

## SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

**YEAR 1: 2021-'22**

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

The action plan implemented in Sree Narayana Training College, Nedunganda, indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

| Sl. No | Actions Planned  | Purpose of the Activities  |
|--------|--|--|
| 1      | Execution of the School Induction programme  | The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.  |
| 2      | Efficient implementation of the curriculum   | Sree Narayana Training College implements the curriculum of the University of Kerala in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.    |
| 3      | Familiarization of various Boards of School Education and different assessment systems | The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. During practice teaching, classes were taken for students studying in CBSE and State syllabus. This was done to acquaint the students teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students. |
| 4      | Development of a proper value system   | The curriculum of each subject includes the development of a proper value system based on the cultural, social, political and moral bases of Indian society. Value inculcation is also made by means of the activities of various clubs functioning in the college.  |
| 5      | Transaction of a comparative perspective of education worldwide                        | A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen specialization, are also transacted to the students in an  |



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

|   |   |  |
|---|---|--|
|   |   | effective manner.  |
| 6 | Participation in various activities in the practice teaching schools during School Internship | During School Internship, besides classroom teaching, the students teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters. |



Principal  
Sree Narayana Training College  
Nedunganda

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

**YEAR 2: 2020-'21**

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

The action plan implemented in Sree Narayana Training College, Nedunganda, indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

| Sl. No | Actions Planned  | Purpose of the Activities  |
|--------|--|--|
| 1      | Execution of the School Induction programme  | The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.  |
| 2      | Efficient implementation of the curriculum   | Sree Narayana Training College implements the curriculum of the University of Kerala in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.  |
| 3      | Familiarization of various Boards of School Education and different assessment systems | The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. Practice teaching in the COVID pandemic period was conducted online and classes were taken for students studying in CBSE, ICSE and State syllabus. This was done to acquaint the students teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students. |
| 4      | Development of a proper value system   | The curriculum of each subject includes the development of a proper value system based on the cultural, social, political and moral bases of Indian society. Value inculcation is also made by means of the activities of various clubs functioning in the college.  |
| 5      | Transaction of a comparative perspective of  | A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches,   |



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

|   |   |   |
|---|---|---|
|   | education worldwide   | transactional strategies and learning outcomes, specific to one's chosen specialization, are also transacted to the students in an effective manner.  |
| 6 | Participation in various activities in the practice teaching schools during School Internship | During School Internship, besides classroom teaching, the students teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters.  |
| 7 | Conducting of an International Webinar  | An International Webinar entitled 'TIME TO SHAPE THE FUTURE OF EDUCATION' was conducted on 25 September 2020 in the Google Meet platform to highlight the role of education in acting as an instrument for changing the minds, civilizations, and the world. It was the fifth webinar conducted as part of the webinar series entitled 'Intelligentia Beyond Disciplines'. The webinar was convened by Dr. Viji V. (Assistant Professor, SNTC & Programme Convener), along with Dr. Sheeba P. (Principal, SNTC & General Convener) and Dr. Smitha S. (Assistant Professor, SNTC & IQAC Coordinator). The resource person of the webinar was Ms. Urnaib Shamshad, Mentor in the New York Academy of Sciences, USA, PGT (Chemistry) in Ministry of Education (UAE). |



*Principal*  
**Sree Narayana Training College**  
 Nodunganda

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

**YEAR 3: 2019-'20**

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

The action plan implemented in Sree Narayana Training College, Nedunganda, indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

| Sl. No | Actions Planned  | Purpose of the Activities  |
|--------|--|--|
| 1      | Execution of the School Induction programme  | The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.  |
| 2      | Efficient implementation of the curriculum   | Sree Narayana Training College implements the curriculum of the University of Kerala in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.  |
| 3      | Familiarization of various Boards of School Education and different assessment systems | The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. Practice teaching in the COVID pandemic period was conducted online and classes were taken for students studying in CBSE, ICSE and State syllabus. This was done to acquaint the students teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students. |
| 4      | Development of a proper value system   | The curriculum of each subject includes the development of a proper value system based on the cultural, social, political and moral bases of Indian society. Value inculcation is also made by means of the activities of various clubs functioning in the college.  |
| 5      | Transaction of a comparative perspective of education                                  | A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's   |



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

|   |   |  |
|---|---|--|
|   | worldwide   | chosen specialization, are also transacted to the students in an effective manner.   |
| 6 | Participation in various activities in the practice teaching schools during School Internship | During School Internship, besides classroom teaching, the students teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters. |



Principal  
Free Narayana Training College  
Nedunganda

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

**YEAR 4: 2018-'19**

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

The action plan implemented in Sree Narayana Training College, Nedunganda, indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

| Sl. No | Actions Planned  | Purpose of the Activities  |
|--------|--|--|
| 1      | Execution of the School Induction programme  | The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.  |
| 2      | Efficient implementation of the curriculum   | Sree Narayana Training College implements the curriculum of the University of Kerala in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.  |
| 3      | Familiarization of various Boards of School Education and different assessment systems | The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. Practice teaching in the COVID pandemic period was conducted online and classes were taken for students studying in CBSE, ICSE and State syllabus. This was done to acquaint the students teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students. |
| 4      | Development of a proper value system   | The curriculum of each subject includes the development of a proper value system based on the cultural, social, political and moral bases of Indian society. Value inculcation is also made by means of the activities of various clubs functioning in the college.  |
| 5      | Transaction of a comparative perspective of education                                  | A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's   |



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

|   |   |  |
|---|---|--|
|   | worldwide   | chosen specialization, are also transacted to the students in an effective manner.   |
| 6 | Participation in various activities in the practice teaching schools during School Internship | During School Internship, besides classroom teaching, the students teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters. |



*Principal*

*Sri Narayana Training College  
Nedunganda*

SREE NARAYANA TRAINING COLLEGE, NEDUNGANDA

**YEAR 5: 2017-'18**

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

The action plan implemented in Sree Narayana Training College, Nedunganda, indicating the ways in which the students are familiarized with the diversities in Indian school systems, as well as international and comparative perspective, is described below:

| Sl. No | Actions Planned  | Purpose of the Activities  |
|--------|--|--|
| 1      | Execution of the School Induction programme  | The School Induction programme is conducted to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. This gives them an opportunity to acquaint with the school environment and its day-to-day functioning, and to see the learning facilities in the school.  |
| 2      | Efficient implementation of the curriculum   | Sree Narayana Training College implements the curriculum of the University of Kerala in such a manner as to impart the idea of teacher education as a professional learning under a global canvas. The teacher of today is portrayed as one who possesses the skills and competencies needed for the 21 <sup>st</sup> century to transact the content. The act of teaching not just confined to a local student, but even a student residing in the remotest corner of the world with widely varying interests and abilities.  |
| 3      | Familiarization of various Boards of School Education and different assessment systems | The functioning of various Boards of School Education and the different systems of assessment are familiarized to the students through the efficient transaction of the curriculum. Practice teaching in the COVID pandemic period was conducted online and classes were taken for students studying in CBSE, ICSE and State syllabus. This was done to acquaint the students teachers with the pedagogical practices in various boards of school education. School teachers from various boards of school education were invited to conduct demonstration classes for the students. |
| 4      | Development of a proper value system   | The curriculum of each subject includes the development of a proper value system based on the cultural, social, political and moral bases of Indian society. Value inculcation is also made by means of the activities of various clubs functioning in the college.  |
| 5      | Transaction of a comparative perspective of education                                  | A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's   |



A handwritten signature in green ink, appearing to be "S. S. S.", written over a faint blue stamp.

Sree Narayana Training College  
Nedunganda

|   |   |  |
|---|---|--|
|   | worldwide   | chosen specialization, are also transacted to the students in an effective manner.   |
| 6 | Participation in various activities in the practice teaching schools during School Internship | During School Internship, besides classroom teaching, the students teachers actively participate in various activities in the practice teaching schools like mentoring, time-table preparation, student counselling, assessment of student learning through home assignments and tests, organizing academic and cultural events and maintaining documents. This prepares them well to be familiarized with the diversity in school system, as they undergo practice teaching in different schools during the third and fourth semesters. |



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

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

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

School Induction Programme was conducted for Semester I students from 14 December 2021 to 18 December 2021, to acquaint student teachers with the school functioning. The sole purpose of initiatory school experience was to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. Observation of lessons of senior teachers individually or in small groups (2 nos.), 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. were the activities undertaken by the students during this period. Each student-teacher engaged 3 lessons individually or as Shared Practice.



Principal

Sree Narayana Training College  
Nedunganda

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

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

### *English Curriculum*

- Qualities of a good test
- Different test types
- Objective based evaluation
- CCE
- Diagnostic test, Achievement test
- Question bank with different test items- LOT & HOT questions
- Modern trends in evaluation – Reflective Assessment, Portfolio, Rubrics

#### **Unit III: Curriculum and Learning Resources in English Language Teaching**

- Curriculum – Definition, Principles in the Construction of English Language Curriculum, Syllabus
- Brief outline of NCF (2005) and KCF (2007)
- Formal, Informal and Non-formal learning contexts
- Community Resources
- Instructional Materials, Language lab.
- Digital Resources- Blogs, e-journals, podcasts, e-learning, m-learning, Web-based learning
- Resources for students with Learning Difficulties
- MOOC, Virtual learning
- Learning Management System

#### **Unit IV: Global Trends in English Language Education**

- Importance of English Language in the present day world.
- Global advancement of English Language in the ICT world.
- Worldwide opportunities for English language and literature experts/professionals in the field of ICT oriented jobs.

### *Social Science Curriculum*

#### **Unit 3 Models of Teaching Social Science**

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches  | Assessment   |
|---|---|--|--|
| 13. To acquaint with the concept, families and selected items of Models of Teaching<br>14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching. | <ul style="list-style-type: none"> <li>• Models of teaching – Introduction, Operational Heart, Different families</li> <li>• Concept Attainment Model with lesson transcripts</li> <li>• Advance Organizer Model with lesson transcripts</li> <li>• Group Investigation Model with lesson transcripts.</li> <li>• Jurisprudential model &amp; Inquiry Training Model</li> </ul> | Scaffolding strategies<br>Demonstration<br>Simulation<br>Online learning | <ul style="list-style-type: none"> <li>• Discussion lesson-5(ICT-1, activity based-1, Models-3)</li> <li>• Demonstration- 2 (Models)</li> <li>• Criticism (5)</li> <li>• (Practicals – sem-2)</li> </ul> |

#### **References**

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S.P.K & Noushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods.
- Joyce, B. & Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach.*

#### **Unit 4 Global Trends in Social Science Education**

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches                            | Assessment  |
|---|--|--|---|
| 15. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>• Global trends in Social Science education</li> <li>• Social Science education in other states and other Nations.</li> </ul> | Discussion – Web searching.<br>Seminar- compare SS | <ul style="list-style-type: none"> <li>• Assignment &amp; seminar report</li> </ul> |



  
 Principal  
 Sree Narayana Training College  
 Nedunganda

**Unit 3 Models of Teaching Social Science**

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches  | Assessment   |
|---|---|--|--|
| 13. To acquaint with the concept, families and selected items of Models of Teaching<br>14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching. | <ul style="list-style-type: none"> <li>Models of teaching – Introduction, Operational Heart, Different families</li> <li>Concept Attainment Model with lesson transcripts</li> <li>Advance Organizer Model with lesson transcripts</li> <li>Group Investigation Model with lesson transcripts.</li> <li>Jurisprudential model &amp; Inquiry Training Model</li> </ul> | Scaffolding strategies<br>Demonstration<br>Simulation<br>Online learning | <ul style="list-style-type: none"> <li>Discussion lesson-5(ICT-1, activity based-1, Models-3)</li> <li>Demonstration- 2 (Models)</li> <li>Criticism (5)</li> <li>(Practicals – sem-2)</li> </ul> |

**References**

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S.P.K & Noushad, P.P (2009). Social Studies in the Classroom: Trends and Methods.
- Joyce, B. & Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*.

**Unit 4 Global Trends in Social Science Education**

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches                            | Assessment  |
|---|--|--|---|
| 15. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>Global trends in Social Science education</li> <li>Social Science education in other states and other Nations.</li> </ul> | Discussion – Web searching.<br>Seminar- compare SS | <ul style="list-style-type: none"> <li>Assignment &amp; seminar report</li> </ul> |

**Mathematics Curriculum**

**Unit IV: Global Trends in Mathematics Education**

| Course Specific Outcome (CSO)   | Contents/major concepts   | Strategies/approaches   | Assessment  |
|---|---|---|---|
| 1. To compare mathematics education across the world<br><br>2. To identify recent projects in science teaching in India | <ul style="list-style-type: none"> <li>Comparison of Mathematics Education in World Wide – Mathematics teaching Japan, USA UK and India</li> </ul> Recent projects in Mathematics teaching in India- it@school, Samagra, OFSET. | <ul style="list-style-type: none"> <li>Web streaming</li> <li>Documentation</li> <li>Invited lectures</li> <li>Seminar</li> </ul> | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

**Suggested references books :**

- Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1927). *Modern educational theories*. New York: Macmillan.
- Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications, Pvt. Ltd.
- James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching (8th ed.)*. New Delhi: PHI Learning Private Limited.
- Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R. Lall Books Depot.
- Mustafa, M. (2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Orton, A. (2007). *Learning Mathematics (3rd ed.)*. London: Continuum
- Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.



**Principal**  
**Sree Narayana Training College**  
**Nedunganda**

## Physical Science Curriculum

### Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches                            | Assessment  |
|---|--|--|---|
| <ol style="list-style-type: none"> <li>To compare science education across the world</li> <li>To identify recent projects in science teaching in India</li> </ol> | <ol style="list-style-type: none"> <li>Comparative Science Education World Wide with special emphasis to secondary science curriculum approaches, transactional strategies and learning outcomes - Science teaching in Finland and Canada.</li> <li>Recent projects in science teaching in India –KITE (IT@School project) – objectives and scope – samagra-VICTERS</li> </ol> | Web streaming<br>Documentation<br>Invited Lectures | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

**Reference:**

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Bhattacharya S.P. (1994): Models of Teaching: New Delhi, Regency Publications.
- Bruce R. Joyce, Marsha Weil and Emily Calhoun (2011): Models of Teaching (7th Ed.): USA, Pearson Education
- Frank Rennie & Tara Morrison (2013): E-Learning and Social Networking Handbook (Second Edition): New York, Routledge.
- Frank Rennie, Tara Morrison (2013): e-Learning and Social Networking Handbook: Resources for Higher Education: New York, Taylor & Francis.
- Janie Gross Stein, Richard Stein (Ed.) (2001): Network of Knowledge: Collaborative Innovation in International Learning: Toronto, Canada, University of Toronto Press Incorporated
- Mangal S.K. & Uma Mangal (2009): Essentials of Educational Technology: New Delhi, PHILearning Pvt Ltd.
- Mariamma Mathew (2014): Teaching science for biological and physical sciences: NAS Publishers: Ker

## Natural Science Curriculum

|  |  |   |  |
|--|--|---|--|
|  |  | Model (CAM)<br>Inquiry Training Model (ITM)<br>5E Model of BSCS<br>Inductive Thinking Model |  |
|--|--|---|--|

### UNIT-IV GLOBAL TRENDS IN NATURAL SCIENCE EDUCATION. Hours-5)

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches   | Assessment   |
|---|---|---|--|
| <ol style="list-style-type: none"> <li>To familiarize &amp; understand about the global trends in education.</li> </ol> | <ul style="list-style-type: none"> <li>An introduction to global trends in education</li> <li>University &amp; Career readiness</li> <li>Individualized learning</li> </ul> | Narrative expression sessions in small or medium groups.<br>Meaningful verbal expression<br>Multimedia approach<br>Discussion | <ul style="list-style-type: none"> <li>Participation in group discussion.</li> <li>Questioning.</li> <li>On-task behavior in class.</li> <li>Tests.</li> <li>Science diary.</li> </ul> |

**References**

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Chao, Lee (ed.) (2012) Cloud Computing for Teaching and Learning: Strategies for Design and Implementation: Hershey, PA, IGI Global.
- Joyce, Bruce, and Weil, Marsha, (1997). Models of Teaching (5<sup>th</sup> Edn.) New Delhi: Prentice Hall of India.



Principal  
**Sree Narayana Training College**  
 Nedunganda

**3. PARTICIPATION IN VARIOUS ACTIVITIES IN THE PRACTICE TEACHING SCHOOLS DURING SCHOOL INTERNSHIP**



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

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

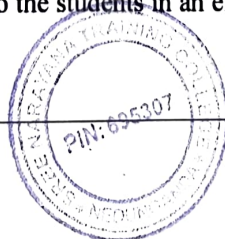
**1. EXECUTION OF THE SCHOOL INDUCTION PROGRAMME**

School Induction Programme was conducted for Semester I students from 8 February 2021 to 10 February 2021, to acquaint student teachers with the school functioning. The sole purpose of initiatory school experience was to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. Observation of lessons of senior teachers individually or in small groups (2 nos.), 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. were the activities undertaken by the students during this period. Each student-teacher engaged 3 lessons individually or as Shared Practice.



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

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



Principal

Sree Narayana Training College  
Nedunganda

B.Ed. curriculum of the University of Kerala, highlighting the transaction of a comparative perspective of education worldwide, are attached.

### English Curriculum

- Qualities of a good test
- Different test types
- Objective based evaluation
- CCE
- Diagnostic test, Achievement test
- Question bank with different test items- LOT & HOT questions
- Modern trends in evaluation – Reflective Assessment, Portfolio, Rubrics

#### Unit III: Curriculum and Learning Resources in English Language Teaching

- Curriculum – Definition, Principles in the Construction of English Language Curriculum, Syllabus
- Brief outline of NCF (2005) and KCF (2007)
- Formal, Informal and Non-formal learning contexts
- Community Resources
- Instructional Materials, Language lab.
- Digital Resources- Blogs, e-journals, podcasts, e-learning, m-learning, Web-based learning
- Resources for students with Learning Difficulties
- MOOC, Virtual learning
- Learning Management System

#### Unit IV: Global Trends in English Language Education

- Importance of English Language in the present day world.
- Global advancement of English Language in the ICT world.
- Worldwide opportunities for English language and literature experts/professionals in the field of ICT oriented jobs.

### Social Science Curriculum

#### Unit 3 Models of Teaching Social Science

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches  | Assessment   |
|---|---|--|--|
| 13. To acquaint with the concept, families and selected items of Models of Teaching<br>14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching. | <ul style="list-style-type: none"> <li>• Models of teaching – Introduction, Operational Heart, Different families</li> <li>• Concept Attainment Model with lesson transcripts</li> <li>• Advance Organizer Model with lesson transcripts</li> <li>• Group Investigation Model with lesson transcripts.</li> <li>• Jurisprudential model &amp; Inquiry Training Model</li> </ul> | <ul style="list-style-type: none"> <li>Scaffolding strategies</li> <li>Demonstration</li> <li>Simulation</li> <li>Online learning</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion lesson-5(ICT-1, activity based-1, Models-3)</li> <li>• Demonstration- 2 (Models)</li> <li>• Criticism (5)</li> <li>• (Practicals – scm-2)</li> </ul> |

#### References

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S.P.K & Noushad.P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Joyce,B& Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach.*

#### Unit 4 Global Trends in Social Science Education

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches  | Assessment  |
|---|--|--|---|
| 15. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>• Global trends in Social Science education</li> <li>• Social Science education in other states and other Nations.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion – Web searching.</li> <li>Seminar- compare SS</li> </ul> | <ul style="list-style-type: none"> <li>• Assignment &amp; seminar report</li> </ul> |

#### Unit 3 Models of Teaching Social Science

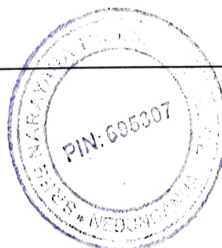
| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches  | Assessment   |
|---|---|--|--|
| 13. To acquaint with the concept, families and selected items of Models of Teaching<br>14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching. | <ul style="list-style-type: none"> <li>• Models of teaching – Introduction, Operational Heart, Different families</li> <li>• Concept Attainment Model with lesson transcripts</li> <li>• Advance Organizer Model with lesson transcripts</li> <li>• Group Investigation Model with lesson transcripts.</li> <li>• Jurisprudential model &amp; Inquiry Training Model</li> </ul> | <ul style="list-style-type: none"> <li>Scaffolding strategies</li> <li>Demonstration</li> <li>Simulation</li> <li>Online learning</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion lesson-5(ICT-1, activity based-1, Models-3)</li> <li>• Demonstration- 2 (Models)</li> <li>• Criticism (5)</li> <li>• (Practicals – scm-2)</li> </ul> |

#### References

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S P K & Noushad.P.P (2009) Social Studies in the Classroom: Trends and Methods.
- Joyce,B& Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach.*

#### Unit 4 Global Trends in Social Science Education

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches  | Assessment  |
|---|--|--|---|
| 15. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>• Global trends in Social Science education</li> <li>• Social Science education in other states and other Nations.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion – Web searching.</li> <li>Seminar- compare SS</li> </ul> | <ul style="list-style-type: none"> <li>• Assignment &amp; seminar report</li> </ul> |



  
 Principal  
 Sree Narayana Training College  
 Nedunganda

## Mathematics Curriculum

### Unit IV: Global Trends in Mathematics Education

| Course Specific Outcome (CSO)   | Contents/major concepts   | Strategies/approaches   | Assessment  |
|---|---|---|---|
| 1. To compare mathematics education across the world<br><br>2. To identify recent projects in science teaching in India | <ul style="list-style-type: none"> <li>• Comparison of Mathematics Education in World Wide                             <ul style="list-style-type: none"> <li>- Mathematics teaching Japan, USA UK and India</li> </ul> </li> <li>Recent projects in Mathematics teaching in India- it@school, Samagra, OFSET,</li> </ul> | <ul style="list-style-type: none"> <li>- Web streaming</li> <li>- Documentation</li> <li>- Invited lectures</li> <li>- Seminar</li> </ul> | <ul style="list-style-type: none"> <li>- Document analysis</li> <li>- Blog posting</li> </ul> |

**Suggested references books :**

- \_ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1927). *Modern educational theories*. New York: Macmillan.
- \_ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- \_ James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications, Pvt. Ltd.
- \_ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- \_ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching (8th ed.)*. New Delhi: PHI Learning Private Limited.
- \_ Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- \_ Mustafa, M. (2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- \_ Orton, A. (2007). *Learning Mathematics (3rd ed.)*. London: Continuum
- \_ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- \_ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.

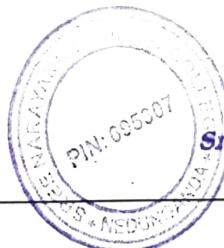
## Physical Science Curriculum

### Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches                                 | Assessment  |
|---|---|---|---|
| 1. To compare science education across the world<br><br>2. To identify recent projects in science teaching in India | 1. Comparative Science Education World Wide with special emphasis to secondary science curriculum approaches, transactional strategies and learning outcomes - Science teaching in Finland and Canada.<br><br>2. Recent projects in science teaching in India - KITE (IT@School project) - objectives and scope - samagra-VICTERS | Web streaming<br><br>Documentati on<br>Invited Lectures | <ul style="list-style-type: none"> <li>• Document analysis</li> <li>• Blog posting</li> </ul> |

**Reference:**

- AACTE Committee (2008): *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*: Washington, DC, Rutledge/Taylor & Francis
- Bhattacharya S.P. (1994): *Model of Teaching*: New Delhi, Regency Publications.
- Bruce R. Joyce, Marsha Weil and Emily Calhoun (2011): *Model of Teaching (7th Ed.)*: USA, Pearson Education
- Frank Rennie & Tara Morrison (2013): *E-Learning and Social Networking Handbook (Second Edition)*: New York, Routledge.
- Frank Rennie, Tara Morrison (2013): *e-Learning and Social Networking Handbook: Resources for Higher Education*: New York, Taylor & Francis.
- Janie Gross Stein, Richard Stein (Ed.) (2001): *Network of Knowledge: Collaborative Innovation in International Learning*: Toronto, Canada, University of Toronto Press Incorporated
- Mangal S.K. & Uma Mangal (2009): *Essentials of Educational Technology*: New Delhi, PHI Learning Pvt Ltd.
- Mariamma Mathew (2014): *Teaching science for biological and physical sciences*: NAS Publishers: Ker



Principal  
Sree Narayana Training College  
Nedunganda

## Natural Science Curriculum

|  |  |   |  |
|--|--|---|--|
|  |  | Model(CAM)<br>Inquiry Training Model(ITM)<br>5E Model of BSCS<br>Inductive Thinking Model |  |
|--|--|---|--|

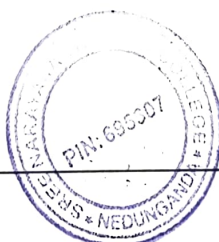
### UNIT-IV GLOBAL TRENDS IN NATURAL SCIENCE EDUCATION. Hours-5)

| Course Specific Outcome (CSO)  | Major concepts  | Strategies & Approaches   | Assessment   |
|--|---|---|--|
| 1. To familiarize & understand about the global trends in education. | <ul style="list-style-type: none"> <li>An introduction to global trends in education</li> <li>University &amp; Career readiness</li> <li>Individualized learning</li> </ul> | Narrative expression sessions in small or medium groups.<br><br>Meaningful verbal expression<br><br>Multimedia approach<br><br>Discussion | <ul style="list-style-type: none"> <li>Participation in group discussion.</li> <li>Questioning.</li> <li>On-task behavior in class.</li> <li>Tests.</li> <li>Science dairy.</li> </ul> |

#### References

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Chao, Lee (ed.) (2012) Cloud Computing for Teaching and Learning: Strategies for Design and Implementation: Hershey, PA, IGI Global.
- Joyce, Bruce, and Weil, Marsha,(1997). Models of Teaching (5<sup>th</sup>Edn.) New Delhi: Prentice Hall of India.

### 3. PARTICIPATION IN VARIOUS ACTIVITIES IN THE PRACTICE TEACHING SCHOOLS DURING SCHOOL INTERNSHIP



*[Handwritten Signature]*

Principal  
**Narayana Training College**  
 Nedunganda

4. **CONDUCTING OF AN INTERNATIONAL WEBINAR ON 'TIME TO SHAPE THE FUTURE OF EDUCATION'**

An International Webinar entitled 'TIME TO SHAPE THE FUTURE OF EDUCATION' was conducted on 25 September 2020 in the Google Meet platform to highlight the role of education in acting as an instrument for changing the minds, civilizations, and the world. It was the fifth webinar conducted as part of the webinar series entitled 'Intelligentia Beyond Disciplines'. The webinar was convened by Dr. Viji V. (Assistant Professor, SNTC & Programme Convener), along with Dr. Sheeba P. (Principal, SNTC & General Convener) and Dr. Smitha S. (Assistant Professor, SNTC & IQAC Coordinator). The resource person of the webinar was Ms. Urnaib Shamshad, Mentor in the New York Academy of Sciences, USA, PGT (Chemistry) in Ministry of Education (UAE).



**SREE NARAYANA TRAINING COLLEGE**  
 Nedunganda P.O., Varkala, Thiruvananthapuram, Kerala. Pin. 695307  
 (Affiliated to University of Kerala, Recognized by NCTE,  
 Re-Accredited by NAAC with Grade B)  
 Recognised by UGC under 2(f) & 12(B)  
 Email: sntcned@gmail.com, Website: www.snttrainingcollege.edu.in

**INTELLIGENTIA BEYOND DISCIPLINES**  
 - CROSS DISCIPLINARY COLLABORATION IN EDUCATION

WEBINAR SERIES organised by  
 Internal Quality Assurance Cell (IQAC) in collaboration with  
 All Departments of the college

Resource Talk



**International Webinar**  
**TIME TO SHAPE THE FUTURE OF EDUCATION**

**Smt. URNAIB SHAMSHAD**  
 Mentor in New York Academy of Sciences, USA  
 PGT (Chemistry) in Ministry of Education, UAE

Date & Time

Platform

25 September 2020 (Friday) at 10.30 am Google Meet 

Programme Schedule

|                                  |   |
|----------------------------------|---|
| Prayer                           | : Ms. Jswathy B. S.                               |
| Welcome Address                  | : Dr. Viji V. (Convener)                          |
| Presidential Address             | : Dr. Sheeba P. (Principal, SNTC)                 |
| Telicitation                     | : Dr. Smitha S. (Assistant Professor, SNTC)       |
| Introducing the Resource Person: | Dr. Rani K. V. (Assistant Professor, SNTC)        |
| Vote of Thanks                   | : Ms. Archana Anil                                |
| National Anthem                  |   |
| Compere:                         | Ms. Anisha M. Kumar, Reporting: Ms. Salfunnisa J. |

Conveners



Dr. Sheeba P.  
Principal, SNTC &  
General Convener



Dr. Smitha S.  
Assistant Professor,  
SNTC & IQAC  
Coordinator



Dr. Viji V.  
Assistant Professor,  
SNTC & Convener

Organising Team

|                     |                    |                    |                |
|---------------------|--------------------|--------------------|----------------|
| Sri. Praveen H.     | Dr. Pramod G. Nair | Dr. Reetha Ravi H. | Sri. Anjith S. |
| Dr. Sangeetha N. H. | Smt. Chitra S.     | Dr. Rani H. V.     |                |



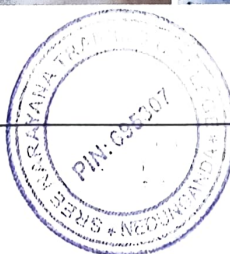
  
 Principal  
 Sree Narayana Training College  
 Nedunganda

YEAR 3: 2019-'20

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

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

School Induction Programme was conducted for Semester I students from 05 August 2019 to 09 August 2019, to acquaint student teachers with the school functioning. The sole purpose of initiatory school experience was to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. Observation of lessons of senior teachers individually or in small groups (2 nos.), 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. were the activities undertaken by the students during this period. Each student-teacher engaged 3 lessons individually or as Shared Practice.



*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

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

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

### *English Curriculum*

- Qualities of a good test
- Different test types
- Objective based evaluation
- CCE
- Diagnostic test, Achievement test
- Question bank with different test items- LOT & HOT questions
- Modern trends in evaluation – Reflective Assessment, Portfolio, Rubrics

#### **Unit III: Curriculum and Learning Resources In English Language Teaching**

- Curriculum – Definition, Principles in the Construction of English Language Curriculum, Syllabus
- Brief outline of NCF (2005) and KCF (2007)
- Formal, Informal and Non-formal learning contexts
- Community Resources
- Instructional Materials, Language lab.
- Digital Resources- Blogs, e-journals, podcasts, e-learning, m-learning, Web-based learning
- Resources for students with Learning Difficulties
- MOOC, Virtual learning
- Learning Management System

#### **Unit IV: Global Trends in English Language Education**

- Importance of English Language in the present day world.
- Global advancement of English Language in the ICT world.
- Worldwide opportunities for English language and literature experts/professionals in the field of ICT oriented jobs.

### *Social Science Curriculum*

#### **Unit 3 Models of Teaching Social Science**

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches  | Assessment   |
|---|---|--|--|
| 13. To acquaint with the concept, families and selected items of Models of Teaching<br>14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching. | <ul style="list-style-type: none"> <li>• Models of teaching – Introduction, Operational Heart, Different families</li> <li>• Concept Attainment Model with lesson transcripts</li> <li>• Advance Organizer Model with lesson transcripts</li> <li>• Group Investigation Model with lesson transcripts.</li> <li>• Jurisprudential model &amp; Inquiry Training Model</li> </ul> | <ul style="list-style-type: none"> <li>Scaffolding strategies</li> <li>Demonstration</li> <li>Simulation</li> <li>Online learning</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion lesson-5(ICT-1, activity based-1, Models-3)</li> <li>• Demonstration- 2 (Models)</li> <li>• Criticism (5)</li> <li>• (Practicals – sem-2)</li> </ul> |

#### **References**

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S.P.K. & Noushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods.
- Joyce, B. & Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*.

#### **Unit 4 Global Trends in Social Science Education**

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches  | Assessment  |
|---|--|--|---|
| 15. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>• Global trends in Social Science education</li> <li>• Social Science education in other states and other Nations.</li> </ul> | <ul style="list-style-type: none"> <li>Discussion – Web searching.</li> <li>Seminar- compare SS</li> </ul> | <ul style="list-style-type: none"> <li>• Assignment &amp; seminar report</li> </ul> |



Principal  
Sree Narayana Training College  
Nedunganda

**Unit 3 Models of Teaching Social Science**

| Course Specific Outcome (CSO)   | Major concepts  | Strategies & Approaches  | Assessment   |
|---|---|--|--|
| 13. To acquaint with the concept, families and selected items of Models of Teaching<br>14. To acquaint with practice of developing lesson transcripts based on selected Models of Teaching. | <ul style="list-style-type: none"> <li>Models of teaching – Introduction, Operational Heart, Different families</li> <li>Concept Attainment Model with lesson transcripts</li> <li>Advance Organizer Model with lesson transcripts</li> <li>Group Investigation Model with lesson transcripts.</li> <li>Jurisprudential model &amp; Inquiry Training Model</li> </ul> | Scaffolding strategies<br>Demonstration<br>Simulation<br>Online learning | <ul style="list-style-type: none"> <li>Discussion lesson-5(ICT-1, activity based-1, Models-3)</li> <li>Demonstration- 2 (Models)</li> <li>Criticism (5)</li> <li>(Practicals – sem-2)</li> </ul> |

**References**

- <http://www.guardian.co.uk/higher-education-network/>
- Kumar, S.P.K.&Noushad,P.P.(2009). Social Studies in the Classroom: Trends and Methods.
- Joyce,B& Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*.

**Unit 4 Global Trends in Social Science Education**

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches                            | Assessment  |
|---|--|--|---|
| 15. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>Global trends in Social Science education</li> <li>Social Science education in other states and other Nations.</li> </ul> | Discussion – Web searching.<br>Seminar- compare SS | <ul style="list-style-type: none"> <li>Assignment &amp; seminar report</li> </ul> |

**Mathematics Curriculum**

**Unit IV:Global Trends in Mathematics Education**

| Course Specific Outcome (CSO )   | Contents/major concepts  | Strategies/approaches   | Assessment                            |
|--|--|---|---------------------------------------|
| 1.To compare mathematicseducation across the world<br><br>2.To identify recent projects in science teaching in India | <ul style="list-style-type: none"> <li>Comparison of Mathematics Education in World Wide –Mathematics teaching Japan, USA UK and India</li> </ul> Recent projects in Mathematics teaching in India-it@school,Samagra, OFSET, | - Web streaming<br>- Documentation<br>- Invited lectures<br>- Seminar | - Document analysis<br>- Blog posting |

**Suggested references books :**

- \_ Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1927). *Modern educational theories*. New York: Macmillan.
- \_ Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- \_ James, A.(2005). *Teaching of Mathematics*. New Delhi: NeelkamalPublications,Pvt. Ltd.
- \_ James, A. (2006). *Techniques of Teaching Mathematics*. New Delhi: Neelkamal Publications Pvt. Ltd.
- \_ Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of Teaching ( 8th ed.)*.New Delhi: PHI Learning Private Limited.
- \_ Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.
- \_ Mustafa, M.(2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- \_ Orton, A. (2007). *Learning Mathematics.(3rd ed.)*. London: Continuum
- \_ Siddiqui, H.S. & Khan, M.S. (2004). *Models of Teaching - Theory and Research*. New Delhi: Ashish Publishing House.
- \_ Siddiqui, M. H. (2007). *Teaching of Mathematics*. New Delhi: APH Publishing Corporation.




*Principal*  
**Sree Narayana Training College**  
**Nedunganda**

## Physical Science Curriculum

### Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

| Course Specific Outcome (CSO)   | Major concepts   | Strategies & Approaches                             | Assessment  |
|---|--|---|---|
| 1. To compare science education across the world<br>2. To identify recent projects in science teaching in India | 1. Comparative Science Education World Wide with special emphasis to secondary science curriculum approaches, transactional strategies and learning outcomes - Science teaching in Finland and Canada.<br>2. Recent projects in science teaching in India -KITE (IT@School project) - objectives and scope - samagra-VICTERS | Web streaming<br><br>Documentation Invited Lectures | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

**Reference:**

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Bhattacharya S.P. (1994): Models of Teaching: New Delhi, Regency Publications.
- Bruce R. Joyce, Marsha Weil and Emily Calhoun (2011): Models of Teaching (7th Ed.): USA, Pearson Education
- Frank Rennie & Tara Morrison (2013): E-Learning and Social Networking Handbook (Second Edition): New York, Routledge.
- Frank Rennie, Tara Morrison (2013): e-Learning and Social Networking Handbook: Resources for Higher Education: New York, Taylor & Francis.
- Janie Gross Stein, Richard Stein (Ed.) (2001): Network of Knowledge: Collaborative Innovation in International Learning: Toronto, Canada, University of Toronto Press Incorporated
- Mangal S.K. & Uma Mangal (2009): Essentials of Educational Technology: New Delhi, PHI Learning Pvt Ltd.
- Mariamma Mathew (2014): Teaching science for biological and physical sciences: NAS Publishers: Ker

## Natural Science Curriculum

|  |  |  |   |
|--|--|--|---|
|  |  |  | Model (CAM)<br>Inquiry Training Model (ITM)<br>5E Model of BSCS<br>Inductive Thinking Model |
|--|--|--|---|

### UNIT-IV GLOBAL TRENDS IN NATURAL SCIENCE EDUCATION. Hours-5)

| Course Specific Outcome (CSO)  | Major concepts  | Strategies & Approaches   | Assessment   |
|--|---|---|--|
| 1. To familiarize & understand about the global trends in education. | <ul style="list-style-type: none"> <li>An introduction to global trends in education</li> <li>University &amp; Career readiness</li> <li>Individualized learning</li> </ul> | Narrative expression sessions in small or medium groups.<br><br>Meaningful verbal expression<br><br>Multimedia approach<br><br>Discussion | <ul style="list-style-type: none"> <li>Participation in group discussion.</li> <li>Questioning.</li> <li>On-task behavior in class.</li> <li>Tests.</li> <li>Science diary.</li> </ul> |

**References**

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Chao, Lee (ed.) (2012) Cloud Computing for Teaching and Learning: Strategies for Design and Implementation: Hershey, PA, IGI Global.
- Joyce, Bruce, and Weil, Marsha, (1997). Models of Teaching (5<sup>th</sup> Edn.) New Delhi: Prentice Hall of India.



Principal  
Sree Narayana Training College  
Nedunganda

**3. PARTICIPATION IN VARIOUS ACTIVITIES IN THE PRACTICE TEACHING SCHOOLS DURING SCHOOL INTERNSHIP**

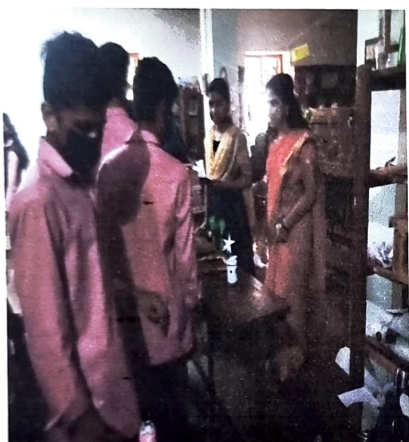


*Principal*  
*Sri Narayana Training College*  
*Nedunganda*

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

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

School Induction Programme was conducted for Semester I students from 07 January 2019 to 11 January 2019, to acquaint student teachers with the school functioning. The sole purpose of initiatory school experience was to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. Observation of lessons of senior teachers individually or in small groups (2 nos.), 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. were the activities undertaken by the students during this period. Each student-teacher engaged 3 lessons individually or as Shared Practice.



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

A comparative perspective of education worldwide, based on the school systems in Japan, USA, UK, Finland and Canada, with special emphasis to secondary curriculum approaches, transactional strategies and learning outcomes, specific to one's chosen



*[Handwritten signature]*

Principal  
Sree Narayana Training College  
Nedunganda

specialization, are transacted to the students in an effective manner. Selected pages from the B.Ed. curriculum of the University of Kerala, highlighting the transaction of a comparative perspective of education worldwide, are attached.

### Mathematics Curriculum

#### Unit III: Models of Teaching in Practice (20 hours)

| Learning Outcome  | Major concepts  | Strategies & Approaches  | Assessment  |
|---|---|--|---|
| <ol style="list-style-type: none"> <li>To understand models of teaching</li> <li>To understand the application of major psychological theories</li> </ol> | <ul style="list-style-type: none"> <li>Models of teaching- meaning and Concept</li> <li>Components of a teaching model</li> <li>Families of teaching models</li> <li>Detailed study and practice on Concept Attainment Model, Inquiry Training Model, Constructivist Model, Discovery Model.</li> </ul> | Meaningful verbal expression<br>Group discussion<br>Peer tutoring<br>Observation<br>Brain storming<br>Video analysis | <ul style="list-style-type: none"> <li>Performance analysis in group discussion</li> <li>Class test</li> <li>Observation assessment lesson templates using Models of Teaching</li> <li>(Discussion, Demonstration &amp; criticism lessons)</li> </ul> |

#### Unit IV: Global Trends in Mathematics Education (10 hours)

| Learning Outcome   | Major concepts  | Strategies & Approaches                                       | Assessment  |
|--|---|---|---|
| <ol style="list-style-type: none"> <li>To compare mathematics education across the world</li> <li>To identify recent projects in teaching of Mathematics in India</li> </ol> | <ul style="list-style-type: none"> <li>Comparison of Mathematics Education in World Wide</li> <li>Mathematics teaching in developed countries- Japan, USA and UK</li> <li>*Mathematics teaching in developing countries- India, Pakistan Srilanka</li> <li>Recent projects in Mathematics teaching in India- IT@school, OFSET, GURU.</li> </ul> | Web streaming<br>Documentation<br>Invited lectures<br>Seminar | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

#### References :

- Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1927). *Modern educational theories*. New York: Macmillan.
- Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- Good, C.V. (Ed.), *Dictionary of Education*, McGraw-Hill, New York, 1959.

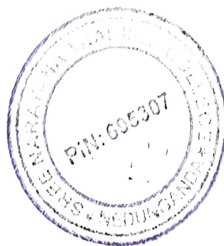
### Science Curriculum

#### UNIT-IV GLOBAL TRENDS IN SCIENCE EDUCATION. Hours-5)

| Learning Outcome  | Major concepts  | Strategies & Approaches   | Assessment   |
|---|---|---|--|
| <ol style="list-style-type: none"> <li>To familiarize &amp; understand about the global trends in education.</li> </ol> | <ul style="list-style-type: none"> <li>4.1 An introduction to global trends in education</li> <li>4.1.1 University &amp; career readiness</li> <li>4.1.2 Longitudinal perspectives</li> <li>4.1.3 Digital content</li> <li>4.1.4 Individualized learning</li> </ul> | Narrative expression sessions in small or medium groups.<br>Meaningful verbal expression<br>Multimedia approach<br>Discussion | <ul style="list-style-type: none"> <li>Participation in group discussion.</li> <li>Questioning.</li> <li>On-task behavior in class.</li> <li>Tests.</li> <li>Science diary.</li> </ul> |

#### References

- AACTE Committee (2008): *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*: Washington, DC, Rutledge/Taylor & Francis
- Chao, Lee (ed.) (2012) *Cloud Computing for Teaching and Learning: Strategies for Design and Implementation*: Hershey, PA, IGI Global.
- Joyce, Bruce, and Weil, Marsha, (1997). *Models of Teaching (5<sup>th</sup> Edn.)* New Delhi: Prentice Hall of India.
- Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). *The BSCS 5E Instructional Model: Origins and Effectiveness.*, Colorado Springs, CO: BSCS.
- Bybee, R.W., (2010), *The Teaching Science: 21st Century Perspectives*, Arlington V A: NSTA Press.



## Social Science Curriculum

### Unit 4 Global Trends in Social Science Education

| Learning Outcome   | Major concepts   | Strategies & Approaches  | Assessment  |
|--|--|--|---|
| 1. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>Global trends in Social Science education</li> <li>Social Science education in other states and other Nations.</li> <li>Comparison of Social Science curriculum, textbook and transactional modalities with other countries.</li> </ul> | Discussion – Web searching.<br><br>Seminar- compare SS curriculum & Text books of SCERT, NCERT and any one advanced nations. | <ul style="list-style-type: none"> <li>Assignment &amp; seminar report</li> </ul> |

#### References

- [http://en.wikipedia.org/wiki/Reflective\\_practice](http://en.wikipedia.org/wiki/Reflective_practice)
- <http://tep.uoregon.edu/showcase/crmodel/strategies>
- Borich, Gary D (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education
- Social Science text book of standard 8,9 & 10 of Kerala

## English Curriculum

### Unit IV: Global Trends in English Language Education (Duration : 20 hrs)

| Learning Outcome   | Major concepts  | Strategies & Approaches   | Assessment  |
|--|---|---|---|
| 1. Familiarizes with global trends in Language education<br>2. Familiarizes with aspects related to translation<br>3. Gets an awareness of digital resources for Online tutoring | <ul style="list-style-type: none"> <li>Exercises and pedagogic practices in countries where English is treated as L<sub>1</sub></li> <li>Exercises and pedagogic practices in Asian countries as ESL</li> <li>Literary Translation as an exercise- poetry, fiction, prose, world classics from India, translation from Malayalam Literature, critical essays etc.</li> <li>Journal Clubs – Review and discussion of studies and articles in Journals</li> </ul> | Lecture-cum-discussion on different pedagogical practices.<br><br>Close reading of literary texts followed by group translation | <ul style="list-style-type: none"> <li>Prepares samples</li> <li>Peer evaluation</li> <li>Performance in tests</li> </ul> |

## Physical Science Curriculum

### Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

| Learning Outcome  | Major concepts   | Strategies & Approaches                                    | Assessment  |
|---|--|--|---|
| 1. To compare science education across the world<br>2. To identify recent projects in science teaching in India | <ul style="list-style-type: none"> <li>Comparative Science Education World Wide-Science teaching in developed countries-Australia, Canada-Science teaching in developing countries-Indonesia, Srilanka</li> <li>Recent projects in science teaching in India-it@school, OFSET, GURU</li> </ul> | Web streaming<br><br>Documentation<br><br>Invited lectures | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

#### Reference:

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Bhattacharya S.P. (1994): Model of Teaching: New Delhi, Regency Publications.
- Bruce R Joyce, Marsha Weiland Emily Calhoun (2011): Model of Teaching (7th Ed.): USA, Pearson Education
- Frank Rennie & Tara Morrison (2013): E-Learning and Social Networking Handbook (Second Edition): New York, Routledge.
- Frank Rennie, Tara Morrison (2013): e-Learning and Social Networking Handbook: Resources for Higher Education: New York, Taylor & Francis.
- Janie Gross Stein, Richard Stein (Ed.) (2001): Network of Knowledge: Collaborative Innovation in International Learning: Toronto, Canada, University of Toronto Press Incorporated
- Mangal S.K. & Uma Mangal (2009): Essentials of Educational Technology: New Delhi, PHI Learning Pvt Ltd.
- Mariamma Mathew (2014): Teaching science for biological and physical sciences: NAS Publishers: Kerala



Principal  
**Sri Narayana Training College**  
 Nedunganda

**3. PARTICIPATION IN VARIOUS ACTIVITIES IN THE PRACTICE TEACHING SCHOOLS DURING SCHOOL INTERNSHIP**



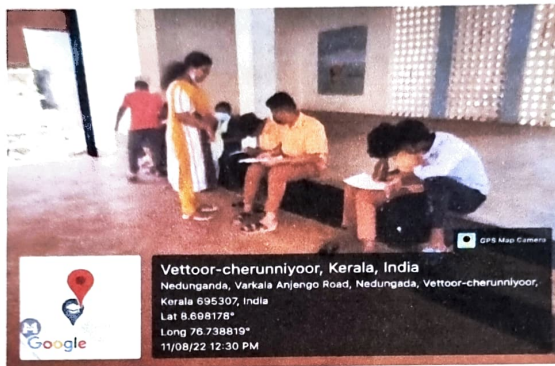
A handwritten signature in green ink, likely of the Principal.

Principal  
Sree Narayana Training College  
Nedunganda

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

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

School Induction Programme was conducted for Semester I students to acquaint student teachers with the school functioning. The sole purpose of initiatory school experience was to provide the student-teachers an opportunity to have primary experiences with the functioning of the school. Observation of lessons of senior teachers individually or in small groups (2 nos.), 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. were the activities undertaken by the students during this period. Each student-teacher engaged 3 lessons individually or as Shared Practice.



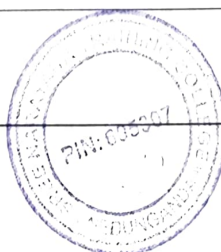
**2. TRANSACTION OF A COMPARATIVE PERSPECTIVE OF EDUCATION WORLDWIDE**

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

***English Curriculum***

**Unit IV: Global Trends in English Language Education (Duration : 20 hrs)**

| <b>Learning Outcome</b>  | <b>Major concepts</b>   | <b>Strategies &amp; Approaches</b>  | <b>Assessment</b>   |
|--|---|---|---|
| 1. Familiarizes with global trends in Language education<br>2. Familiarizes with aspects related to translation<br>3. Gets an awareness of digital resources for Online tutoring | <ul style="list-style-type: none"> <li>Exercises and pedagogic practices in countries where English is treated as L<sub>1</sub></li> <li>Exercises and pedagogic practices in Asian countries as ESL.</li> <li>Literary Translation as an exercise-poetry, fiction, prose, world classics from India, translation from Malayalam Literature, critical essays etc.</li> <li>Journal Clubs – Review and discussion of studies and articles in Journals</li> </ul> | Lecture-cum-discussion on different pedagogical practices.<br><br>Close reading of literary texts followed by group translation | <ul style="list-style-type: none"> <li>Prepares samples</li> <li>Peer evaluation</li> <li>Performance in tests</li> </ul> |



*Principal*  
**Sree Narayana Training College**  
 Nedunganda

## Natural Science Curriculum

### UNIT-IV GLOBAL TRENDS IN SCIENCE EDUCATION. Hours-5)

| Learning Outcome   | Major concepts  | Strategies & Approaches   | Assessment   |
|--|---|---|--|
| 1. To familiarize & understand about the global trends in education. | <ul style="list-style-type: none"> <li>4.1 An introduction to global trends in education</li> <li>4.1.1 University &amp; career readiness</li> <li>4.1.2 Longitudinal perspectives</li> <li>4.1.3 Digital content</li> <li>4.1.4 Individualized learning</li> </ul> | Narrative expression sessions in small or medium groups.<br>Meaningful verbal expression<br>Multimedia approach<br>Discussion | <ul style="list-style-type: none"> <li>Participation in group discussion.</li> <li>Questioning.</li> <li>On-task behavior in class.</li> <li>Tests.</li> <li>Science diary.</li> </ul> |

#### References

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Chao, Lee (ed.) (2012) Cloud Computing for Teaching and Learning: Strategies for Design and Implementation: Hershey, PA, IGI Global.
- Joyce, Bruce, and Weil, Marsha, (1997). Models of Teaching (5<sup>th</sup> Edn.) New Delhi: Prentice Hall of India.
- Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). *The BSCS 5E Instructional Model: Origins and Effectiveness.*, Colorado Springs, CO: BSCS.
- Bybee, R.W., (2010). *The Teaching Science: 21st Century Perspectives*, Arlington V A: NSTA Press.

## Social Science Curriculum

### Unit 4 Global Trends in Social Science Education

| Learning Outcome   | Major concepts   | Strategies & Approaches  | Assessment  |
|--|--|--|---|
| 1. To help the prospective teachers for comparative study of social science education in a global perspective. | <ul style="list-style-type: none"> <li>Global trends in Social Science education</li> <li>Social Science education in other states and other Nations.</li> <li>Comparison of Social Science curriculum, textbook and transactional modalities with other countries.</li> </ul> | Discussion – Web searching.<br><br>Seminar- compare SS curriculum & Text books of SCERT, NCERT and any one advanced nations. | <ul style="list-style-type: none"> <li>Assignment &amp; seminar report</li> </ul> |

#### References

- [http://en.wikipedia.org/wiki/Reflective\\_practice](http://en.wikipedia.org/wiki/Reflective_practice)
- <http://tep.uoregon.edu/showcase/crmodel/strategies>
- Borich, Gary D (2012). *Effective teaching methods: Research based practice*. New Delhi: Pearson Education
- Social Science text book of standard 8,9 & 10 of Kerala

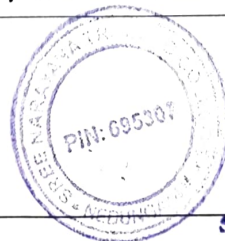
## Physical Science Curriculum

### Unit 4: Global Trends in Physical Science Education (18 +10 = 28hrs)

| Learning Outcome  | Major concepts   | Strategies & Approaches                                    | Assessment  |
|---|--|--|---|
| 1. To compare science education across the world<br>2. To identify recent projects in science teaching in India | <ul style="list-style-type: none"> <li>Comparative Science Education World Wide-Science teaching in developed countries-Australia, Canada-Science teaching in developing countries-Indonesia, Srilanka</li> <li>Recent projects in science teaching in India-it@school, OPSET, GURU</li> </ul> | Web streaming<br><br>Documentation<br><br>Invited lectures | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

#### Reference:

- AACTE Committee (2008): Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington, DC, Rutledge/Taylor & Francis
- Bhattacharya S.P. (1994): *Models of Teaching*: New Delhi, Regency Publications.
- Bruce R. Joyce, Marsha Weil and Emily Calhoun (2011): *Models of Teaching* (7th Ed.): USA, Pearson Education
- Frank Rennie & Tara Morrison (2013): *E-Learning and Social Networking Handbook* (Second Edition): New York, Routledge.
- Frank Rennie, Tara Morrison (2013): *e-Learning and Social Networking Handbook: Resources for Higher Education*: New York, Taylor & Francis.
- Janie Gross Stein, Richard Stein (Ed.) (2001): *Network of Knowledge: Collaborative Innovation in International Learning*: Toronto, Canada, University of Toronto Press Incorporated
- Mangal S.K. & Uma Mangal (2009): *Essentials of Educational Technology*: New Delhi, PHI Learning Pvt Ltd.
- Mariamamma Mathew (2014): *Teaching science for biological and physical sciences*: NAS Publishers: Kerala



Principal  
Sri Narayana Training College  
Nedunganda

## Mathematics Curriculum

### Unit III: Models of Teaching in Practice (20 hours)

| Learning Outcome  | Major concepts  | Strategies & Approaches  | Assessment  |
|---|---|--|---|
| 1. To understand models of teaching<br>2. To understand the application of major psychological theories | <ul style="list-style-type: none"> <li>Models of teaching- meaning and Concept</li> <li>Components of a teaching model</li> <li>Families of teaching models</li> <li>Detailed study and practice on Concept</li> <li>Attainment Model, Inquiry Training Model,</li> <li>Constructivist Model, Discovery Model.</li> </ul> | Meaningful verbal expression<br>Group discussion<br>Peer tutoring<br>Observation<br>Brain storming<br>Video analysis | <ul style="list-style-type: none"> <li>Performance analysis in group discussion</li> <li>Class test</li> <li>Observation assessment lesson templates using Models of Teaching</li> <li>(Discussion, Demonstration &amp; criticism lessons)</li> </ul> |

### Unit IV: Global Trends in Mathematics Education (10 hours)

| Learning Outcome   | Major concepts  | Strategies & Approaches                                       | Assessment  |
|--|---|---|---|
| 1. To compare mathematics education across the world<br>2. To identify recent projects in teaching of Mathematics in India | <ul style="list-style-type: none"> <li>Comparison of Mathematics Education in World Wide</li> <li>Mathematics teaching in developed countries-Japan, USA and UK</li> <li>*Mathematics teaching in developing countries-, India, Pakistan Srilanka</li> <li>Recent projects in Mathematics teaching in India- IT@school, OFSET, GURU.</li> </ul> | Web streaming<br>Documentation<br>Invited lectures<br>Seminar | <ul style="list-style-type: none"> <li>Document analysis</li> <li>Blog posting</li> </ul> |

**References :**

- Aggarwal, J.C. (2001). *Principles, Methods & Techniques of Teaching (2nd ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bode, H. B. (1927). *Modern educational theories*. New York: Macmillan.
- Ediger, M. & Rao, D. B. (2000). *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.
- Good, C.V. (Ed.), *Dictionary of Education*, McGraw-Hill, New York, 1959.

### 3. PARTICIPATION IN VARIOUS ACTIVITIES IN THE PRACTICE TEACHING SCHOOLS DURING SCHOOL INTERNSHIP



*(Handwritten signature)*

**Principal**  
**Sri Narayana Training College**  
**Nedunganda**