



**Gandhi Shikshan Bhavan's
Smt. Surajba College of Education**

Conducted by Indian Council Of Basic Education

NAAC ACCREDITATION

4th CYCLE

DVV CLARIFICATION

CRITERIA : 2

Assessment Techniques in Teacher Education

1. Library Research Assignments

- **Description:** Assignments requiring students to research educational theories, methodologies, or specific topics using library resources.
- **Activities:**
 - Identify key texts and journal articles.
 - Write annotated bibliographies summarizing sources.
- **Assessment:** Evaluate the variety and quality of sources, depth of research, and ability to synthesize information.

2. Field Exploration Projects

- **Description:** Students engage in field visits to schools, educational programs, or community organizations to observe practices and gather data.
- **Activities:**
 - Conduct interviews with educators or administrators.
 - Observe classroom interactions and instructional strategies.
- **Assessment:** Assess reports on observations, reflections on learning, and connections made to theory.

3. Hands-On Activity Assignments

- **Description:** Practical assignments where students create lesson plans or teaching materials, or engage in classroom simulations.
- **Activities:**
 - Develop and implement a mini-lesson.
 - Create teaching aids or multimedia presentations.
- **Assessment:** Evaluate the effectiveness of the lesson, creativity of materials, and ability to engage peers or students.

4. Preparation of Term Papers

- **Description:** A comprehensive research paper on a relevant educational topic that integrates theoretical frameworks and practical insights.
- **Activities:**
 - Conduct extensive literature reviews.
 - Analyze data or case studies related to the chosen topic.
- **Assessment:** Review clarity of argument, depth of analysis, organization, and adherence to academic standards.

5. Identifying and Using Different Sources for Study



- **Description:** Assignments focused on exploring a variety of academic and non-academic resources.
- **Activities:**
 - Compile a diverse list of sources, including books, articles, interviews, and online resources.
 - Create a presentation summarizing findings from different sources.
- **Assessment:** Assess the variety and relevance of sources, as well as the quality of analysis and synthesis.

Variety of Activities

- **Group Projects:** Collaborative assignments that encourage teamwork and peer learning, such as developing a comprehensive teaching unit.
- **Reflective Journals:** Students maintain journals to reflect on their learning experiences, challenges faced, and personal growth throughout the program.
- **Peer Teaching:** Students teach a lesson to their classmates, applying instructional strategies and receiving feedback.
- **Case Studies:** Analyse real-world educational scenarios, applying theoretical knowledge to propose solutions.

Conclusion

Incorporating diverse assignments and assessment techniques in a teacher education program enhances the learning experience and prepares future educators for the complexities of teaching. By engaging in library work, field exploration, hands-on activities, term papers, and the use of varied sources, students develop a well-rounded skill set essential for their professional growth.




A variety of Assignments given and assessed for theory courses:

Library Work



Shubh



Field Exploration and Hands-on Activity

Students are given hands on exploration by sending them to visits at various places for learning. Assignments. Reports and presentations are done on them in various course.



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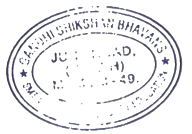
Shudh





Shot on OnePlus
By Sumit Pudale

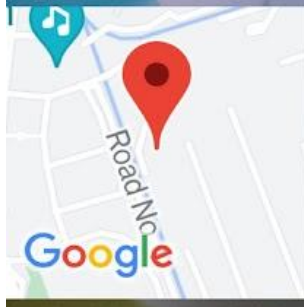
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Mumbai, Maharashtra 400018, India
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Preparation of Term Paper

Term papers are to be prepared by the subject teachers as per the theory courses allotted as per the norms prescribed by the University of Mumbai.

Identifying and Using the different sources for study

Students use library resources like inflibnet for searching resources for theory course preparation.




Shubh





Browser tabs: (20+) Facebook | Maheshwari Handwoven Silk Co | infibnet - Search | N-LIST: National Library and Info

URL: https://nlist.infibnet.ac.in/collegeadmin/vuserslist.php



N-LIST
National Library and Information Services
Infrastructure for Scholarly Content
extending access to e-Resources to colleges in India

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**GANDHI SHIKSHAN BHAVAN'S
SMT. SURAJBA COLLEGE OF
EDUCATION, MUMBAI**

Home | Users List

- Dashboard
- Users Details
- Upload Bulk Users
- Activate Bulk Users
- Member Delete list
- Usage Statistics
- Invoice / Receipt
- Activity Log

USERS DETAILS

<div style="font-size: 24px; font-weight: bold; color: #e67e22;">365</div> <div style="font-size: 12px; color: #34495e;">Total Users</div>	<div style="font-size: 24px; font-weight: bold; color: #27ae60;">82</div> <div style="font-size: 12px; color: #34495e;">Active Users</div>	<div style="font-size: 24px; font-weight: bold; color: #e74c3c;">213</div> <div style="font-size: 12px; color: #34495e;">Expired Users</div>	<div style="font-size: 24px; font-weight: bold; color: #f1c40f;">61</div> <div style="font-size: 12px; color: #34495e;">Pending Users</div>	<div style="font-size: 24px; font-weight: bold; color: #e91e63;">9</div> <div style="font-size: 12px; color: #34495e;">Invalid Email</div>	<div style="font-size: 24px; font-weight: bold; color: #9b59b6;">2</div> <div style="font-size: 12px; color: #34495e;">Archived Users</div>
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Total Users

✔ - Active Users;
 ✘ - Invalid Email ID;
 ⏸ - Activation Pending;
 ⌚ - Expired Users;
 Send Activation Email

Select All
Extend Validity
Delete
Add New User


Taskbar: Type here to search | Windows Start | System Tray: ENG IN, 12:34 PM, 19/01/2024

Shubh



Browser tabs: (20+) Facebook, Maheshwari Handwoven Silk Co., infibnet - Search, N-LIST: National Library and Info

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- Change Password
- Logout

ACTIVITY LOG DETAILS


Export Search:

Activity	User	Login	Logout	IP Address
Delete	judysandrew@rediffmail.com	2022-06-24 11:21:50	0000-00-00 00:00:00	202.134.171.124
Delete	judysandrew@rediffmail.com	2022-06-24 11:21:38	0000-00-00 00:00:00	202.134.171.124
Delete	ratna_rajmane@rediffmail.com	2022-06-24 11:21:27	0000-00-00 00:00:00	202.134.171.124
Delete	prachichaudhri2012@gmail.com	2022-02-09 13:13:43	0000-00-00 00:00:00	202.134.171.127
Delete	prachichauhari@gmail.com	2022-01-10 14:42:09	0000-00-00 00:00:00	202.134.171.91
Delete	shraddhamishra@918gmail.com	2021-03-05 16:01:11	0000-00-00 00:00:00	202.134.171.127
Delete	neha1823@gmail.com	2021-03-05 14:08:55	0000-00-00 00:00:00	202.134.171.127
Delete	fakihsabiya34@gmail.com	2021-02-17 12:26:15	0000-00-00 00:00:00	202.134.171.75
Delete	fakhsabiva34@gmail.com	2021-02-17 12:26:15	0000-00-00 00:00:00	202.134.171.75

Windows taskbar: Type here to search, 12:35 PM 19/01/2024

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URL: https://nlist.infibnet.ac.in/collegeadmin/vuserslist.php



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213

Expired Users

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Pending Users

9

Invalid Email

2

Archived Users

Total Users

✔ - Active Users;
 ✘ - Invalid Email ID;
 ⌚ - Activation Pending;
 ✘ - Expired Users;
 ✉ Send Activation Email

Select All

Extend Validity

Delete

Add New User

Windows taskbar: Type here to search, 12:34 PM 19/01/2024



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HOME ABOUT MEMBERS REGISTER E-RESOURCES SEARCH

Select All **Delete**

Note: Login details will be sent on e-mail address of user. Please ensure the e-mail address is correct and valid.

Export Search:

Name	Email	Designation	Department	Mobile	Validity	Activate	Delete
Senora Athaide	senora.athaide@gmail.com	Students	Education		2021-02-28	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Baig Kainat	kainatbagig003@gmail.com	Students	Education		2021-02-28	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Naushin Baiouch	naush2896@gmail.com	Students	Education		2021-02-28	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rekha Bisht	octlibra23@gmail.com	Students	Education		2021-02-28	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Amreen Chaudhary	amreenchaudhary21@gmail.com	Students	Education		2021-02-28	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shanon	dmello_shannon@yahoo.com	Students	Education		2021-02-28	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Invoice / Receipt Activity Log Change Password Logout

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HOME ABOUT MEMBERS REGISTER E-RESOURCES SEARCH

Start Month: 2023-12 End Month: 2023-12 **Get Usages** Old Usages Format

Summary Statistics of DEC - 2023

- 82 Active Users
- 10 Unique Users Logged In
- 13 Times Logged In

Top 10 Users

Processing...

CSV JPEG

Invoice / Receipt Activity Log Change Password Logout

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ACTIVITIES AND G CLASS LINK (with reports and photographs)

GOOLE CLASSROOM LINK OF ACTIVITIES

<https://classroom.google.com/u/1/c/NDg1ODE2Mjl4Mzly>

<https://www.gandhishikshan.com/category/batch-activities/2021-2023-batch-activities/>

Reports and Photo Link

<https://www.gandhishikshan.com/category/batch-activities/2020-2022-batch-activities/>





**Gandhi Shikshan Bhavan's
Smt. Surajba College of Education**

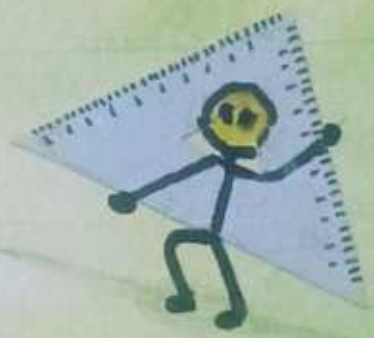
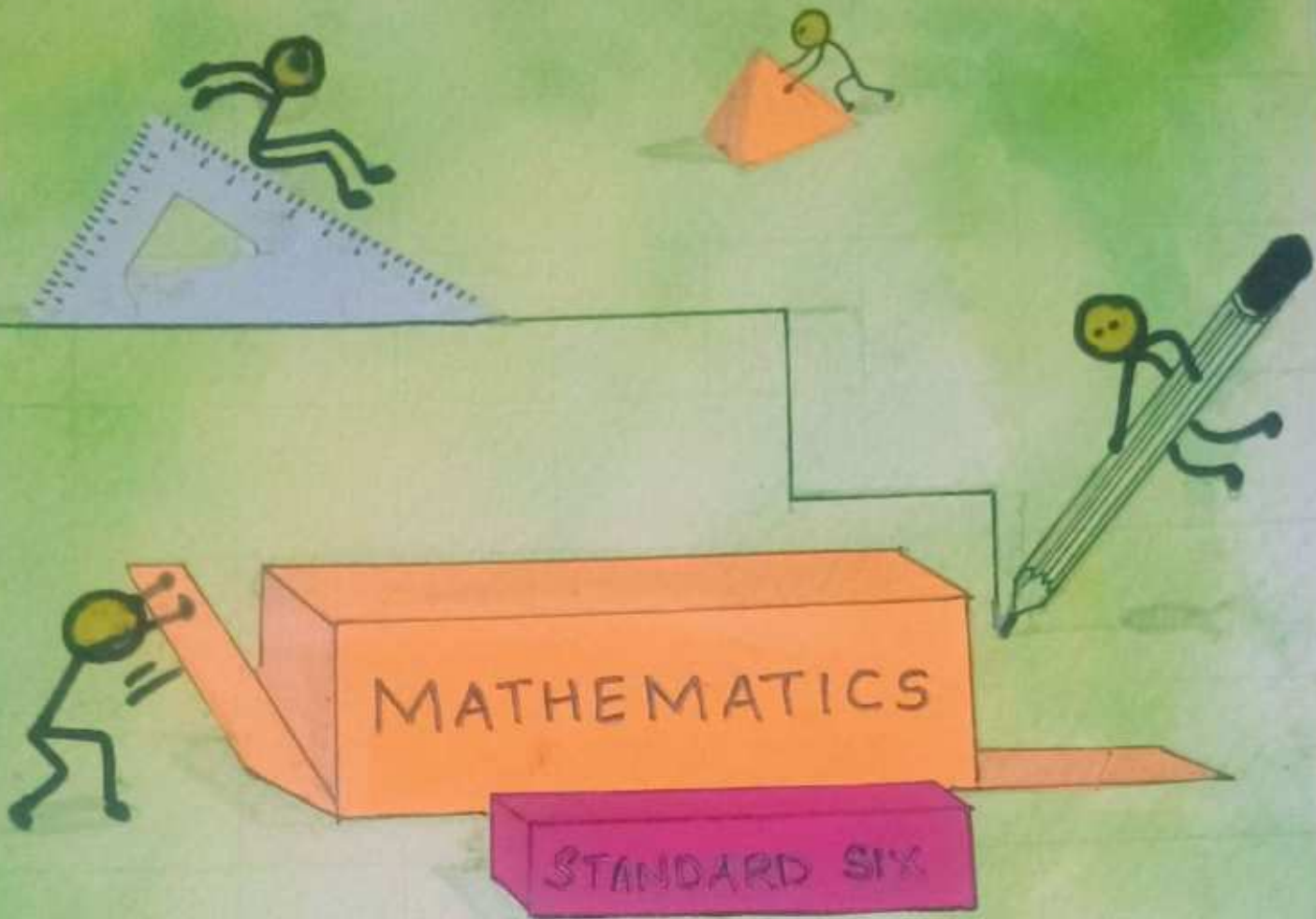
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NAAC ACCREDITATION

4TH CYCLE

Criterion 2 – Teaching- Learning and Evaluation

2.4 Competency and Skill Development



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9/9/2024

STANDARD - 6th

SSC BOARD

TEXT - BOOK

EVALUATION

I PHYSICAL

EXTERNAL FEATURES
(ASPECTS)

1. COVER :-

It should have more shapes formulae's printed on front and back cover. The cover should be more attractive.

2. PAPER QUALITY :-

The paper quality is good as compared to the other boards textbook. But the pages are not of superior quality.

3. BINDING :-

The binding of the textbook is very nice.

4. PRINTING :-

The printing of the book is very good, but

it should have bold letters for definition and pictures, to develop interests of the children.

5. SPACING:-

The spacing of the textbook is very nice. The pupil will be able to read each word very easily.

6. SIZE :-

The book is bulky and thick. It should be handy as per the age of children (pupil)

7. PAGES :-

There are 104 pages for this textbook.

8. COST :-

The cost of this book is ₹ 100.

II ACADEMIC

INTERNAL FEATURES (ASPECTS)

A CONTENT :-

1. The content given in the textbook is child centered but not up to the mark.
2. The subject matter is too simple, there should be a complex examples.

3. The subject matter should create interest in the child.
4. The subject matter is objective oriented.
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6. The textbook is very easy for demands of exams.
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9. The textbook has previous knowledge, but not evaluated exercises for this.
10. Oral mathematics should find its due place the textbook.
11. The textbook has enriched previous knowledge for better understanding of the pupil.

B PRESENTATION :-

1. logical :- The content should be organized in a logical way.

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3. There is sufficient provision for revision, practice and review.
4. It should stimulate the initiative and originality of the students.
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9. The language used in the textbook should be simple and easily understandable and within the grasp of the pupil.
10. The style and vocabulary used should be suitable to age group of students for whom the book is written.

11. The terms symbols are used easily readable.
12. The textbook is written in lucid, complex, precise scientific language.
13. The illustrations are accurate.
14. The diagrams are sketched and black bright colour should be used.
15. Different chapters (lessons) should have different colour prints.

C EXERCISES :-

1. The textbook contains many difficult problems.
2. It should contain more drill exercises.
3. The textbook contains exercises to challenge the mathematically gifted students.
4. There are well graded exercises given at the end of every topic.
5. These exercises should develop thinking and reasoning power of the pupils.
6. More references material should be provided for

increasing the caliber of the pupil.

GENERAL SUGGESTIONS :-

1. At the end of the textbook there should be recap of all formulae and appendices.
2. The textbook should be changed in 2,3 years as increasing everyday technological world.
3. The book should be handy for the students and is easily available to get at any book shop.
4. There should be colourful diagrams in the textbook.
5. There should be recap of all the formulae at the end of the textbook.
6. The book should be of moderate price.

DATE:

Ankeeta Chauhan
Roll No: 06



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Maharashtra State Board of Textbook

Production and Curriculum Research, समग्र शिक्षा

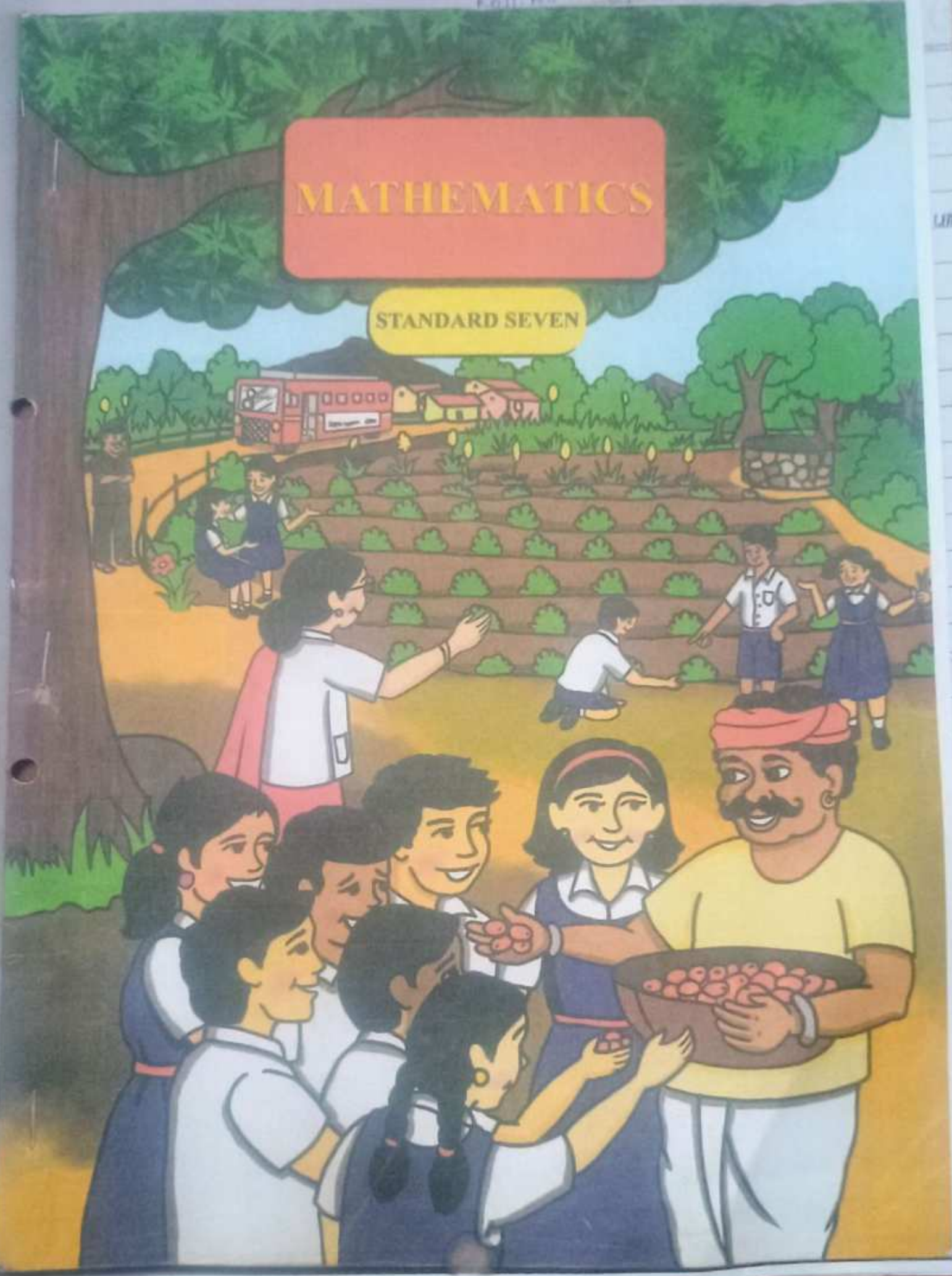
Pune - 411004

(For Free Distribution)

Name: - Sakshi Vijay Borve
Roll No: - 01

MATHEMATICS

STANDARD SEVEN



I have took standard 6th textbook for textbook evaluation. The board of the book is SSC board. The book is from Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

TEXT-BOOK

EVALUATION

I PHYSICAL

External Features (ASPECT)

1. Cover :-

It should have some formulas or some concept printed on front and back cover. It can add some geometrical shapes on front and back covers. The covers should or can be more attractive as it will catch students' attention.

2. Paper Quality :-

The paper quality is good as compared to the other textbooks. But the pages are not of superior quality.

3. Binding :-

The binding of the paper is perfect.

4. Printing :- The printing of the book is very good, but for concepts, new informations, the heading should be more bold, and font colour should be more attractive. Shapes of geometry should be more bold.

5. Spacing :- The spacing of the textbook is very nice, but there should be more space between example and solution. Rest spacing is perfect as students can or will be able to read each word very easily.

6. Size :- The size of the book is okay, but it should be more handy as per the age of children.

7. Pages :- There are 104 pages in this book.

8. Cost :- The cost of this book is ₹41.00

II ACADEMIC

Internal Feature
(ASPECT)

A] CONTENT :-

1. The textbook have covered almost all the essential topics, still should give more real life examples.

2. The textbook had used or present concepts clearly and consisely, using language appropriate for 7th Standard students.
3. Concepts are introduced gradually, building upon previously learned knowledge.
4. Depth of the content is suitable for 7th Standard student level. It is balanced between new concepts and reinforcing previously learned ones.
5. The textbook have used example as per the mental age of the students, so they are easy to understand.
6. There are variety of exercise / practice set and problems at the end of the particular concept. These exercises are in range from basic to more challenging ones.
7. The language used for the textbook is very clear and accessible.
8. In textbook, topics are introduced progressively starting with basics and gradually moving to more complex concept.
9. The examples and illustrations are in support of

the text effectively.

10. Textbook ensures that each topic is addressed in sufficient detail to meet the learning objectives specified in the syllabus.

B] PRESENTATION :-

1. The topics in the textbook are covered in line with curriculum standards set by the board.
2. The information provided in the textbook is accurate and presented in a clear manner suitable for 7th standard students.
3. The language of the textbook is appropriate and understandable for the target age group, considering their mental age.
4. Quality and relevance of diagrams, charts in textbook are really perfect.
5. Textbook is interactive, through questions, practice activities and assignments that encourage active learning.
6. Textbook is well organized, including the sequencing

of topics and chapters.

7. The concepts are presented in such way that will encourage critical thinking, problem solving skills, and application of knowledge.

8. Examples in textbook, can be ~~can~~ add more examples related to real life experience.

9. The diagrams, charts ~~can~~ from the textbook can be presented more boldly.

10. The colour used for informative box [something new!!] should be more bright, that will catch students attention easily.

C EXERCISES :-

1. The exercises in textbook covers wide range of topics and concepts as per the syllabus.

2. The textbook has involved basic to advance level questions to solve to students of varying abilities.

3. The problems in exercise starts with easier problems and gradually progress to more challenging ones to develop students learning effectively.

4. The exercises from textbook encourage students to apply the mathematical concepts that they have learned rather than rote memorization.
5. Practical examples and real life applications can enhance engagement and understanding of students therefore there should add more practical examples and real life examples.
6. Exercise promotes problem-solving skills of student. This involves not only solving numerical problems but also analyzing, interpreting and reasoning through mathematical concepts.
7. Instructions for each exercise are clear and easy to understand, students are able to follow the instructions independently without confusion.
8. Solutions or answer keys are of the each exercise is provided in the last pages of textbook.
9. Since, answer keys are present within textbook, student can self-access their understanding learn from their mistakes.
10. The exercises in the textbook are engaging and interesting for students.

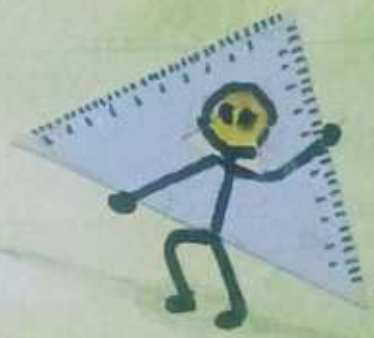
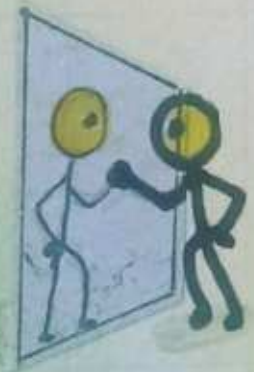
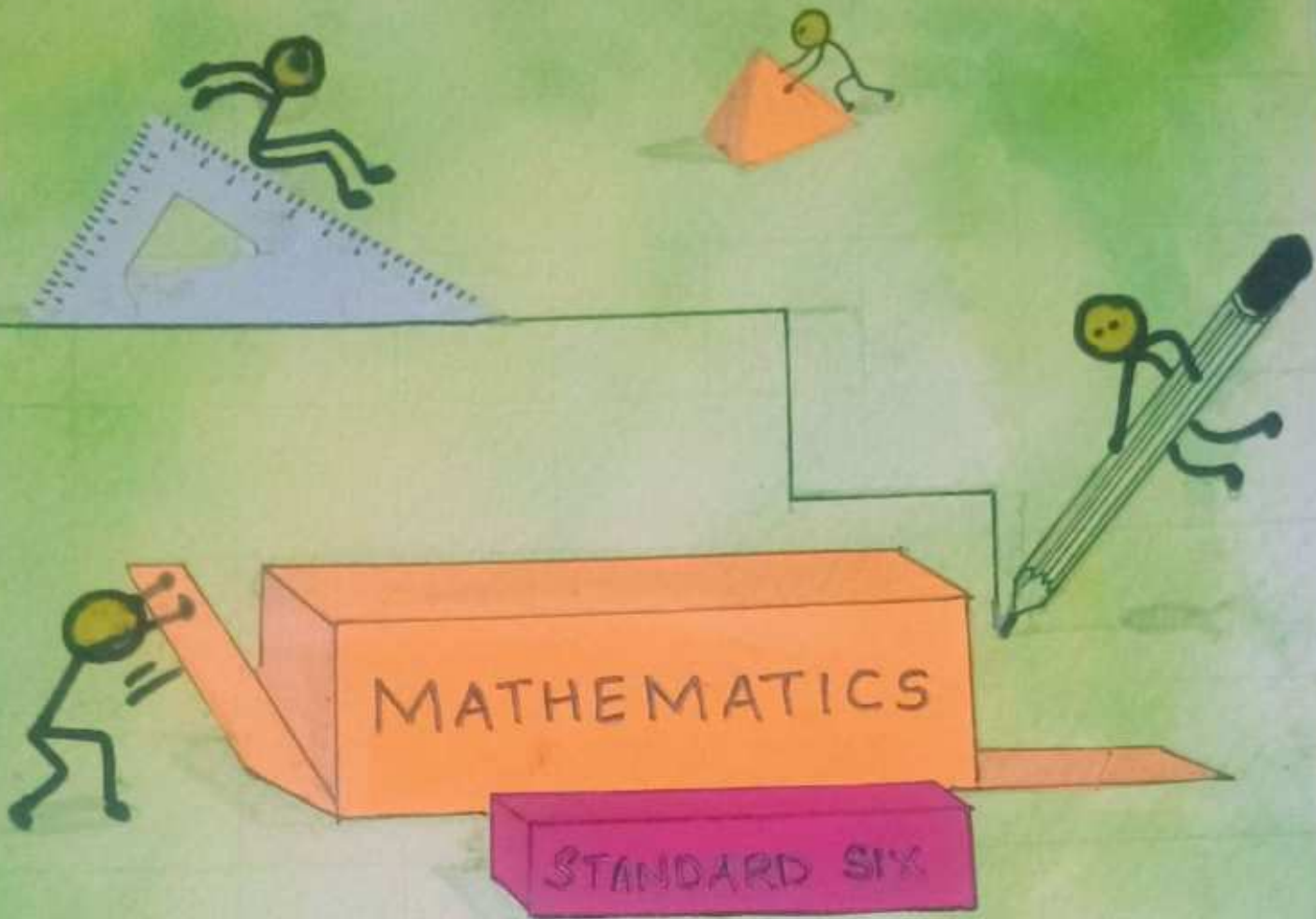
MY GENERAL SUGGESTIONS :-

1. Since, it is a mathematics textbook, there should be formulas or geometrical diagrams on the front and back covers of textbook.
2. Heading of the new concepts, new informations should be more bold. Geometrical shapes should be more bold.
3. The colour used in textbook should be more attractive, that will catch students attention more quickly.
 Just a colour
4. More practical and real life examples should be provided in the textbook.



$x^3 + 4x^2 - 2x + 7$
 $t^4 + 7t - 80$
 $m^2 - 12m + 32$





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Roll No: 06



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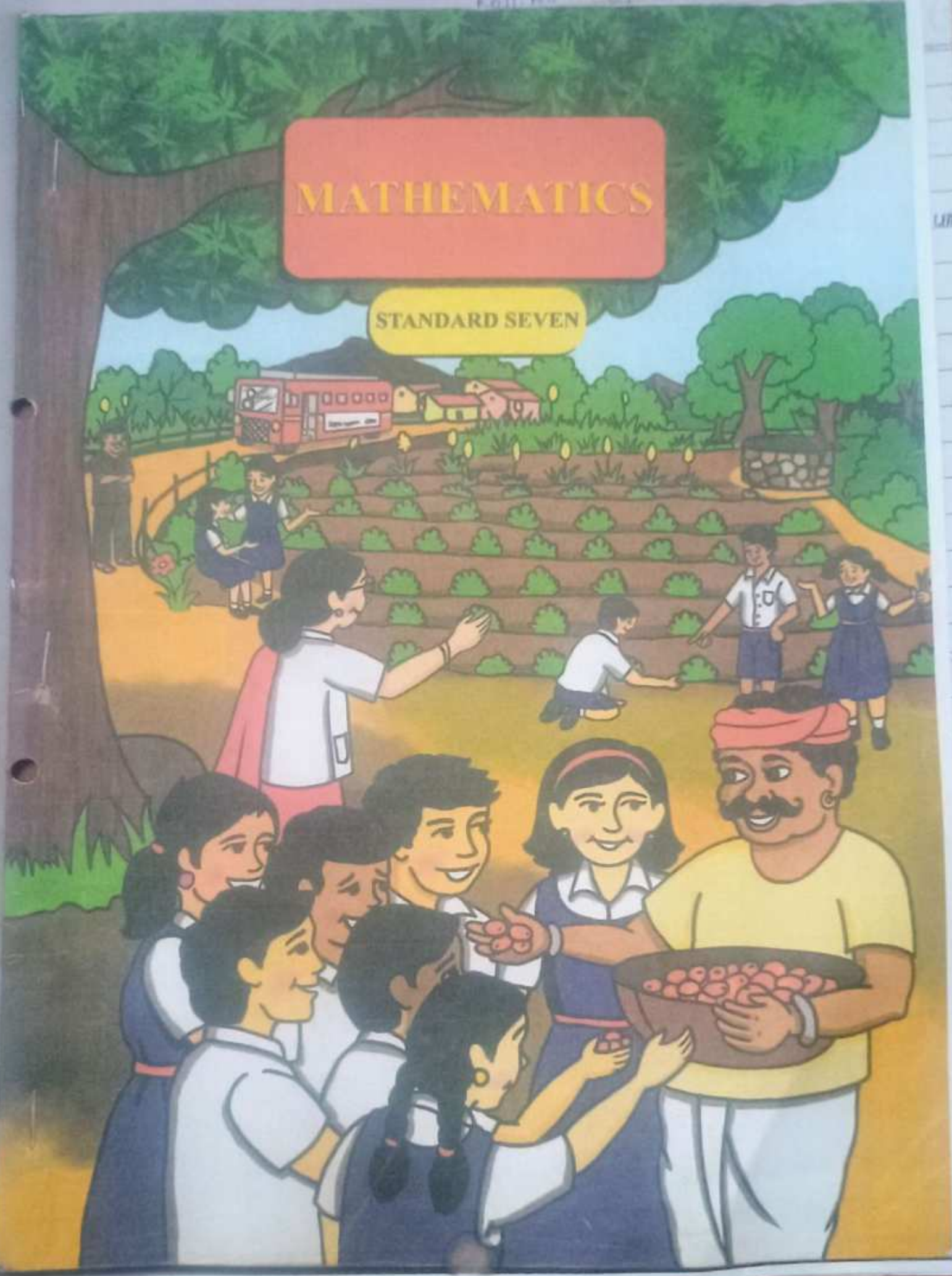
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7. The language used for the textbook is very clear and accessible.
8. In textbook, topics are introduced progressively starting with basics and gradually moving to more complex concept.
9. The examples and illustrations are in support of

the text effectively.

10. Textbook ensures that each topic is addressed in sufficient detail to meet the learning objectives specified in the syllabus.

B] PRESENTATION :-

1. The topics in the textbook are covered in line with curriculum standards set by the board.
2. The information provided in the textbook is accurate and presented in a clear manner suitable for 7th standard students.
3. The language of the textbook is appropriate and understandable for the target age group, considering their mental age.
4. Quality and relevance of diagrams, charts in textbook are really perfect.
5. Textbook is interactive, through questions, practice activities and assignments that encourage active learning.
6. Textbook is well organized, including the sequencing

of topics and chapters.

7. The concepts are presented in such way that will encourage critical thinking, problem solving skills, and application of knowledge.

8. Examples in textbook, can be ~~can~~ add more examples related to real life experience.

9. The diagrams, charts ~~can~~ from the textbook can be presented more boldly.

10. The colour used for informative box [something new!!] should be more bright, that will catch students attention easily.

C EXERCISES :-

1. The exercises in textbook covers wide range of topics and concepts as per the syllabus.

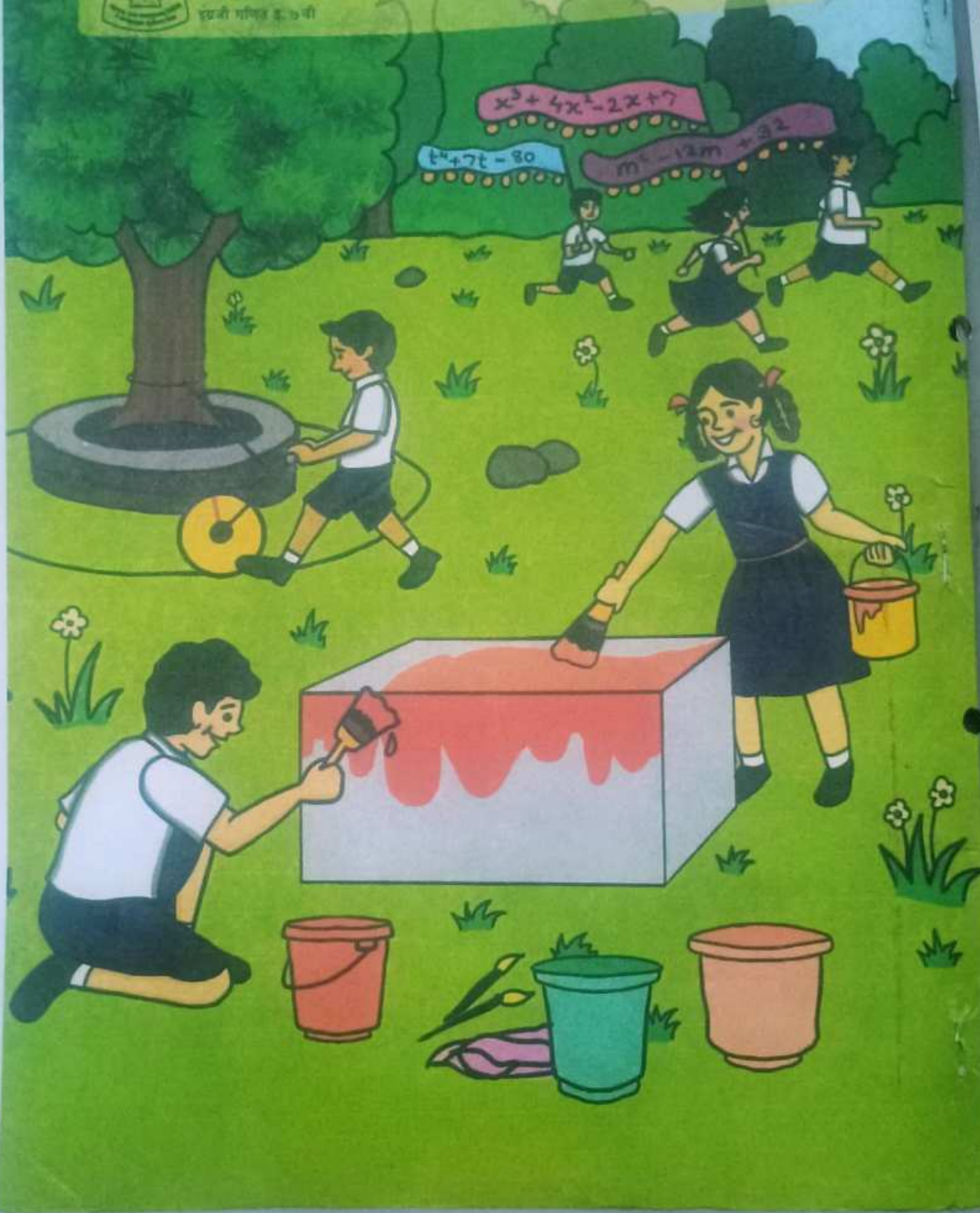
2. The textbook has involved basic to advance level questions to solve to students of varying abilities.

3. The problems in exercise starts with easier problems and gradually progress to more challenging ones to develop students learning effectively.

4. The exercises from textbook encourage students to apply the mathematical concepts that they have learned rather than rote memorization.
5. Practical examples and real life applications can enhance engagement and understanding of students therefore there should add more practical examples and real life examples.
6. Exercise promotes problem-solving skills of student. This involves not only solving numerical problems but also analyzing, interpreting and reasoning through mathematical concepts.
7. Instructions for each exercise are clear and easy to understand, students are able to follow the instructions independently without confusion.
8. Solutions or answer keys are provided for each exercise is provided in the last pages of textbook.
9. Since answer keys are present within textbook, student can self-access their understanding learn from their mistakes.
10. The exercises in the textbook are engaging and interesting for students.

MY GENERAL SUGGESTIONS :-

1. Since, it is a mathematics textbook, there should be formulas or geometrical diagrams on the front and back covers of textbook.
2. Heading of the new concepts, new informations should be more bold. Geometrical shapes should be more bold.
3. The colour used in textbook should be more attractive, that will catch students attention more quickly. *more colour*
4. More practical and real life examples should be provided in the textbook.



EVALUATION OF HISTORY TEXT BOOK

Importance of Textbook :

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RIYA ANIL YADAV
F.Y.B.Ed
Topic - TEXTBOOK EVALUATION
Roll No. - 31.

PHYSICAL :-

Cover :- Typically, the cover of this textbook is designed to be visually appealing yet informative. It includes the title, Subject, grade level. In my opinion, the book should also include a thematic graphic related to geometry, geometrical figures, formulae also.

Paper Quality :- The textbook has used durable, matte paper to reduce glare and ensure longevity.

Binding :- The textbook has bound in a way that allows it to lay flat when open, aiding ease of use during study and reference. The binding thread should always be used of good one so that book will be intact properly.

Printing :- The prints of the text is good and the fonts are also properly used. They are clear and easy to read, suitable for students. The text are even no blur too.

Spacing :- The Space between the text is also kept appropriately. The space is not too much or too less. They are kept properly.

Size :- The Size is proper, that can fit a student bag and it is not too heavy to carry from one place

to another. The book is also not too thick.

- **Pages :-** The textbook has 128 pages in total. All the pages are well placed and fitted with the cover. The pages are of good quality. Book is also not too thick.
- **Cost :-** The cost of the book is ₹61.00. The price should be little less so that other category of students who cannot afford to purchase will be able to.

II Academic :-

- **Content :-** The textbook begins with fundamental geometric concepts such as points, lines, angles and triangles. These are introduced clearly, with definitions and illustrations to aid understanding.

The textbook covers the circle extensively, including definitions of radius, diameter, chord and tangent. Properties of circles, such as theorems related to angles subtended by arcs are explained in detail.

- **According to Syllabus :-** The objective of the textbook is clearly mentioned. The student will be able to write 'what is given' and 'what is to be proved' from the given statement, etc.

Every chapter is as per the student's mental age so that they will be able to understand and solve the problems based on it.

According to level of students:- The questions are placed as per the level of students and their mental age.

Clarity and Structure:- The textbook maintains a clear structure, starting from basic definitions and gradually building up to more complex theorems and problems.

Related to previous knowledge:- The chapters are constructed as per the child's past knowledge. Because of which the new learning can be constructed easily and in concrete manner.

Accuracy:- Ample exercises are provided at the end of each chapter, ranging from simple problems to challenging ones. So that by practice the accuracy of the students can be increased and maintained.

Up to date information:- The textbooks have not changed ~~the~~ or added the current amendments to the chapters like parallel lines, Trigonometry, etc. The chapters need to be updated as per the New Education Policy, 2020. More real-life examples should be added in the textbooks to make the cha

interesting and appealing to students. They will understand that each chapter has a real life applications.

- **Enriched Materials:-** Apart from Textbook, Supplementary materials such as practice workbook, Extra Question Bank and digital resources should be made available to support learning and revision.

The Textbook has also support teachers with clear learning objectives, suggested teaching methodologies and assessment criteria.

- **Alignment with Curriculum Standards:-**

The Textbook aligns with the curriculum guidelines set by the Maharashtra State Board of Secondary and Higher Secondary Education. It ensures that all essential topics in geometry are covered, meeting the educational standards expected at the class 9th level.

III Presentation :-

- **Logical and Interesting:-**

The Textbook has been made as per logical way and interesting questions like real life examples and name of people should be used so that children will more understand the concept.

Language :- The Textbook vocabulary and words are differently used. The Students should made understand the questions and understanding of it.

Related to life :- The textbook includes practical examples where geometry is applied in everyday situations, such as calculating areas of fields, designing patterns or understanding architectural structures.

Problem-Solving Skills :- Emphasis is placed on developing problem-solving skills through geometry encouraging students to think critically and logically.

Visual Aids :- Effective use of diagrams and illustrations helps in visualizing geometric shapes and understanding their properties.

Step-by-step Problem Solving :- Each concept is accompanied by solved examples that demonstrate the application of geometric principles. This helps students grasp the steps involved in solving geometric problems.

Exercises :-

Suggested activities :- The multiple choice questions fill in the blanks to test basic understanding. But the MCQ should be little less challenging.

Short-answer questions requiring explanations, calculations or reasoning. Questions where students need to apply theorems. Questions should also include constructing geometrical figures step-by-step.

- **Level of Difficulty:-**

Exercises typically progress from easy to moderate difficulty. Later exercises may involve more complex problems or applications of multiple concepts.

- **Application based Questions:-**

Some questions might involve real life applications of geometric principles, such as calculating areas of fields, designing road intersections, etc.

- **Drill Exercises:-**

Provide a variety of questions in order to increase the difficulty level keeping the syllabus in mind. Provide questions on geometry drills such as construction, shape recognition. Drill exercises help build muscle memory, improve technique and increase efficiency in various skills. The reference material should also be provided to the students. This will help to do practice and concrete the concept in mind.

GENERAL SUGGESTIONS:

- 1) Ensure that factual information presented in the textbook is accurate and up-to-date.
 - 2) Assess the objectivity of the content, avoiding biases or controversial interpretations.
 - 3) Evaluate the depth of coverage for each topic to ensure it provides sufficient information for understanding.
 - 4) Increase the number of questions to cover the topic that require more attention.
 - 5) Consider if cultural, social and historical contexts are appropriately included and explained.
 - 6) Evaluate the clarity of language used in explanations and instructions. Check readability levels to ensure they are appropriate for 9th-grade students.
- Use interactive elements such as exercises, activities and examples that engage students.

Textbook should include visuals (diagram, illustrations) that aid comprehension.

Assess the logical progression of topics and concepts throughout the textbook. Verify if concepts build upon each other.

other in a coherent manner.

- 10) The textbook should include summaries, glossaries and appendices that support learning. Evaluate if these features are helpful and well-integrated into the textbook.
- 11) Textbook should be easily accessible to all students, considering factors like cost, format (Print/digital) and availability.
- 12) Consider feedback from teachers, students and educational experts who have used the textbook.
- 13) Develop a rubric or set of criteria tailored to the specific needs and use this rubric to systematically evaluate each aspect of the textbook.
- 14) Compare the textbook with others available for the same grade level to identify strengths and weaknesses.
- 15) Provide constructive feedback on the evaluation to publishers or curriculum developers. Recommend improvements to enhance the textbook's effectiveness.

Learning Management System (LMS)

- Meaning: A learning management system (LMS) is a software application or webbased technology used to plan, implement and assess a specific learning process. It is used for elearning practices and in its most common form, consists of two elements: a server that performs the base functionality and a user interface that is operated by instructors, students and administrators.

Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation and assess student performance. A learning management system may also provide students with the ability to use interactive features such as threaded discussions, video conferencing and discussion forums.

LMSes are frequently used by businesses of all sizes, national government agencies, local governments, traditional educational institutions and online/elearning based institutions. The system can improve traditional educational methods, while also saving organization time and money. An effective system will allow instructors and administrators to efficiently manage elements such as user registration, content, calendar, user access, communication, certifications and notifications.

* Features of LMS:

- 1) Responsive design: Users should be able to access the LMS from whatever type of device they choose, whether it's a desktop, laptop, tablet or smartphone. The LMS should automatically display the version best suited for the user's chosen device. Additionally, the LMS should also allow users to download content so it is accessible while offline.
- 2) User friendly interface: The user interface (UI) should enable learners to easily navigate the LMS platform. The UI should also align with the abilities and goals of both the user and the organization. An unintuitive UI risks confusing or distracting users and will make the LMS ineffective.
- 3) Reports and analytics: This includes elearning assessment tools. Instructors and administrators must be able to view and track their online training initiatives to determine if they are effective or need adjusting. This can be applied to groups of learners & individuals.
- 4) Course and Catalog management: The LMS holds all the elearning courses and the related course content. Admins and instructors should be able to create and manage these catalogs and courses in order to deliver a more targeted learning experience.

5) Content interoperability and integration -

Content created and stored in an LMS must be packaged in accordance with interoperable standards, including SCORM and xAPI.

6) Support Services:

Different LMS vendors offer varying levels of support. Many provide online discussion boards where users can connect and help each other. Additional support services, such as a dedicated toll free service number are available for an extra cost.

7) Certification and compliance support:


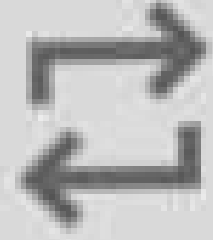
This feature is essential to systems used for online compliance training and certifications. Instructors and admins should be able to assess an individual's skill set and identify any gaps in their performance. This feature will also make it possible to use LMS records during an audit.



8) Social learning capabilities:

Many LMSes include game mechanics or built-in gamification. They allow their users to interact with their peers, collaborate and share their learning experiences.

9) **Localization:** It is important for LMSes to include multilingual support features so the learning and training content can remain unaffected by language barriers. Some LMSes integrate geolocation features that allow them to automatically present the appropriate version of the course.



English vinglish by Humayra khan
F y b.ed

 Share with your class... 



 **Humayra Khan** 
Yesterday

If you all have any doubt , please feel free to ask.

7 class comments

 **New assignment: QUIZ ON TENSES** 
Yesterday (Edited Yesterday)

Add class comment

 **Humayra Khan** 
Yesterday

students ,please watch these videos for better understanding.
start preparing for your quiz.

 **Stream**  **Classwork**  **People**



If you all have any doubt , please feel free to ask.

7 class comments



New assignment: QUIZ ON TENSES



Yesterday (Edited Yesterday)

Add class comment



Humayra Khan



Yesterday

students ,please watch these videos for better understanding.

start preparing for your quiz.

2 attachments

2 class comments



Humayra Khan



Yesterday

PARTS OF SPEECH

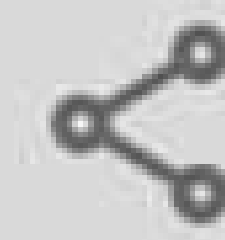
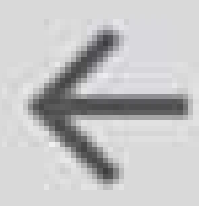
1 attachment

Add class comment

Stream

Classwork

People



Instructions

Student work

QUIZ ON TENSES

10 points

**select the appropriate option.
Every question carry one mark.**

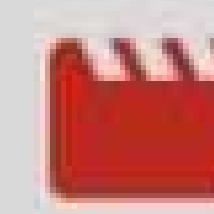
SEE THE VIDEO BEFORE FOR QUICK REVISION

Attachments



 Quiz on tenses



 Learn All twelve Tense under 5 minute | Tense...

Class comments

[Add class comment](#)



Quiz on tenses

select the appropriate option .

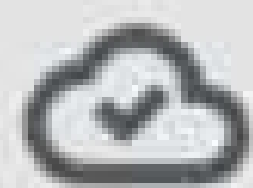
All the questions are compulsory.

which tense is used in each of these sentences



humayra.khan40@gmail.com

(not shared) [Switch account](#)

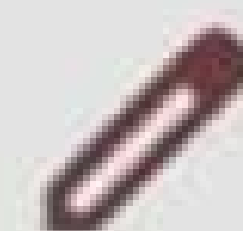


* Required

why do you live in France? *

1 point

- present perfect
- present continuous
- simple present



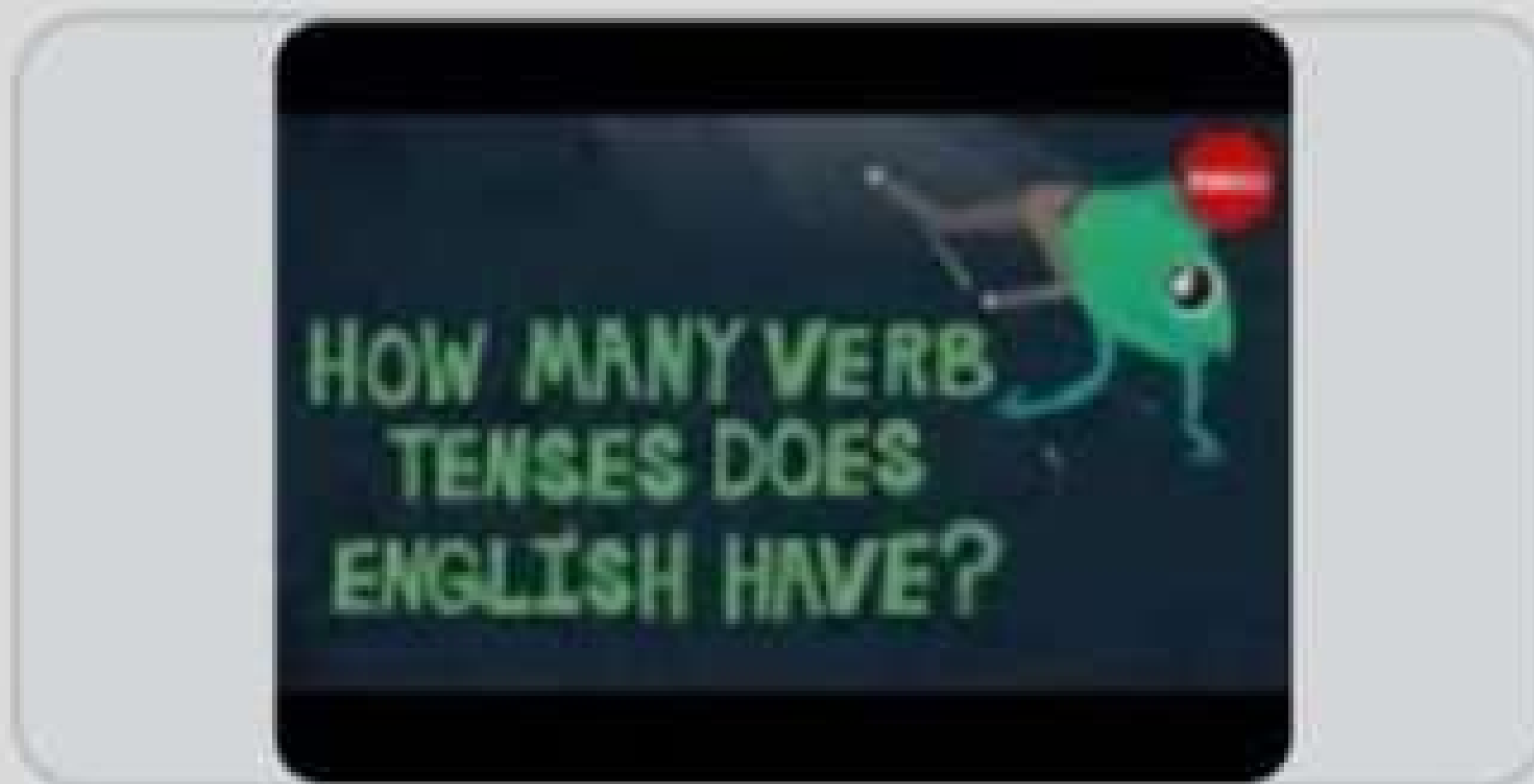



Humayra Khan

Yesterday

students ,please watch these videos for better understanding.
start preparing for your quiz.

Attachments



 How many verb tenses are there in English? - ...



 Learn ALL Verb Tenses | Past, Present, Future ...

Class comments



Vaishnavi Kharat Yesterday

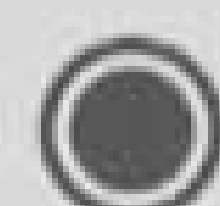
Ok mam



Humayra Khan Yesterday

Yes beta . Also if you have any doubts please ask me.

Class comment



Class comments



Vaishnavi Kharat Yesterday

Mam what is the difference between past tense and future tense It's too difficult for me to understand would you please explain to me a little bit



Humayra Khan Yesterday

Yes beta , sure!

See The present simple tense is used to talk about routines, facts, states that are permanent, and things that are true.



Humayra Khan Yesterday

The past simple tense is used to talk about completed actions, regular actions, and successive actions in the past.



Humayra Khan Yesterday

Did u understand now?



Vaishnavi Kharat Yesterday

Yess mam thank you



Bliss Fereira 5:40 pm

Ma'am what's the difference between simple future and simple present i am finding it a bit difficult to understand could u please explain it to me in simple words

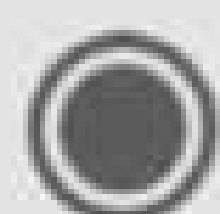


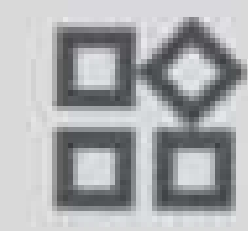
Humayra Khan 5:48 pm

Sure

We add will to show that something is not fixed. There are options or possibilities and a choice has been made.

The present form has a very general meaning. We use it for things that are generally true in



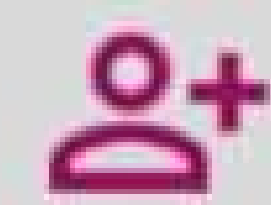


Teachers



Humayra Khan

Students



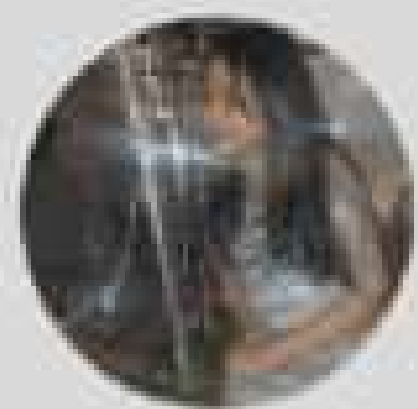
Bliss Fereira



Mahima Kumar



Vaishnavi Kharat



sweedal rodrigues




Stream


Classwork


People



Reflective report.

I would like to thank Vaishali Daware ma'am for introducing and clearing the concept of Google Classroom to us. Google Classroom has now become part and parcel of every teacher's life since the COVID era. Google Classroom is a cloud-based learning management system that is a part of Google Apps for Education. It is suitable for academic institutions only.

Google Classroom enables students to access the platform from computers, tablets and smartphones. Users can create Google Docs to manage assignments, post YouTube videos and attach files from Google Drive. It enables users to provide feedback through comments on the documents.

Teachers can create online classrooms for sharing the learning materials for downloading and viewing. Online assignments can be created to keep the track of students' progress.

The interconnectivity of Google products such as Google Docs, Google Spreadsheets and Google Slides allows students to submit their assignments easily.

I was able to follow this process from the very start by creating a Google classroom and inviting different people to join as students

I customized the g-class by adding a soothing theme and banner to showcase a glimpse of what the classroom actually resembles

I was then involved in uploading different study materials, content wise videos and generating assignments. I further created a short notice for conducting a small test based on the content which was uploaded to test out knowledge and engagement of students

NAME: DIVYA NAIK

CLASS: FY B.ED

ROLL NO: 28

SUBJECT: UNDERSTANDING OF ICT

ASSIGNMENT: 2

Q.1 WHAT IS A BLOG?

A blog (a shortened version of “weblog”) is an online journal or informational website displaying information in reverse chronological order, with the latest posts appearing first, at the top. It is a platform where a writer or a group of writers share their views on an individual subject.

Blogs are regularly updated websites that provide insight into a certain topic. The word **blog** is a combined version of the words “web” and “log.” At their inception, blogs were simply an online diary where people could keep a log about their daily lives on the web. They have since morphed into an essential forum for individuals and businesses alike to share information and updates. In fact, many people even make money blogging as professional full-time bloggers.

Q.2 DETAILS FOR FREE BLOGGING

Blogger is one of the original blogging sites (pre-dating WordPress). These days, it’s run by Google and is tightly integrated with Google Analytics.

WordPress is by far the most popular blogging platform. Over a third of the web is powered by it, which is a testament to its flexibility and power. Over the last few years, it’s gained a new, more powerful editor, which makes it even easier to post.

Substack is probably one of the biggest blogging success stories of the last few years: a newsletter platform that is also a blog, complete with feed reader and (for a fee) custom domain use.

Medium: You can join Medium and write for free, but it’s at its best when you’re a member of the paid Partner Network. It’s worth noting that when you publish content to the Partner Network, it’s placed behind a paywall that will encourage readers to sign up as well.

Drupal: The Blog feature provides standard blogging functionality to your site, where users with adequate permissions can create blogs and blog posts within these blogs.



Q.3 USES OF BLOG

1. You can manage your online identity and build trust
2. You will learn new things
3. You will improve your writing skills
4. You could become proficient in a new language.
5. You can get technical knowledge
6. You can start a new business
7. You can become an author

Q.4 PROCEDURES IN CREATING A BLOG

Create a blog

- Sign in to Blogger.
- On the left, click the Down arrow .
- Click New blog.
- Enter a name for your blog.
- Click Next.
- Choose a blog address or URL.
- Click Save.
- You can manage who can edit and read your blog.
- You can choose how you want your blog to look.

Q.5 ETHICAL ISSUES RELATED TO USE OF ICT

(A) What is Plagiarism?

The act of presenting someone else's ideas or work as your own, without the person's permission, and referring it as your own without giving a credit, is called as plagiarism. Plagiarism may be intentional or or unintentional. All written works are included in this, whether they be manuscripts, printed works, electronic works, or works that have never been published. Instead of just making sure your references are correct or changing enough terms so the examiner won't spot you paraphrasing, avoid plagiarism by using your academic skills to make your work as strong as it can be.

(B) What is a Hacker?

A hacker is someone who violates a computer system. Hacking can be carried out for a variety of reasons, including as installing malware, stealing or deleting data, or disabling systems. Hacking can also be done for good, like finding software bugs so they can be fixed. Hackers frequently possess advanced knowledge of several programming languages, networking protocols, and computer and network architecture. Hacking is a severe offence that carries serious legal consequences, including jail time, fines, and revenge. Punishment is decided based on the damages.

(C) Copyright Violation

The use of copyright-protected material without the owner's consent constitutes a copyright violation. Copyright infringement occurs when a third party violates the rights that belong to the copyright holder for a specific amount of time. One of the most popular types of entertainment that experiences a lot of copyright violations is music and film. In the event of a criminal copyright violation, the minimum sentence for an infraction of copyright is six months in prison and a minimum fine of Rs. 50,000.

Q.6 CASE STUDY ON PLAGIARISM

Indian professor guilty of plagiarism

Pattium Chiranjeevi, a chemistry professor of Sri Venkateswara University in Tirupati, India who has published more than 70 research papers between 2004 to 2007 was found guilty of plagiarism.

The research papers authored by Chiranjeevi were published in reputed international journals such as the Talanta and four other Elsevier journals: Food Chemistry, Journal of Hazardous Materials, Analytica Chimica Acta, and Chemosphere.

Chiranjeevi plagiarism was discovered by the student at the University of Texas, Arlington, while "peer reviewing" a paper authored by Prof Chiranjeevi. The student informed his professor Mr Purnendu K Dasgupta about the same who was also the United States editor of science journal Analytica Chimica Acta,

Dasgupta contacted Duvvuru Gunasekar, who was chair of the SVU chemistry department to probe further into Chiranjeevi's research and after which he found numerous imitations which

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Dasgupta provided proof to the Sri Venkateswara University (SVU) that the professor had stolen ideas from many works and maybe misrepresented them and SVU launched an investigation into Chiranjeevi's work.

During the SVU investigation, Elsevier has retracted all of Chiranjeevi's 13 articles published in its journals.

Confirming to the DNA SVU Vice-Chancellor Professor C Ratnam said "professor Chiranjeevi had been found guilty of scientific misconduct and plagiarizing works of others and The professor has been debarred from taking any administrative position — principal or head of department — in the university and also been barred from guiding senior research students at the university."

Professor C Ratnam also said that the instruments Chiranjeevi claimed to use for research are not available in university.

Prof Chiranjeevi, however, claimed during the course of inquiry that his unknown enemies had submitted false papers under his name through email addresses that he never created or used and he was being framed by them.

But the university's investigation, according to an SVU source, found that Prof Chiranjeevi had used the same email addresses in the papers he claimed were authentic.

Dasgupta claimed to have utilized eBlast, which is used to create and manage the Deja Vu database, to locate reviewers; it appears that he only gave it some thought as a way to detect possible plagiarism.

Dasgupta says that editors and reviewers are overwhelmed and reliant on the honour system at the heart of scientific publishing. "Plagiarism can be guarded against," he says, "but out-and-out fraud is hard to guard against."

Q.7 HOW TO PREVENT THE ETHICAL ISSUES

(A) How to prevent Plagiarism

You can avoid plagiarism by:

Keeping track of the sources you consult in your research

Paraphrasing or quoting from your sources (and adding your own ideas)

Crediting the original author in an in-text citation and in your reference list

Using a plagiarism checker before you submit

(B) To Prevent Hacking

Use a password, lock code, or encryption.

Don't access personal or financial data with public Wi-Fi.

Choose your apps wisely.

Be skeptical about links and attachments.

Trace or erase.

(C) How to prevent Copywrite Violation

Do not copy anything

Avoid non-virgin development

Avoid access to prior design work.

Document right to use.

Negotiate for enhanced warranty and indemnity clauses.

Document your own work.



Case on Plagiarism

- January 25, 2023



Indian Professor Guilty Of Plagiarism Pattlum Chiranjeevi, a chemistry professor of Sri Venkateswara University in Tirupati, India who has published more than 70 research papers between 2004 to 2007 was found guilty of plagiarism. The research papers authored by Chiranjeevi were published in reputed international journals such as the Talanta and four other Elsevier journals: Food Chemistry, Journal of Hazardous Materials, Analytica Chimica Acta, and Chemosphere. Chiranjeevi plagiarism was discovered by the student at the University of Texas, Arlington, while "peer reviewing" a paper...

5 comments

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ETHICAL ISSUES IN ICT

- January 24, 2023



What is Plagiarism? The act of presenting someone else's ideas or work as your own, without the person's permission, and referring it as your own without giving it a credit, is called as plagiarism. Plagiarism may be intentional or unintentional. All written works are included in this, whether they be manuscripts, printed works, electronic works, or works that have never been published. Instead of just making sure your references are correct or changing enough terms so the exam...

2 comments

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ETHICAL ISSUES IN ICT

January 24, 2023

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REFERENCE

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<https://guides.library.ucmo.edu/plagiarism#s-lg-box-19927946>

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REFERENCE

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Dakshata January 28, 2023 at 2:10 AM

Useful information like this, I will put this one on my bookmark list! Thanks for this wonderful post

[REPLY](#) [DELETE](#)



Divya Naik January 28, 2023 at 8:10 AM

ETHICAL ISSUES

[REPLY](#) [DELETE](#)



Enter Comment

Case on Plagiarism

- January 25, 2023

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REFERENCE

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<https://cen.acs.org/articles/86/i7/Massive-Case-Fraud.html>



Dakshata January 25, 2023 at 11:09 PM

What punishment did Chiranjeevi received?



Divya Naik January 25, 2023 at 11:16 PM

According to the source Chiranjeevi has been barred from research and research supervision and from holding any administrative post at the university

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[REPLY](#) [DELETE](#)



MS January 26, 2023 at 8:17 AM

well explained

[REPLY](#) [DELETE](#)



DIKSHA Yadav January 28, 2023 at 4:34 AM

What is educational qualification of mr. Purnendu Dasgupta



Divya Naik January 28, 2023 at 4:50 AM

Purnendu K. (Sandy) Dasgupta got his honors in Chemistry BSc degree, and MSc in Inorganic Chemistry from India and his PhD in Analytical Chemistry with a minor in Electrical Engineering) from LSU in 1977.

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[REPLY](#) [DELETE](#)



Enter Comment



Dakshata *January 25, 2023 at 11:09 PM*

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DELETE

REPLY DELETE



MS *January 26, 2023 at 8:17 AM*

well explained

REPLY DELETE



DIKSHA Yadav *January 28, 2023 at 4:34 AM*

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Divya Naik *January 28, 2023 at 4:50 AM*

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DELETE

REPLY DELETE

Q.8 REFLECTION

As a teacher blog are really one of the ways in which material can be shared to the students including audio, video, images etc. Blogs are a great way for you and your class to start reading, analysing and commenting on course-related writing tasks. The access to the blog can be given to your class or can be made public if the access is limited to class then it's really nice as students can have discussion just like classroom after reading the material. Also if the blog is given a public access then people can comment or give a critic view on our blog which can help us to make our blog more meaningful. Also blog can be source of income to some teachers who have immense knowledge and want to share to the world. But all in all while posting the blog one should remember about the ethical issues and make sure to avoid it.

As a student blog Blogs are an easy way for us to get content onto the web quickly and easily. If the blog is for classroom only then students can give their view openly without feeling under pressure as the less formal environment of blogging can allow students to explore ideas before producing more formal work. Class blogs can enable students to discuss topics further outside the classroom in a more discursive and thoughtful way and if open widen the discussion to global audiences with similar interests. Students who are shy and introvert can be benefited more from blog as they can come out and take part in discussion through the comments section under the blog. But Blogs can often contain extremely biased information and students need to be careful when using them.

Also while posting the blog one should be mindful of all kinds of ETHICAL ISSUES. He or she should know about the issue and check your content twice before posting it on your website.

Q.9 REFERENCES

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NAME: PRAIZIA PHILIP GODINHO

F.Y.B.Ed (SEMISTER 1)

SUBJECT:CC3(CRITICAL
UNDERSTANDING OF ICT)

ASSIGNMENT NO 4: CREATING A CAI
PACKAGE ON YOUR PEDAGOGY
SUBJECT

Plan of Action (CAI)

Subject: MATHEMATICS

Topic: Trigonometry (std 9 and 10)

PLAN OF ACTION:

Stage 1 : Analysis

Goals: To develop understanding about Trigonometry its basic formulae and identities

Task Analysis:

- **Content analysis** : General information of Trigonometry, History (ancient history of trigonometry), trigonometric table analysis
- **Task Analysis:(Basic skills required):** computer operating skills(Microsoft Excel), Textual form, Pictorial form, running video files.
- **Analysis of the learner:** students of class 9th to 10th. Having basic knowledge on pythagoras theorem acute angles and squares of natural numbers .

Stage 2: Design

Designing Learning Outcomes (for Assessment): After watching this presentation the learner will be able to

- Describe basic information about Trigonometry
- Describe trigonometry in real life using examples
- Explain 6 trigonometric ratios very easily through formula's
- Understand the ancient theory used to create mathematics in such creative way (use of right angled triangle)
- **Creating an instructional strategy**

- **Pre instructional activities:** questions will be asked to check students' knowledge on right angled triangle
- **Learner's participation:** Group work, referring to given topic, interaction in the form of question answer. Discussion to describe and interpret the pictures in the presentation
- **Follow through activity:** Students will be able to describe Pythagoras theorem very easily and interpret it to calculate orally

Designing Evaluation Strategies:

- Formative evaluation: exploratory question throughout the process of learning.
- Summative evaluation: students will discuss the process of solving trigonometric ratios by using table

Stage 3: Development

STORY BOARD:

ANIMATION / VISUAL / VIDEO	CONTENT(TEXT)	AUDIO AND SOUND EFFECTS
SLIDE NO 1	IMAGE OF TRIGONOMETRY	
SLIDE NO 2	SELF INFORMATION	
	<ul style="list-style-type: none">● Name● Roll no● Class● Subject● Topic	Audio
SLIDE NO 3	WHAT IS TRIGONOMETRY	

Images	<p>1) Teacher explaining through picture about the use of trigonometry in diverse fields how it can be used in algebra and other fields of mathematics</p> <p>2) Image on history of Trigonometry</p>	Audio
SLIDE NO 4	ANCIENT HISTORY OF TRIGONOMETRY	
Text	<p>Ancient history of trigonometry from where did it come into being , how did the Greeks find that we can use it in daily life geometry</p>	Audio
SLIDE NO 5	BASIC FORMULAE OF TRIGONOMETRY	Audio
Images	<p>There are two images of basic formulae of trigonometry, students have to study those</p>	

SLIDE NO 6	QUESTIONS FOR EVALUATION	
Image , text	<p>1)There is an example explained in detail for better understanding of the formulae</p> <p>2)Questions are added here for self evaluation</p>	Audio
SLIDE NO 7	THE BASIC TRIGONOMETRIC TABLE	
image ,you tube link	<p>The basic trigonometric table for 5 acute angles ,there is a you video link in which explanation for this table is given the learner will be able to solve this table in one attempt if one watches it carefully</p> <p>https://youtu.be8w10c5BpJ3g</p>	Link
SLIDE NO 8	OTHER FORMULAE OF TRIGONOMETRY	
Image , link	Here the teacher explains the even ,odd identities and the three basic trigonometric	

	<p>identities, there is a reference link for the solution of these identities</p> <p>https://byjus.com/maths/trigonometric-identities-class-10/#:~:text=They%20are%3A,2%20%CE%B8%20%3D%20Cosec2%20%CE%B8</p>	
SLIDE NO 9	HERE IS A SHORT QUIZ FOR EVALUATION ON THIS PPT	
link	https://docs.google.com/forms/d/e/1FAIpQLSe6kQ1S8INkCyNy_qeYgBsqRrpL1IeCgGPxc7Nb1pU4AWsEVA/viewform	
SLIDE NO 10	THANKYOU	Audio

Stage 4: Implementation: Students will be tested for basic knowledge of Trigonometry .They will be taught theoretically and/or by dummies if required. Teacher will give necessary instructions. He/She will present the prepared presentation to the students.

5: Evaluation : 1)During the presentation the teacher will ask questions based on the content presented for the formulas of Trigonometry.

2) Few questions will be asked at the end of the Slide 6 , and there is a short quiz in slide 9 to check their understanding, Task will be given to the students to check the application of the learnt knowledge.

REFLECTIONS:

REFLECTIONS ON CAI PACKAGE

Computer is able to allow individual students to learn at their own pace, motivate learning through a challenging virtual learning environment, assist students through information needed during the learning process, and also give the total score to evaluate the students total performance.

After knowing this all ability of a computer in learning process, it comes to my mind that computers may be replace the role of the teacher in classroom in terms of drill and practice software materials that should be very effeuent in the students. But I was mistakened, because as what I read, the teacher and Computer Assisted Instruction has its own role in learning, the computer only acts as a tutor while the teacher is the one facilitator and guide who guides the students on what are the things to do and how it work. The teacher is the one who manage the atmosphere of the classroom. We cannot deny the fact that there is a possibility in the near future that it happen, we don't know what was is in there in future so we cannot predict that. Moreover Computer is very helpful to us, especially nowadays most of us are using computers or technology as our partners in our daily lives and also as a source of information in learning.

As a future teacher, Computer Assisted Instruction (CAI) is only the assistant of the teacher. It is a machine that helps the teacher in many activities. We the teachers have a responsibility, even with the available computer and CAI software; we have our job to ensure that the students have the needed knowledge and skills in any computer activity; decide what the appropriate learning objectives are; we should not let the students go on it the activity without proper learning goals. We are the facilitator so we have the duty on that. And lastly evaluate the student's achievement by ways of test specific expected outcomes. So we must assess on what they learned.

All in all computer give as a large contribution in education, especially in the learning process of the students but it doesn't mean that it will replace the role of teacher in the classroom however it is a tutor and common tool in school that enhance the students thinking, communication and collaboration skills.

THANKYOU