

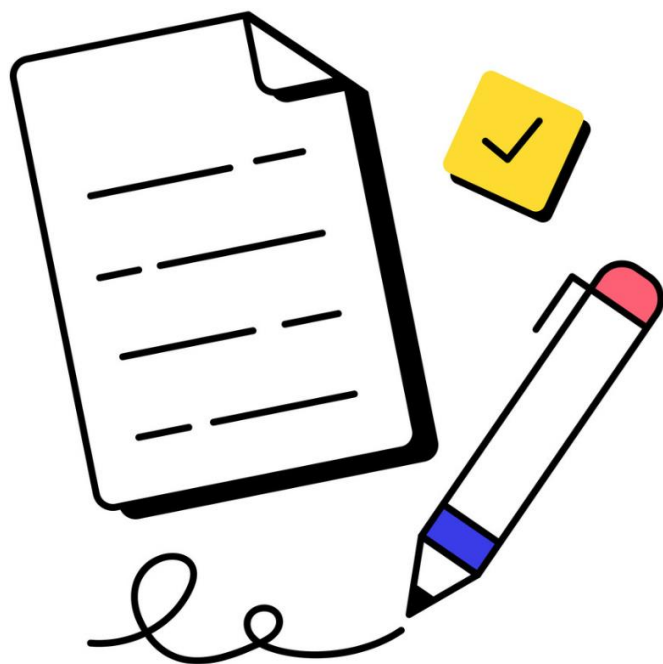


PATTOM THANUPILLAI MEMORIAL COLLEGE OF EDUCATION

Maruthoorkonam, Kottukal P.O., Balaramapuram, Thiruvananthapuram, Kerala - 695501

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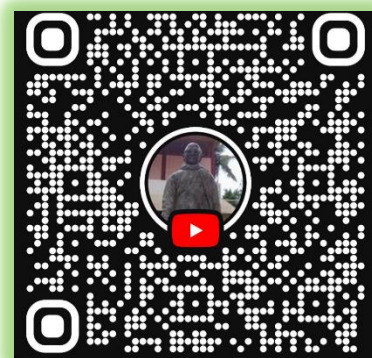
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Reports on developing
competencies and skills in
different functional areas
through specially designed
activities / experiences

2.4.1:

INSTITUTION PROVIDES OPPORTUNITIES
FOR DEVELOPING COMPETENCIES AND
SKILLS IN DIFFERENT FUNCTIONAL
AREAS THROUGH SPECIALLY DESIGNED
ACTIVITIES / EXPERIENCES





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INSTITUTION PROVIDES OPPORTUNITIES FOR DEVELOPING COMPETENCIES AND SKILLS IN DIFFERENT FUNCTIONAL AREAS THROUGH SPECIALLY DESIGNED

As part of our B.Ed. curriculum, various programmes and activities need to be conducted for B.Ed students in order to address the needs of the students and their future. Our students are given access to wider experiences and exposures with a variety of programmes and activities conducted in our college. This will help to improve the competencies and abilities in a variety of functional domains. The activities/ experiences that come under various domains are described.

1. Organizing Learning (Lesson Plan)

Organizing Learning (Lesson Plan) is implemented through proper Discussion, Demonstration, Criticism and Microteaching lessons being an important part of the B.Ed. curriculum as they allow prospective teachers to develop their teaching skills and strategies. Discussion, criticism and demonstration lessons can be used to explore a wide range of educational topics, including teaching methods, curriculum development, classroom management, and student assessment. Through discussion lessons, B.Ed. students can together learn how to facilitate conversations and encourage critical thinking among their future students. Five Discussion classes are being conducted in both Semester 1 and 2 three Demonstration classes in Semester 1 and two Demonstration classes in Semester 2 are provided along with 10 Criticism classes to the students which includes different types of lessons using ICT, model lesson plan and normal lesson plan. Discussion classes are carried out to give the student teachers a clear idea on how to write a lesson plan by thoroughly discussing on a topic. By going through the steps in the lesson plan, the students get used to the procedures adopted by teachers in classroom environment while transacting a topic. Demonstration classes are planned and executed by expert teachers along with proper aids and lesson plan, which give the student teachers an opportunity to witness a real classroom scenario, making the student teachers aware of the teaching abilities and skills, and the means of implementing these in classroom.

The B.Ed. students participate in discussions that focus on social and cultural issues that affect education, such as diversity, equity and inclusion keeping in mind the level of students that they are going to transact the instructions. During these sessions B.Ed. students work in groups or participate in groups and assessment can be done in a variety of ways, such as through written reflections, peer evaluations, or teacher feedback. These lessons will help the students develop their communication skills, learn how to listen actively, and gain a deeper understanding of the educational issues and also how to make teaching interesting to



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the students. To improve the different skills in teaching and to get improved in the various skills microteaching classes are implemented in the classroom. Here each prospective teachers are allotted with enhancing 2 teaching skills for which the other prospective teachers will check if the students have attained the skill after the completion of the microteaching class. Improving each skills is important for the effective transaction of lessons whereby they get deeper knowledge regarding the art of teaching and gain confidence in teaching.

The yearly schedule of Discussion, Demonstration, Criticism and Microteaching lessons for the 5 years are as follows:

	2022-23	2021-22	2020-21	2019-20	2018-19
Discussion lessons	31/10/22 to 04/11/22	01/02/21 to 05/02/21	22/07/2020 to 26/07/2020	22/07/2019 to 26/07/2019	13.08.2018 to 18/08/ 2018
Demonstration lessons	21/10/22 to 26/10/22	15/02/21 to 17/02/21	29/07/2020 to 01/08/2020	29/07/2019 to 01/08/2019	03/09/2018 to 18/08/2018
Criticism lessons	13/12/22 to 20/12/22	01/03/2021 to 12/03/2021	19/08/2020 to 30/08/2020	19/08/2019 to 30/08/2019	10/09/2018 to 21/09/2018
Microteaching lessons	2/11/22 to / 14/12/22	22/02/2021 to 26/02/2021	12/08/2020 to 16/08/2020	12/08/2019 to 16/08/2019	24.09.2018 to

2. Developing Teaching Competencies

Criticism classes, Microteaching classes, School Induction, and School Internships are held to build teacher competencies. Semester I is when the school induction program is being conducted to give the student teachers a preliminary experience of the functioning of school. Through this school attachment program, they can become acquainted with the school environment and how it operates on a daily basis. The program includes activities like observing senior teachers teach in small groups or individually, getting to know the students informally to find out about their interests and backgrounds, touring the school's learning background, assessing the school's social environment and facilities, etc. In order to document the visit, the student-teachers are required to keep a school induction report. After the School Induction programme, a college reflection session is also carried out in the college where students get a chance to express their experiences. School induction is a part of curriculum area of "Engagement with the Field". A school internship is arranged under the



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Careful supervision of the college with the productive assistance of participating schools. Prior to giving the DEO the approval letter for practice teaching, the option to teach in schools is first gathered. After that, a school visit is held to gather schedules and portions, and then a school internship is held. The college and the practice-teaching schools work together to oversee practice teaching. As a result, the aspiring teachers acquire a wide range of viewpoints, professional abilities, teacher sensibility, and talents.

3. Assessment of Learning

Assessment of Learning are conducted by means of periodical test papers, Mid-Semester Examinations, Model Examinations and University Examinations for the B.Ed students. Mid-semester exams are used as a formative assessment 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 the week of the examination, and include a combination of multiple-choice questions, short answer questions, and essay questions. Mid-semester exams are carried out for collecting 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. Some of the cases, mid-semester exam grades may contribute to a student's overall course grade. Model examinations are being conducted just before the commencement of the University Examinations, covering the entire portions included in the University Examinations. The yearly schedule of Mid-Semester Examinations, Model Examinations and University Examinations is as follows:

Exam	2022-23	2021-22	2020-21	2019-20	2018-19
Mid Exam	15/07/2022 to 24/07/2022 (sem 1)	15/03/2021 to 19/03/2021 (sem 1)	15/07/2020 to 24/07/2020 (sem 1)	15/07/2019 to 24/07/2019 (sem 1)	1/10/2018 to 8/10/2018 (sem 1)
	23/3/2023 to 25/3/2023 (sem3)	23/03/2022 to 25/03/2022 (sem3)	1/10/2019 to 4/10/2019 (sem3)	25/09/2019 to 27/09/2019 (sem3)	25/09/2018 to 27/09/2018 (sem3)
Model Exam	6/6/2022 to 10/6/2022	6/6/2021 to 10/06/2021	-	16/10/2019 to 18/10/2019 (sem3)	26/11/2018 to 30/11/2018
University Exam	12/07/2022 to 22/07/2022	09/08 /21 to 18/08/21 (sem 1)	29/06/2020 to 24/08/2020 (sem2)	28/10/2019 to 01/11/2019 (sem3)	11/2018
		23/11/2021 till 07/12/2021 (sem2)	13/02/2021 to 20/01/2021 (sem3)		10/2018



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4. Technology Use and Integration

Technical skill is a requirement for the aspiring teachers of today so student teacher's needs to be equipped with it. For that, several ICT training programmes and relevant works like blog creation, updating blogs, presentations made by students, digital profile making, concept mapping, video scripting, e- content development digital text etc are being incorporated for our student teachers to be known as techno- pedagogy. This includes the use of digital devices such as computers, tablets, and smartphones, as well as software and applications that allow for interactive and multimedia-based learning. Teachers use online resources and platforms to supplement their lessons, provide additional learning opportunities for students. By integrating ICT in classrooms, the B.Ed. students gets used to the working setup and can help prepare themselves as well as the school students for the digital world and ensure that they are equipped with the skills they need to succeed in the 21 century. Moreover, this integration can also help teachers to personalize learning experiences for students, increase engagement, and facilitate collaboration among students. Thus, technology use and integration is mostly done through ICT integrated classes, online classes, recorded classes and use of social media.

ICT integrated classes	2022-23	2021-22	2020-21	2019-20	2018-19
	08/03/22 to 24/06/22	01/06/2021to 31/03/2022	24/11/2020 to 26/02/2021	24/06/2019 to 17/01/2020	14/06/2018 to 26/01/2019

5. Organizing Field Trip

Field trip being an important component of the B.Ed. course provides the student teachers with the valuable opportunity to apply what they have learned in the classroom to real-world settings and gain practical experience in their chosen field. Field trips are focused on specific subject areas, such as science, history, or the arts, and may involve activities such as observing classroom instruction, conducting experiments, or interacting with members of the local community and so on. During field trips, the students work in groups or engage in experiential learning activities that deepens their understanding of the subject matter and provide them with opportunities to develop their teaching skills along with changes in their behaviour to adjust to their surroundings. After a field trip, the student teachers complete reflective sessions to help them process what they have learned from the field trip and identify ways in which they can apply their new knowledge and skills in their future teaching practice. COVID-19 pandemic where the Government restricted all gatherings and journeys was the time the college could not conduct the field trip. However, all optional subjects organised



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virtual tour programme as envisaged by the university in its transition from offline to online mode.

Field Trip	2022-23	2021-22	2020-21	2019-20	2018-19
	3/02/2023	08/08/21	03/07/2020	20/09/2019	07/09/2018

6. Conducting Outreach /Out of Classroom Activities

As a part of conducting outreach out of classroom activities, a Conscientization Activity/ Awareness Programme is undertaken by every student on a selected theme in the school/ community during practice-teaching and prepares a written report and maintains the report of it.

Conscientization classes	2022-23	2021-22	2020-21	2019-20	2018-19
	18/10/2022	12/08/2022	12/09/2021	19/07/2020	12/07/2018

7. Community Engagement

Every year, as part of Community Engagement, the college conducts Community Living Camp for the development of personal and social skills, practicing democratic living, undertaking community work etc. One of the main objectives of the camp is to inquire into the cultural, social, scientific, educational and environmental aspects of a community. The college had an effective participation in the Kerala Flood Relief activities. It helped the students to become socially committed, responsible citizens of the nation and to create such a generation in future. Our 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 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 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.

Camp Name and date	2022-23	2021-22	2020-21	2019-20	2018-19
	Summer in PTM	NACUE	Kahal	Samanwayam 2019	Sarga



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8. Facilitating Inclusive Education

To facilitate Inclusive education, recorded classes and video classes were provided to the students. The yearly schedule of video classes is as follows:

Video classes	2022-23	2021-22	2020-21	2019-20	2018-19
	18/03/22	11/06/2021	29/11/2020	28/06/2019	18/06/2018

9. Preparing Individualized Educational Plan (IFP)

Institutional visits provides the student teachers new learning opportunities and helps them to know more about the learning materials of inclusive students, learning strategies, their abilities to reduce prejudices and strengthen social integration of teaching. The student teachers identify the various learning aids used for children in the inclusive classrooms. They also get adequate knowledge and experiences regarding integrated inclusive education and children associated with it, and realise their right to education and the need to transform the whole education system, in addition to incorporating the qualities needed for the student teachers in working and learning in an inclusive environment.

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Institutions	Science Park	Buds school	G.V.H.S.S Kottukal	D.V.M.H.S Maranalloor	Mitra niketan

Principal

Dr.S.Premkumar



Dr. Aray Krishna R
Principal-in-charge,
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