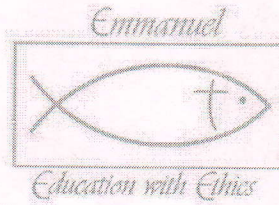


# EMMANUEL COLLEGE OF EDUCATION-245

Tamaram, Makavarapalem (Mdl), Visakhapatnam (Dt)-531113.



B.Ed. Programme (Academic Year -2015-2017)

Semester - ~~I~~ / <sup>✓</sup>II / ~~III~~ / ~~IV~~

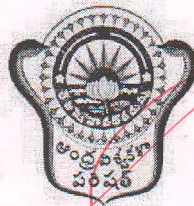
Course : ICT

Name : M. Siva Prasad.

Roll No : 17

Regd. No : 215124502002

Pedagogy : maths / physic



ANDHRA UNIVERSITY

VISAKAHPATNAM

## CERTIFICATE

This is to certify that Mr./Mrs/Kumari m. siva prasad. student of Emmanuel College of Education, has completed 03 activities in College / School / Society and submitted the same as **Activities Record** of the Course ICT as a part of his / her I / II / III / IV Semester in B.Ed., Programme.

ROLL.NO. 17

REG.NO. 215124502002



Signature of the Lecturer



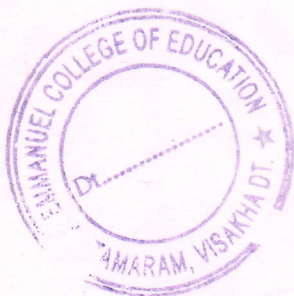
Signature of the Principal

Initial of the member of

Moderation Board

PRINCIPAL  
Emmanuel College of Education  
Tamaram (VI), Makavanapalem (Md)  
Visakhapatnam, Pin 531 113

College Seal





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4

NAME OF the student teacher :- M. Siva prasad

Course :- B. Ed 1<sup>st</sup> year

Methodology :- Maths/Physics

Semester :- II

Subject :- ICT

Activity :- 2



## ACTIVITY - 1

Use various visual aids in the classroom and report their effectiveness on the learning of the students.

### USING VISUAL AIDS IN CLASSROOM

#### TYPES OF LEARNERS:-

On our classroom we will have different types of learners. As we look at these different types, think about what types of learner you may be we do learn by all these means, but think about which one you best learn, by all these means, but think about which one you best learn.

83% of people learn by seeing.

This is the person who needs to be shown

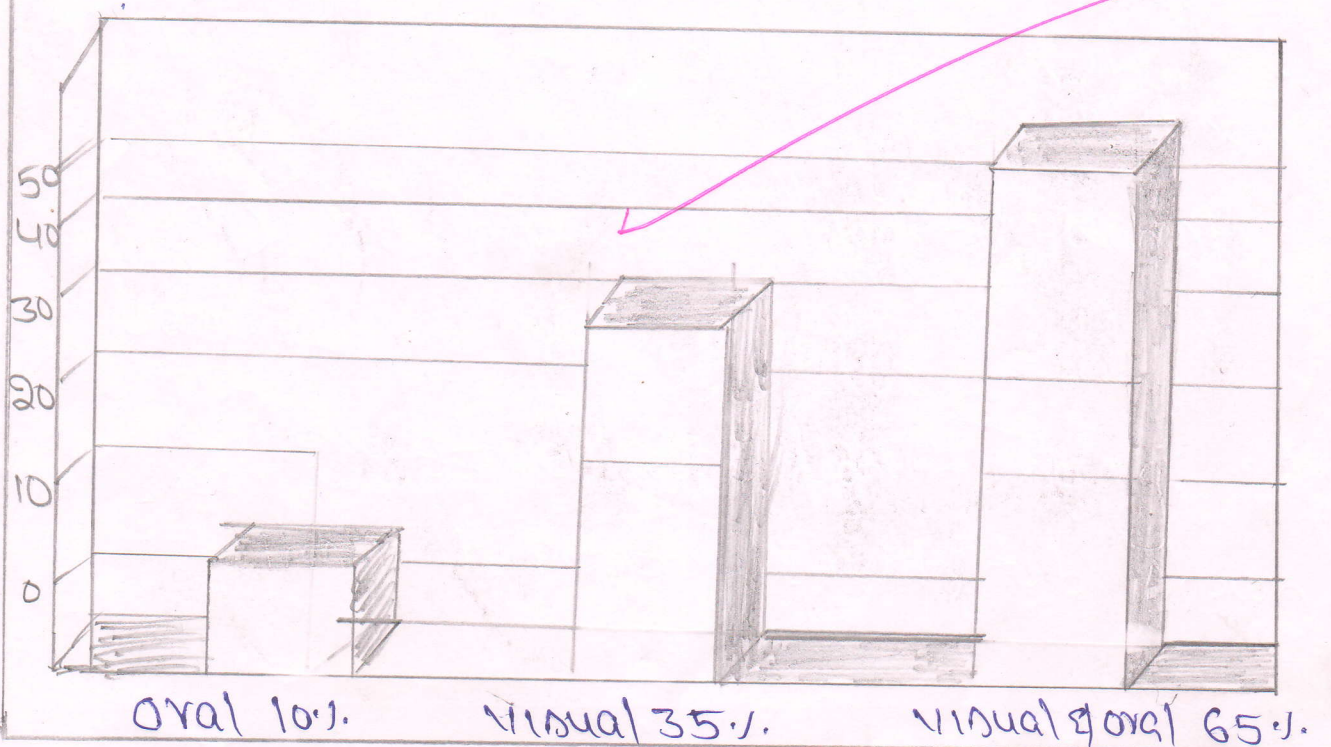
Something to have an understanding. This person probably enjoys a/r. This is the child who will want to sit at the front of the class so they can see what is going on.

Visuals make learning more important

10% of all we hear

35% of all we see

65% of all we see and hear at the same time.



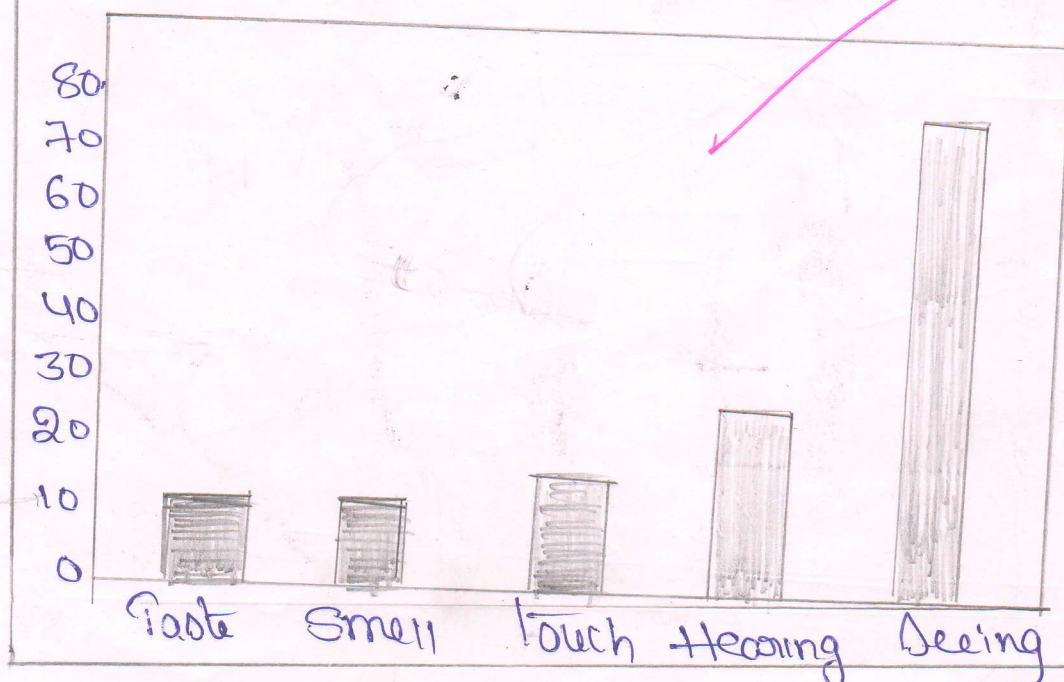


## Why ARE VISUALS IMPORTANT :-

once we understand why visuals are important. we should be excited to take steps to use these tools.

1. visuals clarify the material being taught
2. visuals learning more permanent.

visuals clarify the material being taught  
in normal day-to-day living we learn.





## EXAMPLES OF VISUAL AIDS:-

There are many resources out there for purchases, but sometimes they are costly and don't always cover the lesson we might be teaching. We can utilize people within our church to help with areas that we may not be gifted in. Some teachers may not be gifted involved with children ministry.





## MAPS :->

maps can be expensive to purchase, but here is an idea to make maps use an overhead projector with a map copied on a transparency. put up a piece of large paper on the wall and with the transparency shining on the paper trace map. If it is a map being used for several weeks.



## PUZZLE BOARDS:-

Create a grid of 18 squares each same as 8" x 8" on the computer take a colour page and below is up to be 24 across and 32" high. Divide this large picture into 8" same print



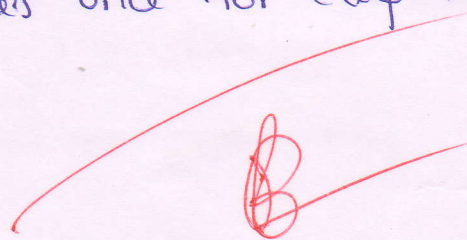


### Direct current:-

Direct current is electric current which comes from a battery which supplies a constant flow of electricity in one direction.

### Alternating Current:-

Alternating current is electrical current which comes from a generator as the electromagnet is rotated in the permanent magnet the direction of the current alternates once for every revolution.

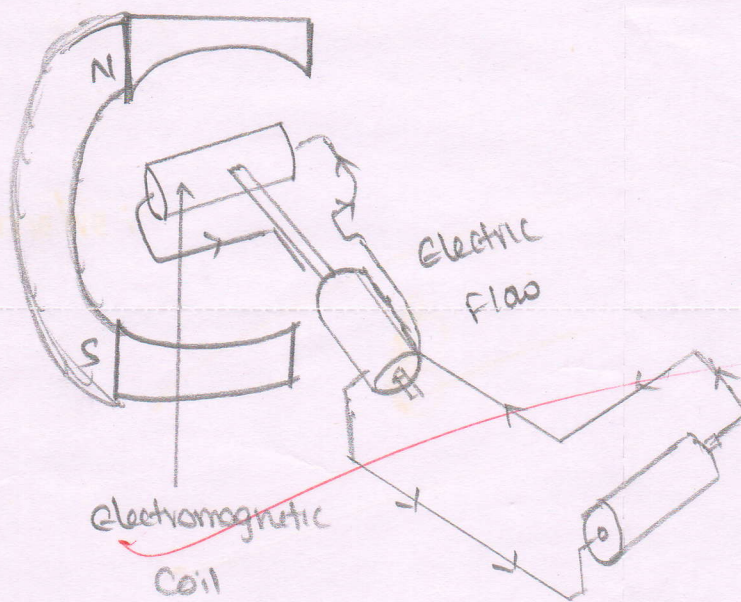




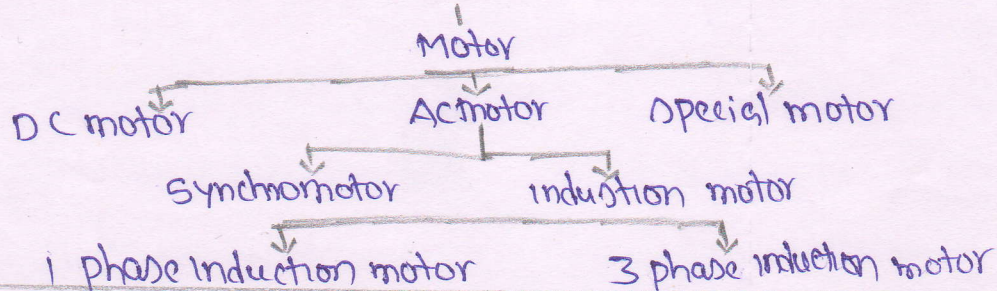
## ELECTRIC MOTORS:-

A electric motor is a device which changes electrical Energy into mechanical Energy.

A basic electric motor has a power supply, a permanent magnet and electromagnet that can rotate.



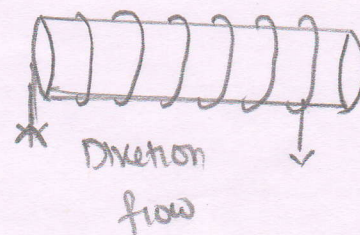
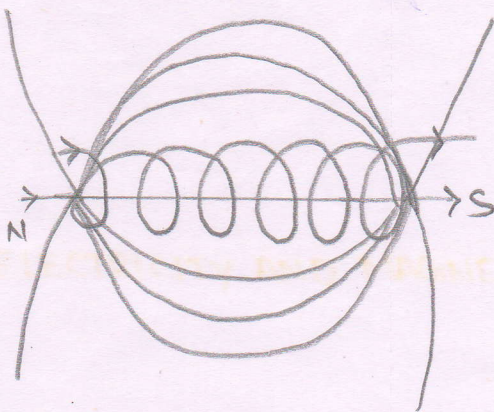
There are different types of motor





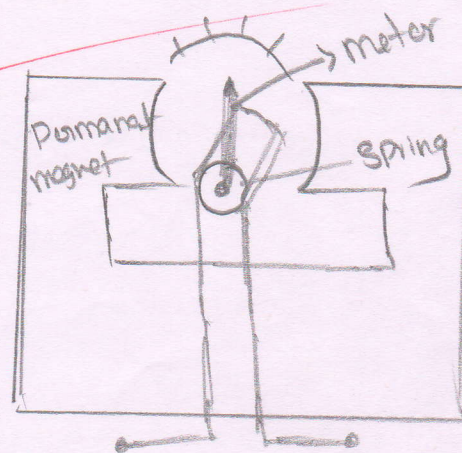
## ELECTROMAGNET:-

When an electric current is passed through a coil of wire wrapped around a metal coil core, a very strong magnetic field is produced, which is called as electromagnet.



## Galvanometre:-

A galvanometre is an electromagnet that interacts with a permanent magnet. The stronger the electric current passing through the electromagnet, the more it interacts with the permanent magnet.





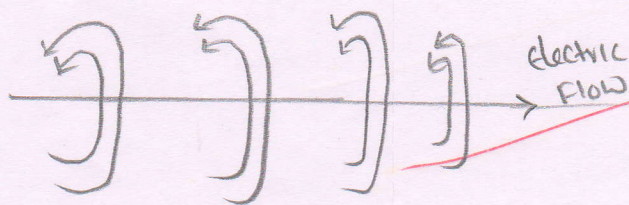
## Magnetic Domains:-

Magnetic substance like iron, cobalt and nickel are composed of small areas where the groups of atoms are aligned like the pole of a magnet. These regions are called domains. All of the domains of a magnetic substance tend to align themselves in the same direction when placed in a magnetic field.

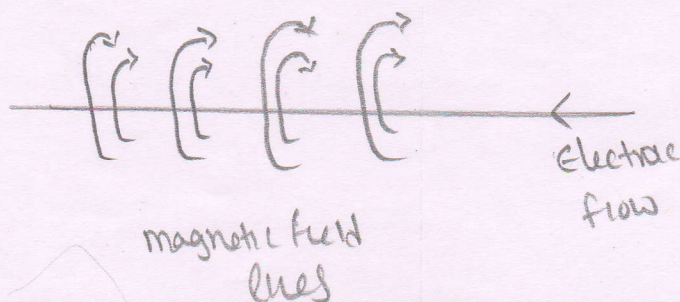
## ELECTRICITY AND MAGNETISM:-

When an electric current passes through a wire a magnetic field is formed

magnetic field lines

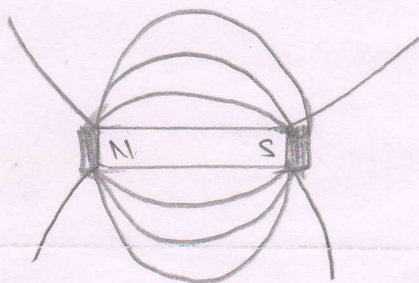
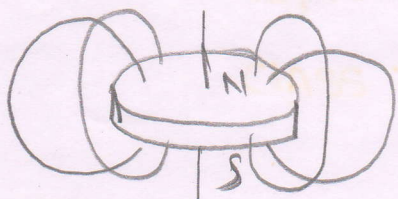
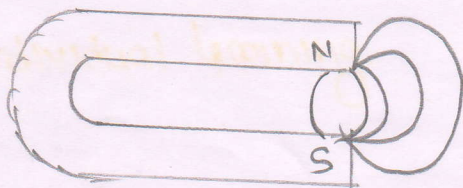


When electric current flows through a wire a magnetic field forms around the wire.





Magnets have two ends or poles, called north and south poles. At the end poles of a magnet, the magnetic field lines are closer together.



- The magnetic field lines around horse shoe and disk magnets are closest together at the magnet's poles

- Unlike poles of magnets attract each other and like poles of magnets repel.

The earth is like a giant magnet :->

- The nickel iron core of the earth gives the earth much magnetic field like a bar magnet.



## EMMANUEL COLLEGE OF EDUCATION

## ACTIVITY - Q3

Prepare a self instructional material on any topic from school curriculum and analyse its effectiveness for individual learning.

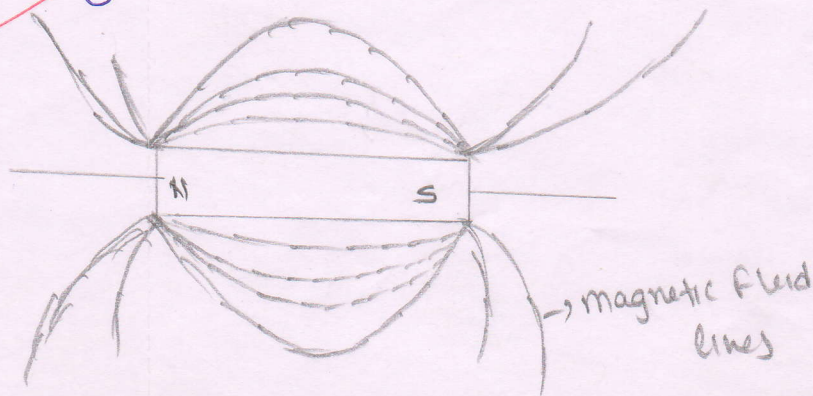
ANS:-

Topic :- Magnetism

CLASS :- IX

## MAGNETISM

Magnetism is a class of physical phenomena that are mediated by magnetic fields. Electric currents and the magnetism of elementary particles give rise to a magnetic field which acts

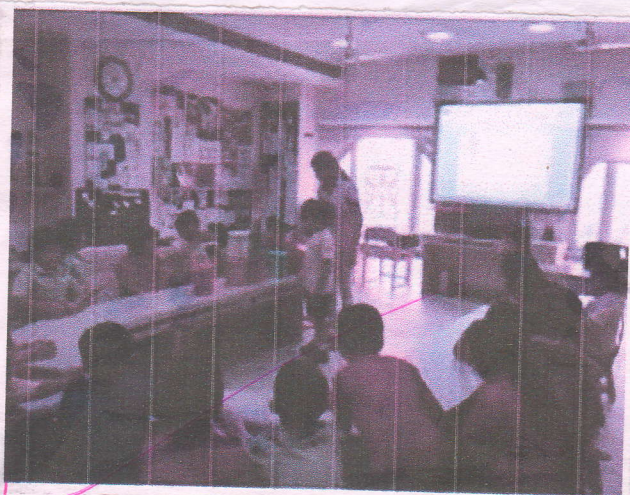




## ROLE PLAY :-

ACTIVITY-03

In this classroom teacher telling the students are different types of ways like this charts, dolls, graph charts and like these type of activities are very well and good participation of the students. And the students behaviour very well also should be able to good play of the teachers.





## STORY TELLING:-

In this type of method teacher telling in a class room is how to teach a lesson is fun about stories like students and every lesson will turn in story. so this kind of method is very easy and useful to the students also a lesson.





while conversation can be a wonderful teaching in the class room. It is only effective if teachers are properly trained on how to implementation of conversation of learning. This type of learning is very useful to teacher and students.

### LOUD READING:-

In this type of learning in the class room students should shout bigger and very long distance to mention and it is the limitation of the loud reading.





as well as different and includes the  
imaginative and artistic abilities of a teacher  
in creating a worthwhile situation in the classroom  
in which learner participates actively leading to the  
attainment of planned activities.

#### CONVERSATION WITH LEARNERS:-





as a Same way In class room  
Some important activities are doing here  
and teacher, student.

### INTERACTIVE SESSIONS:-

This type of method both  
students and teachers in class rooms coopera-  
tion is very well and explanations is good  
the student contents and teacher center are





and may ease to convert the Behaviour  
and some of the authorities and some good ideas  
of the Students and also a good atmosphere.

### DISCUSSIONS AND DEBATES:-

Discussion and debates methods are  
very easy to convert the subject and useful  
to the teacher to become a good write on a  
black board.





identification of objectives and writing objectives in behavioural terms. The rules are instructions identified in this phase of the students learning.



In this type of learning the students are formed by a groups and each and every student should be able to questioning method also. This type of method is very well



## ACTIVITY-2.

- 1) Observe and analysis classroom Interaction and report the dynamics of classroom.

### TYPES OF CLASS ROOM INTERACTION

- Collaborative learning
- Discussions and debates
- Interactive sessions
- Conversation with learners
- Loud reading
- Story-telling
- Role play.

Collaborative learning ⇒

It is the first phase in the content or subject matter is analysed content



CLAY:-

Isaiah 64:8 God is the potter and we are the clay. we are the work of his hands. How wonderful that He is molding and shaping us to be what he wants us to be.

Here is an example of how important it is to have a clarification of lessons being taught. If a child hears a bible study regarding the ark of the covenant and with not much bible knowledge. They may assume the Ark is actually Noah's ark. The teacher may talk about how the people carried this ark while travelling in the wilderness.



## TYPES OF OBJECTIVE LESSONS:-

### Objects from scriptures:-

#### Sand:-

Psalm 139:17-18 teaches us that God's thoughts out number the grains of sand when we look at even a small jar of sand we can't help but think of the multitude of God's loving thoughts towards us.

#### Rock:-

Psalm 31:3 God is our rock and therefore who can break a even a very small rock 'god is like a boulder' and think of how strong it is and how it is immovable.



## Crafts:-

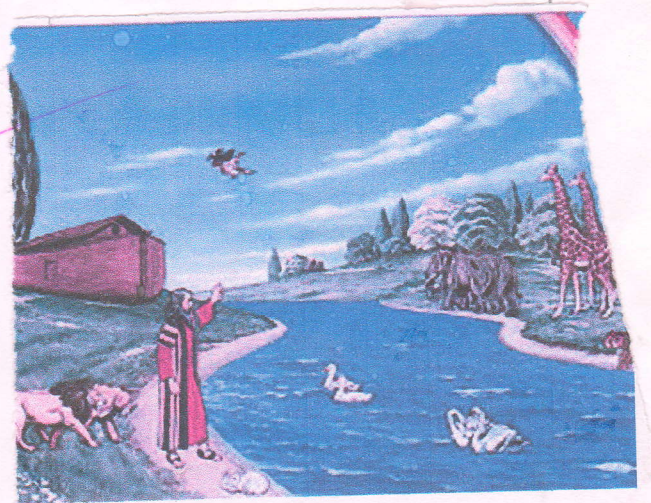
Using a craft is a part of the lesson time allows the children to see what they will be making and how it's relate to the stories.



## Drama costumes, and props:-

The children get so excited when they

comes to Calan duu in continue. in old sheet put it over head and the heat coloring yarn and a little glue can make a wig, beard old cardboard boxes can cut painted costume.





## FLASH CARDS :=>

Large picture cards can be made from clip art, colour pages, magazines. Enlarge and colour the pictures and mount them on a piece of construction paper. If the lesson is one of the Tabernacle, there are many items that will be new to the children and so visuals will be very important. Putting a cheat sheet on the back of the pictures allows a teacher to see the notes on what the picture is about as the children look at the picture.

