

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

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

1. Understanding theory courses

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

| Semester | Course | Name Of The Teacher |
|---------------------|--|--|
| Semester I | Core Course 1: Childhood and Growing up | Ms. Nitisha Jha, Ms. Shubham Patil, Ms. Navita Sood, Ms. Sweety Singh, Dr. Rupali Wadkar, Dr. Sushmita Patro |
| | Core Course 2: Knowledge and Curriculum | Ms. Usha Iyer, Ms. Damanjit Rihal, Ms. Celine Rodrigues, Dr. Rupali Wadkar |
| | Interdisciplinary Course 1 :Gender, School and Society | Ms. Usha Iyer, Ms. Glany Gonsalves, Ms. Shubhangi Kore, Ms. Charu Singh, Dr. Sushmita Patro |
| Semester II | Core Course 3: Learning and Teaching | Ms. Nitisha Jha, Ms. Navita Sood, Ms. Sweety Singh, Dr. Rupali Wadkar, Dr. Sushmita Patro |
| | Elective Course 1: Pedagogy of School Subject 1 | All Teachers |
| | Interdisciplinary Course 2: Educational Management | Ms. Usha Iyer, Ms. Damanjit Rihal, Ms. Navita Sood, Ms. Celine Rodrigues, Ms. Charu Singh |
| Semester III | Core Course 4: Assessment for Learning | Ms. Nitisha Jha, Ms. Shubham Patil, Ms. Navita Sood, Ms. Sweety Singh, Ms. Shubhangi Kore, Dr. Rupali Wadkar |
| | Elective Course 1: Pedagogy of School Subject II | All Teachers |
| | Interdisciplinary Course 3: Language Across the Curriculum | Ms. Usha Iyer, Ms. Glany Gonsalves, Ms. Celine Rodrigues, Dr. Sushmita Patro |
| Semester IV | Core Course 5: Contemporary India and | Ms. Usha Iyer, Ms. Glany Gonsalves, Ms. Navita Sood, Ms. Charu Singh |

| | | |
|--|---|---|
| | Education | |
| | Elective Course 3: Special Field Action Guidance and Counselling/ Environmental Education | Ms. Nitisha Jha, Ms. Shubham Patil, Ms. Damanjit Rihal, Ms. Sweety Singh, Ms. Shubhangi Kore, Dr. Rupali Wadkar |
| | Interdisciplinary Courses 4: Creating an Inclusive School | Ms. Celine Rodrigues, Ms. Shubhangi Kore, Ms. Charu Singh, Dr. Sushmita Patro |

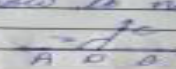
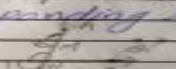
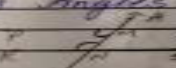

2. Practice teaching

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)
LESSON PLAN

Name of the student teacher: Neha A. Kadam Unit: A Roll no.: 51
Name of the school / college: _____
Subject: Mathematics Topic: Parallel lines and transversal
Chapter/Lesson No.: 6 Standard: VIII Division: _____ Date: _____

1. Previous Knowledge Pupil knows the concept of lines, line segment, angles and how to draw basic geometrical figures.
2. Objectives Pupil will be able to:
i) Recall the properties of angles made by parallel lines with transversal line.
ii) Compare between interior angles and Alternate angles.
iii) Measure the angles adjacent to the corresponding angles and measure it.
iv) Measure the angles made by parallel & transversal line.
3. Reference Books Maharashtra state board text book of Mathematics
4. Method / Technique Inducto-deductive method, explanation skill
5. Teaching Aids through PPT.
6. Co-relation Mathematics is correlated with Geometry (Internal), Art & Music.
7. Set Induction By Asking questions → teacher shows picture of railway track and asked what type of line you draw? Teacher shows picture of road and how vehicles are running in parallel line. Another image of train going through track and road divider are shown which show how road is cutted by train i.e. transversal line.
8. Statement of Aim So, today we are going to learn parallel lines and transversal.

| Content Analysis | Objectives and their Specifications |
|---|--|
| <p>New terms: Parallel line, Transverse line, Corresponding angles, Alternate angles, Interior angles.</p> <p>Principle:</p> <p>1) Parallel lines - The lines which do not intersect each other.</p> <p>2) Transversal - The line which intersects the parallel lines.</p> <p>3) Corresponding angle - The angle formed on the same side of parallel line and with transversal. The angle formed are congruent.</p> <p>4) Interior angle - Angles which are on same side of transversal and inside the given line.</p> <p>5) Alternate angle - Pairs of angles which are on opposite side of transversal and their arms on the transversal show opposite direction.</p> <p>Sign - \parallel^x, \perp Angles Parallel line \cong congruent</p> <p>Formulae - -</p> | <p>Remembering:</p> <p>i) Pupil describing lines to name an angle as $\angle ABC$.</p> <p>ii) Pupil finds sum of the two angles are 180°.</p> <p>Understanding:</p> <p>i) Pupil explaining the different types of angles made by a transversal line on two parallel lines.</p> <p>ii) Pupil interpretate the difference between two \perp.</p> <p>Applying:</p> <p>i) Pupil using protractor and measure the various angle.</p> <p>ii) Pupil predicts the other angle by measuring a angle.</p> <p>Skill:</p> <p>i) Pupil measures all angles made by transversal and record the similarity and difference between them.</p> <p>ii) Pupil calculate and answer the questions related to topic.</p> |
| <p>Core Elements and Values</p> <p>Case Elements - Topic will increase the logical thinking among student.</p> | <p>Case Value - Topic increase the intellectual thinking among student.</p> |

| Teaching Activities | Learning Activities |
|---|---|
| <p>Start with drawing parallel lines and transverse line.</p> <p>Explain how to name angles.</p>  <p>One particular angle is denoted by $\angle A$ or $\angle DB$.</p> <p>Different kind of Angles made by a transversal line on 2 parallel lines.</p> <p>1. Corresponding Angles:</p>  <p>$\angle A$ and $\angle E$ are similar as $\angle C$ and $\angle G$ are similar.</p> <p>2. Interior Angles:</p>  <p>$\angle PMN$ and $\angle MNR = 180^\circ$ $\angle PMN$ and $\angle MRS = 180^\circ$</p> <p>3. Alternate Angles:</p>  <p>$\angle PMN \cong \angle MRS$ $\angle MNR \cong \angle MRS$</p> | <p>Observe Carefully.</p> <p>Answers with teacher.</p> <p>Listen Carefully</p> <p>Observe carefully and measure the angles with protractor.</p> <p>Listen Carefully</p> <p>Observe Carefully.</p> |

Recaptulation *Recaptulation activity is done by revising the content*

Evaluation *Done by solving questions related to content*

i) show corresponding angles
ii) show alternate angles
iii) show interior

Application *If two parallel lines are intersected by transversal right angles are formed. If measurement of \angle is given all \angle can be found.*

Application *Find \angle and \angle value.*

Chalk board summary

Date : _____ Standard : VIII

Subject : Mathematics Topic : Parallel lines and transversal

Properties of Angles:

1. Corresponding Angles:

$\angle AMP \cong \angle MNR, \angle PMN \cong \angle RNT$
 $\angle AMQ \cong \angle MNS, \angle QMN \cong \angle SNT$

2. Interior Angle:

$\angle PMN + \angle MNR = 180^\circ$
 $\angle QMN + \angle MNS = 180^\circ$

3. Alternate Angles:

$\angle PMN \cong \angle MNS$

3. Internship

Name - Samuel
Subject - Science
Class - VII

1 *

2 *

Group A Group B Group C

3 *

4 *

Group A Group B Group C

5 *

Group A Group B Group C

6 *



7

Mark these objects as Hot or Cold:



8



9



10

So, every time we just can not rely on our senses!!

So how do we find out how hot the object really is?



11

Temperature:

- A reliable measure of degree of hotness or coldness is called it as its temperature.
- The SI unit of temperature is Kelvin.
- But in day to day life we use Degree Celsius ($^{\circ}\text{C}$)
- The device used to measure the temperature is known as Thermometer

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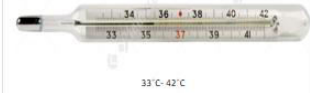
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Clinical Thermometer:

- The thermometer that measure our body temperature is called as clinical thermometer.



14



33°C - 42°C

15

Reading a Thermometer:

- Note the temperature difference between two bigger marks, and note down number of divisions.
- Thermometer should be washed before and after use, preferably with an antiseptic solution.
- Ensure that before use the mercury level is below 35°C .
- Hold it firmly and give it a few jerks. The jerks will bring the level of mercury down.
- Ensure that it falls below 35°C .

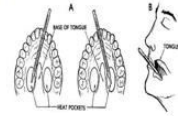
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33°C - 42°C

17

- Place the bulb of the thermometer under your tongue.
- After 1 min note down the temperature.



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4. Out of class room activities

Value Added Course

Nirmala Memorial Foundation college of Education

Address: D.S Road, Asha Nagar, Thakur complex, kandivali (East).

Value- Added certificate course Information Brochure 2021-2022

Topic: Strategic communication with sustainable development

Resource Person: Asst. Professor Ms. Shubhangi Kore

Mode: Online lecture basis

Schedule : 2nd August to 21st August 2021

Time: 5 pm to 7 pm

Duration: 30 hours

For: F.Y.B.ED Students

Nature: Mandatory as course work

"Certificate will be provided to all the participants"

Attendance is compulsory

Asst. Professor **Ms. Shubhangi Kour**
Name of Resource person

Dr. Tandra Bandyopadhyay
Principal

Nirmala Memorial Foundation college of Education

Address: D.S Road, Asha Nagar, Thakur complex, kandivali (East).

Value- Added certificate course Information Brochure 2021-2022

Topic: Stress Management
(By Prof. Rajlaxmi Guha, IIT Karagpur)

Resource Person: Asst. Professor Ms. Shushmita patro

Mode: Online lecture basis

Schedule : 6th Sep to 25th Sep 2021

Time: 5 pm to 7 pm

Duration: 30 hours

For: S.Y.B.ED Students

Nature: Mandatory as course work

"Certificate will be provided to all the participants"

Attendance is compulsory

Asst. Professor **Ms. Shushmita Patro**
Name of Resource person

Dr. Tandra Bandyopadhyay
Principal

Nirmala Memorial Foundation college of Education

Address: D.S Road, Asha Nagar, Thakur complex, kandivali (East),

**Value- Added certificate course
Information Brochure 2021-2022**

Topic: Presentation Skill and Effective Presentation Delivery
(Tomsk State University TSU)

Resource Person: Asst. Professor Ms. Sweety Singh

Mode: Online lecture basis

Schedule : 21st March to 9th April 2021

Time: 5 pm to 7 pm

Duration: 30 hours

For: F.Y.B.ED Students

Nature: Mandatory as course work

"Certificate will be provided to all the participants"

Attendance is compulsory

Asst. Professor **Ms. Sweety Singh**

Name of Resource person

Dr. Nitisha Jha

Principal I/C

**NIRMALA MEMORIAL FOUNDATION
COLLEGE OF EDUCATION,**

KANDIVALI EAST, MUMBAI

(AFFILIATED TO UNIVERSITY OF MUMBAI)



**Two Year B.Ed. Programme
SELF-STUDY COURSES**



| Sr. No. | Course | Course Name | Duration |
|----------------|-------------------|--------------------------------|-----------------|
| 1 | Course I | Gandhian Thought | 4 Weeks |
| 2 | Course II | Thoughts of Periyar | 4 Weeks |
| 3 | Course III | Thoughts of Ambedkar | 4 Weeks |
| 4 | Course IV | Cooperative Learning | 4 Weeks |
| 5 | Course V | Inclusive Learning Environment | 4 weeks |



**Nirmala Memorial
Foundation College of
Education**

Kandivali East, Mumbai.

*Organise
Self Study Course*

COOPERATIVE LEARNING PEDAGOGY

2021 - 2022

I/C Principal Ms. Nitisha Jha

Course Co-ordinator
Ms. Shubhangi Kore
Assistant Professor, NMFCE

Course
Duration

4 weeks

About the Course

- Introduction: Motivation and Learning objectives of the Project
- Project results: Course Content and Material Developed
- Summary: Design issues, Implementation and Deployment
- How we fared
- How the Program was developed
- Lessons learned
- User feedback
- Future Plans and Suggestions

Who can join?
Student
Teachers

Module Wise Learning Objectives

Module 1

- Explain the concept of Cooperative learning
- Enlist characteristics of cooperative learning
- Identify various elements of cooperative learning Module

Module 2

- Differentiate between Cooperative learning, Collaborative learning and Group work
- Analyse various strategies of cooperative learning
- Discuss various limitations and advantages of cooperative learning strategies in classroom Module

Module 3

- Discuss various pre-requisites to use cooperative learning strategies in classroom
- Explain Jigsaw strategy and steps of Jigsaw strategy of cooperative learning in detail.
- Analyse the main advantages & disadvantages of Jigsaw strategy of cooperative learning in detail
- Develop and execute a plan for use of Jigsaw strategy

Module 4

- Explain STAD strategy of cooperative learning
- Elaborate steps of STAD strategy of cooperative learning in detail.
- Analyse the main advantages & disadvantages of STAD strategy of cooperative learning in detail
- Develop and execute a plan for use of STAD strategy Module Wise Learning Objectives.

Course will start From 14
March 2022 to 15 April, 2022



Nirmala Memorial Foundation College of Education

Kandivali East, Mumbai.

ABOUT THE COURSE

This course has been tailored for teachers dealing with classroom diversity and disadvantaged learners, including those with special educational needs or a migrant background. Specifically, participants will acquire or improve their knowledge regarding

Schedule

- Week 1 - Course introduction & models of disabilities
- Week 2 - Analysing dynamics
- Week 3 - Supporting diversity
- Week 4 - Reviewing development

Course will be starting From 14 March, 2022

Learning outcomes

The course will help the participants to:

- Face diversity and identify the barriers to participation and learning arising within schools
- Draw up development priorities and planning interventions to support diversity (e.g. curricula adaptations, design of differentiated lessons)
- Use alternative learning practices, techniques, materials, and associated assessment tools to review development
- Use ICT to support all learners in inclusive settings
- Foster collaboration within the school community (teachers, students, parents/carers) in order to establish a framework of inclusive values and support students' participation and achievement in sustainable school systems
- Understand the key features of an inclusive learning environment.

*Organises
Self Study Course*

INCLUSIVE LEARNING ENVIRONMENT

2021 -2022

I/C Principal
Ms. Nitisha Jha

Course Co-ordinator
Ms. Shubhangi Kore
Assistant Professor NMFCE

Course Duration:
4 weeks

Who can join?
Student
Teachers