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

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 to17th 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 S**chools**, 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 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. 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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SEMESTER – I

CPS 2a - Part I -PEDAGOGY OF PHYSICAL SCIENCE

Credits: 4 **Internal: 40 marks**

Hours/Week: Theory-4hrs: Practical- 4hrs **External: 60 marks**

Total: 100 marks

Course Learning Outcomes:

At the end of this course, the student-teachers will be able to

- interpret the nature and scope of Physical Science;
- order the aims and objectives of teaching Physical Science;
- integrate the teaching skills effectively in the classroom;
- address the varied needs of students;
- justify the usage of various methods of teaching Physical Science;
- employ various teaching aids in explaining the concepts of Physical Science;
- observe the classes of subject experts and reflect on the demonstration of concepts in Physical Science with reference to General and Special schools; and
- prepare Mini teaching record related to major disciplines and disability specializations.

Unit I: Nature and Scope of Physical Science

Science as a product and a process: a body of knowledge, a way of investigation, a way of thinking – Characteristics of a person with scientific attitude – Interdisciplinary Approach-Implications of the nature of Science for a Science teacher.

Unit II: Aims and Objectives of Teaching Physical Science

Goals and Objectives of teaching Physical Science with reference to Revised Bloom's Taxonomy of Educational Objectives - General and Specific Objectives of teaching Physical Science – Writing Objectives in behavioral terms- Aims of teaching Physical Science at different levels: Primary, Secondary and Higher Secondary.

Unit III: Development of Skills through Mini Teaching

Mini teaching: Meaning, Characteristics, Phases of Mini teaching. Teaching Skills: Skill ofSet Induction, Skill of Explaining, Skill of Black board Writing, Skill of Illustrating with Examples, Skill of Probing Questions, Skill of Fluencyin Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Achieving Closure, Advantages and Limitations of Mini teaching.

Unit IV: Exploring Learners in Teaching and Learning Physical Science

Class as a heterogeneous group- the need for addressing the individual differences of students- Gifted Learners- Needs and Problems of the Gifted- Educational programmes for the Gifted- National Talent Search Examination- Ways of enhancing the abilities of the Gifted in Science- Slow Learners- Needs and Problems of the Slow Learners- Diagnostic Tests- Remedial Teaching.

Unit V: Methods of Teaching Physical Science

Teacher and Student-centered Methods- Lecture Method- Lecture Demonstration Method- Heuristic Method- Project Method- Biographical Method- Inductive-deductive Method- Historical Method-Assignment Method- Significance of employing different Methods in teaching of Physical Science.

Unit VI: Teaching Aids

Concept of Teaching Aids- Importance of using aids in the teaching of Physical Science- Edgar Dale's Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Visual Aids- SMART Interactive Whiteboard, Chalkboard, Bulletin Board, Flannel Board, Chart, Flash Cards, Posters, Models, Specimens, Objects, Diorama, Graphs, Filmstrip Projector, Slide Projector, Epidiascope, Overhead Projector- Audio Aids- Radio, Tape Recorder, Audio-visual Aids- Television, Computer, Documentaries, Motion Pictures – Criteria for selection of appropriate teachingaids- Digital tools for Online Teaching and Learning- LMS:GoogleClassroom,digital tool: Kahoot.

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OBSERVATION. LEVEL 1

Physical condition of the class:

The Physical condition of the class was good. The benches was arranged neatly. Good ventilated windows in the classroom. On the beginning the class was noisy

Lesson.

The topic of the lesson was Introduction to Computers. The Teacher started the class without introducing the topic towards the students. She started the class with story involving computers

Objectives

The teacher had fulfilled all the general and specific instructional objectives of the lesson of that day.

Aids

The Teacher used a chart as the aid for that class

Nature of the aids used

The aid was representing the generation of computers The aids was attractive. So that the students were able to understand the types of computers

TEACHER

Personality

The teacher was simply dressed. The teacher had enough spirit to handle the noisy class and bring into her teaching circle

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Communication

The fluency of communication represent the knowledge of the teacher. Her teaching was in bilinear language in English as well as tamil for better understanding of the concept. The voice modulation helped her more.

TEACHING

Testing the knowledge

The Teacher tested the knowledge of the concept by asking generation of computers

Motivation

The motivation was given by the teacher with the real life examples. A small portion was explained how far computers were used in day-to-day activities. Students were eagerly listening to the story.

Methods of Teaching

The teacher adopted the demonstrationmethod of teaching. The concept involving generation of computers

Development

After introducing the topic towards the students, the teacher explained generation of computers one by one and difference between the various computers. The teacher explained the generation by writting on the blackboard

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Use of blackboard

The use of blackboard was often. The teacher partitioned the board into five parts and wrote about the generation of computers

Questioning

The teacher arises few questions regarding generation of computers The teacher asked different levels of questions to make the concept clear to the students.

Nature of the Questions

The questions were simple and small. Some were also lengthy depending on generatoons

Distribution of the questions

The question were spread randomly over the class. There is no focused question to any students.

Response of the pupils.

The students response was good. Every student answered the question eagerly to the question passed by the teacher.

Review:

The teacher had revised the concept fully at the period of recapitulation. The revision given at the end helped to the concept clearly among the students.

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Follow up work:

The teacher had given some types of computers for the home assignment to the students for clear understanding

Pupils activity

The response and the activity of the students throughout the class was good. Everyone involved in the class activity conducted by the teacher

Time Management

The teacher maintained the time management as planned. She had finished the class before the period ends

Total impression:

The class was effective to acquire knowledge about the generation of computers. This class was a good foundation for the concept.

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OBSERVATION - LEVEL 2

Physical condition of the class

The Physical condition of the class was good. The benches was arranged neatly. Good ventilated windows in the classroom. On the beginning the class was noisy

Lesson:

The topic of the lesson was "Email". The teacher started the class without introducing the topic towards the students. She started the class with story involving the uses of E-Mail

Objectives

The teacher had fulfilled all the general and specific instructional objectives of the lesson of that day.

Aids

The teacher used a chart as the aid for the class

Nature of the aids used

The aid was representing the use of E-mail. The aid was attractive. So that the students were able to understand how to send e-mail

TEACHER

Personality

The teacher was simply dressed. the teacher had enough spirit to handle the noisy class and bring into her teaching circle.

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Communication

The fluency of communication represent the knowledge of the teacher. Her teaching was in bilinear language in English as well as tamil for better understanding of the concept. The voice modulation helped her more.

TEACHING

Testing the knowledge

The teacher asked questions to test the knowledge about the structure of e-mail

Motivation

The motivation was given by the teacher with real life examples. A small postion was explained the structure of e-mail. Students were eagerly watching and hearing the stories.

Method of Teaching

The teacher adopted the demonstration method of teaching. The concept involved about E-Mail structured

Development

After introducing the topic towards the students, the teacher explained the structure of e-mail one by one. The teacher explained use of e-mail by writting on the blackboard.

Use of blackboard

The use of blackboard was often. The teacher partitions the board and drawed the structure of e-mail

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Questioning

The teacher arises few questions regarding e-mail. The teacher asked different levels of questions to make the concept clear to the students.

Nature of the questions

The questions were simple and small. Some were also lengthy depending on uses of e-mail

Distribution of the questions

The question were spread randomly over the class. There is no focused question to any students.

Response of the pupils

The students response was good. Every student answered the question eagerly to the question passed by the teacher.

Review

The teacher had revised the concept fully at the period of recapitulation. The revision given at the end helped to fix the concept clearly among the students.

Follow up work

The teacher had given structure and uses of e-mail for home assignment to the students for clear understanding

Pupils activity

The response and the activity of the students

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throughout the class was good. Everyone involved in the class activity conducted by the teacher.

Time Management

The teacher maintained the time management as planned She had finished the class before the period ends

Total Impression

The class was effective to acquire knowledge about the e-mail. This class was a good foundation for the concept.

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CLASSROOM ENVIRONMENT

The students came to the class on time. The classroom was spacious and clean. The voice of the teacher educator was audible and clear

OBJECTIVES:

To demonstrate what is HTML and how to create web page.

TEACHER'S PERSONALITY:

The teacher started the class with general discussion. While discussing she had ~~lot~~ of interaction. Use of previous knowledge has been demonstrated here. The teacher / demonstrator appreciated the students whenever required

TESTING THE KNOWLEDGE:

To arrive the topic which was taught, the demonstrator probed questions. The students were able to recollect and relate to their

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previous knowledge and come up with answers

MOTIVATION

After lot of interaction, the student-teacher motivated and developed curiosity. The questions asked by the demonstrator were:

*) How many of you use internet?

*) How to create web page?

*) Do you know, how to display your name in webpage?

(SKILL OF SET INDUCTION)

METHOD OF TEACHING:

The method of demonstrator used was "LECTURE METHOD".

DEVELOPMENT OF THE LESSON:

The demonstrator started to develop the lesson. She explained what is Html and how to create webpage. And she was able to

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deliver the tags clearly. The topic HTML (HYPER TEXT MARKUP LANGUAGE) was demonstrated.

SKILLS USED

- ★, SKILL OF SET INDUCTION
- ★, SKILL OF BLACK BOARD WRITING
- ★, SKILL OF FLUENCY IN QUESTIONING

USES OF TEACHING AIDS:

The demonstrator used charts, Flash card, Rotating disc to the fullest to explain. The explanation for each tags was clearly understandable

QUESTIONING:

After completion of the lesson, the demonstrator shooted many questions to the students pertaining to the lesson taught that day. Here the teacher evaluates the learning.

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NATURE OF QUESTION :

All the questions were direct and close ended questions. All the points were clearly stated

DISTRIBUTION OF QUESTIONS :

The demonstrator distributed the questions evenly so the students participated in the questioning sessions

RESPONSE OF THE PUPIL

Most of the students were able to deliver correct answers to the questions. This shows that the tracking was effective and the concept was conveyed effectively

TIME MANAGEMENT

In the given 45 minutes, the demonstrator played a vital role, by motivating the students for the first 5 munides. And took 30 minutes for development and explanation. To recall the entire session she allowed 10 minutes and closed the class.

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OVERALL IMPRESSION:

The demonstrator fulfilled the requirements of the demonstration class. It was a good session with proper time management. There was no distraction and students were very co-operative till the end of the class.

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Needs of food

DEMONSTRATION - LEVEL - II

CLASSROOM ENVIRONMENT

The students came to the class on time. The classroom was spacious and clean. The voice of the teacher educator was audible and clear.

OBJECTIVES

To demonstrate what is Inheritence and its types.

TEACHER'S PERSONALITY:

The teacher started the class with general discussion. While discussing She had lot of interaction. Use of previous knowledge has been demonstrated here. The teacher/demonstrator appreciated the students whenever required.

TESTING THE KNOWLEDGE

To revive the topic which was taught, the demonstrator probed questions. The students were able to recollect and relate to their previous knowledge and come up with answers.

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MOTIVATION :

After lot of interaction, the student-teacher were motivated and developed curiosity. The questions asked by the demonstrator were :

*) What is generation ?

*) How many generations have you seen?

*) What did you learn from grandparents?

(SKILL OF SET INDUCTION)

METHOD OF TEACHING

The method of demostrator used was "LECTURE METHOD"

DEVELOPMENT OF THE LESSON :

The demonstrator started to develop the lesson. She explained what is Inheritence and what are its types. And she was able to deliver the concepts clearly. The topic INHERITENCE AND ITS TYPES was demonstrated.

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SKILLS USED

*) SKILL OF SET INDUCTION

*) SKILL OF BLACK BOARD WRITING

*) SKILL OF FLUENCY IN QUESTIONING

USES OF TEACHING AIDS:

The demonstrator used charts, Flash card, Rotating disc to the fullest to explain. The explanation for each types was clearly understandable.

QUESTIONING:

After completion of the lesson, the demonstrator shooted many questions to the students pertaining to the lesson taught that day. Here the teacher evaluates the learning.

NATURE OF QUESTION:

All the questions were direct and close ended questions. All the points were clearly stated.

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DISTRIBUTION OF QUESTIONS:

The demonstrator distributed the questions evenly so the students participated in the questioning sessions

RESPONSE OF THE PUPIL:

Most of the students were able to deliver correct answers to the questions. This shows that the tracking was effective and the concept was conveyed effectively.

TIME MANAGEMENT:

In the given 45 minutes, the demonstrator played a vital role, by motivating the students for the first 5 minutes. And took 30 minutes for development and explanation. To recall the entire session she allowed 10 minutes and closed the class.

OVER ALL IMPRESSION:

The demonstrator fulfilled the requirements of the

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demonstration class. It was a good session with proper time management. There was no distraction and students were very co-operative till the end of the class.

Next of food.

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LESSON PLAN - Level I

GENERAL INSTRUCTIONAL OBJECTIVES (GIO):

To enable students to,

- remember the facts in Computer Science.
- understand the concepts and process in Computer Science.
- apply the procedural programming in Computer Science.
- analyze the different approaches in Computer Science.
- create interest in Computer Science.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

To enable students to,

- define the term 'Operators'.
- State the concept of 'Operands'.
- predict the example for operators and operands.
- classify the operators on operands.
- arrange the types of binary operators.
- write the arithmetic operation.
- restate the increment and decrement operators.
- extrapolate the concept of relational operators.

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- Δ operate the concept of logical operators.
- Δ arrange the types of binary operators.
- Δ write the arithmetic operation.
- Δ read the concept of assignment operator.
- Δ quote the concept of I/O operators.
- Δ express the concept of output operation.
- Δ summarize the operators and its types.

TEACHING AIDS:

Flashcard, charts, non-working model.

TEACHING METHODS:

Teaching are Illustration method, lecture method, demonstration method.

PREVIOUS KNOWLEDGE:

Remember the concept of 'Operators'.

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LEARNING OUTCOMES கற்றல் விளைவுகள்	CONTENT பாடப் பொருள்	LEARNING EXPERIENCE கற்றல் அனுபவங்கள்		EVALUATION மதிப்பீடு
		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be motivated to learn about the 'Operators'.	MOTIVATION: Teacher motivates the students by asking questions from previous knowledge of 'Operators'.	Teacher asks, 1. What are the commonly used 'Arithmetic Operation'? 2. Mention any 1 data type 3. Give an example of operand.	Students answer accordingly.	
Students will be able to define the term 'Operators'.	DEVELOPMENT OF THE LESSON: The symbol which are used to do some mathematical or logical operations are called as 'operators'.	Teacher define the term 'Operators'.	Students understand the definition of 'Operators'.	What is 'Operators'?

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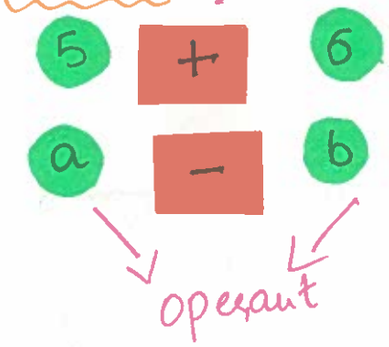
LEARNING OUTCOMES கற்றல் விளைவுகள்	CONTENT பாடப் பொருள்	LEARNING EXPERIENCE கற்றல் அனுபவங்கள்		EVALUATION மதிப்பீடு
		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be able to state the concept of 'operands'.	OPERANDS: The data items or values that the operators act upon are called as 'operands'.	Teacher states the concept of operands.	Students listen to the concept of 'operands'.	State the concept of operands.
Students will be able to predict the example for operators and operands.	EXAMPLE: → Operator  	Teacher predicts the example for operators and operands.	Students observes the example for Operator and Operand.	Predict the example for operators and operands.
Students will be able to classify the operators on operands.	CLASSIFICATION OF OPERATORS ON OPERANDS: ☆ Unary Operators: Only one Operand	Teacher classifies the operators on operands.	Students write the classification of Operators on operand in the notebook.	classify the operators on Operand.

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be able to arrange the types of binary operators.	★ Binary Operators: Two operands ★ Ternary Operators: Three operands C++ BINARY OPERATORS: ○ Arithmetic Operators ○ Relational Operators ○ Logical Operators ○ Assignment Operators ○ Conditional Operators	Teacher arranges the types of binary operators.	Students listen to the C++ binary operators.	What are the types of binary Operators?
Students will be able to write the arithmetic operation.	ARITHMETIC OPERATORS: Arithmetic operators perform simple arithmetic operations like addition, subtraction, multiplication, division, modulus.	Teacher writes the arithmetic operators.	Students observes the arithmetic operators.	Write the arithmetic operators.

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be able to restate the uicrement and decrement operators.	INCREMENT & DECREMENT OPERATORS: ++ (plus, plus) Increment operator -- (Minus, Minus) Decrement operator.	Teacher restates the uicrement and decrement operators.	Students understand the uicrement & decrement operators.	Restate the uicrement & decrement operators.
Students will be able to extrapolate the concept of relational operators.	RELATIONAL OPERATORS: Relational operators are used to determine the relationship between its operands. Six relational operators are >, <, >=, <=, ==, !=	Teacher extrapolates the concept of relational operators.	Students observe the concept of 'Relational Operators'.	What do you mean by relational operators?
Students will be able to operate the concept of logical operators.	LOGICAL OPERATORS: A logical operator is used to evaluate logical and relational expression. The three logical operators are AND, OR, NOT.	Teacher operates the concept of logical operators.	Students listen to the concept of 'Logical Operators'.	What is a logical operator?

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be able to read the concept of assignment operator.	**ASSIGNMENT OPERATOR:** Assignment operator is used to assign a value to a variable which is on the left hand side of an assignment statement = (equal to) is commonly used as an assignment operator.	Teacher reads the concept of assignment operator.	Students understand the concept of 'Assignment operator'.	Read the concept of assignment operator.
Students will be able to quote the concept of I/O operators.	**I/O OPERATORS:** C++ provides the operator >> to get input. It extracts the value through the keyboard & assigns it to the variable on its right; hence it is called as 'stream extraction' or 'get from' operator.	Teacher quotes the concept of I/O operators.	Students understand the concept of I/O operators.	Quote the concept of I/O operators.
Students will be able to expres	**OUTPUT OPERATOR:** C++ provides << operator to perfor m	Teacher expresses the concept of	Students Observe the concept of	Express the concept of

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
the concept of output operator Students will be able to summarize operators & types of operands.	output operation. The operator << is called the 'Stream Insertion' or 'put to' Operator. RECAPITULATION: Teacher recall and revise the concept of operators, operands and classification of operators. HOME ASSESSMENT: 1) Define operators. 2) Explain the types of binary operators? 3) List the examples of arithmetic operators. SIGNATURE: Student Teacher: Nithiya Jeevitha I Mentor : D. Supervisor : D.	Output operator. Teacher summarize the concept of 'operators'.	Output operator. Students are listening.	Output Operator.

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LESSON PLAN - Level II

GENERAL INSTRUCTIONAL OBJECTIVES [GIO]

To enable students to,

- remember the facts in Computer Science
- understand the concepts and functions in Computer Science.
- apply the process in Computer Science.
- analyze the different approaches in Computer Science.
- Create interest in Computer Science.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

To enable Students to,

- give the introduction about Internet.
- State about cyber crime.
- explain about Computer Ethics.
- enlist the guidelines of Ethics.
- generalize about ethical issues.
- order the list of Common ethical issues.

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- discuss about cyber crime
- illustrate an example for cyber crime
- cite about examples of computer crimes
- underline the meaning of Software piracy.
- draw the diagrammatic representation of Software piracy.
- quote about Hacking.
- Criticize about Cracking.
- recall and recognize the concept of Computer Ethics and cyber Security.

TEACHING AIDS:

Flash cards, chart

TEACHING METHODS:

Teaching Methods are: Lecture Method, Demonstration Method, Illustration Method.

PREVIOUS KNOWLEDGE:

Remember the concept of Computer Ethics and cyber Security.

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be motivated to learn about the "Computer Ethics and cyber security"	MOTIVATION: Teacher motivates the students by asking questions from previous knowledge of "Computer Ethics"	Teacher asks, 1. What do you know about Safe and Security? 2. What is the meaning of Ethics?	students answer accordingly	

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be able to give the "Introduction about Internet"	DEVELOPMENT OF THE LESSON: INTRODUCTION: Internet is a Communication media which is easily accessible and open to all. Information technology is widespread through computers, mobile phones and internet. There is a lot of scope and possibility for misuse of Information Technology.	Teacher gives the "introduction about internet"	Students understand the "introduction about internet"	How internet is important?
Students will be able to state about "cyber Crime"	CYBER CRIME: A cyber Crime is a crime which involves Computer and network. This is becoming a growing threat to society.	Teacher states about "cyber Crime"	Students state about "cyber Crime"	What is cyber Crime?

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		TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு	PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு	
Students will be able to explain about "Computer Ethics"	**ETHICS:** Ethics is a set of moral principles that govern the behaviour of an individual in a society, and computer ethics is a set of moral principles that regulate the use of computers by users.	Teacher explains about "Computer Ethics"	students explain about "Computer Ethics"	What do you mean by Ethics?
Students will be able to enlist the "guidelines of Ethics"	**GUIDELINES OF ETHICS:** 1. HONESTY 2. CONFIDENTIALITY 3. RESPECT 4. RESPONSIBILITY	Teacher lists out the "guidelines of Ethics"	students enlist the "guidelines of Ethics"	Give one guideline of ethics?

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Students will be able to generalize about "ethical issues"	**ETHICAL ISSUES:** An ethical issue is a problem or issue that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical).	Teacher generalizes about "ethical issues"	Students generalize about "ethical issues"	what is meant by ethical issues?
Students will be able to order the "list of Common ethical issues"	**COMMON ETHICAL ISSUES:** ⇒ Cyber Crime ⇒ Software piracy ⇒ Hacking ⇒ Use of Computers to commit ⇒ fraud ⇒ Sabotage in the form of viruses.	Teacher Orders the "list of Common ethical issues"	Students order the "list of Common ethical issues"	what are the list of Common ethical issues?

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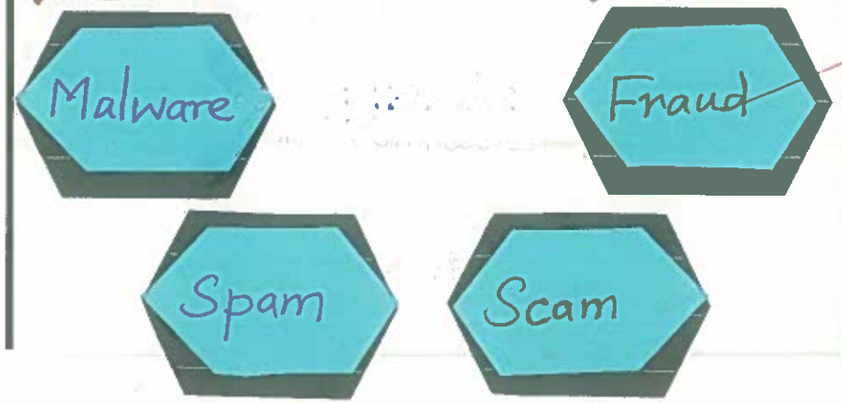
Students will be able to discuss about "Cyber Crime"	**CYBER CRIME:** Cyber crime is an intellectual, White - Collar crime. Those who commit such crimes generally manipulate the Computer system in an intelligent manner.	Teacher discusses about "cyber Crime"	Students discuss about "cyber Crime"	Write about cyber crime?
Students will be able to illustrate an "example for cyber Crime"	**EXAMPLE - CYBER CRIME:** Illegal money transfer Via internet.	Teacher illustrates an "example for cyber crime"	Students illustrate an "example for cyber crime"	Illustrate an example for cyber crime?
Students will be able to cite about "examples of Computer Crimes"	**EXAMPLE - COMPUTER CRIMES:** 	Teacher cites about "examples of Computer Crimes"	Students cite about "examples of Computer Crimes"	Give an examples for Computer Crimes?

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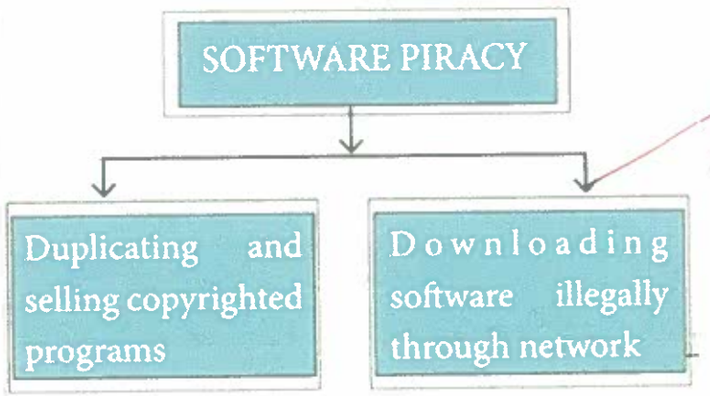
Students will be able to underline the meaning of "Software piracy" Students will be able to draw the "diagrammatic representation of Software piracy"	**SOFTWARE PIRACY:** Software piracy is "unauthorized Copying of Software" **DIAGRAMMATIC REPRESENTATION:**  	Teacher underlines the meaning of "Software piracy" Teacher draws the "diagrammatic representation of Software piracy"	Students underline the meaning of "Software piracy" Students draw the "diagrammatic representation of Software piracy"	What do you mean by Software piracy? Draw the diagrammatic representation of Software piracy?

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Students will be able to quote about "Hacking"	**HACKING:** Hacking is intruding into a Computer system to steal personal data without the owner's permission or knowledge.	Teacher quotes about "Hacking"	Students quote about "Hacking"	Tell about Hacking?
Students will be able to Criticize about "Cracking"	**CRACKING:** • Cracking is where Someone edits a program source so that the code can be exploited or modified. • "Cracking" means trying to get into computer systems in order to steal, Corrupt, or illegitimately view data.	Teacher Criticizes about "Cracking"	Students Criticize about "Cracking"	What is Cracking?

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Students will be able to recall and recognize the Concept of "Computer Ethics and cyber Security"	**RECAPTULATION:** Teacher recalls and recognizes the concept of cybercrime, ethics, guidelines of ethics, ethical issues, Software piracy, Hacking and Cracking. **HOME ASSIGNMENT:** 1. What are cyber crimes? 2. Give some guidelines of ethics?			

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S. Usha Rani
SIGNATURE OF THE MENTOR

SIGNATURE OF THE SUPERVISOR

M. Sujatha
SIGNATURE OF THE STUDENT TEACHER

ENHANCING PROFESSIONAL CAPACITIES (EPC)

SEMESTER - I

EPC1 CRITICAL UNDERSTANDING OF ICT

Credits: 2 **Internal: 50 marks**

Hours/Week: 5 hrs

Course Learning Outcomes:

At the end of this course, the student-teachers will be able to

- interpret the concept of Information and Communication Technology (ICT);
- predict new horizons in ICT; and
- discover enriched learning experiences using ICT

Unit I: Historical Perspectives

ICT : Concept, Objectives, Need and Importance of ICT – Characteristics and Scope of Information and Communication Technology – paradigm shift in education due to ICT – challenges integrating ICT in school education – Affordable ICT equipped classroom.

Unit II: New Horizons in ICT

Recent trends in the area of ICT – Interactive video – Interactive White Board – video-conferencing – M-learning, Social Media – Community Radio: Gyan Darshan, Gyanvani, Sakshat Portal, E-Gyankosh, Blog, MOOC, Whatsapp, Facebook, Twitter, etc. Recent experiments in the third world countries and pointers for India with reference to Education.

Unit III: ICT Enriched Learning Experiences

Application of ICT for enriching classroom experiences – Application and use of multimedia educational software for classroom situation – use of Internet based media for teaching and learning enrichment – Project based learning using computers, Internet and activities – collaborative learning, Technology aided learned, web based learning, legal and ethical issues copyright, Hacking, Netiquettes, students safety on the net.

Suggested Activities:

Use various social networks in teaching and learning and report their effectiveness on learning of the students.

Prepare a communication module on any one topic and analyze its effectiveness for student learning.

Prepare a multimedia package on any topic to enrich the teaching – learning process.

Submit a report on critical issues in utilization of internet among learners.

Organize a seminar on the impact of ICT in Educational Institutions.

Prepare various types of graph highlighting the performance of students.

Suggested References:

Agarwal J.C. (2000). *Innovation in Educational Technology.* New Delhi: Vikas Publishing House.

Aggarwal J.C. (2013). *Modern Learning in Educational Technology.* New Delhi Black Prints.

Aggarwal. D.D. (2004). *Educational Technology.* New Delhi: Sarup Publishing House.

Bharihok D. (2000). *Fundamentals of Information Technology*. New Delhi: Pentagon Press.

Bhattachary S.P. (1994). *Models of Teaching*. Regency Publications

Byran P. (1997). *Discover the Internet Comdex Computer.* New Delhi: Dream Tech Publishing.

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Crouton T. E. (1962). *Programmed Learning and Computer Based Instruction*. New Work.

Gupta M., & Arya (1993). *The Illustrated Computer Dictionary.* New Delhi: Dream Land.

Kumar K.L. (2000). *Educational Technology.* New Delhi: New Age International Pvt. Ltd.

Madhu, P. (2006). *Satellite in Education.* Delhi: Shipra Publications.

Mangal, S.K.,& Uma Mangal. (2009). *Essentials of Educational Technology.* New Delhi: PHI Learning Pvt. Ltd.

Mrunalini, T., & Ramakrishna, A. (2014), *ICT in Education*. Hyderabad: Neelkamal Publications.

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SEMESTER – I

EPC 2 PHYSICAL EDUCATION AND YOGA

Credits: 2 **Internal: 50 marks**

Hours/Week: 5 hrs

Course Learning Outcomes:

At the end of this course, the student-teachers will be able to

- integrate the fundamental skills of games and sports;
- explore the different physical activities;
- develop the correct body postures for better health;
- indicate leadership, followership and sportsmanship qualities;
- demonstrate different asanas for enhancing physical health; and
- prepare the Physical Education and Yoga record.

1.	**Calisthenics**	:	Standing, Sitting, Bending, Jumping, Lunging exercises
2.	**Light Apparatus**	:	Dumb-Bell and Hoop Drill
3.	**Marching**	:	Attention, Stand-at-Ease, Turns, Quick March, Salute, Turns while marching
4.	**Recreation**	:	Minor games-Good Morning, Four Corner, Kangaroo Relay, Snatch the Kerchief, Dodge Ball, Zigzag Relay, Tunnel Ball Relay
5.	**Organised Games**	:	Throw Ball-Dimensions of Court, Rules and Regulations, Fundamental Skills Tennikoit - Dimensions of Court, Rules and Regulations, Fundamental Skills
6.	**Athletics**	:	Running-Sprint, Jumping-Long Jump, Throwing- Shot put, Javelin
7.	**Competitions**	:	Intramural- Organising and conducting, benefits Extramural- Organising and conducting, benefits
8.	**Yogasana**	:	Sitting - Padmasana, Yogamuthra, Vajrasana, Pachimuthasana Lying - Pujangasana, Salabasana, Dhanurasana, Makarasana Standing - Chakrasana, Vrikshasana, Ardha chakrasana, Trikonasana

Suggested References:

Angeline, Sheela Lilly. (2014). *Learning Material on Physical Education*.NKT National College of Education for Women.

Tiwari, O.P.(2002). *Asana: why and how?* India: Kanalyadhana.

Krishna,G.(1993). *The purpose of Yoga*. New Delhi: UBS Publishers Ltd.

Pandit, Laksmi Doss. (2002). *Yogasana for everybody*. Chennai: Balaji Publications.

Thomas, J.P.(1954). *Organisation of Physical Education*. Chennai: YMCA College of Physical Education.

Dhanajoy.S., & Seema.K. (2007). *Lesson Planning: Teaching methods and class Management in Physical Education.* New Delhi: Khal Sahitya Kendra.

Athicha, Pillai.A., & Bevison, Perimbaraj S.(2006). *Methods in Physical Education.*

Pravin Publishers.

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SEMESTER - II

ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC 3 - READING AND REFLECTING ON TEXTS

Credits: 2 **Internal: 50 marks**

Hours/Week: 5hrs

Course Learning Outcomes:

At the end of the course, the student-teachers will be able to

- read and respond to a variety of texts in different ways;
- enhance their capacities as readers and writers by becoming participants in the process of reading;
- operate interactively- individually and in small groups;
- design questions to think about, while reading a passage; and
- critically appraise the content in books, documents and research papers.

Activities:

Student-teachers are expected to sit in the library regularly and to review at least 10-books of different categories in about 500 words each. These may be as follows:

- Review of reference books related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference Books related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books

Suggested References:

Ahuja, G.C. & Ahuja, Pramila. (1996). *How to Increase Your Reading Speed.* New Delhi: Sterling Publishers Pvt. Ltd.

Ahuja, Pramila & Ahuja. G.C. (1991). *Learning to Read Effectively and Efficiently.* New Delhi: Sterling Publishers Private Limited.

Cooper, David.J. Warncke, Edna.W. & Shipman, Dorothy.A. (1988). *The WHAT and*

HOW of Reading Instruction. Columbus: Merrill Publishing Company.

Donna, Gorrell. (1994). *A Writer's Handbook from A to Z.* Boston: Allyn & Bacon.

Dudley, Geoffrey.A. (1979). *Rapid Reading: The High Speed Way to Increase Your Learning Power.* Bombay: Jaico Publishing House.

Iyer, Venkata. (1997). *Dynamic Reading Skills.* New Delhi: Sterling Paperbacks.

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