St. Joseph College of Teacher Education for Women
Ernakulam

CRITERION II

2.4.7 Variety of assignments given and assessed for theory courses

(Field exploration)

2.4.7: FIELD EXPLORATION

St. Joseph College of Teacher Education for Women, Ernakulam

EDU 206.1 : Analysis of Prevailing Assessment Practices in Schools

Submitted to,
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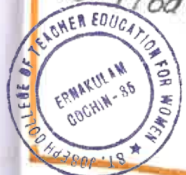Submitted by,
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Date of Submission,
08-08-2022

Analysis of Prevailing Assessment Practices in School

1. Name of the student : Akhitha Sebastian

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3. Register number : 213240112334

4. Semester : II

5. Course code with course title : EDU 203 : Assessment for learning.

6. Name of the practical : Analysis of prevailing assessment Practices in school.

7. Name of the school : St. Teresa's Convent Girls' Higher Secondary School, Ernakulam.

8. Type of school : Government / Aided✓ / Unaided.

9. Name of the syllabus followed : State✓ / CBSE / ICSE.

10. Name of the prevailing assessment practices : CE✓ / CCE / Any other.

11. If any other, specify :

12. Prevailing assessment system : Grading✓ / Marking.

13. Type of grading : Direct grading✓ / Indirect grading

14. Area of assessment :
    - Scholastic ☑
    - Co-scholastic ☑
    - Non-scholastic. ☐

15. Modes of assessment : Oral✓ / Written✓ / Activity✓

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INTRODUCTION

"Assessment is a systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purpose of developing a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experience; the process culminates when assessment results are used to improve subsequent learning"

Huba and Freed, 2000.

Assessment is the systematic collection, review and use of information about educational programs to improve student learning. Assessment focuses on what students know, what they are able to do, and what values they have attained. It is concerned with the collective impact of a program on student learning. Through a variety of measures, students are assessed to determine whether or not they are achieving the learning outcomes.

Assessment results provide information that helps the faculty determine how they might improve courses and or programs through changes in curriculum, teaching methodologies,

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course materials, or other areas. It provide comparative data that can give valuable information on how well the students are meeting the learning outcomes. It works as a roadmap to let the teacher know if all the objectives set out at the beginning of the lesson have been met or not. Assessment also work as an excellent feedback mechanism to let the student know about their progress. Through appropriate assessment, teachers can classify and grade the students, give feedback and can structure their teaching accordingly.

OBJECTIVES

* To understand about various assessment practices that are followed in schools.
* To understand about the need for assessment for student achievement.
* To evaluate the relevance and significance of the various assessment practices.
* To study the effectiveness of different assessment practices.
* To analyze the merits of the existing system of evaluation.
* To understand the suitability of the evaluation system.
* To familiarize with latest trends in evaluation.

PREVAILING ASSESSMENT PRACTICES IN ST. TERESA'S CONVENT GIRLS' HIGHER SECONDARY SCHOOL, ERNAKULAM

As part of BEd programme we the student-teachers of the academic batch 2021-2023, got an opportunity for teaching practice for a period of one month. The induction programme was from 11th of July to 5th of August, 2022. The school that I got for the induction was St. Teresa's convent Girls' higher secondary school which is situated in Ernakulam. According to the syllabus of the second semester we all were asked to analyse the prevailing assessment practices conducted in schools, which comes under the paper 'Assessment for learning (EDU 203).

During my induction programme, I interviewed Mrs. Roly Anto, biology teacher of St. Teresa's school to understand about various assessment practices followed in the school. Teachers in the school uses various student assessment methods to measure the effectiveness of their own teaching and to link student performance to the specific learning objectives. The school follows a continuous evaluation system to evaluate student's progress throughout their academic year. Continuous evaluation enables the teachers to understand the strengths and weakness of each student.

The various assessment tools used by the biology teacher to assess her students are given below:

Projects

Project·method is given by the teacher to the students in which they solve a practical problem over a period of several days or weeks. The projects are planned and executed as far as possible by the students themselves and necessary guidance is also given by the teacher. Project work fouses on applying specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking and self-confidence. 'Learning by doing' is the major principle of this method. Usually the project method enables to connect with the realities of the actual life.

Seminars

Teacher assigns different topics to the students on which each student have to take class. Students are asked to prepare a rough draft that clearly outlines the content they are supposed to present in the class. After the correction of the rough drafts students have to take the seminar infront of the whole class and the teacher assess the students. Seminars not only helps in academic understanding but to develop a wide range of personal and key skills. It really improves the confidence level and communication skills.

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Assignments

Teacher gives the students different topics based on the chapter they have already learned. So the students gets involved in an in-depth reading of the topic and thus get thorough with the content. Any exercise given by the teacher to pupil as part of the lesson or any follow up work is also considered as assignment. The teacher ensures to provide timely feedback to the students after the correction of assignments. If the students haven't done it properly, the teacher asks the students to rewrite the content. Teacher is really strict in the timely submission of assignments. The marks are provided according to the content and for the systematic way of presentation.

Group Discussions

Group discussion on a study topic plays a vital role in understanding the topic. It's a common platform for students to share their ideas, thereby giving an opportunity to exhibit not only their knowledge, but also to understand and enhance their learning by absorbing the thoughts of other people. Teacher gives a topic from the textbook and gives sufficient time for the students within the groups. A student from the group is called out randomly and is asked to present the points they have discussed in the groups. The marks are given based on presentation skill and for the valid points.

Debate

Debate is a creative and collective process of eliciting all related facts of a topic. It enables the participants to enrich their knowledge through healthy dialogues. Teacher provides a relevant topic to a group of students. Two panels of students are selected to argue for and against the topic. Both the panels can raise their views and arguments on the topic. The teacher acts as guide and moderator and will facilitate the debate. Teacher analyses the viewpoints of the panel and scores the students.

Student Portfolios

Student portfolio is a collection of student's work that demonstrate their learning and students' growth. Portfolio shows learners' artistic, creative, innovative, rational, comprehensive and conceptual growth. It gives a proper idea on the strengths and weaknesses of the student. The data is properly filed and stored.

Quiz

Teacher conducts surprise quizzes for students related with the teacher-taught topics. Frequent quizzes gives the teacher an idea of how well the class understood the content. In addition, students also pay closer attention to the learning material when they are expecting to be quizzed.

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Questioning Technique

Teacher always asks questions to the students based on their previous class as well as in between the classes. It helps to develops interest and motivate students to become actively involved in lessons. It helps students to improve critical thinking and drive them to clear ideas. It really helps the teacher to assess students' learning.

Test papers

A class test is taken after the completion of a lesson. It is taken to test the knowledge, skills and aptitude acquired by the students. It helps the teachers as well as the students about their academic progress. The marks are recorded and documented for the assessment.

Other examinations.

Mid term exams and annual exams are also conducted during certain months. Half of the portions will be included for mid term exams where as for the annual exam the entire portion will be included. The students are also assessed based on the marks obtained for the exams.
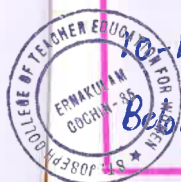
CONTINUOUS EVALUATION

Evaluation is an integral part of teaching-learning process. It stands for assessment in all the educational outcomes and outputs that are brought about as a result of teaching learning process.

In St. Teresa's CGHSS, students are evaluated through continuous evaluation. Students undergo assessment on a regular basis with the help of assessment tools like projects, seminars, assignments, group discussions, debate, quizzes, class tests, mid-term exams, annual exam and student portfolio. The students are given marks or scores according to their academic performance and it is converted into grades. Continuous evaluation helps the students to receive appropriate feedback from the teachers and allows them to focus on topics they have not yet mastered.

Scores	Scores in percentage	Letter grade	Value points	Interpretation
45-50	90-100	A+	9	Outstanding
40-44	80-89	A	8	Excellent
35-39	70-79	B+	7	Very good
30-34	60-69	B	6	Good
25-29	50-59	C+	5	Above average
20-24	40-49	C	4	Average
15-19	30-39	D+	3	Marginal
10-14	20-29	D	2	Need improvement
Below 10	Below 20	E	1	Need improvement

GRADING SYSTEM

Grading enables to communicate measurement of students achievement. It helps in the classification of students on the basis of predefined standards. Grades convey students performance with reference to specified criterion and also the relative position of students in the class.

Co-Scholastic Areas

Co scholastic activities are designed and balanced with the academic curriculum. Students are also evaluated based on their involvement in co-curricular activities.

Co-scholastic areas includes the following:

* Thinking skills - Various tasks which include problem solving, decision making, critical and creative thinking.

* Social skills - These skills include interpersonal relationship, effective communication and empathy.

* Emotional skills - covers managing emotions as well as dealing with stress eg: Meditation.

* Visual and performing arts - Music (vocal and instrumental), dance, drama, painting.

* Attitude and values - Students are taught the importance of good values and attitude towards teachers, school-mates, school programs and environmental and value systems.

SIGNIFICANCE OF EXISTING ASSESSMENT PRACTICES

Continuous evaluation and grading system are the major assessment practices followed in St. Teresa's CGHSS, Ernakulam.

Assessment is an integral part of instruction as it determines whether or not the goals of education are being met. Continuous evaluation helps to evaluate the multi-dimensional competencies of the learner with regard to the practicability and nature of the subject. Students are assessed by various tools such as projects, seminars, assignments, class tests and so on in continuous evaluation. Each work assigned to the student is based on the significance of the content and is guided by the teacher accordingly. This allows the student to constantly and consistently demonstrate their level of knowledge which cannot be accomplished with a final examination alone.

Continuous evaluation helps the teacher in knowing about their efforts side by side and so they can improve accordingly. As the teachers provide the students with necessary feedback, it will help them to know their progress with regard to different aspects of education and thus they can remedy the same by taking proper guidance and making more efforts. The pressure of continuous evaluation can

ensure optimum performance of the teachers.

Continuous evaluation is cumulative in the sense that there is continuity in the collection and assessment of data. Each score adds to previous one. Thus the students performance at the end of the term or year is based on cumulative scores from series of assessment instruments. As the continuous evaluation is comprehensive, it assesses cognitive, affective and psychomotor activities in the learner.

The existing assessment practices followed in St. Teresa's CGHSSchool is really significant for evaluating the students in right manner. The assessment mainly focuses on investigative activities, interactive activities, practical based activities, performance based activities and assigned tasks.

The importance given to the co-scholastic areas helps them in improving their various skills and abilities within them. It will help to bring a balance in learner's mental development, which will help them flourish in all social, emotional, thinking and attitude. It helps the students to show their talent beyond academic activities.

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SUITABILITY OF THE EVALUATION SYSTEM

Continuous evaluation evaluate student's performance to guage the essential domains of development. It is a continuous process planned periodically in the forms of various assessment parameters. The school follows an appropriate evaluation that helps to upgrade and strengthen various abilities of student. As the evaluation is prompt and reliable, the teachers can easily identify the potentialities of the learners both in scholastic and co-scholastic areas.

Projects submitted by the students are evaluated based on the comprehensiveness in planning, recording of data, accuracy in analysis, language style and the presentation skill. Seminars helps to analyze the planning and organization of topic, sufficiency and relevance of the topic, fluency, spontaneity and the communication competence of the student.

Debate is evaluated based on the relevance and logic of the facts and concepts presented. Assignment is assessed based on the systematic expression of the ideas and time bound completion. The evaluation criteria of group discussion is the behaviour in group, reasoning skill and communication skill. Questioning technique used by the teacher helps to judge the level of

understanding of the students. Examination helps to understand the academic level.

Continuous evaluation provides a more accurate and complete picture of the learner's level and their understanding of what they have learned. With various assessment criteria, students learn as they go through each content thoroughly, rather than cramming everything in at the end of the course or grade in order to complete an exam. Over time, assessment which is continuous helps in setting better standards for learning and performance.

Teachers gathers data over a long period of time so that it will help the teachers to diagnose and give remedial instructions to the learners.

Continuous evaluation encourage regular assessment that helps in constructive criticism and enables the teachers in prolific teaching. The more informal way of testing other than examination helps to reduce stress, anxiety and fear of the students.

CRITICAL ANALYSIS OF THE EVALUATION SYSTEM

The success of the teaching and learning process depends on the ability of the teacher to use appropriate methods in teaching process as well as in assessment. It is indeed commendable that a plethora of assessment techniques are used by the teachers of St. Teresa's CGHSS. Grading system is considered an integral part in education to assess the overall performance of students.

The grading system lower the pressure of getting high marks as the students are given grades by converting their scores. In continuous evaluation, when students are taught a concept or subject, they develop a sense of responsibility to work upon their parts to complete their assigned works related to that particular topic. Thus, it helps in building a sense of engagement among students. The grading system makes it possible to create discrimination among the students. The studious can be easily identified from the average and below average students. This makes the teachers to focus on teaching average students in a much effective manner and making concepts clear to them. This method has also brought the advantage to the students that their grading will be assessed based on their performance in assignments, seminars, projects, discussions, debates, answering abilities and their overall performance in examinations.

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Earlier marks obtained in the exams were the only indicator whether a child is studying or not. But, the continuous evaluation analyzes whether a child understands the concept or not. It also gives the students an obvious idea about their weaknesses and strengths.

Grading system also has demerits. It could demotivate the students who perform higher because they stand equal to those making less efforts. For instance, grade A+ will be assigned to all those scoring from 90 to 100. So the students who made no mistakes and those who made few, all will stand equally at one grade. The students just focus on attaining the passing marks instead of putting their main focus on getting highest marks. This would result into decreased competition among the learners.

The importance given to co-curricular activities by the school is really appreciable. It fosters the socio-emotional development of the students. The students are evaluated based on their talents.

SUGGESTIONS REGARDING EXISTING ASSESSMENT PRACTICES

The topics given for the students for doing certain activities are mostly textbook based. Teacher could try to give topics that could relate with real life situations and help them to think outside the box. It will help in the development of their creativity and imagination.

Teachers could give tests which focuses on application level questions rather than to check the rote learning ability and memory of the students. If students are constantly bombarded with questions that require only low levels of intellectual involvement, they tend to think accordingly. Conversely, students who are given questions based on higher levels of thinking will tend to think more creatively and divergently.

The incorporation of peer evaluation will be really beneficial. Peer assessment or peer review provide a structured learning process for students to critique and provide feedback to eachother on their works. It will help students develop skills in assessing and providing feedback to their friends and also equips them with skills to self-assess and improve their own work.

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The students must be given chance to evaluate teachers. Such an evaluation will enable the teachers to identify current strengths and weaknesses, and to work harder in the areas that need development.

CONCLUSION

Assessment helps to gather relevant information about student performance or progress, or to determine student interests to make judgements about their learning process. After receiving this information, teachers can reflect on each student's level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. Continuous evaluation provides day-to-day feedback about the learning and teaching process. The continuous monitoring will allow the students to become more active and engaged in their learning process.

The study enabled me to understand the various assessment practices followed in St. Teresa's CGHSS, Ernakulam and helped me to understand the various merits and demerits of the evaluation system.

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REFLECTIVE JOURNAL

Description : As part of BEd programme practical EDU 206.1, which comes under paper EDU 203 - Assessment for learning, a study was conducted to understand the prevailing assessment practices followed in the schools. For my induction I got St. Teresa's Convent Girls' Higher Secondary School, Ernakulam. Different assessment practices undertaken in the school was analysed.

Feelings : The practical gave me to understand about various assessment techniques followed by the teacher and it was really good experience for me. The teacher was really cooperative during the interview session that helped me to collect alot of information.

Evaluation : Teacher shows great interest in the identification of the potential of the each student. The school follows continuous evaluation and ensures that each student is benefitted in their learning outcomes. The assessment is carried out in a systematic way.

Analysis : The appropriate evaluation enabled me to understand the assessment practices and its merits and demerits. A good assessment by the teacher to guide the students in a correct path.

Conclusion : Various assessment tools are used by the teachers to identify the strengths and weaknesses of each student. Proper assessment helps to review and monitor teaching - learning strategies and process.

Action plan : The analysis of assessment practices enabled me to understand what all techniques can be used for attaining the specific learning objectives by the learner. I also realized what all activities should be included for better results.

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ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

ERNAKULAM, KERALA

EDU 107.1

Health and Physical education

PRACTICAL

Study on prevailing practices of physical education in schools

EDU 107.1 (106.11)

Associate : Elective
Health And Physical Education

PRACTICAL : A Report On Prevailing Practices
Health Education In A School

Submitted to,

Dr. Mary Varghese

Assistant Professor in

Physical Education

Submitted by,

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Natural Science option

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Submitted on,
7/2/2022

St. Joseph College of Teacher Education for Women, Ernakulam

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INTRODUCTION

Games and sports ensures the student's holistic growth and development. It's a great way for children to take a break from academics and release the pent-up energy. It helps them lead fuller and happier lives as regular sports and fitness activities are proven to provide not only physical benefits but also social and psychological benefits to children.

This report deals with the prevailing practices of physical education in St. Joseph's English Medium Higher Secondary School, Thrikkakkara

PREVAILING PRACTICES OF PHYSICAL EDUCATION IN ST. JOSEPH'S EMHS. SCHOOL, THRIKKAKARA

As part of the BEd programme Associate Elective: Health and physical education, I conducted a survey on prevailing practices of physical education in St. Joseph's English Medium Higher Secondary School, Thrikkakara on 13th of January, 2022.

The school had its inception in the year 1963 by the Carmelite sisters of St. Teresa (CSST), a community started by Servant of God Mother Teresa of St. Rose of Lima. The school is one of the oldest in the region and it continues to be one of the premium educational institutions in the district. The school is affiliated to Keral Board of Higher Secondary Education (DHSE kerala). The school grew in leaps and

bounds, ensuring high levels of academic as well as extracurricular achievement of the students.

I interviewed the physical education instructor of the school Mr. Karunakaran. M., who have been serving as a teacher for more than twenty years. He was appointed in St. Joseph School in 2016. He was graduated in physical education from the University of Calicut. He explained in detail about his journey as an instructor in various schools were he have worked.

It was his dream job to be an instructor and he reached this position by overcoming a lot of hardships and struggles. He was very proud and happy to say that he is fully satisfied with his job as he considers it as a big opportunity to share the knowledge and skills that he have acquired over the years to his beloved students. I also got an opportunity to talk for few minutes with co-instructor Arunkumar V.R, who is a former student of Karunakara sir.

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The school provides importance to extra curricular and co-curricular activities. Opportunities are provided beyond academics to students through physical activities not only to refresh their minds and free their spirits but also to develop their personality and leadership traits. This enables the students to be efficient to tackle different life situations.

The questionnaire developed was mainly intended to assess the various activities conducted in the school related to the physical education and also to understand the impact of COVID19pandemic in students as well as to compare the activities in school during pre and post COVID-19.

The education system took a major shift towards online mode of learning during the pandemic. karunakaran sir said that, one of the most affected course during the outbreak was physical education because it is practical based and it is a course that cannot be taught effectively through online guidance. But the school managed to conduct online physical training weekly twice for all the students from standard 2. The exercises that mainly taught via online

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classes were breathing, cardio, strength and flexibility. They were also given classes on diet and stress management. Students from standard 1 to 8 were also asked to record their own exercising video and to upload in the google classroom.

He also said that after reopening of the schools, the major health problem that he identified in most of the students are, they get easily tired even after a simple exercise. He pointed out that in the light of the pandemic, the physical activities of the children almost came to total rest, along with improper eating habits and sleep cycle have resulted in negative impact on their health, both physically and mentally.

Before the pandemic, a short mass drill was usually conducted during morning assembly for the students and teachers. After reopening of the school, open assemblies are not conducted. Physical education classes are given thrice in a week for students from standard 1 to 7 and twice in a week for the students of class 8 to 12. The duration of the period is 40 minutes. The students are allotted to play batch wise in which each batch consists of 6 to 8 students. They are strictly asked to wash their hands before and after playing outdoors.

I noticed some students in the playground practicing football. Sir said that apart from the physical education period he

allot the students who are willing to play after their class hours.

When asked about the physical education curriculum, sir said that he organizes the lesson plans that is age-appropriate and individualized attention is also given to the students. He also provides options for the students at a variety of difficulties for every skill in order to reach students regardless of their current level of development. At primary classes he mainly focuses on gross motor skills and basic movements that provide a foundation for more complex skills throughout their school. From there he use scaffolding to build on the knowledge and skills that the students of each class already have and are familiar with to continue their physical skills and abilities.

The school has a very large and landscaped playground. The school believes in physical well-being that supplement mental health and hence encourage the children to develop their sportsmanship spirit through team games and sports. It also helps them to give a break from mundane activities while staying fit and active, and also ensure the holistic growth of the student.

The school has well equipped sports room to cater various needs and interests of the students. Various indoor games available in the school are table tennis, Carrom, chess, etc. The outdoor games includes football, basket ball, shuttle badminton, cricket, handball and kho-kho. The major sport event of karunakaran sir is kho-kho and he gives special coaching for the students.

School has produced a number of sporting heroes and heroines who have won prizes in intra school and interschool competitions and have represented state of kerala at national levels.

The last annual sports meet was conducted on 28th and 29th of september 2018. The meet was inaugurated by Mr. K.R. Roshan, who is a former student of the school and gold medal winner in high jump national games.

The students were divided into four houses, ruby, Emerald, Sapphire and topaz for the sports meet. The competitions were held in four categories, kiddies boys and girls, Sub-junior boys and girls, Junior boys and girls, and the Senior boys and girls. The running events comprised 100m, 200m, 400m, 1500m and 4×100 m relay. The jump events included long jump, high jump and triple jump. The throwing events were discuss throw, shotput and Javelin throws. The competitors tried hard to excel in the events. A best player was also selected based on the total number of positions won from each category. The first, second and third position holders were given medal and certificates. and a big trophy was awarded for the best house with maximum score points.

The school haven't received any financial aid past 2 to 3 years to buy new equipments. The school authority is also looking forward for such a help. At some instances karunakaran sir gives some amount of his salary for the students who are underprivilaged and best in sports. He also ensures fair game between the players most importantly, safety and security.

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Recommendations

After listening to his valuable words I concluded the interview by giving my recommendations. I asked him about including yoga classes and martial art practices in the curriculum. I also asked whether it is possible to provide physical education classes to teachers and non-teaching staffs too. He said me that he will discuss with the concerned authority about my suggestions.

CONCLUSION

The interview took around 45 minutes and I was really happy after the interview because I got a chance to meet an exemplary teacher with a very good personality. He wants to bring out the best from his students. All his words made me to realize that he is one among the best physical education instructors, not only through his exceptional experience level, but the efforts he puts in to bring out the potentials in his students.

SEMESTER 1

EDU 102 : Childhood And Growing Up

PRACTICUM

Current Issues Of Indian Adolescents

Submitted to,
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Submitted by,
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Date of submission :
14-01-2022
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St. Joseph College of Teacher Education For Women

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INTRODUCTION

Adolescence is a transition phase from childhood to adulthood, which is marked by several biological, cognitive and psychosocial changes. It is a critical period characterized by neurobiological and physical maturation leading to enhanced psychological awareness and higher level of social and emotional interactions with peers and adults.

India has the largest population of adolescents in the world - 253 million. Every fifth adolescent in the world is an Indian. Their health is really important to India to meet the sustainable Development Goals. It is a set of universal goals to end poverty, hunger and achieve equality. Whatever is invested in this adolescent age will determine the quality of adult life. Thus it is really significant to build a healthy relationship with the teens and handle the concerns effectively for a better future generation.

ADOLESCENCE

Adolescence can be defined as developmental stage between childhood and adulthood where through this crucial period they will have rapid changes in physical, emotion, cognitive change and also behaviour. In this period they have many pressures exerted by family, peer, school and society.

One of the psychology scholar G. Stanley Hall noted that adolescent also called as period of storm and stress because adolescent being a time of emotional. He also argued that the concept of adolescent relates to the psychological problems associated with the transition from childhood to adulthood.

There are three stages of adolescence.
- Early adolescence (10-14 years of age)
- Middle adolescence (15-16 years of age)
- Late adolescence (17-21 years of age)

EARLY ADOLESCENCE

Physical Development :

Gains in height and weight, growth of pubic and underarm hair, increased perspiration, body odor, breast-development and menstruation in girls, growth of testicles and penis, wet dreams, deepening of voice, growth of hair on face in boys.

Cognitive Development :

Growing capacity for abstract thought, Mostly interested in present with limited thought to future, intellectual interests expand and become more important, deeper moral thinking.

Social - Emotional Development :

Struggle with sense of identity, feel awkward about one's self and one's body, worry about being normal, increased conflict with parents, increased influence of peer group, moodiness, desire for independence, Greater interest in privacy.

MIDDLE ADOLESCENCE

Physical Development :

Males show continued height and weight gains while female growth slows down

Sexuality :

Concerns about sexual attractiveness, frequently changing relationships, more clearly defined sexual orientation, with internal conflicts, tenderness and fear shown towards opposite sex, feelings of love and passion.

Cognitive development :

Continued growth of capacity for abstract thought, greater capacity for setting goals, interest in moral reasoning, thinking about the meaning of life

Social - Emotional Development :

Intense self-involvement, changing between high expectations, poor self-concept, tendency to distance selves from parents, continued drive for independence, driven to make friends and greater reliance on them, worries.

LATE ADOLESCENCE

Physical development :

Most young women are fully developed and young men continue to gain height, weight, muscle mass, body hair.

Sexuality :

Concerned with serious relationships, clear sexual identity, capacities for tender and sensual love.

Cognitive Development :

Ability to think ideas through, ability to delay gratification, examination of inner experiences, increased concern for future, continued interest in moral reasoning.

Social-Emotional Development :

Firmer sense of identity, increased concern for others, increased emotional stability, increased independence and self-reliance, peer relationships remain important, social and cultural traditions regains some of their importance.

NEEDS OF ADOLESCENTS

Need for Sympathy

Due to rapid psychological and physical changes adolescents gets perturbed. During this stage they require a good deal of sympathy.

Need for sex education

Development and sudden functioning of sexual desires create worries, anxieties and tension among adolescents. Members of both sexes display a variety of attitudes towards the changes in their bodily functions, and these attitudes influence their personalities, their school work, interest and their general adjustment to life. Therefore there is urgent need to input sex education.

Need for independence

Adolescent youth need economic and emotional independence. They no longer want to be treated as child. They want to be self sufficient but they are inexperienced and incapable of taking responsibility for their security and comforts which leads to confusion, anxiety and frustration in them.

Need for extra-curricular activities

Generally, the emotional restlessness and instability of the adolescent can be safeguarded by providing opportunities for social interaction through extra-curricular activities

Need for sublimation of instincts

Sublimation of the animal of the adolescents in the right direction is very essential during this period

Without sublimation, the emotional, moral, social and intellectual aspects of his personality cannot be properly trained. Scouting can be utilized for the sublimation of many impulses of adolescents, in order to make physically, morally, intellectually and emotionally more stable and stronger.

Need for status

Adolescent is a stage of transition and period of rapid changing yet their behavior and thinking are not accepted by the society easily. If their need for status is not met satisfactorily in family or in the school it may lead to confusion, ambiguity and confusion in them.

Need for security and moral education

The adolescent is on the boundary line of childhood adulthood. So he or she is typically a person who needs security, guidance and protection like and independent views, maturity of opinion and self support like an adult. The adolescents are idealistic by nature. Therefore moral education is required for building up their character.

Need for recreation activities and vocational.

Parents and teachers should guide the adolescents properly to utilize their recreation time in a fruitful manner and guide them to a suitable vocation.

PROBLEMS OF ADOLESCENTS

Due to innumerable biological and emotional stresses and changes, adolescents face various problems related to their home, school/college and society. When the needs of adolescents are not satisfied problems occur in behavioural characteristics. Thus problems of adolescents are either due to himself or herself or due to condition of society. Few problems are listed below:

a) Problems of self related

Body image, body change, Complexion, Personality, day dreams, eating disorders.

b) Home related issues

Poor rapport with parents, low socio-economic background, lack of communication, no conduit atmosphere.

c) School related problems

Strict teachers, closed school atmosphere, bad companions, poor marks, not accepted by peers.

d) Society related problems

Generation gap, sexual harassment, gender bias, caste related problems, substance abuse. etc.

VARIOUS ADOLESCENT ISSUES

Adolescent development occurs through physical, cognitive, linguistic and socio-emotional manner. Development always progresses with consistent time and runs uniquely for each individual. Especially, the stages of adolescence development are the most crucial. The transitions happening during this stage carry significant and critical risks and are associated with opportunities to positively influence the immediate and future health of young people. Young people form precious human resources in every country and it is really important to safeguard their mental and physical health.

PHYSICAL CHANGES

Adolescence is one of the most rapid phases of human development. Although the order of many of the changes appears to be universal, their timing and the speed of change vary among and even within the individuals. Both the characteristics of an individual (eg: sex) and external factors (eg: inadequate nutrition, an abusive environment etc) influence these changes. Many biological changes take place during the adolescent years. Most obvious are the physical changes, for example, increase in height acquisition of muscle mass, distribution of body fat the development of secondary sexual characteristics.

The sudden and rapid physical changes that adolescents go through make them very self-conscious. They become sensitive and worried about their own body changes. Parents as well as teachers should take an initiative to have a series of open and relaxed conversations before a child steps into the physical changes of puberty. It finally makes a child to feel good and comfortable when they are aware about such changes are quite normal. Help them to cope with puberty by giving them facts, reassurance and support.

BULLYING

Bullying is an aggressive behaviour normally characterized by repetition and imbalance of power and is socially unacceptable within the ethos of a democratic society by it is emerging as an international issue. The aggression meted out may be verbal, with abuses, teasing and humiliation to hurt the emotionally or it may include physical assaults. Some

Children are at greater risk of getting bullied. This is because of factors like personality, family background, disability, peer group reputation, race, religion, ethnicity and so on that may make the victim different from the rest in a group and getting singled out for bullying. Cyber bullying is also a widespread problem today.

Bullying results in the victim getting physically and emotionally hurt. The one being bullied may develop low self-esteem, anxiety, depression, mistrust of others, suicidal tendencies, an aversion for school and so on.

Below are some practical ways to stop bullying:

* Educate students, parents and staff about the consequences of bullying and how to recognize it.
* Identify and monitor places where bullying happens
* Create opportunities for students to share their feelings and problems.

* Don't hold a grudge against students who bully. With proper counselling they can even learn to treat others with respect and kindness.

* Having a policy against bullying and make children as well as parents aware of it.

* Use of CCTV within the school grounds to help with the prevention of bullying

* Annual questionnaires to research student views on how safe they feel in school

SELF-HARM

This behaviour is also referred to as a way of self injury without trying to end life. Adolescents between the ages of 12 and 17 experience self harm. Teens hurt themselves as a way of coping with painful or strong emotions. It's generally a sign that the person is in deep distress. The causes and severity of self-injury can vary. Some forms may include; Carving, scratching, branding, marking, burning, cutting, biting, hitting, head banging, bruising, body piercing, picking and pulling skin and hair.

Adolescents who have difficulty talking about their feelings may show their emotional tension, physical discomfort, pain and low self-esteem with self-injurious behaviours. Some helpful ways for adolescents to avoid hurting themselves include learning to:

* Identify feeling and talk them out rather than act on them
* Practice positive stress management
* Stop, think and evaluate the pros and cons of self-harm
* Accept reality and find ways to make the present moment tolerable
* Develop better social skills

SUBSTANCE USE AND ABUSE

The epidemic of substance abuse among the adolescents in India has resulted to be a heavy burden in our country. These substances are products like alcohol, tobacco, caffeine, marijuana, pills that are not prescribed to the taker, opiates, cocaine, amphetamines, hallucinogens, depressants, inhalants, club drugs, cigarette and chewable tobacco. These substances can affect not only learning but also the mental and physical well being of the user, habit formation and association with those sharing the habit.

Intoxicants are a common cause of violence, accidents, injuries and death and can also enhance the risk of unprotected sex and its consequences. Intravenous drug use may lead to HIV infection. There is also a risk of death and serious ailment through intentional or accidental overdose of drugs. Children may also resort to theft and crime to afford these substances. Studies reveal that there is high correlation between abuse during adolescence and becoming drug addict in adulthood.

The use and sometime heavy use of addictive substances like drugs and alcohol are begun for relaxing, getting acceptance in peer group, reducing negative feelings, relief from stress and so on. Easy availability of substances have also become a common reason for continued use. Substance use by parents, peers, influence of social media, low level of parental monitoring are

also risk factors that may lead to initiation of substance use.

It is very important to have comprehensive prevention and control programs for substance abuse in schools and community, targeted towards adolescents, their parents and other family members. Parents as well as the teachers should keep a watch on students who have irregular attendance, are lethargic, tired, have red eyes, appear to be disheveled and drowsy, exhibit depression, sudden mood changes, irritability and a general lack of interest. Otherwise, substance abuse will create a huge hindrance for survival, protection, growth and development of healthy teenagers, who are tomorrow's citizens.

PORN ADDICTION

The spurt in online access has put Indian teenagers at higher risk. According to sex and behavioural sciences experts, sex is one of those abiding mysteries to which teenagers seek an answer. Today it's much easier to reach out for answers through social media or web. Often the answers come in the form of pornography.

Porn addiction refers to uncontrolled compulsion to watch porn and concurrent use of pornographic material for pleasure seeking or dealing with distress despite negative consequences to one's, physical, mental and social well-being.

There can be a number of causes of porn addiction among teenagers.

* Sex hormones like testosterone or estrogen can also affect libido and hence increase the tendency to consume porn.

* Early-life/childhood environmental factors, including adverse events like abuse or age inappropriate exposure to sexual content, can contribute to some of the underlying traits involved in porn addiction behaviors and other mental health issues such as anxiety, depression, personality disorders, poor impulse control and performance anxiety.

* Teenagers watch porn to escape psychological distress, manage emotional pain, sadness, loneliness and depression.

* Curiosity to know more about opposite sex.

* Peer influence to watch porn.

Porn addiction can lead to various potential, emotional, social and psychological disorders. It could lead to brain fog, increase aggression towards women, insomnia, social anxiety, guilt, confusion, emotional detachment, changes in sexual orientation, preoccupation with sexual thoughts throughout the day and so on

Below are some tips for dealing with porn addiction.

* Maintain open communication between teens and parents.

* Use parental controls.

* Set time limits for using electronics

* Seek Professional help when indicated.

INTERNET USE AND GAMES

Teenagers between the ages of 14 and 22 are very intense with the use of social media. With social media, they have a new environment for building broader friendships and minimizing feelings of loneliness. Teens of today's generation give so much importance to social media and it has become their priority. They spent long hours on social media. Researches have shown that social media can have various negative effects on youth such as depression, distraction from life goals, encountering cyberbullies, social comparison, reduces self-esteem, lack of sleep, lack of privacy, anxiety, suicides, love affairs and failures and so on.

Similarly game addiction is another concern. In moderation, gaming can be beneficial as it can help improve and expand the teen's IQ. However, too many teenagers are now compulsively playing games as if their lives depend on it.

Video games have gained its popularity, as it can be easily installed on smart devices. Sometimes teens tend to get emotionally attached with certain kind of games that can result in risk of aggression and violence in them. It can lead to drop in academic grades. Spending too much time in front of screens

leads to weak eyesight, chronic muscular as well as postural disorders, obesity and lethargy.

Remedies :

* Set tech boundaries
* keep an eye on the sites where teen go through.
* Dialectical behaviour therapy (DBT) that will help to improve self-awareness and distress tolerance. It will also teach the healthier ways of utilizing social media.
* Cognitive behavioural therapy (CBT) that teaches to avoid behaviour that fuels addiction.
* Avoid notifications

SUICIDAL TENDENCIES

Teen suicide rate is scaring and there are many helpless and hopeless parents seeking answers to what they can do to prevent it. It's a common complaint of most parents how their calm and predictable child turned into rebellious and fisty teen.

A teen's brain is rapidly growing connections which can have certain side effects and that is their major reason for an abnormal actions. Suicide means ending your life. It is sometimes a way for people to escape pain suffering.

Suicides are attempted by teens because of three sets of risk factors:

1) Psychological, which is due to psychiatric problems like depression, substance abuse.

2) Behavioural like attempted suicide, which is a strong indicator of future attems.

3) Family risk factors like loss or separation from family members, stress faced by family members, unstable home and school environment, lack of cohesiveness. Suicide continues to be a serious problem.

It is the second leading cause of death for children, adolescents and young adults age 15 to 24 years old. Parents, teachers, friends should always err on the side of caution and safety. Any child or adolescent with suicidal thoughts or plans should be evaluated immediately by a trained and qualified mental health professional.

DEPRESSION

Depression is a syndrome and includes symptoms like sadness, irritability, appetite loss, weight loss, fatigue, feeling of worthlessness, guilt, suicidal thoughts or behaviours and many other symptoms. It is linked to many factors like problems in family, academic problems, dissatisfaction with own body image, bullying, substance use and abuse, problems and the like. It's estimated that 15-20lakh

suicide attempts occur in India every year. Depression and suicide are often juxtaposed because depressed adolescents are more likely to attempt or commit suicide and the prevalence of depression in adolescent students is really alarming.

It can have profound impact on child's life and it is not always easiest to tackle. However continuous effort from parents, peers and teachers and make a change in teen's mind or attitude.

SEXUAL HARASSMENT AND ABUSE OF ADOLESCENT.

Childhood sexual abuse is considered as an activity aimed at providing sexual pleasure, stimulation or sexual gratification to an adult who uses a minor for this purpose, taking advantage of the situation of superiority. Child sexual abuse or rape has devastating consequences for the lives of those who suffer it. It can have serious effects such as depression, anxiety, post-traumatic disorder, sexual dysfunction, suicidal ideation, self-esteem issues, transmission of sexual diseases, pregnancy and so on. Globally 18-19% of women and 8% of men disclose being sexually abused during their childhood or teenage.

Most sexual abuse offenders are acquinted with their victims such as relatives, friends, neighbours, and so on. Sexual abuse can include physical, verbal and emotional components.

Sometimes sexual harassment and abuse go underreported due to fear, being labeled a snitch, being ostracized by friends, retaliation of the abuser, hopelessness that nothing will be done, fear of parents and law enforcement getting involved. Boys as well as girls are abused sexually.

Counselling services should be provided in a coordinated fashion in schools and communities. Teach the students about the signs of bad touch, tell the child matter-of-factly that no one should touch their private parts and don't touch somebody else's private parts, tell the child that no one should take pictures of their private parts and soon. Parents should also maintain an open communication with their children.

DELINQUENCY

Cases of juveniles indulging in heinous crimes are rising sharply. Juvenile delinquency refers to crimes committed by minors and historically juvenile justice system focuses on rehabilitation and treatment than punishment. In India, minor up to age of eighteen an crimes committed by those in this age group comprise juvenile delinquency. This comprises acts like theft, pick-pocketing, rape, physical assaults, vandalizing property and other such serious offences.

Many interrelated factors instead of a particular reason ascribed to juvenile delinquency. These factors may be

interlinked and may be home based, comunity based as well as school based. Young people who are at risk of becoming delinquent often live in difficult circumstances like parental alcoholism, conflict in family, poverty, broken family, loss of parents, abusive conditions, lacking the means of subsistence, housing and other basic necessities. Many get involved in anti-social activities to fulfil their basic needs and need for earning money through these activities.

ACCIDENTS

In a shocking revelation, at least 25 teenagers are killed in road accidents everyday. The main reason is the teenagers tend to overspeed, indulge in rash driving and driving without helmets and seat belts.

Adolescents may be more accident prone. This could be a physical, emotional or social issue. Influential factors include:
- teens tend to be impulsive, stressed, and easily distracted
- Adolescents are risk takers
- They imagine that they are center of attention and that everyone is watching them.
- They take risks inorder to impress their peers.

EATING DISORDERS

Eating disorders are prevalent among teens. It includes anorexia nervosa, bulimia nervosa, binge eating disorder are psychological disorders that involve extreme disturbances in eating behaviour. A teen with anorexia refuses to stay at a normal body weight. Someone with bulimia has repeated episodes of binge eating followed by compulsive behaviours such as vomiting or use of laxatives to rid the body of food. Binge eating is characterized by uncontrolled overeating.

Eating disorders can be due to combination of many factors such as family relationships, psychological problems and genetics. Some teens may try to be perfect 'or imitate cultural images. Other fear becoming obese or suffer from depression, low self-esteem, feelings of emptiness and so on.

Eating disorders can take a devastating toll on teens. It can really impact their health conditions.

EMOTIONAL CHANGES

Hormones affects the teenagers physically as well as emotionally. They are often confused about their role and are torn between their responsibilities as growing adults and their desires as children. They tend to feel overly emotional, just about anything and everything can make them happy, excited mad or angry.

Feelings of inferiority or superiority may arise at this time. It is the time when sexual feelings arise in them. Attraction to the opposite sex begins during puberty

RAGGING

Ragging has become more of a norm than an exception in a number of educational institutes across the country, which has led to lives being shattered and young people being rendered helpless. Some develop mental disorders, some choose to end their lives while many others are also murdered by the force of ragging. Ragging involves abuse, humiliation, or harassment. Even though anti ragging squads are formed in one form or another ragging take place, which doesn't come into light.

COVID-19 PANDEMIC

Adolescent age group was found to be the worst-hit group emotionally, reporting the highest net deterioration in their emotions, particularly in terms of anger, anxiety, loneliness and hopelessness. The studies have found that change in mental state of students makes them depressed. They also find difficulty in adjusting to life at home. They miss school, college and peers. Most of all, they report difficulty in reconnecting with parents and they even report 'loss of freedom'.

ട്രെയിനിൽ കൊണ്ടുവന്ന 3 കോടിയുടെ രാസലഹരിമരുന്ന് പിടികൂടി

■ എംഡിഎംഎ കൊണ്ടുവന്നത് ഡൽഹിയിൽ നിന്ന്
■ ഹാമർ ത്രോ താരമടക്കം രണ്ടുപേർ അറസ്റ്റിൽ

മനോരമ ലേഖകൻ

ആലുവ ● ഡൽഹിയിൽ നിന്നു ട്രെയിനിൽ കൊണ്ടുവന്ന 3 കോടി രൂപയുടെ എംഡിഎംഎ ലഹരി മരുന്ന് റെയിൽവേ സ്റ്റേഷനിൽ എക്സൈസ് ഇന്റലിജൻസ് വിഭാഗം പിടികൂടി. ദേശീയ ഹാമർ ... താരം. കൊടുങ്ങല്ലൂർ നോർ പടാകുളം കളപ്പുരയ്ക്കൽ രാ ഹുൽ സുഭാഷ് (28), കൊടുങ്ങ ല്ലൂർ എറിയാട് തിരുവള്ളൂർ പറപ്പ നയ്ക്കൽ സൈനുൽ ആബിദ് (19) എന്നിവരെ അറസ്റ്റ് ചെയ്തു.

ഇവരിൽ നിന്നു ക്രിസ്റ്റൽ രൂപ ത്തിലുള്ള 3.164 കിലോഗ്രാം എം ഡിഎംഎ പിടിച്ചെടുത്തു. നിസാ മുദ്ദീനിൽ നിന്നു കൊച്ചിയിലേക്കു ള്ള മംഗള ലക്ഷദീപ് എക്സ്പ്ര സിൽ പാനിപ്പൂരിന്റെ കവറിലും ജ്യൂസിന്റെ ടെട്രാ പാക്കിലും ഒളി പ്പിച്ചാണു ലഹരിമരുന്നു കൊണ്ടു വന്നത്. പ്രതികൾ ഇരുന്ന സീറ്റു കളിൽ നിന്ന് അകലെ പാൻട്രി കാറിനടുത്താണ് ഇതു സൂക്ഷിച്ചി രുന്നത്.

ഡൽഹിയിൽ ഹാമർ ത്രോ പരിശീലനത്തിന് എത്തിയ രാഹു ലും സുഹൃത്തും മടക്കയാത്രയിൽ എംഡിഎംഎ കടത്താൻ പദ്ധതി യിട്ടതായി തൃശൂർ എക്സൈസ്

ആലുവയിൽ പിടികൂടിയ ക്രി സ്റ്റൽ രൂപത്തിലുള്ള എംഡി എംഎ ലഹരിമരുന്ന്.

ഇന്റലിജൻസ് ഇൻസ്പെക്ടർ എസ്. മനോജ്കുമാറിനു വിവരം ലഭിച്ചിരുന്നു. തുടർന്ന് 5 എ ക്സൈസ് പ്രിവന്റീവ് ഓഫിസർ മാർ അയ്യപ്പഭക്തന്മാരുടെ വേഷ ത്തിൽ ട്രെയിനിൽ കോഴിക്കോട് മുതൽ ഇവരെ പിന്തുടർന്നാണ് ആലുവയിൽ ഇറങ്ങിയപ്പോൾ പി ടികൂടിയത്. സംസ്ഥാനത്തു പിടി കൂടിയ ഏറ്റവും വലിയ എംഡി എംഎ കടത്തുകളിൽ ഒന്നാണി തെന്ന് എക്സൈസ് ഡപ്യൂട്ടി കമ്മിഷണർ കെ.കെ. അനിൽകു മാർ പറഞ്ഞു. പുതുവത്സര പാർ ട്ടികളിൽ വിതരണം ചെയ്യാനാണ് ഇത്രയും അളവിൽ ലഹരിമരുന്ന് എത്തിച്ചതെന്നു കരുതുന്നു.

പ്രണയപ്പകയിൽ കൊല: കുറ്റപത്രം സമർപ്പിച്ചു

മറ്റൊരു കൊലപാതകത്തിന്റെ വിശദാംശങ്ങൾ പ്രതി ഇന്റർനെറ്റിൽ ആവർത്തിച്ചു കണ്ടു

പാലാ ● സഹപാഠിയെ കഴുത്ത റുത്തു കൊലപ്പെടുത്തിയ കേസി ലെ പ്രതി ചെന്നൈയിലെ ഒരു പ്രണയക്കൊലപാതകത്തിന്റെ വി ശദാംശങ്ങൾ ഇന്റർനെറ്റിൽ ആവർത്തിച്ചു കണ്ടിരുന്നതായി പൊലീസിന്റെ കുറ്റപത്രം. തല യോലപ്പറമ്പ് കുറുന്തറയിൽ കള പ്പുരയ്ക്കൽ കെ.എസ്.ബിന്ദുവി ന്റെ മകൾ നിതിനമോൾ (22) കൊ ല്ലപ്പെട്ട സംഭവത്തിൽ അറസ്റ്റി ലായ സഹപാഠി കൂത്താട്ടുകുളം കോഴിപ്പിള്ളി ഉപ്പനായിൽ പു ത്തൻപുരയിൽ അഭിഷേക് ബൈജുവിന് (20) എതിരെ നൽ കിയ കുറ്റപത്രത്തിലാണ് വിവര ങ്ങൾ. പാലാ ജുഡീഷ്യൽ ഒന്നാം ക്ലാസ് മജിസ്ട്രേട്ട് കോടതിയിലാ ണ് പൊലീസ് കുറ്റപത്രം നൽകി യത്.

മുൻ കാമുകനുമായി നിതിന മോൾ വീണ്ടും അടുത്തുവെന്ന സംശയമാണ് കൊലപാതകത്തി ലേക്കു നയിച്ചതെന്നു കുറ്റപത്ര ത്തിൽ പറയുന്നു. കഴുത്തറുക്കാ നായി അഭിഷേക് ബൈജു ഒരാ ഴ്ച്ചത്തെ ഒരുക്കം നടത്തി. സംഭവവുമായി ബന്ധപ്പെട്ട് നൂ

റിലേറെ പേരിൽ നിന്ന് വിശദ മായ മൊഴിയെടുത്തിരുന്നു. 80 പേരെ കേസിൽ സാക്ഷികളാക്കി യിട്ടുണ്ട്. ഫൊറൻസിക് വിദഗ്ധ രുടെ റിപ്പോർട്ടുകൾ ഉൾപ്പെടെ 48 രേഖകളും അനുബന്ധമായി കുറ്റ പത്രത്തോടൊപ്പം ഹാജരാക്കിയി ട്ടുണ്ട്. 84-ാം ദിവസമാണ് പൊലീ സ് കോടതിയിൽ കുറ്റപത്രം നൽ കിയത്.

പാലാ സെന്റ് തോമസ് കോള ജിലെ വിദ്യാർഥിനി നിതിനമോ ളെ കോളജ് ക്യാംപസിനുള്ളിൽ സഹപാഠി അഭിഷേക് ബൈജു കൊലപ്പെടുത്തിയെന്നാണ് കേസ്. ബിവോക് ഫുഡ് പ്രോസ സിങ് ടെക്നോളജി കോഴ്സിലെ ആറാം സെമസ്റ്റർ വിദ്യാർഥിക ളായിരുന്നു ഇരുവരും. ഒക്ടോ ബർ ഒന്നിനു രാവിലെ 11.20നായി രുന്നു സംഭവം.

പാലാ എസ്എച്ച്ഒ കെ.പി. ടോംസൺ ആയിരുന്നു അന്വേഷ ണോദ്യോഗസ്ഥൻ. ഒക്ടോബർ ഒന്നിനു തന്നെ പ്രതിയെ കസ്റ്റ ഡിയിലെടുത്ത പൊലീസ് 5 ദിവ സത്തിനുള്ളിൽ മുഴുവൻ വിവര ങ്ങളും ശേഖരിച്ചിരുന്നു.

തന്റെ മകൾ നിതിനയെ കൊല പ്പെടുത്തിയ പ്രതിക്ക് നിയമം അനുശാസിക്കുന്ന പരമാവധി ശി ക്ഷ നൽകണമെന്നു മാതാവ് ബി ന്ദു പറഞ്ഞു. പരമാവധി ശിക്ഷ നൽകിയെങ്കിൽ മാത്രമേ ഇത്തരം കുറ്റകൃത്യം കുറയൂ- ബിന്ദു പറയു ന്നു.

യുവാവിന്റെ കൊലപാതകം: 2 പേർ കൂടി അറസ്റ്റിൽ

വൈപ്പിൻ ● പള്ളത്താംകുളങ്ങര ബീച്ച് റോഡിൽ യുവാവ് കൊല ചെയ്യപ്പെട്ട കേസിൽ 2 പേരെകൂടി പൊലീസ് അറസ്റ്റ് ചെയ്തു. എട വനക്കാട് ഇല്ലത്തു പടി പാലക്കൽ ജിത്തൂസ് (19), കുഴുപ്പിള്ളി തുണ്ടി പ്പുറം മുല്ലപ്പുറമ്പ് ശരത് (19) എന്നി വരെയാണു റൂറൽ എസ് പി കെ കാർത്തിക്കിന്റെ നേതൃത്വത്തിലു ള്ള സംഘം അറസ്റ്റ് ചെയ്തത്.

കേസുമായി ബന്ധപ്പെട്ട് അയ്യ മ്പിള്ളി സ്വദേശിയായ അമ്പാടി യെ (19) സംഭവ ദിവസം തന്നെ പിടികൂടിയിരുന്നു. ഇനി ഒരാളെ കൂടികേസിൽ പിടിക്കിട്ടാനുള്ളതാ യി പൊലീസ് പറഞ്ഞു. ചൊവ്വാ കല്ലുമാത്തിൽ പ്രണവ് ആണ് കഴി ഞ്ഞ ദിവസം പള്ളത്താംകുളങ്ങര ബീച്ചിലേക്കുള്ള റോഡിൽ അടി യേറ്റു മരിച്ചത്. ഒരു പെൺകുട്ടി യുമായി ബന്ധപ്പെട്ട തർക്കമാ ണു കൊലപാതകത്തിലേക്കു നയിച്ച തെന്നു പൊലീസ് പറഞ്ഞു.

കൊലപാതകത്തിനുള്ള കാര ണം സംബന്ധിച്ചു തുടക്കത്തിൽ പൊലീസിനു ആശയക്കുഴപ്പം ഉണ്ടായിരുന്നു. കൊല്ലപ്പെട്ട പ്ര ണവ് ആയുധം കൈവശംവച്ച തുൾപ്പെട 3 ക്രിമിനൽ കേസു കളിൽ പ്രതിയായിരുന്നു. പ്രതി കൾക്കുമുണ്ടായിരുന്നു ക്രിമിനൽ പശ്ചാത്തലം. ഇയാളുടെ വീട്ടിൽ

രണ്ടു മൂന്നു തവണ ഗുണ്ടാ ആക്ര മണം നടന്നിട്ടുണ്ടെന്നു പൊലീ സ് പറഞ്ഞു.

ഇതിനിടെ, പുലർച്ചെ പ്രണവി നെ ആരോ വീട്ടിൽ നിന്നു വിളി ച്ചിറക്കുകയായിരുന്നുവെന്ന വീ ട്ടുകാരുടെ വെളിപ്പെടുത്തൽ പു റത്തു വന്നു. ആ വഴിക്കു നീങ്ങി യ അന്വേഷണത്തിലാണു പെൺ കുട്ടിയെ വിളിയുള്ള തർക്ക ത്തിലേക്ക് അന്വേഷണമെത്തിയ ത്. ഫോൺ പരിശോധിച്ചപ്പോൾ അക്കാര്യം വ്യക്തമാവുകയും ചെയ്തു.

ശരത്തിന്റെ സുഹൃത്തായ പെൺകുട്ടിയെ പ്രണവ് ശല്യപ്പെ ടുത്തുന്നതിനെച്ചൊല്ലി തർക്കം നിലനിന്നിരുന്നുവെന്ന് പൊലീസ് പറഞ്ഞു. ഫോണിൽ പെൺകുട്ടി യുടെതെന്നു കരുതുന്ന സന്ദേശം

ലഭിച്ചാണു പ്രണവ് ബീച്ചിലെത്തി യതെന്ന.

ശീമക്കൊന വടികളാണ് പ്ര തികളാം കൈവശമുണ്ടായിരി ന്നത്. വടിയുടെ ഭാഗങ്ങൾ മൃത ദേഹത്തിനടുത്തു നിന്നും ലഭിച്ചി രുന്നു. പുലർച്ചെ 2 സുഹൃത്തു ക്കൾക്കൊപ്പമാണു പ്രണവ് ബീ ച്ചിൽ എത്തിയതെന്നും വ്യക്ത മായിരുന്നു. ഇതിന്റെ സിസിടിവി ദൃശ്യങ്ങൾ പൊലീസിനു ലഭിച്ചു. പെൺകുട്ടിയുമായി സംസാര ക്കേണ്ടതിനാൽ പ്രണവിനെ ബീ ച്ചിലേക്കു വിട്ടു സുഹൃത്തു ക്കൾ തന്നെ നിന്നുവെന്നും പ റയുന്ന. ഇതിനിടെ, ത്തെത്തുകയും പ്ര ക്കം ഉണ്ടാവുകയം

ഇ. കേട്ടെങ്കിലും പെൺകുട്ടിക്കൊ പ്പം പിടിക്കപ്പെട്ടിട്ടുണ്ടാവുമെന്ന കരുതി ഇരുവരും തിരിച്ചു രക്ത ശരി ബീച്ച് വഴി ചെറ്റായിലേ ക്കു മടങ്ങി.

പിന്നീട് പ്രണവിനെ ഫോ ണിൽ ബന്ധപ്പെടാൻ ശ്രമിച്ചെങ്കി ലും കഴിഞ്ഞതുമില്ല.

പ്രണവിനെ ആക്രമിച്ച ശേഷം പ്രതി ...മിച്ചു മടങ്ങിപ്പോക ...സിസിടിവിയിൽ ...അറസ്റ്റിലായ 3 ...ലത്തെത്തിച്ചു ...ലാമത്തെ പ്ര ...യിലാവുമെ ...വിന്റെ മൃ ...ട്ടത്തിനു

അറസ്റ്റിലായ ശരത്, ജിത്തൂസ്

അറസ്റ്റിലായ പ്രതികളുമായി മുനമ്പം പൊലീസ് സംഭവസ്ഥല ത്തു തെളിവെടുക്കുന്നു.

റാഗിങ്: പ്ലസ് വൺ വിദ്യാർഥിക്ക് മർദനമേറ്റു; 15 പേർക്കെതിരെ കേസ്

വടക്കേക്കാട് ● വട്ടപ്പാറ സിറ്റിസി ...ന്യൂ സെക്കൻ ...ഹയർസെക്കൻ സ്കൂൾ ...ധ പ്ലസ് വൺ വി ...ദ്യാർഥിയെ റാഗ് ...ചെയ്തു പരാതി. ... തായി ...അസ്ല ...കണ്ണിലും ...മുഖ ...ക്കേറ്റു ...കല്ലി ...ങ്ങ ...പണിക്കെട്ടിന് ...അസ്ല ...ചാവക്കാട് ...വേ ...(17)യിൽ 15 വിദ്യാർഥികൾ പൊലീസ് ...ത്തിൽ വടക്കേക്കാട് ...കേസെടുത്തു. ...ചികിത്സ ...ം ...പൊയ്ക്കോട്ട് പ്ലസ് ടു ഡാൻസ് ...വൈപ്പിൽ ...വന്നപ്പോൾ പാടാനും ...ഫികൾ ...ൽ നിർബന്ധിക്കുന്നതും ...ചെയ്തിച്ചെയ്തിരുന്നവ ...ബൈക്കിൽ വച്ച ...സമ്മതിച്ചെച്ചില്ലവെന്നും ...കോട്ട് ഇടിച്ചെന്ന് ...മുഖത്ത് ...പറഞ്ഞു.

റാഗിങ്: വിദ്യാർഥിക്ക് ഗുരുതര പരുക്ക്

മണ്ണാർക്കാട് (പാലക്കാട്) ● എ ...കല്ലടി പരുക്കോടെ ...ഇസ്ക് റാഗിങ്. പരുക്കേറ്റ വി ...വത്സ വിദ്യാർഥിയെ തീവ്രപരി ...വർഷ ...ലൂ ...ചരണ വിഭാഗത്തിൽ പ്രവേശിപ്പി ...ച്ചു. ഇതേ നടന്ന റാഗിങ്ങാൽ ...മറ്റൊരു വി ...ങ്ങളിൽ മുൻവർഷ ...ദ്യാർഥിക്കും കണ്ണ്, നെഞ്ച് ...ജിൽ ...വിദ്യാർഥിക്ക് കണ്ണ്, നെഞ്ച് ...വിദ്യാർഥിക്കു ...രുന്നു ...ഒന്നാം വർഷ ബിഎസ്സി കം ...വിദ്യാർഥിയും ...ന്നാം സയൻസ് നാലുകണ്ട ...പ്പൂട്ടേത്തോട്ടാകെ ...ഇന്ത്യാസഭയാ ...റോക്കോട്ടിൽ പ്രവേശി ...മനുമായ പി. ഇബ്രാഹിൽ പ്രവേശ ...(18) ആശുപത്രിയിൽ ഉച്ചക്ക് ശേഷ ...പ്പിച്ചു. സംഭവം. ...മാനും, വർഷ ...ഗ്രൗണ്ടിൽ കാണാൻ കോള ...കോള്ജ് മത്സരങ്ങളോടനുബന്ധിച്ച ...ട്ടബോൾ ...ഇബ്രാഹിന്റെ ...എന്നിവര ...കൂടുമ്പോ ...ത്തോർപ്പെട്ട, ബിഎ വിദ്യാ ...ജിൽ ...ൻ സംഭവത്തിൽ വര്‍ഷ വിദ്യാര്‍ഥി കെ. ...മുക്കോട് അവസാന സന്ദേശ് വികോം ...ക്ലീഫ് അവസ്ഥയിലാണ് വിദ്യാര്‍ഥി ...ണ്ടെക്കാട് ...അന്നാംവര്‍ഷ വിദ്യാര്‍ഥി ബിക ...മ്മാവര്‍ഷ വിദ്യാര്‍ഥി ജനീഷ് മര്‍ദിച്ചെ ...ക്കാട് സന്ദേശ് ...ക്കാട് കുരുമാറി ബാബു ...വും ചേര്‍ന്നു പരാതി. ...നാന്നു പരാതി.

സഹപാഠിയുടെ മുടി മുറിച്ച വിദ്യാർഥികൾക്കെതിരെ കേസ്

കാസർകോട് ● പ്ലസ് വൺ വി ദ്യാർഥിയുടെ മുടി സീനിയർ വി ദ്യാർഥികൾ ചേർന്നു മുറിച്ച സംഭ വത്തിൽ സംസ്ഥാന ബാലാവ കാശ കമ്മിഷൻ കേസെടുത്തു. ഉപ്പള ഗവ.ഹയർസെക്കൻഡറി സ്കൂളിലാണു സംഭവം ചെയ്തു. ചെയർ മാൻ കെ.വി.മനോജ്കുമാർ സ്വമേ ധയാ ആണു കേസെടുത്തത്. വി ദ്യാർഥിയുടെ പരാതിയെ തുടർന്ന് മഞ്ചേശ്വരം പൊലീസും കേസ് രജിസ്റ്റർ ചെയ്തു. അന്യായമാ യി തടങ്കലിൽ വച്ചതിനും വ്യക്തി ഹത്യ നടത്തിയതിനും 9 വിദ്യാർ ഥികൾക്കെതിരെയാണു കേസ്. റാഗിങ് വകുപ്പുകൾ ചുമത്തിയിട്ടി ല്ല. സംഭവത്തെക്കുറിച്ച് അടിയ ന്തരമായി അന്വേഷിച്ച് റിപ്പോർട്ട് നൽകാൻ പൊലീസ് മേധാ വിക്കും, പൊതു വിദ്യാഭ്യാസ വകു പ്പ് ഡയറക്ടർക്കും മഞ്ചേശ്വരം പൊലീസ് സ്റ്റേഷൻ ഹൗസ് ഓഫീസർക്കും ബാലാവകാശ കമ്മിഷൻ നിർദേശം നൽകി.

ഉപ്പള ഗവ.ഹയർസെക്കൻഡറി സ്കൂളിലെ വിദ്യാർഥിയുടെ മുടി സീനിയർ വിദ്യാർഥികൾ ചേർ ന്നു മുറിക്കുന്നു. (സാമൂഹ്യ മാധ്യ മങ്ങളിൽ പ്രചരിച്ച വിഡിയോദൃ ശ്യത്തിൽ നിന്ന്.)

SUICIDE

തൂങ്ങിമരിച്ച നിലയിൽ

ആരക്കുന്നം ● ക്ലാസ് ഒൻപതാം ക്ലാസ് വിദ്യാർഥിനിയെ വീട്ടിനുള്ളിൽ തൂങ്ങിമരിച്ച നിലയിൽ കണ്ടെത്തി. ആരക്കുന്നം കോട്ടിടയത്ത് ജോർജിന്റെ മകൾ സ്നേഹ മരിയ (14) ആണ് ഒൻപതോടെയായ മരിയ (14) ആണ് മരിച്ചത്. ശനി യാഴ്ച ഒൻപതോടെയാ രാത്രി റൂഫിലെ റെയിനിന്റെ നില യിൽ കുട്ടിയെ ... കണ്ടെ പൈപ്പിൽ ഷാളിൽ കണ്ടത്. പ്രാഥമിക ന ത്തിൽ കുട്ടിയെന്നാണ്. ആത്മഹ തൂയാണെന്നു പൊലീസ് പറഞ്ഞു ഗമനമെന്നു. അമ്മ, സഹോ ... സംസ്കാരം നടത്തി. അമല, സാന്ദ്ര. സഹോദരിമാർ: അമല, സാന്ദ്ര.

സ്നേഹ മരിയ

ബാലിക ശുചിമുറിയിൽ മരിച്ച നിലയിൽ

പെരുമ്പാവൂർ ● ക്ലാസ് നാലാം ക്ലാസ് വിദ്യാർഥിനി യെ ശുചിമുറി യിൽ കഴു ത്തിൽ തോർ ത്തിൽ കുരുങ്ങി മരിച്ച നില യിൽ കണ്ടെ ത്തി.

കൂവപ്പടി മാ വേലിപ്പടി ജോമി മർക്കോസിന്റെ മകൾ യച്ചേ ജിൻസിയുടെയും യും ... ആൻ മരിയ (10) ആണു മരിച്ച ത്. വൈകിട്ട് 6 നോയിരുന്നു സംഭ വം. കുളിക്കാൻ കയറിയ കുട്ടി പുറത്തിറങ്ങാതായതോടെ വീ ട്ടുകാർ വാതിൽ തള്ളിത്തുറന്നു നോ ക്കിയപ്പോൾ ടവൽ ഹുക്കിൽ തോർത്തിൽ കുരുങ്ങിയ നില യിലായിരുന്നു. ഉടനെ ആശുപത്രിയിൽ കൂവപ്പടി എത്തിച്ചിരുന്നു.

സെന്റ് ആൻസ് സ്കൂൾ വിദ്യാർ ... ആണ് സഹോദരങ്ങൾ: ... ..., അക്വിനാസ്.

ആൻ മരിയ

SEXUAL ABUSE

ബാലികയെ 4 വർഷം പീഡിപ്പിച്ച യുവാവിന് 50 വർഷം കഠിനതടവ്

തൊടുപുഴ ● അയൽവാസിയായ ബാലികയെ നാലുവർഷം നിരന്ത രമായി പീഡിപ്പിച്ച യുവാവിന് 50 വർഷം കഠിനതടവും. 1.20 ലക്ഷം രൂപ പിഴയും. ഇടുക്കി തങ്കമണി സ്വദേശി സോജനെ(33)യാണ് ഇടുക്കി ഫാസ്റ്റ് ട്രാക്ക് പ്രത്യേക കോടതി ശിക്ഷിച്ചത്. വിവിധ വകുപ്പുകളിലുള്ള ശിക്ഷകൾ ഒരേ കാലയളവിൽ അനുഭവിച്ചാൽ മതിയെന്നതിനാൽ കഠിനതടവ് 20 വർഷമായി ചുരുങ്ങും.

ബാലികയ്ക്ക് 8 വയസ്സുള്ള പ്പോൾ മുതൽ 4 വർഷം നിരന്തര മായി പ്രതി പീഡിപ്പിച്ചിരുന്നു. സ്കൂളിൽ നടത്തിയ ബോധവൽ ക്കരണ ക്ലാസിനു പിന്നാലെ ചൈൽഡ് വെൽഫെയർ കമ്മിറ്റി യുടെ കൗൺസലിങ്ങിലാണു കു ട്ടി പീഡനവിവരം പുറത്തു പറ ഞ്ഞത്. കമ്മിറ്റിയുടെ പരാതിപ്ര കാരം തങ്കമണി പൊലീസ് പ്രതി യെ അറസ്റ്റ് ചെയ്യുകയായിരു ന്നു.

പ്രതിയിൽ നിന്ന് ഈടാക്കുന്ന പിഴ കുട്ടിക്കു നൽകാനും ഉത്തര വിട്ടു. കൂടാതെ ജില്ലാ ലീഗൽ സർ വീസ് അതോറിറ്റി നിയമപ്രകാരമു ള്ള ... ലക്ഷം രൂപ നഷ്ടപരിഹാ ... ലഭ്യമാക്കണമെന്നും കോടതി ... ... കേസിൽ പ്രോസി ക്യൂഷനു വേണ്ടി സ്പെഷൽ പ്രോസിക്യൂട്ടർ എസ്.എ ... ... ഹാജരായി.

പ്രതി പിടിയിൽ

പെരുമ്പാവൂർ ● പ്രായപൂർത്തിയാ കാത്ത പെൺകുട്ടിയെ പീഡിപ്പിച്ച കേസിൽ അസം സ്വദേശി നാജു റുൾ ഇസ്ലാമി നെ (20) അറ സ്റ്റ് ചെയ്തു. ഇൻസ്പെക്ടർ ആർ.രഞ്ജിത്, സബ് ഇൻസ്പെ ക്ടർ റിൻസ്. എം. തോമസ്, എഎസ്ഐ ദി ലീപ്, സീനിയർ സിപിഎമാരായ ബാലാമണി, സൈനബ എന്നിവരാണ് പ്രതി യെ പിടികൂടിയത്.

നാജുറുൾ ഇസ്ലാം

പീഡനം: യുവാവ് അറസ്റ്റിൽ

എളങ്കുന്ന പുഴ ● പ്രായ പൂർത്തിയാകാ ത്ത സ്കൂൾ വി ദ്യാർഥിനിയെ ലൈംഗികമായി പീഡിപ്പിച്ച മുരി ക്കുംപാടം ജന ക്കൽ ജ്യോതി ഷിനെ (25) ഞാ റയ്ക്കൽ പൊ ലീസ് അറസ്റ്റ് ചെയ്തു.

യൂത്ത് കോൺഗ്രസ് പുതുവൈ പ്പ് മണ്ഡലം ജനറൽ സെക്രട്ടറിയാ ണ്. ഇൻസ്പെക്ടർ രാജൻ കെ. അരമന, എസ്ഐ കെ.കെ.സു ധീർ എന്നിവരുടെ നേതൃത്വത്തി ലുള്ള പൊലീസ് സംഘമാണ് പ്രതിയെ പിടികൂടിയത്. റിമാൻഡ് ചെയ്തു.

ജ്യോതിഷ്

പീഡിപ്പിച്ചു ദൃശ്യങ്ങൾ പ്രചരിപ്പിച്ചു; ഒഡീഷ സ്വദേശി അറസ്റ്റിൽ

പെരുമ്പാവൂർ ● പ്രായപൂർത്തി യാകാത്ത പെൺകുട്ടിയെ പീഡിപ്പിച്ചു ദൃ ശ്യങ്ങൾ സമൂ ഹമാധ്യമത്തിൽ പ്രചരിപ്പിച്ച ഒഡീഷ സ്വദേ ശി പ്രദീപ് മാലി ക് (രാജു-34) അറസ്റ്റിൽ. വീ ട്ടിൽ അതിക്രമി ച്ചു കയറി ലൈംഗികമായി ഉപദ്ര വിച്ച് വീഡിയോ പകർത്തുകയാ യിരുന്നു. ഇൻസ്പെക്ടർ ആർ.ര ഞ്ജിത്, എസ്ഐ റിൻസ് എം. തോമസ്, എഎസ്ഐ സുരേഷ്, സീനിയർ സിപിഎമാരായ ജമാൽ, ബാബു കുര്യാക്കോസ് എന്നിവ രാണു പ്രതിയെ പിടികൂടിയത്.

പ്രദീപ് മാലിക്

ബാലികയെ പീഡിപ്പിച്ച പ്രതിക്ക് 10 വർഷം കഠിനതടവും പിഴയും

കൊച്ചി ● പ്രായപൂർത്തിയാകാ ത്ത പെൺകുട്ടിയെ പീഡിപ്പിച്ച പ്രതിക്ക് കോടതി 10 വർഷം കഠി നതടവും ഒരു ലക്ഷം രൂപ പിഴയും വിധിച്ചു. 2018 ജനുവരി ഏഴിന് കാലടി കാഞ്ഞൂർ സ്വദേശ നു യായ പ്രതി പെൺകുട്ടിയെ ബൈക്കിൽ കയറ്റി വീടിനു സമീ പത്തെ ഒഴിഞ്ഞ പറമ്പിൽ കൊ ണ്ടുപോയി പീഡിപ്പിച്ചത്. പോ ക്സോ കോടതി പ്രത്യേക ജഡ്ജി കെ.സോമനാണു പ്രതി യെ വിചാരണ ചെയ്തത്. കാലടി ഇൻസ്പെക്ടർ സജി മർക്കോസ് കുറ്റപത്രം സമർപ്പിച്ച കേസിൽ പ്രോസിക്യൂഷനു വേണ്ടി സ്പെ ഷൽ പ്രോസിക്യൂട്ടർ പി.എ.ബിന്ദു ഹാജരായി.

പെൺകുട്ടികളെ ഭീഷണിപ്പെടുത്തി ലൈംഗിക ചൂഷണം: 2 പേർ അറസ്റ്റിൽ

സംസ്ഥാനത്തിന്റെ വിവിധ ഭാഗങ്ങളിലുള്ള ഒട്ടേറെ പെൺകുട്ടികളെ ചൂഷണത്തിന് വിധേയമാക്കിയെന്ന് പൊലീസ്

മനോരമ ലേഖകൻ

ഗുരുവായൂർ ● പ്രായപൂർത്തിയാകാത്ത പെൺകുട്ടികളെ സമൂഹ മാധ്യമങ്ങളിലൂടെ പരിചയപ്പെട്ട് ലൈംഗിക ചൂഷണം നടത്തിയ 2 പേരെ പൊലീസ് അറസ്റ്റ് ചെയ്തു.

മലപ്പുറം മുതുവല്ലൂർ വിളയിൽ മുണ്ടപറമ്പ് സ്വദേശികളായ കണ്ടമംഗലത്ത് മുഹമ്മദാലി (25), ആരാർകുടി അലൻ അമീൻ (ഇർഷാദ്-19) എന്നിവരെയാണ് ഗുരു

വായൂർ എസ്എച്ച്ഒ പി.കെ. മനോജ്കുമാറിന്റെ നേതൃത്വത്തിൽ എസ്ഐ കെ.ജി.ജയപ്രദീപ്, എഎസ്ഐമാരായ എം.ആർ. സജീവ്, ജലീൽ, സിപിഒ ഷിജിൻ എന്നിവർ മലപ്പുറത്തുനിന്ന് പിടികൂടിയത്.

പ്രായപൂർത്തിയാകാത്ത പെൺകുട്ടികളെ വാട്സാപ്, ഇൻസ്റ്റഗ്രാം എന്നിവ വഴി പ്രണയം നടിച്ച് ചാറ്റ് ചെയ്യും. ചാറ്റിങ് വിഡിയോ റെക്കോഡ് ചെയ്ത് വീട്ടുകാരെ കാണിക്കുമെന്ന് പറഞ്ഞ് ഭീഷണിപ്പെടുത്തി വിഡിയോ കോളിൽ നഗ്നത കാണിക്കാൻ നിർബന്ധിക്കും. ഇതും റെക്കോഡ് ചെയ്തു സൂക്ഷിക്കും. ചാറ്റിങ്ങും നഗ്ന ചി

ത്രങ്ങളും സമൂഹ മാധ്യമങ്ങളിലൂടെ പ്രചരിപ്പിക്കുമെന്ന് ഭീഷണിപ്പെടുത്തി ലൈംഗിക ചൂഷണം ചെയ്യുന്നതാണ് സംഘത്തിന്റെ രീതി.

സംസ്ഥാനത്തിന്റെ വിവിധ ഭാഗങ്ങളിലുള്ള ഒട്ടേറെ പെൺകുട്ടികളെ ഇവർ ലൈംഗിക ചൂഷണത്തിന് വിധേയമാക്കിയതിന് മൊബൈൽ ഫോണിൽ നിന്നും തെളിവു കണ്ടെത്തിയെന്ന് പൊലീസ് പറഞ്ഞു.

പ്രതികളെ തൃശൂർ അഡിഷനൽ സെഷൻസ് കോടതിയിൽ ഹാജരാക്കി റിമാൻഡ് ചെയ്തു. ഗുരുവായൂർ സ്വദേശിയുടെ പരാതിയിലാണ് അന്വേഷണം.

SUICIDE

ഫാത്തിമയുടെ മരണം: സിബി വീട്ടുകാരുടെ മൊഴിയെടുത്തു

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കൊല്ലം ● ചെന്നൈ ഐഐടിയുടെ ഹോസ്റ്റൽ മുറിയിൽ ജീവനോടുക്കിയ നിലയിൽ കണ്ടെത്തിയ കിളികൊല്ലൂർ രണ്ടാംകുട്ടി പ്രിയദർശിനി നഗർ-173 കീലോം തറിയിൽ ഫാത്തിമ ലത്തീഫിന്റെ മരണവുമായി ബന്ധപ്പെട്ട സിബിഐ സംഘം വീട്ടുകാരിൽ നിന്നു മൊഴിയെടുത്തു.

ഫാത്തിമയുടെ പിതാവ് അബ്ദുൽ ലത്തീഫ്, മാതാവ് എസ്.സജിത, സഹോദരിമാരായ അയിഷ ലത്തീഫ്, മറിയം ലത്തീ എന്നിവരിൽ നിന്നാണു മൊഴിയെടുത്തത്. അന്ന് കൊല്ലം മേയ

റായിരുന്ന വി. രാജേന്ദ്രബാബുവിന്റെ മൊഴിയും രേഖപ്പെടുത്തി. സംഭവം അറിഞ്ഞ് ഫാത്തിമയുടെ പിതാവിനൊപ്പം ചെന്നൈയിൽ പോയതും കുടുംബ സുഹൃത്തുകൂടിയായ രാജേന്ദ്ര ബാബു ആയിരുന്നു.

ഡിവൈഎസ്പി സന്തോഷ് കുമാറിന്റെ നേതൃത്വത്തിൽ നാലംഗ സംഘത്തിന്റെ മൊഴിയെടുക്കൽ രണ്ടു മണിക്കൂറിലേറെ നീണ്ടു. ഇതു വിഡിയോയിലും പകർത്തി. ഫാത്തിമയോടൊപ്പം ഒൻപതാം ക്ലാസിൽ പഠിച്ചതുൾപ്പെടെയുള്ള ചില സഹപാഠികളിൽ നിന്നു വിഡിയോ കോളിലൂടെയും സിബിഐ സംഘം വിവരങ്ങൾ തേടി.

സ്കൂളിലെ സഹപാഠികളുടെ ഫോൺ നമ്പർ ഉൾപ്പെടെയുള്ള വിവരങ്ങൾ സിബിഐ സംഘം നേരത്തെ ശേഖരിച്ചിരുന്നു. സ്കൂൾ പഠനകാലത്തെ സഹപാഠികളടക്കം കൂടുതൽ പേരിൽ നിന്നു മൊഴി എടുക്കുമെന്നാണു വിവരം.

അന്വേഷണത്തിൽ ബോധപൂർവമായ കാലതാമസം ഉണ്ടായിട്ടില്ലെന്നു സിബിഐ സംഘം ഫാത്തിമയുടെ കുടുംബത്തെ അറിയിച്ചു.

കോവിഡ് വ്യാപനത്തെ തുടർന്നു ചെന്നൈ ഐഐടി അടച്ചിരിക്കുന്നതിനാൽ വിദ്യാർഥികൾ വീടുകളിലേക്കു മടങ്ങിപ്പോ

യി. വിവിധ സംസ്ഥാനക്കാരായ വിദ്യാർഥികളെ അവരുടെ വീടുകളിൽ പോയി മൊഴി എടുക്കുന്നതിന് ഏറെ സമയം വേണ്ടി വരുന്നതാണു കാലതാമസത്തിന് ഇട യാക്കിയത്.

ലോക് ഡൗണും കാരണമായെന്നു സംഘം പറഞ്ഞു.

കഴിഞ്ഞ വർഷം നവംബർ 9ന് ഐഐടിയിലെ ഹോസ്റ്റൽ മുറിയിലാണ് ജീവനൊടുക്കിയ നിലയിൽ ഫാത്തിമയെ കണ്ടത്. ചെന്നൈ സെൻട്രൽ ക്രൈം ബ്രാഞ്ച് എസ്പി ഈശ്വര മൂർത്തിയുടെ നേതൃത്വത്തിൽ തുടങ്ങിയ അന്വേഷണം പിന്നീട് സിബിഐയ്ക്കു കൈമാറുകയായിരുന്നു.

മലപ്പുറം കോട്ടയ്ക്കലിനടുത്ത് ഒരു പ്ലസ്ടു വിദ്യാർഥിനി ഈയിടെ ആത്മഹത്യ ചെയ്തു. പ്ലസ് വണ്ണിൽ മികച്ച മാർക്ക് വാങ്ങിയ കുട്ടിയാണ്. ഓൺലൈൻ പഠനം ശരിയാകുന്നില്ലെന്നും പ്ലസ്ടു പരീക്ഷയ്ക്കു മാർക്ക് കുറയുമോ എന്നുമുള്ള ആശങ്കയായിരുന്നു അവൾക്ക്. ഇത് ഒറ്റപ്പെട്ട സംഭവമല്ല. പെട്ടെന്നു കാര്യങ്ങൾ മനസ്സിലാക്കാൻ പറ്റുന്ന കുട്ടികൾക്ക് ഓൺലൈൻ പഠനം വലിയ വെല്ലുവിളിയല്ലായിരിക്കാം. അക്കാദമിക - മാനസിക പിന്തുണ നൽകാൻ രക്ഷിതാക്കൾക്കു കഴിയുന്ന വീടുകളിലും വലിയ പ്രശ്നമില്ല. എന്നാൽ, അധ്യാപകരുടെ നിരന്തര പ്രോത്സാഹനവും നേരിട്ടുള്ള ഇടപെടലും കൊണ്ടു മാത്രം പഠനത്തിൽ സജീവമാകുന്ന കുട്ടികളുണ്ട്. ഇവരിൽ ഓൺലൈൻ ക്ലാസുകൾ ആശങ്കയും സമ്മർദവുമുണ്ടാക്കുന്നു. മാനസികസമ്മർദം കുറയ്ക്കാൻ സർക്കാർ തലത്തിൽ നല്ല ശ്രമങ്ങളുണ്ടെങ്കിലും നമ്മുടെ മക്കളെപ്പറ്റി പൊതുസമൂഹത്തിന് കൂടുതൽ കരുതൽ വേണമെന്ന് ഓർമപ്പെടുത്തുന്നു ഇ-പഠനകാലം.

DEPRESSION AND SUICIDE (related to COVID-19)

പിരിമുറുക്കം; ലോക്ഡൗണിനിടെ ജീവനൊടുക്കിയത് 173 കുട്ടികൾ

ഭൂരിഭാഗവും പഠനത്തിൽ മികവ് പുലർത്തിയവരെന്ന് റിപ്പോർട്ട്

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തിരുവനന്തപുരം• ലോക്ഡൗൺ തുടങ്ങിയശേഷം കേരളത്തിൽ 173 കുട്ടികൾ ജീവനൊടുക്കിയെന്നു സർക്കാർ സമിതിയുടെ റിപ്പോർട്ട്. മാനസിക പിരിമുറുക്കമാണു ഭൂരിഭാഗം ആത്മഹത്യകൾക്കും പിന്നിലെന്നാണു കണ്ടെത്തൽ. കുട്ടികൾക്കിടയിലെ ആത്മഹത്യ സംബന്ധിച്ചു പഠിച്ച ഫയർ ഫോഴ്സ് മേധാവി ആർ.ശ്രീലേഖയുടെ നേതൃത്വത്തിലുള്ള സമിതിയാണു സർക്കാരിനു റിപ്പോർട്ട് നൽകിയത്.

ലോക്ഡൗൺ തുടങ്ങിയ മാർച്ച് 23 മുതൽ ഈ മാസം വരെയുള്ള കണക്കുകളാണ് അടിസ്ഥാനം. പാലക്കാട്, തിരുവനന്തപുരം, മലപ്പുറം, വയനാട്, ആലപ്പുഴ ജില്ലകളിലാണ് കൂടുതൽ ആത്മഹത്യകൾ നടന്നത്. 10നും 18നും ഇട

മനസ്സ് തളരുമ്പോൾ വിളിക്കാം

• മാനസികസംഘർഷം അനുഭവിക്കുന്ന കുട്ടികൾക്കു ടെലി കൗൺസലിങ്ങുമായി ചിരി ഹെൽപ്ലൈൻ. പൊലീസിന്റെ നേതൃത്വത്തിൽ ആരംഭിച്ച ഹെൽപ്ലൈൻ വഴി ഇതുവരെ കൈകാര്യം ചെയ്തത് 6000ലേറെ പരാതികൾ. സൈക്യാട്രിസ്റ്റുകൾ, സൈക്കോളജിസ്റ്റുകൾ, സ്കൂൾ കൗൺസിലർമാർ, സ്റ്റുഡന്റ് പൊലീസ് കേഡറ്റുകൾ തുടങ്ങിയവരുടെ നേതൃത്വത്തിലാണു കുട്ടികൾക്കും രക്ഷിതാക്കൾക്കും മാർഗനിർദേശം നൽകുന്നത്. നമ്പർ: 94979 00200

• ആരോഗ്യവകുപ്പിന്റെ 'ഒറ്റയ്ക്കല്ല, ഒപ്പമുണ്ട്' പദ്ധതിയുടെ ഭാഗമായി സ്കൂൾ കൗൺസിലർമാർ മുഖേന 3.95 ലക്ഷം കുട്ടികൾക്കും ഫോൺ വഴി കൗൺസലിങ് നൽകി. വിവരങ്ങൾക്കും സഹായത്തിനും ദിശ ടോൾ ഫ്രീ നമ്പർ-1056

യിൽ പ്രായമുള്ളവരിലാണ് ആത്മഹത്യാപ്രവണത വർധിച്ചത്.

നിരാശ, ഒറ്റപ്പെടൽ, കുടുംബ വഴക്കുകൾ, മൊബൈൽ-ഇന്റർനെറ്റ് അമിതോപയോഗം, പ്രണയ പരാജയം, രക്ഷിതാക്കളുടെ ശകാരം തുടങ്ങിയവയാണു മറ്റു കാരണങ്ങൾ. കാരണം കണ്ടെത്താനാവാത്ത 41 കേസുകളുണ്ട്. ജീവനൊടുക്കിയ കുട്ടികളിൽ ഭൂരിഭാഗവും പഠനത്തിൽ മികവു പുലർ

ത്തിയിരുന്നവരായിരുന്നു.

രക്ഷിതാക്കൾ വഴക്കുപറഞ്ഞതിലുള്ള മനോവിഷമം മൂലം ജീവനൊടുക്കിയവരിൽ കൂടുതലും ആൺകുട്ടികളാണ്. പരീക്ഷയിൽ ലൈംഗികാതിക്രമങ്ങൾ എന്നിവയാണു പെൺകുട്ടികളുടെ ആത്മഹത്യയ്ക്കു കാരണമാകുന്നവ. 41% ഹയർ സെക്കൻഡറി വിദ്യാർഥികളാണ്.

FAMILY ISSUES

■ പി.ജിഷ, സ്കൂൾ കൗൺസലർ, കോഴിക്കോട്

63 രു കുട്ടിക്ക് ഓൺലൈൻ ക്ലാസ് വളരെ ബുദ്ധിമുട്ടാണെന്നും അവൾ വളരെ ടെൻഷനിലാണെന്നും പറഞ്ഞ് ക്ലാസ് ടീച്ചറാണു വിളിച്ചത്. അച്ഛനും അമ്മയും സ്വരച്ചേർച്ചയില്ല. അമ്മയുടെ ഫോണാണു കുട്ടി ഉപയോഗിക്കുന്നത്. ഈ സമയം ഇതിലേക്ക് അശ്ലീല സന്ദേശങ്ങൾ വരുന്നു. ഇപ്പോൾ അവളുടെ താൽപര്യപ്രകാരം അച്ഛന്റെ ഫോണിൽ ക്ലാസ് കാണാനുള്ള സൗകര്യം ഏർപ്പാടാക്കി. അച്ഛനമ്മമാരെ ഫാമിലി കൗൺസലിങ് സെന്ററിൽ എത്തിക്കുകയും ചെയ്തു.

കോവിഡ്കാലത്തു കുട്ടികൾ വീടിന്റെ നാലു ചുമരുകൾക്കുള്ളിൽ ഒതുങ്ങി. അതിനൊപ്പം, വീട്ടിലെ അന്തരീക്ഷം കലുഷിതമാണെങ്കിലോ? പങ്കുവയ്ക്കലിനോ കൂട്ടുകൂടാനോ സാധിക്കാതെ വീർപ്പുമുട്ടുമ്പോൾ പഠനത്തിൽ മാത്രമല്ല, ജീവിതത്തിലും അവർ പതറിപ്പോകും.

മ ലിനി ബിജു, സ്കൂൾ കൗൺസലർ, തൃശൂർ

63 രു സ്കൂളിലെ രണ്ടു സഹോദരിമാർ. ഒരാൾ ഒൻപതിലും ഒരാൾ നാലിലും പഠിക്കുന്നു. സ്ഥിരമായി മദ്യ പിക്കുന്ന അച്ഛനാണു പ്ര ശ്നം. അമ്മയെയും മക്കളെ യും തല്ലിപ്പുറത്താക്കും. തൊ ട്ടപ്പുറത്തെ വീട്ടിലാണ് ഇവർ അഭയം തേടിയിരുന്നത്. ഓൺലൈൻ പഠന ത്തിന് ഒരു സൗകര്യവുമില്ല. സഹികെട്ടാണ് മൂത്തകുട്ടി എന്നെ വിളിച്ചത്. ഉടൻ ഡിവൈഎ സ്പിയെ വിവരമറിയിച്ചു. പൊലീസ് ഇടപെട്ടി ല്ലായിരുന്നുവെങ്കിൽ ആ കുട്ടികളുടെ കാര്യം അപകടത്തിലായേനെ.

SEXUAL HARASSMENT

മൊബൈൽ ഫോൺ ഉപയോഗ ത്തിനു കുട്ടികൾക്കു വീടുകളിലു ണ്ടായിരുന്ന നിയന്ത്രണങ്ങൾ ഓൺലൈൻ പഠനത്തിന്റെ പേ രിൽ നീങ്ങിക്കിട്ടിയത് ചിലപ്പോ ഴെങ്കിലും ചൂഷണങ്ങൾക്ക് ഉപാധിയാകുന്നു. കുട്ടികളെ കെ ണിയിൽപെടുത്താൻ കഴുകൻ കണ്ണുകളേറെ.

പേരു പറയരുതെന്നു പറഞ്ഞ് പാലക്കാട് ജില്ലയിലെ ഒരു സ്കൂൾ കൗൺസലർ പങ്കുവച്ച അനുഭവം ഇങ്ങനെ:

പത്താം ക്ലാസിൽ മാനസിക വെല്ലുവിളി നേരിടു ന്ന ഒരു കുട്ടിയു ണ്ടായിരു ന്നു. ആ കു ട്ടിയുടെ അവസ്ഥയെപ്പറ്റി നേരത്തേ തന്നെ വീട്ടുകാരെ അറിയി ച്ചിരുന്നെങ്കിലും അവർ അംഗീകരിച്ചില്ല. അധ്യാപകർ കുട്ടിയെ മനഃപൂർവം അധിക്ഷേപിക്കുകയാണെന്നായിരുന്നു വീട്ടുകാരു ടെ വാദം. ഓൺലൈൻ ക്ലാസിൽ എല്ലാ ദിവസവും അവൻ കൃ ത്യമായി ഹാജർ പറയും. എന്നാൽ, സജീവമല്ല. തുടർന്നു വീ ട്ടിലേക്കു വിളിച്ചപ്പോൾ സഹോദരിയാണു ഫോണെടുത്തത്. അവൻ രാവിലെ വീട്ടിൽ നിന്നിറങ്ങിയെന്നും വൈകിയേ തിരി ച്ചെത്തൂ എന്നുമായിരുന്നു മറുപടി. എവിടെപ്പോകുന്നെന്ന് അറി യില്ലെന്നും സഹോദരി പറഞ്ഞു. അവൻ എവിടെപ്പോകുന്നെന്ന് അന്വേഷിക്കണമെന്നു പറഞ്ഞു ബോധ്യപ്പെടുത്തി.

പിന്നീടു ബന്ധുക്കൾ കുട്ടിയെ പിന്തുടർന്നപ്പോഴാണ് ആശ കപ്പെടുത്തുന്ന വിവരമറിഞ്ഞത്. ഈ കുട്ടിയെ സമീപ പ്രദേശ ത്തുള്ള ഒരു മുതിർന്ന സ്ത്രീ ഏതാനും മാസങ്ങളായി ലൈംഗി കമായി ഉപയോഗം ചെയ്യുകയായിരുന്നു. ഓൺലൈൻ പഠന ത്തിന് ഉപയോഗിക്കുന്ന ഫോണിലേക്ക് അശ്ലീല വിഡിയോക ളും ചിത്രങ്ങളും അയച്ചിരുന്നു തുടക്കമെന്ന് കുട്ടി പൊലീസി നോട് വെളിപ്പെടുത്തിയിട്ടുണ്ട്.

THEFT

അറസ്റ്റിലായ ജിസ്റ്റോൺ, സജിമോൻ, ജോർജ്, ലുക്മാൻ.

മർദനം, മോഷണം: 4 പേർ പിടിയിൽ

ആലുവ• വെളിയത്തുന്നാട്ട് നടപ്പാ തയിൽ സാദിഖിനെ മർദിച്ചു, പണ വും മൊബൈൽ ഫോണും തട്ടി യെടുത്ത കേസിൽ നാലു പേ രെ അറസ്റ്റിൽ.

കളമശ്ശേരി വാണിയമ്പുറത്തിൽ ലു ക്മാൻ ഹക്കിം (21), കാങ്കൂർ പുതിയേടത്ത് ജി സ്റ്റോൺ (20), തുരുത്തേരി വാടക യ്ക്കു താമസിക്കുന്ന വെളിയത്ത് ജോർജ് (19), തൃക്കാക്കര പള്ളി ലാകത്ത് സജിമോൻ (19) എന്നിവരാണു പിടിയിലായത്.

ഇവരിൽ 3 പേരെ ആലുവായിൽ നിന്നും ഒരാളെ പെരുമ്പാവൂരിൽ നിന്നുമാണു പിടികൂടിയത്. ഇന്ന് സ്പെഷൽ മൊറോഗ എൽ. അനിൽ കുമാർ, പി.ഐ.ജെ നോബിൾ എന്നി വരാണു കേസ് അന്വേഷിക്കുന്നു ചൊവ്വാഴ്ച രാത്രിയാണും 32,000 രൂപ വിലയുള്ള മൊബൈൽ ഫോ ണും 15,000 രൂപയും സാദിഖിൽ നിന്നും കവർന്നത് മർദനത്തിൽ പരുക്കേറ്റ സാദിഖ് പുഴയിൽ ചാടി നീന്തി രക്ഷപ്പെടുകയായിരു ന്നു.

CONCLUSION

Adolescence is a fundamental stage of life that each human being passes through. Some people face this period of their life strongly and positively, while some teens face many problems and difficulties. It mainly depends on the environment these young adults live in, their parents, their friends, living conditions and many other factors.

It is a time of rapid change both physically and cognitively. Adolescence is the time where parents and teachers need to lay a strong foundation. This ofcourse needs to be done patiently and skillfully. With a relatively civilized approach, one can troubleshoot adolescent problems in right direction.

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Semester II

EDU 202

Learning and Teaching

Practicum

School Practices which foster mental health of students

Submitted to,
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Assistant Professor.

Submitted by,
Akhitha Sebastian
Natural Science
Reg No : 213240112334

Date of Submission,
10/08/2022.

INDEX

INTRODUCTION

Children spend more time in school and thus schools play a key part in children's development, cognitive progress, emotional control, behavioural expectations and physical and moral development. All these areas depends and are reciprocally affected by mental health of the students. Mental health services and best practices within school systems can create a continuum of integrative care that could improve both mental health and educational attainment for children.

Schools with well-functioning and coordinated mental health programs and practices, have a number of positive outcomes for schools and for students. School's and educator's role is not only limited to developing the intellect of the child but is required to meet the emotional needs of child. Thus, school based programs are relevant in developing their mental health.

St. Teresa's Convent Girls' Higher Secondary School, Ernakulam

St. Teresa's Convent Girls' Higher Secondary School is one of the reputed schools in Ernakulam. The school has a holistic education system that empowers girl students to actively participate and contribute their best in community life. This prestigious institution plays a vital role in moulding young girls from different strata of the society and equips the students with imperative skills needed by them to showcase their skills and capabilities.

The school is named after St. Teresa of Avila. Though a saint of 16th century, St. Teresa is a model for youth in any age and time.

St. Teresa's school is the result of a vision, the seeds of which was planted by Mother Teresa of St. Rose of Lima, when she started St. Teresa's school in 1887. She was a great educationalist and a humane social worker. Her remarkable contribution to the society was empowering women through education. In education, her vision went beyond her times, aiming for the formation of a complete human with a sense of responsibility to the society and to the nation.

School Details

Address of the School	: Press Club road, Marine drive, Ernakulam
Locality	: Urban.
Total number of teachers	: 46
Total number of Students	: 1772
Classes	: 5th to 10th.
Divisions	: 32

3

The school maintains a holistic balance of curricular and extra curricular activities that unleashes the potential of every child and encourages students to be the best version of themselves. Many interventions that specifically focus on the mental health of the students have been implemented in the school. Because mentally healthy students are more likely to learn well, actively engages in school activities, will have good connections with adults and young people, better problem-solving skills and thus add to positive school culture. Comprehensive school mental health programs are provided in St. Teresa's for the overall well-being of the students.

Best Practices followed in the school

The school follows various practices that fosters the mental health of the students. The morning assembly is one of an essential part of the school schedule. The various programs in the school assembly includes morning prayer, thought for the day, Speech by the principal and so on, that has the potential to nurture and maintain a positive, healthy school culture. The counselling cell of the school is a dynamic body led by an experienced staff advisor. dedicates itself to help the students in their

4

academic and personal problems.

The school has various clubs such as nature club, science club, maths clubs, social science club and vidhyarangam kalasahithya club. The overall intention of the clubs is to foster social consciousness and empathy, environmental awareness, healthy inquisitiveness, a scientific bend of mind, critical and creative thinking and effective articulation of ideas. Involvement in club activities enables the students to broaden their skills and sharpen their mind. Students are given training in NCC and scouts and guides. It helps in physical, mental and social development of young people.

Yoga class is provided to all the students to inculcate strength, endurance, confidence and a great mind-body-soul connection. The school gives very much emphasis on co-curricular and extra curricular activities. The sport related activities include special training in table tennis and basketball. Students are given coaching in Judo. Music classes are provided for the rejuvenation and soothening of minds. Remedial classes are given by the teachers for the weak students so that they reach an expected level of competency in various subjects. School owns a very spacious library which supports the mental health of the students. Because reading can reduce the stress levels and books helps in mind development.

5

School Practices

① Prayer

The success of school education not just pertains to the academic excellence of learners. It rather encompasses how well the transformation of the young minds has occurred into responsible, empathetic human beings. In that sense, along with psychological, intellectual, social and scholastic development of children, what matters the most is how well they have developed spiritually. When there is more weightage on spiritual education, children's context of life is widened and education becomes more meaningful.

Prayer is indeed the fundamental fact of spiritual growth and should remain a crucial part in student's life. The school assembly begins with a prayer that set a positive tone for the day. Each morning is a new beginning with new hopes and aspiration.. The prayer and words from bible is also shared during assembly that promotes spiritual well being of each individual. One comes to terms with the fact

that all religions teach the same thing and that no religion is greater than the other.

Each period also begins by seeking the blessings of god through the class prayer. After the period the students again prays together for the teacher who took class for them.

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In front of the school there is a gracious statue of mother mary. Every afternoon, students from the allotted classes recites holy rosary after their lunch. Students from other religion also participates in the group prayer.

The prayer room of the school is used regularly by staff and students as an ideal space for not only prayer and meditation but also for reconciliation and personal reflection. Peaceful atmosphere in the prayer room helps an individual to connect with one's inner self. The school authority believes that education and spirituality must go hand - in hand.

In my opinion prayer is an efficient way that really foster the mental health of the students. Prayer helps to generate a sort of inner strength and faith to face challenges. It helps to build a belief that the almighty is there to shape up things well, and hence there's no reason to worry, no matter what. This kind of positivity could help children to put their mind and soul in the right place and face the day positively. Praying helps in relaxation of the body, mind and soul and can therefore help in taking well-thought-out decisions.

Daily prayer is a way to express the devotion and commitment to God. It is a way to express the thankfulness to God almighty. An opening prayer in every period is where the students humbly ask God for guidance and wisdom. A religious connection also helps the students to stay connected to morality and fear mischief. Students also show reverence for all religions. Thus, instilling prayerfulness and thankfulness in children to build in them a spiritual bend of mind and help realize the power of prayer.

② NCC

Nowadays it is very important for every student to get indulged into extra curricular activities which help them to experience the world they're supposed to live in after completing their education.

Hence, it imparts practical knowledge of the outside world to the students through various means, making a student confident, practical and self-sufficient. These activities not only work as a stress buster but also help the students expand their mental horizons. NCC is one such activity in St. Teresa's school that helps to add to their learnings and aptitude.

NCC stands for National Cadet Corps and is the Indian military cadet corps wing of the Indian armed forces. It has an enormous potential for youth development that helps in the building up of nation. The students have to undergo three years of training and is open to all regular students in the school on a voluntary basis. The students from standard 8th to 10th are selected to become the members of NCC programme.

Ms. Femi Louis is the Associate Naval Officer of St. Teresa's school who provides the adequate training to the NCC students. The total number of students in the NCC programme is 150 which includes 50 students from 8th standard, 50 students from 9th standard and remaining 50 students from 10th.

The students are given basic military training in small arms and parades. The NCC uniform includes navy dress and track suit. They should always ensure that their dress code is proper. Punishments like sit-up, push up, duck walking, circling in parade ground etc are also imposed to defaulters for flaws and mistakes the students commit. They are given NCC training twice in a week and they should write theory exam every year. On successful completion of three years in NCC, the students are given bonus marks in SSLC exam.

NCC helps the students to develop character, commandership, discipline, leadership, secular outlook, spirit of adventure and the ideals of selfless service amongst the youth of the country. It really works to inculcate the qualities of discipline and patriotism among youth of the nation. Because youth is the major power that determines the overall success rate of a nation.

③ Library

School libraries are an integral part of a child's education. They are a gateway to the world of knowledge. The St. Teresa's school has a very spacious library which has around 15,000 books. The types of book include story books, novels, fiction and dictionaries of english, hindi and malayalam languages. Newspapers are also made available for student reading. The library reading hour is from 9:00 am to 3:00 pm.

Books are issued to the students as well as the teacher and a single book is issued at a time. Students are permitted to keep the books in their hand for not more than a period of two weeks. They can renew the books if they want to keep it for more days.

Library is provided with a reading space for students and it is very strict to maintain silence in the room. Ms. Shiny Benny and Ms. Shyla Immanuel are the two librarians who looks after the library in a very best manner.

The school has a digital library which have books around 5000, and is accessible to all students and teachers.

The school library provides a welcoming, inclusive and relaxing environment that supports students in different way. The library is a place that help students to calm their mind and refocus in the midst of a busy school day by creating spaces for relaxing and comfortable reading. Reading for pleasure also helps in the mental well-being of the children.

CONCLUSION

Mental health includes a person's psychological, emotional and social well-being. Mental health problems can affect many areas of students' lives, reducing their quality of life, academic achievement, physical health and negatively impacting relationships with friends and family members. Schools can foster the mental health of the students by various school practices that could create environment for the students to promote and sustain a healthy state of mind. Mental health promotion activities can help in the holistic development of children.

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D.El.Ed INSTITUTIONAL CASE STUDY

PHYSICAL AND ANCILLARY FACILITIES AND
PROGRAMMES OF
ST. JOSEPH COLLEGE OF TEACHER EDUCATION
FOR WOMEN, ERNAKULAM

A CASE STUDY

*"Teaching is more than imparting knowledge; it is inspiring change.
Learning   is more than absorbing facts; it is acquiring understanding.*

-William Arthur Ward

INTRODUCTION

Teacher education refers to the policies, procedures, and provisions designed to equip prospective teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom,   school, and wider community.   The Kothari Commission (1964-66) stated that a sound programme of professional education of teachers is essential for the qualitative improvement of education. According to the Goods Dictionary of Education, Teacher education means all the formal and non-formal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.   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.   It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity, and teacher motivation.   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

Teaching is a highly complex activity. This is partially because teaching is a social practice that takes place in a specific context (time, place, culture, socio-political-economic situation, etc.) and therefore is shaped by the values of that specific context. Teachers can craft or blight a nation. Teaching is a Jugglery of words, which needs to be practiced through the proper training, and acquisition of various skills, competencies, and relevant knowledge about the learner and the subject matter in the contemporary world. Teacher education refers to the policies, procedures, and provisions designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the classroom, school, and wider community. Those professionals who engage in this activity are called Teacher educators.

It is now at the fork of the fullness of vision in a fascinating world of immediate gain in every endeavor and worries and frustrations in fruitless teaching sans joy, sans freedom, and creative adventure. The National Policy on Education (1986) also stated that the status of teachers reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of their teachers. Teacher education is perhaps more confronted with how to negotiate and significantly address the world of teaching- learning than merely dealing with duties, responsibilities, and classroom assignments. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation.

The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. Teacher education is based on the theory that Teachers are made, not born 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.

NEED AND SIGNIFICANCE OF THE STUDY

Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary, and 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. Thus where there are teachers, there would be teacher education. Teacher education is concerned with the aspects such as, who (Teacher Educator), whom (Student teacher), what (Content), and how (Teaching Strategy). Teacher education is dependent upon the quality of teacher educators.

From 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.

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. 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. 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.

1.3   STATEMENT OF THE PROBLEM

An educational institution performs a significant function of providing learning experiences to lead its 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.   As stated by NCTE (1998)   in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program.   It is the teacher who is mainly responsible for the implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers so that the future of a nation is secure.   The 2 importance of competent teachers to the nation's school system can in no way be overemphasized.   The National Curriculum Framework 2005 places demand 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 is entitled   **PHYSICAL AND ANCILLARY FACILITIES AND PROGRAMMES OF ST. JOSEPH COLLEGE OF TEACHER EDUCATION, ERNAKULAM:A CASE STUDY**

1.4   DEFINITION OF KEY TERMS

Physical facilities

Physical facilities mean the structure and interior surfaces of a lodging establishment, including furnishings and accessories. (Law insider, 2021)

Ancillary facility

An ancillary   facility is   a   separate facility provided   on   a bilateral basis in multilateral structured financing for additional financing or hedging in place of all or part of the lender's unutilized revolving facility (Pecunica, 2021)

1.5   OBJECTIVES

1. To assess the physical and ancillary facilities provided in the teacher training college to meet the different needs of student teachers.
2. To study the various programmes offered in the teacher training college to enhance the teaching-learning process.

3. To prepare a comprehensive report on the various college activities and provide constructive suggestions for institutional development.

2. REVIEW OF RELATED LITERATURE

Malik,A.A.,&Hussain.,(2022)published a paper on Providing A Scoping Overview Of The Key Ancillary Service Markets That Affect The Teaching And Learning Process -The Case Of Pakistan and was commissioned by the Global Education Monitoring Report as background research for the development of the 2022 GEM Report, Regional Report on non-state actors in education in South Asia. The growth of low-cost private schools in Pakistan, which have now become a major force in the country's education system, has received well-deserved attention in scholarly and development practitioner circles around the world. But much less attention has focused on the broader ancillary services ecosystem in the private sector that sustains public and private schools in the country. Behind the scenes, hundreds of critical goods and service providers have formed their own marketplaces in the realms of teacher training, school security, education technology tools, stationary, supplies, and textbooks. Despite hardships imposed by the pandemic in recent months, the rapid uptake of technology offered a rare bright spot, but not without challenges associated with access inequities. Parents in public and private schools continue investing in their children's future through a burgeoning marketplace for both traditional providers offering textbooks and uniforms, to servicers offering tuitions and technology solutions. Schools too are spending significant sums in services like teaching training and student security and are being served by a series of new providers who are quickly creating lasting demand for these services. But this growth is not without challenges, not the least of which is a lack of regulatory frameworks governing ancillary services in general and a dire shortage of resources (or debt financing options) for schools and parents to invest in these key services. Pakistan's education research-policy landscape suffers from a dire shortage of systematically collected data on ancillary services, in the absence of which this paper is an attempt to undertake a landscape mapping of key markets.

Sales,E.L.,&Belgira,K.(2021) published an article on Classroom Performance and Ancillary Functions Among Secondary School Teachers in the Third District of Bohol revealing that classroom performance is measured through classroom observation, both announced and unannounced. Ancillary functions are additional responsibilities other than the mandated teaching load mandated by the department manual. The study looked into

classroom performance and ancillary functions among secondary school teachers in the 3rd district of Bohol. It also determined if a correlation exists between the two variables. It utilized the descriptive-normative method with a survey tool to gather data from administrators, coordinators, and faculty among selected secondary public and private schools in the 3rd congressional district, Bohol. Overall, there was a 440-sample size from a 505 population with a 1.68 margin of error at a 95 percent confidence interval. It used frequencies, percentages, weighted mean, and nonparametric statistical treatment utilizing Spearman Rho, Fisher's Exact Test, Pearson's Correlation Coefficient, and Paired Sample Test. Freidman Test of Difference. Findings revealed that the overall performance in announced observations was "Outstanding" while unannounced observations were rated "Satisfactory." Results revealed that teachers were partially involved in ancillary functions. A significant correlation was found between each of the nine indicators of classroom performance and the level of ancillary functions. Hence, when the given indicators of classroom performance are levelled up, the teachers are more likely to be engaged in ancillary functions. Teacher respondents in private schools obtained higher ratings in unannounced classroom observations.

Nugroho,A.A.,&Wibowo,U.B(2020)presented a study on The Influence of School Infrastructure on Student Learning Activeness: A Research Study. The study is based on the implementation of learning and should ideally not only pursue learning outcomes but also pay attention to the student learning process. Students' activities and creativity are developed through various interactions and learning experiences. A basic element of learning that needs to be developed is student learning activeness. School infrastructure is a facility that influences student learning so that it can run optimally. This study discusses that school infrastructure can affect student learning activeness. This study explains the influence of school infrastructure in learning, the development of school infrastructure in improving learning outcomes, and their utilization in order to increase the intensity of student learning activeness which include physical and psychological involvement.

Bindu,C.N(2016) analyzed in a case study on Barriers to ICT Integration in teaching: A case study of teachers in Kerala. This study analyzes the barriers faced by teachers in Kerala when they have to integrate ICT into teaching. Although ICT integration is considered a commendable objective by teachers, the literature review shows that ICT integration in

teaching is not at the expected level. The study adopted a case study method to analyze the factors impeding teachers from using ICT in teaching. Seventeen teachers from both aided and unaided schools in Kerala participated in the study. Data for the study were collected through interviews and classroom observations. The findings of the study show that the major obstacle to ICT integration in teaching is the lack of ICT equipment in the classroom, lack of time, lack of training, and above all influence of the traditional approach in teaching.

Mujahid and Noman (2015) conducted a study on Infrastructure Availability in the Public Sector Schools of Sindh Province. In the study, they found that the physical facilities at both the Primary and Secondary level Schools of Sindh Province were quite dismal. It had been exposed that only 28 percent of buildings were satisfactory for learning and teaching. Because of the poor availability of facilities, the dropout rate was almost 36 percent from grade 5 to 6, which depicts a huge decline. It was worth mentioning that the available teachers were professionally qualified in terms of their degrees but didn't guarantee the provision of quality education.

3.   METHODOLOGY IN BRIEF METHODOLOGY

In the present study, the investigator adopted an institutional case study method.

3.1   Sample of the Study

The sample selected for the institutional case study is St. Joseph College of Teacher Education, Ernakulam.

3.2   Tool

Adapted and modified observation schedule on physical and ancillary facilities provided in the teacher training college. An observation schedule is attached in the appendix.

3.3   Data collection procedure

St. Joseph College of Teacher Education situated at Ernakulam was visited for the study. A pioneer institute in the field of education, managed and maintained by the CMC congregation, offered all the support for the lucid conduct of the study. Mrs. Lincy M P, the Principal of the college, extended all the necessary support and explained the various programmes and facilities in the school, and facilitated all the help.

The teachers and non-teaching staff also gave good support and cooperation for the data collection.   In addition to the above, necessary help was forwarded to inspect and assess the infrastructure and other facilities in the institution.   The investigator observed the facilities in the school and cross-checked with the observation schedule and recorded the findings. Interaction with the student teachers and teacher educators also facilitated the collection of necessary information.

4.   DATA ANALYSIS AND INTERPRETATION

Data interpretation refers to the implementation of processes through which data is reviewed for the purpose of arriving at an informed conclusion.   The interpretation of data assigns a meaning to the information analyzed and determines its signification and implications.   The importance of data interpretation is evident and this is why it needs to be done properly.   Data is very likely to arrive from multiple sources and has a tendency to enter the analysis process with haphazard ordering.

Data analysis tends to be extremely subjective.   That is to say, the nature and goal of interpretation will vary from business to business, likely correlating to the type of data being analyzed.   While there are several different types of processes that are implemented based on individual data nature, the two broadest and most common categories are "quantitative analysis" and "qualitative analysis".   In this study mainly used qualitative analysis for data interpretation.   The end product of analysis is setting up of general conclusions.

4.1   ANALYSIS AND INTERPRETATION ON THE BASIS OF PRIMARY DATA

Necessary details related to St.   Joseph College of Teacher Education, Ernakulam were collected from the primary documents as well as the observation schedule.   Primary data are collected from different sources like interviews with the college principal, Staff, records, photographs, etc.

Figure 1

St.Joseph Teacher Training Institute

4.1.1   History of the Institution

St. Joseph Training College for Women was established in 2005 (June) in Kochi City. This minority institution is affiliated with National Council for Teacher Education. It is an offshoot of St. Joseph College of Teacher Education For Women, Ernakulam. The college is run by the Vimala Province of the Congregation of the Mother of Carmel (CMC). When the College was started for Teacher Training, the intake capacity was 50, with four optional subjects. The strength of the teaching faculty is nine and the supporting staff is nine. The college is functioning on 2 acres, 26 cent of , lan,d and has adequate infrastructure and facilities for teacher education. The location of the institution an urban.

4.1.2   Vision

'CMC founder blessed Kuriakose Elias Chavara, visualized the role of educated women in the faith formation of families and uplift of society in general. Teacher education is a powerful instrument to realize this vision. The vision of the St. Joseph College of Teacher

Education is "to nurture women teachers with deep faith in god and oneself and committed to learner, society, and profession, with a burning thirst to illumine all humankind and build a civilization of love in the entire cosmos".

4.1.3 Mission

'Education is not a profession but a sacred call, a great apostolate through which we participate in the teaching mission of the church' (CMC Con. No.197). St. Joseph Training College, as a centre for moulding future teachers, has a special responsibility in this regard. The mission of the St. Joseph College of Teacher Education is "We strive to excel in providing teachers of high caliber who respond to the Divine Call in rendering selfless service to mankind as modeled in the Eternal Teacher".

4.1.4 Goal

To Form Josephites: Just, Outstanding, Socially Committed, Enthusiastic, Patriotic, High Thinking, Inspiring Teachers With Eyes On God And Man.

4.1.5 Motto

The vision, mission, and goal of the college are depicted in the motto: 'LET LIGHT BE A SOURCE OF ENLIGHTENMENT'.

Figure 2

Vision, mission, and goal

4.1.6 Management and Administration of the Institution

Management performs an essential role in the function of the institution.   The success of the school hangs on the effectiveness of management.   It was in 2005, as an   offshoot of St.   Joseph College of Teacher Education for Women, the congregation of Mother of Carmel, Vimala Province Ernakulam, started the college.   It is under the guideship of the Vimala Education Agency.

The present Principal is Mrs.   Lincy A P. She is leading the college with fatherly strict and motherly compassion.   All the teachers and supporting staff are very much satisfied with the Management and Administration of the college.   Because they are providing all the facilities and support for the effective functioning of the college.

Figure 3

Mrs.   Lincy A P, Principal, St.Joseph TTI,Ernakulam

4.2 ANALYSIS AND INTERPRETATION ON THE BASIS OF DETAILS COLLECTED THROUGH THE OBSERVATION SCHEDULE

4.2.1 Building and Furniture Facilities

All the classrooms are provided with enough seating facilities and are well enough to accommodate up to 18 students at a time. The classes have wooden furniture. Every class is provided with blackboards and interactive boards. Each class is provided with a computer and LCD projector.. Each classroom has a notice board on which the students put up the latest paper cuttings and other related matters like quiz questions, posters, etc. The auxiliary things such as dusters chalks and other things are in plenty. Different laboratories have been established and each one has sufficient furniture.

Each classroom is fitted with a speaker through which the students can hear the important announcements given by authorities and also they help in assembly and prayers. Each teacher has a microphone for taking the class. Smart room facilities are also available there. The classrooms have an almirah and enough racks to keep the books and other belongings.

Figure 4

Seminar Hall

Figure 5

Classrooms

Figure 6

Classroom

Figure 7

Assembly Place

Figure 8

Principal Room

Figure 9

Psychology Lab

4.2.2 Library

An academic library is a library that is attached to a higher education institution and serves two complementary purposes: to support the curriculum and to support the research of the university faculty and students. The library has a comprehensive collection of print, digital, and multimedia resources on academic subjects. This nicely curated collection of physical and digital resources is its biggest charm. The resources are updated continuously to cater to the teaching and research needs of various departments.

The college has vibrant library service practices. Staff and Students can search through our online catalogue, digital repository and can access e-books, articles and theses. The library has ample facilities and has many journals and books. The current strength of materials comprises 7600 books, 63 Journals and 40 periodicals. Books are bar-coded and the issue and return of books are computerized. The office is computerized and library also has computer, internet and Xerox facilities.

➢ General Features of the library

➢ Open book racks

➢ Online catalog

➢ Separated shelves for each discipline

➢ Internet facilities

➢ Xerox facilities

➢ Research block

Figure 10

Institution Library

4.2.3 Guidance and Counseling

The roles of guidance and counseling programme are to bring about the maximum development and self-realization of human potential for the benefit of the individual and society. Guidance is applicable to all aspects of human life i.e. physical, mental, vital, emotional and spiritual and in all stages of development from infancy to old age. The main objective is to help the individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment. India is a democratic country. The success of democracy

depends on educated and enlightened individuals who shoulder the responsibilities of running the administration.

Guidance is an integral part of education. A great teacher inspires, who is a priest, a counselor who can help the learners by his conscious power to unite with the real Source. Counseling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future lives. Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students. Too often, counselors are not included in curriculum development efforts.

Effective teachers have a thorough knowledge of their subject content and skill. Through this, they inspire in their students a love of learning. They also understand how students' best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes to learn successfully. Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. They know students learn best if they are in a class room where they feel safe and confident to attempt new tasks even if at first they are unsure about how to tackle them.

Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better ways of teaching those who are not responding as well as extending those who are achieving well. The implication for guidance and counseling is that the teacher observes the students during and after the class. The teacher also evaluate the students to know their knowledge of assimilation and if there is need for counseling, the teacher may which to invite the counselor to the class for general class discussion of refer a particular students that is deficient to the counselor for guidance section

In this college teachers are trained in providing guidance and counseling. Teachers Undergo guidance and counseling courses on a regular basis to equip themselves with the basic skills of the same. Special councilor from outside is not appointed since the teachers have taken up the task. Teachers make sure that they have a very cordial relationship with the parents of the students and keep a tab on the day-to-day activities.

4.2.4   Drinking water Facilities

Figure 11

Drinking water facility

Drinking water facilities are provided in the college premises. A neat and clean water purifier is placed centrally in the college and the students can take water as and when required

by simply turning the tap.   The water purifier is there in the staff room also from where teachers can fetch water and emergency cases students can also take.   Other than that students bring water in their own bottles and are allowed to have it during interval time.   The water purifier is placed on the ground floor from where the students from all sides can get water.

4.2.5   Sanitary Arrangement

The school has urinals within the school premises.   They are well-maintained and clean and have   a continuous water supply.

Figure 12

Toilet facilities

4.2.6   Playground

The college has enough playgrounds in the front part as well as the side part of the school buildings. Both are big enough to accommodate whole students of the college. College ground is centrally placed such that it ensures fairly good observation of the authorities.   As part of physical education, the student teachers usually perform aerobic exercises.

Figure 13

Playground

4.2.7 Medical Check-up

The first aid box is kept in the commonplace of the school and the box consists of necessary items and basic medicines to deal with emergency situations. The college also conducted different medical campaigns for the local people as part of the social commitment.

4.2.8 Incentive Schemes

The institution regularly gets support from NCTE.   The facilities of the library, the new venture of the Research block, etc.   aided by different Government agencies.   The scheduled caste students regularly get scholarships from Government initiatives.   The management of the college also provides different scholarships for the students.   The college has a well-established guidance cell, placement cell, and grievance redress cell to support the students.

Figure 14

Research Centre Inauguration

4.2.9 Staff Details

Number of teaching staff are 9. All are appointed as per the required qualifications. All the faculties are post graduate holders. They are highly experienced, energetic and are veterans in managing students. There is two non-teaching staff also working there. The total numbers of students are 50.

4.2.10 P.T.A

The best college is one where parents, teachers and the school management have

a shared vision and achieve it together. The college and parents are partners in child

rearing and it's important to understand each other's' roles. The PTA is not a body for

collective bargaining or a grievance redressal forum. A proactive PTA gives appropriate

feedback to the school management through the Principal, regarding the functioning of the

school. PTA meetings are annually held in that school. The parent-teacher association is not

that much active in the college programmes.

4.2.11 College Assembly

Morning assembly is a very important part of school culture. It helps to strengthen the way a school works. It also helps students to gather a lot of energy to do well and be good in their day. It helps in building a culture of communication and representation of academic and co-curricular activities. Morning assembly is conducted indoors on all days. Each option gets the opportunity for conducting the assembly. The duration the of morning assembly is 15 minutes. It includes the following items:-

i) **Prayer**: Prayer is sung by a group of students chosen in an order such that each option is given an opportunity each week ensuring the participation of the whole class. Normally 3-4 student teachers are present and the prayer songs are mostly in Malayalam and in English too.

ii) **Pledge:** The pledge is repeated after the student and will be either in Malayalam or in English.

iii) **News analysis:** Daily news is read by students from each class in front of the assembly. It will be mostly in Malayalam and sometimes in English.

iv) **Thought for the day:** A well-structured general prayer is there which is not biased to any religion and consists of thoughts about today's activity and prayers for one's day, school, parents, and friends. Sometimes it is in the form of speech.

v) **Principal's brief discourse:** At everyday assembly meetings, the principal gives a very brief discourse on things to be followed and general factors.

Figure 15

College Assembly

4.2.12 Co-Curricular Activities

In today's highly competitive world, we have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge.   That is where co-curricular activities play a very significant role.   They help us get mental rest and also help us stay physically fit and healthy.   As a future teacher, it is the need of the hour to give exposure to the student-teachers about the different co-curricular activities that is existing in the school curriculum.

Co-Curricular activities are compulsory activities that   are important for every student to participate in.   Co-curricular is designed and balanced with the academic curriculum so that every student gets to learn beyond subjects.   Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress, and character appeal to students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts, meditation, etc.

4.2.13 Academic Development

The college follows and implements the various programmes in connection with the university notifications and the initiation by the institution itself.

4.2.14 Aesthetic Development

All student teachers will be a part of any of the items such as music, dance, arts, etc. College is ensuring that nobody is devoid of chances to showcase their talents.   There were separate teachers for all the training.   Students also get   a chance to take parting competitions at various levels.

4.2.15 Citizenship training:

Almost all the nationally important days are celebrated in their essence in the college. The most important event is the school parliament elections which are held in exactly the same way as the elections in India.

Figure 16

4.2.16 Cultural development

The main aim of education is the overall development of a child.   It includes all aspects such as personality development, behavioural development, development of communication skills, confidence building, development of etiquette, etc.   Apart from this, cultural activities have an important role in the all-round development of students.   Culture enhances our quality of life and increases overall well-being for both individuals and communities.   They help

students acquire new skills that can be applied to their lives, such as leadership, teamwork, collaboration, and problem-solving, which prepare them for school life.

College gives immense importance to the cultural development of students also. The most important step in this was the Arts club formation. It is an open group where students interested in the various realms of art can come and join to showcase their talents. Teachers help the students in fostering their talents. Arts Day, talents day, etc. help the student teachers to expose their talents.

Figure 17

Figure 18

4.2.17 Emotional and National Integration

The primary aim of education is to produce patriotic citizens and has the potential of creating a new social order and a new ideology of cooperation rather than conflict and

competition.   Students are trained to have an empathetic attitude toward   their fellow beings. The special school visit during the Christmas season is one of the major highlight activities of the college.   The college is also lent its hands to the welfare of disadvantaged students.   With the participation of the Kerala Judiciary, the student teachers are conducting remedial classes in Janaseva Bhavan, Kakkanad.

Figure 19

4.2.18 Leisure time utilization

Being a professional institution, the student teachers hardly get any kind of free time in the   day-to-day academic process.

4.2.19 Literary activities:

Literary activities are also conducted in the college.   Literary clubs actively participate in this process.   They are conducting various competitions for enhancing the literary skills of students.   Different clubs have actively engaged the students in their literary development.

4.2.20 Moral development activities

Being a Christian institution, they give immense importance to prayer and other activities.   The first Friday mass will be there in the nearby chapel.   There is reciting of prayers are recited before and after the lunch break and also before the final bell.

4.2.21 Multipurpose activities

Other than the above activities the students participate in yoga classes, drama workshops, etc.

4.2.22 Productive activities

As part of their curriculum, the student teachers get the chance for Socially Useful Productive Work (SUPW) and its activities.

4.2.23 Physical development

Physical education not only helps keep the body fit, but it also allows children to have better mental health, inculcates a competitive spirit, and more: we put the spotlight on reasons that make physical education so important and necessary. Physical education helps reduce stress levels and keeps students mentally and physically healthy.

Many students face stress during exams or other reasons when they start doing some physical activities, which will reduce their stress and make them feel better and fresh. College gives immense importance to sports and related things. As part of physical education, the students actively participate in the games, drills, etc.

Figure 20

Physical Education

4.2.24 Social welfare activities

Students are given training to have a sympathetic attitude toward their fellow beings and together with the teacher educators they initiate activities that help in supporting the needy students and their families. The important days were celebrated in an elaborated way.

Figure 21(a)

Social Activities

Figure 21(b)

Public Road cleaning

4.2.25 Students' tour programmes

Part of the D. El. Ed. curriculum, the college conducted five days study tour programme for the students. The student teachers are to be taking the initiative for the study tour package. On each day of the tour, the student teachers have to be writing a reflective journal. In the end, they have to submit a detailed report on the study tour.

4.2.26 Other innovative activities

i)   Webinar, seminar, workshop

Being a profound professional teacher education institution, the college conducted different webinars, and seminars relating to the professional development of the teachers. The student teachers get the chance to present the research papers in national and international seminars and webinars. It helps both the teacher educators and the student teachers to widen their knowledge and experience regarding the models and innovations in teaching.

ii)   Student camp

As part of the curriculum, the college also conducted 10 days community living camp in the college premise. The programmes scheduled for the community living camp are:

- ➢ SUPW activities
- Surveys
- Environmental visits
- Medical camps for the locality

- Training in yoga and meditation
- Classes on different topics related to life and profession

4.3   SWOC ANALYSIS OF THE INSTITUTION

i)   Strength

- More Experienced and qualified teachers
- College has a clear vision and mission.
- Resourceful teaching and learning process
- Effective Management
- Good infrastructural and instructional facilities
- Well-equipped library
- Well functioned clubs
- Promoting various skills of the student teachers
- Providing guidance and counseling
- Always focusing on the all-round development of the student teachers
- Research-oriented   teaching-learning process
- Research Centre facilities
- Effective placement of cell

ii)   Weakness

- Absence of updating the website
- Ineffective PTA
- Ineffective alumina

iii)   Opportunities

- Effective teaching strategies
- Opportunities for various co-curricular training
- Magazine publication
- Renowned faculty

iv)   Threats

- Heavy traffic road
- Modern technological advancements
- Quality depends on the motivation of the student teachers

4.4 PERSONAL REFLECTIONS ABOUT THE INSTITUTION

The cognitive process of self-reflection supports students to improve learning outcomes and fosters self-regulated learning. The respective college stands for highly motivated student teachers and their development. College gives equal importance to academic as well as co-curricular activities. So the college aims at the overall development of a student. According to me, St. Joseph College of Teacher Education for Women is a place of Wisdom, values, and great commitment. I felt really wondered about the teacher-student relationships. The teacher educators are very much approachable and helpful. I really felt wondered about the patience, care, and hard work of the teacher educators to mold motivated student teachers. The Principle of this institution is very supportive and renders all facilities for the effective functioning of the college. She is really a model as well as an inspiration to all teachers. The classrooms are very clean and tidy. The co-operation between the supporting staff is also excellent. The school management gives full support to the smooth functioning of this school.

4.5 MAJOR FINDINGS

> - The institution has qualified and well-experienced teachers
> - College has a clear vision and mission and goal
> - Effective Management with traditional experience in education
> - Good building and furniture facilities
> - Students-friendly infrastructural and instructional facilities
> - Well-equipped library
> - Well functioned clubs
> - Promoting various skills of the student teachers
> - Providing guidance and counseling
> - Always focusing on the all-round development of the student teachers
> - Research Centre facilities
> - Research-oriented teaching-learning process
> - Effective placement of cell

4.6 SUGGESTIONS

There is a need for providing techno-pedagogical skill-based training for all teachers.

> It is better to develop an efficient and effective PTA.

> Developing an alumina is also necessary to build connections between teachers and students.

4.7   Delimitation

> Due to practical reasons, the sample of the study had only one institution.

4.8   CONCLUSION

Institutional studies provide opportunities to enhance knowledge and understanding, promote teamwork and social skills, encourage independent learning, promote creativity and critical thinking, and provide a break from the monotony of classroom learning, and it is an exposure to new cultures and environments.   A teacher training program is a program that equips teachers with techniques and modern pedagogy strategies that helps them to better connect with, manage, and teach their students in a manner that ensures that all students are learning and benefitting. 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.   Teacher candidates are expected to understand students' ability levels, interests, and learning styles.   They should demonstrate instruction that reflects the diversity among all learners. 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.   The study revealed that the respective college stands for highly motivated student teachers and their development. College gives equal importance to academic as well as co-curricular activities.   So the college aims at the overall development of a student and the school management gives full support to the smooth functioning of this school.

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INTRODUCTION

Internship plays a pivotal role in the completion of professional courses. As such it is also included in teacher education courses. It provides direct experiences to trainees on various roles of a teacher including teaching and developing command over the subject. It also provides an opportunity to integrate the theoretical knowledge of strategies and methods and instructional aids to try out in the real-life situation. The internship is a process of training by which intern can develop their future job performance. It is essential to acquire proficiency in the job. Training that interns got during their internship improves knowledge and skills which helps their performance turns excellent. Graduate or postgraduate students who attend internships will definitely develop their personality. It provides a first-hand learning experience to the intern. It seeks to bring relatively permanent change in an intern that will improve his ability to perform on the job. Through internships, the knowledge and skills of interns for doing particular jobs will certainly increase. The main objective of the internship program is to achieve a desired change in the behaviour of a trainee. The internship is also called practical education. Through internship program intern acquire more knowledge of teaching and learn or sharpen the needed skills, attitudes, and values associated with efficient performance of their job. Internship helps to modify Knowledge and skills i.e. what students know, and how they will work. Thus Internship programmed is an act of imparting or improving or updating the knowledge and skills of a student which they learn in the form of theory. The Internship program is beneficial for both fresh candidates and government organizations. It provides an opportunity for fresh candidates to experience the working conditions and requirements of today's professional business environment. Hence, it can be said that it provides the student with a greater understanding of professional demands and qualifications. It permits them to understand the connection between theory and practice, thus it enhances the student's knowledge of his potential to reach the goals set for various professions (Dr. Saleha Parveen 2012).

The internship is one of the major and integral components of any professional course of study. An internship is a short-term experience in which we receive training and can build skills in a specific field or career area. The internship is the first footprint of the student in a professional career. During the whole phase of the internship, the student or a trainee who works in order to

gain experience in work is called an intern and the person who guides the whole phase is called a supervisor.

By using internships, students are provided with experience that will make them stronger. In addition to this, their work ethic will increase, and they will be confident in their abilities. Internships will also allow students to learn about time management, discipline, and effective communication skills.

An Internship is an integral part of the M.ED programme. The internship exposure is provided to the students in the 4th semester in B.Ed classes. The internship provides practical exposure to the theoretical aspects learned in the course and provides exposure to taste the bricks and parts of professional life. All B. Ed and M. Ed colleges and universities running these courses should provide internship exposure to the student. The internship provides practical exposure to the theoretical aspect studied in the course. It helps in the development of professional ethics and professional competencies within the future teacher.

1.1 DESCRIPTION OF THE INSTITUTION

St. Joseph College of Teacher Education for Women, Ernakulum is 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 of calm and serene ground and is a unique blend of old and new architectural styles. General discipline is scrupulously maintained and academic oriented culture is in place.

In an attempt to bring to fruition the dreams of its founder visionaries, the institution began with an initial intake capacity of 100 students with 4 options and then gradually the intake increased to 200 students and six optional and with the commencement of the 2 years B. Ed Programme the NCTE has sanctioned an intake of 2 units (100 students). In 2005 the college moved to a new trajectory of growth with the inclusion of the P.G. and Diploma in Elementary Teacher Education Courses. The M. Ed intake at present as sanctioned by the NCTE is 2 Units (50 students) and the D. Ed intake is also 2 Units (50 Students). The college functions in 2 blocks with Wi-Fi connectivity. The college has an effective administration to ensure its vision and mission. The Governing Body of the college consists of a team of CMC Sisters dedicated to the cause of Education. The Manager, the Principal, and their team look after the general administration of the college. The day-to-day affairs of the college are managed by the College Council which consists of the Principal and all faculty members. An active IQAC takes initiative and leadership in all academic matters of the institution.

The college plans a plethora of activities that are conducive to nurturing JOSEPHITES (Just, Obedient to the will of God, Socially committed, Evolving, Patriotic, Hardworking, and Inspiring Teachers who are also Enthusiastic Stewards of nature) and thus empowering her to be globally employable. We are keeping ourselves tuned to everyday developments in the general employment environment and effecting changes in our training strategy. Raising the employability quotient of the students is in our core agenda and we have devised a few programmes to enhance the confidence in our students. The multi-skill development programme (SKID), is meant to serve this goal. Multiple feedback systems, ICT-enabled teaching and learning, campus networking, remedial teaching, workshops, seminars, and invited lectures by

resource persons from DIET, DRG, SRG, and interactions with educationists both national and international help to update student teachers on the latest trends in methodology of teaching and learning. The diverse learning needs of the student teachers are catered to and they are equipped to identify and respond to the diverse learning needs of the learners. B.Ed. students are given training and practice in creating a blog, use of SMART Boards, production of improvised aids, the conduct of surveys, and projects, preparation of Psychological tests and tools, action research, case study, preparing and administration of Diagnostic tests and achievement tests, reflective practices, writing journal reviews, writing journal articles, preparing portfolios, etc. At the M.Ed. level students are trained in research through Dissertation and mini projects. They are also encouraged to participate in and present papers in seminars and workshops and to publish articles in 'Edufocus' the institutional journal.

Parallel to intellectual pursuits, the creation of a just society respecting individual dignity, nurturing secular values and religious harmony, and reaching out to the needy without any discrimination predicate our institutional ethos. The institution teaches constitutional values and civic responsibilities, through seminars and talks on the philosophy of our Nation, workshops and regular classes on value education, a celebration of days of national importance, and various activities of JIC (JOSEPHITES IN THE COMMUNITY) like outreach programmes, visits and case study on special schools, blood donation camps, free eye camps, distribution of dress and food packets to the needy, the basic human values and national values are inculcated in our student teachers. School Internship is arranged in 29 reputed schools in and around the city. A good cordial relationship is maintained with them and their expertise is made use of in the planning, implementation, and evaluation of the Induction and Internship programmes and also in evaluating the B. Ed programme. This college, the first college of teacher education in Kochi the Queen of the Arabian Sea has established in its chequeen history of over 6 decades a goodwill and reputation as a worthy center of Teacher Education. In 2010 the UGC recognized the meritorious services of the institution in the field of nation-building for more than half of a century. The race for excellence has no finishing point. The philosophy of continuous improvement and the concept of excellence have guided the college from the very beginning. We resolve to excel with a passion to grow into a center of excellence.

A group of eleven trainees was allotted to St. Joseph College of Teacher Education for Women Ernakulam, B.Ed. institution. The list of the trainees is mentioned below along with their optional subject.

Sl.No	Teacher Educates	Option
1.	Bilby Thomas	English
2.	Krishna T D	English
3.	Rinta V S	English
4.	Sajidha Meerasa B M	English
5.	Saniya Kurian	English
6.	Stephy Mendez	English
7.	Merin J Kaniyarakam	Mathematics
8.	Bivya Sukumar	Science
9.	Elsa Susan Kurian	Science
10.	Akhisha Antony	Social Science
11.	Deepa Dinesan	Social Science

The present document is a total record of all the work done by teacher educands during their Internship programme. The document includes the following reports.

Chapter 1   Introduction

Chapter 2   Institutional Case Study

Chapter 3   Curriculum Analysis

Chapter 4   Unit Plans

CHAPTER - 3

CURRICULUM ANALYSIS

3.1   INTRODUCTION

Stemming from the Latin verb "currere" meaning to run, the noun curriculum verbally translates as "racecourse." Historically, the word curriculum has been used to describe the subjects taught during the classical period of Greek civilization.   The curriculum ensures that each school is teaching students relevant material and monitoring the progress of students from all types of backgrounds.   school curriculum informs teachers what skills must be taught at each grade to ultimately prepare students for the next level.   The principles of the curriculum are norms, values, moralities, and philosophies that will benefit teachers, students, and the whole education system. The curriculum and instructional strategy are essential components of imparting knowledge to students.   Franklin Bobbitt is the founder of modern curriculum theory.   There is a generally supported saying that Bobbitt's theory went through two stages, the first focused on social efficiency with a mechanical and behavioural approach, and the second a more progressive approach, caring for the living experience of pupils.

Curriculum analysis is necessary by virtue of its centrality to two important tasks performed by teachers and administrators: curriculum selection and curriculum adaptation. When selecting or adapting a curriculum for use in a particular classroom, school, or school district, it is important to determine whether or not it is appropriate for the situation. This determination is not limited to an analysis of such matters as the reading difficulty, the quality of the graphics, the factual accuracy of the content, or the amount of math required. This examination also requires the ability to determine the extent to which the assumptions underlying the curriculum are valid for the particular class, school, or district. These assumptions consist of implicit beliefs about the central purposes of education, about the intended audience and the way people learn, about the teachers and the best ways to teach, about the subject matter and how it should be organized, and about the community and what it values. An understanding of these sorts of beliefs is at the heart of reflective eclecticism. Uncovering these sorts of beliefs requires probing beneath the surface of the document, reading between the lines, and making inferences on the basis of scattered evidence.

Just as curriculum means different things to different people; curriculum analysis means different things to different people. curriculum analysis involves unpacking the curriculum in

order to understand the plan.ie unpacks a curriculum into its component parts (e.g. learning, teaching, knowledge, society, resources); evaluates how the parts fit together, say in terms of focus and coherence; checks underlying beliefs and assumptions; and seeks justification for curriculum choices and assumptions.

NEED AND SIGNIFICANCE

The future of society is shaped in our classrooms. Each child should get the opportunity for comprehensive growth and the development of aptitudes. School is the place, where the perceptions of making society dynamic and making social interventions more humane, nature friendly, and progressive are shaped. Support, recognition, and encouragement should be made available to each child from the school so as to enable them to 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 a 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 the most effective manner.

Teacher Education is broad and comprehensive. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the changing society, teacher education has to keep abreast of recent developments and trends. India has made considerable progress in school education since independence with reference to overall literacy, infrastructure, and universal access and enrolment in schools. The country has to address the need of supplying well-qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing. The student teacher has to critically examine the conditions of the school, reflect, and have the potential to perform the desired role even in conditions of scarcity and deficiency of various kinds which a large number of schools face in our country. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity, and teacher motivation.

It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving educational goals.

The student teacher has not only to re-organize his/her understanding of the subject specialization learned previously, but also has to be well equipped with the essentials of pedagogy, competencies, and skills required to create a conducive learning environment in schools for each and every learner. The two-year B.Ed. programme aims at the complete development of the student teacher particularly in knowledge and skills, in individual care of the learner, and also in methods and evaluation designed to facilitate learning. Over the last two decades, the issue of curriculum renewal and extended duration of secondary-stage teacher education has received serious attention. In the process of constructing a curriculum for two years B.Ed. programme by the Board of Studies in Education (UG) they received inputs from educationists and experts in teacher education of long-standing experience. 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. A framework was formulated in the workshop conducted from 4th-7th May 2015. The draft curriculum was developed based on the ideas generated in a series of intensive deliberation by the members of the board of studies, eminent scholars, and teacher educators. The new concerns of the school curriculum and the expected transactional modalities have been emphasized in designing this framework. Issues related to inclusive education, perspectives for equitable and sustainable development, gender perspectives, ICT as well as e-learning become the center-stage in the framework. Transaction of the curriculum and evaluation of the developing teacher determine the extent to which the ideas conceptualized are put into practice. The framework is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centres not only of research but also of practical experiments directed to the improvement of education methods and curricula. Group reflection, critical thinking, and meaning-making have been encouraged. The maturity of student teachers has been kept in mind while visualizing modes of learning engagements, instead of continuous teacher monitoring and giving greater autonomy to learners.

CURRICULUM VISION

Enrichment of the new generation of teachers with values and life skills, equips them to be professionally competent, adaptable, and socially committed to meet the challenges of tomorrow and to become the transmitters, inspirers, and promoters of children's eternal quest for knowledge

The Vision Highlights

- Facing the challenges of Education in the modern world.

- Development of Teacher Competence, Sensitivity, and Teacher Motivation.

- Laying importance on professional preparation.

- Making conformity with the values enshrined in the constitution.

- Moulding teachers to be technologically competent.

- Knowing of ICT-enabled curriculum and e-learning.

- Realizing the importance of inclusive education and gender issues.

- Imbibing Yoga, Health, and Physical Education for future lifestyles.

- Knowing about 'nature' and measures for environmental sustainability.

- Nurturing children's creativity and aesthetic sensibilities.

- Realizing the importance of evidence-based performance assessment.

- Experiencing life skill training.

GENERAL OBJECTIVES

Structuring of the curriculum for two years B Ed programme is designed to enable

the student teacher to:

1. uphold the value system based on the cultural, social, political, and moral bases of

Indian society.

2. identify and solve the prevalent major social and environmental issues /

challenges and equip the classroom learner to face those challenges.

3. develop teacher competence, sensitivity, and teacher motivation.

4. get ready for professional preparation.

5. become technologically competent and realize the importance of ICT and learning.

6. apply the theoretical and practical information to get a holistic understanding

of the importance of nurturing positive attitudes, skills, and healthy behavior

for living in the present and future.

7. imbibe the aptitude for understanding the principles and practices related to the

varied psychological, sociological, and philosophical areas to facilitate productive

cognition.

8. focus on communicative English which will help the student teachers to

communicate well in diverse settings and groups.

9. conceptualize different formal and informal evidence-based performance

assessment strategies and develop the ability to evaluate the continuous intellectual,

social and physical development of the learners.

10. enhance drama and art education to nurture children's creativity and aesthetic

sensibilities.

11. enhance critical thinking skills through strategies that encourage a precise

approach to inquiry, collaboration, and active participation in the classrooms.

12. acquire the right attitude with qualitative commitment using multiple levels of tools and techniques.

ANALYSIS OF B.Ed. CURRICULUMS

CURRICULUM DESIGN OF TWO YEAR B.Ed. PROGRAMME

The Board of Studies in Education (U.G.) proposed the Curriculum Design of Two Year B.Ed. programme in tune with the guidelines of NCFTE (2009), NCTE (2014), and NCERT. The restructured programme shall be implemented with effect from 2015-17 academic year. The layout of the new programme is conceived as comprising of three broader areas as follows:

A.PERSPECTIVES IN EDUCATION - Learner Studies, Contemporary Studies, Educational Studies

B.CURRICULUM AND PEDAGOGIC STUDIES - Curriculum Studies and Pedagogic Studies

C. ENGAGEMENT WITH THE FIELD - Professional capacities, Teacher sensibilities and skills. (School Internship)

I.   PROGRAMME FRAMEWORK

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credit
I	100	600	440	160	22	8	600	30
II	100	600	380	220	19	11	600	30
III	100	600	60	540	3	27	600	30
IV	100	600	260	340	13	17	600	30
Total	400	2400	1140	1260	57	63	2400	120

II.   COURSE STRUCTURE OF THE PROGRAMME
A. Theory Courses :

Courses	Sem I	Sem II	Sem III	Sem IV
Core Courses	EDU 101 EDU 102 EDU 103	EDU 201 EDU 202 EDU 203		EDU 401 EDU 402
Pedagogic Courses	EDU 104 EDU 105	EDU 204 EDU 205	------	EDU 403
Associate Courses	EDU 106	----	EDU 301	

B. Engagement with the field (Practical): Comprised of College Based, School Based, and Community-Based Practicals

Courses	Semester I	Semester II	Semester III	Semester IV
Core-EPC1,EPC2,EPC3,EPC4	EDU 107.1	EDU 206.1	EDU 302.1	EDU 404.1
Pedagogic-EPC1,EPC2EPC3,EPC4	EDU 107.2	EDU 206.2	EDU 302.2	EDU 404.2
Health & Physical Education, EPC4	EDU 107.3	EDU 206.3	EDU 302.3	EDU 404.3
Drama and Art in Education-EPC2	EDU 107.4	EDU 206.4	EDU 302.4	EDU 404.4
Communicative English-EPC 1	------	------	-------	EDU 404.5

NB: EPC-Enhancing Professional Capacities

- EPC 1-Reading and Reflecting on Texts

- EPC 2-Drama and Art in Education

- EPC 3-Critical Understanding of ICT

- EPC 4-   Understanding the Self

III.SEMESTER WISE PROGRAMME FRAME

Semester 1

Category	Course Code	Course Name	Instructional Hours	Marks			Credit
				External	**Internal**	**Total**	
Theory	Core EDU101	Contemporary India and Education	100	80	20	100	5
	Core EDU102	Childhood and Growing Up	100	80	20	100	5
	Core EDU103	Development and Resources in Educational Technology	60	50	10	60	3
	Pedagogic EDU104	Understanding the Discipline of ----- Education	60	50	10	60	3
	Pedagogic EDU105	Learning to function as…..teacher	60	50	10	60	3

Category	Course Code	Course Name	Instructional Hours	External	Internal	Total	Credit
	Associate- EDU 106	Elective	60	50	10	60	3
Practical/ Engagement with the field	EDU 107.1	Core- **EPC1, EPC2, EPC3, EPC4**	40	--	40	40	2
	EDU 107.2	Pedagogic-**EPC1, EPC2, EPC3, EPC4**	80	--	80	80	4
	EDU 107.3	Health& Physical Education-**EPC4**	20	--	20	20	1
	EDU 107.4	Drama and Art in Education- **EPC2**	20	--	20	20	1
Semester Total			**600**	**360**	**240**	**600**	**30**

Semester II

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	**Internal**	**Total**	
Theory	Core EDU201	Knowledge and Curriculum	100	80	20	100	5
	Core EDU202	Learning and Teaching	100	80	20	100	5
	Core EDU203	Assessment for learning	60	50	10	60	3
	Pedagogic EDU204	Pedagogical Dimensions of… ……	60	50	10	60	3
	Pedagogic EDU205	Curriculum and Resource Development in….Education	60	50	10	60	3
Practical/ Engagement with the field (Includes School Internship-Phase I)	EDU206.1	Core- **EPC1,EPC2,EPC3,EPC4**	80	--	80	80	4
	EDU206.2	Pedagogic- **EPC1,EPC2, EPC3,EPC4**	100	--	100	100	5
	EDU206.3	Health& Physical Education- **EPC4**	20	--	20	20	1
	EDU206.4	Drama and Art in Education- **EPC2**	20	--	20	20	1
Semester Total			**600**	**310**	**290**	**600**	**30**

Semester III

Category	Course Code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	EDU 301	Language Across the Curriculum	60	50	10	60	3
Practical/ Engagement with the field(Includes School Internship- Phase II)	EDU302.1	Core- **EPC1,EPC2,EPC3,EPC4**	80		80	80	4
	EDU302.2	Pedagogic- **EPC1,EPC2, EPC3,EPC4,**	360		360	360	18
	EDU302.3	Health& Physical Education,**EPC4**	40		40	40	2
	EDU302.4	Drama and Art in Education-**EPC2**	20		20	20	1
		Viva-voce	40	40	----	40	2
Semester Total			**600**	**90**	**510**	**600**	**30**

Semester IV

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU401	Gender, School and Society	100	80	20	100	5
	Core EDU402	Personality Dynamics in Education	100	80	20	100	5
	Pedagogic EDU403	Professional Development of….. Teacher	60	50	10	60	3
Practical/ Engagement with the field	EDU404.1	Core- **EPC1,EPC2, EPC3,EPC4**	140	--	140	140	7
	EDU404.2	Pedagogic- **EPC1,EPC2, EPC3,EPC4,**	120	--	120	120	6
	EDU404.3	Health& Physical Education- **EPC4**.	20	--	20	20	1
	EDU404.4	Drama and Art in Education-**EPC2**	20	--	20	20	1
	EDU404.5	Communicative English- **EPC 1**	40		40	40	2
Semester Total			**600**	**210**	**390**	**600**	**30**
Programme Total			**2400**	**970**	**1430**	**2400**	**120**

IV. SCHEME OF ASSESSMENT

A . Internal evaluation of theory courses

a. Theory Courses with Credit 5

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	10	20
Practicum	1	10	

b. Theory Courses with Credit 3

Title	No. of Tasks @ course	Marks	Total marks
Internal Test	2	5	10
Practicum	1	5	

NB: A detailed report of the Practicum is to be prepared by each student teacher for each course.

B. External evaluation of Theory Courses

Semester 1

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 101	Contemporary India and Education	3	80	20	100
Core EDU 102	Childhood and Growing up	3	80	20	100
Core EDU 103	Development and Resources in Educational Technology	2	50	10	60
Pedagogic EDU 104	Understanding the Discipline of ----- Education	2	50	10	60
Pedagogic EDU 105	Learning to function as --------------- Teacher	2	50	10	60
Associate EDU 106	Elective	2	50	10	60

Semester II

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 201	Knowledge and Curriculum	3	80	20	100
Core EDU 202	Learning and Teaching	3	80	20	100
Core EDU 203	Assessment for Learning	2	50	10	60
Pedagogic EDU 204	Pedagogical Dimensions of ……Education	2	50	10	60
Pedagogic EDU 205	Curriculum and Resource Development in……Education	2	50	10	60

Semester III

Course code	Course title	Hours	External marks	Internal marks	Total marks
Associate Course EDU 301	Language Across the Curriculum	2 hours	50	10	60

Semester IV

Course code	Course name	Duration of examination-External (Hrs)	Marks		
			External	Internal	Total
Core EDU 401	Gender, School and Society	3	80	20	100
Core EDU 402	Personality Dynamics in Education	3	80	20	100
Pedagogic EDU 403	Professional Development of ....Teacher	2	50	10	60

C. Pattern of Questions

Form of questions	Number of questions		Total marks	
	Courses with Credit 5	Courses with Credit 3	Courses with Credit 5	Courses with Credit 3
Very short answer	10	10	10	10
Short answer	8/12	5/6	16	10
Short Essay/Problem Solving	6/9	5/7	24	20
Essay/Higher Order Thinking	2/4	1/2	30	10
Total	**35**	**25**	**80**	**50**

V. LIST OF COURSES

A.CORE COURSES

EDU 101 Contemporary India and Education

EDU 102 Childhood and Growing up

EDU 103 Development and Resources in Educational Technology

EDU 201 Knowledge and Curriculum

EDU 202 Learning and Teaching

EDU 203 Assessment for Learning

EDU301 Language Across the Curriculum

EDU401 Gender, School, and Society

EDU402 Personality Dynamics in Education

B. PEDAGOGIC COURSES

EDU 104.1 1 Understanding the Discipline of English Education

EDU 104.1 2 Understanding the Discipline of Malayalam Education

EDU 104.1 3 Understanding the Discipline of Hindi Education

EDU 104.1 4 Understanding the Discipline of Sanskrit Education

EDU 104.1 5 Understanding the Discipline of Arabic Education

EDU 104.1 6 Understanding the Discipline of Mathematics Education

EDU 104.1 7 Understanding the Discipline of Physical Science education

EDU 104.1 8 Understanding the Discipline of Natural Science Education

EDU 104.1 9 Understanding the Discipline of Social Science Education

EDU 104.20 Understanding the Discipline of Commerce Education

EDU 104.21 Understanding the Discipline of IT and Computer Science Education

EDU 105.11 Learning to function as English teacher

EDU 105.1 2 Learning to function as Malayalam teacher

EDU 105.1 3 Learning to function as Hindi teacher

EDU 105.1 4 Learning to function as Sanskrit teacher

EDU 105.15 Learning to function as Arabic teacher

EDU 105.1 6 Learning to function as Mathematics teacher

EDU 105.1 7 Learning to function as Physical Science teacher

EDU 105.1 8 Learning to function as Natural Science teacher

EDU 105.1 9 Learning to function as Social Science teacher

EDU 105.20 Learning to function as Commerce teacher

EDU 105.21 Learning to function as IT and Computer Science teacher

EDU 204.11 Pedagogical Dimensions of English

EDU 204.12 Pedagogical Dimensions of Malayalam

EDU 204.13 Pedagogical Dimensions of Hindi

EDU 204.14 Pedagogical Dimensions of Sanskrit

EDU 204.15 Pedagogical Dimensions of Arabic

EDU 204.16 Pedagogical Dimensions of Mathematics

EDU 204.17 Pedagogical Dimensions of Physical Science

EDU 204.18 Pedagogical Dimensions of Natural Science

EDU 204.19 Pedagogical Dimensions of Social Science

EDU 204.20 Pedagogical Dimensions of Commerce

EDU 204.21 Pedagogical Dimensions of IT and Computer Science

EDU 205.11 Curriculum and Resource Development in English Education

EDU 205.12 Curriculum and Resource Development in Malayalam Education

EDU 205.13 Curriculum and Resource Development in Hindi Education

EDU 205.14 Curriculum and Resource Development in Sanskrit Education

EDU 205.15 Curriculum and Resource Development in Arabic Education

EDU 205.16 Curriculum and Resource Development in Mathematics

Education

EDU 205.17 Curriculum and Resource Development in Physical Science

Education

EDU 205.18 Curriculum and Resource Development in Natural Science

Education

EDU 205.19 Curriculum and Resource Development in Social Science

Education

EDU 205.20 Curriculum and Resource Development in Commerce Education

EDU 205.21 Curriculum and Resource Development in IT and Computer

Science Education

EDU 403.11 Professional Development of an English teacher

EDU 403.12 Professional Development of Malayalam teacher

EDU 403.13 Professional Development of Hindi teacher

EDU 403.14 Professional Development of Sanskrit teacher

EDU 403.15 Professional Development of Arabic teacher

EDU 403.16 Professional Development of Mathematics teacher

EDU 403.17 Professional Development of Physical Science teacher

EDU 403.18 Professional Development of Natural Science teacher

EDU 403.19 Professional Development of Social Science teacher

EDU 403.20 Professional Development of Commerce teacher

EDU 403.21 Professional Development of IT and Computer Science teacher

C. ASSOCIATE COURSE -ELECTIVE

EDU 106.11 Health and Physical Education

EDU 106.12 Guidance and Counselling

EDU 106.13 Elementary Education

EDU 106.14 Environmental Education

EDU 106.15 Special Education

VI . PROCEDURE OF ASSESSMENT

The performance of student teachers shall be evaluated by both external and internal assessment mechanisms. A student-teacher portfolio showcasing all practicals and practicum and its internal assessment shall be maintained by every student teacher. It shall be duly signed by the course coordinator, college coordinator, and principal and shall be made available for verification. A separate certificate for the Competency Profile together with a college-certified digital copy of the best class presented by the student teacher shall be given to him/her along with the University Certificate.

Competency Profile shall be prepared by the institution. The following competencies

may be considered for preparing competency profile.

• Knowledge management

• Communication

• Instructional Designing

• Class room Management

• Instructional Management

- Student Assessment

- Student Diagnosis

- Professionalism

A. EXTERNAL EVALUATION:

i. External evaluation of all theory courses shall be done by End Semester Examinations conducted by the university.

ii. External evaluation of practical courses in the III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I and II semesters. The present practice of appointing Zonal Examination Boards on the basis of existing norms shall be continued. In addition, each Zonal Examination Board shall have one expert from the stream of core or associate courses. The examination board of the IV semester shall comprise of the Zonal chairperson and one expert from the stream of Core or Pedagogic courses. The examination board of the III semester shall comprise of the Zonal chairperson and experts from the stream of Pedagogic Courses and Health and Physical Education. The examination board shall evaluate the teaching competence of each student teacher by observing the classroom teaching in the III semester. The examination board shall evaluate all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters. The standardization process of internal assessment shall be done by estimating the average of internal and external assessment marks assigned by the Institution and External Board respectively. The institution shall hand over the internal assessment marks only to the Zonal Chairperson/Coordinating Chairperson. It is the duty of the Zonal Chairperson to compile the internal assessment and external assessment marks. If there exists a difference of 20% or above between internal and external assessment, a third evaluation by the Zonal chairperson shall be done. The decision of the Zonal chairperson shall be the final. If any discrepancies are observed in the matter of documental evidence, it shall be reported to the University. A minimum of 16 school students are to be present for conducting classes for practical examination.

B. INTERNAL EVALUATION

i. Internal evaluation of theory courses shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course. The detailed report of internal assessment shall be maintained in the college and shall be produced if needed.

ii. Internal evaluation of practical courses shall be done by means of appropriate instruments and suitable criteria designed and developed by teacher educators or by means of standardized instruments. Details in this regard are given below:

SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU107.1	Core :	Survey on a social issue **(EDU 101)**	Community	Set criteria	Report of survey	10	40	2
		SUPW- Campus cleaning/Biofarming /Ecofriendly activities **(EDU 101)**	College	Set criteria	Report of proceedings	5		
		Psychology test-administration @ 1 tool (Institution shall take care to adopt different tools for different groups of student teachers) **(EDU 102)**	College	Set criteria	Report	5		
		Preparation and uploading of e-learning material in the blog@1 **(EDU 103)**	College	Set criteria	Report and material(hard and soft copy)	10		
	Core : (Associate: Elective)	Package for Awareness Class- Preparation and administration(on any theme of social relevance. Group or Individual) **(EDU 106)**	College	Set criteria	Package and Report	10		

EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Set criteria	record	10		
		Micro teaching class – 1 skill by each student	College	Peer observation Rating scale	Record and preferably Video record	10		
		Link Practice- lesson plan and class@ 1	College	Peer observation Rating scale	Record and preferably Video record	10		
		ICT enabled skills- Plan and class @ 1	College	Peer observation Rating scale	Record and preferably Video record	10	80	4
		Reflective Journal on micro teaching (Institution shall design a format or model for journaling)	College	Rubric	Reflective Journal	10		
		Project or Educational Survey @1 event	Community	Rubric	Report	30		
EDU107.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student	College	Task performance indicator	Record (Procedure of any two asanas)	10	20	1
		Survey on Health practices/issues (Group/Individual)	Community	Set criteria	Report	10		
EDU107.4	Drama and Art in Education(EPC2)	Theatre Practice Participation in Workshop/training	College	Task performance indicator	Report and script	10	20	1
		Designing and Performance of different art/ Creative writing @1	College	Set criteria	Report and product	5		
		SUPW: Handwork- Jewellery making, Embroidery, Painting and the like - Two products.	College	Set criteria	Report and Products	5		
Semester Total						**160**	**160**	**8**

SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTA-INED	MARK DISTR-IBUTION	TOTAL MARKS	CREDIT
EDU206.1	Core :	School Profile and practices (Shall include all the activities of the student support systems like P.T.A.,Alumni,various forums and Clubs, School Assembly and the like)(EDU 201)	School	Set criteria	Report	25	80	4
		Critical evaluation of time table/text book in any one of the schools . (EDU 201)	School	Set criteria	Report	5		
		Sociogram(EDU 202)	School	Set criteria	Report	10		
		Psychology test administration @1 (EDU 202)	School	Set criteria	Report	10		

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
		Learning disability survey/project (May be pertaining to any issue/challenge in the domain of learning disability) (EDU 202)	School/ Community	Set criteria	Report	20		
		Analysis of prevailing assessment practices (EDU 203)	School	Rubric	Report	10		
EDU206.2	Pedagogic :	Discussion lesson plans-5	College	Rating scale	Record	10	100	5
		Demonstration class observation -5 (classes shall be in different methods including ICT enabled class)	College	Rating scale	Record	10		
		Criticism Lesson Plans-5	College	Rating scale	Record	10		
		Criticism class and evaluation :Preferably Video recording of the class and evaluation @ 1	College	Set criteria	Record	10		
		Class room teaching during school induction@ 5 classes	School	Set criteria	Record and supervision diary	50		
		Reflective Journaling on school induction(Institution shall design a format or model for journaling)	College	Rubric	Reflective Journal	10		
EDU206.3	Health and Physical Education	Participation in 1 outdoor and 1 indoor / minor games.	College	Set criteria	Report	10	20	1
		Conduct sports meet	College	Set criteria	Record	10		

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
		(Awareness and participation in athletic events – running events, throwing events, jumping events)						
EDU206.4	Drama and Art in Education (EPC2)	Report on the Cultural Heritage of India.	Commun-ity	Rating scale	Record/Report	10	20	1
		Preparation of criteria for evaluating different art forms–Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2)	College	Set criteria	Record/Report	10		
Semester total						220	220	11

SEMESTER III

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU302.1	Core :	Value education class @2 (EDU 101, 201)	School	Rating scale	Report	10	80	4
		Action research @1 (EDU 203)	School	Set criteria	Report	20		
		Case study (EDU 202)	School	Set criteria	Record	20		
		Project on problems of learning –(Based on Psychological variable) (EDU 202)	School	Set criteria	Report	30		
EDU302.2	Pedagogic :	50 classes – Teaching competence	School	Set criteria	Supervision Diary	100	360	18
		50 lesson plans	School	Set criteria	Record	100		

		Lesson plan and Classes based onInnovative methods -teaching competence@5	School	Set criteria	Supervision Diary	40		
		Club/Forum activities	School	Rating scale	Report	10		
		Learning materials-Innovative charts and models @2 each (Institution shall conduct workshop for the preparation of the materials)	College	Set criteria	Report	20		
		Self Assessment Tool: Preparation and practice (Target group is school pupils)	School	Set criteria	Report	10		
		Peer evaluation of classes @ 2	School/College	Rating scale	Peer review report	10		
		Diagnostic test and Remedial Programme- Preparation and administration	School	Set criteria	Record	20		
		Achievement test and analysis and interpretation @ 1	School	Rating scale	Record	20		
		Unit plan and Unit test @ 1	School	Rating scale	Record	10		
		Reflective journaling on school internship(	School	Rubric	Reflective Journal	20		

		Institution shall design a format or model for journaling)						

EDU302.3	Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Rating scale	Record	15	40	2
		Health Education Lesson Plan and class@2	School	Rating scale	Record	10		
		Yoga Lesson Plan and Class@ 3	School	Rating scale	Record	15		
EDU302.4	Drama and Art in Education (EPC2)	Evaluate the Artistic talents of the students@2 forms	School	Rating scale	Record	10	20	1
		Class on different Art forms in India	School	Rating scale	Record	5		
		Organize an activity to conscientise aboutthe cultural heritage of India	School	Rating scale	Report	5		
	Viva-voce	Valedictory presentation and viva voce	College	Rubric	Student teacher portfolio and PowerPointPre sentation	30	40	2
		Documents verification	College	Set criteria	All documents as per student teacher portfolio	10		
Semester total						**540**	**540**	**27**

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SEMESTER IV

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	NAME OF TOOL FOR ASSESSMENT	DOCUMENTS TO BE MAINTAINED	MARK DISTRIBU TION	TOTAL MARKS	CREDIT
EDU404.1	Core	Community camp for minimum 5 days (**EDU 401**)	College /other premise	Set criteria	Report	50	140	7
		Documentary/short film presentation/project related to any social issue (**EDU 401**)	Community	Set criteria	Report and product	20		
		Study tour (**EDU 402**)	Community	Set criteria	Report	20		
		Extension Activities (Social Service) @2 (**EDU 402**)	Community	Set criteria	Report	50		
EDU404.2	Pedagogic	Developing vision and mission as a teacher- SWOT Analysis	College	Set criteria	Report	20	120	6
		Student Teacher Portfolio	College	Rubric	portfolio	20		
		Reflective journal presentation and discussion.(Entries made during all semesters shall be presented and discussed)	College	Rubric	Reflective journal and report	30		
		Educational journal review @1 each	College	Set criteria	Report	20		
		Preparation and Uploading of journal	College	Set criteria	Report and Article	30		
		article in the blog (Article may be based on the survey/ psychology test or any other activity undertaken by the student teachers)						
EDU404.3	Health and Physical Education	Credible Participation in games (major/minor) and sports -minimum 2 events	College	Set criteria	Report	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Set criteria	Record	10		
EDU404.4	Drama and Art in Education(EPC 2)	Organize a cultural event	College	Set criteria	Report	5	20	1
		Credible Participation in Art fest	College	Task performance indicator	Report	10		
		Script on Street Play /Educational Documentary/Film review	College	Task performance indicator	Report	5		
EDU404.5	Communicati ve English	Internal test – Oral /Written / Online	College	Set criteria	Test Result	20	40	
		Practical in accordance with the syllabus @ 2 items	College	Set criteria	Report	20		
	Semester total					340	340	17
	Programme total					1260	1260	63

VII. SCHOOL INTERNSHIP

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities teacher sensibilities and skills among the prospective teachers. In the first phase, there shall be four week of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. School internship shall be undertaken in the schools within the purview of 30 kilometers from the Institution and shall be with the concurrence of the institution.

VIII. SUPERVISION OF SCHOOL INTERNSHIP

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of one lesson during the first phase of the internship and three lessons (probably at the beginning, middle, and at end of Practice Teaching) during the second phase of the internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship. Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching.

IX. COMMUNITY LIVING CAMP/CITIZENSHIP TRAINING CAMP

The camp shall be organized with a view to sensitize the participants on 'Civic sense and social skills" prescribed in the Indian constitution and to be more aware of the rights and duties of a good citizen.

All the colleges have to organize a residential Community Living Camp/Citizenship Training Camp in a convenient location of their choice or in an institution for a minimum of 5 days. The major goals are:

i. developing social responsibility.

ii. imbibing social, moral, and cultural values.

iii. learning to plan and execute community service.

iv. learning to live together, sharing duties and responsibilities.

v. developing personal and social skills.

vi .practising democratic living and managing events.

vii. practicing division of labour, the dignity of labour, and community work.

A record mentioning all the activities has to be prepared and submitted by each Student-Teacher. Community Living Camp can be organized by the institution at their convenience in a convenient location or in the institution, keeping certain formalities and following a well-planned timetable.

Organization of the camp: Select a main theme related to Education, Society, Culture

and Environment for each year by each institution for the Community Camp.

Objectives should be framed on the basis of the theme and prepare a module for the

camp. The common objectives of the camp shall be in tune with the common goals of

the camp.

The programme suggested for community living camp:

1. Speeches on Social and Educational issues

2. Introduction of writers, actors, artists, film directors etc.

3. Visit social institutions to study their functioning

4. Visit culturally important places

5. Visit schools and residences of differentially abled children

6. Visit old age homes, orphanages, and hospitals

7. Social services like constructing roads and buildings

8. Taking part in cooking, serving, and cleaning

9. Experiencing life in a different community -   SES

Assessment of participation in Community Living Camp has to be done on the basis

of the Assessment Schedule prepared by the institution.   The schedule shall include the

following criteria viz.

1. Attendance

2. Active participation

3. Responsibility

4. Teamwork

5. Discipline

X. STUDY TOUR

It is a trip to a place of educational or historical importance.   The expected

outcome includes:

i. providing a platform for the student-teachers to learn and get acquainted

with the process of organizing /conducting a study tour/fieldwork.

ii. getting an understanding of the environment around.

A Report on the tour has to be prepared by all student-teachers.   The report should highlight the

objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits

derived from the tour, problems faced, and suggestions.   The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement, for a duration of a minimum of 3 working days.

CONCLUSION

Curricula are being continuously modernized to enhance/improve the quality of education in Kerala where public/general education has been traditionally strongly influential.   This is done through a timely revision of the content and transactional strategies on the basis of the analysis of the 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.   If this is not done, it will definitely lose the ability to effectively respond to social, educational, and vocational needs.   What Kerala requires in the future are teachers who are engaged in a continuous learning process capable of 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.

PHYSICAL AND ANCILLARY FACILITIES OF ST. MARY'S CGHS, ERNAKULAM: A CASE STUDY

INTRODUCTION

Education is "the socialization of the younger generation."   Hence, education may be broadly regarded as the way in which people learn to take part in the life of society in which they live. Education is the social process by which an individual learns the things necessary to fit into the social life of his society.   Secondary education is the education stage following primary education. The basic concepts taught in the primary section are utilized in the secondary section bearing the

concepts that the learners will be learning in their higher studies. Secondary education in India covers 2-3 years of academic study, including 8th, 9th, and 10th, consisting of 13-16 years of age.

Secondary education occupies a very strategic position in the educational pattern of the country. It is the link between primary education and higher education. Primary education is intended to provide minimum requirements for survival whereas secondary education enables an individual to become a full member of the complicated society. After independence, our country achieved a great remarkable change in the field of secondary education. The Government of India, Soon after the attainment of independence appointed a number of committees and commissions to review the system of secondary education. Secondary education helps students widen their knowledge and get an in-depth understanding of different topics and develop their skills, which in turn proves to be very important for them to succeed in further education and career eventually.

The various committees recommended certain suggestions for the improvement of secondary education both quantitatively and qualitatively. Tara Hand Committee in 1948 suggested the multipurpose type of secondary schools without discouraging the purpose of schools. The university education commission 1948-49 which was appointed under the chairmanship of Dr. S. Radhakrishnan, remarked that "our secondary education remains the weakest link in our educational machinery and needs urgent reform." The landmark in the reconstruction of India's secondary education is the secondary education commission report 1952-53. The commission was appointed by the Government of India, on September 23, 1952, under the chairmanship of Dr. A. Lakshman swami Mudaliar to review the existing defects in secondary education and made some suggestions regarding the improvement of secondary education. Secondary school is when children learn to understand society and its many nuances, therefore this gives them a sense of empowerment and a feeling of unity in their endeavours. There are many studies across the world that state how children who attend secondary school benefit in health outcomes. Each additional year of education decreases the average fatal rate by 8.4%, especially in lower and middle-income countries across the world. According to one of the studies undertaken to understand the impact of education on health, it was noted that every extra year of secondary

education was associated with a 24.5% and 43.1% reduction in young citizens being infected by the deadly HIV.

A diverse environment like a secondary school can expose children to different cultures and enable them to make better decisions keeping in mind their roles and responsibilities as individuals of society. Secondary education teaches teenagers the difference between what is right and wrong and how their decisions may drastically affect their lives forever.   Education of young citizens decreases overall arrests by 11% for every extra year a student educates himself.   Considering the amount of benefits a child can gain through secondary school education, parents should therefore ensure that children are given the opportunity to attend a school that emphasizes a wholesome learning approach rather than the traditional bookish method. Even government-run schools are now understanding how holistic education can benefit and improve the educational journey of every child. There are schemes like the Samagra Shiksha Scheme which helps teachers and students work together to create positive outcomes for all. Secondary education is a crucial part of a student's learning years, and no child should be denied this opportunity for self - development which in turn can develop society and the economy at large.

Aims and Objectives of Secondary Education:

Various committees have given their valuable suggestions regarding the aim and objectives of secondary education after independence.

Aims of secondary education according to the secondary education commission (1952-53):

1. To bring all round development among the learner.

2. To train the young mass of the country to be good citizens who will be competent to play their part effectively in the social and economic development of the country.

3. To promote social virtues, intellectual development, and practical skills of students.

4. To Train the character of students to enable them to participate creatively as citizens in the emerging social order.

5. To improve the practical and vocational efficiency of the students.

6. To develop a scientific attitude of mind to think objectively.

7. To inculcate the qualities necessary for living harmoniously and efficiently with one's fellowmen.

8. To develop artistic and cultural interests which are essential for self-expression and development of all round personality of pupils.

Objectives of secondary education according to Indian Education Commission (1964-66):

1. The main objective is "national reconstruction by raising the standard of living of our people."

2. The education is to meet the needs of a modernizing democratic and socialistic society.

3. It would promote productivity.

4. It would strengthen social and national integration.

5. It would consolidate democracy to adopt as a way of life.

6. It would accelerate the pace of modernization.

7. It would enable students to participate in productive work in school, home, workshop, form and factory etc.

8. It would develop social, moral, and spiritual values among the students.

As per the recommendations of the Indian Education Commission, education was reconstructed for the economic and cultural development of the country. Importance was given to the qualitative development of secondary education by relating education to the real-life situations of the students. The NPE, 1986, and the Revised NPE, 1992 and 2020 have discussed the aims and objectives of education in general out of which some are relevant to secondary education.

They are as follows:

1. Secondary education is meant essentially for all-round development, material and spiritual.

2. It develops manpower for different levels of the economy, ultimately promoting self-reliance.

3. It develops a sense of good citizenship among the learners.

4. It would inculcate democratic values, rights, and duties in a democratic setup among the students.

5. It would strengthen the "whole world as one family" view and motivates, the younger generations for international cooperation and peaceful co-existence.

6. It should provide equality of educational opportunity for all not only in access but also in the conditions for success.

7. It would inculcate in children scientific temper and independence of mind.

8. Minimum Levels of Learning (MLL) would be laid down and steps need by taken for fostering among students an understanding of a diverse cultural and social systems of the people.

9. It enables to develop physical health through physical education among the students.

Besides these, the secondary education should be based on a national curricular frame work which contains a common core along with other components that are flexible.

The common core would include the history of India's Freedom Movement the constitutional obligations and the other content essential to nature and national identity. Promotion of vocational efficiency should form an integral part of secondary education.

Secondary education is an important part of the Indian education system. It is the bridge that connects primary education with higher education. It is at this juncture a student decides what professional he did like to pursue as a career. The importance of Secondary Education in India aims for the all-around development of the student along with an understanding of the various vital branches of knowledge. It trains the student to become a good citizen and uplifts the democratic principle of the country. It inculcates the feeling of unity in diversity among the student and informs them how important they are for the social and economic development of the country.

Secondary education is important because it promotes rational development in the students through which they gain practical skills. It also strives to increase the practical efficiency of the students. It is worth noting that the aims and objectives of primary, secondary, and higher education vary. This is so because students in all the groups are of different ages and bear different emotional and mental growth. Secondary education prepares young people for the labour market and is especially certain among those who leave for a job just after secondary education. With a large number of young people passing through secondary education, a country's economic growth rate shifts from labour-intensive to knowledge-centric. Another vital reason for the importance of secondary education is that young women passing through this education system become better equipped in decision-making.

Secondary-level education in India comes after the primary education stage. It is the intermediate stage of education where the basic concepts taught in the primary section are explained in more detail to prepare the students for higher education or the job market. The duration of secondary

education in India is 2-3 years of academic study. This includes the 8th, 9th, and 10th standards for students from 13-16 years of age. However, the system can vary slightly between states where some consider 8th to 10th as part of secondary education while others limit it to only the 9th and the 10th standards. It is the stage where they gain a greater understanding of streams like arts, commerce, and science and the differences in the specific professions.

NEED AND SIGNIFICANCE OF STUDY

In teacher education, the effective use of teaching materials is crucial to accomplish its objectives as a professional stream. The Development of the teaching material component focuses on developing indigenous and contextually specific teaching material, in order to provide relevant and high-quality training. Developing teaching material and teaching aids is very important to the success of scientific and educational activities. According to the Goods Dictionary of Education, Teacher Education means - all the formal and non-formal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

In 1906, the programme 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. One important characteristics of democracy is that it requires an educated and enlightened society for its effective functioning. The government of India realizes that faster pace of socio-economic development, using modern means of production, transportation, and communication, cannot be achieved unless the common masses are able to benefit from scientific and technological advancement for which the prerequisite condition is that a common man should be enlightened enough to take advantage of new discoveries and inventions. In order to achieve this goal at least two conditions are to be met. First, education of reasonably good quality must be provided for all children in the age group 6-14 years. Second, the entire society must be made functionally literate for which program of liquidation of illiteracy among adults should be taken up on a priority basis. These two areas of development - compulsory education and full literacy, constitute the essence of Education for All (EFA). After achieving independence in 1947, provisions for the education of the masses were introduced in the constitution of India which was enforced on

January 26, 1950. The Article 45 of the constitution provided for free and compulsory education for all children in the age group of 6-14 years, which corresponds to primary education of eight years duration from class I to VIII. The Government of India has been making continuous efforts to achieve the goal of ensuring free and compulsory education for all eligible children since independence. The role of a teacher today is that of a friend, philosopher, and guide, while his prime responsibility rests in the restoration of the higher values of life among the present generation. Apart from parents, a teacher, whom a student regards as his 'torch-bearer' can teach him the way of life. The goal of an educator is to inspire students toward excellence while promoting learning as a lifelong process. The Educator has the responsibility of teaching this nation's greatest natural resource. Education is a process that helps in the achievement of a determined living for every individual in society. Educational arrangement acquires intricacy through a process of social change. Education in this respect is a process that helps the members of society to adapt to the constantly changing aspects of society.

The internship is an educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation, and time spent coaching extracurricular activities. Student-teacher interns follow the calendar of a school and work in partnership with members of the teaching staff. It supports socialization within the profession, stimulates the development of teaching-learning concepts, provides a protected field of experimentation, allows new perspectives, and enhances motivation to continue learning and reflecting. This would help them to choose, design, organize, and conduct meaningful classroom activities (Dr. Kirti Matliwala). With all these observations, we can say that internship plays a significant and prominent role in the course of teacher education. Hence the researcher felt the need to evaluate the impact of school internship programs and also try to find out whether the educational institutions provide adequate facilities to the students and the proper functioning of the same.

In modern society quality of education has a significant role. Quality of education depends on the physical and ancillary facilities of the school. This study is intended to find the facilities in a secondary school.

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STATEMENT OF THE PROBLEM

In teacher education, the effective use of teaching materials is crucial to accomplish its objectives as a professional stream. The Development of the teaching material component focuses on developing indigenous and contextually specific teaching material, in order to provide relevant and high-quality training. Developing teaching material and teaching aids is very important to the success of scientific and educational activities. The study on the facilities of secondary school is entitled **PHYSICAL AND ANCILLARY FACILITIES OF ST. MARY'S CGHS, ERNAKULAM: A CASE STUDY**

DEFINITION OF KEY TERMS

Physical facilities

Physical facilities mean the structure and interior surfaces of a lodging establishment including furnishings and accessories. (Law insider. 2021).

In the present study, the researcher operationally defined physical facilities as the infrastructural facilities in secondary schools.

Ancillary facility

An ancillary facility is a separate facility provided on a bilateral basis in multilateral structured financing for additional financing or hedging in place of all or part of the lender's unutilized revolving facility. (Pecunica. 2021)

In the present study, the researcher operationally defined ancillary facilities as the ancillary services rendered by a guidance counsellor, librarian, property custodian, office clerk, boy/girl Scout, etc.

OBJECTIVES OF THE STUDY

The objectives of the present study were

1. To assess the physical and ancillary facilities provided in the secondary school to meet the different needs of the student.

2. To study the various programmes offered in primary school to enhance the teaching-learning process.

3. To prepare a comprehensive report on the various school activities and provide constructive suggestions for institutional development.

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of related literature is as important as any other component of the research process. It includes the systematic identification, location, and analysis of documents that contain relevant information related to the problem taken for research. The review of related literature includes locating, reading, and evaluating the past as well as current documents of research followed by the planned investigation. The main objective of reviewing the literature is to identify and find out the work already done on the problem chosen by the researcher. Another significant motive of review is that it helps in the formation of research strategies, providing specific procedures and measuring instruments that have or have not been found to be productive, in investing in their subject. By becoming familiar with previous research interpretation of the results of the study also becomes easy which shows the path for future research.

The Review of related literature is a very important section that is a must for the completion of any research. Any research study includes a careful review of studies already done which is one of the major steps. The researcher should try to go through similar studies done on the subject which lead the researcher to lay a good foundation for his research. Initially, it seems to be time-consuming but it is a learning phase as it helps the researcher to enhance his knowledge and to know what has already been done on the subject chosen.

STUDIES RELATED TO PHYSICAL AND ANCILLARY FACILITIES

Chavan,R.(2017)conducted a study on internship programme is helpful to gain feedback about the classroom behaviour of student-teacher educators and 'got a chance to observe new teaching techniques, strategies, ideas & resources. M.Ed. internship programme was helpful to enrich student teacher educators with knowledge and experience of innovative teaching techniques like Brainstorming, activity-based learning, etc., and innovative evaluation techniques like story completing, puzzles, concept mapping, etc.

Nepal,B.(2016)published an article on Relationship Among School's Infrastructure Facilities, Learning Environment, And Student Outcomes. The present study analyzed the relationship between the condition of the school's infrastructure facilities, learning environment, and student outcomes. The data were collected from the respondents to know the measure of schools' practices; management, utilization, and planning of infrastructure facilities and its' effect on students' outcomes. This study was conducted between February to July 2014; a close-ended questionnaire was designed to expose the results. The sample size was taken proportionately from 3125 numbers of secondary schools. The selected districts were Sindhupalchok, Kavre, Makwanpur, Kathmandu, and Chitwan. From the universe, 40 schools were taken by using proportionate stratified random sampling. Respondents were taken equally from the community and institutional schools. Respondents i.e. 4 students and 4 teachers were selected from each school. As whole 320 respondents were selected from 40 schools. Analysis of data was done by using the SPSS version 20. The multi-regression test was applied to analyze the data.

Singh,R.&Sarkar,S.(2015) Does teaching quality matter? Students learning outcomes related to teaching quality in public and private primary schools in India. This paper investigates how teaching quality impacts students' outcomes in public and low-fee-charging private schools in India. Drawing on the Young Lives longitudinal study, students in private schools have a significantly higher mathematics scores than public schools. Across public and private schools, teacher's characteristics such as experience, gender, content knowledge, and general education qualifications do not have a significant influence on students' learning outcomes. The proximity of the teacher's residence to the school, the teacher's professional qualification and teacher's attitude towards schools and students, and teaching practices such as regular checking of books, emerge as important determinants of students' outcomes.

Lingam1,G.I & Lingam2,N.(2013)purpose of the study to determine teachers' perception of the availability and adequacy of resources for the provision of a richer learning and teaching experience to children in a rural Fijian primary school. Analysis of the data gathered from the teachers shows the school to be in dire need of such resources as textbooks, science materials, library books, sports equipment, and curriculum materials for creating stimulating opportunities

for children and teachers. The study findings have implications not only for the quality of schooling provided to children in rural areas but also for teachers' professional work and the funding criteria adopted by the principal stakeholder in funding small rural schools. The implications are likely to be relevant, too, for education provision in small schools located in remote rural areas of other jurisdictions, especially in developing contexts.

Ronald,H.&Karen,M.(2010)conducted a study Examining relationships among elementary schools' contexts, leadership, instructional practices, and added-year outcomes: a regression discontinuity approach, School Effectiveness and School Improvement Examining relationships among elementary schools' contexts, leadership, instructional practices, and added-year outcomes: a regression discontinuity approach. This study proposes and tests a multilevel structural model of school context, composition, and school leadership on school instructional practices and outcomes in elementary schools in a western state in the United States. We focus on direct and indirect relationships implied in our proposed model using an "added year of schooling" in reading and math as our primary school-level outcomes. Added-year effects, which result from a regression discontinuity design, represent a relatively new approach to describing how school factors influence outcomes. Our results suggest that net of context and composition factors, improvement-focused school leadership directly affected subsequent school instructional practices and, in turn, instructional practices affected added-year outcomes. We discuss the findings in terms of their theoretical and practical implications for conducting further educational effectiveness research.

STUDIES RELATED TO THE LEARNING PROCESS THROUGH INTERNSHIP PROGRAMMES.

Nimbalkar, S.J.(2015) in his research paper entitled '20 Weeks Internship: Opportunities, Challenges and Measures' proposed ways to conduct a healthy internship programme a) Orientation of all students b) provide internship handbook c) scholarship/stipend for the students d) appointment of teacher in charge/group leader e) arranging guest lecture f) Conduct interview at the end of the internship.

Stephens,G.E.(2011) conducted a study on Teacher internships can provide a viable option for ensuring teachers participate in this level of professional development. This article explores how CTE teacher internships, in occupationally related workplaces, can be used to satisfy the requirement. A review of related activities that incorporate Advisory Committees and Cooperative Education placements are discussed. The concept of work-based Teaching Teams that include academic teachers is also explored.

Matliwala,K.(2010) opined that the internship programme is very important in teacher education, so we should make it more fruitful through our serious efforts. It should not be for just the completion of a teacher education programme but it must be for making successful and effective teachers. We have to adopt certain strategies for quality improvement in the internship programme.

Yashpal Committee Report (1993) on learning without burden recommended that the emphasis in these programs should be on enabling the trainees to acquire the ability for self-learning and independent thinking.

Acharya Ram Murti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.

CONCLUSION

The study of related research helped the researcher to know the previous work carried out on the subject. The review of related research helped the researcher to understand that using modern technologies, and physical and ancillary facilities is helpful to enhance the teaching-learning process. The review of related research thus helped the researcher to understand the various aspects of the teaching-learning process and the importance of physical and ancillary facilities in primary schools.

METHODOLOGY

INTRODUCTION

The methodology is the systematic way to solve the research problem. The methodology describes the procedures for carrying out the study. The value of research rests in its methodology. A pre-planned and well-designed methodology will provide the researcher with a scientific and feasible plan for solving the problem under analysis. It will help the investigator to explore different trends in the field and adequately measure them so as to satisfy the requirement of investigation. The research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success. In this section, the investigator made an attempt to describe the design of the study which includes the method adopted, tools employed, description of tools, selection of the sample, data collection procedures, consolidation of data, and techniques used for the analysis of data.

Research is an unending search for knowledge and truth; it is an essential and powerful tool for any kind of development. For undertaking research, the researcher has to adopt proper methodology because good research depends on a sound and effective methodology. It provides the researcher with proper direction to plan and solve the research problem under study. The selection of the research method depends on the nature of the research problem and its objective. Research methodology is an integral part of any research. It is a way to solve the research problem systematically and scientifically. It involves all the steps that are adopted by the researcher while studying his or her research problem along with the logic behind them.

METHOD ADOPTED FOR THE STUDY

A case study is an intensive analysis of an individual unit (e.g., a person, group, or institution) stressing developmental factors in relation to the subject. Case studies may be descriptive or explanatory. Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that

is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame, an object within which the study is conducted, and which the case illuminates and explicates.

In the present study, the investigator adopted the *institutional case study* method to understand the physical and ancillary facilities of St. Mary's CGHS, Kovilvattom Road, Ernakulam.

POPULATION OF THE STUDY

The word 'population' or 'universe' denotes all that area or all those units of the investigation about which information is to be obtained. the well-specified and identifiable group is known as a population.

The population of the present study comprises all the primary schools Ernakulam district. According to the statistical handbook of Kerala, there are 707 schools in Ernakulam district.

THE SAMPLE OF THE STUDY

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of the population which is selected for the purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. In order to understand the physical and ancillary facilities of the institution the study relies exclusively on primary data and through a convenient sampling technique the investigator selected St. Mary's CGHS, Kovilvattom Road, Ernakulam.

as a sample for the study

TOOLS USED FOR THE STUDY

Tools are a significant component of any piece of research work. For the completion of the study, the researcher needs desired data and these data are possible to be collected from the field by making use of various tools. Therefore, the authenticity of data depends upon the

reliability and validity of the tools.   Hence the researcher needs to be careful about the selection of tools for his research work.   Tools are the devices that are used for the collection of desired information or data.   In any research work, a researcher requires to use any data-gathering tools according to the objective of his study or work.   There are different types of data-gathering tools and each tool is appropriate for the collection of certain types of information or data.   The researcher has to either select from existing available tools or has to construct his own.

 In the present study, in order to collect the primary data of the schools, the tools used were,

1. **Observation schedule for assessing the physical and ancillary facilities in the institution**

   The investigator adapted the tool developed by NCERT (2007)

2. **Interview schedule to conduct an interview with the headmistress**

   The investigator prepared an interview schedule to know the history and development history of the institution.

PROCEDURE

The present study was conducted in a secondary school. The investigator visited the school from 18th July to 25th July for the observation and interviewed the Headmistress, Teachers, and Non-teaching staff of the school to know the physical and ancillary facilities of St.   Mary's CGHS, Kovilvattom Road, Ernakulam.   The investigator established a rapport with the study samples and collected the necessary information.   For the effectiveness of data collection, the researcher used non-participant observation in the study.   The tool for the study is an observation schedule.   The information was kept confidential.   The data collected was consolidated and analyzed.
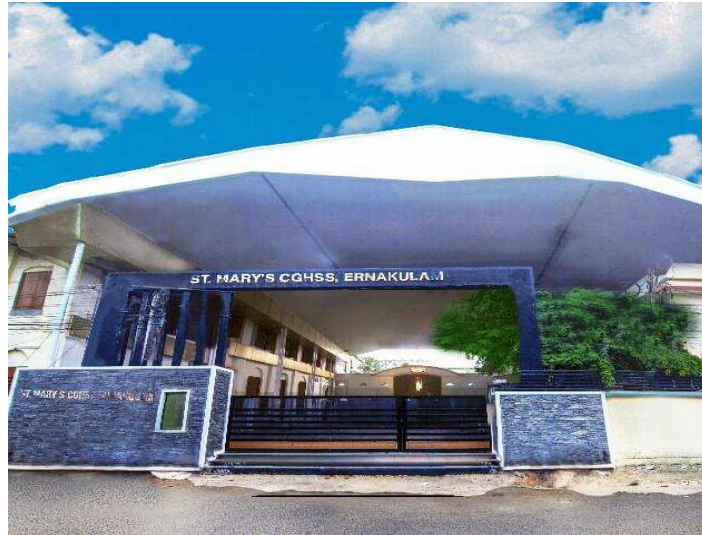
DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings.   Analysis of the data is an important aspect of any other component of research.   Research data became meaningful only when analyzed and interpreted Analysis involves breaking down the existing complex facts into simpler parts and putting together the parts in a new orderly way for the purpose of interpretation Therefore, analysis is the study of organized material in order to discover inherent

facts. Interpretation calls for careful, logical, and critical examination of the results obtained after analysis.

General Information

ST. MARY'S CGHSS ERNAKULAM was established in 1920 and it is managed by the private Aided. It is located in Urban area. It is located in ERNAKULAM block of ERNAKULAM district of Kerala. The school consists of Grades from 5 to 12. The school working time is from 8:45 to 3.00 pm. The medium of instruction is Malayalam and English.

History of the institution

As part of the internship programme at the primary level, I selected St. Mary's Convent L.P School, Kovilvattom Road, Ernakulam. It is an aided school located in Ernakulam, Ernakulam sub-district, Ernakulam education district, and Ernakulam district. L. P. School Ernakulam is located on Marker Road in the heart of Ernakulam, St. Mary's C. L. P. The school is located in Ward 64 of Cochin Corporation. The establishment is under the Ernakulam Province of the Carmelite Sannyasini Community of Kerala. Vimala Province Ernakulam is the oldest province of the CMC congregation. The mother house of CMC is present in this province at Koonammavu. The Congregation of the Mother of Carmel (CMC) the first indigenous congregation for women in India was founded on February 13, 1866, by Saint Kuriakose Elias Chavara the then Vicar General of Syrian Church of Kerala, and Rev, Fr. Leopold Beccaro OC, an Italian Carmelite

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missionary. CMC is a religious congregation that strives for the personal sanctity of its members and the redemptive upliftment of the people of God, especially of Women and children through various apostolic activities. The mother province Ernakulam gave birth to Pavanathma Province Kothamanagalam (1961), Pushparam Province Jalander (1986), and Mary Matha Province Angamaly (1987). Then it became CMC Vimala Province Ernakulam as it is now and it is a religious women's community in Ernakulam- Angamaly Archdiocese. Vimala's Mission houses are situated in Maharashtra and Delhi. Education, Medical Services, Social Services, etc: are the important ministries of Vimala province. According to the request of the President of the Ernakulam Archdiocese, Mar Louis Pareparambil, on December 9, 1919, the school principal F. S. Mr. Davies gave permission to start an English school and the school started in June 1920. In 1925 it became a Lower Secondary School. Mrs. A. Isaac was the first headmistress. A. Isaac and then Sister Kochuthresya headed this school. In 1934, it was upgraded to High School. After independence, the primary section became a Malayalam medium, with the exclusion of foreign elements, the exclusion of indigenous elements, and the introduction of KER. But due to the pressure of locals who understood the importance of learning English, private English medium classes were also conducted from 1961.

Thus Private English medium classes started in 1961. But in 1984, a new building was constructed at Pookaran Mukku and started working under the name Rani Matha E.M.L.P School. In 2003, in the new move of the government started English medium at the primary level again by shifting the private sector there under the name of the school. English medium is again working here. We are proud that most of the leaders, dignitaries, and industrialists who have studied in this town have been trained by this Sara Swati Temple. Since 2003, the English medium has been functioning as aided. The school celebrated its Golden Jubilee in 1970 and its Platinum Jubilee in 1995 and the Centennial Celebration was celebrated in 2020 with various events. It is a matter of pride that many great people who have studied at this Saraswati temple are holding high positions. The Provincial Superior of Vimala Province, Rev. Sr.Little Flower CMC is the Educational Manager in charge of the Educational Institutions. In 1934 it was upgraded as a high school and started the L.P, UP, and HS sections under the guidance of Rev. Sr.Terecitta. The

school was again set forth for another achievement as it was upgraded to Higher Secondary School in 2000.   It is one of the prestigious schools in Ernakulam and celebrated its centenary in 2020.

Rev.Mother Provincial Rani T.G CMC(Sr. Little Flower)

St.   Marys CGHSS is situated in the heart of Ernakulam district.   Fulfilling the long-cherished desire of Mar Louis Pazheparambil an Eng.   Medium L.P.School was started, aiming solely at the upliftment of the people in Ernakulam in June 1920 attached to St.   Marys Convent.

Rev. Sr. Pushpamma Antony CMC(Sr. Pavana)

Education Manager – Vimala Province

The school expanded its upper primary Section and also high school section in 1934 with the tireless efforts of Sr. Kochuthresia. In 1940 school boarding was started. The English Medium classes commenced in 1962 taking into consideration the need for English medium instruction.

സെന്റ് മേരീസ് സിജിഎച്ച്എസ്എസ് ശതാബ്ദി ആഘോഷം മന്ത്രി സി.രവീന്ദ്രനാഥ് ഉദ്ഘാടനം ചെയ്യുന്നു, ഗ്രേസി ബാബു ജേക്കബ്, സിസ്റ്റർ ശുഭ മരിയ, ടി.ജെ.വിനോദ് എംഎൽഎ, സിസ്റ്റർ ഗ്രേസ് തെരേസ്, ജോർജ് സക്കറിയ, ജസ്റ്റിസ് സി.എസ്.ഡയസ്, ഹൈബി ഈഡൻ എപി, സിസ്റ്റർ ലിയ, സിസ്റ്റർ സലീന, എൻ.എക്സ്.അൻസലാം എന്നിവർ സമീപം.

സെന്റ് മേരീസ് സ്കൂൾ ശതാബ്ദി ആഘോഷം

കൊച്ചി ● എറണാകുളം മാർ ക്കറ്റ് റോഡ് സെന്റ് മേരീസ് സ്കൂൾ ശതാബ്ദി ആഘോഷ നം ചെയ്തു. മന്ത്രി സി.രവീന്ദ്രനാഥ് ഉദ്ഘാട നം ചെയ്തു. ഹൈബി ഈഡൻ എംപി അധ്യക്ഷത വഹിച്ചു.

പുതിയ ലൈബ്രറി ടി.ജെ. വി നോദ് എംഎൽഎ ഉദ്ഘാടനം ചെയ്തു. ജസ്റ്റിസ് സി.എസ്. ഡയസ്, സിഎംസി വികാർ ജന റൽ സിസ്റ്റർ ഗ്രേസ് തെരേസ്, പ്രൊവിൻഷ്യൽ സുപ്പീരിയർ സി സ്റ്റർ ശുഭ മരിയ, നഗരസഭാ കൗൺസിലർ ഗ്രേസി ബാബു,

എജഒ എൻ.എക്സ്. ആൻസലം, സ്കൂൾ മാനേജർ സിസ്റ്റർ ലിയ, പ്രധാനാധ്യാപിക സിസ്റ്റർ ശാ ലീന, പിടിഎ പ്രസിഡന്റ് ജോർ ജ് സക്കറിയ, പ്രഫ. ജിക്സി ജോ സഫ്, സ്കൂൾ ലീഡർ സ്നേഹ ഷാജി എന്നിവർ പ്രസംഗിച്ചു.

സെന്റ് മേരീസ് കോൺവന്റ് ജിഎച്ച്എസ്എസ്

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■ ശതാബ്ദി ആഘോഷം എട്ടിന് മന്ത്രി സി. രവീന്ദ്രനാഥ് ഉദ്ഘാടനം ചെയ്യും

എറണാകുളം: സെന്റ് മേരീസ് സിജിഎച്ച്എസ്എസ് സ്കൂൾ.

കൊച്ചി ● നഗരഹൃദയത്തിൽ സ്ഥിതിചെയ്യു ന്ന സെന്റ് മേരീസ് കോൺവന്റ് ഗേൾസ് ഹയർ സെക്കൻഡറി സ്കൂൾ നൂറിന്റെ നിറവിൽ. 1920ൽ ആണ് ആൺകുട്ടികൾക്കും പെൺ കുട്ടികൾക്കുമായി ഇംഗ്ലീഷ് മീഡിയം സ്കൂൾ ആരംഭിച്ചത്. എറണാകുളം രൂപതയുടെ അധ്യ ക്ഷനായിരുന്ന മാർ ലൂയിസ് പഴയപറമ്പിലാ ണു സ്കൂൾ സ്ഥാപിക്കാൻ മുൻകൈ എടു ത്ത്. 1919ൽ സ്കൂൾ തുടങ്ങാൻ അനുമതി ലഭിച്ചു. 1920ന് എൽപി സ്കൂളിനു തറക്കല്ലി ട്ടു. ആ വർഷം ജൂണിൽ അധ്യയനം ആരംഭി ച്ചു. 1934ൽ ഹൈസ്കൂളായി ഉയർന്നു. മിസിസ് എ.എ. ഐസക്, സിസ്റ്റർ കൊച്ചുത്രേസു എന്നിവരായിരുന്നു ആദ്യ കാലത്തു സ്കൂളി ന്റെ ഭരണാധികാരികൾ. 1930ൽ നിർധനരായ പെൺകുട്ടികളുടെ സുരക്ഷിതത്വത്തിനും ക്ഷേ മത്തിനും ബാലികാരാമം സ്കൂളിനോടു ചേർന്ന് ആരംഭിച്ചു. 1940ൽ ബോർഡിങ് ആരംഭിച്ചു. 1945ൽ നഴ്സറി തുടങ്ങി. കേരള വിദ്യാഭ്യാസ ചട്ടം നിലവിൽ വന്നതോടെ ഇംഗ്ലീഷ് മീഡിയം മലയാള മീഡിയമാക്കി. എന്നാൽ ഇംഗ്ലീഷ് വി ദ്യാഭ്യാസത്തിൽ പ്രാധാന്യം മനസ്സിലാക്കി സമാന്തരമായി ഇംഗ്ലീഷ് മീഡിയം സ്കൂളും ആരംഭിച്ചു. 1945ൽ വിശുദ്ധ അൽഫോൻസാമ്മ യും 1963ൽ മദർ തെരേസയും സ്കൂൾ സന്ദർ ശിച്ചിട്ടുണ്ട്.

1987ൽ ഹെഡ്മിസ്ട്രസായിരുന്ന സിസ്റ്റർ

ടെസി മരിയയെ തേടി ദേശീയ അധ്യാപക പു രസ്കാരം എത്തി. 2000ൽ ഹയർ സെക്കൻഡ റിയായി. ഇപ്പോൾ ഓരോ ക്ലാസിനും 4 ഇംഗ്ലീഷ് മീഡിയവും ഒരു മലയാള മീഡിയവുമായി 5 ഡി വിഷനുകളുണ്ട്. ഏഴാം ക്ലാസ് വരെ ആൺകുട്ടി കൾക്കും പഠിക്കാം.

എസ്എസ്എൽസി പരീക്ഷയിൽ ഇവിട ത്തെ വിദ്യാർഥികൾ ഒട്ടേറെത്തവണ റാങ്ക് നേ ടിയിട്ടുണ്ട്. സംസ്ഥാന കലോത്സവത്തിൽ മി കച്ച നടികൾക്കുള്ള പുരസ്കാരം തുടർച്ചയായി മൂന്നുതവണ നേടിയ മുത്തുമണി സോമസുന്ദ രം ഉൾപ്പെടെയുള്ള പ്രമുഖർ പൂർവവിദ്യാർഥി കളാണ്.

കേരളത്തിൽ ഏറ്റവുമധികം ജൂത വിദ്യാർ

ഥികൾ പഠിച്ച സ്കൂളെന്ന പ്രത്യേകതയും സെ ന്റ് മേരീസിനുണ്ട്. എറണാകുളം മാർക്കറ്റിനോ ടു തൊട്ടടുത്തായിട്ടും സ്കൂളിലെ പഠനാന്തരീ ക്ഷത്തെ നഗരത്തിന്റെ തിരക്കുകൾ ബാധിച്ചി ട്ടില്ലെന്നു ഹെഡ്മിസ്ട്രസ് സിസ്റ്റർ ലീന മാ പറയുന്നു.

നിർധനരായ മൂന്നു കുടുംബങ്ങൾക്കു സ്കൂൾ മാനേജ്മെന്റും അധ്യാപകരും വിദ്യാർ ഥികളും ചേർന്ന് ശതാബ്ദിയോട് അനുബ ന്ധിച്ചു വീടു നിർമിച്ചു നൽകി. ഇപ്പോൾ 1870 വിദ്യാർഥികൾ സ്കൂളിൽ പഠിക്കുന്നുണ്ട്. 85 അധ്യാപകരും 10 അനധ്യാപകരുമുണ്ട്. എട്ടി നു വൈകിട്ടു 4 നു മന്ത്രി സി. രവീന്ദ്രനാഥ് ശതാ ബ്ദി ആഘോഷങ്ങൾ ഉദ്ഘാടനം ചെയ്യും.

St. Mary's Boardings

Mission of the school

"For the integral formation of students to lead a life deep-rooted faith in god, love and justice."
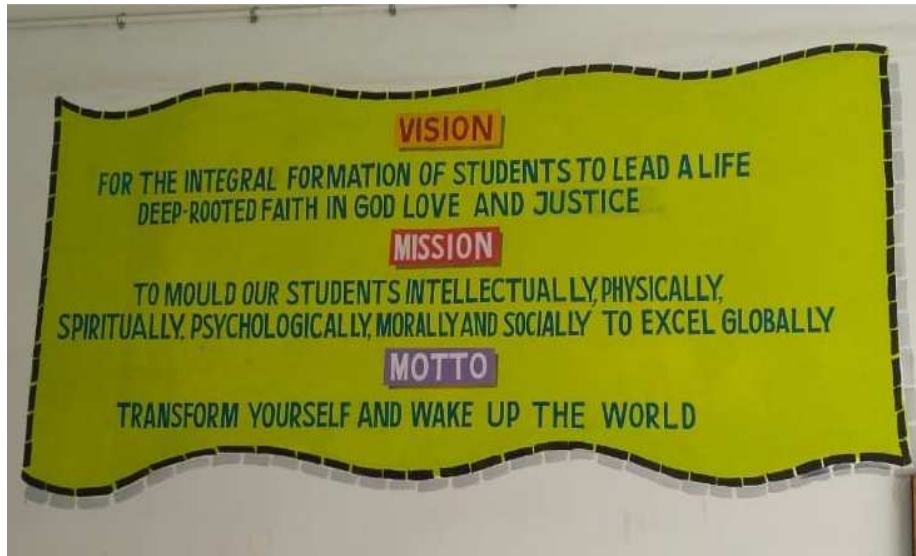
Vision of the school

"To mould our students in intellectually, physically, spiritually, psychologically, morally, and socially to excel globally.

The aim of the school

"Transform yourself and wake up the world."

School Building and Infrastructure Facilities

Office room   **Headmistress room**

The Headmistress Rev. Sr. LOVELY

Office room, staffrooms, and classrooms are environmentally friendly and the children and teachers nurture their plants.   It is to inspire students to move beyond theories and textbooks and concentrate solely on 'doing'. It is an environmental extra curriculum programme directed to subtly sensitize students toward fellow inhabitants of our planet and the environment through hands-on thought.

Classrooms

Euphrasia Hall

The school has enough building and furniture facilities.   There is a separate room for headmistress.   The school consist of 26 classrooms which are enabled by ICT.   The school has sufficient benches desks for teachers and students and enough shelves for storing records.

Library 1 &2

An academic library is a library that is attached to a higher education institution and serves two complementary purposes: to support the curriculum, and to support the students to maintain reading habits.   The library has a comprehensive collection of print resources on academic subjects and other story books, magazines, etc.   The resources are updated continuously to cater to the teaching of various subjects.

The school has two big library service practice.   Staff and Students can search through different subject books. The library has ample facilities and has many journals and books.   Books

are bar-coded and the issue and return of books are computerized.   The office is computerized and the library also has computer facilities.

Guidance and Counselling

The purpose of guidance and counselling is to develop the infinite potential of the young pupil by providing them with a number of structured activities in order to make them a physically, mentally, socially, spiritually, and emotionally strong and useful citizen of the nation.   Guides actively function at the wheel.   Through this organization, they achieve the purpose of helping young people with Tate butts' self-esteem, their, hang leadership skills, team building, outdoor activities, and education.   The member of the guides gathers every Thursday.   Guides members used to be part of volunteers during important functions of the school.   They also take part in campus cleaning and maintaining vegetable gardens.

Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them.   Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students.   Too often, counselors are not included in curriculum development efforts.

The roles of guidance and counseling programme are to bring about the maximum development and self-realization of human potential for the benefit of the individual and society.   Guidance is applicable to all aspects of human life i.e.   physical, mental, and vital.   emotional and spiritual and in all stages of development from infancy to old age.   The main objective is to help an individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment.   India is a democratic country.   The success of democracy depends on educated and enlightened individuals who shoulder the responsibilities of running the administration.

School Assembly

Prize Distribution in the Assembly

Principal's Brief Discourse

On certain occasions, the Headmistress gives a very brief discourse on things to be followed and general factors. Important assignments for the students are also declared at this time. In assembly the students who have achieved something in academics or extracurricular activities which gives motivation and a feeling of encouragement to the winners as well as other students to achieve more. This type of encouragement provides enthusiasm to achieve great academics in a day onwards.

School assembly is a gathering of all children and teachers in the school. School assembly is conducted in the school indoor ground. The common assembly will be on Wednesday and Friday and on other days the assembly will be in the respective classrooms. The classroom of the morning assembly is about 15 min. it includes a prayer song, pledge, news reading, thought for the day, brief discourse by the headmistress, a small prayer led by the headmistress, and ends with National Anthem.

The assembly is conducted in different languages which include Malayalam, English, and French. On Monday, Tuesday, and Friday in Malayalam. On Wednesday in English and on Thursday in French. Each week the assembly is conducted by the students of each class and guided by the respective class teachers.

Laboratories

Every school has laboratories where students can perform researches, experiments or even learn new things with the help of internet facility. This helps students to remember the studies in a better way by conducting their own experiments. It gives students first-hand experience and offers better opportunities for learning. A laboratory is not a contest whose object is to get the "right answer", but the purpose is to learn how to gain knowledge, how to observe and to learn the meaning of what happens.

Even though it provides a great experience in developing the necessary skills for study and research, it also helps in developing interactions between teacher-student and peer-to-peer, which helps them in experimentation, research, and exploration.

Science laboratory

School labs are a great place for students which help them enhance their learning by understanding the theoretical concepts of science which are taught in classrooms. Well-designed laboratories not only make science experiments fun but also help students in achieving good academic results.

Physics Lab

A Physics lab aids a student in establishing the relevance of the theory. It brings clarity in the mind of the students regarding the basic concept of the subject. Students understand the difference between theory and application. The physics laboratory helps a student in improvising their approach towards the subject.

Physics Lab

The school has a physics lab that equips the students to have hands-on experience. The flat-topped tables used as student workstations allow multiple arrangements and combinations for laboratory work and small-group activities. The equipment ranges from the commonly found lens, magnet, beam balance, spring balance, glass prism, etc.

Chemistry Lab

A chemistry lab is a place where experiments related to chemistry are conducted. They are usually set up at schools and universities to teach students the different types of chemical reactions, how chemicals interact with each other, and the energy involved in the same. Most chemistry labs at schools adhere to a certain pattern of setting up everything. This is to ensure uniformity and easy access to everything the students need while performing experiments on their own.

Chemistry Lab

Students start using the chemistry lab from class 6 onwards. The Lab is provided with devices like- Distillation unit, electronic weighing machine, Bunsen burners, beakers and flasks. The acids and other reactive chemicals are stored in separate locked cupboards as a further precautionary measure.

Biology Lab

Biology Laboratory in a high school is where one learns about different biological aspects of nature. Learners explore cells & tissues of plants and animals through a compound microscope, learn about the bones and body structure through Human Skelton, visualize important organs like

the heart through biological models & learn different organ systems through educational charts. Further, students also explore various species through preserved specimens kept in Glass jars.

Biology Lab

The school biology lab is well supplied with chemicals, and equipped abundantly with thermometers and other apparatus for students to carry out their experiments. The lab has permanent anatomical slides of plants. Through experiments, students are able to gain firsthand knowledge and appreciate various concepts of biology.

Computer Lab

A computer lab is a setup or space where an entire class full can be taught important concepts like how to use computers, or how to do coding, etc. The students are usually trained by a trained computer teacher. Teachers can also use the lab with their students to conduct research or create technology-based projects. The students enhance their technological skills within the school.

Donation from a charitable trust

The school has a computer lab to cater to students at various levels so that every student can keep abreast with IT enhanced learning programmes. They gain proficiency and dexterity in current technology with optimized supportive infrastructure with the latest hardware and software and a team of extremely competent staff. The school is committed to a progressive and evolving approach to ensure that students have the advantage of being familiar with up-to-date technology advances in IT-based educational initiatives. Some charitable trust donates laptops to school for the enhancement of IT skill in students.

Drinking Water & Sanitation

Children have rights to basic facilities such as school toilets, safe drinking water, clean surrounding and information on hygiene. The provision of water at schools is one of the 'highly effective practices in increasing access and learning outcomes'. In addition to the necessity of water to maintain personal and environmental hygiene, reducing student dehydration in schools has been associated with improved cognitive abilities.

Water Filter System

Sanitary facilities   **Newly Built Toilets**

The school provides pure drinking water with the help of filters placed at various locations in the
school building.   Provision of a tap system with adequate water supply is also available in an

accessible manner for all the students of the school. The school provides adequate toilet facilities with menstrual hygiene management facilities, private space for changing, and disposal facilities for menstrual waste.

Playground facilities

The school has playground facilities shared by both Higher Secondary and High School within the school premises. It is exclusively for school and it is in usable condition. All the training for physical education, physical training, yoga, and other similar activities are done by the teachers themselves. For the physical development of the students, the physical training (PT) period is allotted twice a week. During these periods, students can play the games in their own interest. Sports meet and other various competitions are conducted in the school. The school has a judo team and a women's football team. Playgrounds are safe spaces where kids develop crucial physical, social, emotional, and imaginative skills necessary to gain self-confidence, improve coordination, and advance critical thinking capabilities. Providing a proper playground is beneficial to keep the children fit and healthy. School playground equipment positively impacts children's emotional, social, physical, and mental growth. Various other advantages include increased self-esteem, critical thinking skills, and a strong immune system.

A playground is a place designed to provide an environment for children that facilitate play typically outdoors. St.Mary's LPS has an average level size of playground facilities within the school premises and it is in usable condition. It is shared by other sections like UP,HS, and HSS. The school has a child-friendly park for the LP section. Children with aptitude in sports are given special training.

Medical check-up

The school arrange monthly medical check-up for students as a part of "Souhrida" club.   The school provide vaccination to students by various health centres.   The keeps a well organized first

-Aid box.

First-Aid Box

Incentive Schemes

The school does not have a scheme of free textbooks in the years 2001-2002 as per item 28, which were textbooks supplied to students. The school has a mid-day meal scheme for secondary school students. The food is provided in the form of cooked meals. A cooked meal is provided for all children studying in higher secondary classes on all working days.

Staff details

The number of teaching staffs of higher secondary school are 38 and the number of non-teaching staff are 5. The school doesn't have programme of integrated Education for disabled Children (IEDC) but they admit such students. Such students are given training from externally trained teachers.

P.T.A

PTA stands for Parent Teacher Association, a school-based organization with a mission to make the school a better place for children to learn. Parents of students work together with teachers to volunteer in classes, raise money for school supplies, and generally support the school's efforts.

The best school is one where parents, teachers, and the school management have a shared vision and achieve it together. The school and parents are partners in child rearing and it's important to understand each other's roles. The PTA is not a body for collective bargaining or a grievance redressal forum. A proactive PTA gives appropriate feedback to the school management through the Principal, regarding the functioning of the school. There is a P.T.A functioning in the School. PTA in the school act as an important organization for supporting the programme of school

community relationship. There is a mother P.T.A. in the school. P.T.A. meetings are organized regularly in the school. Various activities initiated by the school are supported by P.T.A. and mother P.T.A. are Organizing awareness classes for parents and teachers, and organizing various training programmes for teachers. Holding parent-based discussions on topics relevant to the school, social occasions, and giving parents a voice within the school. Alumni are conducting reunion programs with old students. All the organizations are very much supportive of the welfare of the school.

CO-CURRICULAR ACTIVITIES

Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress, and character appeal to students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts, meditation, etc. . In today's highly competitive world, we have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge. That is where co-curricular activities play a very significant role. They help students get mental rest and also help them stay physically fit and healthy. Co-Curricular activities are compulsory activities that are important for every student to participate in. Co-curricular is designed and balanced with a curse that every student gets to learn beyond subjects. Co-curricular selves are me to bring seal skills, intellectual skills, moral values, personality progress, and character appeal in sales including statistics, cultural events, Library activities, science tab activities, team activities, creative arts, meditation, etc. The following areas are covered by co-curricular activities.

AESTHETIC DEVELOPMENT

All students will be a part of any of the items such as music, dance, arts, etc.   School is ensuring that nobody is devoid of chances to showcase their talents.   There were separate teachers for all the training.   Students also get a chance to take parting competitions at levels.

School Band

CITIZENSHIP TRAINING

Almost all the nationally important days are celebrated in their essence in the school. It is necessary to develop knowledge, skills, and understanding that pupils need to play a full part in a democratic society, as active and responsible citizens. Pupils are taught about democracy, politics, parliament, and voting.

CULTURAL DEVELOPMENT

The school cultural programmes aim to propagate the concept of national integration, the spirit of communal harmony, brotherhood, courage, and adventure amongst the youth by exhibiting their cultural prowess in a common platform. The School gives immense importance to the cultural development of students also. It is an open group where students interested in the various realms

of art can come and join to showcase their talents.   Teachers help the students in fostering their talents.   Youth festival, talents day helps the students to expose their talent.   Annual Day celebrations were conducted with the co-operation of P.T.A.

എച്ച്എസ് വിഭാഗം കഥകളി ഗ്രൂപ്പിൽ സംസ്ഥാന തലത്തിലേക്കു യോഗ്യത നേടിയ എറണാകുളം സെന്റ് മേരീസ് സിജിഎച്ച്എസ്എസ് സംഘം.

EMOTIONAL AND NATIONAL INTEGRATION

Education is the central force to develop emotional integration among all. The curriculum, methods, aims, objectives, etc. will provide guidelines to all teachers, educators, and students to integrate the fruits of education for national and emotional integration. The school conducts field trips to various places like old age homes, police stations, etc. to inculcate the values and develop life skills.

The school is also lent its hands to the welfare of disadvantaged students. BULBULS - Headed by Mrs. Honey Mathew Teacher. With the aim of inculcating national consciousness and service readiness, the children are prepared for activities in a way that makes the motto "but able will do" come true. The school conducts field trips to various places like old age homes, police stations, etc. to inculcate the values and develop life skills. The children were convinced that World Anti-Drug Day is being observed with the aim of sensitizing people against the social menace of drug addiction. Includes pictures and phrases containing anti-alcoholism wishes. Children made posters. Emotional and national integration refers to feeling oneness i.e. fellow feelings between different communities will have to be followed and narrow thinking will have to be abandoned.

St. Mary's CGHSS Ernakulam
അന്തർദേശീയ യോഗ ദിനം
ബുധൻ
ജൂൺ - 21 /2023
ക്ലാസ്സ് നയിക്കുന്നത്
ഡെൽഫി ഡേവിസ്
YOGA (യോഗ പരിശീലക)
ഇന്ത്യൻ ബുക്ക് ഓഫ്
റെക്കോഡ് ഹോൾഡർ

ലോക സംഗീത ദിനം

മരിയൻ മ്യൂസിക്
സംഗീത സപര്യ

LEISURE TIME UTILIZATION

The leisure time or free time that children can spend away from their everyday responsibilities to rest, relax and enjoy life. This school made arrangements for various leisure time activities. It includes reading, playing games, listening to music, TV watching, drawing and painting, and dancing.

'**Thanal Vayana**'

LITERARY ACTIVITIES

Literary activities are also conducted in the school. They are conducting various competitions for enhancing the literary skills of students. Teachers have actively engaged the students in their literary development. The language clubs organize various competitions like poetry writing, story writing, recitation, storytelling, elocution, extempore, essay writing, etc.

The best works of the students are being rewarded. This would encourage them to participate in more such competitions. Every year competitions are conducted at the school level to develop children's artistic and literary tastes and the winners participate in regional competitions and are awarded prizes.

The school and its children have got so many awards and prizes in co-curricular and academic activities.   There are various club activities like Maths Club, Malayalam Club, Film, Art Club, and Science Social Club in the school.   There is a separate room for extracurricular activities.

MORAL DEVELOPMENT ACTIVITIES

Involving students in community service, and giving them opportunities to reflect on their experiences, can also help to develop their values and identities as moral people.   Being a Christian institution they gave immense importance to prayer and there are moral science classes for children.

Prayer Area

PHYSICAL DEVELOPMENT

The school gives immense importance to sports and related activities.   As a part of physical education, the students actively participate in games, drills, etc.   Those who are interested in sports are getting opportunities for their upliftment.   There is a full-time physical education teacher.

ST. MARY'S C G H S S ERNAKULAM
STATE PLAYERS

JILTA FIGARADO
SAPAKTHAKRAW -RUNNER-UP

DHEENA FATHIMA
FOOTBALL SUB JUNIOR

HRIDHYA ANN MARIAM
SOFTBALL

ANEETA DINSON
SUBDISTRICT LEVEL
ATHELETICS MEET KIDDIES GIRLS
INDIVIDUAL CHAMPION

ST. MARY'S C G H S S ERNAKULAM

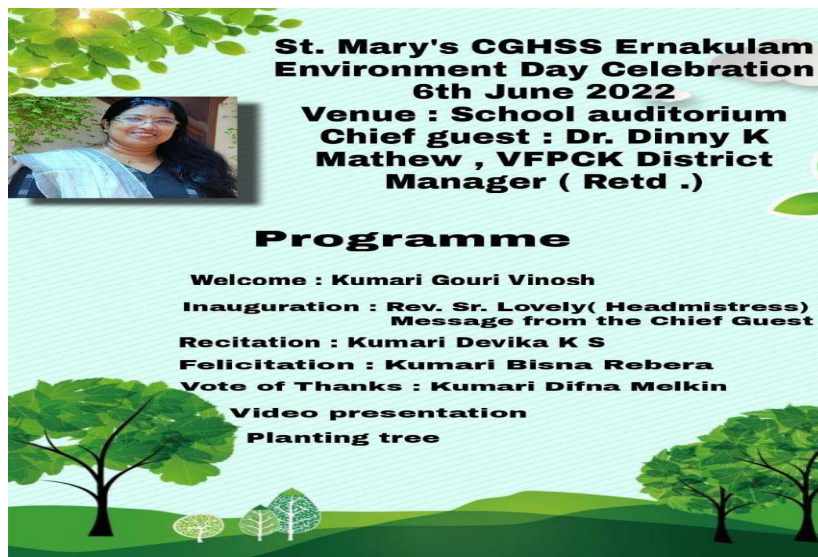## SCIENTIFIC DEVELOPMENT ACTIVITIES

The school conducts and provides children with opportunities to develop and practice many different skills and attributes. They celebrate special days like Moon Day, Hiroshima, and Nagasaki Day and conduct exhibitions. Science Club is under the leadership of Mrs. Annes KA, activities are conducted to inculcate scientific aptitude in children. The teachers are very much

encouraging the children to arise critical and creative thinking which will be applicable in the rest of their lives in and out of the classroom.   IT Club ‑   In order to increase the interest in computer learning among children, more programs are being organized keeping in view the possibilities of IT and learning activities are all computer‑based.   Film Club, Balasastra Congress gives opportunities for students to nourish their talents enormously.

SOCIAL WELFARE ACTIVITIES

The school provides assistance to individuals and families through programs such as health care, food stamps, housing assistance, and child care assistance.   With the help and cooperation of the P.T.A.   and Local Self Government, the school Management arranges programmes that are

designed to enhance or promote the well-being of individuals, families, and the larger population. They celebrate special days like Gandhi Jayanthi, Environment day, Anti-Drug Day, Blood donation Day, etc.

ALUMNI

The Alumni have contributed liberally towards the development of the institution through scholarships, endowments, financial support, organizing lectures etc. Alumni after passing out from the educational institute achieve better career options and reach higher positions. They have an extended professional network. This experience and relationship building can help the students to make better professional debuts.
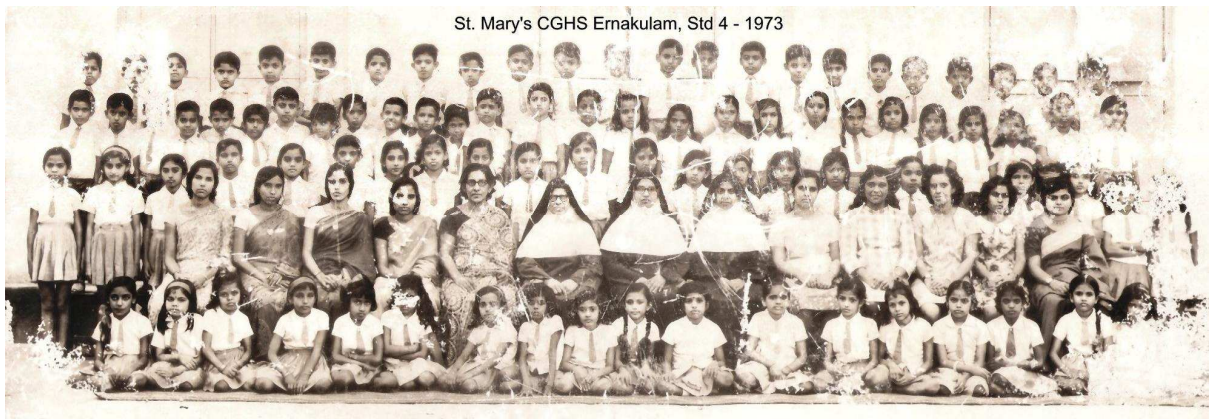
St. Mary's CGHS Ernakulam, Std 4 - 1973

OTHER INNOVATIVE ACTIVITIES

Though it is an aided school, it promotes and arranged opportunities for the promotion of communication skills, especially in Hindi and English, and gives equal importance is given for Malayalam.   As a part of innovation, classroom learning encompasses a variety of instructional strategies aimed at increasing student engagement, developing creativity, encouraging collaboration, and deepening understanding through the use of real-world issues.   Using innovative tools like audio and visual tools like recorded videos, modules, infographics, mapping, etc, are great ways to engage the students completely in learning.   Moreover, visuals tend to stick in long-term memory, making learning easy and impactful.

SWOC ANALYSIS OF THE INSTITUTION

A SWOC analysis is a way of understanding the Strengths and Weaknesses of the schools. The Opportunities that might be available, and the Challenges that they might face. A SWOC analysis is a simple yet powerful way to look at the present situation and help us to identify the comparative advantages and possible ways to improve performance.

STRENGTH

- Always focusing on the all-round development of the students.

- School has a clear vision, mission, and aim.

- Effective Management.

- Highly experienced teachers.

- Good building facilities and furniture facilities.

- Well-maintained classroom and common library.

- Attractive and hygienic school and classroom environment.

- Provides guidance and counselling.

- Traditional experience in the education field.

- Selfless service.

- Easily accessible location for families to come and visit.

- A strong academic record in terms of school course and syllabus.

- Established a better relationship with other schools and the society.

- Innovative and creative programs for students.

- Child friendly and enjoyable school environment that foster academic achievement.

WEAKNESS

- Lack of infrastructural facilities for differently abled students.

- Lack of spacious and exclusive playground.

- Delayed updating of website.

- Lack of energy conservation facilities.

- Lack of smart classroom facilities for all classes.

- Lack of P.T.A hosting/initiative programmes.

- Lack of special teachers and constant training for physical education, and Arts and craft.

- Lack of light and ventilation facilities in the classrooms.

- Lack of utilisation of lab facilities like biology lab etc.

- Lack of water management.

OPPORTUNITIES

- Renowned faculty.

- Magazine publication.

- Effective and innovative teaching strategies.

- Opportunities for various co-curricular training.

- Promoting sponsorships for weak students and for the development of infrastructural and instructional facilities for better performance the students.

CHALLENGES

- Modern technological advancements.

- Heavy traffic road.

- Space limitation for further development.

- Changing demands of parents and students.

- Instructional and infrastructural facilities for differently abled children.

- Fund allocation.

- Old building renovations are needed.

REFLECTIONS ON THE SCHOOL EXPERIENCE

"Reflection is the instrument by which experiences are translated into dynamic knowledge

"Reflection is a meaning-making process that moves a learner from one's experience into the next

with deeper understanding of its relationships with and connections to other experiences and ideas

It is a means to essentially moral ends. It is about learning from experience and developing your own thoughts from the experiences. Reflection involves linking a current experience to previous learnings. It also involves drawing forth cognitive and emotional information from several sources, reflection also means applying what we've learned to contexts beyond the original situation in which we learned something. When we reflect, we consider deeply something that we might not otherwise have given much thought to. This helps us to learn. Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings and responses, and then interpreting or analyzing them in order to learn from them. Typically, we do this by asking ourselves questions about what we did, how we did it, and what we learned from doing it.

- This was surely a learning experience.
- It gave confidence and motivation
- It was a great opportunity to recognize the actual uniqueness and individuality
- It promotes research in the educational field
- It inculcates innovative strategies in teaching and learning

Teaching was once viewed in magnanimous terms. The broad influence of teachers on the lives of students as persons were recognized, very much sought, and prized. Parents wanted their children to be taught proper behaviour, values, and citizenship, just as much as The Three Rs. They knew that students needed those understandings, skills, and attitudes that would make it possible for them to participate fully in our unique society. Character education, ethics, common morality, call it what you will, was and is, fair game for public education. Our schools must reclaim and carry out their responsibility to guide the positive social, emotional, and moral development of youth. This task will require capitalizing on the full range of teaching's potential and power. Reflection allows students to make sense of material/experience in relation to oneself, others, and the conditions that shaped the material/experience, and reimagine material/experience for future personal or social benefit.

MAJOR FINDINGS

MAJOR FINDINGS OF THE STUDY

The school has private building. It has got 12 classrooms for instructional purposes.

- All the classrooms are in good condition.   All classrooms have bunches, desks, black board, table and chairs for teachers.

- The classes have wooden furniture.

- Every class is provided with blackboards and interactive boards.

- All the classrooms are provided with enough seating facilities and are well enough to accommodate the students..

- Classes are provided with LCD projectors.   Each classroom has a notice board on which the students put up the latest paper cuttings and other related matters like quiz questions, posters, etc.

- The auxiliary things such as dusters chalks and other things are in plenty.

- It has 2 rooms for non-teaching activities.   The school has a separate room for Head Mistress.

- The school is two-storied and there are facilities for the extension.   All the classrooms are spacious with proper ventilation and are in good condition.

- The school has different sections for L.P., UP, HS, and HSS.   The school is having a computer-aided learning lab.

- The school has computers, laptops, and projectors for teaching and learning purposes and all are functional.

- The classroom walls are well painted and decorated with educational informative pictures which are enormously attractive to children.

- Office room, staffroom, and classrooms are environmentally friendly and the children and teachers nurture their plants.

- Separate labs have been provided for integrated Science, Physics, Chemistry and Biology.

- It is helpful to fulfil the vision of the educational institution.

- The school has urinals within the school premises.   The school has separate toilet facilities for girls and boys.   There are 12 toilets and they are functional and neatly maintained.

- Each classroom is fitted with a speaker through which the students can hear the important announcements given by authorities and also they help in assembly and prayers.

- Some teachers have microphones for taking classes. Smart room facilities are also available there.

- The classrooms have an almirah and enough racks to keep the books and other belongings.

- In this school, teachers are not specially trained for providing guidance and counselling. A special counselor from BRC is helping the teachers and students with the same.

- In classrooms, also they maintain one class library, in which the students have an opportunity to donate books on behalf of their birthday celebration.

- The school has a Mid-Day meal scheme for primary and pre-primary-stage children. A mid-Day meal is provided to students of till VIII std in the form of a cooked meal.

- School has an average level size of playground facilities within the school premises and it is in usable condition.

- There is a permanent physical education teacher, other external teachers are appointed for special coaching in sports items like volleyball, football, judo, weight lifting etc.

- The school arranges for medical check-ups of students annually.

- The number of teaching staff in the HS section is 38 including H.M. and 5non-teaching staff.

- Drinking water facilities are provided on the school premises through tap water. A neat and clean water purifier is placed in the school and the students can take water as and when required by simply turning the tap.

- There is a P.T.A and mother P.T.A functioning in the School.

- All students will be a part of any of the items such as music, dance, arts, etc. School is ensuring that nobody is devoid of chances to showcase their talents.

- Literary activities are also conducted in the school.

- The club activities promote several opportunities for the children.

- The school provides assistance to individuals and families through programs such as health care, food stamps, housing assistance, and child care assistance.

- They celebrate special days.

PERSONAL REFLECTIONS ABOUT THE SCHOOL

The respective school stands for highly motivated teachers and their development. School gives equal importance to academic as well as co-curricular activities. So the school aims at the overall development of each student. According to me, St. Mary's CGHS is a place of wisdom, values, and great commitment. I felt really wondered about the teacher-student relationships. The teachers are very much approachable and helpful. I really felt wondered about the patience, care, and hard work of the teachers and headmaster to mould the motivated students. The headmaster of this institution is very supportive and renders all facilities for the effective functioning of the school. He is really a model as well as an inspiration to all teachers. The classroom is very clean and tidy. The co-operation between the supporting staff is also excellent. The school management gives full support to the smooth functioning of this school.

SUGGESTIONS FOR THE SCHOOL

- Make it possible the ramp for differently abled students.

- Teachers should give in-service courses for taking care of the disabled children.

- Should give a separate parking area for vehicles to keep the playground spacious.

- Include ICT facilities in all classrooms.

- Utilize the school compound area for vegetable gardening.

The physical environmental conditions of the schools is important. The schools are different from each other in their size, number of classrooms, teachers, students, and surroundings. There are some schools that have large buildings, some have small buildings, some are spacious, whereas others are less spacious, and so forth. The learning, growth, and development of individuals largely depend upon the physical environmental conditions. The provision of all these facilities and the availability of parks and swings within the schools make students enjoy learning.

CONCLUSION

The present study has made it easier for us to understand how strongly society is currently committed to the idea that everyone has the right to be educated and to lead a normal life. The concerned state should make available sound and suitable infrastructure facilities, as well as consideration for the needs of children, educators, and technological aids, participation of the entire government workforce, community services, and distribution of funds accordingly as the

need arises. In conclusion, based on our observation of the secondary school, it is evident that the institution strives to create a positive and inclusive learning environment, employs effective teaching methods, encourages positive student behavior, and demonstrates a commitment to overall student development. These factors contribute to a well-rounded educational experience for the students and foster their growth academically, socially, and personally. It was very lovely to observe the well-behaved students and the teachers who are instructing them. For us, the internship at St. Mary's C.G.H.S. School was a special memorable experience.

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Bandhopadhyay M. （2019） *Present status of Infrastructure facilities in schools in India: From National and State level Perspective*, National University of Educational Planning and Administration. https://www.researchgate.net>publication>346520427

UNIT PLAN - 1

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Course	M.Ed

Unit Overview	
Unit Plan Title	SOCIALIZATION THEORY

Curriculum-Framing Questions

Essential Question	Examine the impact of socialization on educational settings and student development in detail.
Unit Questions	1. Define socialization and understand its significance in shaping individuals and society.

Content **Questions**	1. Which of the following best describes socialization? 2. The socially deviant individuals deviate because------------ 3. ----------is a primary agent/agency of socialization and --------is a secondary agent /agency of socialization among young children. 4. -------------is the process in which a child picks up social skills, ideas and values through interaction with parents, teachers, peers and significant others. 5. Process of primary socialization begins from---------------.

Unit Summary

SOCIALIZATION THEORY

Socialization is the process by which people, particularly children, learn the customs, practices, ideas, and behaviour of their culture and immediate social groups.   Gender socialization is the process through which children learn about the social expectations, attitudes, and behaviours associated with one's gender.   Socialization emphasizes the influence of learning environments on children through rewards for gender-appropriate behaviour and criticism or punishment for gender-inappropriate behaviour.   Gender is one of the first social categories children become aware of.   By the time they are three years old, they have formed their gender identity and are aware that certain behaviours, activities, toys and interests are typical for boys and girls.   Gender stereotyping involves over-generalizing the attitudes, traits, or behaviours patterns of women or men.   Through gender socialization, sociologists explain why human males and females behave in different ways and how they learn different social roles.

FEATURES OF SOCIALIZATION

- Socialization is rapid if all agents of work in the same way.

- Socialization takes place formally and informally.

- Socialization is a continuous process.

- Socialization inculcates basic discipline.

FACTORS OF THE PROCESS OF SOCIALIZATION

- Identification
- Language

- Suggestion
- Imitation

Socialization processes are occurring through different social agents.   They are:

Socialization through Family

Family is the first agent of socialization.   There is considerable evidence that parents socialize sons and daughters differently.   Parents provide children with their first lessons about gender.   Parents' roles inside and outside the family also influence children's conception of gender roles.   Members of the family very often think that boys and girls are supposed to be different, they treat them differently and give them different opportunities for development.   This differential treatment promotes certain behaviours and self-images that recreate the preconceived cultural stereotypes about gender.   The process repeats itself over and over in an unending spiral across the generation so that although gender stereotypes are being constantly, recreated and modified, they seem natural and impervious to change.

Socialization through Peers

During early childhood, children prefer to play with peers who share similar interests or whom they believe share those interests and thus are more likely to be socialized by their same-gender peers. While spending time with their friends, boys and girls learn what is appropriate for one gender or the other.   Children learn and adopt gender-stereotypical behaviours as they spend more time interacting with members of their own gender.   From an early age, children are interested in and responsive to their peers, and they form meaningful relationships with them and have opportunities to socialize with one another by encouraging or discouraging particular behaviours, by modelling or by creating norms that guide children's behaviours.   Gender segregation begins by age 2.5 to 3 years and increases in strength and intensity through the elementary school years.   Over time, this same-gender segregation and the promotion of gender-typed behaviours and interests.   This gender segregation cycle makes it less likely that boys and girls interact and learn from each other, and promotes gender stereotypic beliefs attitudes and biases about and towards the other sex.
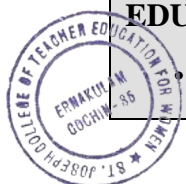
Socialization through Teachers/School

Similar to parents, teachers have gender expectations, model gender roles, and reinforce gender-stereotypical behaviours in their classrooms.   For example, educators may reinforce gender stereotypes by labelling and organizing students in group activities or by creating different activity centres for boys and girls differently, socializing girls into believing that they are not capable of performing and succeeding in certain academic fields.   This gender segregation in turn highlights gender as a social category and reinforces children's gender stereotypes and avoidance of cross-gender playmates.

Socialization theories of gender development affirm that gender difference is the result of differential treatment meted out to boys and girls by family, peers, schools and teachers.   A major outcome of socialization theory in educational settings was a push for gender-neutral curricula.

EDUCATIONAL IMPLICATION OF SOCIALIZATION THEORIES

- Organize awareness camps for parents

- Maximum involvement of parents in education

- Change the differential attitude of parents towards boys and girls

- Educate parents

- Give equal opportunities

Subject Area(s)

Contemporary Education in India

Class Level

B.Ed

Student Objectives/Learning Outcomes

1. To understand the concept of socialization and its importance in human development.
2. To explore different agents and processes of socialization.
3. To encourage critical thinking and reflection on personal experiences of socialization.

Procedures

The teacher builds a rapport with the students and then invites their responses on the term socialization. And then introduces the topic of socialization. Then the teacher explains the topic along with a PPT presentation. Then the teacher gives clear instructions for a group activity to discuss the influences of different social agents in socialization. The teacher gives enough time to complete the activity. After the discussion, the teacher asks each group to present their findings to the class. After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed

50 minutes

Prerequisite Skills

- Students should have knowledge of society.

- Students have an idea about social agents like family, peer group etc.

- Students have knowledge about socialization.

Printed Materials/Online Resources	Arjunan,N.K.(2017).*Philosophical and Sociological Bases of Education*.Yuga Publications. Sivarajan,K.(2014).*Education in the Emerging Indian Society*.Calicut University Central Co-operative Stores. Thomas,P.J.,Thankachan,T.C.,&Joseph,M.(2016).*Gender, School and Society*.Jeevan Books Bharananganam.

Supplies	Blackboard, chalk, LCD Projector, Activity materials, Computer

Other teachings- Learning Resources	● PPT related to the topic of Socialization Theory

Student Assessment	Question-Answer sessions.
Accommodations to support different levels of learners in your classroom	

Resource Student	Curiosity develops with different levels of questions. Remedial teaching and Individual attention. Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.
Gifted Student	Extension Activities - Asks students to reflect on their own experiences and the impact of socialization on individuals.

Follow-up Activity	Find out the similarities and differences between the various agents of socialization.

Reflection

Key Word Search

SOCIALIZATION THEORY

UNIT PLAN - 2

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Course	M. Ed

Unit Overview	
Unit Plan Title	POCSO ACT

Curriculum-Framing Questions

Essential Question	Examine the impact of the POCSO Act in the current scenario.
Unit Questions	1. Write a short note on guidelines for the protection of child victims and witnesses.

Content Questions	6. When did the POCSO Act, come into force?
	7. Which section of the POCSO Act, 2012 deals with the Punishment for penetrative sexual assault?
	8. Section 25 of the POCSO Act, 2012 deals with---------------?
	9. Punishment for failure to report or record a case, is provided in section-----------of the POCSO Act,2012
	10. Which section of the POCSO Act, 2012 deals with the Punishment for using children for pornographic purposes?

Unit Summary

POCSO ACT

POCSO Act is legislation that aims at protecting children from all types of sexual abuse. Although the Convention on the Rights of the Child was adopted by the United Nations in 1989, the offenses against children were not redressed by way of any legislation in India till the year 2012. It provides stringent deterrents for the commission of offenses against children ranging from a minimum of 20 years of imprisonment to the death penalty in case of aggravated penetrative sexual assault.

Before the introduction of the POCSO Act, 2012, the sole legislation in India that aimed at protecting the rights of a child was the Goa's Children's Act, 2003, and Rules, 2004. Under the Indian Penal Code, of 1860, child sexual abuse accounted for an offense under Sections 375, 354 , and 377. These provisions neither protect male children from sexual abuse nor protect their modesty. Also, definitions of the terms like 'modesty' and 'unnatural offense' are not provided in the Code.

Owing to the lack of any specific legislation, it was pivotal to establish a statute that pointedly tackles the issue of growing child sexual abuse cases in the country. With the efforts of multifarious NGOs, activists, and the Ministry of Women and Child Development, POCSO Act, 2012 was enforced on 14th November 2012.

Scope of the POCSO Act

In India, POCSO Act, 2012 is not the only legislation that deals with child sexual abuse cases. The POCSO Act cannot be called a complete code in itself and provisions of the Code of Criminal Procedure, 1973, Indian Penal Code, 1860, Juvenile Justice Act, and Information Technology Act, 2000 overlap and encapsulate the procedure and specify the offenses.

Importance of the POCSO Act

1. POCSO Act was enacted when the cases of sexual abuse against children were rising. It contains provisions regarding the protection of children from sexual assault and pornography and lays down the procedure for the implementation of these laws.

2. Incidents of sexual abuse against children occur at schools, religious places, parks, hostels, etc and the security of children is not guaranteed anywhere. With such emerging dangers, it was significant to introduce separate legislation which could provide a reliable system for mitigating the number of such offenses and punishing the perpetrators.

3. The Act has been instrumental in providing a robust justice mechanism for the victims of sexual abuse and has highlighted the significance of child rights and safety. The reporting of cases of child sexual abuse has also surged as a consequence of awareness. The Act covers punishment for both non-penetrative sexual assault and aggravated penetrative sexual assault.

Overview of the POCSO Act

The POCSO Act is comprehensive legislation containing 9 chapters dealing with offenses, punishment, and procedure.

Punishment for offenses covered in the POCSO Act

Name of the offense	Relevant provision of the POCSO Act	Punishment
Penetrative sexual assault on a child of 16 to 18 years of age	Section 4	Minimum imprisonment of 10 years which may extend to imprisonment for life plus fine
Penetrative sexual assault on a child below 16 years of age	Section 4	Minimum imprisonment of 20 years which may extend to imprisonment for the remainder of natural life plus fine
Aggravated penetrative sexual assault	Section 6	Minimum rigorous imprisonment of 20 years which may extend to imprisonment for the remainder of natural life plus fine or death
Sexual assault	Section 8	Imprisonment of 3 to 5 years plus fine
Aggravated sexual assault	Section 10	Imprisonment of 5 to 7 years plus fine
Sexual harassment	Section 12	Imprisonment which can extend upto 3 years plus a fine.
Use of a child for pornography	Section 14(1)	First conviction- imprisonment extending up to 5 years second or further convictions- imprisonment extending up to 7 years plus fine
Use of a child for pornography while committing an offence under Section 3	Section 14(2)	Minimum imprisonment of 10 years extending up to imprisonment for life plus fine

Use of a child for pornography while committing an offence under Section 5	Section 14(3)	Rigorous imprisonment for life plus fine
Use of a child for pornographic purposes while committing an offence under Section 7	Section 14(4)	Imprisonment of 6 to 8 years plus fine
Use of a child for pornographic purposes while committing an offense under Section 9.	Section 14(5)	Imprisonment of 8 to 10 years plus fine
The offense of storing pornographic material involving a child for commercial purposes	Section 15	Imprisonment extending upto 3 years or fine or both

General Principles of the POCSO Act

- ● Right to be treated with dignity
- ● Right to life and survival
- ● Right against discrimination
- ● Right to preventive measures
- ● Right to be informed
- ● Right to privacy

Shortcomings of the POCSO Act

There are various loopholes in the procedure and implementation of the laws specified under the POCSO Act.

- ● Problem with the application of the last seen theory
- ● Unprepared investigation machinery
- ● Silent on consensual sexual activities
- ● False complaints by children are not punishable
- ● Pending cases
- ● Fault in administrating medical examination

The POCSO Act, 2012 is exhaustive legislation which aims at covering all aspects of child sexual abuse.   The amendment has been made in the Act via the Protection of Children from Sexual Offences (Amendment)   Act, 2019, with which the punishments for the offenses have been made more stringent.

Subject Area(s)
Contemporary Education in India

Class Level
B.Ed

Student Objectives/Learning Outcomes

4. To understand the key provisions and purpose of the POCSO Act

5. To identify different forms of child sexual abuse.

6. Recognize the importance of reporting and preventing child sexual offenses.

7. Develop strategies to create a safe and supportive environment for children.

Procedures

The teacher builds a rapport with the students and then invites their responses on the current situation of women and child protection in the society and also about their understanding of child sexual abuse and its impact on children.   And then introduces the topic of POCSO Act.   Then the teacher explains the topic along with a PPT presentation.   Then the teacher gives clear instructions for a group activity to discuss the importance of reporting and preventing child sexual offenses.   The teacher gives enough time to complete the activity.   After the discussion, the teacher asks each group to present their findings to the class.   After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed

50 minutes

Prerequisite Skills

● Students should have knowledge of society.

● Students have an idea about social agents like family, peer group etc.

● Students have knowledge about social abuses on women and children and the law and order for the protection of the same group.

Printed Materials/Online Resources	Oberoi & Geeta (2020). *Violence Against Children,* Thomson Reuters. https://timesofindia.indiatimes.com/blogs/developing-contemporary-india/five-things-to-know-about-the-pocso-act/ Nimmi (2021) *Offences Against Children Including Juvenile Justice and POCSO,* Shreeram Law House. Sharma,R.(2021).*POCSO Act ： Everything you need to know*.University Institute of Legal Studies, Panjab University.https://blog.ipleaders.in>

Supplies	Blackboard, chalk, LCD Projector, Activity materials, Computer

Other teachings- Learning Resources	● PPT related to the topic of POCSO ACT

Student Assessment	Question-Answer sessions.
Accommodations to support different levels of learners in your classroom	
Resource Student	Curiosity develops with different levels of questions. Remedial teaching and Individual attention. Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.
Gifted Student	Extension Activities – Find out both preventive measures and supportive actions for victims.

Follow-up Activity	Generate ideas and strategies for preventing child sexual offenses within educational institutions.

Reflection

Key Word Search
POCSO ACT

UNIT PLAN - 3

Unit Author	
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Course	M. Ed

Unit Overview	
Unit Plan Title	ASSESSMENT OF PERSONALITY-OBJECTIVE, SUBJECTIVE AND PROJECTIVE TECHNIQUES

Curriculum-Framing Questions

Essential Question	Explain the methods used for the assessment of personality in detail.
Unit Questions	1. Define any two projective techniques used for the personality assessment. 2. Discuss the advantages and limitations of the subjective technique.

Content Questions	11. Which of the following is not a Projective test?
	12. Which of the following is not an unstandardized test or subjective method for evaluating personality?
	13. Which dimension of personality is represented by introversion-extroversion?
	14. Most subjective method for measuring the personality of a child is---------------.

ASSESSMENT OF PERSONALITY-OBJECTIVE, SUBJECTIVE, AND PROJECTIVE TECHNIQUES

The accuracy of an assessment of personality depends on the nature of the thing to be measured, the instruments to be used, and the person who will do the assessment.   The actual measurement of personality is not possible.   The important methods used for the assessment of personality may be termed subjective, objective, and projective.   The commonly employed assessment techniques may be classified as:
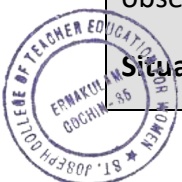
1. Where an individual's behaviour in actual life situations can be observed, namely observation techniques and situation tests
2. Where the individual is required to speak about himself namely, autobiography, questionnaire and personality inventory, and interview.
3. Where other people's opinions about the individual whose personality is under assessment are ascertained.   These are biographies and case histories.   rating scales and sociometric techniques.
4. Projective techniques involving fantasy which aim at assessing the individual's reaction to imaginary situations.
5. Indirect techniques in which some personality variables may be determined in terms of physiological responses by the use of machines or technical devices.

Subjective Techniques

Observation

Observation is a popular method to study the behaviour pattern of an individual in an actual life situation.   The observer decides what personality traits or characteristics he needs to know, and he then observes the relevant activities of the subject in real-life situations.   The observation can be done in two ways.   In one the observer does not hide from the subject or subjects and even becomes more or less a part of the group under observation.   On the other, he takes a position where his presence is least disturbing to the subject but from where he can clearly observe every detail of the behaviour of the individual under observation.   He may also use a tape recorder, photographic cameras, a telescope, etc.   To ensure the reliability of the observed results, the observer may repeat the observations in the same station several times, or the subject may be observed by a number of observers and the results may be pooled together.

Situational Tests

Here situations are artificially created in which an individual is expected to perform acts related to the personality traits under testing. For example, to test the honesty of an individual, some situations can be created and his reaction can be hutted in terms of honesty or dishonesty. Does he feel the temptation to resort t copying? Does he try to pick up the ten-rupee note which is lying there? His behaviour would lead to an assessment of how honest he is.

Questionnaire

The nature of a questionnaire is explained by the description given by Goode and Man (1952):

In general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself. This definition makes it clear that in collecting information from the subject elf about his personality characteristics, a form consisting of a series of printed when questions is used. The subject responds to these questions in the spaces ded in columns of yes, no, or cannot say, etc. These answers are then evaluated sed for personality assessment. Items, like the following, are included in the aires:

Yes.   No.   (Cannot say)

Do you enjoy being alone?   ------   -------   -----

Do you enjoy seeing others succeed?   -------   --------   -----

Do you laugh at a joke on yourself?   -------   --------   -----

Do you get along well with your relatives?   -------   --------   -----

This is the most popular method and is quite useful in collecting both e as well as qualitative information.

Personality Inventory

While this resembles the questionnaire in many respects such as addition scoring, interpretation etc., it is different in two ways. First, while the questionnaire is a general device and can be used for collecting all kinds of information not connected specifically with personality traits or the behaviour of an individual personality inventory is specifically designed to seek answers about the person and his personality. Second, the questions, set in the questionnaire, are generally worded in the second person, e.g.

Do you often feel lonely?   Yes, No.

while in the personality inventory, they may be worded in the first person such as,

I often feel lonely   Yes, No,

The best-known personality inventory is the **Minnesota Multiphasic Personality Inventory (MMPI) developed by J.C. McKinley and SR Hathaway of the Minnesota Medical School**. The items included

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in this inventory are such that their answers are known to indicate certain specific personality traits. It consists of 550 items some of which are:

I sweat very easily even on cool days.

There is something wrong with my sex organs.

I have never been in love with anyone.

I like to talk about sex

Each item is printed on a separate card. The subject reads the questions and then, according to his response puts it down as yes, no, or doubtful in the space provided for the purpose. Evaluation of the important personality traits can then be done in terms of these responses. The California personality inventory, the Eysenck personality inventory, and the Sixteen personality factor inventory (16 P.F.) developed by Cattell are some of the other well-known inventories. The questionnaire and personality inventory technique suffer from the following drawbacks:

1. It is difficult to get the responses to all questions.

2. The subject may give selective responses rather than genuine ones (hide his weaknesses etc.)

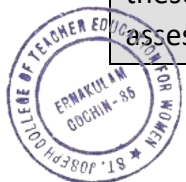3. He may be ignorant of his own traits or qualities which he may possess.

Rating Scale

The rating scale is used to assess where an individual stands in terms of other people's opinions of some of his personality traits. It reflects the impression the subject has made upon the person who rates him. There are three basic factors involved in this technique:

1. The specific trait or traits to be rated.

2. The scale on which the degree of possession or absence of the trait has

3. The appropriate persons or judges for rating.

First of all, the traits or characteristics, which have to be evaluated by the judges are to be stated and defined clearly. Then a scale for the rating has to be constructed. How it is done can be understood from the example which follows:

Suppose we wish to rate the students of a class for the quality "leadership '. We can rate the degrees of this quality as divisions such as very good, average, poor, very poor, etc. Now the arrangement of these divisions along a line, on equal intervals, from high to low is termed as a rating scale for assessment of the quality of leadership. Usually, the divisions of the scale are indicated by numbers,

I to 3. 1 to 5, or 1 to 7, comprising a three-point, five-point or seven-point scale.   The seven-point scale is of the following type:

7	6	5	4	3	2	1
Excellent	Very good	Good	Average	Below average	Poor	Very poor

Now the raters, who are in a position to properly rate the individuals may be ked to give them scores, ranging from I to 7, according to the degree of leadership they possess.

Interview

The interview is a process of communication or interaction in which the subject or interviewee gives the needed information verbally in a face-to-face situation.   Although the interview is generally associated with counseling or psychotherapy, it can be used effectively to collect useful information about individuals in many research situations.

Types of Interview

Interviews may be classified according to the purpose for which they are used and according to their design or structure.

Research and interview may be used as a tool for gathering data required by the researcher to test hypotheses or solve his problems of historical, experimental, survey, or clinical type of research.   This type of interview is called 'research interview".

Clinical interview to secure information about an individual's problem, his past history, and job or family adjustment.   In such situations, the major purposes of the interview are diagnosis and treatment.   This type of interview is designed as a "clinical interview.
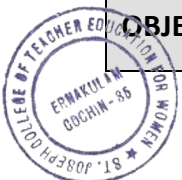
Individual Interview

Interviews vary in design or structure.   In some situations, an interviewer may interview one individual at one time.   It is called an Individual interview".

Structured Interview is a type of personal interview, in which the interviewer uses a fixed format, wherein the questions are prepared in advance.   It uses highly systematized techniques of recording. It is a method of quantitative research used for the purpose of the survey, which aims at presenting the preset questions, in every interview, which the same sequence.   It is also known as a patterned or planned interview.

Unstructured Interview is one, that does not use any fixed format, however, the interviewer may have a few planned questions prepared beforehand.   It is a qualitative research method, in which the questions are prepared during the interview.   As the interview is unplanned, it has an informal approach where a friendly conversation takes place between the interviewer and interviewee.

OBJECTIVE OR PROJECTIVE TECHNIQUE

It allows respondents to project their subjective or true opinions and beliefs onto other people or even objects.   The respondent's real feelings are then inferred from what she/he says about others.

1. Sociometry

It is defined as the measurement of social relationships that exist among the members of a group. It was developed by Moreno and associates.   It describes attractions between group members by asking them to indicate whom they would select or reject in various situations to study adjustments, group dynamics, learning, motivation, discipline, and other problem areas that involve social relations.

2. Sociogram

Sociogram choices may be represented graphically on a chart known as a sociogram.   In research situations, it is used to study the problems of learning motivation discipline and group dynamics.

3. The Rorschach Ink Blot Test

Developed by a Swiss psychologist Herman Rorschach (1921)   consists of 10 inkblots having symmetrical designs.   Five of these cards are in black and white, two with splashes of red, and three in other colours.   The test is usually administrated individually.

4. The Thematic Apperception Test:

(TAT)   developed by Murray and Morgan (1935)   consists of a series of 20 pictures.   The person is asked to tell the story that each one suggests to him.   These pictures are arranged in appropriate groups for male and female adults and children.   In each picture, the subject tells the story by identifying the characters, explaining their relationships to each other, describing what preceded the situation shown in the picture, and stating an outcome.   The record of the story is analyzed according to major theories the hero, and sexual interests.   vocational ambitions, family conflicts, social status, etc.   The recurrence of a given topic or theme is to be noted carefully.

This theme projects implicit attitudes, habits of thought, ideals, and drives of the subject, as well as the characteristics of the other characters' father, mother, brother, sister, husband, and wife.   The Rorschach Test throws light on the structures of personality whereas the TAT throws light on the functioning of personality.

5. Children's Apperception Test (C.A.T.):

This test was constructed by Bellack in 1948.   It is used to assess the personality of children up to twelve years of age.   Young children are very much interested in listening to stories about animals and in playing with animals.   Before administering the test, the Psychologist establishes rapport with the chief so as to win his cooperation.   CAT brings to light the child's repressed desires.

6. The tantoplione is introduced by B.F.   Skinner:

Here the subject is advised to listen while a phonograph reproduces at low-intensity various speech samples in a man's voice. The subject is asked to say what comes to his mind as he listens to each speech sample in much the same way that he might interpret an ink blot. Thus, it is the auditory Rorschach technique.

7. Play Techniques:

Play techniques are more applicable to children than to adults. The subject is allowed or encouraged to construct scenes by using dolls, toys, blocks, and other building materials. This technique has both diagnostic and therapeutic value and is frequently used in Child guidance clinics

8. Word Association Test:

Another commonly used technique is the word-association method in which the subject is presented with a list of words, one at a time, with the instruction to respond with the first word that enters his mind. The examiner notes the time required for forgiving each response and the responses themselves. Departures from the average amount of time and the content of unusual responses help us to identify certain attitudes, anxieties or sentiments.

9. Picture Association Test:

A recent projective technique is the picture association method in which pictures of social situations are substituted for words as the stimulus material. The picture-frustration study of Rosensweig is a well-known technique of this type. Recently, it has been adapted in India by Dr. Udya Parik..

It consists of 24 cartoon drawings depicting everyday situations of frustration or stress involving his individuals, one of whom is usually shown as frustrating the other. The subject is asked to write or say in the blank caption box, above the head of the frustrated individual, the first association that comes into his mind as appropriate. Then associations reveal areas of conflict, anxiety, and stress in the life of the individual.

10. The Incomplete Sentence Technique:

The incomplete sentence technique given by Rotter, Stein, and many others is a type of paper-and-pencil personality inventory that has features of an association test as well as of a projective technique. The subject is represented with a number of incomplete sentences which he finishes in any way that he likes.

A specimen of this technique is given in Appendix III. It is said the portions supplied reveal wishes, anxieties conflicts, and healthy or unhealthy attitudes. The examiner tries to see the total pattern of attitudes and feelings revealed in the series of responses and uses it as part of the total study of the individual.

Subject Area(s)
Psychology

Class Level
B.Ed

Student Objectives/Learning Outcomes

8. To understand the different methods of assessing personality.

9. To understand the characteristics advantages and limitations of objective, subjective, and projective assessment methods.

10. To discuss the ethical considerations involved in personality assessment.

Procedures

The teacher builds a rapport with the students and then invites their responses on the term Personality.   And then introduces the topic of Personality Assessment.   Then the teacher explains the topic along with a PPT presentation.   Then the teacher gives clear instructions for a group activity to discuss about various Personality assessment techniques-   subjective, objective, or projective. The teacher gives enough time to complete the activity.   After the discussion, the teacher asks each group to present their findings to the class.   After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed

50 minutes

Prerequisite Skills

● Students should have knowledge of personality.

● Students have an idea about personality assessment.

Printed Materials/Online Resources	Arjunan,N.K.(2017).*Psychological Bases of Education*.Yuga Publications. Mangal,S.K.,(2004).*Advanced Educational Psychology*.Prentice Hall of India Pvt.Ltd

Supplies	Blackboard, chalk, LCD Projector, Activity materials, Computer

Other teachings- Learning Resources	● PPT related to the topic of assessment of personality-objective, subjective, and projective techniques

Student Assessment	Question-Answer sessions.
Accommodations to support different levels of learners in your classroom	
Resource Student	Curiosity develops with different levels of questions. Remedial teaching and Individual attention. Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.
Gifted Student	Present your viewpoint on the importance of personality assessment in understanding individuals and their behavior.

Follow-up Activity	Discuss the strength and limitations of projective measures in personality assessment.

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Reflection

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UNIT PLAN - 4

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Unit Overview	
Unit Plan Title	LEARNER FACTORS IN SECOND LANGUAGE ACQUISITION(AGE,GENDER,INTELLIGENCE,APTITUDE,ATTITUDE,COGNITIVE STYLE,MOTIVATION)

Curriculum-Framing Questions

Essential Question	Explain factors in second language acquisition like age, gender, intelligence, aptitude, attitude, cognitive style, motivation
Unit Questions	1. Define intelligence and aptitude and their relevance to second language learning. 2. How aptitude affects the rate and success of language learning. 3. What are the impacts of gender on language learning, focusing on differences in motivation, learning styles, and social factors?

Content **Questions**	15. Which of the following is a teacher-related factor affecting learning? 16. Which of the following factors has the least effect on second language learning? 17. Which of the following is not a learner-related factor affecting second language learning? 18. Which of the following is a psychological factor influencing classroom learning?

Unit Summary

LEARNER FACTORS IN SECOND LANGUAGE
ACQUISITION(AGE,GENDER,INTELLIGENCE,APTITUDE,ATTITUDE,COGNITIVE STYLE,MOTIVATION)
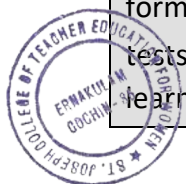
1.AGE

Age is one of the factors that influence second language learning.   It is generally believed that children are better at language acquisition than adults.   However, only the studies conducted in naturalistic learning settings provide the evidence that supports this assumption.   Critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time.   According to him the critical period lasts until puberty and is due to biological development. He adds that language learning may be more difficult after puberty because the brain lacks the ability and adapt.   Other researchers have also proved that learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults (Oyama, 1976; Asher and Garcia, 1969)   and they are also better in the acquisition of grammar (Patkowski, 1980, p.   1990).

2.GENDER

There is widespread belief in the western thinking that females tend to be more successful in L2 than males. However, this belief may be the result of other social and psychological factors.   Levine (1966: 84)states that the behavioral patterns are basically feminine, and the men's behaviors are controlled by the male hormones.   Halpern, 2000:   115ff)found that women are better in memorizing complex forms, while males are better at computing compositional values.   Other differences may be related to hormones.   Ay & Bartan (2012: 61-62)   state that there have also been studies that document how individual differences affect reading comprehension in a foreign language.   The results of some of these studies provide evidence that interest by gender has a facilitating effect on the reading process.   In a study on gender differences in achievement test performance at the college level, notable gender differences were found for items associated with specific texts, reporting that females scored higher than males with humanities-oriented reading texts, but lower than males with science-oriented texts.

3.INTELLIGENCE

Ellis (1985, p.   293) says that intelligence is general ability to master academic skills.   Intelligence is defined and measured in terms of linguistic and logical-mathematical abilities.   Success in life and learning should correlate with high IQ (intelligence quotient)   tests scores.   The studies on intelligence show a strong relationship between intelligence and acquisition of a foreign language but only as far as academic skills are concerned.   Learners with high IQ achieve better results on language tests.   It is proved that intelligence can predict the rate and success of SLA in the formal language classroom (Genesee, 1976).   "The ability to perform well in standard intelligence tests correlates highly with school related second language learning, but is unrelated to the learning of a second language for informal and social functions"   (Spolsky, 1989, p.   103).   It is

assumed that some people are gifted and they learn foreign languages with ease. It was observed that learners acquire a language with different results despite the fact that they are at the same age and are equally motivated.

4.APTITUDE

Aptitude refers to specific ability a learner has for learning a second language (Ellis, 1986, p. 293). Richards (1985, p. 154) explains that aptitude is the natural ability to learn a language. Further he adds that language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, etc. Students need aptitude - some specific abilities, which are responsible for learning languages.

5.ATTITUDE

Attitude has recently received considerable attention from both first and second-language researchers. Attitudes toward learning are believed to influence behaviors, Kaballa, and Crowley (1985), as cited in Weinburgh (1998) such as selecting and reading books, and speaking in a foreign language. Second, a relationship between attitudes and success or achievement has been shown to exist. Schibeci and Riley (1986) as cited in Weinburgh (1998) report that there is support for the proposition that attitudes influence achievement, rather than achievement influencing attitudes. The reason is that attitude influences one's behaviors, inner mood, and therefore learning. So, it is clear that there is an interaction between language learning and the environmental components in which the student grows up. Both negative and positive attitudes have a strong impact on the success of language learning. Second language learners with positive attitudes towards second language speakers and their culture were more successful than those who had negative attitudes.

6.COGNITIVE STYLE

Learning style is also called cognitive style. It is the particular way in which a learner tries to learn something. In Second language or foreign language learning, different learner may prefer different solution to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel writing down words and sentences help them to remember (kinesthetic learners). And others may find they remember things better if they are associated with picture (visual learners) Richards (1985) & Ellis (1986) mentions that learning style or strategy accounts for how learners accumulate new rules and how they automate existing ones.

7.MOTIVATION

Motivation is one of the most important factors in second language acquisition. Richards (1985, p. 185) believes motivation as a factor that determines a person's desire to do something. It is obvious that learners who want to learn are likely to achieve more than those who do not. The role of

attitudes and motivation in SLA has been investigated by Gardner and Lambert (1972), who define motivation in terms of ' the learner's overall goal or orientation', and attitude as 'the persistence shown by the learner in striving for a goal' (Ellis 1985, p. 117; Patsy Lightbown at.al, 2000, p. 56). They distinguish two types of motivation: Motivation can be also distinguished into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994, p. 155). Extrinsically motivated behaviors expect a reward, for example money, a praise or positive feedback. Maslow (1970) and other researchers claim that intrinsic motivation leads to greater success in learning a foreign language, especially in the long run (Brown 1994).

Subject Area(s)
PEDAGOGICAL DIMENSIONS OF ENGLISH

Class Level
B.Ed

Student Objectives/Learning Outcomes

1. To understand the learner factors that influence second language acquisition.

2. To recognize the importance of learner factors in language teaching and learning.

3. Apply knowledge of learner factors to create effective instructional strategies.

Procedures

The teacher builds a rapport with the students and then invites their responses to the topic of second language learning. And then introduces the topic of learner factors in second language acquisition (age, gender, intelligence, aptitude, attitude, cognitive style, and motivation). Then the teacher explains the topic along with a PPT presentation. Then the teacher gives clear instructions for a group activity to discuss the factors in second language acquisition. The teacher gives enough time to complete the activity. After the discussion, the teacher asks each group to present their findings to the class. After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed
50 minutes

Prerequisite Skills
● Students should have knowledge of the term curriculum. ● Students have knowledge about the importance of curriculum.

Printed Materials/Online Resources	Somanadhan,P.(2000).*English Language Education- 1.* Institute of Fundamental Education &Research. Getie,A.S(2020).,Factors affecting the attitudes of students towards learning English as a foreign language.*Cognet &Education.*7(1).https://doi.org/10.1080/2331186X.2020.173818 4 Mohammed,I.J.(2020), Learner Differences in Second Language Acquisition.*Journal of Tikrit University for Humanities. 27* (8). 55-43.http://www.jtuh.tu.edu.iq

Supplies	Blackboard, chalk, LCD Projector, Activity materials, Computer

Other teachings- Learning Resources	● PPT related to the topic learner factors in second language acquisition(age,gender,intelligence,aptitude,attitude,cognitive style,motivation)

Student Assessment	Question-Answer sessions.

Accommodations to support different levels of learners in your classroom	
Resource Student	Curiosity develops with different levels of questions. Remedial teaching and Individual attention. Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.
Gifted Student	Extension Activities – Provides students with a case study of an existing English language curriculum to analyze and find out the strength and weaknesses of the curriculum and suggest a modification to improve it.

Follow-up Activity	Write a reflection on their own experiences as learners and how the curriculum affected their English language education.

Reflection

Key Word Search
LEARNER FACTORS IN SECOND LANGUAGE ACQUISITION(AGE,GENDER,INTELLIGENCE,APTITUDE,ATTITUDE,COGNITIVE STYLE,MOTIVATION)

UNIT PLAN - 5

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Course	M. Ed

Unit Overview	
Unit Plan Title	CURRICULUM – MEANING, DEFINITION, AND FOUNDATION

Curriculum–Framing Questions

Essential Question	Explain how curriculum impacts student learning outcomes, teacher instruction, and school policies.
Unit Questions	1. Discuss the significance of curriculum in education.

Content Questions	19. The word curriculum derived from the Latin word ……………
	20. Curriculum means ………………………….
	21. The most important component of teaching-learning process is………………….
	22. Curriculum reflects the culture of …………….
	23. Major concern of curriculum is ………………….

Unit Summary	

CURRICULUM MEANING-DEFINITION-FOUNDATION

Curriculum is the crux of the whole educational process. Derived from the Latin word "currere' which means 'run' and curriculum signifies 'a runaway or course in which one runs to reach a goal

DEFINITIONS

Arthur Cunningham: "Curriculum is a tool in the hands of the artist (the teacher), to mould his materials (the pupils), according to his ideals (the objectives)   in his studio (the school).   The material is highly self-active and responds consciously."

H.H.Horne: "Curriculum is representative of the motor as well as the sensory elements in the nervous system of the side of society, it is representative of what the race has done in its contact with its world."

FOUNDATIONS OF CURRICULUM

Foundations are the forces that influence the minds of curriculum developers.   In this way, they affect the content and structure of the curriculum.   The duty of teachers and schools is to discipline the young of society and provide them with a set of experiences in the form of a curriculum.   The needs, knowledge, and information of society provide a foundation for the formation of a curriculum.

1. **Philosophical/ ideological foundation**

It is concerned with beliefs.

What is real ---ONTOLOGY

What is true ---   EPISTEMOLOGY

What is good -   AXIOLOGY

Philosophy means the love of wisdom, it searches for truth, not simple truth, It searches for eternal truth, reality, and general principles of life.   Curriculum help in the practical use of knowledge in real-life situations and understanding realities and ideas of life and this world that is why the curriculum is called the dynamic side of philosophy.   Curriculum is used for the modification of the behavior of the students and philosophy help in the process of finding new ways and basis for teachers and curriculum planner to modify their behavior.

2.Psychological foundations

The psychological foundation is based on individual differences, every student has its own unique personality and they have differences in their leering and skills.   They are different in nature so they can't be treated alike in teaching learning process, some may be fast learner while other slow. Therefore the curriculum should be based on the above facts, and it should be design to support the capacity and potentialities of all the students.

3. Socio-Cultural Foundation

Sociological factors have highest impact on the content of curriculum and that is the reason that curriculum developers and planner both reflect and transfer their own culture in curriculum. Therefore a curriculum without the reflection of culture is not possible for that reason one should consider what characteristic of the culture should be the part of curriculum and what not. The social and cultural inspirations that affect curriculum designers consciously and unconsciously are apparent from the curriculum and their influence is deep. Educational aims are based on the study of sociological and political condition of the society and the main purpose of the curriculum is preservation and advancement of that society

4. Historical Foundations It includes

The history of the curriculum plays a very important role in the development of the nation. It takes long and tedious time to formulate a good curriculum that represents the need of society and the experiences of the past. The history of the curriculum tell the curriculum planner how to develop and modify the curriculum, what to teach and what should be the core material of the subjects, what objectives they want to achieve through the curriculum. History also tell them how the teacher should teach, what are the best practices they need to incorporate in curriculum teaching and what kind of teaching need to be avoided. The history of the curriculum also explains the teacher psychology at a different time and how to improve their teaching styles, guides the future plans not to repeat the mistake of the past, and develop a curriculum that is based on the future need of society and international demands.

5. Economical Foundations

The economic foundation of the curriculum gives importance to the vocational aspect of the curriculum. The economic condition of a nation or a society guide the curriculum of the country because the stakeholder of education wants to employ such a curriculum that helps them to build their economy and the people have better jobs when they finish their schooling. In this kind of situation, the curriculum becomes job or market-oriented. In this curriculum, the curriculum developer gives importance to skills acquisition which is the demands of the time. Undeveloped nations try to prepare a skilled workforce and send it to other countries for jobs. Some economic factor that influences the curriculum development process is

1. Allocation of funds
2. Lack of skilled manpower
3. Lack of labs due to financial problems

Subject Area(s)
CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION

Class Level
B.Ed

Student Objectives/Learning Outcomes
4. To define the term 'curriculum' and understand its significance in education. 5. To identify the foundational elements of the English curriculum. 6. To explore the various aspects of the curriculum and its significance in English education. 7. To analyze the role of the curriculum in shaping English language teaching and learning.

Procedures
The teacher builds a rapport with the students and then invites their responses to the term curriculum. And then introduces the topic of curriculum. Then the teacher explains the topic along with a PPT presentation. Then the teacher gives clear instructions for a group activity to discuss the foundational aspects of the curriculum and its significance in English education. The teacher gives enough time to complete the activity. After the discussion, the teacher asks each group to present their findings to the class. After the presentation, the teacher concludes with a reflection on the topic.

Approximate Time Needed
50 minutes

Prerequisite Skills
● Students should have knowledge of the term curriculum. ● Students have knowledge about the importance of curriculum.

Printed Materials/Online Resources	Somanadhan,P.(2000).*English Language Education- 1*. Institute of Fundamental Education &Research.

Supplies	Blackboard, chalk, LCD Projector, Activity materials, Computer

Other teachings- Learning Resources	● PPT related to the topic Curriculum – Meaning, Definition, and Foundation

Student Assessment	Question-Answer sessions.
Accommodations to support different levels of learners in your classroom	
Resource Student	Curiosity develops with different levels of questions. Remedial teaching and Individual attention. Provide detailed descriptions to the students according to their needs using PowerPoint Presentation.
Gifted Student	Extension Activities – Provides students with a case study of an existing English language curriculum to analyze and find out the strength and weaknesses of the curriculum and suggest a modification to improve it.

Follow-up Activity	Write a reflection on their own experiences as learners and how the curriculum affected their English language education.

Reflection

Key Word Search

CURRICULUM MEANING-DEFINITION-FOUNDATION

CHAPTER - 5

REPORT ON PEER CLASS OBSERVATION

Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. Peer evaluation provides a scalable solution for the assessment of activities. In the process, learners are asked to submit their work and then evaluate the work of their peers. It is generally facilitated through the use of rubrics. Peer evaluation also called peer review or peer feedback or peer instruction and gives feedback on each other's work, another group's work, or, if working in a group, other group members' contribution to a project. This allows students to build confidence in understanding and applying criteria or even negotiating their own prior to the evaluation activity. These activities are formative and grades are given in order to evaluate the class.

Peer evaluation activities can take place at any time, with almost any piece of work, including exams. The process can be digital or in class. Peer review puts faculty in charge of the quality of their teaching. Peer collaboration and review enable instructors to actively improve the quality of teaching in their own classrooms and in their departments. Peer evaluation makes students accountable not only to the instructors but to their peers as well. Research suggests that being judged by peers is a better motivator to produce high-quality work.

As a part of the internship programme we, the M. Ed. students were required to evaluate the classes taken by the other one from the same class. I have evaluated 3 classes and the 3 reports were listed below along with evaluation sheets.

CHAPTER - 6

REPORT ON STUDENT-TEACHER CLASS OBSERVATION

In making teaching and learning more valuable and visible, classroom observation plays a vital role. It provides teachers with constructive and honest feedback to improve their classroom

management and helps improve the interaction between learners and teachers. Such feedback from classroom observation is an effective way of providing teachers with the information they might need about their classroom behaviours. Observation in education also helps with improving the way of teaching and helps students learn with more clarity. Observation is the active acquisition of information from a primary source. We observe the people and learn more about them. Observation is a central part of any good educational system. Many times, we often see some external teachers sitting at the back of the room and observing the lecture that is going on. Such observation is used to understand the process of education in naturalistic settings. This helps to realize if any improvements are required to make the class more presentable or the changes the teacher needs to bring that will make his or her teaching technique more understandable. Observation gives permission to researchers that allows them to experience the process of education in a naturalist way. Observing something all by yourself gives you more detailed information.

While observing a scenario in education or anywhere, you devote all your attention to your subject and that helps you to notice even the slightest changes. Hence, observation provides more detailed and precise information than that of the other data sources, which helps improve the educational system. Since observing someone can help you find out what changes if happened, would make the education more accessible or easier, it is crucial to note it down. Observation does not only motivate those changes to happen but it also notices if they are taking place or not. Hence, observation is very important to stimulate change and also verify if the change occurred or not in education. Observation helps with finding out such small problems in the classroom which could be a bigger issue in the future. Because of observation, it can be possible to strengthen the weak point at an early age itself.

Observation is a huge help in understanding students and their behaviours. There are some situations where every student will reach differently. For example, if a sports team loses a match, some students will be angry with themselves and say mean things to their teammates or the opposition team, whereas some students will accept the defeat and promise to try harder next time. With the help of observation, this difference in behaviour, attitude, and mindset of students can be observed and improved as well. The most important point of Observation is feedback. The

observation provides real feedback to both teachers and students. It is important to tell them what they are doing is right as it is to let them know where they are going wrong. Knowing what is their mistake and how it can be improved will help them and it will benefit both parties. So, real feedback will empower them to make real improvements. The importance of a classroom observation where teachers who just started their career observe an experienced teacher teaching their students is that it helps the observer learn new techniques of teaching, new strategies, ideas, and resources. Personal and professional growth takes place during classroom observation.

The importance of observation does not only depend on the improvement of the student-teacher interaction bond. It is beyond that. Observation helps with the development of one's personality. Observation skills are known as an important skill to have because it can teach one a lot about their surroundings and also about what to expect from other colleagues or friends. This helps in the long run. For example, if a group project is assigned, with the help of observation skills, the person could easily know the strengths of his/her group mates and they can share the group work accordingly. The observation skill can be learned and improved with the help of personality development training. Observation is important for every step of the teacher's career. And given above were a few points that determine the importance of observation in education.

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STUDENT TEACHER CLASS OBSERVATION REPORT -1

</div>

GENERAL DETAILS

Name of the Student Teacher : Neha Babu

Name of the School : St.Antony's HSS, Ernakulam

Subject and class : English , VIII

Topic : A Shipwrecked Sailor

Date : 09-08-2023

Duration : 40 minutes

St. Antony's Higher Secondary School, Banerji Rd, North Ernakulam, All Saints College, Kacheripady Junction, North Kaloor, Kacheripady, Ernakulam, Kochi, Kerala 682035, India
Lat 9.986268°
Long 76.283869°
09/08/23 11:49 AM GMT +05:30

REPORT

Neha Babu took the class on the topic 'A Shipwrecked Sailor' a newspaper series in 1955 by Gabriel Garcia Marquez a Colombian writer, from the Subject English on 09/08/ 2023. She was well-prepared and confident enough at the beginning. She began the class through casual talks and was successful in building a good rapport with the students. The topic was introduced by checking the previous knowledge of the students. It was done in an appreciable manner. Then she gave instructions to read the lesson and find out the difficult and new words. After reading the lesson students asked the meaning of difficult words and the teacher explained it with the help of PPT.

After clearing the doubts, the teacher asked the students to read the lesson again, then she asked some comprehensive questions. The students answered the questions very well. The teacher wind up the class by giving a follow-up activity that to write a newspaper report of the incident that was explained in the lesson.

The teacher had a good command of the subject matter. She was very audible and fluent and her voice modulation was good but speedy. She couldn't maintain her confidence level throughout the class. The class was purely student-centred and was very effective. Students actively participated in the entire teaching-learning process. The teacher-pupil interaction was good and the teacher was approachable and friendly. The class management was also good, but she couldn't manage her time as well. Initially, equal attention was given to each and every student but she

failed to maintain the same throughout the class. She should have incorporated more activities for the content transaction. She divided the class into different groups for providing group activity without giving clear instructions. After the group activity, the teacher asked the students randomly some questions related to the content. The group presentation was not done at the end of the activity. So proper care should be taken in order to ensure the teamwork and collaboration of students. Then she could have given more reinforcement to the students. The blackboard writings were not done. The class has a smartboard, but it was not working due to some technical issues.

Overall, the class was good. Even though the class was on short notice and she was not able to make use of the ppt, it didn't reflect in her class. The teacher was pleasant, smart, and approachable but a little bit nervous and showed a low confidence level later. The appearance and facial expressions were good for being a teacher.

STUDENT TEACHER CLASS OBSERVATION REPORT - 4

GENERAL DETAILS

Name of the Student Teacher : Amalu K

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

Subject and class   : English , XI

Topic   : Death the Leveller

Date   : 09-08-2023

Duration   : 40 minutes

Ernakulam, Kerala, India
X7JH+X49, Market Rd, Kacheripady, Ernakulam, Kochi, Kerala 682035, India
Lat 9.982368°
Long 76.278166°
09/08/23 03:04 PM GMT +05:30

REPORT

The student teacher took the class on the topic "Death the Leveller", a poem from English on 9th August 2023. She was well-prepared and confident enough to take the class. She started the class by casually talking with students and checking their previous knowledge. The students reacted very well and were involved in the discussion. The student teacher reads the stanza with proper stress and intonation. She explained the topic in proper sequential order. After creating the rapport, she discussed the figure of speech that was used in the poem, the rhyming scheme etc. The student teacher randomly asked them to read the specified stanza and corrects their pronunciation and stress accordingly. The teacher asks a few comprehension questions to check the in-depth knowledge of the students. Students are then assigned a discourse activity to write an appreciation of the poem based on the hints from the PPT. She summed up the class in a good manner by giving a follow-up activity that to do activity II page 69 in the textbook.

She was audible enough and had a very good subject competency. The class was child-centred and was able to manage the class properly. She was not pleasant and approachable to the students and not provided proper reinforcement for the students. The PowerPoint presentation was not effective in the classroom because of some technical issues. She did not use the blackboard. The provided activity was good but lack of time for the activity couldn't reach the

whole class.   Overall, the class was good and she presented the entire thing in a very good way. The teacher was nervous but confident enough to manage the discipline in the classroom.

STUDENT TEACHER CLASS OBSERVATION REPORT - 5

Name of the Teacher Trainee	: Emiliya Merin
Name of the institution	: St. Tressa's CGHS, Ernakulam
Subject	: Mathematics
Topic	: New Numbers
Date	: 10/8/2023
Programme	: B.Ed
Duration	: 40 minutes

On 10th August 2023, I observed Emiliya Merin's class on the topic of new numbers. Emiliya began the class with a thought-provoking real-life example that immediately captured the students' attention.   This approach effectively set the tone for the class and piqued curiosity about the topic.   Her explanation of the concept of new numbers was clear and concise.   The class was interactive, with Emiliya encouraging students to participate in discussions and solve problems on the board.   This approach fostered active engagement and ensured that students were actively involved in the learning process.

Emiliya provided a variety of practice problems that progressively increased in complexity.   This approach allowed students to build their understanding step by step and provided opportunities for them to apply the newly learned concepts.

She moved around the classroom, checking in with students individually to address any questions or concerns.   This personalized attention helped students feel supported and encouraged

them to ask for clarification when needed. Emiliya Merin's mathematics class on "New Numbers" was well-structured, engaging, and demonstrated a strong command of the subject matter. Her interactive teaching style, coupled with clear explanations and practical problem-solving exercises, facilitated an effective learning environment.

STUDENT TEACHER CLASS OBSERVATION REPORT - 2

GENERAL DETAILS

Name of the Student Teacher : **Vrindha Suresh**

Name of the School   : **St.Antony's HSS, Ernakulam**

Subject and class   : **Malayalam** , **IX**

Topic   : **Nagarathil Oru Yakshan - Aattur Ravivarma**

Date   : **09-08-2023**

Duration   : **40 minutes**

REPORT

The student teacher took the class on the topic "Nagarathil Oru Yakshan", a poem by Aattur - Ravivarma from Malayalam on 9th August 2023. She was well-prepared and confident enough to take the class. She started the class by casually talking with students and checking their previous knowledge. The students reacted very well and were involved in the discussion. The student teacher reads the stanza with proper stress and intonation. She explained the topic in proper sequential order. After that, she discussed the poem in detail. The student teacher

randomly asked them to read the specified stanza and corrects their pronunciation and stress accordingly. The teacher asks a few comprehension questions to check the in-depth knowledge of the students. The student teacher has very good subject competency. She explained the meaning of difficult words. Her subject competency helped to compare the poem with other similar subject poems of Vyloppilly Sreedhara Menon and Changanpuzha Krishna Pillai. Students are then assigned a discourse activity to write an appreciation of the poem based on the hints from the PPT. She summed up the class in a good manner by giving a follow-up activity to write a short note on the topic based on the main theme of the poem, human relationships.

STUDENT TEACHER CLASS OBSERVATION REPORT -3

GENERAL DETAILS

Name of the Student Teacher : Megha Madhu

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

Subject and class : English , XI

Topic : The Price of Flowers

Date : 09-08-2023

Duration : 40 minutes

REPORT

On 10th August 2023, I observed Megha Madhu's class on the topic "The Price of Flowers" a poem.   The student teacher began the class with a thought-provoking real-life example that immediately captured the students' attention.   This approach effectively set the tone for the class and piqued curiosity about the topic.   Her explanation of the concept of the poem was clear and concise.   The class was interactive, with the student teacher encouraging students to participate in discussions.   The teacher showed a video on the theme of friendship and empathy.   Through the video, the teacher introduces the next part of the short story to the students.   The student teacher gave group activities to discuss the difficult words, the content and then asked them to write a letter to their friend who lives in a faraway place.   The student teacher asked them to present randomly and individually.   After the presentation of students, the teacher's version was displayed with the help of PPT.   The student teacher asked a few comprehension questions.   She moved around the classroom, checking in with students individually to address any questions or concerns.   She then introduced the grammar topic 'reported speech' and gives instructions to complete their work.   The student teacher was a little bit nervous and so she faced some difficulty to manage the class.   The student teacher should follow an interactive teaching style, coupled with clear explanations and practical problem-solving exercises, to facilitate an effective learning environment.

PEER CLASS OBSERVATION REPORT -1

GENERAL DETAILS

Name of the Teacher Educand: RINTA V S

Subject   : Curriculum and Resource Development in English

Topic   : Curriculum and Syllabus

Date   : 15-06-2023

Duration   : 50 minutes

The teacher took the class on the topic "Curriculum and Syllabus" from Educational Psychology on 15ᵗʰ June 2023. She was well-prepared and confident enough to take the class. She started the class by creating a good rapport with the students. Then she asked the students to write about the curriculum and syllabus in their own words. She appraised everyone for coming up with their viewpoints. Thus, by asking various questions to the students, she made them say about the topic which she intended to teach in the class. She explained the topic in proper sequential order. She was audible enough and had good subject competency.

The class was child-centered and she was able to manage the class properly. Her energy level and effective method of teaching made the class more active and the students actively participated in the teaching-learning process. She was more pleasant and approachable to the students and also reinforced the students. The PowerPoint presentation was effective in the classroom. She used the blackboard properly and systematically.

PEER CLASS OBSERVATION REPORT -2

GENERAL DETAILS

Name of the Teacher Educand: Merin J Kaniyarakam

Subject   : Psychology

Topic   : Personality Disorder

Date : 13-06-2023

Duration : 50 minutes

REPORT

The teacher took the class on the topic "Personality Disorder" from Educational Psychology on 13th June 2023. She was well-prepared and confident enough to take the class. She started the class by creating a good rapport with the students by asking the students some questions like whether they like psychology or not. Then she asked the students to write about their favorite personalities. She appraised everyone for coming up with their viewpoints. Thus, by asking various questions to the students, she made them say about the topic which she intended to teach in the class. She explained the topic in proper sequential order. She was audible enough and had good subject competency.

The class was child-centered and she was able to manage the class properly. Her energy level and effective method of teaching made the class more active and the students actively participated in the teaching-learning process. She was more pleasant and approachable to the students and also reinforced the students. The PowerPoint presentation was effective in the classroom. She used the blackboard properly, but in my opinion, she needs to improve her Malayalam writings on the board.

Before concluding the session, she gave a Follow-up activity to the students and then asked various questions to the students to help them to recollect and to evaluate their level of understanding in a better way.

Merin's subject competency was very good and the way in which she used the class procedures was so structured. She had a very good voice modulation throughout and she had very less movements inside the classroom. Overall, the performance was so good.

PEER CLASS OBSERVATION REPORT -3

GENERAL DETAILS

Name of the Teacher Educand: Stephy Mendez

Subject	: Curriculum and Resource Development in English
Topic	: Community Based Curriculum, Core and Hidden Curriculum
Date	: 14-06-2023
Duration	: 50 minutes

As part of our M.Ed internship programme, I got a chance to observe the class of Ms.Stephy Mendez. On 14th June 2023 at 1.30 pm, Ms. Stephy Mendez has taken a class from the

Curriculum and Resource Development in English, on the topic of "Community Based Curriculum, Core and Hidden Curriculum".

She started the class by creating a rapport with students by checking previous knowledge and asking some general questions regarding the topic. After that using a PowerPoint presentation, she introduced the topic and explained the major aspects of Community Based Curriculum, Core, and Hidden Curriculum. The student teacher divided the class into 6 groups, and, and asked the students to discuss the difference between these curriculums and present their ideas.

Later she summarized the session and asks questions to the students for checking their knowledge about the topic. Finally, the student teacher gave a follow-up activity and asked them to submit an assignment to write about the important aspects of this curriculum in the current scenario.

HIGHER SECONDARY CASE STUDY

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Education is "the socialization of the younger generation". Hence, education may be broadly regarded as the way in which people learn to take part in the life of society in which they live. Education is the social process by which an individual learns the things necessary to fit into the social life of his society.

Secondary Education is the second stage in the system of public education usually beginning with Class IX & X of during which education is differentiated in varying degrees according to the needs, interests, and aptitudes of the pupils. Secondary Education stage is important because it represents the gateway to a successful professional life and becomes important for their future living in society. A second facet for the importance of this stage is that it is the bridge between the general formation of the mind and personality which school education is and the higher learning specializations which the college and university representatives. This stage is both a criterion of the school system and the forecaster of the learning future of the university.

Finally, it is at this period that character begins to be formed, character as a multifaceted expression of the effective, the slow learning of the vocational and the boundless vistas opened up by the spiritual and the intellectual. It is these many facets of human personality at its formative stage that the secondary stage subserves. At the Senior Secondary level (Class XI & XII), the curriculum shifts its emphasis from general to core subject-focused specialized content. The concepts in different disciplines are dealt with in-depth and rigorously. This is a stage where students identify their subjects of interest for future learning and get a better understanding of their career path. Thus, at this stage, they are better informed to select the subjects and streams of their choices and aptitude.

The curriculum emphasizes basic facts and conceptual understanding, processes, and skills, application of knowledge acquired, use of technology, etc. While the curriculum focuses on achieving these subject-based objectives, it also develops a positive attitude to think and analyze logically, reasoning abilities, problem-solving approaches, and interdisciplinary learning. These stages of curriculum delivery in the Senior Secondary section emphasize knowledge construction. Schools offer the Humanities Stream, Science Stream, Commerce Stream, Vocational Stream, and Language. The focus is on self-learning and experiential learning so that the students are prepared to take on college studies in the future.

Every society sets up a certain ideal of man, of what he should be, as much from the intellectual point of view as the physical and moral. This ideal is, to some degree, the same for all members of society; but it also becomes differentiated beyond a certain point, according to the specific groupings that every society contains in its structure. It is this ideal, which is both integral and diverse, that is the focus of education. Education is primarily deliberate learning which fits the individual for his adult role in society. As Counts and Mead phrase it, education is an induction into the learner's culture. It is a deliberate instruction throughout which we acquire a large part of our social and technical skills. Accordingly says Lowie, "it is as old as organized social life. Schooling is merely a highly specialized form of education. According to Samuel Koenig, Education may also be defined as the process whereby the social heritage of a group is passed on from one generation to another as well as the process whereby the child becomes socialized, i.e. learns the rules of behaviour of the group into which he is born.

The Indian constitution has several provisions to make education accessible to all its citizens. Education was originally defined as a state subject, but the states faced difficulty in providing an appropriate standard of education due to a constricted financial capacity. This was resolved in 1976, with the 42nd Amendment to the Constitution of India, when education was changed to a concurrent list subject. This allows both the centre and states to legislate over the issue of education. It was only in 2002 that education was made a Fundamental Right with the 86th Constitutional Amendment. The Right to Education Act, of 2009 makes it obligatory for state governments to ensure that all children have access to quality education. The right to Education Act and Article 21-A came into effect on 1st April 2010. Under this, every child between 6-14 years of age has the right to free and compulsory education in India. 'Free education' implies that no child admitted to a government school is liable to pay any fees or expenses which would otherwise prevent them from pursuing elementary education. 'Compulsory education' makes the local authorities responsible for ensuring admission and completion of elementary education.

The management structures primarily are referred to the buildings, infrastructure, materials, equipment, technology, resources, and finances. Besides these, it is essential to take
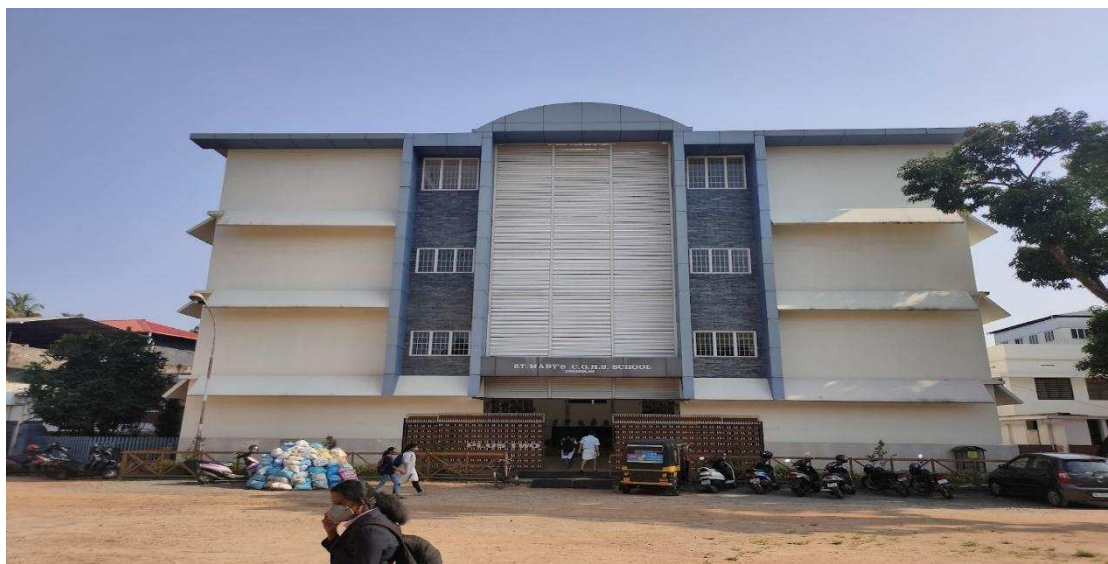
into consideration the teaching-learning processes, classroom management, curriculum and instructional methods, discipline, and effective communication among individuals. Educational institutions have the main aim of making provisions for education for the students and leading to their growth and development. Besides making provision for quality education, it is important to take into consideration several areas, these are, making available proper extracurricular and creative activities, materials to generate improvement in learning, technology, facilities, skilled and professional teachers, and appropriate implementation of managerial functions of planning, organizing, controlling, leading, recruiting and directing.

As part of the internship programme at the Senior Secondary level, I selected St. Mary's C.G.H.S School, Kovilvattom Road, Ernakulam. It is an aided school located in Ernakulam, Ernakulam sub-district, Ernakulam education district, and Ernakulam district. St.Mary's CGHS School is located on Marker Road in the heart of Ernakulam and is located in Ward 64 of Cochin Corporation. The establishment is under the Ernakulam Province of the Carmelite Sannyasini Community of Kerala. Vimala Province Ernakulam is the oldest province of the CMC congregation. The mother house of CMC is present in this province at Koonammavu. The Congregation of the Mother of Carmel (CMC) the first indigenous congregation for women in India was founded on February 13, 1866, by Saint Kuriakose Elias Chavara the then Vicar General of Syrian Church of Kerala, and Rev, Fr. Leopold Beccaro OC, an Italian Carmelite missionary. CMC is a religious congregation that strives for the personal sanctity of its members and the redemptive upliftment of the people of God, especially of Women and children through various apostolic activities.

St.Mary's C G H S S

The mother province Ernakulam gave birth to Pavanathma Province Kothamanagalam (1961), Pushparam Province Jalander (1986), and Mary Matha Province Angamaly (1987). Then it became CMC Vimala Province Ernakulam as it is now and it is a religious women's community in Ernakulam- Angamaly Archdiocese. Vimala's Mission houses are situated in Maharashtra and Delhi. Education, Medical Services, Social Services, etc: are the important ministries of Vimala province. According to the request of the President of the Ernakulam Archdiocese, Mar Louis Pareparambil, on December 9, 1919, the school principal F. S. Mr. Davies gave permission to start an English school and the school started in June 1920. In 1925 it became a Lower Secondary School. Mrs. A. Isaac was the first headmistress. A. Isaac and then Sister Kochuthresya headed this school. In 1934, it was upgraded to High School. After independence, the primary section became a Malayalam medium, with the exclusion of foreign elements, the exclusion of indigenous elements, and the introduction of KER. But due to the pressure of locals who understood the importance of learning English, private English medium classes were also conducted from 1961.

Thus Private English medium classes started in 1961. But in 1984, a new building was constructed at Pookaran Mukku, and started working under the name Rani Matha E.M.L.P School. In 2003, in the new move of the government to start English medium at the primary level again by shifting the private sector there under the name of the school. English medium is again working here. We are proud that most of the leaders, dignitaries, and industrialists who have

studied in this town have been trained by this Sara Swati Temple.   Since 2003, the English medium has been functioning as aided. The school celebrated its Golden Jubilee in 1970 and its Platinum Jubilee in 1995 and the Centennial Celebration was celebrated in 2020 with various events. It is a matter of pride that many great people who have studied at this Saraswati temple are holding high positions.   The Provincial Superior of Vimala Province, Rev.   Sr.Little Flower CMC is the Educational Manager in charge of the Educational Institutions.

Rev.Mother Provincial Rani T.G CMC(Sr. Little Flower)

It was established as an Elementary English medium school and raised as an aided school. In 1934 it was upgraded as a high school and started the L.P, UP, and HS sections under the guidance of Rev.Sr.Terecitta.The school was again set forth for another achievement as it was upgraded to Higher Secondary School in 2000.   It is one of the prestigious schools in Ernakulam and celebrated its centenary in 2020. St.   Mary's C.G.H.S.S is ready to compromise its academic excellence and educational support to the students.   Professionally equipped and dedicated teachers give a vital role in its valuable contribution to disciplinary literacy.   The students of St Mary's radiate the value and worthiness of St.   Mary's education to different parts of the world. The Kindergarten has 68 students and the L.P section has 303 students.   The upper primary

section runs with 12 divisions under the guidance of 14 teachers and we have nearly 500 students. High school section 14 divisions have 24 teachers and we have nearly 700 students. The Higher Secondary section has one Science Biology Aided and one Science Biology Unaided batch, one Science Computer, and one Commerce Computer batch. Well-built laboratories for the concerned subjects are provided. In the Higher Secondary section, there are 460 students.

Rev. Sr. Pushpamma Antony CMC (Sr. Pavana)

Education Manager – Vimala Province

The school started working in the new building in 2019. The type of school is co-educational. The school working time is 9 a.m. to 3. p.m. from Monday to Friday. In terms of social justice and equality of opportunity, girls are given equal participation in sports activities like boys in this school. The school has a private building. There are sufficient rooms for teaching purposes. It has got 12 classrooms for instructional purposes. All the classrooms are spacious with proper ventilation and are in good condition. It has 2 rooms for non-teaching activities. The school has a separate room for Head Misstress. The school has a Pucca compound wall. The source of Drinking Water in the school is Tap Water and it is functional. Two water purifiers ensure access to clean water for children. The school has Smart Classrooms,

Television, DVD player, laptop, and LCD projector are availed for children's learning and entertainment needs. The school has a shared playground with UP and HSS. It has a park for the pre-primary and lower-primary students. The school does not have a ramp for disabled children to access classrooms. The school has a prayer room. The school has 15 computers, 2 laptops, and 4 projectors for teaching and learning purposes and all are functional. The school is having a computer-aided learning lab. The school has separate toilet facilities for girls and boys. There are 12 toilets and they are functional and neatly maintains.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Education is an important investment in building human capital that drives technological innovation and economic growth. Changing concepts of education have led many institutions to adopt student-centered approaches to teaching, requiring different teaching competencies than more traditional approaches. Faculty members are the most crucial factor in the Teacher education process, it is a colossal task to meet the faculty needs of the rapidly expanding teacher education system. There is an acute shortage of high-quality teacher educators. Faculty selection should be made on merit only & compromises should not be part of the selection. Faculty should also be involved in the research activities. The Indian education system has evolved to a great extent from the Vedic days to today's computer age and e-learning. However, there is one thing that remains common between the two scenarios, and that is the importance of education. As Indians, our parents have always been emphasizing the importance of education. However, the education scenario wasn't this way ever since the existence of man. The Education system has evolved considerably from the Vedic Times to now and only for the better.

The role of a teacher today is that of a friend, philosopher, and guide, while his prime responsibility rests in the restoration of the higher values of life among the present generation.

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Apart from parents, a teacher, whom a student regards as his 'torch-bearer' can teach him the way of life. The goal of an educator is to inspire students toward excellence while promoting learning as a lifelong process. The Educator has the responsibility of teaching this nation's greatest natural resource. Education is a process that helps in the achievement of a determined living for every individual in society. Educational arrangement acquires intricacy through a process of social change. Education in this respect is a process that helps the members of society to adapt to the constantly changing aspects of society.

In teacher education, the effective use of teaching materials is crucial to accomplish its objectives as a professional stream. The Development of the teaching material component focuses on developing indigenous and contextually specific teaching material, in order to provide relevant and high-quality training. Developing teaching material and teaching aids is very important to the success of scientific and educational activities. According to the Goods Dictionary of Education, Teacher Education means - all the formal and non-formal activities and experiences that help to qualify a person to assume the responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In 1906, the programme 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. Thus we can an equation that -Teacher Education = Pedagogical theory +Teaching Skills + Professional skills

Teacher education is based on the theory that Teachers are made, not born contrary to the assumption, Teachers are born, not made. Teacher education reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary, and Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation are essential. Teacher education also helps in the development of teaching skills in teachers of professional institutions. The teachers in

professional institutions have only theoretical and practical knowledge of their respective subjects. They require specialized teacher training inputs to deal with students entering their professions. Teacher education also teaches special education and physical education. Thus where there are teachers, there would be teacher education. Teacher education is concerned with the aspects such as, who -teacher educator, whom - student teacher, what - content, and how - the teaching strategy. Teacher education is dependent upon the quality of teacher educators. 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 programmes should offer teacher candidates opportunities to individualize and personalize their preparation as teachers. Thus, all our teacher education programmes 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 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.

The internship is an educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation, and time spent coaching extracurricular activities. Student-teacher interns follow the calendar of a school and work in partnership with members of the teaching staff. It supports socialization within the profession, stimulates the development of teaching-learning concepts, provides a protected field of experimentation, allows new perspectives, and enhances motivation to continue learning and reflecting. This would help them to choose, design, organize, and conduct meaningful classroom activities (Dr. Kirti Matliwala). With all these observations, we can say that internship plays a significant and prominent role in the course of teacher education.

Hence the researcher felt the need to evaluate the impact of school internship programs and also try to find out whether the educational institutions provide adequate facilities to the students and the proper functioning of the same.

1.3. STATEMENT OF THE PROBLEM

A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education, and a teacher needs to be prepared in relation to the needs and demands arising in the school context. It is now essential to make changes according to changing environment to meet the challenges of globalization and liberalization. Therefore, it is necessary for teacher education institutions to have linkages with schools to understand their requirement and reorient teaching, training, and research activities.

As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, ‑The teacher is the most important element in any educational programme. An educational institution performs a significant function of providing learning experiences to lead its 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. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. Education is an important investment in building human capital that drives technological innovation and economic growth. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. This shows that it is imperative to invest in the preparation of teachers so that the future of a nation is secure. The two importance of competent teachers to the nation's school system can in no way be overemphasized.

In teacher education, the effective use of teaching materials is crucial to accomplish its objectives as a professional stream. The Development of the teaching material component focuses on developing indigenous and contextually specific teaching material, in order to provide relevant and high‑quality training. Developing teaching material and teaching aids is very important to the success of scientific and educational activities. The present study is undertaken to find out the programs and facilities provided to students and teachers. Hence the study will be

entitled **A Case Study on Physical and Ancillary Facilities and Programmes of St.Mary's CGHSS, Ernakulam.**

DEFINITION OF KEY TERMS

Physical facilities

Physical facilities mean the structure and interior surfaces of a lodging establishment including furnishings and accessories. (Law insider. 2021).

In the present study, the researcher operationally defined physical facilities as the infrastructural facilities in primary school.

Ancillary facility

An ancillary facility is a separate facility provided on a bilateral basis in multilateral structured financing for additional financing or hedging in place of all or part of the lender's unutilized revolving facility. (Pecunica. 2021)

In the present study, the researcher operationally defined ancillary facilities as the ancillary services rendered by a guidance counselor, librarian, property custodian, office clerk, boy/girl Scout, etc.

OBJECTIVES OF THE STUDY

The objectives of the present study were

1. To assess the physical and ancillary facilities provided in the Higher Secondary School to meet the different needs of the student.

2. To study the various programmes offered in Higher Secondary School to enhance the teaching-learning process.

3. To prepare a comprehensive report on the various school activities and provide constructive suggestions for institutional development.

1.6 LIMITATIONS OF THE STUDY

- Only the Higher Secondary Section was selected for the study,

- Limited period of 7 days got for this case study.

- Only one school was selected for the study in Ernakulam District.

- Preference was given only to aided schools and not the Government schools.

CHAPTER 2

REVIEW OF RELATED STUDIES

INTRODUCTION

The review of related literature is as important as any other component of the research process. It includes the systematic identification, location, and analysis of documents that contain relevant information related to the problem taken for research.   The review of related literature includes locating, reading, and evaluating the past as well as current documents of research followed by the planned investigation. The main objective of reviewing the literature is to identify and find out the work already done on the problem chosen by the researcher. Another significant motive of review is that it helps in the formation of research strategies, providing specific procedures and measuring instruments that have or have not been found to be productive, in investing in their subject.   By becoming familiar with previous research interpretation of the results of the study also becomes easy which shows the path for future research.

The Review of related literature is a very important section that is a must for the completion of any research. Any research study includes a careful review of studies already done which is one of the major steps.   The researcher should try to go through similar studies done on the subject which lead the researcher to lay a good foundation for his research.   Initially, it seems to be time-consuming but it is a learning phase as it helps the researcher to enhance his knowledge and to know what has already been done on the subject chosen.

STUDIES RELATED TO PHYSICAL AND ANCILLARY FACILITIES

Chavan,R.(2017)conducted a study on internship programme is helpful to gain feedback about the classroom behaviour of student-teacher educators and 'got a chance to observe new teaching

techniques, strategies, ideas & resources. M.Ed. internship programme was helpful to enrich student teacher educators with knowledge and experience of innovative teaching techniques like Brainstorming, activity-based learning, etc., and innovative evaluation techniques like story completing, puzzles, concept mapping, etc.

Nepal,B.(2016)published an article on Relationship Among School's Infrastructure Facilities, Learning Environment, And Student Outcomes. The present study analyzed the relationship between the condition of the school's infrastructure facilities, learning environment, and student outcomes. The data were collected from the respondents to know the measure of schools' practices; management, utilization, and planning of infrastructure facilities and its' effect on students' outcomes. This study was conducted between February to July 2014; a close-ended questionnaire was designed to expose the results. The sample size was taken proportionately from 3125 numbers of secondary schools. The selected districts were Sindhupalchok, Kavre, Makwanpur, Kathmandu, and Chitwan. From the universe, 40 schools were taken by using proportionate stratified random sampling. Respondents were taken equally from the community and institutional schools. Respondents i.e. 4 students and 4 teachers were selected from each school. As whole 320 respondents were selected from 40 schools. Analysis of data was done by using the SPSS version 20. The multi-regression test was applied to analyze the data.

Singh,R.&Sarkar,S.(2015) Does teaching quality matter? Students learning outcomes related to teaching quality in public and private primary schools in India. This paper investigates how teaching quality impacts students' outcomes in public and low-fee-charging private schools in India. Drawing on the Young Lives longitudinal study, students in private schools have a significantly higher mathematics scores than public schools. Across public and private schools, teacher's characteristics such as experience, gender, content knowledge, and general education qualifications do not have a significant influence on students' learning outcomes. The proximity of the teacher's residence to the school, the teacher's professional qualification and teacher's attitude towards schools and students, and teaching practices such as regular checking of books, emerge as important determinants of students' outcomes.

Lingam1,G.I & Lingam2,N.(2013)purpose of the study to determine teachers' perception of the availability and adequacy of resources for the provision of a richer learning and teaching experience to children in a rural Fijian primary school. Analysis of the data gathered from the teachers shows the school to be in dire need of such resources as textbooks, science materials, library books, sports equipment, and curriculum materials for creating stimulating opportunities for children and teachers. The study findings have implications not only for the quality of schooling provided to children in rural areas but also for teachers' professional work and the funding criteria adopted by the principal stakeholder in funding small rural schools. The implications are likely to be relevant, too, for education provision in small schools located in remote rural areas of other jurisdictions, especially in developing contexts.

Ronald,H.&Karen,M.(2010)conducted a study Examining relationships among elementary schools' contexts, leadership, instructional practices, and added-year outcomes: a regression discontinuity approach, School Effectiveness and School Improvement Examining relationships among elementary schools' contexts, leadership, instructional practices, and added-year outcomes: a regression discontinuity approach. This study proposes and tests a multilevel structural model of school context, composition, and school leadership on school instructional practices and outcomes in elementary schools in a western state in the United States. We focus on direct and indirect relationships implied in our proposed model using an "added year of schooling" in reading and math as our primary school-level outcomes. Added-year effects, which result from a regression discontinuity design, represent a relatively new approach to describing how school factors influence outcomes. Our results suggest that net of context and composition factors, improvement-focused school leadership directly affected subsequent school instructional practices and, in turn, instructional practices affected added-year outcomes. We discuss the findings in terms of their theoretical and practical implications for conducting further educational effectiveness research.

STUDIES RELATED TO THE LEARNING PROCESS THROUGH INTERNSHIP PROOGRAMMES.

Nimbalkar, S.J.(2015) in his research paper entitled '20 Weeks Internship: Opportunities, Challenges and Measures' proposed ways to conduct a healthy internship programme a) Orientation of all students b) provide internship handbook c) scholarship/stipend for the students d) appointment of teacher in charge/group leader e) arranging guest lecture f) Conduct interview at the end of the internship.

Stephens,G.E.(2011) conducted a study on Teacher internships can provide a viable option for ensuring teachers participate in this level of professional development. This article explores how CTE teacher internships, in occupationally related workplaces, can be used to satisfy the requirement. A review of related activities that incorporate Advisory Committees and Cooperative Education placements are discussed. The concept of work-based Teaching Teams that include academic teachers is also explored.

Matliwala,K.(2010) opined that the internship programme is very important in teacher education, so we should make it more fruitful through our serious efforts. It should not be for just the completion of a teacher education programme but it must be for making successful and effective teachers. We have to adopt certain strategies for quality improvement in the internship programme.

Yashpal Committee Report (1993) on learning without burden recommended that the emphasis in these programs should be on enabling the trainees to acquire the ability for self-learning and independent thinking.

Acharya Ram Murti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.

2.4 CONCLUSION

The study of related research helped the researcher to know the previous work carried out on the subject. The review of related research helped the researcher to understand that using modern technologies, and physical and ancillary facilities is helpful to enhance the teaching-

learning process.   The review of related research thus helped the researcher to understand the various aspects of the teaching-learning process and the importance of physical and ancillary facilities in primary schools.

CHAPTER 3

METHODOLOGY

3.1   INTRODUCTION

The methodology is the systematic way to solve the research problem.   The methodology describes the procedures for carrying out the study.   The value of research rests in its methodology.   A pre-planned and well-designed methodology will provide the researcher with a scientific and feasible plan for solving the problem under analysis.   It will help the investigator to explore different trends in the field and adequately measure them so as to satisfy the requirement of investigation. The research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success.   In this section, the investigator made an attempt to describe the design of the study which includes the method adopted, tools employed, description of tools, selection of the sample, data collection procedures, consolidation of data, and techniques used for the analysis of data.

3.2   METHOD ADOPTED

In the present study, the institutional case study method was adopted by the investigator to understand the physical and ancillary facilities of St.   Mary's CGHSS School, Kovilvattom Road, Ernakulam.

3.3. TOOLS AND TECHNIQUE

An important aspect of research work is the selection of suitable tools for collecting relevant data.   The appropriateness of tools decides the effectiveness of the method of research. The following tools were used for collecting data for the present study.

3.3.1   Observation schedule for assessing the physical and ancillary facilities in the institution.

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The investigator adopted the tool developed by NCERT(2007)

3.3.2 The investigator used non‑participant observation and interview techniques to assess the physical and ancillary facilities in the institution.

3.4. THE SAMPLE OF THE STUDY

The sample selected for the study comprised one Higher Secondary School from the Ernakulam district as a single unit.   A convenient sampling technique used by the investigator to select, the institution which forms a cohesive whole and may be treated as a unit.   This unit is the totality of the institution the building, facilities, students, staff, educational support, training facilities, financial support, healthcare, guidance and counseling, records, etc.,

3.5. PROCEDURE

The present study was conducted in the Higher Secondary School.   The investigator visited the school for the observation and interviewed the Headmistress, Teachers, and Non‑teaching staff of the school to know the physical and ancillary facilities of St. Mary's CGHSS, Kovilvattom Road, Ernakulam.   The investigator established a rapport with the study samples and collected the necessary information.   For the effectiveness of data collection, the researcher used non‑participant observation in the study.   The tool for the study is an observation schedule.   The information was kept confidential.   The data collected was consolidated and analyzed.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1   INTRODUCTION

This chapter deals with the analysis and interpretation of the data collected using the tool. Analysis of data means studying the organized material in order to discover the inherent facts.   It involves breaking down the existing complex factors into simple parts and putting together the parts in a newly arranged way for the purpose of interpretation.   In order to study or assess the

physical and ancillary facilities provided in the primary school to meet the different needs of the student the investigator analyses the data.

4.2. ANALYSIS ON THE BASIS OF PRIMARY DATA

St. Mary's CGHS School situated at Ernakulam was visited for the study. The establishment is under the Ernakulam Province of the Carmelite Sannyasini Community of Kerala. Vimala Province Ernakulam is the oldest province of CMC congregation. According to the request of the President of the Ernakulam Archdiocese, Mar Louis Pareparambil, on December 9, 1919, the school principal F. S. Mr. Davies gave permission to start an English school and the school started in June 1920. In 1925 it became a Lower Secondary School. Mrs. A. Isaac was the first headmistress. A. Isaac and then Sister Kochuthresya headed this school. In 1934, it was upgraded to High School.

After independence, the primary section became a Malayalam medium, with the exclusion of foreign elements, the exclusion of indigenous elements, and the introduction of KER. But due to the pressure of locals who understood the importance of learning English, private English medium classes were also conducted from 1961. Thus Private English medium classes started in 1961. But in 1984, a new building was constructed at Pookaran Mukku, and started working under the name Rani Matha E.M.L.P School. In 2003, in the new move of the government to start English medium at the primary level again by shifting the private sector there under the name of the school. English medium is again working here. We are proud that most of the leaders, dignitaries, and industrialists who have studied in this town have been trained by this Sara Swati Temple. Since 2003, the English medium has been functioning as aided. The school celebrated its Golden Jubilee in 1970 and its Platinum Jubilee in 1995 and the Centennial Celebration was celebrated in 2020 with various events. Plus Two section was established in 2000. It is a matter of pride that many great people who have studied at this Saraswati temple are holding high positions.

The Headmistress of the school extended all the necessary support and explained the various programmes and facilities in the school, and facilitated all the help. The teachers and non-teaching staff also gave good support and cooperation for the data collection. In addition to the above, necessary help was forwarded to inspect and assess the infrastructure and other facilities in the institution. The investigator observed the facilities in the school and cross-checked with the observation schedule and recorded the findings. Interaction with the students and teacher trainees also facilitated the collection of necessary information.

The importance of data interpretation is evident and this is why it needs to be done properly. Data is very likely to arrive from multiple sources and has the tendency to enter the analysis process with haphazard ordering. Data analysis tends to be extremely subjective. Data interpretation refers to the implementation of processes through which data is reviewed for the purpose of arriving at an informed conclusion. The interpretation of data assigns a meaning to the information analyzed and determines its signification and implications. That is to say, the nature and goal of interpretation will vary from business to business, like correlating to the type of processes that are implemented based on individual data nature, the two broadest and most common categories are "quantitative analysis" and "qualitative analysis". This study mainly used qualitative analysis for data interpretation. The end product of analysis is the setting up of general conclusions.

Necessary details related to St. Mary's CGHSS Ernakulam were collected from the primary documents as well as the observation schedule. Primary data are collected from different sources like interviews with the school headmistress, Staff, records, photographs and school documents, etc.

4.3 DOCUMENT ANALYSIS

Investigator analyzed various documents regarding St.Mary's Convent HSS, Ernakulam such as magazines, websites etc. based on this document the investigator conclude the following contributions of this institution.

4.3.1 HISTORY OF THE INSTITUTION

St. Mary's CGHSS School is an aided school located in Ernakulam, Ernakulam sub-district, Ernakulam education district, and Ernakulam district.St.Mary's CGHSS, Ernakulam is located on Marker Road in the heart of Ernakulam, and Ward 64 of Cochin Corporation. The establishment is under the Ernakulam Province of the Carmelite Sannyasini Community of Kerala. Vimala Province Ernakulam is the oldest province of the CMC congregation.

The mother house of CMC is present in this province at Koonammavu. The Congregation of the Mother of Carmel (CMC) the first indigenous congregation for women in India was founded on February 13, 1866, by Saint Kuriakose Elias Chavara the then Vicar General of Syrian Church of Kerala and Rev, Fr. Leopold Beccaro OC, an Italian Carmelite missionary. CMC is a religious congregation that strives for the personal sanctity of its members and the redemptive upliftment of the people of God, especially of Women and children through various apostolic activities.

According to the request of the President of the Ernakulam Archdiocese, Mar Louis Pareparambil, on December 9, 1919, the school principal F. S. Mr. Davies gave permission to start an English school and the school started in June 1920. In 1925 it became a Lower Secondary School. Mrs. A. Isaac was the first headmistress. A. Isaac and then Sister Kochuthresya headed this school. In 1934, it was upgraded to High School. After independence, the primary section became a Malayalam medium, with the exclusion of foreign elements, the exclusion of indigenous elements, and the introduction of KER. But due to the pressure of locals who understood the importance of learning English, private English medium classes were also conducted from 1961.

 Thus Private English medium classes started in 1961. But in 1984, a new building was constructed at Pookaran Mukku and started working under the name Rani Matha E.M.L.P School. In 2003, in the new move of the government started English medium at the primary level again by shifting the private sector there under the name of the school. English medium is again working here. We are proud that most of the leaders, dignitaries, and industrialists who have studied in this town have been trained by this Sara Swati Temple. Since 2003, the English medium has been functioning as aided.

St. Mary's CGHSS, Ernakulam located in the heart of Cochin city, is owned and managed by the congregation of Mother of Carmel, Vimala Province, Ernakulam. It is a government-aided institution following the Kerala state syllabus. The school was established in 1919 as an English medium LP school and later was upgraded to a high school in 1934. Plus Two sections was established in 2000.

The school celebrated its Golden Jubilee in 1970 and its Platinum Jubilee in 1995 and the Centennial Celebration was celebrated in 2020 with various events. It is a matter of pride that many great people who have studied at this Saraswati temple are holding high positions. The Provincial Superior of Vimala Province, Rev. Sr.Little Flower CMC is the Educational Manager in charge of the Educational Institutions.

The institution has successfully crossed 100 years of excellent service in the field of education; Centenary celebrations were inaugurated by Prof. Raveendranath, Education Minister. Grateful to the Almighty for the blessings and support obtained all through the years.

Classes from Kindergarten to Plus Two are offered. Up to 7th standard coeducation is provided. The school is enriched with well-qualified faculty and good infrastructure is made available to the students. We focus on the all-round development of our wards which includes spiritual, psychological, mental and social enlightenment.

4.3.2   VISION

The vision of the school is for the integral formation of students to lead a life of deep-rooted faith in God's love and justice.   It is to develop well sound confident and responsible individuals who aspire to achieve their full potential.

4.3.3   MISSION

The mission of the school is to mould its students intellectually, physically, spiritually, psychologically, morally, and socially to excel globally.   It is for providing quality education and a respectful and inclusive environment and also giving childcare in a safe environment and giving tremendous opportunities to thrive.

4.3.4   AIM

The aim of this school is to educate the children about their mental and physical growth and morals - spiritual ethics.

4.3.5   MOTTO

The motto of the school is to transform yourself and wake up the world.   The school has the aim of providing a rich, diverse and challenging education through excellent and innovative teaching and learning.

4.4   MANAGEMENT AND ADMINISTRATION
Principal St.Mary's CGHSS

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Rev. Sr Lincy Joseph CMC (Sr. Grace)2022

St. Mary's Convent Girls L.P. was founded in 1920. The school is working under Vimala Province Corporate Educational Agency. Although established for the betterment of the Catholic community, this school admits all irrespective of caste and creed. Apart from education, School management is a process of leading the school towards development through not only the optimum use of human resources, physical sources, principles, and concepts that help in achieving all the objectives of the school but also the proper coordination and adjustment among all of them.

Vimala Province Ernakulam is the oldest province of the CMC congregation. The Congregation of the Mother of Carmel (CMC) the first indigenous congregation for women in India was founded on February 13, 1866, by Saint Kuriakose Elias Chavara and Rev, Fr. Leopold Beccaro OCD, an Italian Carmelite missionary.

From the beginning of the Congregation, education has been the chosen field of apostolate. It is considered a sacred call, a great apostolate through which we participate in the teaching mission of the Church. The ministry's aim at the pursuit of academic and professional excellence should be the total formation of the human person as much for her/his own enrichment for the service of the society and the nation in the spirit of Christ. Therefore, through this apostolate, CMC is eager to impart along with technical and scientific knowledge, the redeeming light of wisdom to meet God the eternal truth. The ministry imbibed the vision of St. Kuriakose Elias Chavara who started schools attached to all the Syrian Churches realizing that "without removing ignorance the

seed and the seedlings of holy people will not be formed". Educational institutions are considered the abode of knowledge, that has to radiate gospel and universal values. As part of their responsibility to spread the good news of the Kingdom of God to all, they impart quality education to all especially to the poor and the marginalized to empower them.

On the first day, the children woke up fresh for the entrance festival. Headmistress C. Anumol Scaria welcomed all the children and parents to the meeting. BRC Trainer Divya Teacher formally inaugurated the entrance festival. Headmistress C. Anumol Scaria lit the lamp. An opportunity was created for everyone to watch and listen to the entrance festival song through a video presentation. There were also artistic performances by children. Each child prepared and displayed greeting cards to welcome the newcomers. There was a facility to see and hear the greetings of dignitaries. Ansi teacher thanked everyone who participated in the new digital entry festival. The entrance festival program concluded with the National Anthem.

The success of the school hangs on the effectiveness of management. Management comprises planning, organizing, resourcing, leading or directing, and controlling an organization of a group of one or more people or entities or efforts for the purposes of accomplishing a goal. The present Headmistress Sr.Anumol Sacria, extended all the necessary support and explained the various programmes and facilities in the school, and facilitated all the help. She is leading the school with utmost care and motherly compassion and strictness. All the teachers and supporting staff are very much satisfied with the Management and Administration of the school. They all together work with oneness and provide all the facilities and support for the effective functioning of the school.

4.5   BUILDING AND FURNITURE FACILITIES

The school is actually a home away from home for every student. The school building, classrooms, playgrounds, and libraries are the most important aspect of school infrastructure. Spacious and refurbished buildings and well-ventilated classrooms are a must in Schools. Properly planned School infrastructure is an out-and-out key factor in effective teaching and learning.

All the classrooms are provided with enough seating facilities and are well enough to accommodate the students. There are 12 classrooms, The classes have wooden furniture. Every class is provided with blackboards and interactive boards. Classes are provided with LCD projectors. Each classroom has a notice board on which the students put up the latest paper

cuttings and other related matters like quiz questions, posters, etc. The auxiliary things such as dusters chalks and other things are in plenty.

The school has a private building. There are sufficient rooms for teaching purposes. It has got 12 classrooms for instructional purposes. It has 2 rooms for non-teaching activities. The school has a separate room for Head Misstress.

Each classroom is well equipped and organized with teaching learning aids such as benches desks tables as well as self-facilities for better arrangements, blackboard, etc.   The school is two-storied and there are facilities for the extension.   All the classrooms are spacious with proper ventilation and are in good condition.   The school has different sections for L.P., UP, HS, and

HSS.   The school is having a computer-aided learning lab.   The school has 15 computers, 2 laptops, and 4 projectors for teaching and learning purposes and all are functional.

Ernakulam, Kerala, India
Banerji Road Near St. Alberts College, X7PH+4MX,
Kacheripady, Ernakulam, Kerala 682018, India
Lat 9.984956°
Long 76.279228°
06/12/22 01:02 PM GMT +05:30

GPS Map Camera

SMART CLASSROOM

The classroom walls are well painted and decorated with educational informative pictures which are enormously attractive to children.

Office room, staffrooms, and classrooms are environmentally friendly and the children and teachers nurture their plants.   It is to inspire students to move beyond theories and textbooks and concentrate solely on 'doing'. It is an environmental extra curriculum programme directed to subtly sensitize students toward fellow inhabitants of our planet and the environment through hands-on thought.   The school maintains a beautiful garden also.

The school has a prayer room.   It is helpful to fulfill the vision of the educational institution. Each classroom is fitted with a speaker through which the students can hear the important announcements given by authorities and also they help in assembly and prayers.   Some teachers have microphones for taking classes.   Smart room facilities are also available there.   The classrooms have an almirah and enough racks to keep the books and other belongings.   There is a systematic timetable for academic and co-curricular activities.   10 periods for Malayalam, 8 periods, Mathematics 6 periods, EVS 8 periods, Work Experience 2 periods, PT 2 periods, Art 2 periods, Hindi, Spoken English, etc.   are also included in the timetable.

Transportation facilities were arranged by the school itself. The school altogether has 11 school buses. Most of the students are coming to school by school bus.
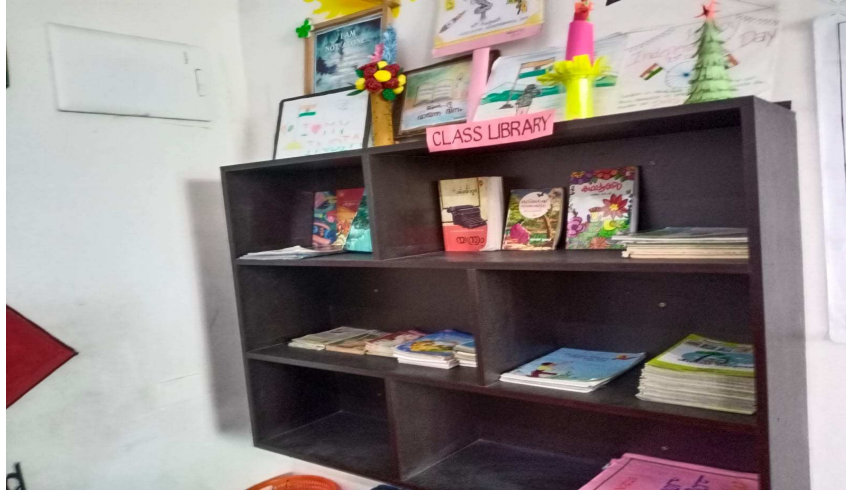

LIBRARY

A library is a place where unlimited knowledge is waiting to be found. The school library equips students with various learning Skills and develops their imagination enabling them to become responsible Citizens. The school has a library which is situated on the 1st floor of the block building. Around 400 books are available including story books, Novels, and children's fiction both in English, Malayalam, Hindi, Poetry Collections, etc. The school library has a librarian,

who is appointed as the superior and Controlling of the library.   A student can take 3 numbers of books at a time and place them in their hand for 2 weeks.   Then they can renew the book for another week.

CLASS LIBRARY

READING CORNER IN THE CLASSROOM

In classrooms, also they maintain one class library, in which the students have an opportunity to donate books on behalf of their birthday celebration.   The books are well arranged in a well-ordered and highly organized manner on the bookshelf and book stakes of the St.Mary's L.P School Library.   Reading corners are also available with sufficient spaces in the classrooms and

also in the school library.   The library facilities bring children and books together for social, cultural, and intellectual development.

4.6   GUIDANCE AND COUNSELING

Guidance is an integral part of education.   A great teacher inspires, is a priest, a counselor who can help the learners by his conscious power to unite with the real Source.   Counseling and guidance can provide a good basis for a broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her personal resources in order to cope effectively with their future.

Effective teachers have a thorough knowledge of their subject content and skill.   Through this, they inspire in their students a love of learning.   They also understand how students best learn concepts, content, and skills.   Effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes to learn successfully.   Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential.   They know students learn best if they are in a classroom where they feel safe and confident to attempt new tasks even if at first they are unsure about how to tackle them.

Counselors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them.   Counselors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students.   Too often, counselors are not included in curriculum development efforts.

The roles of guidance and counseling programme are to bring about the maximum development and self-realization of human potential for the benefit of the individual and society.   Guidance is applicable to all aspects of human life i.e.   physical, mental, and vital.   emotional and spiritual and in all stages of development from infancy to old age.   The main objective is to help an

individual to utilize the basic potentialities to the maximum for adequate adjustment in the environment. India is a democratic country. The success of democracy depends on educated and enlightened individuals who shoulder the responsibilities of running the administration.

Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better ways of teaching those who are not responding as well as extending those who are achieving well. The implication for guidance and counseling is that the teacher observes the students during and after the class. The teacher also evaluates the students to know their knowledge of assimilation and if there is a need for counseling, the teacher may wish to invite the counselor to the class for general class discussion or refer a particular student that is deficient to the counselor for guidance.

In this school, teachers are not specially trained for providing guidance and counseling. A special counselor from BRC is helping the teachers and students with the same. Teachers make sure that they have a very cordial relationship with the parents of the students and keep a tab on the day-to-day activities.

4.7   DRINKING WATER FACILITIES

Drinking water facilities are provided on the school premises through tap water. A neat and clean water purifier is placed in the school and the students can take water as and when required by

simply turning the tap.   The teachers can also fetch water from the water purifier.   Other than that students bring water in their own bottles and are allowed to have it during interval time.

4.8   SANITARY ARRANGEMENT

The school has urinals within the school premises.   The school has separate toilet facilities for girls and boys.   There are 12 toilets and they are functional and neatly maintained.
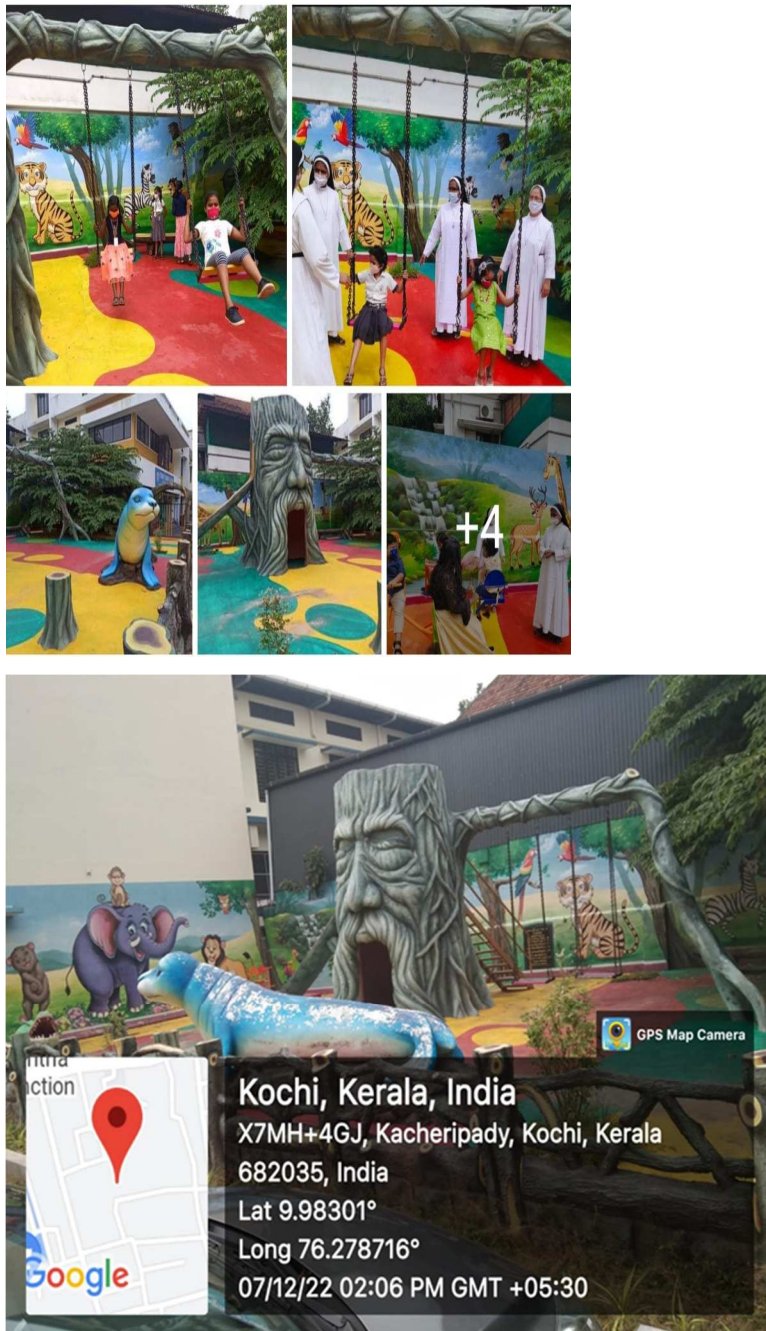
4.9   PLAYGROUND

Playgrounds are safe spaces where kids develop crucial physical, social, emotional, and imaginative skills necessary to gain self-confidence, improve coordination, and advance critical thinking capabilities.   Providing a proper playground is beneficial to keep the children fit and healthy.   School playground equipment in India positively impacts children's emotional, social, physical, and mental growth.   Various other advantages include increased self-esteem, critical thinking skills, and a strong immune system.

A playground is a place designed to provide an environment for children that facilitate play typically outdoors.   St.Mary's LPS has an average level size of playground facilities within the school premises and it is in usable condition.   It is shared by other sections like UP,HS, and HSS. The school has a child-friendly park.   Children with aptitude in sports are given special training.

The teachers are giving physical training.   Students play various games and the school provides various sports equipment like shuttle, football, skipping, etc.   For Yoga classes, a special teacher is occupied.   Every Monday the children are trained by teachers who have mastered yoga. Sports meet in an academic year, are conducted in the same playground.   School playgrounds and playtime are vitally important to children for their fun and relaxation as well as their good health and well-being.

Mary ST Maryscglps Ekm
Jul 30 · 🌐

Yoga Day Celebration 2022

4.10   MEDICAL CHECK-UPS

The school arranges for medical check-ups of students annually.   The students are vaccinated at the proper time.   A first aid box is kept commonplace at the school and the box consists of necessary items and basic medicines to deal with emergency situations.   There is no sick room for students.

4.11   INCENTIVE SCHEMES

The school had a scheme of free textbooks in the year 2001-2002 as per item 28, which were textbooks supplied to students.   The school has a Mid-Day meal scheme for primary and pre-primary-stage children.   A mid-Day meal is provided to students in the form of a cooked meal. Breakfast is also provided for children.   Both Mid-day-meal and breakfast are provided on all working days.   There is a separate kitchen and staff are there for the preparation of food. Nutritious, neat, and hygienic food is being supplied for the children.   To manage garbage, source waste treatment facilities are arranged by the school.

Compost pits for waste management

4.12   STAFF DETAILS

The number of teaching staff in the primary section is 12 including H.M. and 3 non-teaching staff. The school has a programme of Integrated Education for Disabled Children (IEDC) from BRC and a teacher came who is trained in teaching children with disabilities. The school has pre-primary classes (including unrecognized ones) attached to it. There are 32 Boys and 38 Girls enrolled in pre-primary classes 2 female teachers are teaching pre-primary classes. The playschool class is also there in attached to the primary from the academic year 2022 onwards in the school and one teacher is occupied with the same. They are highly qualified and experienced, and energetic and are veterans in managing students. Some of the teachers have 30 above years of experience in teaching. They took the teaching profession as a passion and they are gifted with it. Two special teachers were appointed for the training in Hindi and Spoken English. The teachers were appointed by the Management through a selection process. There is two non-teaching staff also working there. The total number of students in the Primary section is in LP-303. Late Sr.Maria Tessy was one of the National Award winners and is really an asset to the school.

TEACHING FACULTIES

4.13 P.T.A

PTA stands for Parent Teacher Association, a school-based organization with a mission to make the school a better place for children to learn. Parents of students work together with teachers to volunteer in classes, raise money for school supplies, and generally support the school's efforts.

The best school is one where parents, teachers, and the school management have a shared vision and achieve it together. The school and parents are partners in child rearing and it's important to

understand each other's roles. The PTA is not a body for collective bargaining or a grievance redressal forum. A proactive PTA gives appropriate feedback to the school management through the Principal, regarding the functioning of the school. There is a P.T.A functioning in the School. Now the president is Sandara Elsa Thomas. PTA in the school act as an important organization for supporting the programme of school community relationship. There is a mother P.T.A in the school and its president is Mary. P.T.A meetings are organized regularly in the school. Various activities initiated by the school are supported by P.T.A and mother P.T.A are Organizing awareness classes for parents and teachers organizing various training programmes for teachers Holding parent-based discussions on topics relevant to the school, social occasions, giving parents a voice within the school also Alumni is conducting as the reunion programmes by old students. All the organizations are very much supportive of the welfare of the school.
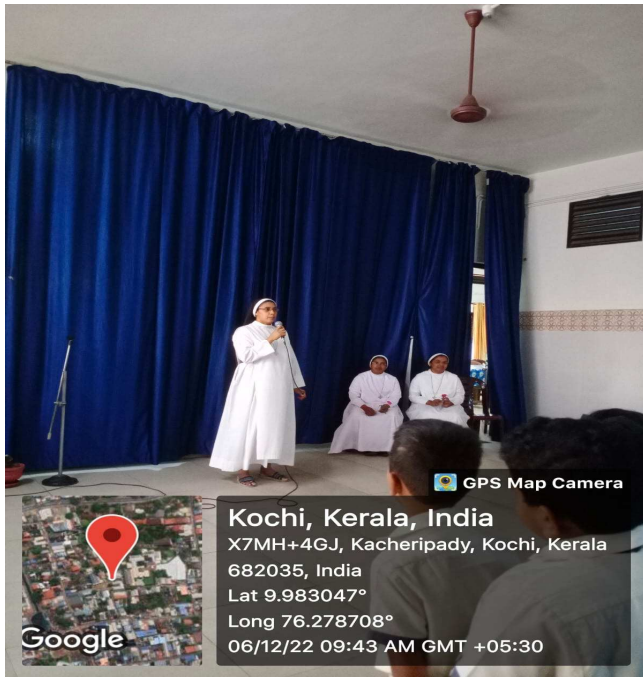
4.14   School Assembly

Morning assembly is a very important part of school culture. It helps to strengthen the way a school works. It also helps students to gather a lot of energy to do well and be good in their day. It helps in building a culture of communication and representation of academic and co-curricular activities. The intention behind implementing regular all-school assemblies is to develop a feeling of unity and a positive school culture among the students and staff. A school assembly is a gathering of all or part of a school for any variety of purposes. It simply strengthens the way of school works. It is conducted with the complete and active participation of the students and the teachers. This School morning assembly was conducted for 15 to 20 minutes which starts at 9.00 A.M. School assembly was conducted twice a week outside including special occasions of the School and for the remaining days, it is conducted inside the classroom. The assembly includes prayer, pledge, News, thought for the day, Word of God, Principal's brief disclosure, warmup exercises, recreational activities, and national anthem. Each class gets the opportunity for conducting the assembly.

School Assembly

Principal's Brief Discourse   **School Internal Inspection Team**

Recreational Activities In Assembly

4.14.1 PRAYER

Prayer is sung by a group of students chosen in an order such that each class is given an opportunity each week to ensure the participation of the whole class and the prayer songs are mostly in Malayalam and in English too.

4.14.2 PLEDGE

An oath is a way to make us aware of our duties towards our nation.   One of the students comes forward and leads with the pledge.

4.14.3 NEWS ANALYSIS

Daily news is read by students from each class in front of the assembly. It will be mostly in English and sometimes in Malayalam.

4.14.4 THOUGHT FOR THE DAY

Thought for the day is an important part of morning assemblies at school. They help you develop a positive mindset and be grateful for life. Students deliver inspirational thoughts for the school assembly.

4.14.5 PRINCIPAL'S BRIEF DISCOURSE

On certain occasions, the Headmistress gives a very brief discourse on things to be followed and general factors. After that assembly dispersed. Important assignments for the students are also declared at this time. In assembly the students who have achieved something in academics or extracurricular activities which gives motivation and a feeling of encouragement to the winners as well as other students to achieve more. This type of encouragement provides enthusiasm to achieve great academics in a day onwards.

4.14.6 NATIONAL ANTHEM

Students sing the National Anthem to instill national pride and respect. The national anthem sung by the same team as the prayer.

4.15 CO-CURRICULAR ACTIVITIES

Co-curricular activities are meant to bring social skills, intellectual skills, moral values, personality progress, and character appeal to students. It includes athletics, cultural events, Library activities, science lab activities, classroom activities, creative arts, meditation, etc. In today's highly competitive world, we have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge. That is where co-curricular activities play a very significant role. They help students get mental rest and also help them stay physically fit and healthy. Co-Curricular activities are compulsory activities that are important for every student to participate in. Co-curricu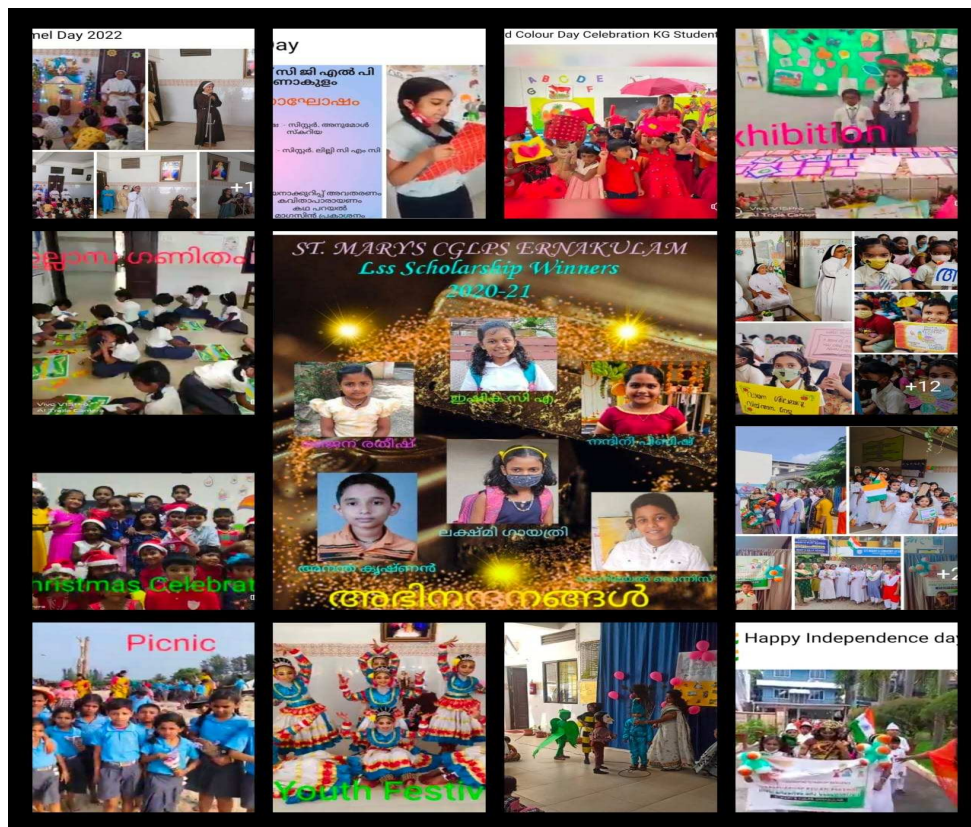lar is designed and balanced with a curse that every student gets to learn beyond subjects. Co-curricular selves are me to bring seal skills, intellectual skills,

moral values, personality progress, and character appeal in sales including statistics, cultural events, Library activities, science tab activities, team activities, creative arts, meditation, etc. The following areas are covered by co-curricular activities.

4.15.1 AESTHETIC DEVELOPMENT

All students will be a part of any of the items such as music, dance, arts, etc. School is ensuring that nobody is devoid of chances to showcase their talents. There were separate teachers for all the training. Students also get a chance to take parting competitions at levels.

4.15.2 CITIZENSHIP TRAINING

Almost all the nationally important days are celebrated in their essence in the school. It is necessary to develop knowledge, skills, and understanding that pupils need to play a full part in a democratic society, as active and responsible citizens. Pupils are taught about democracy, politics, parliament, and voting.
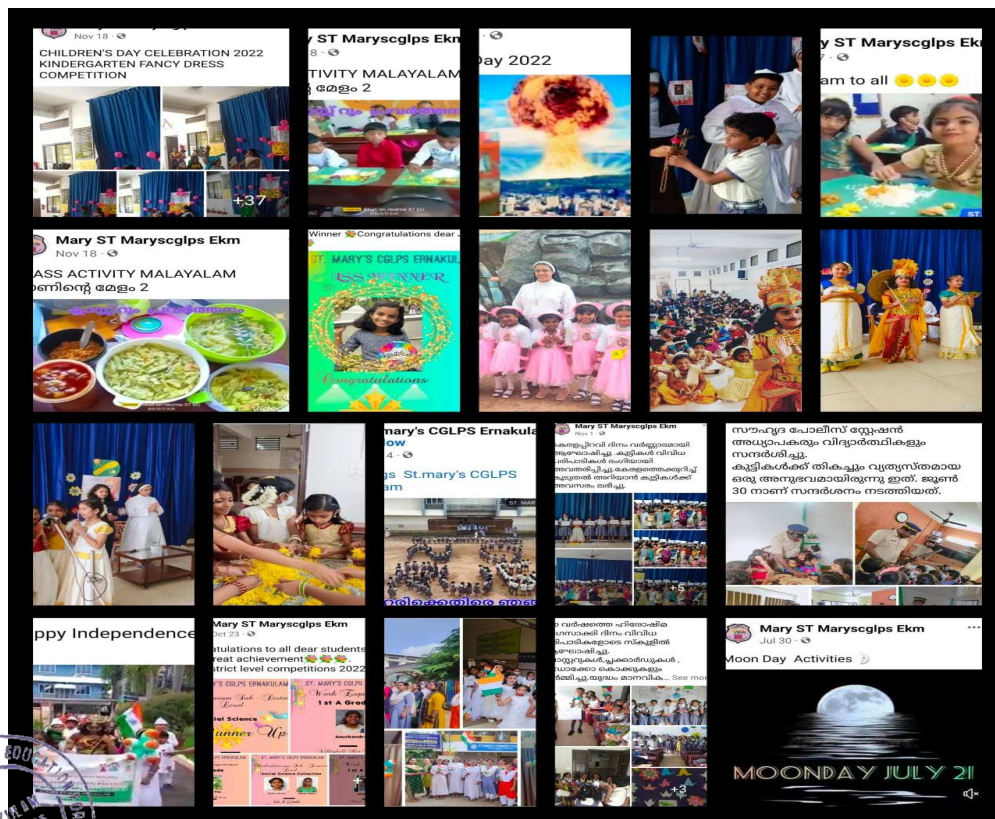
4.15.3 CULTURAL DEVELOPMENT

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The school cultural programmes aim to propagate the concept of national integration, the spirit of communal harmony, brotherhood, courage, and adventure amongst the youth by exhibiting their cultural prowess in a common platform.   The School gives immense importance to the cultural development of students also.   It is an open group where students interested in the various realms of art can come and join to showcase their talents.   Teachers help the students in fostering their talents.   Youth festival, talents day helps the students to expose their talent.   Annual Day celebrations were conducted with the co-operation of P.T.A.

4.15.4 EMOTIONAL AND NATIONAL INTEGRATION

Education is the central force to develop emotional integration among all.   The curriculum, methods, aims and objectives, etc.   will provide guidelines to all teachers, educators, and students to integrate the fruits of education for national and emotional integration.   Students are trained to have an empathetic attitude toward their fellow beings.   The school is also lent its hands to the welfare of disadvantaged students.   BULBULS -   Headed by Mrs.   Honey Mathew Teacher. With the aim of inculcating national consciousness and service readiness, the children are prepared for activities in a way that makes the motto "but able will do"   come true.

The school conducts field trips to various places like old age homes, police stations, etc. to inculcate the values, and develop life skills. The children were convinced that World Anti-Drug Day is being observed with the aim of sensitizing people against the social menace of drug addiction. Includes pictures and phrases containing anti-alcoholism wishes. Children made posters. Headmistress C. Anumol Scaria gave an anti-drug day message to the children. There were also short speeches by children and they perform a flash mob in the playground. They celebrated Moon Day. The teacher told the children about the importance of Lunar Day. As part of the celebration, the children made a variety of still models. Also found and sang different children's poems and drew a picture of the sky. Emotional and national integration refers to feeling oneness i.e. fellow feelings between different communities will have to be followed and narrow thinking will have to be abandoned.
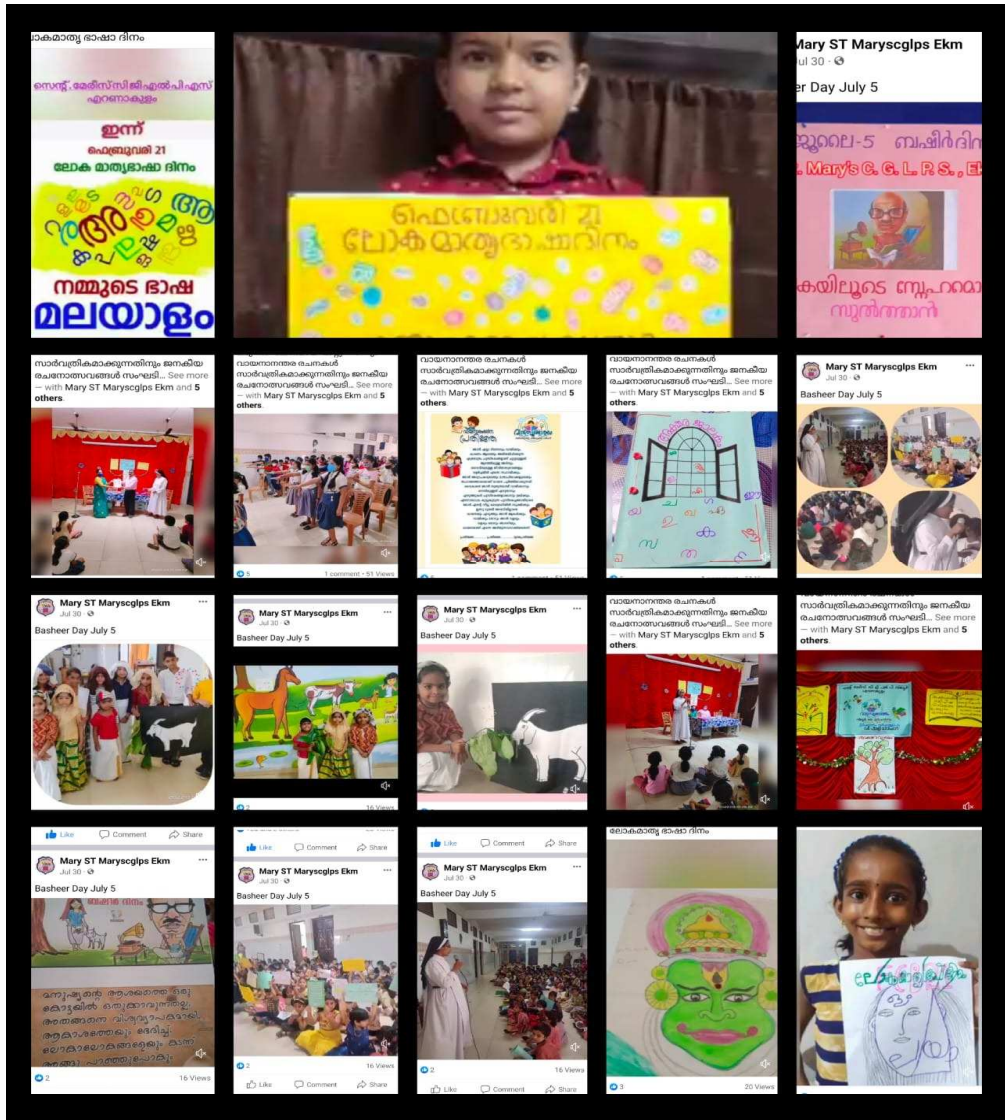
4.15.5 LEISURE TIME UTILIZATION

The leisure time or free time that children can spend away from their every day responsibilities to rest, relax and enjoy life. This school made arrangements for various leisure time activities. It includes reading, playing games, listening to music, TV watching, drawing and painting, and dancing. Sometimes they use to read books in their classroom. Otherwise, they will engage in friendly talks and jokes.

4.15.6 LITERARY ACTIVITIES

Literary activities are also conducted in the school. They are conducting various competitions for enhancing the literary skills of students. Teachers have actively engaged the students in their literary development. The language clubs organize various competitions like poetry writing, story writing, recitation, storytelling, elocution, extempore, essay writing, etc. The best works of the students are being rewarded. This would encourage them to participate in more such competitions. July 5, 2022, was observed as Basheer Remembrance Day. The teacher introduced Vaikom Muhammad Basheer to the children and asked them to find and write his works. Each child was asked to make a variety of posters. Children were enacted as the characters of Vaikom Muhammad Basheer's famous works portraying different characters.

The activities of Vidyarangam Kala Sahitya Vedi are going on well under the leadership of Mrs. Ansi Teacher. The teacher participates in the educational workshops held at the sub-district level and organizes the activities of the school according to those suggestions. Every year competitions are conducted at the school level to develop children's artistic and literary tastes and the winners participate in regional competitions and are awarded prizes.

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The school and its children have got so many awards and prizes in co-curricular and academic activities. There are various club activities like Maths Club, Malayalam Club, Film, Art Club, and Science Social Club in the school. There is a separate room for extracurricular activities.

4.15.7 MORAL DEVELOPMENT ACTIVITIES

Involving students in community service, and giving them opportunities to reflect on their experiences, can also help to develop their values and identities as moral people.   Being a Christian institution they gave immense importance to prayer and there are moral science classes for children.   The school has a prayer room.

4.15.8 PHYSICAL DEVELOPMENT

The school gives immense importance to sports and related activities. As a part of physical education, the students actively participate in games, drills, etc. There are 2 periods in time table set for physical training. Those who are interested in sports are getting opportunities for their upliftment. There is no special physical education teacher in the school. Sports meets were conducted in the school annually.

4.15.9 SCIENTIFIC DEVELOPMENT ACTIVITIES

The school conducts and provides children with opportunities to develop and practice many different skills and attributes. These include communication skills, collaborative skills, team working, and perseverance, as well as analytical, reasoning, and problem-solving skills. The club activities promote several opportunities for the children. The teachers are very much encouraging the children to arise critical and creative thinking which will be applicable in the rest of their lives in and out of the classroom. They celebrate special days like Moon Day, Hiroshima, and Nagasaki Day and conduct exhibitions. Science Club is under the leadership of Mrs. Annes KA, activities are conducted to inculcate scientific aptitude in children. IT Club - In order to increase the interest in computer learning among children, more programs are being organized keeping in view the possibilities of IT and learning activities are all computer-based. Film Club, Balasastra Congress gives opportunities for students to nourish their talents enormously.

4.15.10 SOCIAL WELFARE ACTIVITIES

The school provides assistance to individuals and families through programs such as health care, food stamps, housing assistance, and child care assistance. With the help and co-operation of the Alumni association, P.T.A, and Local Self Government the school Management arranges programmes that are designed to enhance or promote the well-being of individuals, families, and the larger population. They celebrate special days like Gandhi Jayanthi, Environment day, Anti-Drug Day, Blood donation Day, etc.

4.16 ALUMNI

The Alumni have contributed liberally towards the development of the institution through scholarships, endowments, financial support, organizing lectures etc. Alumni after passing out from the educational institute achieve better career options and reach higher positions. They have an extended professional network. This experience and relationship building can help the students to make better professional debuts.

On the centenary of St.   Mary's Convent LP School, with the cooperation attached Alumni of aluminum,

dedicated to the school of Friendship Park, a Stone laying ceremony by Former Hon'ble Minister of Education C.   Rabindranath was performed.   Haibi Eden MP, TJ Vinod MLA, Former Provincial C Subha Maria, and Former Headmistress C.   Sherin, Former Corporation Counselor Gracie Babu, Alumni Secretary Zakaria Kattikaran.
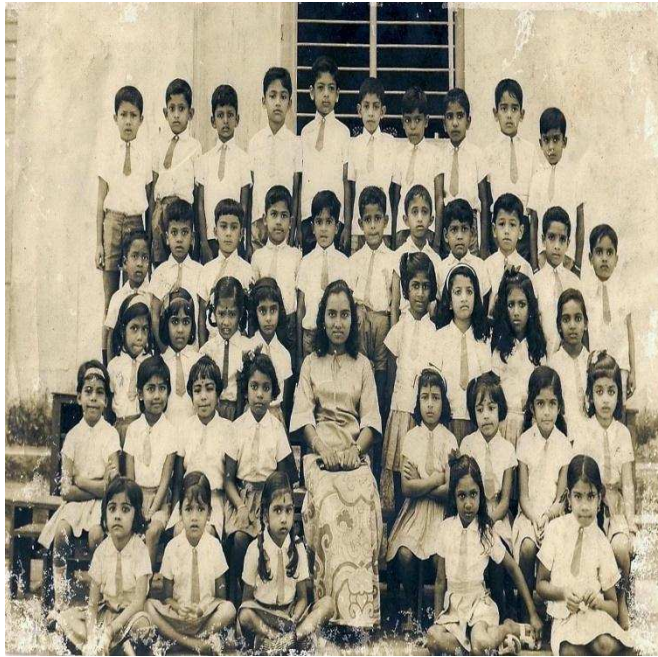
Alumni and Alumni Secretary Zakaria Kattikaran hands over a pulse oximeter and a smartphone for a child for online learning given to the school office for the Alumni to the school headmistress Sr.Anumol Scaria. Alumni members -Mathew Sir (Retd. St. Albert's School) and Santosh Pai.

After 6 years of long service Sr.Sherin, who is moving, is given the tribute from Alumni Association.
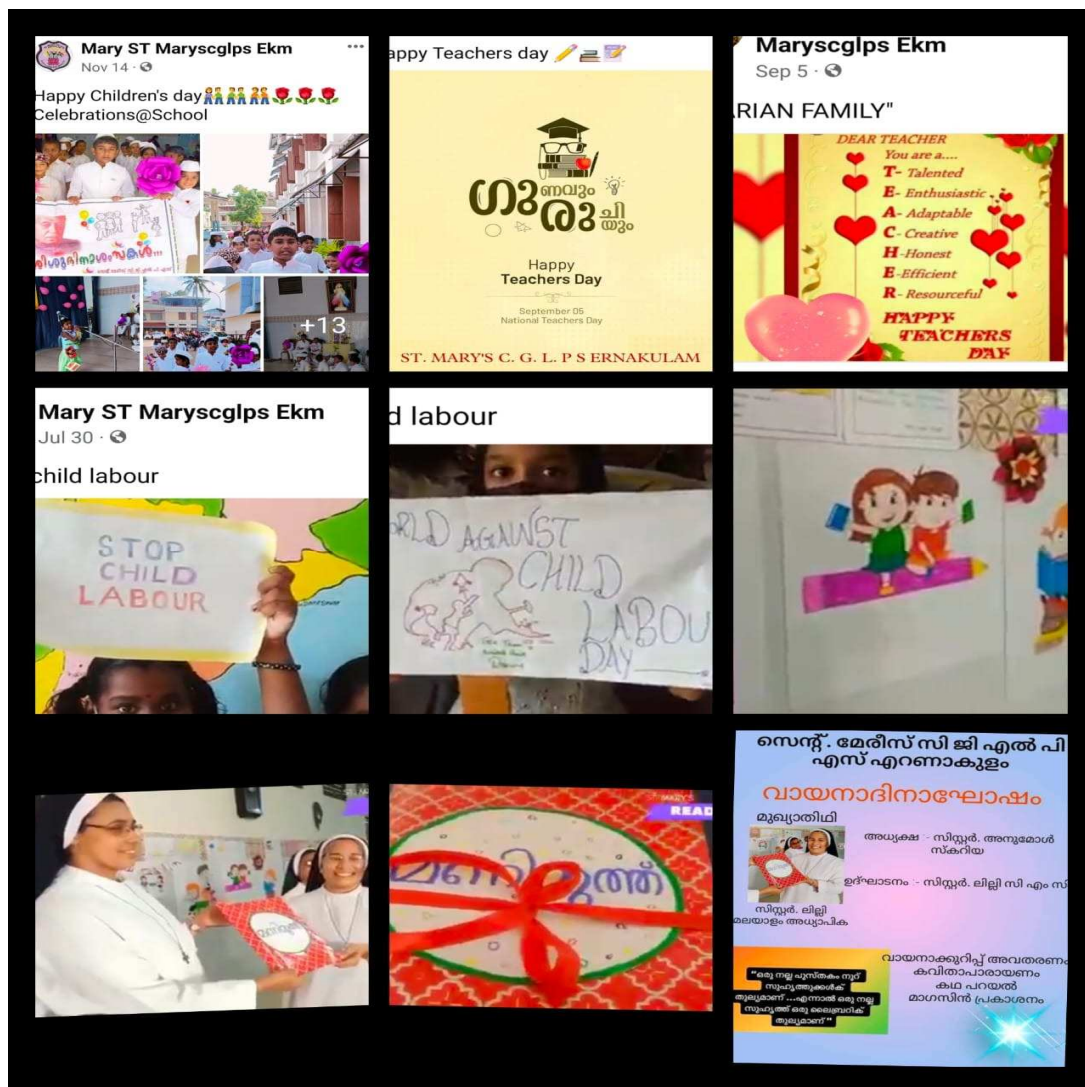

Std II (1973-74)   **Baby class (1957-58.)**

4.17   OTHER INNOVATIVE ACTIVITIES

Though it is an aided school, it promotes and arranged opportunities for the promotion of communication skills, especially in Hindi and English, and gives equal importance is given for Malayalam. As a part of innovation, classroom learning encompasses a variety of instructional strategies aimed at increasing student engagement, developing creativity, encouraging collaboration, and deepening understanding through the use of real-world issues. Using innovative tools like audio and visual tools like recorded videos, modules, infographics, mapping, etc, are great ways to engage the students completely in learning. Moreover, visuals tend to stick in long-term memory, making learning easy and impactful.

4.18   SWOC ANALYSIS OF THE INSTITUTION

SWOC Analysis

Dr. Kulvinder Kaur

A SWOC analysis is a way of understanding the Strengths and Weaknesses of the schools. The Opportunities that might be available, and the Challenges that they might face. A SWOC analysis is a simple yet powerful way to look at the present situation and help us to identify the comparative advantages and possible ways to improve performance.

4.18.1 STRENGTH

- Always focusing on the all-round development of the students.

- School has a clear vision, mission, and aim.

- Effective Management.

- Highly experienced teachers.

- Good building facilities and furniture facilities.

- Well-maintained classroom and common library.

- Attractive and hygienic school and classroom environment.

- Provides guidance and counselling.

- Traditional experience in the education field.

- Selfless service.

- Easily accessible location for families to come and visit.

- A strong academic record in terms of school course and syllabus.

- Established a better relationship with other schools and the society.

- Innovative and creative programs for students.

- Child friendly and enjoyable school environment that foster academic achievement.

4.18.2 WEAKNESS

- Lack of infrastructural facilities for differently abled students.

- Lack of spacious and exclusive playground.

- Delayed updating of website.

- Lack of energy conservation facilities.

- Lack of smart classroom facilities for all classes.

- Lack of P.T.A hosting/initiative programmes.

- Lack of special teachers and constant training for physical education, and Arts and craft.

- Unrecognized pre-primary section.

- Lack of water management.

4.18.3 OPPORTUNITIES

- Renowned faculty.

- Magazine publication.

- Effective and innovative teaching strategies.

- Opportunities for various co-curricular training.

- Promoting sponsorships for weak students.

4.18.4 CHALLENGES

- Modern technological advancements.

- Heavy traffic road.

- Space limitation for further development.

- Changing demands of parents and students.

- Instructional and infrastructural facilities for differently abled children.

- Fund allocation.

4.18.5 REFLECTIONS ON THE SCHOOL EXPERIENCE

"Reflection is the instrument by which experiences are translated into dynamic knowledge "Reflection is a meaning-making process that moves a learner from one's experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas It is a means to essentially moral ends. It is about learning from experience and developing your own thoughts from the experiences. Reflection involves linking a current experience to previous learnings. It also involves drawing forth cognitive and emotional information from several sources, reflection also means applying what we've learned to contexts beyond the original

situation in which we learned something. When we reflect, we consider deeply something that we might not otherwise have given much thought to. This helps us to learn. Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings and responses, and then interpreting or analyzing them in order to learn from them. Typically, we do this by asking ourselves questions about what we did, how we did it, and what we learned from doing it.

- This was surely a learning experience.
- It gave confidence and motivation
- It was a great opportunity to recognize the actual uniqueness and individuality
- It promotes research in the educational field
- It inculcates innovative strategies in teaching and learning

Teaching was once viewed in magnanimous terms. The broad influence of teachers on the lives of students as persons were recognized, very much sought, and prized. Parents wanted their children to be taught proper behaviour, values, and citizenship, just as much as The Three Rs. They knew that students needed those understandings, skills, and attitudes that would make it possible for them to participate fully in our unique society. Character education, ethics, common morality, call it what you will, was and is, fair game for public education. Our schools must reclaim and carry out their responsibility to guide the positive social, emotional, and moral development of youth. This task will require capitalizing on the full range of teaching's potential and power. Reflection allows students to make sense of material/experience in relation to oneself, others, and the conditions that shaped the material/experience, and reimagine material/experience for future personal or social benefit.**CHAPTER V**

FINDINGS AND DISCUSSION

5.1 INTRODUCTION

In every research the investigator aims to reach at sound conclusions and valid generalizations based on the analysis and interpretations of data collected. The final step of research process demands critical and logical thinking in summarizing the findings of the study. The present study intended to find theThis section of the report intends to provide an overview of the significant aspect of the stages in conducting the study, the important findings, educational implications, and suggestions for further research.

5.2   MAJOR FINDINGS OF THE STUDY

- The school has private building.   It has got 12 classrooms for instructional purposes.

- All the classrooms are in good condition.   All classrooms have bunches, desks, black board, table and chairs for teachers.

- The classes have wooden furniture.

- Every class is provided with blackboards and interactive boards.

- All the classrooms are provided with enough seating facilities and are well enough to accommodate the students..

- Classes are provided with LCD projectors.   Each classroom has a notice board on which the students put up the latest paper cuttings and other related matters like quiz questions, posters, etc.

- The auxiliary things such as dusters chalks and other things are in plenty.

- It has 2 rooms for non-teaching activities.   The school has a separate room for Head Mistress.

- The school is two-storied and there are facilities for the extension.   All the classrooms are spacious with proper ventilation and are in good condition.

- The school has different sections for L.P., UP, HS, and HSS.   The school is having a computer-aided learning lab.

- The school has 15 computers, 2 laptops, and 4 projectors for teaching and learning purposes and all are functional.

- The classroom walls are well painted and decorated with educational informative pictures which are enormously attractive to children.

- Office room, staffroom, and classrooms are environmentally friendly and the children and teachers nurture their plants.

- The school has a prayer room.

- It is helpful to fulfil the vision of the educational institution.

- The school has urinals within the school premises. The school has separate toilet facilities for girls and boys. There are 12 toilets and they are functional and neatly maintained.

- Each classroom is fitted with a speaker through which the students can hear the important announcements given by authorities and also they help in assembly and prayers.

- Some teachers have microphones for taking classes. Smart room facilities are also available there.

- The classrooms have an almirah and enough racks to keep the books and other belongings.

- In this school, teachers are not specially trained for providing guidance and counselling. A special counselor from BRC is helping the teachers and students with the same.

- In classrooms, also they maintain one class library, in which the students have an opportunity to donate books on behalf of their birthday celebration.

- The school has a Mid-Day meal scheme for primary and pre-primary-stage children. A mid-Day meal is provided to students in the form of a cooked meal. Breakfast is also provided for children.

- School has an average level size of playground facilities within the school premises and it is in usable condition.

- The school arranges for medical check-ups of students annually.

- The number of teaching staff in the primary section is 12 including H.M. and 3 non-teaching staff.

- Drinking water facilities are provided on the school premises through tap water. A neat and clean water purifier is placed in the school and the students can take water as and when required by simply turning the tap.

- There is a P.T.A and mother P.T.A functioning in the School.

- All students will be a part of any of the items such as music, dance, arts, etc. School is ensuring that nobody is devoid of chances to showcase their talents.

- Literary activities are also conducted in the school.

- The club activities promote several opportunities for the children.

- The school provides assistance to individuals and families through programs such as health care, food stamps, housing assistance, and child care assistance.

- They celebrate special days.

5.3   DISCUSSION

5.3.1   PERSONAL REFLECTIONS ABOUT THE SCHOOL

The respective school stands for highly motivated teachers and their development.   School gives equal importance to academic as well as co-curricular activities.   So the school aims at the overall development of each student.   According to me, St.Mary's LPS is a place of wisdom, values, and great commitment.   I felt really wondered about the teacher-student relationships.   The teachers are very much approachable and helpful.   I really felt wondered about the patience, care, and hard work of the teachers and headmaster to mould the motivated students.   The headmaster of this institution is very supportive and renders all facilities for the effective functioning of the school. He is really a model as well as an inspiration to all teachers.   The classroom

is very clean and tidy.   The co-operation between the supporting staff is also excellent.   The school management gives full support to the smooth functioning of this school.

CHAPTER VI
CONCLUSIONS AND SUGGESTIONS

6.1 CONCLUSION

An internship is an experiential learning opportunity that offers an invaluable chance for students to network and build crucial professional connections before they even graduate.   For some students, it is a stepping stone to bonus opportunities within the same organization, including a full-time job.   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.   Teacher candidates are expected to understand students' ability levels, interests, and learning styles.   They should demonstrate instruction that reflects the diversity among all learners.   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.   The study revealed that the respective college stands for highly motivated student teachers and their development.   College gives equal importance to academic as well as co-curricular activities.   So the college aims at the overall development of a student and the school management give full support to the smooth functioning of this school.   It is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest.   A student gets an opportunity for career exploration and development, and to learn new skills.

6.2 Suggestions for the school

- Make it possible the ramp for differently abled students.
- Teachers should give in-service courses for taking care of the disabled children.
- Implement solar panels for energy conservation.
- Should give a separate parking area for vehicles to keep the playground spacious.
- Appoint special teachers for each co-curricular activity to reduce the workload of subject teachers.
- Appoint qualified teachers for pre-primary section.
- Include ICT facilities in all classrooms.
- Utilize the school compound area for vegetable gardening.

The physical environmental conditions of the schools is important. The schools are different from each other in their size, number of classrooms, teachers, students, and surroundings. There are some schools that have large buildings, some have small buildings, some are spacious, whereas others are less spacious, and so forth. The learning, growth, and development of individuals largely depend upon the physical environmental conditions. The elementary school students enjoy playing on the swings, they like to run around in parks and take pleasure in playing outdoor games. The provision of all these facilities and the availability of parks and swings within the schools make students enjoy learning.