



St. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

Meenangadi P.O. Wayanad, Kerala, 673577, Affiliated to University of Calicut, Recognized
by NCTE and ISO Certified

1. Preparation of Lesson Plans

Technology engages students because it is interactive, which is an essential component of every lesson plan, regardless of whether students work individually or in groups. Including ICT resources in a lesson plan encourages students to learn and retain material better by making learning more dynamic, interesting, and enjoyable for them. In order to engage students in the classroom during practice teaching in Semester 3, student instructors include ICT into the lesson plan. A digital lesson plan creation session is offered in semester four. All things considered, an ICT integrated lesson plan assists student teachers in giving their pupils a more dynamic, interesting, and successful learning experience.

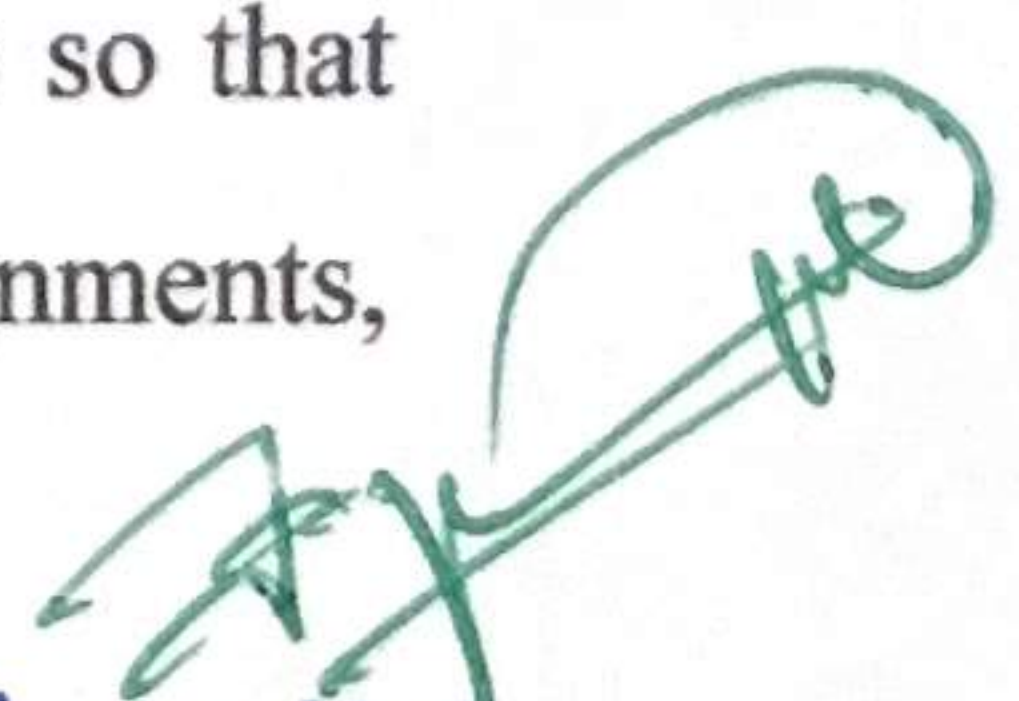
2. Developing Assessment Tools for both Online and Offline Learning

Both online and offline learning require the use of assessment tools because they enable instructors to gauge their students' comprehension of the subject matter and modify their instruction accordingly. Teachers and students use resources like Google Classroom to evaluate all the activities that are part of the course. Also, when the students take the Achievement test as part of the school internship, the evaluation process is done in the Microsoft Excel sheet. It converts children's marks to grades and analyses them graphically. Also, various evaluation forms are recorded through Google Forms throughout the B. Ed. Period. During the covid period most of the assessments were conducted through Google Classroom by teacher educators and student teachers in internship.

3. Effective Use of Social Media/ Learning Apps/ Adaptive Devices for Learning

Additionally, social media and learning apps helped student teachers create engaging lessons for their students. Student teachers employed sophisticated tools like WhatsApp, Google Classroom, Zoom, and Google Meet to increase learning outcomes and teacher-student communication. When teaching during the COVID pandemic, these were really helpful to the student teachers. The student teachers were able to have real-time communication with their students using WhatsApp. Every class now has a WhatsApp group that they set up so that students may communicate and exchange vital information including schedules, assignments,




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

and progress reports. These were also utilized in one-on-one conversations between instructors and students to address concerns or offer criticism on homework. Zoom and Google Meet were the platforms used for the online classes. By doing this, the student instructors were able to communicate with the students, deliver lessons in real time, and create an interactive learning environment that mimicked the feeling of being in a traditional classroom. Presenting slideshows or other instructional materials was made simple by the teachers' sharing of their screens during these sessions. Assignments, lesson plan submissions, and online classes were all managed via Google Classroom. This allowed the student teachers to assign and gather homework, give comments on student projects, and interact with students in real time. Additionally, it functioned as a single repository for teaching notes and resources, giving students easy access to all pertinent data.

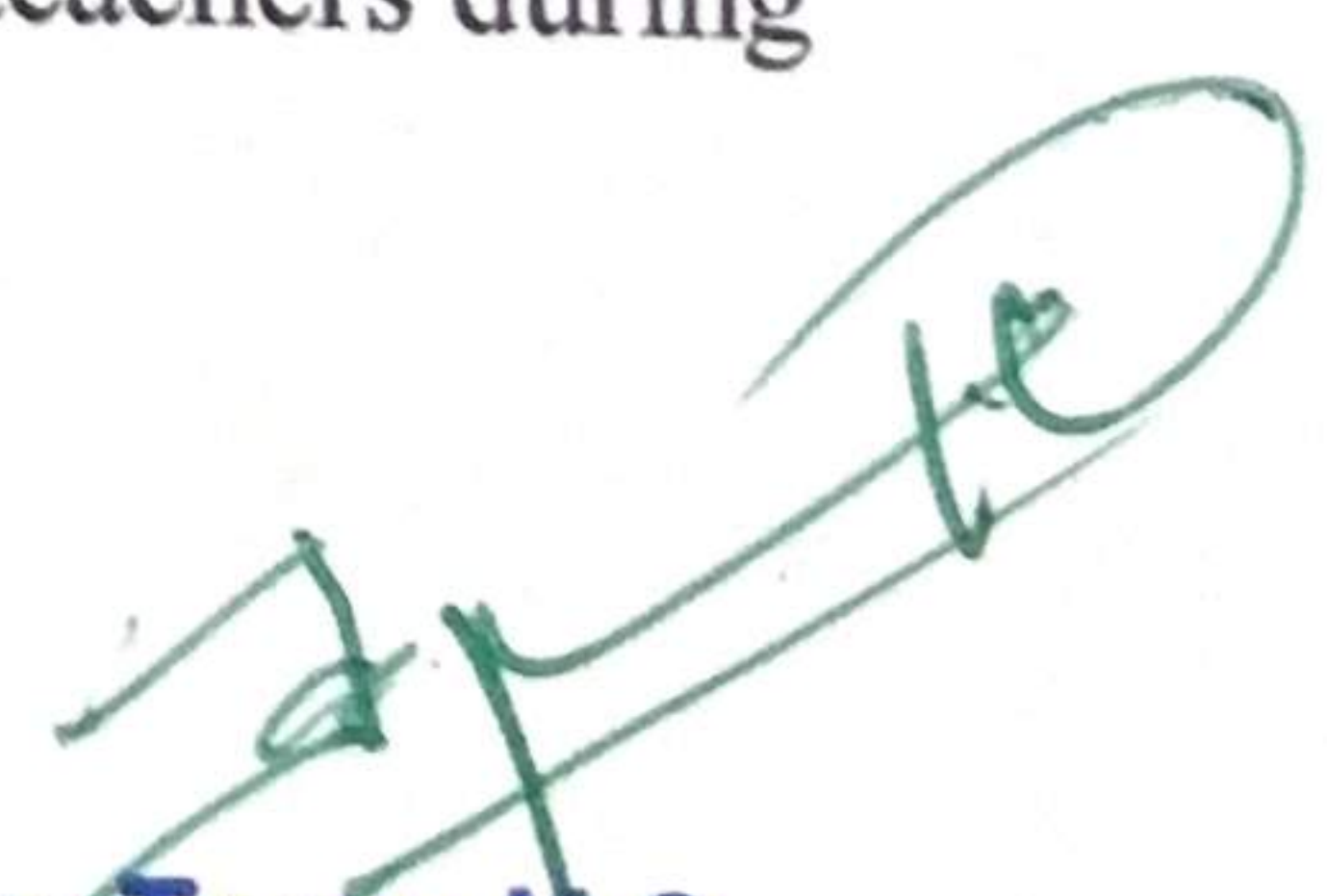
4. Identifying and Selecting/ Developing Online Learning Resources

The student teachers mainly depended on the making and usage of PowerPoint presentations, videos, audio clips, e-portfolios/websites, and other materials to conduct classes, both in the online and offline modes. In order to assist students, understand concepts and ideas in a way that is more engaging and memorable for them, the student teachers incorporated diagrams, photos, and other visual aids into their PowerPoint presentations. Teachers could make learning more interesting and immersive for students by using animations, multimedia, and other interactive features. They could also draw students' attention by incorporating movement, sound effects, and other components into the presentation. Student teachers developed e-portfolios, which were useful teaching aids. They added their creative practice teaching work to the portfolio. As a result, using blogs aided in their ability to communicate effectively, share resources, exercise critical thought, and hone their writing abilities.

5. Evolving Learning Sequences (learning activities) for Online as well as Face-to Face Situations

For evolving learning activities for online as well as face-to-face situations, different E-content was developed by student teachers. The E-content was designed to engage learners and make the learning experience more enjoyable and interactive, by incorporating multimedia elements such as videos, animations, and images, as well as interactive activities such as quizzes and games. The E-content developed was implemented by the student teachers during their practice teaching and ICT Workshops.




Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad



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Sample evidence showing the tasks carried out for each of the selected response

1. Preparation of Lesson Plans

The image shows two screenshots related to lesson plan preparation. The top screenshot is from Scribd, displaying a lesson plan template titled 'INQUIRY TRAINING MODEL'. The template includes fields for teacher name, student name, subject, unit, and topic. The subject is 'PHYSICS' and the topic is 'VELOCITY'. The template also lists objectives and teaching-learning activities.

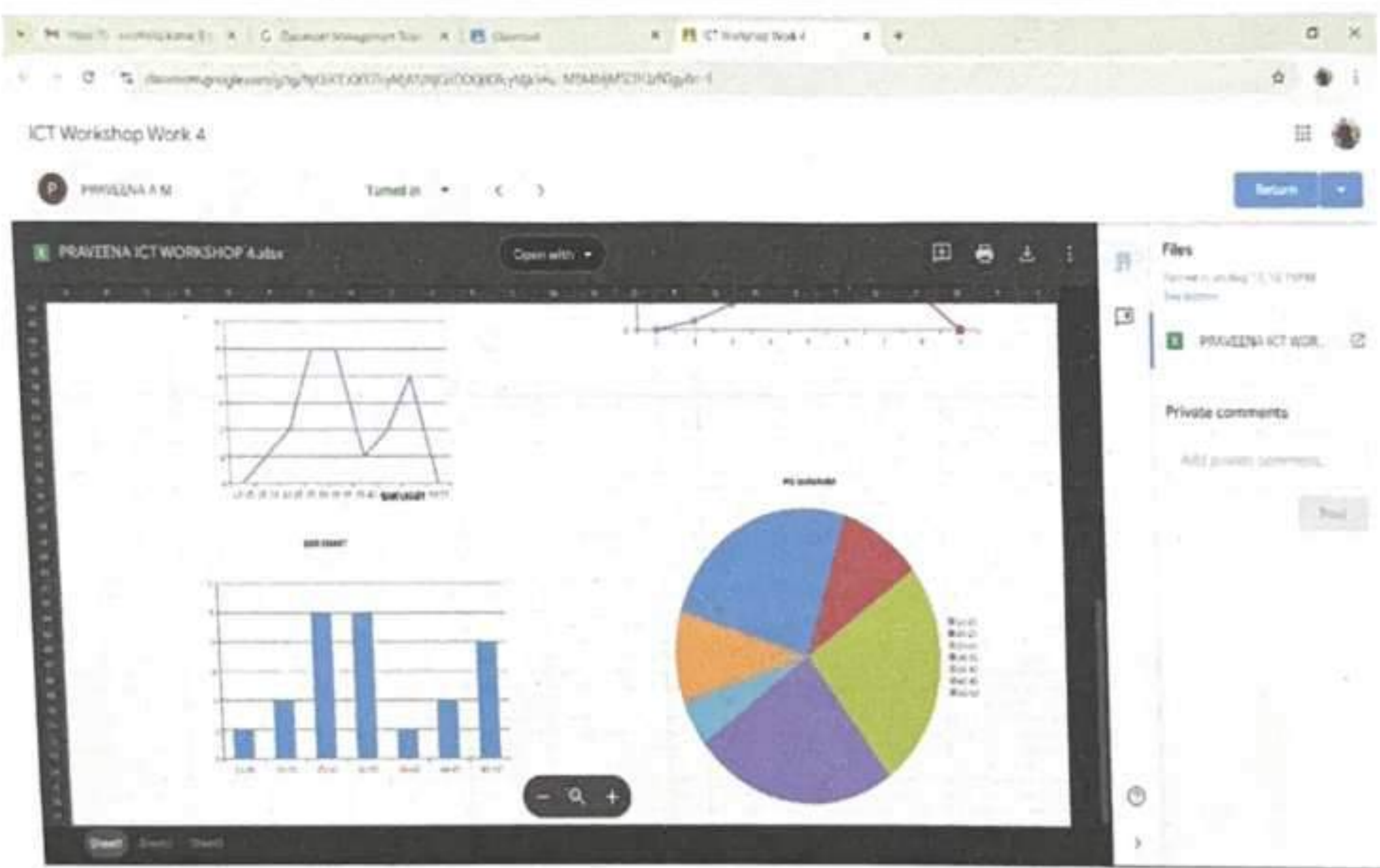
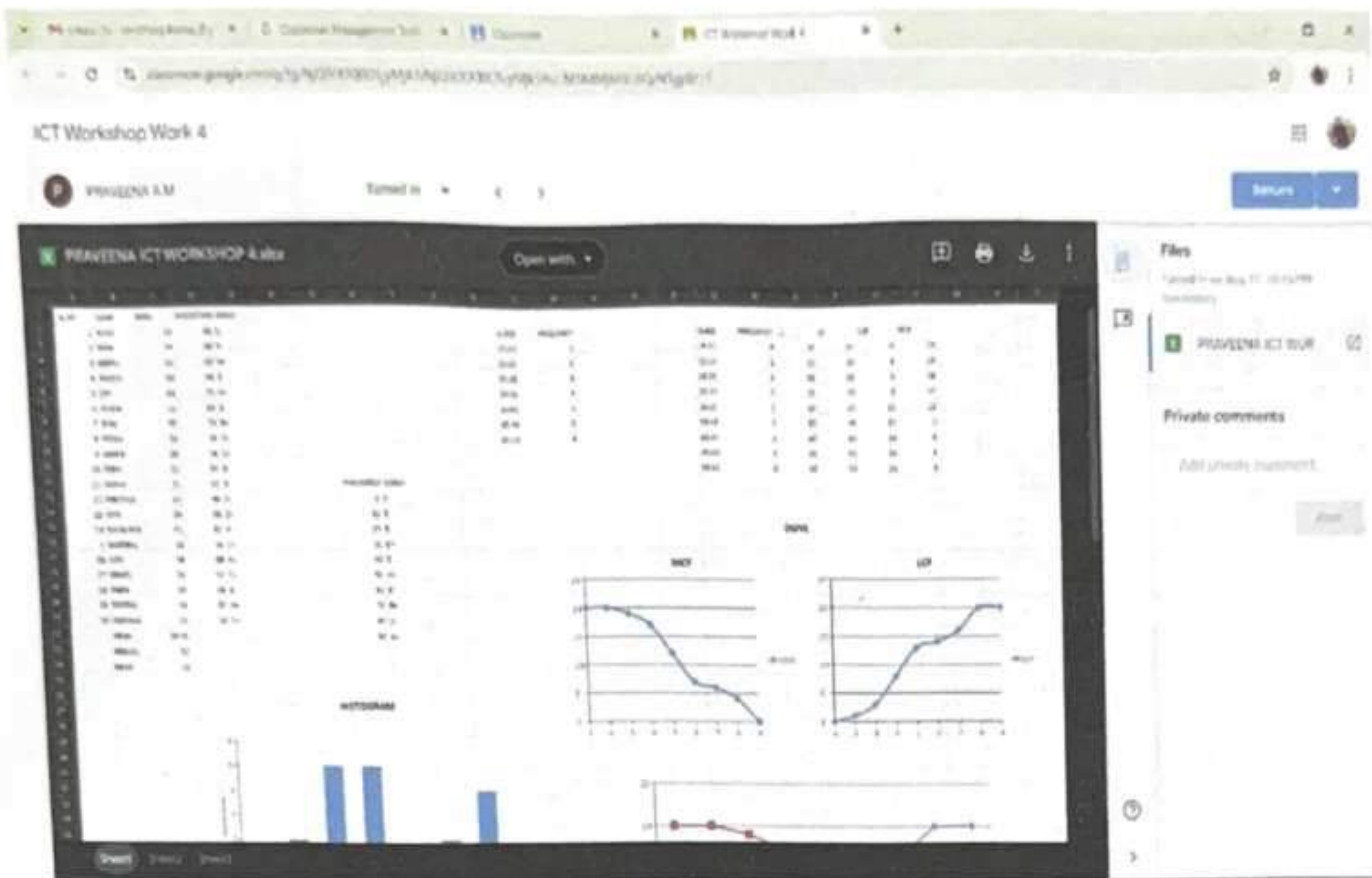
NAME OF THE TEACHER	JIMINI SABI B	Standard	VIII
NAME OF THE STUDENT	P.P. ADARSHAN	Division	18
SUBJECT	PHYSICS	Strength	50
UNIT	motion	Duration	45 minutes
TOPIC	VELOCITY	Date	

The bottom screenshot shows a Google Drive interface with a file named 'Lesson plan 1.pdf'. The file is open in a viewer, showing a handwritten lesson plan for the topic 'VELOCITY'. The lesson plan includes a title, objectives, and a list of activities.



[Handwritten Signature]
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591

2. Developing Assessment Tools for both Online and Offline Learning

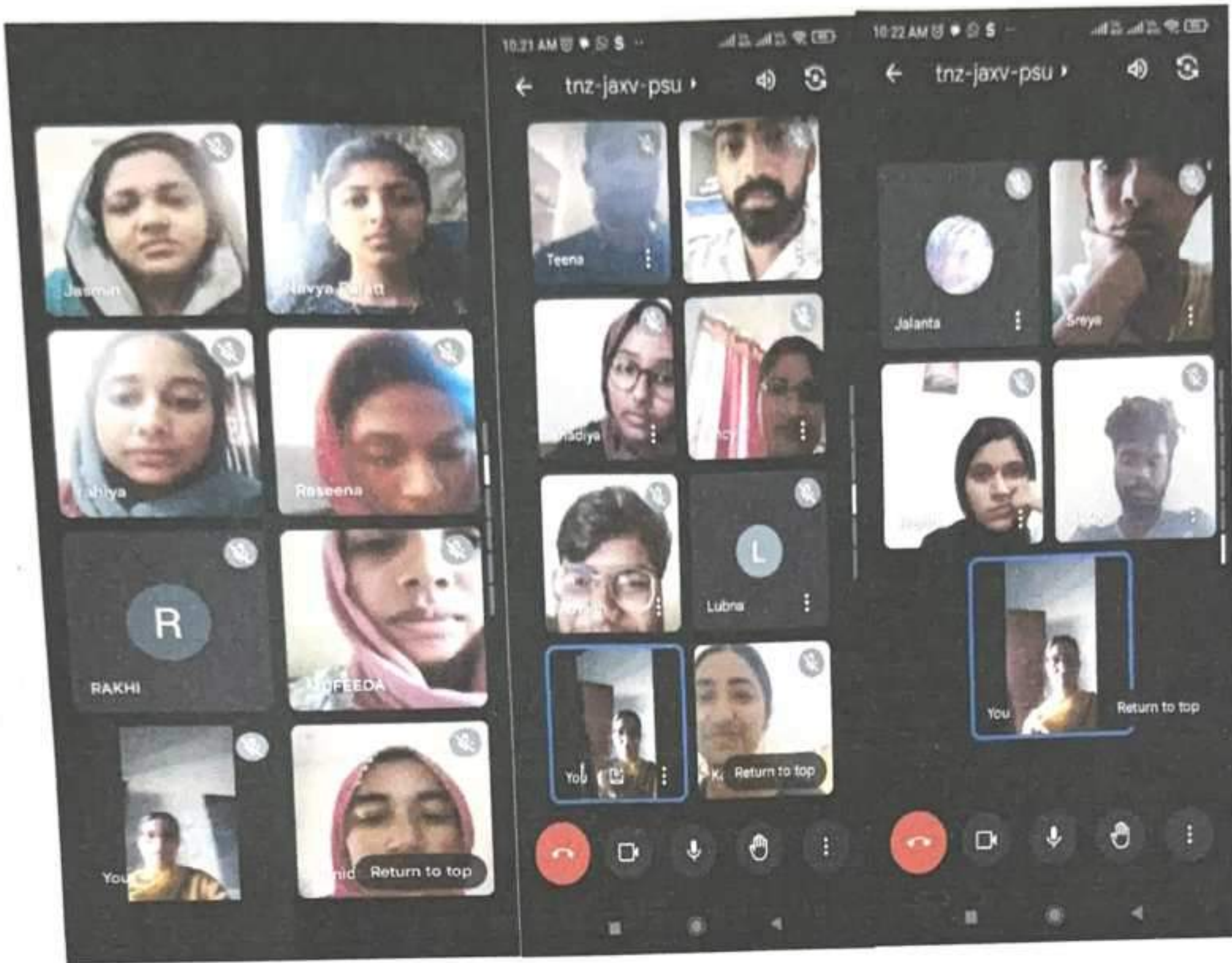


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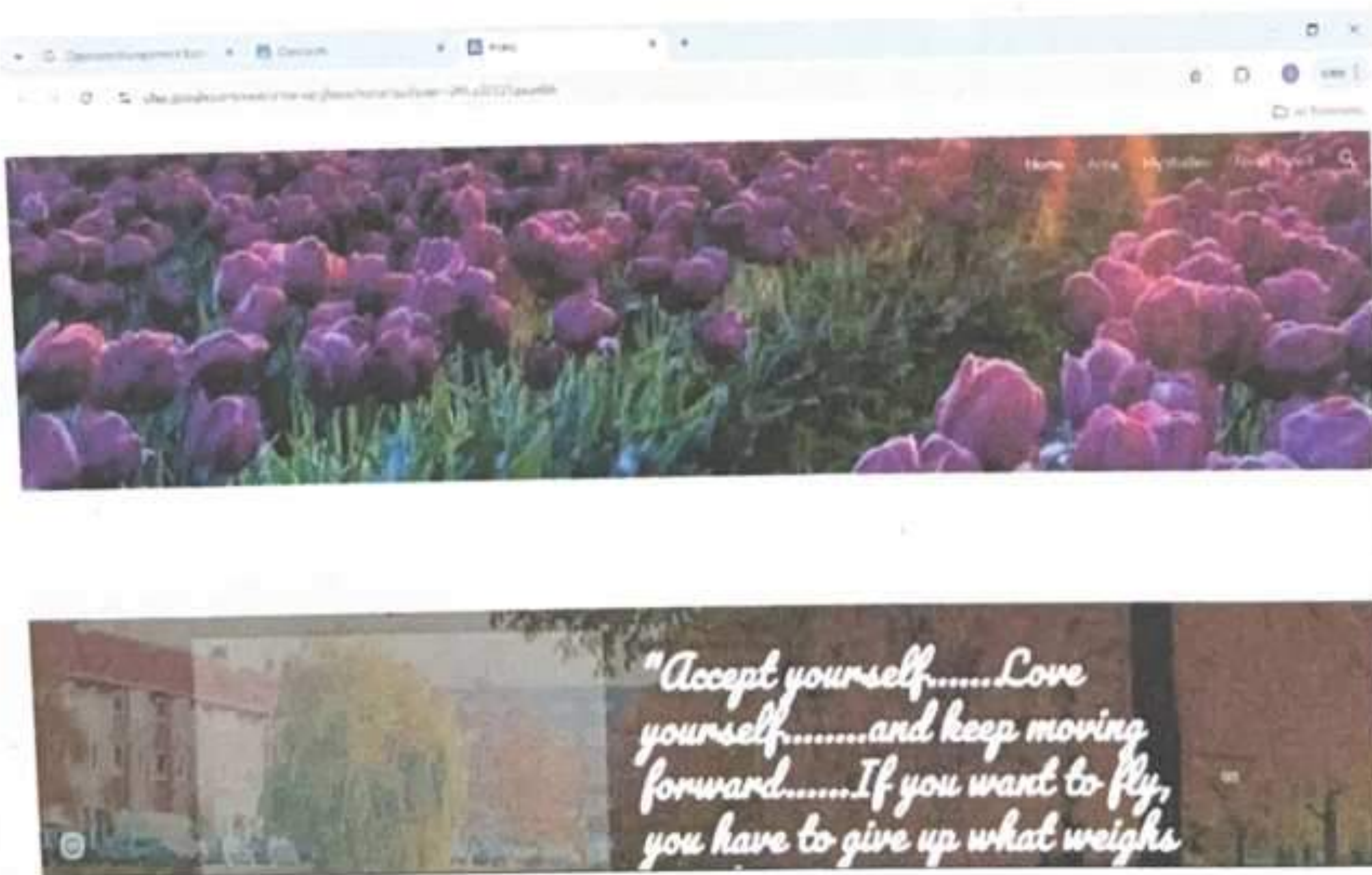


Dr. Tomy K.O.
PRINCIPAL
 St. Gregorios Teacher
 Training College Meenangadi
 Wayanad - 69591

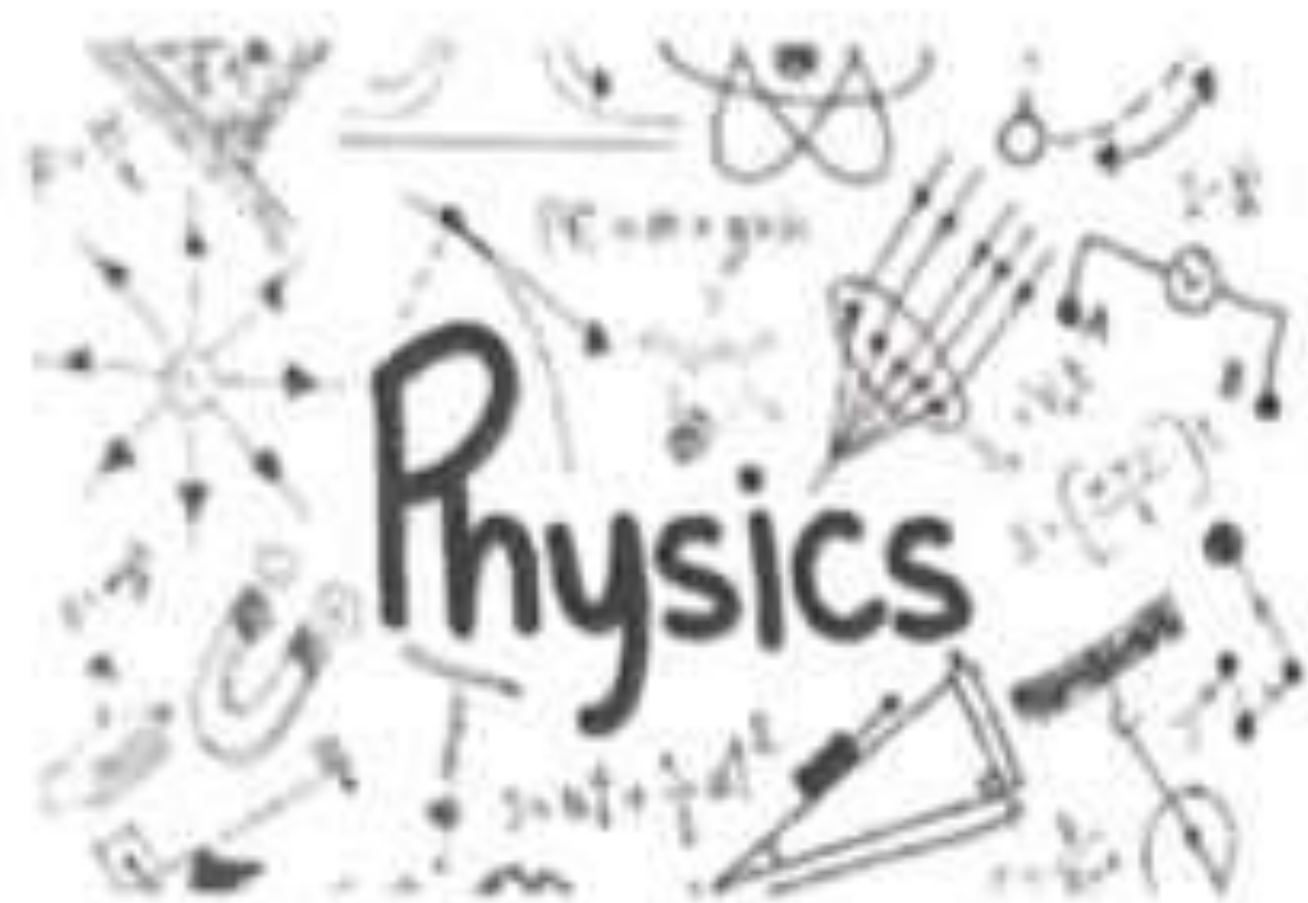
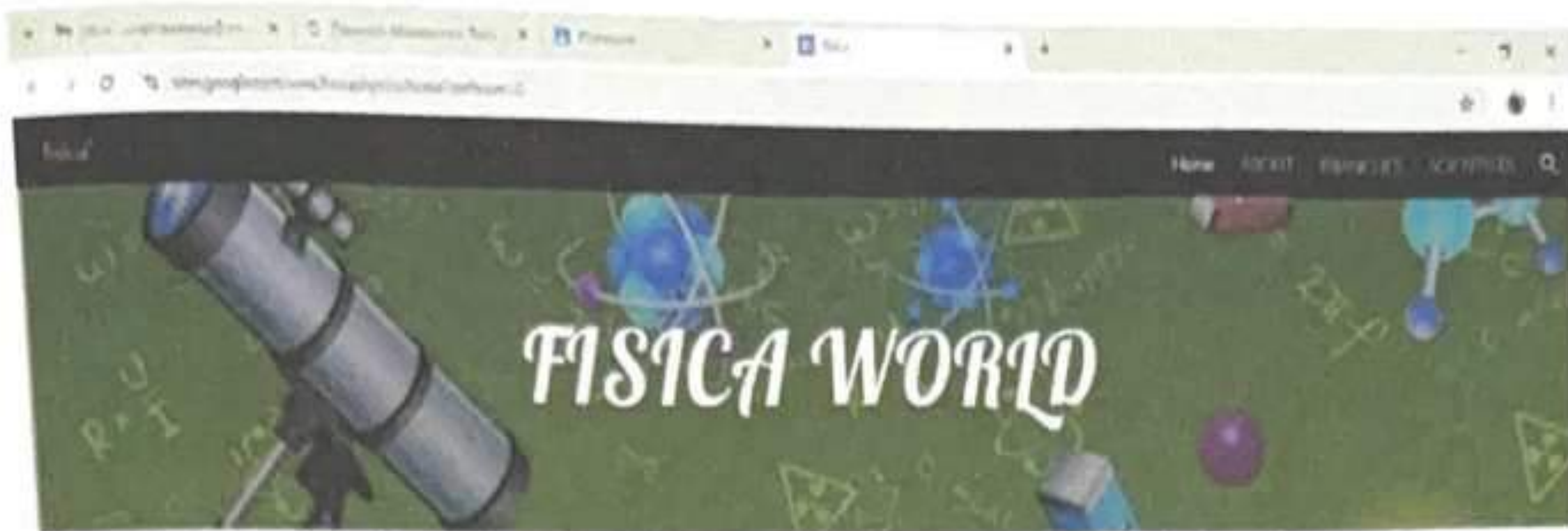
3. Effective Use of Social Media/ Learning Apps/ Adaptive Devices for Learning



4. Identifying and Selecting/ Developing Online Learning Resources



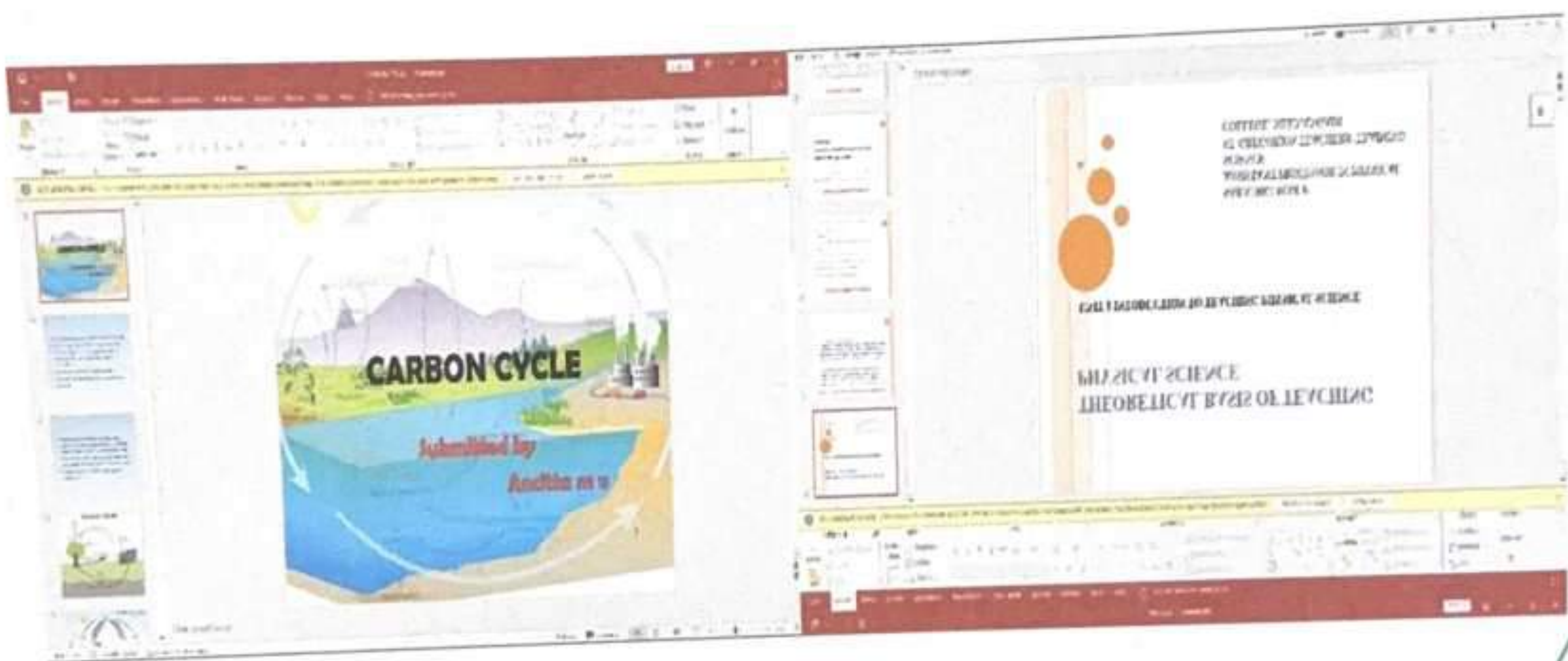
Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College, Meenangadi
Wayanad-673591



PHYSICS

Physics is a branch of science that studies how and why the universe works, from the smallest subatomic particles to the entire universe. It explores the structure of matter, how its fundamental constituents interact, and how matter and energy move through space and time. Physics is considered the basic science that underlies all the natural sciences and helps us understand the world around us.

5. Evolving Learning Sequences (learning activities) for Online as well as Face-to Face Situations



A handwritten signature in green ink, appearing to be 'Dr. Tomy K.O.', written in a cursive style.



Dr. Tomy K.O.
PRINCIPAL
St. Gregorios Teacher
Training College Meenangadi
Wayana 673591