

## **St. Joseph's College of Education for Women**

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(Under the Management of Society of Jesus Mary & Joseph)



**2.4.2**

**Reports to show Students Participate in Activities -  
Preparatory to School-Based Practice**

## 1. Formulating Learning Objectives

Practice teaching and internships are mandatory components of the academic year, occurring twice annually. Before students begin their internship programs, they attend a workshop focused on formulating learning objectives. During this workshop, Bloom's taxonomy is thoroughly explained, and students learn how to craft learning objectives using the correct syntax.

### Report for workshop on Learning Objectives held in 2022-23

Before students embarked on their internship program, they participated in a workshop in August 2023 focused on formulating learning objectives. During the workshop, Prof. T. Swarupa Rani explained the importance of developing accurate instructional objectives and learning outcomes using the Revised Bloom's Taxonomy. Faculty members guided students in crafting learning outcomes for their specific pedagogy subjects. Digital platforms were utilized to reinforce learning, and the faculty reviewed the students' formulated learning objectives, offering suggestions for improvement.

### Report of workshop on Learning Objectives held in 2021-22

In August 2022, a workshop on Instructional Objectives and Learning Outcomes was organized. Prof. T. Swarupa Rani highlighted the importance of developing precise instructional objectives and learning outcomes using the Revised Bloom's Taxonomy. Following this, faculty members guided students in crafting learning outcomes for their chosen topics within their respective pedagogy subjects. Digital platforms, such as Google Classroom, were utilized to reinforce learning. Students then applied their understanding of learning objectives to design lesson plans used during their internships.



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### Report of workshop on Learning Objectives held in 2020-21

In 2021, a workshop on 'Formulating Learning Objectives and Learning Outcomes' was organized for first-year B.Ed. students. Prof. T. Swarupa Rani delivered the lead lecture, introducing the concepts of Learning Objectives and Learning Outcomes, explaining their importance, and outlining the criteria for their formulation. Following the lecture, pedagogy teachers guided the students in applying these concepts to their respective subjects, assisting them in drafting Learning Objectives and Learning Outcomes. These drafts were then submitted to faculty members for feedback. Resource materials were provided to the students, and relevant content was made available on Google Classroom.

### Report for workshop on Learning Objectives held in 2019-20

A workshop on Instructional Objectives and Learning Outcomes was organized, beginning with an introductory lecture by Prof. T. Swarupa Rani. She emphasized the importance of crafting effective instructional objectives and learning outcomes using the Revised Bloom's Taxonomy. After the lecture, students divided into groups according to their chosen pedagogy subjects, where faculty members guided them in formulating learning outcomes tailored to their specific topics. The faculty provided feedback to help refine these outcomes, ensuring they were well-suited to the content and appropriate for the students' age groups.

### Report for workshop on Learning Objectives held in 2018-19

Formulating learning outcomes is a crucial component of lesson planning. To support this, a workshop was conducted where Prof. T. Swarupa Rani delivered the lead lecture, explaining the concepts of educational aims and objectives. Following this, the faculty guided students in writing learning outcomes aligned with Bloom's Taxonomy. Students then selected a unit and formulated learning objectives and specifications, which were subsequently reviewed by the faculty.



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## 2. Content Mapping

### 2022-23

Content mapping focuses on organizing and sequencing instructional tasks by emphasizing structured content knowledge. It is often subject-specific, with different components for various school subjects. In the lesson planning workshop held in August 2023, first-year B.Ed. students learned how to identify different aspects of a given topic and connect them to the appropriate learning outcomes. Students selected a topic and mapped the content accordingly. The workshop also highlighted the importance of identifying relevant values and life skills associated with the content.

### 2021-22

The Lesson Planning Workshop held in August 2022 focused on key aspects such as formulating lesson objectives, content mapping, and designing learning activities to accommodate diverse learners. Both formative and summative evaluation activities were also planned. Faculty members provided guidance in each student's chosen pedagogy, while peer interactions facilitated collaborative learning. Sample lesson plans showcasing different strategies were made available to the students.

### 2020-21

Students were introduced to content mapping during the Lesson Planning Workshop held in August 2021. They were guided on how to align learning outcomes, content, and teaching-learning activities effectively. The workshop also emphasized the integration of core elements, life skills, and values into the lesson plan. Additionally, evaluation methods were planned to be in sync with the content, learning outcomes, and activities.

### 2019-20

In 2019-20, content mapping was incorporated into the lesson planning workshop, where students were guided to identify key content areas within their chosen pedagogy subjects.

### 2018-19

In 2018-19, content mapping was integrated into the lesson planning workshop, where students were guided in identifying key content areas within their selected pedagogy subjects.



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### 3. Lesson planning/ Individualized Education Plans (IEP)

#### 2022-23

Lesson planning is essential for effective teaching and learning. In August 2023, a workshop was organized for first-year B.Ed. students to focus on this critical skill. The faculty highlighted the importance and various dimensions of a well-crafted lesson plan. Students were then mentored on content mapping and formulating relevant learning outcomes using Bloom's Revised Taxonomy. They planned lessons and designed suitable teaching-learning strategies for their topics, receiving feedback from their pedagogy teachers to refine their plans. The workshop also demonstrated the use of apps to enhance lesson planning.

#### 2021-22

The Lesson Planning Workshop held in August 2022 emphasized key aspects such as formulating lesson objectives, content mapping, and designing learning activities tailored to diverse learners. Both formative and summative evaluation activities were also planned. Faculty members provided guidance in each student's chosen pedagogy, while peer interactions facilitated collaborative learning. Sample lesson plans showcasing various strategies were made available to the students for reference.

#### 2020-21

The lesson planning workshop for first-year B.Ed. students was conducted online starting in August 2021. Each pedagogy teacher explained the importance of lesson planning, the various components of a lesson plan, and how to design an effective lesson. Students learned to connect content, learning outcomes, and different teaching strategies, enabling them to create lesson plans on chosen topics. These plans were submitted to faculty for evaluation and feedback. Additionally, students received guidance on devising various evaluation strategies and selecting appropriate learning resources. Sample lesson plans for a range of situations were provided, both in physical and digital formats, for reference and guidance.

#### 20219-20

Lesson planning is the foundation of effective teaching and learning. To prepare students for their first internship, a workshop on lesson planning was organized. The workshop covered the key dimensions of a well-structured lesson plan. Following this, students selected a topic

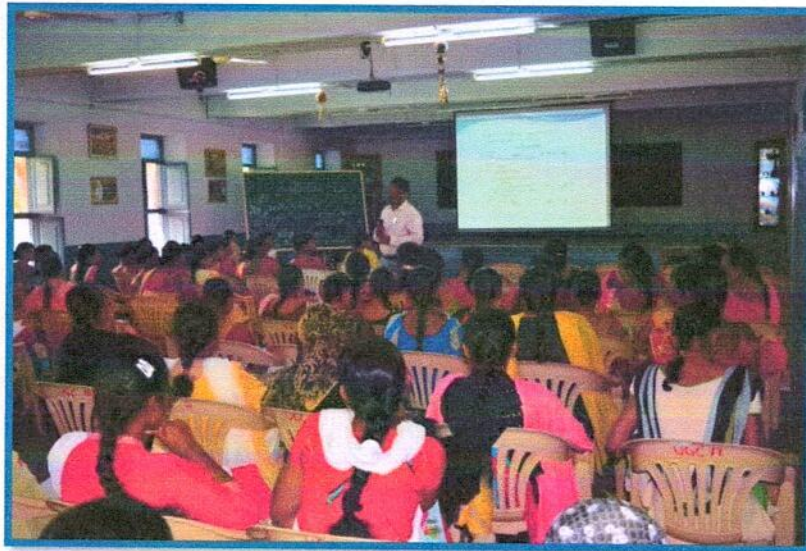


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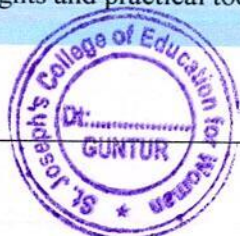
and developed a lesson plan for it, which was then reviewed by their respective pedagogy teachers, who provided feedback.

### 2018-19

A lesson planning workshop was organized to orient students to the importance and significance of well-structured lesson plans. Students prepared lesson plans in their chosen pedagogy, which were then reviewed by the faculty in charge, and feedback was provided.



"Student teachers participated in a lesson planning workshop, engaging in collaborative discussions and hands-on activities to enhance their teaching strategies. The session provided valuable insights and practical tools for effective classroom planning."



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#### 4. Identifying varied student abilities

Understanding learners and their abilities is essential for effective teaching. To equip student-teachers with the skills to identify and assess student abilities, the following inputs were provided.

#### Through Theory Courses

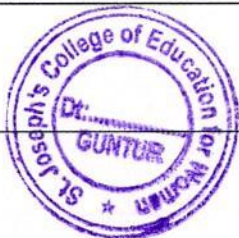
The following topics from theory courses give insights to understanding and identifying varied student abilities.

Name of the Theory Course	Topic
<b>Course-II: Perspectives in Child Development</b>	
<b>Unit-1: Approaches of Human Development</b>	1.1 Concept of Growth, Development and Maturation 1.2 Principles of Development 1.3 Stages of Growth and Development (Infancy Childhood, Adolescence) 1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language) 1.5 Longitudinal and cross sectional approaches of understanding development
<b>Unit-2: Theories of Development</b>	2.1 Cognitive theory of Development (Piaget's) 2.2 Psycho-social theory of development (Erikson). 2.3 Theory of Moral Development (Kohlberg's). 2.4 Theory of psycho- sexual development (Freud). 2.5 Theory of Emotional Development (Goldstein).
<b>Unit-3: Childhood as a period of Socialization</b>	3.1 Characteristics of childhood – developmental tasks. 3.2 Child development – Physical, cognitive, social, emotional, moral and language development during childhood. 3.3 Child in different socio-cultural contexts. 3.4 Process of socialization – conflicts resolution and social development. 3.5 Stages of Social development – Isolated play, parallel play and social play. Characteristics of socially matured person



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<p><b>Unit-4: Adolescence as a period of transition</b></p> <p>4.1 Characteristics and needs in Adolescence  4.2 Genesis of problems during adolescence- Physical, cognitive, emotional, social, moral and language development  4.3 Adolescent Groups – Gangs  4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development  4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.</p>	<p>4.1 Characteristics and needs in Adolescence  4.2 Genesis of problems during adolescence- Physical, cognitive, emotional, social, moral and language development  4.3 Adolescent Groups – Gangs  4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development  4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.</p>
<p><b>Unit-5: Individual Differences</b></p>	<p>5.1 Dimensions of Individual differences- cognitive abilities, interests, aptitude, creativity, personality and values  5.2 Theory of multiple intelligence ( Gardner) – Implications for understanding differences in children  5.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)  5.4 Individual differences based on cognitive abilities – learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of “differences” rather than “deficits” perspective.  5.5 Fostering creativity among children.</p>
<p><b>Course-VII: Learning and Teaching</b></p>	
<p>Unit-1: Process of Learning</p>	<p>1.1 Concept of learning, types of learning and factors influencing learning  1.2 Learning process: Attention, sensation, perception, and concept formation  1.3 Memory &amp; forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.  1.4 Transfer of learning: concept, theories and types( Horizontal and Vertical)  1.5 Role of motivation in learning; methods of improving motivation</p>
<p>Unit-2: Behaviorist Perspectives of Learning</p>	<p>2.1 Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications  2.2 Classical Conditioning - Pavlov, concept and principles and classroom implications  2.3 Operant Conditioning – Skinner, concept</p>



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	and principles and classroom implications 2.4 Compare these perspectives in terms of their merits and applicability to classroom learning
Unit-3: Cognitive and Humanist Perspectives of Learning	3.1 Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky) 3.2 Humanist perspectives of learning (Learner centered approach – Rogers)
Unit-4: Teaching Process	4.1 Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science 4.2 Distinction between Instruction, training and teaching 4.3 Phases of teaching: planning, execution and reflection 4.4 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher 4.5 Functions of a teacher in classroom, school and community
Unit-5: Learning Environment and Learning Engagement	5.1 Meaning of learning environment and learning engagement 5.2 Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning 5.3 Development of emotional intelligence 5.4 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school 5.5 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

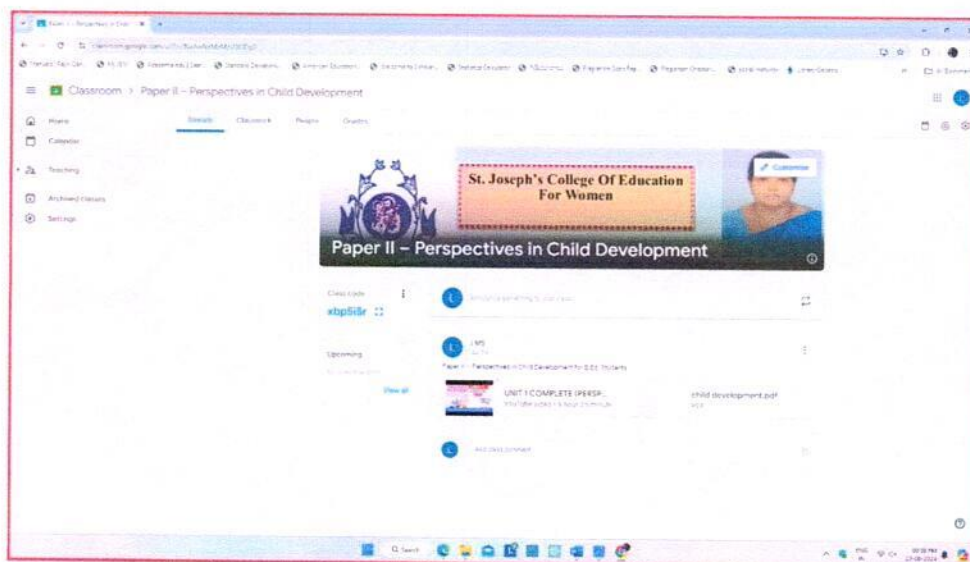
Understanding learners and their diverse abilities is fundamental to effective teaching. To help student-teachers develop these skills, specific topics were integrated into their theory courses. In Course II: Perspectives in Child Development, students explored various stages and dimensions of human growth and development, including cognitive, emotional, social, and moral aspects. They studied key theories, such as Piaget's Cognitive Development Theory, Erikson's Psychosocial Development Theory, and Kohlberg's Moral Development Theory, to understand how children and adolescents develop in different contexts. The course



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also covered individual differences in learning, emphasizing the importance of recognizing and catering to these variations through concepts like Gardner's Theory of Multiple Intelligences and strategies for fostering creativity.

In Course VII: Learning and Teaching, students delved into the learning process, exploring different types of learning, factors that influence it, and the role of memory, motivation, and transfer of learning. The course presented various behaviorist, cognitive, and humanist perspectives on learning, highlighting their classroom implications. Additionally, the teaching process was examined, with a focus on the teacher's role in creating positive and culturally responsive learning environments. Strategies like assisted performance and reciprocal teaching were introduced to enhance motivation and learning engagement, providing student-teachers with the tools to effectively support diverse learners in their classrooms.



"Course-II: Perspectives in Child Development featured interactive Google Classroom sessions. Screenshots showcase dynamic discussions, digital resources, and collaborative learning experiences."



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## 5. Dealing with student diversity in classrooms

Addressing learner diversity in the classroom necessitates the creation of varied learning strategies to accommodate different types of learners. Students design their lessons with differentiated instruction in mind.

### **Incorporating Multimodal Learning Experiences:**

All lessons are planned using a multimodal approach, integrating a balanced mix of individual and group activities. Visual, kinesthetic, and auditory learning experiences are combined to provide a diverse array of learning opportunities for students. Both offline and online resources are utilized to enhance learning effectiveness. In subjects like Science and Mathematics, demonstrations and hands-on activities are frequently employed to reinforce concepts.

### **Utilizing Small Group Learning Activities:**

Some learners benefit from specialized attention in small groups. During their internships, student teachers engage in small group learning activities tailored to the specific needs of certain learners, coordinating closely with school authorities. These activities are sometimes conducted in collaboration with schools that have boarding or hostel facilities.

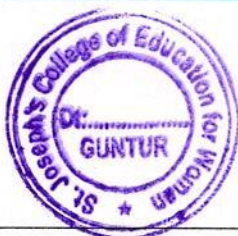
### **Mentorship by School Teachers:**

Student teachers are encouraged to collaborate with experienced school teachers who can offer guidance, especially in cases where there are differently-abled learners in the class. This mentorship helps student teachers to make appropriate accommodations for these learners when planning their lessons.



"Students engaged in small group learning activities, fostering collaboration and peer-to-peer learning."

The setup encouraged interactive discussions and hands-on problem-solving."



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## 8. Assessing Student Learning

Student teachers receive comprehensive training in assessing student learning through various methods. Pedagogy courses and the course on Assessment for Learning provide them with a solid theoretical foundation in both assessment of learning and assessment for learning. Additional activities are outlined below.

### Unit Test Workshops:

Each year, a Unit Test Workshop is organized to further enhance assessment skills. During the workshop, students develop a year's plan and a unit plan, design a test, create a blueprint, and formulate questions based on that blueprint. They then edit the question paper, devise a marking scheme, and prepare an answer key. This test is administered to school students, and the answer scripts are assessed. Finally, the results are statistically analyzed to evaluate learning outcomes.

### Workshops on ICT-Enabled Assessment:

During the Value-Added Courses, workshops were conducted to equip students with skills in ICT-enabled assessment. Students learned to use Google Forms for evaluation and effectively utilized tech-based platforms for interactive assessment.



"Students actively participated in Unit Test Workshops, refining their test-taking strategies and deepening their understanding of the material. The workshops provided a supportive environment for feedback and improvement."



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## 9. Mobilizing relevant and varied learning resources

### Workshop on Preparing Learning Resources:

Each year, students participate in workshops to create a variety of learning resources for use during their internships. These resources include both physical and digital materials. An exhibition showcasing the resources prepared by the students is organized annually.



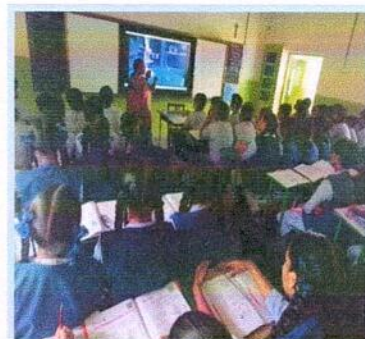
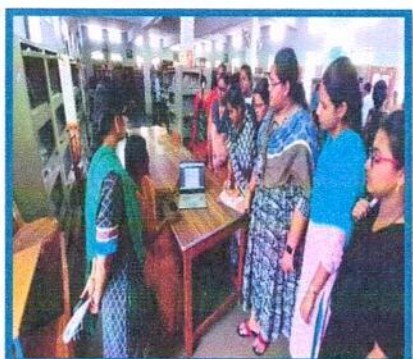
"Participants engaged in an interactive workshop on Preparing Learning Resources, collaborating to create engaging and effective educational materials. The session focused on hands-on experience, providing practical tools and strategies for educators to enhance their teaching materials."



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## 10. Evolving ICT based learning situations

Student-teachers are trained to utilize ICT platforms to foster constructivist learning. Value-Added Courses on E-Content Development and Apps in Education were organized to help students create various digital resources. These courses focused on developing ICT-based learning environments, with platforms like Thinglink being prominently used. Every student created at least one Thinglink, which effectively promotes constructivist learning by embedding all necessary resources in a single place. Additionally, students designed educational stories using apps like Storyjumper, which were integrated into their lessons to spark interest and facilitate learning through storytelling.



"Student-teachers were actively trained to use ICT platforms to promote constructivist learning. Value-Added Courses on E-Content Development and Apps in Education enabled them to create diverse digital resources."



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## 11. Exposure to Braille /Indian Languages /Community Engagement

Language diversity is celebrated through observances such as Hindi Diwas and Mathru basha (Telugu Bhasha) Diwas. These events highlight the richness and cultural significance of different languages, promoting appreciation and understanding of linguistic diversity within the community. Such celebrations honor the heritage and contributions of various languages, fostering a sense of pride and unity among speakers.



"Language diversity was celebrated through observances like Mathru Basha (Telugu Bhasha) Diwas. The event highlighted the importance of preserving and promoting native languages."



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