

Oriental Education Society's

## ORIENTAL COLLEGE OF EDUCATION

(Affiliated to University of Mumbai and NCTE code no. 123024)

ector No.2, Plot No.3,4,5, Near Sanpada Railway Station, Sanpada (W),  
Navi Mumbai - 400705. E-mail: [clerk@oce.edu.in](mailto:clerk@oce.edu.in) ,Website [www.oce.edu.in](http://www.oce.edu.in) Tel.No. 27752213.

### **2.4.2 INDEX**

#### **DOCUMENTARY EVIDENCE IN SUPPORT OF EACH SELECTED ACTIVITY**

<a href="#">Assessing student learning</a>	<ul style="list-style-type: none"><li>• Sample lesson plan</li><li>• Blueprint</li></ul>
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# ASSESSING STUDENT LEARNING

## Sample Lesson plan



### 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.

Introduction set Induction 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 B.B.

Evaluation Evaluation is done through activity method.

B.B. Work : colour chokes 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 : Tejal

Date : 30/11/21

Name of the Teacher TAN  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)

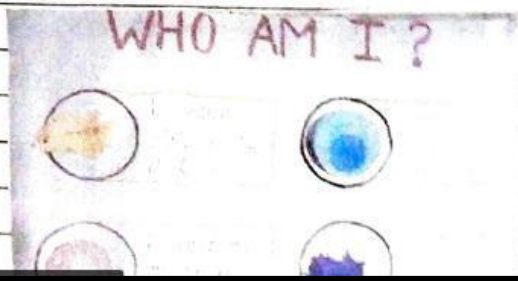
Teaching Aid : 3D Model of blood cells, Chart, Activity

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



- Introduction ✓ Set induction done beautifully with help of an activity. and correlate 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 clean  
✓ Recapitulation has done.
- Class Control ✓ Evaluation has done.
- Teacher's Preparation ✓ Body language is good.
- Suggestions →
  - ✓ Be little bit loud.
  - ✓ Don't use nothing word in your explanation.
  - ✓ Eva keep it up. and explore your flow of lesson.

Name of Supervisor : Asst. Prof. Asmita WEWHA

Supervisor's Signature : *Asmita*

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

## 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
<b>Total</b>	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%
<b>Total</b>	<b>13</b>	<b>20</b>	<b>100%</b>

## 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**



- **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.

# FORMULATING LEARNING OBJECTIVES

## Samples showing 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.

	(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:</b> Pupil acquires knowledge about the phenomenon of refraction of light &amp; refractive index. Specification: 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. Specification: 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.</p>
<p>• Whenever light travels from denser to rarer medium, it bends away from the normal.</p>	<p>Specification: Pupil applies and identifies refraction of light in daily life.</p>
<p><b>• LAWS OF REFRACTION:</b></p>	<p><b>• SKILLS:</b> The ability to understand refraction, its rules, and refractive index.</p>
<p>① The incident ray, the normal at the point of incidence, and the refracted ray, all lie in the same plane.</p>	<p><b>• INTEREST:</b> - To develop the pupil's interest in learning about refraction of light.</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>	<p><b>• VALUES:</b> Awareness, Curiosity, Change Core Element: Inculcation of Scientific Temper, Protection of environment.</p>
<p><math>\frac{\sin i}{\sin r} = \text{constant} = \mu</math></p>	
<p>• The second law is also known as Snell's law, &amp; the constant is refractive index (<math>\mu</math>) of the 2<sup>nd</sup> medium w.r.t the 1<sup>st</sup> one.</p>	



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. 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, chart, stickers.

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

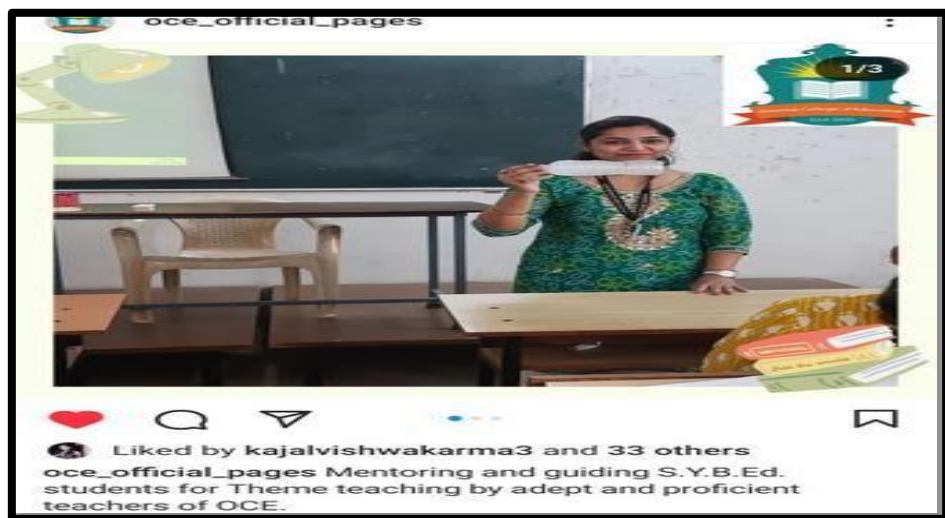
Reference : NCERT Class 8 Science Textbook.

Content	(With Specifications)	Activities
<p>• Food Preservation: Preventing food from being attacked and spoiled by microbes is known as food preservation. Some common methods of food preservation are:</p>	<p><b>Knowledge:</b> Pupil acquires knowledge of food preservation methods.</p> <p><b>Specification:</b> Pupil recalls knowledge of chemical, heat &amp; cold, and storage methods of food preservation.</p>	<p>Set Induction: S.T. role plays with children. She distributes various food samples &amp; asks them to keep it fresh for days.</p> <p>- Students enact in the role play.</p>
<p>① CHEMICAL METHOD: Use of salt, sugar, oil and vinegar to keep the microbial growth at bay. Such chemicals are known as preservatives. Ex- preservation of meat &amp; fish with salts. Jams, jellies preserved with sugar. Salt &amp; sugar reduce the water moisture content which inhibits the growth of bacteria. Use of oil &amp; vinegar prevents spoilage of pickles.</p>	<p><b>Understanding:</b> Pupil develops an understanding of food preservation methods.</p> <p><b>Specification:</b> Pupil explains various food preservation methods.</p> <p><b>Application:</b> Pupil applies acquired knowledge to new &amp; unfamiliar situations.</p> <p><b>Specification:</b> Pupil applies food preservation techniques in day-to-day life.</p> <p><b>Skills:</b> Pupil preserves food using appropriate preservation technique.</p>	<p>Statement of Aim: Today we will learn about "methods of food preservation".</p> <p>- Students listen &amp; note down the topic.</p> <p>Presentation: A combination of activity and discussion method is used.</p> <p>- The S.T. asks: "what do you understand by food preservation?"</p> <p>- Students answer.</p> <p>- The S.T. explains the concept of food preservation.</p> <p>- Students listen.</p> <p>- The S.T. asks questions based on role play like "Why did you use this method to preserve your food &amp; not some other method?"</p> <p>- Students think and answer.</p> <p>- The S.T. explains the various methods of food preservation, and how specific food can be preserved with specific method only.</p> <p>- Students listen, observe and discuss.</p> <p>With the help of live objects &amp; discussion method.</p>
<p>② HEAT AND COLD TREATMENT: Boiling, refrigerating &amp; pasteurization. Pasteurization of milk by heating it to 70°C for 15-30 seconds &amp; then sudden chilling &amp; storing.</p>	<p><b>Interest:</b> Pupil develops an interest in food preservation.</p> <p><b>Values:</b> Conservation, gratitude, avoiding wastage.</p>	<p>Re-Capitulation: The S.T. recapitulates the concepts using a concept map.</p> <p>- Students observe and listen.</p>
<p>③ STORES AND PACKAGING: Dry fruits, vegetables are sealed in air tight packets.</p>	<p><b>Core Element:</b> Constitutional obligation, conservation of environment, application of scientific concept.</p>	<p>Evaluation: The S.T. divides the class into groups &amp; gives each group a piece of paper and a bag full of food stickers &amp; asks them to stick the food in the correct preservation method box.</p> <p>- Students interact with each other &amp; perform the activity.</p> <p>Assignment: Find out when is world food day celebrated and why?</p> <p>- Students read &amp; discuss assignment.</p>





## MICRO-TEACHING

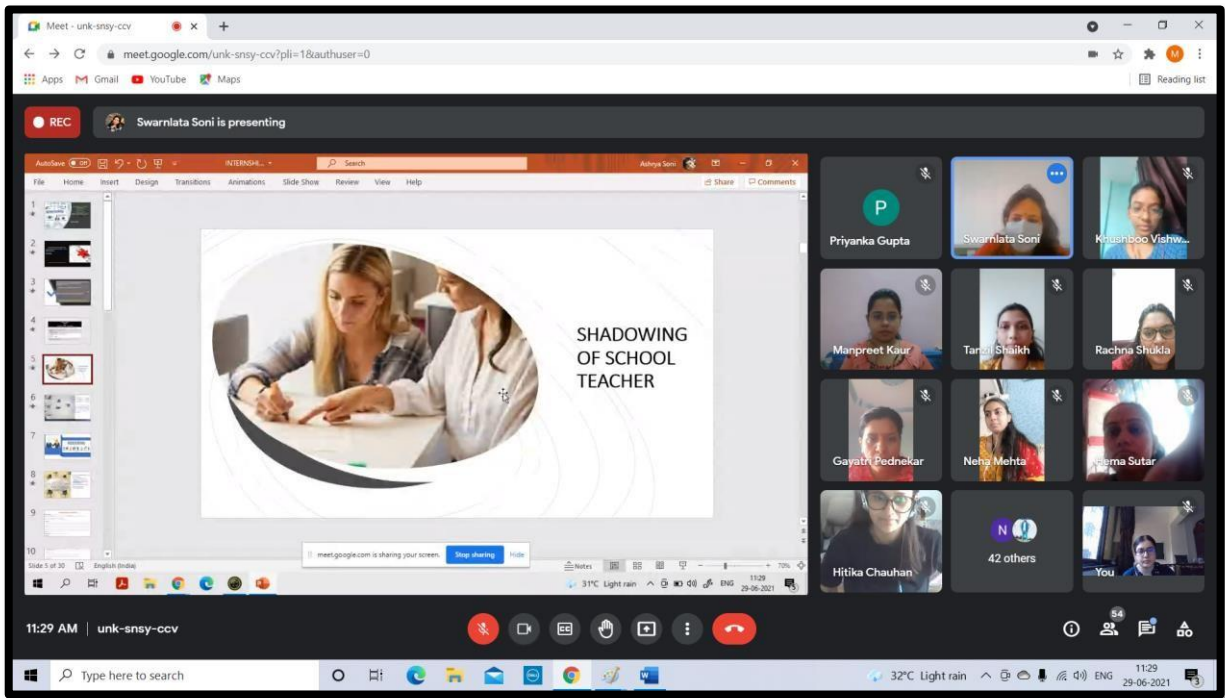
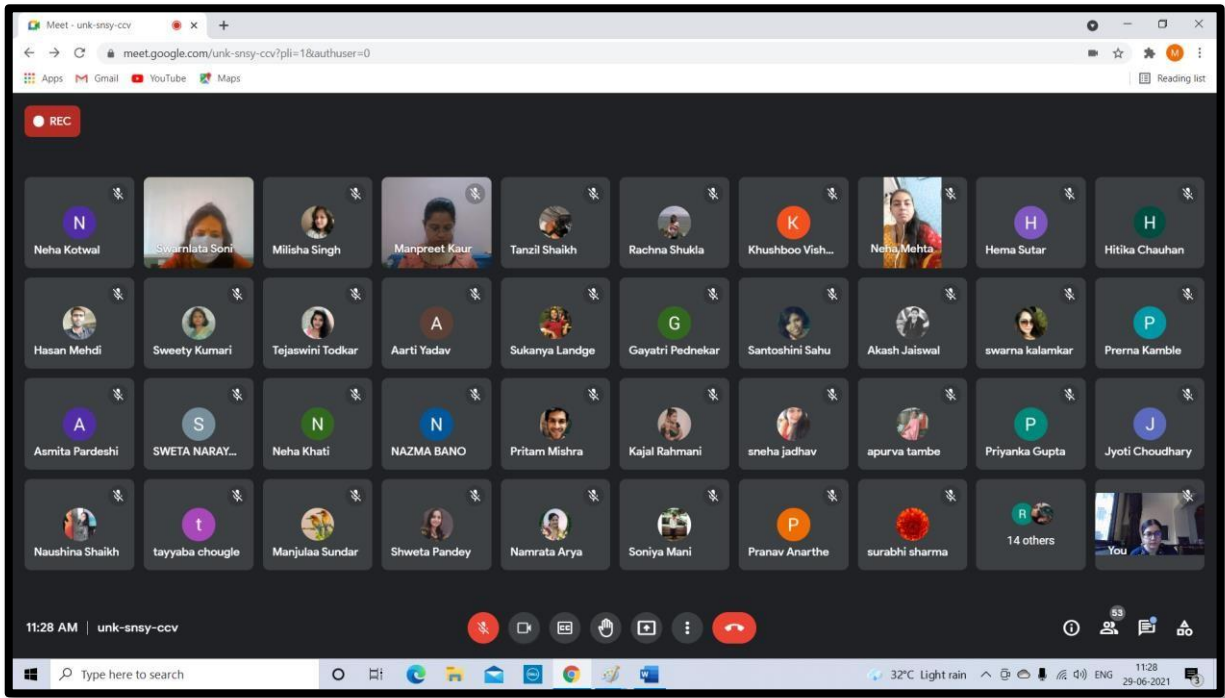


# MENTORING AND DISCUSSION

The screenshot shows a Google Meet interface. At the top, the browser address bar displays the URL: `meet.google.com/unk-snsy-cv?pli=1&authuser=0`. The meeting title is "unk-snsy-cv". A red "REC" button is visible in the top left corner. The main content area displays a presentation slide titled "MENTORING". The slide features an illustration of two men in suits, one holding a plant and the other watering it. Below the title, a diagram lists the components of mentoring: GOALS, COACHING, GUIDANCE, TRAINING, MOTIVATION, KNOWLEDGE, SUPPORT, and SUCCESS, each accompanied by a small icon. The bottom right of the slide shows the source: "shutterstock.com - 62030884". On the right side of the screen, a grid of participant video thumbnails is visible, including names like Milisha Singh, Swarnlata Soni, Neha Kotwal, Manpreet Kaur, Divakar Jha, Rachna Shukla, Sukanya Landge, Neha Mehta, Gayatri Pednekar, and Hitika Chauhan. The bottom status bar shows the time as 11:32 AM and the weather as 31°C Light rain. The Windows taskbar is visible at the very bottom.

This screenshot shows the same Google Meet session from a different perspective. The browser address bar and meeting title remain the same. The "REC" button is still present. The main area is now filled with a grid of 40 participant video thumbnails, each with a name and a small icon. The names include Neha Kotwal, Rafat modak, Milisha Singh, Manpreet Kaur, Tanzil Shaikh, Rachna Shukla, Khushboo Vish..., Neha Mehta, Hema Sutar, Hitika Chauhan, Nithya Nair, Sweety Kumari, Tejaswini Todkar, Aarti Yadav, Sukanya Landge, Gayatri Pednekar, Santoshini Sahu, Akash Jaiswal, swarna kalamkar, Prerna Kamble, Asmita Pardeshi, SWETA NARAY..., Neha Khatri, NAZMA BANO, Pritam Mishra, Kajal Rahmani, sneha jadhav, apurva tambe, Priyanka Gupta, Jyoti Choudhary, Naushina Shaikh, tayyaba chougale, Manjulaa Sundar, Shweta Pandey, Namrata Arya, Soniya Mani, Pranav Anarthe, surabhi sharma, 13 others, and You. The bottom status bar shows the time as 11:25 AM and the weather as 32°C Light rain. The Windows taskbar is visible at the bottom.






Meet - unk-snsy-ccv

meet.google.com/unk-snsy-ccv?pli=1&authuser=0

REC Swarnlata 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.

11:31 AM | unk-snsy-ccv


31°C Light rain

11:31 29-06-2021

Meet - unk-snsy-ccv

meet.google.com/unk-snsy-ccv?pli=1&authuser=0

REC Swarnlata 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**.

11:33 AM | unk-snsy-ccv

31°C Light rain

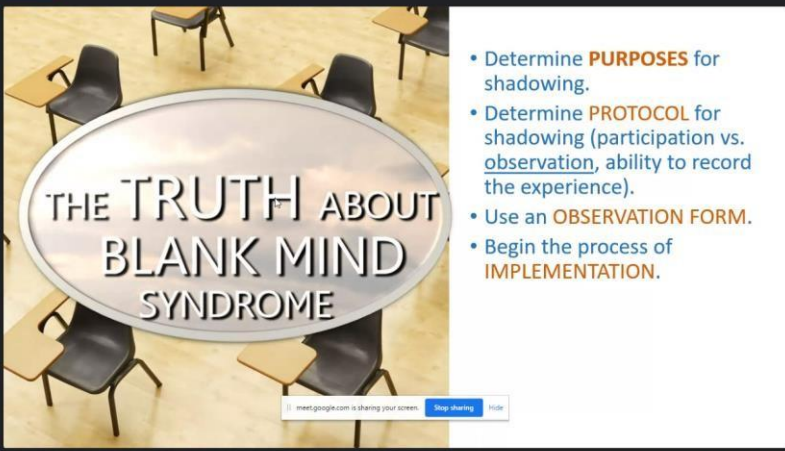
11:33 29-06-2021

Meet - unk-snsy-ccv

meet.google.com/unk-snsy-ccv?pli=1&authuser=0

Apps Gmail YouTube Maps

REC Swarnlata Soni is presenting



### THE TRUTH ABOUT BLANK MIND SYNDROME

- 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**.

meet.google.com is sharing your screen. Stop sharing Help

11:34 AM unk-snsy-ccv

Hitika Chauhan 42 others

31°C Light rain 11:34 29-06-2021

The image shows a Google Meet interface. The main content area displays a presentation slide with the title 'THE TRUTH ABOUT BLANK MIND SYNDROME' and four bullet points. The slide background shows a round table with chairs. The Meet interface includes a top bar with the meeting ID, a grid of participant video thumbnails on the right, and a bottom control bar with icons for mute, video, chat, and other functions. The Windows taskbar is visible at the bottom of the screen.

# LESSON PLAN AND TEACHING AIDS

What is a Lesson Plan?

It is a ~~extraordinary~~ **Extremely!** **Definition**

How to **Is it a form?** **Resource and guide**

**Is it a test?**

**Is it an assessment?**

**What is its purpose?**

Teachers Philosophy  
Student Population  
Text Books  
Goals for the Students

12:23 PM | unk-snsy-ccv

## 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

12:30 PM | unk-snsy-ccv

← → ↻ <https://meet.google.com/unk-snsy-ccv> 🔍 ☆ 🌐 🗨️ 📄

● REC Swarnlata Soni is presenting

ORIENTAL COLLEGE OF EDUCATION  
Directorate of Education, Government of Odisha  
PRACTICE TEACHING LESSON PLAN

Name of the Teacher \_\_\_\_\_ Roll No. \_\_\_\_\_  
Practising School \_\_\_\_\_  
Lesson No. \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_  
Std. and Div. \_\_\_\_\_ Period \_\_\_\_\_ Page \_\_\_\_\_

Title of the Lesson \_\_\_\_\_  
Subject matter to be covered \_\_\_\_\_  
Teaching Aids \_\_\_\_\_  
Previous knowledge of the pupils \_\_\_\_\_  
References \_\_\_\_\_

Swarnlata Soni Tanzi Shaikh Krushboo Vish...  
Rashmi Mehta Rachna Shukla Gayatri Pedne...  
Neha Kotwal Hitika Chauhan Aarti Yadav  
Sweety Kumari 42 others You

12:34 PM | unk-snsy-ccv 🔇 📺 📄 🖱️ 📺 ⋮ 📞 🔊 🗨️ 📄 📄

# **MOBILIZING RELEVANT AND VARIED LEARNING RESOURCES**

## **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 / 10:46 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

Aamila Wasehara (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).

Aamila Wasehara




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



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

**TEXTBOOK**

- PEDAGOGY OF HISTORY
- Critical Understanding of ICT - SEM- 1
- ICT GENDER SCHOOL& SOCIETY-SEM-1
- Learning and Teaching , Sem 2
- Education Management sem 2
- ECONOMICS SEM.2
- Language Across Curriculum PDF. sem.4
- Language Across the Curriculum ( Hindi)
- Knowledge And Curriculum ( Hindi)

**Text Book/ B.Ed**

- History pdf. Book
- Learning and Teaching Book Pdf sem 2
- Navin Hindi Adhyapan Shaik Ec. 1
- English Pedagogy- Purpose and Perspectives. sem 2
- Education Management sem. 2 (Section 5)
- Education Mgt. (Hindi)
- Pedagogy of Commerce. sem 2
- Hindi : Pedagogy of Hindi
- Gender, School and Society - Hindi
- Critical Understanding of ICT SEM-1
- Creating an Inclusive School sem. - 4
- HISTORY PAPER
- History Books Himalaya Publishing
- Pedagogy of English- Dr. Sangeta Nath





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NCERT Journals

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- Employment News

**Library E-Resources Link**

- LINK
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- National Digital Libraries of India
- APCE Digital Library
- NCERT JOURNALS
- PDF Drive (e-books)
- Shodh Ganga
- National Digital Library
- Shodh Ganga
- UGC-approved List of Journals
- NISCAIR Research Journals
- Directory of Open Access Journals (DOAJ)
- MOOC / LIBRARY CATALOGS
- For Women Students and Employees
- Pathshala Link

**E-Resources**

Open Access E-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



# **EVOLVING ICT BASED LEARNING SITUATION**

## **Videos of Lessons Conducted**

B.Ed Microteaching | Part 2

Made with KINEMASTER

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 .

Sharon Dsouza

The screenshot shows a Zoom meeting interface. On the left, a slide from a presentation titled 'Micro teaching- Urbanization.pptx' is displayed. The slide has a white background with black text. At the top, it says 'DEFINITION OF URBANISATION'. Below that, it defines urbanisation as an increasing number of people living in urban areas. A bullet point defines urbanisation as a population shift from rural to urban areas, leading to societal adaptation and physical growth. A small image of a city skyline is visible at the bottom of the slide. On the right side of the Zoom window, a video feed of a woman named Sharon Dsouza is shown. The top of the Zoom window includes the text 'B.Ed Microteaching | Part 2' and 'Made with KINEMASTER'.

youtube.com/watch?v=61n78E4jQQ

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From Oriental College of Educ... Classro...

Value Added Programme for Gen-Z Teachers- Day 2  
Oriental College of Education, Sarpa...  
196 views · Streamed 10 months...  
48:24

Class XII-English : Love Across The Salt Desert  
Mahelical  
6,30K views · 4 years ago  
47:20

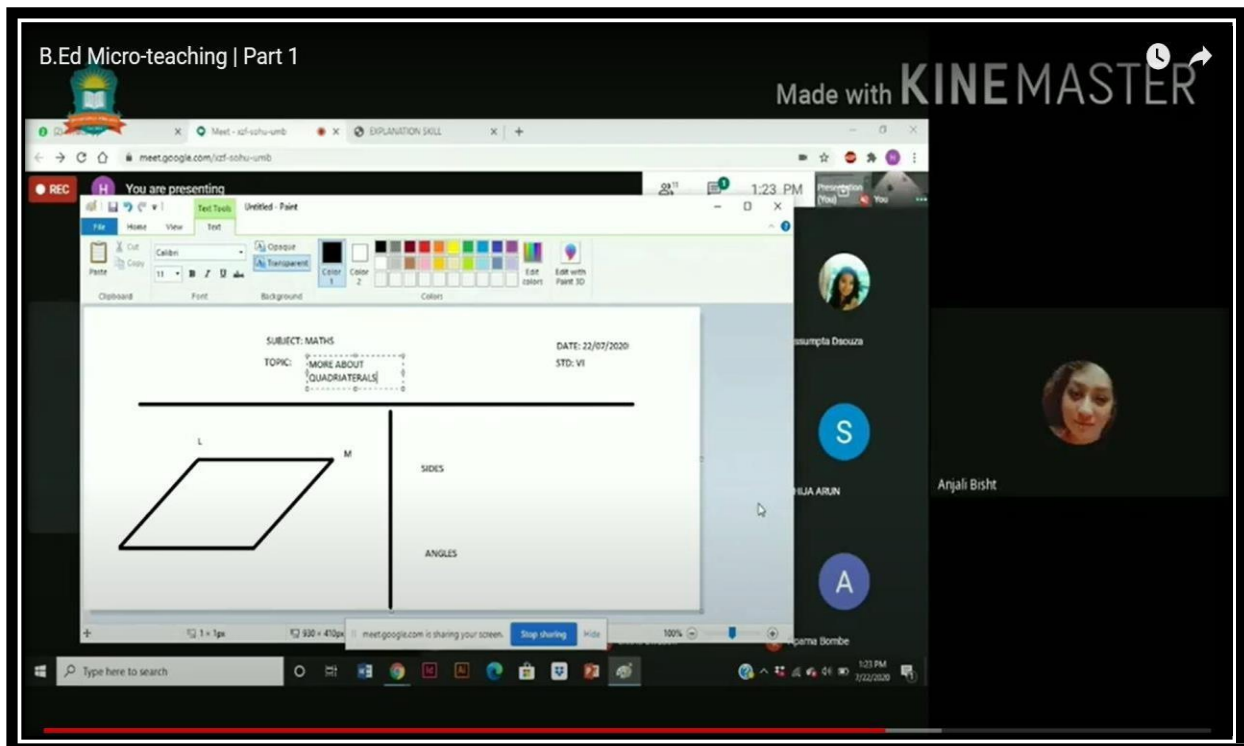
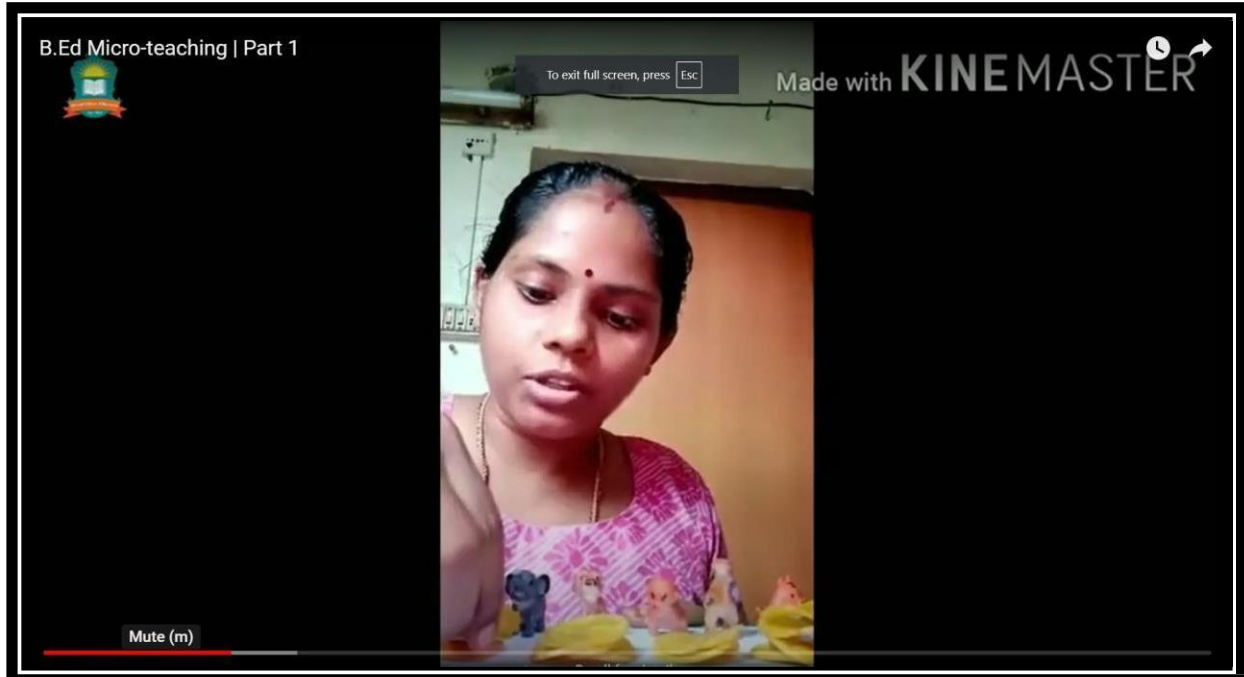
Recommendations not quite right?  
When you turn on watch history, you'll get more

microteaching | Part 2

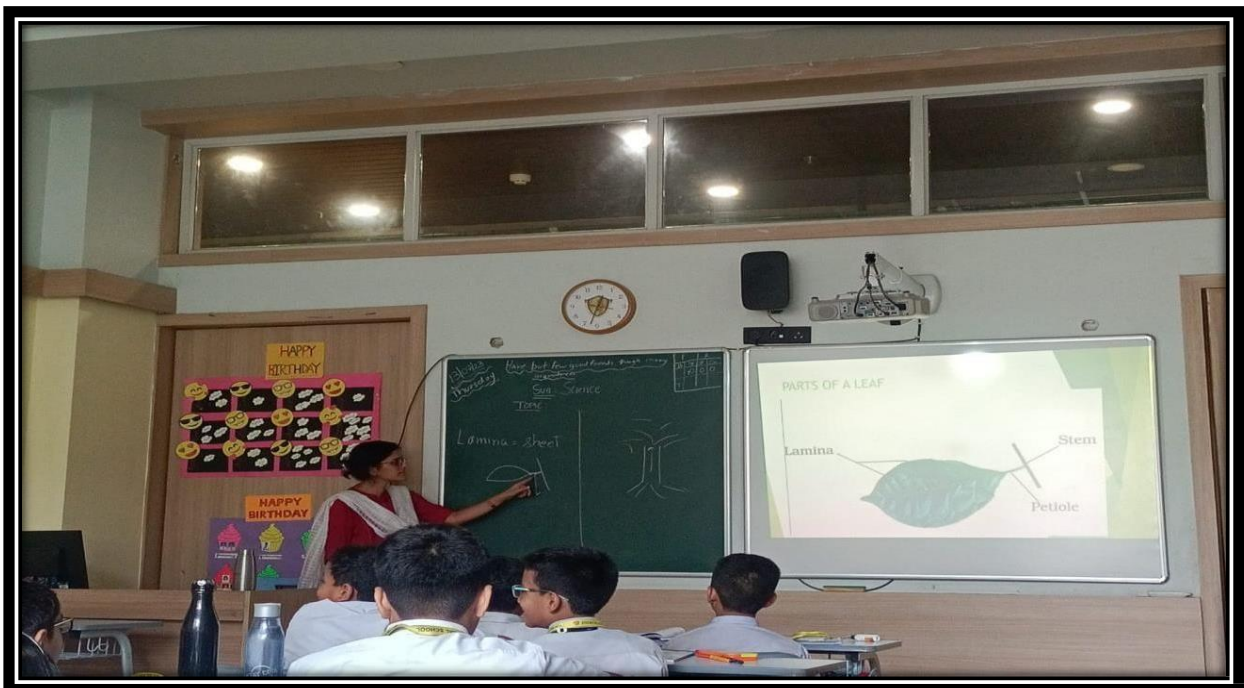
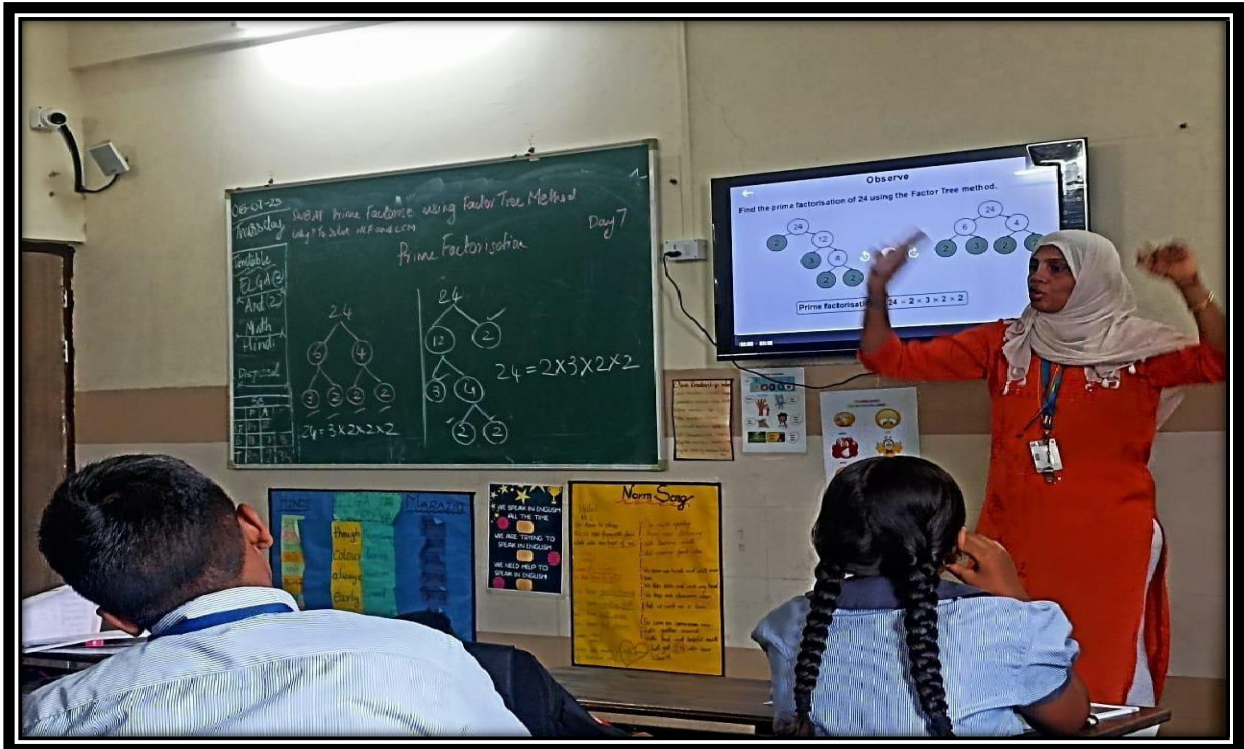
The screenshot shows a YouTube video player. The video is titled 'microteaching | Part 2' and is made with KINEMASTER. The video content shows a woman speaking. The YouTube interface includes a search bar, a video player with a progress bar at 0:46 / 5:58, and a sidebar with recommendations. The recommendations include a sponsored video for 'Better Essays' from Grammarly, a video titled 'Value Added Programme for Gen-Z Teachers- Day 2' from Oriental College of Education, and another video titled 'Class XII-English : Love Across The Salt Desert' by Mahelical. A 'Recommendations not quite right?' message is also visible at the bottom of the sidebar.

# ICT support Used by students in Practice Teaching & Internship

## Micro-teaching



## Practice Teaching



## **Practice Teaching using ICT in Internship**



**EXPOSURE TO BRAILLE/ INDIAN LANGUAGES/  
COMMUNITY ENGAGEMENT  
INDIAN LANGUAGES- HINDI BHASA DIWAS  
CELEBRATION**





## MARATHI BHASA DIWAS



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

**२७ फेब्रुवारी २०१९**

**मराठी भाषा गौरव दिन**

स्थळ : सेमिनार हॉल, दुपारी : २.०० वाजता  
प्रमुख अतिथी

**मा. विनयकुमार आबटे**  
स्वस्वामार : आयुष्य युवा योजना भारत सरकार

**मा.श्री. हेमंत सामंत**  
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मा. अध्यक्ष सिद्धको, नवी मुंबई

**संस्थापक**

**मा. श्री. वसीम जा. खान**  
व्यवस्थापक संचालक : ओरिएंटल एज्युकेशन सोसायटी

**डॉ. रतनी ठाकूर**  
प्राध्यापक : ओरिएंटल कॉलेज ऑफ एज्युकेशन

**डॉ. सुधा रावेल**  
प्राध्यापक : ओरिएंटल कॉलेज ऑफ फार्मसी

**प्रो. रावसाहेब**  
प्राध्यापक : सानपाडा कॉलेज ऑफ कॉमर्स अँड टेक्नॉलॉजी

**डॉ. प्रभाकर गावकर**  
प्राध्यापक : ओरिएंटल कॉलेज ऑफ लॉ



## Addressing Inclusiveness

**Remedial Learning Engagement:** The college timetable allocated specific lectures for providing remedial support for various theory courses, conducted before examinations. The remedial program provides targeted assistance in subjects where students may need additional help, offering personalized tutoring and supplemental resources. Through a combination of one-on-one sessions and interactive learning tools, students receive focused instruction tailored to their specific needs. By fostering a collaborative learning environment and addressing individual academic gaps, the initiative aims to enhance

November 2022						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 CC1, CC2 and IC1 Lectures	2 CC1, CC2 and IC1 Lectures	3 CC1, CC2 and IC1 Lectures	4 CC1, CC2 and IC1 Lectures	5 Food Feasta
6	7 CC1, CC2 and IC1 Lectures	8 Guru Nanak Jayanti	9 CC1, CC2 and IC1 Lectures	10 CC1, CC2 and IC1 Lectures	11 CC1, CC2 and IC1 Lectures	12 CC1, CC2 and IC1 Lectures
13	14 Childrens Day Celebration	15 CC1, CC2 and IC1 Remedial Lectures	16 CC1, CC2 and IC1 Remedial Lectures	17 CC1, CC2 and IC1 Remedial Lectures	18 CC1, CC2 and IC1 Remedial Lectures	19 Self-Study
20	21 Class Test CC1	22 Class test CC2	23 Class Test IC1	24 Feedback of Class Test CC1 Remedial Lecture	25 Feedback of Class Test CC2 Remedial Lecture	26 Feedback of Class Test IC1 Remedial Lecture
27	28 CC1, CC2 and IC1 Remedial Lectures	29 CC1, CC2 and IC1 Remedial Lectures	30 CC1, CC2 and IC1 Remedial Lectures			

student performance and boost overall confidence and success.

**Personal counselling** - Personal Counseling Session Organized for Student Betterment. The college conducted a personal counselling session to support students' overall well-being and academic success. This session provided a confidential space for students to discuss personal challenges, academic concerns, and career aspirations with counsellors.





**Mentoring Program:** Mentors are assigned to student-teachers upon completion of the admission process to facilitate their understanding of the coursework. Throughout the program, mentors assist and advise students on various academic tasks, internships, and projects. Depending on the needs of student-teachers, mentors engage in activities such as:

- Providing guidance on developing lesson plans
- Conducting demonstration lessons
- Offering basic ICT training as required
- Assisting with writing effective answers
- Recommending reference books for subjects requiring additional support
- Providing support for personal issues as necessary

