




**Mahatma Education Society's
Pillai College of Education & Research**
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

Metric No. 2.4.5

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

1. Preparation of lesson plans.


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

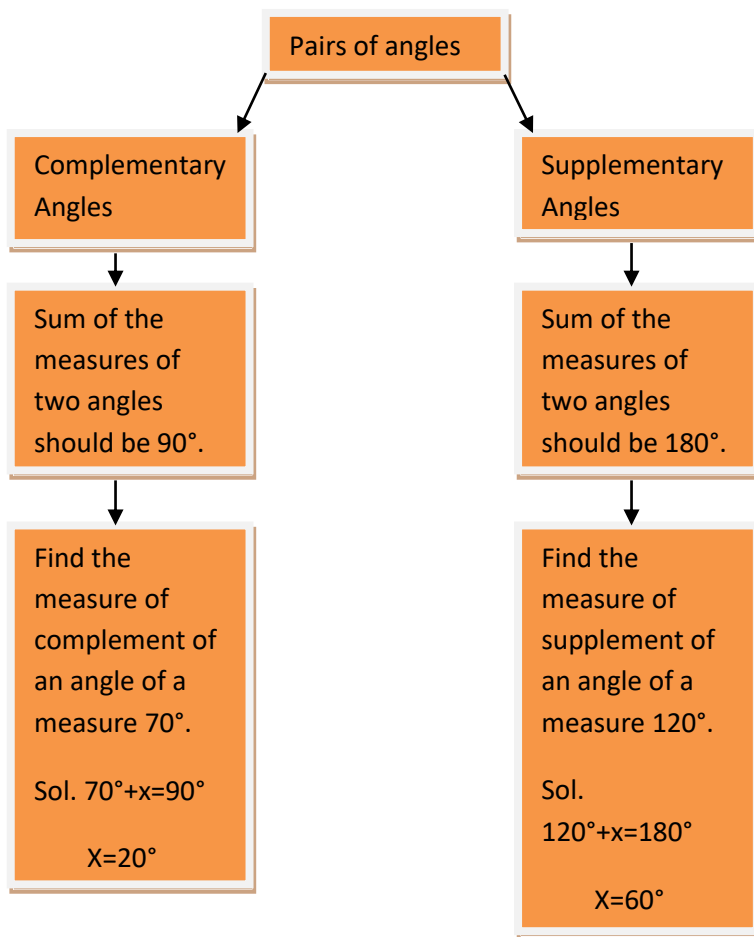


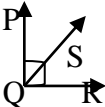
**MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH
Sector-8, Khanda Colony, New Panvel (W)
Dist. Raigad – 410206**

LESSON PLAN 1

Name of the Student Teacher: Sharmila Pathare	Name of the Practicing School: Pillai College of Education and Research	
Roll No – 8		
Subject – Mathematics		
Lesson No: 1 General- Co-Teaching	In Method- Inducto deducto method	
Topic - Angles and Pairs of angles	Std. 7 [SSC Board]	Div.
Subtopic - Complementary angles and Supplementary angles	Date: 7 Sept 20	Time
Previous knowledge of the class: The pupils are aware of angles and types of angles and measuring angles with the help of protractor.		
<p>General Objectives :</p> <p>1.Knowledge- The pupil acquires the knowledge of Complementary and Supplementary angles.</p> <p>2.Understanding- The pupil develops an understanding of Complementary and Supplementary angles.</p> <p>3. Application-The pupil applies his/her knowledge in unfamiliar situations.</p> <p>4. Skill-The pupil develops computational skill.</p>	<p>Specific Objectives:</p> <p>1.Knowledge- The pupil recalls the property of Complementary and Supplementary angles.</p> <p>2.Understanding- The pupil identifies Complementary and Supplementary angles. The pupil solves the sums based on Complementary and supplementary angles.</p> <p>3.Application- The pupil solves new sums based on Complementary and Supplementary angles.</p> <p>4.Skill- The pupil finds the Complementary and Supplementary angles in the sums accurately.</p>	
<p>Introduction : The Subject teacher shows the pictures of clock showing 3'o clock, a bird opening beak, a straight line, an opened scissor. Then she asks the pupils what type of angles they make. Then she introduces the topic "Pairs of angles-complementary and supplementary angles".</p>		
<p>Statement of Aim : Today we are going to learn about Pairs of angles-Complementary angles and Supplementary angles.</p>		
<p>Reference Book: Std 7_SSC_ Mathematics Textbook</p>		

Concept Map/ Schematic Representation/ Diagrams:



Teaching Points Content Analysis	Teacher Activities	Students Response/ Activities
<p>Concepts-</p> <p><u>1.Complementary Angles-</u> If the sum of the measures of two angles is 90°, they are known as Complementary angles.</p>  <p>Here $\angle PQS$ and $\angle SQR$ are mutually Complementary angles.</p>	<ol style="list-style-type: none"> 1. The Subject Teacher shows the pictures of clock, beak of a bird, an opened scissor, a sleeping line and asks the students what types of angles they make. 2. The Subject teacher introduces the topic “Pairs of angles complementary angles and supplementary angles”. 3. Then Co teacher shows the Right angled triangle and asks the students what type of triangle it is. 4. Then Co teacher explains the 	<p>The pupil answers (Right angle Acute angle Obtuse angle Straight angle)</p> <p>The pupil answers (Right angled triangle)</p>

Examples-

1. Find the measure of complement of an angle of a measure 70°

Sol. Let the measure of complement of an angle be "X".

$$70^\circ + x = 90^\circ$$
$$X = 20^\circ$$

2. $(y-20)^\circ$ and $(y+30)^\circ$ are the measures of complementary angles. Find the measure of each angle.

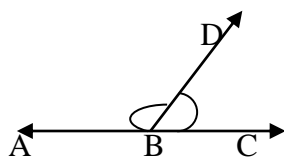
Sol. $y-20+y+30=90$
 $2y+10=90$

$$2y = 90 - 10$$
$$y = 80/2$$
$$= 40$$

Hence $(y-20)^\circ = (40-20)^\circ$
 $= 20^\circ$
 $(y+30)^\circ = (40+30)^\circ$
 $= 70^\circ$

2. Supplementary Angles-

If the sum of the measures of two angles is 180° , they are known as Supplementary angles.



Here $\angle ABD$ and $\angle DBC$ are supplementary angles.

Examples-

Complementary angles with the help of Right angled triangle.

5. Then Co-teacher solves two sums based on Complementary angles step by step

- For the first sum,

She asks the property of complementary angles

Then she asks the value of $90^\circ - 70^\circ$

- For the second sum,

She asks the property of complementary angles

Then she asks the value of $90 - 10$
Then she asks the value of $80/2$

Then she asks the value of $(40 - 20)^\circ$

Then she asks the value of $(40 + 30)^\circ$

6. Then she Introduces the core element "Inculcation of scientific temper".

7. Then Subject Teacher shows a straight line and asks the students what angle it makes.

8. Then Subject teacher explains the supplementary angles with the help of above straight line.

9. Then Subject teacher solves two sums based on Supplementary angles.

The pupil answers (Sum of the measures of two angles is 90°)

The pupil answers (20°)

The pupil answers (Sum of the measures of two angles is 90°)



The pupil answers (80)
The pupil answers (40)

The pupil answers (20°)

The pupil answers (70°)

The pupil answers (Straight angle 180°)

<p>1. Find the measure of supplement of an angle of a measure 120°. Sol. Let the measure of supplement of an angle be "X". $120^\circ + x = 180^\circ$ $X = 60^\circ$</p> <p>2. $(2a)$ and $(a+30)$ are the measures of supplementary angles. Find the measure of each angle. Sol. $2a + a + 30 = 180$ $3a = 180 - 30$ $a = 150/3$ $= 50$</p> <p>$(2a)^\circ = (2 \times 50)$ $= 100^\circ$ $(a+30)^\circ = (50+30)^\circ$ $= 80^\circ$</p>	<ul style="list-style-type: none"> For the first sum, She asks the property of supplementary angles Then she asks the value of $180^\circ - 120^\circ$ For the second sum, She asks the property of supplementary angles Then she asks the value of $180 - 30$ Then she asks the value of $150/3$ Then she asks the value of 2×50 Then she asks the value of $50 + 30$ <p>10. Then Subject teacher explains the good value "positivity" to the pupils.</p> <p>11. Then Co teacher uses Interactive tool for the recap of the topics learnt.</p> <p>11. Then Co teacher gives two application based problems for students to solve.</p> <p>12. Then Co-teacher concludes the topic.</p>	<p>The pupil answers (Sum of the measures of two angles is 180°) The Pupil answers (60°)</p> <p>The pupil answers (Sum of the measures of two angles is 180°) The pupil answers (150) The pupil answers (50) The pupil answers (100) The pupil answers (80)</p>
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Blackboard work / Summary:		
Date 7 Sept 20	Subject -Mathematics Topic- Pairs of angles	Std- 7
<p style="text-align: center;"><u>Pairs of angles</u></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Complementary</p> </div> <div style="text-align: center;">  <p>Supplementary</p> </div> </div>	<p><u>Complementary angles-</u> Sum of the measures of two angles should be 90°. Find the measure of complement of an angle of measure 70° Sol. $70^\circ + x = 90^\circ$ $x = 20^\circ$</p>	<p><u>Supplementary angles-</u> Sum of the measures of two angles should be 180°. Find the measure of supplement of an angle of measure 135° Sol. $135^\circ + x = 180^\circ$ $x = 45^\circ$</p>

Teaching Materials(Name the images or teaching aids used and give citations)

1. Image of clock (free png image)
2. Image of bird opening beak (free png image)
3. Image of opened scissor (pngkit.com)
4. Image of straight line (free png image)
5. Use of Interactive math's tool
6. Use of h5P flash cards
7. Use of Google form

Recapitulation:

1. Find the measure of the complement of an angle of 70.
2. $(y-20)$ and $(y+30)$ are the measures of complementary angles. Find the measure of each angle.
3. Find the measure of the supplement of an angle of 135.
4. $(2a)$ and $(a+30)$ are the measures of supplementary angles. Find the measure of each angle.

Core-Element:(Description)

Inculcation of scientific temper

In order to calculate the measures of angles, we should know the basic arithmetic operations like addition, subtraction, multiplication, division. Without knowing them how to do, we cannot calculate any problem. Likewise in our lives, we should analyze our situations and should plan what to do, how to do, when to do. Then only we can achieve success in our lives. Without reasoning we cannot solve our real life problems too.

Application:

1. In a triangle XYZ, $m\angle Y=90$. What kind of a pair of $\angle X$ and $\angle Z$ make?
2. If $\angle A$ and $\angle B$ are supplementary angles and $m\angle B = (x + 20)$, then what would be $m\angle A$?

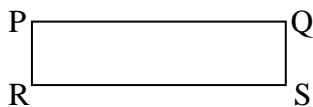
Values: (Description)

Positivity

Like we have different types of angles in our concept, human beings also exhibits either Positivity or Negativity. We should always show and feel positivity in our lives. We can show positivity by wearing smile on our faces, helping others, thinking well about others. When we show positivity, it reflects the other people around us. They can also feel it and do the same.

Methodology adopted: Inducto-deductive method

Assignment:



PQRS is a rectangle. Write the names of the pairs of supplementary angles.

Closure:

So, today we have learnt about Complementary angles and Supplementary angles.



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LESSON NOTE

Name of the Student-Teacher: Co-teacher M: Melita Lobo Co-teacher T: Tanvi Tondwalkar	Name of the Practicing School: Mahatma International School
Roll No: Co-teacher M: 27 Co-teacher T: 50	
Subject: History	
Lesson No: General: 23 In Method: 23	
Topic: The Making of Regional Cultures	Std.: VII Div.: A & B
Subtopic: <ul style="list-style-type: none">• The Cheras and the development of Malayalam• Rulers and Religious traditions: The Jagannatha Cult• The Rajput's and the tradition of Heroism	Date: 10/01/2022 Time: 9.00am to 9.40am
Previous knowledge of the class: The pupils are aware of the various religions and cultures that exist within India	
General Objectives: <ul style="list-style-type: none">• Knowledge: The pupil acquires knowledge of the making of the religious cultures in India.• Understanding: The pupil develops an understanding of the different religious cultures within India• Application: The pupil applies his / her knowledge and understanding in new and unfamiliar situations.	Specific Objectives: <ul style="list-style-type: none">• Knowledge:<ol style="list-style-type: none">a) The pupil recalls the name of the place where Malayalam is spoken.b) The pupil recalls the name of the King who declared himself as the 'Deputy of God'c) The pupil recalls the name of the practice performed by the women of the royal householdd) The pupil recalls the contributors of Rajasthani culturee) The pupil recalls the name of the language resembling Malayalam's first literary work• Understanding:<ol style="list-style-type: none">a) The pupil explains the Jagannatha templeb) The pupil describes the establishment of Chera kingdomc) The pupil describes the Rajput's Tradition of Heroism.

- **Application:**
 - a) The pupil differentiates between any two states that exist in India in relation to food.

Introduction:

Co-teacher T:

Good morning, dear students. Wishing you a very happy new year to each one of you from our side. I am Tanvi ma'am and I have with me Melita ma'am. Today we are here to teach you an interesting topic of History. But before that I want all of you to interact with both of us so that we understand the concepts well and make learning fun and interesting.

The Teacher flashes an image on the slide and asks, "What does this image portray or What do you interpret by this picture?"

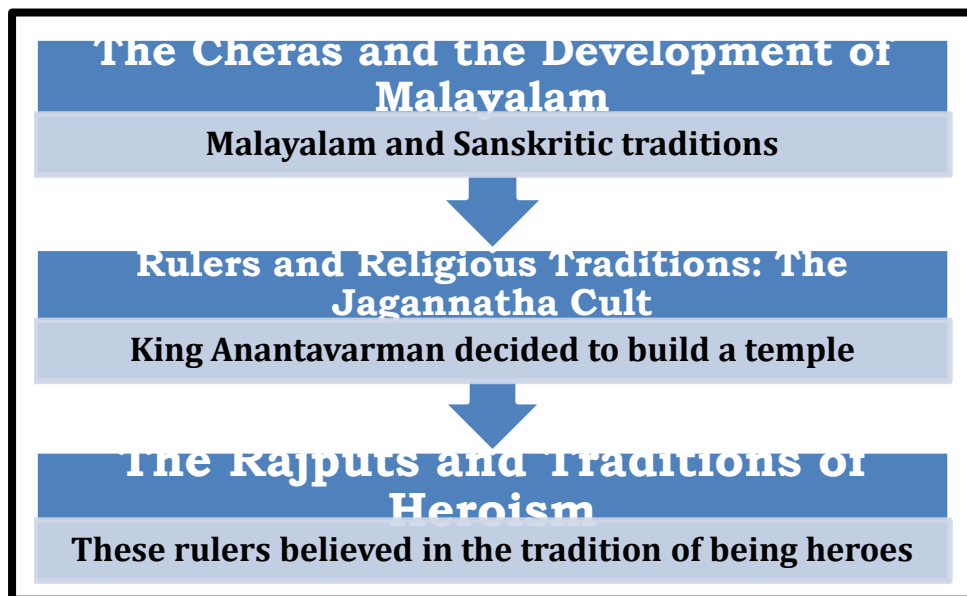
This shows that India is a diverse country with different cultures in each of its regions which makes it unique. (Core element- India's common cultural heritage)

Statement of Aim: So, in today's class we will begin with our Chapter 9: Making of Regional Cultures and understand the history of the cultures that we follow today.

Reference Book:

Our Past II, Textbook in History for Class VII

Concept Map/ Schematic Representation/ Diagrams:



Teaching Points
Content Analysis

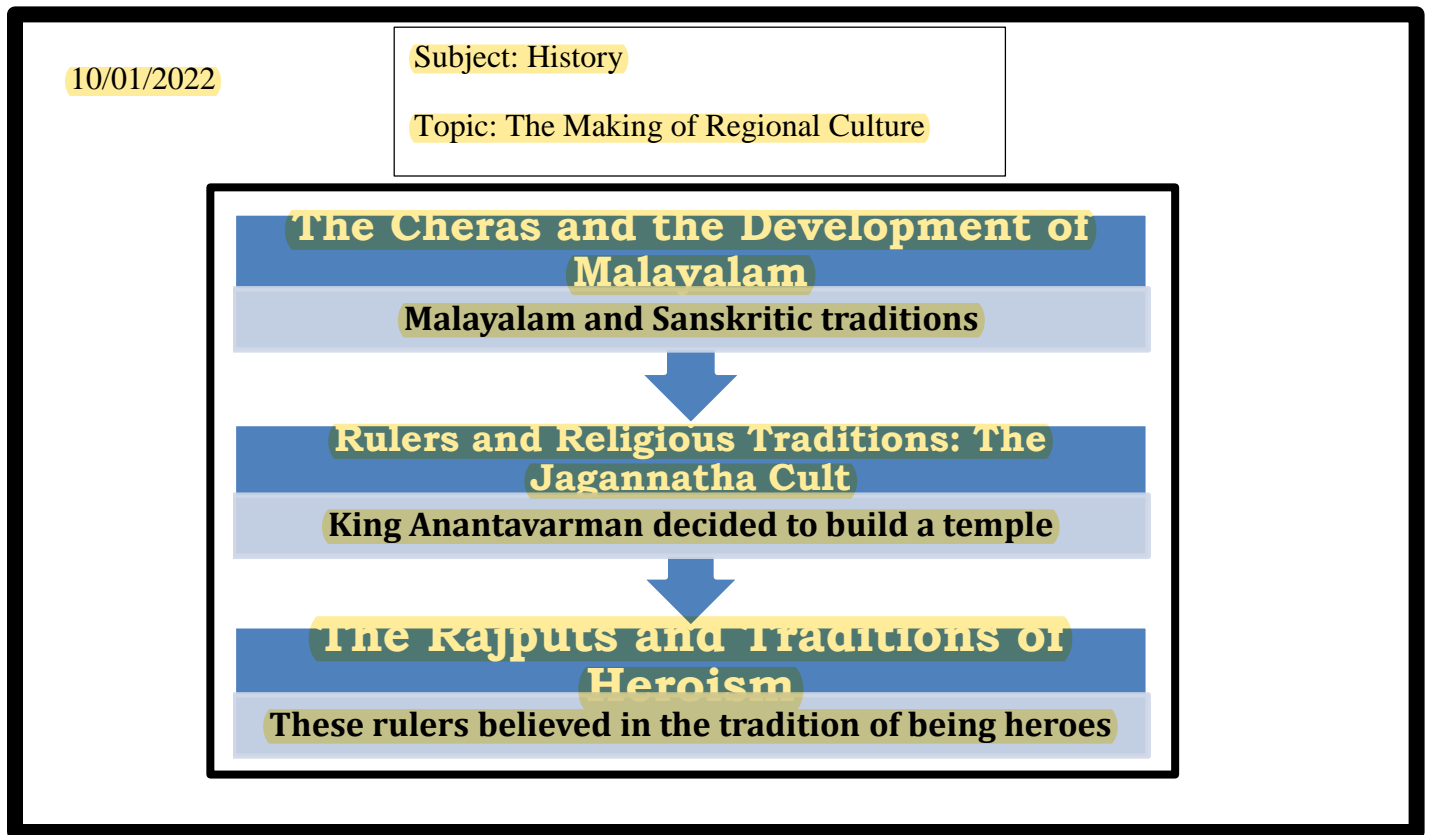
Teacher Activities

Students Response/ Activities

<ul style="list-style-type: none"> The Cheras and the development of Malayalam 	<p>Co-teacher M: How do we communicate with each other? Name some languages that are spoken in different regions of India?</p> <p>Here, the teacher talks about how different languages are spoken in different regions. She then connects this to the subtopic. Let us understand one such region and language.</p> <p>The teacher asks, “Which is the language used in most of the ancient Indian texts?” She connects Sanskrit to the origin of Malayalam.</p>	<p>Through Language</p> <p>Hindi, Marathi, Tamil, Telugu, Malayalam, Urdu, Bengali, Gujrati, etc.</p> <p>Sanskrit</p>
<ul style="list-style-type: none"> Rulers and Religious traditions: The Jagannatha Cult 	<p>Co-teacher T: What rulers have we studied throughout our Grade 7th syllabus?</p> <p>What did they capture first of any particular region to take control?</p> <p>Here, the teacher gives the importance of Temples that shows the regional culture of a particular region</p> <p>She further explains the rulers and religious traditions of Orissa i.e., The Jagannatha Cult</p>	<p>The Cholas, The Delhi Sultans, The Mughals, etc.</p> <p>Temples</p>
<ul style="list-style-type: none"> The Rajput’s and the tradition of Heroism 	<p>Co-teacher M: The teacher asks the student about their favorite Ruler in the medieval history The teacher further asks, “What are the qualities that they admire about that particular ruler?” The teacher explains the sub-topic and talks about cultural traditions that are closely linked with the ideals and aspirations of Rajput rulers. The Teacher introduces the value of Patriotism that is depicted in Rajput stories, poems, and songs.</p>	<p>Mixed responses</p> <p>Mixed responses</p>

	<p>She also talks about the role of women and their depiction as following their heroic husbands in both life and death</p> <p>Can you associate any movie with this situation?</p> <p>Co-teacher T summarizes the topic taught in today's class.</p>	<p>Padmavat</p>
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Blackboard work / Summary:



Teaching Materials (Name the images or teaching aids used and give citations)

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.toppr.com%2Fask%2Fen-ae%2Fcontent%2Fstory%2Famp%2Fthe-cheras-and-the-development-of-malayalam-92665%2F&psig=AOvVaw2zvAJjSoe9hdawxfaEv3-8&ust=1641808139140000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNCd_YmypPUCFQAAAAAdA AAAABAO

<https://www.flickr.com/photos/13868867@N06/5408775206>

<https://destinationodisha.com/place-of-maharaja-indradyumna-in-the-cult-of-lord-jagannath/>

https://hindi.webdunia.com/sanatan-dharma-article/jagannath-puri-mandir-miracles-115040100010_10.html

https://en.wikipedia.org/wiki/Anangabhima_Deva_III

<https://www.jagran.com/spiritual/mukhye-dharmik-sthal-shri-jagannath-puri-temple-know-its-significance-and-where-it-is-located-20829539.html>

<https://www.toppr.com/ask/en-bh/content/story/amp/the-rajputs-and-traditions-of-heroism-92601/>

<https://www.rajras.in/rajasthan/culture/>

<p>Recapitulation:</p> <ol style="list-style-type: none"> 1. Name the place where Malayalam is spoken? 2. Name the King who declared himself as the 'Deputy of God' 3. Who performed the practice of Jauhar and When? 4. _____ are considered as the contributors of the Rajasthan culture 5. Which language does the first Malayalam literary work resemble? 6. When was the Chera kingdom established? 7. Who built the Jagannatha temple? 8. Describe Rajput's 'Tradition of Heroism. 	<p>Core-Element:(Description)</p> <p>This shows that India is a diverse country with different cultures in each of its regions which makes it unique. (Core element- India's common cultural heritage)</p>
<p>Application:</p> <p>Find out the differences that exist between any two states in India with respect to food.</p>	<p>Values: (Description)</p> <p>The Teacher introduces the value of Patriotism that is depicted in Rajput stories, poems, and songs.</p>
<p>Methodology adopted: Lecture-cum-Discussion Method through PowerPoint</p>	
<p>Assignment: Find out the Making of your Regional culture and pen it down in 100-150 words.</p>	
<p>Closure:</p> <p>So, in today's class, we learned about the Making of Regional culture. Here, we focused on 3 different parts of the country such as</p> <ul style="list-style-type: none"> • Kerala (in the South) where we understood the relationship between Language and region • Orissa (in the East) where we saw the connection between the temples, rulers, and the region • Lastly, Rajasthan (in the West) which depicted the Tradition of Heroism 	



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LESSON NOTE

Name of the Student Teacher: Priyanka Singh & Zoshima Mendes	Name of the Practicing School: MES' Pillai College of Education & Research, New Panvel	
Roll No: 45 & 14		
Subject: English		
Lesson No: General:16 In Method:16		
Topic: English Grammar (Conjunctions)	Std.: VI	Div.: A
Subtopic: Coordinating Conjunctions	Date: 11.11.2021	Time: 15 Minutes

Previous knowledge of the class:

The students have previous knowledge of the manner in which sentences can be linked using conjunctions.

General Objectives:

- **Knowledge:** The pupil acquires the knowledge of conjunctions.
- **Understanding:** The pupil develops an understanding of conjunctions and coordinating conjunctions.
- **Application:** The pupil applies his or her knowledge and understanding in new and unfamiliar situation.
- **Skill:** The pupil develops a skill of identifying conjunctions and coordinating conjunctions.

Specific Objectives:

- **Knowledge:** The pupil recalls the meaning of conjunctions and coordinating conjunctions.
- **Understanding:** The pupil states the purpose of conjunctions.
- **Application:** The pupil joins two different sentences using coordinating conjunctions.
- **Skill:** The pupil picks out the sentences having conjunctions and coordinating conjunctions accurately.

Introduction:

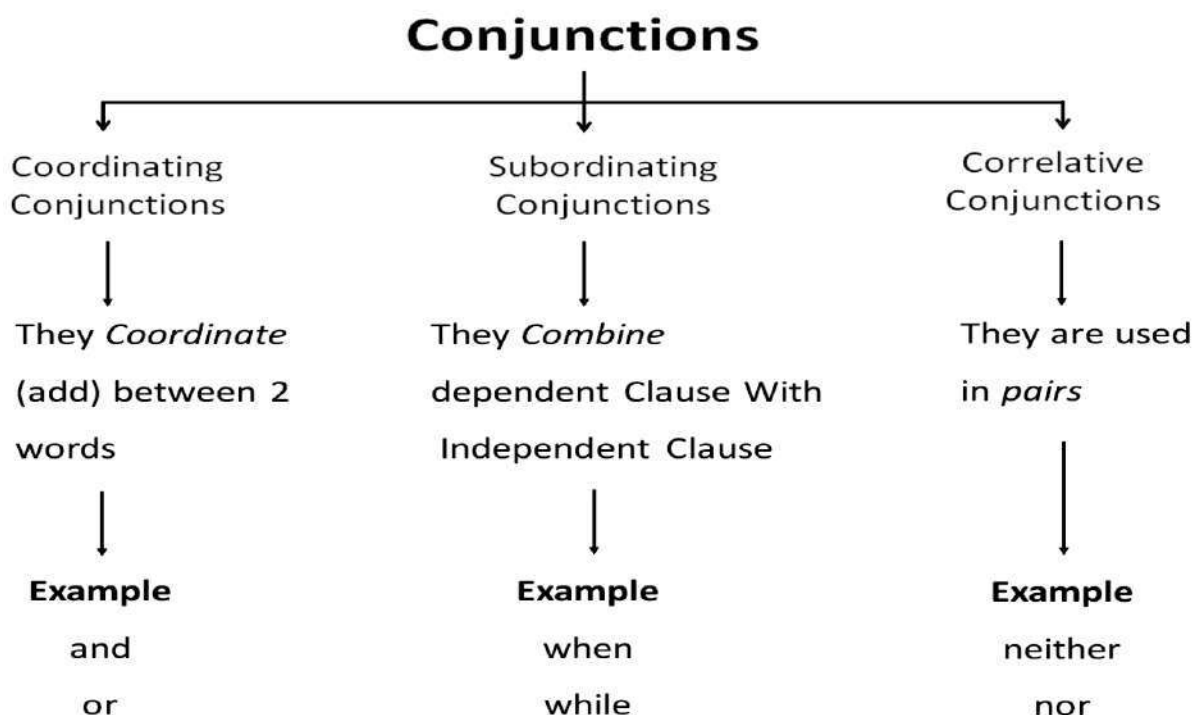
Good morning, dear students!

“Today we will learn how to be better writers and speakers simply by using coordinating conjunctions and making longer more coherent sentences.

Statement of Aim: So today we shall be learning about conjunctions, the types of conjunctions and specifically coordinating conjunctions.

Reference Book: Conjunctions PowerPoint.

Concept Map/ Schematic Representation/ Diagrams:



<p>connect words, phrases, clauses or sentences.</p> <p><u>Types of Conjunction:</u></p> <p><u>There are three types of conjunctions:</u></p> <ol style="list-style-type: none"> 1) Coordinating 2) Subordinating 3) Correlative <p><u>Coordinating Conjunctions:</u></p> <p><u>Meaning:</u> This type of conjunction is used to connect items that are grammatically equal: two words, two phrases, or two independent clauses.</p> <p>Conjunction of this type is generally placed between the items that it links together.</p> <p>Coordinating Conjunctions: This is how they connect the following:</p> <ol style="list-style-type: none"> 1. Connecting Words: Coordinating conjunctions can join two nouns, verbs, adjectives, or other types of word. 	<p>Q3. List a few examples of conjunctions</p> <p>Co-teacher 1 lists the three types of conjunctions and informs the students that only coordinating conjunctions will be covered in class today.</p> <p>Q4. What are the three types of conjunctions?</p> <p>Co-teacher 1 gives a few examples to the students and asks questions.</p> <p>Example 1: <i>‘The data was gathered through surveys and interviews.’</i></p> <p>Q.5. Which is the linking word in this sentence and what it link?</p> <p>Example 2: <i>‘I don’t like to run or swim.’</i></p> <p>Q.6. What part of speech is ‘Run’ and ‘swim’ and which word link the two?</p> <p>Example 3: <i>‘He was clever but lazy.’</i></p> <p>Q.7. Which word is a conjunction in the following sentence?</p>	<p>and, so but, or, because, nor</p> <p>Coordinating, Subordinating Correlative</p> <p>And It links surveys and interviews</p> <p>Verb, Linking word ‘or’</p> <p>But.</p>
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<p>2. Connecting Phrases: They can also join different types of phrases.</p>	<p>Now, Co-teacher 2 gives few examples and asks questions.</p> <p>Example 1: <i>The dog wagged his tail and panted excitedly.</i></p> <p>Q.8. Which two phrases are connected or joined in the following sentence by ‘and’?</p> <p>Example 2: <i>She usually studies in the library or at a café.</i></p> <p>Q.9. Which word in the following sentence is a conjunction joining two phrases?</p> <p>Now, Co-teacher 1 gives few examples and asks questions.</p>	<p>‘Wagged his tail’, ‘panted excitedly’.</p> <p>Or.</p>
<p>3. Connecting complete sentences: It can join or connect two independent or complete sentences.</p>	<p>Example 1: <i>‘Today Jane Austen is one of the most widely read English novelists, but she achieved little fame during her lifetime.’</i></p> <p>Q.10. Which two independent or complete sentences could you identify from the following example?</p> <p>Example 2: <i>I love chocolate yet I know chocolate is not good for me.</i></p> <p>Q.11. Which is the word that links the two independent sentences?</p>	<p>1. Today Jane Austen is one of the most widely read English novelists.</p> <p>2. She achieved little fame during her lifetime.</p> <p>Yet.</p>

<p><u>FANBOYS:</u></p> <ul style="list-style-type: none"> ➤ for ➤ and ➤ nor ➤ but ➤ or ➤ yet ➤ so 	<p>Co-teacher 2 displays three individual examples on the PowerPoint slide and asks the students what the conjunctions link in each of the examples.</p> <p>Q.12. In the sentences here, what do the conjunction link?</p> <p><i>‘The data was gathered through <u>surveys</u> and <u>interviews</u>.’</i></p> <p><i>The dog <u>wagged his tail</u> and <u>panted excitedly</u>.</i></p> <p><i><u>I love chocolate</u> yet <u>I know chocolate is not good for me</u>.</i></p> <p>Co-teacher 2 tells students that these conjunctions are called Coordinating conjunctions and there are seven coordinating conjunctions, which can be remembered easily using the mnemonic FANBOYS.</p>	<p>Words</p> <p>Phrases</p> <p>Two complete sentences</p>
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Blackboard work / Summary:

Coordinating Conjunctions:

For, And, Nor, But, Or, Yet, So - F.A.N.B.O.Y.S.

Teaching Materials: (Name the images or teaching aids used and give citations):

https://assets.ltkcontent.com/images/20468/30466.conjunctions_0066f46bde.jpg

https://www.google.com/url?sa=j&url=https%3A%2F%2Fd1avenlh0i1xmr.cloudfront.net%2F3bef12af-dfee-4ac2-a462-11fc1f13565b%2Ftypes-of-conjunctions.jpg&uct=1629276599&usg=xjklI25Vh20yKm49OeEV_6ESkDo.&source=meet

Activity link: <https://quizizz.com/join?gc=60672161>

Recapitulation:

- Q.1. What do mean by conjunctions?
- Q.2. What are the three types of conjunctions?
- Q.3. What do you mean by coordinating conjunctions?

Core-Element:(Description)

Removal of Social Barriers

A good understanding of the nuances of English grammar will help students to overcome linguistic barriers and effectively communicate and socialize with their peers. Proficiency in English offers a plethora of opportunities in different arenas and this will in turn help them to transcend social barriers.

Application:

The teachers give them an activity link in which the students have to join two sentences using coordinating conjunctions.

Activity Link:

<https://quizizz.com/join?gc=075405>

Values: (Description)

Optimism

Methodology adopted: Inductive Deductive Method

Assignment:

Coordinating conjunctions

<p>FOR is, like because, used to give reasons.</p> <p>I studied a lot in the last week, for I have a test tomorrow.</p>	<p>BUT is to joining two contrasting words or ideas.</p> <p>It is my birthday, but I'm not having a party</p>	<p>SO is used to show results.</p> <p>I was sick, so I stayed in bed.</p>
<p>AND is used to join words or ideas together.</p> <p>I like to dance and sing</p>	<p>OR is used to talk about choices or alternatives.</p> <p>I don't like cooking or washing the dishes.</p>	
<p>NOR is used to negate the second part of two negative sentences.</p> <p>My neighbor is not nice, nor do I like him.</p>	<p>YET is used to express extreme contrast.</p> <p>It is raining, yet there are lots of people at the beach.</p>	

Complete each of the sentences below by using any of the conjunctions from the table above and adding a second sentence.

1. I don't like skiing.....
2. Peter needs a better job.....
3. The bus was late.....
4. I was worried about my exam.....
5. The children are happy
6. They used to go to Paris often.....
7. I didn't have the time to prepare lunch.....
8. Mom gave me money to buy a new dress.....
9. The book was exciting
10. My sister is getting divorced
11. I don't go to the cinema very often.....
12. She had to stay in bed.....
13. I would like to move to an other city.....
14. I like working out.....
15. My car was broken.....

Closure: So today we have learnt about conjunctions and coordinating conjunctions.




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Metric No. 2.4.5

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

**2. Developing assessment tools for both online and offline
learning.**


Dr. (Ms.) Sally Enos
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Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

B.Ed. 2020-2022; Subject-History

This paper contains 10 multiple choice questions, each carrying one mark. Total mark is 10 and time given is 15 minutes.

* Indicates required question

1. Email *

2. Name of the Student *

3. Roll No. of the student *

4. Shivaji Maharaj was born in the: *

1 point

Mark only one oval.

Shivneri fort

Raigad fort

Panhalgad fort

Vishalgad fort

5. The Ninth guru of the Sikhs who protested strongly against Aurangzeb's religious intolerance was: * 1 point

Mark only one oval.

- Guru Har Rai
- Guru Harkrishan
- Guru TeghBahadur
- Guru Gobind Singh

6. The Mughal architecture attained unrivalled magnificence during the reign of: * 1 point

Mark only one oval.

- Babur
- Akbar
- Jahangir
- Shah Jahan

7. Which of the following incident led to the subsequent withdrawal of Non-Cooperation Movement? * 1 point

Mark only one oval.

- Creation of Bengal Presidency
- Partition of Bengal
- JallianwalaBagh Massacre
- Chauri-Chaura incident

8. In 1930, Mahatma Gandhi started the Civil Disobedience Movement from: * 1 point

Mark only one oval.

- Sevagram
 Dandi
 Sabarmati
 Wardha

9. The Administrative Council of Shivaji was known as: * 1 point

Mark only one oval.

- Parishad
 Mantriparishad
 Ashtapradhan
 Rajyaparishad

10. It is believed that the Bhakti movement originated in: * 1 point

Mark only one oval.

- East India
 South India
 West India
 North India

11. One of the following was considered as the unique discovery of the 20th century: * 1 point

Mark only one oval.

- Photography
- Radio
- Powadas
- Films

12. In Maharashtra, before the times of Shivaji Maharaj, many villages together * 1 point made up a:

Mark only one oval.

- Paragana
- Mauja
- Kasba
- Peth

13. The leader of Indian National Army(Azad Hind Sena) was: * 1 point

Mark only one oval.

- Rash Bihari Bose
- Sardar Vallabhbhai Patel
- Netaji Subhashchandra Bose
- Swatantryaveer Sawarkar

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Google Forms

2018-20

WEIGHTAGE TO OBJECTIVES

Sr.No.	OBJECTIVES	MARKS	PERCENTAGE
1.	Knowledge	2	10%
2.	Understanding	8	40%
3.	Application	4	20%
4.	Skill	6	30%
TOTAL:		20	100%

WEIGHTAGE TO ITEM FORMAT

Sr.No.	CONTENT	MARKS	PERCENTAGE
1.	Objective	2	10%
2.	Short Answers	10	50%
3.	Long Answers	8	40%
TOTAL:		20	100%

WEIGHTAGE TO SUB-UNITS [CONTENT]

Sr.No.	SUB UNITS	MARKS	PERCENTAGE
1.	Number Line	6	30%
2.	Addition of Integers	4	20%
3.	Opposite Numbers	3	15%
4.	Comparing Integers	3	15%
5.	Subtraction of Integers	4	20%
TOTAL:		20	100%

WEIGHTAGE TO DIFFICULTY LEVEL

Sr.No.	Form Of QUESTION	MARKS	PERCENTAGE
1.	Easy	2	10%
2.	Average	10	50%
3.	Difficult	8	40%
TOTAL:		20	100%

(Signature)

Dr. (Ms.) Sally Eno
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pillai Teacher Training & Research Centre
Plot No 1, Sector-3, Khanda Colony,
Anwar-210 206.

20/9/19

2018-20

BLUE PRINT

TOPICS	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
	O	SA	E	O	SA	E	O	SA	E	O	SA	E	
Number Line	(1/2)1			(1/2)1	(1)2		(1)1	(1/2)1		(1)1	(1/2)1		6
Addition of Integers			(1/2)1			(1 1/2)1			(1/2)1			(1/2)1	4
Opposite Numbers	(1/2)1			(1/2)1	(1)1		(1/2)1			(1/2)1			3
Comparing Integers					(1)1		(1)1			(1)1			3
Subtraction of Integers			(1/2)1			(1 1/2)1			(1/2)1			(1 1/2)1	4
TOTAL	1	2	1	1	4	3	3	4	1	3	3	3	20

6/1/16
1/1/16

K.E.S. INDUBAI A WATEKAR ENGLISH
MEDIUM SCHOOL, PANVEL
MATHEMATICS TEST

NAME: _____ Roll No. _____
SID: VI _____
DATE: _____ DURATION: 30 Minutes

I Fill in the blanks: (2 M)

- 1. Positive numbers, zero and negative numbers together form _____
- 2. The sum of two opposite numbers is _____

II Solve the following: (4M)

- 1. Classify the following as positive and negative integers. - 86, 69, -25, +82, +18, -1
- 2. Write the opposites of given numbers
47, -45, +19, 21, -5, 100

III Do As Directed: (6M)

1. Write the proper signs $>$, $<$ or $=$ in the boxes below.

- (i) -8 10
- (ii) 7 -7
- (iii) 3 0
- (iv) 9 9

Scoring key

2. Draw a number line and mark the following points and label the points:
-4, -6, +8, 9

2018-20

IV Solve the following: (8 M)

- Subtract the numbers from the top row from the numbers in the first column and write the proper number in the empty boxes

-	6	9	-4	-5	0	+7
3						
8						
-3						
-2						

- Complete the table given below and mark the points on the number line.

+	8	4	-3	-5
-2				
0				
-4				

Ans 20/9/19

Q.No. Sub Q.No.	CONTENT	OBJECTIVES	SPECIFICATIONS	TYPES OF QUESTIONS	DIFFICULTY LEVEL	MARKS	TIME
1. (1)	Number Line	Knowledge	Recalls	Objective	Easy	1	1 min
(2)	Opposite Numbers	Knowledge	Recalls	Objective	Easy	1	1 min
2. (1)	Number Line	Understanding	Compares	Short Answer	Easy	2	3 min
(2)	Opposite Numbers	Understanding	Understands	Short Answer	Easy	2	3 min
3. (1)	Comparing Integers	Understanding + Skill + Application	Solves	Short Answer	Average	3	5 min
(2)	Number Line	Understanding + Skill + Application	Solves and draws	Short Answer	Average	3	5 min
4. (1)	Subtraction of Integers	Understanding + Application + Skill	Solves	Long Answer	Difficult	4	6 min
(2)	Addition of Integers	Understanding + Application + Skill	Solves and draws	Long Answer	Difficult	4	6 min
TOTAL:						20	30 min

Dr. (Ms.) Sally Eros

PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pillai Teacher Training & Research Centre
Plot No. 1, Sector-3, Kharunta-Golconda,
Hyderabad-500 006.




**Mahatma Education Society's
Pillai College of Education & Research**
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

Metric No. 2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in the....

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

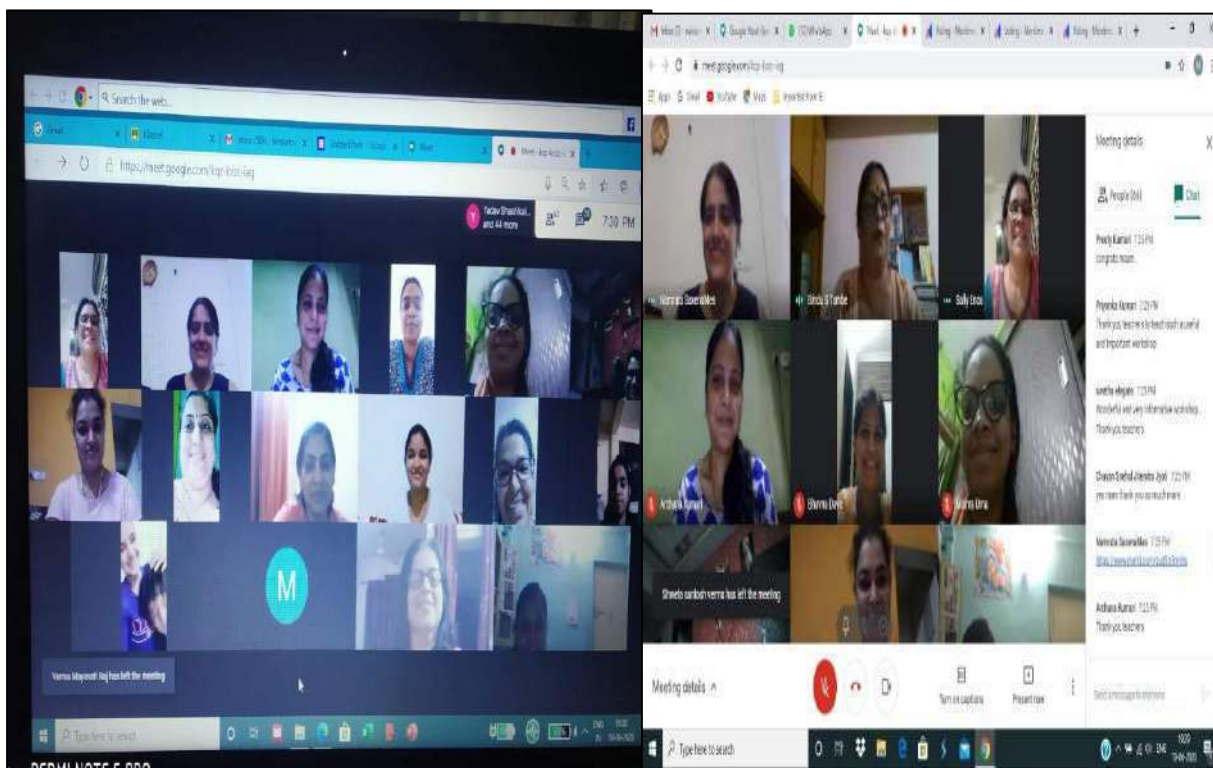

Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
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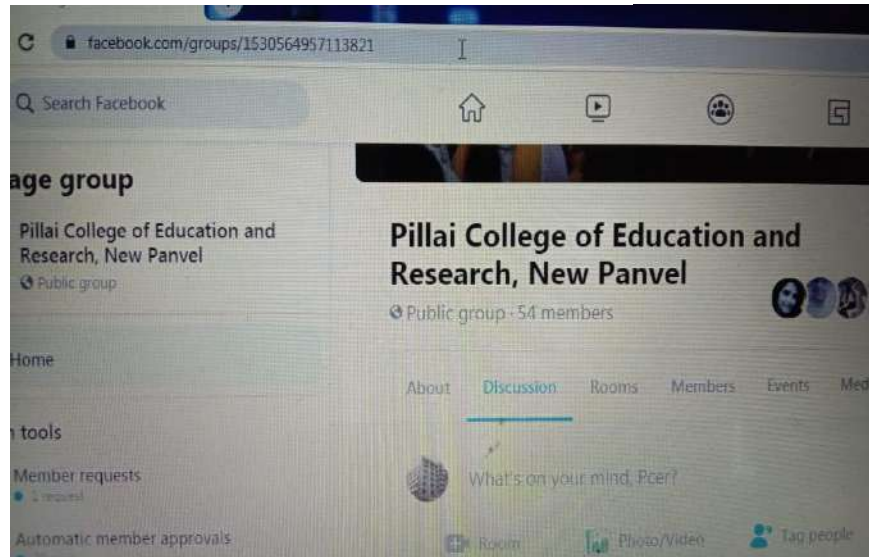
USE OF GOOGLE MEET



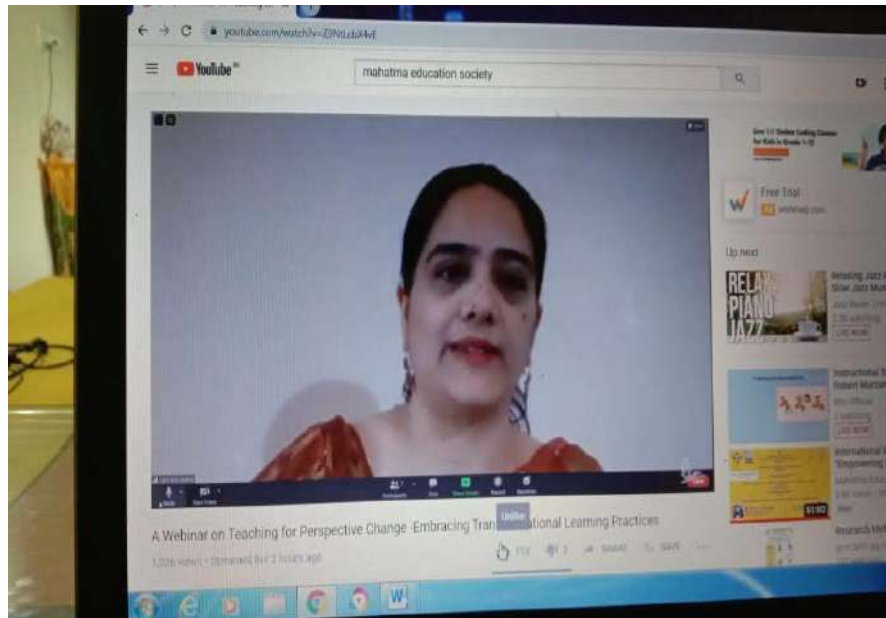
Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.

USE OF SOCIAL MEDIA PLATFORMS- YOU TUBE, FACEBOOK

FACEBOOK PAGE



YOUTUBE



Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No. 1, Sector-8, Khanda Colony,
New Panvel-410 206.




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Pillai College of Education & Research**
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Metric No. 2.4.5

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

**4. Identifying and selecting/ developing online learning
resources.**


Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panvel-410 206.


USE OF VARIED TOOLS FOR TEACHING –LEARNING

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL

FORMATIVE ASSESSMENT TECHNIQUES - ONLINE TEACHING-LEARNING

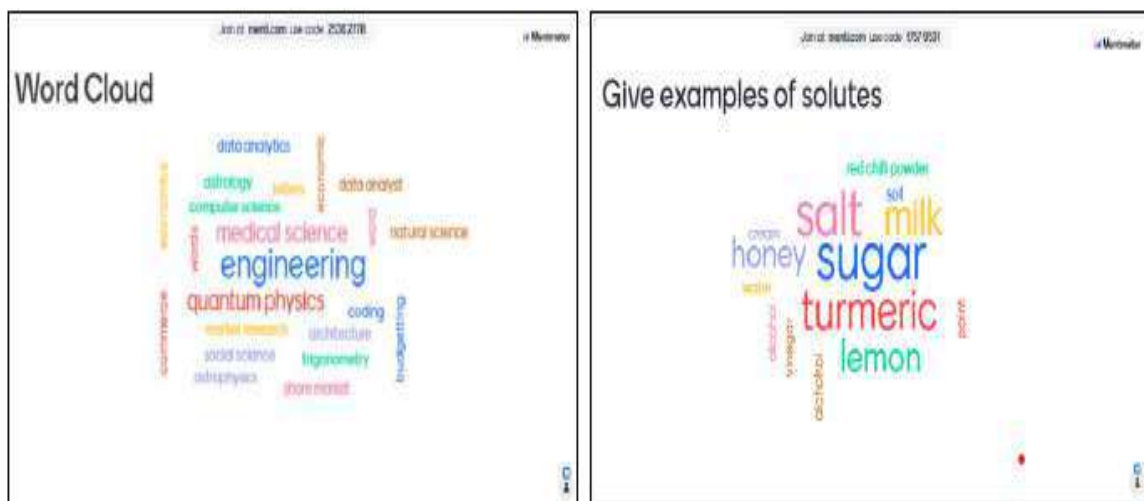
JUNE 01 - 06, 2020
11.00 AM - 12.00 PM

DAY 1: FINDING COPYRIGHT FREE IMAGES AND MUSIC
DAY 2: MATCH THE PAIRS
DAY 3: CREATING QUIZ
DAY 4: IMAGE HOTSPOT
DAY 5: DRAG AND DROP
DAY 6: MAKING GOOGLE FORM



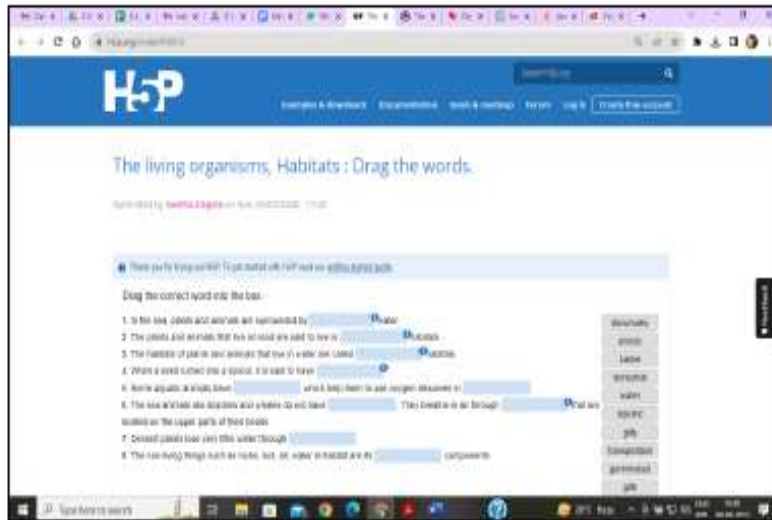
OPEN TO ALL STUDENTS, TEACHERS AND ALUMNI OF PCER, NEW PANVEL

MENTIMETER



Drag and drop – Topic - Living organism — By Ms. Shweta Elegate


<https://h5p.org/node/910512>



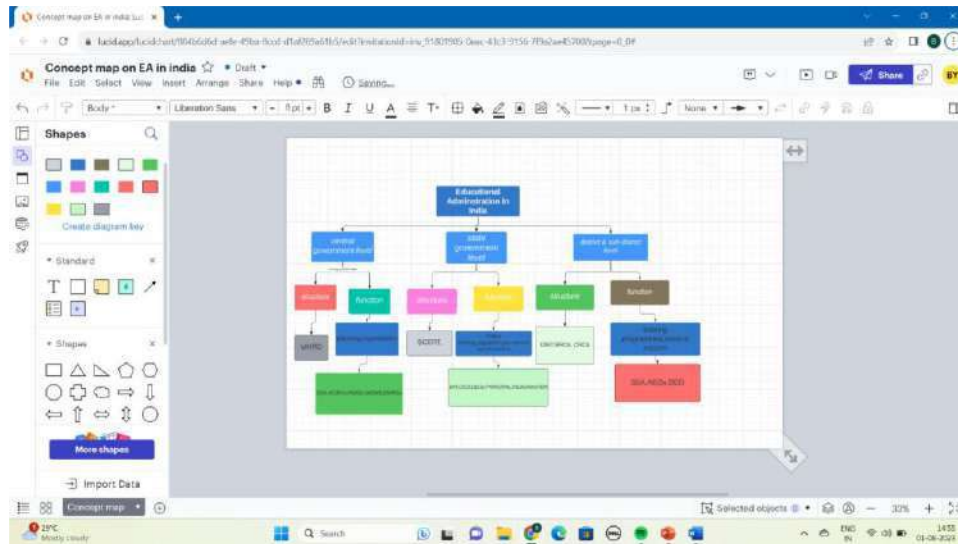
Interactive Video – Topic – Law of Gravity – By Ms. Anjali Jha

<https://h5p.org/node/915889>

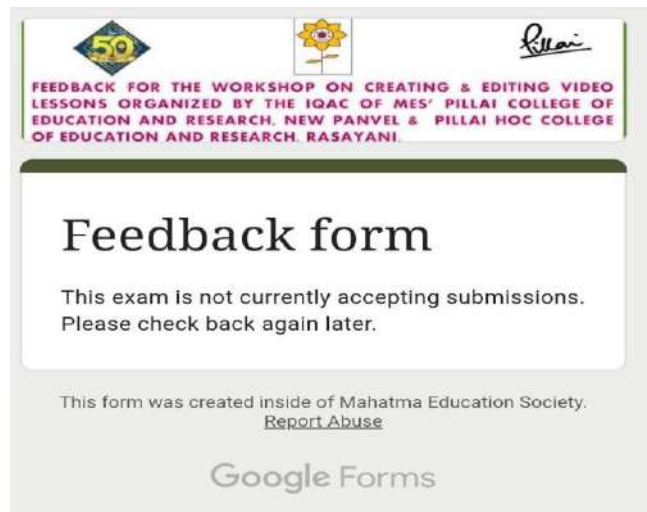
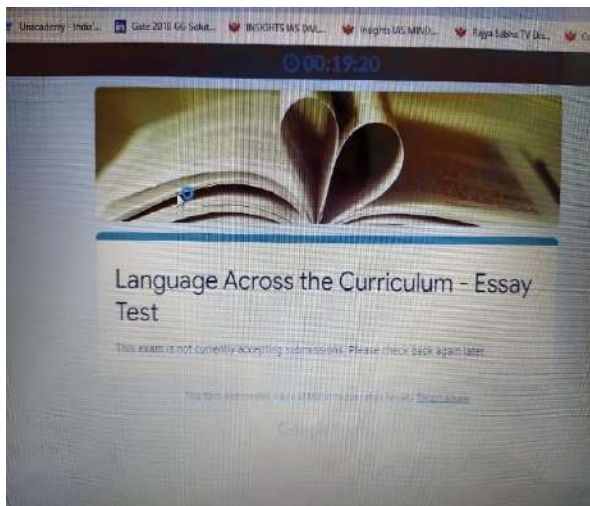



Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
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Use of Lucidchart for Concept mapping



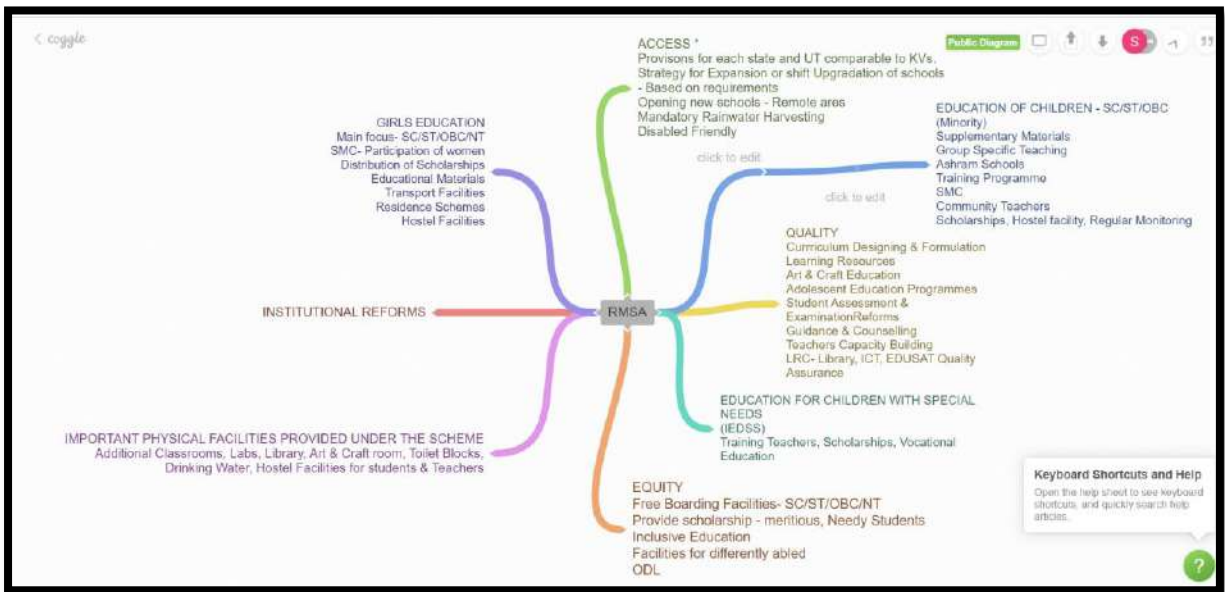
USE OF GOOGLE FORMS



Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
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Online Learning Resources

Use of Coggle for Concept Mapping



Use of Mentimeter for Brainstorming

The screenshot shows a Mentimeter presentation interface. At the top, it says 'Join at menti.com | use code: 2945 0024'. The main slide content is:

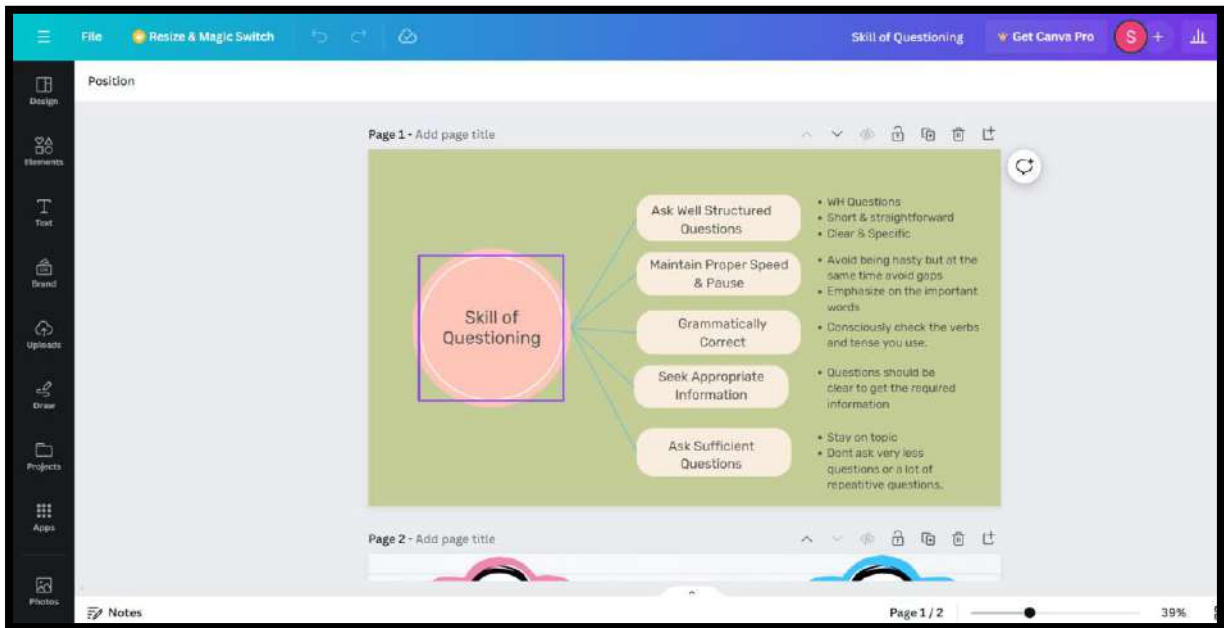
When you watch a movie, drama, or any other performance, what are the elements that you focus on?

53 responses

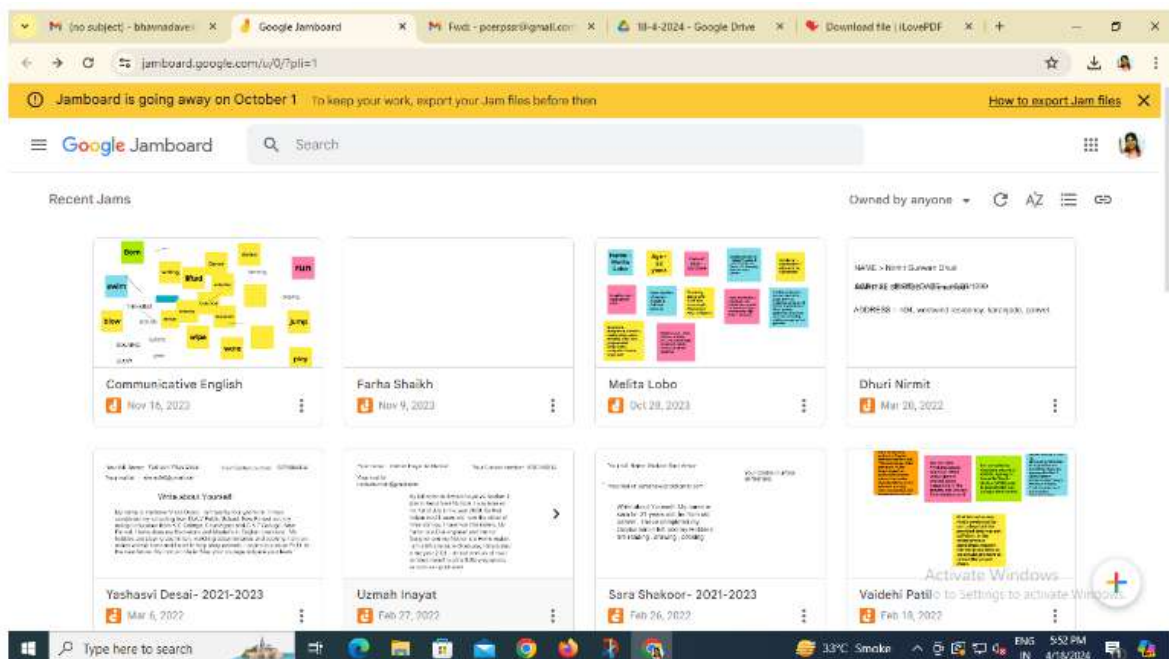
The word cloud contains the following terms: story, dialogue, plot, acting, emotions, vfx, graphics, watching dance, expression, plot and moral, background, music, lighting, the way of crying, concept, directing, songs, expressions, dialogue, acting, emotions, good script, character appearance, character presentation, acting, emotions, vfx, graphics, watching dance, expression, plot and moral, background, music, lighting, the way of crying, concept, directing, songs, expressions, dialogue, acting, emotions, good script, character appearance, character presentation.

On the left side, there is a navigation menu with buttons for '+ New slide', 'Import', 'Interaction style', 'Use of various media', 'CHECK POINT', 'When you watch a movie', and 'Drum roll'. At the bottom, there is a 'Speaker notes' section.

Use of Canva for Making Infographic Template



Use of Jamboard for Brainstorming



Use of YouTube for making Value Added Certificate Courses



Use of Padlet for Brainstorming






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Metric No. 2.4.5

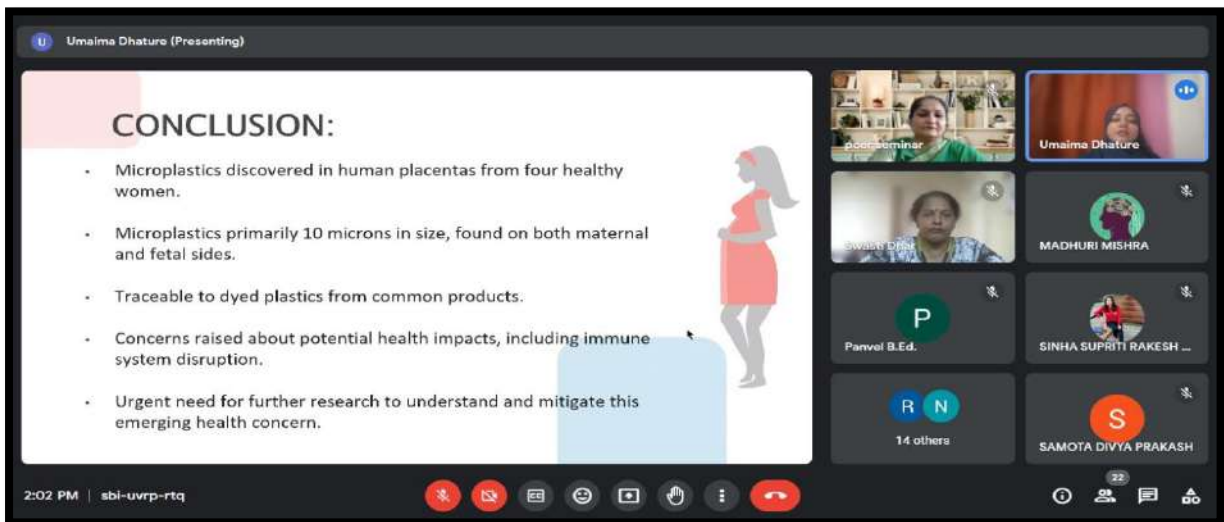
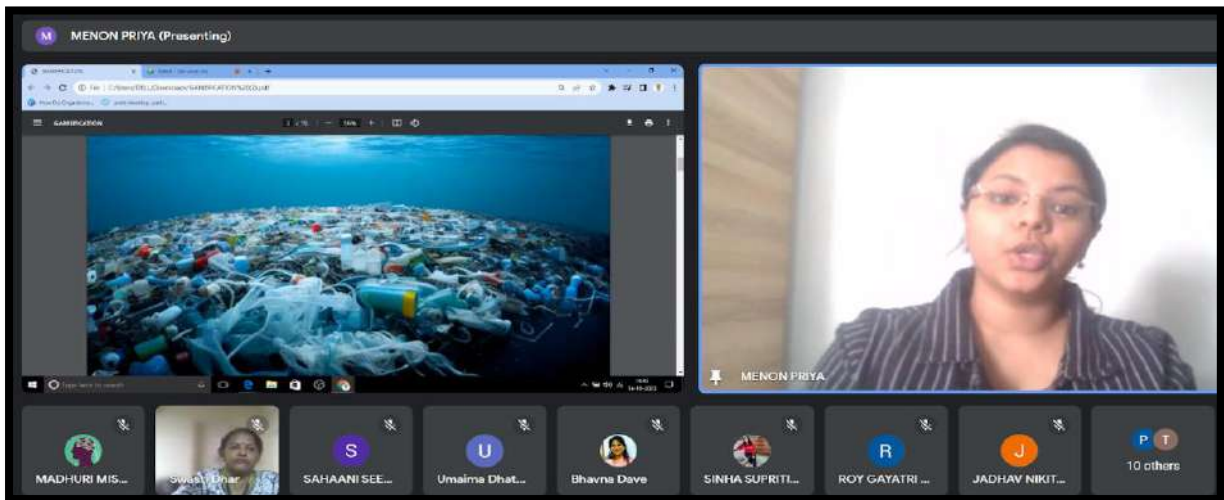
Adequate skills are developed in students for effective use of ICT for teaching learning process in the....

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

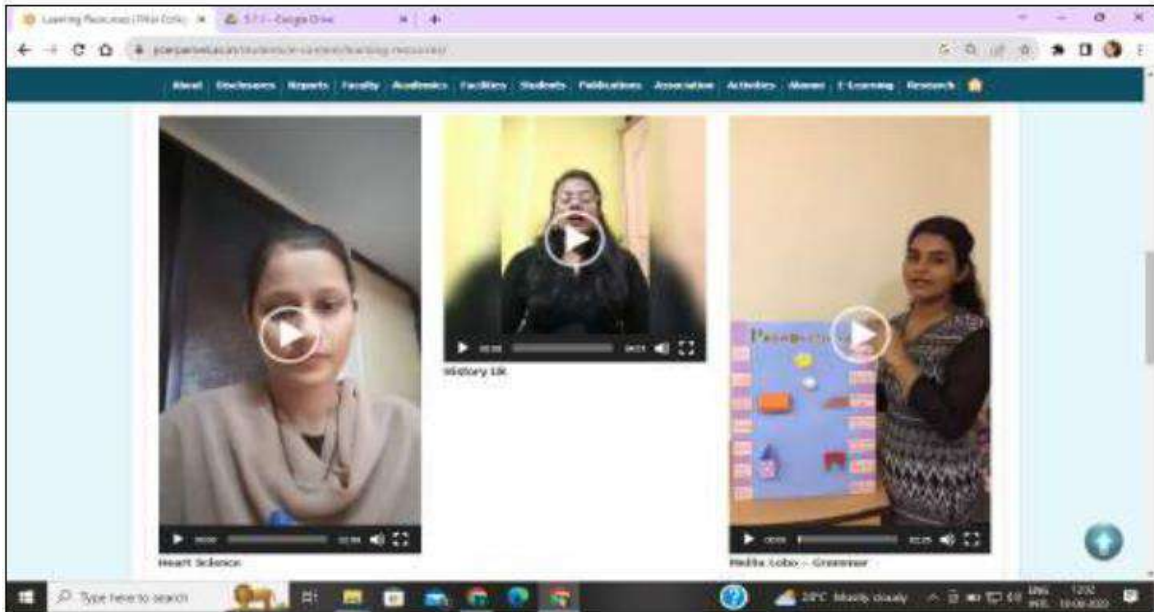

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Learning Activities

Online



Creation of E-Learning material on different pedagogy



Creating Spoken Tutorials



Face to Face Situations

