

Metric ID : 2.3.4

ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Finding of DVV :-

- Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations
- Geo-tagged photographs wherever applicable

Response :-

- We have attached herewith relevant documents in Appendix I

Appendix -I

CENTRAL INDIA WOMENS COLLEGE OF EDUCATION

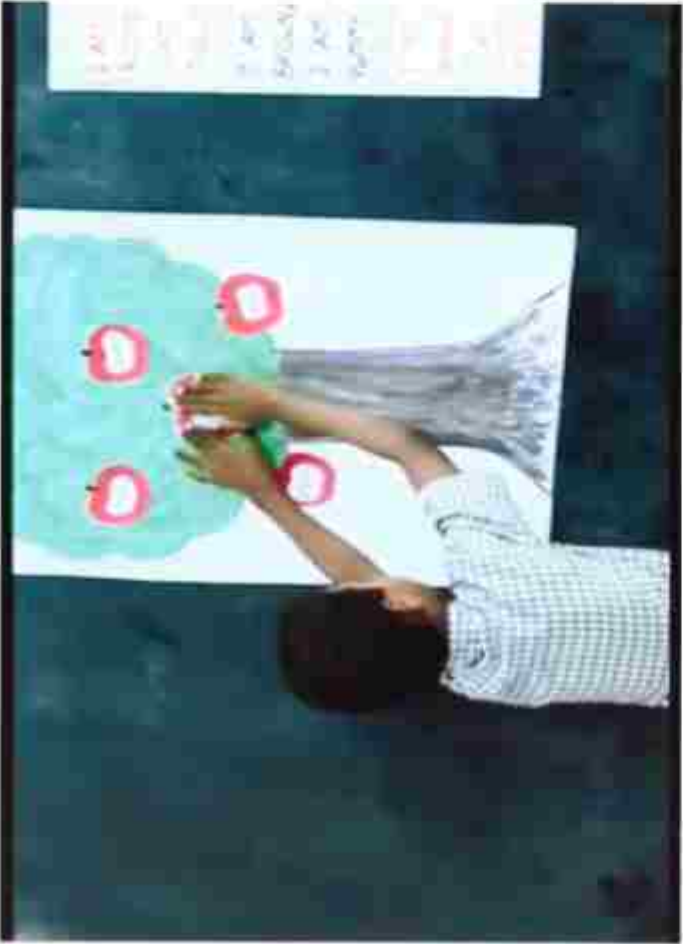
GODHANI, NAGPUR

SNDT WOMEN'S UNIVERSITY, MUMBAI

PRACTICE TEACHING



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Central India Women's College Of Education
Nagpur



Shiksha
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 Central India Women's College Of Education
 Jabalpur



Shilpa
PRINCIPAL
Central India Women's College Of Education
Nagpur



Shubho
PRINCIPAL
Women's College Of Education
Nagpur



Shiksha
PRINCIPAL
Central India Women's College Of Education
Nagpur



Shiksha
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Nagpur

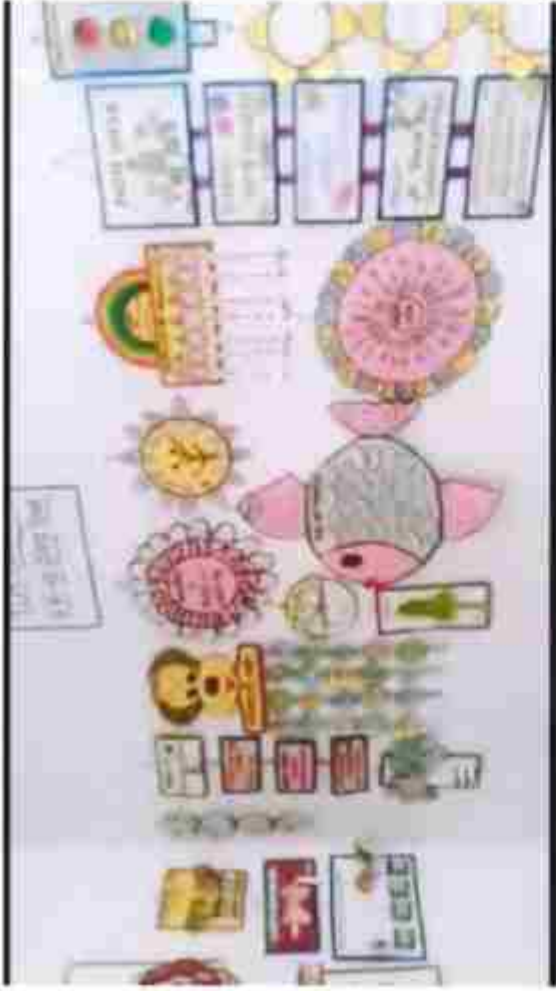


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Nagpur



Dr. Subhashini
PRINCIPAL
Central Indira Women's College Of Education,
Nagpur.





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Nagpur



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 Central Indian Women's College of Education



Shukraw
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Nagpur



Shubhal
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Nagpur

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 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

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, Lonala, 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

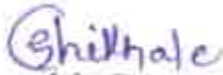


Signature of the
In charge Teacher



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.

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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	Marco Polo	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 (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 (आशय 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 (गाभाभूत घटक / जीवन कौशल्य / मूल्य) :

Answer the difference between Hot & Cold.



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

Introduction of the topic "Heat"

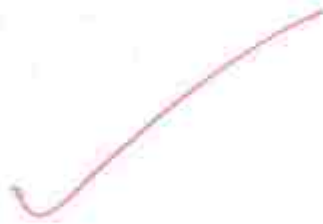
↓
Activities to find out the difference
between Hot & cold

↓
Recap of the lesson

↓
projects

↓
Exercise

↓
Homework



Reflecting thinking (before activity) (कृतीपूर्व चिंतन) :

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

(Signature)
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Muzaffarpur



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)												
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?	Students listen carefully												
	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.													
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Objects</th> <th style="width: 30%;">Cold</th> <th style="width: 30%;">Warm</th> </tr> </thead> <tbody> <tr> <td>Ice cream</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Spoon in a tea cup</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Fruit juice</td> <td style="text-align: center;">✓</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	✓													



G. Kulkarni
PRINCIPAL

Central India VI

Teaching process based on constructivism

(ज्ञानरचनाविधि अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी 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>Explore 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
(ज्ञानरचनावादी 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 fold that our left hand tells me that the water in mug A is hot and 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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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)			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

Central Board of Secondary Education
Kargpur

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 : 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 practice life and can apply the knowledge.

Content analysis (आशय 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 (साक्षात् घटक / जीवन कौशल्य / मूल्य) :

know the difference between Hot & cold.



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Task analysis/Task planning flow chart

(कार्यविश्लेषण/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 चिंतन) :

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.




Central Board of Secondary Education

11/2/2021

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)
<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>	<p style="text-align: right;">  PRINCIPAL </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)
	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 :-	Reading a thermometer	
	Let us learn how to read a thermometer. First note the temperature difference indicated between the two	Skill



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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)
	<p>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.</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, $^{\circ}\text{C}$.</p>	



Stated
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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)
	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 दरम्यान 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 के 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 Heat well.

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

Books, Journals, Internet.



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Nagpur

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

- Marks of the reflective thinking =

93
10




 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 : 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 (उद्देश 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 (आशय 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 (गाभाभूत घटक / जीवन कौशल्य / मूल्य) :

the difference between hot & cold.



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Nagpur

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

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

(Shubh)

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Central India Women's Coll.

Amritsar




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)
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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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)
	<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</p>	



Central India W. E.

Nagpur

of Education

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)
	<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.	
Activity 5:-	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 दरम्यान चिंतन) :

During the activity I observe the students were fully involve in the experiments. They use 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



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

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 (उद्देशे 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 (आशय 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 (गाभाभूत घटक / जीवन कौशल्य / मूल्य) :

the difference between hot & cold



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

9

Reflecting thinking (before activity) (कृतीपूर्व चिंतन) :

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

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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)
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
(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

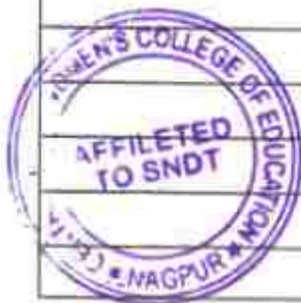
Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	let us investigate.	
Activity 6:-	Take a rod or flat strip of a metal, say of aluminium or iron. Fix a few small wax pieces on the rod. These pieces should be at nearly equal distances. clamp the rod to a stand. or else you can put one end of the rod in between bricks. 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 कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
	<p>The process by which heat is transferred from the hotter end to the colder end of an object is known as <u>conduction</u>. 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 or 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>Shikha PRINCIPAL Central India Women's College Of Education Nagpur</p>



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)
	wait for few minutes.	
	Touch the other end.	Yes
		Students
		Replied
	The materials which allow heat to pass through them easily are conductors of heat. For example - aluminium, Iron, copper. The materials which do not allow heat to pass through them easily are poor conductors of heat such as plastic and wood. Poor conductors are known as <u>insulators</u> .	
	The water and air are poor conductors of heat.	



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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)		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

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 English Teaching Subject : Science Lesson No.: 4

Std. : 7 Unit: V Teaching Content : HEAT

Teaching Method/Techniques : CONSTRUCTIVIST

Teaching Learning aids: Experiment, blackboard, chalk

Aim of the teaching : To develop scientific thinking

Objectives and Specifications (उद्देशे 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 (आशय 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 (गांधाधृत घटक / जीवन कौशल्य / मूल्य)

the heat flowing from one to another objects.



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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)
Introduction of the topic	"Kinds of clothes we wear in summer and winter."	
	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.	
Activity 8:-	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.	Students pay attention & observe 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)
	<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

(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	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>



Principal
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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)		95				

- Specific quality of the teacher

black board writing very nice

- Suggestion to the teacher for improvement in teaching

more 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 = 99

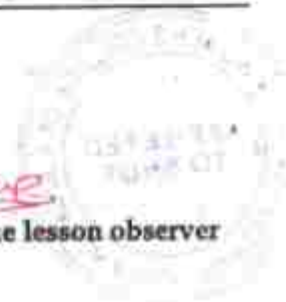
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Signature and date of the lesson observer

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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 : SUAGNA MUKHERJEE

Name of the School : _____

Medium : Marathi/Hindi/English/Gujarati [✓] Teaching Subject : science Lesson No.: 4

Std. : 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 practice life and can apply the knowledge.

Content analysis (आशय 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 (गाथाभूत घटक / जीवन कौशल्य / मूल्य) :



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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)
Findings :-	* Our sense of touch is not always a reliable guide to the degree of hotness of an objects.	
	* 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 कौशल्य अनुसार अध्यापन की प्रत्यक्ष 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>	
Recapitulation	Teacher ask few questions.	students answer the questions.
Exercise :-	Q1. State similarities and difference between the laboratory thermometer and the clinical thermometer.	<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

(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार अध्यापन की प्रत्यक्ष कार्यवाही)

Teaching Points (अध्यापन मुद्दे)	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 (विद्यार्थी 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 कौशल्य 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 centre. observe the doctor taking temperature of patients.	
	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 दरम्यान 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 ease to understand.
⇒ participation of students is required in making.

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

books, www.sciencedirect.com



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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)			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



10
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S. Thakur
 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 स्पष्टीकरण) :

* 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 traveller and their habitat about 600 or 700 years ago.

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

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

Communication, speaking and listening. Ghishu

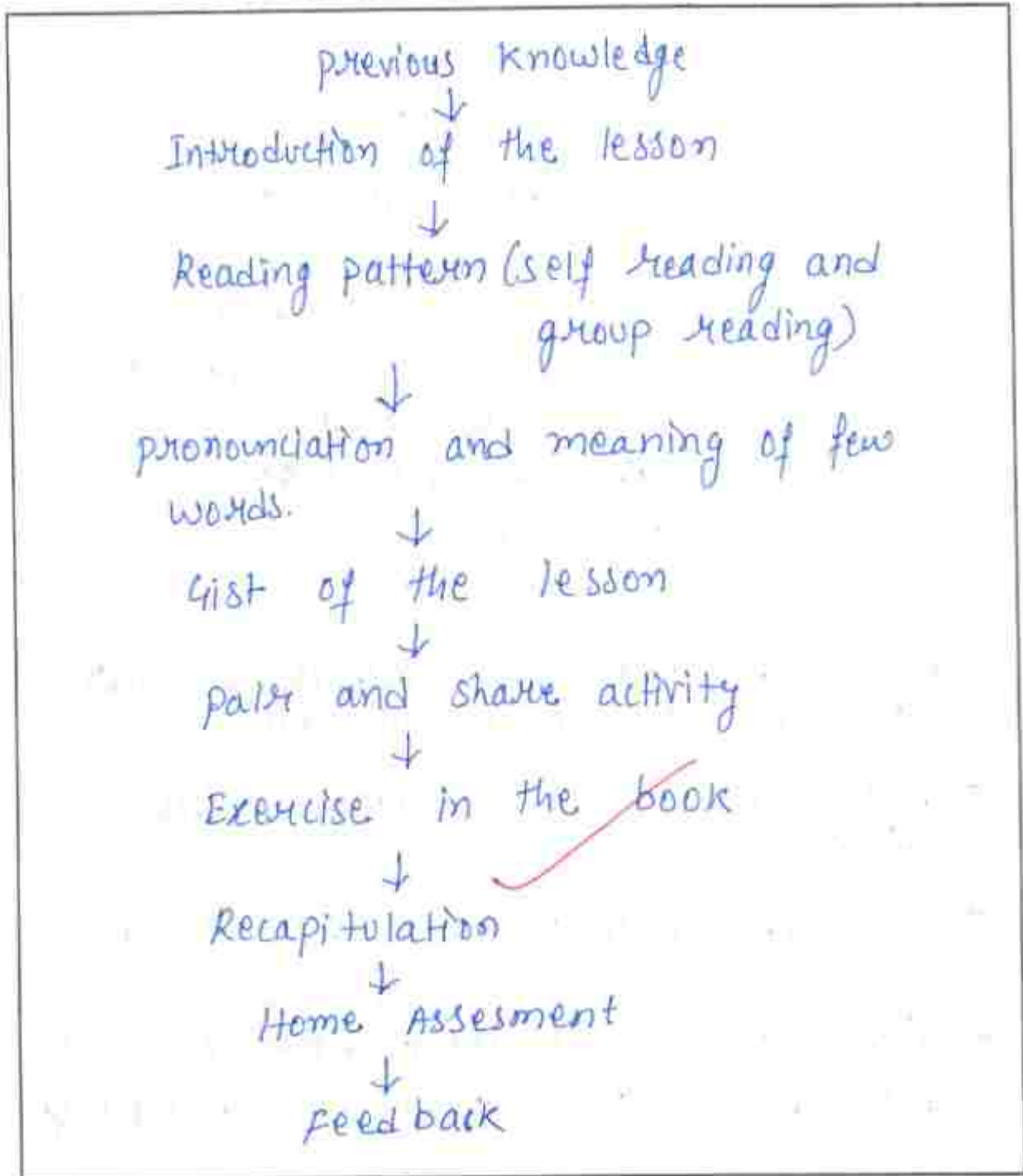


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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनियोजन प्रवाह तबत्ता)



Reflecting thinking (before activity) (कृतीपूर्व चिंतन) :

By using questions and answer method the teacher will recall about the inventor of steam engine. In India, The student are asked questions related to the previous knowledge of the Principal Shri

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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)
previous Knowledge questions.	The teacher will ask-	The students will answer
	⇒ what is the name of the person who travelled by the sea and invented America.	⇒ 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 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 Ten years ago. She will discuss about their habitat, livelihood etc.	



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Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी 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 students.	The students will dissolve 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 Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
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.	The students will answer the question and will be discussed.
	⇒ why did the emperor of china Kublai Khan allow Marco Polo to go to Persia? Explain	



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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)						

- Specific quality of the teacher

Appropriate teaching method used

- Suggestion to the teacher for improvement in teaching

speaks 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

- Mark of the reflective 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 (उद्देश 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 (गाम्भायूत घटक / जीवन कौशल्य / मूल्य)



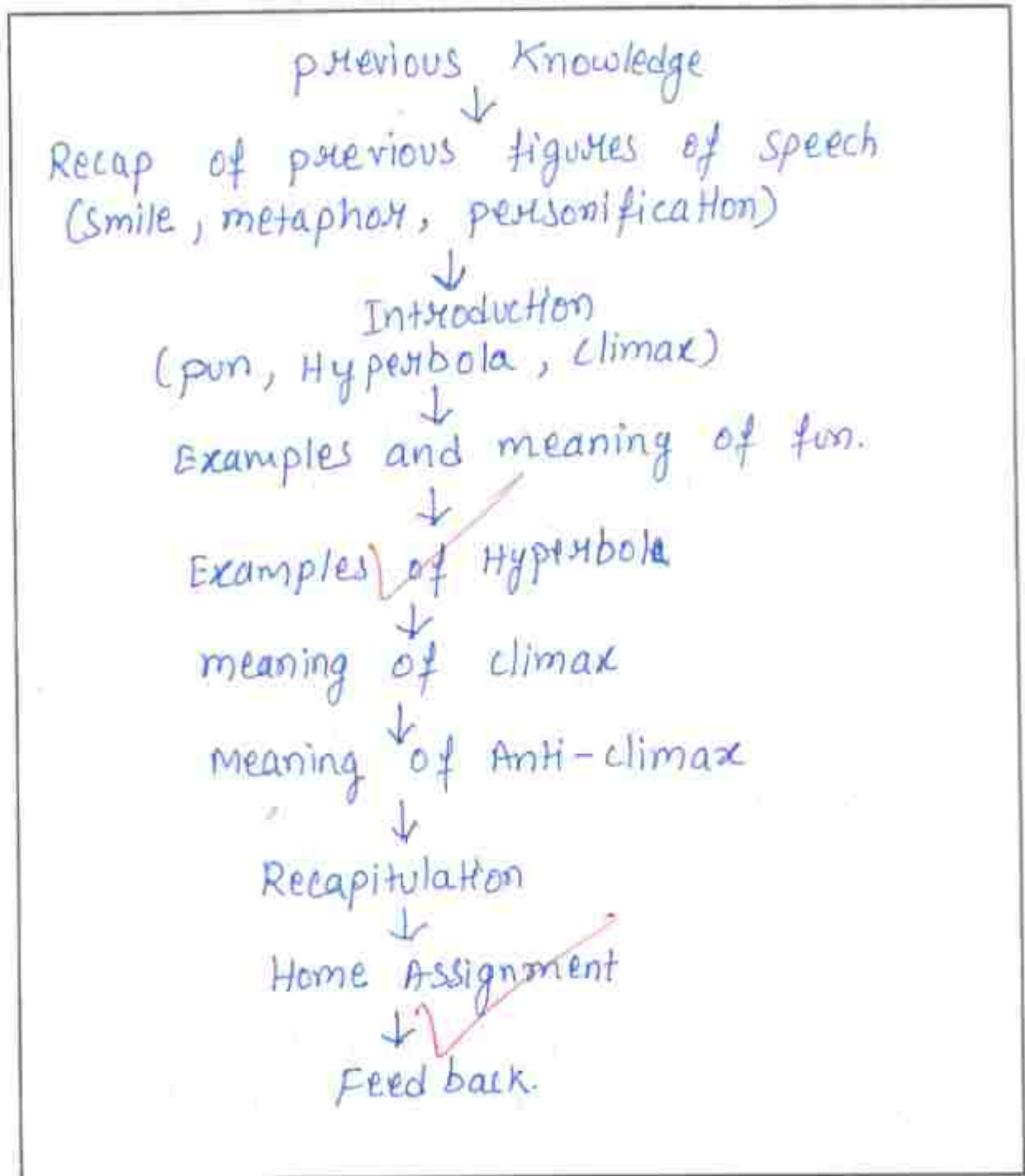
linguistic skills.

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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनियोजन प्रवाह तक्ता)



Reflecting thinking (before activity) (कृतीपूर्व चिंतन) :

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

(Signature)



This will help the students to practice improve

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Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
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 कौशल्य अनुसार 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 sentence 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	She will explain it is an exaggerated statement used for dramatic effect or for expressing	The student will read the example given and listen carefully.



Teaching process based on constructivism
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Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Examples	<p>① He is skinning as toothpick</p> <p>② 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.</p> <p>E.g. - ① The meeting was attended by the principals, teachers 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 & will listen carefully.</p>
meaning and Example	<p>She explain words, phrases and ideas.</p>	<p>The students will pay attention.</p>



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(ज्ञानरचनावादी अध्यापन कौशल्य अनुसार 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 Part the party mother brought, balloons steamers 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 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 on it for their improvement if any	The student will make a note of it.

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

While taking the chart activity the students were able to identify the different figure of speech easiest 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-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)						

- Specific quality of the teacher

Appropriate teaching method used

- Suggestion to the teacher for improvement in teaching

use improve

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

Practise more

- After lesson, feedback is given or not?

Feedback given

- Marks of the reflective thinking = 9

10




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CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

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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 (उद्देश एवं स्पष्टीकरण):

⇒ To sensitize the concept of superstition

⇒ To identify and name the various figure of speech.

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

Content analysis (आशय विश्लेषण):

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's husband and local man, but proves to be the best healer.

Core competencies, life skills and values (गाभाभूत घटक / जीवन कौशल्य / मूल्य):

Linguistic and logical skills

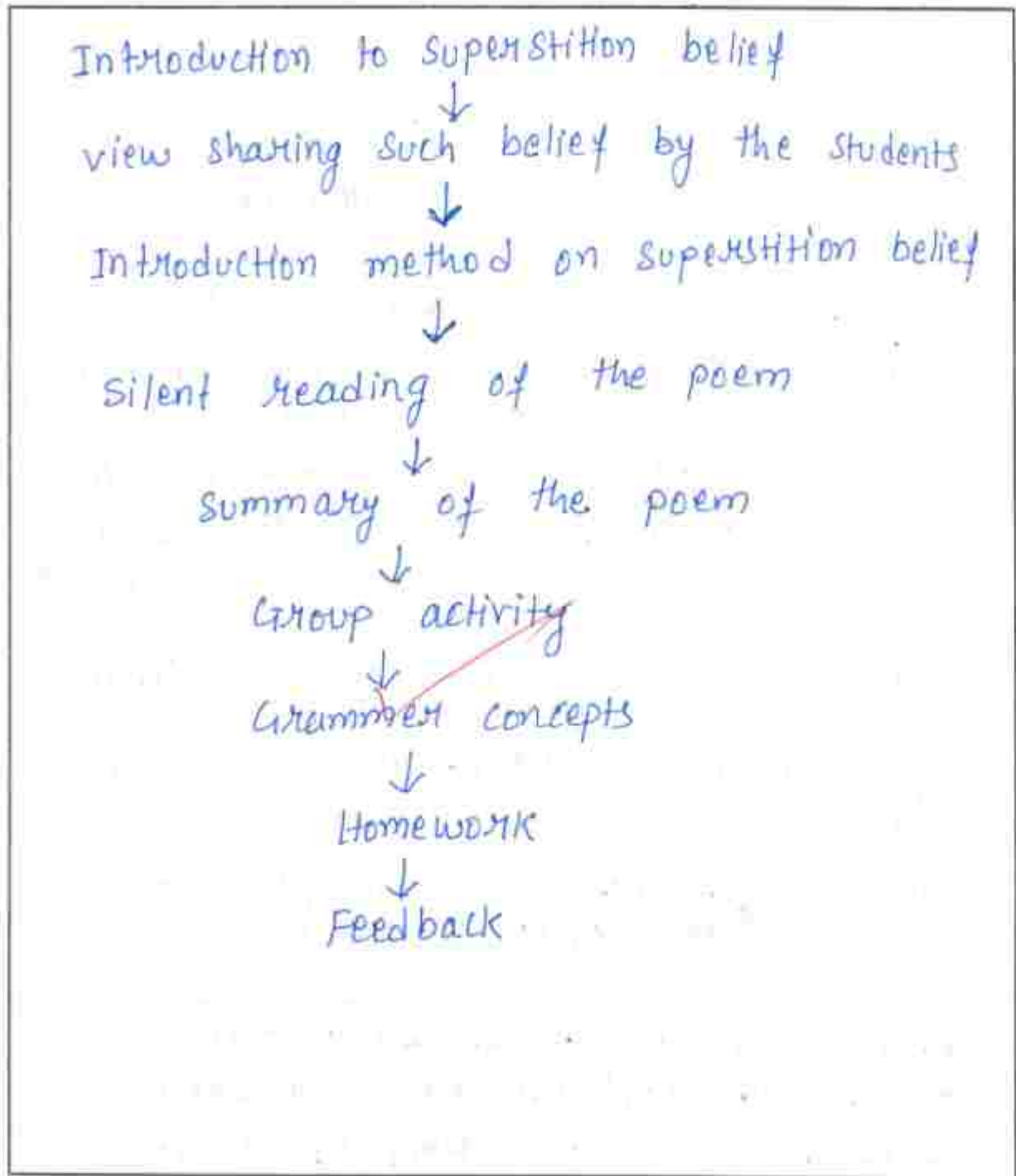


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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनियोजन प्रवाह तक्ता)



Reflecting thinking (before activity) (कृतीपूर्व चिंतन) :

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

→ preparing worksheet based on the grammar concept in the poem, Chiknalo

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Teaching process based on constructivism

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Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Introduction on the super- stition belief	The teacher writes on the board "To see a peacock before a journey is considered auspicious."	The students will recite it to the superstitions belief.
The poem introduction	The teacher will them speak about the poem that this poem is also based on such beliefs.	The students will listen carefully.
Sharing views by the students	The teacher will ask the students to share a few superstition beliefs that their family or friends believe it.	The students will show their videos and belief to the whole class.
Discussion method	The teacher will ask them that why do they consider the beliefs which they mentioned to be superstitious.	The children will think and express themselves.



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Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
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 tree 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 row of students to read? Stanzas of the poem aloud while reading each row will be allowed time to frame questions on the other stanza	The student will read carefully



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Teaching Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Group Activity	The teacher will tell each row to complete reading of the poem. she will give chance to another row to ask question based on the stanza they will explain the meaning of the question asked from the stanza.	The students will first understand the meaning of the stanza & will ask the question based on the stanza
	This activity will be carried out till all the stanza are read by each row 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 Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी कृती)
Question and Answer method	After the Q/A 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 Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी 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 correct 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 दरम्यान चिंतन) :

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 fram the question to understanding the meaning of the poem too.

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

- After the activity on question and answer based method the students were able to fram 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) :



English Course Book of class _____

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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)			✓			

- 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?




 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, play and skit

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 (आशय 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 (गाभाभूत घटक / जीवन कौशल्य / मूल्य) :

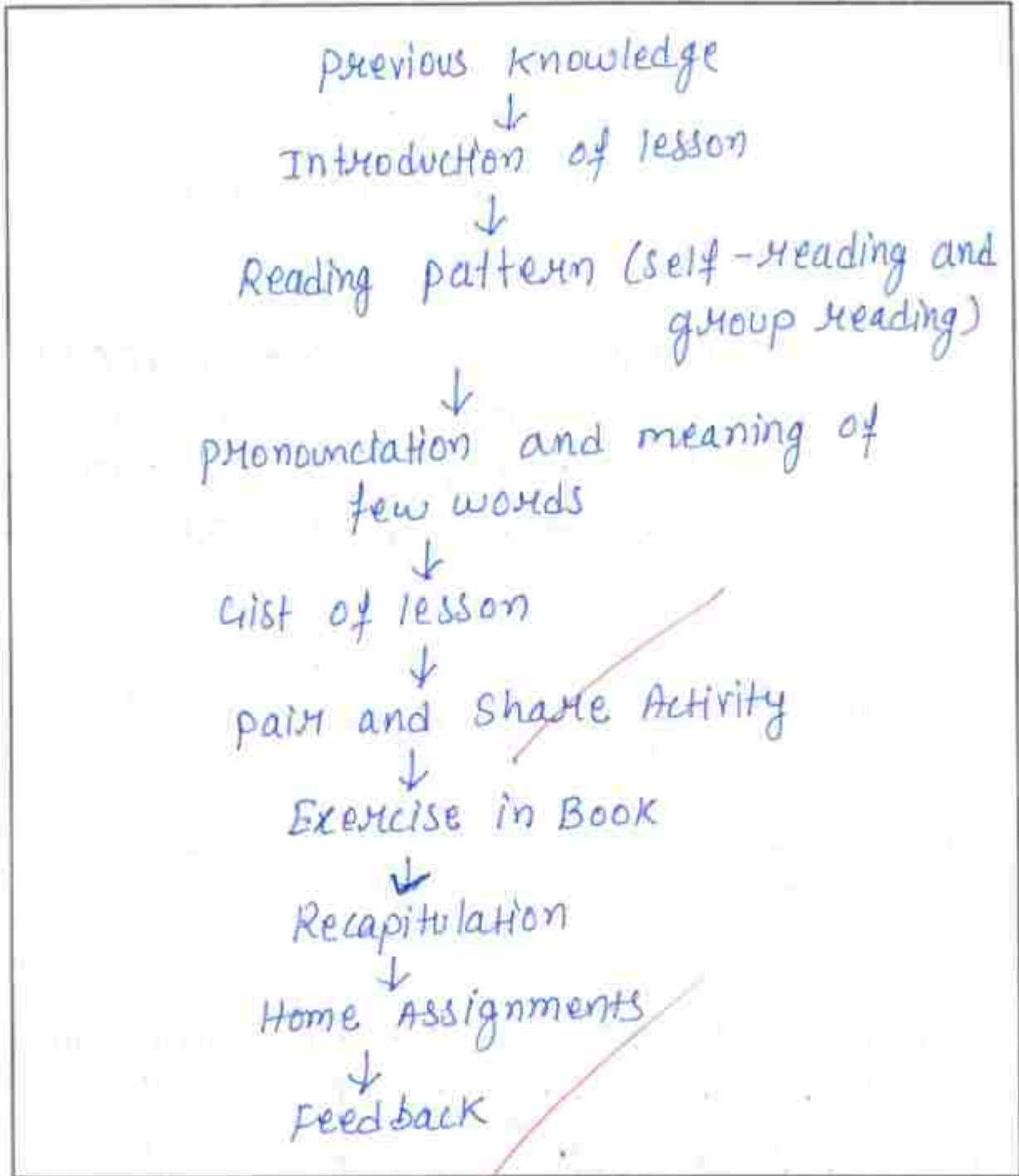
Communication speaking

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Task analysis/Task planning flow chart

(कार्यविश्लेषण/कार्यनियोजन प्रवाह तक्ता)



Reflecting thinking (before activity) (कृतीपूर्व चिंतन) :

By using question and answer method the
learners will recall about the meaning
relationship importance of relationship
the love between grandson and grandmother
in the relationship. Shukhol



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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)
previous knowledge question	The teacher will ask	The student will answer
	⇒ what do you call father's mother	→ Grand mother
	⇒ Importance of family in your life.	→ The student will relate it to their life
Introduction	The teacher will explain students about family tree the relationship between a little grandson and his older grandmother.	
Explanation	The teacher will initially read the chapter "The grandmother was in the old existence... and the grandson	Students listen carefully
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(ज्ञानरचनावादी अध्यापन कौशल्य 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 Points (अध्यापन मुद्दे)	Teacher's Activity (शिक्षक कृती)	Student's Activity (विद्यार्थी 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 on audio-video clips on a grandson and grandmother.	
pair and share	The teacher makes 3 groups 1- Grandson 2- Grandmother 3- The narrator	
	3 group for the activity last & 1st group performed as grandmother	Students enjoy doing it.




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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)
	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	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)						

- 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

- Marks of the reflective thinking = 09

10



(Shikha S. Thakur)
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Signature and date of the lesson observer
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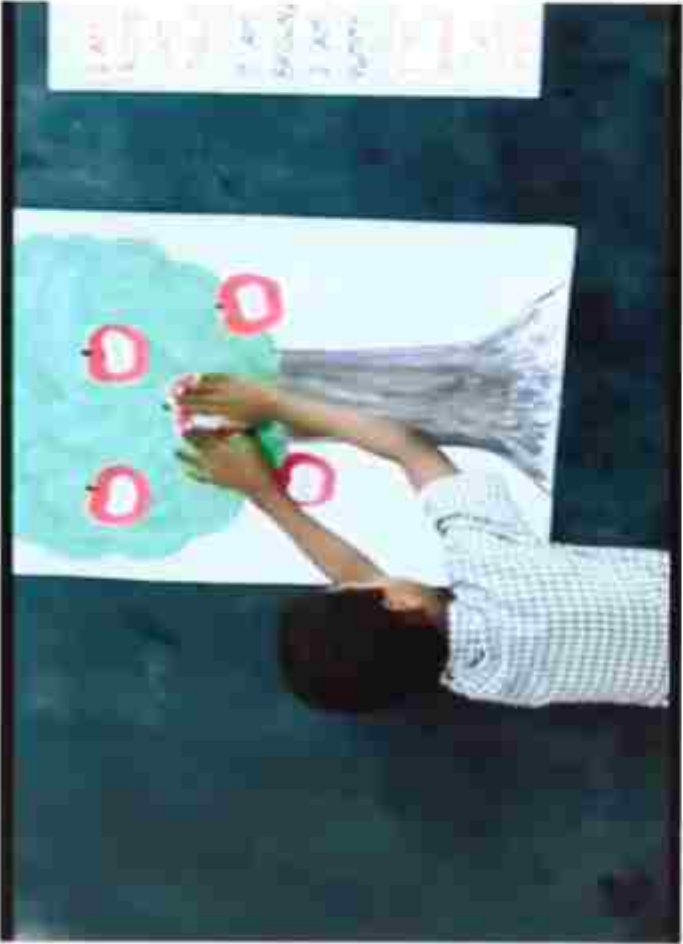
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PRACTICE TEACHING



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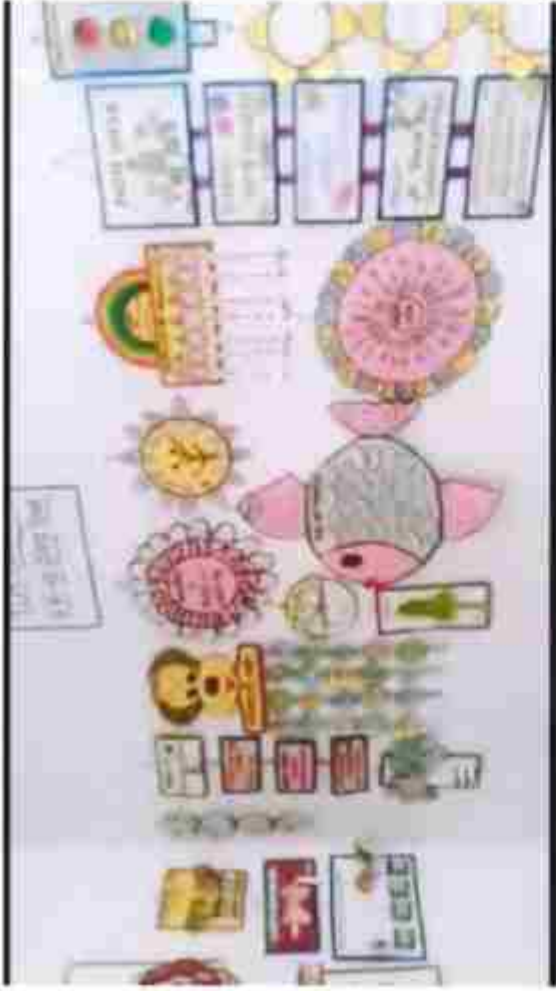
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