



Gokhale Education Society's

COLLEGE OF EDUCATION AND RESEARCH



Parel, Mumbai – 400 012.

Permanently affiliated to University of Mumbai, NCTE Recognised, UGC 2f 12B,
ISO 9001:2015 Certified, NAAC accredited A grade in 3rd Cycle

DOCUMENT UPLOAD

STUDENT PERFORMANCE AND LEARNING

OUTCOMES 2.7.3

UNIVERSITY OF MUMBAI
GOKHALE COLLEGE
EDUCATION AND RESEARCH

PAREL, MUMBAI-12

F.Y.B.Ed.

2022-23 SEM. II

ASSIGNMENT :

UNDERSTANDING THE SELF

SUBMITTED By:

NAME: Lourdes Menezes

ROLL NO:

34

SUBMITTED To

NAME: Dr. Vinod Gavli



The Principal
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Parel, Mumbai

Concept of Self and Self-identity

• Meaning of Self:

Self refers to a warm sense or warm feeling that something is about me or me.

• Self-Concept:

Self-concept is the way people think about themselves. It influences a person's identity, self-esteem, body image and role in the society. From it is described as life being aware of itself.

It is an individual perceptions of self. It is necessary for overall physical and mental wellness. The ideal self is the person who moulds like and tries to be good, moral and self-respected person.

Public self is what person thinks other thinks of him/her and influences the ideal and real self. Positive self concept and good mental health results when all three components are compatible. It is an important part of person's happiness and success.



Self-Description (Who am I?)

I am a person who is positive about every aspect of life. My mantra in life is "All things work together for good".

Things I like to do... I like to see the sunrise in the morning, I like to feel the music flowing, I like to look at sky with a blank mind. I am kind of a nature person, who likes to spend time in nature.

- I like to be surrounded by people. I am a family person who likes to spend time with them.
- All of my virtues have been incorporated in me by my school and helping is one of them. To be yourself by being an honest person. To be responsible and to stick to your duties, is what my school taught me.
- I always try to improve my skills and morals to become a better person. I do this by helping others with love.
- Life is a joy of both happiness as well as sadness. Getting always what we want, is not the nature of life. Thus one needs to be motivated always.



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Concept of Self-esteem

Self-esteem refers to the evaluative and affective aspects of the self, as how good or bad we feel towards ourself. It is a person's overall evaluation or appraisal of his or her own worth at any point in time. A healthy self-esteem is necessary for mental well being and a positive self-concept. Individuals with low self-esteem put little value on themselves and their accomplishments.

Self-esteem is defined by many factors including:

- Self-confidence
- Feeling of security
- Identity
- Sense of belonging
- Feeling of competence

Self-esteem tends to be lowest in children and increases during adolescence, as well as adulthood, eventually reaching a fairly stable and enduring level.



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Self-Description (About myself)

Confidence

My self-esteem is on a normal level, but I have to work on my self-esteem, like I don't have good attitude towards certain things in my life. I do have a positive attitude about every aspect of life, but sometime they are overshadowed by my negative thoughts.

Look and style

Dress nicely in a good pair of clothes is an important part of self-esteem. According to me I am a pretty girl. I love to live a simple life. I don't like to wear make-up all day, I prefer it only on special day.

Respect and support of Family

For me, low self-esteem is the little voice inside my head. But if you have a wonderful and supportative family, who keeps pushing you forward to do things, your self-esteem gets a boost. I do have such kind of a family, who keeps pushing me forward, the things that may seem impossible for me, but they give me strength, power and confidence to do it. I Believe that respect comes from way you behave with the person. If you give respect, you may get it back too.



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Communication skill and Soft skill

Communication skill

Communication skill is the ability to convey information to another effectively and efficiently. It is sending, giving or exchanging information or ideas, expressed verbally and non-verbally.

Communication will include these attributes:

- It is a process that is continuous with time.
- It is interactive between people.
- Its purpose is to transmit facts, thoughts, ideas, desires and emotions.

Effective interpersonal communication involves a lot more than just words we use. In different types of communication, the non-verbal communication gives way to more importance in verbal communication. How we compose our words is even more critical in written communication, including e-mail. Effective communication is one category of self-skill.

* Interpersonal Communication Skills:

These are critical to good communication:

→ First listen:

It is always to say: How fast you get



your message across depends a great deal of how well you listen.

→ Questions:

Asking questions is a good way of showing your interest in others.

→ Relax:

Body language say a lot and bad body language send wrong message.

→ Smile:

Use eye contact and smile for positive response.

→ Be enthusiastic:

When you are speaking show the appropriate enthusiasm in your tone.

→ Be assertive:

Value others, don't be bossy but be assertive. There's a balance to be found.



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Soft skills:

Soft skills are associated with 'EQ' cluster of personality traits, social graces, leaderships etc.

→ Communication:

Presentation skills, spoken communication, effective conversation of professional and effective e-mail writing.

→ Teamwork:

Inter-team, co-operation, diversity, goal setting of action.

→ Leadership skills:

Empowerment, vision, coaching and mentoring.

→ Decision making:

Creativity, flexibility and team problem solving.

→ Managing time and Pressure:

Change to time management effective trainings.

→ Self management attitude:

Stress management, positive attitude and influence.



Self-Description (About myself)

Presentation skills:

I was a primary school teacher, hence according to me I have a good presentation skill. I can present myself very well in front of the class.

Public Speaking Communication

I can speak with confidence in front of people. I have the ability to talk to people and make them comfortable.

Team work/Leadership skills

I have worked as a team leader, and also been part as a team mate in a group. I do think, I have a quality of a good leader.

Empathy:

I can feel the pain of near ones, before given a task or saying something I put myself in the person's shoe.

Listening Skill:

I am a very good listener. I love when people come to me with their problems. I am a patient listener and provide solution which I think are suitable from the problem.



Stress Management

Stress:

It is the body's reaction to physical, chemical, emotional or environmental factors. These can range from extreme, life-threatening situations to simple and everyday challenges of life. There are external and internal causes of stress.

External Causes of Stress:

- Getting diagnosed with serious illness.
- Failing a test.
- Losing a job.
- Having fight with friends.

Internal Causes of Stress:

- Physical changes in body, illness, injury, worry.
- Thinking negatively and setting unrealistic expectation.



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Date: _____

Ways to reduce stress:

• Breathe deeply and slowly.

• Develop a sense of humor about your problems.

• Don't cram too many tasks into too little time.

• Don't let worry drain your energy.

• Eat well balanced diet.

• Get enough sleep.

• Know your strength and weakness.

• Laugh and smile.

• Listen to music.

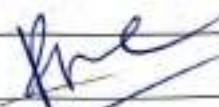
• Take some time to do something for yourself.

• Do your favourite hobby.

• Yoga and meditation.

• Find someone to talk to.




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Effects of stress:

When we are stressed, our body responds in a certain way.

- Muscle tension, increasing in heart rate, Sweating.
- Rapid and shallow breathing, Increase in B.P.
- Cold and clammy hands, feeling fidgety.
- Lack of motivation or focus.
- Sadness or depression.
- Social withdrawal.
- Stomach upset.
- Overreacting, consuming alcohol, taking excessive drugs.
- Acting out behaviour, quitting jobs, relationships.
- Excessive worrying, denying problems.
- Angry outbursts.
- Overreacting or Underreacting.
- Anxiety, headaches, insomnia.
- Mental health problems.
- Skin and hair conditions.
- Increased risks of Type 2 diabetes.



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F.Y.B.Ed 2023-24

SEMESTER I

CCA PRESENTATION

GENDER DISCRIMINATION

GROUP NO. 3

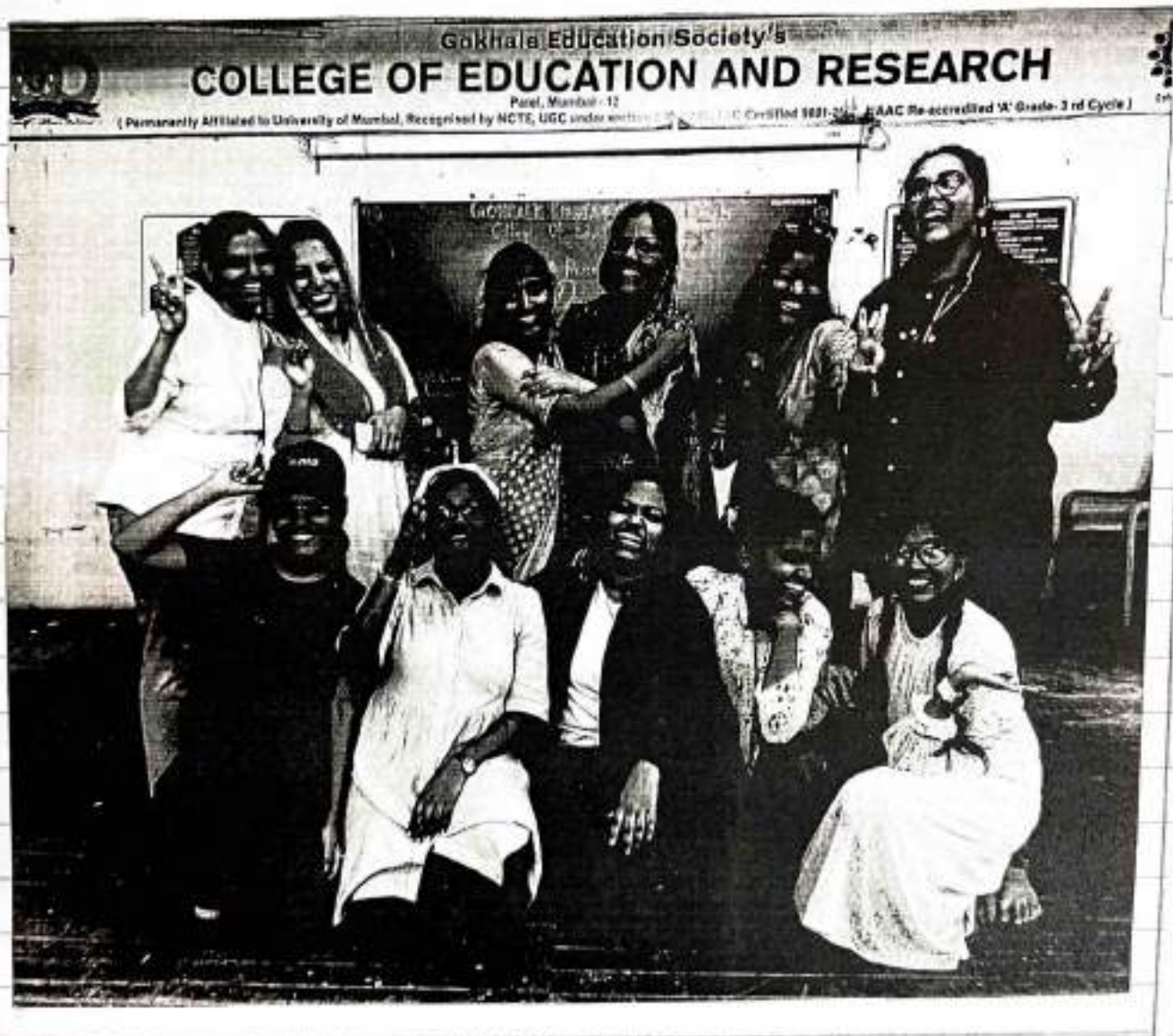
STUDENT COUNCIL INCHARGE
Dr. Sandeep Bodke Sir

I/C PRINCIPAL
Dr. Prashant Kale Sir



Dr. Prashant Kale
Principal
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GROUP-3



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DRAMA / SKIT :

SKIT ON GENDER DISCRIMINATION


AGAINST GIRL / WOMEN & BOY / MEN

WAS PRESENTED.

Starting with the scene where gender detection for female foeticide is shown. Gender discrimination is shown right before the birth of the baby. Preferences for boy child and ignorance to girl child is shown.

Next a scene where discrimination on care, love, food, toys are shown. The pink colour is supposed to be associated with girl and blue colour is associated with the boy.




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Next the scene continues when children are forced to leave their choice of profession and pursue the profession which is in accordance with the societal norms.

The next scene shows that a woman is always supposed to choose her family and duties over her job.

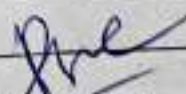
The last scene shows a scenario where discrimination in the workplace is shown.

The skit ends by showing a positive transformation where the girl and boy realises that discrimination starts at home and should be stopped there itself. Equality starts by oneself.

The entire skit was performed by :-

1. Nikita Ahire as Sasuma and Dadi.
2. Yankita Bhoir as grown up son.
3. Gayatri Devendra as teenage Daughter & Sister-in-law, Nuh &
4. Manali Joshi as Daughter-in-law & mother
5. Shreya Koli as Doctor, Brother-in-law (Mamu) & Husband.
6. Vaidehi Lanjekar as childhood brother, employee
7. Ankita Mahajan as son, Husband, friend, lady.
8. Ashwathi Nair as teenage brother
9. Mansi Nalawade as Neighbour, Daughter (Bui) and Boss.
10. Rasika Toraskar as grown up Daughter.
11. Mansi Udharakar as childhood Daughter.



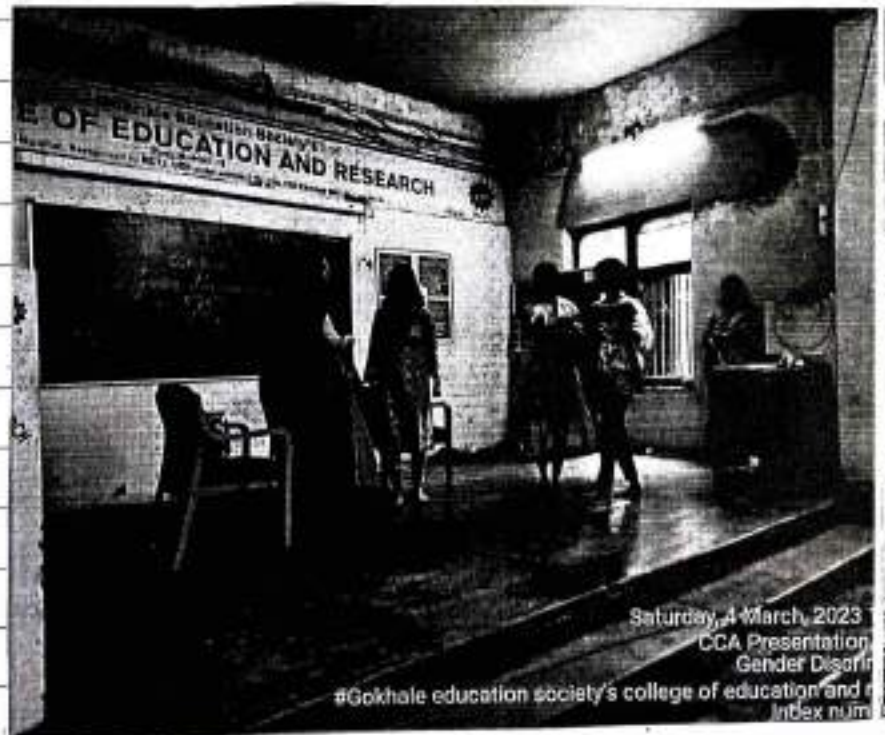

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701, 128, ISO Certified 9001-2015, MAAC A+



Saturday, 4 March, 2023 14:00:26
CCA Presentation on Gender Discrimination
#Gokhale education society's college of education and research
Index number: 835



Saturday, 4 March, 2023 14:00:26
CCA Presentation on Gender Discrimination
#Gokhale education society's college of education and research
Index number: 835



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Parrel - Mumbai



Saturday, 4 March, 2023 11:05:41
 CCA Presentation Group 3
 Gender Discrimination
 #Gokhale education society's college of education and research
 index number 1889



Saturday, 4 March, 2023 11:05:41
 CCA Presentation Group 3
 Gender Discrimination
 #Gokhale education society's college of education and research
 index number 1889



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POSTER :

5 posters were displayed showing positive attitude towards gender equality by Ankita Mahajan, Manali Joshi, Gayatri Devendra, Vaidehi Lanjekar and Mansi Udharakar.

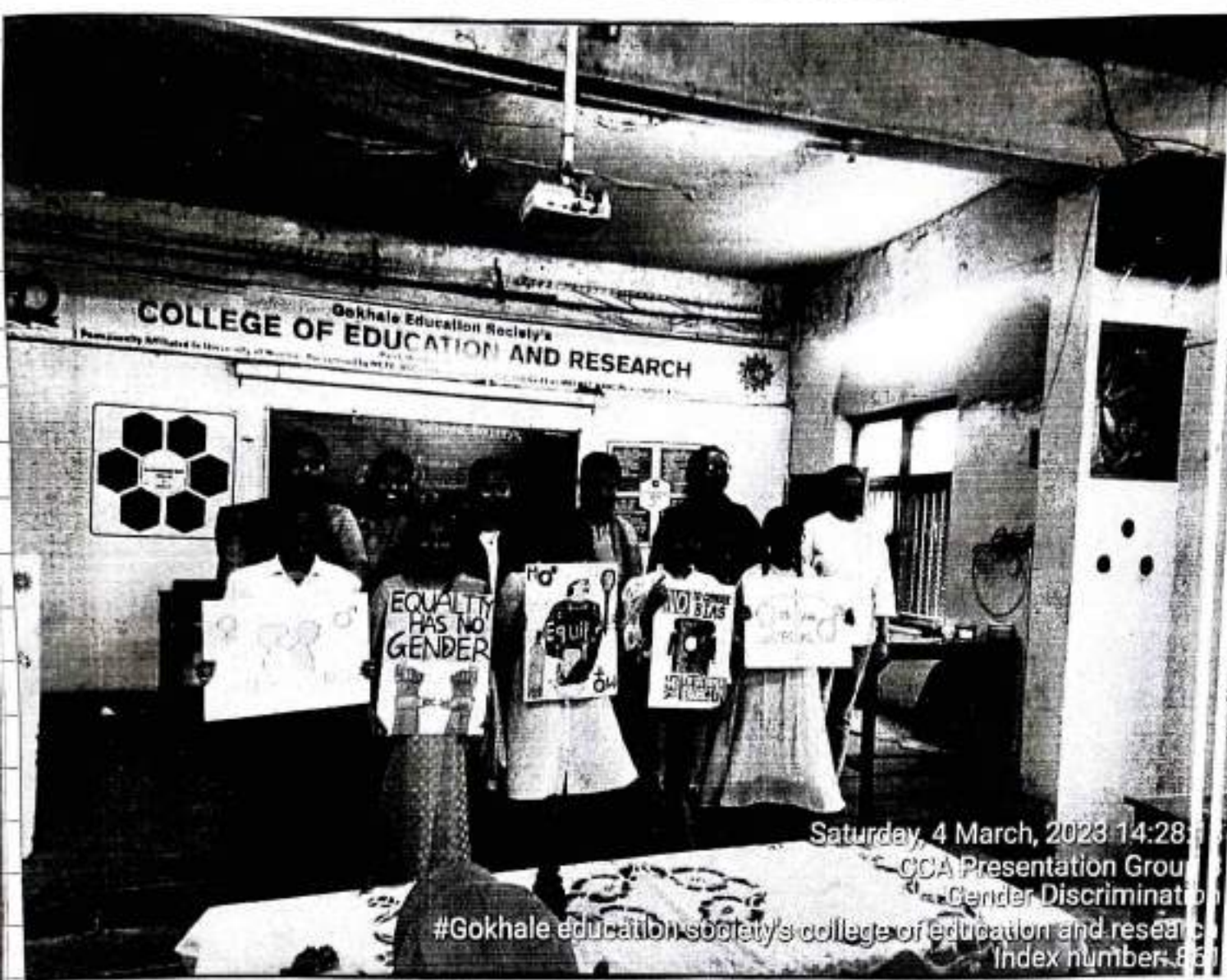
SLOGAN :

Slogans were said out loud by Ankita Mahajan, Manali Joshi, Gayatri Devendra, Vaidehi Lanjekar and Mansi Udharakar.

1. EQUALITY HAS NO GENDER.
2. EQUITY
3. NO TO GENDER BIAS, YES TO GENDER EQUALITY.
4. MEN AND WOMEN ARE EQUAL.
5. SAY NO TO GENDER INEQUALITY.



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Saturday, 4 March, 2023 14:28

CCA Presentation Group
Gender Discrimination

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ICT Assignment

Q.3) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.

ADDIE Model of Instructional design.

Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The acronym "ADDIE" stands for Analyze, Design, Develop, Implement, and Evaluate. It is an Instructional Design model that has withstood the test of time and use. It is simply a "device" to help us think through a course's design. An instructional designer follows the five-step ADDIE process to create a training program, eLearning course, or learning materials. The model starts with a broad analysis. Then moves through to designing, developing, implementing, and evaluating the learning program. ADDIE is one of the most commonly used learning models. It is important because it provides a proven method for designing clear and effective training programs.

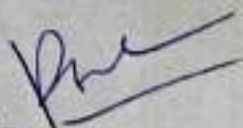
TOPIC SELECTED:

I selected chapter number fifteen 'Materials we use' from Maharashtra State Board's General Science textbook of seventh standard.

METHOD FOLLOWED:

- Before developing my e-Learning material, I tried to get a clear picture of where everything is currently to understand the gaps I need to fill. For that I asked questions like who, what, why, where, when, and how? Then I had a plan for my e-Learning course.
- In the Design phase, I viewed all the information from the Analysis phase and made informed decisions about creating the learning program. I decided specific learning objectives, structure of the content, mental processes needed by participants, knowledge or skills participants needed to retain, best tools to be used, videos or graphics that are to be created, the length of time, etc.




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- My job in the development phase was laying out the content visually, creating graphics, recording videos, carefully selecting fonts and colors, and thus, building the entire lesson. I wanted to have a few different eyes on it to catch any errors that sneak through the cracks. For that, I showed the e-Learning material (powerpoint presentation) to some seventh standard students and my siblings.
- I gathered important information to see if the course needs to be revised and improved.

COMMENTS RECEIVED:

The people to whom I showed my presentation gave positive feedback. They told that they understood the topic.

MY REFLECTION ON THIS ACTIVITY:

I understood that ADDIE is one of the most commonly used learning models. It is important because it provides a proven method for designing effective and clear training programs. The ADDIE instructional design model, when implemented correctly, results in the development of instructional and training materials designed to address the specific goals and objectives of a pre-identified instructional problem or performance gap.




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LESSON NOTE

Name of the Student Teacher : Tejal N. Gonsalves Roll No.: 71Name of the School : Peoples Education Society Std.: 7 Div.: Subject Mathematics Lesson No.: 8 Date : 12/12/22 Time : 8:05 to 8:30Name of the Unit : Perimeter and area Sub Unit : -

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material : Chart containing problems on perimeterPrevious knowledge of the student : student has knowledge about figures like square and rectangle and their propertiesReference Books / Method Books / Website referred : <https://youtu.be/dMakWyMrh>

- Teaching Style / Methods / Constructivist Approach / Strategies : Inductive-deductive
- Core Elements : Inculcation of scientific temper.
- Values : Scientific attitude.
- Generalizations : Perimeter of square = $4 \times \text{side}$.
Perimeter of rectangle = $2l + 2b$.

Objectives and Learning out comes : knowledge: student acquires knowledge about perimeter and problems based on finding perimeterUnderstanding: student develops and understanding about calculating perimeter.Application: student is able to solve problems based on calculating perimeter.Content Analysis : * The sum of length of all sides of a closed figure is the perimeter of that figure.* Perimeter of polygon = Sum of lengths of all sides.* perimeter of square = $4 \times \text{side}$.* perimeter of rectangle = $2l + 2b$.

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Understanding: Student develops and understanding about calculating perimeter.

Application: Student is able to solve problems based on calculating perimeter.

Content Analysis :

* The sum of length of all sides of a closed figure is the perimeter of that figure.

* Perimeter of polygon = Sum of lengths of all sides

* perimeter of square = $4 \times \text{side}$

* perimeter of rectangle = $2l + 2b$



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ACTIVE STAGE

Learning Situation, Learning Experience

Specification: Knowledge: student tells the meaning, perimeter and formula of perimeter of square.

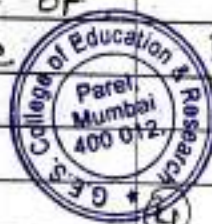
Understanding: student explains how we get the perimeters of square and rectangle.

Application: student is able to solve problems for finding perimeters of figures.

Introduction of the topic: Teacher introduces the topic by explaining about perimeters and derive the perimeters of square and rectangle.

Presentation of Content: (Role of Teacher and Students Learning Situation, Learning Experience)

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY
① Teacher enters the classroom and greets the student.	① student greets the teacher back.
② Teacher writes date subject and topic on board.	② student observes.
③ Teacher introduces the topic by asking questions about perimeter and deriving the formulas of perimeter for square and rectangle.	③ student observes and tries to understand.
④ Teacher asks - perimeter of square - perimeter of rectangle.	④ student answers - $4 \times \text{side}$ - $2(\text{length} + \text{breadth})$
⑤ Teacher sticks chart on board containing problem on perimeter and asks student to read from the chart.	⑤ student reads. If the side of a square is tripled, how many times the perimeter of the square will that of a new



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⑥ Teacher explains the problem ⑥ Student listens carefully and answers.

First square
let the side of first square be 'a'.

Then perimeter of first square is - $4 \times \text{side} = 4 \times a$.

New square
side = $3 \times a$.

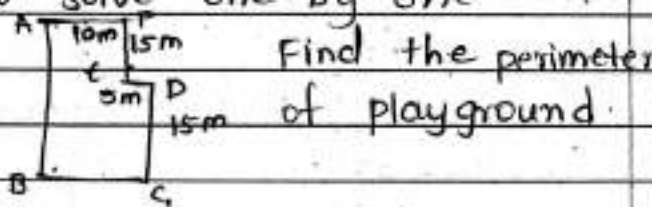
The perimeter of new square is - $4 \times \text{side} = 4 \times 3 \times a$.

Now, $4 \times 3 \times a = 3 \times 4 \times a$
 $= 3 \times \text{Perimeter of}$
first square.

hence perimeter of new square is 3 times perimeter of first square.

⑦ Teacher asks student to copy down the problem. ⑦ Student copies down from board.

⑧ Teacher gives another example and tells student to solve one by one. ⑧ Student comes one by one to solve on board.



⑨ Teacher asks ⑨ student answers.
- side AB is $\rightarrow EF + DC = 15 + 15 = 30 \text{ m}$
- side BC is $\rightarrow AF + ED = 10 + 5 = 15 \text{ m}$
 \therefore perimeter of playground is $\rightarrow AB + BC + DC + ED + EF + AF$
 $= 30 + 15 + 15 + 5 + 15 + 10 = 90 \text{ m}$.

⑩ Teacher asks student to copy down from board. ⑩ student copies down from board.

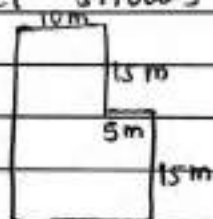


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POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

- Q. What is meant by perimeter?
- Q. What is the perimeter of rectangle?
- Q. What is the perimeter of a square?
- Q. Given alongside is the diagram of a playground. It shows length of its sides. Find the perimeter.



BLACK BOARD WORK

Date : 12/12/22

Subject : Mathematics

Std. : 7th

Name of Unit : Perimeter and Area	Area
<p>Q. If the side of a square is tripled, how many times a perimeter of the first square will that of the new square be.</p> <p>→ <u>first square</u> Let the side of first square be 'a'. Perimeter of first square $= 4 \times \text{side}$ $= 4 \times a$</p> <p><u>New square</u> Side = $3 \times a$. Perimeter of new square $= 4 \times \text{side}$ $= 4 \times 3 \times a$ $= 3 \times 4 \times a$ $= 3 \times \text{perimeter of first square}$</p> <p>∴ Perimeter of new square is 3 times perimeter of first square.</p>	<p>Q. Given alongside is the diagram of a playground. It shows the length of its sides. Find the perimeter.</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>→ Side AB = FE + DC $= 15\text{m} + 15\text{m}$ $= 30\text{m}$</p> <p>Side BC = AF + ED $= 10 + 5$ $= 15\text{m}$</p> </div> <div style="flex: 0.5; text-align: center;"> </div> </div> <p>perimeter of the playground $= AB + BC + CD + DE + EF + FA$ $= 30 + 15 + 15 + 5 + 15 + 10$ $= 90\text{m}$</p> <p>∴ The perimeter of the playground is 90m.</p>



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★ Self Reflection ★

1) What did I think and feel about my Lesson ?

I explained the topic well. as I was well prepared for my lesson.

I was confident and taught well.

Set induction was done appropriately.

Time was managed well by me.

2) What were the positive and negatives ?

- I tried to explain using various examples. explanation was done using diagrams.

I think I did explanation well.

I need to make use of more creative and attractive teaching aids.

3) What else could I have done ?

I could have asked more questions to the students to gain more attention.

- I could have used more examples while explanation of the topic.

- I will use various evaluation techniques to know how much students have understood.

4) What will I do better next time ?

- I will give more questions for evaluation of content.

I will ask questions to student who donot pay attention to gain their attention.

- I will give some more examples to students.



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Positive aspects	Aspects which needs improvement
<ul style="list-style-type: none"> * Intro. was very well done * Tr. was confident & enthusiastic * Used charts for examples & formula * Used yellow chalk & chart was clear & visible 	
<ul style="list-style-type: none"> * Divided the board in equal parts * Examples were used to explain * Did suitable body movements * Prepared well * Created interest among students by asking them to solve sum on board 	

Date & Signature of Teacher Educator : 12/12/22

Guide Signature _____



Student Signature [Signature]

[Signature]
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Estd: 1970

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CAPACITY BUILDING PROGRAMME

2nd February 2023

Event : Capacity Building programme

Date : 2nd February 2023

Time : 11:00 am

Venue : Chembur Sarvankash Shikshanshastra College

Incharge : Dr. Sandeep B.Bodke

GES's College of Education and Research in collaboration with Chembur Sarvankash Shikshanshastra College organized Capacity Building Programme for the students of First Year B.Ed. The programme consisted of Workshops of Anger Management and Stress Management.

Workshop of Anger Management and Workshop of

Stress Management were both conducted by DR

Dr. Sandeep B. Bodke
Principal

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Chandrashekher Ashok Chakradeo. The workshop included the meaning of anger and stress, its effects on physical, mental and emotional aspect of individual and lastly the measures to manage them. Various activities for students involvement were also included. The workshop concluded by practising PRANAYAM (breathing techniques).

Finally Vote of thanks was delivered by Dr. Prashant Kale and Dr. Sandeep Bodke and Students were asked to fill feedback forms.



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YEAR 2020-2021

SEMESTER I

S.Y.B.Ed

TASK AND ASSIGNMENT

SUBJECT: Geography

ACTIVITY: Geographic Information System (GIS)

NAME: Akansha Pandey

ROLL NO: 30

TEACHER INCHARGE: Prof Sangeeta Patkar

SIGNATURE



Dr. Sangeeta Patkar
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Geographic Information System (GIS)

A geographic information system (GIS) is a conceptualized framework that provides the ability to capture and analyze spatial and geographic data. GIS applications (or GIS apps) are computer-based tools that allow the user to create interactive queries (user-created searches), store and edit spatial and non-spatial data, analyze spatial information output and visually share the results of these operations by presenting them as maps.

Geographic information systems are utilized in multiple technologies, processes, techniques, and methods. It is attached to various operations & numerous applications, that relate to: engineering, planning, management, transport / logistics, insurance, telecommunication, and business. For this reason, GIS and location intelligence applications are at the foundation of location-enabled services, that rely on geographic analysis & visualization.

GIS provides the capability to relate previously unrelated information, through the use of location as the "key index variable". Locations & extents that are found in the Earth's spacetime, are able to



be recorded through the date & Time of occurrence along with x, y, and z coordinates; representing longitude (x) latitude (y) and elevation (z). All Earth-based, spatial-temporal, location and extent references, should be referable to one another; & ultimately, to a 'real' physical location or extent. This key characteristic of GIS, has begun to open new avenues of scientific inquiry & studies.

Implication of GIS IN Education

Education

At the end of the 20th century, GIS began to be recognized as tool that could be used in the classroom. The benefits of GIS in education seem focused on developing spatial thinking. Thus there is not enough bibliography or statistical data to show the concrete scope of the use of GIS in education.

GIS seems to provide many advantages in teaching geography because they allow for analyses based on real geographic data and also help raise many research questions from teachers & students in classroom, as well they contribute to improvement in learning by developing spatial & geographical thinking and in many cases, student motivation.



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BEFORE FLOOD




for S. Adhikari
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Before flood

 Agriculture

 Rivers

 Settlement

 Roads

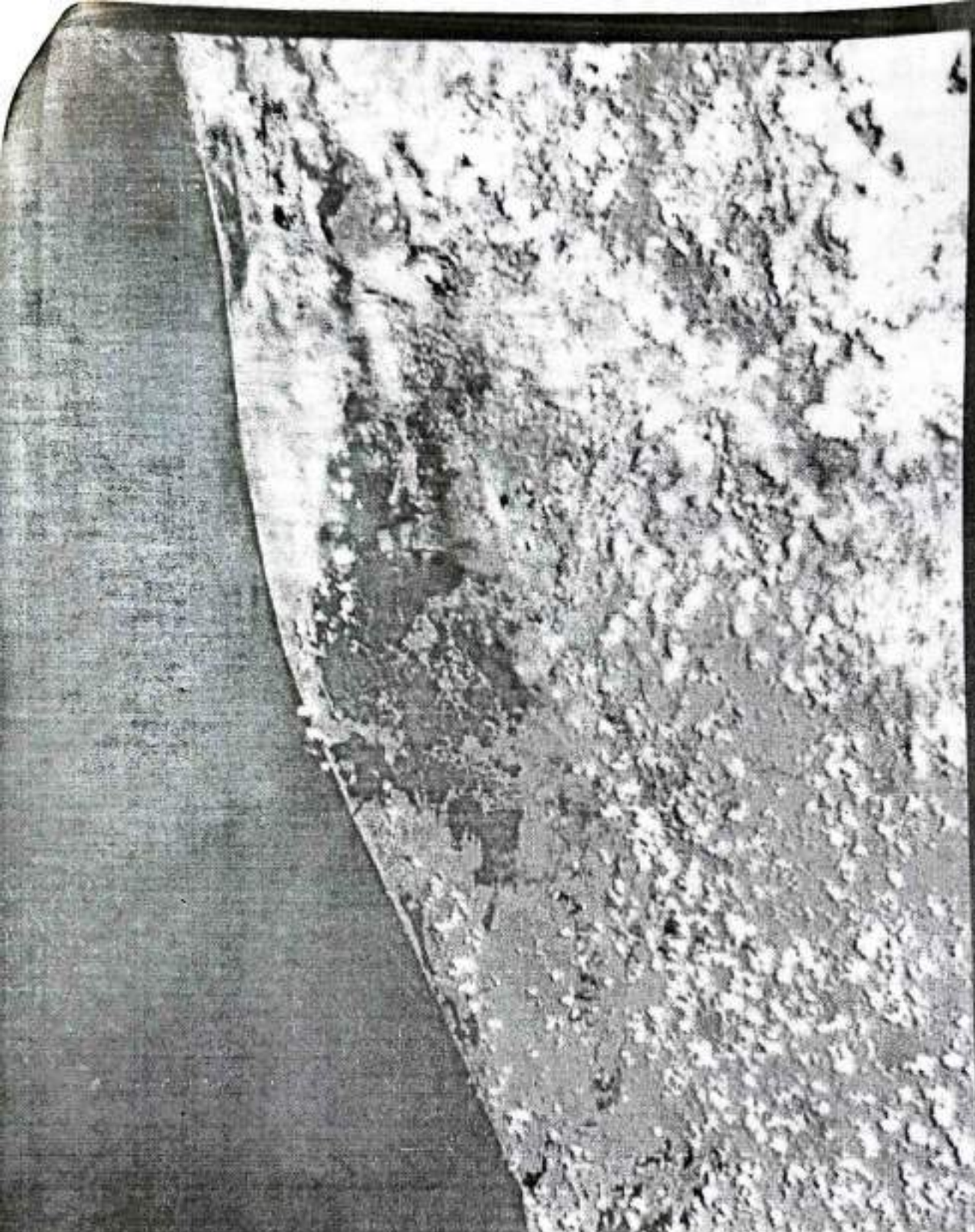
The green colour represent the agriculture and light green colour present the settlement where human has settle and dark Blue colour represent the river.

In 2016 the state Kerala look like this map. As all the thing was on their place before the flood.



for *Signature*
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AFTER FLOOD



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After flood.

■ Agriculture

■ flood

Kerala flood has taken place on 16th August 2018, due to usually high rainfall during monsoon season.

After the flood as you can see the blue colour has got spread. So it means that the flood has taken the place on the settlement as well on the agriculture.

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