KONKAN MUSLIM EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
Old Thana Road, Rais High School compound, Bhiwandi 421302

2.4.5

Documents

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

1. Preparation of lesson plans

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

Total Credits: 6
Total Marks: 100

Objectives:

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

MODULE 1: FUNDAMENTALS OF ASSESSMENT (2 Credits)

Unit 1: Concept of Assessment

a) Meaning, Nature, Functions of Assessment
b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)
c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

Unit 2: Essentials of Assessment

a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.
b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes
c) Assessment of Cognitive, Affective and Psychomotor domains of learning
   - Cognitive domain -Anderson and Krathwohl (Revised Bloom's taxonomy)
   - Affective domain -Krathwohl
   - Psychomotor domain - Dr. R.H.Dave

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Unit 3: Trends and Issues of Assessment

a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
c) Psycho-social concerns of Assessment (Implications)
   - No detention Policy (RTEAct, 2009)
   - Competitive ranking of schools
   - Profiteering by private agencies

MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT

(2 Credits)

Unit 4: Instruments of Assessment

a) Characteristics of a good measuring instrument
b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):
   1. Checklist
   2. Rating Scale
   3. Rubrics
   4. Anecdotal Records
c) Achievement Tests:
   1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   3. Open Book Examination and Online Examination (Merits & Limitations)

Unit 5: Differentiated Assessment Strategies

a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
c) Records used in Assessment (Meaning, Guidelines of development & Uses):
   1. Cumulative Records
   2. Student Portfolio
   3. Learner Profile
   4. Reflective Journal

Unit 6: Feedback Mechanism & Reporting

a) Concept & Criteria of Constructive feedback.
b) Reporting (Meaning and Types of Reporting)
c) Statistical Application for Interpretation and Reporting:
   1. Calculation and Interpretation of Mean and Median
   2. Interpretation of Standard Deviation with reference to Normal Probability Curve
   3. Interpretation of Percentile and Percentile Rank

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:

a) Prepare a Blue print and a test in the school subject opted for. (Compulsory)
b) Study and Compare the implementation of CCA of different school boards.
c) Critically review educational policies on reforms in assessment.
d) Comparative study of Assessment of different countries.

References:

- Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement,Vikas Publishing House Pvt. Ltd.
- Bhatia, K.K., Measurement and Evaluation in Education, Tandon publications, Ludhiana.
- Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning.New York: McGraw – Hill Book Co.
- Dandekar, W.N. (1986), Education in Schools, R. Lall Book Depot, Meerut (U.P)
- Dweek, C. (2006), Mindset: The new psychology of success, Random House LLC
- Glaser, R., Chudowsky, N., &Pellegrion, J.W. (Eds.). (2001). Knowing what students know: The Science and Design of Educational Assessment National Academies Press.
- Goodson, I.F., & Marsh, C.J. (2005), Studying school subjects: A guide. Routledge.
- Govinda, R. (2011), Who goes to School? Exploring exclusion in Indian Education. Oxford University Press.
- Mrunalini, T. (2013).Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Patel, R.N. (2013), Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.
- Rani, P. (2004).Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
- Sharma, R.A. (2010), Essentials of Measurement in Education and Psychology, R. Lall Book Depot, Meerut.
- Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
- Shepard, L.A. (2000), The role of Assessment In a Learning Culture, Educational Researcher, 4-14.
- Stiggins, R. (2005), From formative assessment to assessment for learning: A path to success in standards-based schools, Phi Delta Kappan, 324-328.
- Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, VikasPublishing House Pvt. Ltd. New Delhi.

Click here: First page

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

2. Developing assessment tools for both online and offline learning

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

3. Assessment of learning:

Workshop on Achievement test & Preparation of blueprint,

KONKAN MUSLIM EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
Old Thana Road, Rais High School compound, Bhiwandi 421302

NOTICE

Date:**8 Jan**2021

This is to inform B.Ed.2nd semester students that on 11 Jan 2021 there will be a Workshop on Achievement test & Preparation of blueprint by Prof Shabeena Momin in the college premises.

Principal

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

Total Credits: 6
Total Marks: 100

Objectives:

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

MODULE 1: FUNDAMENTALS OF ASSESSMENT (2 Credits)

Unit 1: Concept of Assessment

a) Meaning, Nature, Functions of Assessment
b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)
c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

Unit 2: Essentials of Assessment

a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.
b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes
c) Assessment of Cognitive, Affective and Psychomotor domains of learning
   - Cognitive domain -Anderson and Krathwohl (Revised Bloom's taxonomy)
   - Affective domain -Krathwohl
   - Psychomotor domain - Dr. R.H.Dave

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Unit 3: Trends and Issues of Assessment

a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
c) Psycho-social concerns of Assessment (Implications)
   - No detention Policy (RTEAct, 2009)
   - Competitive ranking of schools
   - Profiteering by private agencies

MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT

(2 Credits)

Unit 4: Instruments of Assessment

a) Characteristics of a good measuring instrument
b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):
   1. Checklist
   2. Rating Scale
   3. Rubrics
   4. Anecdotal Records
c) Achievement Tests:
   1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   3. Open Book Examination and Online Examination (Merits & Limitations)

Unit 5: Differentiated Assessment Strategies

a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
c) Records used in Assessment (Meaning, Guidelines of development & Uses):
   1. Cumulative Records
   2. Student Portfolio
   3. Learner Profile
   4. Reflective Journal

Unit 6: Feedback Mechanism & Reporting

a) Concept & Criteria of Constructive feedback.
b) Reporting (Meaning and Types of Reporting)
c) Statistical Application for Interpretation and Reporting:
   1. Calculation and Interpretation of Mean and Median
   2. Interpretation of Standard Deviation with reference to Normal Probability Curve
   3. Interpretation of Percentile and Percentile Rank

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:

a) Prepare a Blue print and a test in the school subject opted for. (Compulsory)
b) Study and Compare the implementation of CCA of different school boards.
c) Critically review educational policies on reforms in assessment.
d) Comparative study of Assessment of different countries.

References:

- Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement,Vikas Publishing House Pvt. Ltd.
- Bhatia, K.K., Measurement and Evaluation in Education, Tandon publications, Ludhiana.
- Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning.New York: McGraw – Hill Book Co.
- Dandekar, W.N. (1986), Education in Schools, R. Lall Book Depot, Meerut (U.P)
- Dweek, C. (2006), Mindset: The new psychology of success, Random House LLC
- Glaser, R., Chudowsky, N., &Pellegrion, J.W. (Eds.). (2001). Knowing what students know: The Science and Design of Educational Assessment National Academies Press.
- Goodson, I.F., & Marsh, C.J. (2005), Studying school subjects: A guide. Routledge.
- Govinda, R. (2011), Who goes to School? Exploring exclusion in Indian Education. Oxford University Press.
- Mrunalini, T. (2013).Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Patel, R.N. (2013), Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.
- Rani, P. (2004).Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
- Sharma, R.A. (2010), Essentials of Measurement in Education and Psychology, R. Lall Book Depot, Meerut.
- Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
- Shepard, L.A. (2000), The role of Assessment In a Learning Culture, Educational Researcher, 4-14.
- Stiggins, R. (2005), From formative assessment to assessment for learning: A path to success in standards-based schools, Phi Delta Kappan, 324-328.
- Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, VikasPublishing House Pvt. Ltd. New Delhi.

Click here: First page

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

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

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

ABILITY COURSE 1 (AB 1)
CRITICAL UNDERSTANDING OF ICT

Total Credits: 3
Total Marks: 50 (Internal)

Objectives

1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS (1 Credit)

Unit 1: Understanding of ICT in Education

a) Information and Communication Technology: Concept and Importance
b) Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator
c) Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism

Unit 2: Designing Technology Integrated Learning Experiences

a) Instructional Design –Develop ADDIE model Instructional Design based on School topic.
b) Develop Learning Resources on a topic using ICT tools (Script writing and Story board) and Critically evaluate it by using rubrics
c) Learning Management System (LMS) – Concept, Features and Applications

MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH (1 Credit)

Unit 3: Emerging Trends in E-learning

a) Mobile learning – Concept, Features and uses of any ONE Mobile application for teaching and learning.
b) Social learning- Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)
c) Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) – Concept and Applications

Unit 4: Use of ICT in Evaluation, Administration and Research

a) e Portfolio – Concept and Development
b) ICT for Research- Online Repositories & Online Libraries
c) Online and offline assessment tools (Online Survey tools or Test generators) - Concept and development

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR)

(1 Credit)

a) Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

b) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.

c) Using any LMS carry out the following activities for facilitating learning in any of the unit of your choice:
   - Identify resources for a topic of your choice and upload it.
   - Use any discussion forum available for the discussion on the uploaded learning material.
   - Generate a test.

d) Submit a reflective report on it.

e) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.

f) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.

g) Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screen shot.

References

- Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE: The M. S. University of Baroda Press.
- Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons.
- Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.
- Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
- Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.
- Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
- Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
- Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

Click here: First page

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

4. Identifying and selecting/ developing online learning resources

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

ABILITY COURSE 1 (AB 1)
CRITICAL UNDERSTANDING OF ICT

Total Credits: 3
Total Marks: 50 (Internal)

Objectives

1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS (1 Credit)

Unit 1: Understanding of ICT in Education

a) Information and Communication Technology: Concept and Importance
b) Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator
c) Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism

Unit 2: Designing Technology Integrated Learning Experiences

a) Instructional Design –Develop ADDIE model Instructional Design based on School topic.
b) Develop Learning Resources on a topic using ICT tools (Script writing and Story board) and Critically evaluate it by using rubrics
c) Learning Management System (LMS) – Concept, Features and Applications

MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH (1 Credit)

Unit 3: Emerging Trends in E-learning

a) Mobile learning – Concept, Features and uses of any ONE Mobile application for teaching and learning.
b) Social learning- Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)
c) Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) – Concept and Applications

Unit 4: Use of ICT in Evaluation, Administration and Research

a) e Portfolio – Concept and Development
b) ICT for Research- Online Repositories & Online Libraries
c) Online and offline assessment tools (Online Survey tools or Test generators) - Concept and development

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR)

(1 Credit)

a) Select a case study/report related to legal and ethical i- es in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

b) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.

c) Using any LMS carry out the following activities for facilitating learning in any of the unit of your choice:
   - Identify resources for a topic of your choice and upload it.
   - Use any discussion forum available for the discussion on the uploaded learning material.
   - Generate a test.

d) Submit a reflective report on it.

e) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.

f) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.

g) Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screen shot.

References

- Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE: The M. S. University of Baroda Press.
- Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons.
- Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.
- Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.
- Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.
- Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
- Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
- Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

Click here: First page

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

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

In K.M.E.S College of Education, students are given learning experience of Microteaching, Integration lesson, 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 the aspect

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work I in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- ✓ Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1 week community work II)

- ✓ Develop learning resources
- ✓ Conduct Action Research
- ✓ During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- ✓ 5 Co-teaching lessons with peers
- ✓ Maintain Reflective journal with reference to internship program.
- ✓ Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)
Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)
20 Weeks for Internship (18 +including 2 weeks Community work)
200 working days are exclusive of admission and examination period
Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)

Co-ordinator IQAC
Konkan Muslim Education Society
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

KONKAN MUSLIM EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
Old Thana Road, Rais High School compound, Bhiwandi 421302

2.4.5

Samples Evidence

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education
Dist. Thane

Preparation of Multimedia

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

INTRODUCTION

LEARNING MANAGEMENT SYSTEM (LMS)

In the early '90s some **Luther Seminary (St. Paul)** faculty members were struggling to retain students who didn't have the funds or, because of family obligations, couldn't relocate to attend seminary. **Tom Walker** knew there had to be some kind of tool that would enable people to communicate with each other without being in the same place at the same time.

Learning management systems (LMS) also sometimes known as **Course management systems (CMS)** have come a long way since those early days.

DEFINITION

- **Learning Management System** (or **LMS**) is a broad term used to describe software tools designed to manage user learning interventions and provide access to online learning services for students, teacher, and administrator.
- A software system that allows the development and delivery of educational courses using the Internet as a delivery system.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

EXAMPLE OF LMS

Blackboard: Popular learning software provider and ASP portal for education.

Moodle : a free, Open Source software package, to help educators create effective online learning communities.

EDMODO

What is Edmodo?

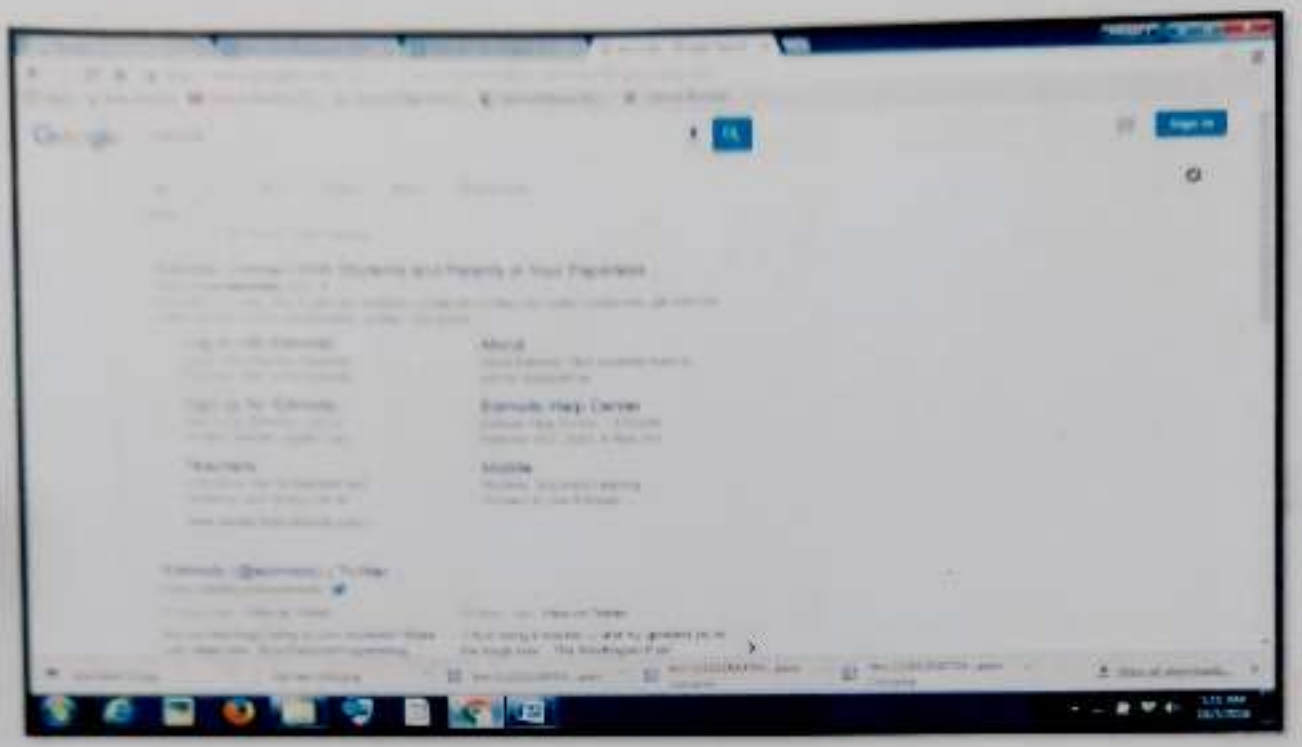
- Free, secure, social learning platform for teachers students, parents, and schools.
- Provides teachers and students with a secure and easy way to post classroom materials, share links and videos, and access homework and school notices.
- Teachers and students can store and share all forms of digital content – blogs, links, pictures, video, documents, presentations, and more

Coordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

SNAPSHOT

Click to the google browser and write the "EDMODO" and then click to sign up.



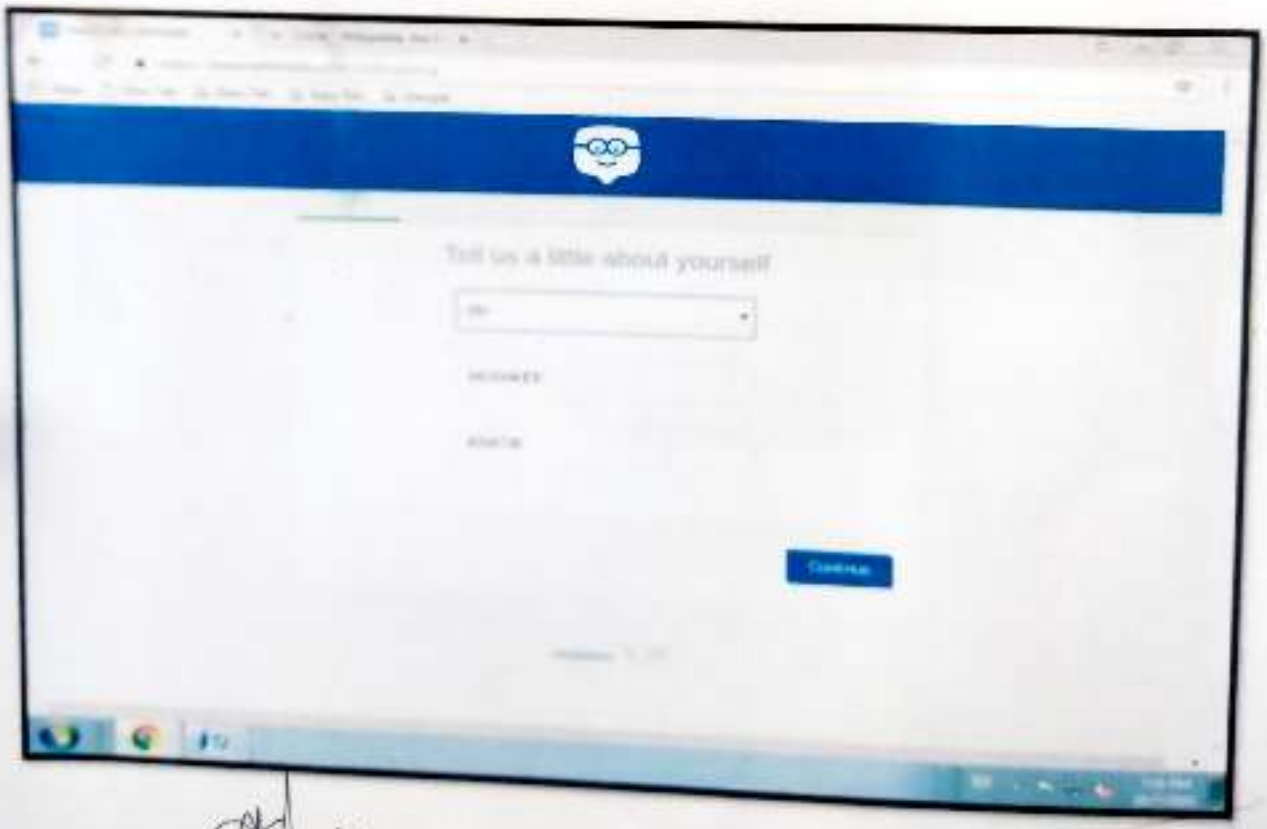
Write all detail and click to sign up button.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

- Click to link to continue to EDMODO

- Write detail and click to continue.

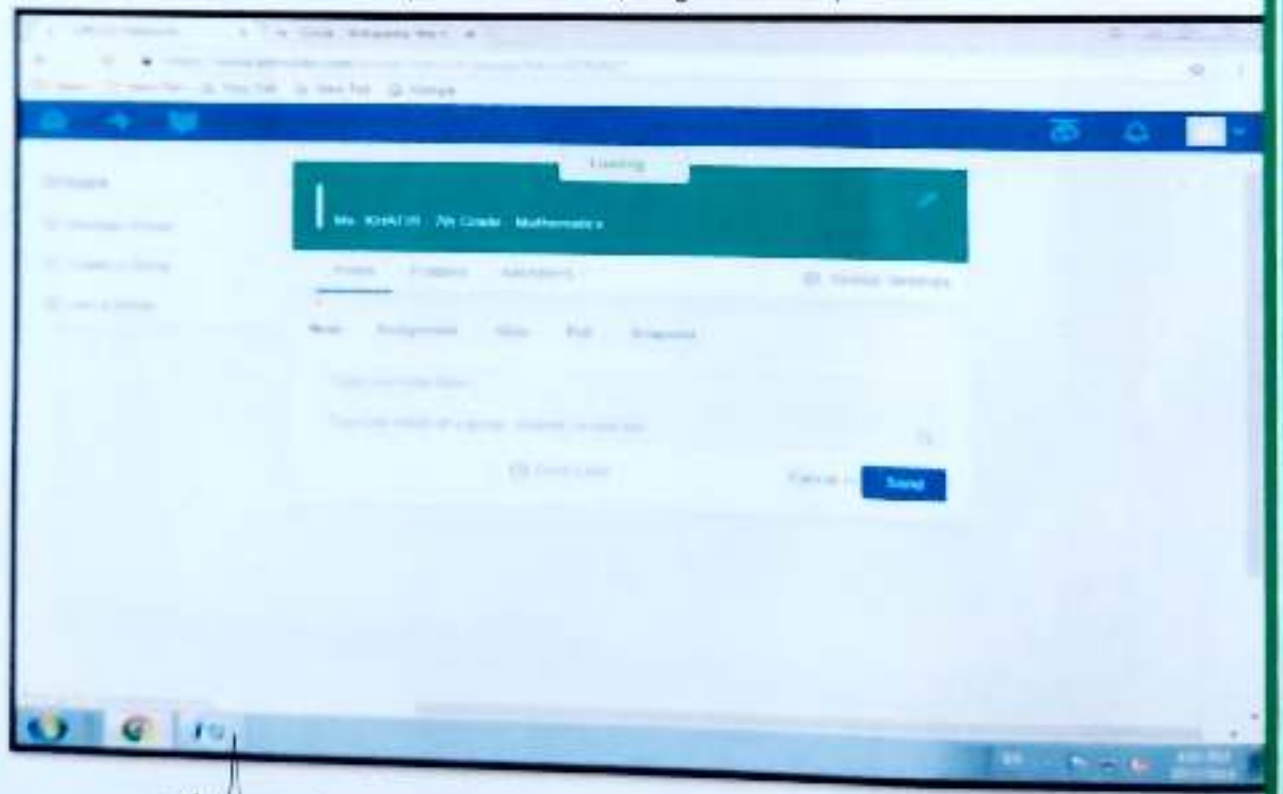


Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Copy the group code and click to get started

- Home tab will apper with list of option such as note, assignment and quiz etc



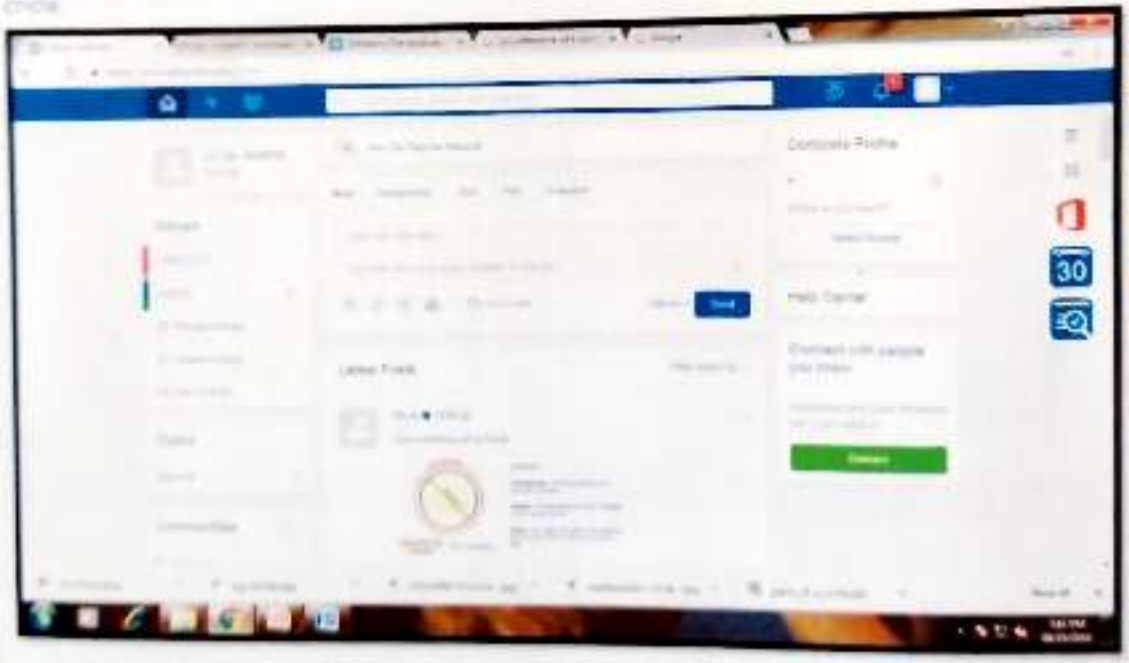
- Click to I ag

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

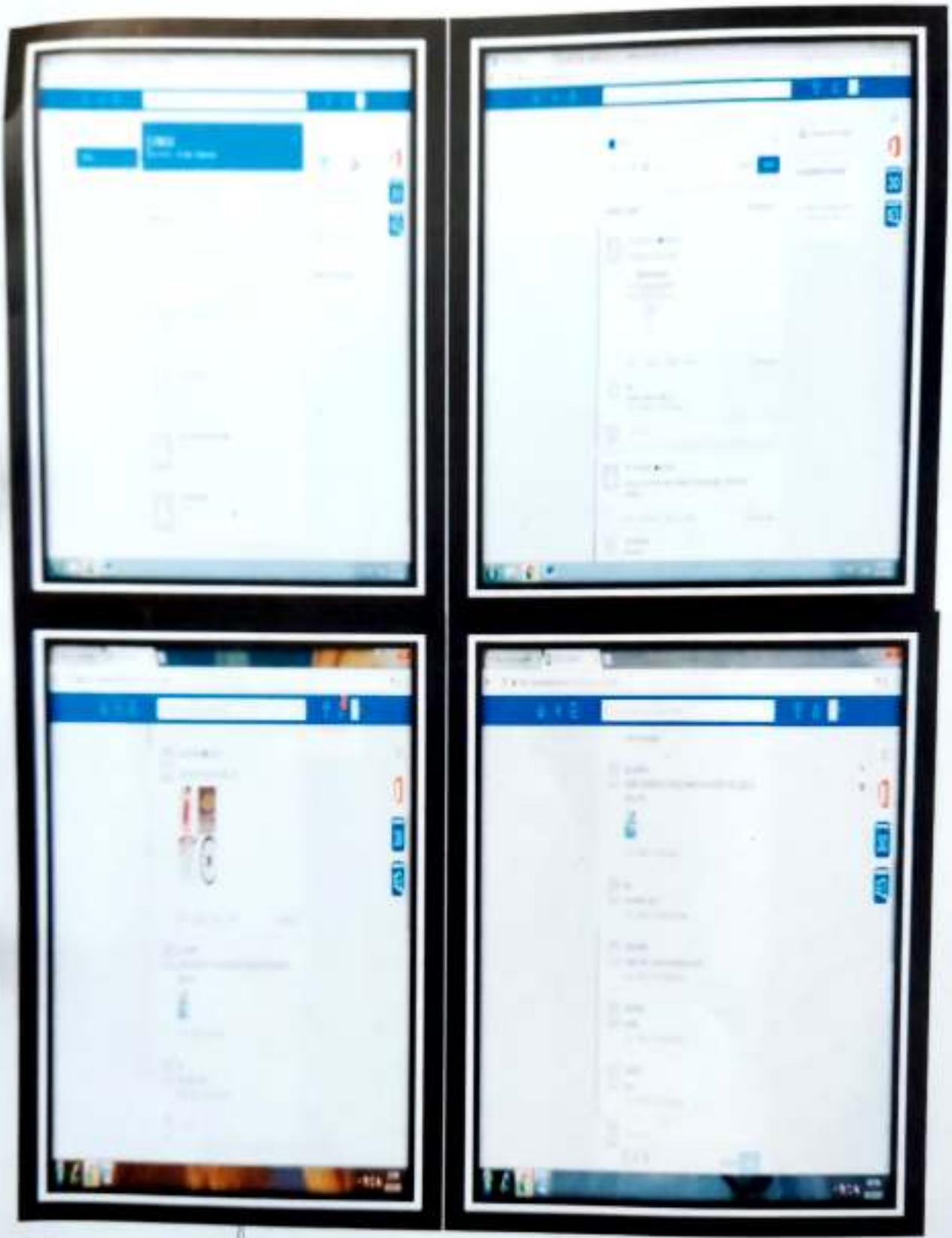
- Click to list option support for parent

- Click to post to the information to the students as reading material support on as images of circle



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane



Click to watch the video

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

REFLECTION

In the ECP as using ICT help me to learn new application which more effective in learning and teaching method using online teaching support by learning management system. Learning management system support by various applications as Edmodo and, wisp etc. The LMS developed problem solving, creative and collaboration learning by online learning.

THE LMS ROLE AS Registration and charging, managing the process, Testing, Mentoring and monitoring, User's function AND Administrator functions.

ADVANTAGES OF EDMODO AS Ability of an EDOMODO to allow you to fully manage and track your own learning. Provide support for distance learning. Purposefully designed students and teacher and security transfering secure communication Mature, Safe and Secure, Ease of Use, Centrally Supported.

The EDMODO help me learning known online learning not only bound to school spaces we can used application for weaker students by just upload TEXT, VIDEO,IMAGES,POWER POINT PRESENTATION,WORD document and link.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

As teacher I have used the link to attach video for watch to my dear which help them to clear the problem over learning and effective for long term learningwhich increased self improvement and self confidence in students. I have shows images of circle ,and put document based on introduction of my topic and learning properties of circle I have used presentation which pictures and texts clear learning .The relationship of diameter and radius are through images.

When teacher post material students reply the problem and teacher answers toward query of them which simple only need internet and fast communication and effective in rural area support distance learning and user friendly.

The EDOMODO application supporting testing also I have given to my students as a test short answers and fill in the black to check up my assessment learning . The students are given time limit to submit answer .The EDMODO app is enjoyable which created interests in learning as well as teaching, so I hope I can used this app in my future generation in my real life practice

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

K.M.E.S COLLEGE OF EDUCATION

QUADRILATERALS

BY:KHATIB MUSHKEE MOAZZAM
ROLLNO:-(05)
SVBED

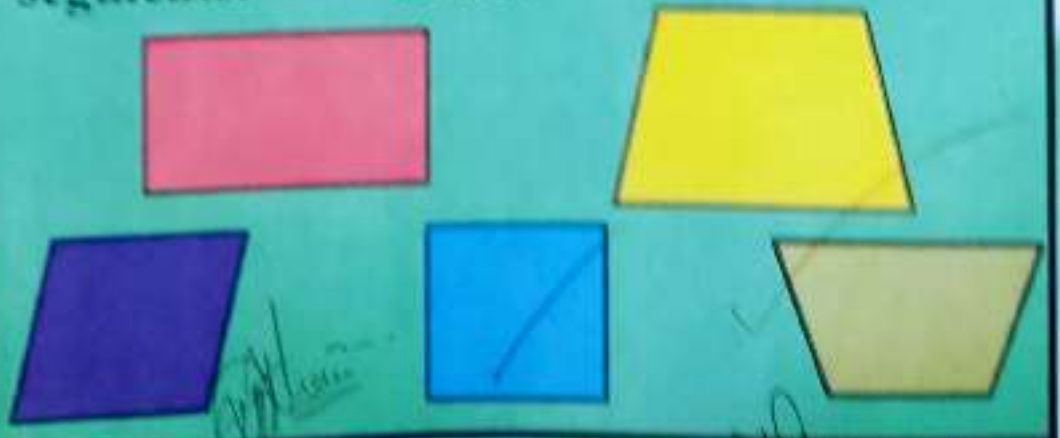
Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education

- DEFINED QUADRILATERALS
- ELEMENT OF QUADRILATERALS
  - VERTEX
  - SIDES
  - ANGLES
  - DIAGONAL
- TYPES OF QUADRILATERALS AND PROPERTIES OF ITS:-
  - RECTANGLE
  - SQUARE
  - PARALLELOGRAM
  - TRAPEZIUM
  - RHOMBUS

What is a quadrilateral?

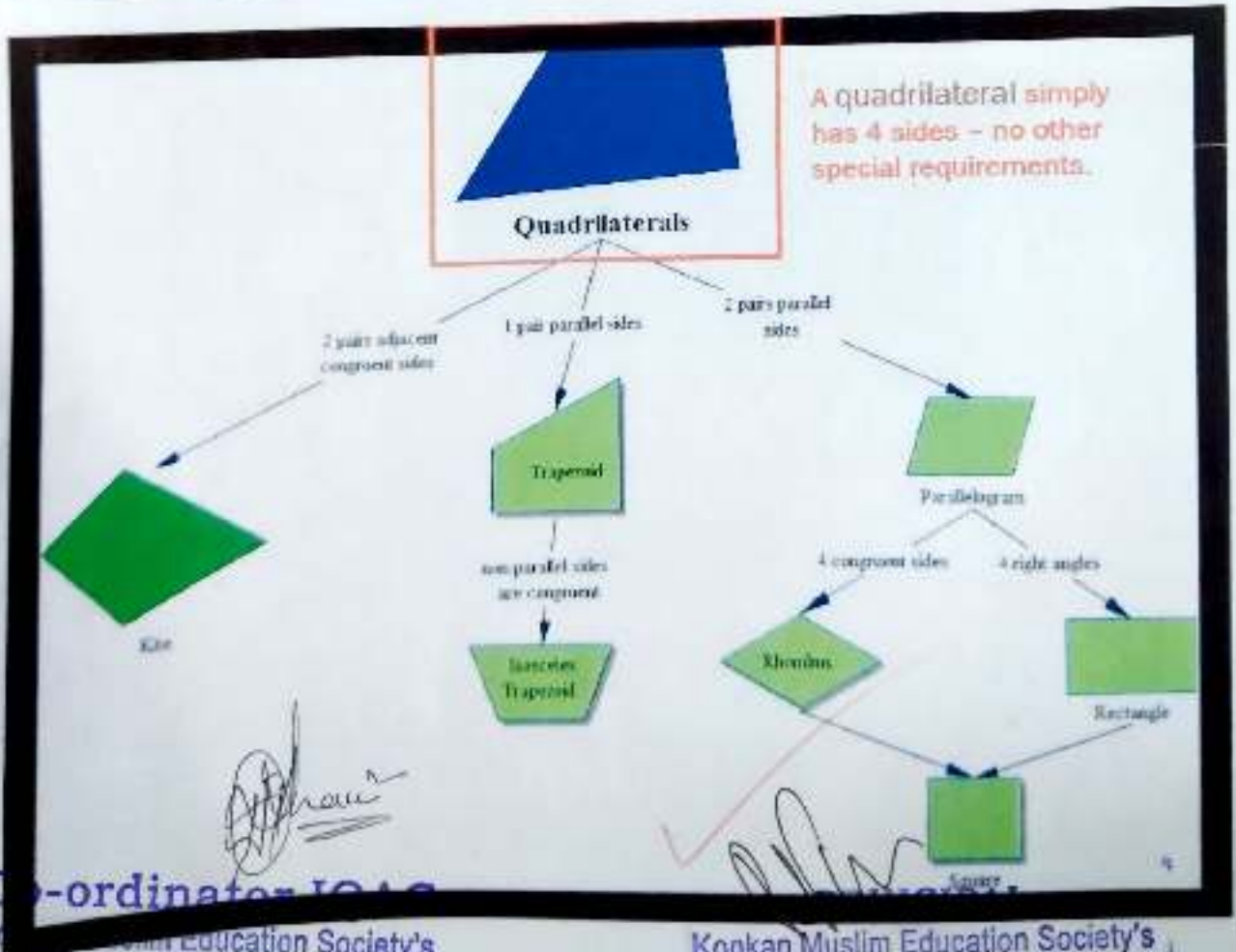
A quadrilateral is a closed 2 dimensional figure with four sides that are line segments.



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

Video
What is Quadrilaterals?



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

ELEMENT OF QUADRILATERALS

- VERTEX
- SIDES
- ANGLES
- DIAGONAL

- **VERTEX**

Vertex typically means a corner or a point where lines meet.

For example:- A square has four corners, each is called a vertex. The plural form of vertex is vertices.

- **SIDES**

The joint of to vertex makes a sides. The sides is also known as segment.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

ANGLES:-

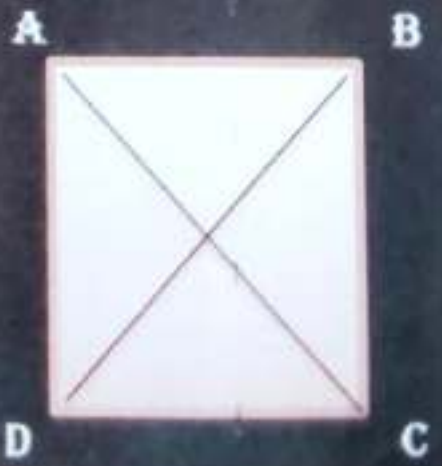
The joint between the two sides and makes centre edges called as angle.

DIAGONAL:-

The joint between the two opposite vertex makes segment called as diagonal.

EXAMPLES OF QUADRILATERAL

Elements	Number	Name
Sides	4	AB, BC, CD and DA
Vertices	4	A, B, C and D
Angles	4	∠DAB, ∠ABC, ∠BCD and ∠CDA
Diagonals	2	AC and BD



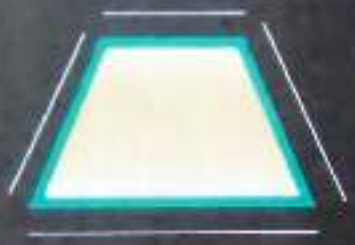
Co-ordinator IQAC
Konkan Muslim Education Society's College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

TRAPEZIUM

- A trapezoid has four sides.
- Two sides are parallel.
- The opposing two sides are not parallel.

Those are parallel.



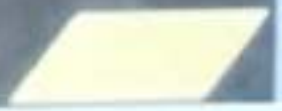
Those are not parallel.

FILLED OUT TABLE TO MAKES USING THE DIFFERENT TYPE'S QUADRILATERALS??????????????????

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

QUADRILATERALS

SHAPE	SIDES	ANGLES	PARALLEL LINES
Square			
Rhombus			
Trapezoid			
Rectangle			
Parallelogram 			

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

REFLECTION

The activity are create me aware me new packages which CAI model which is computer aided instruction which support instruction to learner to learn in effective with a interesting modes .The CAI package help as tutor, adviser and guider etc. The CAI package is learning oriented model which developed student's ability and capability based on problem solving and creativity Effective teachers of reading use a variety of materials and instructional procedures.The CAI package support all multimedia formats.

The ADDIE MODEL make effective design and development based on that presentation are design which is implemented by a lots texts, pictures, flowcharts, sound effect and with video which make a leaner effective learning. The ADDIE MODEL support in step to step manner in which completed analysis the content then move the design of the content and process to development and which are implement and process last step assessment of leaner which based on content selected as both formative and as well as summative assessment.

The ICT help knows some more application which different which make me learned and can be used in future to get aware about new application which are necessary of today

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

modern world because are taking more interest in technical world and by leaning through ICT in education .By this I real learn new about video convert which format powerpoint support and also many more

As the teacher view activity quick help in teaching the low learner and disorder children by learning become easily and simple process and teacher used to work hard once a time and same can use randomly when required we teach them.

Through this developed leaner self confident ,self improved by analysis,observing and problem etc skill also enhanced bleaming through the technical support.Last but more important that visual learning it store long in memory of learner.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Thane

Developing assessment tools for both online and offline learning

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Preparation of four Weightage & Tables....

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

1. Weightage to objectives :-

Objectives	Percentage	Actual Marks in test
Remembering	25	5
Understanding	20	4
Applying	30	6
Analysing	25	5
Total →	100	20

2- Weightage to Content :-

Sr. No.	Content Analysis	Weightage (Percentage)	Actual marks in Unit Test
1-	Factual	45%	9
2-	Conceptual	55%	11
	Total →	100%	20

3- Weightage To Type of Question :-

Sr. No.	Content Analysis.	Weightage (Percentage)	Actual Marks in Unit test
1-	Objective type	25	5
2-	Short Answer	50	10
3-	Essay type	25	5
	Total →	100	20

Co-ordinator/IQAC

Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society
College of Education Bhiwandi
Dist. Thane

FOR EDUCATIONAL USE

4- Weightage to Difficulty level :-

Sr. No.	Level	Weightage (Percentage)	Actual marks in Unit Test
1-	Easy	25	5
2-	Average	50	10
3-	Difficult	25	5
	Total →	100	20

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

FOR EDUCATIONAL USE

Objectives → / Types of Question ↓ content	Remembering			Understanding			Applying			Analyzing			Total
	O	S	E	O	S	E	O	S	E	O	S	E	
Factual Knowledge					2(1)						2(1)	5(1)	9
Conceptual Knowledge		2(1/2) 2(1) 2(1)			2(1)			2(1)				1(2)	11
Total →		5			4			2			9		20

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

FOR EDUCATIONAL USE

Preparation of Scoring Key....

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Sl. No	Sub No	Correct Answer		Marks	Special Instruction
Q1	(A)	(i) Walk (ii) Pad	2	1/2 1/2	[illegible]
	(B)	(i) To shine (ii) To satisfy		1	[illegible]
	(C)	Have		1	[illegible]
	(d)	Into		1	[illegible]
				1	
Q2	(A)	Anshuman refused to believe that he was letting the bad habits get a hold over him	3	1	[illegible]
	(B)	Anshuman parents wanted to be loving and gentle while correcting their son		1	[illegible]
	(C)	across		1	[illegible]
	(d)	walk quickly		1	[illegible]
	(E)	The weeds are actually the unwanted plants which grow on random areas bad habits are compared with its because they also come to a human behaviour [illegible]		2	[illegible]
Q3	(A)	The [illegible] round and large	3	1	[illegible]
	(B)	The [illegible] splash into the stream [illegible]		1	
	(C)	[illegible]		1	

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

(a)	Everyone loves a boat ride. I too always wanted to experience it but never had a chance. Last vacation I finally got an Opportunity to enjoy my first boat ride. After my final exams, my father planned a trip to our native village in Ratnagiri to my grandparent's house. It was great fun, as all my uncles, aunts and cousins, had also come.	5	5	If the Essay is correct then give full marks.
	With in 2-3 days all the kids in the family had finished exploring the house and the village we were now getting bored as there was no TV or internet connection. So my uncle decided to take us on a boat ride.			
	All the kids started shouting with excitement as soon as the boat left the waters. But I was sitting still with my eye closed; thinking that the boat may overturn and we may fall into the water. experience the beauty of God's creation.			

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

FOR EDUCATIONAL USE

KONKAN MUSLIM EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
Old Thana Road, Rais High School compound, Bhiwandi 421302

Report

Event- Workshop On Workshop on Achievement test & Preparation of blueprint,

Date- 21/11/21

K.M.E.S. College Of **Education** organized a workshop on "Achievement test & Preparation of blueprint for B.Ed students. The session was deliberated by the resources person. Prof Shabeena Momin. The session was very beneficial in understanding the evaluation process by measuring the variables and administration the test items .Heartiest Gratitude to Prof Shabeena Momin for this great discussion and support.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

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

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

INTRODUCTION

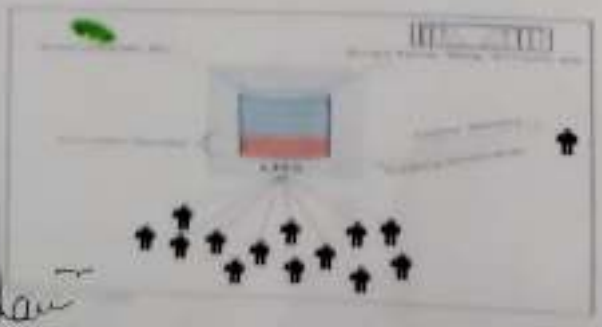
LEARNING MANAGEMENT SYSTEM (LMS)

In the early '90s some **Luther Seminary (St. Paul)** faculty members were struggling to retain students who didn't have the funds or, because of family obligations, couldn't relocate to attend seminary. **Tom Walker** knew there had to be some kind of tool that would enable people to communicate with each other without being in the same place at the same time.

Learning management systems (LMS) also sometimes known as **Course management systems (CMS)** have come a long way since those early days.

DEFINITION

- **Learning Management System** (or **LMS**) is a broad term used to describe software tools designed to manage user learning interventions and provide access to online learning services for students, teacher, and administrator.
- A software system that allows the development and delivery of educational courses using the Internet as a delivery system.



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

EXAMPLE OF LMS

Blackboard: Popular learning software provider and ASP portal for education.

Moodle : a free, Open Source software package, to help educators create effective online learning communities.

EDMODO

What is Edmodo?

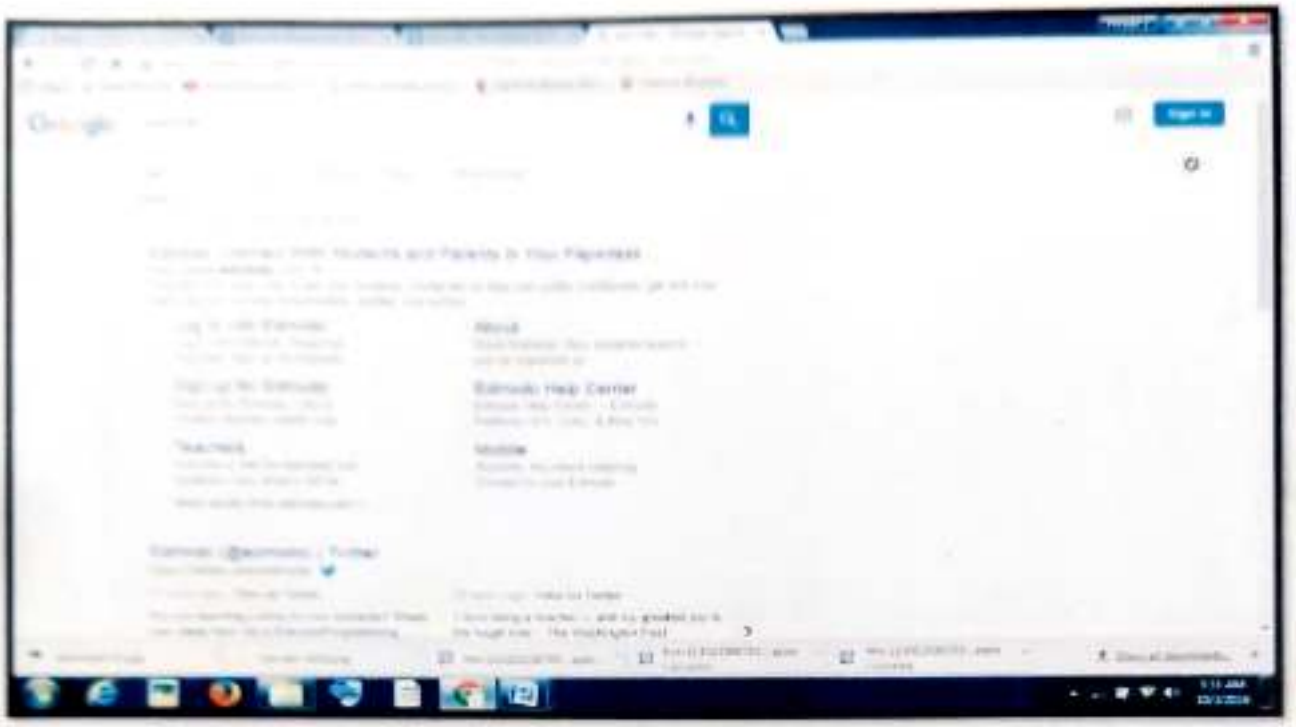
- Free, secure, social learning platform for teachers students, parents, and schools.
- Provides teachers and students with a secure and easy way to post classroom materials, share links and videos, and access homework and school notices.
- Teachers and students can store and share all forms of digital content – blogs, links, pictures, video, documents, presentations, and more

Coordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

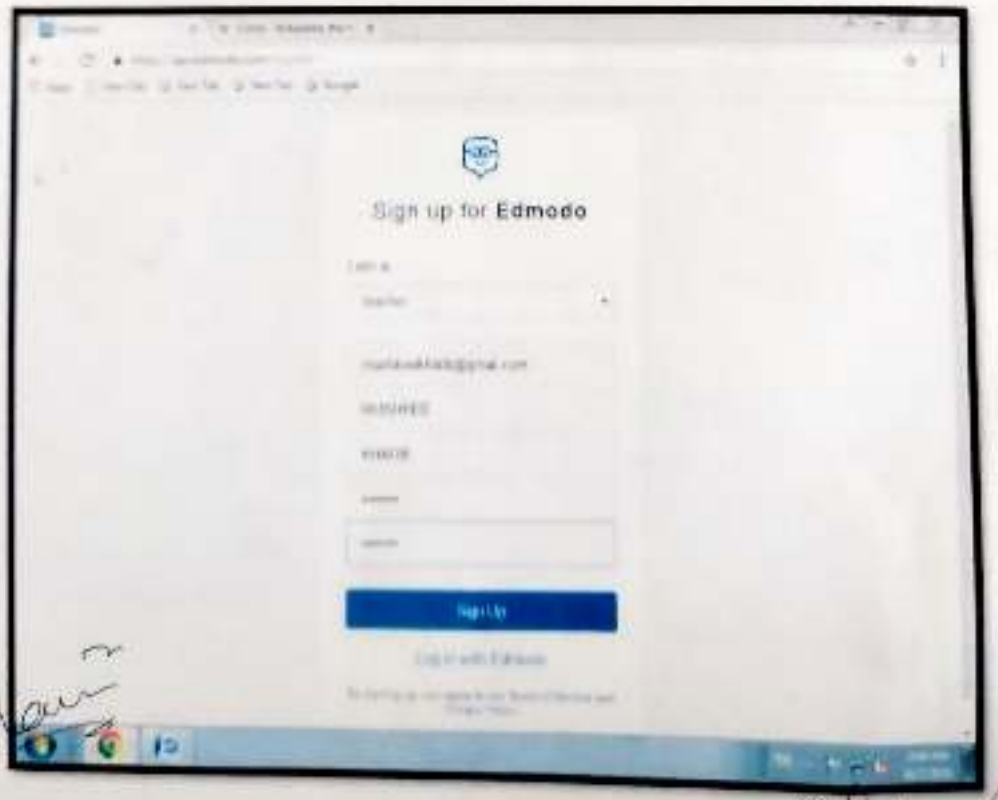
PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

SNAPSHOT

Click to the google brower and write the "EDMODO" and then click to sign up.



Write all detail and click to sign up button.

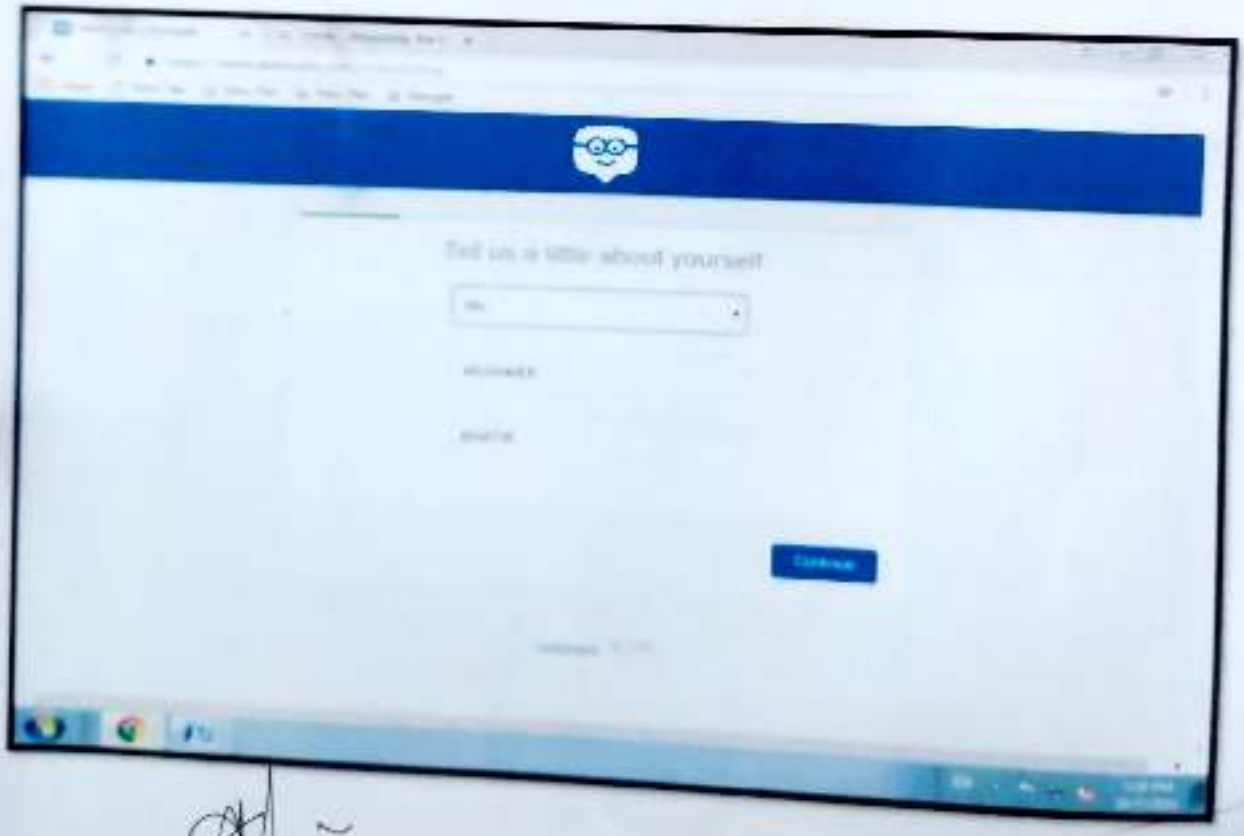


Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

- Click to link to continue to EDMODO

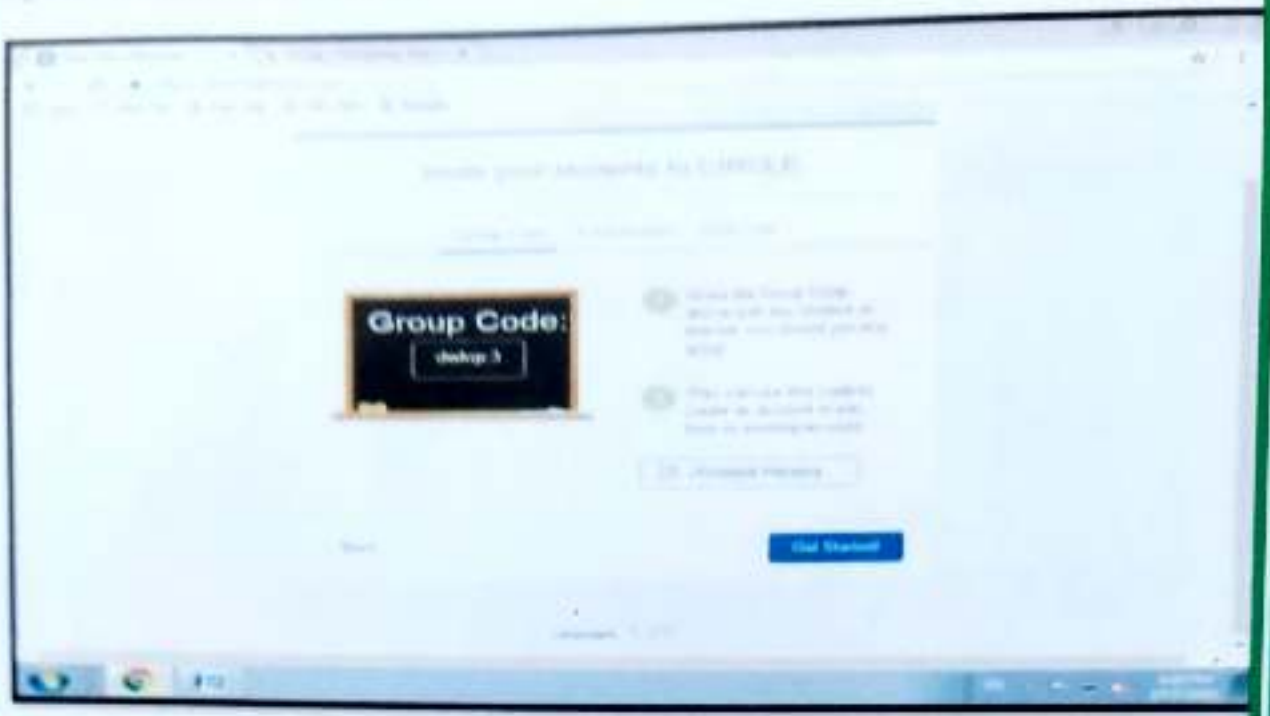
- Write detail and click to continue.



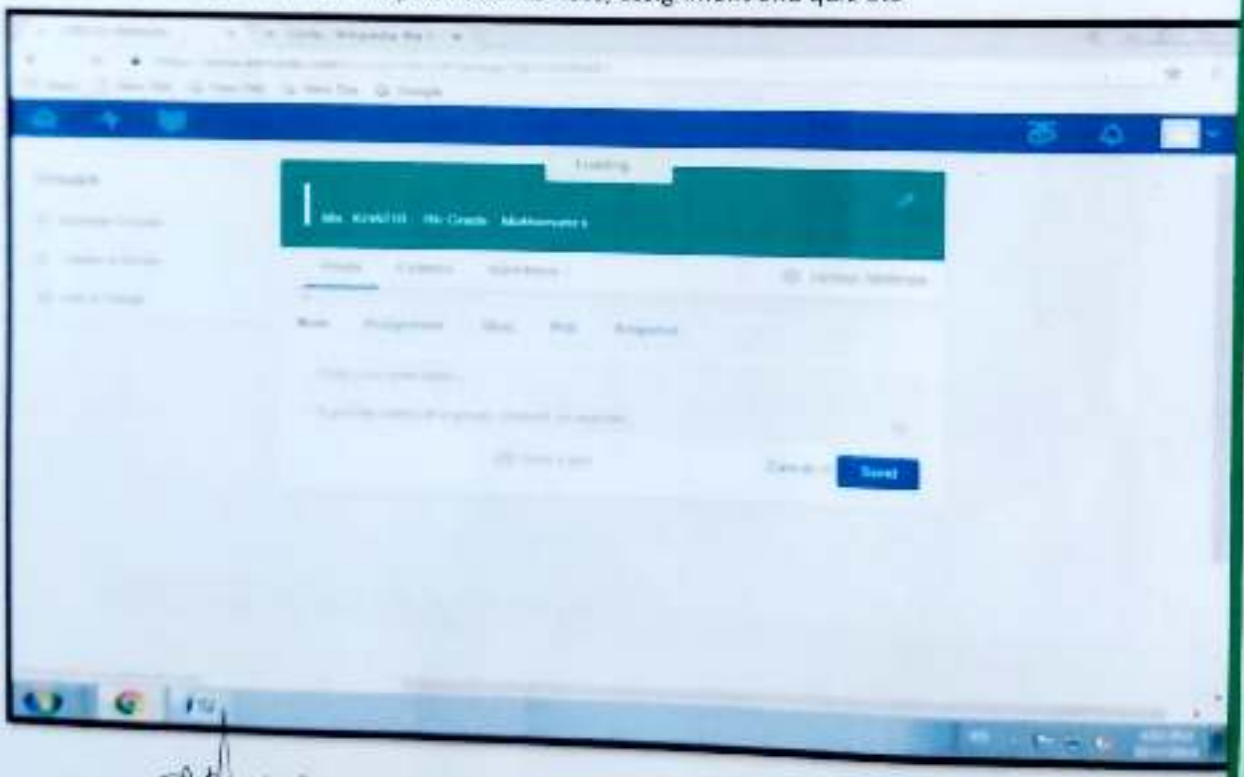
Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Copy the group code and click to get started.



- Home tab will apper with list of option such as note, assignment and quiz etc

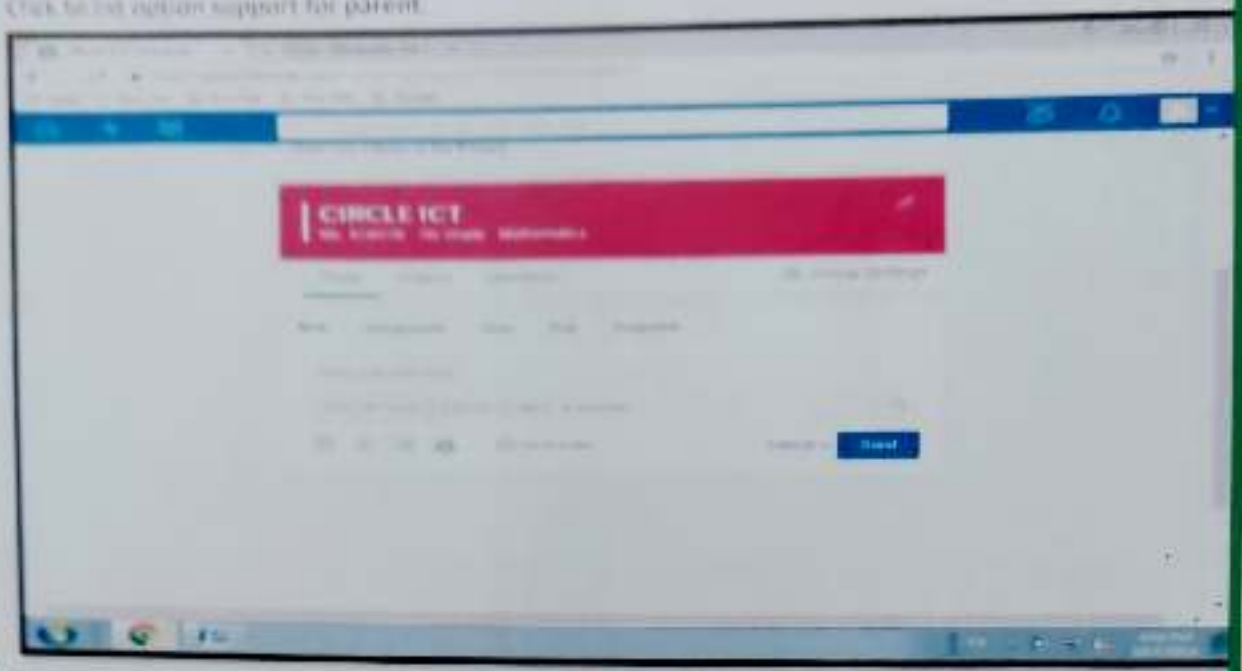


- Click to I agree

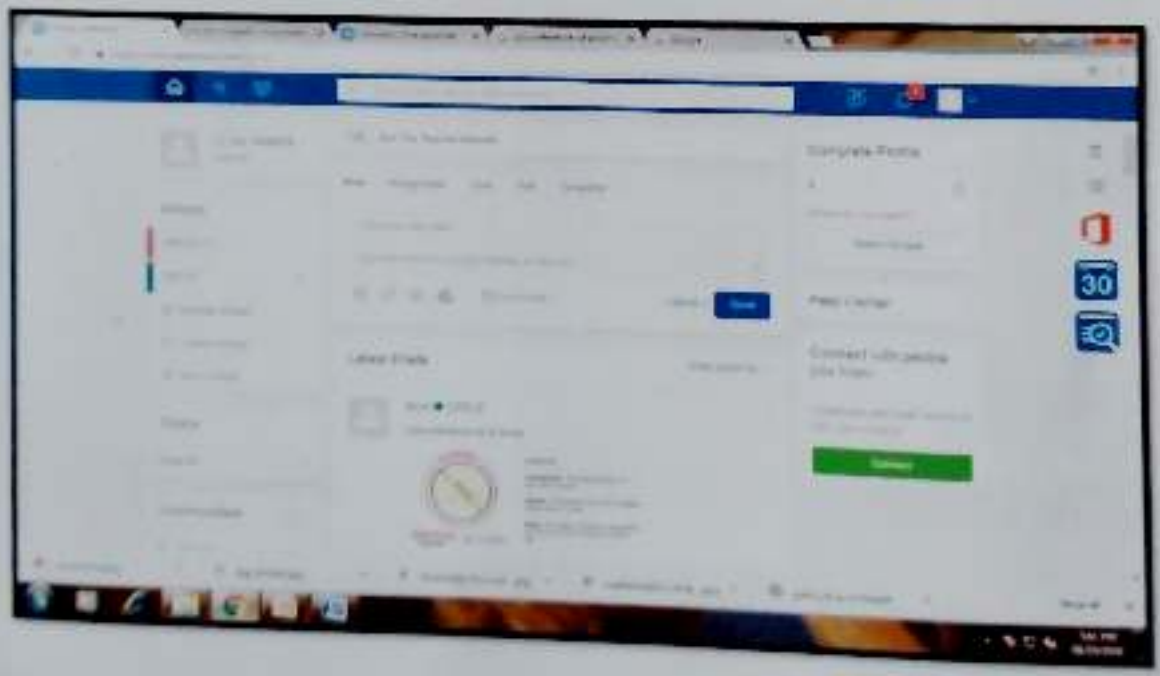
Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

- Click to post option support for parent

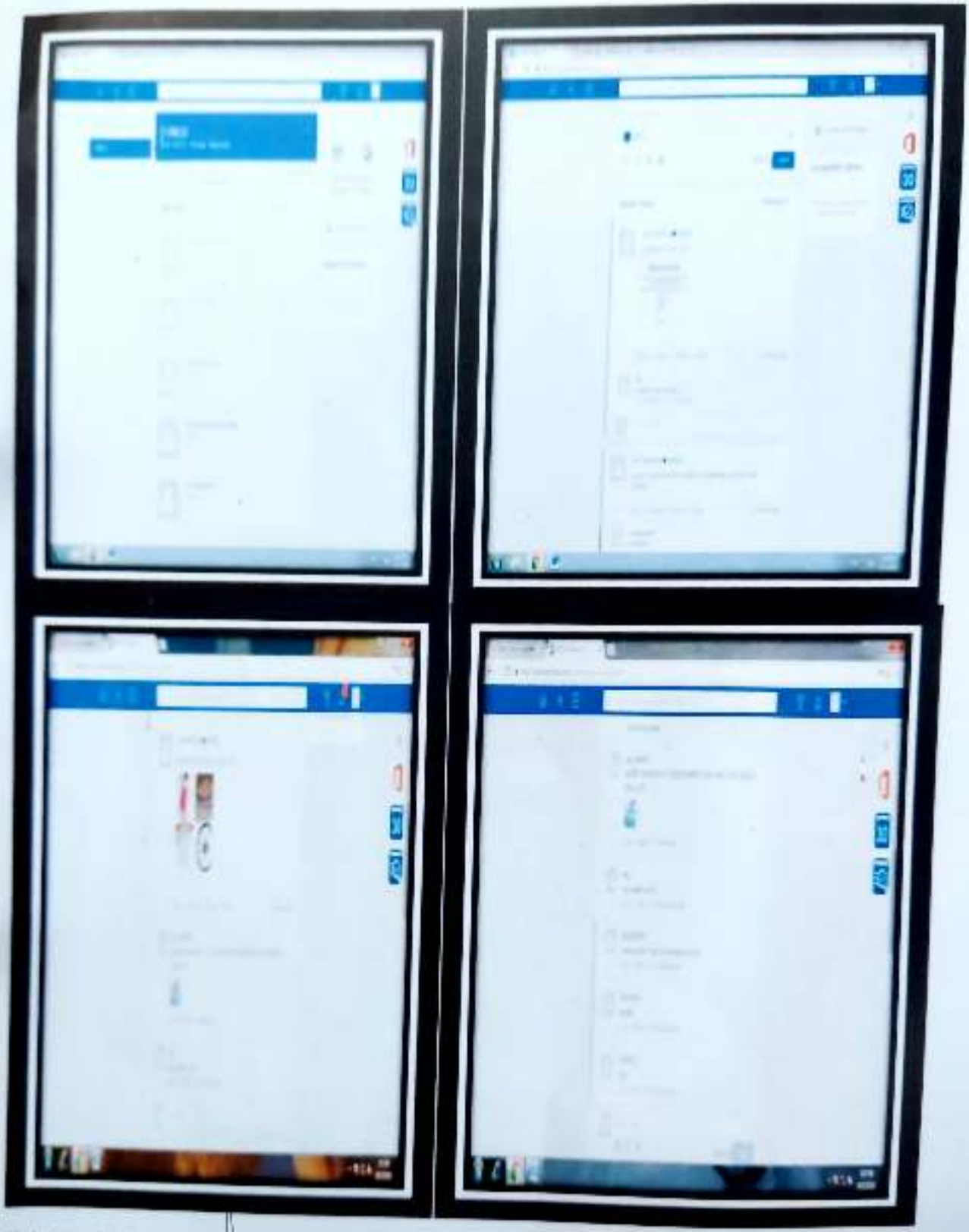


- Click to post to the information to the students as reading material support on as images of circle



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane



Click to watch the video

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

REFLECTION

In the ECP as using ICT help me to learn new application which more effective in learning and teaching method using online teaching support by learning management system. Learning management system support by various applications as Edmodo and, wisp etc. The LMS developed problem solving, creative and collaboration learning by online learning.

THE LMS ROLE AS Registration and charging, managing the process, Testing, Mentoring and monitoring, User's function AND Administrator functions.

ADVANTAGES OF EDMODO AS Ability of an EDOMODO to allow you to fully manage and track your own learning. Provide support for distance learning. Purposefully designed students and teacher and security transfering secure communication Mature, Safe and Secure, Ease of Use, Centrally Supported.

The EDMODO help me learning known online learning not only bound to school spaces we can used application for weaker students by just upload TEXT, VIDEO,IMAGES,POWER POINT PRESENTATION,WORD document and link.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

As teacher I have used the link to attach video for watch to my dear which help them to clear the problem over learning and effective for long term learningwhich increased self improvement and self confidence in students. I have shows images of circle ,and put document based on introduction of my topic and learning properties of circle I have used presentation which pictures and texts clear learning .The relationship of diameter and radius are through images.

When teacher post material students reply the problem and teacher answers toward query of them which simple only need internet and fast communication and effective in rural area support distance learning and user friendly.

The EDOMODO application supporting testing also I have given to my students as a test short answers and fill in the black to check up my assessment learning . The students are given time limit to submit answer .The EDMODO app is enjoyable which created interests in learning as well as teaching, so I hope I can used this app in my future generation in my real life practice

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

4. Identifying and selecting/ developing online learning resources

Critical Understanding of ICT

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

K.M.E.S COLLEGE OF EDUCATION

QUADRILATERALS

BY:KHATIB MUSHKEE MOAZZAM
ROLLNO:-(05)
SYBED

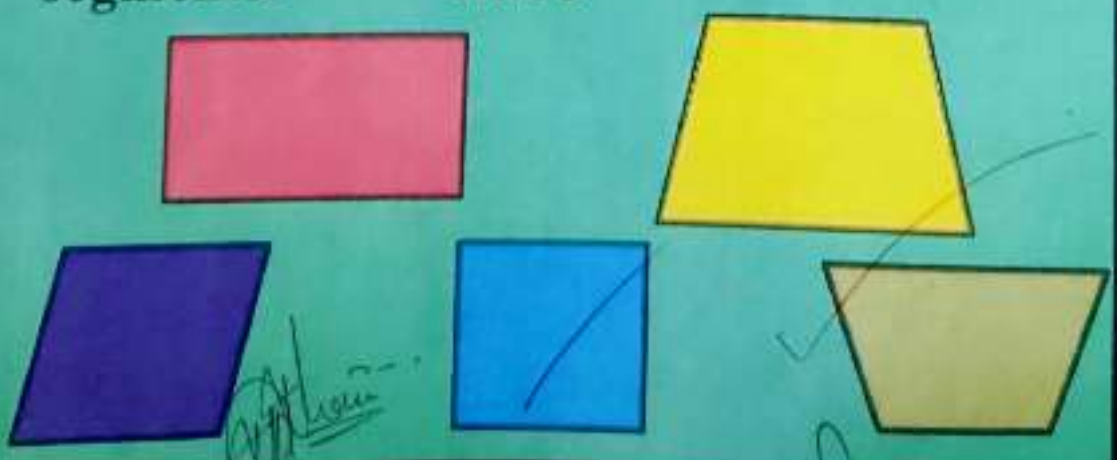
Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education

- DEFINED QUADRILATERALS
- ELEMENT OF QUADRILATERALS
  - VERTEX
  - SIDES
  - ANGLES
  - DIAGONAL
- TYPES OF QUADRILATERALS AND PRPPERTIES OF ITS:-
  - RECTANGLE
  - SQUARE
  - PARALLELOGRAM
  - TRAPEZIUM
  - RHOMBUS

What is a quadrilateral?

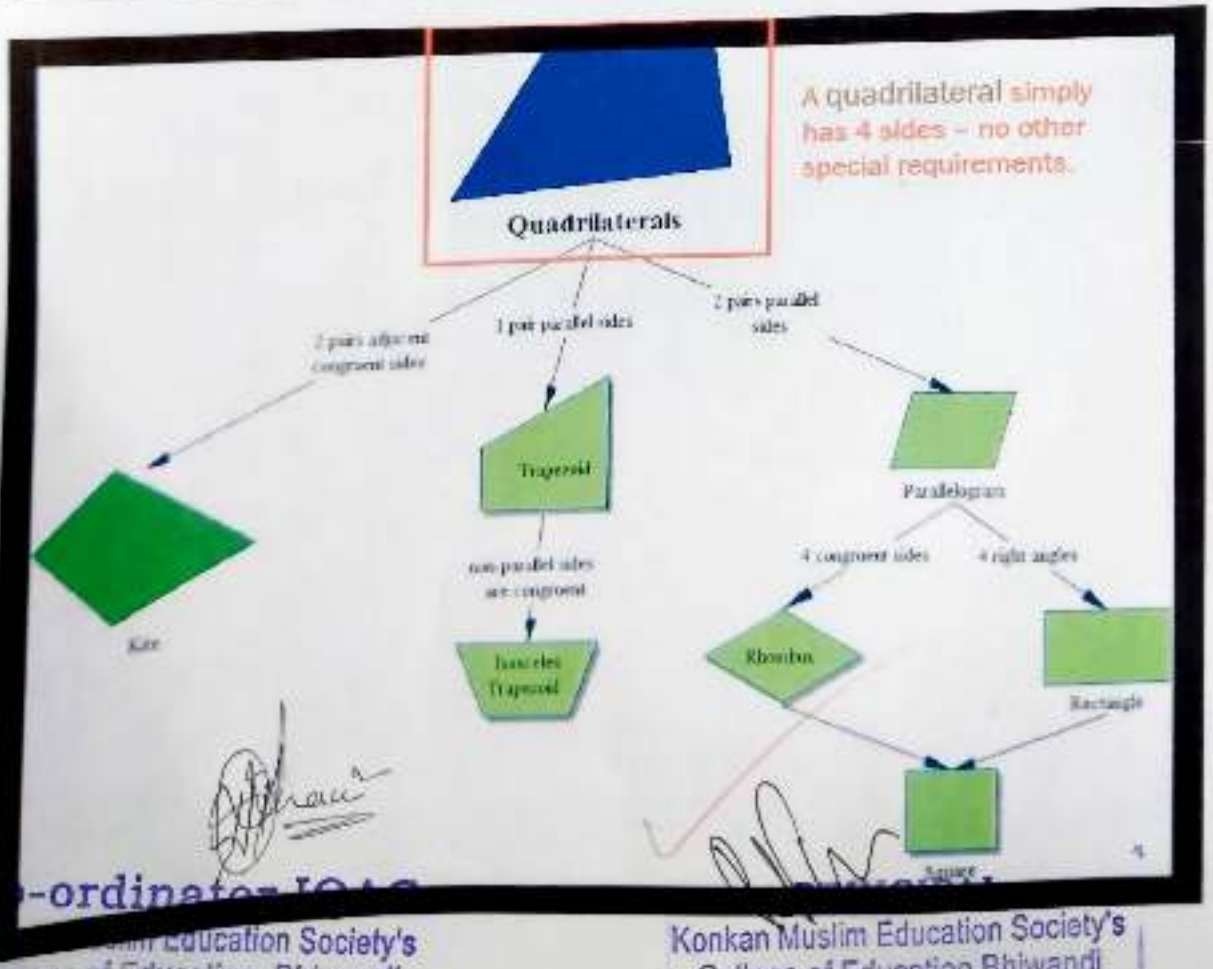
A quadrilateral is a closed 2 dimensional figure with four sides that are line segments.



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

Video
What is Quadrilaterals?



Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

ELEMENT OF QUADRILATERALS

- VERTEX
- SIDES
- ANGLES
- DIAGONAL

- **VERTEX**

Vertex typically means a corner or a point where lines meet.

For example:- A square has four corners, each is called a vertex. The plural form of vertex is vertices.

- **SIDES**

The joint of to vertex makes a sides. The sides is also known as segment.

-ordinator IQAC
Muslim Education Society's
Education, Bhiwandi
Dist. Thane
PRINCIPAL
College of
Dist. Thane

❖ ANGLES:-

The joint between the two sides and makes centre edges called as angle.

❖ DIAGONAL:-

The joint between the two opposite vertex makes segment called as diagonal.

EXAMPLES OF QUADRILATERAL

Elements	Number	Name
Sides	4	AB, BC, CD and DA
Vertices	4	A, B, C and D
Angles	4	∠DAB, ∠ABC, ∠BCD and ∠CDA
Diagonals	2	AC and BD

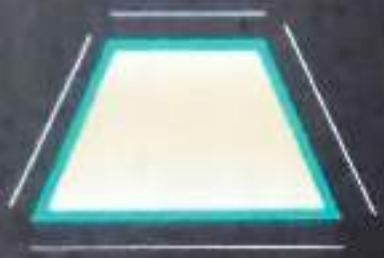
Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

TRAPEZIUM

* A trapezoid has four sides.
* Two sides are parallel.
* The opposing two sides are not parallel.

Those are parallel.



Those are not parallel.

FILLED OUT TABLE TO MAKES USING THE DIFFERENT TYPE'S QUADRILATERALS???????????????

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

QUADRILATERALS

SHAPE	SIDES	ANGLES	PARALLEL LINES
Square			
Rhombus			
Trapezoid			
Rectangle			
Parallelogram			

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

REFLECTION

The activity are create me aware me new packages which CAI model which is computer aided instruction which support instruction to learner to learn in effective with a interesting modes .The CAI package help as tutor, adviser and guider etc. The CAI package is learning oriented model which developed student's ability and capability based on problem solving and creativity Effective teachers of reading use a variety of materials and instructional procedures.The CAI package support all multimedia formats.

The ADDIE MODEL make effective design and development based on that presentation are design which is implemented by a lots texts, pictures, flowcharts, sound effect and with video which make a leaner effective learning. The ADDIE MODEL support in step to step manner in which completed analysis the content then move the design of the content and process to development and which are implement and process last step assessment of leaner which based on content selected as both formative and as well as summative assessment.

The ICT help knows some more application which different which make me learned and can be used in future to get aware about new application which are necessary of today

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

modern world because are taking more interest in technical world and by leaning through ICT in education .By this I real learn new about video convert which format powerpoint support and also many more

As the teacher view activity quick help in teaching the low learner and disorder children by learning become easily and simple process and teacher used to work hard once a time and same can use randomly when required we teach them.

Through this developed leaner self confident ,self improved by analysis,observing and problem etc skill also enhanced bleaming through the technical support.Last but more important that visual learning it store long in memory of learner.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Thane

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

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

K.M.E.S COLLEGE OF EDUCATION

2017-18

BHIWANDI- 421302

LESSON PLAN

BY:

Ansari Rimsha

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

SCRIPTED LESSON PLAN

The lesson is planned for STD VII (S.S.C BOARD).

Lesson no. 14 FOOD AND PROTECTION OF FOOD.

The objective is to introduce the constituents of food and help the student to understand the concept of a balanced diet.

Lesson plan

PREVIOUS KNOWLEDGE: Student knows about the need of need for living beings.

INSTRUCTIONAL OBJECTIVES	SPECIFICATIONS
Remembering The pupil recalls the different needs for food consumption by living beings	The pupil is retrieving the different needs of living beings for food to live and function normally.
Understanding The pupil interprets the different constituent of foods.	The pupil is interpreting the different constituents of food.
Applying The pupil implements the concept of balanced diet.	The pupil is implementing the knowledge of balanced diet
Analysing The pupil differentiates between a balanced diet and an unhealthy diet.	The pupil is differentiating between a balanced diet and an unhealthy diet.
Evaluating The pupil explains what makes a balanced meal.	The pupil is summarizing the different types of food that makes a balanced diet.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

Teaching aids: Pictures of food items, slideshow of a story for set induction, video on food constituents and balanced diet, flash cards of constituents of food, cards with pictures of food. 2 sets of 6 paper plates (1 plain, 1 marked).

Core Elements and Values Inculcation of scientific temper, scientific attitude, constitutional obligation, democracy, secularism, removal of social barriers.

Methods/ Techniques/ Skills: Set induction, explaination, inductive method, questioning, evaluating.

Set Induction:

Teacher's activity	Pupil's activity
1. Teacher holds pictures of food items and asks a question: What do you see?	Students observes carefully and answer: Food products.
2. Teacher then tells a story through a PPT : Priya goes to the market and brings milk and fish. On reaching home, she keeps the milk packet and the fish on the kitchen counter. Just then she receives a call from her mother who is sick. She immediately rushes to her mother's house. All the food items are kept on the table. She returns home after 2 days.	Student listens carefully.
Teacher questions:	Student answers.
• What will happen to the milk packet?	Student answers.
• What will happen to the fish?	Student answers.
• Will they remain fresh?	Student answers.
• What should have Priya done before leaving the house?	

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

• Is that saving the food from rotting? • What is the action of saving the food from rotting, called as?	Student answers. Student answers.

Statement of the aim: So today we will be studying about **FOOD AND PROTECTION OF FOOD.**

LEARNING EXPERIENCES

Teaching points	Teaching activity	Learning activity
Food : importance of food in our lives.	1. Teacher starts a discussion by holding up a picture of a pathway divide in two roads, one leading to popular fast food items and another towards fruits and vegetables and asks the students; Which do they think is better and healthier for their bodies? 2. The teacher then asks the students if they ever thought about what they were putting into their bodies before they ate something. 3. The teacher then explains that in order to be healthy children they should be eating more of certain foods and less of others.	Student observes carefully and answers. Student answers. Student listens carefully.
	Teacher shows a video of the different constituents of food and the importance of balanced diet.	Student views with interest.
	Teacher holds a flash card of foods containing Carbohydrates	Student observes and listens carefully

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

CONSTITUENTS OF FOOD i. Carbohydrates	and explains that it provides fuel for energy for body heat and work **Sources:** Cereal and cereal products, potatoes, fruits and vegetables, sugar, preserves and confectionery	
ii. Proteins	Teacher holds a flash card of foods containing proteins and explains that it is essential for growth and repair of the body. **Sources:** Meat, fish, eggs, dairy foods, cereal products, nuts and pulses.	Student watches and listens carefully
iii. Fats	Teacher holds a flash card of foods containing fats and explains that fats provide fuel for energy and also essential fatty acids. **Sources:** Meat and meat products, dairy products, oily fish, nuts, cakes, biscuits, crisps, chocolate, fats and oils.	Student observes and listens carefully
iv. Vitamins and Minerals	Teacher holds a flash card of foods containing vitamins and minerals are very important as they help in developing body tissues and for metabolic processes and protection. **Sources:** carrots, dark green leafy vegetables and Fresh fruits especially citrus fruits and berries, orange coloured fruits,	Student observes and listens carefully.
v. Dietary fibres	Teacher holds a flash card of foods containing dietary fibres are essential as they form a vehicle for other nutrients, add bulk to the diet and assist proper elimination of refuse. **Sources:** Cereal foods, beans, lentils, fruit and vegetables.	Student observes and listens carefully.
vi. Water	Teacher explains that water is one of the most essential requirement for us because it provide body fluid and to help regulate body temperature. **Sources:**	Student listens carefully.

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

	Water, milk, juices, all drinks,fruit and vegetables.	
Core Elements and Values	Teacher co relates with the core element: • By stating that although we need food for our survival, we should also inculcate a scientific temper towards our approach of consuming food by observing and analyzing the nutrient in different food products. • Teacher further states that we should imbibe within us a scientific attitude towards what we are eating and how it affects our bodies.	
BALANCED DIET	Teacher explains that A balanced diet is a diet that consists of the right nutrients in the right quantities. Teacher states that most people in the India eat and drink too many calories, and too much fat, sugar and salt, and not enough fruits, vegetables and fibre.	Student listens carefully.
Portions of food to have a balanced meal	Teacher shows and explains a picture of a plate which is divided according to the portions of food products to be consumed daily to have a balanced meal. 	Student observes and listens carefully
Core Elements and values	Teacher co relates with the core elements by stating that: • Just as we understand now that for a healthy body we should consume fixed portions of nutrient rich foods, the same way for a successful and peaceful	Student listens carefully

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

	nation we should follow the constitutional obligations. • Also, as we see that together all foods make a healthy diet, similarly we should remove all social barriers and be secular and democratic with each other for a healthy society.	

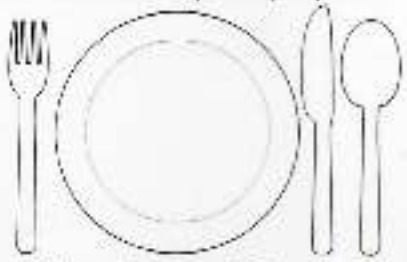
Recapitulation: What are the different constituents of food?

Application: If you are offered a plain cheese pizza, what ingredients would you add to make it a healthy meal.

Evaluation: Student Assessment

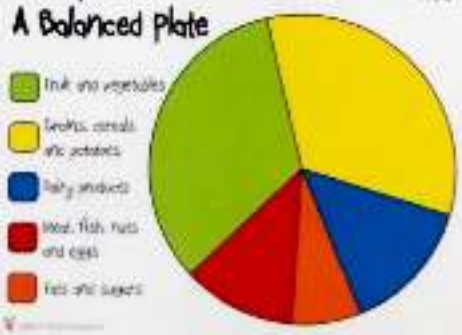
Teacher asks 6 students to play a game of "MAKE YOUR OWN MEAL"

- The teacher places a cardboard box filled with cards with pictures of food products on them.
- The teacher instructs the students each to pick up a plate



and instructs 2 students each to make a meal for themselves. 2 for breakfast, 2 for Lunch, 2 for Dinner.

- The students make a meal for themselves.
- The teacher then gives them a plate which is marked with the amount of portions.



- The teacher instructs the students to put each food product in it marked portion.
- The students then are asked to observe their meals .

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane

- If it is balanced?
- If not, how can they balance it?
- What do they need to add or remove to make a balanced healthy meal.

Assignment:

Write down what you had for dinner the night before or for lunch yesterday.

Determine if you ate a balanced meal. If not, what changes would you do or add to your meal to make it balanced?

CHALK BOARD ACTIVITY

DATE: 15-3 -17 STD:VII

SUBJECT: Science TOPIC: Food and Protection of Food

Food: Essential for survival

Constituents of food:

Carbohydrates,

Proteins,

Fats,

Vitamins and minerals,

Dietary fibres, Water

Balanced Diet:

Right nutrients in the right quantities

Co-ordinator IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

PRINCIPAL
Konkan Muslim Education Society's
College of Education Bhiwandi
Dist. Thane