




**Mahatma Education Society's  
Pillai College of Education & Research**  
Plot-1, Sector-8, Khanda Colony, New Panvel (W)-410206

### **Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

### **1. Formulating Learning Objectives**

  
*Dr. (Ms.) Sally Enos*  
**PRINCIPAL**  
**MAHATMA EDUCATION SOCIETY'S**  
**Pillai College of Education & Research**  
**Dr Pillai Teacher Training & Research Centre**  
**Plot No 1, Sector-8, Khanda Colony,**  
**New Panvel-410 206.**

# 1. Formulating Learning Objectives

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)

F.Y.B.Ed

2<sup>nd</sup> May to 13<sup>th</sup> May 2022

Lesson Planning- Workshop

Date	Timings	Activity	Teacher in Charge
02-05-22	11.30- 1.45pm	Demonstration Lessons	Senior students
	2.30-4.30pm	Statement of Objectives	Dr Geeta Thakur
04-05-22	11.30- 1.45pm	Statement of Specifications	Mr Gyanendrapratap Singh
	2.30-4.30pm	Cultural Activity	Council Members
05-05-22	11.30- 1.45pm	Group Activity (Writing of Objectives / Specifications)	All teachers
	2.30-4.30pm	Content Analysis	Mrs Pradnya Jadhav
06-05-22	11.30- 1.45pm	Group Activity (Content Analysis)	All teachers
	2.30-4.30pm	Integrating Core Elements and Values	Mrs Darshana Jadhav
07-05-22	11.30- 1.45pm	Content mapping/ Preparing Lesson Plan	Dr Bhavna Dave/ Dr Jiji Sahaya
	2.30-4.30pm	Group Activity (Preparing a lesson Plan)	All teachers
09-05-22	11.30- 1.45pm	Guidance- Lesson Plan-1	All teachers
	2.30-4.30pm	Teaching Aids workshop	Dr Saramma Mathew Dr Rakhi Sawlani
10-05-22	11.30- 2.00pm	Teaching Aids workshop	Dr Saramma Mathew Dr Rakhi Sawlani
11-05-22	11.30- 1.45pm	Guidance- Lesson Plan-1	All teachers
	2.30-4.30pm		
13-05-22	11.30- 1.45pm	Lesson Presentation- Bridge lesson (15 mins)	All teachers
	2.30-4.30pm		

- Select the teaching points from any chapter and standard from your Pedagogy 1
- Prepare all the above activities based on the selected chapter and content. Do not change the content.
- 14-16: study Leave. 17<sup>th</sup>, 19<sup>th</sup> and 21<sup>st</sup> May Class test 2



Dr. (Ms.) Sally Enos

PRINCIPAL

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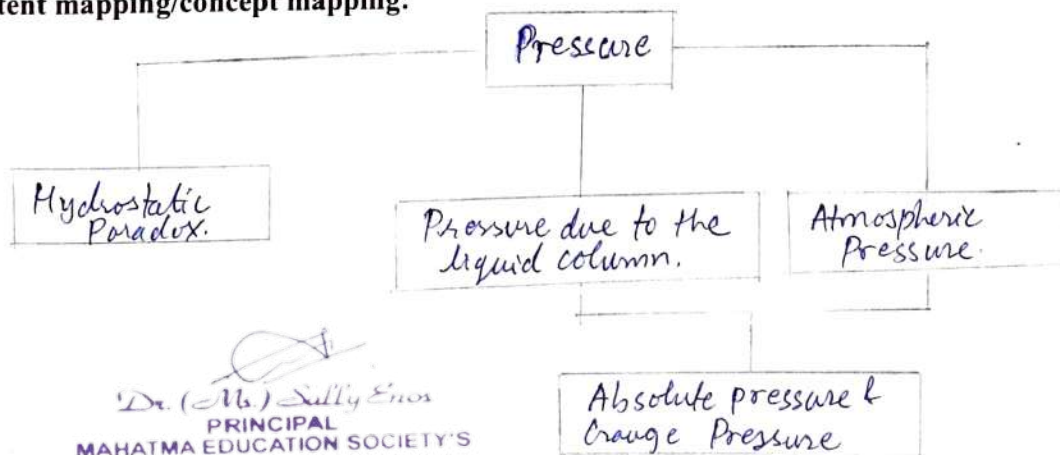
Mahatma Education Society's  
**Pillai College of Education and Research**  
 Plot 1, Sector 8, New Panvel- 410206, Tel: 27464161/27480289


**Lesson Note**

Name of the student teacher: <i>Ashish Prasad</i>		Practising School/College: <i>CKT Junior College, New Panvel.</i>	
Roll no. <i>38</i>	Subject: <i>Physics.</i>	Std.: <i>12<sup>th</sup></i>	Div.: <i>S-3.</i>
Total lesson no. :	Method lesson no.:	Date: <i>20-7-22.</i>	Lesson <i>2</i>
Topic: <i>Mechanical Properties of fluids</i>		duration: <i>40 minutes.</i>	
		Subtopic: <i>Pressure in liquids</i>	

Anticipated prior knowledge/entry knowledge:	<i>Students are aware about pressure</i>
<b>General objectives:</b>	<b>Specific objectives:</b>
<u>Knowledge</u> :- The pupil acquires the knowledge of pressure in liquids <u>Understanding</u> :- The pupil develops an understanding of pressure in liquids. <u>Application</u> :- The pupil applies their knowledge and understanding in new and unfamiliar situations. <u>Skill</u> :- The pupil develops practical skills.	<u>Knowledge</u> :- The pupil recalls the formula of pressure in liquids, Absolute and Gauge pressure. <u>Understanding</u> :- The pupil defines Atmospheric pressure, Absolute pressure and gauge pressure <u>Applications</u> :- The pupil gives the reason to the given statements. <u>Skill</u> :- The pupil records the observation carefully.

**Content mapping/concept mapping:**



  
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**Lesson Note**

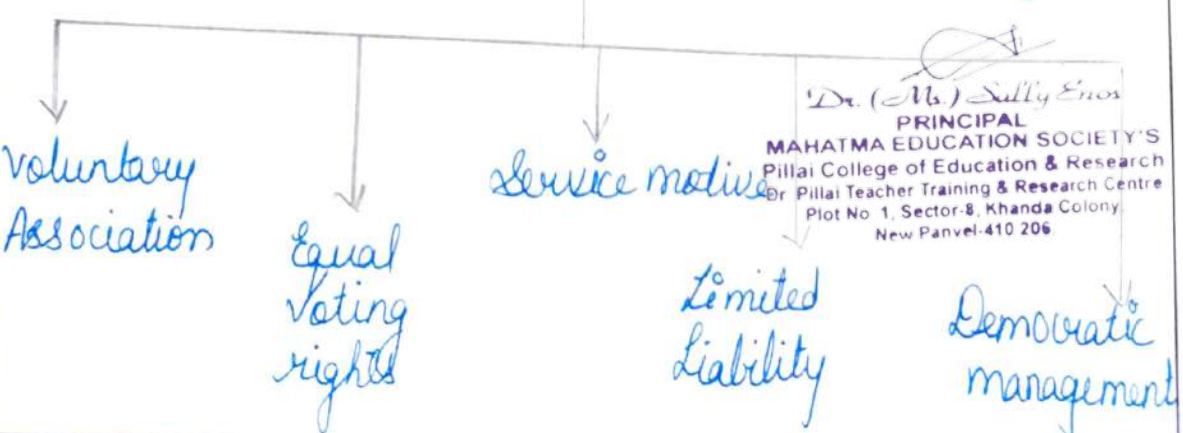
Name of the student teacher: <i>Sanam Gupta</i>	Practising School/College:		
Roll no. <i>57</i>	Subject: <i>O.C</i>	Std.: <i>XII</i>	Div.: <i>5</i>
Total lesson no.: <i>13</i>	Method lesson no.:	Date: <i>20/8/19</i>	Lesson
Topic: <i>Forms of Business Organisation</i>	Subtopic: <i>Co-operative society</i>		

Anticipated prior knowledge/entry knowledge:	<i>The pupil are aware of co-operative society.</i>
<b>General objectives:</b>	<b>Specific objectives:</b>

<i>I) Knowledge: The pupil acquires the knowledge of co-operative society.</i>	<i>I) Knowledge: The pupil recalls the meaning of co-operative society.</i>
<i>II) Understanding: The pupil develops an understanding of features of co-operative society.</i>	<i>II) Understanding: The pupil explains the features of co-operative society.</i>
<i>III) Application: The pupil applies his/her knowledge &amp; understanding in new &amp; unfamiliar situation.</i>	<i>III) Application: The pupil gives reasons as to how co-operative society differs from other commercial organisation.</i>

**Content mapping/concept mapping:**

*Features of co-operative society.*



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Name of the student teacher: <u>Pooja Nair</u>	Practising School/College: <u>NET Junior College</u>
Roll no: <u>26</u> Subject: <u>Accounts (BK)</u>	Std.: <u>XI</u> Div: <u>Composite</u>
Total lesson no.: <u>05</u> Method lesson no.: <u>05</u>	Date: <u>10/05/20</u> Lesson duration:
Topic: <u>Single Entry System</u>	Subtopic: <u>Sum - (Single Entry System)</u>

Anticipated prior knowledge/entry knowledge:	The pupil are aware about the basics of Single Entry System
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General objectives:	Specific objectives:
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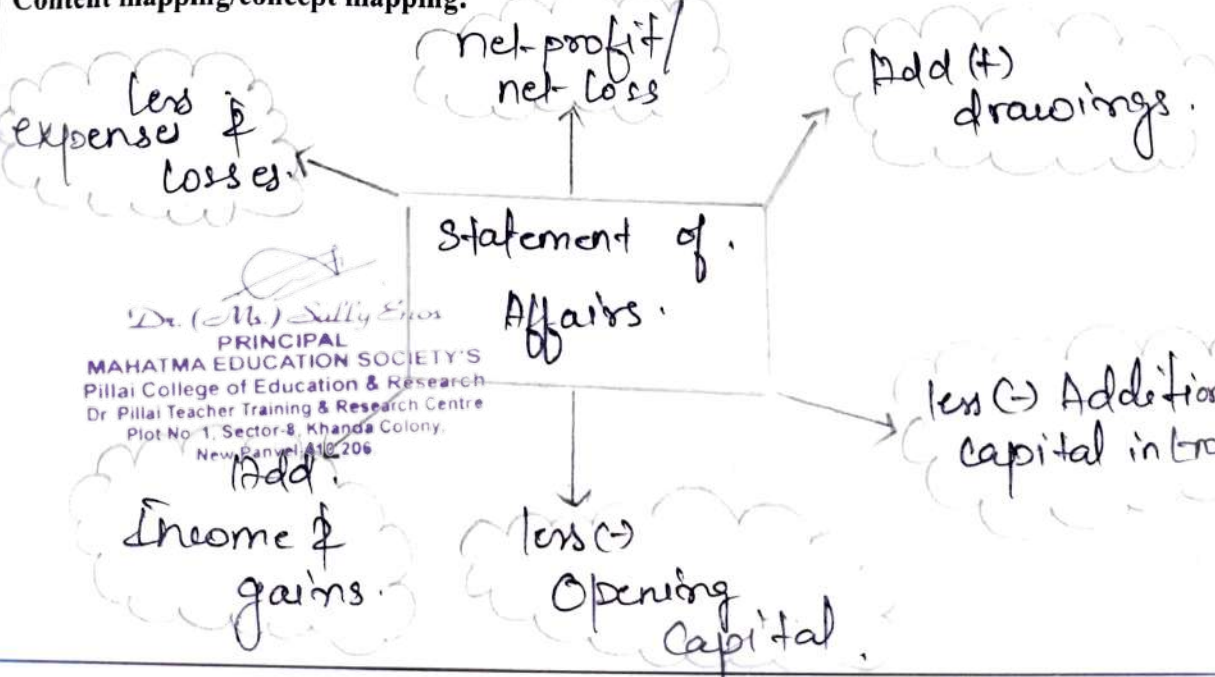
<p><u>Knowledge</u>:- The pupil acquires the knowledge of single entry system.</p>	<p><u>Knowledge</u>:- the pupil recalls the element of single entry system.</p>
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<p><u>Understanding</u>:- The pupil develops an understanding of the items of statement of affairs and profit and loss account.</p>	<p><u>Understanding</u>:- The pupil explains the terms included in statement of affairs &amp; profit and loss A/c.</p>
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<p><u>Application</u>:- The pupil applies his/her knowledge &amp; understanding in new &amp; unfamiliar situation.</p>	<p><u>Application</u>:- The pupil solves a new problem.</p>
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<p><u>Skill</u>:- The pupil develops computational skills.</p>	<p><u>Skill</u>:- The pupil solves the sum of statement of affairs &amp; profit/loss A/c accurately.</p>
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**Content mapping/concept mapping:**



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**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

## **2. Content Mapping**

  
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## 2. Content Mapping

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F.Y.B.Ed

2<sup>nd</sup> May to 13<sup>th</sup> May 2022

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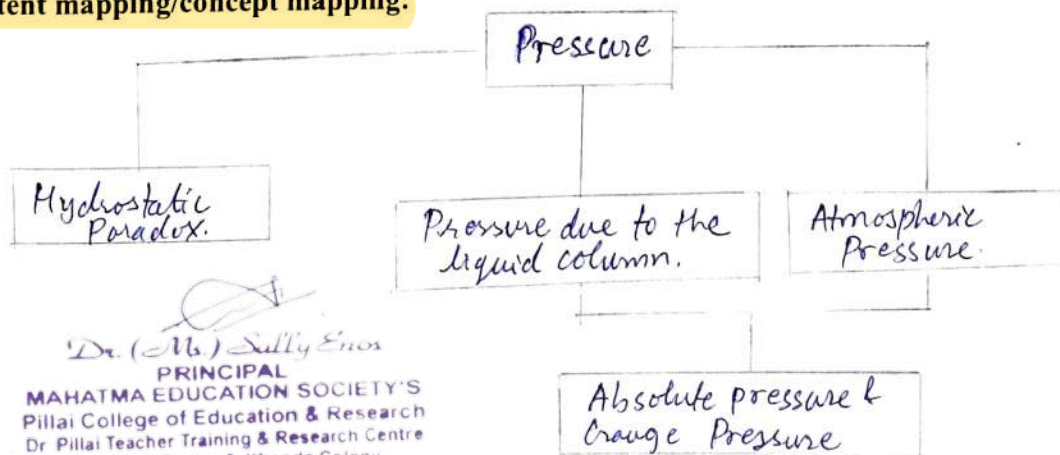
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**Lesson Note**

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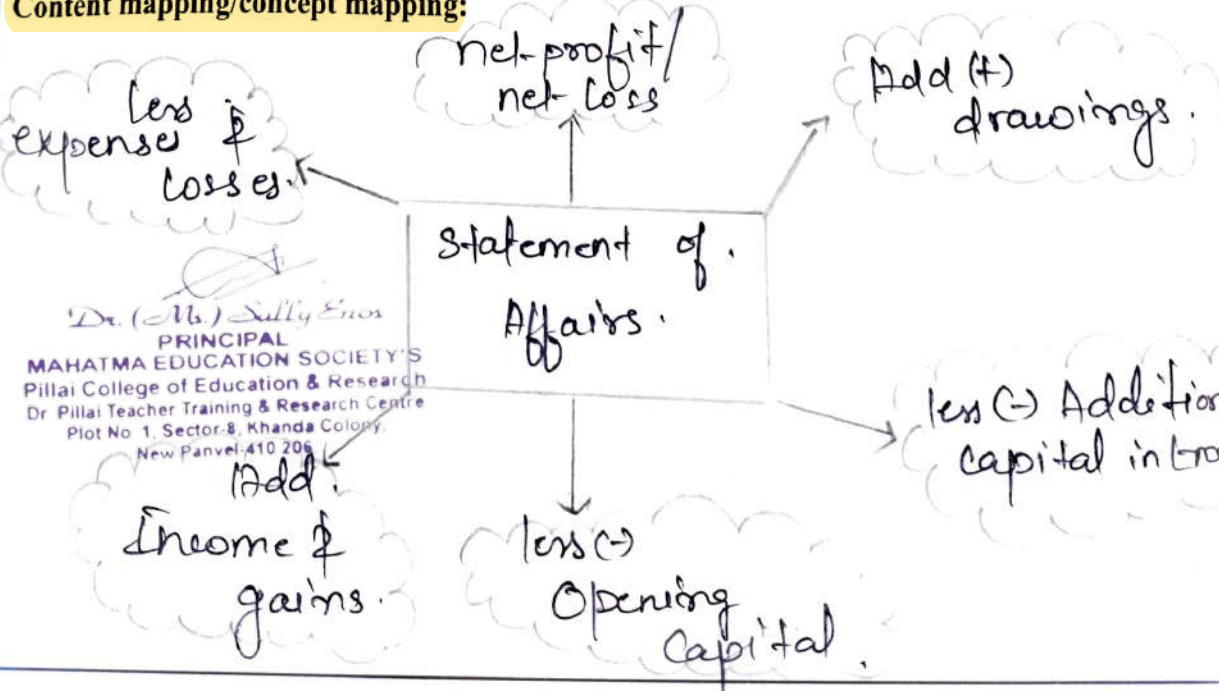




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**Content mapping/concept mapping:**



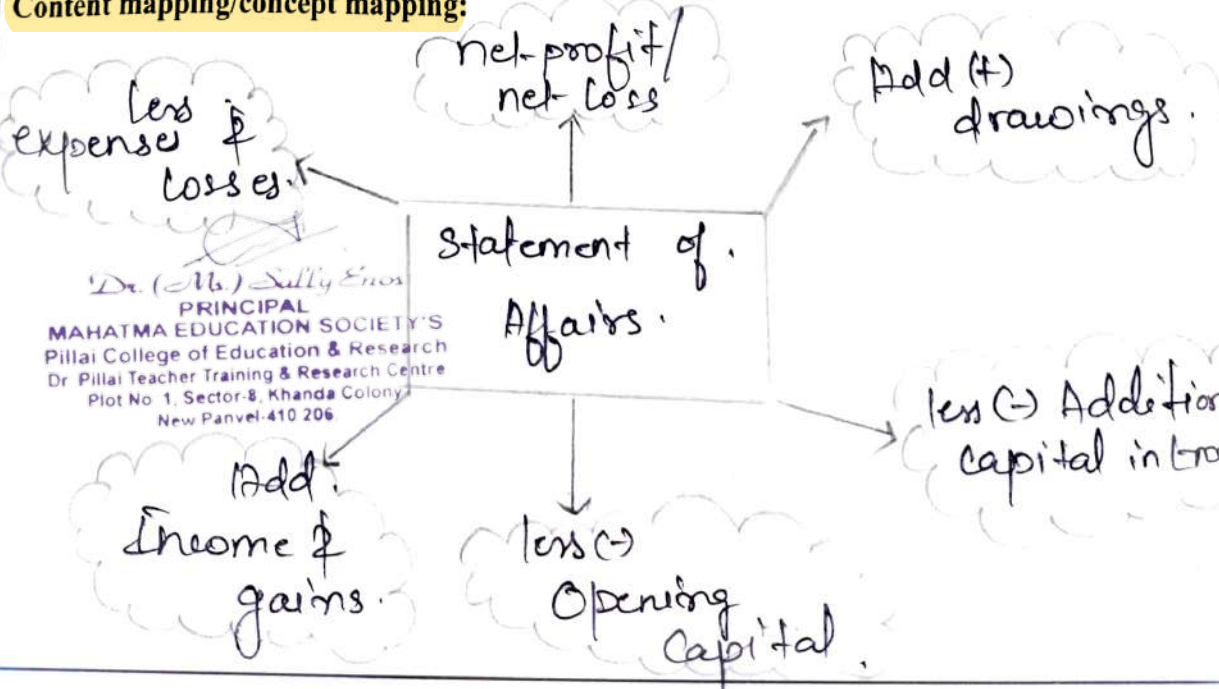
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### **Metric No. 2.4.2**

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### **3. Lesson Planning/ Individualized Educational Plans**

  
*Dr. (Ms.) Sally Enos*  
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### 3. Lesson Planning Timetables and Sample Lesson Plans

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL (W)

F.Y.B.Ed

2<sup>nd</sup> May to 13<sup>th</sup> May 2022

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2020-22

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH NEW PANVEL  
**F.Y. B.Ed. 2020-22**  
**Timetable for Pre Practice Teaching Program (Semester 2)**

1-07-2021	11.00-12.30pm	Teaching Skill of Set Induction	Dr Geeta Thakur
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ /NS/SE
2-07-2021	11.00-12.30pm	Teaching Skill of Explanation and Skill of Closure	Mrs.Pradnya Jadhav
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ /NS/SE
3-07-2021	11.00-12.30pm	Teaching Skill of Questioning and Skill of Reinforcement	Dr Bhavna Dave
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ /NS/SE
5-07-2021	11.00-12.30pm	Teaching Skill of Stimulus Variation	Mrs. Bindu Tambe
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ /NS/SE
6-07-2021	11.00-12.30pm	Teaching Skill of Illustrating with examples	Mrs. Namrata Saxena
	3.00- 4.30pm	Statement of Objectives	Mrs. Bindu Tambe
7-07-2021	11.00-12.30pm	Statement of Specifications	Mrs. Bindu Tambe
	3.00- 4.30pm	Group Work	BD/GT/BT/PJ /NS/SE
8-07-2021	11.00-12.30pm	Core Values	Mrs. Namrata Saxena
	3.00- 4.30pm	Lesson Planning and Steps of teaching	Dr Bhavna Dave
9-07-2021	11.00-1.00pm	Demonstration Lessons	Teachers
	2.30- 4.30pm	Demonstration Lessons	Teachers
10-07-2021	11-12.30	Teaching Skill of Developing Black Board summary / Online teaching Etiquette	Dr Geeta Thakur NS
12-07-2021	11.00-12.30pm	Students' Practice Lesson	
	3.00- 4.30pm	Students' Practice Lesson	
13-07-2021	11.00-12.30pm	Orientation to Internship / Technology	Dr Geeta Thakur
14-07-2021		Practice Lessons in schools	Respective Schools/ Colleges
to 3-08- 2021			

Essay Test

Essay Test

Demonstration Lessons –

- Poornima Shetty – Science
- Riya Mathew – SST
- Jyoti Yadav – Economics
- Pooja Nair –Commerce
- Neelam Shaikh- English
- Jyotirmayee- Mathematics

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MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL  
 K. J. B.Ed 2019-20  
 SEMESTER-2 Division A/B  
 11<sup>th</sup> January to 15<sup>th</sup> February 2020

Mon 13/1/2020	Tues 14/1/2020	Wed 15/1/2020	Thurs 16/1/2020	Fri 17/1/2020	Sat 18/1/2020	Mon 20/1/18	Tues 21/01/2020	Wed 22/1/2020	Thurs 23/1/2020	FRI 24/1/2020
Assembly										

Preparati on & Lesson planning	Preparatio n & Lesson planning	Presentation Skill of (SI+Expln +Closure)	Preparation & Lesson planning (Skill of SV)	Preparation & Lesson planning (Skill of Illustrating with example)	Presentation Skill of (SV, IWE )	Pedagogy of School Subjects EC-1 BT	Learning & Teaching CC-3	Presentation Skill of Questioning, BB and reinforcement	Objectives and specifications Workshop SE	Integrated Lesson presentation (12-15mins)
Guidance	Guidance	Presentation of (SI+Expln +Closure)	Guidance	Guidance	Presentation Skill of (SV, IWE )	Guidance	Demo lessons (2)	Presentation Skill of Questioning and reinforcement	Objectives and specifications Workshop SE	Integrated Lesson presentation

RECESS

Skill of Explanati on & Skill of Closure pp	Guidance	Skill of Stimulus Variation BT	Skill of Illustrating with example NS	Skill of Black Board Summary GT	Skill of Questioning BD	Skill of Reinforem ent GT	Demo lessons (2)	Lesson Planning & Content analysis BD	Orientation to Internship	Integrated Lesson presentation
Micro Lesson - Planning	Planning for the presentati on	Micro Lesson -Planning	Micro Lesson - Planning	Planning for the presentation	Micro Lesson -Planning	Micro Lesson - Planning		Integrated		

ary 2020: Integrated Lesson  
 ary 2020: Community Service and Uber Rang  
 ary 2020: Internship in schoosl for three weeks begins

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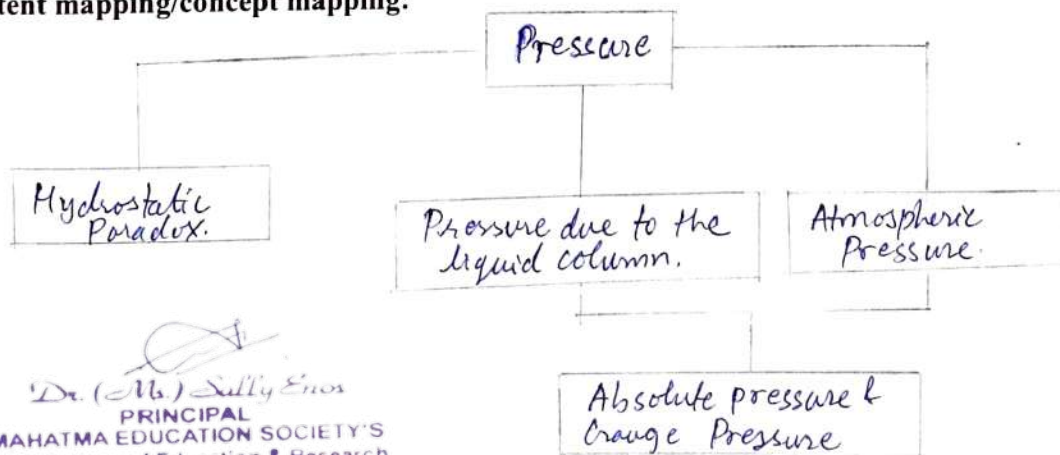
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**Lesson Note**

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 MAHATMA EDUCATION SOCIETY'S  
 Pillai College of Education & Research  
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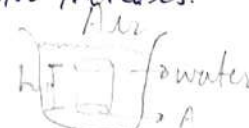

**Learning resources:**

- Learning material :
- Reference material: Class-12th Physics Textbook (Maharashtra Board)


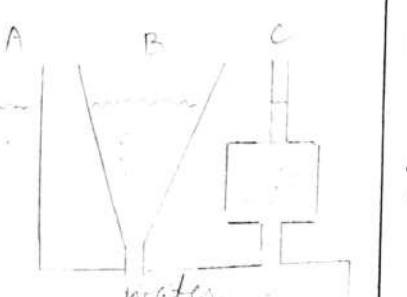
**Activity leading to the topic:** The teacher places a white sheet of paper on the edge of the table and attach a ruler scale to it, then he bounces the ball on the ruler, but the paper doesn't bounce or move, then the teacher crushes the white sheet of paper and repeats the same activity, this time the paper moved, the teacher asks some questions from the student related to the activity & declares the topic.


**Declaration of the topic:** So students today we will learn about the pressure in liquids

**Methodology:** Set Induction, Skill of explanation

Teaching points/Content analysis	Teaching learning activities	Students expected responses
<p><u>Teaching Points:-</u>                      (I) <u>Pressure due to a liquid column:-</u>                      Facts:- The pressure inside the liquid column increases as the depth increases.                      Diagram:-                       Formula:- <math>P = \rho gh</math></p>	<p>The teacher asks the following questions to the students by showing them a diag.                      (Q1) what do you see in this diagram:-                      we need to find the pressure exerted by the liquid on a point.                      (Q2) what is the formula for pressure?                      (Q3) what is the formula for density?                      (Q4) what is the volume for this cylinder?                      Then the teacher derives the formula for pressure in the liquid column.</p>	<p>A container filled with water.  <math>P = F/A</math>  <math>\rho = m/V</math>  <math>V = \pi r^2 h = A \times h</math></p>
<p><u>II) Teaching Points:-</u>  <u>Atmospheric Pressure</u>                      The pressure exerted by the atmosphere on the surface of the earth.</p> <p>                      Dr. (Ms.) Sully Snos                      PRINCIPAL                      MAHATMA EDUCATION SOCIETY'S                      Pillai College of Education &amp; Research                      Dr Pillai Teacher Training &amp; Research Centre                      Plot No. 1, Sector-8, Khanda Colony,                      New Panvel-410 206</p>	<p>The teacher asks the following qts.                      (Q1) what is the air made up of?                      (Q2) Does air exerts pressure?                      (Q3) Does the atmosphere exerts pressure in outer space?                      (Q4) what is the pressure in outer space?                      Then the teacher explains the students about atmospheric pressure. How high is the atmosphere and why there is no pressure in the outer space?</p>	<p>mixture of gases                      Yes.                      Yes.                      Students are not sure....</p>



Teaching points/content analysis	Teaching learning activities	Students expected answers
<p><u>Teaching Points:-</u>            (III) <u>Absolute Pressure and Gauge Pressure.</u>  <u>Facts:-</u> The pressure in the liquid is the sum total of the atmospheric pressure and liquid column.  <u>Diagram:-</u></p>  <p><u>Formula:-</u>  <math display="block">P = P_0 + \rho gh</math></p>	<p>The teacher shows the second diag. to the students and asks.</p> <ol style="list-style-type: none"> <li>① What do you observe in the diagram? → A container filled with water.</li> <li>② What is the force at point <math>x_1</math> → <math>F_1 = P_1 A_1</math>.</li> <li>③ What is the force at point <math>x_2</math> → <math>F_2 = P_2 A_2</math>.</li> <li>④ Are these both forces equal? → Yes, they are equal since the fluid is at rest.</li> <li>⑤ Does the weight of the liquid column plays a role here? → Yes.</li> </ol> <p>Then the teacher derives the eqn and explains the relation of between Absolute, Atmospheric &amp; Gauge Pressure.</p>	
<p><u>Teaching Points</u>            (IV) <u>Hydrostatic Paradox.</u>  <u>Diagram:-</u></p>  <p><u>Definition:-</u> The pressure at a certain horizontal level in the fluid is proportional to the vertical distance to the surface of liquid.</p>	<p>The teacher draws the diagram of different container containing water with some height of the liquids on each container and asks the students</p> <p>(Q) what will be the pressure at the bottom. → It will be different.</p> <p>Then the teacher corrects the students and explains to them the Hydrostatic Paradox.</p>	

  
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**Closure statement :** So students today we learned about pressure in a liquid column. Absolute and gauge pressure and Atmospheric Pressure.

**Core element/ values(description):** Protectionism of Environment:-

water being a fluid is an important part of the environment and also necessary for every living being in this planet. We should not waste water unnecessarily.

**Recapitulation:** ① what is the formula of pressure in liquids?

② What is Atmospheric Pressure?

③ What are Absolute and Gauge Pressure?

④ What is the relation between Absolute, Atmospheric and Gauge Pressure?

**Higher order questions :** ① How does the pressure inside the liquid varies with respect to its Height?

② Why do we feel less pressure of air as we move up in the atmosphere?

**Assignment:** (Q) A swimmer is swimming in a swimming pool at 6m below the surface of the water, Calculate the pressure on the swimmer due to the water above. (Density of water ( $\rho$ ) =  $1000 \text{ kg/m}^3$ ,  $g = 9.8 \text{ m/sec}^2$ ).

**Blackboard work**

21/7/22

Topic:- Mechanical Properties of Fluids

class-10th

SubTopic:- Pressure in Liquid.

① Pressure due to liquid column.

$P = h\rho g$  where  $p$  = pressure.  
 $h$  = height of the liquid column.

$g$ :- acc<sup>n</sup> due to gravity;  $\rho$ :- density of liquid.

② Absolute Pressure and Gauge Pressure

$P = P_0 + \rho gh$   $p$  - Absolute pressure.  
 $P_0$  - Atmospheric pressure.

$\rho$ :- Density of liquid;  $h$ :- height of the column.

③ Atmospheric Pressure:- The pressure exerted by the atmosphere on the surface of the earth.

④ Hydrostatic Paradox:- The pressure at a certain horizontal level in the fluid is proportional to the vertical distance to the surface of liquid.



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<u>Criteria for evaluation</u>		<u>Suggestions</u>
Set induction →	good	with experiment - concept pressure → on liquid
Model reading		
Model recitation		
Objective questions		
Silent reading		
Narration		
Explanation →	good	explained each concept.
Illustration		
Questions		
Use of learning resources		
Class participation →	Satis.	
Black board work →	Satis.	B.B. area divided systematically. but need to improve writing skill on B.B. not visible from little far.
Demonstration		
Closure		
Reinforcement		
Values		
Core element		
Methodology →		explanation skill is good
Interaction →	Satis.	Pupils are less connected.
Knowledge of content →	good	
Preparation of lesson →	good	coloured print outs - but <del>can't</del> what is written is not readable.
Interest		
Class management →	Satis.	<u>Jeemur</u> Supervisor's sign

**Reflections** Today. I was confident compared to the previous lecture, but I was not feeling well as I had cold & cough. Today I tried to explain the concept of pressure. I started <sup>without</sup> activity, it was about atmospheric pressure. I also derived the expression for pressure in a liquid column on the blackboard. Students were writing & taking notes. Maybe my handwriting on the blackboard was lighter. I will try to work on it next time. I tried to explain each concept to the students in easy concise manner. Maybe there was a little interaction today, but I will work on it next time.

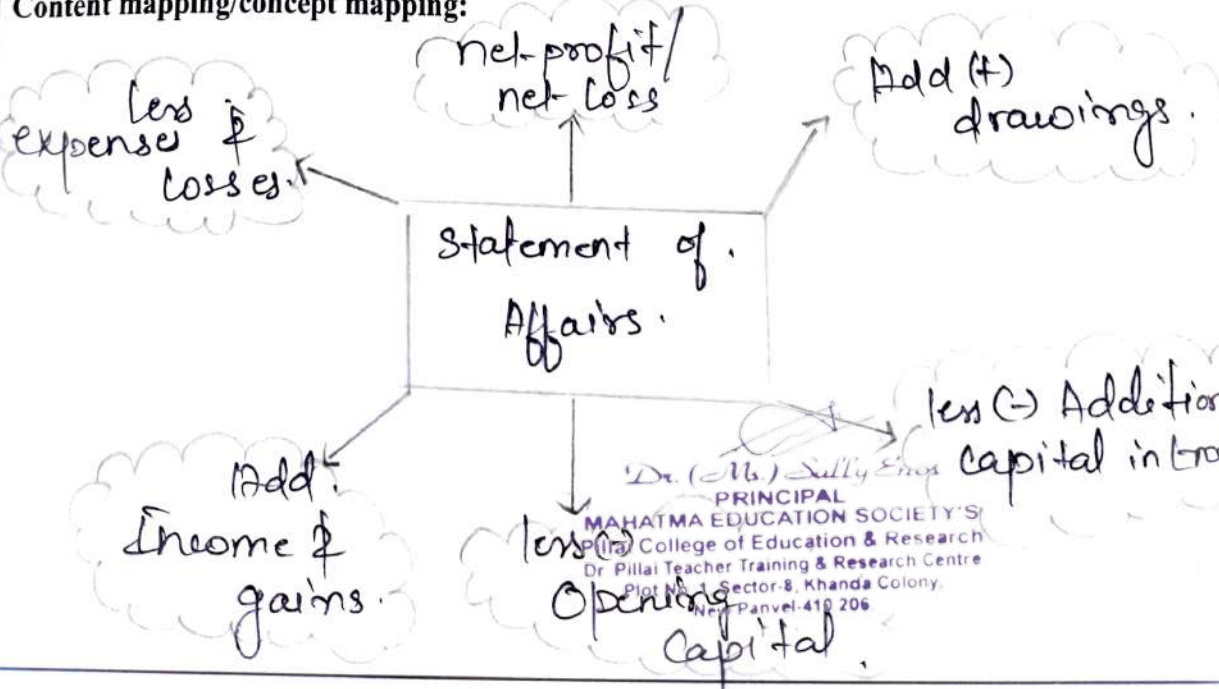
Guiding professor's signature Dr. (Ms.) Silly Enca



Name of the student teacher: <u>Pooja Nair</u>	Practising School/College: <u>KT Junior College</u>
Roll no: <u>26</u> Subject: <u>Accounts (BK)</u>	Std.: <u>XI</u> Div: <u>Composite</u>
Total lesson no.: <u>05</u> Method lesson no.: <u>05</u>	Date: <u>10/05/20</u> Lesson duration:
Topic: <u>Single Entry System.</u>	Subtopic: <u>Sum. (Single Entry System)</u>

Anticipated prior knowledge/entry knowledge:	The pupil are aware about the basics of Single Entry System.
General objectives:	Specific objectives:
<p><u>Knowledge</u>:- The pupil acquires the knowledge of single entry system.</p> <p><u>Understanding</u>:- The pupil develops an understanding of the items of statement of affairs and profit and loss account.</p> <p><u>Application</u>:- The pupil applies his/her knowledge &amp; understanding in new &amp; unfamiliar situation.</p> <p><u>Skill</u>:- The pupil develops computational skills.</p>	<p><u>Knowledge</u>:- The pupil recalls the element of single entry system.</p> <p><u>Understanding</u>:- The pupil explains the terms included in statement of affairs &amp; profit and loss A/c.</p> <p><u>Application</u>:- The pupil solves a new problem.</p> <p><u>Skill</u>:- The pupil solves the sum of statement of affairs &amp; profit/loss A/c accurately.</p>

**Content mapping/concept mapping:**



**Learning resources:**

- Learning material :
- Reference material: XI<sup>th</sup>. Bk. textbooks

Activity leading to the topic: P.Tr ask questions based on their previous knowledge. What is single entry? which type of business follow this system? What are the accounts maintained in the single entry system?

Declaration of the topic: So today we are going to solve one sum from single entry system.

Methodology: Recap Questioning - Explanation - Solving.

Teaching points/Content analysis	Teaching learning activities	Students expected responses
<p><u>Teaching points</u></p> <ul style="list-style-type: none"> <li>- Statement of affairs</li> <li>- Statement of profit &amp; loss.</li> </ul> <p><u>Terms</u></p> <p>debt loss, creditors, Capital drawing, Overvaluation, Undervaluation, Bank overdraft.</p> <p><u>Concepts</u></p> <p>Single entry system is a system of book-keeping in which as a rule only records of cash &amp; personal accounts are maintained.</p> <p><u>Facts</u></p> <p>It is known as incomplete double entry with varying circumstances.</p> <p><u>Generalization</u></p> <p>After listing down the items we get net profit or loss of business.</p>	<p>P.Tr recalls the definition of single entry system and he then started solving the sum.</p> <p>P.Tr says First we have to find the opening and closing capital and how will we find the opening/closing capital?</p> <p>In this statement of affairs what comes in the left hand side? what comes in the right hand side? what are assets? what are liabilities? where will the furniture go? where will the creditors go?</p> <p>(P.Tr in the same way places each assets and liabilities along with the students)</p> <p>P.Tr says as now we got the opening and closing capital now lets find the profit/loss by making statement of profit/loss.</p> <p>what is the first item that we place in the statement of profit/loss?</p> <p>what will we do with withdrawn amt?</p> <p>what will we less from that?</p> <p>then what will we get?</p> <p>what will we less from Adjusted capital?</p> <p>Then what will we get?</p> <p>In the same way lets add the income &amp; gains &amp; subtract the expenses &amp; losses along with the students.</p>	<p>By making statement of Affairs</p> <p>Liabilities.</p> <p>Asset property of company</p> <p>Exp of company</p> <p>Asset.</p> <p>Liabilities.</p> <p>Capital at end of the year</p> <p>Add</p> <p>Additional cap</p> <p>Adjusted cap</p> <p>Opening Cap</p> <p>Profit before A</p>

Closure statement: So today we have learnt about solving single entry system.

Core element/values (description): Scientific temper :- As the statement of affairs and profit and loss if we make one mistake our whole calculation will be wrong. In the same way we should think twice and logically. Accountability - we should be accountable of our actions.

Recapitulation:  
1) What do we get from Statement of Affairs?  
2) What do we get from Statement of profit and loss A/c?

Higher order questions:  
Sum (attached)

Assignment:  
Sum (attached)

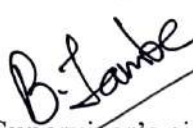
Blackboard work

Subject - B.K.      Std -

Topic - Single Entry System.

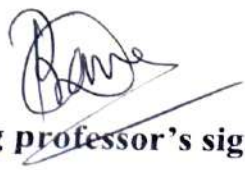
Statement of Affairs.		Statement of profit/loss particulars.		Amt
Liabilities	Assets			

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Criteria for evaluation	Suggestions
<ul style="list-style-type: none"> <li>Set induction</li> <li>Model reading</li> <li>Model recitation</li> <li>Objective questions</li> <li>Silent reading</li> <li>Narration</li> <li>Explanation</li> <li>Illustration</li> <li>Questions</li> <li>Use of learning resources</li> <li>Class participation</li> <li>Black board work</li> <li>Demonstration</li> <li>Closure</li> <li>Reinforcement</li> <li>Values</li> <li>Core element</li> <li>Methodology</li> <li>Interaction</li> <li>Knowledge of content</li> <li>Preparation of lesson</li> <li>Interest</li> <li>Class management</li> </ul>	<ul style="list-style-type: none"> <li>* Introduction to the content by asking questions on the previous knowledge of the students.</li> <li>* Statement of aim declared and topic written on the board.</li> <li>* Questions were asked on the sum from textbook but putting up the sum on chart paper would have been more effective.</li> <li>* B.B. work developed along with the content in a systematic manner.</li> <li>* Avoid using Hindi in the classroom.</li> <li>* Explanation given was correct and sufficient.</li> <li>* Closure done.</li> </ul> <p style="text-align: center;">         Supervisor's sign     </p> <p style="text-align: right;">Good lesson!</p>
<p style="text-align: right;">       Knowledge of content } Good        Preparation of lesson }        Class management - Good     </p>	

**Reflections**

Time got was less and therefore couldn't summarize the topic and forget to present core value. Completed the lesson but couldn't as per my plan. Felt that can do better.



Guiding professor's signature

  
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**Lesson Note**

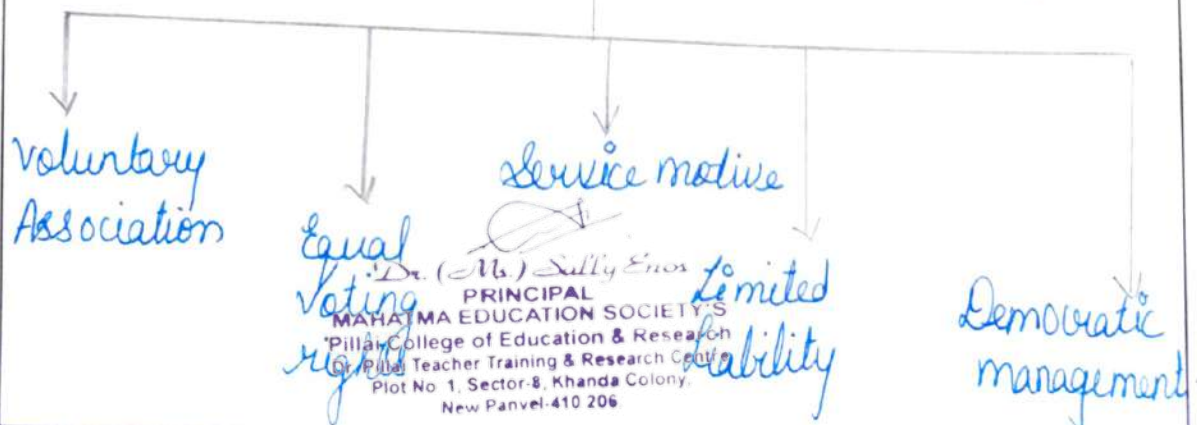
Name of the student teacher: <i>Sanam Gupta</i>	Practising School/College:		
Roll no. <i>57</i>	Subject: <i>O.C</i>	Std.: <i>XII</i>	Div.: <i>5</i>
Total lesson no.: <i>13</i>	Method lesson no.:	Date: <i>20/8/19</i>	Lesson
Topic: <i>Forms of Business Organisation</i>	Subtopic: <i>Co-operative society</i>		

Anticipated prior knowledge/entry knowledge:	<i>The pupil are aware of co-operative society.</i>
General objectives:	Specific objectives:

<p><i>I) Knowledge: The pupil acquires the knowledge of co-operative society.</i></p> <p><i>II) Understanding: The pupil develops an understanding of features of co-operative</i></p> <p><i>III) Application: The pupil applies his/her knowledge &amp; understanding in new &amp; unfamiliar situation</i></p>	<p><i>I) Knowledge: The pupil recalls the meaning of co-operative society</i></p> <p><i>II) Understanding: The pupil explains the features of co-operative society</i></p> <p><i>III) Application: The pupil gives reasons as to how co-operative society differs from other commercial organisation</i></p>
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**Content mapping/concept mapping:**

*Features of co-operative society.*





Learning resources:

- Learning material: chart
- Reference material: XII-O.C Textbook

Activity leading to the topic: By Showing chart. Tr asks - (1) What is co-operative society (voluntary association) (2) what is the main motive of co-operative (service) (3) what is 1 member 1 vote?

Declaration of the topic:

So based on previous knowledge today we shall study about features of co-operative society.

Methodology: Discussion.

Teaching points/Content analysis	Teaching learning activities	Students expected responses
<p>① Teaching points: Features of co-operative society.</p>	<p>Tr. Shows the chart with definition. Now let us have a look at the features of a co-operative society with the help of chart.</p>	
<p>② Terms: Voting rights, Service, liability, one member one vote.</p>	<p>Tr. asks questions based on co-operative society.</p>	
<p>③ Definition: It is a society which has its objectives for promotion of economic interest of its members.</p>	<p>① What is democratic management? ② What is one member one vote? ③ What do you understand by the term service motive?</p>	<p>opportunity to express opinion. → one individual can vote once. → To provide service to its members</p>
<p>④ Generalisation: Co-operative organisation is a voluntary association.</p>	<p>④ What is surplus profit? ⑤ What is open membership? Tr. then explains the features of co-operative society.</p>	<p>→ excess profit. → voluntary membership.</p>
	<p>- Tr. concludes the topic.</p>	

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Closure statement : So, today we have learnt features of co-operative society

Core element/ values(description): Removal of social barriers, co-operative society helps to remove social barriers & helps to live with co-operation in society.

Recapitulation:

- ① What is the nature of members of a co-operative society?
- ② Explain the features of co-operative society?

Higher order questions :

Give reason :

- ① Co-operative society differs from other forms of commercial organisation

Assignment:

List out various merits & demerits of co-operative society.

Blackboard work

Sub : O.C

Topic : Features of co-operative society

Date :

Std : XI

- ① Open Membership
- ② Equal voting rights
- ③ Service motive
- ④ Limited Liability
- ⑤ Democratic management
- ⑥ Independent existence
- ⑦ Registration
- ⑧ Surplus profit
- ⑨ State control.

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Criteria for evaluation

- Set induction
- Model reading
- Model recitation
- Objective questions
- Silent reading
- Narration
- Explanation
- Illustration
- Questions
- Use of learning resources
- Class participation
- Black board work
- Demonstration
- Closure
- Reinforcement
- Values
- Core element
- Methodology
- Interaction
- Knowledge of content
- Preparation of lesson
- Interest
- Class management

Suggestions


- Used previous knowledge of students for induction.
- Objective type questions asked but number of questions to be increased.
- Explanation was appropriate.
- Examples were adequate.
- Students took part in classroom discussion.
- Conclusion was relevant.
- Interaction to be increased.
- Good content knowledge.

Wanaware  
Supervisor's sign



**Reflections**

My lesson went smoothly. I feel would have been more better. Students took the initiative and gave the answers

  
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### **Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

#### **4. Identifying varied student abilities.**

  
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# 4. Identifying Varied Student Abilities



Mahatma Education Society's  
Pillai College of Education and Research, New Panvel  
F.Y. B.Ed. Semester II (2018-20)  
Core Course 3: Learning and Teaching

Assignment 1

Name of Student Teacher: Samar Parkar

9/10

Roll No.: 37

## KOLB'S LEARNING STYLE INVENTORY

### Purpose:

The Kolb Learning Style Inventory describes the way you learn and how you deal with ideas and day-to-day situations.

### SENTENCES

1. When I learn	I like to deal with my feelings <u>1</u>	I like to watch and listen <u>3</u>	I like to think about ideas <u>2</u>	I like to be doing things <u>4</u>
2. I learn best when	I trust my hunches and feelings <u>1</u>	I listen carefully and watch <u>2</u>	I rely on logical thinking <u>3</u>	I work hard to get things done <u>4</u>
3. When I am learning	I have strong feelings and reactions <u>2</u>	I am quiet and reserved <u>4</u>	I tend to reason things out <u>3</u>	I am responsible about things <u>1</u>
4. I learn by	Feeling <u>1</u>	Watching <u>3</u>	Thinking <u>2</u>	Doing <u>4</u>
5. When I learn	I am open to new experiences <u>1</u>	I look at all sides of an issue <u>2</u>	I like to analyse things, break them into their parts <u>4</u>	I like to try things out <u>3</u>
6. When I am learning	I am an intuitive person <u>1</u>	I am an observant person <u>4</u>	I am a logical person <u>3</u>	I am an active person <u>2</u>
7. I learn best from	personal relationship <u>1</u>	Observation <u>3</u>	rational theories <u>2</u>	a chance to try and practice <u>4</u>
8. When I learn	I feel personally involved <u>2</u>	I take my time before acting <u>3</u>	I like ideas and theories <u>1</u>	I like to see results from my work <u>4</u>
9. I learn best when	I rely on my feelings <u>1</u>	I rely on my observations <u>3</u>	I rely on my ideas <u>2</u>	I can try things out for myself <u>4</u>
10. When I am learning	I am an accepting person <u>2</u>	I am a reserved person <u>1</u>	I am a rational person <u>4</u>	I am a responsible person <u>3</u>
11. When I learn	I get involved <u>2</u>	I like to observe <u>3</u>	I evaluate things <u>1</u>	I like to be active <u>4</u>
12. I learn best when	I am receptive and open-minded <u>3</u>	I am careful <u>2</u>	I analyse ideas <u>1</u>	I am practical <u>4</u>
<b>TOTAL</b>	<b>18</b>	<b>33</b>	<b>28</b>	<b>41</b>

$$18 + 33 + 28 + 41 = 120$$

### Procedure :

- ① We were first given the Kolb's Learning Style Experiment sheets and received instructions from teacher.
- ② As per the instructions, we marked ourselves in the range 1-4 for the given questions, selecting choices most suitable to our learning styles (Most suited choice was marked 4 and the least suited marked 1)
- ③ Then the scores of each column were added; yet again all the obtained scores were added to get the sum 120.
- ④ The obtained scores were then plotted on a graph in 4 different quadrants.
- ⑤ Then the plotted points were joined to form a quadrilateral.
- ⑥ Hence, after analyzing the graph, I found my learning style to be "Converging"

**REFLECTIONS:** (Compare your learning style with the rest of your group and write a report on how you can optimally use your learning style to learn)

People with a Converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. Converging learning style is a combination of Abstract Conceptualisation and Active Experimentation. People with a converging learning style are more attracted to technical tasks and problems than social or interpersonal issues.

I always make use of Converging Learning style to learn, be it in my academics or any other area where learning is required. This learning style will help me understand the abstract concepts and theories. It will help me in understanding the concepts in a practical manner. This learning style will facilitate me to enhance my skills in Abstract Conceptualisation and Active Experimentation. It will also enable me with specialist and technology abilities. Converging learning style has always helped me in understanding and learning as it enables me to experiment with new ideas, to stimulate and to work with practical applications.

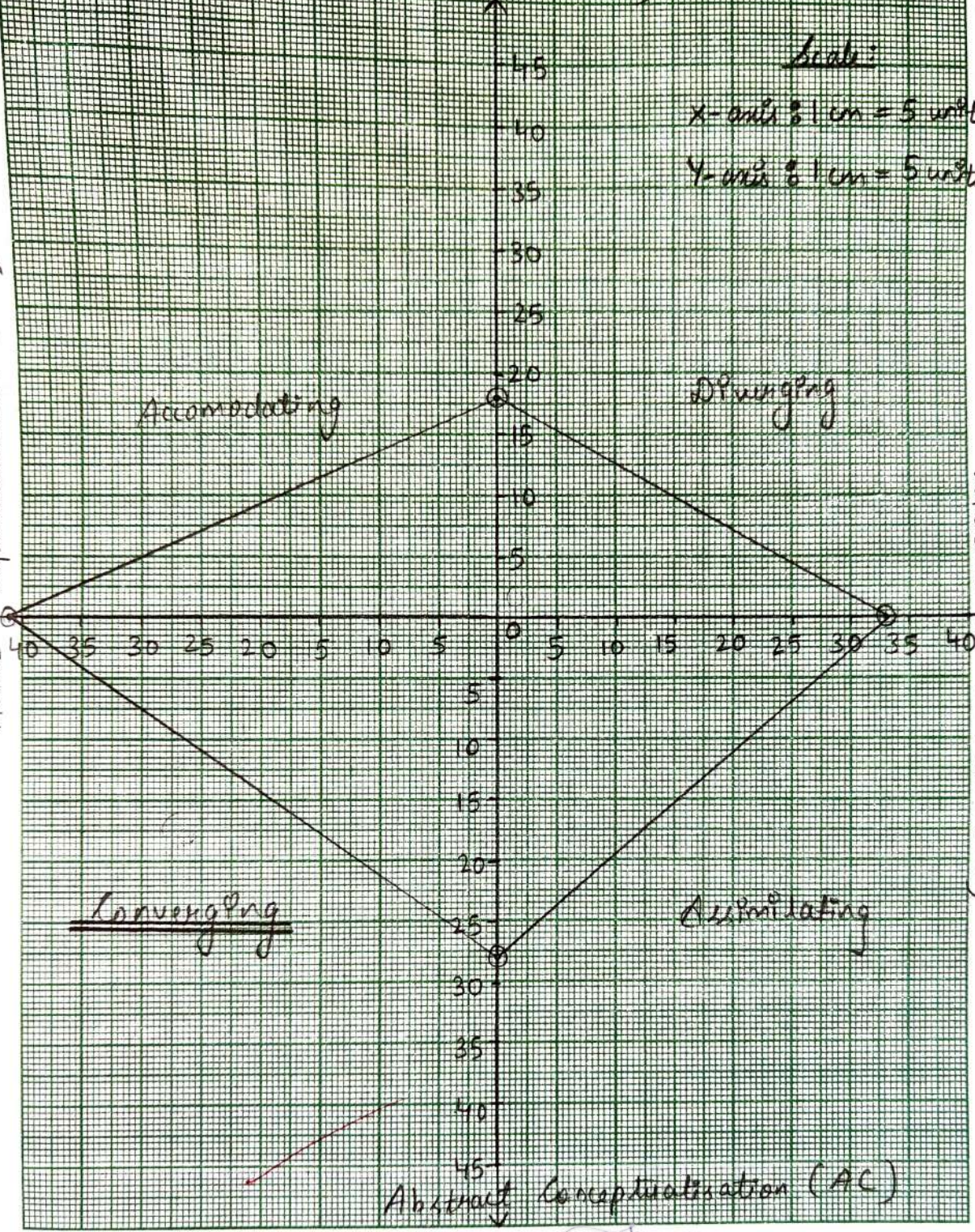
Active Experimentation (AE)

Concrete Experience (CE)

Scale:

X-axis: 1 cm = 5 units

Y-axis: 1 cm = 5 units



Reflexive  
Observation (RO)

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TOTAL	18	33	28	41
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18 + 33 + 28 + 41 = 120

Mahatma Education Society's  
Pillai College of Education and Research, New Panvel  
F.Y. B.Ed. Semester II (2018-20)



Core Course 3: Learning and Teaching

Assignment 1

Name of Student Teacher: Neelam Shaikh

Roll No.: 46

9/10

**KOLB'S LEARNING STYLE INVENTORY**

**Purpose:**

The Kolb Learning Style Inventory describes the way you learn and how you deal with ideas and day-to-day situations.

**SENTENCES**

1. When I learn	I like to deal with my feelings <u>2</u>	I like to watch and listen <u>4</u>	I like to think about ideas <u>1</u>	I like to be doing things <u>3</u>
2. I learn best when	I trust my hunches and feelings <u>1</u>	I listen carefully and watch <u>4</u>	I rely on logical thinking <u>2</u>	I work hard to get things done <u>3</u>
3. When I am learning	I have strong feelings and reactions <u>2</u>	I am quiet and reserved <u>1</u>	I tend to reason things out <u>3</u>	I am responsible about things <u>4</u>
4. I learn by	Feeling <u>1</u>	Watching <u>4</u>	Thinking <u>2</u>	Doing <u>3</u>
5. When I learn	I am open to new experiences <u>2</u>	I look at all sides of an issue <u>3</u>	I like to analyse things, break them into their parts <u>1</u>	I like to try things out <u>4</u>
6. When I am learning	I am an intuitive person <u>1</u>	I am an observant person <u>4</u>	I am a logical person <u>3</u>	I am an active person <u>2</u>
7. I learn best from	personal relationship <u>1</u>	Observation <u>4</u>	rational theories <u>2</u>	a chance to try and practice <u>3</u>
8. When I learn	I feel personally involved <u>2</u>	I take my time before acting <u>4</u>	I like ideas and theories <u>1</u>	I like to see results from my work <u>3</u>
9. I learn best when	I rely on my feelings <u>1</u>	I rely on my observations <u>4</u>	I rely on my ideas <u>2</u>	I can try things out for myself <u>3</u>
10. When I am learning	I am an accepting person <u>2</u>	I am a reserved person <u>1</u>	I am a rational person <u>4</u>	I am a responsible person <u>3</u>
11. When I learn	I get involved <u>2</u>	I like to observe <u>4</u>	I evaluate things <u>3</u>	I like to be active <u>3</u>
12. I learn best when	I am receptive and open-minded <u>2</u>	I am careful <u>1</u>	I analyse ideas <u>3</u>	I am practical <u>4</u>
<b>TOTAL</b>	<b>19</b>	<b>38</b>	<b>25</b>	<b>38</b>



## Procedure :

### Kolb Learning Style Sheet.

- 1) We are given Kolb's learning style Inventory Sheet by Pradhnya Maam.
- 2) Teacher explained us how to solve the table.
- 3) After scoring each question we tallied the marks and on bases of the score we marked it on our X & Y axis.
- 4) After joining <sup>all</sup> the points, from the two highest point, I learned <sub>about my learning style.</sub>

**REFLECTIONS:** (Compare your learning style with the rest of your group and write a report on how you can optimally use your learning style to learn)

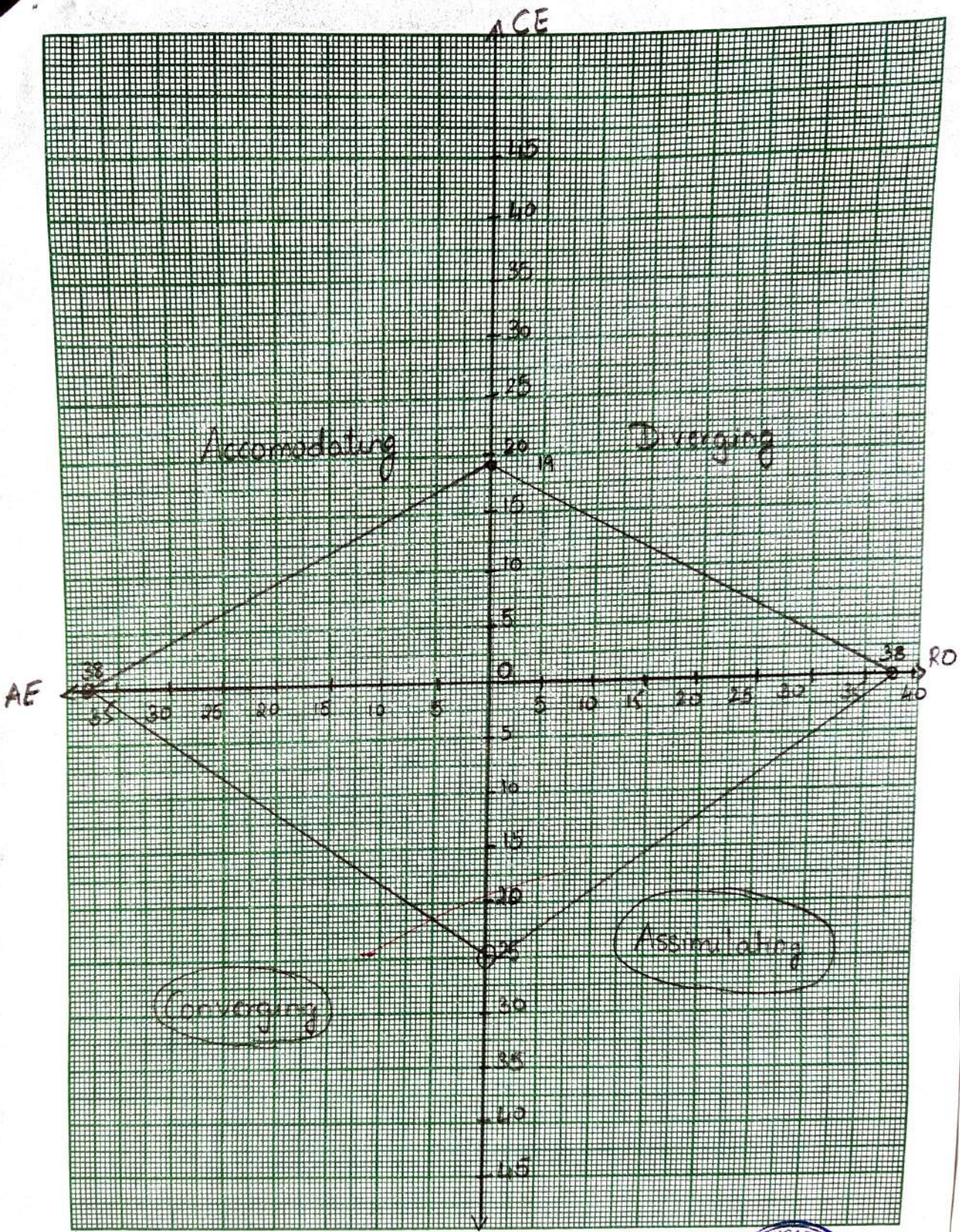
My learning style is Assimilating and Converging.

- Assimilating : The assimilating learning preference is for a concise, logical approach, ideas and concepts are more important than people. These people require good clear explanation rather than practical opportunity. These learning style people is important for effectiveness in information and science careers.
- Converging : People with a Converging learning style can solve the problem and use their learning to find solutions to their practical issues. They prefer technical tasks and are less concerned with people and interpersonal aspects. They are attracted to technical issues.

After finding about my learning style. I can use my abilities to learn new and accomplish any task.

I will concentrate on logical approach, and understanding the concept that can help me achieve my task.

I will motivate my self further to solve the issues that I face rather than giving up.



P4/Exam/M.U.P./Exam.-1327-1,00,000-1-2018

*Sub*  
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TOTAL	19	38	25	4
				38



# MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION AND RESEARCH

Dr. Pillai Teachers' Training & Research Centre, Plot 1, Khanda Colony, Sector 8, New Panvel - 410206.

## EXAMINATION / CONTENT TEST / ESSAY

Name Anna Susan Seat No. \_\_\_\_\_ Roll No. 04 Date 6.03.2020

Subject Learning and Teaching No. of Suppls. attached \_\_\_\_\_ Supr. Initials \_\_\_\_\_

Question No.	1	2	3	4	5	6	7	8	9	10	Total
Maximum Marks											
Marks Scored											09 10
Marks obtained (in words)											Signature of the Examiner <u>[Signature]</u> Date _____

## REPORT ON MULTIPLE INTELLIGENCE INVENTORY

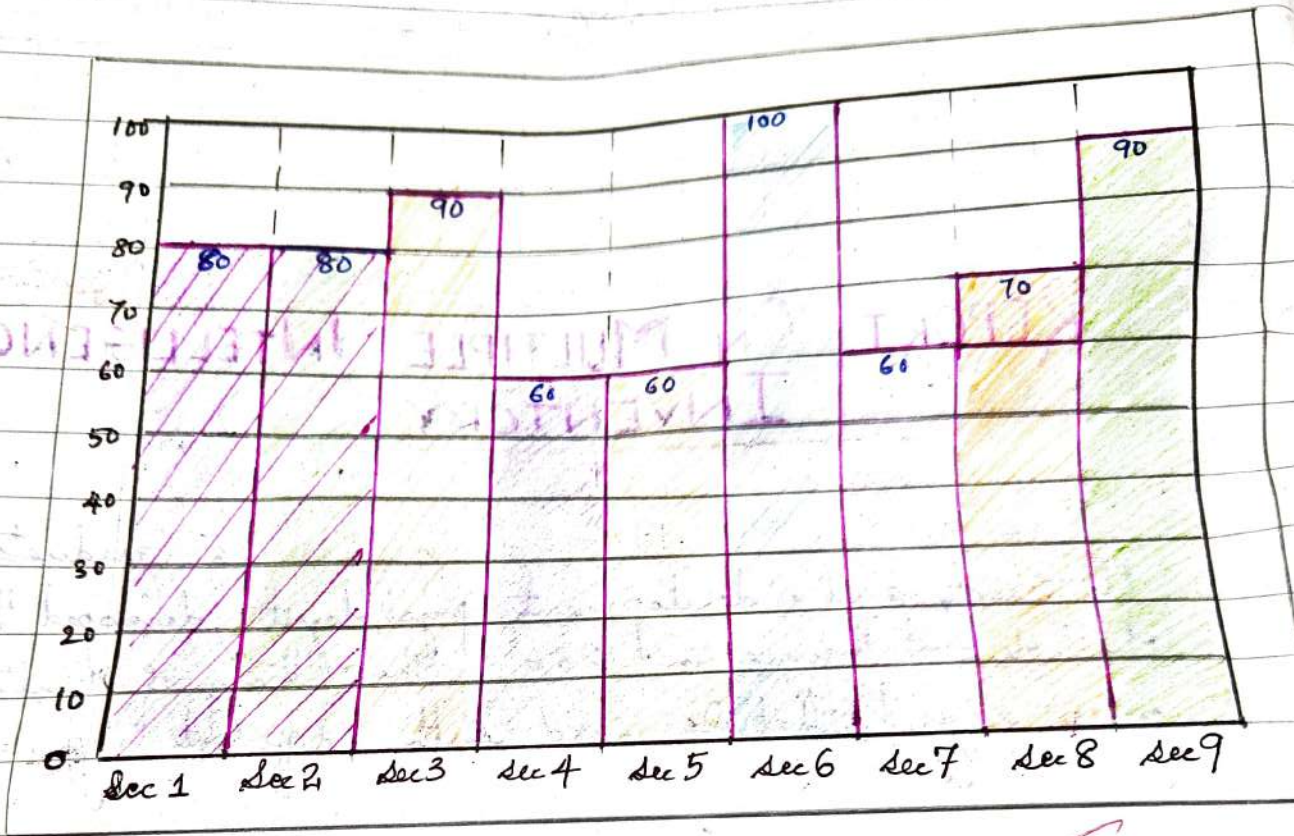
Howard Gardner, a graduate of Harvard University and a development psychologist, developed the theory of Multiple Intelligence in 1986. The theory of Multiple intelligence suggest that we excel with different types of intelligence.

Sections	Total Forward	Multiply	Score
1	8	$\times 10$	80
2	8	$\times 10$	80
3	9	$\times 10$	90
4	6	$\times 10$	60
5	6	$\times 10$	60
6	10	$\times 10$	100
7	6	$\times 10$	60
8	7	$\times 10$	70
9	9	$\times 10$	90

The above data is used to plot a graph. 'X' axis as the sections marked. Y axis representing scores.

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Graph:



Section and Scores.

- Kinesthetic strength : 100
- Visual strength : 90
- Logical strength : 90
- Naturalist strength : 80
- Musical strength : 80
- Intrapersonal strength : 70
- Existential strength : 60
- Interpersonal strength : 60
- Verbal strength : 60

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## My findings

Attending this multiple intelligence test, really helped me to identify those areas in which I am strong. Reflected those areas where I can perform well. I got my highest score in Kinesthetic strength (100) or Bodily strength. I love to perform activities, like dance, working with tools, taking part in sports. My second highest score was in Visual strength (90).

## My Reflection

This is the first time I am performing multiple intelligence test. It really meant exploring myself, knowing my strength and weakness. I am a person who love to get involved in motor activities this was exactly reflected in my scores. I got my highest scores in Kinesthetic or Bodily intelligence. Second highest score was in Visual intelligence / Spatial Intelligence. My least score was in Existential, Interpersonal and Verbal strength. So I need to improve these areas. Self realization plays a vital role in all-round development, helps in knowing one strength and weakness. This test is really helpful for students to realize their strength in learning. Teachers also gets an opportunity to understand the dynamics of classroom.

Dr. (Ms.) Sully Enos

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## CONCLUSION

Everyone has all the intelligence!

You can strengthen each intelligence!

This inventory is meant as a snapshot in time - it can change!

Multiple intelligence is meant to empower, not label learners!

## REFERENCES

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<http://surf-aquarium.com/MI/inventory.htm>

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Part I – Instruction. Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, put Zero. Then total the column in each section.



Section 1

- 1 I enjoy categorizing things by common traits
- 1 Ecological issues are important to me
- 0 Classification helps me make sense of new data
- 1 I enjoy working in a garden
- 1 I believe preserving our National Parks is important
- 1 Putting things in hierarchies makes sense to me
- 1 Animals are important in my life
- 0 My home has a recycling system in place
- 1 I enjoy studying biology, botany and/or zoology
- 1 I pick up on subtle differences in meaning

8 TOTAL for Section 1

Section 2

- 1 I easily pick up on patterns
- 1 I focus in on noise and sounds
- 0 Moving to a beat is easy for me
- 1 I enjoy making music
- 1 I respond to the cadence of poetry
- 1 I remember things by putting them in a rhyme
- 0 Concentration is difficult for me if there is background noise
- 1 Listening to sounds in nature can be very relaxing
- 1 Musicals are more engaging to me than dramatic plays
- 1 Remembering song lyrics is easy for me

8 TOTAL for Section 2

Section 3

- 1 I am known for being neat and orderly
- 1 Step by step directions are a big help
- 1 Problem solving comes easily to me
- 1 I get easily frustrated with disorganized people
- 0 I can complete calculations quickly in my head
- 1 Logic puzzles are fun
- 1 I can't begin an assignment until I have all my "ducks in a row"
- 1 Structure is a good thing
- 1 I enjoy troubleshooting something that isn't working properly
- 1 Things have to make sense to me or I am dissatisfied

9 TOTAL for Section 3

Section 4

- 0 It is important to see my role in the "big picture" of things
- 1 I enjoy discussing questions about life
- 0 Religion is important to me
- 1 I enjoy viewing art work
- 1 Relaxation and meditation exercises are rewarding to me
- 1 I like traveling to visit inspiring places
- 0 I enjoy reading philosophers
- 1 Learning new things is easier when I see their real world application
- 0 I wonder if there are other forms of intelligent life in the universe
- 1 It is important for me to feel connected to people, ideas and beliefs

6 TOTAL for Section 4

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Section 5

- I learn best interacting with others
- I enjoy informal chat and serious discussion
- The more the merrier
- I often serve as a leader among peers and colleagues
- I value relationships more than ideas or accomplishments

- Study groups are very productive for me
- I am a "team player"
- Friends are important to me
- I belong to more than three clubs or organizations
- I dislike working alone

6 TOTAL for Section 5

Section 6

- I learn by doing
- I enjoy making things with my hands
- Sports are a part of my life
- I use gestures and nonverbal cues when I communicate
- Demonstrating is better than explaining
- I love to dance
- I like working with tools
- Inactivity can make me more tired than being very busy
- Hands on activities are fun
- I live an active lifestyle

10 TOTAL for Section 6

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Section 7

- Foreign languages interest me
- I enjoy reading books, magazines and web sites
- I keep a journal
- Word puzzles like crosswords or jumbles are enjoyable
- Taking notes helps me remember and understand
- I faithfully contact friends through letters and/or email
- It is easy for me to explain my ideas to others
- I write for pleasure
- Puns, anagrams and spoonerisms are fun
- I enjoy public speaking and participating in debates

6 TOTAL for Section 7

Section 8

- My attitude effects how I learn
- I like to be involved in causes that help others
- I am keenly aware of my moral beliefs
- I learn best when I have an emotional attachment to the subject
- Fairness is important to me
- Social justice issues interest me
- Working alone can be just as productive as working in a group
- I need to know why I should do something before I agree to do it
- When I believe in something I give more effort towards it
- I am willing to protest or sign a petition to right a wrong

7 TOTAL for Section 8

Section 9

- Rearranging a room and redecorating are fun for me
- I enjoy creating my own works of art
- I remember better using graphic organizers
- I enjoy all kinds of entertainment media
- Charts, graphs and tables help me interpret data
- A music video can make me more interested in a song
- I can recall things as mental pictures
- I am good at reading maps and blueprints
- Three dimensional puzzles are fun
- I can visualize ideas in my mind

9 TOTAL for Section 9





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Dr. Pillai Teachers' Training & Research Centre, Plot 1, Khanda Colony, Sector 8, New Panvel - 410206.

**EXAMINATION / CONTENT TEST / ESSAY**

Name AMRITA SHREE Seat No. \_\_\_\_\_ Roll No. 39 Date 07/03/2020

Subject LEARNING AND TEACHING No. of Suppls. attached \_\_\_\_\_ Supr. Initials \_\_\_\_\_

Question No.	1	2	3	4	5	6	7	8	9	10	Total
Maximum Marks											
Marks Scored											
Marks obtained (in words)											
Signature of the Examiner	<u>[Signature]</u>										Date

9  
/  
10

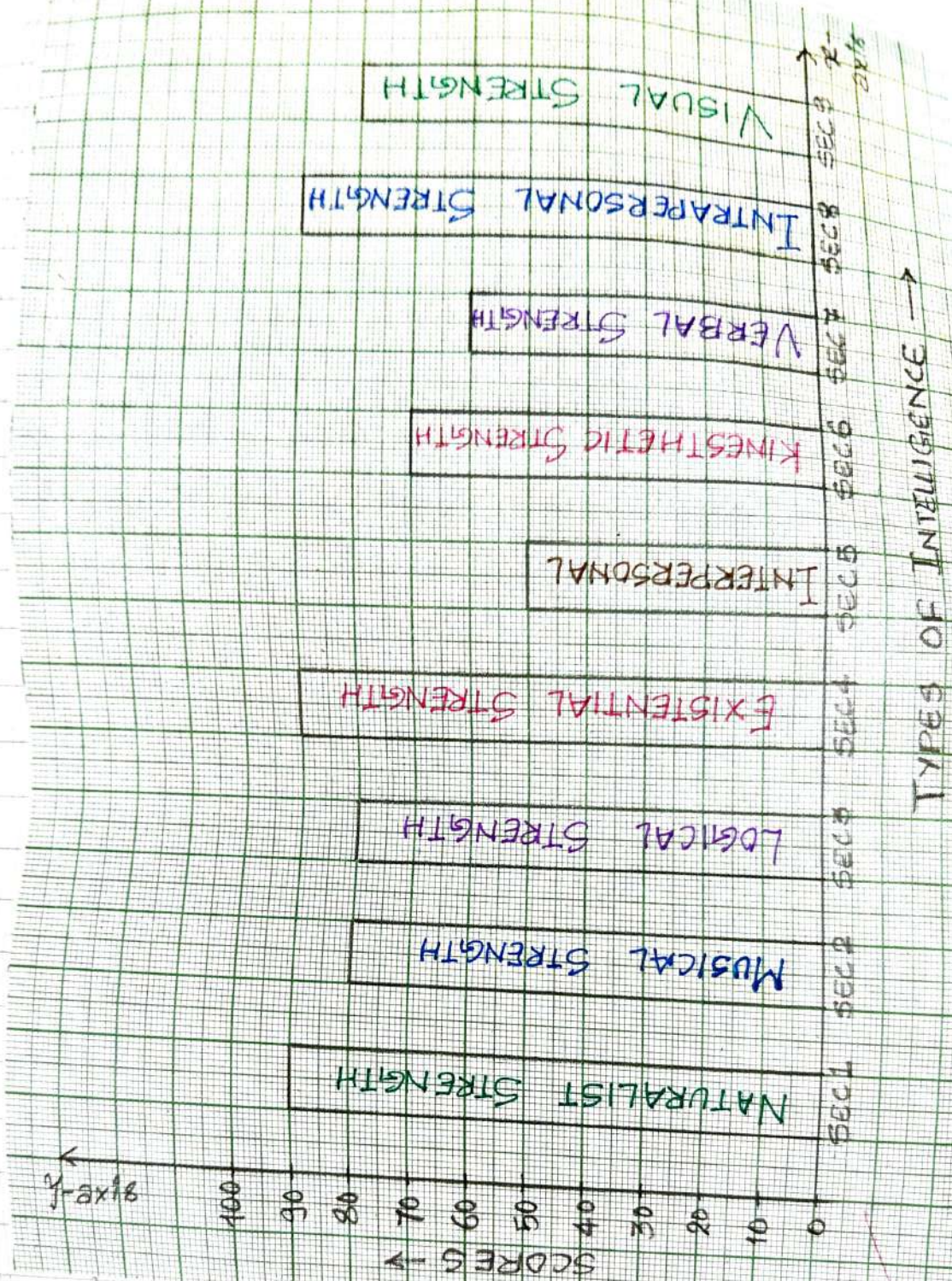
**MULTIPLE INTELLIGENCE  
INVENTORY AND REPORT**

1. Calculate the score for each section.
2. Now carry forward your score in the table below & multiply by 10.

Section	Total Forward	Multiply	Score
1	09	x 10	90
2	08	x 10	80
3	08	x 10	80
4	09	x 10	90
5	05	x 10	50
6	07	x 10	70
7	06	x 10	60
8	09	x 10	90
9	08	x 10	80

*(M.) Silly Enos*  
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3. Plot a graph in the table below → (PTO)



4. My highest scores are in section 1, section 4 and section 8, i.e., Naturalist, Existential and Intrapersonal strengths.

5. My Findings -  
My strengths are -

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Part I – Instruction. Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, put Zero. Then total the column in each section.



**Section 1**

1 I enjoy categorizing things by common traits

1 Ecological issues are important to me

1 Classification helps me make sense of new data

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1 Animals are important in my life

0 My home has a recycling system in place

1 I enjoy studying biology, botany and/or zoology

1 I pick up on subtle differences in meaning

9 TOTAL for Section 1

**Section 2**

0 I easily pick up on patterns

1 I focus in on noise and sounds

0 Moving to a beat is easy for me

1 I enjoy making music

1 I respond to the cadence of poetry

1 I remember things by putting them in a rhyme

1 Concentration is difficult for me if there is background noise

1 Listening to sounds in nature can be very relaxing

1 Musicals are more engaging to me than dramatic plays

1 Remembering song lyrics is easy for me

8 TOTAL for Section 2

**Section 3**

1 I am known for being neat and orderly

1 Step by step directions are a big help

0 Problem solving comes easily to me

1 I get easily frustrated with disorganized people

1 I can complete calculations quickly in my head

1 Logic puzzles are fun

1 I can't begin an assignment until I have all my "ducks in a row"

1 Structure is a good thing

0 I enjoy troubleshooting something that isn't working properly

1 Things have to make sense to me or I am dissatisfied

8 TOTAL for Section 3

**Section 4**

1 It is important to see my role in the "big picture" of things

1 I enjoy discussing questions about life

1 Religion is important to me

1 I enjoy viewing art work

1 Relaxation and meditation exercises are rewarding to me

1 I like traveling to visit inspiring places

1 I enjoy reading philosophers

1 Learning new things is easier when I see their real world application

1 I wonder if there are other forms of intelligent life in the universe

0 It is important for me to feel connected to people, ideas and beliefs

9 TOTAL for Section 4

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Section 5

- I learn best interacting with others
- 1 I enjoy informal chat and serious discussion
- The more the merrier
- 1 I often serve as a leader among peers and colleagues
- 1 I value relationships more than ideas or accomplishments

5 TOTAL for Section 5

- 1 Study groups are very productive for me
- I am a "team player"
- 1 Friends are important to me
- I belong to more than three clubs or organizations
- I dislike working alone

Section 6

- 1 I learn by doing
- 1 I enjoy making things with my hands
- Sports are a part of my life
- 1 I use gestures and nonverbal cues when I communicate
- 1 Demonstrating is better than explaining
- I love to dance
- 1 I like working with tools
- 1 Inactivity can make me more tired than being very busy
- 1 Hands on activities are fun
- I live an active lifestyle

7 TOTAL for Section 6

Section 7

- Foreign languages interest me
- 1 I enjoy reading books, magazines and web sites
- I keep a journal
- 1 Word puzzles like crosswords or jumbles are enjoyable
- 1 Taking notes helps me remember and understand
- I faithfully contact friends through letters and/or email
- 1 It is easy for me to explain my ideas to others
- 1 I write for pleasure
- 1 Puns, anagrams and spoonerisms are fun
- I enjoy public speaking and participating in debates

6 TOTAL for Section 7

Section 8

- 1 My attitude affects how I learn
- 1 I like to be involved in causes that help others
- 1 I am keenly aware of my moral beliefs
- 1 I learn best when I have an emotional attachment to the subject
- 1 Fairness is important to me
- Social justice issues interest me
- 1 Working alone can be just as productive as working in a group
- 1 I need to know why I should do something before I agree to do it
- 1 When I believe in something I give more effort towards it
- 1 I am willing to protest or sign a petition to right a wrong

9 TOTAL for Section 8

Section 9

- Rearranging a room and redecorating are fun for me
- 1 I enjoy creating my own works of art
- 1 I remember better using graphic organizers
- 1 I enjoy all kinds of entertainment media
- 1 Charts, graphs and tables help me interpret data
- 1 A music video can make me more interested in a song
- 1 I can recall things as mental pictures
- I am good at reading maps and blueprints
- 1 Three dimensional puzzles are fun
- 1 I can visualize ideas in my mind

8 TOTAL for Section 9

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1. Naturalist - according to this, the human has the ability to discriminate among living things as well as sensitivity to other features of the natural world. The person has natural interest in the environment. They enjoy being in nature and want to protect it.

2. Existential - having an ability to be sensitive to, or have the capacity for, conceptualizing or tackling deeper or larger questions about human existence. The person is cosmic smart, spiritually smart or has metaphysical intelligence. Such people appear to have a sixth sense, they may be psychic, or ones who pose, or sometimes even answer, life's larger questions. Like: why am I here? where do we go when we die?

3. Intrapersonal - person has the capacity to understand oneself, & one's thoughts and feelings, and uses such knowledge in planning and directing one's life. These young adults may be shy. They are very aware of their own feelings, ideas & goals. These people need time alone to process and create.

• My reflections on this Multiple Intelligence Inventory I feel that this test, if given with sincerity and full concentration, will definitely help a person in knowing a lot about him/herself. The result shows I have naturalist strength. It is true as I do enjoy being in nature & am sensitive too. Existential, Yes, I do sometimes frustrate myself with questions like 'why I was born?' or 'what is my purpose?'. I do like thinking about life, death, universe, space.

Intrapersonal - sometimes I feel I always knew what I wanted but it takes a lot of time to accept. This

world can be chaotic and lead to a lot of confusion. Yes, spending time alone is needed, to untangle, relax, process & create something new. Apart from these strengths, I need to work on Interpersonal, Verbal, kinesthetic strengths more. I feel Interpersonal and verbal strengths are low because at the end of the day I like being alone. But it's good to know about the weak points and try and work on it. Low kinesthetic strength because of only one reason - I am a lazy person. But I would like to have more body-mind union or harmony, so, better start learning.

## 6. Conclusion -

Everyone has all the intelligences. We can strengthen each intelligence. This inventory is meant as a snapshot in time - it can change. Multiple Intelligence is meant to empower, not label learners.

## 7. References -


<http://surfaquarium.com/MI/inventory.htm>

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**Thinking Styles**

- Each item in this questionnaire is made up of a statement followed by five possible "endings."
- Indicate the order of the ending as follows. 5 for 'MOST LIKE YOU' and 1 for 'LEAST LIKE YOU'.
- Each question must contain one 5, one 4, one 3, one 2, and one 1.
- Even if two or more endings seem equally like you, rank them anyway.

1	When there is conflict between people over ideas, I tend to favor the side that.	
	5	Identifies and tries to bring out the conflict. 5
	2	Best expresses the ideals and values involved. 2
	3	Best reflects my personal opinions and experience. 3
	4	Approaches the situation with the most logic and consistency. 4
2	When I begin work on a group project, what is most important to me is.	
	5	Understanding the purposes and value of the project.
	3	Discovering the goals and values of individuals in the group.
	4	Determining how we are to go about doing the project.
	1	Understanding how the project can be of benefit to the group.
3	Generally speaking, I absorb new ideas best by.	
	4	Relating them to future or current activities.
	3	Applying them to concrete situations.
	2	Concentration and careful analysis.
	5	Understanding how they are similar to familiar ideas.
4	For me, charts and graphs in a book or article are usually.	
	5	More useful than the narrative, if they are accurate.
	4	Useful, if they clearly display the important facts.
	3	Useful, if supported and explained by the narrative.
	2	Useful, if they raise questions about the narrative.
5	If I were asked to do a research project, I would probably start by.	
	3	Trying to fit the project into a broad perspective.
	4	Deciding if I can do it alone or if I will need help.
	5	Speculating about what the possible outcomes might be.
	1	Determining whether or not the project should be done.
6	If I were to gather information for neighbors about a community concern, I would prefer to.	
	2	Meet with them individually and ask specific questions.
	5	Hold an open meeting and ask them to air their views.
	4	Interview them in small groups and ask general questions.
	3	Meet informally with key people to get their ideas.
7	I am likely to believe that something is true if it.	
	1	Has held up against opposition.
	2	Fits with other things that I believe.
	3	Has been shown to hold up in practice.
	4	Makes sense logically and scientifically.
8	When I read a magazine article in my leisure time, it is likely to be about.	
	3	How someone resolved a personal or social problem.
	1	A controversial or political issue.
	2	An account of scientific or historical research.
	4	An interesting, humorous person or event.
9	When I read a report at work, I am likely to pay the most attention to.	
	2	The relation of the conclusions to my own experience.
	1	Whether or not the recommendations can be accomplished.
	4	The validity of the findings, backed up by data.
	5	The writer's understandings of goals and objectives.
3	The inferences that are drawn from the data.	

  
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10	When I have a task to do, the first thing I want to know is:				
	3	What the best method is for getting the task done.			
	2	Who wants the task done and when.			
	5	Why the task is worth doing.			
	1	What effect it may have on other tasks that have to be done.			
11	I usually learn the most about how to do something new by:				
	5	Understanding how it is related to other things I know.			
	2	Starting in to practice it as soon as possible.			
	1	Listening to differing views about how it is done.			
	3	Having someone show me how to do it.			
12	If I were to be tested or examined, I would prefer:				
	4	An objective, problem oriented set of questions on the subject.			
	1	A debate with others who are also being tested.			
	5	An oral-visual presentation covering what I know.			
	3	An informal report on how I have applied what I have learned.			
13	People whose abilities I respect the most are likely to be:				
	1	Philosophers and statesmen.			
	5	Writers and teachers.			
	4	Business and government leaders.			
	3	Economists and engineers.			
14	Generally speaking, I find a theory useful if it:				
	1	Seems related to other theories or ideas that I have learned.			
	2	Explains things to me in a new way.			
	5	Can systematically explain a number of related situations.			
	4	Serves to clarify my own experience and observations.			
15	When I read an article on a controversial subject, I prefer that it:				
	1	Show the benefits to me for choosing a point of view.			
	5	Set forth all the facts in the controversy.			
	4	Logically outline the issues involved.			
	3	Identify the values supported by the writer.			
16	If I read a book outside my field, I am most likely to do so because of:				
	5	An interest in improving my professional knowledge.			
	2	Having been told it would be useful by someone I respect.			
	4	A desire to extend my general knowledge.			
	1	A desire to get outside my field for a change.			
17	When I first approach a technical problem, I am most likely to:				
	2	Try to relate it to a broader problem or theory.			
	5	Look for ways to get the problem solved quickly.			
	2	Think of a number of opposing ways to solve it.			
	4	Look for ways that others might have solved it.			
18	Generally speaking, I am most inclined to:				
	2	Find existing methods that work, and use them as well as possible.			
	1	Speculate about how dissimilar methods might work together.			
	4	Discover new and better methods.			
	5	Find ways to make existing methods work in a new and better way.			
	3	Figure out how existing methods ought to work.			

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 Plot No-1, Sector-8, Khanda Colony,  
 New Panvel-410 206

Thinking Style	1	2	3	4	5
Total Scores	55	51	64	56	47



## Thinking Styles

- Each item in this questionnaire is made up of a statement followed by five possible "endings."
- Indicate the order of the ending as follows: 5 for 'MOST LIKE YOU' and 1 for 'LEAST LIKE YOU'.
- Each question must contain one 5, one 4, one 3, one 2, and one 1.
- Even if two or more endings seem equally like you, rank them anyway.

1	When there is conflict between people over ideas, I tend to favor the side that.	
	5	Identifies and tries to bring out the conflict.
	2	Best expresses the ideals and values involved.
	4	Best reflects my personal opinions and experience.
	1	Approaches the situation with the most logic and consistency.
	3	Expresses the argument most forcefully and concisely.
2	When I begin work on a group project, what is most important to me is.	
	5	Understanding the purposes and value of the project.
	2	Discovering the goals and values of individuals in the group.
	4	Determining how we are to go about doing the project.
	1	Understanding how the project can be of benefit to the group.
	3	Getting the project organized and underway.
3	Generally speaking, I absorb new ideas best by.	
	3	Relating them to future or current activities.
	2	Applying them to concrete situations.
	5	Concentration and careful analysis.
	4	Understanding how they are similar to familiar ideas.
	1	Contrasting them to other ideas.
4	For me, charts and graphs in a book or article are usually.	
	3	More useful than the narrative, if they are accurate.
	5	Useful, if they clearly display the important facts.
	4	Useful, if supported and explained by the narrative.
	2	Useful, if they raise questions about the narrative.
	1	No more and no less useful than other material.
5	If I were asked to do a research project, I would probably start by.	
	5	Trying to fit the project into a broad perspective.
	1	Deciding if I can do it alone or if I will need help.
	3	Speculating about what the possible outcomes might be.
	4	Determining whether or not the project should be done.
	2	Trying to formulate the problem as thoroughly as possible.
6	If I were to gather information for neighbors about a community concern, I would prefer to.	
	4	Meet with them individually and ask specific questions.
	3	Hold an open meeting and ask them to air their views.
	5	Interview them in small groups and ask general questions.
	2	Meet informally with key people to get their ideas.
	1	Ask them to bring me all the relevant information that they have.
7	I am likely to believe that something is true is it.	
	1	Has held up against opposition.
	4	Fits with other things that I believe.
	2	Has been shown to hold up in practice.
	5	Makes sense logically and scientifically.
	3	Can be personally verified by observable facts.
8	When I read a magazine article in my leisure time, it is likely to be about.	
	4	How someone resolved a personal or social problem.
	3	A controversial or political issue.
	5	An account of scientific or historical research.
	2	An interesting, humorous person or event.
	1	A true account of someone's interesting experience.
9	When I read a report at work, I am likely to pay the most attention to.	
	4	The relation of the conclusions to my own experience.
	2	Whether or not the recommendations can be accomplished.
	1	The validity of the findings, backed up by data.
	5	The writer's understandings of goals and objectives.
	3	The inferences that are drawn from the data.

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10	When I have a task to do, the first thing I want to know is.	
	5	What the best method is for getting the task done.
	1	Who wants the task done and when.
	4	Why the task is worth doing.
	2	What effect it may have on other tasks that have to be done.
	3	What the immediate benefit is for doing the task.
11	I usually learn the most about how to do something new by.	
	5	Understanding how it is related to other things I know.
	3	Starting in to practice it as soon as possible.
	1	Listening to differing views about how it is done.
	2	Having someone show me how to do it.
	4	Analyzing how to do it the best way.
12	If I were to be tested or examined, I would prefer.	
	5	An objective, problem oriented set of questions on the subject.
	1	A debate with others who are also being tested.
	4	An oral-visual presentation covering what I know.
	2	An informal report on how I have applied what I have learned.
	3	A written report covering background, theory, and method.
13	People whose abilities I respect the most are likely to be.	
	5	Philosophers and statesmen.
	4	Writers and teachers.
	4	Business and government leaders.
	3	Economists and engineers.
	4	Farmers and journalists.
14	Generally speaking, I find a theory useful if it.	
	5	Seems related to other theories or ideas that I have learned.
	1	Explains things to me in a new way.
	4	Can systematically explain a number of related situations.
	3	Serves to clarify my own experience and observations.
	2	Has a practical and concrete application.
15	When I read an article on a controversial subject, I prefer that it.	
	2	Show the benefits to me for choosing a point of view.
	1	Set forth all the facts in the controversy.
	3	Logically outline the issues involved.
	5	Identify the values supported by the writer.
	4	Highlight both sides of the issue and clarify the conflict.
16	If I read a book outside my field, I am most likely to do so because of.	
	5	An interest in improving my professional knowledge.
	2	Having been told it would be useful by someone I respect.
	5	A desire to extend my general knowledge.
	1	A desire to get outside my field for a change.
	4	Curiosity to learn more about the specific subject.
17	When I first approach a technical problem, I am most likely to	
	2	Try to relate it to a broader problem or theory.
	5	Look for ways to get the problem solved quickly.
	1	Think of a number of opposing ways to solve it.
	3	Look for ways that others might have solved it.
	4	Try to find the best procedure for solving it.
18	Generally speaking, I am most inclined to.	
	3	Find existing methods that work, and use them as well as possible.
	1	Speculate about how dissimilar methods might work together.
	5	Discover new and better methods.
	4	Find ways to make existing methods work in a new and better way.
	2	Figure out how existing methods ought to work.

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Thinking Style	Synthesist	Idealist	Pragmatist	Analyst	Realist
Total Scores	65	43	61	51	48




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### **Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

### **5. Dealing with student diversity in classrooms.**

  
*Dr. (Ms.) Sally Enos*  
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**New Panvel-410 206.**

## 5. Dealing with Students diversity in classrooms

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL


Semester 3

SY.B.Ed (2017-19)

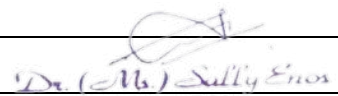
11<sup>th</sup> June to 30<sup>th</sup> June 2018

Timings: 2 to 3.30pm

Date	Activities	Teacher in Charge
11/06/18 (Mon)	General Instructions and Orientation to ITM Demonstration from three subject areas	Dr Geeta R Thakur
12/06/18 (Tue)	ITM- Demo and Guidance	Dr Geeta R Thakur
13/06/18 (Wed)	ITM Guidance	All teachers
14/06/18 (Thur)	CAM Presentations by students	Dr Geeta R Thakur
15/06/18 (Fri)	Year Plan Discussion and group work As per students First Method	Ms Bindu Tambe
18/6/18 (Mon)	ITM Presentation	Dr Geeta R thakur
19/6/18 (Tues)	Unit Plan discussion and group Work	Dr Bhavna Dave
20/06/18 (Wed)	Unit Plan group Work	All teachers
21/06/18 (Thur)	Weightage table Discussion and Group work	Ms Pradnya Jadhav
22/06/18 (Fri)	Blue Print Discussion and group Work Item bank	Ms Geeta S Thakur
23/6/18 (Sat)	Introduction to creative lessons/ Group work ( creating Item bank)	All Teachers
25/6/18 (Mon)	Submission of Question paper (20 marks) guidance on the test paper	All Teachers
26/6/18 (Tues)	Question wise Analysis, Scoring Key and Marking Scheme	Dr Geeta R Thakur
27/06/18 (Wed)	Group Work	
28/06/18 (Thur)	Creative Lessons presentation	All Teachers
29/06/18 (Fri)	Orientation to Sem 3 Internship: reflection, Co-teaching, maintaining records, administrating test.....	Dr Geeta R Thakur
30/6/18 (Sat)	Finalization of the Evaluation file Submission of the Evaluation file	All teachers

  
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**Pillai College of Education and Research, New Panvel (W)**  
**F.Y. B.Ed 2021-23- Semester 2**                      **6th September 2022 onwards**

	<b>Assembly: 11.45 to 12.00 noon/ Lunch break: 1.15 to 2.00pm</b>				
Timings	12.00- 1.15pm	2.00pm – 3.00pm	3.00pm to 4.00pm	4.00-5.00pm	
6-09-22	--	--	Class test- Learning & Teaching	Library work	
7-09-22	--	--	Class test- Pedagogy of School Subjects	Library work	
8-09-22	--	--	Class test- Educational Management	Library work	
9-09-22	Unity in Diversity- Celebration and Cultural activity				
12-09-22	CC-3 Learning & Teaching (Unit-6)	<b>Simulated Lesson-1 Orientation and Demonstration (CAM)</b>	EC-1 Pedagogy of School Subjects. Guidance Group activity	Library work/ Guidance Group activity	
13-09-22	CC-3 Learning & Teaching (Unit-6)	EC-1 Pedagogy of School Subjects. Guidance Group activity	EC-1 Pedagogy of School Subjects. Guidance Group activity	Library work/ Guidance Group activity	
14-09-22	Field Visit to Muenzer (9.30-- 12.30pm)	EC-1 Pedagogy of School Subjects/ Guidance Group work	EC-1 Pedagogy of School Subjects/ Guidance Group Work		
15-09-22	EC-1 Pedagogy of School Subjects.	EC-1 Pedagogy of School Subjects. Guidance Group activity	EC-1 Pedagogy of School Subjects/ Guidance Group activity		
16-09-22	STUDENT PRESENTATIONS- Simulated Lesson-1				
17-09-22	<b>Simulated Lesson-2 Orientation and Demonstration (ITM)</b>	Library work/ Guidance Group activity	Library work/ Guidance Group activity		
19-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity		
20-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity		
21-09-22	STUDENT PRESENTATIONS- Simulated Lesson-2				
22-09-22	Nai-Talim: Experiential Learning- Orientation (Method-1 & Method-2)	Guidance Group activity	Library work/ Guidance Group activity		
23-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity		
24-09-22	Guidance Group activity	--	Garba / Dandiya	 <b>PRINCIPAL</b> <b>MAHATMA EDUCATION SOCIETY'S</b> Pillai College of Education & Research Dr. Pillai Teacher Training & Research Centre Plot No. 1, Sector-8, Khanda Colony, New Panvel-410-206	
26-09-22	STUDENT PRESENTATIONS- Experiential learning- Method-1				
24-09-22	Guidance Group activity (Method-2)		Library work/ Guidance Group activity		
26-09-22	Guidance Group activity (Method-2)		Library work/ Guidance Group activity		
27-09-22	STUDENT PRESENTATIONS- Experiential learning- Method-2				
01-10-22	<b>ALUMNI MEET 2022</b>				

# 5. Dealing with Students diversity in classrooms



MAHATMA EDUCATION SOCIETY'S  
PILLAI'S COLLEGE OF EDUCATION & RESEARCH

Sector-8, Khanda Colony, New Parvel(W), Dist. Raigad - 410206

## SIMULATED LESSON PLAN

Name of the student teacher <u>Neelam Singh</u>	Pillai's College of Education & Research <u>New Parvel</u>
Roll No. <u>76</u> Subject: <u>English</u>	Std. <u>VI</u> Div. _____
Lesson No. ( Total ) _____	Date: _____
Topic: <u>Interrogative Pronoun</u>	Time-From _____ To _____
Technique: <u>Concept Attainment Model (CAM)</u>	


### Previous knowledge of the class

Pupils are aware about 'wh' type of questions.

Teaching Points	General Objectives
<p>Interrogative Pronouns</p> <p>- To interrogate means to ask questions. So interrogative pronouns are words that are used for asking questions</p> <p><i>Dr. (Ms.) Sully Enos</i> PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education &amp; Research Dr Pillai Teacher Training &amp; Research Centre Plot No 1, Sector-8, Khanda Colony, New Parvel-410 206</p>	<p>Knowledge : The pupil acquires knowledge of the Interrogative Pronoun.</p> <p>Understanding : The pupil develops an understanding of Interrogative Pronoun.</p> <p>Application : The pupil applies his/her knowledge &amp; understanding in a new &amp; unfamiliar situation</p>
Teaching Aids <u>Strips of written statement</u>	
Reference Books <u>Oxford the New Grammar Tree Grade 6</u> <u>Wren &amp; Martin.</u>	

Content Analysis		Objectives : Specification
<u>Topic</u> : Interrogative Pronoun		<u>Knowledge</u> :
<u>Content</u> : Interrogative Pronoun means to ask questions. So interrogative pronouns are words that are used for asking questions.		1) The pupil recognises the interrogative pronoun words.
<u>Non essential attributes</u> :		2) <u>Understanding</u>
Same number and Person.		a) The pupil classifies examples into positive & negative category.
Positive eg	Negative eg	b) The pupil analyses the attributes of positive and negative examples
1) who was knocking at door?	1) The tour leader who asked us to come early is himself late.	c) The pupil generalise the concept of Interrogative Pronoun.
2) whom were you talking to?	2) The creature whom you saw in your dream does not exist in reality?	3) <u>Application</u> :
3) Those shoes are mine; whose are those?	3) My Cousin whose photographs I showed you is coming to visit us next week.	1) The pupil sites examples of Interrogative Pronoun.
4) what are you trying to hide from me?	4) whose books are there?	2) The pupil identifies IP in the given sentences.
5) My favourite colour is black; what is yours?	5) One of the answers which she gave during the quiz was not correct?	
6) whose is that black bag lying in the corner?		
7) To whom should I give this book?		
8) what is the menu today?		
9) whose house is closer to probants; yours or hers?		
10) what is the date today?		
<b>Introduction:</b> Phase I - Presentation of data & identification of <sup>concept</sup>		
Everyday we study from our books. Today we shall learn in a different way. Open your rough notebooks and take a pen. Do not talk or discuss with anybody.		
<b>Statement of Aim:</b> Today we are going to play a game. I have an idea in my mind. I will present some examples which are positive & they describe the idea in my mind. I will present another set of examples which are positive. Study & compare positive & Negative examples and make a guess about the idea.		

Procedure	Evaluation
Presentation(Mention values and core elements)	Recapitulation/Application
Teacher puts up examples in the positive & negative column one by one & ask the pupils to carefully study the examples.	1) Teacher use pupils to read examples of
<u>Phase II</u> : <u>Testing the attainment of concept</u>	Interrogative Pronoun.
Teacher puts up the unlabelled examples and ask pupils to classify them as positive & negative. Teacher ask pupils to give reason for the classification	2) Teacher asks pupils to identify interrogative pronoun in the given sentences
Presentation :(with values & core elements)	
Teacher then asks the pupils the following questions :	
1) What are the essential attributes of the concept?	Core element (Describe)
2) What are the non-essential attributes of the concept?	Scientific temper
The pupil generalise the definition based on the attributes	
<u>Phase III</u> : <u>Analysis of thinking strategies</u>	
Teacher asks the following questions to help the pupils analyse their thinking strategies	
1) What did you think about the concept	
2) when 1 <sup>st</sup> eg was put up?	
3) what guess did you make with subsequent example?	
4) when did you realise that you were on the right track?	Values (Describe)
Closure : So today we learnt Interrogative Pronoun.	

  
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**Jottings diagrams**

Essential attributes

- Interrogative pronoun is used to ask questions
- Placement of 'wh' word.

Non Essential Attributes

- Number
- Person

**BLACK BOARD WORK**

**Summary**

Positive Eg

- 1) Who was knocking at the door?
  - 2) Who were you talking to?
  - 3) Who is the king of the jungle?
  - 4) These shoes are mine; whose are those?
  - 5) What are you hiding from me?
  - 6) To whom should I give this book?
- Interrogative Pronouns for Asking questions.

Negative Eg

- 1) The man who won the grand prize is very humble.
- 2) The lady whom you met is my aunt.
- 3) I know what you mean.
- 4) The car whose door is scratched is my father's.
- 5) I know what you mean.
- 6) Which books are you reading?
- 7) Whose shoes are these?
- 8) They who seek only for faults see nothing else.
- 9) You who are mighty, should be merciful.

**\* Remark Items**

- .....Set induction
- .....Model Reading
- .....Model Recitation
- .....Objective Qns
- .....Silent Reading
- .....Narrations
- .....Explanations
- .....Illustrations
- .....Questions
- .....Use of teaching aids
- .....Class room interaction
- .....Class participation
- .....Black Board work
- .....Experiments
- .....Demonstration
- .....Specimen observation
- .....Dramatization
- .....Students's reading/recitation/drill
- .....Closure
- .....Teacher's knowledge of Content
- .....Teacher's preparation of Lesson
- .....Method of teaching
- .....Interest created
- .....Class control
- .....Values / Core Element

Seen the remarks of the Supervisor

Guiding Professor's Sign:

*B. Jamba*

\* Supervising Professor

**Suggestions**

- \* Clear instructions were given at the beginning.
- \* Positive and negative examples were put up in a statement form.
- \* Testing the attainment of concept was done by using unlabelled eggs.
- \* Attributes were drawn out by asking apt. questions.
- \* Analysis of thinking strategies must be done.

A good lesson!

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Chembur Naka, Mumbai - 400 071, Tel: 2522 4856 / 8414

Sector - 8, Khanda Colony, New Panvel(W), Dist Raigad - 410206

**SIMULATED LESSON PLAN**

Name of the student teacher <u>Sonam Gupta</u>	Pillai's College of Education & Research
Roll No. <u>67</u> Subject: <u>O.C</u>	
Lesson No. (Total) <u>2</u>	
Topic: <u>Partnership Firm</u>	
Technique: <u>Inquiry Training Model [ITM]</u>	
Std. <u>XII</u> Div. _____	Date: _____
Time-From _____ To _____	

Previous knowledge of the class

The pupil is aware of meaning & features of partnership firm.

**Teaching Points**

\* Effects of Non-Registration:  
As per the Indian partnership Act, 1932 it is not necessary to register the firm for its formation but it is useful to get the firm registered.

**General Objectives**

- I) Knowledge: The pupil acquires knowledge about effects of non-registration of partnership firm.
- II) Understanding: The pupil develops an understanding of benefits of registration.
- III) Application: The pupil applies his/her knowledge & understanding in new & unfamiliar situation.

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Teaching Aids

Reference Books class XII - Textbook.

## Content Analysis

## Objectives : Specification

### \* Effects of Partnership firm:

① A partner of an unregistered firm cannot file a suit against firm

② An unregistered firm cannot file suit against third party, but third party can file in the court of law against firm

③ Firm also cannot start legal proceeding against any partner.

### I) Knowledge:

The pupil recalls & recognizes the effects of partnership firm

### II) Understanding:

The pupil states the effects of non-registration of a partnership firm

### III) Application:

The pupil identifies & give new examples based on his knowledge.

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**Introduction:** The teacher instructs students that she will be presenting an inquiry based story, after which the students will clear their doubts by asking questions & teacher will respond with yes & no for positive & negative inquiry

**Statement of Aim:**

Procedure	Evaluation
<b>Presentation (Mention values and core elements)</b>	<b>Recapitulation/Application</b>
<p>Phase-I: The tr. presents the prob. - Ambili &amp; Sunita, Komal entered into a partnership firm. Komal is a sleeping partner whereas Ambili &amp; Sunita are active partners. Their firm was not registered. After some years, Ambili &amp; Sunita transferred funds in their personal A/c &amp; have set up a new firm &amp; Komal was kept in dark. Komal wants to take an action for dissolution. But she couldn't why?</p> <p>Phase-II: Data gathering:</p> <p>① Was Komal too lazy to do the business?</p> <p>② Is it because she was sleeping partner?</p>	<p>① What are the effects of non-registration of partnership firm?</p> <p>② What are the benefits of registering a partnership firm?</p>
	<b>Core element (Describe)</b>
Phase-III: Data gathering [Experimentation]	<b>Values (Describe)</b>
<p>The tr. will reject the negative queries &amp; accept positive queries &amp; direct students in right way.</p> <p>Phase IV: The tr. analyses which part of discussion lead them to</p>	<p>Honesty &amp; punctuality:</p> <p>The partners should be</p>
<p><b>Closure:</b> So, today we have <sup>eight direction</sup> learnt the effects of non-registration of partnership firm.</p>	<p>honest to the partners of firm.</p>

  
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Summary

Sub: O.C

Sld: XII

Topic: Partnership Firm

\* Effects of non-registration of a firm.

① A partner can't file suit against firm or its partner

② Firm can't start legal proceeding against any partner.

\* Remark Items

- .....Set induction
- .....Model Reading
- .....Model Recitation
- .....Objective Qns
- .....Silent Reading
- .....Narrations
- .....Explanations
- .....Illustrations
- .....Questions
- .....Use of teaching aids
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- .....Specimen observation
- .....Dramatization
- .....Students's reading/recitation/drill
- .....Closure
- .....Teacher's knowledge of Content
- .....Teacher's preparation of Lesson
- .....Method of teaching
- .....Interest created
- .....Class control
- .....Values / Core Element

Suggestions

- \* St. to. used ITM by narrating story.
- \* story was narrated in a proper manner.
- \* Topic / concept was explained well after getting correct response.

— Don't remember the points. Prepare well.

\* General Remarks

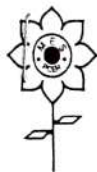
\* Good presentation! keep it up!

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\* Supervising Professor

Write the remarks of the Supervisor

Write the Sign of the Supervising Professor:



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Sector- 8, Khanda Colony, New Panvel(W), Dist. Raigad - 410206


**SIMULATED LESSON PLAN**

Name of the student teacher <u>Purva Parimal</u> <u>Bhunjje</u>	Pillai's College of Education & Research
Roll No. _____ Subject: <u>Science.</u>	_____
Lesson No. (Total) <u>1</u>	Std. <u>VI</u> Div. _____
Topic: _____	Date: <u>16/9/22</u>
Model _____	Time-From _____ To _____
Technique: <u>Inductive thinking model</u>	

Previous knowledge of the class

The pupils have prior knowledge about Nutrition in food.

Teaching Points	General Objectives
<p>Nutrients &amp; foodstuff.</p> <ul style="list-style-type: none"><li>- Carbohydrates</li><li>- Fats</li><li>- Protein</li><li>- Vitamins &amp; Minerals.</li></ul> <p><u>Vitamins</u> -</p> <p>A B<sub>1</sub> B<sub>9</sub> B<sub>12</sub> C D E K</p> <p><i>Dr. (Ms.) Sally Enos</i> PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education &amp; Research Dr Pillai Teacher Training &amp; Research Centre Plot No 1, Sector-8, Khanda Colony, New Panvel-410 206</p>	<p><u>Knowledge</u> - The pupil acquires knowledge about Macro, Micro nutrients &amp; Balanced Diet.</p> <p><u>Understanding</u> - The pupil develops an understanding about Micro, Macro &amp; Balanced diet.</p> <p><u>Application</u> - The pupil applies his/her gained knowledge &amp; understanding in novel situation</p>
Teaching Aids	Photo, Chart.
Reference Books	<u>VI</u> Std Science Book.

Content Analysis	Objectives : Specification
<p style="text-align: center;">Nutrients &amp; Food</p>	<p><u>Knowledge</u> - The pupil recalls the different sources &amp; component of nutrition &amp; vitamins.</p>
	<p><u>Understanding</u> - The pupil explains the diff sources of vit.</p>
	<p><u>Application</u> - The pupil predicts bad impact of consuming fats daily.</p>
<p style="text-align: center;">   <b>Dr. (Mrs.) Sully Suresh</b>  <b>PRINCIPAL</b>  <b>MAHATMA EDUCATION SOCIETY'S</b>  <b>Pillai College of Education &amp; Research</b>  <b>Dr Pillai Teacher Training &amp; Research Centre</b>  <b>Plot No. 1, Sector-8, Khanda Colony,</b>  <b>New Panvel-440-206</b> </p>	<p><u>Recap Questions</u> -</p> <p>Q1 - Give examples of fats, carbohydrates, protein.</p> <p>Q2 - What do you mean by Micro &amp; Macro-nutrients.</p> <p>Q3 - What do you mean by balanced diet.</p>


**Introduction:** Students, we are going to learn an interesting topic.

Phase 1 - Concept Formation.

Step 1 - Listing.

Tr's Activity - The teacher presents the students with lot of pictures:- Fish, orange, chicken, carrot, spinach, Papaya, Egg, Sweet Potato, lemon, sprouts, oil, butter, milk, Paneer, Nuts, Rice.

Stud's Postivity - Students study the data.

Procedure	Evaluation
<b>Presentation</b> -- Phase 3 - Application <del>steps</del> - <del>Grouping</del> of Principles.	
<b>Step 7</b> :- Predicting Consequences.	
<b>Ta Activity</b> - To ask what will happen if we are eating fats everyday?	
<b>Stud Activity</b> - Students predicts the problems related to consuming fats everyday e.g - obesity.	
<b>Step 8</b> :- Explaining or supporting predictions.	
<b>Ta Activity</b> - Why it is important to have all nutrients in proportion?	
<b>Std Activity</b> :- Stud's ans that consuming all the nutrients will help our body to get all the required nutrients & protect us from deficiency.	
<b>Ta's Activity</b> - Ta say "Very Good" which means that we should eat everything in proportion & that term is called as Balanced Diet.	
<b>Step 9</b> :- Testing & Generalisation.	
<b>Ta Activity</b> : At this stage, Ta gives various e.g of diseases caused by deficiency of different vitamins.	
<b>Std Activity</b> - Student listens attentively & understand the importance of Balanced diet.	
<div style="text-align: center;">   <b>Dr. (Mrs) Sully Enos</b>            PRINCIPAL            MAHATMA EDUCATION SOCIETY'S            Pillai College of Education &amp; Research            Dr. Pillai Teacher Training &amp; Research Centre            Plot No. 1, Sector-8, Khanda Colony,            New Panvel-410 206         </div>	
<b>Closure</b> :	

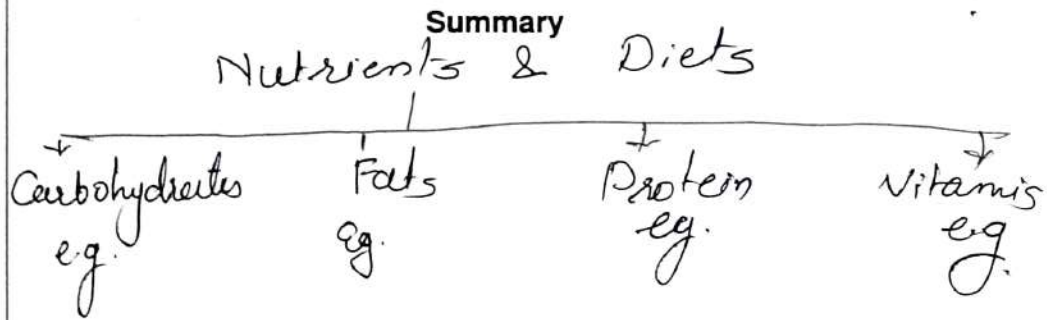


Procedure	Evaluation
<b>Presentation</b>	Step 2 :- Grouping
<u>Tr's Activity</u> - Tr. tells students to group the pic accordingly	
<u>Std's Activity</u> - Students group pic according to carbs, fats, protein, vit & mineral.	
Step 3 - Labelling	
<u>Tr's Activity</u> - Tr. tells students to give proper title acc. to groups they have made.	
<u>Stud's Activity</u> - Students give labels & put them under	
<b>Presentation :</b>	proper category like carbs, fats, protein, vit-mineral
Phase 2 - Interpretation of Data.	
Step 4 :- <u>Identifying Critical Relationships</u>	
<u>Tr's Activity</u> :- Teacher asks, as we have separated all the components into different groups, tell me how are they related to each other?	
<u>Stud activity</u> - Ans - Essential for our "body"	
Step 5 - <u>Exploring Relationship</u>	
<u>Tr's Activity</u> :- Tr. explains about Macro & micronutrient.	
Step 5 :- <u>Exploring Relationship</u> :-	
<u>Tr's Activity</u> :- Tr. explains & elaborates about micro nutrient & their sources.	
<u>Stud's Activity</u> - Student separates above pict. into diff vitamins.	
Steps :- <u>Making Inferences</u>	
<u>Tr's Activity</u> :- Tr. asks what will happen if we are not eating citrus fruits?	
<u>Stud Activity</u> :- Stud states the deficiency of vit C.	
Tr. states the deficiency related to vit C & thus giving importance of Micronutrients in our life.	

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Jottings diagrams

**BLACK BOARD WORK**



**\* Remark Items**


- .....Set induction
- .....Model Reading
- .....Model Recitation
- .....Objective Qns
- .....Silent Reading
- .....Narrations
- .....Explanations
- .....Illustrations
- .....Questions
- .....Use of teaching aids
- .....Class room interaction
- .....Class participation
- .....Black Board work
- .....Experiments
- .....Demonstration
- .....Specimen observation
- .....Dramatization
- .....Students's reading/recitation/  
.....drill
- .....Closure
- .....Teacher's knowledge of  
.....Content
- .....Teacher's preparation of  
.....Lesson
- .....Method of teaching
- .....Interest created
- .....Class control
- .....Values / Core Element

Seen the remarks of the Supervisor

Guiding Professor's Sign:

**Suggestions**

**\* General Remarks**

  
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New Panvel-410 206

**\* Supervising Professor**




### SIMULATED LESSON PLAN

Name of the student teacher <u>Purva Pasimal</u>	Pillai's College of Education & Research
<u>Bhunjic</u>	
Roll No. <u>06</u> Subject: <u>Science</u>	
Lesson No. (Total)	Std. _____ Div. _____
Topic: <u>Genetically modified Organisms (GMOs)</u>	Date: <u>15/10/22</u>
Technique: <u>Jurisprudential inquiry Model</u>	Time-From _____ To _____

Previous knowledge of the class

The pupil are aware about problems faced by farmers in growing crops.

Teaching Points	General Objectives
<p>1) Concept of GMO's</p> <p>2) Advantages &amp; Disadvantages of GMO's</p> <p><i>Dr. (Ms) Sully Eros</i> PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education &amp; Research Dr Pillai Teacher Training &amp; Research Centre Plot No 1, Sector-8, Khanda Colony, New Panvel-410 206</p>	<p><u>Knowledge -</u></p> <p>1) The pupil acquires the knowledge of GMO's.</p> <p><u>Understanding -</u></p> <p>The pupil develops an understanding of GMO's</p> <p><u>Application -</u></p> <p>The pupil applies their knowledge &amp; understanding of the concept of GMO's in new &amp; unfamiliar situation.</p>
Teaching Aids	Video's, role play, pictures.
Reference Books	Internet

Content Analysis	Objectives : Specification
<p><u>Concept of GMO's</u> -</p> <p><u>Definition</u> - The plant in which DNA has been modified using genetic engineering method for agricultural purposes.</p> <p><u>Characteristics</u> - Improved shelf life, disease resistance, stress resistance, herbicide resistance, pest resistance, production of useful goods such as biofuel, drugs etc.</p> <p><u>Advantages</u> - healthier, cheaper, more nutritious, grown with fewer pesticides etc.</p> <p><u>Disadvantages</u> - disrupts biodiversity, allergic reaction, antibiotic resistant, soil fertility etc.</p>	<p><u>Knowledge</u> - The pupil recalls meaning of GM crops.</p> <p><u>Understanding</u> - The pupil identifies various features of GMO's</p> <p><u>Application</u> - The pupil discovers the advantages &amp; disadvantages of GM crops.</p> <div data-bbox="892 1176 1315 1417" style="text-align: center;">         Dr. (Mrs.) Sully Sivas        PRINCIPAL        MAHATMA EDUCATION SOCIETY'S        Pillai College of Education &amp; Research        Dr Pillai Teacher Training &amp; Research Centre        Plot No. 1, Sector-8, Khanda Colony,        New Panvel-410 206.     </div>

**Introduction:** Phase 1 - Orientation to the Case :- T<sub>2</sub> introduces the student to case material through play & video, giving the background information. T<sub>2</sub> introduces Rahibai Soma Patil who helps farmers return to native varieties of crops & ask ques - Do you think GM crops are good alternative to native crops? Are there any ill effects?

**Statement of Aim:** Phase 2 - students identifies various issues related to GMO's. Teachers writes the topic on the board. So, today we are going to learn about the Impact of GMO's.

Procedure	Evaluation
Presentation (Mention values and core elements)	Recapitulation/Application
<p><u>Phase 3</u> - Taking a position.</p> <p>T<sub>r</sub> asks quest to take once own position, give their opinion on the issues. Students articulates a position.</p> <ol style="list-style-type: none"> <li>1) Do you think farmers should use GM crops?</li> <li>2) Will you buy GM products? If no why?</li> <li>3) Will GM crops replace native crops?</li> <li>4) Do you feel there should be separate Govt. body to regulate use of GM crops?</li> </ol> <p><b>Presentation : (with values &amp; core elements)</b>  Teacher divides the class into 2 sides 'yes' &amp; 'No' of issue. Students of both sides share their views. Teacher will argue &amp; write points on the board.</p>	
<p><u>Phase 4</u> - Exploring the stance underlying the position taken.</p> <p>Teacher allows students to present the pros &amp; cons of the issue. T<sub>r</sub> takes initiative to bring out more ideas from students. T<sub>r</sub> can pose counter arguments to the stand taken by students.</p> <p><u>Phase 5</u> - Refining &amp; qualifying the position.</p> <p>T<sub>r</sub> explains the various advantages &amp; disadvantages of GM crops &amp; allow student to change the stand. Students change their ideas on the basis of laws, values, social consequences.</p> <p><u>Phase 6</u> - Testing factual assumptions behind qualified position.</p> <p>Teacher explains about the legal position of GM crops in India. Students list out their arguments &amp; substantiate view pts.</p>	<p><b>Core element (Describe)</b></p> <p><b>Values (Describe)</b></p>
<p><u>Closure</u> - T<sub>r</sub> explains - From here we can conclude that some of the GM crops does fulfil the demand of increasing population but at the same time how the GM has two diff. sides GM crops need to be regulated in order to balance ecosystem.</p> <p><b>Closure :</b></p>	<p>Dr. (A/B) Sully Enos  PRINCIPAL  MAHATMA EDUCATION SOCIETY'S  Pillai College of Education &amp; Research  Dr. Pillai Teacher Training &amp; Research Centre  Plot No. 1, Sector-8, Khanda Colony,  New Panvel-410 206.</p>

**Jottings diagrams**

**BLACK BOARD WORK**

15/10/2022

**Summary**

Sub - Science  
Topic - Genetically modified  
Organism (crops)

Features

Advantages

Disadvantages

**\* Remark Items**

- .....Set induction
- .....Model Reading
- .....Model Recitation
- .....Objective Qns
- .....Silent Reading
- .....Narrations
- .....Explanations
- .....Illustrations
- .....Questions
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Lesson
- .....Method of teaching
- .....Interest created
- .....Class control
- .....Values / Core Element

Seen the remarks of the Supervisor


Guiding Professor's Sign:

**Suggestions**

**\* General Remarks**

\* Good! keep it up!

**\* Supervising Professor**

  
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 15/10/22



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[www.pcerpanvel.ac.in](http://www.pcerpanvel.ac.in)

## **VALUE-ADDED CERTIFICATE COURSE INSTRUCTIONAL STRATEGIES**

Course Code – PCERPVACC07 (4 Credits)



### **Learning Outcomes:**

This value-added course will enable the student teachers to:

- Explain the phases of various instructional strategies.
- Prepare lesson plans based on the theory.
- Execute lesson plans in simulated mode.
- Apply individualized learning approach as a self-study method.

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### **Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

**6. Visualizing differential learning activities according to student needs.**

  
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# 6. Visualizing different learning activities

Mahatma Education Society's

Pillai College of Education and Research, New Panvel (W)  
F.Y. B.Ed 2021-23- Semester 2      6th September 2022 onwards

	<b>Assembly: 11.45 to 12.00 noon/ Lunch break: 1.15 to 2.00pm</b>			
Timings	12.00- 1.15pm	2.00pm – 3.00pm	3.00pm to 4.00pm	4.00-5.00pm
6-09-22	--	--	Class test- Learning & Teaching	Library work
7-09-22	--	--	Class test- Pedagogy of School Subjects	Library work
8-09-22	--	--	Class test- Educational Management	Library work
9-09-22	Unity in Diversity- Celebration and Cultural activity			
12-09-22	CC-3 Learning & Teaching (Unit-6)	Simulated Lesson-1 Orientation and Demonstration (CAM)	EC-1 Pedagogy of School Subjects. Guidance Group activity	Library work/ Guidance Group activity
13-09-22	CC-3 Learning & Teaching (Unit-6)	EC-1 Pedagogy of School Subjects. Guidance Group activity	EC-1 Pedagogy of School Subjects. Guidance Group activity	Library work/ Guidance Group activity
14-09-22	Field Visit to Muenzer (9.30-- 12.30pm)	EC-1 Pedagogy of School Subjects/ Guidance Group work	EC-1 Pedagogy of School Subjects/ Guidance Group Work	
15-09-22	EC-1 Pedagogy of School Subjects.	EC-1 Pedagogy of School Subjects. Guidance Group activity	EC-1 Pedagogy of School Subjects/ Guidance Group activity	
16-09-22	STUDENT PRESENTATIONS- Simulated Lesson-1			
17-09-22	Simulated Lesson-2 Orientation and Demonstration (ITM)	Library work/ Guidance Group activity	Library work/ Guidance Group activity	
19-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity	
20-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity	
21-09-22	STUDENT PRESENTATIONS- Simulated Lesson-2			
22-09-22	Nai-Talim: Experiential Learning- Orientation (Method-1 & Method-2)	Guidance Group activity	Library work/ Guidance Group activity	
23-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity	
24-09-22	Guidance Group activity	--	Garba / Dandiya	
26-09-22	STUDENT PRESENTATIONS- Experiential learning- Method-1			
24-09-22	Guidance Group activity (Method-2)		Library work/ Guidance Group activity	
26-09-22	Guidance Group activity (Method-2)		Library work/ Guidance Group activity	
27-09-22	STUDENT PRESENTATIONS- Experiential learning- Method-2			
01-10-22	ALUMNI MEET 2022			

  
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# 6. Visualizing different learning activities

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NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN

Name: Ashish Prasad Roll No. 38 Subject: Science.

Date: 26/9/12. Std: 6<sup>th</sup> Unit/topic: Properties of Substances.

Lesson No. \_\_\_\_\_ Practice teaching school: \_\_\_\_\_

## LEARNING OUTCOMES:

### Cognitive competencies:

- ① The pupil recalls the properties of solids, liquids and gas
- ② The pupil recalls the meaning of fluidity and vaporization.
- ③ The pupil gives the reason, Why water takes shape of the container.


### Psychomotor competencies:

- ① The pupil performs the experiment as instructed.
- ② The pupil records the observation during the activity.

### Affective competencies:

- ① The pupil deduces the importance of water in daily life.
- ② The pupil appreciates the properties of substance.

## LESSON STRUCTURE:

SET INDUCTION	TEACHING APPROACH
<p>The teacher touches the bench in front of her and asks :- (Q1) What is this object made up of? (Wood) (Q2) How do you know it is made up of wood? (Q3) How does it feel? (Q4) How do you feel a fragrance?</p> <p>Then tr. concludes that by observing, touching and sensing. You can state its form, whether it is rigid, dry or wet.</p> <p>Solids, liquids &amp; gases are the states of the substances.</p>	<p>The teacher uses experiment and make use of the questioning and discussion method.</p> <p> Dr. (Mrs.) Sully Enos PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education &amp; Research Dr Pillai Teacher Training &amp; Research Centre Plot No 1, Sector-8, Khanda Colony, New Panvel-410 206</p>

**CONTENT/ TEACHING POINTS****Properties of Substances**

- ① Solid:- Solid has shape of its own.  
It changes its shape by heating.
- It has hardness and rigidity.
  - It has a definite Volume.
- ② Liquid:- Liquid does not have shape of its own. It takes the shape of the container.
- It has a specific Volume
  - Fluidity.
- ③ Gas :- Gases donot have specific Volume.
- It has the property of fluidity.
  - It does not have a definite shape takes the shape of the container.


- \* Activity (Experimental).
- \* Questioning.
- \* Discussion.

**MAIN CONTENT - STEPS**

- Solid has a definite shape.
- Solid has a fixed Volume.
- It does not have the property of fluidity and rigidity.

**REFLECTION AND EVALUATION**

(Q) An axe is made of wood  
(What will happen if... & why?)

  
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**TEACHING APPROACHES**

Activity, Questioning, Discussion :-  
Teacher asks the following questions:-  
(Q1) What do you observe when the stone is put in container?  
(Q2) Does it change its shape?  
Tr. puts the potato in water.  
(Q1) What did you observe?  
(Q2) Is there any change in the volume of potato?  
(Q3) Why?  
Teacher keeps mobile phone on the bench and asks  
(Q1) Does the mobile kept on the bench flow by itself?  
Teacher explains the various properties of solid.

**MAIN CONTENT - STEPS**

Water does not have the shape of its own. It takes the shape of the container.

Liquids have the property of Fluidity.

Liquids have the property of vapourisation

Gas has the property of Fluidity →  
Gases do not have any specific shape they occupy the shape of the container

**REFLECTION AND EVALUATION**

(Q) Why - waterbeds is used for patients in hospitals?

(Q) Give reasons

Pool floats swim in water.

**TEACHING APPROACHES**

Activity, Questioning.  
Teacher asks the student to pour water in bowl, glass etc and asks.

① What did you observe?

② What happens with the water when poured into different containers? Then teacher explains the property.

Teacher asks the student to hold the scale in slanting position and pour drop of water.

① What do you observe? (Then teacher explains fluidity)

→ Teacher asks the student to fill the container with water and then switches on the electric Kettle, water starts boiling

① What do you observe?

Then teacher explains the vapourisation.

→ Teacher asks the students to light up the incense stick and asks:-

(Q1) What did you observe?

Teacher explains the property of Fluidity.

Teacher asks the student to keep on incense stick in a jar and asks.

(Q1) What do you observe?

Teacher asks the students to transfer the gas of incense stick into another shape of container

(Q) What do you observe?

Then the teacher explains the property of shape and change in volume

**PRECAUTIONS:**

- ① Be Careful while handling Electric Kettle.
- ② Be Careful while handling hot Water.


**TOOLS AND RESOURCES:**

- ① Stone, bowl, glass, Scale, potato, mobile phone, water, electric kettle.
- ② state Board class-6th Science textbook.

**CLOSURE:** So today we have learnt about the properties of substances.

**EVALUATION/ASSESSMENT:****ANALYSIS AND THEIR STRATEGIES**

- ① what are the properties of solids?
- ② what are the properties of liquids?
- ③ what are the properties of gas?
- ④ what is meant by fluidity?

  
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**CRITICAL REFLECTION AND THEIR STRATEGIES**

- ① why does the fragrance of scent spreads to the whole room?
- ② what will happen if car has flat tires?

**SUGGESTIONS AND REMARKS**

\* St. -tr. gave practical application to students & linked with the Property nicely.

\* Explanation could be <sup>done</sup> more clear to clearly by giving or asking examples.

\* Menbrimeter was used appropriately for evaluation.

  
 GUIDING PROFESSOR'S SIGN

  
 SUPERVISING PROFESSOR'S SIGN



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NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN

Name: Ms. Farida Vohra Roll No. 65 Subject: Maths  
Date: 26/9/22 Std: VI Unit/topic: Types of Triangles  
Lesson No. 1 Practice teaching school: (Based on Angles)

LEARNING OUTCOMES:

Cognitive competencies:

- \* The pupil recognises different types of  $\Delta$  based on Angles.
- \* The pupil recalls the meaning of acute, obtuse and right-angled  $\Delta$ .
- \* The pupil differentiates between the types of  $\Delta$  based on given measurement of angles & real-life eg.
- \* The pupil gives reasons if a  $\Delta$  can have more than 1 right angle or not.


Psychomotor competencies:

- \* The pupil performs the experiment as instructed
- \* The pupil records the observation during the activity.
- \* The pupil measures the angles of  $\Delta$  accurately.

Affective competencies:

- \* The pupil develops interest to learn more about  $\Delta$ .
- \* The pupil develops attitude towards maths develops.

LESSON STRUCTURE:


SET INDUCTION	TEACHING APPROACH
<p>Tr. asks following ques.</p> <ol style="list-style-type: none"><li>1) Identify the geometrical shape? Triangle.</li><li>2) How many sides does it have? 3 sides.</li><li>3) And how many vertices does it have? 3 vertices.</li><li>4) So, how many angles does a <math>\Delta</math> have? 3 Angles</li></ol> <p>And today we shall learn about the different types of <math>\Delta</math>.</p>	<p>Tr. shows cut-out of a <math>\Delta</math>. and makes use of questioning &amp; discussion Method.</p> <p> Dr. (Ms.) Sully Enos PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education &amp; Research Dr Pillai Teacher Training &amp; Research Centre Plot No 1, Sector-8, Khanda Colony, New Panvel-410 206</p>

CONTENT/ TEACHING POINTS

Types of Triangle.  
Based on Angles:

- 1) Acute angled triangle
- 2) Right angled triangle
- 3) Obtuse angled triangle

- \* Activity (Experimental)
- \* Questioning
- \* Discussion

  
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MAIN CONTENT - STEPS

TEACHING APPROACHES


ACUTE ANGLED TRIANGLE:  
When all the 3 angles of a triangle are acute angles, i.e. less than  $90^\circ$  then it is called an acute angle triangle.

REFLECTION AND EVALUATION

Q.1) In a  $\triangle ABC$ ,  $\angle A = 40^\circ$ ,  $\angle B = 75^\circ$ ,  $\angle C = 65^\circ$ , Type of triangle?

Q.2) In a  $\triangle DEF$ ,  $\angle D = 35^\circ$ ,  $\angle E = 40^\circ$  &  $\angle F = 103^\circ$ .  
Is this an acute-angled triangle?

Activity, questioning, discussion  
Tr. shows 1 big cut-out of a  $\triangle$  to students.  
All the angles of the  $\triangle$  are acute.  
Tr. asks a student to come forward and measure all the angles of the cut-out.  
Tr. asks the following question:  
1) What is the measure of 1<sup>st</sup> angle  $\Rightarrow 60^\circ$   
2) What is the measure of 2<sup>nd</sup> angle  $\Rightarrow 80^\circ$   
3) What is the measure of 3<sup>rd</sup> angle  $\Rightarrow 70^\circ$   
4) Are all these angles less than  $90^\circ$ ?  $\Rightarrow$  Yes  
5) So, what are these type of angles called? acute angle  
Tr. explains the concept of acute-angled triangle.

MAIN CONTENT - STEPS	TEACHING APPROACHES
<p>2. <u>OBTUSE ANGLED TRIANGLE</u></p> <p>When one of the angles of a <math>\Delta</math> is obtuse, then the triangle is called an obtuse angled triangle.</p>	<p>Activity, questioning.</p> <p>Tr. shows another cut-out of triangle to students, where one of the angle is an obtuse angle.</p> <p>Tr. asks another student to come and measure the above cut-outs and asks the following question:</p> <p>1) What is the measure of the 3 angles? (<math>90, 125, 25</math>)</p> <p>2) Are all angles less than <math>90^\circ</math>?</p> <p><math>\Rightarrow</math> No</p> <p>3) What do you call the angle greater than <math>90^\circ</math>? Obtuse angle.</p> <p>Tr explains concepts of obtuse-angled <math>\Delta</math>.</p>
<p>3. <u>RIGHT ANGLED TRIANGLE</u></p> <p>A triangle with one right angle is known as right angled triangle.</p> <p><b>REFLECTION AND EVALUATION</b></p> <p>Q. Tr. shows a real-life object to students i.e. Hanger and asks the student if it is an obtuse angle or not?</p> <p>Q. Can a <math>\Delta</math> have more than one right angle?</p> <p>Q.</p>	<p>Tr. Shows another cutout which is right-angled <math>\Delta</math> and asks another student to come forward and measure it.</p> <p>1) What is the measurement in this <math>\Delta</math> <math>\Rightarrow (90^\circ, 45^\circ, 45^\circ)</math></p> <p>2) What do we call a <math>90^\circ</math> angle?</p> <p><math>\Rightarrow</math> Right angle.</p> <p>Tr explains the 3<sup>rd</sup> type of triangle i.e. Right angle triangle.</p> <div style="text-align: right; margin-top: 20px;">         Dr. (Mrs.) Sully Enos        PRINCIPAL        MAHATMA EDUCATION SOCIETY'S        Pillai College of Education &amp; Research        Dr Pillai Teacher Training &amp; Research Centre        Plot No 1, Sector-8, Khanda Colony,        New Panvel-410 206     </div>



**PRECAUTIONS:**

- \* Be careful while handling delicate cut-outs
- \* Be careful while measuring the angles, so that measures are accurate.

**TOOLS AND RESOURCES:**

Geometrical box, Card-board, cutouts, ruler  
 \* state board class VI maths textbook

**CLOSURE:**

So today we've learnt about the types of triangles based on angles


**EVALUATION/ASSESSMENT:****ANALYSIS AND THEIR STRATEGIES**

- 1) what are the types of triangle based on angle?
- 2) what is a condition of a  $\Delta$  is an obtuse angled  $\Delta$ ?
- 3) when one angle of the  $\Delta$  is  $90^\circ$ , then it is called?

**CRITICAL REFLECTION AND THEIR STRATEGIES**

- \* Can a  $\Delta$  have more than one right-angle?
- \* MCQ - ICT based - Quizizz.

**SUGGESTIONS AND REMARKS**

  
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**NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN**

Name: <u>Sonam Gupta</u>	Roll No. <u>67</u>	Subject: <u>O.C</u>
Date: <u>26/8/19</u>	Std: <u>XII</u>	Unit/Topic: <u>Warehousing - Types</u>
Lesson No. <u>15</u>	Practice teaching school: _____	

**LEARNING OUTCOMES:**

**Cognitive competencies:**

- ★ The pupil explains the importance of various types of warehouses.
- ★ The pupil recalls the types of warehouses
- ★ The pupil gives reasons for why we need warehouses

**Psychomotor competencies:**

- The pupil lists down the points
- The pupil solves the puzzle on board
- The pupil co-ordinates with team members

**Affective competencies:**

- The pupil expresses his appreciation towards type
- The pupil recognizes the contribution made by his/her team members in understanding the concept.

**LESSON STRUCTURE:**


SET INDUCTION	TEACHING APPROACH																																																																																																									
<p>Tr. will do the set induction by giving puzzle to solve on their previous knowledge.</p> <p>Vertical                      Horizontal</p>	<table style="margin: auto;"> <tr> <td>①</td> <td>P</td> <td>F</td> <td>②</td> <td>③</td> </tr> <tr> <td></td> <td>R</td> <td>I</td> <td></td> <td>T</td> </tr> <tr> <td>①</td> <td>S</td> <td>T</td> <td>R</td> <td>A</td> </tr> <tr> <td></td> <td>T</td> <td>O</td> <td>R</td> <td>A</td> </tr> <tr> <td></td> <td>C</td> <td>R</td> <td>A</td> <td>S</td> </tr> <tr> <td></td> <td>E</td> <td>N</td> <td></td> <td>S</td> </tr> <tr> <td>②</td> <td>R</td> <td>I</td> <td>S</td> <td>K</td> </tr> <tr> <td></td> <td>B</td> <td>E</td> <td>A</td> <td>R</td> </tr> <tr> <td></td> <td>E</td> <td>A</td> <td>R</td> <td>I</td> </tr> <tr> <td></td> <td>S</td> <td></td> <td></td> <td>P</td> </tr> <tr> <td></td> <td>M</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>A</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>H</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>I</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>N</td> <td>③</td> <td>N</td> <td>O</td> </tr> <tr> <td></td> <td>G</td> <td></td> <td>T</td> <td>I</td> </tr> <tr> <td></td> <td></td> <td></td> <td>O</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td></td> <td>A</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>T</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>I</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>O</td> <td></td> </tr> </table>	①	P	F	②	③		R	I		T	①	S	T	R	A		T	O	R	A		C	R	A	S		E	N		S	②	R	I	S	K		B	E	A	R		E	A	R	I		S			P		M					A					H					I					N	③	N	O		G		T	I				O	O				A					T					I					O	
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<p>It is required to make them consumable</p> <p>owner of goods can raise this from banks</p> <p>It is the warrant of receipt of warehouse</p>	<p>① This is the basic function of warehouse</p> <p>② Precaution to prevent goods from loss</p> <p>③ Warehouse provides this in lost on wind</p>																																																																																																									

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CONTENT/TEACHING POINTS

Warehousing:  
Types of warehouses

- Gallery Walk
- Quiz.

  
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MAIN CONTENT - STEPS

TEACHING APPROACHES

Types of Warehousing: Owned & managed by traders to store their goods. Licensed to private person.

① Public warehouses: (a) Provide storage to general public (b) may be owned by individual/partnership (c) obtained licence from Govt.

② Govt. warehouses: (a) Owned, managed & controlled by state / central Govt. (b) Assist those who can't own one by charging ~~nominal~~ nominal rates. (c) Central state warehousing corporation of India & Food Corporation of India.

④ Bonded warehouse: (a) Licensed

Tr. gives clear instruction of the activity -

- Divide yourself in a group of 5 members each
- I have put 6 types of warehouse in each part of the class
- Each group have to read & note down the points in the books.
- After noting down the first type of warehouse, the groups will move forward towards the next type
- After noting the next type the groups will move to next point
- In this way you all will

**MAIN CONTENT - STEPS**

by Govt. store imported goods  
 All custom duty is not paid  
 - Licensed ware houses operated  
 by Govt/Custom authorities -  
 Bond to be given, that goods  
 cannot be withdrawn without  
 the consent of paying custom  
 duty.

5) Duty paid warehouses:  
 If importer faces problem in  
 transportation of goods after  
 payment of duty.

6) Co-operative warehouses:  
 Owned & managed & controlled  
 by co-op. society mainly in  
 rural areas - useful for  
 farmers & traders

7) Cold storage warehouse:  
 For perishable goods like  
 poultry, dairy refrigerated at  
 low temp & preserved them.

**REFLECTION AND EVALUATION**

- 1) How did you find this activity?
- 2) Was the activity interesting?
- 3) What did you learn from the activity?
- 4) Will you be able to retain what we learnt today?

**TEACHING APPROACHES**

complete all types by going in every place.  
 - At the end, come back to your place & go through with the points which is written by you  
 - Now that you know the various types of warehouses, lets play a small quiz on this topic.

\*Tc. asks the following questions for quiz!

- 1) Which type of trade has become possible due to cold storage warehouse?
- 2) Which type of goods is stored in cold storage warehouse?
- 3) What is the range of rates provided by Govt. warehouse?
- 4) Which type of warehouse is owned & managed by co-operative society?
- 5) What is the difference between bonded & duty paid warehouse?
- 6) Where are the bonded warehouse located?
- 7) Who owns & manages Govt. warehouse?
- 8) Where are public warehouses located?

**PRECAUTIONS:**

- Keeping time constraints during the activity
- There should be smooth movement of group

**TOOLS AND RESOURCES:**

- chart strips with the content to be kept in every part of the class

**CLOSURE:**

So, today we have learnt about warehousing & its types.

**EVALUATION/ASSESSMENT:****ANALYSIS AND THEIR STRATEGIES**

- ① What are the different types of warehouses?
- ② What do you mean by Bonded warehouses?
- ③ What is the difference between Private & Govt warehouse

**CRITICAL REFLECTION AND THEIR STRATEGIES**

- ① Do you think Duty paid warehouses help to provide storage for perishable commodities why?
- ② Why private warehouses are used only by its own

**SUGGESTIONS AND REMARKS**

Students showed interest in the classroom activity for set induction. Gallery work was done with any disturbance. Class was curious to know & learn the topic. Closure was done well. Recap questions proper.

Overall Good lesson!

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NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN

Name: Neelam Shaikh Roll No. 76 Subject: English Grammar  
Date: 17/09/19 Std: VIII Unit/topic: Transitive & Intransitive Verb  
Lesson No. 13 Practice teaching school: Mahatma International School

LEARNING OUTCOMES:

Cognitive competencies:

- 1) The pupil recalls verbs & Subject
- 2) The pupil recognizes subject-verb-object
- 3) The pupil explains transitive and intransitive verbs.

Psychomotor competencies:

- 1) The pupil reads the sentence aloud with proper voice modulation.

Affective competencies:

- 1) The pupil appreciate the contribution of transitive and intransitive verbs by explaining its importance.


LESSON STRUCTURE:

SET INDUCTION

- 1) The teacher writes few verbs on the B.B and asks students to add the word 'something' in front of it and see if it makes sense.
- 1) to lift 'something'
  - 2) to fall 'something'
  - 3) to go 'something'
  - 4) to eat 'something'

TEACHING APPROACH

Inductive - Deductive

  
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→ Teacher demonstrates subject V object by throwing a ball.

**CONTENT TEACHING POINTS**

(I) Definition of Transitive Verbs:  
When the action of the subject of a verb affects another person or thing, that is somebody or something different and separate from the subject, that person or thing is called the object of the verb.

(II) Fishermen catch fish  
The snake bit a child

(II) Intransitive Verb  
The action described by the verb does not affect some other person or thing - it stops with the subject. A verb which does not have an object, is known as Intransitive.  
eg The dog barked  
Birds fly (III) Transitive & Intransitive Chart

- (I) Questioning
  - (II) Discussion
  - (III) Activity (group)
- Placing cards in the right box to form Transitive and Intransitive Verb sentence

	Transitive	Intransitive
Subject	Fishermen	The Dog
Verb	catch	Barks
object	Fish	

(IV) Activity (Make 'How to Identify Transitive & Intransitive Verbs')

How to identify Transitive and Intransitive Verb

**MAIN CONTENT - STEPS**

- 1) A verb, which has an object is known as a transitive verb.
- 2) A verb, which does not have an object, is known as an intransitive verb.

**TEACHING APPROACHES**

- The teacher presents the following examples:
- (I)
    - 1) to lift 'something'
    - 2) to sleep 'something'
    - 3) to throw 'something'
  - (II) Example (II)
    - 1) Fishermen catch fish.
    - 2) The snake bit a child.
    - 3) The dog barked.
    - 4) Birds fly.
    - 5) She cried <sup>adverb</sup> loudly
- > The teacher asks the following questions:
- 1) Add 'something' object to (example I)
  - 2) Identify sub v object in example 2
  - 3) Look at the diff sentence and identify the diff in (example II) 1, 2 & 3, 4, 5.

**REFLECTION AND EVALUATION**

Which sentence has transitive verb or intransitive verb?

-> Teacher explains the difference in transitive & Intransitive Verb.

## MAIN CONTENT STEPS


1) A sentence has subject verb and object to make it complete. Some sentences do not have an object and yet they make complete sentence.

### 2) Transitive verb:

A verb which has an object is known as transitive verb.

### 3) Intransitive verb:

A verb which does not have an object, is known as an intransitive verb.

  
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## REFLECTION AND EVALUATION

1) Which are task that you can do on your own?

2) Which are the task for which we require help?

The teacher connects the activity with knowing your strength and weakness.

Sometimes you require other people's help to complete the task and sometimes you manage on your own.

## TEACHING APPROACHES

→ Teacher will give students cards (Divide the class in group, 4 in each) which has sub-v-ob written on them - Complete sentence.

→ Teacher will instruct them how to do the activity by demonstrating the activity.

→ The teacher will ask the students who have got the answer correct to read the sentence aloud.

1) They climbed the hill

2) The moon shimmers

3) Girls wear skirts.

4) She laughed heartily.

5) I stole the books.

6) He complains frequently.

7) He presented a bouquet.

8) The young man walks fast.

9) She cut the cake

10) Donkeys bray.

### Transitive (V)

1) climbed

2) wear

3) stole

6) presented

6) cut

### Intransitive (V)

1) Shimmers

2) laughed

4) complains

5) walks

6) bray



### PRECAUTIONS:

1) Teacher takes care that students follow instructions while doing activities.

2) Teacher takes care that student relates the activity with the teaching content.

### TOOLS AND RESOURCES:

1) Placing words in the correct box activity.

2) How to identify Transitive & Intransitive Verb chart (origami paper)

### CLOSURE:

So today we have learned Transitive and Intransitive Verb.

### EVALUATION/ASSESSMENT:

#### ANALYSIS AND THEIR STRATEGIES

1) What does a sentence comprises of?

2) What is transitive verb?

3) What is intransitive verb?

#### CRITICAL REFLECTION AND THEIR STRATEGIES

1) Why are transitive and intransitive verb important?

2) Why do we need other people in our life?

#### SUGGESTIONS AND REMARKS

\* Set induction by doing an activity.

\* Activities conducted to explain the concept were relevant and interesting.

\* The class was involved actively in the learning.

\* Try and do the reflective questioning with the students.

→ A good lesson!  
keep it up!!

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### **Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

### **7. Addressing inclusiveness.**

  
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## 7. Inclusiveness

NO  
DATE

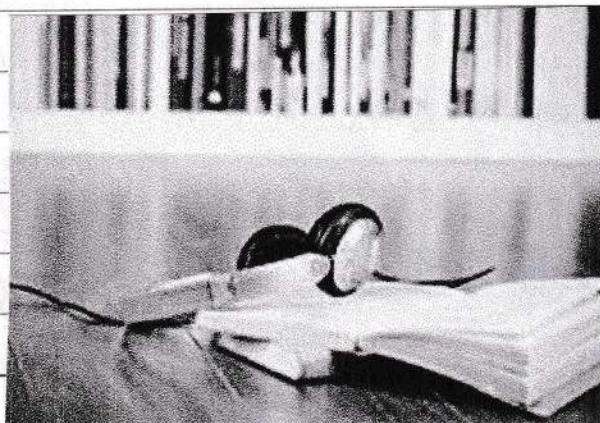
### Creating an Inclusive Education

10 ICT TOOLS that cater to the needs of children with special needs.

1) Alternative keyboards :- These programmable keyboards have special overlays that customize the appearance and function of a standard keyboard. Students who have ID or have trouble typing may benefit from customization - that reduce input choices, groups keys by color/location and add graphics to aid comprehension.

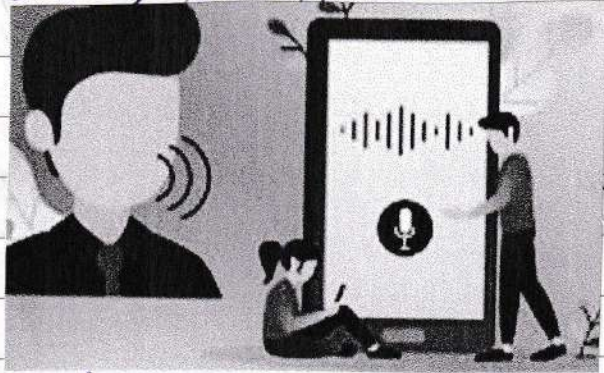


Audio books and publications :- Recorded books allow users to listen to text and are available in a variety of format, such as audiocassettes, CDs and MP3 download. Special playback units allow users to and search and bookmark pages and chapters. This tool is very beneficial for visually impaired children.

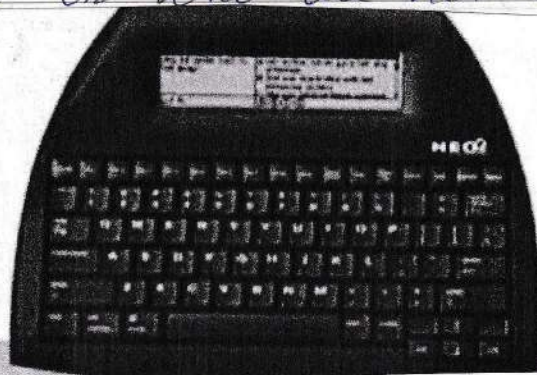


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Portable word processors:- A portable word processor device that is easy to transport (eg. from class-room to home). It can be helpful to kids who may have trouble writing by hand and prefer to use keyboard. Word processing allows the user to edit and correct his written work more efficiently than doing so by hand.



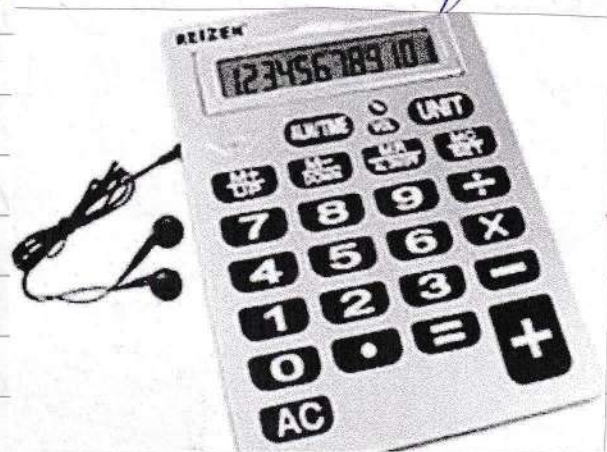
Speech-recognition programs:- It works in conjunction with a word processor. The user dictates into a microphone, and his spoken word appears on the computer screen as text. This can help a user whose oral language ability is better than writing skill, or who are not able to write.



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Talking Calculator:- A talking calculator and electronic dictionary can help a poor speller has a built-in speech synthesizer that read aloud each number, symbols, or operation key a user presses. It also vocalizes the answers to the problem. This auditory feedback may help him check the accuracy of the

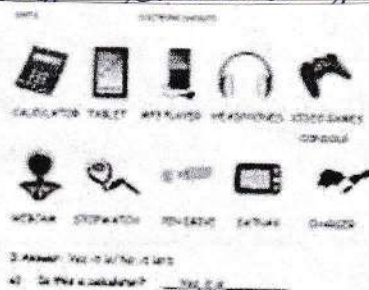
keys he presses and verify the answers before he transfers it to paper.



Variable-speed tape recorders: It allow a user to listen to pre-recorded text or to capture spoken information (e.g. a classroom lecture) and play it back later. Variable speed control tape recorder speed up or slow down the playback rate without distorting the speaker's voice.

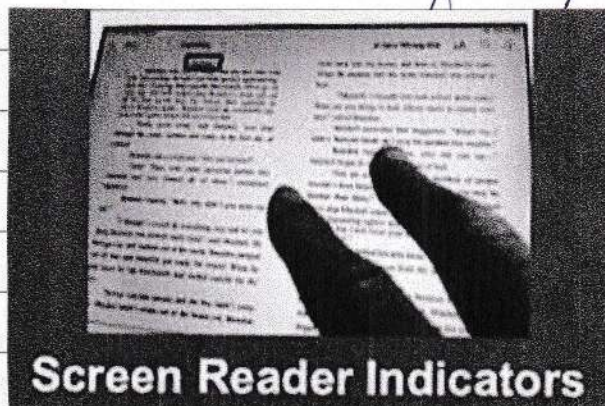


Electronic Worksheets :- Students with learning abilities can use electronic worksheets to complete their assignment. These worksheet helps students to line up words, equations and numbers on their assignments. On some of the worksheet, text-to-speech or speech synthesising technology is even available.



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Screen Readers :- It is a software program which is helpful for blind or visually impaired user to read the screen or text that is displayed on the computer screen with a speech synthesizer or braille display. A screen reader is the interface between the computer's operating system, its application and the user. The user sends commands by pressing different combinations of keys on the computer keyboard or braille display to instruct the speech synthesizer what to say & to speak automatically when changes occur on the computer screen. It also allows more advanced functions such as locating text displayed in certain colours. Users also use the spell checker in word processor or read the cells of a spreadsheet with screen reader.

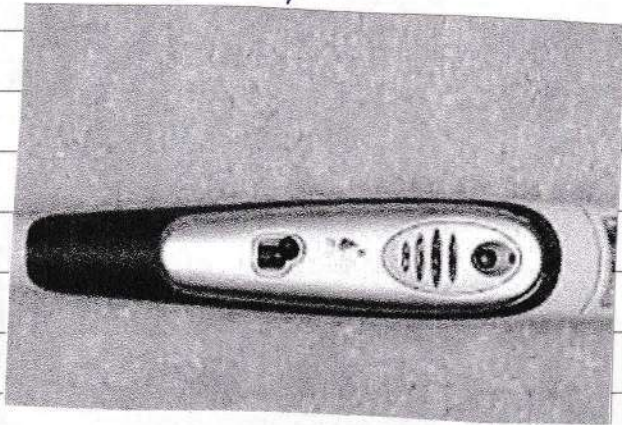


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Pentop Computers :- It is like Livescribe smart pen are cheaper than high tech devices like iPad but can provide text-to-speech, strategy feedback and other organisational functions. As cost-effective and self-regulated reading aide, Pentop Computers may be useful tool for student with reading disabilities. Pentop Computer utilizes instruction strategies such as providing auditory

feedback during Composition or maths work.

Handheld computer device that provide feedback have shown to be helpful for students for essay Composition, multiplication skills etc.



Sip-and-Puff Systems: It is helpful for students who have mobility challenges, such as paralysis and fine motor skills disabilities. The system allows to control of a Computer mobile device or some other technological application by the child moving the device with his/her mouth. Similarly to a joystick, the child can move the controller in any direction & click on various navigational tools using sip or a puff. This system use a type of switch device which refers to the technology used to replace a Computer, keyboard & mouse.



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# Creating an Inclusive Education

## NGO's working in Supporting Inclusive School.

### 1) Make A Difference (MAD)

Make a difference is an Indian non-profit organisation working to ensure better outcomes for children.

This foundation was established in 2006 by founder Jithin John, Varghese, Santosh warrier, Kavin KK, Gloria Benny, Jithin Medumala and Sujith Varkey.

The first set up was in Cochin.

The main objective:- of this organisation was to ensure that even the most vulnerable children in shelter are able to realize their dreams and break the vicious circle of poverty. There are many projects which is set by MAD

#### MAD Projects

English project where MAD ensuring that the students gain fluency in both their English writing and speaking English and in order to emplishment this MAD follows customized Cambridge Curriculum and it is volunteers are mainly college students or young professionals

Placement project which is designed to make the kids aware of various career opportunities available to them by holding vocational skill-building and career-awareness workshops.

Computer Project - where children learn basic computer skills and library Project, with story telling sessions



MAD also has FOM (friends of MAD) in most of the cities that is responsible for fund raising activities

### Objective Achievement

Till now MAD has largest youth volunteering network with a national volunteer strength of around 1500 working with close to 4000 children at risk across 23 cities in India. MAD impact has been impressive. 89% of its high school youth who leave shelter are placed with job or enrolled in Universities and 78% got scholarship for higher studies. Many youth are placed in big organisations such as TCS, Accenture, Byjus, TID Ltd, Indigo, etc. So far this organisation achieve some objective but still it is long way.

### Akanksha Foundation

This non-profit organisation founded by Shaheen Meetal in 1991. Its main focus was Eliminate Gender Educational Inequity. This foundation was first set up in Chinchpokli Mumbai and Wakdewadi Pune. The CEO of this organisation is Sawabh Tanuja.

### Objective

The main objective of this organisation is to create small clusters of Model school in these cities that can be used to impact the lives of children from low-income communities, enabling them to maximize


their potential and change their lives.  
This foundation initially works in the field of Education, addressing non-formal Education and also formal Education by initiating school reform through the School project.

### Achievements

Akansha foundation reach out to around 9300 children through 2 models. the after school and the school model. There are 21 school in Mumbai and Pune run in partnership with Mumbai and Pune Municipality as part of the School project.

Its mission to build build the largest network of innovative schools that Empowers children to maximize their potential.

Till now there are 21 school tied up with this foundation and there are 575 Educators and 9800 students.

  
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### **Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

### **8. Assessing student learning.**

  
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# 8. Assessing Student Learning

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL

Time Table from 12<sup>th</sup> to 19<sup>th</sup> November 2022 (Semester III)

Workshop on 'Stages of Preparing a Question paper'

Date	Time	Content	Teacher-in-charge
12-11-22 Online mode	2.30-3.00pm	Orientation to Semester-3	Dr Sally Enos
	3.00-4.30pm	Year Plan	Dr Bhavna Dave
14-11-22 Online mode	11.00-12.30pm	Unit Plan	Dr Bhavna Dave
15-11-22 Offline mode	11- 2.00pm	Checking of (YP & UP)	All Teachers
	2.30 – 4.00pm	Selection of content and preparing Item Bank	Dr Rakhi Sawlani
16-11-22 Offline mode	11.30 to 1.30pm	Preparing Weightage table & Blue Print	Mrs Pradnya Jadhav
	2.00- 5.00pm	Guidance- Group work	All teachers
17-11-22 Offline mode	11. 00- 5.00pm	Guidance- Group work Preparing and Checking question paper	All Teachers
18-11-22 Offline mode	2.00-4.00pm	Question wise analysis / Marking scheme and Scoring Key	Mrs Namrata Saxena
19-11-22 Offline mode	12.00-1.30pm	Submission of Evaluation report	Respective method teacher-in-charge
	2.00-4.00pm	Orientation to Internship	Dr Geeta S Thakur
21-11-22	SEMESTER-3 Internship begins		

  
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MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL


Semester 3

SY.B.Ed (2017-19)

11<sup>th</sup> June to 30<sup>th</sup> June 2018

Timings: 2 to 3.30pm

Date	Activities	Teacher in Charge
11/06/18 (Mon)	General Instructions and Orientation to ITM Demonstration from three subject areas	Dr Geeta R Thakur
12/06/18 (Tue)	ITM- Demo and Guidance	Dr Geeta R Thakur
13/06/18 (Wed)	ITM Guidance	All teachers
14/06/18 (Thur)	CAM Presentations by students	Dr Geeta R Thakur
15/06/18 (Fri)	Year Plan Discussion and group work As per students First Method	Ms Bindu Tambe
18/6/18 (Mon)	ITM Presentation	Dr Geeta R thakur
19/6/18 (Tues)	Unit Plan discussion and group Work	Dr Bhavna Dave
20/06/18 (Wed)	Unit Plan group Work	All teachers
21/06/18 (Thur)	Weightage table Discussion and Group work	Ms Pradnya Jadhav
22/06/18 (Fri)	Blue Print Discussion and group Work Item bank	Ms Geeta S Thakur
23/6/18 (Sat)	Introduction to creative lessons/ Group work ( creating Item bank)	All Teachers
25/6/18 (Mon)	Submission of Question paper (20 marks) guidance on the test paper	All Teachers
26/6/18 (Tues)	Question wise Analysis, Scoring Key and Marking Scheme	Dr Geeta R Thakur
27/06/18 (Wed)	Group Work	
28/06/18 (Thur)	Creative Lessons presentation	All Teachers
29/06/18 (Fri)	Orientation to Sem 3 Internship: reflection, Co-teaching, maintaining records, administrating test.....	Dr Geeta R Thakur
30/6/18 (Sat)	Finalization of the Evaluation file Submission of the Evaluation file	All teachers

  
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Std-11<sup>th</sup>  
Date- 27/08/2019

CLASS TEST SET – A  
Sub- Organization of Commerce

Total- 20 marks

Q1. Fill in the blanks :-

(4 marks)

- 1) Profession is \_\_\_\_\_ activity. (non-economic, productive, economic, marketing)
- 2) Primary aim of any business is to earn \_\_\_\_\_. (reputation, profit, status, capital)
- 3) Minimum \_\_\_\_\_ parties are required for exchange in a business transaction. (two, one, three, none)
- 4) A profession renders \_\_\_\_\_ in exchange of fees. (goods, services, help, membership)

Q2. Match the followings:-

(4 marks)

	A		B
1.	Non-economic activity	a.	Goods in exchange for goods
2.	Business transactions	b.	Profession
3.	Doctor	c.	Deals with exchange of goods and services
4.	Barter Exchange	d.	Reading a book

Q3. State true or false with reasons :-


(4 marks)

- 1) All business activities are non-economic activities.
- 2) Professional qualification cannot be transferred to others.

Q4. Answer the following questions:-


(8 marks)

- 1) State the meaning and characteristics of business.
- 2) What is a profession? Explain with its features.

  
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Marks / Scores of students

Roll no.	Marks	Roll no.	Marks
1.	12	34.	11
2.	18	35.	5
3.	12	36.	14
4.	20	37.	10
5.	20	38.	8
6.	14	39.	14
7.	16	40.	11
8.	18	41.	11
9.	12	42.	12
10.	17	43.	9
11.	14	44.	8
12.	17	45.	6
13.	15	46.	10
14.	10	47.	5
15.	7	48.	13
16.	2	49.	7
17.	8	50.	9
18.	9	51.	6
19.	6	52.	5
20.	6	53.	4
21.	7		
22.	9		
23.	4		
24.	9		
25.	12		
26.	16		
27.	5		
28.	9		
29.	9		
30.	17		
31.	15		
32.	6		
33.	13		

  
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### Calculation of Mean.

Raw score - 12, 18, 12, 20, 20, 14, 16, 18  
 12, 17, 14, 17, 15, 10, 7, 2,  
 8, 9, 6, 6, 7, 9, 4, 9,  
 12, 16, 5, 9, 9, 17, 15, 6,  
 13, 11, 5, 14, 10, 8, 14, 11,  
 11, 12, 9, 8, 6, 10, 5, 13,  
 7, 9, 6, 5, 4

Class Interval (i)	Tally	frequency (f)	Midpoint (x)	Assumed Mean (A)	$x' = \left[ \frac{x-A}{i} \right]$	$fx'$
2-4		3	3	9	-2	-6
5-7		12	6	9	-1	-12
8-10		13	9	9	0	0
11-13		10	12	9	1	10
14-16		8	15	9	2	16
17-19		5	18	9	3	15
20-22		2	21	9	4	8
Total		53				31

$$\text{Mean (M)} = A + \left[ \frac{fx'}{N} \right] \cdot i$$

$$= 9 + \left[ \frac{31}{53} \right] \cdot 3$$

$$= 9 + (0.584 \times 3)$$

$$= 9 + 1.752$$



= 10.752 approximately.

✓  
Interpretation- In this frequency distribution, the mean is 10.752 which means the average performance of this group is 10.74. Most of the students lie in and around this mean score.

~~Ans~~


~~Dr. (M) Sully Enos~~

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### Scoring key

Q.No.	Sub Q.No.	key	Marks	Total	Q.No.	Sub Q.No.	Value Points	Marks	Total
Q1.	1	Economic	1	4			<ul style="list-style-type: none"> <li>• Involves production and distribution</li> <li>• Dealing in goods and services</li> <li>• Involves exchange</li> </ul>		
	2	Profit	1						
	3	Two	1						
	4	Services	1						
Q2.	1	Reading a Book	1	4			<ul style="list-style-type: none"> <li>• Aims at Profit</li> <li>• Continuity</li> <li>• Risk.</li> </ul>		
	2	Deals with exchange of goods and services.	1						
	3	Profession	1						
	4	Goods in exchange of goods.	1						
					2.	<ul style="list-style-type: none"> <li>→ Meaning of Profession 1</li> <li>→ Features of Profession 3</li> </ul> (Any 3) 3 points explained		4	
						<ul style="list-style-type: none"> <li>• Qualification</li> <li>• Motive</li> <li>• Monetary Returns</li> <li>• Capital</li> <li>• Requirement of Registration</li> <li>• Non transferability</li> <li>• Nature of work.</li> </ul>			
<b>Marking Scheme</b>									
Q.No.	Sub Q.No.	Value Points	Marks	Total					
Q3.	1.	False All business activities are economic activities because they are carried out for earning money.	1	2					
	2.	True Explain Non-Transferability in Profession	1						
Q4.	1.	→ Meaning of Business	1	4					
		→ characteristics of business (any 3 points) explained	3						
Total									20

  
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## Question Wise Analysis

Question Number	Sub Question Number	Content	Objectives	Specification	Type of Questions	Different Levels	Marks	Time
Q1)	(i)	Profession	knowledge	Recalls	Objective	Average	1	1 min
	(ii)	Business	knowledge	Recalls	Objective	Easy	1	1 min
	(iii)	Business	knowledge	Recalls	Objective	Easy	1	1 min
	(iv)	Profession	knowledge	Recalls	Objective	Average	1	1 min
Q2)	(i)	Profession	knowledge	Recalls	Objective	Average	1	1 min
	(ii)	Business	knowledge	Recalls	Objective	Easy	1	1 min
	(iii)	Profession	knowledge	Recalls	Objective	Easy	1	1 min
	(iv)	Business	knowledge	Recalls	Objective	Easy	1	1 min
Q3)	(1)	Business	Application	Give Reasons	Short Answer	Difficult	2	4 min
	(2)	Profession	Application	Give Reasons	Short Answer	Difficult	2	4 min
Q4)	(1)	Business	Understanding	Explain	Long Answer	Average	4	7 min
	(2)	Profession	Understanding	Explain	Long Answer	Average	4	7 min
Total							20	30 min


  
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 20/11

SUBJECT : MATHEMATICS  
 CLASS : 6<sup>th</sup>  
 TOPIC : ANGLES

BLUE PRINT

CONTENT	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
	O	S.A	E	O	S.A	E	O	S.A	E	O	S.A	E	
Types of Angles	2(1)	2(2)	-	2(1)	1(2)	-	2(1)	-	-	-	1(2)	-	14
Angle bisector	2(1)	-	-	1(1)	-	-	-	-	-	-	-	1(3)	6
Total		8			5			2			5		20

  
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PLAN - ROUGH

UNIT NAME: GEOMETRY  
TOPIC: ANGLES

STD: 6<sup>th</sup>

SUBJECT: MATHEMATICS

WEIGHTAGE TO OBJECTIVES

Objectives	Marks	Percentage
Knowledge	8	40%
Understanding	5	25%
Application	2	10%
Skill	5	25%
Total	20	100%

WEIGHTAGE TO TYPE OF QUESTION

Types of Questions	Marks	Percentage
Objective type	09	45%
Short answer type	08	40%
Essay type	03	15%
Total	20	100%

WEIGHTAGE TO UNIT/CONTENT

Content/ Sub-units	Marks	Percentage
Types of Angle	14	70%
Angle Bisector	6	30%
Total	20	100%

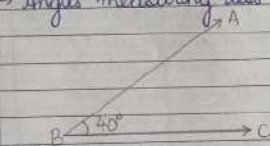
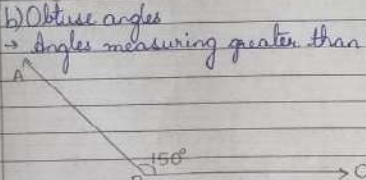
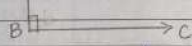
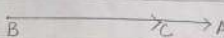
WEIGHTAGE TO DIFFICULTY LEVEL

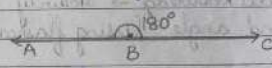
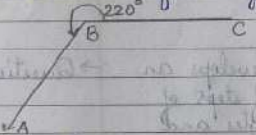
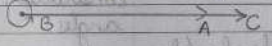
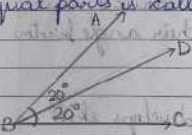
Difficulty Level	Marks	Percentage
Easy	6	30%
Average	10	50%
Difficult	4	20%
Total	20	100%


STD: 6<sup>th</sup>

UNIT PLAN

SUBJECT: MATHEMATICS  
TOPIC NAME: ANGLES

UNIT	CONTENT ANALYSIS ('WHAT' aspect)	OBJECTIVES & SPECIFICATIONS ('WHY' aspect)	LEARNING EXPERIENCE ('HOW' aspect)	EVALUATION PROCEDURE ('Achievement and Testing')
TEACHING POINTS	<p>Teaching points</p> <p>→ There are 3 basic types of angles - acute angle, obtuse angle and right angle</p> <p>a) acute angle → Angles measuring less than <math>90^\circ</math> are acute angles</p>  <p>b) Obtuse angles → Angles measuring greater than <math>90^\circ</math> are obtuse angles.</p>  <p>c) Right angle → Angles measuring <math>90^\circ</math> are called right angle.</p>  <p>→ There are some more types of angles</p> <p>d) Zero angle → When angle between two rays is <math>0^\circ</math> then it is zero angle.</p> 	<p>Knowledge:</p> <p>G: The pupil acquires knowledge of types of angles and angle bisectors.</p> <p>S: The pupil recalls definition of different types of angles and angle bisector.</p> <p>Understanding:</p> <p>G: The pupil develops an understanding of steps of constructing angles and angle bisectors.</p> <p>S: The pupil explains the method/steps of constructing angles and angle bisector.</p> <p>Application:</p> <p>G: The pupil applies his/her gained knowledge and understanding in further studies.</p> <p>S: The pupil constructs new angles and their angle bisector.</p> <p>Skills:</p> <p>G: The pupil develops skill in construction.</p> <p>S: The pupil constructs more angles and their angle bisector with speed and accuracy.</p>	<p>→ Activity (using flashcards)</p> <p>→ Discussion</p> <p>→ Questioning</p> <p>→ Inductive-Reductive</p> <p>→ Practical-construction of angles</p> <p>→ problem-solving</p>	<p>→ Objective type questions</p> <p>→ short answers</p> <p>→ construction test</p>

UNIT/ SUB UNIT	CONTENT ANALYSIS (WHAT aspect)	OBJECTIVES & SPECIFICATIONS (WHY aspect)	LEARNING EXPERIENCE (HOW aspect)	EVALUATION PROCEDURE (CHECK)
	<p>e) Straight angle → Angle measuring <math>180^\circ</math> is called straight angle</p> 			
	<p>f) Reflex angle → Angle measuring greater than <math>180^\circ</math> and lesser than <math>360^\circ</math> is called reflex angle</p> 			
	<p>g) Complete angle → When one ray completes one round and comes back to original position, completing <math>360^\circ</math> is all is known as complete angle</p> 			
	<p>Construction b) Angle bisector of angle → The line which passes from vertex and divides the angle into 2 equal parts is called an angle bisector</p> 			
	<p>* Facts: → Right angle measures <math>90^\circ</math> → Straight angle and complete angle measures <math>180^\circ</math> and <math>360^\circ</math> respectively → Angle bisector divides an angle into 2 equal parts</p>			

  
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**Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

**9. Mobilizing relevant and varied learning resources.**

  
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# Mobilizing Relevant Varied Learning Resources

## Spoken Tutorial in Environmental Education

(Created by M.Ed. 2020-22)

EE UNIT 1b PPT+VIDEO PART 1 .PPTX

File Edit View Insert Format Slide Arrange Tools Help

Background Layout Theme Transition

1 2 3 4

Module 1: Fundamentals of Environmental Education  
Unit 1B Concept of Ecosystem & Types of Ecosystem

Presented by

- Bhanu Yadav Roll No. 23 (GROUP LEADER)
- Deepa Bal, Roll No. 02
- Dipali Indalkar, Roll No. 10
- Deepty Acharya, Roll no. 01
- Priya Kareer, Roll No. 12
- Sana Holsekar, Roll No. 09

Environmental Education  
Education environnementale

## Spoken Tutorial in Guidance and Counselling

(Created by M.Ed. 2020-22)

Unit 4B Directive... Saved to this PC

File Home Insert Draw Design Transitions Animations Slide Show Record Review View Help

Clipboard Font Paragraph Drawing Editing Voice Add-Ins

1 2 3 4 5 6

Unit 4B  
Guidance and Counselling

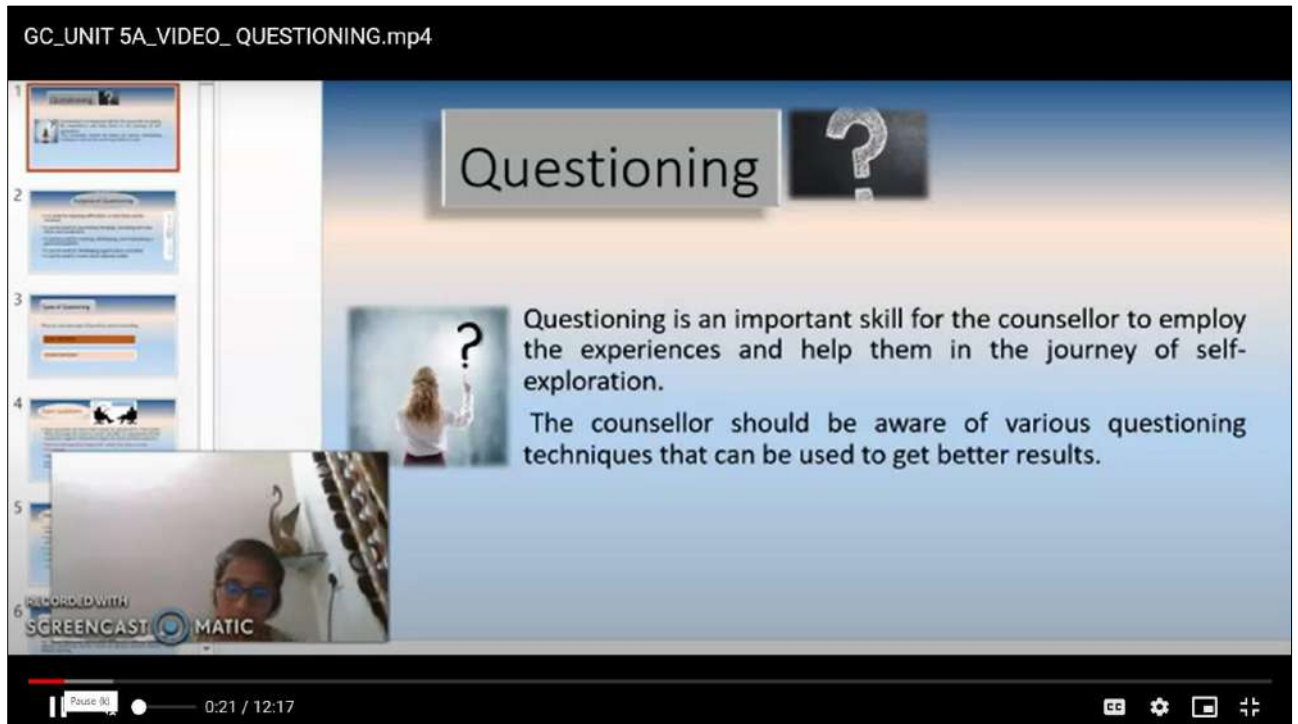
TYPES OF COUNSELLING -  
DIRECTIVE

Prepared by  
Nazneen Yasmin Shaikh  
& Ruchi Gandhi

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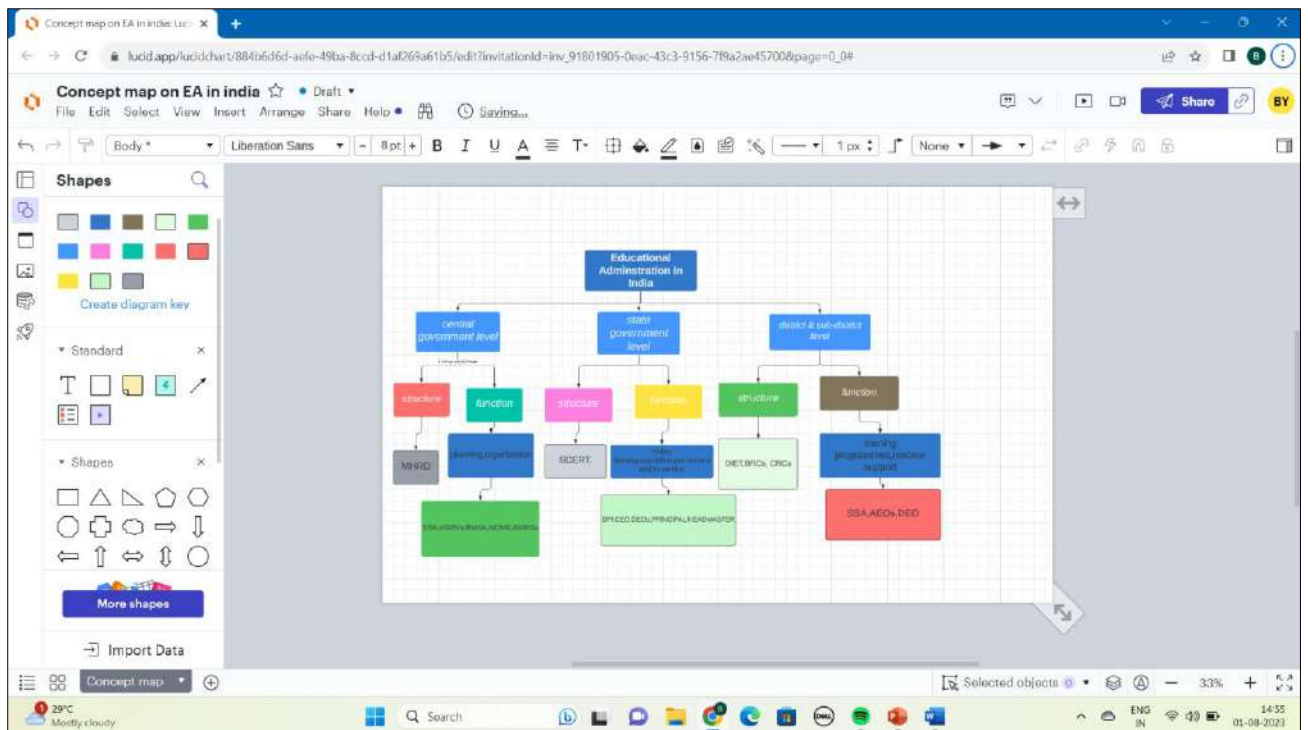
## Video Recording in Guidance and Counselling

(Created by M.Ed. 2020-22)



## Use of Lucid Charts to show concept mapping.

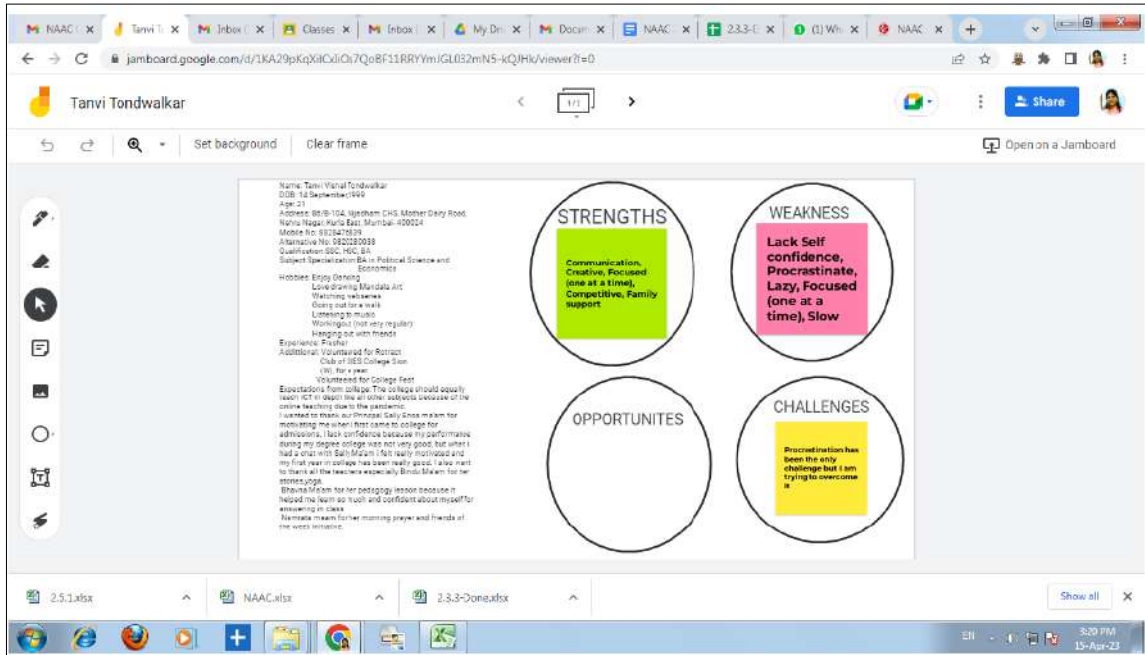
(By Teacher Educators)



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# Use of Jam boards to Assess Learning

(By Teacher Educators)



## Teaching Aid Workshops conducted every year



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**Metric No. 2.4.2**

**Students go through a set of activities as preparatory to school-based practice teaching & internship.**

**Pre-practice teaching/ Internship orientation/ Training encompasses certain significant skills and competencies such as.....**

**10. Evolving ICT based learning situations.**

  
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## 10. Evolving ICT based learning situations

### Tutorials in MS Office – Word, Excel, PowerPoint, Google form and Video creation

(includes creating scripts)

The screenshot displays a Google Classroom page for a class titled 'Ability Course 1: Critical Understanding of ICT'. The interface is divided into a left sidebar and a main content area. The sidebar contains navigation options like Home, Calendar, and Teaching, along with a list of enrolled students and their courses. The main content area shows a list of tasks:

- Task 1 - MS Office WORD**: MsOffice Word (38) | Posted Mar 22, 2022
- Task 2 - Google form**: Google form (45) | Edited Mar 22, 2022
- Task 3 - MS Office POWERPOINT PRESENTATI...**:
  - ICT- Task:3 PowerPoint Presentation (9) | Edited Apr 4, 2022
  - ICT- Task:3 PowerPoint Presentation (9) | Edited Apr 4, 2022
  - Assignment Task 3 - POWERPOINT PRE... (30) | Edited Apr 6, 2022
- Task 4 - MS Office EXCEL**: TASK-4 EXCEL (37) | Edited Apr 6, 2022
- Task -5: Video Creation**: Task -5: Creating a script using Speech... (37) | Due Apr 13, 2022

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## MS Office – Excel

**TASK-4 EXCEL**

BHUNJE PURVA Turned in

Purva Bhunje\_Excel sheet.xlsx

Semester I Mark List of class VII A					
Sr.No	Name of Student	House	Math/100	Science/100	Engl
1	Shriyansh Bhunje	Yellow	93	96	
2	Batul Vohra	Blue	83	76	
3	Riyansh Bhoir	Red	65	74	
4	Rachit Shete	Blue	76	43	
5	Nayara Bahira	Red	32	41	
6	Saanvi Solanki	Yellow	48	59	
7	Kimaya Sangare	Blue	58	63	
8	Ansh Surve	Yellow	76	56	
9	Ira Menon	Red	76	75	
10	Spruha Gharat	Red	79	83	
Total No.Of students appeared			10		
Average marks scored in Math			68.6		
Average marks scored in Science			66.6		
Average marks scored in English			69.3		

Files: Turned in on Apr 13, 2022, 7:17 AM

Grade: /10

Private comments: Add private comment...

## Google form

**Google form**

DUGGAL SUPREET KAWALPRIT SINGH Turned in

Sample Question Pa...

Grade: /10

Private comments: Add private comment...

Sample Question Paper- Science

Elements,Compounds and Mixtures

General instructions:

1. Read all the questions carefully
2. There are two sections in the paper
  - Section A has 4 questions
  - Section B has 4 questions
3. All questions are compulsory


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## MS Office Word

The screenshot shows a Google Classroom interface. At the top, the browser address bar displays a classroom URL. Below it, the classroom name 'MsOffice Word' and the user 'BHUNJE PURVA' are visible. The main content area shows a PDF document titled 'Critical Understanding Of ICT.pdf' with a task 'Task 1: MS Office Word'. The document content includes the poem 'Toomai of the Elephants' by Rudyard Kipling. The poem text is: 'I will remember what I was, I am sick of ropes and chain--- I will remember my old strength and all my forest-affairs. I will not sell my back to [a man] for a bundle of sugarcane. I will go out to my own kind, and the'. The right sidebar shows the 'Files' section with the document 'Critical Understanding...' and a 'Grade' field set to '/10'. The bottom of the screen shows the Windows taskbar with various application icons and system tray information.

## Spoken Tutorial

The screenshot shows a video player interface. The video title is 'MANJU NAIR ROLL NBR34.mp4'. The main content of the video is a large green oval with the text 'LIFE CYCLE OF BUTTERFLY' written on it. A small video inset in the top right corner shows a woman speaking. The video player controls at the bottom show a play button, a progress bar at 0:02 / 8:06, and other standard video controls. The background of the video player is pink and green.

  
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### **VALUE-ADDED CERTIFICATE COURSE**

#### **Digital Skills for Teachers**

Course Code - PCERPVACC09 (3 Credits)



#### **Course Learning Outcomes**

After learning this module, the student teacher will be able to:

- To create awareness of Information Technology
- To deliver student teachers with a learning experience in instructional technology.
- To promote computer-based educational resources
- To develop the practical use of technology integration
- Develop the skills and confidence of student teachers in the appropriate and effective use of digital technology in teaching.

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