# 1. Formulating Learning Objectives 2018 - 2019

GENERAL INSTRUCTION :-

to enable student to.

* Remember the fact in computerscience
* Understand the concept and process.
* Apply the procedural programming.
* Analyse the different approaches.
* Create the interest

SPECIFIC INSTRUCTION :-

to enable student to.

* Define about defined function.
* Specify the user-defined function.
* Explain the function definition.

* List the use of void command.
* Illustrate the accessing a function
* Prescribe the formal parameter.
* Formulate the syntax for function definition.
* Point out the information to the compiler provided by the prototype.
* Create a syntax for constant argument
* Categorize the method of calling function.
* Write the call by value method.
* Repeat the actual parameter.
* Restate concept of default parameter
* tell of call by reference.
* Quote the inline function
* produce the Syntax.

teaching aid

Chart

teaching method :-

Demonstration, Lecture, Illustration.

Previous knowledge

Remember the user defined function and method of calling function.

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| | | TEACHER'S ACTIVITY<br>ஆசிரியரின் செயல்பாடு | PUPIL'S ACTIVITY<br>மாணவர்களின் செயல்பாடு | |
| Students will be motivated to learn about the "user defined function method of calling Function". | MOTIVATION :<br>Teacher motivates the student by asking question from previous knowledge is " user defined function and method of calling function". | Teacher asks.<br>1. what is Pre-defined function?<br>2. what is mathematical function?<br>3 Draw a circle it on your own what is the name of this function? | Students answ... accordingly. | |

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| Student will be able to define the concept of user-defined function. | DEVELOPMENT OF THE LESSON:<br>INTRODUCTION:<br>We can also define new function to perform a specific task these are called as user defined function. | teacher define the concept of user defined function. | Student define the concept of user defined function. | Define user defined function |
| Student will be able to Specify the uses of function. | Uses of function:<br>It are useful for encapsula-ting common operation in a single reusable blocks, ideally with a name that clearly describe what the function does. | teacher Specify the uses of function. | Student specifies the uses of function. | Specify the uses of function |
| Student will able to explain | Function Definition:<br>A function must be defined before it is used | teacher explain the function definition. | Student explain the function definition. | Explain the function definition |

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| Students will be able to list the use of void command. | USE OF VOID COMMAND :<br>The indicate the function does not return a value.<br>To declare a generic pointer | teacher list the use of void command | Student list the use of void command | List the use of void command |
| Students will be able to illustrate the accessing a function. | Accessing A function :<br>It should be called explicity using its name and the required argument to be prototype. | teacher illustrate the accessing a function. | Students illustrate the accessing function | Illustrate the accessing a function. |
| Students will be able to prescribe the formal parameter. | Formal Parameter :<br>It used in the function definition as parameter are known as formal parameter. | teacher prescribe the formal parameter. | Students prescribe the formal Parameter | prescribe the formal Parameter |

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| Students will be able to FORmulate the Syntax for function definition | Syntax:<br>Return -Data- type function name (Parameter list)<br>{<br>body of the function<br>}. | teacher formulate the syntax for function definition. | Student Formulate the syntax for function definition | Formulate the Syntax for function defining |
| Students will be to point out the information to the compiler given by prototype. | the return value of the function in of type long fact is the name of the function. | teacher point out the information to the compiler given by the prototype | Student point out the information to the compiler given by the prototype | Point out the information to the compiler provided by the prototype |

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| Students will be able to FORMulate the syntax for function definition | Syntax:<br>Return - Data - type function name (Parameter list)<br>{<br>body of the function<br>} | Teacher formulate the syntax for function definition | Student Formulate the syntax for function definition | Formulate the syntax for function definition |
| Students will be to point out the information to the compiler given by prototype. | the return value of the function in of type long fact is the name of the function. | teacher point out the information to the compiler given by the prototype | Student point out the information to the compiler given by the prototype | Point out the information to the compiler provided by the prototype |

| LEARNING OUTCOMES கற்றல் விளைவுகள் | CONTENT பாடப் பொருள் | LEARNING EXPERIENCE கற்றல் அனுபவங்கள் | | EVALUATION மதிப்பீடு |
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| Students will be able to create the syntax for constant argument | syntax:- <return type> <functionname> const <data type Variable = value | teacher create the syntax for constant argum-ents. | Student create the syntax for constant argument | create the Syntax for constant argument |
| Student will be able to categorize the method of calling function | METHOD OF CALLING FUNCTION:- CALL BY VALUE METHOD REFERENCE OR ADDRESS METHOD | teacher categorize the method of calling function | Student categorize the method of calling function | Categorize the method of calling function |
| Student will be able to write the call by value method content | call by value method :- this method copies the values of an actual paramet-er into the format parameter of the function | teacher write the call by value method | Student writes the call by value method | write the call by value method. |

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| Student will be able to repeat the actual paramater concept. | Actual Parameter:<br>Variable or expressionused in the function call are known as actual parameter. | teacher repeat the actual parameter. | Student repeat the actual parameter | Repeat the actual param-eter |
| Student will be able to restate the default argument | Default argument:<br>One can assign default values to the formal parameter of a function prototype. | teacher restate the default argument | Student restate the concept of default parameter | Restate the concept of default parameter |

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| Student will able to tell the call by reference. | call by reference:<br>the address of the actual argument into the formal parameter since the address of the argument | teacher tells call by reference | Student tells call by reference | tell of call by reference. |
| Student will be able to write the Inline function definition. | Inline function:<br>It look like normal function in the same file but insert the function code directly into the calling program to make a function | teacher write Inline function. | Student write Inline function. | write the Inline function. |

| LEARNING OUTCOMES<br>கற்றல் விளைவுகள் | CONTENT<br>பாடப் பொருள் | LEARNING EXPERIENCE<br>கற்றல் அனுபவங்கள் | | EVALUATION<br>மதிப்பீடு |
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| Student will be able to produce the syntax for inline function | syntax:<br>inline returntype functionname (datatype Parameter1, datatype Parameter) | teacher produce the syntax | student produce the syntax | Produce the syntax |

| LEARNING OUTCOMES கற்றல் விளைவுகள் | CONTENT பாட பொருள் | LEARNING EXPERIENCE கற்றல் அனுபவங்கள் | | EVALUATION மதிப்பீடு |
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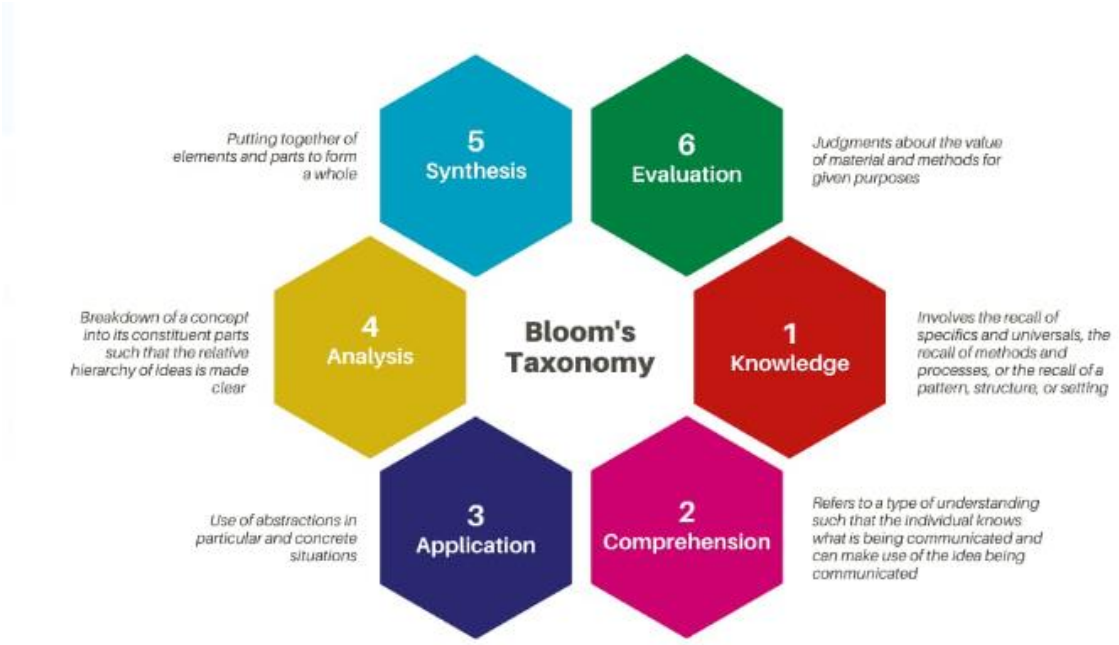
| | | TEACHER'S ACTIVITY ஆசிரியரின் செயல்பாடு | PUPIL'S ACTIVITY மாணவர்களின் செயல்பாடு | |
| Student will recall and revise the concept of user defined function. | Recapitulation:<br>Teacher recall and recognize the concept of user defined function.<br><br>Home assignment<br>1. What are the uses of void command<br>2. Explain inline function<br>3. Explain method of calling function.<br><br>Signature of Student teacher | | Signature of mentor. | Signature of Supervisor. |

2. Content Mapping



## 4. Identifying varied student abilities


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

# 5. Dealing with student diversity in classroom

**Workshop sessions for effective communication**

Guest Lectures on 5th February, 2019:

'Communication Skills and Mock Interview' by Dr. Chithra Aravind, Counsellor, MANAS, Chennai,

'Presentation Skills & Resume Writing' by Dr. Lata S. Patel, Founder & Director, Corporate Trainer & NLP Master Practitioner, Chennai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N.K.T. NATIONAL COLLEGE OF EDUCATION
FOR WOMEN (AUTONOMOUS),
TRIPLICANE, CHENNAI-600 005.

# 7. Addressing Inclusiveness

**Perkinson Braille Machine**


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

## 8. Assessing Student Learning

# ACHEIVEMENT TEST

## MEANING:

Acheivement Test is most probably the very important area of appraisal for a guidance programme for the benefit of the individual. Scores on acheivement test are excellent means for evaluating academics attainments and for the individual in the concerned area of the subject covered by the test. It involves a determination of how quickly, how accurately and at what level an individual can peform the tasks taken to represent accomplishment.

Acheivement Test measures present proficiency, mastry and understanding of general and specific areas of knowledge. It attempt to measure what and how individual has learnt and his present standard of performance. Scores of acheivement test indicate the academic status of the individual learner in different subjects as a whole or individually.

# USES OF ACHEIVEMENT TEST :-

Acheivement test helps to evaluate the extent to which the objectives of education are being acheived.

To evaluate, revise, and improve the curriculum in the light of results obtained

To decide for proper classification of students.

To select itaelented pupils for special classes and courses.

Tests helps to classify school Objectives.

To select students for the award of special merits and scholarship.

# DEFINITIONS:

Acheivement test act as useful aids in diagnosing the students' specific learning needs for identifying his relative strengths and weakness.

– Waters

Acheivement test is a test designed to measure knowledge, understanding and skills in a specified subject or a group of subjects.

– Free Man.

Any test that measures the attainments or accomplishments of an individual after period of training of learning is called acheivement test. It helps to permute the student to next class.

– N. M. Downie.

"A Measurement designed to be an indicator of student progress relative to a specified learning goal".

– Grangelosi, 1990.

# OBJECTIVES :

- Identify and explains reasons for performing tests.
- Understand testing terminology to Communicate clearly with students and collegues.
- Evaluate a tests validity and reliability
- Select appropriate tests.
- Administer tests protocols properly and safely.

## TYPES OF ACHEIVEMENT TEST :

Acheivement test can be various Categories basing on form, purposes, time, method and subject area. Acheivement test Can be of different founs like oral test, written test and practical test.

Acheivement test may be of different types on the basis of the purpose for which it is administered.

It can be administered in different period of time.

When it is based on time or period factor, the test is summative test, daily test, weekly test, quarterly test, half-yearly test, Annual test or final examinations at the end of course of study of an academic year.

Acheivement test can be divided into two on the basis of Quality

* Standarised test.
* Teacher-Made test.

# BLUE PRINT

## XI-C COMPUTER APPLICATION

50 m

| S.No | OBJECTIVES / CONTENTS | REMEMBERING | | | | UNDERSTANDING | | | | APPLYING | | | | ANALYZING | | | | EVALUATING | | | | CREATING | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | OT | VSA | SA | ETA | OT | VSA | SA | ETA | OT | VSA | SA | E.A | OT | VSA | SA | E.A | OT | VSA | S.A | E.A | O.T | V.SA | S.A | E.A | |
| | | 1M | 2M | 3M | 5M | 1M | 2M | 3M | 5M | 1M | 2M | 3M | 5M | 1M | 2M | 3M | 5M | 1M | 2M | 3M | 5M | 1M | 2M | 3M | 5M | |
| 1. | INTRODUCTION TO INTERNET AND EMAIL | 1 (2) | 2 (1) | | 5 (1) | 1 (1) | | 3 (1) | | | 2 (1) | | | 1 (1) | | 3 (1) | | | | | 5 (1) | | | | | 24 |
| 2. | HTML - STRUCTURAL TAGS | 1 (1) | | 3 (1) | | 1 (2) | | | | | | | | 1 (1) | | | | | | | | | 2 (1) | | | 9 |
| 3. | HTML - FORMATTING TEXT CREATING TABLES LIST AND LINKS | 1 (2) | 2 (1) | | | | 2 (1) | | | 1 (1) | | | | 1 (1) | | | 3 (1) | | | | | | | | | 11 |
| 4. | HTML, ADDING MULTIMEDIA ELEMENT & FORMS | 1 (1) | | | | 1 (1) | | 3 (1) | | | | | | 1 (1) | | | | | | | | | | | | 6 |
| | | 6 | 4 | 3 | 5 | 4 | 2 | 6 | | 1 | 2 | | | 4 | | 6 | | | | | 5 | | 2 | | | 50 |

# 9. Mobilizing relevant and varied learning resources

9. Mobilizing and varied learning resources

## 10. Evolving ICT based learning situations

# N.K.T National College of Education for women

(AUTONOMOUS)

No: 41, Besent Road, Triplicane,Chennai – 600005.

## B.Ed – Semester 1

## EPC 1- Critical Understanding of ICT

## Activity - 1

# ACTIVITY -1

Use Various Social Networks In Teaching

And Learning And Report Their Effectiveness

On Learning of The Students

# ARTICLE- 1

# Researchers develop highly accurate modelling tool to predict COVID-19 risk

**Date:**
February 1, 2022

**Source:**
University of Southern California

**Summary:**
Researchers have combined location density with real-world mobility data to predict the risk of infection from COVID-19 at specific locations with unprecedented accuracy.

**FULL STORY**

As new coronavirus variants emerge and quickly spread around the globe, both the public and policymakers are faced with a quandary: maintaining a semblance of normality, while also minimizing infections. While digital contact tracing apps offered promise, the adoption rate has been low, due in part to privacy concerns.

At USC, researchers are advocating for a new approach to predict the chance of infection from Covid-19: combining anonymized cellphone location data with mobility patterns -- broad patterns of how people move from place to place.

To produce "risk scores" for specific locations and times, the team used a large dataset of anonymous, real-world location signals from cell phones across the US in 2019 and 2020. The system shows a 50% improvement in accuracy compared to current systems, said the researchers.

"Our results show that it is possible to predict and target specific areas that are high-risk, as opposed to putting all businesses under one umbrella. Such risk-targeted policies can be significantly more effective, both for controlling Covid-19 and economically," said lead author Sepanta Zeighami, a computer science Ph.D. student advised by Professor Cyrus Shahabi.

"It's also unlikely that Covid-19 will be the last pandemic in human history, so if we want to avoid the chaos of 2020 and the tragic losses while keeping daily life as unaffected as possible when the next pandemic happens, we need such data-driven approaches."

To address privacy concerns, the mobility data comes in an aggregated format, allowing the researchers to see patterns without identifying individual users. The data is not being used for contact tracing, identifying infected individuals, or where they are going, said the researchers.

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"Our approach relies on anonymized aggregate data," said Shahabi, study co-author and Helen N. and Emmett H. Jones Professor in Engineering and Professor of Computer Science, Electrical and Computer Engineering, and Spatial Sciences. "It is the same as traffic data, where an individual's information is not revealed, but the aggregate data will help you to make a decision on whether to use a certain freeway at a certain time."

The paper will appear in the *ACM Transactions on Spatial Algorithms and Systems* and is available for early access.

**Data-driven approaches**

According to the researchers, existing risk score tools do not provide enough detailed information about infection rates at specific places, or they make unrealistic assumptions about how populations mix.

"The risk of infection varies a lot based on the location, and having a single policy, for instance, at a county level, ignores how some areas are riskier than others," said Zeighami.

So, using real-world mobility data and existing knowledge about the spread of Covid-19, the team created a simulator to generate realistic infection patterns. In the simulation, some "agents" are initially infected and spread the disease as they move around.

Then, the researchers created a Hawkes process-based model, which assigns risk scores based on location density and mobility patterns at a given time and place. Using the simulator, the researchers tested the model to determine if it could accurately predict the number of infections at different locations. It turned out, the risk scores were indeed a reliable metric for tracking infections in cities across the US, including San Francisco, New York, Chicago and Los Angeles.

The researchers found, predictably, that popular destinations in a city are riskier. But they also found that incorporating the infection mobility -- how people move -- as opposed to just relying on the popularity of an area helped to improve infection prediction. This, said the researchers, underscores the importance of bringing together mobility patterns and infection spread prediction models to generate risk scores.

There are two key ways the system could be used in the real world, said the researchers. The more straightforward case is to make neighborhood-level policy decisions: for instance, bars in Santa Monica, CA, should close today due to high risk in that neighborhood.

For more targeted locations, such as a specific concert stadium event, the system would crunch the mobility data from similar concerts in the past to learn how the infection risk changes in the area following this type of event. Then, using the researchers' model and current mobility data across LA, the system could make predictions and assign risk scores.

Going forward, the team plans to develop user-specific, yet still privacy-preserving, risk scores, and to include long-term forecasting capabilities for several weeks into the future.

"The very high resolution of this mobility data, as well as our scalable approach, will enable us to estimate risk scores at a very fine-grain spatial and temporal resolution, for example, a specific restaurant at dinner time, or a shopping mall at lunchtime," said Shahabi.

"As an individual, you may want to avoid areas deemed high-risk, and policymakers could warn the public to avoid an area known to be a potential hotspot of infection. The scores can also be used for closure or reduced capacity decisions. Instead of making these decisions at the county level, public health experts can make those decisions at city, neighborhood or zip code levels."

# ARTICLE - 2

# Engineers build a molecular framework to bridge experimental and computer sciences for peptide-based materials engineering

**Date:**
January 25, 2022
**Source:**
University of Oklahoma
**Summary:**
Researchers have developed a framework that solves the challenge of bridging experimental and computer sciences to better predict peptide structures.

## FULL STORY

Researchers in the Stephenson School of Biomedical Engineering, Gallogly College of Engineering, at the University of Oklahoma have developed a framework published in *Science Advances* that solves the challenge of bridging experimental and computer sciences to better predict peptide structures. Peptide-based materials have been used in energy, security and health fields for the past two decades.

Handan Acar, Ph.D., the Peggy and Charles Stephenson Assistant Professor of Biomedical Engineering at OU, teamed up with Andrew White, Ph.D., an associate professor of chemical engineering at the University of Rochester, to introduce a new strategy to study fundamentals of molecular engineering. Seren Hamsici, a doctoral student in Acar's lab, is the first author of the study.

Proteins are responsible for the structure, function and regulation of the body's organs and tissues. They are formed by amino acids and come together in different interactions, called intermolecular interactions, that are essential to how proteins perform different roles in the body. When these protein interactions behave abnormally, medical issues result, such as when they clump together to form plaques in the brain that leads to Alzheimer's Disease.

"In the peptide-engineering field, the general approach is to take those natural proteins and make incremental changes to identify the properties of the end aggregated products, and then find an application for which the identified properties would be useful," Acar said. "However, there are more than 500 natural and unnatural amino acids. Especially when you consider the size of the peptides, this approach is just not practical."

Machine learning has great potential to counter this challenge, but Acar says the complex way peptides assemble and disassemble has prevented artificial intelligence methods from being effective so far.

"Clearly, computational methods, such as machine learning, are necessary," she said. "Yet, the peptide aggregation is very complex. It is currently not possible to identify the effects of individual amino acids with computational methods."

To counter those challenges, the research team came up with a new approach. They developed a framework that would help bridge materials science and engineering research with computational science to lay the groundwork for artificial intelligence and machine learning advancements.

"For this paper, we focused on small peptides with six amino acids, where even still the possible combinations are incredible," Acar said. "We wanted to see what sort of interactions would affect the end product in what way, so we created a framework that kept four of the six amino acids the same all of the time, and we changed the remaining two of them at a time to see how that will affect the interactions and also the product that will come together in the end."

The researchers focused on peptide-aggregation into one-dimensional structures and countered the challenge of the kinetic threshold -- where the intermolecular interactions between small peptides are not enough to aggregate in low concentrations -- by having the two variable amino acids of the framework hold opposite electron charges.

"In Alzheimer's Disease, all of the amyloids come together in a one-dimensional structure," Acar said. "Therefore, we have tremendous amounts of standardized quantification techniques so we know we can compare them with anything that has been synthesized and published. It makes it comparable with the literature."

"The advantage of this framework is, it is simple enough to make computational simulations, which provide an opportunity to use machine learning," White added.

White used molecular dynamics calculations to simulate what happens on the scale of atoms during the initial steps of self-assembly.

"Molecular dynamics enables us to see how these peptides interact, a literal movie of how the atoms line-up to start the self-assembly process," he said.

Through the framework described in their article, the research team lays the groundwork for demonstrating efficacy with six amino acid structures that can be expanded on in later work.

"The data that we will collect in future studies using this framework, although they might not be as we predict now, will give us an important insight on how peptides come together and will likely change the future perspective of peptide engineering," Hamsici said.

Likewise, White says future applications of their research will be able to use deep learning and artificial intelligence to model peptide structures to create materials with needed properties for a desired application.

Acar imagines a future where a materials engineer could input parameters for desired material and a computer simulation could determine the peptide structure that would be needed.

# ARTICLE -3

# CM launches 'Illam Thedi Kalvi' scheme

## 'Foundation laid for revolution in education; scheme will brighten up the future of younger generation'

Chief Minister M.K. Stalin on Wednesday said the DMK government was committed to promoting education at all levels, right from school to university, for all sections of society. Education must be available to all sections, and the government had initiated steps towards achieving this goal, he said.

Launching the 'Illam Thedi Kalvi' '(education at doorstep) scheme at Mudaliarkuppam in Villupuram district, Mr. Stalin said it would brighten up the future of the younger generation. The foundation stone had been laid for a revolution in education, he added.

"Education and employment for all is one of the key ideals of the DMK. The spirit of social justice, self-respect and a humane approach is also promoted by the scheme. All sections of people have had access to education and employment and have risen to positions of power, thanks to the seeds sown by Dravidian leaders Periyar, Anna and Karunanidhi," he said.

Mr. Stalin recalled that the Dravidian movement had launched sustained campaigns for imparting education through *Thinnai* schools to ensure access to education for all sections. "For those questioning Dravidianism and blabbering without understanding what it is, this is the spirit of Dravidianism ," he said.

The Chief Minister said it was the Justice Party Government that initiated the serving of meals to children studying in schools under the Chennai Corporation.

The scheme was subsequently refined and expanded by former Chief Ministers K. Kamaraj, M.G. Ramachandran and M. Karunanidhi. "Illam Thedi Kalvi is a scheme on the same lines," he said.

The scheme was evolved to address the learning gap that had arisen among students due to the closure of schools during the pandemic-induced lockdown. The benefits of in-person classes could never be matched by online classes, and the objective of the scheme was to

impart education to children at home, Mr. Stalin said. Volunteers would take classes for up to two hours a day, he added.

The scheme would pave the way for a holistic development of children. "We intend to associate teachers, parents, retired teachers and members of voluntary organisations in implementing the scheme, as the objective is to make children fully developed citizens," he said.

"I have been adjudged the numero uno Chief Minister in the country in polls conducted by a few media outlets. I would be glad if Tamil Nadu is projected as the number one State in the country," he said.

Ministers K. Ponmudi, Anbil Mahesh Poyyamozhi and K. Masthan were present.

# ARTICLE – 4

# ADB approves Rs 3,752 cr funding to govt for enhancing school education

## The loan supports the Integrated Scheme for School Education (Samagra Shiksha) and the new Exemplar School Initiative of the Ministry of Education (MOE)

**Topic :**ADB - School Education

Ltest updated as December 2,2021.

Asian Development Bank (ADB) has approved nearly Rs 3,752 crore funding to the government for enhancing quality of school education and also mitigate the impact of coronavirus pandemic on students' learning.

ADB has approved USD 500 million (about Rs 3,752 crore) loan to help the government of India improve the quality of the country's school education and mitigate the impact of the coronavirus disease (COVID-19) pandemic on students' learning, ADB stated on Thursday.

The loan supports the Integrated Scheme for School Education (Samagra Shiksha) and the new Exemplar School Initiative of the Ministry of Education (MOE) to improve education quality by focusing on inclusive and equitable learning outcomes.

About 1,800 government schools will be transformed into exemplar schools in the states of Assam, Gujarat, Jharkhand, Tamil Nadu, and Uttarakhand, ADB said.

Exemplar schools will demonstrate quality learning environments and effective learning, which will become a model for replication in other government schools across India.

# ARTICLE -5

ELSEVIER Teaching and Teacher Education

April 2,2022

Research paper

# From reflection to analysis: Languaging literacy teaching and learning

Author links open overlay panelJackieRidley[a]
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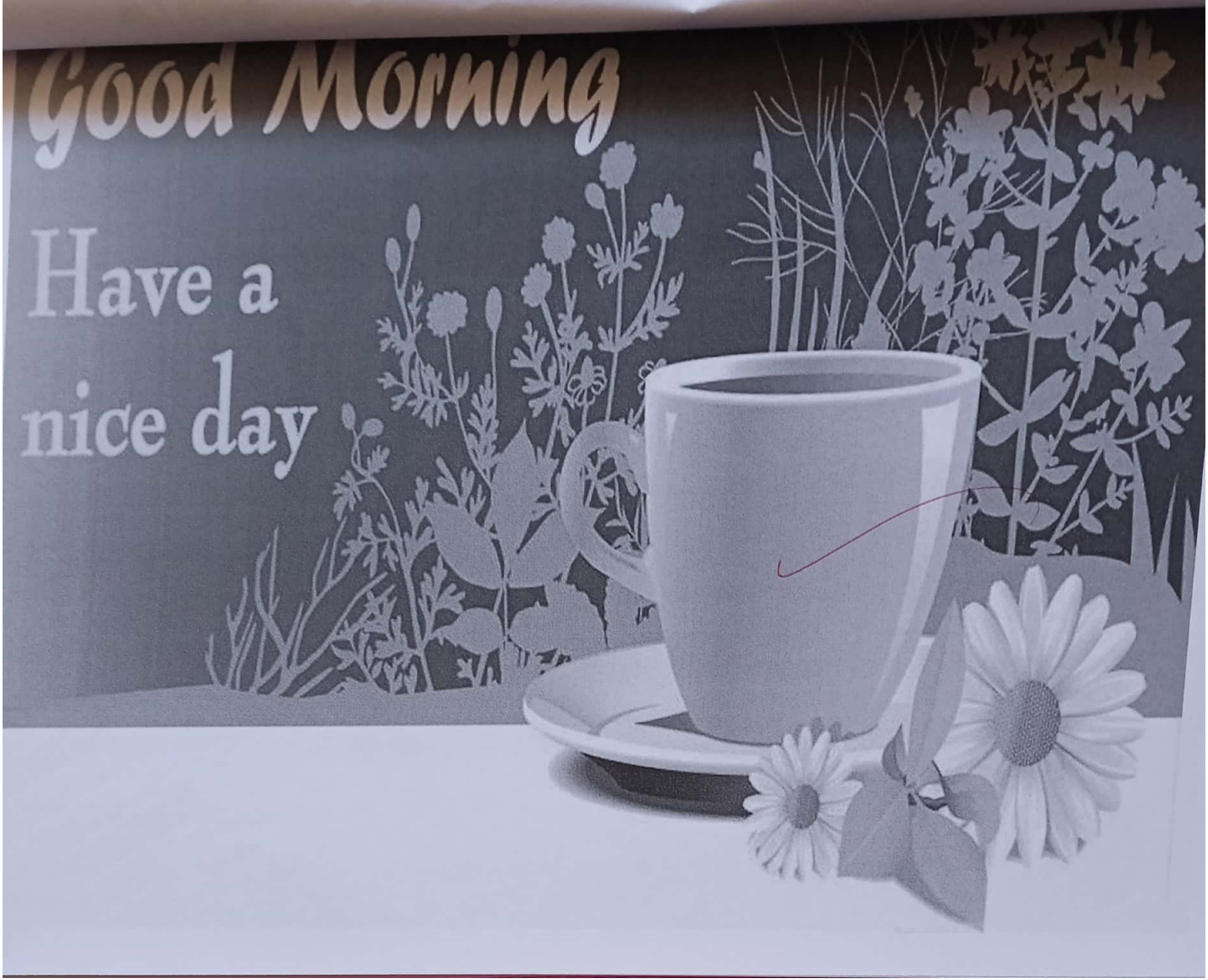
https://doi.org/10.1016/j.tate.2022.103634Get rights and content

## Highlights

- Teacher reflection is often an ambiguous task for preservice teachers.
- The label 'reflection' or 'analytic note' changed what preservice teachers wrote.
- Preservice teachers used more personal language when asked to write 'reflections.'.
- Preservice teachers used more evidence for claims when they wrote 'analytic notes.'.

## Abstract

While reflection is generally considered an important part of becoming a teacher, there is no consensus regarding how reflection assignments might be best incorporated into teacher education programs. In this multiple case study, we examine the writing of early-childhood (P-3) preservice teachers who were asked to write either reflections or analytic notes. Using a constant comparative analysis, we found that when asked to write analytic notes rather than reflections, preservice teachers tended to use more evidence to support their claims, but often used language that erased their interpersonal relationships with students. Implications for preservice teacher education programs are discussed.



## COMPUTER

A computer is a digital electronic machine that can be programmed to carry out sequences of arithmetic or logical operations automatically. Modern computers can perform generic sets of operations known as programs.

# COMPUTER

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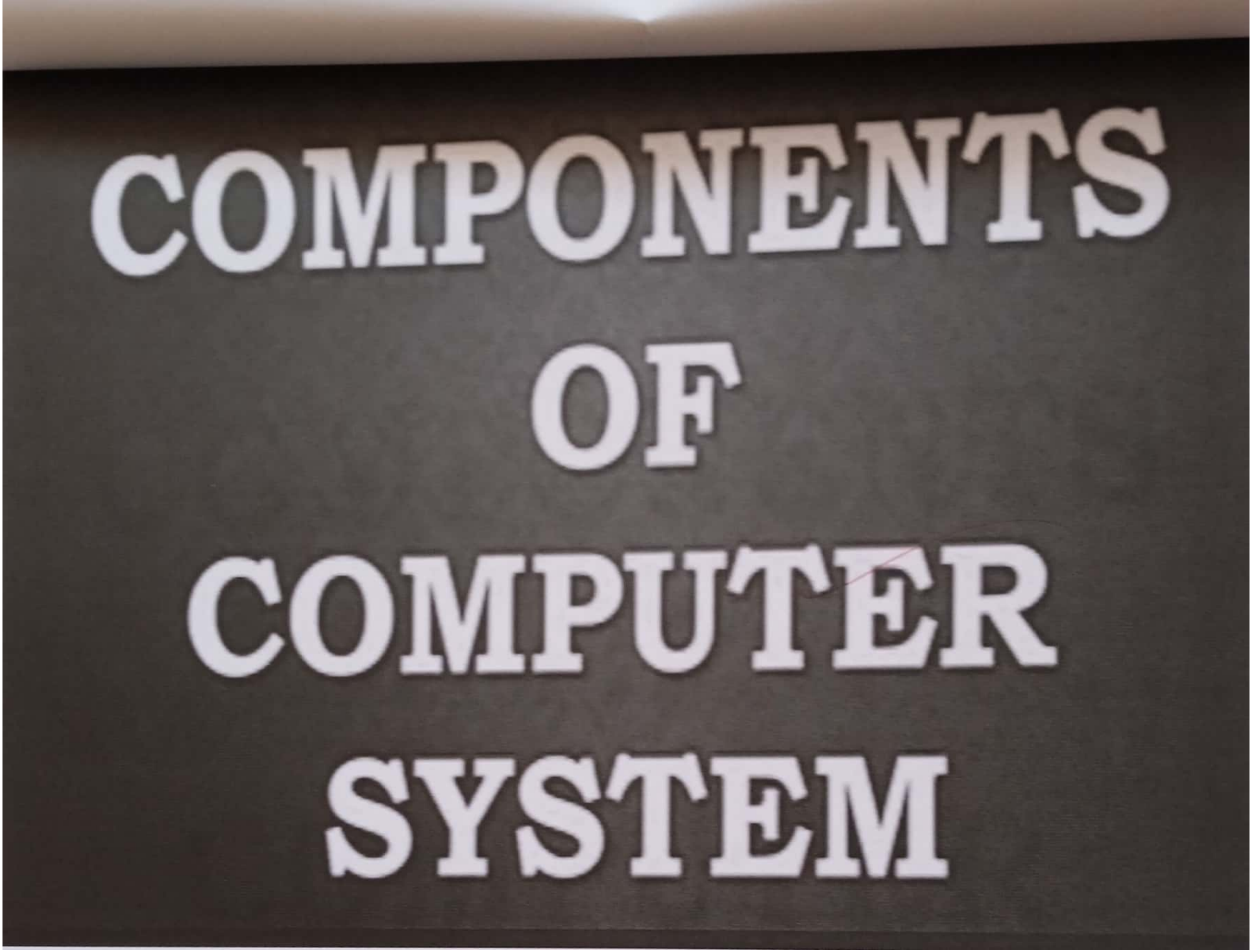
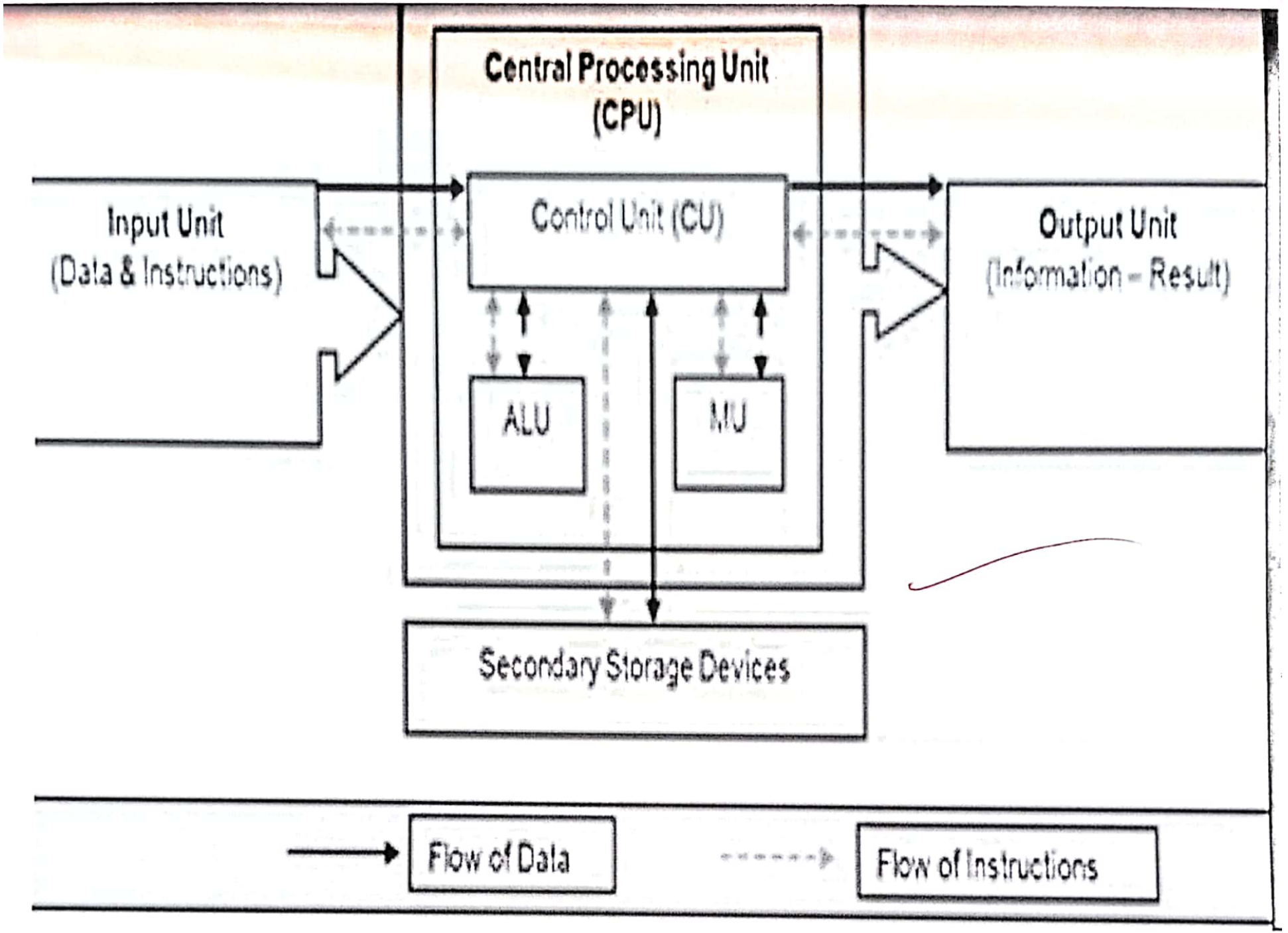


# COMPONENTS

- There are basically three important components of computer
- Input Unit
- Central Processing Unit (CPU)
- Output Unit



# INPUT UNIT

- The Input Unit is formed by attaching one or more input devices to a computer.
- A user input data and instructions through input devices such as keyboard, mouse etc.
- The input unit is used to provide data to the processor for further processing.

# CENTRAL PROCESSING UNIT

CPU is the main unit of a computer .

CPU is called the microprocessor of the system due to its small size.

It controls all the internal and external devices of a computer and performs the arithematic nd logical operations.

The microprocessor chip contains millions of transistors .

# CPU AND ITS COMPONENTS

There are mainly three components of CPU

Memory Unit

- Arithmetic and Logical Unit(ALU)

- Control Unit(CU)

# OUTPUT UNIT

e output unit is used for displaying or printing the processed data in a user readable form.

e output unit is formed by attaching the output devices to a computer.

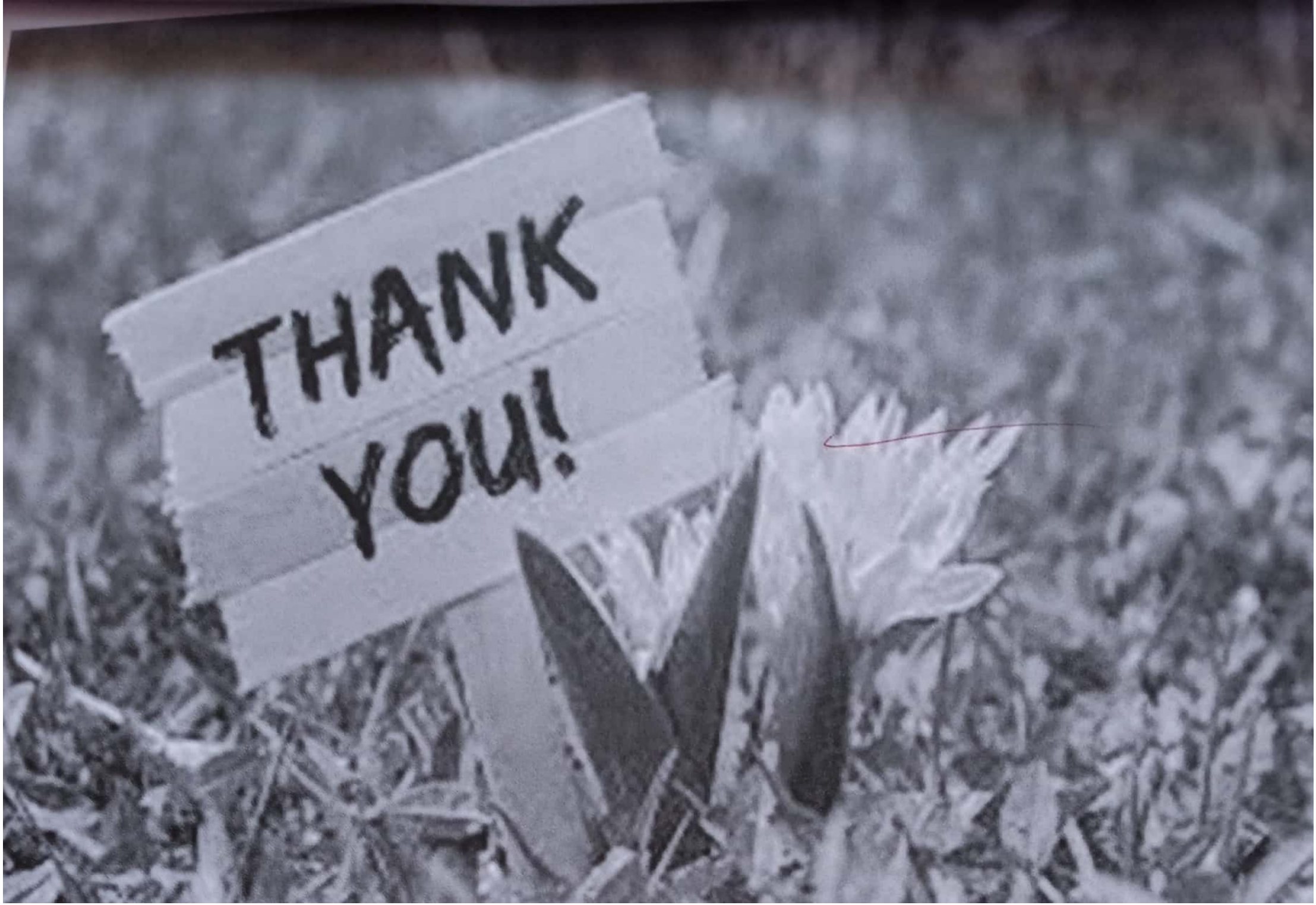
e output unit accepts the information from the CPU and displays it in a user readable form.

e commonly used output devices are:

Monitor

Printer

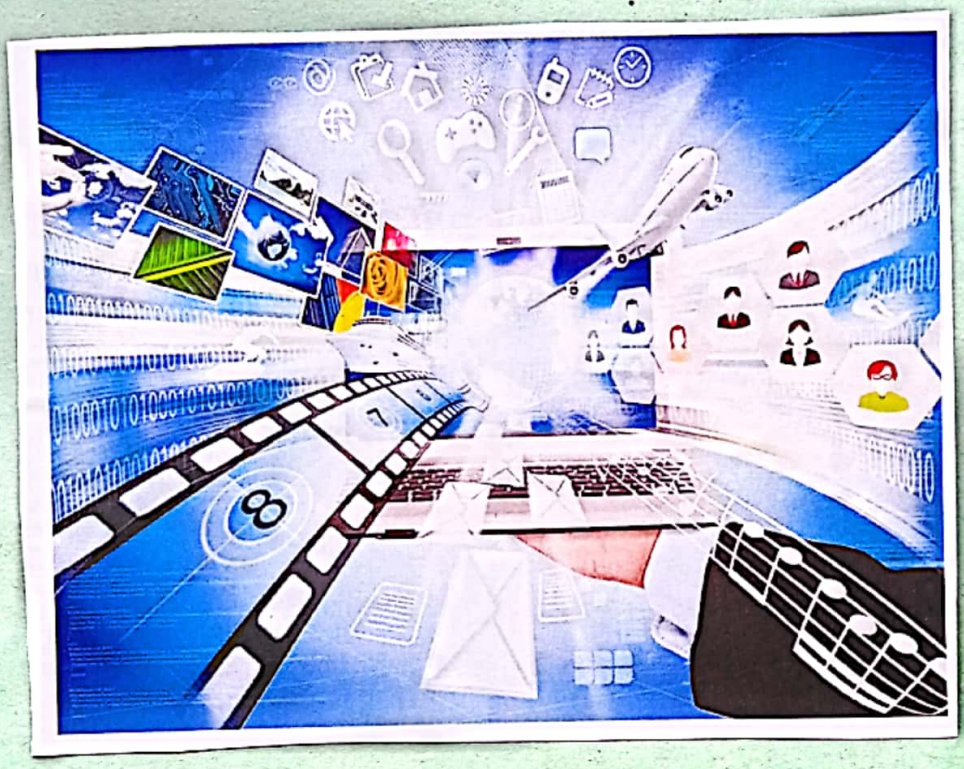
Speaker



# CRITICAL UNDERSTANDING OF ICT

## INTRODUTION:

ICT Stands for Information and communication Technologies and are defined as a diverse set of technological tools and resources and used to communicate and to create disseminate store and manage information.



## MAIN PURPOSE OF ICT

one of the main aims of ICT is to Help students to become competent and conbident users who can use the basic knowledge and

skills acquired to assist them in their daily lives. It is also supposed to prepare students for the world of tomorrow. It aims to help learners to have an open and flexible mind. ICT incorporates electronic techonologies and techniques used to manage information and knowledge including information-handling tools used to produce, store, process, distribute and exchange information.

## PURPOSES OF ICT IN EDUCATION

ICT enables the use of innovative educational resources and the renewal of learning methods, establishing a more active collaboration of students and the simultaneous acquistion of techological knowledge.

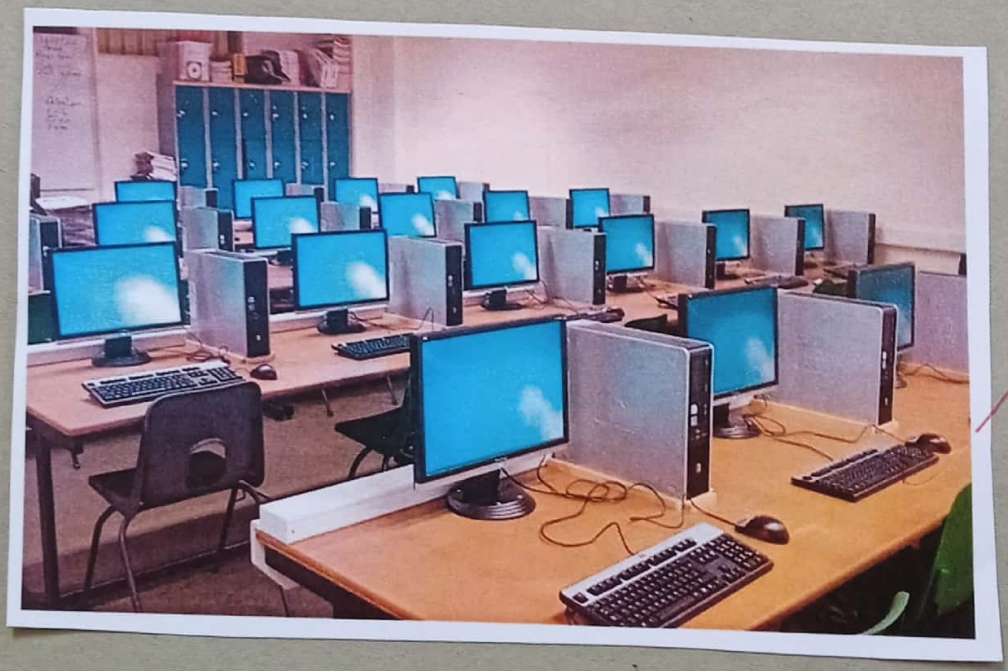
## APPLICATION OF ICT IN EVERY DAY LIFE:

communication Information can be transmitted from one place to the other with the use of ICT.

* Information Processing and management
* Timing and Control
* Development of Society

BENEFITS OF ICT:

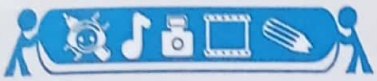
* ICT brings inclusion students with special needs are not longer at a disadvantages as they have access to essential material and special ICT tools can be used by students to make use of ICT for their own educational needs.



* one of the key skills for the 21st century which includes evaluation, planning, monitoring and reflecting to name a few.

# ICT in Education

- Meaning & Concept ICT.
- Role of ICT?
- Technology used in ICT.
- Advantages of ICT.



# ICT IN EDUCATION

* It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy.

* ICT in education improves engagement and knowledge retention.

## IMPORTANCE OF ICT IN OUR DAILY LIFE

It can Improve the quality of human life because it can be used as a learning and education media, the mass communication media in promoting and important issues such as the health and social area.

## GOALS OF USING ICT IN TEACHING

one of the main aims of ICT is to help students to become competent and confident users who can use the basic knowledge and skills acquired to assist them in their daily life. It is also supposed to prepare students for the world of tomorrow.

# IMPORTANCE OF ICT AS A STUDENT

ICT in education improves engagement and knowledge retention, when ICT is integrated into lessons, students become more engaged on their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways.

## IMPORTANCE OF ICT IN OUR SOCIETY:

Information and communication technologies play a significant role in all aspect of modern society. ICT have changed the way in which we communicate with each other, how we find in needed information, work, conduct, business, interact with government agencies and how we manage our social lives.

## EXAMPLES OF ICT:

Software applications and operating system, web based information and applications such as distance learning; telephones and other telecommunication products; video equipment and multimedia products that way to distributed on videotaps, CDs, DVDs, email or the world wide web.

## TYPES OF COMMUNICATION TECHNOLOGY:

There are 4 main types of communication technology that have contributed to the ease of sending message:

# Performance of students in Academic

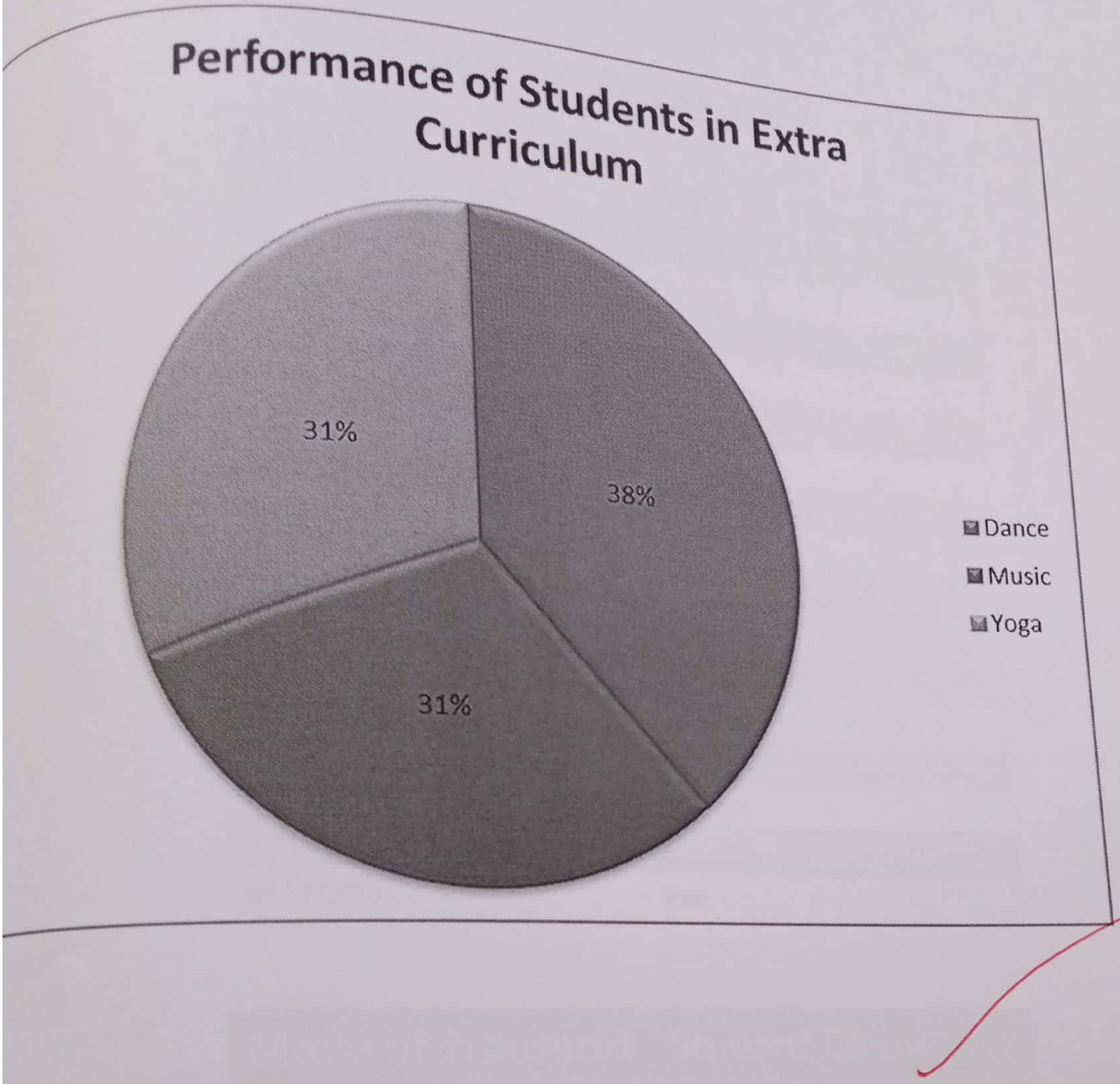
| NAME | TAMIL | ENGLISH | MATHS | SCIENCE | SOCIAL | TOTAL |
|---|---|---|---|---|---|---|
| M.Arthi | 60 | 90 | 98 | 80 | 97 | 425 |
| P.Arul | 82 | 98 | 78 | 87 | 98 | 443 |
| P.ARUN | 55 | 60 | 75 | 84 | 82 | 356 |
| R.Balaji | 80 | 72 | 68 | 57 | 83 | 360 |
| S.Babu | 60 | 87 | 69 | 56 | 67 | 339 |
| N.Dharshini | 52 | 52 | 58 | 95 | 69 | 326 |
| A.Divya | 60 | 62 | 59 | 98 | 87 | 366 |
| N.Harshini | 80 | 68 | 72 | 97 | 84 | 401 |
| M.Harish | 92 | 75 | 71 | 95 | 90 | 423 |
| N.Hanshika | 54 | 79 | 60 | 56 | 60 | 309 |
| M.Meena | 68 | 96 | 8 | 55 | 50 | 277 |
| s.Nivin | 78 | 45 | 49 | 64 | 82 | 318 |
| N.Ramesh | 84 | 98 | 97 | 99 | 75 | 453 |
| G.SriDevi | 82 | 69 | 67 | 69 | 95 | 382 |
| R.Subu | 73 | 67 | 84 | 85 | 67 | 376 |
| | | | | | | |

# Performance of students in Academic

# Performance of students in Extra Curriculum

| NAME | EXTRA CURRICULUM |
|---|---|
| M.Arthi | Dance |
| P.Arul | Music |
| P.Arun | Yoga |
| R.Balaji | Dance |
| S.Babu | Dance |
| N.Dharshini | Yoga |
| A.Divya | Yoga |
| N.Harish | Music |
| N.Hanshika | Music |
| N.Harshini | Dance |
| M.Meena | Dance |
| S.Nivin | Music |
| N.Ramesh | Yoga |
| G.SriDevi | Yoga |
| R.Subu | Dane |
| M.Seetha | Music |

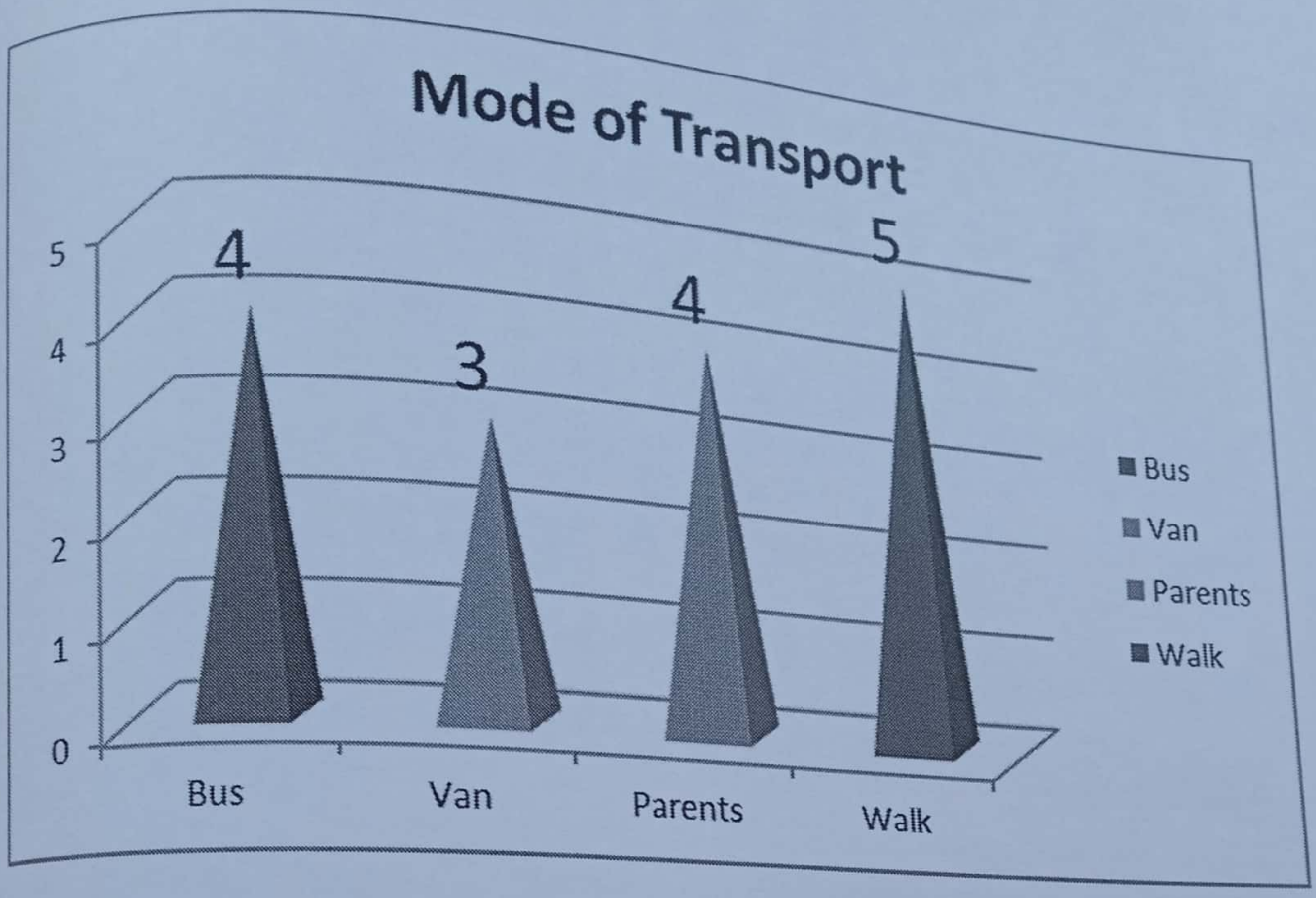
| Extra Curiculum | Students count |
|---|---|
| Dance | 5 |
| Music | 4 |
| Yoga | 4 |



# Mode of Transport

| NAME | Mode of Transport |
|---|---|
| M.Arthi | Bus |
| P.Arul | Van |
| P.Arun | Parent |
| R.Balaji | Walk |
| S.Babu | Bus |
| N.Dharshini | Parent |
| A.Divya | Walk |
| N.Harish | Walk |
| N.Hanshika | Bus |
| N.Harshini | Van |
| M.Meena | Walk |
| S.Nivin | Parents |
| N.Ramesh | Walk |
| G.SriDevi | Parents |
| R.Subu | Bus |
| M.Seetha | Van |

| Mode of Transport | Student Count |
|---|---|
| Bus | 4 |
| Van | 3 |
| Parents | 4 |
| Walk | 5 |



# 11. Exposure to Braille