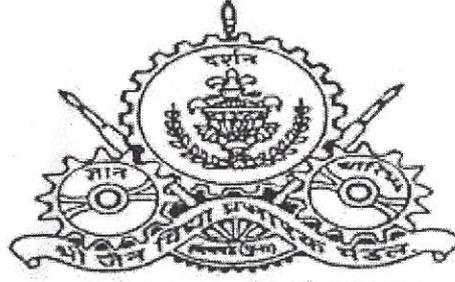


ॐ षडम् नाणं तओ दया ॐ



स्थापना : ८/९/१९२७

**SHRI JAIN VIDYA PRASARAK MANDAL'S ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 33.**

**TEACHING COMPETENCY IV**

**COURSE B.ED. 207: INTERNSHIP**

**2022- 2023**

**Duration**

*Very Good!*

Name of the Student Teacher: Akshada kishor Lokhande

Roll No: 77

Teaching Method I Science Teaching Method II Maths

Name of Group Incharge: Asst. prof. Reshma shitole

*Reshma shitole  
28/04/23*

# INDEX

| Sr. No   | Details  | Obtained Marks | Signature      |
|--|--|----------------|----------------|
| 1  | <b>ACTIVITY – I BLOCK TEACHING</b>   |                | <i>Shitole</i> |
|  | Method I - Lesson 1  | 82             |                |
|  | Method I - Lesson 2  | 85             |                |
|  | Method I - Lesson 3  | 88             |                |
|  | Method II – Lesson 1   | 81             |                |
|  | Method II – Lesson 2   | 84             |                |
|  | Method II – Lesson 3   | 89             |                |
| Total out of 600   |  | 509            |                |
| Converted Marks out of 75  |  | 64             |                |
| 2  | <b>ACTIVITY – II PLAN OF EVALUATION (METHOD – I)</b>                                   |                | <i>Shitole</i> |
|  | Activity 2- A 2 - Unit Plan (Out Of 50)  | 46             |                |
|  | Activity 2- B- Developing a Blue Print with Model Answer & Marking Scheme (Out Of 50)  | 48             |                |
|  | Activity 2- C- UNIT PLAN DEVELOPMENT & CONDUCT OF UNIT TEST (Out of 100)               | 84             |                |
|  | <b>ACTIVITY – II PLAN OF EVALUATION (METHOD – II)</b>                                  |                |                |
|  | Activity 2- A 2 - Unit Plan (Out Of 50)  | 47             |                |
|  | Activity 2- B - Developing a Blue Print with Model Answer & Marking Scheme (Out Of 50) | 48             |                |
| Activity 2- C- UNIT PLAN DEVELOPMENT & CONDUCT OF UNIT TEST (Out of 100) | 88   |                |                |
| Total out of 400   |  | 361            |                |
| Converted Marks out of 25  |  | 23             |                |
| 3  | Study of the records maintained by the school (Out of 100)                             | 88             | <i>Shitole</i> |
| Converted Marks out of 25  |  | 22             |                |
| 4  | Organization of co curricular/ extracurricular activities (Out of 50)                  | 46             | <i>Shitole</i> |
| Converted Marks out of 25  |  | 23             |                |
| 5  | <b>Observation of peers</b>  |                | <i>Shitole</i> |
|  | Method I - Lesson 1  | 82             |                |
|  | Method I - Lesson 2  | 84             |                |
|  | Method I - Lesson 3  | 86             |                |
|  | Method II – Lesson 1   | 84             |                |
|  | Method II – Lesson 2   | 85             |                |
|  | Method II – Lesson 3   | 88             |                |
| Total (Out of 600)   |  | 509            |                |
| Converted Marks out of 25  |  | 21             |                |
| 6  | Other School Activities/Programs (Out of 50)   | 44             | <i>Shitole</i> |
| Converted Marks out of 25  |  | 22             |                |
| Total out of 200   |  | 1557 = 171     | <i>Shitole</i> |

$\frac{171}{200}$

Name & Signature of Group Incha

*Shitole*  
20/03/23

Ast. Prof. Reshma Shitole

## CERTIFICATE

*This is to certify that*

*Mr./Mrs./ Ms. Akshada kishor Lokhande*

*has successfully completed a statutory study in*

### **INTERNSHIP PROGRAM AT**

D.Y. Patil Dnyanshanti School, Akurdi.

*Internship provides in hand experience to those looking to explore or gain the relevant knowledge and skills required to enter into an actual teaching field.*

*The student teacher has successfully completed his/her internship with utmost zeal and enthusiasm. The student teacher actively conducted and administrated the activities mentioned in the internship program. We found the student teacher competitive.*

*The student teacher was well behaved and maintained discipline of high order, which speaks well of the institution he/she belongs to. We wish him/her All the best and look forward a brilliant career in the future.*

*S. Shitole*  
**Group incharge**

*G. Patil*  
**Principal**  


॥ पढंम णामं तओ दया ॥

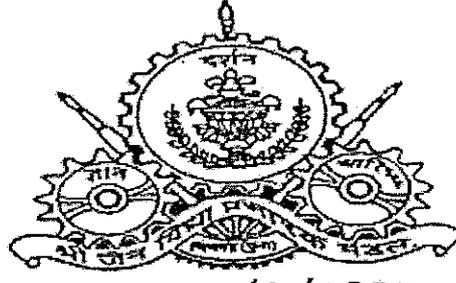
SHRI JAIN VIDYA PRASARAK MANADAL'S ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE - 33  
INTERNSHIP PLANNING 2022-23

| SR. NO | WEEK NO. | DATE  | DETAILS   |
|--------|----------|---|---|
| 1      | Week 1   | 21/11/2022 to 26/11/2022                              | Lesson Plan Development Method - I  |
| 2      | Week 2   | 28/11/2022 to 03/12/2022                              | Lesson Conduct & Peer Observation   |
| 3      | Week 3   | 05/12/2022 to 10/12/2022                              | Organize Co-curricular Activity   |
| 4      | Week 4   | 12/12/2022 to 17/12/2022                              | Organize Extra-curricular Activity  |
| 5      | Week 5   | 19/12/2022 to 24/12/2022                              | Develop Unit Plan & Test Method I   |
| 6      | Week 6   | 26/12/2022 to 31/12/2022                              | Conduct Unit Plan & Test Method I   |
| 7      | Week 7   | 02/01/2023 to 07/01/2023                              | Study of Records Maintained by School Any 2   |
| 8      | Week 8   | 09/01/2023 to 14/01/2023                              | Other School Activity Any One   |
| 9      | Week 9   | 16/01/2023 to 21/01/2023                              | Lesson Plan Development Method - II   |
| 10     | Week 10  | 23/01/2023 to 28/01/2023<br>(26/01/2023 Republic Day) | Lesson Conduct & Peer Observation   |
| 11     | Week 11  | 30/01/2023 to 04/02/2023                              | Organize Co-curricular Activity   |
| 12     | Week 12  | 06/02/2023 to 11/02/2023                              | Organize Extra-curricular Activity  |
| 13     | Week 13  | 13/02/2023 to 18/02/2023<br>(18/02/2023 Holiday)      | Develop Unit Plan & Test Method II  |
| 14     | Week 14  | 20/02/2023 to 25/02/2023                              | Conduct Unit Plan & Test Method II  |
| 15     | Week 15  | 27/02/2023 to 04/03/2023                              | Study of Records Maintained by School Any 2 other than the activity studied in Part I |
| 16     | Week 16  | 06/03/2023 to 11/03/2023                              | Report Writing and Valediction  |

4/12/2023

23/12/2023

ॐ षडम् नाणं तओ दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE. 411033**

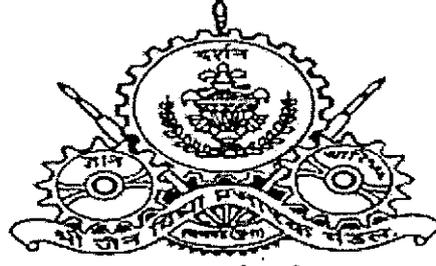
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**TEACHING COMPETENCY IV  
INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -I  
BLOCK TEACHING**

ॐ प्रथम् नाणं तजो दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 411033**

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**TEACHING COMPETENCY IV  
INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -I  
BLOCK TEACHING  
Teaching Method - I**

**-----  
Science  
-----**

## Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय science Lesson No पाठ क्र. 09 Date दिनांक 28/11/2022

Name of the Student Teacher विद्यार्थ्यांचे नांव Akshada Kishor Lokhande

Name of the School शाळेचे नाव D.Y. Patil Dnyanshanti School

Std: इयत्ता 7<sup>th</sup> Div तुकडी A Time वेळ 30 min

Unit घटक The Muscular & Digestive system in human Subunit उपघटक Types of Muscles

Teaching Method अध्यापन पद्धती Inductive Method

Values मूल्ये sensitivity, Scientific Attitude

Core Elements गाभा घटक Inculcation of scientific temper

Life Skills जीवन कौशल्ये critical thinking

Teaching Aids शैक्षणिक साधने chart of Types of Muscles.

Previous Knowledge अपेक्षित पूर्वज्ञान students learn about organ system

### OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान Students explain organ system.

Understanding आकलन students tells defination of Muscles.

Application उपयोजन By doing Activity Related of Muscles.

Skill कौशल्य students develop skill of observation

Interest अभिरुची students do Exercise to increase strength.

Aptitude अभिवृत्ती -

Appreciation रसग्रहण -

Introduction प्रस्तावना: Teacher enters in the classroom & greet the students good Morning! Teacher ask students about You know organ system? so, tell me the need and Importance of organs.

हेतूकथन Statement of Aim so, today we are going to learn about Muscles and types of Muscles.

students replay organ  
are useful for Movement  
of body part.

There is the Swollen  
part is there.

Students listen  
carefully.

students write definati-  
on of muscles.

Students listen  
carefully.

Teacher ask students  
Q.1 What is Mean by  
muscles.

Q.2 What should you  
do to increase the  
strength of muscles.

Q.3 Which type of food  
you intake to  
strength muscles.

Q.4 What are the  
types of muscles.

Home work गृहपाठ

Q.1) Write the difference  
between skeletal  
muscles and smooth  
muscles.

## ACTIVITY-1- BLOCK TEACHING

### EVALUATION SCHEME मूल्यमापन तक्ता

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent  
 पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                                   | Steps पायऱ्या                                  | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |  |
|--|--|---|---|---|---|---|----|--|
| 1  | Lesson Note<br>पाठ टाचन                        | Neat, Correct and Complete नीटनेटकेपणा, अचूकता आणि पूर्ण  |   |   |   |   | ✓  |  |
| 2  | Introduction<br>प्रस्तावना                     | Relevant and Stimulating संबंधित आणि उद्दीपक  |   |   |   | ✓ |    |  |
| 3  |  | Revival of Previous Knowledge and Linking with the Topic<br>पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड                                   |   |   |   |   | ✓  |  |
| 4  |  | Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन   |   |   |   | ✓ |    |  |
| 5  | Presentation<br>सादरीकरण                       | Clarity and Fluency in Narration/ Illustration<br>कथनातील उदा. तील स्पष्टता / लवचिकता   |   |   |   | ✓ |    |  |
| 6  |  | Questions- Clear, Concise and Grammatically Correct<br>प्रश्न स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक                         |   |   |   |   | ✓  |  |
| 7  |  | Questions -Logical and Thought Provoking<br>प्रश्न तार्किक आणि विचारप्रवर्तक  |   |   |   | ✓ |    |  |
| 8  |  | Distributions of the Questions and Reinforcement<br>प्रश्न विभागणी आणि प्रबलन   |   |   |   |   | ✓  |  |
| 9  |  | Black Board Work फलक लेखन   |   |   |   | ✓ |    |  |
| 10                                       |  | Clarity in Reading/ Ease in Demonstration<br>वाचनातील / दिग्दर्शनातील सुस्पष्टता  |   |   |   | ✓ |    |  |
| 11                                       |  | Explanation: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर   |   |   | ✓ |   |    |  |
| 12                                       |  | Mastery over the Content आशय प्रभुत्व   |   |   |   | ✓ |    |  |
| 13                                       |  | Use of Teaching Aids/ Use of ICT Component<br>शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग  |   |   |   |   | ✓  |  |
| 14                                       |  | Student's Participation विद्यार्थी सहभाग  |   |   |   | ✓ |    |  |
| 15                                       |  | Teacher's Preparedness शिक्षक तयारी   |   |   |   | ✓ |    |  |
| 16                                       |  | Classroom Management & Time Management वर्ग व्यवस्थापन<br>आणि वेळेचे नियोजन   |   |   | ✓ |   |    |  |
| 17                                       | Formative<br>Evaluation<br>आकारिक<br>मूल्यमापन | Recapitulation as per objectives संकलन उद्दिष्टाधारित   |   |   |   | ✓ |    |  |
| 18                                       |  | Application- Use of Evaluation Tools: MCQ, Matching Item,<br>Group Discussion, Project, Puzzle etc. उपयोजन - मूल्यमापन<br>साधनांचा वापर |   |   |   | ✓ |    |  |
| 19                                       |  | Homework- Appropriate/ Activity based<br>गृहपाठ- अचूक / कृती आधारित   |   |   |   | ✓ |    |  |
| 20                                       |  | Overall Impression (Effectiveness of Teaching)<br>एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)  |   |   | ✓ |   |    |  |
| Total Marks Out of 100 एकूण गुण 100 पैकी |  |   |   |   |   |   | 82 |  |

Qualitative Feedback गुणात्मक प्रत्याभरण: ★ Revised previous knowledge

Signature of Guide

Signature of Observer

## Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय science Lesson No पाठ क्र. 02 Date दिनांक 29/11/22

Name of the Student Teacher विद्यार्थ्यांचे नाव Akshada kishor Lokhande

Name of the School शाळेचे नाव D.Y. Patil Dnyanshanti School

Std: इयत्ता 7<sup>th</sup> Div तुकडी A Time वेळ 30 min

Unit घटक The Muscular & Digestive system of human Subunit उपघटक Muscles in different part of body

Teaching Method अध्यापन पद्धती Inductive Method

Values मूल्ये Scientific temper

Core Elements गाभा घटक Inculcation of scientific temper

Life Skills जीवन कौशल्ये critical thinking

Teaching Aids शैक्षणिक साधने Chart of muscles in different part of body.

Previous Knowledge अपेक्षित पूर्वज्ञान students know about type of muscles.

### OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान students tells about muscles present in body.

Understanding आकलन students tell working of body parts.

Application उपयोजन by doing Activity related to different body

Skill कौशल्य students develop skill of working of <sup>part</sup> muscles.

Interest अभिरुची students do Exercise to increase strength.

Aptitude अभिवृत्ती -

Appreciation रसग्रहण -

Introduction प्रस्तावना: Teacher enters in the classroom and greet all students good Morning! In last of previous lecture we learn about types of muscles. Now, tell me How many types of Muscles and there name.

हेतूकथन Statement of Aim so, today we are going to learn about How Muscles are working in different body part.

विद्यार्थी कृती  
Student's Activity

EVALUATION मूल्यमापन

Yes, Ma'am the upper arm is called biceps and the muscle at the back is called triceps.

Teacher ask questions to students.

① Which type of Muscles present in arm.

② For strengthen the Muscles, what contain should be in your diet

③ What are the different Muscles which are present in body part

④ Draw the diagram of Types of Muscles.

students listen carefully.

students listen carefully.

Home work गृहपाठ

Q.1 Why during exercise the movement of heart become more rapid.

Q. Which type of exercise should do for Muscles strength.

students pay attention

## ACTIVITY-1- BLOCK TEACHING

### EVALUATION SCHEME मूल्यमापन तक्ता

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

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                                   | Steps पायऱ्या                                  | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |
|--|--|---|---|---|---|---|----|
| 1  | Lesson Note<br>पाठ टाचन                        | Neat, Correct and Complete नीटनेटकेपणा, अचूकता आणि पूर्ण  |   |   |   |   | ✓  |
| 2  | Introduction<br>प्रस्तावना                     | Relevant and Stimulating संबंधित आणि उद्दीपक  |   |   |   |   | ✓  |
| 3  |  | Revival of Previous Knowledge and Linking with the Topic<br>पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड                                   |   |   |   |   | ✓  |
| 4  |  | Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन   |   |   |   | ✓ |    |
| 5  | Presentation<br>सादरीकरण                       | Clarity and Fluency in Narration/ Illustration<br>कथनातील उदा. तील स्पष्टता / लवचिकता   |   |   |   |   | ✓  |
| 6  |  | Questions- Clear, Concise and Grammatically Correct<br>प्रश्न स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक                         |   |   |   | ✓ |    |
| 7  |  | Questions -Logical and Thought Provoking<br>प्रश्न तार्किक आणि विचारप्रवर्तक  |   |   |   |   | ✓  |
| 8  |  | Distributions of the Questions and Reinforcement<br>प्रश्न विभागणी आणि प्रबलन   |   |   |   |   | ✓  |
| 9  |  | Black Board Work फलक लेखन   |   |   | ✓ |   |    |
| 10                                       |  | Clarity in Reading/ Ease in Demonstration<br>वाचनातील / दिग्दर्शनातील सुस्पष्टता  |   |   |   |   | ✓  |
| 11                                       |  | Explanation: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर   |   |   |   | ✓ |    |
| 12                                       |  | Mastery over the Content आशय प्रभुत्व   |   |   |   | ✓ |    |
| 13                                       |  | Use of Teaching Aids/ Use of ICT Component<br>शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग  |   |   |   |   | ✓  |
| 14                                       |  | Student's Participation विद्यार्थी सहभाग  |   |   |   | ✓ |    |
| 15                                       |  | Teacher's Preparedness शिक्षक तयारी   |   |   | ✓ |   |    |
| 16                                       |  | Classroom Management & Time Management वर्ग व्यवस्थापन<br>आणि वेळेचे नियोजन   |   |   |   | ✓ |    |
| 17                                       | Formative<br>Evaluation<br>आकारिक<br>मूल्यमापन | Recapitulation as per objectives संकलन उद्दिष्टाधारित   |   |   |   | ✓ |    |
| 18                                       |  | Application- Use of Evaluation Tools: MCQ, Matching Item,<br>Group Discussion, Project, Puzzle etc. उपयोजन - मूल्यमापन<br>साधनांचा वापर |   |   | ✓ |   |    |
| 19                                       |  | Homework- Appropriate/ Activity based<br>गृहपाठ- अचूक / कृती आधारित   |   |   |   | ✓ |    |
| 20                                       |  | Overall Impression (Effectiveness of Teaching)<br>एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)  |   |   |   | ✓ |    |
| Total Marks Out of 100 एकूण गुण 100 पैकी |  |   |   |   |   |   | 85 |

Qualitative Feedback गुणात्मक प्रत्याभरण: *4) Clarity observed in explanation and presentation.*

Signature of Guide

Signature of Observer

## Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय Science Lesson No पाठ क्र. 03 Date दिनांक 30/11/22

Name of the Student Teacher विद्यार्थ्यांचे नाव Akshada Kishor Lokhande

Name of the School शाळेचे नाव D.R. Patil Dnyanshanti School

Std: इयत्ता 7th Div तुकडी A Time वेळ 30 min

Unit घटक The Muscular & Digestive system of human Subunit उपघटक Digestive system

Teaching Method अध्यापन पद्धती Inductive

Values मूल्ये scientific temper

Core Elements गाभा घटक Inculcation of scientific temper

Life Skills जीवन कौशल्ये critical thinking

Teaching Aids शैक्षणिक साधने Poster of Digestive system.

Previous Knowledge अपेक्षित पूर्वज्ञान students know how we eat food.

### OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान students explain Digestive system.

Understanding आकलन students tell definition of Digestive system.

Application उपयोजन students eat food with proper chewing.

Skill कौशल्य students develop skill of working of Digestion.

Interest अभिरुची students read more about enzymes in digestion.

Aptitude अभिवृत्ती -

Appreciation रसग्रहण -

Introduction प्रस्तावना: Teacher enters in the classroom and

greet all students Good Morning! In previous

lecture we all learn about muscles and

types of muscles. How the working of muscles.

can you tell me how we intake the food.

हेतूकथन Statement of Aim So, today we are going to learn

about Digestive system of human.

विद्यार्थी कृती  
Student's Activity

EVALUATION मूल्यमापन

by Mouth.

Students Write Definition  
of digestion in  
notebook.

students listen carefully.

Teacher ask some  
questions to students.

Q.1 Definition of  
digestion

Q.2 Tell in steps involved  
in the digestive  
system.

Q.3 Name the enzymes  
include in the  
Digestive system.

Home work गृहपाठ

students listen carefully.

Q. Write down the whole  
process of digestive  
system

Q. What kind of food  
should intake for  
better health.

## ACTIVITY-1- BLOCK TEACHING

### EVALUATION SCHEME मूल्यमापन तक्ता

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent  
 पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

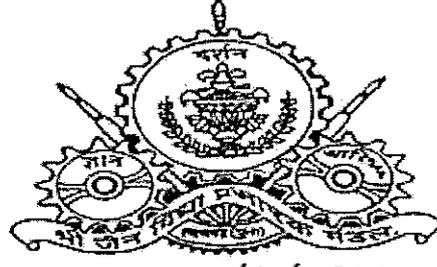
| Sr. No                                   | Steps पायऱ्या                         | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |  |
|--|---------------------------------------|---|---|---|---|---|----|--|
| 1  | Lesson Note पाठ टाचन                  | Neat, Correct and Complete नीटनेटकेपणा, अचूकता आणि पूर्ण  |   |   |   |   | ✓  |  |
| 2  | Introduction प्रस्तावना               | Relevant and Stimulating संबंधित आणि उद्दीपक  |   |   |   |   | ✓  |  |
| 3  |                                       | Revival of Previous Knowledge and Linking with the Topic पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड                                |   |   |   |   | ✓  |  |
| 4  |                                       | Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन   |   |   |   |   | ✓  |  |
| 5  | Presentation सादरीकरण                 | Clarity and Fluency in Narration/ Illustration कथनातील उदा. तील स्पष्टता / लवचिकता  |   |   | ✓ |   |    |  |
| 6  |                                       | Questions- Clear, Concise and Grammatically Correct प्रश्न स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक                      |   |   |   |   | ✓  |  |
| 7  |                                       | Questions -Logical and Thought Provoking प्रश्न तार्किक आणि विचारप्रवर्तक   |   |   |   | ✓ |    |  |
| 8  |                                       | Distributions of the Questions and Reinforcement प्रश्न विभागणी आणि प्रबलन  |   |   |   |   | ✓  |  |
| 9  |                                       | Black Board Work फलक लेखन   |   |   |   |   | ✓  |  |
| 10                                       |                                       | Clarity in Reading/ Ease in Demonstration वाचनातील / दिग्दर्शनातील सुस्पष्टता   |   |   | ✓ |   |    |  |
| 11                                       |                                       | Explanation: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर   |   |   |   |   | ✓  |  |
| 12                                       |                                       | Mastery over the Content आशय प्रभुत्व   |   |   |   | ✓ |    |  |
| 13                                       |                                       | Use of Teaching Aids/ Use of ICT Component शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग                                       |   |   |   |   | ✓  |  |
| 14                                       |                                       | Student's Participation विद्यार्थी सहभाग  |   |   |   | ✓ |    |  |
| 15                                       |                                       | Teacher's Preparedness शिक्षक तयारी   |   |   |   | ✓ |    |  |
| 16                                       |                                       | Classroom Management & Time Management वर्ग व्यवस्थापन आणि वेळेचे नियोजन  |   |   |   |   | ✓  |  |
| 17                                       | Formative Evaluation आकारिक मूल्यमापन | Recapitulation as per objectives संकलन उद्दिष्टाधारित   |   |   |   | ✓ |    |  |
| 18                                       |                                       | Application- Use of Evaluation Tools: MCQ, Matching Item, Group Discussion, Project, Puzzle etc. उपयोजन - मूल्यमापन साधनांचा वापर |   |   |   |   | ✓  |  |
| 19                                       |                                       | Homework- Appropriate/ Activity based गृहपाठ- अचूक / कृती आधारित  |   |   | ✓ |   |    |  |
| 20                                       |                                       | Overall Impression (Effectiveness of Teaching) एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)   |   |   |   | ✓ |    |  |
| Total Marks Out of 100 एकूण गुण 100 पैकी |                                       |   |   |   |   |   | 88 |  |

Qualitative Feedback गुणात्मक प्रत्याभरण: ✓) Observed mastery over the content.

Signature of Guide

Signature of Observer

ॐ अहम् नाभं तओ दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 411033**

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**TEACHING COMPETENCY IV  
INTERNSHIP PROGRAM**

**20 - 20**

**ACTIVITY -I  
BLOCK TEACHING  
Teaching Method - II  
Mathematics**

# Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय Maths Lesson No पाठ क्र. 01 Date दिनांक 23/1/23

Name of the Student Teacher विद्यार्थ्यांचे नाव Akshada Kishor Lokhande

Name of the School शाळेचे नाव D.Y. Patil Dnyaneshanti School

Std: इयत्ता 7<sup>th</sup> Div तुकडी B Time वेळ 30 min

Unit घटक Algebraic Expressions <sup>operat<sup>n</sup> on them</sup> Subunit उपघटक Types of Algebraic Expression

Teaching Method अध्यापन पद्धती Deductive Method

Values मूल्ये Scientific temper

Core Elements गाभा घटक Inculcation of scientific temper

Life Skills जीवन कौशल्ये problem solving

Teaching Aids शैक्षणिक साधने chart of Types of Algebraic Expression

Previous Knowledge अपेक्षित पूर्वज्ञान students know about variables.

## OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान student explain types of Algebraic Expression

Understanding आकलन students understand How to solve problem

Application उपयोजन

Skill कौशल्य students increase with skill problem solving.

Interest अभिरुची students solve more sums in Miscellaneous.

Aptitude अभिवृत्ती Student collects more examples of Algebraic

Appreciation रसग्रहण student collects and solve more example<sup>expression</sup>

Introduction प्रस्तावना: Teacher enter in the classroom and

greet all students Good Morning! Do you know about what is coefficient of the equation and variable of the equation in Algebraic Expression

हेतूकथन Statement of Aim so, today we are going to learn

about Types of Algebraic Expression

विद्यार्थी कृती  
Student's Activity

EVALUATION मूल्यमापन

students replies  
 $z$  is coefficient  
and  $x$  is variable

student listen  
carefully

students write down  
in notebook

students see carefully.

Teacher ask questions  
to students

1) Identify coefficient  
and variable in  
following Expression

- $11mn$
- $-9x^2y^3$
- $\frac{5}{6}p$
- $a$
- $4x$
- $2x-3y$
- $a+b+c$

Home work गृहपाठ

Solve the practice set  
32 of Algebraic  
expression

## ACTIVITY-1- BLOCK TEACHING

### EVALUATION SCHEME मूल्यमापन तक्ता

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

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                                   | Steps पायऱ्या                                  | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |  |
|--|--|---|---|---|---|---|----|--|
| 1  | Lesson Note<br>पाठ टाचन                        | Neat, Correct and Complete नीटनेटकेपणा, अचूकता आणि पूर्ण  |   |   |   | ✓ |    |  |
| 2  | Introduction<br>प्रस्तावना                     | Relevant and Stimulating संबंधित आणि उद्दीपक  |   |   |   |   | ✓  |  |
| 3  |  | Revival of Previous Knowledge and Linking with the Topic<br>पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड                                   |   |   |   | ✓ |    |  |
| 4  |  | Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन   |   |   |   | ✓ |    |  |
| 5  | Presentation<br>सादरीकरण                       | Clarity and Fluency in Narration/ Illustration<br>कथनातील उदा. तील स्पष्टता / लवचिकता   |   |   |   | ✓ |    |  |
| 6  |  | Questions- Clear, Concise and Grammatically Correct<br>प्रश्न स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक                         |   |   |   |   | ✓  |  |
| 7  |  | Questions -Logical and Thought Provoking<br>प्रश्न तार्किक आणि विचारप्रवर्तक  |   |   |   | ✓ |    |  |
| 8  |  | Distributions of the Questions and Reinforcement<br>प्रश्न विभागणी आणि प्रबलन   |   |   |   | ✓ |    |  |
| 9  |  | Black Board Work फलक लेखन   |   |   |   | ✓ |    |  |
| 10                                       |  | Clarity in Reading/ Ease in Demonstration<br>वाचनातील / दिग्दर्शनातील सुस्पष्टता  |   |   | ✓ |   |    |  |
| 11                                       |  | Explanation: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर   |   |   |   | ✓ |    |  |
| 12                                       |  | Mastery over the Content आशय प्रभुत्व   |   |   |   | ✓ |    |  |
| 13                                       |  | Use of Teaching Aids/ Use of ICT Component<br>शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग  |   |   |   |   | ✓  |  |
| 14                                       |  | Student's Participation विद्यार्थी सहभाग  |   |   |   | ✓ |    |  |
| 15                                       |  | Teacher's Preparedness शिक्षक तयारी   |   |   |   |   | ✓  |  |
| 16                                       |  | Classroom Management & Time Management वर्ग व्यवस्थापन<br>आणि वेळेचे नियोजन   |   |   |   | ✓ |    |  |
| 17                                       | Formative<br>Evaluation<br>आकारिक<br>मूल्यमापन | Recapitulation as per objectives संकलन उद्दिष्टाधारित   |   |   |   | ✓ |    |  |
| 18                                       |  | Application- Use of Evaluation Tools: MCQ, Matching Item,<br>Group Discussion, Project, Puzzle etc. उपयोजन - मूल्यमापन<br>साधनांचा वापर |   |   | ✓ |   |    |  |
| 19                                       |  | Homework- Appropriate/ Activity based<br>गृहपाठ- अचूक / कृती आधारित   |   |   |   | ✓ |    |  |
| 20                                       |  | Overall Impression (Effectiveness of Teaching)<br>एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)  |   |   |   | ✓ |    |  |
| Total Marks Out of 100 एकूण गुण 100 पैकी |  |   |   |   |   |   | 81 |  |

Qualitative Feedback गुणात्मक प्रत्याभरण:

#> Recapitulation and Introduction done as per objectives.

Signature of Guide

Signature of Observer

# Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय Maths Lesson No पाठ क्र. 02 Date दिनांक 24/1/23

Name of the Student Teacher विद्यार्थ्यांचे नाव Akshada Kisher Lokhande

Name of the School शाळेचे नाव D. V. Patil Dnyanshanti School

Std: इयत्ता 7<sup>th</sup> Div तुकडी B Time वेळ 30 min

Unit घटक Algebraic Expression & operation on them Subunit उपघटक subtraction of Algebraic Expression

Teaching Method अध्यापन पद्धती Deductive Method

Values मूल्ये Scientific temper

Core Elements गाभा घटक Inculcation of scientific temper

Life Skills जीवन कौशल्ये problem solving.

Teaching Aids शैक्षणिक साधने chart of Horizontal & Vertical arrangement.

Previous Knowledge अपेक्षित पूर्वज्ञान students know about Types of Algebraic expression

## OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान students explain how to do subtraction

Understanding आकलन student understand variable & coefficient

Application उपयोजन \_\_\_\_\_

Skill कौशल्य problem solving skill achieve by students

Interest अभिरुची student solve more example based on this.

Aptitude अभिवृत्ती student collect more example of addition of algebraic expression

Appreciation रसग्रहण student collect & solve more example

Introduction प्रस्तावना: Teacher enter in the classroom

and greet all students Good Morning. Teacher ask students You know Types of Algebraic Expression. so tell me name of the Algebraic Expression.

हेतूकथन Statement of Aim so, today we are going to learn about addition and subtraction of Algebraic Expression.

विद्यार्थी कृती  
Student's Activity

EVALUATION मूल्यमापन

student replies  
7 guavas.

Teacher ask questions  
to students. solve this

Q.1)  $3x + 4x =$

listen carefully by  
students.

Q.2)  $(2x + 4y) + (9x + 0y)$

Q.3)  $(9x^2y^2 - 7xy) +$   
 $3x^2y^2 + 4xy$

students writing in  
their notebook

Q.4)  $(3x + 7y) - (7y + 3x)$

Q.5)  $9x - 4x.$

students writing in  
their notebook.

Home work गृहपाठ

Solve the practice  
Set-33 of Algebraic  
expression. Also solve  
practice set 34.

## ACTIVITY-1- BLOCK TEACHING

### EVALUATION SCHEME मूल्यमापन तक्ता

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent  
 पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                                   | Steps पायज्या                         | Criteria निकष   | 1 | 2 | 3 | 4 | 5 |    |
|--|---------------------------------------|---|---|---|---|---|---|----|
| 1  | Lesson Note पाठ टाचन                  | Neat, Correct and Complete नीटनेटकेपणा, अचूकता आणि पूर्ण  |   |   |   |   | ✓ |    |
| 2  | Introduction प्रस्तावना               | Relevant and Stimulating संबंधित आणि उद्दीपक  |   |   |   |   | ✓ |    |
| 3  |                                       | Revival of Previous Knowledge and Linking with the Topic पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड                                |   |   |   | ✓ |   |    |
| 4  |                                       | Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन   |   |   | ✓ |   |   |    |
| 5  | Presentation सादरीकरण                 | Clarity and Fluency in Narration/ Illustration कथनातील उदा. तील स्पष्टता / लवचिकता  |   |   |   | ✓ |   |    |
| 6  |                                       | Questions- Clear, Concise and Grammatically Correct प्रश्न स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक                      |   |   |   |   | ✓ |    |
| 7  |                                       | Questions -Logical and Thought Provoking प्रश्न तार्किक आणि विचारप्रवर्तक   |   |   |   | ✓ |   |    |
| 8  |                                       | Distributions of the Questions and Reinforcement प्रश्न विभागणी आणि प्रबलन  |   |   |   |   | ✓ |    |
| 9  |                                       | Black Board Work फलक लेखन   |   |   |   | ✓ |   |    |
| 10                                       |                                       | Clarity in Reading/ Ease in Demonstration वाचनातील / दिग्दर्शनातील सुस्पष्टता   |   |   |   |   | ✓ |    |
| 11                                       |                                       | Explanation: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर   |   |   |   | ✓ |   |    |
| 12                                       |                                       | Mastery over the Content आशय प्रभुत्व   |   |   |   | ✓ |   |    |
| 13                                       |                                       | Use of Teaching Aids/ Use of I.T Component शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग                                       |   |   | ✓ |   |   |    |
| 14                                       |                                       | Student's Participation विद्यार्थी सहभाग  |   |   |   | ✓ |   |    |
| 15                                       |                                       | Teacher's Preparedness शिक्षक तयारी   |   |   |   | ✓ |   |    |
| 16                                       |                                       | Classroom Management & Time Management वर्ग व्यवस्थापन आणि वेळेचे नियोजन  |   |   |   |   | ✓ |    |
| 17                                       | Formative Evaluation आकारिक मूल्यमापन | Recapitulation as per objectives संकलन उद्दिष्टाधारित   |   |   |   | ✓ |   |    |
| 18                                       |                                       | Application- Use of Evaluation Tools: MCQ, Matching Item, Group Discussion, Project, Puzzle etc. उपयोजन - मूल्यमापन साधनांचा वापर |   |   |   |   | ✓ |    |
| 19                                       |                                       | Homework- Appropriate/ Activity based गृहपाठ- अचूक / कृती आधारित  |   |   |   | ✓ |   |    |
| 20                                       |                                       | Overall Impression (Effectiveness of Teaching) एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)   |   |   | ✓ |   |   |    |
| Total Marks Out of 100 एकूण गुण 100 पैकी |                                       |   |   |   |   |   |   | 84 |

Qualitative Feedback गुणात्मक प्रत्याभरण: ★ Good classroom and Time management.

Signature of Guide

Signature of Observer

# Block Teaching Lesson Note सलगपाठ टाचण

Subject विषय Maths Lesson No पाठ क्र. 03 Date दिनांक 25/11/23

Name of the Student Teacher विद्यार्थ्यांचे नाव Akshada Kishor Lokhande

Name of the School शाळेचे नाव D.R. patil Dnyanshanti School

Std: इयत्ता 7<sup>th</sup> Div तुकडी A Time वेळ 30 min

Unit घटक Algebraic Expression and operation on them Subunit उपघटक Equation in one Variable

Teaching Method अध्यापन पद्धती Deductive Expression

Values मूल्ये scientific value / temper

Core Elements गाभा घटक Inculcation of scientific temper

Life Skills जीवन कौशल्ये problem solving

Teaching Aids शैक्षणिक साधने chart of Equation in one Variable

Previous Knowledge अपेक्षित पूर्वज्ञान students know Addition & subtraction of Algebraic Expression.

## OBJECTIVES & SPECIFICATIONS (उद्दिष्टे व स्पष्टीकरणे):

Knowledge ज्ञान students solve problem of Algebraic Expression

Understanding आकलन students under which method & where it use.

Application उपयोजन \_\_\_\_\_

Skill कौशल्य problem solving skill achieve by students.

Interest अभिरुची students solve miscellaneous problem of Algebraic

Aptitude अभिवृत्ती student collect ~~and~~ more examples of one variable <sup>EXPRESSION</sup>

Appreciation रसग्रहण student collect & solve more examples.

Introduction प्रस्तावना: Teacher enters in the classroom and

greet all student Good Morning. lets revise  
previous lecture topic all of you know to do  
Addition and subtraction of Algebraic expression

हेतूकथन Statement of Aim so, today we are going to learn  
about equation in one variable.

विद्यार्थी कृती  
Student's Activity

EVALUATION मूल्यमापन

Student replies  
Yes Ma'am

Teacher give them questions to solve.

Q.1 simply  $(3x - 11y) - (17x + 13y)$ .

students write down in their notebook.

Q.2  $\frac{x}{3} = 6$

Q.3  $x + 7 = 4$

Q.4  $4p = 12$

students observe carefully.

Q.5 Virat made twice as many runs as Rohit.

The total of their scores is 2 less than a double century. How many runs did each of them make?

students write down in their notebook.

Home work गृहपाठ

students observe carefully.

solve the practice set 36 of Algebraic Expression in one variable.

Also solve Miscellaneous problem set 1

## ACTIVITY-1- BLOCK TEACHING

### EVALUATION SCHEME मूल्यमापन तक्ता

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

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

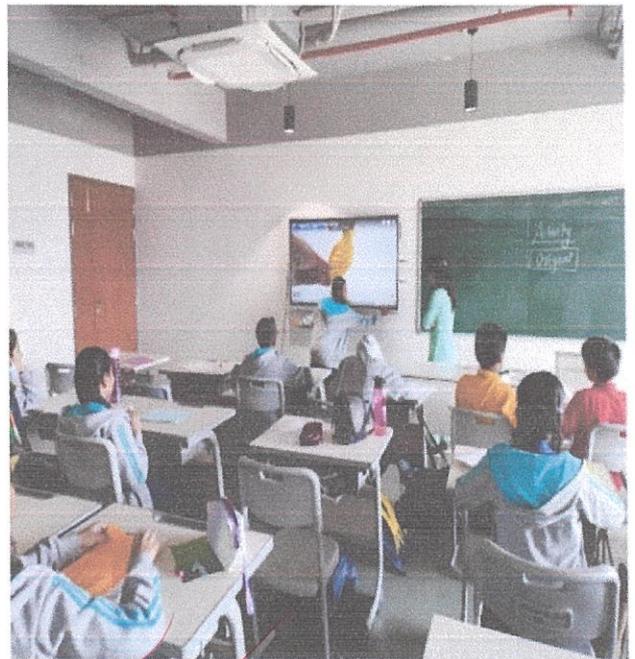
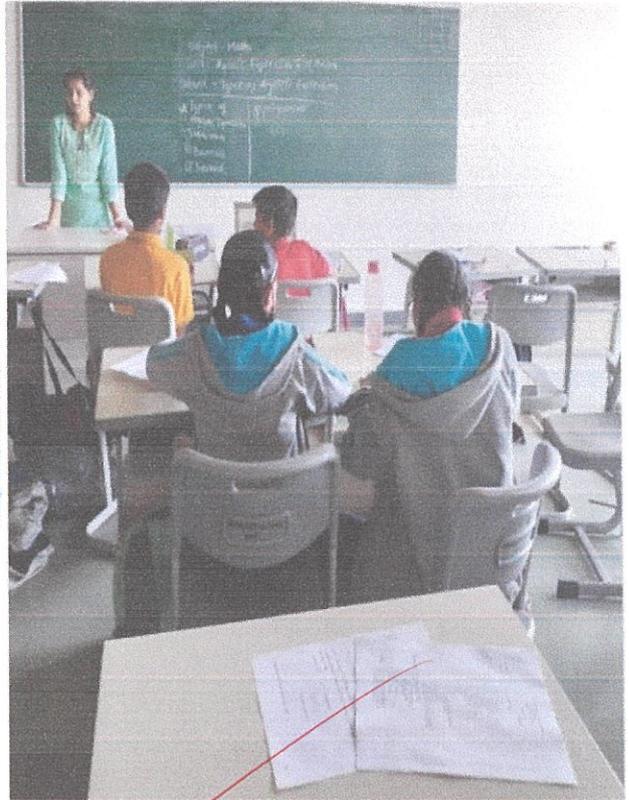
| Sr. No                                   | Steps पायऱ्या                                  | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |  |
|--|--|---|---|---|---|---|----|--|
| 1  | Lesson Note<br>पाठ टाचन                        | Neat, Correct and Complete नीटनेटकेपणा, अचूकता आणि पूर्ण  |   |   |   |   | ✓  |  |
| 2  | Introduction<br>प्रस्तावना                     | Relevant and Stimulating संबधित आणि उद्दीपक   |   |   |   | ✓ |    |  |
| 3  |  | Revival of Previous Knowledge and Linking with the Topic<br>पूर्वज्ञानाची उजळणी आणि पाठ्यांशाशी सांगड                                   |   |   |   | ✓ |    |  |
| 4  |  | Statement of Aim and Title Writing हेतूकथन व शीर्षकलेखन   |   |   |   |   | ✓  |  |
| 5  | Presentation<br>सादरीकरण                       | Clarity and Fluency in Narration/ Illustration<br>कथनातील उदा. तील स्पष्टता / लवचिकता   |   |   |   | ✓ |    |  |
| 6  |  | Questions- Clear, Concise and Grammatically Correct<br>प्रश्न स्पष्ट, संक्षिप्त व व्याकरणीयदृष्ट्या योग्य/ अचूक                         |   |   |   |   | ✓  |  |
| 7  |  | Questions -Logical and Thought Provoking<br>प्रश्न तार्किक आणि विचारप्रवर्तक  |   |   |   | ✓ |    |  |
| 8  |  | Distributions of the Questions and Reinforcement<br>प्रश्न विभागणी आणि प्रबलन   |   |   |   |   | ✓  |  |
| 9  |  | Black Board Work फलक लेखन   |   |   |   | ✓ |    |  |
| 10                                       |  | Clarity in Reading/ Ease in Demonstration<br>वाचनातील / दिग्दर्शनातील सुस्पष्टता  |   |   |   | ✓ |    |  |
| 11                                       |  | Explanation: Use of Examples स्पष्टीकरण: उदाहरणाचा वापर   |   |   |   |   | ✓  |  |
| 12                                       |  | Mastery over the Content आशय प्रभुत्व   |   |   |   |   | ✓  |  |
| 13                                       |  | Use of Teaching Aids/ Use of ICT Component<br>शैक्षणिक साधनाचा / माहिती संप्रेषण साधनाचा उपयोग  |   |   |   | ✓ |    |  |
| 14                                       |  | Student's Participation विद्यार्थी सहभाग  |   |   |   |   | ✓  |  |
| 15                                       |  | Teacher's Preparedness शिक्षक तयारी   |   |   |   | ✓ |    |  |
| 16                                       |  | Classroom Management & Time Management वर्ग व्यवस्थापन<br>आणि वेळेचे नियोजन   |   |   |   |   | ✓  |  |
| 17                                       | Formative<br>Evaluation<br>आकारिक<br>मूल्यमापन | Recapitulation as per objectives संकलन उद्दिष्टाधारित   |   |   |   | ✓ |    |  |
| 18                                       |  | Application- Use of Evaluation Tools: MCQ, Matching Item,<br>Group Discussion, Project, Puzzle etc. उपयोजन - मूल्यमापन<br>साधनांचा वापर |   |   |   |   | ✓  |  |
| 19                                       |  | Homework- Appropriate/ Activity based<br>गृहपाठ- अचूक / कृती आधारित   |   |   |   | ✓ |    |  |
| 20                                       |  | Overall Impression (Effectiveness of Teaching)<br>एकूण प्रभाव (अध्यापनाचा एकूण प्रभाव)  |   |   |   | ✓ |    |  |
| Total Marks Out of 100 एकूण गुण 100 पैकी |  |   |   |   |   |   | 89 |  |

Qualitative Feedback गुणात्मक प्रत्याभरण:

\* Took the lesson according to the steps.

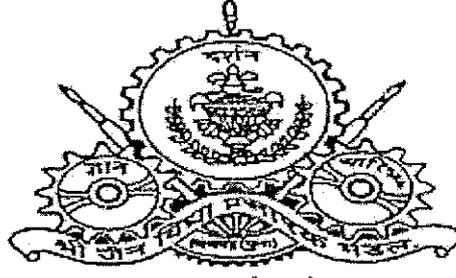
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5/24

ॐ षडम् नाणं तओं दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 033**

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**TEACHING COMPETENCY IV**

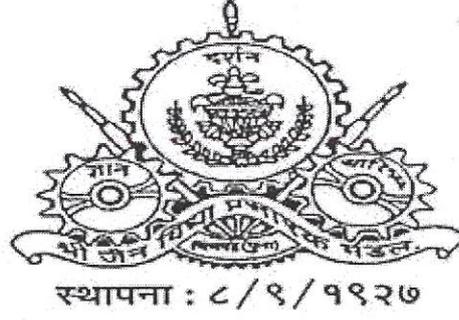
**INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -II**

**PLAN OF EVALUATION**

ॐ षडम् नाणं तओ दया ॐ



**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 033**

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**TEACHING COMPETENCY IV  
INTERNSHIP PROGRAM  
2022-2023  
ACTIVITY -II  
PLAN OF EVALUATION  
METHOD - I Science**

## UNIT PLAN

|     |                                |   |
|-----|--------------------------------|---|
| 1.  | Period (unit)                  | The muscular and digestive system of human.   |
| 2.  | sub-unit                       | Types of Muscles, <del>Muscles</del>  |
| 3.  | Content Dividation             | <ol style="list-style-type: none"> <li>① Definition of Muscles</li> <li>② Types of Muscles</li> <li>③ Activity related Muscles</li> </ol>   |
| 4.  | objectives and specifications. | <ol style="list-style-type: none"> <li>① <u>Knowledge</u> - students explain organ system.</li> <li>② <u>Understanding</u> - students tells definition of Muscles.</li> <li>③ <u>Application</u> - by doing Activity Related of Muscles.</li> <li>④ <u>Interest</u> - students do Exercise to increase strength.</li> </ol> |
| 5.  | Learning Experiences.          | By showing the activity related to fist (hand Muscles)  |
| 6.  | Teaching aids                  | chart of Types of Muscles.  |
| 7.  | Evaluation scheme              | Alternative questions, Match the following, short answer, Long answer   |
| 8.  | Values.                        | Scientific temper   |
| 9.  | Core elements.                 | Inculcation of scientific temper  |
| 10. | Life-skills                    | problem solving.  |

|                                 |  |
|---------------------------------|--|
| 1. Period (unit)                | The Muscular and digestive system in human   |
| 2. sub-unit                     | Muscles in different body part   |
| 3. Content Dividation           | ① Muscles<br>② Muscles in different body part  |
| 4. Objectives and Specification | <u>Knowledge</u> - students tells about muscles present in body<br><u>Understanding</u> - students tells working of body parts.<br><u>Application</u> - By doing Activity related to different body part |
| 5. Learning Experiences         | By showing different body part of their muscles.   |
| 6. Teaching aids                | chart of muscles in different part of body.  |
| 7. Evaluation Scheme            | ① By Asking questions related to subunit.<br>② short answer, long answer short Note  |
| 8. Values                       | scientific temper  |
| 9. core elements                | Inculcation of scientific Temper   |
| 10. Life-skills                 | Critical Thinking  |

**ACTIVITY 2- 1 A - UNIT PLAN  
EVALUATION SCHEME**

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

| Sr. No                | Criteria                        | 1 | 2 | 3 | 4 | 5  |
|-----------------------|---------------------------------|---|---|---|---|----|
| 1                     | Unit Analysis                   |   |   |   |   | ✓  |
| 2                     | Objectives & Specifications     |   |   |   | ✓ |    |
| 3                     | Learning experiences by Teacher |   |   |   |   | ✓  |
| 4                     | Student's Participation         |   |   |   | ✓ |    |
| 5                     | Plan for Formative Evaluation   |   |   |   |   | ✓  |
| 6                     | Plan for Summative Evaluation   |   |   |   | ✓ |    |
| 7                     | Teaching Method                 |   |   |   |   | ✓  |
| 8                     | Time Schedule                   |   |   |   | ✓ |    |
| 9                     | Educational Implication         |   |   |   |   | ✓  |
| 10                    | Overall Impression              |   |   |   |   | ✓  |
| Total Marks Out of 50 |                                 |   |   |   |   | 46 |

Qualitative Feedback: \_\_\_\_\_

4) Unit plan was appropriate.

*Shitale*  
Signature of Guide

*Shitale*  
Signature of Observer

मूल्यमापन तक्ता

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| अ.क्र.           | निकष                           | 1 | 2 | 3 | 4 | 5 |
|------------------|--------------------------------|---|---|---|---|---|
| 1                | घटक विश्लेषण                   |   |   |   |   |   |
| 2                | उद्दिष्टे आणि स्पष्टीकरणे      |   |   |   |   |   |
| 3                | शिक्षकाद्वारे अध्ययन अनुभूती   |   |   |   |   |   |
| 4                | विद्यार्थी सहभाग               |   |   |   |   |   |
| 5                | आकारिक मूल्यमापनासाठीचे नियोजन |   |   |   |   |   |
| 6                | संकलित मूल्यमापनासाठीचे नियोजन |   |   |   |   |   |
| 7                | अध्यापन पद्धती                 |   |   |   |   |   |
| 8                | वेळेचे नियोजन                  |   |   |   |   |   |
| 9                | शैक्षणिक उपयोजन                |   |   |   |   |   |
| 10               | एकूण प्रभाव                    |   |   |   |   |   |
| एकूण गुण ५० पैकी |                                |   |   |   |   |   |

गुणात्मक प्रत्याभरण : \_\_\_\_\_

मार्गदर्शक प्राध्यापक सही

निरीक्षक प्राध्यापक सही

Blue print.

| Sr. No. | sub-units                        | knowledge |   |   | understanding |   |   | Application |   |   | skill |   |   | total |
|---------|----------------------------------|-----------|---|---|---------------|---|---|-------------|---|---|-------|---|---|-------|
|         |                                  | O         | S | L | O             | S | L | O           | S | L | O     | S | L |       |
|         | ① Types of muscles               | 6         |   |   | 2             |   |   | 3           |   |   |       |   |   | 11    |
|         | ② Muscles in different body part | 2         |   |   | 4             |   |   |             |   |   |       |   |   | 6     |
|         | ③ Digestive system               | 2         |   |   |               |   |   | 3           |   |   |       |   |   | 8     |
|         |                                  | 10        |   |   | 6             |   |   | 9           |   |   |       |   |   | 25    |

② Name different types of teeth ?

→ There are 4 types of teeth

- Incisor
- Canine
- Premolar
- Molar

③ Define Muscles ?

→ Muscles are bundle of fibres that can contract & relax

Q.4 Answer in brief.

① Explain in detail Digestive system.

→ ① conversion of food into a soluble form and its absorption into the blood is called digestion.

② The Digestive system consist of following parts.

(A) Mouth - Digestion of food begins in the mouth. food is chewed with the help of teeth into very small pieces.

(B) salivary glands - saliva is produced in the salivary glands in the mouth cavity, located in front of the ears, near the pharynx

(C) Oesophagus - It is a tube leading from the pharynx to the stomach. It pushes the food towards the stomach

(d) small intestine - the small intestine is about 6m long. Most of the digestion and absorption of food takes place here

(e) Large Intestine - The large intestine is about 1.5 m long. Only water is absorbed.

**ACTIVITY 2 – 1- B**  
**EVALUATION SCHEME:**

**DEVELOPING A BLUE PRINT WITH MODEL ANSWER & MARKING SCHEME**

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

| Sr. No                | Criteria   | 1 | 2 | 3 | 4 | 5  |
|-----------------------|--|---|---|---|---|----|
| 1                     | Structure of Blue Print as per the Objective         |   |   |   |   | ✓  |
| 2                     | Structure according to sub units & mark Distribution |   |   |   | ✓ |    |
| 3                     | Structure according to question type                 |   |   |   |   | ✓  |
| 4                     | Overall 3 dimensional design: Correct & Complete     |   |   |   |   | ✓  |
| 5                     | Accuracy of Model Answers                            |   |   |   |   | ✓  |
| 6                     | Model Answer as per objectives of the question       |   |   |   |   | ✓  |
| 7                     | Expected outline of the answers in Model answers     |   |   |   |   | ✓  |
| 8                     | Marking scheme according to the scope                |   |   |   |   | ✓  |
| 9                     | Point-wise/ Sub questions wise Marking Scheme        |   |   |   |   | ✓  |
| 10                    | Overall Impression                                   |   |   |   | ✓ |    |
| Total Marks Out of 50 |  |   |   |   |   | 48 |

Qualitative Feedback: \_\_\_\_\_

\* > Developed blue print properly. 48

Signature of Guide

Signature of Observer

मूल्यमापन तक्ता

संविधान तक्त्याचे नमुना उत्तरपत्रिका आणि गुणदान योजनासह विकसन

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| अ.क्र.           | निकष   | 1 | 2 | 3 | 4 | 5 |
|------------------|--|---|---|---|---|---|
| 1                | संविधान तक्ता उद्दिष्टानुसार आकार                |   |   |   |   |   |
| 2                | उपघटकाच्या आकारानुसार गुण विभागणी                |   |   |   |   |   |
| 3                | आकारानुसार प्रश्नप्रकार                          |   |   |   |   |   |
| 4                | एकूण त्रिमितीय रचना : अचूक आणि पूर्ण             |   |   |   |   |   |
| 5                | नमुना उत्तराची अचूकता                            |   |   |   |   |   |
| 6                | प्रश्नाच्या उद्दिष्टानुसार नमुना उत्तराची अचूकता |   |   |   |   |   |
| 7                | नमुना उत्तराचा अपेक्षित आराखडा                   |   |   |   |   |   |
| 8                | व्याप्तीनुसार गुणदान योजना                       |   |   |   |   |   |
| 9                | प्रश्न व उपप्रश्न नुसार मुद्देसूद गुणदान योजना   |   |   |   |   |   |
| 10               | एकूण प्रभाव                                      |   |   |   |   |   |
| एकूण गुण ५० पैकी |  |   |   |   |   |   |

गुणात्मक प्रत्याभरण :

मार्गदर्शक प्राध्यापक सही

निरीक्षक प्राध्यापक सही

**D.Y.Patil Dnyanshanti School**

**Pradhikaran ,Akurdi.**

**Std-Mark -25**

**Unit test**

**Std- 7<sup>th</sup>**

**All Questions are Compulsory.**

**Right side numbers shows Marks.**

**Draw a neat label Diagram.**

Q.1 (a) Fill in the blanks. (5M)

- 1 .....are bundle of fibre that can contract and relax.
2. The muscles which are present in arm is .....
3. The process of digestion start from the .....
4. eyelids have .....Muscles.
5. Muscles of the heart are .....

b) Match the Following. (5M)

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1.Cardiac Muscles           | a.Chewing movements of jaw            |
| 2.Are brought about muscles | b.enzymes of the organic              |
| 3.Pepsin                    | c.uncontrolled contraction of muscles |
| 4.Cramps                    | d.always function in pair             |
| 5.Skeletal Muscles          | e.enzyme of the gastric juice         |

Q.2 Answers the following. (6M)

- 1.How many types of Muscles ?
- 2.Name different types of Teeth?
- 3.Define Muscles ?

Q.3 Answers the following. (9M)

1. Explain in detail Digestive System ?
2. write the name of organ its gland ,which enzymes it secretes and its functions?
- 3.Explain Types of Muscles with neat labelled Diagram?

*Seer*

Q1] Fill in the Blanks

- ① → Muscles are bundle of and Relax
- ② → The process of digestion on start from the mouth.
- ③ → The Muscles which are present in arm is skeletal Muscles
- ④ → Eyelids have involuntary Muscles.
- ⑤ → Muscles of heart are cardiac Muscles.

Q2] Match the following.

A

Ans-B

- 1] Cardiac Muscles — We never feel tired
- 2] Are brought about by — chewing movements of jaws.  
Muscles
- 3] pep sin — enzyme as the gastric
- 4] Cramps — uncontrolled and painful contraction of Muscles
- 5] skeletal Muscles — always function in pair.

Q3] Answer the following

- 1] There are 3 types of Muscles
  - \* skeletal Muscles
  - \* Cardiac Muscles
  - \* Smooth Muscles

td - 7th

unit test

Name - Seema Bhosale

sub - science

Roll No - 12

23  
25

AKI

Q.1

- 1) Muscles are bundle of the Relax
- 2) The process of digestion on start from the Mouth
- 3) The Muscles which are present in arm is skeletal Muscles.
- 4) Eyelids have involuntary Muscles
- 5) Muscles of heart are cardiac Muscles

Q.2

- 1) Cardiac Muscles - we never feel tired
- 2) Are brought about by - chewing movements of Jaws  
Muscles
  - 3) pepsin - enzyme as gastric gland
  - 4) Cramps - uncontrolled and painful contraction of Muscles
  - 5) skeletal Muscles - always functions in pair

Q.3 Answer the following

- 1) There are 3 types of Muscles
  - skeletal Muscles
  - Cardiac Muscles
  - smooth Muscles
- 2) There are 4 types of teeth
  - Incisor • Canine • premolar • Molar

STO - 7<sup>th</sup>

~~20~~ ~~AKD~~ Name → Himish More  
~~25~~ Roll No → 7

Q.1 Fill in the Blanks

Ans<sup>①</sup> - Muscles are bundle of 2 Relax

② - The <sup>process</sup> ~~muscles~~ of digestion ~~on~~ start from  
the mouth

③ The muscles which are present in arm is  
Skeletal Muscles

④ eyelids have involuntary muscles

⑤ Muscles of the heart ~~are~~ are Cardiac muscles

Q.2. Match the following

Q. A

Ans :- B

① Cardiac muscles - ~~we~~ we never feel tired

② Are brought about by - chewing movements of jaws  
Muscles

③ pep sin - enzyme as the gastric

④ Cramps - uncontrolled & painful  
contraction of muscles

⑤ Skeletal muscles - always function in pairs  
3m



## ACTIVITY 2 –C

### EVALUATION SCHEME मूल्यमापन तक्ता

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

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| No                                       | Step पाय-या                                    | Criteria निकष  | 1 | 2 | 3 | 4 | 5  |
|--|--|--|---|---|---|---|----|
|  | Development of Test चाचणी विकसन                | Proper instructions given on Unit Paper चाचणीवर सुयोग्य माहितीची देवान   |   |   |   |   | ✓  |
|  |  | Weightage given to Objectives उद्दिष्टानुरूप भारांश  |   |   |   |   | ✓  |
|  |  | Fulfilment of objectives through different types of questions विविध प्रश्नावर आधारित उद्दिष्टाची पूर्तता                                 |   |   |   |   | ✓  |
|  |  | No. of questions and time sufficiency प्रश्न संख्या आणि वेळेची समर्पकता  |   |   |   | ✓ |    |
|  |  | Weightage given to different types of questions विविध प्रश्न प्रकारास दिलेला भारांश  |   |   |   |   | ✓  |
| 5  |  | Inclusion of all types of questions सर्व प्रश्न प्रकारांचा समावेश  |   |   |   | ✓ |    |
|  |  | Proper sequence of questions as per difficulty level काठीण्य पातळीनुसार प्रश्नांचा सुयोग्य क्रम  |   |   | ✓ |   |    |
| 8  |  | Questions based on specified content ठराविक आशयावर आधारित प्रश्न   |   |   |   | ✓ |    |
| 9  |  | Consideration of content length and importance of subunit आशयाची लांबी आणि उपघटकाचे महत्त्व याचा विचार                                   |   |   |   |   | ✓  |
| 9  |  | Grammatically correctness and Clarity of Unit Test paper व्याकरणदृष्ट्या अचूकता आणि घटक चाचणीतील स्पष्टता                                |   |   |   |   | ✓  |
| 11                                       |  | Length & Validity of the test चाचणीची लांबी आणि वैधता  |   |   |   | ✓ |    |
| 12                                       |  | Adequacy of the Unit Test चाचणीची पर्याप्तता   |   |   |   |   | ✓  |
| 13                                       |  | Objectivity of the Test चाचणीची वस्तुनिष्ठता   |   |   |   | ✓ |    |
| 14                                       |  | Printing & Format of Unit Test Paper. Font Size, Alignment, Spacing घटक चाचणीचे मुद्रण आणि आराखडा, शब्द आकार, दोन शब्दातील व ओळीतील अंतर |   |   |   | ✓ |    |
| 15                                       | Administration of Unit Test चाचणीची अंमलबजावणी | Feasibility of the Test चाचणीची व्यवहार्यता  |   |   |   | ✓ |    |
| 16                                       |  | Seating arrangement for Unit Test घटक चाचणीसाठीची बैठक व्यवस्था  |   |   | ✓ |   |    |
| 17                                       |  | Supervision: Measures taken to avoid malpractices पर्यवेक्षण: गैरप्रकार टाळण्यासाठी केलेली उपाययोजना                                     |   |   |   | ✓ |    |
| 18                                       |  | Time Management वेळेचे व्यवस्थापन  |   |   |   | ✓ |    |
| 19                                       |  | Educational Implication शैक्षणिक उपयोजन  |   |   | ✓ |   |    |
| 20                                       |  | Overall Impression एकूण प्रभाव   |   |   |   | ✓ |    |
| Total Marks Out of 100 एकूण गुण 100 पैकी |  |  |   |   |   |   | 84 |

Qualitative Feedback: ★ Developed and administered Unit Test properly.

  
Signature of Guide

  
Signature of Observer

ॐ षडम् नाणं तओ दया ॐ



**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWADGAON, PUNE 033**

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**TEACHING COMPETENCY IV**

**INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -II**

**PLAN OF EVALUATION**

**Teaching Method - II**

**Mathematics**

---

## UNIT PLAN

|     |                              |  |
|-----|------------------------------|--|
| 1.  | period (unit)                | Algebraic Expression & operation on them   |
| 2.  | sub-unit                     | Types of Algebraic Expression  |
| 3.  | Content Dividation           | ① Algebraic Expression<br>② Definition of Terms.<br>e.g. ① Monomials ② Binomial  |
| 4.  | objectives and specification | <u>Knowledge</u> - students Explain Types of Algebraic Expression<br><u>Understanding</u> - students understand How to solve problem<br><u>Skills</u> - students increase skill of problem solving.<br><u>Interest</u> - student solve more sum. |
| 5.  | Learning Experiences         | By giving examples related to Algebraic Expression   |
| 6.  | Teaching aids                | chart of types of Algebraic Expression   |
| 7.  | Evaluation Scheme            | By giving sum related to Algebraic Expression to solve<br>1) $lmn$ 2) $-9x^2y^3$ 3) $\frac{5}{6}p$   |
| 8.  | Values                       | scientific Temper  |
| 9.  | core elements                | Inculcation of scientific Temper   |
| 10. | Life - skills                | problem solving  |

|     |                              |  |
|-----|------------------------------|--|
| 1.  | period (unit)                | Algebraic Expression and operation on them   |
| 2.  | sub-unit                     | Equation in one variable   |
| 3.  | Content Division             | ① Equation in one variable<br>② Word problem based on equation in one variable.  |
| 4.  | objectives and specification | <u>Knowledge</u> - students solve problem of Algebraic Expression.<br><u>Understanding</u> - students understand which method to use.<br><u>skills</u> - problem solving skill achieve by students<br><u>Interest</u> - student solve Miscellaneous. |
| 5.  | Learning Experiences         | By giving more examples to solve.  |
| 6.  | Teaching aids                | Chart of Equation in one variable.   |
| 7.  | Evaluation scheme            | sum solving<br>① simplify $(3x-11y)$<br>② $\frac{1}{3} = 6$<br>③ $x+7=9$   |
| 8.  | Values                       | Scientific Temper  |
| 9.  | core-elements                | Inculcation of scientific temper   |
| 10. | Life-skills                  | problem solving  |

## ACTIVITY 2- 1 A - UNIT PLAN

### EVALUATION SCHEME

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

| Sr. No                       | Criteria                        | 1 | 2 | 3 | 4 | 5 |
|------------------------------|---------------------------------|---|---|---|---|---|
| 1                            | Unit Analysis                   |   |   |   |   | ✓ |
| 2                            | Objectives & Specifications     |   |   |   | ✓ |   |
| 3                            | Learning experiences by Teacher |   |   |   |   | ✓ |
| 4                            | Student's Participation         |   |   |   | ✓ |   |
| 5                            | Plan for Formative Evaluation   |   |   |   |   | ✓ |
| 6                            | Plan for Summative Evaluation   |   |   |   |   | ✓ |
| 7                            | Teaching Method                 |   |   |   | ✓ |   |
| 8                            | Time Schedule                   |   |   |   |   | ✓ |
| 9                            | Educational Implication         |   |   |   |   | ✓ |
| 10                           | Overall Impression              |   |   |   |   | ✓ |
| <b>Total Marks Out of 50</b> |                                 |   |   |   |   |   |

**Qualitative Feedback:** \* Done unit plan properly. 47

  
Signature of Guide

  
Signature of Observer

### मूल्यमापन तक्ता

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| अ.क्र.                  | निकष                           | 1 | 2 | 3 | 4 | 5 |
|-------------------------|--------------------------------|---|---|---|---|---|
| 1                       | घटक विश्लेषण                   |   |   |   |   |   |
| 2                       | उद्दिष्टे आणि स्पष्टीकरणे      |   |   |   |   |   |
| 3                       | शिक्षकाद्वारे अध्ययन अनुभूती   |   |   |   |   |   |
| 4                       | विद्यार्थी सहभाग               |   |   |   |   |   |
| 5                       | आकारिक मूल्यमापनासाठीचे नियोजन |   |   |   |   |   |
| 6                       | संकलित मूल्यमापनासाठीचे नियोजन |   |   |   |   |   |
| 7                       | अध्यापन पद्धती                 |   |   |   |   |   |
| 8                       | वेळेचे नियोजन                  |   |   |   |   |   |
| 9                       | शैक्षणिक उपयोजन                |   |   |   |   |   |
| 10                      | एकूण प्रभाव                    |   |   |   |   |   |
| <b>एकूण गुण ५० पैकी</b> |                                |   |   |   |   |   |

गुणात्मक प्रत्याभरण :

मार्गदर्शक प्राध्यापक सही

निरीक्षक प्राध्यापक सही

# Maths Blue-print

| Sr. No. | Title of subunit                                 | Knowledge |   |   | Understanding |          |   | Application |   |          | Skill |   |   | Total |
|---------|--|-----------|---|---|---------------|----------|---|-------------|---|----------|-------|---|---|-------|
|         |  | O         | S | L | O             | S        | L | O           | S | L        | O     | S | L |       |
| 1.      | Types of Algebraic Expression                    | 3<br>(1)  |   |   |               | 2<br>(2) |   |             |   |          |       |   |   | 7     |
| 2.      | Addition and subtraction of Algebraic Expression | 2<br>(1)  |   |   |               | 3<br>(2) |   |             |   |          |       |   |   | 8     |
| 3.      | Equation in one Variable                         |           |   |   |               | 1<br>(2) |   |             |   | 2<br>(4) |       |   |   | 10    |
| Total   |  | 5         |   |   |               | 12       |   |             |   | 8        |       |   |   | 25    |

$$2) \quad 16x + 23y + 12z \quad \& \quad 9x - 27y + 14z$$

$$\cdot 16x + 23y + 12z$$

$$\oplus 9x \ominus 27y \oplus 14z$$

$$\begin{array}{r} - \quad + \quad - \\ \hline 7x + 50y - 2z \end{array}$$

Q.3 Answer the following

D sum of two consecutive natural number is 69. find the numbers.

→ let 1st natural no be  $x$   
next natural no. is  $x+1$

$$(x) + (x+1) = 69$$

$$x + x + 1 = 69$$

$$2x + 1 = 69$$

$$2x = 69 - 1$$

$$2x = 68$$

$$x = \frac{68}{2}$$

$$x = 34$$

1st natural no = 34

2nd natural no =  $34 + 1$

$$= 35$$

**ACTIVITY 2 – 1- B**  
**EVALUATION SCHEME:**

**DEVELOPING A BLUE PRINT WITH MODEL ANSWER & MARKING SCHEME**

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

| Sr. No                       | Criteria   | 1 | 2 | 3 | 4 | 5         |
|------------------------------|--|---|---|---|---|-----------|
| 1                            | Structure of Blue Print as per the Objective         |   |   |   |   | ✓         |
| 2                            | Structure according to sub units & mark Distribution |   |   |   |   | ✓         |
| 3                            | Structure according to question type                 |   |   |   |   | ✓         |
| 4                            | Overall 3 dimensional design: Correct & Complete     |   |   |   | ✓ |           |
| 5                            | Accuracy of Model Answers                            |   |   |   |   | ✓         |
| 6                            | Model Answer as per objectives of the question       |   |   |   |   | ✓         |
| 7                            | Expected outline of the answers in Model answers     |   |   |   |   | ✓         |
| 8                            | Marking scheme according to the scope                |   |   |   | ✓ |           |
| 9                            | Point-wise/ Sub questions wise Marking Scheme        |   |   |   |   | ✓         |
| 10                           | Overall Impression                                   |   |   |   |   | ✓         |
| <b>Total Marks Out of 50</b> |  |   |   |   |   | <b>48</b> |

Qualitative Feedback:

*\*) Developed a blue print properly. 48*

Signature of Guide

Signature of Observer

**मूल्यमापन तक्ता**

संविधान तक्त्याचे नमुना उत्तरपत्रिका आणि गुणदान योजनासह विकसन

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| अ.क्र.                  | निकष   | 1 | 2 | 3 | 4 | 5 |
|-------------------------|--|---|---|---|---|---|
| 1                       | संविधान तक्ता उद्दिष्टानुसार आकार                |   |   |   |   |   |
| 2                       | उपघटकाच्या आकारानुसार गुण विभागणी                |   |   |   |   |   |
| 3                       | आकारानुसार प्रश्नप्रकार                          |   |   |   |   |   |
| 4                       | एकूण त्रिमितीय रचना : अचूक आणि पूर्ण             |   |   |   |   |   |
| 5                       | नमुना उत्तराची अचूकता                            |   |   |   |   |   |
| 6                       | प्रश्नाच्या उद्दिष्टानुसार नमुना उत्तराची अचूकता |   |   |   |   |   |
| 7                       | नमुना उत्तराचा अपेक्षित आराखडा                   |   |   |   |   |   |
| 8                       | व्याप्तीनुसार गुणदान योजना                       |   |   |   |   |   |
| 9                       | प्रश्न व उपप्रश्न नुसार मुद्देसूद गुणदान योजना   |   |   |   |   |   |
| 10                      | एकूण प्रभाव                                      |   |   |   |   |   |
| <b>एकूण गुण ५० पैकी</b> |  |   |   |   |   |   |

आत्मक प्रत्याभरण :

मार्गदर्शक प्राध्यापक सही

निरीक्षक प्राध्यापक सही

**D.Y.Patil Dnyanshanti School**

**Pradhikaran ,Akurdi.**

**Std-Mark -25**

**Unit test**

**Std- 7<sup>th</sup>**

**All Questions are Compulsory.**

**Right side numbers shows Marks.**

**Draw a neat label Diagram.**

Q.1 (a) Fill in the blanks.

(5M)

- 1) Identify Coefficient..... and Variable..... in  $2x-3y$ .
- 2) Term which have the same variable with the same power are called.....
- 3) Expression with one term are called .....
- 4) Expression with two term are called.....
- 5) Expression with they have more than three terms they are called.....

Q.2 Answer the following.

(12)

- 1) identify coefficient and variable in i)  $11mn$  ii)  $-9x^2y^2$
- 2) Do the Addition of Algebraic expression
  - i)  $-3x-8x+5x=?$
  - ii)  $\frac{2}{3}ab-\frac{5}{7}ab=?$
  - iii)  $-2p^2+7p^2=?$
  - iv)  $(2x+4y)+(3x+2y)=?$
  - v)  $16x+23y+12z$  &  $9x-27y+14z$

Q.3 Answers the following.

(8M)

- 1) The sum of the two consecutive natural no. is 69. find the numbers?
- 2) Virat made twice as many of their scores is 2 less than a double century .how many runs did each of them?

*Sou*

Std - 7th

Name - Drav unde

Marks - 25

Roll NO - 27

$\frac{25}{25}$  AKV V. good

Q.1

- 1) Identify coefficient 2, -3 and variable x, -y in  $2x - 3y$
- 2) Terms which have the same variable with the same power are called "like terms"
- 3) Expression with one term are called Monomial
- 4) Expression with two terms are called Binomial
- 5) Expression with they have more than three terms are called polynomials.

Q.2

1)  $11mn$  → Coefficient = 11  
Variable = mn

$-9x^2y^2$  → Coefficient = -9  
Variable =  $x^2y^2$

2)  $-3x - 8x + 5x$   
 $= (-3 - 8 + 5)x$   
 $= -6x$

iii)  $-2p^2 + 7p^2$   
 $= (-2 + 7)p^2$   
 $= 5p^2$

ii)  $\frac{2}{3}ab - \frac{5}{7}ab$

iv)  $(2x + 4y) + (3x + 2y)$

$= \left(\frac{2}{3} - \frac{5}{7}\right)ab$

$= 5x + 6y$

$= \frac{-1}{21}ab$

Std: 7th

Marks = 25

$$\frac{21}{25}$$

Q. 1.

- 1) Identify coefficient 2, -3 and variable x, y in  $2x - 3y$ .
- 2) Terms which have the same variable with the same power is called "like terms".
- 3) Expression with one term is called Monomial.
- 4) Expression with two terms are called Binomials.
- 5) Expression with they have more than three terms are called "polynomials".

Q. 2.

$$\rightarrow i) 11mn \rightarrow \text{coefficient} = 11$$

$$\text{Variable} = mn,$$

$$\rightarrow -9x^2y^2 \rightarrow \text{coefficient} = -9$$

$$\text{Variable} = x^2y^2$$

$$\rightarrow 2) -3x - 8x + 5x$$

$$(-3 - 8 + 5)x$$

$$= -6x$$

$$iii) -2p^2 + 7p^2$$

$$= (-2 + 7)p^2$$

$$= 5p^2$$

$$ii) \frac{2}{3}ab - \frac{5}{7}ab.$$

$$iv) (2x + 4y) + (3x + 2y)$$

$$\left(\frac{2}{3} - \frac{5}{7}\right)ab$$

$$= \frac{-1}{21}ab$$

$$= 5x + 6y.$$



## ACTIVITY 2 –C

### EVALUATION SCHEME मूल्यमापन तक्ता

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

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr.No | Step पाय-या                                    | Criteria निकष  | 1 | 2 | 3 | 4 | 5 |
|-------|--|--|---|---|---|---|---|
| 1     | Development of Test चाचणी विकसन                | Proper instructions given on Unit Paper चाचणीवर सुयोग्य माहितीची देवान   |   |   |   |   | ✓ |
| 2     |  | Weightage given to Objectives उद्दिष्टानुरूप भारांश  |   |   |   |   | ✓ |
| 3     |  | Fulfilment of objectives through different types of questions विविध प्रश्नावर आधारित उद्दिष्टाची पूर्तता                                 |   |   |   |   | ✓ |
| 4     |  | No. of questions and time sufficiency प्रश्न संख्या आणि वेळेची समर्पकता  |   |   |   | ✓ |   |
| 5     |  | Weightage given to different types of questions विविध प्रश्न प्रकारास दिलेला भारांश  |   |   |   |   | ✓ |
| 6     |  | Inclusion of all types of questions सर्व प्रश्न प्रकारांचा समावेश  |   |   |   | ✓ |   |
| 7     |  | Proper sequence of questions as per difficulty level काठीण्य पातळीनुसार प्रश्नांचा सुयोग्य क्रम  |   |   |   |   | ✓ |
| 8     |  | Questions based on specified content ठराविक आशयावर आधारित प्रश्न   |   |   | ✓ |   |   |
| 9     |  | Consideration of content length and importance of subunit आशयाची लांबी आणि उपघटकाचे महत्त्व याचा विचार                                   |   |   |   |   | ✓ |
| 10    |  | Grammatically correctness and Clarity of Unit Test paper व्याकरणदृष्ट्या अचूकता आणि घटक चाचणीतील स्पष्टता                                |   |   |   | ✓ |   |
| 11    |  | Length & Validity of the test चाचणीची लांबी आणि वैधता  |   |   |   |   | ✓ |
| 12    |  | Adequacy of the Unit Test चाचणीची पर्याप्तता   |   |   |   |   | ✓ |
| 13    |  | Objectivity of the Test चाचणीची वस्तुनिष्ठता   |   |   |   |   | ✓ |
| 14    |  | Printing & Format of Unit Test Paper. Font Size, Alignment, Spacing घटक चाचणीचे मुद्रण आणि आराखडा, शब्द आकार, दोन शब्दातील व ओळीतील अंतर |   |   |   | ✓ |   |
| 15    | Administration of Unit Test चाचणीची अंमलबजावणी | Feasibility of the Test चाचणीची व्यवहार्यता  |   |   |   |   | ✓ |
| 16    |  | Seating arrangement for Unit Test घटक चाचणीसाठीची बैठक व्यवस्था  |   |   |   | ✓ |   |
| 17    |  | Supervision: Measures taken to avoid malpractices पर्यवेक्षण: गैरप्रकार टाळण्यासाठी केलेली उपाययोजना                                     |   |   |   | ✓ |   |
| 18    |  | Time Management वेळेचे व्यवस्थापन  |   |   | ✓ |   |   |
| 19    |  | Educational Implication शैक्षणिक उपयोजन  |   |   |   | ✓ |   |
| 20    |  | Overall Impression एकूण प्रभाव   |   |   |   | ✓ |   |

Total Marks Out of 100 एकूण गुण 100 पैकी

88

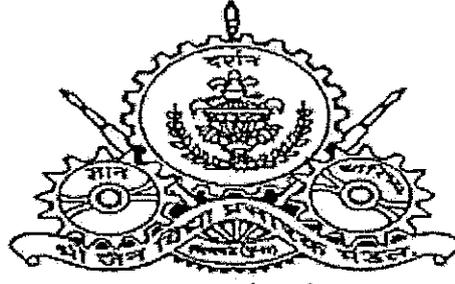
Qualitative Feedback:

\* > Developed and administered Unit Test properly.

Signature of Guide

Signature of Observer

ॐ षडम् नाणं तओ दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWAD, PUNE 033**

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**TEACHING COMPETENCY IV**

**INTERNSHIP PROGRAM**

**20 - 20**

**ACTIVITY -III**

**STUDY OF RECORDS MENTIONED**

**BY SCHOOL**

**Introduction प्रस्तावना:** School records are books, documents and file in which embodied information on what goes on in school (e.g. social, academic and non-academic activities, important events etc. The school plants as well as other relevant information focusing on the growth and development of the school. That school records are official transparent records, attendance record, Salary records, log books, Activity register etc.

**Need and Importance गरज आणि महत्त्व:**

- ① This activity tell the history of school and are useful historical sources
- ② facilitate continuity in the administration at school
- ③ facilitate the enhance the provision of effective guidance and counselling services for pupil in the social academic career domains
- ④ provide information needed on ex-student by higher and other related institution & employers of labour for admissions or placements.

**Objectives of the activity उपक्रमाची उद्दिष्टे:**

- ① policy makers and planners use information from school records for monitoring the education system.
- ② School records keeping is critical for the Management and accountability of the education system.
- ③ School records are used in the management and operation of schools.
- ④ School Records are used to inform parents and communities about their school.
- ⑤ To keep the track of records information & retrieve whenever needed.

### \* Inward Register :-

Record staff must deal promptly and accurately with many different kinds of correspondence.

- ① Serial Number
- ② Date Received
- ③ Name of the person sending remittance
- ④ Amount
- ⑤ Bank saved code
- ⑥ Cheque No

### \* Outward Register :-

Records office, staff are responsible for maintaining the records of what is dispatched.

- ① Serial number
- ② Date letter received for dispatch
- ③ Date dispatched
- ④ subject of the letter
- ⑤ Reference number of letter

### 3) Daily Cash book :-

It contains a record of all money transactions that are being carried through from day to day in the school. Money received by the school from different sources like fees, fines, donations, stipends & scholarship.

| Date | Receipts | L.F | Amount | Date | Payment | L.F | Amount |
|------|----------|-----|--------|------|---------|-----|--------|
|      |          |     |        |      |         |     |        |
|      |          |     |        |      |         |     |        |
|      |          |     |        |      |         |     |        |
|      |          |     |        |      |         |     |        |

### 4) Leave Report :-

As per the Management Rules the staff salary should be released on 10th every month. Last working day of the month will be the last date to regularize the leave record. Any application coming after that date will not be considered and leave got deducted.

## Nature and Scope of the leave report :-

In leave report all the leaves are mentioned with nature and their numbers. In India three types of leaves are generated followed by namely annual leave, sick leave and casual leave which an employee can avail without loss of pay.

Some other leaves are study leave, maternity leave, Half pay leave, leave not due, naternity leave, special disability leave etc.

## Guidelines :-

These should accompany the forms so that those filling in know exactly what is being requested especially when terminology is used which is not always clear.

## Nature and Scope of the Records :-

School general registers are an important source of information on individuals pupil of schools.

The purpose of a general register is to record basic details about children admitted to the school and about their parents or guardians.

The general Register is a record of all children who have entered and left the school. This Register can be used from curriculum development units. All the pupils should be enrolled from the beginning of the school years. The Lead teacher has to overall responsibility to keep check and sign all the Register required.

## Opinion about General Register :-

After the study of General Register which is the records related to studies and found that General Register is very important records of the school in the register all the details about pupils are mentioned. Registration numbers, Name, father's occupation, Caste, father's name, Date of birth, class of admission etc. Everything is captured in this register.

If any pupil leave the school then the reason of withdrawal Date of withdrawal all are captured here in the Register from the date of admission to the date of leaving of any pupil.

The following list of co-curricular Activities are conducted in D.K. patil Dnyanshanti school.

- 1) Quiz Competition
- 2) Handwriting Competition
- 3) Essay Writing
- 4) Drawing Competition
- 5) Kho-Kho Competition

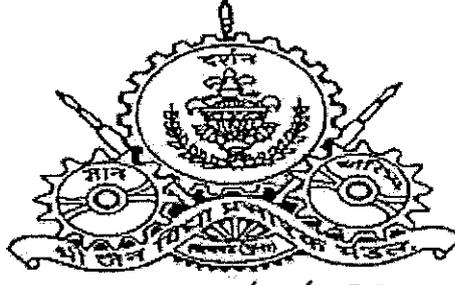
Method of Maintaining Co-curricular Activities Record :-

Records are maintained as a hard copy in a register. The importance of keeping school records includes the fact that co-curricular activities records tell the history of the school and facilitate continuity in the proper administration of school.

The Nature and Scope of the Co-curricular Activities record involve the following activities & distribution.

- Use
- Retention
- Storage
- Retrieval
- Protection
- Final disposal

ॐ प्रथमं नागं ततो दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWAD, PUNE 033**

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**TEACHING COMPETENCY IV**

**INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -IV**

**ORGANIZATION OF CO-CURRICULAR/ EXTRA  
CURRICULAR ACTIVITIES**

# REPORT WRITING ON CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

co-curricular activities are an integral part of curriculum which provides educational activities to the students and these help in broadening their experiences.

These activities are designed to meet the need of the students and cover a broad range of abilities and talents.

Such activities stimulate the interest in the student and provide equal opportunities to all the students to participate.

These activities enhance the learning experiences of the students and help in recognizing and developing their inner skills such as leadership qualities, creative or innovative skills etc. Curricular activities give the students a

# Sports Day

This activity is related to the educational as well as physical educational development. The sport Day in D.Y. Patil Dnyanshanti school was celebrated in month of December. The sport Day conducted for 2 days on the 1<sup>st</sup> Day of sports Day conducted for pre-primary students. And the 2<sup>nd</sup> Day of sport Day conducted for primary and secondary students.

Both the day of sports with lot of excitement and joy. The students of pre-primary, primary and secondary enjoy the indoor and outdoor activities or games. In indoor game involved the chess, carrom, table tennis and in outdoor games involve funrace, football, cricket etc. The chief guest of programme was Dr. Ajay Kumar Lokge and the principal of D.Y. Patil Dnyanshanti school Geeta Pillai.

The prize distribution of sports Day also held on same day. Shrawan #Sakode was 1<sup>st</sup> in funrace. He got prize from honorable chief guest. The sport Day celebration in D.Y. Patil Dnyanshanti school was Really very enjoyable and nice.

# Essay Writing Competition

The Essay Writing Competition was organised at D. P. Pathi Dnyanshanti School, Akwede.

The competition was conducted at 26<sup>th</sup> Jan 2023. The notice of Essay Writing Competition was previously send to all groups of students. The topic of Essay Writing Competition were

- Globalisation
- If I were rich....
- role of virtual reality in education.

The students gave their names in hand to their respective class teacher. The students came prepared for the essay writing competition. On the day of competition, in every class the class teacher was their and with them one of intern was assisting them. After finish the time limit all of them collected the essay written papers and then they gave this paper to the judges and after reading the essay, then result of competition declare after few days. Students wrote very nice and thoughtful essay.

# Designing class bulletin

## Board - Gandhi Jayanti

on 25th Nov 2022. In D.K. Patil Dnyanshanti School Designing class bulletin board Activity was held.

This is very interesting and creative Activity. As per educational implication. The topic of Designing class bulletin board was previously provided.

The students was very Excited to do this Activity.

This Designing class bulletin board Activity was group Activity. All class students involved in this Activity. The material used for bulletin board designing students bring with themselves. Also the parameters decided for the Activity those as follows:

- Theme
- creativity
- presentation
- collaboration.

This Activity judge by school academic coordinator. They appreciate the involvement of the students and students was very happy with this conducting Activity. And the prize distribution and certificate distribute at school Assembly.

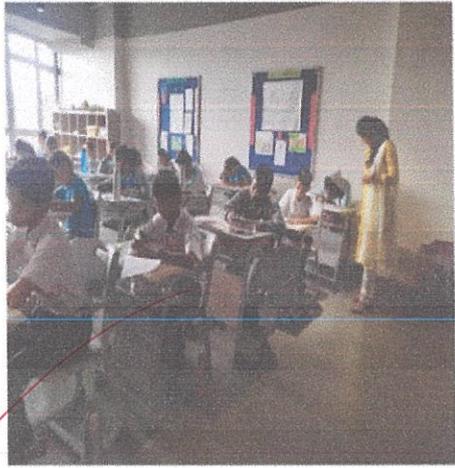
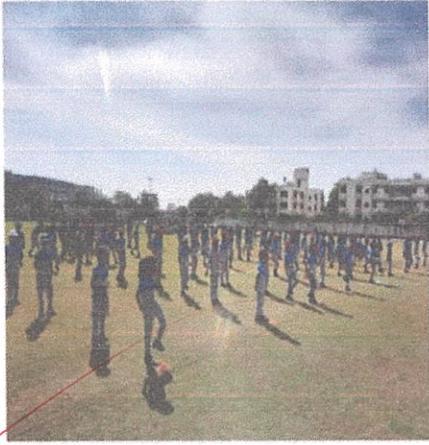
# Tree Plantation

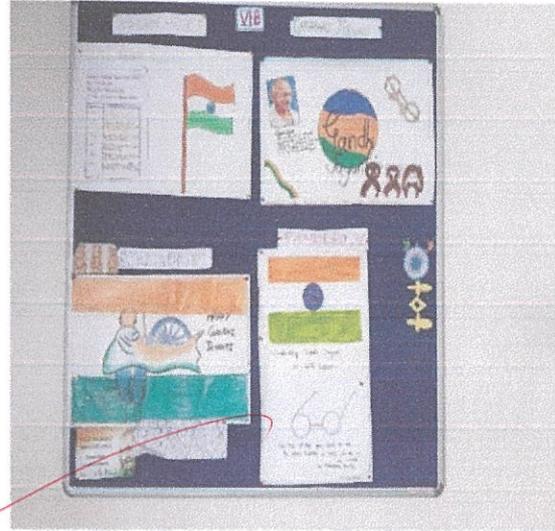
Tree plantation is a process where a large number of trees or seedlings are planted for land reclamation or landscaping. Planting large numbers of trees helps to purify the polluted air.

On the 10<sup>th</sup> Feb 2023

Fr. D.V. Patil Dnyanshanti school the TREE PLANTATION Activity was conducted. The school principal and vice principal was present on the day of tree plantation. The group of student decided and the sampling was distributed according to group. The work was distributed to every group. The students were really participated excitedly. The sampling like Rose plant, Mango plant etc. The place for the plantation was previously told to students at the corner of the ground.

The tree plantation activity was very nicely conducted by students as well as teachers involved in this activity. Teachers told all students the importance of the tree. The teacher told future generation wanted to enjoy mother Earth's resources and privileges, then it is important that they plant and save trees.





## EVALUATION SCHEME ACTIVITY- 4

### ORGANIZATION OF CO CURRICULAR/ EXTRA CURRICULAR ACTIVITIES

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

| Sr. No                       | Criteria  | 1 | 2 | 3 | 4 | 5         |
|------------------------------|---|---|---|---|---|-----------|
| 1                            | Selection & Planning of Co curricular activity              |   |   |   |   | ✓         |
| 2                            | Preparation of student teacher for co and extra activities  |   |   |   | ✓ |           |
| 3                            | Organization of co-curricular Activity                      |   |   |   |   | ✓         |
| 4                            | Participatory role of student teacher in the activity       |   |   |   | ✓ |           |
| 5                            | Co-ordination between Student Teacher & School Staff        |   |   |   |   | ✓         |
| 6                            | Managerial skills displayed in execution of the program     |   |   |   | ✓ |           |
| 7                            | Encouragement & Opportunities given to the students         |   |   |   |   | ✓         |
| 8                            | Student response & scope for other skill development        |   |   |   | ✓ |           |
| 9                            | Problem faced during activities & its overcoming strategies |   |   |   |   | ✓         |
| 10                           | Educational Implication & Overall Impression                |   |   |   |   | ✓         |
| <b>Total Marks Out of 50</b> |   |   |   |   |   | <b>46</b> |

### Qualitative Feedback:

\*) Organised Co-curricular Activity properly.

Signature of Guide

Signature of Observer

### मूल्यमापन तक्ता

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

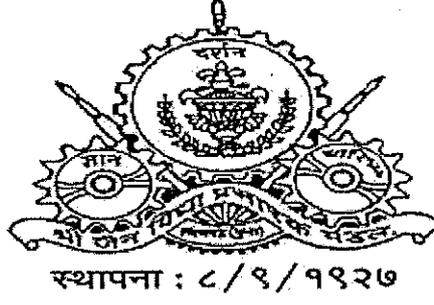
| अ.क्र.                  | निकष  | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|---|---|---|---|---|
| 1                       | सहशालेय उपक्रमाचे निवड आणि नियोजन                                   |   |   |   |   |   |
| 2                       | विद्यार्थी शिक्षकाची उपक्रमाबाबत तयारी                              |   |   |   |   |   |
| 3                       | सांस्कृतिक उपक्रमाचे संघठन  |   |   |   |   |   |
| 4                       | उपक्रमाबाबत विद्यार्थी शिक्षकाची सहभागाची तयारी                     |   |   |   |   |   |
| 5                       | शालेय स्टाफ आणि विद्यार्थी शिक्षकाचा समन्वय                         |   |   |   |   |   |
| 6                       | कार्यक्रमातून दिसून आलेली व्यवस्थापकीय कौशल्ये                      |   |   |   |   |   |
| 7                       | विद्यार्थ्यांना दिलेली संधी व प्रबलन                                |   |   |   |   |   |
| 8                       | विद्यार्थी प्रतिसाद आणि इतर कौशल्य विकसनासाठीची व्याप्ती            |   |   |   |   |   |
| 9                       | कार्यक्रम राबविण्यात येताना आलेल्या अडचणी आणि त्या सोडविण्याची शैली |   |   |   |   |   |
| 10                      | शैक्षणिक उपयोजन व एकूण प्रभाव                                       |   |   |   |   |   |
| <b>एकूण गुण ५० पैकी</b> |   |   |   |   |   |   |

गुणात्मक प्रत्याभरण :

मार्गदर्शक प्राध्यापक सही

निरीक्षक प्राध्यापक सही

ॐ प्रदम् नाणं तओ दया ॐ



**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWAD, PUNE 033**

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**TEACHING COMPETENCY IV**

**INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -V**

**OBSERVATION OF PEERS**

## INTERNSHIP PROGRAM 20 -20

### ACTIVITY 5: OBSERVATION OF PEERS

Lesson observation No. पाठ निरीक्षण क्रः 1

Name of Peer Teacher समवयस्क शिक्षकाचे नाव Eka shinde

Name of School शाळेचे नाव D.Y. Patil Dnyanshanti school

Name of the Observer पाठ निरीक्षकाचे नाव Akshada Lokhande

Std. इयत्ता: 6<sup>th</sup> Division तुकडी: A Date दिनांक: 23/01/2022

Subject विषय Maths Topic घटक Decimals Sub Topic उपघटक Tenths & hundredths

- Introduction प्रस्तावना : she start lecture with greet to all students. Good Morning & ask some question based on Previous lecture
- Statement of Aim: हेतूकथन: students are going to study about decimals.
- Illustration कथन : she illustrate the topic very nice with the help of blackboard.
- Use of Teaching Aids शैक्षणिक साधनांचा वापर : she did proper use of pencil and measuring scale.
- Classroom Interactions वर्ग आंतरक्रिया : classroom interaction was very good. students are able to answer.
- Stimulus Variation चेतक विविधता : After asking questions students get answer immediately.
- Reflection of Teaching Experiences अध्यापन अनुभवांचे परावर्तन: teacher ask some students to come forward and solve some problem.
- Participation of Students विद्यार्थी सहभाग: during lecture ma'am ask some question and discuss with students.

# EVALUATION SCHEME ACTIVITY 5 : OBSERVATION OF PEERS

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

मूल्यमापन तक्ता : समवयस्क गटाचे निरीक्षण

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                 | Steps पायऱ्या              | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |
|------------------------|----------------------------|---|---|---|---|---|----|
| 1                      | Introduction<br>प्रस्तावना | Previous Knowledge पूर्वज्ञान   |   |   |   |   | ✓  |
| 2                      |                            | Curiosity arousing/ Motivating, Attractive<br>जिज्ञासा निर्मिती, प्रेरणा, आकर्षक                          |   |   |   | ✓ |    |
| 3                      |                            | Statement of Aim हेतुकथन  |   |   |   |   | ✓  |
| 4                      | Presentation<br>सादरीकरण   | Use of Illustration, Clarity of Thought<br>स्पष्टीकरणाचा वापर, विचारातील स्पष्टता                         |   |   |   | ✓ |    |
| 5                      |                            | Use of teaching Aids & Demonstration<br>शैक्षणिक साधनाचा वापर आणि दिग्दर्शन                               |   |   |   | ✓ |    |
| 6                      |                            | Classroom Interactions वर्ग आंतरक्रिया  |   |   |   |   | ✓  |
| 7                      |                            | Participation of Students, Interest Created<br>विद्यार्थी सहभाग, अभिरुची निर्मिती                         |   |   | ✓ |   |    |
| 8                      |                            | Mastery over the content आशय प्रभुत्व   |   |   |   |   | ✓  |
| 9                      |                            | Black Board Work फलक कार्य  |   |   |   | ✓ |    |
| 10                     |                            | Student Response विद्यार्थी प्रतिसाद  |   |   |   | ✓ |    |
| 11                     |                            | Reinforcement ( +ve, -ve) प्रबलन (सकारात्मक / नकारात्मक )   |   |   |   | ✓ |    |
| 12                     | Evaluation<br>मूल्यमापन    | Types of Questions प्रश्नांचे प्रकार  |   |   |   |   | ✓  |
| 13                     |                            | Types of Application Questions उपयोजनात्मक प्रश्नांचे प्रकार  |   |   | ✓ |   |    |
| 14                     |                            | Homework/ Assignment गृहपाठ/ स्वाध्याय  |   |   |   | ✓ |    |
| 15                     |                            | Class Control वर्ग नियंत्रण   |   |   |   | ✓ |    |
| 16                     |                            | Time management वेळेचे नियोजन   |   |   |   | ✓ |    |
| 17                     |                            | Lesson Details पाठाचा तपशील   |   |   |   | ✓ |    |
| 18                     |                            | Feedback (+ve, -ve) प्रत्याभरण (सकारात्मक / नकारात्मक )   |   |   | ✓ |   |    |
| 19                     |                            | Remarks as per Checklist पडताळा सुचीप्रमाणे अभिप्राय  |   |   |   | ✓ |    |
| 20                     |                            | Neat & Complete Lesson Note (Name, Sub, Date, etc.)<br>पाठ टाचण: नीटनेटके आणि पूर्ण(नाव, विषय, दिनांक इ.) |   |   |   | ✓ |    |
| Total Marks Out of 100 |                            |   |   |   |   |   | 82 |

Qualitative Feedback गुणात्मक प्रत्याभरण:

\*) Given remarks as per checklist.

Signature of Guide

Signature of Observer

## INTERNSHIP PROGRAM 20 -20

### ACTIVITY 5: OBSERVATION OF PEERS

Lesson observation No. पाठ निरीक्षण क्रः 2

Name of Peer Teacher समवयस्क शिक्षकाचे नाव Ektal Shinde

Name of School शाळेचे नाव D.Y. Patil Dnyaneshanti school

Name of the Observer पाठ निरीक्षकाचे नाव Akshada Lokhande

Std. इयत्ता: 6<sup>th</sup> Division तुकडी: A Date दिनांक: 24/10/2023

Subject विषय Maths Topic घटक Decimals Sub Topic उपघटक Comparing Decimal using Decimal

- Introduction प्रस्तावना : Teacher did started lecture with revision of previous lecture & introduction to next concept.
- Statement of Aim: हेतूकथन: After linking with topic, she told students what she is going to teach.
- Illustration कथन : \_\_\_\_\_
- Use of Teaching Aids शैक्षणिक साधनांचा वापर : she did made good use of chart by showing some decimal number of Addition and subtraction.
- Classroom Interactions वर्ग आंतरक्रिया : she asked some questions to students while teaching.
- Stimulus Variation चेतक विविधता : After explaining or demonstrate she ask random questions to ~~the~~ students.
- Reflection of Teaching Experiences अध्यापन अनुभवांचे परावर्तन: Teacher call some student & give them to solve problem based on Addition & subtraction of decimal
- Participation of Students विद्यार्थी सहभाग: Students did great active and verbal participation.

# EVALUATION SCHEME ACTIVITY 5 : OBSERVATION OF PEERS

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

मूल्यमापन तक्ता : समवयस्क गटाचे निरीक्षण

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                 | Steps पायऱ्या              | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |
|------------------------|----------------------------|---|---|---|---|---|----|
| 1                      | Introduction<br>प्रस्तावना | Previous Knowledge पूर्वज्ञान   |   |   |   |   | ✓  |
| 2                      |                            | Curiosity arousing/ Motivating, Attractive<br>जिज्ञासा निर्मिती, प्रेरणा, आकर्षक                          |   |   |   |   | ✓  |
| 3                      |                            | Statement of Aim हेतुकथन  |   |   |   | ✓ |    |
| 4                      | Presentation<br>सादरीकरण   | Use of Illustration, Clarity of Thought<br>स्पष्टीकरणाचा वापर, विचारातील स्पष्टता                         |   |   |   | ✓ |    |
| 5                      |                            | Use of teaching Aids & Demonstration<br>शैक्षणिक साधनाचा वापर आणि दिग्दर्शन                               |   |   |   |   | ✓  |
| 6                      |                            | Classroom Interactions वर्ग आंतरक्रिया  |   |   |   | ✓ |    |
| 7                      |                            | Participation of Students, Interest Created<br>विद्यार्थी सहभाग, अभिरुची निर्मिती                         |   |   | ✓ |   |    |
| 8                      |                            | Mastery over the content आशय प्रभुत्व   |   |   |   | ✓ |    |
| 9                      |                            | Black Board Work फलक कार्य  |   |   |   |   | ✓  |
| 10                     |                            | Student Response विद्यार्थी प्रतिसाद  |   |   |   | ✓ |    |
| 11                     |                            | Reinforcement ( +ve, -ve) प्रबलन (सकारात्मक / नकारात्मक )   |   |   |   |   | ✓  |
| 12                     | Evaluation<br>मूल्यमापन    | Types of Questions प्रश्नांचे प्रकार  |   |   |   | ✓ |    |
| 13                     |                            | Types of Application Questions उपयोजनात्मक प्रश्नांचे प्रकार  |   |   |   |   | ✓  |
| 14                     |                            | Homework/ Assignment गृहपाठ/ स्वाध्याय  |   |   |   | ✓ |    |
| 15                     |                            | Class Control वर्ग नियंत्रण   |   |   |   | ✓ |    |
| 16                     |                            | Time management वेळेचे नियोजन   |   |   |   | ✓ |    |
| 17                     |                            | Lesson Details पाठाचा तपशील   |   |   |   | ✓ |    |
| 18                     |                            | Feedback (+ve, -ve) प्रत्याभरण (सकारात्मक / नकारात्मक )   |   |   | ✓ |   |    |
| 19                     |                            | Remarks as per Checklist पडताळा सुचीप्रमाणे अभिप्राय  |   |   |   | ✓ |    |
| 20                     |                            | Neat & Complete Lesson Note (Name, Sub, Date, etc.)<br>पाठ टाचण: नीटनेटके आणि पूर्ण(नाव, विषय, दिनांक इ.) |   |   |   | ✓ |    |
| Total Marks Out of 100 |                            |   |   |   |   |   | 84 |

Qualitative Feedback गुणात्मक प्रत्याभरण:

\* > Given remarks as per checklist.

Signature of Guide

Signature of Observer

## INTERNSHIP PROGRAM 20 -20

### ACTIVITY 5: OBSERVATION OF PEERS

Lesson observation No. पाठ निरीक्षण क्र: 3

Name of Peer Teacher समवयस्क शिक्षकाचे नाव EKta shinde

Name of School शाळेचे नाव D.Y. Patil Dnyanshanti school

Name of the Observer पाठ निरीक्षकाचे नाव Akshada Lokhande

Std. इयत्ता: 6<sup>th</sup> Division तुकडी: A Date दिनांक: 25/01/2023

Subject विषय Maths Topic घटक Decimals Sub Topic उपघटक Addition & subtraction of numbers with decimals

- Introduction प्रस्तावना : Teacher start lecture with the introduction of topic and revision of previous
- Statement of Aim: हेतूकथन: After introduction of topic teacher told students what she going to teach.
- Illustration कथन : \_\_\_\_\_
- Use of Teaching Aids शैक्षणिक साधनांचा वापर : Teacher use appropriate teaching aid to explain the topic
- Classroom Interactions वर्ग आंतरक्रिया : The student interaction during lecture was really appreciable.
- Stimulus Variation चेतक विविधता : After explaining the topic Teacher ask random questions.
- Reflection of Teaching Experiences अध्यापन अनुभवांचे परावर्तन: \_\_\_\_\_  
Teacher ask to some students to come in front and solve examples related to Decimals.
- Participation of Students विद्यार्थी सहभाग: \_\_\_\_\_  
Students did great active and verbal participation.

# EVALUATION SCHEME ACTIVITY 5 : OBSERVATION OF PEERS

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

मूल्यमापन तक्ता : समवयस्क गटाचे निरीक्षण

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                 | Steps पायन्या              | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |
|------------------------|----------------------------|---|---|---|---|---|----|
| 1                      | Introduction<br>प्रस्तावना | Previous Knowledge पूर्वज्ञान   |   |   |   |   | ✓  |
| 2                      |                            | Curiosity arousing/ Motivating, Attractive<br>जिज्ञासा निर्मिती, प्रेरणा, आकर्षक                          |   |   |   |   | ✓  |
| 3                      |                            | Statement of Aim हेतुकथन  |   |   |   |   | ✓  |
| 4                      | Presentation<br>सादरीकरण   | Use of Illustration, Clarity of Thought<br>स्पष्टीकरणाचा वापर, विचारातील स्पष्टता                         |   |   | ✓ |   |    |
| 5                      |                            | Use of teaching Aids & Demonstration<br>शैक्षणिक साधनाचा वापर आणि दिग्दर्शन                               |   |   |   |   | ✓  |
| 6                      |                            | Classroom Interactions वर्ग आंतरक्रिया  |   |   |   | ✓ |    |
| 7                      |                            | Participation of Students, Interest Created<br>विद्यार्थी सहभाग, अभिरुची निर्मिती                         |   |   |   |   | ✓  |
| 8                      |                            | Mastery over the content आशय प्रभुत्व   |   |   |   |   | ✓  |
| 9                      |                            | Black Board Work फलक कार्य  |   |   |   | ✓ |    |
| 10                     |                            | Student Response विद्यार्थी प्रतिसाद  |   |   |   | ✓ |    |
| 11                     |                            | Reinforcement ( +ve, -ve) प्रबलन (सकारात्मक / नकारात्मक )   |   |   |   |   | ✓  |
| 12                     | Evaluation<br>मूल्यमापन    | Types of Questions प्रश्नांचे प्रकार  |   |   |   |   | ✓  |
| 13                     |                            | Types of Application Questions उपयोजनात्मक प्रश्नांचे प्रकार  |   |   |   | ✓ |    |
| 14                     |                            | Homework/ Assignment गृहपाठ/ स्वाध्याय  |   |   |   |   | ✓  |
| 15                     |                            | Class Control वर्ग नियंत्रण   |   |   |   | ✓ |    |
| 16                     |                            | Time management वेळेचे नियोजन   |   |   | ✓ |   |    |
| 17                     |                            | Lesson Details पाठाचा तपशील   |   |   |   |   |    |
| 18                     |                            | Feedback (+ve, -ve) प्रत्याभरण (सकारात्मक / नकारात्मक )   |   |   |   | ✓ |    |
| 19                     |                            | Remarks as per Checklist पडताळा सुचीप्रमाणे अभिप्राय  |   |   | ✓ |   |    |
| 20                     |                            | Neat & Complete Lesson Note (Name, Sub, Date, etc.)<br>पाठ टाचण: नीटनेटके आणि पूर्ण(नाव, विषय, दिनांक इ.) |   |   |   | ✓ |    |
| Total Marks Out of 100 |                            |   |   |   |   |   | 86 |

Qualitative Feedback गुणात्मक प्रत्याभरण:

→ Done observation of peers properly.

Signature of Guide

Signature of Observer

## INTERNSHIP PROGRAM 20 -20

### ACTIVITY 5: OBSERVATION OF PEERS

Lesson observation No. पाठ निरीक्षण क्रः 4

Name of Peer Teacher समवयस्क शिक्षकाचे नाव Komal More

Name of School शाळेचे नाव D.Y. Patil Dnyanshanti school

Name of the Observer पाठ निरीक्षकाचे नाव Akshada Lokhande

Std. इयत्ता: 9<sup>th</sup> Division तुकडी: A Date दिनांक: 30/11/22

Subject विषय Science Topic घटक Human eye Sub Topic उपघटक Working or Construction of eye

- Introduction प्रस्तावना : The teacher start the lecture with previous revision & start introduction with Human eye.
- Statement of Aim: हेतूकथन: After introduction with topic, Teacher told students what we are to learn today
- Illustration कथन : \_\_\_\_\_
- Use of Teaching Aids शैक्षणिक साधनांचा वापर : Teacher used the big chart of Human eye.
- Classroom Interactions वर्ग आंतरक्रिया : during explanation teacher told some exercise to increase eye sight.
- Stimulus Variation चेतक विविधता : After explanation teacher ask random questions.
- Reflection of Teaching Experiences अध्यापन अनुभवांचे परावर्तन: When teacher's teaching students ask some doubts to clear concept through Teaching Experiences.
- Participation of Students विद्यार्थी सहभाग: After explaining the concept student gives answer of all questions which is asked by teacher

# EVALUATION SCHEME ACTIVITY 5 : OBSERVATION OF PEERS

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

मूल्यमापन तक्ता : समयस्क गटाचे निरीक्षण

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                 | Steps पायऱ्या              | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |
|------------------------|----------------------------|---|---|---|---|---|----|
| 1                      | Introduction<br>प्रस्तावना | Previous Knowledge पूर्वज्ञान   |   |   |   |   | ✓  |
| 2                      |                            | Curiosity arousing/ Motivating, Attractive<br>जिज्ञासा निर्मिती, प्रेरणा, आकर्षक                          |   |   |   |   | ✓  |
| 3                      |                            | Statement of Aim हेतुकथन  |   |   |   | ✓ |    |
| 4                      | Presentation<br>सादरीकरण   | Use of Illustration, Clarity of Thought<br>स्पष्टीकरणाचा वापर, विचारातील स्पष्टता                         |   |   |   |   | ✓  |
| 5                      |                            | Use of teaching Aids & Demonstration<br>शैक्षणिक साधनाचा वापर आणि दिग्दर्शन                               |   |   | ✓ |   |    |
| 6                      |                            | Classroom Interactions वर्ग आंतरक्रिया  |   |   |   | ✓ |    |
| 7                      |                            | Participation of Students, Interest Created<br>विद्यार्थी सहभाग, अभिरुची निर्मिती                         |   |   |   |   | ✓  |
| 8                      |                            | Mastery over the content आशय प्रभुत्व   |   |   | ✓ |   |    |
| 9                      |                            | Black Board Work फलक कार्य  |   |   |   | ✓ |    |
| 10                     |                            | Student Response विद्यार्थी प्रतिसाद  |   |   |   | ✓ |    |
| 11                     |                            | Reinforcement ( +ve, -ve) प्रबलन (सकारात्मक / नकारात्मक )   |   |   |   | ✓ | ✓  |
| 12                     | Evaluation<br>मूल्यमापन    | Types of Questions प्रश्नांचे प्रकार  |   |   |   | ✓ |    |
| 13                     |                            | Types of Application Questions उपयोजनात्मक प्रश्नांचे प्रकार  |   |   |   |   |    |
| 14                     |                            | Homework/ Assignment गृहपाठ/ स्वाध्याय  |   |   |   | ✓ |    |
| 15                     |                            | Class Control वर्ग नियंत्रण   |   |   |   |   | ✓  |
| 16                     |                            | Time management वेळेचे नियोजन   |   |   |   | ✓ |    |
| 17                     |                            | Lesson Details पाठाचा तपशील   |   |   |   | ✓ |    |
| 18                     |                            | Feedback (+ve, -ve) प्रत्याभरण (सकारात्मक / नकारात्मक )   |   |   |   | ✓ |    |
| 19                     |                            | Remarks as per Checklist पडताळा सुचीप्रमाणे अभिप्राय  |   |   | ✓ |   |    |
| 20                     |                            | Neat & Complete Lesson Note (Name, Sub, Date, etc.)<br>पाठ टाचण: नीटनेटके आणि पूर्ण(नाव, विषय, दिनांक इ.) |   |   |   | ✓ |    |
| Total Marks Out of 100 |                            |   |   |   |   |   | 84 |

Qualitative Feedback गुणात्मक प्रत्याभरण:

4) Done observation properly.

Signature of Guide

Signature of Observer

## INTERNSHIP PROGRAM 20 -20

### ACTIVITY 5: OBSERVATION OF PEERS

Lesson observation No. पाठ निरीक्षण क्रः 5

Name of Peer Teacher समवयस्क शिक्षकाचे नाव Komal more

Name of School शाळेचे नाव D.Y. Patil Dnyanshanti school

Name of the Observer पाठ निरीक्षकाचे नाव Akshada Lokhande

Std. इयत्ताः 9<sup>th</sup> Division तुकडीः A Date दिनांकः 11/12/22

Subject विषय Science Topic घटक Defects of Vision Sub Topic उपघटक Myopia, Hypermetropia, presbyopia

- Introduction प्रस्तावना : Teacher start lecture with previous revision and introduction of Defects
- Statement of Aim: हेतूकथनः After introduction of topic teacher told students what we are learn today
- Illustration कथन : \_\_\_\_\_
- Use of Teaching Aids शैक्षणिक साधनांचा वापर : Teacher used chart of Defects of visions.
- Classroom Interactions वर्ग आंतरक्रिया : The interaction of teacher to student during lecture was very nice.
- Stimulus Variation चेतक विविधता : During lecture Teacher ask some questions related to topic
- Reflection of Teaching Experiences अध्यापन अनुभवांचे परावर्तनः Teacher ask some questions related to topic for reflection of teaching Experience.
- Participation of Students विद्यार्थी सहभागः After explaining the concept teacher ask some question to student for Active participation

# EVALUATION SCHEME ACTIVITY 5 : OBSERVATION OF PEERS

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

मूल्यमापन तक्ता : समवयस्क गटाचे निरीक्षण

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                 | Steps पायन्या | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |
|------------------------|---------------|---|---|---|---|---|----|
| 1                      | Introduction  | Previous Knowledge पूर्वज्ञान   |   |   |   |   | ✓  |
| 2                      | प्रस्तावना    | Curiosity arousing/ Motivating, Attractive<br>जिज्ञासा निर्मिती, प्रेरणा, आकर्षक                          |   |   |   |   | ✓  |
| 3                      |               | Statement of Aim हेतुकथन  |   |   |   |   | ✓  |
| 4                      | Presentation  | Use of Illustration, Clarity of Thought<br>स्पष्टीकरणाचा वापर, विचारातील स्पष्टता                         |   |   |   |   | ✓  |
| 5                      |               | Use of teaching Aids & Demonstration<br>शैक्षणिक साधनाचा वापर आणि दिग्दर्शन                               |   |   | ✓ |   |    |
| 6                      |               | Classroom Interactions वर्ग आंतरक्रिया  |   |   |   |   | ✓  |
| 7                      |               | Participation of Students, Interest Created<br>विद्यार्थी सहभाग, अभिरुची निर्मिती                         |   |   |   | ✓ |    |
| 8                      |               | Mastery over the content आशय प्रभुत्व   |   |   |   |   | ✓  |
| 9                      |               | Black Board Work फलक कार्य  |   |   | ✓ |   |    |
| 10                     |               | Student Response विद्यार्थी प्रतिसाद  |   |   |   | ✓ |    |
| 11                     |               | Reinforcement ( +ve, -ve) प्रबलन (सकारात्मक / नकारात्मक )   |   |   |   |   | ✓  |
| 12                     | Evaluation    | Types of Questions प्रश्नांचे प्रकार  |   |   |   | ✓ |    |
| 13                     | मूल्यमापन     | Types of Application Questions उपयोजनात्मक प्रश्नांचे प्रकार  |   |   |   | ✓ |    |
| 14                     |               | Homework/ Assignment गृहपाठ/ स्वाध्याय  |   |   |   |   | ✓  |
| 15                     |               | Class Control वर्ग नियंत्रण   |   |   |   | ✓ |    |
| 16                     |               | Time management वेळेचे नियोजन   |   |   |   | ✓ |    |
| 17                     |               | Lesson Details पाठाचा तपशील   |   |   |   | ✓ |    |
| 18                     |               | Feedback (+ve, -ve) प्रत्याभरण (सकारात्मक / नकारात्मक )   |   |   |   | ✓ |    |
| 19                     |               | Remarks as per Checklist पडताळा सुचीप्रमाणे अभिप्राय  |   |   |   | ✓ |    |
| 20                     |               | Neat & Complete Lesson Note (Name, Sub, Date, etc.)<br>पाठ टाचण: नीटनेटके आणि पूर्ण(नाव, विषय, दिनांक इ.) |   |   | ✓ |   |    |
| Total Marks Out of 100 |               |   |   |   |   |   | 85 |

Qualitative Feedback गुणात्मक प्रत्याभरण:

\* Given remarks as per checklist.

*Shitole*  
Signature of Guide

*Shitole*  
Signature of Observer

## INTERNSHIP PROGRAM 20 -20

### ACTIVITY 5: OBSERVATION OF PEERS

Lesson observation No. पाठ निरीक्षण क्रः 6

Name of Peer Teacher समवयस्क शिक्षकाचे नाव Komal more

Name of School शाळेचे नाव D.Y. Patil Dnyanshanti school

Name of the Observer पाठ निरीक्षकाचे नाव Akshada Lokhande

Std. इयत्ताः 9<sup>th</sup> Division तुकडीः A Date दिनांकः 2/2/22

Subject विषय science Topic घटक Lenses Sub Topic उपघटक use of convex lens.

- Introduction प्रस्तावना : Teacher introduce topic by giving the real life examples.
- Statement of Aim: हेतूकथनः Teacher told students to today we learnt about lenses and uses.
- Illustration कथन : \_\_\_\_\_
- Use of Teaching Aids शैक्षणिक साधनांचा वापर : The Teacher uses proper teaching aid.
- Classroom Interactions वर्ग आंतरक्रिया : The classroom control during lecture was really appreciable.
- Stimulus Variation चेतक विविधता : by asking random questions during lecture occur stimulus variation.
- Reflection of Teaching Experiences भध्यापन अनुभवांचे परावर्तनः All students give answer of all questions for the Reflection of teaching experiences.
- Participation of Students विद्यार्थी सहभागः The participation of student is active and verbal.

# EVALUATION SCHEME ACTIVITY 5 : OBSERVATION OF PEERS

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

मूल्यमापन तक्ता : समवयस्क गटाचे निरीक्षण

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| Sr. No                 | Steps पायऱ्या              | Criteria निकष   | 1 | 2 | 3 | 4 | 5  |  |
|------------------------|----------------------------|---|---|---|---|---|----|--|
| 1                      | Introduction<br>प्रस्तावना | Previous Knowledge पूर्वज्ञान   |   |   |   |   | ✓  |  |
| 2                      |                            | Curiosity arousing/ Motivating, Attractive<br>जिज्ञासा निर्मिती, प्रेरणा, आकर्षक                          |   |   |   | ✓ |    |  |
| 3                      |                            | Statement of Aim हेतुकथन  |   |   |   |   | ✓  |  |
| 4                      | Presentation<br>सादरीकरण   | Use of Illustration, Clarity of Thought<br>स्पष्टीकरणाचा वापर, विचारातील स्पष्टता                         |   |   |   |   | ✓  |  |
| 5                      |                            | Use of teaching Aids & Demonstration<br>शैक्षणिक साधनाचा वापर आणि दिग्दर्शन                               |   |   |   |   | ✓  |  |
| 6                      |                            | Classroom Interactions वर्ग आंतरक्रिया  |   |   | ✓ |   |    |  |
| 7                      |                            | Participation of Students, Interest Created<br>विद्यार्थी सहभाग, अभिरुची निर्मिती                         |   |   |   |   | ✓  |  |
| 8                      |                            | Mastery over the content आशय प्रभुत्व   |   |   |   | ✓ |    |  |
| 9                      |                            | Black Board Work फलक कार्य  |   |   |   |   | ✓  |  |
| 10                     |                            | Student Response विद्यार्थी प्रतिसाद  |   |   |   |   | ✓  |  |
| 11                     |                            | Reinforcement (+ve, -ve) प्रबलन (सकारात्मक / नकारात्मक )  |   |   |   |   | ✓  |  |
| 12                     | Evaluation<br>मूल्यमापन    | Types of Questions प्रश्नांचे प्रकार  |   |   |   | ✓ |    |  |
| 13                     |                            | Types of Application Questions उपयोजनात्मक प्रश्नांचे प्रकार  |   |   |   |   | ✓  |  |
| 14                     |                            | Homework/ Assignment गृहपाठ/ स्वाध्याय  |   |   |   | ✓ |    |  |
| 15                     |                            | Class Control वर्ग नियंत्रण   |   |   |   | ✓ |    |  |
| 16                     |                            | Time management वेळेचे नियोजन   |   |   |   | ✓ |    |  |
| 17                     |                            | Lesson Details पाठाचा तपशील   |   |   |   |   | ✓  |  |
| 18                     |                            | Feedback (+ve, -ve) प्रत्याभरण (सकारात्मक / नकारात्मक )   |   |   |   | ✓ |    |  |
| 19                     |                            | Remarks as per Checklist पडताळा सुचीप्रमाणे अभिप्राय  |   |   |   | ✓ |    |  |
| 20                     |                            | Neat & Complete Lesson Note (Name, Sub, Date, etc.)<br>पाठ टाचण: नीटनेटके आणि पूर्ण(नाव, विषय, दिनांक इ.) |   |   | ✓ |   |    |  |
| Total Marks Out of 100 |                            |   |   |   |   |   | 88 |  |

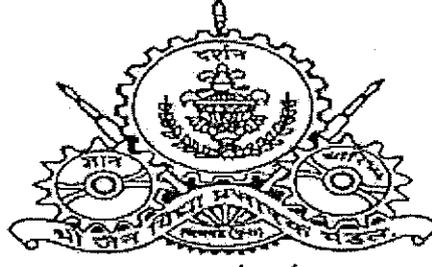
Qualitative Feedback गुणात्मक प्रत्याभरण:

\*) Done evaluation properly.

Signature of Guide

Signature of Observer

ॐ षडम् नानं तओ दया ॐ



स्थापना : ८/९/१९२७

**SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK  
MAHAVIDYALAYA, CHINCHWAD, PUNE 33**

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**TEACHING COMPETENCY IV**

**INTERNSHIP PROGRAM**

**2022-2023**

**ACTIVITY -VI**

**OTHER SCHOOL ACTIVITIES/PROGRAMS**

# Report On PTA

The third PTA meeting of the year 2022-23 was held on 07<sup>th</sup> January, 2023 at 8.10 PM.

The agenda of the meeting was:-

- 1) Welcome
- 2) Reading of MOM of previous E-PTA
- 3) Review of previous meeting
- 4) overview of Activities
- 5) Achievements
- 6) Feedback
- 7) Any other topic with the permission of chair
- 8) Vote of thanks.

Interesting and informative activities were conducted throughout the year. Events like virtual focus, Maths Day, Science Day, Marathi Bhasha Diwas and field trip to explore took place.

\* Richa Ma'am walked us through the students' achievements and participation & it was further discussed in detail.

\* Seema Ma'am vividly explained the feedback received by the parents for classes held.

\* The parents unanimously appreciated the quality of education, assessment pattern etc.

\* Ankita Ma'am shared the assessment pattern stating that we have been following the guidelines set by CBSE across grade I to IX. She further explained that in grade IX and X there will be PT1, PT2, PT3 and HPE and PEE and in grade X prelims would be conducted. IDP (skill-based) assessment was also discussed and explained by her.

\* Mr. Moghe raised a concern in Sanskrit subject and placed few suggestions regarding the same.

**ACTIVITY 6- A**  
**COMMUNITY RELATED WORK**

**EVALUATION SCHEME**

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

| Sr. No                | Criteria                                    | 1 | 2 | 3 | 4 | 5 |
|-----------------------|---|---|---|---|---|---|
| 1                     | Nature & Relevance of Activity              |   |   |   |   |   |
| 2                     | Objectives                                  |   |   |   |   |   |
| 3                     | Need & Importance                           |   |   |   |   |   |
| 4                     | Planning & Implementation                   |   |   |   |   |   |
| 5                     | Resources Used or Prepared                  |   |   |   |   |   |
| 6                     | Generation of Funds/ Management of Expenses |   |   |   |   |   |
| 7                     | Social Contribution                         |   |   |   |   |   |
| 8                     | Promotion of Activity                       |   |   |   |   |   |
| 9                     | Parameters of Success                       |   |   |   |   |   |
| 10                    | Overall Impression                          |   |   |   |   |   |
| Total Marks Out of 50 |   |   |   |   |   |   |

Qualitative Feedback: \_\_\_\_\_

*Signature*  
Signature of Guide

*Signature*  
Signature of Observer

मूल्यमापन तक्ता

पदनिश्चयन श्रेणी : 1) असमाधानकारक 2) सरासरी 3) समाधानकारक 4) चांगला 5) उत्कृष्ट

| अ.क्र.           | निकष                               | 1 | 2 | 3 | 4 | 5 |
|------------------|------------------------------------|---|---|---|---|---|
| 1                | उपक्रमाचे स्वरूप आणि समर्पकता      |   |   |   |   |   |
| 2                | वस्तुनिष्ठता                       |   |   |   |   |   |
| 3                | गरज आणि महत्त्व                    |   |   |   |   |   |
| 4                | नियोजन आणि अंमलबजावणी              |   |   |   |   |   |
| 5                | स्रोतांचा वापर / तयारी             |   |   |   |   |   |
| 6                | निधीची उभारणी , व्यवस्थापनाचा खर्च |   |   |   |   |   |
| 7                | सामाजिक योगदान                     |   |   |   |   |   |
| 8                | उपक्रमाची बढती/ वृद्धी             |   |   |   |   |   |
| 9                | यशस्वितेचे परिमाण                  |   |   |   |   |   |
| 10               | एकूण प्रभाव                        |   |   |   |   |   |
| एकूण गुण ५० पैकी |                                    |   |   |   |   |   |

गुणात्मक प्रत्याभरण : \_\_\_\_\_

मार्गदर्शक प्राध्यापक सही

निरीक्षक प्राध्यापक सही

