

CRITERIA II

TEACHING- LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

Documentary evidence showing in support of each response selected



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Managed by Indira Educational and Charitable Trust

Digital Lesson Plan Training

Date: 25th July 2022

Duration: 3 hours

Teacher: Mrs. M.P. Rama Priya

Activity Description:

The activity conducted on 25th July 2022 involved the preparation of lesson plans with a focus on digital lesson plan training. Mrs. M.P. Rama Priya facilitated the session, guiding students through the process of creating effective digital lesson plans.


Teacher's Involvement:

Mrs. Rama Priya played a pivotal role in the session, providing explanations on digital lesson planning concepts, demonstrating the format of digital lesson plans, and actively training students in preparing their own digital lesson plans. She also supervised the students' progress throughout the session, ensuring they grasped the concepts and techniques effectively.

Student Participation:

Students actively engaged in the session by attentively listening to Mrs. Rama Priya's explanations, observing demonstrations of digital lesson plan formats, and participating




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in hands-on activities to create their own digital lesson plans. They demonstrated enthusiasm and curiosity, asking questions to clarify doubts and seeking guidance when needed.

Conclusion:

The digital lesson plan training session conducted by Mrs. Rama Priya on 25th July 2022 was highly productive and engaging. Students gained valuable insights into the process of creating digital lesson plans, equipped with practical skills that will enhance their teaching capabilities in the digital age.

This report summarizes the key aspects of the session, highlighting the active involvement of both the teacher and students in the learning process.



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Reports for Construction of Achievement Test Workshop on 28.7.2022

The session on Measurement, Assessment, and Evaluation, conducted on 28th July 2022 by Dr.J.Lizzie . Dr.J.Lizzie , Professor provided a comprehensive understanding of these key concepts in educational evaluation. The session began by elucidating the differences between measurement, assessment, and evaluation. Measurement refers to the process of assigning numbers or scores to individuals' performance or characteristics, while assessment involves gathering, interpreting, and using data to make educational decisions. Evaluation, on the other hand, entails judging the worth or value of a program, process, or outcome.

Various types of tests and test items were discussed during the session, including achievement tests, which assess the knowledge or skills acquired by learners. A blueprint for designing achievement tests was presented, emphasizing the importance of aligning test items with learning objectives and content domains. Practical guidance on administering achievement tests was provided, highlighting the significance of standardized procedures to ensure fairness and reliability.

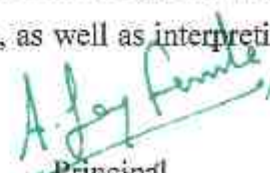
Student Teachers Teachers were then introduced to measures of central tendency, such as mean, median, and mode, which summarize the typical or central values in a dataset. Variability measures, including range and standard deviation, were discussed to understand the spread or dispersion of scores. Additionally, correlation analysis was explored as a statistical method to examine the relationship between variables.

The session concluded with a focus on graphical representation techniques for data visualization, including histograms, frequency polygons, frequency curves, and ogive curves. These visual tools facilitate the interpretation of data patterns and distributions.

Throughout the session, Student Teachers Teachers engaged in discussions, clarified doubts, and received corrections to enhance their understanding of the concepts presented. Practical examples and hands-on exercises were incorporated to reinforce learning and application skills.

In summary, the session provided Student Teachers Teachers with the knowledge and skills necessary for preparing, conducting, and analyzing achievement tests, as well as interpreting and representing educational data effectively.




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Report: Effective Utilization of Online Platforms for Learning During Lockdown Period

Introduction:

During the lockdown period, the education sector faced unprecedented challenges due to the closure of physical classrooms. In response, educators and students transitioned to online platforms for teaching and learning. This report focuses on the effective use of social media, learning apps, and adaptive devices for online classes during the lockdown period.

Activities Conducted:

Orientation on Online Platforms: Comprehensive orientation sessions were conducted to familiarize both teachers and students with various online platforms suitable for educational purposes. This included introducing platforms such as Zoom, Google Classroom, Microsoft Teams, and educational apps tailored to different subjects and learning styles.

Organization of Resources: Guidance was provided on how to organize resources effectively in the online environment. This involved demonstrating how to upload lecture notes, assignments, and supplementary materials on online platforms, ensuring easy access for students.

Understanding Different Platforms: Workshops were conducted to explore the features and functionalities of different online platforms. Participants learned how to utilize features such as screen sharing, breakout rooms, virtual whiteboards, and interactive quizzes to enhance the learning experience.

Communication Strategies: Emphasis was placed on effective communication strategies in online classes. This included guidelines on conducting live lectures, moderating discussions, providing feedback, and facilitating virtual group activities to maintain student engagement and participation.

Outcomes: Experiencing New Modes of Interaction: Participants gained firsthand experience of engaging with new modes of interaction facilitated by online platforms. They adapted to virtual classrooms, collaborative online tools, and interactive learning environments.



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Witnessing New Online Platforms: Teachers and students explored a diverse range of online platforms tailored to their specific needs and preferences. They discovered innovative solutions for delivering content, facilitating discussions, and assessing learning outcomes in the online space.

Conclusion:

The transition to online learning during the lockdown period necessitated the effective utilization of social media, learning apps, and adaptive devices. Through orientation sessions, resource organization, platform understanding, and communication strategies, educators and students successfully navigated the challenges of remote learning. This experience not only facilitated continuity in education but also fostered a spirit of adaptability and innovation in leveraging technology for learning purposes.



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Amidst the evolving landscape of education, the integration of online learning resources has become imperative. In this endeavor, Swayam Online Courses have emerged as a valuable platform for enhancing the learning experience of students enrolled in the Fourth Semester of B.Ed and M.Ed programs.

Under the stewardship of Mr. N. Mohana Kannan, the nodal officer for Swayam course implementation, a series of initiatives have been undertaken to familiarize and engage students with this online learning platform. The efforts have primarily focused on providing a theoretical orientation about Swayam and demonstrating its practical usage.

Theoretical Orientation: Mr. Kannan meticulously elucidated the principles and functionalities of Swayam, offering students a comprehensive understanding of its potential in supplementing traditional pedagogical methods. Through detailed instructions, students gained insights into the diverse range of courses available on the platform, tailored to their academic pursuits.

Demonstration Sessions: Practical demonstrations were conducted to showcase the user interface and navigation features of Swayam. Students were guided step-by-step on how to register, browse courses, enroll, and navigate through course content. These sessions facilitated a hands-on experience, empowering students to confidently explore the platform and select courses aligned with their academic interests.

Ongoing Guidance: Mr. Kannan's proactive approach extended beyond initial orientation sessions. He provided regular guidance and support to students throughout their engagement with Swayam courses, addressing queries, and offering assistance as needed. His consistent mentorship has been instrumental in ensuring students' seamless transition to online learning.

Student Engagement: As a result of Mr. Kannan's efforts, students have actively participated in Swayam courses, leveraging the platform to broaden their knowledge horizons and enhance their skill sets. By registering and proceeding with the courses, students have embraced Swayam as a valuable resource for self-paced learning, complementing their academic curriculum.

In conclusion, the implementation of Swayam Online Courses for Fourth Semester B.Ed and M.Ed students, under the guidance of Mr. N. Mohana Kannan, has been met with enthusiasm and success. Through theoretical orientation, practical demonstrations, and ongoing support, students have embraced online learning as an integral component of their educational journey, empowering them to thrive in the digital age.



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Report: Integration of E-Resources In Learning Sequences and Thesis Preparation

In response to the evolving educational landscape, the incorporation of e-resources has become indispensable, catering to both online and face-to-face learning scenarios. This report focuses on the utilization of e-resources for thesis preparation and practicum activities throughout the program duration.

Theoretical Orientation: A comprehensive theoretical orientation was provided to students, elucidating the diverse array of e-resources available and their relevance to thesis preparation and practicum activities. Students were guided through the usage procedures, empowering them to effectively leverage e-resources to enhance their learning experiences.

Practicum Activity: Throughout the program duration, students engaged in practicum activities, integrating e-resources into their practical experiences. They utilized online platforms, digital libraries, and academic databases to gather research material, analyze data, and formulate insights, enriching their practicum endeavors.

Thesis Preparation: E-resources played a pivotal role in thesis preparation, offering students access to a vast repository of scholarly literature, research articles, and academic publications. They utilized online libraries, research databases, and citation management tools to conduct literature reviews, gather evidence, and structure their theses, ensuring academic rigor and scholarly excellence.

In conclusion, the integration of e-resources in learning sequences and thesis preparation has transformed the educational landscape, facilitating seamless transitions between online and face-to-face learning modalities. Through theoretical orientation, practicum activities, and thesis preparation, students have harnessed the power of e-resources to enrich their academic pursuits and foster a culture of continuous learning and innovation.



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