



## St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

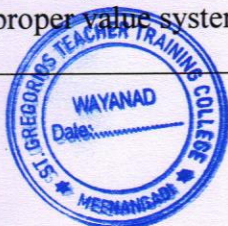
Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO Certified

### ACTION PLAN INDICATING THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEMS

YEAR 1:2023-24

The action plan implemented in St. Gregorios Teachers Training College, Meenangadi indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

Si. No	Action Planned	Purpose of the Activities
1	Execution of the School Induction programme	The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.
2	Efficient implementation of the curriculum	St. Gregorios Teachers Training College implements the curriculum of the University of Calicut in such a manner as to impart the idea of teacher education a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.
3	Familiarization of various Boards of School	The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. During practice teaching, classes were taken for students studying in CBSE and State syllabus. This was done to acquaint the student teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students.
4	Development of a proper value system	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring,



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		time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third semester.
5	Transaction of a comparative perspective of education worldwide	A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are also transacted to the students in an effective manner.
6	Participation in various activities in the practice teaching schools during School Internship	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters.



  
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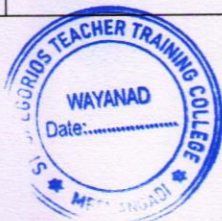
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### ACTION PLAN INDICATING THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEMS

YEAR 1:2022-23

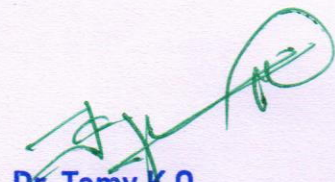
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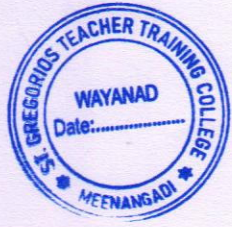


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### ACTION PLAN INDICATING THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEMS

YEAR 1:2021-22

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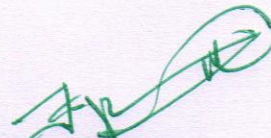
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3	Familiarization of various Boards of School	The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. Due to covid -19 pandemic Teaching practice were held at college itself by peer teaching and some of the classes conducted through online. This was done to acquaint the student teachers with the pedagogical practices in various boards of school education. Teachers within the college conducted demonstration classes for the students.
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YEAR 1:2019-20

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YEAR 1:2023-24

## DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

### 1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students from 05/02/2024 to 10/02/2024 to provide the student teachers an opportunity to have primary experiences with the functioning of the school. This programme includes such activities as observation of lessons of senior teachers, individual teaching of the student teachers, team teaching of the student teachers, observing various types of records maintained in the school and observing the social climate in the school.

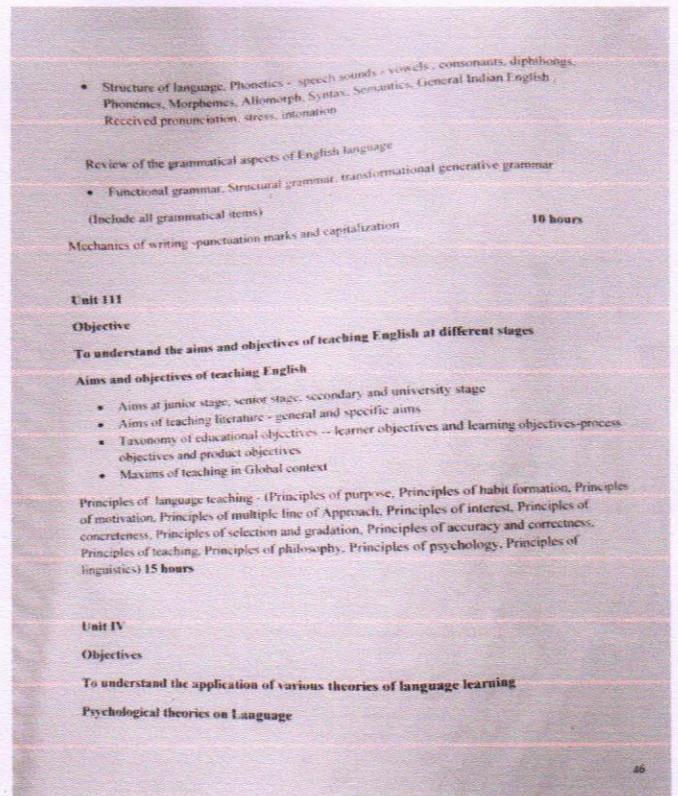
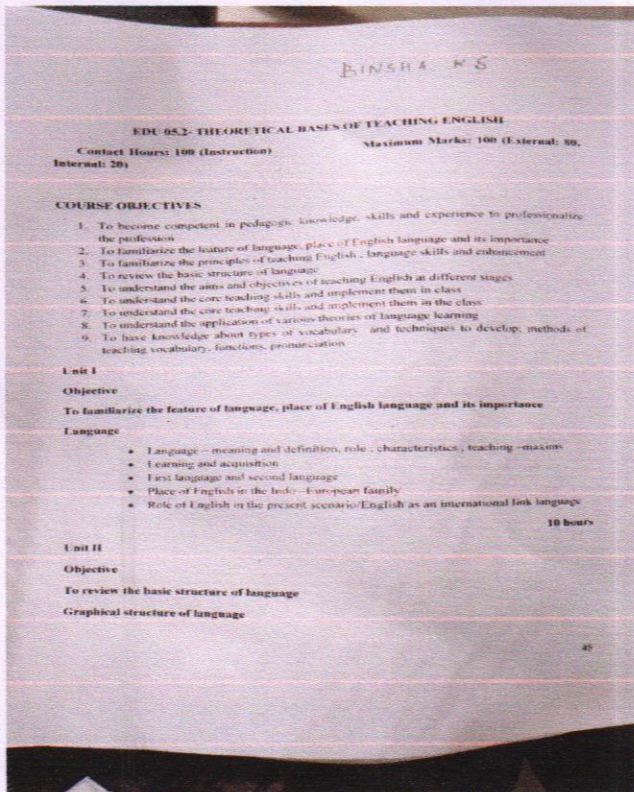



  
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## 2.TRANSACTION OF A COMPARATIVE PERSPECTIVE OF EDUCATION WORLDWIDE

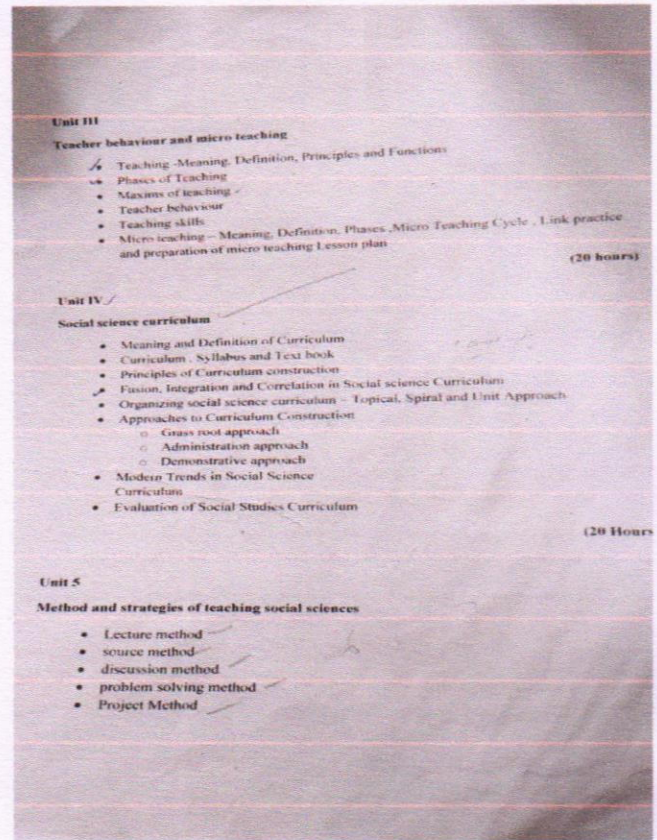
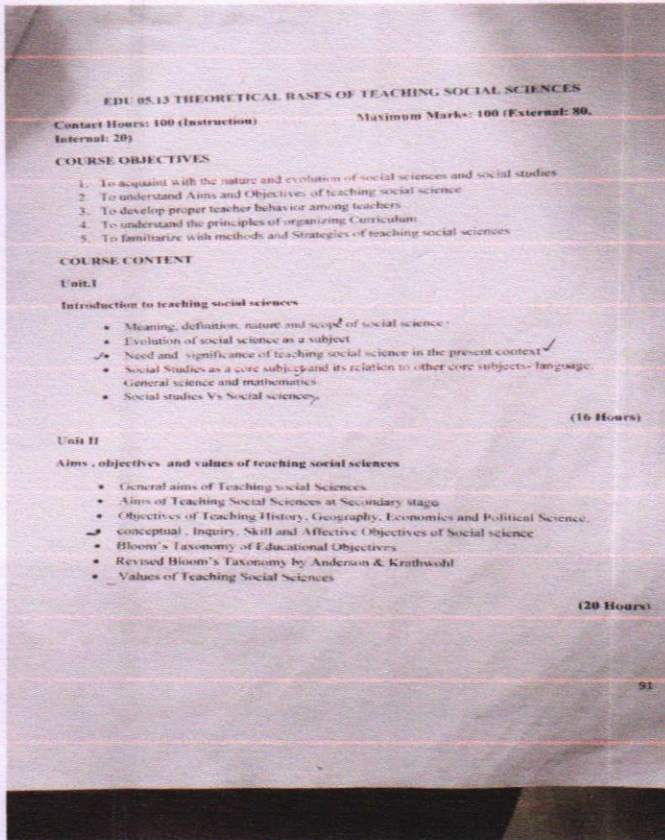
A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are transacted to the students in an effective manner. Selected pages from the B.Ed. curriculum of the University of Calicut, highlighting the transaction of a comparative perspective of education worldwide, are attached.

### English Curriculum



  
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# Social science Curriculum



  
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# Mathematics curriculum

**EDU.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS**

Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80, Internal: 20)

**COURSE OBJECTIVES**

1. To develop an insight into the nature of Mathematics.
2. To develop an understanding about the interrelationship of different branches of Mathematics, relationship of Mathematics with other subjects and with daily life.
3. To familiarise the history of Mathematics and Mathematics education.
4. To know the recommendations of various committees and commissions in India) about the role of Mathematics in school curriculum.
5. To understand the values of learning mathematics.
6. To understand the aims and objectives of teaching mathematics.
7. To analyse the objectives of teaching Mathematics at different levels of Education.
8. To understand the Taxonomies of Educational objectives (Bloom's & RBT).
9. To develop understanding about the desirable teacher behaviour for effective teaching of Mathematics.
10. To understand different approaches, methods and techniques of teaching mathematics.
11. To understand the implications of theories of Piaget, Bruner and Gagne in Mathematics Education.
12. To understand the steps of development of Mathematics curriculum.
13. To understand the principles of curriculum construction and organization.
14. To analyse the various approaches to curriculum organization.
15. To familiarise with important reforms in Mathematics Curriculum in India and abroad.

**COURSE CONTENT**

**Unit I**

**Nature of mathematics**

Mathematics- meaning and definition  
 Nature of Mathematics- Mathematics as a Science, Mathematics as a game, Mathematics as a language, Mathematics as a tool. Difference between Mathematical science and basic science.  
 Pure and applied Mathematics, Role of axioms and postulates,  
 Fundamental branches of Mathematics (Arithmetic, Algebra, Geometry, Trigonometry)  
 Origin, nature of content, link between the branches  
 Correlation of mathematics with other subjects and real life.  
 Evolution of Mathematics as a discipline: Development as a science, History of Mathematics from ancient period to 20<sup>th</sup> century.  
 Role of Mathematics in school curriculum in India- Recommendations of various Committees and commissions ( NPE, NCF, KCF.)

(20 Hours)

**Unit II**

**Aims and objectives teaching mathematics**

- Values of learning Mathematics, aims and objectives of teaching Mathematics
- Objectives of teaching Mathematics at elementary, secondary and senior secondary levels with respect to NCF and KCF.
- Taxonomy of educational objectives- Bloom's Taxonomy, Revised Bloom's Taxonomy- a conceptual overview

(17 Hours)

**Unit III**

**Micro teaching**

- Teaching -Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teaching skills
- Micro teaching -Meaning, Definition, Phases, Micro Teaching Cycle - Link practice and preparation of micro teaching Lesson plan

(22 Hours)

**Unit IV**

**Approaches, methods and techniques of teaching mathematics**

- Behaviourist approach, problem based learning, constructivist approach and heuristic approach
- Methods of teaching mathematics- Inductive-Deductive method, Analytic-Synthetic method, Project method, laboratory method, problem solving method
- Techniques of teaching mathematics- questioning, brainstorming, assignment
- Teaching for understanding proofs, Kinds of proofs- direct, indirect, by mathematical induction, by contradiction, by causes, the contra positive and disproof by counter example

(23Hours)

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# Physical science curriculum

**EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE**

Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80, Internal: 20)

**COURSE OBJECTIVES**

1. To acquaint with the nature and evolution of physical science
2. To understand Aims and Objectives of teaching physical science
3. To develop proper teacher behavior among teachers
4. To understand the principles of organizing Curriculum
5. To familiarize with methods and Strategies of teaching physical science

**COURSE CONTENT**

**Unit I**

**Introduction to teaching physical science**

- Meaning, definition, nature and scope of physical science
- Science as a product and process
- Evolution and significance of physical science as a school subject
- Values of teaching physical science in the present context
- Scientific Attitude and Scientific Aptitude
- Branches of science, Emergence of interdisciplinary subjects

**(16 Hours)**

**UNIT II**

**Aims, objectives and values of teaching physical science**

- Aims and Objectives of teaching Physical Science
- Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson and Krathwohl
- Taxonomy of Mc Cormack & Yager
- Digital Taxonomy
- Process skills in Science at secondary stage, Developing process skills in students.

**(20 Hours)**

**Unit III**

**Teacher behaviour and micro teaching**

- Teaching - Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teacher behaviour
- Teaching skills
- Micro teaching - Meaning, Definition, Phases, Micro Teaching Cycle, Link practice and preparation of micro teaching Lesson plan

**(20 hours)**

**Unit IV**

**Physical science curriculum**

- Meaning and Definition of Curriculum
- Curriculum, Syllabus and Text Book
- Principles, Foundation and Stages of Curriculum construction
- Correlation in science teaching
- Organizing physical science curriculum - Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction - concentric plan, topic method, type study, Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- CBA, CHEM, PSSC

**(20 Hours)**

**Unit V**


**Method and strategies of teaching physical sciences**

- Methods of Instruction: Lecture cum demonstration method, Project method, Problem solving method, Individualized laboratory method, Dalton Plan, Supervised study.
- Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz discussion- Debate, Symposium, Panel Discussion, and Seminar, Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers

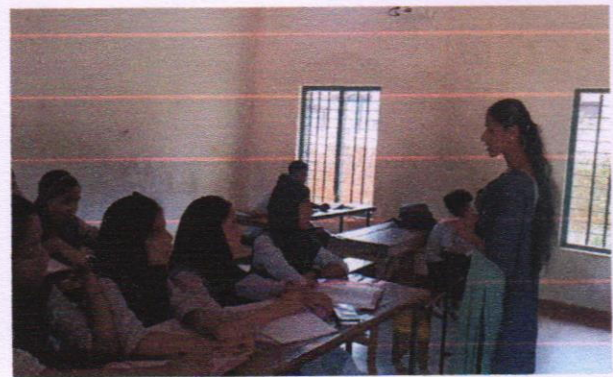
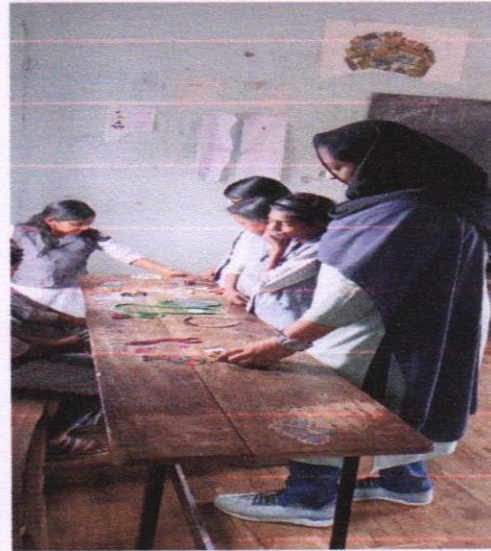
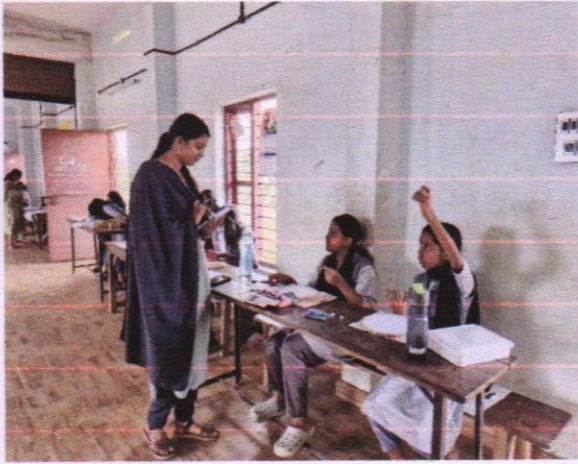
**(24 Hours)**

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### 3.Participation in various activities in the practice teaching school during school internship



  
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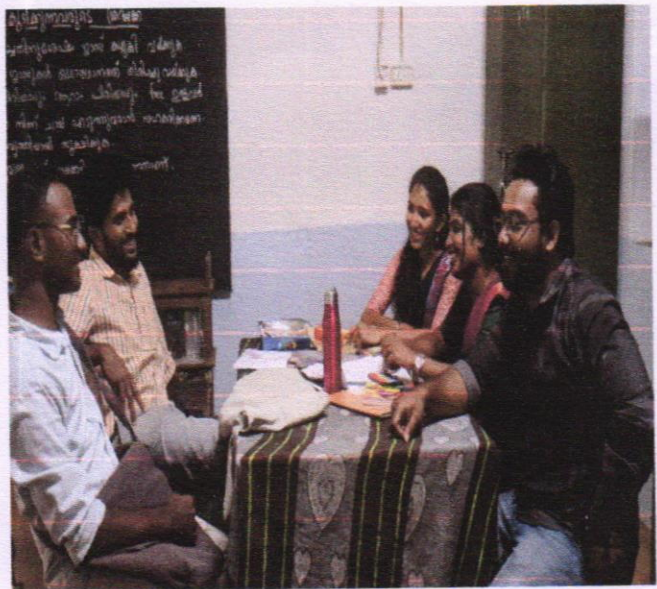
# ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1:2022-23

## DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

### 1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students from 19/06/2023 to 23/06/2023 to provide the student teachers an opportunity to have primary experiences with the functioning of the school. This programme includes such activities as observation of lessons of senior teachers, individual teaching of the student teachers, team teaching of the student teachers, observing various types of records maintained in the school and observing the social climate in the school.



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*[Handwritten Signature]*  
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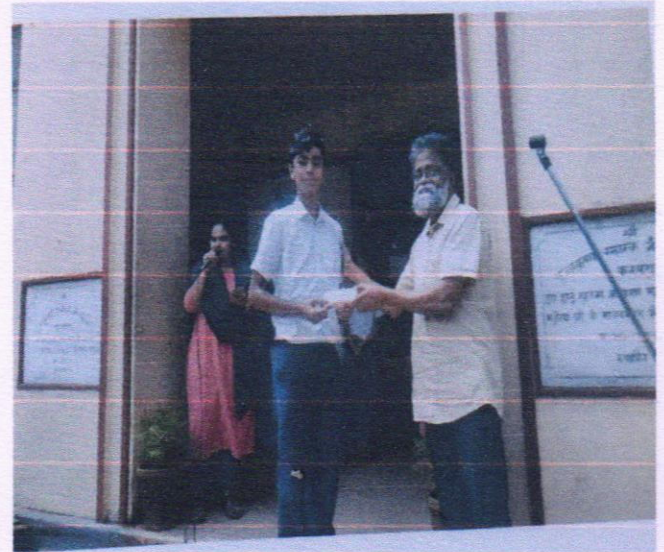
### 1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

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**ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI**

**YEAR 1:2020-21**

**DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE  
FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM**

**1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME**

School Induction Programme (school initiatory experience) was conducted for Semester II students. Due to covid 19 pandemic the school initiatory was not conducted in schools.



  
**Dr. Tomy K.O.**  
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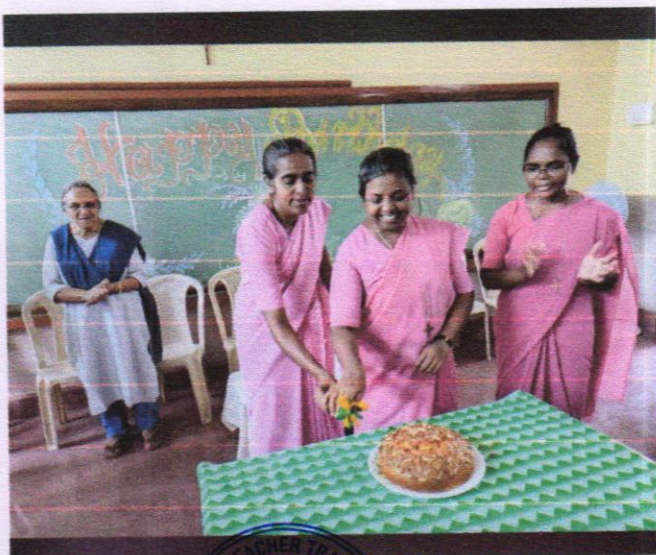
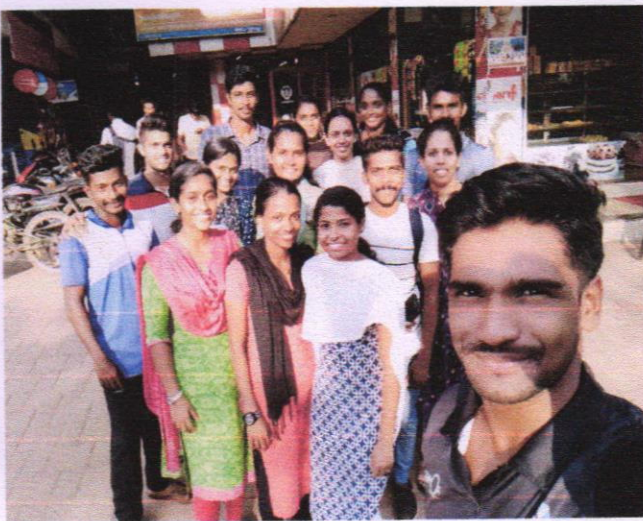
# ST. GREGORIOS TEACHERS' TRAINING COLLEGE, MEENANGADI

YEAR 1:2019-20

## DOCUMENTARY EVIDENCE, IN SUPPORT OF THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEM

### 1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME

School Induction Programme (school initiatory experience) was conducted for Semester II students from 20/01/2020 to 24/01/2020 to provide the student teachers an opportunity to have primary experiences with the functioning of the school. This programme includes such activities as observation of lessons of senior teachers, individual teaching of the student teachers, team teaching of the student teachers, observing various types of records maintained in the school and observing the social climate in the school.



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**3. Participation in various activities in the practice teaching school during school internship**

**COVID -19 PANDEMIC**



*[Handwritten Signature]*  
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## St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized by NCTE and ISO Certified

### ACTION PLAN INDICATING THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEMS

YEAR 1:2023-24

The action plan implemented in St. Gregorios Teachers Training College, Meenangadi indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

Si. No	Action Planned	Purpose of the Activities
1	Execution of the School Induction programme	The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.
2	Efficient implementation of the curriculum	St. Gregorios Teachers Training College implements the curriculum of the University of Calicut in such a manner as to impart the idea of teacher education a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.
3	Familiarization of various Boards of School	The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. During practice teaching, classes were taken for students studying in CBSE and State syllabus. This was done to acquaint the student teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students.
4	Development of a proper value system	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring,



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		time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third semester.
5	Transaction of a comparative perspective of education worldwide	A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are also transacted to the students in an effective manner.
6	Participation in various activities in the practice teaching schools during School Internship	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters.
7	Conducting of an International Webinar	St. Gregorios Teachers Training College, Vidhyabyasa Vikasa Kendra, Keralam and Smart India Foundation Jointly Organised 2 Day International Educational Seminar Named "BODHI 2K24" on "Exploring the Neurocognitive Foundations of Mindful Education within the frame work of the National Education Policy 2020" From 16-04-2024 to 17-04-2024 in College Campus. Mr. Sarathkumar P., Assistant professor of Physical science was the program coordinator. The international seminar was held in 7 sections and many eminent persons conducted the sessions including NCTE General Council Member and NCERT syllabus cum text book Committee member Mr. Joby Balakrishnan. The seminar inaugurated by HG. Dr. Geevarghese Mor Sthephanose Metropolitan, The President and Patron of our institution.



  
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### ACTION PLAN INDICATING THE WAYS STUDENTS ARE FAMILIARIZED WITH THE DIVERSITIES IN INDIAN SCHOOL SYSTEMS

YEAR 1:2022-23

The action plan implemented in St. Gregorios Teachers Training College, Meenangadi indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:


Si. No	Action Planned	Purpose of the Activities
1	Execution of the School Induction programme	The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.
2	Efficient implementation of the curriculum	St. Gregorios Teachers Training College implements the curriculum of the University of Calicut in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the



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		content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.
3	Familiarization of various Boards of School	The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. During practice teaching, classes were taken for students studying in CBSE and State syllabus. This was done to acquaint the student teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students.
4	Development of a proper value system	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third semester.
5	Transaction of a comparative perspective of education worldwide	A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are also transacted to the students in an effective manner.
6	Participation in various activities in the practice teaching schools during School Internship	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters.



  
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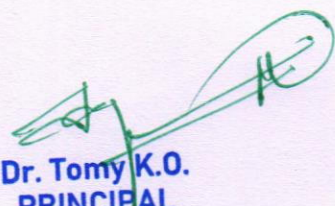
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4	Development of a proper value system	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third semester.
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3	Familiarization of various Boards of School	The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. Due to covid -19 pandemic Teaching practice were held at college itself by peer teaching and some of the classes conducted through online. This was done to acquaint the student teachers with the pedagogical practices in various boards of school education. Teachers with in the college conducted demonstration classes for the students.
4	Development of a proper value system	During School Internship, besides classroom teaching, the student teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third semester.
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