



Oriental Education Society's

## **ORIENTAL COLLEGE OF EDUCATION**

(Affiliated to University of Mumbai and NCTEcode no. 123024)

Sector No.2, Plot No.3,4,5, Near Sanpada Railway Station , Sanpada (W),

Navi Mumbai - 400705. E-mail: [enquiry@oce.edu.in](mailto:enquiry@oce.edu.in) ,Website [www.oce.edu.in](http://www.oce.edu.in) Tel.No. 27752213.

### **2.4.2**

#### **Documentary Evidence In Support of Each Selected Activity**

DOCUMENTARY EVIDENCE IN SUPPORT OF ACTIVITIES

ASSESSING STUDENT LEARNING



**ORIENTAL COLLEGE OF EDUCATION**

Sector-2, Plot No. 3, 4, 5, Sanpada, Navi Mumbai - 400 705

**PRACTICE TEACHING LESSON PLAN**

Name of the Teacher Tanzil Shaikh Roll No. 55

Practicing School OCE

Lesson No. 5 Subject Science Date 30/11/21

Std. and Div. 6 Period 7 Time 3:00 pm

Topic of the Lesson Habitats and Adaptations

Subject matter to be covered :

① Habitat

② Types of Habitat : Aquatic & Terrestrial

③ Adaptations to Habitat : grassland, mountains, oceans.

Teaching Aid : Chart, Images, stickers, ~~poster~~, Activity.

Previous knowledge of the pupils : The pupils are aware about the different types of surroundings and animals around them.

Reference : NCERT Class 6 science Textbook.

*Sangeeta Nath*

**Dr. Sangeeta Nath**

Principal

Oriental College of Education

Introduction Introduction is done through showing pictures and story telling.

Presentation Systematic presentation of lecture. Relevant examples are given.

ReCapitulation Recap is done through summarizing the points on BB.

Evaluation Evaluation is done through activity method.

B.B. Work color chalks are used, Important words are highlighted.

Class Control Good command on class. Attentive class. Interest generated learning new things.

Teacher's Preparation: Strong content knowledge. Appropriate teaching aid is used.


Suggestions

- \* Eye contact is maintain with class.
- \* Simple and easy language is used for explanation.
- \* clear and loud voice.
- \* Confident student teacher.
- \* Good pace of teaching.
- \* Assignment given on Black Board.
- \* Overall it was a good lesson.

Name of Supervisor : Asst. Prof. Teacher

Supervisor's Signature : *Tajal*

Date : 30/11/21

Name of the Teacher TAN  Open with Google Docs Roll No. 55

Practicing School \_\_\_\_\_

Lesson No. 2 Subject BIOLOGY Date 20/11/21

Std. and Div. 8<sup>th</sup> Period 3 Time 11:30 am

Topic of the Lesson COMPOSITION OF BLOOD

Subject matter to be covered : 

- What is blood
- Plasma
- Types of blood corpuscles (RBCs, WBCs and platelets)

Teaching Aid : 3D Model of blood cells, Chart, Activity

Previous knowledge of the pupils : The pupils are aware about the concept of blood and transport of nutrients in human body.

Reference : ICSE Class 8 Biology Textbook.

Teaching Aid Pic :-

Models + chart



*Sneeth*  
Dr. Sangeeta Nath  
Principal  
Oriental College of Education

Introduction ✓ Set induction done beautifully with help of an activity. and conclude with topic.

Presentation ✓ S.T. presents content in interesting manner.

ReCapitulation ✓ S.T. gives life relevant examples.

Evaluation ✓ S.T. uses teaching aids from day to day life.

B.B. Work ✓ B.B. work clear

Class Control ✓ Recapitulation has done.

Teacher's Preparation ✓ Evaluation has done.

Teacher's Preparation ✓ Body language is good.

Suggestions →

✓ Be little bit louder.

✓ Don't use nothing word in your explanation.

✓ Eva keep it up. and increase your flow of lesson.

Name of Supervisor : Asst. Prof. Asmita WEHAR

Supervisor's Signature : 

Date : 16/11/21

## **BLUEPRINT**

ORIENTAL EDUCATION SOCIETY'S  
ORIENTAL COLLEGE OF EDUCATION, SANPADA



### **BLUEPRINT**

Submitted for the fulfillment of  
Two year Bachelor's degree of Education  
For the year 2021  
(SEM- 3)

**Guided By:** Asst. Prof. Asmita Wewhare

**Submitted by:**  
**Name:** Tanzil Shaikh  
**Roll number:** 55

**Submitted to:**  
Asst. Prof. Asmita Wewhare

# INDEX

Sr. No	Content
1	Meaning of Blueprint
2	Objective of Blueprint
3	Guidelines
4	Benefits/Uses
5	Format of Blueprint
6	Question Paper
7	Answer
8	Test Results
	Analysis of Test Results
10	Interpretation
11	Reflection
12	References

*Sangeeta*  
**Dr. Sangeeta Nath**  
Principal

### Format of Blueprint

Objectives	Knowledge			Understanding			Application			Total
	E	S	O	E	S	O	E	S	O	
Lesson 1	-	2(1)	1(1)	-	2(1)	1(1)	3(1)	-	-	9
Lesson 2	-	-	1(5)	-	2(1)	1(1)	3(1)	-	-	11
Total	8			6			6			20

**Note:** In X(Y), X= Marks, Y=Number of Questions

### Weightage to the Content:

Lesson	No. of Questions	Marks	Percentage
L1	5	9	45%
L2	8	11	55%
Total	13	20	100%

*S. Nath*  
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## Results of The Test

Open with Google Docs

The above prepared test was administered to 20 students. The marks obtained by these students on the test are as follows:

17, 15, 14, 10, 18, 12, 9, 16, 16, 15, 17, 14, 10, 11, 18, 9, 19, 12, 15, 10

## Analysis of Data

Finding out the mean, median and mode of the data:

- **MEAN**

**Mean Score = Sum of all scores / Total number of students**

Mean =  $277 / 20$

**Mean = 13.85**

11

- **MEDIAN**

**Median =  $(N/2)^{\text{th}}$  Observation**

Arranging the data in ascending order:

9, 9, 10, 10, 10, 11, 12, 12, 14, 14, 15, 15, 15, 16, 16, 17, 17, 18, 18, 19

$N=20$ , thus, median =  $10^{\text{th}}$  observation

**Median = 14**

  
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• **MODE**

Class Interval	Frequency
0-5	0
5-10	2
10-15	8
15-20	10

$$\begin{aligned}\text{Mode} &= L + (F_1 - F_0) / 2 (F_1 - F_0 - F_2) \times H \\ &= 15 + [(10 - 8) / 2 (10 - 8 - 0)] \times 5 \\ &= 15 + [2 / 2 \times 2] \times 5 \\ &= 15 + 0.5 \times 5 \\ &= 15 + 2.5\end{aligned}$$

**Mode = 17.5**

### Interpretation

Highest scored marks : 19

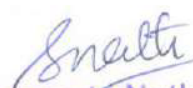
Average scored marks : 15

Lowest scored marks : 09

### Reflection

Preparation and administration of test, is an important aspect of the teaching learning process. Through this internship activity, I got to learn many things of importance to a teacher. Understanding the concept and importance of blueprint was the easier part of this journey. The real challenge was preparing the question paper and administering the test to a whole class of students. I struggle with the level of ease of the paper, as I often found myself making some really challenging and tough questions. It was through the constant guidance and self reflection, that I learnt to make a balanced paper that caters to the needs of the learners while also giving equal weightage to the all lessons involved.

The process of making the question paper, the blueprint, and taking the test was extremely exciting and a great learning opportunity for me. I shall implement my learning in my professional life as well.

  
**Dr. Sangeeta Nath**  
Principal  
Oriental College of Education  
Mumbai

## FORMULATING LEARNING OBJECTIVES



### ORIENTAL COLLEGE OF EDUCATION

Sector-2, Plot No. 3, 4, 5, Sanpada, Navi Mumbai - 400 705

#### PRACTICE TEACHING LESSON PLAN

Name of the Teacher Tanzil Shaikh Roll No. 55

Practicing School \_\_\_\_\_

Lesson No. 1 Subject Physics Date 18/11/21

Std. and Div. 8<sup>th</sup> Period 2 Time 11.15 am

Topic of the Lesson Refraction Of Light

Subject matter to be covered :  
• Meaning of Refraction  
• How refraction occurs  
• Rules of Refraction  
• Refractive Index.

Teaching Aid : Glass, Water, Pencil, Laser light.

Previous knowledge of the pupils : The pupils are aware about the concept of reflection of light.

Reference : ICSE, Class 8 Physics Textbook.

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	(With Specification)
<p><b>• CONCEPT OF REFRACTION:</b> When light travels from one transparent medium, to another transparent medium, it bends from its original path. This phenomenon of bending of light is called refraction.</p>	<p><b>• KNOWLEDGE &amp; Pupil acquires</b> knowledge about the phenomenon of refraction of light &amp; refractive index. <b>Specification:</b> Pupil recalls the phenomenon of refraction &amp; refractive index.</p>
<p><b>• HOW IT OCCURS:</b> Refraction takes place at the surface of separation of the two media.</p>	<p><b>• UNDERSTANDING:</b> - Pupil gains an understanding of the phenomenon of refraction &amp; refractive index. <b>Specification:</b> Pupil is able to understand refraction in daily life.</p>
<p>• Whenever light travels from rarer to denser medium, it bends towards the normal.</p>	<p><b>• APPLICATIONS:</b> - Pupil applies the gained knowledge to new and unfamiliar situations. <b>Specification:</b> Pupil applies and identifies refraction of light in daily life.</p>
<p>• Whenever light travels from denser to rarer medium, it bends away from the normal.</p>	
<p><b>• LAWS OF REFRACTION:</b> ① The incident ray, the normal at the point of incidence, and the refracted ray, all lie in the same plane.</p>	<p><b>• SKILLS:</b> - The ability to understand refraction, its rules, and refractive index.</p>
<p>② For a given pair of media, and given color of light, the ratio of sine of angle of incidence to the sine of angle of refraction is constant, i.e.</p> $\frac{\sin i}{\sin r} = \text{constant} = \mu$	
<p>• The second law is also known as Snell's law &amp; the constant is refractive index (<math>\mu</math>) of the 2nd medium w.r.t the 1st one.</p>	<p><b>• INTEREST:</b> - To develop the pupil's interest in learning about refraction of light.</p> <p><b>• VALUES:</b> - Awareness, Curiosity, Change Core Element: Incubation of Scientific Temper, Protection of environment.</p>



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### PRACTICE TEACHING LESSON PLAN

Name of the Teacher Tanzil Shaikh Roll No. 55

Practicing School OCE

Lesson No. 4 Subject Science Date 29/11/21

Std. and Div. 8 Period 1 Time 10:30

Topic of the Lesson Food Preservation

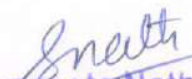
Subject matter to be covered : Food preservation

- Chemical methods : Salt, sugar, oil & vinegar
- Heat & Cold treatments : Boiling, refrigerating, pasteurization.
- Storage & Packaging : air tight

Teaching Aid : Role play, Live objects - food samples, charts, stickers.

Previous knowledge of the pupils : Pupils are aware about some household food preservation techniques.

Reference : NCERT Class 8 Science Textbook.

  
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Content	(With Specifications)	Activities
<p>Food preservation - Preserve food from being spoiled and spoiled by various methods</p> <p>To know all food preservation methods of chemical, heat, cold, and various methods of food preservation etc.</p>	<p>Knowledge of food requires knowledge of food preservation methods</p> <p>Application of food preservation knowledge of chemical, heat, cold, and various methods of food preservation</p>	<p>So introduce S.T. who play with interest. The distribute various food samples &amp; asks them to keep it fresh for long.</p> <p>- Students react on the role play for long.</p>
<p>Chemical Method - Use of salt, sugar, oil and vinegar etc. keep the material fresh for long time. Essential for preservation of vegetables for preservation</p>	<p>Application of food requires understanding of food preservation methods. Application of food requires various food preservation methods.</p>	<p>Statement of Aim: Today we will learn about "method of food preservation"</p> <p>- Students listen &amp; note down the topic.</p>
<p>Some lesser known salt sugar salt &amp; sugar. makes the food become unclean with bacteria. The growth of bacteria</p>	<p>Application of food requires various knowledge to use ingredients. Application of food requires food preservation techniques for long time.</p>	<p>Introduction: A combination of activity and discussion method is used.</p> <p>- The S.T. asks "what do you understand by food preservation?"</p> <p>- The S.T. explains the concept of food preservation.</p> <p>- Students answer.</p> <p>- Students listen food preservation.</p> <p>- Students think and answer.</p>
<p>Use of oil &amp; vinegar preservative of pickles.</p>	<p>Application of food requires various preservative preservation techniques.</p>	<p>- The S.T. asks various questions on pickles like "why did you use this method to preserve your food &amp; not some other method?"</p> <p>- The S.T. explains the various methods of food preservation.</p> <p>- Students listen, and how various food can be preserved with various methods only.</p>
<p>Using refrigerator &amp; vacuumation of food in vacuumation.</p>	<p>Application of food requires various preservation methods.</p>	<p>The S.T. explains the various methods of food preservation.</p> <p>- Students listen, and how various food can be preserved with various methods only.</p> <p>- Students observe the concept using a concept map.</p>
<p>To make the food safe for being organized and used in the food sector.</p>	<p>Application of food requires various preservation methods.</p>	<p>Evaluation: The S.T. regulates the concept using a concept map.</p> <p>- Students observe and draw.</p> <p>- Students observe and draw.</p> <p>- Students observe and draw.</p> <p>- Students observe and draw.</p> <p>- Students observe and draw.</p> <p>- Students observe and draw.</p>

## IDENTIFYING VARIED STUDENT ABILITIES

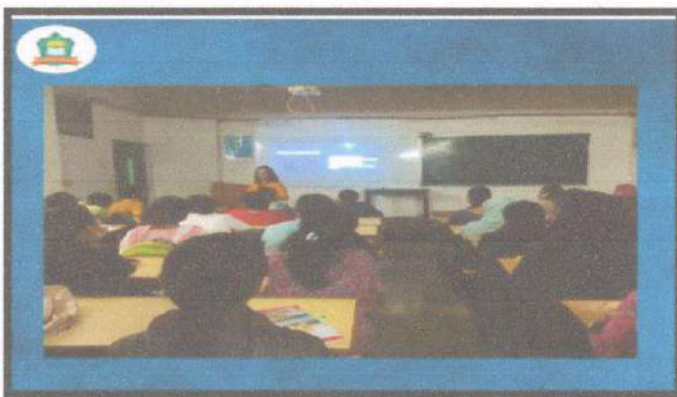
### TEACHER DEMO



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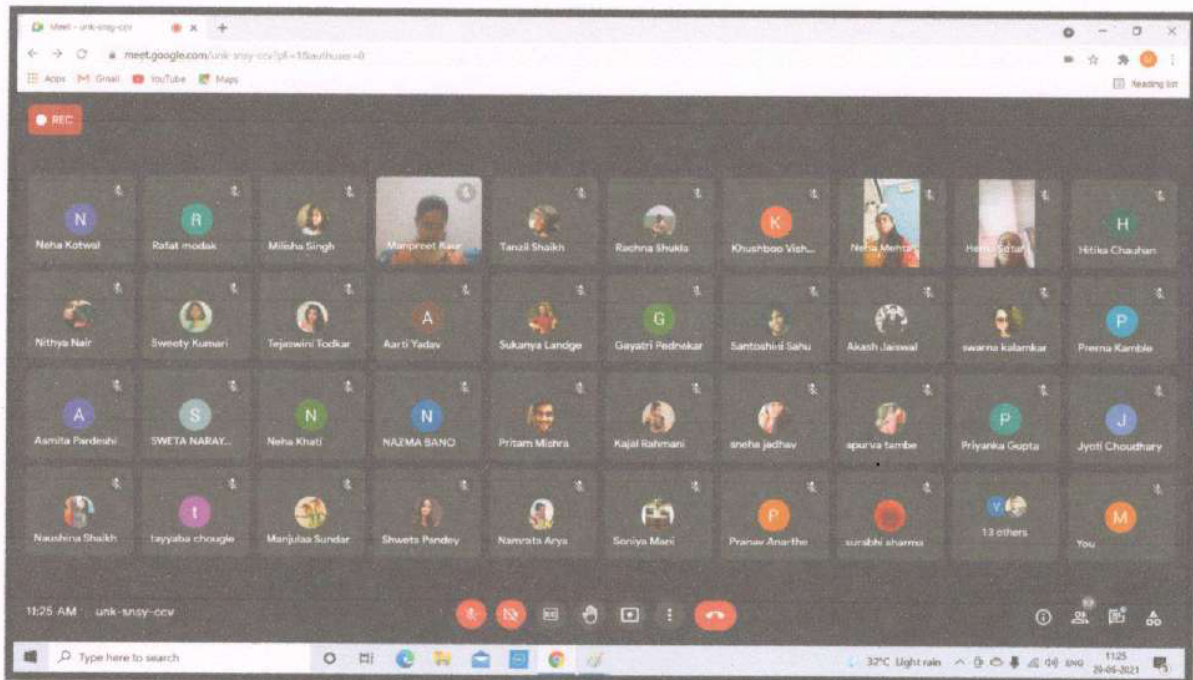
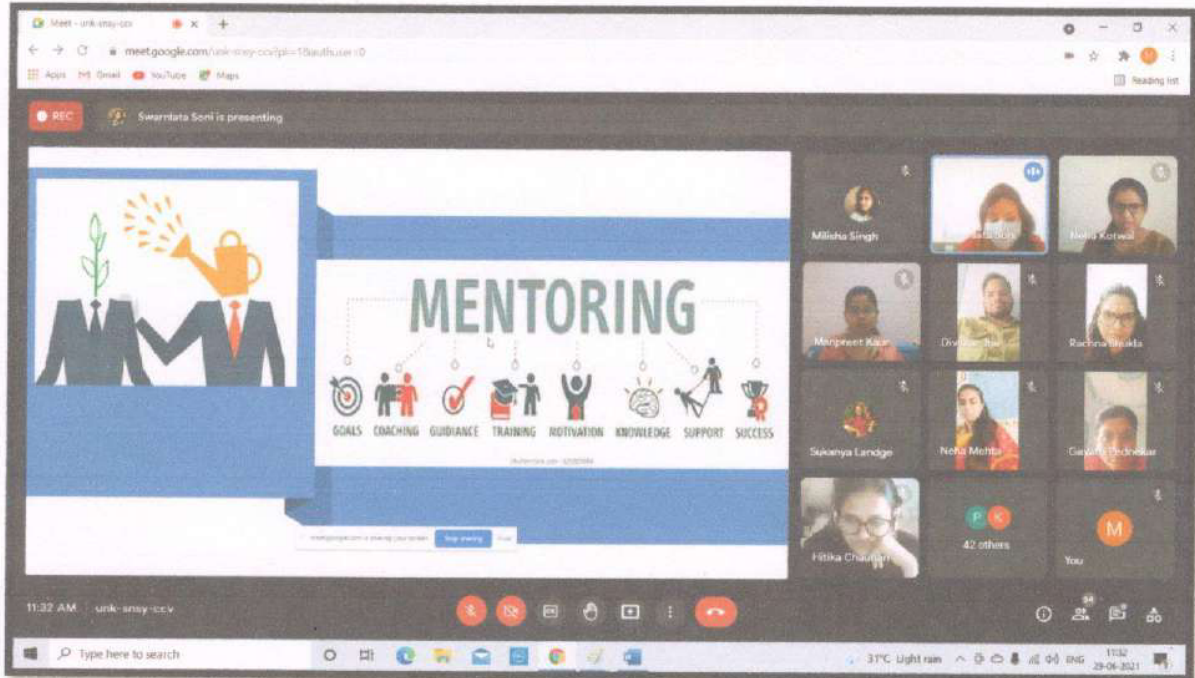


## MICRO- TEACHING



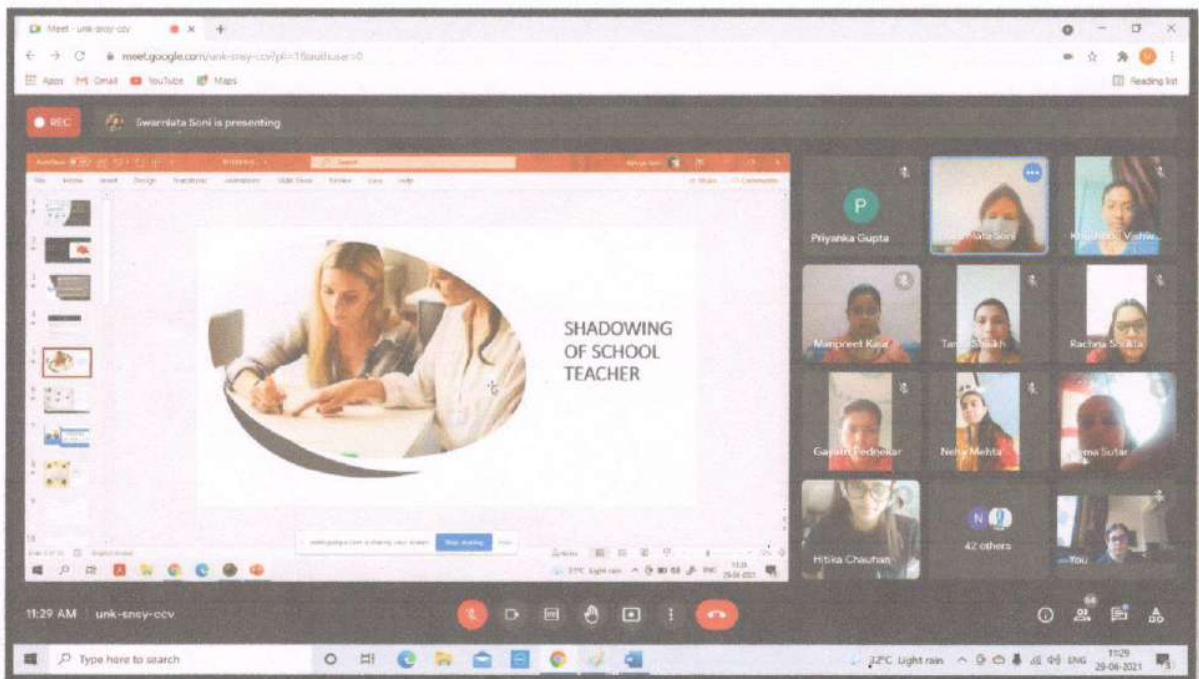
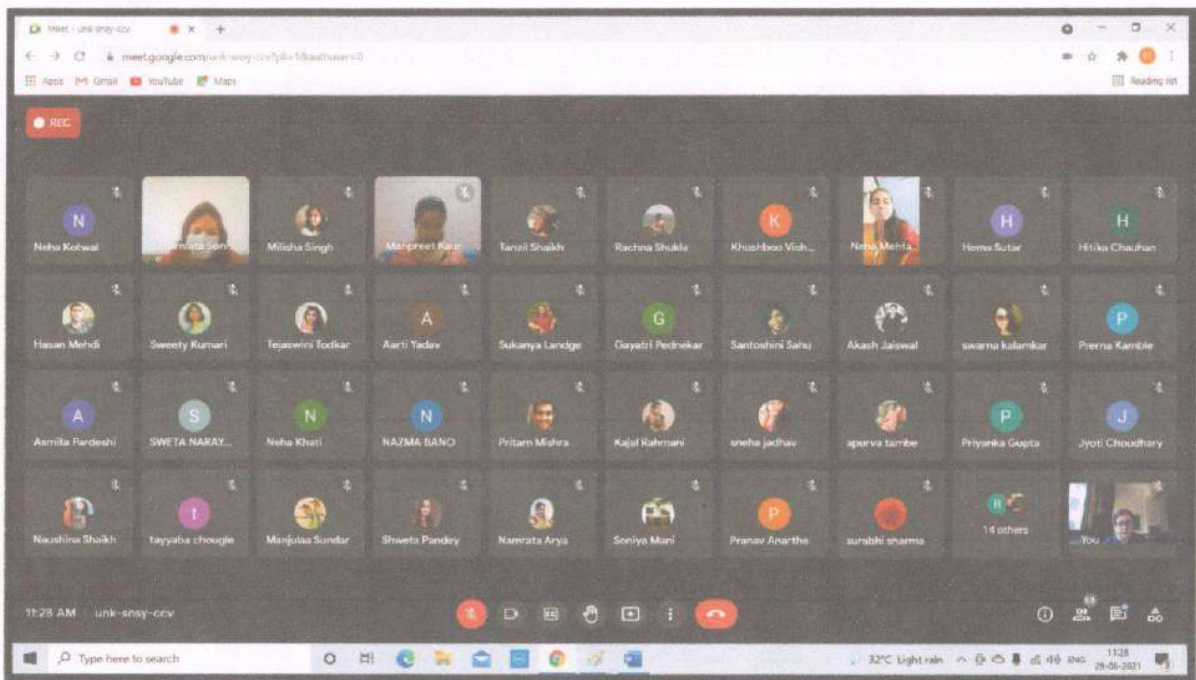
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Mumbai

# MENTORING AND DISCUSSION



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Principal  
Oriental College of Education





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**Dr. Sangeeta Nath**  
Principal  
Oriental College of Education

meet - unk-sny-cov

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REC Swarnata Soni is presenting

Teacher shadowing as an empowering technique for student teacher(B.Ed- TRAINEE) to develop practical knowledge of teaching profession.

Shadowing is the process of following a **TEACHER OR EDUCATOR** through one day, part of a day, or longer, experiencing what that person experiences for the purpose of professional learning.

Milaha Singh, Nisha Kotwal, Manpreet Kaur, Tanvi Bhatnagar, Rachna Shukla, Nisha Mehta, Divyanshu, Hitika Choudhan, 42 others, You

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meet - unk-sny-cov

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REC Swarnata Soni is presenting

Determine **PURPOSES** for shadowing.

Determine **PROTOCOL** for shadowing (participation vs. observation, ability to record the experience).

Use an **OBSERVATION FORM**.

Begin the process of **IMPLEMENTATION**.

Milaha Singh, Nisha Kotwal, Manpreet Kaur, Tanvi Bhatnagar, Rachna Shukla, Nisha Mehta, Gayatri Choudhary, Hitika Choudhan, 42 others, You

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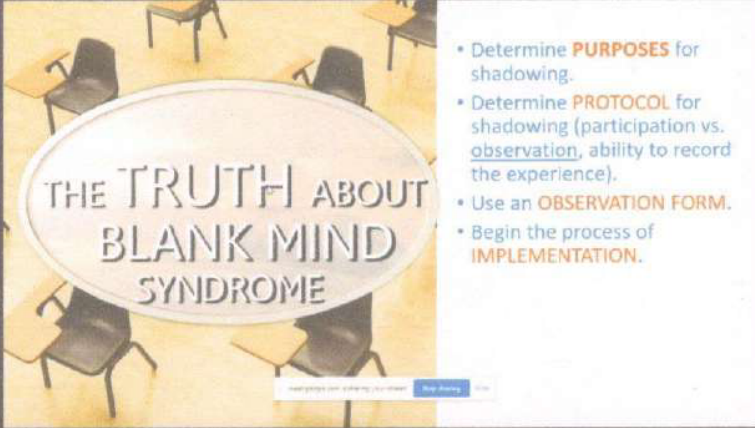
*Sangeeta*  
**Dr. Sangeeta Nath**  
 Principal  
 Oriental College of Education

Meet - unk-ansy-cv

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REC Swarnata Soni is presenting



- Determine **PURPOSES** for shadowing.
- Determine **PROTOCOL** for shadowing (participation vs. observation, ability to record the experience).
- Use an **OBSERVATION FORM**.
- Begin the process of **IMPLEMENTATION**.

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*Snathi*  
**Dr. Sangeeta Nath**  
 Principal  
 Oriental College of Education  
 Mumbai

# LESSON PLAN AND TEACHING AIDS

It is a ~~extraordinary~~ **Extremely!** **Definition of a Lesson Plan**

Is it a form? Resource and guide? Is it a test? assessment? Teachers' Philosophy? What is it? Student Population? Text Books? Goals for the Students?

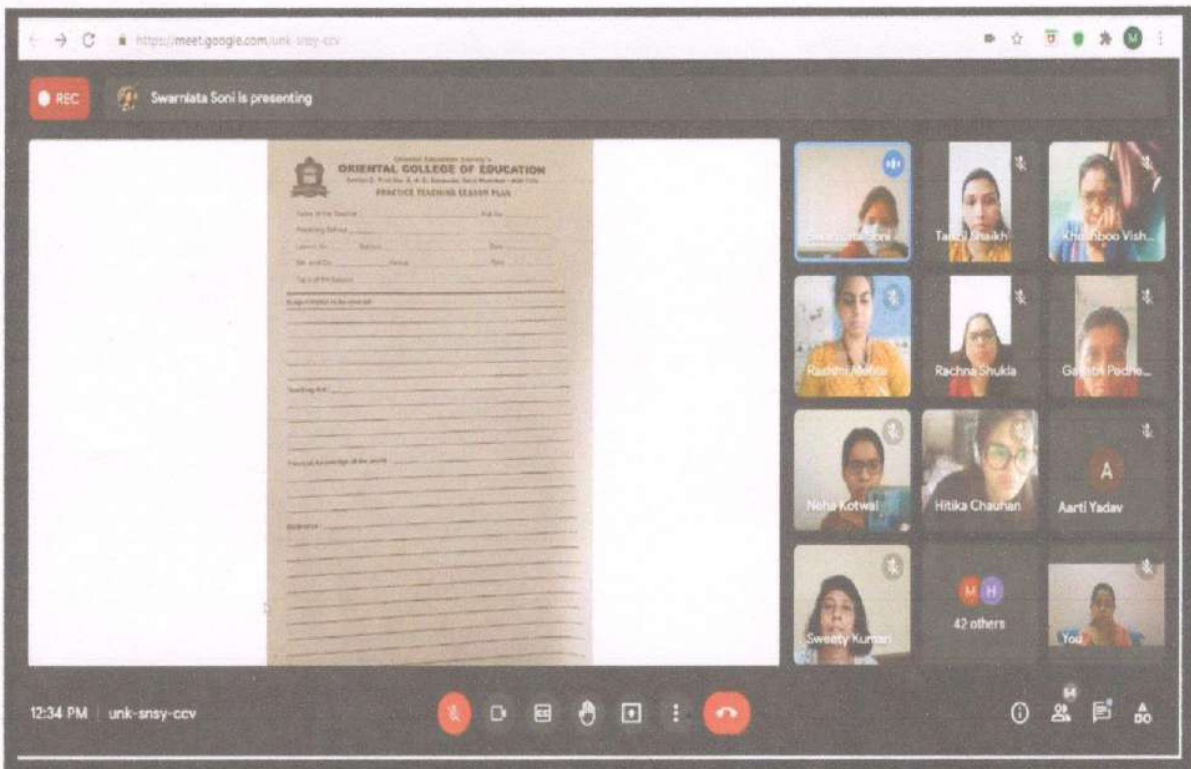
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### STEPS INVOLVED IN LESSON PLANNING

- **The set induction** -beginning of lesson (or lead-in, or bridge-in) that focuses students on the lesson's **concepts**—these include showing pictures or models, asking leading questions, or reviewing previous lessons/knowledge
- **Presentation**—that describes the sequence of events that make up the lesson, including the teacher's instructional input and, where appropriate, guided practice by students to consolidate new skills and ideas
- **Independent practice** that allows students to extend skills or knowledge on their own, it include —**Explanation, Demonstration, Description, Interaction** by Using (verbal & written communication-B.B., teaching aids,
- **Recap** A *summary*, where the teacher wraps up the discussion and answers questions
- **An evaluation**, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

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*S.Nath*  
**Dr. Sangeeta Nath**  
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*Sangeeta*  
**Dr. Sangeeta Nath**  
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Oriental College of Education

## EVOLVING ICT BASED LEARNING SITUATION

### Understanding Theory Courses- Use of Videos Prepared by Teachers

Juvenile Delinquency And Traumatic Brain Injury



#### **A) Social Factors**

a) Social Factor favoring juvenile delinquency:

- Broken homes
- Poverty
- Delinquency areas
- Companion & Gangs
- Begging

Other Social or environmental factors:

- a) School dissatisfaction
- b) Film and pornography literature



3:50 / 10:45

Scroll for details

Salamanca 1994 policy #international policy# sem iv @Inclusive Education

## Significance of Policy

- policies ensure a safe, organized, convivial, empowering, and non-discriminatory environment for work.
- Policy is a written statement of goal to be achieved so that any diversion can be handled.
- Policy also tells how to handle any diversion or disturbance.
- It also have written steps to be taken to achieve the goal.
- Policies tell about what the situation is, and how to use it for optimization.
- Policies have expectations and information readily available for reference at point of requirement.

1:38 / 8:13


Scroll for details

*Sangeeta Nath*  
Dr. Sangeeta Nath

Amrita Webinars (Presenting)

## KEY CONCEPTS OF PIAGET'S THEORY

- ❖ **Schema** - A schema describes both the mental and physical actions involved in understanding and knowing. As experiences happen, this new information is used to modify, add to, or change previously existing schemas.
- ❖ **Assimilation** - The process of taking in new information into our previously existing schema's is known as assimilation.
- ❖ **Accommodation** - Accommodation involves altering existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this process.
- ❖ **Equilibration** - Maintaining balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation).




Amrita Webinars

Questioning skill video RR.mp4

- ❖ **Questioning is the fundamental skill in teaching-learning process.**
- ❖ **By posing certain questions, you can help learners develop a greater degree of understanding.**

**Need of questioning in teaching-learning process-**

- **Arouse interest**
- **Test knowledge**
- **Motivate the learners**
- **Promote understanding**
- **Help give new insights**
- **Consolidate learning**
- **Stimulate critical thinking**



*Sneath*  
**Dr. Sangeeta Nath**  
 Principal  
 Oriental College of Education

**To understand Theory Courses students using  
Library Blog for References of various books**

**TEXTBOOK**

- PEDAGOGY OF HISTORY
- Cultural Understanding of ICT SEM 1
- K-12 BLENDED SCHOOLS SEM 1
- Learning and Teaching SEM 2
- Education Management sem 2
- EDUCATIONAL SEM 2
- Language Across Curriculum (LAC) sem 1
- Language Across the Curriculum (LAC) sem 2
- Knowledge And Curriculum (KAC)

**Text Book B.Ed**

- History pdf Book
- Learning and Teaching Book PDF sem 2
- Special Needs Approach: Book for 1
- English Pedagogy: Pedagogical and Pedagogical sem 2
- Education Management sem 2 (Version 1)
- Education Mgt. (Book)
- Pedagogy of Commerce sem 2
- Hindi - Pedagogy of Hindi
- Gender, Subaltern Society (Book)
- Cultural Understanding of ICT SEM 1
- Creating an Inclusive School sem 2
- HETI OVC PAPERS
- History Books Hemantika Publishing
- Pedagogy of English Or Sem 1 Book

**पुण्य नगरी**

श्रीधर सुप्रसन्न शिंदे  
May 1, 2024 Page No. 12  
History and Pedagogy

**ORIENTAL B.ED.COLLEGE**

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**Employment**

- Employment News

**Library E-Resource Link**

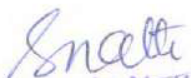
- UML
- Learning and Teaching PDF Material (Learning Pedagogy)
- National Digital Library of India
- APCE Digital Library
- MCEJ JOURNALS
- TOR (Open Access Journals)
- Shiksha Ganga
- National Digital Library
- Photo Ganga
- JOC-approved List of Journals
- MSCAR Research Journals (SCAR)
- Directory of Open Access Journals (DOAJ)
- MOOC LIBRARY CATALOGS
- Top Website Studies and Employers
- Pathshala Link

**E-Resources**

*Open Access Resources - Free and Downloadable*

*E-resources have been categorized as per type of content. Click on the titles below to access the respective e-resources:*

- 1. National Digital Library of India (NDLI)** (MHRD-Govt. of India and IIT-Kharagpur Initiative) (5,89,89,683 items hosted as of 16-January-2021)
- 2. NDLI COVID-19 Research Resources Repository** - Single window access to various types of COVID-19 Research Resources on NDLI website
- 3. eShodhSindhu** - Online Resources for supporting Researchers

  
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 Principal  
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## Videos of Lessons Conducted

B Ed Microteaching | Part 2

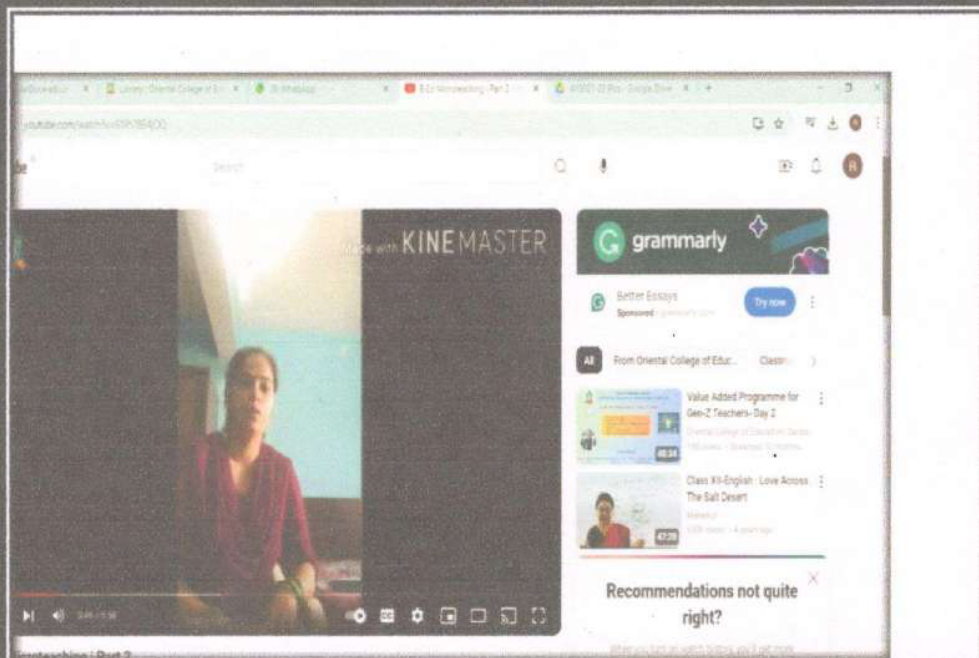
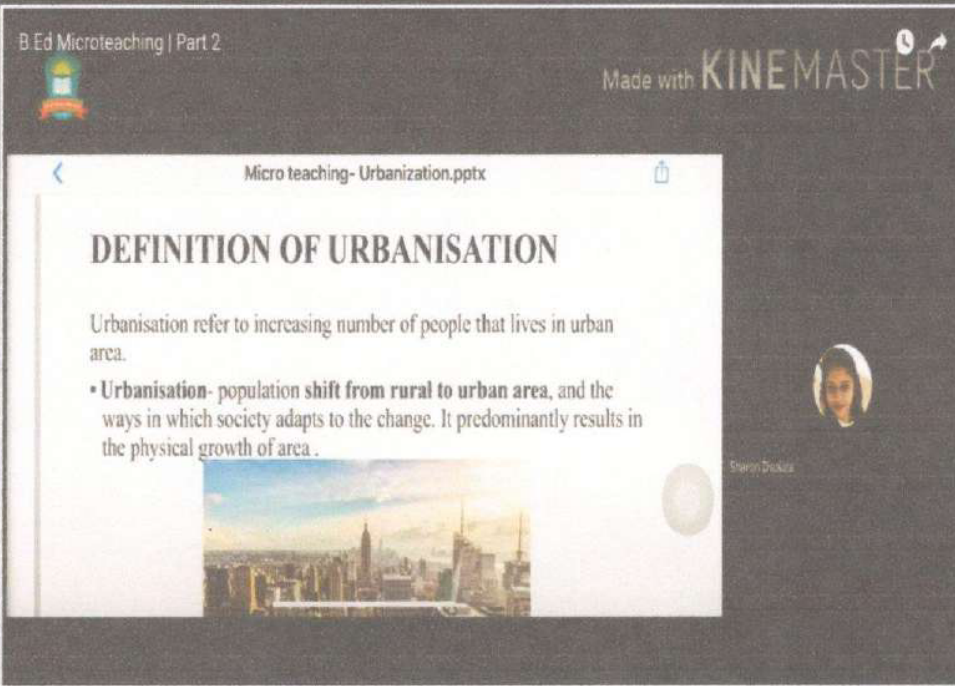
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Micro teaching- Urbanization.pptx

### DEFINITION OF URBANISATION

Urbanisation refer to increasing number of people that lives in urban area.

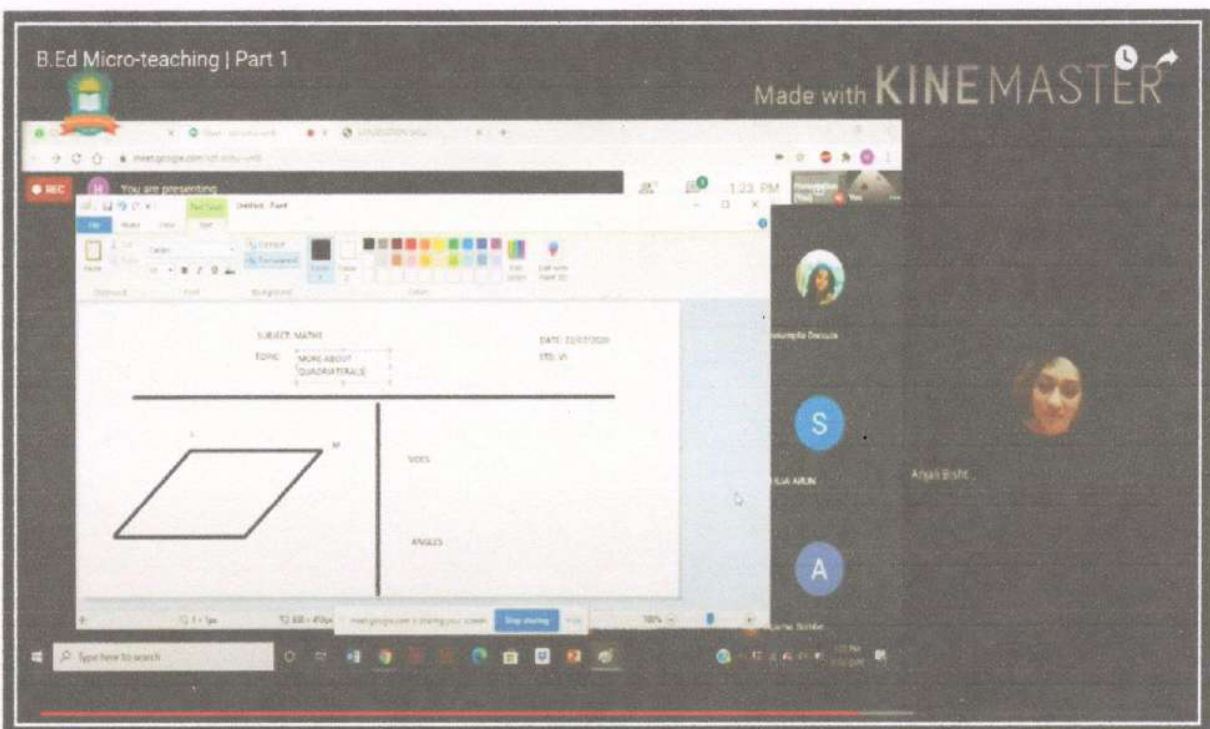
- **Urbanisation**- population shift from rural to urban area, and the ways in which society adapts to the change. It predominantly results in the physical growth of area.



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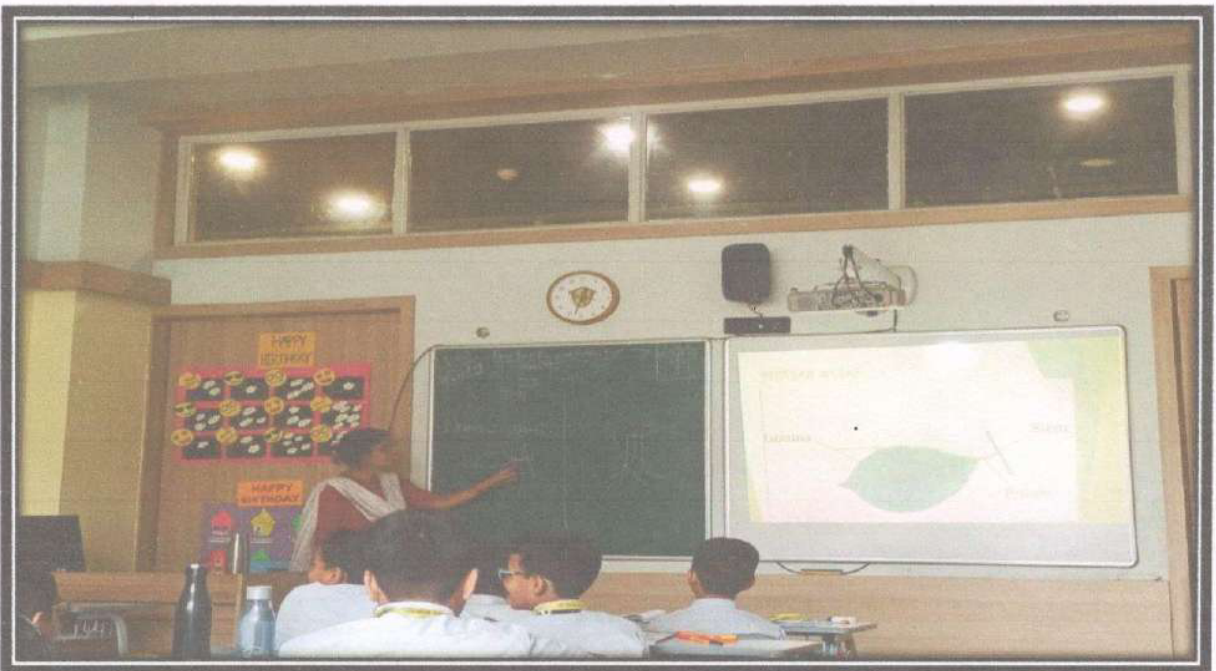
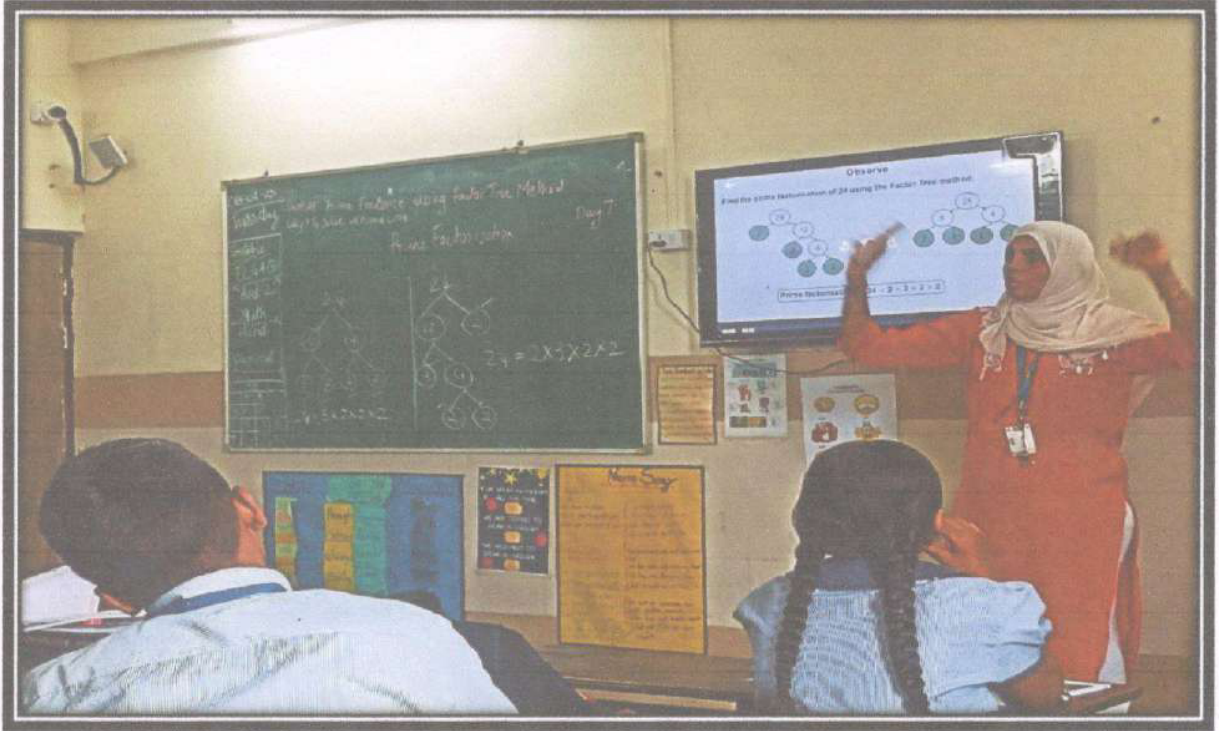
# ICT support Used by students in Practice Teaching & Internship

## Micro-teaching



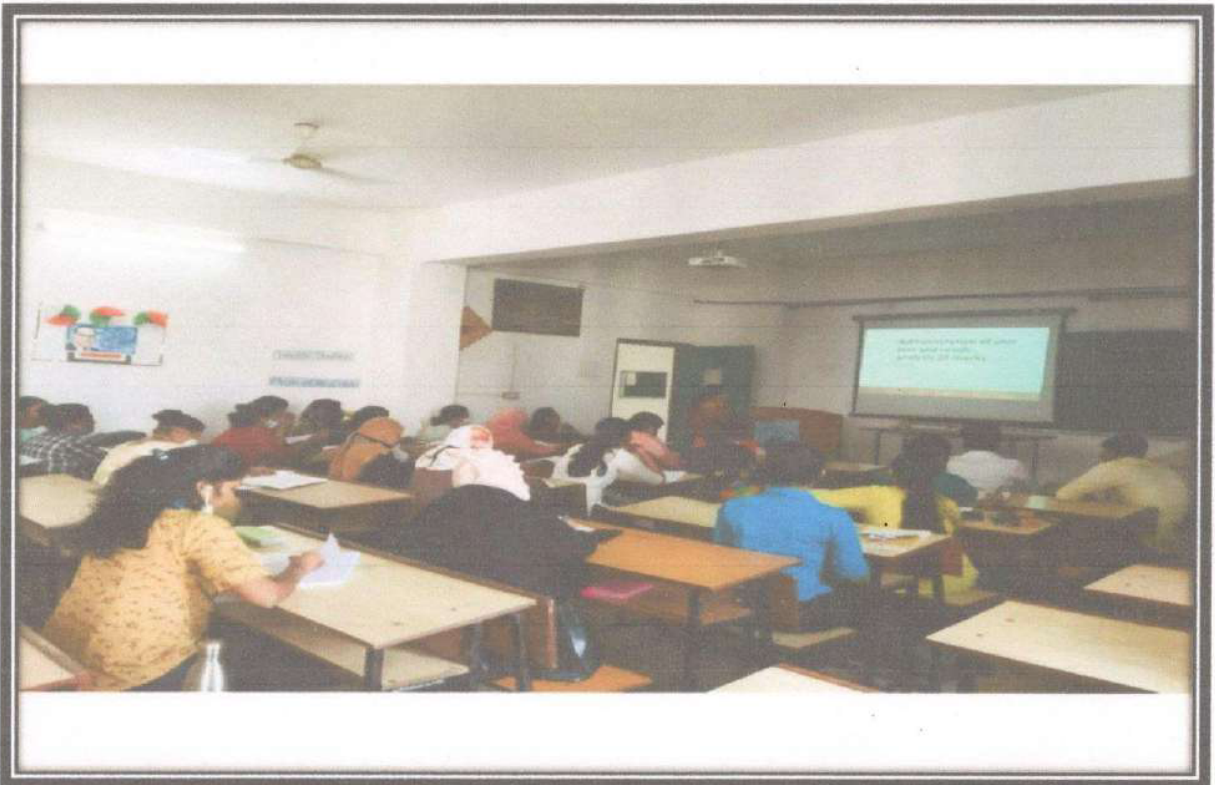
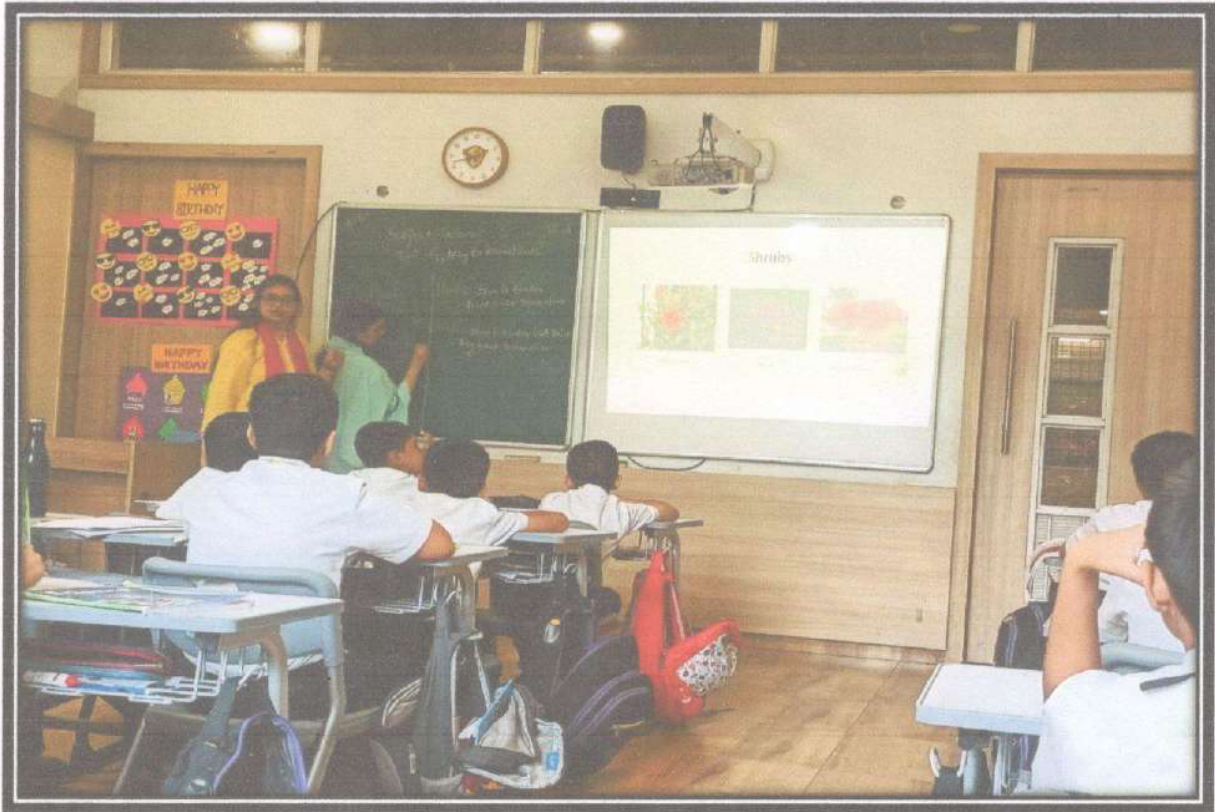
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## Practice Teaching



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**Practice Teaching using ICT in Internship**



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**INDIAN LANGUAGES- HINDI BHASA DIWAS CELEBRATION**



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# MARATHI BHASA DIWAS

**ओरिएंटल एज्युकेशन सोसायटी**  
सानपाडा, नवी-मुंबई - ४००८०५ \*संचालित\*

**२६ फेब्रुवारी २०१९**

**मराठी भाषा गौरव दिन**

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