



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


## **Metrics 2.3.4.**

### **1. Evidences to support use of ICT**

### **2. Geo-tagged photographs**

### **3. Link to the resources used Organizing Learning (lesson plan)**

- 1) Understanding theory courses
- 2) Practice teaching
- 3) Internship
- 4) Out of class room activities

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




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**METRICS No. 2.3.4:**

**ICT support is used by students in various learning situations  
such as:**

**1. Understanding theory Courses**

  
*Dr. (Ms.) Sally Enos*  
**PRINCIPAL**  
**MAHATMA EDUCATION SOCIETY'S**  
**Pillai College of Education & Research**  
**Dr Pillai Teacher Training & Research Centre**  
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# Mahatma Education Society's Pillai College of Education & Research

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## 1. USE OF GOOGLE MEET to Understand theory courses



## USE OF YOUTUBE VIDEOS to understand theory courses


<https://youtu.be/VjxFhEbCLmM>

<https://youtu.be/FFloV2J-eKI>

<https://youtu.be/jAa58N4Jlos>

[https://youtu.be/\\_NEIq-uoBb8](https://youtu.be/_NEIq-uoBb8)

<https://youtu.be/Uxh3MxOvDI>

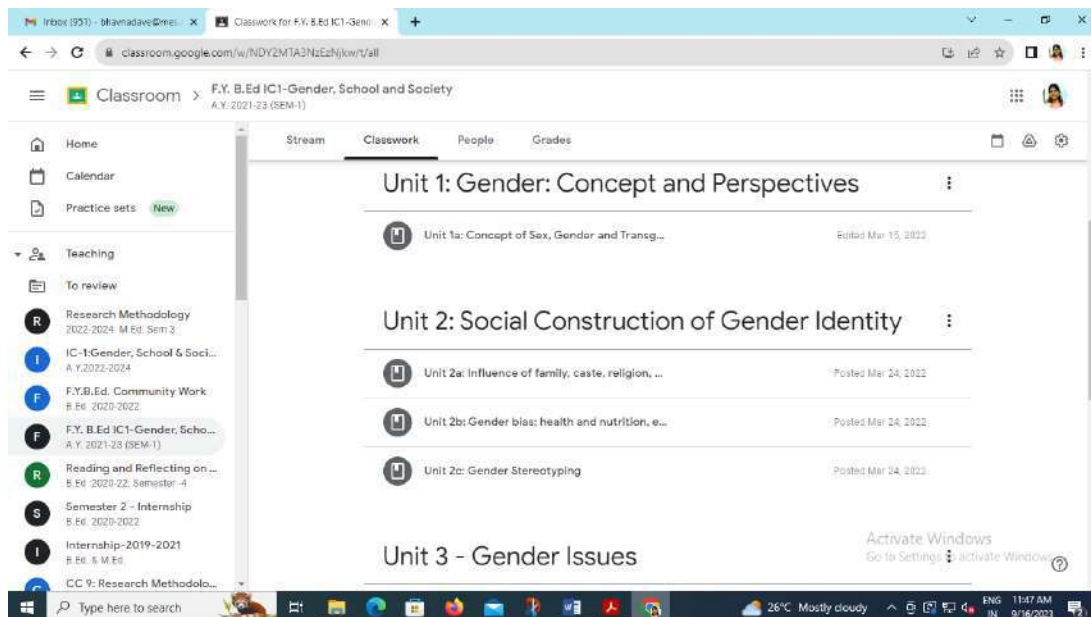
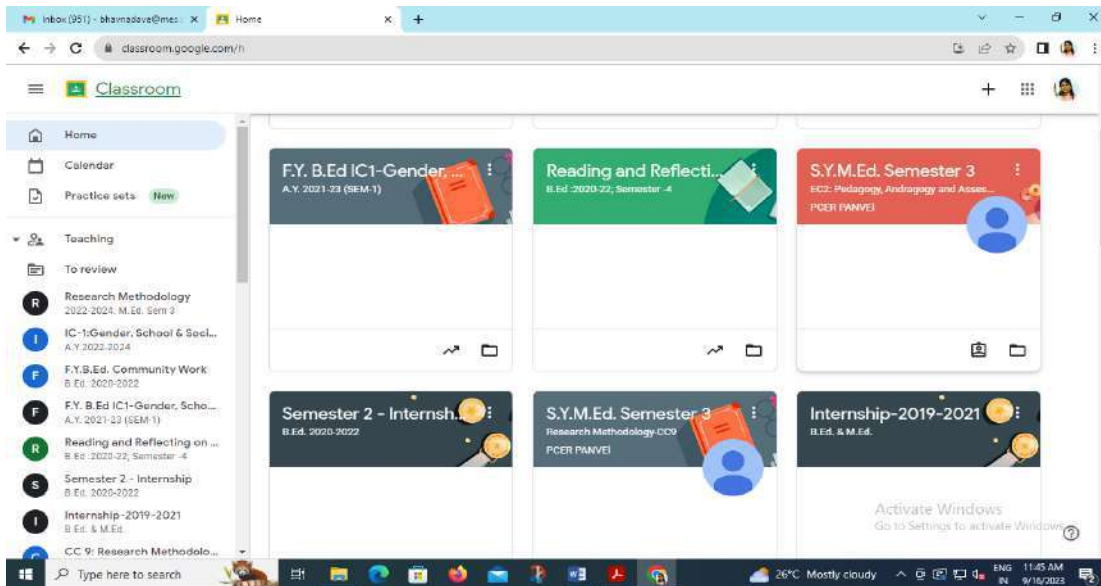
  
**Dr. (Ms.) Sally Enos**  
**PRINCIPAL**  
**MAHATMA EDUCATION SOCIETY'S**  
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## USE OF OER RESOURCES to understand theory courses

<https://pcerpanvel.ac.in/wp-content/uploads/2023/08/OERs-for-B.Ed.-Course.pdf>

<https://pcerpanvel.ac.in/wp-content/uploads/2023/08/OERs-for-M.Ed.-Course.pdf>

## Use of Google Classroom for access to presentations & Course materials



## Use of Virtual Resources

The screenshot shows a web browser window with the URL [pcerpanvel.ac.in/facilities/library/virtual-resources/](http://pcerpanvel.ac.in/facilities/library/virtual-resources/). The page features a navigation menu with items like About, Disclosures, Reports, Faculty, Academics, Facilities, Students, Publications, Association, Activities, Alumni, E-Learning, and Research. Below the menu is a search bar and the college's logo, which includes a yellow flower icon and the text "Mahatma Education Society's Pillai College of Education and Research New Panvel". A "Research Centre for Ph.D." button is also visible. The main content area is titled "Virtual Resources" and contains a table of links:

E-Resources	ICSE Textbooks	Maharashtra State Board Text Books	NCERT Textbooks
M.Ed. OER Resources	B.Ed. OER Resources		

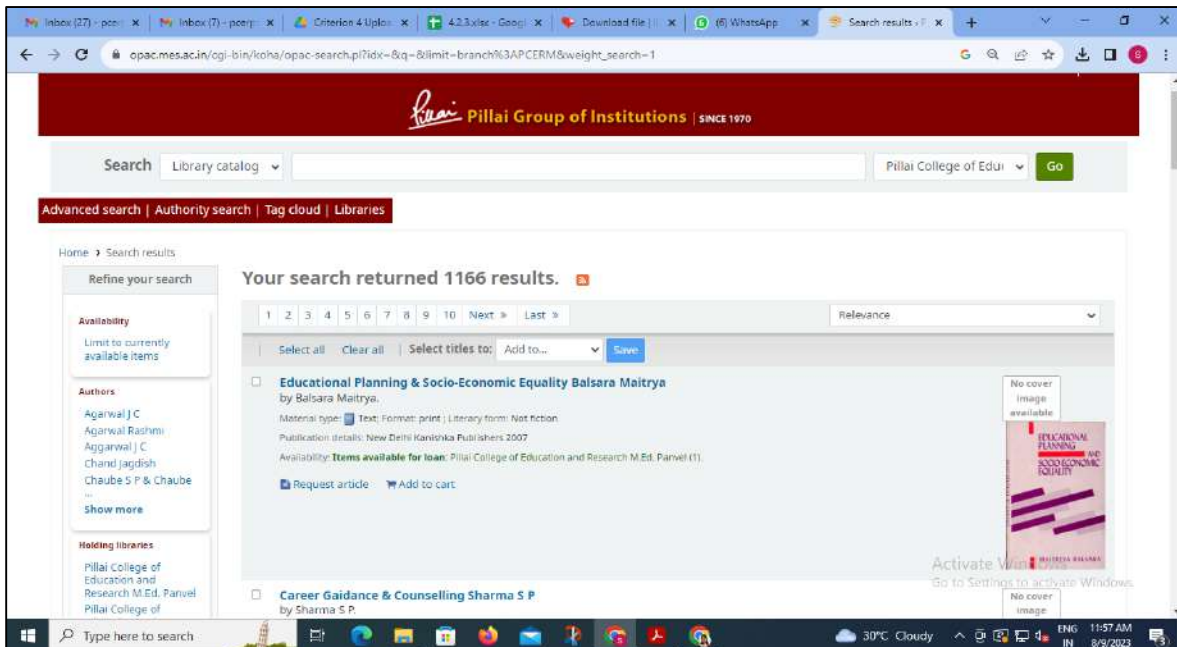
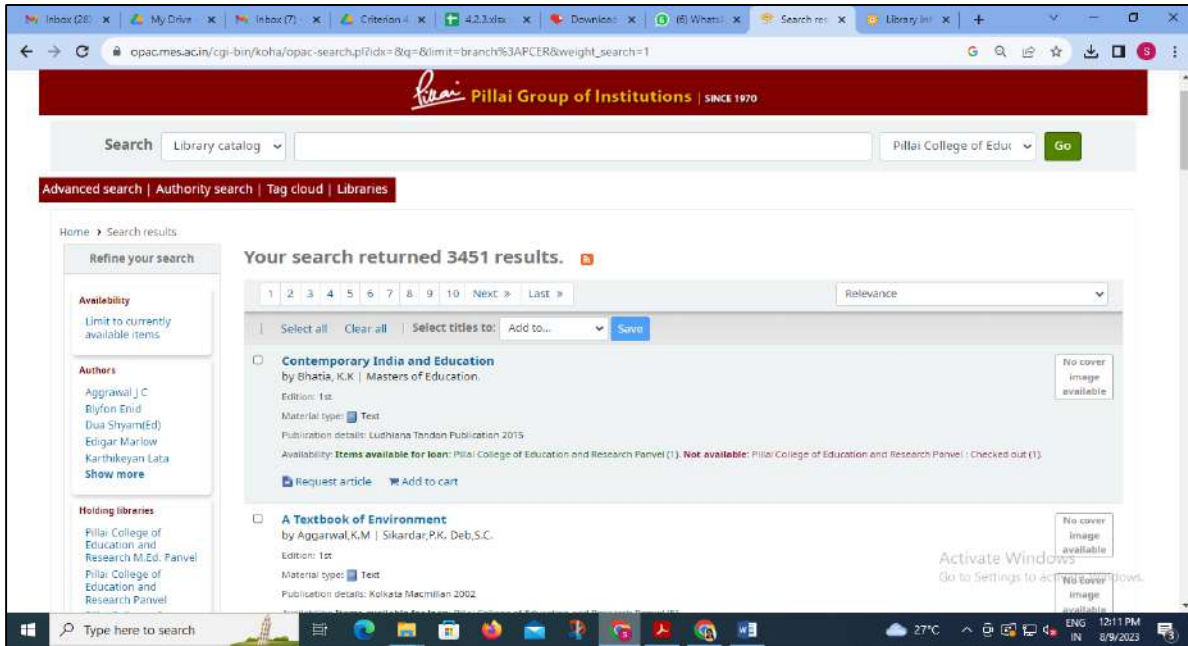
## USE OF Extra-Reference material on MES DIGITAL LIBRARY

The screenshot shows the homepage of the MES Digital Library. The header includes "Communities & Collections", "All of DSpace", and "Statistics". The main banner features the text "MES DIGITAL LIBRARY" and a paragraph: "The Mahatma Education Society (MES) embarked upon its mission of 'Education for All' with Chamber English High School in the year 1970. The vision, dedication, global outlook, tenacious struggle and unwavering spirit of Dr. K. M. Vasudevan Pillai (Founder, Chairman, and CEO) and Dr. Daoline Pillai (Secretary), the Trust grew from a single school into a multi-institution multi-location group, delivering quality education at all levels." Below the banner is a search bar and a section titled "Communities in DSpace" with the instruction "Select a community to browse its collections." and a button to "Activate Windows".

The screenshot shows the page for Pillai College of Education and Research, New Panvel (PCER) on the MES Digital Library. The header includes "Communities & Collections", "Statistics", and "All of DSpace". The main content area displays the college's name and logo, followed by the text "Pillai College of Education and Research, New Panvel (PCER Panvel)". Below the logo is a link: "Permanent URL for this community: <https://digitalibrary.mes.ac.in/handle/1234>". The page also includes a "Remove" button and a "Activate Windows" notification.

# Landing page of the remote access Library webpage

[https://opac.mes.ac.in/cgi-bin/koha/opac-search.pl?idx=&q=&limit=branch%3APCER&weight\\_search=1](https://opac.mes.ac.in/cgi-bin/koha/opac-search.pl?idx=&q=&limit=branch%3APCER&weight_search=1)



The screenshot shows a web browser window displaying the library catalog page for 'Educational Research Mishra R C'. The page header includes the Pillai Group of Institutions logo and navigation links. The search bar contains 'Library catalog'. The main content area shows the book details, including the author 'Mishra R C', material type 'Text', and publication details. A table of holdings is visible, showing one item available at Pillai College of Education and Research M.Ed. Panvel. The right sidebar contains options like 'Print', 'Add to your cart', and 'Suggest for purchase'. The Windows taskbar is visible at the bottom.

## For Research Purposes e-Journals N-List

<https://nlist.inflibnet.ac.in/index.php> Database Library Catalogue-Indcat

The screenshot shows the National Digital Library of India (NDLI) website. The header features the NDLI logo and the tagline 'One Library All of India'. Below the header, there are sections for 'TEST PREPARATION' and 'STUDY AT HOME'. The 'TEST PREPARATION' section includes links for CBSE Examinations, IIT-JEE and RRB, Joint Admission Test for Masters (JAM), Graduate Aptitude Test in Engineering (GATE), National Eligibility Test (NET), and Career Development and Recruitment. The 'STUDY AT HOME' section includes links for School, Engineering, Science, Humanities, Literature, and Law & Management. The footer contains a 'COVID-19 RESEARCH REPOSITORY' section with links for Scholarly, Data Sets, Documents &, Journals &, Ideas &, and Challenges &.

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## **METRICS No. 2.3.4**

### **Supporting Documents for-**

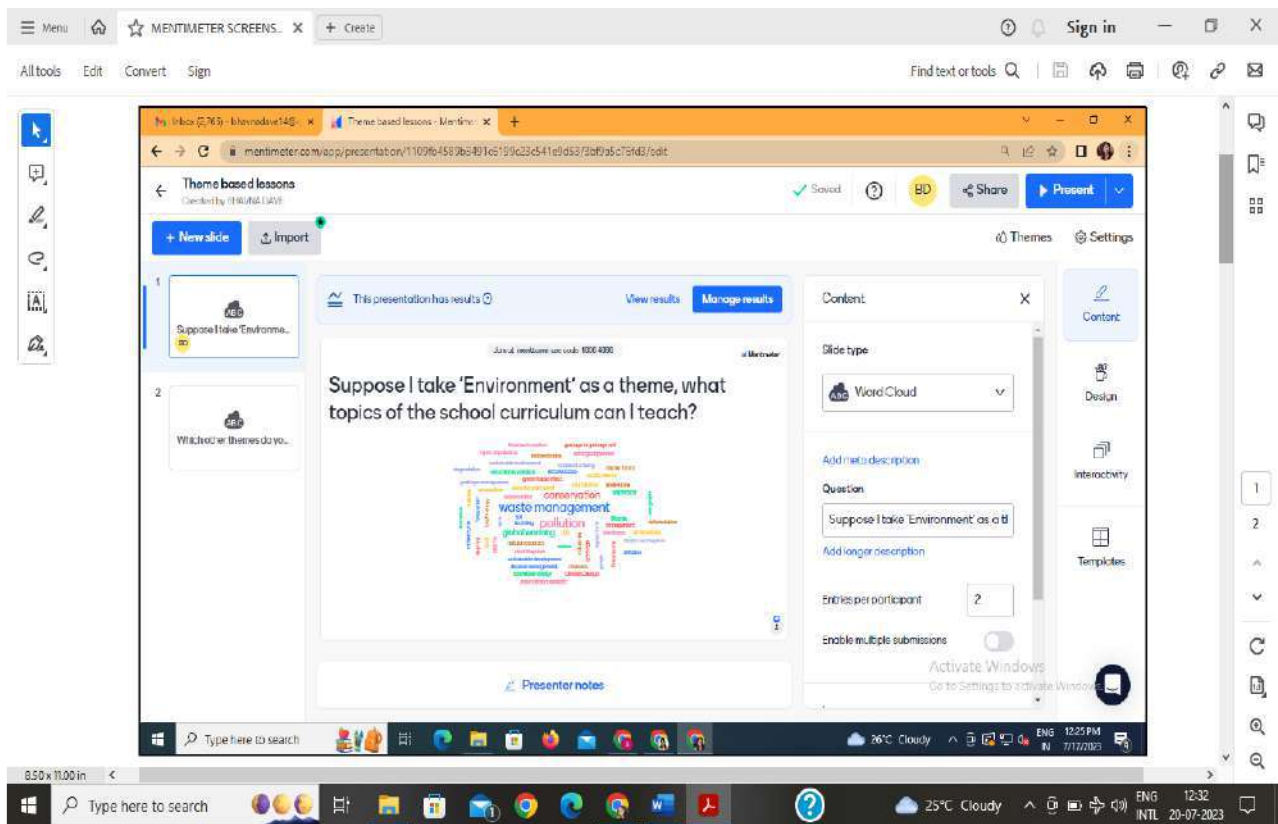
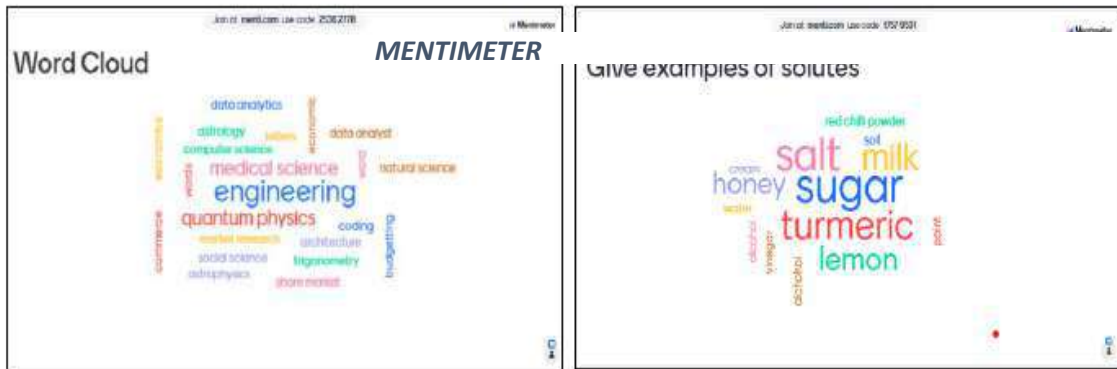
ICT support is used by students in various learning situations  
such as:

## **2. Practice Teaching**

  
*Dr. (Ms.) Sally Enos*  
**PRINCIPAL**  
**MAHATMA EDUCATION SOCIETY'S**  
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# USE OF VARIED TOOLS FOR TEACHING –LEARNING DURING PRACTICE TEACHING



## USE OF H5P for Teaching Learning

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

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

The living organisms, Habitats : Drag the words.

Created by [Sally Enos](#) on Tue, 02/02/2021 - 11:02

There are 8 questions to get started with H5P and we will be adding more questions.

Drag the correct word into the box.

1. In the sea, plants and animals are surrounded by .
2. The plants and animals that live in land are said to live in .
3. The number of plants and animals that live in water are called .
4. When a word refers to a species, it is said to have .
5. Some aquatic animals have  which help them to get oxygen dissolved in .
6. The sea animals like dolphins and whales do not have . They breathe in air through  located in the upper parts of their bodies.
7. Desert plants have very thin walls through .
8. The rain-water helps such as trees, but an  in forest are in  components.

Structure  
Title  
Content  
View  
Edit  
Print  
Share  
Download  
Help

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

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

Law of Gravity-interactive video

Created by [Sally Enos](#) on Tue, 02/02/2021 - 11:02

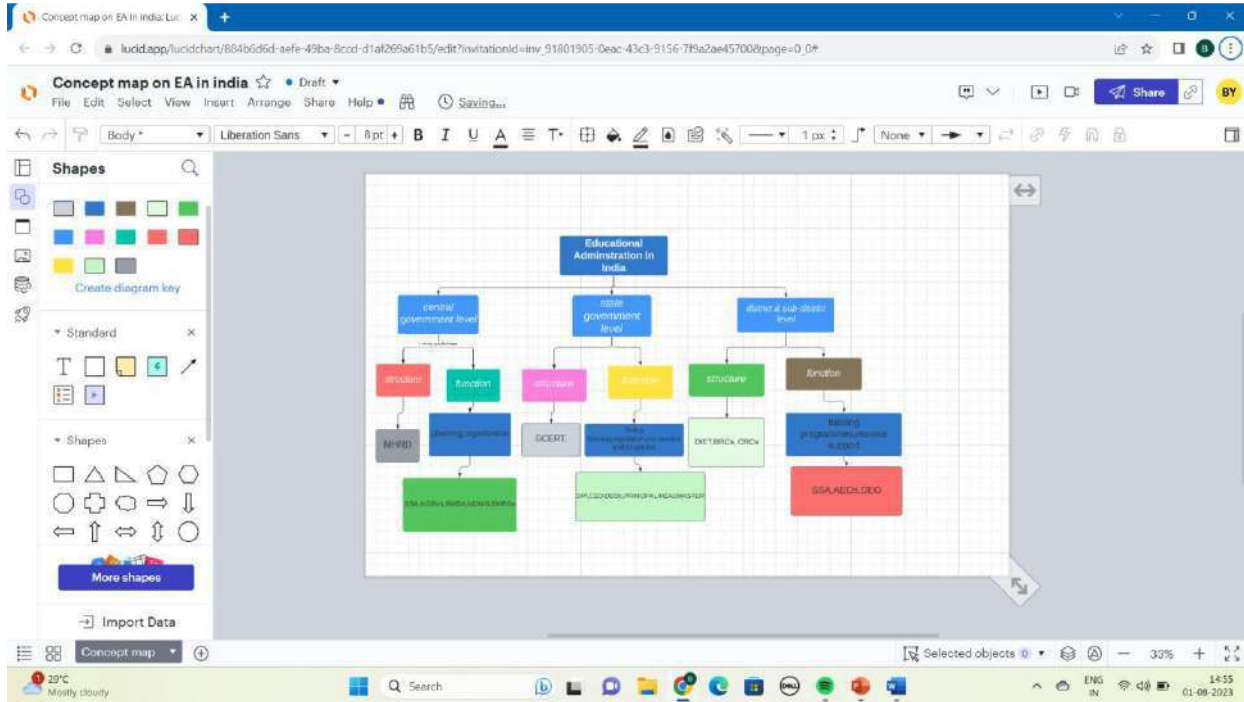
There are 8 questions to get started with H5P and we will be adding more questions.

Interactive Video

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

# Use of Lucidchart for Concept mapping

## Creating Spoken Tutorials



## Creating Spoken Tutorials



## USE OF JAMBOARD

The screenshot shows a Google Jamboard interface. On the left, there is a sidebar with various drawing tools. The main workspace contains a text box on the left with the following information:

Name: Tanvi Vahid Tondwalkar  
DOB: 14 September, 1999  
Age: 21  
Address: 80/8-1/4, Nishthem CHS, Adonar Dairy Road, Nandu Nagar, Kurla East, Mumbai-400024  
Mobile No: 9822470299  
Aamastive No: 9822282038  
Qualification: BSC, HOD, BA  
Subject Specialization: B.A., Political Science and Economics  
Hobbies: Enjoy Drawing, Love drawing Marathi Art, Watching webseries, Going out for a walk, Listening to music, Working out very regularly, Hanging out with friends.  
Experience: Freshher  
Additional Volunteered for: Rector, Club of SIES College, Son (W) for a year, Volunteer for College Fest.  
Expectations from college: The college should equally teach ICT in depth like all other subjects because of the online teaching due to the pandemic. I wanted to thank our Principal, Sally Enos, because she is motivating me when I came to college for admissions. I lack confidence because my performance during my degree college was not very good, but when I had a chat with Sally Enos, I felt really motivated and my first year in college has been really good. I also want to thank all the teachers especially Bindu, Manan for her strong support.  
Bhavana Manan for her pedagogy lesson because it helped me learn so much and confident about myself for answering in class.  
Namrata means for her morning prayer and friends of the week initiative.

On the right side of the Jamboard, there are four circular diagrams representing a SWOT analysis:

- STRENGTHS** (Green box): Communication, Creative, Focused (one at a time), Competitive, Family support.
- WEAKNESS** (Pink box): Lack Self confidence, Procrastinate, Lazy, Focused (one at a time), Slow.
- OPPORTUNITES** (Empty circle).
- CHALLENGES** (Yellow box): Procrastination has been the only challenge but I am trying to overcome it.

At the bottom of the Jamboard, there are three tabs: 2.5.140x, NAAC.xlsx, and 2.3.3-Done.xlsx. The system tray at the bottom shows the date as 15-Apr-23 and time as 3:20 PM.

### *Creation of E-Learning material on different pedagogy*

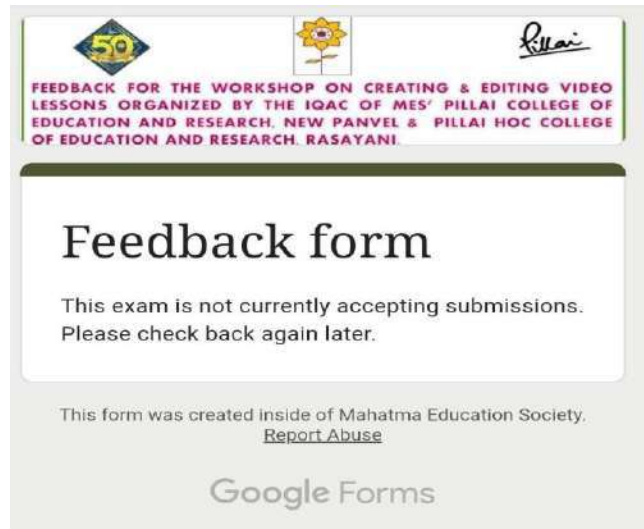
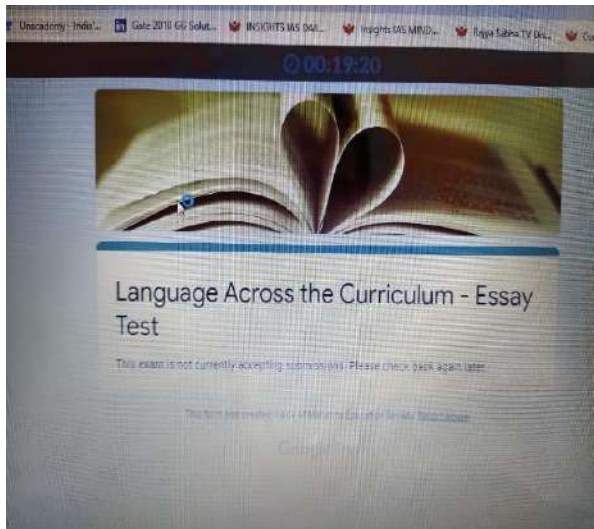
The screenshot shows a video gallery interface with three video thumbnails:

- Heart Science**: A woman speaking in a video frame.
- Library LR**: A woman speaking in a video frame.
- Malika Lobo - Grammar**: A woman standing next to a large board with colorful cards and text, likely a grammar lesson.

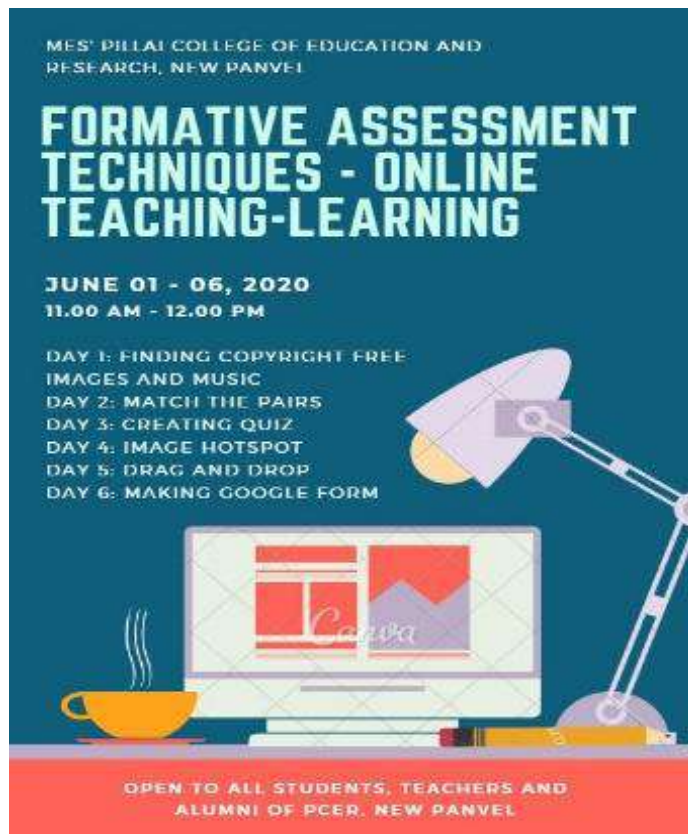
The interface includes a search bar at the top, navigation icons, and a Windows taskbar at the bottom showing the date as 15-Apr-23 and time as 1:00:50.

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## USE OF GOOGLE FORMS FOR ASSESSMENT



## USE OF VARIED ICT TOOLS FOR PRACTICE TEACHING



*Dr. (Ms.) Sally Enos*  
PRINCIPAL  
MAHATMA EDUCATION SOCIETY'S  
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## **METRICS No. 2.3.4**

### **Supporting Documents for-**

ICT support is used by students in various learning situations  
such as:

### **3. Internship**

  
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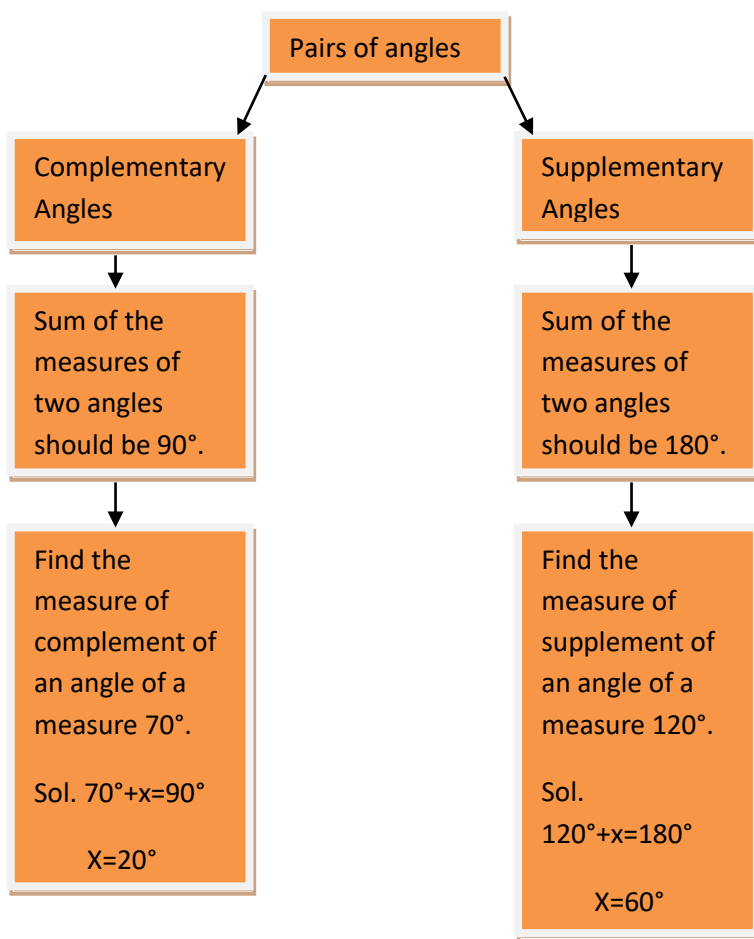


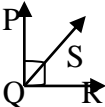
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PILLAI COLLEGE OF EDUCATION & RESEARCH  
Sector-8, Khanda Colony, New Panvel (W)  
Dist. Raigad – 410206**

**LESSON PLAN 1**

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

**Concept Map/ Schematic Representation/ Diagrams:**



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



Examples-

1. Find the measure of complement of an angle of a measure  $70^\circ$

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

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

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

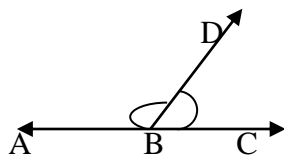
Sol.  $y-20+y+30=90$   
 $2y+10=90$

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

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

2. Supplementary Angles-

If the sum of the measures of two angles is  $180^\circ$ , they are known as Supplementary angles.



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

Examples-

Complementary angles with the help of Right angled triangle.

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

- For the first sum,

She asks the property of complementary angles

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

- For the second sum,

She asks the property of complementary angles

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

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

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

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

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

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

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

The pupil answers  
(Sum of the measures of two angles is  $90^\circ$ )

The pupil answers ( $20^\circ$ )

The pupil answers  
(Sum of the measures of two angles is  $90^\circ$ )

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

The pupil answers( $20^\circ$ )

The pupil answers ( $70^\circ$ )

The pupil answers (Straight angle  $180^\circ$ )

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

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

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

**Recapitulation:**

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

**Core-Element:(Description)****Inculcation of scientific temper**

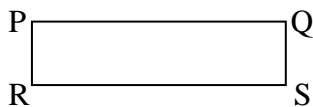
In order to calculate the measures of angles, we should know the basic arithmetic operations like addition, subtraction, multiplication, division. Without knowing them how to do, we cannot calculate any problem. Likewise in our lives, we should analyze our situations and should plan what to do, how to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

**Application:**

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

**Values: (Description)****Positivity**

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

**Methodology adopted:** Inducto-deductive method**Assignment:**

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

**Closure:**

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



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**LESSON NOTE**

Name of the Student-Teacher:  
Co-teacher M: Melita Lobo  
Co-teacher T: Tanvi Tondwalkar

Name of the Practicing School:  
Mahatma International School

Roll No:  
Co-teacher M: 27  
Co-teacher T: 50

Subject: History

Lesson No: General: 23 In Method: 23

Topic: The Making of Regional Cultures

Std.: VII  
Div.: A & B

Subtopic:

- The Cheras and the development of Malayalam
- Rulers and Religious traditions: The Jagannatha Cult
- The Rajput's and the tradition of Heroism

Date: 10/01/2022  
Time: 9.00am to 9.40am

Previous knowledge of the class:

The pupils are aware of the various religions and cultures that exist within India

General Objectives:

- **Knowledge:**  
The pupil acquires knowledge of the making of the religious cultures in India.
- **Understanding:**  
The pupil develops an understanding of the different religious cultures within India
- **Application:**  
The pupil applies his / her knowledge and understanding in new and unfamiliar situations.

Specific Objectives:

- **Knowledge:**
  - a) The pupil recalls the name of the place where Malayalam is spoken.
  - b) The pupil recalls the name of the King who declared himself as the 'Deputy of God'
  - c) The pupil recalls the name of the practice performed by the women of the royal household
  - d) The pupil recalls the contributors of Rajasthani culture
  - e) The pupil recalls the name of the language resembling Malayalam's first literary work
- **Understanding:**
  - a) The pupil explains the Jagannatha temple
  - b) The pupil describes the establishment of Chera kingdom
  - c) The pupil describes the Rajput's Tradition of Heroism.

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

Introduction:

**Co-teacher T:**

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

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

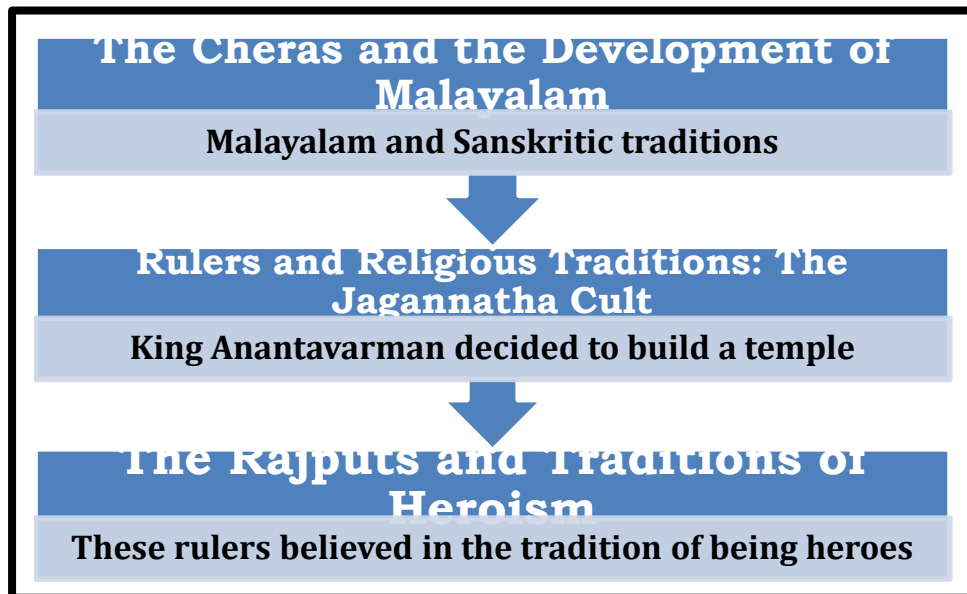
This shows that India is a diverse country with different cultures in each of its regions which makes it unique. (Core element- India's common cultural heritage)

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

Reference Book:

Our Past II, Textbook in History for Class VII

Concept Map/ Schematic Representation/ Diagrams:



Teaching Points  
Content Analysis

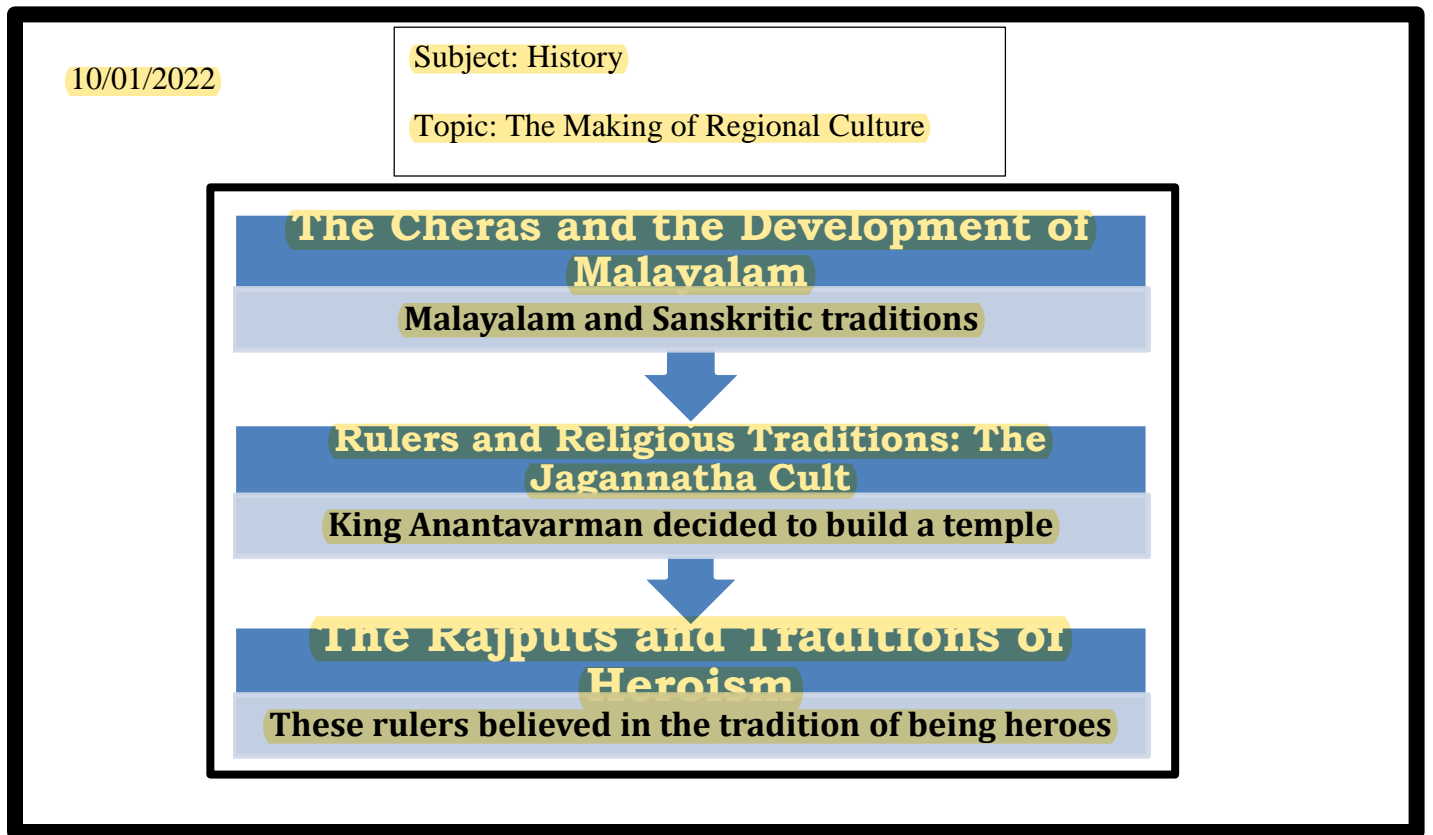
Teacher Activities

Students Response/ Activities

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

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



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

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

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

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

[https://hindi.webdunia.com/sanatan-dharma-article/jagannath-puri-mandir-miracles-115040100010\\_10.html](https://hindi.webdunia.com/sanatan-dharma-article/jagannath-puri-mandir-miracles-115040100010_10.html)

[https://en.wikipedia.org/wiki/Anangabhima\\_Deva\\_III](https://en.wikipedia.org/wiki/Anangabhima_Deva_III)

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

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

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

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





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

LESSON NOTE

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

**Previous knowledge of the class:**

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

**General Objectives:**

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

**Specific Objectives:**

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

## Introduction:

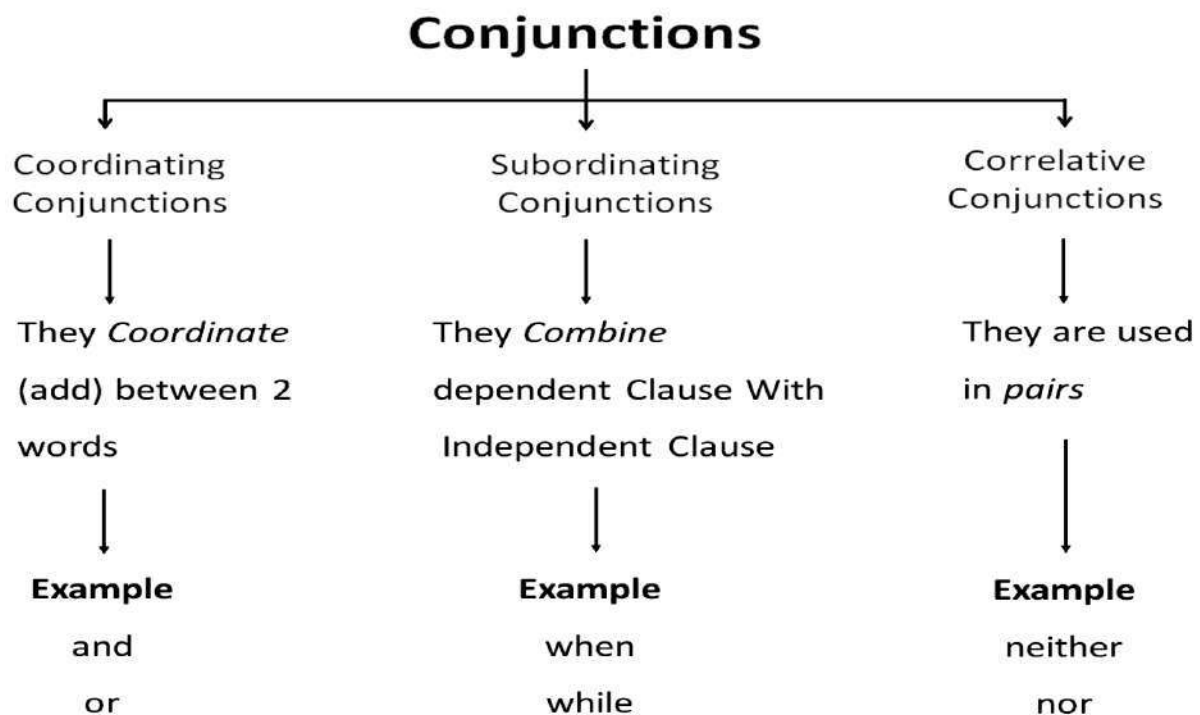
Good morning, dear students!

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

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

Reference Book: Conjunctions PowerPoint.

## Concept Map/ Schematic Representation/ Diagrams:



<u>Teaching Points</u> <u>Content Analysis</u>	<u>Teacher Activities</u>	<u>Students Response/</u> <u>Activities</u>
<p><b>Topic:</b> Conjunctions &amp; Coordinating Conjunctions.</p> <p><b>Points to teach:</b></p> <p><b>Meaning of conjunctions:</b> The prefix CON means ‘with’ or ‘together and Junction = a point where two or more things are joined. A conjunction is one of the eight parts of speech. It is used to</p>	<p><b>Co-Teacher 1: Priyanka Singh</b> <b>Co-Teacher 2: Zoshima Mendes</b></p> <p>The co-teachers greet the class, introduce themselves and start introducing the topic ‘conjunctions’.</p> <p>Co-teacher 2 says that she will be reading a small article and proceeds with it.</p> <p>Co-teacher 1 listens to it and asks why she sounds different, not coherent and why is she talking in such an abrupt manner?</p> <p>Co-teacher 2 says that’s exactly what we are going to learn in class today i.e. conjunctions which are better known as joining words which help us to be more fluent with our language.</p> <p>Co-teacher 1 poses a question to the students and is holding a glue stick when speaking.</p> <p>Q1. What does glue do?</p> <p>Similarly, conjunctions are the glue that holds words, phrases and clauses together.</p> <p>Co-teacher 2 explains the meaning of conjunctions and its importance.</p> <p>Q2. What do you mean by conjunctions?</p>	<p>It links, connects, joins two things together.</p> <p>They are joining words that link two sentences.</p>

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

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

**Coordinating Conjunctions:**

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

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

[https://assets.ltkcontent.com/images/20468/30466.conjunctions\\_0066f46bde.jpg](https://assets.ltkcontent.com/images/20468/30466.conjunctions_0066f46bde.jpg)

[https://www.google.com/url?sa=j&url=https%3A%2F%2Fd1avenlh0i1xmr.cloudfront.net%2F3bef12af-dfee-4ac2-a462-11fc1f13565b%2Ftypes-of-conjunctions.jpg&uct=1629276599&usg=xjklI25Vh20yKm49OeEV\\_6ESkDo.&source=meet](https://www.google.com/url?sa=j&url=https%3A%2F%2Fd1avenlh0i1xmr.cloudfront.net%2F3bef12af-dfee-4ac2-a462-11fc1f13565b%2Ftypes-of-conjunctions.jpg&uct=1629276599&usg=xjklI25Vh20yKm49OeEV_6ESkDo.&source=meet)

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

**Recapitulation:**

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

**Core-Element:(Description)**

**Removal of Social Barriers**

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

**Application:**

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

**Activity Link:**

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

**Values: (Description)**

Optimism

**Methodology adopted:** Inductive Deductive Method

**Assignment:**

# Coordinating conjunctions

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

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

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

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





# Mahatma Education Society's Pillai College of Education & Research

Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

## **METRICS No. 2.3.4**

### **Supporting Documents for-**

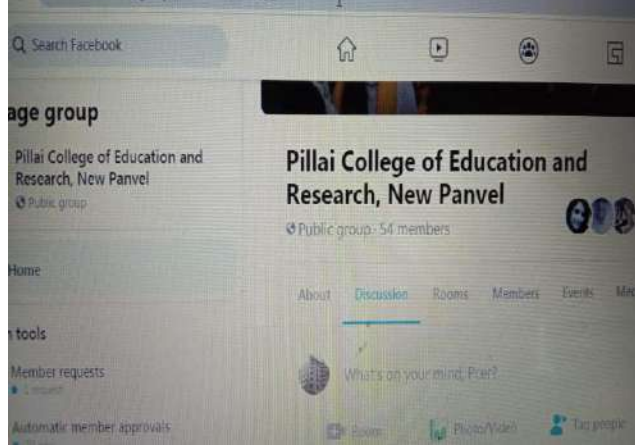
ICT support is used by students in various learning situations  
such as:

## **4. Out of Classroom Activities**

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

**USE OF SOCIAL MEDIA PLATFORMS- YOU TUBE, FACEBOOK For OUT OF CLASSROOM ACTIVITIES**

FACEBOOK PAGE



YOUTUBE

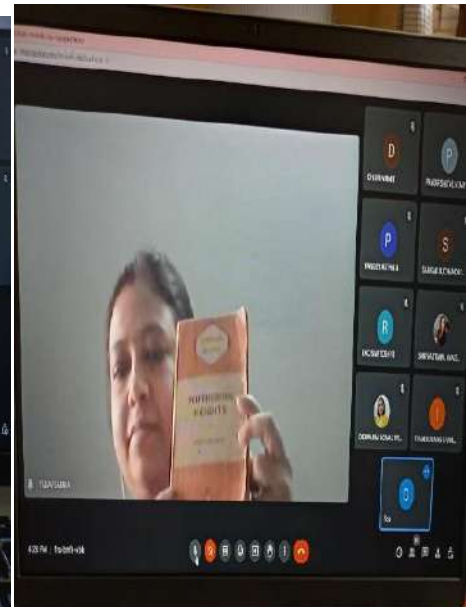



**ICT USE FOR CO-CURRICULAR ACTIVITIES**



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

## PRESENTATION OF BOOK REVIEWS IN THE ONLINE MODE



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