



## **SATYAM COLLEGE OF EDUCATION**

### **1. Formulating learning objectives**

Syllabus Pedagogy Subject::

**Course 7: Subject Education II: 6. Science and Technology Education**

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Module 1: Understanding Curriculum and Aims of Science and Technology (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of science
- understand the aims of Science education
- plan for imbining values through Science teaching
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Science and Technology in the light of NCF 2005 and principles of curriculum development
- establish correlation of Science with other subjects

**Content:**

1. Nature and Structure of Science: Characteristics and functions of Science and Technology, Branches of Science; Facts, concepts, principles, laws and theories in context of science (3)
2. Aims of teaching Science and Technology:(2)
3. Developing scientific attitude and scientific temper
4. Nurturing the natural curiosity, aesthetic senses and creativity in Science
5. Acquiring the skills to understand the method and process of science that lead to exploration, generation and validation of knowledge in science
6. Relating Science education to the environment (natural environment, artifacts and people)
7. Solving problems of everyday life
8. Values and Learning Science: Imbining the values of honesty, integrity, cooperation, concern for life and preservation of environment, health, peace, equity (2)
9. Objectives at upper primary and secondary school level as given by State curriculum (1)
10. Determining acceptable evidences that show learners' understanding with the help of Bloom and Anderson's hierarchy of objectives of teaching ( 2)
11. Expectations about constructivist science teaching in NCF 2005, General principles of curriculum development and Trends in Science curriculum; Consideration in developing learner centered curriculum in science, Analysis of Features of existing curriculum of science and technology at upper primary and secondary school level and textbooks(4)
12. Establishing correlation of Science with other school subjects and life(1)

**Module 2: Planning of teaching Science and Technology (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning

- plan for teaching major concepts, principles and theories of Science and Technology at school level
- design co-curricular activities for Science learning

**Content:**

1. Importance and characteristics of good planning(1)
2. Planning for designing learning experiences, field visits, activities and developing instructional material for teaching following content:(12)  
Properties and states of matter, structure of atom, Plant and animal cells, classification of plants and animals, diseases and their prevention, kinematic equations, modern periodic table, Electricity, lenses and mirrors, life processes, life cycle, Origin of life and evolution, Heat, Electricity, Magnetism, Light, Contribution of eminent scientists such as Isaac Newton, Dalton, Neils Bohr, Darwin, J. C. Bose, C. V. Raman, Albert Einstein, etc.
3. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to science/biology, Day celebrations such as Science Day, Earth Day, Environment Day, etc(2)

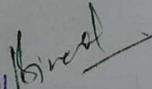
**Module 3: Facilitating learning of Science and Technology (Credit 1, Hours 15, Marks 25)**

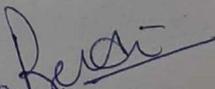
**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching
- promote construction of knowledge
- facilitate self learning of Science
- promote cooperative learning
- use various learning resources

**Content:**

1. Using narration/explanation and demonstrations for facilitating understanding (1)
2. Promoting thinking and construction of knowledge through Using Concept Attainment, Inductive Thinking, guided discovery, Problem solving, Project Based Learning, organizing experiments/laboratory activities (6)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, online learning, using activity sheets, assigning homework/assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
5. Using learning resources for teaching Science: (3)
  - Science laboratory
  - Audio and Visual aids
  - Community resources such as botanical garden, museum, aquarium, zoo, exhibitions

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**Module 4: Evaluating student-learning and Professional growth of teacher** (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in Science and Technology
- construct various tools for formative and summative evaluation in Science and Technology
- understand importance and ways to develop professionally
- plan for an action research

**Content:**

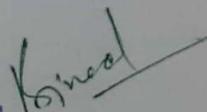
1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (2)
2. Developing framework and indicators for performance assessment in science: Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work (both in the laboratory and in the field); assessment of participation in collaborative learning; Assessment of experimental work in science(3)
3. Construction of test items (open-ended and structured) in science and administration of tests (3)
4. Exploring aims and objectives in Science not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (1)
5. Professional development for science teachers through (2)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and other institutions
  - Books, Journals and periodicals
  - Reflective practices of Science teachers
  - Field visits
  - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Learning to understand how children learn science through research, action research in science. (2)
7. Organizing social activities such as science club, exhibitions, science fair for development of scientific attitude and popularizing science education (2)

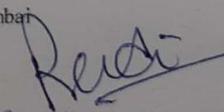
**Assignments: ( 25 marks)**

1. Organizing a Science exhibition/ Science fair in group for School students/society and writing a report including following points: Planning and preparation of material for exhibition/fair. execution of exhibition/Science fair, feedback obtained and reflections on experiences (10 Marks)

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**Assignment-Learning and Teaching:**

### **Course 5 Learning and Teaching**

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

#### **Module 1: Concept of learning and Teaching (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- explain concept of learning
- explain types of knowledge and processes of knowing
- elaborate stages of teaching
- develop insight into various roles of a teacher

#### **Content:**

1. Concept of learning: Meaning and process of learning, Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.(3)
2. Types of knowledge: factual, conceptual, procedural, meta-cognitive (2)
3. Processes of knowing: remembering, comprehending, analyzing, evaluating, creating(2)
4. Process of creating knowledge representations as a means of communication, Ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations.(3)
5. Concept of teaching: Various definitions of teaching, teaching as complex activity , pre-active, interactive and post active stages of teaching (3)
6. Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner (2)

#### **Module 2: Various views on human learning (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- compare various views on human learning
- consider various roles of learner and teacher for planning of various learning situations

#### **Content:**

1. Views on human learning with reference to (i) Concepts and principles of each view and their applicability in different learning situations (ii) Relevance and applicability of various theories of learning for different kinds of learning situations(iii) Role of learner and teacher in various learning situations (15)
  - Behaviourist (conditioning by Pavlov and Skinner in brief),
  - Cognitivist ( views of Bruner and Ausubel)
  - Information-processing view(Atkinson Shifrin)
  - Humanist( Carl Rogers)
  - Social-constructivist ( Views of Piaget and Lev Vygotski)

**Module 3: Various ways to facilitate learning** (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- elaborate principles of constructivist and cooperative learning-teaching
- assisting learners to think inductively
- assisting learners to attainment concepts
- assisting learners to organize/ structure information logically
- assisting learners to empathize with others
- use simulations and games
- promote learning in groups

**Content:**

1. Meaning and principles of constructivist and cooperative learning-teaching(4)
2. Assisting learners to think inductively based on Hilda Taba's approach to knowledge construction. (2)
3. Assisting learners to attainment concepts based on Jerom Bruner's approach to knowledge construction(2)
4. Assisting learners to organize/ structure information logically using principles given by David Ausubels approach to meaningful verbal learning and knowledge construction (2).
5. Assisting learners to empathize with others using role play(1)
6. Using simulations and games(1)
7. Promoting learning in groups through cooperative learning strategies such as group discussions, pair and share, role play, games, group projects(3)

**Module 4: Designing teaching to develop higher mental processes** (Credit 1, Hours 15, Marks 25)

**Objectives:** The student teacher will be able to-

- facilitate information processing.
- organize learning experiences to develop reasoning and problem solving
- develop self learning skills
- plan for developing Creative thinking
- apply psychological principles for obtaining positive transfer of learning

**Content:**

1. Viewing learning as an information processing model of memory with respect to deep and surface learning. (Atkinson-Shiffrin approach) Environmental stimulation, attention and focusing, registration, perception and STM, coding and encoding, LTM, retrieval and rehearsing and meta cognition. Role of teacher in facilitating memorizing (3)
2. Developing logical thinking and Reasoning (2)

5. Developing Creative thinking: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming as given by Osborn, question checklist, Synectics technique by Gordon, Attribute listing, Lateral thinking and its development as given by De bono (5)
6. Efforts to be done while teaching for minimizing negative transfer and maximizing positive Transfer of learning (1)

**Assignments : (25 marks)**

1. Planning and implementing a lesson for implementing cooperative learning techniques and writing a report based on the experiences obtained
2. Planning and implementing a lesson to promote creative thinking and writing a report based on experiences obtained

**References**

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  - Biehler Robert and Snowman Jack( 1991), " psychology Applied to Teaching"; Houghton Mifflin company, Boston.
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  - Sharma Ram and others (2003), "advanced Educational Psychology"; New Delhi: Atlantic Publications and Distributors.
  - Collay (2002), "Designing for Learning Six Elements in Constructivist Classroom"
  - Goodman (2008), " Educational Psychology, Studies in the post modern Etheory of Education" Germany: Perterland
  - Larochelle (2009), "Constructivism and Education"; UK :Cambridge
  - Marlowe(1997), "Creating and Sustaining the constructivist classroom"; USA:
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# SATYAM COLLEGE OF EDUCATION

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## ASSIGNMENTS

B.Ed. Session – 2017-2019

### SUBMITTED BY

Name.....*Thimthingla Khangreh*..... Roll No.....*8*.....

Affiliated to S.N.D.T. Women's University, Mumbai-20

Topic \_\_\_\_\_

Date \_\_\_\_\_

# LESSON PLAN BASED ON COLLABORATIVE LEARNING

  
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## CONTENT

- (i) Acknowledgement
- (ii) Introduction on Collaborative Learning
- (iii) Advantages of Collaborative Learning
- (iv) Lesson planning
- (v) Self Reflection
- (vi) Conclusion.

## Acknowledgement:

I would like to express my special thanks of gratitude to my respected teacher ma'am Preeti Goel (MDD - B.Ed. of Satyam College of Education) as well as our respected ma'am principal

who gave me the golden opportunity to do an assignment on the topic Equality. Based on Collaborative learning, which also helped me in learning more about going more details into a subject matter and to planned carefully for effective learning teaching process.

Once again I am thankful for the guidances and instruction of advice you have given to us for the benefits of our own knowledge of understanding.

Lastly, I would like to thank my sister for the love and consideration she has shown me throughout my work in which I am able to finish my assignment everything on time.

## Introduction On Collaborative Learning:

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas; monitoring one another's work etc).

Collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetric roles. It refers to methodologies and environments in which learners engage in a common task where each individual depends on & accountable to each other.

Thus collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning or solutions / to create an artifact/product of their learning.

## Advantages of Collaborative Learning:

### (i) Enhances problem-solving skills:

Collaborative learning involves clear stipulation of an educational task with instructions that required students to discuss the work so as to come up with solutions to the problem.

### (ii) Inspires Critical thinking:

An active collaborative learning requires an instructor to view teaching as a method of developing and increasing student's capacity to learn as their role is to transmit information while facilitating the learning process. It includes creating and handling meaningful learning experiences to stimulate students to think through actual and existence problems.

### (iii) Improve Social Interactions and Supports Diversity:

It involves students forming groups, and each group handles part of the job so that at the end they all create a complete activity just like a Jigsaw puzzle. Use of Jigsaw Strategy-

# LESSON PLANNING:

Name: Themthinghangush      Date: \_\_\_\_\_  
 Roll no: 8      Sub: Social Science  
 Topic: On Equality      Duration: 30 min  
 Teaching method/technique: ?

Teaching learning aids: ?

Aim of the teaching: to get clarity about Citizen rights.

Objectives and specifications:

- ① To develop a knowledge about the Civic in Social Science
- ② To know different types of rights.
  - Students will be able to develop the Idea about right to vote.
  - Students will be able to differentiate between two kinds of Inequality.
  - Students will be able to identify rights on dignity.

Content Analysis :-

EQUALITY

Right to vote

Kinds of Equality

Caste inequality

Gender inequality

Recognizing Dignity.

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**Core Elements:** promotion of National Identity, Removal of Social Barriers and Removal of Gender disparity

**Life Skills and Values:** Self awareness, critical thinking, decision making, moral and Educational value.

**Task Analysis:**

## EQUALITY

**Right to vote** → Demonstration & Games methods.

**Other kinds of Equality** → Lecture method.

**Gender Inequality** → Through Flash Cards.

**Cost Inequality** → Demonstration method

**Recognising dignity** → Group discussion Activity.

**Reflective thinking (Before Activity)**

It is assumed that the planned activities during task analysis pupil teacher will be able to achieved its desired objectives.

Previous knowledge:

It is assumed that student know the basic knowledge about Equality.

Introduction:

Teacher Activities

Student's Activities

Q In our class room both girls and boys study together what does it shows?

Ans:- It shows Equality/unity.

Q In today's world does patriarchal society treats women in the same way as they are?

Ans:- No, but somehow it is slowly changing.

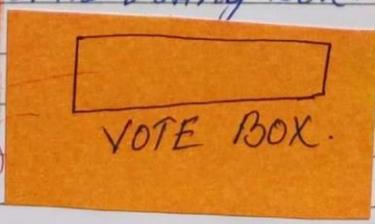
Statement of aim: So today we will learn about Equality of rights & other kinds of

Teaching points	Teacher's Activity	Student's Activity
Developing Exercise	Two boy/girl have been elected as the nominee for class head leader. Now each Student's will come out one by one & give their vote to their desired elected candidate & put the slit in the voting box.	- Listening Carefully.  - Giving their vote to their respected candidate for the head girl. - Actively participating.

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Draw Propably



Teaching points

Teacher's Activity

Student's activity

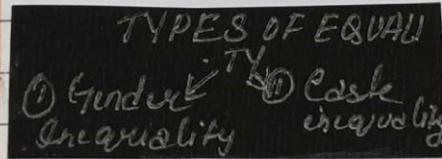
What did you learn or observe through this activity?

All the students are giving their desired votes to the candidates.

It is a very important aspects of democratic societies. It means that all adult who are 18 & above Indian Citizen have right to vote whether he is rich/poor, upper/lower any religion is called universal adult franchise.

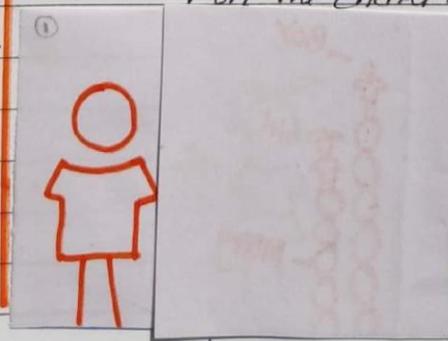
Understanding the meaning of Equality and the concept of voting.

Types of Equality



① Gender Inequality —

Showing some pictures on the chart.



observing carefully.

Teaching points

Teacher's activity

Students Activity.

Q<sup>1</sup> What do you observe in this picture?Q<sup>1</sup> Ans - A boy is not equal to girl (≠)Q<sup>2</sup> Showing them more pictures. What do you see?Q<sup>2</sup> Ans - A boy is given more money & the girl is given less money.

So, this shows that there is a gender inequality. Gender Inequality means when men & women are not treated equally.

Now give me some more eg. of women facing in our society.

- Less opportunity given to educate.

- preferences of male child.

- female infanticide.

- Deprivation of freedom and choice.

V. good.

Teaching points

② Caste Inequality.

Teacher's Activity

Showing some pictures.



Student's Activity.

Observing Carefully.

Q: What do you observe?

Ans: A wealthy man discriminating the weak and the poor person.

Caste system means, where people were are categorised into its different social strata or different hierarchy and treated differently according to the caste they belong.

Listening Carefully.

Q: How is Dalit prop-

Teaching points	Teacher's Activity	Student's Activity
	<p>people consider in our society?</p>	<p>- They are considered as 50% lower caste. Dalits means broken and by using this word itself shows how much they are discriminated.</p>
<p>Recognising Dignity:-</p>	<p>As our Country India is not only Country fighting for Inequality.</p> <p>So now we'll divide our class into 2 groups.</p> <p>And discuss among yourself how we can maintain the Dignity?</p>	<p>Listening Carefully</p> <p>- Seating according to their group.</p> <p>- Actively participating</p>

Teaching points	Teacher's Activity	Student's Activity
	<p>Teacher will sum up any points to their answer whenever required</p>	<p>After discussing ↓ Here are the points → ① By changing the attitude and mindset of the people ② Through Education, Education about Civic responsibility ③ Giving respect to its unique Individuality etc.</p>
<p>Recapitulation</p>	<p>Q. In a democracy why is Universal adult franchise Important?</p>	<p>Ans: It is imp. to protective rights and Equality of a Citizen.</p>

Teaching points

Teacher's activity

Student's activity.

Q2. What do you mean by Caste system?

- Caste system means a people or a society being differentiated on the basis of its hierarchy.

Q3. Why it is imp. to have gender equality?

Ans: To flourish in all terms of development as well to become a good nation.

Home Work :- Read and Come all the lessons we have learn today

Give creative home work

Closure: So today we have learn about Equality & how to recognize dignity to man our we will have class test on the topic we have learn

## CONCLUSION

During a collaborative learning session, students not only work on academic assignments but also get to develop their social skills and learn together which improves their relationships with others in the class. Being able to accustom collaborative learning into my teaching plan successfully allow students to engage and involve themselves more actively in the learning process rather than be passive students. It gives them a chance to learn their strengths and weaknesses as they work in groups, as they interact with their peers, Collaborative learning not only enhances the learning process but also makes students happy.

*Hina*  
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*Deep*

*[Signature]*  
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## Micro Teaching Lesson Plan

Skill: INTRODUCTION SKILL

Name of pupil Teacher: निशा

Subjects: हिंदी

Topic: कविता

Sub-Topic: झाँसी की रानी

Roll No.: 53

Class: 6<sup>th</sup>

Date: 3-11-17

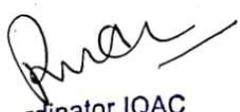
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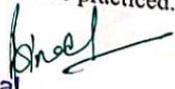
Components:

1. Student's previous knowledge
  2. Appropriate use of Material/devices
  3. Maintenance of continuity
  4. No irrelevant Statement/questions
  5. Correct answers to the question
  6. Effective statement of aim
  7. Effective set Induction of the lesson
- What did I learn?

NG	F	G	VG	EX
0	1	2	3	4

**Objective:** At the end of the class these components of the skill will be practiced.

  
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Content	Pupil Teacher activity	Students' activity	Components of Skill
प्रस्तावना प्रश्न	<p>प्र०1 भारत में कौन कौन सी वीरगणाएँ हुई हैं?</p> <p>प्र०2 यह चित्र किस वीरगणा का है?</p> <p>प्र०3 लक्ष्मीबाई कहाँ की महारानी थी?</p>	<p>दुर्गावती, शानी लक्ष्मी बाई आदि।</p> <p>झाँसी की शानी</p> <p>अस्पष्ट</p>	<p>प्रश्नोत्तर विधि</p>
उद्देश्य वचन	<p>आज हम श्रीमती सुभद्रा कुमारी चौधरी द्वारा रचित कविता झाँसी की शानी का रसास्वादन करेंगे।</p>	<p>विद्यार्थी सुनते हैं ध्यानपूर्वक</p>	<p>व्याख्यान विधि</p>

  
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## SKILL OF SET INDUCTION

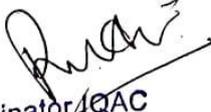
Date: 3-11-17  
Student Teacher:  
Class: 6th  
Topic: अविता

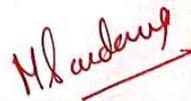
Time: 4 min  
Roll No.: 53  
Subject: PEET

COMPONENTS	NG 0	F 1	G 2	VG 3	EX 4
Student's previous knowledge		✓			
Appropriate use of Material/devices			✓		
Maintenance of Continuity			✓		
No irrelevant statements/questions		✓			
Correct answers to the questions			✓		
Effective statement of aim			✓		
Effective Set Induction of the lesson				✓	

### Overall Comments:

properly framed questions.

  
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Signature of the supervisor

  
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**B.Ed.**

**Session: ...2017-2019.....**

**INTEGRATION LESSON PLAN**

*We empower women with power of knowledge*

Name:.....	निशा	Roll No. ....	53.....
Teaching Subject: .....	हिंदी	Class : .....	<u>VI</u> .....

## INTEGRATED LESSON PLAN

Name of Pupil Teacher: निशा

Date: 16-11-17

Subject: हिंदी

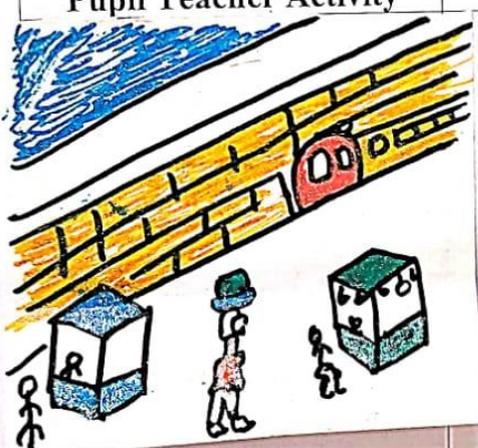
Class: VI

Chapter: क्रिया

Duration: 10 min

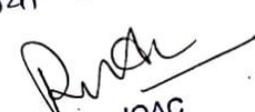
Topic: क्रिया व उसके भेद

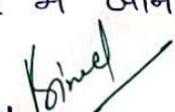
### Introduction

Pupil Teacher Activity	Student Activity
	<p>रेलगाड़ी आ रही है कुछी सामान लिए खड़ा है। दुकानदार सामान बेच रहा है।</p>
<p>आपने देखा कि प्लेटफार्म पर कुछ न कुछ काम हो रहा है। यदि आप किसी कार्य को होने या कारण के बारे में बता रहे हैं ऐसे पदों को क्या कहते हैं</p>	<p>क्रिया</p>

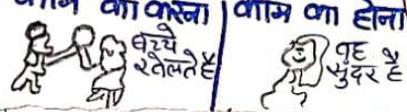
### Statement of Aim:

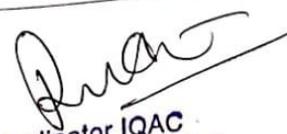
आज हम क्रिया व उसके भेदों के बारे में जानेंगे।

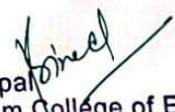
  
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 C-56A/14 & 15, Sector-62,  
 Noida-201305

  
 Principal  
 Satyam College of Education  
 C-56A/14 & 15, Sector-62,  
 NOIDA-201305

Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
क्रिया	<p>क्रिया जिस पद से किसी वाक्य के होने या करने का बोध हो उसे क्रिया कहते हैं।</p> <p>वाक्य का कर्ता / वाक्य का होने</p> 	<p>ध्यानपूर्वक देखेंगे।</p>	<p>Explanation</p>
क्रिया के भेद	<p>क्रिया</p> <p>अकार्मक क्रिया</p> <p>सकार्मक क्रिया</p>		
अकार्मक क्रिया -	<p>जिन क्रियाओं के व्यापार का फल सीधा कर्ता पर पड़ता है उन्हें अकार्मक क्रियाएँ कहते हैं।</p>	<p>ध्यानपूर्वक सुनेंगे।</p>	

  
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Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<u>उदाहरण -</u>  	<p>रामा भी खी है  शीला दीख रही है।  हम बैठे हैं।  वै हंसते हैं।</p>	<p>सोना, दीखना  बैठना, हंसना  क्रिया है।</p>	<p>Teacher  movements</p>
अकार्मक क्रिया	<p>जिन क्रियाओं के  ल्यपार का लल  कर्म पर पड़ता है  उन्हे अकार्मक क्रिया  कहते हैं।</p>		
<u>उदाहरण</u>	<p>भुशील फल खाता  है।  दिनेश कापिता पढ़ता  है।</p>  	<p>खाना, पढ़ना  कर्म है।</p>	<p>Teacher  should  interaction</p>

Closure: अगली कक्षा में हम अकार्मक और अकार्मक क्रियाओं के और उदाहरण के बारे में जानेंगे।

## Evaluation Sheet

Date : 16-11-17 <sup>2017</sup>  
Student Teacher : निशा  
Class : VI  
Topic : क्रिया

Time : 10 min  
Roll No. : 53  
Subject : हिंदी

Components	NG 0	F 1	G 2	VG 3	Ex. 4
1. Introductory Statement was used		✓			
2. Questions were prompted		✓			
3. Further information were given		✓			
4. Thought provoking questions were used			✓		
5. Positive verbal reinforcements were used			✓		
6. Positive non-verbal reinforcements were used			✓		
7. Teacher used the extra verbal cues			✓		
8. Appropriate use of Audio-Visual aids			✓		
9. Classroom Environment was lively			✓		
10. Active Participation of the learner			✓		
11. Explaining links were used			✓		
12. Technical words were defined			✓		
13. Language was fluent			✓		
14. Examples were appropriate			✓		
15. Inductive/Deductive method was adopted		✓			

  
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16. Teacher Movement			✓		
17. Teacher Gestures		✓			
18. Effective Voice Modulation			✓		
19. Teacher Student Interaction		✓			

- Overall Comments:
- work on content knowledge
  - class was not lively and interesting
  - Chart were use but with mistakes
  - Don't show back to class while writing on board.
  - Try to explain more.

*Pooja*  
16/11/17  
Signature of the supervisor

*[Signature]*  
Coordinator IQAC  
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*[Signature]*  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

# SATYAM COLLEGE OF EDUCATION

NOIDA (GAUTAM BUDH NAGAR)

*Ice*

PRACTICAL WORK

B.Ed. Session – 2018-2020

Submitted by

Name - *Mishu Jyoti*.....

Roll No - *67*.....

SNDT WOMEN'S UNIVERSITY, MUMBAI

EPC-1

Skill Development Program

INTEGRATION

LESSONS

**SATYAM COLLEGE OF EDUCATION  
NOIDA**



(Affiliated to S.N.D.T. Women's University, Mumbai-20)

**B.Ed.**

Session: 2018 - 2020.....

**INTEGRATION LESSON PLAN**

*We empower women with power of knowledge*

Name: Mishu Goyal..... Roll No. 75 67  
Teaching Subject: Commerce..... Class: XI



Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Before discussing the exact meaning of Insurance, let me give you an example of it.</p> <p><u>Example:</u> Kalyan Silks, a leading showroom of sarees in Delhi caught fire in its godown. Hopefully the godown was insured and the owner received compensation for the loss/damage from the insurance company.</p> <p>Que: What do you understand from the given example?</p> <p>Very well explained.</p>	<p>• Listening carefully</p> <p>• The Insurance company minimised the risk of loss of the Kalyan Silks by compensating them the amount of loss.</p>	<p><u>Illustrating with Examples</u></p> <ul style="list-style-type: none"> <li>• Easy and relevant illustration</li> <li>• Illustration in inductive approach</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Appropriate movement</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Students active &amp; verbal participation</li> </ul> <p><u>Questioning</u></p> <p>• Question was grammatically correct and put with proper speed</p> <p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of praise words.</li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<p><u>Meaning</u></p> <p><i>Write it on the board too.</i></p>	<div data-bbox="576 405 922 786" style="background-color: black; color: white; padding: 5px;"> <p><u>Insurance</u> Insurance is a form of risk management which is used to safeguard against the risk of potential financial loss.</p> </div> <p>Ques: How many parties are involved in an insurance contract? yes correctly answered.</p> <p>The person whose risk is insured is called <u>Insured</u>.</p> <p>The firm or company which insures the risk of loss is known as <u>insurer/assurance underwriter</u></p> <div data-bbox="564 1525 922 1713" style="background-color: black; color: white; padding: 5px;"> <p><u>Parties:</u></p> <ul style="list-style-type: none"> <li>• Insured</li> <li>• Insurer</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Listening attentively</li> </ul> <p>Two parties are involved -</p> <ol style="list-style-type: none"> <li>1) Insured</li> <li>2) Insurer</li> </ol>	<p><u>Blackboard Skill</u></p> <ul style="list-style-type: none"> <li>• Cleanliness in black board writing</li> <li>• Write with chalk with proper force</li> </ul> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question was relevant to the topic</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Students active &amp; verbal participation</li> </ul> <p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of praise words</li> <li>• Repeating, rephrasing student's response</li> </ul> <p><u>Explanation</u></p> <p><u>Black Board</u></p> <ul style="list-style-type: none"> <li>• essential subject matter written on BB</li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Ques: What do you think does the insured person pays anything in return to the insurer for compensating his loss?</p> <p>Ques: What is it known as?</p> <p>Excellent!</p> <p>The insured person chooses to pay small periodic payments to the insurer known as <sup>as a substitute</sup> premium for a risk of large possible loss.</p> <p>The premium paid by the insured is used by the insurer to compensate the loss sustained by anyone of his policy holders.</p> <div data-bbox="539 1346 895 1597" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Insured      Insurer</p> <p style="text-align: center;">→</p> <p style="text-align: center;">Small periodic payments</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>PREMIUM</b></p> </div>	<p>yes</p> <p>Premium</p> <p>Listening carefully</p>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question used for seeking further response of students.</li> <li>• Question used to refocus student response.</li> <li>• <u>Reinforcement</u> use of praise words.</li> <li>• <u>Explanation</u></li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<u>Definition</u>	Ques: What is Insurance? yes, you are very close to the answer. Try again	Insurance is a contract in which one party agrees to pay another party.	<u>Reinforcement</u> • Use of statement accepting pupil's feeling • Repeating, rephrasing & summarizing pupil's response

### INSURANCE

A contract or agreement in which one party (insured) agrees in return for a consideration (premium) to pay an agreed amount of money to another party (i.e. insurer) to make good a loss, damage or injury to something of value in which insured has an interest as a result of some uncertain event.

Explanation

Closure: Today we learnt about the meaning of "insurance" in detail. Tomorrow we will continue with "Principles of Insurance"

## Evaluation Sheet

Date : 22.11.2018

Student Teacher : *Mishu Goyal*

Class : XI

Topic : *Insurance*

Time : 12-15 minutes

Roll No. : 75

Subject : *Commerce (Business Studies)*

Components	NG 0	F 1	G 2	VG 3	Ex. 4
1. Introductory Statement was used			✓		
2. Questions were prompted			✓		
3. Further information were given			✓		
4. Thought provoking questions were used			✓		
5. Positive verbal reinforcements were used			✓		
6. Positive non-verbal reinforcements were used		✓			
7. Teacher used the extra verbal cues			✓		
8. Appropriate use of Audio-Visual aids			✓		
9. Classroom Environment was lively				✓	
10. Appropriate use of Black Board			✓		
11. Active Participation of the learner			✓		
12. Explaining links were used			✓		
13. Technical words were defined				✓	
14. Language was fluent				✓	
15. Examples were appropriate				✓	

Principal *[Signature]*  
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16. Inductive/Deductive method was adopted			✓		
17. Teacher Movement			✓		
18. Teacher Gestures			✓		
19. Effective Voice Modulation				✓	
20. Teacher Student Interaction				✓	

**Overall Comments:**

- Manage your Blackboard work  
Whatever is shown written in LP (CBR)  
should be shown on Blackboard.
- Fluency is good.
- Loud and clear voice.

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M. Sudana  
22/11/18  
Signature of the supervisor

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## Micro Teaching Lesson Plan

Skill: प्रश्न कौशल

Name of pupil Teacher: प्रगति पाठक

Subjects: S.S.T.

Topic: पर्यावरण

Sub-Topic: रेगिस्तान में जीवन

Roll No.: 931

Class: V II

Date: 10/10/19

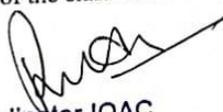
Duration: 5-6 Min.

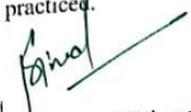
### Components:

1. शिक्षक ने अपेक्षित प्रतिक्रिया के लिए विद्यार्थियों को आगे बढ़ने के लिए प्रश्नों का इस्तेमाल।
2. शिक्षक ने दृढ़ प्रतिक्रियाओं की अधिक जागरूकी प्राप्त करने के लिए प्रश्नों का उपयोग किया।
3. शिक्षक ने विद्यार्थियों के प्रतिक्रियाओं का खंडन करने के लिए प्रश्नों का उपयोग किया।
4. शिक्षक ने विद्यार्थियों को प्रश्नों को पुनर्निर्देशित किया।
5. शिक्षक ने अपनी प्रतिक्रियाओं के बारे में विद्यार्थियों की आलोचनात्मक जागरूकता बढ़ाने के लिए सवाल का इस्तेमाल किया।

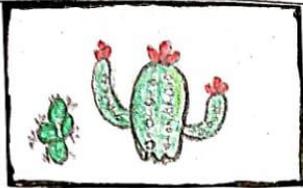
What did I learn?

**Objective:** At the end of the class these components of the skill will be practiced.

  
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Content	Pupil Teacher activity	Students' activity	Components of Skill
	<p>6. प्रश्न] विश्व का सबसे बड़ा मरुस्थल कौन सा है?</p> <p>7. प्रश्न] सहारा रेगिस्तान कितने देशों से घिरा हुआ है?</p> <p>8. प्रश्न] भारत के किसी के जलवायु वाले रेगिस्तान के नाम बताओ?</p> <p>9. प्रश्न] रेगिस्तान में दिन में तापमान बढ़ जाता है और रात में बहुत ही कम हो जाता है, ऐसा क्यों होता है?</p>	<p>3. प्रश्न] विश्व का सबसे बड़ा मरुस्थल सहारा है।</p> <p>4. प्रश्न] सहारा रेगिस्तान 11 देशों से घिरा हुआ है।</p> <p>5. प्रश्न] भारत के ठमी जलवायु वाले रेगिस्तान फटक है और ठंडा जलवायु वाला रेगिस्तान लद्दाख है।</p> <p>6. प्रश्न] सूर्य के ठमी के पलक से दिन में रेत बहुत ही ठमी हो जाता है और रात में ठंडा हो जाता है।</p>	<p>प्रश्न उचित गति व स्वर के साथ बोले गये हैं।</p> <p>प्रश्न विशिष्ट हैं।</p>

Content	Pupil Teacher activity	Students' activity	Components of Skill
असह्यम पिश्व के अरु स्थानों के बारे में			
	1) यह क्या है (चित्र) और यह कहां पाया जाता है?	अ) यह एक कैक्टस का पौधा है और यह रेगिस्तान में पाया जाता है।	प्रश्न संक्षिप्त हैं।
	2) रेगिस्तान की जलवायु कैसी होती है?	अ) रेगिस्तान की जलवायु बहुत ही ठामि और शुष्क होती है।	प्रश्न व्याकरणिक सही हैं।
	3) रेगिस्तान की मुख्य वस्तुपति और जीव-जंतु क्या हैं?	अ) रेगिस्तान की मुख्य वस्तुपति कैक्टस, स्फुर का पेड़, स्फेरिया आदि हैं, और जीव-जंतु कैंट, सैंप, विष्णु, छिपकली आदि हैं।	
	4) विश्व में जौंग से दो प्रकार के रेगिस्तान पाये जाते हैं?	अ) विश्व में दो तरह के रेगिस्तान पाये जाते हैं - 1- ठामि रेगिस्तान 2- ठेडा रेगिस्तान	प्रश्न विशिष्ट हैं।
तेल व ठाँस के कामों में मोकरी तूढ़ते हैं।	5) रेगिस्तान में रहने वाले लोग किस तरह के वस्त्र पहनते हैं?	अ) रेगिस्तान में रहने वाले लोग भारी और घुरे शरीर को ढकने वाले वस्त्र पहनते हैं।	

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## SKILL OF QUESTIONING

Date : 10/10/19

Student Teacher : प्रमोदि पाठक

Class : VII

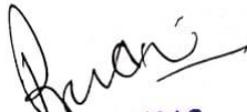
Topic : पर्यावरण

Time : 5-6 Min---

Roll No. : 931

Subject : S.S.T

S. No	COMPONENTS	NG 0	F 1	G 2	VG 3	EX 4
<b>STRUCTURE</b>						
1	Questions were grammatically correct		✓			
2	Questions were relevant to the topic discussed		✓			
3	Questions were specific	✓				
4	Questions were concise		✓			
<b>PROCESS</b>						
5	Questions were put with proper speed and pause classroom with proper voice		✓			
<b>MISCELLANEOUS</b>						
6	Questions were not repeated unnecessarily		✓			
7	Responses to the questions were not repeated		✓			
<b>FLUENCY</b>						
8	The teacher could put sufficient number of questions in this lesson			✓		

  
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S. No	COMPONENTS	NG	F	G	VG	EX
		0	1	2	3	4
<b>STRUCTURE</b>						
1	The teacher used prompting questions to lead the pupils to the expected response.		✓			
2	The teacher used questions for seeking further information of pupil responses.		✓			
3	The teacher used questions to refocus the pupil responses.	✓				
4	The teacher redirected questions to the pupils.	✓				
5	The teacher used questions to increase critical awareness of the pupils about their responses.		✓			

Overall Comment

- \* Question's formation was satisfactory.
- \* R Teacher redirected the questions to promote students' understanding.
- \* Voice need to be loud.
- \* write properly on C.B.
- \* Maintain discipline in the class.
- \* Be cautious about allotted time limit.

Signature of the supervision

Vandana  
10/10/19.

  
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During COVID-19 pandemic, students prepared their lesson plan and submitted it via email.

The screenshot shows a Gmail inbox search for "micro lesson". The search results are as follows:

Sender	Subject	Date
killer mega	Science - Kumari khushboo Reg.no 1120	6/22/21
Shruti Rajput	1106 Shruti Rajput, <b>Micro lesson</b> 1- Skill of reinforcement and stimulus variation, Subject 2- Economics, session 2020	6/22/21
Pamita Kumari	<b>Method .1 hindi vayakama</b> - Please find the attached file mam. Pamita Kumari 1121 Method 1 Hindi vayakama Class 8	6/21/21
Sandhya Yadav	(no subject)	6/20/21
Saloni aya	(no subject) - Reg.no. :1136 Name : Saloni Arya Skill: Skill of illustration with examples Subject : 2 Method	6/17/21
Srishti Jindal	Reg no. 1101. Name : Srishti Jindal. <b>Micro lesson</b> Name of skill: Skill of illustration of example Subject-2 Method of subject name- Economics Session-2020	6/17/21
Shweta Sahu	Reg no - 1096, Shweta Sahu, <b>micro lesson</b> - 4, skill of illustration with examples, subject - 2, Science, session - 2020	6/17/21
Shikha Jha	1088 method : 2 - Dear madam, Please find your attachment and check my <b>micro</b> teaching plan. Regards, Shikha Jha 1088	6/17/21

At the bottom of the screen, there is a taskbar showing several open files: io\_17Jun2....pdf, 6.2.4 new-2022040....zip, 6.2.4\_JK-20220408....zip, 2.4.10...old-202204....zip, and VID20200218142....mp4. A "Show all" button is also visible.

## Micro Teaching Lesson Plan

Skill: चित्रण का कौशल  
उदाहरण के साथ  
Name of pupil Teacher: Babita  
Subjects: हिंदी  
Topic: कृषि  
Sub-Topic:

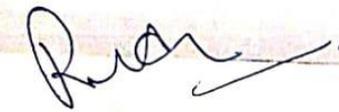
Roll No.: 1050  
Class: 8 एबी  
Date: 14/06/21  
Duration: 5 to 6 मिनट

### Components:

1. सरल उदाहरण ।
2. प्रासंगिक उदाहरण ।
3. दिलचस्प उदाहरण ।
4. उपयुक्त माध्यम ।  
(दृश्य / श्रव्य / शाब्दिक)
5. आगमन - निगमन विधि का इस्तेमाल ।
6. पत्रित उदाहरण ।

What did I learn?

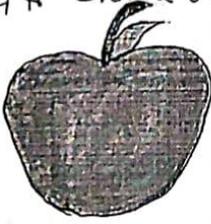
**Objective:** At the end of the class these components of the skill will be practiced.



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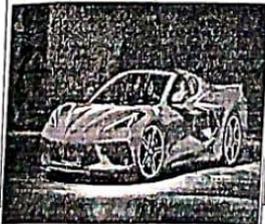


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Teacher activity	Students' activity	Components of Skill
<p>दिनांक: 14/06/21            कक्षा: छठी</p> <p><u>क्रिया</u></p> <p>सारांश  </p>	<p>विषय: हिंदी            समय: 5मिनट</p>	
<p>आज हम क्रिया के बारे में पढ़ेंगे।</p> <p>जिन शब्दों से किसी काम के होने या करने का पता चलता है, उसे क्रिया कहते हैं।</p>	<p>ध्यान से सुन रहे हैं।</p>	
<p>क्रिया का उदाहरण</p> <p>उदाहरण :-            सारे बच्चे अपनी कापी में सेब का चित्र बनाएंगे।</p>  <p>बहुत बढ़िया जिराने की अच्छी सेब बनाएंगे।</p>	<p>सारे बच्चे चित्र बना रहे हैं।</p>	<p>1. सरल            3416201</p> <p>2. प्रारंभिक            3416201</p>

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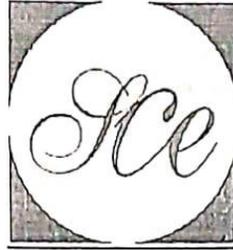
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Content	Pupil Teacher activity	Students' activity	Components of Skill
	उसके लिए तालियाँ बजाओ। यहाँ पर चित्र बनाइए और तालियाँ बजाओ एक क्रिया है।	तालियाँ बजा रहे हैं।	3. दिलचस्प उदाहरण
	उदाहरण 2. सारे बच्चे अपनी किताबें निकालेंगे	किताबें निकाल रहे हैं।	4. यथार्थ उदाहरण
	 यहाँ पर निकालेंगे शब्द एक क्रिया है।		5. सहायक सामग्री का उपयोग
	उदाहरण 3. 5. भिरे पास में क्या है ?	शक गाड़ी	
	 यहाँ पर गाड़ी क्या कर रही है ? यहाँ चलना शब्द एक क्रिया है।	गाड़ी चल रही है।	

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B.Ed.

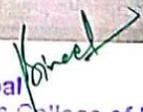
Session: 2020-22

INTEGRATION LESSON PLAN

*We empower women with power of knowledge*

Name: Sweda . R. Nair	Roll No. 1051
Teaching Subject: English	Class : IX

  
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## INTEGRATED LESSON PLAN

Name of Pupil Teacher: *Sweda . L . Nair*

Subject: *English (Grammar)*

Chapter: *Preposition*

Topic:

Date: *05/06/21*

Class: *IX*

Duration: *12-15 mins*

### Introduction

Pupil Teacher Activity	Student Activity
<i>Ask one student</i>	
<i>Ques 1: Where are you sitting?</i>	<i>Ans: I am sitting (i) on the chair. (ii) in the class.</i>
<i>Ques 2: What information do we get from this sentence?</i>	<i>Ans: This sentence tells us about the position.</i>
<i>Ques 3: What do we call the words that tells us the position of a noun?</i>	<i>Ans: We call them - Preposition.</i>

### Statement of Aim:

*Today, we are going to learn about Preposition and different types of prepositions.*

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*[Signature]*

Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
Meaning of Preposition	<p>Date: 05/05/20 Subject: English Class: IX Duration: 19-15 mins</p> <p><u>PREPOSITION</u></p> <p>Summary</p> <p><u>Definition</u> 1. Definition A preposition is a word that shows the relation between a noun, or a pronoun, or some other word in a sentence.</p>	<p>ation</p>	<p>Skill of Stimulus variation (change in speech pattern)</p> <p>Skill of Blackboard writing (proper gap between words)</p>
Types of Preposition	<p>These are majorly 5 classes of Preposition</p> <p>Summary</p> <p>1. Definition</p> <p>2. Types</p> <p><u>Types of Preposition</u></p> <p>Double Simple Compound Preposition Participle Phrase Preposition</p>	<p>tion</p>	<p>Skill of Blackboard writing (use of colored chalks)</p>
Definition and Examples of Simple Preposition	<p>Simple preposition - are used to express time, place, direction etc.</p>	<p>Paying attention</p>	

*Ruchi*

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*Principal*

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Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
Meaning of Preposition	<p>Date: 05/02/20</p> <p>Class: IX</p> <p>PREP</p> <p>Summary</p>	Paying attention	Skill of Stimulus variation (change in speech pattern)
	<p>Summary</p> <p>1- Definition</p>	Writing in their notebook	Skill of Black-board writing (proper gap between words)
Types of Preposition	<p>These are majorly 5 classes of Preposition</p> <p>Summary</p> <p>1- Definition</p> <p>2- Types</p> <p>3- Test</p> <p>Doc</p> <p>Positi</p>	Noting down in their notebook	Skill of Black board writing (use of colored chalks)
Definition and Examples of simple preposition	<p>Simple preposition - are used to express time, place, direction etc.</p>	Paying attention	

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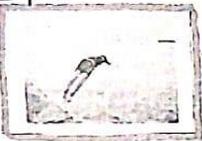
Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<p>Definition and Examples of Double Preposition</p>	<p>Lets learn through some examples.  <u>Example</u>                      ①  (dropping a ball into a mug)                      Ques: Where is the ball?                      Very good                      ② Ask one student to look upwards.                      Quer-1: What do you see?                      Ques-2: What is the position of the fan?                      ③                       Ques: What are these?                      Ques: When do you see them?                      Yes, right!                      So, In/Inside, over &amp; at are, egs of simple preposition.                      Two simple prepositions are used together to make double preposition.</p>	<p>Observing carefully                      Ans: The ball is - In/inside the mug.                      Ans: Fan                      Ans: the fan is over my head.                      Observing carefully                      Ans: These are stars.                      Ans: We see them at night.                      Listening carefully                      Paying attention</p>	<p>Skill of Illustration with example (simple example)                      skill of Reinforcement (Use of praise words)                      Skill of - Illustration - with example (Interesting activity)                      skill of - Questioning (Questions were grammatically correct).                      Skill of Stimulus variation (change in speech - pattern)</p>

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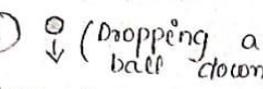
Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Examples</p> <p>① </p> <p>Ques: What is the man doing?</p> <p>Ans: The man is jumping into the water.</p> <p>That's right!</p> <p>②</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Answer all the questions within the given time.</p> </div> <p>Ques: Find out the double preposition in the sentence.</p> <p>Ans: Within</p> <p>Excellent!</p> <p>So, Into &amp; within - are egs. of double preposition</p> <p>Two or more words usually, a simple preposition &amp; another word makes a compound preposition.</p> <p>Lets understand them through some examples</p>	<p>Observing - carefully</p> <p>Ans: The man is jumping into the water.</p> <p>Within</p> <p>Paying attention</p> <p>Listening carefully</p>	<p>Skill of Illustration with example (Use of appropriate medium)</p> <p>Skill of Reinforcement - (Use of praise words)</p> <p>Skill of Stimulus - variation - (student's active participation)</p>

Definition and Examples of Compound Preposition

  
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Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Examples .</p> <p>① </p> <p>Ques: Where is the car parked?</p> <p>Ans: The car is parked in front of the gate.</p> <p>②  (Dropping a ball down)</p> <p>Ques: Why did the ball fall down?</p> <p>Ans: The ball fell down because of gravitational force.</p> <p>Clapping</p> <p>In front of &amp; because of are examples of compound preposition.</p>	<p>Observing carefully</p> <p>Listening carefully</p>	<p>Skill of Illustration with example (Use of Interesting examples)</p> <p>Skill of stimulus variation (Student's verbal participation)</p> <p>Skill of Reinforcement (Use of gestures and other non-verbal actions)</p>

Closure: Today, we learned about preposition and the 3 types of preposition. We will discuss about the rest 2 types in our next class.

*[Signature]*

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# Satyam College of Education

NOIDA

Lesson Plan - ..01....

Name of the Student Teacher : Lata Khaxayat  
 Name of the School : Global Indian International School, NOIDA  
 Medium : Hindi / English Teaching Subject : Mathematics Lesson No.: 01  
 Std.: VII Unit: Triangles Teaching Content : Types of triangles based on side length  
 Teaching Method / Techniques : Lecture cum demonstration, cooperative learning.  
 Teaching Learning aids: Real life objects, model  
 Aim of the teaching : To get more clarity about the Triangles  
 Objectives and Specifications : a) Students will be able to get Knowledge about triangles.

b) Students will be able to get Knowledge about types of triangles, by sides.

c) Students will be able to analyse different types of triangles, by sides.

d) Students will be able to draw specified triangles using ruler.

## Content analysis

a) Meaning of Triangle

b) Types of Triangle based on side length

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Core elements

Inculcation of scientific temper  
Inculcation of values

Life skills and values

Awareness, problem solving, Decision Making  
Pratival value, Vocational value and Interest value

Previo

Introd

Teac

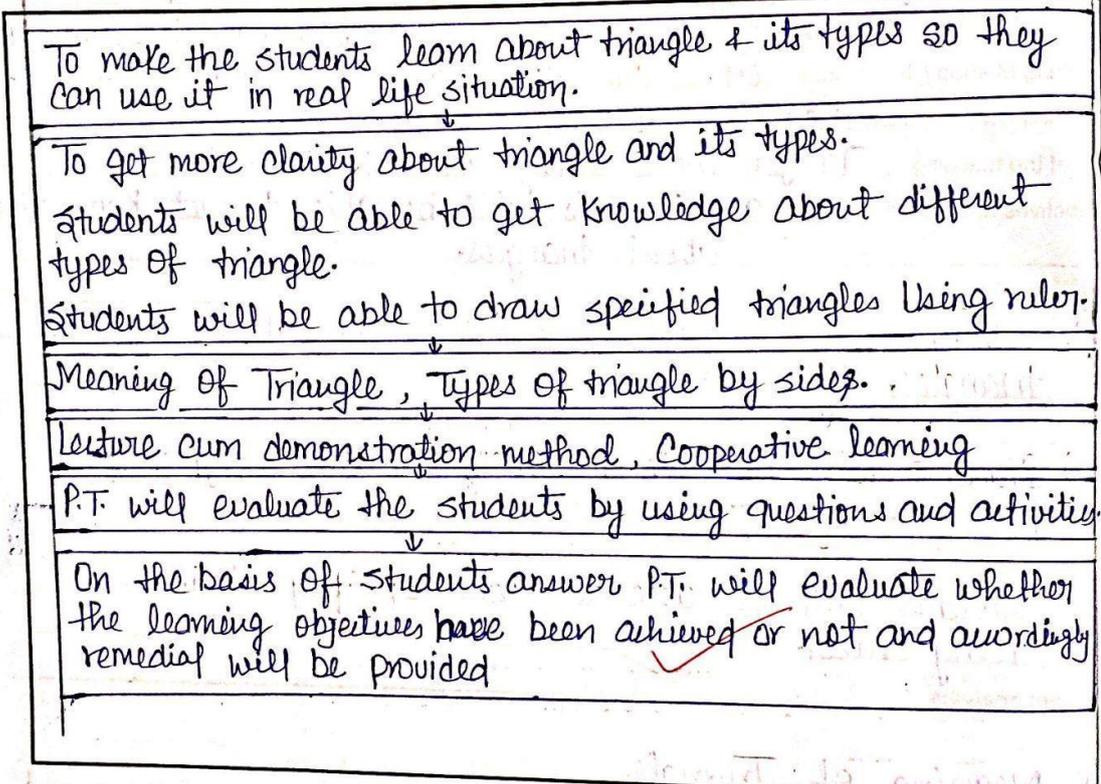
a)

b)

c)

State

Task analysis / Task planning flow chart



Reflecting thinking (before activity)

Students will acquire knowledge about triangle and its types by sides. They will take keen interest in learning about triangles as I am using some real life objects to clear their concept.

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Previous Knowledge: It is assumed that students have general idea about geometrical shapes.

Introduction:

Teacher Activities	Student's Activities
a) Observe these objects and identify them ?	a) Half bread, Ball, Book, Biday cap
b) what are the shapes of these objects ?	b) Triangle, Circle, Square Rectangle
c) Is there any objects which has similar shape ?	c) yes, Bread and cap have Triangle shape.

Statement of Aim: So, today we will discuss triangle and its types based on their side length.

Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
Meaning of Triangle	a) which geometrical shape it is ?	a) It is a triangle.
	b) How can you say that it is a triangular shape ?	b) Because, It has three sides.
	Using an example of triangle, Triangle is a simple closed curve made of three line segments. It has three.	

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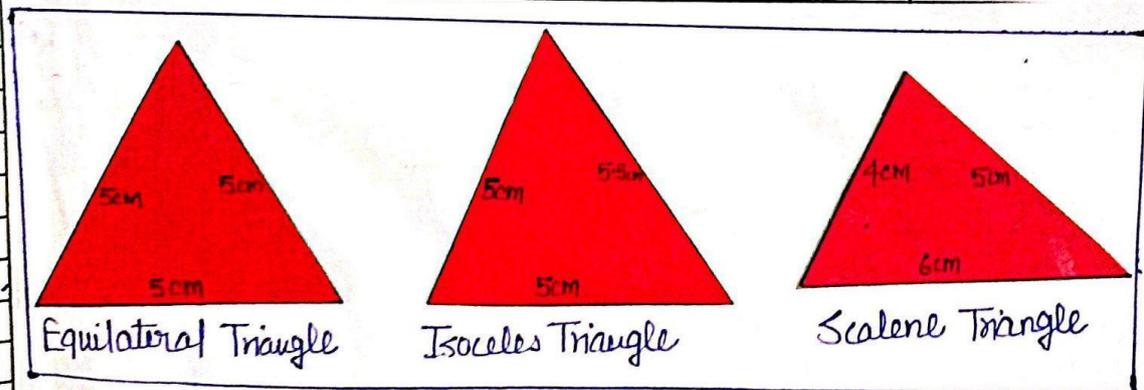
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## Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
	Vertices, three sides, and three angles.	
	a) In $\triangle PQR$ , what are the sides of triangle?	a) Sides are $PQ$ , $QR$ , and $PR$ .
	b) Write the vertices of $\triangle PQR$ ?	b) Vertices are $P$ , $Q$ and $R$ .
	c) Find the angles of $\triangle PQR$ ?	c) In $\triangle PQR$ , angles are $\angle QPR$ , $\angle PQR$ and $\angle QRP$ .
Types of Triangle based on their side length	a) With the help of model -	
	a) Can you observe any similarities between these triangles?	Yes, all triangles have three sides, vertices and angles.
	b) Is there any difference between these triangles?	Yes, length of sides are different.
	With the help of model - Triangle has three types based on their side length:	
	a) Equilateral triangle	
	b) Isosceles triangle	
	c) Scalene triangle	

## Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
	a) Equilateral Triangle - A Triangle having all equal sides.	
	b) Isosceles Triangle - A Triangle having 2 equal sides and one unequal side.	
	c) Scalene Triangle - A Triangle having all the sides unequal.	



	Share activity -	
✓	<p>Measure the length of sides of these triangle and identify the types of triangle -</p>	
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## Evaluation Sheet for Lesson Observation

### Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	2	4	6	8	10
1	Content analysis, objectives and specifications			✓		
2	Structure of lesson based on constructivism			✓		

### Implementation of the lesson:

Sr. No.	Points of the Observation	2	4	6	8	10
3	Set Induction / Introduction of the unit			✓		
4	Use of teaching techniques based on teaching method			✓		
5	Use of teaching aids and its management			✓		
6	Management of available time			✓		
7	Class management and learning climate				✓	
8	Opportunities given for students cognitive, affective Psychomotor and life skills development				✓	
9	Opportunities given for higher level thinking, awareness of met cognition and self creation of the knowledge				✓	
10	Satisfaction of the students learning (In the classroom)				✓	
<b>Total Marks (100)</b>						

- Specific quality of the teacher

\* P.T. is having pleasant gesture which is really good for interacting with students in the class room.

- Suggestion to the teacher for improvement in teaching

\* Students are energetic & participating in the activities of the classroom with full zeal.

- Remedial activities for development of the teacher's teaching skill

\* P.T. is involving whole class in the teaching content.  
\* Activities done in the classroom are interesting.

- After lesson, feedback is given or not?

\* Feedback is given actively & accordingly.

- Marks of the reflective thinkig =

10

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Signature and date of the lesson observer

**SATYAM COLLEGE OF EDUCATION**

**NOTICE**

Date: 23rd October, 2018

All the students of Semester-1 are hereby informed that 'Enhancing Professional Capabilities-1 Sessions will be held during 29th October to 29th November, 2018.

EPC-1 Skill Development program

I: Micro teaching

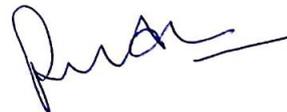
II: Integration Lesson

Note: Attendance is compulsory.

  
(Dr Bineeta Agrawal)

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**NOTICE**

Date: 24th September, 2019

All the B Ed. first semester students are hereby informed that 'Enhancing Professional Capabilities-Sessions will be held during 3rd -24th October, 2019.

**EPC-1 Skill Development program**

I: Micro teaching

II: Integration Lesson

Note: Attendance is compulsory.

  
(Dr Bineeta Agrawal)

**PRINCIPAL**

  
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**NOTICE**

Date: 6th April, 2021

This is to inform all B. Ed. first year students that Enhancing Professional Capabilities-I Sessions will be held virtually from 13th April, 2021. Students are kindly instructed to attend the session and give their presentation.

EPC-1 Skill Development program

I: Micro teaching

II: Integration Lesson

(Dr Bineeta Agrawal)

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**2. Content mapping: Assignment pedagogy subjects: Lesson plan based on models of teaching**

# SATYAM COLLEGE OF EDUCATION

NOIDA (GAUTAM BUDH NAGAR)



## INTERNAL ASSIGNMENTS

B.Ed. Session – 2018-2020

Submitted by

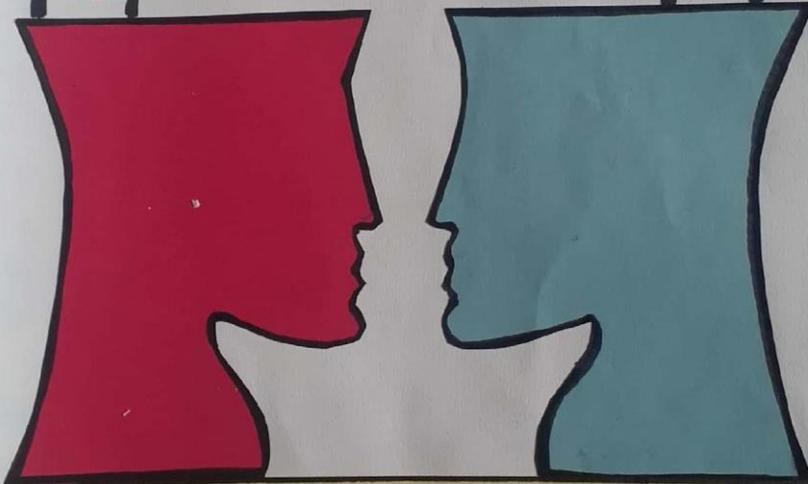
Name.....*Surbhi Mittal*.....

Roll No.....*32*.....

SNDT WOMEN'S UNIVERSITY, MUMBAI

Satyam College Of Education

COLLABORATIVE LEARNING  
LESSON  
PLAN



Submitted To: Dr. Yogita Goel Ma'am

Submitted By: Surbhi Mittal

Course: B.Ed.

Subject: English Education

Roll No: 32

Semester: Ist

*Dr. Yogita Goel*

# Preface

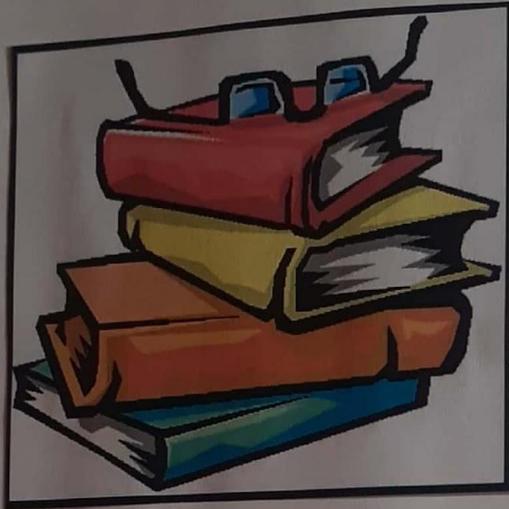
This assignment has been prepared in the fulfilment of the requirement for the subject, English in B.Ed. curriculum (Semester 1) in the academic year 2018-2019.

For preparing this assignment, I was required to make a report regarding Collaborative learning techniques. Through this project I have selected group activity as one of my techniques that would be used in making a lesson plan on formal & informal letter writing. The blend of practical knowledge and learning acquired during my making of the lesson plan is presented in this assignment.

The information presented in this assignment is obtained through an indepth studies of the N.C.E.R.T Book and other English based websites.

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# Acknowledgement

It gives me immense pleasure of working on this assignment. This assignment was a joyous and great learning process. The presentation of this project in the way required has been made possible by the contribution of various people.

First of all, I would like to express my deepest gratitude to our principal ma'am Dr. Bineta Agarwal to provide this opportunity and to be a part of this curriculum and whose contribution in stimulating suggestions and encouragement helped me to coordinate my assignment.

I would like to express my gratitude to our English teacher, Dr. Yogita Goel who gave the permission to use all required information and material to complete this assignment.

lastly, I would like to thank my family and friends for their constant support throughout the process.

Surbhi Mittal

# Meaning Of Collaborative Learning

Collaborative teaching, sometimes called cooperative teaching or team teaching involves educators working in tandem to lead, instruct and mentor groups of students. Collaboration most often occurs among professionals from various disciplines including core subjects special education, elective courses, library science or guidance programs.

On some occasions, teachers from the same department or grade level may team up to teach the target multiple levels of learning to provide a greater variety of supervised activities for students to practice skills.

Collaboration can be implemented across all instructional levels and subject areas.

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# Lesson-Plan

Name of the Subject-Teacher : Surbhi Mittal

Subject : English

Date : January 28, 2019

Class : 6<sup>th</sup>

Duration :

Resources used : English workbook , websites

Topic : Writing Skills

Sub topic : Formal/Informal letter

## General Objective:-

- To enable students to read and write correct English.
- Develop students interest in writing.
- To enhance students' writing skills'.

## Specific Objectives:-

- To enable students to make simple and correct answers.
- To enable students to make difference between formal and informal letter.

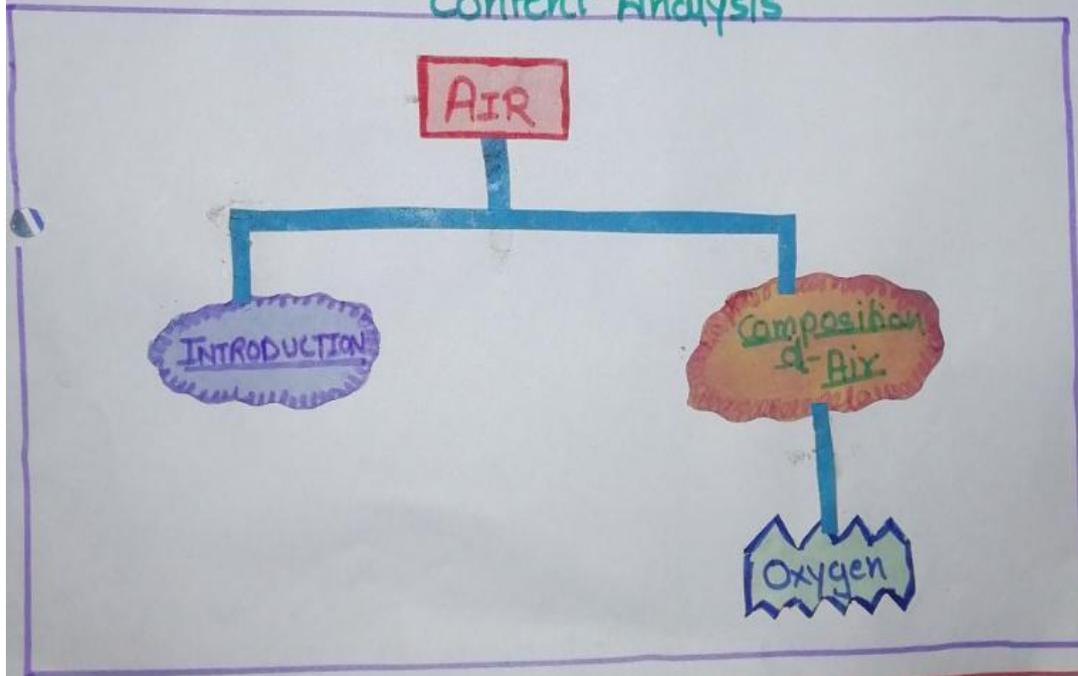
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## Objective And Specification

- To develop scientific attitude among the student
- To develop logical thinking among the students
- > Students will be able to know about Air and
- > Students will be able to understand composition of Air
- > Students will be able to describe presence of Oxygen

## Content Analysis



## Previous Knowledge:

- Students have knowledge about letter writing.

## Resources Required:

- Chalk
- Activity Sheets
- PPT
- Ouster
- Worksheet

## Role of Facilitator:

Introduction: When there were no phones, then the only way of communication was letters. Letters were exchanged in order to share thoughts, views, situations, and also to send invitation and many other things.

Teaching Objective: To inspire students previous knowledge.

- Student-Teacher Activity

1. How many of you have written letters?
2. To whom you have written letters?

3. Statement of Aim:

Today, we shall study about two types of letter writing.

• Sub-Topic: Informal Letter Writing

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Date: \_\_\_\_\_

Topic: Formal and Informal Letter Writing

Total = \_\_\_\_\_  
Present = \_\_\_\_\_  
Absent = \_\_\_\_\_

Types of letters :-

Informal letter

Informal letters are written to close acquaintances of the writer, their friends, family, relatives etc.

- Casual language is used.

Date: \_\_\_\_\_

Topic: Formal and Informal Letter Writing

Total = \_\_\_\_\_  
Present = \_\_\_\_\_  
Absent = \_\_\_\_\_

Types of Letter

<p><u>Informal Letter</u></p> <ul style="list-style-type: none"> <li>• Written to close acquaintance of the writer, their family, friends, relatives etc.</li> </ul>	<p><u>Formal letter</u></p> <ul style="list-style-type: none"> <li>• Written in a formal language.</li> <li>• Written for official purpose and not personal</li> </ul>
--	--

Teaching Objective: To enable student to know what is informal letter writing.

4. Student-teacher activity

4. Definition:

5. Example: letter to friend or relative is a part of informal letter writing.

Teaching objective: To enable student to know what is formal letter writing.

6. Student-teacher activity

6. Definition:

7. Example: letter to office, principal, company is a part of formal letter writing.

8. Power-point presentation on format of formal and informal

9. Collaborative activity:

• The class is divided into two teams - Team Informal and Team Formal.

• Further, the team (each team) will form pair of their choice.

• Team Informal will be writing an informal letter to any other pair of their choice - on inviting them at their birthday party.

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POWER-  
POINT  
PRESENTATION  
ON FORMATS OF  
LETTER

Activity sheet to Team  
Formal

- Work in pair and write a letter to the principal about your not coming to school because of any reason of your choice

Activity sheets to Team  
Informal

- Work in pair and write a letter to any other pair of your choice (or the pair sitting next to you) inviting them on your joint birthday party.

- Team formal will be working, in pairs and writing a letter to <sup>the</sup> principal asking for leave due to any reason.

#### 10 Student Teacher activity

Selection of any one pair - to read their letters from each team.

#### 11 Feedback:

So, team formal has written letter to the known person (friend) so that is Informal letter writing, and team informal has written letter to known person (but not close) so that is formal letter - written for work purpose, business, request, government work etc.

12. Homework :- Instructions given to the students activity sheets given for home task.

### **Role Of Learner**

1. Random answer - Fifteen-twenty students says Yes
2. I have written letter to dad, friends, relative principal.
3. Listening to the 'statement of aim'.

# WORKSHEET

In the following formal and informal letters there are some missing words. Try in to fill in the gaps with appropriate words. There are two extra words in each email. Decide which of the emails is more formal.

1. appointment/could/unable/hesitate/faithfully/afraid/grateful  
please sincerely/forward/due to.

Dear Mr. Perkins

I am writing in response to the email I recieved on 21<sup>st</sup> jan 2013.  
I am \_\_\_\_\_ I will be \_\_\_\_\_ to attend our meeting \_\_\_\_\_ a work meeting  
arranged on the same day. The only solution to discuss our differences  
would be to meet another day. \_\_\_\_\_ it will be possible to arrange  
another \_\_\_\_\_? Do not \_\_\_\_\_ to contact me whenever you find  
a free day for our meeting  
Yours \_\_\_\_\_

2) feel free/regards/happy/can/sorry/hello/asap/won't be able/  
looking! tell/ because.

Dear Peter,  
I write you because I have read your last mail \_\_\_\_\_ but I \_\_\_\_\_ to go to  
our meeting \_\_\_\_\_. I have a work meeting. We can talk about that  
later. \_\_\_\_\_ it will be possible we see each other another day? \_\_\_\_\_  
to call me when you are free  
\_\_\_\_\_ forward to hearing from you.

4. listening to definition.
5. listening and giving examples of informal
6. listening carefully to the definition.
7. Giving example of formal letter writing.
8. Observing and understanding the formats.
9. Active participation and involvement of students.
10. Narration of letter by the students.
11. Listening carefully to the feedback.
12. Understanding home task, and listening to instructions.

### Recapitulation:

- Q1. What is informal letter writing?
- Q2. To whom informal letter is written?
- Q3. What is formal letter writing?
- Q4. To whom formal letter is written?

### CLOSURE

So, Today we have learnt about two types of letter: formal and informal and difference in both of them. In our next class we will be doing other activity to better understand both the types.

# Conclusion

Today, we observe a huge growth in classroom technology, and with it, the introduction of new learning methodologies. One of them, that edtech encourages, is collaborative learning, which we have used in making of this 'lesson plan' assignment.

The best learning happens when children are actively involved in a project. Therefore, collaborative learning is an approach that encourages students to create groups and work together to solve a given problem.

Collaborative learning have following benefits:

- Develops social skills
- Peers can learn from peers
- It engages in learning
- Gain Confidence

Using this method of collaborative learning, I have prepared a lesson plan which enable students to write properly, enhancing 'their writing skills' and by teaching them formal and informal letter writing in their course.

✓  
Writing skills are important part of communication. Good writing skills allows us to communicate our message with clarity and ease. 'Voltaire' once said "Writing is the painting of the voice". For fluent conversations we need to shape sentences and express our ideas and thoughts.

Formal and informal letter writing are two different types of letter writing used at different occasions. Through collaborative learning, the students were taught as they were first divided into two teams: Team Formal and Team Informal and then sub-divided into pair who has write a joint letter to any other pair of their choice. (or the pair sitting next to them) so that no pair is left without letter.

Therefore, in this way formal and informal letter writing was taught to them by making them work together as a part of collaborative learning.

It has lead to develop their writing skills, develop their social skills and prosper their relations with the partner and other pair.

Hence, collaborative learning is one of the most effective -technique/method to make students learn and work together.

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10/02/19

# **Presentation on Concept map by the Student,**



**Content Analysis Assignment:**

SATYAM COLLEGE OF EDUCATION

SCE

• ASSIGNMENT-2

Sub : Human Rights

• Topic : Content Analysis

Submitted to Vandana Verma mam.

Submitted by SHWETA 915

# विषय - सामग्री

इकाई एक: भारतीय लोकतंत्र में  
समानता

अध्याय - 1 समानता

इकाई दो: राज्य सरकार

अध्याय - 2 स्वास्थ्य में सरकार की भूमिका

अध्याय - 3 राज्य शासन कैसे काम करता है।

इकाई तीन: लिंग बोध- जेंडर

अध्याय - 4 लड़के और लड़कियों के रूप में बड़ा होना

अध्याय - 5 औरतों ने बदली दुनिया

इकाई चार: संचार माध्यम और विज्ञापन

अध्याय - 6 संचार माध्यमों को समझना

अध्याय - 7 विज्ञापनों को समझना

इकाई पाँच : बाज़ार

अध्याय - 8 हमारे आस-पास के बाज़ार

अध्याय - 9 बाज़ार में एक कमीज़

भारतीय लोकतंत्र में समानता

अध्याय - 10 समानता के लिए संघर्ष

Book name - सामाजिक और राजनीतिक जीवन

Class - VII

Writer's name - चन्द्र भूषण कुमार

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# कक्षा- 7 से सम्बन्धित है सामाजिक और राजनीतिक जीवन

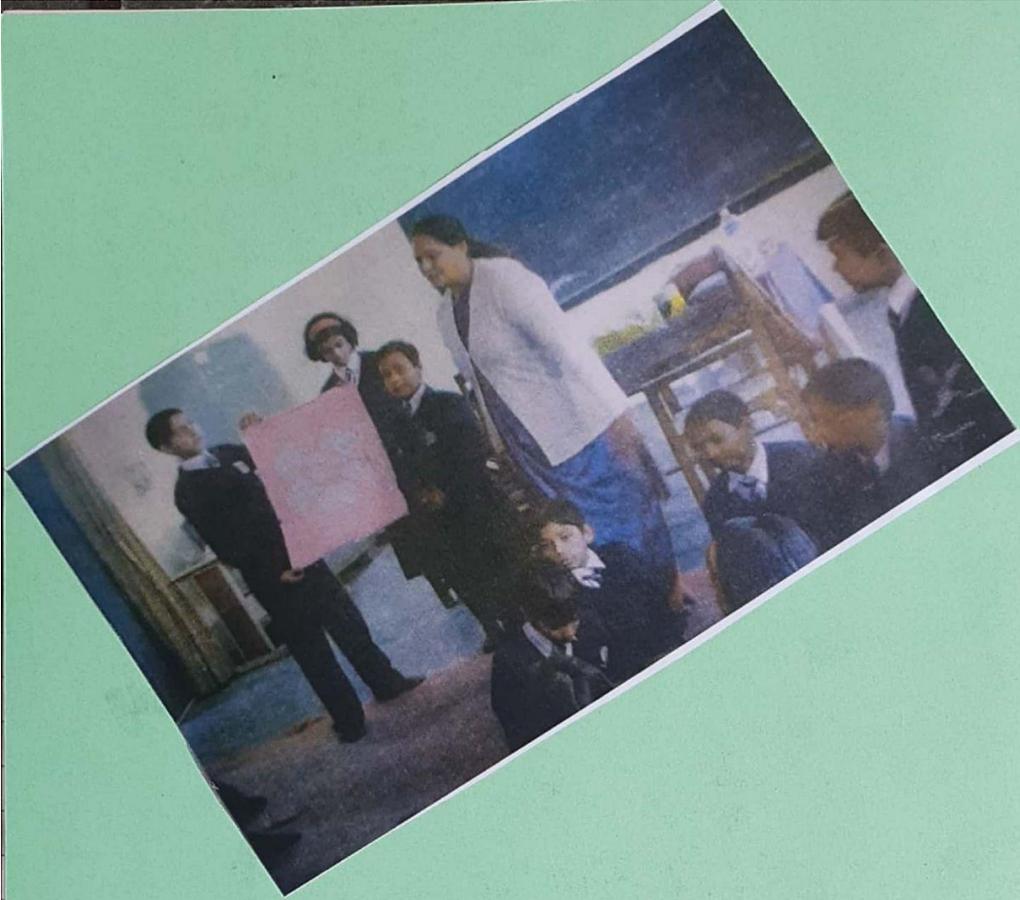
यह पुस्तक कक्षा सातवीं से सम्बन्धित है इसका नाम सामाजिक और राजनीतिक जीवन 7 की है।  
→ सातवीं कक्षा की पुस्तक में कौन-से मुद्दे लिखे हैं? 'भारतीय लोकतंत्र में समानता' की निहायत जरूरी भूमिका को समझना ही कक्षा सात की किताब का मूल सूत्र है।

यह सूत्र किताब की एक इकाई की विषय-वस्तु भी है। इसके अलावा किताब में चार और इकाइयाँ हैं - राज्य शासन, जेंडर, संचार माध्यम और विज्ञापन तथा बाजार। प्रत्येक इकाई में दो पाठ क्रम से आते हैं किंतु पहली इकाई में पाठ एक शुरू में और एक, किताब के अंतिम पाठ के रूप में रखे गये हैं। इन पांच शीर्षकों पर केंद्रित हैं।

प्रत्येक इकाई में दो अध्याय हैं। इस पुस्तक में विद्यार्थियों को यह पढ़ने का मौका मिलेगा कि

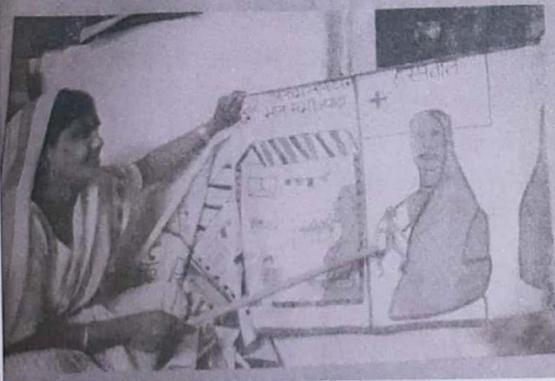
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### जागरूकता बढ़ाना

औरतों के अधिकारों के संबंधों में समाज में जागरूकता बढ़ाना भी महिला आंदोलन का एक प्रमुख कार्य है। गीतों, नुक्कड़-नाटक व जनसभाओं के माध्यम से वह अपने संदेश लोगों के बीच पहुँचाता है।



# EVALUATION

राजनीतिक जीवन के अध्यायों में बीच-बीच में Evaluation भी हुआ है पाठों के अन्त में प्रश्न - दिये गये हैं। जिससे अध्यापक पाठ को समझने के बाद छात्रों में Question के Answers पूछती है जिससे छात्रों का पता चलता है छात्रों ने Content को समझा व जाना है जिससे अध्यापक Content को प्रत्येक छात्र की क्षमता व ज्ञान का पता चलता है कि मेरे समझने से छात्रों को कितना समझ में आया है और नहीं मेरे समझने में तो कमी नहीं है। सभी प्रकार से पता चल जाता है। Content के अन्त में और बीच-बीच में Question दिये गये जो Evaluation करने में मदद करते हैं।

और book में बीच-बीच में कुछ ऐसे प्रश्न भी दिये गये हैं जिससे बच्चे अच्छे से समझ सकें।

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Teacher Sign. ....

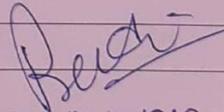
# AUTHENTICITY

इस Book में जो Content दिया गया है। वह छात्रों की क्षमताओं को देखते हुए बनाया गया है। Content छोटा तो नहीं है और ना ही बहुत बड़ा है। जितना Class VII के छात्रों के लिए होना चाहिए उतना ही दिया गया है। जो छात्रों के लिए Aspfull है कि छात्र अपने अधिकारों को समझ सकें।

अब छात्रों को Class 6 से ही उनको उनके अधिकारों के बारे में आता है जिससे वे समझ सकते हैं कि हमारे अधिकार क्या-क्या हैं। और अधिकारों के साथ अपने कर्तव्य भी जान पाएंगे और अपने राजनीतिक विज्ञान की जानकारी के साथ अपने देश के कानून को जान पाएंगे।

मैं समझती हूँ कि छात्रों के ज्ञान में काफी मदद करती है यह Content जो छात्रों के ज्ञान अधिकारों की समझ को छात्र अच्छे से समझ और जान पाएंगे और उनको अधिकारों को बढ़ा पाएंगे।

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Topic

Date

P.No.

# निष्कर्ष

उपरोक्त विवेचना से यह स्पष्ट है कि कक्षा सातवीं की पुस्तक सामाजिक विज्ञान में जिन विषयों का चुनाव किया गया है वे सभी विद्यार्थियों के लिए उपयोगी हैं तथा इसमें मानव के मौलिक अधिकारों की बात की गयी है।

इसके साथ ही इसमें भारतीय संविधान, लोकतंत्र, समानता, लिंग बंध जेंडर, राज्य सरकार, संघीय विभिन्न पद्धतियों की विस्तार पूर्वक से इसमें समझाया गया है। समाज के अलग-2 पद्धतियों की विषय में स्पष्ट तरीके से समझाया गया है।

और नागरिकों के हित में और महिलाओं के हित में समानता के हित में बात की गयी है। अतः इस सब से स्पष्ट होता है कि यह पुस्तक बच्चों के लिए अत्यंत उपयोगी है।

Handwritten  
03.03.20

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भारत एक लोकतंत्रीय देश है। कक्षा 6 की पुस्तक में हमने लोकतंत्रीय सरकार के मुख्य तत्वों के बारे में पढ़ा था, जैसे - लोगों की भागीदारी, संघर्षों का शांतिपूर्ण समाधान, समानता और न्याय।

'समानता' लोकतंत्र की मुख्य विशेषता है और इसकी कार्यप्रणाली के सभी पहलुओं को प्रभावित करती है। इस अध्याय में आप समानता के बारे में और अधिक जानेंगे - यह क्या है, लोकतंत्र के लिए यह आवश्यक क्यों है, भारत में सब समान हैं या नहीं और उन सभी के मानव अधिकारों को भी बताया गया है और मताधिकार को भी बताया गया है और अन्य प्रकार की असमानताएँ और समानता को भी बताया गया है एक कहानी के द्वारा सभी को उनके मनाव अधिकारों को बताया गया है।

तो इस प्रकार पुस्तक Content में मानव अधिकारों को जोड़ने के साथ स्पष्ट भी किया है। उन्हें (जनता) (होत्रों) को उनके अधिकारों से अवगत भी कराया गया है।

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### 3. Lesson planning/ individualized education plans (IEP)

- EPC-I: Microteaching & Integration

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*Ice*

**PRACTICAL WORK**  
B.Ed. Session – 2018-2020

Submitted by  
Name- *Mishu Goyal*  
Roll No- *67*

**SNDT WOMEN'S UNIVERSITY, MUMBAI**

EPC-1

Skill Development Program

INTEGRATION

LESSONS

**SATYAM COLLEGE OF EDUCATION  
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(Affiliated to S.N.D.T. Women's University, Mumbai-20)

**B.Ed.**

Session: 2018 - 2020.....

**INTEGRATION LESSON PLAN**

*We empower women with power of knowledge*

Name: Mishu Goyal.....Roll No. 75.67  
Teaching Subject: Commerce.....Class : XI



Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Before discussing the exact meaning of Insurance, let me give you an example of it.</p> <p><u>Example:</u> Kalyan Silks, a leading showroom of sarees in Delhi caught fire in its godown. Hopefully the godown was insured and the owner received compensation for the loss/damage from the insurance company.</p> <p>Que: What do you understand from the given example?</p> <p>Very well explained.</p>	<p>• Listening carefully</p> <p>• The Insurance company minimises the risk of loss of the Kalyan Silks by compensating them the amount of loss.</p>	<p><u>Illustrating with Examples</u></p> <ul style="list-style-type: none"> <li>• Easy and relevant illustration</li> <li>• Illustration in inductive approach</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Appropriate involvement</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Students active &amp; verbal participation</li> </ul> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question was grammatically correct and put with proper speed</li> </ul> <p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of praise words.</li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<p><u>Meaning</u></p> <p><i>Write it on the board too.</i></p>	<div data-bbox="528 405 863 779" style="background-color: black; color: white; padding: 5px;"> <p><u>Insurance</u> Insurance is a form of risk management which is used to safeguard against the risk of potential financial loss.</p> </div> <p>Ques: How many parties are involved in an insurance contract? yes correctly answered.</p> <p>The person whose risk is insured is called <u>Insured</u>.</p> <p>The firm or company which insures the risk of loss is known as <u>insurer/assurance underwriter</u></p> <div data-bbox="517 1518 863 1695" style="background-color: black; color: white; padding: 5px;"> <p><u>Parties:</u></p> <ul style="list-style-type: none"> <li>• Insured</li> <li>• Insurer</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Listening attentively</li> </ul> <p>Two parties are involved - 1) Insured 2) Insurer</p>	<p><u>Blackboard Skill</u></p> <ul style="list-style-type: none"> <li>• Cleanliness in black board writing</li> <li>• Wrote with chalk with proper force</li> </ul> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question was relevant to the topic</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Students active &amp; verbal participation</li> </ul> <p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of praise words</li> <li>• Repeating, rephrasing student's response</li> </ul> <p><u>Explanation</u></p> <p><u>Black Board</u></p> <ul style="list-style-type: none"> <li>• essential subject matter written on BB</li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Ques: What do you think does the insured person pays anything in return to the insurer for compensating his loss?</p> <p>Ques: What is it known as? Excellent!</p> <p>The insured person chooses to pay small periodic payments to the insurer known as <u>premium</u> <sup>as a substitute</sup> for a risk of large possible loss.</p> <p>The premium paid by the insured is used by the insurer to compensate the loss sustained by anyone of his policy holders.</p> <div data-bbox="459 1223 778 1447" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Insured      Insurer</p> <p style="text-align: center;">→</p> <p style="text-align: center;">Small periodic payments</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>PREMIUM</b></p> </div>	<p>yes</p> <p>Premium</p> <p>Listening carefully</p>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question used for seeking further response of students.</li> <li>• Question used to refocus student response.</li> <li>• <u>Reinforcement</u> use of praise words.</li> <li>• <u>Explanation</u></li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<u>Definition</u>	<p>Ques: What is insurance?</p> <p>yes, you are very close to the answer. Try again</p>	<p>Insurance is a contract in which one party agrees to pay another party.</p>	<p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of statement accepting pupil's feeling</li> <li>• Repeating, rephrasing &amp; summarizing pupil's response</li> </ul>

**INSURANCE**

A contract or agreement in which one party (insurer) agrees in return for a consideration (premium) to pay an agreed amount of money to another party (i.e. insured) to make good a loss, damage or injury to something of value in which insured has an interest as a result of some uncertain event.

Explanation

Closure: Today we learnt about the meaning of "insurance" in detail. Tomorrow we will continue with "Principles of Insurance"

## Evaluation Sheet

Date : 22.11.2018

Student Teacher : *Mishu Goyal*

Class : XI

Topic : *Insurance*

Time : *12-15 minutes*

Roll No. : *75*

Subject : *Commerce (Business Studies)*

Components	NG 0	F 1	G 2	VG 3	Ex. 4
1. Introductory Statement was used			✓		
2. Questions were prompted			✓		
3. Further information were given			✓		
4. Thought provoking questions were used			✓		
5. Positive verbal reinforcements were used			✓		
6. Positive non-verbal reinforcements were used		✓			
7. Teacher used the extra verbal cues			✓		
8. Appropriate use of Audio-Visual aids			✓		
9. Classroom Environment was lively				✓	
10. Appropriate use of Black Board			✓		
11. Active Participation of the learner			✓		
12. Explaining links were used			✓		
13. Technical words were defined				✓	
14. Language was fluent				✓	
15. Examples were appropriate				✓	

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Noida-201305

16. Inductive/Deductive method was adopted			✓	
17. Teacher Movement			✓	
18. Teacher Gestures			✓	
19. Effective Voice Modulation				✓
20. Teacher Student Interaction				✓

**Overall Comments:**

- Manage your Blackboard work  
Whatever is shown written in LP (CBP)  
should be shown on Blackboard.
- Fluency is good.
- Loud and clear voice.

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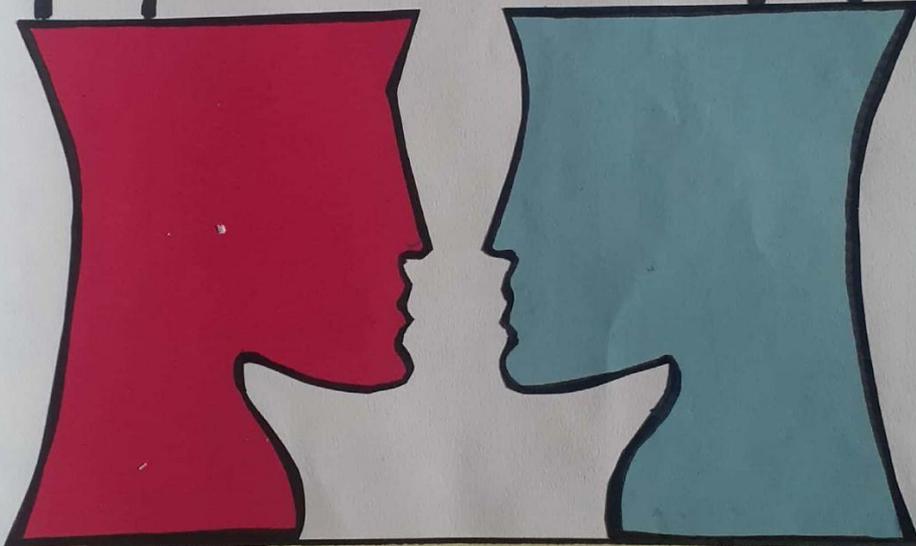
Signature of the supervisor

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**Assignment- 'Learning and Teaching:**

Satyam College Of Education

COLLABORATIVE LEARNING  
LESSON  
PLAN



Submitted To: Dr. Yogita Goel Ma'am

Submitted By: Surbhi Mittal

Course: B.Ed.

Subject: English Education

Roll No: 32

Semester: Ist

# Meaning Of Collaborative Learning

Collaborative teaching, sometimes called cooperative teaching or team teaching involves educators working in tandem to lead, instruct and mentor groups of students. Collaboration most often occurs among professionals from various disciplines including core subjects special education, elective courses, library science or guidance programs.

On some occasions, teachers from the same department or grade level may team up to teach the target multiple levels of learning to provide a greater variety of supervised activities for students to practice skills.

Collaboration can be implemented across all instructional levels and subject areas.

## Previous Knowledge:

- Students have knowledge about letter writing.

## Resources Required:

- Chalk
- Activity Sheets
- PPT
- Ouster
- Worksheet

## Role of Facilitator:

Introduction: When there were no phones, then the only way of communication was letters. Letters were exchanged in order to share thoughts, views, situations, and also to send invitation and many other things.

Teaching Objective: To inspire students previous knowledge.

- Student-Teacher Activity

1. How many of you have written letters?
2. To whom you have written letters?

3. Statement of aim:

Today, we shall study about two types of letter writing.

• Sub-topic: Informal Letter Writing

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- Team formal will be working in pairs and writing a letter to <sup>the</sup> principal asking for leave due to any reason.

#### 10 Student Teacher activity

Selection of any one pair to read their letters from each team.

#### 11 Feedback:

So, team formal has written letter to the known person (friend) so that is Informal letter writing, and team informal has written letter to known person (but not close) so that is formal letter - written for work purpose, business, request, government work etc.

12. Homework :- Instructions given to the students activity sheets given for home task.

### **Role Of Learner**

1. Random answer - Fifteen-twenty students say Yes
2. I have written letter to dad, friends, relative principal.
3. Listening to the 'statement of aim'.

# Conclusion

Today, we observe a huge growth in classroom technology, and with it, the introduction of new learning methodologies. One of them, that edtech encourages, is collaborative learning, which we have used in making of this 'lesson plan' assignment.

The best learning happens when children are actively involved in a project. Therefore, collaborative learning is an approach that encourages students to create groups and work together to solve a given problem.

Collaborative learning have following benefits:

- Develops social skills
- Peers can learn from peers
- It engages in learning
- Gain confidence

Using this method of collaborative learning, I have prepared a lesson plan which enable students to write properly, enhancing 'their writing skills' and by teaching them formal and informal letter writing in their course.

✓  
Writing skills are important part of communication. Good writing skills allows us to communicate our message with clarity and ease. 'Voltaire' once said "writing is the painting of the voice". For fluent conversations we need to shape sentences and express our ideas and thoughts.

Formal and informal letter writing are two different types of letter writing used at different occasions. Through collaborative learning, the students were taught as they were first divided into two teams: Team Formal and Team Informal and then sub-divided into pair who has write a joint letter to any other pair of their choice. (or the pair sitting next to them) so that no pair is left without letter.

Therefore, in this way formal and informal letter writing was taught to them by making them work together as a part of collaborative learning.

It has lead to develop their writing skills, develop their social skills and prosper their relations with the partner and other pair.

Hence, collaborative learning is one of the most effective technique/method to make students learn and work together.

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#### 4. Identifying varied student abilities

#### Integration Sessions-

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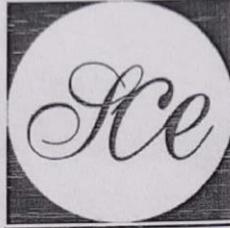
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PRACTICAL WORK  
B.Ed. Session – 2018-2020

Submitted by  
Name- *Mishu Joyal*  
Roll No- *67*

SNDT WOMEN'S UNIVERSITY, MUMBAI

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**B.Ed.**

Session: ..2018...-2020.....

**INTEGRATION LESSON PLAN**

*We empower women with power of knowledge*

Name: ..Mishu Goyal.....	Roll No. ..75 67.....
Teaching Subject: ..Economics.....	Class : ..XII.....

## INTEGRATED LESSON PLAN

Name of Pupil Teacher: *Mishu Goyal*  
Subject: *Economics*

Date:  
Class: *XII*

Chapter: *Forms of Market*

Duration: *12-15*  
*minutes*

Topic: *Monopolistic Competition*

### Introduction

Pupil Teacher Activity	Student Activity
<i>Ques 1) Who is a producer?</i>	<i>• A producer is a person who creates and supplies goods &amp; services.</i>
<i>Ques 2) Who is a consumer?</i>	<i>• A consumer is a person who buys goods and services to satisfy his needs and wants.</i>
<i>Ques 3) From where does the consumer buy these goods and services?</i>	<i>• Consumers buy goods and services from markets.</i>

Statement of Aim: *Today we will discuss about various forms of market.*

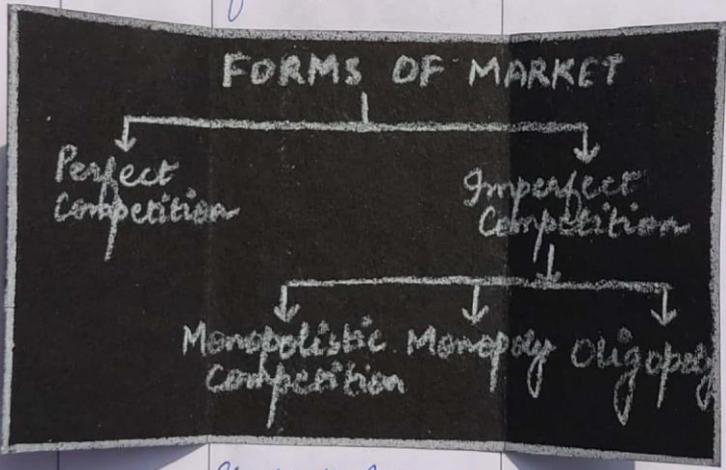
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*Coordinator IQAC*  
Coordinator IQAC  
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Noida-201305

Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<u>Meaning of Market</u>	<p>Ques 1) What do you understand by the term market?</p> <p>very well explained</p> <p>In economics, market refers to whole area where buyers and sellers are spread.</p>	<p>Market is a place where goods and services are bought and sold.</p>	<p><u>Questioning</u></p> <p>Question was relevant to the topic and grammatically correct</p> <p><u>Reinforcement</u></p> <p>use of praise words</p> <p><u>Stimulus Variation</u></p> <p>Students verbal participation</p>
<u>Components of Market</u>	<p>Based on the definition discussed</p> <p>Ques 2) What are the components of the market?</p> <p>very good!</p>	<ul style="list-style-type: none"> <li>• Buyers &amp; Sellers</li> <li>• Product or service to be brought and sold.</li> <li>• Place where buyers and sellers meet</li> <li>• Close contact between buyers and sellers</li> </ul>	<p><u>Questioning</u></p> <p>Question was relevant to the topic</p> <p><u>Explanation</u></p> <p><u>Stimulus Variation</u></p> <p>Students active and verbal participation</p> <p><u>Reinforcement</u></p> <p>use of praise words.</p>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<u>Forms of Market</u>	Based on the competition prevailing in the market, type of product, number of buyers and sellers, the market can be classified as follows:-	• Listening carefully	Explanation



Students I would like to share my experience with you. Once I was travelling back from Gurgaon to Noida & was booking a cab but due to unavailability	Illustrating with examples Relevant example.
--	---

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>of ola cab I booked atab from UBER. But was not satisfied</p> <p>Ques: What is this?</p>  <p>Ques: What options comes to your mind if we talk about pizza?</p> <p>Here, the basic product is same but the service providers are different</p> <p>Ques: What are these?</p> 	<p>Pizza</p> <ul style="list-style-type: none"> <li>• Dominos</li> <li>• Pizza Hut</li> </ul> <p>• Soaps</p>	<p>Explanation</p> <p>Stimulus Variation</p> <p>Students Active participation</p> <p>Illustrating with examples</p> <p>Interesting example</p> <p>Active participation</p>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Quc:- Differentiate these two?</p> <p>Student's producers of various products &amp; services practise product differentiation</p> <p>Quc: Can you give me some examples.</p>	<p>Different name, size, price, colour, shape, fragrance.</p> <p>Health drinks Toothpaste Smartphones.</p>	<p>Student's active participation</p>
<u>Monopolistic Competition</u>	<p>So, where producers differentiate their products from that of their competitors it is a monopolistic form of market. The products are close substitutes of each other but yet they are perceived to be different by the consumers.</p>		

Closure: Today we discussed about the meaning of market and monopolistic competition form of market in detail.

### Evaluation Sheet

Date :  
Student Teacher : *Mishu Goyal*  
Class : *XII*  
Topic : *Monopolistic Competition*

Time : *12-15 minutes*  
Roll No. : *75 67*  
Subject : *Economics*

Components	NG 0	F 1	G 2	VG 3	Ex. 4
1. Introductory Statement was used				✓	
2. Questions were prompted				✓	
3. Further information were given				✓	
4. Thought provoking questions were used				✓	
5. Positive verbal reinforcements were used				✓	
6. Positive non-verbal reinforcements were used				✓	
7. Teacher used the extra verbal cues				✓	
8. Appropriate use of Audio-Visual aids				✓	
9. Classroom Environment was lively				✓	
10. Appropriate use of Black Board				✓	
11. Active Participation of the learner				✓	
12. Explaining links were used				✓	
13. Technical words were defined				✓	
14. Language was fluent					✓
15. Examples were appropriate				✓	

16. Inductive/Deductive method was adopted			✓		
17. Teacher Movement			✓		
18. Teacher Gestures				✓	
19. Effective Voice Modulation			✓	✓	
20. Teacher Student Interaction				✓	

**Overall Comments:** • Put on labcoat, when ever you take your classes;

• try to cover overall class room while moving.

• overall it was excellent -

Keep it up

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Signature of the supervisor

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Session: 2018 - 2020.....

**INTEGRATION LESSON PLAN**

*We empower women with power of knowledge*

Name: Mishu Goyal.....Roll No. 75.67  
Teaching Subject: Commerce.....Class : XI

## INTEGRATED LESSON PLAN

Name of Pupil Teacher: *Mishu Goyal*  
Subject: *Commerce (Business Studies)*

Date: *22.11.2018*

Class: *XI*

Chapter: *Business Services*

Duration: *12-15*  
*minutes*

Topic: *Insurance*

### Introduction

Pupil Teacher Activity	Student Activity
<p><u>Que:</u> Tell me class why are we instructed to wear an helmet while driving a two wheeler?</p> <ul style="list-style-type: none"><li>• Good!</li><li>• Nodding</li></ul> <p>Similarly we use an umbrella to protect ourselves from rain and wear footwear to protect our feet.</p> <p>yes or No?</p>	<p><u>Ans:</u> To protect ourselves</p>          <p>yes</p>

Statement of Aim: *Today we will discuss more about the topic "Insurance".*

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Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Before discussing the exact meaning of Insurance, let me give you an example of it.</p> <p><u>Example:</u> Kalyan Silks, a leading showroom of sarees in Delhi caught fire in its godown. Hopefully the godown was insured and the owner received compensation for the loss/damage from the insurance company.</p> <p>Que: What do you understand from the given example?</p> <p>Very well explained.</p>	<p>• Listening carefully</p> <p>• The Insurance company minimises the risk of loss of the Kalyan Silks by compensating them the amount of loss.</p>	<p><u>Illustrating with Examples</u></p> <ul style="list-style-type: none"> <li>• Easy and relevant illustration</li> <li>• Illustration in inductive approach</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Appropriate involvement</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Students active &amp; verbal participation</li> </ul> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question was grammatically correct and put with proper speed</li> </ul> <p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of praise words.</li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<p><u>Meaning</u></p> <p><i>Write it on the board too.</i></p>	<p><u>Insurance</u> Insurance is a form of risk management which is used to safeguard against the risk of potential financial loss.</p> <p>Ques: How many parties are involved in an insurance contract? yes correctly answered.</p> <p>The person whose risk is insured is called <u>Insured</u>.</p> <p>The firm or company which insures the risk of loss is known as <u>insurer/assurance underwriter</u>.</p> <p><u>Parties:</u> • Insured • Insurer</p>	<p>• Listening attentively</p> <p>Two parties are involved - 1) Insured 2) Insurer</p>	<p><u>Blackboard Skill</u></p> <ul style="list-style-type: none"> <li>• Cleanliness in black board writing</li> <li>• Wrote with chalk with proper force</li> </ul> <p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question was relevant to the topic</li> </ul> <p><u>Stimulus Variation</u></p> <ul style="list-style-type: none"> <li>• Students active &amp; verbal participation</li> </ul> <p><u>Reinforcement</u></p> <ul style="list-style-type: none"> <li>• Use of praise words</li> <li>• Repeating, rephrasing student's response</li> </ul> <p><u>Explanation</u></p> <p><u>Black Board</u></p> <ul style="list-style-type: none"> <li>• essential subject matter written on BB</li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>Ques: What do you think does the insured person pays anything in return to the insurer for compensating his loss?</p> <p>Ques: What is it known as? Excellent!</p> <p>The insured person chooses to pay small periodic payments to the insurer known as <u>premium</u> <sup>as a substitute</sup> for a risk of large possible loss.</p> <p>The premium paid by the insured is used by the insurer to compensate the loss sustained by anyone of his policy holders.</p> <div data-bbox="459 1223 778 1447" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Insured      Insurer                          ↘                          Small periodic payments                          ↓                          PREMIUM</p> </div>	<p>yes</p> <p>Premium</p> <p>Listening carefully</p>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> <li>• Question used for seeking further response of students.</li> <li>• Question used to refocus student response.</li> <li>• <u>Reinforcement</u> use of praise words.</li> <li>• <u>Explanation</u></li> </ul>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
<u>Definition</u>	Ques: What is insurance? yes, you are very close to the answer. Try again	Insurance is a contract in which one party agrees to pay another party.	<u>Reinforcement</u> • Use of statement accepting pupil's feeling • Repeating, rephrasing & summarizing pupil's response

**INSURANCE**

A contract or agreement in which one party (insurer) agrees in return for a consideration (premium) to pay an agreed amount of money to another party (i.e. insured) to make good a loss, damage or injury to something of value in which insured has an interest as a result of some uncertain event.

Explanation

Closure: Today we learnt about the meaning of "insurance" in detail. Tomorrow we will continue with "Principles of Insurance"

## Evaluation Sheet

Date : 22.11.2018

Student Teacher : *Mishu Goyal*

Class : XI

Topic : *Insurance*

Time : *12-15 minutes*

Roll No. : *75*

Subject : *Commerce (Business Studies)*

Components	NG 0	F 1	G 2	VG 3	Ex. 4
1. Introductory Statement was used			✓		
2. Questions were prompted			✓		
3. Further information were given			✓		
4. Thought provoking questions were used			✓		
5. Positive verbal reinforcements were used			✓		
6. Positive non-verbal reinforcements were used		✓			
7. Teacher used the extra verbal cues			✓		
8. Appropriate use of Audio-Visual aids			✓		
9. Classroom Environment was lively				✓	
10. Appropriate use of Black Board			✓		
11. Active Participation of the learner			✓		
12. Explaining links were used			✓		
13. Technical words were defined				✓	
14. Language was fluent				✓	
15. Examples were appropriate				✓	

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16. Inductive/Deductive method was adopted			✓	
17. Teacher Movement			✓	
18. Teacher Gestures			✓	
19. Effective Voice Modulation				✓
20. Teacher Student Interaction				✓

**Overall Comments:**

- Manage your Blackboard work  
Whatever is shown written in LP (CBP)  
should be shown on Blackboard.
- Fluency is good.
- Loud and clear voice.

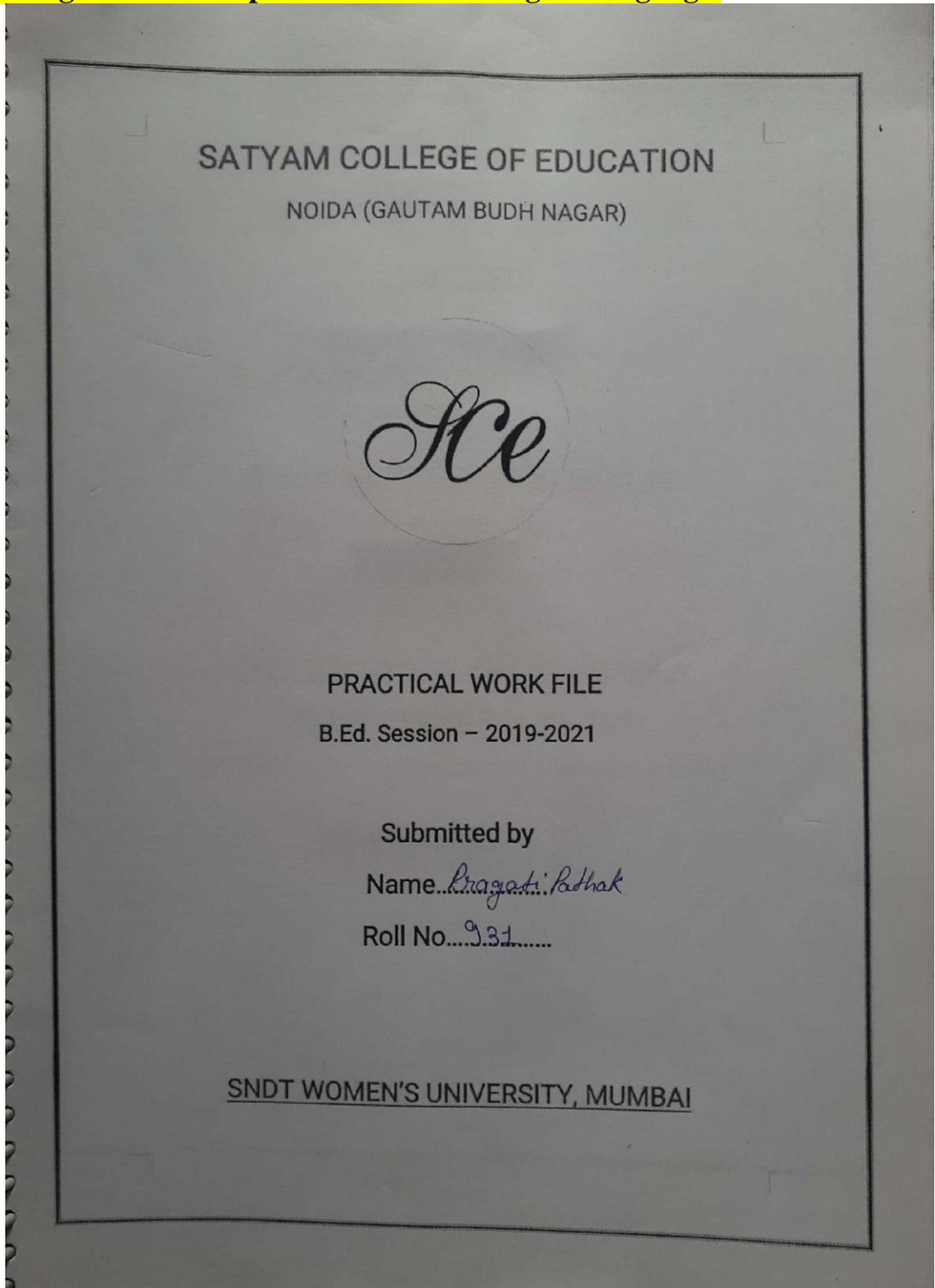
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Signature of the supervisor

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## 5. Dealing with student diversity in classrooms

- Integration lesson plan in Hindi and English language.



## INTEGRATED LESSON PLAN

Name of Pupil Teacher: प्रगति पाठक

Date: 6/1/2020

Subject: हिन्दी

Class: VII

Chapter: पोंगल

Duration: 15-16 मिनट

Topic: कहानी

### Introduction

Pupil Teacher Activity	Student Activity
प्रश्न- बच्चो सभी कौन सा मसिम चले रहा है?	उत्तर- ठंड का मसिम है।
प्रश्न- सभी हमो कौन-कौनसे उबसव मनाये है?	उत्तर- सभी हयो, शिवली, 25 दिसंबर, नया साल का जश्न मनाया है।
प्रश्न- भारत के मुख्य ल्योहार कौन-2 से है?	उत्तर- भारत के मुख्य ल्योहार होली, दीपावली, दशहरा, आदि।
प्रश्न- ठंड मे कौन-कौन से ल्योहार आते है?	उत्तर- विहु, लोहड़ी, 25 दिसंबर, ससेंत पंचमी आदि है।
प्रश्न- दक्षिण भारत के ल्योहार कौन-कौन से है?	उत्तर- दक्षिण भारत के मुख्य ल्योहार मोड़म, ठुठाडी, पोंगल आदि है।

Statement of Aim: आज हम पोंगल के बारे में पढ़ेंगे।

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Coordinator IQAC  
Satyam College of Education  
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Noida-201305

Presentation

Developing question

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
भारत एक			परिचयात्मक
" "		श्याम शूक्ति देख चुके रहे हैं।	श्याम का रस्तेमाल
" "			श्यामपट्ट का प्रयोग
" "	आज हम दक्षिण भारत के ल्योहारो पोणाल के तारे में पढ़ेंगे।		आगे की जगहरी दी गई।
" "	हमारा भारत ल्योहारो का देश है।	श्याम शूक्ति सुन रहे हैं।	
" "	पोणाल का ल्योहार दक्षिण भारत में तमिलनाडु में मनाया जाता है।		मौखिक संकेतो का प्रयोग
मीठा सेले	यह ल्योहार जगहरी के महीरे में 4 दिन तक मनाया जाता है।		

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>और चार दिनों के लोहार को भूखण्ड भूखण्ड नामों से मनाया जाता है।</p> 	<p>ध्यानपूर्वक देख तथा सुन रहे हैं।</p>	<p>श्यामपट्ट का प्रयोग कक्षा का वित्त वातावरण</p>
	<p>पोंगल के लोहार को भोंडल के जलिये विस्तार से कक्षा में पढ़ाऊँगी।</p>	<p>ध्यानपूर्वक देख तथा सुन रहे हैं।</p>	<p>देखने सुनने वाले सहयोग स्वरूप का प्रयोग</p>
	<p>भोगी पोंगल के दिन घर की साफ-सफाई की जाती है। रंगोली लगाई जाती है। घर की रंगाई पुनर्निर्माण कर कर लोहार मंगल के लिए तैयार</p>	<p>ध्यानपूर्वक सुन रहे हैं।</p>	<p>मौखिक संकेत का प्रयोग</p>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>किया जाता है। लोहखण्ड को सजाया जाता है। झगर कोई धर से दूर भी रहता है तो ल्योहार ममारे के लिए धर सां जाता है। - पोंगल के दुसरे दिन मीठा चावल गन्ने के रस में पका कर भणवार को भोला लगाया जाता है। - मातुह पोंगल के दिन अपने गाय-बैलो को सजाकर उन्हें तैयार किया जाता है। - काणुम पोंगल के दिन लोहा मिला गुमरे जाते हैं और वहीं खाने पीते हैं। प्रसन्नता पूर्वक यह ल्योहार ममारे हैं।</p>	<p>हयाम पूर्वक देख रहे हैं।</p> <p>हयाम पूर्वक सुन रहे हैं।</p>	<p>कक्षा का वातावरण जीवंत था</p> <p>समझाने वाले लिंक का इस्तेमाल</p> <p>भाषा धारा प्रवाह थी</p>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	प्र० पोंगल का ल्योहार महाराष्ट्र में कैसे मनाया जाता है?	उ० महाराष्ट्र में यह तेल गुड़ का ल्योहार है लोग एक-दूसरे को तेल गुड़ भेंट कर मनाते हैं।	शुचित स्वर का प्रयोग
	प्र० उत्तर भारत में यह ल्योहार किस नाम से और किस तरह से मनाया जाता है?	उ० यह भकसंप्रति के नाम से मनाया जाता है। तथा रूमिचड़ी खाकर मनाते हैं।	द्वारों की भागीदारी
	प्र० पोंगल का ल्योहार कितने दिनों तक मनाया जाता है।	उ० यह ५ दिनों तक मनाया जाता है।	तकनीकी शब्दों का प्रयोग
	प्र० रंगोली बगैरे के लिए कि-कि चीजों का इस्तेमाल होता है।	उ० रंगोली के लिए रंग, गुजाल, चावल का आटा का इस्तेमाल होता है।	
	प्र० मीठा पोंगल कि-की चीजों से बनता है।	उ० यह चावल तथा तम्बे के रस से बना है।	
	प्र० तमिल भाषा में मनु किसे कहते हैं।	उ० यह शब्द गाय बैलों के लिए प्रयोग किया जाता है।	सोचा उत्तेजक शब्दों का इस्तेमाल
	प्र० वहाँ के लोग गाय बैलों को क्या मानते हैं।	उ० वहाँ के लोग गाय बैलों को अपनी धर्म संपत्ति मानते हैं।	सवाल पूछे गये
	प्र० विविधता में स्वच्छता किस देश की विशेषता है?	उ० यह भारत देश की विशेषता है।	

Closure: आज हमने पोंगल के बारे में पढ़ा अगले कक्षा में हम दूसरा पाठ पढ़ेंगे।

## Evaluation Sheet

Date : 6/1/2020

Student Teacher : Rajati Rathod

Class : VII

Topic : पोठल

Time : 15 मिनट

Roll No. : 931

Subject : Hindi

Components	NG 0	F 1	G 2	VG 3	Ex. 4
1. Introductory Statement was used		✓			
2. Questions were prompted		✓			
3. Further information were given		✓			
4. Thought provoking questions were used		✓			
5. Positive verbal reinforcements were used			✓		
6. Positive non-verbal reinforcements were used			✓	✓	
7. Teacher used the extra verbal cues			✓		
8. Appropriate use of Audio-Visual aids			✓		
9. Classroom Environment was lively			✓		
10. Appropriate use of Black Board			✓		
11. Active Participation of the learner			✓		
12. Explaining links were used			✓		
13. Technical words were defined			✓		
14. Language was fluent			✓		
15. Examples were appropriate			✓		

16. Inductive/Deductive method was adopted		✓		
17. Teacher Movement		✓		
18. Teacher Gestures		✓		
19. Effective Voice Modulation			✓	
20. Teacher Student Interaction			✓	

Overall Comments:

- Topic was good.
- Voice was aloud.
- Student's participation was seen
- Explained nicely.
- Interest created.
- Colourful T.A. was used.

*Principals*  
Principal  
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*Kendrew*  
*26-01-20*  
Signature of the supervisor

*Principals*  
Coordinator IQAC  
Satyam College of Education  
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SATYAM COLLEGE OF EDUCATION

NOIDA (GAUTAM BUDH NAGAR)

*Ice*

PRACTICAL WORK FILE

B.Ed. Session - 2019-2021

Submitted by

Name Himanshi Vashisht

Roll No. 937.....

SNDT WOMEN'S UNIVERSITY, MUMBAI

SATYAM COLLEGE OF EDUCATION  
NOIDA



(Affiliated to S.N.D.T. Women's University, Mumbai-20)

B.Ed.

Session: 2019-2021

INTEGRATION LESSON PLAN

*We empower women with power of knowledge*

Name: Himanshi Vashisht ..... Roll No. 937 .....  
Teaching Subject: Social Science ..... Class: VIII .....

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Noida-201305

## INTEGRATED LESSON PLAN

Name of Pupil Teacher: Himanshi Vashisht

Date: 6/1/2020

Subject: Social Science

Class: VIII

Chapter: The Solar System

Duration: 15 min

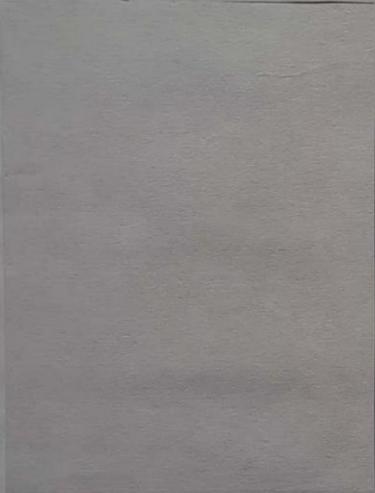
Topic: The Solar System

### Introduction

Pupil Teacher Activity	Student Activity
Q. What is a natural source of light? Yes, Right!	Ans. Sun, stars, fire etc are the natural source of light.
Q. What is the rotational period of Earth?	Ans. Earth takes 24 hours for rotation.
Q. Define the term planet.	Ans. A very large round objects in space that moves around the another star. (Problematic)

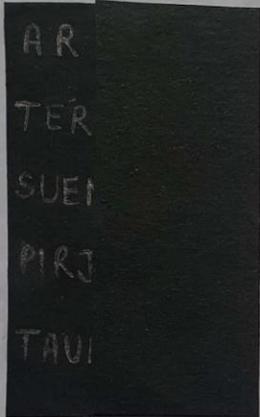
Statement of Aim: Today we will study about  
THE SOLAR SYSTEM

Presentation

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
	<p>This is a picture of our solar system.</p> 	<p>Try to understand</p>	<p>Classroom environment lively</p>
<p>Explanation</p>	<p>The Solar system consists the Sun and everything bound to it by gravity - the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.</p>	<p>Listening carefully</p>	<p>Teacher Student interaction</p>

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
Meaning of Solar system	<p>Date- Class-</p> <p style="text-align: right;">Sub-Duration-</p> <p style="text-align: center;"><u>The Solar system</u></p> <p>Saturn, Uranus, Jupiter and Neptune are some planets which have some rings around them. Earth's radius is 6378 km. Life is possible only on the Earth.</p>		Appropriate use of Black-board
Question answers with students	<p>Now, I will ask some questions related to this.</p> <p>Q. What is the Solar System?</p> <p style="text-align: center;">Good!</p> <p>Q. Name all the planets of solar system?</p>	<p>Ans. The Solar System is the Sun and all the objects that around the orbit.</p> <p>Ans. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.</p>	Active participation of students

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
Question and Answer	Q. Which planets have rings around them?	Ans. Saturn, Jupiter, Uranus and Neptune.	Appropriate example
	Q. What is the Earth's radius?	Ans. Earth's radius is 6378 km.	Effective voice modulation.
	Q. Why is the Earth called a unique planet?  Superb!	Ans. It is the only planet which has favourable conditions that support life. It is neither too hot nor too cold.	Teacher gestures

Teaching Points	Teacher's Activity	Student's Activity	Skill & Components Used
Recapitulation	Unscramble the names of the planets. 	MARS EARTH VENUS JUPITER SATURN	Reinforcement  Teacher's movement
Homework.	Find out the information about Solar system.	Note in their diary.	

Closure: Today we read about Solar system and now in next class we will discuss more about galaxy and universe.

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Capacity building workshop in teaching Science and Social science through creative ways, 4 Nov, 2016



SATYAM COLLEGE OF EDUCATION

Dated: 1<sup>st</sup> November 2016

NOTICE

This is to inform B.Ed. Students that on 4th November 2016, there will be a Workshop on "Capacity Building" in the college premises.

Ms. Preeti Goel  
(HOD)

Principal  
Satyam College of Education  
Sector-62

Coordinator ICAO  
Satyam College of Education  
C-30/14 & 15, Sector-62,  
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## Workshop on Low Cost Teaching Aids, 8th November, 2017



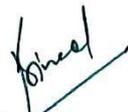
### NOTICE

DATE: 5<sup>th</sup> November, 2017

This is to inform B.Ed. Students that a workshop on "Low Cost Teaching Aid" is scheduled for 8<sup>th</sup> November, 2017 at 4<sup>th</sup> Floor. The resource person for the workshop is Dr Srivastava and his team. It is mandatory for all to attend the workshop.

  
Dr Bineeta Agrawal  
Principal

  
Coordinator IQAC  
Satyam College of Education  
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Principal  
Satyam College of Education  
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**Workshop-Innovative Practices for Learning Science**  
**28/02/ 2020**



SATYAM COLLEGE OF EDUCATION

Dated: 26<sup>th</sup> February 2020

NOTICE

This is to inform B.Ed. 2<sup>nd</sup> semester Students that on 28<sup>th</sup> February 2020, there will be a Workshop on "Innovative Practices for Learning Science" from 9:30am till 2:00pm in the college premises.

Dr. Bineeta Agrawal

(Principal)

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Satyam College of Education  
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NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
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## **6. Visualizing differential learning activities according to student needs**

**"Diversities in Indian and International systems and a comparative Perspective", 29th July, 2021**



## SATYAM COLLEGE OF EDUCATION

(STUDENT WELFARE CELL)

(UNDER IQAC)

### NOTICE

**Dated: 27<sup>th</sup> July, 2021**

This is to inform all the B.Ed, First year students of Batch 2020-22 that there is an online session on "Diversities in Indian and International School Systems and a Comparative Perspective" scheduled on 30<sup>th</sup> July, 2021 from 10:15 am to 11:15 am.

Resource Person: Ms Rupali Chandra

All students are instructed to kindly attend the session on scheduled date and time.

**Note: Before attending the session, kindly go through the following weblinks:**

<https://www.ibo.org>

<https://unmsp.edu.in>

<http://www.cbse.gov.in>

<http://www.cisce.org>

(Dr. Bineeta Agrawal)

Principal

*Bineeta*  
Coordinator IQAC  
Satyam College of Education  
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Noida-201305

*Rupali*  
Principal  
Satyam College of Education  
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**Guest Lecture-Psychological Perceptions under Pandemic Circumstances in India,  
17 Aug, 2021**



**SATYAM COLLEGE OF EDUCATION  
EXTENSION CELL UNDER IQAC**

**NOTICE**

DATE: 16th August, 21

Extension Cell@SCE is organising a virtual Guest lecture on "Psychological Perceptions under pandemic Circumstances in India" scheduled for 17th August, 2021. The guest speaker for the lecture is Dr M.K Tyagi, Dean, St Thomas College, Greater Noida. All the students and Faculty Members are hereby informed to attend the same. The details are as follows:

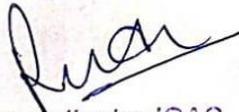
Date: 17th August, 21  
Time: 11:30am onwards  
Mode: Online via zoom Link

All participants are requested to join 5 minutes prior to time. The zoom link will be shared a day before.

Thanks & Regards

Extension Cell  
Ms Ruby Tyagi

Dr Bineeta Agrawal  
Principal

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

  
Principal  
Satyam College of Education  
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“Exhibition on models in mathematics, science, economics and commerce”, 12 Oct, 2021



**SATYAM COLLEGE OF EDUCATION  
INTERNAL QUALITY ASSURANCE CELL**

**NOTICE**

**Dated: 6th October, 21**

This is to inform B.Ed. First year students of teaching subjects 'Mathematics Education, Commerce Education, Economics Education and Science & Technology Education' that in lieu of your assignment-1 you have to prepare one model in your respective subject. The topic should be taken from the syllabus of school education (preferably 6th-10th class) on the topic of your choice.

An exhibition will be organised on 12th October, 21 in which you will show your model and explain about it.

Note: Students are also required to coordinate with respective subject teachers to properly organize the exhibition.

Venue: Room No 403

Time: 10.00 am-1.00pm

Subject Incharge-

1. Ms Neha Aggrawal (Mathematics Education)
2. Dr Jyotsna Kohli (Science and Technology Education)
3. Ms Roopali Chandra (Economics education)  
(Commerce Education)

*Neha Aggrawal*  
*Jyotsna Kohli*  
*Roopali*

(Dr. Bineeta Agrawal)  
Principal & IQAC Chairperson

*Bineeta*  
*6/10/2021*

*Bineeta*  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

*Rucha*  
Coordinator IQAC  
Satyam College of Education  
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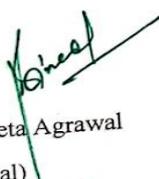
NOTICE

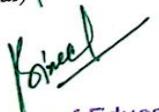
Date: 27<sup>th</sup> February, 2020

This is to inform all the students that Institute is organising an "**Exhibition on most fascinating Countries of the world**" on 4th March, 2020 in the college premises to provide an exposure of field and various careers in Education. Active participation on part of students is required.

Time: 11am onwards

Venue: 4<sup>th</sup> Floor

  
Dr Bineeta Agrawal  
(Principal)

  
Principal  
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Coordinator IQAG  
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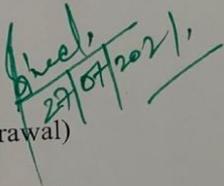
(STUDENT WELFARE CELL UNDER IQAC)

### NOTICE

Dated: 27<sup>th</sup> July, 2021

This is to inform B.Ed. students that college is organizing a two days virtual workshop on 'Stars, Earth and the Solar System' in association with Joy of Learning foundation, New Delhi scheduled on 24<sup>th</sup>-25<sup>th</sup> August, 2021 from 11:00am to 2:30pm. The workshop is supported by NCSTC, Department of Science and Technology, Govt. Of India".

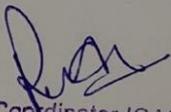
All students are instructed to kindly attend the session on scheduled date and time.

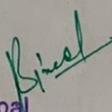
  
(Dr. Bineeta Agrawal)

Principal

Annexure:

Workshop Schedule

  
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Principal  
Satyam College of Education  
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## 7. Addressing inclusiveness

**Assignment: Prepare teaching-learning aids for the diverse learners.**

### **Course 9: Creating an Inclusive School**

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

#### **Objectives**

- Become aware of legal provisions and policies about inclusive education in India
- Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability
- Orient parents and peer group for support
- Use cooperative learning strategies in class
- Collaborate with support teachers
- Apply learner friendly evaluation process

**Module 1: Concept and policy perspectives of Inclusive education (Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

- explain the development of concept of inclusive education
- compare the terms impairment, disability and Handicap
- explain principles and scope of inclusive education
- become aware of legal provisions and policies about inclusive education in India

#### **Content:**

1. Development of the concept of Inclusive Education: Special, Integrated and Inclusive Education; concept of Impairment, disability and Handicap (4)
2. Principles and Scope of inclusive education; inclusion of physical, academic, socio-cultural and financially diverse Learners (2)
3. Legal Policies and Perspectives(9)
  - Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006
  - National Policy of Education (1986) and Program of Action (1992); Persons with Disabilities Act (1995); National Policy of Disabilities (2006); National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Madhyamic Shiksha Abhiyan

- Special Role of Institutions for the Education of Children with Disabilities– Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

**Module 2: Understanding diversities and defining special needs(Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

- explain causes characteristics and special needs of children with physical diversity
- explain causes characteristics and special needs of children with mental diversity
- explain causes characteristics and special needs of children with learning disabilities
- explain causes characteristics and special needs of children with Socio-economic-cultural and emotional diversity

**Content:**

1. Causes, characteristics and special needs of Children with physical diversities (Visually Impaired, Hearing Impaired, children with Loco-motor and Neuromuscular diversities, children with Multiple Disabilities) (4)
2. Children with Intellectual diversities(Mentally challenged, gifted, creative children)(4)
3. Children with Learning disabilities(Dyslexia, dyscalculia, dysgraphiya, Autism)(4)
4. Socio-economic-culturally and emotionally diverse learners, children from deprived section(3)

**Module 3: Making school ready for inclusion(Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

- describe infrastructural changes required for inclusion of diverse students
- explain support services for inclusive education
- maintain records in inclusive set up
- explain application of technology in inclusive education
- involve community resources as a support
- orient parents and peer group for support

**Content:**

1. School's readiness for inclusion: Support from school management, Infrastructure and accessibility for inclusion of various type of diverse learners (3)
2. Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counselor(3)
3. Documentation, record keeping and maintenance(3)
4. Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities(2)
5. Involving community resources as source of support to teachers in the successful implementation of inclusive education(2)

- Involving external agencies for networking – setting up appropriate forms of communication with professionals and Para-professionals
  - Seeking for reciprocal support of pre-school programs, prevocational training programs, social security, different provisions, concessions, etc.
6. Orientation to be given to parents and peers and role of them in the successful implementation of inclusive education(2)

**Module 4: Inclusive practices in classrooms for all(Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

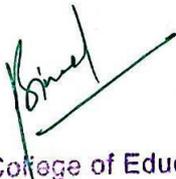
- explain the procedure of pre-assessment development
- develop individual education plan to cater special needs of students
- use cooperative learning strategies in class
- collaborate with support teachers
- apply learner friendly evaluation process

**Content:**

1. Assessment of children to know their profile(2)
2. Classroom management and organization(2)
3. Making learning more meaningful : Developing Individual Education Plan for responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning, remedial teaching (3)
4. Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.(3)
5. Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home(2)
6. Development and application of learner -friendly evaluation procedures: using various formative tools and adaptations in evaluation procedures, Different provisions and concessions for examination by the boards in respective States(3)

**Assignments : ( 25 marks)**

1. Survey of special educational needs of exceptional students and infrastructural provisions made; procedures used in curriculum transaction and evaluation by primary or secondary the school for exceptional students and preparing a report (15 Marks)
2. Preparation of special learning material for a student with diversity, implementation of material, evaluating effectiveness and preparing a report. (10 Marks)

  
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Coordinator IOAC  
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Noida-201305



**SATYAM COLLEGE OF EDUCATION**

**NOTICE**

Date: 14<sup>th</sup> September, 2020

This is to inform B. Ed. Students that on 'International Sign Language Day' observed on 23rd September, 2020 Nymphaea House will conduct a webinar on 'Sign Language is for Everyone'. All students are instructed to attend this webinar.

@ Zoom

Time: 12:00pm to 1:00pm

(Dr Bineeta Agrawal)

Principal

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

**Exhibition on special learning material developed by students and exhibited,  
8th March, 2021**



## SATYAM COLLEGE OF EDUCATION

Student Welfare Cell (under IQAC Cell) is organizing an exhibition on 'Special Learning Material' to promote the inclusiveness in the teaching-learning. We are requesting you to inaugurate the exhibition and motivate all of us with your kind presence.

Date: 6<sup>th</sup> March, 2021

Venue: 4<sup>th</sup> Floor

Time: 12.30 pm -1:30 pm

With regards,

*Sud Singh*  
5.3.21

Student Welfare Cell

1. *Jyoti*  
(Dr. Jyoti Kahl)
2. *Princy*  
(Dr. Princy Sachdev)

*Princy*  
05/03/2021

*Princy*  
Principal  
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*Princy*  
Coordinator IQAC  
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## 8. Assessing student learning

- Assignment II sem: Development of Blue print and Achievement Test

Satyam College of Education

SCe

Assessment For Learning

Assignment 1

Achievement Test & BluePrint

Submitted to :  
Ms. Preeti Agarwal

Submitted by :  
Pooja Singh  
B.Ed II sem

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# Acknowledgement

I would like to express my special thanks of gratitude to my teacher Ms. Preeti Aggarwal as well as our principle Dr. Bineeta Aggarwal who gave me the golden opportunity to do this wonderful project on Achievement test and Blue Print, which also helped me in doing a lot of research and I came to know about so many new things I am really thankful to them. Secondly I would like to thank my parents and friends who helped me a lot in finalizing this project with in the limited time frame.

# Index

1. Introduction
2. Achievement Test : Meaning & Definition
3. Blue Print : Meaning & Definition
4. Objectives of Blueprint
5. Tabular Blue print
6. Question Paper
7. Answer key
8. Self Reflection

# Introduction

As a part of B.Ed curriculum and in order to gain knowledge about Achievement test & Blue print. I was asked to prepare an assignment based on achievement test & blue print.

For my assignment I have prepared a blue print of a question paper of class VII for the topic 'Inside Our Earth'. In this assignment I have included the meaning and definition of achievement test and blue print. Then a tabular presentation of blue print which shows the weightage of marks given to the sub topics in the question paper.

Second table shows the kind of questions

Next is the match the following, students have to match the right answer with the right option. each question comprising 1 mark each. i.e.  $5 \times 1 = 5$ .

After the question paper I have attached the answer key of the question paper too. At the end self reflection has been written by me which shows my overall view on the assignment.

# Achievement Test

An achievement test is a test of developed skill or knowledge. The most common type of achievement test is a standardised test, developed to measure skills and knowledge learned in a given grade level, usually through planned instructions, such as training instructor or classroom teacher.

So, any test that measures the attainments and accomplishment of an individual after a period of training and learning is called achievement test.

According to Groulund, "It is a systematic procedure for determining the amount a student has learned through instruction."

According to Super, "Achievement test is used to ascertain what and how much have been learnt or how much has the task performed."

Achievement tests can be categorised in two categories

- ① General achievement tests
- ② Diagnostic tests

# Blue Print

Dictionary meaning of the term 'Blue Print' is "a detailed plan of action". The test blueprint is a action plan of the "design" of the question paper.

Test blueprint is also known as test specifications, consists of a matrix or a chart, representing the number of questions to be included in the test within each type and level of objectives.

A ready reference / an array of nature of questions of question paper is called blueprint of the question

paper. A layout of nature of questions in respect of knowledge, understanding, application, marks, topics, estimated difficulty level etc is called the blue print of the question paper.

It identify the objectives and skills that are to be tested and the relative weight on test given to each. The blue print can help to ensure that desired coverage of topics and level of objectives had been obtained. After the preparation of blue print, the task of writing the test items can be started.

Class : VII

Topic : "Inside Our Earth"

Subject : Social Studies.

Total Marks : '30'

Total no. of Questions : '17'

Short Answers - 05

Long Answers - 02

Objective type - MCQ - 05

Match the following - 05

Weightage based on objectives

Objectives	Marks	Percentage
Knowledge	16	53.33%
Understanding	07	23.33%
Application	02	06.67%
Skills	05	16.67%
Total	30	100%

Weightage based on types of Question

Types of Questions	Number of Questions	Marks	Percentage
Objective type Questions	10	1 (10)	33.33%
Short answer type Questions	05	2 (10)	33.33%
Essay / long answer type Questions	02	5 (10)	33.34%
Total	17	30	100%

## Blueprint

Content	Knowledge			Understanding			Application			Skills			Total
	O	S	E	O	S	E	O	S	E	O	S	E	
Interior of the Earth	4 (1)	2 (2)	-	-	-	-	-	-	-	-	-	1 (5)	13
Rocks & Minerals	4 (1)	2 (2)	-	2 (1)	-	1 (5)	-	1 (2)	-	-	-	-	17
Total	16			07			02			05			30

O = Objective type Questions

S = Short answer type Questions

E = Essay / long answer type Question

# Question Paper

Total Marks : 30

1. Answer the Questions in 20-30 words. (5x2)
- What are the three layers of the Earth?
  - Name three types of rocks.
  - Define sediments.
  - Give some <sup>(4 or 5)</sup> uses of rocks in our day today life.
  - Define crust.
2. Answer the Questions in 50-60 words. (2x5)
- Explain Interior of the Earth with the help of diagram.
  - What do you understand by rock cycle?

Discuss with the help of flowchart.

3. Tick the correct answers:- (5x1)

i) The rock which is made up of molten magma is

a) Igneous      b) Sedimentary      c) Metamorphic

ii) The innermost layer of the Earth is

a) Crust      b) Core      c) Mantle

iii) Gold, petroleum and coal are examples of:

a) Rocks      b) Minerals      c) fossils

iv) Rocks which contains fossils are:

a) Sedimentary rocks.

b) Metamorphic rocks.

c) Igneous rocks.

v) The thinnest layer of the earth is -

i) Crust

ii) Mantle

iii) Core

4. Match the following : (5x1)

- |              |  |
|--------------|--|
| i) Core      | a) Earth's Surface                     |
| ii) Minerals | b) Used for roads                      |
| iii) Rocks   | c) Changes into slate                  |
| iv) Clay     | d) Made of silicon & alum.             |
| v) Sial      | e) Innermost layer                     |
|              | f) has definite chemical composition   |
|              | g) Process of transformation of rocks. |

# Answer Key

1- Answers-

- a) The three layers of Earth are the crust, mantle and core. The crust is the outermost layer, mantle is the middle one and core is the innermost layer of the earth.
- b) The three types of rocks are -  
i) Igneous rocks      ii) Sedimentary rocks  
iii) Metamorphic rocks.
- c) Rocks roll down, crack and hit each other and are broken down into small fragments. These small fragments or small particles are called sediments.

d) Some uses of rocks are -

→ we can use rocks in building houses.

→ It can be used in making roads and rail bed material.

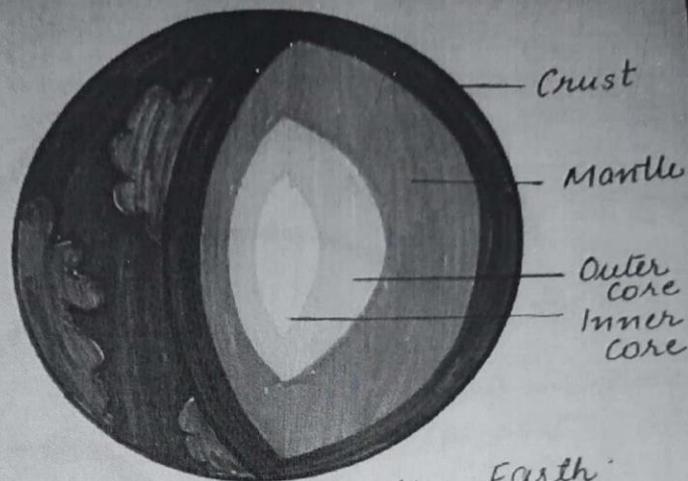
→ we can use them in decoration.

e) The uppermost layer of the Earth's surface is called the crust. It is the thinnest of all the layers. It is about 35 km on the continental masses and only 5 km on the ocean floors.

② Answers -

a) Just like an onion, the earth is made up of several concentric layers with one inside another. The uppermost layer over earth surface is crust. Just beneath the crust is the

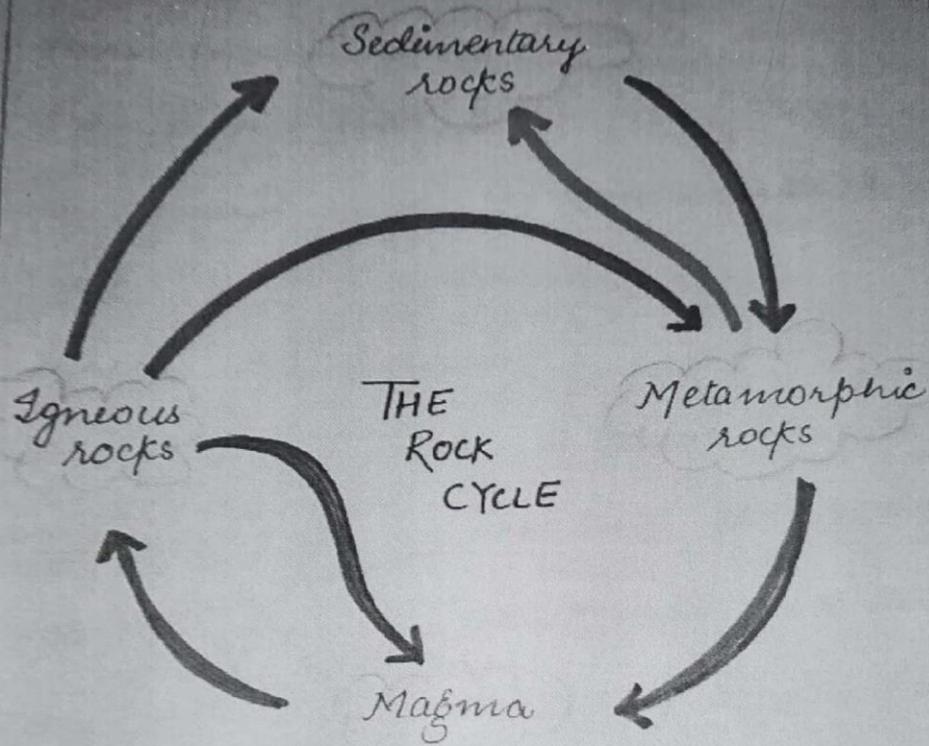
mantle. The innermost layer is the core.



### # Interior of the Earth.

b) Hot lava cools down to form igneous rocks. Igneous rocks are then broken down into small particles which are transported and then deposited. This results in the formation of sedimentary rocks. The rocks are subjected to great heat and pressure then they change in

to metamorphic rocks.

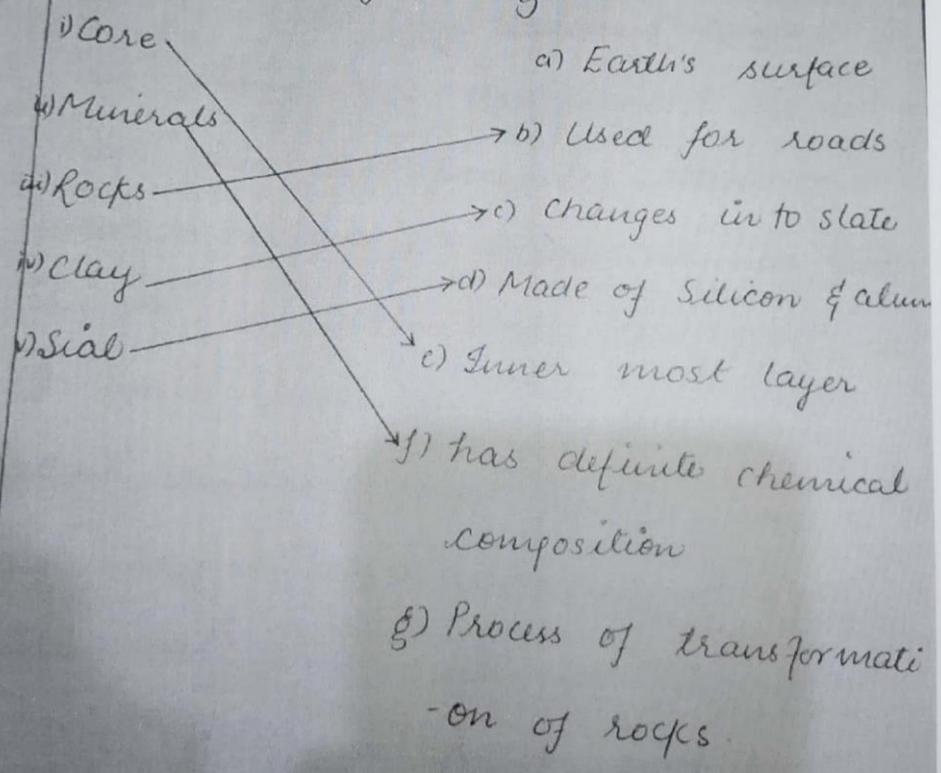


3. Tick the correct answers -

- i) The rock which is made up of molten magma is Igneous rock
- ii) The inner most layer of the earth is Core

- (iii) Gold, petroleum and coal are examples of minerals
- (iv) Rocks which contain fossils are Sedimentary rocks
- v) The thinnest layer of the earth is Crust.

4. Match the following :

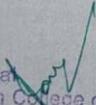


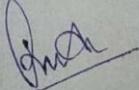
## Self-Reflection

This assignment has helped me in gaining good knowledge about achievement test and blueprint which is going to be one of the most important part in my teaching career. Before doing this assignment I did not have this deep knowledge about construction of test, I thought it was quite simple but after doing this assignment I could learn about its importance and difficulty level that a teacher has to face while constructing a test. This will surely help me in my career for making a good test for students and bringing a self

Confidence in me to answer the  
basis of questions I have framed  
for my students.

*Principa*

  
Principal  
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NOIDA-201305

  
Coordinator IQAC  
Satyam College of Education  
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**SATYAM COLLEGE OF EDUCATION**

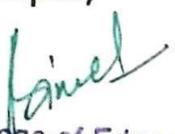
**Dated: 13<sup>th</sup> July 2019**

**NOTICE**

This is to inform B.Ed. 2nd semester Students that on 16th July 2019, there will be a Workshop on "Construction of Test items, BluePrint and the Answer key" in the college premises.

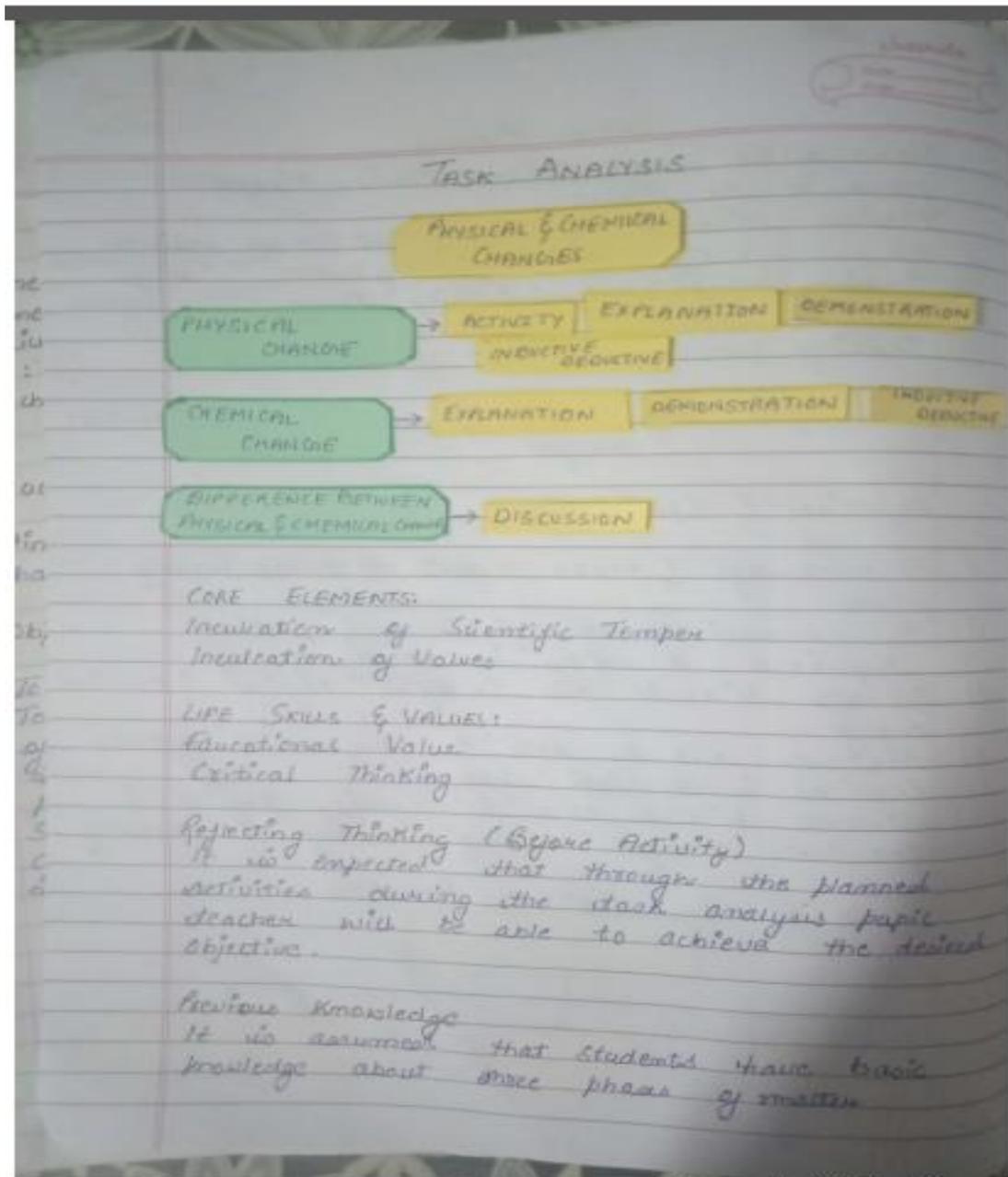
  
Dr. Bineeta Agrawal

(Principal)

  
Principal  
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## 9. Mobilizing relevant and varied learning resources



## Introduction

### Pupil Teacher's Activity

#### Showing pictures



Ques What is happening in these pictures?

Water in solid, liquid & gas form.

Clouds forming in clear sky

Burning of matchstick

Lake is dried by mining  
flour, sugar, oil & chocolate

In our daily life we see many changes around us.

Ques What are these changes called?

No response.

### Statement of Aim

Today we will learn about Physical & chemical changes

## Teaching process based on Constructivism

Teaching Point	Teaching Activity	Student's Activity
Physical Change	Students are asked to <sup>make</sup> some objects from the newspaper by folding or cutting	Creating objects from newspaper



Unfolding objects created



Unfolding the objects to its original form

Observe changes before & after.

Ques What changes do you observe in the newspaper?

change in shape  
change in size

These changes are known as Physical changes.

Teaching  
Point

Teachers activity

Students  
Activity

Ques. What are character-  
istics of Physical change?

- No new subs. form  
- Temporary - Revers  
- Physical properties  
changes

Ques. What are characteristics  
of chemical change?

- New subs. formed  
- Permanent - Irrevers  
- Physical & chemical  
properties changes

Recapitulation

Demonstration Video  
Video shows various  
Physical & chemical changes  
in our surroundings.

Identify Physical  
& chemical  
changes.

Burning of sticks

Chemical change



② Burning of candle

Physical & chemical  
change.



③ Cutting of lemon

Physical change



④ Grinding of sugar

Physical change



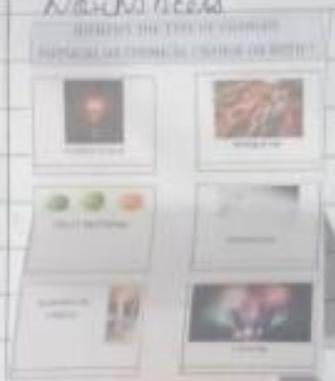
⑤ Mixing sugar, salt &

Physical change

Teaching Point	Teacher's activity	Students Activity
	① Adding Ice in water 	Physical Change
	② Digestion of lemonade 	Chemical change

Homework

Worksheets



classmate: Today we learned about physical & chemical changes. Tomorrow we will discuss other examples of chemical changes.

Reflecting thinking (during the activity)

Reflecting thinking (after the activity)

References for the lesson Planning  
 NCERT class-7 Science Book chapter-6  
 Page No - 58-60

### Life Skills and Values:

- Self awareness.
- Educational values.

### Reflective thinking (Before activity):

It is expected that through the planned activities during the task analysis pupil teacher will be able to achieve the desired objectives.

### Previous knowledge:

It is assumed that students have basic knowledge about fire and pros/cons of fire.

### Introduction:

Pupil teacher activity	Student activity
Ques:- What are the five basic elements of nature?	Ans- The five basic elements of nature are sky, wind, fire, water and earth.
Ques:- Which element signifies heat?	Ans- Fire
(Showing picture / flash card)	
	
Ques3- Observe the picture and answer that what do we call fire to us?	Ans- On side 1 fire helps in cooking food and on side 2 fire destroys the buildings. Sometimes it behaves good like a friend and other time it is like danger to us.
Ques4- How do you define that fire is good, bad or both? Okay students -	Ans - -

**Another Lesson plan with mobilized resource:**

Statement of Aim:- Today we will learn about fire, friend and foe where we learn about the behaviour of fire and how to control it.

TEACHING POINT	TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
<p>Model Reading</p>	 <p><u>Activity</u>:</p> <ol style="list-style-type: none"> <li>1) We have some words on screen that would appear one by one.</li> <li>2) Each one of you are supposed to think how fire is responsible for given words.</li> <li>3) Raise your hand after that and share your views.</li> </ol>  <p>Excellent students. We know the basic of story now.</p>	<p>Listening carefully.</p> <ol style="list-style-type: none"> <li>1. Fire is used to cook food to make it delicious.</li> <li>2. It is dangerous because it burns buildings and other things if we avoid precautions.</li> <li>3. Early man discovered fire and used it in terms of making food, shelter, safety, etc.</li> <li>4. It is a mountain which thought lava (which is a form of fire).</li> <li>5. Fire kept wild animals away.</li> </ol>

TEACHING POINT	TEACHER'S ACTIVITY					VITY
Order	smouldering	generate	smothered	bands	cope	extinguish
Meaning	suffocated	put out	produce	manage	settling	group
	deal with	burning slowly	dense cloud	As a result	collaboration	bring forth

(Nice)

(a) Smouldering (orange)  
 → burning slowly without flame  
 → Settling  
 • The bonfire was still smouldering the next day.

(Correct)

(b) Generate (green)  
 → Produce  
 → bring forth  
 • We hope to generate some new ideas for exam preparation.

(good)

(c) Smothered (yellow)  
 → Suffocated  
 → dense cloud  
 • The room is so smothered.

(very good)

(d) bands (pink/Violet)  
 → group  
 → Collaboration  
 • People work in bands to fight against fire.

(correct)

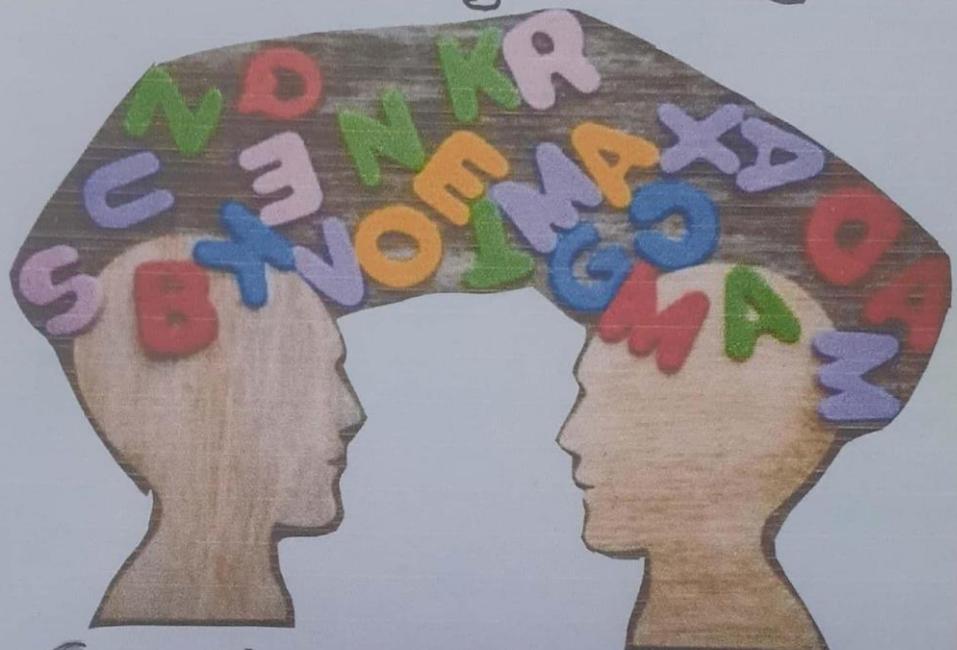
(e) Cope (sky blue)  
 → deal with  
 → manage  
 • I will cope up with the situation.

TEACHING POINT	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY
Silent reading	Monitoring	(1) Extinguish (Red) → put out → put an end to • The fire department was called in to <u>extinguish</u> the blaze. Reading Silently
Recapitulation	Ques: Unjumble the jumbled words. (a) LFEU (b) VLETCIERIC  Ques: What is the meaning of word 'generate'? (a) Produce (b) Reduce (c) degrade (d) none	Ans - (a) FUEL (b) ELECTRICITY  Ans - (a) Produce
	Ques 3: (Showing Video)  Why did the candle extinguish inside the glass?	Ans - Fire extinguished because there was no source of oxygen inside the glass.

10. Evolving ICT based learning situations

Assignment-Critical Understanding of ICT : use of online survey tool (Survey Monkey)

ICT Assignment - ①



COMMUNICATION  
problem ANALYSIS using  
SURVEY MONKEY

Submitted To:

Submitted By:  
GIARIMA SURI  
Roll no. 83  
B.Ed. (Semester 1)

Principal: *[Signature]*  
Banyan  
C-36A, 14 & 15, Sector-62,  
NOIDA-201305

*[Signature]*  
Geeta  
Sahni  
C-36A, 14 & 15, Sector-62,  
Noida-201305

# PREFACE

This assignment has been prepared as a part of the practical work as prescribed in the semester 1 of our curriculum.

This research project is aimed to develop a research attitude among us. By adopting scientific procedure it has helped us to find out the solutions to various educational problems. Through this research, I was able to study one of the most common educational problems in depth - 'COMMUNICATION PROBLEM'

For this purpose, I created an online survey with the help of 'SURVEY MONKEY' tool. The problem that I chose for my research helped me discover how 'communicating issues can hamper a child's learning experiences.'

I had sent this survey to 20 different people and collected their responses. Then further, I analysed the responses collected with the help of survey tool itself.

Following pages of my report will cover the detailed introduction of how Survey Monkey tool works; introduction of 'Communication Problem' and the survey sample; its response sheet and finally, the analysis.

# ACKNOWLEDGEMENT

I would like to take a brief moment to express my gratitude for 'SATYAM COLLEGE OF EDUCATION' and my subject teacher 'MRS ANKITA BHATIA' who gave me this opportunity to conduct a research on the prevailing Educational problems.

I would also like to convey my heartfelt thanks to all those participants who managed to take out some time out of their busy schedules and filled out the survey response. Their responses are based on their experiences and their opinions.

This helped me understand the prevailing communication problem in a far better way. These survey responses showed the awareness of people about this issue & how deep rooted this issue is; how badly it impacts the growth & overall personality of a child.

# TOPIC OF RESEARCH

## "COMMUNICATION PROBLEM"

Communication is defined as the process of transfer of information between two sources with the information being understood by both. In an individual context, communication provides knowledge and enforces & adjusts behavioral patterns. In the social context, it educates people and makes them capable on various fronts.

When it comes to education, effective communication becomes a key factor because it has the potential to improve the learning experience & creates a positive environment in the classroom.

Problems faced because of ineffective communication:

- Many a times, teachers fail to create engaging lessons and struggle to connect with their students on one-on-one basis.
- Students also have unaddressed language or speech difficulties which leads to poor communication.
- Communication barriers in the classroom certainly makes it difficult for the students to get the most out of their education.

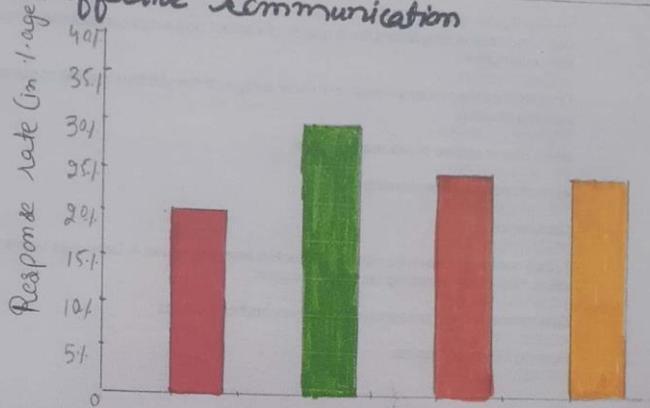
## Possible Reasons behind failure of communication:

- (a) **Unknown Expectations:** → At times, students feel that they are taking up too much of teacher's time with frequent communication. And the teachers may assume that a child who does not ask any questions is uninterested or does not have any issues to address.
- (b) **Problems with Comprehending:** → Due to unaddressed learning or speech difficulties, because of hesitation, trouble comprehending lessons and organizing thoughts.
- (c) **Uninteresting Classroom lessons:** → When the students are bored with their school work. Outdated & monotonous assignments create communication barriers & students just want the class to be over.
- (d) **Personality Differences:** → Many students might feel uncomfortable connecting on a personal level with their teachers and avoid communicating with them. This can be very frustrating for the teachers who attempt to bond with each student only to find their efforts unsuccessful. These personality differences leads to frustration & lack of communication between students & teachers.

SURVEY

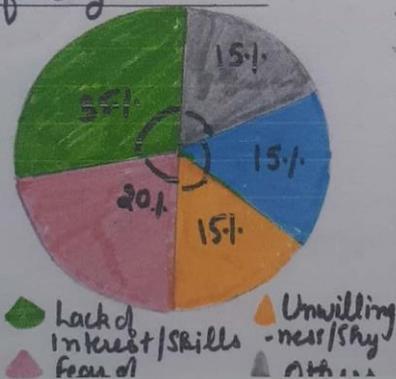
ANALYSIS

### Q.1 Opinion on Effective Communication

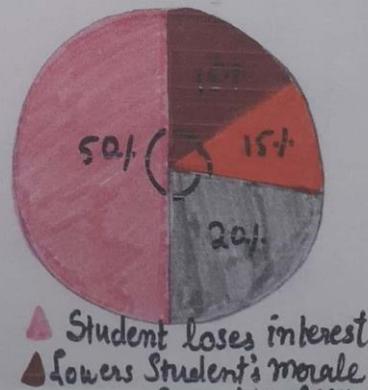


- Variety of Responses →
- Required to improve learning
  - Communication should be two-way
  - Strengthens the student teacher relationship
  - Others

### Q.2 Why Students hesitate to comm. freely



### Q.3 Effect of -ve comm. of teacher on Student.



Q: 1) Opinion on effective communication

No. of Responses - 20/20

Responses

- Required to improve the learning
- Communication should be two-way
- Strengthens the student-teacher relationship
- Others

%age of Respon

20%

30%

25%

25%

Q: 2) Why students hesitate to communicate freely:

No. of Responses - 20/20

- Unwillingness / Shyness
- Lack of Interest / Skills
- Generation gap of teacher - Student
- Fear of Rejection / Humiliation
- Others

15%

35%

15%

20%

15%

Q: 4) Effect of Negative Communication of teacher on student.

No. of Responses - 20/20

- Lowers student's morale
- Student loses interest
- Student develops pessimistic attitude
- Others

15%

50%

15%

20%

# SELF REFLECTION

Effective communication is a must when it comes to education. One-sided communication is an obstacle in establishing a connection in a classroom.

On the other hand, communicating clear instructions controls the learning situation perfectly.

It is the only way to achieve objectives of education. While designing this survey, I raised subjective as well as objective questions to collect the variety of responses from different people.

This research made it possible for me to understand other's opinions on the communication problem they have faced or might be facing at times.

But the survey tool (Survey Monkey) that I used, although its free version gives us sufficient options to design our survey in the best possible way; however it has a couple of drawbacks too. The basic drawback is that the survey tool does not provide any option to take a print out of neither the survey we create nor the responses. I had to copy/paste the entire content & convert it into Word document to take the print out. This consumed a lot of my time. The best feature is that this tool gives an option to analyze the survey responses & present it

graphically; either in bar charts or pie charts, the choice is ours. It also gives an option to create our own dashboard of responses.

Overall experience of using the tool is good because with such a variety of graphics, it was rather easy for me to collect and analyse the data at the same time.

THANK  
YOU...

*Kamal*  
Principal  
State Council of Educational Research and Training  
Sector-62,  
NOIDA-201305

26-

*Raj*  
Coordinator / IAC  
State Council of Educational Research and Training  
Sector-62,  
NOIDA-201305

- **EPC 3: Learning to use Computer in Education (Computer Project)**

## **EPC : 3**

**Learning to Use Computer in Education (Computer Project)**

**Total Hours: 60, Credit 2 (Marks: 50)**

**B. Ed. 2018-20**



Readable Nature of the website.

इस वेबसाइट में दिखाए गए विडियो के माध्यम से सभी शिक्षार्थी को बहुत ही जल्दी से सभी प्रकार के विषय-वस्तु सामग्री समझ में आ जाती है। इस वेबसाइट का फॉन्ट बहुत ही अच्छे तरीके से सभी शिक्षार्थी के लिए पठनीय है।

Skimming Nature of the Website.

यह वेबसाइट सभी विषय-वस्तु को बहुत ही सही तरीके से और सभी नामों को तौड़-तीव्र कर स्पष्ट करने का प्रयास करती है। इसमें दिखाई गई सभी विषय-सामग्री विषय-वस्तु से संबंधित होती है। यह वेबसाइट सभी विषय-वस्तु को विभाजित करके पहले हेडिंग उसके बाद सब हेडिंग के रूप में सब कुछ सीखाने का प्रयास करती है। दिखाई गई सामग्री सभी के लिए दर्शनीय और आकर्षित होती है। जो सभी शिक्षार्थी के लिए बहुत ही लाभप्रद होता है।  
Provision of hyperlinks.

इस वेबसाइट में शिक्षार्थी को अलग से लिंक प्रोवाइड किए गये हैं। फिर लिंक पर विडियो, चित्र, इत्यादि प्रकार की और भी बहुत सी जानकारी उपलब्ध है जो के एक शिक्षार्थी के लिए बहुत ही उपयोगी होता है। इसमें प्रयत्न है कि भी बहुत सी जानकारी को उपलब्ध कराया गई है।

Frequency of Updating of the Website.

इस वेबसाइट के विषय-वस्तु को महीने में दो बार अपडेट किया जाता है। स्कूल और कॉलेजों के लेक्चर बदलने के बाद भी इसे वेबसाइट को अपडेट किया जाता है। ताकि शिक्षार्थी को नयी प्रकार की हर जानकारी को उपलब्ध कराया जा सके और वह बदलने के बाद शिक्षार्थी के लिए नोटेफिकेशन, ब्लॉग, भी भेजी जाती है। जिससे वह हर नयी जानकारी को जल्दी से और ज्यादा सीख, समझ पा सकते हैं।

Authenticity of the Information provided on the website.

इस वेबसाइट द्वारा दिखाई गई विषय-वस्तु को बहुत ही सही तरीके से शिक्षार्थियों के समक्ष प्रस्तुत किया गया है। इस वेबसाइट में सभी प्रकार से भरोसेमंद विषय-वस्तु को प्रस्तुत किया गया है। जो कि बहुत ही तक सही है।

Quality of Images and videos provided on the website.

इस वेबसाइट में ही गई विषय-वस्तु से संबंधित छवि, चलचित्र बहुत ही अच्छी है। सभी गुणवत्ता बहुत ही सही है। इसमें दिखाए गए चित्र बहुत ही बड़े और बहुत ही साफ समझने योग्य हैं। इसमें दिखाई गई विडियो भी बहुत ही सही, अच्छी और सभी लोगों के लिए बहुत ही उपयोगी है।

Use of website for the visitors.

यह वेबसाइट सभी तरह के विद्यार्थी, शिक्षार्थी, शिक्षक सभी के लिए बहुत ही उपयोगी है। इस वेबसाइट पर दिखायी गयी विषय-वस्तु बहुत ही उपयोगी और आकर्षित है। इस वेबसाइट में सभी उपयोगकर्ता के लिए एडमिन, विडियो और टेक्स्ट बहुत ही उपयोगी है।  
जिससे शिक्षार्थी को अधिक लाभ प्राप्त होगा।

Satyam College of Education

Coordinator IQAC  
Satyam College of Education  
C-50A/14 & 15, Sector-62,  
Noida-201305

Opinion on overall Impact of the website.

इस पूरे लेबसाइट को देखने के बाद, मैं इस निष्कर्ष पर पहुँची हूँ कि यह लेबसाइट सभी के लिए बहुत ही उपयोगी और प्रभावपूर्ण है। यहाँ पर सभी उमर के लोगों के लिए शिक्षा की व्यवस्था को प्रभावित किया जाता है। यह लेबसाइट सभी विषय-वस्तु की उदाहरण के माध्यम से विषय-वस्तु को समझाने का प्रयास करता है। यह लेबसाइट हर प्रकार के लोगों के लिए नये-नये विषय-वस्तु को प्रस्तुत करता रहता है। यह हर प्रकार की शिक्षा से संबंधित विषय-वस्तुओं को फ्री में सफल ही दिखाता है। इसमें लिखी गई विषय-वस्तु सभी के लिए बहुत ही उपयोगी है। इसमें दिखाए गए लेबसाइट्स कालर और उसपर लिखी गई नंग बहुत ही सही तरीके से प्रस्तुत किया गया है। यह रंग मिलान सभी प्रकार के शिक्षार्थी के लिए बहुत ही दर्शनीय और पठनीय होता है। इसमें विषय-वस्तु को बहुत ही सरल और सुगम तरीके से प्रस्तुत किया गया है जो सभी के लिए उपयोगी है। इसे देखकर पढ़ने में जो कोई भी किसी भी प्रकार की तकलीफ नहीं होती है। यह उपयोगकर्ताओं के लिए बहुत ही सही और सुयोग्य है।

Anshu

  
**Principal**  
Satyam College of Education  
C-56A/14 & 15, Sector-6  
NOIDA-201305

  
**Coordinator QAC**  
Satyam College of Education  
C-56A/14 & 15, Sector-6  
Noida-201305



**Practical: 2 Preparation of Multimedia presentation**



**Principal**  
Sector-15, Noida  
NOIDA-201305

**Coordinator IQAC**  
Satyam College of Education  
C-86A/14 & 15, Sector-15,  
Noida-201305

## Evaluation Tool of Practical 1: Review of an Educational Website

Name of The Student: Rubi Rai

Website link : \_\_\_\_\_

Sr. No.	Reviews on Given Criteria	Very good	good	moderate	Poor
1	Layout of webpage		✓		
2	website design		✓		
3	Colour combination used in website		✓		
4	Appropriateness of design for audience.		✓		
5	Informative aspects of the website		✓		
6	Interactive Nature of the website		✓		
7	Readable Nature of the website.		✓		
8	Skimming Nature of the Website.		✓		
9	Provision of hyperlinks		✓		
10	Frequency of Updating of the Website.		✓		
11	Authenticity of the Information provided on the website.		✓		
12	Quality of Images and videos provided on the website.		✓		
13	Use of website for the visitors.		✓		
14	Overall impact of the website		✓		

Principal  
Satyam College of Education  
C-56, 14<sup>th</sup> D, Sector-14  
NOIDA-201305

Coordinator QAC  
Satyam College of Education  
C-56, 14<sup>th</sup> D, Sector-14  
NOIDA-201305

Practical No. 2

Preparation of Multimedia Presentation

Marks 20

Name of The Student: Rubi Rai

Website link : \_\_\_\_\_

Sr. No.	Statements	Very good	good	moderate	poor
1	Selection of the Topic for Presentation			✓	
2	learning objectives				✓
3	Use of Images / photographs / graphs / maps			✓	
4	Video or movie clip, Animation and Sound			✓	
5	Provision for questions		✓	,	
6	According to learning styles of learners			✓	
7	References		✓		
8	Presentation of multimedia			✓	
9	Impact of the presentation on the target group.			✓	
10	Organization and analysis of multimedia presentation.			✓	

Principal  
 Satyam College of Education  
 C 56 A / 4 & 15, Sector-62,  
 NOIDA-201305

Coordinator IQAC  
 Satyam College of Education  
 C-52A/14  
 NOIDA

Practical No. 3

Reflection on OER

Marks

Name of The teacher: रुबी राय

Subject \_\_\_\_\_

Used Educational Resources (OER) \_\_\_\_\_

Sr. No.	Statements	Very good	good	moderate	poor
1	Search of different OER			✓	
2	Type of OER (Document/Presentation/Videos etc.)			✓	
3	Relevance with school subject			✓	
4	New things learnt from this OER (Mention In Report)			✓	
5	Effectiveness and usability of OER			✓	
6	Use of OER in teaching-learning process			✓	
7	Addition in OER by the student			✓	
8	Critical analysis of OER			✓	
9	Authenticity of OER			✓	
10	Overall Impact of OER			✓	

Principal  
 Satyam College of Education  
 C-56A/14 & 15, Sector-02,  
 NOIDA-201305

Coordinator IQAC  
 Satyam College of Education  
 C-56A/14 & 15, Sector-02,  
 Noida-201305

**Technical session on "Google Applications", 1st March, 2021**



SATYAM COLLEGE OF EDUCATION

(Alumni Cell under IQAC)

NOTICE

Dated: 26<sup>th</sup> February 2021

This to inform all the Students of B.Ed. 1<sup>st</sup> Year (Session 2020-22) that an online technical Session is scheduled on 1st March 2021 at 11:00 am on Google Applications to enhance your Skills.

All students are kindly instructed to attend the session.

Alumni Cell  
Ms. Preeti Goel  
Ms. Anshul Gupta

*Preeti*  
26/02/21  
*Anshul*  
26/02/21

IQAC Coordinator  
Ms. Preeti Goel

*Preeti*  
26/02/21

**Coordinator IQAC**  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

Principal  
Dr. Bineeta Agrawal

*Bineeta*  
26/02/2021

**Principal**  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

**Workshop on Skill Up for online Teaching-Learning, 9th Feb, 2021**



**Satyam College of Education**  
(Student Welfare Cell Under IQAC Initiative)

Circular

Date:5/02/2021

This is to inform you all first year students that SCE is organizing an online technical session "Skill up for online teaching learning" to improve your technical skills.

You all are kindly instructed to attend the workshop.

Date: 09/02/2021  
Time:01:30pm to 2:30pm

@ ZOOM

Student Welfare Cell  
Dr. Jyotsna Kohli  
Dr. Minoti Srivastava

IQAC- Coordinator  
Ms. Preeti Goel

Principal  
Dr. Bineeta Agrawal

Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

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**Digital Tools for Future Educators, 15th July, 2021**



## SATYAM COLLEGE OF EDUCATION

(STUDENT WELFARE CELL UNDER IQAC)

### NOTICE

**Dated:** 13<sup>th</sup> July, 2021

This is to inform all the B.Ed. 1<sup>st</sup> year students of Batch 2020-22 that there is an online session on "DIGITAL TOOLS FOR FUTURE EDUCATORS" scheduled on 15<sup>th</sup> July, 2021 on the occasion of 'Youth Skill Day' from 9:35 am to 10:35 am.

All students are instructed to kindly attend the session on scheduled date and time.

*Bineeta*  
13/07/2021  
(Dr. Bineeta Agrawal)

Principal

*Bineeta*  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

*Bineeta*  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

*[Signature]*  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noide-201305

Scanned with CamScanner

Workshop on computer literacy, 2nd Dec, 2021



**SATYAM COLLEGE OF EDUCATION  
(STUDENT WELFARE CELL UNDER IQAC)**

**NOTICE**

**Dated: 29<sup>th</sup> November, 2021**

It is to inform B.Ed. First year students of batch 2021-23 that in lieu of World Computer Literacy Day, a workshop session will be conducted on 2-12-2021 (Thursday) from 12:30 pm to enhance computer literacy among students.

All students are kindly instructed to attend the workshop.

**Date /Day: 02/12/2021 (Thursday)**  
**Time: 12.30 PM -1:15 PM .**

*[Signature]*  
29/11/21  
**Student Welfare Cell**

*[Signature]*  
**(Dr. Bineeta Agrawal)**  
**Principal**

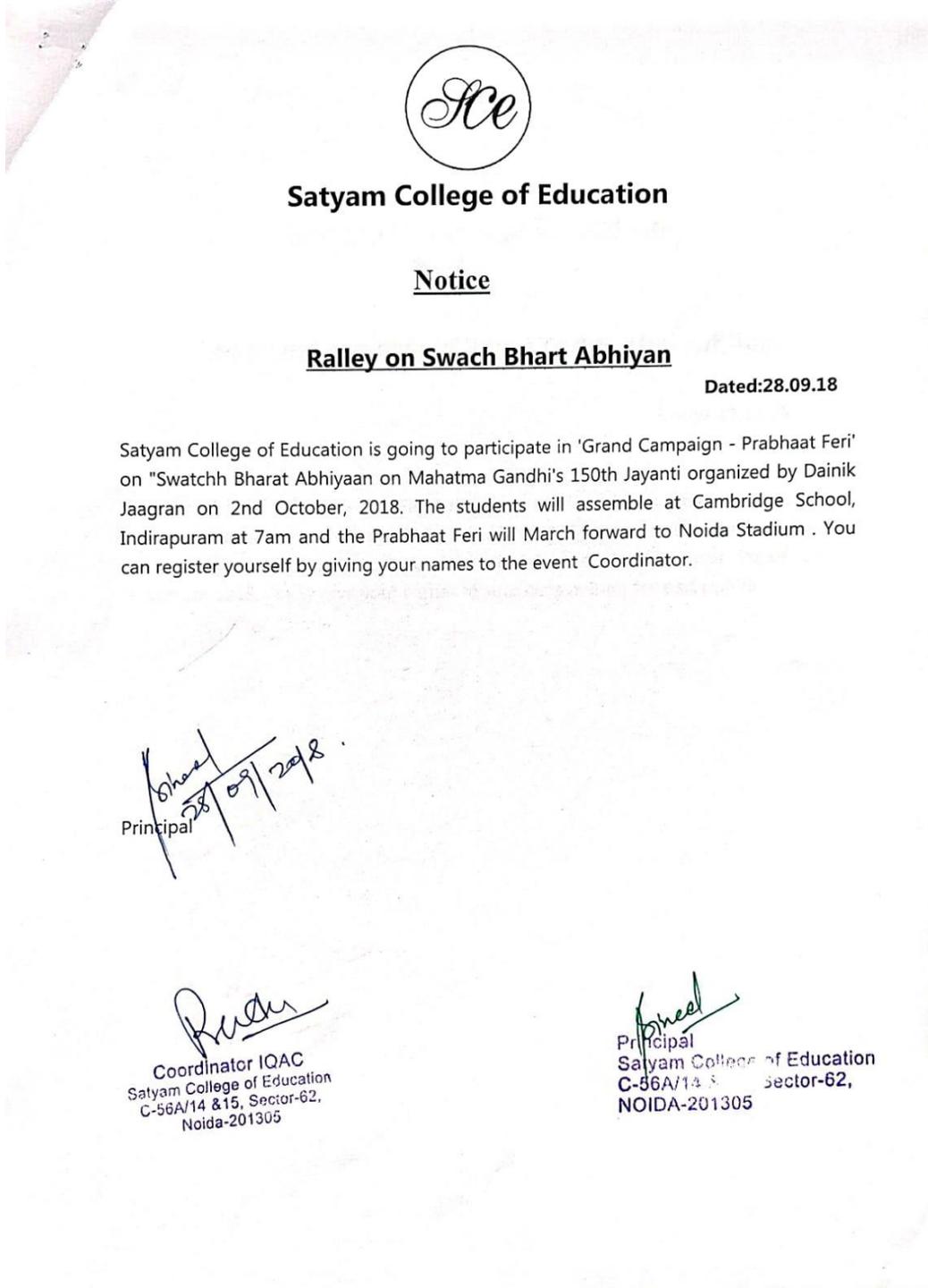
*[Signature]*  
29/11/21  
Principal IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

*[Signature]*  
**Principal**  
**Satyam College of Education**  
**C-56A/14 & 15, Sector-62,**  
**NOIDA-201305**

*[Signature]*  
28/11/2021

## 11. Exposure to Braille /Indian languages /Community engagement

Participation in Rally on Swachh Bharat Abhiyan, 2nd Oct, 2018



MacMillan Education India's Programme "Let's Talk", 15th May, 2019



Satyam College of Education

Notice

**MacMillan Education India's Programme "Let's Talk"**

**Dated:02.05.19**

It is kindly informed that SCE has got an opportunity to work with MacMillan Education India's Programme "Let's Talk" to support the Delhi Government Education project of educating poor children. There will be an interview session for selecting the volunteers for this programme. Kindly contact your class Mentor for details.

Principal

*Bineel*  
02/05/2019

*Bineel*  
Coordinator  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

*Bineel*  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305



Satyam College of Education

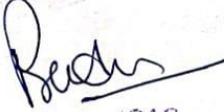
**Notice**

**Street Play for Election commission, Delhi**

**Date: 31.01.20**

You all are kindly informed that students of Satyam College of Education have got an opportunity to work for Election Commission during the coming elections in Delhi. Students will have to visit different areas of Delhi to perform Street Play to make people aware of their right of voting with election commission's officials for two consecutive days i.e. 4<sup>th</sup> February and 5<sup>th</sup> February 2020. So whosoever is willing to participate, may give their names to the Head of Department.

Principal  
27/01/2020

  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 Sector-62,  
Noida

  
Principal  
Satyam College of Education  
C-56A/14 Sector-62,  
NOIDA-201305

**National Nutrition Week Celebration Theme: Feeding Smart Right from Start (Health Awareness Program)**



## SATYAM COLLEGE OF EDUCATION

### NOTICE

Dated: 25 August, 2021

All the students are hereby informed that Satyam College of Education is going to conduct a Health Awareness Drive with B.Ed year-1 students during the National Nutrition Week. This drive is the part of internal assignment of self Study Course - Bio Train Your Brain's Health and it is to be introduced on 31st August, 2021. The theme of National Nutrition Week this year was resolved as- "Feeding Smart Right from start" by the Indian Health Ministry. Working on the same theme, We are introducing our Health Awareness Drive- "Saste Bhojan Mein Poshan" which aims at educating the slums regarding the Diet and cheap food options to avail maximum nutrients.

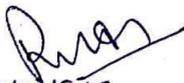
This Drive will commence on 1st September, 2021 and will be concluded on 7th September, 2021. The Drive will head towards the closure by the completion and submission of the assigned task to the Course Mentor. The Drive inauguration details are as follows-

Date: 31 August, 2021  
Time: 10:45 am onwards  
Platform: Zoom.

It is mandatory for all students to attend this session and participate in the tasks.

Thanks and Regards

  
Ms Vandana Verma  
(Mentor-Self Study Course  
Bio Train Your Brain's Health)

  
Coordinator ICAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

  
Dr Bineeta Agrawal  
Principal  
  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

**Two Weeks Literacy Awareness Week**

# Satyam College of Education

Extension Cell Under IQAC

Date: 18<sup>th</sup> August, 2021

## Notice

All the students are hereby informed that Extension cell@ SCE is organizing a virtual two-week awareness Programme from 20<sup>th</sup> August, 21 to 8<sup>th</sup> September, 21 to observe International Literacy Day celebrated each year on 8<sup>th</sup> September. The programme will commence with inauguration ceremony on 20<sup>th</sup> August, 2021 and ceremony will be concluded on 8<sup>th</sup> September, 2021. The programme will include few tasks to be assigned to the groups and the presentation will be collated and displayed in the concluding ceremony. The details of the inauguration ceremony are as follows:

Date: 20<sup>th</sup> August, 21  
Time: 10:45 am onwards  
Platform: Zoom

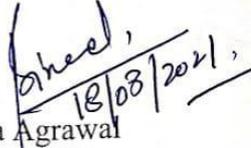
It is mandatory for all students to attend the ceremony and participate in the tasks.

Thanks and Regards

Ruby Tyagi  
Extension Cell

  
18/8/21

Dr Bineeta Agrawal  
Principal

  
18/08/2021,  
  
Coordinator IQAC  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
Noida-201305

  
Principal  
Satyam College of Education  
C-56A/14 & 15, Sector-62,  
NOIDA-201305

**Rally "Right To Vote", 16th Dec, 2021**



**SATYAM COLLEGE OF EDUCATION**

Affiliated SNDT Women's University Mumbai

(Extension Cell under IQAC)

**NOTICE**

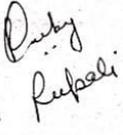
Dated: 13/12/2021

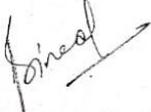
This to inform all B.Ed. students that Extension Cell@SCE under IQAC is organising a rally on "Right to Vote" on 16th December, 21 to spread the awareness among people about the power of Voting. Kindly prepare banners and placards with quotations on Right to Vote.

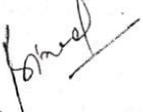
Ms. Ruby Tyagi

Ms. Roopali Chandra

Extension Cell

  
Coordinator IQAC  
Satyam College of Education  
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