



**GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'**



**3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-II
TEACHING LEARNING AND EVALUATION**



CRITERION 2

KEY INDICATOR- 2.4 Competency and Skill Development

2.4.5 – Skills developed in students for effective use of ICT for teaching Learning Process

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	Evolving learning sequences	

BASED LESSONS

1. PREPARATION OF LESSON PLAN

ACT BASED
LESSON
PLANS

JCT BASED LESSON PLAN - 01

Pupil teacher Roll No. :- 81

Class :- IXth

Duration :- 30-35 minutes

Date :- 2-9-22

Subject :- science

Topic :- Mixture.

→ GENERAL OBJECTIVES:-

- After completion of this topic, pupil will be able to :-
- acquire knowledge of mixture.
- understand about both types of mixtures.
- understand about solutions.
- Acquire knowledge of solution in daily life.

→ SPECIFIC OBJECTIVES:- At the end of the lesson, pupil will be able to :-

- Define substance.
- Illustrate characteristics of substance.
- Describe mixture and its types.
- Illustrate various types of mixture with its example.
- Define solution.
- Explain types.

INSTRUCTIONAL MATERIAL:- Presentation.

→ Previous Knowledge Assumed:-

It is assumed that pupil are aware of mixing sugar into water, salt into water, matter etc.

→ Previous Knowledge Testing:-

Question :- what do you mean by matter?

Expected Response :- Anything that occupies space.

Question :- Have you ever prepared sugar solution?

Expected Response :- when making lemonade.

Question :- what happens when you add sugar to water?

Expected Response :- It disappears completely.

Question :- How will you define mixture?

No Response.

→ ANNOUNCEMENT OF THE TOPIC:-

so students! today we will learn about mixture and its types.

→ PRESENTATION:-

content	Pupil Teacher Activity	Pupil Activity
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Meaning of pure substance	Pupil teacher will first explain that the meaning of pure substance	Pupil will listen carefully.
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Explaining substances	Pupil teacher will explain about substance and its characteristics.	Pupil will watch carefully.
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Explaining various types of mixture	Pupil teacher will explain the mixture and its types.	Pupil will watch and listen carefully.
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Presentation

Pure Substances in chemistry
are a classification of matter made up of all the same type of atom, all the same molecules or all the same ionically bonded elements.

salt pure water diamond gold

What Is A Mixture?
A mixture is made of **2 or more** types of atoms that are **NOT** chemically combined together.

Mixtures can take many forms:
2+ Solids 2+ Liquids 2+ Gases
ANY combination of solids, liquids & gases

Particle size less than 10^{-7} cm	Particle size between 10^{-7} cm and 10^{-5} cm	Particles size greater than 10^{-5} cm
True solution	Colloidal solution	Suspensions

content	Pupil Teacher Activity	Pupil Activity
---------	------------------------	----------------

Defining and illustrating solution	Pupil teacher will tell that solution is also a type of mixture.	Pupil will watch attentively.
------------------------------------	--	-------------------------------

Types of mixture	Pupil teacher will define and describe various types of mixtures, namely solution, colloidal mixture and suspensions.	Pupil will note the differences in their notebooks.
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Examples of types of mixture	Pupil teacher will give them example of each type of mixture.	Pupil will listen and watch carefully.
------------------------------	---	--

How To Make A Solution

Solute Solvent Solution

Salt Water Salt Solution

Types Of Mixtures

There are 2 major types of mixtures:

- Heterogeneous** (Means "different")
- Homogeneous** (Means "the same")

You can see the different parts (phases) of the mixture easily (for heterogeneous).

You cannot see the different parts (phases) of the mixture (for homogeneous).

Example of Heterogeneous Mixture: Sand + Water = Mixture

Example of Homogeneous Mixture: Sugar + Water = Mixture

Content	Pupil Teacher Activity	Pupil Activity	Presentation
Explaining Tyndal Effect.	Pupil teacher will explain tyndall effect.	Pupil will pay attention.	

Recapitulation:-

Q1 Define substance

Q2 Mixtures of _____ types.

Q3 The particle of colloidal solution are in size _____.

Home work:-

Differentiate between homogeneous and heterogeneous solution.

ICT BASED LESSON PLAN - 02

Pupil teacher's Roll No :- 81

Date :- 3/9/22

Class :- VIIIth

Subject :- Science

Duration :- 40 minutes

Topic :- Separation of mixtures

→ General objectives :-

- At the end of lesson pupil will be able to :-
- Acquire knowledge about different method of separating mixture.
- understand the concept of various methods
- understand the use of separating techniques.
- Apply the knowledge of separation in daily life situations.

→ Specific objectives :-

At the end of lesson, students will be able to :-

- define separation of techniques.
- explain the importance of separation
- describe about filtration.
- illustrate the use of centrifugation
- Explain the use of / process of distillation.

→ Instruction Aids :- Presentation.

→ Previous Knowledge Assumed :-

It is assumed that pupil are aware of various changes in their environment and separation of materials.

→ Previous Knowledge Testing :-

Question :- How you separate stones from heap of rice?

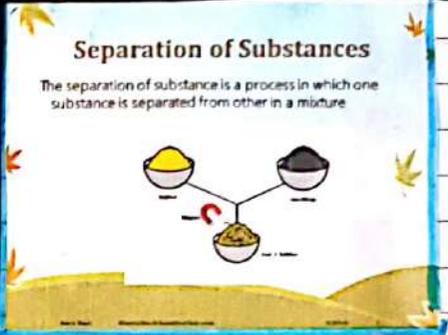
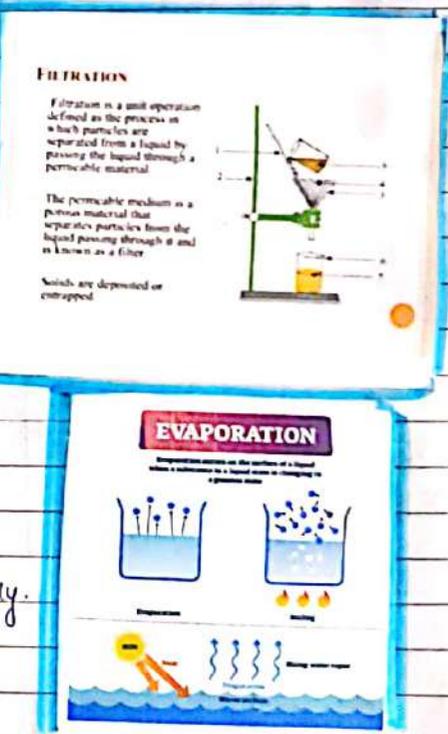
Question :- How will you separate mixture of milk and water?

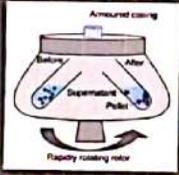
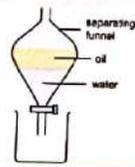
Question :- How will you separate kerosene from petrol?

Announcement of the topic :-

"Well students, today we will start our class with the topic, 'separation methods of mixtures.'"

Presentation :-

content	Pupil Teacher Activity	Pupil Activity	Presentation
Explaining filtration	Pupil teacher will explain that filtration is use to separate insoluble substance.	Pupil will watch and listen carefully.	 <p>Separation of Substances The separation of substance is a process in which one substance is separated from other in a mixture.</p>
Explaining evaporation	Pupil teacher will explain the process of evaporation and its use.	Pupil will listen carefully.	 <p>FILTRATION Filtration is a unit operation defined as the process in which particles are separated from a liquid by passing the liquid through a permeable material. The permeable medium is a porous material that separates particles from the liquid passing through it and is known as a filter. Solids are deposited or entrapped.</p> <p>EVAPORATION Evaporation occurs on the surface of a liquid when a substance is heated or subjected to a vacuum.</p>

Content	Pupil Teacher Activity	Pupil Activity	Chalkboard Summary
Explaining centrifugation	Pupil teacher will explain the principle behind the process of centrifugation.	Pupil will watch carefully and listen	<p>What is Centrifugation?</p>  <p>Centrifugation - is the process where a mixture is separated through spinning</p>
Description of Separating Funnel	Pupil teacher will describe that separating funnel is use to separate two immiscible liquids.	Pupil will watch carefully.	<p>3.5 Separating Liquids</p> <p>Using a Separating Funnel</p> <p>This method can be used to separate immiscible liquids. Liquids that do not dissolve in each other are described as immiscible.</p> <p>Example:</p> <ul style="list-style-type: none"> Oil and water 
Explaining Distillation	Pupil teacher will explain the process of distillation	Pupil will watch carefully.	<p>Fractional distillation</p> <ul style="list-style-type: none"> Fractional distillation is the breaking down of a mixture into its component parts. This is done by boiling the mixture and separating the products by their varying boiling points. 

Content	Pupil Teacher Activity	Pupil Activity	Chalkboard Summary
Differentiating between physical and chemical changes	Pupil teacher will give examples of physical change and chemical change to make difference between these changes.	Pupil will watch carefully.	 <p>PHYSICAL CHANGES is a physical change, matter changes form but not chemical identity.</p> <p>CHEMICAL CHANGES is a chemical change, a chemical reaction occurs and new products are formed.</p> <p>CHEMICAL CHANGE vs PHYSICAL CHANGE</p> <p>Examples of Physical Changes: Melting, Shredding, Boiling, Chopping, Rusting, Digestion.</p> <p>Examples of Chemical Changes: Combustion, Rotting, Melting (of ice cream), Shredding (of paper).</p>

Recapitulation:-

Question:- By which method you can separate the leaves from tea.

Question:- How will you separate salt from salt solution?

Question:- How will you separate oil and water

Homework:-

Question:- How will you separate butter from milk.

Question:- Differentiate between physical and chemical change.

Well Planned
G.S.

2. DEVELOPING ASSESSMENT TOOLS FOR BOTH ONLINE AND OFFLINE LEARNING

SCHOOL INTERNSHIP PROGRAMME

Pedagogy Of Mathematics

ASSESSMENT RECORD FILE

Submitted To:-

Dr. Upasana

Associate Professor

GCE-20D,Chd

Submitted By:-

Prince Bansal

73/21

B.Ed. Sem - 3

Government College Of Education

Sector 20-D, CHANDIGARH

Class – 8th

Test

ALGEBRAIC EXPRESSION

Max. Marks : 30 marks
Max. Time : 40 mins.

- All ques
- Sec
-

UNIT
TEST-3

[ALGABRAIC
EXPRESSIONS]

5. Using

(i) 71^2 (ii) 78^2

6. . Simplify (i) $(2x + 5)^2 - (2x - 5)^2$

(ii) $(5x^2 + \frac{3}{4}y^2)(5x^2 - \frac{3}{4}y^2)$

Class – 8th

Test

ALGEBRAIC EXPRESSION

Max. Marks : 30 marks
Max. Time : 40 mins.

- All questions are compulsory.
- Section – A contains 5 questions. Each question carries 1 marks.
- Section – B contains 5 questions. Each question carries 3 marks.
- Section – C contains 2 questions. Each question carries 5 marks.

Section – A

1. Coefficient of x^2 in $5xyz + 6x^2$

a. 5

b.6

c. $6x^2$

2. Which of the following is monomial:

a. $2p + 2q$

b. $2pq$

c. $2p^2 + 2q$

3. Product of x and x^4 is:

a. X^5

b. $X4$

c. $X3$

4. Find the product : (i) $a, -a^2, a^3$
(ii) $0, 3x, -2x, -4x^2$

Section – B

5. Using identity, find

(i) 71^2

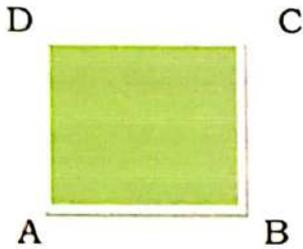
(ii) 78×82

(ii) $51^2 - 49^2$

6. Simplify (i) $(2x + 5)^2 - (2x - 5)^2$

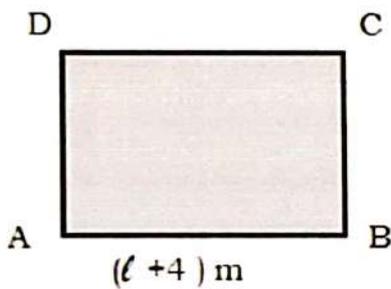
(ii) $(5x^2 + \frac{3}{4}y^2)(5x^2 - \frac{3}{4}y^2)$

7. (i) Add $p(p-q)$, $q(q-r)$, $r(r-p)$
 (ii) Subtract $3\ell(\ell - 4m + 5n)$ from $4\ell(10n - 3m + 2\ell)$
8. (i) Simplify $(10x - 25) \div (2x - 5)$
 (ii) Simplify $5pq(p^2 - q^2) \div 2p(p + q)$
9. Rahim has garden of square shape with side $(2x + 5)$ m. Find the area of his garden.



Section – C

10.

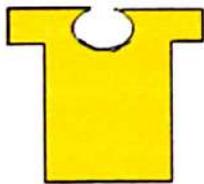


$$\text{Area of rectangle} = (\ell^2 + 6\ell + 8)\text{m}^2$$

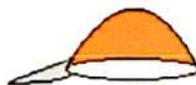
$$\text{one side} = (\ell + 4) \text{ m}$$

$$\text{other side} = ?$$

11.



$$\text{Cost} = \text{Rs. } x^2 - xy - y^2$$



$$\text{Cost} = \text{Rs. } 2x^2 + 8x - 2y^2$$



$$\text{Cost} = \text{Rs. } x^2 + 3xy + 4y^2$$

How much amount Reena should pay to buy all these items?

TOPIC _____

Date: _____

ANSWER KEY

1. b) 6

2. b) $2pq$

3. a) x^5

4. i) $-a^5$

ii) 0

5. a) 5041

b) 6396

c) 200

6. a) $40x$

b) $25x^4 - \frac{9}{16}y^4$

7. a) $p^2 + q^2 + r^2 - pq - qr - pr$

b) $sl^2 + 2sln$

8. d) 5

ii) $\frac{5}{2}q(p-q)$

9. $4x^2 + 25 + 20x$

10. $l+2$

11. $4x^2 + 2xy + y^2 + 8xc$

Class - 8th

Test

EXPONENTS & POWERS

Max. Marks : 30 marks
Max. Time : 40 mins.

UNIT

TEST - 4

[EXPONENTS
&
POWERS]

Class – 8th

Test

EXPONENTS & POWERS

Max. Marks : 30 marks

Max. Time : 40 mins.

- All questions are compulsory.
- Section – A contains 5 questions. Each question carries 1 marks.
- Section – B contains 5 questions. Each question carries 3 marks.
- Section – C contains 2 questions. Each question carries 5 marks.

Section – A

1. Value of 2^{-3}

a. $\frac{1}{8}$

b. -6

c. 8

2. $(a^m)^n = ?$

a. a^{m+n}

b. a^{m-n}

c. a^{mn}

3. $a^m \times a^n = ?$

a. a^{m+n}

b. a^{m-n}

c. a^{mn}

4. $-4^5 \div -4^8 = ?$

a. -4^{13}

b. -4^3

c. -4^{-3}

5. $-3^4 \times \left(\frac{5}{3}\right)^4 = ?$

a. -5^4

b. -15^4

c. -5^{-4}

Section – B

6. Find the value of (i) $(3^0 + 4^{-1}) \times 2^2$

(ii) $(3^{-1} + 4^{-1} + 5^{-1})^0$

7. Simplify (i) $\left(\frac{1}{4}\right)^{-2} + \left(\frac{1}{2}\right)^{-2} + \left(\frac{1}{3}\right)^{-2}$

(ii) $\left(\left(\frac{-2}{3}\right)^{-2}\right)^3 \times \left(\frac{1}{4}\right)^{-4} \times 3^{-1} \times \frac{1}{6}$

8.

Simplify $\frac{3^{-5} \times 10^{-5} \times 125}{5^{-7} \times 6^{-5}}$

9. (i) Speed of light is 300,000,000 m/sec. Convert this expression in standard form.

(ii) Express 5.8×10^{-12} in usual form.

10. Find the value of m if $5^m + 5^{-3} = 5^5$

Section – C

11. Express the following in standard form:

a. 31860000000

b. 0.0000000000085

c. 0.000000000000000942

d. 60200000000000000

e. 0.000000000000837

12. Simplify:

a. $\frac{25 \times t^{-4}}{5^{-3} \times 10 \times t^{-8}}$

b. $\left\{\left(\frac{1}{3}\right)^{-1} - \left(\frac{1}{4}\right)^{-1}\right\}^{-1}$

TOPIC _____

Date: _____

ANSWER KEY

1. a) $\frac{1}{8}$

2. a) a^{mn}

3. a) a^{m+n}

4. c) -4^{-3}

5. a) -5^4

6. i) 5

ii) 1

7. i) 29

ii)

Q8 5^5

Q9 i) 3×10^8 m/s

ii) $\frac{58}{1000000000000}$ or 0,000000000058

Q10 $m=2$

Q11 i) 3.186×10^{10}

ii) 8.5×10^{-12}

iii) 9.42×10^{-17}

iv) 6.02×10^{16}

v) 8.37×10^{14}

Q12 i) $\frac{625t^4}{2}$ ii) -1

classfellow™ Designer
IMPRESSION

Class - 8th					
Maths					
Roll No	Name	Unit Test 1	Unit Test 2	Unit Test 3	Unit Test 4
1	Prachi	17	20	18	15
2	Aahana	18	29	22	15
3	Briti	15	23	28	22
4	Ridhima	16	29	20	25
5	Sneha	29	19	22	27
6	Gurman	29	18	28	18
7	Muskaan	27	17	26	22
8	Mahima	26	29	25	19
9	Pragya		20	16	15
10	Vidya	15	17		28
11	Anokhi	28	18	21	17
12	Rishita	24	16	15	16
13	Jesica	21		15	29
14	Sakshi	20	21	19	21
15	Shruti	25	19	26	20
16	Sejal	28	19	17	17
17	Parth	24	16	22	

18	Rahul	15	19	21	16
19	Nakul	26	20	21	19
20	Yashpreet	20	19	16	24
21	Ravi	21	27	17	
22	Aashish		16	28	29
23	Ayushmaan	16	26	23	24
24	Naitik	27	23	19	24
25	Yashraj	17		29	27
26	Anurag	22	27	18	17
27	Krishna	26	28	25	24
28	Aman	18	15	24	24
29	Vikas	23		28	22
30	Shiv	18	25	15	26
31	Priyank	23	20	28	26
32	Manveer	28	18		21
33	Ramanuj	27	23	28	21
34	Rashbeer	22	17		16
35	Samar	21	18		29
	Total Students	35	35	35	35
	Present	33	32	31	33
	Absent	2	3	4	2

TOPIC _____

Date: _____

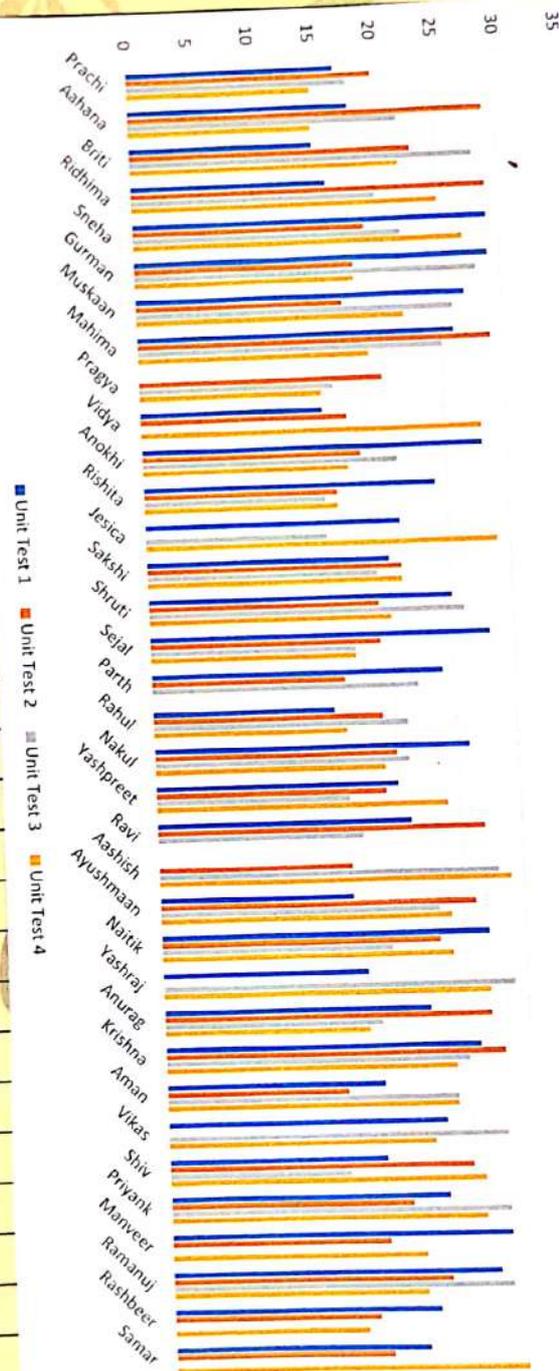


Chart Title

Classmate Designer
IMPRESSION

3. EFFECTIVE USE OF SOCIAL MEDIA/ LEARNING APPS / ADAPTIVE DEVICES FOR LEARNING

DISCUSSION LESSON

Pupil Teacher's Roll No:73/21

Date: 18-08-2022

Duration: 40 minutes

Subject: Pedagogy of Computer Science

Class: 9th

Topic: Operating System and its types

INSTRUCTIONAL OBJECTIVES:

After completion of the topic, students will be able to:

1. **Remembering**
 - a. Define operating system
 - b. Name different types of operating system as CUI, GUI, Multiprocessing, Multitasking and Multiuser.
 - c. Define different types of operating system
2. **Understanding**
 - a. Explain the purpose of operating system
 - b. Differentiate between CUI and GUI
3. **Applying**
 - a. Use a GUI Operating system.
4. **Analyzing**
 - a. Classify different operating systems according to their types
 - b. Distinguish between different types of operating system
5. **Evaluating**
 - a. Evaluate which type of operating system they are using at the time of working on computing device

INSTRUCTION AIDS

- PowerPoint presentation, White Board & Marker

PREVIOUS KNOWLEDGE ASSUMED

- Pupil teacher assumed that pupils have basic knowledge of hardware and software and some idea about difference between application software and system software.

PREVIOUS KNOWLEDGE TESTING

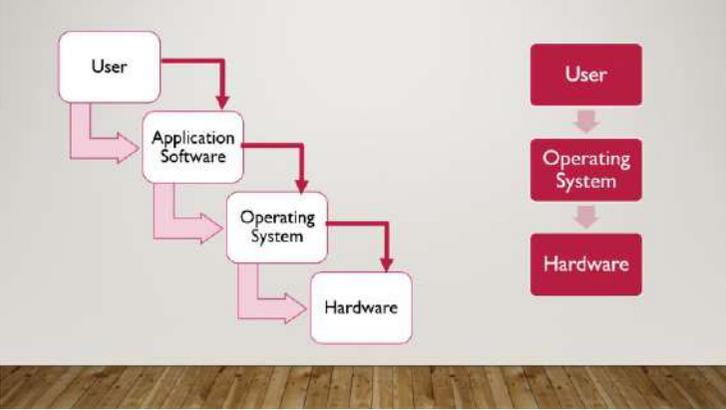
Pupil teacher will ask the following questions to the pupils to test previous knowledge:

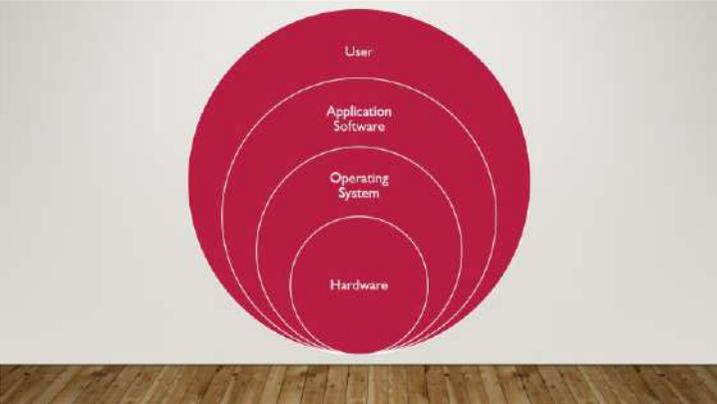
Questions	Expected Answers
A) Do you know different types of computer software?	Yes
B) Can you name any one of them?	System Software & Application Software
C) Name a major system software present in computer?	Operating System
D) Define Operating System?	-

ANNOUNCEMENT OF TOPIC

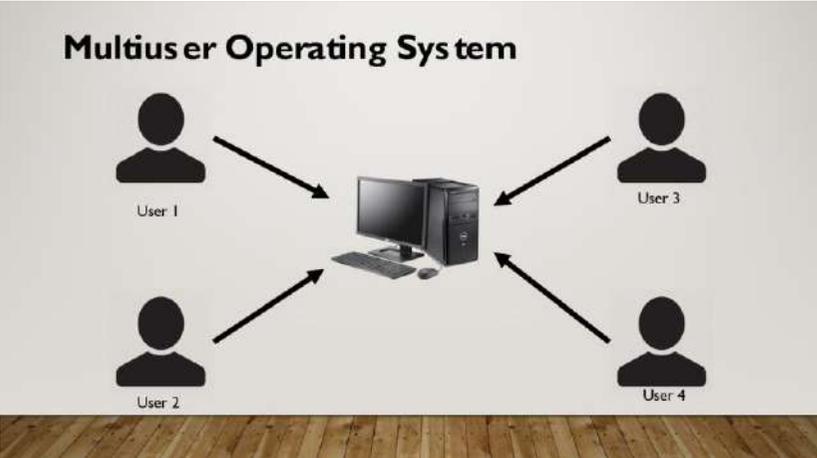
After not getting expected response from pupils, teacher will say “Well Students! Operating System is a system software that enables the computer hardware to communicate with the computer software. Now let’s study in detail about operating system”

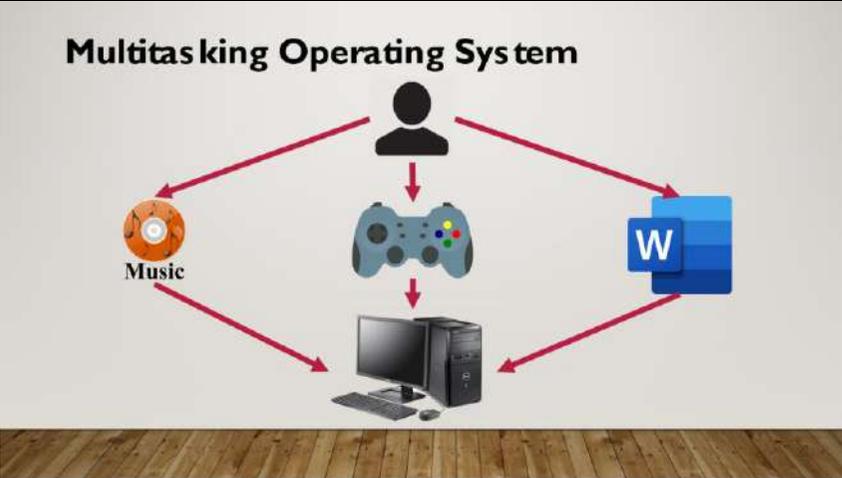
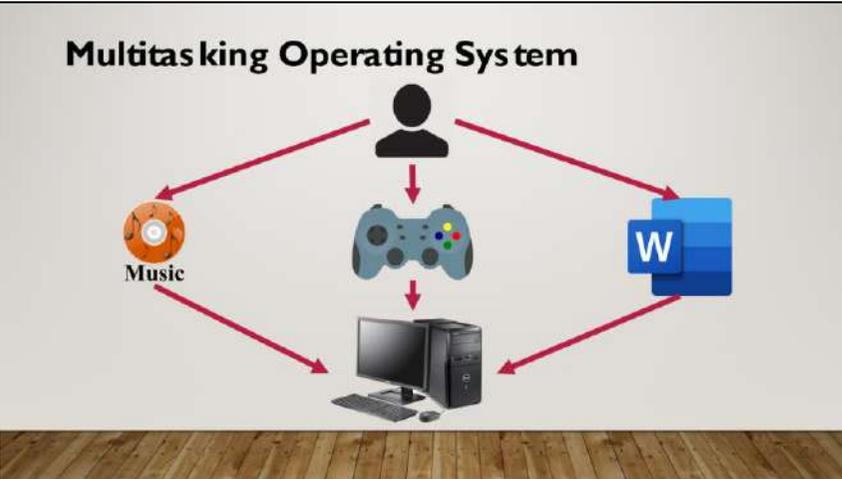
PRESENTATION:

Teaching Point	Pupil Teacher Activity	Pupil's Activity	Teaching Aid/ Whiteboard
Introduction of Operating System	Pupil teacher will explain briefly about Operating system	Pupils will be listening carefully	
Definition of Operating System	Pupil teacher will write definition of operating system on the White board.	Pupils will write the definition in their notebook.	“Operating System is a system software that enables the computer hardware to communicate and operate with the computer software.”
Functioning of Operating System	Pupil teacher will show a flow diagram on Multimedia Board related to the functioning of Operating System and explain it	Pupils will be listening carefully and write the important points in their notebook	

			
	<p>Pupil teacher will ask some general question from what have they discussed in the class for informal evaluation</p> <p>Q1 Read the definition of operating system from your notebook</p> <p>Q2 Which makes a link between application software & hardware?</p>	<p>Student 1: He/ She will read the definition from his/her notebook.</p> <p>Student 2: Operating System</p>	
Types of Operating System	<p>Pupil teacher will enlist various types on white board.</p>	<p>Pupils will write the same in notebook.</p>	<p>Different types of operating systems are:</p> <ul style="list-style-type: none"> A) Command User Interface(CUI) B) Graphic User Interface(GUI) C) Multitasking D) Multiuser E) Multiprocessing

Introduction of Command User Interface	Pupil teacher will show a window MS-DOS operating system on Multimedia Board And show how to create a new folder using MS-DOS.	Pupils will be listening carefully	
Definition of CUI	Pupil teacher will write the definition on Whiteboard.	Pupils will write the definition in their notebook.	“CUI operating system allows a user to work on the computer by typing external commands in a command prompt”
Introduction to GUI	Pupil teacher will show a window of MS-Windows and show how to create a new folder using GUI.	Pupils will be listening carefully.	
Definition of GUI	Pupil teacher will write the definition on White Board	Pupils will write the same in their notebook.	“A GUI contains graphics and icons and is commonly navigated by using a Computer mouse.”
	Pupil teacher will ask	Student 1: Command	

	<p>some general questions from the above teaching point: Q1 Name the type of operating system in which we perform task using commands. Q2 Read the definition of GUI from notebook</p>	<p>User Interface Student 2: He/ She will read the definition from his/her notebook.</p>	
<p>Multiuser Operating System</p>	<p>Pupil teacher will explain about Multiuser operating system using a PowerPoint slide</p>	<p>Pupils will be listening carefully.</p>	
<p>Definition of Multiuser Operating System</p>	<p>Pupil teacher will write the definition of Multiuser operating system on Whiteboard</p>	<p>Pupils will write the same in their notebook.</p>	<p>“A multi-user operating system allows for multiple users to use a computer at a same time.”</p>

<p>Multitasking Operating System</p>	<p>Pupil teacher will explain about Multitasking operating system using a PowerPoint slide</p>	<p>Pupils will be listening carefully.</p>	
	<p>Pupil teacher will write the definition of Multitasking operating system on Whiteboard</p>	<p>Pupils will write the same in their notebook.</p>	<p>“An operating system that is capable of allowing multiple software processes to run at the same time.”</p>
<p>Multiprocessing Operating System</p>	<p>Pupil teacher will explain about Multiprocessing operating system using a PowerPoint slide</p>	<p>Pupils will be listening carefully.</p>	

	Pupil teacher will write the definition of Multiprocessing operating system on Whiteboard	Pupils will write the same in their notebook.	“An operating system that is capable of supporting and utilizing more than one computer processors is known as Multiprocessing Operating System”
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RECAPITULATION

Pupil teacher will recapitulate the subject matter as:

- Suppose, a student is listening a music and also typing a letter in Microsoft word at a same time, which type of operating system he is using?
- Which device is used to navigate in GUI operating system?
- Which acts as a bridge between User and Hardware?

HOME ASSIGNMENT

Pupil teacher will assign homework to students as:

- Write some examples of each type of Operating System.

4. IDENTIFYING AND SELECTING / DEVELOPING ONLINE LEARNING RESOURCES & 5. EVOLVING LEARNING SEQUENCES (LEARNING ACTIVITIES) FOR ONLINE AS WELL AS FACE TO FACE LEARNING SITUATIONS

GOVERNMENT COLLEGE OF EDUCATION

SECTOR 20-D, CHANDIGARH-160020



TECHNIQUES OF TEACHING

PAPER CODE – F-1.3

B.ED. 1ST SEMESTER, SECTION-A

SESSIONAL WORK

Session 2022-24

Submitted to:

Dr.Nisha Singh

Submitted by:

Meghna Duhan (291)

Navjot Kaur (283)

Renu (227)

Simran (229)

Index

S.No	SUBJECT	TEACHER'S REMARKS
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OBSERVATION
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Open
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Resources

Open Education Resources

Introduction

Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purposing, adaptation and redistribution by others.

Open Education Resources in India

An Open Education Resources are fully accessible online learning materials in the form of texts, videos, and other digital format resources.

You can use these materials for general viewing, teaching, and research purpose, for free.

Some Popular OER Sources in India

Open Education Resources are mainly stored in repositories available through websites. These repositories are responsible for storing and handling the contents. An OER source can be classified based on the type of resources and the type of repositories.

Let us look at the type of resources.

→ Digital Library of India

This is a collaborative project by 21 institutions in India and currently handled by IISc, Bangalore. It aims to provide access to a digitized collection of various rare non-copyrighted books by multiple authors collected from libraries across India.

→ National Digital Library

This is an IIT Kharagpur initiative to bring free access to content in English and other regional languages on a public network.

→ Shodhganga

This is a digital repository of theses and journals submitted by doctorates and research students.

→ NPTEL

This is a joint initiative by 7 IITs in India supported by the MHRD. It aims to improve the engineering sector in the country by conducting free courses and certified exams. The courses are in video formats taught by IIT professors in various fields of engineering and science.

→ Project OSCAR

This is an enterprise of IIT-Bombay which contains a massive repository of animations and simulations.

based on science and technology. It aims to teach various science concepts to undergraduates and Post-graduate students, thereby shaping their careers.

→ NCERT

This is an open resource available on the web, meant for school students and institutions. This is an attempt made by the CBSE body of India. Resources on this website come in three languages; Hindi, English and Urdu.

→ NIOS

NIOS is an open university that started its own OER project to provide educational materials for the vocational streams.

→ Agropedia

This is the much needed OER of recent times. It has all the knowledge resources about agriculture and its related topics. This OER is directly approved and run under the guidance of the Indian Council of Agricultural Research. It contains the materials in text, audio and video formats for easy viewing.



→ WizIQ

This is another well-known online tutoring website. This platform has been a favorite choice among teachers for live and on-demand webinars. It has features including slides, screen sharing, video and audio. WizIQ is particularly popular among academic course content creators.

→ Send Pulse Edu

Initially, the company started out as a marketing automation platform. Further expansion in functionality allowed to add new useful features and tools like a chatbot builder, a CRM system or a landing page builder.

→ Rozuku

This is probably one of the easiest tools for instructors to use as instructors are not required to be technologically proficient to use it. The creators of the platform have made it a priority to simplify the creation of courses as easy as possible for tutors.

→ Learnwards

This is the go-to tool if you are looking for a platform that can complement course content with social learning and high level of interaction. This is a premium offering and has worked wonderfully for years. It supports the creation of the

Content formats, including video, eBooks, audio, PDFs, quizzes, etc. It even has a "Certificate of Completion" feature.

→ Thinkific

The platform hosts over 35,000-course creators and is a great option if you want to grow your audience rapidly. The platform is very beginner-friendly in terms of ease of creation on course content and also marketing and selling them to the right audience.

Thinkific also supports such multimedia content like video, quizzes, live discussions, etc.

→ Academy of Mine

The name is self-explanatory, and as it says, it lets you create an academy of your own. Its features are far from complex - users can simply drag and drop to create course content. Some of its most notable features include on-demand self-paced learning, virtual classrooms, comprehensive reporting and analytics, and personalized course/academy branding.

→ CourseGraft

This platform is extremely flexible, simple, and powerful to create the course in different formats to suit the learning style of students. It can also effortlessly integrate with third-party tools, including Stripe and PayPal.

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#Luv2L

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GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

International Collaboration for “Capacity Building Training Program for Transformative Teaching”

Report: Online 30-Hour Capacity Building Training for Transformative Teaching

An online 30-hours “Capacity Building Training Program for Transformative Teaching” was successfully organized under the international collaboration of the International Chamber of Service Industry (ICSI), India, and SARS Technology Innovation, Dubai, aimed to equip prospective teachers with the necessary skills and knowledge for transformative teaching practices and the development of global competencies. The program was inaugurated on April 18, 2023, by Major Dr. Gulshan Sharma, Director of ICSI, India; Mr. Arpit Duggar, Director of SARS Technology Innovation, Dubai; and Dr. Sapna Nanda, Principal. The program was coordinated by Dr. Nisha Singh, Assistant Professor.

This international training program was conducted online from March 17, 2023, to May 4, 2023 and utilized digital platforms (Zoom meeting, Youtube) to deliver multiple sessions of three hours each that add upto more than 30hrs training. A total of 90 students from the first and second-year B.Ed. classes of ongoing session 2022-2023 participated in the program.

The primary goal of the program was to enhance the skills and knowledge of prospective teachers, equipping them to excel in their teaching careers and improve classroom effectiveness.

The program was meticulously designed with a focus on the key pillars of modern education namely Enquiry-Based Learning, Project-Based Learning, Health and Wellness-Based Learning, Online resources and AI-Based Learning. The program was conducted entirely online, with workshop-style sessions that allowed participants to engage in hands-on activities for practical learning.

The sessions were structured to cover a diverse range of topics including Digital Literacy, Pedagogy and Andragogy, Critical Thinking and Problem Solving, Creativity and Innovation in Teaching, Emotional Intelligence and Mindfulness, Fostering Curiosity and Lifelong Learning, Utilizing AI-Based Tools for Teaching Enhancement and Exploring Online Resources for Effective Teaching and Learning. Participants were actively engaged throughout the training program through discussions, hands-on experiences, quizzes, surveys,

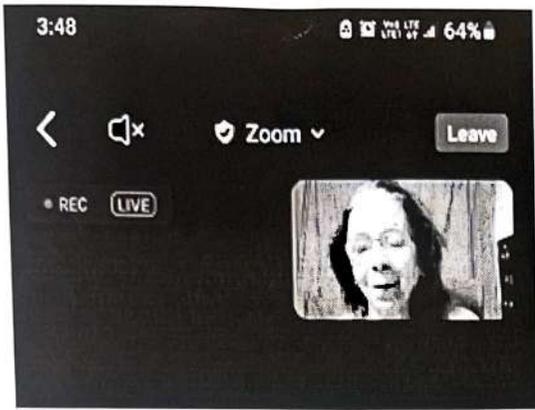
group activities, lesson plans, and regular assignments. These assignments allowed participants to apply the knowledge gained during the sessions and reflect on the outcomes. .

The training program also introduced participants to various new apps and technologies that could enhance their teaching skills and prepare them for global opportunities. Demonstrations and hands-on sessions familiarized participants with these apps, highlighting their potential for effective and engaging teaching.

The program achieved remarkable success, as evidenced by the participation and outcomes. A total of 90 dedicated students successfully completed the program and were awarded certificates of completion.

In conclusion, this online 30-hour capacity building training for transformative teaching, organized by international organization SARS Technology Innovations, Dubai and the ICSI, India proved to be a valuable and impactful initiative. The utilization of online platforms, introduction of new apps, and active engagement of participants contributed to the success of the program. It is anticipated that the training program will have a positive and long-lasting impact on the teaching practices of the participants, benefiting both their professional growth and the future learning experiences of their students.





SI In collaboration with **SARS**

Capacity Building Program for Transformational Teaching

The Fourth 'R' – Reciprocate by Instructing Actively

Games	Active Instruction	Facilitation

Zoom

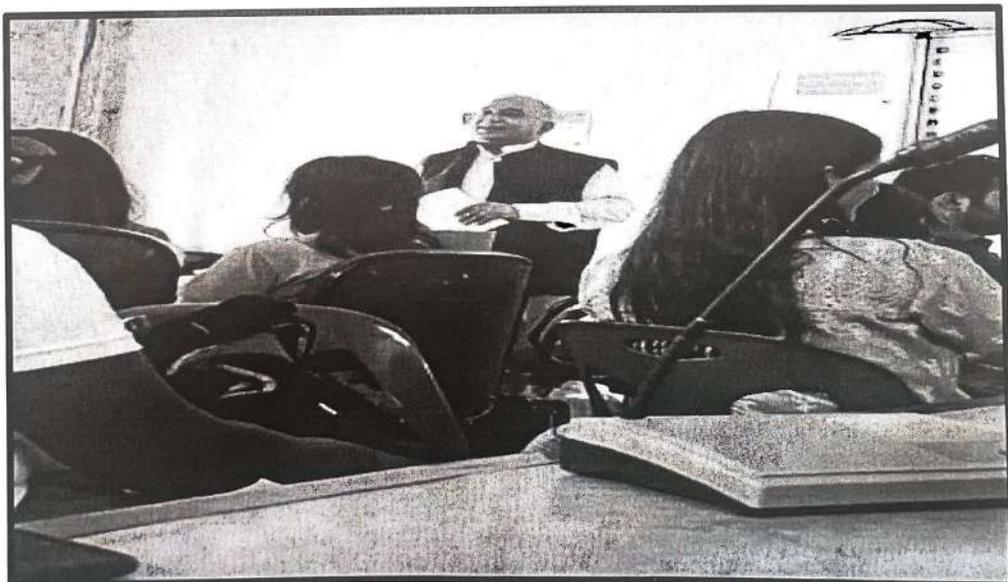
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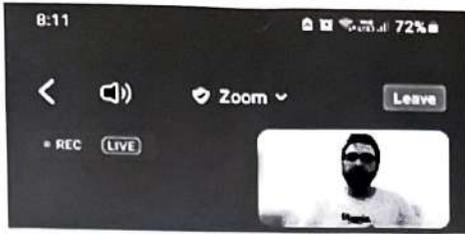
Go to www.ment.com and use the code 6480 7097

Leaderboard

734 p	Amrinder Kaur
717 p	
686 p	
524 p	
0 p	Niharika 768 p
0 p	Earthman
0 p	Ranold

Unmute Start Video Participants 38 Chat Reactions Share

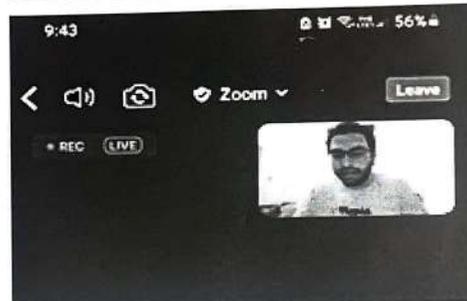




RECAP

1. Orientation by Mr Arpit Dugar - 17 Mar
2. Digital Literacy by Mr Arpit Dugar - 17 Mar
3. Andragogy & Pedagogy by Dr Indira - 18 Mar
4. Critical Thinking & Problem Solving by Dr Sapna - 24 Mar
5. Effective Classroom Management by Mrs Roma Joshi - 25 Mar
6. Technology is Fun by Mr Arpit Dugar - 31 Mar
7. Creativity & Innovation by Dr Indira - 1 Apr
8. Mindfulness by Mr Anand Abur - 21 Apr

How do you feel after today's lesson?



Nisha
Coordinator
Dr Nisha Singh

Arpit
Principal