CRETERIA 2

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

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Sr. no	
1.	Preparing lesson plan
2.	Developing assessment tools for both online and offline learning.
3.	Effective use of social media/learning apps/ adaptive devices for learning.
4.	Identifying and selecting/ developing online learning resources
5.	Evolving learning sequences (learning activities) for online as well as face to face situations.

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1. Preparation of lesson plans

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Sample Lesson Plans of student teachers

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)

LESSON PLAN

Name of the student teacher: Rakhi Kansara Unit: A Roll no: A-37

Name of the School / college:

Subject: Mathematics Topic: Perimeter of a square, rectangle & triangle.

Practice Lesson No: 1 Standard: V Division: Date:

1. Previous Knowledge: Students are aware of the shapes like triangle, square and rectangle.

2. Objectives: The pupils will be able to:
① acquire knowledge of mathematical 'perimeter'.
② understand mathematical concepts.
③ apply knowledge & understanding in new and unfamiliar situations.
④ develop practical skills in the study of Maths.
⑤ calculate the perimeter of a square, rectangle as well as a triangle.

3. Reference Books: SSC Textbook, IGCSE textbook, google, library Resources, website

4. Method / Technique: Deductive-Inductive, Lecture-cum-Demonstration, Activity Method

5. Teaching Aids: Ribbon, cut-outs of square, rectangle, triangle, live objects.

6. Co-relation: History, geography, architecture.

7. Set Induction: Teacher tells a story of a birthday party and and asks the students to give borders to it (using ribbon) Students performs the task and measures the amount of ribbon utilized. Teacher then gives shapes and the students to give border. Then, the teacher then reveals the topic.

8. Statement of Aim: So, today we are going to learn about the perimeter of square, rectangle and triangle.

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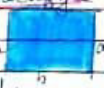
Content Analysis	Objectives and their Specifications
① Perimeter Sum (Addition) of all the sides. a+b+c+d	Remembering ① Pupils recall the definition of perimeter
② Properties of a triangle. 3 sided enclosed figure. a+b+c	② Pupils recognizes the properties of a triangle (square, rectangle.)
③ Perimeter of a triangle (a+b+c)	Understanding ① Pupils illustrates various examples where they can find the perimeter of shapes.
④ Properties of a square 4 sided enclosed figure All sides are equal.	② Pupils describes the method to find the perimeter of a shape.
⑤ Perimeter of a Square x+x+x+x 4x 4 x (length of one side).	Applying ① Pupil analysis different shapes. ② Pupils applies their knowledge of perimeter in daily life.
⑥ Properties of a rectangle 4 sides enclosed figure.  Opposite sides equal.	Skill ① Pupils accurately recognizes & states various shapes.
⑦ Perimeter of a rectangle 2(a+b).	② Pupils states the perimeter of various shapes.
Core Elements and Values	
Equality of sexes Tolerance towards all religion.	- develops logical thinking - Develops curiosity & scientific temper. - Promotion of positive attitudes to Mathematics.

Teaching Activities	Learning Activities
① Teacher probes demonstrates & explains the concept of perimeter (Sum of all sides)	① Students listens attentively and understands the meaning of perimeter.
② Teacher gives various shapes to the students & asks them to identify the shape and states its special characteristics.	② Students observes & identifies the shapes & states its properties (characteristics)
③ Teacher probes demonstrates & explains the method to calculate the perimeter of a square.	③ Students understands the method to calculate the perimeter of a square.
④ Teacher gives more examples to the students to understand the concept with practice.	④ Students solves the examples and calculates the perimeter of problems
⑤ Similarly, the teacher gives explanation & probes the students to develop the formula of (also) calculating the perimeter of a rectangle and triangle.	⑤ Students listens attentively and interacts with the teacher in order to calculate the perimeter.
⑥ Teacher gives more shapes to the students in order to calculate the perimeter.	⑦ Students solves & calculates the problem of perimeter.
⑦ Teacher gives word problems and even ask students to give real life examples (where the concept of perimeter is used.	⑧ Student solves, interacts and actively participate in the discussion.

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Recaptulation Recapitulation done by reading and recollecting the important points. Formulae on board of perimeter of square, rectangle & triangle

Evaluation Quiz:
① Calculate the perimeter of a square of sides 5.5cm
② Calculate the perimeter of a rectangle of l=68 m b=49m
③ Calculate the perimeter of an equilateral triangle side=35m

Application There is a ground in the society. We need to fence it as the trespassers are misusing it. The ground is rectangle with length of 200 m and breadth is half of its length. How many metres of fencing is needed.

Homework Application ① Find the perimeter of the following
A Square - length - 32m ② Rectangle - l=59cm b=32 cm

Chalk board summary

Date: Standard V.

Subject Mathematics Topic Perimeter of a Square, rectangle & triangle

① Perimeter = Sum of all sides of triangle

② Properties of a triangle
3 sided enclosed figure

③ Perimeter of a triangle a+b+c

④ Properties of a Square
4 sided enclosed figure, all sides equal

⑤ Perimeter of a square
4 x (length of one side)

⑥ Properties of a rectangle
4 sided enclosed figure
opposite sides - same length

⑦ Perimeter of a rectangle
2 x (a+b) OR
2 x (l+b)

Self reflection

Students understood the concept of perimeter. They were able to answer all my questions confidently.

They showed their interest in the topic by interacting very well. There was discipline in the class which boosted my confidence.

I was happy with Maam's remarks and made up my mind to deliver much more better next time.

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OBSERVER'S REMARKS

1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Appropriate & Interest was developed

2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Clearly stated

3) Model Reading/Recitation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

— NA —

4) Method of Teaching : Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Appropriate

5) Content Mastery : Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Mastery over the topic was seen

6) Communication Skills : Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

7) Questioning : Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

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13) Attitude of Teacher: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Towards the Class

Positive

14) Stimulus Variation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Clearly seen

15) Incorporation of Core: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Elements / Values

Clearly indicate

16) Teacher's Personality: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Confident, energetic & enthusiastic

17) Recapitulation : Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Properly taken

18) Application: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

By asking application based questions

Remarks and Suggestions:

- Teaching aids are attractive
- Effective use of TLM
- All lesson steps were effectively completed
- Problem solving skill among students were properly developed

Overall lesson was V. Good.

OBSERVED BY

NAME : Ms. Shubhangi Kore

SIGNATURE :

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NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)

LESSON PLAN

Name of the student teacher Sakshi Kanvara Unit 2 Roll no. A-37

Name of the School / college

Subject Mathematics (co-teaching 2) Topic Geometrical Constructions

Practice Lesson No. 7 Standard VII Division Date

1. Previous Knowledge Students are aware of basic knowledge of point, shapes, lines

2. Objectives Pupils will be able to

(1) recall different shapes of geometry

(2) understand the difference between regular & irregular polygons.

(3) applies their knowledge and understanding in a new an unfamiliar situation.

(4) develops practical skills in the study of Maths.

3. Reference Books google, websites, Textbook, library Resources, Geogebra.

4. Method / Technique Lecture-cum-Demonstration, Audio Visual, Activity Method.

5. Teaching Aids Graph paper, geogebra, Multimedia, Cut-outs, flash card, bread.

6. Co-relation English, Science, Art, History, Architecture, etc.

7. Set Induction Teacher will conduct an activity in order to know the pre-requisite knowledge of the children. Pupils will cut different shapes according to the given measurement & place the shapes on the given chart. Teacher proves & finally reveals the topic.

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Content Analysis	Objectives and their Specifications
New terms Point, line, line segment, triangle, square, rectangle, pentagon, hexagon, heptagon, regular & irregular polygon, vertex, edges & faces Point A location without length/breadth Line Set of points in a linear fashion Line Segment A part of a line that has 2 points Triangle An enclosed figure/polygon with 3 edges & 3 vertices Rectangle An enclosed polygon with 4 edges & 4 vertices (opposite sides are equal & parallel) **Core Elements and Values** Logical reasoning Equality of sexes Intellectual Thinking	Remembering (1) Pupils acquires knowledge of the concepts of geometry (2) Pupils recalls the knowledge of different shapes Understanding (1) Pupils develops an understanding to construct geometrical shapes (2) Pupils illustrate various examples of geometrical shapes Applying (1) Pupils apply their knowledge and understanding of geometrical shapes in daily life (2) Pupils analyses the difference between regular and irregular polygons Skill Pupils develop practical skills involved in constructing geometrical shapes Tolerance towards religion Promotion of positive attitude towards Mathematics

Teaching Activities	Learning Activities
(1) Teacher (1) probes and explains the meaning of point, line, line segment, etc	(1) Pupils listens attentively
(2) Teacher (1) ask the pupil to recall different shapes used in the real life	(2) Pupils interacts very well.
(3) Teacher (1) introduces a new and important application called geogebra	(3) Pupils observes carefully
(4) Teacher (1) construct various shapes & asks the students to construct it on their sheets	(4) Pupils observes enthusiastically.
(5) Teacher (2) demonstrates the concept of vertex & edges of various (6) shapes	(6) Pupils understands the concept of vertex and edges.
(6) Teacher (2) probes and discusses the concept of geometrical construction	(6) Pupils understands & discusses the concept of geometrical construction
(7) Teacher (2) discusses the importance of geometrical construction in day to day life.	(7) Pupils participates in the discussion.

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Recaptulation: Recapitulation done by reading & recollecting the important pointers on the board related to geometrical construction.

Evaluation: Pupils will sketch & draw various geometrical shapes on a graph papers.
They will mark the edges & vertex.

Application: Pupils will practice one shape on the geogebra application.

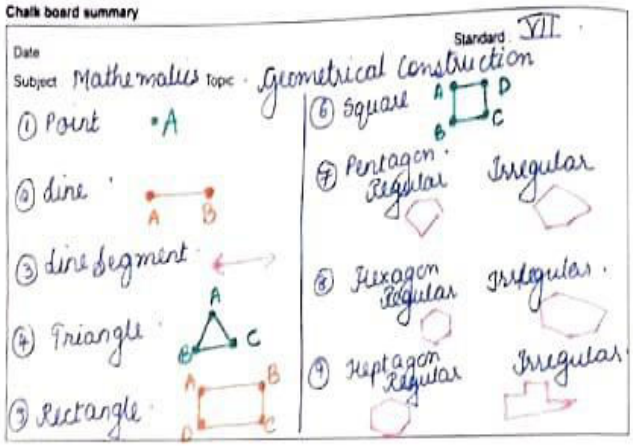
Homework/Application: Pupils will download geogebra and construct 5 geometrical shapes. Label the vertex & edges. Take screenshots & mail their HW.

Chalk board summary

Date

Standard: VII

Subject: Mathematics Topic: Geometrical Construction



Self reflection

Every student is unique and has unique learning styles. Myself and my co-teachers were successful in inculcating a lot of techniques & methodologies for this lesson. We were able to explain the concept & follow every step of teaching a lesson. Our support was fantastic and the synchronization was a boon to the lesson.

OBSERVER'S REMARKS

1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

3) Model Reading/Recitation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

4) Method of Teaching: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓

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13) Attitude of Teacher: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Towards the Class

14) Stimulus Variation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

15) Incorporation of Core: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Elements / Values

16) Teacher's Personality: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

17) Recapitulation : Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

18) Application: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Remarks and Suggestions:

- Interaction v. good
- Effective communication
- Co-opn & Co-ord~ excellent
- Variety of TLM's well effectively used.

OBSERVED BY

NAME : Mr. Shubhangi Kore

SIGNATURE :

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Demo lesson

Co- Teaching

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2. Developing assessment tools for both online and offline learning

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION , KANDIVALI [EAST]

SEMIII-CC 4ASSESSMENTFORLEARNING

Blue Print of Unit Test

Nirmala Memorial FoundationCollege of Education

CC4: Assessment of Learning

(Assignment 1)

Topic – Prepare a Blue-Print & a testin the school subject (Include 3d dimensions)

Presented by –

Priyam GuptaA-20

S.Y.Bed (Sem – III)

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For Example- We are creating a Unit Test for FYJC (SSC Board) for the subject of Economics. The total marks for the Unit Test is 20. The Units for theUnit Test are:

Unit 1: Basic Concepts of EconomisUnit

2: Money

Unit Test Design for FYJC (SSC Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)Total

Marks: 20

Time Duration: 60 minutes

WEIGHTAGE OF OBJECTIVES

Objectives	**Marks**	**Percentage**
Remembering	9	45
Understanding	5	25
Application	6	30
Skills	-	-
Total	**20**	**100**

WEIGHTAGE OF SUB TOPICS

Content	**Marks**	**Percentage**
Concepts of Economics	8	40
Types of Money	6	30
Functions of Money	6	30
Total	**20**	**100**

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WEIGHTAGE OF ITEM FORMAT

Form of Question	No of Questions	Marks per question	Percentage
Essay Type	2	5	50
Short Answer	2	3	30
Objective Type	4	4	20
Total	**8**	**20**	**100**

Blueprint Presentation for Unit Test

Unit Test for FYJC (SSC Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)Total

Marks: 20

Time Duration: 60 minutes

Sub topics	Remembering			Understanding			Application			Total
**	O	S	E	O	S	E	O	S	E	
Concepts of Economics	1*(1)				1*(3)				1*(5)	9
Types of Money	2*(1)				1*(3)					5
Functions of Money	1*(1)								1*(5)	6
Total	**4**				**6**				**10**	**20**

**O – objective Type, S – Short Answer, E – Essay Type

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Question Paper for Unit Test:

Unit Test for FYJC (SSC Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)

Total Marks: 20

Time Duration: 60 minutes

Q1. Suggest an Economic term for the given statements: [4]

i.) Credit instrument through which bank transfers are possible. _____

ii.) The act of exchanging goods for goods. _____

iii.) Wealth of Nation is authored by_____

iv.) Money not accounted for in a bank and not disclosed to the Government._____

Q2.) Write Short Notes on any two: [6]

i.) Wealth

ii.) Goods and Services

iii.) Black Money

iv.) Plastic Money

Q3.) Answer any 2 from the given below options: [10]

i.) Elaborate on Economics as a Social Science

ii.) What are the Functions of Money?iii.) Illustrate qualities of Money

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Answer Key

Unit Test for FYJC (SSC Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)Total

Marks: 20

Time Duration: 60 minutes

Q1.) i.) Cheque

ii.) Barter Exchange

iii.) Adam Smith

iv.) Black Money

Q2.)

i.) Wealth - In the ordinary language, by 'wealth', we mean money, but ineconomics, wealth refers to those goods which satisfy human wants.
Wealth measures the value of all the assets of worth owned by a person, community, company, or country. Wealth is determined bytaking the total market value of all physical and intangible assets owned, then subtracting all debts.

ii.) Goods and Services - Goods are items you buy, such as food, clothing,toys, furniture, and toothpaste. Goods are tangible objects that satisfy people's wants. Services are actions, such as haircuts and car repair, which also satisfy people's wants. Services are Intangible

iii.) Black Money - The black economy refers to those unrecorded economic transactions conducted on a cash basis with a view to illegalevasion of tax.

iv.) Plastic Money - The term 'plastic money' refers to the use of technology to facilitate digital transactions that can be conveniently carried out without having to visit the banks every time.

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Q3.) i.) The term Social Science refers any subject that deals with human behavior. Political Science, Psychology, Ethics, etc. come within the definitionof Social Science. Economics is a social science because it deals with one aspect of human behavior, viz., how men deal with problems of scarcity.
Samuelson says that Economics is “the queen of the social sciences”.ii.)

Functions of money can be broadly categorized into two types:

(a) Primary functions – Medium of exchange, Measure of Value,

(b) Secondary functions – standard of deferred payment, store of value, Transfer of Value

iii.) Money performs several primary, secondary, and contingent functions. However, in order to perform these functions, it must possess certain qualities.In this article, we will talk about the qualities of good money – general acceptability, portability, divisibility, homogeneity.

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Marksheet

Unit Test for FYJC (SSC Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)Total

Marks: 20

S. No.	Name of student	Q1	Q2	Q3	Marks Obtained	Total Marks	%age
1.	Asha	4	4	8	16	20	80%
2.	Avika	3	5	7	15	20	75%
3.	Binay	3	3	8	14	20	70%
4.	Deepak	2	4	6	12	20	60%
5.	Divya	4	3	7	14	20	70%
6.	Faiza	3	5	7	15	20	75%
7.	Garvita	3	4	6	13	20	65%
8.	Harsh	2	3	5	10	20	50%
9.	Harini	4	5	4	13	20	65%
10	Kavita	4	4	8	16	20	80%
11	Kreepa	3	4	7	14	20	70%
12	Mayank	2	5	8	15	20	75%
13	Mudit	4	5	8	17	20	85%
14	Prabal	3	3	7	13	20	65%
15	Prerna	3	4	8	15	20	75%

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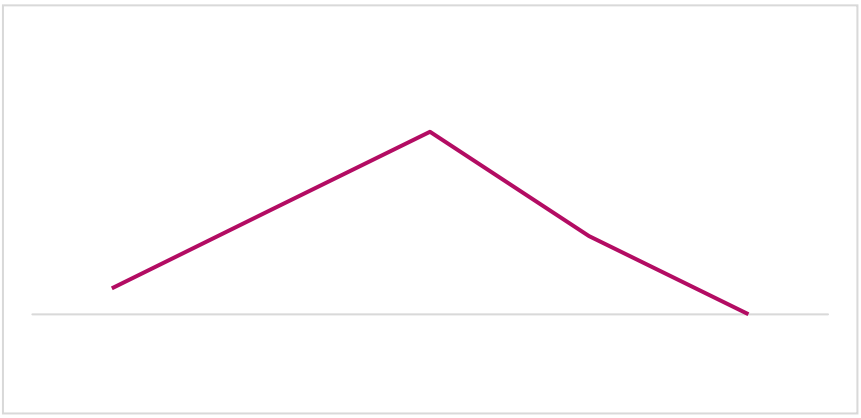
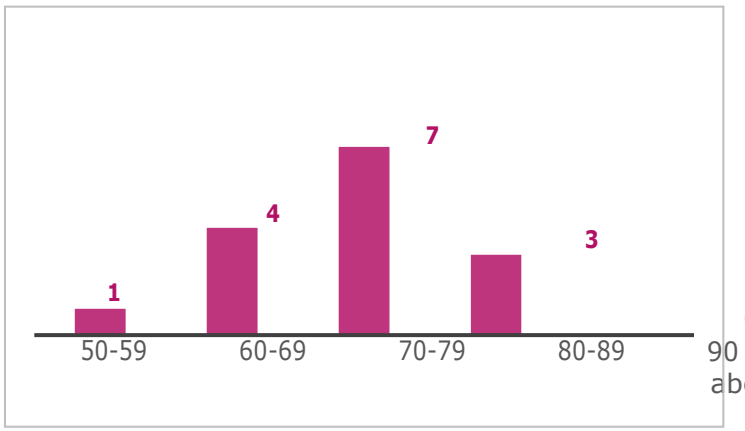
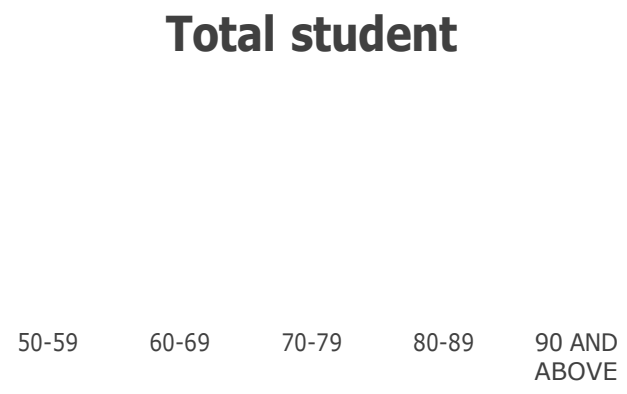
Mean:



In a class of 15 students, 7 students were able to score in the group range of 70%-79%. The Mean percent for the test conducted was calculated as 75% onthe basis of the marksheet.





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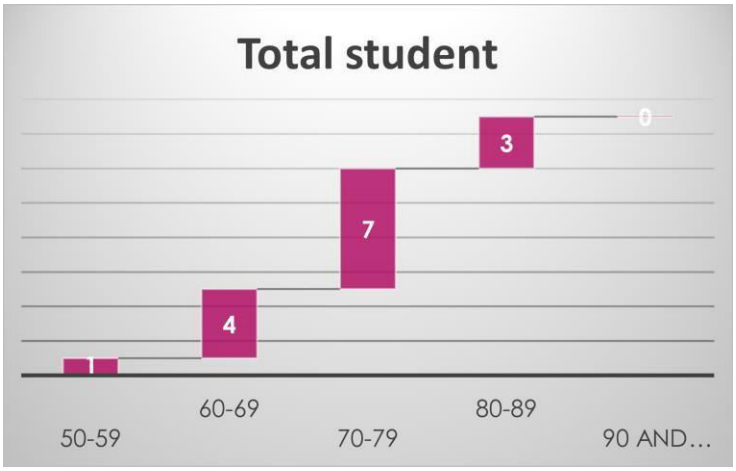
The above graphs represents the same.

The below graph shows the rising trend in the percentage obtained in the unit test by the class.



There turns out to be only 1 student who scored below 60%. 4 students fell in the range of 60-69%, about 50% of the class strength was able to secure more than 70%;i.e.; in the range of 70-79%.

Statistical Interpretation are very important because if we simply presented ourraw data it would be hard to visualize what the data was showing, especially if there was a lot of it. Descriptive statistics therefore enables us to present the data in a more meaningful way, which allows simpler interpretation of the data.

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Conclusion

An assessment blueprint is a table that lays out curricular aims and the thinking skills expected of students. The blueprint is useful when developing a plan for a test. In addition, it is possible to use a general blueprint as a plan for assessing aset of objectives with several assessments.

Assessment of skills or knowledge is as important as the teaching/learning of the skill or knowledge. Assessment or testing or knowledge evaluation is not anew concept and we have all at some point taken pre-instructional assessment tests. But Blueprint creation refines it and gives it a more organized touch and approach.

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3. Effective use of social media/learning apps/adaptive devices for learning

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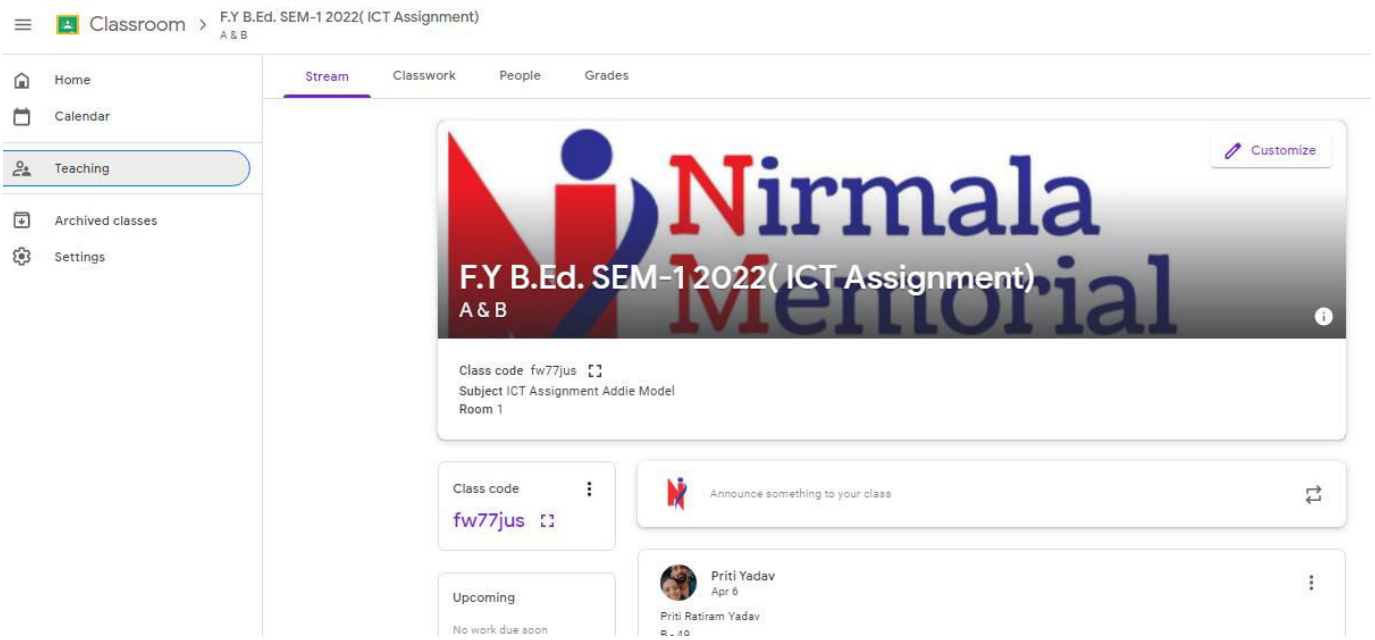
EVIDENCES (ONLINELEARNING RESOURCES)



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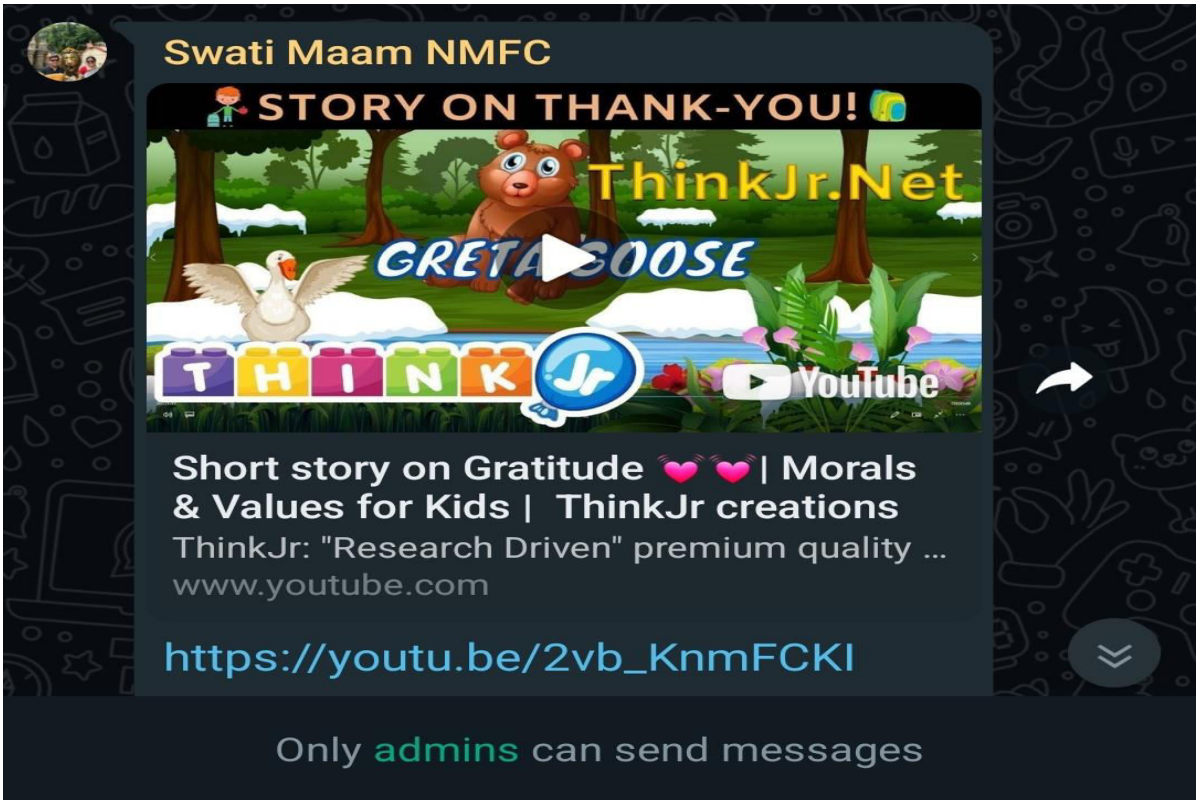

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NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI [EAST]

SEMIV–PC4 ACTIONRESEARCH

STUDY ON
PROBLEMS FACED BY STUDENTS WHILE DEALING WITH TECHNOLOGY OF ONLINE LEARNING

PRESENTED BY

Nisha Jaiswal

Div/Roll No A-26

Sem: 4

S.Y.B.Ed

Method: Commerce

Principal: Dr. Tandra Bandyopadhyay

GUIDED BY
Prof. Celine Rodrigues

SUBMITTED TO

Nirmala Memorial Foundation College of Education
2019-2021

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1) Does online teaching as effective as offline teaching?
28 responses
Yes No160.7%35.7%
Yes 10
No 17
Option 1 1

2) Do technology disturb the online learning?
30 responses
NO Yes 60%40%
No 12
Yes 18

3) Do you think online classes are helpful to increase the interest of students in learning?
30 responses
NoYes30%70%
No 21
Yes 9

3) Does technology help students to do study in online learning?
4) 30 responses
YesNo20%80%
Yes 24
No 6

5) Do you get any interruptions due to the disturbance of internet during online classes?
30 responses
YesNo30%70%
Yes 21
No 9

6) Do you think students are able to handle the new technology?
7) 30 responses
YesNo43.3%56.7%
Yes 17
No 13

8) Do you think students like the way of online learning?
30 responses
YesNo60%40%
Yes 12
No 18

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8) Do you think online classes reduce the interest of students in learning?30 responses
YesNo36.7%63.3%
Yes 19
No 11

9) Do you think students are more comfortable with traditional learning?30 responses
YesNo30%70%
Yes 21
No 9

10) Do you think in Covid-19 crises online learning is effective?30 responses
YesNo43.3%56.7%
Yes 17
No 13

11) Do all students know how to use and connect to online device?30 responses
YesNo50%50%
Yes 15
No 15

12) Does online education as effective as face to face instructions?30 responses
YesNo60%40%
Yes 12
No 18

13) Does pupil have sufficient internet during online learning?30 responses
YesNo73.3%26.7%
Yes 8
No 22

14) Does online learning barriers differ from country to country?29 responses
YesNo24.1%75.9%
Yes 22
No 7

15) Does online exam easier then offline exam?30 responses
YesNo23.3%76.7%
Yes 23
No 7

16) Does online learning creating a pressure on your mind?30 responses
YesNo43.3%56.7%
Yes 17
No 13

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Descriptive Analysis of Data

Table No:-1

RESPONSESOFSTUDENTS INNUMBERS

Question. No.	YES	NO
1	10	20
2	18	12
3	9	21
4	24	6
5	21	9
6	17	13
7	12	18
8	19	11
9	21	9
10	17	13
11	15	15
12	12	18
13	8	22
14	22	8
15	23	7
16	18	12

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Interpretation:-

- THEABOVEGRAPHICALREPRESENTSRESPONSESOFSTUDENTSFROMTABLEno,1
- VERTICALAXISREPRESENTSPRECENTAGE.
- HORIZONTALAXISREPRESENTSNUMBEROFQUESTIONS.
- BLUEGRAPHINDICATESYESRESPONSES.
- ORANGEGRAPHINDICATESNORESPONSES

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4. Identifying and selecting/developing online learning resources

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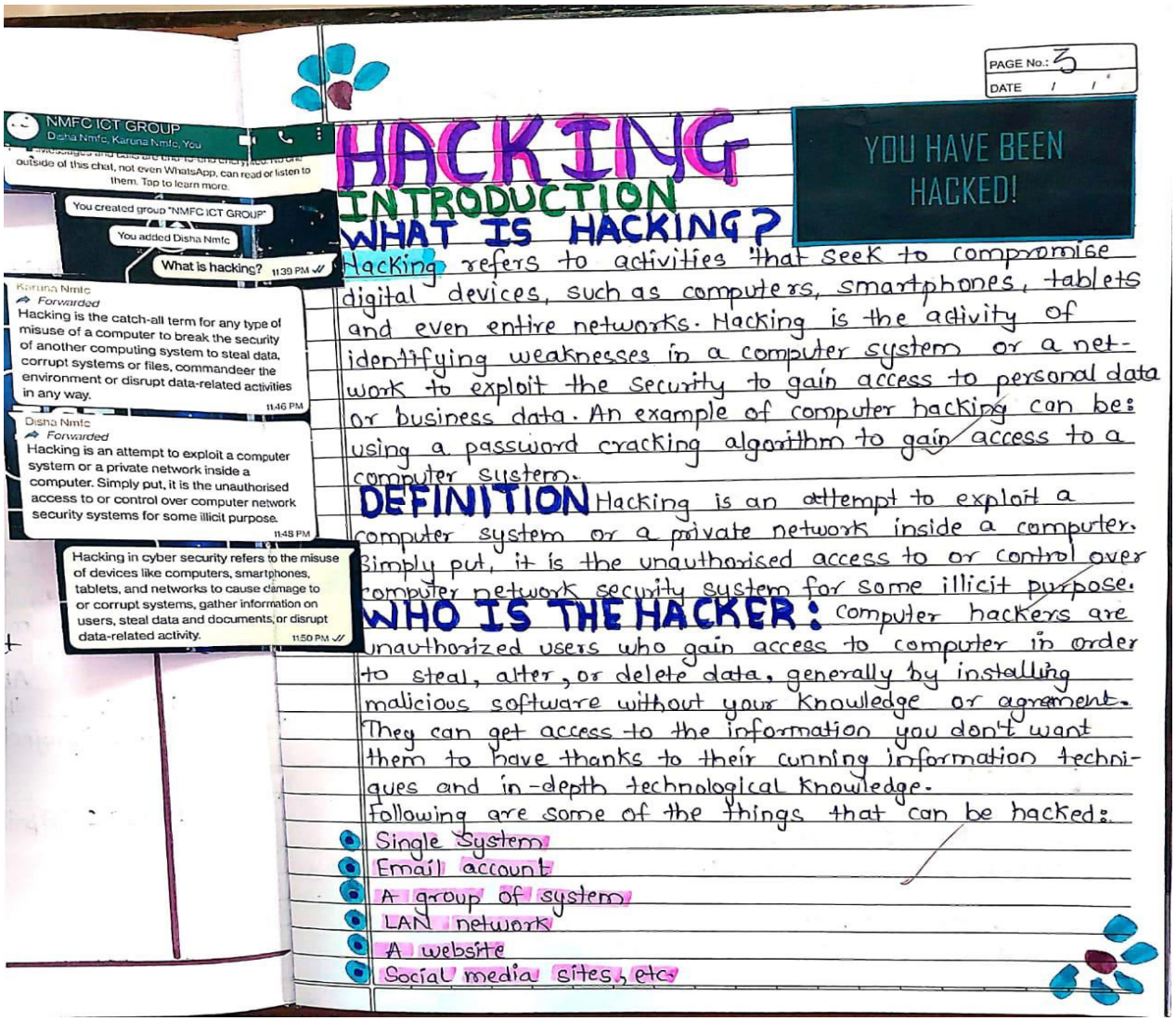
SEMI-AB1 CRITICAL UNDERSTANDING OF ICT

Develop andManageaSocialNetworkingsite/Blog/ChatforumforcollegebasedonICT course.



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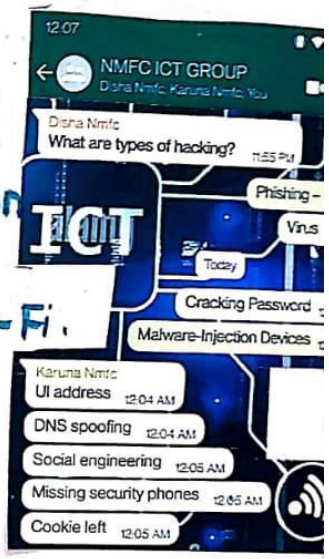
◆ How to prevent hacking

18 ways to Secure Your Device from Hackers:

1. Use a firewall.
2. Install antivirus software.
3. Install an anti-spyware packing.
4. Use complex passwords.
5. Keep your OS, apps and browser up-to-date.
6. Ignore spam.
7. Back up your computer.
8. Shut it down.
9. Use Virtualization.
10. Secure your network.
11. Use two-factor authentication.
12. Use encryption.
13. Turn off Bluetooth.
14. Don't use unsecured public Wi-Fi.
15. Get a security app.
16. Use a better passcode.
17. Switch off autocomplete
18. Clear your browsing history.



QUOTE

1. "No technology that's connected to the internet is unhackable."
   - Abhijit Naskar.
2. "For every lock, there is someone out there trying to pick it or break in."
   - David Bernstein.

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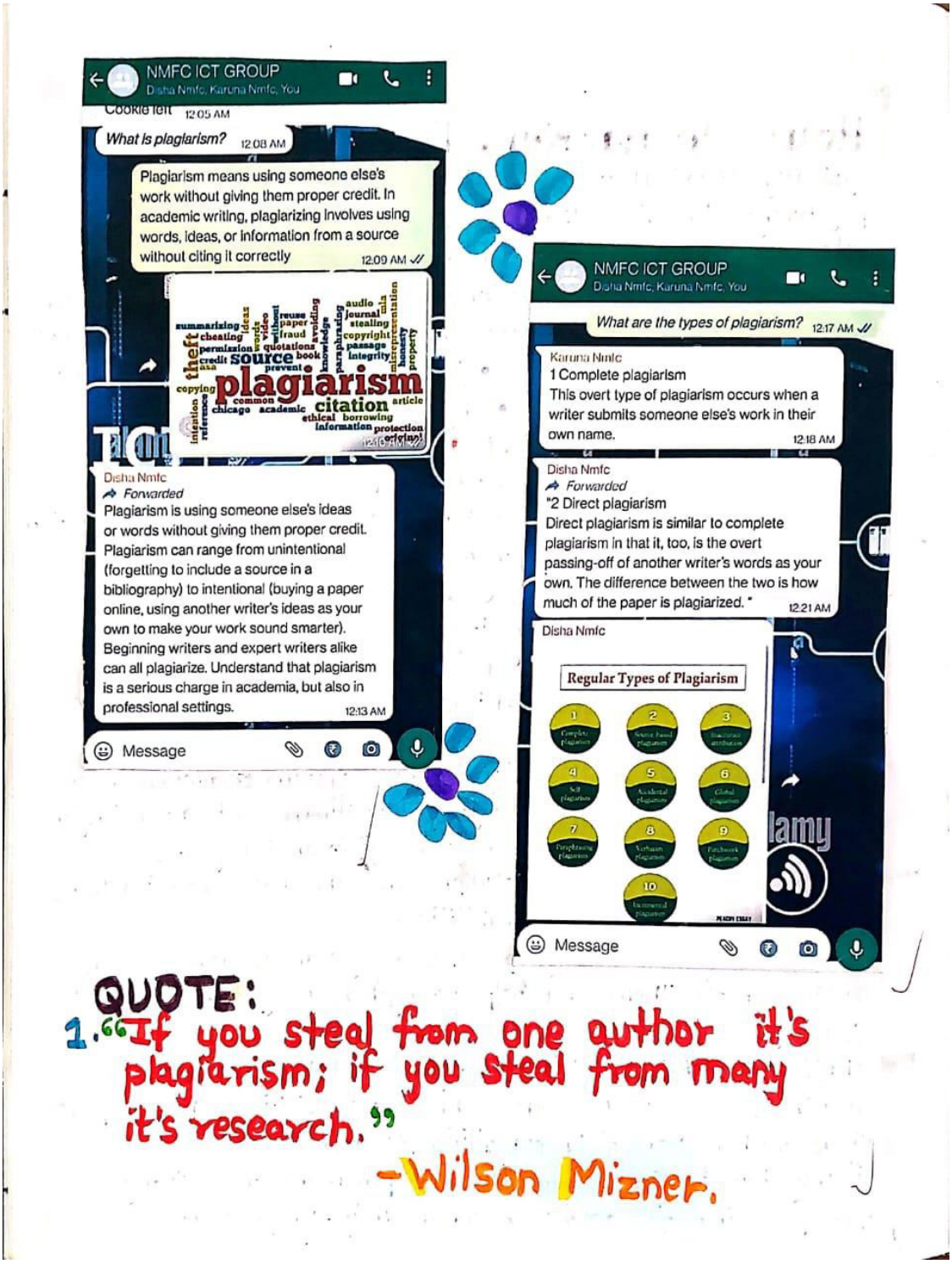

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- If a person uses someone's song as background music in his/her music video then he could be made liable for copyright infringement.
- The person downloads movies or songs from an unauthorized sources then it will amount to copyright infringement.
- A person is free to record a TV program to view it later, but he transfers or distributes it to others then it becomes a copyright infringement.

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5. Evolving learning sequences (learning activities) for online as well as face to face situations

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Students at NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION receive instruction in micro skills, integrated lessons, practice teaching, and internship in that order, which helps them build their teaching-learning skills. Additionally, workshops are held to give them practical training in this area.

TIMETABLE

Nirmala Memorial Foundation College of Education, Kandivali (East), Mumbai

F.Y. B.Ed. SEMESTER II

Timetable (From 21st to 26th June , 2021)

Time	Monday 21/05/21	Tuesday 22/05/21	Wednesday 23/05/21	Thursday 24/05/21	Friday 25/05/21	Saturday 26/05/21
2:00 to 3:00 pm	ORIENTATION ON SKILL OF EXPLANATION (Ms. Nitisha Jha)		ORIENTATION ON SKILL OF ILLUSTRATION WITH EXAMPLES (Ms. Damanjeet Rihal)			ORIENTATION ON INTERNSHIP (Ms. Damanjeet Rihal)
3:00 to 4:00 pm	Demonstration on SKILL OF EXPLANATION (Ms. Nitisha Jha) Method wise Orientation on Skill of Explanation (By Respective Method Teachers)	PRACTICE/ PRESENTATION: Skill of Explanation by the students (In the respective Guidance groups)	Demonstration on Skill of ILLUSTRATION WITH EXAMPLES (Ms. Damanjeet Rihal) Method wise Orientation on Skill of Explanation (By Respective Method Teachers)	PRACTICE/ PRESENTATION: Skill of Illustration with examples by the students (In the respective Guidance groups)	WORKSHOP *MAKE TEACHING LEARNING INTERACTIVE*	ORIENTATION ON INTERNSHIP (In Respective Internship groups)
4:00 to 5:00 pm	Discussion and Guidance (In the respective Guidance groups)		Discussion and Guidance (In the respective Guidance groups)			ORIENTATION ON INTERNSHIP (In Respective Method groups)
		Feedback (5.00 to 5.30 pm)		Feedback (5.00 to 5.30 pm)		

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PRACTICETEACHING

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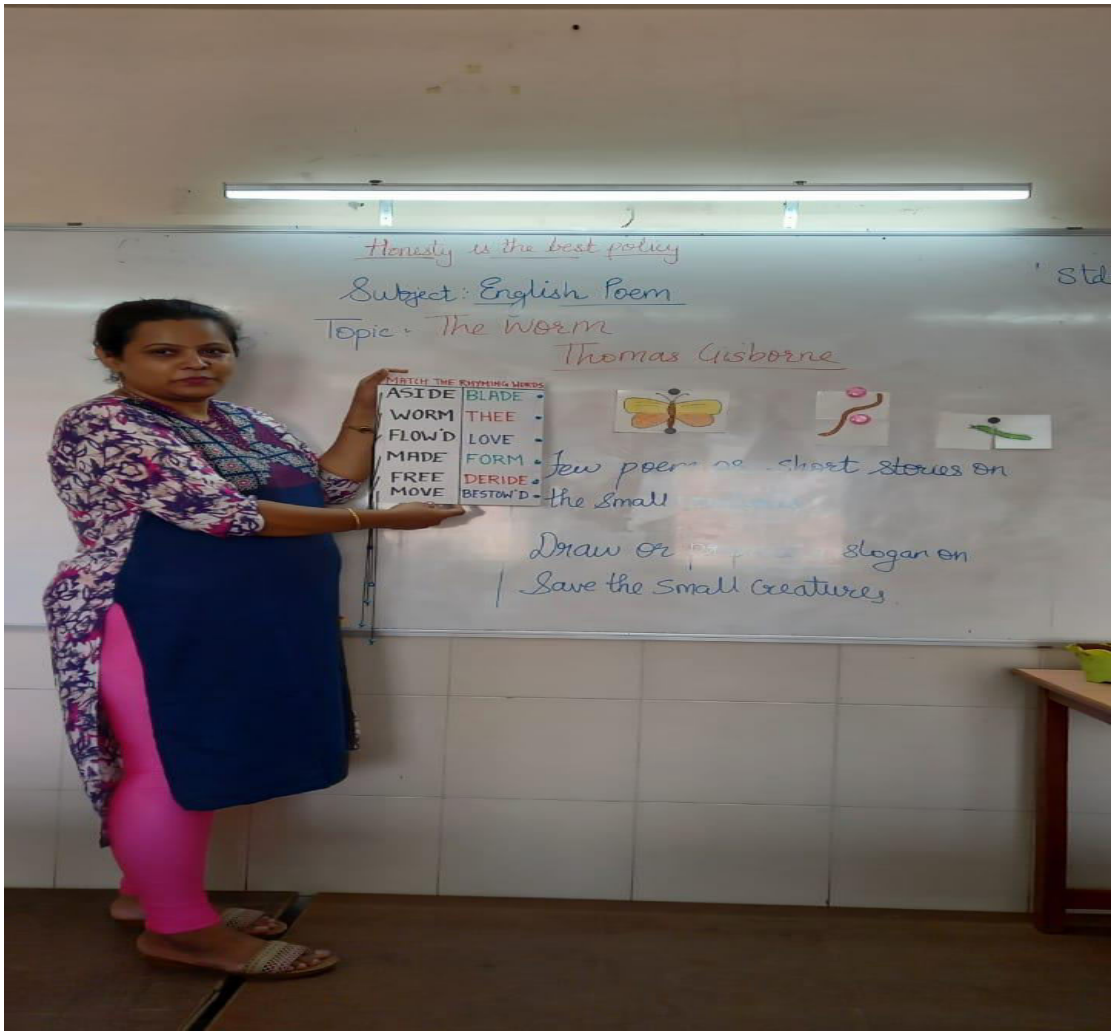

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TEACHING AIDS WORKSHOP

17/11/2021

Nirmala Memorial Foundation had organized a workshop on teaching aid for future teachers to enhance the teaching learning purpose. The main objective of teaching aids is to make the lesson more effective. The workshop was very effective all students took active participation. From the workshop students learn different technique to prepare variety of teaching aids which they can use in their day to day teaching.

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