



## **St. Joseph College of Teacher Education for Women Ernakulam**



### **CRITERION II**

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching/internship orientation/training encompasses certain significant skills and competencies**

**(Documentary evidence in support of selected activities)**

Submitted to

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



### **2.4.2: Formulating Learning Objective**

<b>Sl.No</b>	<b>Documentary Evidence</b>	<b>Page No.</b>
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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)

## Orientation session on formulating learning objectives

<b>Name of the Event</b>	<b>Orientation Session on 'Formulating Learning Objectives'</b>
<b>Objectives</b>	<ol style="list-style-type: none"><li>1. To provide required knowledge regarding formulating learning objectives to student teachers to help them excel professionally as prospective teachers.</li><li>2. To help student teachers understand the domains and factors under each domain to be included while formulating learning objectives.</li></ol>
<b>Details of Event Coordinators</b>	St. Joseph College of Teacher Education for Women, Ernakulam
<b>Details of Resource Person</b>	Teacher Educators St. Joseph College of Teacher Education for Women, Ernakulam
<b>Date</b>	2022-23(22/12/2022),2021-22(11/6/2021),2020-21(2/7/2021),2019-20(19/12/2019),2018-19(7/1/2019)
<b>Time</b>	10.00 AM – 3.00 PM
<b>Duration</b>	5 hours
<b>Beneficiaries</b>	Student teachers
<b>Event Venue</b>	Classrooms St. Joseph College of Teacher Education for Women, Ernakulam

### Programme Report

The student teachers undergo a series of preparatory activities in readiness for their school-based practice and internships. To further their readiness and hone critical skills, the institution organized an orientation session on 'Formulating Learning Objectives' on 22<sup>nd</sup> December 2022, at the college.

The orientation had a dual purpose: to equip student teachers for their upcoming practice teaching or internships and to enhance crucial skills and competencies essential for their development. The target audience for this session was the B.Ed. student teachers





enrolled at the college. The session was effectively conducted by teacher educators from the respective departments within the college. The orientation commenced promptly at 10 AM under the guidance of the college's dedicated Teacher Educators. It was designed to empower student teachers with knowledge and competencies that would not only enhance their academic performance but also shape their future professional excellence. The session extensively covered the major domains and various factors within each domain, providing concrete examples for guidance. The focus was on understanding the process of formulating effective learning objectives, which play a pivotal role in education.

Learning objectives serve as a critical framework for educational activities, be it lessons, activities, curricula, or entire courses. They define the skills and knowledge that students are expected to acquire during their educational journey. Effective learning objectives exhibit certain key features, such as being student-centered, specific, measurable, achievable, result-oriented and time-bound. These objectives form the bedrock upon which education and assessment are structured, outlining the course content and evaluation criteria.

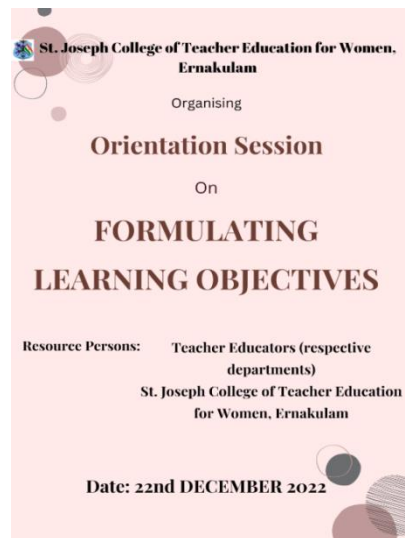
The orientation session also delved into Bloom's Taxonomy, a widely used tool for educational assessment. Bloom's Taxonomy aids in developing learning objectives and selecting appropriate terminology to articulate them effectively. Following the theoretical explanations, the student teachers were divided into four groups for collaborative discussions. Each group chose a specific topic within their respective subjects and worked on crafting learning objectives under the expert guidance of the teacher educators.

Through this collaborative process, errors and inaccuracies in the learning objectives formulated by the student teachers were identified and corrected, allowing for a refinement of their skills. The entire session concluded at 3 PM.

The orientation session proved to be a resounding success in equipping student teachers with the knowledge and skills required for crafting effective learning objectives. This comprehensive session not only deepened their understanding of the domains and factors involved but also provided them with practical insights into the process. Overall, it was a valuable opportunity for the student teachers to acquire knowledge and skills that will undoubtedly enhance their professional capabilities as aspiring educators.







**Event poster for the orientation session conducted on 'Formulating Learning Objectives' for B. Ed student teachers on 22<sup>nd</sup> December 2022**



**B.Ed. student teachers at St. Joseph College of Teacher Education for Women, Ernakulam engaging in formulating learning objectives during the orientation session conducted by the college on 22<sup>nd</sup> December 2022**





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KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Orientation class on formulation of learning objectives

Date: 22/12/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AMALA ANTONY	EN	
2	ANNA ROSHNI VARGHESE	EN	
3	DEEPA P S	EN	
4	DEVIKA VENUGOPAL	EN	
5	DIVYA RADHAKRISHNAN	EN	
6	F.MERLINE RODRIGUES	EN	
7	GURUMAHIMA M V	EN	
8	HARSHA THERESA THOMAS	EN	
9	K A RABIA	EN	
10	LEATITIA JOSHY	EN	
11	LINET JOHN	EN	
12	MEERA JOY	EN	
13	MERIZE BEN ALIAS	EN	
14	PRATIBHA S	EN	
15	SANDRA JOY	EN	
16	SANTHI M S	EN	
17	VEENA C V	EN	



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam



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Orientation class on formulation of learning objectives

Date: 22/12/2022

SL.No	Name of the student	SUBJECT	Signature
1	ALEENA ANTONY	ML	
2	ANASWARA. P S	ML	
3	ANCE BABY	ML	
4	ANISHA T	ML	
5	DIVYA RAJAN	ML	
6	JAYALAKSHIMI JAYAKUMAR	ML	
7	JOBITHA JOY	ML	
8	LIYA BABY	ML	
9	MARY AMALA R.	ML	
10	NITHA ALFRED	ML	
11	PRANAYA P M	ML	
12	RIYA SABU	ML	
13	SHILPA K	ML	
14	SNEHA M M	ML	
15	SREELAKSHMI K A	ML	
16	TEENA VINCENT	ML	



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Date: 22/12/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AKSHAYA SHAJU	MT	
2	ARYA K SURENDRAN	MT	
3	ASWATHI B A	MT	
4	FREEDA K F	MT	
5	JINU JOSEPH	MT	
6	JOMOL BABU	MT	Absent
7	LEKSHMIPRIYA T S	MT	
8	MARIYA JESSNEELA	MT	
9	MELISSA XAVIER	MT	
10	PARVATHY M	MT	
11	AGATHA CYRIAC	PS	Absent
12	RESHMA FRANCIS	MT	
13	ROSE MARIA JOHN	MT	
14	ROSY ROY	MT	
15	SONA PAUL	MT	
16	SREEJA SREENIVASAN	MT	



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Date: 22/12/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AKHITHA SEBASTIAN	NS	
2	ALLAN FRANCIS	NS	
3	ANGITHA RAMACHANDRAN	NS	Absent
4	ANITA ABRAHAM	NS	
5	CAREN GRACE	NS	
6	DILHANA HUSSAIN	NS	
7	JESHMA DAS V S	NS	
8	KEERTHANA M S	NS	
9	MEERA SUSAN KURIAN	NS	
10	MERIN SHAJAN	NS	
11	POOJA MARIA JACOB	NS	
12	RANJIMA V	NS	
13	SANIYA SIMON	NS	
14	SHALINI P S	NS	
15	SHIMNA K	NS	
16	THERESA THANKACHAN	NS	Absent
17	VYSHNAVI N SARMA	NS	



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Date: 22/12/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AGIYA COSMOS M C	PS	
2	AKSHAYA K S	PS	
3	ALIDA SAJU	PS	
4	ANILA SHAJU	PS	
5	ANU P. THOMAS	PS	
6	APARNA S	PS	
7	FATHIMATHUZUHRA	PS	
8	JESNA GEORGE	PS	
9	MARIYA DAS	PS	
10	NEETHU J A	PS	
11	RAVEENA K RAMESH	PS	Absent
12	ROSHNA RAHIM	PS	
13	VANDANA S	PS	
14	VINNY PAPPACHAN	PS	



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Date: 22/12/2022

Sl.No	Name of the student	SUBJECT	Signature
1	AKSHITHA BHASKARAN	SS	
2	ANAGHA T	SS	
3	ANCY ABRAHAM	SS	
4	ANJALY A C	SS	
5	ANUPAMA SREEDHAR	SS	
6	CELENE PAUL	SS	
7	DIVYAMOL P D	SS	
8	DONA K JOSE	SS	Absent
9	KRISHNAPRIYA K	SS	Doff.
10	MARY RINU K F	SS	Absent
11	MEREENA JOY	SS	
12	MINU JOY	SS	Absent
13	REGINA TEENA DCOSTA	SS	
14	RIYA DAVIS	SS	
15	ROSE MARY PAUL	SS	
16	VARSHA K V	SS	



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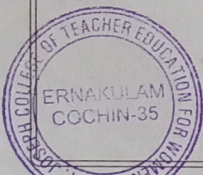
TEACHING MANUAL NO: 1

Name of the teacher : Nausheen. N	Standard : VIII
Name of the School : St. Mary's CHSS	Date : 18/11/2021
Name of the Subject : Biology	Duration : 40 minutes
Name of the Unit : Why classification?	Period : 5
Topic : Classification & Taxonomic keys	Strength : 38
	Mode of Instruction : Online

CONTENT ANALYSIS

**TERMS** : Human being, classification, incisors, claws, organisms, wing, indicator, Taxonomic keys, plants, animals, dichotomous key

- FACTS** :
- organisms can be classified with the help of suitable criteria
  - classification is simplified when there are less number of organisms
  - classification become easier with use of specific indicators
  - Taxonomic keys are used to identify and classify plants and animals.
  - Dichotomous key is the most important among taxonomic keys.





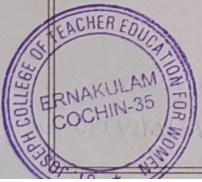
- Indicators in dichotomous key has two possibilities of selection
- organisms can be identified and classified by systematically choosing peculiarities of organisms
- Taxonomic keys are revised by including peculiarities of newly identified organisms.
- classification is the art of grouping of organisms based on similarities or differences.

- CONCEPT :
1. classification is the process by which organisms are grouped based on their similarities and differences.
  2. Taxonomic keys are scientific indicators used for identifying and classifying animals and plants

### LEARNING OBJECTIVES

- KNOWLEDGE: The pupil acquire Knowledge and Comprehension about
- DOMAIN
- defines what is classification
  - explains the need of classification of organisms
  - lists out various criteria for classification

- correlates various organisms based on their similarities
- PROCESS** : The pupil develop process skills in
- DOMAIN** :
- Infers the role of taxonomic keys in classification
  - Observes the characteristic features of different organisms
  - Communicates the significance of dichotomous keys
  - classifies organisms by using taxonomic key.
- APPLICATION** : The pupil Applies knowledge in
- DOMAIN** :
- understands the role of taxonomic keys in the process of classification
  - applies the knowledge of taxonomic key to classify organisms
  - critically thinks about the significance of dichotomous keys
  - analyses various criterias used for classification
- ATTITUDINAL** : The pupil develops positive Attitude towards
- DOMAIN** :
- Shares ideas about how organisms are classified
  - curious to know about methods of classification
  - develop positive attitude towards scientific classification
  - makes decision to conserve biodiversity.





CREATIVITY  
DOMAIN

- The pupil creates ideas about
- prepares a short note on dichotomous keys
- prepares a chart showing criterias of classification
- constructs a taxonomic key
- designs a poster on need of conservation of biodiversity

PRE-REQUISITE

Pupil already knows that there exist similarities and differences among all living beings including plants and animals

LEARNING STRATEGIES

Discussion, Demonstration

LEARNING MATERIALS / ICT

Activity No:1 : 1) video on Sorting of objects

2) Discussion

Activity No:2 : 1) Text book

2) Activity card on classification and its criterias

3) Powerpoint presentation on classification



- Activity No:3 :
- 1) Text book
  - 2) Activity card on Taxonomic key
  - 3) Power point presentation on Taxonomic keys.

VALUES

1. Respect towards life
2. Love towards fellow beings
3. Determination to conserve biodiversity

EXPECTED PRODUCTS

1. Short note on various criterias of classification
2. Poster to conserve biodiversity

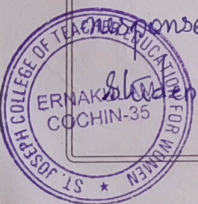
Activity No:1

LEARNING ACTIVITIES

Teacher shows the video of sorting of objects and asks the students about their observation. Based on their response teacher initiates a group discussion with students.

RESPONSE / EVALUATION

1) Participation in the activity  
 Students actively responded after carefully observing the video & took part in the discussion very enthusiastically.





## LEARNING ACTIVITIES

### POINTS FOR DISCUSSION

- Sorting and Arrangement of objects
- Criteria for classification / Arrangement
- Classification

### Classification and Taxonomic Keys (CB)

Teacher consolidates the activity by explaining that all living beings are grouped based on their similarities and differences in various factors in order to make the study of animals and plants more easier. Thus it will help to identify and analyze the characteristics of living beings in a precise and accurate manner.

Teacher divides the class into different groups

## RESPONSE / EVALUATION

### 2) Communication and co-ordination of ideas

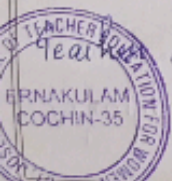
Students were able to get the idea that all living beings are classified into groups based on their similarities & differences & they communicated it in the class.

### 3) Acquired skills

Students acquired skills like presentation & communication through the activity

### 4) Presentation of Performance

All students actively performed in group discussion and presented their views on the topic



Activity No: 2

ACTIVITIES

With the help of textbook and Powerpoint presentation students complete the activity card and understands about classification and its various criterias

CLASSIFICATION AND ITS CRITERIAS

I

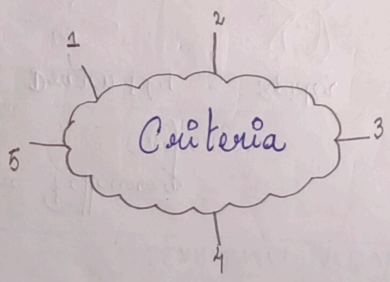


How am I different from a cat



I am not like a dog. I am different. How?

How are we different from each other? Complete the following



{Hint: Size, beauty, speed, sharp incisors, claws that can be withdrawn }

RESPONSE / EVALUATION

1) Participation in the Activity  
Students actively participated in the activity & gave good responses and completed activity card

2) communication and co-ordination of ideas

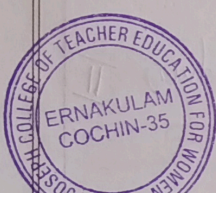
Students were able to get the idea that organisms are classified based on certain criterias & they communicated in it in the class

3) Acquired skills

Students acquired skills like observation & communication through this activity

4) Presentation & Performance

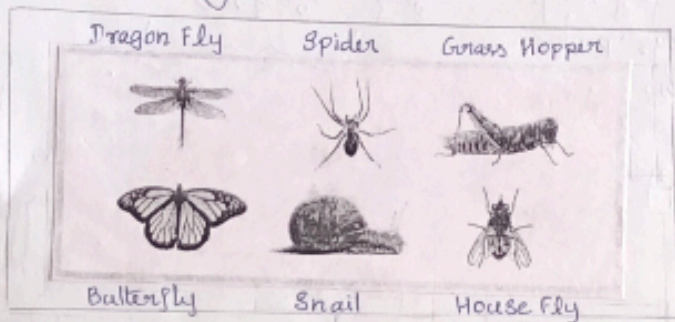
All students actively performed in the activity. Fider gave the





LEARNING ACTIVITIES

II Complete the Following



Wing	those with wings 1? 2? 3? 4?	those without wings 5? 6?
Number of wings	A pair of observable wings 7?	two pairs of observable wings 8? 9? 10?
Peculiarity	legs with equal length 11? 12?	legs with unequal length 13?

RESPONSE/EVALUATION

students also showed good performance and gave correct answers.

B) Documentation

A completed document on classification and its criteria were prepared by the students



LEARNING ACTIVITIES

RESPONSE/EVALUATION

Peculiarity of wings

Transparent wings

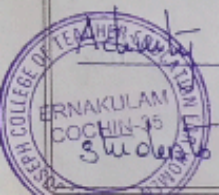


Non transparent wings



- criteria
- wings
  - No. of wings
  - Peculiarity of wings
  - peculiarity of leg
  - Size
  - beauty
  - insects
- } (CB)

Teacher consolidates the activity with the help of Powerpoint presentation on classification



Activity No: 3

with the help of textbook and Powerpoint presentation, students complete the activity card & understand about Taxonomic

1) Participation in the activity students actively participated in the activity and



## LEARNING ACTIVITIES

Keys.

### TAXONOMIC KEYS

#### I. Fill in the blanks

1. List out any three parameters which make classification easier

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. \_\_\_\_\_ are scientific indications used for identifying and classifying plants and animals

3. \_\_\_\_\_ is the most important taxonomic key

4. Indicators in dichotomous key have \_\_\_\_\_ possibilities of selection

## RESPONSE / EVALUATION

Completed the activity card on taxonomic keys.

2) Communication & co-ordination of ideas

Students were able to understand taxonomic keys and their purpose & they communicated it in the class

3) Acquired skill

Students acquire skills like problem solving, observation & communication through the activity

4) Presentation & Performance

Students performed very well in the activity and all of them responded very enthusiastically



LEARNING ACTIVITIES

Taxonomic keys (CB)

Dichotomous keys (CB)

Teacher consolidates the activity with the help of a Power Point presentation on Taxonomic keys.

Teacher consolidates the class by explaining that classification is the process of grouping of organisms based on their similarities and differences. Taxonomic keys act as a means for such classification. Teacher also explains the interdependence of organisms eg the need for conserving biodiversity.

FOLLOW-UP ACTIVITIES

Prepare a short note on dichotomous key  
2. What is classification? How can we classify organisms?  
Prepare a note upon it.

RESPONSE / EVALUATION

5) Documentation

A completed document on Taxonomic keys were prepared by students





LEARNING ACTIVITIES

RESPONSE / EVALUATION

4. Write 2 slogans to conserve biodiversity

REFLECTION

MY FINDINGS AND ASSESSMENT

The students responded actively and co-operated well in the online session. The class was conducted within the time limit of ICT materials were utilized to its maximum.

REMEDIAL ACTIVITIES

I will make sure the participation of students who are usually silent during the online classes and ensuring their involvement in the teaching learning process.



20/11/21



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## Orientation on formulating learning objectives (M.Ed)

The college organized an orientation program led by faculty member Aswathy D.V for teacher educands of the M.Ed. 2021-23 batch, focusing on formulating learning objectives within unit plans. The sessions took place on 1<sup>st</sup> December 2022 and the third and fourth weeks of January. Aswathy D.V initiated the orientation by emphasizing the critical importance of crafting learning objectives tailored to the content area in unit plans, a key aspect for the impending internship in D.El.Ed.

During the orientation, Aswathy D.V provided a thorough understanding of the significance and purpose of unit planning. The teacher educands were guided through the process of creating a comprehensive unit plan, which involves identifying learning outcomes, selecting appropriate teaching strategies, and assessing and evaluating student learning. They received a step-by-step guide on unit plan development, inclusive of the essential components.

To facilitate better comprehension, the teacher educands were presented with examples of unit plans across various subjects and grade levels. The teacher educator underscored the critical need for alignment between unit plans and learning objectives. Emphasis was also placed on ensuring that activities and assessments were suitable for the students' age, skill level, and learning requirements.

Aswathy D.V highlighted the importance of incorporating differentiated instruction strategies into unit plans, allowing for the accommodation of diverse learning needs among students. The orientation was well-received by the teacher educands, providing them with a profound understanding of the unit planning process. Equipped with these insights, they gained the skills needed to craft effective unit plans aligned with learning objectives, effectively catering to the diverse needs of their future students during their upcoming internship.







**Orientation by Aswathy D.V**





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## ORIENTATION ON FORMULATING LEARNING OBJECTIVES IN UNIT PLAN

### Attendance Sheet

Date: 01/12/2022

Duration: 10 AM- 1 PM

Sl.No.	Name of the students	Signature
1	Akhisha Antony	<i>Akhisha</i>
2	Bilby Thomas	<i>Bilby</i>
3	Bivya Sukumar	<i>Bivya</i>
4	Deepa Dinesan	<i>Deepa</i>
5	Elsa Susan Kurian	<i>Elsa Susan Kurian</i>
6	Krishna T. D	<i>Krishna T. D</i>
7	Merin J Kaniyarakam	<i>Merin J</i>
8	Rinta V S	<i>Rinta V S</i>
9	Sajidha Meerasa B M	<i>Sajidha</i>
10	Saniya Kurian	<i>Saniya</i>
11	Stephy Mendez	<i>Stephy</i>



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## Unit Plan (M.Ed)

### Unit Plan

Unit Author	
First and Last Name	STEPHY MENDEZ
Author's E-mail Address	mesumi05@gmail.com
College Name	St. Joseph College of Education For women
College Address	Kovilvattom Road , Ernakulam
College Phone	0484 – 2351695,
Course	M. Ed

Unit Overview	
Unit Plan Title	Theory of Socialisation

#### Curriculum-Framing Questions

Essential Question	Explain the elements of socialization?
--------------------	--

Unit Questions	1. What is socialisation theory? 2. What is the role of family in socialisation ?
----------------	--

Content Questions	1. What are the various forms of socialisation? 2. Explain the role of peers in socialisation? 3. What is the aim of socialisation? 4. What is gender socialisation? 5. What is culture socialisation?
-------------------	--

**Unit Summary**  
Socialization theories explain the process of the individual development of a human personality within a social environment, with specific living conditions. Group socialization is the theory that an individual's peer groups, rather than parental figures, influences his or her personality and behavior in adulthood. Adolescents spend more time with peers than with parents. Therefore, peer groups have stronger correlations with personality development than parental figures do. Gender socialization refers to the learning of behavior and attitudes considered





appropriate for a given sex. Boys learn to be boys, and girls learn to be girls. This “learning” happens by way of many different agents of socialization. The family is certainly important in reinforcing gender roles, but so are one’s friends, school, work, and the mass media. Cultural socialization refers to parenting practices that teach children about their racial history or heritage and, sometimes, is referred to as “pride development”. Preparation for bias refers to parenting practices focused on preparing children to be aware of, and cope with, discrimination. Promotion of mistrust refers to the parenting practices of socializing children to be wary of people from other races. Egalitarianism refers to socializing children with the belief that all people are equal and should be treated with a common humanity.

Subject Area(s)  
Education

Class Level  
B.Ed

Learning Outcomes

1. Learner understands the term socialisation.
2. Learner develops knowledge regarding the different forms of socialisation theories.
3. Learner understands the different agents of socialisation.

Procedures

Sensitization (8 minutes): The teacher shows a few pictures to create rapport with the students and introduces the term socialization. Then the teacher asks them to draw a flow chart and include the main words that they get when they think of the word socialization.

Session 1 (20 minutes): The teacher explains the various forms of socialization theories in detail including the aim and elements of the socialization theory.

Session 2 (15 minutes): The teacher divides the class into four groups and gives the below mentioned topics for discussion and asks them to write down the essential points related to the topics. The teacher then asks them to present it in the class.

1. Role of family as an agent of socialisation
2. Role of society
3. Role of peer group
4. Role of group







Follow Up activity (3mins): Teachers ask students to prepare a collage based on the topic socialization.

Approximate Time Needed  
50 minutes

Prerequisite Skills  
Learners must have knowledge about socialization.

**Printed Materials/Online Resources**

Thanavathi (2019) *Teacher Education in India: Elementary Level*. Samyukdha Publications.  
Arjunan.N.K. (2014). *Philosophical and Sociological Bases of Education*. Yuga Publications.

**Supplies** Black board, chalk, Laptop, pictures

**Other teaching- learning Resources** Power point presentation *on socialisation*

**Student Assessment** Discussions, Question-Answer sessions, flow chart





Accommodations to support different levels of learners in your classroom	
Resource Student	Extended Work Time
Gifted Student	Conduct a survey and write a report on how society and family act as social agents.

Follow-up Activity	Prepare a collage on the topic socialization.
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**Reflection**

Building of rapport brought the students to the understanding of the topic. The students responded quickly since the activities were linked to the advanced technology. The teacher could elicit answers by providing frequent reinforcement.

Key Word Search
Socialization, social agents







### Unit Plan 1

Unit Author	
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Course	M. Ed

Unit Overview	
Unit Plan Title	Issues and problems in inclusive education

#### Curriculum-Framing Questions

Essential Question	<ol style="list-style-type: none"><li>1. Explain about different issues and problems in inclusive education.</li><li>2. What are the problems of inclusive education in India?</li><li>3. Explain some possible strategies to address <b>challenges in inclusive education.</b></li></ol>
Unit Questions	<ol style="list-style-type: none"><li>1. What are the challenges that a teacher could possibly face in an inclusive education?</li><li>2. What are the major barriers in implementing the concept of inclusive education?</li><li>3. How can we remove the barriers from inclusive education?</li></ol>
Content Questions	<ol style="list-style-type: none"><li>1. Define the term inclusive education.</li><li>2. State the possible <b>challenges in inclusive education.</b></li><li>3. State the possible <b>issues of inclusive education.</b></li></ol>







### Unit Summary

There are Issues and problems regarding the implementation of inclusive education in India. Children with disabilities often require extra adults in the room. Children with disabilities need special equipment. In the case of a blind or severely visually impaired child, school districts may not be able to afford Braille's or talking tapes that aid children in reading. Mainstream classrooms may not be an appropriate fit for students with disabilities because the other children may not know how to deal well with their differences.

The student may find himself in a situation where he is always the final choice for teams for games in physical education class. Depending on the nature of a child's disability, it can affect the way that student behaves. It can also be frustrating for the teacher attempting to teach in such an environment. As a result of the adults having to control that child's behavior, mainstream population children can lose out on valuable classroom time.

### Subject Area(s)

Psychology

### Class Level

B. Ed.

### Student Objectives/Learning Outcomes

- Recalls the terms, facts and concepts regarding the topic issues and problems in inclusive education
- Recognize the facts, concepts and terms related to the topic issues and problems in inclusive education
- To identify the issues and problems in inclusive education.
- Identify different **teaching strategies that to address challenges in inclusive education.**
- To understand the importance **effective teaching strategies that accommodates inclusive learners.**
- Draws inference and conclusions from the topic issues and problems in inclusive education.
- Pupil develop inferential skills like classification, observation etc.
- Communicate the importance of overcoming the barriers **in inclusive education**







**Procedures**

Teacher introduces the session with video/ Photographs which is related to inclusive class room. Ask students to express their view about that particular situations later discuss about inclusive education.

Teacher divide students in four groups and take lots from students in group wise which is related to the topic issues and problems in inclusive education and asks them to discuss it and present their views. Later teacher summarizes it.

Teacher conducts a gamification activity by using blockit about the same topic. Later teacher conclude the topic.

Teacher provides follow up activity: Identify the opportunities of inclusive education in India.

**Approximate Time Needed**

55 minutes

**Pre-requisite Skills**

- Knowledge about **inclusive education**

**Printed Materials**

Chein, I. (1972). *The Science of Behaviour and the Image of Man*. New York: Basic Books.

Sullivan, E. V. (1984) *Critical Psychology: Interpretation of the Personal World*. New York: Plenum Press.

Taylor, C. (1964). *Explanation of Social Behaviour*. New York

**Supplies**

Black board, chalk, LCD Projector, Reading materials, Lap Top

**Other Resources**

- Activity card related to to **effective teaching strategies that accommodate diverse learners**
- ppt related to the topic issues and problems in inclusive education





Others	
Accommodations to support different levels of learners in your classroom	
Resource Student	Remedial teaching for weaker students according to their level.
Gifted Student	Enriched activity – Puzzles, Gamification based activity

Student Assessment	
<ul style="list-style-type: none"><li>→ Very enthusiastic</li><li>→ Shows lg readiness</li><li>→ actively participated in group activities</li><li>→ Very active</li><li>→ Shows interest in learning</li><li>→ curiously watch all slides &amp; video</li><li>→ Very much interested to do game based activities.</li></ul>	<ul style="list-style-type: none"><li>→ Every representative group leaders shared their ideas &amp; opinions</li><li>→ Individual contribution of every students in group activity</li></ul>

Key Word Search
Inclusive education

