

SUPPORTING DOCUMENTARY EVIDENCE**1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS**

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Curriculum and Course Orientation to Semester I students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 18/11/2021 and 19/11/2021 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme.
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher-identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
3	Effective Delivery of Pedagogic	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were



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Content Knowledge(PCK) and Techno-Pedagogic Content Knowledge (TPCK)	suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real life scenario.
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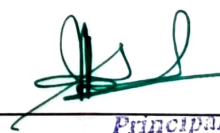
2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS

FORDIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of theActivities
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I from 14/12/2021 to 18/12/2021. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to- day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college on 20/12/2021.
2	Orientation to Semester III students on Practice Teaching	Orientation to Semester III students on Practice Teaching was conducted on 08/12/2021to acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities.The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic





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		activities of the school, setting realistic goals in terms of learning, curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students got acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

3. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field'. School internship was organized in close supervision of the college with effective co-operation from practicing schools. The option for practice teaching schools was collected on 08/12/2021, and handed over the permission letter for practice teaching to DEO. School Visit for Semester 3 for portion and timetable collection was conducted on 20/12/2021. The School Internship was conducted from 04/01/2022 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice-teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective



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		teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and was initiated during the 1 st Phase of School internship in Semester 3. Project Presentation for Sem 3 was conducted on 10/05/2022 and 11/05/2022.
3	Art Education and Theatre Practice	As a part of Art Education and Theatre Practice, a webinar based on Art Education was conducted on 08/06/2021, and a one-day workshop on Script Writing and Theatre Practice was conducted on 03/11/2021 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, assigning and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	Capacity Building Programme	Capacity Building Programme was conducted on 19 November 2021 to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.

4. CULTIVATION OF ESSENTIAL SKILLS/ COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Microteaching	The implementation of microteaching practices included in the curriculum started from 13 May 2022 to equip the prospective teachers in developing their teaching skills. Through this, the

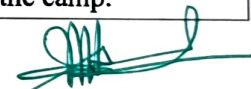


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		student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful and Productive Work (SUPW)	The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality, sensitizing with dignity of labour, etc. This community based practical - Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks. An exhibition of the products was conducted on 28/02/2022 at the college.
3	Community Living Camp	Sree Narayana Training College, Nedunganda organized a five-day Community Living Camp/Citizenship Training Camp entitled 'Nibodhitha' for Semester 3 from 14/12/2021 to 18/12/2021, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.




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In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Curriculum and Course Orientation to Semester I students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 11/01/2021 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme.
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses made use of the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher-identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
3	Effective Delivery of Pedagogic	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were



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2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

SL No.	Type of Activities	Implementation of the Activities
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I from 08/02/2021 to 10/02/2021. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college on 10/02/2021.
2	Orientation to Semester III students on Practice Teaching	Orientation to Semester III students on Practice Teaching was conducted on 04/11/2020 to acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic



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		activities of the school, setting realistic goals in terms of learning, curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources. Besides this, their option for practice teaching schools was also collected.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students got acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

3. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

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SL No.	Type of Activities	Implementation of the Activities
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field'. School internship was organized in close supervision of the college with effective co-operation from practicing schools. It was conducted in the online mode in the light of the COVID-19 pandemic. It commenced on 04/11/2020 in Semester III and 25/01/2021 in Semester IV. The supervision of Practice Teaching was conducted jointly by the college and the practice-teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research	The students were well directed and oriented to take Minor



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	Projects	Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and was initiated during the 1st Phase of School internship and completed during the 2nd Phase. The report of the project was assessed internally by the supervising teacher educator and externally by the external practical board.
3	Art Education and Theatre Practice	As a part of Art Education and Theatre Practice, a webinar was conducted on 05/12/2020 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, assigning and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	CapacityBuilding Programme	CapacityBuilding Programmewas conducted to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.

4. CULTIVATION OF ESSENTIAL SKILLS/ COMPETENCIES IN THE STUDENTS

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SL No.	Type of Activities	Implementation of theActivities
1	Microteaching	The implementation of microteaching practices included in the curriculum equipped the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially	The students were encouraged to do Socially Useful and Productive



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	Useful and Productive Work (SUPW)	Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality, sensitizing with dignity of labour, etc. This community based practical - Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks using the performa for assessment designed by the institution.
3	Community Living Camp	Sree Narayana Training College, Nedunganda organized a five-day Community Living Camp/Citizenship Training Camp. Though it was conducted in the online mode from 01/03/2021 to 05/03/2021 due to the COVID-19 pandemic, it followed a pre/well planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.




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SUPPORTING DOCUMENTARY EVIDENCE

1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION TO STUDENTS

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Curriculum and Course Orientation to Semester I students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 02/07/19 and 03/07/19 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme.
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher-identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
3	Effective Delivery of	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of



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Pedagogic Content Knowledge(PCK) and Techno-Pedagogic Content Knowledge (TPCK)	Techno-Pedagogic Content Knowledge (TPCK) Analysis were suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real life scenario.
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2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

SL No.	Type of Activities	Implementation of the Activities
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester I from 05/08/2019 to 09/08/2019. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to- day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college on 14 August 2019.
2	Orientation to Semester III students on Practice Teaching	Orientation to Semester III students on Practice Teaching was conducted on 06/06/2019 to acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching,



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		assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning, curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students got acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

3. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field'. School internship was organized in close supervision of the college with effective co-operation from practicing schools. It was conducted from 24/06/2019 to 27/08/2019 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up



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		minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and was initiated during the 1st Phase of School internship in Semester 3. The college organized a one day seminar on Minor Research Project for student teachers on 11 June 2019. It included two sessions on minor research- one led by Dr. Smitha S. on the general frame work of the research project and the steps of survey method. It was followed by a session on minor projects based on case study and action research led by Dr. Sangeetha N.R. The seminar enabled the student teachers to get acquainted with the selection and planning of appropriate research strategies for minor research projects. Project Presentation for Sem 3 was conducted on 06/07/2019 and 20/07/2019.
3	Art Education	As a part of Art Education, a seminar based on Art Education was conducted on 29/09/2019.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
5	CapacityBuilding Programme	CapacityBuilding Programmewas conducted to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.

4. CULTIVATION OF ESSENTIAL SKILLS/ COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Microteaching	The implementation of microteaching practices included in the curriculum started from 3 June 2019 to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially	The students were encouraged to do Socially Useful and Productive



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	Useful and Productive Work (SUPW)	Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality, sensitizing with dignity of labour, etc. This community based practical - Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks. An exhibition of the products was conducted on 18/09/2019 at the college.
3	Community Living Camp	Sree Narayana Training College, Nedunganda organized a five-day Community Living Camp/ Citizenship Training Camp entitled 'Swadhyaya' for Semester 3 from 02/09/2019 to 06/09/2019, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.




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1	Curriculum and Course Orientation to Semester I students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 03/07/18 and 04/07/18 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme.
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher-identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
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2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester II from 07/01/2019 to 11/01/2019. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to-day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college.
2	Orientation to Semester III students on Practice Teaching	Orientation to Semester III students on Practice Teaching was conducted on 01/06/2018 to acquaint the student-teachers with their roles in the practice teaching schools as to work as a regular teacher and participate in all the school activities. The session was designed to make students aware of the professional capacities, teacher sensibilities and skills as teachers. The orientation session covered such areas as the process of preparation of lesson plans, teaching, assessment and evaluation, the need to participate in all the academic activities of the school, setting realistic goals in terms of learning,



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		curricular content and pedagogic practices, choosing, designing, organizing and conducting meaningful classroom activities, participating in school, social and community activities in the locality associated with the school, observation of and association with children in multi socio-cultural environments to understand their problems and to suggest possible remedies, developing, locating, collecting and maintaining teaching-learning resources.
3	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion lessons commenced on 13 August 2018 and Demonstration lessons on 3 September 2018. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students got acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.

3. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

SL No.	Type of Activities	Implementation of the Activities
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field'. School internship was organized in close supervision of the college with effective co-operation from practicing schools. It was conducted from 18/06/2018 to 17/08/2018 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up



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		minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and was initiated during the 1 st Phase of School internship in Semester 3. Project Presentation for Sem 3 was conducted on 24/11/2018, 15/12/2018 and 09/02/2019.
3	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.
4	CapacityBuilding Programme	CapacityBuilding Programmewas conducted to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.

4. CULTIVATION OF ESSENTIAL SKILLS/ COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Microteaching	The implementation of microteaching practices included in the curriculum was conducted to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful and Productive Work (SUPW)	The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality, sensitizing with dignity of labour, etc. This community based practical - Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks. An exhibition of the products was conducted at the college.




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3	Community Living Camp	Sree Narayana Training College, Nedunganda organized a five-day Community Living Camp/ Citizenship Training Camp entitled 'Samanjasam' for Semester 3 from 01/10/2018 to 05/10/2018, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.
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SUPPORTING DOCUMENTARY EVIDENCE

**1. FUNDAMENTAL OR COHERENT UNDERSTANDING OF THE FIELD OF
TEACHER EDUCATION TO STUDENTS**

In order to provide a fundamental or coherent understanding of the field of teacher education to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Curriculum and Course Orientation to Semester I students	Curriculum and Course Orientation to Semester I students (fresh entrants to the B.Ed. Course) was conducted on 28/07/17 and 31/07/17 to provide a fundamental or coherent understanding to students of the field of teacher education. The purpose of general orientation session was to spell out to the student teachers its academic and professional aspects, and also the expectations of the institution from them in achieving the quality and standards of the professional course. Through this session, the prospective teachers were given a thorough awareness about the extent of knowledge, skills, attitude, competence and commitment to face the challenges of the 21 st century. The main areas covered in the session were general orientation about teaching as a profession, about the institution and faculty, and the fundamental aspects regarding the B.Ed. programme.
2	Transaction of Curriculum and Pedagogic courses	The effective transaction of curriculum and pedagogic courses is made using the pedagogical knowledge for effective verbal, nonverbal and information and communication technologies in all facets of learning to foster active inquiry, collaboration, and supportive interaction in the classroom. Through this discourse, the student-teachers were able to develop their teacher competencies, mould themselves into techno-pedagogically competent teachers, evolve meaningful learning experiences, develop teacher-identity required of a professional through theoretical discourses, evaluate the effects of his/her choices and actions and, generate adequate professional capacity for performing multiple roles entrusted on him/her, enabling him/her to compete in the national and international scenario.
3	Effective Delivery of Pedagogic	The effective delivery of the revamped concepts of Pedagogic Content Knowledge (PCK) and its contemporary version of Techno-Pedagogic Content Knowledge (TPCK) Analysis were



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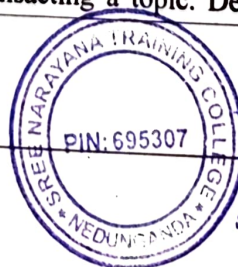
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Content Knowledge(PCK) and Techno-Pedagogic Content Knowledge (TPCK)	suitable enough to give a practical face to the curriculum. This made the student teachers aware of the kinds of knowledge that teachers need in order to teach with technology, and the complex ways in which these bodies of knowledge interact with one another. Through this, the student teachers were acquainted with how technology, pedagogy, and content interrelate, and create a form of knowledge that goes beyond the three separate knowledge bases. These concepts were delivered by the faculty in a fruitful manner as to make the students capable of applying the learned concepts and competencies in the real life scenario.
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2. PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS

In order to provide the procedural knowledge that creates teachers for different levels of school education skills that are specific to the chosen specialization of students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Initiatory School Experiences/ School Induction Programme	The School Induction Programme (school initiatory experience) was conducted during Semester II from 11/12/2017 to 15/12/2017. This was conducted with the sole purpose of providing the student-teachers an opportunity to have primary experiences with the functioning of the school. This school attachment program gave them an opportunity to acquaint with the school environment and their day-to- day functioning. The programme included such activities as observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and interest in learning, to see the learning facilities in the school, observing the social climate in the school, etc. The student-teachers were made to maintain a detailed diary as record of the visit. After the initiatory school experiences, a reflection session was organized in the college.
2	Discussion and Demonstration Classes	Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 were provided to the students. Discussion classes were conducted to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing an already created lesson plan. By going through the steps in the lesson plan one-by-one, the students got acquainted with the procedures adopted by teachers in class while transacting a topic. Demonstration classes



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	<p>were planned and executed by experts, which gave the student teachers an opportunity to witness a real classroom scenario. This made the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom situations.</p>
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3. DEVELOPMENT OF THE CAPABILITY TO EXTRAPOLATE FROM WHAT THE STUDENT-TEACHERS HAVE LEARNT

In order to develop the capability to extrapolate from what the student-teachers have learnt and to enable them to apply acquired competencies, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	School Internship	School Internship is a part of the curricular area of 'Engagement with the Field'. School internship was organized in close supervision of the college with effective co-operation from practicing schools. It was conducted from 26/06/2017 to 29/08/2017 for Semester III. The supervision of practice teaching was conducted jointly by the college and the practice- teaching schools. This led to the development of a broad range of perspectives, professional capacities, teacher sensibilities and skills among the prospective teachers.
2	Minor Research Projects	The students were well directed and oriented to take Minor Research Projects as part of their curricular work. They took up minor research project/Action Research/Case Study during the course. The project was undertaken in a phased manner as per the schedule under the guidance of a supervisor (general/ optional teacher educator). The areas chosen were relevant socially, academically and contextually and was initiated during the 1 st Phase of School internship in Semester 3.
3	One-day Workshop on Script Writing for Drama and Skit	A One-day Workshop on Script Writing for Drama and Skit was conducted on 07/03/2018 to help the student-teachers realize the role of dramatization and other art forms as transactional strategies in classroom instruction for enhancing learning and creativity. It involved the visualization and writing of scripts (related to themes from optional content areas), direction, assigning and engaging roles, enacting of drama, making arrangements individually and with group assistance.
4	Conscientization Programme	A conscientization activity was undertaken by every student on a selected theme in the school/community during practice-teaching and prepared a written report and maintained records.



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5	CapacityBuilding Programme	CapacityBuilding Programmewas conducted to equip student teachers to face the challenges of classroom situation in a multicultural society and also uplift the quality of teacher education in par with the global standards. This activity was suitable enough to enrich the student teachers by considering their individual potentialities.
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4. CULTIVATION OF ESSENTIAL SKILLS/ COMPETENCIES IN THE STUDENTS

In order to provide the essential skills/ competencies such as emotional intelligence, critical thinking, negotiation and communication skills, collaboration with others, etc. to the students, the following measures/ activities were implemented in Sree Narayana Training College, Nedunganda.

Sl. No.	Type of Activities	Implementation of the Activities
1	Microteaching	The implementation of microteaching practices included in the curriculum started from 5June 2017 to equip the prospective teachers in developing their teaching skills. Through this, the student teachers were able to master a number of teaching skills, whereby they got deeper knowledge regarding the art of teaching and gained confidence in teaching.
2	Socially Useful and Productive Work (SUPW)	The students were encouraged to do Socially Useful and Productive Work (SUPW) to enhance their skills and nurture their passion. This programme involved planning and executing productive work, developing social sensitivity, seeking support from the locality, sensitizing with dignity of labour, etc. This community based practical - Socially Useful Productive Work (SUPW) included one service (participation in social activities, social services, social projects, social work etc.) and submission of one product. Assessment was made on the basis of proper division of marks. An exhibition of the products was conducted on 08/12/2017 at the college.
3	Community Living Camp	Sree Narayana Training College, Nedunganda organized a five-day Community Living Camp/ Citizenship Training Camp for Semester 3 from 23/10/2017 to 27/10/2017, following a well-planned timetable. It included programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing democratic living, providing chances for division of labour, community work etc. The students prepared a record mentioning all the activities and experiences of the camp.




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