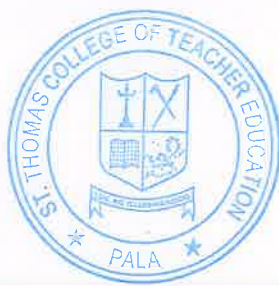


ST. THOMAS COLLEGE OF TEACHER EDUCATION PALA

STUDENT INDUCTION PROGRAMME

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St. THOMAS COLLEGE OF TEACHER EDUCATION
PALA
Report and Photographs of
STUDENT INDUCTION PROGRAMME
2022-2023

B.Ed. PROGRAMME

REPORT

The new academic year 2022-2023 of B.Ed. the programme commenced on 31 August 2022.




Prof. Dr. BEENAMMA MATHEW¹
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The college reopened after the Onam holidays on 12 September 2022.

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA



PROGRAM



12/09/2022

PRAYER	Dr. Sr. Mary Thomas
WELCOME	Dr. Sr. Beenamma Mathew

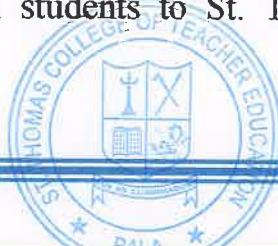
Promo Video of the College

BRIEF HISTORY OF THE COLLEGE	Dr. Pratheesh Abraham
COURSE INTRODUCTION	Dr. T.C. Thankachan

Self Introduction of Teachers & Students

Distribution of Green Saplings

On the opening day, 31/08/2022, there was a typical gathering, the principal welcomed the new B. Ed. Batch students to St. Thomas College of Teacher



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Education, Pala. The formal welcome and Induction programme were on 12/09/2022. This auspicious day began with a prayer service led by Dr. Sr. Mary Thomas. After the prayer, the Principal, Dr. Sr. Beenamma Mathew, proposed a warm welcome to staff and new students. The principal briefed the Vision and Mission, and the values upheld.

The college presented a promo video to give an overview of the college. Dr. Pratheesh Abraham informed the history and landmarks of the college. Dr T C Thankachan, the college vice Principal, introduced the course to students. He explained the PLOs& CLOs. He said today marks the beginning of a transformative journey – the Bachelor of Education program. Also, he reminds that the B Ed course is not just about acquiring knowledge; it is about becoming educators who will shape the future. Our commitment is to nurture not only skilled teachers but also compassionate mentors.

As an ice-breaking session, the principal and teachers introduced themselves. Students take turns presenting them, creating a sense of community among the incoming class. They shared their hobbies, talents, and extraordinary achievements, if any. Few of them performed on the stage.

An institutional tour followed this session to learn about the institution, its infrastructure, and its facilities. Then, students were sent to their optional classrooms. The day programme helped the newcomers get an overview of the course's nature, aim, purpose and expectations. This journey challenges, inspires and equips the students with the skills needed to mould the minds of future generations.

Vegetable Saplings were distributed among students to symbolise our commitment to fostering a deeper connection with nature and promoting sustainable agricultural practices. It also conveyed that 'Just as these saplings require care, attention, and nurturing to grow into solid and fruitful trees, so too does the knowledge we impart and the values we instil in our students. As educators, we will be vital in cultivating academic excellence and a profound respect for the environment.




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The following week was set apart as a Bridge course. Sessions were arranged to introduce various aspects of the course, including extension activities, MOOC, YIP, and other social outreach and community programmes, and to create rapport with the course. Teachers in charge of courses discussed and explained the course learning outcomes and syllabus in detail. In the successive days, students were familiarised with library resources, Morning assembly and other activities. At the beginning days of each semester, there was an induction session for courses by concerned teachers. On 10/10/2022, the various clubs and cells were introduced to students, and clubs and cells were formed. The orientation of NSS was done on 1/11/2021 and 2/12/2022, respectively.




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REDMI NOTE 9 PRO
ALEX GEORGE


Principal Addressing the students on 31/08/2022



Introduction on PLOs and CLOs of the Course by Dr.T.C Thankachan-Vice Principal

12/09/22




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Distribution of saplings 12/09/2022



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An entry behaviour test was conducted to know the present status of students in the teaching profession. A bridge course was arranged in the first week (12/09/2022 to 17/09/2022) to create a rapport, to familiarise the curriculum, vision and mission of the institution, value-added courses, extension activities, MOOC courses, YIP, and other activities in the programme to develop social skills, service mind, discipline, empathy, analytical mind openness to the need of society. A flyer is circulated among students through WhatsApp.




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Dr. Lavina Dominic is introducing MOOC & SWAYAM Courses to the New Batch (2022-24), 14/09/2022



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BRIDGE COURSE

Syllabus of Bridge Course

St. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA
BRIDGE COURSE – STCTE EDUCATION 2022

CONTACT HOURS	:30
DURATION OF EXAMINATION	:20 minutes
MARKS	:25 (Pre-test and Post-test)

OBJECTIVES

On completion of the course, the prospective teachers:

- Understand the nature of education, teaching, and learner characteristics
- Discuss the qualities of teachers and their professional growth
- Comprehend and practice the values and vision of teachers in India
- Understand the learner psychology and apply it in different learning situations
- Discuss the role of society and culture in Education

MODE OF TRANSACTION

Lecture cum discussion, brainstorming sessions, peer group discussion, etc

COURSE OUTLINE

Module 1 (M1) – Education and Teachers (6 hours)

- 1.1 Concept of Education - Aims & Functions of Education
- 1.2 Teachers in the Indian society
- 1.3 Factors affecting Teaching
- 1.4 Different Levels of Teaching
- 1.5 Professionalism of Teachers

Module 2 (M2) – Learning and Learning Process (6 hours)

- 2.1 Learner Characteristics
- 2.2 Characteristics of Learning
- 2.3 Learning Styles
- 2.4 Learning Process
- 2.5 Individual differences

Module 3 (M3) – Curriculum (6 hours)

- 3.1 Curriculum and Syllabus
- 3.2 School Curriculum



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3.3 Curriculum of Teacher Education

3.4 Curriculum Transaction & Teaching-Learning Process

3.5 Evaluation of the Curriculum

Module 4 (M4) – Pedagogy (6 hours)

4.1 Pedagogy – Meaning and Scope

4.2 Pedagogy-Heutagogy-Andragogy

4.3 School-based Activities

4.4 Practice Teaching

4.5 Methods and Techniques

Module 5 (M5) – Society, Culture and IT (6 hours)

5.1 Scientific Attitude and Logical Thinking

5.2 Social Needs and Values

5.3 ICT Impact on Education and Society

5.4 Research for Social Renaissance

5.5 Education, Health and Wellness




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M.Ed. PROGRAMME

Commencement of the M.Ed. Course - 2022-2024

REPORT

The commencement of the Master of Education (M.Ed.) course for 2022-2024 at St. Thomas College of Teacher Education in Pala was on 17th November 2022. It was a momentous occasion, marking the initiation of a promising academic journey for the incoming cohort of students. All students arrived punctually at the college by 9:30 am, beginning an exciting educational journey. The day commenced with a prayer song, warm welcome and introductions, starting with the faculty members introducing themselves to the new cohort of students. Following this, the students had the opportunity to introduce themselves, creating an atmosphere of camaraderie and shared enthusiasm for the program.

The institution's agenda for the day primarily focused on familiarising the students with the college's facilities, resources, and the overall structure of the M.Ed. course. The faculty and staff took the initiative to provide an overview of the college's mission, values, and academic expectations.

Personal details of the students were collected to ensure accurate records and facilitate a personalised approach to education. The college administration distributed bus concession forms to the students, allowing them to avail of transportation benefits. The students were guided through the form-filling process, ensuring that all necessary information was accurately provided.

After completing these introductory formalities, the students were dispersed, marking the conclusion of a fruitful and informative day.

Throughout the day, the environment was vibrant, reflecting the excitement and eagerness of the students to embark on this educational journey. The institution's faculty and staff provided a supportive and welcoming atmosphere, assuring the students of a conducive learning environment. The commencement of the M.Ed. course at St. Thomas College of Teacher Education in Pala was a promising start,




setting the tone for a productive and enriching academic year ahead. This event symbolised the beginning of a transformative educational experience, where students are encouraged and empowered to excel in their academic pursuits and contribute meaningfully to the field of education. The college eagerly anticipates the journey ahead, fostering academic growth and preparing these aspiring educators for their future roles in shaping the lives of many through education.



Introducing the PLOs and CLOs of M.Ed. Course by Dr. T. M Mollykutty (Head of the Department)




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Self-Introduction by students

Entry Behaviour Test (EBT)

The administration of St. Thomas College of Teacher Education, Pala, conducted an entry behaviour test on November 18, 2022, to assess the incoming student's academic preparedness and understanding of core concepts relevant to the Master of Education (M.Ed.) programme.

Test Structure: The entry behaviour test was a closed-ended, one-hour assessment. The examination covered various subject areas and assessed the students' understanding of foundational educational concepts, teaching methodologies, and their grasp of education theories and practices. The test was designed to evaluate the students' baseline knowledge and their readiness for the academic rigour of the M.Ed. course.

Test Administration: The Department of M.Ed. faculty members proctored the examination. The test environment was organized to ensure fairness and integrity throughout the assessment process. Students were given the necessary instructions and resources to complete the test effectively within the designated period.



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Student Participation: All enrolled students participated in the entry behaviour test, highlighting their knowledge and comprehension of fundamental educational principles. The students diligently approached the assessment and demonstrated their understanding of the subject matter.

The results of the entry behaviour test will be utilised to gauge the academic strengths and areas that may require further attention for individual students. The insights from this assessment will enable the faculty to tailor their teaching approaches and provide necessary support to students based on their unique academic needs.

The entry behaviour test served as an important benchmark for understanding the academic preparedness of the students. It will be a foundational tool in guiding the educational journey of the cohort throughout their tenure in the M.Ed. programme.

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Affiliated to MG University, Kottayam - Recognized by NCTE and UGC-2f (12B)


ENTRY BEHAVIOUR TEST – (EBT STCTE - 2022)

Name of the Trainee :

Subject :

1. The professionalism of a teacher can be tested best in terms of?
 - (a) Love towards the profession
 - (b) In depth knowledge of the subject
 - (c) Observance of professional ethics
 - d) Ability to impart cultural values.
2. Which one of the following is the main objective of teaching?
 - (a) To give information related to the syllabus.
 - (b) To develop the thinking power of students.
 - (c) To dictate notes to students.




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- (d) To prepare students to pass the examination.
3. The teacher uses teaching aids for
- (a) Making teaching interesting.
 - (b) Making teaching within the understanding level of students.
 - (c) Making students attentive.
 - (d) The sake of its use.
4. Effectiveness of teaching depends on
- (a) Qualification of teacher.
 - (b) Personality of the teacher.
 - (c) Handwriting of teacher.
 - (d) Subject understanding of teacher.
5. What will you do as a teacher if the students do not attend your class?
- (a) Blame the students for their absence
 - (b) Keep quiet, considering the present attitude of students
 - (c) Think of using some interesting methods of teaching
 - (d) Know the reasons and try to remove them.
6. If the majority of students in a large class are invariably found dozing, there may be something wrong with
- (a) the students concerned
 - (b) the teaching process
 - (c) the physical atmosphere of the classroom
 - (d) all of the above
7. To make one's teaching more effective, one should depend most on his
- (a) knowledge
 - (b) feedback
 - (c) management
 - (d) teaching aids
8. If a teacher has to establish her credibility in evaluating answer scripts, she must be
- (a) strict



- (b) lenient
- (c) objective
- (d) prompt

9. Some people do not show any signs of understanding. Under such circumstances, I would rather NOT

- (a) waste my time on them
- (b) feel motivated to teach them
- (c) feel impatient but try to simplify matters for their understanding
- (d) blame myself for their lack of understanding

10. A serious-minded teacher as a rule

- (a) allows the mistakes to be committed and explains how to minimize those mistakes
- (b) never allows any mistakes on the part of his students
- (c) takes all precautions so that students never commit mistakes
- (d) should mildly punish students who commit mistakes

11. Failure of the teacher to communicate his ideas well to the students may result into

- (a) classroom indiscipline
- (b) loss of students' interest in the topic being taught
- (c) increased number of absentees in the class
- (d) all of the above

12. The essential element for discipline in the classroom is

- (a) The ideal and scholarly personality of the teacher
- (b) The serious nature of the teacher
- (c) The well-dressed personality of the teacher
- (d) The dignified cadre of the teacher

13. Who has the least chance of becoming an effective teacher?

- (a) One who is a strict disciplinarian
- (b) One who knows his subject well
- (c) One who has no interest in teaching



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(d) One who teaches moral values

14. Which of the following teachers is most desirable?

(a) One who comes to teach regularly but does not care to know what the students are learning

(b) One who comes to class on time, but does not mind students coming late in class

(c) One who is a moralist and preaches morals to students all the time

(d) One who knows enough of his subject but motivates his students a lot to learn

15. For minimizing classroom absenteeism, the most effective method is

(a) to punish the absentees

(b) to allow students to attend or not to attend the class

(c) to see that the class is taught well and regularly

(d) to tell students that cutting classes is a bad behaviour

16. Good teaching is a function of

(a) sincerity and devotion to the profession of teaching

(b) high academic qualifications of the teachers

(c) principal's powerful leadership in the college

(d) high level scholarship of the teachers

17. Below are given some psychological sequencing of a lesson that a teacher is supposed to follow

(i) familiar to unfamiliar

(ii) simple to complex

(iii) ensuring success experience – rewarding

(iv) inductive to deductive

(v) known to unknown

Which one of the following combinations of psychological sequencing of a lesson that a teacher is supposed to follow is most appropriate?

(a) (i), (ii) and (iii)

(b) (i), (iii) and (iv)



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(c) (i), (iii) and (v)

(d) (i), (ii) and (v)

18. Select one of the following four alternatives you consider most appropriate when the students are not attentive in your class?

(a) Ignore this problem

(b) Punish the students

(c) Ask the students to be attentive

(d) Understand the reasons

19. Distortion in classroom communication depends upon

(a) lack of knowledge of teacher

(b) lack of knowledge of students

(c) noise inside classroom

(d) noise outside classroom

20. Which quality of the teacher is liked the most by students

(a) His punctuality

(b) His impartiality

(c) His love for discipline

(d) His dominance

21. The solution to the problem of student unrest lies in

(a) reducing the number and strength of present-day educational institutions

(b) reforming the entire system to relate it to student needs

(c) making higher education relevant to what people want

(d) restricting admission to higher education only to those who are able

22. The debate on the problem of student unrest often ends in failure because

(a) different experts express different opinions

(b) it becomes irrelevant to the main issues

(c) participants in the debate do not present crucial issues

(d) no debater effectively connects student unrest with the defects in the educational system



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23. Learning is

- (a) active process which is continuous
- (b) not an active process which is continuous
- (c) active process which stops
- (d) only a process which is continuous

24. Below are given some activities followed during the introductory phase of lecture

- (1) Relating the topic to future learning
- (2) Relating the topic to the topic already taught
- (3) Arousing interest and motivating the students
- (4) Checking the previous knowledge
- (5) Summarizing the subject matter

Which of the following combinations of activities is most appropriate during the introductory phase?

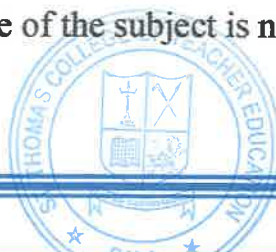
- (a) 1, 2 and 3
- (b) 2, 3 and 4
- (c) 1, 4 and 5
- (d) 3, 4 and 5

25. Which of the following do you consider as the most essential quality required for success in teaching profession?

- (a) Ability to talk clearly and friendly.
- (b) Simplicity maintained in the style of life
- (c) Ability to transact all aspects of the curriculum through objective based learning.
- (d) Desire to take care of the welfare of students.

26. Which of the following categories is least suited to take up teaching as a profession?

- (a) One who has no interest in teaching
- (b) One who is not a disciplinarian
- (c) One whose knowledge of the subject is not deep



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(d) One whose value system is not very noble.

27. The competency of the teacher can be judged based on:

- (a) The length of the service
- (b) Pleasing personality.
- (c) Ability to motivate students for learning.
- (d) Histrionic talents.

28. Some people say that a teacher should be a student always. What is your reaction to this?

- (a) True, but only he who feels it necessary to acquire new knowledge.
- (b) This is an impracticable suggestion
- (c) It is enough if the teacher is well versed with the curricular requirements.
- (d) In the light of fast changes in the field of knowledge this is quite necessary.

29. What is your concept of teaching?

- (a) A noble job
- (b) Guiding the society
- (c) A good profession
- (d) Providing ideas to the society

30. The professionalism of a teacher can be tested best in terms of?

- (a) Love towards the profession
- (b) In depth knowledge of subject
- (c) Observance of professional ethics
- (d) Ability to impart cultural values.


31. Effective communication does not require

- (a) Voice modulation
- (b) Handsome appearance
- (c) Appropriate gestures
- (d) Students' involvement

32. The most important challenge for the teacher is:

- (a) To deal with the problems of indiscipline




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- (b) To make evaluation procedures systematic
- (c) To make students understand what he teaches
- (d) To make teaching process enjoyable and effective

33. A teacher's most valuable reward for his work is

- (a) Fairly high salary
- (b) A secure job
- (c) Status in society
- (d) Love and respect of his students

34. A colleague who overhears you committing a mistake while teaching in your class points out this to you. How will you react?

- (a) Tell him that you have never committed any mistake.
- (b) Discuss with him and if convinced thank him and correct it in the next class.
- (c) Warn him against interfering in such matters.
- (d) Request him not to tell it anybody else.

35. Which of the following styles of action regarding instruction is preferred by you?

- (a) Enrich the textual material by gathering relevant aspects from other books and experts.
- (b) Limit learning experience to what is required by the textual material.
- (c) Discuss probable questions so that the students can fare well in the examination.
- (d) Ask pupils to read the textbook in advance and hold discussions on its basis.

36. The students do not understand what is taught in the classroom, the teacher may:

- (a) Give up the attempt.
- (b) Explain in a different way.
- (c) Think that it is mere waste of time to continue.
- (d) Sympathize with the students.



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37. Which of the following steps would you consider first as an effective communicator?

- (a) Select the channels of communication.
- (b) Plan the evaluation procedure
- (c) Determine the objectives of communication.
- (d) Identify various means for communication

38. You read books because:

- (a) Every educated man is expected to read
- (b) It will help you to become a scholar
- (c) To help the students to pass examinations
- (d) Reading books is a joyful experience

39. The teacher is called the leader of the class. The justification of this is that:

- (a) He can exert influence on students.
- (b) He has authority over students.
- (c) He is elderly as well as scholarly person.
- (d) He is shaping the future of the country in the class.

40. If you are appointed as a teacher, what attitude would you maintain towards the pupils?

- (a) Authoritative
- (b) Democratic
- (c) Laissez-faire
- (d) Scholarly

**ST. THOMAS COLLEGE OF TEACHER EDUCATION PALA
ENTRY BEHAVIOUR TEST – (EBT STCTE - 2022)**

RESPONSE SHEET

Name of the Trainee :
Subject :

(Please tick the relevant column)

1	a	b	c	d	21	a	b	c	d
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2	a	b	c	d	22	a	b	c	d
3	a	b	c	d	23	a	b	c	d
4	a	b	c	d	24	a	b	c	d
5	a	b	c	d	25	a	b	c	d
6	a	b	c	d	26	a	b	c	d
7	a	b	c	d	27	a	b	c	d
8	a	b	c	d	28	a	b	c	d
9	a	b	c	d	29	a	b	c	d
10	a	b	c	d	30	a	b	c	d
11	a	b	c	d	31	a	b	c	d
12	a	b	c	d	32	a	b	c	d
13	a	b	c	d	33	a	b	c	d
14	a	b	c	d	34	a	b	c	d
15	a	b	c	d	35	a	b	c	d
16	a	b	c	d	36	a	b	c	d
17	a	b	c	d	37	a	b	c	d
18	a	b	c	d	38	a	b	c	d
19	a	b	c	d	39	a	b	c	d
20	a	b	c	d	40	a	b	c	d

Total Marks (Out of 40) =

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA
ENTRY BEHAVIOUR TEST – (EBT STCTE - 2022)

RESPONSE SHEET



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Name of the Trainee :

Subject :

(Please tick the relevant column)

1			c		21			c	
2		b			22				d
3		b			23	a			
4				d	24		b		
5				d	25				d
6				d	26	a			
7	a				27			c	
8			c		28				d
9		b			29		b		
10	a				30			c	
11				d	31		b		
12	a				32				d
13			c		33				d
14				d	34		b		
15			c		35	a			
16	a				36		b		
17	a				37			c	
18				d	38				d
19	a				39				d
20		b			40		b		



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Orientation on – M.Ed. Programme on

18/12/2022

Objective: The Head of the Department of Master of Education of St. Thomas College of Teacher Education, Pala, Dr. T M Mollykutty, conducted an essential session for the Master of Education (M.Ed.) students. The primary objective was to familiarise the students with the comprehensive aspects of the M.Ed. course, including its syllabus, PLOs and CLOs, curriculum structure, field internships, teaching practices, and the pivotal component of the thesis.

Key Highlights of the Orientation:

Overview of M.Ed. Course: Dr. T M Mollykutty provided an in-depth overview of the M.Ed. program, emphasising its significance in shaping future educators. The session illuminated the purpose of the course and its relevance in the contemporary educational landscape.

Syllabus and Curriculum Structure: Detailed insights into the M.Ed. syllabus and the curriculum structure were provided. The orientation programme covered the various subjects, topics, and the sequential flow of the academic content throughout the course duration.

Field Internships: The importance of field internships in practical learning and their role in the M.Ed. curriculum was emphasised. Students were acquainted with the significance of practical experience and its contribution to their professional development.

Teaching Practice: Dr. T M Mollykutty elucidated the aspects of teaching practice, explaining how this component integrates theory into practical teaching methodologies. The session focussed on honing the students' teaching skills and classroom management techniques.

Thesis: The session delved into the vital role of the thesis in the M.Ed. programme. The significance of research, thesis preparation, and its role in contributing to the




educational field was highlighted. Students were introduced to the process and expectations related to their thesis work.

The session encouraged active student participation, allowing students to ask questions and seek clarification on various aspects of the M.Ed. programme. Dr. T M Mollykutty's approach fostered an interactive environment, ensuring students' comprehension of the critical elements of the curriculum.

The programme provided a comprehensive understanding of the M.Ed. programme, enabling students to understand its structure, expectations, and the essential components that would shape their educational journey. Students left the session equipped with knowledge about the academic path ahead, helping them to prepare for the forthcoming challenges and opportunities in the M.Ed. programme.

The Programme conducted by Dr. T.M. Mollykutty was instrumental in acquainting the students with the framework and intricacies of the M.Ed. course, setting a solid foundation for their academic pursuit and professional development. The librarian explained the functions of the library. **The teachers discussed the syllabus, Programme Learning Outcomes and Course learning outcomes at the beginning of each semester.**




Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA