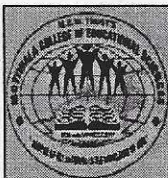


TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
• closure: OK, so today we have discussed about the causes and impacts of an earthquake over a several region based on their intensity.	Students were listening attentively throughout the lecture	1) what is the relation between earthquakes and volcano eruption. 2) why do secondary waves do not reach up till the core?
• core value: Teacher nurtured the scientific value in the minds of children.	Students were solving worksheet.	3) how do we get to know that core is made up of liquid?

Activity-2 Develop lesson plan-



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

Lesson Plan

Name of the Student Teacher: Rajkumar Singh Method 1 English
Name of the School: Mother Touch. Total Lesson No: 2
Std: VIII Div: C
Date: 12/08/22

Teaching Subject: English.

Unit/Sub Unit: voices.

Teaching Method/Type: Direct Method.

Previous knowledge: students are aware about tenses

Teaching Topic: active voice and passive voice.

Core Values/Core Elements: effective communication.

Principle: voices plays a very critical role in framing the sentences.

Set Induction: teacher will begin the topic by asking several questions related with tenses and the types of sentences.

Statement of aim: recall, students in the previous topic we have discussed about the types of sentences.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Let, us know in detail about the voice: • a sentence in which the subject is the doer of the action is said to be in the active voice. • a sentence in which the subject of the sentence is the recipient of the action is said to be in the passive voice. Example of active voice: • Sand ate a plate of raffles for lunch. Examples of passive voice. • a plate of raffles was eaten by sand for lunch.	Students listen attentively and observing the ppt. Students asking question 1) what are the types of voice. 2) why do we need voice? 3) co-relation between voice and tenses	if guess the voice: a) a plate of raffles was eaten by sand for lunch. b) the train stopped after the chain was pulled c) the door was closed. d) the chemical was added to the solution.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
- Closure: OK, students so today we're discussed about the voices and their types along with the couple of examples from our day to day life, which we are interfere with. core values: teacher nurture the effective communication skill into all students.	Students were listening attentively throughout the lecture. Students were solving the jobsheet with their full competency.	convert the sentences into active to passive or passive to active: 1. Seema is stitching the fabric. 2. The books are written by Mr. Sen. 3. I have borrowed five books from the library.

Activity-2 Develop lesson plan



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

Lesson Plan

Name of the Student Teacher: Raj Kumar Singh

Method 1

Geography

Name of the School: Matter Touch

Total Lesson No:

3

Std: ~~VIII~~ X

Div: E

Date: 10/8/22

Teaching Subject: Geography

Unit/Sub Unit: Agriculture

Teaching Method/Type: Direct method

Previous knowledge: Students are aware about the agriculture

Teaching Topic: Agriculture and its types

Core Values/Core Elements: Scientific attitude

Principle: Agriculture is the backbone of an Indian economy

Set Induction: Teacher will begin the topic by asking the process of an agriculture. Students will answer the question and begin the topic by discussing the fact related to agriculture.

Statement of aim: Good morning, students today we are going to discuss about the backbone of an Indian economy i.e. agriculture.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Dear students, let us know discuss about the difference between Intensive and Extensive farming. Intensive Farming: • Labour intensive. • Less use of machinery. • Traditional method • Low capital. • Less output • More Profit Extensive farming: • Less labour intensive. • Less use of labour. • More machinery. • More Profit. • More surplus.	Students listen attentively and observing the PPT. Students asking quest- ions: 1) Why we use HYV varieties of seed? 2) What was the outcome of green revolution. 3) Why do we need another green revolution.	What is intensive agriculture? What is extensive agriculture? What is shifting agriculture? Impacts of green revolution. Why do we need another green revolution.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
• Closure: So, students so today we have discussed about the agriculture and their types. Problems related with agriculture and their solution. Need of another green revolution. • Core values: Teacher nurtured the scientific attitude among the students.	• Students listen attentively and observing the ppt. Students were solving the job sheet.	1) What is HYV variety of seeds? 2) What launched white revolution and why? 3) Benefits of green revolution?

Activity-2 Develop lesson plan



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

Lesson Plan

Name of the Student Teacher: Rajkumari

Method 1

English

Name of the School: Mather Tanch

Total Lesson No:

2

Std: VIII

Div: C

Date: 12/08/22

Teaching Subject: English

Unit/Sub Unit: Modals

Teaching Method/Type: Direct Method

Previous knowledge: Students are aware about the verb

Teaching Topic: Modals and their uses

Core Values/Core Elements: Effective communication skill

Principle: Modals are very pivot while
forming the kinds of sentences

Set Induction: A very good morning, student.
Teacher will greet the students and then
will begin the topic by asking few
questions related with the verbs and
their types.

Statement of aim: So, students today we are going
to discuss about the verbs and the modals

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
Let, us know discuss the models in detail : Permission : can, could, may Examples: you <u>can</u> take as many cookies as you want. <u>could</u> I take a br- eak now, please? <u>may</u>, I go out to play now - Possibility: May, might, could: Examples: there may be some biscuits left in the jar. It might rain today afternoon. The book could be an metal shell.	Students listen attentively and observing the ppt. Students asking questions: If when we use should, ought to, must, need to?	give suitable suggestions using, can, could and might. If one of your friends had a fight and was not talking to each other. 2) your friend is neglecting his studies.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	EVALUATION
closure: Nevertheless, students, today we have discussed about the modals and their uses while we use the different kinds of sentences related to our day to day life.	students were actively participating and answered the question properly.	fill in the blank, using can, could, would, should and must. 1. we asked if I — carry the bags upstairs for him.
core value: Teacher nurtured the effective communication skills into the students.	students were following the job sheet.	2. you — take these clothes, else they will go to waste.

Activity- 3 Writing a Report

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

1. Objectives for observation of co-curricular and extracurricular activity

co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development social and moral development. the objectives are to stimulate playing, acting, singing, recitation speaking and narrating in students. the aim of sports and other curriculum activities, ideation, innovative. It also helps to inculcate the values to respect other opinions. It provides motivation for learning. It makes you perfect in decision making, creativity and enthusiasm.

2. Planning of these co-curricular and extracurricular activities

Planning is an important attributes of management in achieving the aims and objectives required for education. It is continuous and includes the process of prospective conceptual depart from the usual lecture method of transferring the content demonstration, discussion team learning, school visits are organised to provide practical and