

Metric ID :- 2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning - home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities experience/exposure
10. Preparation of progress reports

- Findings of DVV:-

Sample copies for each of selected activities claimed

School-wise internship reports showing student engagement in activities claimed

Wherever the documents are in regional language, provide English translated version

Response :-

We have attached the Relevant Documents in Appendix-I

Appendix I

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION
S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

EWF-2
Internship

REPORT BOOK

ACADEMIC YEAR 2022-23

INTERNSHIP PERIOD: 02.12.2022 - 21.04.2023

SECOND YEAR

NAME OF STUDENT TEACHER: Sulagna Mukherjee

ROLL NO.: _____

NAME OF THE INTERNSHIP SCHOOL: Central India Junior
ADDRESS College, Lonaha
Nagpur, Maharashtra

CONTACT NO.: _____

NAME OF IN-CHARGE TEACHER: Ms. Mubashira Siddiqui

NAME OF IN-CHARGE PROFESSOR: Dr. Shabana Anjum

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION
S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Internship Completion Certificate

This is to certify that Ms. Sulagna Mulraj

has completed all activities mentioned in B.Ed. Internship programme successfully, in the school-

Central India Women's Junior College during

the period 02/12/2022 to 21/04/2023

S. Thakre

Signature of the
In charge Professor

[Signature]

Signature of the
In charge Teacher

[Signature]

Signature of the
Head of the School

[Signature]

Signature of the Principal

Central India Women's College of Education, Godhani (Rly), Godhani.

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Central India Women's College of Education



Seal of the College



INTERNSHIP INDEX

Activity no.	Name of Activity	Marks obtained	Signature
1	Attendance of a class	$\frac{08}{10}$	S. Thirup
2	Assessment of homework / Assignment / Journal	$\frac{08}{10}$	S. Thirup
3	Constructivist approach 5 lessons / Subject Subject 1	$\frac{18}{15}$	S. Thirup
	Subject 2	$\frac{13}{15}$	
	Project / Exhibition / Display	$\frac{08}{10}$	
	Revision Lesson (Subject 1 and 2)	$\frac{08}{10}$	
4	Preparation of Unit test with Blue print subject Subject -1	$\frac{08}{10}$	S. Thirup
	Subject -2	$\frac{08}{10}$	
	Presentation and Interpretation of Result Subject -1	$\frac{05}{5}$	
	Subject -2	$\frac{04}{5}$	
	Internship Activities Total	100	81

Activity 01 (कृती 1)

Attendance of a class (सर्वातीत उपस्थिती)

Name of the School (शाळेचे नाव) Central India, Junior College, Lonana

Std. (इयत्ता): 7 Div. (दिव्या): A

Attendance of the month (उपस्थिती महिना): March Year (वर्ष): 2023

Difficulty faced by the students for Regular Attendance:

(सिध्दत उपस्थितीसंदर्भात विद्यार्थ्यांना अडथळे)

To get the most out of school education children need to go to school every day. Every school day count in child academic. Research shows that attendance is an important factor in student achievement.

While going through every-day attendance, I observed that some child are very particular and some child are very irregular and few are rarely present. When I checked by school authority and parent as well as student.

The main cause of difficulty faced by student irregular attendance are:

1. Health :- poor health is one of the main reason

2. Ignorance of parent :- Illitrary of parents

3. Poor relationship between teacher and student.

4. Feel unsafe in school :- Bullings and peer pressure is common in adolescent age.

5. Lack of enforcement



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Lonana

Efforts made by the school for Increasing Attendance:

(अभिनवी माहविषयांदर्भात शाळेने केलेले प्रयत्न)

Everyday in school count, school take irregular monitoring of attendance & observe pattern of student following measures/efforts are taken by school authority.

- ⇒ Attendance rule is strictly followed in school 70% attendance is necessary & attendance of each student is properly checked.
- ⇒ Good & healthy teacher & student relationship is maintained.
- ⇒ Meeting with parents, to encourage them to send their wards school every day.
- ⇒ Extra curricular activities like dance, drama, game, also included in curriculum to overcome boredom.

Self Reflection (गिरणी गिर):

School attendance is a baseline factor in determining student success. Successful schools began by engaging student and making sure they come school regularly. The attendance rate is important because students are more likely to school success in academics when they attend school consistently.

Everyday in school counts, ideal school make student feel good student teacher relationship. Interesting curriculum improve student attendance in school. (Shubh)



Activity 02 Assignment/Homework/Journal Assessment

कृती २ : स्वाध्याय/गृहपाठ/प्रयोग वही यांचे मूल्यनिर्धारण

Subject -1

विषय - १ Science - HEAT

Class (वर्ग): 7

Div. (गुणवर्ग): A

Nature of Assignment/Homework given/Journal Assessed

(स्वाध्याय/गृहपाठ /प्रयोग वही यांचे स्वरूप)

After completing the lesson "HEAT" I gave home assignment to the students for studied inharancy thing (subject) into their daily life & I also provide opportunity for parents to participate in there children education.

I write home assignment on Black board.

1. Activities to find out the difference between Hot & cold.
2. Make a project on different items which are hot & which are cold.

Nature of Home Assignment

⇒ Formative type

⇒ Interesting

⇒ Linked to daily life

⇒ Environment of parents

⇒ New Knowledge gain

⇒ Learn with fun



Shiksha
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Nagpur

Activity 02 Assignment/Homework/Journal Assessment

कृती २ : स्वाध्याय/गृहपाठ/प्रयोग वही यांचे मूल्यनिर्धारण

Subject -2

विषय -२ English

Class (वर्ग): 7

Div.(सुकरी) : A

Nature of Assignment/Homework given/Journal Assessed

(स्वाध्याय/गृहपाठ /प्रयोग वही यांचे स्वरूप)

After completing the chapter "Marco-polo", I repeat the whole lesson to student so it give a set of task to student which they will solve in there home.

The homework subjective is to increase knowledge and improve the ability and skill of the student. I wrote the home work in black board. It is a draw data which is grouped by students and arranged, based on previous knowledge.

Give the answers to the following questions:

→ a. what is the name of the person who travelled by the sea & invented America?

a. Who invented sea route to India?

B.: First European who travelled right across India?

a. why did the emperor of china Kublai Khan allow marco polo to go to persia? Explain



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The nature of home assignment to the point what student learn to & how can implement.

Observation of students performance (विद्यार्थ्यांच्या कार्यांचे निरीक्षण)

Once student have complete home work, I had checked it properly and that encourage student as I am grading to subjective material of I create a "Rubric" to grade them.

I also observed that how many parent enroll with student during homework & also appreciate their environment.

student who has not completed their work guide them again.

Efforts Done for Improvement of Students performance:

(विद्यार्थ्यांच्या कार्यप्रवृत्तामध्ये सुधारणा करण्यासाठी केलेले प्रयत्न)

- ⇒ Proper feedback is given so that student should know their strength as well as weakness.
- ⇒ Creativity is also appreciated apart from the subject matter.
- ⇒ Each student personally get suggestion for wrong work done.
- ⇒ The whole chapter is repeated shortly.

Date :



S. Thakre
Signature of Incharge Teacher
(Principal)
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Bhopal

Implementation of lesson:

(पाठ्याची अंमलबजावणी)

- Start the class with these two questions:
 - Have you ever played Marco Polo?
 - Do you know who Marco Polo actually is?

Discussion:

- Pass out a handout of the following lesson's text for each student:

* Who was Marco Polo? - Biography, Facts & Timeline

* Each student should read the lesson on their own and:

- Highlight all key terms and concepts
- Define all bold words on their own
- Jot down any questions they have
- Turn in a one paragraph summary of what they just learned.

* Ask students if they have any questions on the reading

* When every question has been answered, move on to the discussion:

- Who was Marco Polo?
- Where was Polo born?
- Who was Kublai Khan?
- How long did Marco Polo's trip last?
- Mini-activity: Pass out excerpts from "The Travels of Marco Polo" & read them together as a class:

• Marco Polo's Travels & Routes



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• Discuss the following after that:

* What countries & cities did Polo visit on his travels?

* How long did Polo stay in China for?

* How did the Polos get back home?

* Why / how did Polo land in prison upon his return home?

* What is the legacy of Marco Polo & his travels?

We can take quiz also for recapitulation.

• Each student should take the following quizzes as an in-class activity:

* The lesson quiz on 'Who was Marco Polo? Biography, Facts & Timeline.'

* The lesson quiz on 'Marco Polo's Travels & Routes.'



Students' feedback about learning experience :

(विद्यार्थ्यांचे अध्यायन अनुभूती संदर्भात प्रत्याभरण)

⇒ Students enjoy's the studies as they are actively involved.

⇒ Student's confidence can be seen as they are gaining knowledge by self experience

⇒ Student work on a group so they became more friendly and social they help each other.

⇒ Student understand the thing.

Self-Reflection :

(विषयी चिंतन)

After teaching by activities I feel student enjoy studying much more than traditional method, as students are actively evolved, student felt more confident as they work in group and creatively social value increased automatically, learning via experience & as a teacher my role is to motivate and guide them as co-learner.

Date



S. Thakre
Signature of Incharge Teacher

(Shikha)
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Activity 03 (कृती ३)

Constructivist Approach Lessons (ज्ञानरचनावाद दृष्टिकोनानुसार पाठ)

Subject -1 (विषय -१): Science Unit(घटक): HEAT

Class(इयत्ता) : 7 Div. (तुकडी) : A

Activities carried out during 5 lessons (५ पाठांमध्ये घेतलेले विविध उपकरण) :

Objectives (उद्दिष्टे) :

⇒ To improve critical thinking of students

⇒ To learn by experiancy or by doing things

⇒ To enable them to relate subject with real world around us.

⇒ Enhance depth knowledge rather than overviews.

Content (आशय) :

⇒ Introduction of the topic 'Heat'

⇒ Activities to find out the difference between 'Hot & Cold'

⇒ Recapitulation of lesson

⇒ Projects

⇒ Exercise Home work

Shubhate
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Activity 03 (कृती ३)

Constructivist Approach Lessons (ज्ञानरचनावाद दृष्टिकोनानुसार पाठ)

Subject -2 (विषय २): English Unit (पटक): Figure of speech

Class (इयत्ता): 7 Div. (सुफळी): A

Activities carried out during 5 lessons (५ पाठांमध्ये घेतलेले विविध उपक्रम) :

Objectives (उद्दिष्टे) :

⇒ Learning figures of speech, like similes, metaphors or personification in English.

⇒ Helps the learners to improve their understanding of the figurative aspect of the language.

⇒ Students are able to express a clearer picture with their words, creating more of an impact with their creative writing.

Content (आशय) :

* Simile - It is the fact that the powerless of two objects with various relations between them is compared to the strong.

* Metaphor - metaphor is a concept based on an analogy.

* Personification

* Hyperbole

* Onomatopoeia

* Idiom



(Signature)

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Project/Exhibition/Display (प्रकल्प/प्रदर्शन)

Class (इयत्ता) : 7

Div. (नुमाची) : 1

Objectives of the Activity (कुतोचे उद्दिष्टे):

- After this lesson of 'Heat', students should be able to
- ⇒ Explain that heat is the flow of energy from hot materials to cold materials.
 - ⇒ Describe that molecules in a material begin to vibrate (or move) more quickly when the material is heated.
 - ⇒ Identify conduction as heat transfer within and between solids.
 - ⇒ Identify convection as heat transfer involving gases or liquids.
 - ⇒ List examples of each type of heat transfer.

Preparation for the Activity (अभ्यासासाठीची पूर्वतयारी):

- ⇒ Small groups of students made & they work together on science project and a committee is made which include student & teacher.
- ⇒ The model charts made by student arranged prior on day of exhibition.
- ⇒ School principal, all class teachers & students are invited to see the presentation.
- ⇒ Science teacher group is nominated as



(Shilpa)
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Nagpur

Implementation of the Activity (उपक्रमाची अंमलबजावणी)

- At the day of exhibition all students come one hour before to arrange their project.
- principal inaugurated their exhibition.
- Each group explained chart/model to visitors & teachers.
- At the end of the time, one student summarise the whole idea.
- At last principal give all students participate certificate and best one is prized.

Students' Participation in the Activity (उपक्रमातचे विद्यार्थींचा सहभाग)

Student participation:

1. Management Committee: Here a group of student manage the ~~part~~ preparation, arrangement and technique aspect, sitting arrangement.
2. As participant: Individual and group display by student on the topic. ~~best~~ student made a scientific present of the topic.

Self Reflection (विमर्श चिंतन):

By co-ordination a school science exhibition we will helping student to "think" outside the box, got opportunity to think critically & address their interest through inquiry based learning. Family & community involvement is their. Student success & school recognition are all benefit of science exhibition. Social skill also develop in that process.



S. Thakre
Signature of Incharge Teacher
PRINCIPAL
Central India Women's College Of Education
Nagpur

Revision Lesson (उत्कृष्णी वर्ग)

Subject - (विषय): Science

Unit (घटक): HEAT

Class (इयत्ता): 7

Div. (शुद्धी): A

Planning for Revision Lesson (उत्कृष्णी वर्गाचे नियोजन):

- ⇒ Divide the whole lesson to smallest sub topics.
- ⇒ Important points of all subtopics are noted down.
- ⇒ Concept maps & flow charts are created to revise the whole chapter into one class.
- ⇒ Revise the whole chapter.

Implementing Revision Lesson (उत्कृष्णी वर्गाची अंमलबजावणी):

Step 1

Teacher's Activity - Teachers write down concept map or context on black board. It may be a flow chart, hierarchy model, Box model any type.

This flow chart give the whole idea of these chapters.

@chithale

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Nagpur



Impact of Revision lesson on student's performance:

(विद्यार्थी कांप्रयणतेवस्ती उनळणी यर्गांचा झालेला परिणाम)

⇒ Student performance enhance who attend the revision lesson as they make quick decision.

⇒ Human brain recall the things which is revised very quickly, so revision save time during exams so time is best managed by the student who revise.

⇒ While revision all topic are touched with main highlight so no question is untouched. All questions are attempted by who revise.

Self-Reflection (विषयी चिंतन) :

warm up question answer session are the creative way of revise the whole chapter. we have to encourage student to group the thing not memorizing the thing.

Revision literacy mean to see again at something from a critical perspective so i feel revision is a technique should taught to student which help them score more.



S. Thakur
Signature of Incharge Teacher
Principal
Central India Women's College Of Education
Nagpur

Unit Test (घटक चाचणी)

Subject (विषय): Science

Unit (घटक): HEAT

Class (इयत्ता): 7

Div. (बुकडी): A

Unit Test paper (घटक चाचणी प्रश्नपत्रिका)

• Unit - Test

• class - 7

• sub - Science (Heat)

Max MARKS. 25

Time - 45m

Q1. Multiple - choice question: choose the most appropriate answer (5x1=5)

Q1. One litre of water at 30°C is mixed with one litre of water at 50°C . The temperature of the mixture will be:

(a) 80°C (b) more than 50°C but less than 80°C

(c) 20°C (d) Between 30°C & 50°C

ms. (d) Between 30°C & 50°C

Q2. State similarities & differences between the laboratory thermometer & the clinical thermometer. (10 marks)

Q3. Discuss why wearing more layers of clothing during winter keeps us warmer than wearing just one thick piece of clothing? (10 marks)



Shyama
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Blue Print of Question Paper (प्रश्नपत्रिकेचा संविधान तक्ता)

Objective उद्दिष्ट	Remembering ज्ञान			Understanding आकलन			Applying उपयोगन			Skill कौशल्य			Total
	E	S	O	E	S	O	E	S	O	E	S	O	
1		1	1	1	1		1	2					39
2				2	1			1			1		27
3	1	1	1	3			1	2				2	43
4		1	1	2		1	1	3	1			2	51
5		1	2	1	1	1		2			1	2	40
Total	1	3	5	9	3	2	2	10	1		2	6	200
Total													

E = Essary type / निबंधप्रकारा प्रश्न

S = Short Answer type / लघुत्तरी प्रश्न

O = Objective type / वस्तुनिष्ठ प्रश्न



Shelina
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Nagpur

Preparation for setting test paper (पत्रक चाचणीसाठीचे तयारी) :

- ⇒ Student performance enhance who attracted towards revision lesson as they make quick decision.
- ⇒ Human brain recall the things which was revised very quickly so revision save time during exams. So time is best managed by the student who revise.
- ⇒ Marks were distributed correctly.

Difficulty faced while preparing test paper (पत्रक चाचणी तयार करताना आलेल्या अडथळी) :

- ⇒ How to arrange the question in practice order or sequence.
- ⇒ How to set question so that it looks easily so stress free examination done.
- ⇒ How to give precedence to some important topic.
- ⇒ How to give instruction in simplest way.

Learning experience from this activity (कृतीमार्ग आलेली असावण अनुभूती) :

I feel question setting is a great experience where we have to take care of all students in class like slow learner, average & intelligent. We have to stick to a pattern and mark so we learn to use our creative & critical thinking.

It's an art to set a question so that it looks easily and to the point so it help student use their mind.



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Result Sheet (निकाल पत्रक)

Subject (विषय) : Science

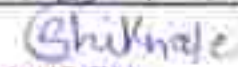
Unit (पटक) : HEAT

Class (इयत्ता) : 7

Div. (गुणवर्ग) : A

Roll No. हजेरी क्र.	Name of the student विद्यार्थ्यांचे नाव	Marks obtained					Total
		Q.1	Q.2	Q.3	Q.4	Q.5	
1	Ms. Anishhi K.	5	4	5	4	4	22
2	Ms. Anil K.	4	5	4	5	4	22
3	Ms. Anushree K.	5	5	5	5	4	24
4	Ms. Ghatge K.	5	5	5	5	4	24
5	Ms. Kavya A.	5	4	5	4	5	23
6	Ms. Kiyatto T.	4	5	5	4	5	23
7	Ms. Kavita M.	4	4	5	4	4	21
8	Ms. Mayma J.	5	5	4	4	4	22
9	Ms. Minerva M.	5	5	5	4	4	23
10	Ms. Mitali W.	5	4	5	4	5	23
11	Ms. Menakshi T.	4	5	4	5	4	22
12	Ms. Marhu S.	5	5	4	5	5	24
13	Ms. Mhundi J.	5	5	5	5	5	25
14	Ms. Mushaid K.	4	4	4	4	5	21
15	Ms. Malli D.	5	5	4	4	5	23
16	Ms. Reene B.	5	4	4	4	5	22
17	Ms. Rumi M.	5	5	5	4	5	24
18	Ms. Ruhi W.	5	4	5	5	5	24
19	Ms. Rita S.	5	4	4	4	5	22
20	Ms. Saanvi S.	5	4	5	5	5	24
21	Ms. Sanvi W.	4	5	5	5	5	24
22	Ms. Sunita S.	5	4	4	5	5	23
23	Ms. Sutabhi J.	4	4	5	5	5	22
24	Ms. Sudhithi S.	4	4	4	4	5	21
25	Ms. Yashvi M.	4	5	4	5	4	22




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Roll No. हजेरी क्र.	Name of the student विद्यार्थ्यांचे नाव	Marks obtained					Total
		Q.1	Q.2	Q.3	Q.4	Q.5	
२६	Mst. Athayra J.	4	4	4	5	5	22
२७	Mst. Aarush N.	5	4	5	5	4	23
२८	Mst. Anvit B.	5	5	5	4	5	24
२९	Mst. Hitanshu T.	5	4	5	5	5	24
३०	Mst. Mohammad Atham K.	5	4	4	5	5	23
३१	Mst. Nishkay S.	4	4	4	5	5	22
३२	Mst. Prathamesh J.	5	5	5	4	4	23
३३	Mst. Pranit J.	4	5	5	5	4	23
३४	Mst. Pranav L.	5	4	4	4	5	23
३५	Mst. Raghav K.	5	4	5	4	5	23
३६	Mst. Rajeshwari	5	5	5	4	5	24
३७	Mst. Ritvik K.	4	4	4	5	5	23
३८	Mst. Ruhan S.	4	5	5	5	4	23
३९	Mst. Sai B.	5	5	5	4	5	24
४०	Mst. Shrivik B.	5	5	5	4	5	24
४१	Mst. Samit M.	4	4	4	5	5	22
४२	Mst. Sunil K.	4	4	4	5	5	22
४३	Mst. Vidit N.	4	4	4	5	5	22
४४	Mst. Udit N.	5	4	5	5	5	24
४५	Mst. Viransh Z.	4	5	5	5	4	23
४६							
४७							
४८							
४९							
५०							
५१							
५२							



Principal
Central India Women's College, Education
Nagpur

Roll No. हजेरी क्र.	Name of the student विद्यार्थ्यांचे नाव	Marks obtained					Total
		Q.1	Q.2	Q.3	Q.4	Q.5	
48							
49							
50							
51							
52							
53							
54							
55							
56							
57							
58							
59							
60							
61							
62							
63							
64							
65							
66							
67							
68							
69							
70							

Mean of the class $\bar{X} = \frac{\text{Total Marks}}{\text{Total No. of students}} = \frac{EX}{N} = \frac{200}{45}$

Mean of the class $\bar{X} =$ _____



Ghildane
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Nagpur

Calculation of Standard Deviation of the Class :

Roll No.	X Score	Deviation of the Score $x - (\bar{X})$	$(X - \bar{X})^2 = x^2$
1	22	$22 - 21 = 1$	$(1)^2 = 1$
2	22	$22 - 21 = 1$	$(1)^2 = 1$
3	24	$24 - 21 = 3$	$(3)^2 = 9$
4	24	$24 - 21 = 3$	$(3)^2 = 9$
5	23	$23 - 21 = 2$	$(2)^2 = 4$
6	23	$23 - 21 = 2$	$(2)^2 = 4$
7	21	$21 - 21 = 0$	$(0)^2 = 0$
8	22	$22 - 21 = 1$	$(1)^2 = 1$
9	23	$23 - 21 = 2$	$(2)^2 = 4$
10	23	$23 - 21 = 2$	$(2)^2 = 4$
11	22	$22 - 21 = 1$	$(1)^2 = 1$
12	24	$24 - 21 = 3$	$(3)^2 = 9$
13	25	$25 - 21 = 4$	$(4)^2 = 16$
14	21	$21 - 21 = 0$	$(0)^2 = 0$
15	23	$23 - 21 = 2$	$(2)^2 = 4$
16	22	$22 - 21 = 1$	$(1)^2 = 1$
17	24	$24 - 21 = 3$	$(3)^2 = 9$
18	24	$24 - 21 = 3$	$(3)^2 = 9$
19	22	$22 - 21 = 1$	$(1)^2 = 1$
20	24	$24 - 21 = 3$	$(3)^2 = 9$
21	24	$24 - 21 = 3$	$(3)^2 = 9$
22	23	$23 - 21 = 2$	$(2)^2 = 4$
23	22	$22 - 21 = 1$	$(1)^2 = 1$
24	21	$21 - 21 = 0$	$(0)^2 = 0$
25	22	$22 - 21 = 1$	$(1)^2 = 1$
26	22	$22 - 21 = 1$	$(1)^2 = 1$
27	22	$22 - 21 = 1$	$(1)^2 = 1$
28	23	$23 - 21 = 2$	$(2)^2 = 4$
29	24	$24 - 21 = 3$	$(3)^2 = 9$

Calculation of Standard Deviation of the Class:

Roll No.	X Score	Deviation of the Score $x - (\bar{X})$	$(X - \bar{X})^2 = x^2$
30 29	24	$24 - 21 = 3$	$(3)^2 = 9$
31 30	23	$23 - 21 = 2$	$(2)^2 = 4$
32 31	22	$22 - 21 = 1$	$(1)^2 = 1$
33 32	23	$23 - 21 = 2$	$(2)^2 = 4$
34 33	23	$23 - 21 = 2$	$(2)^2 = 4$
35 34	23	$23 - 21 = 2$	$(2)^2 = 4$
36 35	23	$23 - 21 = 2$	$(2)^2 = 4$
37 36	24	$24 - 21 = 3$	$(3)^2 = 9$
38 37	23	$23 - 21 = 2$	$(2)^2 = 4$
39 38	23	$23 - 21 = 2$	$(2)^2 = 4$
40 39	24	$24 - 21 = 3$	$(3)^2 = 9$
41 40	24	$24 - 21 = 3$	$(3)^2 = 9$
42 41	22	$22 - 21 = 1$	$(1)^2 = 1$
43 42	22	$22 - 21 = 1$	$(1)^2 = 1$
44 43	22	$22 - 21 = 1$	$(1)^2 = 1$
45 44	24	$24 - 21 = 3$	$(3)^2 = 9$
46 45	23	$23 - 21 = 2$	$(2)^2 = 4$
47			
48			
49			
50			
51			
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53			
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56			
57			
58			



(Signature)

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Nagpur

Calculation of Standard Deviation of the Class :

Roll No.	X Score	Deviation of the Score $x = (X - \bar{X})$	$(X - \bar{X})^2 = x^2$
60			
61			
62			
63			
64			
65			
66			
67			
68			
69			
70			

Standard Deviation =
(प्रमाण विचलन)

2

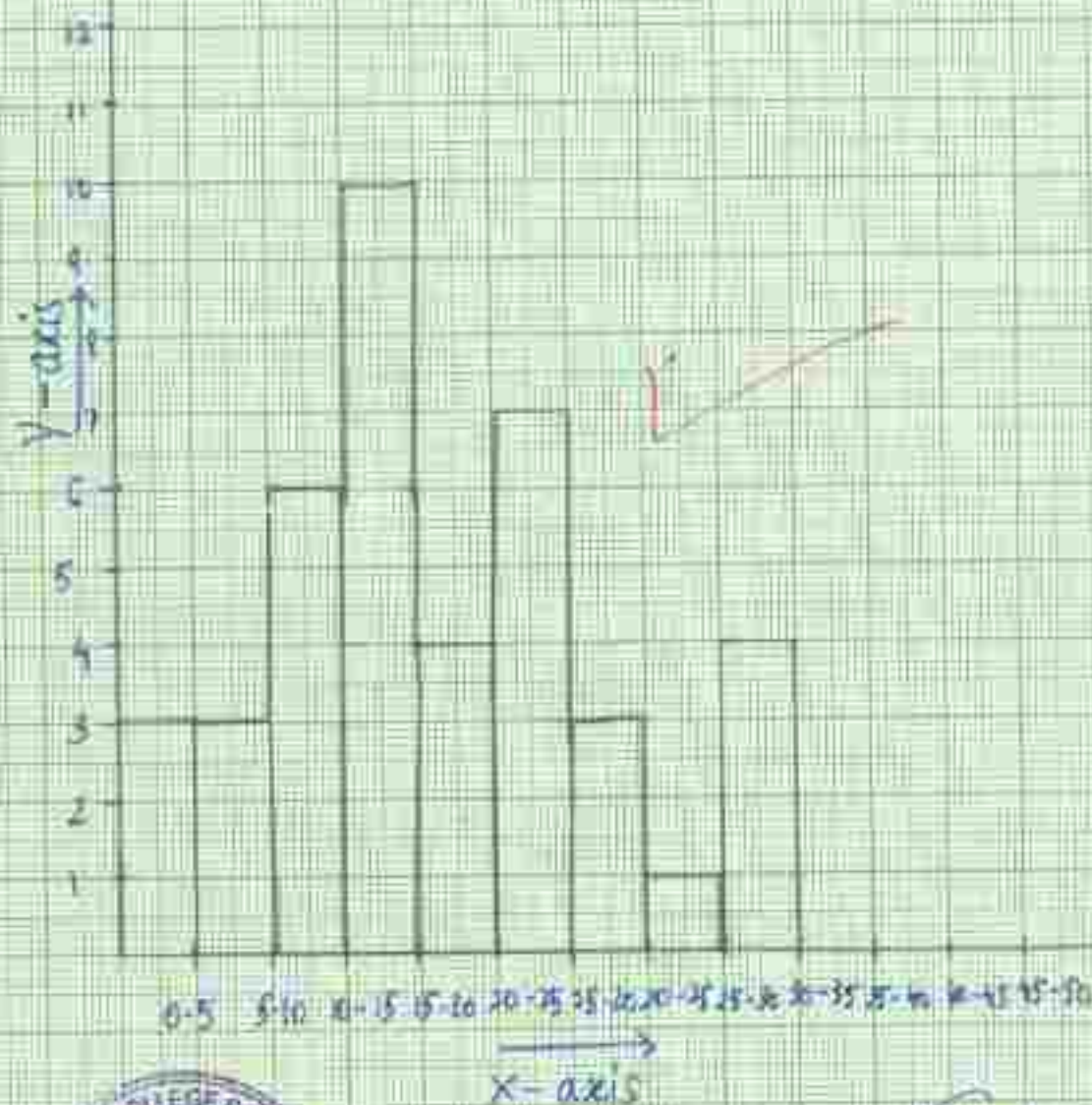
Standard Deviation of the Class =
(वर्गचि प्रमाण विचलन)

Chelliah
PRINCIPAL
Central India Women's College Of Education
Rajpur



2. Draw a bar graph on graph paper and stick here take class-Interval on x-axis and frequency (f) on y-axis

Date :



Shri
PRINCIPAL
Central India
Class Of Education
Bhopal

Interpretation of Data from Mean (मध्यमानाद्वारे प्राप्त माहितीचे अर्थनिर्वाचन)

Analysis of data is process of inspecting data. Measure of central tendency can provide valuable information about set of data. Mean which mean average. To calculate mean add together all the numbers and then divide with the sum of numbers of add.

The average mean show the most of the student in class almost score 21 number out of 25. 21 show the central tendency of data.

The average student score
Range = highest number - lowest number
 $45 - 21 = 24$

Standard Deviation (प्रमाण विचलन) :

In statistics standard deviation is measure that is used to quantify amount of variation or dispersion of a set of data values.

⇒ A low points standard deviation (σ) indicate that spread out with wide range value.

$$\sigma = \sqrt{\frac{1}{N} \sum (x_i - \bar{x})^2}$$

Graph (आरेख):

A diagram showing the relationship between variable quantity, typically of two variable each measured along one of a pair of axis at right angle. A graphical representation of data is also called graph in statistics. e.g. bar chart, pie-chart.

Chart - a tool often used to ease understand of large amount of data.



Shiksha
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Nagpur

Feedback Given to the students (विद्यार्थीसुद्धि दिनेषु प्रदायमानः)

Feedback :- feedback is information about reaction to a product, a person performance of a task etc. which is used as basis for improvement. The term feedback is often used to describe all types of comment made after the exam or evaluation, advice, praise, grades.

Each student is given feedback individually. Feedback is goal referenced, tangible & transfer, actionable, used friendly, timely & consistent.

- Feedback must be encouragement & positive
- Feedback should be education in nature.
- ⇒ Be sensitive to individual need of the student personalised if the student is slow learner then feedback accordingly given to the ability.

Feedback is most powerful influence on student achievement. In fact, an item about the important & quantity of feedback shows up in almost all student's evaluation of teacher.

Feedback is teacher's response to student's efforts.



Ghankhal
PRINCIPAL
Central India Women's College of Education
Nagpur

Thakre
Incharge Teacher

Practice Teaching Lessons

INTERNSHIP / आंतरव्यवस्था

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1 Interviews of Two experienced teachers / दोन अनुभवी शिक्षकांची मुलाखत	<u>08</u> 10	
2 Observation of Two periods / दोन तासिकांचे निरीक्षण	<u>09</u> 10	
3 Observation of school facilities / शाळेतील सुविधांचे निरीक्षण Science laboratory / विज्ञान प्रयोगशाळा Library / ग्रंथालय Play ground and sports facilities / खेळाचे मैदान आणि खेळाच्या सुविधा Computer laboratory / संगणक प्रयोगशाळा Geography room / भूगोल कक्षा Drawing room / चित्रकला कक्षा Music room / संगीत कक्षा	<u>09</u> 10	
4 Study of time table / वेळापत्रक अभ्यास Study of school time table / शाळेचे वेळापत्रक Teacher's time table / शिक्षकांचे वेळापत्रक Displays bulletin boards / भालाची फलक कार्ये Year plan of school / शाळेचे वार्षिक नियोजन Co-curricular activities conducted in school / सहशाळेचे प्रयत्न Morning assembly / परिषद	<u>08</u> 10	
5 Study of school organization and management / शाळेचे संघटन आणि व्यवस्थापनाचा अभ्यास Different committees and their functions / विविध समिती व त्यांचे कार्य Work distribution / कामाचे विभाजन Meetings with parents / पालक सभा Information about various school registers / शाळेचे कार्यसूची व इतरांबद्दलची माहिती	<u>08</u> 10	
Total Marks / एकूण गुण	<u>42</u> 50	Shruti very good



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INTERVIEWS OF TWO EXPERIENCED TEACHERS

अनुभवी शिक्षकाची मुलाखत

Interviews with the help of an interview schedule of two experienced teachers to know more about school functioning and duties, responsibilities, and continuous comprehensive evaluation, difficulties faced, some tips about discipline and dealing with diverse learners, student teachers have to prepare report including self reflections.

(Interview 01)

Name of the teacher (शिक्षकाचे नाव) Mrs. Sushila ChatekarEducational Qualification (शैक्षणिक पात्रता) M.Ed., M.S.L.Teaching Subject (अध्यापनाचे विषय) Science

Teaching Experience (अध्यापनाचा अनुभव) Teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teachers' effectiveness associated with experience are steepest in teacher's initial years, but continue to be significant as teachers reach the second and often third decades of their careers.

As I gained experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance.

Teacher's effectiveness increases at a greater rate when they teach in a supportive



Chikhale
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and collegial working environment and when they accumulate & when they get the level, subject matter, more-experienced teachers support greater student learning for their colleagues & their school, as well as for their own students.

of course, there is variation in teacher effectiveness at every stage of the teaching career, so not every inexperienced teacher is less effective & not every experienced teacher is more effective.

our research does not indicate that the passage of time will make all teachers better or make all less competent teachers effective. However, it does not indicate that, for most teachers, experience increases effectiveness.



Shukla
Principal
Central India Vaidya College of Education
Bhopal

OBSERVATION OF 2 PERIODS OF TWO EXPERIENCED TEACHERS

दोन अनुभवी शिक्षकांच्या दोन पाठांचे निरीक्षण

Name of the teacher (शिक्षकाचे नाव) Mrs. Sushila Chanekar

Educational Qualification (शैक्षणिक पात्रता) M.Ed., M.Sc.

Teaching Subject (अध्यापनाचे विषय) Science

Unit (घटक) Heat Sub-Unit (उपघटक) Measuring Temperature

Teaching Experience (अध्यापनाचा अनुभव) 15 years

Used methods/techniques: (वापरलेली अध्यापन पद्धती/संज्ञे)

Constructivist teaching techniques are used. Experiment, blackboard, chalk are used as a teaching learning aids. Through constructivism learners (student) construct knowledge rather than just passively take information, as they learn through experience.

Organization of content (आशयाचे संघटन)

To add the prior knowledge of students regarding heat. The students will be able to retain the knowledge. The students are able to explain the properties



of heat and its effects on different objects.

Activities Organization: (कृत्तुिचे संघटन)

Reading a thermometer -

Let us learn how to read a thermometer. First, note the temperature difference indicated between the two biggest marks. Also note down the number of divisions between these marks. Suppose the biggest marks read one degree and there are five divisions between them. Wash it with an antiseptic solution. Hold it firmly & give it a few jerks. The jerks will bring the level of mercury down. Ensure that it falls below 35°C . Now place the bulb of the thermometer under the tongue. After one minute, take the thermometer out & note the reading. This will be your body temperature.

Support material used: (अध्यापनपुरक साहित्यांचा वापर)

Thermometer, different temperature of water like little hot, luke warm, warm temperature.

Questions used: (प्रश्नांचे उपयोजन)

1. What is the normal human body temperature?
2. Which device is used for measuring body temperature?




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8. Why the thermometer is kept under the tongue?

Feedback taken, Homework assigned (प्रत्याभरण व गृहपाठ)

During the class & experiment, students are very enthusiastic & performing the activities carefully. It was an interesting topic.

Self reflections (विमर्षी चिंतन)

After the activity I observed that students are happy that they understood the topic well with doing & observing. This will boost their confidence. And learning by doing is the best way of education.



Ghish
PRINCIPAL
Central India Women's College of Education
Jabalpur

S. Thakur
SIGNATURE OF THE SCHOOL TEACHER

पाठ निरीक्षण (२)

Unit (घटक) Marco Polo

Sub-Unit (उपघटक) Marco Polo

Used methods/techniques: (वापरलेली अध्यापन पद्धती/संके)

lecture method is used for this topic of English topic. Blackboard & text book are used in as teaching learning aids.

Organization of content (आशयाचे संघटन)

→ The lesson speaks about great travellers & their habitat about 600 or 700 years ago.

→ There is also comparison of the life style of today's world with those days.

Activities Organization: (कृतिचे संघटन)

→ Self-reading, group reading



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Central India Women's College Of Education
Nagpur

⇒ palm & Shore activity

⇒ Exercise in the book

Support material used: (अध्यापनपुरक साहित्यांचा चापर)

The text book Oxford planning book

Questions used: (प्रश्नांचे उपयोजना)

Q. What is the name of the person who travelled by the sea & invented America?

Q. Who invented sea-route to India?

Q. Why did the emperor of China Kublai Khan allow Marco Polo to go to Persia?



Observation of school facilities such as science laboratory, library, play ground and sports facilities, computer laboratory, geography room, drawing room, music room etc. and writing a report.

REPORT OF SCIENCE LABORATORY

विज्ञान प्रयोगशाळा माहिती अहवाल

In-charge of science laboratory प्रयोगशाळा प्रमुख : Mahit Kelkar

Lab assistant परिचर/सहाय्यक : Nazim Sheikh

Available equipments उपलब्ध साहित्य : Microscopes, Test tubes,

Beakers, Magnifying glasses, volumetric flask, bunsen burner
Thermometer, Tongs, funnels, Ammeter, Litmus & filter paper

Structure of the laboratory प्रयोगशाळेची रचना :

Usually each science subject laboratory comprises three rooms, in which one room is bigger where students perform the practicals. with this room two rooms are constructed for lab staff

Characteristics of the laboratory प्रयोगशाळेची वैशिष्ट्ये :

- 1) flexibility
- 2) Environmental factors
- 3) student positioning
- 4) use of space
- 5) installation of durable materials.

Problems and remedies regarding Science laboratory विज्ञान प्रयोगशाळेबाबत अडथळी व उपाययोजना

1) Storage of combustible materials near the ceiling.

2) Storage of corrosive, flammable or toxic chemicals above face height.

3) Incomplete / improper labeling of liquid waste containers

4) Loose labels or label falling off.



Shilpa
PRINCIPAL
SIGNATURE OF IN-CHARGE OF SCIENCE LABORATORY
Central India Women's College of Education
Nagpur

REPORT OF LIBRARY
ग्रंथालय माहिती अहवाल

Name of the Librarian ग्रंथपाल नाव : Mrs. Suchitra Meshram
Educational qualification शैक्षणिक पात्रता : B.Ed, B.com
Names of the News Papers युत्सवांचाची नावे : Naybhakat, Hitvada, Times of India
Names of the Journals मासिकांची नावे : THE WEEK, India Today, New WEEK, Employment News & Raigak Samachar etc.
Numbers of reference books संदर्भग्रंथ संख्या : 38862 approximately
Dictionaries शब्दकोष : Bilingual Dictionary, Monolingual Dictionary, Etymological Dictionary, Crossword Dictionary, Mini Dictionary.
Teaching aids शैक्षणिक साधने : Traditional teaching aids, visual aids, Audio aids & Audio visual aids.

Maps/Charts/ Models नकाशे/तक्के/प्रतिकृती : Geographical charts, subject models, world maps and various charts for all subjects.

Efforts to use library in large scale ग्रंथालयाचा वापर जास्त होण्यासाठी केले जाणारे प्रयत्न :

various efforts are taken by the librarian like to inculcate the habit of reading "Read today", creative story writing competitions etc.

Problems and remedies in Library management ग्रंथालय व्यवस्थापनाबाबत अडथळे व उपाययोजना :

libraries are facing some challenges like lack of space, ineffective staff and improper management. without proper system in place, most libraries portray a quite hazardous picture to the readers.

DATE



SIGNATURE OF THE LIBRARIAN

Gmeshram
Shilpa
PRINCIPAL
Central India Women's College Ujjain
Madhya Pradesh

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184
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RATORY

REPORT OF PLAY GROUND AND SPORTS FACILITIES

क्रिडांगण व क्रिडा सुविधांचा अहवाल

In-charge of physical education क्रीडाप्रमुखाचे नाव : Mr. Piyush Ramteke

Size of the Play Ground क्रीडांगणाचा आकार : _____

The size of the playground is 4500 sq. ft. approximately.

Characteristics of Play Ground क्रीडांगणाची वैशिष्ट्ये : _____

A good playground ^{is} ~~will be~~ large with many different surfaces (blacktop, grass, sand, etc.) to stimulate choice [&] leave options open. The playground is spacious.

Sports equipments क्रीडा साहित्य : Basketballs, Hockey, Badminton, Football, Handball, Khas Khas -anklets, knee caps, Table tennis.

Facility of first aid box प्रथमोपचार सुविधा : _____

The school is having good first aid facility. It has well equipped first aid room (sick room). In case of emergency the school can provide first aid.

Participation in Sports competition क्रीडा स्पर्धा सहभाग : _____

The school always organises sports competition like cricket tournament, swimming competition, badminton & many more. And all students participate enthusiastically according to their choice of sports.



Pr. Ramteke
SIGNATURE OF THE PHYSICAL TEACHER

Principal
Central India Women's College Of Education
Nagpur

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COMPUTER LABORATORY REPORT

संगणक प्रयोगशाला माहिती अहवाल

Computer lab in-charge संगणक कक्ष प्रमुख : Mrs. Anjali Nair

Computers in use संगणक संख्या (थालू स्थितीत) : 40 to 45 computers

Internet facility इंटरनेट सुविधा : Internet facility is available but it is for teachers only.

Nature of the trainings given to the student विद्यार्थ्यांना दिले जाणारे प्रशिक्षण : _____

The computer teacher gives training to the students from 4th class onwards to know about the basic computer functions. The teacher is well trained & very efficiently can teach the computer students.

Use of the computers by Teachers शिक्षकांकडून संगणकांचा उपयोग यामध्ये : _____

Teachers can use the computers for many paper works like question paper setting, maintaining attendance, maintaining time table and for many academic purpose teachers has to use computers.

Problems and remedies regarding Computer laboratory संगणक प्रयोगशाळेबाबत अडचणी व उपायोक्त्या : _____

Sometimes because of power cut students & teachers are unable to use computer & many times proper internet connectivity is also not there. For these problems the school is having generator & wi-fi facility these.

DATE: _____



SIGNATURE OF IN-CHARGE OF COMPUTER LABORATORY

Anil
PRINCIPAL
Central India Women's College Of Education
Nagpur

REPORT OF THE GEOGRAPHY ROOM

भूगोल कक्षा माहिती अहवाल

Geography Teacher भूगोल विषय प्रमुख : MH. Atul Groel

Available equipments उपलब्ध साहित्य : Maps, Atlases and globes, charts, maps, Audiovisual aids, 6 sets of plane & table survey, 3 sets of chain & tape survey, tracing table, tripods & measuring tapes, compass etc.

Structure of the Geography room भूगोल कक्षा स्थान :

The geography room is located in the 3rd floor of the school. It is a large spacious room and can accommodate well over 30 students. It has a nice working base for the teachers with individual desks.

Characteristics of Geography room भूगोल कक्षा वैशिष्ट्ये :

To teach good lessons using a wide range of teaching strategies that have high expectations, match different students needs, actively engage students and ensure they learn & think about geography, make good use of maps.

Problems and remedies regarding Geography room भूगोल कक्षाबाबत अडचणी व उपाययोजना :-

Problems regarding geography room is to maintain the maps, atlas, charts.



Shilpa Atul Groel
SIGNATURE OF THE OFFICE IN-CHARGE
PRINCIPAL
Central India Women's College of Education
Nagpur

REPORT OF THE DRAWING ROOM AND MUSIC ROOM

चित्रकला व संगीत कक्ष माहिती अहवाल

Drawing Teacher चित्रकला विषय प्रमुख : Mrs. Sanita Singh

Available equipments उपलब्ध साहित्य : Drawing sheets, tables, paints, brushes, sketch pencils, paintings, arts, poster colours etc.

Structure of the Music room चित्रकला कक्ष रचना : _____

The structure of the music room is enough that all the children of one section can easily accommodate & sit together along with music instruments.

Characteristics of Music room चित्रकला कक्ष वैशिष्ट्ये : _____

All basic musical equipments are made available to the students. Instruments like the harmonium, tabla, sitar, sarod, conga, drums, piano, keyboard and others are accessible for the students.

Problems and remedies regarding music room चित्रकला कक्षाबाबत अडचणी व उपाययोजना : _____

Music equipments also need proper maintenance. Many times the mikes or sound box are not in a working mode.



Shilpa
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Nagpur

Singh
SIGNATURE OF DRAWING/MUSIC TEACHER

Study of school time table, teacher's time table, year plan of school, co-curricular activities conducted in school, Morning assembly and displays bulletin boards.

Time Table of the School

Day →	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Time ↓ 8:00-9:00	Maths	Biology	Algebra	Science	Maths	Art
9:00-10:00	History	Biology	Music	Biology	History	Algebra
10:00-12:00	Algebra	Algebra	History	Algebra	Algebra	Music
11:00-12:00	Maths	Maths	Art	Science	Biology	Art
12:00-1:00	History	Art	Science	Music	Drawing	Maths
1:00-2:00	Science	Arts	Maths	Algebra	Music	Science
	History	Social Studies	Algebra	Art @Shilpa Prasanna	Maths	History



Teachers' Time Table

TUESDAY

Date 21/03/2023

		1	2	3	SB	4	5	6	1H	2H	7	8	9
1	MUSHAHID (1A)	1A	3D	/	/	1A	1A	3D	1A	1A		1A	
2	Yogeshwari (1B)	1B	1B	/	/		1B	1B	1B	1B	1B	3E	
3	GILNAZ (1C)	1C	/	1C	1C	1C	3E	1C	1C	1C	/	/	1C
4	APRA Q (1D)	1D	1D			3E	1D	1D	1D	1D	1D		1D
5	ARLINIMA B (1E)	1E		1E	1E	1E	1E		1E	1E	3A	3A	1E
6	NEETU G (1F)	1F		1F	1F	1F	7E		1F	1F		7E	1F
7	NEETA M (2A)	2A		2A	2A	2A	2A		2A	2A	5B	2A	
8	CHETNA (2B)	2B	2B			2B	2B	7E	2B	2B	2B		
9	KALPANA (2C)	2C		1C	2C			2C	2C	2C	2C		2C
10	KAWALDEEP (2D)	2D	2D	3E	3E	2D	2D		2D	2D	3E		2D
11	LATA M (2E)	2E	2E			2E	2E		2E	2E	5D	5D	2E
12	KETNI (2F)	2F		2F	2F	2F	2F	2F	2F	2F		4E	2F
13	R KADOO (3A)	3A		5D	5D	6C	3A	5D	3A	3A			4B
14	MANIK P (3B)	3B	6C	5E	5E		5E	3B	3B	3B	6C	4B	
15	A TIWARI (3C)	3C	5E	4D	4D	5D	3C	3C	3C	3C			5D
16	SWATI (3D)	3D	6B	5C	5C	3D			3D	3D	4D	3D	
17	GEETA (3E)	3E	2C			1H	3E		3E	3E	1F		4C
18	ANITA M (4A)	4A	3C	4A	4A			5C	4A	4A	3C	5C	
19	DEEPA (4B)	4B	6D			6D		3A	4B	4B		5A	5A
20	BINU G (4C)	4C	/	5B	5B	3B	7D		4C	4C	3B		7D
21	MAUTHI (4D)	4D		5A	5A	4E		6D	4D	4D	3D		
22	SUNITA J (4E)	4E	1C	2D	2D			5E	4E	4E		5E	5B
23	ARCHANA A (5A)	5A		7D	7D	3B		5B	5A	7Rem	7D		
24	VANDANA A (5B)	5B	4E	5E				7A	5B	5B	6E	7A	
25	CHANDNI (5C)	5C	3B			4A	7A	4D	5C	5C		6E	
26	MANISHA G (5D)	5D				7E	5B	4B	5D	5D		2B	3D
27	DEEPIKA (5E)	5E	2C	/	/			2D	5E	5E		6E	
28	SEEMA (6A)	6A				5D			6A	6A			1C
29	VJAYA (6B)	6B				7E	6B		6B	6B			
30	IRFAN (6C)	6C	4B	7C	7C	7D			6C	6C	6D	7B	
31	MILIND K (6D)	6D	7D	8B	8B				6D	6D			
32	ANJANA B (6E)	6E	5B	4E	4E			4E	6E	6E		2D	
33	SHEETAL J (7A)	7A	6A	8C	8C		5B	6E	7A	7A	7B		
34	JAYA K (7B)	7B	/	/	/		5B		7B				
35	SUSHMA (7C)	7C		6A	6A	1C		4B	7C	7C			7C
36	SHEENA (7D)	7D	4D				6C	7E	7D	7D		2F	9C
37	RUPALI M (7E)	7E	6E			5E		1C	7E	7E			3A
38	SAPNA (8A)		/	/	/								
39	GOVIND (8B)		7E			7A	6E					1C	6D
40	NEHA M (8C)		4D	6B	6B	4B		7D			6B		7B
41	MANISHA B (8D)		/	/	/			6A			2B	7B	
42	BHAGYASHRI (8E)		/	/	/								
43	SMITA V (9A)		7E				5B				7C		6A
44	KANIKA A (9B)		/	/	/								
45	MANISHA (9C)		/	/	/			2C					
46	PALLAVI (9D)		/	/	/								

7C
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MORNING ASSEMBLY AND DISPLAYS BULLETIN BOARDS

परिपाठ्याची कार्यवाही

Nature of assembly परिपाठ्याचे स्वरूप

During a morning assembly, all the students of this school stand in assembly area for common song & prayer, receive common announcements, and many more. It helps to build the social perception among the students.

Execution of assembly परिपाठ्याची कार्यवाही

Assemblies are usually held outdoors for 20 minutes every day. Teachers & students recite a common prayer. Special announcements are made and students present thoughts of the day, pledge, news headlines etc.

Bulletin board writing (Day's special information) माहिती फलका लेखन दिनविशेष

Every classroom has space dedicated to bulletin boards and teachers use them for many purposes. We can display student work, offer guidance on specific subject matter or give encouragement. The school show student goals, organize classroom procedures & use them as a communication device for parents & students.



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Aradhana

SIGNATURE OF THE CLASS TEACHER

Year plan of school शाळेचे वार्षिक नियोजन

year planning is done by the teacher at the beginning of the year for the future course.



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CO-CURRICULAR ACTIVITIES

सहस्राब्दी उपक्रम

Planning नियोजन

There are many co-curricular activities organised by the school. Its planning is done before the session starts.

Execution अंमलवाजावणी

The execution of the co-curricular activities is done with the help of respective teachers who has assigned with it. The teacher has planned with their students before the performance, with its duration, dress, presentation, song, music, decoration of stage & many more. It has been executed by giving various duties to the teachers.

Self reflection on activities कृत्तित्वारी विमर्शी चिंतन

The school has very well planned execution of their co-curricular activities. They have all the help of the teachers who were the part of the assigned duty. All are very hard working, teachers as well as the students.



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PRITI
Central India Veda
Education

Different committees and their functions लिखित नमिच्या ३३ प्यांसे काद

The school has different committees & those committee members are whole heartedly work towards the betterment of the school. It has School board committees, who is taking care of all the major task and decisions to be made for the school.

The major decisions are taken by the School committee whether it is the academic part, the extra activities part. Any major changes are also taken by the School committee which has to follow the school.

The functions of committee members are huge, they have to look after the holistic development of school progress. They have to be very organised because the whole development of the school is in their hand.




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Study of school organization and management, Different committees and their functions, work distribution, meetings with parents etc.

Name of the School / कक्षा के नाम : Central India Junior College, Anand

Date of Establishment / स्थापना वर्ष : 2021

Total Employee / कुल कार्यवाही : Teaching / शिक्षक 20

Non-Teaching / शिक्षक नही 12

No of Students / विद्यार्थी संख्या : _____

Vision of Institute / संस्थान की दृष्टि : To educate all students to the highest level.

Mission of Institute / संस्थान का उद्देश्य : To provide affordable quality

Education, while equipping students with knowledge

and skills in their chosen stream, inculcate values,

identify hidden talents & provide opportunities for students.

Work Distribution of teachers: / शिक्षकों का कार्यभार

Work distribution of teachers are according to

their specialisation subjects. Subject-wise

allotment of periods per week has been given.

Meeting with Parents / मातापिता के साथ

Parents Teacher Meeting (PTM) is there in every

month on 3rd Saturday. The aim of which is

the betterment of the students in

future. As Home & school both are the

"two pillars" of students' life.

Central India OF Education



INFORMATION ABOUT VARIOUS SCHOOL REGISTERS

शास्त्रेय कार्यालयीन दफ्तरांखद्दलघी माहिती

General Register जनरल रजिस्टर

The school maintain the general register where any information or notice is given or written by the principal for teachers which is then circulate amongst teachers.

Service book of teachers शिक्षक सेवापुस्तिका

Every school have their service book for their employee. It has all the details of each teacher i.e. their year of joining, pay scale, nature of job etc.

Leave register रजावर्दी रजिस्टर

The leave register is maintained by the school office, where the record of leaves of teachers are written.

School leaving certificate शाळा सोडल्याचा दाखला

School leaving certificate is provide to the students who leave the school.

Admission procedure

Exams conducted for the admission of students according to the availability of seats, if the students come at mid term.

Rules and regulations शास्त्रेय नियम

Rules and regulations of the school is according to situation & time. And it is always for the betterment of the school.

DATE:

APPROVED TO SMDT





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Shashikant
SIGNATURE OF THE OFFICE IN-CHARGE

INTERNSHIP INDEX

Activity No.	Nature of Activity	Marks obtained	Signature	
1	Lessons using constructivist Approach 2 lessons/ subject			
	Subject 1 _____	09		
	Lesson 1	10		
	Lesson 2 (power point)	09		
	_____	10		
	Subject 2 _____			
Lesson 1	08			
Lesson 2 (power point)	10			
		09		
		10		
2	Learning difficulties & Remedial Teaching/Material for Diverse Learners	08 10		
3	Preparation of Test item/ Tool	08 10		
4	Interview of Supervisor	03 5		
5	Interview of Headmaster	08 10		
6	Registers & Documents of School	09 10		
7	Assembly & Prayer	03 5		
8	Co-curricular Activities	07 10		
	Total out of 100	100		83

Date :


 Signature of Incharge Teacher




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Activity 01 (कृती १)

Constructivist Approach Lessons (सांख्यिकीवादी उपायम पाठ)

Subject-1 (विषय): English Unit (पट्टक): figure of speech

Class (इयत्ता): 7th Div. (सुकडी): A

Lesson : 1

Constructivist Lesson Plan :

Objectives (उद्दिष्टे) :

⇒ learning figure of speech, like Similes, metaphors or personification in English.

⇒ Helps the learners to improve their understanding of the figurative aspect of the language.

Content :

(आशय)

* Simile - It is the fact that the powerless of two objects with various relations between them is compared to the strong.

* metaphor * Personification * Hyperbole * Idiom

Implementation of lesson :

(पाठ्याची अंमलबजावणी)

Students will need to have a strong understanding of the most common forms of figurative language. They will then work in small groups to complete puzzles, check codes & complete activities all related to figurative language.

Students move around the classroom visiting various stations, and each of the exercises is properly completed, mystery and code words are revealed &



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Narsingi

Students move closer & closer to escaping, this activity is called "Run a figurative language" escape room.

Another activity ~~can~~ ^{have} taken is "Examine close reading passages." ~~where~~ Students will need to conscientiously slow down to properly identify each of the devices weaved into a text, which can be a tricky skill to master. To make this a competition to see which group can find all of the uses of figurative language first. Then I crown the winning team as figurative language superstars.

Students' feedback about learning experience :

(विद्यार्थ्यांचे अध्यायन अनुभूती संदर्भात प्रत्यक्षरणा)

Students find the activity very interesting & they enjoyed a lot during the activity.

Self-Reflection :

(विषयी चिंतन)

After the activity students look more confident & happy.

Date Shalu
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Shalu
Signature of Incharge Teacher
AFFILIATE
TO SNU
CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION
NAGPUR

Activity 01 (कृती १)

Constructivist Approach Lessons (ज्ञानस्वनावाची उपागम पाठ)

Subject (विषय): Science Unit (पटक): Heat

Class (इयत्ता): 7 Div. (सुकडी): A

Lesson : 2

Constructivist Lesson Plan : (Using power point presentation Or Online resources)

Objectives (उद्दिष्टे) :

⇒ To improve the critical thinking of students.

Content (आशय) :

⇒ Introduction of the topic 'Heat'

⇒ Activities to find out the difference between "Hot & cold"

Implementation of lesson (पाठाची अंमलबजावणी) :

I took 3 large mugs. Label them as A, B & C. Put cold water in mug A & hot water in mug B. Mix some cold & hot water in mug C. Now dip your left hand in mug A as I asked one student and in the right hand in mug B. After keeping the hands in the two mugs for 2-3 minutes, put both the hands simultaneously in mug C. Do both the hands get the same feeling? (make sure that water is not so hot that hands can burn).



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That student says "His left hand tells that the water in mug is hot & the right hand tells that the same water is cold. He was confused that we cannot always rely on our sense of touch to decide whether an object is hot or cold. Sometime it may deceive us.

A reliable measure of the hotness of an object is its temperature. Temperature is measured by a device called thermometer.

Students' Feedback about technology integrated learning experience :
(विद्यार्थ्यांचे अध्ययन अनुभूती संदर्भात प्रत्याभरण)

Students understand the concept.

Self- Reflection about using technology in teaching learning process :
(संश्लेषणानाचा अध्ययन अध्यापन प्रक्रियेमध्ये उपयोग करण्यासंबंधी विषयी चिंतन)

Students feel confident after performing the activity. They enjoyed during the activity.



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Signature of Incharge Teacher

Activity-2

Learning Difficulties & Remedial Teaching

(अध्ययनातील अडचणी व उपचारात्मक अध्यापन)

१. Identification of Learning Difficulty of students:

(विद्यार्थ्यांच्या अध्ययन समस्यांची ओळख)

Some students are slow learners, for them sometimes it is difficult for them to understand. As they need extra time to understand. Some of them are type of students which do not take interest in studies as those who are having lack of interest.

२. Process of Preparing remedial Material/Material for Diverse learners:

(उपचारात्मक साधनाच्यानिर्मितीची प्रक्रिया)

For slow learners students, teachers give extra time or extra class to these students for better understanding. And those who are having lack of interest for them teachers are tried to make the lesson interesting with various activities & experiment where children can participate. Full way the teachers help these students to improve their interest.

३. Implementing Remedial Material/Material for Diverse Learners

(उपचारात्मक साधनांचा वापर)

Teachers implement various activities and also implement new experimental activities to make the lesson interesting at the same time, the activity should include all student, so that all can participate and enjoy the learning.



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४. Performance of students after Implementation of Remedial Resources/
Material for Diverse Learners :

(उपचारात्मक साधनांच्या वापरानंतरची विद्यार्थ्यांची कार्यप्रवणता)

After the implementation of remedial resources students with slow learning or those who are having lack of interest their performance have changed they become more active learners & try to become more focused and enthusiastically participate in class.

५. Self Reflection (विमर्श चिंतन) :

The slow learners are now become more active. And students take more interest in all the activities and throughout the lesson. Become more confident.

Date :


Signature of Incharge Teacher




Principal
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1

Activity 04 (कृती ४)

Interview of Supervisor (पर्यवेक्षकाची मुलाखत)

Name of the Teacher: Mr. Prashant Nandapurkar
(शिक्षकाचे नाव)

Educational Qualifications: BA
(शैक्षणिक पात्रता)

Experience in years as supervisor: 8 years
(पर्यवेक्षक म्हणून एकूण अनुभव)

1. Duties and Responsibilities (कर्तव्ये व जबाबदाऱ्या) :

1) Establish and maintain positive relationship between the cooperating teacher.

2) Help student-teachers, cooperating teachers and other school personnel understand the expectations of the student teaching experience.

2. Difference between Teaching and Administrative Work :

(अभ्यापन व प्रशासकिय कार्यातील फरक)

Administrators can see and edit other teachers schedules and take attendance on their behalf.

Teachers who are not administrators can only view their own students and schedules and only take attendance for their own lessons. A non-admin teacher cannot add new students to the system.

3. Relationship with other teachers / Head of Institution :

(इतर शिक्षक/संस्थेचे पदाधिकारी यांच्या बरोबरचे संबंध)

1) Maintain a healthy relationship with other teachers.

2) In any critical situation its the duty of the supervisor to supervise it properly with his or her own thinking.

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x. Motivating teachers (शिक्षकांची प्रवृत्ता):

It is the utmost responsibility of a supervisor to always motivate the teachers. And to maintain a good environment in the school should not judge teachers with others' point of view. He has the capability of himself to judge & make always a fair decision & not influenced with others.

Always work towards the betterment of the school & its teachers.

4. Facilities available for the supervisor & Grievances :

(पर्यवेक्षकांना उपलब्ध असलेल्या सुविधा आणि तक्रारी)

- ⇒ Establish a good working relationship with support staff to ensure efficient task allocation and follow through on assignments.
- ⇒ Support staff in developing assessment practices to drive high standards of development and productivity.
- ⇒ Support the facilities and operations department in implementing staff related policies.



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6. Improvement of School (शाळा सुधारणा):

To overcome these challenges and improve the quality of education, schools can evaluate the following factors:

- * maintained infrastructure
- * Pedagogy skills
- * Quality of teachers
- * Extra-curricular activities
- * Assessment and evaluation tools
- * Community building

7. Vision for the school (शाळेची दृष्टी):

The vision of the school is to provide safe, secured and vibrant learning environment, offering a range of opportunities that are structured to promote excellence, confidence and self-esteem in every child.

Date:



Signature of Incharge teacher

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Activity 05 (कृती ५)

Interview of Head Master (मुख्याध्यापकाची मुलाखत)

Name of the Head Master: Mrs. Smriti Bhutani

(मुख्याध्यापकाचे नाव)

Educational Qualifications: B.Tech, M.Sc, B.Ed

(शैक्षणिक पात्रता)

Total Teaching Experience in years: 15 years

(मुख्याध्यापकाचा एकूण अनुभव)

१. Duties and Responsibilities (कर्तव्ये व जबाबदाऱ्या):

The headmaster looks to the instructional work of the school including construction of curriculum, preparation and distribution of syllabi, work distribution among the staff, allotment of co-curricular duties, construction of the time schedule and the school calendar.

He/she is the leader for both administrative and instructional processes and a leader to all the subgroups in the school, working for the achievement of the goals.

२. Difference between Teaching and Administrative Work:

(अध्यापन व प्रशासकिय कार्यातील फरक)

Teachers and administrators are both essential members of the education field. While teachers typically work with students in classroom, administrators may have a more broad role that includes duties such as developing curriculum, managing budgets and hiring staff.



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3. Relationship with Supervisor, teachers and office staff:

(पर्यवेक्षक, शिक्षक व कार्यालयीन कर्मचारी-यांशी संबंध)

The headmaster is the person that keeps the different levels of administration and teaching working together smoothly towards the common goal of making the school prosper when it comes to the relationship with staff the headmaster must work in team spirit and regard the teachers.

4. Faculty Improvement programmes to motivate teachers :

(शिक्षकांना प्रेरित करण्यासाठी विकसन कार्यक्रम)

The FDP programs are designed to enhance the teacher's skill as a whole in a better way of delivery. The programs would include not only digital literacy but also personality development, pedagogy, child psychology, child attention, time management etc.

5. Innovation Practices (नविन्युषण उपक्रम) :

The school is taking innovative practices like

→ creative teaching

→ role play

→ Stimulative classroom environment



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8. Co-curricular Activities of school (सहशालेय उपक्रम) :

The school always help students in various co-curricular activities like in music, dance, physical education, art etc. students participate in these co-curricular activities according to their choice, very enthusiastically.

9. Value Education/Environment Education/Yoga Education:

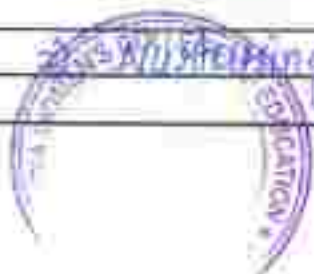
(मूल्य शिक्षण/पर्यावरण शिक्षण/योग शिक्षण)

School has initiate value education it has conduct various seminars & workshops of value education to inculcate moral values to the students. It has environment education too where they come to know the importance of environment where they are living. The school has also yoga education where the yoga instructor gives yoga training to students.

10. Efforts Done to Improve Admission: (प्रवेश सुधारणा करण्यासाठी केलेले उपक्रम)

To improve admissions the school has many programmes like:

- ⇒ Making use of the latest technology
- ⇒ Quality teaching
- ⇒ Student counselling
- ⇒ ~~Creating~~ Boosting student interest



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9. Unique Characteristics of the school (शाळेची विशेष वैशिष्ट्ये):

- It has high levels of student leadership
- A supportive learning environment
- A rigorous curriculum and fair assessments
- Parental involvement

10. Special Achievements of the school (शाळेचे विशेष प्राप्ति):

→ one of the reputed CBSE School in Nagpur that has carved niche for itself by producing city toppers from 5 consecutive years

→ The school has achieved many awards of excellence in various fields of maybe in academic, sports, art & culture.

11. Vision for the school (शाळेचे ध्येय):

To Educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.



Shelvi
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S. Thirug
Signature of Incharge teacher

Activity 06 (कृती ६)

Registers and Documents of the school (रजिस्टर व कार्यालयीन दफ्तरे)

१. Service Book of Teachers (गिऱकांचे सेवा पुस्तक)

The service Book of teachers is maintained by the office staff under the principal. The Service Book has given to all the teachers, it has the details of the employee teacher like their joining, whether the teacher is permanent or not, their pay scale, their responsibilities as a teacher.

२. Leave Register (रजा नोंदी रजिस्टर) :

The office staff maintained the leave register, where the details of the leave of each employee has been recorded. Like in a year how many leave has been taken by the employee, their leave application etc.

३. School Leaving Certificate (शाळा सोडल्याचा दाखला) :

There is a form available in the school which is called school leaving certificate which is provided by the principal during the leaving of school finally i.e. before T.C.



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4. Admission Procedure of the school (शाळेची प्रवेश प्रक्रिया):

Admission procedure of the preprimary has different way. The school has conduct draw of lots for pre-primary students which is also called as a lucky draw system. This is for admission of Nursery. And for rest of the class i.e. for primary & elementary admission, the school conduct written exam. The interested student has to apply for the written exam. If he or she has been passed with the exam then the school call to the parents with the required documents of the student. The admission also depend on the availability of the school.

4. Rules and Regulations of the school (शाळेची नियमावली):

The school is very disciplined with its rules & regulations. Every school has its own norms. The school has deliver the rules whatever is good for the school & for their students.

Rules and regulations of the school are always for the betterment of the future of the school as well as for students. The school has a strict rules on every part maybe of academic, extra curricular & other activities of the school.



Principal
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Nagpur

S. Thakre
Signature of Incharge teacher



Activity 07 (कृती ७)

1. Conducting Prayer Report (प्रार्थनेचा अहवाल) :

The school start its morning Assembly sharp at 9:00 a.m. followed by News, thought of the day, important announcement, prayer. The school has its own setna-dharna prayer, other patriotic song conducted by their music teacher. The morning assembly is for about 15 to 20 min.

2. Conducting Assembly (परिषद कार्यवाही) :

The school start its morning assembly sharp at 9:00 a.m.

3. Organising Bulletin Board (बता फलक) :

The non-academic teacher take care of to organise the Bulletin Board. It has with various use like some day it has educational thoughts, at other importance information.



S. Thakur
Signature of Incharge teacher
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Central India Women's College Of Education
Nagpur

Activity 08 (कक्षा ८)

Report of Co-curricular Activities Organized (सहशालेय उपक्रमांचा अहवाल)

१. Health Related Activities (आरोग्याशी निगडित उपक्रम) :

The school conduct health check up every year for two days for children & for teachers in the school. The group of doctors come for overall check up like eyes, nose, throat (ENT) specialist, general physician. They do the routine check up & also provide the report to each & every student as well as to the teachers also.

२. Educational Visit organized (शैक्षणिक भेटीचे आयोजन) :

The school take their students to educational visit to various museums in the city. They also take the students to Raman science in Nagpur city. Every year the school organised this visit. There are many science exhibitions, olympiads organised in other schools too, where students accompany with their teachers to visit it.



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Nagpur

३. Cultural Programme organized (सांस्कृतिक कार्यक्रमाचे आयोजन) :

The school organised many cultural programmes like Independence day, Republic day, Holi celebration, Annual Day celebration, Teachers day celebration. The school has achieved many prizes for organising best cultural programme among schools in the city.

४. Day Celebration (दिन सादरीकरण) :

The school also celebrate many special day programme like Teachers Day, Science Day, Children's Day, Independence Day, Republic Day etc. with great zeal. Students' performance are also there. They participate in dance-drama, skit, dance, art & many more. They participate enthusiastically. There are many such day. The school will celebrate.



E. Thakur
Signature of Incharge teacher

Shilpa
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Nagpur

Report on Experiences of the teacher : (शिष्टकाव्या अनुभवावर आधारित अहवाल लेखन)

With the help of small conversation with various teachers in the school, I made this report of the different experience of the teachers. It is a mixed matched experience of teachers. But the moral of all teachers are the ultimate view of teachers are very good. They feel proud to work with the good educational institute. Some teachers are having wonderful experience with the school specially with those teachers who are working since the first day of the school. They have seen many ups & downs through the year. They have also gave their best for the school. Also they have seen many changes with the time.

All teachers along with the guidance under principal, the school has crossed many mile stones, on the way of academic excellence. The school has provide City Toppers with handwork of teachers & students. And few teachers find it difficult to be in the part of the organisation because of various reasons. But the overall view of the teachers in this school has positive feedback. They are very glad & feel fortunate to work with this organisation.




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Signature of Incharge teacher
Central India Women's College of Education
Nagpur

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Riy), NAGPUR-441123

EFW-2

Practice Teaching

REPORT BOOK

ACADEMIC YEAR 2021 - 2023

PRACTICE PERIOD : 02.12.2022 to 21/04/2023

SECOND YEAR

NAME OF STUDENT TEACHER : SIVAGNA MUKHERJEE

ROLL NO. : _____

NAME OF THE PRACTICE TEACHING SCHOOL: Central India Junior
ADDRESS College, Lenata,

Nagpur, Maharashtra

CONTACT NO. : _____

NAME OF IN-CHARGE TEACHER : Ms. Mubashira Siddiqui

NAME OF IN-CHARGE PROFESSOR : Dr. Shobana Arjun

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION
S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

EWF-2

Practice Teaching

REPORT BOOK

ACADEMIC YEAR 2021-2023

PRACTICE PERIOD : 02.12.2022 to 21.04.2023

SECOND YEAR

NAME OF STUDENT TEACHER : SULAGNA MUKHERJEE

ROLL NO. : _____

NAME OF THE PRACTICE TEACHING SCHOOL : Central India Women's
ADDRESS : College, Lonaha Nagpur

CONTACT NO. : 9373726969

NAME OF IN-CHARGE TEACHER : MS. MUBASHIRA SIDDIQUI

NAME OF IN-CHARGE PROFESSOR : Dr. Shabana Anjum

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION
S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Practice Teaching Completion Certificate

This is to certify that Ms. Sulagna Mukharjee

has completed all activities mentioned in B.Ed. Practice Teaching Programme successfully, in the

school Central India Junior college, Lonar during

the period 02/12/2022 to 21/04/2023



Signature of the
In charge Professor



Signature of the
In charge Teacher



Signature of the
Head of the School

Seal of the School



Signature of the Principal

Central India Women's College of Education, Godhani (Rly), Godhani.

PRINCIPAL

Central India Women's College Of Education
Nagpur

Seal of the College



PRACTICE TEACHING LESSONS

Subject 1: [Science]					
Sr. No.	Unit	Class	Date	Marks out of 150	Signature
1	HOT AND COLD	7			
2	MEASURING TEMP.	7			
3	LABORATORY THERMOMETER	7			
4	TRANSFER OF HEAT	7			
5	KIND OF CLOTH IN SUMMER & WINTER				
6	FINDINGS				
Subject 2: [English]					
1	Make a Poem	7			
2	figure of speech	7			
3	The night of the scorpion	7			
4	A portrait of lady	7			
5					
6					
Practice Teaching Total out of				150	

Practice Teaching marks out of 150	
Total out of 150	

Date :

Signature of In charge
Professor

Practice Teaching Lessons

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher : SULAGNA MUKHERJEE

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati Teaching Subject : SCIENCE Lesson No. : 4

Std. : 7 Unit : I Teaching Content : HEAT

Teaching Method/Techniques : CONSTRUCTIVIST

Teaching Learning aids : Experiment, blackboard, chalk

Aim of the teaching : To develop scientific thinking

Objectives and Specifications (उद्देश्य एवं विवरण) :

Develop power of imagination, thinking, reasoning among students, develop scientific attitude and observation, scientific creativity, skills and interest among students. Students would be able to implement their knowledge in practical life and can apply the knowledge.

Content analysis (आवयव विश्लेषण) :

To add the prior knowledge of students regarding heat. The students will be able to retain the knowledge. The students will be able to explain the properties of water Heat and its effects on different objects.

Core elements, life skills and values (आवयवगत घटक / जीवन कौशल्य / मूल्य) :

Identify the difference between Hot & Cold.



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Task analysis/Task planning flow chart
(कार्यविश्लेषण/कार्यनियोजन प्रवाह चक्र)

Introduction of the topic "Heat"

↓
Activities to find out the difference
between Hot & cold

↓
Recap of the lesson

↓
projects

↓
Exercise

↓
Homework



Reflecting thinking (before activity) (कार्यपूर्व विचार) :

I wanted to know the level or standard of the students related to the topic that's why I wanted to deliver the class properly. I was apprehensive whether the students will be able to understand the process or not.



Teaching process based on constructivism
 (अभ्यासनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अभ्यासन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Introduction of the topic	In previous chapters we have learned about light and its source. Can anyone give me short recap about light.	In last class we discussed about source of light. we have two different source - the artificial source of light and the natural source of light.
	Now I have here two glasses, the glass A and glass B and also I have here the food colouring and old dvd, the glass A and glass B have the different water.	
	I need two volunteer to touch the water inside the glass but be careful in touching. Now what did you feel?	Ma'am the glass A is hot while the glass B is cold.



Principal

Central India Women's College Of Education

Teaching process based on constructivism
(भाष्यरचनावादी अध्यापन कीरतुल्य अनुसर अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)												
presentation of the topic	class, what do you think is our topic for today?	students answered the topic is about "Heat".												
	In winter we feel cold inside the house. If we come out in the sun, we feel warm. In summer, we feel hot even inside the house. How do we know whether an object is hot or cold? How do we find out how hot or cold an object is? In our day-to-day life, we come across a number of objects. Some of them are hot and some of them are cold. Tea is hot and ice is cold. Now list some objects you use commonly. Mark these objects as hot or cold.	Students listen carefully.												
		<table border="1"> <thead> <tr> <th>Objects</th> <th>Cold</th> <th>Warm</th> </tr> </thead> <tbody> <tr> <td>Ice cream</td> <td>✓</td> <td></td> </tr> <tr> <td>Spoon in a tea cup</td> <td></td> <td>✓</td> </tr> <tr> <td>Fruit Juice</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Objects	Cold	Warm	Ice cream	✓		Spoon in a tea cup		✓	Fruit Juice	✓	
Objects	Cold	Warm												
Ice cream	✓													
Spoon in a tea cup		✓												
Fruit Juice	✓													



Shulihal
PRINCIPAL

Principal's Signature

Teaching process based on constructivism

(सामान्यतया ही असाधारण कौशल्य अनुसार असाधारण की प्रत्यक्ष कार्यवाही)

Teaching Points (असाधारण मुद्दे)	Teacher's Activity (सामान्य कृती)	Student's Activity (असाधारण कृती)
	<p>We see that some objects are cold while some are hot. You also know that some objects are hotter than others while some are colder than others? We often do it by touching the objects. But is our sense of touch reliable? Let us find out with few activities.</p>	
<p>Explain Activity 1</p>	<p>Take three large mugs. Label them as A, B and C. Put cold water in mug A and hot water in mug B. Mix some cold and hot water in mug C. Now dip your left hand in mug A and the right hand in mug B. After keeping the hands in the two mugs for 2-3 minutes, put both the hands simultaneously in mug C.</p>	<p>Students listen carefully and following the process guided by the teacher</p>



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Nagpur

Teaching process based on constructivism
 (मानवचिन्तावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	Do both the hands get the same feeling?	Students told that our left hand tells me that the water in mug C. is hot but the right hand tells me that the same water is cold. Now, what should I conclude?
	Students confusion shows that we cannot always rely on our sense of touch to decide whether an object is hot or cold. Sometime it may deceive us.	
	Then how do we find out how hot an object really is? A reliable measure of the hotness of an object is its <u>Temperature</u> .	

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 Meppur



Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism			✓		

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction /Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method	✓				
5	Use of teaching aids and its management		✓			
6	Management of available time			✓		
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)		95				

- Specific quality of the teacher

Class control & Explanation is very well.

- Suggestion to the teacher for improvement in teaching

Improve voice modulation

- Remedial activities for development of the teacher's teaching skill

Practice more

- After lesson, feedback is given or not?

After lesson feedback was given.

Marks of the reflective thinking =

$\frac{9\frac{1}{2}}{10}$



Signature and date of the lesson observer

Control No.

Page No.

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher : SVLAGNA MUKHERJEE

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati Teaching Subject : SCIENCE Lesson No. : 4

Std. : 7 Unit : II Teaching Content : HEAT

Teaching Method/Techniques : constructivist

Teaching Learning aids : Experiment, blackboard, Chalk

Aim of the teaching : To develop scientific thinking

Objectives and Specifications (उद्देश एवं स्पष्टीकरण) :

Develop power of Imagination, thinking, reasoning among students, Develop scientific attitude and observation, Scientific creativity, skills and interest among students. students would be able to implement their knowledge in practical life and can apply the knowledge.

Content analysis (आगत विश्लेषण) :

To add the prior knowledge of students regarding heat. The students will be able to retain the knowledge. The students will be able to explain the properties of Heat and its effects on different

Core elements, life skills and values (सामाजिक घटक / जीवन कौशल्य / मूल्य) :

Students know the difference between Hot & cold.



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Nagpur

Task analysis/Task planning flow chart
(कार्यविरलेषण/कार्यनियोजन प्रवाह तक्ता)

MEASURING TEMPERATURE

- * Thermometer should be washed before and after use, preferably with an antiseptic solution.
- * Ensure that before use the mercury level is below 35°C .
- * Read the thermometer keeping the level of mercury along the line of sight.
- * Handle the thermometer with care. If it hits against some hard object, it can break.
- * Don't hold the thermometer by the bulb while reading it.

Reflecting thinking (before activity) (कृतीपूर्व चिन्तन) :

I wanted to know how much students can able to understand by the activities and can relate between the difference of hot and cold, by using different techniques.



Centre of Education

Teaching process based on constructivism

(समानाचारातील अध्यापन कीर्तय अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
<p>Introduction of the topic.</p>	<p>Have you seen a thermometer? Recall that when you or someone else in your family had fever, the temperature was measured by a thermometer. The thermometer that measures our body temperature is called a clinical thermometer.</p>	<p>Students listen carefully.</p>
	<p>Now hold the thermometer in your hand and examine it carefully. If you do not have a thermometer, request a friend to share it with you.</p>	<p>Students performing the task.</p>
	<p>A clinical thermometer consists of a long narrow, uniform glass tube. It has a bulb at one end.</p>	




 PRINCIPAL

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 Nagpur

Teaching process based on constructivism
(ज्ञानसंचारावादी अध्यापन कौशलानुसंग अनुसार अध्यापन की प्रमुख कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
	This bulb contains mercury. Outside the bulb, a small shining thread of mercury can be seen.	
	If you do not see the mercury thread, rotate the thermometer a bit till you see it. You will also find a scale on the thermometer. The scale we use is the Celsius scale, indicated by °C.	children listen carefully
	A clinical thermometer reads the temperature from 35°C to 42°C.	
Activity 2 :-	<u>Reading a thermometer</u>	
	let us learn how to read a thermometer. first note the temperature difference indicated between the two. @hills	



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Nagpur

Teaching process based on constructivism
(ज्ञानरचनाविधि अध्यापन की शैली अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	<p>biggest marks. Also note down the number of divisions between these marks. Suppose the biggest marks read 40 degree and there are five divisions between them.</p> <p>wash the thermometer, preferably with an antiseptic solution. Hold it firmly and give it a few jerks. The jerks will bring the level of mercury down. Ensure that it falls below 35°C. Now place the bulb of the thermometer under your tongue. After one minute, take the thermometer out and note the reading. This is your body temperature. The temp. should always be stated with its unit, °C.</p>	



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Principal

Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	It could be slightly higher or slightly lower. Actually what we call normal temperature is the average body temperature of a large number of healthy persons.	
<u>Finding :-</u>		
	The clinical thermometer is designed to measure the temperature of human body only. The temperature of human body normally does not go below 35°C or above 42°C . That is the reason that this thermometer has the range 35°C to 42°C .	

Reflective thinking (during the activity) (कृती दस्यमान चिंतन) :

While taking the activity students eagerly participating and enjoying the class. During the class students also asked questions. It shows their interest & also improve their critical and analytical thinking.

Reflective thinking (after the activity) (कृती से बाद चिंतन) :

Students enjoyed the activity and learn new things through real objects which will help them to understand easily and can retain in their mind. They observe very carefully each and every activity and can understand the topic well.

References used for the lesson planning (पाठ के लिए उपयोगी संदर्भ) :

Books, Journals, Internet.



Principal
Central India Women's College Of Education,
Bhopal

Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excel- lent	Very Good	Good	Ave- rage	Satisf- actory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excel- lent	Very Good	Good	Ave- rage	Satisf- actory
3	Set Induction/Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method	✓				
5	Use of teaching aids and its management		✓			
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)			93			

- Specific quality of the teacher

Explanation is very well

- Suggestion to the teacher for improvement in teaching

improve voice modulation

- Remedial activities for development of the teacher's teaching skill

practice more

- After lesson, feedback is given or not?

Feedback given

- Mark of the reflective thinking =

93
10



Signature and date of the lesson observer
S. Thakur
 Date: _____

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher : Sulagna Mukherjee

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati Teaching Subject : SCIENCE Lesson No. : 4

Std. : 7 Unit : III Teaching Content : HEAT

Teaching Method/Techniques : Constructivist

Teaching Learning aids : Experiment, blackboard, chalk

Aim of the teaching : To develop scientific thinking

Objectives and Specifications (उद्देश्य एवं स्पष्टीकरण) :

To develop power of imagination, thinking, reasoning among students, develop scientific attitude and observation, scientific creativity, skills and interest among students, students would be able to implement their knowledge in practical life and can apply the knowledge.

Content analysis (आगम विश्लेषण) :

To add the prior knowledge of students regarding heat. The students will be able to retain the knowledge. The students will be able to explain the properties of heat and its effects on different objects.

Core elements/ life skills and values (आभाषण घटक / जीवन कौशल्य / मूल्य) : the difference between hot & cold.



Shilpa
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Nagpur

Task analysis/Task planning flow chart
(कार्यविश्लेषण/कार्यनिर्धारण प्रवाह चक्र)

LABORATORY THERMOMETER

In addition to the precautions needed while reading a clinical thermometer, the laboratory thermometer.

- * should be kept upright not tilted
 - * bulb should be surrounded from all sides by the substance of which the temperature is to be measured.
- The bulb should not touch the surface of the container.

Reflecting thinking (before activity) (कृतीपूर्व चिंतन):

Teacher should ask few questions based on previous activities & experiment to check whether the students would be able to understand the topic well or

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Central India Women's Univ.

20/10/20



Teaching process based on constructivism

(ज्ञानसम्प्राप्त की अवधि अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कर्ता)	Student's Activity (विद्यार्थी कर्ता)
Introduction of the topic	<p>How do we measure the temperature of other objects? For this purpose, there are other thermometers one such thermometer is known as the laboratory thermometer. Teacher show the thermometer to the students, look at it carefully and note the highest and the lowest temperature it can measure.</p> <p>The range of a laboratory thermometer is generally from -10°C to 110°C. Also as you did in the case of the clinical thermometer, now find out how much a small division on this thermometer reads. You would need this information to read the thermometer correctly.</p>	<p>Students watch carefully</p>



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Central India Women's College of Education
Nagpur

Teaching process based on constructivism
 (ज्ञानरचनावादी अध्यापन ढौशलनुषु अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	<p>Different types of thermometers are used for different purpose. The maximum and minimum temperatures of the previous day, reported in weather reports, are measured by a thermometer called the maximum minimum thermometer.</p>	
	<p>Let us now learn how this thermometer is used.</p>	
<p>EXPLORE Activity 4:-</p>	<p>Take some tap water in a beaker or a mug. Dip the thermometer in water so that the bulb is immersed in water but does not touch the bottom or the sides of the container. Hold it.</p>	



Held on _____
 Central India _____
 Ministry of Education

Teaching process based on constructivism
 (ज्ञानरचनावादी अध्यापन कौशलानुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कृति)	Student's Activity (शिक्षार्थी कृति)
	<p>the thermometer vertically observe the movement of mercury in the thermometer. wait till the mercury thread becomes steady. Note the reading. This is the temperature of water at that time.</p> <p>Compare the temperature of water recorded by each student in the class.</p>	<p>Students are now understand why clinical thermometer cannot be used to measure high temperatures. But still wonders whether a laboratory thermometer can be used to measure their body temperature.</p>



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	Are there any variations in the readings? Discuss the possible reasons.	
	Let us try to answer this questions.	
<u>Activity 5:-</u>	Take some hot water in a beaker or a mug. Dip the thermometer in water. Wait till the mercury thread becomes steady and note the temperature.	Students following the instructions given by the teacher.
	Now take out the thermometer from the water. Observe carefully what happens now. Do you notice that as soon as you take the thermometer out of water, the level of mercury begins to fall. This means that the temperature must be read while the thermometer is in water.	



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	You may recall that while taking your own temperature, we have to take the thermometer out of our mouth to note the reading. Can you then use the laboratory thermometer to measure your body temperature?	No, said the students.
Findings :-		
There is a lot of concern over the use of mercury in thermometers. Mercury is a toxic substance and is very difficult to dispose of if a thermometer breaks. These days, digital thermometers are available which do not use mercury.		

Reflective thinking (during the activity) (कृती दम्यानं चिंतन) :

During the activity I observe the students worked fully involve in the experiments. They used the equipments with care & they follow the instructions given by the teacher.

Reflective thinking (after the activity) (कृती के बाद चिंतन) :

Students enjoyed a lot during the activity. And each and every student participated well in the experiment. They understand the different way to measure heat with different equipments.

References used for the lesson planning (पाठ के लिए उपयोगी संदर्भ) :



Journals, Internet

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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excel-lent	Very Good	Good	Ave- rage	Satisf- actory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excel-lent	Very Good	Good	Ave- rage	Satisf- actory
3	Set Induction /Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method		✓			
5	Use of teaching aids and its management		✓			
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development	✓				
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge	✓				
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)		93				

- Specific quality of the teacher

introduction quality

- Suggestion to the teacher for improvement in teaching

use the flipped classroom model

- Remedial activities for development of the teacher's teaching skill

practice more

- After lesson, feedback is given or not?

feedback given

Marks of the reflective thinking = 82
10



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CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher : SULAGNA MUKHERJEE

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati Teaching Subject : SCIENCE Lesson No. : 4

Std. : 7 Unit : IV Teaching Content : HEAT

Teaching Method/Techniques : Constructivist

Teaching Learning aids : Experiment, blackboard, chalk

Aim of the teaching : To develop scientific thinking

Objectives and Specifications (उद्देश्य एवं स्पष्टीकरण) :

To develop power of imagination, thinking, reasoning among students, develop scientific attitude and observation, scientific creativity, skills and interest among students. Students would be able to implement their knowledge in practice life and can apply the knowledge.

Content analysis (आसय विश्लेषण) :

To add the prior knowledge of students regarding heat. The students will be able to retain the knowledge. The students will be able to explain the properties of heat and its effects on different objects.

Core elements, life skills and values (साधारण घटक / जीवन कौशल / मूल्य) :

the difference between hot & cold



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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनिर्माण प्रवाह चित्र)

9

Reflecting thinking (before activity) (कृतीपूर्व चिन्तन) :

Teacher asked few questions based on prior knowledge so that the teacher could understand the understanding of a student.



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन की शैली अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Introduction of the topic	<p>you might have observed that a frying pan becomes hot when kept on a flame. It is because the heat passes from the flame, to the utensil. when the pan is removed from the fire, it slowly cools down why does it cool down? The heat is transferred from the pan to the surroundings. So we can understand that in both cases, the heat flows from a hotter object to a colder object. In fact, in all cases heat flows from a hotter object to a colder object.</p>	<p>students listen carefully</p>
		<p>Students ask does it mean that heat will not be transferred if the temperature of two objects is the same?</p>



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Teaching process based on constructivism
(मानवचतुर्विध अध्येयन क्रमसुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्येयन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
	let us investigate.	
Activity 6:-	Take a rod or flat strip of a metal, say of aluminium or iron. Fix a few small wax pieces on the rod. These pieces should be at nearly equal distances. clamp the rod to a stand. or else you can put one end of the rod in between blocks. Now, heat the other end of the rod and observe.	Students are following the instructions
Experimenting	What happens to the wax pieces? Do these pieces begin to fall? which piece falls the first? Do you think that heat is transferred from the end nearest to the flame to the other end?	



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन की प्रणाली अनुसार अध्यापन की प्रणाली कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृति)	Student's Activity (शिक्षार्थी कृति)
	<p>The process by which heat is transferred from the hotter end to the colder end of an object is known as conduction. In solids, generally, the heat is transferred by the process of conduction.</p>	
	<p>Do all substances conduct heat easily? You must have observed that the metallic pan for cooking has a plastic or wooden handle. Can you lift a hot pan by holding it from the handle without getting hurt?</p>	<p>Yes, ma'am</p>
<p>Activity 7:-</p>	<p>Heat water in a small pan on a beaker. Collect some articles such as a steel spoon, plastic scale, pencil and divider. Dip one end of each of these articles in hot water.</p>	<p>(Sign) PRINCIPAL Central Board Women's College of Education Nagpur</p>



Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction /Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method		✓			
5	Use of teaching aids and its management		✓			
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)		93				

- Specific quality of the teacher

management of available time
quality

- Suggestion to the teacher for improvement in teaching

improve voice modulation

- Remedial activities for development of the teacher's teaching skill

Reactor, more

- After lesson, feedback is given or not?

feedback given

Marks of the reflective thinking = 09

10

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S. Thakur

and date of the lesson observer



CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher: SOLAYNA MIKHERJEE

Name of the School: _____

Medium: Marathi/Hindi/English/Gujarati Teaching Subject: Science Lesson No.: 4

Sid.: 7 Unit: IV Teaching Content: HEAT

Teaching Method/Techniques: CONSTRUCTIVIST

Teaching Learning aids: Experiment, blackboard, chalk

Aim of the teaching: To develop scientific thinking

Objectives and Specifications (उद्देश्य एवं स्वीकार्यता) :

To develop power of imagination, thinking
reasoning among students, develop scientific
attitude and observation, scientific creativity,
skills and interest among students. Student
would be able to implement their knowledge
in practical life and can apply the
knowledge.

Content analysis (आगम्य विश्लेषण) :

To add the prior knowledge of students
regarding heat. The students would be
able to retain the knowledge. The students
will be able to explain the properties of
heat and its effects on different objects.

Core elements, life skills and values (साधारण घटक / जीवन कौशल्य / मूल्य)

the heat flowing from one to another objects.



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Teaching process based on constructivism
(मानवसमस्याओं के अध्यापन को सफल बनाने के लिए प्रयत्न करने वाले)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कर्तव्य)	Student's Activity (छात्रों का कर्तव्य)
Introduction of the topic	<p>"Kinds of clothes we wear in summer and winter."</p> <p>You know that in summer we prefer light-coloured clothes and in winter, we usually wear dark-coloured clothes. Why is it so? Let us find out.</p>	
Activity 8:-	<p>Take two identical tin cans. Paint the outer surface of one black and of the other white. Pour equal amounts of water in each and leave them in the mid-day sun for about an hour. Measure the temperature of water in both the cans. Do you find any difference in the temperatures? In which can is the water warmer? You can feel the difference even by touching water in the two cans.</p>	<p>Students pay attention & observe carefully</p>



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन की तुलना अनुमान अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन घरे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
	<p>We often use electricity and fuels like coal and wood to keep our houses cool or warm. Is it possible to construct buildings that are not affected much by heat and cold outside? This can be done by constructing outer walls of buildings so that they have trapped layers of air. One way of doing this is to use hollow bricks which are available these days.</p>	
Activity 9:-	<p>Fill the two cans used in activity which is done before with the same amount of hot water at the same temperature (say at 60°C). Leave the cans in a room or in a shade. Note the</p>	



Teaching process based on constructivism

(समलक्षणावादी अध्यापन की शैली अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अवधारण बिंदु)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	<p>temperature of water after 10-15 minutes. Does the temperature of water in both the cans fall by the same amount?</p>	
	<p>Do these activities suggest to you the reason why it is more comfortable to wear white or light coloured clothes in the summer and dark-coloured clothes in the winter? Dark surface absorb more heat and therefore, we feel comfortable with dark coloured clothes in the winter. Light coloured clothes reflect most of the heat that falls on them and, therefore we feel more comfortable wearing them in the summer.</p>	<p>Students listen carefully</p>



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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction/Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method		✓			
5	Use of teaching aids and its management	✓				
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)		95				

- Specific quality of the teacher

to lack board writing very nice

- Suggestion to the teacher for improvement in teaching

more PPT/Some

- Remedial activities for development of the teacher's teaching skill

practice more

- After lesson, feedback is given or not?

feedback given

- Marks of the reflective thinking = $\frac{09}{10}$




 PRINC Signature and date of the lesson observer
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CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher : SUAGNA MUKHERJEE

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati Teaching Subject : SCIENCE Lesson No. : 4

Sid. : 7 Unit : VI Teaching Content : HEAT

Teaching Method/Techniques : constructivist

Teaching Learning aids : Experiment, blackboard, chalk

Aim of the teaching : To develop scientific thinking

Objectives and Specifications (उद्देश्य एवं स्पष्टीकरण) :

To develop power of imagination, thinking, reasoning among students, develop scientific attitude and observation, scientific creativity skills and interest among students. Students would be able to implement their knowledge in practical life and can apply the knowledge.

Content analysis (अंतराय विश्लेषण) :

To add the prior knowledge of students regarding heat. The students would be able to retain the knowledge. The students will be able to explain the properties of heat and its effects on different objects.

Core elements, life skills and values (सामाजिक कौशल / जीवन कौशल / मूल्य) :



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Teaching process based on constructivism
 (ज्ञानरचनावादी अध्यापन कीलक अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Findings :-	<ul style="list-style-type: none"> * Our sense of touch is not always a reliable guide to the degree of hotness of an object. * Temperature is a measure of the degree of hotness of an object. * Thermometer is a device used for measuring temperatures. * Clinical thermometer is used to measure our body temperature. The range of this thermometer is from 35°C to 42°C. For other purposes, we use the laboratory thermometers. The range of the thermometers is usually from 10°C to 110°C. * The normal temperature of the human body is 37°C. * The materials which allow heat to pass through them easily are called insulators. 	



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन क्रमस्य अनुसार अध्यापन की प्रणालि कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	<p>* Dark-coloured objects absorb radiation better than the light coloured objects. That is the reason we feel more comfortable in light-coloured clothes in the summer.</p>	
	<p>* Woolen clothes keep us warm during winter. It is so because wool is a poor conductor of heat and it has air trapped in between the fibres.</p>	
<p>Recapitulation</p>	<p>Teacher ask few questions.</p>	<p>Students answer the questions.</p>
<p>EXERCISE :-</p>	<p>Q1. State similarities and difference between the laboratory thermometer and the clinical thermometer.</p>	<p>Ans - Similarities both thermometers are used to measure temperature. Difference is clinical thermometer is used to measure human body temperature where as</p>



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Teaching process based on constructivism

(निम्नलिखितानुसार अध्यापन क्रियाक्रम अनुसार अध्यापन को प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
		Laboratory thermometer is used to measure temperature of other object which has higher temperature than human body temperature.
	Q2. Give two examples each of conductors & insulators of heat.	Ans. Aluminium, Iron & Copper are examples of conductors. Those materials which do not allow heat to pass through are called insulators. E.g. plastic & wood.
	Q3. Fill in the blanks:	
	a) The hotness of an object is determined by its <u>Temperature</u> .	- <u>Temperature</u>



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
(b)	Temperature of boiling water cannot be measured by a _____ thermometer	Ans: <u>Clinical</u>
(c)	Temperature is measured in degree _____	Ans: <u>CELSIUS</u>
(d)	Temperature, no medium is required for transfer of heat by the process of _____	Ans: Heat transfer by <u>radiation</u>
(e)	A cold steel spoon is dipped in a cup of hot milk. It transfers heat to its other end by the process of _____	Ans: <u>Conduction</u>
(f)	clothes of _____ colours absorb heat better than clothes of light colours.	Ans: <u>DARK.</u>



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन की शैली अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Activities and projects	Teacher give projects-	
	1. Go to a doctor or your nearest health center. observe the doctor taking temperature of patient.	
	Enquire :-	
	a) why she dips the thermometer in a liquid before use.	
	b) why the thermometer is kept under the tongue.	
	c) whether the temperature of different parts of the body is the same or different.	
		Students will follow.

Reflective thinking (during the activity) (कृती रहस्यमय चिंतन) :

Question making is quite good for better learning.

Reflective thinking (after the activity) (कृती के बाद चिंतन) :

→ More audiovisual aids can be used to create interest and easily to understand.
→ participation of students is required in making

Resources used for the lesson planning (पाठ के लिए उपयोगी संदर्भ) :



books, www.sciencelect.com


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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction /Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method		✓			
5	Use of teaching aids and its management		✓			
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)			95			

- Specific quality of the teacher

introduction quality

- Suggestion to the teacher for improvement in teaching

vide improve

- Remedial activities for development of the teacher's teaching skill


practice more

- After lesson, feedback is given or not?

feedback given

Marks of the reflective thinking = 09




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 Signature and date of the lesson observer

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher: SULAGNA MUKHERJEE

Name of the School: _____

Medium: Marathi/Hindi/English/Gujarati Teaching Subject: English Lesson No.: _____

Std.: 7 Unit: 1 Teaching Content: Marco-polo

Teaching Method/Techniques: lecture method

Teaching Learning aids: Blackboard, text book

Aim of the teaching: vocabulary

Objectives and Specifications (उद्देश एवं स्वीकरण) :

* Read the passage from the topic "Marco-polo" with correct pronunciation.

* Know about the adventure of life of Marco-polo.

* To learn the new words & meaning.

Content analysis (आशय विश्लेषण) :

* The lesson speaks about great travellers and their habitat about 600 or 700 years ago.

* There is also comparison of the life style of today's world with those

Core activities (Life skills and values (भाषाभार घटक / जीवन जीतने / मूल्य) :

Communication, speaking and listening.

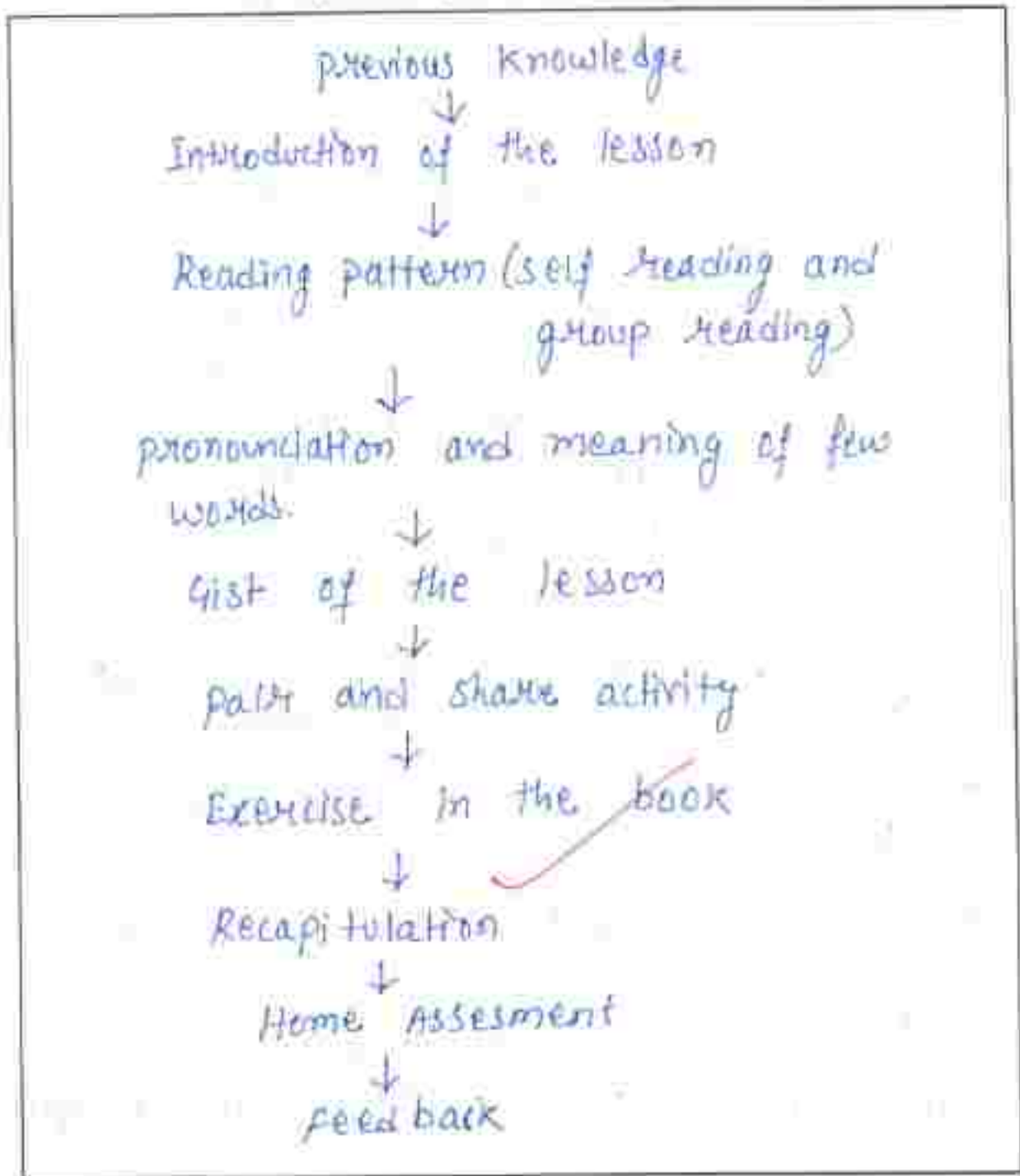


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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्ययोजना प्रवाह चक्र)



Reflecting thinking (before activity) (प्रातिपूर्व विचार) :

By using questions and answer method the teacher will recall about the inventor of semaphore. In India, the student is asked questions related to their previous knowledge.



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Teaching process based on constructivism
(ज्ञानरचनाविधि अध्यापन की शैली अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
previous knowledge questions.	The teacher will ask. ⇒ what is the name of the person who travelled by the sea and invented America.	The students will answer ⇒ Columbus
	⇒ Who invented sea route to India	⇒ Vasco-da-Gama
	⇒ First European to have travelled right across Asia.	⇒ They may answer or may not.
Introduction	Teacher will explain that it was a great traveller called "Marco Polo" who travelled Asia. The lesson we are going to learn is about him.	The students will learn carefully.



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
model Reading	After explanation on him, the teacher will ask the student to open and look at their books. The teacher will read a page from the lesson.	The students will look in their book and listen carefully.
correct pronunciation of some words	The teacher will explain the meaning of few words from every passage and will show correct pronunciation of the words.	They will pronounce the words in proper and correct way.
gist of the lesson	Teacher will explain few things on the life style of those people who lived 700 years ago. She will discuss about their habitat, livelihood etc.	



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Teaching process based on constructivism
(आमरूपमागदी अध्यापन ढीगलनु अनुसर अध्यापन की प्रलुल करुवढादी)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
Pair and Share activity	The teacher will make groups of where students will be in pairs and will discuss about the habitat of ancient times and today's time.	The student will discuss in pairs
listening of the student	once given efficient time to the student the teacher will listen to their matter prepared by each student.	The students will describe their matter to the class taking turns.
Silent Reading	The teacher will make the student to read the lesson silently to read the lesson & to comprehend the paragraph. The teacher will observe the reading ability of the students.	The students will read the passage silently.



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Teaching process based on constructivism
(अनुसंधानाधारित अध्यापन कोरसल्व अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृति)	Student's Activity (शिक्षार्थी कृति)
Exercise and assignment	The teacher will then discuss the exercise at the end of the chapter.	The students will write the answer and solve the exercise.
Recapitulation	The teachers will revise the whole lesson either by question method or discussion method.	The students will answer the questions asked.
Homework	The teacher will ask a question to the students.	
	→ Why did the emperor of china Kublai Khan allow Marco Polo to go to Persia? Explain	The students will answer the question and will be discussed.



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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism	✓				

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction /Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method			✓		
5	Use of teaching aids and its management		✓			
6	Management of available time	✓				
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)						

- Specific quality of the teacher

Appropriate teaching method used

- Suggestion to the teacher for improvement in teaching

Speak loudly during class

- Remedial activities for development of the teacher's teaching skill

Practice more

- After lesson, feedback is given or not?

given well Done

- Marks for Higher level thinking = $\frac{9}{10}$




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 Signature and date of the lesson observer
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CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher: SULAGNA MUKHERJEE

Name of the School: _____

Medium: Marathi/Hindi/English/Gujarati Teaching Subject: English Lesson No.: _____

Std.: 7 Unit: Grammar Teaching Content: Figure of speech

Teaching Method/Techniques: Discussion, Explanation

Teaching Learning aids: PPT, course book, Board chart

Aim of the teaching: The student will learn the literary

Objectives and Specifications (उद्देश्य एवं स्पष्टीकरण): devices to be used

⇒ The students will understand the purpose of using literary devices in languages.

⇒ Give more examples of figure of speech by applying their knowledge.

Content analysis (आशय विश्लेषण) :

The grammar part of English in relation with figures of speech will be the content of the lesson.

Climax, Ant-climax, Irony, Hyperbole, these are figure of speech, will be the context in the lesson.

Core elements, life skills and values (साध्यायुत घटक / जीवन जीशल्य / मूल्य)



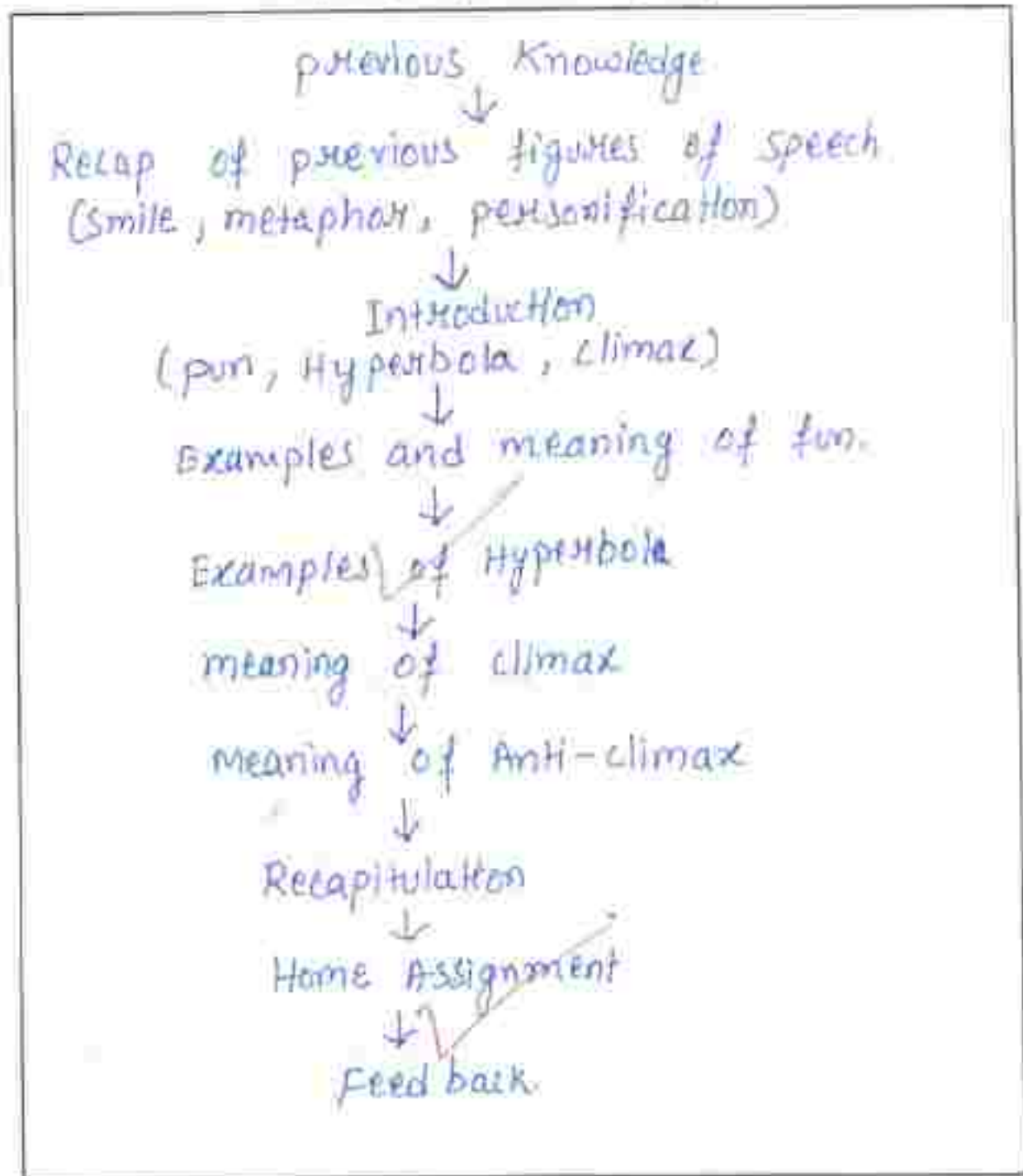
linguistic skills

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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनिर्धारण प्रवाह चक्र)



Reflecting thinking (before activity) (पूर्वक विचार) :

Worksheet on grammar concept will be made with examples of different figures of speech.

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help the students to practice improve

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Teaching process based on constructivism
(शिक्षणप्रणाली अध्यापन क्रियात्मक अनुसंधान अध्यापन की प्रकृत कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षण कृति)	Student's Activity (शिक्षार्थ कृति)
previous knowledge	The teacher will write few sentences on the board.	The student will read and listen to the question asked
	17 The glass is as clear as water	
	27 Shanaya's brother is as cool as cucumber. Now the teacher will ask the student to identify the figure of the speech.	
Introduction	The teacher will then introduce the figure of speech which they are going to study in the class.	The student will listen carefully
	Hyperbole, climax and anti climax	



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन कौशलानुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Examples and meaning of pun.	The teacher will write few sentences on board.	
	1) She had a photographic memory but never developed it.	The student will read the given sentences on the board.
	2) It was struggling to figure out how lightning works then it struck me.	
	She will now explain the PUN. It is a use of words or phrase in a way that they have more than meaning.	
Examples and meanings of Hyperbole.	She will explain it is an exaggerated statement used for dramatic effect but for fun expressing emotional emotional	The student will read the example given and listen carefully.



Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कीमतनुसार अध्यापन की प्रन्धर कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
Examples	<p>(A) He is skinning as toothpick</p> <p>(B) That joke is so old, the last time I heard it was hiding on a dinosaur.</p>	
meaning and examples of climax	<p>The teacher will explain IT IS words phrases and ideas are written in a logical order or sequence. E.g. - (1) The meeting was attended by the principals, teacher and instructor.</p> <p>(2) For picnic we packed sandwiches cakes cold drinks tape recorder.</p>	<p>The students will pay attention on the learning I will listen carefully.</p>
meaning and Example	<p>She explain words, phrases and ideal.</p>	<p>The students will pay attention</p>



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन कौशलानुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	words are written in an logical order or sequence	
	according to their importance, but there is a drop to an idea of lesson importance, but there is a drop to an idea	Students pay attention and listen carefully.
	e.g. ① For the party mother brought, balloons steamer, paper plates and snacks	
	② In his new movie James Bond lost his family, his mansion, his Ferrari and also his new wig.	
Recapitulation	She will do a quick recapitulation of the parts of speech with more examples.	The student will comprehend the sentences well.



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Homework	The students will be asked to write two examples for each category of figure of speech for the assignment.	The student will note down the homework
feed back	The teacher will check the student homework and will give the feedback in it for their improvement if any	The student will make a note of it.

Reflective thinking (during the activity) (कृती दसमान चिंतन) :

While taking the chart activity the students were able to identify the different figures of speech easily. It was difficult for them but later it was easy.

Reflective thinking (after the activity) (कृती के बाद चिंतन) :

After the chart activity the students were able to recognise the different figures of speech which they learnt in the class. It is easy for them.

References used for the lesson planning (पाठ के लिए उपयोगी संदर्भ) :



English grammar and composition

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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparative)

Sr. No.	Points of the Observation	Excel- lent	Very Good	Good	Ave- rage	Satis- factory
1	Content analysis, objectives and specifications					
2	Structure of lesson based on constructivism					

Implementation of the lesson:

Sr. No.	Points of the Observation	Excel- lent	Very Good	Good	Ave- rage	Satis- factory
3	Set Induction /Introduction of the unit					
4	Use of teaching techniques based on teaching method					
5	Use of teaching aids and its management					
6	Management of available time					
7	Class management and learning climate					
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development					
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge					
10	Satisfaction of the students learning (In the classroom)					
Total marks (100)						

- Specific quality of the teacher

appropriate teaching method used

- Suggestion to the teacher for improvement in teaching

need improve

- Remedial activities for development of the teacher's teaching skill

teacher make

- After lesson, feedback is given or not?

Feedback given

- Marks of the reflective thinking = $\frac{01}{10}$



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Madurai

CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher: SULAGNA MUKHERJEE

Name of the School: _____

Medium: Marathi/Hindi/English/Gujarati Teaching Subject: English Lesson No.: _____

Std.: 7 Unit: Poem Teaching Content: THE NIGHT OF THE SCORPION

Teaching Method/Techniques: Discussion method

Teaching Learning aids: Course Book, Audio-video Aid

Aim of the teaching: To sensitize students to the concept of superstition

Objectives and Specifications (उद्देश्य एवं स्पष्टीकरण):

⇒ To sensitize the concept of superstition

⇒ To identify and name the various figures of speech.

⇒ Able to rewrite the poem from a character's point of view.

Content analysis (अर्थ विवेचन):

The poem is about the night when a woman (the poet's mother) in a poor village in India was stung by scorpion concerned neighbours pour into her but to offer advice and help. All sorts cures are tried by the neighbour husband and local man, but proves to be the best healer.

Skills and values (साधना कौशल / जीवन कौशल / मूल्य):

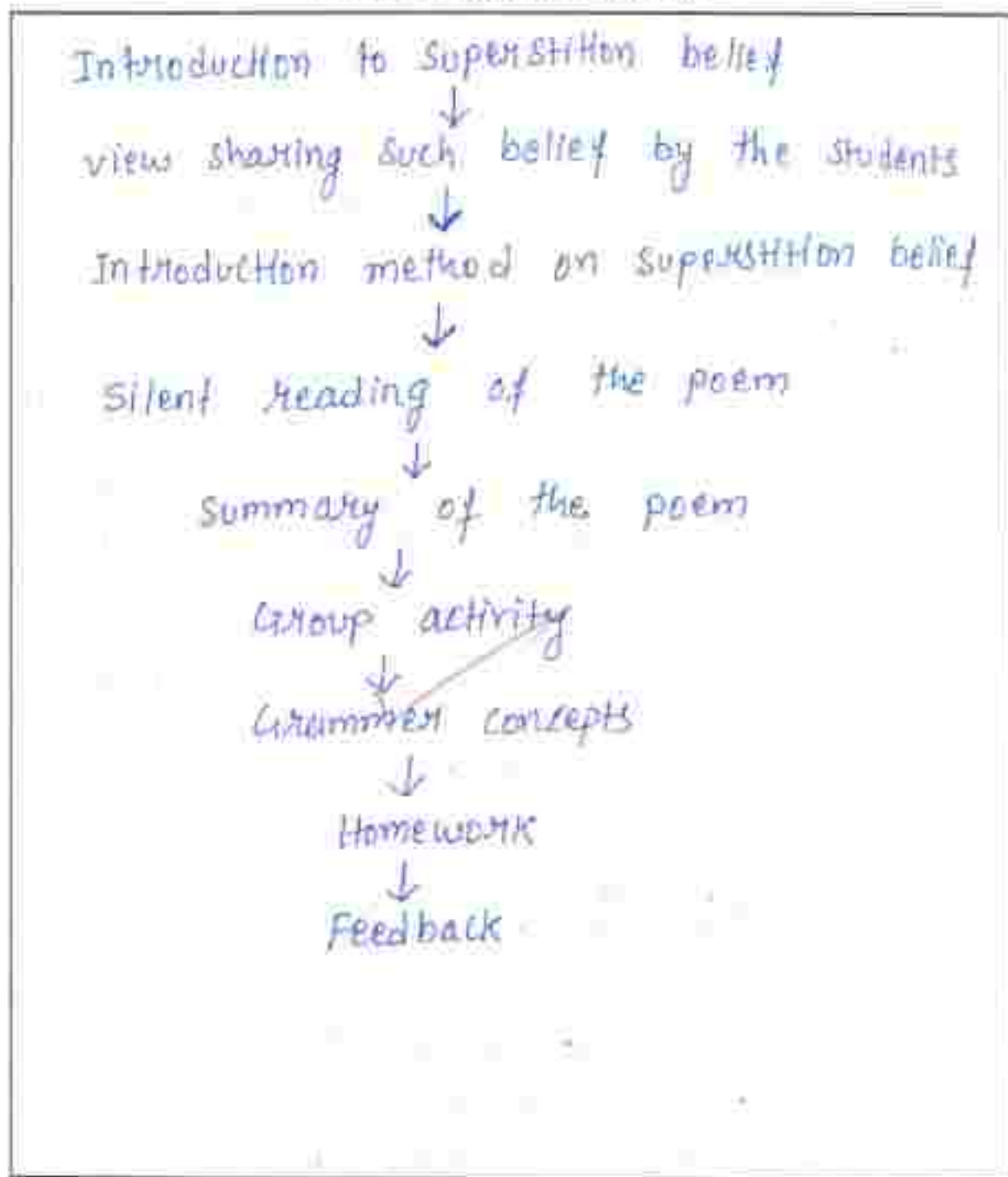
Linguistic and logical skills



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Task analysis/Task planning flow chart
(कार्यविश्लेषण/कार्यनिर्माण प्रवाह चरता)



Reflecting thinking (before activity) (कृतीपूर्व चिन्तन) :

→ collecting the videos based on the superstition beliefs to the show children about adverse effect.

Preparing worksheet based on the grammar concept in the poem Chukhalo



Teaching process based on constructivism
(आत्मसहायता आधारित अध्यापन क्रियात्मक अनुसंधान अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बिंदु)	Teacher's Activity (शिक्षक कृति)	Student's Activity (विद्यार्थी कृति)
Question and Answers method	The teacher will encourage the student to discuss about the "Anti-Superstitious Bill". She will also help students who are unable to answer their belief.	The students may tell people they are believed to be the abode of ghosts adding Rupee to a gift is auspicious.
Reading of poem	The children will be asked to read the poem	The students will read the poem
Loud reading of poem in groups	The teacher will now ask each group of students to read stanzas of the poem aloud while reading each group will be allowed time to frame questions on the other stanza	The student will read carefully



Teaching process based on constructivism

(ज्ञानरचनारमणी अध्यापन शैक्षण्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Group Activity	The teacher will tell each group to complete reading of the poem. She will give chance to another group to ask question based on the stanza they will explain the meaning of the question asked from the stanza.	The student will first understand the meaning of the stanza 2 will ask the question based on the stanza
	This activity will be canceled out till all the stanza are read by each group will also get to ask question related to the given stanza. Also they will get the chance to explain the summary	



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन की शैली अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिष्या की कृती)
Question and Answer method	After the a/f session if the teacher feels that if some important message conveyed in the poem has been missed out, she will ask question to the class to bring out that message.	The students will listen carefully
Reading the poem	The whole class will be made to read the poem aloud	The students will read the poem.
Grammar concept	The teacher will then recap the grammar concept on figure of speech which was taught earlier prior to the lesson.	The students will answer to the questions asked based on the grammar concept.
	The students will identify the figures of speech	

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Teaching process based on constructivism

(मानवनायादी अध्यापन प्रौद्योगिकी अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
Homework	The teacher will discuss few exercise in the end of the chapter.	The students will note it down in their copies
Feedback	She will collect the copies and give the students remarks so as to improve them.	The students will make a note of it.

Reflective thinking (during the activity) (कृती दायमान चिन्तन) :

While taking the group activity on framing questions related to the head out stanza the students were able to comprehend the gist of the poem while to frame the question to understanding the meaning of the poem too.

Reflective thinking (after the activity) (कृती के बाद चिन्तन) :

- After the activity on question and answer based method the students were able to frame question as well as were able to justify their answer.
- ⇒ They also learnt about the superstitions that few are actually non-existing.

References used for the lesson planning (पाठ के लिए उपयोगी संदर्भ) :



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Course Book of class 7

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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction/Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method		✓			
5	Use of teaching aids and its management		✓			
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (in the classroom)		✓			
Total marks (100)			✓			

- Specific quality of the teacher

- Suggestion to the teacher for improvement in teaching

- Remedial activities for development of the teacher's teaching skill

- After lesson, feedback is given or not?



Marks of the reflective thinking =

10

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S. Thirugan

Signature and date of the lesson observer

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CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

S.N.D.T. B.Ed., GODHANI (Rly), NAGPUR-441123

Lesson Planning

Name of the Student Teacher : SULAGNA MUKHERJEE

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati Teaching Subject : English Lesson No. : 4

Std. : 7 Unit : PROSE (4) Teaching Content : A PORTRAIT OF LADY

Teaching Method/Techniques : Discussion, palm and shake

Teaching Learning aids : Blackboard, chart, Audio-video

Aim of the teaching : comprehending, vocabulary

Objectives and Specifications (उद्देश एवं स्पष्टीकरण) :

→ Read the passage from the topic
"A portrait of lady with correct
pronunciation

→ know about the relationship between
graduation and line graduation

Content analysis (आवृत्ति विश्लेषण) :

→ The lesson speaks about the relationship
between the grandmother & grandson.

→ There is comparison of life-style of
today's world and those day.

→ Change is their relationship

Core elements, life skills and values (समाधान प्रदान / जीवन कौशल / मूल्य) :

Communication
speaking

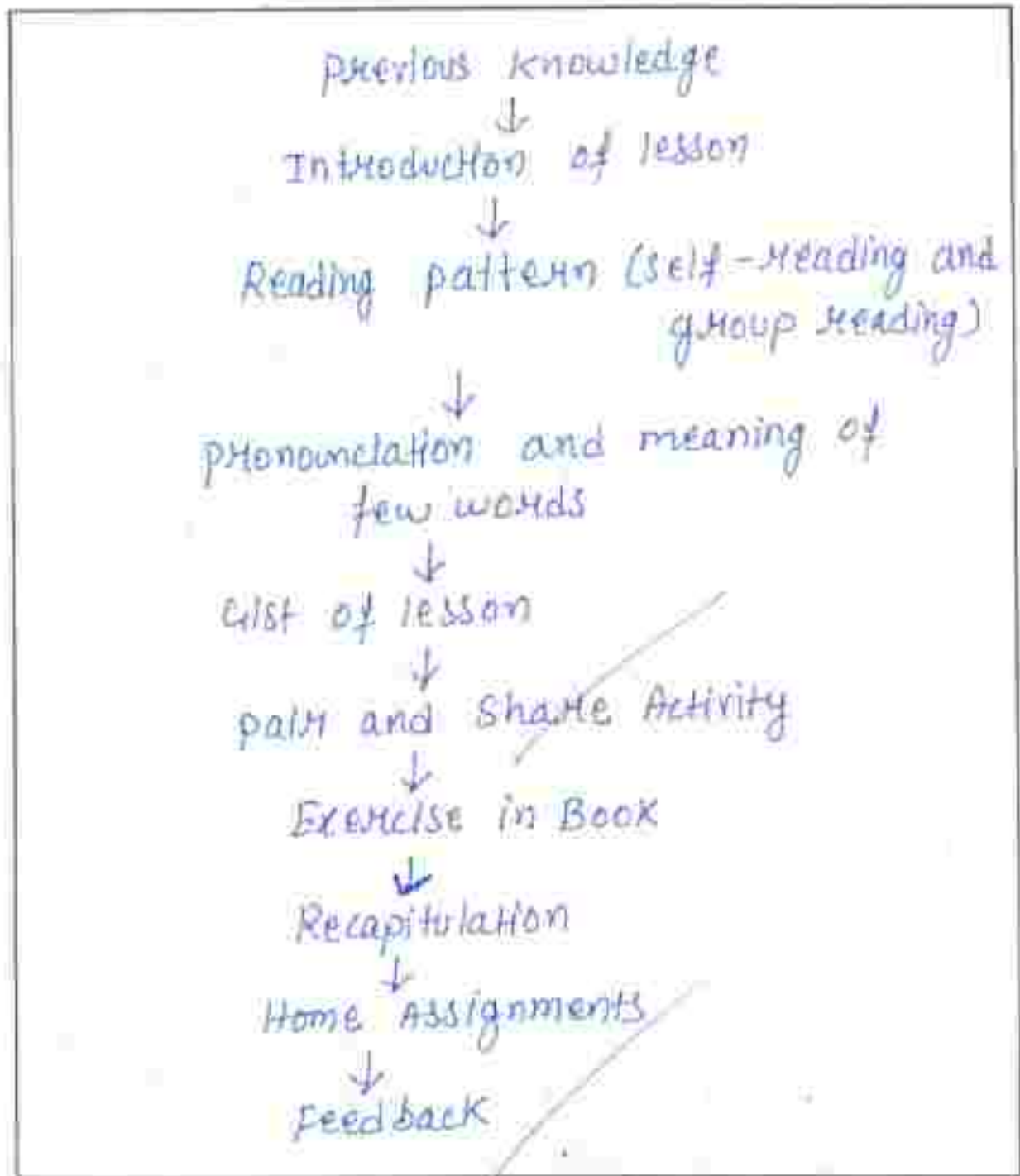


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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनिर्माण प्रवाह चक्र)



Reflecting thinking (before activity) (पूर्वावस्था चिन्तन) :

By using question and answer method the
the health will recall about the meaning
the relationship importance of relationship
the between grandson and grandmother
in the relationship. Chhittal



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Teaching process based on constructivism

(ज्ञानरचनावादी अध्यापन क्रियात्मक अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	Then the teacher will make her students read the chapter with correct pronunciation	Students will read it.
	meaning of new words	Students will note it down in copy
	portrait - A picture of feature	
	Accurate - exact	
gist of lesson	The teacher will give the gist of lesson. The story is written by Khushwant Singh. It is a beautiful relationship between grandmother and grandson. But soon their relationship declined due to higher education of his grandson.	Students listen carefully



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन बुंदे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (शिक्षार्थी कृती)
Example	Teacher will give the example that how you and your grandmother those things.	Students will answer
	The relationship and you and grandmother	
	She will show an audio-video clips on a grandson and grandmother.	
part and share	The teacher makes 3 groups	
	1- Grandson	
	2- Grandmother	
	3- The narrator	
	3 Group for the activity last 2 1st group performed as grandmother	Students enjoy doing it.



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Teaching process based on constructivism
(ज्ञानरचनावादी अध्यापन कोशल अनुसार अध्यापन की प्राथम्य कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	And the 3rd was narrator who narrates the story	
Exercise	The teacher gives students the exercise given in the workbook	Students complete it.
Recap	The teacher will give a quick revision of the lesson taught.	Students participated
Homework	The teacher gives homework to students	They note it in their copies
	1) How long have they live together	
	2) Describe briefly about their relationship	
	3) Reason why their relationship declined?	



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Evaluation Sheet for Lesson Observation

Lesson Planning (pre-preparation)

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
1	Content analysis, objectives and specifications		✓			
2	Structure of lesson based on constructivism		✓			

Implementation of the lesson:

Sr. No.	Points of the Observation	Excellent	Very Good	Good	Average	Satisfactory
3	Set Induction /Introduction of the unit		✓			
4	Use of teaching techniques based on teaching method		✓			
5	Use of teaching aids and its management		✓			
6	Management of available time		✓			
7	Class management and learning climate		✓			
8	Opportunities given for students cognitive, affective, Psychomotor and life skills development		✓			
9	Opportunities given for Higher level thinking, awareness of met cognition and self creation of the knowledge		✓			
10	Satisfaction of the students learning (In the classroom)		✓			
Total marks (100)						

- Specific quality of the teacher

Appropriate teaching method used.

- Suggestion to the teacher for improvement in teaching

Speak loudly during class

- Remedial activities for development of the teacher's teaching skill

Practice more

- After lesson, feedback is given or not?

feedback given

- Mark of the reflective thinking = 09

10



PRINCIPAL

Signature and date of the lesson observer

Nagpur

**CENTRAL INDIA WOMENS COLLEGE OF EDUCATION
GODHANI,NAGPUR**

SNDT WOMEN'S UNIVERSITY, MUMBAI

PRACTICE TEACHING







Shilpa
PRINCIPAL
Central India Women's College Of Education
Kagpur.



Shubhola
PRINCIPAL
Women's College Of Education
Koppal



Shilpa
PRINCIPAL
Central Indo Women's College Of Education
Kargur



Shiksha
PRINCIPAL
Central India Women's College Of Education
Nagpur



SPRINGFIELD
Central India Women's College Of Education
Nagpur





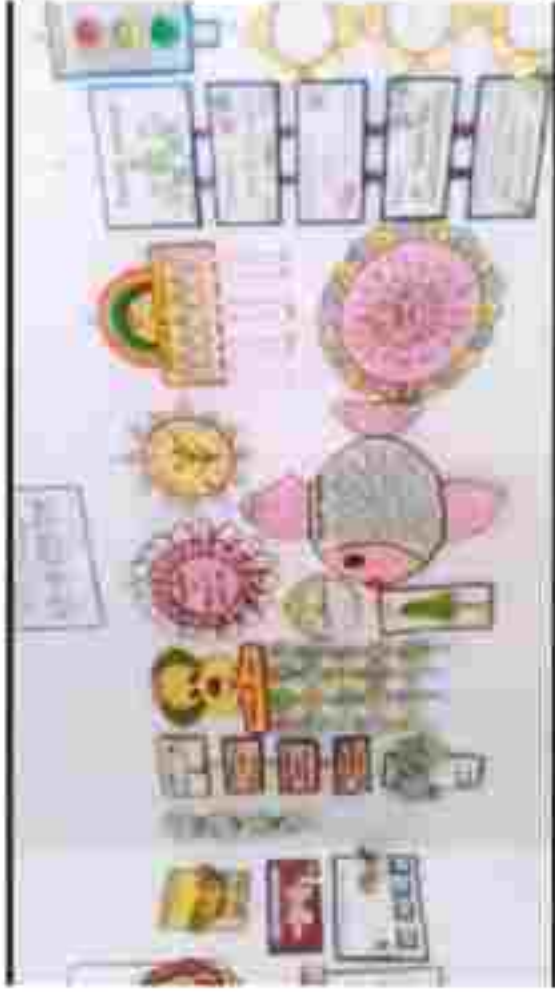


21/11/2024
Principal
Dr. P. S. RAO
Central Board of Secondary Education
College of Education,
Nalgonda





PRINCIPAL
Central Praja Programs Collage (N.P.C.)







Shikha
PRINCIPAL
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Principal
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Central India Women's College Of Education,
Nagpur





Shiksha
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Hanguru



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