Chelembra*

Date:



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