

2.4.5 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

1. Understanding theory courses

Each Teacher Educator prepared their own course notes and send it through Whats app group

B.Ed Programme Subjects and Subject Handling Faculties

Semester	Course	Name of The Teacher
Semester I	Core Course 1: Educational Psychology	Mrs.J.Suganya
	Core Course 2: Contemporary India and Education	Mrs.V.Suriya
	Course 3 :Teaching and Learning	Mr.S.ArunachalaPerumal Mr.C.Veeramanigandan
	Course 4: Language Across the Curriculum	Mrs.D.Jothi Mrs.J.Jayanthi
	Course 5: Pedagogy of School Subject 1	All Staff
Semester II	Core Course 1: Understanding Disciplines and Subjects	Mrs.R.Subhalakshmi
	Core Course 2: Assessment for Learning	Mr.S.Dasardhan
	Course 3: Environmental Education	Mr.R.Chandrasekar
	Course 4: School Management and Administration	Mrs.V.Suriya
	Course 4: Pedagogy of School Subject II	All Staff
Semester III	Practicals	All Staff
Semester IV	Course 1: Gender, school and Society	Mrs.G.Poonguzhali
	Course 2: Knowledge and Curriculum	Mrs.D.Jothi
	Course 3: Creating an Inclusive School	Mrs.J.Jayanthi
	Courses 4: Yoga, Health and Physical Education	Mr.S.Arunachala Perumal
	Elective: Values and Peace Education	Mr.R.Chandrasekar

PRINCIPAL

M.Ed Programme Subjects and Subject Handling Faculties

Semester	Course	Name of The Teacher
Semester I	Historical and Political Economy of Education in India	Mr.S.Arunachala Perumal
	Advanced Educational Psychology	Mrs. N.Jayavardhini
	Basics in Educational Research	Mrs M.P.Rama Priya
	Teacher Education in India:Elementary Level	Mrs.U.Visalatchi
Dissertation	Review of Literature, Problem Identification and Writing ResearchProposal	All Guides
Practicum	Field Immersion in the Co-operativeSchools (10 Working Days)	Mr.S.Arunachala Perumal
	Self Development: Yoga	Mr. S.Ragava Giri
Semester II	Philosophy of Education	Mrs.U.Visalatchi
	Curriculum Design and Development	Dr.J.Lizzie
	Advanced Educational Research andStatistics	Dr.M.P.Rama Priya
	Planning and Administration of Education: Elementary Level	Mr. S.Ragava Giri
Dissertation	Presentation of Research Proposal	All Guides
Practicum	Field Visit to Teacher EducationInstitutions (10 Working Days)	Mr.S.Arunachala Perumal
	Psychology Practical (Minimum 10)	Mrs. N.Jayavardhini
Semester III	Sociology of Education	Mrs. A.Nancy
	Advanced Techniques ofInstruction	Mr.N.Mohana Kannan
	Educational Measurement andEvaluation	Dr.M.P.Rama Priya
	Curriculum, Pedagogy and Assessment : Elementary Level	Dr.J.Lizzie
Dissertation	Selection/Development of Research Instruments and Data Collection	All Guides
Practicum	Field Based Internship in Co-operative Schools (5 WorkingDays)	Mr.S.Arunachala Perumal
	Field Based Internship in TeacherEducation Institutes (15 WorkingDays)	Mr.S.Arunachala Perumal
Semester IV	Course 1: Gender, school and Society	Mrs.G.Poonguzhali
	Course 2: Knowledge and Curriculum	Mrs.D.Jothi
	Course 3: Creating an Inclusive School	Mrs.J.Jayanthi
	Courses 4: Yoga, Health and Physical Education	Mr.S.Arunachala Perumal
	Elective: Values and Peace Education	Mr.R.Chandrasekar

PRINCIPAL

INDHIRA COLLEGE OF EDUCATION

PANDUR, THIRUVALLUR-631203

Out of class room activities

VALUE ADDED COURSE

Course duration: From 06/11/2022 to 23/11/2022

Health Education and Nutrition

Nutrition is a critical part of health and development. Better nutrition is related to improved infant, child and maternal health, stronger immune systems, safer pregnancy and childbirth, lower risk of non-communicable diseases (such as diabetes and cardiovascular disease), and longevity. Healthy children learn better. People with adequate nutrition are more productive and can create opportunities to gradually break the cycles of poverty and hunger.

Malnutrition, in every form, presents significant threats to human health. Today the world faces a double burden of malnutrition that includes both undernutrition and overweight, especially in low- and middle-income countries. There are multiple forms of malnutrition, including undernutrition (wasting or stunting), inadequate vitamins or minerals, overweight, obesity, and resulting diet-related noncommunicable diseases. The developmental, economic, social, and medical impacts of the global burden of malnutrition are serious and lasting for individuals and their families, for communities and for countries.

Our college recognizes the significance of nutrition education in the overall development of students. Therefore, we have introduced an Add-on course on nutrition for our B.Ed and M.Ed students. This course aims to equip our future teachers with the knowledge and skills to promote healthy eating habits and raise awareness about the importance of nutrition among school students.

Through this course, our students will learn about the basics of nutrition, balanced diet, food groups, and their impact on physical and mental health. They will also explore the significance of nutrition in child development and academic performance. Additionally, they will understand the role of nutrition in disease prevention and management.

The course curriculum consists of theoretical concepts, case studies, and practical activities. Our students will engage in interactive discussions, group projects, and workshops, which will enable them to understand the practical aspects of nutrition education. Moreover,

they will have the opportunity to design nutrition-related lesson plans and educational materials that can be implemented in schools.

This Add-on course will not only enhance the knowledge base of our B.Ed and M.Ed students but also equip them with the necessary skills to become effective nutrition educators. By integrating nutrition education into their teaching practices, our graduates will be able to make a positive impact on the health and well-being of their future students.

Promoting nutrition education among teachers through this Add-on course aligns with our college's commitment to holistic education and fostering healthy lifestyles. We believe that by equipping our students with this additional qualification, we are preparing them to be well-rounded educators who can contribute to the overall growth and development of their students.

Health Education and Nutrition

Syllabus

UNIT-I Basic concepts in Food and Nutrition

- Food and nutrition
- Functions of Food

UNIT-II Nutrients

- Macronutrients
- Micronutrients

UNIT-III Food groups (process of food selection and preparation)

- Cereals
- Pulses
- Fruits and Vegetables
- Milk and milk products
- Eggs
- Meat poultry and fish
- Fats and oils

PRINCIPAL

CRITERIA 2

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process of

INDEX

S.No:	Content
1	Preparing lesson plan
2	Developing assessment tools for both online and offline learning.
3	Effective use of social media/learning apps/ adaptive devices for learning.
4	Identifying and selecting/ developing online learning resources
5	Evolving learning sequences (learning activities) for online as well as face to face situations.

Preparation of lesson plans

INDHIRA COLLEGE OF EDUCATION

PANDUR, THIRUVALLUR-631203

Sample Lesson Plans of student teachers

The lesson plan of B.Ed students is designed to provide them with a structured and comprehensive approach to teaching. It begins with an introduction that outlines the objectives of the lesson and the desired learning outcomes for students. This is followed by a warm-up activity or ice breaker to engage students and stimulate their interest in the topic. The main body of the lesson consists of clear and concise instructions, explanations, and demonstrations that cater to different learning styles and abilities. To ensure active participation and understanding, B.Ed students incorporate a variety of teaching strategies, such as group work, discussions, hands-on activities, and multimedia resources. The lesson concludes with a summary or review of key points, and an assessment or feedback component to evaluate students' comprehension and progress. The overall goal of this lesson plan is to equip B.Ed students with effective teaching techniques and a well-structured framework for delivering high-quality lessons.

Demo lesson & co-teaching photos





2. Developing assessment tools for both online and offline learning

SEMIII-CC 4ASSESSMENTFORLEARNING

Blue Print of Unit Test

CC4: Assessment of Learning

Topic – Prepare a Blue-Print & a test in the school subject

Presented by – S.Renuga Devi II- year B.Ed

Index

S.No	Topic
1	Introduction
2	Meaning and Features of Blue Print
3	Features of a good Test
4	Steps of a good Test
5	Advantages of a Unit Test
6	The Unit Plan
7	Design of a Unit Test
8	Blueprint Presentation
9	Question Paper
10	Answer Key
11	Marksheet
12	Mean & Statistical Representation
13	Reflection
14	Conclusion

For Example- We are creating a Unit Test for FYJC (SSC Board) for the subject of Economics.

The total marks for the Unit Test is 20. The Units for the Unit Test are:

Unit 1: Basic Concepts of Economics Unit

2: Money

Unit Test Design for XI Std (State Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money) Total

Marks: 20

Time Duration: 60 minutes

WEIGHTAGE OF OBJECTIVES

Objectives	Marks	Percentage
Remembering	9	45
Understanding	5	25
Application	6	30
Skills	-	-
Total	20	100

WEIGHTAGE OF SUB TOPICS

Content	Marks	Percentage
Concepts of Economics	8	40
Types of Money	6	30
Functions of Money	6	30
Total	20	100

WEIGHTAGE OF ITEM FORMAT

Form of Questions	No of Questions	Marks	Percentage
Essay Type	2	5	50
Short Answer	2	3	30
Objective Type	4	4	20
Total	8	20	100

Question Paper for Unit Test

Unit Test for XI Std (State Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)

Total Marks: 20

Time Duration: 1 hour

Q1. Suggest an Economic term for the given statements: [4]

i.) Credit instrument through which bank transfers are possible. _____

ii.) The act of exchanging goods for goods. _____

iii.) Wealth of Nation is authored by _____

iv.) Money not accounted for in a bank and not disclosed to the Government. _____

Q2.) Write Short Notes on any two: [6]

i.) Wealth

ii.) Goods and Services

iii.) Black Money

iv.) Plastic Money

Q3.) Answer any 2 from the given below options: [10]

i.) Elaborate on Economics as a Social Science

ii.) What are the Functions of Money? iii.)

Illustrate qualities of Money

Answer Key

Unit Test for XI Std (State Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money) Total

Marks: 20

Time Duration: 1 hour

Q1.)

- i.) Cheque
- ii.) Barter Exchange
- iii.) Adam Smith
- iv.) Black Money

Q2.)

i.) Wealth - In the ordinary language, by 'wealth', we mean money, but in economics, wealth refers to those goods which satisfy human wants.

Wealth measures the value of all the assets of worth owned by a person, community, company, or country. Wealth is determined by taking the total market value of all physical and intangible assets owned, then subtracting all debts.

ii.) Goods and Services - Goods are items you buy, such as food, clothing, toys, furniture, and toothpaste. Goods are tangible objects that satisfy people's wants.

Services are actions, such as haircuts and car repair, which also satisfy people's wants.

Services are Intangible

iii.) Black Money - The black economy refers to those unrecorded economic transactions conducted on a cash basis with a view to illegal evasion of tax.

iv.) Plastic Money - The term 'plastic money' refers to the use of technology to facilitate digital transactions that can be conveniently carried out without having to visit the banks every time.

Q3.) i.) The term Social Science refers any subject that deals with human behavior. Political Science, Psychology, Ethics, etc. come within the definition of Social Science. Economics is a social science because it deals with one aspect of human behavior, viz., how men deal with problems of scarcity. Samuelson says that Economics is “the queen of the social sciences”.

ii.) Functions of money can be broadly categorized into two types:

(a) Primary functions – Medium of exchange, Measure of Value,

(b) Secondary functions – standard of deferred payment, store of value, Transfer of Value

iii.) Money performs several primary, secondary, and contingent functions. However, in order to perform these functions, it must possess certain qualities. In this article, we will talk about the qualities of good money – general acceptability, portability, divisibility, homogeneity.

Mark Sheet

Unit Test for XI std (State Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money) Total

Marks: 20

S.No	Name	Q1	Q2	Q3	Marks Obtained	Total marks	%
1	Asha Devi M	4	4	8	16	20	80
2	Maheswari B	3	5	7	15	20	55
3	Monisha K	3	3	8	14	20	70
4	Kavitha S	2	4	6	12	20	60
5	Aswin N	4	3	7	14	20	70
6	Ravi Kumar T	3	5	7	15	20	75
7	Thanga Malar S	3	4	6	13	20	65
8	Vanadhi P	2	3	5	10	20	50
9	Suresh R	4	5	4	13	20	65
10	Tamil Arasi V	4	4	8	16	20	80
11	Mangalam B	3	4	7	14	20	70
12	Maragadam S	2	5	8	15	20	75
13	Subashini S	4	5	8	17	20	85
14	Vetri Selvi P	3	3	7	13	20	65
15	Vinodhini S	3	4	8	15	20	75

Conclusion

An assessment blueprint is a table that lays out curricular aims and the thinking skills expected of students. The blueprint is useful when developing a plan for a test. In addition, it is possible to use a general blueprint as a plan for assessing a set of objectives with several assessments.

Assessment of skills or knowledge is as important as the teaching/learning of the skill or knowledge. Assessment or testing or knowledge evaluation is not a new concept and we have all at some point taken pre-instructional assessment tests. But Blueprint creation refines it and gives it a more organized touch and approach.

3. Effective use of social media/learning apps/adaptive devices for learning

Indhira College of Education can leverage social media platforms such as WhatsApp video call, Group call to engage with students and share relevant educational content. They can create dedicated pages for different subjects or courses, where students can ask questions, share resources, and collaborate with their peers.

Learning apps like Google Classroom, Quizlet, Kahoot, Chat gpt and Duolingo can be used to enhance the learning experience and make it more interactive and engaging for students. These apps can be used to create quizzes, flashcards, and other study materials that students can access on their smartphones.

Adaptive learning devices like tablets, laptops, and smart boards can also be used in the classroom to cater to the individual learning needs of students. These devices can provide personalized learning experiences, track student progress, and adapt the curriculum to suit each student's learning style and pace.

By incorporating social media, learning apps, and adaptive devices into their teaching practices, Indhira College of Education can create a more dynamic and innovative learning environment that fosters student engagement, collaboration, and success.

5. Evolving learning sequences (learning activities) for online as well as face to face situations

Students at Indhira College of Education receive instruction in micro skills, integrated lessons, practice teaching, Research Proposal Writing, research work and internship in that order, which helps them build their teaching-learning skills. Additionally, workshops are held to give them practical training in this area.

1. **Online Discussions:** Implementing online discussion forums where students can engage in thoughtful conversations and debates on relevant educational topics.
2. **Collaborative Projects:** Assigning collaborative projects where students work together to research, analyze, and present their findings on a specific educational issue or topic.
3. **Flipped Classroom Model:** Using the flipped classroom model where students are introduced to new concepts outside of class through online resources and then engage in hands-on activities and discussions during face-to-face sessions.
4. **Peer Teaching and Learning:** Encouraging peer teaching and learning by assigning students to teach a topic to their classmates and facilitating discussions to deepen their understanding of the content.