

CRITERIA II

TEACHING- LEARNING AND EVALUATION

2.4 Competency and Skill Development

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

Reports and photographs / videos of the activities



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2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Answer: A. Any 8 or more of the above




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**PRE TEACHING PRACTICE TRAINING IN TELC GOVT. SCHOOL,
PANDUR, THIRUVALLUR**

During pre-teaching practice training, students and teacher educators will discuss and demonstrate effective teaching techniques, classroom management strategies, and lesson planning skills. The training will provide practical tips and strategies for handling various classroom scenarios and challenges.

The goal of pre-teaching practice training is to enhance students' teaching skills and knowledge, as well as to build their confidence and readiness for the actual practice teaching experience. By receiving feedback and guidance from experienced educators, students can identify their strengths and areas for improvement, and work towards becoming successful and effective teachers.

Pre-teaching practice training may include discussions on professional ethics, student engagement strategies, and the importance of creating a positive and inclusive classroom environment. By providing students with the necessary tools and knowledge, they can effectively engage with their students and create meaningful learning experiences. Pre-teaching practice training is crucial for preparing future educators for a successful teaching career and ensuring that they are well-equipped to meet the needs of all students in the classroom. It serves as a valuable opportunity for students to learn, grow, and develop their teaching skills in a supportive and constructive environment.




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1. IDENTIFYING VARIED STUDENT ABILITIES

Identifying varied student abilities involves assessing cognitive, emotional, and social skills to create personalized learning experiences tailored to individual strengths and needs. This process helps educators support diverse learners effectively and promote academic success for all students



2. DEALING WITH STUDENT DIVERSITY IN CLASSROOMS

Embracing student diversity in classroom fosters a rich learning environment where different perspectives and experiences are valued and celebrated.



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3. ADDRESSING INCLUSIVENESS

Creating an environment that celebrates and values the diverse perspectives and identities of all individuals



4. VISUALISING DIFFERENTIAL LEARNING ACTIVITIES ACCORDING TO STUDENT NEEDS



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5. EXPOSURE TO COMMUNITY ENGAGEMENT

Exposure to community engagement builds empathy, understanding, and a sense of responsibility towards improving society.



6. ASSESSING STUDENT LEARNING

Evaluating student performance and understanding of content and skills



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7. EVOLVING ICT BASED LEARNING SITUATIONS

Adaptable ICT-based learning environments are constantly evolving to meet the needs of modern learners



8. FORMULATING LEARNING OBJECTIVES

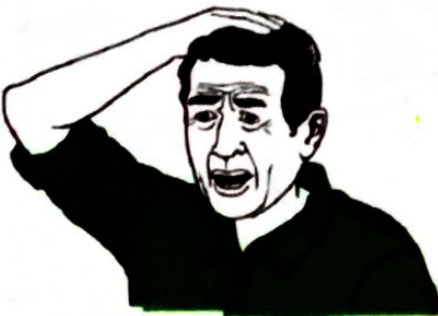
Formulating learning objectives involves defining clear, measurable outcomes for what students should know or be able to do by the end of a lesson or course.



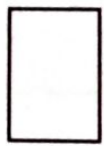



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1


FEELING WORRIED (GAD-7)







Have you been feeling worried?

			
No days	Some days	A lot of days	Nearly every day
			✓

2



Has it been hard to stop worrying?

			
No days	Some days	A lot of days	Nearly every day
		✓	A. Jay Aravind



3



Have you been worrying about lots of different things?

No days	Some days	A lot of days	Nearly every day
	✓		

4



Has it been hard to relax?

No days	Some days	A lot of days	Nearly every day
		✓	<i>A. Jayaraman</i>







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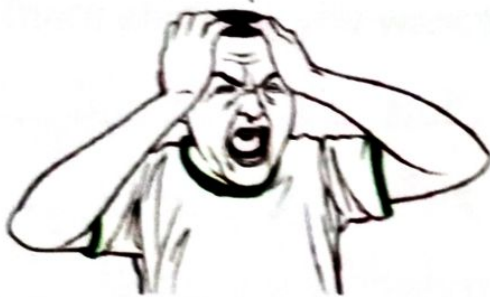
5







Has it been hard to sit still?

			
No days	Some days	A lot of days	Nearly every day
	✓		

6



Have you felt angry?

			
No days	Some days	A lot of days	Nearly every day
		✓	







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Have you felt scared?

			
No days	Some days	A lot of days	Nearly every day
			✓

GAD-7 TOTAL	21
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Is there anything you want to tell us about your answers?

I always feel scared for things which are not that hard. I also get palpitations almost all the day.

N. Jayavardhini
Mrs. N. JAYAVARDHINI
 M.A., M.Sc., M.Ed., M.Phil., M.Sc(C&P)
 Counselor

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Thank you!







THESE QUESTIONNAIRES WERE ADAPTED BY J BREEN & K THEODORE AS PART OF A CLINICAL PSYCHOLOGY DOCTORATE AT ROYAL HOLLOWAY UNIVERSITY (2017)

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Have you felt less interested in doing things?

			
No days	Some days	A lot of days	Nearly every day
		✓	

2



Have you felt sad?

			
No days	Some days	A lot of days	Nearly every day
	✓		







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3







Have you had problems with your sleep?

			
No days	Some days	A lot of days	Nearly every day
	✓		

4



Have you been feeling tired?

			
No days	Some days	A lot of days	Nearly every day
		✓	

A. Jayaram





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5






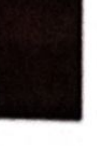
Have you been more or less hungry than normal?

			
No days	Some days	A lot of days	Nearly every day
		✓	

6



Have you been feeling like you have let yourself down or let other people down?

			
No days	Some days	A lot of days	Nearly every day
		✓	







A Joy Family
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7



Has it been hard to concentrate on things?

			
No days	Some days	A lot of days	Nearly every day
	✓		

8







Have you been

- moving or speaking more slowly?

OR



- moving or speaking a lot faster?





			
No days	Some days	A lot of days	Nearly every day
	✓		<i>A. Jay Amala</i>





Have you had thoughts about:

- Hurting yourself on purpose?
- Killing yourself?

			
No days	Some days	A lot of days	Nearly every day
		✓	

PHQ-9 TOTAL	31
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Title: Implementing Individual Educational Plans (IEPs) for Students with Special Needs:

A Proposal for B.Ed Trainees at Indhira College of Education

Introduction:

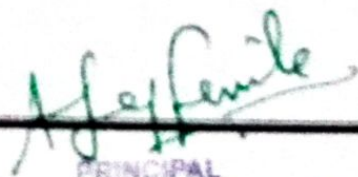
Indhira College of Education recognizes the importance of providing quality education to students with special needs, including those with visual impairments, mental retardation, and hearing difficulties. As part of their training, B.Ed trainees have a unique opportunity to contribute to inclusive education by implementing Individual Educational Plans (IEPs) for these students. This report outlines a proposal for B.Ed trainees to dedicate two hours per day to supporting students with special needs through the implementation of IEPs.

Objectives:

1. To equip B.Ed trainees with practical experience in designing and implementing IEPs for students with visual impairments, mental retardation, and hearing difficulties.
2. To enhance B.Ed trainees' understanding of inclusive education principles and strategies for meeting the diverse needs of students with disabilities.
3. To foster collaboration between B.Ed trainees, classroom teachers, support staff, and parents in supporting students with special needs.
4. To promote the academic, social, and emotional development of students with disabilities through individualized support and interventions.

Implementation Plan:

1. **Training Sessions:** Conduct training sessions for B.Ed trainees on inclusive education principles, IEP development, and strategies for supporting students with visual impairments, mental retardation, and hearing difficulties. These sessions will provide trainees with the knowledge and skills necessary to design and implement effective IEPs.
2. **Classroom Observation:** B.Ed trainees will observe classrooms where students with special needs are enrolled, gaining insight into their learning environments, challenges, and strengths. Observations will inform the development of individualized strategies and accommodations.
3. **Collaborative Planning:** B.Ed trainees will collaborate with classroom teachers, support staff, and parents to develop IEPs tailored to the unique needs of each student. This collaborative



approach ensures that interventions are comprehensive, coordinated, and aligned with the student's goals and objectives.

4. Implementation: B.Ed trainees will dedicate two hours per day to implementing IEPs for students with special needs. During this time, they will provide individualized instruction, support, and accommodations to help students access the curriculum, develop essential skills, and achieve their educational goals.

5. Progress Monitoring: B.Ed trainees will regularly monitor the progress of students with disabilities, collecting data on academic performance, socialization, behavior, and other relevant outcomes. Progress monitoring enables trainees to assess the effectiveness of interventions and make adjustments to the IEP as needed.

6. Reflection and Evaluation: B.Ed trainees will engage in reflective practice, critically evaluating their experiences, challenges, and successes in implementing IEPs. Regular feedback and support from supervising faculty members will facilitate continuous improvement and professional growth.

Benefits:

1. Practical Experience: B.Ed trainees will gain practical experience in implementing IEPs and supporting students with special needs, enhancing their employability and readiness for the teaching profession.

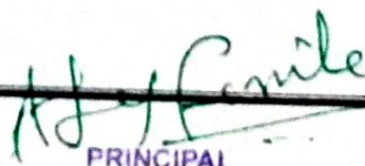
2. Enhanced Understanding: Trainees will deepen their understanding of inclusive education principles and strategies, equipping them to create inclusive learning environments in their future classrooms.

3. Impactful Contribution: By dedicating two hours per day to supporting students with special needs, B.Ed trainees will make a meaningful difference in the lives of these students, promoting their academic and personal development.

4. Collaboration and Partnership: Collaborative efforts between B.Ed trainees, classroom teachers, support staff, and parents strengthen the support system for students with disabilities, fostering a sense of community and shared responsibility.

Conclusion:

The implementation of Individual Educational Plans (IEPs) by B.Ed trainees at Indhira College of Education represents a significant step towards promoting inclusive education and supporting students with special needs. Through practical experience, collaborative planning, and dedicated support, trainees can make a meaningful difference in the lives of these students, preparing them for a future career characterized by inclusivity, empathy, and excellence in education.



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