



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences

(Developing Teaching Competencies)

Submitted to
National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment



ST.JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM KOCHI-682035, KERALA

2.4.1

Developing Teaching Competencies

Sl.No.	Specially Designed Activities	Reports	Documents	Page No.
1	Developing Teaching Competencies	Training on core teaching skills (B.Ed)	Microteaching lesson plan	1-21
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ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Training for developing core teaching skills

Name of the Event	Training for developing core teaching skills
Objectives	<ol style="list-style-type: none">1) Understand the core teaching skills2) Enable to understand subskills and its applications3) Prepare lesson plans on each skill4) Practice the skills using microteaching steps5) Skill acquisition
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(20/10/2022-25/10/2022), 2021-22(12/1/2022-17/1/2022),2020-21(11/1/2021-15/1/2021), 2019-20(12/8/2019-16/8/2019),2018-19(6/8/2018-10/8/2018)
Time	9.00 AM- 4 PM
Duration	5 days
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college conducts an annual training program aimed at developing core teaching skills for first-year students. This program places a strong emphasis on microteaching practice sessions, which are supervised by experienced teachers in optional subjects. Each student selects different topics to practice three core teaching skills, and they are introduced to the art of preparing microteaching lesson plans in advance.

The microteaching sessions involve teach and reteach sessions, where students gain confidence in their teaching abilities. These practice sessions have proven to be highly effective in deepening students' understanding of the teaching profession and helping them achieve specific teacher competencies. Once mastery is attained in these three practiced





skills, a separate training program known as link practice, integrating all three skills, is conducted.

Microteaching encompasses various essential skills for aspiring teachers. These include the skill of introduction, explaining, questioning, stimulus variation, reinforcement, illustration, blackboard writing, and achieving closure. Each training session focuses on enhancing one specific teaching skill. During these sessions, the student-teacher conducts short teaching sessions with small groups of peers, consisting of three to five students, lasting around five to six minutes. These sessions are recorded and closely supervised, enabling student-teachers to receive constructive feedback on their strengths and weaknesses. This feedback is invaluable for self-evaluation, performance measurement, and skill improvement.

Micro-teaching operates in a cyclical manner, following a structured process known as the micro-teaching cycle. It begins with planning the teaching session, followed by the actual teaching to the group of students. After the session, the student-teacher receives feedback from supervisors, allowing them to re-plan and make improvements based on the feedback. This is followed by re-teaching and receiving additional feedback. This process is repeated to ensure that student-teachers continually enhance their teaching skills, building confidence in preparation for real classroom scenarios.

Microteaching not only focuses on presentation and reinforcement abilities but also contributes to the development of soft skills crucial for effective teaching, including teaching behavior, communication, and classroom management. Through this comprehensive training approach, student-teachers are better equipped to excel in the teaching profession and positively impact their future students.



Fig. 1 & 2 - Microteaching



Micro-

Teaching

9



MICRO TEACHING LESSON PLAN No:1

SKILL OF INTRODUCING LESSON

Name - Anitta Johnson

Subject - Social Science

Topic - Jainism

Class - VIII

Time - 5 minute

Date - 20th Oct 2022

Teacher

: Good Morning!!

Student

: Good Morning!!

Teacher

: I hope you all are familiar with the Varna system?

[Teacher-class Interaction]

Student

: Yes, division of Society into four

Teacher

: Good, The Society was divided into four Varnas or the classes.

[Use of previous Knowledge]

Teacher

: Members of the priestly class were called 'Brahmins', those of the warrior class called 'Kshatriya'

: Agriculturists and traders - 'Vaishyas' and the menials are called the Sudras. So, what do you think, it was good



or bad for the society?
[Describing] [Teacher-class Interaction]

Student

: Bad

Teacher

: Yes, it was bad for the society because the Varna system became rigid in the later Vedic period. The Brahmins and Kshatriyas became powerful and the Vaishyas were made to pay tributes.

[Use of previous knowledge]

The Sudras became miserable and began to be treated as Untouchables. And they were eventually neglected by the Society.

[Lecturing]

: I will now draw a pyramidal structure of Varna system on board and each one of you should fill it.

[Demonstration] [Use of Blackboard]

Can anyone say some features or Demerits of this Varna system?

[Teacher-class Interaction]



Student

: The Concept of purity and Pollution, Dominance or hegemony of Brahmins.

Teacher

: Good, It is also called Brahmanical hegemony. Restriction on food and Drink is also another feature. [Skill of Reinforcement]

[Use of previous Knowledge]

Thus, as a counter attack they emerged a religion known as Jainism which deliberately shattered the inequality and discrimination, which was produced by the Varna system.

[Narrating]

To be precise, Jainism and Buddhism arose as a reaction to the rigid Vedic religion.

Teacher

: Can anyone lay the reasons which helped for the rise of such a religion?

[Teacher-class Interaction]

Student

: Rigid Caste System, Corruption in religion.

Teacher

: Excellent! Political situations, meaningless rituals, complex Sanskrit language. People accepted



it and it spreaded so quickly. Jainism, thus influenced the Indian Culture to its Core. [Skill of Reinforcement] [Lecturing]

Teacher

: I will give illustrations on the Concept of purity and pollution for better

Understanding

[Illustration]

- A Nayar must keep a distance of 16 feet from Namboothiri
- Ezhava should be 16 feet away from Nayar.

• Even shadow of Pulaya can impure a Brahmin. [Describing]

[Use of previous Knowledge]

Now, let's look into Jainism in depth. Jain tradition mentions about 24

thirthankaras. Vardhamana Mahavira was the 24 and the last one. He

was born at Krodalagama in Vaisali

He left home at the age of 30 and wandered for 12 years. Through

constant Meditation he attained

'Kaivalya', which is the ultimate stage of knowledge. [Lecturing]

Can anyone say the principles of this religion?



[Teacher-class Interaction]

Students

: Ahimsa or Non-Violence

Teacher

: Great, as they were against Vedic practices and Caste system. Jainism condemned all sorts of harm meted to humans or living beings. Mahavira advised the people to lead right life by following right belief, right knowledge and right action. They are called Tisatnas. [Explaining]

The Jain Saints were abstained from telling lies, killing, stealing and acquiring wealth. Jainism encouraged construction of stone pillars, cave temples and statues. [Narrating]

Can anyone give best example for the aforementioned statement?

[Teacher-class Interaction]

Students

: No response

: The statue of Gomatheshwar at Karnat aka is the best example. [Illustration]

The Separation of the followers of Jainism into Svetambaras and Digambaras resulted in its decline. [Explaining]

There is a common feature for both Buddhism and Jainism, Can anyone say that feature?



Q. [Teacher-class Interaction]

Students

: Common man language — Pali

Teachers

: Very good, they used Pali and Prakrit for propagating their ideologies. Now, let's look into their influence. Can we?

Students

: Yes [Teacher-class Interaction]

Teacher

: Formation of moral character, Peace, charity and brotherhood were the essence of Jainism. Jain preachers gave awareness against the evil customs of the society. They encouraged construction of stone pillars, Cave temples and statues.

Q. [Narrating]

Can anyone say an example?

[Teacher-class Interaction]

Student

: No response

Teacher

: Temple of Abu, Hathigumbha Cave temple etc.

So, we are done with the topic Jainism and its influence.

Thank You!



Micro Teaching Lesson Plan No:2

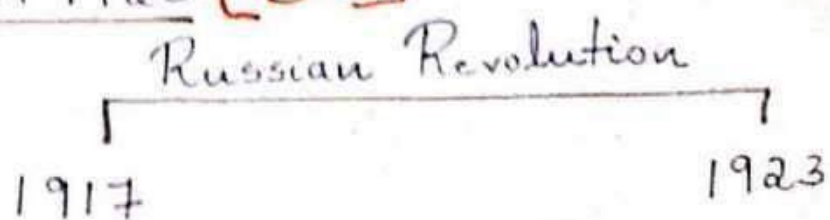
Skill of Using Blackboard

Name: Anita Johnson	Class: 8
Subject: Social Science	Time: 5 minute
Topic: Russian Revolution	Date: 21 st Oct 2022

Teacher : Good Morning

Student : Good Morning

Teacher : You all might be familiar with different types of revolution till date. One such revolution is Russian Revolution. **[Black Board]**
So, typically revolution means a forcible overthrow of a govt. or social order, in favour of a new system. The Russian revolution was a political social revolution across the territory of Russian empire which started with abolishment of monarchy in 1917 and concluded in 1923. **[B.B]**

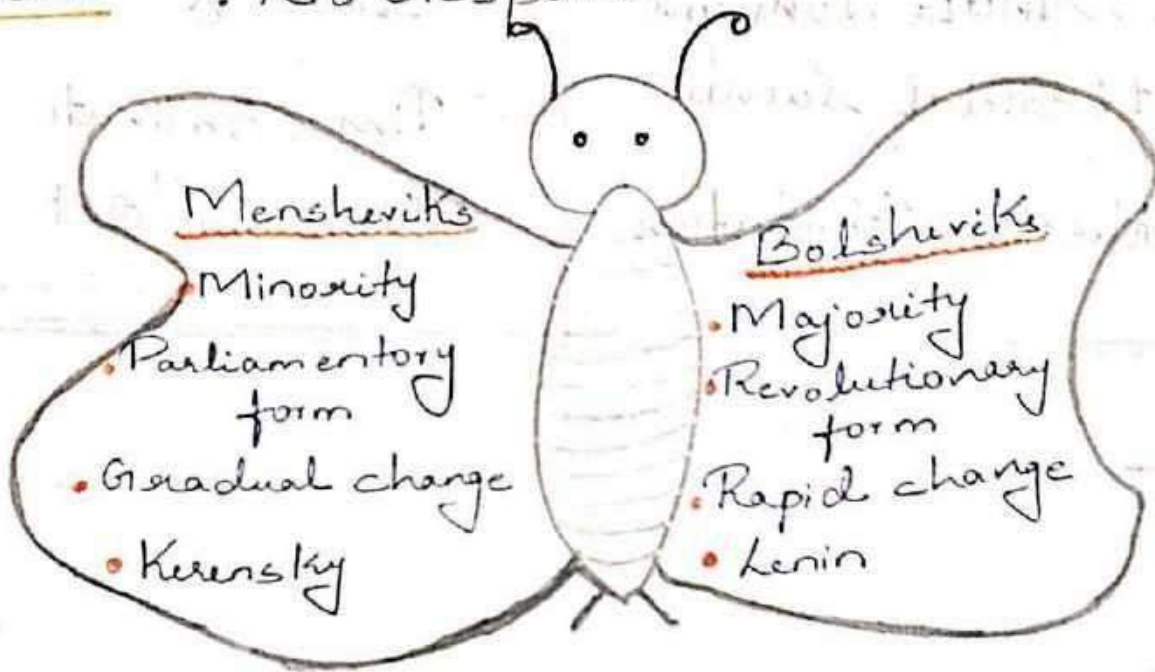


So, before getting into the topic can anyone say the difference between the two groups or divisions involved in Russian revolution?

[Teacher-class Interaction]

Student

: No response



Teacher

: Mensheviks represents the minority group under Alexander Kerenski. They believed in parliamentary form of govt. through gradual change. Party was open to all.

Bolsheviks represents the majority group under Lenin. They believed in revolution. They wanted to make the party an instrument for bringing up a revolution. [B.B]

Now, let's look into the course of Russian revolution. Okay?

: Yes



Student

Course

February Revolution

October Revolution

The Revolution of 1905

Teacher

: Has anyone heard about "Bloody Sunday"? [Teacher-class Interaction]

Student

: No response

Teacher

: The first phase of Russian revolution was the incident of Bloody Sunday. A priest named George Gapon led an enormous crowd at Moscow to present a petition to tsar. Army opened fire on the peaceful demonstrators. Lenin upheld the extent of 1905 as a dress rehearsal for October Revolution. [B.B]

Teacher

: During the year 1917, two revolutions took place in Russia. The February revolution led to the defeat of Czarism, and a republic was established.



in its place. October revolution established the dictatorship of proletariat. I hope this is clear?

Student : Yes

Teacher : Moving to the next phase that is February revolution in detail. It began with bread riot on Feb 23, followed by industrial strike on Feb 25, Czarist ministers were arrested on Feb 28, Commissars were appointed at their place. Mutiny occurred at March 1st. Czar Nicholas was forced to abdicate on March 2, 1917. Provisional Coalition govt. came into existence on March 3rd, 1917. [B.B] Success of Mensheviks happened with the end of February revolution. [B.B] Can we move to October revolution?

Student : Yes

[Teacher-class Interaction]

Teacher

: New Coalition govt. soon became unpopular. Bolsheviks started to point out the shortcomings of the govt. Military Revolutionary Committee was formed under Leon Trotsky. [B.B] Red guards were organised, they attacked the winter palace, where the provisional govt. was in session. on October 25.



Thus, October Revolution indicated the success of Bolsheviks. Lenin was considered to be the Father of October/Bolshevik Revolution. [B.B]

So, students we completed the Russian Revolution, its three phases and important events too.

Students

Teacher

- ∴ Yes
- ∴ Thank You!

Sybil
22/12/22



Micro-Teaching Lesson plan No: 3

SKILL OF STIMULUS VARIATION

[TEACH]

Name: Anitta Johnson	Class: VIII
Subject: Social Science	Time: 5 minute
Topic: changing atmospheric Condition	Date: Oct 20 th , 2022

Teacher : Good Morning!!

Students : Good Morning!!

Teacher : Are you familiar with this political Scientist. [change in tone]
[Showing a visual] [Teacher-class Interaction]

Students : Aristotle

Teacher : Yes, Father of political Science. It is this person who called Man as Social Animal / Rational Animal. [Gestures Using Hands]

Now, Discuss with your bench mates about the term "social animal" and why human beings are called as social or Rational Animal



[Pupil-Pupil Interaction]

Students

: No-response

Teacher

: Human beings are called social animal because [Pausing]

Students

: Man cannot live alone in isolation.

Teacher

: Yes, Not only that, they are called rational animal because human beings are endowed with certain cognitive powers like intellect, reason, wisdom etc. [change in tone]. Thus, every man has a social responsibility to protect the atmosphere, Right?

[Teacher-class Interaction]

Students

: Yes

Teacher

: Now let me ask you another thought provoking question? What does we normally do if we have cold chills at night? [change in tone] [Teacher-class Interaction]

Students

: We cover ourselves with a blanket

Teacher

: Exactly, Atmosphere does the same
... [Pausing]

Students

: Function.

Teacher

: The atmosphere protects the Earth like a blanket. Now, let's link the social responsibility of a human



being with the changing or altering atmospheric conditions. So, can anyone say what all leads to rapid change in the atmosphere [change in tone]

Students : Man-Made activities lead to spontaneous changes in atmosphere. [Teacher-pupil interaction]

Teacher : Excellent. As Human beings are social animals, there exist a responsibility in every human to [Pausing] protect our atmosphere, which plays its function as a blanket.

Teacher : Can anyone say how much metric ton Carbon dioxide is getting added to the atmosphere every year? [Gestures using fingers] [Teacher-class interaction]

Students : No response

Teacher : 6000 Metric ton CO₂ is being added every year to the atmosphere which is capable enough to damage the [Pausing] blanket of Earth, which is?

Students : Atmosphere [Teacher-pupil interaction]

Teacher : Has anyone heard about greenhouse gases? [change in tone]



Students

: The gases which are Capable of absorbing infrared radiation and contributes to greenhouse gases.

Teacher

: Good, Now discuss with your bench mates and name any two most Substantial greenhouse gases?

[Pupil-pupil interaction]

Students

: Carbon dioxide and chlorofluorocarbons.

Teacher

: From the above mentioned information Can anyone say what is global warming?

[change in Tone]

Students

: The increase in temperature due to the increasing greenhouse gases is referred to global warming.

[Teacher-pupil interaction]

Teacher

: Now let's look into how it affects the Atmosphere and how it becomes a threat to the life forms of earth? Just discuss all these with your bench-mates.

[Pupil-pupil interaction]

Students

: Hotter temperature, which is more than self-evident nowadays.

[Teacher-pupil interaction]

Teacher

: Correct, Increased drought and loss of many species is the next effect.



Anything more? [Teacher-class Interaction]

Students

Many Islands will submerge in water, climate will change etc. [Teacher-pupil Interaction]

Teacher

: Has anyone heard about "Kyoto Protocol". It needs a mandatory mention as far as greenhouse gases are concerned?

[Teacher-class Interaction]

Students

: No response

Teacher

: It is an important protocol proclaimed as part of the Kyoto Summit in Japan in 1997. As per this 35 industrial countries were warned to reduce 5% of their greenhouse gas emission by 2012

Teacher

: Can anyone suggest few alternatives to avert global warming?

[Gestures]

Students

: Discourage deforestation and planting saplings. [Teacher class Interaction]

Teacher

: Suggest few more? [Change in Tone]

Students

: No response

: Encourage the use of vehicles like cycles which cause no pollution and Erecting tall chimneys in



factories.

Teacher : So, what social message have you all gained from this class? [Gestures using fingers]

Students : Man being a social animal embedded in him the social responsibility to protect the atmosphere and whatever alterations the climate has, is due to Human-made Implications.

[Teacher-pupil Interaction]

Teacher : So, now we hope understood [Pausing] what is global warming, Greenhouse gases, its effects and alternatives? Always keep in mind "Development without Destruction."

Student : Yes [Teacher-pupil Interaction]

Signature
20/12/24



Observation Schedule Cum Rating Scale

Skill of Stimulus Variation [TEACH]

Sl. No	Components of Skill	Tally Marks	Grade					Remarks
			A	B	C	D	E	
1.	Body movements		✓					
2.	Teacher use gestures		✓					
3.	Verbal focussing was done			✓				
4.	Gesture focussing was done		✓					
5.	Verbal-gesture focussing was done			✓				
6.	Fluctuations in Voice			✓				
7.	Teacher-pupil interaction Occured		✓					
8.	Pupil-Pupil Interaction Occured			✓				
9.	Teacher-class Interaction Occured			✓				
10.	Silence. Pause was given				✓			
11.	Verbal-Visual focussing				✓			





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Link practice

Name of the Event	Link practice
Objectives	<ol style="list-style-type: none">1) To integrate the skills learned in microteaching sessions.2) To accomplish specific teacher competencies.3) To utilize real teaching situation for developing skills.4) To incorporate all the component skills systematically.
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates of event of 5 years	2022-23(26/10/2022-27/10/2022 ,Batch 2022-24),2021-22(15/12/2021-16/12/2021),2020-21(13/1/2021-14/1/2020),2019-20(14/8/2019-15/8/2019),2018-19(8/8/2018-9/8/2018)
Time	9.00 AM- 4.00PM
Duration	1 day
Beneficiaries	Student Teachers (Total No.97)
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized Link practice session for the first-year students with several key objectives. These objectives included the integration of skills acquired during microteaching, the achievement of specific teacher competencies, the utilization of real teaching scenarios for skill development and the systematic incorporation of all component skills. The teacher educators provided comprehensive instructions on how to effectively integrate the skills during the microteaching sessions.





Following these instructions, all student teachers were tasked with developing a lesson plan focused on a single concept, incorporating 3-4 relevant skills that were specifically related to the content within their respective subjects. On 8th November, the link practice sessions were conducted across all optional classes, closely supervised by teacher educators. During these sessions, each student teacher took a 20-minute class, with a deliberate emphasis on integrating the various components of the skills they had acquired during microteaching.

Subsequent to each teaching session, individualized feedback sessions were given for every student teacher. This feedback process aimed to provide constructive insights into their teaching performance, aiding them in fine-tuning their pedagogical abilities and further advancing the skills necessary for successful teaching careers. In essence, the link practice served as a crucial bridge between theoretical learning and the real-world teaching environment, enhancing the students' readiness and competence as future educators.



Link Practice



Integrated
Lesson
Plan

- LINK
PRACTICE



Link Practise Lesson Plan No:1

Skill of Introducing a lesson, Blackboard Writing and Stimulus Variation

Name - Anikka Johnson	Class - IX
Subject - Social Science	Time - 15-20 minutes
Topic - Social Issues	Date - 8 th Nov 2022

Teacher : Good Morning!

Students : Good Morning!

Teacher : Hope everyone is doing great today, Right?

Students : Yes

Teacher : I will show you a picture and I want all of you to tell what did you infer from this? [Use of appropriate devices to introduce lesson] [Teacher-class Interaction]

Students : Yes, All these are social issues in Society.

Teacher : Good, All these are the social problems in a Society. Now let me ask you another contemplative question, why are



we learning Social science.

[Skill of reinforcement, Use of previous Knowledge] [Teacher-class Interaction]

Students: No response

Teacher: Social Science is a Subject that tries to scrutinize and defend [change in tone] these problems. So, its really pertinent to learn Social Science in our education. [Teacher gestures] Now let's discuss the social problems one by one. [Focussing] The First most Substantial Social problem is poverty. Can anyone say what does poverty mean? [Teacher-pupil Interaction]

Student: Poverty is not having enough money to meet basic needs including food, clothing and shelter.

Teacher: Yes, poverty is the inability to secure minimum consumption requirements for life, health and efficiency. [B.R.] World Bank efficiency - Organisation describes poverty in this way. "Poverty is hunger." [change in tone] Now, can anyone say how can we reduce poverty. [Teacher-class Interaction].



Student : Eradicating poverty through education

Teacher : Yes, we can eliminate poverty through education, equity, resilience. Now, let's move into the next social issue that is "Problem of shelter". [B.B.] [Teacher movements] [Gestures] Lack of shelter is a major problem in India. To have a house where an individual and the family can live in a healthy way is one's right. Formation of slums is a major issue because of this. [change in tone] In most of the urbanized cities, at one end there is a high standard of living and at other end most of people are in slums like Bombay. [Illustrating with an example] [change in tone] [Teacher Gestures]

Teacher : Can you discuss with your friends, how can we reduce this scenario? [Teacher-class Interaction] [change in tone]

Students : Rent Control [Pupil-Pupil Interaction]

Teacher : Yes, Rent Control, social and public housing will help to get rid of ... [Pausing] this situation. Can we move to the next issue?



Students : Yes! [Teacher-class Interaction]

Teacher : Insecurity of old age people.
[B.B] The increase of nuclear families and families moving to cities in search of better living conditions does not provide care and consideration to the old age people. [change in tone]. They face many problems like disaffection, disregard, loneliness, uncertainty, economic crisis, health problems and stress. Now, this is a social issue that you can solve at your own level. Do you all have your grandparents living with you? [Teacher-class Interaction]

Students : No response

Teacher : You all have to take care of [change in tone] them, you have to make your parents understand about the pain and insecurity of old age people okay?

[Teacher gestures and movement]
[Teacher-Pupils Interaction]

Students : Yes



Teacher

: So you have to visit them often, listen to them, assist them in buying medicine and all. Now let's throw light on one of the major social issue that is "Violence against Women." [B.B] Atrocities against Women, Crime such as denial of the right to education, different wages for the same job etc. What can we do to end discrimination against women? [Focussing] [Teacher Class Interaction] [Use of previous Knowledge] [change in tone]

Students

: Conducting seminars and debates on the topic equality for women.

Teacher

: Talking and speech on anything. Cannot do anything, we have to implement all these action. [change in tone]. Like putting stress to get equal representation of men and women in elections, Doing household works with out any discrimination, we can lead debates in social science club. So like Mahatma Gandhi said "There's no compromise....." [Pausing] [Illustrating with example]

Students

: Women's Right [Teacher-pupil Interaction]



Teacher : Great, Now we are going to discuss about the next social issue. That is, use of intoxicants. [B.B] The use of narcotics is increasing in society. Such as tobacco, liquor, Cocaine etc. Those who believe that the use of intoxicants can be controlled, may surrender to it gradually. The use of narcotics causes health problems in individuals, family problems, social avoidance etc. The excessive use will also lead to mental disorder. Now can you say how can we overcome such a issue. [Lecturing] [change in tone] [Use of previous knowledge]

Students : Keeping a well-balanced life.

Teacher : The basic principle for life is that do not let anything to master you. In this case, do not let the intoxicants to play mastery over you. Try to deal the life pressure in positive way rather depending on drugs. [Describing]. We should help open the eyes of others to see the negative consequences of drug intake. Take an oath to yourself that you will all never use drugs.



Now, moving to next Social Issue "Juvenile Crimes [B.B]. The Crimes done by children of below fourteen years of age are called Juvenile crimes. Defects in family relations, Use of intoxicants, misuse of media, Deterioration of Social Values etc. are the reason for children to engage in crimes. [Narrating].
Now, let me ask you a question, who can all help prevent Criminal tendency?
[Teacher-class Interaction]

Students - Schools, teachers

Teacher: Yes, Support mechanism, orientation family values can prevent such tendencies. Now, let's look into other

Social Issue - Cyber Crime. [B.B]
Information technology has altered a lot. Impact tremendously. Almost all people make use of internet, directly or indirectly. [Lecturing]. Some people tend to misuse IT. Social media causes many problems in personal and social life. Can anyone tell which cell deals with crime done using information technology. [Teacher-class Interaction].

Cyber Cell

Good, so be alert always, use social media cautiously, Next Social Issue is the



Crimes against children. [B.B]. Can anyone say who is the wealth of our nation? [Teacher-class Interaction]

Students : Children

Teacher : Excellent. It is the responsibility of the society to provide them food, education, recognition and affection [Skill of reinforcement]. Withdrawal from this responsibility badly affects the future of nation and Society. National Bala Bhavan is an independent Institution formed for this aim. Indira Gandhi was its first chairperson. Now, can anyone say the ways in which we can reduce these crimes against children? [Teacher-class Interaction] [Explaining] [change in tone] [Gesture] [Monuments]

Students - No response

Teacher - Promotion of personal safety, child protection policies in school, awareness classes for parents etc.

[Explaining]. So, we are done with this chapter called "Towards a bright future". So, How can we see a bright future for our society - It is through Education.

Education is the allround progression of a human being which [B.B] make us bright human beings for bright society. Thank You!

*Sijitahm
20/12/2022*





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Training through model classes by seniors

Name of the Event	Training through model classes by seniors
Objectives	<ol style="list-style-type: none">1. Understand how to lead a normal class2. Understand the practical aspects of classroom teaching3. understand the classroom management technique
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(21/6/2022 Batch 2021-23&17/1/2023 Batch 2022-24),2021-22 demonstartion was not conducted due to Covid pandemic
Time	9.00 AM- 4 PM
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

Every year during the second semester, the college organizes training sessions through model classes conducted by senior students. These sessions are held in the presence of corresponding Optional Teachers, and they involve senior students demonstrating model classes for their fellow student teachers. The support of College Alumni and Senior Students is enlisted for these demonstrations. First year students participate as the audience, and during one such session, five seniors who are now working as training teachers in prominent schools led the demonstration.

For the demonstration, eighth and ninth-grade pupils from St. Mary's H.S.S., a model school, were invited. The topics for the demonstration were selected from the 8th and 9th-grade SCERT textbooks. The demonstrations were grounded in constructivism, and all teachers utilized various teaching aids, including ICT, demonstrations, experiments,





questioning, and group activities. These methods, particularly demonstrations and experiments, fostered curiosity among the students.

Each class was conducted with a focus on employing proper instructional methods, activities and teaching aids. The activity card was utilized to present activities in an engaging manner, ensuring active student participation. The classes were designed to be engaging and student-centered. To consolidate the content, ICT resources like PowerPoint presentations and movies were integrated into the sessions.

The first-year students keenly observed and took notes during these classes. The entire demonstration process proved to be highly productive, offering students a clear understanding of how to conduct classes based on lesson plans. It also provided insights into introducing constructivist teaching approaches in classrooms and incorporating appropriate learning activities.



Demonstration Class by Senior





Demonstration Class by Senior



Demonstration Class by Senior



DEMONSTRATION TEACHING MANUALS

DEMONSTRATION TEACHING MANUAL NO: 1

Name of the Teacher : Anjana Vijayan	Standard : IX
Name of the School : St. Mary's C.G.H.S.S, Ernakulam	Date : 5/7/2022
Name of the Subject : Biology	Duration : 40 minutes
Name of the Unit : Simple Nutrients into cells	Period : 2 nd
Name of the Topic : Structure of heart	Strength : 16

CONTENT ANALYSIS

TERMS : Heart, Thoracic cavity, lungs, sternum, Pericardium, Pericardial fluid, Right atrium, Right ventricle, left atrium, left ventricle, venacava, pulmonary vein, pulmonary artery, aorta, tricuspid valve, bicuspid valve, pulmonary valve, aortic valve, deoxygenated, oxygenated.

FACTS : Heart is a major organ in circulatory system.

- The size of the heart is equal to the size of one's fist.
- Pericardium is a double layered membrane that covers the heart
- Pericardial fluid is filled in between pericardial membrane

Pericardial fluid reduces the friction between membranes when heart beats

Right atria, right ventricle, left atria and left ventricle are the four chambers of heart.

- Atrium are the upper chambers that receives blood into the heart.



- Ventricles are the lower chambers that pumps out blood from heart.
- Venacava carries deoxygenated blood from body parts to right atria.
- Right ventricle receives deoxygenated blood from right atrium.
- Pulmonary vein carries oxygenated blood from lungs to left atria.
- Pulmonary artery carries deoxygenated blood from right ventricle to lungs.
- Left ventricle receives oxygenated blood from left atrium.
- Aorta is the artery that carries oxygenated blood from left atria to body parts.
- Four valves are present in heart.
- Valves prevents the backflow of blood.
- Tricuspid valve is seen between right atrium and right ventricle.
- Pulmonary valve allows the bloodflow from right ventricle to pulmonary artery.
- Bicuspid valve allows the flow of deoxygenated blood from left atria to left ventricle.
- Aortic valve opens the passage of blood from heart to body parts.

CONCEPT: Human heart is a muscular organ that pumps blood continuously, is situated in the thoracic cavity between two lungs and behind the sternum.

LEARNING OBJECTIVES

KNOWLEDGE: The pupil acquires the knowledge and comprehension about :

- identifies the importance of circulatory system
- recognizes the position of heart.



- defines pericardium
- explains the importance of pericardial fluid.

PROCESS: The pupil develops process skills in :

- DOMAIN
- communicates the importance of chambers of heart.
 - Observes the structure of heart
 - classifies the types of valves
 - infers the different positions of blood vessels in heart.

APPLICATION: The pupil applies the knowledge in :

- DOMAIN
- gives reason for the importance of valves in heart
 - understands the role of blood vessels in circulatory system
 - Critically thinks about the structure of heart
 - applies the knowledge about the structure of heart to study the working of heart.

ATTITUDINAL: The pupil develops positive attitude towards :

- DOMAIN
- shows awareness about the structure of heart
 - shares ideas about the importance of healthy food habits for heart
 - develops sensitivity towards heart diseases
 - shows awareness about the importance of exercises for healthy heart

CREATIVITY: The pupil creates ideas about :

- DOMAIN
- prepares short note on the structure of heart
 - designs a model on structure of heart using appropriate materials.
 - creates leaflet on the importance of healthy food habits for heart
 - prepares a poster on the importance of exercises for healthy heart.



PRE-REQUISITE

The pupil already knows that heart is a major organ in circulatory system.

LEARNING STRATEGIES

Group discussion, Demonstration

LEARNING MATERIALS / ICT

Activity No. 1 - stethoscope

Activity No. 2 - 1) Activity card on position of heart

2) Power point presentation on position of heart

Activity No. 3 1) Activity card on chambers and valves of heart

2) Power point slides on chambers and valves of heart

Activity No. 4 1) Model on heart

2) Activity card on blood vessels of heart

3) Videoclippping on structure of heart

VALUES

1) Love and respect towards fellow beings

2) Consciousness on following regular exercises for healthy diet

3) Sensitivity towards cardiovascular diseases.

EXPECTED PRODUCTS

1) Short note on structure of heart

2) Model on structure of heart using appropriate materials

3) Leaflet on the importance of healthy food habits for heart

4) Poster on the importance of exercises for healthy heart.



LEARNING ACTIVITIES

RESPONSE | EVALUATION

Activity No.1 (Introduction)

Teacher initiates the class by showing a stethoscope and conducts a group discussion based on it.

Points for Discussion
<ul style="list-style-type: none"> • stethoscope • Function of stethoscope • Heart- pumping organ • Structure of heart

Structure of Heart (CB)

Teacher consolidates the discussion by saying about stethoscope, function of stethoscope, the pumping organ heart and introduces the topic structure of heart.

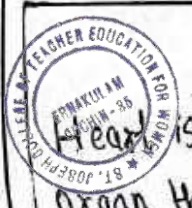
Teacher divides the class into different groups.

Activity No.2

With the help of reading material, students complete the activity card and understand about the position of heart.

Position of Heart

Heart is a major organ in circulatory system. Heart is a muscular organ that pumps blood continuously. It is situated in the thoracic cavity between two lungs, slightly tilted to left, behind the sternum. The size



① Participation in the activity.

All the students actively participated in the discussion about stethoscope and its function. All the students were very curious to understand the working of stethoscope and its importance in listening to sounds produced within the heart.

② Communication and coordination of ideas

All the students cooperated well in the discussion session and their response was really quick. They had a prior knowledge about stethoscope and communicated their ideas on the topic structure of heart.

③ Acquisition of skills

Students acquired skills like observation, reasoning, thinking and communication.

④ Presentation and performance

Students were full of enthusiasm throughout the session. They all were active in giving responses.

① Participation in the activity

All groups actively participated in the activity by reading the activity card on position of heart and completed the activity card on position of heart.

LEARNING ACTIVITIES

of the heart is equal to size of one's fist and is conical in shape. Pericardium is a double layered membrane that covers the heart. Pericardial fluid is filled in between pericardial membrane. Pericardial fluid reduces the friction between membranes when heart beats. Human heart is a four chambered organ that plays an important role in circulatory system.

⇒ With the help of reading material above, complete the fill in the blanks given.

- 1) Heart is situated in the _____ cavity between two lungs
- 2) Size of the heart is equal to _____
- 3) Heart is covered by a double layered membrane called _____
- 4) Pericardial membrane are filled with _____ fluid
- 5) Pericardial fluid reduces _____ between membranes when heart beats.
- 6) Human heart is _____ chambered

Position of heart (CB)

Size - one's fist (CB)

Pericardium (CB)

Pericardial fluid (CB) - reduces friction (CB)

In thoracic cavity in between lungs (CB)

Four chambered (CB)

RESPONSE / EVALUATION

② Communication and coordination of ideas.

All the students actively involved in completing the activity card on position of heart with the help of reading material provided to them and understand the important features of heart.

③ Acquisition of skills.

Students acquired skills like identification, observation and reasoning.

④ Presentation and performance

All the groups showed equal enthusiasm to do the activity first. Akhil, a member of group B showed an excellent performance in finding the answers.

⑤ Documentation

A completed document on position of heart were prepared by the students.



LEARNING ACTIVITIES

Teacher consolidates the activity by explaining the position of heart with the help of power point slides.

Activity No.3

With the help of reading material, students complete the activity card and understand about chambers and valves of heart.

Chambers and Valves of Heart

Heart is a muscular pumping organ. Human heart is four chambered. Atrium are the upper chambers that receives blood and ventricles are the lower chambers that pumps out blood. Right atria, left atria, right ventricle and left ventricle are the four chambers of heart. Tricuspid valve is seen in between right atrium and right ventricle. Pulmonary vein is guarded by pulmonary valves. Bicuspid valve is seen in between left atria and left ventricle. Aortic valve prevents backflow of blood to left ventricle.

With the help of reading material, label the parts.

RESPONSE EVALUATION

① Participation in the activity

Students were immersed in reading the material on chambers and valves of the heart and the group II completed the activity card within no-time. They had also labelled all the parts correctly.

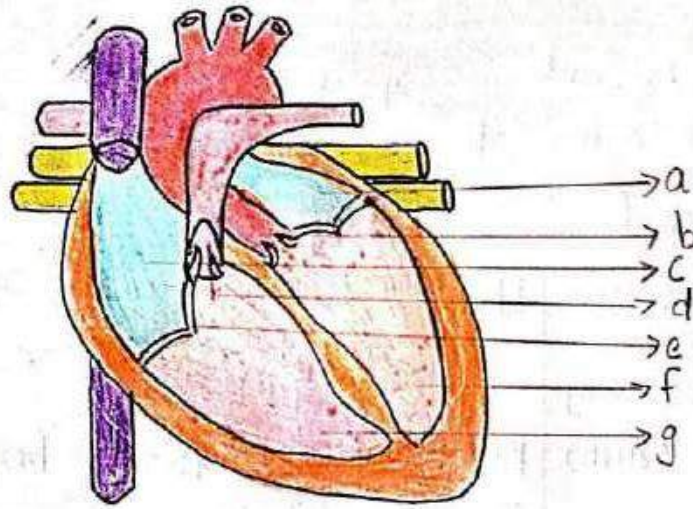
② Communication and coordination of ideas.

All the students actively involved in completing the activity card on chambers and valves of heart with the help of reading material provided to them and understood the structure of heart.

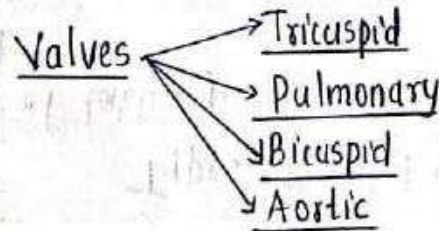
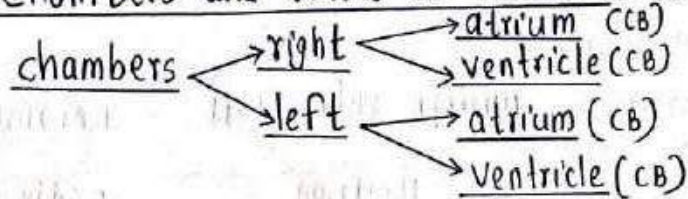
③ Acquisition of skills

Students acquired skills like observation, understanding, thinking





Chambers and valves of heart (CB)



Teacher consolidates the activity by explaining chambers and valves of heart with the help of power point slides.

skills and identification.

④ Presentation and Performance

Students performed well during the activity. Rahul was the first one to answer the questions. All other students had also answered the questions correctly and were confidently read out their answers.

⑤ Documentation

A completed document on chambers and valves of heart was prepared by the students.



LEARNING ACTIVITIES

RESPONSE / EVALUATION

Activity No. 4

Students complete the activity card on types of blood vessels and understands about it.

Types of Blood vessels in Heart

With the help of table given, label the diagram on types of blood vessels in heart.

Blood vessel types	Position	Functions
Superior venacava	Near right atrium	carries blood from upper body parts to right atrium
Inferior venacava	Near right atrium and ventricle	carries blood from lower body parts to right atrium
Pulmonary artery	Upper position of right ventricle	carries deoxygenated blood from right ventricle.
Pulmonary vein	In upper chamber - left side of heart	carries oxygenated blood from lungs to left atria
Aorta	At upper position of left ventricle	carries blood from heart to rest of the body.

① Participation in the activity

Students actively participated in the activity by carefully reading the description on types of blood vessels in heart and understands about it by observing the model of heart.

② Communication and coordination of ideas.

All students responded actively and communicated well about the blood vessels and its types present in heart within groups and completed the activity card on blood vessels of heart by reading the description.

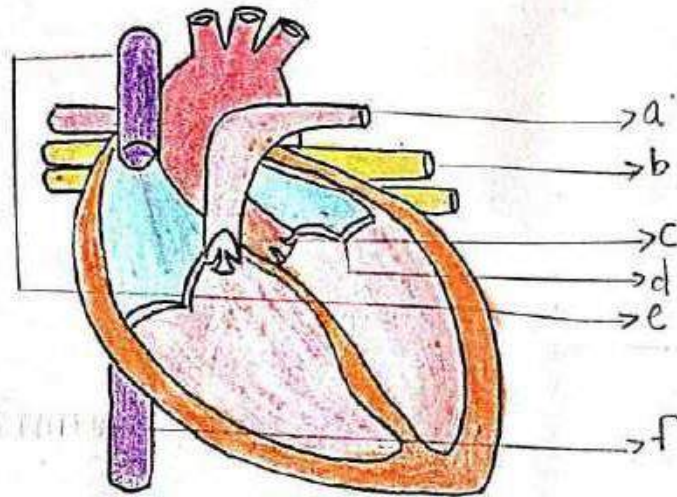
③ Acquisition of skills

Students acquired skills like observation, team work, identification and communication.

④ Presentation and performance

Students performed very well





Blood vessel of heart (CB)

Superior venacava (CB)

Inferior venacava (CB)

Pulmonary artery (CB)

Pulmonary vein (CB)

Aorta (CB)

Teacher consolidates the activity by explaining about the blood vessels of heart with the help of a model of heart.

Teacher consolidates the class by explaining about the position, structure,

chambers, valves, blood vessels of heart with the help of a video clipping and remind students about the importance of healthy food habits and regular

in the activity. Group c had completed the activity first and they read out the correct answers confidently. The answers read out by other three groups were also correct.

⑤ Documentation

A completed document on types of blood vessels in heart were prepared by the students

LEARNING ACTIVITIES

exercises for keeping heart healthier.

FOLLOW UP ACTIVITIES

- 1) Prepare a short note on structure of heart
- 2) Prepare a model of heart using appropriate materials
- 3) Prepare a leaflet on the importance of healthy food habits for heart
- 4) Prepare a poster on the importance of exercises for healthy heart.

RESPONSE/EVALUATIONREFLECTION

My findings and Assessment :

Remedial measures :





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Workshop on classroom practices

Name of the Event	Workshop On Classroom Practices
Objectives	1) To practice class in simulated condition 2) To find out the mistakes in taking the classes 3) To analyse the teacher behaviour
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(6/3/2023-7/3/2023Batch 2022-24)&(22/6/2022 Batch 2021-23), 2021-22(8/7/2021Batch 2020-22), 2020-21-No criticism class during this period due to Covid Pandemic 2019-20(7/1/2020Batch 2019-21) 2018-19(11/1/2019Batch 2018-19)
Time	9.00 AM- 4 PM
Duration	2 days
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

Every year during the second semester, The College organizes a workshop on Classroom practices for the student teachers. This workshop involves bringing in 8th and 9th-grade students from St. Mary's C.G.H.S.S. to participate in the sessions. The Teacher Coordinator for the program is the respective teacher educators.

The primary purpose of this workshop is to provide prospective teachers with a practical opportunity to teach based on pre-developed lesson plans in front of real students. This experience allows them to gain insights into the strengths and weaknesses of their teaching skills and learn effective classroom management. It also serves as a platform for them to boost their confidence in teaching.





During the workshop, trainee teachers are required to observe their peers' classes (peer observation), particularly assessing the performance of others using an observation schedule and then writing a report on the observed classes. The primary objective is to enhance the teaching skills of student teachers by providing constructive criticism through class observations.

The classes are conducted in two separate groups, with each student getting 35 minutes to teach according to their prepared lesson plans. Peers evaluate and record their opinions on each student's class using predefined criteria. The criticism session proves to be a valuable and enlightening experience for all participants, offering several key takeaways:

- It fosters self-awareness regarding one's teaching skills.
- It encourages the practice of teaching in alignment with lesson plans.
- It provides an opportunity to use teaching aids effectively.
- It helps in developing observation skills and learning from peers.
- It emphasizes the importance of time management in teaching.

Additionally, all participants conduct a criticism class based on a predetermined criticism lesson plan, incorporating teaching aids. The student coordinators safely escort the students from St. Mary's C.G.H.S.S. back to their school, concluding the session with a general discussion and feedback session on each participant's class.

This annual workshop serves as a valuable platform for aspiring teachers to improve their teaching skills, gain valuable insights from peer observations, and foster self-improvement in the art of teaching. It not only benefits the student teachers but also provides an enriching learning experience for the students from St. Mary's C.G.H.S.S. who participated in the sessions.





Class room practice by student teacher



Class room practice by student teacher



CRITICISM TEACHING MANUALS

CRITICISM TEACHING MANUAL NO:1

Name of the Teacher : Saniya Simon

Name of the school : St. Mary's CGHSS, Ernakulam

Name of the subject : Biology

Name of the Unit : Sensations and responses

Name of the Topic : Structure of neuron

Standard : 8

Date : 6/7/2022

Duration : 40 minutes

Period : 4th.

Strength : 14/14

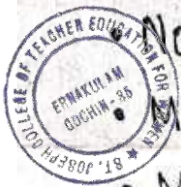
CONTENT ANALYSIS

TERMS : Neuron, nerve cell, nervous system, cell membrane, cytoplasm, nucleus, dendron, dendrite, Schwann cell, cell body, axon, axonite, synaptic knob, neurotransmitters, myelin sheath, oligodendrocytes, spinal cord, white matter, grey matter.

FACTS : • Neuron is the basic structural unit of the nervous system.

- Nerve cell has a cell body which consists of cell membrane, cytoplasm and nucleus
- Dendron, dendrite, schwann cell, axon, axonite and synaptic knob are the main parts of neuron.
- Dendron is a short filament from the cell body
- Dendron carries impulses from dendrites to the cell body.
- Branches of dendron are called dendrites
- Dendrites receives impulses from adjacent neuron

- Axon is the longest filament from the cell body
- Axon carries impulses from the cell body to outside
- Schwann cells encircle the axon.
- Axonites are the branches of axon
- Axonite carries impulses to the synaptic knob
- The tip of axonite is called synaptic knob
- Neurotransmitter are secreted by synaptic knob.
- Myelin sheath is a membrane containing lipid.
- Axon of the neuron are encircled by myelin.
- Nerve is a group of axons.
- Schwann cells forms the myelin sheath in the nerves
- Oligodendrocytes are specialized cells which forms myelin sheath in brain and spinal cord.
- Oligodendrocytes and schwann cells protects the neurons
- Oligodendrocytes constructs myelin sheath by covering different axons
- Myelin sheath has a shiny white colour
- Myelinated nerve cells in brain and spinal cord is called white matter
- Non-myelinated nerve cells in brain and spinal cord is called grey matter.
- Myelin sheath provide nutrients and oxygen to the axon
- Myelin sheath accelerates impulses
- Myelin sheath act as a electric insulator and protect the axon from external shocks.



CONCEPTS : The structure of neuron is well suited for the function of impulse transmission.

LEARNING OBJECTIVES

KNOWLEDGE : The pupil acquires the knowledge and comprehension about :

DOMAIN

- identifies the structure of neuron
- differentiates between grey matter and white matter
- lists out the parts of neuron
- explains the formation of myelin sheath

PROCESS
DOMAIN

: The pupil develops process skills in :

- observes the structure of neuron
- classifies the various parts of neuron
- communicates the functions of myelin sheath
- infers the role of myelin sheath in protection of brain and spinal cord.

APPLICATION : The pupil applies knowledge in :

DOMAIN

- critically thinks about the role of various parts of neuron in impulse transmission
- understands the functions of myelin sheath
- gives reason for the differentiation of grey matter and white matter.
- applies the knowledge about neuron in the study of nervous system



ATTITUDINAL: The pupil develops positive attitude towards :

DOMAIN

- develops positive attitude towards people suffering from nervous disorders.
- takes initiative to follow healthy life style
- makes decision to avoid the use of drugs
- develops curiosity to know more about nervous system.

CREATIVITY : The pupil creates ideas about :

DOMAIN

- prepares chart on structure of neuron
- designs poster about the health hazards caused by drugs
- constructs 3D model on the structure of neuron
- conducts awareness class on drug abuse.

PRE-REQUISITE

The pupil already knows that the responses occur when the impulses reach the brain.

LEARNING STRATEGIES

Group discussion, demonstration.



LEARNING MATERIALS | ICT

Activity No. 1

Activity No. 2 1) Text book

2) Activity card on structure of neuron

3) chart on structure of neuron.

Activity No. 3 1) Reading material on function of various parts of neuron

2) Activity card on functions of various parts of neuron

3) Video clipping on function of various parts of neuron

Activity No. 4 1) Text book

2) Activity card on formation and functions of myelin sheath

3) Powerpoint slide on formation and functions of myelin sheath

VALUES

1) Empathy towards fellow beings

2) Self respect

3) Determination for healthy living



EXPECTED PRODUCTS

- 1) Model on structure of neuron
- 2) chart on harmful effects of drugs
- 3) short note on the formation of myelin sheath.

LEARNING ACTIVITIES

Activity No. 1 (Introduction)

Teacher and students conduct a discussion on the stimulus and responses in organisms with daily life examples.

POINTS FOR DISCUSSION

- Stimulus and responses in organisms
- Control and coordination
- Neurons

STRUCTURE OF NEURON (CB)

Teacher consolidates the discussion by saying that neuron is the basic unit of nervous system which helps in the control and coordination of activities.

RESPONSE/EVALUATION

- ① Participation in the activity
students carefully observed the chart on stimulus and responses and they actively participated in the discussion about stimulus and responses.
- ② Communication and coordination of ideas.
With the help of the chart, students understand the stimuli and communicated their experiences. Each student from group I and group IV shared their experiences.
- ③ Acquisition of skills
Students were able to acquire the skills of observation, critical thinking and communication.
- ④ Presentation and performance
students presented their ideas with

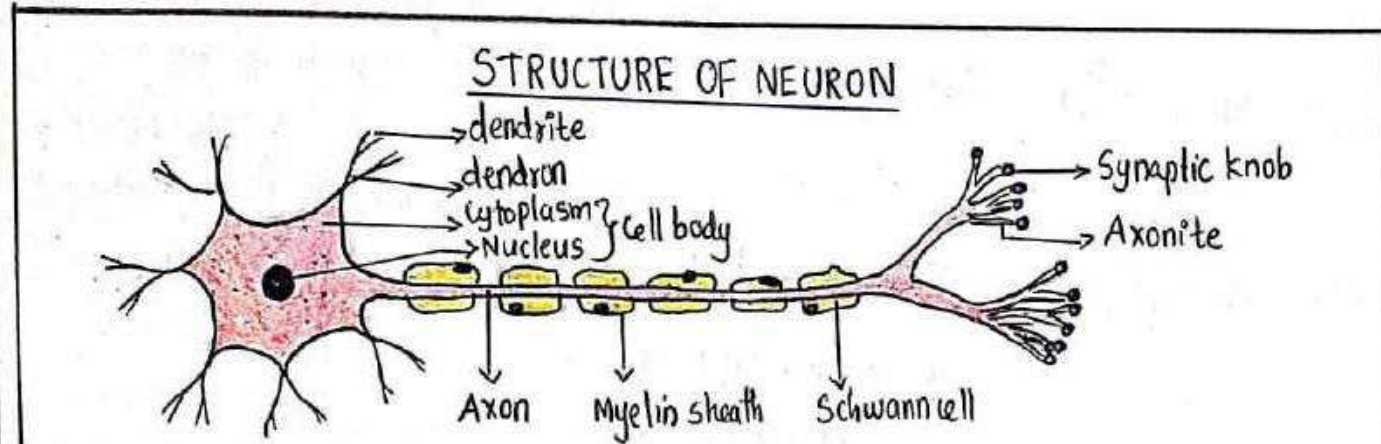


LEARNING ACTIVITIES

Teacher divides the class into different groups.

Activity No. 2

With the help of text book, students complete the activity card to understand the parts of neuron.



Fill in the blanks

- 1) The branches of dendron is called
- 2) _____ is the longest filament from the cell body
- 3) _____ encircles axon
- 4) The tip of axonite is called _____
- 5) _____ is the short filament from the cell body
- 6) The branches of axon is called _____
- 7) _____ and _____ comprises the cell body

RESPONSE / EVALUATION

great enthusiasm. A student from group II spoke very clearly about stimulus and responses to the whole class.

① Participation in the activity

Students actively participated in the activity on structure of neuron and group I completed the activity first.

② Communication and coordination of ideas.

Students communicated their ideas very effectively in the groups about the structure of neuron. Student from group 4 answered most of the questions correctly and clearly. So, the rest of the groups also got answers correct.

③ Acquisition of skills

Students acquired skills like problem solving, communication, skill and take initiative to answer the questions



LEARNING ACTIVITIES

- Cell body (CB)
- Nucleus (CB)
- Cytoplasm (CB)
- Dendron (CB)
- Dendrites (CB)
- Schwann cells (CB)
- Axon (CB)
- Axonite (CB)
- Synaptic knob (CB)

Teacher consolidates the activity by explaining the detailed structure of neuron using a chart.

Activity No. 3

with the help of reading material and activity card, students understand the function of various parts of neurons

Observe the table carefully.



Parts

Functions

Dendrite
Dendrone

- Recieve impulses from adjacent neuron
- carries impulses from dendrites to the cell body.

RESPONSE/EVALUATION

④ ^{participation} participation and performance

Students performed the activity very well. Students was very excited to present the answers. I asked students from group 2 and group 3 to present their answers and they answered very excellently.

⑤ Documentation

A completed document on the structure of neuron was prepared by the students.

① Participation in the activity

Students carefully observed the video on functions of various parts of neurons and actively participated in the discussion.

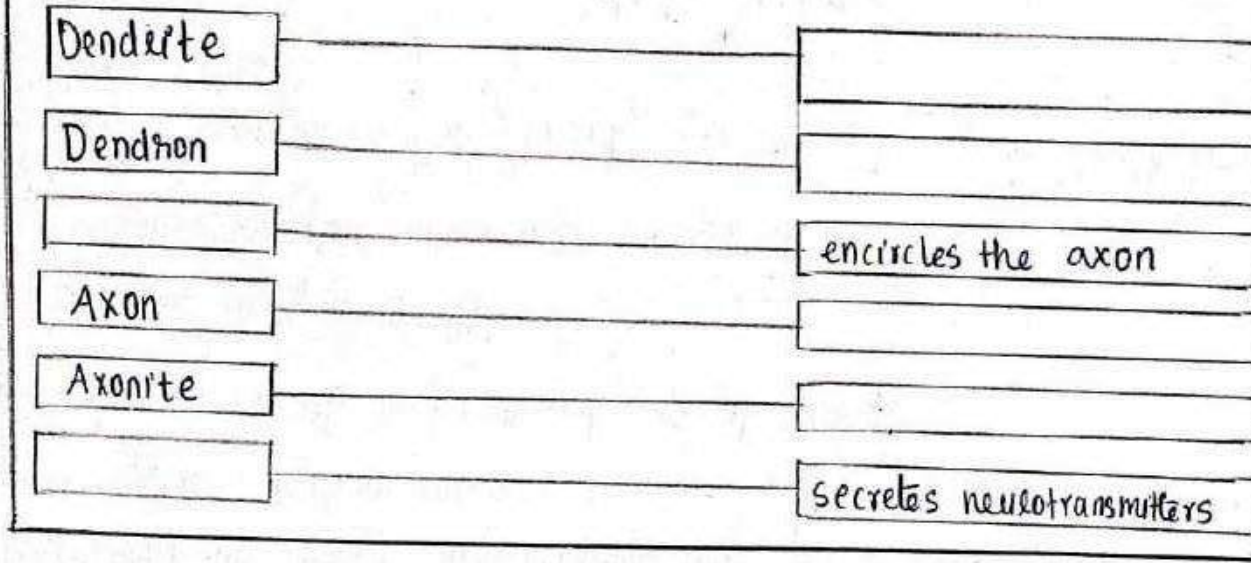
② Communication and coordination of ideas.

Students were very keen to understand the functions of neurons. Students read the reading material in groups and shared their

LEARNING ACTIVITIES

Schwann cell	- Encircles the axon
Axon	- carries impulses from cell body to
Axonite	- carries impulses to the synaptic knob
synaptic knob	- secretes neurotransmitters.

Complete the boxes with the help of table.



receives impulses (CB)

impulses from dendrites to cell body (CB)

impulses from cell body to out side (CB)

impulses to the synaptic knob (CB)

secretes neurotransmitters (CB)

RESPONSE/EVALUATION

Ideas. One student from group I and one student from group 4 read the answers very clearly and aloud.

③ Acquisition of skills.

Students acquired skills such as problem solving skills, observation skills and communication skills.

④ Presentation and Performance

Students very well answered to the questions. One student from group 4 effectively presented the functions of each part of neuron.

⑤ Documentation

A completed document on the functions of each part of neuron were prepared by the students.



LEARNING ACTIVITIES

Activity No. 4

With the help of textbook students complete the activity aimed to understand the formation of myelin sheath.

I) Identify the word pair relation and fill in the blanks.

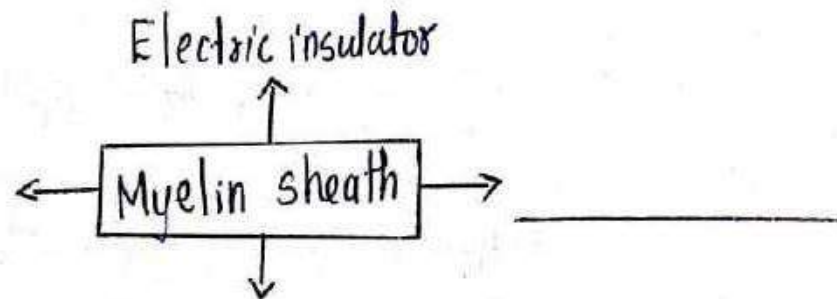
a) Myelin sheath in nerve : Schwann cells

Myelin sheath in brain and spinal cord : _____

b) Myelinated nerve cells : _____

Non myelinated nerve cells : Grey matter

II) Choose and stick the correct functions of myelin sheath from the box given below.



Provide _____ to axon, accelerate impulse, receives impulses from dendrite, secretes neurotransmitters.

RESPONSE/EVALUATION

① Participation in the activity

Students carefully read the material on formation of myelin sheath and they actively involved in the discussion.

② Communication and coordination of ideas

Students very well communicated their understandings about myelin sheath and they shared the formation of myelin sheath in the group with the help of textbook.

③ Acquisition of skills

Students acquired skills like communication skill, critical thinking and observation skills.

④ Presentation and performance

Students from group 1 and group 3 answered all the questions first. A student from group 3 presented

LEARNING ACTIVITIES

Myelin sheath (CB)

Schwann cells (CB)

Oligodendocytes (CB)

White matter (CB)

Grey matter (CB)

Protection of axon (CB)

Impulse transmission (CB)

Teacher consolidates the activity by explaining the formation and functions and myelin sheath using a power point presentation.

Teacher consolidates the class by explaining the structure of neuron, functions of parts of neuron, formation and functions of myelin sheath and giving awareness about nervous disorders and its prevention.

FOLLOW UP ACTIVITIES

- 1) Prepare a model on structure of neuron
- 2) Prepare a chart on harmful effects of drugs
- 3) Write a short note on the formation of myelin sheath.

RESPONSE/EVALUATION

the functions of myelin sheath clearly.

⑤ Documentation

A completed document on the formation and functions of myelin sheath were prepared by the students.



REFLECTION

My findings and Assessment :

Remedial activities

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ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Workshop on Theatre and Drama

Name of the Event	Workshop on Theatre and Drama
Objectives	<ol style="list-style-type: none">1) To understand the techniques of theatre arts and dramatic performances.2) To instill the intellectual and aesthetic development among student teachers.3) To develop social skills.4) To enable students to practice various skills like discussion, script writing and enacting.
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(13/10/2023-14/10/2023 Batch A 17/10/2023&18/10/2023 Batch B) 2021-22(23/11/2021-24/11/2021Batch A&25/11/2021- 26/11/2021Batch B) 2020-21(19/2/2021-20/2/2021 Batch A&22/2/2021- 23/3/2021Batch B) 2019-20(16/8/2019-17/8/2019 Batch A&18/8/2019- 19/8/2019Batch B) 2018-19(18/9/2018-19/9/2018 Batch A &24/9/2018- 25/9/2018Batch B)
Time	9.00 AM- 4 PM
Duration	2 days
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report (2022-23)

The college organized an annual Workshop on Theater and Drama for the first year student teachers. This educational endeavor was guided by Mr. Arun Kumar S, a seasoned and skilled theater artist.





To ensure smooth facilitation of the workshop, the six optional student teachers were divided into two groups, conveniently labeled as Batch A and Batch B. Each of these groups consisted of three students from the optional subjects. The workshop took place over two distinct timeframes: from 13th – 14th October 2023 for Batch B and from 17th – 18th October 2023 for Batch A. Within each of these batches, students were further divided into smaller groups, comprising 10 or 11 participants. This arrangement was put in place to ensure a more focused and interactive learning experience.

The workshop proved to be a highly enriching experience for all student teachers involved, offering them profound insights into both the intellectual and aesthetic dimensions of teaching and learning. The workshop thoughtfully covered both practical and theoretical aspects of the theater arts.

The first day of the theater workshop was dedicated to exploring various facets of script writing and stage setting. As part of their assignment, every student was tasked with preparing and submitting a drama script for the subsequent day. The resource person, Mr. Arun Kumar S, commended the active and enthusiastic participation of all the attendees, acknowledging their commitment to the workshop.

The workshop provided numerous opportunities for students to showcase their talents by performing on stage, both in groups and individually. This platform also proved to be particularly empowering for student teachers who had initial reservations about performing on stage. Their hesitations were effectively addressed, leading to heightened motivation, thereby infusing the workshop with vibrant energy.

The practical sessions were thoughtfully designed to ensure that each and every student had the opportunity to perform and enact various scenarios. Alongside their performances, the resource person provided invaluable feedback and suggestions for improvement, further enriching the learning experience. The practical sessions also encouraged students to engage in constructive discussions, take on leadership roles and foster effective teamwork.

The workshop proved to be exceptionally beneficial for the student teachers. It not only deepened their understanding of teaching and learning from intellectual and aesthetic perspectives but also bolstered their confidence, performance abilities and collaborative skills.





Workshop on Theatre and Drama Images



Theatre Practice



class on Theatre education





Kochi, Kerala, India

5078, Kovilvattom Rd, Near MG Road, Kacheripady, Kochi, Kerala 682035, India

Lat 9.983058°

Long 76.279112°

18/10/22 12:33 PM GMT +05:30

Theatre Practice



Report on Theatre Workshop

St. Joseph College of Teacher Education for Women, Ernakulam organised a two days Workshop for the B.Ed aspirants or trainees on Art and drama. The Workshop was organised on 17th and 18th of October 2022 from 9:00 AM to 4:00 pm having lunch break from 12:25 Pm to 12:55 pm. The Venue for the theatre workshop was the multipurpose hall. The Resource person for this workshop was Anil Kumar sir. Sir presided over the workshop in a well and good manner. Sir have expertise in this particular field and also he acted in a few films as side actor. "Maheshinte Prathikaram" needs a mandatory mention while considering his films. Sr. Thejus made all the arrangements for this workshop like arranging out the attendance sheet, arranging chairs and benches along with students for



theatre training. Sneha Kavya was the Master of Ceremonies and Kavya mol from Malayalam optional delivered the welcome address soon after the assembly.

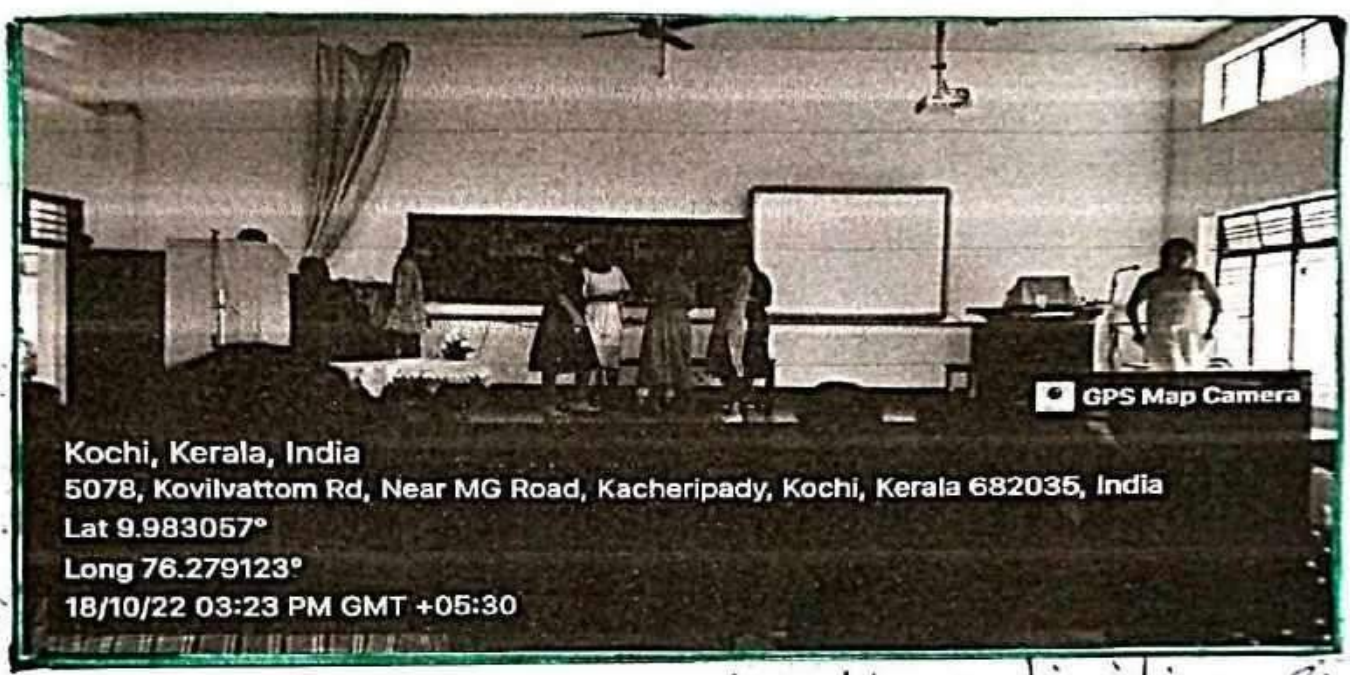


Kochi, Kerala, India
 5078, Kovilvattom Rd, Near MG Road, Kacheripady, Kochi, Kerala 682035, India
 Lat 9.983078°
 Long 76.279124°
 18/10/22 09:44 AM GMT +05:30

Morning itself. Sir asked us to form a circle to check our voice modulation. He asked us to say "Good morning" at high, medium and low pitch along with our name and optional. And this was aimed to be as the Ice-breaking session. Sir also demonstrated different tones of saying good morning, and asked each of us to repeat after him as a form of introducing ourselves to others. He began the class by the famous theory of Shakespeare. "All the world's a stage" and all the men and women merely players.

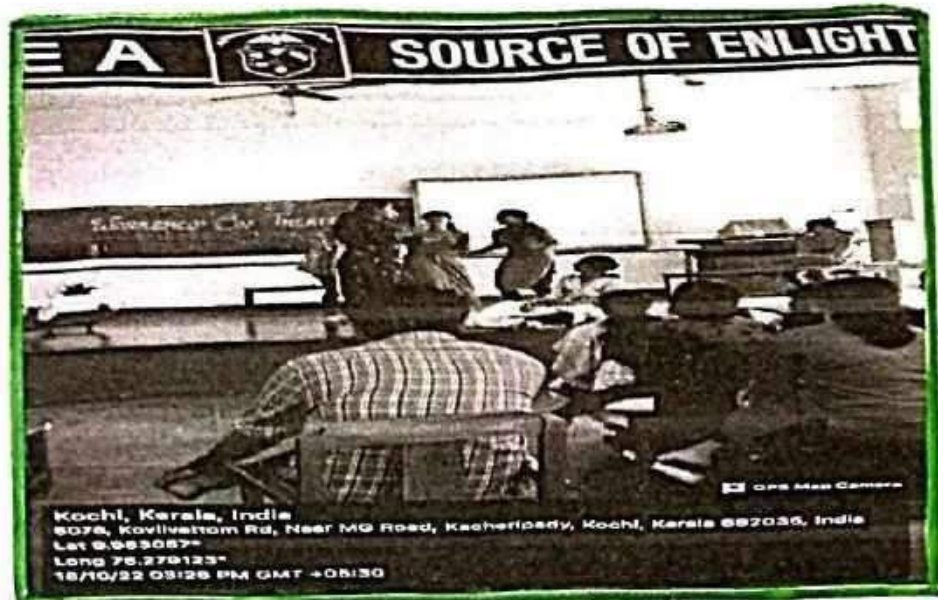


This Segment was followed by group formation. Sir asked us to Call out numbers from 1 to 5 and thus formed five groups, each group having 11 members.



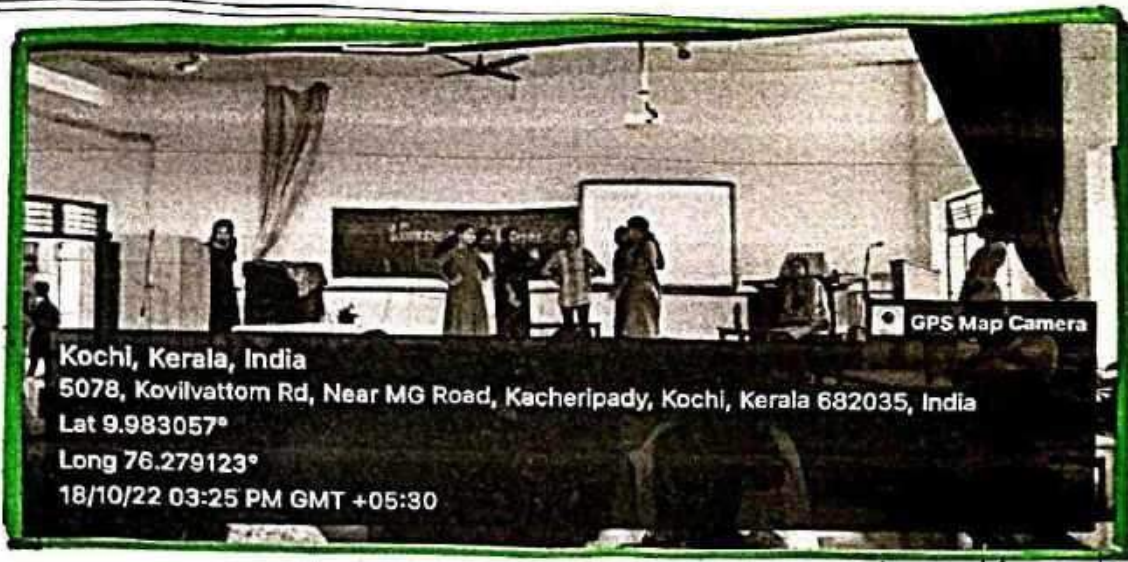
For having more space for the activities Sir asked us to arrange the desk and bench in such a manner that we have more space to carry out our activities. The first activity was to just walk on the free/empty space and in between to ask the name of others who we meet in our way. This activity was majorly focused to know others from different options and also to get out from our "Comfort zone". He asked us to cover all the free or empty space while walking and to consider it as a stage. Thus, he explained us the "The way of stage" theory. In theatre and performing arts, the stage is a designated space for performance.





This activity was followed by a game called "number game". The game checks out our spontaneity and speed and to check our alertness and concentration. After the game, the first game who was out was Sneha M. of Social Science optional, and she was asked to say a statement, which should mark the beginning of a story. The statement she used was "India was my Country" and with this statement, a story should be progressed out of this. Then everyone sat according to a group and continued the game until a fully-fledged story was developed out of it. Sir asked to construct our own conclusions for the story to contemplate over the different perceptions from different angles. Before the lunch break, Sir asked to write a "Script" on the topic "Pothichon".

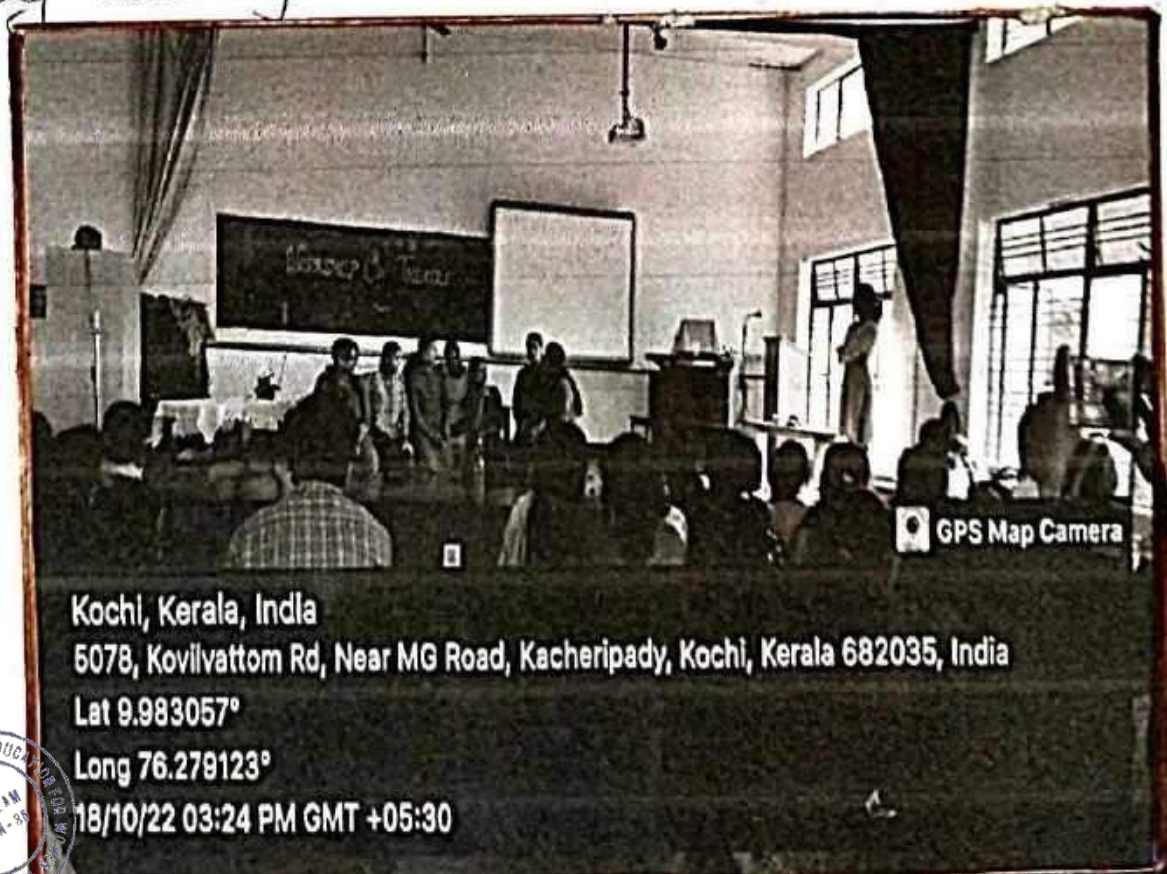




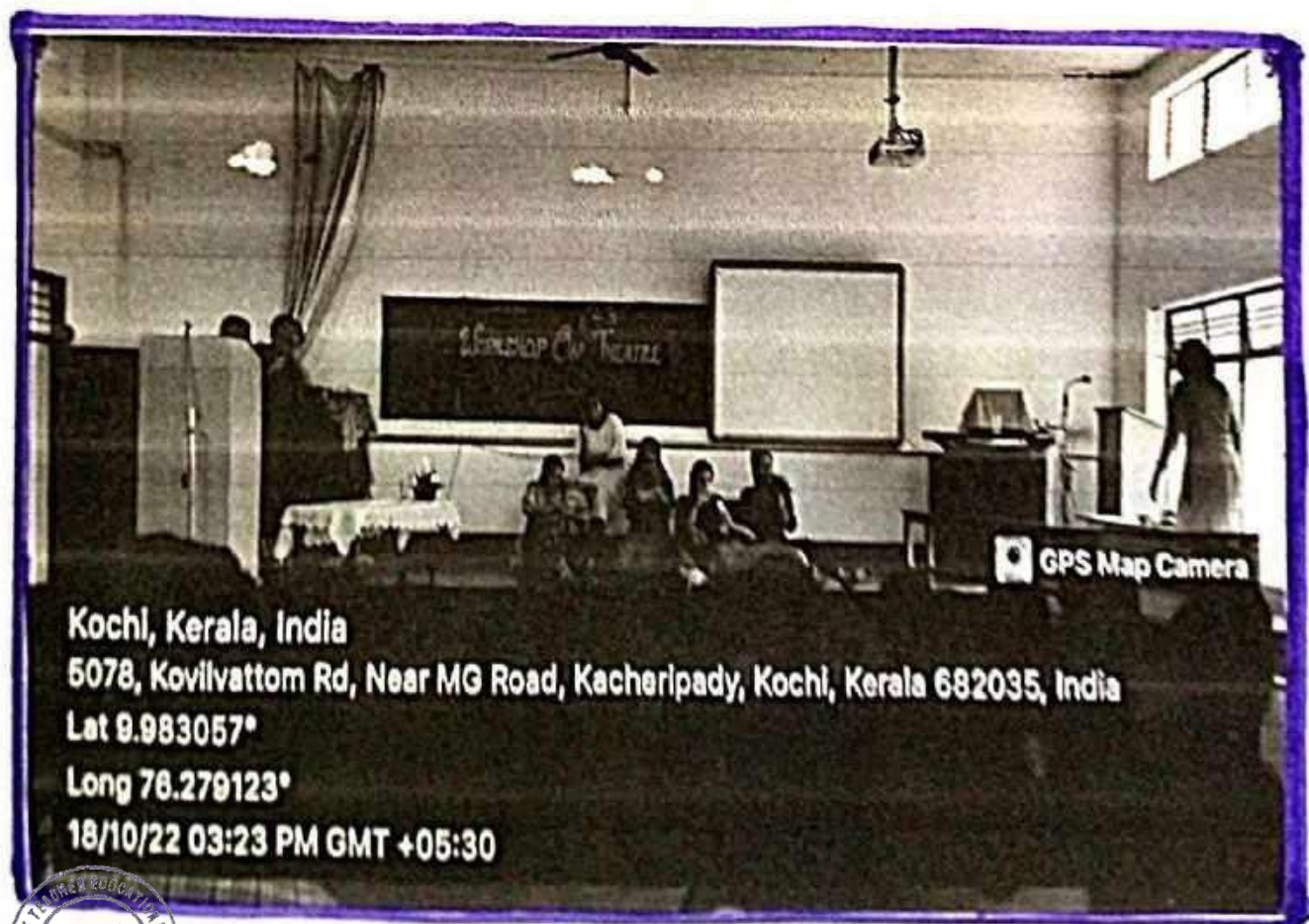
in group and to elucidate it after the break. As instructions, after having our lunch we wrote a script on the given topic in groups. Sir then took a small class on the Compo- nents, format, the way and method to write a script, The different types of stages etc. After that four groups read out their Script and two groups on the very next day. At the end of the first day, Sir gave us an Homework which was to write a script individually on socially relevant issues on the basis of the classes provided by Sir. That was our assignment and we submitted it on next day. In day 2, we submitted our homework of writing individual Script on socially substantial issue was submitted morning itself. The pending two groups read out their script. And asked us to according to the group.



On the second day, workshop was more focussed on the theory side ignoring the practicals. He explained us on Different types of stages, different types of acting, how to perform on a stage, what not to do on a stage. This was followed by an game Activity. Sir gave us a water bottle and asked each one of us to imagine that as some other property and to enact its use so that the viewers should understand and say what the performer meant. It was an individual activity. Then he asked us to play a game related to "tableau". It was a skill game without having dialogue and we all enjoyed it alot.



This game was followed by lunch break. The Script which each group prepared on "Pothichoa" was performed on the stage by each group after the lunch break and the workshop was concluded by a focc and then games in which Sreedakshmi was the focc from social science optional and it gave out a positive ending. Every student participated in the given tasks with great zeal. It taught us Self-Expression, life-skill Training, Problem solving skills and we learned to Lead.





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Workshop on yoga

Name of the Event	Workshop on Yoga
Objectives	<ol style="list-style-type: none">1) To understand the basics of yoga.2) To enable the student teachers to know the benefits of yoga in schools.3) To help student teachers to keep themselves calm from stress and anxiety.
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(13/10/2023-14/10/2023 Batch B 17/10/2023&18/10/2023 Batch A) 2021-22(23/11/2021-24/11/2021Batch B&25/11/2021-26/11/2021Batch A) 2020-21(19/2/2021-20/2/2021 Batch B&22/2/2021-23/3/2021Batch A) 2019-20(16/8/2019-17/8/2019 Batch B&18/8/2019-19/8/2019Batch A) 2018-19(18/9/2018-19/9/2018 Batch B &24/9/2018-25/9/2018Batch A)
Time	9.00 AM- 12.00 PM
Duration	2 days (Batch A), 2 days (Batch B)
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized an annual Yoga workshop from 13th – 14th October and 17th – 18th October, 2022. The workshop aimed to promote the art of healthy living and establish a sense of harmony between the mind and body through Yoga. The workshop, a half-day program, ran from 9:00 am to 12.00 pm and was facilitated by Fr. Peter Thiruthanathil during the 2022-23 academic year.





To facilitate the workshop efficiently, the student teachers were divided into two groups, referred to as Batch A and Batch B. Both groups had the privilege of participating in two days of Yoga workshops. Batch A attended the sessions on 13th – 14th October 2022, while Batch B took part on 17th – 18th October 2022.

The Yoga Workshop encompassed more than just the physical practice of Yoga poses and exercises. It delved into the profound philosophy of Yoga, its myriad benefits, and all the theoretical underpinnings. The resource person for the workshop elaborated on various "asanas" or postures, elucidating their respective benefits. This comprehensive session proved highly informative and aided student teachers in grasping the fundamental concepts of Yoga.

The student teachers had the opportunity to practice various Yoga postures individually, guided by the resource person. The resource person provided valuable guidance and corrections, focusing on accuracy, precision, and the proper techniques for performing different Yoga postures, including shalabhasana, sooryanamasakara, kukudasana, dhanurasana, padmasana, and trikonasana.

Participating in Yoga is known to offer numerous physical and mental health benefits. The workshop provided an enjoyable and invigorating experience for all participants, with the student teachers displaying enthusiasm and active participation throughout the program. They were delighted to be part of this valuable and energizing initiative.



Yoga Training by Fr. Peter



Yoga session



Class by Fr. Peter



Health and physical Education

Y ogic Practices

Demonstration of Various Yogic Asanas/
Meditation by student



Yoga

Introduction

Yoga is the Universal, Eternal and All-Encompassing principle, the most effective spiritual science, which is based on valid and authoritative knowledge or Vedas. Yoga is both the means and the end; in it is embedded the well-being of the entire human race. Yoga is for the well-being of all. In the book 'Yoga: Concepts, origin, Development and History' Purna Mysore writes that, 'The tradition of Yogashastra is a single tradition, unmitigated or undisturbed with the passage of time! Through Yogashastra the internal faculties of nature and man are independently and progressively developed in stages, and even if some help is required from other traditions, it can be drawn from the same, since Yoga is never in conflict with other faiths.' Several Yoga



techniques get merged into the teachings of the various Sampradayas, and thus are developed Jaina Yoga, Bauddha Yoga, Shaiva Yoga etc.

There are many schools or groups of people practising Yoga and various, related techniques, from the ancient as well as medieval times. From ancient times there are many

Sampradayas such as Shaiva, Natha, Vaishnava, Shakta, Sannyasi, Kapalika, Aghora, Bauddha, Jain etc. many others who have accepted the teachings of Yogashastra. Rajayoga, Karmayoga, Bhaktiyoga, Jnanayoga, Mantrayoga, Layayoga, Ashtangayoga, Hathayoga, Samatrayoga,

Dhyanyoga and other streams of Yoga help the aspirants in their own way and enable them to pursue their own yogic or Rishi-path of

liberation according to their practices, spiritual progress and inclinations! Yoga is more than just a workout - it's actually a combination

of four components: postures (like tree pose), breathing practices, deep relaxation and meditation that can transform your health

on many different levels.



Meaning

Yoga is a hindu spiritual and ascetic discipline, a part of which, including breath control, simple meditation, and the adoption of specific bodily postures is widely practised for health and relaxation. The word "yoga" comes from the Sanskrit word, *yuj* or yoke. Yoga means "to like", "connect" or "join". Yoga practice is not a solitary endeavor. This union that the word yoga is referring to is that of uniting individual consciousness or Consciousness (our individual experience of reality) and Divine Consciousness (the essence of truth as perceived when we quiet our five senses and reconnect with the supreme self within). Yoga is a process. It's active. It's the way you engage with the world to create harmony. Yoga is how we participate and create relationship. At its most practical level, yoga is a process of becoming more aware of who we are. Yoga techniques facilitate balance and health, and unfold our dormant potential. Yoga allows us to be more aware of ourselves and feel connected. As such, yoga is a process of discovery, self-mastery and realization.



History of Yoga

According to modern scholars, Vedic age is only three to five thousand years old. The excavations of the Sindhue Civilization and the Vedic literature of Adyaitihasikakala have ample references to Yogashastra.

The Vedic Period

Vedic literature is full with Yoga and its various techniques.

(A) Rigveda Period

Yoga is the Control of the chittavattis and there is a mention in the Rigveda that the chittavattis and there is a mention in the Rigveda that the chitta (mind) and its modifications controlled by an aspirant is Yoga.

(B) The Later Vedic period

In the eleventh Kanda of the Atharvaveda an entire sukta is devoted to the description of prana. In Yajurveda and Samaveda, the term Yoga is used in the sense of concentration of the mind. In this period the edited Upanishads contain elements of Yoga. All these Upanishads contain the importance of Yoga.



The Historic Period

In the beginning of the historic period, that is from 600 BC, King Ashoka ruled Supreme when Yoga tradition received a great motivation and it gave a new direction to the propagation of Indian Culture in India and abroad. The eleventh chapter of Manusmriti explains tapas. To revive the Science of Sanskrit grammar became the need of the times, during Shunga period. Taking this into account Maharshi Patanjali composed his authoritative works on Sanskrit Grammar in Ashtadhyayi Mahabhasya, Yogasutra etc. in Sanskrit to keep the Sanskrit tradition alive.

Medieval Period

The Smriti Texts - Parashara, Shankha, Devala; Purana texts - Agri Purana, Garuda Purana and the Tantra literature were composed in this period; all these texts profuse with Yogashastrea elements. In this era, the Nathayoga tradition also prospered. From 700-1200 AD there was the decline of Bauddha Dharma and the rise of the Shaiva Dharma. The Yoga in Shaiva traditions are called Siddhas. This gave rise to Nathayoga tradition.

Later Medieval Period

This is the period in which the Hatha Yoga and the Bhakti Yoga traditions prospered. In this period, the propagation of Yoga was on a much wider scale. The literature on Yoga composed in this period was a great contribution in spreading the message of Yoga and explaining the profound subtleties and splendor of Yoga in a simple and lucid style easily understandable for the common man. Guru Gorakshanatha occupies a prime position in the important Nathyoga and Hathayoga tradition which give prime importance to the body.

The Modern Period

Birth of Maharshi Dayananda Saraswati marks the beginning of the modern age of yoga. Maharshi Dayananda in his various authoritative works. In this period Swami Vivekananda, the disciple of Sri Ramakrishna Paramahansa developed the Yoga tradition further. He propagated the Bharatiya Hindu Dharma.

The entire world is convinced that Yoga could give a unique contribution for the



establishment of unity with the entire human race since yoga is universal, applicable at all times and places, Sacrificing and non-Sectarian way of life.

Need And Importance of Ashtanga Yoga

Of the many yoga forms, Ashtanga has a reputation for being one of the most athletic. Ashtanga yoga involves poses that flow from one to the next. Ashtanga yoga will calm the human body, improves well being, helps in strengthening the muscles, promotes healthy eating and it will help to ease pain. The ultimate purpose of the Ashtanga practice is purification of the body and mind. It is a dynamic style of yoga that quickly builds strength, increases flexibility and develops Cardiovascular fitness with breath-initiated movements between the postures. Ashtanga yoga teaches patience and persistence, as it may take several years to learn the postures of the primary series. Practicing Ashtanga rejuvenates the body, making it stronger, toned, more flexible and controlled. It is a powerful tool to tune the body. It improves focus, balance and coordination.



- (1) Yama : Universal morality
- (2) Niyama : Personal Observance
- (3) Asanas : Body postures
- (4) Pranayama : Breathing exercise, and Control of prana
- (5) Pratyahara : Control of the Senses
- (6) Dharana : Concentration
- (7) Dhyana : Devotion, Meditation on the Divine
- (8) Samadhi : Union with the divine

Relevance

Physical Strength

Ashtanga yoga focuses on muscle training and develops physical strength.

Effective Cardio Workout

It will help to get in shape, manage your weight and stay fit, all that, while doing long slow deep breathing. Sequences of Ashtanga postures are done in a continuous, fast paced way and the dynamic flow of the asanas may give the sense of intensity.



Good Coordination

Ashtanga yoga is a powerful tool to tune the body.

Emotional benefits

This style of yoga also emphasizes emotional and mental flexibility and strength. Asanas can affect not only your muscles and joints but also your emotions and Purify your mind.

Mental healing

Ashtanga yoga will keep the body moving in coordination with the breath. Breath awareness is particularly important in this practice.

Spiritual Well being

The first four limbs cleanse the external and teach how to interact with the world around. The next four limbs focus on withdrawal, cleansing the internal and how we relate to mind.

Asanas

An Asana is a body posture, originally and still a general term for a sitting meditation pose, and later extended in hatha yoga and modern yoga as exercise, to any type of position, adding sitting, standing, inverted, twisting, and



Halasana



Halasana or Plough pose is an inverted asana in hatha yoga and modern yoga as exercise. Its variations include Karnapidasana with the knees by the ears, and Supta Konasana with the feet wide apart.

Steps to practice Halasana

(1) Lie on your back with arms beside you, palms downwards.

As you inhale, use your abdominal muscles



to lift your feet off the floor, raising your legs vertically at a 90-degree angle.

(3) Continue to breathe normally and supporting your hips and back with your hands, lift them off the ground.

(4) Allow your legs to sweep in a 180-degree angle over your head till your toes touch the floor. Your back should be perpendicular to the floor. This may be difficult initially, but make an attempt for a few seconds.

(5) Hold this pose and let your body relax more and more with each steady breath.

(6) After about a minute (a few seconds for beginners) of resting in this pose, you may gently bring your legs down on exhalation.

Benefits of Halasana

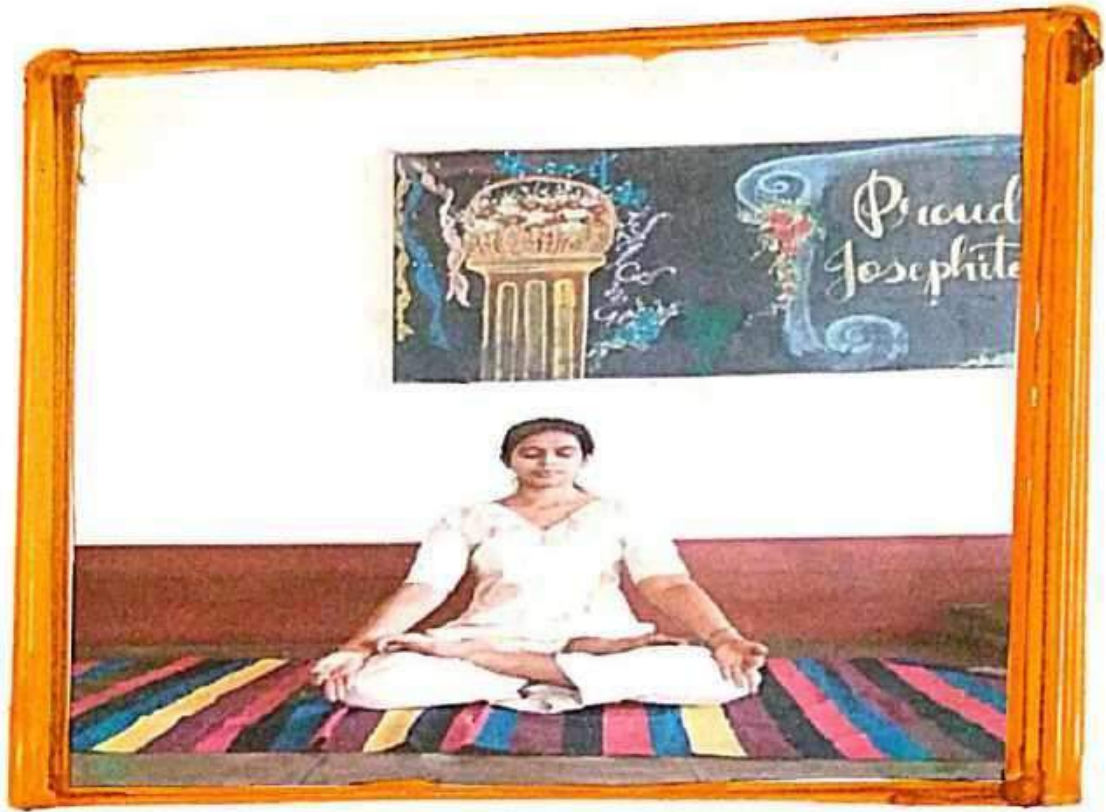
- Good for Digestion and trims the belly
- Increases the digestive fire and relieves Constipation and Excellent for Back stretch

Contra-Indication [People who should not do]

- * People undergone Abdominal Surgery in 6 months
- * People who suffer from acute backpain
- * Ladies who are pregnant
- * Not good for peak menstrual days
- * Not good for those who have acute neck pain.



Padmasana



Lotus position or Padmasana is a cross-legged sitting meditation pose from ancient India, in which each foot is placed on the opposite thigh. It is an ancient asana in yoga, predating hatha yoga and is widely used for meditation in Hindu, Tantra, Jain and Buddhist tradition.

Steps to Practice Padmasana

* Sit on the floor in Dandasana with your legs extended. Bend your right knee out to the side,



and Cradle your knee and your foot in your hands. Rotate your leg from the hip (not the knee) and guide your foot into your left hip crease.

* Bend your left knee, rotating the thigh outward from the hip and just as you did on the right. Lift your shin slightly and guide the left foot over the right, and bring it to tuck into the right hip crease.

* Settle the tops of your feet against your upper thighs and release your knees towards the floor. Try not to let the ankles sicken.

* Sit up tall, lift your sternum and lengthening your spine. Sitting on a folded blanket may help keep the spine from rounding.

* Take slow, deep breaths and stay in the pose as long as is comfortable.

Benefits

• Lotus pose creates a foundation for meditation practices.

• It can help manage stress and when done in a relaxed manner, activates the relaxation response and deactivates the stress response.

• May help lower or regulate blood pressure.

• Stretches the front of the thighs (quadriceps) and ankles.

• Posture is good for abdomen and pelvic organs.



Sukhasana



Sukhasana is a simple pose which is also called the cross-legged easy pose. This is a meditative pose, all we have to do is to sit in a cross-legged position on the floor with the back and neck straight.

Steps to practice Sukhasana

1. Start from a seated position. Sit on a yoga mat, yoga blanket or bare floor with your legs extended outward.



Position your arms and shoulders. Keep your

arms to the sides and straighten the shoulder blades.

3. **Cross your legs.** Slowly cross the legs at the shins, with one leg on top of the other.

4. **Widen your knees.** Then position each foot beneath the opposite knee (Cross-legged).

5. **Relax your arms.** Place your hands on the knees with your palms down.

6. **Straighten your back.** Balance your body weight across the sit bones, making sure to press the buttocks into the floor, mat, or blanket.

7. **Soften the neck and gaze ahead.** Inhale deeply and exhale after three seconds, repeating the breathing exercise throughout. Hold the pose for approximately one minute or the length of time that your yoga teacher sets.

8. **Repeat.** Change the cross position of the legs and repeat the steps of the pose.

Potential Benefits of Sukhasana

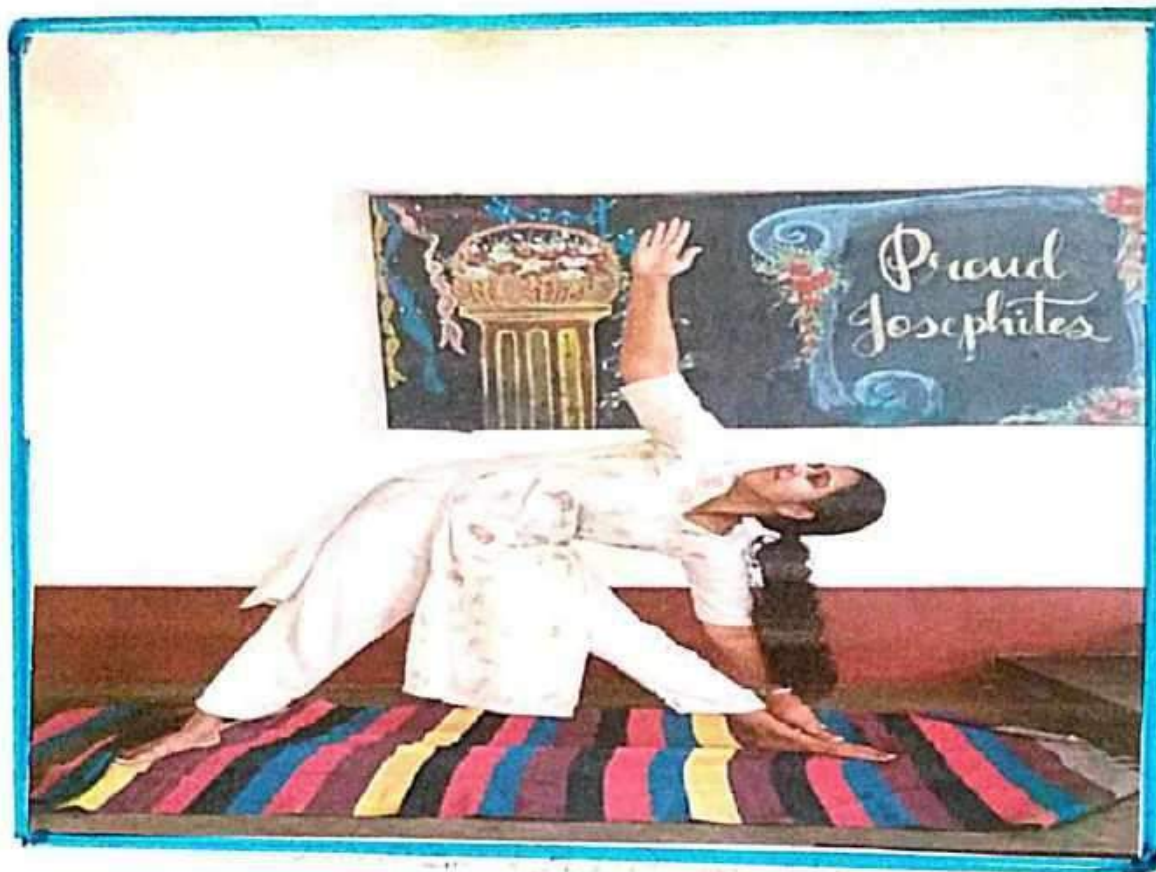
- **Pain relief** - The pose can ease lower back and knee pain.
- **Improving mobility** - You can unlock the knees, hips and ankles.
- **Relaxation** - Sukhasana can help you feel calm and promote tranquility.

Contra-Indication [People who shouldn't do]

- Do not perform if there is any severe leg problem.
- Do not perform if there is pain in lower spine or knee.



Trikonasana



Trikonasana or Utkhita Trikonasana is a Triangle Pose, is a standing asana in modern yoga as exercise. Variations include Baddha Trikonasana and Parivartta Trikonasana. Unlike most yoga postures, the Triangle pose requires keeping the eyes open in order to maintain body balance.



Steps to Practice Trikonasana

1. Stand Straight. Separate your feet Comfortably wide apart (about $3\frac{1}{2}$ to 4 feet).
2. Turn your right foot out 90 degrees and left foot in by 15 degrees.
3. Now align the Center of your right heel with the Center of your arch of left foot.
4. Ensure that your feet are pressing the ground and the weight of your body is equally balanced on both the foot.
5. Inhale deeply and as you exhale, bend your body to the right, downward from the hips, keeping the waist straight, allowing your left hand to come up in the air while your right hand comes down towards floor. Keep both arms in straight line.
6. Rest your right hand on your shin, ankle or the floor outside your right foot, whatever is possible without distorting the sides of the waist. Stretch your left arm toward the ceiling in line with the tops of your shoulders. Keep your head in a neutral position or turn it to the left, eyes gazing softly at the left palm.
7. Ascertain that your body is bent sideways and not backward or forward. Pelvis and chest are open.



8. Stretch maximum and be steady. Keep taking in long deep breaths. With each exhalation, relax the body more and more. Just be with the body and the breath.

9. As you inhale, come up, bring your arms down to your sides and straighten your feet.

10. Repeat the same on other side.

Benefits of Trikonasana

1. Strengthens the legs, knees, ankles, arms and chest.
2. Stretches and opens the hips, groins, hamstrings, calves, shoulders, chest and spine.
3. Increases mental and physical equilibrium.
4. Helps improve digestion.
5. Reduces anxiety, stress, back pain and Sciatica.

Contra-Indication

Those with posterolateral disc herniation may find the twisting in this asana challenges the back. The asana should not be practiced by those suffering from back conditions.

Vajrasana



Vajrasana or Thunderbolt Pose or Diamond pose, is a kneeling asana in hatha yoga and modern yoga as exercise. The name comes from the Sanskrit words Vajra, a weapon whose name means "thunderbolt" or "diamond", and asana, meaning "posture" or "seat".

Steps to practice Vajrasana

1. Start by kneeling on the floor. Consider using a yoga mat for comfort.
2. Put your knees and ankles together and point



your feet in line with your legs. The bottoms of your feet should face upward with your big toes touching.

3. Exhale as you sit back on your legs. Your buttocks will rest on your heels and your thighs will rest on your calves.
4. Put your hands on your thighs and adjust your pelvis slightly backward and forward until you're comfortable.
5. Breathe in and out slowly as you position yourself to sit up straight by straightening your spine. Use your head to pull your body upward and press your tailbone toward the floor.
6. Straighten your head to gaze forward with your chin parallel to the floor. Position your hands palms down on your thighs with your arms relaxed.

Benefits of Vajrasana

- Vajrasana helps to reduce discomfort for people with lower back pain.
- Vajrasana is useful for hypertension.
- Vajrasana improves Concentration, balance, etc.
Performance

Contra-Indication

for the people suffering from Ankle and Joint pain.



Conclusion

In Conclusion, the health benefits presented by yoga have attracted many people to adopt it to enable them to lead healthy lifestyles. Notably, the exercise combines physical postures, breathing exercises, and relaxation episodes to tune the mind and body of a person. As a result, people practicing yoga are likely to enjoy various physical and mental health benefits. Therefore, when practiced consistently and carefully, yoga can impact the body and Soul of individuals positively. Hence, people should use its techniques to improve their lifestyles.



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Reflective Journal

Name of Event: Yoga Optional Sub. Social Science
Name of the Student Teacher: Anitta Date: 14 Dec 2022

Levels of Reflection

Description

JOURNAL ENTRY

On 7th of December, we practised Yogic Asanas as per the training we got from two day workshop on Yoga from 9am to 4pm on Oct 13th and Oct 14th. Yoga is a set of skills for all of us as we go out and about



in the world facing our challenges. The 5 Yogic asanas was Captured by my friend at multipurpose hall. I practiced five important Asanas. Father pete trained us yoga in well-efficient manner.

Feelings

Practising Yoga made me stronger, more flexible emotionally and physically and made more resilient. They also have the added benefit of releasing tension and emotion. During yoga, my brain releases all sorts of chemicals that lower stress

Evaluation

The Experience of practising yoga was a good feeling for me. I was drenched in sweat, apparently easy poses are often back-breaking. It was little hard when it is done for the first time. but all those was Coped up by Savasana which was extremely relaxing. Indeed!

Analysis

Regular yoga practice creates mental clarity and Calmness, increases body awareness, relieves chronic stress patterns; relaxes the mind; Centers attention, and sharpens Concentration. But there are also demerits of yoga. A wrong meditation can do harm Compared with good.

Conclusion

I will try for more asanas if this event were to happen again in the future. In yoga, I need the Skill of Self Control by becoming aware of our physical and mental patterns. The more we apply ourselves towards creating a positive change and inhibiting negative tendencies, the more we become proficient in Self-Control.

Action Plan

I am planning to Continue Yoga by Keeping in mind the Instructions. I will Commit to a Schedule and master the poses and deepen Knowledge

Signature and Date - [Signature]



20/12/22



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Workshop on Teaching Aid Preparation

Name of the Event	Workshop on Teaching Aid Preparation
Objectives	<ol style="list-style-type: none">1) Understand the instructional objectives and curricular objectives2) Enable to analyze content /units for preparing the teaching aids3) Explore the ideas in groups of discussion4) Practice the skills and strategies of teaching aid preparation5) Able to prepare teaching aids systematically
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(10/12/2022) 2021-22(5/11/2021-6/11/2021) 2020-21(26/6/2020-27/6/2020) 2019-2020(12/6/2019-13/6/2019) 2018-19(6/8/2018-7/8/2018)
Beneficiaries	Student Teachers
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized a Training on teaching aids preparation that spanned from 10/12/2022. During this workshop, students received in-depth guidance on crafting teaching aids customized to the high school syllabus, with subject teacher educators taking the lead in facilitating the sessions. The college emphasized the significance of developing teaching aids that closely align with the high school curriculum. Furthermore, students were furnished with comprehensive guidance and instructions to nurture the creation of innovative teaching aids. In order to enhance the overall learning experience, the college provided a platform for





showcasing and demonstrating teaching aids that had been previously crafted by students in prior years.

On 10th December 2022, students actively immersed themselves in the practical aspect of creating teaching aids. With the invaluable guidance and support of their teacher educators, they wholeheartedly delved into the process of crafting these aids. Collaboration formed the cornerstone of this endeavor, as students not only cooperated seamlessly but also extended a helping hand to their peers, making a substantial and positive contribution to the overall success of this undertaking.

The workshop culminated in the form of an exhibition held on 28th October, 2022. This exhibition served as a vibrant platform for presenting the teaching aids meticulously crafted during the workshop. The inauguration ceremony was presided over by Mr. Antony V R, the distinguished Headmaster of St. Albert's HSS Ernakulam.

The college's workshop on teaching aids preparation proved to be an immersive and enlightening experience for the students. It not only enhanced their practical skills in creating teaching aids but also instilled a sense of collaboration and teamwork. Moreover, the subsequent exhibition showcased their creativity and commitment to education.



Report - Impromised Teaching Aids

As a part of B.Ed Curriculum a workshop was conducted for the B.Ed students on the preparation of improvised teaching aids in Dr. St. Joseph College of teacher education for women, Kottakulam. on 10.12.2022 by Sr. Josephine which provides us a detailed information regarding the preparation of improvised aids and the importance of teaching aids in the teaching learning process. Sr. Josephine Joseph gave us detailed instructions regarding the things to be considered while drawing a chart as well as choosing the topic in preparing the improvised teaching aids and how it is important in conveying a difficult concept in a very easy manner to the students. Sister also emphasized the importance and advantages of teaching aids in a very interesting manner. And she also explained how important to choose a perfect topic and how carefully we need to make these teaching aids for the teaching learning process. She said that borders should be proper as well as proper heading in bold letters should be given in the chart. Colours combination of the chart should also chosen with care to



make the chart attractive. Then each student teacher has selected a topic for charts and we started working on it. Then the two topics for the charts were shared with the peer members to avoid repetition. And the charts works were started.

I chose Carbon cycle as the topic for the board chart and reaction of metals with air, water and acids for the improvised chart. I started preparing the chart on Carbon cycle first of all I started with the border. Then I made a bold letter heading as Carbon cycle. and then I made an outline of the Carbon cycle. Then the appropriate images were drawn. Once after completing the images I ~~made~~ draw the arrows of the Carbon cycle and markings on the chart were written once the markings are completed I gave colours to the images and final preparation were done. The improvised chart prepared by drawing the animated images of metals and ~~the~~ represented their reaction with air, water and acids in the form of a cartoon.

The topics for my working model was based on the principle of magnetic induction which makes the bulb glow as a result of magnetic induction. For that one small LED bulb, copper coils, magnets, transistor and battery were used.



one copper coil of 40 turns was exclusively connected to the LED bulb one end of other copper coil were connected to one end of the transformer and other end transformer which was connected to the transformer and the battery. once the secondary coil is brought near the primary coil the bulb glows based on the principle of magnetic induction. The topic for the still model was allotropes of carbon two models, structure of diamond which were prepared using balls & beads and toothpicks were prepared by pasting on a board then a 3-dimensional structure of fullerene also prepared for that white nodes were prepared then using the white nodes and toothpicks 12 pentagons were prepared these pentagons were joined together by means of other toothpicks gives a complete buckyball.

This workshop of improvised teaching aids was really useful for me which provides a well cleared idea regarding the preparation of charts and models and also gave a very important information regarding importance of these teaching aids and its greatest advantages. I had prepared four teaching aids with the help of instructions provided through the workshop. 2 charts and 2 models were prepared. As a student teacher this workshop has helped me

a lot to understand how important to prepare appropriate teaching aids and the importance of these teaching aids during the classroom instructions. I believe that the experience obtained through the preparation of these teaching aids is really motivating and helpful for me to prepare more creative teaching aids appropriate for the topics involved to make teaching learning process more effective as well as to make the classes interesting for children.

Conclusion.

Teaching aids are the tools and the equipments that are used as an addition in the teaching learning process which enhance motivation of the learners and increases the interaction of the learners in the classrooms. The improvised teaching aids plays a very important role in making the children to understand about the concept in a very simpler way. Other than the verbal instructions the use of teaching learning aids will help in the learning process of all type of learners. The value...





Report on Yoga

The college organized a three-day yoga workshop for first-year M.Ed. teacher educands as part of the EDU010105 - ICT and Skill Development paper. The workshop, held on 16/1/2023, 17/1/2023 & 20/1/2023, took place at the college auditorium and focused on promoting knowledge and cultivating a passion for yoga and overall health among the teacher educates. The daily schedule, from 9:00 am to 1:00 pm, included a variety of yoga sessions guided by Fr. Baiju Varghese, the Health Director of Naivedya Ayurveda Hospital and Research Centre.

Vismaya Mohan, a first-year M.Ed. student, initiated the program with a prayer, and Sr. Aiswarya Jolly extended greetings. The workshop, attended by approximately 14 M.Ed. students, covered a range of yoga practices, starting with meditation and progressing to various yoga asanas, including Padmasana, Salabhasana, Ardhasalabhasana, Bhujagasana, Vipareethalasalabhasana, Ardhamalsyendrasana, Trikonasana, Vrikshasana, Dhanurasana, and Suryanamaskar. Fr. Baiju Varghese also delved into the benefits of yoga, emphasizing its positive impact on physical and mental well-being, fostering optimistic thinking.

Throughout the workshop, Fr. Baiju Varghese provided valuable insights into Pancha Kosha Meditation, Pranayama, Mudras, and the holistic benefits of yoga. The sessions, conducted under his guidance, proved to be fruitful as all teacher educands actively participated and successfully completed both simple and challenging yoga steps.

The benefits of the workshop extended beyond physical exercise, promoting holistic well-being, and fostering a positive mindset among the teacher educands. The orientation contributed to enhancing their knowledge of yoga and its positive effects on mental and physical health.





Practice Sessions





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Documentary evidence of Yoga Training MEd

