



MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Muttambalam P.O., Kanjikuzhy, Kottayam- 686004

(Affiliated to Mahatma Gandhi University)

CRITERION II

2.4 Competency and Skill Development

METRIC: 2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**



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PRE-INTERNSHIP ORIENTATION

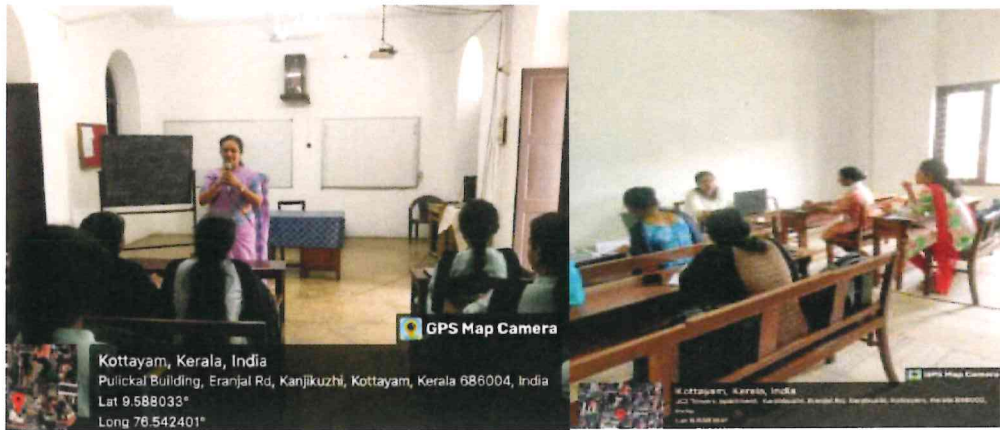
As part of the Pre internship orientation programme several activities are planned and implemented. Through these activities the institution ensures that the student teachers are well-prepared, confident, and competent to face real classroom situations, ultimately leading to their success as future educators. The pre internship orientation programme for the academic year 2022-2023 was conducted in 2 phases. Phase one activities were conducted before the one month School induction programme and Phase 2 before the 4 months school internship programme. The details of activities conducted are as given below

Dates	Activities
Phase I	
03/06/2022	Orientation on formulating learning objectives
09/06/2022	Orientation on Content Mapping
13/06/2022 to 23/06/2022	Workshop on Lesson Planning
24/06/2022	Orientation on Identifying and Addressing Student diversity in classroom
30/06/2022	Orientation to School Induction Programme
Phase II	
23/08/2022	Orientation on differentiated Instructional Strategies
22/08/2022	Webinar on Life Defining Secrets of Inclusion
26/08/2022	Orientation on Assessment Practices
29/08/2022	Orientation on Digital Tools for Teaching and Learning
30-08-2022	Orientation on Community Engagement and Social Responsibility
17/10/2022	Workshop on Preparation of Learning Materials
18/10/2022	Orientation to School Internship Programme



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Orientation on formulating Learning objectives (Optional Subject Teachers)



LEARNING OBJECTIVES	
DOMAINS	SPECIFIC OBJECTIVES
<u>KNOWLEDGE DOMAIN</u> Students recalled different organisms which forms a food chain.	* Students recalled different organisms which forms a food chain.
<u>PROCESS DOMAIN</u> Students observed and classified organisms into producers and consumers.	* Students observed the pictures of consumers and producers and they observed to describe the food chain in their surroundings.
<u>CREATIVITY DOMAIN</u> Students visualized the peculiarities of food chain.	* Students combined their ideas to develop an chart on food chain.
<u>ATTITUDINAL DOMAIN</u> Students decided to learn more about	* Students decided to observe nature and learn about Food Web and Food chain.

Orientation on Content mapping (Dr. Jaya P.J.-09/06/2022)



Suma

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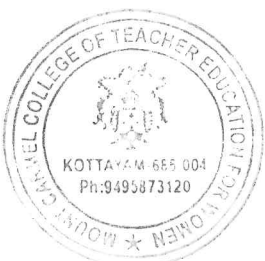
Name of the Student Teacher : STEPHANIA JOSEPH
 Name of the School : Mount Carmel G.H.S
 Standard : VIII
 Strength : 20
 Subject : Biology
 Unit : Diversity for Sustenance
 Topic : Food Chain
 Duration : 45 minutes
 Date : 13/01/2023

CONTENT ANALYSIS

<u>TERMS</u>	Photosynthesis, Food chain, Primary source, Chemical Energy, Producers, Consumers, secondary consumers, Tertiary consumers, Food Web, Trophic level, Carnivores, Herbivores, First trophic level, Second Trophic level, Third Trophic level, Fourth Trophic level, Light energy.
<u>FACTS</u>	<ul style="list-style-type: none"> * Sun is the primary source of energy. * Green plants convert light energy to chemical energy. * Green plants prepare food through photosynthesis. * Chemical energy gets transferred through food chain.

Lesson planning/ Individualized Education Plans (IEP)

(Optional Subject Teachers-13/06/2022)



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DISCUSSION LESSON PLAN NO: 1

I. GENERAL INFORMATION

Name of the teacher : Alphonsa K
 Name of school : Mount Carmel GHSS
 Standard : VIII E
 Strength : 9

Subject : Basic Science
 Unit : Properties of matter
 Topic : Properties of matter
 Date : 13/6/22
 Duration : 40 min

II. CONTENT OVERVIEW

Three states of matter and its properties

III. CONTENT ANALYSIS

Terms	Solid, liquid, gas, matter, plasma
Facts	<ul style="list-style-type: none"> • When stone is dipped in beaker containing water, water level rises. • When a dry glass tumbler is perpendicularly immersed in a beaker containing water, water level rises. • When a dry glass tumbler is perpendicularly immersed in a beaker containing water, the volume of water raised is equal to the volume

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IV. LEARNING OBJECTIVES

Domain	Specific objectives
<p><u>Knowledge domain</u> The pupil develops knowledge and understanding of the above mentioned terms, facts and concepts.</p>	<ul style="list-style-type: none"> • Recalls different states of matter. • Recognizes different states of matter. • Classifies objects based on three states of matter solid, liquid and gas. • Describes the dependence of mass and space in the case of matter. • Cites examples of solid, liquid and gas.
<p><u>Process domain</u> The pupil develops relevant process skills to generate above mentioned concepts.</p>	<ul style="list-style-type: none"> • Observe the experiments related to mass and space of matter. • Classifies the properties of matter. • Infers air need space to occupy. • Infers air has mass. • Makes operational definition for matter.



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V. LEARNING STRATEGIES

Group activity, group discussion

VI. SUBJECTIVE REALITIES

1. Pre-requisites : Pupils should know the different physical states of materials.
2. Pre-conception : Pupils know that solid substances have definite mass.
3. Mis-conception : Pupils may think that liquid substances have definite shape.

VII. LEARNING RESOURCES

- (i) Glassware/Apparatus : Beaker, tumbler, metal scale.
- (ii) Chemicals and consumables : Balloon, stone, thread, cello tape, needle, water.
- (iii) Improvised aids : (i) Activity card for session 1 containing questions related to different physical states of materials using powerpoint presentation.
(ii) Activity card for session 2 containing questions related to

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X. FIRST AID

Glass cuts and wounds

Carefully remove all the visible pieces of glass from the wound. Protect the wound from dirt and dust. Wash the wound with cold water to remove smaller pieces of glass sticking to the wound, if any. Control the bleeding by pressing a clean piece of cotton or cloth on the wound. Apply an antiseptic solution or antiseptic cream. Take the victim to the doctor, if required.

XI. CLASSROOM TRANSACTION

PROCESS/ACTIVITY

RESPONSE/ASSESSMENT

Sensitization (3 minutes)

- How do you come to school every day?
- What are the objects you noticed on the way to school?
- What are the objects you see in the picture?
- What are the materials present in each object?
- Are these objects made up of different materials?

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Orientation on Identifying and Addressing Student Diversity in Classroom (24/06/2022)



Prof. Dr. Lissy Koshi

Orientation on School Induction Programme (30/06/2022)



Dr. Liz Kuriakose

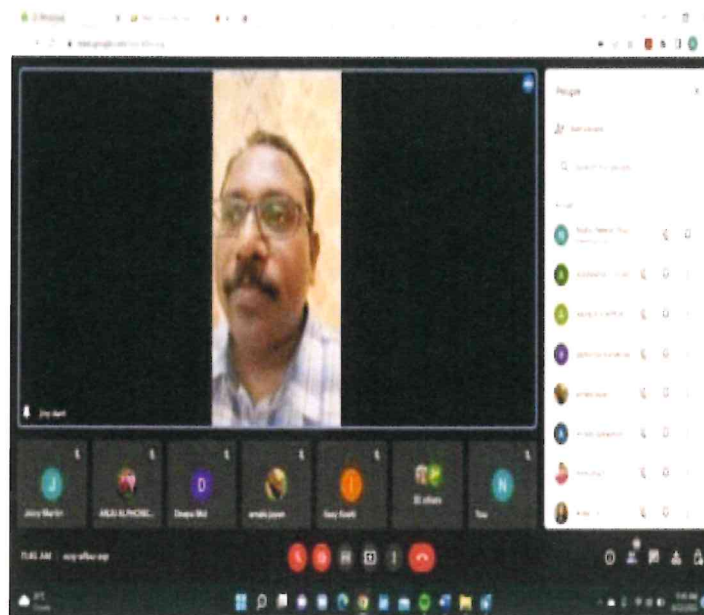


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**Orientation on Differentiated Instructional Strategies
(Optional Subject Teachers - 23/08/2022)**



Webinar on Life Defining Secrets of Inclusion (22/08/2022)



Shri. Jiny Dan T



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Orientation on Assessment Practices



Dr. Liz Kuriakose

Orientation on Digital Tools for Teaching and Learning



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Orientation on Community Engagement and Social Responsibility



Sr. Bindhumol T.

Workshop on Preparation of Learning Materials



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Orientation on School Internship Programme



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