



N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN

(AUTONOMOUS)

**Report on School Principal Orientation Programme on
Strategies for Effective Student Teaching Internship**

20th February 2020



School Principal Orientation Programme on Strategies for Effective Student Teaching Internship addressed by the Principal, Dr. S. Chamundeswari on 20th February 2020

The Programme started with a silent prayer and the Principal, Dr. S. Chamundeswari, welcomed all the heads and Teachers from Teaching Practice Schools and Faculty members of our College. She addressed that it was a great pleasure to welcome all the Heads and Teachers from schools who are

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important stakeholders of the College and whose contribution is very significant in improving performance of students.

Orientation on Strategies for Effective Student Teaching Internship

Principal oriented about the strategies adopted by the College for effective teaching practice schedule. She addressed that teaching as a profession is formally the job of talented and trained people in the field of education who are saddled with all pedagogical principles and practices and mandate to ensure the all-round development of the learners at all levels of education. Teaching is a complex process; its' basic elements include: objectives, content, methodology, assessment, the personality of the teacher and the quality of the learner. The health and wealth of any nation are anchored on its education; and thus the success of any education however, depends largely on the quality of teachers. The teacher is seen as an agent of innovation and the fulcrum on which the success or failure of any education rotates.

The teacher is the most indispensable factor in the school system; and without the effective teacher, even if all other things are provided, it would be very hard if not impossible, to reach the desired aims and objectives of the school and this is because no education can rise above the quality of its teachers.

The teacher's real effectiveness involves knowledge of what to teach, how to teach it, when it should be taught, whom is to be taught, why it is taught and even where to teach. It is heart aching that quite often those who found themselves in the class whether trained or untrained crop of teachers merely feel that all that is necessary in teaching is knowledge of the subject matter. But as we shall see from the sequel, teaching is more than just knowledge of the subject matter. It is more than standing in front of a class to recite some notes, discuss some ideas, demonstrate some principles, perform some experiments or transmit some information to pupils. Teaching is far more than doing. It is always concerned with human beings and the development of their minds and potentials. People differ in intelligence, aptitude, attitude, interest, motivation, needs, and temperaments, among others.



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Thus, what may interest one child may not interest the other. What may challenge one child may not challenge the other etc. This is the background of the complex nature of teaching. Therefore, the recognition and appreciation of this fact of individual differences is the first step in teaching effectiveness. Besides, it is fallacious to think of teaching as something involving two discrete activities - content and method. Good and effective teaching is a fusion of both and even more in the stream of academic/pedagogical principles & practices on the round table of understanding, knowledge, memory and wisdom.

Planning for Effective Student Teaching Internship



Principal addressed that the first step in effective teaching is effective planning. In planning any reasonable course of instructing, there are many questions that come to mind, but the four basic ones we must not forget are: 1. What are the educational goals to be reached? (i.e. objectives - Why am I to teach?) 2. What educational experiences are to be provided in order to attain the objectives (i.e. content - what am I to teach?

How can these educational objectives be organized? (i.e. method - How do I teach?)
4. How could these objectives be determined whether they are reached? (i.e.



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evaluation~ How, can I know or prove that these objective are attained?). The above raised questions point out the interrelatedness of the 4 basic elements of the curriculum. Thus: contents, objectives, method and evaluation.

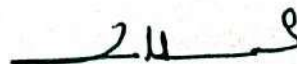
Thus Principal having oriented the complexity of teaching, discovered the vitality of planning for teaching, using suitable strategies and shunning things that needs to be avoided for the sake of reaching educational objectives for the all-round development of the learners; Principal emphasized that it is evidently clear that the teacher who fails to plan for teaching has simply plan to cheat the students, the employers, the parents and the society at large.

She highlighted the Teaching Internship Schedule for each semester and the preparations for each schedule undertaken by the Institution to enhance and ensure optimum teacher performance of students at their Internship Schools.

Dr. S. Chamundeswari, Principal, stressed on the norms to be followed for successful completion of the Teaching Internship Programme and highlighted the code of conduct and ethical professionalism to be followed by students while in schools and concluded that creating a climate hospitable to education in order that safety, cooperative spirit and other foundations of fruitful interaction prevail.

Principal addressed that the school mentors play a very important role in mending the teaching performance and behaviour of students and requested the Heads and Teachers to play a very active role in mending them and to be in close coordination with the College mentors. She informed that students have been insisted to be a part of all activities of the school and to be a active members of the Organizing Committee for all programmes scheduled by the Practice Teaching Schools. She highlighted that the discipline, knowledge, skills and values that are being imbibed in the students are going to determine their role and contribution in building the next generation of our country.

Suggestions for better teaching internship were welcomed from the Heads and Teachers from Internship Schools and discussed.



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Discussion on Feedback on Curricular Aspects from Heads of Practice Teaching Schools

The feedback on Curricular Aspects collected from Heads of Practice Teaching Schools was discussed and suggestions were recorded to be addressed and action taken during the upcoming academic year 2021-2022.

The session came to an end with a note of thanks and refreshments were served.

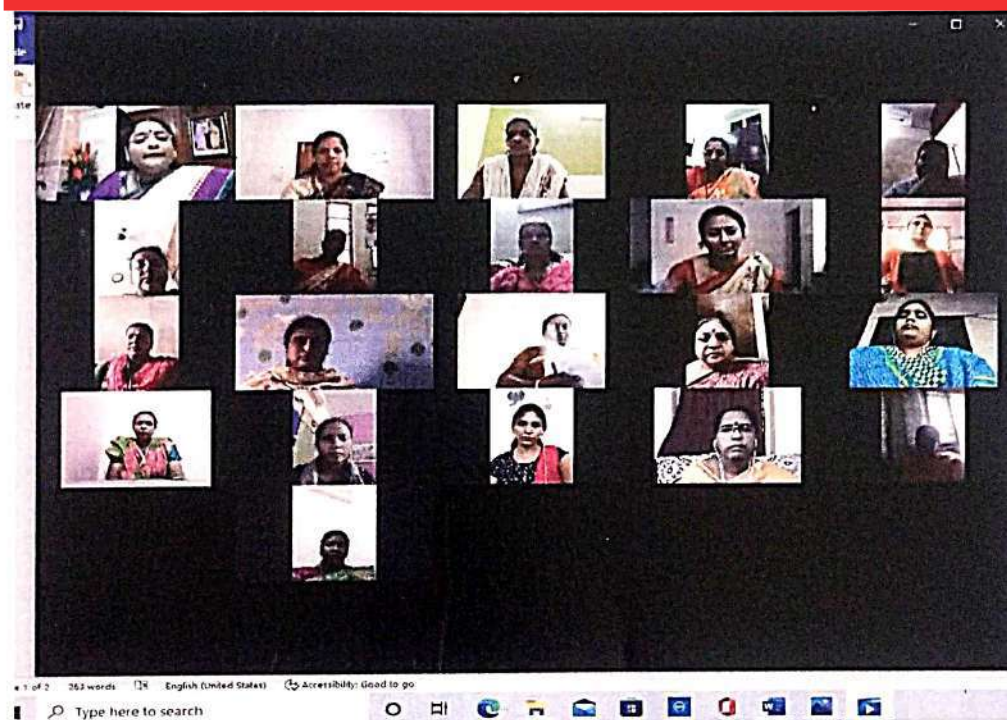


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**Report on Teacher Orientation Programme on
Developing Annual Pedagogical Plan
27th July 2020**



**Teacher Orientation Programme on Developing Annual Pedagogical Plan
addressed by the Principal Dr. S. Chamundeswari on 27th July, 2020**

The Programme was conducted online with a silent prayer and the Principal, Dr. S. Chamundeswari, welcomed all Faculty Members for the Teacher Orientation Programme on Developing Annual Pedagogical Plan.

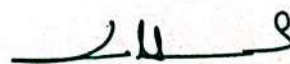
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She addressed that the Annual Pedagogical Plan (APP) is a forward looking strategic plan that is built on the identified needs and gaps of the College. Its broad and overarching structure provides ample flexibility to the College to cater to socio-economic and cultural contexts. It is a process-based planning exercise aimed at improving the learning experiences to ensure that all students learn and develop knowledge and skills required for the teaching profession. It is developed on a continuum of College improvement. The development of APP involves the following steps.



Step-1: Assessment of the Performance of the College during the Previous Academic Year (2019-2020)

The Principal discussed with Faculty members the outcomes of Stakeholder Feedback and Planning & Evaluation Committee Meetings to assess the performance of the College during the previous academic year and to understand the lacunae, found in all aspects, namely, Curricular, Teaching-Learning and Evaluation, Research, Consultancy and Extension, Infrastructural Facilities, Student Support and Progression, Governance, Leadership and Management and, Institutional Values and Best Practices. The feedback from stakeholders was discussed in detail with Faculty members in the presence of the IQAC coordinator, Dr. S. Malathi.



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Step-2: Plan for the upcoming Year

As Step-2, based on the analysis of strengths and weaknesses, the Principal along with the Dean of Academics and other Faculty members, chalked out plans for the upcoming year, addressing the gaps perceived by stakeholders during the previous year. Principal ensured that the plans are subtle, with an eye to develop a perspective of being an outsider, while working with it as an insider.

Step-3: Strategic Planning for Achieving Targets

After planning, Principal addressed the need to strategize or detail the steps and processes to strengthen the identified areas. The portfolios of all Faculty members were discussed and ensured so that Faculty members are clear with their responsibilities for delivering or acting on the proposed schedule of the College in line with the expected Programme and Course Learning Outcomes. All plans were discussed in detail and procedures for implementation were finalized.

Step-4: Timeline for Implementation

Based on the procedures, the Principal discussed and finalized the timeline for implementation of all schedules that were planned and required support was guaranteed at any stage.

Step-5: Expected Outcome

The Principal addressed that based on the design and the implementation of the Annual Pedagogical Plan, there are results which the College would expect to achieve. These results are the impact of the actions taken in Step-3. When detailing the impact, the focus was on student outcomes in line with the Vision, Mission and Value Framework of the College. Principal explicitly detailed the expected outcomes, as it provides deep insights into the design of the learning experiences.

Principal explained that if the plan is to add value to the College, implementation and impact of the plan must be reviewed once every quarter. The assessment can have a

two-fold impact, namely, assessing the impact of intervention and assessing the scope for improvement. In retrospect, the College will understand whether the plan has reached the intended targets detailed at the time of planning or need to be reviewed.

Certificate, Value Added and Self-Study Courses

Principal discussed and oriented about the Value added Courses offered by the Institution in collaboration with the Skill Training Partners and Certificate Courses offered for the benefit of the students at the Bachelor's and Master's Levels. The support extended by the College for students to take up Self-Study Courses was discussed and ensured upgradation of appropriate required facilities.

Human Values, Professional Ethics and Code of Conduct

The Principal oriented Faculty Members on the Human Values, Professional Ethics and Code of Conduct for Teaching Faculty members.

Human values help in understanding the attitude, motivation, behaviour, and also influence one's perception about the world. They enable the interpretation of "right and wrong" and provide the ways to understand humans and organizations.

Ethics is an activity which concerns with the investigation of moral values in moral issues. For a Teacher she should have an ethical as well as a social responsibility to herself, to her subordinates and to her society. The set of standards adopted by professionals is called as Professional ethics. Every profession like teaching, medicine, law etc has its own professional ethics. Professional ethics of a Teacher was discussed in detail. The Code of Conduct listed by the College to be followed by all Teaching Faculty members was also discussed in detail.

Thus, the Teacher Orientation Programme gave a clear picture of the design of the Annual Pedagogical Plan to be carried out for the academic year 2020-2021.

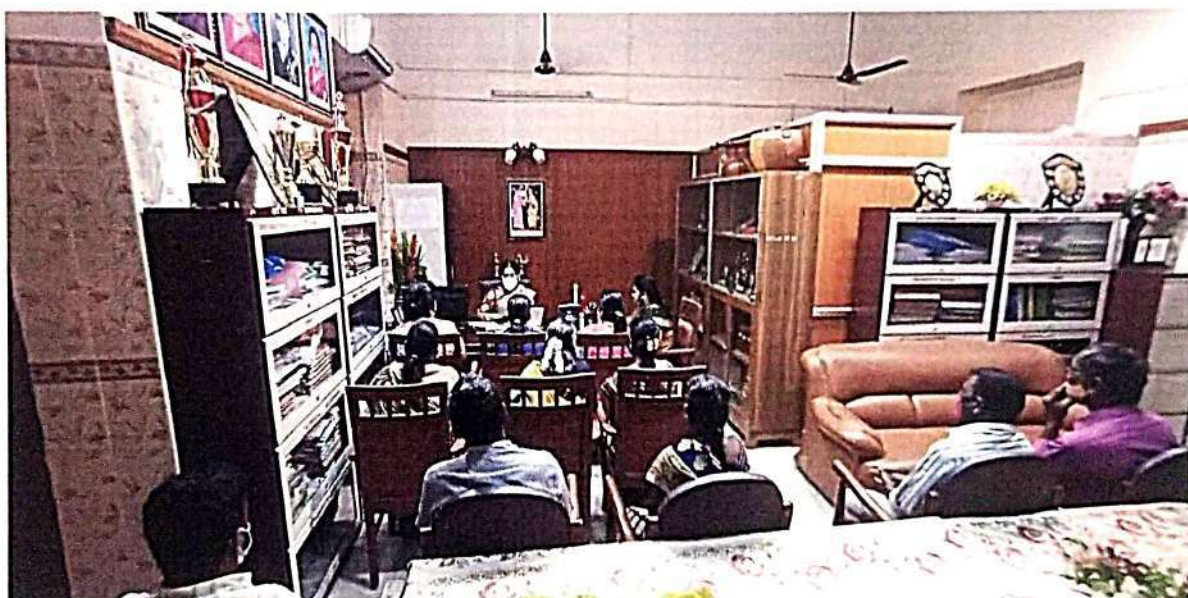


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**Report on Non-Teaching Staff Annual Orientation Programme
28th July 2020**



**Non-Teaching Staff Annual Orientation Programme addressed by the Principal
Dr. S. Chamundeswari on 28th July, 2020**

The Programme started with a silent prayer and the Principal, Dr. S. Chamundeswari, welcomed all Non-teaching Staff for the Annual Orientation Programme.

She thanked them profusely for all their support and cooperation in the conduct of all activities of the College and informed the safety measures to be followed by them during the pandemic situation.

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The Principal addressed that the Non-teaching personnel are those staff required to cater to the needs of students as well as to complement teachers' professional roles and responsibilities. The roles dawned by non-teaching personnel range in various forms depending on individuals' roles and students' specific needs. A professionally effective relationship between teaching and non-teaching personnel is essential to meet the diverse needs in the best interest of the students' community. For today's students, our approach should be moulded professionally. If we fail in satisfying the students' needs, the message carried by them may deteriorate the standard of the College.

The Principal oriented the Non-Teaching Staff on the following:

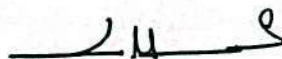
1. Professional Ethics

There are five Major Professional Ethics to be strictly adhered to by any employee. They are 1) integrity, 2) objectivity, 3) professional competence, 4) confidentiality and 5) professional behavior.

(i) Be Inclusive: The College personnel shall welcome, accept and mentor people from all walks of life not barring Demography, Socio-class, Economic Status, Culture, Nationality, Educational Level, Colour, Immigrant Status, Sex, Age, Physical Features, Family Status, Political Ideology, Religion, Mental and Physical prowess, and ability.

(ii) Be Considerate: The stakeholders depend on each other to produce the best talented students in a College. Wrong decisions will affect Colleagues and all others, and one must keep in mind and take into account all those consequences when making crucial decisions.

(iii) Be Respectful: It is fruitful to find a respectful fashion or attitude to deal with disagreement that ensues from frustration that erupts from time to time. Disagreement must not be allowed to transform into personal attacks in any circumstances. For people to be productive and create a professional ambience that people feel comfortable and



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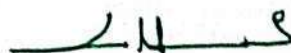
safe is essential. The College, deemed to be a temple of education shall hence provide such an ambiance.

(iv) Choose Your Words Carefully: Kind words do not cost much, yet they accomplish much. Usage of words that potentiates suppression must be averted in all circumstances since their implications are unacceptable. This includes, but is not limited to: Threats of violence, Insubordination, Discriminatory jokes and language, Sharing sexually explicit or violent material via Electronic devices or other means, Personal insults, especially those using racist or sexist terms, Unwelcome sexual attention and Advocating for or encouraging any of the above behaviour.

(v) Don't Harass Anybody: Differences of opinion and disagreements in most instances are unavoidable. What is important is that one should resolve the disagreements and differing views constructively. In general, if one is asked by someone to stop something, then one should stop. When one disagrees, one should try to understand why and reason it out.

(vi) Make Differences into Strengths: Academic strength is multi-faceted and multi-layered. Every individual from the differing and dissimilar path offers something unique and if culminated can potentially lead to compassing solutions. Hence, barring someone's views and opinions due to a lack of openness is a lost opportunity. As well, blame games and pointing others is a serious lack of professionalism. Work Environment Code of Conduct in a College includes providing equal opportunity, avoiding discrimination and harassment, maintaining safety, preventing substance abuse, stopping gambling, and maintaining privacy and good manners.

(vii) Avoid Conflicts of Interest: The reputation of the College is built upon the reputations of all its stakeholders and thus showcasing integrity is essentially the cornerstone of the College. Conflict of interests, however prevalent must be harnessed through open discussion that contributes to aforesaid integrity.



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(viii) **Protecting the Assets of the College:** The resources of the College in all its facets must be secured and kept fully functional by the stakeholders for the benefit of the stakeholders.

(ix) **Anti-Bribery and Anti-Corruption:** The reputation of the College lies in the trustworthiness of all its stakeholders in upholding the integrity in all spectra of functionality. Employees should always do their work fairly, honestly, and legally. The College employees should avoid accepting bribes and corrupt practices. Kickbacks and gifts in exchange for favors are also considered as indirect methods of corrupt practices.

2. Commitment to Professional Values

Professional values are those that set apart a professional from a layman, those that garner reputation and honor in one's profession. Some additional aspects of professional values besides those mentioned in this code are politeness, mutual admiration, discretion, focus on continuing professional development, and so on. Commitment to these values renders reputation and growth of an individual and in turn, the College. Therefore, the personnel of the College shall;

- (i) Function efficiently and diligently always conforming to rules and regulations
- (ii) Uphold the decorum of the established hierarchy in accepting honorary work
- (iii) Abhor from criminal activities and in case of any such legal proceedings, diligently notify the authority
- (iv) Abhor from politicizing under any circumstances for individual benefits or gains; as well keep away from associating with any activities/movements of any such agencies/parties or individual
- (v) Keep away from anti-secular inclinations and consequential participation as well as the enticement of any person in such activity that may disrupt the harmony and that which may cause damage to human dignity

(vi) Abhor from indulging in criticizing and validating the policies of the government

3. Code of Conduct for the Employees in the College

(i) Every Staff employed in the College shall discharge her/his duties efficiently and diligently and shall conform to the rules and regulations of the College.

(ii) No Staff employed in the College shall absent herself/himself from her/his duties without prior permission from her/his authorities. In the event of a medical emergency, however, a medical certificate to the satisfaction of the College authorities shall be produced within a week of taking leave.

(iii) No Staff employed in the College shall engage directly or indirectly in any trade or business. In the case of remunerative work, specific sanction of the College authorities, in writing, shall be obtained.

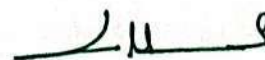
(iv) No Staff employed in the College shall send any application for employment to any other agency, except through the Secretary of the College.

(v) The relieving order of the Staff shall be open to the College Committee and they can decide on the same.

(vi) When a Staff employed in the College seeks to accept honorary work without detriment to her/his duties, prior permission of the Secretary, in writing, should be obtained.

(vii) A Staff employed in the College, when involved in criminal proceedings, should inform the committee of such proceedings.

(viii) No Staff employed in the College shall engage herself/himself in any political activity. She/He shall not associate with any political party or any organization, which takes part in politics or subscribe to, or assist in any other manner, any political movement.



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(ix) No Staff employed in the College shall contest or participate in or canvas for any candidate in any election.

(x) No Staff employed in the College shall bring or attempt to bring any political or other influence on her/his superior authority in respect of her/his individual service interests.

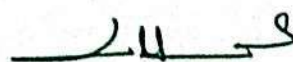
(xi) No Staff employed in the College shall engage herself/ himself nor participate in any activity, which is anti-secular or prejudicial to the Sovereignty and Integrity of India, or that which involves contempt of court, defamation or incitement to an offence.

(xii) No Staff employed in the College shall indulge in any criticism of the policies of the Government either directly or indirectly or participate in activities, which bring disrespect to the Government.

4. Friendly and Co-Operative Relationship

The efficacy of a team in a participative environment bears many fruitful results than individualism. Upholding professionalism in all aspects could be even more effective through cooperation and harmonious ambiance. The personnel of the College shall therefore uphold professionalism and harmonious conduct with all the concerned.

(i) Maintaining a Good Relationship with Students: The personnel of the College regardless of the cadre are expected to facilitate greater exhibition of knowledge and professionalism, especially with the student community. There lies at the heart of the relationship, the aspects like mutual trust and respect, impartiality, human dignity, and the right to equity and knowledge. This relationship is beneficial to both the parties in the wholeness of education. Therefore, the personnel of the College shall deal with students diligently and impartially barring all socio-economic classes, sectors, and characteristics; meet the individual needs of the students not abstracted by students abilities; facilitate improvement in a students attainment, develop personalities and in turn, contribute to society; inculcate scientific temper, the spirit of inquiry, ideals of democracy, Patriotism, Social Justice, Environmental Protection and Peace; develop an

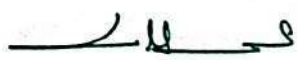


understanding of our National Heritage and National Goals; and Refrain from inciting students against other Students, Colleagues or College Administration.

(ii) Maintaining Cordial Relationships with Others: An ambience of cordial culture that potentiates lifelong constructive association is the very core of the College. Hence, the personnel of the College are expected to a) treat and interact with each other cordially and respectfully; b) refrain from making unsubstantiated allegations against colleagues to higher authorities, and c) refrain from allowing considerations of Caste, Creed, Religion, Race or Sex in their professional endeavor.

The Principal concluded the session by insisting that the students' trust in the College is the backbone of its growth and development. This trust and consequential repute of the College has to be built and sustained by maintaining a high level of professionalism in imparting knowledge and providing better services to them. Every employee must perform diligently, proactively, and constructively in upholding the dignity, culture, and heritage of the College.

The session came to closure with refreshments.


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**Report on Teacher Orientation Programme on
Strategies for Effective Student Teaching Internship**

2nd December 2020



Teacher Orientation Programme on Strategies for Effective Student Teaching Internship addressed by the Principal Dr. S. Chamundeswari on 2nd December 2020

The Programme started with a silent prayer and the Principal, Dr. S. Chamundeswari welcomed all Faculty members to the Teacher Orientation Programme on Strategies for Effective Student Teaching Internship conducted on 2nd December 2020 at 5 pm.

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The Principal addressed that Education is usually planned according to the individual and societal needs and is the most veritable instrument for change in any society. The quality of education provided in any society and the nature of change affected by that education are both dependable on the quality of teachers and effectiveness of their teaching in schools.

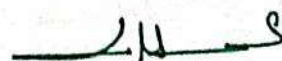
Teaching is an activity performed by an individual whose intention is bringing about learning. Teachers are persons who must undergo successful specialized training to be able to function effectively. Teaching involves the transfer of knowledge, skills and attitudes from one person to others. Therefore, a good teacher must first of all acquire and possess the knowledge, skills and attitudes he or she intends to transfer to through specialized training. She must through this training develop the abilities to transfer knowledge to others; this is the striking difference between the teacher and other knowledgeable or skilled people.

Teacher education must help the trainee teachers acquire requisite knowledge and skills and develop adequate ability to transfer the acquired knowledge to others. The teacher needs to be educated and trained for professional efficiency and inculcated with a positive attitude that will enable her go through the training and come out well for the responsibility ahead.

Practice teaching is an integral part of the teacher education programme which is geared towards preparing the new entrants into the teaching profession. It occupies a key position in the teacher education programme, it is a culminating experience in teacher education.

Due to the pandemic situation, Semesters-III & IV for the academic year 2020-2021 were swapped and as a result the Teaching Internship Programme of 90 days was scheduled from 11th January to 17th May 2021.

Principal discussed with Faculty members to ensure the allotment of schools as unexpected changes crop up during the pandemic situation. The school and student



lists for teaching practice were discussed and finalized to be prepared along with the Intimation Letters to the Heads of Teaching Internship Schools and Permission Letters to be obtained from the Greater Chennai Corporation.

The Principal discussed and finalized the intended Schedule for School Visit by Faculty members without affecting other College engagements. It was decided to schedule Faculty visit after a week from the date of commencement of the Teaching Internship Programme.

Principal addressed Faculty members to insist on the following to their students while preparing for their Teaching Internship Programme.

- Abide by the disciplinary regulations of the school where she is undergoing her Internship
- Greet the Principal and other faculty members with reverence within and outside the school premises
- Conduct themselves in an ethical manner
- Function as their mentor guides them
- Dress modestly and maintain the decorum of the school.
- Adequately be prepared with their subject content and required teaching aids
- Handle classes in a professional manner.
- Volunteer to participate in all activities of the school
- Be a part of the Organizing Committee for celebrating National Priority Days and conducting Community Extension Programmes
- Meet with the attendance norms
- Not to take leave without prior permission from school and college mentors except during emergency situations
- To collect feedback forms from Mentors and Heads of Teaching Internship Schools

The Programme came to end with a note of appreciation to all Faculty members for their commitment and cooperation during the pandemic situation.

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**N.K.T. National College of Education for Women
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**Report on the Student Orientation Programme on
Strategies for Effective Student Teaching Internship**

6th January 2021



Student Orientation Programme on Strategies for Effective Student Teaching Internship addressed by Dr. V. Jayashree Priyadharsini, Assistant Professor of Biological Science-Education on 6th January 2021

A handwritten signature in green ink, consisting of a series of loops and strokes.

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The Student Orientation Programme was conducted on 6th January, 2021 at 2 pm for B.Ed. and B.Ed. Special Education (Visually Impairment) 2020-2022 batch students.

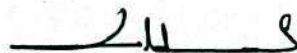
Dr. Jayashree Priyadharsini addressed the student-teachers on teaching internship, which is a crucial phase during the B.Ed. programme. She spoke on practice teaching as a part of the Bachelors Programme, which is the term used for preparation of student-teachers for teaching and teacher related activities by practical training and is carried out for practical application of various theoretical concepts.

She informed that during the practice, student-teachers are sent out from the College to different schools to teach for a period of time and are supervised and evaluated by both the School and College mentors. Student-teachers undergo the internship or apprenticeship in the school system, just like pupil engineers who go for industrial training to gain practical experience of what the job is all about or like the trainee medical doctors who go through clinical studies.

It is a school-based Internship Programme with the main aim of introducing prospective teachers to teaching and its routine under the guidance of qualified teachers to develop skills, attitudes and competencies in the profession. The exercise acquaints student-teachers with the practical knowledge of teaching and learning process including lesson plan preparation, presentation, classroom management, communication skills, evaluation and the required personality of professional teachers.

It provides student-teachers the opportunity to utilize the various teaching methods in actual classroom conditions under constant supervision of competent and experienced teachers. In fact it is the practical use of teaching principles, teaching techniques and practical training/practical exercise of different activities of daily school life.

B.Ed. and B.Ed. Special Education students were informed about the Teaching Practice Schools from the List of Schools approved by the Greater Chennai Corporation.



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Dr. V. Jayashree Priyadharsini thanked the In-charge Faculty members, Dr. D. Kalpana and Dr. T. Sahaya Shyla, Assistant Professors of our College for obtaining permission from appropriate authorities for the Internship Programme.

Dr. Jayashree Priyadharsini stressed on the norms to be followed for successful completion of the Teaching Internship Programme and highlighted the attendance requirements during their Teaching Practice at the Internship Schools.

She highlighted the code of conduct and ethical professionalism to be followed while in schools. The students were encouraged to conduct programmes on National and International Days and to celebrate significant days related to Education. They were also motivated to participate actively in all Club activities of the school.

Students were motivated to access more than one lakh e-Books through INFLIBNET and to make use of the opportunity to, not only to improve required knowledge and teaching skills but also to use the time for imbibing values.

She concluded by asking students to be more adaptable, positive and to value real world learning. The programme came to an end with students promising that they will be on their best behaviour.



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**N.K.T. National College of Education for Women
(Autonomous)**

Report on the Student Induction Programme

2020-2021

12th March 2021



**Student Induction Programme for 2020-2022 Batch Students addressed by the
Principal, Dr. S. Chamundeswari on 12th March 2021**

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Due to the global pandemic situation, Single Window Counselling for admission of students could commence only by 8th March 2021. The Student Induction Programme for the 2020-2022 Batch of B.Ed. and B.Ed. Special Education students was scheduled on 12th March, 2021 to help new students to familiarize and feel the new environment, familiarize them with the Vision, Mission and culture of the Institution and to help them build bonds with other students and faculty members.

The Principal of the College, Dr. S. Chamundeswari, was present along with all Teaching Faculty Members and Non-teaching Staff. The Programme started with a prayer, followed by Thamizh Thai Vazthu. The Principal welcomed the Faculty, Non-teaching Staff and newly admitted students for the academic year 2020-2021.

She shared the rich history of the Institution, which is situated at the heart of the Chennai city at Triplicane. It is built in an area of 3.06 acres, where a model school is also housed. Established in the year 1966 by Sriman N.K. Thirumalachariar, a visionary and a philanthropist, the Institution has evolved into a well-established College, committed to its mission of empowering young women student-teachers to face life and its multifarious challenges at both personal and professional levels.

The College offers Graduate, Postgraduate and Research Programmes in Education with Autonomous status awarded by the University Grants Commission in the year 1988. In thirty-three years of Autonomy, the College has grown upright to great heights as an institution of higher learning in Education.

Today, N.K.T. National College of Education has close to 600 students, enrolled in B.Ed., B.Ed. Special Education (Visual Impairment), M.Ed., M.Phil. and Ph.D. in Education and it has acquired a reputation for excellence, inclusiveness and committed service to the teaching community. In its continuous striving for excellence, over five decades in achieving position '**Second to None**', the institution has been successful.

N.K.T. National College of Education for Women has also fallen in line with NAAC Peer Team Evaluation and it was awarded a five-star status in the first cycle and re-



accredited at A Grade with CGPA of 3.26 on a 4-point scale, in the second cycle and the due for the third cycle accreditation.

Research is our stronghold around which our College is continuously evolving. The Autonomous Status of the College opens up a great scope for upgrading our Teacher Education Curriculum to the current needs of the society. Our focus is to prepare our teachers to rise up to the challenges of School Education and to have a holistic outlook of Education. We stand committed to empower women teachers-to-be with the prudence and grit to face multifarious challenges at both the personal and professional levels. The Internal Quality Assurance Cell (IQAC) monitors and scans every academic programme taking place in our College to ensure perfection and achieve excellence in the task undertaken. To this end, we renew our commitment to maintain Quality in Teacher Education, and vouch to participate in nation building, thereby ensuring social change for the better and contributing the best to the teaching fraternity at large.

The College is being governed by the philanthropic Management, Sriman N.K. Thirumalachariar National Education Society, headed by Dr. S. Mano Bakthavatchalam, President, and Dr. M. Arumugam, Secretary, and other eminent Committee Members. This day the College is headed by the Principal, Dr. S. Chamundeswari and it has 40 Teaching Faculty members and 25 Support Staff.

The Principal introduced Dr. N. KalaiArasi, the Controller of Examinations who also co-ordinates the Research & Development Centre, and Dr. S. Malathi, the Dean of Academics and Co-ordinator of the Internal Quality Assurance Cell, all Teaching Faculty members and Non-teaching Staff.

The Principal then highlighted the Code of Conduct for students and briefed them about the NKT Website, Fee structure and facilities to address grievances, if any.

She gave an overview of the academic, academic related and outreach activities of the College. She outlined the Curricular Framework covering all four semesters and made students understand the uniqueness of the B.Ed. Programme as a Professional

Programme packed with activities. Students were informed about the minimum attendance requirement to appear for the Semester Examinations and were oriented in depth about the Course Learning Outcomes and the Programme Learning Outcomes in line with the Vision and Mission of the Institution.

Principal informed about the academic, infrastructural and support facilities available in the College, highlighting the resource facilities in the College Central and Departmental Libraries, well equipped Classrooms and Laboratories with Computers, LCDs and Smart Boards for Teaching-Learning and Evaluation.

The opportunities for Certificate Courses offered by the Institution and support for Self-Study courses were highlighted, motivating students to make use of all the opportunities offered by the College.

She oriented students on the basic campus facilities available and insisted on maintenance of clean, green and healthy environment.

Various Clubs, Centres and Associations of the College were highlighted and the Programme came to an end with a video clipping of the infrastructure of the Institution and refreshments were served to all.



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N.K.T. National College of Education for Women
(Autonomous)

Report on the Student Orientation Programme on
Diversities in Indian School System & Teacher Education

15th - 17th March 2021



Student Orientation Programme on Diversities in Indian School System & Teacher Education addressed by Dr. N. Kalai Arasi, Associate Professor of Computer Science-Education.

Orientation marks a successful beginning of a College session as it assures to the new students that they made a good decision in their college choice. It also helps students prepare for a successful career with clear vision about what lies ahead and what can be achieved at the end of their courses. Student Orientation is a warm-up session for

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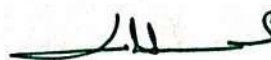
students before they are ready to hit the ground for their final performance, for a successful career.

The Student Orientation Programme on Diversities in Indian School Systems and Teacher Education was conducted from 15th to 17th of March, 2021 for 2020-22 batch students of B.Ed. and B.Ed. Special Education (Visual Impairment) Programmes. The Orientation Programme was organised to introduce students to the graduate programmes and also to enable the freshers to get acquainted with one another.

On the forenoon of Day-1, 15th March 2021, the first session was addressed by Dr. N. Kalai Arasi, Associate Professor of Computer Science-Education. She gave an overview on the prevailing diverse school systems in India and a brief note on the education system in some of the advanced countries.

She addressed that India ranks 92nd in Education among 145 countries. India has a unique education system designed to uphold its nation's culture, history, values, and customs. In ancient times, India had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, she would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the holy scriptures and from Mathematics to Metaphysics. The student stayed as long as she wished or until the guru felt that she had taught everything she could teach. All learning was closely linked to nature and to life, and not confined to memorizing some information.

The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to "modern" subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student.



In the present days, the school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), secondary (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, secondary into three and higher secondary into two.

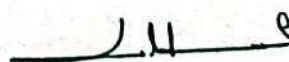
She explained that each state in the country has its own Department of Education that runs its own school system with its own textbooks and evaluation system. The curriculum, pedagogy and evaluation method are largely decided by the SCERT in the state, following the national guidelines prescribed by the NCERT.

Like other state, the State of Tamil Nadu has three kinds of schools that follow the state curriculum. The State Government runs its own schools in land and buildings owned by the State Government and paying the staff from its own resources. These are generally known as Government Schools. The fees are quite low in such schools. Then there are privately owned schools with their own land and buildings. In these schools the fees are high and the teachers are paid by the management. Such schools mostly cater to the urban middle class families. The third kind consists of schools that are provided grant-in-aid by the State Government, though the school was started by a private agency in their own land and buildings. The grant-in-aid is meant to help reduce the fees and make it possible for poor families to send their children.

While traditionally, education in India was reserved mostly for the higher-caste children, new education policies have been aiming to achieve equity in education and the right to education for all children irrespective of social class.

Dr. N. Kalai Arasi stressed the need for student-teachers to have a clear insight of the functioning of the school systems. The State of Tamil Nadu has different types of school categories like CBSC Schools, ICSC Schools, Matriculation Schools, Play Schools, Anglo Indian Schools, Special Schools, International Schools, Government & Private schools in State Board. Dr. Kalai Arasi explained in detail the functioning of various boards with their functional differences and evaluation system. The orientation of various boards of school education in India made students to understand the knowledge

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and skills required for equipping themselves to be placed in appropriate schools. The school education system in other states was compared and an overview of the school education system in other countries like, Finland and the United Kingdom was also discussed.

The second session on 15th March 2021 was addressed by Dr. V.J. Uma, Assistant Professor of Physical Science-Education who gave a clear insight on the Programme and Course Learning Outcomes in detail, mode of functioning and Institutional Policy Guidelines that enable smooth and effective functioning of the Institution. Students were further oriented on the functioning of various Centres, Cells, Clubs and Associations of the College which are considered to be important Functioning Bodies of the Institution. The Pedagogy students in-charge of clubs were informed and students were made aware of all club activities.

The afternoon session, was lead by Mrs. Suguna Kiran, VITAL (Value Integration in Teaching and Learning) and she gave an inspirational speech followed by Ice Breaking session to help students get acquainted with each other.

The next two days, 16th and 17th March 2021, was addressed by Mrs. Suguna Kiran from VITAL. The Orientation Programme in collaboration with VITAL (Value Integrated Teaching And Learning), gave an introduction on value integrated teaching and learning.

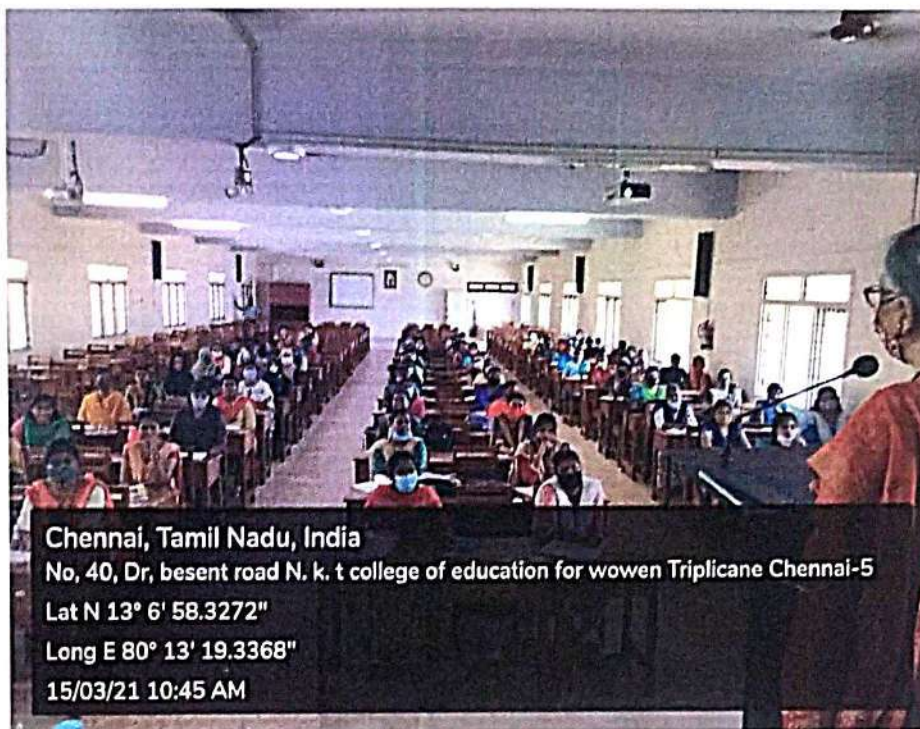
The unique feature of the VITAL approach is that it does not require teaching values as a separate subject. Instead, it seeks to identify one or the other of the 80 values highlighted by the NCERT in each lesson or chapter in school textbooks, which teachers can discuss with their students in order to send out a value-based message as part of their regular classroom instruction. This message is to be crafted in such a way that it resonates with the students' own lives and experiences. To make sure that this doesn't interfere with the main teaching work, the value-based discussion during each class is to be limited by the teacher to just a minute or two. Ideally, all teachers, no matter what subject they teach, should be able to do this in every lesson that they take.

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In this way, value education can become, an integrated aspect of learning across the different subjects, instead of being compartmentalized as a separate subject that has no bearing on the rest of the curriculum.



The sessions with Mrs. Suguna Kiran helped students integrate values with core subjects, which should be discussed by both the teacher and the taught. Students realized that one major advantage of this approach is that it obviates the necessity of allocating a separate period and teacher for value education. Another plus point is the value education is seamlessly woven into the learning process, which makes it possibly a more effective way of enabling students to appreciate and inculcate core values. By relating values to the students' own lives, this approach to value education makes the exercise potentially more meaningful, relevant, and, therefore, more interesting and appealing for students. Value education can thus be something more than just another empty academic exercise.

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