



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

**2.4.1 INSTITUTION PROVIDES OPPORTUNITIES FOR
DEVELOPING COMPETENCIES AND SKILLS IN
DIFFERENT FUNCTIONAL AREA THROUGH SPECIALLY
DESIGNED ACTIVITIES/EXPERIENCES**

**B) 2.4.1 REPORT OF THE ACTIVITIES WITH VIDEOGRAPHIC
SUPPORT**

CONTENT	PAGE NO.
1.Organising Lesson Plan	1-2
2. Developing Teaching Competencies	2-7
3. Assessment of Learning	7-8
4. Technology Use and Integration	8
5. Organizing Field Visits	8
6. Conducting Outreach/ Out of Classroom Activities	8
7. Community Engagement	9-10
8.Facilitating Inclusive Education	10
9. Preparing Individualized Educational Plan(IEP)	10-11



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2.4.1 - REPORT OF ACTIVITIES FOR DEVELOPING COMPETENCIES AND SKILLS IN DIFFERENT FUNCTIONAL AREAS THROUGH SPECIALLY DESIGNED ACTIVITIES / EXPERIENCES

The institution provides unique chances for the students to improve their competencies, skills and abilities in different functional areas through thoughtfully created activities and experiences. By providing students with enriching pedagogical experiences, they are given the opportunity to engage themselves in the qualities of outstanding future teachers. These experiences allow students to observe and engage with effective teaching methods, fostering a deeper understanding of the art of education. Through various activities, students can cultivate the skills and insights necessary to become impactful educators. With the specially designed opportunities which encourage hands-on learning, enabling a deeper understanding of theoretical concepts and their practical applications. With a focus on both technical and soft skills, this institution empowers learners to excel in diverse fields and stand out in today's competitive landscape.

1. Organizing Learning (lesson plan)


Student teachers acquire the skills to develop effective lesson plans through micro-teaching experiences and participate in collaborative discussions to jointly formulate discussion lesson plans. Additionally, they attain proficiency in crafting lesson plans for yoga, physical education, and health education.

In Semester I, each student teacher prepares three micro-teaching lesson plans based on three different teaching skills and conducts one micro-teaching class centered around a chosen teaching skill. Peers and teacher educators observe and provide feedback to each trainee. Subsequently, each student teacher revises and reteaches the lesson. Additionally, each student teacher presents one linked lesson plan with a duration of 20 minutes.

Moving on to Semester II, students collaboratively create five discussion lesson plans. They observe expert-led demonstration classes and use these experiences to inform their lesson plan development. Furthermore, each student teacher designs one lesson plan based on a subject-specific topic and delivers it. During the induction phase, every student teacher prepares five lessons in their subject and teaches them in real school settings.

In Semester III, during the internship period, student teachers develop and deliver 50 lessons in their subject within authentic school environments. They also create lesson plans for yoga, value education, physical education, and health education as part of their B.Ed. program.




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The institution enhances these capabilities further through specialized experiences in the MEd program. Workshops cover lesson planning techniques and offer guidance for key dissertation stages, including problem selection, proposal drafting, chapter composition, theory selection, literature review, and research tool preparation. Students also receive training in item analysis, data analysis using SPSS software, and proper APA referencing. These experiences collectively equip individuals with a comprehensive skill set, ensuring their preparedness to excel in educational and research settings.

2. Developing Teaching Competencies

The institution employs a comprehensive approach to cultivate teaching competencies, beginning with the first semester. Here, student teachers are introduced to core teaching skills and engage in the preparation and execution of micro-teaching cycles, with recorded classes focusing on a chosen teaching skill. The recorded classes undergo observation by peers and teacher educators, who provide constructive feedback to each trainee. Following this, each student teacher revises and reteaches the lesson, and each one presents a linked lesson plan lasting 20 minutes.

In the second semester, students learn to plan and write lesson plans for macro-teaching sessions. This involves three distinct phases: Phase 1 entails collaborative discussion and writing of lesson plans, guided by teacher educators. Phase 2 involves the observation of classes conducted by experienced teachers, where students aim to absorb diverse teaching skills. In Phase 3, students write lesson plans for 30-minute sessions and actively conduct classes with school students, gaining firsthand experience in teaching. During the induction phase, student teachers prepare and teach five lessons in their subject in actual school settings. Teacher educators visit the schools to observe classes and provide valuable feedback. Additionally, each trainee is assigned a mentor teacher in the school, from whom they receive further guidance and feedback.

In the third semester, a four-and-a-half-month school internship further enhances the teaching experience. This comprehensive journey encompasses ICT-integrated classes, value education sessions, yoga, physical education, and aerobic instruction. The culmination of these experiences contributes to the nurturing and refinement of the aspiring teachers' teaching competencies.

School induction-sem2 – I month programme

Sl. No	Name of the school	Name of students
1.	St Thomas HSS, Pala	Nibin Babu, Sneha Jose, Anand K.S, Sandeepkumar V.V
2.	Mahatma Gandhi Govt.HSS Pala	Amritha Thampi, Sethulakshmi T.K, Miriya Veronica Sam, Nayana Babu, Alphonsa Mathew
3.	St Joseph's HSS Vilakkumadam	Fatima Salim, Sreeshma Das K, Devika R. Ginse Jose, Annu Paulin Joseph
4.	St Mary's HSS, Bharananganam	Riya Treesa Royes,Lijo Jose

Page 3

5. Holy Cross HSS, Cherpunkal Sona Alex, Nidhin C.T, Merin Ann Philip
6. St John NHSS, Kozhuvanal Denna Jose, Sivani Sai A.S , Anitta Thomas
7. St Joseph's GHS, Mutholy Tessy Joseph, Vinduja V., Alan Maria Benny, Albi Mohan
8. St Mary's GHSS, Pala Elizabeth Paul, Ancymol Joy, Divya Thankachan, Pearl Annie Sen, Linta Joseph
9. Sacred Heart Bharananganam Ans Maria Tomy, Athira Mohan, Linda Eldos, Annu Abraham
10. St Joseph's HSS, Manathoor Ajmeya Salim, Jeffin Jose James
11. St.Michal's HSS, Pravithanam Aleena Elizabeth Alex, Liya Mathew Ajina Joseph, Amalu k Elias, Elizabeth Cyriac

School internship –sem3 – 4 month programme

Sl. No	Name of the internship school	Name of students
1.	St Thomas HSS, Pala	Gopika Anil, Divyamol MS, Neethu KM, Gouri Gayathri G
2.	Mahatma Gandhi Govt.HSS Pala	Sisirkhosh Mohan, Cyriac Thomas, Pearly S Thomas, Vandana V V, Josna Jose
3.	St Augustine HSS, Ramapuram	Hanna Elizabeth Joy, Rani Baby, Irene Theresa Dius, Tom Joseph, Dinta Baby
4.	St Joseph's HSS Vilakkumadam	Alina Ann Roy, Suman Sunny, Alfred George, Liz Teenu Mathews
5.	St Antony's HSS, Plassanal	Sanchu Jose, Haripriya J
6.	St Mary's HSS, Bharananganam	Jisha Shaji
7.	Holy Cross HSS, Cherpunkal	Ninumol Joseph, Sneha Jose, Jijo Thomas, Aiswarya KV, Seenu Thomas
8.	St John NHSS, Kozhuvanal	Krishnanand H, Aleena Jose, Anns Thomas
9.	St John's HS Kurumannu	Annu Sunny, Rinku Maria Joy
10.	St Joseph's GHS, Mutholy	Sreelekshmi G R, Archana Madhu, Archana TS
11.	St Mary's GHSS, Pala	Irene Ann George, Minu Maria Thomas, Sr Elizabeth T S, Minna Mary Tom

Page 4

12. Sacred Heart Bharananganam Minu Mathews, Adithya Shaji, Arya Asok, Soniya Dominic, Shilpa Elizabeth Joychan, Seenu Thomas
13. St Joseph's HSS, Manathoor Anu Ann James, Jilu Tresa George, Angel Joseph, Mithra James

Value education classes during internship

Sl.N o.	Name Of The Student	Class	Values Selected
1.	Anu Ann James	English	Our Nation, Good Habits
2.	Gouri Gayathri G	„	Family, Sincerity
3.	Minu Maria Thomas	„	Our Nation, Good Habits
4.	Minu Mathews	„	Determination, Hope
5.	Mithra James	„	Life Is A Gift, Goal Setting
6.	Pearly S Thomas	„	Non-Violence, Simplicity
7.	Sreelekshmi G R	„	Cleanliness, Life Is Beautiful
8.	Suman Sunny	„	Consequence Analysis, Sincerity
9.	Haripriya J	Mathematics	Non violence, value of the Work
10.	Jilu Tresa George	„	Friendship, Respect
11.	Neethu K M	„	Simplicity, Value Of Work
12.	Rani Baby	„	Respect, Friendship
13.	Seenu Thomas	„	Determination, Hope
14.	Shilpa Elizabeth	„	Role Models, Good Habits
15.	Vandana V V	„	Social Justice, Brotherhood
16.	Aleena Jose	Physical Science	Perseverance, Hope
17.	Archana Madhu	„	Children's Right, Humility
18.	Hanna Elizabeth Joy	„	Truth And Honesty, Quality Of Reading
19.	Irene Ann George	„	Friendship, Qualities And Virtues
20.	Josna Jose	„	Art Of Communication, Hope
21.	Liz Teenu Mathews	„	Humility, Children's Rights

Page 5

22.	Ninumol Joseph	„	Quality Reading, Child Rights
23.	Rinku Maria George	„	Punctuality, Consequence Analysis
24.	Soniya Dominic	„	Punctuality, Positive Thinking
25.	Adithya Shaji	Natural Science	Courage, Obedience
26.	Alfred George	„	Hope, Be Gentle
27.	Angel Joseph	„	Recreation and Health, Good Manners
28.	Arya Ashok	„	Self Confidence, Cleanliness
29.	Divyamol M S	„	Good Manners, Friendship
30.	Elizabeth T S	„	Our Environment, Courage
31.	Irine Therasa Dius	„	Be Gentle, Obedience
32.	Krishnanand H	„	Matha Pitha Guru Deiwam, Quality Of Reading
33.	Sneha Jose	„	Self Confidence, Sharing Is Caring
34.	Anns Thomas	Social Science	Faith And Prayer, Goal Setting
35.	Annu Sunny	„	Body Shaming, Hard Work
36.	Archana T S	„	Faith And Prayer, Abc For Success
37.	Gopika Anil	„	Media Values, Obedience
38.	Jijo Thomas	„	You Are Unique, Leadership
39.	Minna Mary Tom	„	Goal Setting, Leadership
40.	Sanchu Jose	„	Hard Work, Non Violence
41.	Sisirkhosh Mohan	„	Responsibility, Love
42.	Aiswarya K V	Commerce	Responsibility, Role Model
43.	Alina Ann Roy	„	Art Of Sharing, Positive Thinking
44.	Cyriac Thomas	„	Resourcefulness, Self Confidence
45.	Dinta Baby	„	Peace, Responsibility
46.	Jisha Shaji	„	Humanism, My Family
47.	Seenu Thomas	„	Dignity Of Labour, Good Habits
48.	Tom Joseph	„	Humanism, Conscience

Page 6

Class on different art forms during internship

Sl.No.	Name Of The Student	Class	Name of Art Forms
1.	Anu Ann James	English	Margamkali,Thiruvathira
2.	Gouri Gayathri G	„	Kathakali,Bharatanatyam
3.	Minu Maria Thomas	„	Kathakali,Ottamthullal
4.	Minu Mathews	„	Kathakali,Ottamthullal
5.	Mithra James	„	Margamkali,Thiruvathira
6.	Pearly S Thomas	„	Kathakali, Kathak
7.	Sreelekshmi G R	„	Kathakali,Mohiniyattam
8.	Suman Sunny	„	Chakyarkoothu, Margamkali
9.	Haripriya J	Mathematics	Kathakali,Ottamthullal
10.	Jilu Tresa George	„	Margamkali,Thiruvathira
11.	Neethu K M	„	Kathakali, Chakyarkoothu
12.	Rani Baby	„	Margamkali,Thiruvathira
13.	Seenu Thomas	„	Kathakali,Ottamthullal
14.	Shilpa Elizabeth	„	Kathakali,Mohiniyattam
15.	Vandana V V	„	Koodiyattam,Kalaripayattu
16.	Aleena Jose	Physical Science	Kathakali,Ottamthullal
17.	Archana Madhu	„	Theyyam, Kathakali
18.	Hanna Elizabeth Joy	„	Chakyarkoothu, Margamkali
19.	Irene Ann George	„	Kathakali,Mohiniyattam
20.	Josna Jose	„	Ottamthullal,Kathakali
21.	Liz Teenu Mathews	„	Chakyarkoothu, Margamkali
22.	Ninumol Joseph	„	Mohiniyattam, Margamkali
23.	Rinku Maria George	„	Kathakali, Chakyarkoothu
24.	Soniya Dominic	„	Kathakali,Kuchipudi
25.	Adithya Shaji	Natural	Kathakali,Kuchipudi

Science

26.	Alfred George	„	Chakyarkoothu , Kathakali
27.	Angel Joseph	„	Kuchipudi,Theyyam,Kathakali
28.	Arya Ashok	„	Kathakali,Bharatanatyam
29.	Divyamol M S	„	Kathakali,Mohiniyattam
30.	Elizabeth T S	„	Ottamthullal,Margamkali
31.	Irine Therasa Dius	„	Margamkali,Thiruvathira
32.	Krishnanand H	„	Theyyam,Padayani
33.	Sneha Jose	„	Kathakali,Bharatanatyam
34.	Anns Thomas	Social Scienc e	Mohiniyattam,Folk Dance
35.	Annu Sunny	„	Mohiniyattam,Folk Dance
36.	Archana T S	„	Theyyam, Kathakali
37.	Gopika Anil	„	Ottamthullal, Theyyam
38.	Jijo Thomas	„	Bharanatyam,Margamkali
39.	Minna Mary Tom	„	Mohiniyattam,Folk Dance
40.	Sanchu Jose	„	Ottamthullal,Kathakali
41.	Sisirkhosh Mohan	„	Mohiniyattam,Folk Dance
42.	Aiswarya K V	Commerce	Margamkali,Chavitunadakam
43.	Alina Ann Roy	„	Theyyam, Kathakali
44.	Cyriac Thomas	„	Kathakali, Ottamthullal,Kuchipudi
45.	Dinta Baby	„	Theyyam,Koodiyatam,Padayani
46.	Jisha Shaji	„	Kathakali, Chakyarkoothu
47.	Seenu Thomas	„	Ottamthullal,Kathakali
48.	Tom Joseph	„	Mohiniyattam,Folk Dance

3. Assessment of Learning

The college places a robust emphasis on the effective Assessment of Learning, providing students with comprehensive training in various dimensions of assessment. This training encompasses the preparation, conduction, and evaluation of unit tests, achievement tests, diagnostic tests, and self-evaluation tools. Students are also guided in the practice of writing

reflective journals as a means of self-assessment. Additionally, the college ensures proficiency in the creation, administration, and evaluation of online assessment tools, aligning with contemporary educational trends. Both online and offline modes are utilized to equip BEd students with the skills to employ diverse assessment tools such as quizzes and rating scales.

Moreover, the college hosts a dedicated workshop on achievement tests within the MEd program, further enhancing students' assessment capabilities. This holistic approach not only equips students with comprehensive skills in assessment but also empowers them to contribute effectively to the field of education.

4. Technology Use and Integration

In the B.Ed. program, students undergo comprehensive training in the use and integration of technology, focusing on a diverse range of skills. This includes preparation of PowerPoint and Prezi presentations, creating blogs, uploading learning materials onto these blogs, generating ICT-incorporated learning materials, and crafting educational videos. A key emphasis lies in developing innovative, ICT-integrated learning resources, particularly educational videos. This thorough training equips students with the technological prowess essential for contemporary educational practices.

Moving on to the M.Ed. program, a dedicated workshop places emphasis on PowerPoint preparation and presentation skills. Participants gain hands-on experience in designing captivating slideshows and delivering impactful presentations. This workshop plays a crucial role in enhancing their proficiency in utilizing technology for effective communication and knowledge dissemination.

5. Organizing Field Visits

Students actively participate in meaningful field visits, which encompass anganwadis and primary schools, to assess facilities and strategies aimed at societal progress. Through school inductions, they engage in firsthand observations and report on various school activities. Furthermore, students visit Public Health Centres, where they gain practical insights and valuable experiences. These immersive experiences contribute to their holistic understanding of societal development and enhance their practical knowledge in relevant domains.

6. Conducting Outreach/ Out of Classroom Activities

The college actively promotes outreach and engages in out-of-classroom activities that contribute to the overall well-being and success of its students. Each student teacher visited and interviewed a retired teacher, preparing reports whose reflections were published as a handwritten book. Additionally, each student created a short film or documentary centered around the theme of the POCSO Act.

The college conducted an antidrug rally, featuring a flash mob performance by our students on 06/10/2022. On Blood Donation Day, a seminar was organized, and 29 students donated

Page 9

blood. World Water Day on 25th March 2023 was observed, accompanied by a Meenachil River conservation campaign. An interschool speech competition for LP and UP school students was collaboratively organized with our college alumni on 04/02/2023.

In alignment with Human Rights Day and the second phase of the State Government's anti-drug campaign, students arranged a meeting called 'Othucheram' near Marian Centre, Pala, on 10/12/2022. The college chairman, Ms. Nibin Babu, delivered a human rights message, and Amrutha P. Sunil addressed the anti-drug message.

As part of Adolescent Counseling training, B.Ed. students from the 2021-2023 batch conducted a counseling session for grade 6-7 students on 31-06-2022. The students shared their problems, strengths, weaknesses, and challenges. Teacher trainees provided motivation and suggestions to address the issues and challenges faced by the students.

Continuing the extension activity from the previous year, Nirakoot involved our students painting the outer walls of the Excise Range Office, Pala, on 3/6/22. Various images, including a Kathakali costume, Sri Buddha, and the Excise symbol, were drawn. While 20 students participated in painting, the rest were engaged in campaigning for the Excise department, which works toward de-addiction and the prevention of substance abuse.

7. Community Engagement

The community engagement activities of the institution underscore its commitment to cultivating socially responsible and well-rounded individuals. These endeavors seek to bridge the gap between the campus and the local community, nurturing mutually beneficial relationships and augmenting students' personal and professional development.

As part of this commitment, our students actively participated in the National Webinar series, Jagratha 2021, organized by the college in collaboration with Archana Women's Centre, Ettumannor, focusing on the empowerment of rural women on 06/05/2023 and 27/05/2023. This collaborative effort aimed to provide crucial emotional support to students while fostering a sense of community awareness and involvement.

Additionally, every Wednesday, our students contribute extra lunch or a specified amount, transporting it to the conveyance of the Mariasadanam Trust. This year, our students celebrated Christmas with Mariasadanam inmates. To promote the message of a 'DRUG FREE KERALA,' our students distributed stickers near the college on 22nd December 2022. They visited 10 nearby houses in their village and 6 institutions, engaging in discussions with the community members about practical opinions to eradicate drug abuse in Kerala, subsequently compiling a report on their findings.

Furthermore, St. Thomas College of Teacher Education, Pala, and the Civil Service Institute of Pala jointly organized a one-year program called 'Beautiful Minds.' Centered around the theme 'Motivation and Mentoring: Exploring Special Talents and Capabilities,' the program

involved two of our teachers acting as resource persons, with BEd senior students (48) mentoring and motivating the participants.

Other notable community engagement activities include a survey on social issues in October 2022, an interview with an eminent teacher in October 2022, an Anganwadi visit in November 2022, and MEd internship at TTI from 10/10/2022 to 21/10/2022. The students also studied the educational history of the locality on 27/09/2022 and visited an educational institution with innovative practices for quality enhancement on 6/10/2022. These diverse activities exemplify the institution's dedication to holistic community engagement and development.

8. Facilitating Inclusive Education

In the second semester, a comprehensive study on exceptional children in schools was conducted, aiming to explore and understand the unique needs and challenges faced by these students. Additionally, in January 2023, a film on exceptional learners was reviewed, providing insights into the portrayal and representation of individuals with special needs in the media.

Further, a study on various government schemes and activities in special schools was undertaken in January 2023. This research delved into the policies and initiatives aimed at supporting and enhancing the educational experiences of students with special needs.

As part of the Master of Education (MEd) program, a seminar on inclusive education was organized in March 2023. This seminar likely facilitated discussions on creating learning environments that cater to the diverse needs of all students, promoting an inclusive and supportive educational system.

Earlier, in October 2022, an assignment focusing on individual differences was completed. This assignment could have explored the various factors contributing to individual variations in learning styles, abilities, and needs within an educational context. Furthermore, a study on learning disabilities among secondary students was conducted in October 2022. This research likely delved into the identification, assessment, and interventions tailored to address the specific challenges faced by secondary students with learning disabilities.


Finally, in October 2022, a visit to a special school was organized. This visit likely provided valuable firsthand experiences and insights into the practices, facilities, and challenges encountered in special education settings.

Overall, these activities and studies reflect a comprehensive approach to understanding and addressing the diverse needs of exceptional learners, contributing to the knowledge and expertise of the participants in the educational programs.

9. Preparing Individualized Educational Plan(IEP)

In Semester 1 of the B.Ed. program, student teachers undergo training in the preparation of programmed instructional material. This training is specifically based on topics from their chosen optional courses. The objective is to equip them with the skills to develop effective and tailored instructional materials that align with the content and requirements of their selected optional subjects. This hands-on experience enhances their ability to create engaging and informative materials for instructional purposes in their future teaching endeavors.




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