

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA
REPORTS AND PHOTOGRAPHS OF ACTIVITIES PREPARATORY TO
SCHOOL-BASED PRACTICE TEACHING AND INTERNSHIP WHICH
ENCOMPASS SIGNIFICANT SKILLS AND COMPETENCIES

Since the students are continuously being trained to become best teachers during the two years of their B.Ed. programme, preparatory activities that enable them to perform their duties well in schools are given due importance even from the first days of the academic year. As part of this, many programmes for character development and skill enhancement of student-teachers were successfully conducted in each academic year in addition to those prescribed in the syllabus. As per the Kerala University syllabus, the Practice Teaching for the students are conducted in two phases in third and fourth semesters. Accordingly, the pre-practice teaching sessions, which encompass certain significant skills and competencies, were organised during the first and second semesters of the course. The report /photographs/videos of the activities are given in the following pages.

1. DISCUSSION, DEMONSTRATION AND CRITICISM CLASSES

The first-year student-teachers have Discussion Classes and are provided Demonstration Classes by expert teachers. It is followed by discussions of its various aspects. In addition to the Demonstration Classes, student-teachers are also provided opportunities for Criticism Sessions. In this, a student teacher involves in classroom teaching, and the teacher educators and each one in the peer group criticize the class, pointing out its positives and negatives. Such sessions are of great advantage for the student teachers since it presents to them various approaches and styles as well as help them to realize their positives and negatives and improve themselves eventually. Discussion, Demonstration and Criticism lessons form an important part of the B.Ed. curriculum as they allow prospective teachers to develop their teaching skills and strategies. Through discussion lessons, students learn how to facilitate conversations and encourage critical thinking among their future students. Discussion lessons, criticism lessons and demonstration lessons help to explore a wide range of educational topics, including teaching methods, curriculum development, classroom management, and student assessment. During discussion lessons, criticism lessons and demonstration lessons, the students work in groups or participate in whole-class discussions. These can be assessed in a variety of ways, such as through written reflections, peer evaluations, or teacher feedback. By participating in these lessons, the students can develop their communication skills, learn how to listen actively, and gain a deeper understanding of educational issues. Five Discussion classes each in Semester 1 and 2, three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 are provided to the students. Also, the student teachers conduct ten Criticism classes in Semester 2.




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Demonstration Class



Discussion Class



2. MICROTEACHING SESSIONS

Each student-teacher is being trained on two microteaching skills. Student-teachers present one of the skills in front of the whole classroom and receive suggestions from their classmates. Some of them act as students, some are assigned the duty of observation with a written criterion presented to them prior to the presentation and some others record the time while video recording is also done. This session helps to sharpen the teaching skills of student teachers. The implementation of microteaching practices included in the curriculum helps to equip the prospective teachers in developing their teaching skills. Through this, the student teachers are able to master a number of teaching skills, whereby they get deeper knowledge regarding the art of teaching and gain confidence in teaching.

Microteaching Class



3. LESSON PLANNING AND CONTENT ANALYSIS

Lesson plan is an outline of the important points of a lesson arranged in the order in which they are to be presented. Lesson planning helps the student teachers to organize and systematize the learning process by implementing new ways and means of making the lesson interesting, and gives them the confidence to face the class. The student teachers are familiarised with the steps involved in the construction of a lesson plan from the first semester onwards. After covering the theoretical aspects of a lesson plan, the students are engaged in lesson plan construction through discussion lessons, demonstration lessons in Semester 1 and criticism lessons in Semester 2. Then they involve in lesson plan creation during the practice teaching sessions in Semester 3 and 4. Content Analysis is an important step in the planning of a lesson. Since the content is the means to the end of bringing about




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Nedunganda, Pin: 695307

desirable changes in the pupils, the student teachers analyse the content to decide what objectives he can develop in his pupils based on the content, by limiting the contents to be taught according to the educational and learning needs of pupils. This is done by breaking of the content into its constituent parts. This helps the student teachers in refining and limiting the content according to the needs and interest of the pupils.

4. CAPACITY BUILDING PROGRAMME

Every year, the students are provided Capacity Building programmes which help them a lot in knowing about themselves and to find out their true potentials and eventually enhance them. Various Capacity Building Programmes are organized in the presence of skilled and experienced trainers. Student-teachers enthusiastically participate in all the tasks and skill developmental activities that are introduced to them by the trainers. Some of these were implemented as such in schools by the student-teachers and have helped in the developmental aspects of the students too.

Capacity Building Programme



5. REMEDIAL INSTRUCTION

The institution conducts Mid-Semester Examination half-way during each semester. After the distribution of valued answer scripts and announcement of marks of the exam, the mentor teacher meets the mentees and discusses their performance in the exam. This is done to identify the students who are in need of special attention. Accordingly, remedial instruction is scheduled after the normal class hours or on Saturdays. Such a small group session provides the students the opportunity to discuss their learning difficulties freely. Since it is a one-on-one setting, students get more opportunities to interact with the teacher and clarify doubts. Thus the teacher ensures that the student fully understands the material. The teacher also tracks the students' progress and provide feedback on their performance, which can motivate them to work harder and improve.




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Nedunganda, Pin: 695307

6. SEMINAR/ PRESENTATION

Each student-teacher conducts a seminar either individually or in groups during Semester 1 and 2 to show their active involvement in the classroom transaction. The participation or involvement of the student in the seminar is assessed by the teacher using a self-developed criteria.

Seminar Presentation



7. OBSERVATION OF CLASSES IN VICTERS CHANNEL

The student teachers were made to prepare a report of the review on the Classes in VICTERS Channel. The report included the brief description of the content covered, learning outcomes specified, introduction and development of lessons from the previous knowledge, explanation, demonstration, and illustration skills of the teacher, use of teaching-learning aids, pattern of questioning and addressing the learners, stimulus variation and movement of the teacher, use of board if any. comment on the clarity of writing and legibility, properties of the teacher including dressing, appearance, and confidence, active class work (active learning experiences) and appropriateness, review, reminders, and points to remember- used by the teacher, assignments and practical works suggested or dictated, gender friendly usages or biased statements, values or skills inculcated, and additional resources suggested.

8. OBSERVATION OF VIDEO LESSONS

During Semester 1, each student-teacher observes two video recorded lessons of experts and prepares observation notes. The format of observation schedule is supplied by the teacher educator. Observation of video lessons involves the keen observation of a pre-recorded or class being taught by experienced teachers. The student teachers watch and




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Nedunganda, Pin: 695307

analyse the videos. This method of observation allows B.Ed. trainees to observe teaching techniques, classroom management, student-teacher interactions, and other aspects of effective teaching in a real-life setting. It also allows for self-reflection and analysis of one's own teaching practices and areas for improvement.

Link for Video Lesson: <https://youtu.be/46X4dgOQKus>

9. MID SEMESTER AND MODEL EXAMINATIONS

Assessment of learning is conducted at the college level by means of Mid- Semester Examinations and Model Examinations. Mid-semester exams are used to assess students' progress and understanding of the course material at the halfway point of the semester. These exams typically cover the material that has been covered in class up to that point, and include a combination of multiple-choice questions, short answer questions, and essay questions. Mid-semester exams can provide valuable feedback to students on their progress and understanding of the course material, and can also help instructors identify areas where students may need additional support or instruction. In some cases, mid-semester exam grades may also contribute to a student's overall course grade. Model examinations are conducted just before the commencement of the University Examinations, and it covers the entire portions included in the University Examinations.

10. DIFFERENT TESTS- ACHIEVEMENT TEST, DIAGNOSTIC TEST ETC.

Achievement test and Diagnostic test are conducted by student teachers during the Phase 1 and 2 of practice teaching. Through achievement test, the student teachers assess the knowledge or skills acquired by the school students. Achievement tests cover many topics, and all students are given the same test under the same conditions. The student teachers analyse the scores of the Achievement test both quantitatively and qualitatively, employing necessary statistical measures. Diagnostic test is implemented by the student teachers to identify the strengths and weaknesses of the school students in a particular subject area or skill. Appropriate remedial measures are also adopted on the basis of the analysis of the diagnostic test. Since achievement tests measure what a student has learned, and diagnostic tests identify areas where a student may need additional support or instruction, both these types of tests serve as valuable tools for the student teachers to evaluate student progress during practice teaching.

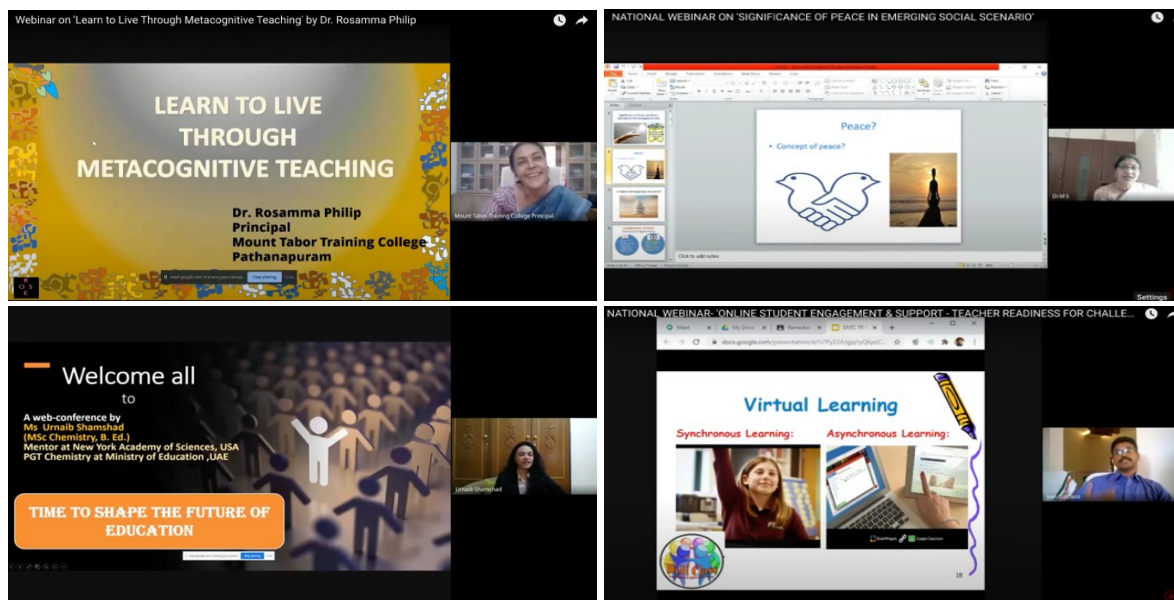
11. RESOURCE TALKS

Numerous resource talks were organised and conducted in the college with specific purposes. These provided valuable information, guidance, and support to student teachers in order to help them achieve their goals and improve their lives in some way. The main areas covered in the talks included




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Nedunganda, Pin: 695307

Metacognitive Teaching, Constitutional Morality and Justice, Entrepreneurship Education, Role of Teachers in Protecting Child Rights and Juvenile Justice, Intellectual Property Rights, Peace Education, Online Survey Tools, Employability Skills, Future of Education, and talks focussed to enrich the life skills and technical skills of students.



12. READING AND REFLECTING ON TEXT

Reading and Reflecting on Text is a practical work done by student teachers during all the four semesters of the course. This gives opportunities to the student teachers to engage with the readings interactively, individually and in small groups. Each student-teacher reads a variety of texts, including empirical, conceptual and historical work, policy documents, studies about schools, teaching, learning etc. in the optional subject area and prepares reflective notes.

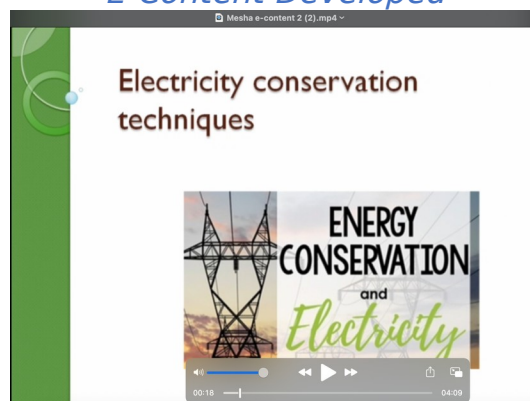
13. PREPARATION OF E- CONTENT MATERIALS

E-content development is done by student teachers during the third semester based on selected content. The E-content is designed to engage them and make the learning experience more enjoyable and interactive, by incorporating multimedia elements such as videos, animations, and images, as well as interactive activities such as quizzes and games. The E-content developed is implemented by the student teachers during their practice teaching




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Nedunganda, Pin: 695307

E-Content Developed



14. CLASSROOM TEACHING WITH ICT

Integrating ICT tools into a lesson plan makes learning more interactive, engaging, and fun for students, and motivates them to learn and retain information better. As part of Discussion lessons in Semester 1 itself, the students are exposed to ICT integration in lesson plans. They are involved in discussing two ICT integrated lesson plans. Also, for the development of microteaching skill in Semester 1 and 2, the students integrate ICT, especially in preparing lesson transcripts for developing Set Induction skill, Stimulus Variation skill, and skill of Illustrating with examples. During practice teaching in Semester 3 (Phase 1) and Semester 4 (Phase 2), the student teachers integrate ICT in content transaction to make the class more interesting to the students.

Classroom Instruction using ICT support



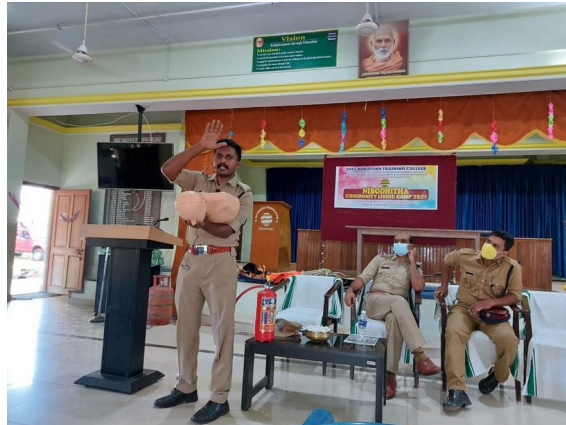
15. COMMUNITY LIVING CAMP

Sree Narayana Training College, Nedunganda organizes a five-day Community Living Camp/ Citizenship Training Camp during Semester 3 every year, following a well-planned timetable. It includes programmes for development of personal and social skills, to develop social-relational sensibilities and effective communication skills, practicing




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Nedunganda, Pin: 695307

democratic living, providing chances for division of labour, community work etc. The student teachers prepare a record mentioning all the activities and experiences of the camp.



16. EXTENSION AND OUTREACH ACTIVITIES

As part of the Curricular Extension and School Based Activity, the student teachers of the college organized an array of awareness classes on issues such as health and hygiene, cyber ethics, substance abuse, traffic awareness, career aspirations etc. Every year, as part of Community Engagement, the college conducts Community Living Camp. The college had an effective participation in the Kerala Flood Relief activities. Timely involvement and necessary help were offered to the needy people of Alappuzha by distributing different essential materials collected from students and staff of college. The college voluntarily participated in cleaning programmes also. It helped the students to become socially committed, responsible citizens of the nation and to create such a generation in future. The college had done a commendable job in COVID-19 relief activities. Timely involvement and necessary help were offered to the needy people of nearby areas by distributing different essential materials like sanitiser and mask, collected from various sources and manufactured by students and staff of the college. Students voluntarily participated as COVID warriors and volunteers, and organized an awareness class on CORONA in which students gave resource talks. They developed e-contents and videos as CORONA Awareness activities and stress




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 Nedunganda, Pin: 695307

relief activities. Also teachers and students worked on 'writing' regarding the fruitful utilization of lock down period as a part of awareness activity. The college was converted as CFLTC of Anchuthengu Grama panchayat. The college provided maximum support and assistance to the smooth functioning of the centre. All staff members served there in various roles. It was a divine and remarkable experience to the college. Besides this, Gramathodoppam'- Community Extension Programme was conducted in collaboration with Anchuthengu Gramapanchayat in Wards 2 & 6 on 02/05/2022 & 05/05/2022, and a programme named 'Chembakathara Samrakshanam' was organised by Anjuthengu Grama Panchayat and Kerala State Bio Diversity Board, in collaboration with Sree Narayana Training College, on 21/04/22.

Community Extension Programme in collaboration with Anchuthengu Gramapanchayat in Wards 2 & 6 on 02/05/2022 & 05/05/2022



Flood Relief Activities




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