

CRITERIA 2

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




PRINCIPAL
SHRI L. P. RAVAL COLLEGE OF
EDUCATION & RESEARCH
Raval Nagar, Mira Road (E).

1. Preparation of lesson plans

Shri L.P. Raval College of Education and Research MiraRoad(E)

Sample Lesson Plans of student teachers

Shri L.P. Raval College of Education & Research-Mira Road (E)
LESSON PLAN

Date: 20-01-21 Subject: History Lesson No. 3

Name of the Pupil Teacher: Ms. Anila Salgaonkar Roll No. _____
Topic: The foundation of the Swaraj
Std.: VII Period: _____ Guiding Prof.: Mr. Vikas Raval
Practicing School: Kapol School

Previous Knowledge:
Pupil are aware of Chhatrapati Shivaji Maharaj and his greatness.

Content Analysis:

- 1) Introduction of Shivaji Maharaj, place of birth, date of birth.
- 2) Introduction of Shahaji Raja & Veermata Jijabai.
- 3) Shivaji's Companions and associates.
- 4) Royal seal and towards the establishment of Swaraj.
- 5) Defeat of Afghans, The expedition of Siddhi Jauhar.

Objectives with specifications:

Knowledge :- Objective :- The pupil acquires the knowledge of Shivaji Maharaj and his family.
Specifications :- The pupil recalls details of Shivaji Maharaj's birth and name of his parents.

Understanding :- The pupil develops understanding of the journey towards the establishment of Swaraj.
Specifications :- The pupil summarizes the events in chronological order.

Critical thinking :- The pupil develops the ability of critical and logical thinking.
Specifications :- The pupil critically analysis the strategies that Shivaji Maharaj used for establishment of Swaraj.

Skills :- The pupil develops practical skills helpful in the study.
Specifications :- The pupil draws the Royal Seal.



Methodology:

Audio-visual, Story Narration.

Correlation:

Geography:- Location of Pune, Surat, Indapur, Karnataka Bangalore etc will be known.

Core Elements:

The content essential to nurture National Identity:- Preservation of folk.

Values:

Character Development:- To become good person like Shivaji Maharaj and inculcate good values like honesty, bravery, brotherhood etc.

References:

<http://youtube.com/R-nghhBulhd> [Iken School]

Instructional Material:

Video based on the topic, images in the slides of PPT.

Engage	Instructional Sequence	PUPIL'S ACTIVITY																											
	<p>Initial Engagement & Motivation</p> <p>The pupil teacher poses question to the students and asked them to answer.</p> <p>Tr. Q:- Recognize the image shown on the slide.</p> <p>Tr. Q:- Which event is celebrated on 19th February?</p> <p>And then the pupil teacher introduces the topic 'The foundation of Swaraj' and writes it on the chalk board.</p>	<p>Pupil answers the questions</p> <p>1) Shivaji Maharaj</p> <p>2) Shivaji Maharaj Jayanti</p>																											
Explore, Explain, Elaborate	<p>Whole Group Instruction/ Small Group Instruction/ Individual Practice (You may use any one/two/all three strategies). Describe the sequence of activities in brief with reference to the content covered.</p>																												
	<table border="1"> <thead> <tr> <th>Teaching Points</th> <th>Teacher's Activity</th> <th>Pupil's Activity</th> </tr> </thead> <tbody> <tr> <td>① Introduction of Shivaji Maharaj</td> <td>The pupil teacher shows the image of Shivaji Maharaj and tells about his birthdate, birth place and his qualities.</td> <td>The pupil recalls the birth date and birth place.</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Teaching Points	Teacher's Activity	Pupil's Activity	① Introduction of Shivaji Maharaj	The pupil teacher shows the image of Shivaji Maharaj and tells about his birthdate, birth place and his qualities.	The pupil recalls the birth date and birth place.																						
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Teaching Points	Teacher's Activity	Pupil's Activity
② Introduction of Shabaji raje and Veer mata Ijabai	The pupil teacher introduces parents of Shivaji Maharaj by displaying their pictures Further discusses qualities of Shabaji raje → brave, courageous, great political expert etc. Also tells detailing the Nizamshahi & jagir of Shabaji Raje. Ijabai trained and Educated Shivaji Maharaj and instilled values in him.	Pupil Observes carefully.
③ Shivaji's Companions and Associates:	Pupil Teacher explains how Yashji Kant, Baiji Palkar, Tanaji Malusare etc. helped Shivaji Maharaj in foundation of Swaraj.	Pupil listens carefully.
④ Royal Seal & Towards establishment of Swaraj	The pupil teacher tells the importance of Royal Seal and the objective of Shivaji Maharaj's establishing Swaraj. Pupil Tr also explains capturing of forts & expansion of Jagir by Shivaji Maharaj.	Pupil listens and notes the order of the fort captured.
⑤ Defeat of Afzal Khan and the expedition of Siddhi Jauhar	The pupil teacher explains the defeat of Afzal Khan Siddhi Jauhar laid siege at Panhala fort and Shivaji Maharaj's escape from Panhala fort.	Pupil listens carefully and tries to visualize the scene.



Closing Activity/ Summary (tie up the loose ends, revisit objectives):

The pupil/Teacher summarizes the topic by showing a small video.

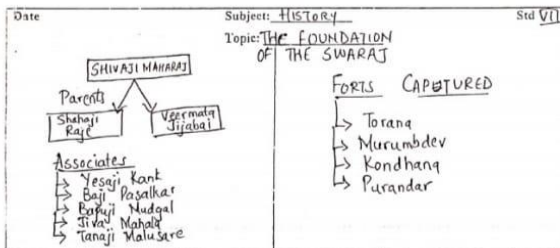
Evaluation (Check for attainment of learning outcomes):

- 1) Who was Shahaji Raje?
- 2) What is the name of Jijabai's father?
- 3) The 'Royal' Seal was inscribed in which language?
- 4) Which fort was repaired and renamed as Rajgad?
- 5) Who looked after the administration of Adilshahi?

Assignment (Based on Higher Order Thinking):

Describe here a fort you have seen. Suggest measures for conserving a historical site.

Chalk Board Work:



Reflections (to be written after the lesson):

The administrative strategies, value based teaching which are inculcated amongst the students are an integral part of Shivaji Maharaj's life. And explaining it makes us learn more in depth about Maharaj.

STUDENT'S SIGN: _____

SUP.' SIGNATURE _____



Name of the pupil teacher: Ms. Anita Salgaonkar

Subject: History

Topic: The Foundation of Swaraj

Std: VII A & C

Date: 02.02.2021

RATING SCALE FOR LESSON PLAN

Sr. No.	Criteria	Good	Satisfactory	Needs Improvement
1	Planning of the lesson	✓		
2	Introduction of the lesson	✓		
3	Execution of the lesson	✓		
4	Classroom interaction style	✓		
5	Use of learning resources	✓		
6	Chalk/ Board work			
7	Connecting the content with real life	✓		
8	Recapitulation	✓		
9	Asked sufficient no. of questions for evaluation	✓		
10	Appropriateness of methodology	✓		
11	Objectives achieved	✓		
12	Overall effectiveness of the lesson	✓		

Teacher's Remarks: Good

Supervisor: Mrs. Amita Nazirkar




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LESSON PLAN

(With reference to Grina's lesson Plan)

CO-TEACHING / THEME TEACHING

TYPE: One teach, One assist

Date: 20/10/2020 Subject: Geography Lesson no: 01
Name of the Pupil Teacher: Lathika Rajesh Roll no: B-27
Topic: Trade: Importance of Marketing
Std/Div: IXth B Period: 3rd Guiding Prof: Vikas Sir
Practicing School: Mary Immaculate School.

- 1) Main Teacher/Expert Teacher - Grina Lopes
- 2) Support Teacher/Co-teacher - Lathika Rajesh

I. BROAD OBJECTIVE:-

Pupil acquires knowledge of trade. Expert teacher & co-teacher work together & plan & execute/gasses the topic "Trade". Pupil understands the importance of trade & importance of marketing from this.

II. SET INDUCTION/INTRODUCTION

Co-Teacher: The pupil teacher begins ^{the lesson} by showing pictures & asking questions as well as sharing some examples. Pupil teacher then writes the topic on the slide & presents it to the students.

III. PRESENTATION

Expert Teacher: Starts by explaining the meaning of International Trade Organisations.
Co-teacher: Shows the slides.

Expert teacher: Tells about some of the examples economic organisations of the world.
Co-teacher: Helps by showing the slides.



Expert Teacher: The teacher explains about the meaning & definition about marketing.
Co-teacher: The co-teacher shares the slide.

Expert teacher: The expert teacher explains about importance of marketing.
Co-teacher: The co-teacher helps by presenting the slide.

Expert teacher: The pupil teacher correlates the topic with Maths subject.

Expert teacher: The expert teacher shares the value of integrity & core element of protection of the environment.

IV RECAPITULATION

Expert teacher revises the topic taught in the class with the help of powerpoint presentation & displays it on the screen.

V EVALUATION:

Co-Teacher:

Motivates the students for evaluation

- 1) What is Marketing?
- 2) How many countries come under WTO?
- 3) Who manages trade at International level?
- 4) Guess the logos.



VI ASSIGNMENT

Make a digital advertisement
of a product.

Reflection -

It was a new experience for me on co-teaching. I learnt the importance of teamwork and co-operation by the co-teaching. We worked together, planned & executed the topic. I worked ^{was a} supporting teacher who did the presentation of slides, took the self-induction & evaluation part. In whole it was a good experience.

Student's sign:

fatima

Supervisor's sign:

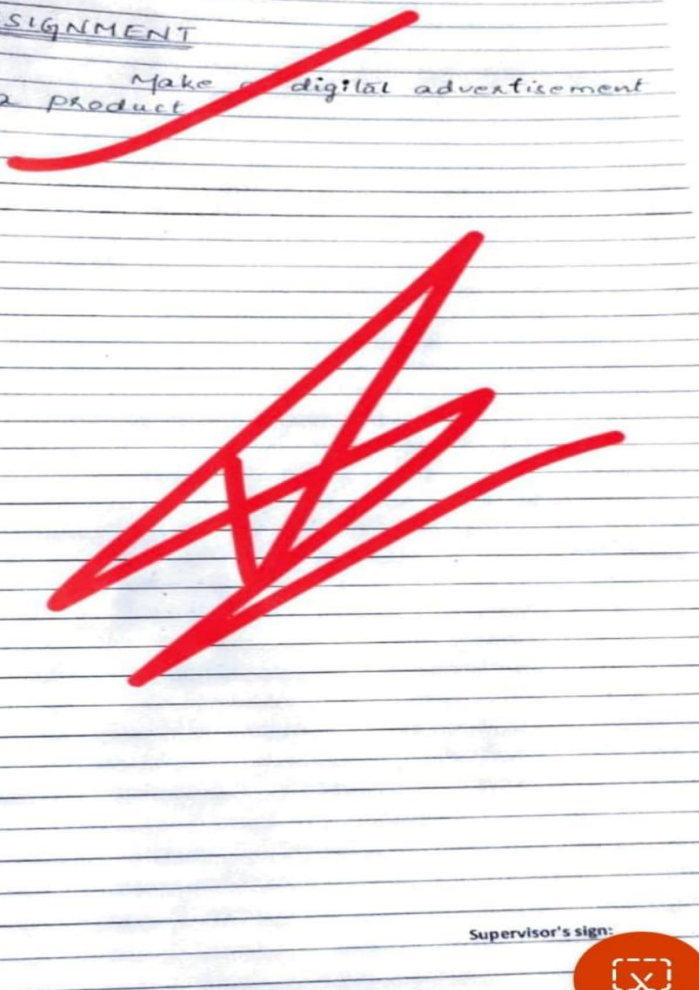


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VI ASSIGNMENT
Make a digital advertisement
of a product

Reflection -

Student's sign: _____ Supervisor's sign: _____



20/10/2020 - Co-teaching
Aruna . L & Lathika . R

- Good team work.
- Content nicely presented
- Overall a very good class.

Principal
20/10/2020




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2. Developing assessment tools for both online and offline learning

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SEM III- CC 4 ASSESSMENT FOR LEARNING

Blue Print of Unit Test

DESIGN

SUBJECT: HISTORY
CLASS: VII

THE WEIGHTAGE OF THE DISTRIBUTION OF MARKS OVER THE DIFFERENT DIMENSIONS OF THE QUESTION PAPER IS /SHALL BE AS FOLLOWS:

1. WEIGHTAGE TO INSTRUCTIONAL OBJECTIVES/LEARNING OUTCOMES

S.NO.	OBJECTIVES	MARKS	%AGE OF MARKS
1	KNOWLEDGE	07	28%
2	UNDERSTANDING	10	40%
3	APPLICATION	06	24%
4	SKILL	02	08%
TOTAL		25	100%

2. WEIGHTAGE TO CONTENT/SUBJECT UNITS:

S.NO.	UNITS AND THEIR SUB-UNITS	MARKS
1	Conflicts with Mughals	07
2	Coronation of Shivaji Maharaj	04
3	Ashtrapradhan Mandal	06
4	Trade and business	05
5	Military Organization	03
6		

3. WEIGHTAGE TO TYPES/FORMS OF QUESTIONS

S.NO.	FORMS OF QUESTIONS	MARKS FOR EACH	NUMBER OF QUESTION	TOTAL MARKS
1	LA.	03	1	3
2	S.A.	2	6	12
3	V.S.A	1	10	10

NOTE: THE EXPECTED LENGTH OF THE ANSWERS OF DIFFERENT TYPES OF QUESTIONS WOULD BE AS FOLLOWS

This is only an approximation. The actual length, however, may vary as the total time is calculated on the basis of the number of questions required to be answered and the length of their anticipated answers. It would, therefore, be advisable, to budget time properly by cutting out the superfluous length and be within expected limit.

S.NO.	TYPE/FORMS OF QUESTIONS	MARKS	EXPECTED LENGTH (NO. OF WORDS/SENTENCES)	EXPECTED TIME FOR EACH QUESTION (MINUTES)
1	LA.	3	3-4 Sentences	4 mins.
2	S.A.	12	2 Sentences	2 mins.
3	V.S.A	10	1 word/1 Sentence	1 min

LA. = (LONG ANSWER) $3 \times 1 = 3$ DIFFICULTY LEVEL: 32%
 S.A. = (SHORT ANSWER) $2 \times 6 = 12$ (GIVE PERCENTAGE)
 V.S.A = (VERY SHORT ANSWER) $1 \times 10 = 10$



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BLUE PRINT

EXAM : UNIT-TEST

CLASS : VII

SUBJECT : History

DUR. : 30 mins

UNIT : 1. Conflicts with Mughals
2. Administration of Swaraj

MAX. MARKS : 25

OBJECTIVES	KNOWLEDGE			UNDERSTANDIN G			APPLICATION			SKILL			TOTAL		
	E	SA	VSA	E	SA	VSA	E	SA	VSA	E	SA	VSA	E	SA	VSA
1 Conflicts with Mughals			1(1)	2(1)	1(1)		2(1)					1(1)	2(2)	1(3)	
2 Coronation of Shivaji Mal.			1(3)									1(1)			1(4)
3 Ashtrapradhan Mandal			1(1)	3(1)			2(1)						3(1)	2(1)	1(1)
4 Trade and business			1(1)		2(1)		2(1)							2(2)	1(1)
5 Military Organization			1(1)		2(1)									2(1)	1(1)
SUB TOTAL			1(7)	3(1)	2(3)	1(1)	2(3)						3(1)	2(6)	1(10)
TOTAL			7	3	6	1	6					2	3	12	10

Note: please put the number of question within brackets and the marks outside the brackets.

SUMMARY

ESSAY OR LONG ANSWER

(LA) 3 × 1 → MARKS: 03

SHORT ANSWER

(SA) 2 × 6 → MARKS: 12

VERY SHORT ANSWER

(VSA) 1 × 10 → MARKS: 10

SCHEME OF OPTIONS:

SCHEME OF SECTIONS:



Question Paper

MARY IMMACULATE GIRLS HIGH SCHOOL		
UNIT TEST		
Marks: 25	Question Paper	Duration: 30 mins.
STD: VII		Subject: History

Q.1 Fill in the blanks: (3)

a. After the treaty of Purandar, _____ launched a campaign against the Adilshahi.
b. Foundation of Maratha Swaraj involves a struggle of over _____ years.
c. The chief of the infantry was called as _____.

Q.2 Match the Column: (2)

A	B
a) Senapati	i) keeping accounts
d) Rajyabhisheka shaka	ii) organisation of Army
	iii) the coronation era

Q.3 Answer the Following questions: (3)

i. What plan did Shivaji Maharaj draw to attack Shaistakhan?
ii. Name of the coins minted on the occasion of coronation?
iii. Where were the ships build?

Q.4 Give Reason for the following: (6)

i) Shivaji Maharaj established the council of eight ministers.
ii) Shivaji Maharaj raised a navy.
iii) Shivaji Maharaj took an aggressive stand against Mughals.

Q. 5 Explain the following questions: (6)

a. How did Shivaji Maharaj accomplished the campaign of Surat?
b. Explain the cavalry of Shivaji Maharaj.
c. What was the work of Karkhanis?

Q.6 Answer in Brief: (3)

i. Explain The Ashtapradhan Mandal.



Q. 7 Name and locate the following places on the map of India:

(2)

- a. The forts Vellore, Jinji are located in this state.
- b. Shivaji maharaj was under house arrest by Aurangzeb at ____




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Answer key

MARY IMMACULATE GIRLS HIGH SCHOOL			
Subject: History		UNIT TEST	STD: VII
ANSWER KEY			
Q.NO	Sub.Q	Questions and Answers	marks
Q.1		Fill in the blanks: (marks- 3)	
	a.	Jaisingh	(1)
	b.	Thirty	(1)
	b.	Sarnobat	(1)
Q.2		Match the following: (marks - 2)	
		a - ii	(1)
		b - iii	(1)
Q.3		Answer the following questions: (marks - 3)	
	a.	Shivaji Maharaj decided to raid Lal Mahal under his own leadership.	(1)
	b.	The gold coin called Hon and copper coins called Shivrai.	(1)
	c.	The Ships were built in the creek of Kalyan Bhivandi.	(1)
Q.4		Give reason for the following (marks - 6)	
	a.	To ensure the smooth management of affairs of the Swaraj and to ensure people's welfare, Shivaji Maharaj set up an efficient council of eight ministers.	(2)
	b.	Enemies on the west coast of India, Portuguese of Goa, the Siddi of Janjira and the British factors of Surat and Rajapur, created obstacles in the expansion of Swaraj. So to curb their activities Shivaji Maharaj raised a navy.	(2)
	c.	Shivaji Maharaj took aggressive stand against the Mughals because, he wanted to recapture the forts and territories given to Mughals as per the treaty of Purandar and he also wanted to destabilize the Mughal rule in Deccan by invading the territories under their control.	(1) (1)



Q.5		Explain the following questions: (marks- 6)	
	a	<p>Surat was a big trade centre and port under Mughals control. The British, Dutch and French had their factories there.</p> <p>Shivaji Maharaj march Surat, the Subhedar Inayat Khan could not stop him. Maharaj obtained plenty of wealth from Suraj without bothering the common people.</p>	(1) (1)
	b.	<p>There were two types of cavalrymen, namely Shiledars and Bargirs. The Shiledar had his own horse and weapons.</p> <p>The bargir was provided with horse and weapons by the states. In cavalry, bargirs were more in numbers. The highest officer of cavalry was the Sarnobat.</p>	(1) (1)
	c.	The karkhanis were on every hill forts. There work was to look after the storage of food grains and maintenance of war material on the fort.	(2)
Q.6		Answer in Brief: (marks- 3)	
	a	<p>At the time of coronation, Shivaji maharaj appointed the Ashtapradhan Mandal.</p> <p>The Ashtapradhan Mandal means the council of eight ministers and it was divided into eight different departments.</p> <p>A head was appointed for each department. These eight heads of department constituted the Ashtapradhan Mandal.</p> <p>Maharaj alone had power to appoint the ministers or remove him from the position.</p> <p>The ministers were answerable to Maharaj for administration of their respective department.</p>	(½) (½) (1) (½) (½)
Q.7		Name and locate the following places on the map of India: (marks- 2)	
	a	Tamil Nadu	(1)
	b	Agra	(1)



Analysis of data and Mark sheet

Data Analysis and Interpenetration of marks scored in Unit Test by students

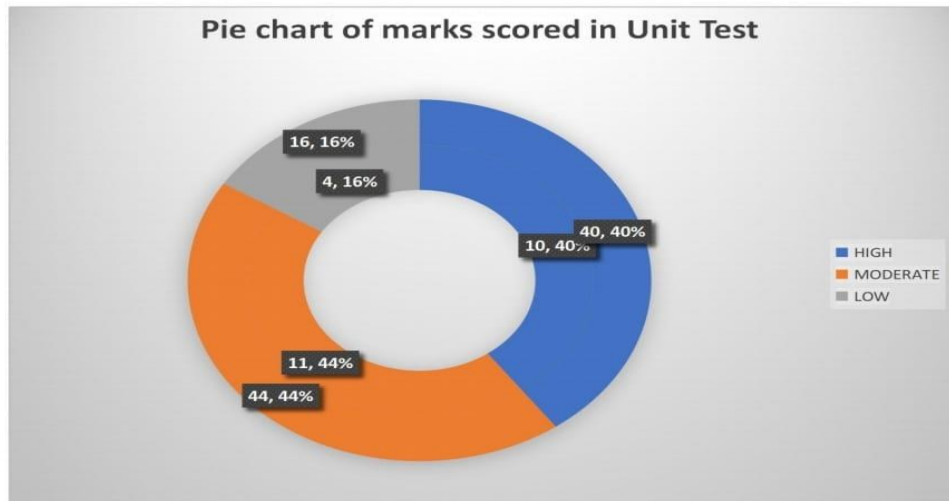
ROLL.NO	NAMES OF STUDENTS	MARKS SCORED out of 25
1	Anita shinde	20
2	Akshata Suvarna	18
3	Bina Shirvastav	22
4	Chitali Seth	13
5	Cyath Pinto	23
6	Daisy Mendes	24
7	Farnaaz Khan	12
8	Fiza Shaikh	8
9	Gauri Kothari	15
10	Greena Gomes	19
11	Heena Khan	21
12	Jecika Gonsalvis	23
13	Kalpana Shah	16
14	Liyana Ferns	14
15	Manyata Patkar	10
16	Nisha Gupta	13
17	Prisha Thakur	18
18	Riya Samat	9
19	Sheeba Shetty	25
20	Sanaya Mehra	24
21	Trisha Sharma	22
22	Tapasya Tyagi	16
23	Urvi Negi	19
24	Unnati OJha	21
25	Vinita katkar	10

	MARKS	%
HIGH	10	40
MODERATE	11	44
LOW	4	16




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Interpretation of results



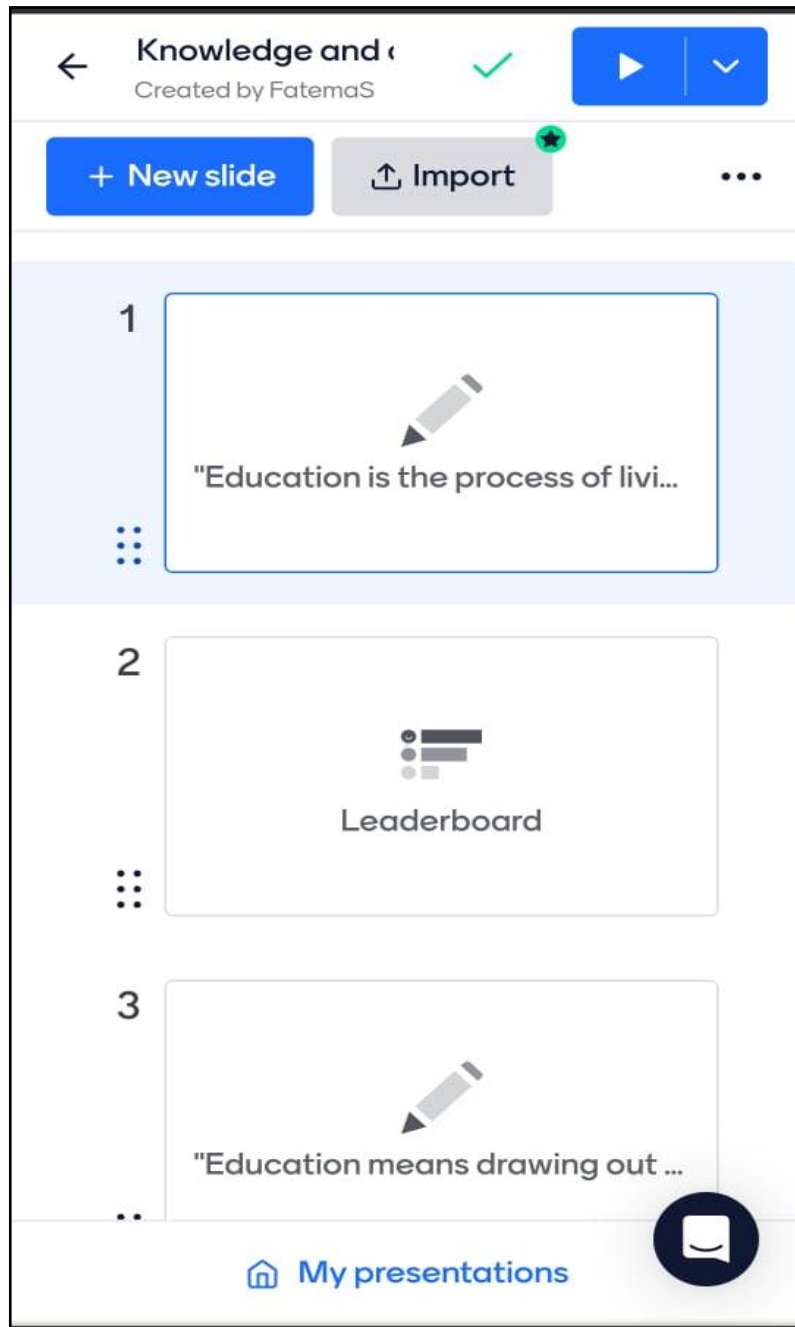
Solution: From the above mention pie chart we can observe that, In the history test 40% of students have scored highest marks than other students. 44% have scored moderate marks and 16% students have scored low marks. The reason for scoring low marks was not attempting questions, spelling errors and lack of knowledge. The students scoring high marks have attempted the full test paper well, with good handwriting and presentation and also had good content knowledge. The students getting moderate marks have tried their best to solve the paper but little more efforts will take them to perfection.



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

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EVIDENCES (ONLINE LEARNING RESOURCES)



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Teachers



Vikas Rawal



Fatema Hakim Siamwalla



Pradeep Shukla



[View All](#)

Students



Alfiya Shaikh



Anita Salgaonkar



Cindrella Pereira



Stream

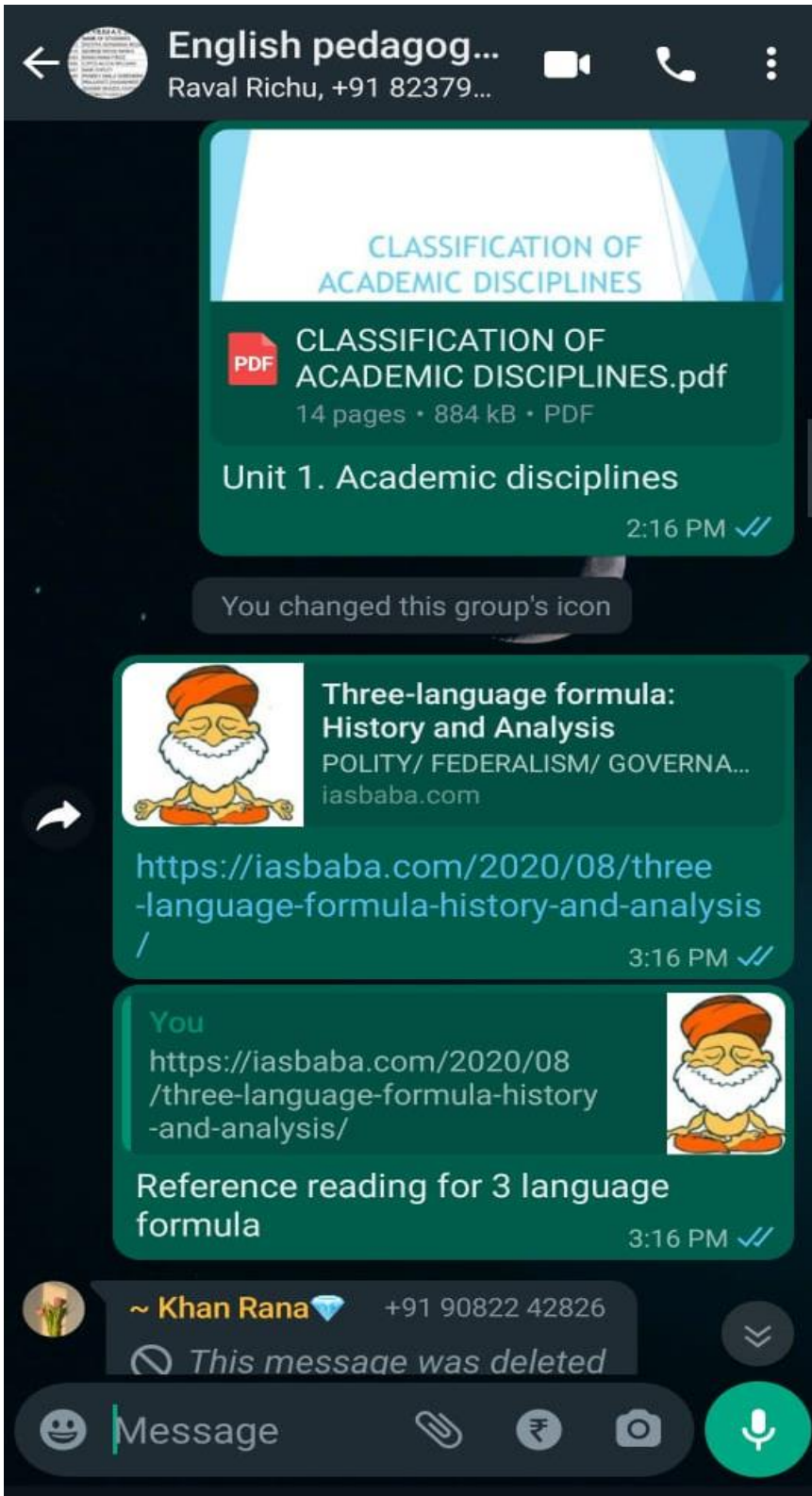


Classwork







People







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Topic: General Studies 2:

- Issues and challenges pertaining to the federal structure
- Indian Constitution—historical underpinnings, evolution, features, amendments, significant provisions

Three-languag

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SEM IV –PC 4 ACTION RESEARCH

SHRI L.P RAVAL COLLEGE OF EDUCATION AND RESEARCH

MIRA ROAD

An Action Research submitted in partial fulfilment of the requirement for the
degree of

Bachelor in Education

“A study of challenges faced by Standard VI students in Mathematics.”

ELECTIVE COURSE 3 – (EC3)

ACTION RESEARCH

GUIDE – MS. SANJUKTA KARGUTKAR

S.Y.B.ED

(ACADEMIC YEAR 2020-2021)

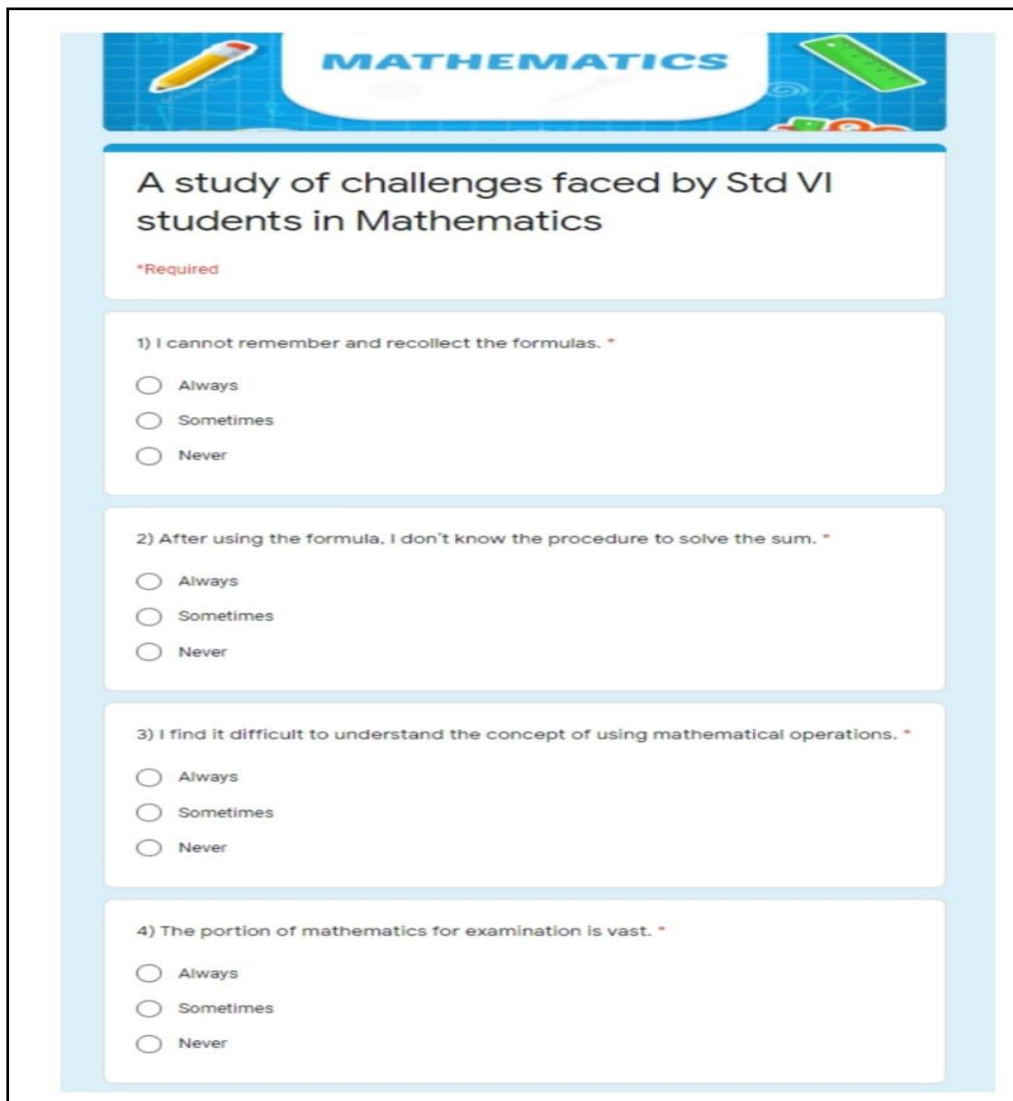
SEMESTER – IV




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Data Collection

Researcher had officially taken permission from Principal and class teacher for the particular time and period to collect data from VI E class of Mary Immaculate Girls' High School. Researched had shared the link with the students to collect the data. The data remained confidential. Since the researcher's internship school was a girls' school, the researcher additionally collected data from boys of VI class. Finally, researcher had collected data from 32 girls and 10 boys VI class and Mary Immaculate Girls' High School and N.L.Dalmia High School.



The image shows a Google Form titled "A study of challenges faced by Std VI students in Mathematics". The form has a blue header with a pencil icon and the word "MATHEMATICS". Below the title, there is a red asterisk indicating a required question. The form contains four questions, each with three radio button options: "Always", "Sometimes", and "Never".

A study of challenges faced by Std VI students in Mathematics

*Required

1) I cannot remember and recollect the formulas. *

Always

Sometimes

Never

2) After using the formula, I don't know the procedure to solve the sum. *

Always

Sometimes

Never

3) I find it difficult to understand the concept of using mathematical operations. *

Always

Sometimes

Never

4) The portion of mathematics for examination is vast. *

Always

Sometimes

Never




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5) I find it difficult to follow the instructions given by teacher. *

- Always
- Sometimes
- Never

6) I am unable to correctly translate the word problems into mathematical expressions. *

- Always
- Sometimes
- Never

7) I copy wrong numbers from the statements or text book. *

- Always
- Sometimes
- Never

8) I am afraid to ask the teacher to explain the sum again. *

- Always
- Sometimes
- Never

9) I have low interest in understanding mathematical concepts and ideas. *

- Always
- Sometimes
- Never



10) I enjoy solving challenging sums. *

- Always
- Sometimes
- Never

11) I feel that some topics of mathematics may not be much useful in the future. *

- Always
- Sometimes
- Never

12) I always score less in mathematics compared to other subjects. *

- Always
- Sometimes
- Never

13) I try to read and interpret word problem correctly. *

- Always
- Sometimes
- Never

14) I practice tables regularly. *

- Always
- Sometimes
- Never



15) I refer various resources (books) besides text book to practice extra sums. *

- Always
- Sometimes
- Never

16) I like to solve mathematical puzzles. *

- Always
- Sometimes
- Never

17) I like playing number games. *

- Always
- Sometimes
- Never

18) I feel mathematic homework and assignments are very stressful. *

- Always
- Sometimes
- Never

19) I feel Vedic mathematics and Abacus should be introduced in school. *

- Always
- Sometimes
- Never



20) I like doubt solving session in my school. *

- Always
- Sometimes
- Never

Send me a copy of my responses.

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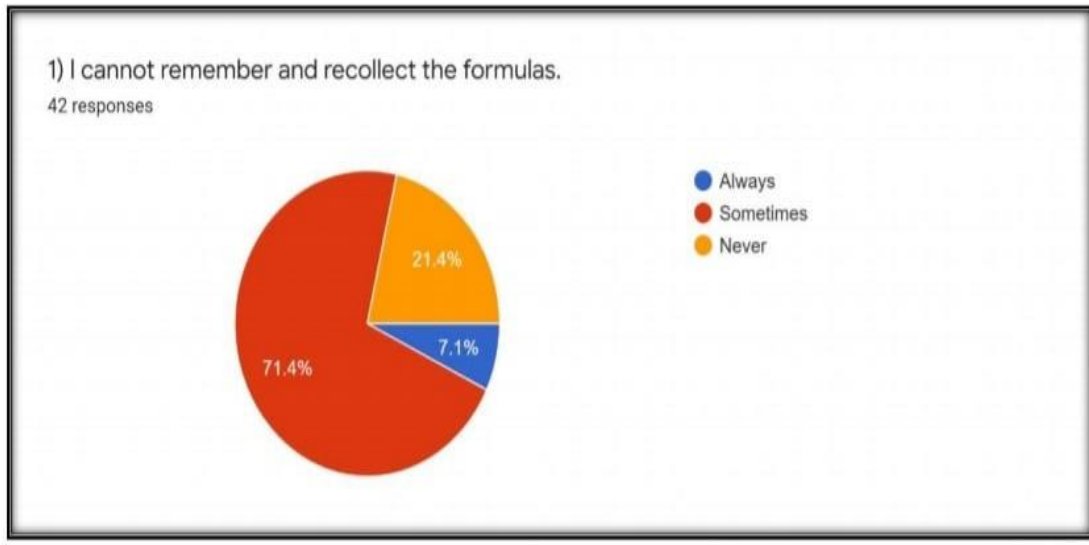
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Data Analysis



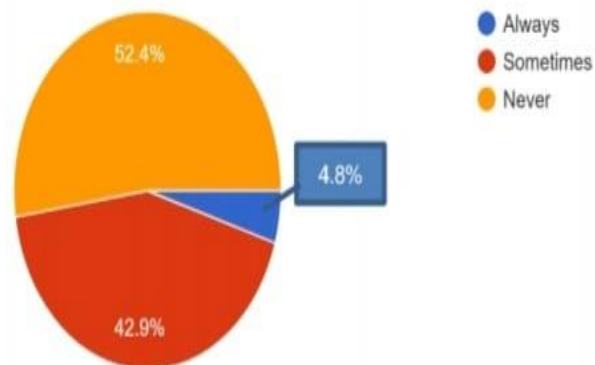
Data Analysis:

- i. 7.1% of students say they **always** find it difficult to remember and recollect the formulas.
- ii. 21.4% of students say they **never** find it difficult to remember and recollect the formulas.
- iii. 71.4% of students say they **sometime** find it difficult to remember and recollect the formulas.



2) After using the formula, I don't know the procedure to solve the sum.

42 responses



Data Analysis:

- i. 4.8% of students say they **always** find it difficult to remember the procedure to solve the sum despite of using the formula.
- ii. 52.4% of students say they **never** find it difficult to remember the procedure to solve the sum despite of using the formula.
- iii. 42.9% of students say they **sometime** find it difficult to remember the procedure to solve the sum despite of using the formula.

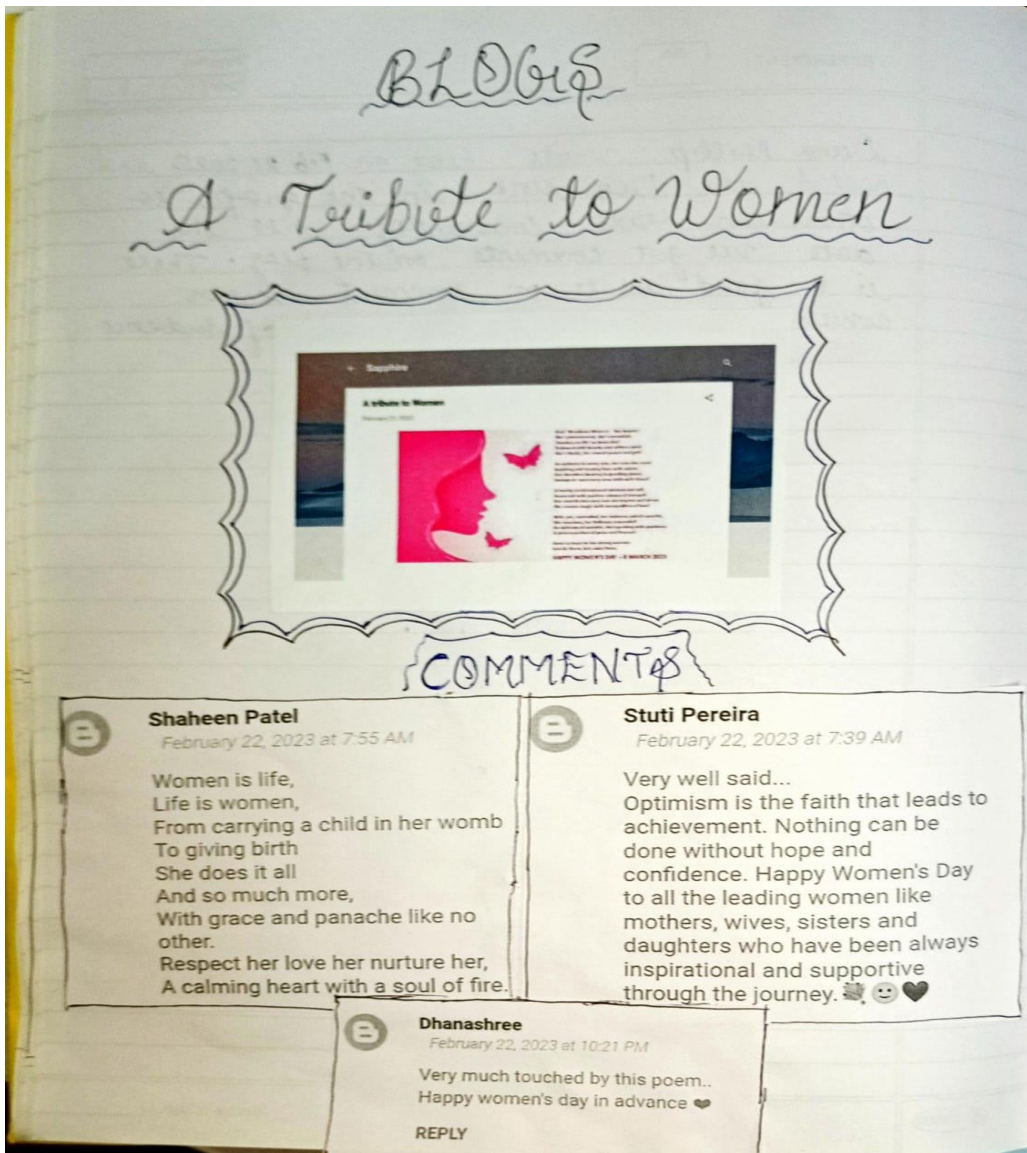


3. Identifying and selecting/developing online learning resources

Shri L.P. Raval College of Education and Research, MiraRoad(E)

SEM I -AB 1 CRITICAL UNDERSTANDING OF ICT

Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course.



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EXPERIMENT :

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COMMENTS



Pooja Ranjane

February 21, 2023 at 8:40 PM

Being a woman itself is a superpower. Their courage that exists in perfect harmony with amazing tenderness saves our world every day. Happy Women's Day in advance!

My Comment

Shaheen Razak Patel

February 21, 2023 at 9:36 PM

Wow we Loved these poem..
She is a believer,
She is a doer,
She is an achiever,
She is a women,

Being a women itself is a superpower. Happy women's day to the superhero in our life



Nikita Rathod

February 22, 2023 at 12:53 AM

Amazing... beautiful words!! which every women deserves.. its true!! we all are super womens as we play different roles in each ones life.... more powerful the women's stronger will be the nation... Happy Women's Day in advance!!!!

Shazia February 21, 2023 at 9:13 PM

Truly said that she is Shakti, the icon of power and grit. In the present-day scenario, women are showing all their attributes just like a goddess. Be it studies, sports, science n technology, medicines, Army, or politics no wonder they are doing a tremendous job. Hats off ladies! Happy women's day in advance.



~akanksha~rahi

February 23, 2023 at 8:05 AM

It's true ✓
Every women have an utmost potential to prove themselves...she just need to explore...women must break the limit to think big and make it happen.

REPLY ✓



Vijetha Poojary

February 22, 2023 at 11:06 AM

♥️ A heart touching poem!! Really, words will fall short to express a woman. 🙏 For the things you do, for the things you care, only your heart knows how much you bear. It's okay if you fall down and lose your spark. Just make sure that when you get back up, you rise as the whole damn fire 🔥 Happy Women's Day! 🙏

Teacher's Sign. :



EXPERIMENT :

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CONCLUSION

Blogging activity was our group activity and also first visual activity. Many of us weren't aware of blogging takes place. So our group did research and choose the topic 'A tribute to women'

Deena Philip our group member she had gathered information about the topic for which he did it research and through various Blog.

As it is our first blog, Deena Phillip wrote the blog and posted it after posting rest of members started commenting. Blogs provide more shareable content than just your products or services posts for consumers to share with others across social media. It's a great way to educate customers, provide tips or how-tos, and create more connections with your brand. Blogs are a great way to keep a website updated with fresh content.

Rakesh
11/4/23

Sundaram

Teacher's Sign. :



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

Shri L.P. Raval College of Education and Research, MiraRoad(E)

In Shri L.P. Raval College of Education and Research, students are given learning experiences of microskills, integrated lessons, practice teaching and internship in a sequence and thus develop teaching-learning abilities among them. Workshops are also conducted to provide them hands-on experience in this aspect.

TIME TABLE

Time/Lec	Monday 4 th July, 22	Tuesday 5 th July, 22	Wednesday 6 th July 22	Thursday 7 th July, 22	Friday 8 th July, 22	Saturday 9 th July, 22
12.00-1.00	Library Hours	Library Hours	Library Hours	Library Hours	Library Hours	Library Hours
1.00 -2.00	CC3	IC2	EC1	CC3	IC2	EC1
	Learning and Teaching (V.R)	Educational Management (F. S.)	Pedagogy (All Prof.)	Learning and Teaching (V.R)	Educational Management (F. S.)	Pedagogy (All Prof.)
2.00 - 3.00	Orientation of Micro skills- Set Induction and Questioning skills (S.K. & F.S.)	Observation of Micro skills- Set Induction and Questioning skills (All Prof.)	Orientation of Micro skills- Explanation and Chalkboard writing skills (All Prof.)	Observation of Micro skills- Explanation and Chalkboard writing skills (All Prof.)	Orientation of Micro skills- Stimulus Variation (S.T. & V.R.)	Orientation of Integrated Lesson (S.T.)
3.00 -3.30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3.30 -4.30	Orientation of Micro skills- Set Induction and Questioning skills (S.K. & F.S.)	Observation of Micro skills- Set Induction and Questioning skills (All Prof.)	Orientation of Micro skills- Explanation and Chalkboard writing skills (All Prof.)	Observation of Micro skills- Explanation and Chalkboard writing skills (All Prof.)	Orientation of Micro skills- Stimulus Variation (S.T. & V.R.)	Demo Lesson
4.30 -5.30	Orientation of Micro skills- Set Induction and Questioning skills (S.K. & F.S.)	Observation of Micro skills- Set Induction and Questioning skills (All Prof.)	Orientation of Micro skills- Explanation and Chalkboard writing skills (All Prof.)	Observation of Micro skills- Explanation and Chalkboard writing skills (All Prof.)	Orientation of Micro skills- Stimulus Variation (S.T. & V.R.)	Lesson Plan writing



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PRACTICE TEACHING




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**Shri L.P. Raval College of Education and Research
Mira Road (East)**

WORKSHOP ON ‘STORY TELLING’

11th July, 2022

Royal College of Education and Research For Women, MiraRoad(East) organized a workshop on ‘Story Telling’ on 11th July 2022. The objective of this workshop was to encourage effective communication through story telling that are required for being an efficient teacher.




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