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ISSUE NO.
TWO

The Official e-Bulletin of The Lord's Universal College of Education

- Editor's Letter
- Students Space
- Internship Activities
- Lesson Plans
- Upcoming Events

O.M. 2014

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EDITOR'S NOTE

New Season, New Start

A hibiscus flower blooms only for a day after which it withers and dies. Fortunately as human beings we get to wake up each morning to a new beginning, a fresh start ...until we don't.

Once a year for a couple of months we have the monsoon season with its moody showers that transform the land into a lush green carpet. The rain bearing clouds form over oceans and rivers and seas and float into our cities and towns to replenishing our water supplies.

With that metaphor in mind our theme for this bulletin's issue is 'A New Beginning' . Academic years all over Mumbai usually begin in the monsoon. It may seem like an inconvenient time but what if we think of it as a fresh start? Just like the way it is for our earth...it somehow makes sense, doesn't it?

We hope that this issue is as much a delight to read as last time's was.

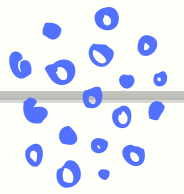
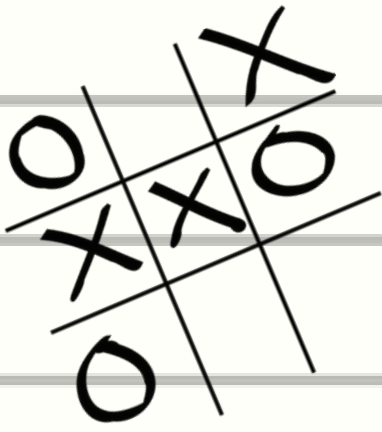
Happy Reading!

Sincerely,
The Editorial Team.

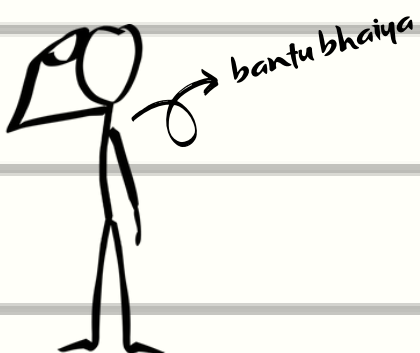
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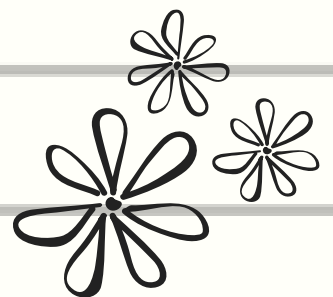
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Ashutosh Samarth
Jyoti Rathod
Foram Shah



Students' Space



bantu bhaiya



Literary Creation

नयी शुरुवात है ये एक नए सफर की
ख्वाहिशात से भरी है उमीद ये नज़र की,
रुकावटें तो बहुत होगी इस सफर में,
हौसलों से भरी है चाहते ये उम्र की

-AFIFA MOMIN
S.Y.B.ED.

ये नयी शुरुवात न जाने क्या रंग लायेगी,
पता नहीं किस मूड पे हमे ले जायेगी,
मंज़िले तो हमने तय कर ही ली है ज़िन्दगी की,
रास्तो का पता नहीं ये किस और हमे ले जयेगी

-AFIFA MOMIN
S.Y.B.ED.



Annual Day 2019

The Annual Day program was a celebration of efforts - of teaching, achievements, overcoming hurdles, conquering peaks and achieving targets. It was a day to reflect on the endless list of tasks successfully completed, some routine, a few special and some breaking new ground in the imparting training to our student-teachers. The year was packed with activities beginning with and continuously orienting & shaping the minds of the young student-teacher and ended with the second year student-teacher ready to graduate as finished products to meet head-on the challenges presented by the ever changing demands of pedagogy and the teaching vocation of the 21st century.

Event Highlights

- Dance by Troupe
- Solo Dance
- Singing
- Prize Distribution Ceremony
- Prize for award winning House
- Speech By The Hon. Guest
- Guidance to students by Honorable Principal



Farewell 2019

The Farewell was a bitter-sweet event that will always be looked back upon with a sense of nostalgia. It was a day of goodbyes and memories, of laughter and tears, of closed chapters and new journeys, old fights were forgotten and laid to rest. It was a celebration of the bonds forged between the first and second years. The Farewell was a last momento for all those who were a part of it. A day that was filled to the brim with memories that would always remind anyone reminiscing of happy times.

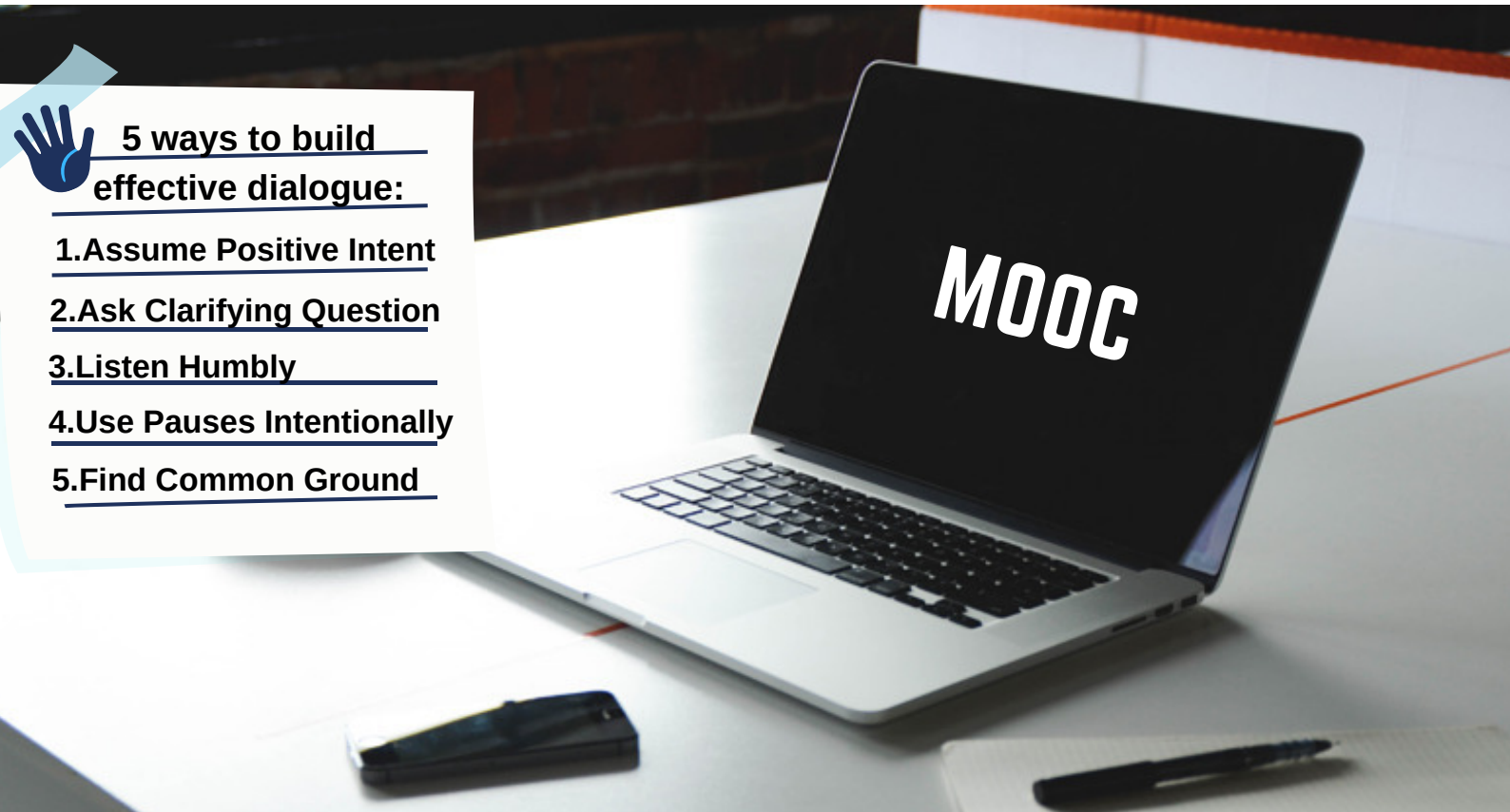
LUCE AWARD 2019

Event Highlights

- Group Dance
- Singing
- Games
- Sharing of Memories
- Farewell song by teachers



Students Venture into MOOC



5 ways to build effective dialogue:

1. Assume Positive Intent
2. Ask Clarifying Question
3. Listen Humbly
4. Use Pauses Intentionally
5. Find Common Ground

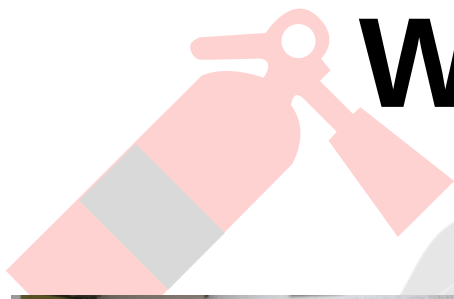
We were given an opportunity by our College to take up 'Massive Open Online Course' related to 'Communication Skills for Bridging Divides'. The duration of this course was for one week. It developed practical communication skills to mend divides and build a more tolerant and inclusive world. In this skills-based course, we explored practical strategies and techniques to apply in our daily life. We also learnt about the difference between dialogue, discussion, and debate, micro-affirmations; and how to be an ally.

Throughout the course there were videos clips shown in which experts speak and explain about different ways of building effective communication, along side a transcript for those who prefer to read and understand better by reading.

Further we learnt about micro-affirmations which helps us to communicate with others especially those who are different from us like a friend, a neighbor, or a family member. This simple tool can forge a connection that creates common grounds. There is also a quiz provided to test our learning, the quiz was basically included yes-no type of questions related to situations that occur in our day to day life.

In this course we could also post our comments, ask questions or have discussions related to the topic with fellow learners across the world. At the end of the course we were provided with a graph related to our progress the graph was based on different paradigms such as - Dialogue, Micro-Affirmations, Allyship and overall communication commitment.

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WORKSHOP

FIRE SAFETY



The Lords Universal College of Education conducted a Basic Fire Safety Workshop for its students on July 5th 2019.

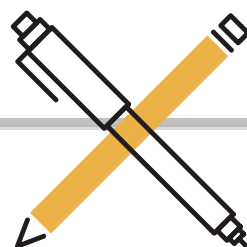
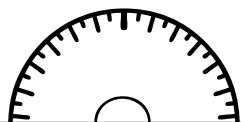
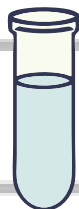
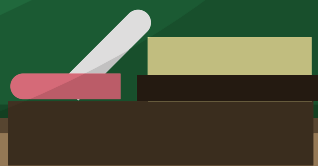
It turned out to be an enlightening session for each one of us. Prior to the Workshop we were asked to fill up a questionnaire regarding our knowledge about Fire safety. Mr. Sachin Mahangare conducted the sessions in two phases.

In the **1st phase** Mr. Sachin briefed us about the attributes of fire. He also threw light upon the different categories of Fire extinguishers. The P.A.S.S method proved to be effective in using the Fire extinguisher.

The **2nd phase** was the practical application of what we learnt in the 1st phase. We were acquainted with two types of Fire extinguishers. We were taken to a safe place and asked to use the fire extinguisher to extinguish the faux fire. This hands-on experience was needed to help us grasp the implications a real fire would bring. This workshop benefited us in many ways. As teachers, we ought to know the basic safety measures to take the right course of action in such situations.



Teacher's Space



GOOGLE DOCS...

THE ULTIMATE LESSON PLAN PLATFORM

The Third Phase of our Internship began in the month of July roughly a week after college reopened. It was filled with preparations for the Internship. Lesson Plan workshops were conducted back to back along with research methodology lectures. Everyone was allotted schools and colleges for their practice teaching. The only time we would be coming to college would be on Saturdays. This left almost no time for getting our lesson plans checked. It would especially be difficult to come to college in the middle of the week to get our lesson plans checked.

The teachers availability would be subject to their supervision schedule. Given all these odds, the one solution that shone through was the use of Google Docs. Google Docs allows editing simultaneously in real time. The commenting feature allows for remarks to be left. Using docs, students can send their lessons from the comfort of their homes and teachers can correct from the comfort of theirs.



“Google Docs allows simultaneous editing in real time”

This has made getting lesson plans approved easier and faster. It's a full proof system as the lesson isn't accepted until the method masters "approved" comment is present. This guarantees that the student teachers have got their lesson plans approved. Another benefit is that the soft copy is also preserved for future reference. The soft copy is easily available and can be accessed from anywhere with an internet connection.

Using Google Docs for this purpose is an excellent example of technology being used productively. Teaching in India has generally been slow to adopt change especially related to Technology. Leveraging technology with the time-tested methods of pedagogy can make learning fruitful, efficient and help save time, a precious resource in this age.

Online Lesson Planning Guidance via Google Docs

Normal text ▾ | Calibri ▾ | 11 ▾ | **B** *I* U A           

Facts: Insurance are of 3 types such as life, fire, marine

Theme: Insurance is a protection against financial loss arising on the happening of an unexpected event

Concept: meaning of life insurance

2. Brief Summary of Content:

This lesson is about life insurance, type of life insurance .

3. Values/Core Elements:

Constitutional obligations

4. Methods and Strategies:

Flipped classroom

Testing of Learning:

1. what is whole life policy?
2. Explain money back policy ?
3. What is pension plan policy?

Home Assignment-

- List different companies which provide life insurance policy in India?

Lesson plan is approved

Add your content from Textbook's images here.



Add concepts which are there in ur lesson. Like insurance, add more concepts



Write concepts only which you are going to cover in your lesson



Describe in brief about types of insurance



Add more questions



Add more questions



List Indian companies providing life insurance - reframe



Lesson plans are approved. Do the suggestive changes in your fair lesson plan as per the discussion.



WORKSHOP LESSON PLANNING



Lesson planning is at the spirit of being and effective teaching. It is an artistic process that allows us to fuse our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum and the teaching contexts. It is a time when we envision the learning we want to occur and scrutinize how all the pieces of the learning experience should fit together to make that vision a classroom reality. It gives teachers not only the opportunity to think intentionally about their choice of lesson objectives, various types of activities, sequencing of activities, grouping of students, etc. such kind of planning allows teachers to evaluate their own knowledge with regards to the content to be taught.

LUCE organised a 30hours lesson plan workshop for degree college teachers in the month of June, from 24/06/ 2019 to 30/06/2019 equip teachers with minute details on lesson planning which will help them building meaning full connection with the learners. The highlights of the workshop were analysis of the content followed by group work, Bloom's Taxonomy and learning outcomes, skill of introduction, skill of explanation, skill of probing questions and illustration with examples, skill of closure. Teachers also got opportunity to observe integrated lessons in different methods and also experience writing a lesson plan by themselves.

The workshop gave clarity on what needs to be done how and when it needs to be done. It also gave autonomy to the teachers to solve queries related to lesson planning workshop and provided hands on experience while participating in group work. Teacher gained insight in understanding all aspects of lesson planning and thereby becoming more confident when dealing with students of their class.

-Ms. Soma Guha
-Ms. Sonali Singh

Google Classroom



We at Lords Universal B.Ed College have successfully utilized the developments in Technology in the field of Education & Teaching to facilitate interactive & collaborative sessions between Teachers & Students. Teaching & Learning has gone beyond the classroom and the limitations of set timings. Google Classroom has become a tool to publish content to the student who can read, study, analyse and collaborate with peers overcoming the hurdles often imposed by time, place, teacher's availability and even the set timetable. It also facilitates students who are responsible for earning for the family or for funding their education. They log into the Google Classroom after work to study the content. Students participate in discussions, attempt quiz posts, post their assignments, submit essays, presentations and even get their queries clarified by their teachers.

Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way.





Upcoming

Woohoo, no work due soon!

View all

Share something with your class...

Sonali Singh [B'Ed] posted a new material: Learning activity- 4
Jul 17

Sonali Singh [B'Ed] posted a new assignment: Quiz on Concept of language
Jul 17

View your workGoogle CalendarClass Drive folder

Unit-1 Language and its functions

Unit-1a Concept of Language Learning ... 8

Posted Jul 17

Learning activity -2

Posted Jul 17

Learning activity-3

Posted Jul 17

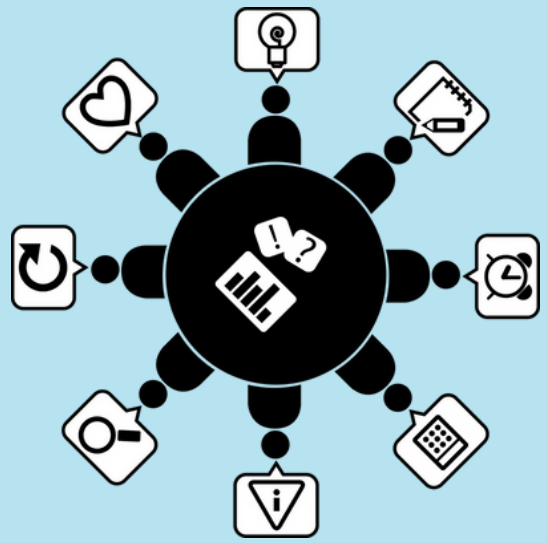
Learning activity- 4

Posted Jul 17

Quiz on Concept of language

No due date

Internship Activities



DO'S AND DON'TS OF INTERNSHIPS

- ✓ Smile
- ✓ Be presentable
- ✓ Prepare your lessons thoroughly
- ✓ Always be Patient

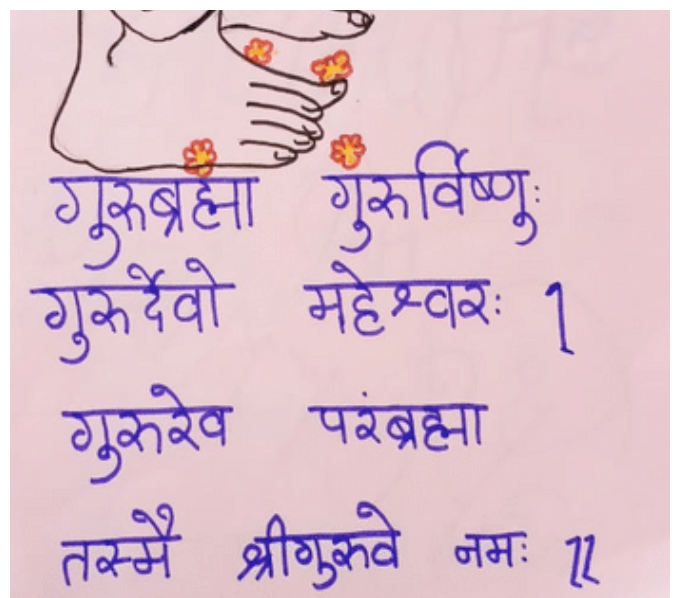
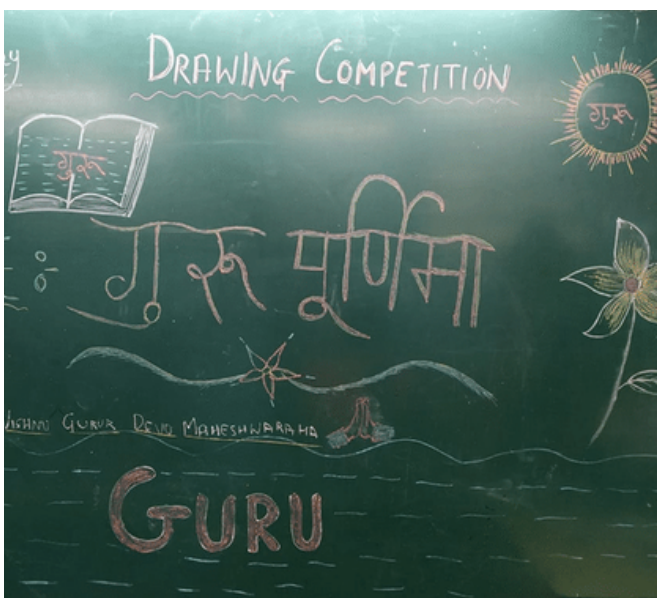
- ✗ Don't be late
- ✗ Don't hit the child
- ✗ Don't back answer your Supervisors
- ✗ Don't be forgetful

During Internship, the student-teachers are required to undertake a variety of activities. However, for undertaking the activities, the student-teachers are required to develop understanding, competencies, and skills.

Understanding the Internship School and the community around.

- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus.
- Teaching as a substitute teacher.
- Mobilisation and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organisation of remedial teaching.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.





GURU PURNIMA

Guru Purnima was celebrated in the internship schools and colleges with great enthusiasm shown by the student teachers, teachers of respective schools and colleges as well as the students. Student teachers took up various activities in their respective internship schools like drawing competitions and essay competitions on - 'How Teacher Changed My Life'. Other activities were also conducted like extempore on my favourite teacher and power point presentation were also made by some of the student teachers on the meaning of 'Guru' emphasising that, Guru is the one who removes darkness of ignorance.

Students were encouraged to share their experience of how various people have acted as gurus in their life. Students also prepared cards for student teachers and greeted all the student teachers. This helped the students to develop a new perspective of the word GURU in their life. Presentation of the same was done in TBA by the student teachers showcasing their experiences



NURTURE THE NATURE

The second activity conducted by us during our practice teaching was based on the theme 'Nurture the Nature'. We conducted different activities like poem recitation, essay writing, debate etc. in our respective practice teaching schools. This helped to foster an understanding about conservation, sustainability and preservation of natural resources. Another activity conducted was the planting of saplings.

We presented our activity which we conducted during our TBA. Each internship group of student-teachers presented the activities conducted by them. We also got a chance to share our experience and how the students responded to such activities. The initiative was a success in every Internship institution.

BMC Mithanagar, Goregaon (w)



BMC Students Getting
Trained To Maintain
Good Hygiene



Our Student -
Teachers
Contributing In
The Vaccination
Drive At BMC
School

**'Curtain Raiser event for
Hunger Education in schools'
organized by Rise Against Hunger India (RAHI).**



Our Student - Teachers participated in this event Organized by
Pragnya Bodhini High School, Goregaon

The objective of the event was to sensitise the society about the issue of hunger across the globe. It also provided a hands on experience of food packaging to the participants.

Tobacco Free Schools - An Awareness Session



Our Student - Teachers participated in this event Organized by
Pragnya Bodhini High School(PBHS), Goregaon

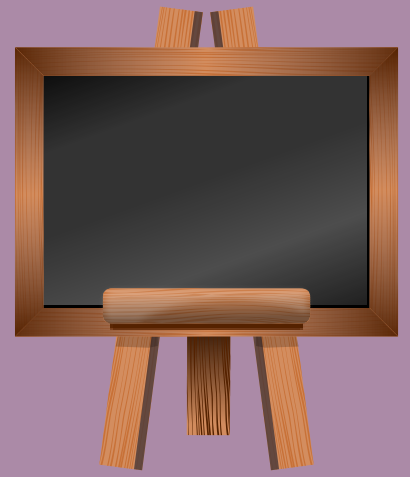
- Advice To Stay Away From Addiction
 - Ill-effects Of Addiction Especially Among Youth
 - Spread Awareness About Harmful Effects Of Tobacco
 - Design For Students As Per Need Of The Times And Severity Of The Issue
-

Session For Disaster Management

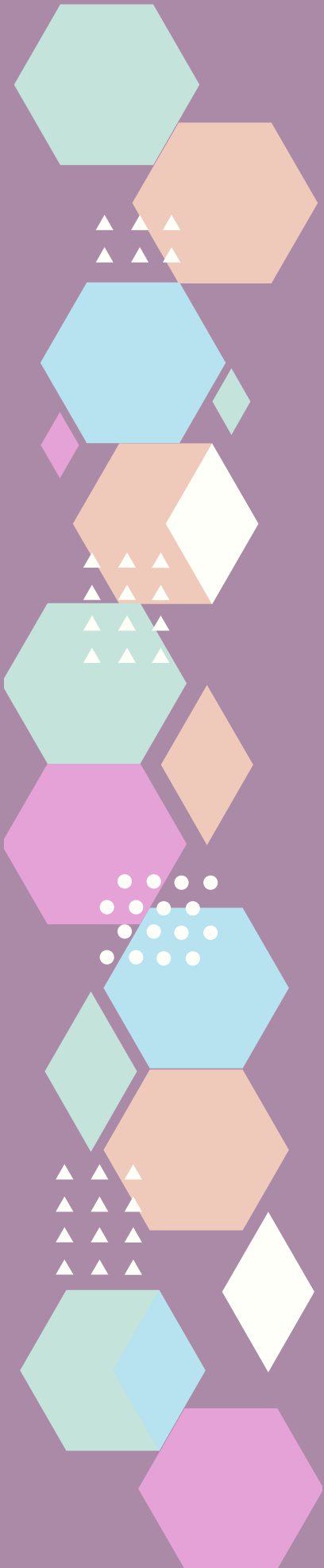


Our Student - Teachers participated in this event Organized by
Pragnya Bodhini High School(PBHS), Goregaon

- Do's And Don'ts In Crisis Situations
 - Stories Shared About Natural Disasters
 - Tips To Save Themselves And Close Ones
 - Interactive Session Ensures Student Participation
-



*Lesson Plans
Implemented
during
Internship
using different
Learning Strategies*





Circle the Sage

Topic- Revolt of 1857

Content Analysis -

Facts:- 1857 revolt was the first organized struggle against the British. the British followed the policy which questions the religious sentiments of Indians. The first martyr of the revolt was Mangal Pandey.

Concept:- Revolt.

Core Element :- The history of India's freedom movement, values to be emphasized equality, respect for each other.

Methods and Strategies- Cooperative learning method- Circle the Sage strategy, Group work.

Learning Outcomes

Student will be able to:-

- 1) Explain the causes of the revolt
- 2) analyse how the British interfered with Indian customs that led to discontent among Indians
- 3) Categorize the causes of the revolt into immediate cause, political, social and economic cause
- 4) appreciate the lives and sacrifices made by various leaders
- 5) connect religious influences as being the triggers for rebellion for the revolt of 1857
- 6) Conduct communicative discussions to spread the piece of information they have to the other members of different groups.
- 7) accept sharing and respect each others' opinions

Previous knowledge:- Pupils know about British and their practices towards Indians

Procedure:-

Content points	Students' learning activities	Tr's Activity & Main questions
<p>Stage -1 Pre lesson activity: Training of sages for different causes of revolt</p> <p>Sage Chanakya- Political Causes: -Annexation of Indian states by Dalhousie - Doctrine of lapse -Nana Saheb, Tantia Tope and Rani Lakshmi Bai were the brave leaders to the whole movement -Expansionist policy of Dalhousie led to great resentment among Indian rulers</p> <p>- Kapila- Economic Causes -Introduction of land revenue system - insecurity feeling between landlords - Large scale unemployment and economic distress</p>	<p>4 sages receive training from the teacher related to the content</p>	<p>Teacher identifies students and selects 4 sages and train them with the information to be delivered. She also assigns them names as Chanakya, Kapila, Anasuya, Jaimini</p>

-Anasuya- **Social and Religious Causes**
 -dominance of western culture
 - British interference with Indian customs
 -Conversion of people of different faith into Christianity

Sages do as directed

Jaimini- **Military causes and Immediate causes.**
 -Discontent among common people
 - Introduction of enfield rifle with greased cartridges
 - Hurt the religious sentiments of Indian soldiers

Students listen carefully, Assign identity on the basis of numbers called out, i.e, Group 1,2,3,4 Discuss in their groups to assign sages.

Teacher **gives** following instructions to the sages and the other students
 - **to 4 sages** stand in the 4 corners of the classroom and pass on your knowledge to the group

Stage -2
Grouping of students
 all number1 - Chanakya
 number 2- Kapila
 number3- Anasuya
 number4- Jaimini

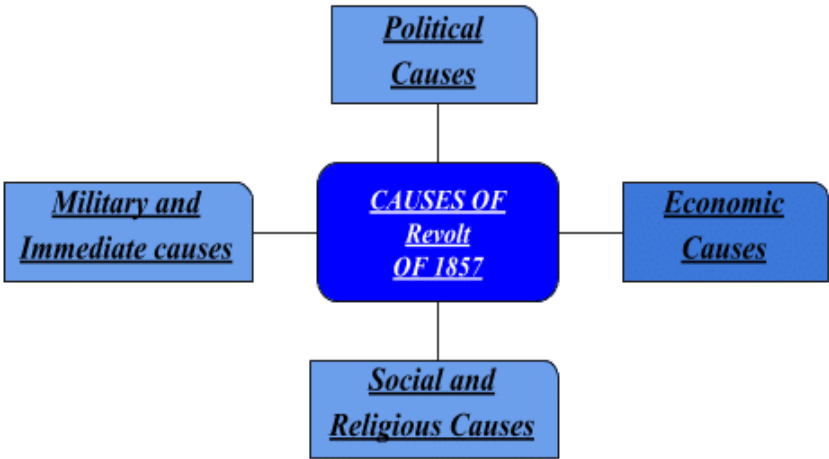
Sages introduce themselves and stand in four corners of the classroom

- Tr. ask **other students** to call out numbers from 1to 4 in a row and gives the following instructions:
 Form 4 groups based on common numbers between 1 and 4 assigned.
 - All students with number1 would go to sage Chanakya ,
 Number 2 students will go to Sage Kapila, No. 3

	<p>Students go to assigned sages and listen to them very attentively. They make a note of the information given by sages. After 15 minutes they go back to respective groups</p> <p>Every member of the group share his/her learning in the group ensuring that every bit of content is internalized by all members of their groups.</p> <p>Students share their piece of information</p>	<p>students will go to Sage Anasuya and no 4 students to Jaimini sage. The time will be followed strictly as follows: Interaction with sages 15 minutes</p> <p>Tr. Observe and ensure that students follow right direction </p> <p>Tr. Gives following instructions: Each member of the group now act as sub-sages to share their learning with co- members. Time will be 30 minutes</p>
<p>Stage 3. Execution</p> <p>Learning from Sages</p> <p>Individual accountability by sages for facilitating learning in all students.</p> <p>Becoming sub-sages</p> <p>(Group processing and Individual / group accountability for ensuring complete understanding of each member</p>	<p>Sub sages ensure complete understanding of each member</p>	<p>Tr. observes the group processing</p> <p>Tr. observes the group processing</p>

<p>Stage 4</p> <p>Evaluation:</p>	<p>Students express their opinion on the questions</p> <p>Students respond accordingly</p> <p>Students listen attentively.</p>	<p>Teacher tests the content gained by the students by randomly asking following questions to any student from any group.</p> <p>-Why did the greased cartridge offend both the Hindus and Muslims?</p> <p>- Why were the farmers, weavers and traders unhappy under British raj?</p> <p>- What is the Doctrine of lapse?</p> <p>Tr. Asks following I CA (RD)Question and keeps it open for all.</p> <p>Tr. asks Why Britishers could suppress the revolt?</p> <p>-What precautions should have been taken by Indian people to make the revolt successful?</p>
<p>Conclusion</p>		<p>Teacher concludes that there was a lot of discontent among Indian people and soldiers and hence these causes led to the revolt of 1857 which was also called the first war of Independence</p>

Closure:



Use of instructional Material: Name of the Teaching Aids:

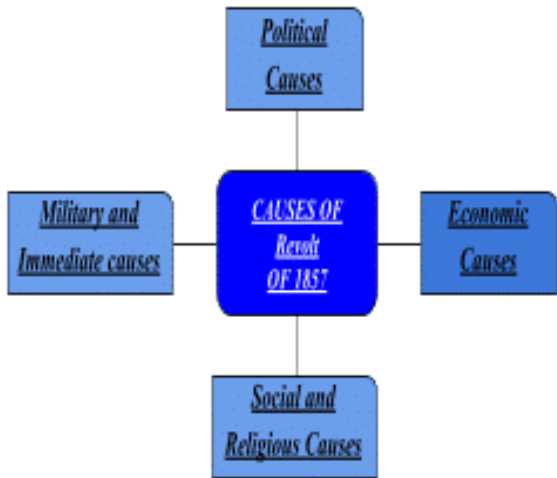
<u>Content Points where it is used</u>	<u>Description (How it will be used)</u>
Learning resources	Presentation by students

Date: 20/08/19

Subject: History

Topic: Causes of Revolt of 1857.

Chalkboard Work:

<u>Teaching Points</u>	<u>Teaching Points</u>	<u>Rough work</u>
		

Home Assignment - Imagine that you were a part of the revolt of 1857 what changes would you bring to make this revolt a successful one. List down your opinions in your notebooks.





Constructivism Approach -Blended Learning

Subject: Civics Topic- People's Participation

Analysis of learners: Suitable for students from Std. VII onwards.....

Content Analysis-

Facts- Identifying local problems, taking initiative in solving the problems, vigilance on the local government bodies

Concept- Social development, Active Participation, Passive participation

Core Element- Constitutional obligations / Values: Citizenship values

Task Analysis: Ability to ...

frame generalizations and peer evaluation, Use of online resources

Methods and Strategies- Constructivism approach – 5e's, Inquiry, discussion, questioning

Learning Resources: PPT, Online resources, two scenarios

Learning Outcomes

Student will be able to...

1. Critically comment on the people's active contribution towards maintaining healthy society.
2. Explore the ways to participate actively in social development.
3. Establish the relationship between people's participation and social development.
4. Reflect upon the importance of helping local government bodies.

Previous knowledge:- Basic knowledge of rights and duties of citizens and Local Body Government and social development

Procedure:-

Content points	Students' Learning Activities	Tr's Activity & Main Questions
<p>Recalling the previous knowledge:</p> <p>Social Development</p> <p>It is the process of capacity building for communication with</p>	<p>Students answer the questions</p>	<p>Tr. Asks the following questions:</p> <p>Why should we take care our environment.</p> <p>List the benefits of it to biotic and</p>
<p>other people and surrounding in order to ensure the wellbeing of every biotic abiotic factors in the environment.</p> <p>Phases of Constructivism:</p> <p>1. Engage:</p> <p>A scenario</p>	<p>Students define the concept of Social Development.</p> <p>Students listen attentively.</p>	<p>abiotic factors?</p> <p>Based on students' responses, tr, asks to define social Development. (RD)</p> <p>Teacher presents a situation:</p> <p>Shrikant after many attempts got a job in Mumbai. His prime concern before joining duties was to get a good residence. The real estate agent helped him to find a flat in a decent area. He was happy to see the house equipped with basic facilities.</p> <p>Time passed by. He was very happy with his job but not with his deteriorating health. He was forced to take medical leave for few days and rest under the care of his parents at his native place.</p> <p>Shrikant returned with fresh mind and body. This time his mother came along to take good care of him. But again he stared complaining about health</p>

		<p>His mother was concern and started observing the surrounding of the house. She also noticed the problems of mosquitoes and flies in the house during evening time.</p>
<p>2. Explore: (in line with following content points)</p> <p>a. By Ways of passive participation</p> <p>Identifying the problems.</p> <p>Garbage dumping and mismanagement by residence</p>	<p>Students discusses about the situation in groups using the questions given and come to the conclusion.</p> <p>Students view the PPT and You Tube to confirm their finding related to the problem that the character in the scenario must be facing.</p> <p>Students share their observations between groups.</p>	<p>Tr. Makes small groups of students and distributes a list of following questions as guidelines for discussion</p> <p>What is the problem here?</p> <p>What must have been the probable causes?</p> <p>If you were his neighbors how could you help him in this problem?</p> <p>Tr presents following learning material:</p> <p>A PPT on the present situation of garbage dumping in Mumbai</p> <p>A video on YouTube https://www.youtube.com/watch?v=fsdGsUOKWu4</p> <p>Tr, distributes following activities among groups:</p> <p>Viewing on Google the places where flies and mosquitoes are found</p> <p>Surfing through net YouTube to identify the causes of ill health.</p>

Students listens to the questions asked and responds accordingly

Ans: garbage around Shrikant's house

Insect bite being the cause for ill health

Peoples' wrong habits of disposal of garbage etc.

Assumptions drawn:
Many people in the locality must be suffering the same problem.

Create awareness among people

b. By way of Active participation taking initiative in solving the problems:

Taking the lead in solving the problem.

Students do as directed to find ways for Active participation in the waste management of the Government

Teacher asks students to share their experience in the class in line with the following main questions:.

Tr. Directs their attention towards specific aspects of their experiences.

Q: what are the common things that you identified?

Q: what as neighbors you should do?

What are the ways through which you as citizens can help Local Body Government?

Tr. Shows a Video on YouTube.

<https://www.youtube.com/watch?v=I-ZDMZYgcNw> That shows Active participation of people

Tr. also Asks students to search on Google how people can help

<p>3. Explanation: Cognitive construction of knowledge.</p> <p>Context related to Content...</p> <p>help local government bodies to solve them in a right direction.</p> <p>Meaning:</p> <p>Passive participation:</p> <p>Identifying the problem and suggesting measures to resolve the problems for social development.</p> <p>Active participation</p> <p>Citizens willingly joining and helping the local body Government in its efforts of social development.</p> <p>4. Elaboration: Application of new knowledge or fixing of the knowledge as per the understanding levels of students</p> <p>5. EVALUATION:</p> <p>Learning outcomes</p>	<p>Students differentiate between Active and Passive participation</p> <p>Students listen to the situation attentively</p> <p>Students discuss in groups and role play their ideas as learnt through exploration and explanation stages.</p> <p>Students respond accordingly</p>	<p>the Local Body Government .</p> <p>Tr. Categorize students' responses as passive and Active participation.</p> <p>Tr. links the content of social development, Active and passive participation.</p> <p>Tr. Gives the situation:</p> <p>Q. Suppose you see that garbage van has not collected the garbage for 3 days and the surrounding area is infested with flies and dirt, How would you show active and passive participation to resolve the problem?</p> <p>Tr. may ask direct content questions</p>
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<p>Application</p> <p>Self , peer, tutor evaluation</p>	<p>Peer Eval.: As per tr's direction groups ask question to each other.</p> <p>Students make different versions of generalizations to show value development EG "People's alertness and active participation contributes in the social development in any country."</p>	<p>Q: What is passive participation of people?</p> <p>Q: What is active participation of people?</p> <p>Q: How can the people's participation help the local body Government?</p> <p>Appl. Q: (Peer Eval.)</p> <p>When you get voting rights, whom would you elect? Why?</p> <p>Framing Generalization:</p> <p>Tr. asks students to make a statement relating following two terms</p> <p>social development and people's participation.</p>
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Use of instructional Material: Name of the Teaching Aids:

<u>Content Points where it is used</u>	<u>Description (How it will be used)</u>
Scenarios 1: Engaging Stage	Narration

PPT and Online resources: Exploration and Explanation stage Scenarios 2: Elaboration Stage	Viewing by whole class. For refocusing/ application of learning.
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Chalkboard Work:

Date:

Subject:

Topic:.

Teaching Points

Passive participation:

Identifying the problem and suggesting measures to resolve the problems for social development.

Active participation

Citizens willingly joining and helping the local body Government in its efforts of social development.

Home Assignment- Write a letter to the ward officer to complain about the piling up of Garbage in your area.





Flipped Classroom

Subject: Mathematics

Lesson Title: Area


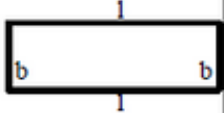
Standard: VII

Time: 1 Hour

Materials/ Media: Worksheets, Video

Prerequisite knowledge: The learner has previous knowledge about different geometrical shapes and properties of different geometrical shapes.

Step 1: Defining Content, Learning Outcomes:

Content Analysis	Learning Outcomes	Learning Experience	Evaluation	Time
Area of square = (Side) ² = (a) ² 	Remembering: (Factual Knowledge) : The learners will be able to recall the formula of area of square. Understanding: (Conceptual knowledge): The learners will be able to summarize what they have understood after watching the video of area of the square. Application: (Procedural Knowledge) : The learners will be able to solve problems on area of square.	The teacher provides the students a video (on area of square and rectangle content) on a video sharing website. The students are expected to watch the video at home. The students have to prepare their KWL chart before and after watching the video.	Submission and discussion of the KWL charts prepared by the students. Tr: What is the area of square? St: (Side) ² Students will solve sums related to area of square. The teacher will go to each group and solve the doubts of the students if any.	5 min 15 mins
Area of Rectangle: Area of rectangle = l x b 	Remembering: (Factual Knowledge) : The learners will be able to recall the formula of area of rectangle. Application: (Procedural Knowledge) : The learners will be able to solve problems on area of rectangle. Evaluating (Meta-cognitive knowledge): The learners will be able to select appropriate formula for solving the higher order sums based on area. Creating: The learners will be able to create their own KWL charts.		Tr: What is the area of rectangle? St: l x b The teacher will go to each group and solve the doubts of the students if any.	15 mins

Step 2: Students gain familiarity with new material before class

Objectives	Learning Experience	Time
To enable the students to relate their knowledge about shapes for learning about area of square and rectangle.	The students will be provided with a video for the content "area". The students will watch the video at home and understand the content and write a summary.	15mins

Step 3: Activities that motivate students to prepare before class.

Objectives	Learning Experience	Time
To enable the students to measure the area of the object.	The students have to measure the area of one "tile" of the flooring of their house. The tile could be square or rectangle.	-

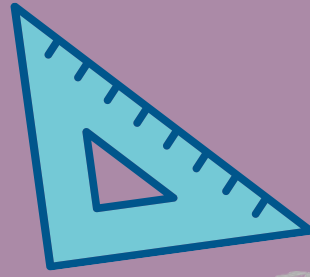
Step 4: In-class activities that provide students opportunities to deepen understanding

Objectives	Learning Experience	Time
To enable the students to utilize the concept of area of square and rectangle.	The students will be provided with worksheets for the content area. The teacher will form groups of six students, which means there will be ten groups. Each group of students will get the worksheet. The teacher will help the students to solve the sums in the worksheets if the students need any help.	35 mins (Bifurcation as mentioned above in step 1)

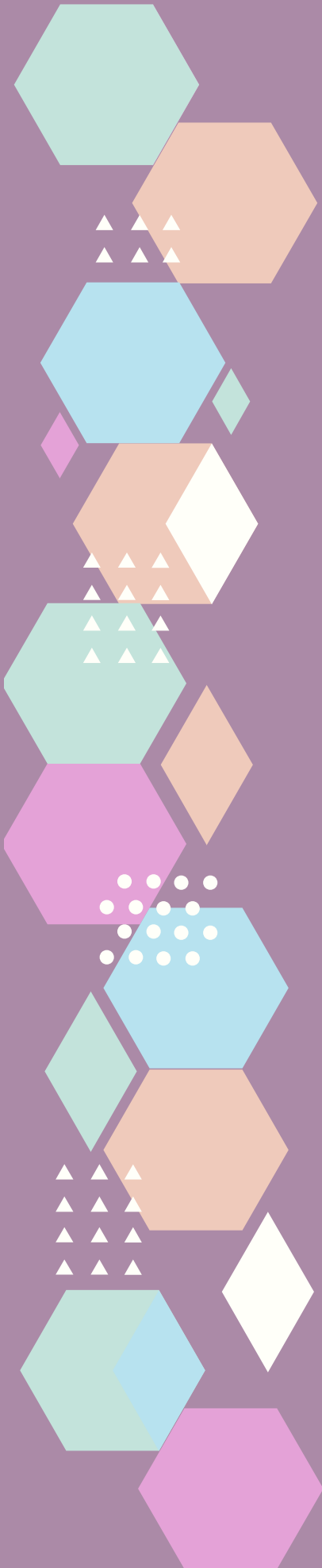
Step 5: Post-class activities that extended student learning:

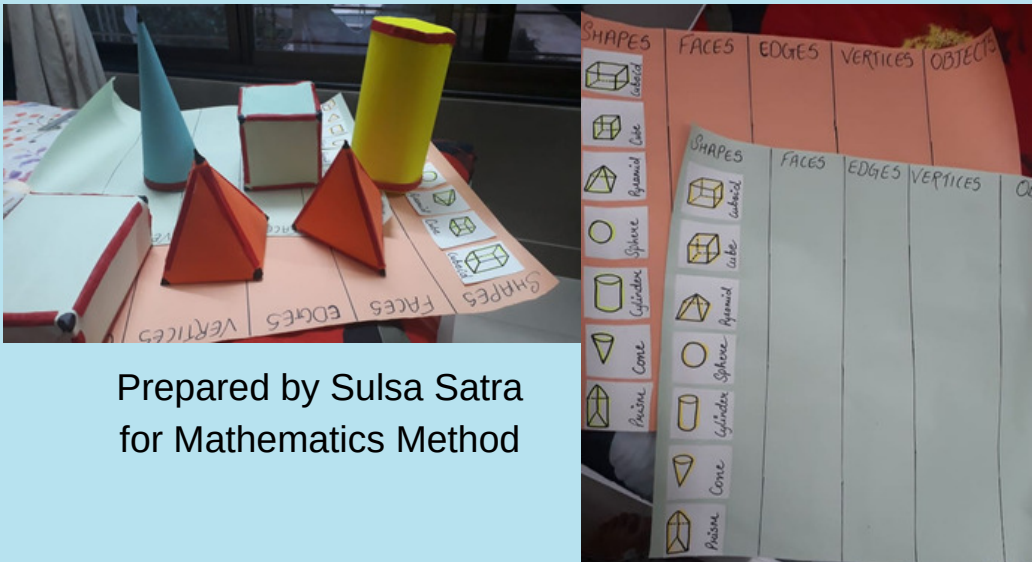
Objectives	Learning Experience	Time
To enable the students to extend their learning of area of square and rectangle.	The students measured the area of one tile of their house floor, after this period the students have to find the cost of the kitchen flooring if cost of per sq m is Rs.43. (The students have to measure the number of tiles in the kitchen, only full tiles should be measured).	10 mins





*Instructional
Material
used by
Student-Teachers*

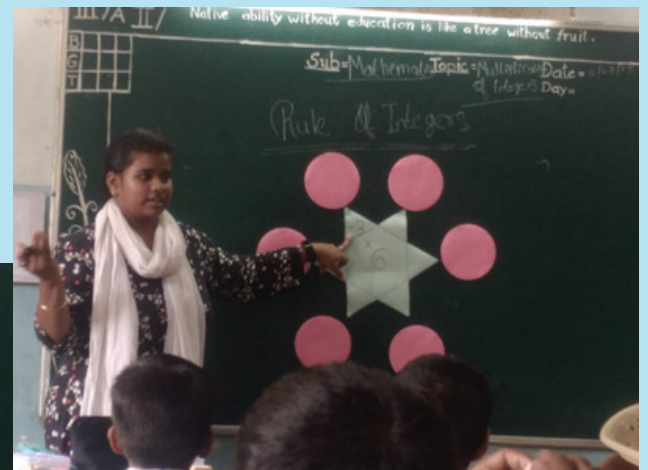




Prepared by Sulsa Satra
for Mathematics Method



Prepared by
Shweta Gupta
for Mathematics Method



Prepared by
Bhavesh Rana
for Science Method





Mind Map developed during closure of the lesson

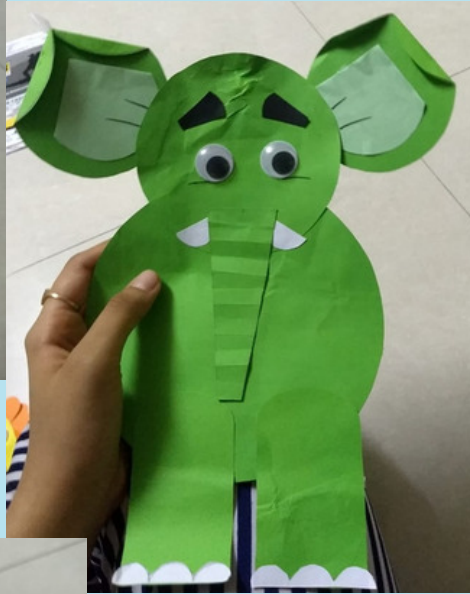
Prepared by Poonam Pandey for
History Method



Learning Shapes and Ratios in Math by creating Robot

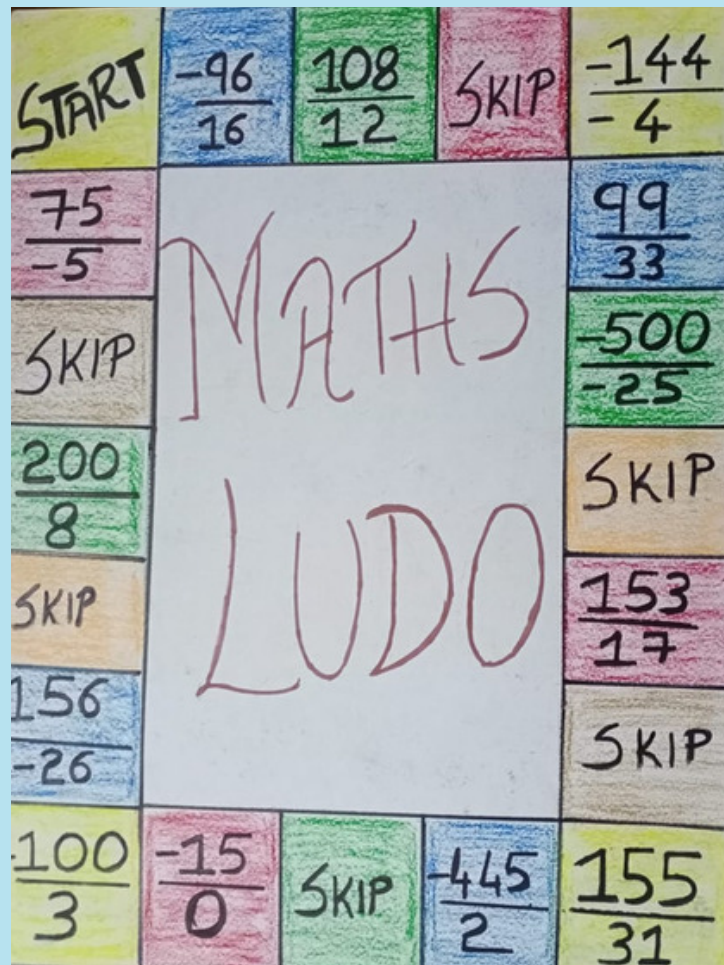
Prepared by Vandana
Maurya for
Mathematics Method

*Learning Shapes and
Angles
in Math
by using puppets*



Prepared by Henal
Shah for Math Method

Using games for Evaluation



Prepared by Henal Shah for Math Method



Prepared by Shifa Sayyed for Math Method

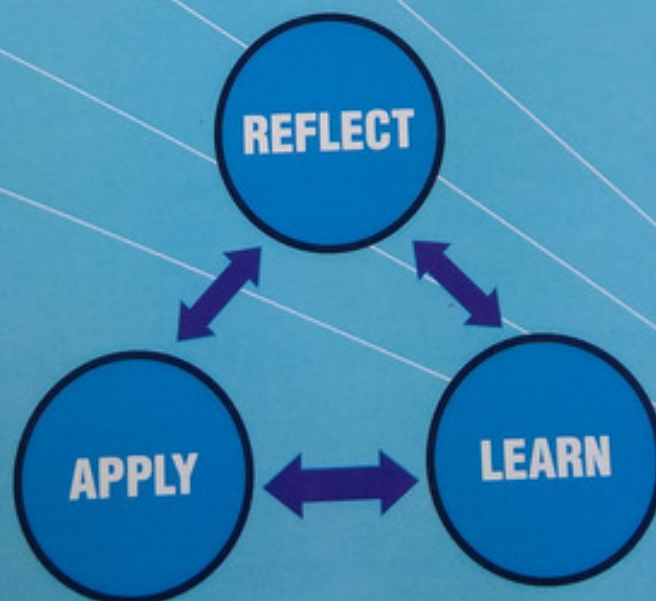
Vidya Vikas Education Trust's
The Lords Universal College of Education

(Gujarati Linguistic Minority Institution)
(Affiliated to Mumbai University, Recognised by NCTE)

Off Daftary Road, Nr. Railway Station, Malad (East), Mumbai - 400 097.
Tel.: 02228446265



**REFLECTIVE JOURNAL
FOR SELF DISCOVERY**



Date: 9/08/19

Today I was having my first strategy based lecture, the subject I took was O.C.M in S.V.J.C. and the strategy used by me was constructivism i.e. 7 E's. The learning resources given to students involved news article and case studies. The lecture was informative and students participated well for understanding the topic through case studies. The comment which I received after lecture from my supervisor were good and the overall grade which I received for my lecture was very good. I was happy with my performance. The ^{when} difficult situation during the lecture was, the projector wasn't working due to which I had to conduct the lecture without my PPT presentation, but still I managed and everything went smoothly.

Introspection

Ritika Sharma



Date: 12/07/19

Today as we reached our internship institute, I scheduled two lectures in confirmation with our internship co-ordinator and we were allotted the work of data entry of new applications of F.Y.J.C. students. I took lecture in 5th period in class XII-A for ~~secretarial~~ practice (SP) subject. This was my first lecture of internship phase-II. The lecture was good, but as I was bit nervous so there were bit flaws made by me. As per my preparations, I couldn't execute it so well. But the PPT prepared by me was very nice & creative also I gave the students knowledge relating to present scenario which made them involved in the lecture. At last, in whole class I didn't notice any student with any special abilities. Sonali mam was the supervisor for my lecture. She liked my lecture and she gave me very nice comments too.

20th August 2019 - Tuesday:

We did not had any lectures scheduled today. After the assembly, we all were sitting in our room and planning about our next lesson. Meanwhile, Ms Sheetal Patel, the co-ordinator of Primary Section called 3 of ~~us~~ us and informed us to conduct a competition of essay and art from standard Ist to VIIIth. She briefed us about the entire process of conducting the competition. We took the students to the biology lab and made them sit according to their standard. Then, we took attendance and distributed the sheets. I gave them all the basic instructions and made sure that they do everything correctly. The exam duration was 3 hours. I and other 2 peer teachers were supervising the class.

After our long break, I was called by the secondary section co-ordinator Twinkle ma'am. I was called along with 2 other student teachers.

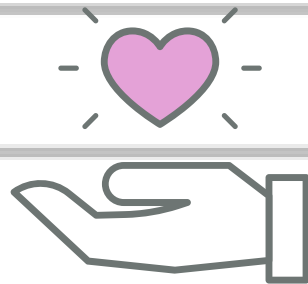
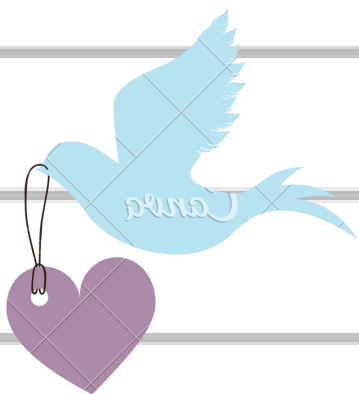
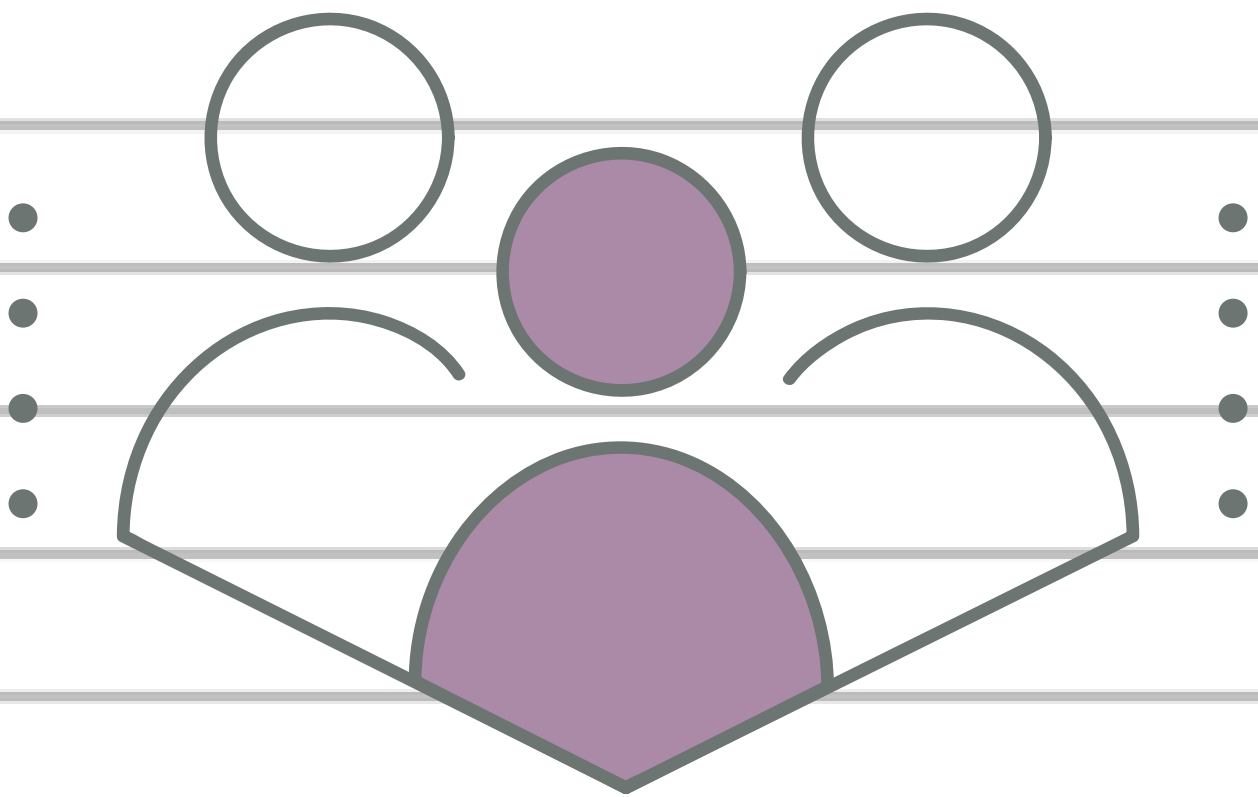
Devyani Morajkar

Twinkle ma'am wanted us to help her with the excel sheet work. We were told to fill exam marks of students in the excel sheet. As, I and other 2 peer teachers had took the competition in morning, I gave the excel sheet work to other 2 student teachers. Twinkle ma'am was keeping all the record of our work. She told me that she is not giving us work to ~~but~~ burden us, but only for a ~~task~~ sake that she wants us to learn more & explore everything. These words really motivated me. We all finished our work and submitted everything to the co-ordinator.

Today, I learned that a teachers duty is not just to teach, but also conduct various activities which will help in overall development of a child. This internship is helping us to explore more and more and also improve ourselves ~~in~~ wherever necessary.

My Thoughts...

COMMUNITY OUTREACH





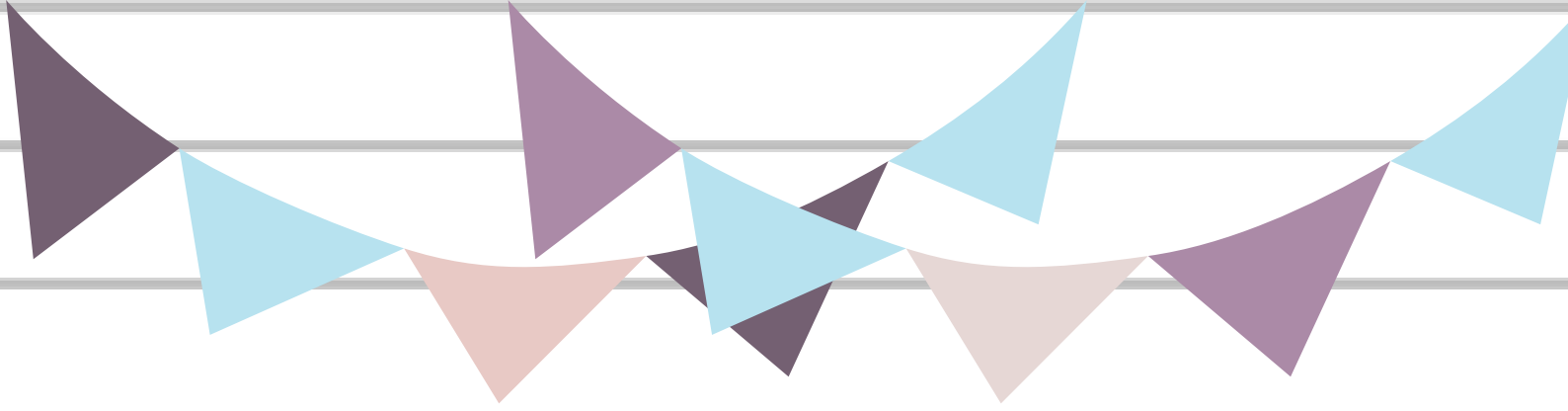
**Yes,
We are
participating in
the Mahiti Doot
Initiative**

What is 'Yuva Mahitidoot' ?

The 'Yuva Mahiti Doot' is an initiative of Directorate General of Information and Public Relations (MH Govt.) with the support of UNICEF and active participation of Higher and Technical Education Department. The primary purpose of this initiative is to disseminate information about various Government schemes directly to the prospective beneficiaries through the students at graduate and postgraduate level in colleges all over Maharashtra. It also seeks to boost volunteerism and participation among youth in a social cause.

**‘We at The Lords Universal College Of
Education are committed to the initiative of
Yuva Mahitidoot’.**

Our students will be visiting households of lower income groups who are usually in need, spreading information & awareness about government schemes. Our ‘Mahiti Doots’ will answers queries & doubts and become bridges to cross the hurdles of disinformation or simply lack of awareness about government schemes for improving family health, women’s health, sanitation, education loans, financing self-help groups etc



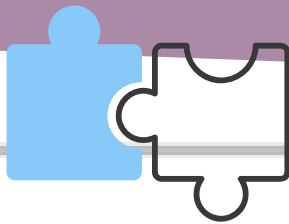
*Teacher
Training
on
CAI Package
and
Instructional
Design*



*Session
on
General Security Awareness
by
Mumbai Police
(Anti-Ragging Cell)*



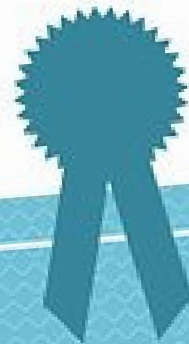
*Peer Orientation
Preparing
Personal
E-Brochures*



International Webinar



Certificate Courses



**ONLINE
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**YOGA
TRAINING**



**Spoken
English
Course**



**Basics
of
Research Methodology
(ongoing)**



On the Occasion of 150th Birth
Anniversary of the Father of Our
Nation...



A quote by Mahatma Gandhi worth
considering to save mankind.