



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: Lesson Planning/Individualized Educational plans

Sl.No	Documentary Evidence	Page No.
1	Workshop on Lesson Plan Preparation (B.Ed)	1-3
2	Attendance sheets	4-9
3	Documentary evidence on workshop on Lesson Plan Preparation (B.Ed)	10-20
4	Orientation on curriculum analysis (M.Ed)	21
5	Attendance sheet	22
6	Documentary evidence on orientation on curriculum analysis (M.Ed)	23-61
7	Orientation for conducting institutional case study (M.Ed)	62-63
8	Attendance sheets	64
9	Documentary evidence of orientation for conducting institutional case study (M.Ed)	65-86



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Workshop on lesson plan preparation

Name of the Event	Workshop on lesson plan preparation
Objectives	<ol style="list-style-type: none">1) To understand the instructional objectives and curricular objectives2) To analyse content /units for planning the lesson3) To explore the ideas in groups of discussion4) To practice the skills and strategies of lesson plan preparation5) To plan lessons systematically
Details of Event Coordinators	St. Joseph College of Teacher Education for Women, Ernakulam
Dates	2022-23(16/1/2023,18/1/2023,19/1/2023,20/1/2023), 2021-22(15/6/2022 18/6/2022 Batch 2021-23), 2020-21(5/7/2021-6/7/2021Batch 20-22), 2019-20(3/1/2020-4/1/2020), 2018-19(8/1/2019-9/1/2019)
Time	9.00 AM- 4 PM
Duration	5 days
Beneficiaries	Student Teachers (Total No.97)
Event Venue	St. Joseph College of Teacher Education for Women, Ernakulam

Programme Report

The college organized a workshop on lesson plan training from 16th – 21st January 2023 for the first year teacher trainees, with the following objectives: to acquaint participants with instructional and curricular objectives and to provide a comprehensive





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

understanding of the steps involved in lesson plan preparation. The workshop commenced with teacher educators providing a theoretical foundation on year plans, unit plans, and lesson plans on the first day. Additionally, content analysis procedures specific to each subject were elucidated during the workshop.

On the second day of the workshop, the teacher educators provided instructions to the students regarding the segmentation of content into units for each lesson plan. The student teachers received guidance on structuring units specifically tailored for 45-minute class durations. As part of their lesson plan assignments, the student teachers were tasked with the responsibility of choosing and preparing a total of five units to ensure comprehensive coverage of their teaching materials.

On the third day, the practical phase of the workshop took place. The teacher educators divided the student teachers into small groups of 4 or 5 members, with each group assigned the same units for their lesson plan preparation. The teacher educators reiterated the step-by-step approach to lesson planning, providing thorough guidance during the process. Sufficient scaffolding sessions were conducted to support the participants as they engaged in group activities. As a result, all group members effectively completed one lesson plan, ensuring their understanding and competence in the lesson planning process.

On the fourth and fifth days of the workshop, student teachers were actively involved in crafting their lesson plans using the assigned units. Teacher educators provided continuous guidance and corrections to assist them in this endeavor. Subsequently, the participants presented each step of their lesson plans and addressed any errors in accordance with the suggestions and feedback provided by the educator. This collaborative process





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

ensured that the student teachers refined their lesson plans and gained a deeper understanding of the planning and correction aspects of effective teaching.

The workshop offered numerous valuable benefits to the teacher trainees. It equipped them with essential skills in lesson planning, allowing them to create well-structured and effective lesson plans. This practical experience was instrumental in translating theoretical knowledge into actionable teaching strategies. It also fostered a culture of collaborative learning, as trainees engaged in group activities and presentations, benefiting from peer interactions and feedback. Moreover, the corrections and suggestions provided by teacher educators during the workshop allowed trainees to refine their lesson plans, promoting continuous improvement in their teaching practices. This experience not only boosted their confidence but also contributed significantly to their professional development as future educators. Overall, the workshop provided a holistic and practical foundation for trainees, preparing them to excel in their teaching careers and make a positive impact in the classroom.





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on lesson plan preparation

Date: 16/01/2023,18/01/2023,19/01/2023,20/01/2023

Sl No	Name of the student	SUBJECT	Discussion	Demo	Signature	Discussion	Discussion
			16/1/2023	17/1/2023	18/1/2023	19/1/2023	20/1/2023
1	AKHILA M NAIR	EG	<i>Akhila</i>	<i>Akhila</i>	<i>Akhila</i>	<i>Akhila</i>	<i>Akhila</i>
2	AKSHAYA T G	EG	<i>Akshaya</i>	<i>Akshaya</i>	<i>Akshaya</i>	<i>Akshaya</i>	<i>Akshaya</i>
3	AMALU K	EG	<i>Amalu</i>	<i>Amalu</i>	<i>Amalu</i>	<i>Amalu</i>	<i>Amalu</i>
4	ANAGHA R	EG	<i>Anagha</i>	<i>Anagha</i>	<i>Anagha</i>	<i>Anagha</i>	<i>Anagha</i>
5	ANARGHA MARY	EG	<i>Anargha</i>	<i>Anargha</i>	<i>Anargha</i>	<i>Anargha</i>	<i>Anargha</i>
6	DONA MARIA	EG	<i>Dona</i>	<i>Dona</i>	<i>Dona</i>	<i>Dona</i>	<i>Dona</i>
7	JEENA ELSA JOHN	EG	<i>Jeena</i>	<i>Jeena</i>	<i>Jeena</i>	<i>Jeena</i>	<i>Jeena</i>
8	JESNA JOSEPH	EG	Absent	Absent	Absent	Absent	Absent
9	LEENU MERIN THOMAS	EG	<i>Leenu</i>	<i>Leenu</i>	<i>Leenu</i>	<i>Leenu</i>	<i>Leenu</i>
10	MARGRET BENITTA V J	EG	<i>Margret</i>	<i>Margret</i>	<i>Margret</i>	<i>Margret</i>	<i>Margret</i>
11	MEGHA MADHU	EG	<i>Megha</i>	<i>Megha</i>	<i>Megha</i>	<i>Megha</i>	<i>Megha</i>
12	MINU MARY	EG	<i>Minu</i>	<i>Minu</i>	<i>Minu</i>	<i>Minu</i>	<i>Minu</i>
13	NEHA BABU	EG	<i>Neha</i>	<i>Neha</i>	<i>Neha</i>	<i>Neha</i>	<i>Neha</i>
14	NIMMY ELIZABETH GEORGE	EG	<i>Nimmy</i>	<i>Nimmy</i>	<i>Nimmy</i>	<i>Nimmy</i>	<i>Nimmy</i>
15	RACHEL BERKUMON	EG	<i>Rachel</i>	<i>Rachel</i>	<i>Rachel</i>	<i>Rachel</i>	<i>Rachel</i>
16	REMYA P T	EG	<i>Remya</i>	<i>Remya</i>	<i>Remya</i>	<i>Remya</i>	<i>Remya</i>
17	SWATHI M	EG	<i>Swathi</i>	<i>Swathi</i>	<i>Swathi</i>	<i>Swathi</i>	<i>Swathi</i>



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



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on lesson plan preparation

Date: 16/01/2023,18/01/2023,19/01/2023,20/01/2023

Sl.No	Name of the student	SUBJECT	Discussion	Demonstration	Signature	Discussion	Discussion
			16/1/2023	17/1/2023	18/1/2023	19/1/2023	20/1/2023
1	ABINA K	ML	Ab	Ab	Ab	Ab	Ab
2	AKHILA M GEORGE	ML	Akhila	Akhila	Akhila	Akhila	Akhila
3	ALEENA STEEPHEN	ML	Aleena	Aleena	Aleena	Aleena	Aleena
4	ANJU PRATHAP P	ML	Anju	Anju	Anju	Anju	Anju
5	APARNA JAIS	ML	Aparna	Aparna	Aparna	Aparna	Aparna
6	ARCHANA V N	ML	Archana	Archana	Archana	Archana	Archana
7	JISA MARTIN	ML	Jisa	Jisa	Jisa	Jisa	Jisa
8	KAVYAMOL A B	ML	Kavyamol	Kavyamol	Kavyamol	Kavyamol	Kavyamol
9	LAKSHMI T S	ML	Lakshmi	Lakshmi	Lakshmi	Lakshmi	Lakshmi
10	NIDHIYA JOSEPH	ML	Nidhiya	Nidhiya	Nidhiya	Nidhiya	Nidhiya
11	PAVITHRA V	ML	Pavithra	Pavithra	Pavithra	Pavithra	Pavithra
12	SHIL T T	ML	Shil	Shil	Shil	Shil	Shil
13	SNEHAKAVYA	ML	Snehakavya	Snehakavya	Snehakavya	Snehakavya	Snehakavya
14	SWATHI M	ML	Swathi	Swathi	Swathi	Swathi	Swathi
15	TREESA JOJAN	ML	Treesa	Treesa	Treesa	Treesa	Treesa
16	VRINDA SURESH	ML	Vrinda	Vrinda	Vrinda	Vrinda	Vrinda



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



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on lesson plan preparation

Date: 16/01/2023,18/01/2023,19/01/2023,20/01/2023

Sl.No	Name of the student	SUBJECT	Signature				
			16/1/2023	17/1/2023	18/1/2023	19/1/2023	20/1/2023
1	AMRUTHA A OMANAKUTTAN	MT	<i>Amrutha</i>	<i>Amrutha</i>	<i>Amrutha</i>	<i>Amrutha</i>	<i>Amrutha</i>
2	ANJU PAUL P	MT	<i>Anju</i>	<i>Anju</i>	<i>Anju</i>	<i>Anju</i>	<i>Anju</i>
3	APARNA SHAJI	MT	<i>Aparna</i>	<i>Aparna</i>	<i>Aparna</i>	<i>Aparna</i>	<i>Aparna</i>
4	ASHITHA BENNY	MT	<i>Ashitha</i>	<i>Ashitha</i>	<i>Ashitha</i>	<i>Ashitha</i>	<i>Ashitha</i>
5	DHANYA JOY	MT	<i>Dhanya</i>	<i>Dhanya</i>	<i>Dhanya</i>	<i>Dhanya</i>	<i>Dhanya</i>
6	EMILIN K THOMAS	MT	<i>Emilin</i>	<i>Emilin</i>	<i>Emilin</i>	<i>Emilin</i>	<i>Emilin</i>
7	EMILIYA MERIN	MT	<i>Emiliya</i>	<i>Emiliya</i>	<i>Emiliya</i>	<i>Emiliya</i>	<i>Emiliya</i>
8	INDHU K	MT	<i>Indhu</i>	<i>Indhu</i>	<i>Indhu</i>	<i>Indhu</i>	<i>Indhu</i>
9	KABANI S	MT	<i>Kabani</i>	<i>Kabani</i>	<i>Kabani</i>	<i>Kabani</i>	<i>Kabani</i>
10	NANDITHA J	MT	<i>Nanditha</i>	<i>Nanditha</i>	<i>Nanditha</i>	<i>Nanditha</i>	<i>Nanditha</i>
11	ROSEMOL V T	MT	<i>Rosemol</i>	<i>Rosemol</i>	<i>Rosemol</i>	<i>Rosemol</i>	<i>Rosemol</i>
12	SANDRA ANTONY	MT	<i>Sandra</i>	<i>Sandra</i>	<i>Sandra</i>	<i>Sandra</i>	<i>Sandra</i>
13	SHARON ACHU ANISH	MT	<i>Sharon</i>	<i>Sharon</i>	<i>Sharon</i>	<i>Sharon</i>	<i>Sharon</i>
14	SNEHA PRINCE	MT	<i>Sneha</i>	<i>Sneha</i>	<i>Sneha</i>	<i>Sneha</i>	<i>Sneha</i>
15	STELLA CATHERINE FABER	MT	<i>Stella</i>	<i>Stella</i>	<i>Stella</i>	<i>Stella</i>	<i>Stella</i>
16	VANDANA K P	MT	<i>Vandana</i>	<i>Vandana</i>	<i>Vandana</i>	<i>Vandana</i>	<i>Vandana</i>
17	ANUJA J NAIR	MT	<i>Anuja</i>	<i>Anuja</i>	<i>Anuja</i>	<i>Anuja</i>	<i>Anuja</i>



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



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA
(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on lesson plan preparation

Date: 16/01/2023,18/01/2023,19/01/2023,20/01/2023

Sl.No	Name of the student	SUBJECT	Signature				
			Discussion 16/1/2023	Demonstration 17/1/2023	Discussion 18/1/2023	Discussion 19/1/2023	Discussion 20/1/2023
1	ADELINE JOSEPH	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
2	ANNA ANANNYA K P	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
3	ANURADHA A PAI	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
4	ASHNA JOSEPH	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
5	AYSHA BEEVI C I	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
6	FEMY MARIYA JOSE	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
7	GOPIKA A G	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
8	JISMI MOHAN	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
9	MANEEHA S M	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
10	MEERA SANKAR A	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
11	MERIN K S	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
12	MRUDULA GIRISH	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
13	RAJALAKSHMI R	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	Absent
14	SANDRA SOOSAN ABY	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
15	SNEHA P P	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
16	SREELAKSHMI N	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
17	SREESHNA M	NS	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>



Alice Joseph

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



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA
(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on lesson plan preparation
Date: 16/01/2023,18/01/2023,19/01/2023,20/01/2023

Sl No	Name of the student	SUBJECT	Signature				
			16/1/2023	17/1/2023	18/1/2023	19/1/2023	20/1/2023
1	AISWARYA A K	PS					
2	AISWARYA LAKSHMI S	PS					
3	ALKHA THOMAS	PS					
4	ANJUMOL PAUL	PS					
5	ANN SARA V ALIAS	PS					
6	ARUNIMA C H	PS					
7	ASHNA K J	PS					
8	ASWATHY AJI P	PS					
9	DILNA BIJU	PS					
10	DINSHA M SAJI	PS					
11	DIYA N C	PS					
12	KARTHIKA RAVEENDRAN	PS					
13	MUHZINA MUHAMMED BASHEER	PS					
14	ROSE MARY JOSE	PS					
15	SAHALA NAYEEM A A	PS					
16	TREESA TANIYA P A	PS					



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



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

KOVILVATTOM ROAD, ERNAKULAM, KOCHI, PIN - 682 035, KERALA, S. INDIA
(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

Workshop on lesson plan preparation
Date: 16/01/2023,18/01/2023,19/01/2023,20/01/2023

Sl.No	Name of the student	SUBJECT	Signature				
			16/1/2023	17/1/2023	18/1/2023	19/1/2023	20/1/2023
1	ANAGHA MARY	SS	Anagha	Anagha	Anagha	Anagha	Anagha
2	ANITTA JOHNSON	SS	Anitta	Anitta	Anitta	Anitta	Anitta
3	ARYA T K	SS	Arya	Arya	Arya	Arya	Arya
4	ASWATHY K S	SS	Aswathy	Aswathy	Aswathy	Aswathy	Aswathy
5	CHINCHU K H	SS	Chinchu	Chinchu	Chinchu	Chinchu	Absent
6	DEVIKA P S	SS	Devika	Devika	Devika	Devika	Devika
7	GEETHU SIVAN	SS	Geethu	Geethu	Geethu	Geethu	Geethu
8	LIYANTA IZABEL	SS	Liyanta	Liyanta	Liyanta	Liyanta	Liyanta
9	NAIR K M SUMALAKSHMI	SS	K.M.Sumalakshmi	K.M.Sumalakshmi	K.M.Sumalakshmi	K.M.Sumalakshmi	K.M.Sumalakshmi
10	NANDHITHA C	SS	Nandhitha	Nandhitha	Nandhitha	Nandhitha	Nandhitha
11	RASEENA NASEER	SS	Raseena	Absent	Raseena	Raseena	Raseena
12	RESHMA GEORGE P G	SS	Reshma	Reshma	Reshma	Reshma	Reshma
13	RIYA JAMES	SS	Riya	Riya	Riya	Riya	Riya
14	SARAH MARJA	SS	Sarah	Sarah	Sarah	Sarah	Sarah
15	SNEHA M	SS	Sneha	Sneha	Sneha	Sneha	Sneha
16	SREELAKSHMI SUDHAKARAN	SS	Sreelakshmi	Sreelakshmi	Sreelakshmi	Sreelakshmi	Sreelakshmi
17	SUKRITHA S SHENOY	SS	Sukritha	Sukritha	Sukritha	Sukritha	Sukritha



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

DISCUSSION TEACHING MANUAL NO: 4

Name of the Teacher : Nausheen-N

Name of the School : St. Mary's CMSHS

Name of the Subject : Biology

Name of the Unit : Excretion to Maintain Homeostasis

Topic : Liver - The waste Processing unit

Standard : IX

Date : 28/10/2021

Duration : 45 minutes

Period : III

Strength : 26

Mode of Instruction: Offline

CONTENT ANALYSIS

TERMS : Liver, Ammonia, urea, protein, amino acid, Nitrogenous byproducts, cells, blood, carbon dioxide, enzymes, homeostasis, alcohol

- FACTS :
- Liver is the waste processing unit of human body
 - Liver converts toxic substance into harmless substances
 - Liver converts toxic ammonia to less toxic urea
 - Amino acids are formed by the breakdown of proteins
 - Nitrogenous byproducts are formed by the metabolic activities of amino acids
 - Ammonia is the most harmful nitrogenous byproduct formed in cells.

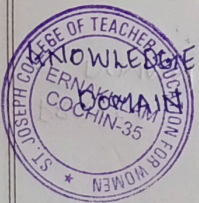


- Ammonia reaches liver through blood
- In liver ammonia combines with carbon dioxide and water in presence of enzymes to form urea.
- Liver uses carbon dioxide for the synthesis of urea.
- Homeostasis of body is disturbed with rise in level of CO_2
- Constant contact with poisonous substances destroy liver cells.
- Liver has the ability to regenerate damaged cells.
- Damage of liver occur when the destruction of liver cells become higher than its regenerative power
- Liver gets damaged with consumption of alcohol and food containing artificial ingredients.

CONCEPT : Liver is the waste processing unit of body which perform its function of conversion of toxic substances to less toxic substances.

LEARNING OBJECTIVES

- The pupil acquire knowledge and comprehension about
- recalls various excretory organs in human body
- explains how liver detoxifies toxic substances
- discusses carbon dioxide usage of liver in synthesis of urea.



Summarises the conversion of ammonia into urea

PROCESS DOMAIN

- The pupil develop Process skills in
- communicates the role of liver as the waste processing unit of body
- predicts how urea is formed in liver
- Infers the role of CO_2 in synthesis of urea
- observes how ammonia is formed by the breakdown of amino acids

APPLICATION DOMAIN

- The pupil applies the knowledge in
- gives reason for the detoxification of harmful substances.
- Understands the role of liver in excretion
- critically thinks about the role enzyme in urea formation
- points out that alcohol consumption leads to damage of liver.

ATTITUDINAL DOMAIN

- The pupil develop positive Attitude towards
- shares ideas about harmful substances in body
- willingness to donate organs
- curious to know about urea formation
- takes decision to follow healthy diet

- The pupil Creates ideas about
- constructs a model of liver



- prepares a short not on synthesis of urea in liver.
- designs a poster to promote organ donation.

PRE-REQUISITE

The pupil already knows that liver is one among the major organ, which help in detoxification of substances to maintain homeostasis

LEARNING STRATEGIES

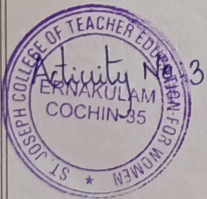
Group discussion, demonstration

LEARNING MATERIALS / ICT

- Activity No:1
1. video of waste processing unit
 2. Discussion

- Activity No:2
1. Textbook
 2. Activity card on liver - Synthesis of urea.
 3. Powerpoint presentation on liver

- Activity No:3
1. Textbook
 2. Activity card on The cautious liver
 3. Powerpoint presentation on cautious liver



VALUES

1. Responsibility of organ donation
2. Love towards other fellow beings
3. Helping people affected with liver diseases.

EXPECTED PRODUCTS

1. Short note on Liver and its functions
2. Diet chart for a healthy living
3. poster against consumption of alcohol

LEARNING ACTIVITIES

Activity No:1

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

POINTS FOR DISCUSSION

- processing & recycling of waste
- processing of waste in our body

RESPONSE / EVALUATION

- 1) Participation in the activity
Students carefully observed the video & performed very well in the group discussion
- 2) Communication & co-ordination of ideas
Students were able to get the idea of liver as the waste processing unit of human body & they



LEARNING ACTIVITIES

- > Major excretory organs in body
- > liver - as the waste processing unit

Liver (CB)

Teacher consolidates the activity by explaining that liver is the waste processing unit of our body which converts toxic substances that reach the body and those produced inside the body into harmless substances.

Activity No: 2

with the help of textbook and powerpoint presentation students complete the activity card and understands about liver & its role in synthesis of urea.

LIVER - UREA SYNTHESIS

complete the following

liver converts _____ to harmless substances.

RESPONSE / EVALUATION

communicated it in the class.

3) Acquired skills

Students acquired skills communication & observation through the activity.

4) Presentation and Performance

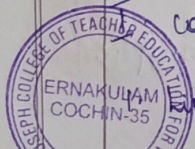
Students performed very well in the activity & presented their views in discussion.

1) Participation in the activity

Students carefully read the textbook & observed the PPT & completed the activity card on liver-urea synthesis

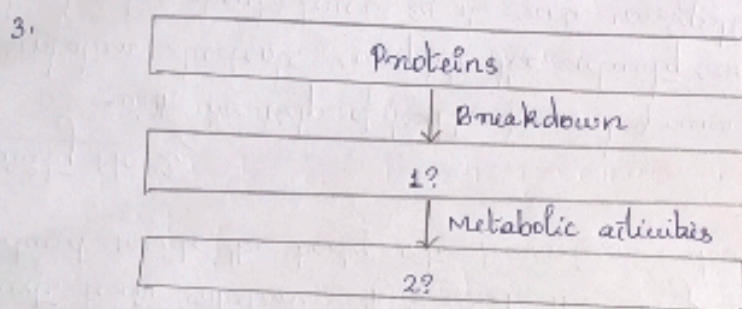
2) Communication & Co-ordination of ideas.

Students were able to get the idea of liver in urea



LEARNING ACTIVITIES

2. Liver converts _____, a toxic substance formed as a result of metabolic activities into less toxic _____
 {Hint: Ammonia, Urea}



How is Ammonia formed in the ~~blood~~ ^{cells}? Complete the chart.

Hints { Amino acids, proteins, nutrients, Ammonia }

RESPONSE / EVALUATION

synthesis and communicated it in the class.

3. Acquired skills
 Students acquired skills like problem solving, presentation & communication through the activity.

4. Presentation & Performance
 Students were very enthusiastic and presented their answers correctly.

5. Documentation
 A completed document on liver-urea synthesis were prepared by the students.



LEARNING ACTIVITIES

RESPONSE / EVALUATION

4. Ammonia formed in cells reaches the liver through _____

5. Ammonia + 1? + 2? $\xrightarrow{3?}$ Urea.

6. Increase in level of carbon dioxide in body adversely affect _____

Ammonia (CB)

Urea (CB)

protein (CB)

Amino acid (CB)

Blood (CB)

CO₂ (CB)

H₂O (CB)

Enzymes (CB)

Homeostasis (CB)



Teacher consolidates the activity with the help of powerpoint presentation on liver - Synthesis of Urea.

LEARNING ACTIVITIES

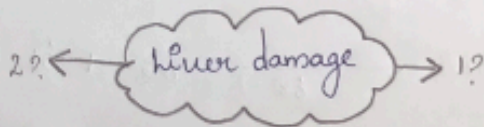
Activity No:3

With the help of textbook and powerpoint presentation students complete the activity card and understands about cautious nature of liver

CAUTIOUS LIVER

FILL IN THE BLANKS

1. constant contact with poisonous substances destroy _____
2. liver has the ability to _____ its damaged cells
- 3.



{ causes of liver damage }

RESPONSE / EVALUATION

1) Participation in the activity
Students carefully read the textbook & observed the ppt and completed the activity card

2) Communication & coordination of ideas.
Students were able to get the idea of cautious nature of liver as they communicated it in the class

3) Acquisition of skills
Students acquired skills like problem solving & presentation through the activity

4) Presentation & Performance



LEARNING ACTIVITIES

Regeneration (CB)

Liver damage (CB) → Alcohol consumption (CB)
→ consuming food with artificial ingredients. (CB)

Teacher consolidates the activity with the help of powerpoint presentation on cautious liver.

Teacher consolidates the class by explaining the role of liver in maintaining homeostasis of the body. Special emphasis is given on how urea is synthesized in liver. Teacher also inculcate the value of organ donation which can help to save many lives.

FOLLOW-UP ACTIVITIES

1. 'Liver is the waste processing unit of body'. Explain

2. How is ammonia formed in cells?

3. Prepare a short note on synthesis of urea



RESPONSE / EVALUATION

Students gave good responses and presented the answers very effectively. Anya Nanda gave the responses first.

5) Documentation

Students developed a completed document on cautious liver.

REFLECTION

MY FINDINGS AND ASSESSMENT

Students were able to follow the content throughout the class and gave good responses. The content was sufficient for the given time period and was conveyed effectively.

REMEDIAL ACTIVITIES

I will try to call out every student during different activities in order to make the class more interactive.

22/11

20/11/21





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Orientation on D.El.Ed curriculum analysis

Mrs. Sheeba A.S conducted an orientation class on preparing D. El. Ed curriculum analysis for the academic year 2021-23 for M.Ed batch teacher educands on December 22nd 2022. During the orientation, Mrs. Sheeba provided a comprehensive overview of the purpose and significance of curriculum analysis. The participants were briefed on the various components of curriculum analysis, including the identification of learning objectives, instructional strategies, and assessment techniques. The importance of aligning the curriculum with the needs of the learners and the wider educational system was also highlighted. Mrs. Sheeba emphasized the need for M. Ed teacher educands to develop skills in conducting curriculum analysis which involves a detailed analysis of the organization's structure, policies, practices, and culture. The participants were given a step-by-step guide on how to conduct an curriculum analysis and were provided with examples of effective case studies.





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

ORIENTATION ON CURRICULUM ANALYSIS

Attendance Sheet

Date: 01/12/2022

Duration: 10 AM- 12 PM

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



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

CURRICULUM ANALYSIS D.EL.ED

Introduction

Curriculum refers to the set of courses, subjects, and learning experiences that are designed to be taught in a specific educational institution, such as a school, college, or university. It outlines the content, objectives, and structure of the educational program and serves as a roadmap for both teachers and students.

A curriculum typically includes the following components:

1. **Subjects or courses:** These are the specific areas of study that students engage with during their education. Examples include mathematics, science, language arts, history, geography, and physical education.
2. **Learning objectives:** These are the specific goals or outcomes that students are expected to achieve after completing a course or a set of courses. Objectives can be knowledge-based (e.g., understanding key concepts), skill-based (e.g., solving problems), or attitude-based (e.g., fostering critical thinking).
3. **Content and materials:** This refers to the resources, textbooks, reading materials, and other instructional materials used to deliver the curriculum. It includes both traditional resources like textbooks and supplementary materials such as online resources, multimedia, and hands-on activities.
4. **Teaching methods and strategies:** These are the approaches, techniques, and instructional strategies used by teachers to facilitate student learning. It may involve lectures, discussions, group work, experiments, projects, and other interactive activities.



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

5. Assessment and evaluation: This component involves the methods and tools used to measure and evaluate student progress and understanding of the curriculum. It includes quizzes, tests, projects, presentations, and other forms of assessments to gauge learning outcomes.

6. Sequence and progression: The curriculum should provide a logical and structured sequence of courses or subjects, allowing students to build upon previously acquired knowledge and skills as they progress through their education.

7. Standards and requirements: The curriculum should align with educational standards and requirements set by educational authorities or governing bodies. These standards define the expected level of achievement and ensure consistency across educational institutions.

It's important to note that curricula can vary across different educational levels (e.g., primary, secondary, tertiary), educational systems (e.g., national, international), and disciplines (e.g., arts, sciences, vocational). Curricula are often developed by educational experts, curriculum designers, and subject specialists, and are periodically reviewed and revised to adapt to changing educational needs and goals.

The concept of curriculum is a dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subject to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in school but in society as well. In the early years of 20th century, the traditional concepts held of the "curriculum is that as a body of subjects or subject matter prepared by the teachers for the students to learn". It was synonymous to the "course of study" and "syllabus".



Alice Joseph

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

Just as curriculum means different things to different people, Curriculum analysis means different things to different people. Curriculum analysis is the process of critically examining and evaluating a curriculum to gain a deeper understanding of its strengths, weaknesses, and overall effectiveness. It involves studying various components of the curriculum, such as its objectives, content, teaching methods, assessments, and alignment with educational standards. Curriculum analysis helps educators and policymakers make informed decisions about curriculum development, implementation, and improvement. Here are some key aspects of curriculum analysis:

1. Objectives: Analyzing the stated objectives of the curriculum helps determine whether they are clear, measurable, and aligned with the desired learning outcomes. Assessing the relevance and appropriateness of the objectives to the needs of the learners and the educational context is also important.

2. Content: Examining the content of the curriculum involves assessing the accuracy, currency, and comprehensiveness of the subject matter. Analyzing the sequence and organization of the content can help identify any gaps or redundancies that may exist.

3. Teaching methods and strategies: Evaluating the teaching methods and strategies employed in the curriculum involves assessing their effectiveness in engaging students, promoting active learning, and facilitating the achievement of learning objectives. This analysis may also consider the integration of technology and the provision of opportunities for differentiated instruction.

4. Assessments: Analyzing the assessments used in the curriculum helps determine if they align with the learning objectives and effectively measure student progress and



A handwritten signature in green ink that reads "Alice Joseph".

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

understanding. This analysis may include examining the types of assessments used (e.g., formative, summative), their validity and reliability, and their alignment with instructional practices.

5. Alignment with standards: Assessing the alignment of the curriculum with educational standards and requirements ensures that it meets the expected educational outcomes. This analysis involves comparing the curriculum against relevant standards and evaluating the extent to which it addresses the required knowledge, skills, and competencies.

6. Feedback and improvement: Curriculum analysis also involves gathering feedback from various stakeholders, such as teachers, students, and parents, to identify areas for improvement. This feedback can be obtained through surveys, focus groups, or observations. The analysis should provide insights into potential modifications or enhancements that can be made to the curriculum to better meet the needs of the learners.

Overall, curriculum analysis is a systematic and reflective process that allows educators and policymakers to critically evaluate the design, implementation, and outcomes of a curriculum. It helps identify areas of strength and weakness, supports evidence-based decision-making, and guides continuous improvement efforts in education.

Curriculum analysis is important for several reasons:

1. Quality assurance: Curriculum analysis helps ensure the quality of education by evaluating the effectiveness of the curriculum in achieving its intended goals. It allows educators and policymakers to assess whether the curriculum aligns with educational standards, meets the needs of learners, and promotes desired learning outcomes.



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

2. Improvement and innovation: Analyzing the curriculum helps identify areas for improvement and innovation. By critically examining the curriculum's components, such as objectives, content, teaching methods, and assessments, educators can identify gaps, redundancies, or outdated practices. This analysis can lead to curriculum revisions that incorporate new knowledge, emerging trends, and pedagogical advancements to enhance the learning experience.

3. Alignment with educational goals: Curriculum analysis ensures that the curriculum aligns with the broader educational goals and objectives. By evaluating the curriculum's objectives, content, and assessments, educators can ensure that they are consistent with the desired knowledge, skills, and competencies that students need to acquire. This alignment helps maintain educational standards and ensures that learners are adequately prepared for further education or the workforce.

4. Meeting learner needs: Analyzing the curriculum allows educators to assess whether it meets the needs of diverse learners. By considering factors such as learners' backgrounds, abilities, interests, and learning styles, educators can identify potential modifications or adaptations to the curriculum that promote inclusivity and cater to individual differences. This analysis can contribute to creating a more learner-centered and engaging educational experience.

5. Resource allocation: Curriculum analysis helps in allocating resources effectively. By evaluating the curriculum's content and instructional methods, educators can identify resource requirements, such as textbooks, materials, technologies, and professional development needs for teachers. This analysis enables efficient resource allocation, ensuring that the necessary resources are available to support the implementation of the curriculum.



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

6. Accountability and transparency: Curriculum analysis supports accountability in education. By examining the curriculum and its outcomes, educators can provide evidence of the effectiveness of their educational programs to stakeholders, such as parents, administrators, and policymakers. This analysis helps ensure transparency and allows for informed decision-making regarding curriculum development, implementation, and resource allocation.

7. Continuous improvement: Curriculum analysis is an integral part of the ongoing process of curriculum development and improvement. By regularly analyzing the curriculum, educators can identify areas for refinement, make necessary adjustments, and continuously enhance the curriculum based on emerging research, feedback from stakeholders, and changing educational needs.

In summary, curriculum analysis is important because it promotes quality assurance, improvement, alignment with educational goals, meeting learner needs, effective resource allocation, accountability, and continuous improvement in education. It enables educators and policymakers to make informed decisions, enhance the educational experience, and ensure that learners receive a high-quality education.

NEED AND SIGNIFICANCE

The curriculum for Teacher Education at the elementary level, prepared on the basis of suggestions by NCTE, has come into being on December 1st, 2018. The name of the present course, D. Ed (Diploma in Education) is now changed as D. EL Ed (Diploma in Elementary Education) from this academic year 2018-2019 onwards. The curriculum is revised in accordance with the norms of NCTE. The SCERT, Kerala is about to implement this revised



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

curriculum in the academic year 2018- 19. This curriculum is aimed at equipping the student teachers to teach in elementary classes, which are child friendly in nature. Modern Educational Psychology, Philosophies of education and pedagogical perceptions are the foundations of this curriculum.

The future society is shaped in our classrooms. Each child should get opportunity to its comprehensive growth and the development of aptitudes. School is the place, where the perceptions on making the society dynamic and making the social interventions more humane, nature friendly and progressive are shaped. The support, recognition and encouragement should be made available to each child from the school so as to enable them become a nuclear of society and a sensible person. The main challenge of teaching is how to provide Psychological support and opportunities to each and every child with Social and Scientific awareness. Teaching is both an art and science. The aim of Pre-service Teacher Education is to equip the trainee with the skills and knowledge needed to approach students and develop their inherent talents by understanding that each child is unique. This Pre-service Teacher Education Curriculum is framed on the basis of this perspective. It is expected that the ITEs would implement this curriculum in a most effectively manner.

OBJECTIVES

- To direct the change in behavior which is the ultimate aim of learning.
- To provide the bases for the selection of learning content and learning experiences
- To set the criteria against which learning outcomes will be evaluated
- To discover the gap between needs and abilities
- To collect information about a particular problem learners are experiencing



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

ANALYSIS OF D. EL Ed. CURRICULUM

Curricula are being continuously modernized to enhance/improve the quality of education in Kerala where public/general education has been traditionally strong influential. This is done through a timely revision of the content and transactional strategies on the basis of the analysis of experience of the existing curriculum. Keeping up with such reforms, suitable and appropriate revisions are to be brought out in the curriculum of teacher education that moulds teachers of the future.

It is a fact that D. Ed curriculum implemented in 2013-14 is structurally very different from the one in existence/practice till then. Yet, it had certain limitations as pouted out by the Joint Review Mission in 2014. The study carried out by NCERT in 2015 also had suggested changes in the content and the time schedule of the curriculum. Further, NCERT's recommendation of teaching practice for 100 days also could not be implemented.

The D. EL Ed. Curriculum content was categorized under 9 major heads. The detailed analysis report is as follows-

1. Teacher Education Curriculum - General Approach
2. Structure and Content of Curriculum
3. Learning Methods and Strategies
4. School Experience Programme
5. Pedagogic Analysis and Teaching Manual
6. Community Living Camp
7. Study Tour



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

8. Assessment

9. Content Analysis

1. Semester 1

2. Semester 2

3. Semester 3

4. Semester 4

1. Teacher Education Curriculum-General Approach

Modernization of School Curriculum

Curriculum reforms aiming at quality education are being carried out in Kerala from 1997. These reforms are based on the theory of social constructivism and the learning strategies and techniques are presented accordingly as a part of it. Teachers should be well- equipped to transact curriculum accordingly and also to evaluate the children. School curriculum should therefore be able to inculcate the required skills, understanding and attitude in the future teachers. The curriculum for teacher education should have the ability to understand new pedagogical concepts and changes that take place in the subject content. School curriculum and teacher education curriculum can influence each other mutually. Therefore reforms in both are to be done simultaneously:

View points that support curriculum:

There are certain views that act as the basis while formulating a curriculum. These have been consolidated in the D. El Ed curriculum. In the case of teacher education curriculum, viewpoints/vision regarding the pedagogical and theoretical foundation, role of teachers in



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

democratic education, role of teachers in democratic education, teacher competencies, inclusive education, art, physical and work experience education, learner and society are essentially important factors.

A child who constructs knowledge

Vision about learning is very important while formulating a curriculum for teacher education. The curricula that had been implemented in Kerala during the last decades are founded on the theory of social constructivism. This view believes that a child constructs knowledge in a social environment. Knowledge is constructed through a mutual give-and-take by children among themselves, between children and teachers and between children and society. Learning is to take place in an experiential setting. Major considerations of school curriculum are given below:

- Considers the child's nature and learning process.
- Learning should take place in a democratic environment.
- Children should get the opportunity to choose. Importance is given to discovery learning.
- Learning should be based on experiences.
- Opportunity should be provided for co-learning and co-operative learning.

Teachers for the era

A suitable education system that can overcome the challenges and anxieties being experienced by the new age and society is the need of the hour. Human conditions all over the



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

world have parallels elsewhere. However, each nation and its geography within vary according to its nature, climate/weather, resources form of government and culture. As a year pass by, new possibilities and arises also increase. Changes keep on occurring in the subjects to be learnt, the learning technique/style, learning materials and the relevance of the taught subjects. As a result, educational objective, content and methodology will also be subjected to changes what we need is a teaching community that can understand these changes and reforms themselves accordingly. For this, teachers should possess the following qualities:

- A suitable perspective that can nurture democracy as envisaged in by the constitution, secularism, socialism and scientific temper.
- Ability to provide leadership to the society through education.
- Should have self-confidence and communication skills.
- Endeavourer to modernize/update continuously so that vocational excellence will be maintained.
- Helpful attitude towards democratizing educational activities.
- Critical approach to knowledge and concepts and self-conceptualisation.
- Inclusion of all the social groups and their special characteristics.
- Acceptance of all kinds of abilities and giving opportunity to all.
- Individual care/attention and support to those who have physical and mental imitation

Teacher Ethics



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

Our tradition is one that accords only affection and respect to teachers. This status of teachers imposes great responsibility on them, making it different from other professions. For the same reason, teachers are to observe some codes of behavior, based on ethics. When we consider this topic, it should be done from general perspective encompassing children's developmental needs, rights and human rights.

Teacher-pupil Relation

- Observe a time schedule/punctuality in school administration matters.
- Ensure the learning process only after making all the necessary preparations.
- Treat all children with love and equally, irrespective of their caste, religion, gender, socio-economic status and language.
- Give proper guidance for the physical, intellectual, social, emotional and ethical development of the children.
- Understand that the need of each child is unique and provide opportunities accordingly.
- Do not accept remuneration from children for providing instruction or correctional teaching
- Do not make public the confidential details of the children (Do not reveal to the public the confidential matters related to children)
- Do not engage/indulge in activities that will create a wedge between children themselves, children and teachers and even children and the school.
- Maintain a respectable demeanor in attire, language and behavior.
- Do not violate children's rights under the guise of discipline.



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

Relation between the Institution, children and guardians

- Encourage friendship with the guardians.
- Inform the parents of the excellence as well as limitations of their wards at the appropriate time/in due course.
- Do not complain to the parents in a manner that will ruin the self-confidence of the children.

Teachers' Relation with society and Nation

- Take part/participate in those activities meant to promote national integration and unity.
- Show loyalty and respect to school, society, state and nation.
- Respect the culture of India and inculcate the same in children as well.
- Develops the school as a resource centre for knowledge, information, competency and attitude required for a society.

Relationship with Colleagues/Peers

- Treat the colleagues in the same way we should expect them to treat us.
- Do not raise baseless allegations against the colleagues or the higher authorities.
- Participate in in-service training seminars and workshops which help in career development.
- Do not pass bad comments about the colleagues in front of children, teachers, higher officials or parents.
- Co-operate both within and outside the institution with the higher authorities and colleagues for the betterment of the institution.



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

- Exhibit professionalism while reporting or passing on details information to the concerned authorities, for the welfare of children or development/growth of the institution.

Teacher mentors

In a democratic education system, teachers should have democratic approaches like social sense, responsibility, sense of equal justice, tolerance, co-operative attitude and humanity. A teacher should be a veritable mentor who will personally care for help, advices and encourage the student.

Teacher competencies and Attitudes

Teacher education should be that process which can democratize and humanize education and make it an enjoyable experience. What is effected through teacher education is a process that will transform a student, who has completed 12 years of school education, into a teaching mode. What is to be developed is the knowledge and attitude needed for this transformation

- 1. Evolving an independent teaching style-** The aim/goal is to develop an independent teaching style, with focus on the present/existing accepted psychological and theoretical viewpoints. This is what the curriculum prescribes.
- 2. Expression and expansion of vocational excellence-** Opportunities should be created within the learning process to give emphasis to the all-around development of all the students and also to express their talents. The following factors are to be considered for the development of vocational skills required for this-



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


improvement

- Should recognize that it is one's own responsibility to do lifelong and achieve professional development
- Should acquire the necessary skill and attitude required to collect data/information for reference whenever needed.

3. Knowledge acquisition and creation of practical /working models- Knowledge in all the taught subjects at the school level and ability to plan are very important. Along with this, special consideration should be given to subject approach, teaching theories, learning equipment, use of ICT and the language skill for effective communication.

4. Pedagogical skill and attitudes- The following factors are to be considered while aiming at developing pedagogical skills and attitudes:

- An understanding of the learning materials suitable for curriculum transaction and learning experiences and the competency to prepare them
- A comprehensive knowledge of the teaching methods for different subjects
- Ability to plan lessons and implement the lesson plans and to develop special methods.
- Ability to plan the activities within time frame and implement the same
- Ability to formulate learning activities with due consideration to the different levels/standards of the students and to implement them.


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



- Clear idea about educational objectives and learning outcomes.

5. Evaluation/Assessment skill- A teacher student should acquire the skill to provide opportunity for self-evaluation and peer evaluation among the students and to give the feedback to them after evaluation

Integrated education

A small and section of the students are differently-abled. A curriculum that ignores that this minority will be outdated. We envisage an integrated education which has both the differently-abled and the others studying together

Teaching: Its Art and Science

It is a creative process to converse heartily with children who have diverse aptitudes and interests. Teachers should have the natural ability to discover and practice innovative methods. They should be able to recognize the children creative abilities and tastes interests of children.

School Development Project

Each school has to prepare and implement an academic plan which aims at developing the diverse abilities of children step-by-step, after identifying them first. This is to be done with public participation. In a similar fashion, school and classroom are to be converted into a talent lab. It is very essential to ensure the student teachers the vision and experience required for this. During school experience programmes, they can participate in such activities held at the schools and develop the necessary understanding.

2. Structure and Content of Curriculum



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

The development of a nation is related to the education of these In order to implement the education programme having the same aim in view, it is necessary to have a constantly learning teacher society, who have acquired capacities and skills suitable to the present context. The curriculum of teacher education for formulating such teachers should have a foundation of child psychology awareness and philosophical concerns. Besides, the teacher education curriculum should include subject areas and school practical experience suitable for transacting elementary school curriculum. The things mentioned above are distributed in 4 areas of the content in D. EL Ed curriculum.

Area 1- The Psychological Foundation of Education-

Psychological Principles of Education and their practical possibilities related to the nature of learners at elementary level, Psychological characteristics, Growth & Development are included. For this, the following content areas are considered.

- Child Psychology theory and practice
- Learning and learning process
- Education Psychology- Practical experiences

Area 2- The Philosophical Historical- Social Foundation of Education, Democratic Education, Inclusive Education, School Management and Gender Education

The Philosophical social historical foundations of education, the democratic vision in the formation and transaction of curriculum, education of the CWSN, School Management for implementing qualitative education and education of Gender Status are included in this area. For this the following content areas are considered-

- The Philosophical, social and historical foundation of Education.



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

- Curriculum and Democratic Education
- Inclusive Education and School Organization

Area 3- Various subjects at school level, Education Technology Information and Communication Technological Foundation Practical Experience Programme related to school and ITE

Various subjects teaching in the elementary classes are included in the third area. In addition to this, it is aimed at making capacity in transacting curriculum using educational technology among the teacher students is included. The following content areas are included in this area-

- English
- Mother tongue
- Mathematics
- Environmental study
- Basic science
- Social science
- Education
- Work education
- Health education
- Information and communication technology

Area 4- The scope of these areas are given below

The essential practical experiences to be attained are included in this area.

3. Learning Methods and Strategies



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

knowledge and understanding related to the curriculum content such as content of subjects, pedagogy, assessment, educational philosophies, psychological perceptions, society and education - opportunities should be available for convincing themselves and materials should be available for convincing themselves about education technology and Information and Communication Technology as an effective tool for transaction. The ITEs should be an excellent model to the concept "campus as textbook."

Learning Atmosphere

These should be a learning atmosphere for giving opportunity in realizing the strength and weaknesses of the existing system of education, content and administrative system and to express opinions freely. Not only learn the theories, but also it should be applied and assimilated.

B. LEARNING STRATEGIES

Strategies, learning materials and assessment are obtained as learning topics. The subjects, such as Education Psychology, Philosophy and Pedagogy are also included for the effective and scientific transaction of them.

Teacher Educator

In this changes scenario, the vision about educator is given below.

- Should have in depth knowledge and understanding in subject areas
- Should be a person having the qualifications prescribed by NCTE
- Should have a capacity and attitude to develop the values of democracy, secularism, socialism and scientific attitude among the teacher students.



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

A. LEARNING METHODS

The teaching method with ITEs shall give much importance to self-learning, which is somewhat different from school learning. The training experiences in the ITEs shall be a platform for practical experiences to various kinds of learning methods and learning strategies. The future teachers should acquire awareness through dialogue/debate, research and creative activities. There should be sufficient opportunities to convince by applying the awareness attained and to formulate theories and practical experiences. Besides, opportunity for interviewing with society and schools is in need of. The important strategies to be accepted are referencing (Books, digital materials, internet) Peer group learning and mentoring outputs shall be come out as part of this

Subjects for learning

The general subjects in the elementary education such as, mother tongue, English, Mathematics, Social Science, Basic Science, EVS, Art Education, Physical Education, Work Education and ICT will be the subjects for learning.

Method of learning

- Should have commitment for working without much considering time and duration
- The teacher educator should be a constant learner who acquires new skills and understandings as the professionals in other fields.

Institute of Teacher Education

The ITEs should be a resource centre suitable for making teachers with excellent awareness and professional skills. The ITEs should have the facilities for assimilating new



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

knowledge and understanding related to the curriculum content such as content of subjects, pedagogy, assessment, educational philosophies, psychological perceptions, society and education - opportunities should be available for convincing themselves and materials should be available for convincing themselves about education technology and Information and Communication Technology as an effective tool for transaction. The ITEs should be an excellent model to the concept "campus as textbook."

Learning Atmosphere

These should be a learning atmosphere for giving opportunity in realizing the strength and weaknesses of the existing system of education, content and administrative system and to express opinions freely. Not only learn the theories, but also it should be applied and assimilated.

B. LEARNING STRATEGIES

Strategies, learning materials and assessment are obtained as learning topics. The subjects, such as Education Psychology, Philosophy and Pedagogy are also included for the effective and scientific transaction of them.

Teacher Educator

In this changes scenario, the vision about educator is given below.

- Should have in depth knowledge and understanding in subject areas
- Should be a person having the qualifications prescribed by NCTE
- Should have a capacity and attitude to develop the values of democracy, secularism, socialism and scientific attitude among the teacher students.



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

- Should have a research mind to implement by finding out activities necessary for the development of teacher students.

Learning experiences should be formed through workshops and camps for developing, applying and assessing learning techniques, strategies and support materials. The social values and skills shall be grown by interviewing the activities of society. Opportunity is made available to utilize the local resources most effectively and to know intimately the new pulses with education sector. In the atmosphere there should be circumstances and materials to learn through apply of the inclusive education, CE and the use of technology.

4. School Experience Programme

The school Experience Programme or Internship is the most important activity of augmenting self-confidence and moulding the inborn capabilities of teacher students. The School Experience Programme is confused to 100 school working days in 4 semesters. In the first and second semesters, there are 5 days each and 45 days each in the third and fourth semester respectively should be set apart for internship.

Important Aims

- To attain understanding for observing the Ig-Tg activities in and outside the school and assessing effectiveness.
- To achieve comprehension regarding the support systems in the schools.
- To realize the role of elements such as student, teachers, parent and learning atmosphere in Lg -Tg activities.
- To observe what the school activities are and how the coordination and monitoring of them are.



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

- To find out and resolve learning problems and engage in simple research activities.
- To gain practical experience in planning and implementing Lg-Tg process and to acquire necessary skills in assessing reflectively by developing teaching manual.

Details of school experience programme

No	Semester	Days	Score
1	S1	5	40
2	S2	5	40
3	S3	45	130
4	S4	45	130
	Total	100	340

Internship-Preparation

ITEs are suggested to conduct workshops during internship for taking precautions of the activities to be carried out. Schedules, questionnaires, tools and recording materials necessary for each activity should be developed in the workshop. After the internship, a report of eight activities done by each teacher trainee is to be prepared and submitted to the teacher educators of the subject concerned. This report is considered for evaluation.



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

Semester-1 & 2 Internship

5 days each in the first and second semesters are set apart for school experience programme

Semester-3 & 4 Internship

Internship involves teaching practice for 45 days in the 3rd and 4th semester. The service of the mentors shall be ensured in this situation. The teacher educator should carryout reaching practice, tryouts, case studies during participation in school activities and conducting evaluation by preparing tools Assessment of teacher-students shall be made by the mentors and the teacher-educators jointly.

In order to carry out the internship seriously, effective planning should be done in each ITE. During these semesters, each activity and selected from the prescribed paper, suggested for giving score, shall be completed by each teacher student within 5 working days. The internship activities of subjects, in which score is not recorded, shall be assessed as a part of continuous evaluation A total of 80 score is to be given for internship activities of both in the first and second semesters. 5 indicators for assessing activity are given below. Assesment shall be done by giving deserving score to the manor, 5/4/3/2/1 to each indicator

Indicator

1. Planning

Planning includes all preparations done beforehand for implementing the activity

2. Materials



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

Questionnaire, tables, tools and graphs necessary for implementing the activity shall be considered.

3. Process

It is meant that the stages of activities takes for implementing the activity at school.

4. Transaction Skills

It deals with the communication skill, excellence in presentation and organizational capacity used for implementing activity

5. Reflection Note

The realizations and skills obtained through the activity must be recorded as notes. The quality of the same should be assessed.

Preparations

- Selection of school
- Necessary preparations
- Selection of teachers acting as mentor and deciding responsibilities/duties
- Analysis choses/expert classes
- Possibilities for teaching practice
- Availing on site support/ monitoring

5. Pedagogic analysis and teaching manual

Pedagogic analysis



Alice Joseph

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

Pedagogical analysis is a planning document prepared prior to the preparation of teaching manual. Each teacher student has to find out answers to the following indicators before preparing the TM (Teaching Manual)

- The class or the students to be dealt with
- Topic to be handled
- Unit to be focused
- Thrust area
- Learning outcome
- Approaches and strategies
- The learning materials and learning aids required
- Time limit
- The Evaluation strategies to be adopted
- The values and attitudes available to be transacted

A teacher can make proper preparations only through finding out answer to the indicators. In this sense, pedagogical analysis is nothing but the enlisting and making a format of the above.

Through the process of pedagogical analysis, the teacher students can get in to close touch with the textbooks and ensure deeper understanding of the content. It smoothens the teaching process.

Teaching manual

The (TM) Teaching Manual is prepared in tune with the views and visions of the present scenario. There are mainly 3 parts in the TM. The first part contains the name of the teacher,



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

class, school, subject, unit, topic, date, time, learning outcomes and learning materials. The second part is meant to have 2 columns, the first column containing learning experience and assessment/evaluation. The second column is supported by the elaboration of the learning activities in the third column of the Pedagogical Analysis. It is with a view to extending and enhancing the process of knowledge acquisition. The third part of the TM is for writing down the reflection notes and remedial measures. This part is to be completed only after the classroom activities.

6. Community living camp

Community Living Camp plays a major role in creating competent teachers. The aim of the camp is to develop qualities, such as, communication skills, capacity in overcoming adverse situations, enriching artistic, physical and creative skills. The skills for leadership, and engaging in activities for solving and to inculcate an attitude for tolerance in communities with different backgrounds.

Administering Camp

- The duration of camp is 15 days.
- The number of days in a camp in addition to 4 x 100-400 semester working days.
- Camp can be organized for 15 days at a stretch or in two spells by breaking the 15 days into 10 days and 5 days.
- The camp shall be conducted, having 10 days activity in its own campus and the remaining 5 days activity shall be in connection with society.
- The activities of 5 days can be held within the district or out of the state or joining with other institutions.



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

- The participation of all teacher-students in the camp is compulsory.

The records to be prepared in connection with the camp.

- Detailed programme schedule
- Daily timetable
- Camp Diary
- Camp Daily/Report
- Visitors Diary
- Income and expenditure statement
- Documentation including photos

Assessment of Camp

- Total score of 15 days' camp is 40
- The assessment can be done based on the following 5 indicators
- Camp Diary
- Products/Output Camp Schedule
- Income and Expenditure
- Camp Reviews
- Digital Reports
- Social Skills
- Personality development/ Leadership Quality

7. Study Tours

Study Tours are opportunities for learning by seeing and understanding the places and institutions of which are known through learning. It is essential to achieve the experiences and



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

skills to against effectively as learning strategy as far as the teacher students are concerned. Though study tours teacher students get an opportunity for entertainment and knowledge acquisition.

Places and institutions that can be chosen for study tour-

- Educational institutions of excellence in and outside the state.
- Zoos, places of biodiversity
- Planetariums
- Mathematics-Science-work experience exhibitions
- Excellent Laboratories
- Institution providing education/training/treatment to the CWSN
- Science/Mathematics/Social Science/Technology Museums/Heritage Museums
- Places of historical importance
- Cultural institutions

Administration of Study Tour

- Participation in study tour is compulsory
- The teacher students themselves shall plan the tour.
- The execution and financial transaction and expenditure should be carried out by the teacher students themselves.
- Study tours shall be organized for not less than 3 days.
- Report including photo and diary shall be prepared Route Map and Daily activities shall be prepared



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

- Permission for visiting places/institutions, of necessary, should be sought in advance. The directives of the department in this regard should be followed.

Assessment of Study Tour

Total score for study tour is 20. Assessment shall be done by considering the following items.

- Role and Leadership in planning
- Route Map
- Budget
- Expenditure
- Digital documentation
- Individual Diary
- Daily timetable and routine
- The educational relevance of Institution places visited

8. Assessment

Strategies for assessment and its Recording

Evaluation

The process of teacher-education should be assessed continuously and comprehensively by focusing its aims. The assessment shall be in such a way as to acquire the relevance of the objectives of assessment and its application. Along with this, the assessment of skills of teacher students shall be assessed in various skills.



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

The areas of concept, awareness skill in application, attitudes, aptitudes, skills and social emotional qualities should be assessed. The teacher students should have opportunity to assess and improve learning for self-assessment, assessment by co-learner, and the assessment by the teacher/experts. Besides, the institutes of teacher education centers and the activities are to be assessed

Assessment

- Emphasis is to be given to the application level of the acquired knowledge.
- Not only the cognitive, but also the socio emotional quotients are to be assessed
- The methodology for giving motivation to improve by self- assessment and evaluation.
- Various techniques can be utilized for the assessment of teachers, external assessment for standardization and the performances in connection with the school experience programme.
- Due weightage is given to continuous evaluation and terminal evaluation
- In Terminal examination the possibilities of understanding application are to be assessed.

Consolidation of Scores

Semester	CE	TE	CE+ TE Total	Internship	Community living camp	Study tour	Total
S1	120	140	260	40			300
S2	120	260	380	40			420
S3	60	220	280	130			410
S4	60	220	280	130	40	20	470
Total	360	840	1200	340	40	20	1600



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

--	--	--	--	--	--	--

Grading System

Inorder to assess teacher student 7 point Absolute grading system is used. After giving scores, score percentage is encoded in 7 grades.

Score Percentage	Grade
90-100	A+
80-89	A
70-79	B+
60-69	B
50-59	C+
40-49	C
0-39	D

Assessment-Part of Learning Process

Assessment shall be transformed according to learning process of participation in activities, concept awareness, skill acquisition and performance/presentation. Self- assessment, peer group assessment and assignment by teacher should be done continuously and comprehensively based on appropriate materials and aids using the techniques of creative learning. Assessment should be coded into assessment for learning and learning itself as an assessment.

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



Portfolio Assessment

All products should be assessed and added to the portfolio, which are formed through the activities of each subject. (Reflective journal, Action Research, case study Report and all products which are emerged as part of learning activity).

I. Assessment at Unit Level

In each unit learning progress of teacher students should be assessed. For this, creative strategies can be made use of Possibilities should be included for uploading the level of achievement in similar period and by utilizing the possibilities of assessing learning progress using the tools such as rating scale & check list and by utilizing the online possibility

End Semester Assessment

The district level internal exam will be conducted by each institution at the end of each semester under the leadership of End semester assessment committee. In the CE score of each subject will have 50% weightage with score of ESA

TERM END ASSESSMENT

The terminal examination should be conducted by using various question models focusing on content areas and practical experiences.

II. Assessment of Socio-Emotional Areas

Camps and study tours are suggested as part of the course. The duration of community living camp is 15 days long. It can be conducted in one spell or two spells. Study tours are to be conducted only for academic purpose. In study tours well shown institutions in and outside the



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

state, schools institutions for the CWSN/schools, institutions of historical and scientific importance are to be included in the study tour.

III. Assessment of Application Expertise of Teaching Skills


Assessment should be made on attitudes, understandings and teaching skills of teacher students as part of school experience programme. Analysis classes, observation and the objectives, recorded can be considered as part of assessment. A uniform web portal having online possibilities for uploading the scores of continuous assessment in the school experience programme shall be included subject to the assessment by the monitoring team at the district/state levels in time, for the monitoring /administering of the SEP at the institution level, separate team/committee should be formed.

IV. On the Spot Monitoring & Assessment of Institutions

Institute of Teacher Education is the place, where meaningful learning is to be carried out. Continuous assessment and support mechanism are made available to the institutions. The method of assessing by comparing the excellences of institution with that of the excellences teacher students can be relied on. Institution should prepare academic plans. There shall be opportunities for transacting by uploading excellent activity models in separate portals and for self-assessment. The district level monitoring team should plan and implement necessary actions. The excellences of institutions should be documented and transacted by organizing seminars under the leadership of DIETS.

Consolidation Of CE Scores




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

The CE score of each subject shall be calculated by the assessing the following 4 items.

- Work Diary
- Unit Test
- Products Literary items - Non literary items
- Performance /practical

> Score shall be given by assessing each item on the basis of 5 indicators.


Formats of items are given below

1. Work diary-Form- A1 (All semesters)
2. Unit test-Form- A2 (All semesters)
 - (a)-Literary items-Form- A3(a) (All semesters)
 - (b)-Non-Literary items - Form- A3(b) (All semesters)
3. Performance Practical-Form A4 (All semesters)
4. End semester assessment-Form AS (All semesters)

Consolidation of Score in Community Living

5 items are given for the assessment of total 40 score is divided 5 items. Total score is to be given by assessing each item.

- Camp diary
- Camp products


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



- Personality development and leadership quality
- Social Skill
- involvement of the teacher-educator

Assessment of Study Tour

For this score shall be given by dividing it into 5 areas. Each area will leave 4 score each

- Role in planning and leadership quality
- Digital documentation
- Individual diary
- Relevance of institution/place visited
- Reflection note

9. Content Analysis

First semester (S1) Papers

- 101 Educational Psychology-theory practice
- 102 Philosophical, Sociological and historical foundation of Education
- 103 Malayalam-Language & Child
- 104 Proficiency in English Language
- 105 Mathematics-Learning and teaching (1)
- 106 Environment and Learning
- 107 Information and Communication Technology Possibilities and Application
- 108 Art Education, Work Education- Approaches and Application
- 109 Health and Physical Education

Second semester (S2) Papers



Alice Joseph

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

- 201 Educational Psychology - Learning and Learning process
- 202 Curriculum and Democratic Education
- 203 Malayalam Language Learning and Teaching
- 204 English Language Teaching - Theory and Practice
- 205 Mathematics-Learning and Teaching
- 206 Science Education
- 207 Information and Communication Technology (ICT) Learning Teaching Process
- 208 Art and Work Education-Pedagogy
- 209 Health and Physical Education
- 210 Social Science - Learning & Teaching

Third semester (S3) Papers

- 301 Educational Psychology- Practical Experiences (1)
- 302 Inclusive Education and School Organization
- 303 Malayalam Language Teaching - Approach and method
- 304 Teaching competence in English Language
- 305 Mathematics- Learning and Teaching (III)
- 306 Environmental study Language and Teaching
- 307 Information and Communication Technology Practical experience
- 308 Art and Work Education - Planning and implementation of Education - LP level
- 309 Health and Physical Education

Fourth semester (S4) Papers

- 401 Educational Psychology-Practical experiences - 11



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

403 Malayalam School Experience & Education

404 Professional Development of English Teacher

405 Mathematics-Learning & Teaching (IV)

406 Science Education-Learning and Teaching

408 Art & Work Education - Planning and Implementation at UP level

409 Health & Physical Education

410 Social Science-Learning and Teaching

CONCLUSION

Curricula are being continuously modernized to enhance, improve the quality of education in Kerala where public/general education has been traditionally strong influential This is done through a timely revision of the content and transactional strategies on the basis of the analysis of experience of the existing curriculum Keeping up with such reforms suitable and appropriate revisions are to be brought out in the



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

curriculum of teacher education that moulds teachers of the future. If this is not done, it will be definitely losing the ability to effectively respond to the social educational and vocational needs. What Kerala requires in future are teachers who are engaged in a continuous learning process capable viewing learning as a social process after having internalized the characteristics of a child at the elementary level, her mental abilities/skills and also the theoretical basis of education.

REFERENCES

Mishra, J. (2019). *Study of Elementary Teacher Education Curriculum in the Light of Education for Sustainable Development*. [Doctoral dissertation, Mohan Lal Sukhadia University].
<http://hdl.handle.net/10603/306360>

SCERT Kerala. (2018). *Diploma in elementary education (D.EL.Ed) curriculum 2018*.
<https://scert.kerala.gov.in/d-el-ed/>

Sheeba



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





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Orientation on D.El.Ed institutional case study

The college organized an orientation session led by Mrs. Sheeba A.S for teacher educands of the 2021-23 M.Ed. batch, specifically focusing on preparing D.El.Ed institutional case study. This insightful class occurred on 22nd December 2022.

Throughout the orientation, Mrs. Sheeba delivered a comprehensive overview, elucidating the purpose and significance of both curriculum analysis and institutional case study. The participants received detailed briefings on the various elements of curriculum analysis, covering the identification of learning objectives, instructional strategies, and assessment techniques. The importance of aligning the curriculum with both learner needs and the broader educational system was underscored.

The teacher educator emphasized the imperative for M.Ed. teacher educands to cultivate skills in conducting institutional case studies. This process involves a meticulous analysis of an organization's structure, policies, practices and culture. The participants were provided with a step-by-step guide on how to conduct such studies, accompanied by examples of effective case studies for practical understanding.

The orientation session aimed not only to impart theoretical knowledge but also to equip the teacher educands with practical skills necessary for their future roles. The teacher educator's guidance illuminated the intricacies of curriculum analysis and institutional case study, providing the teacher educands with a solid foundation and the confidence to apply these skills effectively in their academic and professional endeavors.





ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

Orientation by Sheeba A.S





ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

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

(Affiliated to Mahatma Gandhi University, Kottayam)

Recognised by NCTE

ORIENTATION FOR CONDUCTING INSTITUTIONAL CASE STUDY

Attendance Sheet

Date: 22/12/2022

Duration: 2PM- 4PM

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



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

**A STUDY ON PHYSICAL AND ANCILLARY FACILITIES OF A
PRIMARY TEACHER EDUCATION INSTITUTION (D.El.Ed) IN
ERNAKULAM DISTRICT**

Introduction

The National Council for Teacher Education has defined teacher education as - A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

According to Goods Dictionary of Education Teacher education means, —all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, —Training is given to animals and circus performers, while education is to human beings.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.



A handwritten signature in green ink, appearing to read "Alice Joseph".

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

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life long learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Nature of Teacher Education :

1. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher education (1987), —Teacher education can be considered in three phases : Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process.
2. Teacher education is based on the theory that —Teachers are made, not bornl in contrary to the assumption, —Teachers are born, not made.Since teaching is



A handwritten signature in blue ink that reads "Alice Joseph".

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

considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called —tricks of the trade

3. Teacher education is broad and comprehensive. Besides preservice and in-service programmes for teachers, it is meant to be involved in various community programmes and extension activities, viz adult education and non-formal education programmes, literacy and development activities of the society.
4. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
5. The crux of the entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
6. As in other professional education programmes the teacher education curriculum has a knowledge base which is sensitive to the needs of field applications and comprises meaningful, conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct ‘gestalt’ emerging from the conceptual blending’, making it sufficiently specified.
7. Teacher education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stages, which should be utilized for developing effective processes of preparing entrant teachers for the functions which a teacher is expected to perform at each stage.
8. It is a system that involves an interdependence of its Inputs, Processes and Outputs




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


Need and significance of the study

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in professional institutions have only the theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also reaches special education and physical education. Teacher education is dependent upon the quality of teacher educators.

Teacher education is based on the theory that -Teachers are made, not born in contrary to the assumption, -Teachers are born, not made. Since teaching is considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called -tricks of the trade. Good teachers build on their students' interests, orientation to learning, and hopes. Similarly, teacher education programs should offer teacher candidates opportunities to individualize and personalize their preparation as teachers. Thus, all our teacher education programs give teacher candidates a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work. Teacher candidates are expected to understand students' ability levels, interests, and learning styles. They should demonstrate instruction that reflects the diversity among all learners.

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIS - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so




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

far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

The investigator tries to find out whether the teacher education institutions provide adequate facilities to the student teachers and to investigate the proper functioning of the same.

Statement of the problem


An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

The present study is undertaken to find out the programmes and facilities provided to student teachers. Hence the study will be entitled as "A STUDY ON PHYSICAL AND ANCILLARY FACILITIES OF ST. JOSEPH TEACHER TRAINING INSTITUTE FOR WOMEN, ERNAKULAM"

Objectives

1. To study on the physical and ancillary facilities provided in the teacher training institute to meet the different needs of the student.




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

2. To analyse the various programmes offered in the teacher training institute to enhance the learning process.
3. To prepare a comprehensive report on the various college activities and provide constructive suggestions to the institutional development

Methodology

In the present study the investigator adopted institutional case study.

Sample of the study

Institutional case study is conducted at St. Joseph Teacher Training Institute For Women, Ernakulam

Tool

Adapted and modified observation schedule on physical and ancillary facilities provided in the Teacher training institute.

Data collection

St. Joseph Teacher Training Institute for Women, Ernakulam was chosen for the study. The institute is dedicated to St. Joseph was established, owned and run by the Vimala Province of the Congregation of the mother of Carmel (CMC). It is a self-financing institute which is located in heart of the city Ernakulam, Kerala.



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



DATE ANALYSIS AND INTERPRETATION

The primary teacher education institution observation program helped the investigator to understand the overall running of the institution.

GENERAL INFORMATION

The primary teacher education institution observation was conducted at St. Joseph TTI for Women, Ernakulam. The postal address of the institution is St. Joseph TTI for Women, Ernakulam, Kovilvattom Rd, Near MG Road, Kacheripady, Kochi, Kerala 682035. The institution is situated in Ernakulam taluk of Ernakulam district. The institution is located in urban area. It is in the heart of the city. The working time of the institution is from 9.45 AM to 4.30 PM. The institution has ventured into the field of teacher education since 2005.



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



HISTORY OF INSTITUTION

Located at the heart of Ernakulam is St Joseph TTI for Women, an institution which has ventured into the field of teacher education since 2005. The institution is run by the Vimala Province of the congregation of Mother of Carmel. It is a self-financing institution which strives to mould professionally competent teachers at the upper primary level. The institution is under St. Joseph College of Teacher Education for Women, Ernakulam , established and managed by the Carmelite Nuns (Congregation of Mother of Carmel, CMC) who consider the upliftment of women and children as their 'Divine Call'. The institution is an important organ of the congregation fulfilling this command at any cost. The college established in 1957 located in the heart of Kochi city, is a minority institution, affiliated to Mahatma Gandhi University, Kottayam. It is owned and run by Vimala Province of the Congregation of Mother of Carmel (CMC). This edifice of learning and holistic enrichment nestles on 2 acres 31.5 cents calm and serene ground and is a unique blend of the old and new architectural styles. General discipline is scrupulously maintained and academic oriented culture is in place. In 2005 the college moved to a new trajectory of growth with the inclusion of the P.G and Dipoma in Elementary Teacher Education Courses.



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





VISION OF THE INSTITUTION

The vision of the institution is “Keeping to the spirit of our founder Blessed Chavara Kuriakose Elias we dream of forming empowered teachers who lead a life imbued in faith in God, realizing their full potential and passionately contributing to build a learned society rooted in love and unity.”

MISSION OF THE INSTITUTION

The mission of the institution is “The college strives for the integral liberation of women through life oriented education, transforming them to responsible citizens who respond proactively to the global challenges with courage and commitment, build a just social order, and be stewards of this universe as modelled in the person of Jesus Christ.”



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



Motto: LET LIGHT BE A SOURCE OF ENLIGHTENMENT

Goal: Together we form JOSEPHITES

Just

Obedient to the will of God

Socially committed

Evolving

Patriotic

Hardworking

Inspiring Teachers who are also

Enthusiastic

Stewards of nature.

OBJECTIVES OF THE INSTITUTION



Alice Joseph

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

- To provide holistic formation in the light of Christian Principles inculcating spiritual, cultural, social and ethical values
- To develop teachers who are sensitive to social issues and work for empowering the weaker sections of society, women, children and the marginalized
- To promote academic excellence in par with international standards
- To promote a research culture and thus be continuously engaged in the process of lifelong learning effecting improvement and growth.
- To foster an atmosphere for potential development of competencies and skills through innovative creative and entrepreneurial approaches
- To motivate students towards environmental issues and sustainable development
- To instill patriotism in students

Medium of instruction of the institution is Malayalam and the students carry ID card with them within the premises.

MANAGEMENT

The institution is run by the Vimala Province of the congregation of Mother of Carmel. It is a self-financing institution which strives to mould professionally competent teachers at the upper primary level. A team of teacher educators under the competent guidance of the principal, Ms Lincy A.P has been consistently endeavoring to raise the pedagogical and transactional skills of the teacher trainees. Providing exposure to the innovative ways of teaching is their forte.

The infrastructural facilities available in the college is outstanding. Students can avail the facilities of the state-of-the-art ICT lab, Library, Psychology lab, language lab, Science and Math's lab throughout the day. Recreational facilities to ease off the hectic requirements of scholastic activities are made available.



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

It is a girls' only institution. The principal has been given a separate room and there are sufficient rooms and facilities for the teaching staff. Even though there are a total of six rooms in the institution, two rooms have been used for the teaching purpose, one for the first years and one for the second year students. Black boards and smart boards have been used for the teaching purposes. The students are provided with almarah and storage space to keep their books and records safely. Special space has been given to place the students' teaching aids for their teaching practice and commission. The institution has a big library which contains variety of books.

GUIDANCE AND COUNSELLING

The institution does not have a trained counsellor. But guidance and counselling has been provided to the students by the faculties itself.

DRINKING WATER FACILITIES


The institution has drinking water facility within the premises. Tap water has been provided to the student. The institution keeps good hygiene.

The institution also has a number of urinals with in the premises. The lavatory is safe for the usage of girls and hygiene has been maintained in the institution.

PLAYGROUND

The campus has an excellent space for the playground within the compound. And it is exclusively for the institution. The playground is well kept. There is not a special teacher for physical education. To provide special training in physical education, qualified and trained teachers are visited the institution for the students. Yoga classes are also provided to the students for their physical and mental betterment.




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

The institution has first aid box section and it includes all the essential medicines and cotton etc for the immediate use.

INCENTIVE SCHEMES

The students are provided with incentives from the government.

STAFF DETAILS

There are six teaching faculties including the principal and the vice-principal. There is a manager and two non-teaching staff who handles library too in the institution.

STUDENT STRENGTH

Admissions to the D.El.Ed Course in the college is in compliance with the rules and regulations of the regulatory bodies namely NCTE and the State Government. The admissions for the D.El.Ed Course are notified by the Department of General Education, Govt. of Kerala. The application form duly filled along with photocopies of mark lists and a fee need to be submitted to the Deputy Director of Education of the district (Merit Seat) or to the principal of the college (Management Seat).

The college offers two years D.El.Ed Course in the unaided self financing scheme. The college has an intake of 50 seats, of which 25 are merit seats which are filled from the applications submitted to the Deputy Director of Education. The remaining 25 seats are filled by the management from the applications submitted at the college.

PARENTS TEACHERS ASSOCIATION

The PTA is very active in the institution. PTA meeting is conducted in every month at least once. The active participation of the parents makes the institution better. The institution gives due respect to the suggestions of the parents.



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

SCHOOL ASSEMBLY

The institution starts its day with assembly organised and presented by the students. On every Wednesday the students conduct assembly in English and all the other days it will be in Malayalam. The principal's message is delivered daily and quizzes and small programs are conducted in the special segment. The order of the assembly is as follows:

- Command
- Prayer
- Pledge
- News
- Thought for the day
- National song
- Principal's message
- Special segment
- National Anthem

CO-CURRICULAR ACTIVITIES

The institution conducts special day celebrations as co-curricular activity. Independence day, teachers' day are celebrated by the students by conducted different activities on that particular day. The entire day is spent to celebrate these special days. The class has been divided into four groups and each group takes charge to conduct programs. Experts visit the institution to give extra awareness classes.



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



YOGA DAY

CAMP

A 10 days camp was organised and conducted by the institution and the entire program was well run by the students. The seven groups which they had already created did their duties well.

The camp was from March 20 to March 29. Some of the committees are:

- Parliament
- Food committee
- Purchase team
- Cleaning team
- Activity team and so on.

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



CAMP ACTIVITIES - 2023

March 20 - Inauguration

March 21- Yoga (FX) Fr Baiju Varghese

Art Education (AN) Balakrishnan Sir

March 22- 7-8.30am - Yoga

Theatre Games (FX & AN)

Reeja Teacher

March 23- Umbrella Making (FX)

Film viewing (AN)

March 24- Work Experience (FX& AN)

Sabeena Teacher

March 25- FX - Teaching Skills- Ranjit Sir

AN- Physical Education

Ratheesh Sir

March 26 - FX: Ranjit Sir

AN: Orphanage/ Old Age Home Visit

March 27 - FX & AN - Ajeesh Sir

March 28 - Sadhya

Camp Fire

March 29 - Dispersal

The name given to the camp was 'SAMANYAYA 2023'. It was a well-planned camp was a successful one.



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





CAMP ACTIVITY



Day celebration



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

STUDY TOUR

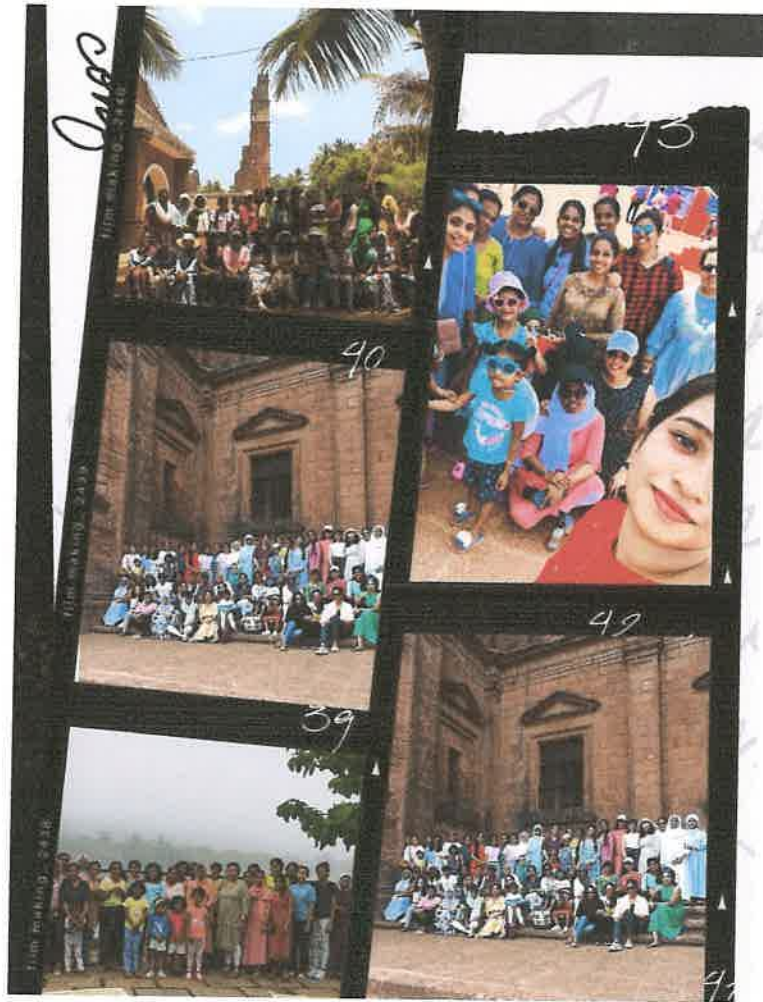
The institution has organised a tour to Goa. It was a 5 days trip which was organised systematically. The students were divided into seven groups/ committees and duties were assigned accordingly. The to and fro journey was by train and the stay at hotels was exceptional. The train tickets were booked two months prior to the trip. A special group was assigned to note down the educational values of each site that they had visited.



Study tour - Goa



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



Educational Trip

OTHER INNOVATIVE ACTIVITIES

Many innovative activities were conducted for the students in each semester. English fest, written magazine activities, makeover activities were some of them that they had done during the course. The institution celebrates all the special days as part of innovative activities. The students participated All Kerala Kalolsavam, Diet Kalolsavam etc as part of their innovative activities. The students of the institution have created a youtube channel to upload their innovative educational as well as creative videos.



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



Volunteering at Diet Kalolsavam



Keralapiravi Celebration



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



An informative class on Integration

SWOC ANALYSIS OF THE INSTITUTION

The strength of the institution includes:

- Well trained, research oriented, experienced, dedicated and energetic teaching faculty
- Supportive non-teaching and laboratory staff
- Excellent and well-maintained infrastructure in form of new building
- Good teaching and learning environment supported by prolific library
- Smart Classrooms and well-equipped laboratories
- Excellent Student-Teacher rapport with emphasis on mentoring and counseling
- The institution has excellent extra-curricular activities, sports culture, well-organized extension, community service programs and outreach activities by students and faculty.

The weakness include not enough time to conduct all the activities. A strong alumni is not active in the institution.



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

The institution provides opportunities for self-development and creativity. The challenges of the institution are the maintaining the standards of the academic level and the infrastructure of the institution.

PERSONAL REFLECTION

The school tries to ensure that all of its students are developed completely. The institution promotes inclusive and innovative learning. There is a lot of talent among the teachers. Students receive a well-trained, competent, and excellent education. Every student's birthday is celebrated at school, along with other important celebrations, as a way to inspire and educate the pupils. By providing an encouraging atmosphere, the school takes good care of its young people. Since the teachers instruct using smart classes, technological progress has been incorporated in the school. The students are also given with camps, visits, and seminars by resource people.



Sheeba

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