



OUR LADY COLLEGE OF EDUCATION
CHENNAI - 95

2.3.1 TEACHING LEARNING ADOPTED



OUR LADY COLLEGE OF EDUCATION

(A Christian Minority Institution)

(Approved by NCTE (1) M.Ed. - F.No.SRC / NCTE / TN / APSO6241 / M.Ed. / 392nd / 2020 / 121887

(2) B.Ed. - F.No. SRC / NCTE / TN / APSO 3023 / B.Ed. / 392nd / 2020 / 121878

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Key Indicator

2.3 Teaching Learning Process

Metric No. 2.3.1

Multiple Mode approach to Teaching Learning Process

Course wise details of modes of teaching learning adopted during last completed academic year in each programme

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Our Lady Nagar,
Maduravoyal, Chennai-95



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2.3.1 Course wise details of modes of teaching learning adopted during last completed academic year in each programme

COURSE WISE DETAILS

Semester-I

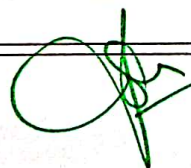
| S.No | Sub Code | Theory Courses | Credits | Marks | | Total Marks |
|-------------------------------------|----------|--|---------|----------|----------|-------------|
| | | | | External | Internal | |
| 1 | BD1EP | Educational Psychology | 5 | 70 | 30 | 100 |
| 2 | BD1CE | Contemporary India and Education | 5 | 70 | 30 | 100 |
| 3 | BD1TL | Teaching and Learning | 5 | 70 | 30 | 100 |
| 4 | BD1LC | Language across the Curriculum | 5 | 70 | 30 | 100 |
| Pedagogical Subjects: Part-I | | | | | | |
| 5 | BD1TA | Pedagogy of Tamil: Part-I | 5 | 70 | 30 | 100 |
| | BD1EN | Pedagogy of English: Part-I | 5 | 70 | 30 | 100 |
| | BD1UR | Pedagogy of Urdu: Part-I | 5 | 70 | 30 | 100 |
| | BD1MA | Pedagogy of Mathematics: Part-I | 5 | 70 | 30 | 100 |
| | BD1PS | Pedagogy of Physical Science: Part-I | 5 | 70 | 30 | 100 |
| | BD1BS | Pedagogy of Biological Science: Part-I | 5 | 70 | 30 | 100 |
| | BD1CS | Pedagogy of Computer Science: Part-I | 5 | 70 | 30 | 100 |
| | BD1HI | Pedagogy of History: Part-I | 5 | 70 | 30 | 100 |
| | BD1GE | Pedagogy of Geography: Part-I | 5 | 70 | 30 | 100 |
| | BD1EC | Pedagogy of Economics: Part-I | 5 | 70 | 30 | 100 |
| | BD1CA | Pedagogy of Commerce and Accountancy: Part-I | 5 | 70 | 30 | 100 |

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| | | | | | |
|--------------|--------------------------------|-----------|------------|------------|------------|
| BD1HS | PedagogyofHomeScience:Part-I | 5 | 70 | 30 | 100 |
| BD1SS | PedagogyofSocialScience:Part-I | 5 | 70 | 30 | 100 |
| Total | | 25 | 350 | 150 | 500 |

Semester-II

| S.No | SubCode | TheoryCourses | Credits | Marks | | Total Marks |
|------------------------------------|---------|---|-----------|------------|------------|-------------|
| | | | | External | Internal | |
| 1 | BD2UD | UnderstandingDisciplinesand Subjects | 5 | 70 | 30 | 100 |
| 2 | BD2AL | AssessmentforLearning | 5 | 70 | 30 | 100 |
| 3 | BD2EE | EnvironmentalEducation | 5 | 70 | 30 | 100 |
| 4 | BD2SM | SchoolManagementand Administration | 5 | 70 | 30 | 100 |
| PedagogicalSubjects:Part-II | | | | | | |
| 5 | BD2TA | PedagogyofTamil:Part-II | 5 | 70 | 30 | 100 |
| | BD2EN | PedagogyofEnglish:Part-II | 5 | 70 | 30 | 100 |
| | BD2UR | PedagogyofUrdu:Part-II | 5 | 70 | 30 | 100 |
| | BD2MA | PedagogyofMathematics:Part-II | 5 | 70 | 30 | 100 |
| | BD2PS | PedagogyofPhysicalScience:Part-II | 5 | 70 | 30 | 100 |
| | BD2BS | PedagogyofBiologicalScience:Part-II | 5 | 70 | 30 | 100 |
| | BD2CS | PedagogyofComputerScience:Part-II | 5 | 70 | 30 | 100 |
| | BD2HI | PedagogyofHistory:Part-II | 5 | 70 | 30 | 100 |
| | BD2GE | PedagogyofGeography:Part-II | 5 | 70 | 30 | 100 |
| | BD2EC | PedagogyofEconomics:Part-II | 5 | 70 | 30 | 100 |
| | BD2CA | PedagogyofCommerceand Accountancy:Part-II | 5 | 70 | 30 | 100 |
| | BD2HS | PedagogyofHomeScience:Part-II | 5 | 70 | 30 | 100 |
| | BD2SS | PedagogyofSocialScience:Part-II | 5 | 70 | 30 | 100 |
| Total | | | 25 | 350 | 150 | 500 |



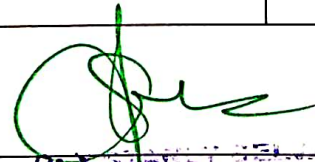
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Semester-III

School Internship

Record Verification & Teaching Learning Assessment-External Evaluation

| S.No | Sub Code | Practicum Components & Online Course | Credits | Marks |
|---|---------------------|---|-----------|------------|
| PART-A-Assessment of Teaching Competency and Records | | | | |
| 1 | A1 | Observation Record: Level-I&II | 1 | 20 |
| 2 | A2 | Micro Teaching Record: Level-I&II | 1 | 20 |
| 3 | A3 | Demonstration Record: Level-I&II | 1 | 20 |
| 4 | A4 | Lesson Plan Record: Level-I&II | 4 | 80 |
| 5 | A5 | Instructional Materials Record: Level-I&II | 1 | 20 |
| 6 | A6 | Test and Measurement Record: Level-I&II | 1 | 20 |
| 7 | A7 | Case Study Record | 1 | 20 |
| 8 | A8 | Psychology Practical Record | 2 | 40 |
| 9 | A9 | Environmental Education Record | 1 | 20 |
| 10 | A10 | Students Portfolios and Reflective Journals | 1 | 20 |
| 11 | A11 | Teaching Competency-Level-I&II | 6 | 120 |
| TOTAL-A | | | 20 | 400 |
| PART-B-EPC-Records | | | | |
| 1 | EPC1 | 1. Reading and Reflecting on Texts | 1 | 20 |
| 2 | EPC2 | 2. Drama and Art in Education | 1 | 20 |
| 3 | EPC3 | 3. Critical Understanding of ICT | 1 | 20 |
| 4 | EPC4 | 4. Understanding the Self | 1 | 20 |
| TOTAL-B | | | 4 | 80 |
| PART-C-Online Course | | | | |
| 1 | ONC | Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills) | 1 | 20 |
| TOTAL-C | | | 1 | 20 |
| BD3PC | Total(A+B+C) | | 25 | 500 |


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Semester-IV

| S.No | SUB CODE | Theory Courses | Credits | Marks | | Total Marks |
|------|----------------------------|--|-----------|------------|------------|-------------|
| | | | | External | Internal | |
| 2 | BD4GS | Gender, School and Society | 5 | 70 | 30 | 100 |
| 2 | BD4KC | Knowledge and Curriculum | 5 | 70 | 30 | 100 |
| 3 | BD4CI | Creating an Inclusive School | 5 | 70 | 30 | 100 |
| 4 | BD4YH | Yoga, Health and Physical Education | 5 | 70 | 30 | 100 |
| 5 | Electives (Any One) | | 5 | 70 | 30 | 100 |
| | BD4E1 | 1. Values and Peace Education | | | | |
| | BD4E2 | 2. Human Rights Education | | | | |
| | BD4E3 | 3. Community Engagement through Work Education | | | | |
| | BD4E4 | 4. Disaster Management | | | | |
| | BD4E5 | 5. Special Education | | | | |
| | BD4E6 | 6. Life Skills Education | | | | |
| | | Total | 25 | 350 | 250 | 500 |


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SEMESTER-WISE COURSE STRUCTURE

FIRST SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Total Credits |
|----------------|-------------|--|------------|------------|------------|---------------|
| | | | Int. | Ext. | Total | |
| PC | MSIPC1 | Historical and Political Economy of Education in India | 30 | 70 | 100 | 4 |
| | MSIPC2 | Advanced Educational Psychology | 30 | 70 | 100 | 4 |
| TC | MSITC1 | Basics in Educational Research | 30 | 70 | 100 | 4 |
| TEC | MSITE1 | Teacher Education in India: Elementary Level | 30 | 70 | 100 | 4 |
| | MSITE2 | Teacher Education in India: Secondary Level | | | | |
| Dissertation | MSIDN1 | Review of Literature, Problem Identification and Writing Research Proposal | 25 | - | 25 | 1 |
| Practicum | MSIPM1 | Field Immersion in the Co-operative Schools (10 Working Days) | 25 | - | 25 | 1 |
| | MSIPM2 | Self Development: Yoga | 50 | - | 50 | 2 |
| Total | | | 220 | 280 | 500 | 20 |


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SEMESTER-WISE COURSE STRUCTURE

FIRST SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Total Credits |
|----------------|-------------|--|------------|------------|------------|---------------|
| | | | Int. | Ext. | Total | |
| PC | MS1PC1 | Historical and Political Economy of Education in India | 30 | 70 | 100 | 4 |
| | MS1PC2 | Advanced Educational Psychology | 30 | 70 | 100 | 4 |
| TC | MS1TC1 | Basics in Educational Research | 30 | 70 | 100 | 4 |
| TEC | MS1TE1 | Teacher Education in India: Elementary Level | 30 | 70 | 100 | 4 |
| | MS1TE2 | Teacher Education in India: Secondary Level | | | | |
| Dissertation | MS1DN1 | Review of Literature, Problem Identification and Writing Research Proposal | 25 | - | 25 | 1 |
| Practicum | MS1PM1 | Field Immersion in the Co-operative Schools (10 Working Days) | 25 | - | 25 | 1 |
| | MS1PM2 | Self Development: Yoga | 50 | - | 50 | 2 |
| Total | | | 220 | 280 | 500 | 20 |

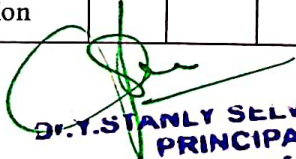

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SECOND SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Total Credits |
|----------------|-------------|---|------------|------------|------------|---------------|
| | | | Int. | Ext. | Total | |
| PC | MS2PC3 | Philosophy of Education | 30 | 70 | 100 | 4 |
| | MS2PC4 | Curriculum Design and Development | 30 | 70 | 100 | 4 |
| TC | MS2TC2 | Advanced Educational Research and Statistics | 30 | 70 | 100 | 4 |
| STC | MS2ST1 | Planning and Administration of Education : Elementary Level | 30 | 70 | 100 | 4 |
| | MS2ST2 | Planning and Administration of Education : Secondary Level | | | | |
| Dissertation | MS2DN2 | Presentation of Research Proposal | 25 | - | 25 | 1 |
| Practicum | MS2PM3 | Field Visit to Teacher Education Institutions (10 Working Days) | 25 | - | 25 | 1 |
| | MS2PM4 | Psychology Practical (Minimum 10) | 50 | - | 50 | 2 |
| Total | | | 220 | 280 | 500 | 20 |

THIRD SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Total Credits |
|----------------|-------------|---|-------|------|-------|---------------|
| | | | Int. | Ext. | Total | |
| PC | MS3PC5 | Sociology of Education | 30 | 70 | 100 | 4 |
| | MS3PC6 | Advanced Techniques of Instruction | 30 | 70 | 100 | 4 |
| TC | MS3TC3 | Educational Measurement and Evaluation | 30 | 70 | 100 | 4 |
| SCC | MS3SC1 | Curriculum, Pedagogy and Assessment : Elementary Level | 30 | 70 | 100 | 4 |
| | MS3SC2 | Curriculum, Pedagogy and Assessment : Secondary Level | | | | |
| Dissertation | MS3DN3 | Selection/Development of Research Instruments and Data Collection | 25 | - | 25 | 1 |



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| | | | | | | |
|-----------|--------|--|-----|-----|-----|----|
| Practicum | MS3PM5 | Field Based Internship in Co-operative Schools (5 Working Days) | 25 | - | 25 | 1 |
| | MS3PM6 | Field Based Internship in Teacher Education Institutes (15 Working Days) | 50 | - | 50 | 2 |
| Total | | | 220 | 280 | 500 | 20 |


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FOURTH SEMESTER

| Type of Course | Course Code | Name of the Course | Marks | | | Total Credits |
|---|-------------|--|------------|------------|------------|---------------|
| | | | Int. | Ext. | Total | |
| PC | MS4PC7 | Educational Studies | 30 | 70 | 100 | 4 |
| | MS4PC8 | Comparative Education | 30 | 70 | 100 | 4 |
| TC | MS4TC4 | ICT on Teaching and Learning | 30 | 70 | 100 | 4 |
| STC | MS4ST3 | Early Child Care and Education | 30 | 70 | 100 | 4 |
| | MS4ST4 | Trends in Indian Higher Education | | | | |
| | MS4ST5 | Women's Education | | | | |
| | MS4ST6 | Guidance and Counselling | | | | |
| | MS4ST7 | Education for Differently-Abled | | | | |
| Dissertation | MS4DN4 | Dissertation | - | 60 | 100 | 4 |
| | MS4DN5 | Viva-Voce | - | 40 | | 2 |
| Practicum | MS4PM7 | Hands on Training | 50 | - | 50 | 2 |
| | MS4PM8 | Communication Skills: Academic Writing | 50 | - | 50 | 2 |
| Total | | | 220 | 380 | 600 | 26 |
| ONLINE COURSES (CHOICE BASED) | | | | | | |
| Online Courses | MS4OC1 | MOOC-SWAYAM-1 (Not less than 4 weeks) | - | - | - | 2 |
| | MS4OC2 | MOOC-SWAYAM-2 (Not less than 4 weeks) | - | - | - | 2 |
| The M.Ed. students should complete the online courses on their choice and the Course Completion Certificates need to be submitted to the TNTEU through the concerned College / Department before the commencement of fourth semester theory examinations. | | | | | | 30 |


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Key Indicator

2.3 Teaching Learning Process

Metric No. 2.3.1

Multiple Mode approach to Teaching Learning Process

Any other relevant information

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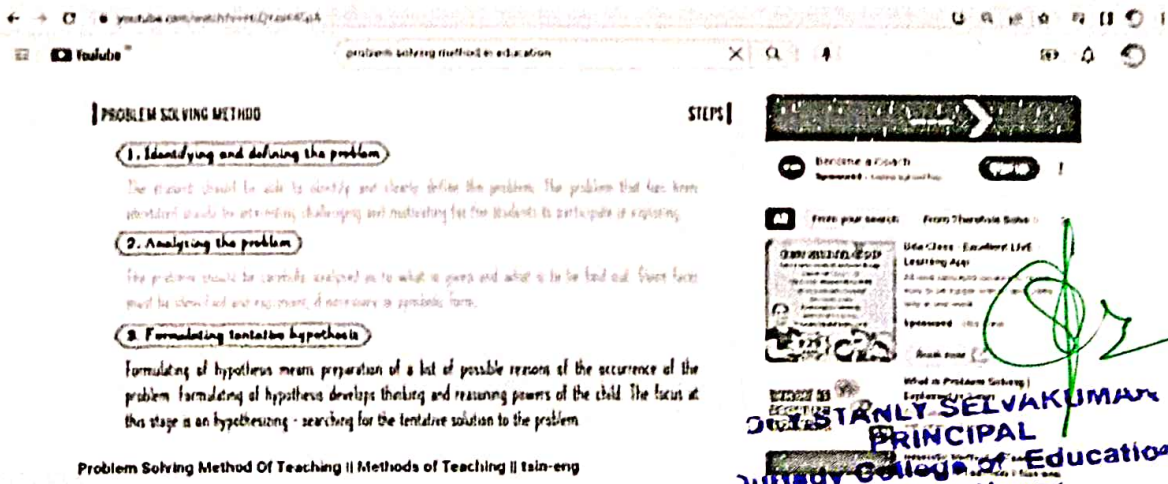
2.3.1 Any other relevant information

The faculty of Our lady college of education is highly dynamic in approaching the teaching learning process in a multimodal way. Experimental learning, problem solving method, participative learning, brain storming methods, focus group discussion and online modes are adopted for enhancing students learning. A sample of few varied modes of teaching and learning adapted are given below.

EXPERIMENTAL LEARNING



PROBLEM SOLVING METHOD LEARNING



Problem Solving Method Of Teaching || Methods of Teaching || tsin-eng

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BRAIN STORMING METHOD LEARNING

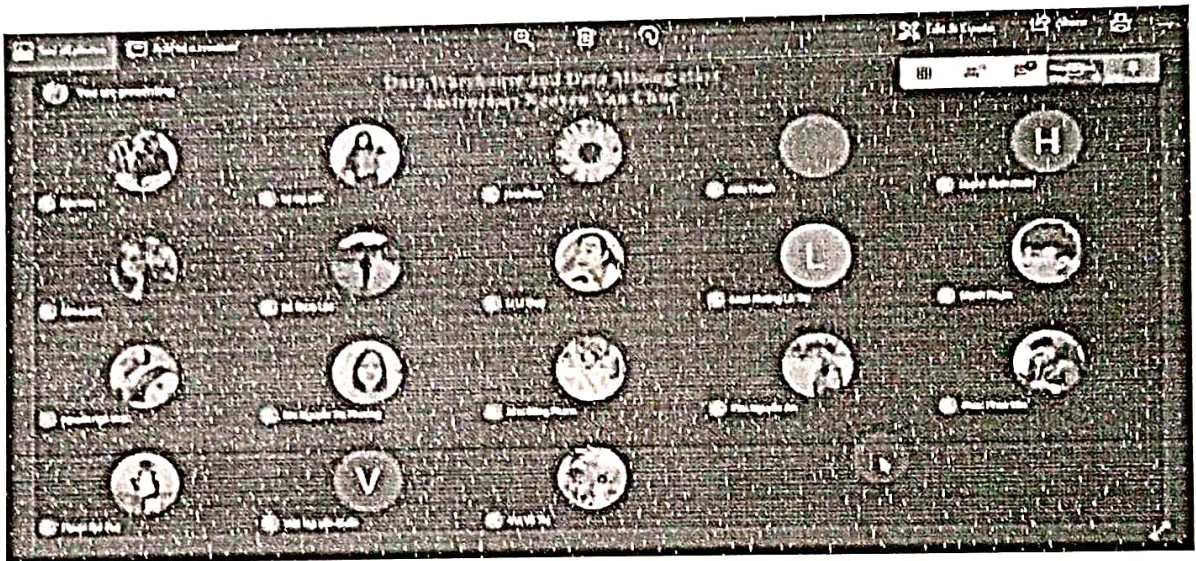
Brain storming

Brainstorming (storming of the brain), to involve or generate a number of ideas. Using rules which remove inhibitions people are able to think more freely and move into new areas of thought. The participants shoot out ideas as they occur to them and build on the ideas raised by others. All the ideas are noted down and are not criticized. This strategy was given by **A.F Osborn (1930)**

Traditional Brainstorming → People gather in a room and share their ideas and discuss them

Brain Storming / learning & Teaching / For all teaching exams

GROUP DISCUSSION ONLINE LEARNING




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2.3.4 LESSON PLAN/ACTIVITY PLAN



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Key Indicator

2.3 Teaching Learning Process

Metric No. 2.3.4

Students are encouraged to use ICT support

**Lesson Plan / Activity Plan / Activity Report to substantiate the use of ICT
by students in various learning situations**

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2.3.4 Lesson Plan / Activity Plan / Activity Report to substantiate the use of ICT by students in various learning situations

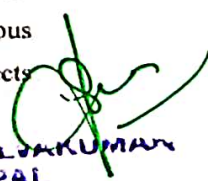
Understanding theory courses

ICT helps student teachers to broaden their information. It enhances the quality of the teachers and enables the students to face the competitive world. Student teachers make use of WIFI facility inside the college campus.

The student teachers are exposed to various kinds of technology to facilitate effective instruction in the classroom, like Ed Puzzle, Flipgrid, Nearpod, Quizzes, and Google Classroom. INFLIBNET facility is provided for the students. This enables them to focus on understanding the challenges in professional development, particularly the pedagogical and contextual issues concerning the effective use of ICT. This facilitates student-centred active learning and engages students in collaborative learning and social interaction. Further, it improves their cognitive development, increases creativity, and develops problem-solving skills. For the formative and summative evaluation, online exams were conducted during the COVID pandemic.

Practice Teaching

The curriculum developed for a two-year B.Ed. Course maintains the blend of technology with all subjects. ICT has become an integral part of today's teaching learning process. Effective use of technology motivates students and creates dynamic and interesting classes. It maximizes student teacher enthusiasm to adapt new skills and techniques during practice teaching. Abstract concepts are clearly understood with the integration of techno pedagogy. The classrooms' digital technologies and internet facilities help the students prepare meaningful and culturally responsive digital content in their respective subjects. Student teachers practice microteaching and teaching skills by recording their presentations in the studio, where they get feedback from the teacher educator and the peer group. They also get into the practice of using Google Classroom and are trained to use the smart board. Mobile learning was widely used through emails and WhatsApp groups. Student teachers get into the practice of browsing search engines and downloading relevant materials by visiting various websites. They prepare a file on website analysis, and this makes them understand their subjects by comparing different web resources.


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Internship

School Internship helps student teachers to practice ICT skills to enable interactive and student-centred teaching. Learning Apps and web resources allow reflecting and analyzing the teaching and learning environment before becoming an effective teacher. Student teachers use digital tools for teaching and evaluating students' understanding. The teacher trainees assist the school students in learning, identifying, analysing, and applying the knowledge gained in the classroom using mobile apps. The field internship gave me a wide knowledge about the adaptation of teachers according to the changing environment.

Out of Classroom Activities

Learning experiences outside the classroom are forms of experiential learning. Student teachers, apart from regular curricular activities attend online courses in BWAYAM, MOOC, NPTEL, MOODLE, KHAN Academy, MOOC for Development, Future Learn and Certificate Courses organized by the college to acquire additional knowledge and professional skills. Webinars on ICT tools for the transformative teacher, Becoming Virtual teacher were conducted to improve the technological skills of the student teachers.

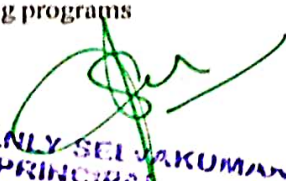
Learning experiences outside the classroom are forms of experiential learning. These experiences are rooted in the simple principle that experience is the best teacher. Under this framework, learning outside of the classroom is an active process wherein student teacher encounters authentic problems and interacts with others to make sense of the world around them. Field trips enable active learning and provide direct experiences to diverse learners. The outcomes of field trips develop social, personal, observation and perception skills. The students are involved in Community engagement to enhance social responsibility.

Biomechanical and Kinesiological activities

Meditation used in various forms of yoga successfully improved student teachers' attention and focus to maintain certain cognitive functions. In B.Ed. Curriculum the course on yoga for well-being was added to enhance professional capacities. Further, students get exposure to watch Yoga, Aerobics and Meditation through YouTube videos.

Field Sports

Sport is an activity that involves the physical exertion and skill in which an individual, or a team, competes against others for the purpose of entertainment; numerous technologies have been introduced to assist in improving. ICT improves accessibility and expand digital environment to the field of sports and physical education. ICT helps the student teachers to connect and communicate with the society. Video camera aids in preparing training programs


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Activity Plan for Recording Microteaching Practice

Step 1: Knowledge Acquisition Phase (Pre-Active Phase)


- Brainstorming session on general teaching skills
- Lecture on the concept of Micro Teaching
- Demonstration on Micro teaching skills by Teacher Educator, School Teachers and Alumni
- Demonstration on using technology to present the lesson
- Analysis and Discussion on Demonstration Session

Step 2: Skill Acquisition Phase (Interactive Phase)

- Preparation of Micro Lessons
- Practicing Micro Teaching Skills
- Recording Micro Teaching Session
- Feedback session from the observer and Teacher Educator

Step 3: Transfer Phase (Post-Active Phase)

- Self-Analysis report
- Discussion on transfer of skills to actual teaching situations


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NAME OF THE COLLEGE : OUR LADY COLLEGE OF EDUCATION
B.ED
UNIT : IX
TOPIC : mid-day meal scheme as a socialisation process

DATE :
DOCUMENT NO :

- INSTRUCTIONAL OBJECTIVES : The student
- (i) Acquires the knowledge about mid-day meal scheme.
 - (ii) Students understands mid-day meal scheme.
 - (iii) Understands the features and benefits of mid-day meal scheme.
 - (iv) Understands the programme implementation.

INSTRUCTIONAL RESOURCES REQUIRED :

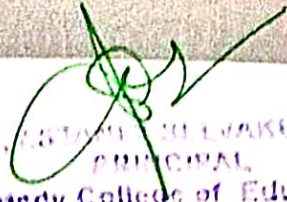
Charts of the Central Mid-Day Meal Scheme
Flow of funds, flow of brains.

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| COURSE | MANAGERIAL OBJECTIVES | LEARNING EXPERIENCES | EVALUATION |
|------------------------|------------------------|--|--|
| Quality of Work Done | Quality of Work Done | <ul style="list-style-type: none"> Quality and Quantity of work done Primary responsibility of the company Public Relations Advanced projects like poster and so | <ul style="list-style-type: none"> Quality of work done Quantity of work done Primary responsibility of the company Public Relations Advanced projects like poster and so |
| Professional Knowledge | Professional Knowledge | Teacher shows the chart and explains the implementation of the day work programme. | Teacher shows the chart and explains the implementation of the day work programme. |
| How to make and issues | Explains | The collecting of data in the field | The collecting of data in the field |

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| CONTENT | BEHAVIOURAL OBJECTIVES | LEARNING EXPERIENCES | EVALUATION |
|---|--|--|--|
| <p>Mid Day Meal Scheme (MDMS)</p> <p>Objectives of Mid Day meal Scheme.</p> | <p>Recalls on motivation</p> <p>Explains</p> | <p>The mid day meal scheme is a school meal programme of the Govt. of India designed to improve the nutritional status of school age children nation wide. The programme supplies free food on working days of children.</p> <ul style="list-style-type: none"> x Aim to enhance enrollment of children in school. x Nutritional support x Child health and growth. | <p>What is used by MDMS?</p> <p>What are the Objectives of MDMS?</p> |


 DEPARTMENT OF EDUCATION
 JUNIADY COLLEGE OF EDUCATION
 OURLADY NAGAR
 MANDURAVOYAL, CHENNAI-46.

Name of the College: Our Lady College of Education

Date: 29.1.2022

B.F.D : 1 year

Duration as usual

Unit : IV

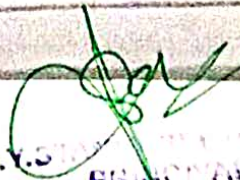
Topic : Violence on Society of girls and women

Subject : Gender, School and Society


Instructional Objectives : Students

- (i) Acquires the Knowledge of Violence
- (ii) Understands the classification of violence
- (iii) Gains knowledge on law against women's abuse
- (iv) Gains knowledge on safe guarding herself

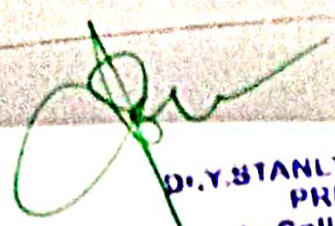
Instructional Resources Required
Chart on government initiatives for the women's safety


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Principal
Our Lady College of Education
Our Lady Nagar
Maduravoyal, Chennai-46

| CONTENTS | BEHAVIOURAL OBJECTIVES | LEARNING EXPERIENCES | EVALUATION |
|--------------------------------|------------------------|--|---|
| Violence against women | Explains | Violence against women is one of the crucial social mechanism by which women are fixed into a subordinate position compared with men | Explains violence |
| Girl up and the United Nations | Acquires knowledge | Girl up is working with me on to make sure adolescent girls are safe and free from violence | Give a solution for 'safe space' as women |
| Violence includes | Explains | Teacher explains | as domestic violence |


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 Maduravoyai, Chennai-46

| CONTENTS | BEHAVIOURAL OBJECTIVES | LEARNING EXPERIENCES | EVALUATION |
|----------------|---|---|---|
| Classification | Explains and elaborates knowledge | <p>(a) Criminal</p> <p>(b) Social systems</p> <p>The crimes under the Indian Penal Code (IPC)</p> <p>Rape</p> <p>Kidnapping</p> <p>Money</p> <p>Torture</p> <p>Smuggle to modesty</p> | <p>Write as IPC?</p> <p>Explain</p> |
| | Explains | <p>Crimes under special and local law (SLL)</p> <p>The Immoral Traffic Act</p> <p>The Dowry Prohibition Act</p> <p>Sub. Prohibition Act</p> <p>PC and Act. Registration Act</p> | <p>Or Presentate IPC and SLL</p> |


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OUR LADY COLLEGE OF EDUCATION

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(2) B.Ed. - F.No. SRG / NGTE / TN / APSO 3023 / B.Ed. / 392nd / 2020 / 121878

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Key Indicator

2.3 Teaching Learning Process

Metric No. 2.3.4

Students are encouraged to use ICT support

Geo Tagged Photographs

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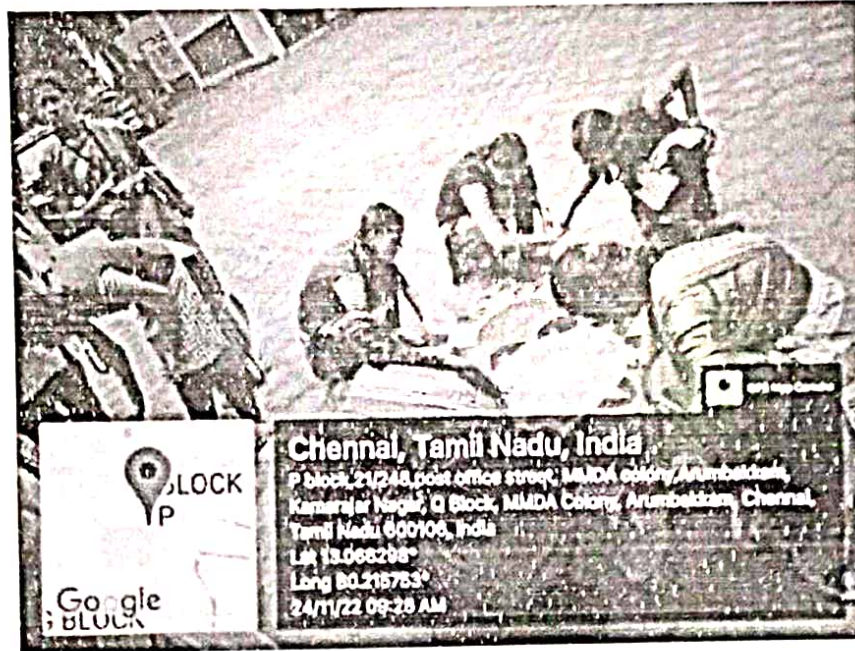
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2.3.4 Geo Tagged Photographs

DURING INTERNSHIP




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LESSON PLAN PREPARATION

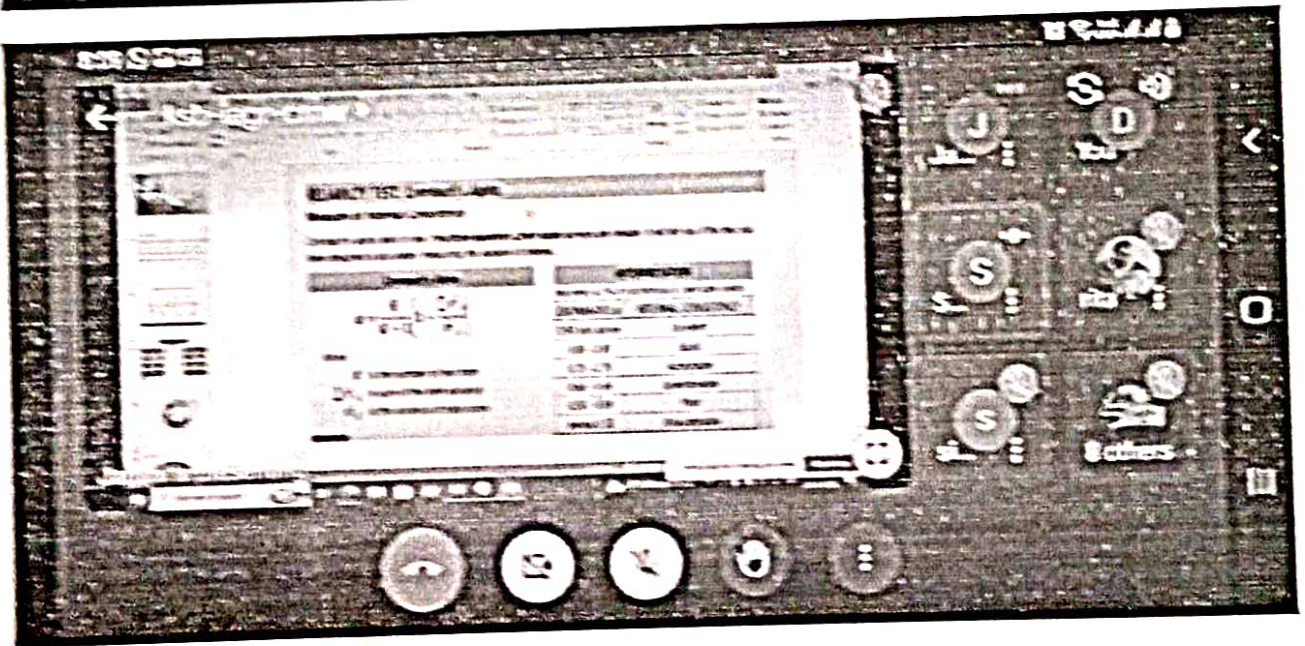
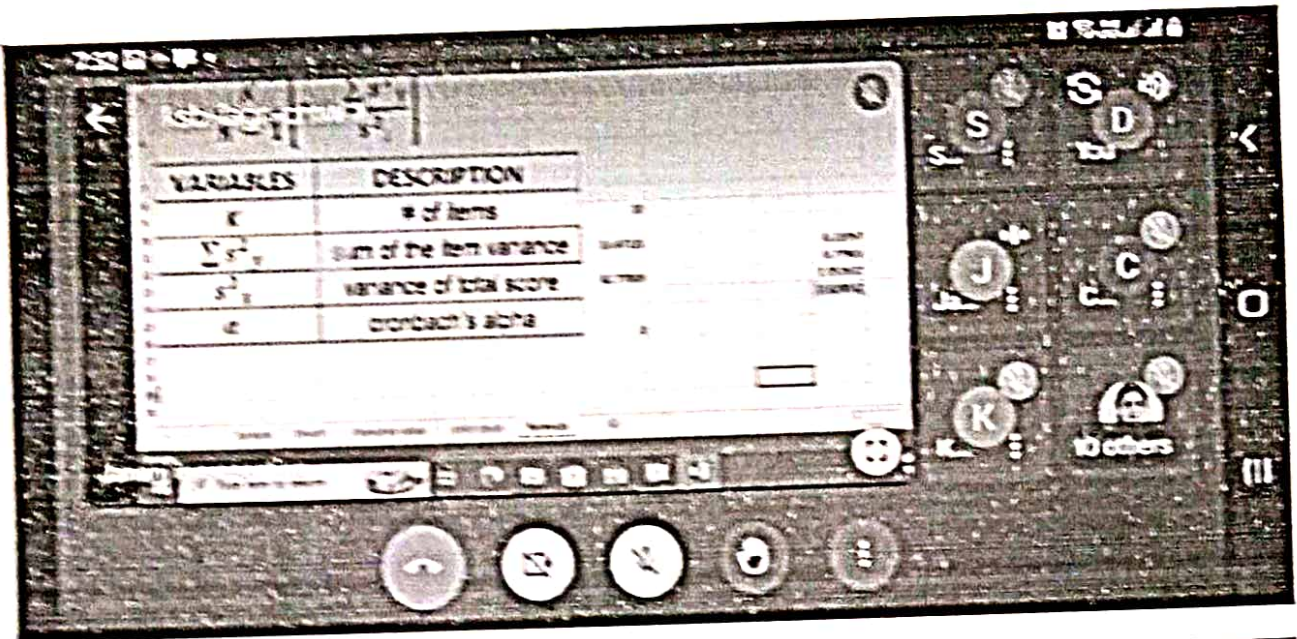



ONLINE WEBINARS



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ONLINE STUDY




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