



**ST. THOMAS COLLEGE
OF TEACHER EDUCATION, PALA
ESTD. 1957**

**2.2.3 THERE ARE INSTITUTIONAL PROVISIONS
FOR CATERING TO DIFFERENTIAL STUDENT
NEEDS; APPROPRIATE LEARNING EXPOSURES
ARE PROVIDED TO STUDENTS**

C) 2.2.3 PHOTOGRAPHS WITH CAPTION AND DATE, IF ANY

CONTENT	PAGE NO.
Provisions and Activities for Catering Differential Student Needs	1-46

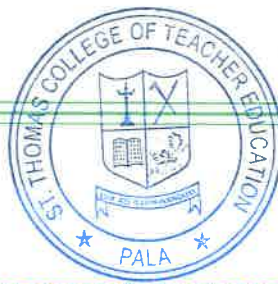
PROVISIONS AND ACTIVITIES FOR CATERING TO DIFFERENTIAL STUDENT NEEDS; APPROPRIATE LEARNING EXPOSURES PROVIDED TO STUDENTS


The college provides appropriate activities and provisions for differential student needs. Their special talents and abilities are catered through different programmes and activities. They are:

1. Mentoring
2. Provisions for the Diwyanjan students (ramp, braille collections, diwyanjan friendly toilets, etc)
3. Academic, co-curricular activities, extension activities, etc
4. Induction and Internship facilities, activities and arrangements at the nearby schools
5. Seminars, Workshops, projects, surveys and Training Sessions
6. Paper presentations and publications
7. Coaching for K-TET, C-TET, SET and other eligibility tests

As part of the school internship programme, student teachers were asked to prepare two value education lesson plans and take classes based on it using suitable resources. Each student selected two different values and prepared lesson plans to facilitate the transmission of these values. Lesson plans were checked and approved by the respective teacher educator. Relevance of value selected, resources used, transmission of values etc. were the value points to evaluate this practical. Values selected by the students include simplicity, non-violence, truth, honesty, friendship, social justice, brotherhood, punctuality etc. A complete list of the values selected by each student is given below.

Sl No	Name of the Student	Class	Values Selected
1	Anu Ann James	English Education	Our Nation, Good Habits
2	Gouri Gayathri G	English Education	Family, Sincerity
3	Minu Maria Thomas	English Education	Our Nation, Good Habits
4	Minu Mathews	English Education	Determination, Hope




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

5	Mithra James	English Education	Life Is A Gift, Goal Setting
6	Pearly S Thomas	English Education	Non-Violence, Simplicity
7	Sreelekshmi G R	English Education	Cleanliness, Life Is Beautiful
8	Suman Sunny	English Education	Consequence Analysis, Sincerity
9	Haripriya J	Mathematics Education	Non Violence, Value of the Work
10	Jilu Tresa George	Mathematics Education	Friendship, Respect
11	Neethu K M	Mathematics Education	Simplicity, Value of Work
12	Rani Baby	Mathematics Education	Respect, Friendship
13	Seenu Thomas	Mathematics Education	Determination, Hope
14	Shilpa Elizabeth Joychen	Mathematics Education	Role Models, Good Habits

15	Vandana V V	Mathematics Education	Social Justice, Brotherhood
16	Aleena Jose	Physical Science Education	Perseverance, Hope
17	Archana Madhu	Physical Science Education	Children's Right, Humility
18	Hanna Elizabeth Joy	Physical Science Education	Truth and Honesty, Quality Of Reading
19	Irene Ann George	Physical Science Education	Friendship, Qualities and Virtues
20	Josna Jose	Physical Science Education	Art of Communication, Hope
21	Liz Teenu Mathews	Physical Science Education	Humility, Children's Rights
22	Ninumol Joseph	Physical Science Education	Quality Reading, Child Rights
23	Rinku Maria George	Physical Science Education	Punctuality, Consequence Analysis
24	Soniya Dominic	Physical Science Education	Punctuality, Positive Thinking
25	Adithya Shaji	Natural Science Education	Courage, Obedience
26	Alfred George	Natural Science Education	Hope, Be Gentle
27	Angel Joseph	Natural Science Education	Recreation And Health, Good Manners
28	Arya Ashok	Natural Science Education	Self Confidence, Cleanliness
29	Divyamol M S	Natural Science Education	Good Manners, Friendship
30	Elizabeth T S	Natural Science Education	Our Environment, Courage



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

31	Irine Therasa Dius	Natural Science Education	Be Gentle, Obedience
32	Krishnanand H	Natural Science Education	Mathapitha Guru Deiwam, Quality of Reading
33	Sneha Jose	Natural Science Education	Self Confidence, Sharing is Caring
34	Anns Thomas	Social Science Education	Faith and Prayer, Goal Setting
35	Annu Sunny	Social Science Education	Body Shaming, Hard Work
36	Archana T S	Social Science Education	Faith and Prayer, ABC for Success
37	Gopika Anil	Social Science Education	Media Values, Obedience

38	Jijo Thomas	Social Science Education	You Are Unique, Leadership
39	Minna Mary Tom	Social Science Education	Goal Setting, Leadership
40	Sanchu Jose	Social Science Education	Hard Work, Non Violence
41	Sisirkhosh Mohan	Social Science Education	Responsibility, Love
42	Sulumol Sunny	Social Science Education	(Discontinued)
43	Aiswarya K V	Commerce Education	Responsibility, Role Model
44	Alina Ann Roy	Commerce Education	Art of Sharing, Positive Thinking
45	Athira K P	Commerce Education	(Discontinued)
46	Cyriac Thomas	Commerce Education	Resourcefulness, Self Confidence
47	Dinta Baby	Commerce Education	Peace, Responsibility
48	Jisha Shaji	Commerce Education	Humanism, My Family
49	Seenu Thomas	Commerce Education	Dignity Of Labour, Good Habits
50	Tom Joseph	Commerce Education	Humanism, Conscience




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


Group project of 2020-2021

EDU 302-1 - VALUE EDUCATION CLASS @ 2

*...and when they
...at a price, that
...something
...you sacrifice*



*...and when they
...at a price, that
...something
...you sacrifice*




*As part of the U.Ed. Scholarship
Programme, I had to create
educational content.*

...


*...and when they
...at a price, that
...something
...you sacrifice*

*...and when they
...at a price, that
...something
...you sacrifice*



Year: VIII - A, II - A
Date: 21/11/21 @ 2

...



...




Beena

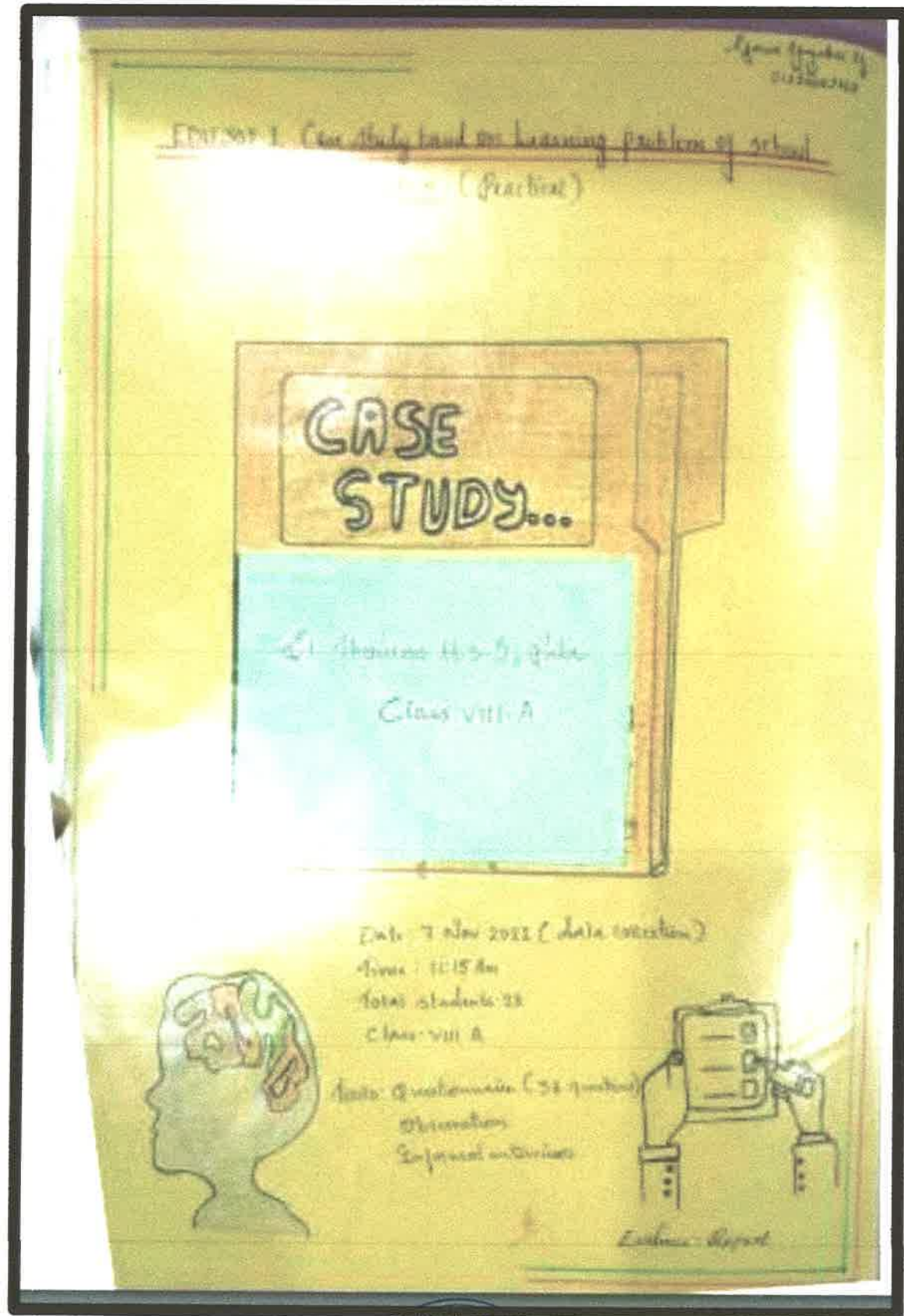
Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION

CASE STUDY BASED ON LEARNING PROBLEMS OF SCHOOL PUPILS

A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analysed to seek patterns and causes of behaviour. As part of the school internship programme student teachers had to conduct a case study based on the learning problems of school pupils. Consequently, student teachers prepared questionnaires as a tool for the identification of problems. They also relied on techniques like direct observation, informal interviews with students etc. for the identification process. Based on the data collected, analysed and interpreted, they prepared reports containing 15 to 20 pages including suggestions and recommendations. Some of the commonly identified learning problems were dyslexia, hyperactivity, aggression, dyscalculia, lack of motivation etc. This practical gave student teachers first-hand experience in conducting a case study.




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




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

ACTION RESEARCH

Student teachers had to conduct action research with an aim to find out any dominant learning or behavioural problem found among school pupils of a particular class. Action research involves taking actions to improve teaching and learning practices and collecting data to measure the impact of such actions. It is the best way to ensure that the student needs are met. A teacher should be able to identify the causes of students' underachievement, unruly behaviour and take necessary actions to resolve these issues. As part of this practical work, student teachers conducted action research. This was one of the prominent pedagogic practicals. Student teachers of different subjects concentrated on different areas like learning problems associated with their subjects, common behavioural or adjustment issues in the classroom etc. Those who studied learning problems used pre-test and post- tests in order to properly identify the problem and afterwards, to take necessary action. Those who concentrated on behavioural and psychological issues used observation, book checking, test papers and informal talks with students etc. to identify the problem and its causes. They devised effective action plans and prepared reports including suggestions and recommendations. The table below provides a detailed view of the work done by each student.

Sl No.	Name of the Student	Class	Topic of the Action Research
1	Anu Ann James	English Education	A Study on The Problem of Indifference of a Group of Students in the Class Towards Teaching and Learning of English
2	Gouri Gayathri G	English Education	A Study on the Disruptive Behaviour of Some Students Of Class IX- A of St. Tomas H.S.S Pala
3	Minu Maria Thomas	English Education	A Study on the Reading Problems Among High School Students
4	Minu Mathews	English Education	A Study on the Presence of Gang in Class IX of SHGHS, Bharananganam
5	Mithra James	English Education	A Study on the Poor Handwriting in




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

			English of a Few Students of Class VIII B of St. Joseph's High School, Manathoor
6	Pearly S Thomas	English Education	A Study on the Tendency to Copy The Works of Peers among Students of Class VIII A of MGGHSS Pala
7	Sreelekshmi G R	English Education	A Study on Inattentive Behaviour of Students of St Joseph's G.H.S, Mutholy
8	Suman Sunny	English Education	A Study on the Behaviour of Talking in Class IX B of St. Joseph's H.S.S Vilakkumadom
9	HariPriya J	Mathematics Education	A Study on the Mathematics Phobia of High School Students
10	Jilu Tresa George	Mathematics Education	A Study on The Low Calculation Speed And High Calculation Errors Among the Students of Class X
11	Neethu K M	Mathematics Education	Exponentials of Negative Numbers
12	Rani Baby	Mathematics Education	Mathematics Phobia Among the Students of Class VIII
13	Seenu Thomas	Mathematics Education	Absenteeism Among Students of Class IX B of Sacred Heart GHS Bharananganam
14	Shilpa Elizabeth Joychen	Mathematics Education	Difficulties Faced by Students in Doing Problems Involving Arithmetic Operations
15	Vandana V V	Mathematics Education	Attention Problem in Learning Mathematics Among the Class IX Students
16	Aleena Jose	Physical Science	To Find Difficulty in Identifying the



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

		Education	Position of Images Formed in Spherical Mirrors
17	Archana Madhu	Physical Science Education	To Find the Difficulty in Identifying the Periodic Trends in the Periodic Table
18	Hanna Elizabeth Joy	Physical Science Education	To Find the Difficulty with the Topic Formation of Images in Concave Mirror
19	Irene Ann George	Physical Science Education	To Find the Difficulty in Defining Current and Potential Difference
20	Josna Jose	Physical Science Education	To Find Difficulty in Distinguishing Acid and Bases From a Salt
21	Liz Teenu Mathews	Physical Science Education	To Find the Difficulty in Doing Problems Related to Identification of Basicity of a Given Acid and to Write the Chemical Equation for Ionization of Acids
22	Ninumol Joseph	Physical Science Education	Difficulty of Students of Standard IX of Holy Cross H.S.S Cherpunkal in Writing the Chemical Formula of Salts
23	Rinku Maria George	Physical Science Education	To Find Difficulty in Stating Universal Law of Gravitation and Equation of Gravitational Law
24	Soniya Dominic	Physical Science Education	To Find Difficulty in Drawing Ray Diagrams of Images Formed by Spherical Mirrors
25	Adithya Shaji	Natural Science Education	A Study on the Difficulty in Memorising Levels of Classification of Cat, Related to Biology Topics Among Students of Standard of Class



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

			VIII
26	Alfred George	Natural Science Education	A Study on Difficulty Faced by Students in Learning the Current Order of Taxonomic Hierarchical Levels
27	Angel Joseph	Natural Science Education	A Study on the Difficulty of Drawing and Labelling Diagrams Related to Biology Topics among the Students of Standard 9
28	Arya Ashok	Natural Science Education	A Study on Problems Faced by Class VIII Students to Memorise Scientists and Their Contributions
29	Divyamol M S	Natural Science Education	A Study on Confusion in Biological Terms in Standard IX Students
30	Elizabeth T S	Natural Science Education	A Study on Difficulty in Identifying the Scientists and their Contributions Towards Biology, among Students of Standard 8
31	Irine Therasa Dius	Natural Science Education	A Study on the Difficulty in Learning Scientific Names of Animals and Plants among Students of Standard VIII C
32	Krishnanand H	Natural Science Education	A Study on Problems Faced by Class VII Students Correlate Terms and Meanings In Biology
33	Sneha Jose	Natural Science Education	A Study on Problems Faced by Class IX Students to Memorise Terms and Numbers in Biology
34	Anns Thomas	Social Science Education	Difficulty to Distinguish Layers of Atmosphere
35	Annu Sunny	Social Science	Difficulty in Learning Map Signs and




Prof. Dr. BEENAMMA MATHEW
PRINCIPAL

ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA


		Education	Symbols
36	Archana T S	Social Science Education	Difficulty in Differentiating Between Different Dynasties and the Prominent Rulers in those Dynasties
37	Gopika Anil	Social Science Education	The Students of Standard VIII of St. Thomas HSS Pala Find Difficult to Distinguish Between Latitudinal Lines and Longitudinal Lines on the Map and Globe
38	Jijo Thomas	Social Science Education	A Study on Identifying and Distinguishing the Basic Concepts of National Income Among the Students of Standard IX
39	Minna Mary Tom	Social Science Education	The Students of Standard VIII of St. Mary's GHSS Pala Find Difficulty in Remembering the years in the Chapter 'India and Economic Planning'
40	Sanchu Jose	Social Science Education	Difficulty in Understanding the Concept Ocean Currents
41	Sisirkhosh Mohan	Social Science Education	Identifying and Locating the States and Its Boundaries of India
42	Sulumol Sunny	Social Science Education	(Discontinued)
43	Aiswarya K V	Commerce Education	Lack of Clarity in Concepts Answered by Students in the Subject of Business Studies
44	Alina Ann Roy	Commerce Education	A Study on Confusion of Concepts of Business Studies among Students of St. Joseph's HSS Vilakkumadom
45	Athira K P	Commerce Education	(Discontinued)




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

46	Cyriac Thomas	Commerce Education	Difficulty in Expressing Ideas in English; Lack of Clarity in Concepts Answered by Student in the Subject of Business Studies
47	Dinta Baby	Commerce Education	Difficulty in Remembering Concepts by Students in the Subject of Business Studies
48	Jisha Shaji	Commerce Education	Handwriting Problem- With Reference to Capitalization and Illegible Handwriting
49	Seenu Thomas	Commerce Education	Lack of Clarity in Concepts Answered by Students in the Subject of Business Studies
50	Tom Joseph	Commerce Education	Lack of Clarity in Concepts Answered in the Subject of Business Studies





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

Given by
21/11/2022

EDU 302:1 Action Research @ 1 (con-1)

Plan





Act: Must learn to plan


"We search without action and we act without research." The basis of all good education is research so it is the basis of good behaviour.

Action Research

As part of EDU 302-1, I had to do an action research. This involved me to use a class idea regarding how to reduce disruptive behaviour. I also learned about the importance of writing a plan in my research. I used the following steps to plan my research:

Act



Topic: Disruptive behaviour

Statement: "A study on the disruptive behaviour of some students of class 11 A of St Thomas Pala"

Lodha, Rajat
[Signed]




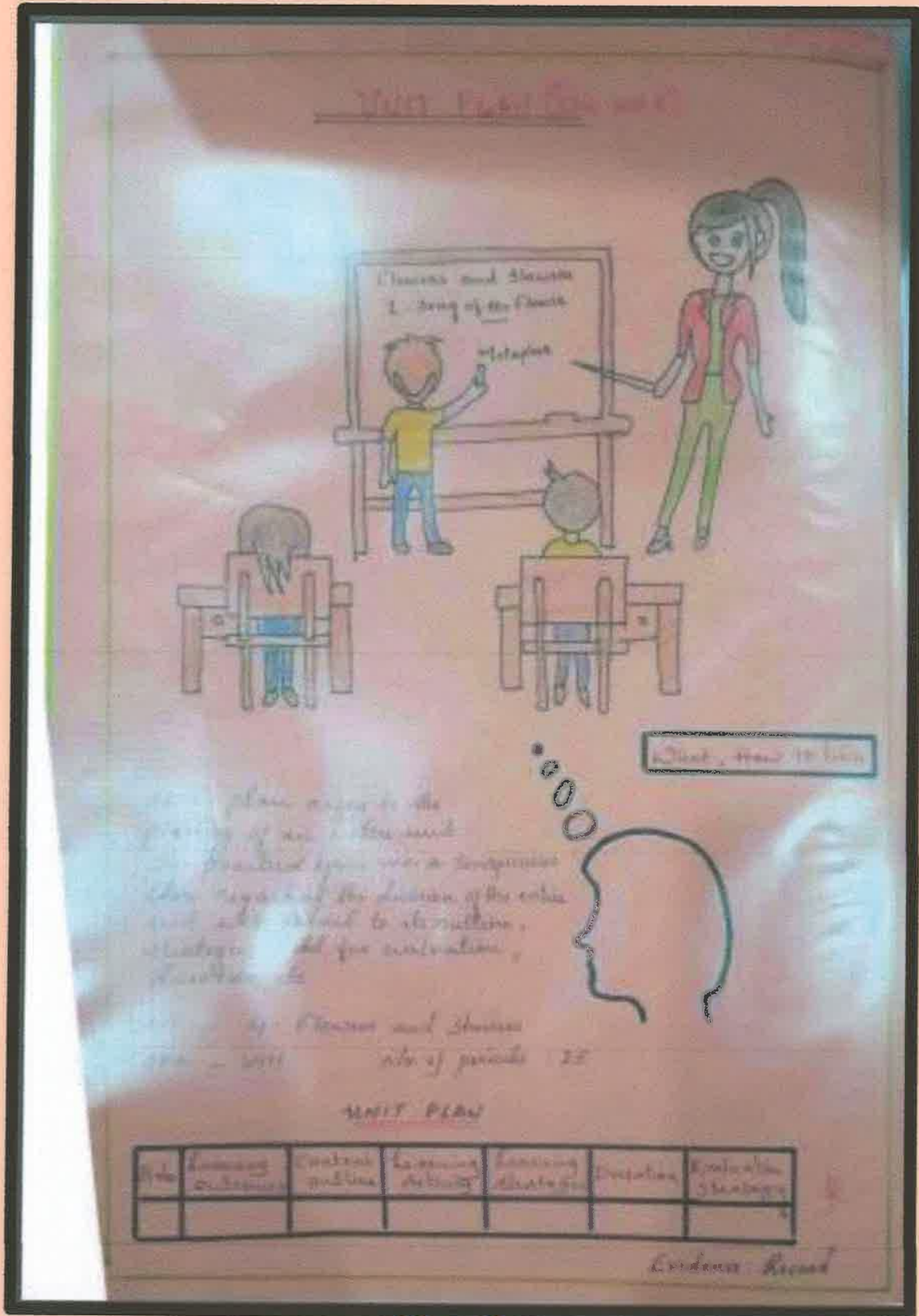
Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

UNIT PLAN

Planning is an important part of teaching. A unit plan forces a teacher to make decisions about what to teach and how to teach. Preparation of unit plan helps a teacher to organise her subject matter considering the time available for teaching. This allows a teacher to choose effective learning strategies, allocate necessary time for each topic or activity and find space for a unit test at the end of a unit or chapter. As part of the practical student teachers of different subject groups prepared a unit plan for the chapter or unit they were entrusted with. Students of English Education took a unit consisting of 3 or 4 lessons (in prose or verse forms) and organised it. Others took a particular chapter that discussed various concepts. Flowers and Showers of standard VIII was the mostly chosen unit among students of English Education. The unit plan prepared by student teachers contained curricular objectives, prerequisites, content analysis, learning activities, learning aids, number of hours allocated etc.





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

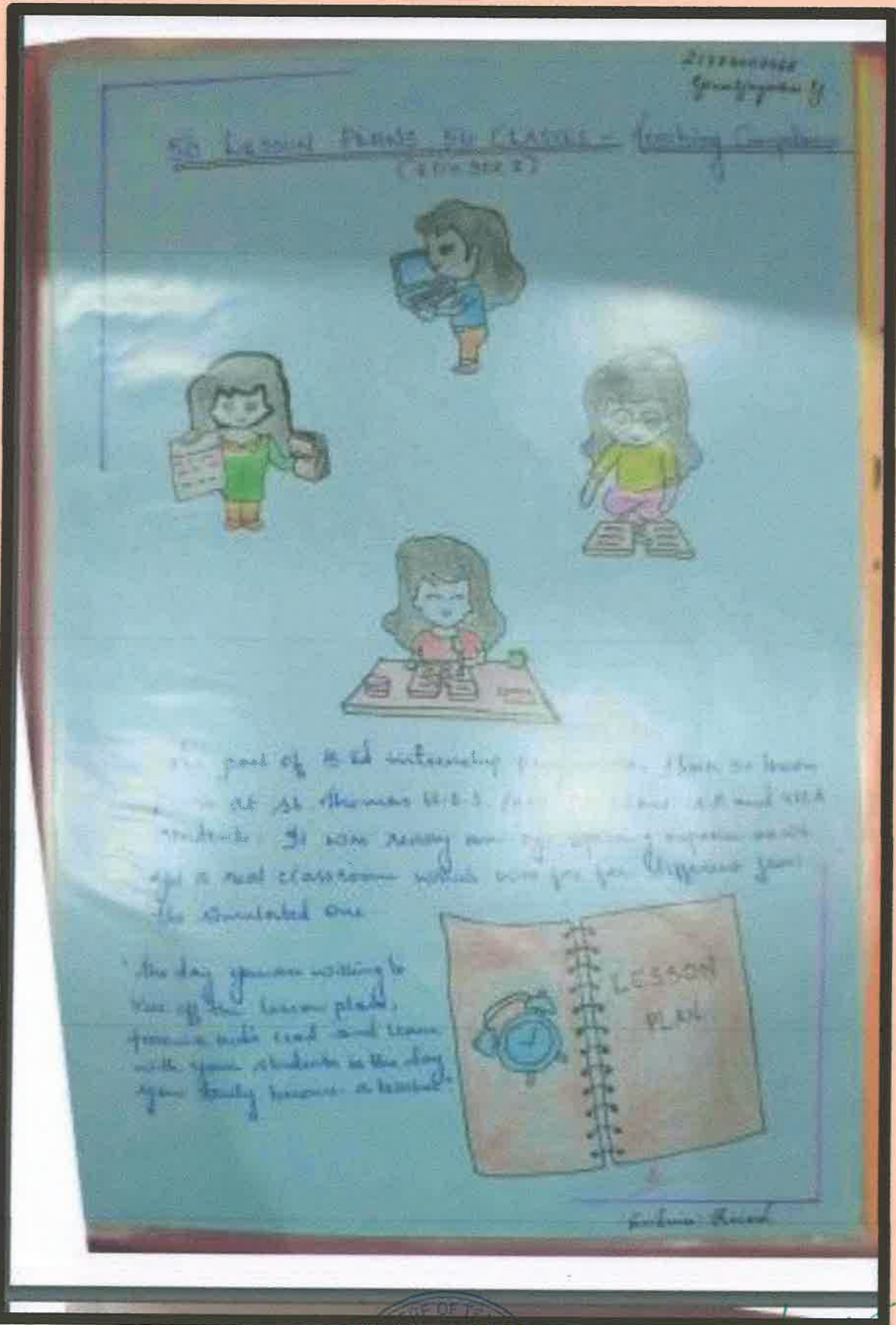


50 LESSON PLANS AND 50 CLASSES

The main purpose of school internship is to familiarise student teachers with real classroom environments and equip them with necessary skills and competencies necessary for a teacher. Classroom management and lesson planning are two important aspects of teaching. As part of school internship, teacher trainees had to prepare 50 lesson plans for 50 classes. So the student teachers collected portions from their mentor teachers at school and prepared lesson plans after consulting their subject teachers. The lesson plans contained preliminary details like name of the teacher, name of the school, subject, topic, class and school name. There is a marked difference in the organisation of lesson plans for a science subject and for a language. Lesson plans prepared by English education students contain word meanings, grammar elements, content analysis, writing activity and teacher's model. In the lesson plans prepared by science, social science and commerce education students, there is separation of domains as knowledge domain, application domain etc. Also, all the major terms, concepts etc. are included. Some of the topics handled by student teachers of different subjects include Marketing, Cell cycle, Song of the Rain, Reaction of metals with acids, Product of sums, India after the Mauryas etc. The teachers concerned checked lesson plans and sanctioned them before each and every class. The subject teachers also paid visits to observe student teachers' performances. All the student teachers prepared their 50 lesson plans with a sense of responsibility.




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



As part of my internship programme, I have to learn
 at St. Thomas H.E.S. for 10 days. All kind with
 students. It was really an eye opening experience as I
 got a real classroom which was far far different from
 the simulated one.

Today you are writing to
 see off the lesson plan,
 focus on the end and learn
 with your students in the day
 you truly know a lesson.



Sneha Ravi




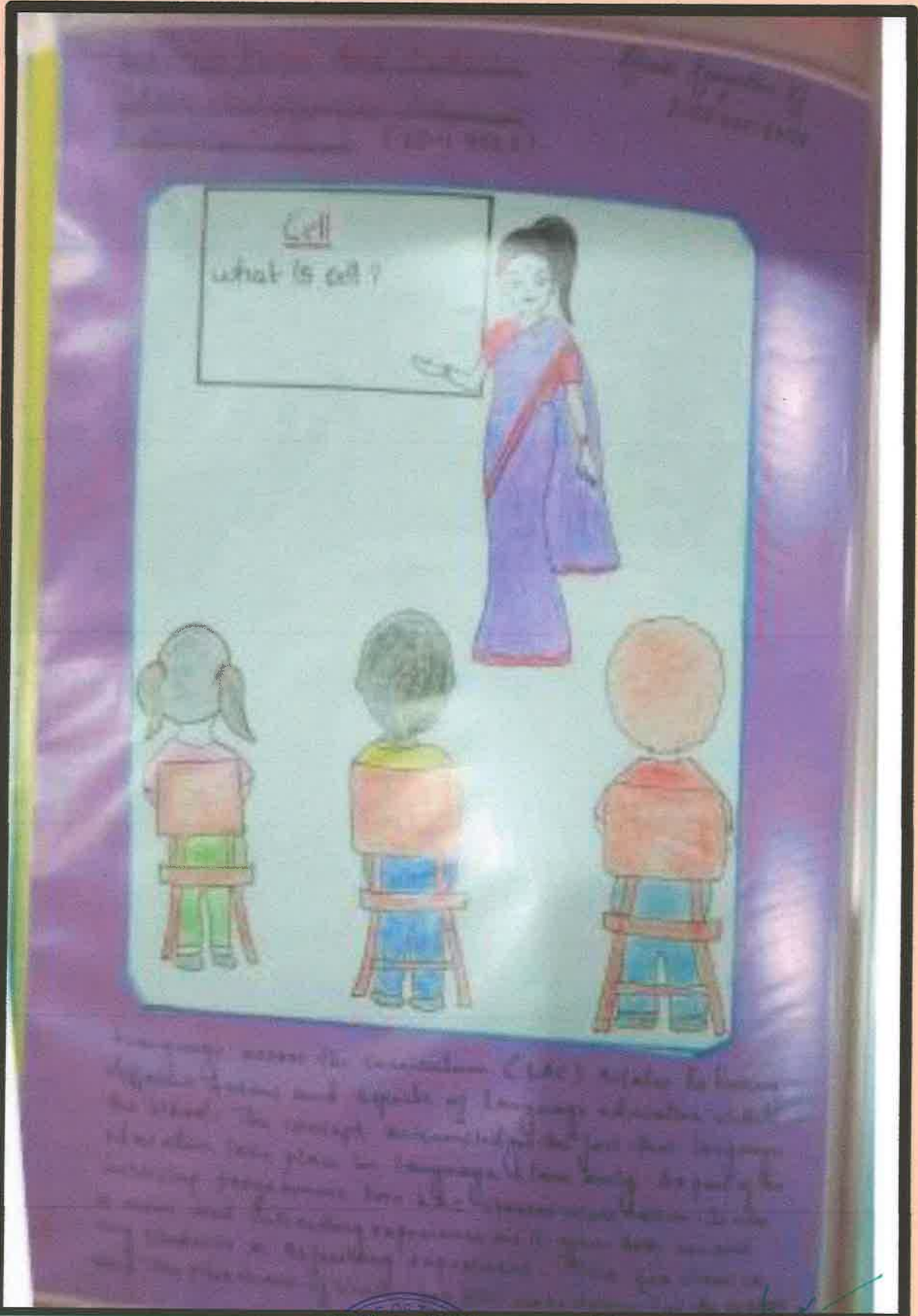
Prof. Dr. BEENAMMA MATHEW
 PRINCIPAL
 ST. THOMAS COLLEGE OF
 TEACHER EDUCATION
 PAI A

2 LAC LESSON PLANS- (LANGUAGE ACROSS CURRICULUM)

The practical underscored the role played by both subject and language teachers in the development of language skills of students. Language across curriculum is a recent approach in education which postulates that the responsibility of language teaching is not the sole prerogative of language teachers. The subject teachers also are responsible for the development of LSRW skills of students. So as they teach concepts, they should also make students read the text, give corrections with respect to pronunciation, check note books and correct spelling or grammar errors too. The practical necessitated the preparation of lesson plans in respective subjects applying the principles of LAC. The lesson plans prepared by English Education students didn't have considerable difference from the usual format of their subject lesson plan. But for other subject group students, there was a need to give special emphasis to the development of LSRW skills. Therefore, they included activities like loud reading, discussion, note making, slogan writing etc. Some of the topics chosen by students of different subject groups for the preparation of LAC Lesson plans are Carbon dioxide, water, Construction of frequency table, the poem 'My Grandmother's House', etc. These lesson plans were duly signed by the teachers concerned and students took separate LAC classes at schools based on these lesson plans.




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



Language across the curriculum (LAC) refers to having
different forms and aspects of language education within
the school. The concept encompasses the fact that language
education can play an important role being a part of the
existing programme for the purpose of having to be
a more and interesting experience as it gives the student
any student a refreshing experience. This is a new
and interesting experience.




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

SUBJECT CLUB ACTIVITIES

Subject clubs operate at school levels in order to promote the learning of various subjects through activity- based and student oriented approach. These clubs organise vibrant activities to ensure student engagement and participation so that they develop interest in respective subjects. There are English club, Science club, Social science, Mathematics and Commerce clubs at schools. As part of the practical, each student had to conduct different activities at schools ensuring student participation. Student teachers of different subject groups conducted events like poster designing, caption writing, story writing competition, quiz, debates etc. The report prepared by the students contains samples of student works as evidence.




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

English Language Club


English Club (Project Activities)

An English club is a place for language learners to use language in a fun and interesting way.




As part of the English Club project, I conducted a club activity at St. Thomas H.S.S. Pala.

1st - 2-11-22 (VII) - English writing
 2nd - English present
 - Extract & read

2-11-22 - (VI) English
 2nd - Drawing
 Madras H.S.



The club provides different opportunities to give you a chance to use the skills of students. This will be a healthy and fun way and teachers were enthusiastic. It is a very good idea to have a club like this in every school to give a fulfilling experience.







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

PREPARATION OF IMPROVISED TEACHING AIDS- CHARTS AND MODELS AND PARTICIPATION IN WORKSHOP

A teacher should be adept at turning even a cheap item into a useful teaching aid. Teaching aids help to make learning more concrete and relatable. Charts and models are the conventionally used teaching aids. Improvisation is the act of producing and using local resources in the absence of real ones in teaching and learning situations. As part of the practical, the college conducted a workshop on the preparation of improvised teaching aids on 24th October 2022. A team of five teachers from Alphonsa High School Vakakkadu led the workshop and gave training in making improvised aids. Student teachers used this opportunity to craft creative and helpful learning aids like improvised charts and models. One student had to make two charts and two models. Making at least one working model was mandatory. As per the requirements, student teachers of different subject classes prepared charts and models. After the workshop a group photo was taken. Student teachers of different subject groups prepared charts on various topics like phrasal verbs, kangaroo words, types of joints etc. Topics for models included Synonyms, ecosystem etc. Most of them prepared models using card boards, gum, thermocol pieces etc.








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

Project: Cultural Understanding

As part of our project, we had a workshop based on the preparation of puppets. This was interesting as a whole of various human forms - a marriage and gave the class

Puppet Characters


	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

As part of our project, I got various ideas and made two puppets and chose which helped me to achieve my teacher role.

Class - 24 October, 2022

by: Alan Manuel, Joseph M.,
Micaela Jose, Jabi Augustin,
Sharon R. Joseph

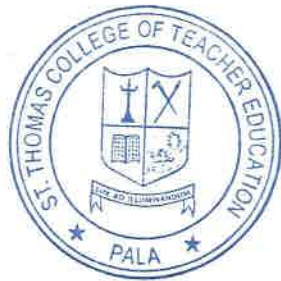
1. Mother to son, perpendicular (marriage)
2. Alan & Jose, Peter & Sharon (class)




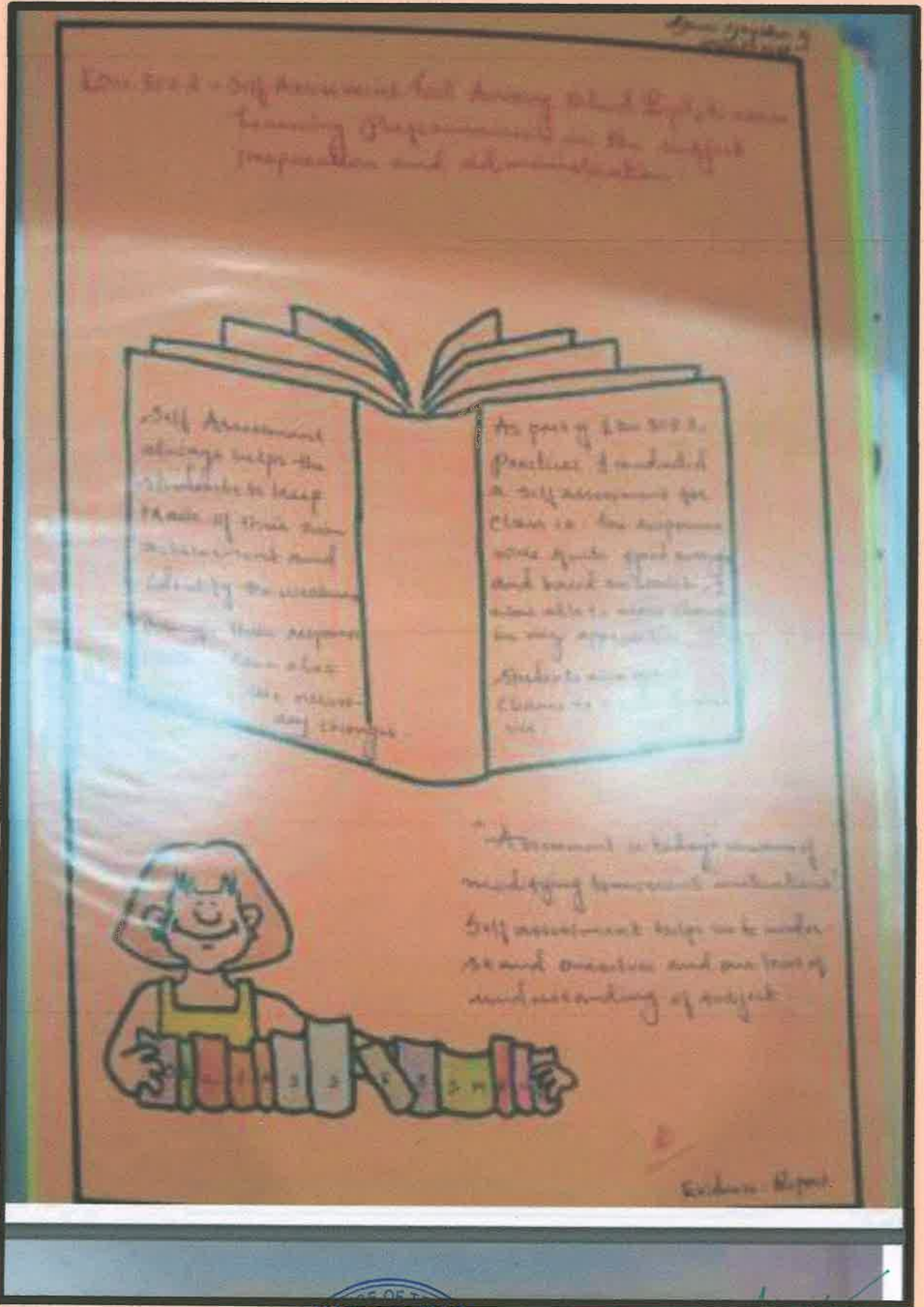
Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION

SELF-ASSESSMENT TOOL

As part of the practical, student teachers prepared self-assessment tools for students in order to get feedback on their level of attainment, difficulties faced in learning, and weak areas. They prepared the tool consulting the learning outcomes to be attained at the end of learning. Thus they prepared tools including statements to get an idea about their attainment, effectiveness of teaching, concept clarity etc. Self-assessment tool was prepared after the completion of one chapter or unit. Student teachers analysed these responses which helped them in evaluating their own teaching and strategies used. Their tool consisted of statements ranging from 15 to 20 and students could choose one of the given responses. The report enclosed one of the samples collected as evidence.




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



Unit 502 - Self Assessment and Learning about Self, Learning Preparation in the subject preparation and administration.

Self Assessment always helps the students to keep track of their own assessment and identify the weak things. Their response can also be necessary things.

As part of Unit 502, practice I conducted a self-assessment for class 10. The response was quite good and based on level. I was able to see some in my approach. Students also give claims to...



Assessment is today's means of modifying tomorrow's instruction. Self-assessment helps us to understand and measure and our level of understanding of subject.

Beena Mathew




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

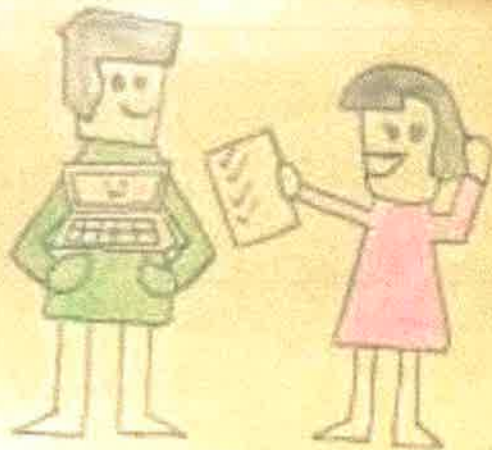
PEER EVALUATION OF CLASSES

Student teachers had to observe and evaluate two classes taken by their peers. Most of them reviewed the classes based on a given criteria. As per the criteria teaching competence, classroom management, communication skill, use of learning aids, reinforcement, time management etc. were evaluated. Rating was done based on a five-point scale. The practical has enabled student teachers to improve their own competencies.




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

Practical 1: Peer Assessment of Classes (2) (any subject)



31-10-22 - Epiphanie
Topic - Mutualism

02-11-22 - Dingard M.S
Topic - Structure of alpana

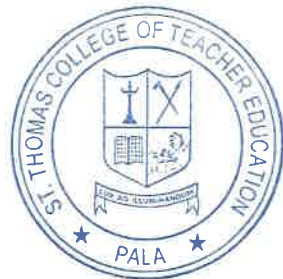
As part of +D+ Sec. 2 practical, I observed two classes of ...
(5) ... I was able to see different ...
they were in the class and also found the ...
of techniques, methods and approaches used in ...
subjects


I found the confidence,
classroom management,
blackboard work and
subject competence of
the teachers.



ACHIEVEMENT TEST: ANALYSIS AND INTERPRETATION

As part of the practical student teachers prepared a question paper to conduct an achievement test. An achievement test is designed to gauge students' achievement and the end result of the teaching learning process. Usually the test is administered at the end of a chapter or unit. The major aim of the practical was to familiarise student teachers with the process of preparing a blueprint for the exam, its conduct, evaluation and analysis of the performance. Student teachers designed an achievement test focusing on proper distribution of weightage to different objectives, content, question types and level of difficulty. As the next step they prepared the blueprint consolidating all these elements. Duration of the test was 40 minutes and the maximum score was 25. Once they got approval from respective subject teachers, they printed the question paper including test items, score, instruction and class. The test was administered and a mark list was prepared. Afterwards students did the statistical analysis and calculated the mean, median, mode and standard deviation.




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

Date: _____


Achievement Test and Analysis and Reflection

An achievement test is a test to measure the level of achievement. This is conducted in order to test the developed skills and knowledge towards the end of a particular unit.

As part of EDU 302 a practical, I conducted an achievement test for class VIII and the test results were quite convincing as none of them scored below 60% to find.

The lowest marks were 7 and highest was 22.

The practical was quite good.



Total Time - 40 Min
Total questions - 15
Total marks - 25

27 January 2022 - Date
VIII - A - class
IV and V - marks

(Flowers and stones)
(Share and care)

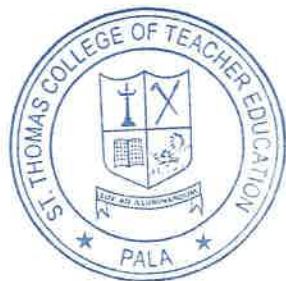
Signature: _____




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

DIAGNOSTIC TEST

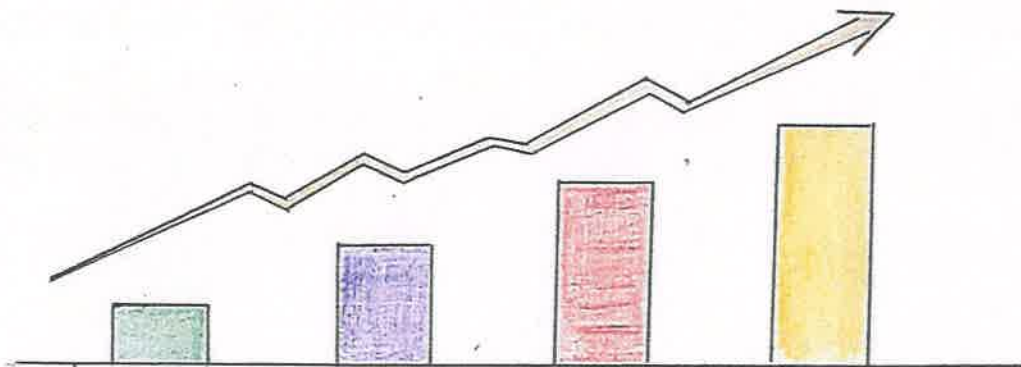
As part of our internship programme, teacher trainees were asked to conduct a diagnostic test in their respective subjects. The main purpose of conducting these tests is to assess students' knowledge, skills and understanding of a particular subject. These tests are usually conducted at the end of a unit so as to gather information about students' existing knowledge and to identify gaps or areas of weakness. On the basis of the test conducted the areas where the students were weak are identified on the basis of which remedial teaching was conducted. Teacher trainees were able to execute the diagnostic test among the students effectively. Thus conducting diagnostic test has helped the teacher trainees to understand how their way of teaching has helped the students to understand the concepts. The deviations that are found out from conducting this test is beneficial for both the teachers as well as the students, because the teacher trainees can make the necessary changes in their way of teaching and students are able to give more emphasis on areas where more attention or importance is given. As part of the practical each student teacher designed a diagnostic area focusing on a particular problem area. English students conducted tests to diagnose issues with capitalization, concord, spelling etc. Other areas chosen by students of different subjects were based on a particular topic from the chapters they taught. The area was broken down into five teaching points in the increasing order of difficulties. Students prepared the diagnostic chart to identify and study the problem area in detail. After the diagnostic test there was a cycle of remedial classes helping students to overcome their weaknesses.




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

PRACTICAL EDU 302.2

Diagnostic Test - Analysis and Interpretation
Remedial Programme - Preparation and Administration



School : St. Mary's H.S.S, Bharananganam

Class : VIII - B

Diagnostic Test : 17 October, 2023

Topic : Addition of Fractions

Remedial Programme


Date : 13 and 14 November, 2023

Evidence : RECORD

Reflections

- I could learn to prepare diagnostic test and remedial teaching materials.
- I was able to provide the students better clarity in the basics of adding fractions.





Riya Tresa Royce
Reg. No.: 223240112078
Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

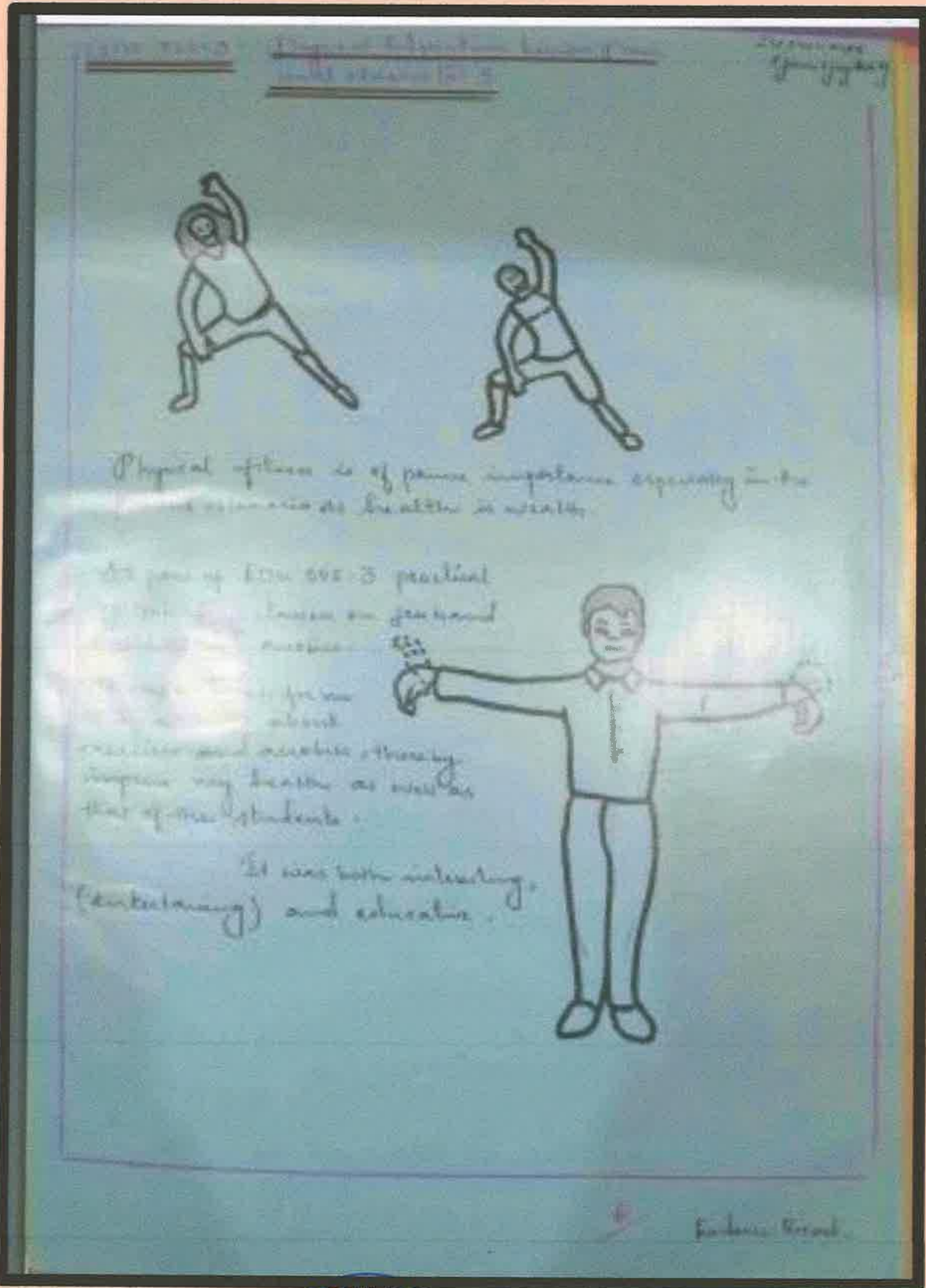
PHYSICAL EDUCATION LESSON PLAN

Demonstrating physical exercises and aerobics by teachers can foster a healthy mentality, outlook and a sense of unity among students. Thus students are introduced to strategies for managing stress and promoting their mental well-being. Engaging in physical activity can serve as a healthy outlet for emotions and a means to improve focus and concentration, which can positively impact academic performance.

As part of the B.Ed. internship programme, teacher trainees had to demonstrate four freehand exercises and two aerobics in front of the students at their respective schools. For this purpose, two lesson plans for freehand exercises and one lesson plan for aerobics were prepared. This practical helped prospective teachers to get a first-hand experience in giving physical training to students and explaining its health benefits. The lesson plans delineated the procedure of class formation, exercises, games and dispersal. The Physical education teachers at College and school monitored the classes and checked lesson plans.



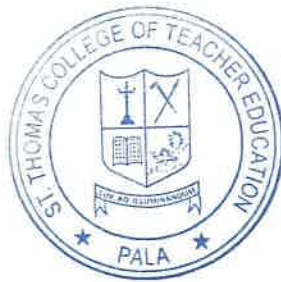

Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA




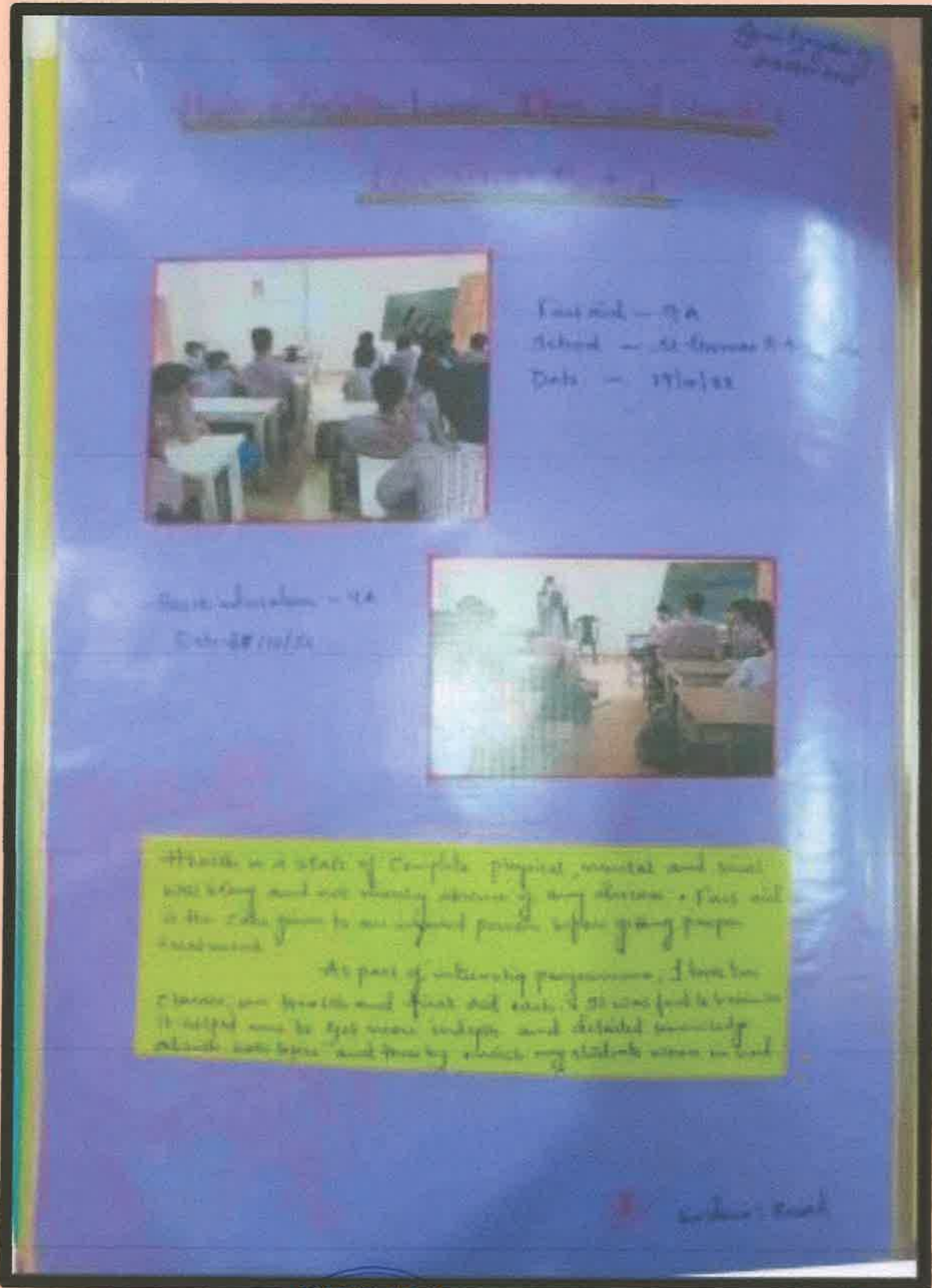
Beena
Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

HEALTH EDUCATION LESSON PLANS

Health refers to the overall state of well-being, encompassing physical, mental, and social aspects. It is a multidimensional concept that goes beyond the absence of disease or infirmity. Maintaining good health is crucial for individuals to live a fulfilling and productive life. As part of the practical work, student teachers had to conduct a class on health, showcasing the importance of being healthy and how important it is to be physically, mentally and socially healthy. In this present era where people are suffering from depression, anxiety, and claustrophobia, such classes are very important. Therefore, it is the responsibility of every teacher to be concerned with their own health as well as the health of their students. A class on basic first aid was also provided focusing on the importance of first aid, basic and primary procedures for treating a wound, burn, sprain, fracture, electric shock etc. These classes were enriched by videos, demonstrations, discussions, group activities etc. Physical education teachers at respective schools supervised the classes.




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




Beena

YOGA LESSON PLANS

Student teachers had to demonstrate any six Yoga asanas to the students as part of the internship programme. The main purpose of this demonstration by the teachers was to make the students aware of the benefits of doing the asanas properly and how these help us to get relief from stress, anxiety, depression and physical problems. The teacher trainees were free to choose any of the asanas. Majority of the asanas chosen were standing asanas as it was much comfortable to be demonstrated. The asanas chosen included Virabhadrasana II, Tadasana, Vrikshasana, Trikonasana, Uttanasana etc. Students were interested to join the teachers while demonstrating. Through this practical work, the student teachers were able to spread an awareness about the importance of practicing yogasanas. Thus this practical work really helped the teacher trainees to learn more about Yogasanas, its benefits and risk factors.




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

Yoga
21/2/2011

EDU 302 3 Health and Physical Education

Yoga Lesson Plan and Class 5



The word Yoga is derived from
Sanskrit term 'yuj' meaning blending. In yoga we
blend mind, body and soul.

"Excellent yoga feeds your soul". Yoga is the light which
illuminates the mind, the better you practice, the brighter
your flame.

As part of EDU 302 3, Physical Education
I have conducted 2 week classes of yoga during my internship
period.

- Asanas → Ardha Padmasana and Vajrasana
- Asanas → Ardha Chakrasana and Ardha Matsyendrasana
- Asanas → Virabhadrasana I and II

I was able to do my best and our mentor also
also gave us the corrections. My students followed the
instructions. They were interested in doing yoga and
supported me.



Beena Mathew

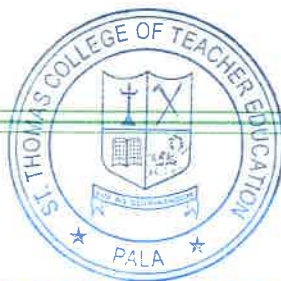



Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

CLASS ON DIFFERENT ARTFORMS

Art forms refer to the various categories or disciplines through which artistic expression is conveyed. These art forms encompass a wide range of creative practices, each with its unique characteristics, techniques, and mediums. To impart these disciplines teacher trainees were required to take two classes on various art forms of India. The main purpose of these classes was to make the students aware about the various art forms of India which makes it unique. Students were curious and enthusiastic to know more about the various art forms. Teacher trainees have prepared the class well to make the class more interesting to students. The various artforms taken by the teacher trainees include kolkali, kathakali, margamkali, theyyam, chakiarkoothu, kuchipudi, padayani, koodiyattam etc. Majority of these were not known to teachers. The student teachers played a pivotal role in familiarising students with the cultural heritage and opulence of India. The topics chosen by each student are listed below:


Sl No	Name of the Student	Class	Name of Art Forms
1	Anu Ann James	English Education	Margamkali, Thiruvathira
2	Gouri Gayathri G	English Education	Kathakali, Bharatanatyam
3	Minu Maria Thomas	English Education	Kathakali, Ottamthullal
4	Minu Mathews	English Education	Kathakali, Ottamthullal
5	Mithra James	English Education	Margamkali, Thiruvathira
6	Pearly S Thomas	English Education	Kathakali, Kathak
7	Sreelekshmi G R	English Education	Kathakali, Mohiniyattam
8	Suman Sunny	English Education	Chakyarkoothu, Margamkali
9	Haripriya J	Mathematics Education	Kathakali, Ottamthullal
10	Jilu Tresa George	Mathematics Education	Margamkali, Thiruvathira
11	Neethu K M	Mathematics Education	Kathakali, Chakyarkoothu
12	Rani Baby	Mathematics Education	Margamkali, Thiruvathira
13	Seenu Thomas	Mathematics Education	Kathakali, Ottamthullal
14	Shilpa Elizabeth Joychen	Mathematics Education	Kathakali, Mohiniyattam



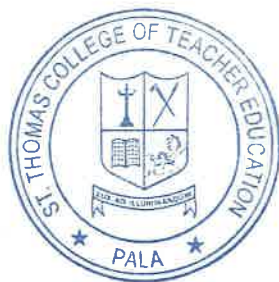

 Prof. Dr. BEENAMMA MATHEW
 PRINCIPAL
 ST. THOMAS COLLEGE OF
 TEACHER EDUCATION
 PALA


15	Vandana V V	Mathematics Education	Koodiyattam, Kalaripayattu
16	Aleena Jose	Physical Science Education	Kathakali, Ottamthullal
17	Archana Madhu	Physical Science Education	Theyyam, Kathakali
18	Hanna Elizabeth Joy	Physical Science Education	Chakyarkoothu, Margamkali
19	Irene Ann George	Physical Science Education	Kathakali, Mohiniyattam
20	Josna Jose	Physical Science Education	Ottamthullal, Kathakali
21	Liz Teenu Mathews	Physical Science Education	Chakyarkoothu, Margamkali
22	Ninumol Joseph	Physical Science Education	Mohiniyattam, Margamkali
23	Rinku Maria George	Physical Science Education	Kathakali, Chakyarkoothu
24	Soniya Dominic	Physical Science Education	Kathakali, Kuchipudi
25	Adithya Shaji	Natural Science Education	Kathakali, Kuchipudi
26	Alfred George	Natural Science Education	Chakyarkoothu, Kathakali
27	Angel Joseph	Natural Science Education	Kuchipudi, Theyyam, Kathakali
28	Arya Ashok	Natural Science Education	Kathakali, Bharatanatyam
29	Divyamol M S	Natural Science Education	Kathakali, Mohiniyattam
30	Elizabeth T S	Natural Science Education	Ottamthullal, Margamkali
31	Irine Therasa Dius	Natural Science Education	Margamkali, Thiruvathira
32	Krishnanand H	Natural Science Education	Theyyam, Padayani
33	Sneha Jose	Natural Science Education	Kathakali, Bharatanatyam
34	Anns Thomas	Social Science Education	Mohiniyattam, Folk Dance
35	Annu Sunny	Social Science Education	Mohiniyattam, Folk Dance

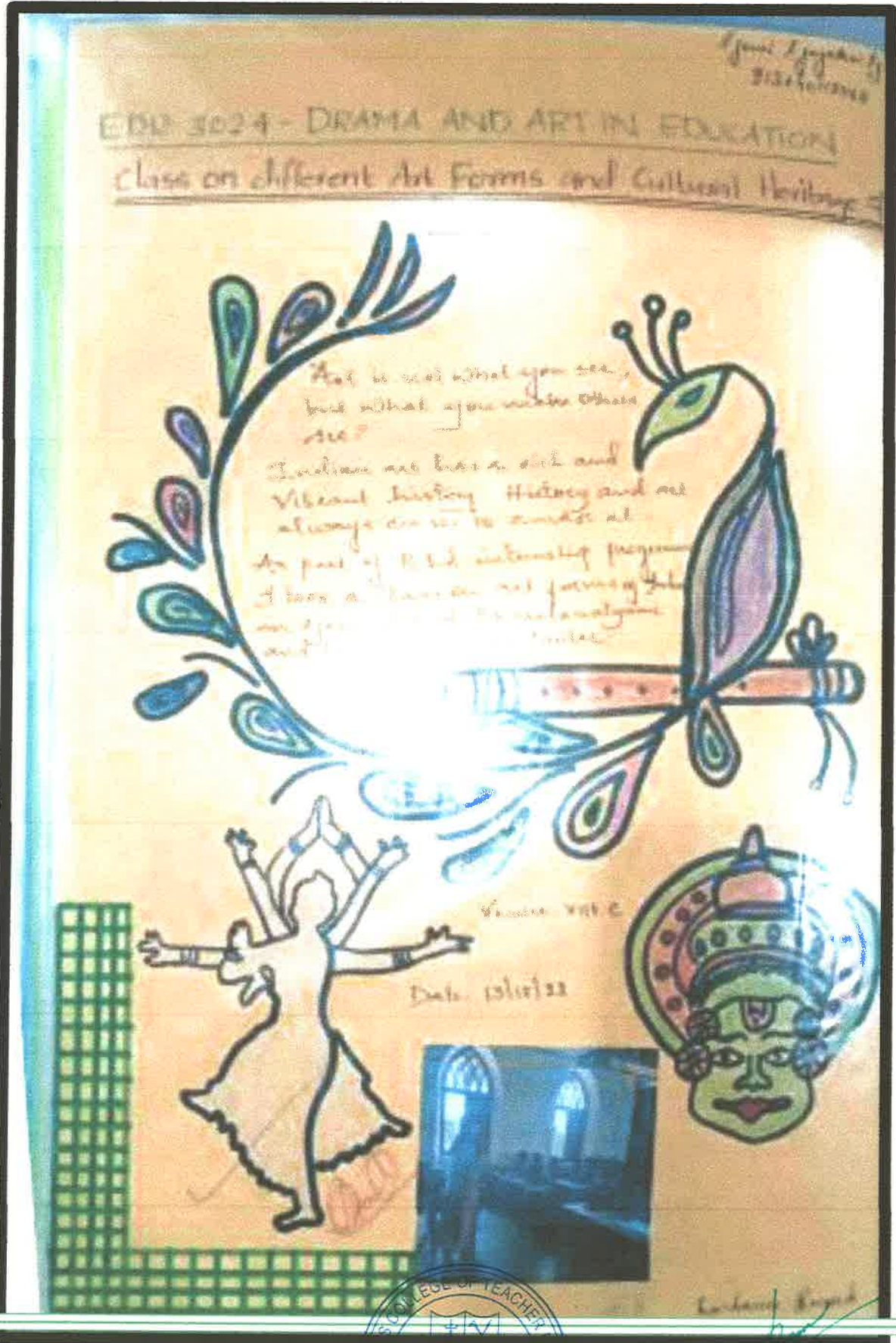



 Prof. Dr. BEENAMMA MATHEW
 PRINCIPAL
 ST. THOMAS COLLEGE OF
 TEACHER EDUCATION
 PALA

36	Archana T S	Social Science Education	Theyyam, Kathakali
37	Gopika Anil	Social Science Education	Ottamthullal, Theyyam
38	Jijo Thomas	Social Science Education	Bharanatyam, Margamkali
39	Minna Mary Tom	Social Science Education	Mohiniyattam, Folk Dance
40	Sanchu Jose	Social Science Education	Ottamthullal, Kathakali
41	Sisirkhosh Mohan	Social Science Education	Mohiniyattam, Folk Dance
42	Sulumol Sunny	Social Science Education	Discontinued
43	Aiswarya K V	Commerce Education	Margamkali, Chavitunadakam
44	Alina Ann Roy	Commerce Education	Theyyam, Kathakali
45	Athira K P	Commerce Education	Discontinued
46	Cyriac Thomas	Commerce Education	Kathakali, Ottamthullal, Kuchipudi
47	Dinta Baby	Commerce Education	Theyyam, Koodiyattam, Padayani
48	Jisha Shaji	Commerce Education	Kathakali, Chakyarkoothu
49	Seenu Thomas	Commerce Education	Ottamthullal, Kathakali
50	Tom Joseph	Commerce Education	Mohiniyattam, Folk Dance




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

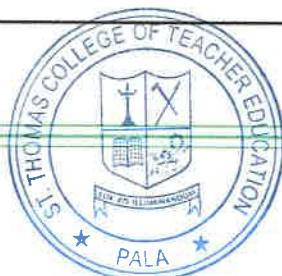


Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALAKKAD

NATIONAL INTEGRATION

National integration refers to the process of creating a cohesive and unified nation by promoting unity, harmony, and a sense of common identity among the diverse population of a country. It involves bridging the gaps and differences that may exist due to factors such as religion, language, culture, ethnicity, or regional variations. In order to promote national integration among students various programs were to be conducted .As part of the practical, competitions like poster making, quiz, notice making, exhibitions on national integration etc. were conducted. Student teachers ensured the active participation of all the students. Through this students as well as the teacher trainees got to know more about our nation. The table given below shows the details of various events organised by student teachers at different schools:


St Thomas HSS, Pala	Gopika Anil, Divyamol MS, Neethu KM, GouriGayathri G	Seminar, quiz
Mahatma Gandhi Govt.HSS Pala	Sisirkhosh Mohan, Cyriac Thomas, Pearly S Thomas, Vandana V V, Josna Jose	Quiz, debate
St Augustine HSS, Ramapuram	Hanna Elizabeth Joy, Rani Baby, Irene Theresa Dius, Tom Joseph, Dinta Baby	Poster making, Quiz
St Joseph's HSS Vilakkumadam	Alina Ann Roy, Suman Sunny, Alfred George, Liz Teenu Mathews	Quiz, poster
St Antony's HSS, Plassanal	Sanchu Jose, Haripriya J	Poster, quiz
St Mary's HSS, Bharananganam	JishaShaji	Quiz
Holy Cross HSS, Cherpunkal	Ninumol Joseph, Sneha Jose, Jijo Thomas, Aiswarya KV, Seenu Thomas	Quiz
St John NHSS, Kozhuvanal	Krishnanand H, Aleena Jose, Anns Thomas	Quiz



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

St John's HS Kurumannu	Annu Sunny, Rinku Maria Joy	Poster
St Joseph's GHS, Mutholy	Sreelekshmi G R, ArchanaMadhu, Archana TS	Poster
St Mary's GHSS, Pala	Irene Ann George, Minu Maria Thomas, Sr Elizabeth T S, Minna Mary Tom	Quiz
Sacred Heart Bharananganam	Minu Mathews, AdithyaShaji, Arya Asok, Soniya Dominic, Shilpa Elizabeth Joychan, Seenu Thomas	Poster
St Joseph's HSS, Manathoor	Anu Ann James, JiluTreesa George, Angel Joseph, Mithra James	Quiz




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

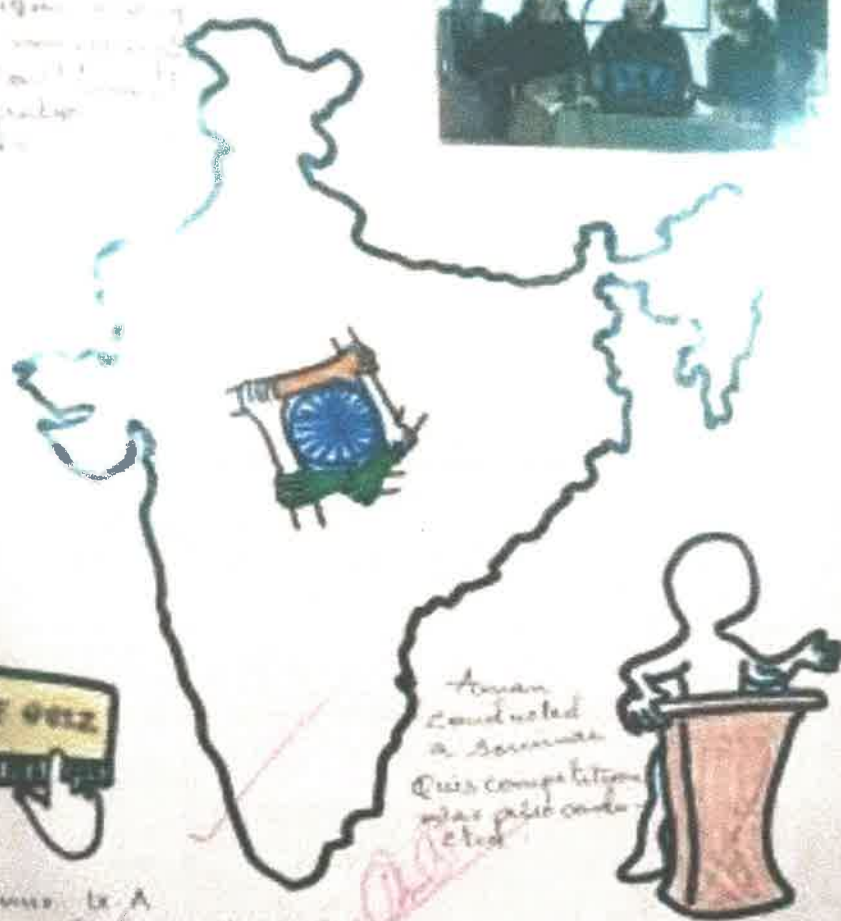
EDUCATIONAL DRAMA AND ART IN EDUCATION

Organise an activity among students to conscientise Nations

Integration

India is a land of multiple culture and diversities. It is a kaleidoscope of culture. As teachers, it is our duty to instill national antiquation and brotherhood among students as they represent the future of our country.

As part of B.Ed. Internship programme, I had a small session with my students on national integration.



Venue: L.A.
St. Thomas H.S.S. Pala
on October 8, 2022

Exhibition Record



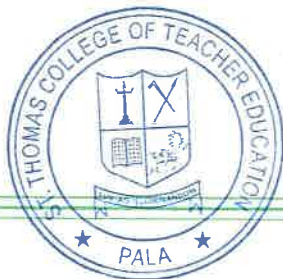
Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

Mentoring and Checking Assignments



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

Organising Cultural Events



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