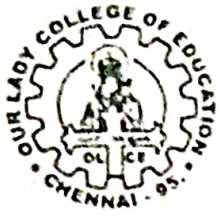




OUR LADY COLLEGE OF EDUCATION
CHENNAI - 95

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**

Dr. Y. STANLY SELVAKUMAN
PRINCIPAL
Our Lady College of Education
Our Lady Nagar,
Maduravoyal, Chennai-65



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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

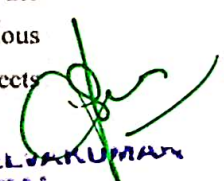
Understanding theory courses

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.


Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Our Lady College of Education,
Our Lady Nagar,
Maduravoyal, Chennai-95

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 SWAYAM, 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


Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Surlady College of Education
Surlady Nagar
Maduravoyal, Chennai-45

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


Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Jurdady College of Education,
Ourlady Nagar
Maduravoyal, Chennai-45

Name of the college : OUR LADY COLLEGE OF EDUCATION
: JAYALAKSHMI
: B.ED
: IX
UNIT : Mid-day meal Scheme as a Social Welfare Program
TOPIC : Mid-day meal Scheme as a Social Welfare Program

INSTRUCTIONAL OBJECTIVES : The student

- (i) Acquires the knowledge about mid-day meal Scheme.
- (ii) Students understand mid-day meal Scheme.
- (iii) Understands the features and benefits of mid-day meal Scheme.
- (iv) Understands the programme implementation.

INSTRUCTIONAL RESOURCES REQUIRED :

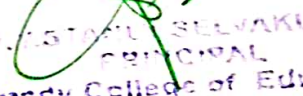
Charts of the Central Mid-day Meal Scheme
Photos of Jungs, Floor of Jungs.

DR. V. STANLY SELVAKUMAR
PRINCIPAL
Juyalady College of Education,
Juyalady Nagar,
Maduravoyal, Chennai-45

CONTENT	BEHAVIOURAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION
Quality of Mid Day Meal	Gains knowledge	* Quality and food safety are the primary ingredients of Akshaya Patria killebars. * Advanced products like Raizen and SS.	write the components primary & upper primary (Calories and protein)
Implementation of MIDDS	Gains knowledge	Teacher Shows the Chart and Explains the implementation of mid day meal programme.	What are the implementation CARs (Draw)
How to funds and Gains	Explains	The ministry of HRD in the nodal agency for Sanctioning funds and supply of food grains to the States on behalf of Govt. of India.	What are the department engaged in flow of funds?

Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Jurdady College of Education
Ourlady Nagar
Maduravoyal, Chennai-45

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"> * Aim to enhance enrollment of children in school. * Nutritional support * Child health and growth. 	<p>What is meant by MDMS?</p> <p>What are the Objectives of MDMS?</p>


 D. SRINIVAS SELVAKUMAR
 PRINCIPAL
 Junady College of Education
 Ourady Nagar
 Maduravoyal, Chennai-46

Date: 29.1.2022

Duration: 55 min

Name of the College: Our Lady College of Education

B.Ed : 1 year

Unit : II

Topic : Violence on Society of girls and women


Subject : Gender, School and Society

Instructional Objectives: Students


- (a) Analyzes the knowledge of violence
- (b) Understands the classification of violence
- (c) Gains knowledge on law against women's abuse
- (d) Gains knowledge on safe guarding herself

Instructional Resources Required:

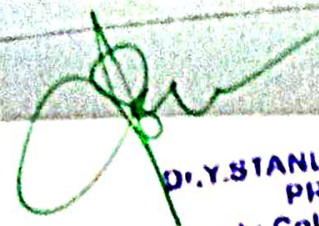
Chart on government initiatives for the women's safety


Dr. Y. G. Srinivasan
Principal
Our Lady College of Education
Our Lady Nagar
Madhavoyai, Chennai-48

CONTENTS	BEHAVIOURAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION
Violence against women	Explains	Violence against women is one of the crucial social mechanism by which women are forced into a subordinate position compared with men	Explain violence
Cause of and the United Nations	Requires knowledge	Cause of violence is working with the UN to make more adolescent girls are safe and free from violence	Give a solution for 'Scope' of violence
Violence includes	Explores	Teacher explains	in Domestic violence


 DR. Y. S. ...
 PRINCIPAL
 Jurlady College of Education
 Ourlady Nagar
 Maduravoyal, Chennai-46

CONTENTS	BEHAVIOURAL OBJECTIVES	LEARNING EXPERIENCES	EVALUATION
Classification	Explain and classify	10 Criminal (a) Social violence 100 crime codes for Penal Code (IPC)	What is IPC?
	Explain and classify	Rape Kidnapping Dowry Torture Suicide by marriage	Explain
	Explain	Criminal Justice System and Social Law (SLL)	Differentiate IPC and SLL
		The Immoral Traffic Act The Dowry Prohibition Act State Protection Act The Immoral Traffic (Amendment) Act	



Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Jairady College of Education,
Ourlady Nagar
Madhavoyal, Chennai-46



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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

Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Our Lady College of Education
Our Lady Nagar,
Maduravoyal, Chennai - 600 095



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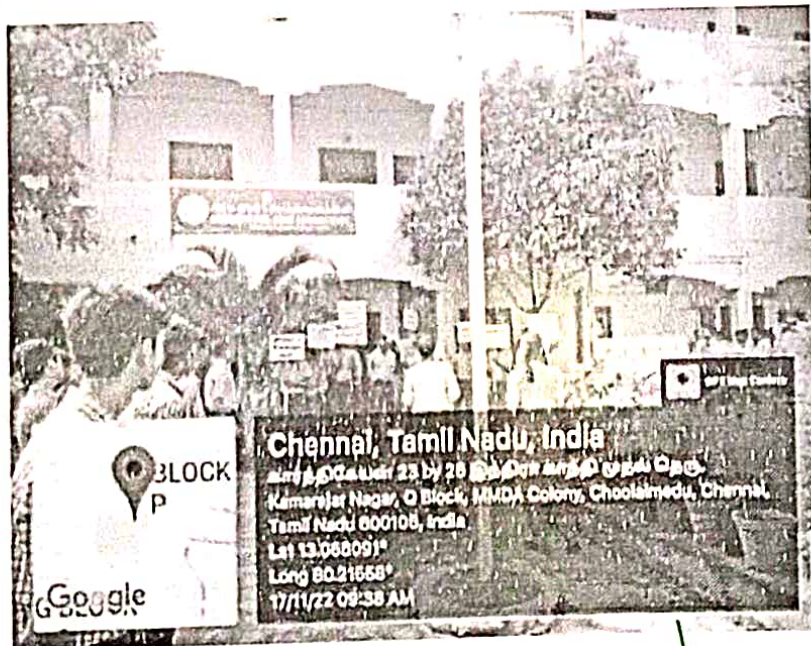
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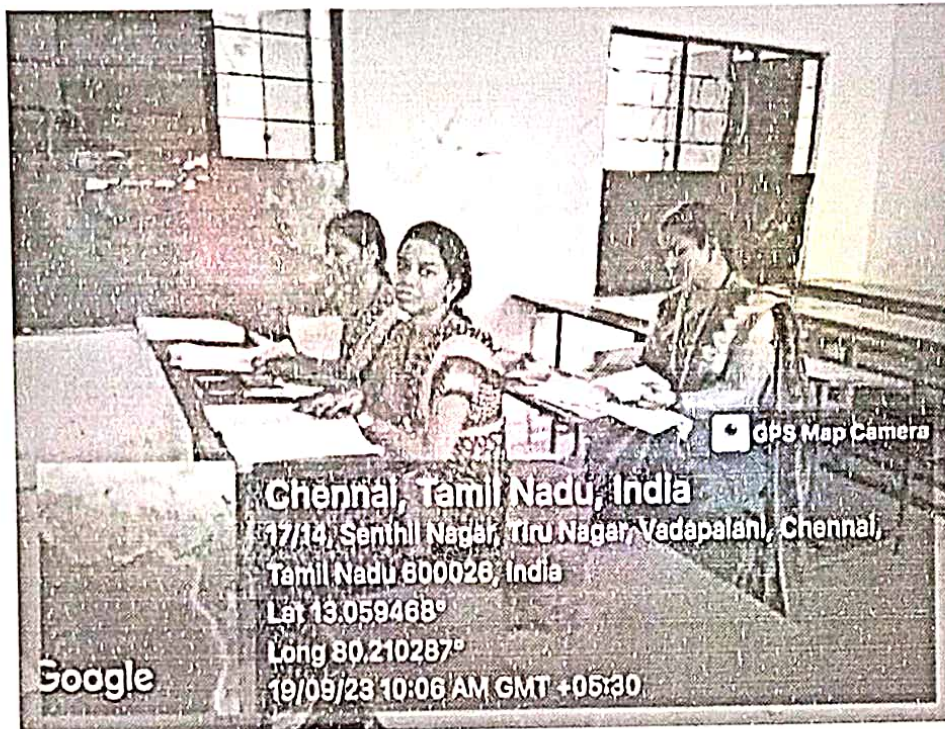
2.3.4 Geo Tagged Photographs

DURING INTERNSHIP

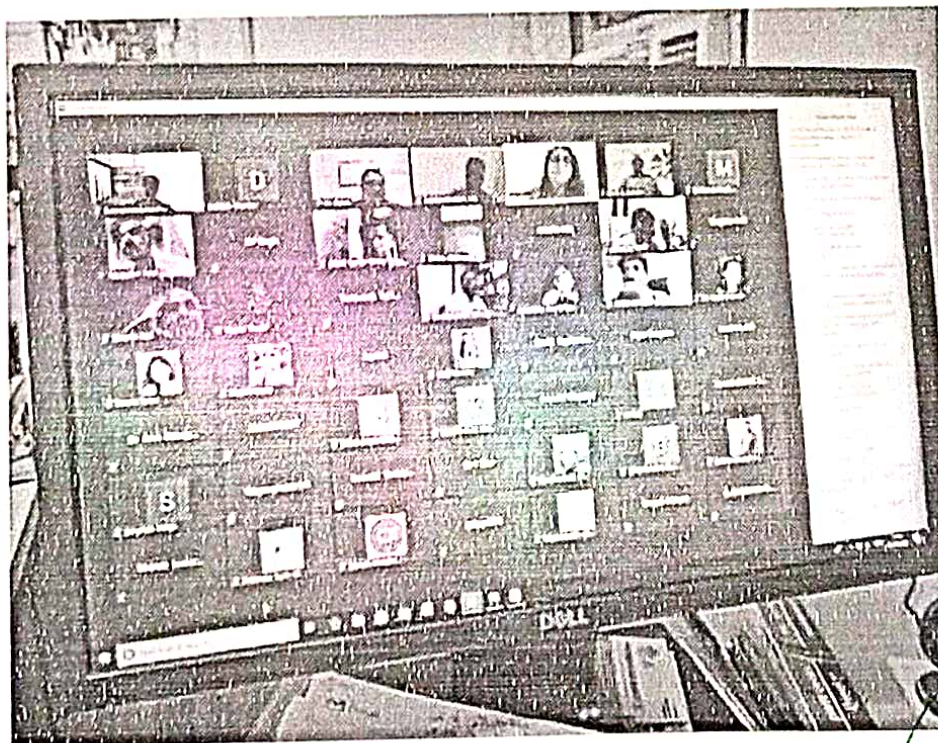



M. S. STANLEY SELVAKUMAR
PRINCIPAL
Our Lady College of Education
Our Lady Nagar,
Maduravoyal, Chennai-65

LESSON PLAN PREPARATION

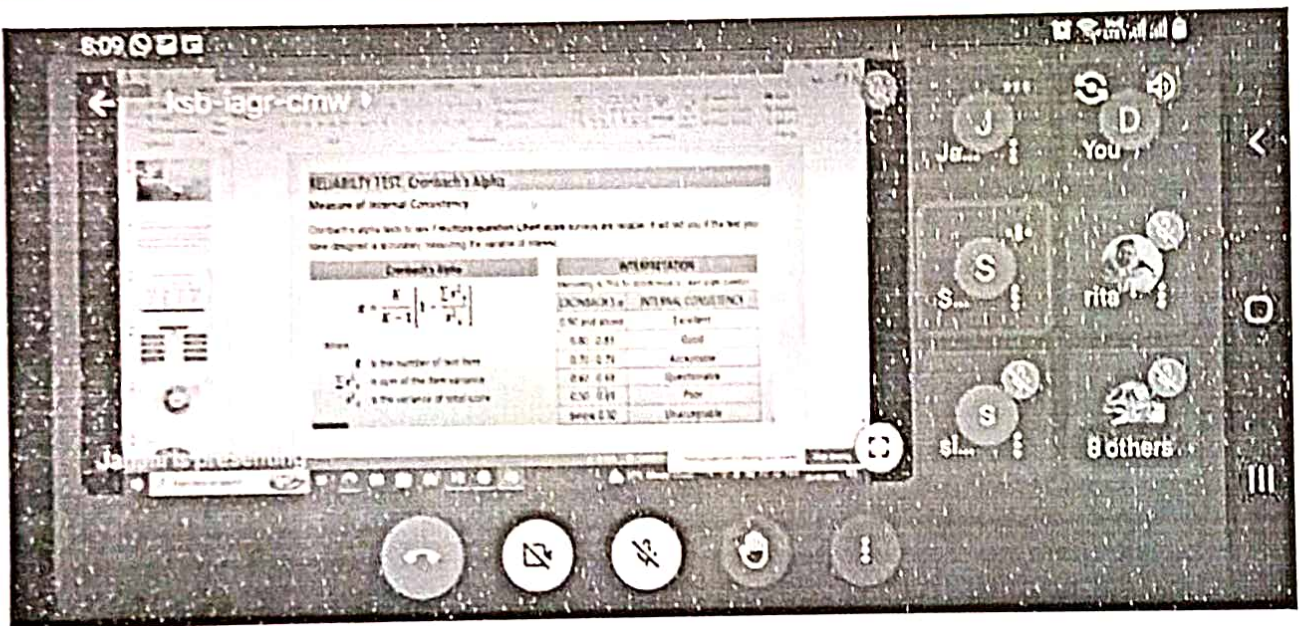
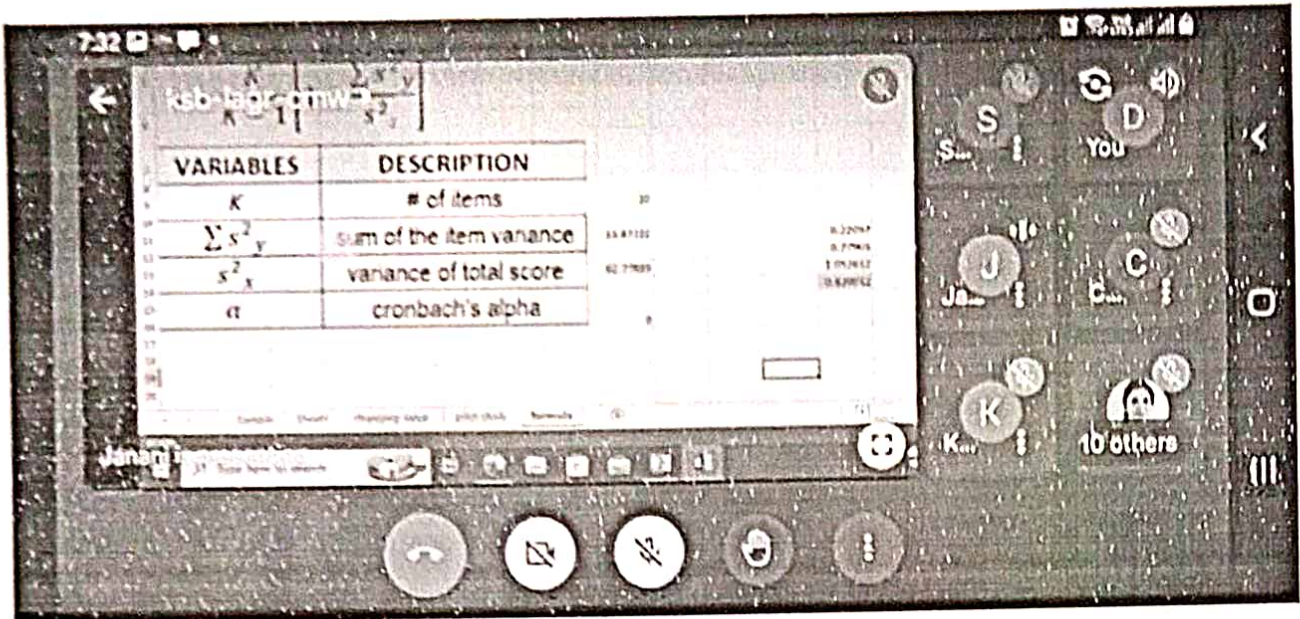


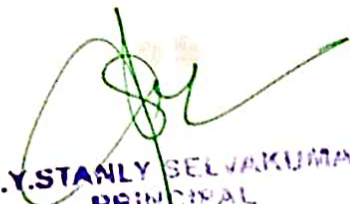
ONLINE WEBINARS



[Handwritten Signature]
Dr. Y. STANLY SELVAKUMAR
PRINCIPAL
Jur Lady College of Education
Ourlady Nagar,
Manduravoyal, Chennai-76

ONLINE STUDY




Dr. Y. STANLY SELVAKUMAR
 PRINCIPAL
 Juyady College of Education,
 Ourlady Nagar
 Maduravoyal, Chennai-46.