

1.3.1 Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning Areas

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Response:

The College is affiliated with University of Mumbai, and a consortium of teacher educators from several universities formulated the curriculum. The objective of the programme is to provide students with a thorough comprehension of educational theory and practice, enabling them to become competent and accomplished educators.


Comprehension of Teacher Education: The purpose of teacher education is to enhance a teacher's competence and proficiency, enabling them to better handle the challenges and difficulties of their profession. Teacher education includes teaching practices, robust pedagogical theory, and the development of professional abilities. Student teachers adhere to lesson plans when instructing courses. Experts and educators resolve any confusion that exists. Students can receive answers to their inquiries in a systematic mentoring group that is aligned with their academic pursuits.

Focus on teaching pedagogies: Teacher education encompasses educational levels, viz. secondary, and higher secondary. The institution's student teachers are highly equipped to teach at the secondary and higher education levels due to the quality of their pedagogical training, hands-on expertise, and teaching practice opportunities.

Capacity to infer conclusions from a more extensive sample: The faculties ensure that the curriculum adequately covers topics concerning gender, environmental sustainability, human values, and professional ethics. The college recognizes the importance of education that is based on moral principles, life skill education, emotional intelligence and inclusion. Human values are unquestionably the most precious of all values. These core values are explained to incorporate and implement in content based lesson plans for execution in practice teaching.

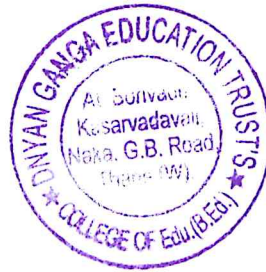
Proficiencies/Abilities: Teachers need a variety of skills, qualifications, and training to be successful in their roles. In addition, they necessitate outstanding interpersonal and intrapersonal skills, such as patience and the ability to remain composed in high-pressure situations. Their capacity for collaboration enables them to effectively cooperate with others. Students are instructed in emotional intelligence, critical thinking, reflective thinking, classroom management strategies, cooperative learning, stress management, self-esteem, and positive thinking. Students engage in collaborative projects, seminars and discussions. The current state of affairs has been significantly shaped by the progress of Information and Communication Technology (ICT) which is incorporated for better transaction of teaching learning opportunities.





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SR NO	DESCRIPTION
1	A fundamental or coherent understanding of the field of teacher education
2	Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization
3	Capability to extrapolate from what one has learnt and apply acquired competencies
4	Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.




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Files to Upload:

- Documentary evidence in support of the claim
- List of activities conducted in support of each of the above
- Photographs indicating the participation of students, if any
- Any other relevant information

DOCUMENTARY EVIDENCE IN SUPPORT OF THE CLAIM

ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed. TWO YEARS DEGREE PROGRAMME

(Semester I, II, III and IV)

(As per Credit Based Choice System with effect from the academic year June 2017)

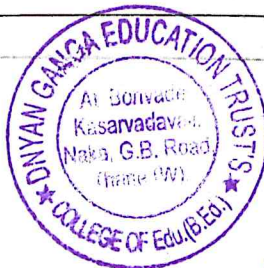
- Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).
- Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.
- A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes.
- The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.
- It is a way of expressing the 'learner's workload'. (Student's).
- One (01) credit is Twelve (12) learning hours.
- Credits once gained cannot be lost.

The definitions of the key terms used in the Credit Based Choice System

Program: Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. ponds to the word 'subject' used in many universities. A course is essentially a constituent

Course: A course correes of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.

Credit Point: Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 12 Credits where in one credit is construed as corresponding to 12 hours.



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ORDINANCES, REGULATIONS AND CURRICULUM FOR THE DEGREE OF THE BACHELOR OF EDUCATION

Two Year B.Ed. Programme from the academic year 2017-18

Title: Bachelor of Education (B.Ed.)

Duration: Two academic years as Credit Based Choice System comprising of four semesters. The B.Ed. Programme shall be of duration of two years, which can be completed in a maximum period of three years from the date of admission to the programme

Eligibility: Following candidates are eligible for admission:

- a) Candidates with at least 50 % marks either in the Bachelor Degree(three year programme) in B.A, B.Sc or 50% (49.50-49.99%) in post graduation and for the reserved category (ST,SC,OBC,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.
- b) The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

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A Candidate for the admission to degree of education (B.Ed.) must fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time.

For the completion of the B.Ed. program the candidate must have:

- (a) Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- (b) **Attendance:** The minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B) and 90 % for school internship.
- (c) Completed the Practicum component and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

Internal Assessment comprises of:

(All activities should be systematically documented and maintained for the purpose of Internal Assessment)

Semester 1

Assignments, Class test and Essay in each course

Ability Course 1: Critical Understanding of ICT

Project Based Course 1(Community Work one week and Participation in CCA in college)

Semester 2

Assignments, Class test and Essay in each course

Project Based Course 2 (Internship of 3 Weeks)

Semester 3

Assignments, Class test and Essay in each course

Project Based Course 3 (Internship of eleven weeks)

Semester 4

Assignments, Class test and Essay in each course

Ability Course 2: Reading and Reflecting on Texts



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Project Based Course 4 (Internship of five weeks including community work and Action Research)

Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4

The Candidate should have successfully passed the Theory component of the course in accordance with the University guidelines.

O _____ Curriculum, Programme Implementation and Assessment

Curriculum

The B.Ed. Programme is designed to develop attitude, skill and knowledge in the Student teachers. The curriculum of 2 years B Ed. programme shall comprise of the following components:

Part A: Theory component includes Core courses, Elective courses and Inter-disciplinary courses.

Part B: Practicum component includes Project Based courses, Ability courses and Audit courses.

Part A: Theory component

(A) Core Courses (CC)

(B) Elective Course (EC)

(C) Interdisciplinary Courses (IC)

Part B: Practicum component

(D) Ability Courses (AB)

(E) Project Based Courses (PC)

(F) Audit Courses (AC)

Part A: Theory component

1. **Core courses:** These are five courses which are to be studied by a student in two years
 - Childhood and Growing up
 - Knowledge and Curriculum
 - Learning and Teaching
 - Assessment for learning
 - Contemporary India and Education

2. Elective Course

Elective course 1 - Pedagogy of School Subject I

Select any One Course

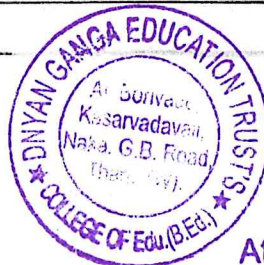
- | | |
|---------------|------------------|
| i. Commerce | vii. Mathematics |
| ii. Economics | viii. Marathi |
| iii. English | ix. Science |
| iv. Geography | x. Sanskrit |
| v. History | xi. Urdu |
| vi. Hindi | |

Elective course 2 – Select any One course from I or II or III

I) Pedagogy of School Subjects II

Select any One course - other than in Elective course 1

- | | |
|---------------|---------------|
| i. Commerce | iii. English |
| ii. Economics | iv. Geography |



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- | | |
|------------------|-------------|
| v. History | ix. Science |
| vi. Hindi | x. Sanskrit |
| vii. Mathematics | xi. Urdu |
| viii. Marathi | |

- II) Peace Education
III) Education for Rural Development

Elective course 3 –

Special Fields (Select any one)

1. Action Research
 2. Guidance and Counselling
 3. Environmental Education
3. Interdisciplinary courses : Four courses , each in semester which are interdisciplinary in nature
- Gender, School and Society
 - Educational Management
 - Language Across the Curriculum
 - Creating an Inclusive School


Part B: Practicum component

1. Ability courses: Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.
 - Critical Understanding of ICT
 - Reading and Reflecting on Texts
2. Project Based Courses:
 - Internship
 - Community work (I & II)
 - Action Research
 - Participation in Co-curricular Activities in college
3. Audit courses: Student has to opt any one, spread throughout the 4 semester, will be certified in 4th semester only, by head of the institution.
 - Understanding the Self
 - Drama and Art in Education

Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with respect to the graduation degree on the basis of which the student is admitted.

Each student is required to opt for any one of the course from Pedagogy of school subject II or Peace education or Education for Rural Development in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.




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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

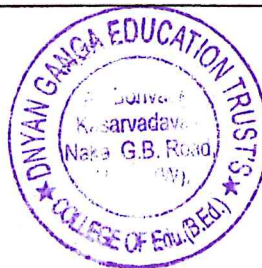
Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

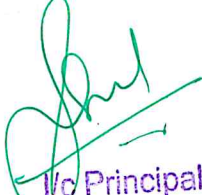
Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

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)



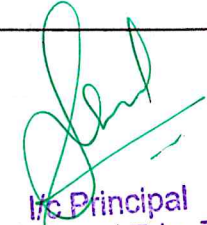

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B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester 1				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
Ability Course 1:Critical Understanding of ICT	3	----	50	50
Project Based Course 1	3	----	50	50
Total	24	180	220	400
Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	----	100	100
Total	24	180	220	400
Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester I and Certified in Semester 4	3	---	----	---
Total Credits	33	180	320	500

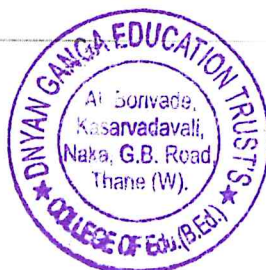
Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)





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COURSES AND CREDITS

Components	Courses	Credits
Core Courses	i. Childhood and Growing up (CC 1) ii. Knowledge and Curriculum(CC 2) iii. Learning and Teaching(CC 3) iv. Assessment for learning(CC 4) v. Contemporary India and Education(CC 5)	30
Elective Courses	Elective Course 1 Pedagogy of School Subject I -Select any one. (EC 1) i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu Elective Course 2 -Select any one from I or II or III. (EC 2) I. Pedagogy of School Subjects II -Select any One course other than in Elective course 1 i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu II. Peace Education III. Education for Rural Development Elective Course 3 Basket of Special Fields -Select any One (EC 3) i. Action Research ii. Guidance and Counselling iii. Environmental Education	18
Interdisciplinary Courses	i. Gender, School and Society (IC 1) ii. Educational Management (IC 2) iii. Language Across the Curriculum(IC 3) iv. Creating an Inclusive School(IC 4)	24
Ability Courses	i. Critical Understanding of ICT (AB 1) ii. Reading and Reflecting on Texts (AB 2)	6
Project Based Courses	i. Internship ii. Community work iii. Action Research iv. Participation in Co curricular Activities in college	30
Audit Courses	Audit Courses (Select any one) i. Understanding the self (AC 1) ii. Drama and Art in Education (AC1)	3
	Total Credits	111



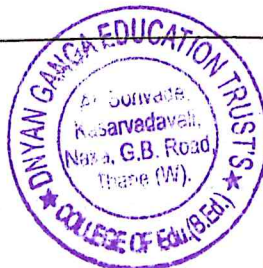

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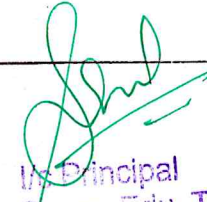
B.Ed. Curriculum

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
CORE COURSES(CC)		CORE COURSES(CC)		CORE COURSES(CC)		CORE COURSES(CC)	
CC-1 Childhood and Growing up- 100marks	6	CC-3 Learning and Teaching -100marks	6	CC-4 Assessment for Learning - 100marks	6	CC-5 Contemporary India and Education - 100marks	6
CC-2 Knowledge and Curriculum - 100marks	6						
ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)	
		EC1 .Pedagogy of School Subject -I (Select any one based on graduation subject) - 100marks	6	EC 2. Pedagogy of School Subject II / Peace Edn/ Education for Rural Development (Any One) -100marks	6	EC3 - Special Field Basket Action Research, Guidance and Counselling , Enviromental Education (Any One) - 100marks	6
INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)	
IC1- Gender, School And Society - 100marks	6	IC2- Educational Management -100marks	6	IC3 Language Across The Curriculum - 100 marks	6	IC4- Creating Inclusive Schools -100marks	6
ABILITY COURSES (AB)		ABILITY COURSES(AB)		ABILITY COURSES(AB)		ABILITY COURSES(AB)	
AB1 – Critical Understanding of ICT - 50 Marks Internal	3					AB2 - Reading and Reflecting on Texts – 50 Marks Internal	3
PROJECT BASED COURSES PC1 Total 50 Marks		PROJECT BASED COURSES PC2 Internship of 3 weeks - Total 100 Marks		PROJECT BASED COURSES PC3 Internship of 11 weeks- Total 200 Marks		PROJECT BASED COURSES PC4 Internship of 5 weeks including Community work -Total 150 Marks	
a. Community Work Part I - 20 Marks (1 Week)	3	a. Observation of school activities- (Any Three) 3*5 Marks= 15 Marks	6	a. Lessons 10 Lessons*10 marks = 100 marks	12	a. Learning Resource 1* 10 Marks= 10 Marks	9
b. Participation in CCA in college -1*30 =30 Marks		b. Observation of lessons given by peers - (5 lessons) 5*4 Marks= 20 Marks		b. Theme based lessons- 2 lessons*10 marks = 20 marks		Action Research – 25 Marks	
		c. Shadowing of School Teacher 5 lessons (One week) 5*3 Marks = 15 Marks		c. Co-teaching with school teachers 3 lessons X 10 marks =30 Marks		Lessons – 5 Lessons *10 marks=50 marks	
		d. Lessons – 5 Lessons *10 Marks = 50 marks		d. Administration of Unit Test and analysis of results - 20 Marks		Reflective Journal on internship activities - 20 Marks	
				e. Reflective Journal on internship activities - 30 Marks		Community work - Part II 20 Marks	
						Co Teaching with peers 5 lessons*5 marks =25 Marks	
AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)	
(TO BE CERTIFIED BY INSTITUTE)							
Understanding the self, Drama and Art In Education Select any one, spread throughout the 4 semester. Certified in 4th semester only.							3
TOTAL 400	24	TOTAL 400	24	TOTAL 500	30	TOTAL 500	33

R. _____ The following are the syllabi for the various Courses.

[Click here: First page](#)




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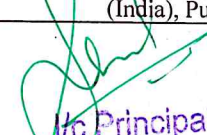
LIST OF ACTIVITIES

1. A fundamental or coherent understanding of the field of teacher education

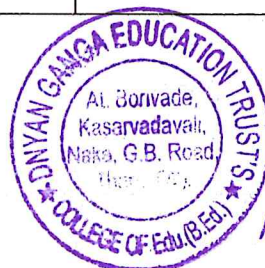
The college arranges motivational talks, invites lectures & success stories of educational thinkers etc. Various programmes like Diya painting, Rakhi making, Greetings cards making, etc. are organized in the college on various occasion. In order to inculcate social, moral, aesthetic & cultural values etc. the college organizes activities like community work, donation programs, visits, etc. Attitude like caring & kindness, willingness to share responsibility, sensitivity to student's diversity providing meaningful learning experiences etc. are developed among the students through various ways & means. For ex- smit old age home, shreerang anand ashram, bio diversity, Bal anaath ashram.

ACTIVITIES	DATE/ DURATION	NAME OF THE RESOURCE PERSON/MODERATOR/TEACHE R INCHARGE
National Seminar on New Vistas in Active Learning	14 Dec 2017	DGET College of Education
Hosted UDAAN Festival	16-17 Jan 2018	Collaboration with DLLE, Mumbai University
Workshop on Research Methodology	22 – 25 Aug 2018	ICSSR, University of Mumbai
Guest lecture on Language Across Curriculum	22 Sep 2018	Dr. Geetha Venkat
Guest Lecture on Assessment For Learning	29 Sep 2018	Dr. Vishambhar Jadhav
Cleanliness Drive	01 Oct 2018	At Yeoor Hills, Thane
Guest Lecture on Childhood and Growing Up	20 Oct 2018	Asst. Prof. Ankita Khati
National Level Seminar on Assessment	24 Nov 2018	DGET College of Education
Guest Lecture on Gender, School and Society	01 Dec 2018	Asst. Prof. Chitra Nair
Guest lecture on Knowledge and Curriculum	05 Jan 2019	Dr. Ketki Satpute
Career Vision Program	19 Jan 2019	Mr. Sachin Kadam
Guest Lecture on Environmental Education	09 Mar 2019	Mr. Chinu Kwatra (Aarna Foundation, Thane)
Exhibition on Awareness towards Transgender	23 Mar 2019	DGET College of Education
Self Defence Workshop for female students	13 th , 20 th , 27 th July 2019	Organised by DGET Trust
National Level Conference on Entrepreneurship	31 Aug 2019	DGET College of Education
State level workshop on Nai Taleem- Experiential Learning	04 Oct 2019	DGET College of Education
Workshop on Lesson Planning	22 Feb 2020	DGET College of Education
International Women's day celebration week: • Poster Making • Fashion Show • Lecture on Women Safety • Felicitation Ceremony	01- 07 Mar 2020	DGET College of Education
Workshop on "Yoga for Immunity Building"	22 June 2020	Ms. Jayshri Paranjpe and Mr. Mukund Kale
National Level Webinar: "Digital Platform For Self-Employment in Academic and Skill Based Education"	10 July 2020	Dr. Jayesh Jadhav, Associate Prof. Chembur Sarwankash Shikshan Shastra Mahavidyalay
National Level Webinar-3 "Educational Institutions: Mission Begin Again"	29 Aug 2020	Dr. Prakash Ahire Officiating Principal P.E.S.'s College of Education, Farmagudi, Ponda- Goa
Workshop: "Entrepreneurship Skill Development Among Teachers"	16 Jan 2021	Dr. Shobha Mathew Assistant Prof. K.J. Somaiya College of Arts and Commerce, Vidyavihar, Mumbai
Workshop: Career Guidance Training for Pre-Service and In-Service Teachers	20 Feb 2021	Mr. Sachin Kadam Regional Manager, Miracle Foundation (India), Pune




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Internation Women's Week Webinar Series	01-08 Mar 2021	<ul style="list-style-type: none"> Ms. Sonia Rana (ICSE Head) Dr. Jayashree Talele (Gynaec.) Dr. Kusum Choudhary (Associate Professor) Mrs. Neelima Patil (Associate Prof.) Mrs. Swati Kshirsagar (Jr. Auditor, Maharashtra Govt.) Dr. Akanksha Gawde (Associate Prof.) Adv. Ms. Sapna Pandey (Advocate, High Court)
Webinar: Cracking Competitive Exams (UPSC/MPSC/SSC)	13 Mar 2021	Prof. B.D. Patil Founder Chairman, DGET
National Level Workshop: Art & Craft (under VENTEL cell, DLLE and Student Development Cell)	03 Apr 2021	Ms. Sailee Rawool Owner and Director of Sailee's Art Zone
National level online Workshop: "COVID Helpers' Skills for Student Community"	03 June 2021	Ms. Jayshree Jani MGNCRE Ministry of Education, Govt. of India
National Level Webinar: "Digitization & Reading: The Way Ahead"	21 June 2021	Mr. Prahlad Jadhav Associate Director in Library and Knowledge Repository, Khaitan and company
National Level online Workshop: Drama and Education	31 July 2021	Asst. Prof. Keatan Jadhav P.E.S.'s College of Education, Farmagudi, Ponda- Goa
National Level Webinar: TET preparation	27 Sep 2021	Associate Prof. Dr. Suresh Isave Tilak College of Education, Pune
Online Workshop: "Enhancing your Teaching Skills with Teaching aids"	29 Jan 2022	Mr. Vikas Shukla Principal, Primary Section, Vikas English Medium High School, Bhiwandi, Thane
Workshop on "Career Guidance"	26 Mar 2022	Prof. B.D. Patil, Founder Chairman, DGET
Seminar on "Facing Competitive Exams"	09 Apr 2022	Prof. B.D. Patil, Founder Chairman, DGET
Workshop on Emotional Intelligence	07 May 2022	DGET's College of Education
Seminar: "Science and Technology in India: Past, Present and Future"	26 Nov 2022	DGET's College of Education, under the aegis of MGNCRE, Govt. of India
Workshop on Mindfulness & Resilience	03 Dec 2022	Mannshakti Foundation Team
Talk on Safer Campus under Gender, School and Society	04 Feb 2023	<ul style="list-style-type: none"> Mr. Sumit Pawar, Founder of QKnit Foundation Ms. Apurva Paithane, Volunteer at Qknit Foundation
Talk on Autism Awareness	11 Feb 2023	Butterfly Learnings
Seminar on Learning Resources	29 Apr 2023	Mr. Vikas Shukla Principal, Vikas English Medium School, Bhiwandi, Thane
World Population Day & World Youth Skill Day: Poster Making and Slogan Writing Competition	15 Jul 2023	DGET's College of Education's DLLE unit, Mumbai University
Webinar on NEP 2020	27 Jul 2023	Dr. Swati Jagtap Asst. Prof. Sathaye College
Guest Talk on "Understanding the Self"	05 Aug 2023	Mannshakti Foundation Team
Self Defence Workshop by WDL	02 Dec 2023	Insp. Smt. Jaimala Vasave, Kasarvadavali Police Station
Free Medical Check-up Camp for senior citizens	16 Dec 2023	Dr. Umesh Alegaonkar (Sampada Hospital and Intensive Care Unit, Thane West)



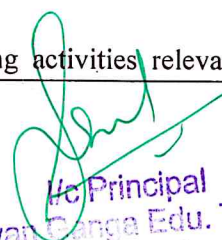
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Action Research Session	23 Dec 2023	Dr. Yogita Mandole (Associate Prof. at Smt. Surajba College of Education)
Exclusive yoga and meditation sessions	Conducted every year on Yoga Day	Vala Foundation Mannshakti Team

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

SR NO	COURSE	ACTIVITIES
1	SEM II & III	<p>Micro-teaching skills (5 Min) Set Induction: Engage students at the beginning of the lesson to capture their interest and attention. Questioning: Use effective questioning techniques to stimulate thinking and encourage participation. Explanation: Clearly explain concepts using simple language and examples. Chalkboard Writing: Use the chalkboard to visually represent information and key points. Illustration with Example: Use real-life examples to illustrate concepts and make them easier to understand. Stimulus Variation: Keep the lesson engaging by varying stimuli such as visual aids, audio clips, or interactive activities.</p> <p>Integration Lessons (15 Min) Teach a lesson that combines elements from multiple subjects like English, Math, History, STEM, HASS, and the Arts around a specific theme.</p> <p>Theme-Based Lessons Design a lesson plan focused on a particular theme, integrating content from various subjects to provide a holistic learning experience.</p> <p>Co-Teaching with School Teachers Collaborate with another teacher to plan, deliver, and assess lessons together, providing support and different perspectives to enhance student learning.</p> <p>I. Planning Visits, Exhibitions, and Assignments</p> <p>II. Getting Ready for Instructional Materials and Aids, Select two items from the list below: learning material/ Teaching Aids : charts/flash cards, graphs, posters, model</p> <p>III-Preparation for constructivist teaching and learning Lesson with Interactions:</p> <ul style="list-style-type: none"> ● Plan and deliver a lesson where students interact with the teacher, peers, and multimedia/materials. ● Conduct discussions or problem-solving activities relevant to the
2	<p>PROJECT BASED COURSE II, III & IV</p> <p>EC1: Pedagogy of School Subject: -I (Select any one.) (based on graduation subject)</p> <p>EC 2 .Pedagogy of School Subject II/ Peace Edn./ Education for Rural Development (Any One)</p>	

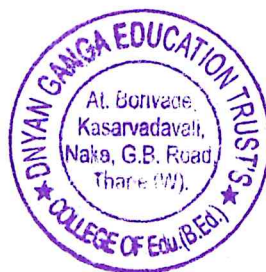




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		<p>subject.</p> <ul style="list-style-type: none"> ● Select a suitable topic, plan and conduct lessons using different Models of Teaching, to prepare/select self-learning materials ● Facilitate understanding of new/complex content through Explanation/Demonstration/ presenting audio-visual aids.
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3. Capability to extrapolate from what one has learnt and apply acquired competencies

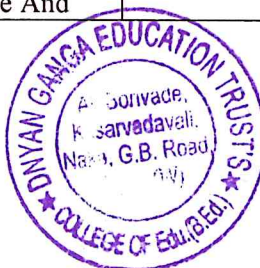
SR NO	COURSE	ACTIVITIES
1	<p>Ability Courses Semester I Critical Understanding of ICT (AB 1)</p> <p>Semester IV Reading and Reflecting on Texts (AB 2)</p>	<p>I Preparation of Multimedia Presentation II: Reading and Thinking About the Text</p> <ul style="list-style-type: none"> ● Reading for understanding and responding to inquiries ● Watching media, observing a website and creating a summary ● Looking for information and Making a presentation in front of a group ● to read a book, article, essay, or research paper and provide an oral presentation that includes a summary of the content
2	<p>Project Based Courses Semester I and IV Community work Semester IV Action Research</p>	<p>Community work we organise community work for various community centres</p> <ul style="list-style-type: none"> ✓ Smit Old age home ✓ Shree rang Anand Ashram <input type="checkbox"/> Action Research <input type="checkbox"/> Done on various topics.




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4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.


SR NO	Skills/ Competencies	COURSE	ACTIVITIES
1	Emotional Intelligence	Audit Courses Understanding the self (AC 1)	<ul style="list-style-type: none"> ✓ Examining oneself: Values and self-image; ✓ Individual and collaborative self; ✓ Self-identity and self-formation; ✓ Teacher as a reflective practitioner; ✓ Write a reflective journal on one's own development
2	Critical Thinking	Ability Courses Semester I Critical Understanding of ICT (AB 1) Project Based Courses Community work	<p>Examining an educational website, conducting an experiment, analyzing documents, and writing reports.</p> <ul style="list-style-type: none"> ➤ At different locations
3	Communication Skills Interdisciplinary Courses	Gender, School and Society (IC 1)	<ul style="list-style-type: none"> ➤ Reading a book about women's empowerment, gender issues, girls' education, or the life or autobiography of a successful woman ➤ Conduct a gender equality seminar.
4	Collaboration with others Core Courses	Childhood and Growing Up(CC1)	surveying two teenage females from distinct socioeconomic classes or a girl and a boy from the same social class
5	Develop Positive Attitude	Knowledge and Curriculum(CC 2)	Seminar Presentation Critical Writing
6	Understanding child psychology	Learning and Teaching(CC 3)	Experimental Psychology Psychological Tests
7	Understanding and implementing assessment system	Assessment for learning(CC 4)	<ul style="list-style-type: none"> ✓ Prepare a Blue print and a test in the school subject opted for. ✓ Study and Compare the implementation of CCA of different school boards.
8	Recent educational issues and educational laws	Contemporary India and Education(CC 5)	<ul style="list-style-type: none"> ✓ Critical analysis of an educational film ✓ Report on the Educational Challenges of Deprived /Marginalised group of Children
9	Skill and technique of	Elective Course 3 Guidance And	<ul style="list-style-type: none"> ✓ Visit and report of a visit to any one



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	understanding basic issues of children and addressing them to the main stakeholder	Counselling	place (Employment exchange, Guidance Bureau, counselling centre) <input checked="" type="checkbox"/> <input type="checkbox"/> Career Dissemination Session for school or junior college (any two careers)
10	Environmental awareness for sustainable future.	Elective course 3 (EC 3) Environmental Education	<input checked="" type="checkbox"/> Awareness activity in the community/school regarding various environmental issues through an exhibition or display. <input checked="" type="checkbox"/> Generating awareness about Environmental Values depicted in ancient religious philosophies through story telling in the class.

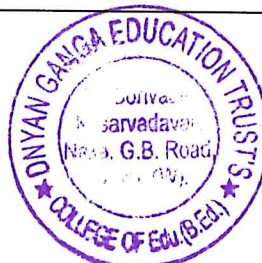




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Photographs to support the claim

DEMO PLAN OF THE TEACHER

	
DNYAN GANGA EDUCATION TRUST'S COLLEGE OF EDUCATION (B.ED.) ACADEMIC YEAR- 2020 - 2022	
THEME BASED LESSON PLAN (ROUGH)	
NAME OF STUDENT TEACHER: MS. RACHANA DAS	
STD.: VIII	DATE: 28/10/2021
THEME: WATER	
SUBJECT 1: Mathematics	TOPIC: Volume
SUBJECT 2: History	TOPIC: Satyagraha
SUBJECT 3: Science	TOPIC: Properties of water, reactions
SUBJECT 4: E.V.S.	TOPIC: Rain water harvesting
SUBJECT 5: Geography	TOPIC: Farming and their types
SUBJECT 6: English	TOPIC: Poem – The Cloud
PREVIOUS KNOWLEDGE / ENTRY BEHAVIOUR: The pupil is aware about importance of water, its chemical structure & properties. Pupil is also aware about the volume of cylinder.	
VALUES 1. Saving water (RWH) 2. Equality (satyagraha at Mahad) 3. Sharing (satyagraha at Mahad) 4. Doing right things in life (good manners)	LIFE- SKILLS 1. Interpersonal relationships (helping each other) 2. Critical thinking (relation between study of cone & cylinder)
CORE ELEMENTS • Protection of environment • Conservation of natural resources (Measures to save water)	REFERENCES • Std. VII Text Books. • Wikipedia (info about poet) • Google images
LEARNING RESOURCES (Teaching aids): PowerPoint, Videos, Images	
RATIONALE Water being an essential part for all life forms, it is important to save water. Teacher feels that Std. VIII students are at a perfect age and have attained the maturity to understand why and how water has to be conserved. Moreover, since water scarcity and crisis are a major issue faced by us in our daily lives. Hence, the teacher feels the need to take up water as a theme for the session. Also, various subjects in Std. VIII gives the scope to bind the theme together.	



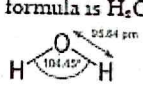

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INSTRUCTIONAL OBJECTIVES	LEARNING OUTCOMES
<p>REMEMBERING The pupil acquires knowledge of various types of chemical reaction, types of farming, rain water harvesting, satyagraha at Mahad, the poem cloud and volume of cone.</p>	<p>→ The pupil recalls the chemical composition of water, rain water harvesting, different types of reaction and various freedom fighters. → The pupil describes about the situation of Dalits and untouchables in old times. → The pupil states various types of chemical reactions. → The pupil labels various apparatus from the picture of distillation.</p>
<p>UNDERSTANDING The pupil understands about various types of chemical reaction, types of farming, rain water harvesting, satyagraha at Mahad, the poem cloud and volume of cone.</p>	<p>→ The pupil recognizes the type of reaction in formation of water. → The pupil associates the volume of cylinder with volume of cone. → The pupil explains rain water harvesting. → The pupil reviews the situation of Dalits and untouchables in olden times. → The pupil describes about the cloud in the para of the poem.</p>
<p>APPLYING The pupil applies his knowledge and understanding of chemical reactions, types of farming, volume of cone and cylinder, satyagraha, vocabulary in various situations.</p>	<p>→ The pupil solves the sum of volume of cone and cylinder. → The pupil chooses the type of reaction in formation of water. → The pupil classifies various types of farming. → The pupil predicts the probable solution to conserve water. → The pupil predicts their expected behavior to stand for the right cause as freedom fighters. → The pupil predicts the meaning of the difficult words in the para of the poem.</p>
<p>ANALYSING The pupil analyses the formulae of cylinder and cone, types of farming, solutions for water conservation, satyagraha at Mahad, process of distillation, types of chemical reactions and the para of the poem the cloud.</p>	<p>→ The pupil distinguishes between various types of chemical reactions. → The pupil illustrates the use of distilled water in various situations. → The pupil infers the solutions for conservation of water. → The pupil connects with situation of untouchables and Dalits in olden times. → The pupil corelates with the helping nature of cloud in the poem. → The pupil corelates between the formulae of volume of cylinder and cone.</p>
<p>EVALUATING The pupil evaluates the formulae of volume of cone, process of distillation, types of chemical reaction, the meaning of the para of the poem The Cloud.</p>	<p>→ The pupil evaluates the his/her answer after solving with the teacher. → The pupil concludes the process of distillation. → The pupil interprets the type of chemical reaction for formation of water molecule. → The pupil interprets the message given in the para of the poem the cloud.</p>



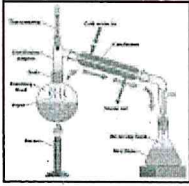
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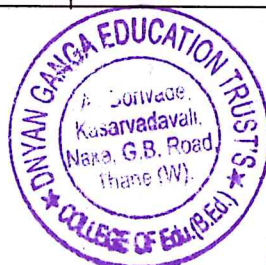
<p>CREATING</p> <p>The pupil creates a method to solve volume of cone and cylinder together in the given problem.</p>	<p>→ The pupil combines the formulae of volume of cone and cylinder for solving the sum.</p>
<p>SET INDUCTION:</p> <p>Tr. – Good Morning Students P. – Good Morning Teacher</p> <p>Tr. – Today we are going to learn something interesting. The Teacher starts the session by solving a riddle. Tr. Displays the riddle on the white board / ppt.</p> <p>RIDDLE: THREE LIVES HAVE I. GENTLE ENOUGH TO SOOTHE THE SKIN. LIGHT ENOUGH TO CARESS THE SKY. HARD ENOUGH TO CRACK ROCKS. WHAT AM I?</p> <p>Tr. – Read the riddle in your mind and try to guess the answer, raise your hand if you have guessed it.</p> <p>P. – WATER Tr. – Why do you think the answer is WATER?</p> <p>P. – Because, Water has 3 phases/lives, (ice, water, vapour), it is gentle to the skin and it caress the sky. It can also break rocks.</p> <p>LINKING STATEMENT: So, everyone agrees that the answer is WATER?</p> <p>Tr. – What is the most important word that comes to your mind when you hear water? (Tr. Writes the answer on C.B. and has a discussion over importance of water)</p> <p>STATEMENT OF AIM: Since you all think that water is very important for our lives and we should save water as much as we can. Today, we are going to study some important facts and stories on WATER.</p> <p>Tr. goes and writes the theme on C.B.</p>	

Content Analysis	Teaching Methods/ Technique	Student Teacher's Activities	Pupil's Activities/ Responses
<p>SUB.: SCIENCE TOPIC: CHEMICAL REACTIONS AND THEIR TYPES</p> <ul style="list-style-type: none"> Water is a chemical compound. Its chemical formula is H₂O  <ul style="list-style-type: none"> It is formed by chemical reaction between oxygen and hydrogen. There are 3 types of chemical reactions:- <ol style="list-style-type: none"> Combination Reaction – A reaction in which a single compound is formed from two or more reactants is called combination reaction. $2H_2 + O_2 \rightarrow 2H_2O$ Decomposition Reaction – Reaction in which substance is 	<p>PPT, Questioning skills</p>	<p>Tr. – What is the chemical formula of Water?</p> <p>Tr. – How are H₂ and O₂ atoms arranged in a H₂O molecule?</p> <p>Tr. – How is water molecule formed?</p> <p>Tr. – So what kind of reaction it follows?</p> <p>Tr. – What are the different types of chemical reaction?</p> <p>Tr. – What happens when H₂ & O₂ combine?</p> <p>Tr. – How will you pen it down?</p> <p>Tr. – What are chemical reactions?</p> <p>Tr. – What are chemical equation?</p> <p>Tr. – Write the equation for formation of H₂O</p>	<p>P. – H₂O</p> <p>P. – Answers (H-O-H)</p> <p>P. – By combining O₂ & H₂ atoms.</p> <p>P. – Combination reaction.</p> <p>P. –</p> <p>1. Combination 2. Decomposition 3. Displacement Reaction</p> <p>P. – Water (H₂O) is formed</p> <p>P – Writes in book</p> <p>P. – Reaction between 2 atoms.</p> <p>P. – A reaction is written in the form of an equation.</p> <p>P. – $H_2 + O_2 \rightarrow H_2O$</p>


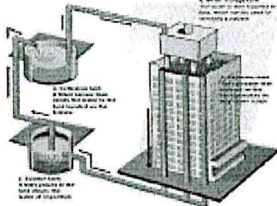


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<p>broken down into 2 or more substances. $2H_2O \rightarrow 2H_2 + O_2$</p> <p>3. Displacement Reaction - Reaction in which 1 constituent displaces another constituent. $Zn + 2HCl \rightarrow ZnCl_2 + H_2$</p>	<p>Lecture cum demonstration</p> <p>Questioning skills</p>	<p>Tr. - Balance the equation</p> <p>Tr. - Explains about other types of reaction and writes its equation on C.B.</p> <p>Tr. - Now, suppose we want water for some important lab experiment, which water will you prefer, tap water or boiled water?</p> <p>Tr. - Why?</p> <p>Tr. - How do we obtain distilled water?</p> <p>Tr. - Displays the picture of distillation process & explains in detail.</p> <p>Tr. - Where else distilled water used?</p> <p>Tr. - Now, suppose we have a cylinder full of distilled water & we don't know how much water we have. How do we calculate the amount of H₂O?</p>	<p>P. - $2H_2 + O_2 \rightarrow 2H_2O$</p> <p>P. - Observes & answers</p> <p>P. - We will take distilled water.</p> <p>P. - Because it is free of impurities</p> <p>P. - Explains the process of distillation</p> <p>P. Observes & listens</p> <p>P. - In Batteries</p> <p>P. - By calculating the volume of cylinder = $\pi r^2 h$</p>
<p>SUB.: SCIENCE TOPIC: PROPERTIES OF SUBSTANCES SUB TOPIC: DISTILLATION</p> <p>Distillation is the process in which a liquid is first heated up to its boiling point and then, its vapour is cooled to obtain liquid again.</p> 		<p>Tr. - If $r = 4m$ & $h = 14m$, then what will be the volume of cylinder?</p> <p>Tr:- If we have a cone and a cylinder of the same 'r' & 'h', what is the relationship between them?</p> <p>Tr:- Plays the video & questions.</p> <p>Tr:- Solve the given sum</p> <p>Data:- $r = 10cm, h = 21cm$</p> <p>To find:- Volume of cone = ? Vol. of cylinder = ?</p>	<p>P. - Solves Vol. of cylinder = $\pi r^2 h$ $= 22/7 \times 4 \times 4 \times 14$ $= 704 m^3$</p> <p>P:- Observes and answers. Vol of cone = $\frac{1}{3} \times$ Vol. of cylinder</p> <p>P:- Solves: Volume of cone = $\frac{1}{3} \pi r^2 h$ $= \frac{1}{3} \times 22/7 \times 10 \times 10 \times 21$ $= 2200 cm^3$ Volume of cylinder = $3 \times$ Vol of cone $= 3 \times 2200$ $= 6600 cm^3$</p>
<p>SUB.: MATHEMATICS TOPIC: VOLUME & SURFACE AREA SUB TOPIC: VOLUME OF CYLINDER & CONE</p> <p>Volume of cylinder = $\pi r^2 h$ Data:- $r = 4m, h = 14m$ To find:- Vol. of cylinder = ? Solution:- Volume of cylinder = $\pi r^2 h$ $= \frac{22}{7} \times 4 \times 4 \times 14$ $= 704 m^3$</p> <p>Volume of cone = $\frac{1}{3} \pi r^2 h$ Data:- $r = 10cm, h = 21cm$ To find:- Volume of cone = ? Vol. of cylinder = ? Solution:- Volume of cone = $\frac{1}{3} \pi r^2 h$ $= \frac{1}{3} \times 22/7 \times 10 \times 10 \times 21$ $= 2200 cm^3$ Volume of cylinder = $3 \times$ Volume of cone $= 3 \times 2200 = 6600 cm^3$</p>	<p>Problem solving method</p> <p>Questioning</p>		



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<p>SUB: GEOGRAPHY TOPIC: FARMING AND ITS TYPES</p> <p>→ 71% of Earth's surface is covered with WATER.</p> <p>→ Out of that, we have only 1% of fresh water from our use and consumption.</p> <p>Agriculture being our main occupation, Farmers face a lot of difficulties due to water scarcity. Following are the types of farming:</p> 	<p>Description</p> <p>Questioning</p> <p>Concept map</p>	<p>Tr:- Displays the image of earth and asks, since, 71% of earth is covered by H₂O is usable?</p> <p>Tr:- Suppose, if we face crisis because of lack of water, what must be the condition of farmers? Shouldn't we save H₂O?</p> <p>Tr:- So what can we do at individual & group level to conserve water. (Teacher tries to inculcate the value of saving water and core element - conservation of resources.)</p> <p>Tr: Explains the various types of farming farmers conduct.</p> <p>Tr: Knowing about water scarcity, how can we contribute in conserving water?</p>	<p>P:- Only 1% of fresh water.</p> <p>P:- Reflects.</p> <p>P: We should save water whenever, wherever possible.</p> <p>P: Listens and learns</p> <p>P:- We can do ,....., RWH.</p>
<p>SUB: E.V.S. TOPIC: RAIN WATER HARVESTING</p> <p>There are various measures to conserve water, one of which is RAIN WATER HARVESTING</p>  <p>Storing and purifying rain water from roof tops for later usage.</p>	<p>Questioning</p> <p>Discussion</p> <p>Explanation Using Picture</p>	<p>Tr:- Writes the points and later explains what is RWH.</p> <p>Tr: What is rain water harvesting?</p> <p>Tr:- Now, don't you think we are lucky enough and have freedom to drink and share water with everyone? Suppose, you are travelling and suddenly a thirsty person asks you for some H₂O, what will you do?</p> <p>Tr:- Very good. Nice habit. (Tr. tries to inculcate the value of sharing and life skills of interpersonal relationship. We should always help a person in need.) But this wasn't the case few decades ago.....</p>	<p>P:- Listens and understands</p> <p>P: Answers</p> <p>P:- We will give that person our H₂O.</p>
<p>SUB:- HISTORY TOPIC:- STRUGGLE FOR SOCIAL INEQUALITY SUB - TOPIC:- DALIT MOVEMENT</p> <p>The social structure of India was based on inequality. There were many social reformers who fought against inequality.</p>	<p>Explanation</p> <p>Discussion</p>		



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<p>→ Dr. B. R. AMBEDKAR was most effective and eminent among all.</p> <p>→ Dr. Babasaheb Ambedkar aimed at establishing a society based on the principles of liberty, equality and fraternity.</p> <p>→ He was convinced that the injustice to Dalits and inequality would not end unless the caste system was entirely rooted out.</p> <p>→ It is from this point of view, he founded "BAHISHKRUT HITKARNI SABHA" in July 1924, which inspired followers with the message, "GET EDUCATION, GET UNITED & FIGHT".</p> <p>Babasaheb Role → got bill passed in Mumbai Provincial Assembly whereby the public water reservoirs were to be opened to untouchables. But it remained out of reach for Dalits.</p> <p>→ Dr. Ambedkar & his followers staged a Satyagraha at the CHAYDAR LAKE IN MAHAD on 20th March. 1927.</p> <p>→ Many people followed him, flyers were made and published, many freedom fighters wrote inspirational poems on Satyagraha.</p>	<p>Questioning Reflection</p>	<p>Tr.:- Do you know that few years back there were communities who were not treated equally, can you name them?</p> <p>Tr.:- Yes, they were not even allowed to drink lake water. Then a great social reformer worked for the upliftment of Dalits. Can you name who he was?</p> <p>Tr.:- Very good</p> <p>Tr. then explains about Satyagraha at Chavdhar Lake, Mahad.</p> <p>Tr.:- All people from various villages and Bahishkrut Hitkarni Sabha joined in this Satyagraha.</p> <p>It was for equal rights of Dalits to drink water from lake.</p> <p>Tr.:- So, you see how lucky we are to stay in such an environment where there are no such inequalities. All thanks to those social reformers. We should also stand for the right always. (Tr. inculcates the value of doing the right thing.)</p> <p>Tr.:- Not only people participated in that Satyagraha but also motivated each other by writing poems. Poems help us to express our feelings in a beautiful manner. One such poem in your English textbook talks about our today's topic WATER. As you all said, water can be in various forms ice, water, vapour, cloud, dew etc. Lets see</p>	<p>P:- Dalits, untouchables.</p> <p>P:- Dr. B. R. Ambedkar</p> <p>P:- Listens and understands</p> <p>P:- Listens and understands</p> <p>P:- Yes, teacher</p>
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<p>SUB:- ENGLISH</p> <p>TOPIC:- POEM – “THE CLOUD”</p>	<p>Explanation</p> <p>Questioning</p> <p>Reflection</p>	<p>a para of the poem THE CLOUD by Percy Bysshe Shelley.</p> <p>Tr. displays the picture of poet and gives information about him.</p> <p>Tr. then asks pupil to read the 1st para</p> <p>Tr. then asks them to silently read the poem.</p> <p>Tr.- Explains that, the poet has described and written the poem with the perspective of cloud, as of the cloud is speaking</p> <p>so on.</p> <p>Tr. then takes up vocabulary words.</p> <p>Tr. ends the tg. lg. session and proceeds for recap.</p>	<p>P:- observes and understands</p> <p>P:- reads</p> <p>P:- Reads</p> <p>P:- Listens and understands.</p> <p>P:- Answers</p>
<p>CLOSURE</p>			
<p>CONCLUSION:</p> <p>So, today we have studied various aspects of water w.r.t. its chemical structure and composition, Types of reaction, Distillation, Volume, Rain water harvesting, Satyagraha at Mahad and Poem – The Cloud</p>			
<p>RECAPITULATION: WATER</p> <ul style="list-style-type: none"> → Chemical Structure: H₂O → Types of Reaction:- Combination, Decomposition, Displacement → Distillation:- Process of obtaining distilled H₂O → Volume of cylinder = $\pi r^2 h$ → Volume of cone = $1/3 \pi r^2 h$, how are both related → Farming and its types → Rain water harvesting and recaps in brief → Satyagraha by Dr. Ambedkar at Mahad → The Cloud (one para), gives the central idea of the poem 			
<p>PROCESS OF TESTING / EVALUATION:</p> <p>Teacher asks the following questions: -</p> <ul style="list-style-type: none"> Q.) What is the chemical equation for formation of H₂O? Q.) What is distillation? Describe the process. Q.) What will you do to save rain water? How? Q.) What is the formula for volume of a cone? Q.) What is the relationship between volume of cylinder and volume of cone? Q.) Describe the Satyagraha at Mahad. Q.) What did the poet try to explain in the poem? 			



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ASSIGNMENT: Each student will note down and complete one assignment according to their roll nos. i.e. from 1 to 6, then again start from 7 to 12, 13 to 18, 19 to 24 and so on in sequence of the given questions.

1. Write 2 examples of each type of chemical reaction.
2. Which method will you use to obtain salt from sea water in salt pans – Evaporation or distillation?
3. Find out the relation between volume of cone and sphere.
4. What are the steps you will take to set up RWH project?
5. Enlist the various periodicals started by Dr. Ambedkar to bring social awakening.
6. List down the figures of speech used in the poem, "The Cloud"

WRITING BOARD SUMMARY

Date 28/10/2021

THEME WATER

Std. VIII

→ Chemical formula of water – H_2O
Types of Chemical Reaction
Combination, Decomposition, Displacement

→ Distillation:- Process of obtaining distilled H_2O



→ Volume of cylinder = $\pi r^2 h$
→ Volume of cone = $1/3 \pi r^2 h$, how are both related

Data:- $r = 10\text{cm}$, $h = 21\text{cm}$

To find:- Volume of cone = ?

Vol. of cylinder = ?

Solution:-

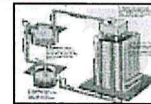
Volume of cone = $1/3 \pi r^2 h$
= $1/3 \times 22/7 \times 10 \times 10 \times 21$
= 2200 cm^3

Volume of cylinder = $3 \times$ Volume of cone
= 3×2200
= 6600 cm^3

→ Farming and its types



→ Rain water harvesting
Storing and purifying rain water from roof tops for later usage.



→ Satyagraha by Dr. Ambedkar at Mahad
• BAHISHKRUT HITKARNI SABHA" in July 1924
• Dr. Ambedkar & his followers staged a Satyagraha at the CHAYDAR LAKE IN MAHAD on 20th March. 1927.

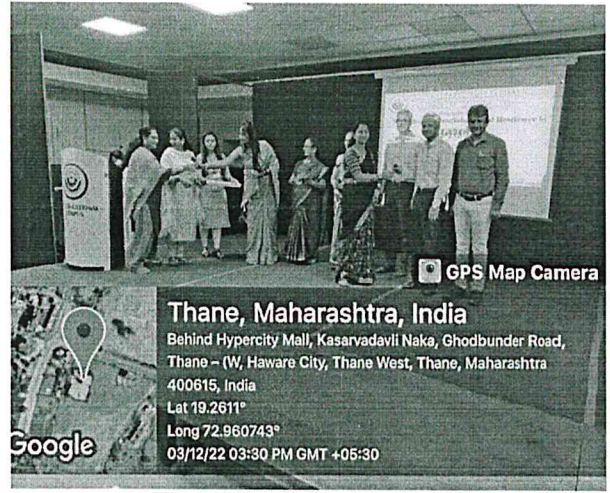
→ The Cloud (one para), gives the central idea of the poem
I bring fresh showers and laugh as pass a thunder.
WIELD – hold and use as a weapon
FLAIL – harsh and heavy beating (of hail)

Photographs indicating the participation of students, if any

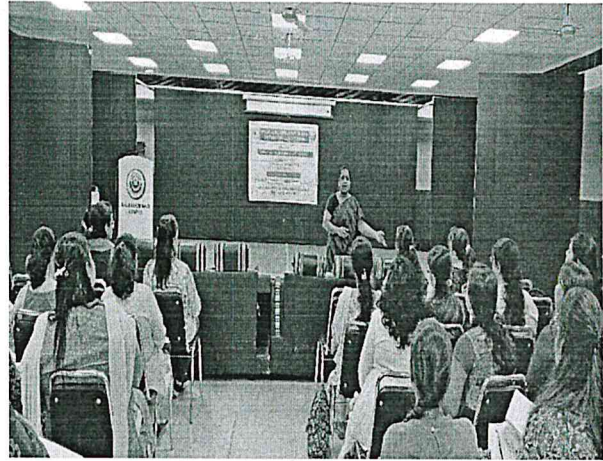


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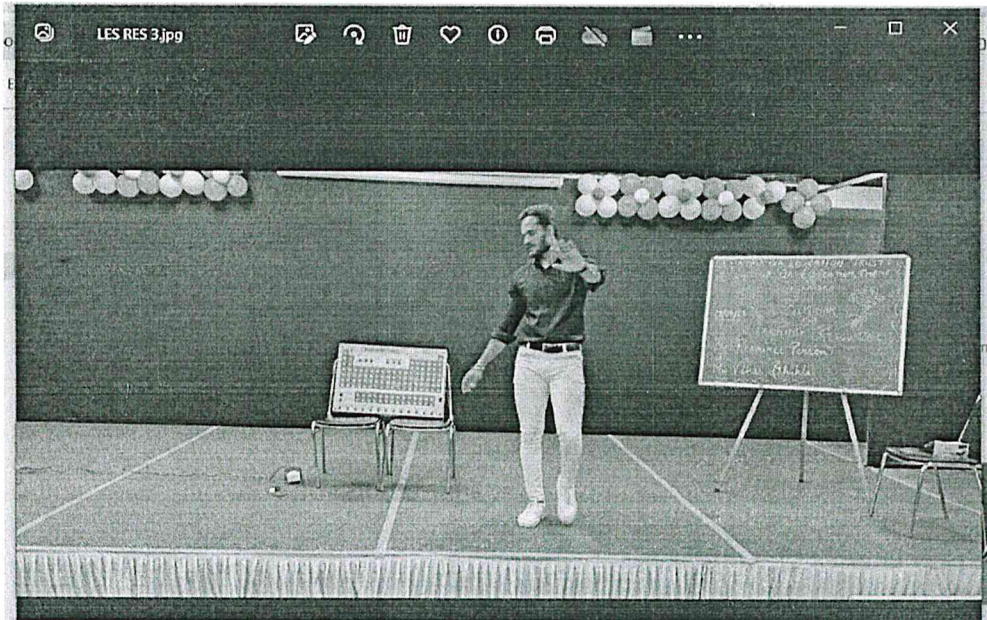
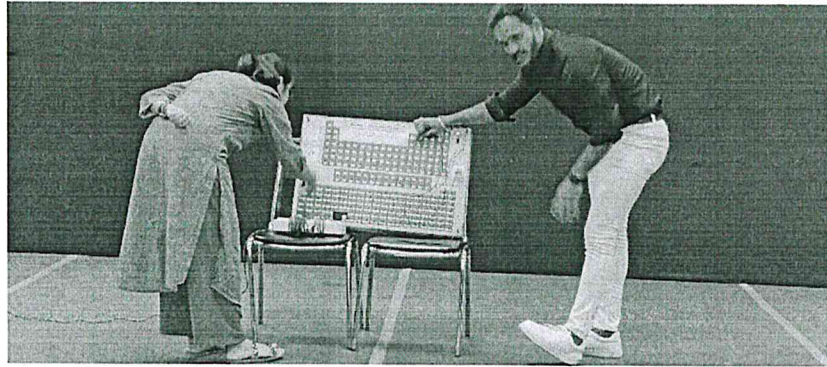
Expert talk on Research Guidance



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Workshop on Learning Resources



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