



**N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN
(Autonomous)**

**Student Induction Programme
2024 - 2025**

| Day | Session | Topic | Resource Expert |
|--------------------------------|--|---|--|
| Day-1 28.10.20204 | Session – I 10.00 to 11.00 am | Welcome Address | Dr.S.Chamundeswari Principal |
| | Morning Tea Break | | |
| | Session – II 11.30 to 12.30 pm | Code of Conduct | Dr. S. Chamundeswari Principal |
| | Lunch | | |
| | Session –III 1.30 to 2.30 pm | Academic Orientation: Syllabi for Transforming Students to Global Educators | Dr. V. Jayashree Priyadharsini Dean of Academics |
| | Evening Tea Break | | |
| | Session – IV 2.45 to 3.45 pm | Orientation on Value-Added Certificate Courses & Self Study Courses | Dr. V.J. Uma Placement Officer |
| Feedback of Day –I Programme | | | |
| Day – 2 29.10.20204 | Session – I 10.00 to 11.00 am | SWAYAM Courses for Employable Opportunity | Dr. S. Dhanalakshmi Librarian |
| | Morning Tea Break | | |
| | Session – II 11.30 to 12.30 pm | Fitness for Teacher Well Being | Dr. Y.Pavanya Physical Directress |
| | Lunch | | |
| | Session- III 1.30 to 2.30 pm | Orientation on Self-Study Courses | Mrs. T. Anitha Devi IQAC Coordinator |
| | Evening Tea Break | | |
| Session-IV 2.45 to 3.45 pm | Trends and Diversities in School Systems in India | Ms. P. Sangeetha Dean of Student Welfare | |
| Feedback of Day-2 Programme | | | |

| Day | Session | Topic | Resource Expert |
|------------------------------------|-----------------------------------|--|---|
| Day-3 30.10.20204 | Session – I 10.00 to 11.00 ma | Moral Values and Professional Ethics of Teachers | Mrs .A.H. Komala, Controller of Examinations |
| | Tea Break | | |
| | Session – II 11.30 to 12.30 pm | Sensitizing Students to Social Needs | Dr. T. Sahaya Saila Co-ordinator of Outreach Programmes |
| | Lunch | | |
| | Feedback of Day -3 Programme | | |



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Day: 1 - 28-10-2024 / Session – I: 10:00 – 11:00 am

Resource Expert: Dr. S. Chamundeswari

Welcome Address & Introduction to academic programmes

The Student Induction Programme was on 28th October 2024 for this Batch of B.Ed. B.Ed. Special Education (Visual Impairment) and M.Ed. programmes. Our Principal Dr. S. Chamundeswari began the Induction programme with prayer and Thamizh Thai Vazhthu for the first session. The purpose of this Induction Programme is to help students in getting familiarized with the institution and respect the policies of the Institution.

Principal briefed on the culture and ethos of the College. The main purpose of student induction programme is to help new students to feel and accustom to the new environment, inculcate in them the vision, mission and culture of the institution, help them build bonds with other students and faculty members. New students are informed about the College's procedures, available resources, the centre, cells and club activities and services provided in the College.

The emblem consists of a chariot with Lord Krishna and his disciple Arjuna which reminds us the words-NULLI SECUNDUS-which portrays excellence in education and second to none in knowledge. There is a lamp which is symbolic in sharing the light of knowledge to all.

She provided the time table of events for the following days. The students are exposed to their pedagogy and programme of study which was briefed by Principal. Besides these activities they should be helped to differentiate their role in the College and Teaching practice schools along with career prospects offered by specific courses should be organized. The role of group discussion will develop clarity of thought. The emphasis is given on skill development, attitude and values of responsibilities.

Principal briefed about the two-year pattern of B.Ed. and B.Ed. Special Education Programme. Regarding the Syllabus it is split up into two years as Perspectives of

Education, Curriculum and Pedagogic Studies and Enhancing Professional Capacities. Also framing of Course Learning Outcome and Programme Learning Outcome according to the changes incorporated in the new Syllabus.



There had been many certificate courses offered apart from the curricular aspects. In 2002 there was Nursery Teacher Training courses conducted during weekends. Later Non-Credit courses were offered. Apart from the regular curriculum courses, value-added courses, and self-study courses are motivated in the pedagogical classes and mostly in Mentor-Mentee Programmes. Since 2015 certificate courses were offered three Certificate Courses and this academic year additional Value-Added Certificate Course is offered in the second semester as CC8 Self-Management Skills for Teacher-Educators as the course is offered to both Graduate and Post-Graduate students. At present eight value added certificate courses are offered by our college and we have signed MoU with Stella Matituna College of Education, Ashok Nagar and MGR Institute of Special Education and Research, was a need for CC1: English Language Development, CC2: Sign Language Interpretation, CC3: Yoga for Fitness, CC4: Early Childhood Education, CC5: Teacher Eligibility Test Coaching Programme, CC6: Parental Counselling, CC7: Aari Design, CC8: Self-Management Skills for Teacher- Educators.

This academic year we have included Positive psychology course offered by Stella Matituna College of Education. All these programmes are offered on Saturday and many on online and flipped classroom model the students take up these courses and enhance their knowledge skill development. Moreover, these programmes are Choice based Credit System they take up and complete it at own pace.

Students can enhance their knowledge on par with demands of the employer. The students are encouraged to take up certificate courses and self-study programmes to be enriched with reflective knowledge that enhances their teaching and also the personality and builds character. It is also insisted during the Student Orientation Programme. Many Seminars and Workshops are conducted in the College Premises and also send students to other Educational Colleges for paper presentation and participate in Seminars.

The ultimate aim of this student induction programme is to make the student feel comfortable, allow them to explore their academic interests and activities, reduce anxiety and pressure and make them work for excellence, gives broader view of life.



Dr. S. Chamundeswari, Principal, addressed the Session-2 on Code of Conduct in the Student Induction Programme.

The Student Induction Programme is a well-planned programme conducted for M.Ed. Programme. The term Induction is generally used to describe the whole process whereby the incumbents acclimatize to the new role and environment.

The Induction Programme started with an invocation and Principal addressed that the objective of the Induction Programme was to acclimatize the students to the new environment and get them acquainted with institution culture.

Principal briefed on the growth of the Institution. The Founder and President of this prestigious Institution is Sriman. N.K. Thirumalachariar, philanthropist and lawyer by profession. He started the Elementary School named N.K.T. National Girls School in 1941, to help the girl children of that locality get an opportunity to be educated.

Later in 1966, he started the N.K.T. National Teacher Training College to provide best teachers from the college to work for the school. Thus, it grew to greater heights in providing Quality in Higher Education and Research. The College has good infrastructure facilities, dedicated faculty members contribute to a vast learning experience to students. Faculty members and Non-Teaching Staff were introduced with great pride by our Principal.

Principal threw light upon the Vision, Mission and Value Framework, Programmes and Courses offered the Programme and Course Learning Outcomes, Certificate Courses and support extended for it. Compilation of research that proves knowledgeable as Higher Education is concern. She explained in detail the Physical, Academic and Support Facilities available in the College and about the functioning of the various Centres, Clubs and Associations that aims to help the College to progress to achieve its Vision.

The NKT Student Union and the role of students in decision making bodies were explained in detail and their rights to express suggestions and grievances in the Grievance Boxes and in the Online Portal available all 24/7 in the College Website.

The College has eco-friendly campus completely free of ragging and sexual harassment which creates a sense of belonging to the students. It takes pride in offering well equipped laboratories and library to help students in attaining highest standards with sound knowledge and professional skills. Principal addressed students about the efforts and initiatives taken by the College in maintaining a clean, green and healthy campus for the benefit of all stakeholders with the support of the Management and Philanthropic Non-Governmental Organizations. She motivated students to play a very significant role by taking efforts in maintaining the campus and to come out with innovative ideas for creating awareness among students and people in the community for developing a good attitude towards environmental cleanliness and hygiene.

Principal highlighted on the Code of Conduct and ended the Programme with the video clipping of the Institution and refreshments were served.



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Day: 1 - 28-10-2024 / Session – III: 1.30 to 2.30 pm

Resource Expert: Dr. V.Jayashree Priyadharsini

Topic: Introduction to Academic Programmes



Dr. V. Jayashree Priyadharsini, Dean of Academics, addressed the students on “Orientation of the Syllabus” in Session-3.

The orientation of the syllabus for the academic year was done by Dr. V. Jayashree Priyadharsini, Dean of Academics in the afternoon session. The orientation aims at schedule of the programme for B.Ed. & B.Ed. Special Education. The main objective is to help the students adjust with the time schedule and series of professional activities.

The orientation is crucial and opportunity to introduce the new students to life at the Institute and facilitate a smooth transition to the new life. The objective is to help both undergraduate students and their parents adjust to the campus through a series of activities and sessions organized as a part of the programme. The basic goal is to familiarize students to the educational resources like Language Lab, College Central Library, Psychology Lab, Science Lab and Physical Education Room. Bringing the new Student-teachers to acclimate with senior students. The syllabus is oriented along with Institutional rules and Regulations, academic standards of the institution, acquaint the


students with their new classmates and classrooms, to learn about the faculty handling the courses. The process includes culture and mission of the Institution.



Benefits of the Orientation:

- Help students understand the academic programs and opportunities
- Rise to the Professional need by the students
- Develop the required special features needed for the teaching profession
- The responsibilities and rich experience to be gained is highlighted
- Dean of Academics and Dean of Student Welfare work to uplift and promote to enhance the standard of students high

To deliver the expected service our faculty and staff create and oversee a variety of programmes that include studies, accommodation, social and academic co-curricular and extra-curricular activities, mental and physical health, psychosocial support and leadership qualities.


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DAY-1 - 28-10-2024 / Session- IV: 02:45 to 03:45 pm

Resource Expert- Dr. V. J. Uma

Topic –Orientation on Value- Added Certificate Courses

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AN ISO 9001 : 2015 CERTIFIED COLLEGE

STUDENT INDUCTION PROGRAMME (SIP) 2024-2025
A Pathway to New Beginnings
28th to 30th October 2024 Day 1: 28.10.2024

PROGRAMME DIRECTOR

Dr. S. CHAMUNDESWARI
Principal

Resource Experts

SESSION – I & II
10.00 AM TO 12.30 PM
Welcome Address & Introduction to Academic Programmes & Code of Conduct

SESSION – III
1.00 PM TO 2.00 PM
Academic Orientation: Syllabi for Transforming Students to Global Educator

SESSION- IV
2.30 PM TO 3.30 PM
Orientation on Value-Added Certificate Courses

Dr. P. Jayashree Priyadharsini
Dean of Academics

Dr. V. J. Uma
Placement Officer

Transforming Students to Global Educators

Value Added Certificate Courses are designed to enhance students' skills and knowledge beyond their core curriculum. These courses focus on career and market-oriented skills, enabling students to improve their employability and overall capability. At the N.K.T. National College of Education for Women, these courses have been systematically implemented to provide students with a competitive edge in their respective fields.

The University Grants Commission (UGC) has recommended several value-added courses to enrich undergraduate education. These courses aim to provide a comprehensive understanding of India's history, environmental awareness, digital learning, yoga, and fitness, among others. The incorporation of these courses fosters holistic development and prepares students for global challenges.



Since 2015, our institution has been conducting Value Added Certificate Courses to equip students with essential skills. These courses are structured over 34 hours and span 17 days, with sessions primarily conducted on Saturdays. This schedule ensures that students can participate without affecting their regular academic commitments.

List of Value Added Certificate Courses

The college offers a diverse range of courses under this program, each designed to meet specific educational and professional needs. The following courses are currently available:

| SEMESTER | VALUE ADDED CERTIFICATE COURSES |
|----------|--|
| I | CC1 - English Language Development |
| I | CC2 - Sign Language Interpretation |
| II | CC3 - Yoga for Fitness |
| II | CC4 - Early Childhood Education |
| II | CC8 – Self Management Skills for Teacher Educators |
| IV | CC7 - Aari Design |
| IV | CC5- Teacher Eligibility Test Coaching Programme |
| IV | CC6 - Parental Counselling |

SCHEME OF EVALUATION (FORMATIVE) FOR ALL VALUE ADDED CERTIFICATE COURSES


Internal Assessment for 20 mark, Question Paper Pattern - 30

marks

| Section | Type of Question | No. of Questions | Marks allotted for each question | Total Marks |
|----------------------|--|-------------------------|---|--------------------|
| A | Objective Type (Multiple Choice Question) | 4 | 1 | 4 |
| B | Very Short Answer Type (Maximum of 50 words or half a page for each question) | 3 out of 5 | 2 | 6 |
| C | Short Answer (Maximum of 200 words or two pages for each question) | 2 out of 3 | 5 | 10 |
| D | Essay type (Maximum of 400 words or four pages for each question) | 1 out of 2 | 10 | 10 |
| Maximum Marks | | | | 30 |

Passing Minimum:15 marks, Time:

1 1/2 hrs


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DAY-2 - 29-10-2024 / SESSION – I: 10:00 – 11:00 am

Resource expert – Dr . S. Dhanalakshmi

Topic – SWAYAM Courses for Employable Opportunities

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STUDENT INDUCTION PROGRAMME (SIP) 2024-2025
A Pathway to New Beginnings
Day 2: 29.10.2024

Programme Director

Session - I
10.00 am to 11.00 am
Dr. S. CHAMUNDESWARI
Principal

Session - II
11.30 am to 12.30 pm
Dr. Y. Pavanya
Physical Directress
& Coordinator for
Yoga for Fitness (VACC)
Fitness for Teacher Well-Being

RESOURCE EXPERTS


Session - III
1.00 pm to 2.00 pm
Dr. S. Dhanalakshmi
Librarian
SWAYAM Courses for
Employable Opportunity
Orientation on Self
Study courses

Session - IV
2.30 pm to 3.30 pm
Ms. P. Sangeetha
Dean of Student Welfare
Diversities in
Indian School System

Transforming Students to Global Educators

Student Induction Programme (SIP): A Pathway to New Beginnings for the Academic year 2024-2025 was organized by N.K.T. National College of Education for Women for three days from 28th October 2024 to 30th October 2024.

Day 2 - Session I: on **29th October 2024** was addressed by **Dr. S. Dhanalakshmi, Librarian-Associate Professor** on the topic of **SWAYAM Courses for Employable Opportunity**. A **Student Induction Programme** is an orientation program designed to help new students transition smoothly into their academic and social environment. It familiarizes them with the institution, its culture, academic expectations, and available resources.


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The programme commenced under the esteemed guidance of Programme Director and the Dynamic Principal, Dr. S. Chamundeswari and Dr. V. Jyashree Priyadharsini, the Dean of Academics. The session was handled by Dr. S. Dhanalakshmi, Librarian-Associate Professor on the topic of SWAYAM Courses for Employable Opportunity. The programme was organized for first year students of B.Ed., B.Ed. Special Education and M.Ed. programmes Student Induction Programme commenced with a solemn prayer, invoking blessings for the success of the event and the participants' growth.

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is an Indian government initiative designed to provide accessible and high-quality education through online courses. These courses are crafted by esteemed faculty from premier institutions, aiming to enhance learners' knowledge and skills, thereby improving their employability.

SWAYAM provides a wide array of courses across various disciplines, cater to learners from high school to postgraduate levels. Free Enrolments with Certification Options are available. Courses are developed by Nine National Coordinators appointed by the Ministry of Education, ensuring that the content meets high educational standards.

Enhancing Employability through SWAYAM:

Engaging with SWAYAM courses can significantly boost your employability by:

- **Skill Development:** Courses are designed to equip learners with industry-relevant skills, making them more competitive in the job market.
- **Flexibility:** The online nature of SWAYAM allows learners to study at their own pace, making it feasible to acquire new skills alongside other commitments.
- **Certification:** Obtaining certificates upon course completion can serve as a testament to your skills and knowledge, which can be showcased to potential employers.



How to Get Started:


- **Explore Courses:** Visit the [SWAYAM portal](#) to browse the available courses.
- **Enroll:** Sign up for courses that align with your career goals and interests.

- **Learn and Engage:** Participate in video lectures, access reading materials, and engage in discussion forums to enhance your understanding.
- **Assessment and Certification:** Complete the assessments and, if desired, obtain a certificate by paying the required fee and passing the proctored examination.



Selected student community shared their feedback about the wonderful interactive session. The event concluded with a gracious and heartfelt vote of thanks delivered by the Library Assistant Secretary Ms.K.V. Mahalakshmi Prasad, Pedagogy of English.

The lecture provided valuable insights and focused on core 21st-century skills, and help the learners to acquire soft skills that are crucial for securing employment and building a successful career. By leveraging the resources and opportunities provided by SWAYAM, we can acquire new skills and knowledge that are essential for enhancing your employability in today's competitive job market.


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DAY -2 - 29-10-2024 / SESSION – II: 11:30 – 12:30 PM

Resource Expert – Dr. Y.Pavanya

Topic – Fitness for Teacher Well Being

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Day 2: 29.10.2024
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Fitness for Teacher Well-Being
Mrs. T. Anitha Devi
IQAC Co-ordinator
Orientation on Self
Study courses
Ms. P. Sangeetha
Dean of Student Welfare
Diversities in
Indian School System
Transforming Students to Global Educators

The second session of the Student Induction Programme (SIP) 2024-2025 was conducted on the Topic “Fitness for Teacher Well-Being. “The session, held from 11:30 am to 12:30 pm, was attended by 135 B.Ed. Second year Student-Teachers. I Dr. Y. Pavanya, Directress of Physical Education & Coordinator for Yoga for Fitness (VACC), led the session, emphasizing the importance of physical and mental well-being for teachers.

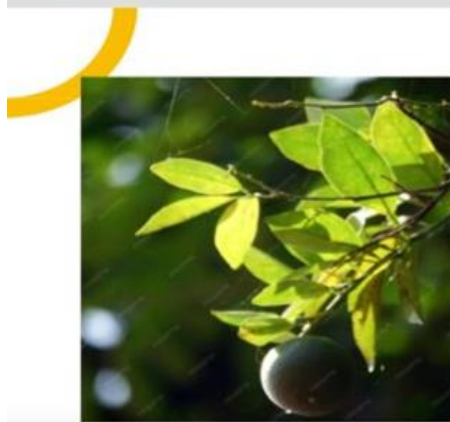
Fitness plays a crucial role in maintaining a teacher’s well-being. Regular physical activity helps reduce Stress, Anxiety, and Burnout while improving overall Mental Health. During the session, and also explained how Fitness directly impacts a Teacher’s Energy levels, Classroom Engagement, and ability to create a positive learning environment. highlighting that exercise stimulates the release of Endorphins, which help manage Stress and enhance mood. Additionally, Physical Activity improves sleep quality, increases Energy levels, and reduces Fatigue, enabling Teachers to handle their daily responsibilities more effectively. emphasizing that incorporating regular Fitness routines supports work-life balance by providing a much-needed break from work-related Stress and fostering social connections among Teachers.



INTRODUCTION

Optimizing Teacher Wellbeing: The Vital Role of Fitness

In this presentation, we will explore the importance of fitness in enhancing teacher wellbeing. We will discuss the physical and mental benefits of exercise for educators, as well as strategies to incorporate fitness into their busy schedules. Join us as we uncover the key to a healthier and happier teaching profession.



THE IMPACT OF FITNESS ON TEACHER WELLBEING

Physical and Mental Benefits

Regular exercise improves teachers' physical health, boosts energy levels, and reduces the risk of chronic illnesses. Moreover, fitness positively affects mental wellbeing by reducing stress, enhancing mood, and promoting better sleep patterns. By prioritizing fitness, teachers can experience improved overall wellbeing and become more effective in the classroom.

The session was highlighted by a PowerPoint presentation explaining how Teaching is a physically and mentally demanding profession. prolonged standing, continuous speaking, and classroom management require stamina and mental resilience, emphasizing how regular physical activity can help to demonstrate simple exercises such as stretches, walking, and light workouts that teachers can incorporate into their daily routine to improve flexibility and reduce fatigue. Additionally, stressed on the importance of taking short breaks between classes to prevent the strain caused by prolonged standing or sitting.

Another key focus of the session was stress management. The impact of stress on teachers was explained, along with practical techniques to maintain a balanced lifestyle. Mindfulness, deep breathing exercises, and relaxation techniques were discussed as effective ways to manage stress. Additionally, the significance of maintaining good posture while teaching was highlighted, emphasizing how incorrect postures—such as writing on the board, prolonged sitting, or standing in one position for too long—can lead to back pain, neck

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strain, and physical discomfort. Valuable tips on proper posture alignment, ergonomic sitting positions, and movement strategies were shared to help prevent strain.

To promote fitness for teachers' well-being, I suggested that schools implement fitness programs, provide access to fitness classes and workshops, and create a supportive environment that encourages physical activity. I also emphasized the importance of work-life balance, explaining how incorporating self-care and regular exercise into daily routines can help teachers maintain overall well-being.

Throughout the session, PowerPoint slides with relevant images and explanations to present the content in an engaging and easily understandable manner. And also emphasized that a healthy teacher contributes to a positive learning environment and that prioritizing fitness and well-being is essential for a successful teaching career. Concluding the session, I encouraged future teachers to adopt a healthier lifestyle, reinforcing the idea that a fit and active teacher can positively influence students and foster a dynamic classroom atmosphere.

The session provided Student-Teachers with a clear understanding of the importance of fitness and well-being in the teaching profession. The discussion covered key aspects such as Exercise, Posture correction, and Stress Management, offering practical insights on how Teachers can maintain their Physical and Mental Health. The session was well-structured and informative, making it easy for participants to grasp the significance of adopting a healthy Lifestyle. Student-Teachers found the content relevant to their professional growth, recognizing the importance of Fitness in enhancing Stamina, reducing Stress, and fostering a positive classroom Environment.



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DAY – 2 SESSION – III 1:30 – 2:30 PM


Resource Expert: Mrs. T. Anitha Devi

Topic- Orientation on Self-Study courses

An orientation program on Self-Study Courses was conducted on 29th October 2024, led by Mrs. T. Anitha Devi, IQAC Coordinator. The session aimed to provide insights into the structure, significance, and benefits of self-study courses, particularly in online learning platforms. It was designed to help participants understand how self-study courses can be leveraged for academic growth and skill enhancement. Self-study courses on online platforms offer learners the flexibility to acquire knowledge at their own pace without the constraints of traditional classroom settings. These courses are designed to enhance self-directed learning by providing structured content, interactive modules, and assessments that enable learners to track their progress.

During the session, Mrs. T. Anitha Devi elaborated on the importance of self-study courses in fostering independent learning and skill development. She explained the structure and guidelines, including assessment methods, course formats, and available learning resources. The discussion also highlighted the benefits of self-paced learning, such as cost-effectiveness, accessibility, and career advancement opportunities. Additionally, the session addressed common challenges such as lack of motivation and time management issues, providing solutions like setting personal goals, engaging in discussion forums, and following a structured study plan.

Self-study courses on online platforms provide learners with the flexibility to acquire knowledge at their own pace without the constraints of traditional classroom settings. These courses are structured with engaging content, interactive modules, and assessments to track progress. Popular platforms offering such courses include Coursera, edX, Udemy, Khan Academy, LinkedIn Learning, and Google Digital Garage, covering a wide range of disciplines from technical fields to soft skills.



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Several online platforms provide high-quality self-study courses across various disciplines. Some of the most popular platforms include:

- **Coursera** – Offers university-level courses in collaboration with top institutions.
- **edX** – Provides access to free and paid courses from global universities.
- **Udemy** – Features a vast collection of courses on technical and professional skills.
- **Khan Academy** – Specializes in academic subjects with a focus on conceptual learning.
- **LinkedIn Learning** – Offers professional development courses with certification.
- **Google Digital Garage** – Provides free courses on digital marketing, data analysis, and technology.


Benefits of Self-Study Courses

- **Flexibility and Convenience** – Learners can study anytime, anywhere, based on their schedule.
- **Wide Range of Subjects** – Courses are available in various domains, from technical fields to soft skills.
- **Cost-Effective Learning** – Many platforms offer free or affordable courses with certifications.
- **Skill Enhancement and Career Growth** – Helps learners acquire new skills, earn certifications, and improve job prospects.

- Interactive and Engaging Content – Includes videos, quizzes, discussion forums, and assignments to enhance understanding.

The orientation provided valuable insights into self-study courses, emphasizing their significance in today's digital learning environment. Participants were encouraged to explore various online platforms to enhance their academic and professional skills.

The interactive nature of the session helped learners understand how to effectively utilize self-study courses for continuous learning and career development. Self-study courses on online platforms are an excellent way to gain knowledge, develop new skills, and enhance career prospects. With the growing availability of high-quality content, learners can take advantage of these courses to stay updated in their respective fields and achieve lifelong learning goals.



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DAY:2 - SESSION – IV – 2.45 to 3.45 pm


Resource Expert: Ms. P. Sangeetha

Topic: Diversities in Indian School System

The Student Induction Programme is planned at the dawn of every academic year for introducing to students the Programme Learning Outcomes and the focal points to be imbibed for transforming them into global educators. Accordingly, the Diversities found in the Indian School System were highlighted by the Assistant Professor of English-Education, Ms. P. Sangeetha.



She highlighted that the School System found in India is incredibly diverse due to the country's vast cultural, linguistic, socio-economic and geographical backgrounds. Since these complexities present unique challenges and opportunities in ensuring quality and equitable education for all, she elaborated some of the following diversities:


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Types of Schools


In India, a citizen finds various types of schools, namely Government Schools, Private Schools, International Schools and Religious schools. The Government schools are run by central, state, or local governments and they usually offer free or low-cost education. There are Private schools, which vary widely in terms of curriculum quality, facilities and free structures. Similarly, the International schools follow foreign curricula like IB or IGCSE and they cater to expatriates and affluent Indians. Ms. Sangeetha spoke on the presence of religious schools, too, such as the Madrassas, Gurukuls and Christian Missionary Schools.

Curriculum Boards

As student community will recall mostly the Government, Government-Aided and Matriculation schools and the curricula followed by those schools, the resource expert, Ms. Sangeetha felt the need to articulate the importance of other curricula in India, namely CBSE, ICSE and IB/IGCSE. A quick brainstorming session by the resource expert revealed the previous knowledge of student-teachers regarding State Board Curriculum and she proceeded with Central Board of Secondary Education Curriculum by highlighting the features of the above said CBSE Board, which follows a centralized curriculum. She spoke on Indian Certificate of Secondary Education (ICSE) Board, which priorities English and Art Subjects. She spoke on IB/IGCSE also, which adheres to International syllabi for global perspectives.

Language of Instruction

The resource expert found it mandatory to speak on the Language of Instruction, too, as India is a multilingual country with teaching and learning in English, Hindi and in any one of the regional languages, namely Tamil, Telugu, Bengali, etc. She tried to give them the awareness that there are schools in India who offer trilingual education – English, Hindi and a regional language. Students were made to realize that schools face the challenge of catering to students with varying linguistic backgrounds as India has 22 scheduled languages and a greater number of dialects that are spoken in different communities.


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Cultural and Regional Diversity

Cultural practices, values and beliefs vary significantly across India and schools create inclusive environments that respect and celebrate diversity. Therefore, the resource expert made the students understand that school curriculum and activities will reflect the cultural and regional diversities found in India such as festivals, histories and local customs and beliefs. Similarly, she mentioned that rural and urban schools would differ in terms of resources, teacher availability and exposure.

Economic Diversity

The students were made to understand that access to quality education is heavily influenced by socio-economic status and that private and public schooling gap would reflect income-based disparities.

Inclusive Education

As schools are increasingly integrating students with special needs, students were informed about the initiatives that exist for promoting gender equality and social inclusivity (especially for tribal communities). Similarly, students with disabilities often lack access to specialized resources and support systems. It was also highlighted that social attitudes and stigma could pose barriers to inclusivity, particularly for students with disabilities and therefore that teachers need adequate training in inclusive education practices to effectively support all learners.

In order to identify the diversities and cater to students accordingly, Teacher Training and Development forms an integral part of Education. Teachers need to be equipped with effective teaching strategies and methodologies to cater to diverse learning needs. Training in cultural sensitivity and understanding is essential for teachers to create inclusive classrooms that respect diverse backgrounds. They need to be trained on how to effectively integrate technology into their teaching to enhance learning and engagement.

Students were made to understand by the resource expert that teacher training, curriculum and also increased funding are crucial for improving the Indian School System as there are diversities under the system.

DAY-3 30-10-2024/ Session- I – 10.00 - 11.00 am

Resource Expert: Mrs. A. H. Komala

Topic: Moral Values and Professional Ethics

Teachers play a significant role in shaping the moral and intellectual development of students. They not only impart knowledge but also to serve as role models by upholding high moral values and professional ethics. The moral values and professional ethics that teachers practice have a profound impact on the educational environment, the development of students, and the overall integrity of the educational system. The session started with a triggering question on the need for values in today's, technology dominant world.




Mrs. Komala started on the principles and standards that guide the behaviour and actions of teachers in their professional lives. These values are critical in building a conducive learning environment and fostering a sense of responsibility, she emphasised on being truthful and transparent in their dealings with students, colleagues, and parents. Further stated that demonstration of fairness, impartiality, and the ability to act

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in accordance with ethical principles as ideal qualities to be displayed. Further, remarked that embracing diversity and fostering an inclusive environment, teachers can help students develop empathy, open-mindedness, and appreciation for differences.

Interacting with the students it was concluded that responsibility to the students, their families, and society are accountable for creating a positive learning environment and ensuring that students receive a quality education. Furthermore, empathy enables teachers to better understand students' needs, struggles, and personal experiences, leading to more it was also emphasised that teachers should treat all students with fairness and equity, regardless of their background, abilities, or circumstances ensure that every student has equal opportunities to succeed.




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Emphasising on adherence to professional ethics is essential for maintaining the dignity and credibility of the teaching profession. Key aspects of professional ethics include Confidentiality and competence to lifelong learning obligated to maintain a high level of

professional competence and continue developing their knowledge and skills. Lifelong learning is essential in keeping up with the latest teaching methods, educational technologies, and subject-specific developments. Student-teachers were further suggested to maintain Professional Relationship with students, parents and colleagues

Professional Relationships: Teachers must maintain appropriate professional relationships with students, parents, and colleagues. They should avoid engaging in any form of inappropriate behaviour or developing personal relationships that could undermine their professional integrity. Healthy, respectful professional relationships create a positive and productive educational environment. Teachers are expected to adhere to the ethical codes and guidelines set by educational institutions, professional associations, and governing bodies. By complying with these standards, teachers demonstrate their commitment to upholding the core values of the teaching profession. Speaking on prioritizing the well-being and educational needs of students. It was suggested that Teachers should work towards promoting the overall growth of students, not only academically but also emotionally and socially. Thus the session emphasised on the Influence on Students, Building Trust and Respect, Positive Learning Environment: Upholding the Teaching Profession:

Moral values and professional ethics are integral to the teaching profession. Teachers are not only educators but also mentors, guides, and role models. By adhering to ethical standards and practicing strong moral values, teachers can shape students' character, promote academic excellence, and foster a culture of respect and responsibility. Ultimately, these values contribute to the long-term success of both students and the broader educational community. Finally, it was noted that by adhering to these principles, student-teachers would not only gain the trust and respect of their students but also contribute positively to society. It was suggested that continuous self-reflection and adherence to ethical standards would lead to success in the teaching profession.



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DAY-3 30-10-2024/ Session- II - 11:30-12:30 pm

Resource Expert- Dr.T. Sahaya Saila

Topic – Sensitizing Students to Social Needs




Dr. T. Sahaya Saila addressed the Day 3, Session-II on “Sensitizing Students to Social Needs”

The Student Induction - Orientation Program held on 30th October 2024 aimed to sensitize students to societal needs by fostering empathy, awareness, and a sense of responsibility towards the community. The program encompassed various strategies to engage students in social causes and community service.

Objectives:

- To create awareness about societal issues.
- To instill a sense of social responsibility among students.
- To promote active participation in community development initiatives.


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1. Community Engagement:

- Students visited orphanages, old-age homes, and community centers to interact with residents and understand their needs.
- Participation in community service projects such as tree planting, blood donation drives, and food distribution.
- Collaboration with local NGOs to support their initiatives and learn about their work.

2. Social Awareness Programs:

- Workshops and seminars were conducted on social issues like poverty, inequality, and environmental concerns.
- Screening of documentaries and films to highlight societal challenges and provoke thought.
- Organizing debates and discussions on current social topics to encourage critical thinking.

3. Experiential Learning:

- Role-playing and case studies were used to simulate real-life social situations.
- Field trips to marginalized communities provided firsthand experience of their challenges.
- Community surveys and interviews were conducted to gather insights into societal needs.

4. Inclusive Education:

- A diverse and inclusive classroom environment was fostered to celebrate differences.
- Encouraged interactions among students from different backgrounds to promote inclusivity.



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- Addressed issues of discrimination and prejudice through open discussions.

5. Service Learning:

- Integration of community service into the academic curriculum.
- Assignments and projects required students to solve real-world problems.
- Reflection sessions allowed students to analyze their experiences and the impact of their actions.

6. Digital Literacy:

- Training on critically analyzing information from various sources.
- Encouragement to use social media responsibly to advocate for social causes.
- Online discussions and collaborations with peers from different backgrounds were facilitated.

7. Mentorship Programs:

- Students were paired with mentors to guide them on social issues and career paths.
- Opportunities were provided for students to mentor younger children and share knowledge.

8. Cultural Exchange Programs:

- Cultural exchange activities such as festivals, dances, and food fairs were organized.
- Facilitated interactions between students from diverse cultural backgrounds to promote understanding.

9. Leadership Development:

- Students were encouraged to take initiative and lead social change projects.



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- Training sessions on leadership skills, communication, and teamwork were conducted.

The program successfully instilled social responsibility and empathy among students. Participants gained a deeper understanding of societal challenges and were motivated to contribute towards social betterment. Their engagement in various activities enhanced their leadership, teamwork, and problem-solving skills, preparing them to be active and responsible citizens.

- Students appreciated the experiential learning approach, which provided them with practical insights into social issues.
- Participants expressed enthusiasm for community engagement activities, highlighting their impact and value.
- Many students suggested incorporating more interactive sessions and field visits for a hands-on experience.
- Faculty and mentors observed increased student participation and commitment to social causes.
- Recommendations included extending the duration of the program and integrating follow-up activities to maintain momentum.

The Student Induction - Orientation Program successfully achieved its goal of sensitizing students to societal needs. By incorporating diverse strategies such as community engagement, experiential learning, and leadership development, the program empowered students to become responsible and compassionate citizens. The active participation and enthusiasm displayed by students demonstrated their commitment to making a positive impact on society.



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