

ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1: 2023-2024

SUPPORTING DOCUMENTARY EVIDENCE

1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. Gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Curriculum and Course Orientation to Semester 1 students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 22/08/23 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher- identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in



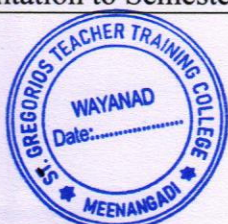
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		the national and international scenario.
3	Effective delivery of pedagogy Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real-life scenario.

2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I from 05/02/24 to 09/02/24 This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college on 10/02/2024.
2	Orientation to Semester III	Orientation to Semester III students on Practice



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	students on Practice Teaching	Teaching was conducted on 06/07/2023 to acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning. Curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating. Collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students get acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

2. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROMWHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	School Internship	School Internship is a part of the curricular area



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		of 'Engagement with the Field. School internship was organized in close supervision of the college with effective co-operation from practicing schools. School Visit for Semester 3 for portion and timetable collection was conducted on 03/07/2023. The School Internship was conducted from 10/07/2023 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and were initiated during the "Phase of School internship in Semester 3. Project Presentation for Sem 3 was conducted after practice teaching.
3	Art Education and Theatre Practice	As a part of Art Education and Theatre Practice, conducted with in the community living camp on Art Education was conducted on 05/04/2024 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	Capacity Building Programme	Capacity Building Programme was conducted on 03/04/24 to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.



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4. CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS.

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Microteaching	The implementation of microteaching practices included in the curriculum started from 15/11/2023 to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful Productive and Work (SUPW)	The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality. Sensitizing with dignity of labour, etc. This community based practical Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks
3	Community Living Camp	St. gregorios teachers' training college, Meenangadi organised a four-day Community Living Camp/Citizenship Training Camp entitled 'OPPARAM for Semester 3 on 03/04/24 to 06/04/24 following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.



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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 2: 2022-2023

SUPPORTING DOCUMENTARY EVIDENCE

1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Curriculum and Course Orientation to Semester 1 students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 11/10/2022 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Though this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher- identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in



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		the national and international scenario.
3	Effective delivery of pedagogy Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real-life scenario.

2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I from 18/06/2022 This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college on 25/06/2022.
2	Orientation to Semester III	Orientation to Semester III students on Practice



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	students on Practice Teaching	Teaching was conducted on 12/09/2022 to acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning. Curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating. Collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students get acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

2. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field. School



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		internship was organized in close supervision of the college with effective co-operation from practicing schools. School Visit for Semester 3 for portion and timetable collection was conducted on 29/08/2022. The School Internship was conducted from 13/09/2022 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and were initiated during the "Phase of School internship in Semester 3.
3	Art Education and Theatre Practice	As a part of Art Education and Theatre Practice, a one-day workshop on Script Writing and Theatre Practice was conducted on 05/11/2022 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	Capacity Building Programme	Capacity Building Programme was conducted on 27/04/23 to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities. This program was conducted during the community living camp.



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4. CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS.

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Microteaching	The implementation of microteaching practices included in the curriculum started from to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful Productive and Work (SUPW)	The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality. sensitizing with dignity of labour, etc. This community based practical Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. On 24/02/23 product workshop was conducted and on 23/11/22 community related programs were conducted.
3	Community Living Camp	St. gregorios teachers' training college, Meenangadi organised a four-day Community Living Camp/Citizenship Training Camp entitled "OHANA" for Semester 3 from 25/04/23 to 28/04/2023, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.



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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 3: 2021-2022

SUPPORTING DOCUMENTARY EVIDENCE

1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Curriculum and Course Orientation to Semester 1 students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 17/11/21 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Though this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher- identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in



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		the national and international scenario.
3	Effective delivery of pedagogy Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real-life scenario.

2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Initiatory School Experiences/ School Induction Programme	Due to covid-19 it is decided to conduct school initiatory programme and school internship on same time. Thus, the School Induction Programme (school initiatory experience) was conducted during. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. Where conducted at our college itself. The student-teachers were made to maintain a detailed diary as record.
2	Orientation to Semester III students on Practice	Orientation to Semester III students on Practice Teaching was conducted on acquaint the student-



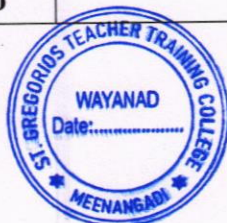
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	Teaching	teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning. Curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students get acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

2. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROMWHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
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1	School Internship	Due to covid-19 School Internship is a part of the curricular area of 'Engagement with the Field. School internship was organized in close supervision of the college with effective co-operation from practicing schools. The list for practice teaching schools was collected on 08/12/2021, and handed over the permission letter for practice teaching to DEO. School Visit for Semester 3 for portion and timetable collection was conducted on 20/12/2021. The School Internship was conducted from 04/01/2022 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice-teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and were initiated during the "Phase of School internship in Semester 3. Project Presentation for Sem 3 was conducted on 10/05/2022 and 11/05/2022.
3	Art Education 3 and Theatre Practice	As a part of Art Education and Theatre Practice, a webinar based on Art Education was conducted on 08/06/2021, and a one-day workshop on Script Writing and Theatre Practice was conducted on 03/11/2021 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.



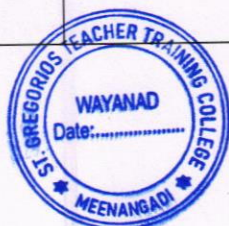
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5	Capacity Building Programme	Capacity Building Programme was conducted during community living camp on 19/01/22 to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.
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4. CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS.

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Microteaching	The implementation of microteaching practices included in the curriculum started from 16/07/2021 to 17/07/21 to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful Productive and Work (SUPW)	The SUPW was conducted on 08/10/2021 at the college. The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality. sensitizing with dignity of labour, etc. This community based practical Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks.
3	Community Living Camp	St. gregorios teachers' training college, Meenangadi organised a four-day Community Living Camp/Citizenship Training Camp entitled 'GEZELLIG' for Semester 3 from 19/01/22 to



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		<p>22/01/22, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.</p>
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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 4: 2020-2021

SUPPORTING DOCUMENTARY EVIDENCE

1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Curriculum and Course Orientation to Semester 1 students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 16/11/2020 provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Though this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher- identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
3	Effective delivery of	The effective delivery of the revamped concepts of



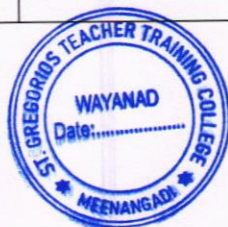
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pedagogy Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)	Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real-life scenario.
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2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences.
2	Orientation to Semester III students on Practice Teaching	Orientation to Semester III students on Practice Teaching was conducted by peer teaching due to covid-19. To acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school



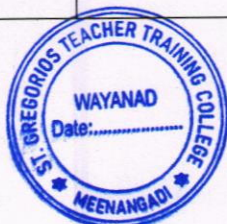
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		activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning. Curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students get acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

2. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/activities were implemented in St. gregorios teachers' training college, Meenangadi.

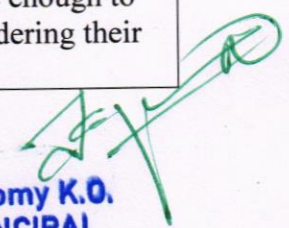
Si. No	Type of Activity	Implementation of the activity
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field. School internship was organized in close supervision of the college with effective co-operation from practicing schools. School Visit for Semester 3



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		for portion and timetable collection was collected. The School Internship was conducted from 23/11/20 to 12/03/21 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and were initiated during the "Phase of School internship in Semester 3.
3	Art Education and Theatre Practice	Due to covid the Art Education and Theatre Practice was conducted through online webinar was conducted on 23/11/2020 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	Capacity Building Programme	Capacity Building Programme was conducted on 21/01/21 to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.




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4. CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS.

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Microteaching	The implementation of microteaching practices included in the curriculum started from 13 May 2022 to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful Productive and Work (SUPW)	The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality. Sensitizing with dignity of labour, etc. This community based practical Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks. An exhibition of the products was conducted on 28/02/2022 at the college.
3	Community Living Camp	St. gregorios teachers' training college, Meenangadi organised a three-day Community Living Camp/Citizenship Training Camp entitled 'UNARVU' for Semester 3 from 21/01/21 to 23/01/21, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.




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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 5: 2019-2020

SUPPORTING DOCUMENTARY EVIDENCE

1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. Gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Curriculum and Course Orientation to Semester 1 students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 09/07/2019 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher- identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
3	Effective delivery of	The effective delivery of the revamped concepts of



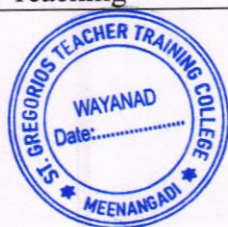
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pedagogy Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)	Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real-life scenario.
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2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I from 20/01/2020 to 24/01/2020. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college on 25/01/2020.
2	Orientation to Semester III students on Practice Teaching	Orientation to Semester III students on Practice Teaching was conducted on 10/07/2019 to acquaint the student-teachers with their roles in the practice



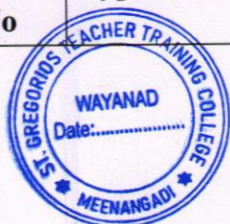
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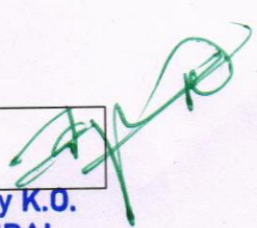
		<p>teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning. Curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources.</p>
3	Discussion and Demonstration Classes	<p>Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students get acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.</p>

2. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
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1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field. School internship was organized in close supervision of the college with effective co-operation from practicing schools. School Visit for Semester 3 for portion and timetable collection was conducted on 08/07/2019. The School Internship was conducted from 10/07/2019 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and were initiated during the "Phase of School internship in Semester 3.
3	Art Education and Theatre Practice	As a part of Art Education and Theatre Practice, and a one-day workshop on Script Writing and Theatre Practice was conducted on 03/08/2019 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	Capacity Building Programme	Capacity Building Programme was conducted on 04/12/2019 to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.



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4. CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS.

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. gregorios teachers' training college, Meenangadi.

Si. No	Type of Activity	Implementation of the activity
1	Microteaching	The implementation of microteaching practices included in the curriculum started to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful Productive and Work (SUPW)	ON 30/12/2019 The students were encouraged to do Socially Useful and Productive Work (SUPW) conducted, to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality. Sensitizing with dignity of labour, etc. This community based practical Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks.
3	Community Living Camp	St. gregorios teachers' training college, Meenangadi organised a five-day Community Living Camp/Citizenship Training Camp entitled 'KOODE' for Semester 3, from 04/012/2019 to 07/12/2019 following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.




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ST.GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1: 2023-2024

ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St.Gregorios Teachers' Training College, meenangadi.

Sl. No.	Type of Activities
1	Curriculum and Course Orientation to Semester I students
2	Transaction of Curriculum and Pedagogic courses
3	Effective Delivery of Pedagogic Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)

ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures activities were implemented in St.Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	Initiatory School Experiences/ School Induction Programme
2	Orientation to Semester III students on Practice Teaching
3	Discussion and Demonstration Classes



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ACTIVITIES CONDUCTED FOR THE DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

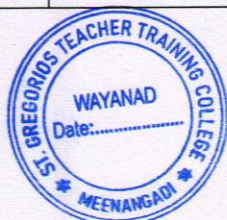
In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in St.Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	School Internship
2	Minor Research Projects
3	Art Education and Theatre Practice
4	Conscientization Programme
5	Capacity Building Programme

ACTIVITIES CONDUCTED FOR THE CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, comical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St.Gregorios Teachers' Training College, meenangadi.

SL NO	Type of Activities
1	Microteaching
2	Socially Useful and Productive Work (SUPW)
3	Community Living Camp



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ST.GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 2: 2022-2023

ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, Meenangadi.

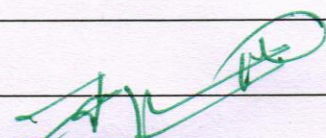
Sl. No.	Type of Activities
1	Curriculum and Course Orientation to Semester I students
2	Transaction of Curriculum and Pedagogic courses
3	Effective Delivery of Pedagogic Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)

ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	Initiatory School Experiences/ School Induction Programme
2	Orientation to Semester III students on Practice Teaching
3	Discussion and Demonstration Classes




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ACTIVITIES CONDUCTED FOR THE DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

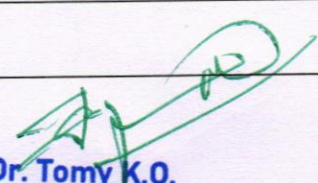
SL. No.	Type of Activities
1	School Internship
2	Minor Research Projects
3	Art Education and Theatre Practice
4	Conscientization Programme
5	Capacity Building Programme

ACTIVITIES CONDUCTED FOR THE CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, comical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL NO	Type of Activities
1	Microteaching
2	Socially Useful and Productive Work (SUPW)
3	Community Living Camp




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ST.GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 3: 2021-2022

ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

Sl. No.	Type of Activities
1	Curriculum and Course Orientation to Semester I students
2	Transaction of Curriculum and Pedagogic courses
3	Effective Delivery of Pedagogic Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)

ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	Initiatory School Experiences/ School Induction Programme
2	Orientation to Semester III students on Practice Teaching
3	Discussion and Demonstration Classes




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ACTIVITIES CONDUCTED FOR THE DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	School Internship
2	Minor Research Projects
3	Art Education and Theatre Practice
4	Conscientization Programme
5	Capacity Building Programme

ACTIVITIES CONDUCTED FOR THE CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, comical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL NO	Type of Activities
1	Microteaching
2	Socially Useful and Productive Work (SUPW)
3	Community Living Camp




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ST.GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 4: 2020-2021

ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

Sl. No.	Type of Activities
1	Curriculum and Course Orientation to Semester I students
2	Transaction of Curriculum and Pedagogic courses
3	Effective Delivery of Pedagogic Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)

ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	Initiatory School Experiences/ School Induction Programme
2	Orientation to Semester III students on Practice Teaching
3	Discussion and Demonstration Classes



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Wayanad-673591

ACTIVITIES CONDUCTED FOR THE DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	School Internship
2	Minor Research Projects
3	Art Education and Theatre Practice
4	Conscientization Programme
5	Capacity Building Programme

ACTIVITIES CONDUCTED FOR THE CULTIVATION OF ESSENTIAL SKILLS/COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, comical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL NO	Type of Activities
1	Microteaching
2	Socially Useful and Productive Work (SUPW)
3	Community Living Camp



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad - 673594

ST.GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 5: 2019-2020

ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

Sl. No.	Type of Activities
1	Curriculum and Course Orientation to Semester I students
2	Transaction of Curriculum and Pedagogic courses
3	Effective Delivery of Pedagogic Content Knowledge (PCK) and Techno-Pedagogic Content Knowledge (TPCK)

ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

SL. No.	Type of Activities
1	Initiatory School Experiences/ School Induction Programme
2	Orientation to Semester III students on Practice Teaching
3	Discussion and Demonstration Classes



[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

ACTIVITIES CONDUCTED FOR THE DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in St. Gregorios Teachers' Training College, meenangadi.

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3	Art Education and Theatre Practice
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5	Capacity Building Programme

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SL NO	Type of Activities
1	Microteaching
2	Socially Useful and Productive Work (SUPW)
3	Community Living Camp



[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO

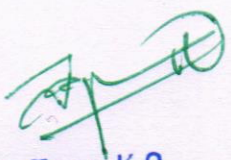
PHOTOGRAPHS INDICATING THE PARTICIPATION OF STUDENTS

YEAR 1:2023-24

1. ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION STUDENTS

Curriculum and Course Orientation to Semester 1 Students



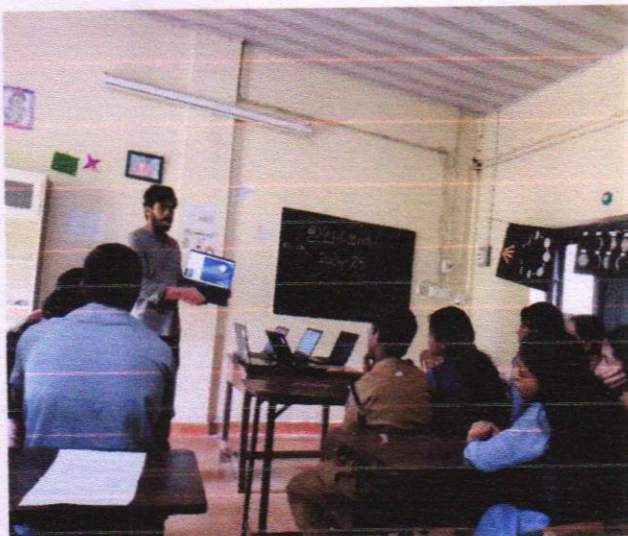

Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Transition of curriculum and pedagogic courses



2. ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATE TEACHER FOR DIFFERENT LEVEL OF SCHOOL EDUCATION

Initiatory/School internship

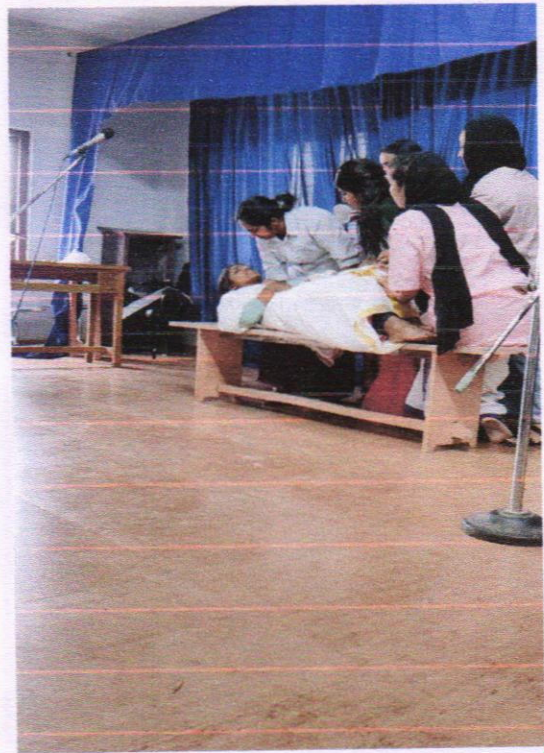
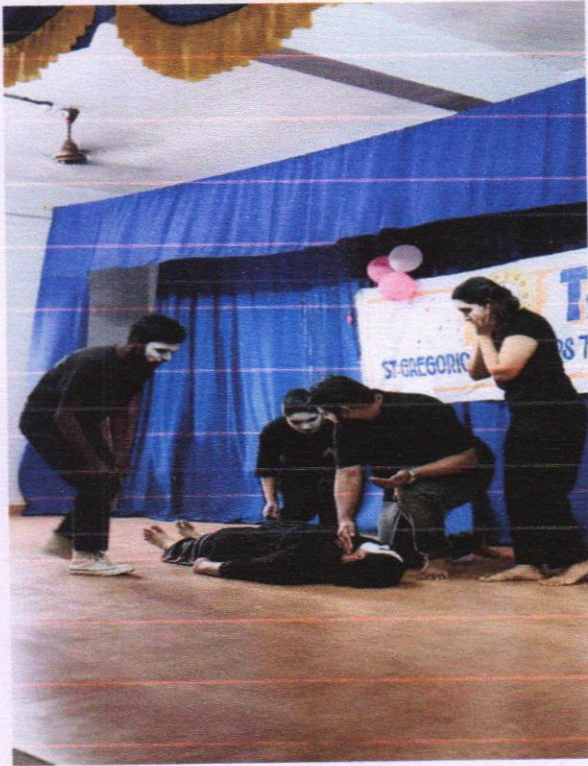


Dr. Tomy K.O.
PRINCIPAL
St. Gregorius Teacher
Training College Meenangadi
Wayanad-6/3591

Demo classes

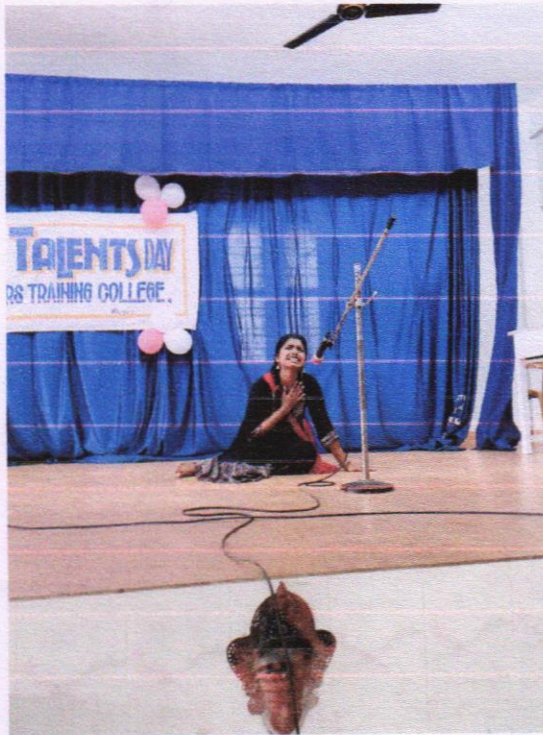


Art Education / Theater practice



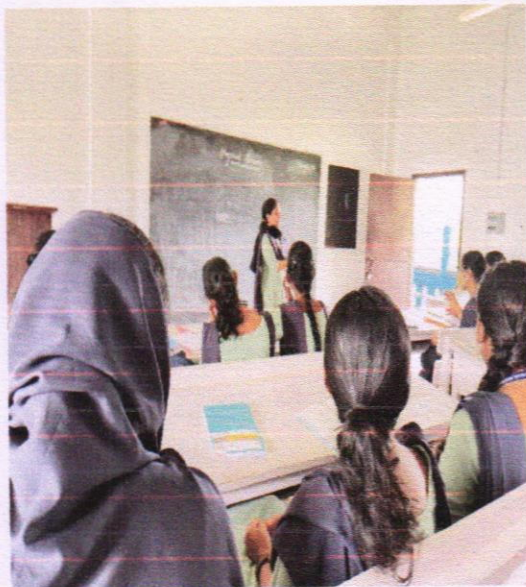
[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

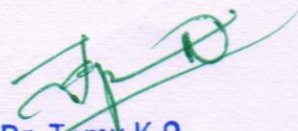
Capacity Building Programmes



3. ACTIVITIES CONDUCTED FOR THE CULTURAL OF ESSENTIAL SKILLS/COMPENTECIES IN THE SCHOOL

Micro teaching



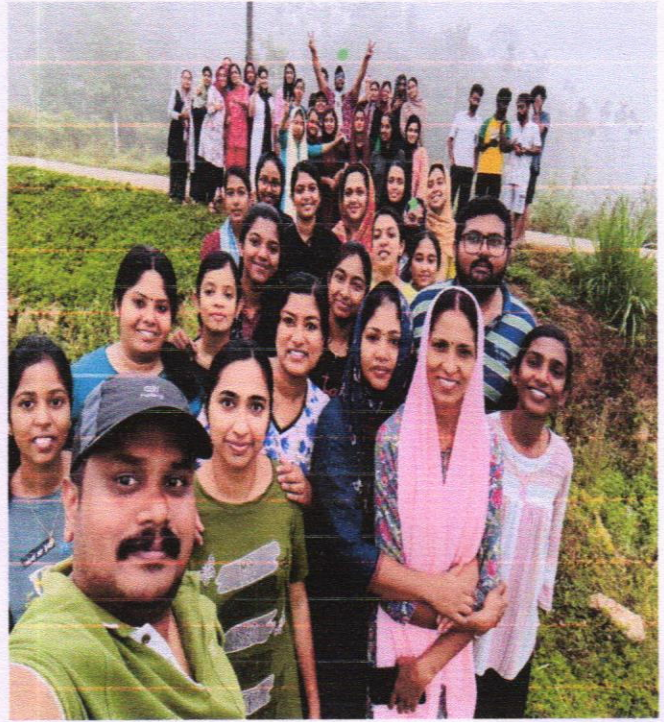
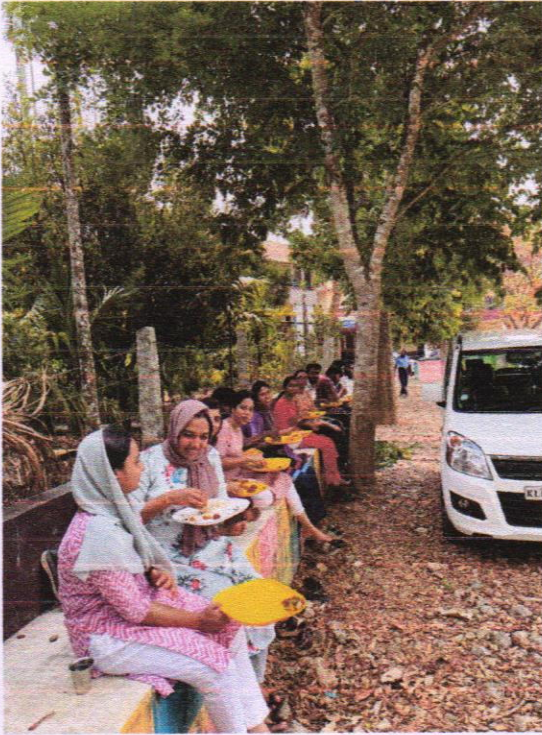

Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

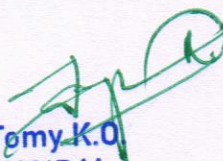
Social Useful and Productive Work (SUPW)




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Community Living Camp




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
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Wayanad-673591



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO

PHOTOGRAPHS INDICATIONG THE PARTICIPATION OF STUDENTS

YEAR 1:2022-23

1. ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION STUDENTS

Curriculum and Course Orientation to Semester 1 Students



[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad-673591

Transition of curriculum and pedagogic course



2. ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATE TEACHER FOR DIFFERENT LEVEL OF SCHOOL EDUCATION

Initiatory/School internship



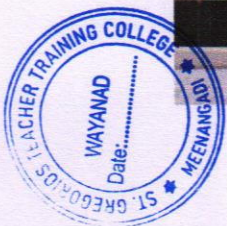
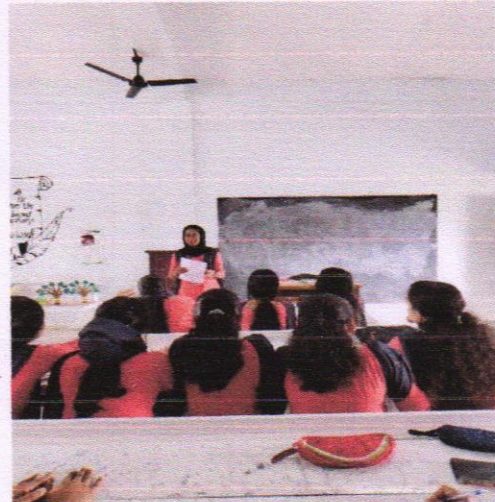
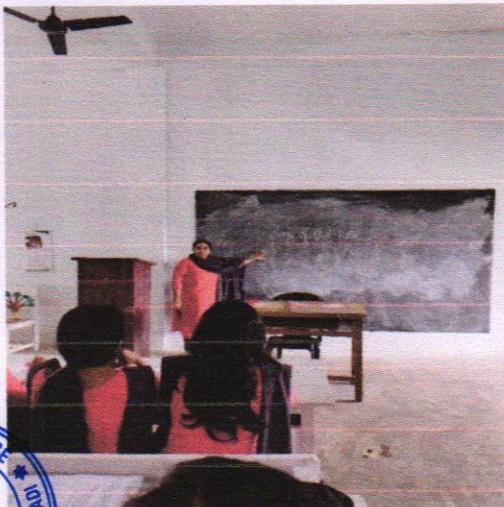

Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad-673591

Capacity Building Programmes



3. ACTIVITIES CONDUCTED FOR THE CULTURAL OF ESSENTIAL SKILLS/COMPENTECIES IN THE SCHOOL

Micro teaching

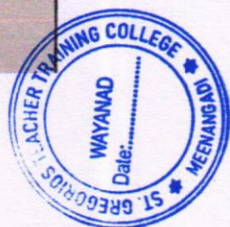



Dr. Tony K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad 673501

Social Useful and Productive Work (SUPW)



Community Living Camp




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO

PHOTOGRAPHS INDICATING THE PARTICIPATION OF STUDENTS

YEAR 1:2021-22

1. ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION STUDENTS

Curriculum and Course Orientation to Semester 1 Students



Transition of curriculum and pedagogic courses



Dr. Jomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

2. ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATE TEACHER FOR DIFFERENT LEVEL OF SCHOOL EDUCATION

Initiatory/School internship



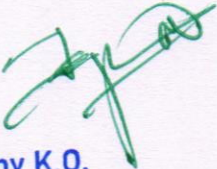
Demo classes



[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Art Education /Theater practice



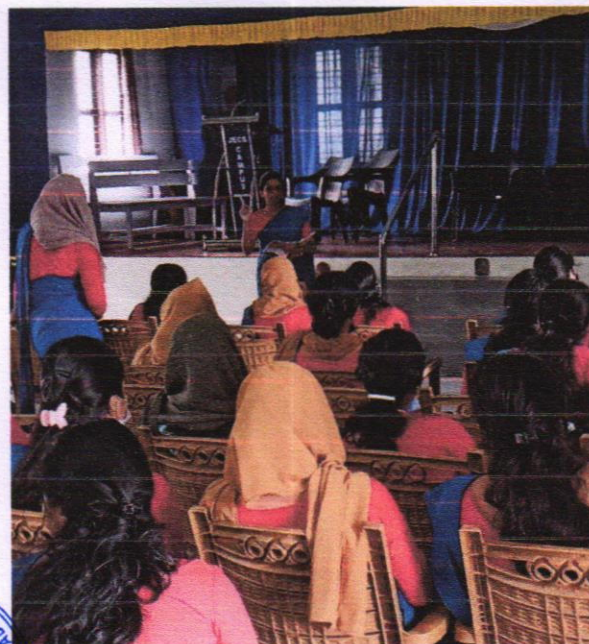

Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad - 696101

Capacity Building Programmes



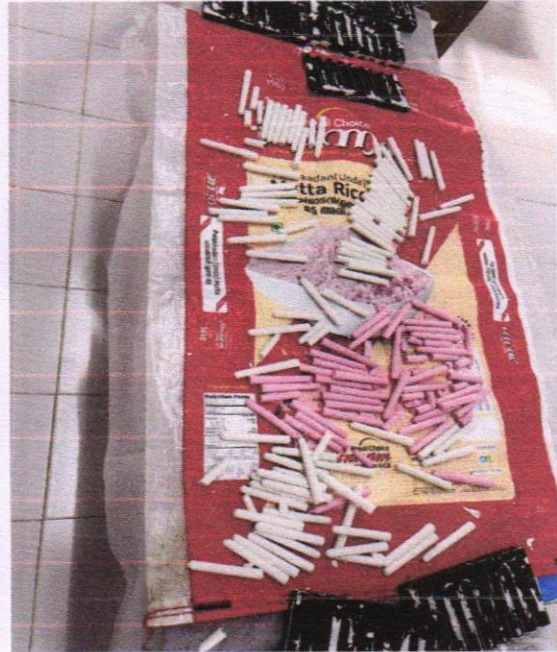
3. ACTIVITIES CONDUCTED FOR THE CULTURAL OF ESSENTIAL SKILLS/COMPENTECIES IN THE SCHOOL

Micro teaching



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meeniyadi
May 2018

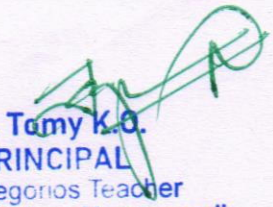
Social Useful and Productive Work (SUPW)




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Community Living Camp




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad - 6901



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO

PHOTOGRAPHS INDICATING THE PARTICIPATION OF STUDENTS

YEAR 1:2020-21

1. ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION STUDENTS

Curriculum and Course Orientation to Semester 1 Students



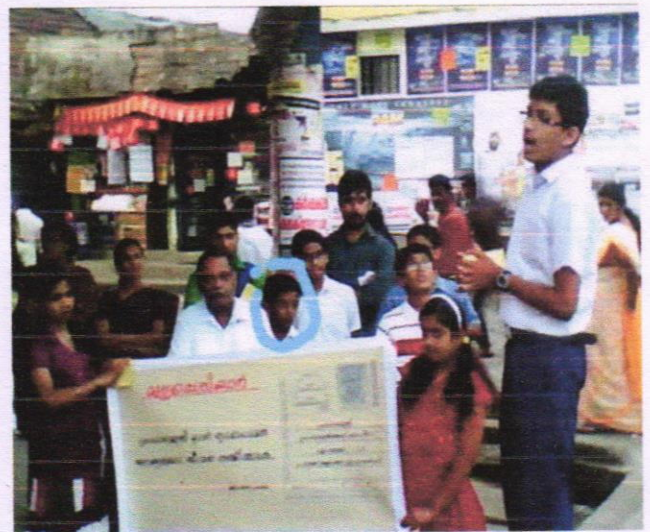
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad-673591

Transition of curriculum and pedagogic courses



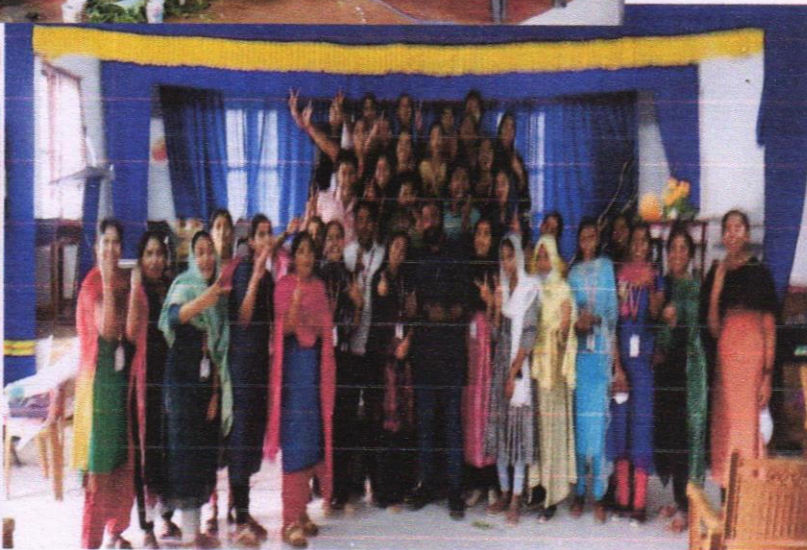
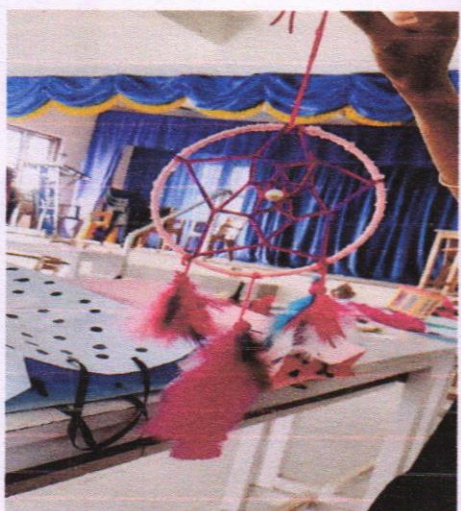
2. ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATE TEACHER FOR DIFFERENT LEVEL OF SCHOOL EDUCATION

Initiatory/School internship

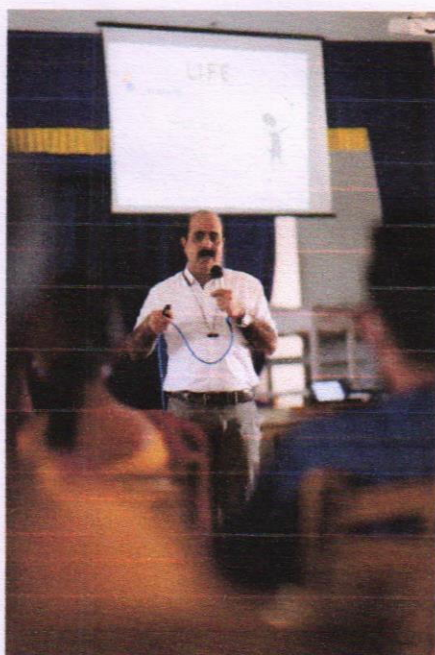


[Signature]
Dr. Tomy K. O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Art Education /Theater practice



Capacity Building Programmes



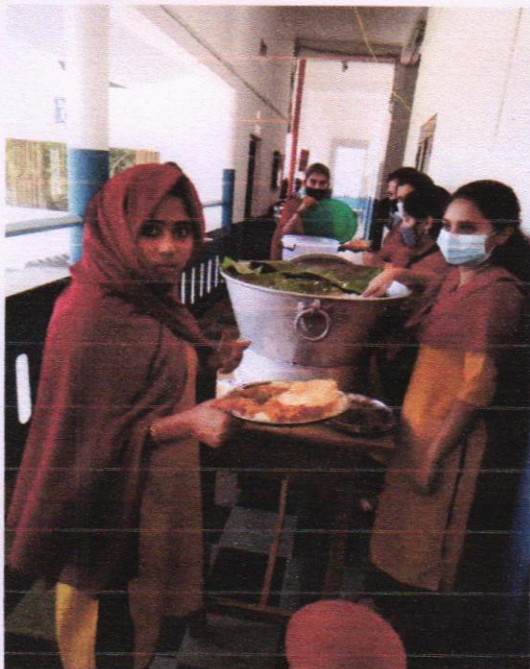

Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

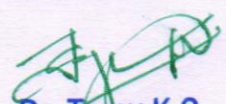
3. ACTIVITIES CONDUCTED FOR THE CULTURAL OF ESSENTIAL SKILLS/
COMPENECIES IN THE SCHOOL

Social Useful and Productive Work (SUPW)



Community Living Camp




Dr. Jomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

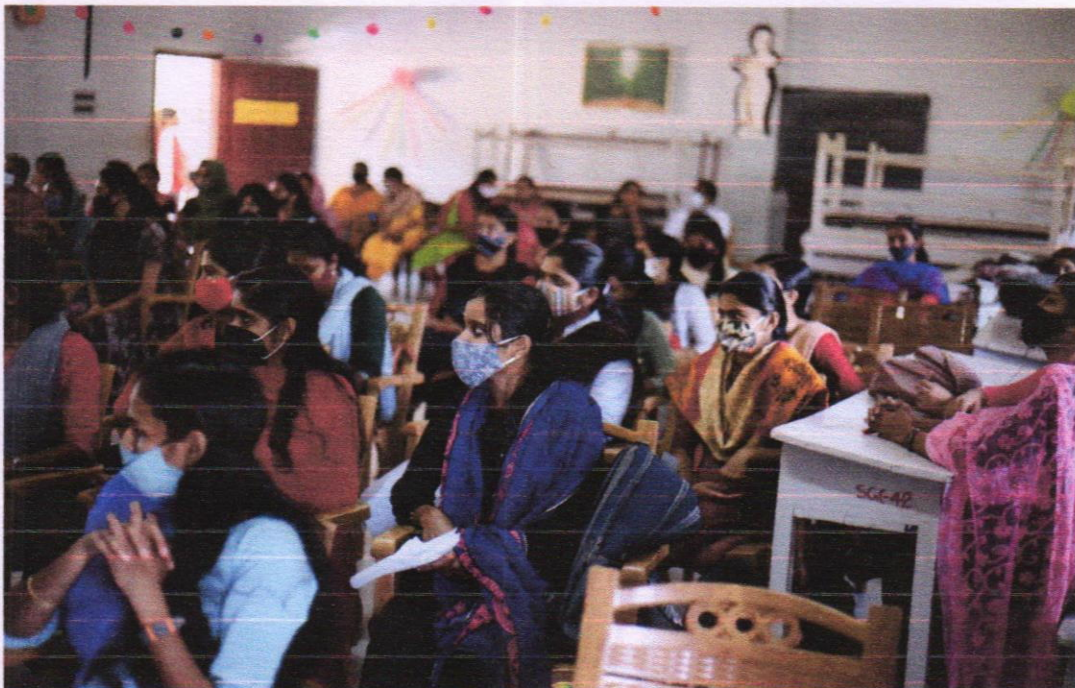
Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO

PHOTOGRAPHS INDICATING THE PARTICIPATION OF STUDENTS

YEAR 1:2019-20

1. ACTIVITIES CONDUCTED TO PROVIDE FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION STUDENTS

Curriculum and Course Orientation to Semester 1 Students



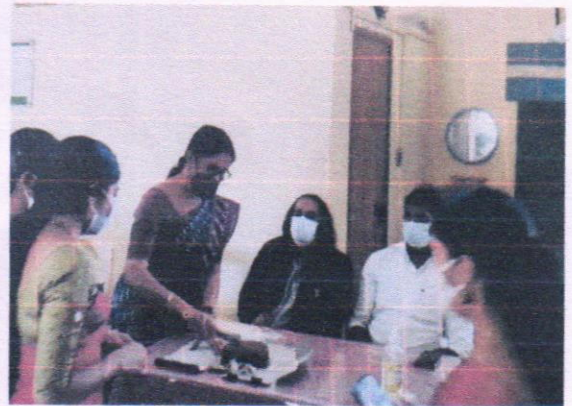

Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Transition of curriculum and pedagogic courses



2. ACTIVITIES CONDUCTED TO PROVIDE PROCEDURAL KNOWLEDGE THAT CREATE TEACHER FOR DIFFERENT LEVEL OF SCHOOL EDUCATION

Initiatory/School internship



[Signature]
Dr. Tomy K.P.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad - 6891

Art Education /Theater practice



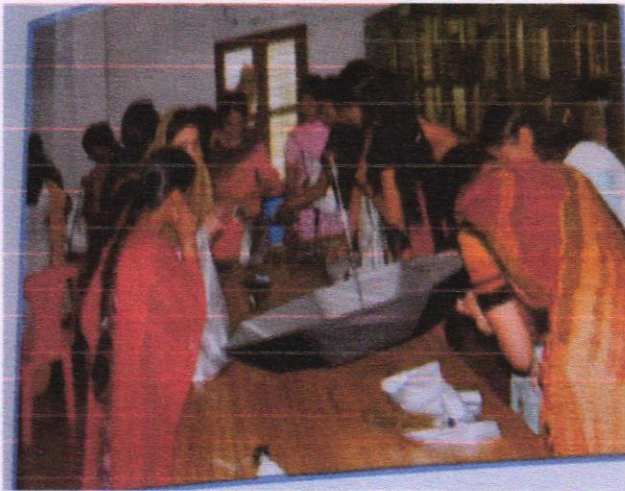
Capacity Building Programmes

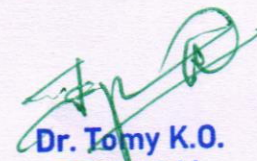


[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

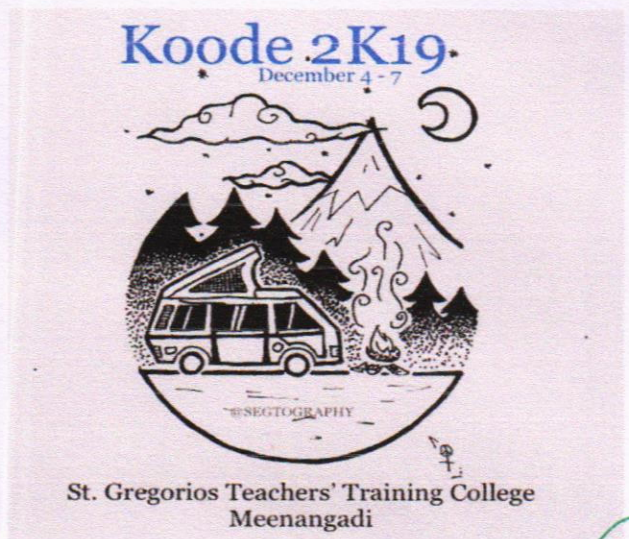
3. ACTIVITIES CONDUCTED FOR THE CULTURAL OF ESSENTIAL SKILLS/
COMPENTECIES IN THE SCHOOL

Social Useful and Productive Work (SUPW)




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

Community Camp



[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayanad-673591





St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized
by NCTE and ISO Certified

B.ED. CURRICULUM OF THE UNIVERSITY OF CALICUT

Two Year B.Ed. Curriculum-2015

With a view to maintaining quality in the curricular programmes offered by University of Calicut, the B.Ed. curriculum was revised in 2013. Within months of implementation of the revised curriculum, the National Council of Teacher Education (NCTE) decided to extend the duration of the B.Ed. programmes offered in the country from one year to two years. The NCTE Regulations 2014 and other documents provided guidelines for framing a curriculum for the two-year B.Ed. Programme. This led to the creation of a new curriculum in 2015. The link to the Two-Year B. Ed. Curriculum 2015 is attached.


https://ncte.gov.in/WebAdminFiles/SRC/4_01_02_2022_637793035219246971.pdf

Two Year B.Ed. Curriculum -2019

The B.Ed. curriculum 2015 was revised in 2019 in the light of the practical difficulties faced in its implementation and to incorporate the latest trends in education. This led to the development of a new curriculum in 2019. The link to the Two -year B.Ed. curriculum -2019 is attached

https://cutec.uoc.ac.in/images/B.Ed_Revised_curriculum.pdf




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
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Wayanad-673591

ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

(Affiliated to the University of Calicut & Recognized by NCTE)

RECORD OF PRACTICALS

SEMESTER - III

ACTION RESEARCH

B. Ed 20 22 20 24




Name: NAVYA GITI

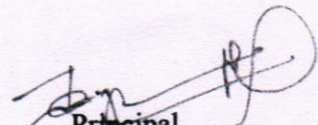
Reg No.: GEAWTPN010

Optional Subject PHYSICAL SCIENCE


Certified that this is a bonafide record of practical done by-----

NAVYA GITI of this college.


Lecturer in Charge 08/01/24
Assistant Professor
St. Gregorios Teachers'
Training College, Meenangadi
Wayanad - 673591
Place: Meenangadi
Date: 5/01/2024


Principal
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teachers'
Training College, Meenangadi
Wayanad - 673591

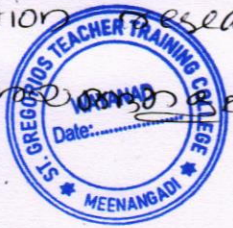



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

IDENTIFICATION OF THE PROBLEM

രണ്ട് വർഷത്തെ B.Ed പഠനത്തിന്റെ ഭാഗമായി
 ടീച്ചിങ് പ്രാക്ടീസിങ് അനുഭവം ലഭിച്ചത് ഗവ.
 സ്കൂളിൽ ഹയർ സെക്കന്ററി സ്കൂൾ മാനന്ത-
 വാലിലാണ്. ടൈപ്പിംഗ് വിഭാഗത്തിലെ 8D ലിങ്ക്
 'ബാലം' എന്ന അദ്ധ്യക്ഷത്തിലെ 'ലേർണിംഗ്',
 'കോമൺ' എന്നീ ഭാഗങ്ങളുടെ ചർച്ചയിലാണ്
 വിദ്യാർത്ഥികൾക്ക് ലേർണിംഗ് രീതിയും മറ്റ്-
 രീതികളും അറിവ് അപ്ലൈ ചെയ്യാൻ അനി-
 യമായി.

ലേർണിംഗ് മനഃശാസ്ത്രം കൃത്യമായി
 അറിയാതെ പഠനത്തിൽ അനുകൂലമായതല്ലാത്ത നില-
 തന്നെ ആശയവിജ്ഞാന ലഭിക്കുന്നതിലും വിദ്യാർത്ഥിക-
 ള്ളുടെ നിലവാരം ഉയർത്തുന്നു. കൂടാതെ ക്ലാസ്സിൽ
 ചർച്ചയിൽ അനുകൂലമായ ചർച്ചകൾക്കുവേണ്ടി
 മനഃശാസ്ത്രമായി ചെയ്യുന്ന ക്ലാസ്സുകളിൽ 'നേതാ-
 ന്' കേന്ദ്രമാക്കി, പഠനത്തിന്റെ ക്ലാസ്സിൽ എന്തിനായി
 വിദ്യാർത്ഥികൾക്ക് ആശയവിജ്ഞാനം ഉള്ളതായി
 അനുഭവപ്പെടുന്നു. (ഭാഗങ്ങളിൽ അനുകൂലമായ
 മറ്റ് മനഃശാസ്ത്ര ചർച്ചകളിലും അവർ
 സഹായിക്കുന്നതായി അനുഭവപ്പെടുന്നു. അതു-
 വേണ്ടി Action Research ന് ലേർണിംഗ്, മറ്റ്
 എന്നീ രീതികൾ ഉപയോഗിച്ചു



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ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

(Affiliated to the University of Calicut & Recognized by NCTE)

RECORD OF PRACTICALS

SEMESTER - III

SOCIOGRAM

B. Ed 20 22 20 24



Name: EMIL MARY BINU

Reg No.: GEAWIPN005

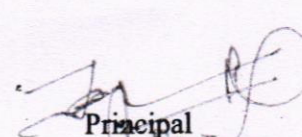
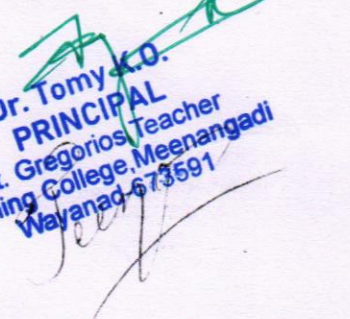
Optional Subject PHYSICAL SCIENCE

Certified that this is a bonafide record of practical done by-----

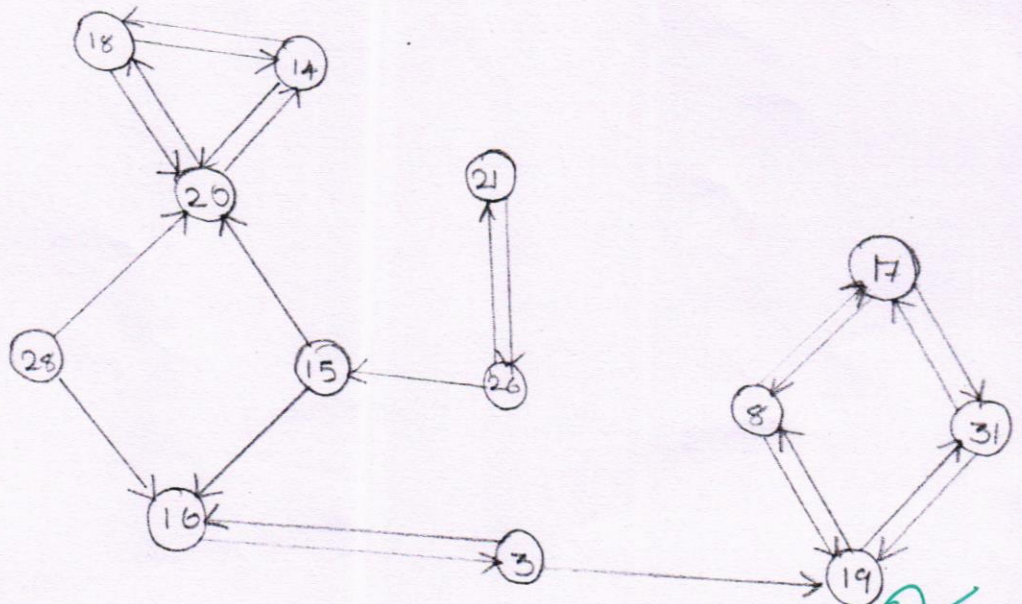
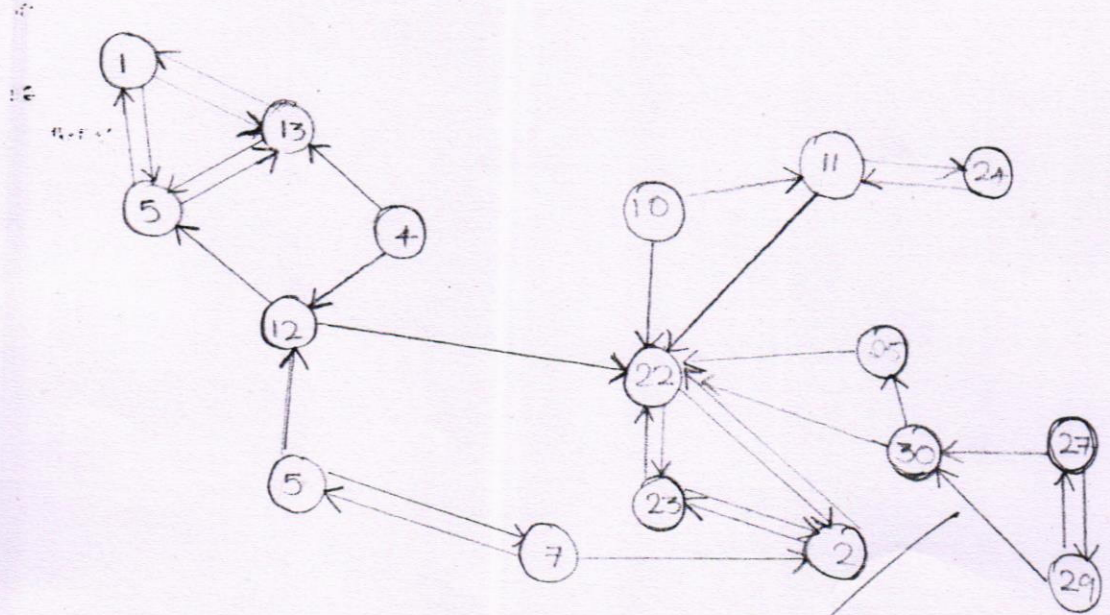
EMIL MARY BINU of this college.


Lecturer in Charge 01/24
Assistant Professor
St. Gregorios Teachers'
Training College, Meenangadi
Place: MEENANGADI
Wayanad - 673591
Date: 8-09-2024




Principal
Dr. Tomy K.O.
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Wayanad - 673591

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Социодіаграма - 9B



[Signature]
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RECORD OF PRACTICALS

SEMESTER - III

ACHIEVEMENT TEST

B. Ed 2022 20 24



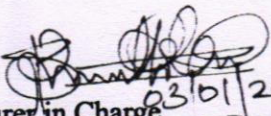
Name: JUBITA POULOSE

Reg No.: 31EFLWTDN007

Optional Subject PHYSICAL SCIENCE


Certified that this is a bonafide record of practical done by _____

JUBITA POULOSE of this college.


Lecturer in Charge
Assistant Professor
St. Gregorios Teachers'
Training College, Meenangadi

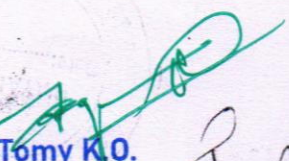
Place: MEENANGADI 673591

Date: 03/01/2024


Principal

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Thinking Skills	Remembering			Understanding			Applying			Analysing			Evaluating			Creating			Total items	Total marks							
	1 mark	2 mark	3 mark	1 mark	2 mark	3 mark	1 mark	2 mark	3 mark	1 mark	2 mark	3 mark	1 mark	2 mark	3 mark												
Form of questions	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3												
Difficulty level	E	A	D	E	A	D	E	A	D	E	A	D	E	A	D	E											
Topic	Objective																										
Acid	1																			1	0.5						
		2																			2	3					
		5																			1	0.5					
Alkali	1																				2	2.5					
			5																			2	1.5				
Acid with Metal and Carbonates	3																				1	1					
			4																			2	3				
Indicators.	6																					1	1				
			7																			2	2				
Total items																1	1	1	1	1	1	1	1	1	13		
Total Marks																2	2	2	2	2	2	2	2	2	2	2	
Total Marks																3	2	2	2	2	2	2	2	2	3		15



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G.H.S BEENACHI SCHOOL
UNIT TEST - 2023
BASIC SCIENCE

Duration : 35 minutes
 Total marks : 15

General instructions:

There will be a cool off time of 5 minutes. Read the questions carefully during this time.

Corresponding mark for each question is given in the square bracket.

Attend all questions.

Complete the sentence from the options given below. [1mark]

While handling chemicals

- a) Do not taste b) Do not smell c) Do not touch d) all the above

Correct the statements.

Hydrogen is a gas which extinguish fire. [1 mark]

Fill in the blanks. [1 mark]

In case of stomach acidity, doctor prescribe medicines containing

It is kept in a metal containers in the kitchen. Is it the right practice? Justify your answer. [2 mark]

What is the reason for the appearance of a red colour when washing the stain with detergent? [2 mark]

Classify the following into acid and alkali. [2 mark]

Observation, bitter taste, sour taste, manufacture of soap

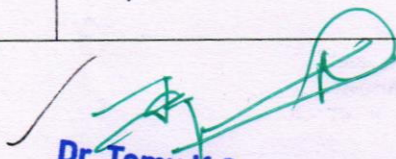
Acid	Alkali
a)	b)
c)	d)

Study the following table. The table has the data based on the water quality test of borewells in a ward.

Use this table and answer the questions given below.

Borewell	p ^H value	Findings
Borewell 1	5	a.1)
Borewell 2	8.5	a.2)




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Write down your findings.

[1 mark]

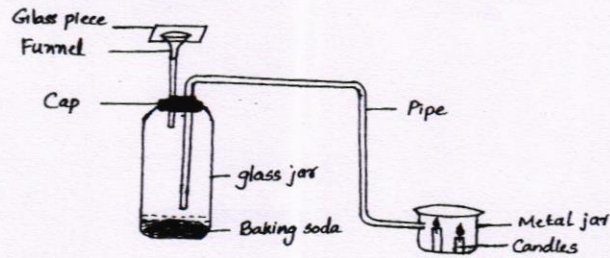
What should be the value of P^H to make it used for drinking purpose? Why?

[1 mark]

What can be done to reduce the acidity of water?

[1 mark]

Observe the arrangement of equipments in the diagram for an experiment.



Remove the glass piece and pour dilute sulphuric acid through the funnel. Then put the glass piece immediately back in its right place.

What are the changes you could observe? What happened to the burning candles?

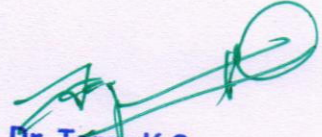
[1 mark]

Replace a piece of zinc instead of baking soda in the glass jar and pour some nitric acid into the jar. What are the

changes observed? Explain and give reasons.

[2 mark]

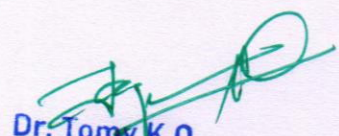



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Scoring key

Question no.	Answer	Mark
1.	d) all the above	1
2.	<u>Carbon dioxide</u> is a gas which extinguish fire.	1
3.	Alkali	1

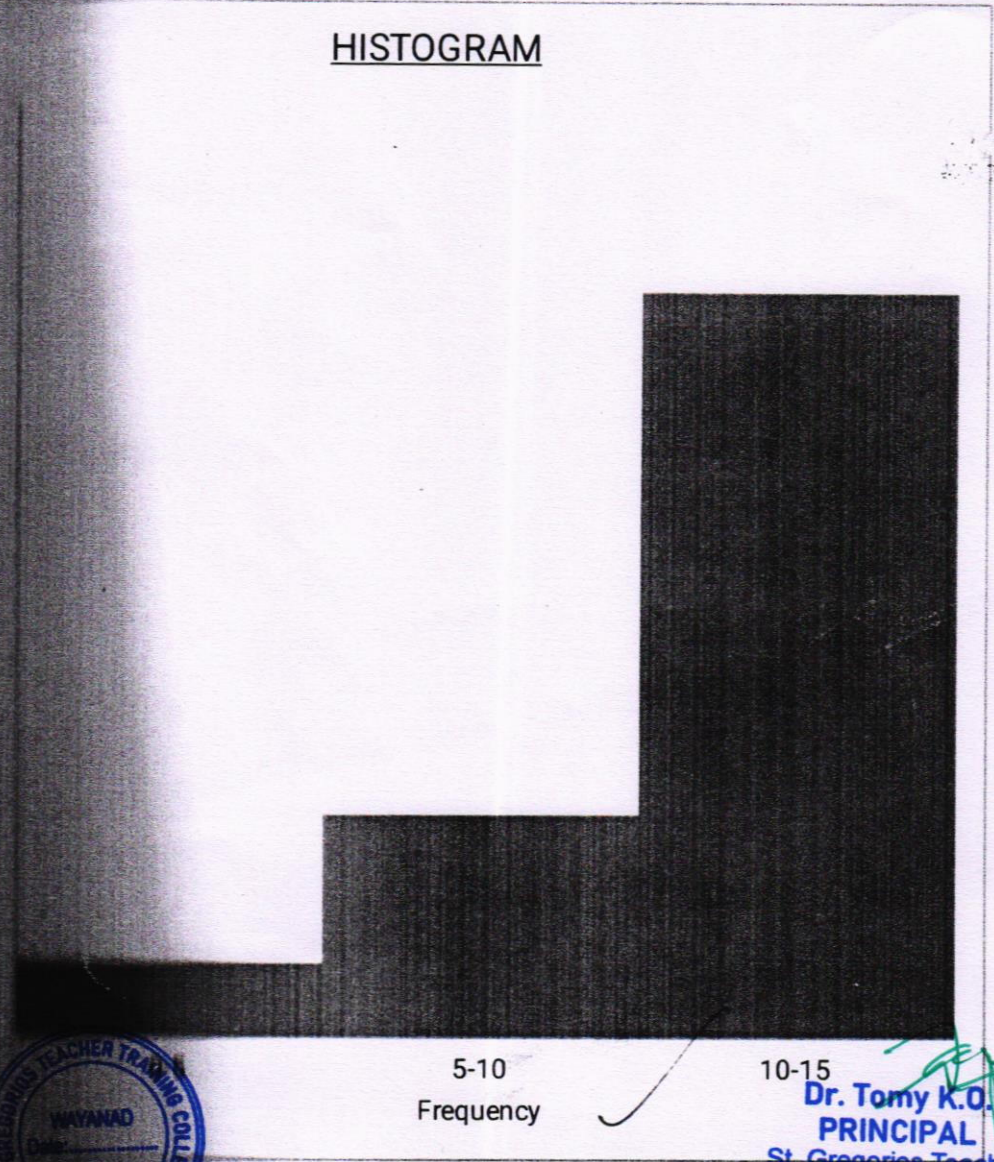



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HISTOGRAM

Class interval	Frequency
0-5	2
5-10	6
10-15	20

HISTOGRAM

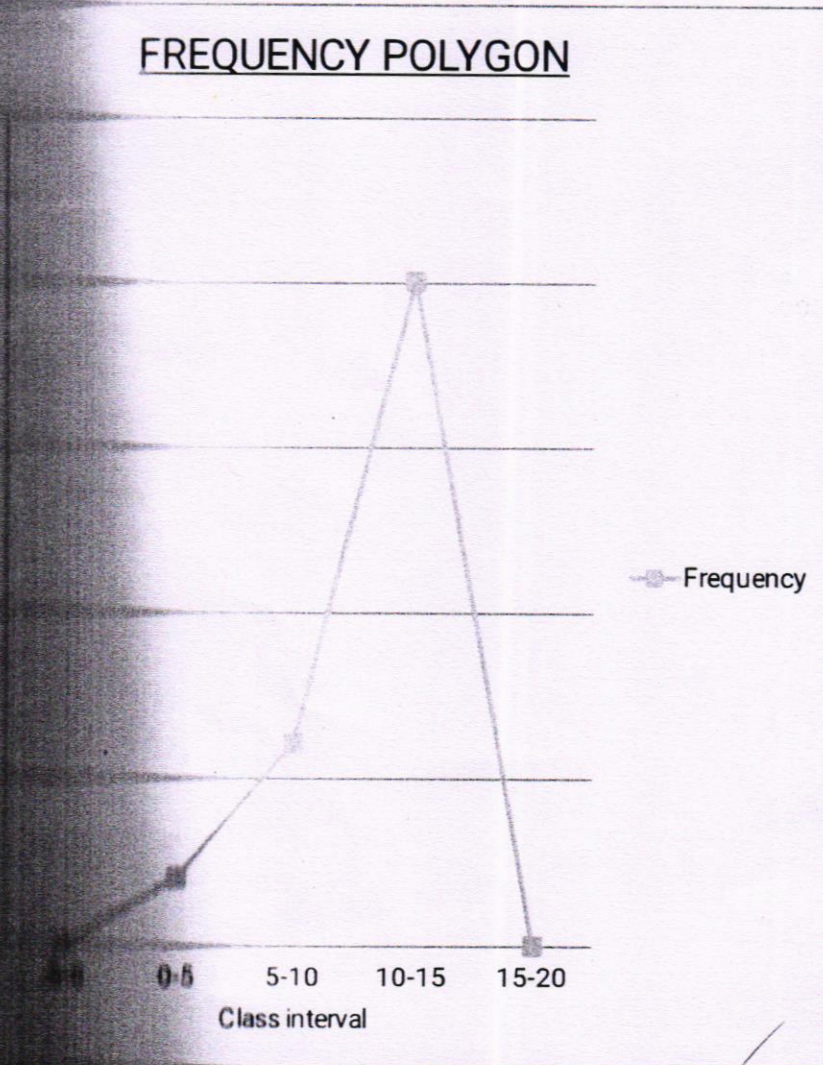


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FREQUENCY POLYGON

Class interval	Midpoint	Frequency
-5-0	-2.5	0
0-5	2.5	2
5-10	7.5	6
10-15	12.5	20
15-20	17.5	0

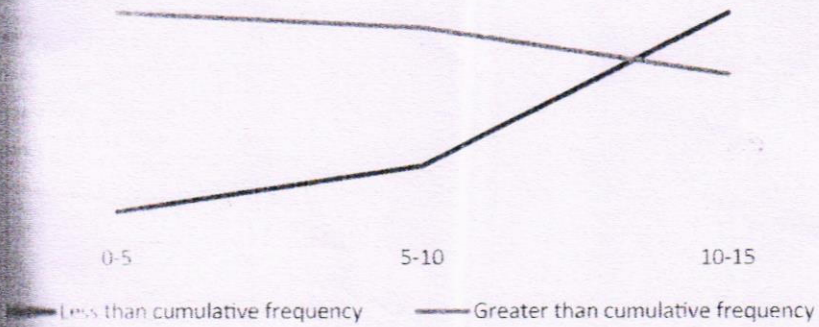
FREQUENCY POLYGON



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Class Interval	Less than cumulative frequency	Greater than cumulative frequency
0-5	2	28
5-10	8	26
10-15	28	20

Give
Chart Title



[Signature]
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