

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

Opp. Sambasivapet 2<sup>nd</sup> Line, Naaz Center, Guntur, A.P., India.  
(Under the Management of Society of Jesus Mary & Joseph)



2.4.1.

**Reports to show that the Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences**



*T. Swarnaparni*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P.

## 1. Organizing Learning (Lesson plan)

Academic Year	Nature of activities conducted	Duration with dates	Nature of Lecturer involvement	Nature of student participation
2022-23	Preparation of Lesson Plan	6th March to 8 April -2022	Guidance	writing Lesson plan with examples
2021-22	Preparation of Lesson Plan	5th oct. 2021	Guidance	writing Lesson plan with examples
2020-21	Preparation of Lesson Plan	7 <sup>th</sup> January 2020 to 10 <sup>th</sup> January 2020	Guidance (Online)	writing Lesson plan with examples
2019-20	Preparation of Lesson Plan	20 August 2019	Guidance	writing Lesson plan with examples
2018-19	Preparation of Lesson Plan	20 August 2018	Guidance	writing Lesson plan with examples

### Year: 2022-23

**Nature of Activities Conducted:** Students engaged in preparing detailed lesson plans, including designing objectives, selecting teaching methods, creating assessments, and incorporating ICT tools.

**Duration with Dates:** March 6th to April 8th, 2022

**Nature of Lecturer Involvement:** Lecturer provided continuous guidance, offering examples, feedback, and support through workshops and one-on-one sessions.

**Nature of Student Participation:** Students actively wrote and revised lesson plans, applied theoretical knowledge to practical scenarios, collaborated with peers, and presented their plans for review and discussion.

### Year: 2021-22

**Nature of Activities Conducted:** Students focused on the preparation of comprehensive lesson plans, involving the development of objectives, selection of teaching strategies, creation of assessments, and integration of ICT tools.

**Duration with Dates:** October 5th, 2021



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**Nature of Lecturer Involvement:** Lecturer guided students by providing examples, feedback, and support, conducting workshops, and offering one-on-one assistance.

**Nature of Student Participation:** Students participated by writing and refining lesson plans, applying theoretical concepts to real-world scenarios, working with peers, and presenting their plans for critique and discussion.

**Year: 2020-21**

**Nature of Activities Conducted:** Students prepared detailed lesson plans, encompassing the formulation of objectives, choice of teaching methods, development of assessments, and use of ICT tools.

**Duration with Dates:** 7<sup>th</sup> January 2020 to 10<sup>th</sup> January 2020

**Nature of Lecturer Involvement:** Lecturer offered guidance through examples, feedback, support, workshops, and one-on-one sessions.

**Nature of Student Participation:** Students wrote and revised lesson plans, applied theoretical knowledge to practical situations, collaborated with peers, and presented their plans for feedback and discussion.

**Year: 2019-20**

**Nature of Activities Conducted:** Students engaged in preparing detailed lesson plans, including designing objectives, selecting teaching methods, creating assessments, and incorporating ICT tools.

**Duration with Dates:** 20 August 2019

**Nature of Lecturer Involvement:** Lecturer provided continuous guidance, offering examples, feedback, and support through workshops and one-on-one sessions.

**Nature of Student Participation:** Students actively wrote and revised lesson plans, applied theoretical knowledge to practical scenarios, collaborated with peers, and presented their plans for review and discussion.

**Year: 2018-19**

**Nature of Activities Conducted:** Students engaged in preparing detailed lesson plans, including designing objectives, selecting teaching methods, creating assessments, and incorporating ICT tools.

**Duration with Dates:** 20 August 2018



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**Nature of Lecturer Involvement:** Lecturer provided continuous guidance, offering examples, feedback, and support through workshops and one-on-one sessions.

**Nature of Student Participation:** Students actively wrote and revised lesson plans, applied theoretical knowledge to practical scenarios, collaborated with peers, and presented their plans for review and discussion.

Each year, the workshop on lesson planning begins with a lead lecture by Prof. T. Swarupa Rani, during which the need for and fundamental aspects of a lesson plan are explained. Following this, students receive guidance from faculty members teaching pedagogy subjects, and they proceed to create a lesson plan for a selected unit.

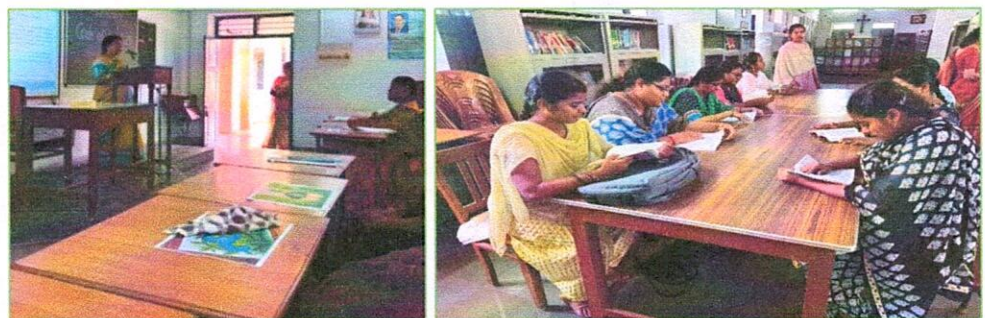
**Activities Conducted by Students During the Workshop:**

- Content Mapping
- Determining Instructional Objectives/Learning Outcomes
- Planning Suitable Teaching-Learning Activities
- Planning Formative Evaluation Activities
- Drawing Up a Lesson Plan

**Support Material for Students:**

Students are provided with sample lesson plans that incorporate various strategies. These sample plans are available in a PDF document hosted on Google Classroom. Initially, students receive a general orientation to lesson planning, which is followed by more specific orientations within their pedagogy groups. During these sessions, students are mentored by individual pedagogy teachers to formulate instructional objectives and plan teaching-learning activities for a specific unit. They learn to map the content and integrate values and life skills into their teaching-learning activities. The plans are then assessed by the pedagogy teacher.

A workshop on Instructional Objectives and Learning Outcomes was held from March 6th to April 8th,



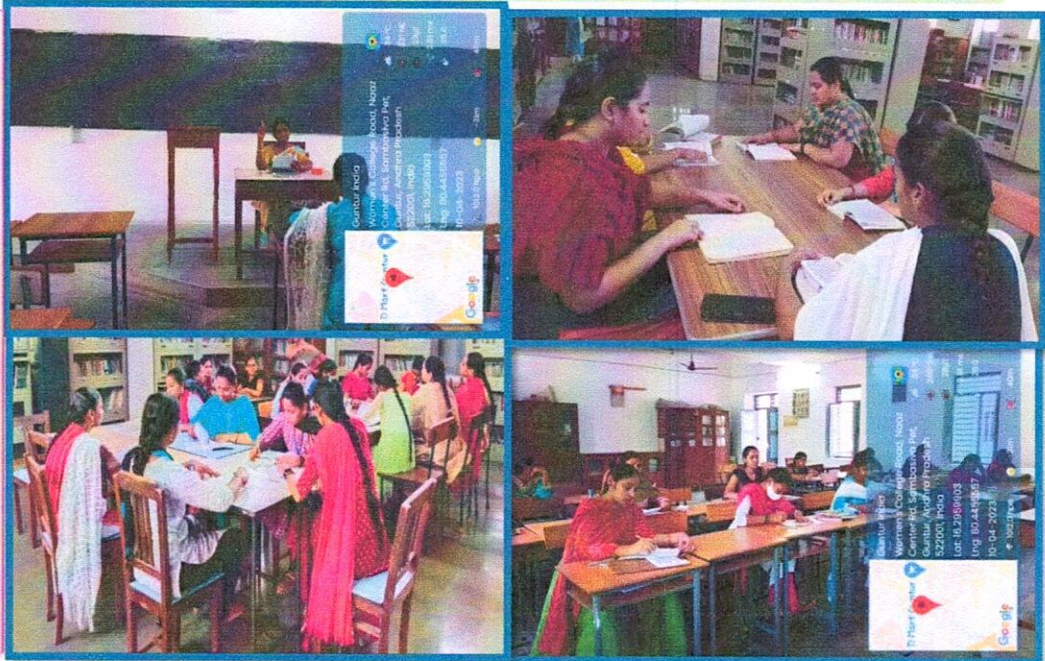
2022. Prof. T. Swarupa Rani emphasized the importance of formulating proper



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instructional objectives and learning outcomes. Following this, students received guidance from faculty members to develop their own learning outcomes.

## Content Mapping



Content mapping is an integral part of lesson planning. On March 7, 2022, a session on content mapping was conducted where students mapped content for a topic from their chosen pedagogy subject. This was followed by lesson planning activities, where students were guided by their pedagogy teachers to develop lesson plans on the selected topic.



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## 2. Developing Teaching Competencies

Every year a workshop on Classroom Teaching skills is conducted. The dates for the same in the past five years are given below

Year	Dates of classroom teaching skills workshop
2022-23	August 1 <sup>st</sup> to 6 <sup>th</sup> 2022
2021-22	November 1 <sup>st</sup> to 6 <sup>th</sup> 2021
2020-21	Dec 7 <sup>th</sup> to 12 <sup>th</sup> 2020
2019-20	January 28 <sup>th</sup> to 31 <sup>st</sup> 2019
2018-19	February 23 <sup>rd</sup> to 28 <sup>th</sup> 2018

The following classroom teaching skills are included

- ✓ Skill of set induction
- ✓ Skill of questioning
- ✓ Skill of including examples
- ✓ Skill of explanation
- ✓ Skill of use of learning resources

Students plan and deliver short lessons in peer groups, incorporating essential teaching skills. This practice not only helps them master these skills but also builds their confidence in leading a classroom. Feedback from faculty and peers offers valuable insights for improvement. The workshop places a strong emphasis on the use of ICT in teaching, encouraging students to integrate technology into their lessons. As a precursor to the internship program, this workshop is instrumental in boosting students' confidence for their upcoming teaching experience.

To support students, they are provided with sample lesson plans for various teaching strategies. Pedagogy teachers offer demonstration lessons, and structured feedback is given for each student lesson.

**Year: 2022-23**

**Nature of Activities Conducted:** Students engaged in the preparation of lesson plans to develop their teaching competencies.

**Duration with Dates:** August 1<sup>st</sup> to 6<sup>th</sup> 2022

**Nature of Lecturer Involvement:** Lecturers provided support, including guidance, feedback, and assistance with the lesson planning process.



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**Nature of Student Participation:** Students participated in micro-teaching sessions, practicing their lesson plans in a controlled environment and receiving feedback from peers and instructors.

**Year: 2021-22**

**Nature of Activities Conducted:** Students focused on the preparation of lesson plans to enhance their teaching skills.

**Duration with Dates:** November 1<sup>st</sup> to 6<sup>th</sup> 2021

**Nature of Lecturer Involvement:** Lecturers supported students by offering guidance, feedback, and assistance throughout the lesson planning process.

**Nature of Student Participation:** Students applied their lesson plans in real teaching scenarios, gaining practical experience and feedback to improve their teaching techniques.

**Year: 2020-21**

**Nature of Activities Conducted:** Students prepared lesson plans to build their teaching competencies.

**Duration with Dates:** Dec 7<sup>th</sup> to 12<sup>th</sup> 2020

**Nature of Lecturer Involvement:** Lecturers provided support through guidance, feedback, and assistance in the lesson planning process.

**Nature of Student Participation:** Students implemented their lesson plans in teaching situations, gaining practical experience and feedback to refine their teaching methods.

**Year: 2019-20**

**Nature of Activities Conducted:** Students prepared lesson plans to build their teaching competencies.

**Duration with Dates:** January 28<sup>th</sup> to 31<sup>st</sup> 2019

**Nature of Lecturer Involvement:** Lecturers provided support through guidance, feedback, and assistance in the lesson planning process.

**Nature of Student Participation:** Students implemented their lesson plans in teaching situations, gaining practical experience and feedback to refine their teaching methods.



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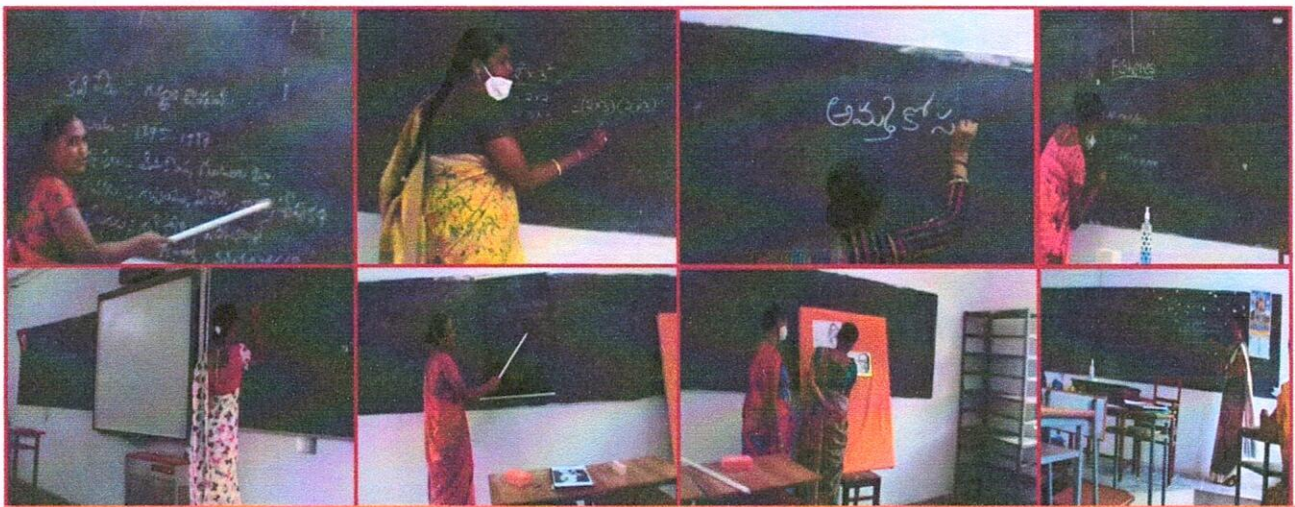
**Year: 2018-19**

**Nature of Activities Conducted:** Students prepared lesson plans to build their teaching competencies.

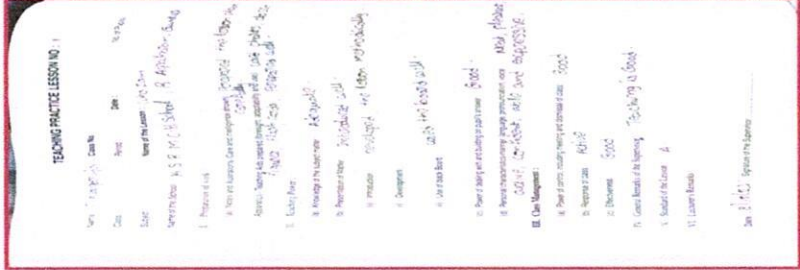
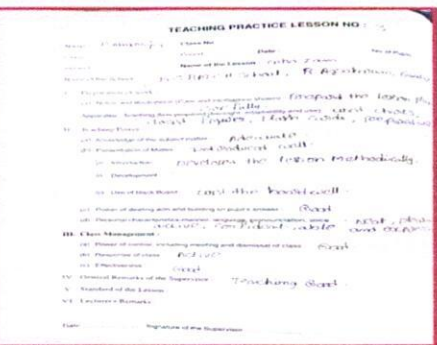
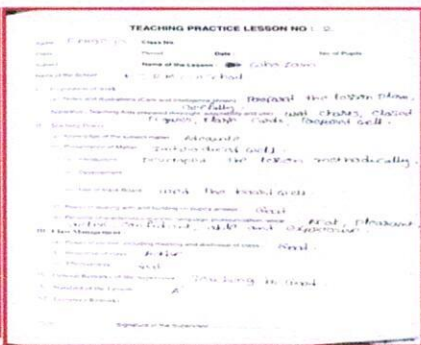
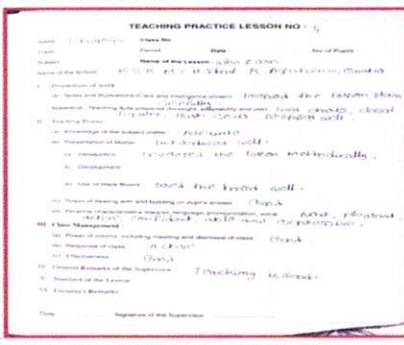
**Duration with Dates:** February 23<sup>rd</sup> to 28<sup>th</sup> 2018

**Nature of Lecturer Involvement:** Lecturers provided support through guidance, feedback, and assistance in the lesson planning process.

**Nature of Student Participation:** Students implemented their lesson plans in teaching situations, gaining practical experience and feedback to refine their teaching methods.



A workshop on teaching-learning skills was organized to help students master the essential skills for effective teaching. In this workshop, students delivered lessons in peer groups, practicing skills such as set induction, questioning, explanation, the use of illustrations, and chalkboard techniques.



Screen shorts of TP records



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### 3. Assessment of Learning

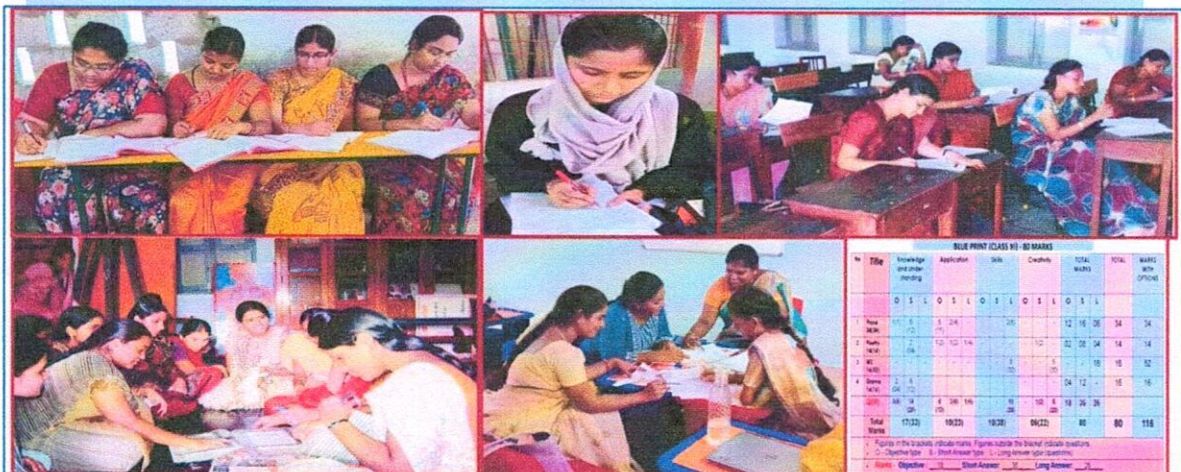
Following activities are conducted to help students gain a thorough understanding of assessment for learning.

- ✓ Unit Test Workshop
- ✓ Workshop on Tools of Assessment
- ✓ Differentiated assessment
- ✓ ICT based assessment

**Unit Test workshop** is conducted every year during Semester Three. Dates of the workshops held in past five years are shown below

Year	Dates of Unit Test workshop
2022-23	August 10 <sup>th</sup> to 13 <sup>th</sup> 2022
2021-22	December 6 <sup>th</sup> to 12 <sup>th</sup> 2021
2020-21	December 14 <sup>th</sup> to 19 <sup>th</sup> 2021
2019-20	October 7 <sup>th</sup> to 11 <sup>th</sup> 2019
2018-19	August 20 <sup>th</sup> to 24 <sup>th</sup> 2018

In the unit test workshop, students engage in a comprehensive assessment process. They begin by preparing a year-long plan and a detailed unit plan. Following this, they design a unit test, create a blueprint, draft a question paper, and develop a question-wise analysis along with a marking scheme. Once these elements are in place, they administer the test during their internship. The students then assess the answer scripts and analyze the results. This entire process provides a thorough understanding of the assessment of learning.



Under faculty guidance, students were tasked with designing unit plans, unit designs, and blueprints for question papers. They then developed a test based on these plans, prepared a scoring key, and conducted a question-wise analysis of the paper. These tests were subsequently administered in their internship schools.



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## Screen Shots of Blue prepared by Students

**ACTIVITY UNDERTAKEN BY ME** Date: [4/9]

1. To construct paper for classes  
2. To discuss all the  
of language language

Definition:  
An achievement test is used by almost all the teachers in all types of institutes to measure the progress of the student-teachers to know about the meaning as well as construction of achievement test.

The International Dictionary of Education defines achievement test as a test designed to measure the effects of specific teaching or training in an area of the curriculum.

According to N.M. Dousine, "Any test that measures the attainments or accomplishments of the individual after a period of training or learning is called an achievement test."

It is desirable to have periodic tests at frequent intervals. For this purpose, the syllabus can be broken down into units and a test can be conducted soon after completing one or two units. Achievement test tests the achievement of the student and also helps the teachers to rectify themselves if there are any drawbacks in their teaching. These tests may be given for 15 minutes in the usual classroom conditions.

Planning of an achievement test for class-X in English Paper-I:-

Planning is preparing a sequence of action steps to achieve some specific goal.

**Name of the Unit:** Nation and Diversity  
**Subject:** English  
**Class:** X  
**Number of subunits:** 3  
**Unit no:** 6th unit

Weightage Date: [5/9]

The first step in constructing an achievement test question paper is to determine the relative weightages to different objectives, forms of content, types of questions and level of difficulty.

Weightage to objectives:

S.No	Objectives	No. of questions	Marks	Percentage
1	Knowledge	7	6	25%
2	Comprehension	8	12	45%
3	Expression	1	5	20%
4	Appreciation	2	2	10%
		<b>28</b>	<b>25</b>	<b>100%</b>

Weightage to the content:

S.No	Content	No. of questions	Marks	Percentage
1	Prose	4	9	35%
2	Poetry	2	2	10%
3	Elements of Language	12	14	55%
		<b>18</b>	<b>25</b>	<b>100%</b>

Form of Questions Date: [5/9]

S.No	Form of Questions	No. of questions	Marks	Percentage
1	Very short answer	4	15	60%
2	Short answer	7	35	140%
3	Short answer type	4	15	60%
4	Essay type	10	40	160%
		<b>25</b>	<b>100</b>	<b>400%</b>

Weightage to Level of Difficulty:

S.No	Level of Difficulty	No. of questions	Marks	Percentage
1	Easy	5	3.5	15%
2	Average	10	15	60%
3	Difficult	3	6.5	25%
		<b>18</b>	<b>25</b>	<b>100%</b>

Weightage to Academic Standards

S.No	Academic Standards	No. of questions	Marks	Percentage
1	Listening and speaking	5	2	10%
2	Reading and understanding	10	2	10%
3	Writing and expression	10	2	10%
4	Appreciation	3	2	10%
5	Language	10	2	10%
		<b>38</b>	<b>10</b>	<b>100%</b>

BLUE PRINT BASED ON OBJECTIVES Date: [5/9]

Content	Knowledge	Comprehension	Expression	Appreciation	Total
Content	(2) (1)	(1)			4
Prose	2	2	5		9
Poetry				(2)	2
Elements of Language	(4)	(1)	(1)		6
Language	2	5	2	5	14
<b>Total</b>	<b>6</b>	<b>12</b>	<b>5</b>	<b>2</b>	<b>25</b>

Notes: (1) the number inside the brackets represent number of questions.  
(2) the number outside the brackets represent total marks.



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## Workshop on Tools of Assessment

During the Course on Assessment for Learning, students are introduced to various forms of assessment, including formative and summative assessment. They engage in practical activities where they develop sample tools for oral and practical assessments. Additionally, they create tools such as rubrics and rating scales, which provide a comprehensive view of student learning.



## Differentiated Assessment

In the courses 'Learning and Teaching' and 'Learning Assessment,' students are introduced to Differentiated Instruction. This unit also covers strategies for Differentiated Assessment, grounded in the theory of Multiple Intelligences. During their internship, students apply a range of assessment strategies, such as oral and written questions, quizzes, and the creation of mind maps, to address the needs of diverse learners.

EDUCATIONAL INTEREST RECORD											
Sl. No.	Age	Sex	Religion	Parents' Education	Parents' Occupation	Child's Interest	Child's Ability	Child's Attitude	Child's Personality	Child's Health	Child's Habits
1	10	M	Hindu	High School	Teacher	Reading	Good	Positive	Active	Healthy	Regular
2	12	F	Muslim	College	Business	Art	Average	Neutral	Passive	Fair	Irregular
3	11	M	Christian	High School	Farmer	Sports	Good	Positive	Active	Healthy	Regular
4	13	F	Hindu	College	Teacher	Reading	Good	Positive	Active	Healthy	Regular
5	10	M	Muslim	High School	Business	Art	Average	Neutral	Passive	Fair	Irregular
6	12	F	Christian	College	Farmer	Sports	Good	Positive	Active	Healthy	Regular
7	11	M	Hindu	High School	Teacher	Reading	Good	Positive	Active	Healthy	Regular
8	13	F	Muslim	College	Business	Art	Average	Neutral	Passive	Fair	Irregular
9	10	M	Christian	High School	Farmer	Sports	Good	Positive	Active	Healthy	Regular
10	12	F	Hindu	College	Teacher	Reading	Good	Positive	Active	Healthy	Regular

Different types of assessment tools



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## ICT based assessment

Students are skilled in using ICT-based assessment tools. They widely utilize platforms like Wordwall, Flippity, Quizz, and Kahoot to assess learners through engaging, fun-based activities. The necessary training for these platforms is provided as part of the activities on E-Content Development and Apps in Education.



Assessment of learning and assessment for learning are thoroughly emphasized through both theoretical courses and practical activities. In addition to the activities mentioned, students also collaborate with school mentor teachers to assist in checking students' notebooks, gaining familiarity with the assessment patterns used in schools.



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## 4. Technology Use and Integration

### Academic Year 2022-23

During the academic year 2022-23, technology was extensively utilized for conducting classes and disseminating information. This integration occurred on a monthly basis, ensuring that students were regularly exposed to digital tools and resources. Teachers played a pivotal role by providing guidance throughout these activities, which facilitated a more structured and effective learning environment. The primary focus for students was on learning, which was significantly enhanced through the use of technology. This consistent use of digital platforms not only streamlined the educational process but also prepared students for a more technologically adept future.

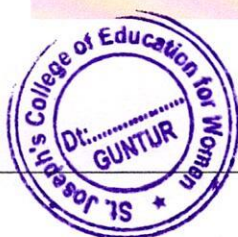
### Seminars for students

St. Joseph college of education  
for women  
Curriculum Development Cell (CDC)  
Joseph 's Brainstorm Clique (JBC)  
We are happy to invite you all for  
the talk on  
**Virtual and Augmented Reality in  
Education**  
By  
**Dr.J.VijayaKumari**  
Assistant professor in Telugu  
St.joseph college of education for women  
21/06/2023  
4:30 pm  
Board room  
st.joseph's college of education  
for women

Dr. J. Vijaya Kumari's talk on "Virtual and Augmented Reality in Education" highlighted the transformative potential of immersive technologies in enhancing learning experiences, offering practical insights on their integration into educational settings. The session emphasized how these tools can create interactive and engaging environments for students.

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Curriculum Development Cell (CDC)  
Joseph 's Brainstorm Clique (JBC)  
We are happy to invite you all for  
the talk on  
**Next-New Generation  
Educational Technologies**  
By  
**Dr.Ts.Subhasini**  
Assistant professor in Education  
St.joseph college of education for women  
13/12/2023  
4:30 pm  
Board room  
st.joseph's college of education  
for women

Dr. Ts. Subhasini's talk on "Next-Generation Educational Technologies" explored the latest advancements in educational tools, emphasizing the role of AI, machine learning, and personalized learning platforms in shaping future educational landscapes. The session provided insights into how these technologies can revolutionize teaching and learning.



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## Academic Year 2021-22

In the academic year 2021-22, the use of technology for classes and information continued to be a cornerstone of the educational approach. Monthly sessions were dedicated to integrating technology into the learning process. Teachers were actively involved, offering guidance to help students navigate and utilize various technological tools effectively. This guidance was crucial in ensuring that students could make the most out of the digital resources available to them. The primary mode of student participation remained focused on learning, with technology playing a crucial role in enhancing their educational experience and fostering a deeper understanding of the subject matter.

## Seminars for students

**St. Joseph college of education  
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Curriculum Development Cell (CDC)

Joseph 's Brainstorm Clique (JBC)

We are happy to invite you all for  
the talk on

**E-content Development**

By

**Dr.P.Prasanthi Madhavi Latha**

Assistant professor in physical sciences  
St.joseph college of education for women



09/11/2022



4:30 pm



Board room  
st.joseph's college of education  
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Dr. P. Prasanthi Madhavi Latha's talk on "E-Content Development" focused on the creation of digital educational resources, discussing strategies for designing effective and engaging e-content. The session highlighted the importance of quality digital materials in enhancing online and blended learning experiences.




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## Academic Year 2020-21


The academic year 2020-21 marked the beginning of a structured approach to using technology for educational purposes. Monthly activities were organized to incorporate technology into classes and information dissemination. Teachers were instrumental in this transition, providing necessary guidance to ensure that students could adapt to and benefit from the technological tools being used. Student participation was primarily centered around learning, with an emphasis on utilizing technology to access and absorb information more effectively. This initiative laid the groundwork for the subsequent years, establishing a foundation for continuous technological integration in the educational process.

**St. Joseph's College of Education for Women, Guntur**  
Acharya Nagarjuna University, Andhra Pradesh  
In collaboration with  
**North-Eastern Hill University, Shillong**  
**One Day National Workshop on**  
**Online Learning: Grow with Google Workspace**  
25<sup>th</sup> June 2021 10:00 A.M. onwards  
(Online Mode)

**Keynote Speaker & Workshop Coordinator**  
  
**Prof. T. Swarupa Rani**  
Principal, and Dean Faculty of Education  
Acharya Nagarjuna University, Guntur

**Correspondent**  
  
**Dr. Sr. G. Theresamma**  
St. Joseph's College of Education for Women

**Administrator**  
  
**Sr. Y. Rajakumari**  
Superior  
Holy Rosary Convent, Guntur

**Resource Person & Workshop Coordinator**  
  
**Dr. Naraginti Amareswaran (Dr. N.A. Reddy)**  
Assistant Professor  
Dept of Education  
BENT, Shillong

**About the Workshop**  
The COVID-19 pandemic has changed education forever. Globally, over 1.2 billion children are out of the classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information, and takes less time. The developed countries and few states in India, have integrated ICT in school education and higher education. The Government of Andhra Pradesh in collaboration with Intel, has trained lakhs of school teachers to integrate ICT in their teaching-learning process. The Government of India has initiated various kinds of digital programmes for school education to higher education. There are more than 40 digital initiatives for education. These initiatives are more useful in the present pandemic situation. Many online learning tools are available free of cost. The Google has initiated many educational programmes for students, teachers, researchers and parents. The Google Workspace is available for all G-mail users. The Google Education has offered many courses and tools to strengthen the existing education. The Google has initiated many programmes under Grow with Google. The main learning outcomes of the workshop are, i) Discuss the role of Google in improving the learnability of learners; ii) Identify the different types of learning tools; and iii) Describe what Applied Digital Skills is and some of

benefits associate with it; and iv) Discuss and Understand Google Skillshop for professional development of teachers and teacher educators. The workshop will show a right path to the learners, students, student teachers, teachers and teacher educators to use Google to grow continuously. The workshop creates a platform to learn many innovative tips to learn and grow.

**Programme Schedule**  
**25<sup>th</sup> June 2021**

Welcome	Mrs. Deepthi Priyadarini
Inaugural Address	Dr. Sr. G. Theresamma
Keynote Address	Prof. Swarupa Rani
Greetings	Sr. Y. Rajakumari
Presentation & Hands-On Activities Q & A	Dr. Naraginti Amareswaran
Vote of Thanks	Mrs. Subhashini

**Registration Link:** <https://forms.gle/aSCv8JRMdYt5E78>

**Meeting Link:**  <https://meet.google.com/gdw-vvsk-ciq>  
(Join at 9:45 A.M. onwards on 25<sup>th</sup> June 2021)

**Note:** The participants will get e-certificates by submitting the feedback form at the end of the programme on 25<sup>th</sup> June 2021.

**Telegram Group:**  Join the Telegram Group "SMART EDUCATION" to access Educational Information and Learning Programmes.  
<https://t.me/joinchat/TherVQ5v3tmgH9FhaThe>

**Additional Information:** <https://hansareddy.blogspot.com>

**Contact Details for further information:** Dr. Naraginti Amareswaran (Dr. N.A. Reddy)  
Workshop Coordinator  
Mobile: 9441910399  
e-mail: amareswaran@gmail.com  
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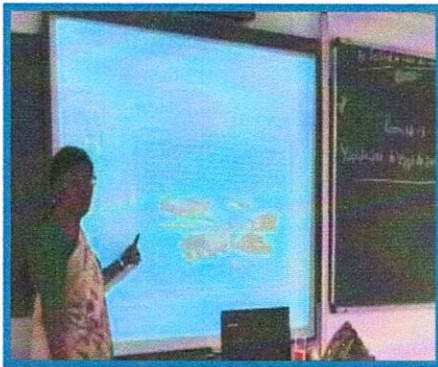
The One Day National Workshop on "Online Learning: Grow with Google Workspace" conducted by Dr. Naraginti Amareswaran (Dr. N.A. Reddy) on June 25, 2021, provided participants with comprehensive training on using Google Workspace tools for enhancing online education. The session emphasized practical applications for educators to effectively manage and deliver digital learning experiences.



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## Academic Year 2019-20

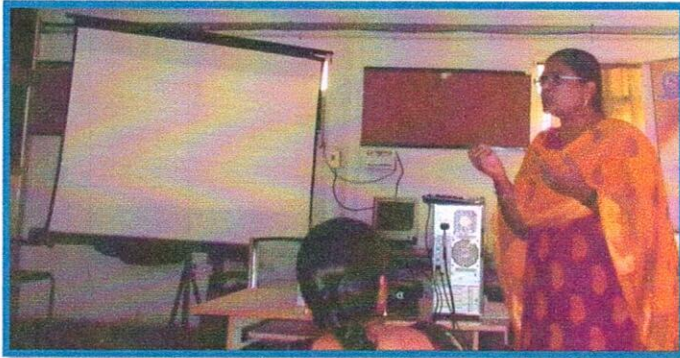
The academic year 2019-20 marked the start of a structured approach to integrating technology into education. Monthly activities were organized to embed technology into classrooms and enhance information dissemination. Teachers played a key role in guiding students through this transition, ensuring they could adapt to and benefit from the new technological tools. Student engagement focused on leveraging technology to access and absorb information more effectively. This initiative set the stage for ongoing technological integration in education, laying a strong foundation for the years to come.



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## Academic Year 2019-20

During the 2018-19 academic year, technology was widely incorporated into the classroom, with monthly sessions designed to engage students with digital tools and resources. Teachers were instrumental in guiding these activities, creating a more organized and efficient learning environment. The emphasis remained on enhancing student learning, which was notably improved through the consistent use of technology. This regular integration of digital platforms not only streamlined the educational process but also equipped students with the skills necessary for a more technology-driven future.



**Presentation on Screen**



**English Language Lab**



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## 5. Organizing Field Visits

### Report for 2022-23

#### Field visit to High schools to learn innovative practices:

A field visit to local high schools was organized to explore and learn about innovative educational practices being implemented. During the visit, participants observed firsthand how these schools are integrating creative teaching methods, advanced technology, and student-centered approaches to enhance learning outcomes. The experience provided valuable insights into how such innovations can be adapted and applied in different educational settings, fostering a deeper understanding of the evolving landscape of modern education. This exposure to cutting-edge practices also encouraged the exchange of ideas and strategies that could contribute to more effective teaching and learning in the future.



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### Field visit to Social Service Centers:

Students visited the JMJ Social Service Society and JMJ Sakthi Sadan as part of their field visit to gain practical insights into social service work. The JMJ Social Service Society, known for its commitment to uplifting marginalized communities, provided the students with a firsthand experience of its various initiatives aimed at improving the quality of life for underprivileged individuals. At JMJ Sakthi Sadan, students observed programs focused on women's empowerment, including skill development and education, which are designed to foster self-reliance among women in the community. This visit deepened the students' understanding of the challenges faced by these communities and the impactful work being done to address them.



Students observed the impactful community outreach efforts at JMJ Social Service Society and the women's empowerment programs at JMJ Sakthi Sadan. The visit offered valuable insights into social service initiatives aimed at uplifting marginalized groups.



Students engaged with organizers and beneficiaries at JMJ Social Service Society and JMJ Sakthi Sadan, gaining firsthand insights into the challenges and successes of their social service initiatives. The interaction highlighted the meaningful impact of these programs on the community.



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### Field visit to colleges to learn innovative practices:

During a field visit to Andhra Lutheran College of Education, Andhra Christian College, and Hindu College of Education, students explored innovative educational practices and pedagogical approaches. At Andhra Lutheran College, they observed the integration of technology in teacher training programs, enhancing both teaching and learning experiences. Andhra Christian College showcased its interdisciplinary curriculum that encourages critical thinking and creativity among students. At Hindu College of Education, the emphasis on inclusive education and community engagement was evident, with programs designed to equip future educators with the skills needed to address diverse classroom needs. The visit provided students with a comprehensive understanding of modern educational strategies and their application in various academic settings.



Students observed the innovative teacher training methods at Andhra Lutheran College of Education, focusing on the integration of technology in the classroom. The visit highlighted the college's commitment to enhancing the educational experience through modern practices.

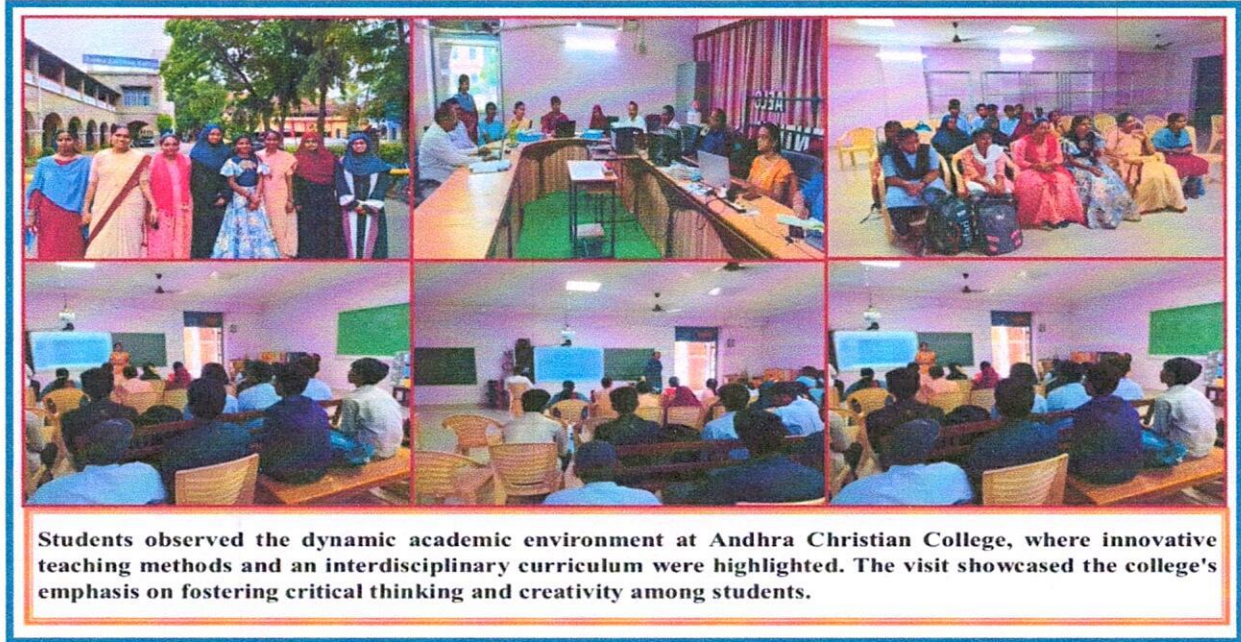


Students explored the TLM (Teaching-Learning Material) lab at Andhra Lutheran College of Education, observing the creative use of educational tools and resources. The lab visit emphasized the importance of hands-on learning in effective teaching practices.



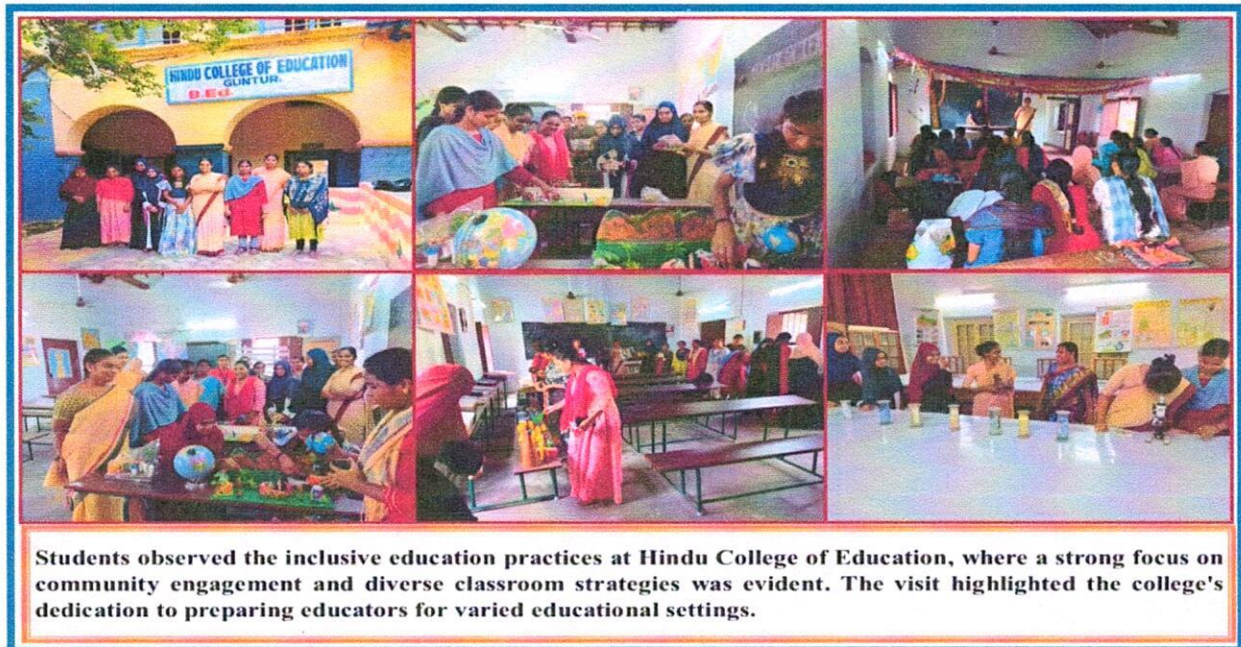
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### Students visited Andhra Christian College



Students observed the dynamic academic environment at Andhra Christian College, where innovative teaching methods and an interdisciplinary curriculum were highlighted. The visit showcased the college's emphasis on fostering critical thinking and creativity among students.

### Students visited Hindu College of Education



Students observed the inclusive education practices at Hindu College of Education, where a strong focus on community engagement and diverse classroom strategies was evident. The visit highlighted the college's dedication to preparing educators for varied educational settings.



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## Report for 2021-22

### Field visit to Special schools to learn inclusive practices:

A field visit to special schools was conducted to gain insights into inclusive educational practices that support diverse learners. Participants observed how these schools implement tailored strategies, adaptive technologies, and specialized resources to accommodate students with varying needs. The visit highlighted the importance of creating an inclusive environment where all students, regardless of their abilities, can thrive. Through direct engagement with educators and students, participants gained a deeper understanding of the challenges and successes associated with inclusive education. This experience provided valuable perspectives on how to implement inclusive practices in broader educational contexts, promoting equity and access for all learners.



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## Report for 2020-21

### Field visit to Schools to Conduct Awareness program on Health and Hygiene

A field visit to various schools was organized to conduct an awareness program on health and hygiene. During the visit, students actively participated in interactive sessions where key topics such as personal hygiene, nutrition, and disease prevention were discussed. The program aimed to educate students on the importance of maintaining good health practices in their daily lives. Engaging activities and demonstrations were used to reinforce the messages, ensuring that students could apply the knowledge in practical ways. This initiative not only raised awareness but also empowered students to make healthier choices and contribute to a cleaner and healthier school environment.



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## Report for 2019-20

### Field visit to Schools for interact with students' community

A field visit to schools was organized to facilitate interaction between students and the wider student community. During the visit, students engaged in meaningful discussions and activities with their peers from different schools, fostering a sense of camaraderie and mutual understanding. This interaction provided a platform for exchanging ideas, experiences, and perspectives on various academic and social topics. It also helped build communication and teamwork skills, promoting a collaborative learning environment. The visit strengthened the bonds within the student community, encouraging a more inclusive and supportive atmosphere across schools.



A field visit to schools was organized to facilitate interaction between students and the wider student community.

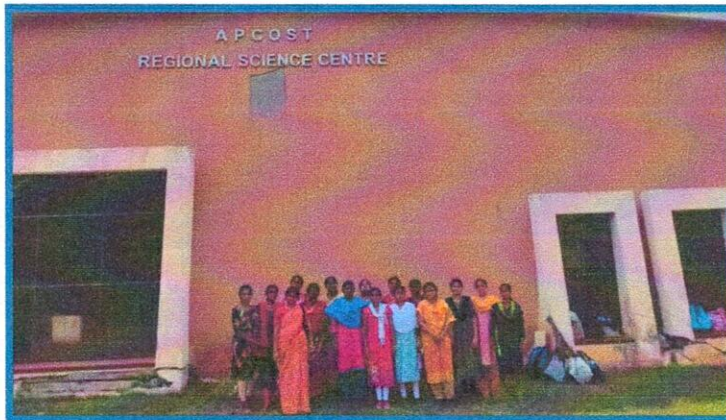


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## Report for 2018-19

### Educational excursion to Regional Science Centre

An educational excursion to the Regional Science Centre was organized to provide students with hands-on learning experiences in science and technology. During the visit, students explored interactive exhibits, participated in demonstrations, and engaged with various scientific concepts in a practical setting. The excursion offered a unique opportunity for students to deepen their understanding of subjects like physics, biology, and environmental science through real-world applications. By observing and interacting with the exhibits, students were able to connect theoretical knowledge from the classroom with tangible experiences, fostering a greater appreciation for science and its role in everyday life.



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## 6. Conducting Outreach/ Out of Classroom Activities

Report for 2022-23

### Visit to A Unit of Disciples of Divine Master Society

Students visited A Unit of the Disciples of Divine Master Society, where they actively participated in the service activities carried out by the organization. Engaging with the community, they contributed to various initiatives aimed at providing care and support to those in need. The experience offered students a deeper understanding of the society's mission and the impact of compassionate service on individuals and communities. Through hands-on involvement, they witnessed the dedication and commitment required to make a meaningful difference in the lives of others.



Students engaged in service activities during their visit to A Unit of the Disciples of Divine Master Society, contributing to various community support initiatives.



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## Report for 2021-22

### Outreach Activities at nearest slums

Students participated in outreach activities at nearby slums, where they engaged directly with residents to provide support and assistance. The activities included distributing essential supplies, offering educational resources, and conducting health awareness sessions. This hands-on involvement allowed students to understand the challenges faced by the slum communities and the importance of community-driven efforts in addressing their needs. The experience highlighted the value of direct engagement and empathy in making a positive impact on underserved populations.



Students participated in outreach activities at local slums, distributing essentials and providing educational resources. The engagement highlighted their commitment to supporting and uplifting underserved communities.



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## Report for 2020-21

The year 2020-21 was marked by a complete lockdown due to the Covid-19 pandemic, leading to outreach activities being conducted in accordance with the SOPs issued by district authorities. Recognizing the impact of remote learning on school students, student-teachers volunteered to support them through the "Each One Teach One" program. They provided one-to-one remedial teaching, either through online platforms or in-person interactions, to help bridge the educational gap caused by the lack of face-to-face learning.

## Report for 2019-20

On November 18, 2019, a remedial teaching program was conducted for marginalized girls residing at a welfare hostel. Student-teachers were assigned small groups of five to six students, providing mentorship in Mathematics and English Grammar. To make learning engaging and effective, they used worksheets, simple games, and interactive activities to foster interest and reinforce fundamental concepts.



**Student-teachers conducted a remedial teaching program for marginalized girls at a welfare hostel, focusing on Mathematics and English Grammar. Through engaging worksheets and interactive games, they helped clarify basic concepts and fostered a positive learning environment.**



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## Report for 2018-19

During the 2018-19 academic year, students organized a remedial teaching program for marginalized girls living in a welfare hostel. Student-teachers were assigned small groups of five to six students, offering focused mentorship in Mathematics and English Grammar. They utilized worksheets, simple games, and interactive activities to make learning engaging and effective, aiming to spark interest and reinforce key concepts.



Student-teachers conducted a remedial teaching program for marginalized girls at a welfare hostel, focusing on Mathematics and English Grammar. Through engaging worksheets and interactive games, they helped clarify basic concepts and fostered a positive learning environment.



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## 7. Community Engagement

### Report for 2022-23

#### Visit to Old age home

A visit to an old age home was organized, where students took the initiative to distribute clothes and groceries to the residents. This gesture was aimed at providing essential supplies and bringing comfort to the elderly community. The visit not only fulfilled material needs but also offered emotional support through meaningful interactions, as students spent time listening to stories and engaging with the residents. The experience was deeply enriching, fostering empathy and a sense of social responsibility among the students, while also bringing joy and a sense of connection to the elderly residents.



### Report for 2021-22

During the 2021-22 academic year, a visit to an old age home was organized, where students took the initiative to distribute clothes and groceries to the residents. This effort aimed to provide essential supplies and offer comfort to the elderly community. The visit not only addressed material needs but also provided emotional support, as students spent time engaging with the residents, listening to their stories, and connecting on a personal level. The experience was profoundly enriching, enhancing students' empathy and social responsibility while bringing joy and a sense of companionship to the elderly residents.



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### Report for 2020-21

Due to the lockdown restrictions, outdoor group activities for community engagement were not possible. Instead, students worked individually or in small groups, adhering to Covid-19 protocols, to continue their contributions and support.

### Report for 2019-20

In this social activity, students provided assistance to those in need by serving sick individuals, supporting senior citizens, aiding students with academic challenges, and engaging disabled students in art and craft activities. Additionally, they volunteered at charitable organizations, visiting orphanages and homes for the aged, where they spent quality time interacting with the residents and contributing to their well-being.

### Report for 2018-19

Students volunteered at various NGOs dedicated to community service, where they assisted needy students with their studies and supported senior citizens in homes for the aged. Additionally, they taught art and craft activities to children living in orphanages, enhancing their creative skills and providing a positive outlet for self-expression.



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## 8. Facilitating Inclusive Education

All students study Inclusive Education in the course "Creating an Inclusive School," where they explore the challenges faced by diverse learners and learn about effective remedial measures. The course covers legal and educational provisions related to inclusivity, and gallery walks are organized to facilitate learning through interactive displays. In the "Learning and Teaching" course, students gain a thorough understanding of dyslexia, dysgraphia, and dyscalculia, and acquire strategies to support learners with these conditions. Additionally, specific programs related to these topics are held to further enhance their knowledge and skills.

### Report for 2022-23

Students completed a MOOC on Life Skills with a focus on Facilitating Inclusive Education, which provided them with practical strategies and insights for creating supportive learning environments for all students. The course covered essential skills such as adaptive teaching techniques, effective communication, and understanding diverse learning needs. It emphasized the importance of inclusivity in education and equipped students with tools to address the challenges faced by learners with varying abilities, fostering a more equitable and engaging educational experience.



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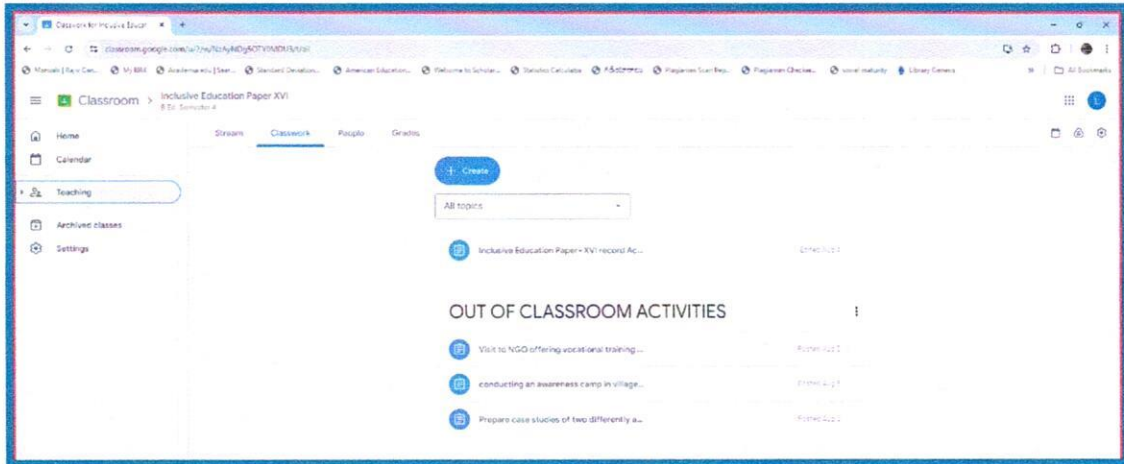
## Report for 2021-22

An observation of special schools was conducted to gain insights into inclusive educational practices that support diverse learners. Participants examined how these schools employ tailored strategies, adaptive technologies, and specialized resources to meet the needs of students with varying abilities. The visit underscored the importance of fostering an inclusive environment where every student can thrive, regardless of their abilities. Engaging directly with educators and students, participants gained a comprehensive understanding of the challenges and successes of inclusive education. This experience offered valuable perspectives on implementing inclusive practices in broader educational settings, enhancing equity and access for all learners.

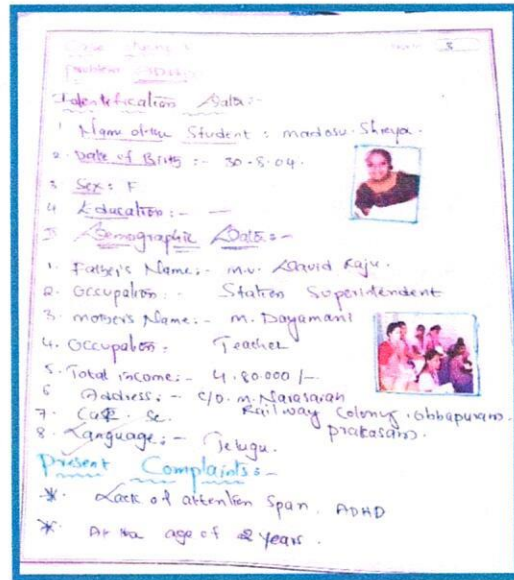
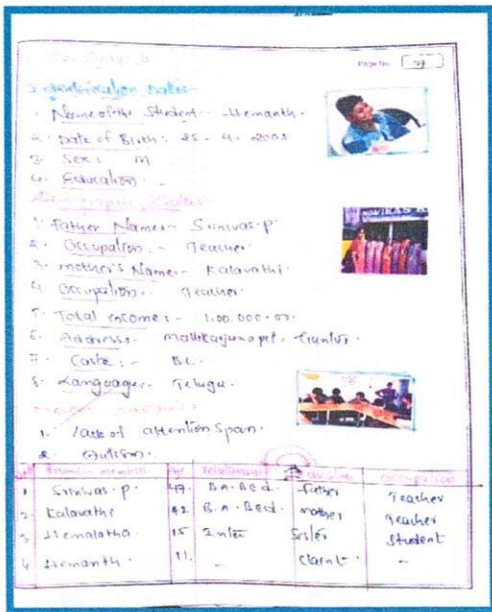


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## Report for 2020-21




Inclusive Education Paper XVI enhances understanding of students with special needs by integrating Google Classroom for out-of-classroom activities. This approach allows educators to extend learning beyond traditional classroom boundaries, providing students with flexible, accessible resources tailored to their individual needs. Through Google Classroom, teachers can design inclusive assignments, share instructional materials, and engage students in interactive discussions, fostering a collaborative learning environment. These out-of-classroom activities help reinforce the principles of inclusive education by ensuring that all students, including those with special needs, can participate fully and meaningfully in their education.

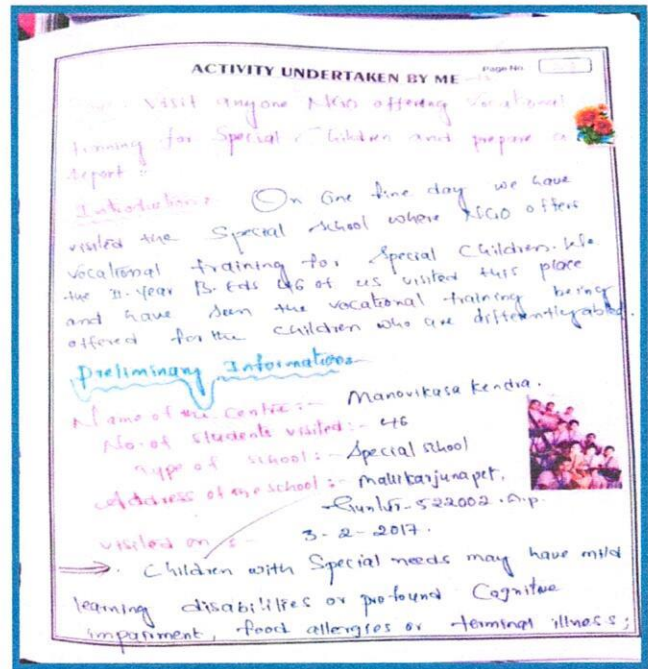
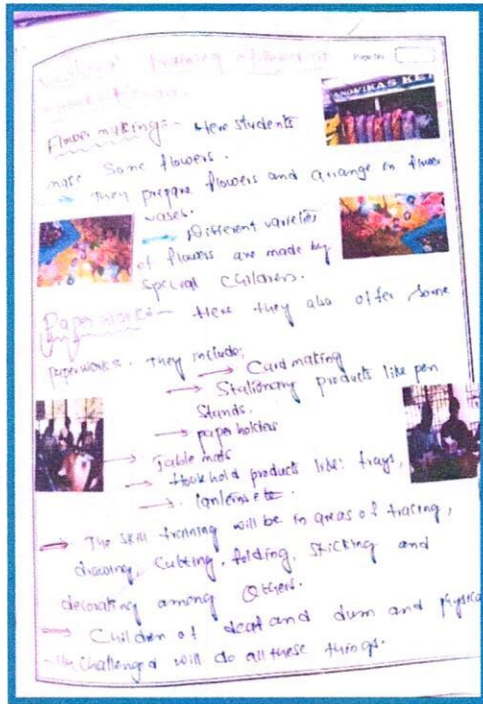


Inclusive education case study records



  
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## Report for 2019-20



Students visited an NGO that offers vocational training for children with special needs, providing a unique opportunity to witness firsthand the impact of inclusive education in a real-world setting. During the visit, they observed various vocational programs tailored to the abilities and interests of special children, such as arts and crafts, computer skills, and other hands-on activities designed to enhance their independence and employability. This experience allowed the students to gain a deeper understanding of how vocational training empowers children with special needs, helping them build confidence, develop practical skills, and prepare for future employment. The visit also emphasized the importance of supporting and advocating for inclusive practices in educational and professional environments.



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## Report for 2018-19

In the academic year 2018-19, students visited an NGO that offers vocational training for children with special needs, providing a unique opportunity to witness firsthand the impact of inclusive education in a real-world setting. During the visit, they observed various vocational programs tailored to the abilities and interests of special children, such as arts and crafts, computer skills, and other hands-on activities designed to enhance their independence and employability. This experience allowed the students to gain a deeper understanding of how vocational training empowers children with special needs, helping them build confidence, develop practical skills, and prepare for future employment. The visit also emphasized the importance of supporting and advocating for inclusive practices in educational and professional environments.



In the academic year 2018-19, students visited an NGO providing vocational training for children with special needs, witnessing inclusive education in action. The visit highlighted the empowerment and skill development of special children through tailored vocational programs.



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## 9. Preparing Individualized Educational Plan (IEP)

Under the guidance of Prof. T. Swarupa Rani, students engaged in the preparation of Individualized Education Programs (IEPs), which are comprehensive written statements detailing the educational strategies tailored to meet the specific needs of students with special needs. Prof. T. Swarupa Rani provided valuable mentorship, elucidating the various critical aspects of IEPs, including goal setting, instructional methods, assessment criteria, and the specific support services required to ensure the student's academic success. This exercise allowed students to gain practical experience in designing effective educational plans that offer personalized support, ensuring that each student's unique needs are met in a structured and systematic manner.



Students, under the mentorship of Prof. T. Swarupa Rani, prepared Individualized Education Programs (IEPs) to address the unique needs of special children. The session provided hands-on experience in crafting tailored educational strategies.



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