Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

Second Year (2023 - 2024)

Internal Work

Teaching Competency – V:

Subject - Course-B.Ed. 207: Internship Programme

Student Name – Khan Kulsoom H

Div/Roll No – A-2

Group Teacher Name – Prof. Pallavi Charan

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6	Total Marks
75	25	25	25	25	25	200
65	22	22	22	21	22	174

HOD – Prof. Manisha S.Patil

Checked by

PRATIBHA COLLEGE OF EDUCATION

KAMALA Education Society

COURSE 207 : INTERNSHIP PROGRAMME

OUR INTERNSHIP JOURNEY



INTERNSHIP SCHOOL

VISION EVANGELICAL SOCIETY'S
(Regd)
ST. PETER'S ENGLISH HIGH SCHOOL
Ajinkya Housing Society,
Rupeenagar Talawade, Pune
415114



GROUP MEMBERS :

- Mrs.Srushti Mavaskar.
- Miss.Khushi Tarani .
- Mrs.Sayali
- Mrs.Deepli Jadhav .
- Miss.Ayesha Shah
- Mrs.Ashwini Pagare .
- Miss.Nargis Khan
- Miss.Fratima Yadav
- Mrs.Zaiba Sayyed
- Miss.Hetal Aasja



Principal
Pratibha College of Education,

Duties assigned :

- Student Principal : Mrs.Srushti Mavaskar
- Student Vice principal : Miss Khushi Tanani
- Time table: Mrs .Sayali Bamnolkar
- Cultural Head: Mrs. Deepti Jadhav
- Finance Head : Mrs. Ashwini Pagare
- Assembly Head : Miss.Nargis Khan
- Circular Incharge : Miss.Pratima Yadav
- Health Incharge : Mrs.Zaiba Sayyed.
- Photography :Miss.Kajal Aasija



Activities and Competitions:

- Diya Making
- Lantern Making
- Elocution Competition
- Consumer Day
- Writing Competition
- Cooking Competition
- Republic Day
- Sports Day



Photos :



Photos:



Principal
Pratibha College of Education,
Chinchwad, Pune.






Block Teaching :




Unit test :






CHINCHWAD
PUNE-19.

Principal
Pratibha College of Education,
Chinchwad, Pune.

Kamala Education Society's
Pratibha College of Education
Chinchwad, Pune -411019
(Second Year 2023-24)

Course-B.Ed. 207: Internship Programme (Evaluation Chart)

Name of student teacher – Khan Kulsoom. H

Name of School – Pratibha Junior College Chinchwad, Pune

Activity 1: Block Teaching

	Method - 1			Method - 2			Marks (600)	Marks (75)
	L1(100)	L2(100)	L3(100)	L4(100)	L5(100)	L6(100)		
Lessons	85	86	87	87	86	87	518	65

Activity 2 : Unit Plan

	Method - 1	Method - 2	Total Marks (400)	Marks (25)
A) Unit Plan(100)	44/50	43/50	87	
B) Development & conduct of unit test (100)	86/100	85/100	171	
C) Blue print Model Answer & Marking Scheme (50)	43/50	44/50	87	
		Total Marks	345	22

Activity 3:Study of Records maintained by the school

Report on any four Records (100)	Marks (100)	Marks (25)
	87	22

Activity 4:Organization of Co-curricular & Extra Curricular Activities

Activity 1 (50 Marks)	Activity 2 (50 Marks)	Marks (100)	Marks (25)
44	43	87	22

Activity 5:Observation of Peers

	Method - 1			Method - 2			Marks (600)	Marks (25)
	L1(100)	L2(100)	L3(100)	L4(100)	L5(100)	L6(100)		
	84	85	84	85	86	85	509	21

Activity 6 : Other school activities / Programmes

Name of Activity: Street Play	Marks (50)	Marks (25)
	44	22
	Total out of 200	174

Signature of Group In-charge

8/3/24

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune - 411019

B.ED. (Second Year 2023-24)

Title of Course: BED-207- Teaching Competency V:

Internship Programme

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1.	Front Page
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7.	Introduction
8.	Objectives of the Internship
9.	Activity 1: Block Teaching(M1+M2) **(with Photo)**
10.	Activity 2 : Unit Plan- A) Unit Plan(M1+M2) B) Development & Conduction of Unit Test (M1+M2)**(with Photo)** C) Blue print, Model Answer & Marking Scheme (M1+M2)
11.	Activity 3:Study of Records maintained by the school- Report on any four Records **(with Photo)**
12.	Activity 4:Organization of Co –curricular & Extra-curricular activities(Activity 2) **(with Photo)**
13.	Activity 5:Observation of Peers (M1+M2) **(with Photo)**
14.	Activity 6:Other school activities / Programmes (Activity 1) **(with Photo)**
15.	Self –Opinion

KAMALA EDUCATION SOCIETY'S

PRATIBHA JUNIOR COLLEGE

Arts, Commerce & Science College

महाराष्ट्र शासन निर्णय क्र. स्वयंअ-२०१३/(८४/१३)/माशि-१, दि. १५ जून २०१३ द्वारे मान्यताप्राप्त

HSC Board Index No.: 11.16.057 | UDISE No.: 27252001222

Outward No: 8745/PJC/2024 **Date – 11/03/2024**

Internship Certificate

This is to certify that Khan Kulsoom H. from Pratibha College of Education, Chinchwad, Pune has successfully completed his/her internship programme in our school from 9th **October 2023 to 9th February 2024.**

During this Programme, he/she has completed Block teaching lessons, Unit test, Study of Records maintained by the school, conducted co-curricular and Extra Curricular activities, Observed Peers lessons, studied Infrastructural resources in school (study of school mgmt.) Basics of Research, Interview of school counselor, took guidance of our teachers, assisted teachers in their work, and also helped in assessment programme.

PRATIBHA JUNIOR COLLEGE • CHINCHWAD • PUNE 411 019

Vice principal

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2023-24 (Second Year -Internship Programme) (09 October 2023 to 09 February 2024)

Pratibha Junior College, Chinchwad, Pune -19

Attendance Sheet

Roll No	Name of Student	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	P	A	L
Date		09/10/23	10/10/23	11/10/23	12/10/23	13/10/23	14/10/23	15/10/23	16/10/23	17/10/23	18/10/23	19/10/23	20/10/23			
	Pournima Borade	P	P	P	P	P	P		P	P	P	P	P	11	-	-
	Pratiksha Paithankar	P	P	P	P	P	P		P	P	P	P	P	11	-	-
	Leena Chopade	P	P	P	P	AB	P		P	P	P	P	P	10	1	-
	Amisha Vishwakarma	P	P	P	P	P	P	S	P	P	P	P	P	11	-	-
	Madhura kurudkar	P	P	P	P	P	P	U	P	P	P	P	P	11	-	-
	Nidhi Gupta	P	P	P	P	P	P	N	P	P	P	P	P	11	-	-
	Ashwini Hiremath	P	P	P	AB	P	AB	D	P	P	P	P	P	09	02	-
	Kulsoom Khan	P	P	P	P	P	P	A	P	P	P	P	P	11	-	-
	Sagar Makasare	P	P	P	P	P	P	Y	P	P	P	P	P	11	-	-

- No Leave is granted in the Internship Programme
- Punctuality and regularity will be counted
- Students are advise to be present for all the Programme in time
- Signature of students is essential on muster everyday

P = Present
A = Absent
L = Late

PRATIBHA JUNIOR COLLEGE ★ CHINCHWAD ★ PUNE 411019

Signature of group In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2023-24 (Second Year -Internship Programme) (09 October 2023 to 09 February 2024)

Pratibha Junior College, Chinchwad, Pune -19

Attendance Sheet

Name of Student	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	P	A	L
	02/12/23	03/12/23	04/12/23	05/12/23	06/12/23	07/12/23	08/12/23	09/12/23	10/12/23	11/12/23	12/12/23	13/12/23	14/12/23	15/12/23			
urnima Borade	N		P	P	P	P	P	P		P	P	P	P	P	11	-	-
atiksha Rithankar	A		AB	AB	AB	AB	AB	AB		AB	AB	AB	AB	AB	10	1	-
ena Chopade	A		Absent	Absent	Absent	Absent	Absent	Absent		Absent	Absent	Absent	Absent	Absent	11	-	-
sha Vishwakarma	C	S	Absent	Absent	Absent	Absent	Absent	Absent	S	Absent	Absent	AB	Absent	Absent	10	1	-
dhura kurudkar		U	mmk	AB	mmk	mmk	mmk	mmk	U	mmk	mmk	mmk	mmk	AB	9	2	-
dhi Gupta	H	N	Nidhi	Nidhi	Nidhi	AB	Nidhi	Nidhi	N	Nidhi	Nidhi	AB	Nidhi	Nidhi	9	2	-
hwini Hiremath	O	D	AB	AB	AB	AB	AB	AB	D	AB	AB	AB	AB	AB	10	1	-
lsoom Khan	L	A	P	P	P	P	P	P	A	P	P	P	P	P	11	1	-
gar makasare.	I	Y	P	P	P	P	P	P	Y	P	P	P	P	P	11	1	-
	D																
	A																
	Y																

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PRATIBHA JUNIOR COLLEGE * CHINCHWAD * PUNE 411019

Signature of group In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2023-24 (Second Year -Internship Programme) (09 October 2023 to 09 February 2024)

Pratibha Junior College, Chinchwad, Pune -19

Attendance Sheet

Roll No / ate	Name of Student	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	P	A
		30/12/23	31/12/23	01/01/24	02/01/24	03/01/24	04/01/24	5/01/24	6/01/24	7/01/24	8/01/24	9/01/24	10/01/24	11/01/24	12/01/24	13/01/24		
	Paurnima Borade	P		N	P	AB	P	P	P		P	P	P	P	P	P		
	Pratiksha P.	P		E	P	P	P	P	P		P	P	P	P	P	P		
	Leena chapode	P		W	P	P	P	P	AB		AB	P	P	P	P	P		
	Amisha V.	Amisha		I	Amisha	Amisha	Amisha	Amisha			Amisha	Amisha	Amisha	Amisha	Amisha	Amisha		
	Madhura k.	Madhura		YEAR	Madhura	Madhura	Madhura	Madhura	Madhura		Madhura	Madhura	Madhura	Madhura	Madhura	Madhura		
	Nidhi Gupta	Nidhi		I	AB	Nidhi	Nidhi	Nidhi	AB		Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi		
	Ashwini H.	P		H	P	P	AB	P	P		P	P	P	P	AB	P		
	Kulsoom Khan	P		O	P	P	P	P	P		P	P	P	P	P	P		
	Sagar Makasare	P		L	P	P	P	P	P		P	P	P	P	P	P		
				I														
				D														
				A														
				Y														

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PRATIBHA JUNIOR COLLEGE * CHINCHWAD * PUNE 411019

Signature of group In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2023-24 (Second Year -Internship Programme) (09 October 2023 to 09 February 2024)

Pratibha Junior College, Chinchwad ,Pune -19

Attendance Sheet

Roll No	Name of Student	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Thu	Wed	Thu	Fri
		27/01/24	28/01/24	29/01/24	30/01/24	31/01/24	1/02/24	2/02/24	3/02/24	4/02/24	5/02/24	6/02/24	7/02/24	8/02/24	9/02/24
	Gurkirna S.	P		P	P	P	P	P	P	P	P	P	P	P	P
	Pratiksha P.	P		P	P	P	P	P	P	P	P	P	P	P	P
	Leena Shepade	P		P	P	P	P	P	P	P	P	P	P	P	P
	Amisha V.	A	S	A	A	A	A	A	A	A	A	A	A	A	A
	Madhura Murudkar	M	U	M	M	M	M	M	M	M	M	M	M	M	M
	Nidhi Gupta		N	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi	Nidhi
	Aswini Hiremath	P	D	P	P	P	P	P	P	P	P	P	P	P	P
	Kulsoom Khan	P	A	P	P	P	P	P	P	P	P	P	P	P	P
	Sagar Makasare	P	Y	P	P	P	P	P	P	P	P	P	P	P	P

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L = Late

PRATIBHA JUNIOR COLLEGE * CHINCHWAD * PUNE 411019

VICE PRINCIPAL
PRATIBHA JUNIOR COLLEGE
CHINCHWAD-411019

Signature of group In Charge

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	09-10-23 Monday	10-10-23 Tuesday	11-10-23 Wednesday	12-10-23 Thursday	13-10-23 Friday	14-10-23 Saturday
07.50-08.30	Introduction of college and staff	Guidance for Block Teaching	CSI/H/M/G	Chemistry	CSII/Geo	CSI/H/M/G
08.30-09.10			Purnima (Sci) BT- 1	Chemistry	Purnima (Sci)BT-3	English
09.10-09.50			Physics	Pratiksha (Mat)BT-2	Physics	Pratiksha (Mat)Revision
09.50-10.00	RECESS					
10.00-10.40	Introduction of college and staff	Guidance for Block Teaching	CSII/Geo	Physics	Pratiksha (Mat)BT-3	CSII/Geo
10.40-11.20			Pratiksha (Mat)BT-1	Purnima (Sci)BT-2	CSII/Geo	CSII/Geo
11.20-12.10			CSII/Geo	CS1/Bio	English	Purnima (Sci)Revision
12.10-01.30			English	CS1/Bio	English	----

INTERNSHIP TIMETABLE

Time	16-10-23 Monday	17-10-23 Tuesday	18-10-23 Wednesday	19-10-23 Thursday	20-10-23 Friday	21-10-23 Saturday
07.50-08.30	Biology	Physics	CSI/H/M/G	Chemistry	Chemistry	
08.30-09.10	Biology	Chemistry	CSI/H/M/G	Chemistry	Chemistry	
09.10-09.50	Purnima (Sci)UT	English	Physics	Physics	Physics	Navratri Celebrations
09.50-10.00	RECESS					
10.00-10.40	Chem	Maths	CSII/Geo	CSII/Geo	CS1/Bio	Navratri Celebrations
10.40-11.20	Maths	Maths	CSII/Geo	CSII/Geo	CS1/Bio	
11.20-12.10	Pratiksha (Mat)UT	Kulsoom (Hist)BT-2	Kulsoom (Hist)BT-3	Economics	Kulsoom (Hist)UT	
12.10-01.30	Kulsoom (Hist)BT-1	CSII/Geo	English	Kulsoom (Hist)Revision	Economics	

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	23-10-23 Monday	24-10-23 Tuesday	25-10-23 Wednesday	26-10-23 Thursday	27-10-23 Friday	28-10-23 Saturday
07.50-08.30	Biology	Dussehra Holiday	Amisha (Mat)BT-2	Chemistry	Amisha (Mat)Revision	Amisha (Mat)UT
08.30-09.10	Leena (Sci)BT-1		CSI/H/M/G	Chemistry	Chemistry	CSII/Geo
09.10-09.50	Chemistry		CSI/H/M/G	Leena (Sci)BT-3	Leena (Sci)Revision	CSII/Geo
09.50-10.00	RECESS					
10.00-10.40	Maths	Dussehra Holiday	Leena (Sci)BT-2	Physics	CS1/Bio	Physics
10.40-11.20	Amisha (Mat)BT-1		Physics	CS1/Bio	CS1/Bio	Leena (Sci)UT
11.20-12.10	History		CSII/Geo	Amisha (Mat)BT-3	Economics	History
12.10-01.30	Ashwini (Eng)BT-1		Ashwini (Eng)BT-2	Ashwini (Eng)BT-3	Ashwini (Eng)Revision	Ashwini (Eng)UT

INTERNSHIP TIMETABLE

Time	30-10-23 Monday	31-10-23 Tuesday	01-11-23 Wednesday	02-11-23 Thursday	03-11-23 Friday	04-11-23 Saturday
07.50-08.30	Biology	Physics	CSI/H/M/G	Chemistry	Chemistry	Diwali Vacations
08.30-09.10	Biology	Purnima (Mat)BT-2	CSI/H/M/G	Purnima (Mat)Revision	Chemistry	
09.10-09.50	Purnima (Mat)BT-1	Chemistry	Purnima (Mat)BT-3	Chemistry	Purnima (Mat)UT	
09.50-10.00	RECESS					
10.00-10.40	Chemistry	English	Physics	Diya making/ decoration competition	Street Play	Diwali Vacations
10.40-11.20	Maths	Economics	CSII/Geo			
11.20-12.10	Maths	Maths	English			
12.10-01.30	History	History	Economics			

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	06-11-23 Monday	07-11-23 Tuesday	08-11-23 Wednesday	09-11-23 Thursday	10-11-23 Friday	11-11-23 Saturday
07.50-08.30						
08.30-09.10						
09.10-09.50						
09.50-10.00						
10.00-10.40						
10.40-11.20						
11.20-12.10						
12.10-01.30						

Diwali Vacations

INTERNSHIP TIMETABLE

Time	13-11-23 Monday	14-11-23 Tuesday	15-11-23 Wednesday	16-11-23 Thursday	17-11-23 Friday	18-11-23 Saturday
07.50-08.30						
08.30-09.10						
09.10-09.50						
09.50-10.00						
10.00-10.40						
10.40-11.20						
11.20-12.10						
12.10-01.30						

Diwali Vacations

PRATIBHA JUNIOR COLLEGE * CHINCHWAD * PUNE 411019

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	20-11-23 Monday	21-11-23 Tuesday	22-11-23 Wednesday	23-11-23 Thursday	24-11-23 Friday	25-11-23 Saturday
07.50-08.30	Biology	Physics	IT	Art and Craft Activity	Chemistry	Book Record - 01
08.30-09.10	Biology	Chemistry	Madhura (Sci)BT-3		Nidhi (Mat)UT	
09.10-09.50	Madhura (Sci)BT-1	Maths	Chemistry		Chemistry	
09.50-10.00	RECESS					
10.00-10.40	Physics	Nidhi (Mat)BT-2	Nidhi (Mat)BT-3	Madhura (Sci)Revision	Physics	Physics
10.40-11.20	Nidhi(Mat) BT-1	Madhura (Sci)BT-2	Physics	Sagar (Eng)Revision	Madhura (Sci)UT	CSII/Geo
11.20-12.10	History	Economics	CSII/Geo	Chemistry	History	CSII/Geo
12.10-01.30	Sagar (Eng)BT-1	Sagar (Eng)BT-2	Sagar (Eng)BT-3	Nidhi (Mat)Revision	Sagar (Eng)UT	—

INTERNSHIP TIMETABLE

Time	27-11-23 Monday	28-11-23 Tuesday	29-11-23 Wednesday	30-11-23 Thursday	01-12-23 Friday	02-12-23 Saturday
07.50-08.30	12th Class Prelim Exam				Holiday due to NAAC visit in PCOE	
08.30-09.10						
09.10-09.50						
09.50-10.00						
10.00-10.40	12th Class Prelim Exam				Holiday due to NAAC visit in PCOE	
10.40-11.20						
11.20-12.10						
12.10-01.30						

PRATIBHA JUNIOR COLLEGE • CHINCHWAD • PUNE 411019

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	04-12-23 Monday	05-12-23 Tuesday	06-12-23 Wednesday	07-12-23 Thursday	08-12-23 Friday	09-12-23 Saturday
07.50-08.30	12th Class Prelim Exam			Chemistry	Leena (Mat)BT-2	CSI/H/M/G
08.30-09.10				Chemistry	IT	Pratiksha (Sci)BT-3
09.10-09.50				Pratiksha (Sci)BT-1	IT	Leena (Mat)BT-3
09.50-10.00	RECESS					
10.00-10.40	12th Class Prelim Exam			Physics	Pratiksha (Sci)BT-2	Book Records – 02
10.40-11.20				Leena (Mat)BT-1	English	
11.20-12.10				CS1/Bio	History	
12.10-01.30				CS1/Bio	Economics	

INTERNSHIP TIMETABLE

Time	11-12-23 Monday	12-12-23 Tuesday	13-12-23 Wednesday	14-12-23 Thursday	15-12-23 Friday	16-12-23 Saturday
07.50-08.30	Biology	IT	CSI/H/M/G	Chemistry	Chemistry	CSI/H/M/G
08.30-09.10	Pratiksha (Sci)Revision	Chemistry	CSI/H/M/G	Chemistry	Ashwini (Eco)UT	Amisha (Sci)BT-1
09.10-09.50	Chemistry	Pratiksha (Sci)UT	Physics	Physics	Kulsoom (Eng)UT	Madhura (Mat)BT-1
09.50-10.00	RECESS					
10.00-10.40	Leena (Mat)Revision	Leena (Mat)UT	CSII/Geo	CS1/Bio	Agro – Farm Visit of B.Ed Students	Guest Lecture on Exam Paper Pattern Biology & Physics
10.40-11.20	History	Kulsoom (Eng)BT-2	CSII/Geo	Ashwini (Eco)Revision		
11.20-12.10	Ashwini (Eco)BT-1	Maths	Ashwini (Eco)BT-3	CS1/Bio		
12.10-01.30	Kulsoom (Eng)BT-1	Ashwini (Eco)BT-2	Kulsoom (Eng)BT-3	Kulsoom (Eng)Revision		

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	18-12-23 Monday	19-12-23 Tuesday	20-12-23 Wednesday	21-12-23 Thursday	22-12-23 Friday	23-12-23 Saturday
07.50-08.30	Madhura (Mat)BT-2	Amisha (Sci)BT-3	CSI/H/M/G	Chemistry	Picnic	Maths Exhibition
08.30-09.10	Amisha (Sci)BT-2	IT	CSI/H/M/G	Amisha (Sci)UT		
09.10-09.50	Chemistry	Madhura (Mat)BT-3	Amisha (Sci)Revision	Madhura (Mat)UT		
09.50-10.00	RECESS					
10.00-10.40	Mathematics Day Celebration	Role-Play Activity	CSII/Geo	Handwriting Competition	Picnic	Maths Exhibition
10.40-11.20			Madhura (Mat)Revision			
11.20-12.10			201 Practical Work			
12.10-01.30						

INTERNSHIP TIMETABLE

Time	25-12-23 Monday	26-12-23 Tuesday	27-12-23 Wednesday	28-12-23 Thursday	29-12-23 Friday	30-12-23 Saturday
07.50-08.30	Christmas	Chemistry	CSI/H/M/G	Nidhi (Sci)BT-3	CSII/Geo	CSI/H/M/G
08.30-09.10		Nidhi (Sci)BT-1	CSI/H/M/G	Chemistry	Nidhi (Sci)Revision	English
09.10-09.50		IT	Nidhi (Sci)BT-2	Physics	CSII/Geo	Nidhi (Sci)UT
09.50-10.00	RECESS					
10.00-10.40	Christmas	Maths	Maths	Storytelling Activity	Physics	Mehendi And Greeting Card Competition
10.40-11.20		Maths	History		English	
11.20-12.10		English	Economics		English	
12.10-01.30		201Practical Work	English		201Practical Work	

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	01-01-24 Monday	02-01-24 Tuesday	03-01-24 Wednesday	04-01-24 Thursday	05-01-24 Friday	06-01-24 Saturday
07.50-08.30	New year holiday	Maths	CSI/H/M/G	Chemistry	CSII/Geo	CSI/H/M/G
08.30-09.10		Maths	CSI/H/M/G	Chemistry	CSII/Geo	CSI/H/M/G
09.10-09.50		English	Maths	Physics	Physics	English
09.50-10.00	RECESS					
10.00-10.40	New year holiday	Chemistry	Physics	CSI/Bio	English	Sagar (Hist)Revision
10.40-11.20		History	Sagar (Hist)BT-1	CSI/Bio	English	12th Class PTA
11.20-12.10		Chemistry	CSII/Geo	Sagar (Hist)BT-2	Sagar (Hist)BT-3	
12.10-01.30		Economics	201Practical Work	English	201Practical Work	

INTERNSHIP TIMETABLE

Time	08-01-24 Monday	09-01-24 Tuesday	10-01-24 Wednesday	11-01-24 Thursday	12-01-24 Friday	13-01-24 Saturday
07.50-08.30	Biology	Physics	CSI/H/M/G	Chemistry	CSII/Geo	CSI/H/M/G
08.30-09.10	Biology	Chemistry	CSI/H/M/G	Chemistry	CSII/Geo	English
09.10-09.50	Chemistry	English	Physics	Physics	Physics	CSII/Geo
09.50-10.00	RECESS					
10.00-10.40	Maths	Book Records-03	Physics	CSI/Bio	Guest Lecture Chemistry & Maths	11th Class PTA
10.40-11.20	Sagar (Hist)UT-1		English	CSI/Bio		
11.20-12.10	Maths		201Practical Work	201Practical Work		
12.10-01.30	English		CSII/Geo	English		

PRATIBHA JUNIOR COLLEGE CHINCHWAD PUNE 411019

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	15-01-24 Monday	16-01-24 Tuesday	17-01-24 Wednesday	18-01-24 Thursday	19-01-24 Friday	20-01-24 Saturday
07.50-08.30 08.30-09.10 09.10-09.50	Makar Sankranti Holiday	Practice Practical Exam (HSC)				Book Records-04
09.50-10.00	RECESS					
10.00-10.40 10.40-11.20 11.20-12.10 12.10-01.30	Makar Sankranti Holiday	Practice Practical Exam (HSC)				210 Practical Discussion

INTERNSHIP TIMETABLE

Time	22-01-24 Monday	23-01-24 Tuesday	24-01-24 Wednesday	25-01-24 Thursday	26-01-24 Friday	27-01-24 Saturday
07.50-08.30 08.30-09.10 09.10-09.50	Biology Chemistry English	Bollywood Day	Twins Day	Halloween Day	Republic Day	Fun Fair
09.50-10.00	RECESS					
10.00-10.40 10.40-11.20 11.20-12.10 12.10-01.30	210 Research work	Bollywood Day	Twins Day	Halloween Day	Republic Day	Fun Fair

Pratibha Junior College, Chinchwad, Pune

INTERNSHIP TIMETABLE

Time	29-01-24 Monday	30-01-24 Tuesday	31-01-24 Wednesday	01-02-24 Thursday	02-02-24 Friday	03-02-24 Saturday
07.50-08.30 08.30-09.10 09.10-09.50	210 Research work (pre/post test)	210 Research work (pre/post test)	210 Research work (pre/post test)	210 Research work (pre/post test)	HSC Practical	
09.50-10.00	RECESS					
10.00-10.40 10.40-11.20 11.20-12.10 12.10-01.30	210 Research work (pre/post test)	210 Research work (pre/post test)	210 Research work (pre/post test)	210 Research work (pre/post test)	HSC Practical	

INTERNSHIP TIMETABLE

Time	05-02-24 Monday	06-02-24 Tuesday	07-02-24 Wednesday	08-02-24 Thursday	09-02-24 Friday	
07.50-08.30 08.30-09.10 09.10-09.50	HSC Practical				Internship Completion Ceremony	
09.50-10.00						
10.00-10.40 10.40-11.20 11.20-12.10 12.10-01.30	HSC Practical				Internship Completion Ceremony	

(Gr. Te.)

PRATIBHA JUNIOR COLLEGE * CHINCHWAD * PUNE 411019

VICE PRINCIPAL



Internship College



Introduction

It is rightly said, "Internships play a crucial role in preparing students for their future careers by providing them with practical experience". Internships provide B.Ed students with the opportunity to gain practical experience in a real classroom setting. This hands-on experience allows them to apply the theoretical knowledge they have gained in their academic studies to real-world teaching situations. Internships help to develop and hone essential teaching skills, such as lesson planning, classroom management, student assessment and adapting teaching methods to meet the needs of diverse learners. School based internship program has an important place for the development of professional skills related to teaching field.

Under Savitribai Phule Pune University, in the course B.Ed 207 Internship Program which is of four months in the period of 9th October 2023 to 9th February 2024. In these four months, student-teacher were supposed to go in the alloted internship school/college and do a variety of activities. Internships allow students to establish professional connections with experinced educators, school administrators and other education professionals.

Through internships, students gain insight into the daily realities of the teaching profession. They can observe diffunt teaching styles, classroom dynamics, and school cultures which can help them make more informed career decisions. Completing internships can enhance the resumes of B.Ed students, making them more competitive in the job market upon graduation. It also offus opportunities for students to reflect on their teaching practices, recive fedback from experienced educatos, and engage in profesional development activities, all of which contribute to their growth as future educators.

Overall, internship program plays a crucial role in preparing B.Ed students for their future careers as educators by providing them with practical experience, skill development, networking opportunities and a deeper understanding of the teaching environment.

The orientation of this Internship Program was conducted by Prof. Manisha Patil Ma'am on 30th September 2023 wherein we were allotted with our respective group in-charge and school/college.

- To know the various types of records that are prepared and maintained by school.
- To organize co-curricular and extracurricular activities in the school.
- To help student acquire and refine classroom managment techniques, including creating a positive learning environment and fostering student engagement.
- To expose students to diverse student population, including those with special background needs.
- To apply pedagogical theories and teaching methodologies in a real classroom setting.
- To engage in a reflective teaching practices.
- To intill professional ethics and values in students.


Block
Teaching

कमला एज्युकेशन सोसायटीचे

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

पिंपरी, पुणे - ४११ ०१९.

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Khan Kulsoom H

रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 02 दिनांक (Date) : 12/12/23

शाळेचे नाव (Name of School) Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 min

Sub (Subject) : English Unit : Poetry Block Teaching

Block Teaching - 1

Subject :- English

Unit :- Poetry

Subunit :- Nose Versus Eyes

cause - laws

learning - discerning

Rhyme scheme :

abab

Figure of Speech

Simile

Inversion

Hyperbole

स्वाध्याय (Homework) Write a courterview of the poem in your own

कमला एज्युकेशन सोसायटीचे

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पिंपरी, पुणे - ४११ ०१९.

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Khan Kulsoom H

रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 02 दिनांक (Date) : 12/12/23

शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40min

विषय (Subject) : English घटक (Unit) : Poetry उपघटक (Subunit) : Block Teaching

अध्यापन पद्धती (Teaching Method) : Direct Mothod पाठ प्रकार (Lesson Type) : New Versus Eyes

पूर्वज्ञान (Previous Knowledge) : Students are aware about the satirical nature of the poem and basic figures of speech

मूलभूत घटक (Core Elements) : Constitutional Obligations, Inculcation of scientific temper

मूल्ये (Values) : Dignity of labor, scientific attitude, Modesty

शैक्षणिक साधने (Teaching aids) : Chart, Labels of sentences from the poem.

फलकलेखन

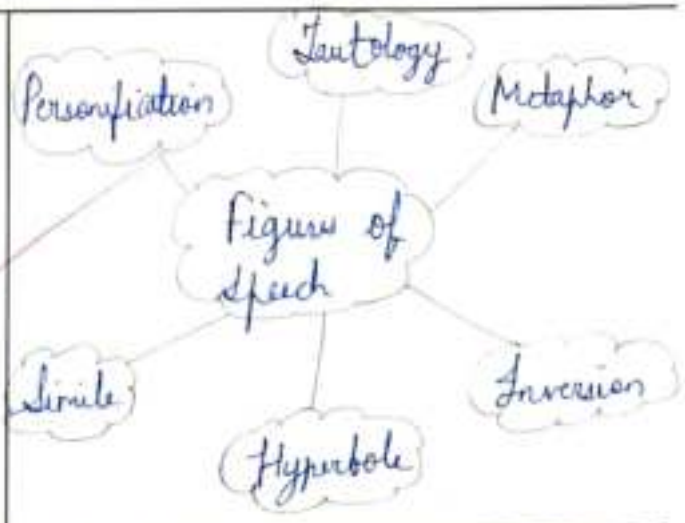
(Black Board Work)

इयत्ता (Std.) 11th (Arts) विषय (Subject) : English दिनांक (Date) : 12/12/23

तुकडी (Div.) : — घटक (Unit) : Poetry उपघटक (Subunit) : New versus Eyes

Rhyming words :
arose - knows
wrong - belong
cause - laws
learning - discerning

Rhyme scheme :
abab



स्वाध्याय (Homework) : Write a conclusion of the poem in your own words.

पाठ्यवस्तु / बातें (Teaching Point / Steps)	उद्देश्य व व्याख्या (Objective & Their Specification)
Aim would your by daylight or candlelight— Eye would be shut!	Objectives : Knowledge • Student recalls the central idea of the poem • Student describes the meaning of diction • Student recalls the meaning of

शिक्षक क्रिया (Teacher Activities)	शिक्षार्थी क्रिया (Student Activities)
Introduction : To greet the students "Good afternoon" To ask : Name the various sensory organs and their roles assigned by the poet in the poem 'Nose versus Eyes' The pictorial poem enacts what diction? Very good Spotlight of class : To student, let us study more about the poem and identify the poetic devices used in the poem. Model Reading : To instruct the students to open their English textbook page no 28 and focus on the work as to read the poem. To read the poem aloud with proper pronunciation and modulation of voice.	Students greet "Good afternoon" Students answer Nose and Eyes are the main characters, tongue is longer, can't judge This poem enacts the following diction and it shows black colour Students listen carefully Students follow the instructions Model the activity

पाठबुद्दे / आय (Teaching Point / Steps)	उद्देश्य व स्पष्टीकरण Objective & Their Specification	शिक्षक कृती (Teacher Activities)	विद्यार्थी कृती (Student Activities)
	various figure of speech. • Understanding – • Student explain the message of the poem • Student identify the figure of speech from the poem. • Student identify the rhyming words and rhyme scheme of the poem Application – • Student connects the poem with India's patriotism • Student feels pride with the national anthem. Skills – • Student tries the poem recitation by the teacher attentively • Student reads the poem with proper pronunciation • Student speaks	What feeling – To ask the student to read the poem silently Pointer – To whom is today's reference to Activity / Discussion – To help two student in front and ask one to write the rhyming words from the poem on the blackboard and the other one to write the rhyme scheme of the poem. To ask – Student, what message do you get from the poem? To draw the chart of figure of speech to the student to see in front so by one, read the line aloud and identify what figure of speech it is and put in the right column Closure – To student is today class we have studied the rhyming words and the rhyme scheme in the poem. To the judge decision	Student read the poem silently. To the judge/con Student come found and write the rhyming words and rhyme scheme on the blackboard - It gives a deep message. But don't expected it to be come the legal formalities carefully and how a wrong decision can result in a lifetime loss. Student follow the instructions and come ahead and put the table in the right column Student listen carefully.

पाठबुद्दे / अंश (Teaching Point / Steps)	उद्देश्य व परिभाषाएं Objective & Their Specification	शिक्षक क्रिया (Teacher Activities)	शिक्षार्थी क्रिया (Student Activities)
	read parts the label in the right figure of sport that appropriately.	The next day, we will perform a role-play based on the poem.	
	Intents – • Build confidence in discussion. • Make them enjoy rational poems with the help of internet.	Recapitulation :- To encourage the poem and state that the poem tells us about the gaudy nature of the human behaviour and the fact he will many figures of sport.	Listen to carefully
		Evaluation :- To evaluate the students by asking few questions – 1). Who is called as Poem Chief? 2) What is the rhyme scheme of the poem? 3) Who wins the fight in the last?	Students answer = Fox = abab = Bear
		Application :- Who according to you is the favourable winner – Man or Fox? Why?	Students answer : Fox. It is known for wear spectacles for our eyes. Also Fox eyesight is weak. So he wears spectacles
		Homework :- Write a summary of the poem in your own words.	Students submits the homework

INTERNSHIP

BLOCK TEACHING LESSON

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete				✓	
2	Introduction	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing					✓
5	Presentation	Clarity and Fluency in Narration / Illustration				✓	
6		Questions - Clear, concise and grammatically correct				✓	
7		Question - Logical and thought Provoking				✓	
8		Distribution of questions and Reinforcement				✓	
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples					✓
12		Mastery over the content					✓
13		Use of Teaching Aids / Use of ICT component					✓
14		Student Participation					✓
15		Teacher's Preparedness				✓	
16		Classroom Management and Time Management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of evaluation tools : MCQ, Matching item, GD, Project, Quiz, Puzzle etc.				✓	
19		Homework - Appropriate / Activity based				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		Total Marks - 100 ~~85~~ 60+25				✓	

Qualitative Feedback, (if any) :

* Explain well.
* Blackboard writing is good.
* overall lesson is v. good.

D. Pallas

Politicians are the same all over. They promise to build a bridge even where there is no river.

कमला एज्युकेशन सोसायटीचे

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Khan Kulsoom H

रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 01 दिनांक (Date) : 11/12/23

शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 mins

विषय (Subject) : English घटक (Unit) : Poetry उपघटक (Subunit) : Nose Versus Eyes

Block Teaching - 2

Subject :- English

Unit :- Poetry

Subunit :- Nose Versus Eyes

look ridiculous, raising laughter in order to embarrass, humble or discredit its targets.
Movie eg - 3 Idiots, OMG, PK etc.

clash

- Baron - a powerful person
- discerning - showing good judgement

स्वाध्याय (Homework) : Write a brief summary of the poem in English notebook

कमला एज्युकेशन सोसायटीचे

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's): Khan Kuboom H

रोल नं. (Roll No.): A-2 एकूण पाठ क्र. (Lesson No.): 01 दिनांक (Date): 11/12/23

शाळेचे नाव (Name of School): Pratibha Junior College

इयत्ता (Std.): 11th (Arts) तुकडी (Div.): — वेळ (Time): 40 min

विषय (Subject): English घटक (Unit): Poetry उपघटक (Subunit): New Vermeer Eyes

अध्यापन पद्धती (Teaching Method): Direct Method पाठ प्रकार (Lesson Type): Block Teaching

पूर्वज्ञान (Previous Knowledge): Students are aware of sarcasm and related movies

गाभा घटक (Core Elements): Constitutional Obligations, Inculcation of scientific temper

मूल्ये (Values): Dignity of labor, scientific attitude, modesty

शैक्षणिक साधने (Teaching aids): Satirical lines written on colourful pages

फलकलेखन

(Black Board Work)

इयत्ता (Std.) 11th (Arts) विषय (Subject): English दिनांक (Date): 11/12/23

तुकडी (Div.): — घटक (Unit): Poetry उपघटक (Subunit): New Vermeer Eyes

Satire:

Satire is the art of making someone or something look ridiculous, raising laughter in order to embarrass, humble or discredit its targets.

Movie eg - 3 Idiots, OMG, PK etc.

* New words:

- dispute - disagreement, clash
- Baron - a powerful person
- discerning - showing good judgement

स्वाध्याय (Homework) Write a brief summary of the poem in English notebook

मार्गदर्शकाची सही व दिनांक

(Guide Sign & Date)

INTERNSHIP PROGRAMME
BLOCK TEACHING LESSON
EVALUATION SCHEME

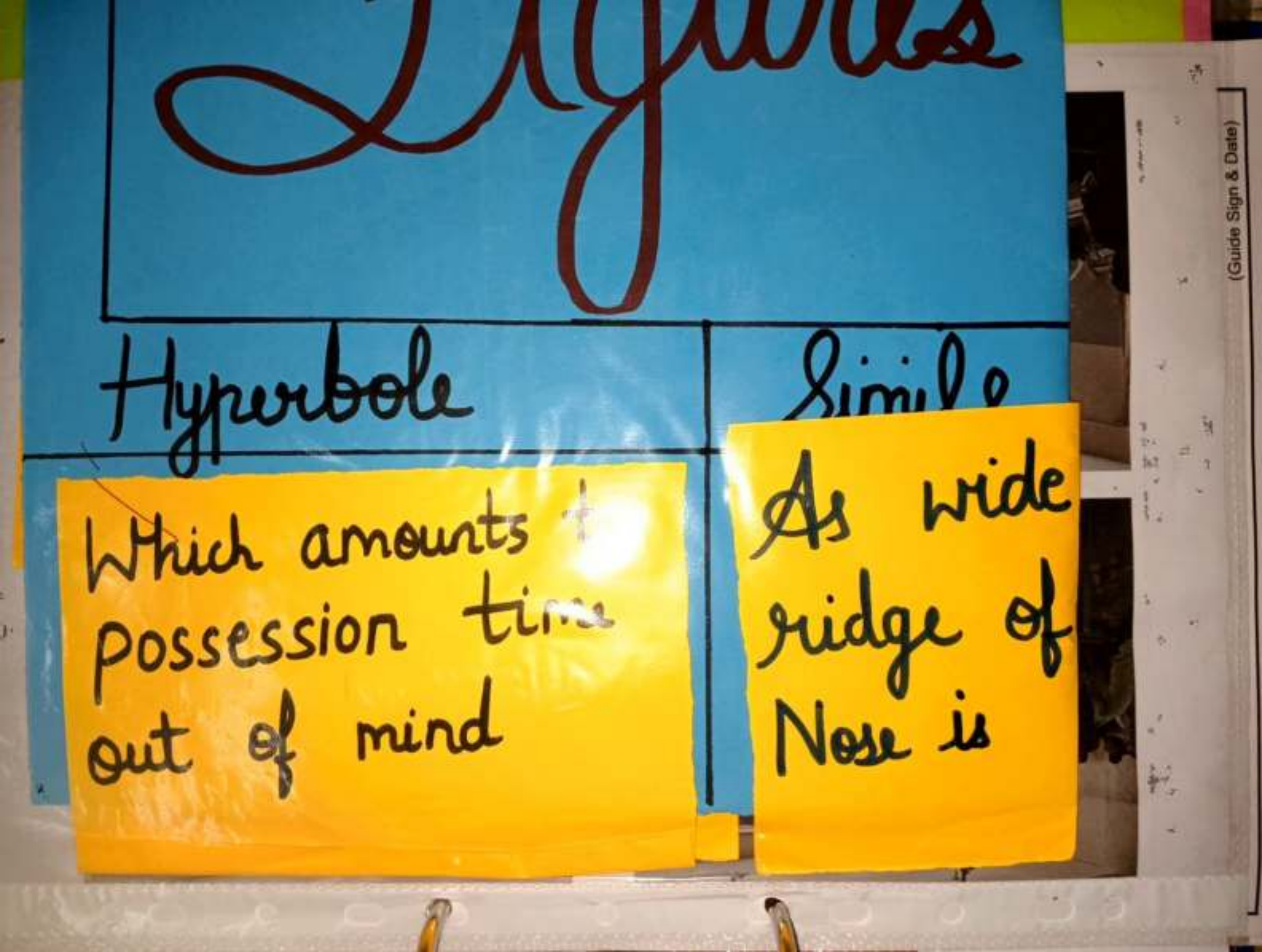
Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete				✓	
2	Introduction	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	Presentation	Clarity and Fluency in Narration / Illustration					✓
6		Questions - Clear, concise and grammatically correct				✓	
7		Question - Logical and thought Provoking					✓
8		Distribution of questions and Reinforcement				✓	
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples					✓
12		Mastery over the content					✓
13		Use of Teaching Aids / Use of ICT component				✓	
14		Student Participation				✓	
15		Teacher's Preparedness					✓
16		Classroom Management and Time Management					✓
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of evaluation tools : MCQ, Matching item, GD, Project, Quiz, Puzzle etc.				✓	
19		Homework - Appropriate / Activity based				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		Total Marks - 100 (86)					56+30

Qualitative Feedback, (if any) :

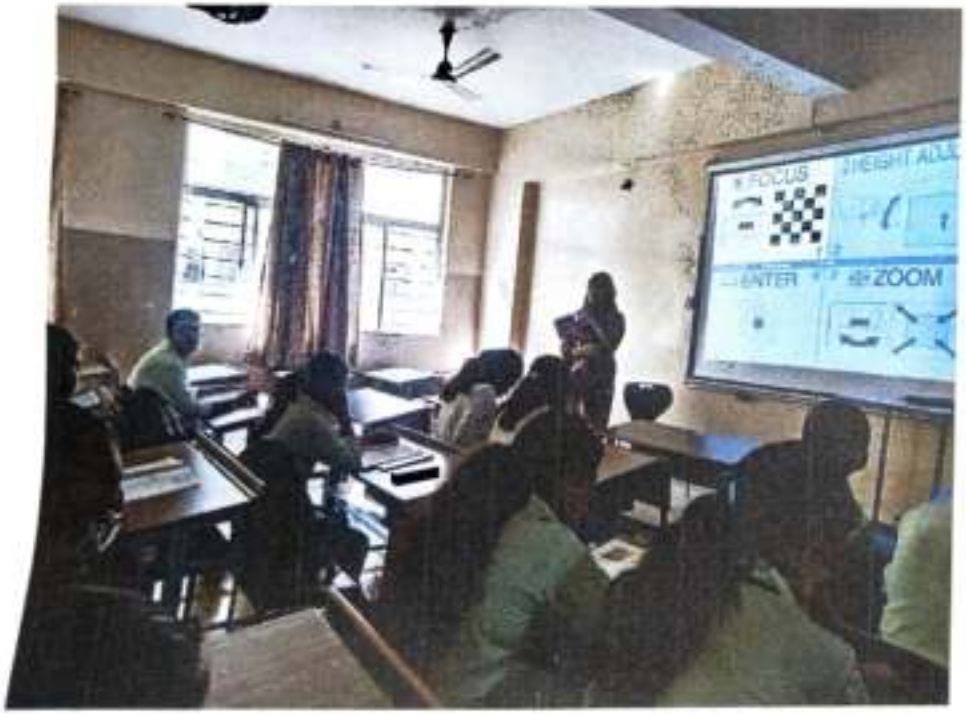
* Introduction done properly.
* presentation is well
* Students well participation.

Signature of Professor In-charge


Figures
Hyperbole
Which amounts
possession
out of mind
As wide
ridge of
Nose is






FOCUS
ENTER
ZOOM



प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Khan Kulsoom H

रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 03 दिनांक (Date) : 13/12/23

शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 mins.

English Poetry उपघटक (Subunit) : Nose versus Eyes

Block Teaching-3

Subject :- English

Unit :- Poetry

Subunit :- Nose Versus Eyes

Character — Nose

Eyes

Tongue

Bhakti - Eyes

Arohi - Lawyer

Anuja - Narrator

स्वाध्याय (Homework)

मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

कमला एज्युकेशन सोसायटीचे

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Khan Kulsoom H

रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 03 दिनांक (Date) : 13/12/23

शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 mins.

विषय (Subject) : English घटक (Unit) : Poetry उपघटक (Subunit) : New vision Eyes

अध्यापन पद्धती (Teaching Method) : Direct Method पाठ प्रकार (Lesson Type) : Block Teaching

पूर्वज्ञान (Previous Knowledge) : Students are aware of the central idea of the poem and its poetic devices.

मुख्य घटक (Core Elements) : Constitutional Obligations, Inculcation of scientific temper

मूल्ये (Values) : Dignity of labour, scientific attitude, Modesty

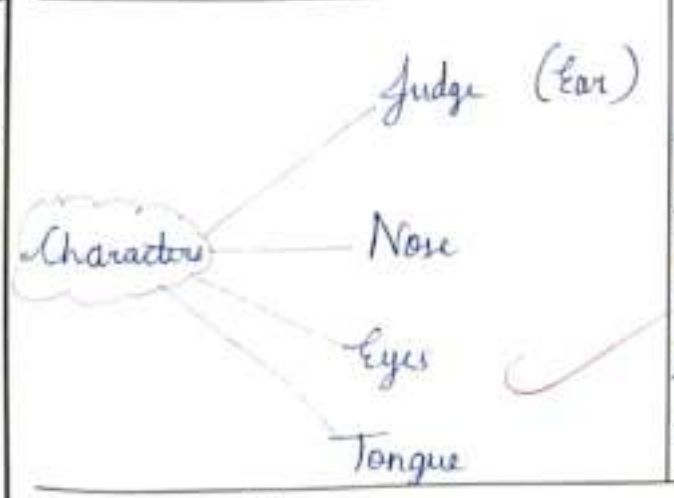
शैक्षणिक साधने (Teaching aids) : Labels of various sensory organs

फलकलेखन

(Black Board Work)

इयत्ता (Std.) 11th (Arts) विषय (Subject) : English दिनांक (Date) : 13/12/23

तुकडी (Div.) : — घटक (Unit) : Poetry उपघटक (Subunit) : New vision Eyes



Play Performance

Sanka - Judge (Ear)
Akanksha - Nose
Bhakti - Eyes
Arohi - Lawyer
Anuja - Narrator

स्वाध्याय (Homework)

मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)


TONGUE









कमला एज्युकेशन सोसायटीचे

KAMALA Education Society

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Khan Kulsoom H

रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 01 दिनांक (Date) : 14/10/22

शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 mins

विषय (Subject) : History घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Times

Block Teaching - 1

Subject :- History

Unit :- Ancient History

Subunit :- Changing Times

Tribes

Shakas

Kushanas

Satrapa (military official)

स्वाध्याय (Homework) Read about the Gupta period from Internet

मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

कमला एज्युकेशन सोसायटीचे

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

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शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 mins

विषय (Subject) : History घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Times

अध्यापन पद्धती (Teaching Method) : Narration / Explanation पाठ प्रकार (Lesson Type) : Block Teaching

पूर्वज्ञान (Previous Knowledge) : Students are aware of the importance of trade, importance of coins as important source

गाभा घटक (Core Elements) : Content essential to nature national identity, History of India's Freedom Movement

मूल्ये (Values) : National Integration, Patriotism

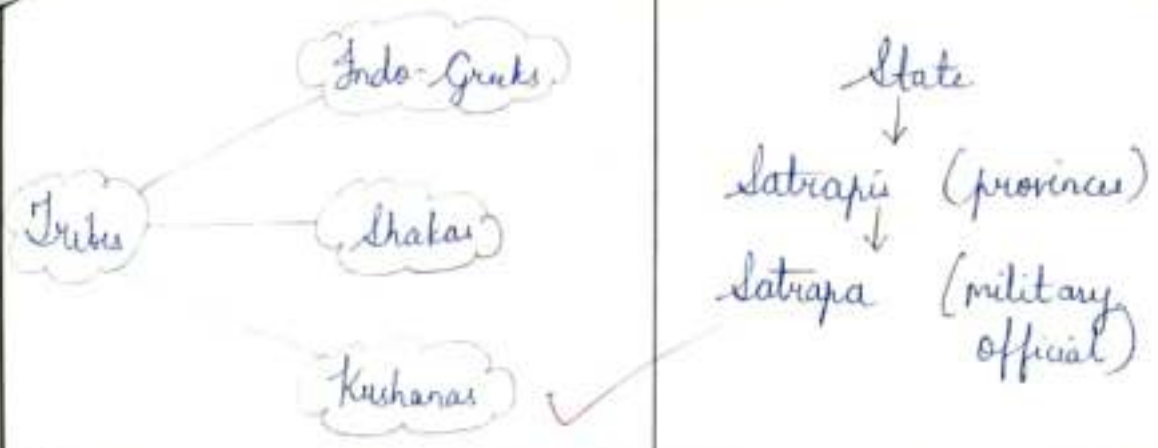
शैक्षणिक साधने (Teaching aids) : Coins, PPT

फलकलेखन

(Black Board Work)

इयत्ता (Std.) 11th (Arts) विषय (Subject) : History दिनांक (Date) : 16/10/23

तुकडी (Div.) : — घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Times



स्वाध्याय (Homework) Read about the Gupta period from Internet

मार्गदर्शकाची सही व दिनांक

(Guide Sign & Date)

पाठबिन्दु / आयाम (Teaching Point / Steps)	उद्देश्य व स्पष्टीकरण Objective & Their Specification
Introduction : There was disintegration of Mauryan empire, Shunga and Satavahana kingdoms. In the same period, there was beginning of foreign invasion (Greek and Parthians). It was also a period of political and social transition. (2) North India of Central Asia	Objective : Evaluation • Student identify the countries that invaded India • Student recalls the names of foreign invaders invading India • Student identify the details explained on Map

शिक्षक क्रिया (Teacher Activities)	विद्यार्थी क्रिया (Student Activities)
Introduction : Teacher greet the student "Good afternoon" Teacher ask, Student name some foreign countries that invaded India ? Why do you find were the foreigners so interested in India? Teacher distributes few cards with clues and asks student to fill the blank question on the card. Teacher states With time, the shape, structure, outlook etc of the coins change Statement of aim : So student, let us study how various foreign invasion took place in India and how it were the period of political and social transition through the known "Changing Times" Discussion / Explanation Teacher shows the PPT to student Teacher explains the background of the known through the introduction slide Teacher shows the map of Central Asian countries on PPT Teacher explains about the Greco-Bactrian kingdom Teacher shows the next slide and explains about the Nomadic tribes of Central Asia Teacher shows the next slide	Student greet "Good afternoon" Student answers, China, England, Portugal, Greek etc Because of Indian agriculture, spices, gold coins, banks, culture etc Student answers yes, sure, noted etc Student listen Student listen carefully Student observe Student listen Student observe carefully Student observe

पाठ्यवस्तु / भाग (Teaching Point / Steps)	उद्देश्य व स्पष्टीकरण Objective & Their Specification	शिक्षक क्रिया (Teacher Activities)	विद्यार्थी क्रिया (Student Activities)
After the death of Alexander the Satrapies declared their independent states. They were known as Indo-Greek kings. During the declining period of Indo-Greek kings nomadic tribes of Central Asia attacked Bactria and they migrated to India. In the later half of 2nd century B.C. the Pahlavas (Parthians) and the Shakas (Scythians) attacked northwestern regions. 10.2 Indo-Greeks, Shakas, Kushanas The Greek Satrapies of north west was called as "Indo-Greeks". They were called as Yavanas in Indian tradition. The objective were to establish their dominance in the regions of Northwestern India and to strengthen the hold over trade in west and Central Asia. Two independent kingdoms - Bactrian and Gandhara. Shakas - Shakas came from Central Asia. They established their kingdom by driving out the Greeks of Bactria. Their colony acquired the name "Shakastan" (Sistan). Maues (also "Moga" was the first Shaka king in India. He conquered Taxila and Punjab.	Motivating - • Ankit describe the various tribes that invaded India. • Shubh identify the Central Asian tribes on the map. • Shubh explain the meaning of Satrapy and Satrapi. Application - • Shubh compare the aims of various tribes. • Shubh analyse the importance of Indo-Greeks, Shaka and Kushanas. Skills - • Shubh observe the NCERT carefully. • Shubh identify the regions of Central Asia on map. • Shubh interpret the information of various tribes.	Teacher explains about Indo-Greeks, Shakas and Kushanas. Teacher shows the picture of Gandhara and Bactrian coins through the PPT slide. Teacher explains the picture. Teacher shows the Shaka tribe and explains about the Shaka tribe. Teacher shows the slide of Kushanas to the student. Teacher explains about the Kushanas in detail. Closure - So, students, in today's class we have studied about the various central Asian tribe. In the next class we will discuss the Kushana empire. Recapitulation - Teacher summarise the topic and asks that we have covered the first important part of the chapter today. We looked at the various empire that invaded India and she in depth about the Shaka and Kushanas. Teacher summarise the topic by asking few questions.	Students listen carefully. Students observe the slide attentively. Students listen carefully. Students observe the slide. Students listen carefully. Students listen carefully. Students listen.

पाठवस्तुदे / आसय (Teaching Point / Steps)	उद्देश्य व परिभाषा Objective & Thesis Specification
Kushans – After coming to Bactria from central Asia, the Kushans captured the Indo-Greek kingdoms. Kanishka followed Ashoka as the king of Kushans	Introduce – • Student recalls what he learnt in previous class that Kushans invaded India • Student shares an interest about the Indo-Greek kings

शिक्षक क्रिया (Teacher Activities)	विद्यार्थी क्रिया (Student Activities)
1) What were the Greek satrapies of North West frontier? 2) Were the Indo Greek invaded India. 3) What is meant by Satrapa and Satrapi? Application:- Teacher asks Student what do you think was the impact of Indo Greeks on India?	Student answer. Indo Greek were prosperous. There was mixture of various cultures. They was rich in Sculpture.
Homework:- Read about the Gupta period from Internet.	Student note down the home work in history notebook

INTERNSHIP PROGRAMME
BLOCK TEACHING LESSON
EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete				✓	
2	Introduction	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	Presentation	Clarity and Fluency in Narration / Illustration					✓
6		Questions - Clear, concise and grammatically correct					✓
7		Question - Logical and thought Provoking					✓
8		Distribution of questions and Reinforcement					✓
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples				✓	
12		Mastery over the content					✓
13		Use of Teaching Aids / Use of ICT component					✓
14		Student Participation					✓
15		Teacher's Preparedness				✓	
16		Classroom Management and Time Management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of evaluation tools : MCQ, Matching item, GD, Project, Quiz, Puzzle etc.				✓	
19		Homework - Appropriate / Activity based				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		Total Marks - 100				87	

52+35

Qualitative Feedback, (if any) :

* Lesson note completed.
* Statement of aim is done.
* Teaching aids well.

Signature of Professor In-charge

10. Changing Times

Introduction

- Disintegration of Mauryan empire
- Shunga and Satvahana kingdoms
- Same period - beginning of foreign invasions (Greek, Shakas, Kushanas)
- Period of political and social transition
- 3rd C.E to 6th-7th B.C.E



10.1 Nomadic tribes of Central Asia

- After the death of Alexander – Satraps declared their independent status – known as Indo-Greek kings
- During the declining period of Indo-Greek kings, nomadic tribes of Central Asia attacked Bactria- migrated to India.
- Latter half of 2nd century B.C.E. the Pahalavas (Parthians) and Shakas (Scythians) attacked northwestern regions.
- The Yuezi tribes (pastoralists) from China pushed the Shakas out from Central Asia – established their own kingdoms

10.2 Indo-Greeks, Shakas, Kushanas

INDO-GREEKS

- the Greek Satraps of north west - "Indo-Greeks" (name in Indian tradition)
- Objectives – To establish their dominance in the region of Mediterranean Sea and to strengthen the hold over Asia in west and central Asia
- Seleucus Nicator - Indo-Greek king province of Sachia
- Two independent kingdoms were established in the northwest region - Demetrius and Eucratides (Demetrius attacked India in 180 B.C.E.)
- Total 40 Indo-Greek kings
- Coins - the only source to know the history of Indo-Greeks
- Gifts for the numismatic tradition of India - Emblems, script, portraits of the kings, images of deities on their coins







कमला एज्युकेशन सोसायटीचे

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चिंचवड, पुणे - ४११ ०१९.

छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans for Second Year)

Block Teaching

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रोल नं. (Roll No.) : A-2 एकूण पाठ क्र. (Lesson No.) : 02 दिनांक (Date) : 17/10/23

शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 min

विषय (Subject) : History घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Times

Block Teaching - 2

Subject :- History

Unit :- Ancient History

Subunit :- Changing Times

Indo - Greek Shakas Kushanas

King Samudragupta

↓

Chandragupta 2

↓

Kumargupta

स्वाध्याय (Homework) Find out more information about the Kushana Empire.

मार्गदर्शकाची सही व दिनांक

(Guide Sign & Date)

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KAMALA Education Society

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विषय (Subject) : History घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Time

अध्यापन पद्धती (Teaching Method) : Narration / Explanation पाठ प्रकार (Lesson Type) : Block Teaching

पूर्वज्ञान (Previous Knowledge) : Student are aware of Indo - Greeks, Shalas and other tribes that invaded India

गाभा घटक (Core Elements) : Content essential to nature national identity, History of India Freedom Movement

मूल्ये (Values) : National Integration, Patriotism

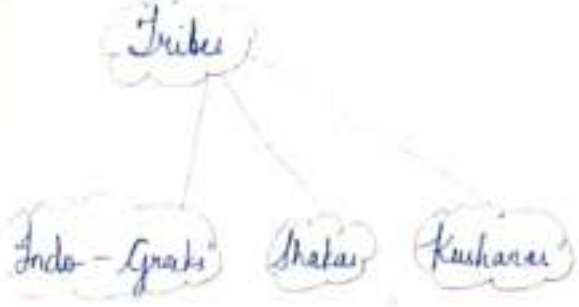
शैक्षणिक साधने (Teaching aids) : PPT

फलकलेखन

(Black Board Work)

इयत्ता (Std.) 11th (Arts) विषय (Subject) : History दिनांक (Date) : 17/10/23

तुकडी (Div.) : — घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Times





स्वाध्याय (Homework) Find out more information about the Kushana Empire.

मार्गदर्शकाची सही व दिनांक

(Guide Sign & Date)

INTERNSHIP PROGRAMME
BLOCK TEACHING LESSON
EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete				✓	
2	Introduction	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing					✓
5	Presentation	Clarity and Fluency in Narration / Illustration					✓
6		Questions - Clear, concise and grammatically correct				✓	
7		Question - Logical and thought Provoking				✓	
8		Distribution of questions and Reinforcement					✓
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples					✓
12		Mastery over the content				✓	
13		Use of Teaching Aids / Use of ICT component					✓
14		Student Participation					✓
15		Teacher's Preparedness				✓	
16		Classroom Management and Time Management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of evaluation tools : MCQ, Matching item, GD, Project, Quiz, Puzzle etc.				✓	
19		Homework - Appropriate / Activity based				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		Total Marks - ~~100~~ 86				56 + 30	

Qualitative Feedback, (if any) :

* Lesson note completed.
* Student partcipation well.
* Overall lesson plan and present very Good.

Signature of Professor In-charge

SHAKAS

- Shakas came from Central Asia – established their kingdom by driving out the Greeks of Bactria.
- Their colony acquired the name 'Shakasthan' (Shistan).
- 'Maues' alias 'Moga' was the first Shaka King in India – conquered Gandhara and Punjab.
- Due to the weakness of the succeeding Shaka kings, Pahalava king Gondopheres defeated them and established his rule in India. (Some Shaka rulers continued to rule in Western India)
- Shaka administrative system – based on Archaemenid and Seleucid models.
- State – divided into Satrapis (provinces) – further divided into sub-sections.
- Mahakshatrapa (military official) or Satrapa was appointed for each satrapy.
- Satrapas had considerable autonomy – permitted to engrave their own inscriptions and also issue coins.

KUSHANAS

- After coming to Bactria from central Asia, the Kushanas captured the Indo-Greek kingdoms.
- After pushing the Shakas out to the South, under the leadership of Kujula Kadphises, the Yuezi groups came together and Kujula Kadphises brought them to northwest India from the Hindukush mountains.
- He declared himself as the king of Bactria.
- With this the Kushana rule was established upto Kabul, Kashmir.
- We get this information from Chinese records, Greek and Roman literature.
- In Indian literature, Kushanas are referred as 'Tukhar' or 'Tushar'.

10.3 KUSHANA EMPIRE

- Kushanas followed the system of Shakas (Satrapa, Satrapies)
- The King – Chief of all the Satrapas – adopted the titles like 'Rajadhiraj' 'Maharaj' etc.
- The concept of divinity of the King – first time on the inscriptions of the Kushana coins – called themselves as 'Devputra' (Son of God)
- Kanishka – status of emperor by defeating many Shaka kings – built the Kushana empire from Kabul to Pataliputra and from Kashmir to Malwa.
- From Central Asia – difficult to administer over the far extended empire – hence, an intermediate administrative centre – two capitals – one at Purushpur (Peshawar) and the other at Mathura.
- Kushanas adopted the Indian culture – obvious from the name of the last Kushana king 'Vasudeva'
- During his period, the Kushana empire disintegrated into pieces – various Satrapas became independent.
- Kushana rule existed – province of Punjab and Gandhar till 4th century C. E.



10.4 GUPTA EMPIRE

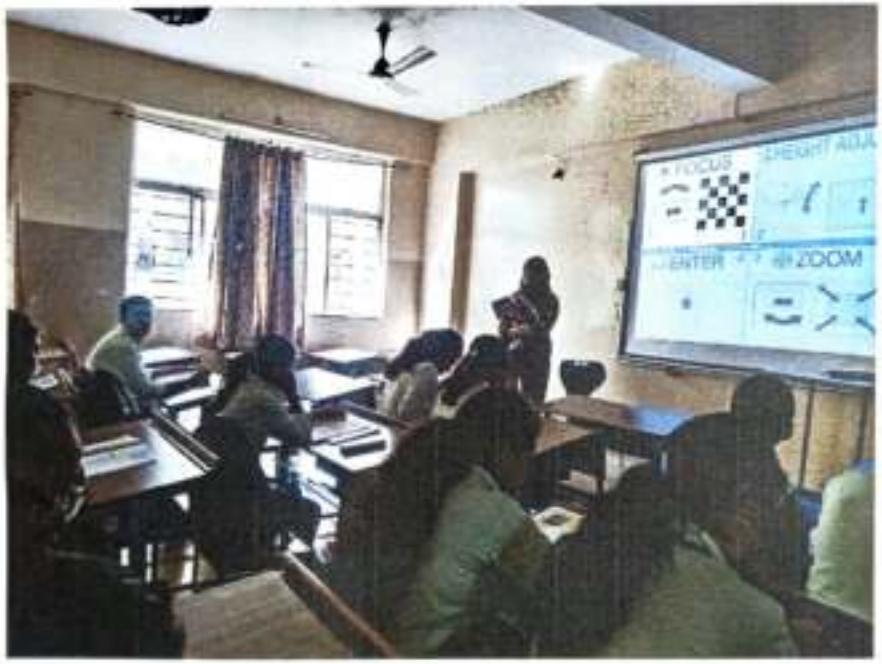


- Sri Gupta was the founder of Gupta dynasty – his title 'Maharaj' indicates that he was a feudatory – his son Ghatotkach also used the same title.
- Chandragupta I is given the credit of expanding the Gupta rule and transforming it into an empire – titled 'Maharajadhiraj' (King of Kings) – married Kumaradevi (Lichchhavi clan) – pairwed on coin.
- King Samudragupta – most brilliant, valiant and benevolent ruler – titled 'Sarvarajochchhetta' (the annihilator of all kings) – conquered northern and southern kingdoms except Vakataka. – Shakas, Kushanas and kings in Sri Lanka accepted the supremacy of the Guptas – proclaimed himself as Chakravarti king (ideal universal king).








FOCUS
ENTER
ZOOM



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शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : वेळ (Time) : 40 mins.

विषय (Subject) : History घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Time

Block Teaching-3

Subject :- History

Unit :- Ancient History

Subunit :- Changing Time

Nepal to Narmada Maharashtra to Bengal	Narmada to Tibet

स्वाध्याय (Homework) Read the lesson carefully for the test

मार्गदर्शकाची **सही व** दिनांक
(Guide Sign & Date)

प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

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शाळेचे नाव (Name of School) : Pratibha Junior College

इयत्ता (Std.) : 11th (Arts) तुकडी (Div.) : — वेळ (Time) : 40 mins

विषय (Subject) : History घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Trend

अध्यापन पद्धती (Teaching Method) : Narration / Explanation पाठ प्रकार (Lesson Type) : Block Teaching

पूर्वज्ञान (Previous Knowledge) : Students are aware of the Kushana empire and the Gupta period

गाभा घटक (Core Elements) : Context crucial to nurture national identity, History of India's freedom Movement

मूल्ये (Values) : National Integration, Patriotism

शैक्षणिक साधने (Teaching aids) : PPT

फलकलेखन

(Black Board Work)

इयत्ता (Std.) 11th (Arts) विषय (Subject) : History दिनांक (Date) : 18/10/22

तुकडी (Div.) : — घटक (Unit) : Ancient History उपघटक (Subunit) : Changing Trend

Vardhan Empire

Founder - Pushyabhuti
Nepal to Narmada
Saurashtra to Bengal

Karkotaka Empire

Founder - Durlabhavardhan
Narmada to Tibet

स्वाध्याय (Homework) Read the lesson carefully for the test

मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

INTERNSHIP PROGRAMME
BLOCK TEACHING LESSON
EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete				✓	
2	Introduction	Relevant and stimulating				✓	
3		Revival of previous knowledge and linking with the topic					✓
4		Statement of Aim and Title writing					✓
5	Presentation	Clarity and Fluency in Narration / Illustration				✓	
6		Questions - Clear, concise and grammatically correct				✓	
7		Question - Logical and thought Provoking					✓
8		Distribution of questions and Reinforcement					✓
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples				✓	
12		Mastery over the content				✓	
13		Use of Teaching Aids / Use of ICT component					✓
14		Student Participation					✓
15		Teacher's Preparedness					✓
16		Classroom Management and Time Management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of evaluation tools : MCQ, Matching item, GD, Project, Quiz, Puzzle etc.				✓	
19		Homework - Appropriate / Activity based				✓	
20		Overall Impression (Effectiveness of Teaching) 87				✓	
		Total Marks - 100				52	+35

Qualitative Feedback, (if any) :

* presentation well
* Teaching aids is nice.
* Overall lesson is Good.

Signature of Professor In-charge



State administration and social life:

- The Gupta period – Classical Age in Indian history.
- King – centre of administration – Prime Amatya (ministers) and advisory bodies/Sabha.
- Prince appointed as Viceroy – looked after provincial administration.
- Every province was subdivided – Vishaya – independent administrative units appointed – Vishayapati – Gupta administration was decentralised.
- King – no longer remained in the centre of power.
- Changed economic structure – tax free land donations to local farmers for tilling – 'Agraharas'.
- The civil and military officers were granted land grants instead of salaries.
- Because of revenue tax exemption on the donated land, the revenue decreased and royal treasuries depleted.
- Sugarcane , wheat and rice were cultivated.
- Minerals, animals and herbs – main commodities of trade.



- Goldsmiths enjoyed a high social status.
- Gupta coins – realistic portrayal of various aspects of the king.
- Smriti texts – 'Narada Smriti' and 'Yajnavalkya Smriti' – glimpse of the social changes.
- Prosperous sculptural art and literature – Kalidas's 'Shakuntalam' – best creation in Indian literature.
- Sculptural art – human figures or deities.
- The foundation of Indian temple architecture was laid down.
- Use of dressed stones – earliest remains of temples – Sanchi, Bhumra and Deogadh – Gupta style of architecture.

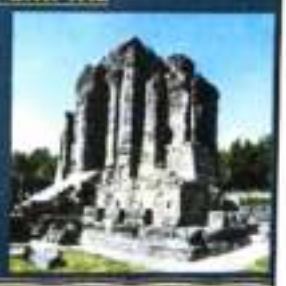
10.5 VARDHAN EMPIRE

- Declining period of the Guptas, in the Northern India there was rise of dynasties such as Vardhans at Sthaneshwar, Maukharis in Ganga Yamuna Doab, Maitrakas in Saurashtra etc.
- Pushpabhuti – founder of the Vardhan dynasty.
- After the accession of Prabhakarvardhan, the Vardhan dynasty became powerful – took the title 'Parambhattarak Maharajadhiraj' (King of kings/known for his valour, strength and power)
- The most prominent ruler – Harshavardhan – Nepal to Narmada and Saurashtra to Bengal – no heir after him – empire disintegrated – last powerful empire in ancient India.
- Information about this period- 'Harshacharita' by Bhanubhatta and travel accounts of Chinese traveller Yuan Chwang.
- Universities of Nalanda and Vallabhi – great learning centres during Harshavardhan's reign.



KARKOTAKA EMPIRE

- Karkotaka dynasty ruled in Kashmir (7-9th century C.E.) - mentioned by Yuan Chwang.
- Durlabhavardhan – founder of Karkotaka dynasty – his empire – Narmada to Tibet.
- Lalitaditya – noteworthy and strongest king – 'Muktapeed' – extended his empire from Tibet in the north to the river Kaveri in the south – devotee of Vishnu – built the Martand temple.



10.7 Trade, coinage, art, iconography



10.8 INDO-ROMAN TRADE (Trade centres in Maharashtra)



LET'S TEST

- What were the Greek Satrapas of North-west known as?
- Name the tribes that invaded India.
- What is meant by Satrapi and Satrapa?



Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course-B.Ed. 207: Internship Activity 2 A: Unit Plan

Name of student teacher – Khan Kulsoom-H.

Method - English **Div-** A **Roll No.** A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Unit Analysis				✓	
2	Objectives and Specifications				✓	
3	Learning Experiences by Teacher					✓
4	Students Participation					✓
5	Plan for formative evaluation					✓
6	Pian for summative evaluation					✓
7	Teaching Method				✓	
8	Time schedule				✓	
9	Educational Implication				✓	
10	Overall Impression 49				✓	
	Total Marks -50				24+20	

Qualitative Feedback (If any)

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8/3/24

Signature of Professor In-charge

[ENGLISH]

Subject	Teaching point	Objectives / Specifications	Teacher Activity	Student Activity	Learning Experience: Subject	Learning Experience: Students	Teaching Aids	Teaching Method	Evaluation: Formative	Evaluation: Summative
Poem type	Before new we'll be a strange central view.	Knowledge :- • Student recite the selected Bollywood poem. • Student identify the logical meaning of the selected line.	Pre reading - Ask questions from previous lesson. Pre reading - Ask to read the poem silently. Ask to read the poem loudly. Explain - Explain the poem. Ask to the meaning from dictionary. Ask doubts. Explain the meaning of the poem. Ask to read the poem loudly.	Student listen carefully. Student read the poem silently. Student answer. Student find the meaning from dictionary. Student listen. Student listen carefully.	Student are allowed and heard the quote on white.	Student listen the poem in mode of listen. Student listen carefully. Student listen the poem loudly.	Picture of selected lines written on coloured paper.	Direct Method. Direct Method.	Q. What do you understand about this line? b. What is the ...	c. Read the poem with proper pausing rules.
	In front of the label in early morning.	Understanding :- • Student explain the meaning of title. • Student generate the central idea of the poem.								
	In behalf of the poem it will quite appear.	Application :- • Student recite the poem with proper pausing rules. • Student explain the poem with the poem.								
	Enough to sit close to a great life is write.	Skills :- • Student follow the pronunciation by teacher attentively. • Student recite the poem with proper pronunciation.							a) Write a title for the poem.	

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course-B.Ed. 207: Internship Activity 2 A: Unit Plan

Name of student teacher – Khan Kulsoom. H

Method - History **Div-** A **Roll No.** A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Unit Analysis				✓	
2	Objectives and Specifications				✓	
3	Learning Experiences by Teacher				✓	
4	Students Participation					✓
5	Plan for formative evaluation					✓
6	Plan for summative evaluation					✓
7	Teaching Method				✓	
8	Time schedule				✓	
9	Educational Implication				✓	
10	Overall Impression 43				✓	
	Total Marks -50				28+15	

Qualitative Feedback (If any)

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8/3/24

Signature of Professor In-charge

[HISTORY]

Unit	Learning goal	Lesson / Specification	Lesson Title	Student Activity	Learning Experience		Teaching Aids	Teaching Method	Evaluation	
					Social	Individual			Formative	Summative
Changing Times	• Periodic tribe of Central Asia After the death of Alexander, the Ethiopian continent divided into unequal parts • Arts, Crafts, Culture, Festivals • Good changes of 18th and 19th century in Tribe Girls • Choice Tribe can learn Central Asia Day celebrated from English to Hindi and Girls • Reform Tribe may be believe it before regard the tribe - Girl hygiene Tribe teachers, Jacks Ethiopia Kings update Ethiopia now it history official and Ethiopia now it	Knowledge :- • Student analyse the reasons that invaded tribe. • Student recalls the causes of foreign countries invading tribe Understanding :- • Student clarifies it causes Tribe that invaded tribe • Student explains it causes of Ethiopia and Kings Application :- • Student compare the view of causes tribe • Student analyse the importance of tribe girl Tribe and Teachers Skills :- • Student shows the MT completion • Student identifies it regions of Central Asia on map	Teach about it MT to it Student Learn explain it happened it it been result it tribe Girl Asia it Tribe Tribe Learn about Tribes of Ethiopia and Kings Student shows it Tribe Tribe Learn about it tribe of Tribes to it Student Tribe completely Teacher every it tribe by and tribe Girl Tribe Learn it to it Student Tribe	Student shows Student Tribe Student Tribe Student Tribe Student shows Student Tribe Student shows Student Tribe	Class to tribe Teacher Girl tribe	Picture of Tribes and Central Asia Student Class Map it Student Tribe Map Girl	Class Tribe Tribe	Question / Explanation Question / Explanation Question / Explanation	i) Why do it Girl Class Tribe to Ethiopia as student in Tribe? ii) What is it Girl Ethiopia of Tribe? Tribe Learn it. iii) How it Tribe Girl Student Tribe iv) What is used by Ethiopia Girl Tribe?	v) What is it tribe it Girl Tribe of Central Asia Tribe Girl it Tribe.

Education Implications

- It gives clear direction for assessment
- Unit consists of all the important details of the lesson.
- Unit plan connects the completeness, language standards and skill together, so that it creates a unified picture for the students.
- It prevents standards from being left off or forgotten.
- It aims of the unit should be clear and well defined
- It describes the various learning experiences that the teacher planned for the lesson.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course- 207: Internship Activity 2 B: Plan of Evaluation: Development & conduct of unit test

Name of student teacher – Khan Kulsoom H.

Method - English **Div-** A **Roll No.** A-2

Evaluation Scheme

No.	Steps	Criteria	1	2	3	4	5
1	Development of test	Proper instructions given on unit test paper				✓	
2		Weightage given to Objectives				✓	
3		Fulfillment of objective through different types of questions				✓	
4		No of questions and time sufficiency				✓	
5		Weightage given to different types of questions					✓
6		Inclusion of All types of questions					✓
7		Proper sequence of questions as per difficulty level					✓
8		Questions based on specified content				✓	
9		Consideration of content length and importance of subunit				✓	
10		Grammatically correctness and Clarity of unit test paper					✓
11		Length and Validity of the test					✓
12		Adequacy of the unit test					✓
13		Objectivity of the test.				✓	
14		Printing and format of unit test paper: Font size, Alignment, Spacing				✓	
15	Administration of Unit test	Feasibility of the test				✓	
16		Seating arrangement for unit test				✓	
17		Supervision: Measures taken to avoid malpractices				✓	
18		Time management				✓	
19		Educational Impression				✓	
20		Overall Impression 86				✓	
		Total Marks - 100				56	30

Qualitative Feedback,(If any):

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8/3/24

Signature of Professor In-charge

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

Unit Test

Subject – English

Std:- XI Arts | Marks:- 20M

Time :- 30 mins.

Name : _____ Roll No.:____

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate marks.

Q. 1. Read the following extract and answer the given questions. [10 M]

Between Nose and Eyes a strange contest arose,
spectacles set them unhappily wrong;
in dispute was, as all the world knows,
the said spectacles ought to belong.

So Tongue was the lawyer, and argued the cause
great deal of skill, and a wig full of learning;
Chief Baron Ear sat to balance the laws,
for his talent in nicely discerning.

'In behalf of the Nose it will quickly appear,
your lordship,' he said, 'will undoubtedly find,
Nose has had spectacles always in wear,
to possession time out of mind.'

Then holding the spectacles up to the court,
'Your lordship observes they are made with a straddle
As wide as the ridge of the Nose is; in short,
Designed to sit close to it, just like a saddle.

'Again would your lordship a moment suppose,
('Tis a case that has happened, and may be again)
That the visage or countenance had not a Nose,
Pray who would, or who could, wear spectacles then?

'On the whole it appears, and my argument shows,
With a reasoning the court will never condemn,
That the spectacles plainly were made for the Nose,
And the Nose was as plainly intended for them.'

Then shifting his side, as a lawyer knows how,
He pleaded again in behalf of the Eyes:
But what were his arguments few people know,
For the court did not think they were equally wise,

So his lordship decreed with a grave solemn tone,
Decisive and clear, without one if or but-
That, whenever the Nose put his spectacles on,
By daylight or candlelight-Eyes should be shut!

A1) State whether the following statements are true of false. Correct the false statements. (4M)

(a) Nose can use spectacles.

(b) Eyes have to be shut when the Nose wears/ puts on the spectacles.

(c) The Ear was appointed as a judge.

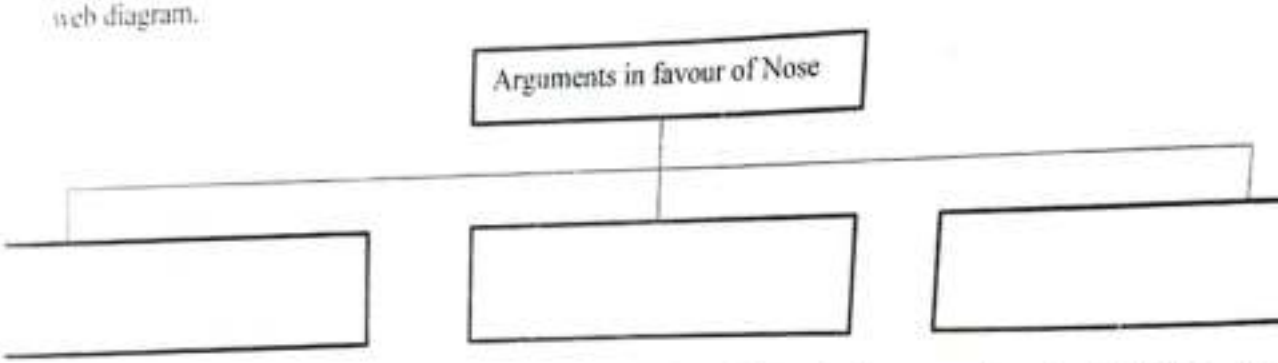
(d) Eyes examined the spectacles.

A 2) Match the following expressions

1). While Chief Baron Ear sat to balance the laws.	(a) Eyes are refrained from using spectacles.
2). They are made with the straddle as wide as the ridge of the Nose is.	(b) The responsibility of giving verdict rested shoulders of the hearing organ.
3). That whenever the Nose put his Spectacles on, by daylight or candlelight Eyes should be shut!	(c) Spectacles are meant for none other than the
4). So his lordship decreed with a grave solemn tone, decisive and clear, without one if or but.	(d) The judge delivered a firm verdict witho doubt.

Ans.

A 3) Pick up the expressions from the poem that argue in favour of the Nose and complete the following web diagram.



A 4) Whom would you support in the dispute between Nose and Eyes for the spectacles and why? Write (2M
in your own words.

Ans.

Q. 2. Language study **[4 M]**

A 1) Name and explain the figures of speech. (2M)

1). Between Nose and Eyes a strange contest arose.

Ans.

designed to sit close to it, just like a saddle.

Q.2 Write any 2 pair of rhyming words and the rhyme scheme of the poem. [2M]

Q. 3. **Write an appreciation of the poem with the help of given points.** [6 M]

- About the poem / poet/ title -
- Theme -
- Poetic devices, language -
- Special features -
- Message/Central idea -

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

Unit Test

18/20

Std:- XI Arts | Subject – English | Marks:- 20M

Time :- 30 mins.

Name : Anuja Tanaji Sutar | Roll No.: 11150

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate marks.

Q. 1. Read the following extract and answer the given questions. **[10 M]**

Between Nose and Eyes a strange contest arose,
spectacles set them unhappily wrong;
in dispute was, as all the world knows,
the said spectacles ought to belong.

So Tongue was the lawyer, and argued the cause
great deal of skill, and a wig full of learning;
Chief Baron Ear sat to balance the laws,
for his talent in nicely discerning.

'In behalf of the Nose it will quickly appear,
your lordship,' he said, 'will undoubtedly find,
Nose has had spectacles always in wear,
to possession time out of mind.'

Then holding the spectacles up to the court,
'Your lordship observes they are made with a straddle
As wide as the ridge of the Nose is; in short,
Designed to sit close to it, just like a saddle.

'Again would your lordship a moment suppose,
('Tis a case that has happened, and may be again)
That the visage or countenance had not a Nose,
Pray who would, or who could, wear spectacles then?

'On the whole it appears, and my argument shows,
With a reasoning the court will never condemn,
That the spectacles plainly were made for the Nose,
And the Nose was as plainly intended for them.'

Then shifting his side, as a lawyer knows how,
He pleaded again in behalf of the Eyes:
But what were his arguments few people know,
For the court did not think they were equally wise,

So his lordship decreed with a grave solemn tone,
Decisive and clear, without one if or but-
That, whenever the Nose put his spectacles on,
By daylight or candlelight-Eyes should be shut!

A1) State whether the following statements are true of false. Correct the false statements. (4M)

(a) Nose can use spectacles.

False. Spectacles use the Nose.

(b) Eyes have to be shut when the Nose wears/ puts on the spectacles.

4 False. Eyes wears spectacles for clear vision. Thus, it will hinder the basic purpose of spectacles.

(c) The Ear was appointed as a judge.

True

Noise. Eyes use spectacles for clear vision

Simile. Their direct comparison between saddle and spectacles.

1) wrong - belong 2) learning - discerning

The rhyme scheme of poem is aaaa.

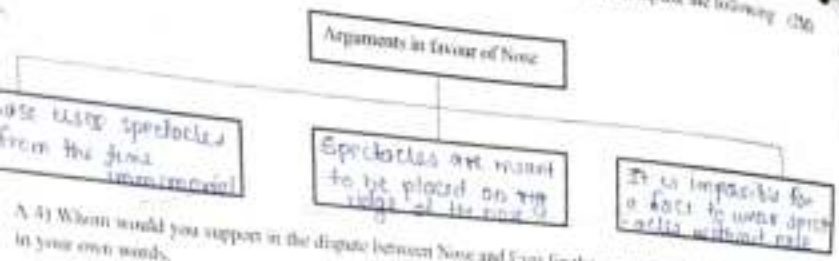
[6 M]

Q.3. Write an appreciation of the poem with the help of given points.

- About the poem / poet/ text: Nose Versus Eyes
  It's a poem 'Nose Versus Eyes' is written by William Cowper. He is considered as most famous poet of that time.
- Theme:
  The poem is a satirical poem. It gives a deep message in a humorous way. It mocks to judicial system and blind justice.
- Poetic devices, language:
  The rhyme scheme of the poem is aaaa. The poem is enriched with figures of speech like alliteration, simile, oxymoron, personification, inversion, tautology etc. The poem possesses a song like flow. It is a humorous poem. The language of the poem is easy to understand to the readers.
- Conclusion:
  The poet uses his creative imagination by personifying Eyes, Nose and Tongue. The poem lacks common sense but reading seriously we get the hidden message and understand the depth of the poem.
- Personal Evaluation:
  The central idea of the poem is that not all the

Ans. 1) = (b) ; 2) = (c) ; 3) = (d) ; 4) = (a)

A. 3) Pick up the expressions from the poem that argue in favour of the Nose and complete the following web diagram. (2M)



A. 4) Whom would you support in the dispute between Nose and Eyes for the spectacles and why? Write (2M) in your own words.

Ans.

I would like to support Eyes as they are meant to see. Spectacles helps to see clearly. That spectacles are meant for eyes. It is logical that legs are in the spectacles are needed to provide clarity in vision. It will be correct to assume that spectacles are meant for Nose as the spectacles glide over nose.

Q. 2. Language study [4 M]

A. 1) Name and explain the figures of speech. (2M)

A. 2) Between Nose and Eyes a strange contest arose.

Ans. Inversion. Words are not arranged in proper subject-verb order. It will be - A strange contest arose between Nose and Eyes.

proofs are true. We need to use the logical thinking before ~~anyt~~ believing anything as true.

- Your opinion about the poem -

I like the poem as it helps to understand the deep meaning ~~fo~~ of the poem. It is a easy-read. It also creatively mocks the judiciary system.

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

Unit Test

Subject – English

19½/20

Std:- XI Arts | Marks:- 20M

Time :- 30 mins.

Name : Bharat Dipak Nagawane | Roll No.: 11809

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate marks.

Q. 1. Read the following extract and answer the given questions. **[10 M]**

Between Nose and Eyes a strange contest arose,
spectacles set them unhappily wrong;
in dispute was, as all the world knows,
the said spectacles ought to belong.

So Tongue was the lawyer, and argued the cause
great deal of skill, and a wig full of learning;
Chief Baron Ear sat to balance the laws,
for his talent in nicely discerning.

'In behalf of the Nose it will quickly appear,
your lordship,' he said, 'will undoubtedly find,
Nose has had spectacles always in wear,
to possession time out of mind.'

Then holding the spectacles up to the court,
'Your lordship observes they are made with a straddle
As wide as the ridge of the Nose is; in short,
Designed to sit close to it, just like a saddle.

'Again would your lordship a moment suppose,
('Tis a case that has happened, and may be again)
That the visage or countenance had not a Nose,
Pray who would, or who could, wear spectacles then?

'On the whole it appears, and my argument shows,
With a reasoning the court will never condemn,
That the spectacles plainly were made for the Nose,
And the Nose was as plainly intended for them.'

Then shifting his side, as a lawyer knows how,
He pleaded again in behalf of the Eyes:
But what were his arguments few people know,
For the court did not think they were equally wise,

So his lordship decreed with a grave solemn tone,
Decisive and clear, without one if or but-
That, whenever the Nose put his spectacles on,
By daylight or candlelight-Eyes should be shut!

A1) State whether the following statements are true of false. Correct the false statements. (4M)

(a) Nose can use spectacles.

False
The nose can only wear the spectacles as it fits it but cannot use it.

(b) Eyes have to be shut when the Nose wears/ puts on the spectacles.

False
The spectacles are used for the eyes and if they are shut then it would be useless.

(c) The Ear was appointed as a judge.

True

(b) The responsibility of posing ... shoulders of the learning organ.

(c) Spectacles are meant for ...

(d) The judge delivered a firm ... doubt.

Ans. 1) - (b) 2) - (c) 3) - (a) 4) - (d)

A 3) Pick up the expressions from the poem that argue in favour of the Nose and complete the ... ach diagram.

Arguments in favour of Nose

A 4) Whom would you support in the dispute between Nose and Eyes for the spectacles and why ... in your own words.

Ans.

Q. 2. Language study

A 1) Name and explain the figures of speech.

1) Between Nose and Eyes a strange contest arose.

Ans. Alliteration

Explanation : This sentence is not a ... ple of figure of speech. The correct ... is found in the ... between Nose and Eyes.

Short : Here in the sentence there is direct ... the design of the specs and nobody likes it.

... pair of rhyming words and the rhyme scheme of the poem.

Ans. 1) heavy being 2) appear - near

Scheme - aa bb

[6 M]

3. Write an appreciation of the poem with the help of given points.

- About the poem / poet/ title

The poem 'Spectacles' is written by William Cowper. It is a satirical poem about the death of the political system.

- Theme

The theme of the poem is that we convey the political situation in a wise manner. It also shows that sometimes people misuse a thing, like in the case.

- Poetic devices, Language

The poem consists eight stanzas and each stanza contains four lines. The language used in the poem is in a poetic manner. It is an imaginary poem which gives a message of truth of the society. It has rhyme scheme and the rhythm which is about. The language used in the poem is very easy to understand.

- Special features

It is an imaginary poem that is like a conversation between the nose. It consists various figures of speech such as irony, alliteration, personification, simile and hyperbole. For example Irony - That are clear as consequence is not true.

- Message/Central idea

The message conveyed by the poet through this

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

Unit Test

19/20 F-Tu

Std:- XI Arts | Subject – English | Marks:- 20M

Time :- 30 mins.

Name : Aarahi Singh | Roll No.: 11837

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate marks.

Q. 1. Read the following extract and answer the given questions. **[10 M]**

Between Nose and Eyes a strange contest arose,
spectacles set them unhappily wrong;
in dispute was, as all the world knows,
the said spectacles ought to belong.

So Tongue was the lawyer, and argued the cause
great deal of skill, and a wig full of learning;
Chief Baron Ear sat to balance the laws,
for his talent in nicely discerning.

'In behalf of the Nose it will quickly appear,
your lordship,' he said, 'will undoubtedly find,
Nose has had spectacles always in wear,
to possession time out of mind.'

Then holding the spectacles up to the court,
'Your lordship observes they are made with a straddle
As wide as the ridge of the Nose is; in short,
Designed to sit close to it, just like a saddle.

'Again would your lordship a moment suppose,
('Tis a case that has happened, and may be again)
That the visage or countenance had not a Nose,
Pray who would, or who could, wear spectacles then?

'On the whole it appears, and my argument shows,
With a reasoning the court will never condemn,
That the spectacles plainly were made for the Nose,
And the Nose was as plainly intended for them.'

Then shifting his side, as a lawyer knows how,
He pleaded again in behalf of the Eyes:
But what were his arguments few people know,
For the court did not think they were equally wise,

So his lordship decreed with a grave solemn tone,
Decisive and clear, without one if or but-
That, whenever the Nose put his spectacles on,
By daylight or candlelight-Eyes should be shut!

A1) State whether the following statements are true of false. Correct the false statements. (4M)

(a) Nose can use spectacles.

False. ~~Eyes and~~ Spectacles are used for the eyes.

(b) Eyes have to be shut when the Nose wears/ puts on the spectacles.

4) False. If the eyes are shut one cannot see!

(c) The Ear was appointed as a judge.

True.

Fakes (eyes - ears) Spectacles are used
the eyes because

Ans. 1) → (c) , 2) → (b) , 3) → (a) , 4) → (d)

A 3) Pick up the expressions from the poem that argue in favour of the Nose and complete the following with diagram.

Arguments in favour of Nose

Q. 2 Language study

Similie: when there is/are or as

1) Problem - weak
2) Cause - lewis.

[6 M]

Q. 3 Write an appreciation of the poem with the help of given points.

- About the poem / poet / title

By reading poem / Nose versus Eyes" we can clear by the title that poem is comparison between Nose & Eyes written by the poet - William Cowper

- Theme

By reading the whole poem we can clear that poem is about the nose is right & eyes are wrong. We - To whom the whole reading - Eyes are the most important part of the face, which is wrong in the poem.

- Poetic devices, language

There are many poetic devices used in the poem. Few examples - personification, Simile, etc. The poem is basically a comparison which nose has given so much importance & eyes are wrong. Nose is right & eyes are wrong.

- Social features

The poem we can study personification" it's telling us a very important message

- Message/Central idea

The message we should take from this poem is people who complains of small problems but not thankful for big things in life.

- Your opinion about the poem -

According to me the eyes are more deserving and the spectacles belong to the eyes.

Seating Arrangement for Unit Test :

After completing the block teaching of English, I took revision the next day. Then, I conducted a unit test on the poem that I taught for block teaching. For the seating arrangement of Unit Test, I made the students to sat roll number wise and one student on a single bench. The students wrote the test by sitting comfortably without any disturbance.

Supervision : Measures taken to avoid malpractice :

During the unit test of English, I was there for supervision along with the English subject teacher of the college, Mrs. Archana Vedpathak Ma'am. I supervised the students properly by moving through the rows silently without disturbing them. Their bags were kept aside and I instructed them to keep their desks empty with a pen and pencil to avoid any sort of malpractice. I cleared their doubts or queries so that they can write the answers with their understanding. To avoid any malpractice, I made the students sit one after the other in a line.

Time Management :

There was 40 minutes for the unit test of English. It was enough for the test as it was only a 20 mark test with objective type question and appreciation. To manage time properly, I made the question paper in the form of a worksheet so that it would be easy for the student to solve and write the answers directly without any burden and wastage of time. So, there was effective time management that helped the student to complete the test on time.

Educational Impression :

Unit tests are an essential aspect of the entire teaching - learning process. Teachers come to know about the strength and area of improvement of the student. Unit tests provide valuable feedback to both students and educators. Regular unit test has been shown to improve long-term retention of information. Unit tests can serve as milestones for students, providing a sense of accomplishment upon succesful completion.









Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course- 207: Internship Activity 2 B: Plan of Evaluation: Development & conduct of unit test

Name of student teacher – Khan Kulsoom H

Method - History **Div-** A **Roll No.** A - 2

Evaluation Scheme

No.	Steps	Criteria	1	2	3	4	5
1	Development of test	Proper instructions given on unit test paper				✓	
2		Weightage given to Objectives				✓	
3		Fulfillment of objective through different types of questions				✓	
4		No of questions and time sufficiency				✓	
5		Weightage given to different types of questions				✓	
6		Inclusion of All types of questions				✓	
7		Proper sequence of questions as per difficulty level					✓
8		Questions based on specified content					✓
9		Consideration of content length and importance of subunit					✓
10		Grammatically correctness and Clarity of unit test paper					✓
11		Length and Validity of the test					✓
12		Adequacy of the unit test				✓	
13		Objectivity of the test.				✓	
14		Printing and format of unit test paper: Font size, Alignment, Spacing				✓	
15	Administration of Unit test	Feasibility of the test				✓	
16		Seating arrangement for unit test				✓	
17		Supervision: Measures taken to avoid malpractices				✓	
18		Time management				✓	
19		Educational Impression				✓	
20		Overall Impression 85				✓	
		Total Marks - 100				65	20

Qualitative Feedback,(If any):

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8/3/24

Signature of Professor In-charge

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

Unit Test

Std:- XI Arts | Subject – HISTORY AND CIVICS | Marks:- 20M

Time :- 30 mins.

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate full marks.

Q. 1. Choose the correct alternative and complete the sentence. [6 M]

1) Gupta dynasty was founded by _____ .

(a). Sri Gupta (b). Ghatotkach

(c). Samudragupta (d). Ramgupta

2) The history of Indo-Greeks is known through their _____ .

(a). literature (b). inscription

(c). coins (d). pottery

3) After accession by defeating the Shakas, _____ took up the title of 'Vikramaditya'.

(a). Chandragupta II (b). Ramgupta

(c). Chandragupta I (d). Kumaragupta

4) _____ were used for storing olive oil and garom.

(a). Utensils (b). Amphoras

(c). Jars (d). Bottles

5) Kalidasa wrote _____ .

(a). Neel devi (b). Andhr Nagari

(c). Shakuntalam (d). Satya Harishchandra

6) _____ is the feature of Mathura style of art.

(a). Abstract art (b). Surrealism

(c). Portrait sculpture (d). Geometric art

Q.2. Find the incorrect pair and write the correct ones. [2 M]

(1) Kshaum - Linen cloth

(2) Pushpapatta - Cotton cloth

(3) Dukul - Silk cloth

(4) Amshuka - Muslin cloth

Q. 3. State whether the given statements are True or False. [5 M]

1) After the death of Alexander, the Satrapas appointed by him declared their independent status. _____

2) The Gupta period is considered as the Classical Age of Indian history. _____

3) The foundation of Indian temple architecture was laid down in Vardhan period. _____

4) In the icons of Gandhara style, there was more emphasis on physical beauty. _____

5) Red Sea was important for trade relations between India and China. _____

Q. 4. Write the names - [3 M]

1) The tribes that came to India - _____

2) The most brilliant, valiant and benevolent ruler of the Gupta dynasty - _____

3) Name of the Greek Satrapas of North-west - _____

Q.5 Write in correct chronological order (Any – 1) [2 M]

1) Ghatotkach ⟶ Chandragupta I ⟶ Srigupta ⟶ Chandragupta II ⟶ Samudragupta

_____

2) Gupta Empire ⟶ Karkotaka Empire ⟶ Kushana Empire ⟶ Vardhan Empire

Q. 6. Answer the following questions in short. (Any – 1) [2 M]

1). Why didn't the King remain in the centre of power in the Gupta period?

_____

_____

_____

_____

_____

_____

2). Write in your own words about the Indo-Roman trade.

_____

_____

_____

_____

_____

_____

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

17/20

Unit Test

Subject – HISTORY

Std:- XI Arts | **Marks:- 20**

Time :- 30 mins.

Name: SANIKA MAPARE | **Roll No.:** 11822

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate full marks.

Q. 1. Choose the correct alternative and complete the sentence. **[6 M]**

1) Gupta dynasty was founded by Sri Gupta.
(a). Sri Gupta
(b). Ghatotkach
(c). Samudragupta
(d). Ramgupta

2) The history of Indo-Greeks is known through their coins.
(a). literature
(b). inscription
(c). coins
(d). pottery

3) After accession by defeating the Shakas, Chandragupta II took up the title of 'Vikramaditya'.
(a). Chandragupta II
(b). Ramgupta
(c). Chandragupta I
(d). Kumaragupta

4) Amphoras were used for storing olive oil and garom. (fish picku).
(a). Utensils
(b). Amphoras
(c). Jars
(d). Bottles

6

5) Kalidasa wrote Shakuntalam
(a). Neel devi
(b). Andhr Nagari
(c). Shakuntalam
(d). Satya Harishchandra

6) Portrait sculpture is the feature of Mathura style of art.
(a). Abstract art
(b). Surrealism
(c). Portrait sculpture
(d). Geometric art

Q.2. Find the incorrect pair and write the correct ones. **[2 M]**

(1) Kshaum - Linen cloth

incorrect pair :-

(2) Pushpapatta ~~- Cotton cloth~~ floral pattern

(3) Dukul - Silk cloth

(4) Amshuka - Muslin cloth

2

[5 M]

Q. 3. State whether the given statements are **True** or False.

1) After the death of Alexander, the Satrapas appointed by him declared their independent status. True

2) The Gupta period is considered as the Classical Age of Indian history. True

3) The foundation of Indian temple architecture was laid down in Vardhan period. True

4) In the icons of Gandhara style, there was more emphasis on physical beauty. True

5) Red Sea was important for trade relations between India and China. False

4

[3 M]

Q. 4. Write the names -

1) The tribes that came to India - Yuezi Tribes

2) The most brilliant, valiant and benevolent ruler of the Gupta dynasty - Samudragupta

3) Name of the Greek Satrapas of North-west - Demetrius, Eucratides

1

[2 M]

Q.5 Write in correct chronological order (Any – 1)

1) Ghatotkach → Chandragupta I → Srigupta → Chandragupta II → Samudragupta

2) Srigupta → Ghatotkach → Chandragupta I → Samudragupta → Chandragupta II.

2) Gupta Empire → Karkotaka Empire → Kushana Empire → Vardhan Empire

Q. 6. Answer the following questions in short. (Any – 1) **[2 M]**

1). Why didn't the King remain in the centre of power in the Gupta period?

The king didn't remain in power because:-

(a) Decentralisation of power to ministers and other officials was done.

(b) In the beginning the Gupta kings were feudatory later, Amatya, prince, etc were given power as it was distributed.

2

Hence, the king was not the centre of power in Gupta period.

2). Write in your own words about the Indo-Roman trade.

Kamala Education Society's

Pratibha Junior College

Chinchwad, Pune - 19

Unit Test

Subject – HISTORY

18/20 Kt

Std:- XI Arts

Marks:- 20

Time :- 30 mins.

Name: Anuja Tanaji Sutariya

Roll No.: 11848

Instructions:

1) All questions are compulsory.
2) Figures to the right indicate full marks.

Q. 1. Choose the correct alternative and complete the sentence. **[6 M]**

1) Gupta dynasty was founded by Sriguptа .
(a). Sri Gupta (b). Ghatotkach
(c). Samudragupta (d). Ramgupta

2) The history of Indo-Greeks is known through their coins .
(a). literature (b). inscription
(c). coins (d). pottery

3) After accession by defeating the Shakas, Chandragupta II took up the title of 'Vikramaditya'.
(a). Chandragupta II (b). Ramgupta
(c). Chandragupta I (d). Kumaragupta

4) Amphoras were used for storing olive oil and garom.
(a). Utensils (b). Amphoras
(c). Jars (d). Bottles

5) Kalidasa wrote Satya Harishchandra
(a). Neel devi (b). Andhr Nagari
(c). Shakuntalam (d). Satya Harishchandra

6) Portrait Sculpture is the feature of Mathura style of art.
(a). Abstract art (b). Surrealism
(c). Portrait sculpture (d). Geometric art

Q.2. Find the incorrect pair and write the correct ones. **[2 M]**

(1) Kshaum - Linen cloth

(2) Pushpapatta - Cotton cloth

(3) Dukul - Silk cloth

(4) Amshuka - Muslin cloth

correct order :-

(2) Pushpapatta - Floral design

5

2

Q. 3. State whether the given statements are True or False. [5 M]

1) After the death of Alexander, the Satrapas appointed by him declared their independent state. True

2) The Gupta period is considered as the Classical Age of Indian history. True

3) The foundation of Indian temple architecture was laid down in Vardhan period. False

4) In the icons of Gandhara style, there was more emphasis on physical beauty. True

5) Red Sea was important for trade relations between India and China. False

5

Q. 4. Write the names - **[3 M]**

1) The tribes that came to India - Yeuzi Tribes

2) The most brilliant, valiant and benevolent ruler of the Gupta dynasty - Samudra Gupta

3) Name of the Greek Satrapas of North-west - Shakas

2

Q.5 Write in correct chronological order (Any – 1) **[2 M]**

1) Ghatotkach ⟶ Chandragupta I ⟶ Srigupta ⟶ Chandragupta II ⟶ Samudragupta

2 Srigupta → Ghatotkach → Chandragupta I → Samudragupta → Chandragupta II

2) Gupta Empire ⟶ Karkotaka Empire ⟶ Kushana Empire ⟶ Vardhan Empire

Kushana Empire → Gupta Empire → Vardhan Empire → Karkotaka Empire.

Q. 6. Answer the following questions in short. (Any – 1) **[2 M]**

1). Why didn't the King remain in the centre of power in the Gupta period?

① Sri Gupta was the founder of Gupta Empire. ② He was a great ruler. He expanded the Empire. ③ Later, the last ~~King~~ emperor, Kumaragupta lost its power due to large empire. ④ As a result, the military officers appointed by him established their independent rule. ⑤ Thus, the King didn't remain in centre of power in the Gupta period.

2

2). Write in your own words about the Indo-Roman trade.

Seating Arrangement for Unit Test:

After completing the block teaching of History, I took revision the next day. Then, I conducted a unit test on the lesson 'Changing Time' that I taught for block teaching. For the seating arrangement, I made the students to seat according to their roll number and one student on a single bench. The students wrote the test by sitting comfortably without any disturbance.

Supervision: Measures taken to avoid malpractice:

During the unit test of History, I was there for supervision along with the History subject teacher of the college, Mrs. Vaishali Deshpande Ma'am. I supervised the student properly by moving through the rows silently without disturbing them. Their bags were kept aside and I instructed them to keep their desk empty and carry only a pen and pencil to avoid any sort of malpractice. I cleared their doubts or queries so that they can write the answers with their own understanding.

Time Management :

There was 40 minutes for the unit test of History. It was enough for the test as it was only a 20 mark test with objective type questions. To manage time properly, I made the question paper in the form of a worksheet so that it would be easy for the students to solve and write the answers directly without any burden and wastage of time. So, there was effective time management that helped the students to complete the test on time.

Educational Impression :

Unit tests are an essential aspect of the entire teaching - learning process. Teachers come to know about the strengths and areas of improvement of the students. Unit tests provide valuable feedback to both students and educators. Regular unit tests has been shown to improve long-term retention of information. Unit tests can serve as milestones for students, providing a sense of accomplishment upon succesful completion. It also motivates students to strive for academic excellence.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course- 207: Internship Activity 2 C: Development a Blue print with Model

Answer &Marking Scheme

Name of student teacher – Khan Kulsoom H

Method - English Div- A Roll No. A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Structure of Blue Print as per the objective				✓	
2	Structure according to sub units & marks distribution				✓	
3	Structure according to question type				✓	
4	Overall 3 dimensional design : Correct & Complete					✓
5	Accuracy of Model Answers					✓
6	Model Answer as per objectives of the questions					✓
7	Expected outline of the answers in Model answers				✓	
8	Marking Scheme according to the scope				✓	
9	Point wise /Sub questions wise Marking Scheme				✓	
10	Overall Impression 43				✓	
	Total Marks- 50			28	+15	

Qualitative Feedback

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8/3/24

Signature of Professor In-charge

Page No.
Date

Structure of the Blue Print as per the Objective

(ENGLISH)

Sr. No.	Objectives	Marks	Percentage
1).	Knowledge	04	20
2).	Understanding	06	30
3)	Application	04	20
4).	Skill	06	30

Page No.
Date

Structure according to sub units and Marks Distribution

Sr. No.	Subunit	Marks	Percentage
1).	Grammar	04	20
2).	Writing Skill	06	30
3).	Poetry / reading	04	20
4).	Comprehension	06	30

Page No.
Date

Structure according to question type

Sr. No	Type of Question	No. of Question	Marks	Percentage
1).	Long Answer	01	06	30
2).	Short Answer	01	02	10
3).	Objective	07	12	60

Subject :- English
Unit :- Poetry
Subunit :- Three Views Eyes

Sr. No	Subunits	Objectives												Total
		Knowledge			Understanding			Application			Skill			
		L	S	O	L	S	O	L	S	O	L	S	O	
1)	Grammar			1(2)						1(4)				04
2)	Writing Skill										6(1)			06
3)	Poetry / Reading						4(1)							04
4)	Comprehension			2(1)			2(1)		2(1)					06
	Total		04			06			04			06		20

* Instructions -

1) L indicates Long Answer Type Question
2) S indicates Short Answer Type Question
3) O indicates Objective Type Question
4) Number in brackets are marks of each question.
5) Number outside the brackets are total questions.
6) Underlined figures indicate extra questions.

Answer Key with Marks Distribution

Question No.	Answer	Marks Distribution to each point	Total
Q.1 (A-1) (a) (b) (c) (d)	 False. Nose cannot use spectacles False. Eyes cannot be shut True False. Spectacles are meant for Eyes	 1 1 1 1	4
(A-2)	1-(b) 2-(c) 3-(a) 4-(d)	1/2 1/2 1/2 1/2	2
(A-3)	Arguments in favour of Nose i. That the nose has had spectacles always in wear ii. They are made with a straddle as wide as the ridge of the nose iii. That the visage or countenance had not a Nose, iv. Pray who would, or who could wear spectacles then?	 1/2 1/2 1/2 1/2	2
(A-4)	I would definitely support the eyes in the dispute between Eyes and Nose because we wear spectacles when we have weak eyesight. So, spectacles are meant for the Eyes in my opinion. (Student's personal response)	2	2
Q.2 (A-1) 1. 2.	 Inversion Reason-The correct order is 'A strange contest arose between nose and eyes'. Simile Reason- There is direct comparison between nose and saddle	 1 1	2
(A-2)	Rhyming words – arose-nose, wrong-belong Rhyme scheme - abab	1 1	2
Q.3	• **About poem, poet, and tile:** The poem Nose versus Eyes is written by the great and most popular 18th-century poet William Cowper. The poem is about the dispute on the matter of who belongs to the spectacles. And the dispute was between Nose and Eyes. So the title is very apt to the poem that is Nose versus Eyes. • **The theme:** The poem Nose versus Eyes is a satire on the judiciary system. It also mocks at the stone blind justice in a humorous manner emphasizing upon the lack of empathy and common sense. In this poem, the poet	(1 mark for each point)	6

wants to tell that with lack of proof the injustice happened. The court wants evidence and on the evidence, the court gives a verdict and the same things happened in the poem.

- **Poetic devices, language:**

The poem is based on the judiciary system so such words are used by the poet but otherwise the language of the poem is very simple and lucid to understand. The poem has rhyming pairs such as arose-knows, wrong-belong, cause-laws, learning-discerning, etc. The poem has a fine rhyming scheme such as **abab, cded**, etc. The poet uses fine figures of speech to increase the beauty of the poem. The figures of speech used by the poet such as Inversion, Alliteration, Simile, Repetition, etc.

- **Special features:**

The poem has a very special feature that it is a satire which mocks at the judiciary system. So, the poem is full of satirical lines that expose hidden realities in a fun way.

- **Message/Central idea:**

The poem has great moral on the judiciary system. In the judiciary system some time, how blind justice happens due to a lack of evidence. But the judiciary system makes the life of people easy and comfortable.

- **Your opinion about the poem:**

I truly like the poem Nose versus Eyes. Due to the poem, I come to know that in the judiciary system some times, how blind justice happens due to a lack of evidence. In the poem, such things are mentioned by the poet that the spectacles are actually used for the Eyes but with given arguments, the verdict goes on behalf of the Nose and only due to lack of evidence on behalf of the Eyes the injustice happened.

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course- 207: Internship Activity 2 C: Development a Blue print with Model Answer &Marking Scheme

Name of student teacher – Khan Kulsoom H

Method - History Div- A Roll No. A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Structure of Blue Print as per the objective				✓	
2	Structure according to sub units & marks distribution				✓	
3	Structure according to question type				✓	
4	Overall 3 dimensional design : Correct & Complete					✓
5	Accuracy of Model Answers					✓
6	Model Answer as per objectives of the questions					✓
7	Expected outline of the answers in Model answers					✓
8	Marking Scheme according to the scope				✓	
9	Point wise /Sub questions wise Marking Scheme				✓	.
10	Overall Impression 4+4				✓	
	Total Marks - 50				24+20	

Qualitative Feedback

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8/3/24

Signature of Professor In-charge

Date

Structure of the Blue Print as per the Objective.

(History)

Sr. No.	Objectives	Marks	Perantage
1).	Knowledge	06	30
2).	Understanding	09	45
3).	Application	03	15
4).	Skill	02	10

Structure according to sub-units and Marks Distribution

Sr. No.	Subunit	Marks	Percentage
1).	Nomadic Tribes of Central Asia	05	25
2)	Various Empires	11	55
3)	Indo-Roman Trade	04	20
	Total	20	100

Page No.
Date

Structure according to question type

Sr. No	Type of Question	No. of Questions	Marks	Percentage
1)	Long answer	–	–	–
2).	Short answer	01	02	10
3).	Objective type	16	18	90

Subject - Ancient History
Unit - Changing Times
Subunit -

Sr. No.	Subunits	Objectives												Total
		Knowledge			Understanding			Application			Skill			
		L	S	O	L	S	O	L	S	O	L	S	O	
1).	Nomadic Tribes of Central Asia			1(2)			1(2)			1(1)			2(1)	05
2).	Various Empires			1(2)		2(1)	2(1) 1(2)			1(1)			2	11
3).	Indo-Roman Trade			1(2)		2(1)	1(1)			1(1)				04
	Total	06			09			03			02			20

* Instructions -

1) L indicates Long Answer Type Question
2) S indicates Short Answer Type Question
3) O indicates Objective Type Question
4) Number in brackets are marks of each question
5) Number outside the brackets are total question.
6) Underlined figures indicate extra question.

Answer Key with Marks Distribution

Question No.	Answer	Marks Distribution to each point	Total
Q.1 1). 2). 3). 4). 5). 6).	 Sri Gupta Coins Chandragupta II Amphoras Shakuntalam. Portrait sculpture	 1 1 1 1 1 1	6
Q.2	Pushpapatta – Floral designs	2	2
Q.3 1). 2). 3). 4). 5).	 True True False True False	 1 1 1 1 1	5
Q.4 1). 2). 3).	 Indo-Greeks, Shakas and Kushanas Samudragupta Indo-Greeks	 1 1 1	3
Q.5 1). 2).	(Any-1) Sri Gupta - Ghatotkach – Chandragupta -Samudragupta -Chandragupta II Kushana empire- Gupta empire- Vardhan empire- Karkotaka empire	2	2
Q.6 1). 2).	(Any-1) During the Gupta period, lands were granted to civil and military officers instead of salaries. The roots of the feudal system can be found in this period. Because of revenue tax exemption on the donated land, the revenue too decreased and the royal treasury was depleted. It was concentrated in the hands of locals' landlords. Because of this the king no longer remained in the center of power. The Periplus of Erythrean Sea written in the mid 1st century C.E mentions the Red sea and the sea routes connecting coastal lines, ports, provinces, goods exchanged in trade. Items like textiles, black pepper, precious stones, ivory, and animals such as monkeys, parrots, and peacocks for entertainment were exported from India. The growing trade between Rome and India saw the rise of several markets and cities.	2	2


School
Records

Kamala Education Society's

PratibhaCollege of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course- 207: Internship Activity 3: Study of Records maintained by the schools

Name of student teacher – Khan Kulsoom H **Div-** A **Roll No.** A-2

Evaluation Scheme

No.		Criteria	1	2	3	4	5
1.		Introduction need and Importance				✓	
2.		Objectives of the activity				✓	
3.	Record I	Title, format,Style of maintaining the record				✓	
4.		Nature & Scope of the record				✓	
5.		Related to the students/ Teacher/Go/NGO/Mother institute/Other				✓	
6.		Opinion about the record I				✓	
7.	Record II	Title, format, Style of maintaining the record					✓
8.		Nature & Scope of the record					✓
9.		Related to the students Teacher/Go/NGO/Mother institute/Other					✓
10.		Opinion about the record II				✓	
11.	Record III	Title, format, Style of maintaining the record					✓
12.		Nature & Scope of the record				✓	
13.		Related to the students Teacher/Go/NGO/Mother institute/Other					✓
14.		Opinion about the record III				✓	
15.	Record IV	Title, format, Style of maintaining the record					✓
16.		Nature & Scope of the record				✓	
17.		Related to the students Teacher/Go/NGO/Mother institute/Other					✓
18.		Opinion about the record IV				✓	
19.		Educational Implication				✓	
20.		Overall Impression 87				✓	
		Total Marks-100				52+35	

Qualitative Feedback (If any)

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8/3/24

Signature of Professor In-charge

Introduction need and Importance

Introduction

The school records are essential for maintaining the integrity and efficiency of educational institutions. School records encompass a diverse range of information, including student academic performance, attendance, health records and disciplinary history. Properly managing these records is crucial for ensuring compliance with regulations, facilitating informed decision-making, and providing support for students and staff.

In internship program, we were also told to study and maintain any 4 school records. It will cover the key components of record-keeping, best practices for data collection and storage, and strategies for ensuring the security and confidentiality of sensitive information.

We have to write report on 4 school records.

It will provide an overview of the current state of school records management, including the challenges faced, best practices and recommendations for improvement. It will explore the importance of maintaining accurate and secure records, the impact of technology on record-keeping, and the legal and ethical considerations associated with managing sensitive student information.

By examining the various aspects of school records management, it will help the educational institutions optimize their processes, enhance data security and ultimately improve the quality of education and support provided to student and staff.

Need of School Records

- To provide a detailed history of students academic performance, including grades, test scores and attendance. This information is essential in tracking progress, identifying areas for improvement.
- To make informed decisions regarding curriculum development, resource allocation and instructional strategies. It helps identify trends, assess the effectiveness of teaching methods and allocate resources where they are most needed.
- Accurate and up-to-date school records are essential for meeting regulatory requirements and demonstrating compliance.
- To provide valuable insights into students individual needs, enabling teachers to develop personalized support plans and interventions.
- To serve as a historical record of a students educational journey, capturing achievements, challenges and growth over time.

Proper management and utilization of school records are integral to the overall effectiveness.

Importance of School records

The school records are of immense importance for various stakeholders within the education system.

1) School records provide a comprehensive overview of student academic performance, attendance and behavioural patterns.

2) This data helps educators and parents track students progress over time and identify areas for improvement.

3) It is used to tailor intructional strategies and curriculum development based on students academic needs and learning styles.

4) School records are evential for ensuring compliance with educational standards, accreditation requirements and data privacy laws.

5) They also provide evidence of adherence to regulations and guidelines, which is crucial for maintenance.

6) Detailed school records allow educators to identify students who may require additional support, such as those with special educational needs or those facing socio-economic challenges.

7) School records serve as a historical record of a student's academic journey, documenting achievements, challenges and growth.

Thus, school records are crucial for promoting student success, supporting effective teaching and learning and providing a comprehensive historical perspective on student's educational experiences.

Objectives of the Activity

- To evaluate student's academic progress, identifying areas of strength and weakness, and tracking trends in performance over time.
- To gain insights into the effectiveness of instructional methods, curriculum design and assessment strategies.
- To understand the need of various school records.
- To enable the student-teacher to understand the administrative aspects of school life.
- To define the various kinds of school records.
- To know the essential requirements of the school records.
- To help to realize the need of maintaining the school records.

RECORD - 1

Students Attendance Register :-

The students attendance register helps educational institutions maintain compliance with attendance regulations and requirements set by educational authorities. It provides a way to monitor student attendance patterns, allowing educators to identify trends and potential issues early on. It enable the teacher to maintain the record of student present or absent in their class for any school for a whole academic year.

The students roll call is taken once at the starting of the lecture by the class teacher. It holds student accountable for their attendance, promoting a sense of responsibility and discipline. It can be used as a factor in assessing students overall performance and can be taken into consideration during grading and evaluation.

Title, Format, Style of Maintaining the Record :

Title :-

"Student Attendance Register"

This is the title of the register, given on front page of the register. It also contain name of the college, name of class teacher, class name and year.

Name of Institution - Kamala Education Society's
Name of College - Pratibha Junior College
Year - 2023-2024
Class - XIth Arts

Format :-

The attendance register contains school/ college stamp, date and day and several other rows and columns -

1) Serial Number - indicates number of rows.
2) Name of the student - Full name of the student is written
3) Mother's Name - The name of mother of each child is written
4) Monthwise - The attendance is monthly bifurcated and 30-31 columns are made for each month.
5) Present-Days - The number of days that the student was present in that month is written.
6) Absent-Days - The total number of days the student was absent is written.

7) Signature of Class teacher - The sign of the particular class teacher is there after each month.
8) Signature of Vice-principal and Headmaster - Sign of vice-principal and Headmaster is also there.
9) Percentage - After the monthly attendance, there is a part of percentage of present and absent students.

Style of maintaining records :-

All the information indicated in attendance register is filled daily by the class teacher of each class. When the college lectures start after assembly, every class teacher takes attendance in their respective classes. Then, the number of present and absent students is filled by the class teacher in the register daily and she signs the register.

Nature and Scope of the record :-

- The primary purpose of the register is to record the presence or absence of students in their classes. This includes tracking daily attendance, documenting tardiness and noting excused absences.
- The register serve to fulfill legal and regulatory requirements related to student attendance.
- The register provides a mean for monitoring

students attendance patterns over time.
- The register can facilitate communication between the school and parents regarding a student's attendance.

The nature and scope of the record encompass its role as a vital administrative tool for compliance, monitoring, communication and assessment within educational institutions.

Related to :

1] Students :-

For students, the attendance register is a record of their presence in class. It is a reflection of their commitment to their education and can impact their academic performance and overall progress. Additionally, student may need to provide evidence of their attendance for various purposes, such as applying for scholarships or other educational opportunities.

2] Teachers :-

The attendance register is a tool for teachers to monitor and track student's attendance. It helps them identify patterns of absenteeism, address individual student needs, and communicate with parents or guardians regarding attendance-related concerns. Teachers may also use attendance data to assess student's engagement and participation in class activities.

NGOs / Mother Institutes / Others :-

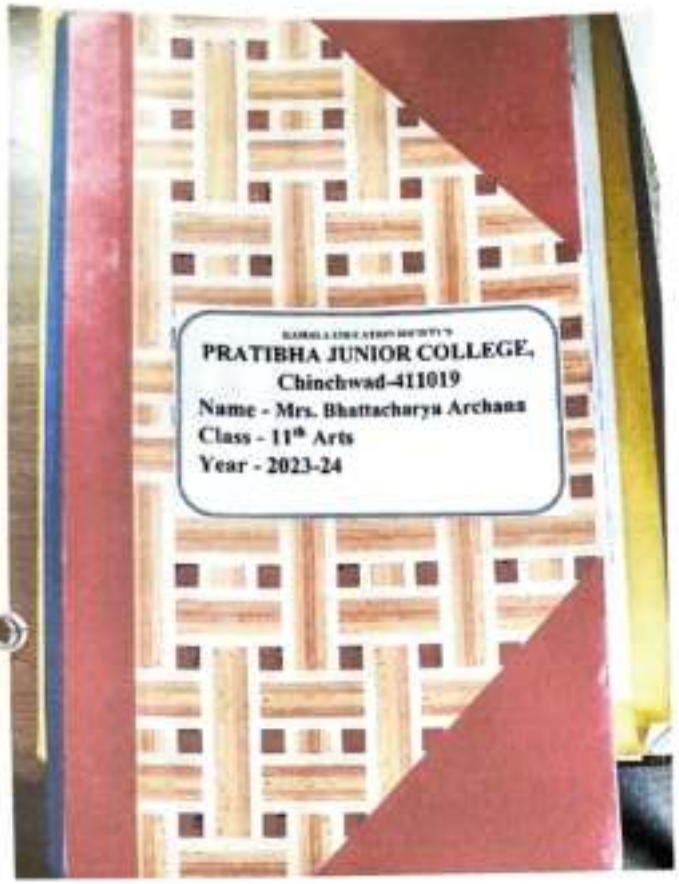
Non-Governmental organizations (NGOs) working in the education sector may use attendance data for research, advocacy or intervention programs. In case of educational partnerships or programs involving multiple institutions, the attendance register serves as a means of tracking student participation and progress across different educational entities.

Opinion about Record-1 (Student Attendance Register) :

The Record-1, Student Attendance Register serves as a valuable mechanism for tracking and documenting students presence in educational institutions. It plays a crucial role in promoting accountability, fostering a sense of responsibility among students, and providing a basis for assessing and addressing attendance-related concerns.

Attendance register helps us to monitor individual pupil attendance for administrative purpose. Students punctuality and regularity in attendance in school / college is dependent on several home related factors and also college related factors that influence not only student attendance but also learning at school.

Thus, school / college student attendance record is really information which provides detailed information about particular class or student.


PRATIBHA JUNIOR COLLEGE,
Chinchwad-411019
Name - Mrs. Bhattacharya Archana
Class - 11th Arts
Year - 2023-24






मासिक नोंदणी पत्रक

Date

RECORD - 2

Teaching Attendance Muster

Teaching Attendance Muster refers to the process of recording and maintaining attendance records for teachers or instructors. This may be relevant in educational institutions where the attendance of teaching staff needs to be tracked for administrative and regulatory purposes.

Similar to the student attendance register, the teaching attendance muster serves as a crucial administrative tool for educational institutions. It allows for the documentation of teachers presence, which can be important for ensuring compliance with employment regulations, monitoring professional responsibilities and managing staffing and scheduling.

Thus, the teaching attendance muster is a fundamental administrative practice that helps ensure the effective management and oversight of teaching staff within college.

Date

Title, Format, Style of Maintaining the Record :

Title :-

"Teaching Attendance Muster"

This is the title of the register given on the cover page of the record. It also contains the college's name along with the year. So, first, there is the name of college i.e. KES Pratibha Junior College, followed by register name and year.

Format :-

There are several columns and rows in a teaching attendance muster.

1) Date :- The date for which attendance is being recorded.
2) Teacher's Name :- The full name of the teacher.
3) Department / Subject :- The department or subject area in which the teacher is teaching.
4) Designation :- The official job title or designation of the teacher.
5) In-time :- The time at which the teacher arrives or begins teaching duties.
6) Out-time :- The time at which the teacher leaves or concludes teaching duties.
7) Total Hours :- The total number of hours the teacher is present or engaged in teaching activities for the day.
8) Signature :- Space for the teacher to sign or acknowledge the accuracy of the attendance record.

Page No
Date

Style of maintaining the record :-

To record the daily attendance of the teacher, schools / college maintain this particular register. It shows the time of arrival and departure of the teacher on each day. The teacher are supposed to sign it daily in the morning and while leaving in the afternoon. Time of arrival of the latecomers, leave taken by the teacher during the month, holidays etc. are to be written on it. It is kept outside the room of the vice-principal. When the first lecture starts, it goes to the vice-principal for verification.

Nature and Scope of the Record :

- Teaching Attendance Muster is a document or record that helps in knowing the regularity of teachers. Teachers sign it on a regular basis and this records the presence of the teacher in the school.
- It is helpful at the time of school audit to show the teacher working day and information about their work to decide their increments.
- It shows the teacher regularity and punctuality at work place.
- It shows the number and and nature of leave taken by teacher which include casual leave, sick leave, leave without pay, paid leave etc.

- It helps to know the strength and availability of teachers on a particular day to manage their work and bulletins on that day.
- It is also helpful to know about shift management and proper work distribution.

Overall, the nature and scope of the teaching attendance matter are focused on promoting accountability, ensuring compliance, and facilitating efficient management of teaching staff attendance within the educational institution.

Related to :

Teachers :-

The attendance matter holds teachers accountable for their professional responsibilities. By maintaining accurate record of their attendance, it ensures that teachers fulfill their commitments to their students and educational institutions. It is directly related to teachers in several ways.

- Attendance records may be used as a factor in evaluating a teacher's overall performance. Punctuality and regularity in attendance can reflect positively on a teacher's professionalism and commitment to their role.
- The attendance matter provides a framework for teachers to comply with the policies and ensure that they meet the required standards of attendance

- It helps in keeping an eye on the regularity of teacher.
- Maintaining attendance ensure timely and proper payments to teacher.
- It is helpful to measure the efficiency of teacher as an individual.

Opinion about Record II (Teaching Attendance Muster):

The Teaching Attendance Muster serve as an important administrative tool in educational institutions. It help in tracking and managing teacher attendance, which is essential for ensuring the consistent delivery of quality education.

The attendance muster facilitate the smooth functioning of the educational institution by providing a systematic way to monitor teacher presence and absence. It also support compliance with regulations and policies related to teacher attendance, which is crucial for maintaining the integrity and professionalism of the teaching staff. This record respect the individual needs of teacher while upholding the standards of professionalism and commitment to their roles.

Overall, the teaching attendance muster plays a crucial role in maintaining the standards of education and professionalism.

KES,

PRATIBHA JUNIOR COLLEGE,

CHINCHWAD, PUNE-19

Teaching Attendance Muster

2022-2023

Date

RECORD - 3

Student Library Entry Register

The Student Library Entry Register serves as a fundamental component of modern educational institutions, providing critical insights into the utilization of library resources and the patterns of student engagement with academic materials.

By systematically recording student entries into the library, educational institutions can gain valuable data that informs strategic decision-making, resource allocation and the enhancement of library services. By recording student library entries, institutions can gain insights into the popularity of specific resources, such as books, journals or digital materials.

The student library register is an invaluable tool for library management, resource allocation and understanding student engagement with library services and resources. It supports the effective operation of the library.

Opinion about Record III (Student Library Entry Register):

The student library entry register is a valuable tool for educational institution. It enables the tracking of library usage, which can provide insights into students study habits, research interests and academic needs. This data can be used to enhance library services, support academic development and inform institutional decision-making.

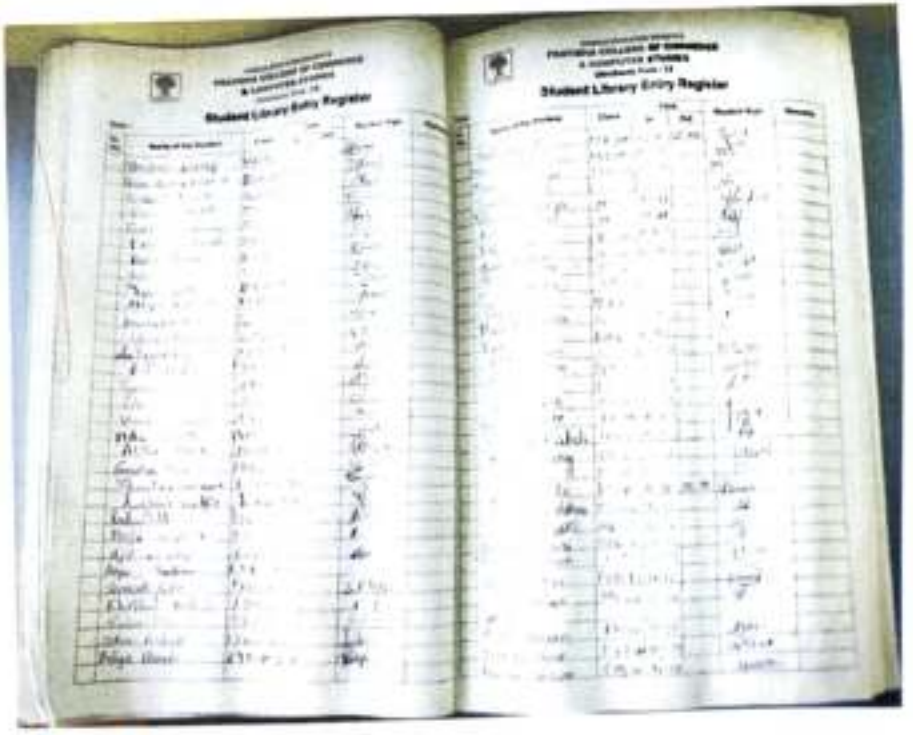
However, it's important to balance the benefits of monitoring library entry with privacy consideration and the need to maintain a welcoming and inclusive library environment. Instituting clear policies and practices for the use of entry registers can help ensure that they are used responsibly and ethically.

Thus, the student library entry register can be a useful tool for tracking library usage, understanding student behaviour and optimizing resource allocation. It can provide valuable data for assessing the demand for academic needs, and informing institutional planning. It is essential to consider privacy concerns and ensure that the collection of entry data is conducted in a transparent and respectful manner.









Student Library Entry Register

RECORD - 4

General Register

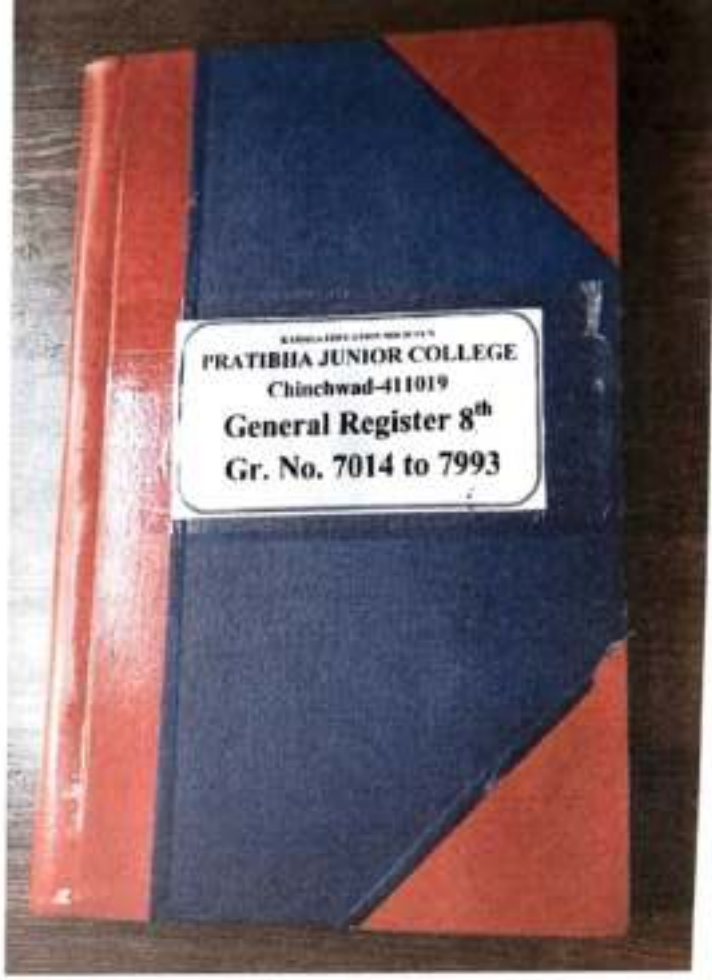
The general register of students information holds significant importance in educational institutions for several reasons. It contains essential details such as name, address, contact details, medical information etc which are crucial for administrative and safety purposes.

The register helps in tracking students progress, attendance and academic performance enabling educators to identify areas of improvement and provide targeted support. It also includes the basic information of the student along with his/her address, class and Aadhar Card number.

The general register also serves as a valuable resource for research and analysis enabling educational institutions to understand trends, demographics and students needs, which can inform strategic planning and policy development.

Overall, the general register of students plays a vital role in ensuring effective educational management.




PRATIBHA JUNIOR COLLEGE
Chinchwad-411019
General Register 8th
Gr. No. 7014 to 7993





Co-curricular Activity

Kamala Education Society's
PratibhaCollege of Education
Chinchwad, Pune -411019
(Second Year 2023-24)

Course- 207: Internship Activity 4: Organization of Co-curricular / Extra- Curricular Activities

Name of student teacher – Khan Kulsoom H **Div-** A **Roll No.** A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Selection and Planning of Co-curricular Activity				✓	
2	Preparation of student teacher for co &extra Activity				✓	
3	Organization of Co-curricular Activity				✓	
4	Participatory role of student teacher in the Activity					✓
5	Co-ordination between student teacher & School Staff					✓
6	Managerial Skills displayed in Execution of the Programme					✓
7	Encouragement & opportunities given to the students					✓
8	Student response & Scope for other skill development				✓	
9	Probiem faced during activities & its overcoming strategies				✓	
10	Education Implication& Overall Impression 44				✓	
	Total Marks-50				24+20	

Qualitative Feedback (If any)

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8/3/24

Signature of Professor In-charge

Selection and Planning of Co-curricular Activity

"Life is an act, a role-play and earth is a theatre."

Selection and planning of a role play as a co-curricular activity involves several key steps to ensure a successful and engaging experience for the students. So, I and my group members decided to conduct a role play based on an English poem 'Nose Versus Eyes' which is part of syllabus of the students. It was important to choose a relevant and interesting topic for the role play, keeping in mind the interest and preferences of the students. The poem 'Nose versus Eyes' was best for the role play as it is based on the judiciary system.

A lot of planning was required for this particular activity. First, it was important to teach the poem to the students. Then after teaching, actual planning of the role-play began. It was important to prepare the script of the role-play.

Thus, there was effective selection and planning of role-play as a co-curricular activity that is both educational and enjoyable for the students.









Extra-curricular Activity

Kamala Education Society's
PratibhaCollege of Education
Chinchwad, Pune -411019
(Second Year 2023-24)

Course- 207: Internship Activity 4: Organization of Co-curricular / Extra- Curricular Activities

Name of student teacher – Khan Kulsoom H. **Div-** A **Roll No.** A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Selection and Planning of Co-curricular Activity				✓	
2	Preparation of student teacher for co &extra Activity				✓	
3	Organization of Co-curricular Activity				✓	
4	Participatory role of student teacher in the Activity					✓
5	Co-ordination between student teacher & School Staff					✓
6	Managerial Skills displayed in Execution of the Programme					✓
7	Encouragement & opportunities given to the students				✓	
8	Student response & Scope for other skill development				✓	
9	Problem faced during activities & its overcoming strategies				✓	
10	Education Implication& Overall Impression 43				✓	
	Total Marks-50			28	+15	

Qualitative Feedback (If any)

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4/3/24

Signature of Professor In-charge

Selection and Planning of Extra-curricular Activity

New Year remarks the beginning of new hope, aspirations and celebrations. So, on the occasion of New Year, we planned on conducting Greeting Card Making Competion based on the theme of New Year and Mehendi Competition based on the Indian theme.

We organised this competition on 30th December 2023. Both the competition required a lot of planning. We planned about this activity a week before the organisation date. Firstly, we asked the co-ordinator of both the steams (Arts and Commerce) and took their permision. Then we took guidance from the Arts Head and Commerce Head on how we need to proceed further.

After proper planning, we circulated the notice in all the classes. We were told to conduct the Greeting card competition for the Arts students and Mehendi Competition for the Commerce students.

The students actively participated in both the activities. Thus, the Ideation and Planing of role-play required us to plan efficiently and then organise.









Mehendi Competition









Greeting - Card Making

KBSS
Prodigal Junior College
METHOD
DRAWING
COMPETITION

KBSS
Prodigal Junior College


Peer
Observation

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Activity 5: Observation of peers

Evaluation Scheme

No	Step	Criteria	1	2	3	4	5
1	Introduction	Previous Knowledge				✓	
2		Curiosity arousing/motivating, attractive				✓	
3		Statement of aim				✓	
4	Presentation	Use of illustration, Clarity of thought				✓	
5		Use of teaching-aids & demonstration				✓	
6		Classroom interactions				✓	
7		Participation of students, interest created					✓
8		Mastery over the content					✓
9		Blackboard Work					✓
10		Students response					✓
11		Reinforcement(+ve, -ve)				✓	
12	Evaluation	Types of questions				✓	
13		Types of application questions				✓	
14		Homework/assignment				✓	
15		Class control				✓	
16		Time management				✓	
17		Lesson details				✓	
18		Feedback(+ve, -ve)				✓	
19		Remarks as per check list				✓	
20		Neat & complete Lesson note (Name, Sub, date etc.)				✓	
		Total Marks-100 / 84			64	+20	

Qualitative Feedback, (If any):

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9/3/24

Signature of Professor In-charge

Peer Observation-1

Name of the student teacher - Sagar Mahasare

Unit - Prose

Subunit - Tiger Hills

Std - 11th

Method - English

Date - 20/11/23

INTRODUCTION :

Previous Knowledge -

To check the basic knowledge of students, teacher asked few questions to students. He asked -

- Do you have any idea about Kargil War?
- What impact did the War had on us?

Curiosity arousing / motivating, attractive -

Teacher showed a picture of Kargil War and Tiger Hills to arouse the interest of the students and make the prose attractive and engaging for the students

Statement of Aim –

After knowing about the previous knowledge of the student, teacher introduced the topic 'Tiger Hills' and stated 'Today, we are going to study an interesting prose 'Tiger Hills'.

PRESENTATION :

Use of illustration, clarity of thought –

Teacher draws flowchart and tree diagram of the characters in the prose on the blackboard. This shows clarity of thought of teacher and his knowledge about the topic.

Use of teaching aids and demonstration –

Teacher used various pictures of Kargil war, soldiers and Tiger Hills to make the topic understandable to the students. This demonstration helps student to understand the prose in a better way.

Classroom Interactions –

There was good classroom interaction since the start. Students gave answers whenever teacher was asking questions. They participated in discussions and also shared their point of view. After the explanation, teacher asked some questions related to the prose and students were able to

answer them. He also solved the queries and doubts of the students. Student also discussed the daily life examples then surrounding related to the topic.

Participation of students, interest created –

The whole class was very interactive throughout the period. Students were engaged in the teaching-learning process. They were very proactive in giving answers and sharing their experiences. Students showed keen interest to know about the Tiger Hills.

Mastery over the content –

Teacher explained the prose in an effected manner. This showed the deep knowledge about the Kargil War and various soldiers associated with it. He also explained about Tiger Hills by adding some additional information regarding the Hills. He surely had mastery over the content.

Blackboard Work –

Teacher wrote on the blackboard with coloured chalks. He drew tree diagram of the characters on the board. He also wrote meanings of new words on the blackboard. He used the blackboard effectively and wrote in readable manner.

Students response –

Students find the prose really interesting. They were interactive throughout the period. They shared whatever knowledge they had about the topic. They responded positively to each question asked by the teacher.

Reinforcement (+ve, -ve) –

All the students responded positively to the teacher's questions and teacher reinforced all of them by clapping for them from all the students in the class.

EVALUATION :

Types of Questions –

To evaluate the students, teacher asked some question to the students till the paragraph he had taught the lesson. The questions were easy, moderate and the last one was a personal response one.

Types of Application Questions –

Teacher asked some application based questions to the students to develop their critical thinking skills.

It included –

Wars are not fought only on the battlefield. Comment.

This made the students to think on the question.

Homework / Assignment –

Teacher gave the homework in the last to the students –

Write in your own words a similar based on text.

Class Control –

Sir had proper class control. While showing the pictures of teaching aids, he called 5 student at a time so that he can control the class. There was no noise in the class when the teacher was teaching.

Time Management –

As the prose was quiet big, teacher taught two pages in 40 minutes. He managed the time effectively and made the lesson understandable to the students.

Lesson Details –

Unit – Prose

Subunit – 1.6 Tiger Hills

Feedback(+ve, -ve) –

(1) Good use of teaching aids
(2) Proper time management
(3) Relevant comprehension
(4) Examples from day to day life

Page No.
Date

Remarks as per checklist -

(1) Good blackboard work
(2) Good time management
(3) Relate concepts to daily life examples
(4) Proper Explanation

Neat and Complete Lesson note -

The lesson note was written neatly and it was complete with name, date, subject, unit details, core elements and values, teaching aids mentioned clearly in good handwriting.


Community related work
Street Play

Kamala Education Society's

Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2023-24)

Course- 207: Internship Activity 6 A: Other School Activities/Programmes (Community related work)

Name of school teacher - Khan Kulsoom. H

Method - English History **Div-** A **Roll No.** A-2

Evaluation Scheme

No.	Criteria	1	2	3	4	5
1	Nature and relevance of activity				✓	
2	Objectives				✓	
3	Need and Importance					✓
4	Planning & Implementing					✓
5	Resources used or prepared					✓
6	Generation of funds/Management of Expenses					✓
7	Social Contribution				✓	
8	Promotion of activity				✓	
9	Parameters of success				✓	
10	Overall Impression 49				✓	
	Total Marks - 50				24+	20

Qualitative Feedback (If any)

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9/3/26

Signature of Professor In-charge

Nature and Relevance of Activity

The street play on 'Protection of Environment' is a street play that utilizes the power of live performances to convey a crucial message about environmental conservation. Street plays have an inherent ability to capture the attention of a diverse audience in public spaces, making them an effective medium for spreading awareness.

By combining entertainment with education, the play aims to engage and inspire people to take action in protecting the environment. The relevance of the activity lies in its ability to reach a wide cross section of society, including individuals who may not be actively engaged in environmental issues, thus broadening the scope of impact.

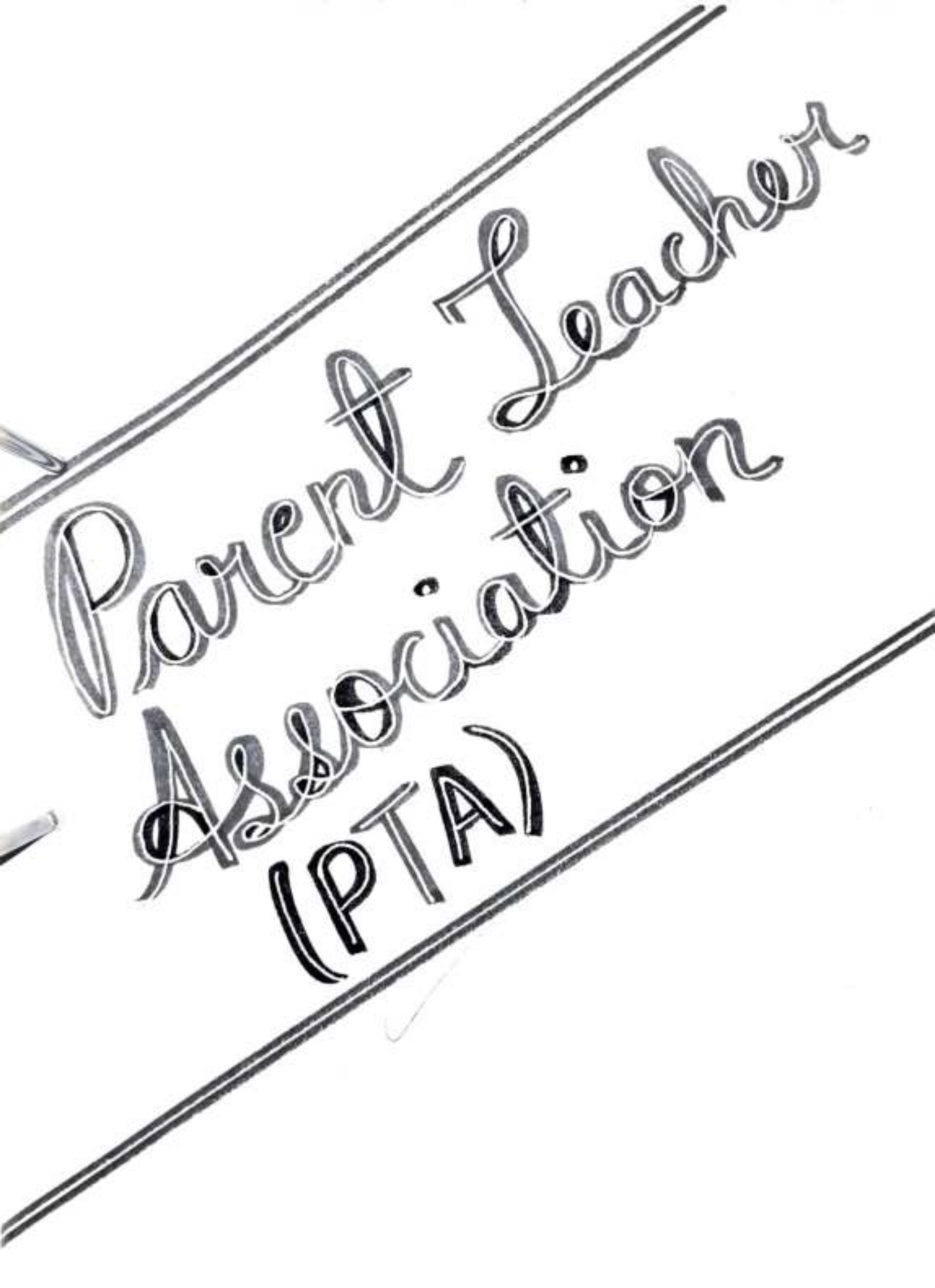
Thus, the street play was organized by the Science stream. The students performed the street play on the ground of the college and it attracted a crowd of people who carefully observed the street play and would surely have learnt a lesson. The charts and slogans were made by the students.










Parent Teacher
Association
(PTA)

Objectives

- The PTA can serve as a bridge between parents and teachers
- To work towards enhancing the overall welfare of students.
- To encourage parents to actively participate in their children's college experience.
- To advocate for high standards of education, support initiatives to improve teaching and learning.
- To help create a sense of community among parents, teachers and students.

Need and Importance

The Parent-Teacher Association (PTA) in a college plays a crucial role in fostering a collaborative and supportive environment that benefits students, parents and the college community as a whole.

- The PTA facilitates open communication and collaboration between parents, teachers, and college administration.
- PTA encourages parents to actively participate in

their children's college experience, which has been shown to positively impact student success and well-being.

- The PTA can advocate for the needs and interests of students, providing valuable feedback to the college administration.
- PTA activities and meetings help build a sense of community within the college.
- PTA can support educational initiatives, provide resources for educational programs and advocate for high standards of education within the college.

Overall, the PTA in a college serves as a vital link between parents, teachers, students and the college administration working together to create a positive and enriching environment.

Structure of PTA

In 1996, the Maharashtra Government declared PTA as mandatory in all schools within the state by 2014, 50% of the schools had a PTA. The parent of every student shall be member of a PTA

The PTA does not interfere in the day to day administration of the schools.

50% of PTA members should be women

Duties of the PTA committee should involve assisting the school in planning and organising educational programs, seeing the

Page No.
Date

Syllabus is complited to collet and paret information regarding school fes Thes, the genral body of PTA consits of all the menbes of the PTA, including parets, teaches and othes interted individuals.

Responsibilities undertaken by PTA

The primary duties are as follows -

- Completes and submits the PTA unit, annual report to council.
- Collects voluntee hours for PTA meeting and events.
- The college PTA paret teache association supports the school by informing and mobilizing parents.
- They improve communication between schools and homes help with fundraising and they take part in making the college a safe orderly environment for learning.
- The PTA serves as a channel for effective communication and may advocate the needs and interests of students, parents and teachers.











National Mathematics Day

Date :- 18/12/23

Day :- Monday

National Mathematics Day was celebrated in Pratibha Junior College on 18th December 2023 to commemorate the birth anniversary of the great Indian mathematician Srinivasa Ramanujan.

All the teachers of the college were present. The program was organised by us, as part of our internship. The program was started with lamp lighting. Then, all the teachers were felicitated. Science teacher named Prof Sonal, Prof. Supriya and Prof. Kanchan were present. Prof. Kanchan gave a speech on the importance of Mathematics Day.

On the occasion of National Mathematics Day, Quiz Competition was conducted for the students of Science stream. The quiz was based on Mathematics and a time period of 30 min was given. At the end of the program, the winners were felicitated.


NATIONAL
MATHEMATICS
DAY
QUIZ
COMPETITION







Guest Lecture

Date :- 16/12/23

Day :- Saturday

Resource Person :- Prof. Arun Sonavane

A guest lecture by Prof. Arun Sonavane was conducted on 16th December 2023 for the students of class 12th of Science stream. The lecture provided students with valuable insights and knowledge beyond the curriculum.

All the science teaches were also present. The program stated with lamp lighting and the introduction of the guest was given by one student teacher. Sir provided an overview of the paper pattern for physics exam. He taught some basic tips and tricks to improve the knowledge of physics. He gave a lot of examples to the students.

The guest lecture was very interactive and very informative that students did not only gain insights into intricate physics topics but also receive valuable guidance for their exams.









Self - Opinion

As part of our B.Ed course 207: Internship Programme, we got the opportunity to go for internship in various schools / colleges, I got the opportunity to complete my internship in Pratibha Junior College. The internship period was of four months.

The internship experience has provided invaluable insights and practical experience in the college. Through this opportunity, I have gained hands-on experience in the teaching field. I got the opportunity to conduct block teaching lesson, various co-curricular and extra-curricular activities, study college records, observe pre lessons and various community related program and also be a part of PTA meetings.

I got the chance to meet experienced teaches and know about various instructional strategies. I also came to know about unit test planning and conducting test for students. I also got the opportunity to supervise the students.

I thoroughly enjoyed my internship and get to have very valuable experience under my belt. I know that this experience will be of great help in my future career for seeking job in outer world.

Internship increase our soft skill and

Internship Group presentation by students.



























PPT Presentation


Thank
You!