



National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

KEY INDICATOR

CRITERION 2-Teaching-learning and Evaluation

2.3 TEACHING-LEARNING PROCESS

CREATIVITY & INNOVATION IN TEACHING

METRIC 2.3.7.A

Documentary evidence in support of the claim

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala

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Dr. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
VENGOLA, PERUMBAVOOR - 683 556



NATIONAL COLLEGE FOR TEACHER EDUCATION

IQBAL SQUARE, VENGOLA, PERUMBAVOOR,
ERNAKULAM DIST., PIN 683 554

(AFFILIATED TO MAHATMA GANDHI UNIVERSITY & RECOGNISED BY THE NCTE)

NAAC ACCREDITED



RECORD ON

EDU-404-2 *Project on any topic of pedagogic relevance*

B.Ed. COURSE 2022-2024

NAME... *VISMAYA M.V.*.....

OPTIONAL SUBJECT... *PHYSICAL SCIENCE*.....

REG. NO.: *2232A-0114A59*..... YEAR *2022-2024*.....

Certified that this is a Bonafide record of practical work done by the trainee during the year 2022 -2024

[Signature]
Principal

Dr. N. SETHU MADHAVAN
PRINCIPAL

NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, VENGOLA, PERUMBAVOOR - 683 554



[Signature]
Faculty in charge

Submitted for the Practical Examination held on.....

SL.NO.	TOPIC	DATE	PAGE NO.	REMARKS
	SEMESTER-4			
I	Project on any topic of pedagogic relevance			
	Exploring the impact of online platforms on student learning: A pedagogical investigation in science education"	05/03/24	1	
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 Teacher in Charge

Exploring the
Impact of online
platforms on student
learning: A pedagogical
investigation in
Science Education

Declaration

I Vismaya M.V do here by declare that this Project entitled "Exploring the impact of online platforms on student learning: A pedagogical investigation in science education" has been undertaken by me in partial fulfilment of the requirements for the B.Ed degree of Mahatma Gandhi University.

I also declare that this is my genuine work and it has not been submitted by me or anyone else for any purpose either in this university or in other universities.

place: Vengola

Date: 05/03/2024

Vismaya M.V

physical science

Certificate

I, Dr. N. Sethumadhavan do hereby certify that this Project entitled, "Exploring the impact of online platforms on student learning: A pedagogical investigation in science education" is a record of bonafide study and carried out by Vismaya M.V., BED student of National college for Teacher Education, Vengola during the academic year 2022-2024.

Place : Vengola

Date : 05/03/2024

Dr. N. Sethumadhavan
Principal,
National college for
Teacher Education,
Vengola.

Acknowledgement

It is my privilege, and my deepest gratitude to my guide Sreeja V of National college for Teacher Education for this valuable guidance.

I'm thankful to our principal, Dr. N. Sethumadham for guidance and I thank to my friends who helped me. Above all I thank Almighty God for the grace and his strong mighty hand for completing this work successfully.

Vismaya M-V

Date: 20/05/2024

Introduction

In today's world the internet and online tools are changing how students learn. This project looks at how online platforms affect how students learn science. We want to see how these platforms can make teaching science better.

The integration of technology in education has revolutionized the way students learn and interact with educational content. This has led to the emergence of online platforms that offer various educational resources and tools to support student learning.

The impact of these online platforms on student learning has become a topic of interest for researchers and educators alike. This project aims to explore the impact of online platforms on student learning in science education, with a focus on understanding how these platforms can be used to enhance the pedagogical practices in science education.

The current status of the project on online platforms in science education involves ongoing research and investigation into the influence of these platforms on student attitudes, achievements, and experiences in science education learning. Various studies have highlighted the effectiveness of online platforms in teaching, especially after the pandemic, emphasizing their unique features and benefits compared to traditional classes. This pedagogical investigation seeks to delve into the multifaceted impact of online platforms on student learning in science education. It is crucial to critically examine the impact of online platforms on student learning, particularly within the realm of science education.

Objectives

To assess student engagement levels when utilizing online platforms for learning scientific concepts.

To analyze the influence of online platforms on student comprehension and retention of science topics.

To identify challenges and barriers faced by students and educators in utilizing online platforms for science education.

To examine the effectiveness of various online platforms in delivering science education content.

To evaluate the impact of online platforms on fostering collaborative learning and peer interaction among science students.

Need and Significance

- Understanding the impact of online platforms is crucial to identify both their advantages, such as accessibility and flexibility, and their challenges, such as potential distraction and issues with engagement.
- We need to know how online platforms affect how students learn science so we can make education better.
- Many students use online platforms for learning, so it's important to see if these platforms help them learn science better.
- Students can learn at their own pace and revisit materials as needed, accommodating different learning styles and preferences.
- Instant feedback on assignments and assessments helps students identify areas for improvement and reinforces learning objectives.
- Online platforms offer a wide range of multimedia resources including videos, simulations, and interactive tools, enriching the learning experience.
- Utilizing online platforms reduces the need for expensive text books and materials, making education more affordable for students.

Methodology

To conduct a comprehensive study on the impact of online platforms on student learning, a meticulous methodology was employed to ensure the validity and reliability of the findings. I began by clearly defining the goals of my research. Subsequently, I developed a survey consisting of several questions aligned with these research objectives, covering various aspects of the impact of online platforms on student learning. I then reached out to students and teachers, utilizing social media to recruit participants for the survey. The Google form comprised a total of 17 questions.

To gather responses, I distributed the survey to both students and teachers and the survey link was shared widely, resulting in a collection of 30 responses over a specified data collection period.

Upon completion of data collection, I proceeded to analyze the survey responses using suitable statistical methods or qualitative analysis techniques, depending on the nature of the research questions. Subsequently, I interpreted the survey results that emerged from the collected data. The survey responses were meticulously analyzed to derive meaningful insights into the impact of online platforms on student learning. Patterns, trends, and correlations within the data were identified and interpreting the results to draw meaningful conclusions about the impact of online platforms on student learning in science education.

Data Analysis and Interpretation

From the information gathered during the investigation into the impact of online platforms on student learning in science education, it was found that a significant percentage of both teachers and students expressed their interest in utilizing online platforms for science education. Each participants response to 17 questions regarding the impact of online platforms on student learning in science education varies, providing diverse perspectives and insights into the topic.

1) Name

2) Gender

3) Age

4) level of education

5) Duration of using online platforms for learning purposes

Table-1

options	Results	
	%	count
Daily	63.33	11
weekly	3.33	1
monthly	16.7	5
Rarely	16.7	5

From the above table, we can see that the majority of the respondents are using apps for learning. Only 10% of them are using YouTube and only 2% of them are using other apps.



6) Write a short note on the use of apps for learning.

Result:

Table-2

Options	%	Count
From academy	0%	0
Course	0%	0
App	88%	24
YouTube	10%	6
Other	2%	1



From the above table, we can see that the majority of the respondents are using apps for learning. Only 10% of them are using YouTube and only 2% of them are using other apps.



2) Rating of overall experience of online learning platforms for science education

Table-3

Results		
Options	%	Count
Excellent	40	12
Good	60	18
Fair	0	0
Poor	0	0



From the above table, only 40% of pupils were the excellent for the experience of online platforms for science education and 60% were responded as Good.

3) online platforms were used to enhance the understanding of science concepts.

Table-4

Results		
Options	%	Count
Strongly agree	40	12
Agree	43.33	13
Neutral	16.67	5
Disagree	0	0
Strongly disagree	0	0



From the above table, most of the pupils (43.33%) were agree with the above statement and 40% were strongly agree with it.

9) The table of responses for the question "Have you ever participated in an online platform for learning science subjects?"

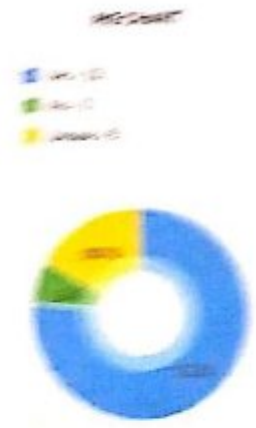
Options	Results	Count
Yes	22/22	22
No	4/22	4
Don't know	22/22	22
Prefer not to say	0	0
Don't know	0	0



More than 90% of students were agreed that online platforms will help in the learning of science subjects.

10) Online platforms adequately address the learning needs in science education.

Options	Results	Count
Yes	26/27	26
No	6/27	6
Don't know	12/27	5



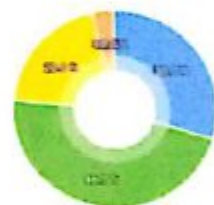
From the above table, 96.3% of students positively responded to the statement and only 22.2% of students negatively responded to it.

(1) The level of satisfaction with the resources and materials offered on online learning platforms varies among participants.

Results

Table-7

options	%	count
Very satisfied	30	9
Satisfied	46.7	14
Neutral	20	6
Dissatisfied	3.33	1
Very dissatisfied	0	0



Here 46.7% of students were very satisfied by using online platforms only 3.33% dissatisfied.

(2) online learning platforms are expected to play a significant role in the future of science education.

Results

Table-8

options	%	count
Yes	83.33	25
No	10	3
Unsure	6.7	2

PIE CHART



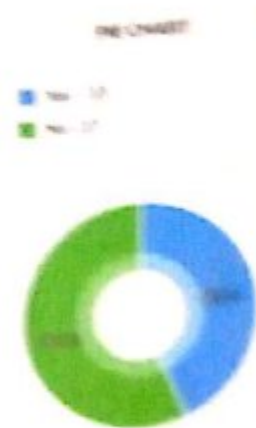
Here 83.33% of students responds positively towards the above statement and 10% were shows negative responds and 6.7% of students shows confusion.

13) The preference for traditional classroom learning platforms for science education varies among individuals.

Results

Table-9

options	%	count
Yes	43.33	13
No	56.67	17



From the above table, 56.67% were responded as 'no' and 43.33% of students responded 'yes'.

14) The use of online platforms for science learning by peers.

Results

Table-10

options	%	count
definitely yes	50	15
probably yes	33.33	10
Neutral	16.67	5
probably No	0	0
definitely No	0	0



From the above table, 50% of student were recommended the use of online platforms for their peers and some of students responds 'probably yes' (33.33%) and 16.67% were gives neutral responds to the statement.

15) Participants express varying levels of motivation to learn science topics when using online platforms.

Results

Table-11

Options	%	count
Yes, very motivated	33.33	10
Yes, to some extent	43.33	13
Neutral	20	6
Not very motivated	3.33	1
Not motivated at all	0	0

PIE CHART

- Yes, very motivated - 10
- Yes, to some extent - 13
- Neutral - 6
- Not very motivated - 1
- Not motivated at all - 0



From the above table, 43.33% of students were some extented motivated by the above statement and only 3.33% are not very motivated to respond.

16) Technical difficulties while using online platforms for science education.

Results

Table-12

options	%	count
Yes, frequently	26.67	8
Yes, occasionally	60	18
No, rarely	13.33	4
No, never	0	0

PIE CHART

- Yes, frequently - 8
- Yes, occasionally - 18
- No, rarely - 4
- No, never - 0



Here, 60% of students were face occasionally technical difficulties while using online platforms for science education and only 13.33% were rarely face the technical difficulty.

17) online platforms have influenced the interest in pursuing further education or career related fields.

Table - B

Results

options	%	count
Yes, significantly	36.67	11
Yes, to some extent	36.67	11
Neutral	23.33	7
Not, not really	0	0
Not at all	3.33	1

Legend

- Yes, significantly
- Yes, to some extent
- Neutral
- Not, not really
- Not at all



From the above table, 36.67% were influenced significantly and to some extent and only 3.33% were respond not at all.

Findings

The findings of the project on exploring the impact of online platforms on student learning in science education. Online platforms have become increasingly prevalent in education, offering a wide range of resources and tools to enhance student learning experiences. This project aims to investigate how online platforms influence student learning outcomes in science education through a pedagogical lens. The study focuses on a sample of high school science classes utilizing online platforms for instruction and assessment. Data collection method include survey method by using google forms. The main findings include:

- Duration of using online platforms for learning purposes find that the majority of students (63.33%) are daily users.
- Most students (80%) prefer using YouTube over platforms like Khan Academy, Coursera, edX tutors for their learning needs.
- 60% of students rated their overall experience of online learning platforms for science education as good, while 44% rated it as excellent.
- The findings show that most people strongly agree (40%) and agree (43.33%) that using online learning platforms helps them understand science concepts better. A smaller portion are neutral (16.67%), while none disagree or strongly disagree.

motivation. Around one-third (33.3%) were very motivated, while nearly half (44.4%) were somewhat motivated. A smaller portion (22.2%) felt neutral about motivation, and only a few (9.9%) were not very motivated. Hardly anyone (0%) reported feeling not motivated at all.

• Found that technical difficulties occurred frequently for 46.6% of participants and occasionally for 20% of them while using online platforms for science education. Only 12.2% of participants reported rarely experiencing technical issues, while none of them said they never encountered any.

• Findings show that online platforms have had a significant impact on students' interest in pursuing further education related to their fields. About 26.67% strongly feel this influence, while another 26.67% acknowledge it to some extent. A smaller portion, 22.22%, feel neutral and only 2.22% feel that online platforms have not influenced their interest at all.

Conclusion

This project explored how online platforms affect student learning, focusing on science education. Through careful investigation, it was found that online platforms have both positive and negative impacts on students' learning experiences. Moreover, our investigation highlighted the importance of effective pedagogy in utilizing online platforms for learning. Teachers play a crucial role in guiding students through these resources. Also identified challenges associated with the use of online platforms, including issues with internet connectivity and distractions. It is essential for educators to address these challenges and provide support to students to ensure equitable access to online learning resources. Overall, while online platforms offer valuable opportunities for enhancing science education, with attention to the both the benefits and limitations they bring to student learning experiences.

Reference

<https://www.researchgate.net>

<https://link.springer.com>

<https://www.sciencedirect.com>

Appendix

1. Name of the student

2. Gender

- Male
- Female
- Other

3. Age

4. current level of education.

- High school
- Under graduate

5. How often do you use online platforms for learning purposes?

- Daily
- Monthly
- Weekly
- Rarely

6. Which online platforms do you use for learning science subjects?

- Khan Academy
- YouTube
- Coursera
- Other
- edX

7. How would you rate your overall experience with online learning platforms for science education?

- Excellent
- Fair
- Good
- poor

8. Do you believe that using online platforms has enhanced your understanding of science concepts?

- strongly agree
- Disagree
- Agree
- strongly disagree
- Neutral

9. Have online platforms increased your motivation to learn science subjects?

- strongly agree
- Disagree
- Agree
- strongly Disagree
- Neutral

10. Do you feel that online platforms adequately address your individual learning needs in science education?

- yes
- unsure
- No

11. How satisfied are you with the resources and materials provided on online learning platforms for science education?

- Very satisfied
- Dissatisfied
- satisfied
- very dissatisfied
- Neutral

12. Do you think online learning platforms will play a significant role in science education in the future?
- Yes
 - No
13. Would you prefer traditional classroom learning over online learning platforms for science education?
- Yes
 - No
14. Would you recommend the use of online platforms for science learning to your peers?
- Definitely yes
 - Probably yes
 - Neutral
 - Probably no
 - Definitely no
15. Do you feel motivated to learn science topics when using online platforms?
- Yes, very motivated
 - Yes, to some extent
 - Neutral
 - Not very motivated
 - Not motivated at all
16. Have you ever faced technical difficulties while using online platforms for science education?
- Yes, frequently
 - Yes, occasionally
 - No, rarely
 - No, never

17. Have online platforms influenced your interest in pursuing further education or career in science-related fields?

- Yes, significantly
- No, not really
- Yes, to some extent
- Not at all
- Neutral

~~My
10/2024~~





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METRIC 2.3.7.B

Any Other Relevant Information

Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala

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NAAC ACCREDITED



RECORD ON

..... STUDENT-TEACHER PORTFOLIO.....

B.Ed. COURSE 2021-2023

NAME Breemol V.V

OPTIONAL SUBJECT B.ed Physical Science

REG. NO: 213240114557 YEAR..... 2021-2023


Certified that this is a Bonafide record of practical

Work done by the trainee during the year 2021 - 2023


Principal

Dr. N. SETHU MADHAVAN
PRINCIPAL
Submitted for the Practical held on
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY
PERUMBAVOOR-683 556




Faculty in charge

SREEJA V, M.Sc, M.Ed, NET
ASST. PROF. IN PHYSICAL SCIENCE EDUCATION
NATIONAL COLLEGE FOR TEACHER EDUCATION
IQBAL SQUARE, MEPRATHUPADY, VENGOLA,
PERUMBAVOOR - 683556

MY PORTFOLIO

SEMESTER-4

Contents

Practicals

- 1). Community Citizenship Training Camp
- 2). Conduct an interview with an eminent teacher on vision & mission of education
- 3). Short film presentation on student clause
- 4). Study Tour
- 5). Extension Activities @ 2
- 6). Short Analysis
- 7). Educational Journal Review (5 Research articles)
- 8). Project on any topic of pedagogic relevance
- 9). Preparation and uploading of self-designed article of pedagogic relevance in the blog.
- 10). Credible participation in Games and Sports (minimum 2 events)
- 11). Rules and Regulations of volleyball and shuttle badminton.
- 12). Film Review
- 13). Credible participation in Art's fest
- 14). Script on street play
- 15). Draft a resume for the purpose of employment.
- 16). Communicative English - Internal Test (Oral & Written).

Practicum

- 1). Report on any of the Government initiatives for care and security of women in our society.
- 2). Report on various life skills that school students should possess for the successful completion of Education.
- 3). Reflect on any one article in the domain of Science, Technology and Learning.
- 4). Collect a list of terminologies related to other disciplines other than one.

PRACTICALS

EVENT : COMMUNITY CITIZENSHIP TRAINING CAMP

Number of days : 100 days
Duration : 1 week
Date : 15/03/2025

Objectives :
• To realize the aim of learning to live together.
• To impart social values and skills.

Description

As part of 15th Anniversary, we had conducted a community living camp named Christened from 15th March - 25th March 2025. The theme of the camp was Let's Play Together.

Reflection

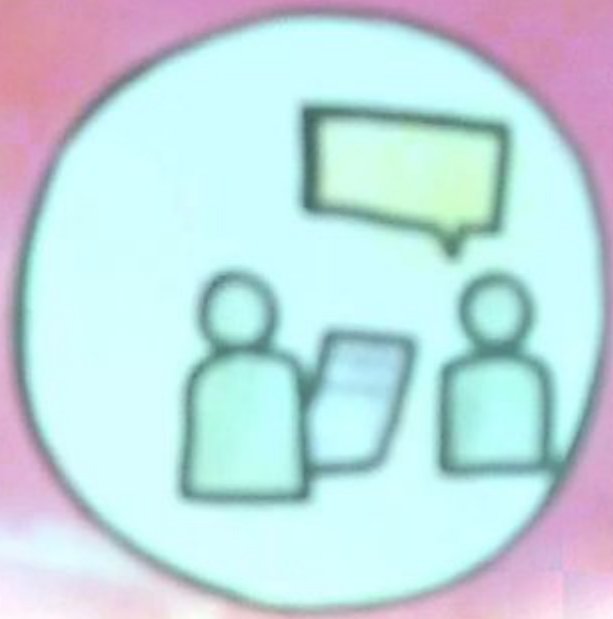
The importance of social involvement can be understood through this one day camp. The camp helped the students to develop leadership quality, togetherness, creativity as well as positive attitude.

ABX



QUESTION: How do we measure the success of a business?

Answer: The success of a business is measured by the amount of profit it makes.



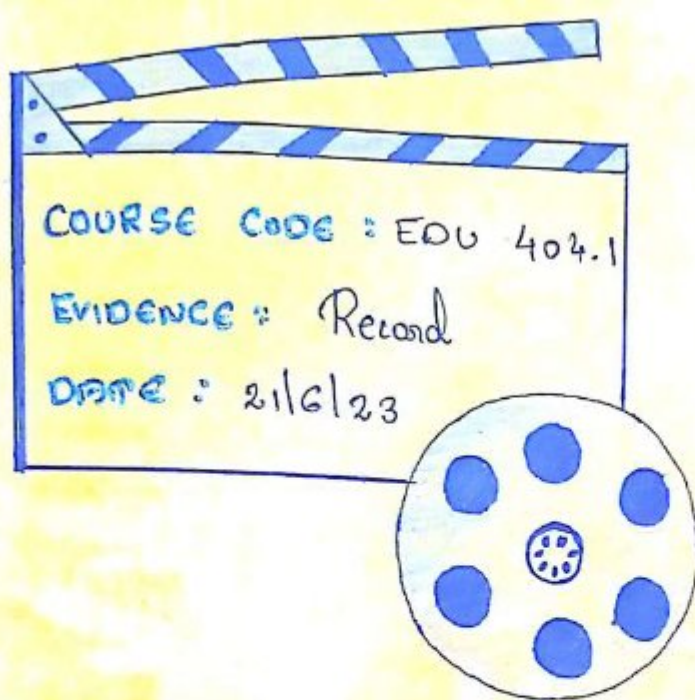
Profit is the difference between the total revenue and the total costs of a business.

Revenue is the total amount of money a business receives from its customers. It is calculated by multiplying the number of units sold by the price per unit.

Costs are the expenses a business incurs to produce its goods or services. They include the cost of raw materials, labor, and overhead expenses.



Reflection



Objectives

- To communicate difficult messages in an indirect and light hearted way.

Description

As part of B.ed Curriculum, we had to present a short film, based on the topic child abuse in school campus and posco rules. For that we were divided into various groups having three members. Our short film titled 'Thounot' was successfully completed. It talks about the necessity of making our children aware of good and bad touch.

Reflection

The shooting was completed by 3-5 days and all the scenes were edited after the shooting. The experience was indeed fruitful. Everyone worked hard for the successful completion of the short film.

Ab



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EVENT : STUDY TOUR

COURSE CODE : EDU 404.1

EVIDENCE : Record

DATE : 14/3/23

Objectives : To develop

team spirit among the students.

• Be able to adapt to various situations.



Description : As part of B.ed .

Curriculum, we conducted a study tour .

The place visited was Daudet's Croo . The

Tour was scheduled on 14th - 18th March .

There were 38 students with 2 teachers .



Reflection

Educational tour offers an opportunity for a rich immersion of experiences and tremendous way to facilitate learning.



EVENT : SWOT ANALYSIS

COURSE CODE : EDU 404.2
EVIDENCE : Record
DATE : 11/8/23

Objectives : Helps a teacher to understand their strengths, weakness, opportunities and threats.

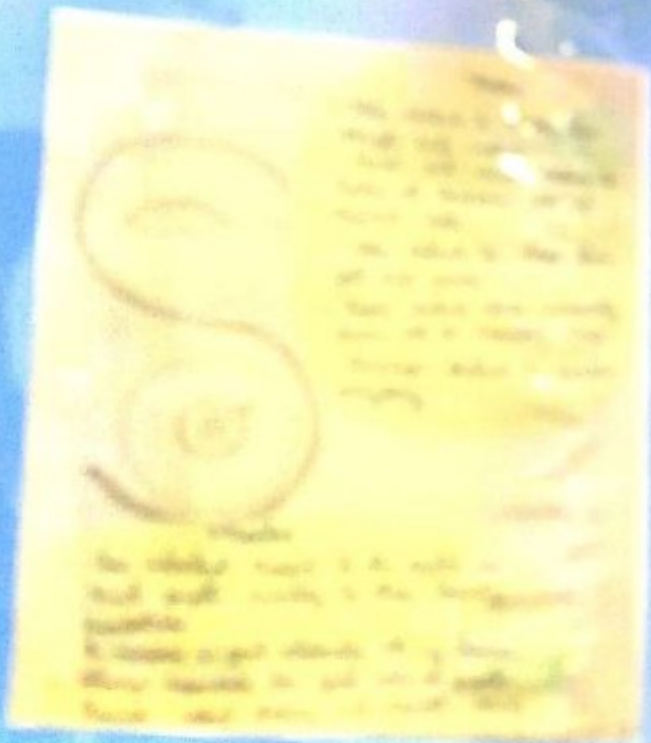
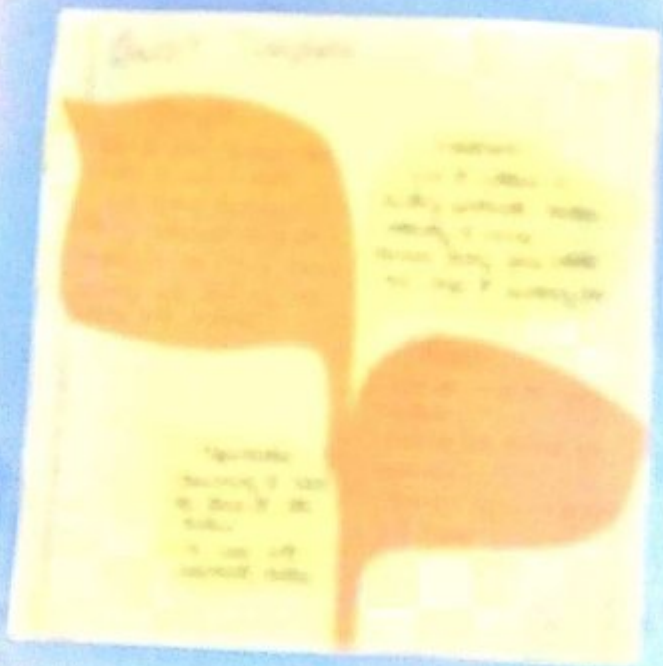
Description

As part of B.ed Curriculum, we had a task based on 'Developing vision and mission as a teacher - SWOT Analysis'. The record encompasses identification of swot, preparation of template, and vision and mission statement.



Reflection

The swot analysis explores my strength, weakness, opportunity and threat in my professional life and to develop vision and mission. This work help me to realize and provide new reflection.

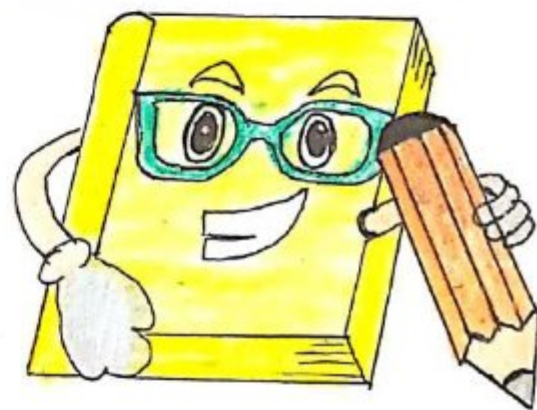


EVENT : EDUCATIONAL JOURNAL REVIEW (5 RESEARCH ARTICLE)

COURSE CODE : EDU 404.2
EVIDENCE : Record
DATE : 23/6/23

Objectives

To provide knowledge and with strategies to use that knowledge in educational or learning.

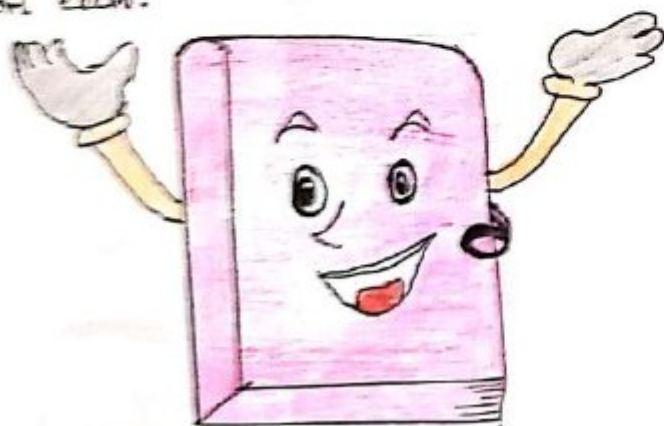


Description

As part of B.Ed Curriculum, an educational journal review was conducted.

For this work, I selected chemistry education research and practice journal.

Royal Society of Chemistry is the publisher of this journal. I selected nearly 5 articles and wrote a report from each.



Reflection

Reviewing each article gives more and deep understanding of the topic. Journal review often provides an overview of the topic. They are very much important to provide updated knowledge.

Diya

Chemistry Education Research and Practice



COURSE CODE : EDU 404.2

PROJECT : Project Report

DATE : 27/6/23

Description

As part of B.ed Curriculum, we had to do a project on any topic of pedagogic relevance. For that I selected the topic Identify the Acid-Base nature of various substances using pH paper and litmus paper. For that, an experimental setup was arranged in order to perform the analysis.

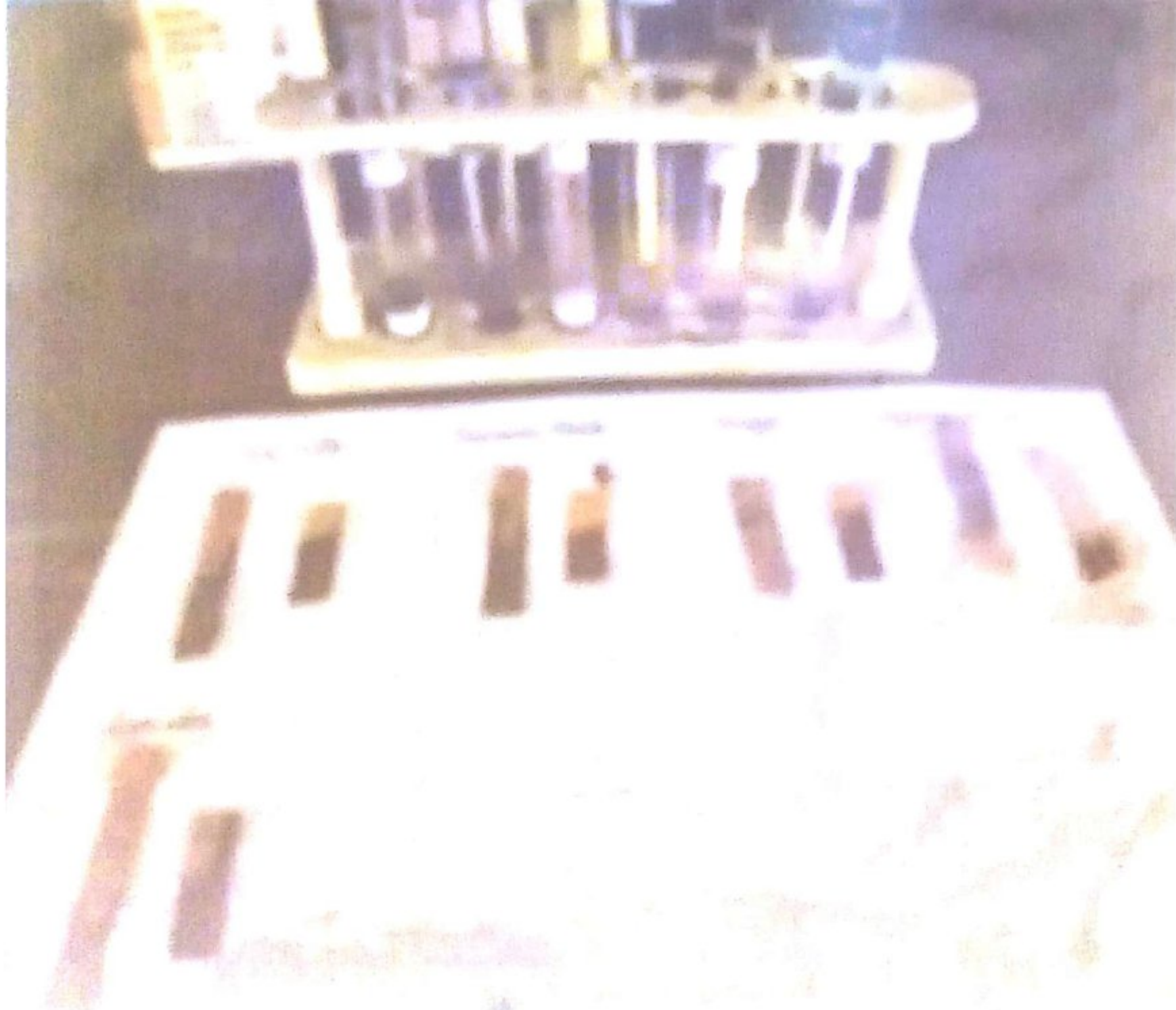
Objectives

- To measure the pH of various solutions using pH indicator and determine its nature using litmus paper.

Reflection

The topic I selected was based on the chemistry subject of high school students. It was really a great experience for me. I performed various lab tests to arrive at the conclusion.





EVENT PREPARATION AND UPLOADING OF SELF-DESIGNED ARTICLE OF PEDAGOGIC RELEVANCE IN THE BLOG

COURSE CODE : EDU 404.2
EVIDENCE : Record
DATE : 12/6/23

Objectives :
• To promote expression of self.
• To improve writing skills.



Description

As part of B.ed Curriculum, we have to prepare and upload self-designed article of pedagogic relevance in the blog.

So that I selected the topic 'Soap and its cleaning action'.

Reflection

Blog provide a vast platform to share our idea, view points and opinion of others. It help to express our view and show the idea and perspective in an articulate way.

All (2)

MANAGE



ARTICLE : Soap and its Cleansing...

Jun 15 0 3

D

Dmitri Mendeleev

Jun 4, 2022 0 21



EVENT : CREDIBLE PARTICIPATION IN GAMES AND SPORTS
MINIMUM 2 EVENTS.

COURSE CODE : EDU 404.3

EVIDENCE : Record

DATE : 9/02/2023

Objectives : • To provide sufficient opportunities for students to develop individual abilities.



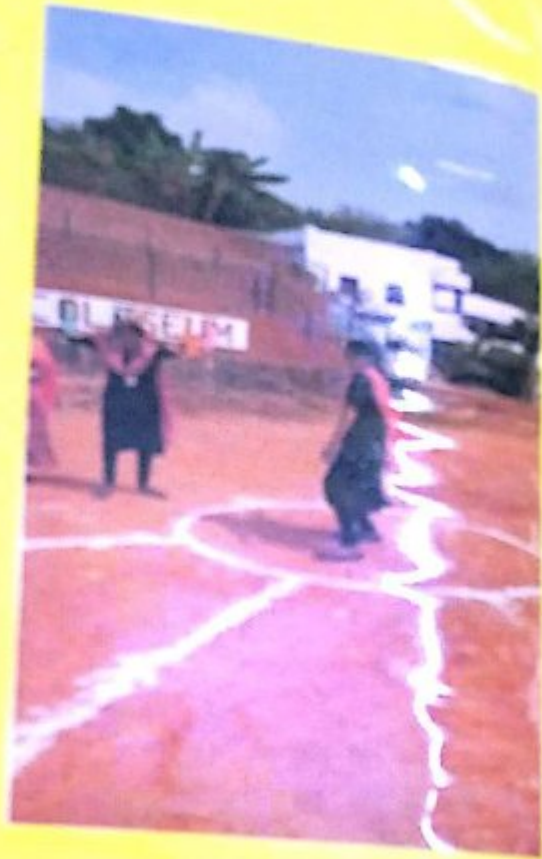
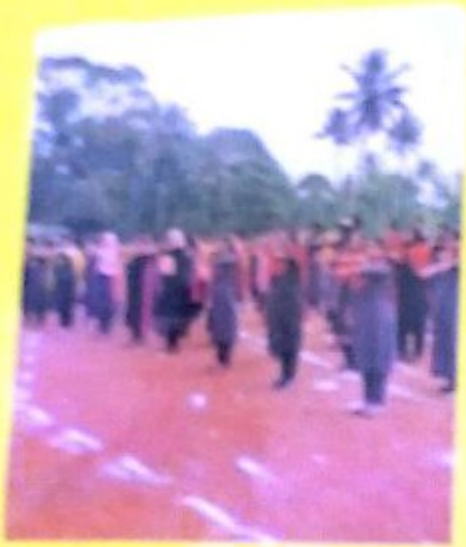
Reflection

The sports meet provided an opportunity to take part in sports. It helped me to understand and learn more about various sports events. It was really a great experience for me.

Description

As part of Bed Curriculum we conducted a sports meet on 9th February 2023. For that we have to participate in any of the two items. I participated in 200m race and shot put.





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EVENT : RULES AND REGULATIONS OF VOLLEYBALL AND SHUTTLE BADMINTON

COURSE CODE : EDU 404.3

EVIDENCE : Record

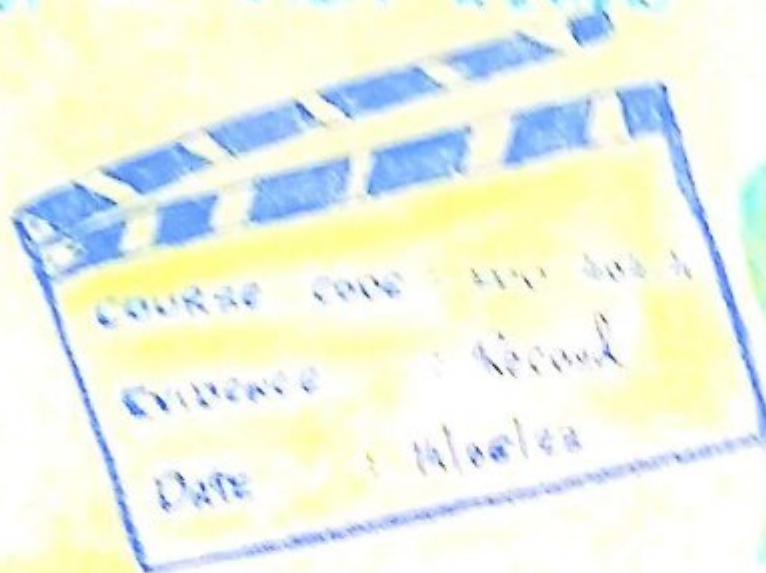
DATE : 10/2/23

Objectives : Help to know about the various rule and regulation of volleyball and shuttle Badminton.

As part of B.ed Curriculum, we have to organise sports meet and prepare the rules and regulations of volleyball and shuttle badminton. To provide an opportunity to understand about the rules related to volleyball & shuttle badminton.

It was a good experience for the trainee. By doing this practical work, the trainee got an idea about the rules and regulations of volleyball and shuttle badminton.





Objective To analyze the film in terms of its artistic value and technical skills.

Description

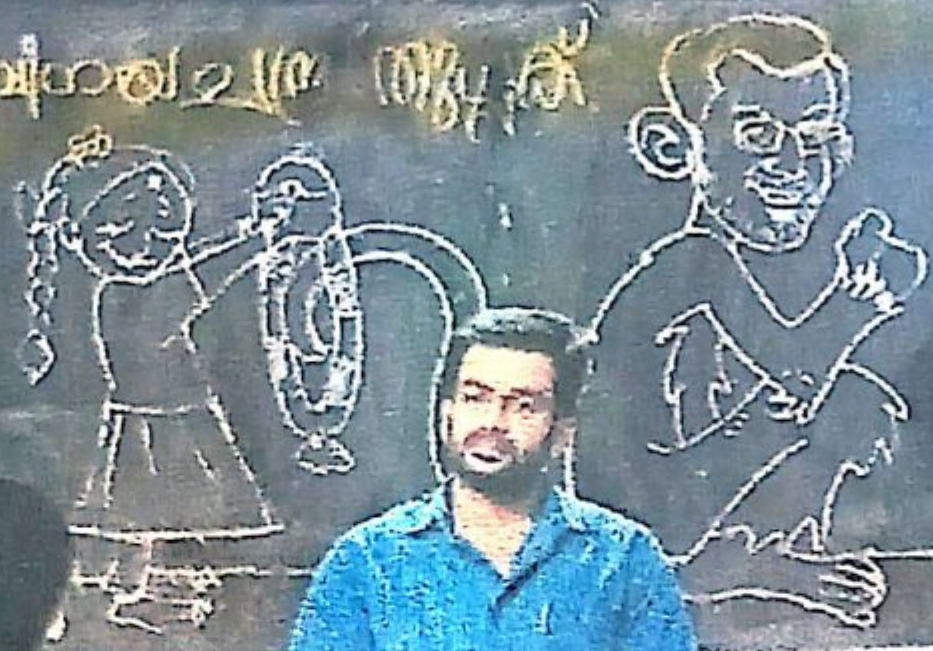
As part of Bed Committee we had to prepare film review on movie related to educational importance and I had selected "Manikyokalla" Malayalam movie of Puthuvay by M. Mohanan. I depict the relationship between a teacher and his students.

Reflection

This not help us to absorb a lot of details about the movie. The movie is really inspiring for all the teachers and give a great message.

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നന്മ വേണം...

വീഴ്ചകൾ ഉണ്ടാകരുത്



ഗായികിനാഷിറുപ്പിൽ

മാണിക്യക്കല്പം

എം. തോഹനസ്
എ. എസ്. ഗിരീഷ്ചാൽ

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EVENT : CREDIBLE PARTICIPATION IN ARTS TEST

COURSE CODE : EDU 404.4

EVIDENCE : Record

DATE : 13/6/23

Description

As part of B.ed Curriculum, Art Fest 'Lolleploore' has been conducted in our college. We have to participate in minimum two events. I participated in pencil drawing, poster making and Group song. Art Fest was conducted on 13th and 14th June 2023.

Objectives

- To develop creative skills and talents
- To provide an opportunity to showcase creative talent in the field of art.



Reflection:

It was a new experience for me. I had participated both on stage and off stage items. It provides an opportunity to showcase our talents. It will be beneficial in the future, and help us conduct art fest at various levels.

M

**NATIONAL COLLEGE FOR
TEACHER EDUCATION**
Established by St. Clare's Community, Recognized by NCTE
 HALLABALLA, DISTRICT OF KARNATAKA, INDIA



**Inaugural
Session**

- PRAYER
KOLLEGA CHANDRA
- WELCOME SPEECH
KADAPPA E. M. HOSANGA
- PRESENTING ADDRESS
BY DISTRICT EDUCATION OFFICER
MRS. S. S. SUDHAKAR
- INTEGRATION
KAJAL C S
- RE-ORIENTATION
SUDHAKAR S. SUDHAKAR
- DISCUSSION
KADAPPA E. M. HOSANGA
- INSTITUTIONAL
COOPERATION
KADAPPA E. M. HOSANGA
- CONCLUSION
KADAPPA E. M. HOSANGA

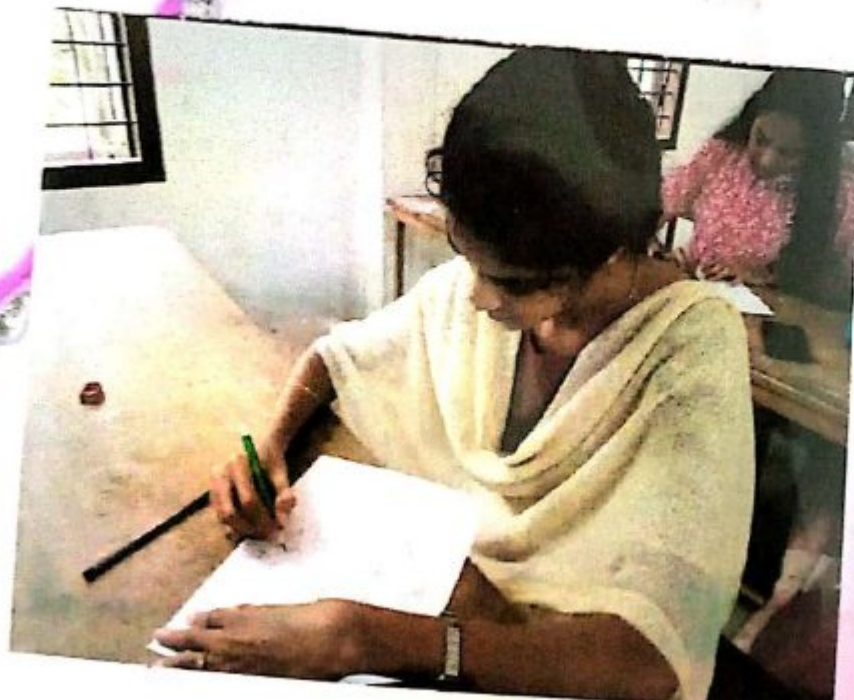
Celebrates
18th
Arts Day

Chief Guest : KAJAL C S
 (Actress Model
 Social Activist)

LOLLAPALOOZA

AT NCTE COLLEGE MITHANAPUR

ON
12 & 13
JUNE, 2022



EVENT : SCRIPT ON STREET PLAY

COURSE CODE : EDU 404.4

EVIDENCE : Record

DATE : 4/7/23

Objectives : To provide social message to a large group of people.



Description

As part of B.ed Curriculum we have to prepare a script for street play. The topic selected was 'मानविक मूल्य'. As a form of communication it is used as a medium to propagate social and political messages and to create awareness in the society.



Reflection

It was a new experience for me to write a script for street play. Through this activity, I got an opportunity to explore an art form. It helped me to understand the feeling, structure and significance of street play.



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EVENT : DRAFT A RESUME FOR THE PURPOSE OF EMPLOYMENT

COURSE CODE : EDU 404-5

EVIDENCE : Resume

DATE : 28/1/23

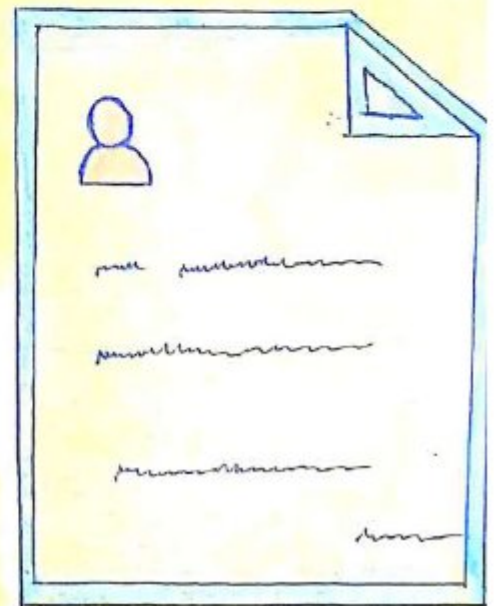
- Objectives :**
- To give you potential employer a feel for your past experience and skills.
 - To introduce you qualifications and skills to employer.

Description

As part of B.Ed Curriculum, we had to prepare a draft of resume for the purpose of employment. For that I choose professional resume template and fillup the details in it.

Reflection

A good resume can make a good image of the applicant in the eyes of the recruiter. It helped me to present myself better.



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EDU 404.5 Communicative English - Internal Test (Oral & Written)

COURSE CODE :
EDU 404.5

EVIDENCE : Answer sheet

DATE : 27/6/23

Description

As part of Communicative English, Our college had conducted a written & oral test. Written test was an essay on the topic hearing in the time of covid-19. Oral test was based on the topic 'Drug Good'.

Reflection

After attending the test, I was able to improve my confidence on English writing as well as in speaking. Also, I understood the points to be noted while writing Essay.