207

Kamala Education Society's

# Pratibha College of Education

Chinchwad, Pune -411019

## Second Year (2021-2022)

**PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING**

## *Internal Work*

**Teaching Competency**

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

**Student Name -** Gulafroz Shaikh

**Roll No -** A - 45

**Group TeacherName –** Dr. Suvarna Gaikwad

Excellent !

| Activity 1 | Activity 2 | Activity 3 | Activity 4 | Activity 5 | Activity 6 | Total Marks |
|---|---|---|---|---|---|---|
| 62 | 21 | 22 | 23 | 21 | 23 | 172/200 |

Gaikwad

HOD – Prof. Manisha S.Patil

**PRINCIPAL**
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE - 19.

Kamala Education Society's
Pratibha College of Education
Chinchwad, Pune -411019
(Second Year 2021-22)

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

Name of student teacher – Gulafroz Shaikh

Name of School – Vishwaratna English Medium School

**Activity 1: Block Teaching**

| Lessons | Method - 1 | | | Method - 2 | | | Marks (600) | Marks (75) |
|---|---|---|---|---|---|---|---|---|
| | L1(100) | L2(100) | L3(100) | L4(100) | L5(100) | L6(100) | | |
| | 82 | 83 | 84 | 82 | 81 | 84 | 497 | 62 |

**Activity 2 : Unit Plan**

| | Method - 1 | Method - 2 | Total Marks (400) | Marks (25) |
|---|---|---|---|---|
| A) Unit Plan(100) | 44/50 | 44/50 | 88 | |
| B) Development & conduct of unit test (100) | 84/100 | 84/100 | 168 | |
| C) Blue print Model Answer & Marking Scheme (50) | 43/50 | 43/50 | 86 | |
| | | Total Marks | 342 | 21 |

**Activity 3:Study of Records maintained by the school**

| Report on any four Records (100) | Marks (100) | Marks (25) |
|---|---|---|
| | 86 | 22 |

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

| Activity 1 (50 Marks) | Activity 2 (50 Marks) | Marks (100) | Marks (25) |
|---|---|---|---|
| 46 | 46 | 92 | 23 |

**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) | | |
| | 82 | 83 | 84 | 82 | 84 | 84 | 499 | 21 |

**Activity 6 : Other school activities / Programmes**

| Name of Activity: | Marks (50) | Marks (25) |
|---|---|---|
| | 46 | 23 |
| | Total out of 200 | 172 |

Signature of Group In-charge

PRINCIPAL
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE - 19.

Kamala Education Society's
Pratibha College of Education
Chinchwad, Pune -411019
B.ED. (Second Year 2021-22)

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE-19

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

# Internship Programme

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| 5. | Time Table |
| 6. | Group Photo |
| 7. | Introduction |
| 8. | Objectives of the Internship |
| 9. | Activity 1: Block Teaching(M1+M2) **(with Photo)** |
| 10. | Activity 2 : Unit Plan-<br>A) Unit Plan (M1+M2)<br>B) Development & Conduction of Unit Test (M1+M2)**(with Photo)**<br>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 |


**PRINCIPAL**
PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE - 19.

॥ विद्या धनं सर्व धनं प्रधानम् ॥
Rajmata Ahilyadevi Shikshan Sanshta Sanchalit
Granted By Gov. Of Maharashtra

# VISHWARATNA ENGLISH MEDIUM SCHOO

Pre Primery / Primery / Higher Secondary School

महा. जा. क्र शिक्षण /प्राम-२ / स्व. आ. मान्यता पुवि/३/२०१/१४

Near Chinchecha Mala. Tamhane-MhetrewastiChikhali Pune - 62. Email :- rajmata.sanstha@gmail.com.

Ref. Outward No. 01/2022 Date :- 6/4/2022

## Internship Certificate

This is to certify that Gulafroz Shaikh from Pratibha College of Education, Chinchwad, Pune has successfully completed his/her Internship Programme in our school from 22nd November2021 to 15th March 2022.

During this programme, he/she has completedBlock teaching lessons, Unit test, study of Records maintained by the school, conducted co-curricular and extra-curricular activities, observed peer lessons, took guidance of our teachers, assisted teachers in their work, and also helped in assessment programme.He /She has also completed practical work of Infrastructural resources in school (study of school mgmt), Visit to Inclusive School, Basics of Research, Interview of school counselor successfully.

Principal
Vishwaratna English Medium School
Tamhanewasti, Chikhali, Pune - 14

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

**Attendance Sheet**

| Sr. No | Roll No | Name of Student | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Date | | | 22/11/21 | 23/11/21 | 24/11/21 | 25/11/21 | 26/11/21 | 27/11/21 | 28/11/21 | 29/11/21 | 30/11/21 | 01/12/21 | 02/12/21 | 03/12/21 | | | |
| 1 | B-6 | BINDHU ANTEEV | P | P | P | P | P | P | | P | P | P | P | P | | | |
| 2 | A-50 | GULAFROZ SHAIKH | P | P | P | P | P | P | — | P | P | P | P | P | 11 | | |
| 3 | A-7 | SMITA JADHAV | P | P | P | P | P | P | — | P | P | P | P | P | | | |
| 4 | A-1 | PALLAVI JADHAV | P | P | P | P | P | P | — | P | P | P | P | P | | | |
| 5 | A-35 | SNEHAL PATIL | P | P | P | P | P | P | | P | P | P | P | P | | | |
| 6 | A-13 | VRUSHALI PUDDAR | P | P | P | P | P | P | — | P | P | P | P | P | | | |
| 7 | A-48 | ATUL BAGADE | P | P | P | P | P | P | — | P | P | P | P | P | | | |
| 8 | A-45 | EKTA HATKAR | P | P | P | P | P | P | — | P | P | P | P | P | | | |
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- 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 roaster everyday

P = Present
A = Absent
L = Late

Date:- 3/12/21

Signature of Incharge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr. No | Roll No | Name of Student | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | 04/12/21 | 05/12/21 | 06/12/21 | 07/12/21 | 08/12/21 | 09/12/21 | 10/12/21 | 11/12/21 | 12/12/21 | 13/12/21 | 14/12/21 | 15/12/21 | | | |
| 1 | B-6 | CHINDHU ANJEEV | P | | P | P | P | P | P | P | | P | P | P | | | |
| 2 | A-50 | GULAGREZ SHAIKH | | | | | | | | | | | | | | | |
| 3 | A-7 | SMITA JADHAV | | | | | | | | | | | | | 10 | | |
| 4 | A-1 | PALLAVI JADHAV | | | | | | | | | | | | | | | |
| 5 | A-35 | SNEHAL PATIL | | | | | | | | | | | | | | | |
| 6 | A-13 | VRUSHALI PEDDAR | | | | | | | | | | | | | | | |
| 7 | A-68 | ATUL BAGADE | | | | | | | | | | | | | | | |
| 8 | A-45 | EKTA HATKAR | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | | |
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- 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

Date: 15/12/21

Signature of Head In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr. No | Roll No | Name of Student | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | 09/01/22 | 10/01/22 | 11/01/22 | 12/01/22 | 13/01/22 | 14/01/22 | 15/01/22 | 16/01/22 | 17/01/22 | 18/01/22 | 19/01/22 | 20/01/22 | | | |
| 1 | B-6 | BINDHU ANJEEV | | | | | | | | | | | | | | | |
| 2 | A-50 | GULAFROZ SHAIKH | | | | | | | | | | | | | 10 | | |
| 3 | A-7 | SMITA JADHAV | | | | | | | | | | | | | | | |
| 4 | A-1 | PALLAVI JADHAV | | | | | | | | | | | | | | | |
| 5 | A-35 | SNEHAL PATIL | | | | | | | | | | | | | | | |
| 6 | A-13 | VRUSHALI PODDAR | | | | | | | | | | | | | | | |
| 7 | A-48 | ATUL BAGADE | | | | | | | | | | | | | | | |
| 8 | A-45 | EKTA HATKAR | | | | | | | | | | | | | | | |
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- Students are advise to be present for all the Programme in time
- Signature of students is essential on muster every day

P = Present
A = Absent
L = Late

Date: 20/1/22

Signature of group In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr No | Roll No | Name of Student | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | 21/01/22 | 22/01/22 | 23/01/22 | 24/01/22 | 25/01/22 | 26/01/22 | 27/01/22 | 28/01/22 | 29/01/22 | 30/01/22 | 31/01/22 | 01/02/22 | | | |
| 1 | B-6 | BINDHU ANJEEV | P | P | | P | P | P | P | P | P | | P | P | | | |
| 2 | A-50 | GULAFROZ SHAIKH | P | P | H | P | P | P | P | P | P | H | P | P | 10 | | |
| 3 | A-7 | SMITA JADHAV | P | P | O | P | P | P | P | P | P | O | P | P | | | |
| 4 | A-1 | PALLAVI JADHAV | P | P | L | P | P | P | P | P | P | L | P | P | | | |
| 5 | A-35 | SNEHAL PATIL | SPL | SPL | I | SPL | SPL | SPL | SPL | SPL | SPL | I | SPL | SPL | | | |
| 6 | A-13 | VRUSHALI PODDAR | P | P | D | P | P | P | P | P | P | D | P | P | | | |
| 7 | A-45 | ATUL BAGADE | P | P | A | P | P | P | P | P | P | A | P | P | | | |
| 8 | A-15 | EKTA HATKAR | P | P | Y | P | P | P | P | P | P | Y | P | P | | | |
| 9 | | | | | | | | | | | | | | | | | |
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| 12 | | | | | | | | | | | | | | | | | |

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P = Present
A = Absent
L = Late

Date: 1/2/22

Signature of group In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr. No | Roll No | Name of Student | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | 02/02/22 | 03/02/22 | 04/02/22 | 05/02/22 | 06/02/22 | 07/02/22 | 08/02/22 | 09/02/22 | 10/02/22 | 11/02/22 | 12/02/22 | 13/02/22 | | | |
| 1 | B-6 | BINDHU ANJEEV | P | P | P | P | | P | P | P | P | P | P | | | | |
| 2 | A-50 | GULAFROZ SHAIKH | Gulafroz | Gulafroz | Gulafroz | Gulafroz | | Gulafroz | Gulafroz | Gulafroz | Gulafroz | Gulafroz | Gulafroz | | 10 | | |
| 3 | A-7 | SMITA JADHAV | Smita | Smita | Smita | Smita | ✓ | Smita | Smita | Smita | Smita | Smita | Smita | ✓ | | | |
| 4 | A-1 | PALLAVI JADHAV | Pallavi Jadhav | Pallavi Jadhav | Pallavi Jadhav | Pallavi Jadhav | ✓ | Pallavi Jadhav | Pallavi Jadhav | Pallavi Jadhav | Pallavi Jadhav | Pallavi Jadhav | Pallavi Jadhav | ✓ | | | |
| 5 | A-35 | SNEHAL PATIL | SBP | SBP | SBP | SBP | ✓ | SBP | SBP | SBP | SBP | SBP | SBP | ✓ | | | |
| 6 | A-13 | VRUSHALI PODDAR | Vrushali Poddar | Vrushali Poddar | Vrushali Poddar | Vrushali Poddar | ✓ | Vrushali Poddar | Vrushali Poddar | Vrushali Poddar | Vrushali Poddar | Vrushali Poddar | Vrushali Poddar | ✓ | | | |
| 7 | A-41 | ATUL BAGADE | Atul | Atul | Atul | Atul | ✓ | Atul | Atul | Atul | Atul | Atul | Atul | ✓ | | | |
| 8 | A-15 | EKTA HATKAR | Ekta | Ekta | Ekta | Ekta | ✓ | Ekta | Ekta | Ekta | Ekta | Ekta | Ekta | ✓ | | | |
| 9 | | | | | | | | | | | | | | | | | |
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| 12 | | | | | | | | | | | | | | | | | |

- 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 master everyday

P = Present
A = Absent
L = Late

Date: 12/2/22

Signature of person In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tambanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr. No | Roll No | Name of Student | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | Thu | Fri | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | 14/02/22 | 15/02/22 | 16/02/22 | 17/02/22 | 18/02/22 | 19/02/22 | 20/02/22 | 21/02/22 | 22/02/22 | 23/02/22 | 24/02/22 | 25/02/22 | |
| 1 | B-6 | BINDHU ANJEEV | P | P | P | P | P | P | | P | P | P | P | P | |
| 2 | A-50 | GULAFROJ SHAIKH | P | P | P | P | P | P | | P | P | P | P | P | 10 |
| 3 | A-7 | SMITA JADHAV | P | P | P | P | P | P | | P | P | P | P | P | |
| 4 | A-1 | PALLAVI JADHAV | P | P | P | P | P | P | | P | P | P | P | P | |
| 5 | A-35 | SNEHAL PATIL | P | P | P | P | P | P | | P | P | P | P | P | |
| 6 | A-13 | VRUSHALI PODDAR | P | P | P | P | P | P | | P | P | P | P | P | |
| 7 | A-48 | ATUL BAGADE | P | P | P | P | P | P | | P | P | P | P | P | |
| 8 | A-45 | EKTA HATKAR | P | P | P | P | P | P | | P | P | P | P | P | |
| 9 | | | | | | | | | | | | | | | |
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- 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

Date :- 25/2/22

Signature of Group In-Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr No | Roll No | Name of Student | Sat | Sun | Mon | Tue | Wed | Thu | Fri | Sat | Sun | Mon | Tue | Wed | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Date | 26/02/22 | 27/02/22 | 28/02/22 | 01/03/22 | 02/03/22 | 03/03/22 | 04/03/22 | 05/03/22 | 06/03/22 | 07/03/22 | 08/03/22 | 09/03/22 | | | |
| 1 | B-6 | BINDHU ANJEEV | P | | P | | P | P | P | P | | P | P | P | 9 | | |
| 2 | A-50 | GULAFSE SHAIKH | | | | | | | | | | | | | | | |
| 3 | A-7 | SMITA JADHAV | | | | | | | | | | | | | | | |
| 4 | A-1 | PALLAVI JADHAV | | | | | | | | | | | | | | | |
| 5 | A-35 | SNEHAL PATIL | | | | | | | | | | | | | | | |
| 6 | A-13 | VRUSHALI PODDAR | | | | | | | | | | | | | | | |
| 7 | A-41 | ATUL BAGADE | | | | | | | | | | | | | | | |
| 8 | A-45 | EKTA HATKAR | | | | | | | | | | | | | | | |
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- No Leave is granted in the Internship Programme
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- 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

Date - 9/3/22

Signature of group In Charge

Kamala Education Society's

Pratibha College of Education, Chinchwad, Pune 411019

Academic Year 2021-22 (Second Year -Internship Programme) (22 November 2021 to 15 March 2022)

**Vishwaratna English Medium School, Tamhanewasti ,Chikhali .Pune - 14**

Attendance Sheet

| Sr. No | Roll No | Name of Student | Thu | Fri | Sat | Sun | Mon | Tue | P | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Date | | 10/03/22 | 11/03/22 | 12/03/22 | 13/03/22 | 14/03/22 | 15/03/22 | | | |
| 1 | B-6 | BINDHU NAIJEEV | P | P | P | | P | P | | | |
| 2 | A-50 | GULAFOZ SHAIKH | Holiday | Holiday | Holiday | ✓ | Holiday | Holiday | 5 | | |
| 3 | A-7 | SMITA JADHAV | Smita | Smita | Smita | ✓ | Smita | Smita | | | |
| 4 | A-1 | PALLAVI JADHAV | Padhar | Padhar | Padhar | ✓ | Padhar | Padhar | | | |
| 5 | A-35 | SNEHAL PATIL | SBP | SBP | SBP | ✓ | SBP | SBP | | | |
| 6 | A-13 | VRUSHALI PODDAR | Vpoddar | Vpoddar | Vpoddar | ✓ | Vpoddar | Vpoddar | | | |
| 7 | A-48 | ATUL BAGADE | Atul | Atul | Atul | ✓ | Atul | Atul | | | |
| 8 | A-45 | EKTA PATKAR | Ekta | Ekta | Ekta | | Ekta | Ekta | | | |
| 9 | | | | | | | | | | | |
| 10 | | | | | | | | | | | |
| 11 | | | | | | | | | | | |
| 12 | | | | | | | | | | | |

- No Leave is granted in the Internship Programme
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- Signature of students is essential on muster everyday

P = Present
A = Absent
L = Late

Date:- 15/3/22

Signature of group In Charge

ENGLISH MEDIUM SCHOOL
AMANE WASTI
CHIKHALI- 14.

# Vishwaratna English Medium School, Chikhali

## INTERNSHIP TIME TABLE 2021-22

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 22-Nov-21 | 23-Nov-21 | 24-Nov-21 | 25-Nov-21 | 26-Nov-21 | 27-Nov-21 |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | School Introduction | School Introduction | Hindi | English | *National Constitution Day* | Hindi |
| 10:40-11:10 | | | Marathi | Geography | | English |
| 11:10-11:30 | *BREAK* | | | | | |
| 11:30-12:00 | Student Introduction | Student Introduction | Student Introduction | Student Introduction | Student Introduction | Student Introduction |
| 12:00-12:30 | **BT1- Science (Snehal)** *Observation-* **(Bindhu)** | **BT2- Science (Snehal)** *Observation-* **(Bindhu)** | **BT3- Science (Snehal)** *Observation-* **(Bindhu)** | BT- Science Revision (Snehal) | Science Revision (Snehal) | **BT- Test Science (Snehal)** |

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 29-Nov-21 | 30-Nov-21 | 1-Dec-21 | 2-Dec-21 | 3-Dec-21 | 4-Dec-21 |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Maths (Bindhu)** *Observation-* **(Smita)** | **BT2- Maths (Bindhu)** *Observation-* **(Smita)** | **BT3- Maths (Bindhu)** *Observation-* **(Smita)** | BT-Maths Revision (Bindhu) | **BT- Test Maths (Bindhu)** | *Reading Activity* |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | *BREAK* | | | | | |
| 11:30-12:00 | Science | Science | Science | Drawing | P.T | P.T |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Marathi |

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 6-Dec-21 | 7-Dec-21 | 8-Dec-21 | 9-Dec-21 | 10-Dec-21 | 11-Dec-21 |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Science (Pallavi)** *Observation-* **(Gulafroz)** | **BT2- Science (Pallavi)** *Observation-* **(Gulafroz)** | **BT3- Science (Pallavi)** *Observation-* **(Gulafroz)** | BT- Science Revision (Pallavi) | **BT- Test Science (Pallavi)** | *Sports Day Activity* |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | |
| 11:10-11:30 | *BREAK* | | | | | |
| 11:30-12:00 | Maha parinirvan Din | Maths | *Homage to Chief Of Defence Staff Gen Bipin Rawat* | Drawing | P.T | *Sports Day Activity* |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | |

PRINCIPAL
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CHINCHWAD, PUNE - 19.




# Vishwaratna English Medium School, Chikhali

## INTERNSHIP TIME TABLE 2021-22

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **13-Dec-21** | **14-Dec-21** | **15-Dec-21** | **16-Dec-21** | **17-Dec-21** | **18-Dec-21** |
| 10:00-10:10 | Assembly | Assembly | Assembly | *Vijay Diwas* | Assembly | Assembly |
| 10:10-10:40 | **BT1- Science (Vrushali) *Observation-* (Smita)** | **BT2- Science (Vrushali) *Observation-* (Smita)** | **BT3- Science (Vrushali) *Observation-* (Smita)** | BT- Science Revision (Vrushali) | **BT- Test Science (Vrushali)** | Hindi |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | *Poster / Slogan Making Activity* | Maths | Maths | Drawing | P.T | P.T |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Marathi |

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **20-Dec-21** | **21-Dec-21** | **22-Dec-21** | **23-Dec-21** | **24-Dec-21** | **25-Dec-21** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | **Christmas Holiday** |
| 10:10-10:40 | **BT1- English (Ekta)** | **BT1- English (Ekta)** | **BT1- English (Ekta)** | BT- English Revision (Ekta) | **BT- Test English (Ekta)** | |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | *Gadge Maharaj Death Anniversary* | Science | Science | *Kisan Diwas/ Farmer's Day* | P.T | |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | |

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **27-Dec-21** | **28-Dec-21** | **29-Dec-21** | **30-Dec-21** | **31-Dec-21** | **1-Jan-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | **New Year Holiday** |
| 10:10-10:40 | **BT1- Maths (Smita) *Observation-* (Gulafroz)** | **BT2- Maths (Smita) *Observation-* (Gulafroz)** | **BT3- Maths (Smita) *Observation-* (Gulafroz)** | BT-Maths Revision (Smita) | **BT- Test Maths (Smita)** | |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | *VEMS founder's B'day Celebration* | Maths | Maths | Drawing | P.T | |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | |

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# Vishwaratna English Medium School, Chikhali

## INTERNSHIP TIME TABLE 2021-22

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **3-Jan-22** | **4-Jan-22** | **5-Jan-22** | **6-Jan-22** | **7-Jan-22** | **8-Jan-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Maths (Atul)** ***Observation-*** **(Snehal)** | **BT2- Maths (Atul)** ***Observation-*** **(Snehal)** | **BT3- Maths (Atul)** ***Observation-*** **(Snehal)** | BT-Maths Revision (Atul) | **BT- Test Maths (Atul)** | Marathi |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | ***Class Activity*** | Science | Science | Drawing | P.T | ***Street Play & Community Rally*** |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Geography |

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **10-Jan-22** | **11-Jan-22** | **12-Jan-22** | **13-Jan-22** | **14-Jan-22** | **15-Jan-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Maths (Gulafroz)** ***Observation-*** **(Bindhu)** | **BT2- Maths (Gulafroz)** ***Observation-*** **(Bindhu)** | **BT3- Maths (Gulafroz)** ***Observation-*** **(Bindhu)** | BT-Maths Revision (Gulafroz) | BT-Maths Revision (Gulafroz) | **BT- Test Maths (Gulafroz)** |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | ***Mehendi Activity*** | Science | Science | Drawing | Science | **Rangoli Activity** |
| 12:00-12:30 | | Marathi | Geography | Hindi | Marathi | |

**Std: 8th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **17-Jan-22** | **18-Jan-22** | **19-Jan-22** | **20-Jan-22** | **21-Jan-22** | **22-Jan-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Geography (Ekta)** | **BT2- Geography (Ekta)** | **BT3- Geography (Ekta)** | BT- Geography Revision (Ekta) | **BT- Test Geography (Ekta)** | Marathi |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | | History |
| 11:10-11:30 | BREAK | | | | | |
| 11:30-12:00 | ***Memory game Activity*** | Science | Science | Drawing | | ***Handwriting Activity*** |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | | Geography |

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# Vishwaratna English Medium School, Chikhali

## INTERNSHIP TIME TABLE 2021-22

**Std: 9th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **24-Jan-22** | **25-Jan-22** | **26-Jan-22** | **27-Jan-22** | **28-Jan-22** | **29-Jan-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Science (Gulafroz)** ***Observation-*** **(Snehal)** | **BT2- Science (Gulafroz)** ***Observation-*** **(Snehal)** | **BT3- Science (Gulafroz)** ***Observation-*** **(Snehal)** | BT-Science Revision (Gulafroz) | **BT- Test Science (Gulafroz)** | ***Gavanchya Bhendya*** |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | Science | Science | Science | Drawing | P.T | P.T |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Marathi |

**Std: 9th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **31-Jan-22** | **1-Feb-22** | **2-Feb-22** | **3-Feb-22** | **4-Feb-22** | **5-Feb-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Science (Smita)** ***Observation-*** **(Atul)** | **BT2- Science (Smita)** ***Observation-*** **(Atul)** | **BT3- Science (Smita)** ***Observation-*** **(Atul)** | BT-Science Revision (Smita) | **BT- Test Science (Smita)** | Hindi |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | ***Essay Writing Activity*** | Maths | Maths | Drawing | P.T | P.T |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Marathi |

**Std: 9th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | **7-Feb-22** | **8-Feb-22** | **9-Feb-22** | **10-Feb-22** | **11-Feb-22** | **12-Feb-22** |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Maths (Vrushali)** ***Observation-*** **(Pallavi)** | **BT2- Maths (Vrushali)** ***Observation-*** **(Pallavi)** | **BT3- Maths (Vrushali)** ***Observation-*** **(Pallavi)** | BT-Maths Revision (Vrushali) | **BT- Test Maths (Vrushali)** | Hindi |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | ***Guidance by Shri WaghmodeSir*** | Science | Science | Drawing | P.T | ***Career Guidance- Mr.Vinay Mane, PSI*** |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Marathi |

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# Vishwaratna English Medium School, Chikhali

## INTERNSHIP TIME TABLE 2021-22

**Std: 9th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 14-Feb-22 | 15-Feb-22 | 16-Feb-22 | 17-Feb-22 | 18-Feb-22 | *19-Feb-22* |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | *Chhatrapati Shivaji Maharaj Jayanti Holiday* |
| 10:10-10:40 | **BT1- Maths (Snehal)** *Observation-* **(Vrushali)** | **BT2- Maths (Snehal)** *Observation-* **(Vrushali)** | **BT3- Maths (Snehal)** *Observation-* **(Vrushali)** | BT-Maths Revision (Snehal) | **BT- Test Maths (Snehal)** | |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | |
| 11:10-11:30 | *BREAK* | | | | | |
| 11:30-12:00 | *Teaching Dance* | Science | Science | Drawing | P.T | |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | |

**Std 9th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 21-Feb-22 | 22-Feb-22 | 23-Feb-22 | 24-Feb-22 | 25-Feb-22 | 26-Feb-22 |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Science (Bindhu)** *Observation-* **(Pallavi)** | **BT2- Science (Bindhu)** *Observation-* **(Pallavi)** | **BT3- Science (Bindhu)** *Observation-* **(Pallavi)** | BT-Science Revision (Bindhu) | **BT- Test Science (Bindhu)** | English |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | Hindi | Maths |
| 11:10-11:30 | *BREAK* | | | | | |
| 11:30-12:00 | *Drawing Activity* | Maths | Maths | Drawing | P.T | History |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | History | Geography |

**Std 9th**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 28-Feb-22 | 1-Mar-22 | 2-Mar-22 | 3-Mar-22 | 4-Mar-22 | 5-Mar-22 |
| 10:00-10:10 | Assembly | *Maha Shivratri Holiday* | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Maths (Pallavi)** *Observation-* **(Atul)** | | **BT2- Maths (Pallavi)** *Observation-* **(Atul)** | **BT3- Maths (Pallavi)** *Observation-* **(Atul)** | BT-Maths Revision (Pallavi) | **BT- Test Maths (Pallavi)** |
| 10:40-11:10 | Marathi | | History | Marathi | Hindi | History |
| 11:10-11:30 | *BREAK* | | | | | |
| 11:30-12:00 | *National ScienceDay Activity* | | Maths | Drawing | P.T | *Pick and Act Activity* |
| 12:00-12:30 | Hindi | | Geography | Hindi | History | Geography |

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# Vishwaratna English Medium School, Chikhali

## INTERNSHIP TIME TABLE 2021-22

Std 9th

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 7-Mar-22 | 8-Mar-22 | 9-Mar-22 | 10-Mar-22 | 11-Mar-22 | 12-Mar-22 |
| 10:00-10:10 | Assembly | Assembly | Assembly | Assembly | Assembly | Assembly |
| 10:10-10:40 | **BT1- Science (Atul)** ***Observation-*** **(Vrushali)** | **BT2- Science (Atul)** ***Observation-*** **(Vrushali)** | **BT3- Science (Atul)** ***Observation-*** **(Vrushali)** | BT-Science Revision (Atul) | BT-Science Revision (Atul) | **BT- Test Science (Atul)** |
| 10:40-11:10 | Marathi | Hindi | History | Marathi | | History |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | ***Fun Activity (Donkey's Tail)*** | Science | Science | Drawing | | ***Elocution Activity*** |
| 12:00-12:30 | Hindi | Marathi | Geography | Hindi | | Geography |

Std 9th

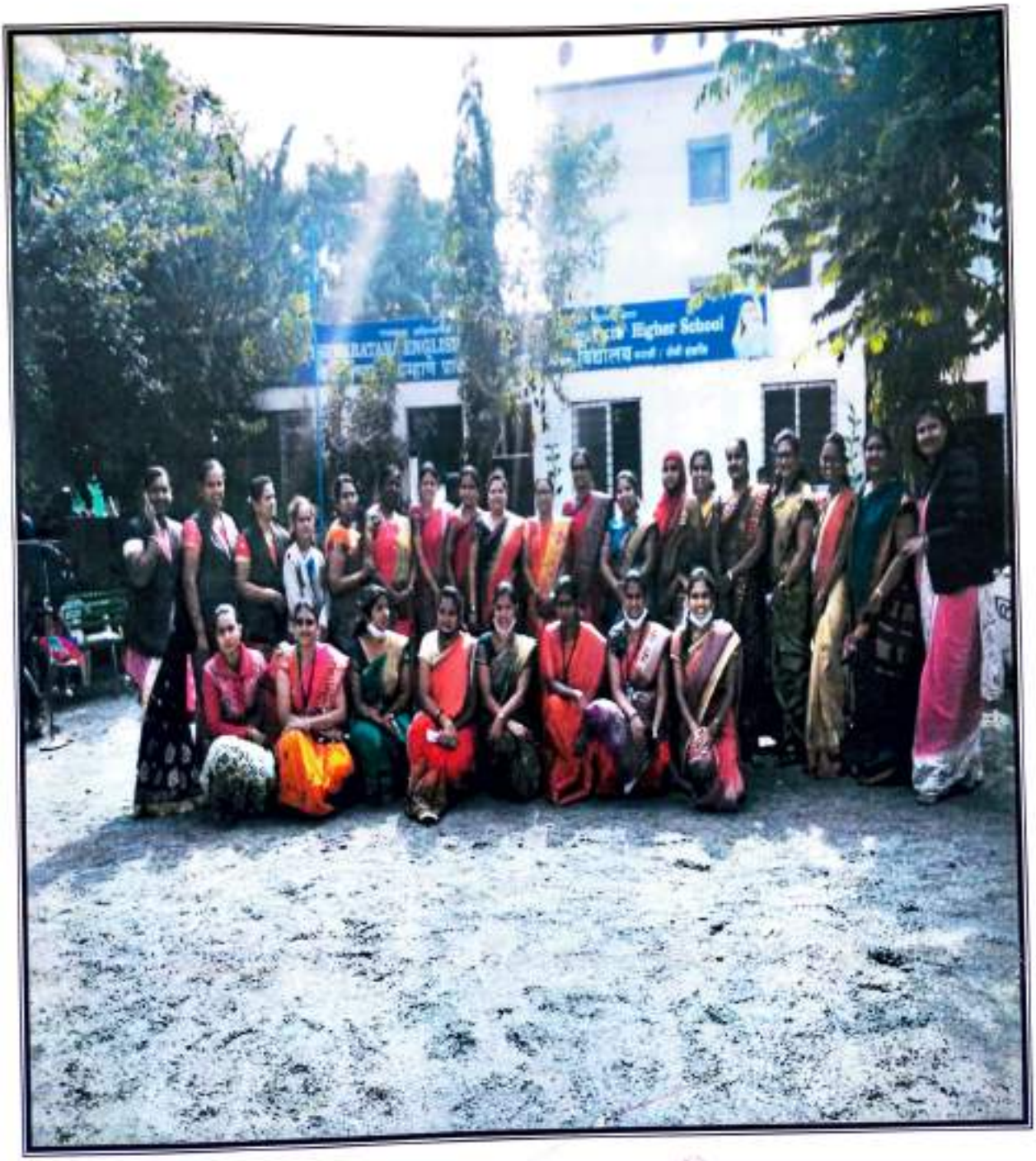
| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 14-Mar-22 | 15-Mar-22 | 16-Mar-22 | 17-Mar-22 | 18-Mar-22 | 19-Mar-22 |
| 10:00-10:10 | Assembly | Assembly | | | | |
| 10:10-10:40 | Marathi | Drawing | | | | |
| 10:40-11:10 | Marathi | Hindi | | | | |
| 11:10-11:30 | ***BREAK*** | | | | | |
| 11:30-12:00 | *Quiz Activity* | *Farewell & Prize distribution Programme* | | | | |
| 12:00-12:30 | Hindi | Marathi | | | | |

Gaikwad
(Gr. Teacher)
Dr. Gaikwad

Principal
Vishwaratna English Medium School,
Tamhanewasti, Chikhali, Pune - 14

PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD
PUNE-19.

# Group Photograph




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CHINCHWAD, PUNE - ...

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CHINCHWAD
PUNE-19

# Introduction

The curriculum is a kind of master plan for the educational activities which are to be undertaken in relation to the aims and objectives stated at various levels and in respective subject. So according to the new B.Ed curriculum of Savitribai Phule Pune University, the course BED 207- Teaching Competencies IV : Internship is included.

An orientation of the course was conduced by Asst. Prof. Manisha Patil Madam on 15th November 2021. The orientation was conducted via online mode using google meet as a platform.

An internship is a professional learning experience that offers meaningful, practical work related to a student-teacher's field of study or career interest. An internship gives a student-teacher the opportunity for career exploration and development, and to learn new skills.

Intership programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of school

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# Objectives

The objectives of internship are as follows:

To enable student teacher:

1) To develop lesson plans and conduct lessons.
2) To develop a plan of evaluation for the unit taught.
3) To know the various types of records are prepared and maintained in the school.
4) To organize co-curricular and extra-curricular activities in the school.
5) To observe, give feedback and reflect on the lessons given by peers.
6) To get a feel of total experience of teaching in the school.
7) To understand the preparation of time table of the school.
8) To organize and execute various school activities or programmes.

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9) To develop the skills and qualities that are necessary for a good teacher.

10) To evaluate teaching abilities of self.

11) To understand the management of the school.

12) To develop skills to for effective classroom management.

13) To understand the infrastructure of the school.

14) To understand the facilities that are necessary in school for effective teaching-learning.

15) To understand the teaching profession closely.

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# Activity 1: Block Teaching (Science + Math)

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# Block Teaching (Science)



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कमला एज्युकेशन सोसायटीचे

# प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

PRATIBHA COLL. OF EDUCATION CHINCHWAD PUNE-19.

## घाम्सेवाकाल पाठ नियोजन

(Internship Lesson Plans)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's): Gulafroz Shaikh

रोल नं. (Roll No.): A-45 एकूण पाठ क्र. (Lesson No.): 1 दिनांक (Date): 24/1/22

शाळेचे नाव (Name of School): Vishwaratna English Medium School

इयत्ता (Std.): IX तुकडी (Div.): - वेळ (Time): 30min

विषय (Subject): Science घटक (Unit): Substances in common Use उपघटक (Subunit): -

अध्यापन पद्धती (Teaching Methor): Explanation and Demonstration पाठ प्रकार (Lesson Type): Knowledge and Skill based

पूर्वज्ञान (Previous Knowledge): Student knows about acidic and basic substances

मुख्य घटक (Core Elements): Protection of Environment

Inculcation Scientific Attitude

मूल्ये (Values): Scientific Attitude

Neatness

शैक्षणिक साधने (Teaching aids): Soap, wood, Rock salt, table salt, bpt.

### फलकलेखन

(Black Board Work)

इयत्ता (Std.) IX विषय (Subject): Science दिनांक (Date): -

तुकडी (Div.): - घटक (Unit): Substances in common use उपघटक (Subunit): -

Salt- The ionic compound which do not contain $H^+$ and $OH^-$ ions and contain only one kind of cation and anion are called simple salt.

pH of Salt-

strong acid + strong base = 7 neutral

strong acid + weak base = <7 acidic

weak ~~base~~ acid + strong base = >7 basic

Properties of NaCl-

1) neutral
2) Colourless and crystalline
3) $Na_2CO_3$, $NaHCO_3$

$2NaCl + 2H_2O \longrightarrow 2NaOH + Cl_2 + H_2\uparrow$

स्वाध्याय (Homework) Write properties and uses of sodium chloride.

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मार्गदर्शकांची सही व दिनांक
(Guide Sign & Date)

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरण Objective & Theirs Specificatic |
| --- | --- |
| | KNOWLEDGE- |
| | 1) Student recalls substances used in daily life. |
| | 2) Student tells the definition of salt. |
| | 3) Student tells about pH of salt |
| | 4) Student tells model molecular formula of sodium chloride. |
| Important salts in daily life: The ionic compounds which do not contain $H^+$ and $OH^-$ ions and contain only one kind of cation and anion are called simple salt. | 5) Student tells properties of sodium chloride. |
| | UNDERSTANDING - |
| | 1) Student explains about substances used in daily life in his own words. |
| Salts found in sea water: | 2) Student explains about salt in his own words. |
| 1) Sodium chloride | 3) Student explains about pH of salts in his own words. |
| 2) Magnesium chloride | 4) Student explains molecular formula of sodium chloride in his own words. |
| 3) Magnesium sulphate | 5) Student explains properties of sodium chloride in his |
| 4) Potassium chloride | |
| 5) Calcium carbonate | |
| 6) Magnesium bromide. | |
| pH of salt - | |
| strong acid + strong base = 7 → neutral | |
| strong acid + weak base = <7 → acidic | |
| weak acid + strong base = >7 → basic. | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| Good morning students | Good morning. |
| INTRODUCTION- [Tr. writes primary information] Which substances we use in day-to-day life? [Tr. conducts an activity] I will show you some substances classify them into acid, base, metal, & non metal. | salt, sugar, water. |
| Soap, Water, Spoon, Wood. | |
| Very good! We use various substances in day-to-day life, they are either acidic, basic or neutral. | soap is base, water is neutral, spoon is metal, wood is non-metal. |
| STATEMENT OF AIM- Today we will study about substances in common use. [Tr. writes units name] | |
| EXPLANATION- What is the taste of salt? | Taste of salt is salty. |
| The ionic compounds which do not contain $H^+$ and $OH^-$ ions and contain only one kind of cation and anion are called simple salt. What are cation and anions? | Cation are positively charged ion and anions are negatively charged. |
| From where do we get salt? | We get salt from sea water. |
| 80 million tons of salts are added every year to sea water. | |
| pH of salt- [Tr. shows ppt to explain pH scale] When pH is 7 of any substance it is neutral. When the salt is made of strong acid and strong base it is neutral. When salt is made up of strong acid and weak base it is acidic its pH is less than 7. When salt is made up of weak acid and strong base it is basic and its pH is more than 7. | Students listen carefully. |
| Sodium Chloride [Tr. shows salt] NaCl. What is this powder? | salt. |
| It is also called table salt. | |

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
| --- | --- |
| Sodium Chloride ($NaCl$) (Table Salt) -<br>1) colourless and crystalline ionic compound.<br>2) No water of crystallization<br>3) It is neutral.<br>4) When salt is heated to high temperature at 800°C it melts and formed fused state of salt.<br>5) When fused salt is electrolysed, chlorine gas is released at the anode and liquid sodium metal at cathode.<br>6) When an electric current is passed through a saturated solution of sodium chloride it is electrolysed and hydrogen gas is released at cathode while chlorine gas. NaOH (caustic soda) is formed in the cell.<br>$2NaCl + 2H_2O \longrightarrow NaOH + Cl_2 + H_2\uparrow$<br><br>Rock Salt -<br>It is obtained from rock. Halite and himalayan rock salt are examples. It is used to treat diseases. | own words.<br><br>APPLICATION<br>1) Student tells the uses of sodium chloride in day to day life.<br>2) Student gives scientific reason for neutral nature of sodium chloride.<br><br>SKILL -<br>1) Student identifies sodium chloride accurately.<br>2) Student identifies rock salt accurately. |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| Where do we use table salt? | It is used in cooking |
| Sodium chloride is formed by neutralization reaction between sodium hydroxide and hydrochloric acid. | |
| Properties and uses of salt- | |
| 1) It is colourless and crystalline ionic compound. | |
| 2) No water of crystallization in crystalline structure. | |
| 3) It is neutral salt. | |
| If it is neutral what will be the pH? | The pH will be 7. |
| 4) When salt is heated to 800°C it melts and it is called fused state of salt. | |
| 5) When fused salt is electrolysed chlorine gas is released at anode and liquid sodium metal at cathode. | |
| 6) It is used to produce $Na_2CO_3$ and $NaHCO_3$ | |
| What are $Na_2CO_3$ and $NaHCO_3$? | $Na_2CO_3$ is washing soda |
| | $NaHCO_3$ is baking soda |
| 7) When an electric current is passed through a saturated solution of sodium chloride it is electrolysed and hydrogen gas is released at cathode while chlorine gas is released at anode. This method is used for production of chlorine gas. | |
| $2NaCl + 2H_2O \longrightarrow NaOH + Cl_2 + H_2\uparrow$ | |
| Rock salt - [Tr. shows rock salt] | |
| It is obtained from rock. Halite and Himalayan pink rock salt are examples. | |
| It is used to treat disease. | |
| RECAPITULATION- Today we studied about salts. The ionic compound which do not contain $H^+$ and $OH^-$ ions and contain only one kind of cation or anion are called salt. We studied about salts. We studied about pH of salts. We also studied about | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| table salt ie. sodium chloride. Tomorrow we will study about other salts. | |
| EVALVATION- Fill in the blanks: | |
| 1) pH of common salt is _____. | |
| 2) When salt is heated at _____ temperature it melts. | |
| 3) When sodium chloride is electrolysed _____ is released at cathod. | |
| 4) Sodium chloride is formed by reaction between _____ and _____ | |
| APPLICATION- | |
| 1) Why salt is acidic when pH of salt is less than 7? | |
| HOMEWORK- | |
| 1) Write properties and uses of sodium chloride. | |

# 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 QD, Project, Quiz, Puzzle etc. | | | | ✓ | |
| 19 | | Homework - Appropriate / Activity based | | | | ✓ | |
| 20 | | Overall Impression (Effectiveness of Teaching) | | | | ✓ | |
| | | Total Marks - 100 | 82 | | | | |

Qualitative Feedback, (if any) :

Very Good. Good knowledge of subject, good understanding skill, all students involve in lecture.

Signature of Professor In-charge

# Block Teaching - 1 (Science)





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# Block Teaching - 2 (Science)





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# Block Teaching - 3 (Science)





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# Block Teaching (Maths)



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कमला एज्युकेशन सोसायटीचे

# प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

## छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans)

Block Teaching

छात्र शिक्षकाचे नाव (Name of the student Teacher's): Gulafroz Shaikh

रोल नं. (Roll No.): A-45 एकूण पाठ क्र. (Lesson No.): 2 दिनांक (Date): 25/1/22

शाळेचे नाव (Name of School): Vishwaratna English Medium School

इयत्ता (Std.): IX तुकडी (Div.): - वेळ (Time): 30min

विषय (Subject): Science घटक (Unit): Substances in common use उपघटक (Subunit): Sodium bicarbonate

अध्यापन पद्धती (Teaching Method): Exploration and Demonstration पाठ प्रकार (Lesson Type): Knowledge and Skill based

पूर्वज्ञान (Previous Knowledge): Student knows about sodium chloride

मुख्य घटक (Core Elements): Indian common cultural Heritage
Inculcation of Scientific temperament

मूल्ये (Values): Sensivity
Scientific Attitude

शैक्षणिक साधने (Teaching aids): Baking sod and lemon juice

### फलकलेखन

(Black Board Work)

इयत्ता (Std.) IX विषय (Subject): Science दिनांक (Date):

तुकडी (Div.): घटक (Unit): Substances in common use उपघटक (Subunit): Sodium bicarbonate

Sodium bicarbonate (Baking soda) ($NaHCO_3$) -
1) it is used to make dhokla bhaji
2) It is basic in nature
3) It reduces acidity in stomach
4) Fire extinguisher.
5) Clean oven.

Bleaching powder (Calcium oxychloride) ($CaOCl_2$)
1) Used to clean cloth.

$CaCl_2 + CO_2 \longrightarrow CaCO_3 + Cl_2\uparrow$

स्वाध्याय (Homework) Explain with chemical reaction: 1) How will you remove hardness of water by using washing soda?

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मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
| --- | --- |
| | KNOWLEDGE<br>1) Student recalls definition of salt<br>2) Student recalls about sodium chloride<br>3) Student tells properties of sodium bicarbonate.<br>4) Student tells about bleaching powder.<br>5) Student tells properties of washing soda. |
| Baking soda (Sodium bicarbonate) $NaHCO_3$.<br>1) basic in nature<br>2) used to make cake, dhokla<br>3) Reduce acidity of stomach<br>4) It is used to make active substances $CO_2$ in fire extinguishes.<br>5) Clean oven. | UNDERSTANDING.<br>1) Student explains salt in his own words.<br>2) Student explains sodium chloride in his own words.<br>3) Student explains properties of sodium bicarbonate in his own words.<br>4) Student explains bleaching powder in his own words.<br>5) Student explains properties of washing soda in his own words. |
| Bleaching powder (Calcium oxychloride) $CaCl_2$.<br>$CaCl_2 + CO_2 \rightarrow CaCO_3 + Cl_2 \uparrow$<br>We get chlorine gas from above reaction. | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| Good morning students<br>INTRODUCTION- [Tr. writes primary information.] What are salts?<br>Very good! | Good morning<br>The ionic compound which do not contain $H^+$ and $OH^-$ ions and contain only one cation and anion are salt. Sodium hydroxide and hydrochloric acid react to form sodium chloride. |
| What is sodium chloride? | |
| Sodium chloride is used to make baking soda and washing soda.<br>STATEMENT OF AIM- Today we will study about Baking soda under unit substances in common use.<br>EXPLANATION- Where do you use baking soda? | It is used to make cake, bhaji. |
| It is white non-crystalline powder.<br>The molecular formula is $NaHCO_3$<br>Properties and uses- [Tr. performs an activity.] Sodium carbonate needs acid and liquid to activate.<br>1) $NaHCO_3$ reacts with moist litmus paper red → blue. It is basic in nature.<br>2) It is used to make bread, cake.<br>3) Reduce acidity of stomach.<br>What do we eat to reduce acidity of stomach? | Eno is used to reduce acidity. |
| 4) $NaHCO_3$ is used to make active substance $CO_2$ in fire extinguisher.<br>5) It is used to clean oven.<br>Bleaching powder- Calcium oxychloride ($CaOCl_2$) What are the uses of bleaching powder? | Purify water. |
| Water in swimming pool has strong odour. It is because of chlorine gas. It is used to destroy microbes in water. | |

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
|---|---|
| $Ca(OH)_2 + Cl_2 \rightarrow CaOCl_2 + H_2O$<br>1) yellowish in colour<br>2) strong odour of chlorine gas.<br>3) used to disinfect swimming pool and drinking water.<br>4) Used to bleach cloths<br>5) Used to kill microbes on road side and garbage site.<br>6) $CaOCl_2 + H_2SO_4 \rightarrow CaSO_4 + Cl_2 + H_2O$ | APPLICATION-<br>1) Student tells the uses of baking soda<br>2) Student tells the uses of alum in daily life.<br>3) Student tells the uses of washing soda in daily life. |
| Washing soda - $Na_2CO_3 \cdot H_2O$.<br>$MgCl_2 + Na_2CO_3 \rightarrow MgCO_3 + 2NaCl$<br>Hardness of water can be removed from above reaction.<br>1) whitish and flourish powder.<br>2) basic in nature<br>3) hygroscopic in nature.<br>4) washing cloth<br>5) glass and paper industry and refining of petrol. | SKILL-<br>1) Student write the equation of chemical reaction accurately.<br>2) Student identify baking soda accurately. |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| Chlorine is inconvinent to handle because of gaseous state. So bleaching powder is used. Bleaching powder decomposes due to carbon dioxide in air and chlorine gas $CaOCl_2 + CO_2 \rightarrow CaCO_3 + Cl_2\uparrow$ | |
| What is $CaCO_3$? | Clo Calcium carbonate. |
| Bleaching powder is obtained by reaction of chlorine gas with slaked lime. $Ca(OH)_2 + Cl_2 \rightarrow CaOCl_2 + H_2O$ | |
| Properties and uses - Yellowish white colored solid substance. Strong odour of chlorine gas. Road side and garbage site. $CaOCl_2 + H_2SO_4 \rightarrow CaSO_4 + Cl_2 + H_2O$ | |
| Washing soda - $Na_2CO_3 \cdot H_2O$ | |
| Which type of water we find in well? Magnesium chloride and sulphuric chloride makes water hard. When you add washing soda hardness of the water is removed. $MgCl_2 + Na_2CO_3 \rightarrow MgCO_3 + 2NaCl$. | We find hard water. |
| Properties and uses - whitish and odourless, basic in nature, hygroscopic, used for washing clothes, glass and paper industry and also refining of petrol. | |
| Some crystalline salts - | |
| What is water of crystallization? | Water molecules forms essential part of the crystal structure. |
| We use various salts which contain water of crystallization. example - Alum, borax, epsom salt. | |
| Alum is used for what purpose? | Alum purifies water. |
| Soap - What are the uses of soap? When oil or animal fat is boiled with sodium or potassium hydroxide, sodium or potassium salts of carboxylic acid are formed. | Soap is used for bathing, washing. |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| RECAPITULATION- ~~True or False~~<br>Today we studied about baking soda, it is used to make cake and bhajya, it reduces acidity of stomach. We also studied about bleaching powder it is used as disinfectant. We also studied about washing soda. it is used to remove hardness of water. | |
| EVALUATION - True or False:<br>1) We make dhokla with washing soda.<br>2) Chlorine gas is present in baking soda.<br>3) We remove hardness of water by washing soda.<br>4) Alum is used to purify water. | |
| APPLICATION-<br>Why bleaching powder is used in swimming pool? | |
| HOMEWORK - Explain with reactions:<br>1) How can you prepare bleaching powder with slake lime?<br>2) How will you remove hardness of water by using washing soda?<br>3) How will you obtain Chlorine gas from bleaching powder? | |

# 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 QD, Project, Quiz, Puzzle etc. | | | | ✓ | |
| 19 | | Homework - Appropriate / Activity based | | | | ✓ | |
| 20 | | Overall Impression (Effectiveness of Teaching) | | | | ✓ | |
| | | Total Marks - 100 | 83 | | | | |

Qualitative Feedback, (if any) :

A Good. Explanation was Good, experiment discussed, Blackboard work was correct, student interaction done

Signature of Professor In-charge

कमला एज्युकेशन सोसायटीचे

# प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE-19.

## छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's): Gulafraz Shaikh

रोल नं. (Roll No.): A-45 एकूण पाठ क्र. (Lesson No.): 3 दिनांक (Date): 26/1/22

शाळेचे नाव (Name of School): Vishwaratna English Medium School

इयत्ता (Std.): IX तुकडी (Div.): - वेळ (Time): 30 min

विषय (Subject): Science घटक (Unit): Substance in common use उपघटक (Subunit): Radioactive substance Knowledge and Skill based

अध्यापन पद्धती (Teaching Method): Explanation and Demonstration पाठ प्रकार (Lesson Type):

पूर्वज्ञान (Previous Knowledge): Students know about radioactive radiations

घटक (Core Elements): Equality of sexes
Removal of social barrier.

मूल्ये (Values): Gender equality
Security

शैक्षणिक साधने (Teaching aids): Chart (properties of radioactive rays)

### फलकलेखन

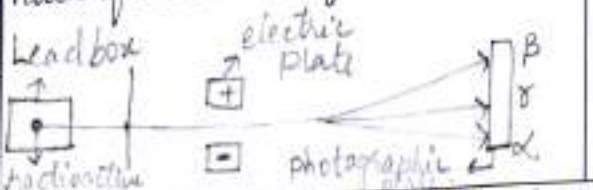
(Black Board Work)

इयत्ता (Std.) IX विषय (Subject): Science दिनांक (Date):

तुकडी (Div.): - घटक (Unit): Substance in common use उपघटक (Subunit): Radioactive substance.

Radioactive rays - 3 types of rays
1) ~~α~~ α rays
2) β rays
3) γ rays.

Rutherford model of radioactivity.

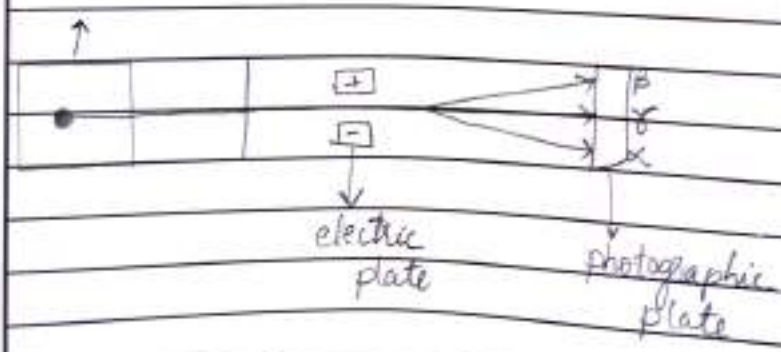



Uses: 1) Radiography 2) Luminescence 3) Thickness of metal 4) Ceramic 5) DNA alter 6) Food preservation 7) Onion and potato 8) Research 9) polycythemia 10) Bone cancer 11) Hyperthyroidism 12) Tumor detection.

स्वाध्याय (Homework) Write properties of α, β and γ rays. 2) Write uses of radioactive elements. 3) Write dangers of radioactive substances.

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मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
|---|---|
| | KNOWLEDGE -<br>1) Student tells about radioactivity<br>2) Student tells about $\alpha$ rays.<br>3) Student tells about $\beta$ rays.<br>4) Student tells about $\gamma$ rays. |
| Radioactive substances -<br>Elements with high atomic number have property of emitting high, invisible radiation.<br>eg: Uranium, Thorium and Radium.<br><br>Types of radiation.<br>1) $\alpha$ rays<br>2) $\beta$ rays<br>3) $\gamma$ rays | UNDERSTANDING<br>1) Student explains radioactivity in his own words.<br>2) Student explains properties of $\alpha$ rays in his own words.<br>3) Student explains properties of $\beta$ rays in his own words.<br>4) Student explains properties of $\gamma$ rays in his own words. |
| <br> | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| Good morning students | Good morning. |
| INTRODUCTION - [Tr. writes primary information] Yesterday we studied about baking soda, bleaching powder and washing soda. | |
| Where do we use baking soda? | To make dhokla, cake. |
| Where do we use washing soda? | To wash clothes. |
| Where do we use bleaching powder? | To clean water. |
| Some elements emit high radiations which are called radioactive. | |
| STATEMENT OF AIM - Today we will study about radioactive substances under unit Substances in common use. | Students listen carefully. |
| EXPLANATION - Elements like uranium, thorium, radium emit invisible highly penetrating and high energy radiation. This is called radioactivity. The substance having this property is called radioactive substance. The nucleus of radioactive substance is unstable. Three types of radiation - $\alpha$, $\beta$ and $\gamma$ rays. Rutherford discover $\alpha$ and $\beta$ by radiation. William discover $\gamma$ rays. [Tr. draws a diagram] The rays were allowed to pass through electric field and a photographic plat was held in their path. The radiation was divided into 3 parts. The rays which deviated slightly towards negative charge plate called $\alpha$ particles. Those which deviated substantially towards positively charged plate are called $\beta$ rays and those which do not deviate at all are called $\gamma$ rays. | Students draw diagram. |
| Property - [Tr. shows chart to explain] Nature of $\alpha$ particle have 2 proton and neutron in its atom. What is the charge of a proton? | Student listen carefully. |
| | proton is positively charged. |

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | | | | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
|---|---|---|---|---|
| Property | $\alpha$ rays | $\beta$ rays | $\gamma$ rays | APPLICATION - |
| 1. Nature | $He^{++}$ | $e^-$ | Electromagnetic radiation | 1) Student tells uses of radioactive substances. |
| 2. Mass | 4.0028 u | 0.000548 u | No mass | 2) Student tells dangers of radioactive substances. |
| 3. Charge | +2 | −1 | neutral | 3) Student gives scientific reason for avoiding excess use of mobile phone. |
| 4. Velocity | 1/5 to 1/20 | 1/5 to 9/10 | Same as light | |
| 5. Effect in electric field. | Deviation Attract towards negative charge | Attract towards positive charge | No deviation | |
| 6. Penetrating power. | < 0.02 mm | 2 mm | 15 cm | SKILL - |
| 7. Ionisation power | Very high | Low | Very low. | 1) Student draws neat and labelled diagram of Rutherford's model of a radioactivity accurately. |
| | | | | 2) Student identifies radioactivity substance accurately. |

Uses of Radioactive substances -

1) Radiography
2) Ceramic
3) Thickness of metal
4) Luminescence
5) DNA is altered
6) Food preservation
7) Onion and potatoes
8) Research
9) Polycythemia
10) Bone cancer
11) Tumor detection
12) Hyperthyroidism

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| Bparticle have only one electron. What is the charge of electron? | |
| $\gamma$ is having electromagnetic radiations. Mass is 4.0028 u of $\alpha$, of B 0.000548 u and $\gamma$ is having no mass. The charge of $\alpha$ is +2, $\beta$ is having -1 and $\gamma$ is neutral. Velocity of $\alpha$ is 1/15 to 1/10 time of velocity of light. What is the velocity of light? | Electron is negatively charged. |
| Velocity of B is 1/5 to 1/20 times of light. $\alpha$ is having same velocity as light. | 299792458 m/s. |
| $\alpha$ attracts towards negative plate. Why it attracts towards negative plate? | $\alpha$ is having positive charge. |
| attracts towards positive plate. and why it attracts towards positive plate? | B is negative in charge. |
| The penetrating power of $\alpha$ is <0.002mm. B→ 2m and $\gamma$ can penetrate 15cm. | |
| Uses of radioactive substances- 1) Radiography → $\gamma$ rays is used to detect mistake in metal. 2) Measurement of thickness, density and level of metal. 3) Luminescent → The radioactive substance are used to make certain objects visible dark. 5) Preservation of food. 6) Onion and potatoes are exposed to $\gamma$ radiation to prevent sprouting. 7) Used in research. 8) The gene of plant can be modified. 9) Polycythemia → RBC can be controlled to ~~prevent~~ cure the disease. 10) Bone cancer can be treated. 11) Hyper-thyroidism → The thyroid gland is enlarged and ~~radiat~~ radiation is used to treat. 12) Tumor can be detected. | Students listen carefully. |
| Dangerous of Radiation. 1) Central nervous system is damged. 2) It may cause skin cancer or blood cancer. | |

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरण Objective & Theirs Specific |
| --- | --- |
| Dangers of radioactive elements:-<br>1) Skin or blood cancer.<br>2) Enter food chain.<br>3) DNA damage.<br>4) Whites bodies damage.<br>5) Central nervous system damage. | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| 2) It may damage DNA.<br>What is DNA ?<br>3) Enter water ecosystem.<br>4) Enter food chain. | Genetic material. |

RECAPITULATION - Today we studied about radioactive elements. We also studied that there are 3 types of radiations $\alpha$, $\beta$ and $\gamma$. We learnt the properties of $\alpha$, $\beta$ and $\gamma$ rays. $\alpha$ is positively charged and attracted towards negative plate. $\beta$ is negatively charged and attracted towards positive plate. $\gamma$ is neutral. The uses and dangers of radioactive radiations were studied.

EVALUATION - Fill in the blank.

1) There are three types of radioactive radiation ____, ____ and ____
2) $\gamma$ particles have ____ charge.
3) The ionization power of $\beta$ is ____.
4) The power of fluorescence of $\alpha$ is ____.

APPLICATION -

Why it is suggested that we should avoid excessive use of mobile phone?

HOMEWORK -

1) Write properties of $\alpha$, $\beta$ and $\gamma$ rays.
2) Write uses of radioactive elements.
3) Write dangers of radioactive elements.

# 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 | 84 | | | | |

Qualitative Feedback, (if any) :

very good, blackboard neat, relevant discussion, student participation good.

Signature of Professor In-charge

कमला एज्युकेशन सोसायटीचे

# प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE-19.

## छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's): Gulafroz Shaikh

रोल नं. (Roll No.): A-450 एकूण पाठ क्र. (Lesson No.): 1 दिनांक (Date): 10/1/22

शाळेचे नाव (Name of School): Vishwasatra English Medium School

इयत्ता (Std.): VIII तुकडी (Div.): - वेळ (Time): 30 min

विषय (Subject): Maths घटक (Unit): Statistics उपघटक (Subunit): Arithmetic Mean

अध्यापन पद्धती (Teaching Method): Deductive पाठ प्रकार (Lesson Type): Knowledge and Skill Based

पूर्वज्ञान (Previous Knowledge): Students know about Average

मुख्य घटक (Core Elements): Egalitarism, democracy and secularism. Removal of social barries.

मूल्ये (Values): Secularism Gender equality

शैक्षणिक साधने (Teaching aids): picture of tally.

### फलकलेखन

(Black Board Work)

इयत्ता (Std.) VIII. विषय (Subject) Maths दिनांक (Date):

तुकडी (Div.): - घटक (Unit): Statistics उपघटक (Subunit): Arithmetic Mean.

Arithmetic Mean - The average is also called arithmetic mean.

Problem 1 - Vibhor obtained 66, 74, 55, 92 and 79 marks in English, Maths, Science, Geography and History. What is the average marks.

Solution -

Average = $\frac{\text{sum of all scores}}{\text{total number of scores}}$

$= \frac{66 + 74 + 55 + 92 + 79}{5}$

$= \frac{366}{5} = \boxed{73.2}$

स्वाध्याय (Homework) Solve practic set 11.1 from textbook.

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मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
|---|---|
| | KNOWLEDGE-<br>1) Student recalls the definition of average.<br>2) Student tells about arithmetic mean.<br>3) Student tells the formula of arithmetic mean. |
| Arithmetic Mean - The average is also called as arithmetic mean or mean.<br><br>Problem 1 - Vibhor obtained 66, 74, 55, 92 and 79 marks in English, Maths, Science, Geography and History. What is the average ?<br><br>Solution → Average = $\frac{\text{Sum of all scores}}{\text{Total no of scores}}$<br><br>$= \frac{66 + 74 + 55 + 92 + 79}{5}$<br><br>$= \frac{366}{5} = \boxed{73.5}$ | UNDERSTANDING-<br>1) Student explains average in his own words.<br>2) Student explains arithmetic mean in his own words.<br>3) Student explains the formula of arithemtic mean in his own words. |
| Problem 2- The marks obtained by 37 students of std 8 in a test of 10 marks are given below. Find the mean of data.<br>2, 4, 4, 8, 6, 7, 3, 8, 9, 10, 10, 8, 9, 7, 6, 5, 4, 6, 7, 8, 4, 8, 9, 7, 6, 5, 10, 9, 7, 9, 10, 9, 6, 9, 9, 4, 7. | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| INTRODUCTION- Good morning [Tr. writes primary information.] You all have studied about average. What is average? Yes, good! | Good morning<br>We add score and then divide by number of scores. |
| What is the use of average? | Large set of numbers is represented by a single number. |
| Very good. The average is also called as mean or arithmetic mean. | |
| STATEMENT OF AIM- Today we will study about arithmetic mean under unit statistics. | |
| EXPLANATION- Problem 1→ Vibhor obtained 66, 74, 55, 92 and 79 marks in English, Maths, Science, Geography and History. What is the average marks? | Students solve problem in their note book. |
| Solution- Average = Sum of all scores / Total number of scores. | |
| $= \frac{66+74+55+92+79}{5}$ | |
| What will you get when you add? | 366. |
| $\frac{366}{5}$. What is the answer? | 73.2. |
| $= \boxed{73.2}$ | |
| In above problem the number of scores were very less. I will teach you how to find arithmetic mean when huge data is given. | |
| Problem 2- The marks obtained by 37 students of std 8 in a test of 10 marks are given below. Find the mean of data. | |
| 2, 4, 4, 8, 6, 7, 3, 8, 9, 10, 10, 8, 9, 7, 6, 5, 4, 6, 7, 8, 4, 8, 9, 7, 6, 5, 10, 9, 7, 9, 10, 9, 6, 9, 9, 4, 7. | |

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | | | | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specifica |
|---|---|---|---|---|
| Marks $x_i$ scores | Tally | No. of stu ($f_i$) | $f_i x_i$ | APPLICATION |
| 2 | 1 | 1 | $1 \times 2 = 2$ | 1) Student solve the problem by using formula of arithmetic mean. |
| 3 | 1 | 1 | $1 \times 3 = 3$ | |
| 4 | 𝍸 | 5 | $5 \times 4 = 20$ | |
| 5 | 11 | 2 | $5 \times 2 = 10$ | |
| 6 | 𝍸 | 5 | $5 \times 6 = 30$ | |
| 7 | 𝍸 1 | 6 | $6 \times 7 = 42$ | |
| 8 | 𝍸 | 5 | $5 \times 8 = 40$ | |
| 9 | 𝍸 111 | 8 | $8 \times 9 = 72$ | |
| 10 | 1111 | 4 | $4 \times 10 = 40$ | |
| | | $N = 37$ | $\Sigma f_i x_i = 259$ | |

SKILL-
1) Student solve the problem by of arithmetic mean within time accurately

$$\text{Mean} = \frac{\Sigma f_i x_i}{N} = \frac{259}{37} = 7$$

Problem 3 - The production of soyabean per acre, in quintal obtained by 30 farms in Rajapur is given below. Find the average.
9, 7.5, 8, 6, 5.5, 7.5, 5, 8, 5, 6.5, 5, 5.5, 4, 4, 8, 6, 7.5, 6, 9, 5.5, 7.5, 8, 5, 6.5, 5, 9, 5.5, 4, 8.

| $x_i$ | Tally | $f_i$ | $f_i x_i$ |
|---|---|---|---|
| 4 | 111 | 3 | 12 |
| 5 | 𝍸 | 5 | 25 |
| 5.5 | 1111 | 4 | 22 |
| 6 | 111 | 3 | 18 |
| 6.5 | 11 | 2 | 13 |
| 7.5 | 1111 | 4 | 30 |
| 8 | 𝍸 | 6 | 48 |
| 9 | 111 | 3 | 27 |
| | | $N = 30$ | $\Sigma f_i x_i = 195$ |

$$\text{Mean} = \frac{\Sigma f_i x_i}{N} = \frac{195}{30} = 6.5$$

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| Solution - If we add the scores it will take time we know that $7+7+7+7+7 = 7\times5 = 35$. | Student solve the problem in note book. |
| [Fr. show picture and make a table on black board]. | |

| Marks $x_i$ | Tally Marks. | No Of stu frequency ($f_i$) | $f_i \times x_i$ |
|---|---|---|---|
| 2 | I | 1 | |
| 3 | I | 1 | $1\times2 = 2$ |
| 4 | 𝍸 | 5 | $1\times3 = 3$ |
| 5 | II | 2 | $5\times4 = 20$ |
| 6 | 𝍸 | 5 | $2\times5 = 10$ |
| 7 | 𝍸 I | 6 | $5\times6 = 30$ |
| 8 | 𝍸 | 5 | $6\times7 = 42$ |
| 9 | 𝍸 III | 8 | $5\times8 = 40$ |
| 10 | IIII | 4 | $8\times9 = 72$ |
| | | | $4\times10 = 40$ |

Now add $f_i$, what will you get? | We get 37.

Now add $f_i \times x_i$, what will you get? | 259.

$$\text{Mean} = \frac{\sum f_i x_i}{N} = \frac{259}{37} = 7.$$

Problem 3 - The production of soya bean per acre in quintal obtained by 30 farmer in Rajapur is given below. Find average. | Students solve the problem in their note book.

| Production per Acre | Tally marks. | No. Of farmer ($f_i$) | $f_i \times x_i$ |
|---|---|---|---|
| 4 | III | 3 | $3\times4 = 12$ |
| 5 | 𝍸 | 5 | $5\times5 = 20$ |
| 5.5 | IIII | 4 | $4\times4.5 = 22$ |
| 6 | III | 6 | $6\times3 = 18$ |
| 6.5 | II | 2 | $2\times6.5 = 13$ |
| 7.5 | IIII | 4 | $4\times7.5 = 30$ |
| 8 | 𝍸 | 6 | $6\times8 = 48$ |
| 9 | III | 3 | $9\times3 = 27$ |
| | | | |
| | | | |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| Now add $f_i$, what will you get? | 30 |
| Now add $f_i x_i$, what will you get? | 195. |
| Mean $= \frac{\Sigma f_i x_i}{N} = \frac{195}{30} = 6.5$ | |
| RECAPITULATION- Today we studied about arithmetic mean. The average is also called as mean or arithmetic mean. The huge amount of data can be calculated by tallying the data and then mean can be calculated. In next class we will study about sub-divided bar graph. | |
| EVALUATION AND APPLICATION<br>1) What is arithmetic mean?<br>2) What is the formula for mean?<br>3) The number of science and mathematics projects submitted by Model high school Nandpur in last 20 years at the state level science exhibition is: 2, 3, 4, 6, 2, 3, 1, 5, 4, 2, 3, 5, 4, 3, 2, 2, 3<br>Prepare frequency table and find mean of data. | |
| HOMEWORK-<br>Solve practice set 11.1 from the textbook. | |

# 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 QD, Project, Quiz, Puzzle etc. | | | | ✓ | |
| 19 | | Homework - Appropriate / Activity based | | | | ✓ | |
| 20 | | Overall Impression (Effectiveness of Teaching) | | | | ✓ | |
| | | Total Marks - 100 | 82 | | | | |

Qualitative Feedback, (if any) :

Examples were solved on black board but black board work should be neat. Active Participation was taken

Lalita

Signature of Professor In-charge

# Block Teaching - 1 (Maths)





PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD, PUNE - 19.

कमला एज्युकेशन सोसायटीचे

# प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE 19.

## छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Gulafroz Shaikh

रोल नं. (Roll No.) : A-50 एकूण पाठ क्र. (Lesson No.) : 2 दिनांक (Date) : 11/1/22

शाळेचे नाव (Name of School) : Vishwaratna English Medium School.

इयत्ता (Std.) : VIII. तुकडी (Div.) : - वेळ (Time) : 30 min

विषय (Subject) : Maths घटक (Unit) : Statistics उपघटक (Subunit) : Sub-divided Graph

अध्यापन पद्धती (Teaching Methor : Analysis and Synthesis पाठ प्रकार (Lesson Type) : Knowledge and skill based.

पूर्वज्ञान (Previous Knowledge) : Students know about bar graph

मुख्य घटक (Core Elements) : Removal of Social barrier
Equality of Gender

मूल्ये (Values) : Secularism
Neatness

शैक्षणिक साधने (Teaching aids) : Graph.

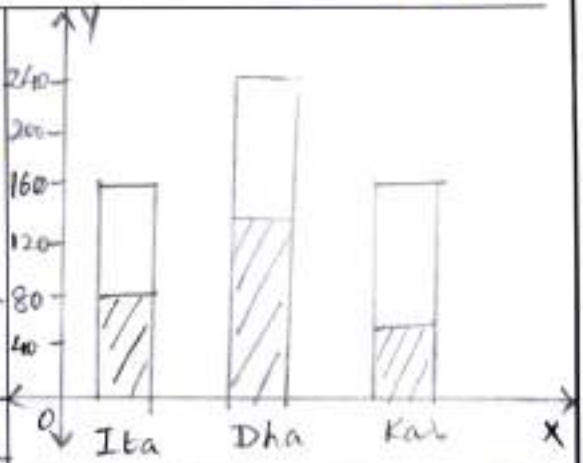
### फलकलेखन

(Black Board Work)

इयत्ता (Std.) VIII. विषय (Subject) : Maths दिनांक (Date) :

तुकडी (Div.) : - घटक (Unit) : Statistics उपघटक (Subunit) : Sub-divided bar Graph.

| Labourer | Itlapur | Dhanodi | Karmabad. |
|---|---|---|---|
| Male | 180 | 80 | 100 |
| Female | 120 | 40 | 60 |
| Total | 300 | 120 | 160 |




स्वाध्याय (Homework) Solve practic set 11.2 from textbook.

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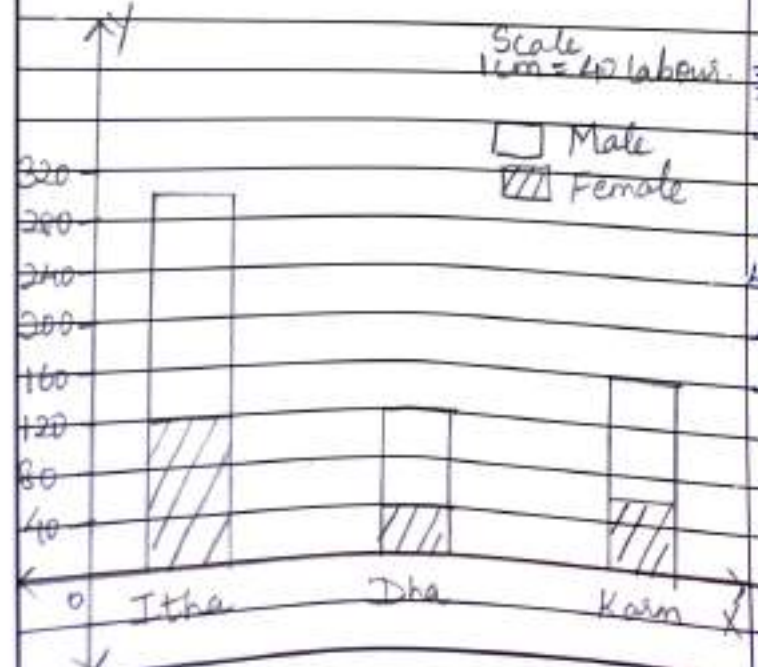
मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

पाठ्यमुद्दे / आशय (Teaching Point / Steps)

Sub divided bar Graph- The information of two or more constituents is shown by a part of single bar.

Problem 1-

| Town | Ithalapur | Dhanodi | Karmabad |
|---|---|---|---|
| Male | 180 | 80 | 100 |
| Female | 120 | 40 | 60 |
| Total | 300 | 120 | 160 |




उद्दिष्टे व स्पष्टीकरणे
Objective & Theirs Specification

KNOWLEDGE-
1) Student tells about arithmetic mean.
2) Student tells about bar graph.
3) Student tells about sub divided bar graph.
4) Student tells the steps of plotting sub divided bar graph.

UNDERSTANDING
1) Student explains arithmetic mean in his own words.
2) Student explains bar graph in his own words.
3) Student explains sub divided bar graph in his own words.
4) Student explains steps of plotting sub divided bar graph in his own words.

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| INTRODUCTION - Good morning [Tr. writes primary information] Yesterday we studied about arithmetic mean. So, tell me, what is arithmetic mean? | Good morning. Average is known as arithmetic mean. |
| What is bar graph? | The graph shows complete data with rectangular bars. |
| Today we will study about another type of bar graph. STATEMENT OF AIM - Today we will study about subdivided bar graph under unit statistics. EXPLANATION - In a joint bar graph we can compare the information in a data by In sub-divided bar graph two or more constituents is shown by parts of a single bar. Problem 1 - We will study steps for drawing bar graph [Tr. draw diagram] | Students draw bar graph. |

| Town | Ithalapur | Dhanodi | Karmabad |
|---|---|---|---|
| Male | 180 | 80 | 100 |
| Female | 120 | 40 | 60 |
| Total | 300 | 120 | 160 |

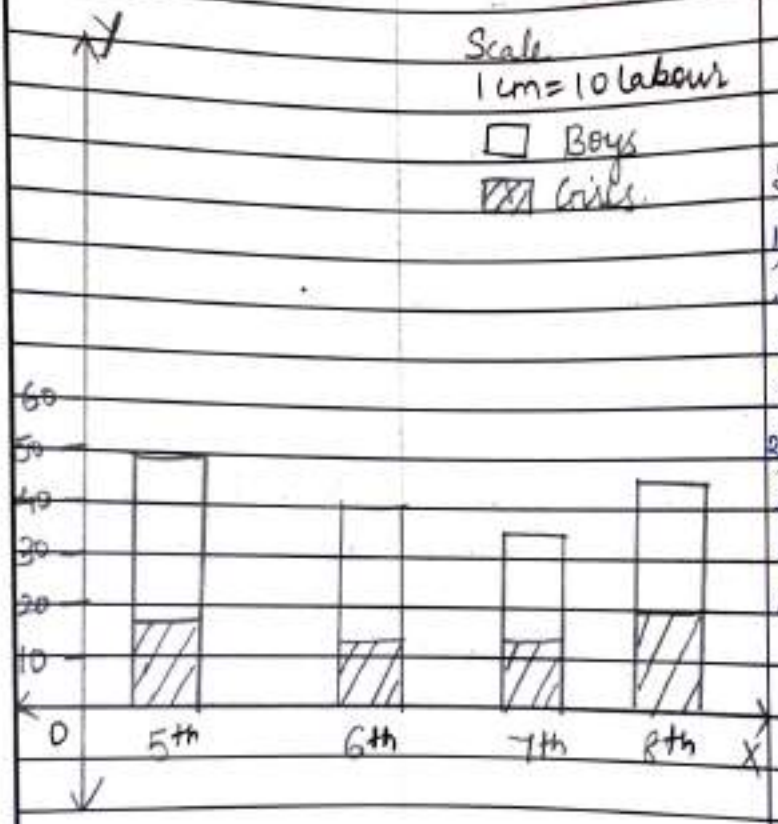
| | |
|---|---|
| Take a graph and now draw x-axis and y-axis on a graph. | |
| What will be the scale on Y-axis? | 1cm = 40 labours. |
| On x-axis write names of town, keep equal distance between two bars. | |
| What is total number of labourer in Ithalapur? | 300 |
| Now, plot a single bar for Ithalapur. | |
| Now, show the number of male labourers by a part of the bar by some mark. | |
| How many male labourers in Ithalapur? | 180. |

पाठ्यमुद्दे / आशय (Teaching Point / Steps)

उद्दिष्टे व स्पष्टीकरणे
Objective & Theirs Specification

Problem 2 -

| Std. | 5th | 6th | 7th | 8th |
|---|---|---|---|---|
| Boys | 34 | 26 | 21 | 25 |
| Girls | 17 | 14 | 14 | 20 |
| Total | 51 | 40 | 35 | 45 |




APPLICATION -

1) Student tells the significance of sub divided bar graph.
2) Student plots the sub divided bar graph.

SKILL -

1) Student identifies the sub-divided bar graph accurately.
2) Student plots the sub divided bar graph accurately.

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| The remaining part of the bar will represent the female labourer. Show this part by another mark. | |
| What is the total labours of Dhanodi? | 120. |
| Now mark the male labourers and female labourers. What is the number of male and female labourers in Dhanodi? | 80 male and 40 female. |
| Now, repeat it for Kasmabad. | |
| Problem 2 - The number of boys and girls in std 5 to std 8 in a Z.P School is given in table. Draw sub divided bar graph. | Students draw sub divided bar graph. |

| Std | 5th | 6th | 7th | 8th |
|---|---|---|---|---|
| Boys | 34 | 26 | 21 | 25 |
| Girls | 17 | 14 | 14 | 20 |
| Total | 51 | 40 | 35 | 45 |

| | |
|---|---|
| Now plot the graph and show me. | |
| [Tr. shows a graph and ask questions] State the type of graph. | sub divided bar graph. |
| 2) How much is the saving of Vaishali in the month of April? | 600 |
| 3) How much is the total saving of Saroj in the month of March and April? | 800 |
| 4) How much more is the total saving of Savita than the Megha? | Savita saving is 1000 and Megha is 500. 1000 - 500 = 500. |
| 5) Whose saving in the month of April is the least? | Megha's saving is least. |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| RECAPITULATION-<br>Today we studied about sub divided bar graph. In sub divided bar graph two or more constituents are shown in a single bar graph. In next class we will study about percentage bar graph. | |
| EVALUATION AND APPLICATION-<br>1) What is sub-divided bar graph? | |
| HOMEWORK-<br>Solve problem set 11.2 from textbook. | |

# 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 | 82 | | | | |

Qualitative Feedback, (if any) :

Teaching aids were relevant. Explaination was good. Black board work should be neat.

Signature of Professor In-charge

PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD
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# Block Teaching - 2 (Maths)





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CHINCHWAD, PUNE - 19.

कमला एज्युकेशन सोसायटीचे

# प्रतिभा कॉलेज ऑफ एज्युकेशन (बी.एड्.)

चिंचवड, पुणे - ४११ ०१९.

KAMALA Education Society

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE-19

## छात्रसेवाकाल पाठ नियोजन

(Internship Lesson Plans)

Block Teaching

छात्र शिक्षकाचे नावे (Name of the student Teacher's) : Gulafraz Shaikh

रोल नं. (Roll No.) : A-45 एकूण पाठ क्र. (Lesson No.) : 3 दिनांक (Date) : 12/1/22

शाळेचे नाव (Name of School) : Vishwaratna English Medium School.

इयत्ता (Std.) : 8th तुकडी (Div.) : 12-1-22 वेळ (Time) : 30min

विषय (Subject) : Maths घटक (Unit) : Statistics उपघटक (Subunit) : Percentage bar Graph

अध्यापन पद्धती (Teaching Methor) : Analysis and Synthesis पाठ प्रकार (Lesson Type) : Skill based knowledge and

पूर्वज्ञान (Previous Knowledge) : Students know about subdivided bar Graph

मुख्य घटक (Core Elements) : Removal of social barrier
Equality of gender

मूल्ये (Values) : Secularism
Neatness

शैक्षणिक साधने (Teaching aids) : Graph

### फलकलेखन

(Black Board Work)

इयत्ता (Std.) VIII विषय (Subject) : Maths दिनांक (Date) :

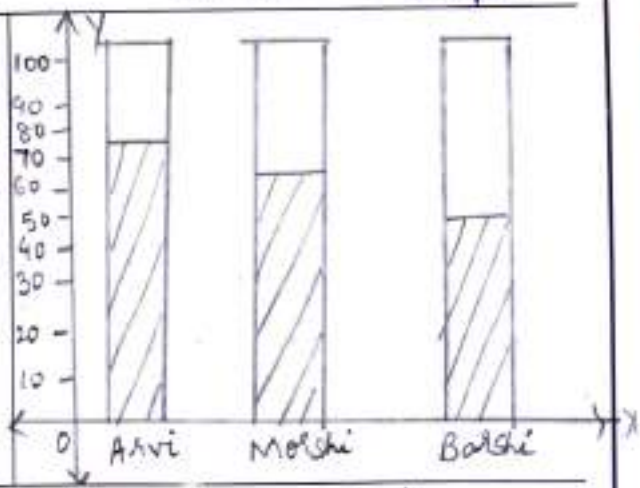
तुकडी (Div.) : घटक (Unit) : Statistics उपघटक (Subunit) : Percentage bar Graph.

In the town Arvi 42 trees out of 60 trees planted survived. Moshi 45 trees out of 75 and in Barshi 45 out of 90 survived.

Solution - Arvi = $\frac{45}{60} \times 100 = 75\%$

Moshi = $\frac{45}{75} \times 100 = 60\%$

Barshi = $\frac{45}{90} \times 100 = 50\%$




स्वाध्याय (Homework) Solve practice set 11.3 from textbook

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मार्गदर्शकाची सही व दिनांक
(Guide Sign & Date)

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
| --- | --- |
| Percentage bar graph- It is a specific type of sub divided bar graph. | KNOWLEDGE- 1) Student recalls about sub divided bar graph. 2) Student recalls about percentage. 3) Student tells about formula of percentage. 4) Student tells about percentage bar graph. |
| Problem- Raju got 40 marks out of 50 in a test. What is the percentage? | UNDERSTANDING- 1) Student explains about sub divided bar graph in his own words. |
| Solution = $\frac{40}{50} \times 100$ = 80 % | 2) Student explains about percentage in his own words. |
| Problem 2- In the town Borri 42 trees out of 60 survived. In Morshi 45 trees out of 75 survived and in Barshi 45 trees out of 90 survived. | 3) Student explains formula of percentage in his own words. 4) Student explains about percentage bar graph in his own words. |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
|---|---|
| INTRODUCTION- Good morning [To writes primary information] We have studied about sub divided bar graph. What is sub divided bar graph? Yes, good! | Good morning<br><br>Information of two or more constituent is shown by part of single bar. |
| What is the use of subdivided bar graph? | Huge data is represented on one sheet. |
| Today we will study about one more type of bar graph. | |
| STATEMENT OF AIM- Today we will study about percentage bar graph under unit Statistics. | |
| EXPLANATION- What is percentage? Yes, good! | It is number or ratio expressed as a fraction of 100. |
| Problem- Raju got 40 marks out of 50 in a test. What is the percentage? How will you calculate percentage? | $\frac{40}{50} \times 100$ |
| $\frac{40}{50} \times 100 = 40 \times 2 = 80\%$<br>Yes, good! | |
| Problem 2- In the town Shri 42 trees out of 60 trees planted are survived and in the town Morbi 45 trees out of 75 are survived. In the town Barshi 45 trees out of 90 are survived. | |
| Solution- To know in which town the plantation is more successful, only number of trees planted are not sufficient. For that we have to find percentage of survived plants. | Students listen carefully. |

| पाठ्यमुद्दे / आशय (Teaching Point / Steps) | उद्दिष्टे व स्पष्टीकरणे Objective & Theirs Specification |
|---|---|
| Solution.<br>Arvi = $\frac{42}{60} \times 100 = 75\%$<br>Morshi = $\frac{45}{75} \times 100 = 60\%$<br>Barshi = $\frac{45}{90} \times 100 = 50\%$. | APPLICATION-<br>1) Student tells the significance of percentage.<br>2) Student applies the formula of percentage to make percentage bar graph. |

| Tree | Arvi | Morshi | Barshi |
|---|---|---|---|
| Trees Survived | 42 | 45 | 45 |
| Total Trees | 60 | 75 | 90 |
| Per % | 75 | 60 | 50. |




SKILL.
1) Student identifies the percentage bar graph in his own words accurately.
2) Student draws the percentage bar graph accurately.

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| In Shri the percentage of trees survived = $\frac{45}{60} \times 100$. What will be the percentage? | 70% |
| In Morshi the percentage of trees survived = $\frac{45}{75} \times 100$ What will be the percentage? | 60% |
| In Barshi, the percentage of trees survived = $\frac{45}{90} \times 100$ What will be the percentage? | 50% |
| A percentage bar graph is a specific type of subdivided bar graph. | |
| First of all we will prepare a table. In a percentage bar graph all bars are of height 100 units. | |
| Why all bars are of height 100 units? | Because 100 is the last unit in percentage. |
| In each bar we show percentage of survived trees. Remaining part shows the percentage of tree which did not survive. | |
| Plot x-axis and y-axis. on the y-axis take scale 1 cm = 10 percentage. Plot all the bars of Shri, Morshi and Barshi to 100 unit. | Students draw percentage bar graph. |
| Now mark the percentage of survived trees. | |
| What is the percentage of Shri, Morshi and Barshi? | 70% of Shri, 60% of Morshi and 50 of Barshi. |
| [Tr. shows a graph and ask question] | |
| 1) State the type of bar graph. | Percentage bar graph. |
| 2) How much percentage is the Tur production to total production in Ajita's farm? | 60% |

| शिक्षक कृती (Teacher Activities) | विद्यार्थी कृती (Student Activities) |
| --- | --- |
| 3) Compare the production of gram in the farm of Yash and Ravi and state whose percentage of production of Tur more and how much?<br>4) Whose percentage production of Tur is the least?<br>5) State production per centage of Tur and gram in Sudha's farm. | Yash = 50<br>Ravi = 30<br>50 - 30 = 20<br>Yash is more 20%<br><br>Sudha<br><br>40% Tur<br>60% - Gram. |
| RECAPITULATION -<br>Today we studied about percentage bar graph. It is like Sub-divided bar graph. We also studied the steps how to plot the percentage bar graph. | |
| EVALUATION AND APPLICATION<br>1) What is percentage bar graph? | |
| HOMEWORK -<br>Solve the practice set 11.3 from the textbook. | |

# 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 | 84 | | | | |

Qualitative Feedback, (if any) :

Question were asked relevant Examples were solved on black board.

Signature of Professor In-charge

# Block Teaching - 3 (Maths)





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# Activity 2:

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## A] Unit Plan

## B] Develop And Conduction Of Unit Test

## C] Blue Print, Model Answer And Marking Scheme

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# Unit Plan (Science)




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# Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh

**Method -** Science **Div-** A **Roll No.** 45

**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 | Education Implication | | | | ✓ | |
| 10 | Overall Impression | | | | ✓ | |
| | Total Marks -50 | (44) | | | | |

**Qualitative Feedback (If any)**

* Unit analysis is very proper
* Plan is prepared very properly

Signature of Professor In-charge

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# Unit Plan (Science)

## Unit - Substances In Common Use

## Standard - 9th

Total Lessons - 3
Time - 120 min

| Sub Unit | Teaching Point | Objectives and Specification | Learning Experiences | | Students Participation | Teaching Aids | Teaching Methods | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| Important salts in daily life. | Salts- Re ionic compounds which do not contain $H^+$ and $OH^-$ ions and contain only one kind of cation and anion are called simple salts<br><br>Salts found in sea water:<br>i) Sodium chloride<br>ii) Magnesium chloride<br>iii) Magnesium sulphate<br>iv) Potassium chloride<br>v) Calcium carbonate<br>vi) Magnesium bromide<br><br>pH of salt:<br>strong acid + strong base = 7 = neutral | KNOWLEDGE<br>i) Student recalls substances used in daily life<br>ii) Student tells the definition of salt<br>iii) Student talk about pH of salt<br>iv) Student talk properties of sodium chloride<br>v) Student tells properties of sodium bicarbonate<br>vi) Student tells scent bleaching powder<br>vii) Student tells properties of washing soda<br>viii) Student talk about radioactivity<br>ix) Student talk about dye<br>x) Student talk properties of Litmus | Teacher shows various acidic and basic substances like soap, soda<br><br>Teacher shows model and non-metal substances like spoon and wood<br><br>Teacher demonstrate how to measure pH of substances | Teacher shows images of different types of salts<br><br>Teacher shows image of pH strip | Answer the question asked.<br><br>Observe the images of different types of salts carefully<br><br>Write the definition of salt in note book<br><br>Observe the demonstration and measure the pH carefully | Soap, water, spoon, wood<br><br>Images of pH strip<br><br>pH strip | Lecture - cum - Demonstration | Oral evaluation<br><br>Fill in the blanks<br><br>Answer in one sentence<br><br>Using Scientific terms | End of unit test |

| Sub Unit | Teaching Point | Objectives and Specification | Learning Experiences | | Students Participation | Teaching Aids | Teaching Method | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| | Uses of salt + acid<br>Base + acid → acidic<br>Alkali base + acid → salt + water<br>Sodium chloride - (NaCl)<br>i) occurrence and composition compound ii) Neutral salt<br>iii) used for the production of $NaOH$, $NaHCO_3$, $Na_2CO_3$<br>iv) Uses: (a) it is used to preserve food (b) in production of $NaOH$, hydrogen gas is released at cathode and $Cl_2$ gas is released at anode<br>v) When salt is heated to high temperature it melts. This is called fused state of salt | i) Student tells about deodorant<br>ii) Student tells about colonels<br>UNDERSTANDING<br>i) Student explains substances used in daily life in his own words<br>ii) Student explains salt in his own words<br>iii) student explains pH of salt in his own words<br>iv) Student explains properties of sodium chloride in his own words<br>v) Student explains properties of sodium bicarbonate in his own words<br>vi) student explains about bleaching powder in his own words | Teacher shows sodium chloride | Teacher shows video about how sodium chloride is obtained.<br>Teacher shows video of electrolysis of salt $NaCl$<br>Teacher shows images of fused state of salt | Discuss the shown video of sodium chloride<br>Observe the video of electrolysis of $NaCl$ carefully<br>Observe the image of fused salt carefully<br>Write the uses and properties of $NaCl$ in note book. | Sodium chloride<br>Video of sodium chloride<br>Video of electrolysis of $NaCl$<br>Image of fused salt | Lecture - cum - demonstration | Oral evaluation<br>Questions and answers | End of unit test |

| Sub Unit | Teaching Point | Objectives and Specification | Learning Experiences | | Students Participation | Teaching Aids | Teaching Method | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| | Rock salt - It is obtained from rock.<br><br>Sodium carbonate - It is used to make soap, paper and soda lime. It is used to make bread, cake and pastries. It is used to reduce acidity in stomach. It is used to make white substance (ie in fire extinguisher).<br><br>Bleaching powder - It is yellowish white coloured. It has strong odour of chlorine gas. It is used for disinfection of drinking water. It is used to bleach cloths. $Ca(OCl)_2 + H_2O \rightarrow CaCl_2 + Ca(OH)_2 + Cl_2$<br><br>Washing soda - It is white and odourless crystal. Soda is native. It is hygroscopic. It is used for washing clothes. It is used in glass and paper industry. | i) Student explains properties of washing soda in his own work.<br>ii) Student explains technically in his own work.<br>iii) Student explains about lye in his own work.<br>iv) Student explains properties of sodium in his own work.<br>v) Student explains about bicarbonate in his own words.<br>vi) Student explains about calcium in his own words. | Teacher shows rock salt.<br><br>Teacher shows sodium carbonate.<br><br>Teacher shows bleaching powder.<br><br>Teacher shows washing soda. | Teacher shows images of rock from where rock salt is obtained. | Identified the rock salt shown.<br><br>Observe the sodium carbonate and discuss it uses.<br><br>Write properties of sodium carbonate in note book.<br><br>Observe bleaching powder and discuss its uses.<br><br>Write the chemical equation in note book.<br><br>Observe washing soda and discuss its uses.<br><br>Write the properties of washing soda in note book. | Rock salt<br><br>Sodium carbonate<br><br>Bleaching powder<br><br>Picks of bleaching powder<br><br>Washing soda | Lecture - cum - Demonstration | Oral evaluation<br><br>True or False<br><br>Give scientific reason | End of unit test |

| Sub Unit | Teaching Point | Objectives and Specifications | Learning Experiences | | Students Participation | Teaching Method | Teaching Aids | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| Radio-active substances | Nature of radioactive radiations - Elements with high atomic number such as uranium, thorium, radium have property of spontaneously emitting invisible, highly penetrating radiation.<br>Types of radiation -<br>1) $\alpha$ alpha rays<br>2) $\beta$ beta rays<br>3) $\gamma$ gamma rays<br>Characteristic of radiations:<br>$\alpha$ rays - He$^{++}$, 4.0028 u, mass, charge is +2, attracted towards negatively charged plate, <0.02 mm, ionization power high.<br>$\beta$ rays - $e^-$, 0.000598 u, charge -1, attracted towards positively charged plate, 2 mm, ionization power less.<br>$\gamma$ rays - electromagnetic rays, no mass, electrically neutral, not deviated, 15 cm, ionization power is very less. | APPLICATION -<br>1) Student tells the use of sodium chloride in daily life<br>2) Student gives scientific reason for neutral nature of sodium chloride.<br>3) Student tells uses of baking soda in daily life<br>4) Student tells the uses of alum in daily life<br>5) Student tells the uses of washing soda in daily life. | - | Teacher shows chart of properties of $\alpha$, $\beta$ and $\gamma$ rays.<br>Teacher shows diagram of Rutherford's experiment.<br>Teacher shows images of radioactive substances.<br>Teacher shows video of penetration of $\alpha$, $\beta$ and $\gamma$ rays. | Observe the chart of $\alpha$, $\beta$ and $\gamma$ rays and discuss its properties carefully<br>Answer the asked questions.<br>Draw diagram of Rutherford's experiment<br>Observe the images of radioactive substances carefully<br>Observe the video and discuss the penetration of $\alpha$, $\beta$ and $\gamma$ rays carefully | Lecture-cum-Demonstration | Chart of $\alpha$, $\beta$ and $\gamma$ rays.<br>Diagram of Rutherford's experiment.<br>Images of radioactive substances.<br>Video of $\alpha$, $\beta$ and $\gamma$ rays. | Oral evaluation<br>Fill in the blanks<br>Give scientific reason. | End of unit test |

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| Sub Unit | Teaching Point | Objectives and Specification | Learning Experiences | | Students Participation | Teaching Method | Teaching Aid | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| | Use of radioactive isotopes -<br>1) Radiography 2) Ceramic<br>3) Tickness of aluminium<br>4) Immunology 5) Pest control<br>6) Cancer and potato<br>7) Research 8) Physiology<br>9) Bone cancer<br>10) Tumor detection<br>11) Hyperthyroidism<br><br>Hazards of Radioactive substances -<br>Skeletal network system is damaged<br>1) DNA is damaged<br>2) Skin cancer, Blood cancer<br>3) Enter food chain<br>4) When radioactive substance we eat enter body, cooked it enter into fish then enter human body - | 1) Student tells the use of radioactive substances<br><br>2) Student tells hazards of radioactive substances<br><br>3) Student gives reason for avoiding excessive use of mobile phone<br><br>4) Student tells the use of X-ray<br><br>5) Student tells the harmful effect of artificial sweet<br><br>6) Student tells significance of teflon | Teacher shows working using radium<br><br>Teacher shows ceramic tiles in which radium is used for decoration | Teacher shows video about how radioactive isotopes are used to preserve food<br><br>Teacher shows video about how DNA is damaged due to radioactive substances<br><br>Teacher shows image of animals and plants that are affected due to radioactive substances | Student discuss the use of radioactive substances<br><br>Student with the uses of radioactive substances in relation<br><br>Discuss the hazards of radioactive substances<br><br>Write the hazard of radioactive substance<br><br>Observe the images of plants/animals that are affected by radioactive substance simplify | Lecture-cum-Demonstration | Radium water and ceramic tiles<br><br>Video of preservation of food<br><br>Video of DNA damage<br><br>Images of animals and plant affected due to radioactive | Oral evaluation<br><br>True or False<br><br>Class discussion session | End of unit test |

| Sub Unit | Teaching Point | Objectives and Specifications | Learning Experience | | Students Participation | Teaching Method | Teaching Aid | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| Some chemicals in living and non-living life | Food colours and essence- Food colours are used in kitchen as well as commercial products. It can be in powder form, gel or paste. It is added to ice cream, cake, jelly, jam, drinks, pasta, juice.<br><br>Dye- The coloured substance which on applying to an article imparts that colour to the article is called a dye.<br><br>Artificial colour- The food colours use in bagpanchan contains mercury it may cause blindness, skin cancer, asthma, itching of skin, permanent staining of sweat pores etc.<br><br>Disclosant- Body odour is caused by the bacterial decomposition of sweat. Deodorant is used to prevent odour. | SKILL-<br><br>a) Student identifies sodium chloride accurately<br><br>b) Student identifies Rock salt accurately<br><br>c) Student write the equation of chemical reaction accurately<br><br>d) Student identifies baking soda accurately<br><br>e) Student draws neat and labelled diagram of Rutherford model accurately<br><br>f) Student identifies radioactive substances | Teacher shows pure salt and rock salt<br><br>Teacher shows artificial colours<br><br>Teacher shows different types of deodorants | Teacher shows pot of food items in which food colours is used<br><br>Teacher shows images of cattle that are dyed<br><br>Teacher shows images of bad effect of artificial colours on skin | Identifies the food colour<br><br>Types the uses of food colours<br><br>Discuss the uses of dye<br><br>Safety uses and hazards of dye is noticed<br><br>Identifies artificial colours<br><br>Discuss the bad effects of artificial colours<br><br>Discuss the uses of deodorants | Lecture cum Demonstration | Food colour<br><br>Image of dyed cloth<br><br>Artificial colours<br><br>Image of bad effect on skin due to artificial colours<br><br>Deodorant | Oral evaluation<br><br>Fill in the blanks<br><br>Answer in the notes<br><br>Give scientific reason | End of unit test |

| Sub Unit | Teaching Point | Objectives and Specifications | Learning Experience: Direct | Learning Experience: Indirect | Students Participation | Teaching Method | Teaching Aid | Evaluation: Formative | Evaluation: Summative |
|---|---|---|---|---|---|---|---|---|---|
| | Teflon - It is used for making cooking utensils. Used industrial purpose to avoid sticking.<br><br>Powder coating - It is a method of applying a dry powder coating on the surface of some plane coating.<br><br>Anodizing - A protective layer is formed naturally on the surface of aluminium metal by reaction of oxygen in air.<br><br>Ceramic - It is a heat resistant substance formed by heating an inorganic substance in water and then shaping it and hardening it by heating. | accurately.<br><br>2) Student identifies food colours accurately.<br><br>Intellect Abilities<br>1) Student identifies use of artificial colours in daily life. | Teacher shows colour that is used with powder coating | Teacher shows image of utensils coated with teflon<br><br>Teacher shows video of anodizing of aluminium metal<br><br>Teacher shows image of decorative ceramic articles | Observe the images & utensils carefully. Note uses of teflon and its bad effects in note book.<br><br>Observe the process of powder coating carefully<br><br>Observe the video and discuss uses of anodizing carefully<br><br>Answer the asked questions.<br><br>Observe the ceramic articles carefully<br><br>Write it uses in note book. | Lecture-cum-demonstration | Image of teflon coated utensils<br><br>Video on powder coated<br><br>Ceramic items<br><br>Image of decorative ceramic stand | Oral evaluation<br><br>True or false<br><br>Answer in one line | End of unit test |

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# Education Implication (Science Unit Plan)

The activity 2: Unit Plan preparation was included in the course BED-201 Teaching Competencies IV : Internship. The unit plan of the science stud subject was made. The unit plane of the unite named 'some common substances in use' was made.

The activity is important to understand the significance of unit plan. It enables a teacher to plan the teaching method and learning experience.

The activity also gives opportunity to plan the unit in such a way so that students will play an active role rather than passive. The teacher should include activities that involves students.

The unit plan is important to to ~~atten th~~ attain the learning objectives. It also helps to understand the planning of the questions that to be asking during conduction of the lessons.

It also helps to undestand the format of evaluation that should be done. In order to make the lessons effective various activities should be planned while making unit plan.

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# Unit Plan (Maths)




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Kamala Education Society's

# Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh

**Method -** Maths **Div-** A **Roll No.** 45

**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 | Education Implication | | | | ✓ | |
| 10 | Overall Impression | | | | ✓ | |
| | Total Marks -50 | 44 | | | | |

**Qualitative Feedback (If any)**

* Excellent preparation
* All the points are covered properly

Signature of Professor In-charge

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# Unit Plan (Maths)

## Unit - Statistics

Standard - 8th

Total Lesson - 3
Time - 120min

| Sub Unit | Teaching Point | Objectives and Specifications | Learning Experience | | Students Participation | Teaching Aids | Teaching Method | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| Arithmetic Mean | The average is called as arithmetic mean or simply mean. To find mean of numerical data, we find the sum of the data and divide the sum by total number of items.<br>Problem - The mark obtained by 37 student of std 8 in a test of 10 marks are given below. Find the mean of the data<br>2, 4, 4, 4, 5, 5, 7, 8, 9, 10, 10, 10, 3, 7, 6, 5, 4, 5, 7, 8, 4, 3, 3, 5, 6, 5, 10, 9, 7, 9, 10, 9, 5, 9, 9, 4, 7. | KNOWLEDGE<br>a) Student recalls the definition of average<br>b) Student talks about arithmetic mean<br>c) Student tells the formula of arithmetic mean<br><br>UNDERSTANDING<br>a) Student explains average in his own words<br>b) Student explains arithmetic mean in his own words<br>c) Student explains formula of arithmetic mean | Teacher solves the problem on black board of arithmetic mean | Teacher shows video about arithmetic mean<br><br>Teacher shows picture about use of arithmetic mean | Student answer the asked questions<br><br>Student observe the video of arithmetic mean carefully<br><br>Student solves the problem in note book | Chalk<br><br>Images of arithmetic mean<br><br>Video of arithmetic mean | Deductive method | Oral evaluation<br><br>Write the formula of arithmetic mean | Unit test |

| Sub Unit | Teaching Point | Objectives and Specification | Learning Experience: Direct | Learning Experience: Indirect | Students Participation | Teaching Aids | Teaching Method | Evaluation: Formative | Evaluation: Summative |
|---|---|---|---|---|---|---|---|---|---|
| | Solution - We know $7+7+7+7+7+7+7 = 35$. This simplifies the operation of addition when a number is to be added to itself. | APPLICATION - a student solves the problem by using formula for arithmetic mean. | Teacher tells a student to solve the problem on black board. | Teacher observes about how to tally the data | Student pay heed to the asked question. | Video of tally. | Inductive method. | Oral evaluation. | Unit test |
| | | SKILL - a student solves the problem of arithmetic mean within time. | | | Student observe the video of how to tally data carefully. | | | Find the arithmetic mean of following data | |
| | | | | | Student solve the problem in context of arithmetic mean. | | | | |

| Mark $x_i$ | Tally | No. of Students $f_i$ | $f_i x_i$ |
|---|---|---|---|
| 2 | I | 1 | $1 \times 2 = 2$ |
| 3 | I | 1 | $1 \times 3 = 3$ |
| 4 | IIII | 4 | $4 \times 20 = 80$ |
| 5 | II | 2 | $2 \times 10 = 10$ |
| 6 | IIII | 5 | $5 \times 30 = 30$ |
| 7 | IIII I | 6 | $6 \times 42 = 42$ |
| 8 | IIII | 5 | $5 \times 40 = 40$ |
| 9 | IIII II | 8 | $8 \times 72 = 72$ |
| 10 | IIII | 4 | $4 \times 40 = 40$ |
| | | $N = 37$ | $\sum f_i x_i = 259$ |

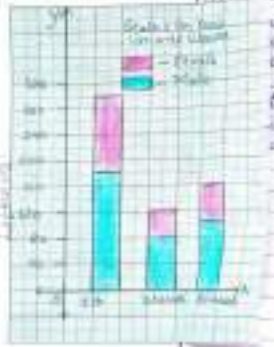
$$\text{Mean} = \frac{\sum f_i x_i}{N} = \frac{259}{37} = 7$$

| Sub Unit | Teaching Point | Objectives and specifications | Learning Experience: Direct | Learning Experience: Indirect | Students Participation | Teaching aids | Teaching Method | Evaluation: Formative | Evaluation: Summative |
|---|---|---|---|---|---|---|---|---|---|
| sub-divided bar graph | To subdivided bar graph the information of two or more constituents is shown on each of single bar. Problem- | KNOWLEDGE- 1. Student tells about arithmetic mean 2. Student tells about bar graph 3. Student tells about subdivided bar graph 4. student tells about plotting of subdivided bar graph | Teacher draws the position of subdivided bar graph on black board | Teacher show images of various sub divided bar graph | Student tells the definition of bar graph | Images of sub divided bar graph | Analysis and synthesis method | Oral evaluation | Unit test |
| | | UNDERSTANDING- 1. Student explains arithmetic mean on his own words 2. student explains about bar graph on his own words 3. Student explains about subdivided bar graph on his own words 4. student explains plotting of subdivided bar graph on his own words | Teacher plots the sub divided bar graph and labels students | | Student views the related questions | Scale | | How to Prepare the table of sub divided bar graph? | |
| | | | | | Student draws the image of sub divided bar graph carefully | Graph paper | | State the uses of sub divided bar graph | |
| | | | | | Student listen the explanation carefully | | | | |

| | | | | |
|---|---|---|---|---|
| Pitch | 150 | 80 | 100 | |
| Punch | 120 | 70 | 40 | |
| Total | 270 | 150 | 140 | |

Prepare a table of given data as shown above. Here Mr. P was 2nd & Mr. Punch was 1st. With names of Mr. P and Mr. Punch, their number of votes in 1st & 2nd election and their total number of votes in the given. Prepare a bar graph such that the number of votes by each of the two candidates by a part of the bar by their name

| Sub Unit | Teaching Point | Objectives and Specifications | Learning Experience: Direct | Learning Experience: Indirect | Students Participation | Teaching Aids | Teaching Method | Evaluation: Formative | Evaluation: Summative |
|---|---|---|---|---|---|---|---|---|---|
| | Obviously the remaining part of the bar will represent the female labourers. Ask this part by another mark. Similarly draw the sub divided bars for the years Nanaki and Kamaki | APPLICATION:<br>1) Student tells the uses of sub divided bar graph<br><br>Steps:<br>1. Identifies sub divided bar graph by<br>2. plots the data bar accurately | As for tell student to solve the problem on graph book | Teacher shows uses of uses of sub divided bar graph | Student solves the problem in note book<br><br>Student plots the sub divided bar graph on graph paper<br><br>Student answer the asked question.<br><br>Student observes the uses of sub divided bar graph carefully | Graph paper<br><br>Video of sub divided bar graph | Inquiry and exercise method | Observe the sub divided bar graph and answer the following questions<br><br>Plot the sub divided bar graph of the given data | Unit test |



| Sub Unit | Teaching Point | Objectives and Specifications | Learning Experience: Direct | Learning Experience: Indirect | Student's Participation | Teaching Aids | Teaching Method | Evaluation: Formative | Evaluation: Summative |
|---|---|---|---|---|---|---|---|---|---|
| Percentage Bar Graph | At individual in graph when is done by converting the data into percentage in which percentage bar graph. Problem:- | KNOWLEDGE:- i) Student recalls about and divided bar graph ii) Student tells about percentage iii) Student tells about percentage bar graph iv) Student tells the formula of percentage. | When show the picture of percentage bar graph on black board. | Teacher show example of several percentage bar graph. | Student observe the bar graph carefully. Student explain about the what graph. Student listen the explanation carefully. | Use of pictures bar graph | Explain and explain method | i) Oral examination. State the definition of percentage. How to prepare the table of percentage bar graph? | Unit test |

| Name | Sub | Maths | Social |
|---|---|---|---|
| Total no. of boys | 60 | 72 | 90 |
| Total no. of girls | 72 | 48 | 60 |
| Number of students | 132 | 120 | 150 |
| Percentage | 120 | 80 | 100 |

| Name | Sub | Maths | Social |
|---|---|---|---|
| Total no. of boys | 60 | 72 | 90 |
| Total no. of girls | 72 | 48 | 60 |
| Number of students | 132 | 120 | 150 |
| Percentage | 120 | 80 | 100 |

In a percentage bar graph, all bars are of equal thickness. In each bar we show percentage of several types. Remaining part about the percentage of bars which is not colour.

v) Student explain about percentage bar graph in black board.

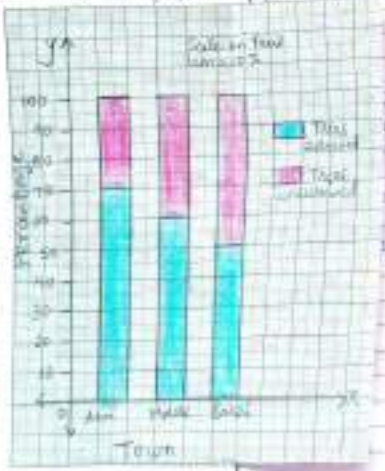
vi) Student explains the formula of percentage in black board.

UNDERSTANDING:-

i) Student explain and divided bar graph in black board.

ii) Student explain percentage in bar graph.

| Unit / Unit | Teaching Point | Objectives and Specification | Learning Experience | | Student Participation | Teaching Aids | Teaching Methods | Evaluation | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Indirect | | | | Formative | Summative |
| | A percentage bar graph is a specific type of subdivided bar graph. So the remaining procedure of drawing a percentage bar graph is the same as that of a subdivided bar graph. | APPLICATION-<br>1) Student tells the use of percentage bar graph.<br>2) Student applies the formula of percentage to plot percentage | Teacher introduces the plotting of percentage bar graph. | Teacher observes the order of use of percentage bar graph. | Student solves the problem of percentage bar graph in note book.<br>Student plots the percentage bar graph on graph paper.<br>Student observes the order of percentage bar graph carefully.<br>Student answers the question asked. | Graph paper.<br>Data of percentage bar graph. | Analysis of synthesis method. | Draw the given percentage bar graph and answer the following question.<br>Plot the percentage bar graph of the given data. | Unit test |



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# Education Implication (Maths Unit Plan)

The activity 2: unit plan preparation was included in the course BED 201- Teaching competencies IV: Internship. The unit plan of the unit named Statistics of subject Maths was prepared.

The activity enabled the student teacher to plan the problems of the unit in such a way so that students can understand them easily.

The effective use of teaching-aids can be done when the activities are planned properly while making unit plan. The learning experience could be provided in a better way. The teaching methods can also be planned accordingly.

The unit plan is a guide for a teacher to conduct the unit effectively and efficiently. The evaluation of the students can also be planned while preparing unit plan.

The unit plan plays a vital role in teaching-learning process.

seen

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FOR EDUCATIONAL USE

# Development and Conduction of Unit Plan (Science)

Test



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Kamala Education Society's

# Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh

**Method -** Science **Div-** A **Roll No.** 45

**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 | | | | ✓ | |
| | | Total Marks - 100 (84) | | | | | |

**Qualitative Feedback,(If any):**

* Test is conducted properly in exam condition
* Test is prepared very properly.

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Gaikwad
**Signature of Professor In-charge**

# Vishwaratna English Medium School

**Date** – 6/12/2021 **Marks** - 20

**Std** – IX **Time** – 30 minutes

**Instruction** –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be _____.

ii) _____ is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays _____, _____ and

_____.

iv) The charge of gamma rays is _____.

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

_____

_____

ii) Radioactive substance

_____

_____

iii) Sodium chloride (Table salt or common salt)

_____

_____

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

_____

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CHINCHWAD
PUNE-19

# Vishwaratna English Medium School

**Date – 6/12/2021** **Marks - 20**

**Std – IX** **Time – 30 minutes**

20/20

**Instruction –**

1) All questions are compulsory

2) Figures to right indicate marks

Vighnesh Panchal Std = 9th.

**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be acidic.

ii) Baking Soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays alpha, beta and ~~gamma~~ gamma.

iv) The charge of gamma rays is electrically neutral.

4

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

Bleaching powder is used in swimming pool.
Bleaching powder is used to bleach clothes.

2

ii) Radioactive substance

Radiography, Diva Alter, Food preservation.

2

iii) Sodium chloride (Table salt or common salt)

Used to ~~taste~~ add ~~test~~ taste to the food.
Food preservation.

2

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

i) ~~water~~ For making bleaching powder we need slaked lime and chlorine gas. When slaked lime [$Ca(OH)_2$] come into reaction with chlorine gas [$Cl_2$] we get bleaching powder

$Ca(OH)_2 + Cl_2 \rightarrow CaOCl_2 + H_2O$.

2

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CHINCHWAD PUNE 19.

**Q.4) Give scientific reasons for the following:** **(6 marks)**

i) Why bleaching powder is used in swimming pool?

Due to various use of swimming pool, the in the water micro-organisms are grown which are harmful to human beings. To kill this micro-organisms we use bleaching powder. (2)

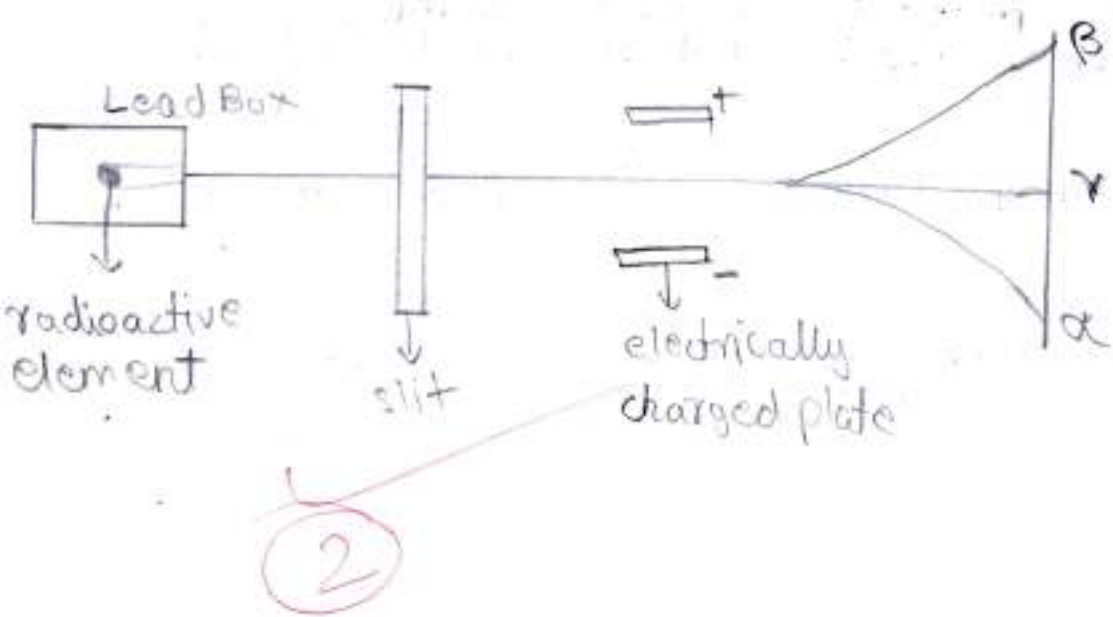
ii) Why radioactive substances are dangerous?

Radioactive substances are ~~useful~~ Sometimes useful and sometimes harmful. There are various uses of radioactive substances. Radioactive substances are dangerous because they leave radiations which are harmful to human beings such that skin cancer, blood cancer (2)

iii) What will happen if we do not avoid excessive use of mobile phone?

If we do not avoid excessive use of mobile phones it will be very harmful to us because in mobile phones there are radioactive substances which release radiations and these radiations are harmful to us. Hence we should avoid excessive use of mobile phones. (2)

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.** **(2 marks)**




(2)

Name:- Abhishek Vishwakarma.

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# Vishwaratna English Medium School

**Date – 6/12/2021** **Marks - 20**

**Std – IX** **Time – 30 minutes**

14/20

**Instruction –**

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be pH less than 7.

ii) baking soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays alph, gamma and beta.

iv) The charge of gamma rays is ~~Not any Char~~ Nuttral

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

1] the bleaching powder is added into water swimming pool.
2] for the bleach cloth

ii) Radioactive substance

Radioactive substane 1] potato and onion.
2] research 3] DNA

iii) Sodium chloride (Table salt or common salt)

1] salty in the test
2] we added in a Sabaji, Cheap. Chill, mill.

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

Ans2] we added the washing soda in the water to remove Hadness of the water the washing soda in sulubal in the water Esaly

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PUNE-19.

**Q.4) Give scientific reasons for the following:** **(6 marks)**

i) Why bleaching powder is used in swimming pool?

the bleaching powder is used in swiming pool because of in swimming pool have micro-organism to clean the bicatria that's way the bleaching powder is used in swimming pool.

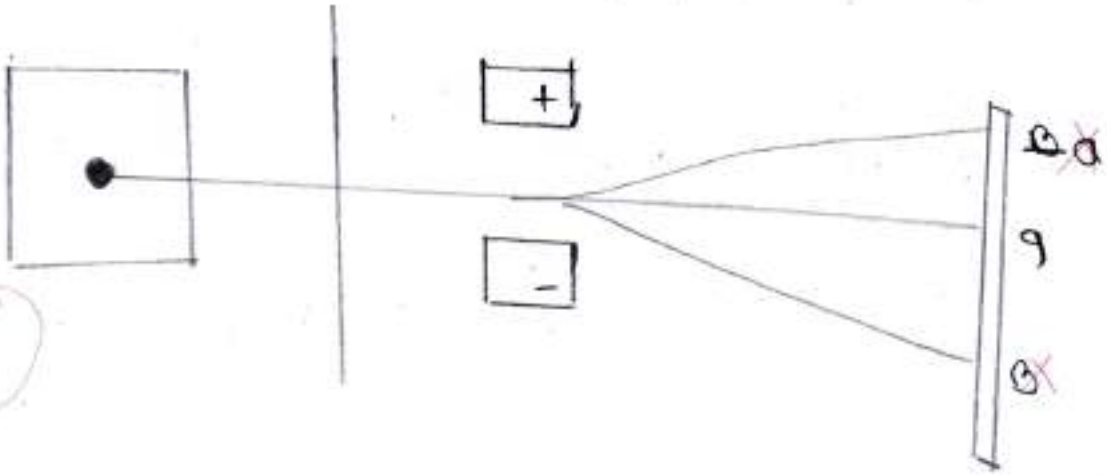
ii) Why radioactive substances are dangerous?

The radioactive substances are dangurous
1] blood cancere
2] central Nurvous system are damage
3] DNA ~~Dogs~~ Damage.

iii) What will happen if we do not avoid excessive use of mobile phone?

The ~~to~~ Doctor are say to to we long ~~to~~ time don't use the mobile phone because of mobile phone rediactive is Harmful to ~~Hate~~ Helth.

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.** **(2 marks)**



Name - Kartik M. Dhanokar.

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# Vishwaratna English Medium School

**Date** – 6/12/2021 **Marks** - 20

**Std** – IX **Time** – 30 minutes

13/20

**Instruction** –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be < 7 .

ii) Baking Soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays Alfa, bita and gamma.

iv) The charge of gamma rays is Electrically neutral.

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

→ They remove hardness of water and they kill micro organisms.

ii) Radioactive substance

→ Radioactive substances are useful but they harmful also. Because they are present radiation.

iii) Sodium chloride (Table salt or common salt)

→ The sodium cloride are colourless and It is salty in taste.

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

→ The bleaching powder are kill micro-organism and protect the slake lime from microorganisms.

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**Q.4) Give scientific reasons for the following:** **(6 marks)**

i) Why bleaching powder is used in swimming pool?

→ The bleaching powder are kill the micro organisms are present in swimming pool this is reason to bleaching powder used in swimming pool.

(2)

ii) Why radioactive substances are dangerous?

→ radioactive substance are dangerous because, In radioactive elements the radiations are present this reason to radioactive substance are dangerous or harmful

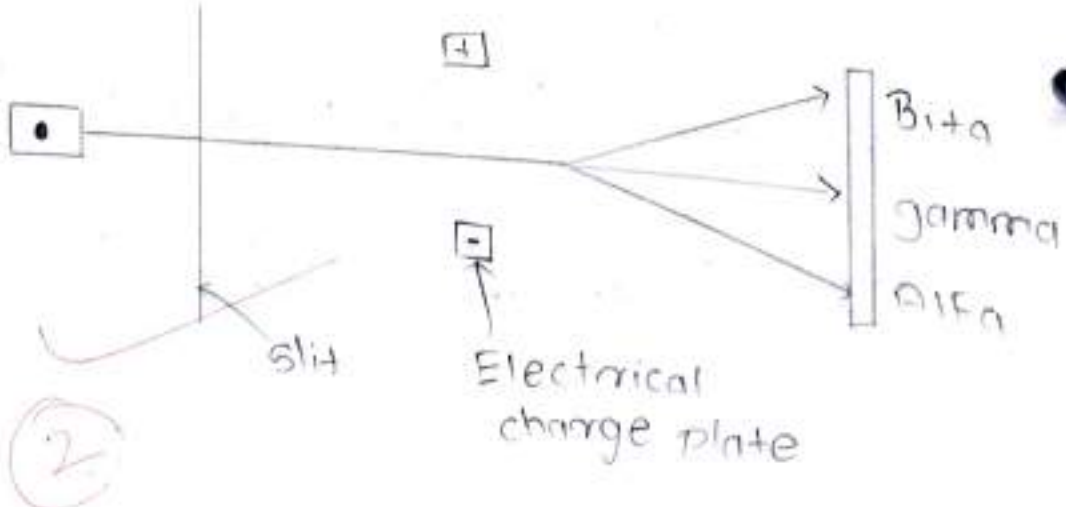
(2)

iii) What will happen if we do not avoid excessive use of mobile phone?

→ The mobile is the dangerous to our eyes because in the mobile device. The harmful radiation are present In them.

(2)

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.** **(2 marks)**




(2)

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Tanmay N. Adhav

# Vishwaratna English Medium School

Date – 6/12/2021 Marks - 20

Std – IX Time – 30 minutes

15/20

Instruction –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Fill in the blanks:** (4 marks)

i) If the salt is made of strong acid and weak base its nature will be acidic.

ii) Baking soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays Alpha, Beta and gamma.

iv) The charge of gamma rays is ~~low~~ Electrical neutral

**Q.2) Give two uses of the following:** (6 marks)

i) Bleaching powder

⇒ Bleaching Powder's first used is the washing clothes. and secound used is ~~the~~ mostly used in laundry.

ii) Radioactive substance

⇒ Radioactive substance first used is the ~~predict~~ detict our body tummers and secound used for Ditict microorganisms of fruits

iii) Sodium chloride (Table salt or common salt)

⇒ Table salt mostly found from sea or ocean and its mostly used in industrys and used in ~~blankets~~ every Home

**Q.3) Explain the following with chemical reactions: (any 1)** (2 marks)

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

⇒ If water of bore well or well's water is the hard water and when using washing or baking soda it disolved in it water and Hard water will be ~~take~~ Soft water place.

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**Q.4) Give scientific reasons for the following:** **(6 marks)**

i) Why bleaching powder is used in swimming pool?

⇒ Because the bleaching powder is made by chlorine gas and Chlorine kill the waterborne micro organisms and made it falter waters. And that way every day swimming pool wanters used bleaching powder or chlorine gas

ii) Why radioactive substances are dangerous?

⇒ radioactive substances are dangerous because it is the harmful from our body and its desise is also very harmful from our body. That way the doctor tell us that don't talk on mobile phone because mobile ray is also harmful for our body.

iii) What will happen if we do not avoid excessive use of mobile phone?

⇒ The mobile phone take from air radioactive ray and that will be harmful for our body like heart, Kidni, Brian, Brian is the very soft point of our body. this ray will hard than Brian will very damage.

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.**

**(2 marks)**

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Name = Yash Ravindra Pawar

# Vishwaratna English Medium School

Date – 6/12/2021 Marks - 20

Std – IX Time – 30 minutes

Instruction –

1) All questions are compulsory

2) Figures to right indicate marks

9½/20

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**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be S : W.

ii) Baking Soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays alpha, ~~beta~~, beta and gamma ray

iv) The charge of gamma rays is Electrically material.

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

→ Washing cloths and e' swiming Pool To kill Harm ful Microorganism

ii) Radioactive substance

iii) Sodium chloride (Table salt or common salt)

→ Cooking food.

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

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**Q.4) Give scientific reasons for the following:** **(6 marks)**

i) Why bleaching powder is used in swimming pool?

→ a bleaching powder are used in swiming Pool
-to kill harmful Microorganism and germs.
-To clean and clean water.

ii) Why radioactive substances are dangerous?

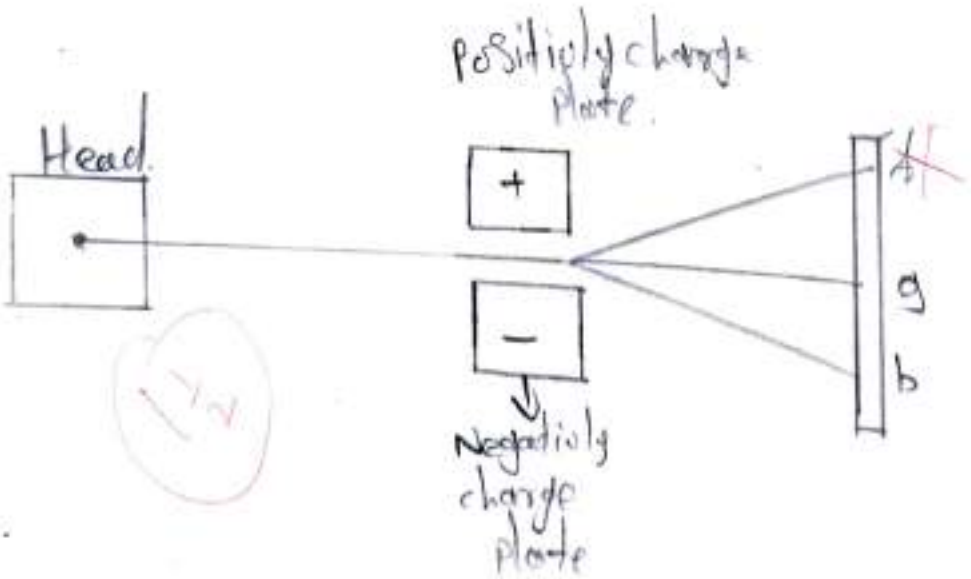
→ radioactive substance are harmful of the human body.

iii) What will happen if we do not avoid excessive use of mobile phone?

→ Mobile is mostly use calling someone. to talking on phone and creat radiation.

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.**

**(2 marks)**



NAME :- Anuja Appaso Bhise Roll no - 0

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# Vishwaratna English Medium School

**Date** – 6/12/2021 **Marks - 20**

**Std** – IX **Time** – 30 minutes

**Instruction –**

1) All questions are compulsory

2) Figures to right indicate marks

9/10

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**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be ~~acid~~ PH 7.

ii) Baking Soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays Beta, alpha and Gamma.

iv) The charge of gamma rays is ~~not~~ nutral.

3

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

→ yellowish, Bleach cloth, Order of $Cl_2$, Road side garbage

2

ii) Radioactive substance

iii) Sodium chloride (Table salt or common salt)

colorless powder, his nutral salt mainly use cooking, sodium chloride heated to start melting

1

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

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**Q.4) Give scientific reasons for the following:** **(6 marks)**

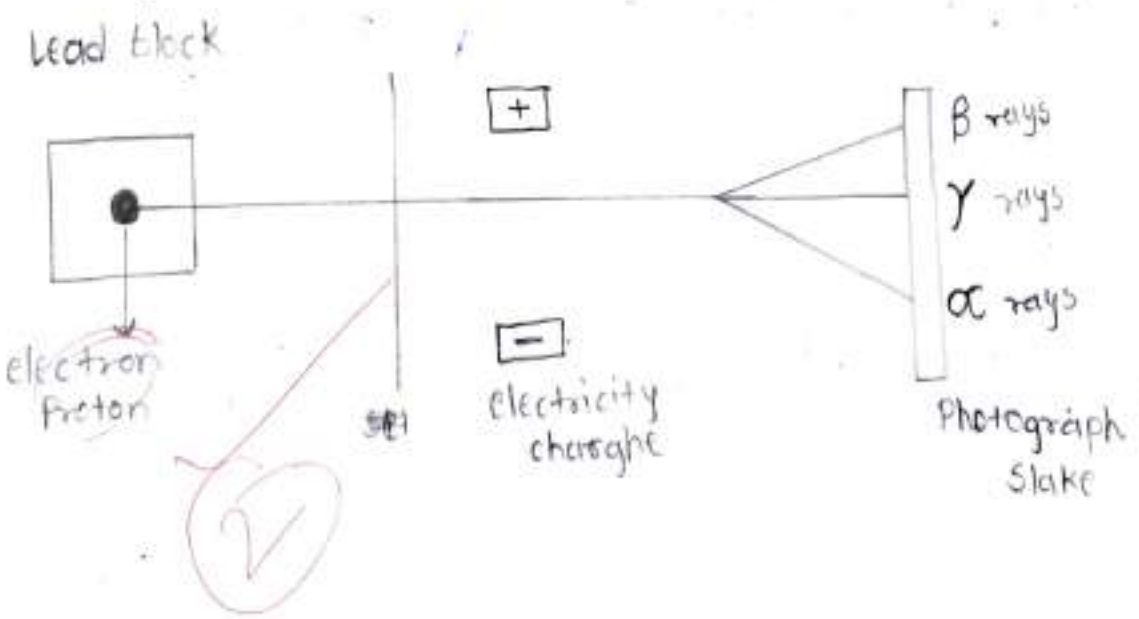
i) Why bleaching powder is used in swimming pool?

To make clean water to bleaching powder, used swimming pool and strong order of chlorine kill the swimming pool.

ii) Why radioactive substances are dangerous?

iii) What will happen if we do not avoid excessive use of mobile phone?

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.** **(2 marks)**



Name : Sanjoti Kabirdas Manjare

Roll No : 07

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# Vishwaratna English Medium School

Date – 6/12/2021 Marks - 20

Std – IX Time – 30 minutes

9/20

Instruction –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Fill in the blanks:** **(4 marks)**

i) If the salt is made of strong acid and weak base its nature will be 7.

ii) baking soda is used to make cake and dhoklas.

iii) There are 3 types of radioactive rays ~~alfa~~ alpha, ~~beta~~ beta and gamma.

iv) The charge of gamma rays is nutral.

**Q.2) Give two uses of the following:** **(6 marks)**

i) Bleaching powder

strong oxider of clorine. bleaching powed is yellowish write solide substance. use of londari londari.

ii) Radioactive substance

---

---

iii) Sodium chloride (Table salt or common salt)

color less powder, his nature salty mainly use cokieng, Sodium chloride heated to it start melting

**Q.3) Explain the following with chemical reactions: (any 1)** **(2 marks)**

i) How can you prepare bleaching powder from slake lime?

ii) How will you remove hardness of water by using washing soda?

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**Q.4) Give scientific reasons for the following:** **(6 marks)**

i) Why bleaching powder is used in swimming pool?

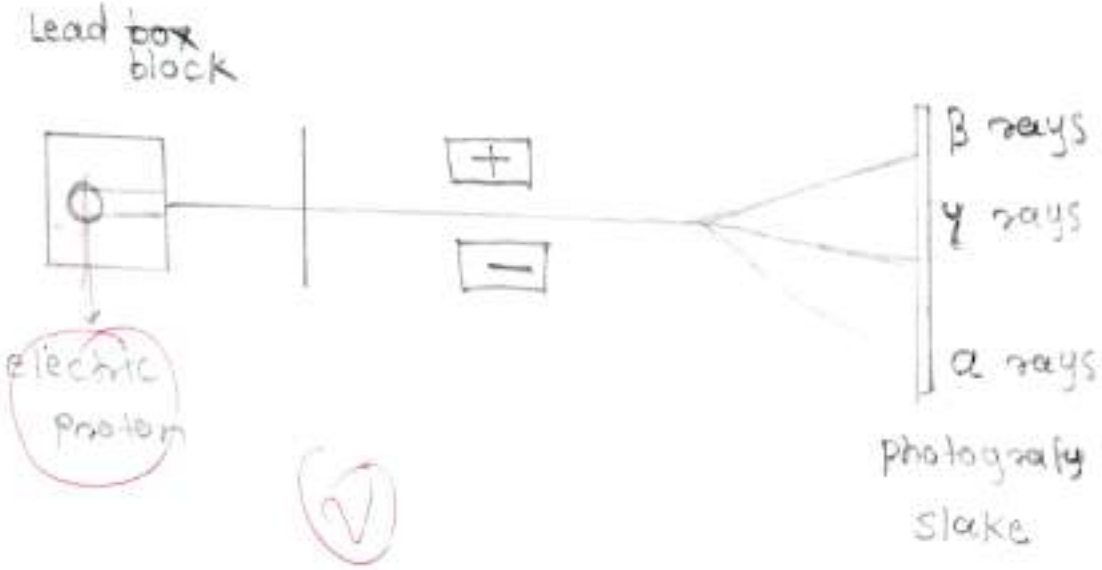
To make clean water to bleaching powder used swiming pool and strong order of clorine, clorine kill the swiming pool water microorganisam. and make clear water

ii) Why radioactive substances are dangerous?

dangerous is

iii) What will happen if we do not avoid excessive use of mobile phone?

**Q.6) Draw neat and labelled diagram of Rutherford's model of radioactive rays.** **(2 marks)**



# Conduction of Unit Test (Science)







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# Development and Conduction of Unit ~~Plan~~ Test (Maths)



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Kamala Education Society's

# Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh

**Method -** Science, Maths, Biology **Div-** A **Roll No.** 45

**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 | | | | ✓ | |
| | | Total Marks - 100 | 94 | | | | |

**Qualitative Feedback,(If any):**

* Unit test is prepared very properly.....
* Test is conducted in proper exam environment

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Gaikwad
**Signature of Professor In-charge**

# Vishwaratna English Medium School

**Date** – 23/12/2021

**Marks** - 20

**Std** – VIII

**Time** – 30 minutes

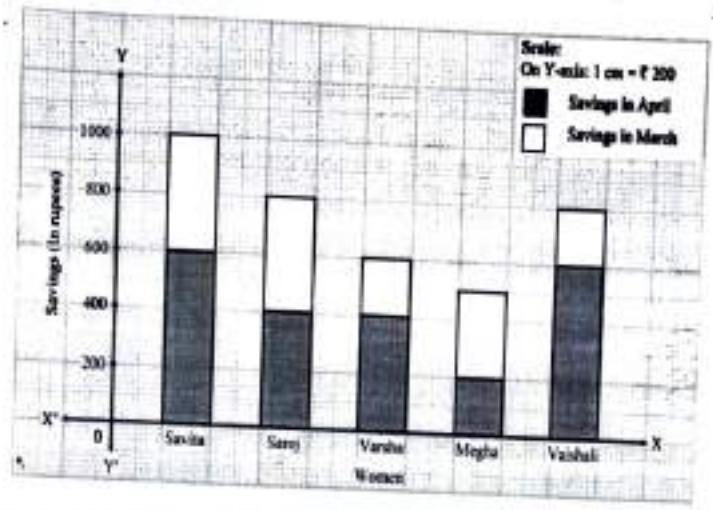
**Instruction** –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




i) State the type of graph

---

ii) How much is the savings of Vaishali in the month of April?

---

iii) How much is the total saving of Saroj in the months March and April?

---

iv) How much more is the total savings of Megha?

---

v) Whose savings in the month of April is the least?

---

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PRATIBHA COLLEGE OF EDUCATION
CHINCHWAD
PUNE-19.

Q.2) Solve the following: (4 M)

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks?

Q.3) Show the following information by a percentage bar graph. (3 M)

| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | | | | |

Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data. (3 M)

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | | | | |

Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families. (5 M)

Name - Samadhan Tukaram Pokalkar.

PRATIBHA COLLEGE OF EDUCATION CHINCHWAD PUNE-19.

# Vishwaratna English Medium School

**Date** – 23/12/2021

**Marks** - 20

**Std** – VIII

**Time** – 30 minutes

**Instruction** –

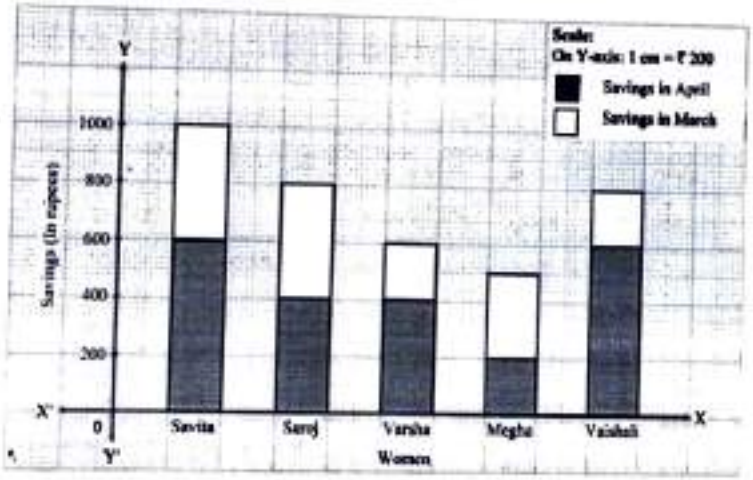
1) All questions are compulsory

2) Figures to right indicate marks

7/10

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




i) State the type of graph

3

---

ii) How much is the savings of Vaishali in the month of April?

How much is the savings of April is 600

iii) How much is the total saving of Saroj in the months March and April?

How much is the total saving of Saroj in march 800 and April 40

iv) How much more is the total savings of Megha?

How much more is the total savings of megha is 500

v) Whose savings in the month of April is the least?

---

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**Q.2) Solve the following:** **(4 M)**

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks?

**Q.3) Show the following information by a percentage bar graph.** **(3 M)**

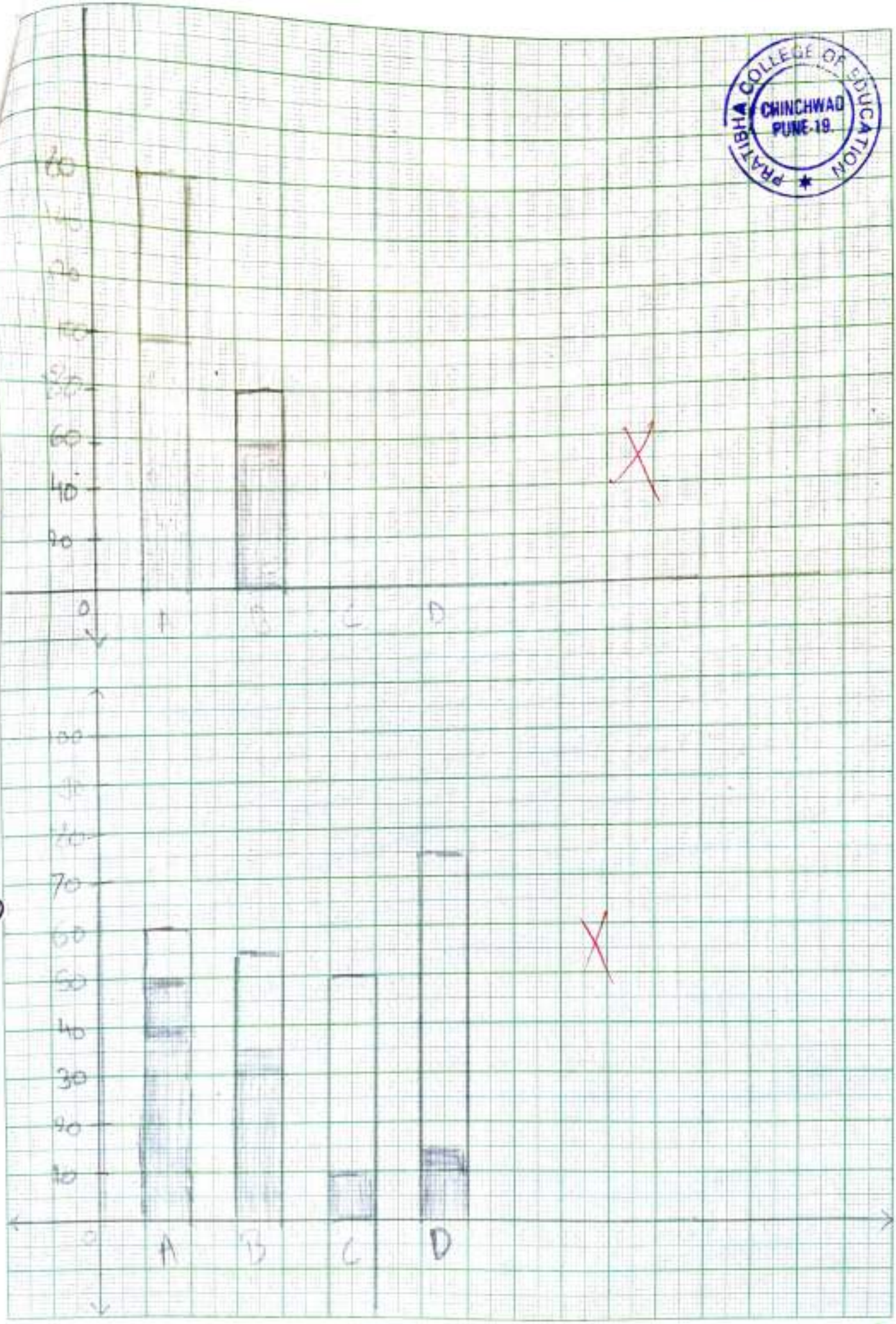
| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | 105 | 88 | 50 | 90 |

**Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data.** **(3 M)**

Subdivided

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | 150 | 80 | 50 | 40 |

**Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families.** **(5 M)**




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PUNE-19.

अमन वैभव इलियास

# Vishwaratna English Medium School

**Date** – 23/12/2021 **Marks** - 20

**Std** – VIII **Time** – 30 minutes

6/10

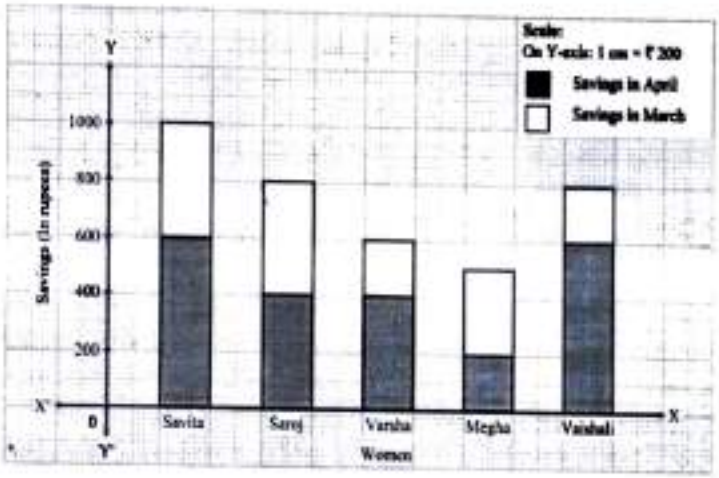
**Instruction** –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




i) State the type of graph

---

ii) How much is the savings of Vaishali in the month of April?

How much is the savings 600 3

iii) How much is the total saving of Saroj in the months March and April?

How much is the tota savings of Saroj March 300 and April 400

iv) How much more is the total savings of Megha?

How much more is tota savings April 200 in March 300

v) Whose savings in the month of April is the least?

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Q.2) Solve the following: (4 M)

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks? 80%

Q.3) Show the following information by a percentage bar graph. (3 M)

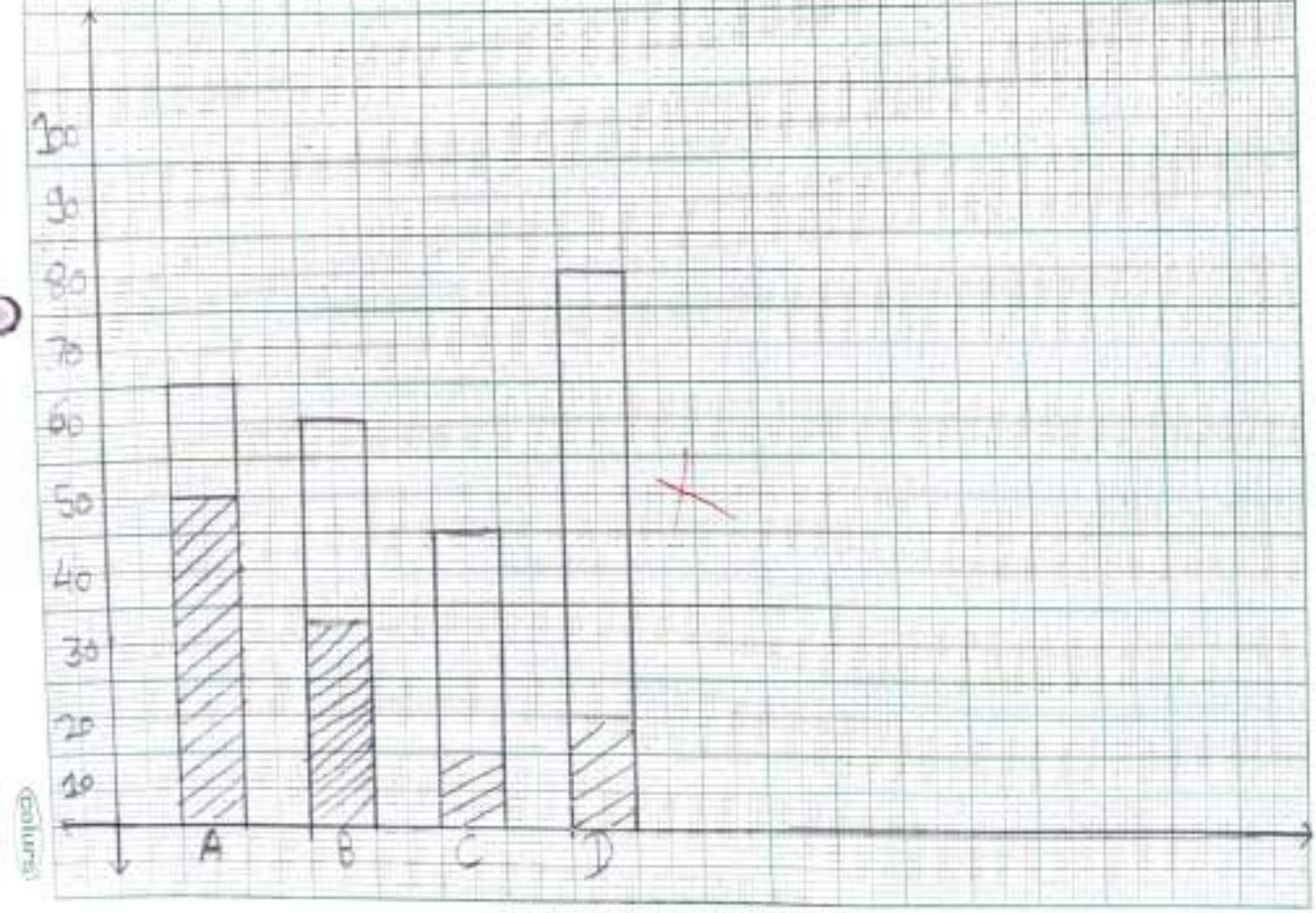
| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | 105 | 88 | 50 | 90 |

Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data. (3 M)

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | 150 | 80 | 50 | 40 |

Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families. (5 M)




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PUNE 19

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(ii) Shshil got 40 marks out of 50 in a test. What is the percentage of his marks?

→ 80%

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PUNE-19.

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Amol Raju Potdar

# Vishwaratna English Medium School

**Date** – 23/12/2021 **Marks** - 20

**Std** – VIII **Time** – 30 minutes

4/20

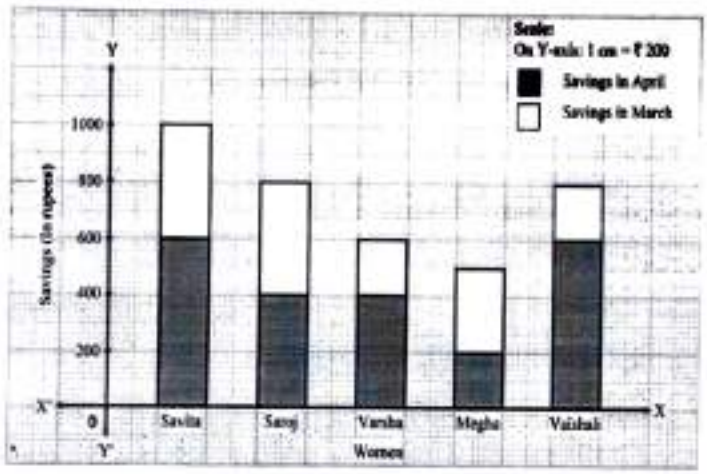
**Instruction** –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




i) State the type of graph

Subdivied is type of graph

ii) How much is the savings of Vaishali in the month of April?

The Vaishali in the month of April has RS

iii) How much is the total saving of Saroj in the months March and April?

~~Total~~ Sar Total saVin Soring

iv) How much more is the total savings of Megha?

v) Whose savings in the month of April is the least?

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**Q.2) Solve the following:** **(4 M)**

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks?

**(3 M)**

**Q.3) Show the following information by a percentage bar graph.**

| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | | | | |

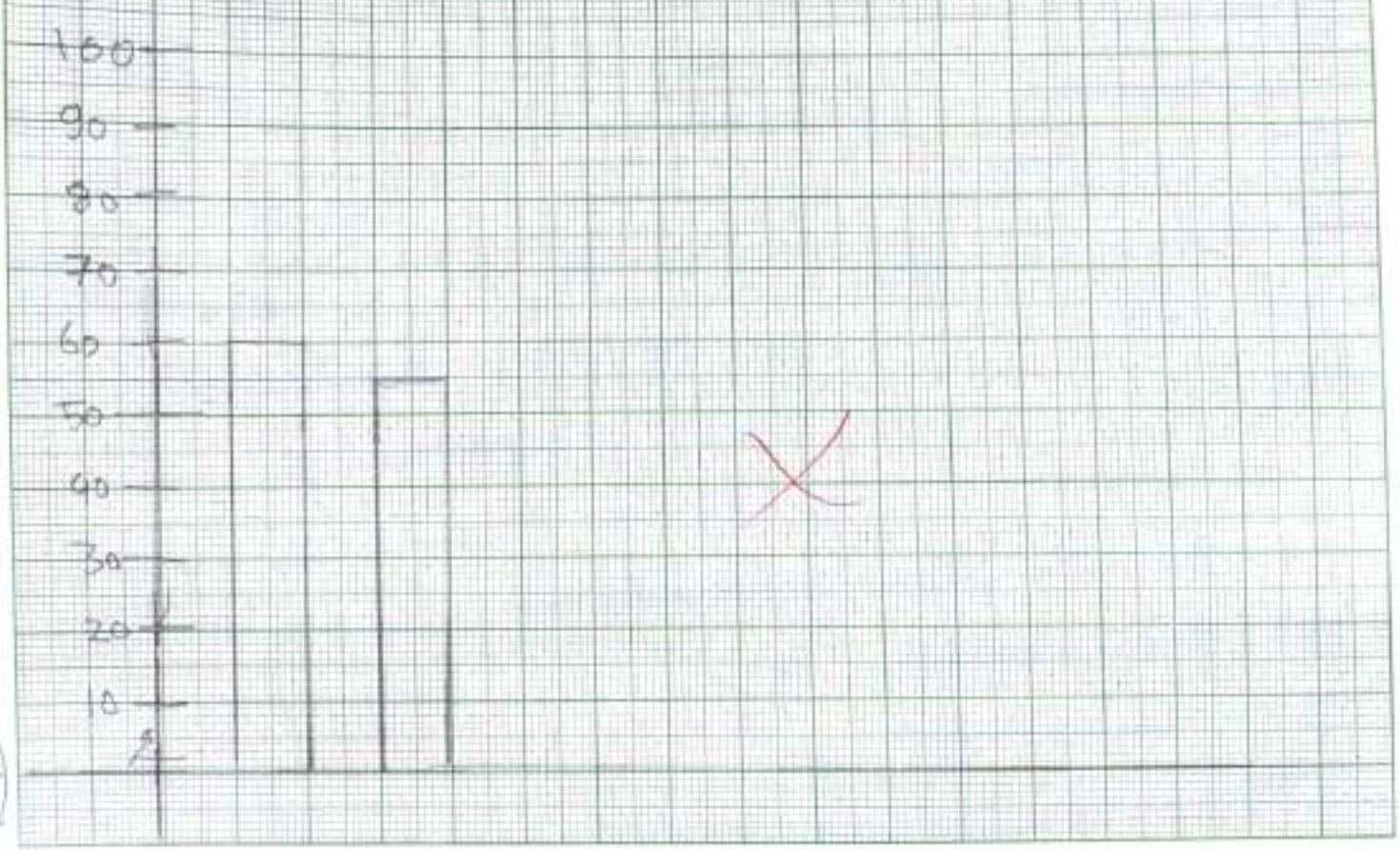
**Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data.** **(3 M)**

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | 150 | 80 | 50 | 40 |

**Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families.**

**(5 M)**

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PUNE-19




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Q2 Average Height $= \frac{55 + 92 + 89}{5}$

$= \frac{346}{5}$

17 $= \frac{40}{100}$

$=$

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CHINCHWAD, PUNE - 19.

Prem nilesh Raval.

# Vishwaratna English Medium School

Date – 23/12/2021

Marks - 20

Std – VIII

Time – 30 minutes

Instruction –

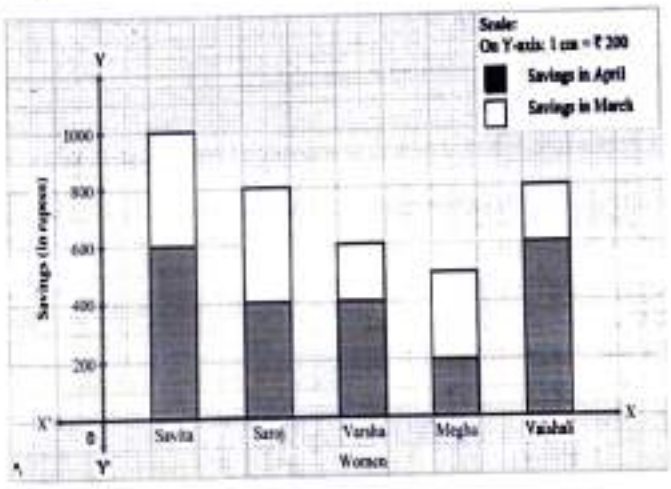
10/20

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




4

i) State the type of graph

Subdivied is type of graph

ii) How much is the savings of Vaishali in the month of April?

The vaishali in the month of April 600 RS

iii) How much is the total saving of Saroj in the months March and April?

Saroj saving the month March and April 1300 RS

iv) How much more is the total savings of Megha?

Total Saving of Megha r.s] 50 RS

v) Whose savings in the month of April is the least?

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CHINCHWAD
PUNE-19

**Q.2) Solve the following:** **(4 M)**

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| **Marks obtained** | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks?

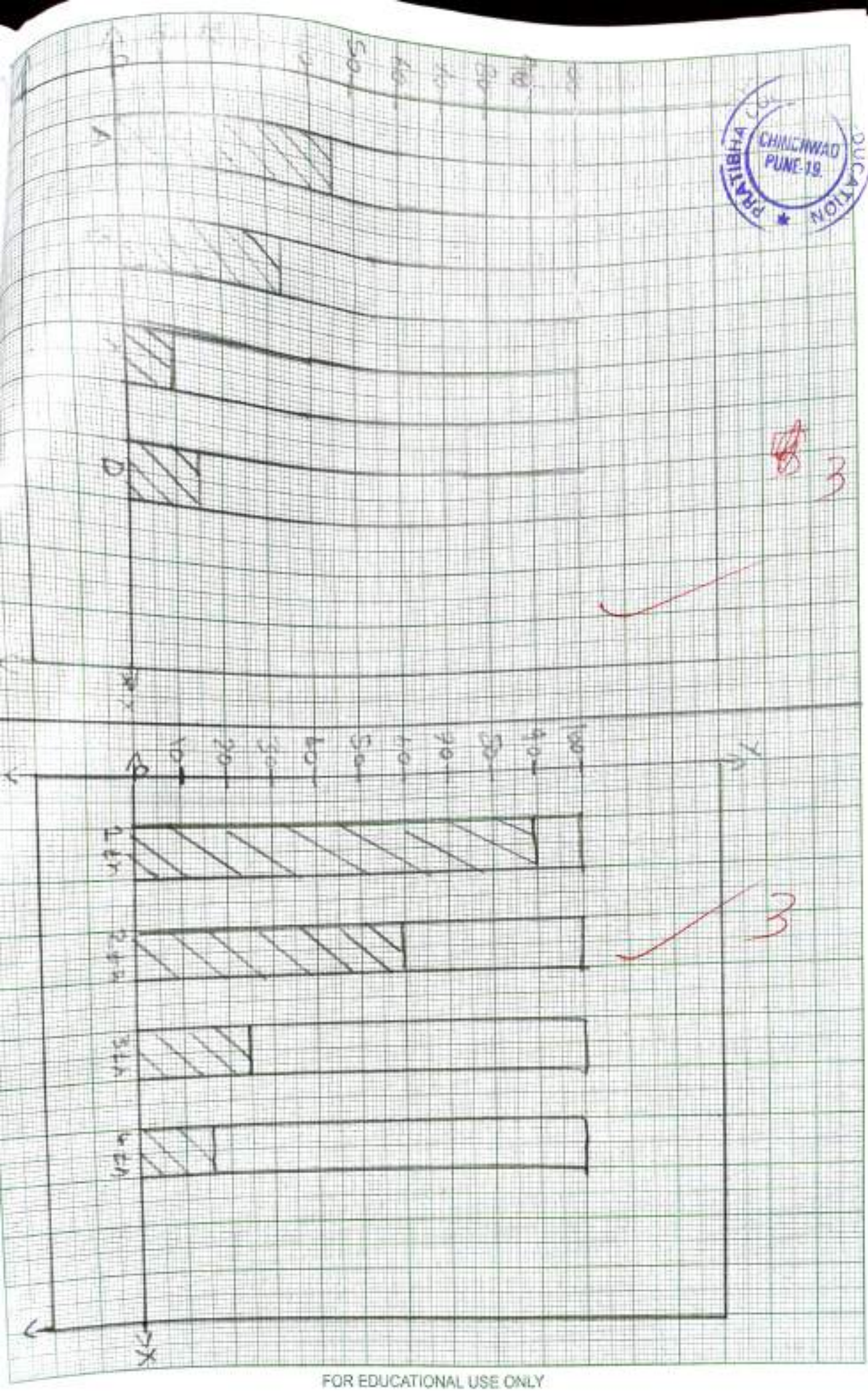
**Q.3) Show the following information by a percentage bar graph.** **(3 M)**

| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | | | | |

**Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data.** **(3 M)**

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | | | | |

**Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families.** **(5 M)**



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PUNE-19.

3

3

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# Vishwaratna English Medium School

**Date** – 23/12/2021 **Marks - 20**

**Std** – VIII **Time** – 30 minutes

**Instruction –**

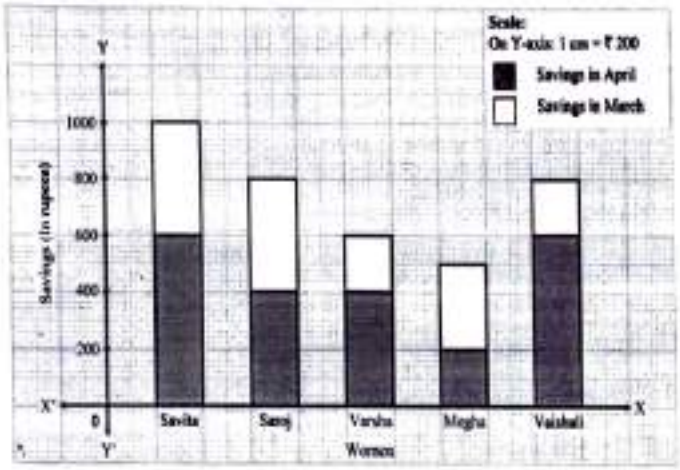
17/20

1) All questions are compulsory

2) Figures to right indicate marks

Nandini Mohan Devkate

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




5

i) State the type of graph

these are Subdivide bar-graph

ii) How much is the savings of Vaishali in the month of April?

600₹ Savings of Vaishali in the month of April

iii) How much is the total saving of Saroj in the months March and April?

800₹ Saving of Saroj in the maths March and April

iv) How much more is the total savings of Megha?

₹500₹ Saving of Megha in the total mothnths

v) Whose savings in the month of April is the least?

Megha's saving is least in April month.

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**Q.2) Solve the following:** **(4 M)**

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

4

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks?

$\frac{40}{50} \times 100 = 40 \times 2 = 80\%$

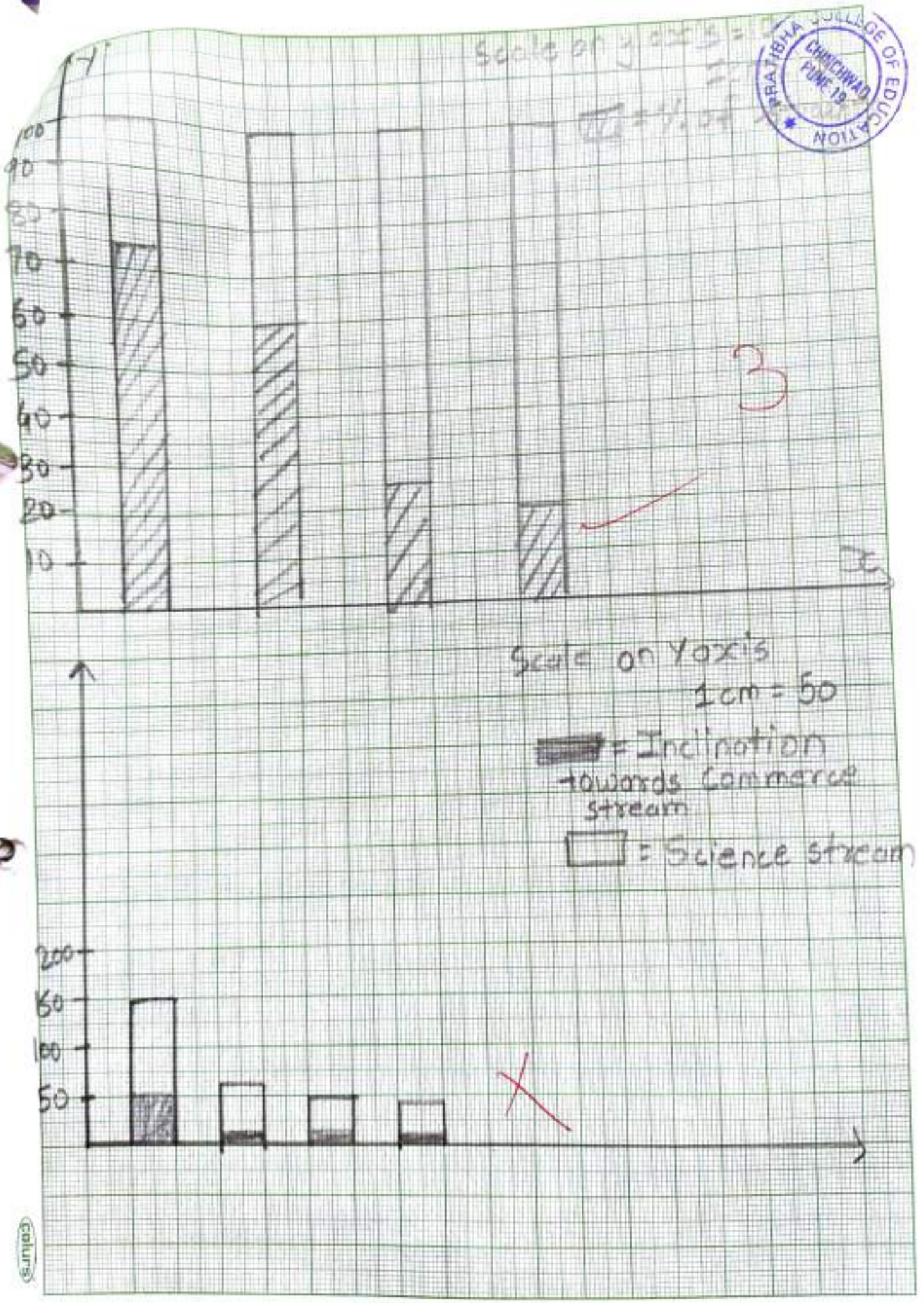
**Q.3) Show the following information by a percentage bar graph.** **(3 M)**

| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | 75% | 60% | 25% | 20% |

**Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the ~~percentage~~ Subdivided bar graph of the data.** **(3 M)**

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | 150 | 80 | 50 | 40 |

**Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 1, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2, Prepare a frequency table and find the mean of members of 40 families.** **(5 M)**




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Q.2] average = Sum of score / total score

$= \frac{66+74+55+92+39}{5}$

$= \frac{366}{5}^{73.2}$

average: 73.2

Q.3

5. $\frac{33}{55_{11}} \times \frac{100^{20}}{}$ $\frac{660^{60}}{11_{1}}$

| The no. of family member (fi) | Tally mark | no. of families (xi) | fi x xi |
|---|---|---|---|
| 1 | II | 2 | 1x2=2 |
| 2 | ~~IIII~~ III | 8 | 2x8=16 |
| 3 | ~~IIII~~ II | 7 | 3x7=21 |
| 4 | ~~IIII~~ III | 8 | 8x4=32 |
| 5 | ~~IIII~~ II | 7 | 5x7=35 |
| 6 | ~~IIII~~ I | 6 | 6x6=36 |
| 7 | II | 2 | 7x2=14 |
| | | | 156 |

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$$\text{mean} = \frac{\Sigma f_i x_i}{N}$$

$$= \frac{156\ 78\ 39}{40\ 20\ 10}$$

$$= 3.9$$

$\frac{39}{10} =$

$$\begin{array}{r} 3.9 \\ 10\overline{)39} \\ -30 \\ \hline 0\ 90 \\ -90 \\ \hline 00 \end{array}$$

$$\begin{array}{r} 2 \\ 16 \\ 21 \\ 32 \\ 35 \\ 36 \\ 14 \\ 2 \\ \hline 156 \end{array}$$

# Vishwaratna English Medium School

Date – 23/12/2021

Marks - 20

Std – VIII

Time – 30 minutes

15/20

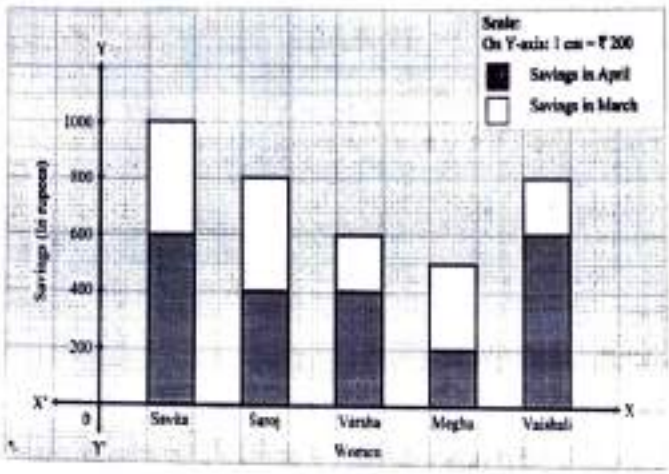
Instruction –

1) All questions are compulsory

2) Figures to right indicate marks

Santosh = R= Harijan-

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




5

i) State the type of graph

Subdivided bar graph ✓

ii) How much is the savings of Vaishali in the month of April?

600. Savings of vaishali in the month of April?

iii) How much is the total saving of Saroj in the months March and April?

800 Saving of Saroj in the months March and April?

iv) How much more is the total savings of Megha?

500 are is the total Savings of Megha?

v) Whose savings in the month of April is the least?

meghas Savings in the month of april is the least?

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CHINCHWAD, PUNE - 19.

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**Q.2) Solve the following:** **(4 M)**

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks? 80%.

$\frac{40}{50} \times 100 = 40 \times 2 = 80\%$

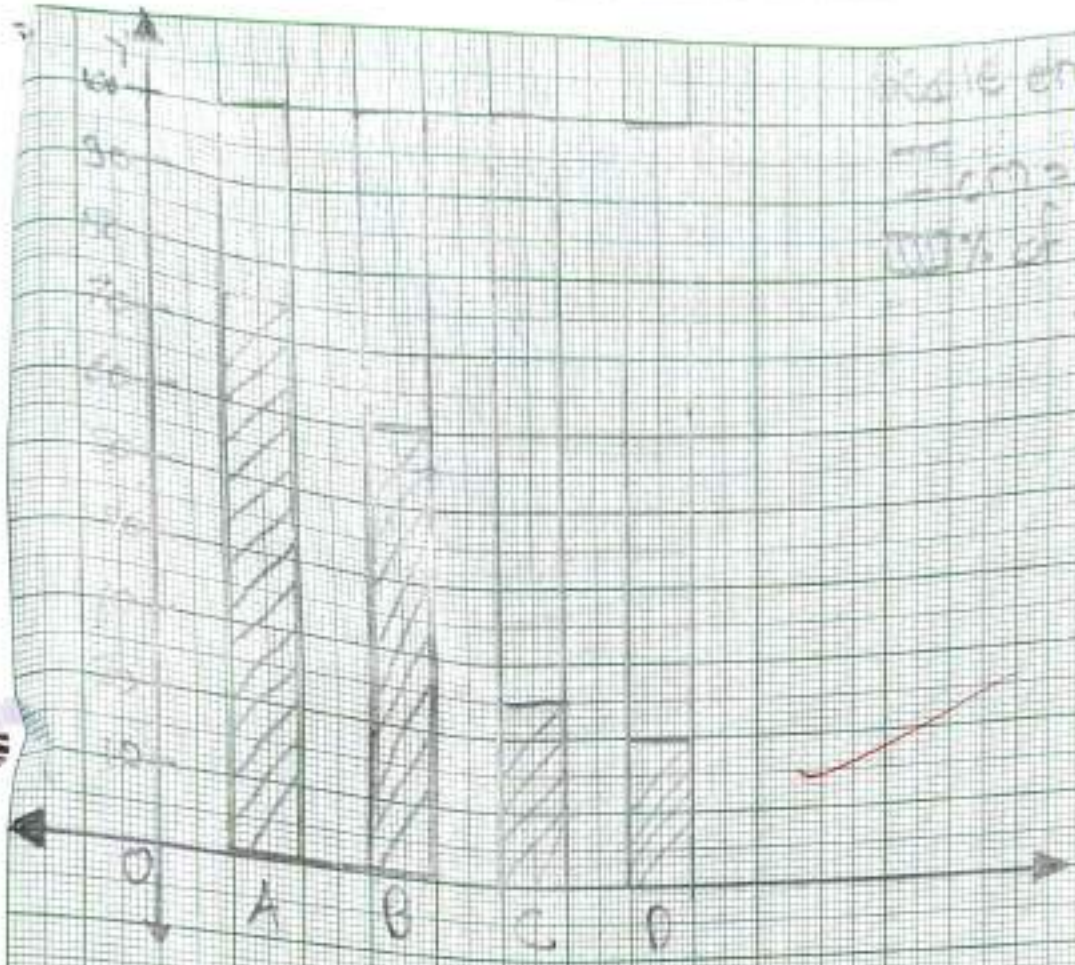
**Q.3) Show the following information by a percentage bar graph.** **(3 M)**

| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | 75% | 60% | 25% | 20% |

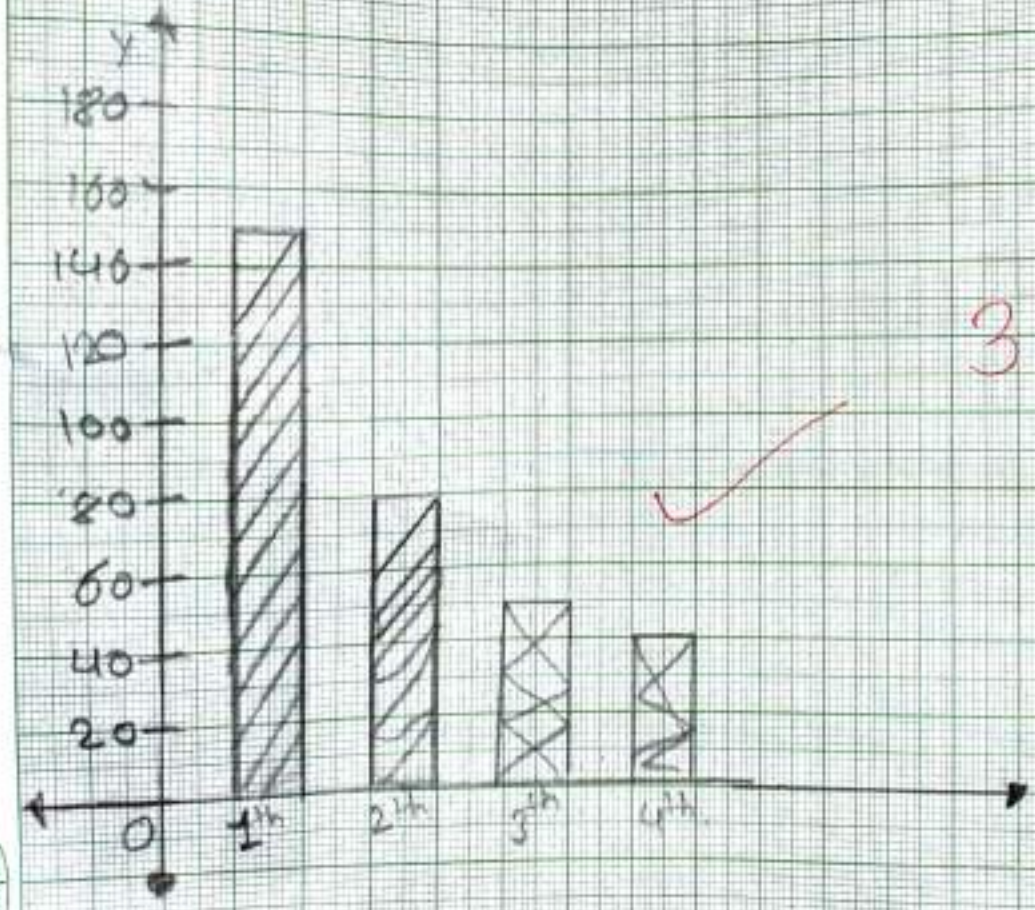
**Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data.** **(3 M)**

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | 150 | 80 | 50 | 40 |

**Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families.** **(5 M)**



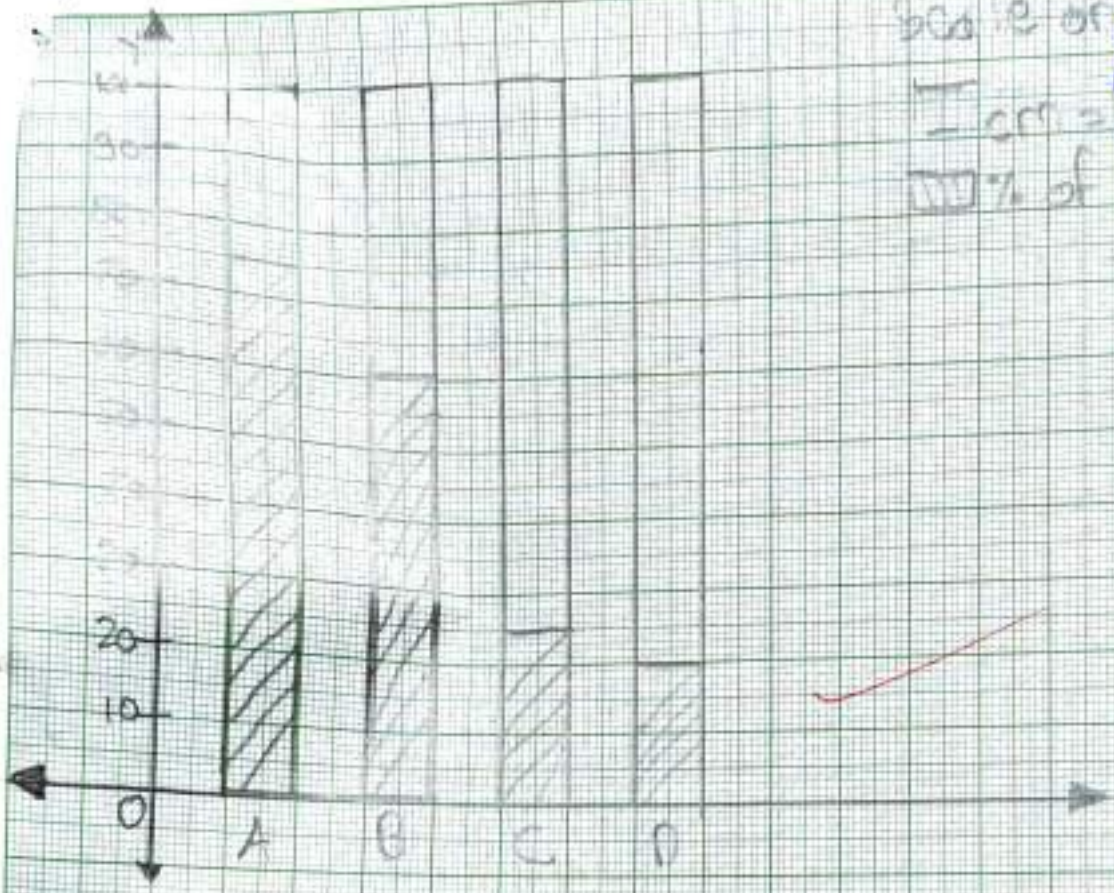

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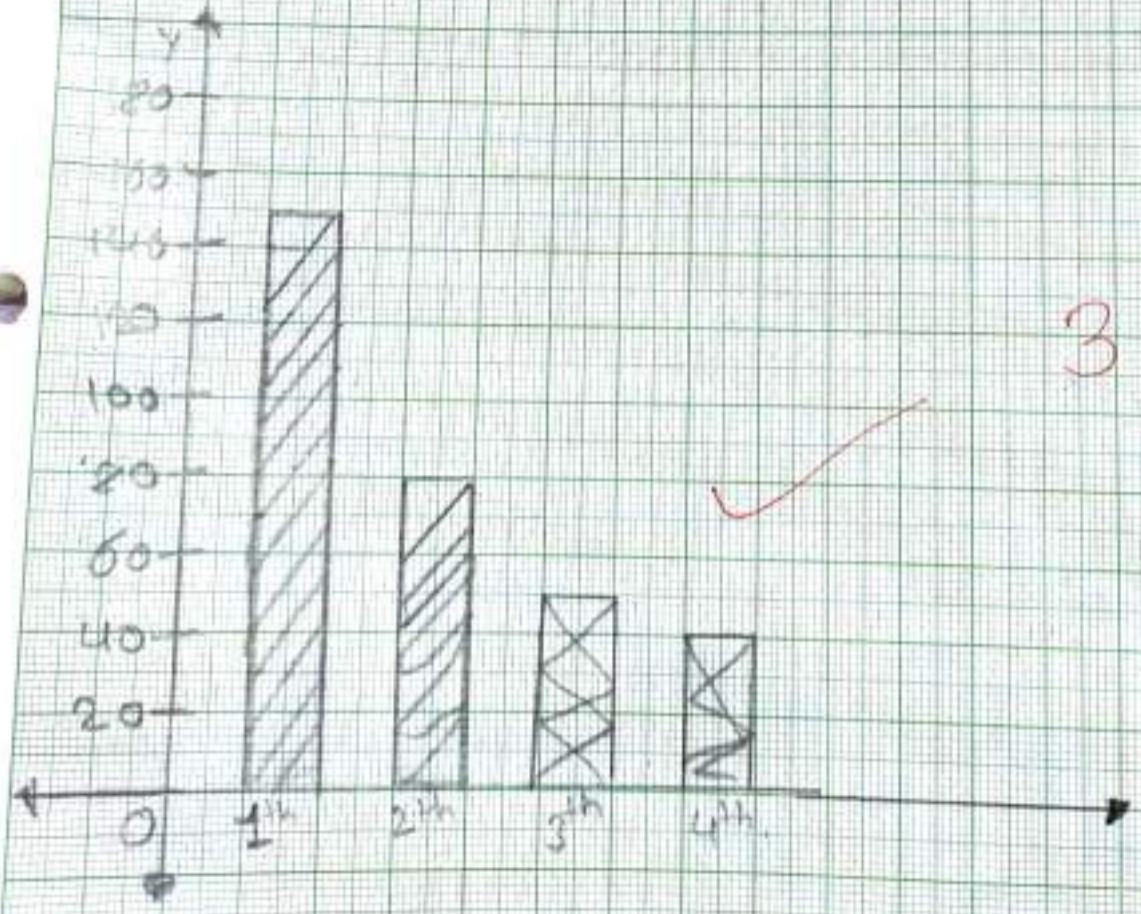

3

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3




3

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Ayushraj Vinod Priyadashi

# Vishwaratna English Medium School

Date – 23/12/2021 Marks - 20

Std – VIII Time – 30 minutes

10/20

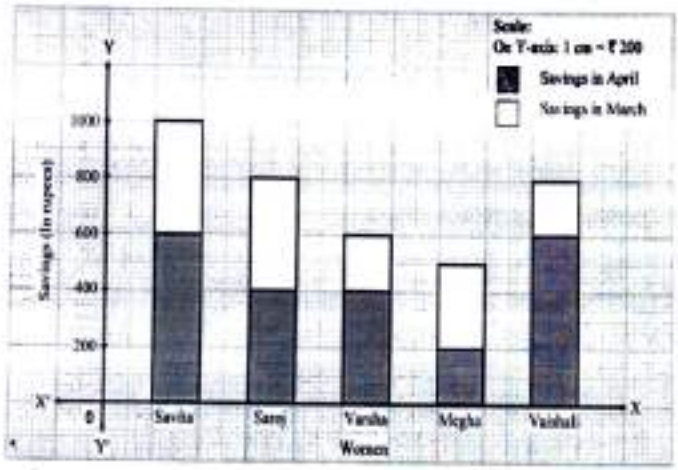
Instruction –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




i) State the type of graph

Subdivied is type of graph

ii) How much is the savings of Vaishali in the month of April?

The vaishali in the month of April is 600 Rs

iii) How much is the total saving of Saroj in the months March and April?

Saroj Saving the monts March and April 1300 Rs

iv) How much more is the total savings of Megha?

Total saving of Megha is 1750 Rs

v) Whose savings in the month of April is the least?

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Ayushraj Vinod Priyadarshi

# Vishwaratna English Medium School

**Date** – 23/12/2021 **Marks** - 20

**Std** – VIII **Time** – 30 minutes

10/20

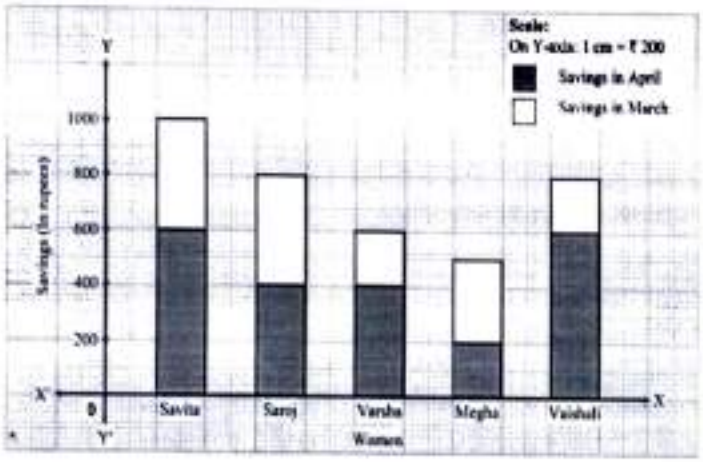
**Instruction** –

1) All questions are compulsory

2) Figures to right indicate marks

---

**Q.1) Observe the given graph and answer the following questions in one sentence:** **(5 M)**




i) State the type of graph

subdivied is type of graph

ii) How much is the savings of Vaishali in the month of April?

The vaishali in the month of April is 600 Rs

4

iii) How much is the total saving of Saroj in the months March and April?

Saroj Saving the monts March and April 1300 R.S

iv) How much more is the total savings of Megha?

Total saving of Megha is 750 R.S

v) Whose savings in the month of April is the least?

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Q.2) Solve the following: **(4 M)**

i) Vibhor obtained following marks. What is the average of the marks?

| Subjects | English | Maths | Science | History | Geography |
|---|---|---|---|---|---|
| Marks obtained | 66 | 74 | 55 | 92 | 79 |

ii) Sushil got 40 marks out of 50 in a test. What is the percentage of his marks?

40×2=80

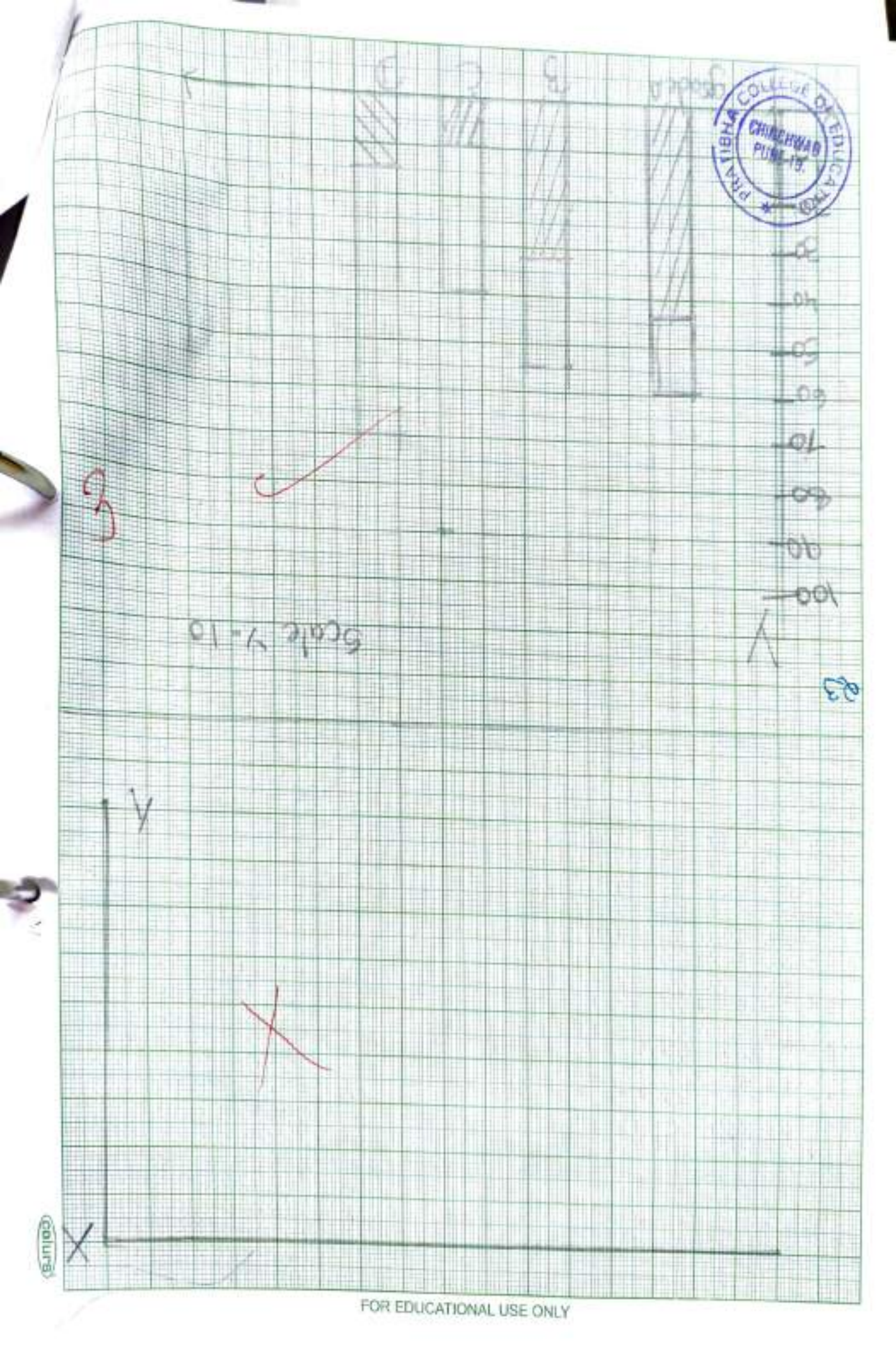
Q.3) Show the following information by a percentage bar graph. **(3 M)**

| Division of standard 8 | A | B | C | D |
|---|---|---|---|---|
| Number of students securing grade A | 45 | 33 | 10 | 15 |
| Total number of students | 60 | 55 | 40 | 75 |
| | 105 | 88 | 50 | 90 |

Q.4) The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data. **(3 M)**

| School | 1st | 2nd | 3rd | 4th |
|---|---|---|---|---|
| Inclination towards Science stream | 90 | 60 | 25 | 16 |
| Inclination towards Commerce stream | 60 | 20 | 25 | 24 |
| | 150 | 80 | 50 | 40 |

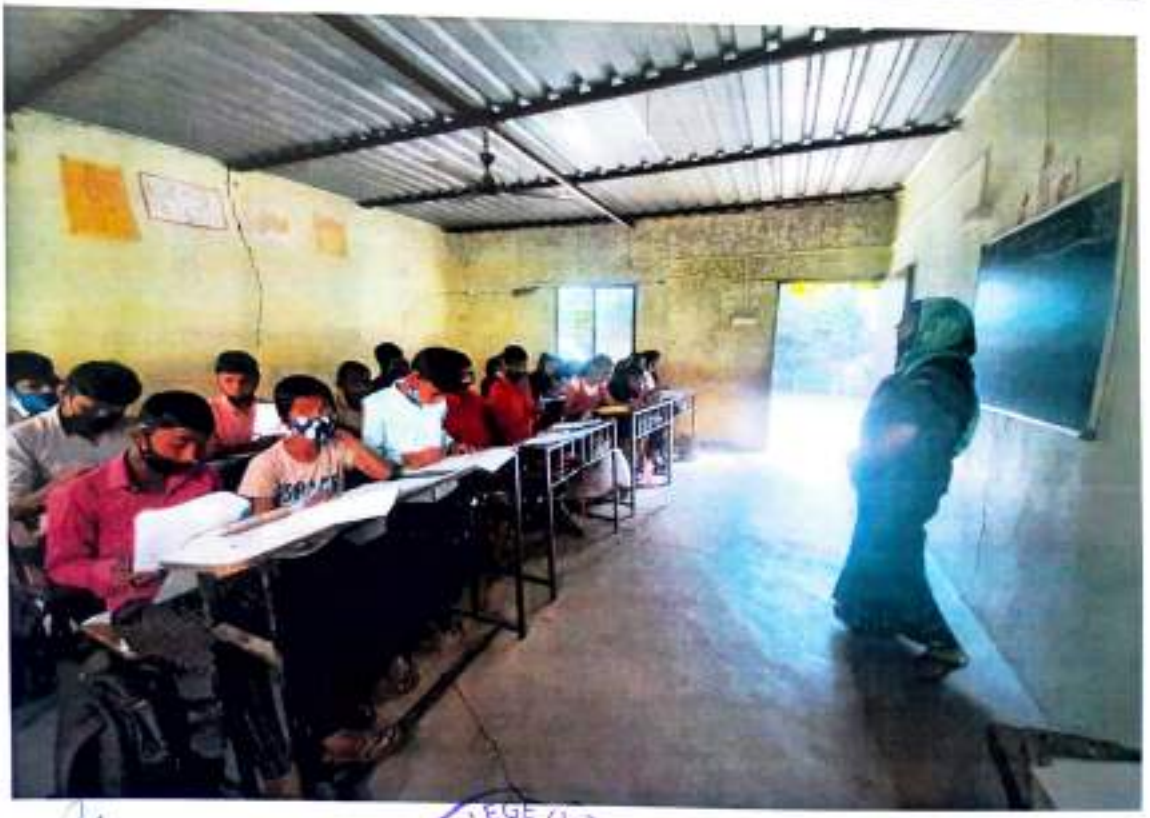
Q.5) The number of members in the 40 families in Bhilar are as follows: 1, 6, 5, 4, 3, 2, 7, 2, 3, 4, 5, 6, 4, 6, 2, 3, 2, 1, 4, 5, 6, 7, 3, 4, 5, 2, 4, 3, 2, 3, 5, 5, 4, 6, 2, 3, 5, 6, 4, 2. Prepare a frequency table and find the mean of members of 40 families. **(5 M)**




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# Conduction of Unit Test (Maths)





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# Blue print, Model Answer and Marking Scheme (Science)



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# Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2021-22)

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

Name of school teacher – Gulafroz Shaikh

Method - Science ~~Maths~~ ~~Biology~~ Div- A Roll No. 45

## 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 | | | | ✓ | |
| | Total Marks - 50 (43) | | | | | |

Qualitative Feedback (If any)

* Proper weightage is given in B.P.
* Model answer is proper

Signature of Professor In-charge

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# Blue Print (Science)

Name of the Unit - Substances in common Use

Standard - 9th

## • Weightage According To Objectives

| Sr. No. | Objectives | Weightage | Percentage % |
|---|---|---|---|
| 1. | Knowledge | 4 | 20% |
| 2. | Understanding | 8 | 40 % |
| 3. | Application | 6 | 30% |
| 4. | Skill | 2 | 10% |
| | Total | 20 | 100 % |

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# Weightage According To Content Point

| Sr. No. | Content Point | Weightage | Perentage % |
|---|---|---|---|
| 1. | Important salts in daily life | 10 | 50 % |
| 2. | Radioactive substances | 10 | 50% |
| | Total | 20 | 100% |

# Weightage According To Type Of Question

| Sr. No. | Type of Question | Number of Question | Weightage | % |
|---|---|---|---|---|
| 1. | Essay type question | 0 | 0 | 0 |
| 2. | Short answer type Question | 7 | 14 | 70% |
| 3. | Objective type question | 5 | 6 | 30% |
| | Total | 12 | 20 | 100% |

seen

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# Three Dimensional Blue Print

| Sr No. | Objectives | Knowledge | | | Understanding | | | Application | | | Skill | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Types of Question | E | S | O | E | S | O | E | S | O | E | S | O | |
| | Content Point | | | | | | | | | | | | | |
| 1) | Important salts in daily life | | | 2(2) | | 6(3) | | | 2(1) | | | | | 10 |
| 2) | Radioactive substances | | | 2(2) | | 2(1) | | | 4(2) | | | 2(1) | | 10 |
| | Total | | | 4 | | 8 | | | 6 | | | 2 | | 20 |

* Note:

- Numbers outside the bracket show marks
- Numbers within the bracket show number of questions
- E = Essay type question , S= Short answer type question , O= Objective type questions

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# Model Answer And Marking Scheme (Science)

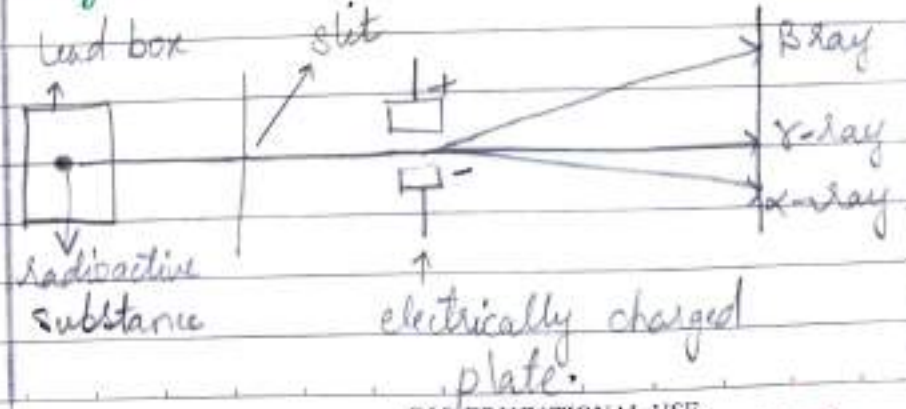
Name of the Unit - Substances in Common Use

Standard - 9th

| Sr. No. | Sr. No. | Value Points / Expected Answer | Marks | Total Marks |
|---|---|---|---|---|
| | Q1) | Fill in the blanks. | | |
| | i) | acidic | 1 | 4 |
| | ii) | Sodium bicarbonate | 1 | |
| | iii) | $\alpha$ rays, $\beta$-rays and $\gamma$-rays | 1 | |
| | iv) | neutral | 1 | |
| | Q2) | Give two uses of the following. | | |
| | 1) | It is used for bleaching of cloth | 1 | 2 |
| | | It is used to disinfect the drinking water | 1 | |
| | ii) | It is used for the treatment of bone cancer. | 1 | 2 |
| | | It is used to prevent onions from sprouting | 1 | |
| | iii) | It is used in food | 1 | 2 |
| | | It is used to preserve pickles | 1 | |

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| Sr. No. | Value Points / Expected Answer | Marks | Total Marks. |
|---|---|---|---|
| Q3. | Explain the following with chemical reaction: | | |
| i) | $CaOCl_2 + CO_2 \rightarrow CaCO_3 + Cl_2\uparrow$ | 2 | 2 |
| ii) | ~~$CaO$~~ $MgCl_2(aq) + Na_2CO_3(s) \rightarrow MgCO_3 + 2NaCl$. | | |
| Q4) | Give scientific reason: | | |
| i) | Bleaching powder contains chlorine. | 1 | 2 |
| | Chlorine gas is a strong oxidizing agent and it has strong disinfecting action | 1 | |
| ii) | Nucleus of radioactive substance is unstable. | 1 | 2 |
| | Radiations occur from an unstable nucleus and it is harmful | 1 | |
| iii) | Mobile phone emit radiations | 1 | 2 |
| | These radiations are harmful for us | 1 | |
| Q5) | Draw neat and labelled diagram of Rutherford's model of radioactive rays. | | |
| |   | 1 (diagram) <br> 1 (labelling) | 2 |

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# Blue print, Model Answer and Marking Scheme (Maths)



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Chinchwad, Pune -411019

(Second Year 2021-22)

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

Name of school teacher – Gulafroz Shaikh

Method - ~~Science~~ Maths ~~Maths~~ ~~Biology~~ Div- A Roll No. 45

## 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 | | | | ✓ | |
| | Total Marks - 50 | 43 | | | | |

Qualitative Feedback (If any)

* All the aspects of B.P are considered
* marking scheme & model ans are proper

Signature of Professor In-charge

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# Blue Print (Maths)

Name of the Unit - Statistics

Standard - 8th

## • Weightage According To Objectives

| Sr. No. | Objectives | Weightage | Percentage % |
|---|---|---|---|
| 1. | Knowledge | 5 | 25% |
| 2. | Understanding | 4 | 20% |
| 3. | Application | 5 | 25% |
| 4. | Skill | 6 | 30% |
| | Total | 20 | 100% |

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# • Weightage According To Content Point

| Sr. No. | Content Point | Weightage | Percentage % |
|---|---|---|---|
| 1. | Arithmetic Mean | 7 | 35 % |
| 2. | Sub divided Bar Graph | 8 | 40 % |
| 3. | Percentage Bar Graph | 5 | 25 % |
| | Total | 20 | 100 % |

## • Weightage According to the Types of Question

| Sr. No. | Types of Question | Weightage | Percentage % |
|---|---|---|---|
| 1. | Essay type question | 5 | 25% |
| 2. | Short answer type question | 10 | 50 % |
| 3. | Objective type question | 5 | 25% |
| | Total | 20 | 100 % |

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# Three Dimensional Blue Print

| Sr No. | Objectives | Knowledge | | | Understanding | | | Application | | | Skill | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Types of Question | E | S | O | E | S | O | E | S | O | E | S | O | |
| | Content Point | | | | | | | | | | | | | |
| 1. | Arithmetic Mean | | | | | 2(1) | | 5(1) | | | | | | 7 |
| 2. | Subdivided Bar Graph | | | 5(5) | | | | | | | | 3(1) | | 8 |
| 3. | Percentage Bar Graph | | | | | 2(1) | | | | | | 3(1) | | 5 |
| | Total | | 5 | | | 4 | | | 5 | | | 6 | | 20 |

*Note

- Numbers outside the bracket indicate marks
- Numbers within the bracket indicate number of questions
- E = Essay type question, S = Short answer type question, O = Objective type question.

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# Model Answer And Marking Scheme (Maths)

Name of the Unit - Statistics

Standard - 8th

| Sr. No. | Value Points / Expected Answer | Marks | Total Marks |
|---|---|---|---|
| Q1 | Observe the given graph and answer the following questions: | | |
| i) | Subdivided bar graph | 1 | 5 |
| ii) | Rs. 600 | 1 | |
| iii) | Rs. 800 | 1 | |
| iv) | 1000 - 500 = Rs. 500 | 1 | |
| v) | April. | | |
| Q2) | Solve the following: | | |
| i) | $\frac{66+74+55+92+79}{5} = \frac{366}{5} = 302.8$ | 2 | 4 |
| ii) | $\frac{40}{50} \times 100 = 80\%$ | 2 | |

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| Sr. No. | Value Point / Expected Answer | Marks | Total Marks |
|---|---|---|---|
| Q.3) | Show the following information by Percentage bar graph. | | |
| | $A = \frac{45}{60} \times 100 = 75\%$ | 2 + 1 | 3 |
| | $B = \frac{33}{55} \times 100 = 60\%$ | | |
| | $C = \frac{10}{40} \times 100 = 25\%$ | | |
| | $D = \frac{15}{75} \times 100 = 20\%$ | | |
| Q.4) | The following data is collected in a survey of some students of 10th standard from some schools. Draw the percentage bar graph of the data. | | |
| | $1^{st} = \frac{90}{150} \times 100 = 60\%$ | 2 + 1 | 3 |
| | $2^{nd} = \frac{60}{80} \times 100 = 75\%$ | | |
| | $3^{rd} = \frac{25}{50} \times 100 = 50\%$ | | |
| | $4^{th} = \frac{16}{40} \times 100 = 40\%$ | | |

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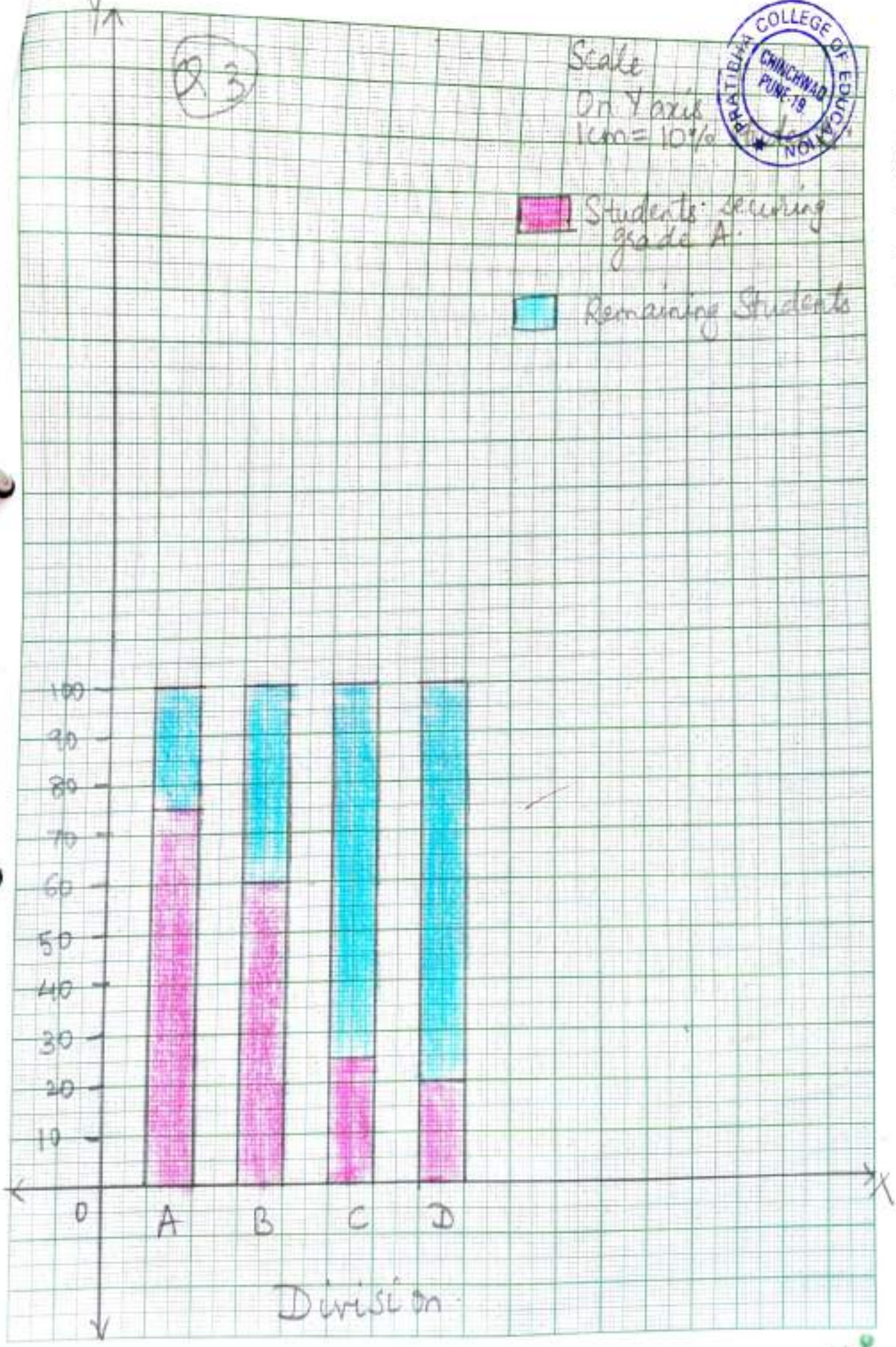
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Q3

Scale
On Y axis
1 cm = 10%

Students securing grade A.

Remaining Students



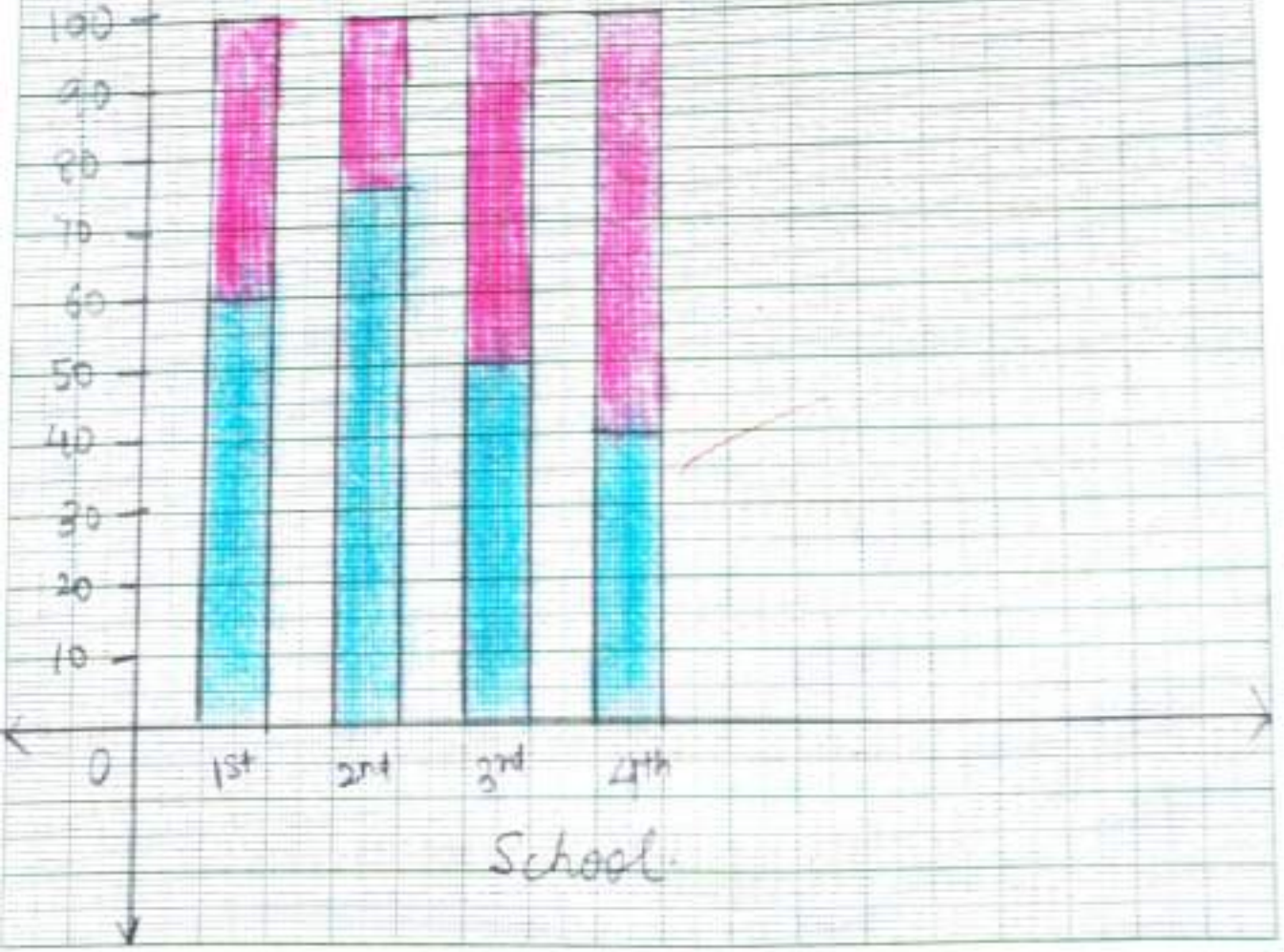

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Q4

Scale
On Y axis
1cm = 10%

Science

Commerce




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| Sr. No. | Value Points / Expected Answer | Marks | Total Marks |
|---|---|---|---|
| Q5) | | | |

| No. of Member | Tally marks | No. of families | $f_i x_i$ |
|---|---|---|---|
| 1 | II | 2 | 2 |
| 2 | ~~THH~~ III | 8 | 16 |
| 3 | ~~THH~~ II | 7 | 21 |
| 4 | ~~THH~~ III | 8 | 32 |
| 5 | ~~THH~~ II | 7 | 35 |
| 6 | ~~THH~~ I | 6 | 36 |
| 7 | II | 2 | 14 |
| | | $N = 40$ | $\Sigma f_i x_i = 156$ |

3 5

$$\text{Mean} = \frac{\Sigma f_i x_i}{N}$$

2

$$= \frac{156}{40}$$

seen

$$= 3.9$$

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# Activity 3:

# Study Of Records Maintained By The School

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Chinchwad, Pune -411019

(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh **Div-** A **Roll No.** 45

Evaluation Scheme

| No. | | Criteria | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|
| 1. | | Introduction need and Importance | | | | | ✓ |
| 2. | | Objectives of the activity | | | | ✓ | |
| 3. | | Title, format ,Style of maintaining the record | | | | | ✓ |
| 4. | Record I | 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. | | Education Implication | | | | ✓ | |
| 20. | | Overall Impression | | | | ✓ | |
| | | Total Marks-100 | 86 | | | | |

Qualitative Feedback (If any)

* Study of all records is done thereally.....
* Report is written as per chart.....
.....

Signature of Professor In-charge

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# Introduction

The curriculum of B.Ed course of Savitribai Phule Pune University includes course BED-201- Teaching Competencies IV: Internship. Under course student-teacher is expected to perform Activity 3- Study of records maintained by school.

The records are the evidences which reflect : aims and objectives of the institue. Records also show its origin and growth and philosophy of the institution. As a social institute, School is answerable to parents, managing committee, education department, community and to pupils. Every school is required to keep an accurate and complete account of each and every pupil on its rolls and submit periodically report based on these records.

Records are again essential for ~~records~~ furnishing the Department of Education with an overall picture of the school, which is based on facts and figures. These data are utilised for planning future programmes in budgetary form.

A school has to maintain computer records of each student. These records will reveal progress that each student has

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made and also show the weakness and strengths of the educational programme. Where computer facility is not available these records can be prepared manually with the assistance of teacher and administrative staff.

The activity was performed during the internship programme. The four records studied are as follows:

1) Teacher attendance
2) Student attendance
3) Annual Plan
4) Exam evaluation sheet.

# Need And Importance

* NEED -

1) Legal Requirement - School records and reports are used to satisfy the legal requirement of the State Education Department, Examination Board, etc.

2) Relationship with Home and Community - School is a social institution answerable to the parents the managing committee, the department and the public in general and the records kept by the school help to understand the problems and limitation of the school.

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# Objectives

The following are the objectives of the activity-

To enable student-teacher:

1) To study the records of the school.
2) To understand the importance and needs of records.
3) To understand the maintainance of the records.
4) To understand the nature and scope of the records.
5) To understand the formats and style of the records
6) To know the uses of the records.
7) To know how the records are related to stake holders.

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# Study of Records Maintained by School

# Record 1— Teacher Attendance Register



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# Title, Format, Style Of Maintaining Record - I

## TITLE:

The first record studied was.
"Teacher's Monthly Attendance' Register"

## FORMAT:

Teacher's Attendance Register is a document that records the regularity of teachers. Teachers regularly sign this register as proof of their presence at school.

Teathers Attendance Register shows the number and nature of leave taken by teachers which include casual leaves, Sick leaves, leaves without pay, Paid leave, etc.

The Teachers Attendance Register contains following details:

1) Name of the school, it is written at the top of the Register.
2) Name of the employee/teacher.
3) Designation of the employee.
4) Name of the month.
5) Dates of the month
5) Number of casual leaves
6) Number of other leaves
7) Remarks.

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## STYLE:

The Teacher Attendance Register is maintained physically in a hard bound register. Teachers sign the attendance register and write the time when they enter the school. At the time of leaving the school they again sign the register and write the time.

The number of leaves are marked. When teacher is on casual leave it is denoted by 'A' i.e. absent.

The holidays are marked in red ink while regular attendance is done in blue ink.

The attendance is marked without any blank spaces. At the end of the month the casual leaves of the teacher are calculated. Even remarks are written if there are any.

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# Nature And Scope Of The Record

• NATURE:

Teacher Attendance Register is used to maintain records of the presence, absence, sick leave, etc related to each teacher for payroll / salary purpose.

It shows the time of arrival and depature of teachers one each day. It is maintained by headmaster.

It shows the number and nature of leave taken by teachers which include casual leaves, sick leaves, leave without pay, paid leave, etc.

The register of Teachers attendance is a hard coated register. The register is having columns which include name of teacher, dates of the month, Number of casual leaves, number of other leaves, Total number of leaves and remark.

The teachers sign the register daily at the time of arrival as well as at the time of depature. Even timings of arrival and depature are written.

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# Related To Teacher

It is mandatory for all schools to maintain teachers attendance register.

The register is helpful in the following ways:

1) For processing salaries of the teachers.

2) To present the record to government authorities as and when demanded.

3) Keep an eye on the regularity of the teacher.

4) Helps the management to take necessary and feasible actions for the smooth running of the school.

5) It also helps to define the recruiting policy of the school depending on the history of teachers regularity.

The attendance register of teachers is important to calculate the salary of the teacher. It shows the arrival and departure timings of the teacher.

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# Opinion About Record-I

The Record-I i.e. Teacher Attendance Register was studied under course BED 207- Teaching Competencies IV : Internship. The record was studied in Vishwaratna English Medium School.

The hard cover of the register makes it durable and long lasting. It contains columns for name of teacher, dates of the month, number of casual leaves number of other leaves and remark.

The register is beneficial to maintain the leave records of the teachers. This enables school management to maintain the disciple and puntuality of the teacher.

The record shows the timings of arrival and depature of the teachers which is very importent to maintain disciple. The half days taken by the teachers or the late arrival of the teachers can be seen on the attendance register.

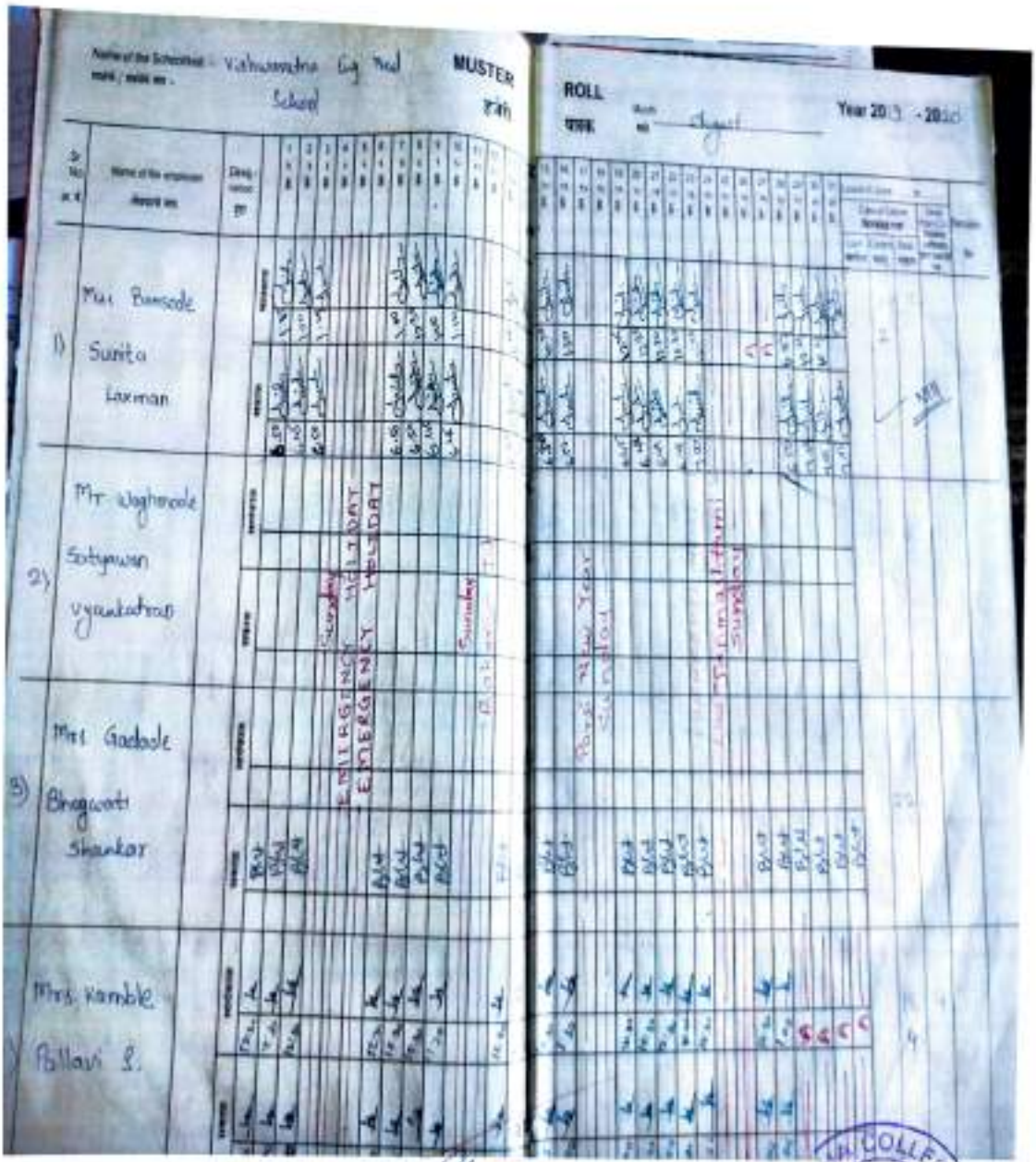
All these details of the record is important to for the payment of the salary. The record is also important to shao the functioning of the School management whenever asked by the higher authority.

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# Study of Records Maintained by School
# Record 1– Teacher Attendance Register




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# Study of Records Maintained by School

# Record 2— Student Attendance Register



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# Title, Format, Style Of Maintaing Record - II

- **TITE:**

The second record that was studied is 'Students Attendance Register.'

- **FORMAT:**

Student Attendance Registers are used to check which students are attending the class. It helps teachers maintain the record of students absent, present, on leave, etc. in the class for an entire academic year.

Additionally, this helps to reduce the workload of teachers and save many hours that can be utilized in more fruitful tasks.

The following details are mentioned in Students Attendance Register :

1) Name of the Student
2) Age of the Student
3) Date of the Birth of student
4) Date of the month
5) Total number of present days
6) Total number of absent days.
7) Total number of present boys / girls
8) Total number of absent boys / girls

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The teacher calculate the number of days attended by the students. The teacher also calculates the attendance of the students gender wise at the end of the working days of month.

The student attendance register is also signed by the principal at the end of every month.

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# Related To Students

Student attendance Register is useful in maintaining the attendance of each and every student of the classroom.

The register is maintained by the classroom teacher. The register contain all important and basic details of students.

The classroom teacher takes the attendance daily where she mark absence as 'A' in red ink and presence as 'P' in blue ink.

The students academic performance can also be viewed in the register. The students absence due to medical issue or some other issue can be maintained.

The students regularity can also be maintained. The late arrival students can also be marked as a remark.

The basic details of the students like name, roll number, age, date of birth, etc can be viewed by the teacher at a glance.

The average attendance of the student for every month can be calculated easily. Even the gender wise attendance of the whole class is calculated efficiently.

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# Opinion About Record- II

The second record studied was Student Attendance Register. The record is maintained by the classroom teacher of every class. The register is hard bound and durable.

The register contains details of students like name, roll number, date of birth, age, etc. It enables the teacher to look into these details at a glance whenever required.

The absence in red ink and presence in blue ink enables the teacher to calculate the attendance effecientty.

The class teacher tries to maintain the register neat and clean as it is an important record of the school. The class teacher make the enteries without mistakes to avoid scratches, over writing, etc.

The student attendance register enables the teacher to calculate the ~~ot~~ academic attendance without any burden.

At the end of the month teacher calculate the number of days present and absent of every student.

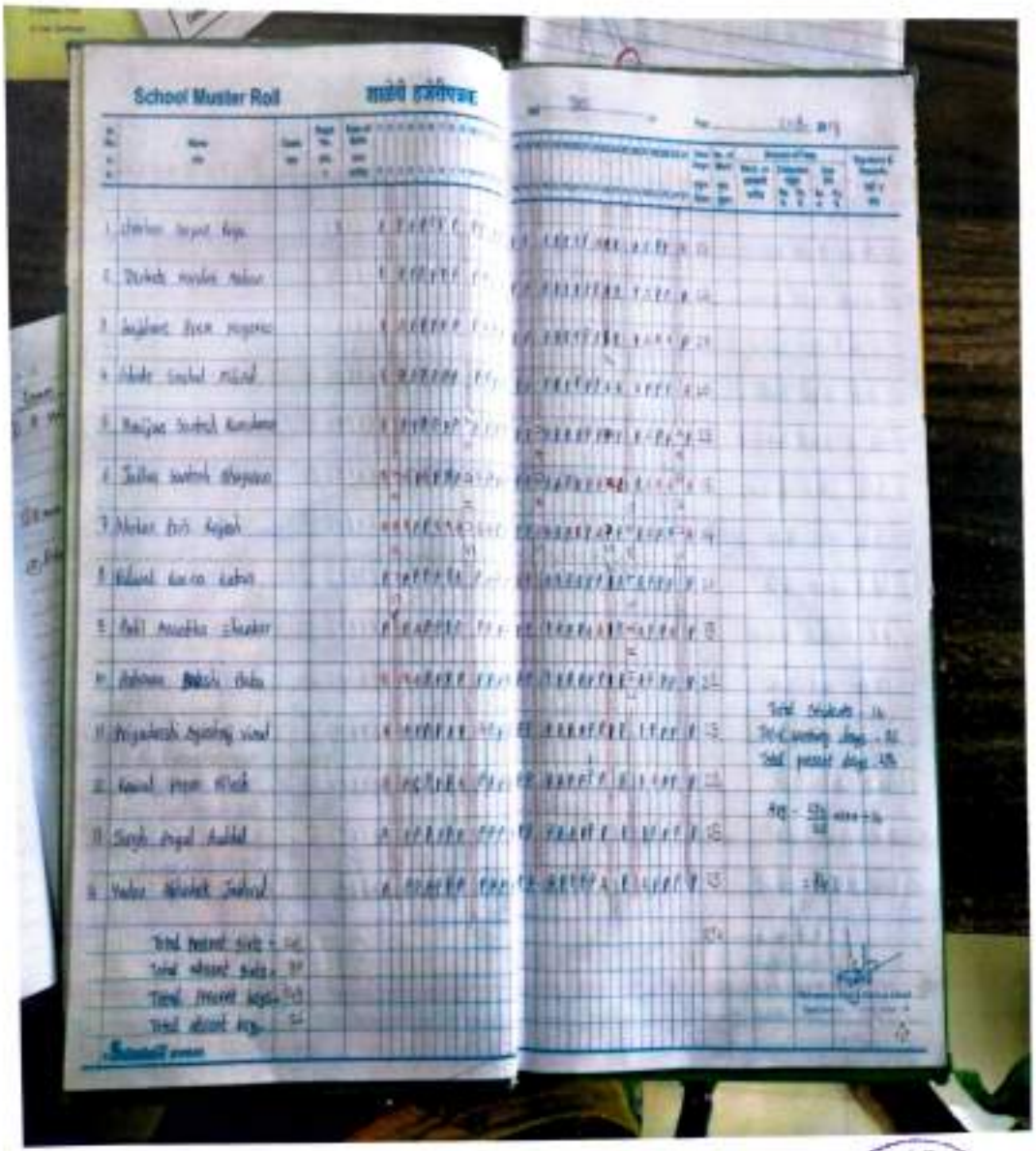
The Principals signature ~~collection~~ at the end of the month

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# Study of Records Maintained by School
# Record 2— Students Attendance Register




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# Title, Format, Style Of Maintaing Record - III

- TITLE -

The third record studied was 'Exam Evaluation sheet'

- FORMAT -

Exam Evaluation sheet was had made by the teacher. The evaluation sheet is maintained by the subject teacher of respective subject.

It contains formative and summative evaluation of every student The teacher had drawn following colums in the record:

I) Formative Evaluation
i) Observation
ii) Oral
iii) Practical
iv) General activity
v) Project
vi) test
vii) Homework.

II) Summative evalu

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i) Written
ii) Oral
iii) Total.

There was also a ~~colum~~ coloum of grand total which was showing total of both summative and formative evaluation.

On the basis of grand total the grades wre given. The summative and formative evaluation was for 50 marks each.

- STYLE -

Exam Evaluation sheet is the record where teacher keeps the record of all the tests, oral, practical, etc. evaluation of every student.

The exam evaluation sheet is different for every subject and it is maintained by every subject teacher of respective subject.

The evaluation sheet was hand prepared by the teacher. It contained details of formative and summative exam evaluation.

The formative evaluation was done throughout the academic year while summative evaluation was done at the end of the academic year.

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# Nature And Scope Of The Record

- NATURE -

The exam evaluation sheet is important record as it contains details about a students academic performance in a particular subject.

The exam evaluation sheet was made by the subject teacher to maintain the record of evaluation done throughout the year.

The exam evaluation sheet contains details of formative evaluation which means evaluation done throughout the academic year.

It also contained the details of summative evaluation which means evaluation done at the end of the year.

The formative evaluation contains details of observation, oral, practical, general activity, project, test and homework.

The formative and summative evaluations were of 50 marks each. The grand total was calculated out of 100 marks.

The summative evaluation contains written exam and orals. The written exam was for 40 marks and oral exam was for 10 marks.

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# Related To Teacher And Student

TEACHER-

After the teacher has taught something, it is natural for him/her to want to know how much the Students have learned, what level they are at and what things need to be considered for the improvement of the students. Thus exam evaluation sheet is prepared.

The basic purpose of evaluation is to check the quality of the teaching of a teacher. and also the evaluation sheet tells about the performance of a student. The exam evaluation sheet enables the teacher to view the performance of the students at a glance.

The evaluation sheet is significant for teachers as it tells about how to improve teaching method or how effective their teaching method is.

The exam evaluation sheet is beneficial for teacher to ~~know the~~ construct the final report card.

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# Opinion About Record- III

The third record studid was 'Examination Evaluation Sheet'. This is the record which tells about the performance of a pupil and teaching of ~~the~~ a teacher.

The exam evaluation sheet contains formative and summative evaluation details of the pupils. It is important for students and teachers. For students, the exam evaluation sheet can act like mirror of their academic performance. For teachers, it will help to know their effeciency of teaching. It will help teachers to adapt the new and effective teaching methods.

The exam evaluation sheet should ~~me~~ be maintained properly as it is useful in the preparation of final report card. The marks should be given with utmost ~~care~~ to avoid the confusion regarding the students performance.

Examination evaluation sheets are maintained by the subject teacher ~~as they are~~ of selfective subject. There is no signature of any teacher on the record. It only contains marks of every student of the class.

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# Study of Records Maintained by School
# Record 3— Exam Evaluation Sheet



Std. 6th
Sub - Social Science
First semister Exam

| Sr No | Student's Name | Formative Evaluation | | | | | | | | | Summative Evaluation | | | Total 100 | Grade |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Assignment 5 | Oral 5 | Practical 5 | S.A.T 5 | Project 15 | Total 10 | Fine 10 | other - | Total 50 | Written 40 | Oral 10 | Total 50 | | |
| 1 | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | |

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# Study of Records Maintained by School

## Record 4— Annual Plan



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# Nature And Scope Of Maintaing The Record

- NATURE-

Annual plans are the framework of a school and it guides the conduction of activities and lessons throughout the year.

The annual plan was in the fom of printed book. It contains all the required details of first and second semisters.

The annual plan guide about when to complete the syllabus and when the examinations should be conducted. It also contains details about holidays and important dates like teacher's day, children day, envirnonment day, etc.

The annual plan also guides about the evaluation i.e. how and when the evaluation should be conducted.

- SCOPE-

The annual planning is helpful to implement teaching and administration strategies.

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It is beneficial to achive the objectives of the education. It provide details information about how these aims and objectives are translated into number of everydays activities, each of which is serve in some way to achieve the educational objectives.

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# Related To Teacher

Annual plan is a guide for every teacher abaut the activities that should be conducted throughout the academic year.

Teachers can determine curriculum objectives with the help of annual planning. For achieving these objectives teacher can prepare various teaching aids and learning experiences.

Annual planning help to plan the unit test. If standards and division are different teacher can plan and implement proper unit test.

Annual plans is significant to maintain the balance between curricular and co-curricular active activities. The annual planning always helps to plan every action of the academics.

Another importantance of annual planning is that it helps to carry out school administration, principal and supervisors daily work.

Annual plan enable teachers to conduct lessons with proper teaching method and proper teaching aids.

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# Opinion About Record- IV

The fourth record studied was 'Annual Plan'.

It is an important record as it contains details about the academics that should be conducted throughout the year.

It is a blue print or framwork about the activities that should be carried out throughout the year.

It is an important record as it guides about the lessons like how to be conducted and when to be conducted.

It also details about the examinations like how to be conducted and when to be ~~cont~~ conducted.

It helps teacher to plan the teaching experience, learning method and the method of evaluation.

It also contains details about the holidays and important dates that come acros throughout the academics.

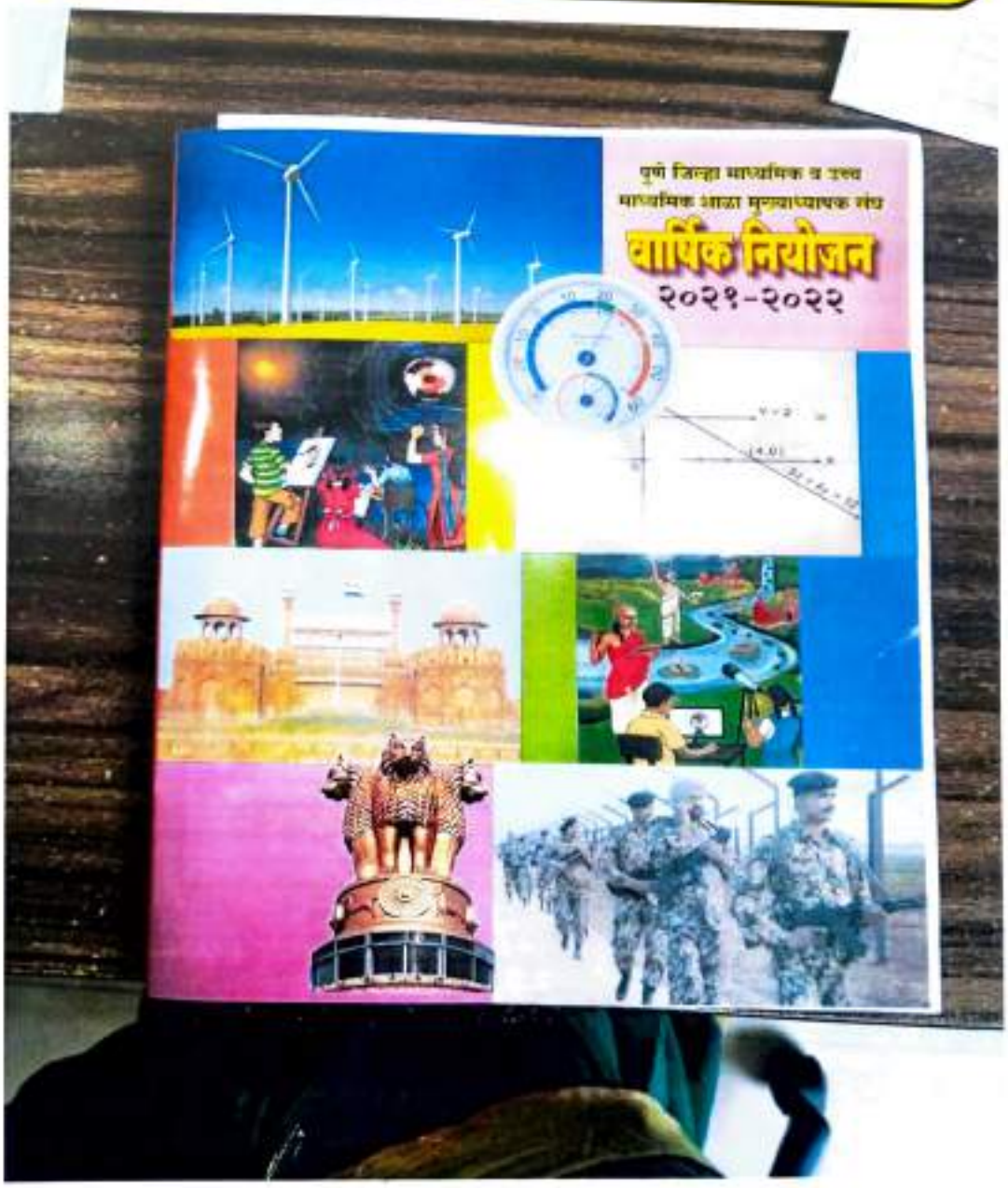
Annual plan helps to conduct the co-curricular and curricular activities of the academic year.

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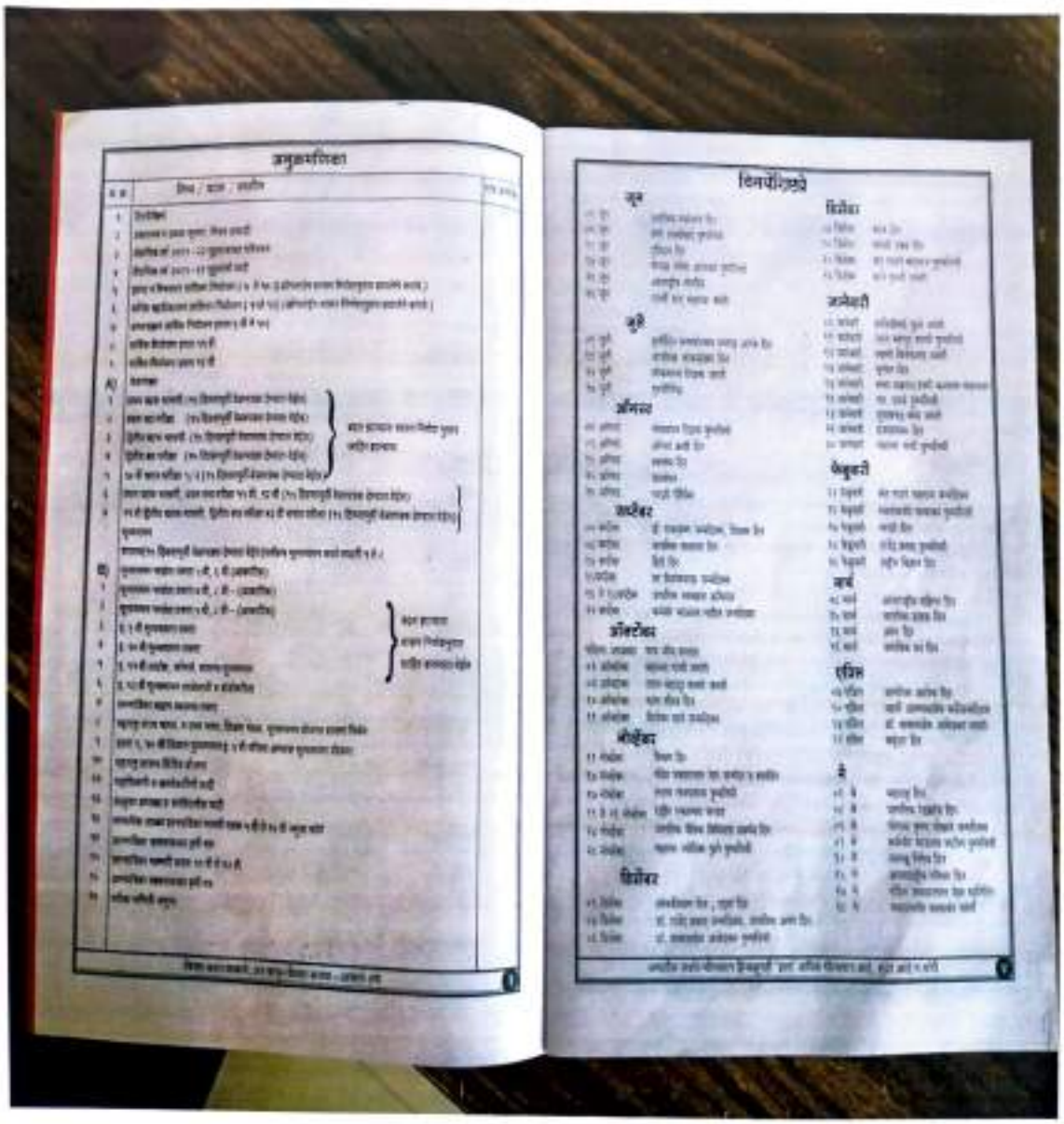
# Study of Records Maintained by School
# Record 4—Annual Plan




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# Study of Records Maintained by School
# Record 4—Annual Plan




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# Education Implication

The activity 3: Study of records maintained by school is included in the course BED 207- Teaching Competencies IV : Internship. Thus under this activity following four records were studied : Teacher attendance register, Student attendance register, exam evaluation sheet and annual plan.

This activity is important for student- teacher to understand various records that are maintained by the school. The significance of the record can be known and we are able to understand the how to maintain the record.

The records are beneficial for school, teacher, students and parents. These records are essential as school is answerable to Department of Education and parents. The tradition and progress of the school can be known due to records only.

The activity enable the student-teacher to take hands on experience to & study the maintainance of the record. Apart from mentioned above records school maintain various records. We have also studied these records. The activity is very important as it gives opportunity to study

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# Organization of Co-curricular Activities



# Vishwaratna English Medium School, Chikhali
## Internship Activities 2021-2022

| CO-CURRICULAR ACTIVITY | | | |
|---|---|---|---|
| **Sr.No.** | **Date** | **Name Of Events** | **Organised By** |
| 1 | 04-12-2021 | Best Out of Waste | Smita Jadhav |
| 2 | 04-12-2021 | Greeting Card making | Ekta Hatkar |
| 3 | 13-12-2021 | Slogan Making | Atul Bagade |
| 4 | 17-12-2021 | First Flight Day | Bindhu Anjeev |
| 5 | 17-12-2021 | Welcome to Primary Kids | Vrushali Poddar |
| 6 | 22-12-2021 | Mathematics Day | Gulafroz Shaikh |
| 7 | 24-12-2021 | Christmas Celebration | Smita Jadhav |
| 8 | 03-01-2022 | Reading Activity | Bindhu Anjeev |
| 9 | 22-01-2022 | Handwriting Activity | Vrushali Poddar |
| 10 | 26-01-2022 | Republic Day | Ekta Hatkar |
| 11 | 21-02-2022 | Drawing Activity | Pallavi Jadhav |
| 12 | 28-02-2022 | National Science Day | Gulafroz Shaikh |
| 13 | 12-03-2022 | Elocution Activity | Snehal Patil |
| 14 | 14-03-2022 | Yoga Day | Snehal Patil |

Gaikwad
(Group Teacher)
Dr. Gaikwad

Principal
Vishwaratna English Medium School
Tambanewasti Chikhali, Pune - 14

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Kamala Education Society's
Pratibha College of Education
Chinchwad, Pune -411019
(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh **Div-** A **Roll No.** 45

**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 | | | | ✓ | |
| | **Total Marks-50** | 45 | | | | |

Qualitative Feedback (If any)

.....

*...organisation...and...co-ordination...were.....

.....excellent.....

.....

Signature of Professor In-charge

# Selection And Planning Of Co-curricular Activity (Mathematics Day)

The activity 4: Organization of Co-curricular activity is under course BED 207: Internship.

In this activity I have organised Mathematics day on 22nd December 2021. with the help of my fellow student-teacher.

Mathematics day, on December 22, celebrates the birth anniversary of India's famed mathematician Srinivasa Ramanujan. Ramanujan's genius has been regarded by mathematicians to be on the same level as Euler and Jacobi from the 18th and 19th centuries.

Since 2012, India's National Mathematics day is recognized on December 22 annually with numerous educational events.

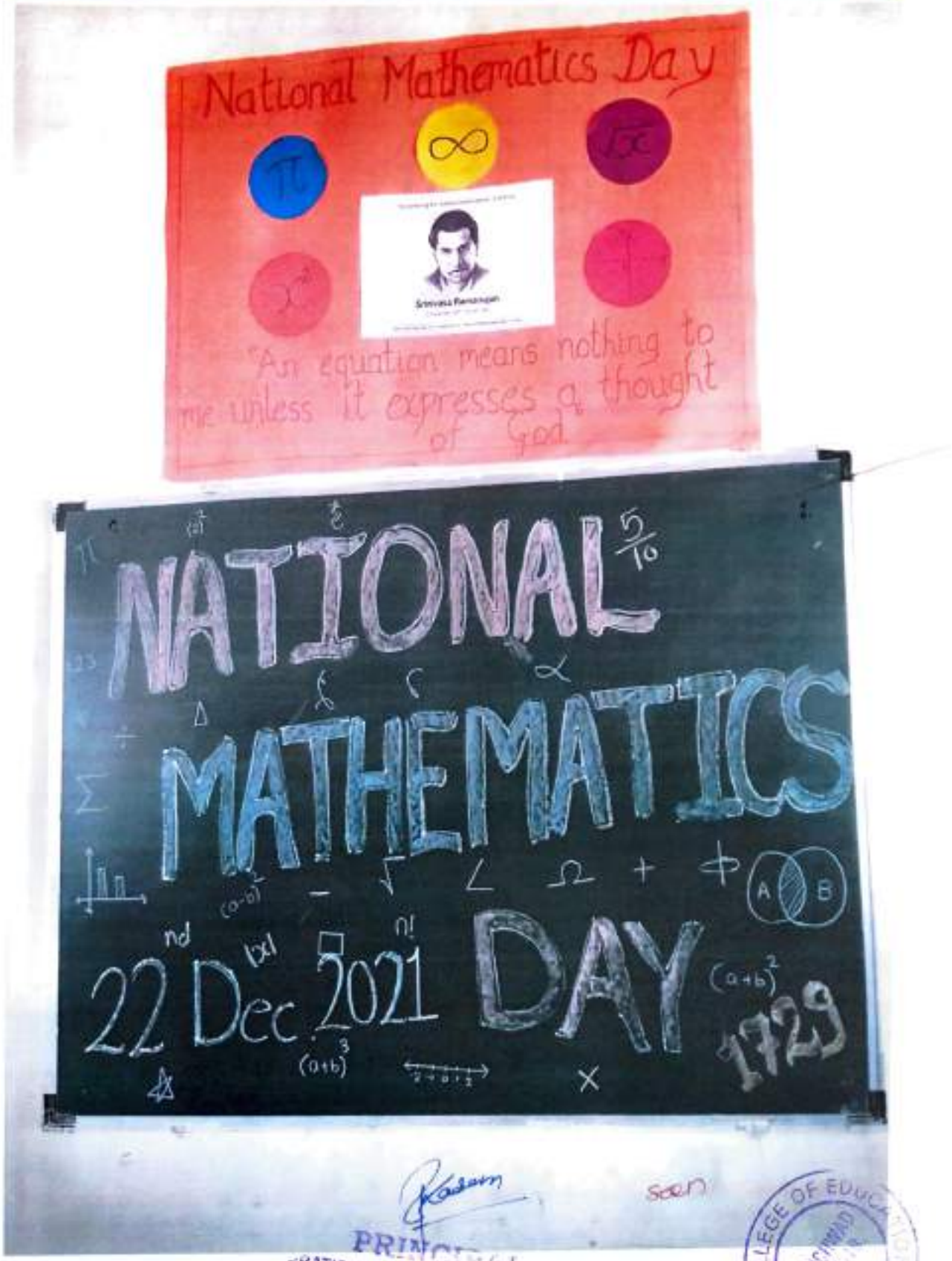
We have organised speech on Mathematics day in English which was given by Iqulafiza Shaikh and in Marathi which was given by Snehal Patil.

The guest of honour was Miss Geeta Kamble Madan.

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# Mathematics Day Celebration




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# Preparation Of Student-teacher For Co-curricular Activity

Mathematics Day is a great event for the students. On this day the importance of mathematics in our daily life can be recognised.

The great contribution of Indian Mathematician, Ramanujan can also be remembered on this day.

The planning of the programme was done 2 to 3 days before the actual mathematics day.

We had distributed our work and role of the programme. I had prepared the poster of Mathematics day.

Along with other student-teacher we had taken names of the students who were willing to participate in the mathematics quiz.

Pallavi Jadhav was give the role to prepare the questions for the quiz, we all helped her.

The host of the programme was Gulafor Shaikh

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# Mathematics Day Celebration





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# Co-ordination Between Student Teacher And School Staff

Mathematics Day is an important educational event and it is celebrated in almost all schools and educational institutes in India. Thus the support of School staff of Vishwaratna English Medium School was immense.

The Principal, Mrs. Shelke Madam gave us the permission to conduct the programme. The founder of the school, Mr. ~~Wagh~~ Waghmode sir was also very supportive.

The other school teachers helped us in making arrangements in the classroom for the programme.

Mrs. Jyoti Madam guided us how to conduct the programme, she is a teacher in the school.

Mr. Waghmode appreciated our programme and he inspired us to organise such programmes, so that students will be aware about educational events.

All the school staff members were supportive and they co-ordinated very well everytime.

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# Mathematics Day Celebration





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# Managerial Skills Displayed In Execution Of Program

The following managerial skills are important for the execution of program:

1) Leadership -

"Management is about persuading people to do things they do not want to do, while leadership is about inspiring people to do things they never thought they could"

- Steve Jobs.

To organize a programme one must possess good leadership quality. One should know how to get the work done from others. Good leaders always have faith in fellow team members. A good leader should inspire team to do work together.

To organize the mathematics day program, I had ~~given responsib~~ distributed the responsibility among student - teachers. I also helped every team member when they needed my help.

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2) Communication skill-

Good leaders have good communication skills. Communication skill are important to built empathy with the team members. It is a tool with which a leader can get the work done from the team. Using appropriate words and tone of language is important when you are managing an event.

3) Team Work -

Team work is the basic need for organization to function. To organize and execute a programme, it is not one persons play but whole team has to carry out responsibities to make the programme succesful.

4) Problem solving skill and decision making skill

When you organize an event its not necessary the things will go according to the plans sometimes you need to take quick decisions. in order to tackle the problems which come across in the execution of programme.

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# Student Response And Scope For Other Skill Development

To celebrate Mathematics Day we had organized a mathematics quiz competition. Initially students were shy to participate but when we encouraged them they many students participated. The students enjoyed the quiz competition and they learnt many things from the quiz. Due to quiz their existing knowledge increased.

As quize competition was held among five groups and in each group consists of 3 members, it help in inculcating teamwork among students. They discussed the answers and worked collaborately.

The quiz competition also enabled students to built-up problem solving skill and decision making skill. Maths quiz ~~att~~ serve as a good platform to inculcate problem solving skill in students. They need to make give right answer within a limited period of time. Thus decision making skill can be inculcated.

The quiz also enables to inculcate communication skill, as they need to discuss the answers.

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# Mathematics Day Celebration







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# Problem Faced During Activity And Overcoming Strategies

The National Mathematics Day was celebrated and a quiz was organised for students, following problems were faced:

1) Encourage students to Participate-

Initially students were not willing to participate ~~but~~ and only few enteries were done. We encouraged students and assured them that it a platform to show their knowledge and talent. We assured them it a package of fun and knowledge, and they will enjoy it.

2) Questions for quiz-

We wanted students to enjoy the quiz and not to make a platform for was. Thus it was difficult to finalize the questions. We did not want quiz to be too easy or too difficult for students. We want them to learn and enjoy simultaneously. So we tried to select questions which were enjoyable but challenging to answer.

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# Best Out Of Waste

The Best out of waste competition was organised by Amita Jadhav on 4th Dec 2021.

The students of 9th grade were told to make a masterpiece out of waste materials available at home.

The students made first aid box, wall hangings, pen stand, etc.

In today's world recycling has a very important place. There are a lot of things around that are labeled as dump. But the irony is that most of the dump collected is useful, if recycled.

In order to make students aware of the uses of waste material and to give them a lesson on reducing waste to save our pure future 'Best out of Waste' competition was organized.

It encouraged creativity in children and offered them a platform to showcase their skill. It also inspired children to think and work creatively and promote artistic excellence.

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# Best Out of Waste






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# Greeting Card Making

A greeting card expresses all the human emotions; joy, thanks, sympathy, humor, love and admiration. It allows us to connect on an emotional level with the people.

Greeting card making competition was organised by Ekta Hattar on 4th Dec 2021.

The competiton was organized for 8th grade students. The theme was 'Christmas'.

The students made attractive greeting cards. It explored creativity within the students and encouraged them to 'think out of the box.'

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# Greeting Card Making




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# Slogan Making

Slogans are crucial when it comes to marketing and advertising. Slogans are of one of the effective way to draw attention of public.

The role of good slogan is to create awarness among the people. Slogans are important to draw attention of people.

The rally and street play were organised to make people about Covid-19 and its vaccination.

In order to make students enthusiastic a slogan making competition was organised on 13th Dec 2021 by Atul Bagade sir.

This enabled students to make attractive slogans and they helped in drawing attention of people.

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# Slogan Making




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# First Flight Day

On the morning of December 17, 1903, Wilbur and Orville Wright took turns piloting and monitoring their flying machine in Kill Devil Hills, North Carolina.

Orville piloted the first flight that lasted just 12 seconds and 120 feet. On the fourth and final flight of the day, Wilbur traveled 852 feet, remaining airborne for 59 seconds.

That morning, the brothers became the first people to demonstrate sustained flight of a heavier-than-air machine under the complete control of the pilot.

The information of the first flight day was given to the students by Bindhu Anjeev on 17th Dec 2021.

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# First Flight Day






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# Welcome to Primary Kids

A warm and sincere welcome gives a sense of caring and makes people feel appreciated, as well as making them feel that they have made a good choice ~~is~~ by coming.

The lockdown situation due to covid-19 enabled schools to remain closed in order to keep the kids safe.

When the risk of covid-19 was low and goverment announced to reopen the school for primary kids, a welcome party was organised for them by Vrushali Poddar. on 17-12-2021.

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# Welcome to Primary Kids




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# Christmas Celebration

Christmas is celebrated as one of the biggest festivals which is observed all over the world. It is celebrated from Christmas eve and continues till Dec 26.

The birth of Jesus Christ marks the utmost importance for Christmas as they believed that God had sent his son on earth as a sacrifice to redeem the people of the world from their sins.

In order to celebrate Christmas festival a party was organised by Smita Jadhav on 24th Dec 2021.

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# Christmas Celebration




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# Reading Activity

Reading requires you to have the patience to build a cognitive perspective. This is considered to be a prime brain-stimulating activity to sharpen your mind.

Reading is important because it makes you more empathetic, knowledgeable and stimulates your imagination.

Reading leads in lowering the stress and strengthening the vocabulary of individual.

Reading provides peace of mind and it also helps in positive sleeping.

In order to inculcate reading habit in students reading activity was organised by Bindhu Ajilev on 3rd Jan 2022.

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# Reading Activity





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# Handwriting Activity

Handwriting activates the brain more than keyboarding. Good handwriting contributes to reading fluency because it activates visual perception of letters. Handwriting is a predictor of success in other subjects, because good handwriting has a positive impact on grades.

Engaging the body in writing by hand helps make writing a more holistic activity. There is something uniquely physical and multidimensional about putting pen to paper to form words and sentences.

In order to inculcate good handwriting habits in students a handwriting activity was organised by Vrushali Poddar on 22nd Jan 2022.

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# Handwriting Activity






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# Republic Day

Republic Day is one of the three Indian national holidays and it commemorates the enactment of the constitution of India, which occurred on January 26th, 1950. India had achieved independence from Britain on August 15, 1947.

January 26 was also chosen as the day to mark Republic Day because it had been on this day that Indian National Congress (INC) proclaimed the Declaration of Indian Independence in 1929.

Republic Day was organised by Ekta Hatkar on 26th Jan 2022.

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# Republic Day



# Drawing Activity

Drawing plays a big role in our cognitive development. It can help us learn to write and think creatively, develop hand-eye coordination, hone analytic skills and conceptualise ideas.

Drawing are external representations of your thinking. Children can express their thoughts via drawing if they cannot do it with words and sentences.

In order to enable students to express their thoughts via drawing an activity of drawing was arranged by Pallavi Jadhav on 21st Feb 2022.

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# Drawing Activity





# National Science Day

Each year, February 28 is celebrated as National Science Day to commemorate the discovery of Raman Effect by Indian physicist CV Raman.

National Science Day is celebrated to raise awarness on the importance of science. Educational institutions celebrate National Science Day by organising public speeches, radio, TV, science movies, science exhibition on theme and concepts, debates, quiz competitions, lectures and science model exhibition.

To celebrate National Science Day Gulafsan Shaikh had organised a programme in which small experiments were shown and Quiz was held. The National Science Day was organised by on 28th Feb 2022.

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# National Science Day



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# Elocution Activity

An elocution competition is the art of public speaking that gives us self-boost and confidence to speak in front of a large audience. It enables children to create a connect with the audience who is listening to them through voice modulation. When the child is reciting he/she brings boundless energy and resilience.

It enables to improve communication skill, improve grammar and helps you use right words in sentences and improve confidence.

An elocution activity was organised by Snehal Patil on 12 March 2022.

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# Elocution Activity







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# Yoga Day

Yoga is a mind-body practice that incorporates physical poses, controlled breathing and meditation.

There are various benefits of yoga which includes boosting immunity, the immunity system will start to function better if regular power yoga is practised. Stress hormones are also reduced from our body.

The quality of sleep also improves. It also helps you to build muscle. Asthma and other lung problems can be treated with the breathing exercises that are practised during yoga.

The yoga was arranged by Snehal Patil. In the programme Shivprabha Nair Madam was invited to teach yoga. The yoga day was celebrated on 14th March 2022.

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# Yoga Day






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# Yoga Day





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# Organization of Extra-curricular Activities



# Vishwaratna English Medium School, Chikhali
## Internship Activities 2021-2022

| EXTRA CURRICULAR ACTIVITY | | | |
|---|---|---|---|
| **Sr.No.** | **Date** | **Name Of Events** | **Organised By** |
| 1 | 26-11-2021 | National Constitution Day Celebration | Vrushali Poddar |
| 2 | 06-12-2021 | Mahaparinirvan Din | Snehal Patil |
| 3 | 08-12-2021 | Homage to Chief Of Defence Staff Gen Bipin Rawat | Smita Jadhav |
| 4 | 11-12-2021 | Sports Day | Atul Bagade |
| 5 | 16-12-2021 | Vijay Diwas | Smita Jadhav |
| 6 | 20-12-2021 | Gadge Maharaj Death Anniversary | Vrushali Poddar |
| 7 | 23-12-2021 | Kisan Diwas/Farmer's Day | Ekta Hatkar |
| 8 | 27-12-2021 | Founder's Birthday Celebration | Bindhu Anjeev |
| 9 | 08-01-2022 | Street Play | Pallavi Jadhav |
| 10 | 08-01-2022 | Community Rally - Awareness of Covid-19 | Atul Bagade |
| 11 | 10-01-2022 | Mehendi Activity | Gulafroz Shaikh |
| 12 | 15-01-2022 | Rangoli Activity | Snehal Patil |
| 13 | 17-01-2022 | Memory Game | Pallavi Jadhav |
| 14 | 29-01-2022 | Gavanchya Bhendya | Ekta Hatkar |
| 15 | 31-01-2022 | Essay Writing Activity | Gulafroz Shaikh |
| 16 | 07-02-2022 | Guidance By Shri Waghmode Sir | Bindhu Anjeev |
| 17 | 12-02-2022 | Career Guidance By Mr.Vinay Mane ,PSI | Atul Bagade |
| 18 | 14-02-2022 | Teaching Dance | Smita Jadhav |
| 19 | 05-03-2022 | Pick n Act Activity | Ekta Hatkar |
| 20 | 07-03-2022 | Fun Activity/Drawing Donkey Tail | Atul Bagade |
| 21 | 15-03-2022 | Farewell & Prize distribution Programme | Pallavi Jadhav |

(Group teacher)

Principal
Vishwaratna English Medium School

Kamala Education Society's
Pratibha College of Education
Chinchwad, Pune -411019
(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh **Div-** A **Roll No.** 45

**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 | | | | ✓ | |
| | Total Marks-50 (45) | | | | | |

Qualitative Feedback (If any)

* All the activities were conducted with excellent easy
* Teamwork was very good!

Signature of Professor In-charge

# Selection And Planning Of Extra-curricular Activity (Essay Writing Competition)

The activity 4: Organization of extra-curricular activity is under course BED 201: Internship.

In this activity we had organised Essay Writing Competition for the students, on 31st January 2022.

An essay is a short formal piece of writing dealing with a single subject. It is typically written to try to persuade the reader using selected research evidences.

Essay writing competition serve as a platform for students to show their talent and knowledge. The essay writing competition also enable students to build good vocabulary.

Initially, we decided the three main topics on which students can write essay:

1) My experience in lockdown
2) Importance of sport
3) My idea of an ideal citizen.

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# Preparation Of Student-Teacher For Activity

The planning of the essay writing competition was done one week before the competition.

The topic for the essay competition were declared to the students one week before the competition so that students will get enough time for preparation.

We all worked as a team to execute the competition succesfully.

All the student-teachers helped to decide the topic. We decided to select the topic which are easy and students can come up with good thoughts regarding the topics.

We also decided that the paper sheet for essay competition will be provided by us. And we bought the bundle of sheets.

The judging part of essay writing competition is not an easy part. As deserving candidate should be get the reward. Thus apart from selected three judges we also took advice of Bindhu Anjeev Madam.

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# Participatory Role Of Student Teacher In Activity

Essay writing competition was held on 31st January 2022, which was organized by me with the help of my fellow student-teachers.

We also all worked as a team to make the essay writing competition as successful event.

I have finalized the topic for the essay competition which were 1) My experience in lockdown 2) Importance of sport 3) Ideal citizen of India.

I have also finalized the rules for writing the essay. and Pallavi Jadhav helped me. Atul sir helped in finalizing topic.

I have also taken the permission from the Principal of the school to conduct the essay writing competition.

I have also done the supervision while conducting the essay competition.

With the help of others I have also corrected the essay competition sheets.

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# Co-ordination Between Student Teacher And School Staff

Essay competition was held on 31st January 2022. for the students.

Before conducting the competition we took permission of the Principal of school Mrs. Shelke Madam. She granted the permission easily.

The founder of the school, Mr. Waghmode sir also appreciated our work. He encouraged us to conduct many more competitions.

The other staff members also helped us and guided us to make the arrangements for the essay competition.

They also suggested us few topics for the competition. Mrs. Jyoti Madam, who is a teacher in the school guided us how to conduct the competition.

They also helped in judging the essay competition.

They also helped in setting the rules and regulations for the essay competition.

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# Managerial Skills Displayed In Execution Of Program

The following managerial skills are important for the execution of the program:

1) **Leadership -**
To organise a program one should possess good leadership quality. One should know how to get the work done from others. Good leaders always have faith in fellow team members. A good leader should inspire the team members to do work together.

2) **Teamwork -**
Teamwork is the basic need to execute any program. To organize and execute a program is not one persons play but whole team has to carry out responsibilities to achieve success.

3) **Communication skill -**
Good leaders should have good communication skill. It is important tool which helps in building empathy with team

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# Encouragement And Opportunities Given To Students

Essay writing competition was planned on 31st January 2022 for the students of Vishwaratna English Medium School.

Initially students were not willing to participate but we encouraged them and then motivated them to participate.

We assured them that we will help them to prepare if they find any difficulties.

After the declaration of the topics of essay competition, we gave a brife idea about which points they can include in the essay. We explained them how to write and how to use effective words.

We also encouraged them by declaring the prizes that will be given to the winners.

Many students came forward and gave their names for the esay writing competition.

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# Student Response And Scope For Other Skill Development

Essay writing helps to evaluate a students research, analytical and persuasive skills which are essential in a grown life.

When students write essay on different topics, students explore a lot of resources and gather a lot of information. Therefore students learn something new that is not related to their major.

Writing essay helps students to inculcate logical thinking and your own writing style. After you develop your own style of thinking and writing, it becomes easy for you to produce content for essay other writing assignments and express yourself in the form of writing.

Essay writing is useful for future career. A person strive to gather information, analyze and make a creative summary out of it. Essay writing is helpful in getting good jobs and make your career successful.

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# Problem Faced During Activity And Overcoming Strategies

Essay writing competition was conducted on 31st January 2022. Following are the problems faced during activity:

1) Selection of the Topic -

It is the crucial step for the competition. This decides the success of the competition. The topic we want to select attractive but easy, so that students should come up with wonderful thoughts. The topics should be according to the age of the students. Thus we selected three topics they are: 1) My experience in lockdown 2) Importance of sports 3) Ideal citizen of India.

2) Encourage students to Participate -

Initially students were not willing to participate but we encouraged them to participate. We gave brife ideas about each and every topic. so that they can study more and prepare. We also assured them that winners will get exiting prizes.

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# Essay Writing



# Guidance by Mr. Vinay Mane



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# National Constitution Day

National Constitution Day is celebrated in India on 26 November every year to commemorate the adoption of the Constitution of India.

On 26 Nov 1949, the Constitution Assembly of India adopted to the Constitution of India and it came into effect on 26 Jan 1950.

The constitution day programme was organised by Vrushali Poddar on 26th Nov 2021

# Mahaparivartan Din

Dr. Bhimrao Ranji Ambedkar had died on 6th Dec 1956 thats why Dr. Ambedkar Mahaparivartan Din or their death anniversary is observed every year on 6th Dec all over India to pay him a lot of tribute and honour.

The mahaparivartan din programme was organised by Anchal Patil on 6th Dec 2021.

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# Mahaparinirvan Din





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# Homage To Chief Of Defence Staff Gen. Bipin Rawat

General Bipin Rawat was an Indian military officer who was a four-star general of Indian Army. He served as the first Chief of Defence Staff of the Indian Armed Forces from Jan 2020 untill his death in a helicopter carsh in Dec 2021.

The Homage was organised by Smita Jadhav on 8th Dec 2021

# Sports Day

The Sports teaches students to be emotionally strong. It helps to build many skills like teamwork, leadership, discipline, patience, sportsmanship, etc.

Sports Day was organised by Atul Bagade Sir on 11th Dec 2021. Many indoor games were planned for 6th and 7th standard and the out door games were planned for 8th and 9th standard. The out door games involved cricket for boys and Kho Kho for girls.

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# Sports Day






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# Vijay Diwas

Vijay Diwas is celebrated every year on December 16 to commemorate the victory of Indian armed force over Pakistan in the 1971 war.

Vijay diwas programme was organised by Smita Jadhav on 16th Dec 2021

# Gadge Maharaj Death Anniversary

Sant Gadge Maharaj was an Indian saint and social reformer from the Indian state of Maharashtra. He lived in voluntary poverty and wandered to different villages promoting social justice and initiating reforms, especially related to sanitation.

The programme was organised by Vrushali Poddar on 20th Dec 2021.

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# Vijay Diwas




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# Gadge Maharaj Death Anniversary





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# Kisan Diwas

The National farmers day also observed as Kisan Diwas is celebrated on 23rd Dec every year to mark the Birth Anniversary the 5th Prime Minister of India, Shri Choudhary Charan Singh.

The programme was organised by Ekla Hatkar on 23rd Dec 2021

# Founder's Birthday Celebration

The founder of school, Vishwaratna English Medium School, Mr. Waghmode Sir is a great personality. He is a source of inspiration for all the students. He is the back bone of the school. He is a support system for all the teachers in school.

His birthday was celebrated on 27th Dec 2021 which was organised on by Bindhu Anjeev.

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# Kisan Diwas






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# Street Play

The street play was organised by Pallavi Jadhav on 8th Jan 2022.

The street play was to make people aware about the pandemic due to Covid-19. We all participated in it.

The slogans and banners were made for the street play.

# Community Rally - Awarness Of Covid - 19

A community rally was conducted by the students of Vishwaratna English medium school. The rally was to make public aware about covid-19.

The rally was organised by Atul Bagade Sir on 8th Jan 2021.

The rally was followed by the street play.

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# Mehendi Activity

The mehendi is a great and famous form of art ~~which it~~ in which the henna tattoos are applied on hand. This art is usually practices during weddings or cultural programmes.

The Mehendi competition was organised by Gulafroz Shaikh on 10th Jan 2022

# Rangoli Activity

A popular Indian art form in which a pattern is made on the floor, commonly outside homes, usually with finely ground rice powder and colours.

Sometimes flower petals are also used to make these decorative patterns.

The rangoli competition was organised by Snehal Patil on 15th Jan 2022

The theme of the rangoli competition was Save Nature and Save girl Child.

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# Rangoli Activity




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# Mehendi Activity





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# Memory Game

Memory game was a fun activity which was conducted by Pallavi Jadhav. on 17th Jan 2021.

In this game few words were written on black board and then students were asked which words were written. after erasing the words from black board.

# Gavanchya Bhendya

Gavanchy Bhendya is also a fun activity game. ~~on~~ which was conducted by Ekta Hatkar on 29th Jan 2022.

In this game the students were given an alphabet and they were expected to tell the name of the city or country starting with the given alphabet.

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# Memory Game




# Gavanchy Bhendya



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# Guidance By Waghmode Sir

Mr. Waghmode sir is the founder of Vishwasatra English Medium school. He is a dynamic and inspiring personality.

He had conducted the session in which he had given inspiring speech to aspiring teachers. He shared his lifes experiences and he guided us to become a good teachers.

The session was conducted on 1th Feb 2022 and Bhu Bindhu Anjeev was the host.

# Career Guidance By Mr. Vinay Mane, PSI

A career guidance programme was organised by Atul Bagade Sir. on 12th Feb 2022.

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# Guidance by Waghmade Sir



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The guest of honour was Mr. Vinay Mane, who is a PSI officer. He delivered an inspiring speech to the future officers of India. ie Students of Vishwaratna English Medium School.

He guided how to prepare for competitive exams without much expenditure.

# Teaching Dance

The girls of ~~At~~ Vishwaratna English Medium School were representing the school in a kavi sammelan programme ~~of~~ in Pune.

The student-teachers taught classical Bharatnatyam Dance to the girl students of the school.

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# Teaching Dance




# Pick n Act



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# Pick And Act Activity

Pick and act activity is a fun activity in which students were given bunch of chits, from that they were expected to choose one and act whatever is written in the chit.

It was conducted by Ekta Hatkar on 5th March 2022.

# Drawing Donkey's Tail

The fun activity named drawing donkey's tail was conducted by Atul Bagade on 7th March 2022.

In this, a donkey was drawn on black board and students were expected to draw its tails with their eyes closed.

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# Drawing Donkey's Tail



# Prize Distribution



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# Farewell And Prize Distribution

The farewell and Prize distribution programme was conducted by Pallavi Jadhav on 15th March 2022.

The host of the programme was Pallavi Jadhav The guest of honour of the programme was Mrs. Pornima Kadam Madam, Principal of Pratibha College of Education

The prized were given to the winner of various competition Students also got a platform to show their talent via dance

There was inspiring speech delivered by Pornima Madam, Suvarna Madam, Geeta Madam and Manisha Madam

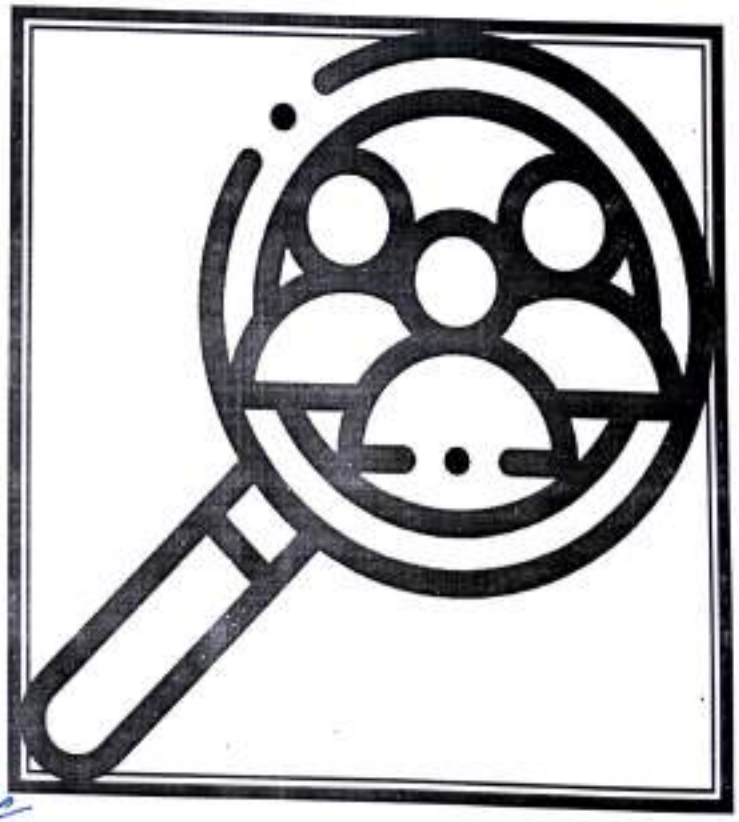
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# Observation of Peer
# (Science)



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**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 (82) | | | | | |

**Qualitative Feedback, (If any):**

* Observation was done properly
* Report is written including all above pts

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**Signature of Professor In-charge**

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# Peer Observation (Block Teaching 1 - Science)

Name of the Peer - Mrs. Pallavi Jadhav
Name of the Unit - Measurement and Effect of Heat
Sub Unit - Sources of heat
Date - 6-12-2021, Standard - 8th.
Time - 10:10 am. - 10:40 a.m

## Introduction

- Previous knowledge - The questions were asked to test the previous knowledge about heat. The chorous answeres were avoided. Teacher tried to give even chance to answer.
- Curiosity arousing / motivating, attractive - Students were motivated towards the topic by asking simple questions about the topic.
- Statement of aim - The statement of aim was done appropriately. The statement of aim was underlined with colour chalk after writing it on black board. Teacher told "Today we will study about sources of heat under unit Measurement and effect of Heat."

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# Presentation

- Use of illustrations / Clarity of thoughts - The explanation was done properly. The book was used explains the topic. The explanation was clear and simple language was used. The examples were given.

- Use of teaching-aids and demonstration - The teaching-aids were used appropriately. The demonstration was done properly. Students active participation was taken to perform the activity.

- Classroom interactions - Teacher-student interactions were often. Teacher asked questions to know wheather students understood the topic. Students also asked their queries and teacher answered their queries.

- Participation of students, interest created - Students verbal and active participation was taken. The activity demonstrated by the teacher created interest in students towards the topic. The teacher gave examples from daily life which further created interest among students.

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- **Mastery over the content** - The teacher having good knowledge about the content and she tried to explain it in simple and understandable language. The examples that were given related to daily life made the concept more clear.

- **Black board work** - The black board was neat but the words were not in proper line. The colour chalks were used to highlight the important points.

- **Students response** - The students response was usually positive. The answers given by the students indicated that they understood the concept. The students were engaged in the activity performed by teacher.

- **Reinforcement (+ve, -ve)** - The students were appreciated for their right answers. The students were encouraged to give the answers of the questions. The teacher failed to control the class by negative reinforcement.

# Evaluation

- **Types of question** - Teacher asked objective type questions mostly. The question asked

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# Observation of Peer Block Teaching 1- (Science)





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**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 (83) | | | | | |

**Qualitative Feedback, (If any):**

* Peer observation was done
* +ve & -ve pts are written properly

Signature of Professor In-charge

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# Peer Observation (Block Teaching 2 - Science)

Name of the Peer - Mrs. Pallavi Jadhav
Name of the Unit - Measurement and effect of heat
Sub Unit - Heat and temperature.
Standard - 8th.
Date - 7-12-2021
Time - 10:10 a.m - 10:40 a.m

## Introduction

- Previous knowledge - The previous knowledge was tested by asking relevant questions. The questions asked were simple. so that students can answer properly.

- Curiosity arousing / motivating, attractive - The introduction was done but no teaching aids were used. With teaching-aids it could have been attractive. The simple questions that were asked motivated students towards the topic.

- Statement of aim - The statement of aim was done appropriately. The statement of aim was written on the black board and underlined.

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with colour chalk.

# Presentation

- Use of illustrations / Clarity of thoughts - The thoughts were expressed clearly. The explanation was done in a simple language. The examples were also given which were relevant to the topic.

- Use of teaching-aids and demonstration - The teaching-aids were used. The demonstration ~~or~~ of the activity was done properly. Students active participation was taken in the activity.

- Classroom interactions - The interaction between teacher and students were often. Teacher asked questions related to the topic. Teacher also satisfied the queries of students.

- Participation of students, interest created - The participation of students were taken in the form of active participation and verbal participation. The ~~po~~ active participation was taken while activity. The questions were asked that were relevant to the topic. The activity created interest among the students towards the topic.

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# Observation of Peer Block Teaching 2- (Science)





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**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) | | | | | |

**Qualitative Feedback, (If any):**

* All above pts are explained properly
* Proper suggestion are given

Signature of Professor In-charge

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# Peer Observation (Block Teaching 3- Science)

Name of the Peer- Mrs. Pallavi Jadhav
Name of the unit - Measurement and effect of heat
Sub Unit- Solved examples.
Standard- 8th
Date - 8-12-2021
Time - 10:10 a.m - 10:40 a.m

# Introduction

- Previous knowledge - The previous knowledge were tested. The questions asked were simple and relevant. The students tried to answer the questions.

- Curiosity arousing / motivating, attractive - The introduction was proper but curiosity arousing or motivation was lacking.

- Statement of aim - The statement of aim was appropriate. The statement of aim was written on the black board and it was also underlined with the colour chalk.

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# Evaluation

- Types of questions - The questions asked were relevant to the topic. The questions were of low level, middle level and high level. The distribution of the questions was uniform.
- Type of application question - The application questions were asked and the questions were thought provoking.
- Homework / assingments - The homework was given after the class. The questions were given to write the answers. Few problems were given to solve.
- Class control - The control over the class was poor. The teacher should improve classroom management skills.
- Time management - The time mangement was good. The class was strated on time and also ended on time.
- Lesson details - The lesson was conducted in standard 8th. The unit was measurement and effect of heat. The sub unit was solve problem. The teacher explained and solved.

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problems related to topic.

- Feedback (+ve, -ve)- The introduction was conducted properly. The questions asked were relevant. The black board work was clean and neat. The verbal participation was taken. The diagrams were drawn on the black board. The formulae were explained properly. The textbook was used to explain. The classroom management was poor.

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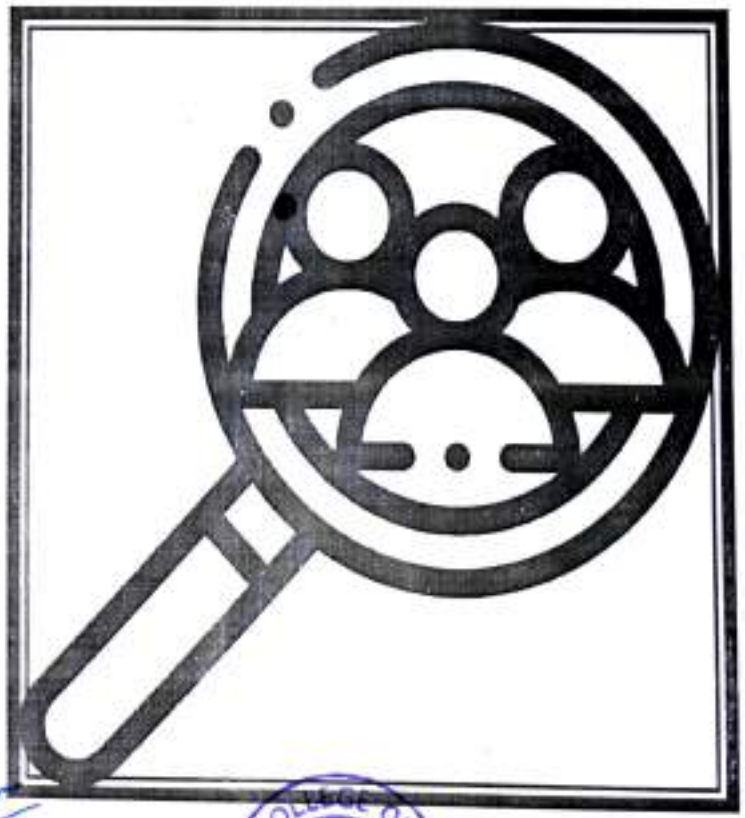
# Observation of Peer Block Teaching 3- (Science)





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# Observation of Peer
# (Maths)



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**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 (82) | | | | | |

**Qualitative Feedback, (If any):**

* All the pts were observed properly
* Report is written including all above pts

Signature of Professor In-charge

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# Peer Observation (Block Teaching 1 - Maths)

Name of the Peer - Mrs. Smita Jadhav
Name of the Unit - Equation in one Variable
Sub Unit - Solution of equations in one variable
Standard - 8th
Date - 27-12-2021
Time - 10:10 a.m - 10:40 a.m.

# Introduction

- Previous Knowledge - The previous knowledge was tested by the teacher. The questions were asked to test the previous knowledge like What is equation? Teacher also elaborated the answers given by the students.

- Curiosity arousing / motivating, attractive - The questions asked by teacher about equations motivated students to learn the concept. Teacher also solved small eg. examples to make students attentive.

- Statement of aim - The black board work was cleared before statement of aim. It was done appropriately. Teacher told "Today we are going to study equation

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discipline.

# Evaluation

- Types of question - Teacher asked objective type question and short answer type questions. Teacher gave examples to solve in the note book. The ~~questio~~ questions asked were of low level, middle level and high level.
- Types of application question - The application based questions were asked to solve. They were thought provoking questions.
- Homework / assingment - Homework was given to the students at the end of the class. Teacher told students to solve the practice set from the text book.
- Class control - The classroom was managed properly. Students were asked to solve the examples in note book which engaged them throughout the class. Few students tried to cause disturbance but teacher controlled them by negative reinforcement.

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# Observation of Peer Block Teaching 1- (Maths)





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**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) | | | | | |

**Qualitative Feedback, (If any):**

* teen observation are done
* Report is written properly

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**Signature of Professor In-charge**

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# Peer Observation (Block Teaching 2 - Maths)

Name of the Peer - Mrs. Smita Jadhav
Name of the Unit - Equation in one variable
Sub Unit - Solution of equation in one variable
Standard - 8th
Date - 28 - 12 - 2021
Time - 10:10 a.m - 10:40 a.m.

# Introduction

- Previous Knowledge - The previous knowledge was tested by asking questions. Teacher corrected the answers when students gave wrong answers and teacher also elaborated the answers given by the students.

- Curiosity arousing / motivating, attractive - Teacher related the topic with daily life examples to grab the attention of the students. Teacher should have used teaching aids to arouse curiosity in students. Teacher also motivated students towards the topic by solving small examples on black board.

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- Statement of aim - The black board work was not cleared before writing the statement of aim. The statement of aim was proper. The units name and sub units name was underlined properly with colour chalk.

# Presentation

- Use of illustrations / Clarity of thoughts - The illustrations were done properly. The explanation was done in simple language. The explanation done was appropriate and relevant.

- Use of teaching-aids and demonstrations - The teaching-aids were lacking. The problems were solved on the black board in a simple way. The explanation of the problem was in simple language in ~~set~~ stepwise manner.

- Classroom interactions - There was an interaction between teacher and students. Teacher was asking questions to ensure whether student understood the concept. Students were asking their doubts and teacher was satisfying them. There was interaction between students as well to discuss the problems given to solve.

- Participation of students, interest created - Students verbal participation was taken but active

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# Evaluation

- Types of question - Teacher asked objective type question and short answer type questions. Teacher gave examples to solve in the note book. The questions asked were of low level, middle level and highs level.
- Types of application question - The application based questions were asked to solve. They were thought provoking questions.
- Homework / assingment - At the end of the class the homework was given. Teacher told to solve the practice set from the textbook.
- Class control - There was a good control over the class. Students were engaged in solving the examples in notebook. The effective explanation by teacher kept students attentive and engaged.
- Time management - Time was managed properly. The class was started on time and finished on time. Even students were given enough time to solve the problem and to answer the question.

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# Observation of Peer Block Teaching 2 - (Maths)





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**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) | | | | | |

**Qualitative Feedback, (If any):**

* Proper observation was done
* All above pts are included in report

Signature of Professor In-charge

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# Peer Observation (Block Teaching 3 - Maths)

Name of the Peer - Mrs. Smita Jadhav
Name of the Unit - Equation in one variable
Sub Unit - Word Problem
Standard - 8th
Date - 29 - 12 - 2021
Time - 10:10 a.m. - 10:40 a.m.

## Introduction

- Previous Knowledge - The questions were asked to test the previous knowledge of previous sub unit. The wrong answers given by students were corrected by the teacher.
- Curiosity arousing / motivating, attractive - The curiosity arousing was not effective. The examples were given to make the concept clear. Teacher's explanation made students attentive. Teacher solved word problem to make motivate students towards the topic.
- Statement of aim - The statement of aim was proper. The statement of aim was written on black board and underlined with colour chalk.

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- Feedback (+ve, -ve)- The introduction was carried out properly. The explanation was good. The questions asked were relevant. The black board work was good. The teaching-aids were lacking. The application based questions were also lacking.

(KER)

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# Observation of Peer Block Teaching 3- (Maths)





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# Activity 6

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# Other School Activities (Community Related Work)

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# Other School Activity

## Community Related Work (Rally and Street Play for Awareness of COVID-19)



Kamala Education Society's

# Pratibha College of Education

Chinchwad, Pune -411019

(Second Year 2021-22)

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

**Name of school teacher –** Gulafroz Shaikh **Div-** A **Roll No.** 45

**Method -** Science, Maths, Biology

**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 | | | | ✓ | |
| | Total Marks - 50 (46) | | | | | |

Qualitative Feedback (If any)

* Hard work was observed in organization.
* Teamwork & co-ordination were proper.

Signature o f Professor In-charge

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# Nature And Relevance Of Activity

## Activity- Street Play To Raise Awareness On COVID-19

The Street Play was planned and performed by the students of Vishwaratna English Medium School. The street play was planned by the student-teachers of Pratibha College of Education. The street play was carried out in order to raise awarness on COVID-19 under the activity of community related work.

Street play is one of the oldest theatre forms where the artists enact in public places with no specific target audience. A street play is known for its catchy dialogues, attractive slogans.

The primary goal of a street play is taking a social message to a large group of people. This helps to create a sense of awarness in the society in which we live.

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Therefore the street play was undertaken in order to spread awareness about COVID-19. Every street play actors were given specific dialogue.

The nation was facing lockdown situation due to the pandemic caused by corona virus. The situation was very much critical as people were facing problems physically, mentally, emotionally and financially.

The people were under depression due to health problems, financial problems, etc. It was necessary to make aware about the steps that can be taken to avoid the health issues due to COVID-19.

Thus a street play was planned and performed by the students of Vishwaratna English Medium School. In order to make public aware about the causes, symtoms and precautions of COVID-19 the street play was executed.

The pandemic had affected lifestyle, education, career, development and economy of people. Thus inorder to make people aware about the problems faced due to pandemic the street play was carried out.

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# Objectives

The following are the objectives of the activity: (community related work):

To enable student-teacher

1) To understand the need and importance of community related work.

2) To understand the planning and implementation of community related work.

3) To understand the management of the activities of community related work.

4) To understand the generation of funds via activity of community related work.

5) To understand the importance of social contribution of every individual.

6) To understand how to promote the activity of community related work.

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# Need And Importance

Community service is one of the best ways to help benefit the public or give back to your community. It does not only have positive effects on society, but it brings benefits to your life and personal development.

The following are the importance of community related work:

1) It helps to connect to the community -
Giving back and assisting others is the basis of community service or volunteering. Thus, it teaches us how significant it is to help the ones in need; The importance of community related work lies in the fact that it connects us to the community by improving it and making it a better place for all of us to live in.

2) It benefits Your Career Porspects -
When you are thinking of advancing your career, community service helps you gain experience and skills required to for the professional turn you are considering taking. It inculcate skills like team work, problem solving, task management, etc.

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# Community Related Work
# Rally and Street Play






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# Planning And Implementing

The course BED 207 - Teaching Competencies IV: Internship includes Activity 6 - Other School activities. In this activity we had undertaken a community related work. In community related work we had planned and executed a street play to spread awareness about COVID-19 and to make people aware about the vaccines of COVID-19.

The main student-teachers who were incharge of the street play were Mr. Atul sir, Mrs. Pallavi Jadhav and Mrs. Smita Jadhav. The other student-teachers were assisting them. Mrs. Pallavi Jadhav wrote the script of street play, while Atul sir and Smita Jadhav selected students for the street play.

The students that were selected for street play were from 8th and 9th standard. and they all belong to Vishwaratna English Medium School. The students were selected on the basis of their capability of performance.

The students were selected and their practice was taken fifteen days before the street play. The students were told to wait after the classes for the practice. All student-teachers took practice of the students

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# Community Related Work
# Rally and Street Play (Practicing)





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# Community Related Work
# Rally and Street Play (Practicing)



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# Resources Used Or Prepared

The activity 6 that is included in course 207 - The teaching Competencies IV : Internship The activity 6 - includes other school activities. In this we have undertaken community related work in which we had planned and executed street play to make people aware about the COVID-19 pandemic.

The following are the recources used or prepared for the street play.

1) Script of the Street play -

The script of the street play was taken from the YouTube. The original script was in Hindi and it was translated in Marathi by Mrs. Pallavi Jadhav. Many scripts were choosen from the YouTube and only one was selected for the street play. Few additions were made in the script in order to make people aware about the vaccination for COVID-19.

2) Slogans for the Street play and rally -

In order to spread awareness about the pandemic of COVID-19, rally and

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# Community Related Work
# Rally and Street Play






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# Generation Of Funds / Management Of Expenses

The activity 6- other school activity is included under course 207- Teaching Competencies IV: Internship. In this activity we had undertaken community related work i.e. street play was organized to spread awainess about COVID-19.

The community related work work was done only to raise awarness about COVID-19 and also to make public aware about the vaccination against COVID-19. The street play was organized by student-teachers of Pratibha College of Education. The street play was performed by the students of Vishwaratna English Medium School.

The street play was organized only to make people aware about the precautions that should be taken to prevent from COVID-19. The other intention was also to make people aware about the vaccinations necessary to be taken against COVID-19. The intention of street play was solely to make people aware about the disease and it not to generate the funds.

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# Community Related Work
# Rally and Street Play






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# Social Contribution

The activity 6- Other school activity is included in course 201- Teaching Competencies IV: Internship. In this activity we had organized street play to spread awareness about COVID-19, in order to carry out community related work.

The community related work usually deals with, to promote social change or solve problems of society. Every individual should have sense of responsibility towards the society they live. Every individual must strive for the betterment of the society. The school is the best place where these moral values can be inculcated in children. Thus we had organized a street play in order to make people aware about the COVID-19 situation.

The students of Vishwaratna English Medium School had participated in the street play in order to contribute towards social awareness.

The lockdown period due to covid-19 was not easy for the nation. The increasing patients were due to lack of awareness regarding the precautions that should be taken to avoid the disease.

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People were lacking to follow the public protocols of hygeine. In order to make people aware about the public protocols and personal hygeine the rally was undertaken and street play was performed.

People were also not aware about the importance of the vaccination against covid-19. and there were few misunderstanding among people regarding vaccine. Thus a the street play was also organized to avoid the misunderstanding regarding vaccination.

The students participated enthusiastically to spread awareness. The students were shouting out slogans during rally to grab public attention. The street play was also performed well to deliver the right message to the public.

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# Community Related Work
# Rally and Street Play





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# Promotion Of Activity

The activity 6- other school activity is included in course 207- Teaching Competencies IV : Internship. In this activity we had organised street play to spread awareness about COVID-19 in order to carry out the community related work.

The activity was undertaken solely to make public aware about the danger of pandemic and what precautions are necessary to avoid the disease. The awareness about the vaccination was also important which was done via street play.

The activity was promoted by means of attractive slogan posters which were prepared by students and student-teachers. During rally students shouted out these slogans to promote the activity. The street play was also performed in front of the vaccination centre in order to make public aware about the vaccination.

Attractive costumes were prepared by student-teachers like virus, injection, sanitizer and vaccine in order to promote the activity and grab the attention of the public.

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# Community Related Work
# Rally and Street Play





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# Parameters Of Success

The activity 6 - other school activity is included in course 207 - Teaching Competencies IV : Internship. In this activity we had organized street play to spread awareness about COVID-19, in order to carry out community related work.

The following are the parameter of success of the activity :

1) Powerful Script -

The script was taken from Youtub but it was translated in Marathi. The translation was done very nicely. The script was modified in order to make public aware about the vaccination. Though the script was translated and modified it had a great impact on public.

2) Effective Dialogue -

The dialogues used in the script were very much effective and it grabed the attention of the public. The dialogue delivered by the students made a powerful impact on the public. The dialogues ~~were~~ were attractive.

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3) Attractive Slogan -

The slogans prepared by students and student-teachers were attractive. The posters of slogans were also attractive. Students enthusiastically shouted out the slogans which made a powerful impact on public.

4) Special Costume -

The special costume made by student-teachers i.e. virus, vaccine, sanitizer and injection also made the activity very effective. It was useful to gab the attention of public.

5) Sincere Practice -

The street play was practiced by the students sincerely by the students. They worked hard after the classes and made it successful.

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# Community Related Work
# Rally and Street Play






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# Self Opinion

The course BED 207: Teaching Competencies IV : Internship is included in the curriculum of B.Ed course by Savitribai Phule Pune University.

The course included activity 1: Block teaching. It helped us to understand how to conduct the lessons and how make the lessons effective and also how to demonstrate various activities while conducting the lessons.

The course included activity 2: Prepare Unit Plan. It helps us to understand the benefits of units plan. It educates how to prepare unit plan and how to plan teaching method and the learning experience. We had also conducted unit test which helped us to understand how to prepare achievement test and how to conduct the unit test. We had prepared a blue print which helped us to understand the marking scheme.

The activity 3: Study of records helped us to understand the importance of various records that are maintained by school. These records are crucial for school as, the school is answerable

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to government, parents and students. These records are important for progress of the school.

Activity 4: Organization of co-curricular and extra-curricular activities enabled us to learn how to manage events and how to encourage students to participate and how to make the events successful.

Activity 5: Observation of Peer enabled student-teacher to observe the fellow peer and learn their way of teaching. It helped us to make changes in our teaching.

Activity 6: Other school activities - In this we had organized rally and street play for to spread awareness about covid-19. It helped us to understand the importance of community related work.

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