

Crossover Learning



Dr. Madhuri Yadav

H. G. M. Azam College of Education, Pune

Definition of Crossover Learning:

- Crossover learning encourages educators or teacher to **connect educational content with the student's real-life experiences** outside of the classroom.
- **Linking education and experience** in this way deepens the learning experience in a significant way.
- Crossover learning strategies greatly increase the student's short- and long-term information retention.



Concept of Crossover learning

The concept of crossover learning refers to a **comprehensive understanding of learning** that **bridges formal and informal learning settings.**



Crossover learning **combines the strengths of both formal and informal learning environments**, and aims to provide students with the best of both.



Formal Learning



Informal Learning

Crossover learning experiences enhances the strengths of both environments and **provide learners with authentic and engaging opportunities for learning.**



**Learning
by
playing**



**Project
based
learning**



**Technolo
gy based
learning**

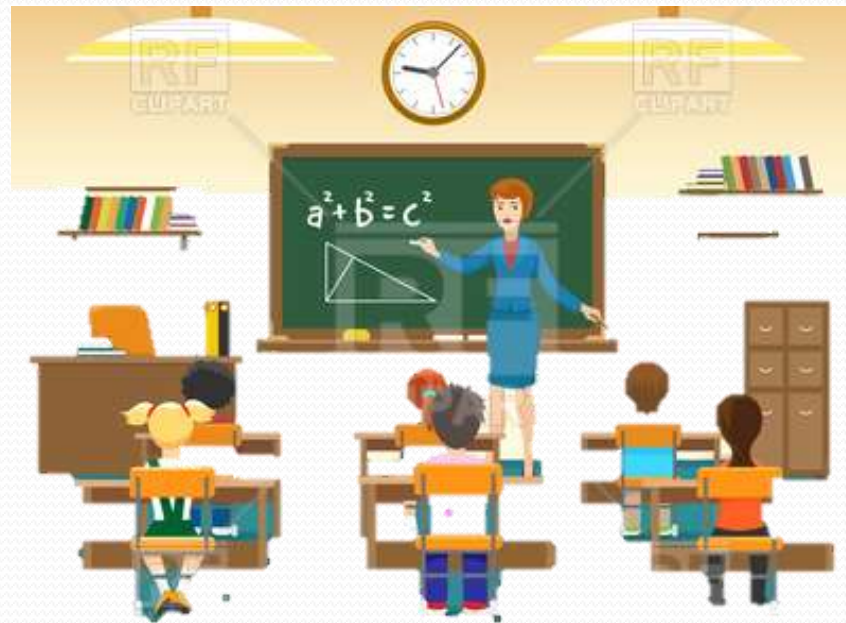


**Creativity
Learning**



**Group
Learning**

Formal learning refers to a type of **learning** program in which the goals and objectives are defined by the **training** department, instructional designer, and/or instructor. **Formal learning** is also called **structured learning** or synchronous learning.



Informal learning is a pervasive ongoing phenomenon of **learning via participation or learning via knowledge creation.**



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Characteristics of Informal Learning:

1. Informal learning is never organized.
2. Informal learners are often highly motivated to learn.
3. Informal learning is often spontaneous, happens anywhere, any time. The learner is inspired to learn because of an immediate desire to know how to do something or understand a topic.
4. There is no formal curriculum.
5. The “teacher” is someone who cares – and who has more experience than the learner.



Characteristics of Informal Learning:

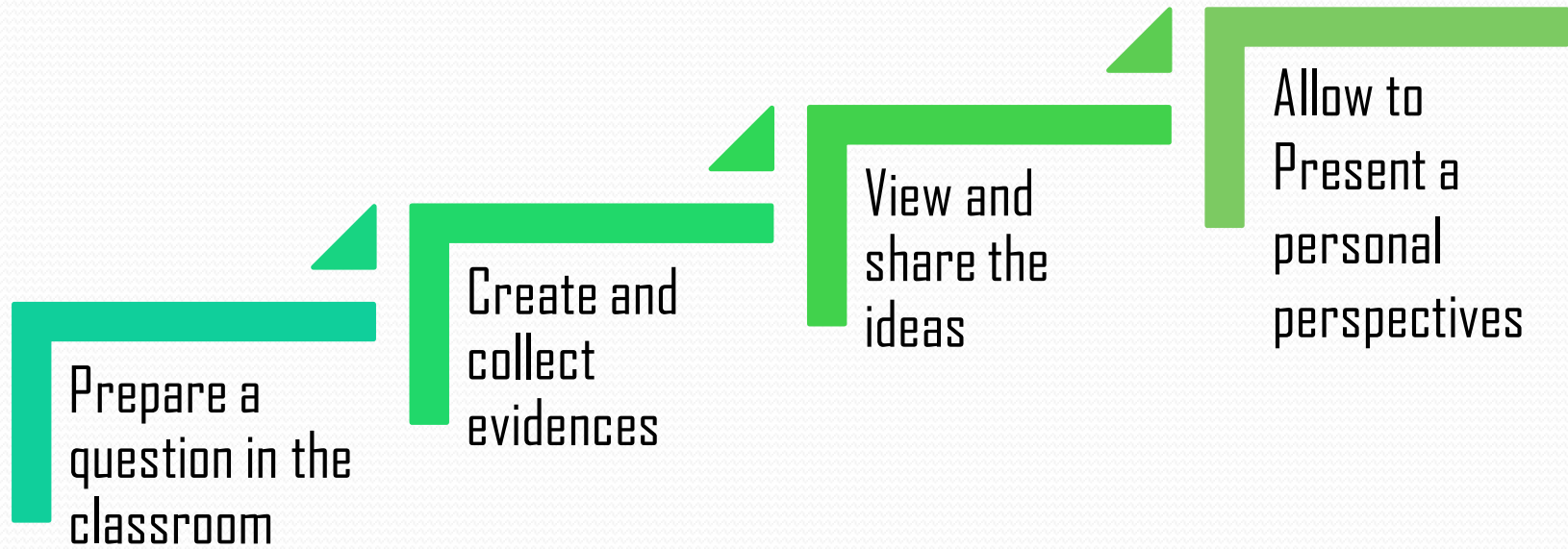
6. **The world is your classroom**, Your home, the neighborhood park, the community and the world are the classroom.
7. There are **no exams** and informal learning is difficult to quantify.
8. Often dismissed by academics and skeptics as being worthless.
9. Essential to a child's early development
10. Essential to an adult's lifelong learning.



Benefits of informal learning

1. **Does not require any prior learning experiences** or prerequisites.
2. More **relaxing and less threatening** for most people.
3. **No exams or projects** to complete within limited schedules.
4. Informal learning is **close to natural learning**. Based on individual needs. Lifelong learning is a great example of informal learning.
5. Adult learners strive on autonomy and self-direction. They readily complete self-generated tasks.
6. Boredom and procrastination are replaced by excitement and curiosity.
7. Time and cost barriers are almost non-existent in informal learning environments.

Steps of Crossover learning:



How to Incorporate Crossover Learning Strategies

- Utilize crossover learning strategies both inside and outside of the classroom.
- Combine a formal learning setting to an informal and experiential learning setting
- Propose and discuss a question in the classroom, for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, share their findings back in the class to produce individual or group answers

Advantages of Crossover learning:

- Giving students real world issues or opportunities to solve problems in their own lives and communities would significantly motivate and help them to master new concepts
- Teaching students new scientific concepts by using cultural tools
- supports an active engagement of the learner in the learning process
- Fosters curiosity
- Enables the development of life long learning skills

Advantages of Crossover learning:

- Personalizes the learning experience
- It allows individuals the opportunity to gather data from valid source and discover something for themselves
- Builds learners professional knowledge and understanding
- Creates active involvement that forces to construct a response and this results in processing of information deeper than mere memorization
- it incorporates the individuals pleasure of successfully solving problems and recalling information

Role of Teacher:

1. Investigator
2. Planner
3. Director
4. Guide
5. Evaluator





Suggestive activities:

- 1. Field Visit/Study Tour**
- 2. Case Study**
- 3. Project (Individual or Group)**
- 4. Group Discussion**
- 5. Interview**
- 6. Industry Analysis**
- 7. Paper Presentation**
- 8. Scrape book Preparation**



References

- <https://trainingindustry.com/glossary/formal-learning/>
- <https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning>
- <https://www.aace.org/review/crossover-learning/>



THANK YOU!



THE EXPERIENTIAL LEARNING CYCLE

ASST. PROF. ANURADHA SHELKE- INGALE

WHAT IS VARK ?

VARK stands for...

- VISUAL
- AURAL
- READ/ WRITE
- KINESTHETIC

WHY DO I NEED TO COMPLETE THE VARK QUESTIONNAIRE ?

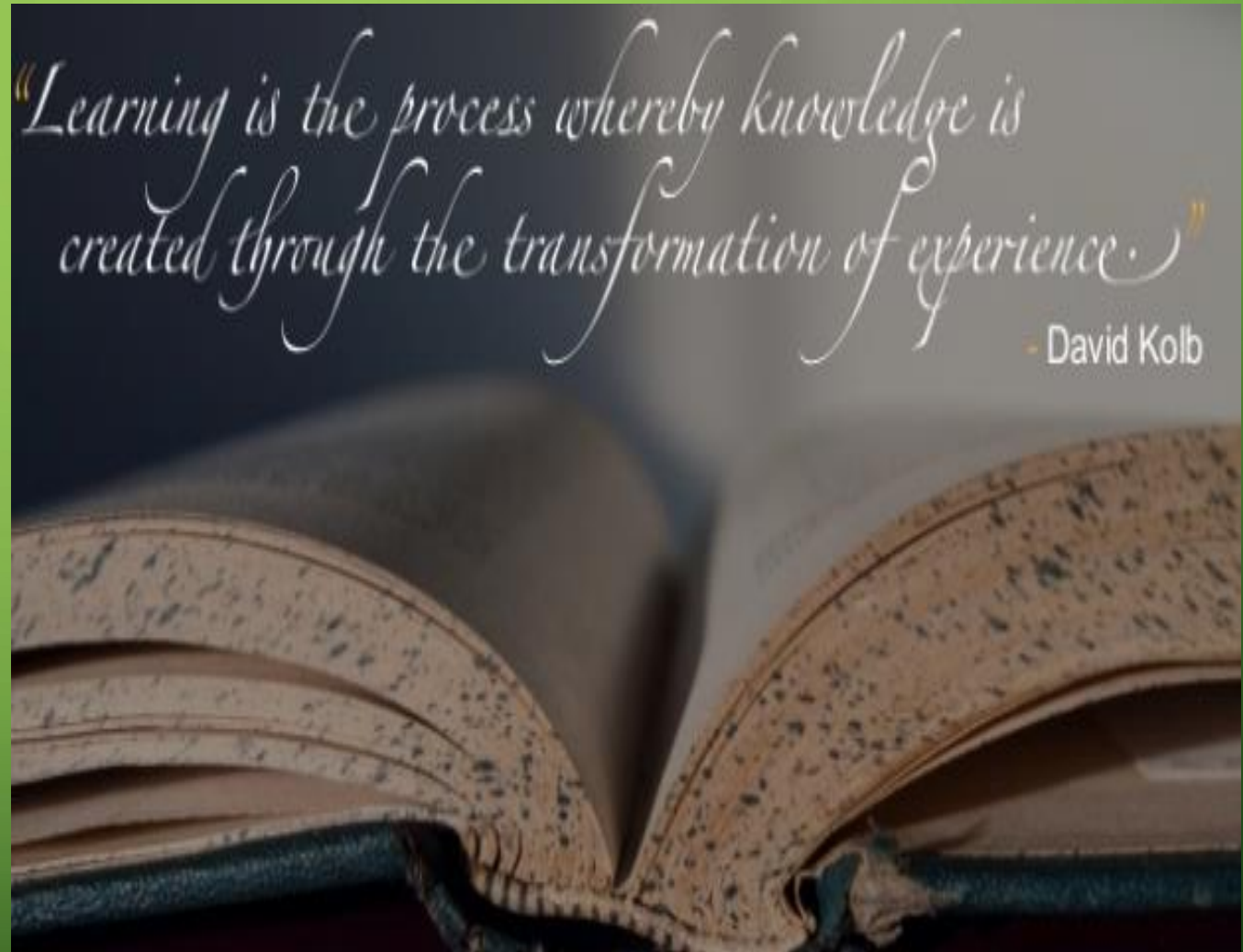
- **VARCK helps to indicate your LEARNING STYLE preference.**
- **Every individual has a preference as to how they take in new information.**
- **one of the ways we can establish our preference is by answering the VARK questionnaire**



THE EXPERIENTIAL LEARNING
CYCLE

BY PSYCHOLOGIST KOLB, 1984

**Psychologist David
Kolb explains learning
process in these
words....**



KOLB'S MODEL OF EXPERIENTIAL LEARNING

- The theoretical model of Experiential Learning is grounded in the **humanistic and constructivist perspective**, proposing that we are naturally capable to learn, and that experience plays a critical role in knowledge construction and acquisition.
- In other words, learning occurs when someone creates knowledge through experiential transformations. (Kolb, 1984)

THE IMAGE BELOW DEMONSTRATES THE EXPERIENTIAL LEARNING CYCLE BY KOLB:



EFFECTIVE LEARNING OCCURS IN FOUR STAGES :

1. Concrete Experience :

The learner encounters a new experience or engages in a reinterpretation process of an existing experience.

2. Reflective Observation :

The learner reviews and reflects on the new experience and identifies any inconsistencies between experience and understanding.

3. Abstract Conceptualization:

Through the reflective process, the learner creates a new idea/concept or modifies an existing abstract concept – analyzing the concepts and forming conclusions and generalizations.

4. Active Experimentation:

The learner plans and tries out what was learned and is able to apply the new knowledge to other situations – conclusions and generalizations are used to tests hypothesis and thus the learner engages in new experiences.

CONTINUE...

- **It is possible for the learner to enter at any of these four stages and follow them through their sequence to acquire new knowledge. What is highlighted is that for effective learning to occur the learner should complete all four stages of the model and no one stage can stand alone as a learning procedure.**



1 Concrete Experience

Kolb's cycle begins with a profound **experience**

The more profound, the more dramatic our ensuing emotional reaction



2 Reflective Observation

The second stage involves us stepping back from the experience and **reviewing** what has occurred

This requires lots of questions being asked and communication channels staying open





3 Abstract Conceptualisation

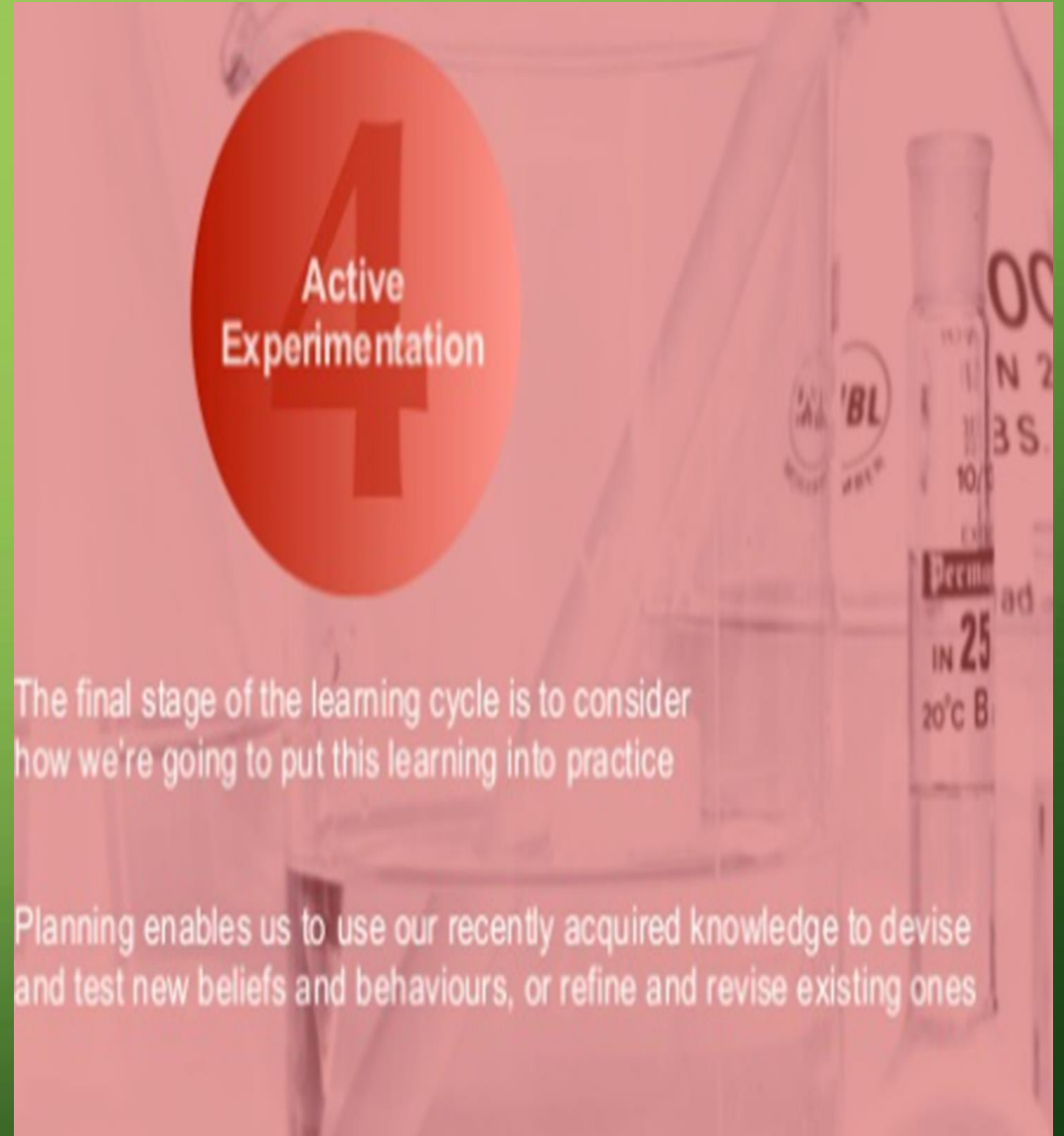
This is the process of making **sense** of what has happened, and involves interpreting our events and comprehending the relationships between them



4 Active Experimentation

The final stage of the learning cycle is to consider how we're going to put this learning into practice

Planning enables us to use our recently acquired knowledge to devise and test new beliefs and behaviours, or refine and revise existing ones



Simply put, the model suggests that deep and lasting learning occurs when we...

- 1 Engage in an impactful experience
- 2 Reflect on this experience
- 3 Interpret this experience
- 4 Try out our new skills



**THANK
YOU**



**M.C.E. Society's
H.G.M. Azam College of Education, Pune.**

Program : B.A.B.Ed.

Subject : Guidance and counselling



By Asst. Prof. Deepa Yogesh Muknak

1.5 Seven point plan in guidance

a. National institute of industrial psychology, London prepared plan for individual's study is called as seven point plan.



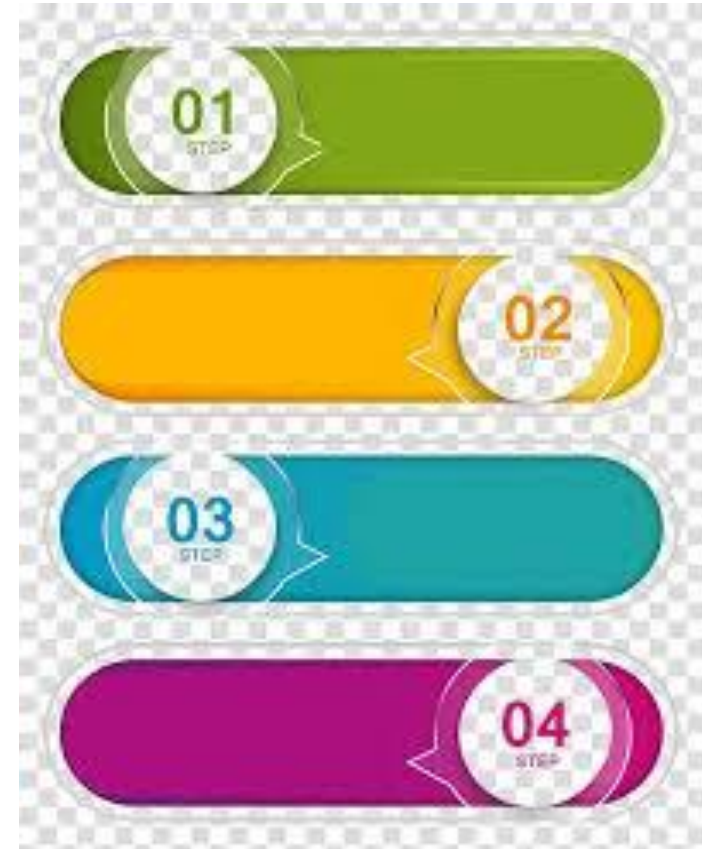
b. Plan is used to decide any individual's ability for any job.



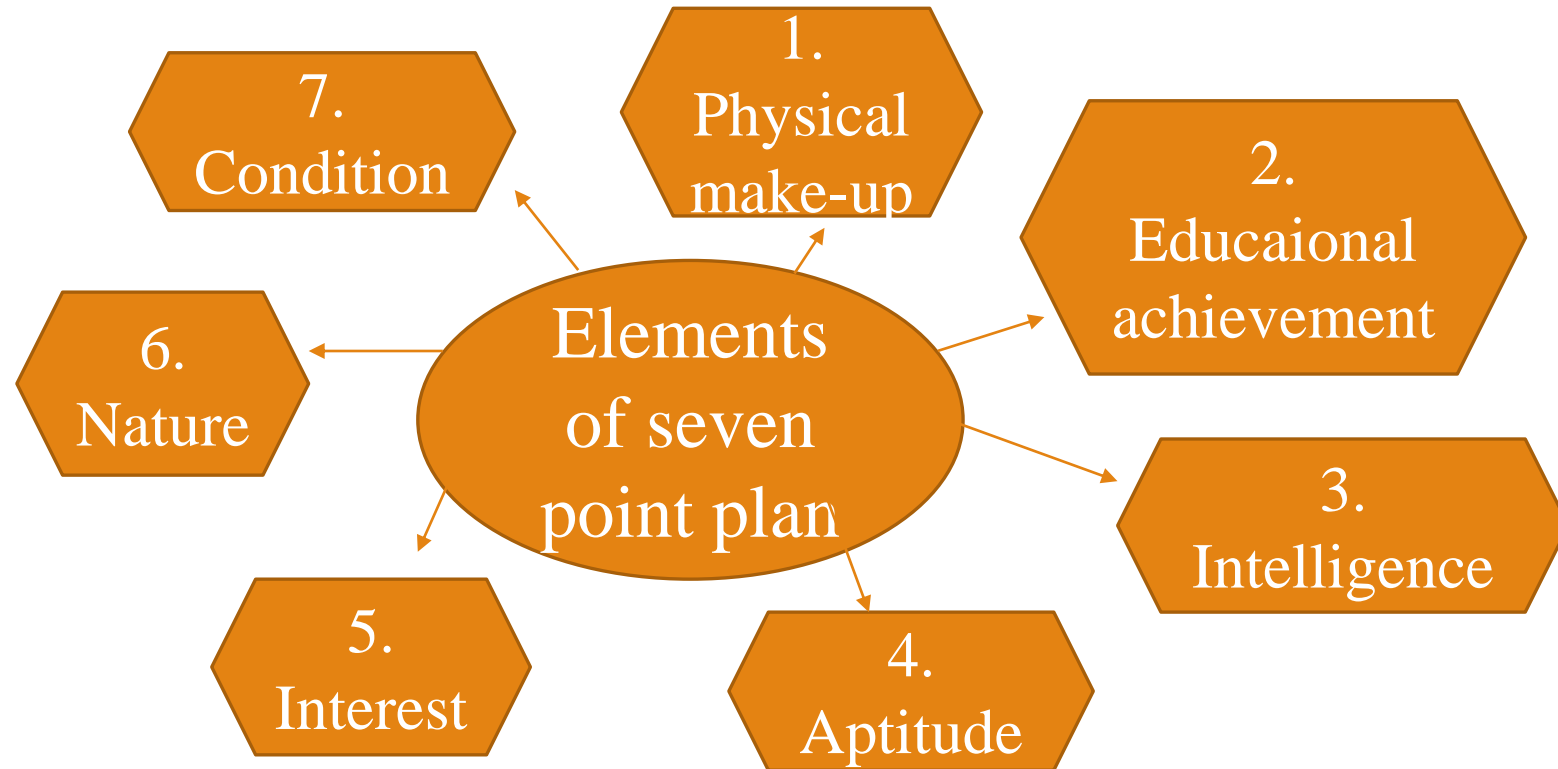
1.5 Seven point plan in guidance

Criteria of seven point plan : -

1. To decide individual's job success or unsuccessful with the help of elements which is included in seven point plan
2. Each element will be differ from other element
3. Measurement of element will be proper
4. Number of elements will be limited



1.5 Seven point plan in guidance



1.5 Seven point plan in guidance

Elements of seven point plan :

1. Physical make-up : - For particular job, needs individual which has particular physical quality. Physical quality includes weight, height etc.

2. Educational achievement / Proficiency : - This includes educational qualification, other achievements also.



1.5 Seven point plan in guidance

Elements of seven point plan :

3. Intelligence : - An individual is intelligent in proportion as he is able to carry on abstract thinking.

4. Aptitude : - Aptitude is a present condition which is indicative of an individual's potentialities for the future.



1.5 Seven point plan in guidance

Elements of seven point plan :

5. **Interest** : - An interest is a feeling of liking associated with a reaction either actual or imagined to a specific thing or situation.

6. **Nature** : - For successful occupation, needs individual's nature.

7. **Condition** : - family background, social economic conditions affects individual's personality. So study of these conditions are very important to know individual.

References

1. <https://www.yogiraj.co.in/7-point-plan-in-guidance>
2. <https://www-users.york.ac.uk/~aew6/Courses/People%20and%20Quality/Rodger.pdf>
3. <http://studymaterial.unipune.ac.in › jspui › handle>

**Thank
You**

The text "Thank You" is written in a large, bold, red, sans-serif font. The word "Thank" is on the top line and "You" is on the bottom line. The text is surrounded by several colorful butterflies in various colors including blue, green, purple, and pink. The butterflies are scattered around the text, some appearing to fly over or under the letters. The background is white, and there is a solid orange horizontal bar at the bottom of the image.

HISTORY



~ States after the Maurya
Empire

Presentation by – Asma Shaikh

~ Sub-topics :-

1. The Shunga dynasty

2. Indo-Greek kings

3. Kushana kings

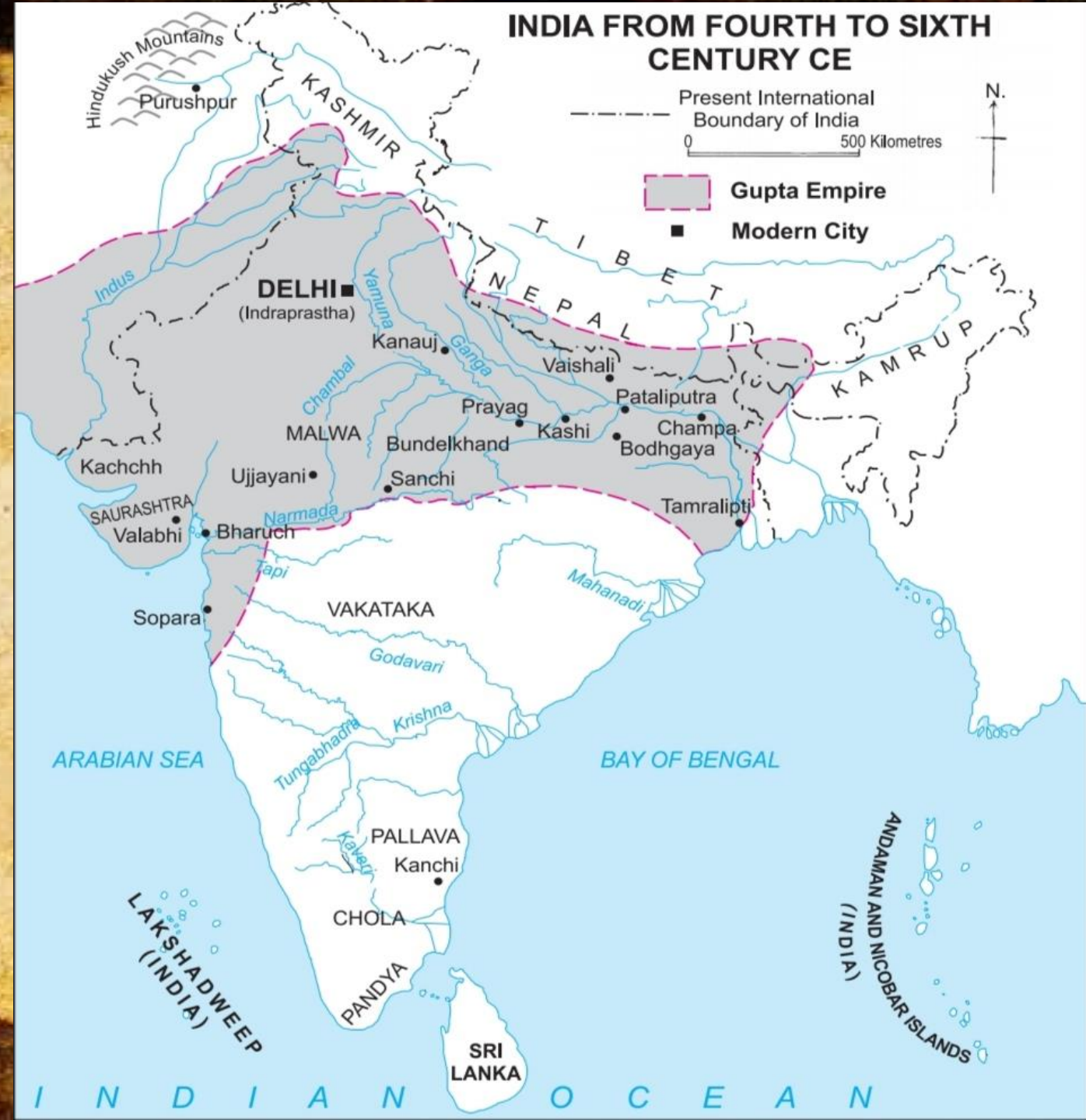
4. The Gupta dynasty

5. The Vardhan dynasty

6. Powers in the Northeast India



INDIA FROM FOURTH TO SIXTH CENTURY CE



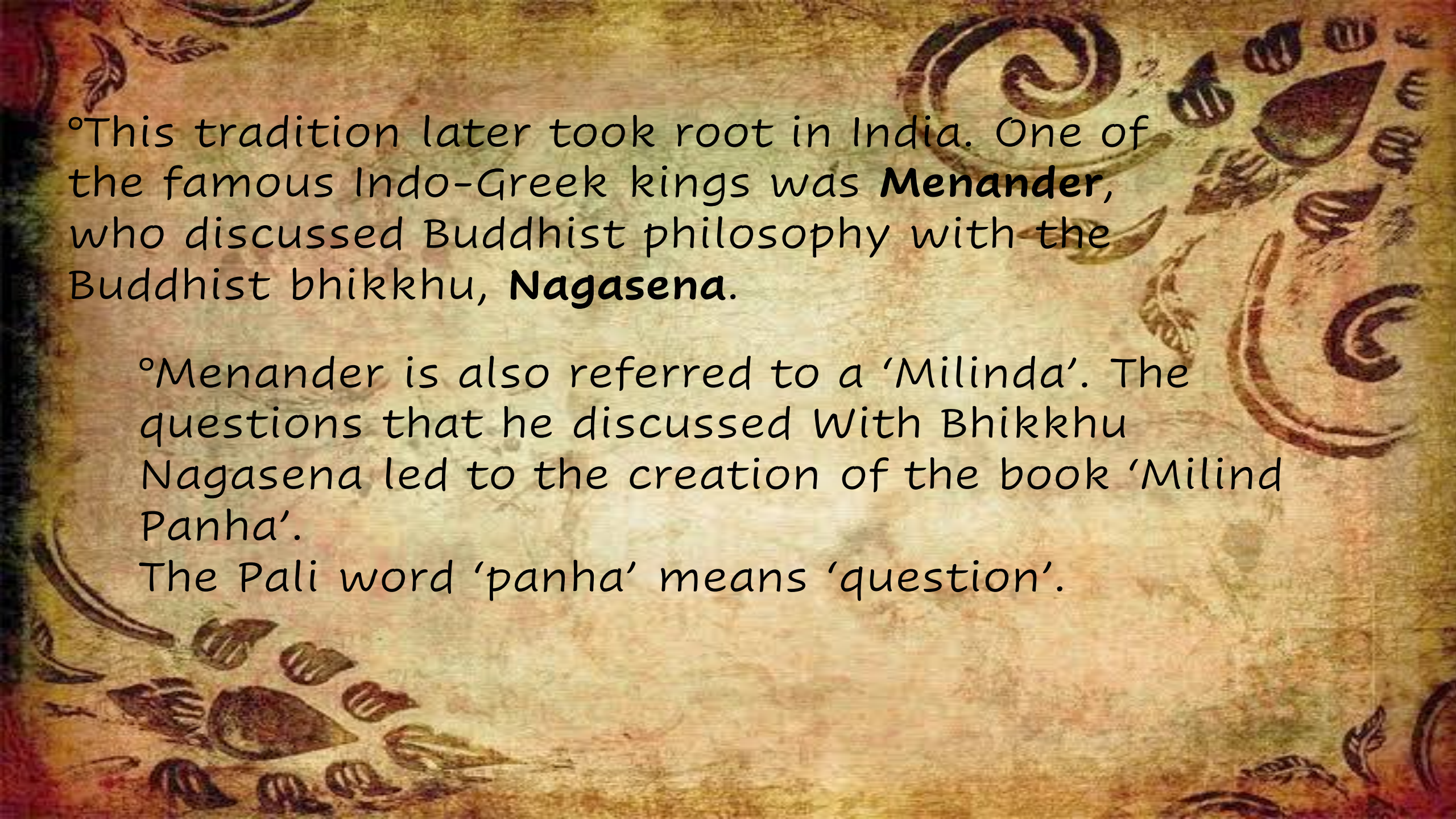
1. The Shunga dynasty

~ After Emperor Ashoka, Maurya power started declining. The last Maurya Emperor was called **Brihadratha**.

~The Maurya General **Pushyamitra Shunga** revolted against **Brihadratha**, killed him and became the king himself.

2. Indo-Greek kings

- During this period, there were several small kingdoms ruled by Greek kings to the northwest of the Indian subcontinent.
- Those **kings** are known as **Indo-Greek** kings. In the history of the coins of ancient India, the coins of these kings are very important.
- They had a tradition of putting the picture of the king on one side and that of a deity on the other side.



°This tradition later took root in India. One of the famous Indo-Greek kings was **Menander**, who discussed Buddhist philosophy with the Buddhist bhikkhu, **Nagasena**.

°Menander is also referred to as a 'Milinda'. The questions that he discussed with Bhikkhu Nagasena led to the creation of the book 'Milind Panha'.

The Pali word 'panha' means 'question'.



**A silver coin of Menander –
both sides**

3. Kushana kings

- India was invaded from time to time by several tribes. The Kushanas were one such tribe from Central Asia.
- They established their rule in the northwestern region and in Kashmir in the first century CE.
- The Kushana kings were the first to start minting of gold coins in India.
- They started the custom of putting the images of Gautama Buddha and different Indian deities on the coins. The Kushan king Kanishka extended their empire.

Emperor Kanishka : Kanishka's empire extended from Kabul in the west to Varanasi in the east. Gold and copper coins minted by him have been found in North India.

The fourth Buddhist Council was held in Kashmir during his reign.

He established the city of Kanishkapur in Kashmir. It is said that the village of Kampur near Srinagar could be Kanishkapur.

The well-known poet Ashvaghosh lived during the reign of Kanishka. He wrote the texts 'Buddhacharita' and 'Vajrasuchi'. The famous vaidya Charaka was also in Kanishka's court.

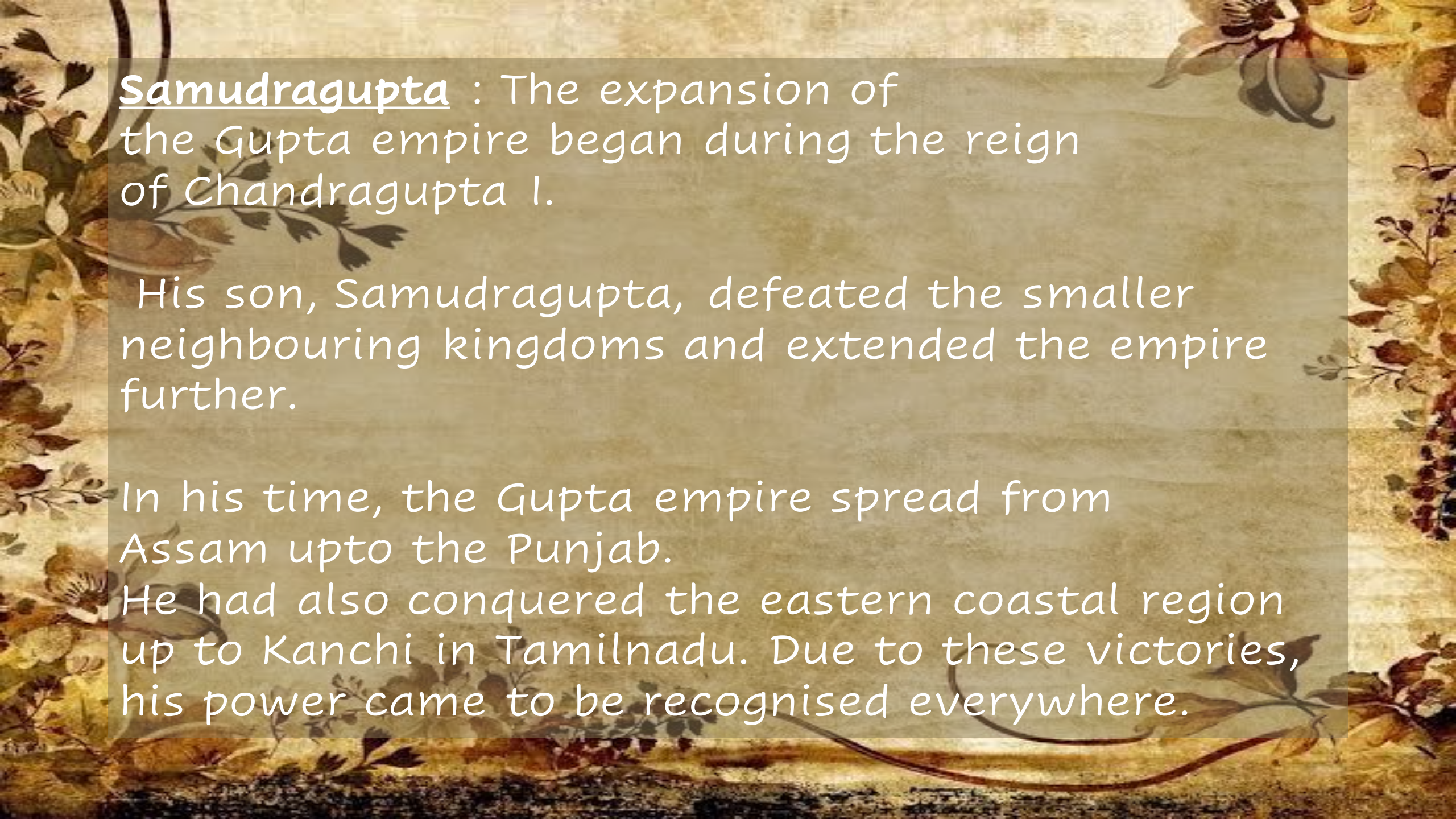


A gold coin of Kanishka –
both sides

4. The Gupta dynasty

The end of the third century CE saw the rise of the Gupta dynasty in North India. The Guptas remained in power for nearly three centuries. 'Shrigupta' was the founder of the Gupta dynasty.

Samudragupta and **Chandragupta II** were the notable kings of the Gupta dynasty.



Samudragupta : The expansion of the Gupta empire began during the reign of Chandragupta I.

His son, Samudragupta, defeated the smaller neighbouring kingdoms and extended the empire further.

In his time, the Gupta empire spread from Assam upto the Punjab.

He had also conquered the eastern coastal region up to Kanchi in Tamilnadu. Due to these victories, his power came to be recognised everywhere.



**A gold coin of Samudragupta
– both sides**

Chandragupta II : After Samudragupta, his son Chandragupta II ascended the throne. He extended the Gupta empire towards the northwest.

He also won Malwa, Gujarat and Saurashtra.

He established good relations with the powerful Vakataka rulers in the south by giving his daughter Prabhavati in marriage to Rudrasen II.

There is an iron pillar at Mehrauli near Delhi. It has not rusted even in the course of the last fifteen hundred years.

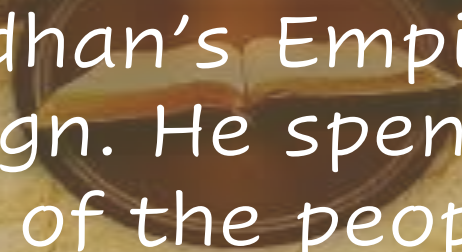
It is an excellent specimen of the metallurgical skill of the ancient Indian people.

The inscription on the pillar bears the name of a king called 'Chandra'.

It is on this basis that the iron pillar is assumed to be of the period of Chandragupta II.

5. The Vardhan dynasty

With the decline of the Gupta power, many States emerged in North India. The Vardhan dynasty was one of them. Prabhakar Vardhan was the king of Thanesar, near Delhi. The Vardhan dynasty became powerful during his reign. His son, Harshavardhan, expanded the Vardhan Empire up to Nepal in the north, up to the river Narmada in the south, Assam in the east and Gujarat in the west. He had cordial relations with Raja Bhaskarvarman of Kamrup, i.e., ancient Assam. He had also established friendly relations with the Emperor of China and even sent his ambassador to the Chinese court.



The capital of Harshvardhan's Empire was Kanauj. Trade flourished during his reign. He spent a large portion of his revenue for the welfare of the people. Every five years, he would distribute all his wealth amongst the people.

The court poet Banabhatta wrote 'Harshacharita', a biography of Emperor Harshavardhan. This text provides information on the life and achievements of Harshavardhan.

Harshavardhan had become a follower of Buddhism but gave generous patronage to other religions, too. He wrote three Sanskrit plays 'Ratnavali', 'Naganand' and 'Priyadarshika'. The Buddhist bhikkhu, Yuan Chwang had come to India from China during his regime.



Yuan Chwang



He travelled to all parts of India.

He stayed at the Nalanda University for two years.

On returning to his homeland, he translated many Buddhist manuscripts into Chinese.

6. Powers in Northeast India

A story in Mahabharata tells about the marriage of Arjuna and Ulupi – the princess of Manipur State in East India.

The State of 'Kamrup' emerged in the Fourth century CE. It was established by Pushyavarman. His name has been mentioned in the pillar inscription of Samudragupta at Allahabad. Many inscriptions of the Kamrup kings are available. The epics Mahabharata and Ramayana use the name 'Pragjyotish' for Kamrup. The capital of that State was 'Pragjyotishpur'. Today, we know it as the city of Guwahati in Assam.

In the book 'Periplus of the Erythrean Sea', Kamrup is mentioned as 'Kirhadiya' or 'the region of the Kirat people'.

The Kamrup kingdom extended in the Brahmaputra river basin, Bhutan, some parts of Bengal and Bihar.

During the reign of king Bhaskarvarman, Yuan Chwang had visited 'Kamrup'.



The background features an antique book with aged, yellowed pages. Some pages are open, revealing handwritten text in a cursive script. The book's cover is dark and textured, with a decorative gold-tooled pattern on the spine. The overall lighting is warm and soft, highlighting the texture of the paper and the book's binding.

~ Thank you ~



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TIME MANAGEMENT

ASST. PROF. MADHU KUCHEKAR

**Don't watch the clock; do
what it does. Keep going.**

Sam Levenson



DEFINITION OF TIME MANAGEMENT

- 1) “Time management” is the process of organizing and planning how to divide your time between specific activities.**
- 2) “Time management” refers to the way that you organize and plan how long you spend on specific activities.**



INTRODUCTION

1) Time is money

2) Use the Time

3) Respect time

4) Time Management is Life Management



**TIME
MANAGEMENT IS
LIFE
MANAGEMENT.**

QUOTEHD.COM

Robin Sharma
Canadian Writer

NEEDS/MERITS OF TIME MANAGEMENT

- 1) Importance to every subject and activity**
- 2) Maximum output in less time**
- 3) To make effective use of time**
- 4) To avoid duplication of efforts**
- 5) To avoid stress**
- 6) To eliminate wastage of time**
- 7) Compete tasks in given time**
- 8) To plan and use time productively**
- 9) Decision making**
- 10) To avoid headache of delays**

NEEDS/MERITS OF TIME MANAGEMENT

TIME MANAGEMENT IN SCHOOLS/STEPS

1) Available time

2) Allotted time

3) Engaged time

4) Academic learning time

5) Pacing curriculum and lesson

6) Transition time

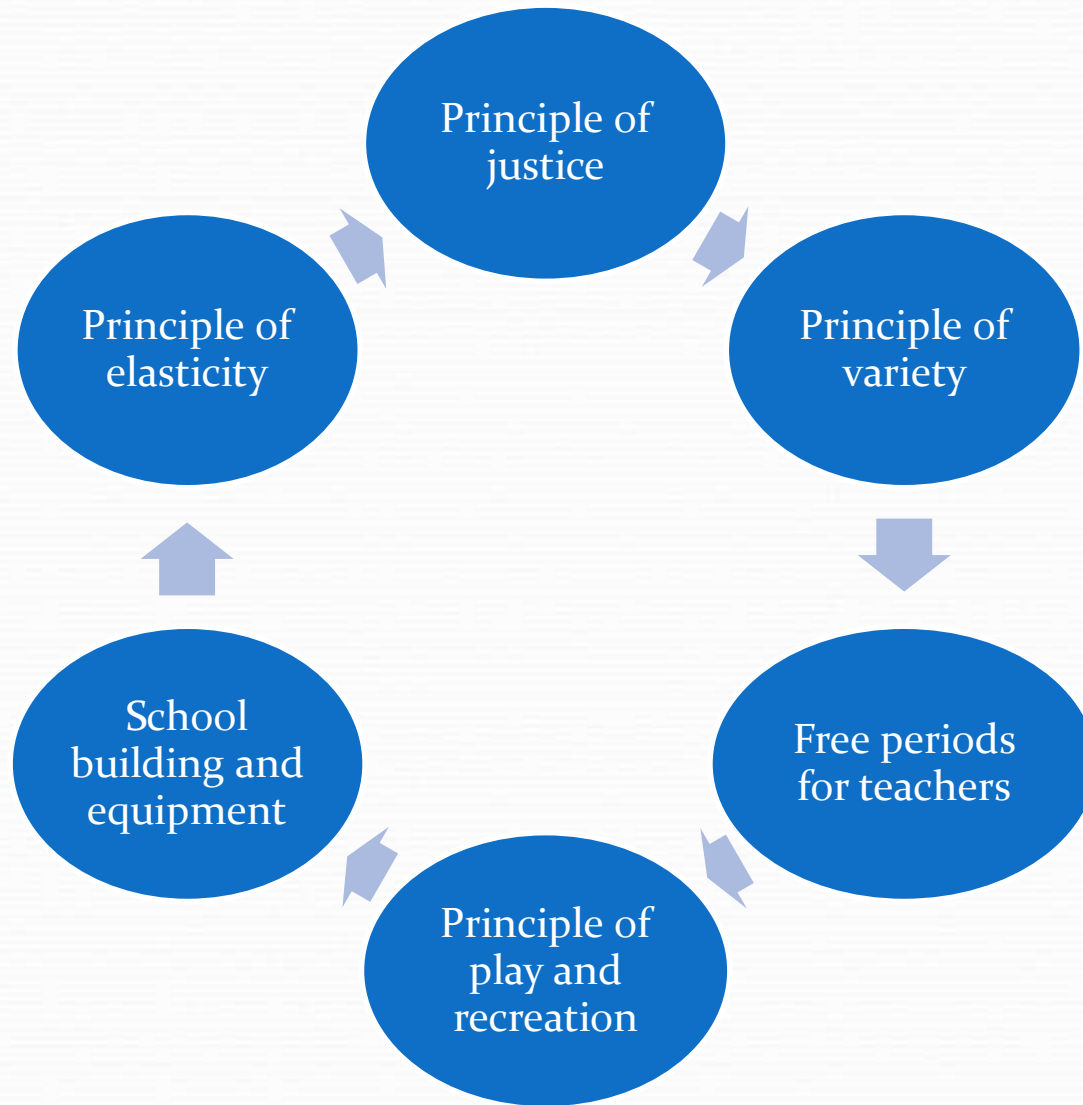
STEPS OF TIME MANAGEMENT

- 1) Available Time**
- 2) Allotted Time**
- 3) Engaged**
- 4) Academic learning time**
- 5) Pacing curriculum and lesson**
- 6) Transition**

PRINCIPLES OF TIME MANAGEMENT

- 1) Principle of justice**
- 2) Principle of variety**
- 3) Free periods for teachers**
- 4) Principle of play and recreation**
- 5) School building and equipment**
- 6) Principle of elasticity**

PRINCIPLES



CONCLUSION

Thus every resource in the school must manage time efficiently to include maximum curriculum for steady process and all round development.

Orientation on CCA Co-curricular Activities

Asst. Prof. Madhu Kuchekar



Orientation

B.Ed. FIRST YEAR 111 – CCA

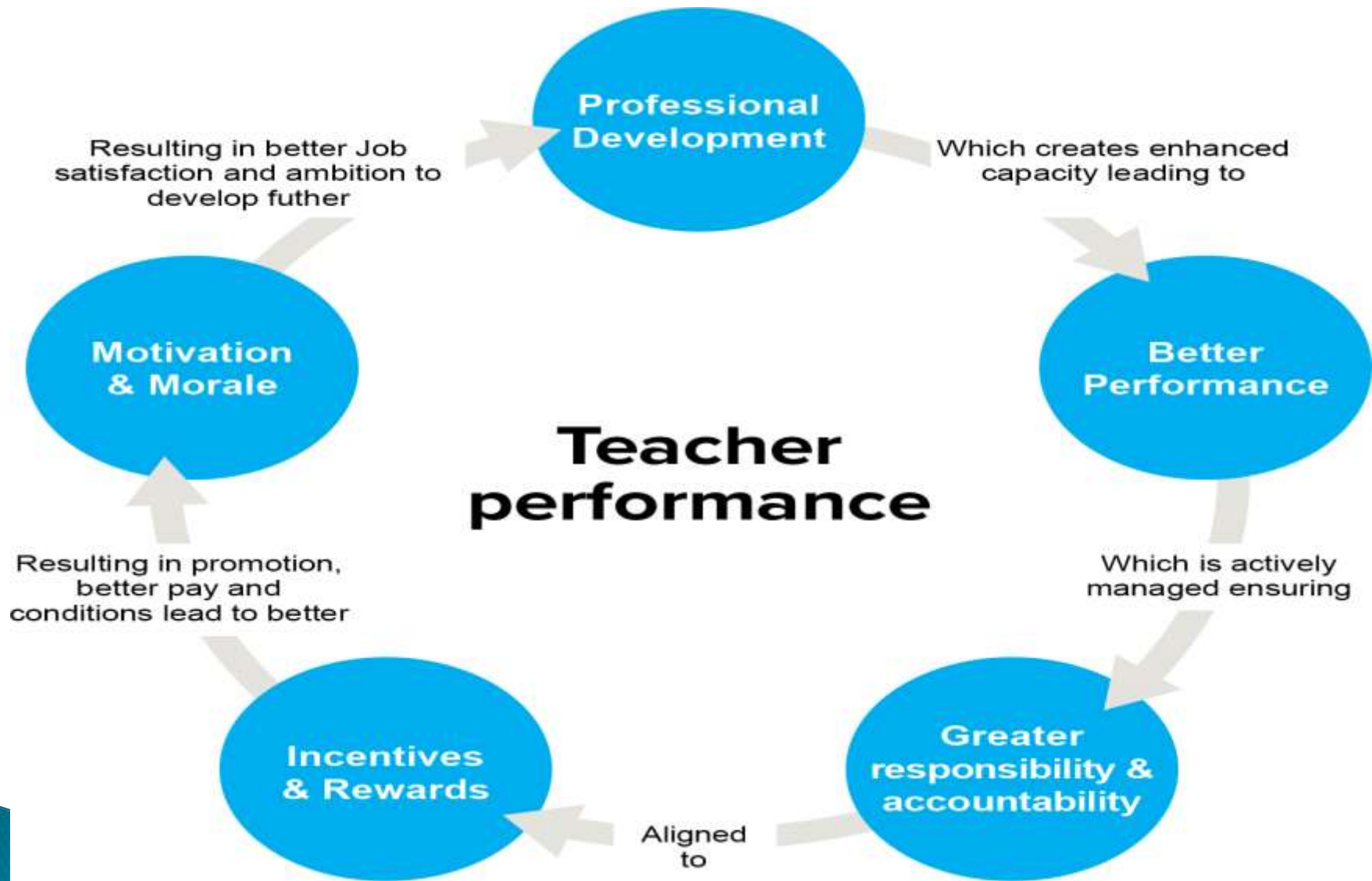
CO-CURRICULAR ACTIVITIES

What is CCA?

Co-curricular Activities



ENHANCING PROFESSIONAL CAPACITIES



Qualities of a teacher



Co-curricular Activities



Report writing-

- Constitutional Day
- Date / Day
- Introduction
- What is constitution?
- Why celebrated?
- Activities/ Participation
- Photos

Thank you!



https://drive.google.com/drive/folders/1PwFgUXIliWe_0Tv9jsy0W4mMf37iQx7A?usp=sharing