



MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Muttambalam P.O., Kanjikuzhy, Kottayam- 686004

(Recognised by NCTE, Affiliated to Mahatma Gandhi University)

CRITERION II

2.2 Honoring Student Diversity

METRIC: 2.2.2

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- **Collaborative Tasks**
 - Discussion Lessons
 - Debate
 - Subject Club Activities



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COLLABORATIVE TASKS

DISCUSSION TEACHING MANUALS



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DISCUSSION TEACHING MANUAL-1

Name of the teacher : Surya Saju

Unit : I - *Aspire to Win*

Name of the school : Mount Carmel GHSS

Subunit: Prose - 'The Race'

Subject : English

Paragraphs : 1 and 2

Standard : IX

Strength :

Duration : 40 minutes

Date : 02.05.2022

CONTENT ANALYSIS

Theme : Chasing one's dream

Ideational Content

The story is about a mediocre student named Tarun who appears to be



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the fastest runner in the world, in spite of the discouragement that he receives from his family.

Linguistic Content

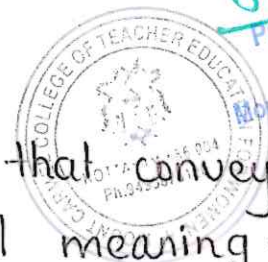
Vocabulary Items

- > mediocre (adj) - /mi:diə'kɜ:/ - of only average quality.
- > pursuing (v) - /pə'sju:/ - follow or chase something.
- > reputed (adj) - /rɪ'pjʊ:tɪd/ - widely known and well thought of.
- > exhausted (v) - /ɪgzɔ:stɪd/ - very tired.
- > pent-up (adj) - /pent ʌp/ - held or kept inside.

Structural Items

Idiomatic usage : A group of words that convey an established meaning rather than literal meaning.

eg. : "Black sheep" - A member of the family or group



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who is considered a disgrace to it.

Aesthetic Items

Tone : Pessimistic

Point of View : Third person narrative.

Synthetic Content

Prepare a conversation between Tarun and his parents about his studies and dream.

Learning Outcomes

The learner will be able to :

- Locate the new words in the paragraph.
- Identify the idiom used in the passage.
- Develop empathy with the struggles of Tarun.
- Identify with the emotions and feelings of the main character Tarun.


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- Express their own dreams about their future.
- Write a conversation between Tarun and his parents.

Pre-requisites

The learner,

- Has an idea about his or her own dreams.
- Will be aware of his or her own strengths or weakness.

Instructional Strategies

- Individual work based on loud reading of the passage.
- Group activity for conversational passage writing.

Learning Aids

Blackboard

Power Point Presentation

Chart

Flash cards and audio clippings.



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PROCESS / ACTIVITY

ASSESSMENT

I ENTRY ACTIVITY

The teacher enters the class, greets and creates rapport with them.

The teacher shows a motivational video using PPT and displays the pictures of different sports events. The teacher then appreciates the students who have excelled in sports.

The teacher then asks some questions to introduce the lesson.

- Are you all interested in sports?
- How supportive are your parents towards your passion for sports?

The teacher gives a brief summary of the two paragraphs.



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The story is about a mediocre student named Tarun, who aspires to be the fastest runner in the world. He is considered as a black sheep in his own family because his brother is so studious. So Tarun's parents are disappointed about him.

The pupils listen to the biographical details of the author.

Nisha Punjabi is a freelance writer in Lucknow, India. She completed her education, including her masters in Business administration. 'The Race' is an award winning story written by Nisha Punjabi.

II

READING

Model Reading

The teacher reads the passage aloud in the class with proper stress and intonation.



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Individual Reading

The students are asked to read the passage silently on their own, including the biographical details of the author.

Collaborative Reading

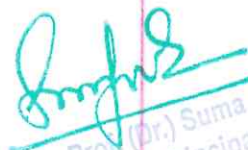
The teacher asks the students to sit in groups and find out the difficult words. The teacher explains the meaning of those words using flashcards.

Loud Reading

A few students are asked to read the passage loudly.

Scaffolded Reading

The teacher shows some slides containing some textual questions to check the level of understanding by the students.


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- Why was Tarun considered a mediocre student?
- Can you identify the idiom mentioned in the story?
- What are the strengths and weaknesses of Tarun?
- How did Tarun manage to release his pent-up emotions?

III Preparation of Individual Task

The teacher asks the students to prepare a conversational passage between Tarun and his parents about his dreams and studies.

Presentation of Group Task and Editing

One student from each group is asked to read the best written conversational passage after discussing in their groups. The teacher also gives necessary corrections.

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Teachers' Version

The teacher presents her own version of the task.

Conversational Passage

Mother : Tarun, Have you finished your home work ?

Tarun : No Mama, I am feeling so tired.

Father : I know, You've no interest to study.

Mother : Why can't you be like your brother. He always makes us proud.

Tarun : Mama, even if I try, I am not able to study. My dream is to become the fastest runner in the world. I would like to join a Sports Academy.

Mother : But we can't afford the fees. Now you please try to focus on your studies.

Tarun : Ok, Mama.



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Follow - Up

Collect Sports related vocabulary (Minimum 10).

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24/07/2022

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DISCUSSION TEACHING MANUAL - 2

Name of the teacher : Surya Saju

Unit : II - Bonds of Love

Name of the school : Mount Carmel GHSS

Subunit : Poem - 'Song of a Dream'

Subject : English

Standard : IX

Strength :

Duration : 40 minutes

Date : 08.06.2022

CONTENT ANALYSIS



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Theme : The poet's desire to live in a dream world.

Ideational Content

The poem, 'The Song of a Dream' is about the poet's desire to live in an ideal world free of evil and wickedness. She conveys her desire

in the guise of a dream. She describes her dream world as the magical wood in The land of sleep.

Linguistic Content

Vocabulary Items.

lone /ləʊn/ - having no companions.

wood /wʊd/ - hard fibrous material.

sprang /spræŋ/ - originate or arise from.

Stream /stri:m/ - a small, narrow river.

quench /kwɛnʃ/ - satisfy one's thirst by drinking water.

Aesthetic Content

Simile : A direct comparison of unlike things

eg. : "Soul deep in visions that poppy-like sprang"



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Metaphor : A metaphor is a figure of speech that for rhetorical effect, directly refer to one thing by mentioning other.

eg. : "And spirit of Truth were the birds that sang"
"And Spirit of Love that were the stars that glowed"
"And spirits of Peace were the streams that flowed".

Synthetic Content

Prepare a profile of Sarojini Naidu.

Learning Outcomes

The learner will be able to :

- Comprehend the concept of a dream land.
- Develop a sense of imagination.
- Differentiate between simile and metaphor.
- Prepare a discourse like profile writing.
- Locate the rhyming words used in the stanzas.



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Pre-requisites

The learner,

- Will have knowledge about the poet.
- Will have an idea about dreams.
- Has imagined about a dreamland.

Instructional Strategies

- Group activity for finding the new words.
- Individual loud reading.

Learning Aids

Blackboard

Power Point Presentation.

Flashcards

Audio Clipping.



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PROCESS / ACTIVITY

ASSESSMENT

I ENTRY ACTIVITY

The teacher enters the class, greets the students and creates rapport with them. The teacher then asks some questions to introduce the lesson.

- Do you all have dreams?
- Can you recollect any of the dreams that you have seen recently?

The teacher shows a video clipping from 'Alice in Wonderland' and asks the students to imagine themselves as a character in the Wonderland.

Then the teacher asks the students to share their expectations about the Wonderland.

The teacher now introduces the lesson to the



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Students and gives a short summary of the poem.

The poem, 'The Song of a Dream' is about the poet's desire to live in an ideal world free of all evils and wickedness. She conveys her longing in the guise of a dream. She describes her dream world as the magical wood in the land of sleep.

The students listen to the biographical details of the poet given by the teacher.

Sarojini Naidu was an Indian Political activist and a poet. She was one of the major figures in the Indian Independence Struggle. Her contributions to the literary world earned her the title 'The Nightingale of India'.





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II

READING

Model Reading

The teacher recites the first stanza of the poem to the students.

Individual Reading

The students are asked to read the poem silently.

Collaborative Reading

The teacher asks the students to sit in groups and find out the difficult words. The teacher makes the students write the words on the blackboard.

The teacher also shows the meanings of the difficult words using flashcards.

Loud Reading

The teacher asks a few students to represent the group and come forward to recite the poem loudly.



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Scaffolded Reading

The teacher distributes some activity cards among the group which include some textual questions.

- What are the spirits of truth, love and peace compared to in the poem.
- What does the poet long for?
- Where does the magical word exist?
- Identify the simile used in the poem?
- Find out the visual images used in the poem?
- Identify two pairs of rhyming words from the poem?



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Preparation of the Individual Task

The students are asked to prepare a profile of the poet based on the clues given

- > Born On : 13th Feb, 1897
- > Also known as : Nightingale of India.
- > Contribution : Major figure in the Freedom Movement of India.
- > Major Works : 'The Golden Threshold', 'The Bird of Time'
- > Died On : 2nd March, 1949.

Presentation of Group Task and Editing

The teacher asks the students from each group to present their best written profile and make corrections, if needed.

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PRACTICUM

ED010201-PERSPECTIVES ON EDUCATION STUDIES

TOPIC:-

DEBATE ON ANY CONTEMPORARY EDUCATIONAL ISSUE

Submitted to,
Dr. Nidhu Neena Varghese
Assistant Professor

Submitted by,
Nimmy Kurian
I M.Ed.

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR
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Nimmy Kurian

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INTRODUCTION

Education is the most powerful weapon which people can use to change the world. Mixed school, also known as co-educational schools is seen to be beneficial for both sexes. Single-Sex Schools and Co-Ed Schools is a topic which has been a concern for many parents. There are schools which start Single Sex classes after children have reached a certain age while some schools are strictly Single Sex right from the Kindergarten. Co-ed schools have no such restrictions. Both girls and boys study together. It has become a big issue for parents to reach a conclusion as to which one is better, after all, it is a question of their kid's future. A virtual tug of war seems to go on with both sides giving their respective justifications. There is ongoing conflict among the researchers, teachers, parents and children as to which one is better? Various types of researches have been made and some favor SS (Single Sex) while others favor CE (Co-Ed). Let us understand both points of views and reach a righteous conclusion.

Although the nature and extent of dress codes vary across different schools, an underlying constant is creating a separation between 'boys' and 'girls'. More specifically, there is a distinction between the 'masculine' and 'feminine' norms that boys and girls are expected to respectively follow. Therefore, although the uniform intends to *dissolve* social differences in the classroom, dress coding becomes a tool to *reinstate* and conform to different social differences instead. It is well known that dress code policies across India tend to heavily police the dressing of girl students, from their hair down to their socks. Feminist authors have extensively written about the harmful effects that dress coding has on the mindset of the youth, in that it perpetuates misogynistic beliefs, sexualizes schoolgirls, and reinforces the male gaze.

REPORT

On behalf of the M.Ed. curriculum, a debate was organized among the first year M.Ed. students clubbing the topics "Are Same Sex Schools Better than Single Sex Schools?" &



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"Is Gender- Neutral Uniforms Necessary in Schools?" The debate was held on 26th August, 2022 with the guidance of the teacher-in-charge, Dr. Nidhu Neena Varghese. A group of eleven students were divided into two, comprising five members each. The students unanimously had selected one person as the moderator. The students who belong to the 'for group' were Chippy, Deepa, Merlin, Anju and Ayswarya. The students who belong to the 'against group' were Jemima, Nimmy, Rosy, Lima and Divya. Freny was selected as the moderator.

As prior to the debate the moderator had provided the general instructions to be followed all through the debate, comprising an outline on the topic, time schedule, code of conduct, discipline etc. The debate started off with the perspectives from the supporting group. The conventional pattern of students been taught in their younger age in a mixed system and as they grow up a social barrier restricting them to a single sex school system was mentioned. They raised the opinion of encouraging mixed educational systems which can reduce the contemporary issues of the society. "Students raised in a mixed educational system possess high level of confidence, courage and can ensure much safety and security", said the supporting group. They claim that it's the narrow mind perspective of people that creates such divisions in society and among children. Regarding the notion of gender-neutral uniform, the 'for group' stated that there is no need of attire difference & changes in male and female should be understood by both the genders. Respecting each other's difference can resolve many contemporary social stigmas which could help them to have a better family life in future.

The opposing team in return had put forth the problem in execution of the addressed topic in the school system. They pointed out that the knowledge on gender differences are understood by the children from their family itself, they acquire the knowledge on the same from their parents and siblings, it's not necessary to learn it from the school alone. They emphasized the relevance of altering the uniforms according to the physical changes in boys and girls. The comfort of the students in wearing pattern of dress of their interest has to be considered. The social insecurities couldn't be altered by the measures



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pointed out by the supporting group; the causes for all those social evils prevailing in contemporary society have varied other reasons too. The perspective of traditional families to send their girl child to a single sex school portrays their assurance on child's safety and security. They could ensure better performance of student's academics and development of their skills & abilities regardless of gender bias. Being in a mixed school system can create distractions in academic performance, being conscious on attraction and impression on the opposite sex.

The opposing team mentioned that gender neutrality has to begin from home, by dividing labour among everyone in spite of gender stereotypes. It's essential to establish equality in all sectors of the society which makes the implementation of the same in schools meaningful. In mixed schools gender stereotypical activities or division of labour are prevalent which hinders the productive growth of skills in students. The freedom has to start from home/family; it's not a matter to be considered at educational institutions alone. Schools have to focus on nurturing moral values in children which provides the key for change in all other aspects. Uniforms are part of discipline of the system, making alterations in the same demolishes the norms of the system. Education from mixed schools can reduce self-esteem in students.

During the half-time the moderator had instructed to modify the points in the perception of boy schools too. As a counter to the above mentioned points, the team 'for' the topic had stated an incident where girls find the skirts uncomfortable. Rules and regulations exist in every system despite of mixed or Co-ed. Being in mixed schools enhances social skills among students. A newspaper report recently published in "The Indian Express" was quoted were 200 years old girl school was transformed to a mixed school. The group had emphasized that means for social change arise from mixed school. Ultimately all education system aims at providing good education for all.

The debate came to a conclusion by the words of the moderator with due respect to the perspectives of both the teams participated. She proposed that it's impossible to declare a



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winner here as both the groups have their own relevant points to be considered. The perspectives of both the groups have their own genuine valid points of right and wrong but it couldn't pave way for a final inference for the questions proposed. Hence, the debate was declared productive in the manner of discussion broadening the insights of all who had participated. By a healthy note the moderator had wind-up the debate.

CONCLUSION

There are supporters and detractors of both single-sex and co-education schools. And it seems baffling for parents to come to a decision as to which one is better. But the fact is that irrespective of whether it is a single-sex or a mixed school, finally it is the expectations of society and the family that influence the development of a child. Gender is not an important issue in education as it is being implied rather it is effective schooling which aims for not only excellent academic standards but also aims to develop the full potential of each individual in a non-partial environment.

The school uniform can only truly play a uniting role among students if the dress code does not play a divisive role based on gender norms, physically and mentally. Furthermore, in allowing students to dress in ways that transcend norms of masculinity and femininity, especially in their adolescent years, students will be able to overcome significant insecurities, while learning about discipline and professionalism in an environment that does not enforce it through punishment and policing.

REFERENCES

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- <https://targetstudy.com/articles/single-sex-school-vs-co-ed-schools.html#:~:text=Researchers%20found%20that%20students%20at,students%20at%20coed%20high%20schools.>
- <https://www.studymode.com/essays/Mixed-Schools-51873254.html>



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SUBJECT CLUB OR FORUM ACTIVITIES



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INTRODUCTION

Learning a language is entirely different from learning other subjects such as Science or Mathematics. It is a skill that the students should acquire through various activities

English Club, a useful and healthy platform where students can play, learn, communicate, and practise to improve their level of English proficiency, provides less formal environment but positive opportunities for students to listen to and participate in speaking English. It is essential that the students realize the importance of being able to use English in everyday conversations as well as in social life communication.

English Club is the place where the students practice listening, speaking and using English naturally through games, songs, fun games, quizzes, debates, poem recitations, story writing and presentation, discussions on current social issues and so on. Through these activities, the students can exchange general

preferable knowledge as well as all possible ways to overcome their difficulties in English studies.

The activities are held in such a way as to provide opportunities for the students to improve their communication skills, create critical reflections in communication, practice the skills of asking questions as well as giving presentations in English language.

OBJECTIVES OF ENGLISH CLUB

- To make the students confident and comfortable in using English language.
- To provide the students a casual platform to speak English confidently.
- To overcome the fear of English language among the students.
- To enrich the students' vocabulary.
- To help them learn correct pronunciation.



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- Creating an atmosphere of ease and relaxation to practice English.
- Giving the students freedom from conventional academic syllabi, exam and learning.
- Integrating students' talents, needs and interest with the language teaching processes.
- To carry out cultural, academic and recreational activities.
- Increasing fluency, accent and to build confidence to think and speak English.

DESCRIPTION OF CLUB ACTIVITIES CONDUCTED AT ST. JOSEPH'S CONVENT G.H.S

The English club functioning very actively with the enthusiastic participation from the students aims mainly at developing the four major skills such as listening, speaking, reading and writing. The English teachers of the school were the main organizers of the various activities conducted by the club.

As a part of the



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various activities that are beneficial for the language development of the students were conducted on behalf of the English club at St. Joseph's Convent GHS. The target group of the activities were mainly the students from VIIIth to Xth standard students. As a result, reading competition was organised along with poster making competition to analyze the creative skills of the learners. All the students had participated equally in the club activities and appropriate feedback, corrections as well as compliments were given at the right time.

1. POEM RECITATION

Reciting a poem has various benefits among English language learners. Reading poetry helps children about voice, pitch and intonation. Poetry can teach the students about speech patterns. It is also a great way to practice pronunciation and fluency. Moreover, reading poetry out loud in a rhythmic pattern will



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make it easier for the learner to learn new vocabulary items. In association with the English club, a poem reading competition was conducted among the students of VIII A and VIII B on 04.01.2023. The students were provided with a poem stanza on the spot and were given proper guidelines for recitation. All the students participated actively and the improvisation they have made regarding the rhythm and tone of the poem was remarkable.

'AUTUMN SONG' BY SAROJINI NAIDU

Like a joy on the heart of a sorrow,
The sunset hangs on a cloud
A golden storm of glittering sheaves,
Of fair and frail fluttering leaves,
The wild wind blows in a cloud.

Hark to a voice that is calling
To my heart in the voice of the wind
My heart is weary and sad and alone,
For its dreams like the fluttering leaves have gone,
And why should I stay behind?



The recitation competition was very successful. It helps to improve the reading skills of the learner and improves the listening skills of the audience. After the competition, a feedback session of about five minutes was also conducted, where the students shared their experiences of participating in the competition and appreciated their peers who did perform well.

2. POSTER MAKING

Poster writing or poster making is an effective way for students to draw and maintain their attention on topics and to maintain their interest. It can be used to motivate students to focus on a certain idea, event, fact or process. Posters encourage the learners to express their original ideas in a condensed manner. Apart from enriching the language skills of the students, posters will also improve the creativity of the learners.



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In order to improve the creativity of the learners as well as to increase the language proficiency of the learners, they were given an activity to prepare a poster on the topic 'Family'. The topic was selected in accordance to the 'Global Family Day' which is celebrated on January 1st of every year.

The students were asked to bring chart and colouring materials necessary for poster preparation prior to the competition day. They were also given necessary guidelines and instructions regarding poster making. All the students actively participated in poster making and exhibited their artistic talents. The students were given appropriate compliments and appreciation.

CONCLUSION

The English Club at St. Joseph's GHS is an active one which in all possible ways tries to help the students their English language skills. The activities aim to improve the listening, reading, writing and speaking skills of the students as well

as to make them better personalities. To that effect, the club organizes a lot of activities including public speaking workshops, seminars and competitions for students of each grade students. Through the club, students not only get to know how to improve their speaking abilities, but it also provides them with multiple platforms to test their skills and put to practice what they have learned.

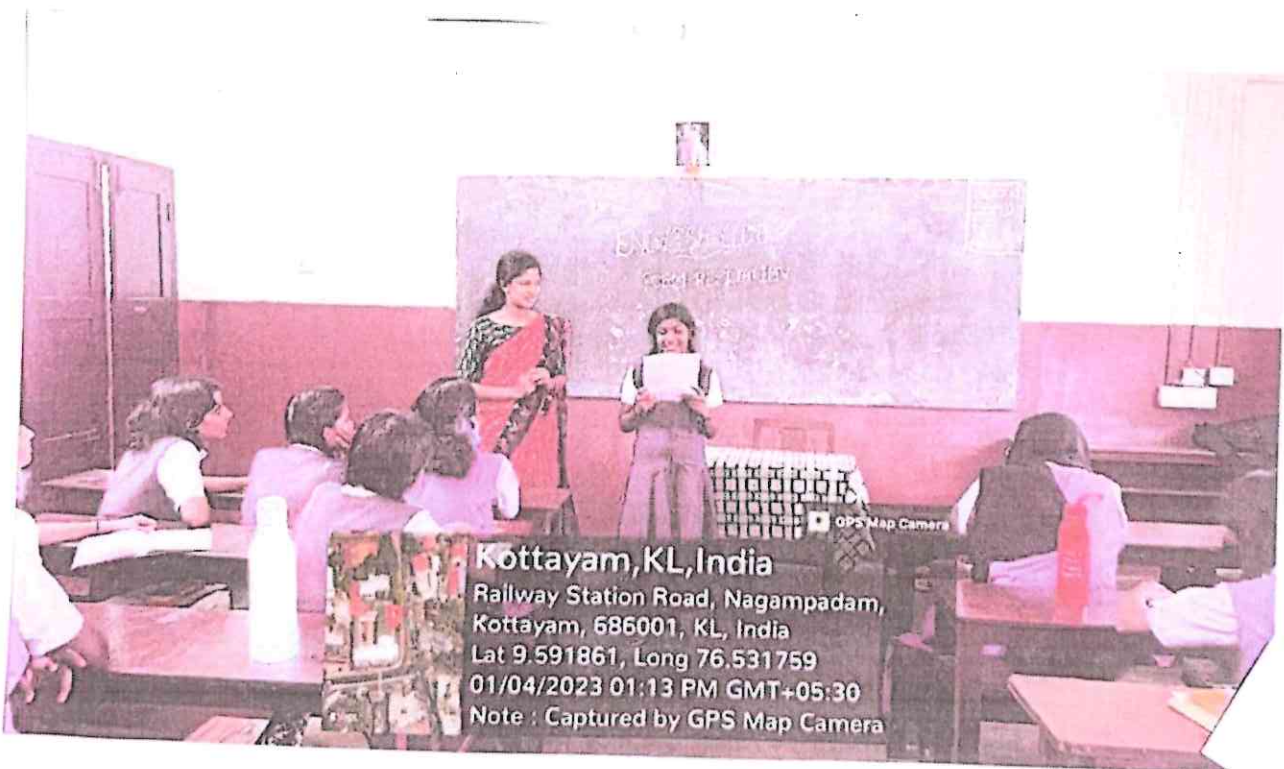
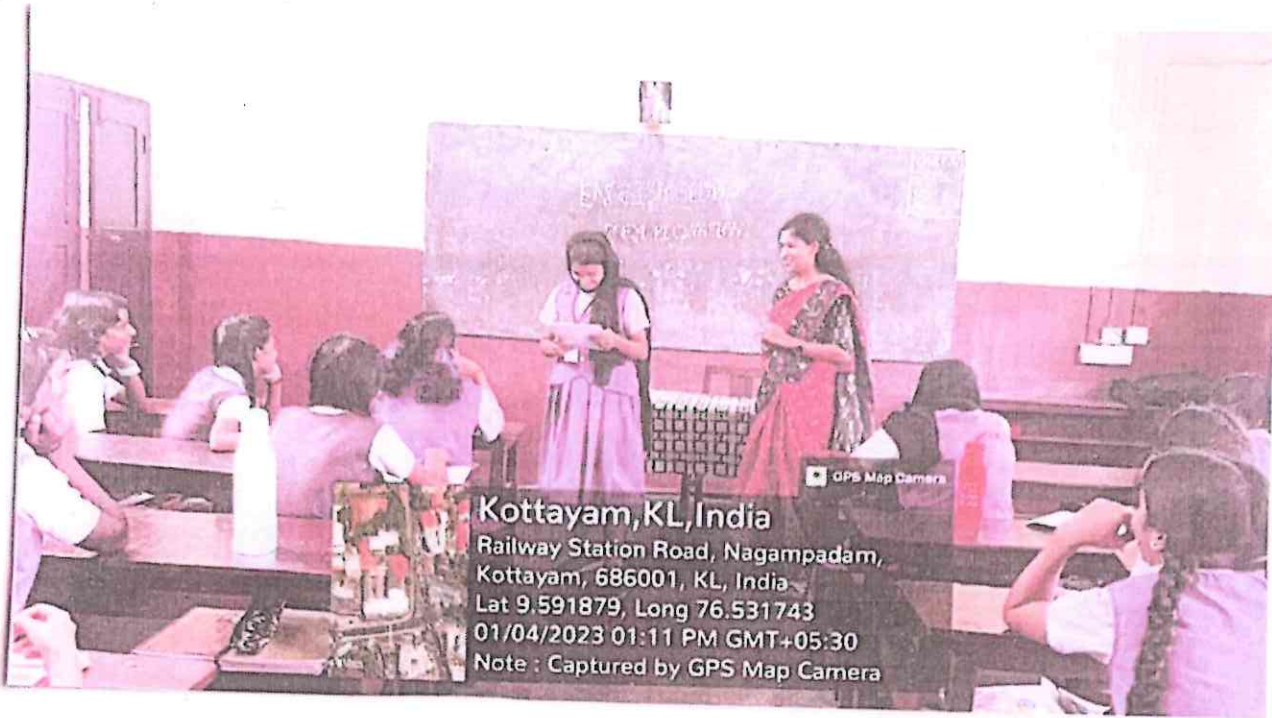
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APPENDIX



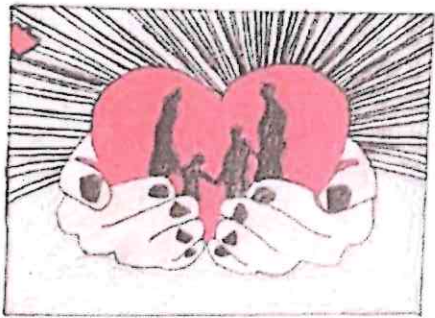
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English poem recitation conducted for the
students of VIII B, St. Joseph's C.G.H.S
in association with the English club on
04.01.2023





Family is Love



Global Family Day
January 1

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GLOBAL FAMILY DAY

JANUARY - 1



Rejoice with your family in the beautiful land of life



Poster making on Global Family Day conducted for the students of VIII B St. Joseph's C.G.H.S