

Motiwala Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES,  
NASHIK.**



Name of the Student Teacher

GAURI PRASAD ATE

Roll No 01 Name of Internship School SAHAT BLOSSOM ENGLISH  
MEDIUM SCHOOL

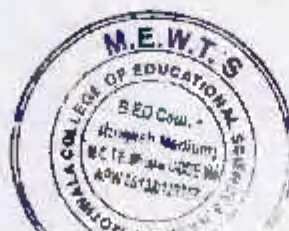
**BED 110 (B): TEACHING COMPETENCY III:**  
**INTRODUCTION TO INTERNSHIP PROGRAMME**

Name of the Guide Teacher

MR. MAHENDRA GAIKWAD

Academic Year

**2021 - 2022**

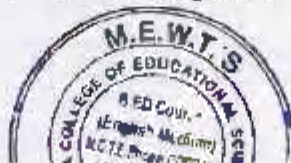


  
**Principal**  
Motiwala College of Educational  
Sciences, Nashik

**Course -110(B)**  
**Teaching Competency Course - III**  
**School Based Experiences -**  
**Introduction to Internship Programme**

**SEQUENCE OF FILE**

1. Front page
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4. Objectives of Introduction to internship programme
5. Instructions for Introduction to internship programme
6. Marks for Introduction to internship programme
7. Observation of 4 lessons of experienced school teacher's preferably two of each School subject.
8. Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher.
9. Write a report of the observed co curricular and extracurricular activities Organized in the school.
10. Write an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
11. Conduct of 2 lessons in the school classroom.
12. Group photo , group timetable, personal time table
13. School information and overall Introduction to internship report
14. Daily diary of Introduction to internship programme
15. Conclusion and self opinion as per point.



  
Principal

MOTIWALA EDUCATION & WELFARE TRUST'S  
MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES,  
NASHIK



## Certificate

This is to certify that Mr./Miss/Mrs. Gauri Prasad  
At Roll No. 01 Is the student of  
Motiwala College of Educational Sciences, Year  
2021 - 2022 has successfully completed the practical  
i.e. B.Ed 110 (B): Teaching Competency III:  
Introduction to Internship Programme.

Head of the Department

Principal



Principal


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## Declaration

I Gauri Prasad Atr Roll. No 01 the student of Motiwala College of Educational Sciences, Nashik. I honestly declare that I have completed the Introduction to Internship Programme and completed the assigned task according to the guidance of my Guide Teacher Prof. Mahendra Gulkar the Assistant Professor of Motiwala College of Educational Sciences.

Yours faithfully



  
Principal  
Motiwal College of Educational  
Sciences, Nashik



## INFORMATION OF INTRODUCTION TO INTERNSHIP

It is one of the activities which students have to perform during their internship. They have to observe 4 lessons of one school teacher of their own subject opted for B.Ed course. Then the students should prepare a report and submit to the incharge professor for its evaluation. Student should keep this report and submit it at the time of moderation of internal work. The report should contain following points.

### 1. Introduction:

### 2. Objectives of the activity:

- To plan for observation of lessons.
- To observe the teaching of the experienced school teacher.
- To observe the learning of the students.
- To interact with the teacher
- To reflect on the observation

### 3. Planning:-

- Permission by authorities of the school for observation of lessons.
- Permission by the teacher of the school for observation of his/her lessons.
- Interaction with the teacher before observation
- Observation of lessons (teaching skill-class control, classroom interactions, motivation, examples and illustrations, questioning, dealing with the problematic students etc.)

4. Execution: a) Observation of lesson- student should observe the teaching of the teacher as well as learning of the students and their behavior.

b) Observation of teaching- observe the teaching with respect to following points class control, classroom interactions, motivation, examples and illustration, questioning, reinforcement, dealing with the problematic students etc.

c) Observation of learners: - observe the learning with respect to following points


Response given to teaching, attention towards teaching, involvement in learning, enjoying learning, classroom interactions, interaction with the teacher after observation

### 3. Output of the activity:-

What you get after observing these lessons

What you should imitate and avoid




  
**Principal**  
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Sciences, Nashik

## Objectives of the Introduction to Internship Programme are

### To Enable the Student Teacher:-

1. To get an opportunity to observe the teaching of experienced school teachers.
2. To work under the guidance of experienced school teachers.
3. To know which type of records are maintained in the school and how they are prepared.
4. To develop four lesson plans under the guidance of the school teachers.
5. To assist the school teacher in her/ his day to day works.
6. To conduct Two (Method I +Method II) lessons in the school classroom.
7. To observe in co-curricular and extracurricular activities organized in the schools.
8. To observe the assessment work done in the school
9. To have feel of total experience of teaching in the school.



  
Principal  
Motilal College of Educational  
Sciences, Noida

## **Instructions for Introduction to Internship Programme**

1. There will be 4 Weeks internship programme in reputed English medium schools of Nashik.
2. There will be 08-09 student teachers in each group.
3. Take guidance from your internship group teacher and subject teacher.
4. All student teacher must follow the rules and regulations of the school.
5. Saree is compulsory for ladies and formal uniform for gents. Bring college identity card at the time of internship.
6. Everyone must be present in the respective school right from the beginning everyone must attend the assembly and actively participate in the activities of the school. Faculty members of MCES can visit anytime in your internship school.
7. Every student teacher must follow the instructions of the student co-ordinator and group teacher you must take care of the technology tools (teaching aid) and maintain discipline.
8. Every student teacher must implement the knowledge and skill learnt through the workshops and seminars conducted in the college.
9. All details should fill on lesson plan, report and essay. Incomplete file or lesson plan will be rejected by committee.



*Amir*



**In the Introduction to Internship Programme the student teacher has to complete the following activities:**

**Introduction to Internship: Duration: 4 Weeks (2 credits) – 50 marks**

This course focuses on student teachers Engagement with the field. The aim is to develop in the students perspectives about education, professional capacities, teacher sensibilities and skills. It also will help student teachers realize the necessity to cater to the diverse needs of the learner.

**Activities:**

1. Observation of 4 lessons of experienced school teachers preferably two of each School subject.
2. Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher.
3. Write a report on the observed co curricular and extracurricular activities organized in the school.
4. Write an essay reflecting of the activities in which the student teacher has assisted the school teacher in his/her work.
5. Conduct of 2 lessons in the school classroom.
6. Write a daily work report.







Motiwala Education & Welfare Trust's

**MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES, NASHIK.**

**Course -110(B)**

**Teaching Competency Course - III**

**School Based Experiences- Introduction to Internship Programme**

Name of the student teacher Gauri Ate

Roll. No 01

Method-I Science Method-II Maths

**Marks of Introduction to Internship Programme**

No.	Criteria		Distribution of Marks				Out of	Total Marks Obtained
1	Observation of 4 lesson of school teacher		38	40	40	42	200	160
			50	50	50	50		
2	Development of 4 lesson plan		38	40	41	42	200	161
			50	50	50	50		
3	Writing a Report		45				50	45
4	Writing an Essay		42				50	42
5	Conduct of 2 lesson in school	1 <sup>st</sup> Method	84		85		200	169
		2 <sup>nd</sup> Method	100		100			
			Total =				700	577

Assistant Professor



Principal





## ACTIVITY-1 OBSERVATION OF SCHOOL TEACHERS

(Two observations of each method)

### OBSERVATION -1

Name Of The Teacher - Rubi ma'am Subject Science Std- 9 Div- C

1. Introduction of the lesson

Checking of previous knowledge was done in set induction.

2. Explanation with suitable example

Explanation was done in step wise manner with suitable examples.

3. Interaction with student's

Interaction with students was good.

4. Responses given to the students

Involvement of students in the activity was good. Students response was good in game based activity.

5. Class controlling strategies

Class controlling strategy was based on activity.

6. Reflection of teaching experience

Main points were clearly understood because of the activity.

7. Use of black board and teaching aids

Black board was divided into two. Use of colour chalks was good. Teaching aids were used.

8. Student's participation

Students actively participated in the activity.

9. Evaluation strategy, class work and home work

Extra examples were given as home work.

Students were asked to plan an activity for the same concept.

10. Overall impression

Good



Signature of Asst. Professor

19/7/21

# Motiwala College of Educational Sciences

## Activity-1

### OBSERVATION -1

### EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Introduction of the lesson				✓	
2	Explanation with suitable example				✓	
3	Interaction with students			✓		
4	Responses given to the students				✓	
5	Class controlling strategies				✓	
6	Reflection of teaching experience				✓	
7	Use of black board and teaching aids			✓		
8	Students participation				✓	
9	Evaluation strategy, class work and home work				✓	
10	Overall impression				✓	
	Total Marks-50				38	50



Signature of Asst. Professor

191712L

*[Signature]*

Principal

Motiwalla College of Educational



## ACTIVITY-1 OBSERVATION OF SCHOOL TEACHERS

(Two observations of each method)

### OBSERVATION -2

Name Of The Teacher - Suchitra Subject Science Std- 8 Div- A

1. Introduction of the lesson

Set induction was done by giving examples from day-to-day life.

2. Explanation with suitable example

Concept was explained well by giving more examples. Flow of teaching was good.

3. Interaction with student's

Interaction between students and teacher was good.

4. Responses given to the students

Students were giving answers actively.

5. Class controlling strategies

Class controlling strategy was based on asking questions which arouse curiosity.

6. Reflection of teaching experience

Good experience with good examples from day to day life.

7. Use of black board and teaching aids

Black board was divided into two. Use of colour chalks was excellent. Teaching aids were used.

8. Student's participation

Active participation of students was observed.

9. Evaluation strategy, class work and home work

Application based questions were given as home work.

10. Overall impression

Excellent



Principal  
Principal

Signature of Asst. Professor  
20/11/22



**Motiwala College of Educational Sciences**

### Activity- 1

### OBSERVATION - 2

## EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Introduction of the lesson				✓	
2	Explanation with suitable example				✓	
3	Interaction with students				✓	
4	Responses given to the students				✓	
5	Class controlling strategies				✓	
6	Reflection of teaching experience				✓	
7	Use of black board and teaching aids				✓	
8	Students participation				✓	
9	Evaluation strategy, class work and home work				✓	
10	Overall impression				✓	
	<b>Total Marks - 50</b>				40	50



Signature of Asst. Professor

2017/12

*[Signature]*  
Principal

## ACTIVITY-1 OBSERVATION OF SCHOOL TEACHERS

(Two observations of each method)

### OBSERVATION - 3

Name Of The Teacher - Radhika Subject Maths Std- 7 Div- D

#### 1. Introduction of the lesson

Lesson was introduced by showing a simple magical property of magnet.

#### 2. Explanation with suitable example

Properties of magnet were explained very well by performing activities.

#### 3. Interaction with student's

Students were recognised by calling their names. Interaction with students was very good.

#### 4. Responses given to the students

Responses given by the students was very good.

#### 5. Class controlling strategies

Class controlling strategy was based on activity.

#### 6. Reflection of teaching experience

All the objectives were fulfilled. Good experience for students to handle magnets.

#### 7. Use of black board and teaching aids

Black board was divided into two. Diagrams were excellently drawn using different colour chalks. Teaching aids were used.

#### 8. Student's participation

Students were actively and curiously participating in the activities.

#### 9. Evaluation strategy, class work and home work

Properties of magnet were listed in class work. Application based questions were given as home work.

#### 10 Overall impression

Excellent.



  
Principal

  
Signature of Asst. Professor



# Motiwala College of Educational Sciences

## Activity-1

### OBSERVATION - 3

### EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Introduction of the lesson				✓	
2	Explanation with suitable example				✓	
3	Interaction with students				✓	
4	Responses given to the students				✓	
5	Class controlling strategies				✓	
6	Reflection of teaching experience				✓	
7	Use of black board and teaching aids				✓	
8	Students participation				✓	
9	Evaluation strategy, class work and home work				✓	
10	Overall impression				✓	
	Total Marks-50				40 50	



Signature of Asst. Professor

24/7/22

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## ACTIVITY-1 OBSERVATION OF SCHOOL TEACHERS

(Two observations of each method)

### OBSERVATION - 4

Name of The Teacher - Poonam Subject Maths Std- 6 Div- B

1. Introduction of the lesson

Previous knowledge was checked during set induction.  
Introduction of lesson was good.

2. Explanation with suitable example

Teaching aid was used for explaining the concept.  
Suitable examples were given.

3. Interaction with student's

Every child was given a chance for answering questions.  
Interaction with students was good.

4. Responses given to the students

Students responses were good.

5. Class controlling strategies

Class controlling strategy was based on usage of  
teaching aid.

6. Reflection of teaching experience

Students were attentively observing the teaching  
aid. Stimulus variation was seen.

7. Use of black board and teaching aids

Colours chalks were used for drawing figures.  
Teaching aid was used.

8. Student's participation

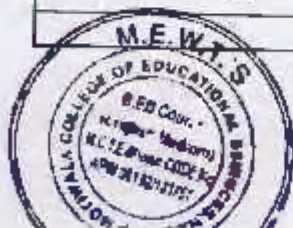
Active participation of students was observed.

9. Evaluation strategy, class work and home work

Application based examples were given as home  
work. Revision of basic concept was done.

10. Overall impression

Very Good.



Poonam  
Principal

(Signature)  
Signature of Asst. Professor

# Motiwala College of Educational Sciences

## Activity-1

### OBSERVATION - 4

### EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Introduction of the lesson					✓
2	Explanation with suitable example				✓	
3	Interaction with students				✓	
4	Responses given to the students				✓	
5	Class controlling strategies				✓	
6	Reflection of teaching experience				✓	
7	Use of black board and teaching aids				✓	
8	Students participation				✓	
9	Evaluation strategy, class work and home work				✓	
10	Overall impression					✓
	Total Marks-50				42 50	



Signature of Asst. Professor

*22/7/22*  
*[Signature]*







Activity - 2 Develop lesson plan



Motiwala Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL  
SCIENCES NASHIK**  
Lesson Plan

Name of the Student Teacher: Gauri Ate Method 1 SCIENCE  
Name of the School: Sahaj blossom English medium school Total Lesson No:           
Std: VII Div: D  
Date: 25/7/22

Teaching Subject: Science  
Unit/Sub Unit: Cell structure and micro-organisms.  
Teaching Method/Type: Explanation  
Previous knowledge: Students Tell about "cell"  
Teaching Topic: Components of cell

Core Values/Core Elements: Dignity of labour

Principle: Components of cell-cell wall, cell membrane, cytoplasm and cell organelles.

Set Induction: [Teacher enters the classroom and greets students] we have already learnt that the cellular organization is the primary characteristic of all living organisms. what is a cell? Cell is the fundamental structural and functional unit of living organisms

Statement of aim: So, today we are going to study various "components of cell".



Principal  
Principal

OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
<p>knowledge with understanding [students tell about the cell wall.]</p>	<p><u>Cell wall and plasma membrane</u>: The cell wall is outermost covering of plant cell. Plasma membrane is the outermost covering of animal cell. It is delicate and flexible.</p>	<p>Model of Cell.</p>
<p>knowledge with understanding [students tell about cytoplasm]</p>	<p><u>Cytoplasm</u>: The liquid part present around the nucleus and occupies the space between plasma membrane and nucleus. Cell organelles are scattered in the cytoplasm.</p>	<p>Diagram of Cell.</p>
	<p><u>Cell Organelles</u>:</p> <p>These mainly include the nucleus endoplasmic reticulum, golgi bodies, plastids, lysosomes, mitochondria, vacuoles. etc plant cells contain chloroplasts.</p>	



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Teacher explains about cell wall and plasma membrane by drawing the model of cell.	Students observe the model.	1] In which type of cell is the cell wall present?
Teacher explains about cytoplasm with the help of diagram.	Students observe the diagram.	2] What is a cytoplasm?
Teacher explains about various cell organelles by showing the model of cell.	Students observe the model.	3] Why are mitochondria called as 'power houses of cell'?



*Signature*



OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
<u>Application:</u> [students fill the blanks with appropriate words]		





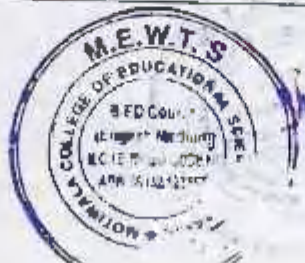
## BOARD WORK

Std. & Div: <u>VII</u>		Topic: <u>Components of cell</u>	Date: <u>25/7/22</u>
1) Cell wall is present only in plant cells.	2) The liquid part present between the nucleus and plasma membrane is called cytoplasm.	3) As mitochondria produce energy, they are called the 'powerhouses of the cell'.	

## EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Neat, Correct and complete lesson note				✓	
2	Revival of previous knowledge and aims of the lesson				✓	
3	Objectives and specification			✓		
4	Consideration of student with diverse needs (gifted, average, beverage)				✓	
5	Introduction- attractive based on previous knowledge				✓	
6	Presentation- suitable learning experiences and proper teaching aids				✓	
7	Space for student with special needs				✓	
8	Define role of student and their participation			✓		
9	Expected responses of student				✓	
10	Evaluation strategies				✓	
Total Marks - 50					38	50



Signature of Asst. Professor

25/7/22



Activity-2 Develop lesson plan-



Motiwala Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL  
SCIENCES**  
**NASHIK**  
**Lesson Plan**

Name of the Student Teacher: Gauri Ate Method I Science  
Name of the School: Sahaj blossom English medium school Total Lesson No:           
Std: VIII Div: C  
Date: 26/7/22

Teaching Subject: Science  
Unit/Sub Unit: Measurement of Physical Quantities  
Teaching Method/Type: Explanation and demonstration  
Previous knowledge: Physical Quantities  
Teaching Topic: Difference between mass and weight  
Core Values/Core Elements: Scientific attitude  
Principle: Mass and weight

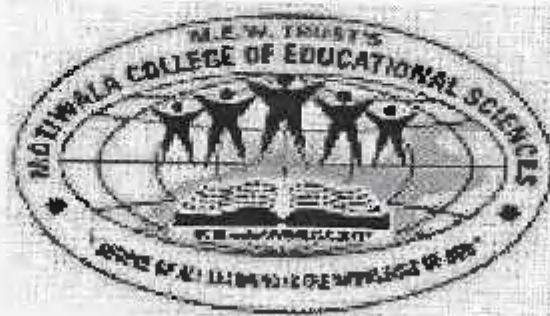
Set Induction: [Teacher enters the classroom and greets students] - The day-to-day life, we measure many things like vegetables, fruits, food grains etc. These measurements are done using numbers. So these are called 'Physical quantities'. Name some physical quantities.  
Statement of aim: Mass, weight, distance, speed.

Statement of aim: So, today we are going to study the difference between two physical quantities - Mass and weight.



*[Signature]*

Motiwala Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES,  
NASHIK.**



Name of the Student Teacher

GAURI PRASAD ATE

Roll No 01 Name of Internship School SAHAT BLOSSOM ENGLISH  
MEDIUM SCHOOL

**BED 110 (B): TEACHING COMPETENCY III:**  
**INTRODUCTION TO INTERNSHIP PROGRAMME**


Name of the Guide Teacher

MR. MAHENDRA GAIKWAD

Academic Year

**2021 - 2022**



  
**Principal**  
Motiwala College of Educational  
Sciences, Nashik

MOTIWALA EDUCATION & WELFARE TRUST'S  
MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES,  
NASHIK



## Certificate

This is to certify that Mr./Miss/Mrs. Gauri Prasad  
Shinde Roll No. 01 Is the student of  
Motiwala College of Educational Sciences, Year  
2021 - 2022 has successfully completed the practical  
i.e. B.Ed 110 (B): Teaching Competency III:  
Introduction to Internship Programme.

Head of the Department

Principal



Principal



OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
knowledge with understanding [students tell about mass]	<u>Mass</u> : The amount of matter present in a substance is called mass. Mass is a scalar quantity. It does not change from place to place anywhere in the world. Gram and kilogram are the units of mass.	Simple balance, small toys and beads.
knowledge with understanding [students tell about weight]	<u>Weight</u> : The gravitational force that acts on the mass is called its weight. Weight is a vector quantity. It is different at different places on the earth. Newton is the unit for measuring weight.	Simple balance, small toys and beads.
knowledge with understanding [students solve the given word problem]	<u>Formula to Calculate weight</u> Since weight is also a force, the formula to calculate weight is same as that of calculating any force. The gravitational force of earth is $9.8 \text{ m/s}^2$ .	$w = 9.8 \text{ m/s}^2$ To measure weight of given mass $= \text{mass} \times 9.8 \text{ m/s}^2$

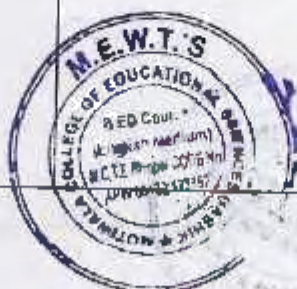


TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Teacher explains about the mass with the help of activity.	Students perform the activity.	1) What is mass of a substance?
Teacher explains about weight with the help of activity.	Students perform the activity.	2) What is weight?
Teacher explains the conversion of mass into weight with the help of a formula.	Students listen to the teacher.	3) What is the weight of an object that has a mass of 10kg?



*Neeraj*

OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
<u>Application:</u> [Students match the correct pairs].		





TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
<u>Closure</u> : There are the differences betw <sup>n</sup> mass and weight.	Students listen to the closure.	
<u>Recapitulation</u> : [Teacher asks question] 1) What is mass of a substance? 2) What is weight? 3) What is the weight of an object that has a mass of 10kg?	Students give the answers.	
<u>Care Value</u> : [Teacher inculcates care value among students]	Students listen to the teacher.	
Teacher writes the questions on board for application [Match the pairs]		Match the pairs: A B Mass cm <del>Weight</del> Kg N
<u>Home work</u> : [Teacher gives home work to students] Why is the <del>weight</del> of the same object different on different planets?	Students notedown the homework in their notebooks.	



*Signature*

## BOARD WORK

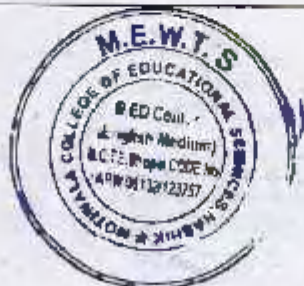
Std. & Div: <u>VII</u>		Topic: <u>Difference between mass and weight</u> Date: <u>26/1/22</u>
<u>Mass</u> 1) Amount of matter in a substance. 2) Scalar quantity 3) No change from place to place. 4) Units - gm & kg	<u>Weight</u> 1) The gravitational force acting on mass. 2) Vector quantity 3) Changes from place to place. 4) Unit - Newton	<u>Mass</u> = 10kg $g = 9.8 \text{ m/s}^2$ weight = mass $= 10 \times 9.8$ $= 98 \text{ kg m/s}^2$

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## EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Neat, Correct and complete lesson note				✓	
2	Revival of previous knowledge and aims of the lesson				✓	
3	Objectives and specification				✓	
4	Consideration of student with diverse needs (gifted, average, beverage)				✓	
5	Introduction- attractive based on previous knowledge				✓	
6	Presentation- suitable learning experiences and proper teaching aids				✓	
7	Space for student with special needs				✓	
8	Define role of student and their participation				✓	
9	Expected responses of student				✓	
10	Evaluation strategies				✓	
	<b>Total Marks - 50</b>				40	



  
 Signature of Asst. Professor  
26/1/22



Activity-2 Develop lesson plan



Motiwala Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL  
SCIENCES, NASHIK**

**Lesson Plan**

Name of the Student Teacher: Gauri Ate Method 1 Maths  
Name of the School: Shaj Blossom English Total Lesson No:   
medium School  
Std: IX Div: D  
Date: 27/7/22

Teaching Subject: Mathematics

Unit/Sub Unit: Real numbers

Teaching Method/Type: Demonstration

Previous knowledge: students know about natural numbers, whole number and real numbers.

Teaching Topic: (1) Terminating type (2) Non-terminating type  
(3) Recurring decimal in p/q form.

Core Values/Core Elements: Attentiveness

Principle: The real numbers include all the rational numbers such as integer, fractions and all irrational numbers.

Set Induction: [Teacher enters in classroom and greets students.]  
Students we know about natural numbers, whole numbers, integers and rational numbers then what are the real numbers and how they expand in decimal form.

Statement of aim: So today we are going to study real numbers and terminating, non-terminating recurring type



*[Signature]*



OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
<p>Knowledge with understanding [students knows about rational numbers]</p>	<p><u>Terminating type numbers:</u> For all rationals of the form <math>\frac{p}{q}</math>; In this division if the remainder becomes zero, the decimal expansion terminates or ends after some steps. We call this decimal expansion as terminating type. Eg: 1) <math>\frac{2}{5} = 0.4</math> (2) <math>\frac{101}{8} = 12.625</math></p>	<p>Board, Roll up Charts</p>
<p>Knowledge with understanding [students knows about division of rational numbers]</p>	<p><u>Non-terminating recurring type:</u> For all rational of the form <math>\frac{p}{q}</math>, (<math>q \neq 0</math>). In this division if the remainder never becomes zero, we have a repeating block of digits in the quotient is called non-terminating recurring type. Ex: 1) <math>\frac{1}{3} = 0.666... \approx 0.6</math> 2) <math>\frac{22}{7} = 3.14285...</math> The repeated digits are written as</p> <p>1) <math>\frac{1}{3} = 0.6\overline{6}</math> 2) <math>\frac{22}{7} = 3.1428\overline{5}</math></p>	



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Teacher explain about real numbers and rational numbers. By taking some examples of division showed the Terminating type of Rational numbers.	students listen and observe very carefully and understand the concept.	write the following number into terminating type decimal form $1) \frac{12}{5} \quad 2) \frac{108}{20}$
Teacher explains about division of rational numbers by taking some example on board and showed the non-terminating recurring type in decimal form.	students listen very carefully and observe. Understand the concept.	write the following numbers into non-terminating recurring type $1) \frac{77}{36}$ $2) \frac{56}{27}$ $3) \frac{29}{8}$



*Meeraj*

OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
<u>Application:</u> [Student solve the example <del>which is</del> based on application)		





TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
<u>Closure:</u> In this way we studied about terminating type non-terminating recurring type	student listen to the closure.	
<u>Recapitalation:</u> Teacher asks questions	students gives the answers	1) Classify the decimal form of the given rational number 1) $\frac{127}{200}$ 2) $\frac{25}{99}$ 3) $\frac{23}{7}$ 4) $\frac{3}{4}$
<u>Core Values:</u> Teacher include the core value among the students.	students listen to teacher.	
Teacher writes questions on board which are based on application	students solve and try to give answers.	solve the following 1) $1\frac{7}{8}$ 2) $\frac{23}{9}$
<u>Home work:</u> Teacher gives H.W solve 1) $1\frac{7}{9}$ 2) $2\frac{2}{8}$ 3) $1\frac{1}{5}$ 4) $1\frac{7}{21}$	students writes the home work in their notebook.	



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## BOARD WORK

Std. & Div: <u>IX</u>	Topic: <u>Real Numbers</u>	Date: <u>27/7/21</u>
<u>Terminating type</u> 1) $\frac{2}{5} = 0.4$ 2) $\frac{101}{8} = 12.625$ 3) $\frac{7}{64} = -0.109375$	<u>Non-terminating type</u> 1) $\frac{17}{36} = 0.47222\ldots = 0.\overline{472}$ 2) $\frac{56}{37} = 1.5135135\ldots = 1.\overline{513}$	

## EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Neat, Correct and complete lesson note				✓	
2	Revival of previous knowledge and aims of the lesson				✓	
3	Objectives and specification				✓	
4	Consideration of student with diverse needs (gifted, average, beverage)				✓	
5	Introduction- attractive based on previous knowledge				✓	
6	Presentation- suitable learning experiences and proper teaching aids				✓	
7	Space for student with special needs				✓	
8	Define role of student and their participation				✓	
9	Expected responses of student				✓	
10	Evaluation strategies					✓
	Total Marks - 50				41	50



Signature of Asst. Professor

27/7/21

Activity-2 Develop lesson plan

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**Lesson Plan**

Name of the Student Teacher: Gausi Ate Method I Maths  
Name of the School: Sahaj blossom English medium school Total Lesson No:           
Std: VIII Div: D  
Date: 28/7/22

Teaching Subject: Mathematics  
Unit/Sub Unit: Profit-loss  
Teaching Method/Type: lecture method  
Previous knowledge: Students know about cost price & selling price.  
Teaching Topic: 1) Profit 2) Loss

Core Values/Core Elements: Attentiveness

Principle: 1) Profit = selling price - cost price  
2) Loss = cost price - selling price

Set Induction: [Teacher enters the classroom and greets students] Previously we have studied about cost price and selling price. Profit and loss is one of the many application oriented concepts which deal with day to day transactions that happen in our life.

Statement of aim: Today, we are going to study about profit and loss.



  
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OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
knowledge with understanding [students find the solution for the given problem]	<u>Profit:</u> If the selling price is more than the cost price then there is a profit. $\text{Profit} = (\text{selling price}) - (\text{cost price}).$ $\text{Profit} = \text{S.P} - \text{C.P}$	Rollup Charts
knowledge with understanding [students know how to find the solution]	<u>Loss:</u> If the selling price is less than the cost price, there is a loss. $\text{loss} = \text{cost price} - \text{selling price}.$ $\text{loss} = \text{C.P} - \text{S.P}$	chart
knowledge with understanding [students solve the problem].	<u>Numericals:</u> Q) Suppose a shopkeeper has bought 1kg apples for Rs 100 and sold it for 120 per kg. How much is the profit gained by him? Ans) $\text{C.P} = \text{Rs } 100$ $\text{S.P} = \text{Rs } 1200$ $\text{Profit} = \text{SP} - \text{C.P}$ $= 120 - 100$ $\therefore \text{Profit} = 20 \text{ Rs.}$	Rollup Board.



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Teacher explains the term profit with the help of some examples.	students listen and understand the concept.	1) If CP is Rs 100 & SP is Rs 220. Find out the profit.
Teacher explain the term loss by taking some examples.	students listen carefully.	If cost price is Rs 5000, & the S.P is Rs 4500. Find out whether there was a profit or loss in the business?
Teacher explains profit with the help of example.	students observe and understand the example carefully.	A man buys a fan for Rs 1500 & sold it for Rs 2000. How much profit did he get?



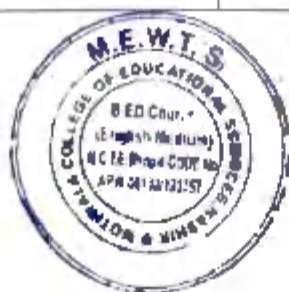
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OBJECTIVES/ SPECIFICATION	CONTENT	TEACHING AID
<u>Application:</u> students solve the examples which are based on application.		





TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION												
<u>Closure:</u> In this way, we studied about the profit & loss.	students listen to the closure.													
<u>Recapitulation:</u> Teacher gives example to solve.		1) what is profit? 2) what is loss? 3) If CP is 220 & SP is 100. what is Profit or it is a loss?												
<u>Core Value:</u> Teacher inculcate value among students.	students listen to the teacher													
Teacher writes questions on the board for the application.		Fill in the blanks. 1) Profit: _____ 2) loss: _____												
<u>Home work:</u> Teacher gives the HW to students.	students note down the homework in their notebooks.													
<table><tr><th>CP</th><th>SP</th><th>Profit or loss</th><th>By how much</th></tr><tr><td>4100</td><td>4030</td><td>?</td><td>?</td></tr><tr><td>750</td><td>980</td><td>?</td><td>?</td></tr></table>	CP	SP	Profit or loss	By how much	4100	4030	?	?	750	980	?	?		
CP	SP	Profit or loss	By how much											
4100	4030	?	?											
750	980	?	?											



  
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## BOARD WORK

Std. & Div: <u>VIII</u>	Topic: <u>Profit &amp; Loss</u>	Date: <u>20/7/22</u>
<p>1) Cost price = Rs 1000 Selling price = Rs 920 Ans: Cost price is more than selling price. So there is loss <math>\therefore \text{loss} = \text{CP} - \text{SP} = 1000 - 920</math> loss = Rs 80.</p>	<p>2) Cost price = Rs 5000 Selling price = Rs 6000 Ans: Selling price is more than cost price. So there is profit. Profit = <math>\text{SP} - \text{CP} = 6000 - 5000</math> Profit = Rs 1000</p>	

## EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Neat, Correct and complete lesson note				✓	
2	Revival of previous knowledge and aims of the lesson			✓		✓
3	Objectives and specification				✓	
4	Consideration of student with diverse needs (gifted, average, beverage)				✓	
5	Introduction- attractive based on previous knowledge				✓	
6	Presentation- suitable learning experiences and proper teaching aids				✓	
7	Space for student with special needs				✓	
8	Define role of student and their participation				✓	
9	Expected responses of student					✓
10	Evaluation strategies				✓	
Total Marks - 50				42		

  
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Sector - 10, Gurgaon



  
Signature of Asst. Professor  
28/7/22





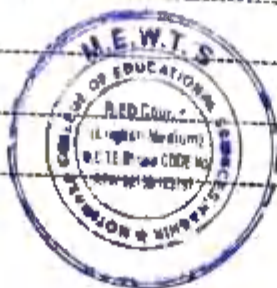
taking care of all these tasks and also was guiding the teachers about how to conduct any activity. Everyone were supportive and helpful.

### 3. Co-ordination in teachers and students

- A very good co-ordination was seen between teachers and students.
- The students were clear about what they have to do.
- Teachers were always on their toes and ready to solve queries of the students.
- All the work was managed and held smoothly and properly.
- Students were enjoying their part and was giving their best.
- The teachers were very patient and helpful throughout the activity.

In Sahaj Blossom School, we organised such activities we were part of organizing assembly, Raksha Bandhan, Independence Day, and Janmashtami. The school gave us lots of opportunities for these activities.





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#### 4. Preparation of student teachers for co-curricular and extracurricular activity

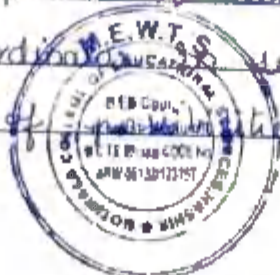
As student teachers, we helped the school by assisting the teachers in work they required.

I helped them in conducting activities, powerpoint presentation, also helped them making poster, fan, fan faces, teaching aids, model making and also taking practice for drama and models for science exhibition.

2

#### 5. Execution co-curricular and extracurricular activities

important role in organising extra curricular activities. The teacher should have to perform multi-dimensional functions in organising and executing extracurricular activities. The teacher can be a planner, leader, innovator, director, motivator or co-ordinator. In such activities teacher faces a lot of difficulties and problems. The



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management, principal and teachers worked together hand-in-hand to each and every part of the activities to make them successful.

#### 6. Team work


we the students were divided into teams and were allotted with different activities.

In a team, we work together and responsibilities were performed by us (student teachers). we conducted reading activity, essay writing, story telling activity etc.

It was observed that due to group work there was more scope of growth of students.





  
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7. Confidence and co-operation among the students and teachers

Students and teachers were very co-operative. Teachers took suggestions from everyone and then organised the things. Students were also very disciplined and co-operative. Teachers help them in all works. Confidence was very good in both teachers and students. The students were intelligent and disciplined and also good in studies. Students had good command over English language.

8. Your expectations about the co-curricular and extracurricular activities

Organized in school

According to me importance should be given to co-curricular and extracurricular activities in the school. School is not only a place of intellectual development, but also a place of holistic development of the child. It is possible only through such activities. The level of confidence and the positive attitude increases in the child. The activities and competitions help the child to excel in life.



  
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## 9. Shortcomings the organization of co-curricular and extracurricular activities

Punctuality: The activities were not executed on time, sometimes they got delayed.

Perfection: Since the focus was on number of programmes, they lack perfection.

Programmes coordination: Even though the teachers were interested with programmes, there was quite lack of programme coordination.

Communication: Communication was good between the teachers and between teachers and students.

## 10. Educational implication

1. Co-curricular activities give a lot of benefit to the students. This practical has helped me in understanding the aspect of such activities.
2. Skills - social skills and communication skills.
3. Leading work - Most important aspect for any group is to look and common taste.
4. Team-work.
5. Self confidence - It gives opportunity to explore the unknown things.





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**Course-I 10(B) Teaching Competency Course-III School Based Experiences-  
Introduction to Internship Programme**

**Activity- 3 Writing a Report**

(Of the observed co curricular and extracurricular activities organized in the school.)


**EVALUATION SCHEME**

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Objectives for observation of co-curricular and extracurricular activity				✓	
2	Planning of these co-curricular and extracurricular activities				✓	
3	Co-ordination in teachers and students				✓	
4	Preparation of student teachers for co-curricular and extracurricular activity				✓	
5	Execution co-curricular and extracurricular activities				✓	
6	Team work					✓
7	Confidence and co-operation among the students and teachers					✓
8	Your expectations about the co-curricular and extracurricular activities organized in school					✓
9	Short comings the organization of co-curricular and extracurricular activities					✓
10	Educational implication and report writing					✓
	<b>Total Marks-50</b>				45	

Signature of Group Teacher



  
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**Motiwala College of Educational Sciences**

Course-110(B) Teaching Competency Course-III School Based Experiences-  
Introduction to Internship Programme

**Activity- 4 Writing an Essay**

(Reflecting on the activities in which the student teacher has assisted the school teacher in his/her works.)

# SAHAJ BLOSSOM SCHOOL AND JUNIOR COLLEGE.

SAHAJ BLOSSOM SCHOOL is based on the concept of LEARNING WITH NATURE - where a child learns, explores, grows and understand the world around him. The mission of educating deprived students of Industrial Area MIDC, Satpur, Nashik started in the year 1996 by Mrs. Shashi Sushil Saxena, the secretary and the founder of the school. Mrs. Shashi Saxena experience in educating and developing a child has led SBHS for Holistic development of a child.



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# VISION OF THE SCHOOL

SAHAJ BLOSSOM HIGH SCHOOL aims at the entire nourishment of a child right from the beginning and developing him/her along with its environmental by LEARNING WITH NATURE. They believe in doing things practically and being out best from what the others think as a waste. They educate, develop and teach every child with true values of life enabling every them to a good and successful life. They believe in developing the potential of the students by developing them to create their own and think out of the box. Their vision is to give respect and inculcate the values towards the nature and humanity.

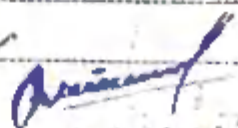
They believe that every child has a peculiar characteristics and conduct. Only what they need to do is to show them the right path which will help them to explore their inner man and they will leave no stone and achieve their goal of life.



# PHILOSOPHY OF SCHOOL

Imparting just basic education is not the motive of the school. They believe in complete development of a child specifically girls. They imprint the value of "self-sufficiency" in young minds. They teach to learn and explore happily with the surrounding. Along with learning, respect for parents and pride for motherland has been the motive of the school. Since beginning Mrs. Sushil Saxena, the chairman and Mrs. Shashi Saxena, the Secretary and the founder of the school has believed in developing the wards of the worker's committee of nearby industrial area who can equally stand and explore themselves with a glorious path if given a chance to shine even due to their parent's low income.



  
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# INTERNSHIP PROGRAMME

Internship programme at Sahaj Blossom High School was a great opportunity for us to work with experienced teachers. The internship programme at Sahaj Blossom High School was done as a group. Prof. Mahendra Gaikwad sir was our guide teacher. Sir had given us necessary instructions before we started our internship. He explained about all the activities that are to be undertaken during the internship. The necessary permission was obtained by the principal Dr. Nishmal Sir with regard to the internship. The internship programme started on 18<sup>th</sup> July 2022 from

It was arranged for a month.



# VALEDICTORY FUNCTION

One month of internship in Sahaj Blossom High School came to an end on 17<sup>th</sup> August 2022. The last day in school was full of mixed feelings. The school had become part of life within a month. The environment and students have become special in heart. We are thankful to the Headmistress, for giving us such opportunity to explore ourselves. As a token of our gratitude we arranged a gift for her and for the school.

All of us shared our own experience with principal about our one-month experience. The points like discipline, assembly, school facilities, assistance of the teachers, exposure to different activities were the highlighting experiences.

Everyone expressed our heartfelt gratitude towards our principal Dr. Nirmal (Motiwala College of Educational Sciences), our guide prof. Mahendra (Wairwad), H.T.S. Head Mistress and our



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group leader & to the team members who were a great help to each other in accomplishing this activity in a successful manner.

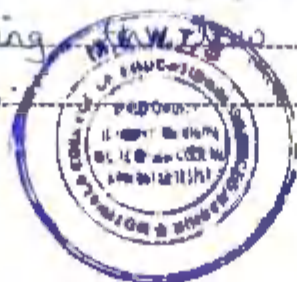
The internship programme helped me to gain confidence and to practise those skills. I learned from the school and the staff.





# RAKSHA BANDHAN

On this day, sisters of all ages tie a talisman amulet called the Rakhi around the wrists of their brothers. They symbolically protect them, receive a gift in return and traditionally invest the brothers with a share of the responsibility of their potential care. The bracelet symbolizes the brother's oath to protect his sister throughout her life, and sister's prayers and sister's prayers and blessings for protection and wellbeing of her brother. Raksha Bandhan is originated from the Sanskrit the term "RAKSHA BANDHAN" is a translation called "BOND OF PROTECTION". Basically observed on the full moon day during Shraavana (July-August). The 5<sup>th</sup> month in the Hindu lunar calendar, Raksha Bandhan is a popular Hindu holiday celebrating the bond between a brother and a sister.



*[Signature]*

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Though Raksha Bandhan is specifically related to the bond of a brother and sister, the holiday is ultimately a message of universal brotherhood and sisterhood that can be recognised amongst all people because of this, rakhi are often tied between spouses, friends and even guests.

The tradition of Raksha Bandhan is linked to a number of stories in Hindu lore. One of the most popular accounts can be found in the Indian epic: The MAHABHARATA, when Lord Krishna cut his finger. DRAUPADI wife of the Pandavas (the five brothers who ruled the city) who considered Krishna to be like a brother immediately tore off a piece of sari and tied the cloth around his bleeding finger. Smiling and grateful Krishna promised to return the favor to her same day.

## RAKSHA BANDHAN CELEBRATION AT SAHAJ BLOSSOM HIGH SCHOOL.

On 10<sup>th</sup> August 2022, Wednesday, Raksha Bandhan, the auspicious day was celebrated





at Sahaj Blossom High School. The concepts of Raksha Bandhan is much wider beyond the Raksha of sister by her brother. On this day Ayushi Nayal of class IV recited a poem in her virtual classroom in which she highlighted the significance of this festival. Through her poem she beautifully explained the meaning of the tradition of tying a holy thread "RAKHI" around the wrist of brothers by their sisters. She further added that this tradition symbolizes Raksha which means protection given by a brother to his sister.

Tiya Banmali of class recited a poem in which she stated that people celebrated this festival with great zeal and on this day brother and sister reaffirm their pious bond of affection. It conveyed the message of purity, unmatched bond of love, care and respect between siblings.

This day was also followed by Rakhi tie ceremony. The sisters showered their blessings and received gifts, sweets from their brothers.



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# 75<sup>th</sup> INDEPENDENCE DAY

## "AZADI KA AMRIT MAHOTSAV"

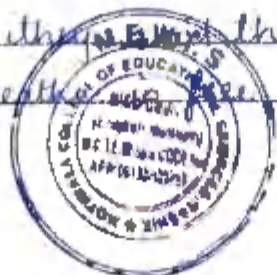
"Azadi ka amrit mahotsav" is an initiative of the government of India to celebrate and commemorate 75 years of independence of Progressive India and the glorious history of its people, culture and achievements. The prime minister, Shri Narendra Modi inaugurated the "Azadi ka amrit Mahotsav" by flagging off "Dandi March" from Sabarmati Ashram, Ahmedabad. On 12<sup>th</sup> march 2021. The celebration started 75 weeks before our 75<sup>th</sup> anniversary of independence and will end on 15<sup>th</sup> August 2022. Henceforth, all the educational institutions have been advised to celebrate "Azadi ka Amrit Mahotsav" by organising series of events i.e. conference / seminar / symposium / Essay competition and related activities / events in their respective camp uses as part of the year long celebrations.





In light of the above Sahaj Blossom high school resolves to participate proactively in mahatma by conducting several competitions and events related to the freedom struggle, ideas, achievements and actions so that the students can absorb the magnitude of sacrifices this nation has seen for its independence, the progress it has made specially socially, politically and economically over the decades and celebrate the diversity that it holds. The objective is to increase awareness and interest in the nation's journey and prospective growth.

75<sup>th</sup> Independence day celebration at Sahaj Blossom High School & junior college. The Naam on 15<sup>th</sup> August 2022 was to attend the flag hoisting ceremony at school with great hands of Respected Chairman Sir and principal Madam with excitement and patriotism. Their students represented speech, songs and dance. Students of class IX & X hosted this great celebration. This day is tribute to the traitors and to the young heroes who fought for the freedom of our nation. They knew it that they will not be alive to see the independent India but even though they sacrificed their lives so that we could breathe free India. Principal madam

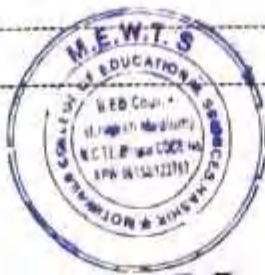


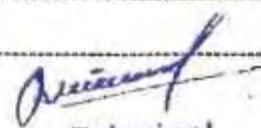
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delivered a speech on "Has Ghar triranga  
Amit Mahotsav" that made students more  
conscious about India's freedom struggle and  
the brave warriors who fought for it. Students  
dressed in tricolour and some dressed as  
freedom fighters. Thus we proudly celebrated  
the 15<sup>th</sup> year of India's Independence with  
high patriotic spirit. It is an honour to  
sing the National song at the end of  
programme.







  
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# JANMASHTAMI CELEBRATION

Janmashtami is celebrated as the birthday of Lord Krishna, one of the most powerful and famous incarnations of Lord Vishnu. According to Hindu Calendar, this festival is celebrated on the Shastami of Krishna Paksha on the 8<sup>th</sup> day of the dark fortnight in the month of Bhadon. This day indicated the beginning of hope in the older times, hope that the malicious rule of Kansa would soon end.

To seek the blessings of Lord Krishna, Janmashtami was celebrated at the Sahaj Classroom High School on 19<sup>th</sup> August Friday with joy. The fragrance of flowers, soothing aroma of lamp and the jingle of bells filled the air while this religious importance is not lost. This day signifies a lot more to modern India. It signifies excitement, enthusiasm and a joyous spirit of enthusiasm.



To celebrate the extraordinary bond between children and the almighty. The Sahaj Blossom High School took the opportunity to both jubilate and learn with young minds. The students dressed up as Lord Krishna and Radha complete with flute, peacock feathers and matted hair. The premise was decorated beautifully and the spirit of festival was enhanced with Thankis depicting life history of Lord Krishna. The celebration that followed was truly entertaining and educating.

The principal of the school encouraged the children to come up together to break the dahichandi and at last to she blessed all the students on this auspicious day and gave them the message "as always looking ahead instead of reminiscing in the past". Her words truly summoned up the efficacy celebrating festival of devotion and obedience towards their parents and teachers.



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42/50





## Motiwala College of Educational Sciences

Course-110(B) Teaching Competency Course-III School Based Experiences- Introduction to Internship Programme

### Activity- 4 Writing an Essay

### EVALUATION SCHEME

Rating scale- 1) Unsatisfactory, 2) Average, 3) Satisfactory, 4) Good, 5) Excellent

No	Criteria	1	2	3	4	5
1	Reflection of student teachers on planning of teaching					
2	Reflection of actual classroom teaching					
3	Reflection of student teachers on evaluation of students					
4	Reflection on co-curricular and extracurricular activities					
5	Reflection of student teachers on guidance provided by teachers to their students					
6	Motivation given to the students					
7	Reflection about school culture and work culture in school					
8	Good traditions and shortcoming in school working					
9	Impression of school working on student teacher					
10	Educational implication and essay writing					
	<b>Total Marks-50</b>					

Signature Group Teacher



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Motiwala Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES**  
**NASHIK**  
**LESSON PLAN**

Name of the Student Teacher:- Gauri Ate Subject:- Science

Name of the School:- Sahaj Blossom High School Lesson No:-

Std:- 7 Div:- A

Date:- 05/08/22

Teaching Subject:- Science

Unit/Sub Unit:- Simple Machines

Teaching Method

Previous knowledge:- Students knows about certain machine

Teaching Points:- which are used to complete some task easily

- ① Complex machine ② Complex machine ③ A Pulley  
④ A lever

Core Values/Core Elements/Life Skill

Scientific attitude, critical thinking, self awareness

Principle/Concept/Law A machine is a thing created by people to make work easy.

Set Induction: [Teacher enters the classroom and give instruction to student] students in our day to day life, we prefer many task. can you name it student -  
opening of bottle.

Statement of aim:- we are going to study about simple machines.

Ref. Frame

It uses single applied force to get the work done.



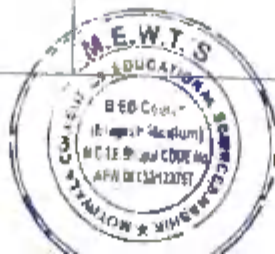
Principal  
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OBJECTIVES/SPECIFICATION	CONTENT	TEACHING AID
<p>Knowledge of understanding - anding (students tell about machines)</p> <p>[students tell about the complex machine]</p>	<p>Observe and discuss: On the following pictures certain devices are used to accomplish certain tasks more easily. Such devices which are used to get more work done in less time and less effort are called machines.</p> <p>These machines have many parts which carry out many processes for completing a task. For this purpose the parts are joined to one another. Therefore these machines are called as complex machines.</p>	<ul style="list-style-type: none"> <li>• Roller Board</li> <li>• Chart</li> <li>• Videos</li> </ul>
<p>Knowledge of understanding.</p> <p>[students tell about the lever]</p> <p>[student tell about the parts of lever]</p>	<p>A lever: A farmer is using a strong crow bar to remove the big stone begged down in the farm. Such a machine is called as a lever. A lever has three parts namely effort, load and fulcrum.</p>	<ul style="list-style-type: none"> <li>• Roller Board</li> <li>• Videos</li> </ul>
<p>Knowledge of understanding</p> <p>[students tell about a Pulley]</p>	<p>A Pulley: Take a print, some sticking rope, an empty reel of thread, half a meter of thick thread, a weight such as an eraser that can be tied to the thread, play through such a device with a grooved wheel and thread designed to lift weights is called a Pulley.</p>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Roller Board</li> </ul>





TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Teacher shows some picture to students	Students observe the pictures carefully.	What is machine?
Teacher asks student to identify the machines from picture	Students identify the machines from the pictures shown	What is complex machine?
Teacher asks some questions related to machine.	Students tries to answer the question asked by Teacher	
Teacher interacts with students	Students also interacts with student	What is the lever?
Teacher asks questions	Student tries to give the answer	What are three parts of lever?
Teacher show some pictures to students	Students observe the picture carefully	What is meant by a pulley?
Teacher asks questions	Students tries to answer	



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OBJECTIVES/SPECIFICATION	CONTENT	TEACHING AID
<p>Application:</p> <p>Students tries to give answer to given questions.</p>		



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Closure : So today we have studied machine. Tomorrow we will study new topic. Maintenance of machine.	Students listens to teacher carefully.	
Recapitulations Teacher asks questions to students	Students tries to answer the question	<ul style="list-style-type: none"> <li>• What is machine?</li> <li>• What is complex machine?</li> <li>• What is the lever?</li> <li>• What are the three parts of lever?</li> <li>• What is meant by a pulley?</li> </ul>
Care elements/ Values Teacher includes care values amongst students via value board and videos etc.		
Teacher asks questions based on application with the help of blackboard.	Students actively participates in the application	Explain three parts of lever in detail with example.
Home work Teacher gives H.W to students. Explain lever of first, second and third order	Students note down the home work in their notebooks.	



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# BOARD WORK

Sid. & Div:-	Subject:- <i>Science</i> Topic:- <i>Simple Machines</i>
1) Devices used to get more work done in less time and less effort are called machines.	2) A piece of wood having one thick end and tapering to the thin edge is called wedge.

## EVALUATION SCHEME

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

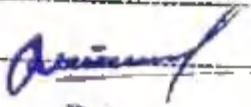
No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and complete				✓	
2	Introduction	Relevant and stimulating					✓
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	Presentation	Clarity and Fluency in / Narration / Illustration				✓	
6		Question - Clear, concise grammatically correct					✓
7		Question - Logical and thought Provoking				✓	
8		Distribution of questions and Reinforcement				✓	
9		Black Board Work				✓	
10		Clarity in Reading/Ease in Demonstration				✓	
11		Explanation: Use of Examples				✓	
12		Mastery over the content					✓
13		Use of Teaching Aids/Use of ICT component				✓	
14		Student Participation				✓	
15		Teacher's Preparedness				✓	
16		Classroom Management and Time Management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application - Use of evaluation Tools: MCQ, Matching Item, GD, Project, Quiz, Puzzle etc.					✓
19		Homework - Appropriate/activity based				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
Total Marks - 100						34/100	



Group Teacher

Sign



  
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Motiwal Education & Welfare Trust's  
**MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES**  
**NASHIK**  
**LESSON PLAN**

Name of the Student Teacher:- Gauri Ade Subject:- Maths  
Name of the School:- Sahaj Blossom High School Lesson No:-           
Std:- 6 Div:- C  
Date:- 03/08/22

Teaching Subject:- Mathematics

Unit/Sub Unit:- Sets

Teaching Method         

Previous knowledge:- Students know to classify collection of things

Teaching Points:- ① Listing method (roster form)  
② Rule method (set builder form)

Core Values/Core Elements/Life Skill  
Critical thinking, Scientific attitude  
Problem solving

Principle/Concept/Law Every set is subset of itself  
 $A \subset A$  for any set of  $A$ .

Set Induction: [Teacher enters the classroom and give some instruction to students]. Teacher conducts an activity to classify and make sets of given objects.

Statement of aim:- Today we are going to study sets.

Ref. Frame An organised collection of objects is called as sets.





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OBJECTIVES/SPECIFICATION	CONTENT	TEACHING AID
Knowledge with understanding [students tell about set].	well defined collection of things are called sets. eg. $\{A, B, C, D, E\}$ .	• Charts • Activity
Knowledge with understanding [students tell about listing method]	1) listing method. The order which these digits are written in bracket eg: $2, 3, 6, 4, 2$ $\{2, 3, 6, 4, 2\}$ These are set of numbers. eg: $\{4, 6, 8, 6, 10, 11\}$ $\{cat, dog, crow, goat\}$	• Roller Board • Chart
Knowledge with understanding [students tells about rule method]	2) Rule method or set build. In This method we write general element using variable followed by a verticle line or column and write property of variable. eg: $A = \{x/x \in \mathbb{N}, 1 \leq x \leq 10\}$ and read as 'set A' is the set of all $x$ such that $x$ is the natural number between 1 to 10.	• Roller board chart



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Teacher takes activity. Teacher interacts with students	Students participate in the activity. Students interact with teacher.	• What is set?
Teacher explain two methods of sets using charts.	Students observe the chart carefully.	• What are the methods of writing sets?
Teacher interacts with students. Teacher performs some activity.	Students also interact with teacher. Students takes active participation in activity	• What is listing method? [Roster method]
Teacher explains rule method using roller board and charts.	Students observe the roller board carefully.	• What is Rule method?
Teacher interacts with students	Students interact with teacher	• Solve by Rule method $A = \{1, 2, 3, 4\}$



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NAME OF THE STUDENT

DATE

CLASS

Signature  
Date  
Page





TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
<p>Closure</p> <p>In this way we have learned about the two methods of writing set. In next lecture we will see next method.</p>	<p>Students listen carefully</p>	
<p>Recapitulation</p> <p>Teacher asks question to students.</p>	<p>Students try to answer the questions.</p>	<ul style="list-style-type: none"> <li>What is set?</li> <li>What are two methods of writing set?</li> <li>What is listing method?</li> <li>What is roster method?</li> </ul> <p>Solve <math>A = \{1, 3, 27, 64\}</math></p>
<p>Core elements/values</p> <p>Teacher includes core values amongst students via video charts etc.</p>		
<p>Teacher asks questions based on application with the help of blackboard.</p>	<p>Students actively participate in the application.</p>	<p>1) Write set in set builder form  <math>A = \{1, 0, 2, 125\}</math>  2) Write set in listing form  <math>A = \{n/x \text{ is letter of word division}\}</math></p>
<p>Assignment</p> <p>Teacher gives H.W to students.</p> <p>1) Write the following symbolic statement.</p> <p>1) <math>4/3 \in \mathbb{Q}</math></p> <p>2) <math>-2 \notin \mathbb{N}</math></p>	<p>Students note down H.W in their notebook.</p>	



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# BOARD WORK

Std. & Div:- 6th C		Subject:- Maths
		Topic:- sets
1) Well defined collection of objects is called sets	2) listing method (Roster form) • Rule method (set builder method)	3) The method in which the elements are written as in last separated by the comma and enclosed within the curly bracket is called as listing method.

## EVALUATION SCHEME

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

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



Group Teacher  
5/8/21  
Sign

# DAILY DIARY

TIME: 7:50 AM.

On the first day of Internship student teacher were introduced, by our guide teacher to the school Principal and the supervisor.

at Sahaj Blossom School, we visited the entire school including the classes, library, computer lab, Science lab, Seminar Hall and the school Play ground.

DATE: 19/7/2022

TIME: 7:50 AM

We attended the assembly on the second day of our internship programme. The supervisor handed us the School Schedule, time-table, the calendar, we were given certain instructions by the supervisor and were asked to follow the same.



*[Signature]*

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TIME : 8:00AM

DAY : MONDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write thought on charts
08:45 - 09:15	Introduction with teacher
09:15 - 09:45	Preparation of lesson plan
09:45 - 10:45	Guidance of experienced teacher
10:45 - 11:15	Lunch Break
11:15 - 12:00	Guidance of supervisor
12:00 - 1:30	Discussion with subject teacher
1:30 - 2:15	writing Report

DATE : 19/7/2022

TIME : 8:00AM

DAY : TUESDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on charts
08:45 - 09:15	Assisted Teacher in library
09:15 - 09:45	Preparation of lesson plan
09:45 - 10:45	Observation of Science lesson
10:45 - 11:15	Lunch Break
11:15 - 12:00	Guidance of experienced teacher
12:00 - 1:30	Discussion with subject teacher
1:30 - 2:15	Planned for next days lesson



DATE: 20/7/2022

TIME: 8:00AM

DAY: WEDNESDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on chart
08:45 - 09:15	Preparation of lesson plan
09:15 - 09:45	Observation of Science lesson
09:45 - 10:45	Assisted teacher in the library
10:45 - 11:15	Lunch Break
11:15 - 12:00	Assistance of Subject Teacher
12:00 - 1:30	Preparation of lesson plan
1:30 - 2:15	writing a Report.

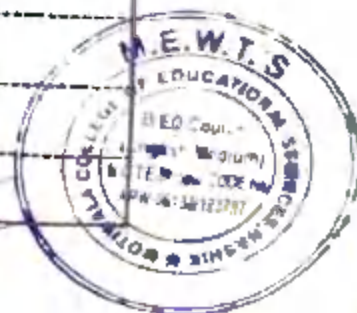
DATE: 21/7/2022

TIME: 8:00AM

DAY: THURSDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on chart
08:45 - 09:15	Discussing with subject Teacher
09:15 - 09:45	Assist the school teacher
09:45 - 10:45	Preparation of daily diary
10:45 - 11:15	Lunch Break
11:15 - 12:00	Observation of Maths lesson
12:00 - 1:30	Assisting library teacher
1:30 - 2:15	writing a report.

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DATE: 23/7/2022

TIME: 8:00AM

DAY: FRIDAY

08:00 - 08:15	Assembly
08:15 - 08:45	Assist the school teacher
08:45 - 09:15	Discussing with subject teacher
09:15 - 09:45	Observation of Maths lesson
09:45 - 10:45	Discussion with experience teacher
10:45 - 11:15	Lunch Break
11:15 - 12:00	Preparation for the lesson plan
12:00 - 1:30	Preparation of Daily Diary
1:30 - 2:15	Prepared lesson for next day

DATE: 23/7/2022

TIME: 8:00AM

DAY: SATURDAY

08:00 - 08:15	Assembly
08:15 - 08:45	Assist the school teacher
08:45 - 09:15	Discussion with subject teacher
09:15 - 09:45	Write a report on the file
09:45 - 10:45	Helping / Assisting Science test
10:45 - 11:15	Lunch Break
11:15 - 12:00	Preparation of Daily Diary
12:00 - 1:30	Guidance of experienced teacher
1:30 - 2:15	Prepared lesson for next day





24/7/2022 - SUNDAY

DATE: 25/7/2022

TIME - 8:00AM

DAY - MONDAY

08:00 - 08:15	Assembly
08:15 - 08:45	Assist the school teacher
08:45 - 09:15	Development of Science lesson
09:15 - 09:45	Discussing with subject teacher
09:45 - 10:45	Preparation of Daily Diary
10:45 - 11:15	Lunch Break
11:15 - 12:00	Helping / Assisting Science Teacher
12:00 - 1:30	Write a report on the observation
1:30 - 2:15	Writing a report.

DATE: 26/7/2022

TIME :- 8:00AM

DAY :- TUESDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on chart
08:45 - 09:15	Preparation of lesson plan
09:15 - 09:45	Development of Science plan
09:45 - 10:45	Write a report on the observation
10:45 - 11:15	Lunch break
11:15 - 12:00	Assist the school teacher
12:00 - 1:30	Discussing with subject teacher
1:30 - 2:15	Planning for next day.

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DATE: 27/7/2022

TIME - 8:00AM

DAY - WEDNESDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on chart
08:45 - 09:15	Development of Maths lesson
09:15 - 09:45	Discussing with subject teacher
09:45 - 10:45	Preparation of Daily Diary
10:45 - 11:15	Lunch Break
11:15 - 12:00	Helping /Assisting Maths Teacher
12:00 - 1:30	Discussion with Maths Teacher
1:30 - 2:15	writing a report

DATE: 28/7/2022

TIME - 8:00AM

DAY - THURSDAY

08:00 - 08:15	Assembly
08:15 - 08:45	Assist the school teacher
08:45 - 09:15	Discussing with subject teacher
09:15 - 09:45	Development of Maths lesson
09:45 - 10:45	Discussion with subject teacher
10:45 - 11:15	Lunch Break
11:15 - 12:00	Helping Science Teacher
12:00 - 1:30	writing a report
1:30 - 2:15	Planning for next day



DATE: 29/7/2022

TIME: 8:00AM

DAY: FRIDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on board
08:45 - 09:15	Discussion with Science teacher
09:15 - 09:45	Helping the Maths Teacher for PET.
09:45 - 10:45	Discussion with experienced teachers
10:45 - 11:15	Lunch Break
11:15 - 12:00	Assist the School Teacher
12:00 - 1:30	Preparation of Daily Diary
1:30 - 2:15	Planning for the next day

DATE: 30/07/2022 → MCES (COLLEGE)

Co-curricular Activity

(mu)

29/7/22

DATE: 31/07/2022 → SUNDAY



*[Signature]*

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Motiwal College of Educational Sciences, Nashik



DATE: 01/8/2022

TIME - 8:00AM

DAY - MONDAY

08:00 - 08:15	Assembly
08:15 - 08:45	To write a thought on board
08:45 - 09:15	Discussion with Maths teacher
09:15 - 09:45	Helping the Science teacher
09:45 - 10:45	Extra Curricular Activity
10:45 - 11:15	Lunch Break
11:15 - 12:00	Assist the School Teacher
12:00 - 1:30	Preparation of Daily Diary
1:30 - 2:15	Writing a report

DATE: 02/8/2022

TIME - 8:00AM

DAY - TUESDAY

08:00 - 08:15	Assembly
08:15 - 08:45	Write a thought on chart
08:45 - 09:15	Discussion with Science teacher
09:15 - 09:45	Extracurricular Activities
09:45 - 10:45	Assisting teachers in activities
10:45 - 11:15	Lunch break
11:15 - 12:00	Preparation of Daily Diary
12:00 - 1:30	Assisting teachers
1:30 - 2:15	Planning for the next day



DATE: 03/8/2022

TIME - 08:00AM

DAY - WEDNESDAY

08:00 - 08:15	Assembly
08:15 - 08:45	write a thought on board
08:45 - 09:15	Conducting Maths Lesson
09:15 - 09:45	Extra-curricular activities
09:45 - 10:45	Assisting Teachers in activities
10:45 - 11:15	lunch break
11:15 - 12:00	Preparation of Daily Diary
12:00 - 1:30	Discussion with Maths Teacher
1:30 - 2:15	Writing a report

DATE: 04/8/2022

TIME - 08:00AM

DAY - THURSDAY

08:00 - 08:15	Assembly
08:15 - 08:45	write a thought on board
08:45 - 09:15	Discussion with Science Teacher
09:15 - 09:45	Extra-curricular activities
09:45 - 10:45	Preparation of Daily Diary
10:45 - 11:15	lunch break
11:15 - 12:00	Writing an essay
12:00 - 1:30	Assisting Teachers in activities
1:30 - 2:15	Writing a report



*[Signature]*

Principal

Motiwala College of Educational Sciences, Nashik

DATE: 5/8/2022

TIME - 8:00AM

DAY - FRIDAY

08:00 - 08:15	Assembly
08:15 - 08:45	Assist the school teacher
08:45 - 09:15	conducting Science lesson
09:15 - 09:45	Preparation of Daily Diary
09:45 - 10:45	Extra Curricular activities
10:45 - 11:15	lunch break
11:15 - 12:00	Assisting teacher in activities
12:00 - 1:30	Discussion with Maths teacher
1:30 - 2:15	Planning for next day

DATE:- 6/8/2022 MCES College

Extra Curricular Activity

DATE: 7/8/2022 SUNDAY



DATE - 8/8/2022

TIME - 8:00AM

DAY - MONDAY

08:00-08:15	Assembly
08:15-08:45	write a thought on board
08:45-09:15	Assisting teacher
09:15-09:45	Extra Curricular Activities
09:45-10:45	writing an essay
10:45-11:15	lunch break
11:15-12:00	Assisting teachers in activities
12:00-1:30	Preparation of Daily Diary
1:30-2:15	writing a report

DATE - 9/8/2022 HOLIDAY (MUHARRAM)

DATE - 10/8/2022

TIME - 8:00AM

DAY - WEDNESDAY

08:00-08:15	Assembly
08:15-08:45	write a thought on board
08:45-09:15	Assisting teacher
09:15-09:45	writing an essay
09:45-10:45	Assisting Teachers
10:45-11:15	lunch break
11:15-12:00	Raksha Bandhan Celebration
12:00-1:30	Raksha Bandhan Celebration
1:30-2:15	Planning for next day

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10/8/22

DATE - 11/8/2022 HOLIDAY (RAKSHA BANDHAN)

DATE - 12/8/2022 - 13/8/2022

MES College extra co-curricular  
activity.

DATE - 14/8/2022 - SUNDAY

DATE - 15/8/2022 - INDEPENDENCE DAY

DATE - 16/8/2022 - PARSİ NEW YEAR  
HOLIDAY

DATE - 17/8/2022 - WRITING ESSAY AND  
REPORT WRITING

Checked

PM

17/8/22



*[Signature]*

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**Motiwalla College of Educational Sciences, Nashik**

**Inter-ship Period 18/07/2022 to 17/08/2022**

**F.Y. B.ED 110(B) Introduction to Internship Programme F.Y.B.Ed 2021 - 22**

**Name of School: SAHAJ BLOSSOM ENGLISH MEDIUM SCHOOL NASHIK**

Sl. No.	Ref. No.	Name of Student-Teacher	Activity-1 Observation of 4 lessons				Activity-2 Development of 4 lessons				Conduct 3 lessons				Writing Entry	Report Writing
			18/7/2022	19/7/2022	20/7/2022	21/7/2022	22/7/2022	23/7/2022	24/7/2022	25/7/2022	Method - I 18/7/22	Method - II 19/7/22	Method - III 20/7/22	Method - IV 21/7/22		
1	1	Ane Gauri Prasad	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci	8-A Sci		
2	2	Anur Sakum Yuvaf	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng	7-A Eng		
3	3	Bajaj Suchita Rohan	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng		
4	4	Bhambhani Pooja	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci	7-B Sci		
5	5	Bhambhani Poojana	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci		
6	6	Bhambhani Jaydip	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths	7-D Maths		
7	7	Biraj Samrat Kany	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng	8-C Eng		
8	8	Chaitan Ashwini	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci		
9	9	Darsh Dardash Vahan	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci	8-C Sci		
10	10	Dardash Shital	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci	9-C Sci		
11	11	Dardash Anika	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng	7-C Eng		
12	12	Dardash Divyanshi	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng	8-D Eng		

17/08/2022

17/08/2022