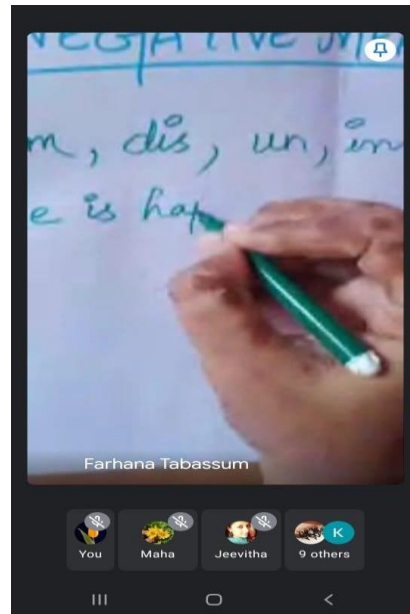
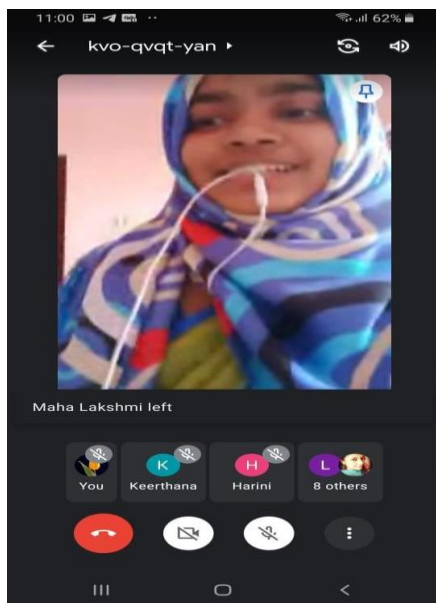
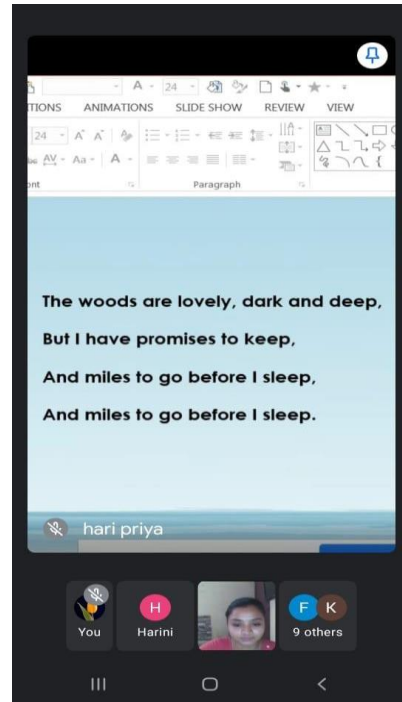
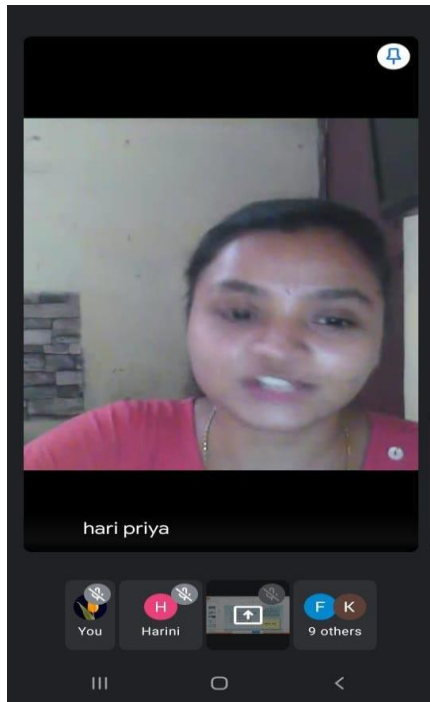


PRACTICING SKILLS THROUGH MINI-TEACHING (OFFLINE MODE)




PRINCIPAL
N. K. T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

PRACTICING SKILLS THROUGH MINI-TEACHING (ONLINE MODE)




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MINI LESSON PLAN - LEVEL I

Objectives :

At the end of the lesson students will be able

- * to gain knowledge about the computer
- * Understand the generation and components of computer
- * Applied altogether for practical purpose.
- * To evaluate the uses of computers

Materials :

- * Charts
- * Flash cards

SKILLS - USED

SKILL OF SET INDUCTION

SKILL OF EXPLAINING

SKILL OF ILLUSTRATION


SKILL OF ACHIEVING CLOSURE



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Subject Topic	Content	Teacher Activity	Student Activity	Skills
Introduction of Computers	<p>Motivation</p> <p>Teacher test the previous knowledge of the students by asking some simple questions to motivate them</p> <p>(Use of previous knowledge)</p>	<p>Good morning students</p> <p>What is computer</p>	<p>Good morning mam</p> <p>Students are answering</p>	<p>Skill of Set Induction</p>
	<p>Teacher interacts with the students to know the interest on this topic</p> <p>(Arouse of Interest)</p>	<p>How many of you like to play games in computer</p>	<p>Students are answering</p>	<p>Skill of set Induction</p>
	<p>Teacher is asking what is the use of computer in this generation</p> <p>(Question followed by proper response)</p>	<p>Teacher asking question</p>	<p>Students are answering</p>	<p>Skill of set Induction</p>


Subject Topic	Content	Teacher Activity	Student Activity	Skills.
	<p>Students! today we are going to learn "Introduction to Computers" (Beginning the statement)</p>	<p>Teacher introduces the lesson name</p>	<p>Students are observing</p>	<p>Skill of explaining</p>
	<p>Learning Objectives *) Computer and its uses *) Understands the generation of computers *) Uses of Input & Output devices</p>	<p>Teacher listing the learning objectives in lesson</p>	<p>Students are observing the class</p>	<p>Skill of explaining</p>
	<p>(Clarity of concepts) Introduction *) Computer is an electronic device *) It is seen everywhere around us *) Today no-organization can function without a computer (Fluency of explanation)</p>	<p>Teacher explains briefly what is computer, how it is used and where it is needed.</p>	<p>Students are listening</p>	<p>Skill of explaining</p>


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Sub Topic	Content	Teacher activity	Student Activity	Skills
	<p>Example: In early days the data are typed and stored in paper. Those papers occupies lot of space. Even the data can be messed due to some natural calamities (Formulating interest)</p>	<p>Teacher gives examples for uses of computer</p>	<p>Students are understanding well.</p>	<p>Skill of illustrating with example</p>
	<p>Students, now lets move on to generation of computers. (Fluency of explanation)</p>	<p>Teacher briefly explains about the generation of computers.</p>	<p>students are listening</p>	<p>Skill of explaining...</p>
	<p>First Generation - vacuum tubes * Big in size * Consumed more power * Machine language. (Clarity of explanation)</p>	<p>Teacher explains about first generation</p>	<p>students are listening</p>	<p>skill of explaining</p>
	<p>Second Generation - Transistors * smaller compared to first generation * less heat & power</p>	<p>Teacher explains about second generation</p>	<p>Students are listening</p>	<p>Skill of explaining</p>

Subject/Topic	Content	Teacher Activity	Student Activity	Skills
	<p>* Punched cards were used</p> <p>* First operating system was developed</p> <p>* Assembly language was used</p> <p>(Clarity of concepts)</p> <p>Example: IBM 1620, IBM 7094, CDC 1604, UNIVAC 1108</p> <p>(Relevance)</p>	<p>Teacher gives relevant examples for the second generation computers</p>	<p>Students are listening</p>	<p>Skills of illustrating with example</p>
	<p>Third generation (Integrated circuits)</p> <p>* Smaller, faster & reliable.</p> <p>* Consumed less power</p> <p>* High level language (Planned revolution)</p> <p>Teacher compares all three generation and explains the development</p>	<p>Teacher explains about the 3rd generation of computers.</p> <p>Teacher explains by comparing</p>	<p>Students are listening</p> <p>Students are listening</p>	<p>skill of explaining</p> <p><u> </u></p> <p>PRINCIPAL N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN (AUTONOMOUS), TRIPLICANE, CHENNAI-600 005.</p> <p>skill of explaining</p>

Subject Topic	Content	Teacher Activity	Student Activity	Skill
	<p>Of the Technology, (explaining link)</p> <p>Example:</p> <p>IBM-360 series, Honeywell-6000 PDP-Personal data Processor IBM-370/168. (Appropriateness)</p>	<p>all 3 generations</p> <p>Teacher give examples and make the students to know the advanced development in the technology</p>	<p>Students are listening</p>	<p>Skill of Set Induction</p>
	<p>Fourth Generation (Microprocessor)</p> <p>* Smaller & faster * Portable computers were introduced (Fluency of explanation)</p>	<p>Teacher introduces about the fourth generation of computer.</p>	<p>Students are eager to learn about the 4th generation of computer</p>	<p>skill of explaining</p>


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Subject Topic	Content	Teacher Activity	Student Activity	Skills
	<p>Examples: IBM 4341, DEC 10, STAR 1000 (Formulating interested examples)</p>	<p>Teacher gives example for fourth generation</p>	<p>Students are interested to know the examples</p>	<p>skill of illustrating with example</p>
	<p>Fifth Generation *) Computer size is reduced and we can recognize image *) Able to solve high complex problems. (fluency of explanations)</p>	<p>Teacher explains present generation</p>	<p>Students are listening</p>	<p>skill of explaining</p>
	<p>Teacher recalls the the generation of computers (Planned repetitions)</p>	<p>The teacher questions the students</p>	<p>Students are answering</p>	<p>skill of explaining</p>



Subject Topic	Content	Teacher Activity	Student Activity	Skills
	Teacher shows the charts and rotating disk for the explanations	Teacher explains all generation for easy understanding	Students are understanding	Skill of set induction
	Next we are going to discuss about Hardware and software (Effectiveness)	Teacher effectively explains the concepts	Students are understanding	Skill of set induction
	<ul style="list-style-type: none"> * Hardware: physical component of a computer * Software: Set of Instruction (Clarity of concepts)	Teacher explains briefly Hardware & software	Students are listening carefully	Skill of explaining
	Teacher shows charts to identify the components of computer (Simple & Easy)	Teacher helps to identify	Students are doing carefully	Skill of illustration with example

Subject Topic

Content

Teacher Activity

Student Activity

Skills

Input & Output

1) Input devices are keyboard, Mouse, Scanner, Touchscreen
2) Output devices are Monitor, Printer, Multimedia projectors

The teacher shows mouse & keyboard as sample (appropriateness)

The teacher shows the monitor and printer to explain output devices (simple & easy)

The teacher explains about the input & output devices

Teacher shows the samples or models to the students.

The teacher explains clearly

Students understands carefully

students understands exactly by seeing the model.

The Students listen carefully

skill of explaining

skill of explaining

Skill of illustration with example


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Fax : 044-28445924
Website : nktnce.ac.in
E-mail : nktnce@yahoo.co.in

N.K.T. National College of Education for Women

(UNDER THE MANAGEMENT OF SRIMAN N.K. THIRUMALACHARIAR NATIONAL EDUCATION SOCIETY (REGD.) CHENNAI)

Autonomous

Re-accredited with 'A' grade with cumulative Grade Point of 3.26/4.00 by NAAC

Affiliated to Tamilnadu Teachers Education University

Dr. MANO BAKTHVATSALAM

(President - College Governing Body & College Committee)

Dr. M. ARUMUGAM

(Secretary)

Dr. S. CHAMUNDESWARI

Principal

41, Dr. Besant Road,
Triplicane, Chennai - 600 005.

Date :

19.04.2021

To,

The Head Mistress
N.K.T. National Girls Higher Secondary School,
Triplicane, Chennai-600 005

Dear Madam,

Sub: Requisition for deputing experienced teachers for Demonstration Classes-
B.Ed. Programme -2020-2021

Greetings from NKT

We request your goodself to depute experienced teachers at the secondary level from your esteemed school to take Demonstration Classes for Level I (list enclosed) between 11.00 am and 11.45 am and 2.00 pm and 2.45 pm through Online Mode on 26.04.2021 and 27.04.2021 simultaneously for our student-teachers admitted in the B.Ed. Programme for the academic year 2020-2021.

We also request your goodself to permit your school students to participate through online mode in the aforementioned Demonstration Classes. Our College will pay DA to the school teachers deputed as per the University Grants Commission norms.

Thanking You



With best regards

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TRIPLICANE, CHENNAI-600 005.



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EDUCATION FOR WOMEN
(AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

N.K.T. National College of Education for Women (Autonomous)
Triplicane Chennai 600005


SCHEDULE FOR DEMONSTRATION CLASSES
2020-2021
B.Ed. Semester I
26.04.2021

S.No.	Subject	Name of the School Teacher (Designation with Contact Number)	Name of the Teacher Educator
		Level I (11.00 am to 11.45 noon)	Level I (2.00pm to 2.45 pm)
1.	Tamil	Mrs. C.S. Dhana Vijaya PG Assistant Tamil 7358799734	Dr. T. Sahaya Shaila Assistant Prof. of Tamil-Education 9790732902
2.	English	Mrs. V.A. Preetha PG Assistant 9445163295	Ms. P. Sangeetha Assistant Prof. of English Education 9444905960
3.	Mathematics	Mrs. K. Saraswathi PG Assistant 6374004544	Mrs. T. Anitha Devi Assistant Prof. of Mathematics- Education 9003519117
4.	Physical Science (Physics/ Chemistry)	Mrs. S. Vijaya PG Assistant 8778818226	Dr. V. Jayasree Priyadharshini Assistant Prof. of Biological Science-Education 9790878573
5.	Biological Science (Botany / Zoology)	Mrs. S. Jayanthi PG Assistant 9841135026	
6.	Economics (PG)	Mrs. S. Subhasini B.T Assistant 9962836002	Mrs. A.H. Komala Assistant Prof. of Economics- Education 9840918285
7.	Computer Science (PG)	Mrs. A. Revathy PG Assistant 9003099651	Mrs. D. Shenbagavalli Assistant Prof. Of Computer Science-Education 9840171948
8.	Commerce (PG)	Mrs. D. Thilakam PG Assistant 9094072202	Dr. D. Kalpana Assistant Prof. of Commerce- Education 9840345229



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N.K.T. National College of Education for Women (Autonomous)
Triplicane Chennai 600005

SCHEDULE FOR DEMONSTRATION CLASSES

2020-2021

B.Ed. Semester I

27.04.2021

S.No.	Subject	Name of the School Teacher (Designation with Contact Number)	Name of the Teacher Educator
		Level II (11.00 am to 11.45 noon)	Level II (2.00 pm to 2.45 pm)
1.	Tamil	Mrs. C.S. Dhana Vijaya PG Assistant Tamil 7358799734	Dr. T. Sahaya Shaila Assistant Prof. of Tamil-Education 9790732902
2.	English	Mrs. V.A. Preetha PG Assistant 9445163295	Ms. P. Sangeetha Assistant Prof. of English- Education 9444905960
3.	Mathematics	Mrs. K. Saraswathi PG Assistant 6374004544	Dr. V. Sumangala Vaidharani Assistant Prof. of Mathematics- Education 8248692655
4.	Physical Science (Physics/ Chemistry)	Mrs. S. Vijaya PG Assistant 8778818226	Dr. V.J. Uma Assistant Prof. of Physical Science-Education 9444393429
5.	Biological Science (Botany / Zoology)	Mrs. S. Jayanthi PG Assistant 9841135026	
6.	Economics (PG)	Mrs. S. Subhasini B.T Assistant 9962836002	Mrs. A.H. Komala Assistant Prof. of Economics Education 9840918285
7.	Computer Science (PG)	Mrs. A. Revathy PG Assistant 9003099651	Mrs. D. Shenbagavalli Assistant Prof. of Computer Science Education 9840171948
8.	Commerce (PG)	Mrs. D. Thilakam PG Assistant 9094072202	Dr. D. Kalpana Assistant Prof. of Commerce- Education 9840345229



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Principal

41, Dr. Besant Road,
Triplicane, Chennai - 600 005.

Date :

To,

19.04.2021

The Head Mistress
N.K.T. National Girls Higher Secondary School,
Triplicane, Chennai-600 005

Dear Madam,


Sub: Requisition for deputing experienced teachers for Demonstration Classes-
B.Ed. Special Education (Visual Impairment) Programme -2020-2021

Greetings from NKT

We request your goodself to depute experienced teachers at the secondary level from your esteemed school to take Demonstration Classes for Level I (list enclosed) between 11.00 am and 11.45 am, 2.00 pm and 2.45 pm and 3.00 pm and 3.45 pm through Online Mode on 26.04.2021 and 27.04.2021 simultaneously for our student-teachers admitted in the B.Ed. Special Education (Visual Impairment) Programme for the academic year 2020-2021.


We also request your goodself to permit your school students to participate through online mode in the aforementioned Demonstration Classes. Our College will pay DA to the school teachers deputed as per the University Grants Commission norms.

Thanking You



With best regards
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N.K.T. National College of Education for Women (Autonomous)
Triplicane Chennai 600005.

SCHEDULE FOR DEMONSTRATION CLASSES
B.Ed. Special Education (Visual Impairment) 2020-2021
Semester I
26.04.2021

S.No	Subject	Name of the School Teacher (Designation with Contact Number)	Name of the Teacher Educators
		Level I (11.00 am to 11.45 noon)	Level I (2.00pm to 2.45 pm)
1.	English	Mrs.V.A Preetha PG Assistant 9445163295	Ms.P.Sangeetha Assistant Prof. of. English Education 9444905960
2.	Mathematics	Mrs.K. Saraswathi PG Assistant 6374004544	Mrs. T.Anitha Devi Assistant Prof. of. Mathematics Education 9003519117
3.	Computer Science (PG)	Mrs.Revathy PG Assistant 9003099651	Mrs.D.Shenbagavalli Assistant Prof. of. Computer Science Education 9840171948
4.	Commerce (PG)	Mrs.D.Thilakam PG Assistant 9094072202	Dr.D.Kalpana Assistant Prof. of. Commerce Education 9840345229
3.00 pm – 3.45 pm			
5.	Special Education	Mrs. R.Priyadarshini N.K.T National Girls Higher Secondary School ,Special Educator 7845343101	



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N.K.T. National College of Education for Women (Autonomous)
Triplicane Chennai 600005.

SCHEDULE FOR DEMONSTRATION CLASSES
B.Ed. Special Education (Visual Impairment) 2020-2021
Semester I
27.04.2021

S.No	Subject	Name of the School Teacher (Designation with Contact Number)	Name of the Teacher Educators
		Level II (11.00 am to 11.45 noon)	Level II (2.00pm to 2.45 pm)
1.	English	Mrs.V.A Preetha PG Assistant 9445163295	Ms.P.Sangeetha Assistant Prof. of. English Education 9444905960
2.	Mathematics	Mrs.K. Saraswathi PG Assistant 6374004544	Dr.V.Sumangala Vaidharani Assistant Prof. of. Mathematics Education 8248692655
3.	Computer Science (PG)	Mrs.Revathy PG Assistant 9003099651	Mrs.D.Shenbagavalli Assistant Prof. of. Computer Science Education 9840171948
4.	Commerce (PG)	Mrs.D.Thilakam PG Assistant 9094072202	Dr.D.Kalpana Assistant Prof. of. Commerce Education 9840345229
3.00 pm – 3.45 pm			
	Subject	Timing	Name of the School Teacher (Designation with Contact Number)
5.	Special Education	10.00 am – 10.45am	Ms. E. Nivethana Assistant Prof. Special Education 7395921100
6.	Special Education	3.00 pm – 3.45pm	Mrs. R.Priyadarshini N.K.T National Girls Higher Secondary School , Special Educator 7845343101


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B.Ed Programme
Semester - I
SCHOOL INTERNSHIP
PHASE I
2020-2022 Batch



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Semester - I

Online- School Internship Phase I

Observation Schedule

2020-2022 Batch

Date	Forenoon 10am – 1pm	Afternoon 2pm – 5pm
03.05.2021	Senior Student – Teachers Level - I	Senior Student - Teachers Level - II
04.05.2021	Senior Student - Teachers Level - I	Senior Student - Teachers Level - II
28.06.2021	Mentor Level - I	Mentor Level - II
29.06.2021	Subject Expert Level - I	Subject Expert Level - II
30.06.2021	Teacher Educator Level - I	Teacher Educator Level - II



Principal
N.K.T. NATIONAL COLLEGE OF
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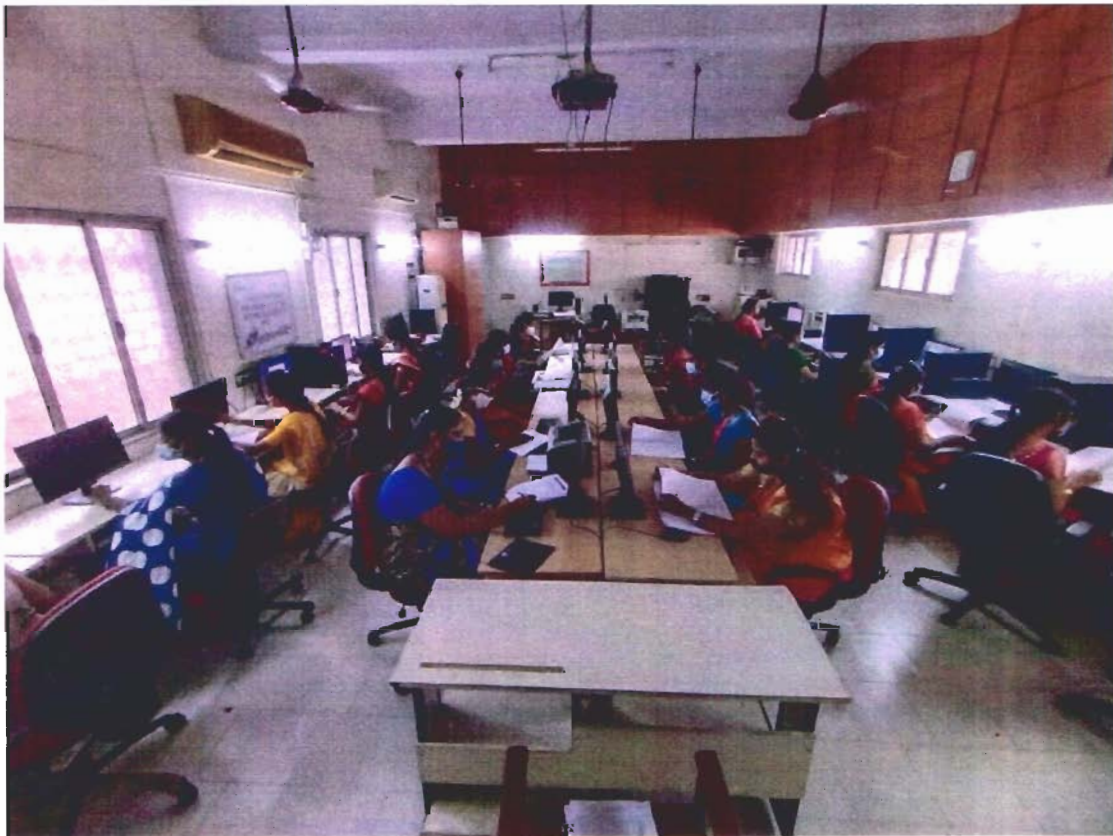


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**N.K.T. National College of Education for Women
(Autonomous)**

Report on Use of ICT by Students in various Learning Situations



Schools and Colleges use a diverse set of ICT tools to communicate, create, disseminate, store and manage information. ICT has become integral to the teaching-learning processes through such approaches as replacing chalkboards with interactive

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digital whiteboards, using students' own smart phones or other devices for learning during class time, and the use of flipped classroom model, where students can watch lectures at home on the computer and use classroom time for more interactive exercises. When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings and leave students better prepared to deal with ongoing technological change in society and the workplace. Hence, the College equips the student-teachers in ICT skills through Enhancing the Professional Capacities course (EPC1) 'Critical Understanding of ICT' and through value added course, 'Basic Computer Skills.' Having learnt to make use of ICT, the student teachers endeavour to seek ICT support for various learning situations like the following:

1. Understanding Theory Courses



The College provides opportunities to student-teachers to make use of internet services for understanding of theory courses. Identifying and downloading different websites for

2



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topics related to their course and preparing a comparative detailed analysis of their salient features is one of the Practical components of B.Ed. and B.Ed. Special Education Programmes. Hence, the student-teachers are instructed to identify websites for learning for different courses. The student-teachers make use of the information present in different blogs of World Wide Web and also from the blogs created by the faculty members for the purpose of sharing of information pertaining to different courses and the student-teachers also try their hands on creation of blogs. They also make use of social networks like face book and whatsapp for want of information. The faculty members and student-teachers make use of smart boards for teaching-learning process and use of e-books through INFLIBNET, too. The Department of Special Education makes use of Teleconferencing and video conferencing for listening to sessions telecasted at national level. After the pandemic, the faculty members started using Google Classroom for sharing of information, syllabus, material, you tube links, website links, class tests and revision examination. For conducting online examinations, separate Google Classrooms were created for the different courses and used by the Controller of Examinations unit.



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2. Practice Teaching



A teacher uses ICT for making teaching-learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So, development and increase of skills and competencies of teacher require knowledge of ICT. Modern Education demands more knowledge of teacher regarding use of ICT and Technology and skills required to use ICT in teaching-learning process. ICTs are transforming the schools and classrooms by bringing in new curriculum based on real world problems and projects, providing tools for enhancing learning and by providing teachers and students, more facilities and opportunities. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively. And, the knowledge of ICT is very much essential for both the prospective teachers as well as in-service teachers.

The curriculum of B.Ed. Programme has in it the component of preparation of power point. The student-teachers are oriented regarding the preparation of power point for both the levels of teaching. Having acquired knowledge regarding MS Word, MS Power

Point and MS Excel, the student-teachers attempt to create power point presentations for Practice Teaching by downloading templates and prepared power point presentations. They make use of their smart phones for teaching of their concepts, especially with the help of You Tube Videos. Using their smart phones, the student-teachers gather information pertaining to school topics and deliver the same during teaching-learning process. The student-teachers make use of websites and blogs and obtain information for preparation of lesson plans and instructional materials. And, they use Google Drive to save all the information pertaining to Practice Teaching. The student-teachers resort to Learning Apps, Screen O Matic and Video Recorder for acquisition of knowledge and skills. They use e-resources and make a vast use of INFLIBNET services.



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TRIPLICANE, CHENNAI-600 005.

3. Internship



The school internship is one of the key elements of the B.Ed. Programme and it is also called as the backbone of the Programme. The concept of Internship introduced in the two-year B.Ed. Programme throughout the country is quite a challenging one for all the teacher education institutions. The aim of internship is to incorporate teaching skills among the student teachers and it is an effective way to give training to the student-teachers about real world of work. It gives them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this school internship, they understand the role and responsibilities of professional

teachers. Internship program also gives the student-teachers opportunity to understand the different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers' personalities as true professionals in the field of education.

During school internship, apart from Practice Teaching, it is mandatory that the student-teachers involve themselves in all activities of the school and ICT plays a pivotal role in the preparation and execution of activities. The curriculum of B.Ed. and B.Ed. Special Education (V.I.) requires the student-teachers to indulge themselves in the co-scholastic and non-scholastic activities of the school, the student-teachers attempt to give their best with the help of their teacher educators, mentors and through use of ICT. Be it an activity like conduct of speech competition or celebration of national days, the student-teachers resort to World Wide Web for want of information, videos, music, topics, etc. They make use of websites like Pixabay, Pixels, Pinterest, Quizlet, etc. You tube is used extensively by the student-teachers for Role Play and Dramatization. When the student-teachers conduct Morning Assembly or become a part of Sports Day and Annual School Day competition, they resort to World Wide Web for preparation of dances, games, aerobics, yoga, etc. However, during the pandemic, these activities were not conducted.



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4. Out of Classroom Activities



As teachers, a field trip is one of the best tools that one can use to provide every student with real-world experiences. Whether that's a trip to the local grocery store, waterfront park, a library, a museum, a theatre, a community garden or a restaurant, each experience that a student participates in contributes to their understanding of the world. When students leave the classroom, they see the connections between what is happening at school/college and in the 'real-world'. They begin to see that what they learn within the walls of the classroom can help them solve the problems they see in the world around them and can have a direct impact on who they become as people. Similarly, the Community events that are organised by the school/college for the benefits of the students. Hosting community events in schools/colleges improves school-related behaviours and positively impacts academic achievement. In the same way, the interschool and the intercollegiate competitions provide opportunities for students to showcase their talents and when they compete with others, they become

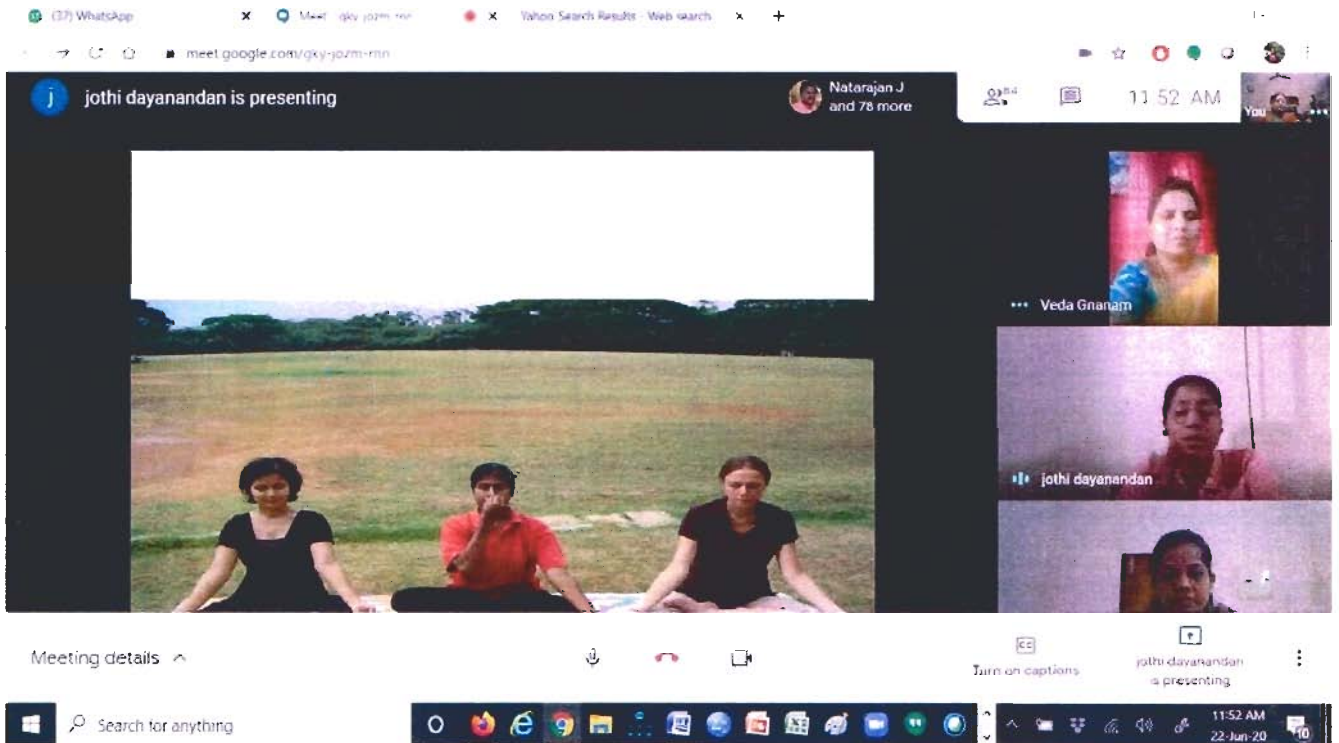
more inquisitive, research independent and learn to work with others. They will strive to do more than is required and these abilities prepare students for future situations of all kinds. Field trips, community events and intercollegiate competitions, they all need preparation and execution and in order to perform them effectively, the student-teachers seek the support of their teacher educators, mentors and the use of ICT.

When the student-teachers go for field visits to various places, they make use of their smart phones to gather information pertaining to the places they are visiting. They make massive use of Google Maps and Google Lens to know about various things and materials. When they endeavour to participate in intercollegiate competitions, they make use of internet sources for preparation of the same. Video recorder gets used immensely by student-teachers for recording of their songs and videos, which they shall forward to the organizing committee. When the student-teachers prepare for rallies, their smart phones are used for obtaining information and ideas related to the theme of the rally. World Wide Web is used for choosing the topic and for creatively executing the same.



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5. Biomechanical and Kinesiological Activities




Biomechanics is the study of a living body and its mechanics. It includes the forces exerted by both gravity and muscles on the skeleton. Biomechanics is sometimes called human kinetics or kinesiology and the three terms are often used synonymously. Kinesiology, though, is the study of body movement, especially in humans, and how it relates to the anatomy. As a part of biomechanical and kinesiological activities, the College provides a lot of activities to the student-teachers and yoga is one of them, which is given utmost importance by the College.

Yoga is an ancient and complex practice, rooted in Indian philosophy. It began as a spiritual practice but has become popular as a way of promoting physical and mental well-being. Although classical yoga also includes other elements, yoga emphasizes physical postures (asanas), breathing techniques (pranayama) and meditation (dyana). There are many different yoga styles, ranging from gentle practices to physically demanding ones. Yoga and two practices of Chinese origin, tai chi and qi gong, are

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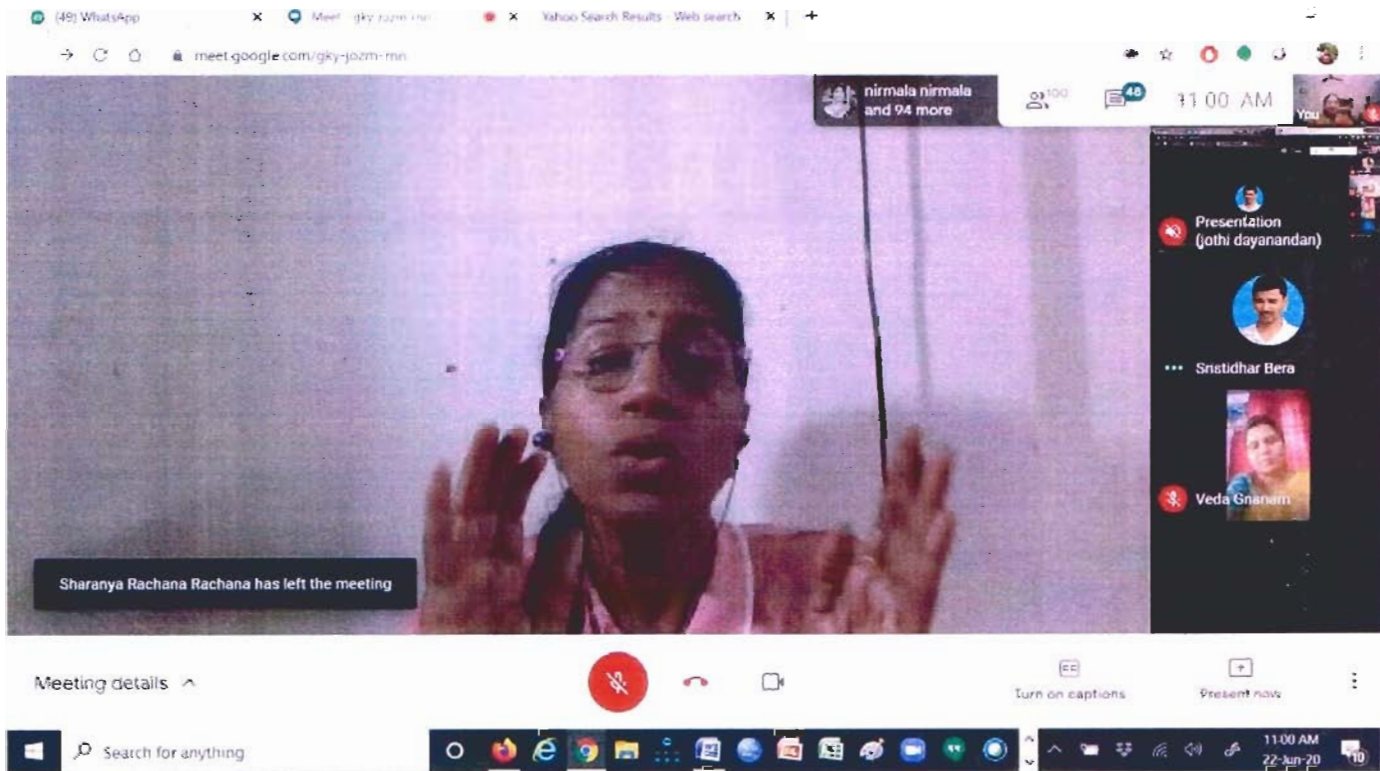
sometimes called “meditative movement” practices. All three practices include both meditative elements and physical ones.

The College provides opportunities for the student-teachers to learn yoga for a holistic development of personality and it is a group of physical, mental and spiritual practices or disciplines. As yoga develops inner awareness and focusses one’s attention on one’s abilities, the College delivers the benefits of yoga to the student-teachers by arranging for sessions with the help of resource experts. It also arranges for LCD projection for all the student-teachers to see and learn yoga. The student-teachers record the yoga asanas in their mobile phones and try to practice yoga in the comfort of their homes. Though most of them may not attempt to continue practicing, the College wishes that at least a handful of them take yoga practice for life and when they practice; they attempt to teach the same to the school students when they go for school internship. The College also instructs the student-teachers to watch a few you tube channels for learning and practice of yoga. During the academic year 2020-2022, due to the pandemic situation, yoga was taught to the student-teachers through Google Suite. The College identified a resource expert and conducted a National Webinar on Empowering Women through Fitness on 22nd June 2020.



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6. Field Sports



Field Sports are outdoor sports that take place in the wilderness or sparsely populated rural areas, where there are vast areas of uninhabited green fields. The term specially refers to activities that mandate sufficiently large open spaces and/or interaction with natural ecosystems, including hiking, canyoning, equestrianism, hawking, archery and shooting, but can also extend to various surface water sports such as river trekking, angling, rowing, rafting and boating/yachting.


In the cities, track and field is a sport that includes athletic contests based on running, jumping and throwing skills. The name is derived from where the sport takes place, a running track and grass field for the throwing and some of the jumping events. Track and field are categorized under the umbrella, sport of athletics, which also includes road running, cross country running and race walking. The foot racing events, which include sprints, middle- and long-distance events, race walking and hurdling are won by the athlete who completes it in the least time. The jumping and throwing events are won by those who achieve the greatest distance or height. Regular jumping events include long

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jump, triple jump, high jump, and pole vault, while the most common throwing events are shot put, javelin, discus and hammer. Track and field are one of the oldest sports and it was an event held in conjunction with festivals and sports meets.

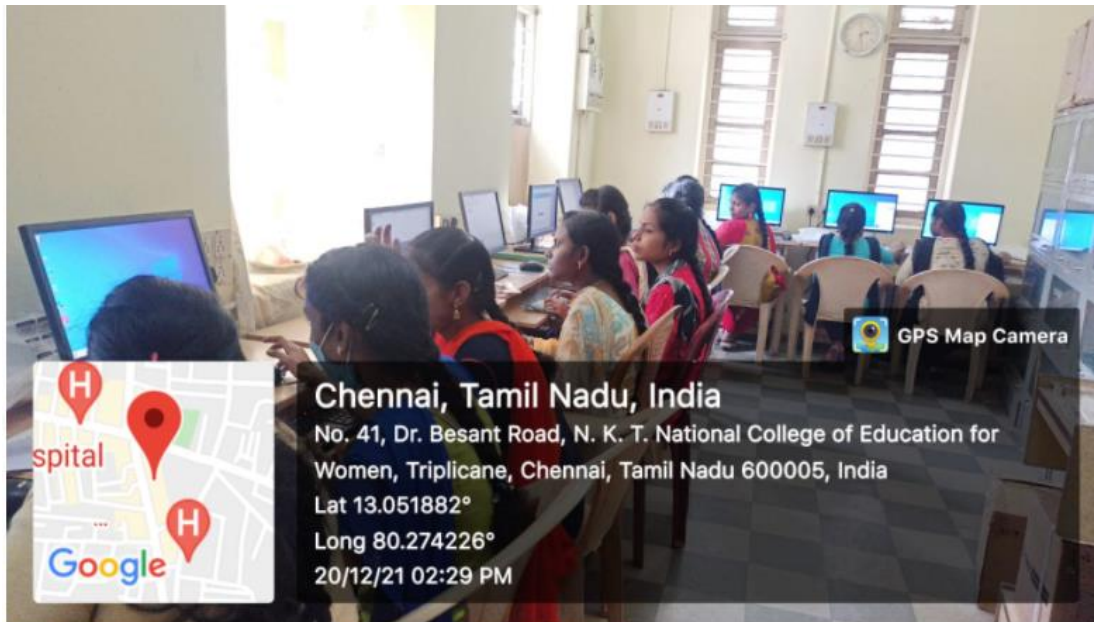
The College conducts long jump, shot put, javelin, discus and relay races. In addition to these, free hand exercise, dumb bells, marching and hoop drill are organized for the student-teachers. The procedures for these are oriented to the student-teachers by the Directress of Physical Education and the student-teachers learn to do these in groups or individually. The student-teachers record the procedures using video recorder and try to practice the same without the support of the Directress of Physical Education. For free hand exercises, marching and hoop drills, the student-teachers make use of you tube videos in order to be creative and innovative in their performance. They use World Wide Web for gathering information and knowledge related to these events. During the pandemic, the student-teachers of Batch 2020-2022 were given orientation to these events through Google Suite.



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2.3.4 Photographs

1. Understanding theory courses



Practice Teaching



Internship



Out of Classroom Activity

Agal Nila

அகல் நீலா
356 subscribers

HOME VIDEOS PLAYLISTS CHANNELS ABOUT

Uploads ▶ PLAY ALL

Video Title	Duration	Views	Time Ago
தமிழ் கற்பித்தலில் நோக்கங்கள்	23:08	155 views	8 months ago
பா. நிலகவத்	8:37	46 views	9 months ago
க. ஜெயலட்சுமி	6:43	25 views	9 months ago
சு. காயாட்சி	11:47	33 views	9 months ago
ஜ. திவ்யா	5:55	16 views	9 months ago

ஐ. திவ்யா

தமிழ்

இவ்வாறு பெயரைக் கொண்டு முடியும் எச்சம் பெயரெச்சம் ஆகும்.
பெயரெச்சம் மூன்று காலத்திலும் வரும்.

(எ.கா.)

- பாடிய பாடல் - இறந்தகாலப் பெயரெச்சம்
- பாடுகின்ற பாடல் - நிகழ்காலப் பெயரெச்சம்
- பாடும் பாடல் - எதிர்காலப் பெயரெச்சம்

1:59 / 5:54 Scroll for details

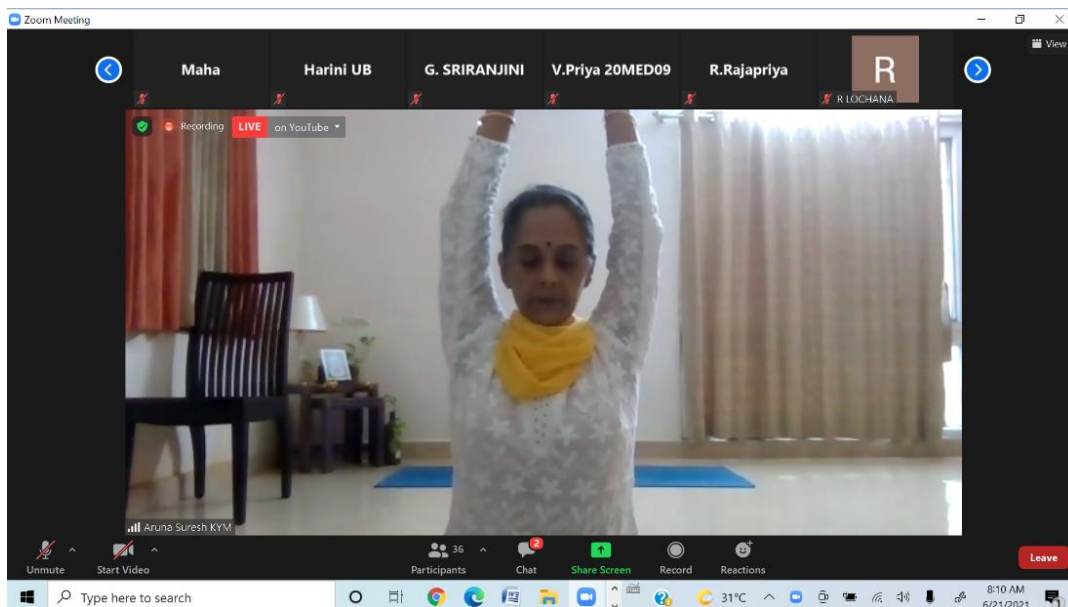
Zhagaram

Podhigai Doordarshan எனத் தேடுக.

19:51 1:21:33



Biochemical and Kinesiological activities




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Continual mentoring is provided by teachers for developing professional attributes in students

1. Working in Teams

(i). Maintenance & Optimum Use of Campus Facilities through Quality Circles

Date of Initiation: 15th March 2020

Date of Completion: 14th March 2021

QC Team Name: NKT Environmental Sustainability Team



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(Autonomous)

No. 41, Dr. Besant Road,
Triplicane, Chennai-600 005

: Maintenance & Optimum Use of
Campus Facilities through Quality Circles



TRANSFORMING STUDENTS TO GLOBAL EDUCATORS

Submitted to the Internal Quality Assurance Cell in its Meeting held on
25th June 2021

Report on the Quality Circles Project

Project No. NKTNCE/QCP/01

Project Title: Maintenance & Optimum Use of Campus Facilities through Quality Circles

Date of Initiation: 15th March 2020

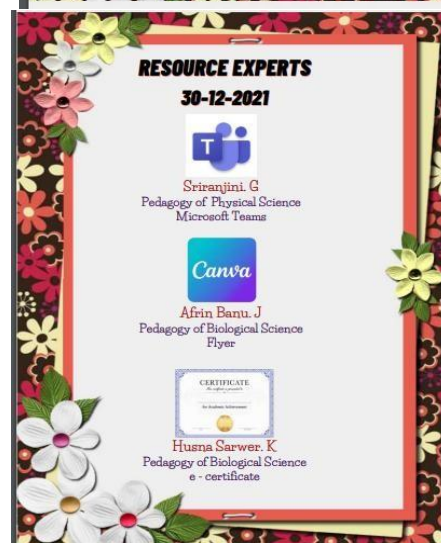
Date of Completion: 14th March 2021


QC Team Name: NKT Environmental Sustainability Team

Quality Circle Positions	Members
Advisory Committee	Dr. M. Anumugam, College Secretary
	Dr. S. Chamundeswari, Principal
	Dr. S. Malathi, IQAC Coordinator
Faculty Team Leader	Dr. T. Sahaya Salla
Faculty Team Members	Mrs. V.R. Santha Kumari
	Mrs. T. Keziah
Student Team Leader	Mrs. V. Geethanjali
	A. Divya, Physical Sciences
Student Team Members	N. Valarmathi, Tamil
	A. Alaguppeetha, Mathematics
	C.V. Nandhini Bharathi, English-Special Education
	R. Rajalakshmi, Mathematics
	N. Hemalatha, Biological Sciences
	L. Vijayathi, Mathematics
	K. Vasumathi, Physical Sciences
	A. Jesileena, Tamil
Admin Team Leader	L. Annie Sug Queen, Mathematics
	A. Abitha, Mathematics
Admin Team Members	Mr. M. Rajkumar, Office Assistant
	Mr. E. Dhinakaran, Plumber
	Mr. S. Mahesh, Electrician
	Mr. R. Paneerselvam, Watchman
	Mr. B. Prabhakar, Office Assistant
	Ms. G.R. Malliga, Sweeper

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(ii). Web 2.0 Technologies for Teaching and Learning




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2. Dealing with Student diversity



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

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.

BROCHURE - VALUE ADDED COURSES – 2020-2021



3. Conduct of self with Colleagues and authorities

ENHANCING PROFESSIONAL CAPACITIES (EPC)

SEMESTER – IV

EPC 4 LIFE SKILLS FOR UNDERSTANDING THE SELF

Credits: 2

Internal: 50 marks

Hours/Week: 5 hrs

Objectives:

At the end of this course, the student teacher will be able to:

- > know thyself through self analysis;
- > change their negative thoughts into positive thoughts;
- > identify and manage their emotions;
- > plan and manage their time effectively;
- > enriched by the knowledge of the dreams and aspirations.

ACTIVITY : Self-Awareness and self Motivation

Exercise : Know Thyself through SWOT Analysis

ACTIVITY : Power of Positive thinking

Exercise : Exercises of Positive thinking

ACTIVITY : Emotional Intelligence

Exercise : Identifying and categorizing emotions

ACTIVITY : Time Management

Exercise : Strategy for using time effectively

ACTIVITY : Towards Empowerment

Exercise : My Dreams and Aspirations

Suggested references:

- ❖ Bos, (Ed.), (2012). *Critical Thinking, Academic Writing and Presentation Skills*. New Delhi: Oxford University Press.
- ❖ Dudley, G.A. (2004). *Double Your Learning Power* : Delhi:Konark Press. Thomas Publishing Group Ltd.

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4. Balancing home and work stress

N.K.T. National College of Education for Women, Chennai
(Autonomous)
In Collaboration with
Sarah Tucker College, Tirunelveli
(Autonomous)
Community Extension Programme
National Webinar on Psychological Aspects of Mental Wellbeing

22nd July 2020

N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(AUTONOMOUS)
GUIDANCE & COUNSELLING CELL

Community Extension Programme
You Share & We Care

2020-2021

5. Keeping oneself abreast with recent development in education and life

Academic Skill Enhancement Programme: Three-Day National Webinar on Implementation of National Education Policy 2020

Date: 7th to 9th November 2020

Organizer: Internal Quality Assurance Cell, N.K.T. National College of Education for Women, Chennai

Resource Experts:

Dr. Gayathri Deepak, Founder Director, Chetana Thought Leader in Education, Chennai

Dr. A. John Lawrence, Associate Professor, St. Xavier's College of Education, Palayamkottai

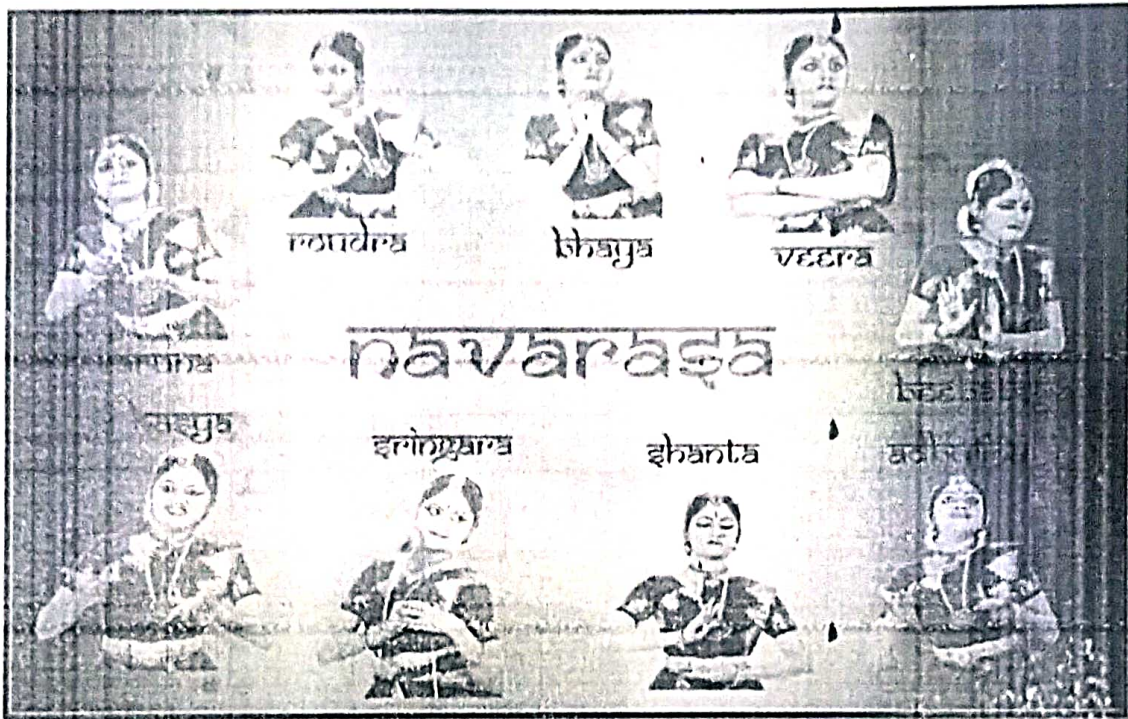
Dr. Anjali Bajpai, Professor, Faculty of Education, BHU, Varanasi

Participants: 32 and YouTube Viewers



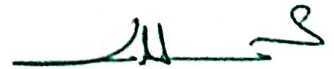
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DRAMA AND ART (NAVVARASA) (RECORD)



SUBMITTED BY

NAME : BHAGYALAKSHMI.K
COURSE : B. Ed (SECOND YEAR)
OPTIONAL : COMPUTER SCIENCE
RECORD : DRAMA AND ART
REF.NO : 184
DATE : 30.03.2017


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NAVARASAS (OR 9 RASAS)



karuna

haasya



raudra

angikharsha



bhaya

bhanta




riddha

vibhata



vibhata


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INTRODUCTION

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Navarasas are the mainstay of performing art, or natya, is fact that has been well-recognised for centuries now. The Natyashastra is an ancient Indian text dated between 2nd century BC and 2nd century AD which analyses all aspects of performing art. It is often called the fifth veda because of its importance. In it one finds a thorough exposition on the rasas, or emotions that characterise life as well as art. The Natyashastra describes nine rasas, or emotions that are the basis of all human emotion. Each is commented upon in detail. It is useful to keep in mind that a rasa encompasses not just the emotion, but also the various things that cause that emotion. These two things go hand in hand and are impossible to treat separately.

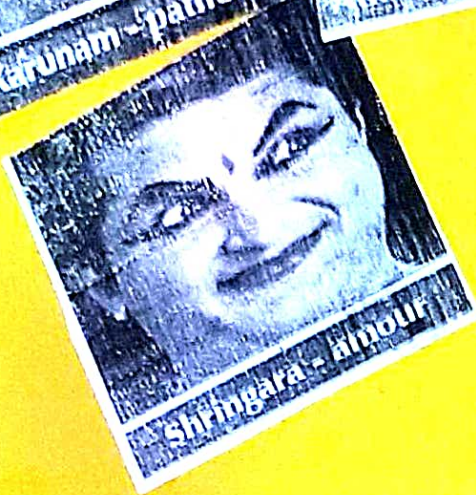
NAVARASAS
(OR 9 RASAS)



Karunam - pathos



Anantam - void



Shringara - amour



Shaantham - peace



Astambham - astonishment



Bhayanakam - fear



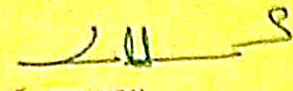
Haasyam - derision



Krodham - anger



Beebhakam - disgust


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TYPES OF NAVARASAS

1. SHRINGARA - AMOUR
2. SHANTHAM - PEACE
3. VEERAM - VALOUR
4. BHAYANAKAM - FEAR
5. HAASYAM - DERISION
6. BEEBHALSM - DISGUST
7. ROWDRAM - ANGER
8. KARUNAM - PATHOS
9. ATHBHUT - WONDER

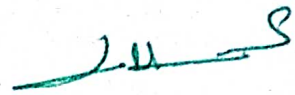


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GUIDANCE & COUNSELLING

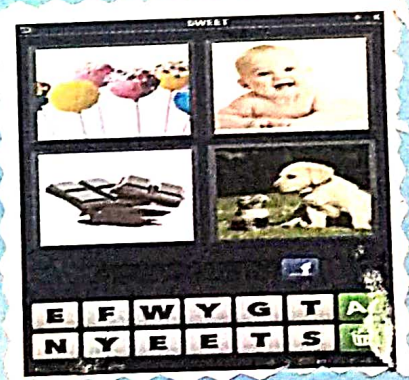
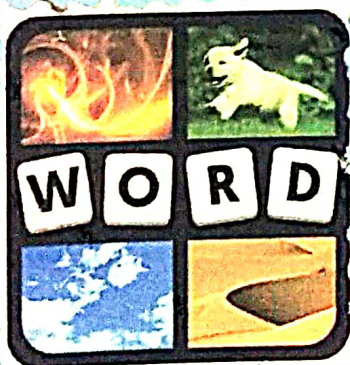
NAME OF THE CLIENT: S. DIVYA BHARATHI

GAME PLAYED



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We played 4 pics 1 word answer, and hints will show you how to beat all levels and letters of the game for Android mobiles. Client and me played a game in the mobile phone. We too guess the word from the four pictures in the juggle of this game. The game playing remove the fear, anxiety and uncomfortableness between the client and the counsellor. I had given the chance to express their ideas and answer freely. It creates nice rapport between the client and me.



Good.

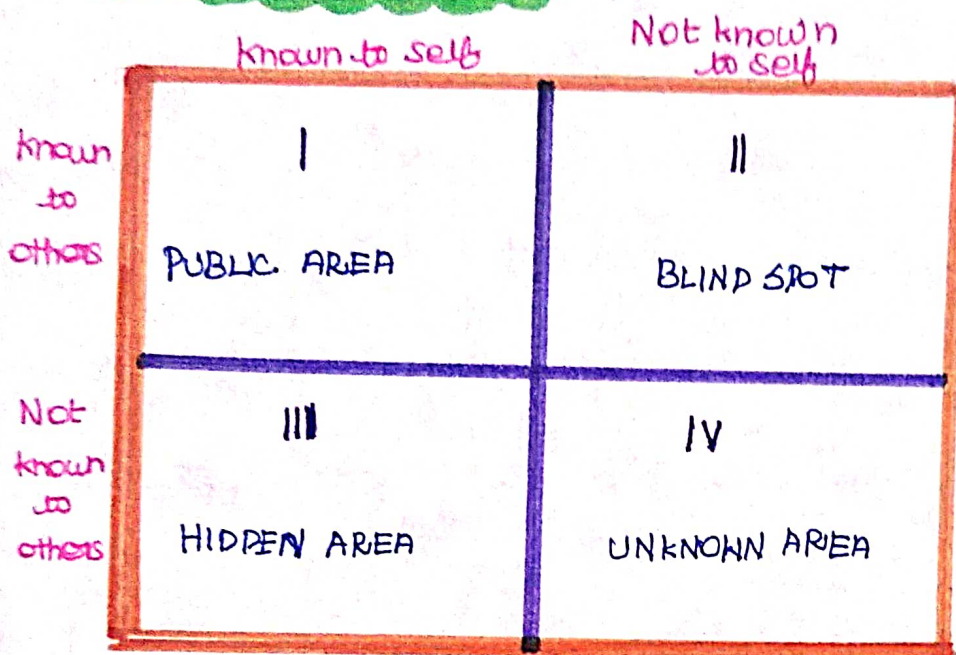
5/11/2017



JOHARI WINDOW:

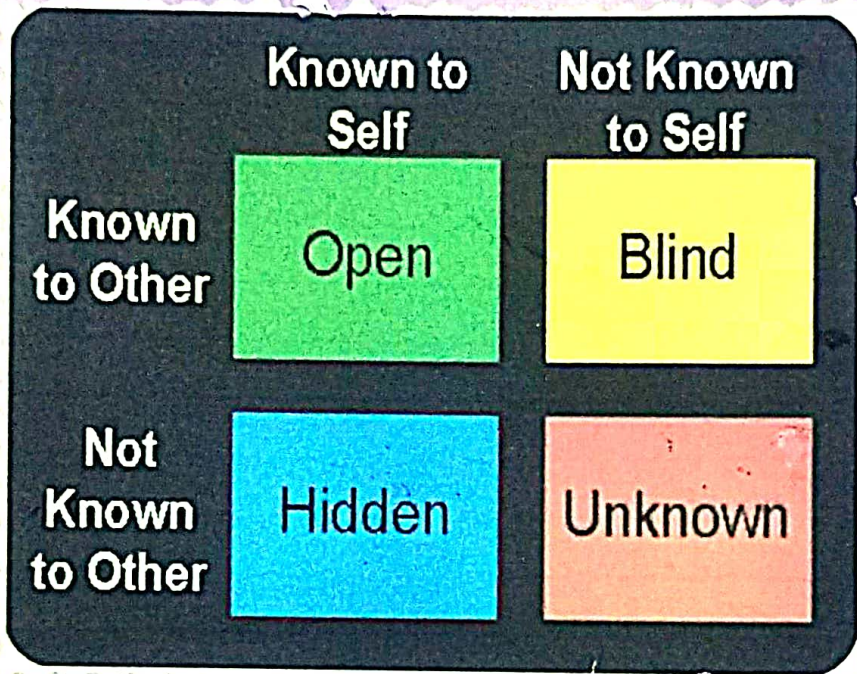
It is a convenient tool for a practical understanding of interpersonal expression and communication developed by Joseph Luft and Harry Ingham.

OVERVIEW:



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- Public Area:** contains the information about oneself known both to the self and to others.
- Blind spot:** contains the information about oneself that is known to others but not known to self.
- Hidden area:** contains the information about oneself that is known only to the self and not to the others. These are either hidden or no opportunity to reveal to others.



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4) **unknown area**: Is the well spring of energy, creativity and surprise for it holds a the possibilities and potentials that are unknown for all. These elements may emerge in a free, open and supportive context of communication.

OBJECTIVE:

- To enhance their self awareness
- To improve in their interpersonal communication
- To learn the skills of expression, listening, feedback and group work.

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CLIENT JOHARI WINDOW:




INTERPRETATION:

* In the client's Johari window, the public area is larger, it signifies client's capacity for interrelationship, closeness, intimacy, group work and collaboration. Public area is enlarged by healthy self disclosure of one's own perceptions, feelings and thought openly to others.

* Hidden area shows that client is difficult to talk in English and nervous. Client should train herself to talk in English freely without fear. Beginning stage it will be difficult after that she can able to talk in English fluently.

* Involving yourself in newer avenues and activities might open a fresh dimension of your personality to your awareness.



ORGANIZING VARIOUS PROGRAMMES DURING SCHOOL

INTERNSHIP PROGRAMME

Water Sanitation & Hygiene Education to School

Students on 7th March 2017

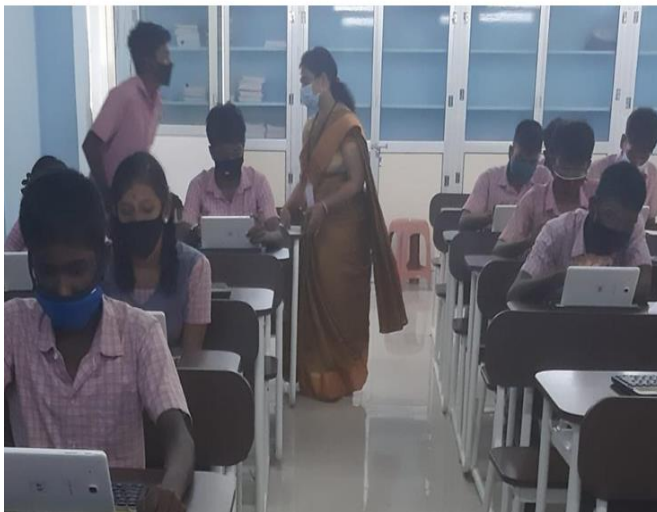


Sensitizing Awareness to prevent HIV & AIDS

Through Poster-Making on 10th April 2021



Conducting Online Quizzes



Entertaining Student's Participation



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Assisting for Medical Camp during School Internship



Motivating students for Group Studies



Coordinating for Organizing School Management Meeting




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Entertaining student's participation during teaching



Organizing Riddles and Puzzles



Explaining concept by using instructional aid



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