

**District Institute of Education and Training,
Uthamacholapuram, Salem-10**



Document on
Pleiothematic Lecture Series
&
Tele Grooming Series

Digital Initiatives of
Inservice Field Interaction Innovation and Coordination Branch,
DIET – Uthamacholapuram, Salem – 636010.

PREAMBLE

Covid-19 Pandemic situation has created an adverse situation for the continuing education of teachers, hence the members Ramesh Kumar Lecturer, Dr. E. Maanhvizhi,, Lecturer, Govinda Prakash, Senior Lecturer belonging to In-service Field Interaction and Co-ordination Branch of District Institute of Education and Training, Uthamacholapuram, Salem headed by Principal Dr. M. Selvam has planned to conduct a series of programmes for the upliftment of the teacher's knowledge, a **Pleiothematic Lecture Series** programmes from 22.06.2020. Pleio means Many in Greek. Hence a variety of topics have been taken up. The topics were from wide range, Value based topics have been planned for improving the moral development of the students, students with special needs have been addressed with the topics like Learning Disability by Elizabet Suresh, Principal, Rashmika and Raksha Educational Trust, Coimbatore, Progressive conditions for reframing the inclusive Education, Dr. V. Sebasthian, Congregation of Don Bosco, Rome,

Reaching the Unreached by Saif Mohammed, State Consultant, Integrated child protection scheme, Kerala. in which a successful model which was adopted for bring out students from juvenile delinquency, Rights of the children was covered by UNICEF coordinator, Mr. Christu Raj, Technology in Teaching was concentrated with the title Technology enabled Teaching Learning By Dr. Biju, Language teaching was emphasised in the titles Gamification of English Language Teaching, Storytelling, Thavar indri Tamil Yeludha, Tamil

Vasithalukana Nutpangal. General topics like Internet addiction, Developmental Psychology and Learning.

These programmes are conducted for the professional development of the teaching community through Google Meet on various topics. So far **7000** teaching community people from different levels of teaching profession like Secondary grade, Graduate teachers, post graduate teachers, college professors, university professors, personals from NGO who are involved in the education related activities were also part of the programme. Teacher Trainees of different levels like B.Ed., M.Ed., research scholars from various departments have been benefited out of this lecture series. The participants are from different states of the country like Jammu and Kashmir, Punjab, Bihar, West Bengal, Assam, Maharashtra, Telangana, Uttar Pradesh, Arunachal Pradesh and from different parts of the world like Saudi Arabia, Bhutan, Nepal, Pakistan, Philippines, Syria, Camaroon and so on.

Pleiothematic Lecture -1



Pleiothematic Lecture Series-1

District Institute of Education and Training

Salem, Tamil Nadu – 636010.

Date : 22.06.2020

Time: 3.00 pm – 4.00 pm

Join with Google Meet: <https://meet.google.com/xig-bdyn-ofy>



Dr K. Kamala Devi,

Assistant Professor of English,
Sri Saradha College of Education
(Autonomous), Salem.

Gamification of

English Language Teaching

- Differences between teaching a subject and a language.
- Games and activities for oral skills.
- Activities for written skills.

Executing Team

Dr P.Govindaprakash,
K.Ramesh kumar,
Dr E.Maanhvizhi,
IFIC Branch,
DIET – Salem.



Convener

Dr M.Selvam,
Principal,
DIET – Salem.

Registration free

E-Certificates will be provided to the registered participants only

Join 15 min before session starts

Register yourself by clicking the link

<https://forms.gle/XK6jWRQtp2ZE5Xbs7>

Join with us in WhatsApp and Telegram

<https://chat.whatsapp.com/CNhdHPq0UpaAcfheMtMbDT>

<https://t.me/joinchat/PeYDSBTQyE0WroqmXCttA>



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture -1: Gamification of English Language Teaching
Name of the Experts	Dr Kamala Devi, Assistant Professor, Sri Sarada College of Education, Salem.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	xig-bdyn-ofy
Date of the session	22.06.2020
Brief summary of presentation (250 words)	The session started with the difference between the Language and the Content Subject. Are the same? (Tamil, English, Math, Science) Why do we learn Math? and Why do we learn a language? How do we evaluate that the students have learnt a science concept and a language skill? This has been followed by 5 steps to learn a skill. The 5 steps that was dealt with was ❖ Tell me ❖ Show me ❖ Let me try ❖ Am I right ❖ Apply it

	Different techniques that were used for teaching language to enhance LSRW for teaching English was concentrated ❖ Singing ❖ Puppet shows ❖ Word webbing ❖ Learning centers ❖ Theater game ❖ Dramatic interpretation ❖ Create dialogue ❖ Outline to change ❖ Double as a hero ❖ Role playing ❖ Chalk board contest ❖ Excerpts by authors ❖ Games-learning, etc. ❖ Poetry ❖ Make a mask - JFK ❖ Debate ❖ Shadow box ❖ All change one thing... ❖ Poetry ❖ Mnemonic games ❖ Team efforts ❖ Physical punctuation ❖ Art expression of concept ❖ Rewrite in new voice ❖ Characterization ❖ Tape a segment ❖ Tell the empty chair
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	Games that were included in the session to increase the Listening skills to the students were Simon Says Listen and Draw Find from the lie Games that were given for improving the speaking skills were retell, summarize, discuss, share, tell, persuade, argue, report, recite, describe, comment, explain, sing, echo, repeat, read aloud, present, talk, say, whisper, chant, announce, ask, answer, debate, translate, judge, prove. Games that were given for improving the writing skill of the students were write, draw, copy, compare, contrast, draft, type, label, edit, sort, summarize, print, fill in, illustrate, colour, record, collect, graph, diagram, create, make, log, blog, list, journal, rephrase, design, evaluate. The pedagogical aspects of introducing English for primary, Upper Primary and Secondary students was emphasized. Many interactive games along with the real classroom situation was dealt in the session
Total beneficiaries	250
Details of participants in TN	184
Outside TN	56

Outside India	10
Feedback for each webinar	✓ The session was of demonstrative which have made us think that these games can be implemented in the classroom without any difficulties. ✓ All the games introduced in the session was new for English teaching. ✓ Session was very systematic and the resource person made an impressive attempt.

Pleiothematic Lecture -2

  
Pleiothematic Lecture Series-2
District Institute of Education and Training Salem, Tamil Nadu – 636010.
Technology Enabled Teaching Learning ↳ Paradigm shift in teaching learning ↳ TPACK ↳ Technology integration in Teaching Learning
Resource person
Dr K.Biju, Assistant Professor in Department of Education, School of Education and Training, Central University of Tamil Nadu. 
 Convener Dr M.Selvam, Principal, DIET – Salem. Executing Team Dr P.Govindaprakash, K.Ramesh kumar, Dr E.Maanhvizhi, IFIC Branch, DIET – Salem.
Date : 24.06.2020 Time: 11 am– 12.00 pm
Join with Google Meet: https://meet.google.com/maq-eqvc-huf Join 15 min before session starts
Registration free E-Certificates will be provided to the registered participants only
Registration link https://forms.gle/5VXuyJ9sb3DnTZzS6 Join with us in WhatsApp or Telegram https://chat.whatsapp.com/CNhdHPq0UpaAcfheMtMbDT https://t.me/joinchat/PeYDSBTQyE0WrrqgmXCttA
 COVID-19 

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture-2: Technology Enabled Teaching Learning
Name of the Experts	Dr K. Biju, Assistant Professor, Central University, Thiruvavarur.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	https://meet.google.com/maq-egvc-huf
Date	Date : 24.06.2020 Time: 11 am– 12.00 pm
Brief summary of presentation (250 words)	➤ All the available online resources for teaching, learning and creating customized learning experience was taught in an effective manner. ➤ Online and off-line tools that can be used in the classroom was also introduced ➤ An over all view of using technology was delt in a teacher friendly manner ➤ Concepts on LMS was explained in detail which covered the following aspect A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs. The learning management system concept emerged directly from e-Learning. Although the first LMS appeared in the higher

	education sector, the majority of the LMSs today focus on the corporate market. Learning Management Systems make up the largest segment of the learning system market. The first introduction of the LMS was in the late 1990s. Learning management systems were designed to identify training and learning gaps, utilizing analytical data and reporting. LMSs are focused on online learning delivery but support a range of uses, acting as a platform for online content, including courses, both asynchronous based and synchronous based. An LMS may offer classroom management for instructor-led training or a flipped classroom, used in higher education, but not in the corporate space. Modern LMSs include intelligent algorithms to make automated recommendations for courses based on a user's skill profile as well as extract meta-data from learning materials in order to make such recommendations even more accurate.
Total beneficiaries	250
Details of participants in TN	185
Outside TN	60
Outside India	15
Feedback for each webinar	• The session gave hands on practice • It's an eye-opening session for education technology. • It gave clear knowledge about learning management system.

Pleiothematic Lecture -3



Pleiothematic Lecture Series-3

District Institute of Education and Training
Salem, Tamil Nadu – 636010.

Remote Learning

- ☺ Engaging school children and parents to learn at home
- ☺ Sharing of Pratham's model of reaching children during the lockdown period

Resource person

Oliver Balagadoss,

**State Head,
Pratham Education
Foundation, Tamil Nadu.**



Convener
Dr M.Selvam,
Principal,
DIET – Salem.

Executing Team
Dr P.Govindaprakash,
K.Ramesh kumar,
Dr E.Maanhvizhi,
IFIC Branch,
DIET – Salem.

Date : 26.06.2020

Time: 11 am– 12.00 pm

Join with Google Meet: <https://meet.google.com/qkf-ouvn-ayk>

Join 15 min before session starts

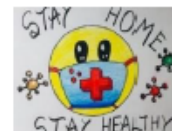
Registration free

E-Certificates will be provided to the registered participants only



Registration link

<https://forms.gle/AFnd2xmFnxRCUH6g9>



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture-3: Remote Learning
Name of the Experts	B. Oliver, Sate Head, Pratham Foundation, Tamil Nadu.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	https://meet.google.com/qkf-ouvn-ayk
Date	Date : 26.06.2020 Time: 11 am– 12.00 pm
Brief summary of presentation (250 words)	➤ A successful modal that was practiced for teaching the students through remote mode was elaborated for the teachers. ➤ It is activity based teaching taken up for language, mathematics and Science during the lock down period by Pratham foundation. The main focus of the session highlighted the success story and it focused the following The number of children, youth and adults not attending schools or educational institutions because of COVID-19 has spiked globally. In India alone, an estimated 300 million learners across all age groups are out of school right now. Though temporary, school closures have a significant impact on students, even more so in vulnerable and underprivileged contexts. Fear about health, disruption in livelihoods and stoppage of

	normal life – all lead to anxiety in families and communities. Children are not immune to tensions around them. In these times, it is important to engage children in activities that bring down stress, take minds off the crisis and gradually create an environment where learning can continue. Ensuring that their spirits are high and that they have opportunities for engagement and learning – is our first step to relief. To enable this, we have launched a daily engagement activity titled Karona, Thodi Masti, Thodi Padhai (Do it: A little fun, a little study) that equips parents to continue their child's learning process even during school closure. Through a series of curated SMS and WhatsApp messages, we share text/video/audio content focused on hands-on learning activities. While the Masti videos engage students in art, music, and theatre, the Padhai ones focus on language, math, English and science learning. These messages are available 10 regional languages and English. Every day, our field teams connect with children and families engaging them in fun-filled, project-based learning activities, and further strengthening our one-on-one connect at the grassroots.
Total beneficiaries	250
Details of participants in TN	174
Outside TN	62
Outside India	14

Feedback for each webinar	• Session was quite interesting. • Various steps of activity-based teaching have been discussed. • Teachers have been joined in the WhatsApp group for sharing activities for children. • Various free services for the purpose of students by Pratham foundation was explained elaborately.
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Pleiothematic Lecture -4



Pleiothematic Lecture Series-4

District Institute of Education and Training
Salem, Tamil Nadu – 636010.

Nearpod for Interactive Teaching

- ☺ Designing student centred interactive classes
- ☺ Developing multimedia content ☺ Technology based evaluation
- ☺ To create joyful classroom with Games, Activities & Quizzes

Resource person

K. IYYAPPAN

MIEE MASTER TRAINER /BRTE
SAMAGRA SHIKSHA - KADAYAMPATTI
SALEM



**Programme
Director**
Dr. M. Selvam
Principal,
DIET – Salem.

**Convener: Dr P. Govindaprakash,
Coordinators**
K. Rameshkumar,
Dr E. Maanhvizhi,
IFIC Branch, DIET – Salem.

Date : 29.06.2020

Time: 11 am– 12.00 pm

Join with Google Meet: Meeting ID: meet.google.com/qiy-bmuh-qdv

Join 15 min before session starts

Registration free. E-Certificates will be provided to all active participants.

Kindly install the app to have hands on experience

<https://play.google.com/store/apps/details?id=com.panareadigital.Nearpod>



Registration link

<https://forms.gle/PYcU9uHJ4K99PP8j8>



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture-4: Nearpod for Interactive Teaching
Name of the Experts	K. Iyappan, BRTE, BRC kadayampatti
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	https://meet.google.com/qkf-ouvn-ayk
Date	Date : 29.06.2020 Time: 11 am– 12.00 pm
Brief summary of presentation (250 words) Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quiz's, Polls, Videos, Collaborate Boards, and more. The students can access a teacher's presentation through a code and the teacher then moves the class through the presentation and lets students interact with the media as they go. Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson. This mode is perfect for sub days, weather days, homework assignments, or independent work. The app is web-based and works on any device with an internet connection. Below are just ten ways of utilizing this multifaceted tool. 1) Simple presentation delivery At it's most simple, you can use Nearpod as a substitute for other presentation tools. Instead of running a Powerpoint or Google Slides, you can utilize Nearpod and make the lesson more interactive. You can even 'drag and drop' your existing Google slides, PDFs and PowerPoints into the app for it to instantly create a Nearpod presentation. Then you can select from countless interactive activities and formative assessments. The presentations will be beamed to each	

students' device in the classroom. You also do not have to rely on students being able to see the board.

2) Personalized provision

Following on from the idea of using Nearpod as a simple presentation tool, you could isolate the use of the app to one child or a small group. It could be that you are beaming extra teaching provisions to particular pupils during a starter. This could be the missing link that provides more support for a child with visual impairments. It could provide that extra bit of help for a low attainer in your class.

3) Distributing resources

Using the app to distribute resources is another simple way of using it in the classroom. You can fill your presentation with images or worksheets and ask the students to use the Students Notes Feature to save the presentation to their drive to access the information later when studying for an exam or completing homework.

4) Live formative assessment

The app can become even more useful if you insert one of Nearpod's many formative assessment activities into your presentation. As a teacher, you can create customized Quizzes, Polls, Open-ended Questions, Matching Pairs, and more that can be used to check for students' understanding in real-time. The teacher can instantly gain insights into the classes' overall understanding and make adjustments on the fly.

5) Ongoing assessment

Why not utilize the formative assessments in Nearpod throughout a term to ascertain ongoing assessment data? When the students have finished a quiz, Nearpod will automatically create a report for you. You can access the reports directly through the app and download the data as PDF overviews, CSV files (to

be embedded in Excel) as well as reports on individual students. This really helps you to gain a completely comprehensive understanding of your students' ongoing progress. It takes the grading out of your hands and does it for you.

6) Self-assessment

It is common practice in Primary and Secondary schools for students to assess themselves and evaluate their own confidence levels. This is usually achieved through a traffic light system that children are encouraged to draw in their workbooks. Red indicates a poor confidence level, amber indicates a fair understanding and green indicates a very good understanding of any given learning topic. Nearpod contains the option of inserting a 'Poll'. In this situation, students' opinions are questioned. This makes the 'Polling' tool a perfect feature to use when 'traffic lighting' in the classroom. The information is then saved in the aforementioned reports!

7) Modeling

The app also has a feature called 'Draw It' that can be built into your presentations. This beams an interactive whiteboard to the students' devices. The teacher's device will display all of the students' 'drawings' and the teacher can then 'share' individual whiteboards with the entire class. Hitting share will cause the chosen 'drawing' to appear on every device. This enables teachers to share good work and model good progressions.

8) Open-ended tasks

Nearpod allows for creative flexibility. The 'Open-Ended Questions' feature allows the teacher to pose a question or set up a scenario for the students to respond to. With this tool, you can facilitate creative writing tasks. As a result, the advantage of using something like Nearpod for this kind of activity is that the 'Open-Ended' answers are then automatically logged in the reports.

9) Setting homework

All of the above examples revolve around the idea of using Nearpod in a Live session, but students can also engage on their own time. You can provide a Student-Paced code and they can access the Nearpod lesson at home, or anywhere with an internet connection.

10) Sharing and using pre-made resources

One way of using Nearpod involves almost no work at all. Tapping on the 'Explore' button within the main landing page of the app will take you through to a library of pre-made Nearpod lessons.

Total beneficiaries	250
Details of participants in TN	174
Outside TN	62
Outside India	14
Feedback for each webinar	• It eye opening session for Nearpod for Interactive Teaching. • Since it was hands on practice gave practical knowledge. • One day was not enough... it should be given for minimum five days. • Content delivery of the expert was excellent.

Pleiothematic Lecture -5

		
Pleiothematic Lecture Series-5		
District Institute of Education and Training Salem, Tamil Nadu - 636 010.		
	Theme: Internet Addiction Psychological aspects Signs & Symptoms	
Resource person		
Dr C. BABU Clinical Psychiatrist Sri Gokulam Hospital & Sri Gokulam College of Nursing Salem, Tamil Nadu.		
	Programme Director Dr M.Selvam, Principal, DIET - Salem.	Convener Dr P.Govindaprakash, Coordinators K.Rameshkumar, Dr E.Maanhvizhi, IFIC Branch, DIET - Salem.
Date : 07.07.2020 Time: 3.00pm – 4.00pm		
Join with Google Meet: Meeting ID: meet.google.com/urp-yzzk-udq Join 15 min before session starts. (The server provides connectivity to the first 250 participants only)		
Registration free. E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.		
	Registration link https://forms.gle/VkKC97iDxtMKbjRk7	

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series- 5: Internet Addiction
Name of the Experts	Dr C. Babu, Clinical Psychiatrist, Sri Gokulam Hospital, Salem
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: meet.google.com/urp-yzzk-udg
Date	Date : 07.07.2020 Time: 3.00pm – 4.00pm
Brief summary of presentation (250 words)	The important concepts that were delt in the session was What are the effects of screen addiction? How can we reduce the consequences of screen addiction? How to engage the students with the help of simple activities? What are the psychological consequences and the remedies for these consequence? The points covered in the session are The first thing we should clear up is the term screen addiction. While many of the behaviours that are described as screen addition look a lot like other behavioural addictions, there are currently no clinical diagnostic criteria for a disorder called ‘screen addiction’. What that means is that we need to be aware that the term ‘addiction’ has a particular meaning, as

	well as implications for treatment approaches. That said, we may reach a point where problematic screen use does become a recognised behavioural addiction. In order to bypass the limitations of using the term addiction, we will call the types of behaviours we are describing as ‘problematic smartphone use’, or PSU. Although smartphones seem to be the main mobile device that kids are using, we extend the definition to tablets and other portable internet-enabled devices. The term screen addiction has likely come about due to the addiction-like behaviours we see in both adults and kids with respect to their screens. There are three main behaviors that help identify addiction, 1) cravings, 2) tolerance, and 3) withdrawal. Cravings are things we all have from time to time. You may have a craving for chocolate or ice-cream, and you know how hard it is to resist those things if you are experiencing a craving for them! You may recognise some of these signs already. You may notice your child starts to become preoccupied with wanting to spend time on their screen, often at the expense of other activities, even ones they used to enjoy. Tolerance is when the amount something you need to achieve a ‘high’ starts to get bigger. Tolerance is typically thought of in terms of imbibement of substances (e.g. heroin), and is a common cause of drug overdose. It’s not hard to extend the notion of tolerance to screen use though. For example, where once you or your child may have been happy to spend 20 minutes on social media, gradually over time you
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	have found that you, or your child, needs to spend more and more time on it to achieve the same sense of satisfaction or fulfillment. Finally, withdrawal is often associated with feelings such as agitation, anger, depression and other negative symptoms. In kids, you may notice a stark change in mood and behaviour when devices are taken away or switched off. Feelings associated with withdrawal are usually mitigated quickly if the desired object or substance is received. Hence, shortly after the experience of withdrawal, craving may start to emerge. A cycle forms that can be very hard to break. If you have ever tried to give up smoking, eat less unhealthy food, or drink less alcohol you will know how hard it is to change your behaviour towards something you really enjoy.
Total beneficiaries	250
Details of participants in TN	155
Outside TN	80
Outside India	15
Feedback for each webinar	• In this internet era this programme is essential one. • Gave clear idea about screen addiction. • The exercises given by the expert to overcome from screen addiction and to save our eye and mind is excellent.

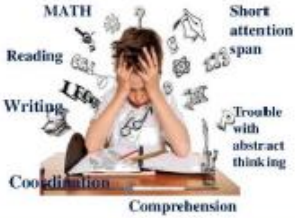
Pleiothematic Lecture -6



Pleiothematic Lecture Series-6

DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.



Learning Disabilities

A Birds eye view of the different learning difficulties.
Tips for teachers to recognize learning disorders in the class room.

Resource person

Mrs. Elizabeth Suresh
Principal,
Rashmika and Raksha Educational Trust,
Coimbatore.





Programme Director
Dr M.Selvam,
Principal,
DIET – Salem.

Convener
Dr P.Govindaprakash,
Coordinators
K.Rameshkumar,
Dr E.Maanhvizhi,
IFIC Branch, DIET – Salem.

Date : 11.7.2020 **Time: 11.00am – 12.00pm**

Join with Google Meet: Meeting ID: meet.google.com/gtk-qrsn-aeb
Join 15 min before session starts.
(The server provides connectivity to the first 250 participants only)

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration link:
<https://forms.gle/ysh6GojWpuPuvh4P9>

Join with us
by clicking





But do not click



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-6: Learning Disability
Name of the Experts	Mrs. Elizabeth Suresh, Principal, Rashmika and Raksha Educational Trust, Coimbatore
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: meet.google.com/gtk-grsn-aeb
Date of upload	Date : 11.7.2020 Time: 11.00am – 12.00pm
Brief summary of presentation (250 words)	➤ Symptoms of students with learning disabilities ➤ Methods of identification ➤ Types of learning disabilities ➤ Remedial teaching that can be given by teachers Suggestive list of remedial teaching that can be given to the students were Reading • Provide a quiet area for reading activities. • Use books on tape, and books with large print and big spaces between lines. • Provide a copy of class notes to student. • Allow alternative forms for book reports. • Have students use both visual and auditory senses when reading text. • Present material in small units. • Use graphic organizers to connect ideas. • Read and share stories with students. • Provide students with chapter outlines or study guides that highlight key points in their reading. • Announce reading assignments well in advance.

	• Offer to read written material aloud, when necessary. • Share informational texts and invite students to wonder about the new ideas presented. • Point out ways in which reading is important in everyday life (e.g., on labels, instructions, and signs). • Teach students how books are organized. • Use stories that have predictable words and words that occur frequently in the text. • Label objects in classroom. • Help students notice the letters in the environmental print that surrounds them. • Engage students in activities that help them learn to recognize letters visually. • Teach students to attend to the sounds in language. • Model and demonstrate how to break short sentences into individual words. • Have students clap out syllables and listen for and generate rhymes. • Focus on activities that involve sounds of words, not on letters or spellings. • Model specific sounds, and ask students to produce each sound in isolation. • Teach students to blend, identify sounds, and break up words into sounds. • When teaching the letters of the alphabet, activities should be explicit and unambiguous. • When teaching decoding, begin with small, familiar words. • Model sounding out words, blending the sounds together, and saying the word. • Have students read new stories and reread old stories every day to build fluency. • Engage students in discussion of reading topics that are of interest. • Provide high interest reading selections whenever possible.
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	• Model comprehension strategies and provide students with guided assistance. • Point out how titles, headings, and graphics reveal main ideas and tell what a book is about. • Teach students to identify main ideas presented in the text, as well as the supporting details. • Point out unfamiliar words, revisit them, and explore their meaning. • Teach students to use contextual clues to figure out meanings of unfamiliar words. • Build background for reading selections and create a mental scheme for text organization. Writing • Use oral exams in place of written exams when possible. • Allow use of tape recorder in class. • Assign a note taker for student. • Provide notes or outlines to reduce the amount of writing. • Provide a partially completed outline that allows student to fill in details under major headings. • Allow use of a laptop or other computer for writing assignments. • Provide computer with spell check, grammar, and cut and paste features. • Reduce copying that the student is required to do (e.g. offer pre-printed math problems). • Have wide rule paper, graph paper, and pencil grips available. • Provide alternatives to written assignments (video-taping or audio recording). • Use mnemonic devices to teach writing process (e.g. COPS: Capitalization, Organization, Punctuation, Spelling). • Teach students spelling conventions systematically, such as the “silent e” rule. • Allow the student to use print or cursive.
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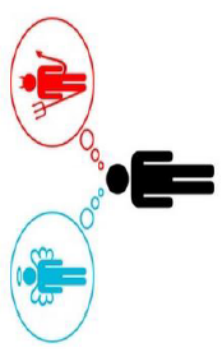
	• Teach pre-organization strategies, such as use of graphic organizers. • Use a speech recognition program combined with the word processor so students can dictate rather than type (for older students). • Do not count off for poor spelling on first drafts, in-class assignments, or on tests. • Have student proofread papers using a checklist (not immediately after writing). • Shorten writing assignments and allow extra time if necessary. • Have students complete writing tasks in small steps. • Stress or de-emphasize certain task requirements during a complex assignment. • Allow use of abbreviations in writing assignments, and have student keep a list of appropriate abbreviations available.
Total beneficiaries	250
Details of participants in TN	152
Outside TN	83
Outside India	15
Feedback for each webinar	This programme gave over view of learning disabilities. Every teacher must practice the techniques given by the resource person in their class room to identify learning disabilities.



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU – 636 010.

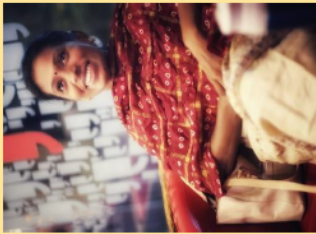
Pleiothematic Lecture Series-7





Teacher's role in Moral Development

By
M. VINODHA RAJAM
(Inspirational and motivational speaker)
International & Senior Pranic Healing Trainer,
Viruthunagar.



Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Date : 14.7.2020

Time:
03.00pm – 04.00pm

Meeting ID:
meet.google.com/gif-nudx-egi

Registration link:
<https://forms.gle/uHzobrYxCxWZ1eLD6>

Programme Director
Dr M.Selvam,
Principal,
DIET – Salem.



Convener
Dr P.Govindaprakash,
Head, IFIC Branch,
DIET-Salem.



Coordinators

K.Rameshkumar,
Lecturer
DIET-Salem.



Dr E.Maanhvizhi,
Lecturer
DIET-Salem.



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Soap

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Social distancing

Join 15 min before session starts. (The server provides connectivity to the first 250 participants only)

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-7: Teacher's role in Moral Development
Name of the Experts	M. Vinodha Rajam, Inspirational and speaker, Viruthunagar
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	meet.google.com/gjf-nudx-egj
Date of upload	Date : 14.7.2020 03.00pm – 04.00pm
Brief summary of presentation (250 words)	The details covered in the session are Importance of Moral Development Role of teachers in the development of moral values for students Methods of improving the moral values Role of stories in the development of moral values
Total beneficiaries	250
Details of participants in TN	192
Outside TN	42
Outside India	16

Pleiothematic Lecture -8

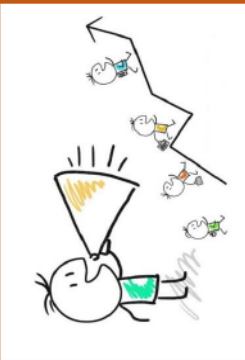


DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.

Pleiothematic Lecture Series-8





Child Rights and Child Friendly Education

By
CHRISTU RAJ
UNICEF-CRY District Coordinator, Salem.
(Advocate, High Court of Judicature at Madras)



Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Meeting ID:
meet.google.com/myb-ymwk-xof

Registration link:
<https://forms.gle/7hmeAgjDDmNBND359>

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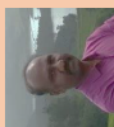




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DIET – Salem.



Co-patron

Dr P.Govindaprakash,
Head, IFIC Branchm.

K.Rameshkumar,
Lecturer, DIET-Salem.

Organising Secretary



Dr E.Maanhvizhi,
Lecturer, DIET-Salem.

Coordinator

Join 15 min before session starts. (The server provides connectivity to the first 250 participants only)

Use SMS to Stop CORANA * Soap * * Mask * * Social distancing *

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-8 : Child Rights and Child friendly education
Name of the Experts	CHRISTU RAJ, UNICEF-CRY District Coordinator, Salem. (Advocate, High Court of Judicature at Madras)
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: meet.google.com/myb-ymwk-xof
Date of upload	Date : 17.7.2020 02.00pm – 03.00pm
Brief summary of presentation (250 words)	Important concepts that were dealt in the session are Implementation of child rights Difficulties in the implementation of child rights How create a child friendly environment What is the role of the teacher in the implementation of child right The concepts covered were (a) Implementation is an eclectic process, since child-friendly schools are created on the basis of key principles that ultimately shape their main features. True CFS design requires the application of principles, not prescribed characteristics. (b) The main features of a given child-friendly school result from applying certain principles to a particular setting and context. There is no fixed set of features that must be in every child-friendly school. (c) When child-friendly school principles are applied consistently in different settings and contexts, similar,

	although not identical, characteristics ensue, which should not be mistaken for the products of a rigid recipe or blueprint. (d) Some characteristics, such as child participation in the learning process, may be intuitively recommended for child-friendly schools, since they can be considered the inevitable, logical outcomes of applying CFS principles to almost any setting or context. (e) Making schools child-friendly is not an ‘all-or-nothing’ process. It can begin with one principle and phase in others over time in a strategic sequence that fits local realities, promoting a ‘progressive realization’ of the CFS model. (f) The key principles that drive the child-friendly school process are so interrelated that interpreting and implementing any one principle invariably sets off a chain reaction that leads to related principles. (g) The role of teachers and school heads is so central to the CFS model that their training can usually be a good starting point for making schools child-friendly. Teachers and school heads do not simply work in these schools, they make schools child friendly and maintain schools’ child-friendly nature. (h) Important synergies are gained by linking key elements of the child-friendly school model. For instance, connecting teacher training to the preparation and provision of appropriate pedagogic materials makes the implementation of quality learning in the classroom more efficient.
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	(i) There are cost savings to be gained through economies of scale, as implementation of child-friendly school models shifts from single-school pilots to clusters of schools to district-wide, provincewide and finally sector-wide coverage. (j) When the implementation process is driven by key principles rather than a fixed set of characteristics, it is possible to create child-friendly schools in a wide variety of contexts and circumstances. (k) Adherence to a fixed set of characteristics can produce superficial models of child-friendly schools that create confusion, invite scepticism and trivialize the concept itself. (l) The complexity of applying child-friendly school principles to different contexts means that as efforts move from individual pilots and demonstration models to large numbers of schools and eventually to entire school systems, each setting yields valuable lessons. (m) A major challenge for largescale implementation across the education sector is a lack of standards, guidelines and specifications to be used in incorporating key elements of child-friendly schools in processes that are essential to a sector-wide investment approach, such as scenario-setting, projecting and costing.
Total beneficiaries	250
Details of participants in TN	189
Outside TN	48

Outside India	13
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Pleiothematic Lecture -9



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU – 636 010.

Pleiothematic Lecture Series-9





Developmental Psychology and Learning

- ☺ Child development stages and cognitive inputs.
- ☺ Classroom based techniques of neuroplasticity in children.



By

Manikandan.S
M.Sc.(Zoo), M.Sc.(Psy), M.Ed., M.Phil.,
Lecturer, ET Branch, DIET-Salem
(Trainer/ Motivational Speaker)

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration free

Meeting ID:
<https://meet.google.com/jfp-xqvh-fiw>

Registration link:
<https://forms.gle/kaW8Aj9ETqb4i7Xv9>

Date : 21.7.2020
Time:
02.00pm – 03.00pm

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Dr P.Govindaprakash,
Head, IFIC Branchm.



Organising Secretary
K.Rameshkumar,
Lecturer, DIET-Salem.



Coordinator
Dr E.Maahvizhi,
Lecturer, DIET-Salem.



Join 15 min before session starts. (The server provides connectivity to the first 250 participants only)

*****Precaution is ultimately the best treatment against coronavirus*****

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-9: Developmental Psychology and Learning
Name of the Experts	Manikandan.S M.Sc.(Zoo), M.Sc.(Psy), M.Ed., M.Phil., Lecturer, ET Branch, DIET-Salem (Trainer/ Motivational Speaker)
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/jfp-xqvh-fiw
Date of upload	Date : 21.7.2020 02.00pm – 03.00pm
Brief summary of presentation (250 words)	• Important aspects dealt in the session • Coordination of hemispheres • Learning based on brain lobes • Handling students based on their hemisphere dominance. The concepts highlighted were Left brain vs. right brain belief According to the left brain vs. right brain belief, everyone has one side of their brain that is dominant and determines their personality, thoughts, and behavior.

	Because people can be left-handed or right-handed, the idea that people can be left-brained and right-brained is tempting. Left-brained people are said to be more: • analytical • logical • detail- and fact-oriented • numerical • likely to think in words Right-brained people are said to be more: • creative • free-thinking • able to see the big picture • intuitive • likely to visualize more than think in words Functions and characteristics of each hemisphere Although people do not fall neatly into the categories of left-brained or right-brained, there are some differences in what the left and right hemispheres do.
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	Differences in the left and right brain hemisphere function exist in: Emotion This is the domain of the right brain, in both humans and also in non-human primates. Emotions are expressed and recognized in others by the right brain. Language The left brain is more active in speech production than the right. In most people, the two main language areas, known as Broca's area and Wernicke's area, are found in the left hemisphere. Sign language Visually based languages are also the domain of the left brain. People who are deaf show speech-like brain activity when watching sign language. Handedness Left- and right-handed people use the left and right brain differently. For example, a left-handed person uses their right brain for manual tasks and vice versa. Handedness is inbuilt, and it can even be detected while the baby is in the womb. Some babies
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	prefer to suck their left or right thumb from as early as 15 weeks. Attention The two brain hemispheres also differ in what they pay attention to. The left side of the brain is more involved with attention to the internal world. The right side is more interested in attending to the external world.
Total beneficiaries	250
Details of participants in TN	212
Outside TN	30
Outside India	8



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.



Pleiothematic Lecture Series-10





“Perspectives of Research Writing and Publication”

Techniques and Process

By

Dr S.Prabu Shankar

Assistant Professor & Head of the Department,
Department of Education,
Institute of Advanced Study in Education (Autonomous)
Saidapet, Chennai – 600 015

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration link:
<https://forms.gle/L4r4dxgthThBvRzJ6>

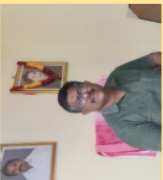
Meeting ID:
<https://meet.google.com/nkr-kyft-wqs>

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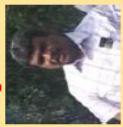




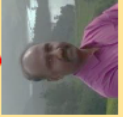
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Organising Secretary
K.Rameshkumar,
Lecturer, DIET-Salem.



Coordinator
Dr E.Maanhvizhi,
Lecturer, DIET-Salem.



Date : 24.7.2020

Time: 11.00am – 12.00pm

Join 15 min before session starts (The server provides connectivity to the first 250 participants only).

*** Clean Hands are Safe Hands ***

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series- 10 Perspectives of Research Writing and Publication
Name of the Experts	Dr S.Prabu Shankar Assistant Professor & Head of the Department, Department of Education, Institute of Advanced Study in Education (Autonomous), Saidapet, Chennai – 600 015
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Registration link: https://forms.gle/L4r4dxgthThBvRzJ6
Date of upload	Date : 24.7.2020 11.00am – 12.00pm
Brief summary of presentation (250 words)	Selection titles, drafting of manuscript, selecting journals issues in publication, rectification of flaws in the research paper, publication of paper. Qualities of a good research. The objectives of the session were • Your Portfolio • Understanding the basics of research writing • Barriers to research writing • Preparations towards research writing • Writing a research article • Getting to know Journals and its context • Writers block & Overcoming it • Writing with Sources

	• Research article components This was followed by an elaborate content on where to begin with. This has focused on • Understanding the professional role and its requisites • Why there is a need to write & What if I don't write? • Significance of academic writing and its implications in professional development • Formal writing – skills involved (why your writing should always be formal?) • How to begin with formal writing / writing for academic purposes • Rationalizing writing through thinking process (conception) • Habituating LSRW skills • Practical / Feasible processes to be understood to achieve writing ease. (both mechanical and intellectual) • Understanding the need for true sense of conceptualizing an area for writing research articles • Being original and non-plagiaristic • Cognitive aspects of writing (from conception to publication) The session focussed on the barriers of research writing and the main points dealt were • <i>Lack of</i> • academic involvement in understanding professional disciplines and requisites
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	• awareness and initiative • creating academic scope for writing • experience in writing regularly, • writing a longer amount of work • interest / confidence to take up, sustain and complete a writing process • critical / intensive / source-based learning skills • understanding in perceiving writing as a strict academic discipline List of things that need to be done while preparing for manuscript publication are • Maintain a regular academic schedule to Listen, Speak, Read and Write • A reflective diary / file to record your research interests • Getting yourself into Academic Reading / Research Reading (Journal / dissertation / Article / Documents / Newspapers / Standard Text books / Web documents) • Acquisition of Information and Recording it • Improving academic credibility in career through publications • Achieving clarity of thought process / focussing / sequencing and effectively presenting it • Awareness towards Formatting styles (theory / statistics) • Need for an academician to be a information literate person
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	The session also focussed on where to write research articles that suggested the following • Teaching Learning materials (handouts, notes, drafts, presentations etc.,) • Seminars / conferences / Academic forums – Paper submissions & Presentations • Research forums (Spare / Joint / official) • Draft writing in Chapters • Dissertation / Thesis writing • Writing for Official purposes • Documentation of information / data from resources • Reviews from sources of literature • Reflective Journals • Researcher's own note book Followed by where to write the focus was on where to publish which came up with the points like • Where to publish? (don't seek for readymade information / list – Research it) • Understand the Context of the Journal (thematic / contextual / experimental / biographical / scientific / creative) • How to send a Research article? (Annexures) • Understanding the specific formatting styles meant for each journal • Maintaining manuscripts / data collection resources • Originality of Reference sources (open and closed sources)
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	• Originality of the work The components of research article were focussed followed by where to publish. The components listed were • Suitability of Topic • Weightage of information • Academic value or credibility / stability • Title • Running head • Key words • Abstract • Introduction • Objectives • Tools / Instruments • Sampling description • Data / material • Methodology • Results • Discussion • Conclusion • Recommendations • Headings / sub-headings • Abbreviations • Statistical symbols • Footnotes / Endnotes • References • Use of Figures/Graphs/Maps / Charts • Tables & Interpretations • Formatting styles • Copyright norms
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	• Plagiarism report The different types of papers that was focussed discussed in the following line • <u>EMPIRICAL PAPERS</u>, the paper body describes the material and data used for the study, the methodologies applied to answer the research questions and the results obtained. It is very important that the study is described in a way that makes it possible for peers to repeat or to reproduce it (Day, 1983). • <u>CASE STUDY PAPERS</u> describe the application of existing methods, theory or tools. Crucial is the value of the reflections abstracted from the experience and their relevance to other designers or to researchers working on related methods, theories or tools. • <u>METHODOLOGY PAPERS</u> describe a novel method which may be intended for use in research or practical settings (or both), but the paper should be clear about the intended audience. • <u>THEORY PAPERS</u> describe principles, concepts or models on which work in the field (empirical, experience, methodology) is based; authors of theoretical papers are expected to position their ideas within a broad context of related frameworks and theories. Important criteria are the originality or soundness of the analysis provided as well as the relevance of the
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	theoretical content to practice and/or research in the field. The session concluded with the general issues that are related to different journals.
Total beneficiaries	250
Details of participants in TN	176
Outside TN	43
Outside India	31



மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்

உத்தமச்சோழபுரம், சேலம், தமிழ்நாடு - 636 010.

பல்கருத்து விரிவுரை வரிசை - 11





எம் உயிர்
எந்தமிழே!

“தவறின்றித் தமிழ் எழுத...”

முனைவர் உ. பிரபாகரன்

மேளாள் பேராசிரியர் மற்றும் தலைவர்
அயல்நாட்டு தமிழ்க் கல்வித் துறை
தமிழ்ப் பல்கலைக்கழகம்
தஞ்சாவூர் - 613 010.



நாள் : 28.7.2020

நேரம்:

மு.ப. 11.00 - பி.ப. 12.30

பதிவு:

பதிவு இலவசம். பின்னூட்டப் பதிவின் அடிப்படையில் இ-சான்றிதழ் வழங்கப்படும்.

பதிவுக்கான இணைய முகவரி:

<https://forms.gle/Gnp58KgxUCDqG97W7>

பயிற்சியில் இணைய Google Meet -செயலியின் இணைப்பு:

<https://meet.google.com/cyx-stqp-tnx?hs=122&authuser=1>

புரவலர்

மனைவர் மு.செல்வம்
முதல்வர்,
DIET-சேலம்.



இணைப்பு புரவலர்

அமைப்புச் செயலாளர்

ஒருங்கிணைப்பாளர்



மனைவர் பெ. கோவிந்தபிரகாஷ்,
தலைவர், பணியிடைப் பயிற்சி.



மனைவர் க.இரமேஷ் குமார்,
விரிவுரையாளர்.



மனைவர் இ.மாண்விழி,
விரிவுரையாளர்.



முதலில் இணையும் 250 நபர்களை மட்டுமே செயலி அனுமதிக்கும்.

பொது இடத்தில் கூட்டம் வேண்டாம்! கொரோனாவைக் கூப்பிட வேண்டாம்!!

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series- 11 Thavar indri Tamil Yeludha
Name of the Experts	Dr. U. Prabakaran, Former Professor & Head, Tamil University, Thanjaur – 613 010
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	https://meet.google.com/cyx-stqp-tnx?hs=122&authuser=1
Date of upload	28.7.2020 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	Commonly occurring mistakes in writing Tamil How to eliminate mistakes How to teach students to write without mistakes Elimination of sandi mistakes
Total beneficiaries	250
Details of participants in TN	196
Outside TN	46
Outside India	8



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.

Pleiothematic Lecture Series-12



“Reaching the Unreached”

Our responsibility towards children

By

Saif Mohammed

State Resource Consultant,
Our Responsibility to Children Programme, Kerala.



Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration link:

<https://forms.gle/JS3Z8Dmk1yKo8CM16>

Meeting ID:

<https://meet.google.com/rxj-vwxg-ybn?hs=122&authuser=1>

Date: 04.8.2020

Time:

11.00am – 12.30pm

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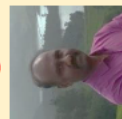


Coordinator



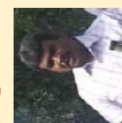
Dr. E. Maanhvizi,
Lecturer, DIET-Salem.

Organising Secretary



K. Rameshkumar,
Lecturer, DIET-Salem.

Co-patron



Dr. P. Govindaprasadh,
Head, IFIC Branch.

Patron

Dr. M. Selvam,
Principal,
DIET – Salem.



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***** The Key To Safety Is in Your Hands *****

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-12: Reaching the Unreached
Name of the Experts	Saif Mohammed, State Resource Consultant, Our Responsibility to Children Programme, Kerala.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/ryj-vwxg-ybn?hs=122&authuser=1
Date of upload	Date: 04.8.2020 11.00am – 12.30pm
Brief summary of presentation (250 words)	In the present world, children face a host of negative factors that influence them quite unknown to previous generations. Unfortunately, the safety net is fragile for many children. Without intervention, community support, and guidance they face daunting obstacles. Concern about an alarming rise of sense of insecurity, loss of purpose in life, major emotional and psychological problems, socially deviant behaviour and crime rate in children has been voiced from many corners recently. An urgent need for supplementing the existing systems with effective programs to support children at the time of emotional crises, prevent socially deviant behaviour and to rehabilitate those in conflict with the legal system has also been realised by many.

	Our children are extremely vulnerable. This is particularly so in transition societies undergoing rapid social and economic transformations. Kerala is no exception to this. Concern is heard from many sources about an alarming rise of sense of insecurity, loss of purpose in life, major emotional and psychological problems, socially deviant behaviour and crime rate in children. Our children face multiple risks in the modern world. At home, this happens when care givers are unable to play a responsible and mentoring role; in schools through the influence of peers and other adults. Crimes by children are on the rise. The National Crime Record Bureau reports that crimes committed by children have increased by 145% in the past decade. Many of our children are drawn into a socially deviant life outside mainstream society and many are even enmeshed in a criminal life, out of which they are unable to extricate themselves. In 2010, Kozhikode City Police arrested more than 60 teenagers involved in theft of motorbikes, gold, computers, mobiles and cash. These incidents involved both boys and girls, and even included youth from financially and socially advanced sections of society. Subsequent investigation revealed that: • A large number of young people were also involved in crime-related activities, viz. theft, robbery and dealing in stolen goods and destruction of evidence.
--	--

	• A number of teenagers, including girls, were engaging in socially deviant behaviour such as underage sexual activity, illicit use of drugs, etc. • Substance abuse among youngsters utilizing easily obtained items such as nail polish remover, petrol, etc. • Contraceptives were found in the schoolbags of girls in several city schools, indicating their involvement in sexual activity, either with peers or with adults • Students were in the habit of using supposedly beauty-enhancing tablets, which were actually illegal and addictive drugs. Research on psychological and emotional factors underlying children's involvement in deviant behaviour reveals disheartening facts. These include: • 14 -20% of our children are affected by mental illness, • Suicide is the third most common cause of death among our adolescents, • Addictions in childhood include: • Reports of children coming to the class after consuming alcohol, • Bringing addictive substances to the school • Rampant use of Pan Masala, Hans, Gudka, Whitener etc. • Pornography and other such undesirable materials through use of mobile phones, internet etc.
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	• Children with behavioral disorders. There is an urgent need to develop early interventions to reduce, if not eliminate, such risks. Strengthening and supplementing existing systems with effective programs to support children at the time of emotional crises, prevent socially deviant behavior, and rehabilitate those in need of care and protection or in conflict with the law has also been realized by many. ORC works within a three-dimensional framework of prevention, protection, and participation. Briefly these are: Prevention: Nipping deviant behaviour in the bud through enhancing the collective responsibility of the parent, school, and society; improving skills of parents and school staff to appropriately address children at risk; and ensuring greater awareness and exposure to the world through better mentoring. Protection: Supporting, mentoring, and advocating on behalf of young offenders in the juvenile justice system; Participation: Children are involved in constructive activities within their own school and home environment to realize their potential, understand their self-worth, and to engage with and in the outside world with confidence and integrity. ORC will operate at three levels - school, district, and state. The school will be the primary entry point for identification of the children and initiation of the program intervention. ORC will, however, also design appropriate interventions for childcare Institutions, operated by the Government and other NGOs. At the
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	district level, ORC will be an integral part of District Child Protection Unit's institutional framework. In addition to the State Executive Committee, other state-level support staff and structures will include: (i) Nodal and Additional Nodal Officers; (ii) a State Action Group; (iii) a State Level Resource Centre; and a Pool of Volunteer Mentors, including some celebrities, willing to lead the team. ORC will also maintain an effective and robust monitoring system. This will help to assess its efficiency and effectiveness in achieving objectives, and facilitate timely and needed adjustments in the overall strategy or in the implementation arrangement that may become necessary from time to time. Close monitoring will also ensure that ORC is fine-tuned to the specific social context in each district.
Total beneficiaries	250
Details of participants in TN	184
Outside TN	49
Outside India	17



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU — 636 010.

Pleiothematic Lecture Series-13






**“Progressive conditions for Re-framing
the Inclusive Education”**

By
Dr V. Sebasthian.sdb

Date: 11.8.2020

Time: 11.00am – 12.30pm

Registration free

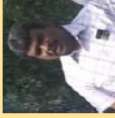
Registration link:
<https://forms.gle/yF8NcHdjFLKF3iy5>

Meeting ID:
<https://meet.google.com/gpn-fumh-tnv?hs=122&authuser=1>

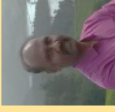
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Dr E.Maanhvizhi,
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Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-13: Progressive Conditions for Reframing the Inclusive Education.
Name of the Experts	Dr. V. Sebasthian, Congregation of Don Bosco, Rome
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/gpn-fumh-tnv?hs=122&authuser=1
Date of upload	Date: 11.8.2020 11.00am – 12.30pm
Brief summary of presentation (250 words)	Conventional Understanding Of Inclusive education (IE) Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It implies all learners – with or without disabilities being able to learn together through access to common school provisions and community educational setting with an appropriate network of support services. Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. It is clear that education policy in India has gradually increased the focus on children and adults with special needs, and

	that inclusive education in regular schools has become a primary policy objective. 1. Free and Compulsory Education and Integrated Education The Constitution of India (26 November, 1949), clearly states in the Preamble regarding ‘the right to equality of status and of opportunity and to promote among them all’. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. The concept of integrated education in India has emerged during the mid 1950s. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), university Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period. <i>Moreover the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to “all children of the age of 6-</i>
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	14 years”, with its preamble clarifying that “all” includes children with disabilities as well. By the Constitutional amendment (86th Amendment) the Act 2002 has been enacted by the parliament making education a fundamental right of all children in the age group of 6-14 years. The Tenth Plan (2002-2007) aimed to provide Universal Elementary Education by the end of the plan. The National Policy on Education, 1986 : It is mentioned in the NPE-1986 that“...Future emphasis shall be on distance and open learning systems to provide opportunities and access to all the major target groups, especially the disadvantaged, viz., women, scheduled castes and scheduled tribes, the adult working class, and people serving in the far - flung remote areas.” 2. Inclusive Education as “Special Need Education” (SNE) For furthering the objectives of Education for all, it considered the fundamental policy-shifts required to promote inclusive education. It emphasizes that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The Statement affirms: “those with special educational needs must have access to regular schools which should accommodate them within <i>child centered pedagogy</i> capable of meeting these needs”.
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	The government is now committed to provide education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled/differently abled friendly by 2020 The Persons with Disabilities Act, 1995 stressed the need to provide free of cost education to all children in an appropriate environment till they are 18 years old. The National Trust Act (National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability), 1999 also came in to existence. Inclusive Education emphasizes on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. The term “Special Need Education” (SNE) has come into use as a replacement for the term “Special Education”, as the older one was mainly understood to refer the education of all those children and youth whose needs arise from disabilities or learning difficulties. NEP(1986) and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The principle of inclusive education was adopted at the “World Conference on Special Needs Education: Access and Quality” (Salamanca, Spain 1994) and was restated at the World Education Forum. India was a signatory to the Salamanca Statement. 3. Inclusive Education: Child-Centered Pedagogy
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	Inclusive Approach: In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP). Moreover, DPEP also addressed core issues related to curriculum especially the child-centered pedagogy. The thrust was on imparting quality education to all differently abled children In this perspective the Human Resource Development minister of India formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities. (Sri Arjun Singh on the 21st March 2005 -MHRD) To develop curriculum for special education and its inclusion in general teacher preparation programmes, Rehabilitation Council of India (RCI) made a historic collaboration with National Council for Teacher Education (NCTE) on January 19, 2005. National Curriculum Framework, 2005: A policy frame work of 2005 envisaged inclusion that needs to be implemented in all schools and throughout Indian education system. 4. Inclusive Education in Sarva Shiksha Abhiyan (SSA is a governmental program shared by both union and state governments for achieving universal elementary education in India by 2010) was launched to achieve the goal of Universalisation of Elementary Education. The policy covers the following components under education for children
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	with special needs in the age group 6-14 (extendable to 18 yrs). Govt. of India had accelerated the new scheme of Inclusive Education to achieve the target of Education for All (EFA) by 2010. Inclusion is an effort to make sure that diverse learner – those with disabilities, different languages and cultures, different homes and family lives, different interests and ways of learning. 5. The National Education Policy 2020 (NEP 2020) Quality, innovation and research will be the pillars on which India will become a knowledge super power. NEP 2020 is third in series since independence; the first two were introduced in 1968 and 1986 respectively. It is based on the pillars of Access, Equity, Quality, Affordability, and Accountability. II. Progressive Conditions for Re-Framing IE 1. Defining the scope of Inclusivity Inclusive education means that all children - no matter who they are - can learn together in the same school. i. This must go beyond mere integration. The whole system must undergo change and the school must meet the diverse needs of all learners, enabling them to reach their full potential and contribute to community and national development. While many people agree with this principle, countries worldwide
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	are grappling with implementing this principle at scale, especially in under-resourced systems. ii. Inclusive education should be a “non-negotiable” right for all children (UN Educational, Scientific and Cultural Organization (UNESCO)). iii. Inclusive education is a real implementation of the basic human right to education. It is not only about attaining universal iv. According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” v. The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and <i>benefits of diversity</i>. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. vi. Inclusive education is a pairing of philosophy and pedagogical practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the <i>best interests of the student</i>, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive
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	interactions with peers and others in the school community. vii. Diversity, equity and inclusion are fundamental to our core values and to an environment where all people can bring their authentic selves to work and feel safe, welcomed, valued and respected. Theories of progressive inclusive education includes the notion of democracy, not only institutional learning but social learning, and the ideas of building community (John Dewey's theories of education) blended with idea of social constructivism (Russia's Vygotskyan) and theory of co-creating knowledge and mediating within the learning process of pedagogy today. Inclusion is not...clustering people with disabilities into one home, classroom, workplace, or social center, giving "special privileges" to people with disabilities and feeling sorry for people with disabilities 2. Inclusivity is the key The core recommendation of the GEM report- (UNESCO) is to understand that inclusive education means equal access for all learners, notwithstanding identity, background or ability. And it identifies different forms of exclusion, how they are caused and what can be done to mitigate them.
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	GCE's Head of Advocacy and Policy, and former UN Special Rapporteur on the Right to Education, Vernor Muñoz -“Inclusive Education responds to a state model. It is not neutral. It is politically directed to level asymmetries and transform discriminations.” Diversity vs. Inclusivity: Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and social norms that ensure people feel welcome. Not only is inclusivity crucial for diversity efforts to succeed, but creating an inclusive culture will prove beneficial for learners engagement and productivity. Beyond asserting all children's fundamental right to attend school among their peers, policies of inclusive education such as the Salamanca Statement have remained vague in their approach as to what inclusive education entails . In addition, inclusive education has been interpreted as a form of <i>in situ</i> intervention to assimilate children to a set of normalized characteristics. Through behavioural modification practices, for example, children labelled with developmental disabilities are regulated to adjust their behaviours to the norms of the institution.
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	To date, the practices of inclusive education have not been reflective of social justice and equity based theoretical frameworks 3. Educational Equality Responding to the call to re-evaluate inclusive education, introduced the notion of educational equality based on the principle of equal entitlement of all individuals to certain standards of living in their society: social and institutional arrangements, such as those found in schools, must be structured to serve all members of the population in an equitable manner. Rather than providing the same resources for all members, the principle of equity aims to provide equal opportunities through equitable treatment of all members of a social arrangement. The concept of equity dovetails with acknowledging and respecting individual differences: differences that are intrinsic to an individual, differences that are extrinsic or attributed to environmental and social factors, and differences that focus on the conversion of resources to expanding capabilities and, thereby, obtaining functionings. Framed by the Capability Approach, the level of justice in social and institutional arrangements should be evaluated based on their recognition of individual differences, and the extent to which they provide each individual the opportunity to benefit
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	from resources, given his/her choices and individual differences. 4. Capability Approach and the practice-based model of Relational Inclusion Education is one of the few fundamental capabilities, essential to human well-being (Sen, 1992). School systems, as institutional arrangements, are just to the extent that they provide equal educational opportunities for individuals to approach the level of well-being that extends to a “conception of good life—the life that one has reasons to value” (Terzi, 2014, p. 486). A just education should provide children with the capabilities to stand as equals in society, where children have agency in determining valuable functionings (Terzi, 2008). In inclusive education, the Capability Approach may be used provisionally to determine the practices that allow for equitable treatment within school systems by providing children the capabilities to accomplish their valued functionings and stressing the principles of well-being and agency (Terzi, 2007). 5. The 2030 Agenda for Sustainable Development Most recently, in its definition of the concept, the 2020 Global Education Monitoring Report on inclusion takes into account, “a range of <i>elements</i> that form educational experiences and outcomes” and examines “the role of elements of education systems that can support inclusion,
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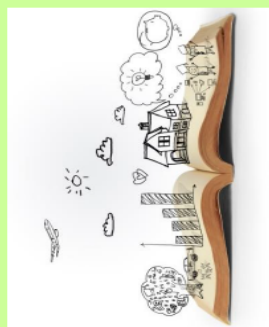
	including laws and policies, governance and finance, school curricula, personnel, infrastructure, and community norms, beliefs and expectations.” The 2030 Agenda for Sustainable Development, with its focus on leaving no one behind, provides a unique opportunity to build more inclusive, just and fair societies. There remains challenges to ensure that all people irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations have access to life-long learning opportunities. 6. Digital Epoch Re-Visioning Digital Natives: today’s students think and process information fundamentally differently from their predecessors that is by digital Immigrants. “New” students- N-[for Net]-gen or D-[for digital]-gen -Digital Natives. Our students today are all “native speakers” of the digital language of computers, video games and the Internet. Dr. Bruce D. Berry of Baylor College of Medicine. As we shall see in the next instalment, it is very likely that our students’ brains have physically changed – and are different from ours – as a result of how they grew up. But whether or not this is literally true, we can say with certainty that their thinking patterns have changed.
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	Re-Framing of the IE should focus on the new methodology and the content which can situate the Digital natives. As a methodology Today's teachers have to learn to communicate in the language and style of their students. As a Content: Basing on the the digital "singularity" there are now two kinds of content: "Legacy" content (to borrow the computer term for old systems) and "Future" content. "Legacy" content includes reading, writing, arithmetic, logical thinking, understanding the writings and ideas of the past, etc – all of our "traditional" curriculum. It is of course still important, but it is from a different era. Some of it (such as logical thinking) will continue to be important, but some (perhaps like Euclidean geometry) will become less so, as did Latin and Greek. "Future" content is to a large extent, not surprisingly, digital and technological. But while it includes software, hardware, robotics, nanotechnology, genomics, etc. it also includes the ethics, politics, sociology, languages and other things that go with them. This "Future" content is extremely interesting to today's students Conclusion There is consensus between international organizations about how to define inclusive education. Many nations support these definitions, which emphasize inclusive education as an important premise in order to secure equal educational rights for all students. The basic ideas
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	behind inclusive education relate to dominating and common democratic values and social justice. Ideally, inclusion appears as a multi-dimensional issue, where the different elements can support or weaken each other. Sometimes the concept of inclusive education is considered as same as with the concept of integrated and mainstreaming. But the concept of inclusive Education is a different concept from the concept of integrated and mainstreaming.
Total beneficiaries	250
Details of participants in TN	183
Outside TN	49
Outside India	18



DISTRICT INSTITUTE OF EDUCATION AND TRAINING SALEM, TAMIL NADU – 636 010. Pleiothematic Lecture Series-14



"Storytelling"

The less used but more powerful tool for teaching

By

J.Inbaraj,

M.A., M.Ed., M.Phil., DEPA.,
Reader (Rtd.), SCERT, Chennai.



Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration link:

<https://forms.gle/e6LeftnoZGtPdwhK6>

Meeting ID:

<https://meet.google.com/rvq-rfxk-vcj>

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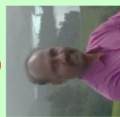


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K.Rameshkumar,
Lecturer, DIET-Salem.



Dr E.Maanhvizhi,
Lecturer, DIET-Salem.



Patron
Dr M.Selvam,
Principal,
DIET – Salem.

Join 15 min before session starts (The server provides connectivity to the first 250 participants only).

*** Storytelling is the most powerful way to put ideas into the world today - Robert McKee ***

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-14: Story Telling
Name of the Experts	J.Inbaraj, M.A., M.Ed., M.Phil., DEPA., Reader (Rtd.), SCERT, Chennai.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/rvq-rfxk-vcj
Date of upload	Date: 18.8.2020 03.00pm – 04.30pm
Brief summary of presentation (250 words)	The key points of the session was ✓ Storytelling is a means for sharing and interpreting experiences. ... ✓ Storytelling can be used as a method to teach ethics, values and cultural norms and differences. ✓ Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied ✓ Storytelling is an excellent tool. How stories affect listeners

	✓ It helps explain expectations, strengthen character and teach desired behavior within a class room . ✓ When a speaker turns information into a relatable story with a lesson attached, it's easier for the students to connect to and learn from it. ✓ Stories engage our thinking, emotions, and imagination all at once. ✓ As listeners we participate in the story with both mind and body as we enter the narrative world and react to it. ✓ Storytelling is a human art form that teaches about the human experience. ✓ As such, subjects even like math and science, are not outside the world of human experience or the art of storytelling. ✓ They are woven into the fabric of our lives in ways of which we may not be aware. ✓ Stories help teachers reach young ones in ways they cannot with other dry, rote, deductive strategies. ✓ They bring disparate information to life in a meaningful and connected way. ✓ Stories can be used to explain and illustrate abstract ideas or concepts in a way that makes them accessible and attainable.
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	✓ Stories bring facts to life, make the abstract concrete and, through meaning making, walk the listener through the mind of the scientist or mathematician (Ellis, 2005) to understand the value and application of such concepts. ✓ Wells (1986) argued that storytelling is a fundamental means of meaning making. ✓ Storytelling breaks down the communication barriers between experts and novices and forms an accessible bridge for both to meet intellectually. In learner's context • Stories make the subject accessible to students • Capture the attention of young learners • Build stronger schema and memory, making knowledge easier to retrieve • In a study by Banister and Ryan (2001), children remembered abstract science ideas more effectively when taught in a story format. Remembering isolated and disconnected facts and concepts is more difficult than recalling this type of content in a story because the information is presented in a coherent and connected way. • Reduce resistance or anxiety to learning When to use story telling?
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	• Storytelling is just one tool in the instructional toolbox that can be a part of a larger sequence of instruction that uses varied approaches within the sequence. • They should not be used as the only method of instruction but part of a larger ecology in the learning trajectory. • Storytelling can provide variety in the learning experience and enhance the “chalk and talk” approach. • They can be used in the very beginning of the sequence as a way to gain the attention of the learner. • They can be used in the middle of the sequence when introducing a complex concept. They can be used at the end of a sequence as a way to summarize information. Some example stories that was narrated in the session was Plants have sensitivity, When the going gets tough the tough get going, Greatness of Human kindness, Smile – a small curve that straightens many problems. • Faith can move mountains – Doctor’s Word • Rumour can bring disasters- The Boy who broke the bank
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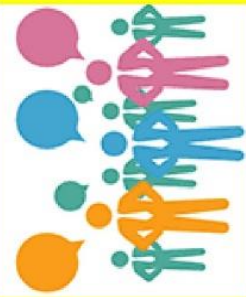
	• When the teacher's autonomy was Challenged- The Badger • Shiv kera – The two wood cutters • Charity begins at home – Chen-su-Chu –Poverty - Vegetable vendor in Forbes Asia list of 48 heroes of philanthropy Handling children with problem • 8 year old Gillian ,a hyperactive child in 1930 • Future at risk - Her schoolwork was a disaster, at least as far as her teachers were concerned. • She turned in assignments late, her handwriting was terrible, and she tested poorly. • Not only that, she was a disruption to the entire class, one minute fidgeting noisily, the next staring out the window, forcing the teacher to stop the class to pull Gillian's attention back, and the next doing something to disturb the other children around her.
Total beneficiaries	250
Details of participants in TN	183
Outside TN	41
Outside India	26



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.

Pleiothematic Lecture Series-15



“Five techniques to improve your Communicative English”

By
Dr N. Sangeetha,
Vice Principal, Kailash Women's College, Nangavalli.



Registration free
E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration link:
<https://forms.gle/EFJiM1Y9W2jGA9R8>

Meeting ID:
<https://meet.google.com/rqw-kxfq-npv?hs=122&authuser=1>

Date: 25.8.2020
Time: 11.00am – 12.30pm

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Dr M.Selvam,
Principal,
DIET – Salem.

Co-patron

Dr P. Govindaprakash,
Head, IFIC Branch.

Organising Secretary

K. Rameshkumar,
Lecturer, DIET-Salem.

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Coordinator

Dr E. Maanhvizi,
Lecturer, DIET-Salem.

Join 15 min before session starts (The server provides connectivity to the first 250 participants only).

*** “The single biggest problem in communication is the illusion that it has taken place” - **George Bernard Shaw** ***

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-15: Techniques to Improve Your Communicative English
Name of the Experts	Dr N. Sangeetha, Vice Principal, Kailash Women's College, Nangavalli, Salem
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/rqw-kxfq-npv?hs=122&authuser=1
Date of upload	Date: 25.8.2020 11.00am – 12.30pm
Brief summary of presentation (250 words)	How to rectify the fear over learning English Five important aspects that will help the teachers to teach their students Improving the communicative skill of the teachers and students. Activities that need to be practiced for improving the communication skill in English. The session highlighted the following points Communication skills play a significant role in defining one's personality. And hence you need to improve your skills. You may be knowledgeable & talented. But if your communication skills are not strong you have to face awkward situations in life. When people say, 'We have a great relationship,' what they often mean is how they feel when they talk with one another. They mean,

	'I feel positive toward that person when we interact. I send and I receive positive vibes with them.' COMMUNICATE TO CONNECT • Respect & Value • Understand each other • Feel comfortable • Encourages 5 magical words for better communication in English LISTEN • NEWS BROADCAST • CONVERSATIONS • MOVIES • SONGS • https://youtu.be/Suw1Yid-6cI • https://forms.gle/dTpZ81md1iZRgj3i8 • TED TALKS • POD CASTS READ • DICTIONARY • NEWSPAPERS • MAGAZINES • JOURNALS • COMICS • BOOKS THINK THINK THINK IN SINGLE WORDS THEN SENTENCES • DESCRIBE UNKNOWN WORDS • NARRATE YOUR DAY
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	• MAKE UP CONVERSATIONS • GET CREATIVE – adjectives to describe you • BUILD YOUR VOCABULARY WRITE NEW WORDS/IDIOMS/PHRASES • DAILY ROUTINES • DAIRY • TRAVELOGUE • TOPIC OF YOUR INTEREST • STORY WRITING SPEAK CONVERSE • SPEAK IN FRONT OF MIRROR • TALK TO YOURSELF • TONGUE TWISTERS Practice with tricky sayings like this: ➤ “The thirty-three thieves thought that they thrilled the throne throughout Thursday”. ➤ She sells seashells by the seashore ➤ I scream, you scream, we all scream for ice cream ➤ I thought I thought of thinking of thanking you. ➤ Can you can a can as a canner can can a can? ➤ I saw a kitten eating chicken in the kitchen. LEARN FOCUS ON FLUENCY, NOT GRAMMAR • LEARN FROM EVERYONE/EVERYTHING • LEARN AT LEAST 5 NEW WORDS PER DAY • FIND A SPEAKING PARTNER
Total beneficiaries	250

Details of participants in TN	185
Outside TN	59
Outside India	6

Pleiothematic Lecture Series-16



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.

Pleiothematic Lecture Series-16



வாழ்வை வளமாக்கும் கதைகள்



K. Hari Anandh,
Head Master,
P.U.P.School Eacha Odai Puthur,
Attur Edu District,
Salem.

Date: 01.9.2020 Time: 11.00 am – 12.30 pm

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Meeting ID: <https://meet.google.com/pjo-qffd-ckj?hs=122&authuser=1>

Patron



Dr. M. Selvam,
Principal, DIET – Salem.

Co-patron



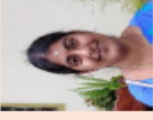
Dr. P. Govindaprakash,
Head, IFIC Branch.

Organising Secretary



K. Rameshkumar,
Lecturer, DIET-Salem.

Coordinator



Dr. E. Maanhvizhi,
Lecturer, DIET-Salem.

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-16: Valvai valamakum kadaigal
Name of the Experts	K. Hari Anandh, Head Master, PUPS, Eacha Odai Puthur, Attur Block, Salem District.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/pjo-qffd-ckj?hs=122&authuser=1
Date of upload	Date: 01.9.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	Stories that influence the teachers, students and others Importance of stories for tamil teaching Importance of stories that would help in improving the value system and cultural practice
Total beneficiaries	250
Details of participants in TN	213
Outside TN	32
Outside India	5



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010



Pleiothematic Lecture Series-17



‘CHILD RIGHTS EDUCATION FOR TEACHERS’

Mr Henri Tiphagne

Executive Director,
People's Watch
A National Human Rights Organization

Date: 12.9.2020

Time: 11.00 am – 12.00 pm

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Click & Join With Us






Registration link: <https://forms.gle/YMR7ohFqD6P7D4J6>

Meeting ID: <https://meet.google.com/djr-dokn-jrr>

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DIET - Salem.



Co-patron

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Head, IFIC Branch,
DIET-Salem.



Organising Secretary

K.Rameshkumar,
Lecturer,
DIET-Salem.



Coordinator

Dr E.Maanhvizhi,
Lecturer,
DIET-Salem.



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-17: Child Rights education for Teachers.
Name of the Experts	Henri Tiphagne, Executive Director, People's Watch, A National Human Rights Organization .
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/djr-dokn-jrr
Date of upload	Date: 12.9.2020 Time: 11.00 am – 12.00 pm
Brief summary of presentation (250 words)	Role of teachers in teaching and upholding the rights of the children Importance of child rights How to incorporate human 2rights education in classroom
Total beneficiaries	250
Details of participants in TN	176
Outside TN	59
Outside India	15



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010



Pleiothematic Lecture Series-18



‘HEALING: MAGIC POWER OF MEDICINAL PLANTS’

Dr S.D.K. SHRI DEVI

Assistant Professor
Department of Botany,
Sri Sarada College for Women (Autonomous),
Salem 16.

Date: 15.9.2020

Time: 11.00 am – 12.30 pm

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

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Registration link: <https://forms.gle/SHLq3rJk4Rb6Gd7N9>

Meeting ID: <https://meet.google.com/gfq-rjbd-bqf>

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Organising Secretary

K.Rameshkumar,
Lecturer,
DIET-Salem.



Coordinator

Dr E.Maanhvizhi,
Lecturer,
DIET-Salem.



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-18: Healing: Magic power of Medical Plants
Name of the Experts	Dr. S. D. K Shri Devi, Assistant Professor Department of Botany, Sri Sarada College for Women (Autonomous), Salem 16.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/gfq-rjbd-bqf
Date of upload	Date: 15.9.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	What are the medicinal plants that we use commonly in our kitchen? Importance of herbs and its identification Medicines that are used for common ailments Preservation of medicinal herbs.
Total beneficiaries	250
Details of participants in TN	176
Outside TN	59
Outside India	15

Pleiothematic Lecture Series-19



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010



Pleiothematic Lecture Series-19



‘MOTIVATIONAL SKILL FOR TEACHERS’

Mr G. SARAVANA PERUMAL,
Managing Director,
CONFIDO Training Solutions,
Salem.

Date: 22.9.2020

Time: 11.00 am – 12.30 pm

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Click & Join With Us






Registration link: <https://forms.gle/cu2cyGrQWFcLBKMMJ6>

Meeting ID: <https://meet.google.com/bxv-mjhb-pxd>

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DIET - Salem.

Co-patron



Dr P.Govindaprakash,
Head, IFIC Branch,
DIET-Salem.

Organising Secretary



K.Rameshkumar,
Lecturer,
DIET-Salem.

Coordinator



Dr E.Maanhvizhi,
Lecturer,
DIET-Salem.

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-19: Motivational Skills for Teachers
Name of the Experts	G. SaravanaPerumal, Managing Director, CONFIDO Training Solutions, Salem
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/bxv-mjhb-pxd
Date of upload	Date: 22.9.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	Stories for motivating the students Importance of intrinsic and extrinsic motivation Importance of motivation for teachers
Total beneficiaries	250
Details of participants in TN	178
Outside TN	52
Outside India	20



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010



Pleiothematic Lecture Series-20



‘TIME MANAGEMENT’

Mr R.Rajenderan, B.E.,
Deputy Director/ Principal,
Government Industrial Training Institute,
Semmendalam, Cuddalore.

Date: 29.9.2020
Time: 11.30 am – 01.00 pm

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

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Registration link: <https://forms.gle/YMR7ohFfqD6P7D4J6>

Meeting ID: <https://meet.google.com/djr-dokn-jrr>

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Dr P.Govindaprakash,
Head, IFIC Branch,
DIET-Salem.

Organising Secretary



K.Rameshkumar,
Lecturer,
DIET-Salem.

Coordinator



Dr E.Maanhvizi,
Lecturer,
DIET-Salem.

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-20: Time Management
Name of the Experts	Mr R.Rajendran, B.E., Deputy Director/ Principal, Government Industrial Training Institute, Semmandalam, Cuddalore.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/yna-kdvm-gok
Date of upload	Date: 29.9.2020 Time: 11.30 am – 01.00 pm
Brief summary of presentation (250 words)	Importance of Time How to manage time effectively Step Time Management Plan ➤ Write down your short term and long term goals. ➤ Determine what your time is worth. ➤ Keep a time Log for one at least one week. ➤ Analyze your time log to identify the time-wasting activities (ie, activities that don't help your reach your long and short term goals) Time management techniques for students, teachers: • Prioritizing. • Delegation. • Decision-making. • Goal setting. • Multitasking.

	• Problem solving. • Strategic thinking. • Scheduling. Effective time management for successful life
Total beneficiaries	250
Details of participants in TN	179
Outside TN	75
Outside India	6



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.



Pleiothematic Lecture Series-21



STEM Learning

Using Micro: bits

Mr K. IYYAPPAN

MIEE Master Trainer /BRITE

Samagra Shiksha,
BRC- Kadayampatti, Salem

Date: 23.11.2020

Time: 11.00 am – 12.30 pm

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Click & Join With Us





Registration link: <https://forms.gle/yXizYDsFP2PNMvan7>

Meeting ID: <https://meet.google.com/vyf-extt-zdy>

Patron



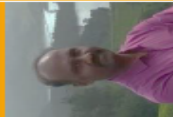
Dr M. Selvam,
Principal,
DIET – Salem.

Co-patron



Dr P. Govindaprakash,
Head, IFIC Branch,
DIET-Salem.

Organising Secretary



K. Rameshkumar,
Lecturer,
DIET-Salem.

Coordinator



Dr E. Maanhvizhi,
Lecturer,
DIET-Salem.

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-21: STEM Learning Using Micro: bits
Name of the Experts	Mr K. IYYAPPAN MIEE Master Trainer /BRTE Samagra Shiksha, BRC- Kadayampatti, Salem
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/vyf-extt-zdy
Date of upload	Date: 23.11.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	Creation of teacher specific content with multimedia Hands on experience was given to the teachers Multimedia to teach, evaluate and reinforce was taught. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. Importance of STEAM learning: STEAM empowers teachers to employ project-based learning that crosses each of the five disciplines and fosters an inclusive learning environment in which all students are able to engage and contribute. The Benefits of STEAM Education ➤ Engaged learning for students. Creating STEAM projects that illustrate STEM concepts

	empowers students to become part of the teaching process.. ➤ Better test scores. ➤ Improved classroom behavior. ➤ STEAM is inclusive. ➤ A creative approach brings fun back to the classroom. Importance of STEAM for early children: STEAM is important because it helps teachers incorporate multiple disciplines at the same time and promotes learning experiences that allow children to explore, question, research, discover, and exercise innovative building skills
Total beneficiaries	250
Details of participants in TN	182
Outside TN	63
Outside India	5



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU – 636 010.



Pleiothematic Lecture Series-22



Robotics & Drone
Mr Balaji Thiru
(Founder of Tamil Robotics Club)
Assistant Professor,
VelTech University,
Chennai

Date: 30.11.2020

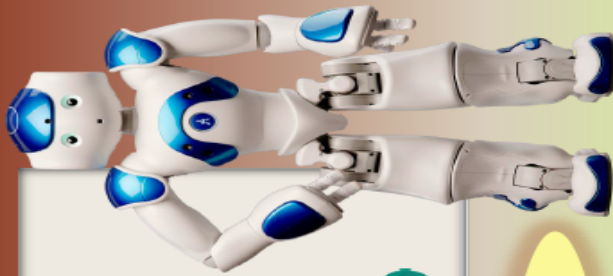
Time: 11.00 am – 12.30 pm

Registration free
E-Certificates will be provided

Click & Join With Us





Registration link: <https://forms.gle/y8Uh6oHENeS83Ah7>

Meeting ID: <https://meet.google.com/tra-ctzw-phz>

Patron Dr M. Selvam, Principal, DIET – Salem.		Co-patron Dr P. Govindaprakash, Head, IFIC Branch, DIET-Salem.		Organising Secretary K. Rameshkumar, Lecturer, DIET-Salem.		Coordinator Dr E. Maanhvizhi, Lecturer, DIET-Salem.	
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Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-22: Robotics and Drone
Name of the Experts	Mr Balaji Thiru (Founder of Tamil Robotics Club) Assistant Professor, Vel Tech University, Chennai
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/tra-ctzw-phz
Date of upload	Date: 30.11.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	Basics of Robotics and drone technology Robotics deals with the design, construction, operation, and use of robots and computer systems for their control, sensory feedback, and information processing. A robot is a unit that implements this interaction with the physical world based on sensors, actuators, and information processing. Avenues that are present around the world for the field of robotics Robotics is the confluence of engineering and science that includes mechanical engineering, electrical engineering, computer science also it is no more an emerging field as it has evolved so much in the last 10 years and it is nearing an apex point .It is an ever growing field and many avenues have opened up in

	recent past. The promise of robotics is easy to describe but hard for the mind to grasp. A robot is a mechanical or virtual intelligent agent that can perform tasks automatically or with guidance, typically by remote control. In practice a robot is usually an electro-mechanical machine that is guided by computer and electronic programming. Robots hold the promise of moving and transforming materials with the same ease as a computer program transforms data. But the grey spot remains wide when it comes to Research awareness in the field of Robotics and Automation. Sooner or later Robotics and automation will find its application in every facet of human life. How to learn and teach robotics in Tamil.
Total beneficiaries	250
Details of participants in TN	199
Outside TN	48
Outside India	3



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU – 636 010.



Pleiothematic Lecture Series-23



Click on the image to know about RP

Interactive Tools

(For Class Room Transaction)

Mr Elavarasan.R

Graduate teacher,
PUMS – Vedappatti,
Salem

Date: 07.12.2020

Time: 11.00 am – 12.30 pm

Registration free
E-Certificates will be provided

Click & Join With Us






Registration link: <https://forms.gle/y8Uh6oHENeS83AhH7>

Meeting ID: <https://meet.google.com/tra-ctzw-phz>

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Head, IFIC Branch,
DIET-Salem.



Organising Secretary
K. Rameshkumar,
Lecturer,
DIET-Salem.



Coordinator
Dr E. Maanhvizhi,
Lecturer,
DIET-Salem.



Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-23: Interactive Tools for Classroom Transaction
Name of the Experts	Mr Elavarasan. R Graduate Teacher, PUMS – Vedappatti, Salem
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/bys-afst-paq
Date of upload	Date: 07.12.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	How to use interactive tools for classroom teaching for different subjects ➤ Encourage student participation. ➤ Use questions that stimulate response, discussion, and a hands-on experience. ➤ Use teaching aids that press for answers, and capture/hold the student's attention. ➤ Set up a workgroup environment. ➤ Involve yourself as well as the student. Subject specific tools for teachers ➤ Kahoot! ➤ Breakout EDU. ➤ Socrative. ➤ Quizizz. ➤ Classcraft. Student specific tool designing for teachers

	➤ Blackboard. Blackboard is one of the most capable teaching tools in the space. ... ➤ Classroom 2.0. Classroom 2.0 is a social network for teachers. ... ➤ Engrade. Engrade provides students with a place to monitor grades and see how they've performed on quizzes. ... ➤ MyGradeBook. ... ➤ TeacherTube.
Total beneficiaries	250
Details of participants in TN	189
Outside TN	58
Outside India	3



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

SALEM, TAMIL NADU – 636 010.



Pleiothematic Lecture Series-24



Incorporating Archeology
in Classroom Teaching

Mr V. Kalaiselvan

(Executive Member of Salem Historical Society)

Headmaster,
P.U.P. School, Jamboothumalai,
Valapady Block, Salem

Date: 14.12.2020

Time: 11.00 am – 12.30 pm

Registration free

E-Certificates will be provided

Click & Join With Us






Registration link: <https://forms.gle/C9Uv4i6VuqL4HveW8>

Meeting ID: <https://meet.google.com/qnw-cqwm-phy>

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Principal,
DIET - Salem.

Co-patron



Dr P. Govindaprakash,
Head, IFIC Branch,
DIET-Salem.

Organising Secretary



K. Rameshkumar,
Lecturer,
DIET-Salem.

Coordinator



Dr E. Maanhvizhi,
Lecturer,
DIET-Salem.

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-24: Incorporating Archeology in classroom teaching
Name of the Experts	Mr V. Kalaiselvan (Executive Member of Salem Historical Society) Headmaster, P.U.P.School, Jamboothumalai, Valapady Block, Salem
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/qnw-cqwm-phy
Date of upload	Date: 14.12.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	How to identify archeologically important stones around your surrounding. The teaching of and about archaeology is a subject of global interest. As a subject, archaeology has the potential to both engage the public in the study of the past and to also increase awareness of environmental and cultural heritage preservation. As a mode of teaching, archaeological thinking is an educational tool in itself, creating a learning environment which is instantly engaging. Incorporating of archeological techniques in the classroom. Understanding the processes that shape the archaeological record (landscapes, sites, objects)

	converts archaeology into a time machine that allows us to see how life was hundreds or thousands of years ago, as if peering through a magic window to the past.
Total beneficiaries	250
Details of participants in TN	187
Outside TN	58
Outside India	5



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU – 636 010.

Pleiothematic Lecture Series-25






“Introducing Birds to Children”

By
Ganeshwar S V
Founder & Director,
Salem Ornithological Foundation,
Project Assistant (Early Bird),
Nature Conservation Foundation

Registration free

E-Certificates will be provided to the participants who successfully submit feedback at the end of the session which will be shared in the chat-box.

Registration link:
<https://forms.gle/pMTCvzyQdmQGrBnv6>

Meeting ID:
<https://meet.google.com/myi-jppv-spj>

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DIET – Salem.



Co-patron
Dr P.Govindaprakash,
Head, IFIC Branchm.



Organising Secretary
K.Rameshkumar,
Lecturer, DIET-Salem.



Coordinator
Dr E.Maanhvizhi,
Lecturer, DIET-Salem.



Join 15 min before session starts (The server provides connectivity to the first 250 participants only).

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Pleiothematic Lecture Series-25: Pedagogical Guidance for Bird Watching
Name of the Experts	<u>Ganeshwar S V</u> Founder & Director, <u>Salem Ornithological Foundation,</u> Project Assistant (Early Bird), Nature Conservation Foundation
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/myi-jppv-spj
Date of upload	Date: 21.12.2020 Time: 11.00 am – 12.30 pm
Brief summary of presentation (250 words)	Identification of birds in and around the schools. How to train students to watch birds Introduction of Birds that are peculiar for the students. Outreach and Education is a programme that is closest to our hearts. We help people to cultivate and nurture the connections with nature through birds. Since 2017, we have conducted more than 150 outreach and education programs and reached out to more than 10,000 school children, college students, teachers and the public alike.

	Birds thriving in the cities and towns are rarely looked upon and we hardly realize their services and impacts in our lives. Eg. Crows and Kites feed on the organic wastes that we throw and keep the city clean! There is also a prevalent misconception that you need to travel to see birds. No! Even in the middle of a bustling city, one can see a great diversity of birds and be amazed at their adaptations to the human-dominated landscapes. Those who don't have regular opportunities to go outdoors, we encourage and guide people to enjoy birds and nature right from their homes. Wetlands are the source of water that supports all forms of life. The loss and damage to wetlands and their biodiversity continues to happen due to unprecedented anthropogenic pressures which have also begun to have direct and serious negative impacts in our lives. Our work strives to promote the value of wetlands by undertaking systematic an long-term monitoring of waterbird populations, wetland restoration and community engagement so that wetlands can be treasured and appreciated for their beauty and the life resources they provide us.
Total beneficiaries	250
Details of DIET participants in TN	195
Outside TN	49
Outside India	6

Tele Grooming Series -1



தொலை சீர்ப்படுத்தல் நிகழ்வு - வரிசை 1

மாவட்ட ஆசிரியர் கல்வி மற்றும் பயிற்சி நிறுவனம்
சேலம், தமிழ்நாடு - 636 010.

மற்றும்

பிரதம் கல்வி நிறுவனம் (NGO), தமிழ்நாடு

இணைந்து நடத்தும்

'தமிழ் வாசித்தலுக்கான நுட்பங்கள்'

மூன்று மணி நேர இணைய வழிப் பயிற்சி

நாள் 1: மாணவர்களை கற்றல் நிலைக்கு ஏற்ப பிரித்து வாசித்தலுக்கானச் செயல்பாடுகளை வடிவமைத்தல்.

நாள் 2: வாசிக்கும் மற்றும் வாசிக்கப் பழகும் மாணவர்களுக்கானச் செயல்பாடுகள்.

நாள் 3: நன்றாக வாசிக்கும் மாணவர்களுக்கானச் செயல்பாடுகள்.

கருத்தாளர்

க. குமாரசாமி, M.A., B.Ed.,

தமிழ் மொழிக்கான மாநில கருத்தாளர்
பிரதம் கல்வி நிறுவனம், தமிழ்நாடு.



நிகழ்ச்சி இயக்குநர்

Dr ம.செல்வம்

மதல்வர்,
DIET-Salem

ஒருங்கிணைப்பாளர்கள்
திரு ஆலிவர் பாலகதாஸ்,
State Head,
Pratham Education Foundation, TN.
Dr ப. கோவிந்தபிரகாஷ்,
க.இரமேஷ் குமார்,
Dr இ.மான்விழி,
IFIC Branch, DIET - Salem.

நாட்கள்: ஜூலை 1, 2 & 3 நேரம்: 2.00டிப - 3.00டிப

பதிவு & பயிற்சி இலவசம். இ- சான்றிதழ் வழங்கப்படும்.

முதலில் பதிவு செய்யும் 250 நபர்க்கு மட்டும்.

பதிவுக்கான இணைய மகவரி

<https://forms.gle/CZfEJF6XSJRyDcSU7>

புலனத்தில் இணைய

<https://chat.whatsapp.com/GN1ys03fgwy7dAJ4zHwAg9>

பதிவு செய்யும் பங்கேற்பாளர்கள் பயிற்சியில் இணைய Google Meet -
செயலியின் இணைப்பு புலனம் வழியே தெரிவிக்கப்படும்.

Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Tele Grooming Series Pedagogical Guidance for Bird Watching
Name of the Experts	K. Gunasekaren, MA., B.Ed., State Expert – Language, Pratham Educational Foundation, Tamil Nadu
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/gyg-fznu-vgi
Date of upload	Date: July 1,2 & 3 of 2021 Time: 2.00 pm – 3.00 pm
Brief summary of presentation (250 words)	Importance of Language reading: Reading, even at a slow pace exposes students to more sentences, grammar, and new vocabulary per minute than the average, short class, TV show, or song. ... Reading offers students a wider range of vocabulary and grammar, it essentially supports and feeds the brain with the correct language structures. Identifying the problems in Tamil Reading: ➤ Talking. ➤ Vocabulary – your child's bank of words and knowledge of the word meanings. ➤ Comprehension – your child's understanding of stories.

	➤ Print knowledge – such as being able to identify the alphabet. ➤ Sound awareness – knowing the sounds that make up words Segregating students in various levels according to their reading ability. ➤ Techniques for identifying and recognising alphabets. ➤ Simple word activity for Kids. ➤ Story writing and storytelling. ➤ Newspaper activity. ➤ Kids story relay. ➤ Utilising local resources for reading activities.
Total beneficiaries	250
Details of DIET participants in TN	236
Outside TN	14

Tele Grooming Series -2



DISTRICT INSTITUTE OF EDUCATION AND TRAINING
SALEM, TAMIL NADU – 636 010.
Tele Grooming Series-3





Create, Share & Evaluate
Your own Digital Content

Mr M. Thangaraja,
Expert in ICT Tools
Course Duration 2 Sessions
Dates: 26.11.2020 & 27.11.2020
Time: 11.00 am - 12.30 pm

Registration link: <https://forms.gle/YeMJTk9ineBksANdA>
Meeting ID: <https://meet.google.com/gvg-fznu-vgj>

 Patron Dr M. Selvam, Principal, DIET - Salem.	 Co-patron Dr P. Govinda Prakash, Head, IFIC Branch, DIET-Salem.	 Organising Secretary K. Rameshkumar, Lecturer, DIET-Salem.	 Coordinator Dr E. Maanivizhi, Lecturer, DIET-Salem.
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Name of the DIET	District Institute of Education and Training, Uthamacholapuram, Salem-10
Title of the Webinars Organised	Tele Grooming Series Pedagogical Guidance for Bird Watching
Name of the Experts	Mr M Thangaraja, Expert in Digi-Teaching, Head Master, PUES – Panamarathupatti, Salem.
DIET faculty members involved	Dr P. Govinda Prakash K. Ramesh Kumar Dr E. Maanhvizhi
Webinars ID	Meeting ID: https://meet.google.com/gyg-fznu-vgi
Date of upload	Date: 26.11.2020 & 27.11.2020 Time: 11.00 am to 12.30 pm
Brief summary of presentation (250 words)	Benefits of Digital Content: ➤ Digital media facilitates social interaction and empowers people. ➤ Digital media gives people a voice, increases civic participation and facilitates the creation of communities. ➤ Digital media is changing how work gets done, boosting productivity and enhancing flexibility for workers and employers. Various types of Digital content: ➤ Long form blogs. ➤ Short form blogs. Short form blogs are those with maximum word count of 1000 words.

	➤ Videos. ➤ Podcasts. ➤ Social media content. ➤ Copywriting. ... ➤ Infographics. ➤ E-books Importance of PPT in Education: ➤ PowerPoint can be a highly effective tool to aid learning, but if not used carefully, may instead disengage students and actually hinder learning. ➤ Potential benefits of using presentation graphics include: Increasing visual impact. Improving audience focus. Google form as a Learning Resource: Teachers and students have their own data gathering and tracking tool that's free and easy to learn Google Forms. Google Forms create a survey with lots of different kinds of questions: ➤ Short answer ➤ Long answer ➤ Multiple choice ➤ Checkboxes ➤ Drop-down menu Flipped classroom assessment using Google Forms The flipped classroom comes in many different shapes and sizes, but many teachers have students watch a video and then answer some comprehension questions afterward. This is easily done in Google Forms. Create
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	a form with a YouTube video (created by you or found on YouTube) and questions
Total beneficiaries	250
Details of DIET participants in TN	230
Outside TN	13
Outside India	7