# Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased practice teaching & internship.

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

1. Formulating Learning Objectives

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

2nd May to 13th 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
TK (07.11)	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
15.00	2.30-4.30pm	tribrogamanoscadas anovamanos.	164600000000000
13-05-22	11.30-1.45pm	Lesson Presentation- Bridge	All teachers
	2.30-4.30pm	lesson (15 mins)	



 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>th</sup> May Class test 2

Dr. (Mr.) Sally Enos

PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education & Research
Dr. Pital Teacher Training & Research Centre
Plot No. 1, Sector 6, Khanda Colony,
Page 2 Speci-419 204.





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

Name of the student teacher: Ashish Prasad		Practising School/College: CKT Junior College, New Popul	
Roll no. 38	Subject: Physics.	Std.: 12 th	Div.: S-3.
Total lesson no. :		Date: 20-7-22 duration: 40 minus	Lesson 2
Topic: Mechanic	al Properties of fluid	Subtopic: Pressure	in liquids

Anticipated prior knowledge/entry knowledge:	students are aware about pressure	
General objectives:	Specific objectives:	
Knowledge - The pupil acquires the Knowledge of pressure in liquids Understanding - The pupil develops an understanding of pressure in liquids Application - The pupil applies their Knowledge and understanding In new and unfamiliar situations Skill - The pupil develops practical skills	Absolute and Gauge pressure.	
Content mapping/concept mapping:	eure	
Hydrostatic Prossure de Paradox Irgand co	he to the Atmospheric Cumm. Pressure	
Principal  MAHATMA EDICATION SOCIETY'S  Pillai College of Education & Research  Dy Pillai Teacher Training & Research Centre  Plot No. 1. Sector & Khanda Golony  New Paniel 410 208	Absolute pressure to	



# Pillai College of Education and Research Plot 1, Sector 8, New Panvel, 410206, Tel, 27464161 27480289

Name of the student teacher: Somam Guette	Practising School/College:
Roll no. 6 1 Subject O C Total lesson no. 13 Method lesson no.	Std. XIII Div - Date: 20/8/19 Lesson
Topic Franci of Bushness Organis.	Subtopic Co-operative lociety

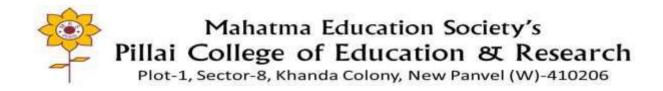
Anticipated prior knowledge/entry knowledge:	The pupil are aware of
General objectives:	Specific objectives:
Sknowledge: The quail acres	· ·
t) Knowledge's The pupil acqui	world tige . The pupil
of working	co-operative society
citing	
Miderstanding: The pupil	I) Understanding & The pupil
luctors an understant	explains the features of
evelops an understanding of	A M
features of co-operative &	III) Application: The pupil
Application: The pupil appli	is gives measons of to have
is her knowledge fundamenta	luglo-operative society differ
ontent mapping/concept mapping:	allow off war
ontent mapping/concept mapping:	Oganisa
7 1	
Hatures o	1 co-operative existy.
	J.
V	Dr. ( Th. ) Nally From PRINCIPAL
durtary some	MAHATMA EDUCATION SOCIETY  WE MELL PILLA College of Education & Renear
esociation Equal	Plot No. 1. Sector 8. Khanda Golony. New Paniel 410 209
Vating	Limited 0
	fillity comobility
rights	manageme



# Pillai College of Education and Research Plot I. Sector 8, New Parvel, 410206, 1et 27464161 27400220

Name of the student teacher: Pocyo Mark	Practising School/College: (127 James)	
Roll to \$6 Subject Describ (BK)	Shi set Dif Correspond	
Total lesson no DS Method lesson no DS	Date: (D)(F2)() Lesson duration:	
tion Single Entry System.	Sublopic Sum (sitingle antry	

Anticipated prior knowledge/e	ntry knowledge: The	e people are aware about a book book of Strigle Carry System
General objectives:		cific objectives:
knowledge: The pup of system. Condenstanding: The an constanding of standement of a profit and loss as	joupildents we flars and in	e element of strigle  thy system.  The pupil  plains the terms include  chatement of affairs & profit  d loss 46.
Application: Inc	6 understanding So	lue a new problem.
Application: Me  The browledge  In new & confami  Kill: The people of  Computational 3t  Content mapping/concept mapping/conce	kills, af	pphication. The pupil lun a new problem, will the pupil solumn e sum of statement of airs 2 profit/Loss Atc accom Add (+)



# Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased practice teaching & internship.

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

2. Content Mapping

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.

# 2. Content Mapping

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

F.Y.B.Ed

2nd May to 13th 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- 1.45	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
MX 10 MX 1,50 G; 1	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
7.50 100 100	2.30-4.30pm	titelove withhorizet an averaged at	10400000000000000
13-05-22	11.30-1.45pm	Lesson Presentation- Bridge	All teachers
SECTION STORY	2.30-4.30pm	fesson (15 mins)	428,000,000,000,000,000,000,000,000,000,0



Prepare all the above activities based on the selected chapter and content. Do not change the content.

14-16: study Leave. 17th, 19th and 21th May Class test 2

Dr. (Ms.) Sully Enos PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education & Research Dr. Patal Teacher Training & Research Centre Plot No. 1, Sector-6, Khanda Colony, Port Panest-419 206.





# Pillai College of Education and Research Plot 1, Sector 8, New Panvel- 410206, Tel: 27464161/27480289

Name of the student teacher: Ashish Prasad		Practising School/College: CKT Junior College, New Popul	
Roll no. 38	Subject: Physics.	Std.: 12 th	Div.: S-3.
Total lesson no. :		Date: 20-7-22 duration: 40 minus	Lesson 2
Topic: Mechanic	al Properties of fluid	Subtopic: Pressure	in liquids

Anticipated prior knowledge/entry knowledge:	Students are aware about pressure
General objectives:	Specific objectives:
Knowledge of pressure in liquids Understanding - The pupil alculops an understanding of pressure in liquids  Application - The pupil applies their Knowledge and understanding In new and unfamiliar situations  Skill - The pupil develops practical skills	Absolute and Gauge pressure.
Content mapping/concept mapping:	seure
Hydrostatic Prossure de Poradox Prossure de Legard co	lue to the Atmospheric Olymn. Pressure
PRINCIPAL	Absolute pressure to



# Pillai College of Education and Research Plot I. Sector 8, New Panyel, 410206, Jul. 27464161 27400209

Name of the student teacher: Pocos Nain	Practising School/College: (121 Jewood
Roll to 86 Subject (Cascards (BK) Total lesson no 05 Method lesson no 05	Std (4) Diff Care-part  Date (Differ) (5 to Lesson  duration
tion Single Entry System.	Subtopic Sum - (sitingle Antry

Tom Single Entry System.	Subtopic Secre - (2) mgle (rty)
	0
Anticipated prior knowledge/entry knowledge:	the bosics of Strigle Contry System
General objectives:	Specific objectives:
knowledge: The pupil acquire the knowledge of strigle ento system  Condenstanding: The pupil den an unotentanding of the litera of steedement of affairs and profit and loss account profit and loss account his her bnowledge understand in new & confamiliar situation skill: the pupil acculant skill:	explains the terms included in statement of affairs & profit
Content mapping/concept mapping:	Gif Lorenza
expense f cosses.	Add (+) drawings.
Statement  De ( The ) Author From Affair  MAHATMA EDUCATION SOCIETY S  Pillar College of Education & Research Centre  Dy Pillar Teacher Training & Research Centre  Plot No 1 Section & Khanga College  New Panish 410 20s  Add .  Lincome 2   Crisical	rs. less (-) Addution capital in tro



# Pillai College of Education and Research Plot I. Sector 8, New Parcel, 410206, 1et 27464161 27400239

Name of the student teacher: Pocyo Mark	Practising School/College: (121 Jewe)
Roll to D6 Subject Accounts (BK) Total lesson no D5 Method lesson no D5	Still K) Diff Carrigate
Total lesson no 05 Method lesson no 05	duration
tion Single Entry System.	Subtopic Gern ( stringle Contr

Tork Single Entry System.	
Anticipated prior knowledge/entry knowle	the bosics of Strigle Crotery 3 poles
General objectives:	Specific objectives:
knowledge: The pupil oreg the knowledge of gragle system andexectording: The poupil an understanding of the of steedement of affairs of profit and loss account	entry system.  Idento understanding: The pupil  Pitems explains the terms includ- in statement of affairs & prof.
Application: The pupil a	upplies Application. The pupil solum, furtion glaid The pupil solum
computational skills.	furtion glaid The papil solutions of statement of affairs 2 profit/Loss Atc accom
Computational 3kills.	profit/ Loss #10 acom  profit/  Add (+)  Arawings



# Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased practice teaching & internship.

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

3. Lesson Planning/ Individualized Educational Plans

Dr. (Ms.) Sally Enos
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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.

# 3. Lesson Planning Timetables and Sample Lesson Plans

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

F.Y.B.Ed

2nd May to 13th May 2022

Lesson Planning- Workshop

Date	Timings	Activity	Teacher in Charge
02-05-22	11.30- 1.45pm	Demonstration Lessons	Senior students
02-03-22	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
XX.04X.000	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 2.30-4.30pm	Guidance- Lesson Plan-1	All teachers
3-05-22	11.30- 1.45pm 2.30-4.30pm	Lesson Presentation- Bridge lesson (15 mins)	All teachers



- 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>th</sup> May Class test 2

Dr. (Ms.) Sally Enos
PRINCIPAL
MAHATMA EDUCATION SOCIETY'S
Pillai College of Education 8 Research

Dr. Patel Teacher Training & Research Centre Plot No. 1, Sector-5, Khanda Colony, Nov. Princel-419 205.

# MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH NEW PANYEL 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///S S6
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/M5   56
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 /N3 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/H 5/5E
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	Dr Geeta Thakur
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	Dr Geeta Thakur
14-07-2021 10 3-08- 2021	MINE MUNICIPAL	Practice Lessons in schools	Respective Schools/ Colleges

## Demonstration Lessons -

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

End.

Dr. (Ms.) Sally Enca PRINCIPAL MAHATMA EDUCATION SOCIETY'S Pillai College of Education & Research Dr Pillai Teacher Training & Research Central Piot No. 1, Section 8, Khanda Culony, New Panyel-110 204.

# MES' PILLAI COLLEGE OF EMICATION AND RESEARCH, NEW PANYEL F. .. B.Ed 2019-20

11th January to 15th February 2020 SEMESTER-2 Division A/B

ry 2020: ry 2020: ry 2020:	Micro Lesson - Planning	Skill of Explanati on & Skill of Closure PP		Companies	treparate on & Lesson planning		Men 13/1/2020	
ary 2020: Integrated Lesson ary 2020: Community Servic ary 2020: Internship in schoo	Planning for the presentati on	Guidance		Guidance	reparation &		Tues 14/1/2020	The state of the s
ary 2020: Integrated Lesson ary 2020: Community Service and Uber Rang ary 2020: Internship in schoosl for three weeks begins	Micro Lesson -Planning	Skill of Stimulus Variation BT	100	of (SI+Expln +Closure)	1 1/1		0 15/1/2020	
id Uber Ran	Micro Lesson - Planning	Skill of Illustrating with example example	RECESS	Guidance	Proparation & Lesson planning (Skill of SV)		Thurs 16/1/2020	
le begins	Planning for the presentation	Skill of Black Board Summary GT		Guidance	Preparation & Lesson planning (Skill of Illustrating with example)	٨	Fri 17/1/2020	
	Micro Lesson -Planning	Stall of Questioning BD		Presentation Skill of (SV, IWE)	Presentation Skill of (SV, IWE)	Assembly	Sat 18/1/2020	
	Micro Lesson - Planning	Skill of Reinforcem ent GT		Guidance	Pedagogy of School Subjects EC-1 BT		Mon 20/11/18	
		Demo lessons (2)		Demo lessons (2)	Learning & Teaching CC-3		Tues 21/01/202 0	
	Integrated	Lesson Flauning& Content analysis BD		Presentation Skill of Questioning and reinforceme	Presentation Skill of Questioning, BB and reinforceme at		Wed 22/1/2020	
		Orientation to Internship		Objectives and specifications Workshop SE	Objectives and specifications Workshop SE		Thurs 23/1/2020	
Education	SOCIETY S & Research	Integrated Lesson presentatio		Integrated Lesson presentation	Integrated Lesson presentatio n (12-15mins)		FRI 24/1/2020	

# Pillai College of Education and Research Plot 1, Sector 8, New Panvel- 410206, Tel: 27464161/27480289

Name of the student teacher: Ashish Prasad		Practising School/College: CKT Jimor College, New Popul		
Roll no. 38	Subject: Physics.	Std.: 12 th	Div.: S-3.	
Total lesson no. :		Date: 20-7-22 duration: 40 minute	Lesson 2	
Topic: Mechanico	I Properties of fluids	Subtopic: Pressure h	n liquids	

Anticipated prior knowledge/entry knowledge:	students are awase about presence
General objectives:	Specific objectives:
Knowledge :- The pupil acquires the Knowledge of pressure in liquids Understanding: The pupil aleutops an understanding of pressure in liquids.  Application: The pupil applies their Knowledge and understanding in new and unfamiliar situations.  Skill: The pupil develops practical skills.	Knowledge & The popul recalle the formula of pressure in Liquids, Absolute and Crange pressure. Understanding: The popul defines Afmosphesic pressure, Absolute pressure and gauge pressure Applications: The pupil gives the reason to the given startements.  Skills- The pupil records the observa- tion corefully.
Content mapping/concept mapping:	sure
Hydrostatic Prossure de Paradex Arquid co	ue to the Atmospheric Lumn. Pressure
PRINCIPAL  PRINCIPAL  PRINCIPAL  MAHATMA EDUCATION SOCIETY S  Pillai College of Education & Research  Dy Pillai Teacher Training & Research Centre  Plot No. 1. Sector & Khanda Colony  New Packet 411 206	Absolute pressure t Crange Pressure

# Learning resources:

- · Learning material:
- · Reference material: Closs-12th Physics Textbook (Mahous Wha Boord)

Activity leading to the topic: The feacher places a white sheet of paper on the edge of the table and attach a ruler scale to it, then he becomes the ball on the ruler but the paper describ become or moves often the feacher crushes the white sheet of paper one repeats the same activity thus time the paper moved; the feacher asks some questions from the shocked related to the activity I declares the topic.

Declaration of the topic: So students today we will learn about the pressure in Liquid,

Methodology: Set Incluction, Skill of explaination

Teaching points/Content analysis	Teaching learning activities	Students expected responses
Teaching Point.  (I) Pressure clue to a liquid column:  Facts:- The pressure inside the liquid column increases as the depth increases.  Diogram: [P=88h]	The feacher asks the following question to the stratents by showing them a diogram (Bi) what do you seem this diagrams— we need to find the pressure exceled by the liquid on a point.  Bis) what is the formula for pressure?  Bis) what is the formula for density?— Bis) what is the formula for density?— Bis) what is the Volume for this eylinder?  Then the feacher derives the formula for pressure in the liquid column.	* Acontainer filled with moter
D) Teaching Potation = Atomospheric Pressure + The pressure exerted by the abmosphere on the surface of the earth	The teacher asks the following offs.	e-> 40.
PRINCIPAL  PRINCIPAL  MAHATMA EDUCATION SOCIETY S  Pillai College of Education & Research  Dy Pillai Teacher Training & Research Centre  Plot No. 1. Sector & Khanda Golony  New Pativel 411 208	is the atmosphere and why there is a	

Teaching points/content analysis	Teaching learning activities	Students expected answers
Teaching Points:  (II) Absolute Pressure  and brange Pressure in  Facts: The pressure in  the liquid is the  Sum total of the atmospher  Pressure and liquid  column.  Diogram:  Formula:  P=Po+psh  Formula:	B what is the force of point 21 - B Are these both forces equal?	* A contained filled with water. FI = P.AI. F2 = P2AZ. Yes. they are equilibrated is. atrest.
Teaching Points IN Hydrostatic Porodex. Diag Tom	The teacher draws the diagram of different contained containing water with some height of the liquids on each container. and osks the students (2) what will be the pressure. at the bottom. Then the teacher corrects the students and explains to them the Hydrestatic Paradox	* It will be different.
Definition:- The pressure ata certain Horizontal level in the fluid is proportional to the vertical distance to the surface of liquid.	PRINCIPAL  PRINCIPAL  MAHATMA EDUCATION SOCIETY S  Pillat College of Education & Research  Dy Pillat Teacher Training & Research Lenne  Plot No. 1. Sector & Khanda Collony  New Parkel 411 206	

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 port of the environment and also
necessary for every listing being in this planet. We should not wask
water unnecessarily.

Recapitulation: O what is the formula of pressure in liquids?

(2) What is Atmospheric Pressure? (3) What are Absolute and Crauge Pressure?

(4) What is the relation between Absolute, Atmospheric and Grouge Pressure?

Higher order questions: Thow does the pressure inside the liquid vortes with respect to its Height?

1 why do we feel less pressure of air os 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 (?) = 1000 kg/m², g = 9.8 m/sec²).

Topic: - Mechanical Properties of Fluids Blackboard work class-10th SubTopic :- Pressure in Liquid 21/7/22 1) Pressure due to liquid Column 3) Atmospheric Pressure + The pressure exerted by the atmosphere on the surface of the earth p=hfg | where p= pressure. h = height of the liquid column. 9: - accor due to growity: 3 - density of liquid. 4 Hydrotatic Parodox - The presume at a curtoin horizontal level in the (2) Absolute Pressure and Gauge Prexure fluid is propostional for the vertical p- Absolute pressure distance to the surface of liquid (P= po+ 9sh) po - Atmospherie prossure. 8: Density of liqued; hi- height of the column

Criteria for evaluation	Suggestions
Set induction -	good with experiment - concept pressure
Model reading	-> on liquid
Model recitation	
Objective questions	
Silent reading	Late -
Narration	
Explanation	good emplained each concept.
Illustration	
Questions	
Use of learning resources	
Class participation - 9	satis
Black board work	Sat's B. B. area divided systematically.
Demonstration	satis. B. B. area divided systematically, but need to improve writting skill on B.B. not visible from little for
Closure	on B.B. not visible from
Reinforcement	
Values	
Core element	
Methodology —	explanation skill is good
Interaction	Satis Pupils are less connected.
TO 190 M	
Preparation of lesson	good - coloured printouts - but cann't what is written is not readable.
and the country of	- Acceptable - Acc
Class management -	Boths. Joenin
SKONE KA SWEYN YN WEDDON - AS CO.	Supervisor's sign

Reflections Today. I was confident compared to the previous lecture, but I was not feeling well as I had cold be crayh. Jecture Today I tried to explain the concept of pressure. I started newthor activity, it was about atmospheric pressure. I also derived the expression for pressure in a liquid colorin on the blackboar chiduits were writing betting notes. Maybe my brondwisting on the blackboard was lighter. Ewill try to work on it next time. I tried to explain each concept to the students in easy concise wanner. Maybe there was a little interaction today, but I wanner. Maybe there was a little interaction today, but I wanner way to work on it next time.

MAHATMA EDUCATION SOCIETY'S
Pillal College of Education & Research
Dy Pillal Teacher Training & Research Lemma
Plot No. 1. Sector 8, Khanda Golony
New Parset 415 206



# Pillai College of Education and Research Plot I. Sector 8, New Parcel, 410206, Let. 27464161, 27480289

Name of the student teacher: Poego Mair	Practising School/College	off Jeweron
Rollino 26 Subject () County (BK)	Std: KL	me Composite
Rollino &6 Subject (Descurb) (BR) Total lesson no. (D5 Method lesson no. (D5	duration	Levon
Time Single Entry System.	Subtopic Stern (2)	ingle Colony

total tessentials be attended resonation bed	duration
Tork Single Entry System.	Subtopic Sum (single intry)
	0
Anticipated prior knowledge/entry knowledge:	the basics of Strigli friting System
General objectives:	Specific objectives:
knowledge: The pupil acquired street knowledge of strage entry system.  Condenstanding: The pupil applied and constanding of the stend of steadement of affairs and profit and loss account.  Application: The pupil applied the literation of the lit	entry system.  Tunderstanding: The pupil explains the terms included in statement of affairs & project
	affairs + bookil com wie action
Content mapping/concept mapping:  Nel-prof  expoense f  Loss es.	pad (+) drawings.
Income 2 length	

I carning rysources: · I carning material · Reference material: N1". P. F. Acad Freelo previous knowledge what is shall entry? which attournes mountained on the Ostrogle entry systems Declaration of the topic: 30 fooday too are going to salve one Style from stright on the System. Methodology: Recap Questioning of explanation - Solving Teaching points Content Students expected Teaching learning activities analysis responses enty system and be then started Teaching DOMH . - Statement of affairs Solving the sum. Statement of P. Tr says Fresh we have by find the Opening and closing capital and By malcing \$ 6055 . How will we find the opening / sylatement of Afficient closing capitals Tarms In this subtement of allow what comes in the helf halid wide ? Wahilifics. dels for eneditors, Asset exhalt comes to the rither hand aide? Capital drawing pro perty company what are ansets9 Orienaluation exp of company what are clabilities? Condervaluation cohere will the furniture go? Assel-Wahilitia. Bank audrald. where will the loreditions go? Concepts. ( P. Tr in the same way placed Strigle orthy System 13 each asset and like little along with the students) operating and desing appetal now a system of bookreps find the profit loss by making estatement of profit flood. Keeping in which as a nule only records Capital atcohal-18 the first item that coe place in the statement of of cash & Upensonal end of the yo recounts are maintainly profit 1649 cohal-will we do with withdrawn Add Pack Additional ca cohat will use less from that? It is Known as Adolarted cay Encomplete double then what will use get 9 contact will we less from Adjusted aptil O penity Cal entry with varying Then what will we get ? Profit before atrum stemies U Creneralization.

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Procome & gains & subtract the expense & losse along with

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correlement introductions: Scientific temper: As the statement of affairs and profit and loss of the make one mistake our whole calculation will be cornery. In the same that we should think twice and toglically are always as should the should be accountable of our adving.

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Dichat do we get from Statement of.

profit and loss Alc?

Higher order questions :

Sum Cattached)

Assignment:

Sum (atlached).

lackboard work	Topic	Bub!	sing	e Entry system.  Statement of profi  particular
Statement o	Assets	2	3	particulas:
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				12x (=11, ) = 2/10 2/10 2/10 1
				MAHAIMA EDUCATION SOCIETY S Pillai College of Education & Research Dy Pillai Teacher Training & Research Centre Plot No. 1, Sector & Manda Colony New Parset 410 206

Criteria for evaluation Suggestions \* Submoduction to the content by See melection caking questions on the princes Model confing knowledge of the students Model recitation Oppositor questions \* Statement of aim declared Silent reading and topic written on the NAITBURNO Explanation board. \* Questions were asked on the Illustration sum from textbook but putting Ouestions Use of learning resources up the or sum on chart paper Class participation would have been more effective Black board work \* B.B. work developed along Demonstration Closure with the content in a Reinforcement Values systematic manner. Core element \* Avoid using Hindi in the Methodology Interaction classroom. \* Explanation given was Knowledge of content 40000 Preparation of lesson of correct land sufficient Interest \* Closure done. Class management - 400d Supervisor's sign Good lesson! Reflections Time got was less and therefore Summarize the topic and forget cox value. Completed but couldn't as Felt that can do better.

uiding professor's signature

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# Pillai College of Education and Research Plot 1, Seyrox 8, New Panyel, 410206, Jel, 27464161/27480289

# Lesson Note

Name of the stude	mi reacher: Sonam Guoto	Practising School/Colle	nge:
Roll no. 5 7	Subject () (	Std., XII	Div
otal lesson no		Date 26 8 19 duration:	Lesson
Thun's	of Business Organis-	Subtopic Co-opera	time decisely

Anticipated prior knowledge/entry	knowledge: The pupil are aware of
reneral objectives:	Specific objectives:
Novelle of	10
the knowledge of the perpe	I acquired I knowledge: The pupil
on whomenage of co-o	penalise co-operative society
ocuty.	The state of the s
Miderstanding: The	pupel explains the distinuit of
ivelops an understan	ding of Co-operative society?
features of co-operation	4 8 TIT Analication: The avail
Application: The pu	
is her knowledge of mi	pilapplies ques masons as to how denstanting to operative society differen
new 4 untimilians	Estuation from other commercial
ontent mapping/concept mapping	oganisal
From	A
1CU	hores of co-operative society.
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luntary	Service molive
MALE CHAPTER	Service moure
toristing of	
sociation Equal	PRINCIPAL SOCIETY Smited Democratic

\* tearning material: (hand

\* Reference material: (hand

\* Reference material: XIII - O L Textbook

\* Activity leading to the topic: By Showing chard - The asks - (new hat is the main mature excitly (voluntary assaulton)(2) twhat is the main mature of co-operative (securice) (3) what is 1 member 1 value because of the topic:

\* I member 1 value because of the topic:

\* I member 1 value because of the topic:

\* All third on power ious knowledge laday was shall shade about features of a operative surely.

\* Methodology: Listens Sign

Teaching points/Content analysis	Teaching learning activities	Students expected responses
1 Teaching points:	In Shows the chart with	
and the second s	ligitation. Now let us how	
Jeruna Guragana-	look at the features	
	y a co-operative society	
Contraction of the Contraction o	with the help of chart.	1
= 1 h 0- 0 1		
	lu-asks questions bases	1
lacting, one	on co-operative sciety.	
1 WIT COCK STILL VOICE	AND THE RESERVE OF THE PARTY OF	AL SECTION
Experition: It is	What is democratic	opportunity to
society which	management?	express opini
01 (110 11	What is one member	2 10 11
		Tene Prodivide
No to the passes	ne vote?	can rate once
economic interests	3) What you understand	but To provid
1 its members. 3	the found securic motive	I service to
		its member
Generalisation : 1	What is Surplus profi	t9 3 pricess
-operative	1 1	· profit.
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ganisation it as	Michael is open membersh	Programme and the second secon
MANATMA EDUCATION SO	some a copy	membershy
Location New Parcel 418 204	organis are je	alteres
	of Co-operative Society	
12	Tre Concludes the topic	

( house statement: So, today we have learn't features of to operative Core element values (description): Remoral of Social barriers, as operative Co-sponative society helps to hemore social barriers of helps to live with co-operation in Society. Recapitulation: D what is the nature of members of D'Explain the features of co-operative society? Higher order questions: live reason : Desoporative society differe from other forms of List out various men'its of demonits of co-operative Society Blackboard work Sub 30.0 Topic : Features of co-operative Open Membership @Independent existence 2) Equal voting sign Registration 3 service motive 3 surplus perofit 4) Limited Labelity 9 State control. 3 Democratic management

# 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

- of students for induction.
- asked but number of questions to be increased.
- -> Explanation was appropriate.
- -> Examples were adequate.
- -> Students took part in classroom discussion.
- -> conclusion was relevant.
- -> enteraction to be increased.
- -> Good content knowledge.

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 schoolbased 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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New Panvel-410 206.

# 4. Identifying Varied Student Abilities

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

Core Course 3: Learning and Teaching



Assignment 1

1110

Name of Student Teacher: Roll No.: 37

anten trens

# 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.

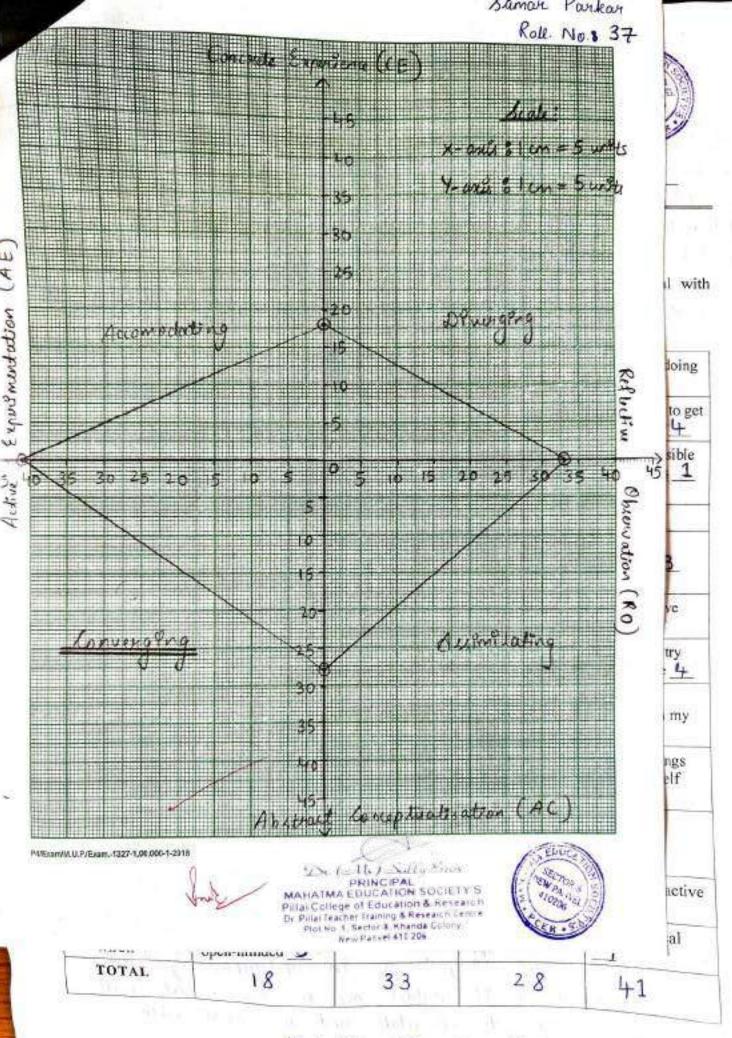
# SENTENCES

1. When I learn	I like to deal with my feelings 1	I like to watch and listen 3	I like to think about ideas 2	I like to be doing things 4
2. I learn best when	I trust my hunches and feelings 1	I listen carefully and watch 2	I rely on logical thinking 3	I work hard to ge things done 4
3. When I am learning	I have strong feelings and reactions 2	I am quiet and reserved 4	I tend to reason things out 3	I am responsible about things 1
4. I learn by	Feeling 1	Watching 3	Thinking 2	Doing 4
5. When I learn	I am open to new experiences 1	I look at all sides of an issue 2	I like to analyse things, break them into their parts 4	I like to try things out 3
6. When I am learning	I am an intuitive person 1	l am an observant person 4	l am a logical person 3	I am an active person 2
7. I learn best from	personal relationship	Observation 3	rational theories	a chance to try and practice 4
8. When I learn	I feel personally involved 2	I take my time before acting 3	I like ideas and theories <u>1</u>	I like to see results from my work 4
9. I learn best when	I rely on my feelings	I rely on my observations 3	I rely on my ideas	Can try things out for myself
learning	1 am an accepting person 2	I am a reserved person 1	I am a rational person 4	l am a responsible person 3
or Philadelegger Training & Re	aligotinvolved 2	I like to observe	I evaluate things	I like to be active
12. I learn best when	I am receptive and open-minded 3	I am careful 2	I analyse ideas 1	I am practical
TOTAL	1.8	33	28	4-1

distance of the

Section 1 months

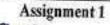
1 We were first given the Kall's Levening Style Expressioners Sheets and rue and matricellars from teacher @ As per the Enstructions, we marked ourselves In the mange 1-4 for the green quartons, selecting choices most suitable our leaving styles (Most swited chotice was marked 4 and the least swited marked 1). (3) Thin the sie he's of each column wire added; yet agoin all the distained scores were obtained eigher were then platted on a graph added to get the sum 120. 19 The 4 different quadrants. 1 Then the profited porter were found to found a 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 Conwegling learning style can solve problems and will use their learning to find solutions to practical Essues. They prefer technical tasks, and we her concerned with people and interpresent expects. People with a converging leaving best at finding practical uses for and theories They can solve prolutine and make decisions by solutions to questions and problems. Comming learning style a combination of Abstract Conceptualisation and Active Experimentation. People with a lonwinging learning style are technical tasks and probleme than social on gotin personal yours I always make use of Converging Learning Style to learn, be Pt Pr my academics on any other area where learning is required. This learning style will help me understand concepte and theories. It will help In under tanding the concepts in a practical manner. learning etyle will facilitie me to enhance my Obstract Conceptualisation and Experimentation - It will also enable me with specially and technology abilities. Commissing barning style has always helped me en anderstanding enables me to experiment most MAHATMA EDUCATION SOCIET (A) Phila Coneget Education & Research Con Phila Leacher Training & Research Con Plot No. 1. Sector & Khanda Colony to stimulate and to practical applications.



18+33+28+41= 120

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

Core Course 3: Learning and Teaching



Name of Student Teacher: Neelan Shaikh

46 Roll No .:

# 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 2	I like to watch and listen 4	I like to think about ideas	I like to be doing things 3
I learn best when	I trust my hunches and feelings	I listen carefully and watch 4	I rely on logical thinking 2	I work hard to get things done 3
3. When I am learning	I have strong feelings and reactions 2	I am quiet and reserved	I tend to reason things out _3	I am responsible about things 4
4. I learn by	Feeling 1	Watching 4	Thinking 2	Doing 3
5. When I learn	I am open to new experiences 2	I look at all sides of an issue 3	I like to analyse things, break them into their parts 1	I like to try things out _4
<ol> <li>When I am learning</li> </ol>	I am an intuitive person 1	I am an observant person 4	I am a logical person _3	I am an active person 2.
7. I learn best from	personal relationship	Observation 4	rational theories	a chance to try and practice 3
8. When I Iearn	I feel personally involved 2	I take my time before acting 4	I like ideas and theories	I like to see results from my work 3
9. I learn best when	I rely on my feelings	I rely on my observations 4	I rely on my ideas	I can try things out for myself
0. When I am learning	I am an accepting person 2	I am a reserved person	I am a rational person 4	l am a responsible person 3
1. When I learn	I get involved 2	I like to observe	Pevaluate things	Jike to be active
I learn best when	I am receptive and open-minded 2	I am careful do No	I analyse ideas 3	I am practical
TOTAL	19	38	25	38

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dections	Total Forward	Miltigly	deore
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9	9	×10	90

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See 8 sec 9 Sec 5 sec 6 Lec 7 sec 4 Sex 2 Section and Scores. Kinesthetie De ( Ile) Silly Sicor PRINCIPAL MAHATMA EDUCATION SOCIETY S Pillai College of Education & Research Dr Pillet Teacher Training & Research Lennie Plot No. 1. Sector & Khanda Cplony New Pannel 410 20s Intergersonal strength 

Attending this multiple intelligence really helped me to identify am strong. Reparted can perform well. I strength (100) or Bod dance ! My Reflection This is the first time I am performing multiple intelligence test. It really meant my strength and Deakness. Ila a spenson baho love to get involved in a this wer could reflected my highest school in Kineathetic or Bodel Second highest deare was in Spatial Intelligence. My least score Existential, Interpressonal strength. So I need to improve these area Self realization plays a vital development help I'm knowling Dealnes. This test is really helpful to realize their strength in blancing also gets an opportunity to under Pillai College of Education & Research Dr Pillai Teacher Training & Research Lentre tot No. 1. Sector & Mhanda C New Patrel 410 20s

	The state of the s
	Everyone has all the intelligence
	Everyone has all the intelligence!
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CONCLUSION

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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 I Section 2 I enjoy categorizing things by common trails I easily pick up on patterns Ecological issues are important to me I focus in on noise and sounds Classification helps me make sense of new data Moving to a beat is easy for me I enjoy working in a garden I enjoy making music I believe preserving our National Parks is important I respond to the cadence of poetry Putting things in bicrarchies makes sense to me I remember things by putting them in a rhyme Animals are important in my life Concentration is difficult for me if there is background noise My home has a recycling system in place Listening to sounds in nature can be very relaxing I enjoy studying biology, betany and/or zoology Musicals are more engaging to me thun dramatic plays I pick up on subtle differences in meaning Remembering song lyrics is easy for me TOTAL for Section 1 Y TOTAL for Section 2 Section 3 Section 4 I am known for being neat and orderly It is important to see my role in the "big picture" of things Step by step directions are a big help I enjoy discussing questions about life Problem solving comes easily to me O Religion is important to me I get easily frustrated with disorganized people e 1 a 1 enjoy viewing art work can complete calculations quickly in my hold Relaxation and meditation exercises are rewarding to me Logic puzzles are fun I like traveling to visit inspiring places I can't begin an assignment until I have all my 'ducks in a row' I enjoy reading philosophers Structure is a good thing Learning new things is easier when I see their real world application. I enjoy troubleshooting something that isn't working properly I wonder if there are other forms of intelligent life in the universe Things have to make sense to me or I am dissatisfied It is important for me to feel connected to people, ideas and beliefs TOTAL for Section 3 G TOTAL for Section 4

Section 5  I learn best interacting with others  I enjoy informal chat and serious discussion  The more the merrier  O 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  O I am a "learn player"  I Friends are important to me  O I belong to more than three clubs or organizations  O I dislike working alone  TOTAL for Section 5
Section 6  I 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  1 O TOTAL for Section 6	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  write for pleasure  Puns, anagrams and spoonerisms are fun  enjoy public speaking and participating in debates  TOTAL for Section 7
Section 8    My attitude effects how I learn   Pitta College of Education & Research	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  TOTAL for Section 9



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lame AMR	ITA	SH SH	REE	Se	at No.	1000000000		Roll No	39	Date	07/03/
Question No.	1	2	3	4	5	6	7	8	9	10	Total
laximum Marks				1	1					-	(0)
larks Scored				+	-		1				12
Verks obtained ()	n word:	0			_	Sign	ature of t	he Exam	ine		000

# MULTIPLE INTELLIGENCE INVENTORY AND REPORT

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

Section	Total Forward	Multiply	Score	
1	09	× 10	90	
2	08	×IO	80	
3	08	×ID	80	
4	09	× 10	90	
5	<b>0</b> 5	×IO	50	
6	07	×ιο	70	ī
7	06	XID	60	
8	THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NA	×10	90	
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3 Plot a graph in the table below > (PTO)

	HISUAL STRENGTH
	THIRAPERSONAL STRENGTH
	A PERBAL STRENGTH
	TATELLE KINESTHETIN STRENGTH  ELGENCE  TATELLE STRENGTH  TATELLE S
	THIERPERSONAL
	EXISTENTIAL STRENGTH
	HIBNORICAL STRENGTH
	HIGHSTCAL STRENGTH
	HIPMARIST STRENGTH
y-axis	2 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8

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

5. My Findings-My strengths arePRINCIPAL

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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	Section 2
1 I enjoy categorizing things by common traits	1 easily pick up on patterns
1 Ecological issues are important to me	1. I focus in on noise and sounds
1 Classification helps me make sense of new data	O Moving to a beat is easy for me
4 I enjoy working in a garden	1 I enjoy making music
1 I believe preserving our National Parks is important	1 I respond to the cadence of poetry
1_ Putting things in hierarchies makes sense to me	1 remember things by putting them in a rhyme
1 Animals are important in my life	Concentration is difficult for me if there is background noise
My home has a recycling system in place	Listening to sounds in nature can be very relaxing
1 I enjoy studying biology, botany and/or zoology	Musicals are more engaging to me than dramatic plays
1 pick up on subtle differences in meaning	1 Remembering song lyrics is easy for me
9 TOTAL for Section 1	S_TOTAL for Section 2
1 Lam known for being next and ordering HAIMA EDUCATION 50 1 Step by step directions are a big height at College of Education & 1 Step by step directions are a big height at College of Education & 2 Problem solving comes easily to me Problem 1 Sector & Rhands of 3 I get easily frustrated with disorganized people New Parcel 411 206 4 I can complete calculations quickly in my head 5 Logic puzzles are fun 6 Logic puzzles are fun 7 Structure is a good thing 8 Structure is a good thing 9 I enjoy troubleshooting something that isn't working properly 9 ToTAL for Section 3	Section 4  1 St is important to see my role in the 'big picture' of things  1 Perjey discussing questions about life Religion is important to me 1 eajoy viewing art work 1 Relaxation and meditation exercises are rewarding to me 1 like traveling to visit inspiring places 1 tenjoy reading philosophers 1 teaming new things is easier when I see their real world application 1 wonder if there are other forms of intelligent life in the universe 1 tris important for me to feel connected to people, ideas and beliefs 1 TOTAL for Section 4

A CANADA	Co. S. Constant Constant
Section 5	Sludy groups are very productive for me
O I learn best interacting with others	I am a team player
1 tenjoy informat that and serious discussion	Friends are important to me
The Elect the Interior	O I belong to more than three clubs or organizations
1 often serve as a leader among peers and colleagues	O I dislike working alone
1 value relationships more than ideas or accomplishments	5 TOTAL for Section 5
Section 6	Section 7
1 learn by doing	6 Foreign languages interest me
1 enjoy making things with my hands	
Sports are a part of my life	1 enjoy reading books, magazines and web sites
1 use gestures and nonverbal cues when I communicate	O l keep a journal
Demonstrating is better than explaining	Word puzzles like crosswords or jumbles are enjoyable
O I love to dance	Taking notes helps me remember and understand
	O I faithfully contact friends through letters and/or email
1 like working with tools	It is easy for me to explain my ideas to others
inactivity can make me more tired than being very busy	write for pleasure
Hands on activities are fun	1 Puns amount
O I live an active lifestyle	Puns, anagrams and spoonerisms are fun
TOTAL for Section 6	I enjoy public speaking and participating in debates
oction S	Section 3 TOTAL for Section 7
1 My attitude effects how I learn	
1 like to be involved in causes that help others	ACCITATION AND ADDRESS OF THE PARTY OF THE P
I am been to assess of a causes that help others	1 enjoy creating my own works of art
I am keenly aware of my moral beliefs	I frimewheat
I learn best when I have an emotional attachment to the subject	- I rein a sing graphic organizary
- Fauriess is important to me	
_Social justice inner interest me	A new graphs and tables help me interest to
Working alone can be just as productive as working in a group	A nusic video can make me more interested in a song [. /
I need to know why I should do something before I agree to do it	The cold the
When I believe in something I give more effort towards if	I can recall things as mental pictures  I can speed at reading maps and bitterpines   College of Education Society S    Three dimensional puzzles are fire.   Dr. Pillar leader framing & Research College of Secretary S    Three dimensional puzzles are fire.   Dr. Pillar leader framing & Research College of Secretary S    Three dimensional puzzles are fire.   Dr. Pillar leader framing & Research College of Secretary S
am willing to provide a	All the at
am willing to protest or sign a petition to right a wrong	lon vinalize idea. Dr Pillai leacher fraining & Research Centre.
TOTAL for Section 8	I am good at reading maps and blueppints: College of Education & Research  Three dimensional puzzles are fun  Dy Pillat leacher training & Research Legion Plot No. 1 Sector & Khanda Colony
	S_TOTAL for Section 9
	10 the for section 5

1. Naturalist - according to this, the human has the sensitivity to discriminate among living things as well as The person has motural interest in the environment. They enjoy being in mature and want to protect it.

They enjoy being in mature 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. Buch people appear to have a sixth sense. They may be psychic, or ones who pose, or sometime even answer, life's larger questions. Like: why am I here? Where do we go when we die?

a Intrapersonal - person has the capacity to understand oneself. I 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 2 goals. These people meetings alone to process and create.

My reflections on this Multiple Intelligence Inventory 9 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 9 have naturalist strength. It is true as 9 do enjoy being in nature & am sensitive too. Existential, Yes, 9 do sometimes frustrate myself with questions like 'why 9 was born?' or what is my purpose?'. I do like thinking about life, death, universe, space.

Intrapersonal - sometimes 9 feel 9 always knew what 9 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 2 create something new. Apart from these strengths, 9 need to work on Interpersonal, verbal, kimesthetic strengths more. 9 feel Interpersonal and verbal strengths are low because at the end of the day 9 like being alone. But its good to know about the weal points and try and work on it. Low kinesthetic Strength because of only one reason - 9 am a laxy 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 snapshi in time it can change. Multiple Intelligence is meant to empower, not label learners.

se lettel Dully From Pilla: College of Education & Research By Pillar leacher training & Research Cemie Plot No. 1, Sector & Mhanda Colony http://surfaquarium.com/Milinventory.htm New Parket \$10 20s

#### Thinking Styles

- Each item in this questionnaire is made up of a statement followed by five possible 'endings.'
- Indicate the order of the ending so follows: 5 for 'MOST LIKE YOU' and 1 for 'LEAST LIKE YOU'.
  - Each question must confain one 5, one 4, one 3, one 2, and one 1.

Even if two or more endings seem equally like you, rank them anyway.

	E INC	or more endings seem equally like you rank them anyway
	Who	n 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.
	3	Best reflects my personal opinions and experience. 3
	4	Approaches the situation with the most logic and consistency. 47
	1	Expresses the argument most forcefully and concisely. 1
	Whe	n 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.
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	1	Understanding how the project can be of benefit to the group
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H	-	rally sposking. I absorb new Idnas best by
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	3	Concentration and careful analysis
	-	Understanding how they are similar to familiar ideas.
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	Post	Contrasting them to other ideas
	-	ne. 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.
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	1000	ere asked to do a research project, I would probably start by.
	3	Trying to fit the project into a broad perspective.  Deciding if I can do it alone or if I will need help.
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	2	Trying to formulate the problem as thoroughly as possible.
	200	ere to gather information for neighbors about a community concern. I would prefer to
	2	Meet with them individually and ask specific questions
	5	Floid an open meeting and ask them to air their views.
	4	Interview them in small groups and ask general questions.
	1	Meet informally with key people to get their ideas.
	1	Ask them to bring me all the relevant information that they have \( \sum_{\text{in}} \) \( \lambda \
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	7-	Fits with other things that I believe Dy Pillat Teacher Training & Research Prot No. 1 - Sector & Mhanda Color
1	3	Has been shown to note up in practice. New Paliset 410 206
į	4	Makes sense logically and scientifically
1	5_	Can be personally verified by observable facts.
	2	I read a magazine article in my leisure time, it is likely to be about.
1	3	How someone resolved a personal or social problem
1	1	A controversial or political issue:
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	4	An interesting, humorous person or event.
	5	A true account of someone's interesting experience.
1	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
1	4	The validity of the findings, backed up by data.
1	5	The writer's understandings of goals and objectives
	3	The inferences that are drawn from the data.

	- 5	What the best metho Who wants the task	done and when					
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	5	What effect it may h	me on other tasks	that have	o be den	e.	-	
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#### Thinking Styles

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	5_	Best expresses the ideals and values involved.	
	2.	Best reflects my personal opinions and experience	
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	110000	Understanding the purposes and value of the project	
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	2	Discovering the goals and values of individuals in the group.	
	4	Determining how we are to go about doing the project	
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_	3	Getting the project organized and underway	
	100000	rally speaking. I absorb new ideas bed 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.	1/2 (= 11.) Sill
+		e, charts and graphs in a book or article are usually	DETECTION
	3	More useful than the narrative, if they are accurate	MAHAIMA EDUCATION S Pillai College of Education
	5	Useful, if they clearly display the important facts.	The Pullar Leacher Staining & Res
	4	Useful, if supported and explained by the narrative.	Plot No. 1, Sector B. Khand New Parket 410 200
	2	Useful, if they raise questions about the narrative.	NEWPARKET
	1	No more and no less useful than other material	
	If I w	ere asked to do a research project, I would probably start by	
	5	Trying to fit the project into a broad perspective.	
	1.0	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	A could need to be
	If I w	ere to gather information for neighbors about a community conce	print a windred present 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	40
	1	Ask them to bring me all the relevant information that they have	re.
F	I am I	ikely to believe that something is true is it.	
	T	Has held up against opposition.	
	14	Fits with other things that I believe	
	3	Has been shown to hold up in practice.	
	5	Makes sense logically and scientifically.	
	3	Can be personally verified by observable facts	
1	When	I read a magazine article in my leisure time, it is likely to be also	ot.
	4	How someone resolved a personal or social problem.	
	3	Acontroversial or political issue.	
	35	An account of scientific or historical research	
	2	An interesting, humorous person or event.	
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	4	The relation of the conclusions to my own experience	
		Whether or not the recommendations can be accomplished.	
	2	The validity of the findings, backed up by data.	
	-	The writer's anderstandings of grain and objectives	
	5	The inferences that are drawn from the data.	
	3	the militaries and are makin their and dom-	

10	When	I have a task to do, the first thing I want to know is-
	5	What the best method as for getting the task done.
10.0	1	Who wants the task done and when
	4	Why the task is worth doing
1 5	2	What effect it may have on other tasks that have to be done.
	3	What the immediate benefit is for doing the task.
100		ly learn the most about how to do something new by.
13.		Understanding how # is related to other things I know.
1.0	5	AND THE RESIDENCE OF THE PARTY
	3.	Starting in to practice it as soon as possible.
	1	Latening 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.
112	III we	re to be tested or examined. I would prefer
	5	An objective, problem oriented set of questions on the subject.
10 2	1	A debate with others who are also being tested.
	4	An onti-risual presentation covering wast   know.
	2	An informal report on how I have applied what I have learned.
	3	A written report covering background, theory, and method
13	Prople	whose abilities I respect the most are likely to be
	5	Philosophers and statesmen.
	4	Writers and teachers
	801	Business and government leaders.
100	3	Economists and engineers.
	4	Farmers and journalists.
14		ally speaking. I find a theory useful if it.
	F	Secres related to other theories or aleas 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	Han a practical and concrete application
15		I read an article on a concroversial subject, Uprefer that it.
The G	- 9	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.
		Identify the values supported by the writer.
1	5	Highlight both sides of the usue and clarify the coeffict.
10		al a book outside my field. I am most likely to do so because of.
16	Section of the last	An interest in improving my professional knowledge.
l Us	53	Having been told it would be useful by someone I respect
111	2	A desire to extend my general knowledge
	5	A desire to get outside my field for a change.
	1	PEINC FAL
	4	Curiosity to learn more about the specific subject MANIALMAL THUT ALLON SOCIETY
17	When	I first approach a technical problem, I am most likely to a fau Cotinge of Education & Research
134	2	Try to reside it to a promote protection of meeting of the state a school of the state of the st
1 34	5	100000000000000000000000000000000000000
	. 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.
15	Gener	ally 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
-	Sec.	

Thinking Style	Synthesist	Idealist	Pragmatist	Amalyat	Fonlist
Total Scores	65	43	61	51	48

#### Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased 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
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.

## 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
12/05/18 (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

PRINCIPAL
MAHATMA EDUCATION SOCIETY S
PINAL College of Education & Research
Dy Pillar Feacher Training & Research Centre
Plot No. 1 Sector & Mhanda Colony
New Parter 411/206

#### 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

		Assembly: 11.45 to 12.00 n	noon/ Lunch break: 1.15 to 2.00pm	
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- C	elebration 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 PRESEN	TATIONS- 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 PRESEN	TATIONS- 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	1/2 ( The ) Sally Since
24-09-22	Guidance Group activity		Garba / Dandiya	PRINCIPAL MAHATMA EDUCATION SOCIETY S
26-09-22	STUDENT PRESENTATIONS- Experiential learning- Method-1			the Dillar Learner Staining & Research Learns
24-09-22	22 Cuidanca Croun activity (Mathad-2) Library work/ Cuidanca Croun activity		Dies No. 1. Sector & Mhanda Colony	
26-09-22	Guidance Group activity (Method-2)  Library work/ Guidance Group activity  Library work/ Guidance Group activity			WENN STREET STREET
27-09-22		STUDENT PRESENTATION	ONS- Experiential learning- Method-2	
01-10-22		ALUN	MNI MEET 2022	

## 5. Dealing with Students diversity in classrooms



# MAHATMA EDUCATION SOCIETY'S PILLAI'S COLLEGE OF EDUCATION & RESEARCH Sector-8, Khanda Colony, New Panvel (W), Dist. Raigad - 410206

#### SIMULATED LESSON PLAN

Name of the student teacher Neclan	Research New Parvel
Roll No. 76 Subject: Englished No. (Total)  Topic: Interrogative Premoun  Technique: Cancept Attainment M.	Std. VI Div
Previous knowledge of the class  Pupils are aware about	out "tack" type of questions.
Teaching Points	General Objectives
Interrogative Pronouns  To interrogate means  to ask questions so  Interrogative pronouns are words that ask used  for asking questions  PRINCIPAL  MAHATMA EDUCATION SOCIETYS  PRINCIPAL  MAHATMA EDUCATION SOCIETYS  PHIAI College of Education & Research  Dy Phiai Teacher Training & Research  Piot No 1 Sector & Manda Colony  New Passer 415 208	knowledge: The pupil acquires knowledge of the Interrogative Bronoun.  Understanding: The pupil develops an understanding of Interrogative Bronoun.  Application: The pupil applies his/her knowledge & canderstanding in a new & conformation situation
Teaching Aids Strips of writte	en statement
Reference Books Daford the N	New Grammar Free Grade 6

Content Analysis		Objectives : Specification
Topic & Interrog	native Bronous	Knowledge :
Content : Interre	THE PARTY NAMED	The state of the s
mean to ask		the interrogative prioran
So interrogation	100	words.
The same of the sa	nat are used	2) Understanding
for asking ques		a) The pupil classifies
Non executial att	115 TOVANO	examples ento position &
Positive eg	The state of the s	negative rategory.
who was Oknocking at door?	Negative eg	b) The pupil analyses
whom were you talking to?	to come early is himself late	and negative examples
Those shoes are mine whose Are those?	27 The creation	NI V
to hide from me?	does not exist	the concept of Interrogation
they favolute Colour is black, what is your whose is that black	in Acality ?-	Proposito
to whom should I	you is coming to	a ay Application
gue this book?	virist us nectioned 4) whose books	Tryla sus example
menu today?	Done of the	of Interrogative Promoun.
closer to probant; your of or hen ? what is the dat	She gave drawn the guig was not	T-474 0000 00
Introduction: Phone	tro feet ?	James Devictors
Everyday we	study Jam	Notion of data & identification of
lease in a	different was	our books. Joday we show
and take a	pen. Do not	talk or discum with
anybody.		
Statement of Aim:	ane an idea	in my mind. I will preve
in my mind.	I will neces	of Austhur let of framely
nomen we po	a quen about	compan fractive & Measting Example

Procedure	Evaluation
Presentation(Mention values and core elements)	Recapitulation/Application
Teacher puts up examples in the positive	S. Maria and A.
Enegative column one by one & ask the pupils to carefully study the examples.	17 Teacher use pupils
pupils to carefully study the examples.	to read examples of
Phase II ? Testing the attainment of concept	Interrogative Pronoun
Teacher puts up the unlabelled examples	2) Teacher asks pupil
and ask number to classify them as	to identify interrige
parties & negative Teacher and pupils to	peronoun in the
The state of the s	
Presentation :(with values & core elements)	quies sentences
Teacher then asks the pupils the	
following question:	Core element (Describe)
is what are the essential attributes	Scientific Lemper
of the concept?	U T
2) What are the non-exertical	
attributes of the concept?	
The pupil generalise the definition	
based on the attributes	
Phase III : Analysis of thinking stratoge	
Teacher ask the following question	4
to help the pupils analyse their	Values (Describe)
thinking stratergies	
what did you think about the contest	£ 3
what glien did you make with subsque	AWATMA EDUCATION SOCIETY S
when did you leader that you were	In College of Education & Research Pillar Feacher Training & Research Centre Plot No. 1. Sector & Mhanda Colony
3) on the light track (	New Parset 415 205
Closure: So today we learn't	
Interrogative Bonous.	
A	

#### Jottings diagrams

67.61

#### BLACK BOARD WORK

Summary

Essential attributes - Interrogative pronoun

is used to ask questions

- Placement of 'Wh' wood.

Non Essential Attribute

- Number - Person

Positive Eg 1) who was knocking at the door? 2) who were you talking

to? 37 who is the king of the grungle 7

4) These Shoes are mine: whose an those?

5) what are you hiding from me !

6) To whom should I give this book? Interrogation fromous for asking question.

Negative Eg 1) The man who wom the grand prize is very humble. 2) The lady when you met

is my aunt.

3) I know what you mean.

4) The car whose door is is screetched is my father's

5) I know what you mean.

6) which books are you reading +) tohose shoes are there?

8) They who seek only for

fault see nothing else. 9) You who are ruighty, 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:

Suggestions

\* Clear instructions were given at the beginning.

\* Positive and negative examples but up in a statement form.

\*Testing the attainment of concept was done by using unlabelled ags.

\* Althorbuses were drawn out by asking abt questions

\* Analysis of thinking stockgies be done.

' General Remarks

A great losson

De ( He) Sally Free PRINCIPAL MAHATMA EDUCATION SOCIETY S Pillas College of Education & Research Dr. Pillai Teacher Training & Research Centre Plot No. 1. Sector 8. Mhanda Colony. New Pativel 410 204

Supervising Professor



### MAHATMA EDUCATION SOCIETY'S PILLAI'S COLLEGE OF EDUCATION & RESEARCH 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 Seriam Jupla		Pillai's College of Education & Research
Roll No. 67 Subject: 0 C		
Lesson No. (Total)		Std. XII Div.
Topic: Partnership Firm		Date:To
Technique: Inquiry Training 1	ladel .	
Previous knowledge of the class	[ITM]	
The pupil is aware	of n	maning of features
of partnership firm	1	
Teaching Points		General Objectives
panthership Net, 1932 it and not necessary to engister the form for its formation but it is subjuted to get the form registeries.  12 (-11) - National Research Principal Golden of Education & Research Dr. Principal Golden Proton of Sectors Manda Golden Proton of Sectors Manda Golden New Pariset 411 200	tion five five stand sugis	- T
eference Books class XII - 3	entbook.	

Objectives : Specification Content Analysis 1) Knowledge & Cantrouship 1) Linderstanding a 2) Xn unregestered firem PRINCIPAL MAHATMA EDUCATION SOCIETY S Para-College of Education & Research Dy Piller Teacher Training & Research Lemo Plot No. 1, Sector & Khanda Colony New Passel 410 20s be ene tructs Students that

Procedure	Evaluation
Presentation(Mention values and core elements)	Recapitulation/Application
Chase I a The be present the pur	ob Duhat are the
lem Station- Ambili skinda, Kon	nal effects of non-
intered into a partnership from Ke	and registration sol
is a supply partner where as	partnership Lvim
Imbeli of Brinita are active par	ul- D what are the
red Their firm was not regis	- benefits of regis-
tourd- After Some years, Ambi	The state of the s
Sinta transferred funds in	nixship jum.
their personal A/c of have so	E 3
up a new from of Komal was	Core element (Describe)
kept in dalik. Komal warts 1	lo
ake an action for dissolution.	
But she couldn't why ?	
Rase- II . Dala Gathering:	(-1-
leps Komal loo Pazy to do the	PRINCIPAL MANAGEMENT SOCIETYS
business 9	Pillai College of Education & Research Dr Pillai Feacher Training & Research Centre Carton & Mhanda Colony
Is it because she was sleep	New Patrel 415 206
nutrey 9	8
hase-Til. Data lathoning Expenie	Walues (Describe)
he be will suggest the reguline a	you're Hongs by
accept positive annuel of divinect &	etitore que tualite:
	natures The partners
which part of discussion lead them	The should be
losure: 20 to de la supple	direction out to the
he ellede all the have that	and I live
effects of non-ugustuation	parener of for
L bannessie fram.	

Jottings diagrams **BLACK BOARD WORK** Summary Sub :0.C Ald: XII Topic Startnership Form \* Effects of non-sugistication of a frim DA partner carit file skut against frim on its politner @ Zivin can't slavet legal proceeding against any partner. Remark Items Suggestions .....Set induction .....Model Reading \* St. to used ITM by norrating ......Model Recitation .....Objective Qns .....Silent Reading .....Narrations .....Explanations story was narroted in a proper ......lllustrations .....Questions .........Use of teaching aids ......Class room interaction ......Class participation ......Black Board work \* Topic/concept was explained well after getting correct response .....Experiments ......Demonstration ......Specimen observation .....Dramatization Students's reading/recitation/ ....drill ......Closure Teacher's knowledge of .....Content - Don't remember the points. Teacher's preparation of ....Lesson ......Method of teaching Prepare well. ......Interest created De (alle) Sally Since ......Class control PRINCIPAL MAHATMA EDUCATION SOCIETY S ......Values / Core Element Pillai College of Education & Research Dr Pillai leacher fraining & Research Centre \* General Remarks een the remarks of the Supervisor Plot No. 1. Sector & Mhanda Colony.

Supervising Professor

uiding Professor's Sign:

New Patrel 410 206

Good possentation | keep it up !



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

Chembur Naka, Mumbai - 400 071, Tel: 2522 4856 / 8414 Sector- 8, Khanda Colony, New Panvel (W), Dist. Raigad - 410206

#### SIMULATED LESSON PLAN

SIMULATED L	ESSON PLAN
Name of the student teacher Puzua Par Bhunje Roll No. Subject: Science Lesson No. (Total) Topic:	Research
Previous knowledge of the class  The pupils have prior  in food.	knowledge about Nutrihon
Teaching Points	General Objectives
Nutrients & boodshift.  - Carbohyabrates  - Fats  - Protein  - Vitamins & Minerals.  Vitamins -  A  Bi  B9  B12  C  MAHATMA EDUCATION SOCIETY S  PRINCIPAL  Dy Pillar College of Education & Research  Dy Pillar College of Education & Research  Dy Pillar Teacher Training & Research  E  Plot No 1 Sector & Manda Golony  New Parset 411 206	Knowledge - The pupil aequires knowledge about Macro, Micro putrients & Balanced Dist.  Understanding - The pupil develops an understanding about Micro, Macro & Balanced Dist.  Application - The pupil applies histher gained knowledge & understanding in movel situation
Teaching Aids	Phuto, Chart.
Deference Books	THE Kild Science Rock

Content Analysis	Objectives : Specification	
Nutrients & Food	Knowkolge - The pupil sicalis	
rebelighabe Vikamins Prole	of nutsition & vitamins.	
B. Ba Bu CDE K	Understanding - The pupper of wit.	
	Application - The pupil preclick	
	Reccip austrons -	
	orbohydrates Protein  32-What do you mean by	
PRINCIPAL	Micro & Macro-nulsvents.  03. What do you mean	
MAHATMA EDUCATION SOCIETY S  Pillar College of Education & Research Carros  Dr Pillar Feacher Training & Research Carros  Plot No. 1. Sector & Khanda Calony  Nov. 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	by balanced died.	
Introduction: Students, we are	going to lecum an interesting	
Phase 1 - Concept Form	icilion.	
To's Articity - The Fearter pro	en, carrot spinnich, Papaya	
butter Milk. Paneer Nut. Stud's Postivity - Students	s. Rice.	

Procedure	Evaluation
Presentation - Phase 3 - Application to	
Step 7 - Priclishing Consequen	- samping of Pai
TO POLICE TO THE SOURCE	appen if we are
eating fats everydery?	then I we are
Stud Achorty - Students predicts to	he problems related
consuming puts everyday eg-	obesity
- Explaining on Suppo	sting predictions
Presentation:	I to have all public
Std Achorty: - Studio and the	
and the same of	ersuming all the ru
recles to the stage of get all the	- Sequered nutrie
tion by the second	76 7 7
HI I SI I I SI GO	od cohich mean
but term is called as Bar	ng n proportion
par par	danced Uset.
eng "- Testing & Generalisat	an
a Activity: At this stage To	airea marian e a
because sourced by deficiency of	-ditterent 11 to 17
Etd Achvity - Student listens	attentonely
Hentatuely & understand the	importance al
sulemed del.	
PRINCIPAL SOL	
MAHATMA EDUCATION SOC Pillai College of Education & K Dr. Pillai Feacher Training & Reseau	encaron Chileman
Plot No. 1. Sector & Mhanda Co New Pativel 410 20s	NIDY:

bpr.

Procedure	Evaluation
Presentation	tep 2 - Grouping
In's Activity - Tr. fells students	
std's Achuity - Students group Pic	according to carbo fats
protein wit & mineral.	0 .
Step 3 - Labelling	
In Activity - Tr. tells students	to give propes title
ace to groups they have may	
Stud's Activity - Students give lab	C 146
Presentation: proper caregory like	curbs, fats, proken, vit-min
Phase 2 - Inte	apretation of Pata.
step 4 :- Identifying Critical	Relationships
To is Activity - Teacher asks as we h	ave separated all the compone
no different groups tell me how	are they related to each other
stud activity. Ass - Essential for	our body"
step 5 - Explosing Relationship	
Ta's Activity - To explains abo	bt Macro & micronulsiant
Step 5:- Emploring Kelation	nship :-
In's Activity - To explains & el	aborates about micro
nutrient & their sources.	7 7 1 77
Studies Activity - Student separates	above pict. Into OUH
vitamins.	PRINCIPAL MAHATMA EDUCATION SOCIETYS
Step6 :- Making	Dr. Pullai Teacher Training & Research Centre  Plot No. 1. Sector & Manda Colony
Is's Achivity - To asks what	will happen in the age
not eating Attrustruits?	it be at Jelensen
Stud Activity - stud.	states the depictency of
vit C	
The states the deficiency sular importance of Micronistrients	in our life. Thus giving
mportance of Micronitalens	Wall E Care

Jottings diagrams

BLACK BOARD WORK

Summary
Nutrients &
Coupohydroutes Fouls

\* 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

De la Ha / Sulla From PRINCIPAL MAHATMA EDUCATION SOCIETY S Pillar College of Education & Research Dr. Pillar Teacher Training & Research Centre

Plot No. 1. Sector & Mhanda Colony

New Patrel 410 20s

General Remarks

\* Supervising Professor



### MAHATMA EDUCATION SOCIETY'S PILLAI'S COLLEGE OF EDUCATION & RESEARCH 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 Purva  Bhunja  Roll No. D6 Subject: Sa  Lesson No. (Total)  Topic: Genetically modified  Technique: Turis prudential inques	Research
The pupil are awake.  Farmers in growing	about problems faced by
Teaching Points	General Objectives
2) Advantages L Disdvante of GMO'S  2) Advantages L Disdvante of GMO'S  PRINCIPAL MAHAIMA EDUCATION SOCIETY S PILLA College of Education & Research Dr. Pilla Teacher Training & Research Lenors Plot No. 1 Sector & Manda Colony New Factor & Manda Colony	Knowledge - Is the pupil acquires the knowledges of GMO's.  Understanding - The pupil develops an understand of GMO's  Application - The pupil applies their knowledge 2 understanding of the concept of GMO's in new 2 unfamilial situation.
eaching Aids	video's, role play, pictures.
Reference Books	Internet

Content Analysis	Objectives : Specification
Concept of GMO's -	Knowledge - The pupil recalls
Definition - The plant in wh	nich meaning of GM crops.
	ing Understanding - The pupil
achetic engineering metho	od identifica various beatures of
for agricultural purpos	es Gmo's
Characteristics - Improves	
shelf life disease resista	me Applicat"- The pupil
stress resistance, berbicio	A STATE OF THE PARTY OF THE PAR
	disadvantages of am crops.
production of useful go	orls.
such as bioful, drugs	
Advantages - healthier cha	
none number, grown with	ni e
bener perticides etc	
Disciduantages - discript	5
piochiversity, allergic ser	cuchan 22 1 11 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
embliotic susistemt, so	MAHATMA EDUCATION SOCIETY S
berblity etc.	Dy Pillai Feacher Training & Research Lentre Plot No. 1, Sector & Khanda Colony New Page 414, 208
Introduction: Phase 1 - Orient	tation to the Case - To introduces
the student to care mat	erial through play & video, giving
the background information	m. Tr. introduces Rahibai Sama Pop
ohe helps trumen seturn	the matter and the state of the
uca - Do you think am cre	as are good afternative to marive
Statement of Aim: Phase 2 - Sh	udents identifies various issues
elated to GMO's Teachers	
le atoday we are going	
	to traday anout we mount of a

Procedure	Evaluation	
Presentation(Mention values and core elements)	Recapitulation/Application	
hunca - Taking a position		
To asks quest to take once own p	witton, give their opini	
in the issues officients astrochalas a	position.	
Do you think farmers should us	se Gm crops (	
a Lord you bry GM products ! It	no loky?	
should am crops replace native	الموص	
	te Gout body to regular	
r 15 3 cm auton A with values of Core Blements)	"yed & No" of issue	
innia points on the board.	* ·	
March - Exploring the stance and eat	ing the foundation taken	
Tracker allows of udents to present H	ic pros looms of the issue	
The teckes militative to bring out more	the stand taken by	
Phone 5 - Refining & qualitying to	ne fosition.	
orops & allow student to change H	A STATE OF THE PARTY OF THE PAR	
consequences the basis of la	is value, social	
Phase 6 - Tooking teletical assumption		
Trucker explains about the legal		
Troba students list out their ou	Values (Describe)	
	10.	
	we can conclude the	
some of the GM crops class fully	of the olemend of	
has two older sides am crops n	same time how the corn	
Closure: ander to balance teasystem	to 1 Hill Silla Spor	
grand to mentaner exertyster	MAHATMA EDUCATION SOCIETY Pillai College of Education & Research Dr. Pillai Teacher Training & Research Certs	
	Plot No. 1. Sector & Khanda Liptony New Pativel 415 206	

	BLACK BOARD WORK  Summary  Sub - Science  Topic - Generically modificed  Organism (Crops)		
	Feature	Advantages Disadvantages	
Remark ItemsSet inductionModel ReadingModel RecitationObjective QnsSilent ReadingNarrationsExplanationsIllustrationsQuestionsUse of teaching aidsClass participationBlack Board workExperimentsDemonstrationSpecimen observationDramatization Students's reading/redrillClosure Teacher's knowledgedrillClosure Teacher's preparationdrillClosure Teacher's preparation	on ecitation/	Suggestions  1. (= 11.) Alt y 2 year  PRINCIPAL  MAHATIMA EDUCATION SOCIETY S  PINA: College of Education & Research  Dy Pillar Teacher Training & Research Legins	

\* General Remarks

......Interest created ......Class control

......Values / Core Element

Guiding Professor's Sign:

Seen the remarks of the Supervisor

\* Good [ keep it up !

\* Supervising Professor

July 10/22.



# Mahatma Education Society's Pillai College of Education & Research

Dr. Pillai Teacher Training Centre, Sector 8, Khanda Colony, New Panvel-410206

Tel-022-27480289/27481864, Fax: 022-27464161.

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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Dr. Phila: Feather Training & Research Center
Photon 5 Sector & Manda Colory
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#### Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased 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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New Panvel-410 206.

## 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

		Assembly: 11.45 to 12.00 r	noon/ Lunch break: 1.15 to 2.00pm				
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			
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 Gr	oup activity			
6-09-22			TATIONS- 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	<b>Guidance Group activity</b>	Library work/ Guidance Group activity				
20-09-22	Guidance Group activity	<b>Guidance Group activity</b>	Library work/ Guidance Group activity				
21-09-22		STUDENT PRESEN	TATIONS- Simulated Lesson-2				
22-09-22	Nai-Talim: Experiential Learning- Orientation (Method-1 & Method-2)	Guidance Group activity	Library work/ Guidance Group activity	$C \prec L$			
23-09-22	Guidance Group activity	Guidance Group activity	Library work/ Guidance Group activity	PRINCIPAL			
24-09-22	Guidance Group activity		Garba / Dandiya	MAHATMA EDUCATION SOCIE Pulai College of Education & Res			
26-09-22		STUDENT PRESENTATION	ONS- Experiential learning- Method-1	Dr. Pallar Teacher Training & Research Box No. 1. Sector 8. Khanda Golor			
24-09-22	Guidance Group a	ctivity (Method-2)	Library work/ Guidance Group activity	New Sanvel 410 206			
26-09-22	Guidance Group a	• .	Library work/ Guidance Group activity				
27-09-22			ONS- Experiential learning- Method-2				
01-10-22		ALUI	MNI MEET 2022				

## 6. Visualizing different learning activities

## PILLAI COLLEGE OF EDUCATION AND RESEARCH Sector 8, Khanda Colony, New Panvel (W), Dist. Raigad 410206

## NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN

Name: <u>Ashish</u> Date: <u>26(9)</u> 12.  Lesson No	Prosael Std: 6th Practice teaching	Unit/topic:		pet: <u>Science</u> s of Subs	
LEARNING OUTCOM	1ES:				
O The pupil of  The pupil of  The pupil of  The pupil of  tentainer	icalls the prop ecalls the me ever the reason	erties of s coning of a, Why w	olicls, hi fluidity oter toke	quick and g and vapor s shape of	uization. The
Psychomotor competer  The pupil of	icies: erforms the ex ords the obse	openiment povation	as Imfou	ited. he activity	1-
Affective competencies  (1) The pupil of	decluces the in	propertie	of water of substi	indaily L ince	ife.

#### LESSON STRUCTURE:

SET INDUCTION	TEACHING APPROACH
The feather fenches the beach in front of her and asks: (Q1) what is this object made up of ? (Wood) (Q2) How do go it feel? (Q3) How do s it feel? (Q4) How do you feel a frogrance? Then trecardudes that by observing, touching and sensing. You can state its form, whither it is a god of you feel & gases are the states of the substances.	The feather uses experiment and make use of the questioning and clistustion method:  Let (-16) Dully Fires  PRINCIPAL  MAHATMA EDUCATION SOCIETY 5  PHILIP College of Education & Research  Dr. Philai Teacher Training & Research Centre  Phot No. 1. Sector & Knode Science  New Parvel 410 208

#### CONTENT/ TEACHING POINTS

Properties of Substances

- O solid : Solid has shape of iteour. It changes its shape by healing
  - It has hardness and rigidity.
  - It has a definite Volume
- 2 Liquid: Liquid does not have shope of its own. It takes the shope of the container.

- It has a specific Volume

- fluidity.

- 3 Gas: Gases donet have specific
  - 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 it ... & why?)

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#### TEACHING APPROACHES

Activity, Questioning Discussion:

- (Qi) what do you observe when the stone is put in container?
- (Q2) Does it change its shape? Too puts the potato in water.
- (Q1) what did you observe?
- (Q2) Is there any change in the volume
- (Q3) why?

Teacher Keeps mobile phone on the bench and asks

(Qi) Doe the mebile kept on the bareh . How by itself?

Teacher explain the various properties

### MAIN CONTENT – STEPS TEACHING APPROACHES Activity, Questioning Water does not have the shope of Teacher asks the student to pour water its own . It takes the shope of the in bowl, glass etc and asks. container. 1) What old you observe? @ what happens with the water when powed into different. containers? Then teacher explains the property. Liquid have the property of Fluidily. Teacher asks the student to hold the scale in slouting position and pour drop of water 1) What do you observe? (Then feather explains fluidity) Liquids have the property of Vapourisation Teacher asks the student to fill the container with water and then sufficiently on the electric Kettle, water Storts boiling O what do you obsene? Then feather explains the vayourisation. Gas has the property of Fluidity -Teacher asks the students to light up the incense strok and askess brases donot have any specific shape (ai) what did you observe? they occupy the shape of the Teacher explains the property of container Fluidity. Teacher asks the student to keep on incense stick in a jor and (Qi) what do you observe ? REFLECTION AND EVALUATION Teacher asks the students formates the gos of incense, stick into (Q) Why - waterbeds is used for patients in hospitals? onether shope of container (a) Give reasons (2) What do you observe? Pool floats swim in water. Then the teacher explains the property of shape and change in volume

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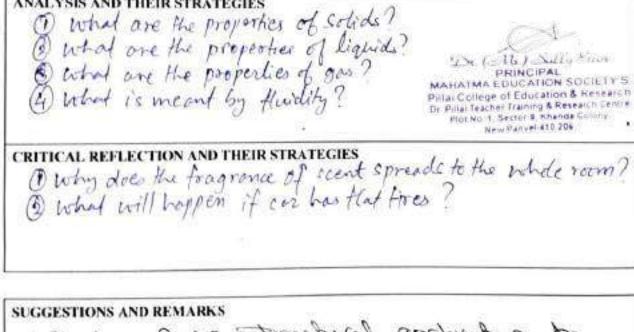
Dr. Pillal Teacher Training & Research Centre

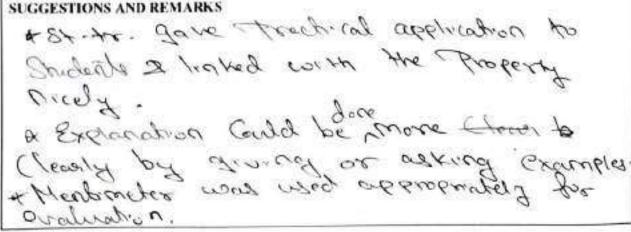
Piot No. 1, Sector & Khanda Golony

PRECAUTION BE	coreful while hardling Electric Kettle Coreful while hardling het Water.
( Stine	presources: e, bowl, glass, Scale, potato, mobile phone, water, electri Kettle Board class-6th Science festbook,
CLOSURE:	So today we have learned about the properties of substances

#### EVALUATION/ASSESSMENT:

ANALYSIS AND THEIR STRATEGIES





GUIDING PROFESSOR'S SIGN

SUPERVISING PROFESSOR'S SIGN



# MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION AND RESEARCH Sector 8, Khanda Colony, New Panvel (W), Dist. Raigad 410206

## NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN

Name: Ms. Farida Volua Roll No. 65 Subject: Maths

LEARNING OUTCO	OMES:
Carata	2002.
* The paper .	secognises differentes types of a based on Afger
* The papil	execognises differentes types of a based on Anger or calls the meaning of acute, obtust
and vigo	2 - angled D.
* The public	differentiales between one types of o:
based o	on given masurement of angles & real-life
cg	in the land brone their
* The pupul	gives masons of a b can have more quan
	2113U 2021 2021 2022 2021 2021
Psychomotor compet	ugle or not
Psychomotor compet	gives masons if a a can have more than ugle on not. testies: I performs the experiment as instructed
* The pupil	1 performs the experiment as instructed
* The pupil * The pupi	il creetas the deperiment as instructed
* The pupil  * The pupil  + o  * The pupil  Affective competence	il creetas the deperiment as instructed in creetas the observation during activity.
* The pupil  * The pupil  + u o  * The pupil  Affective competence	il creetas the deperiment as instructed in creetas the observation during activity.

### LESSON STRUCTURE:

SET INDUCTION	TEACHING APPROACH
Tr. asks following ques.	Tr. shows cut - out of
Shape? Triangle.  > How many sides doses it have? 3 sides.	of questioning & discussion Method.
does it have? 3 vertices	
4) 80, how many angles does a see have & Ingles	PRINCIPAL  PRINCIPAL  MAHATMA EDUCATION SOCIETY 5  Pittal College of Education & Renearch  Dr. Pittal Teacher Training & Research Centre
about the different types	Mot No. 1, Sector 8 Inhands Colony New Panyel 410, 206

#### CONTENT/ TEACHING POINTS

Types of Twiangle:

Based on Angles.

1> Acute angled triangle

2> Right angled triangle

3> abtuse angled triangle

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

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#### MAIN CONTENT - STEPS

when all the 3 angles of a triangle are accuste angles, i.e less than 90:
thou it is called an accuste angles triangle

REFLECTION AND EVALUATION

(3.1) In a ABBC, LA = 40°, LB = 40°

LC = 65°, Type of triangle?

TS this an across angled triangle?

#### TEACHING APPROACHES

Activity, questioning, discussion Tr. Shows 1 big actour of a D ilo estudents. All the angers of the sale acrile Tr. asks a istudent to com forgulard and measure all the angli end-tue cut -out the cutik the for question: to unas is in measure of 1 st angu => 60' 2) what is the measure of end angle => 50. e) was it measure of 8 hd augu => 70' 4) Are all oness angles less the 90 9 =x 4es 5) so, what are succe type of angles called , auth angle Tr. explains Jens concept of aull - angled disiangle.

MAIN CONTENT - STEPS TEACHING APPROACHES Activity, questioning, 2. OBTUSE ANGLED TRIANGLE Tr. mous another when one of the angles of of triangle to and - outle a A is obtise, then the Twee Come of the g-udenes angle is an abouse large. triangle us called our Troceks aughter studend log abtuse angled Inaugh come and measure the above cut-outs and asks the foll. question: Is what is the measure of the 8 angles ( 80, 125,25) e) Are all angles less than 90° ⇒ No 3) what do you call the angly Tresplains concepts of obtaine angled A. Tr. Shows another and out 8. RIGHT ANGLED TRIANGLE which is vigit - angled A A triangle with an and asks another student to con original adopt is known formand and measure int. as original angled triangle runat is the measurement in +uis A => (90,45,45) e) what do we call a ao augle. => Right angle. Tr explains the 3rd type of triangle i.e Right any triande. REFLECTION AND EVALUATION g, Pr. snows a real-life object to students in Hanger and asks our student flit obtuse angle or ult le and 13. ( - 16 ) Sally Sucs lg. lan a A have more than PRINCIPAL MAHATMA EDUCATION SOCIETY 5 one right angle Pillai College of Education & Research Dr. Pillai Teacher Training & Research Centre Flot No. 1, Sector 8, Khanda Golony New Panyel 410 206 9.

PRECAUTIONS:

\* Be Courful while measuring the angles, so

that measures are accurate.

TOOLS AND RESOURCES:

Greenetrical box. Course board, cut out, hange

\* Steade board Cass VI maths textbook

so today our her elected about the types of triangus based on anger

#### EVALUATION/ASSESSMENT:

ANALYSIS AND THEIR STRATEGIES

1) when one angle of the A is 90°, then it is culted!

CRITICAL REFLECTION AND THEIR STRATEGIES

\* Can a 4 have more than one night - angle?

\* MCQ - Ilt based - Quizizz.

#### SUGGESTIONS AND REMARKS

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# MAHATMA EDUCATION SOCIETY'S PILLAI COLLEGE OF EDUCATION AND RESEARCH Sector 8, Khanda Colony, New Panvel (W), Dist. Raigad 410206

## NAI TALIM EXPERIENTIAL LEARNING LESSON PLAN

Name: Distract County Roll No. 6.7 Subject: () C
Date: 26 5 19 see XII Unitroples Likeus housing - Types
Lexxon No. 15 Practice tracking school:
LEARNING OUTCOMES:
Cognitive competencies:
the pupil explains the importance of various types of wavehouses.  The pupil recalls the types of evarehouses.  The pupil gives reasons for why we need evarehouses
Psychomotor competencies:
- The pupil lists down the points
- The pupil slower the puzzle on board
- The pupil co-ordinates with team members
The puril expresses his appreciation lawards has
The pupil expresses his appreciation towards lype The pupil recognizes the contribution made by his/her team members in understanding the Concept
his her team members in underestanding the Pencent
LESSON STRUCTURE:

0
TEACHING APPROACH
R R R A G E N R  T O R A G E N N  R N  S T O R A G E N N  S R I S K, B E R R I N G P  PRINCIPAL  PHILAI College of Education & Research  R Dew Ring of Trans.  A T

CONTENT/ TEACHING POINTS	
Types of warehouses	- Guiz.

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MAIN CONTENT - STEPS	TEACHING APPROACHES
Types of wavehousing: Own	and I of a sing show the stand
managed by brackers to so	are that the disch
Just Hurste to private	person- Divide Annial in
O Public evaverhouses Pros	cide of 5 members each
storage to general publics	ride of 5 members each may I have put 6 types of wavehous arthur in each part of the class fort - Each groups have to read f note down the preints in the state books.
Ship @ obtained licence from	arthur in each part of the class
Hort wanchouses Farm	gor rach groups have to read of
ranaged fcontrolled by	state books the points in the
entral fort Bassist the	esewho After noting down the fire
an't olun one by charge	ing type of wavehouse, the grow
wer reminal cultes. (200	when I well more lovers of tout
tate wavehousing anary	tion the next type
India of Food Corporal	tion - After noting the next type th
Julia	1 1 indee to pesce
Bonded ware house 20	Licensed In this way you all will
	In this way you all will

MAIN CONTENT - STEPS TRACHING APPROACHES by your astone imparated goods complete all lypes by going in all custom duly is not pud enesty place. At the end come back to your Licensed ream ports-openated place fgo thousugh with the by fort austom authorities points which it ewalter by Bond to be given, that goods you annot be withdrown isho Now that you know the Vovious types of monchances the Consent of paying custom lets play a small quiz on duty this topic Debuty paid warehouses: A Tec. asks the following queel If imposited faces possiblem is tions for quiz: thansportation of goods after Dwhich type of trade has payment of duty. become possible du la 6 to-operative wavehouses: Cold storage wavehouse? Owned f managed frontrolled by co op society mainly in Dwhich type of goods is ouval areas-usefull for stored in cold storage farmors of braderis wavehouse 9) (old storage exerchouse: 3) What is the sarge of states For poulshable goods like previded by govt eidenhouse poulby, dainy reprignated at 4) which type of warehouse i low tem of pocessented them. owned of managed by a opera tive society? 1) How did you find this 5) What is the difference bet activity 9 bonded of duty paid everen Dwas the adirectly interesting where are the bonded (3) What did you leaven wavehouse located ? from the activity? D Who ownes of manages gor Wwehouse 9 4) Will you be able to I) where one public warehow actain ashat eve learnt

teoring time constraints during the activity - Those ashould be amonth movement of group chart strips with the content to be kept in every part of the dass So, today we have learn't about everehousing Delihat are the different types of warehouses? What do you mean by Bonded warehouses? 3 What is the difference between British of Govt CRITICAL REFLECTION AND THEIR STRATEGIES DDO you think Duty paid wavehouses help to provide storage for perishable commodities why? why pourate wavehouses are eved only by its own Students showed interest in the classroom activity for set induction Gallery work was done with any disturbance. Class was checious to know flows the topic. Closure was done well. Recap Overall Good hesson



#### MAHATMA EDUCATION SOCIETY'S PILLAL COLLEGE OF EDUCATION AND RESEARCH Sector 8, Khanda Colony, New Panvel (W), Dist. Raigad 410206

#### NALTALIM EXPERIENTIAL LEARNING LESSON PLAN

Name:	Neelam	Shaikh				English	
Date:	1/09/19	Std: VIII	Unit/topic:	Tra	nsitive	& Intran	retire Vest
Lesson No	. 13	Practice teaching	school:	Mahah	ma In	ternational	School

#### LEARNING OUTCOMES:

Cognitive	competencies:	

- 1) The jugal socally verbs & Subject
- 2) The pupil recognizes subject verb- object
- 3) The pupil explains transitive and intrasitive verby

#### Psychomotor competencies:

1) The pupil leads the Sentence aloud with proper voice modulation.

### Affective competencies:

1) The pupil appreciate the contribution of transitive and intrasitive verbs by explaining its importance

by thowing a

SET INDUCTION	TEACHING APPROACH
1) The teacher writes few verbs on the BB and asks students to add the wood 'something' in front of	Inductive - Deductive
sense.  1) to left 'Something'  2) to fall 'Something'  3) to go 'Something'  3) to go 'Something'  4) to eat 'Something'	PRINCIPAL PRINCIPAL MAHATMA EDUCATION SOCIETY 5 Pillai College of Education & Research Dr. Pillai Teacher Training & Research Centre Plot No. 1, Sector 8, Khanda Colony New Panyel 410, 206

CONTENT. TEACHING POINTS (1) Questioning 1' Definition of Phonostics Vestos! when the working of the subject of a vert affects another person of Discussion from the Subject, that person Placing cards in the light Box To form Transitive and Intransitive Vest Sentence or other is called the object of IN Fishermen catch fish Terroctur The drake bit a child Intransitive. Eishermen Subject The Dog II) Intransitive Verb Verb catch Barks The action described by the verb does not affect dome other Fush object person or thing - it stops with Sy Activity (Make How to Identify the subject. A vest which does not Transitive & Intransition Books have on object, is known as Introvenie. How to identify dog barked es The Franklin and Intranslin fly (II) Intransitive Chart

MAIN CONTENT - STEPS	TEACHING APPROACHES
A verb, which has an object is known as a transitive verb.  A verb, which does not have an object, is known as an intransitive verb.	The teacher presents the following examples:  (I) to lift 'Something'  2) to sleep 'Something'  3) to throw 'Something'  (I) Example (II)
reflection and evaluation which sentence has transiture verb?	1) Fishermen catch fish. 2) The snake bit is child. 3) The dog barked. 4) Birds fly advert
PRINCIPAL  PRINCIPAL  MAHATMA EDUCATION SOCIETY 5  Plai College of Education & Research  Pullar Teacher Training & Research Centre  Plot No. 1, Sector 8, Khanda Scieny  New Pagyel 410, 206	The teacher asks the following questions:  1) Add 'Something' object to lexample I.  2) Identify Sub V object in example I.  3) Look at the diff sentence and identify the diff in (example II) 172)  83,45.  Feacher explains the difference in

## MAIN CONTENT. STEPS

17 A sentence has subject vests and object to make it complete some sentences which has sub-v-ob eventen do not have an object on them - complete sentence do not have an object and yet they make complete sentence.

2) Transitive verb? A rest which has an object is known as transitive verb.

3) Intromsitive verb: A verb which idoes not have an object, is known as an intransitive Verb

> 13. ( It) Silly Sugar PRINCIPAL MAHATMA EDUCATION SOCIETY 5 Pillai College of Education & Research Dr. Pilla: Teacher Training & Research Centre Mot No. 1, Sector 8, Khanda Colony New 8'anyel-410 204

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 weaknem.

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

#### LEACHING APPROACHES

-> Teacher will gun Students -Cards (Divide Hactam in group,

-> Teacher will instruct then how to do the activity by demonstrating the activity.

-> The teacher will ask the students who have got the answer correct to head the sentence about.

1) They climbed the hill

2) The moon shimmon

37 Gus wear

4) she laughed heartily.

5) I stole the books.

6) He complain frequently.

4) He presented a bouquet.

8) The young man walks

9) She cut the cake

10) Don Keys bray.

Intronsitive (V) Transitive (V) 1) Shimmen 17 climbed 2) laughed 2) wear 4) Complains 3) stole o) walks of presented albray 6) cut

13	Teacher takes care that students fallow
21	Teacher take can that student relater the
	AND RESOURCES. With the teaching content
TONN	AND RESOURCES:
	1) Placing words in the correct lox
8	2) How to Identify Transitive & Intransitive Vest
LOSUR	so today we have learned Transitive

### 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 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 activety in the learning Troy and do the reflective questioning students. MAHATMA EDUCATION

#### Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased practice teaching & internship.

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

7. Addressing inclusiveness.

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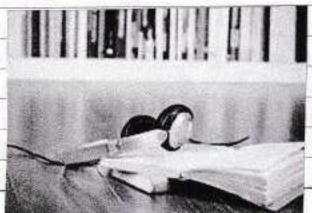
DATE

10 ICT Tools that cated to the needs of children with special needs.

Alternative keyboards: - These programmable
keyboards have special overlays that customize
the appearance and function of a standard
keyboards: Students who have it as have trouble
typing may benefite from customization that
sidule input chaices, groups keys by color Location
and add graphies to aid comprehension.



Audio books and publications: Recorded books allow uses to listen to lext and ask available in a vasiety of format, such as audiocassettes, cos and Mr. download. Special playback white allow were to and search and bookmark forges and chapters. This tool is very benefical for visitally impaired childrens.



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Dy Pular leacher framing & Research Leace
Plot No. 1, Sector & Khanda Colony
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Postable word processors: A postable word processor dervice that is easy to transport (eg. from class-seem to home): It can be helpful to kide who may have trouble writing by hand and prefer to use keyboard. Word processing allows the user to edict and correct his written work more efficiently than doing so by hand.

Speech-recognition brograms: '- It is work in conjuction with a word processor. The uses dictates into a microphene, and his spoken word appear on the computer, ecreen as lext. This can help a user whose cral language ability is better than writing skill or who are not able to write.



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Dy Pillai Feacher Training & Research Certical

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New Person 4 11 206

Talking Calculator: - A Talking Calculatore and electronic dictionaries can help a poor speller has a buit - in speech synthesizer that read doucl each number, sysmbols, as 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



Variable - speed take recorders: It allow a uses to lesten to pre-recorded text or to capture spoken information (eg a classroom lecture) and play it back later. Variable speed contral take sectioles speed up or slow down the playback sale without dististing the speaker's voice



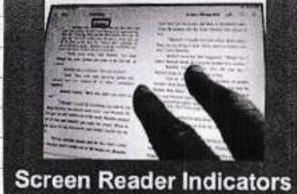
Electronic Worksheets: - Students with learning abilities can use electronic worksheels to complete there assignment . These worksheet hope students to line up words, Equations and numbers on their assignments. On some of the worksheet, text- o- speach or speech synthesing technology is even available.



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Screen Readers: - 91 is a software program which is helpful for blind or vis vally impaired uses to read the screen or text their is desplayed on the computer screen ewith a speech synthesizes or braille display. A screen reader is the interface between the computer's operating System its application and the uses. The uses send commands by pressing different Combination of keys on the Computer keyboard or braill display to enstruct the speech synthesics when to say & to speak automatically when Changes occurs on the Computer Screen. It also allow more advance functions such as locating text displayed in certain colous. Uses also use the spell chocker in word process or sead the cells of a spreesheet with screen reader.



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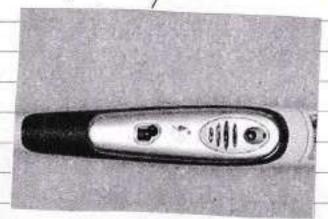
Dr Pital Teacher Training & Research Lenne

Plot No. 1 Sector & Rhanda Colony

New Parvel 411 20s

Pentop Computers: His like LiveScribe smart pen are Cheaper than high tech devices like IPad bud Can provide text-o-speech, strategy feedback and other organisational functions. As cost-effecture and self-regulated reading ceicle lentop computers may be useful tool for steiclent with reading disabilities. Pentop Computer while ending disabilities. Pentop Computer while instruction strategies such as providing auditory

Leedback during Composition or mathe work. Handheld computer dowice that provide feedback have shown to be helpful for students for essay Camposition, multiplication skills etc.



Sip-and-Puff Systems: It is helpful for students who have mobility challanges, such as pasalysis and fine motor skille desabilities. The system allow to control of a Computer mobile device or some other rechnological application by the child moining the clevice with his/her mouth . Similarly to a joystick, the child can move the Controlles in any disection & click on various navigational tools using sep or a puff. This system are a type of switch device which refers to the technology used to replace a Computer, keyboard & mouse

## Sip/Puff Switch with Headset



Ve latte ) Sally From PRINCIPAL

MAHATMA EBUCATION SOCIETY S Pillai College of Education & Research Dr. Pillar Teacher Training & Research Cerc Plot No. 1. Sector & Mhanda Colony New Patrel 410 20s

Shashikala Yadar Rollano - 46

Creating an Inclusive Eclucation DATE

NGO'S working in Supporting Inclusive
School.

1) Make A Difference (MAO) Make a defference is an Indian non-profil Organisation working for Children. his foundation was Established in 2006 by ounder Jethin John, Varghese, Santosh warries kavin kk, Glosia Bermy, Jithin Medumala and Sujith Vaskey. The first set up was in Cochin. MAHATMA EDUC The main objective: of this organisate to ensure that even the most bulnerable children en shelter are able to realize their drems and break the vicious circle of powerty There are many projects which is set by MAD MAD Projects English project where MAD insuring that the students gain fluency in both their English Willing and speaking English and In order to emplishent the MAD follows cutomized Cambridge Osissiculary and It is voluntees are mainly college students or young professionals Placement project which is designed to make the kide aware of various carrier oppostunities available to them by holding vocalional skillbuilding and castes - awareness workshops-Computate Project where Children learn basic Computer skills and library Project telling sossians

of the cities that is responsible for fund saising activities Objectuse Acheinement Till now MAD has largest youth volunteering network with a national Volunteese Strength of asound 1500 working with close to 4000 Children at reek across 23 cities en India MAD empact has been empressive. 89% of its high school youth who leave shorther are pleased with job or Enrolled in Universities and 78 % got schoolship for higher Studies Many youth are placed in big organisateans such as TCS, Accenture, Byjue, Jid Ltd, Indigo, etc. Sofar The organisation acheine some objective by but still it is long uscry. Akansha toundation This non-propiet organisation founded by Shaheen Metetet in 1991. Its main focus was Eliminate Egrecia Educational Inequity This foundation was first set up in chinchpokle Humbae and Wakdewadi Pune. The cro of this organisation is Sawabh Taneja Objectuie The main objective of this cropa to create small clusters of Model school these cities that can be used to enfact

the luies of Children from Low-encione

communities, enabling them to maximize

there potential and change their like.
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.
Akansha foundalian reach out to resound
9300 children through 2 models the after
School and the School model. There are 21
School in Mumbai and Pune sun in fastner-
Ship with Mumber and Pune Aluncipality as
part of the School project.
of ennovature Schools that Empowers Children
La morimina Alexa belentica
Tour more there potential.
Till not there are 21 school lied up with
and 9800 students.
LUTION TO SECURITION .
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#### Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased 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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Dr Pillai Teacher Training & Research Centre
Plot No 1, Sector-8, Khanda Colony,
New Panyel-410 206.

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CONTENT TEST MAHATMA EDUCATION SOCIETY'S EXAMINATION / CONTENT TEST / ESSAY Name Shinalata Seat No. Holl No. 60 Date 06 05 2023 Subject Francis No. of Suppls attached 10 Marks obtained (in worts) Q. 1. D' Seasonal unemployment occurs when a person is out of work due to a temporary slowdown in economic activity-Ans. True 2. The government of India maintains buffer stock-of food grains such as rice and wheat through the food corporation of India (FCI) And. True 3) The objective of the Public Distribution System (PDS) is to ensure the availaibility of exential commodities to all households, regardless of their income levelans False 4) Poverty line is based only on income and document consider other factors Juck as education and health core -And False 5) A person who provides services as a doctor, lowger, or accountant is engaged in a non-economic activity -Q. 2. 1) Disguised unemployment occurs when the number of persons working on the form in



## 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 studer	tteacher: Chinche P. mathe	Practising School/College	
Roll no. //	Subject: English	Std.: 1/1/	Div.: A
Total lesson no. : 0	Method lesson no.; 02	Date: 29-01-2020 duration:	Lesson
Topic: under the	a Cree wood True	Subtopie:	

Anticipated prior knowledge/entry knowledge:	The pupils know about the forest.
General objectives: The pupil ocquires	Specific objectives: Linewledge: The public tecalls the
Comprechasion: - the trowledge of the pupil comprechands	Comprehension: - of new words.
the central theme of the poem	idea of the poem?
Expression: - The pupil develops of Six	of forest.
of oral Expression	expression:
Appreciation: -	Propre voice modulation.
Lappreciation of new poem.	I the supil soints out the the
Content mapping/concept mapping: Johic	Name:
True-Greenwood	d - Stakespeare
	7
happy lie wenny	[Jay]
	type many)

Learning resources:

Learning material: licture of forest. William Chataspare

Assessing Student Learning
Reference material: State Rand, Standard VIII, English Robbinsts

Activity leading to the topic: Tacher strick pictures of forest on

the seboard and asker pupil to discribes about the forest (spapils nes) yes, but are you think is it youd to lune in it forest there are lot of marity like -> relevalished Declaration of the topic: Joy, food, and happined.

Today we are going to seem about new poem.

Methodology: Recitation

Teaching learning activities	Students expected responses
o model heading by the teacher with students book closed.	
2) The teacher recets poon with	<b>,</b>
line asking the stadents to gre	
The teacher Explains with the	
neigh of macung cues and is	
Contraction of the contraction o	A COMPANY OF THE PARK OF THE P
1 .	
¥	D under the
people	1 to Joine with
Dutere does the rock muito to	
6) How will be people surry and	D will food.
Duch Hard Dan we attain	
hoppines in life 2.	Day living in nature.
meaning of "lie"	
1 How should that person Sings	= tike a Sweet bir
1 what mexage does at peans 3 give example based on dott	1
	model heading by the leacher with students book closed.  The teacher recits poon with proper voice modulation for the the truit books.  This eisteing the stadents to greathing cuts and ask the heap of teaching cuts and ask to what is the writtens of the poon what is the little of the poon.  The what is the little of the poon.  The what does the poet tell to the people.  Where does the poet tell to the people.  When will be people satisfied to the proper with the prost.  The who thou can we attain hoppiness in life 2.  The meaning of lie.

words I Julym schome

k work

Closure statement: Toady We here learn't about the new soom

Core element values (description): Protect on Entitlement on the rise of trees.

Are you think trees one important ? break one thetrung my its

(It is our duly and responsibily to protect and plant tree to that use can away deforestation.

Recapitulation:

1) Explain the theme of the poem?

2) what is use of of trees? in our around is as use of the poem alound with propose voice modulation and consect panes.

Higher order questions:

1) what is the syme - shome of the poem?

Home new words in sentimes

Assignment:

White an essay on trees 3.

Blackboard work

Subject: English

Topic: under the Green wood Tree

Central Theme Should with straining word & straining words the church's go not word asks people to words he wish > poet, play wright & actor come and four him in frost he write > 38 play 159 Somet. For the relaxation and there is no every only hough and winter

## Criteria for evaluation Suggestions 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 Supervisor's sign

Reflections

Make changes as singgeste

Guiding professor's signature

Remarks/ Feedback on executed lesson

## Criteria for evaluation Set induction - good Model reading Model recitation Objective questions Silent reading Narration Explanation Illustration Questions - fleent gapt. Use of learning resources - Fair Class participation - V-4. Black board work - Neat 4 clean. Demonstration Closure Reinforcement - Very well Values Core element & Integrated Methodology Interaction

Knowledge of content W. 4000

Class management — 400-0

Interest - Created & sustained.

Preparation of lesson

\* Questioning done, SOA declared \* Explanation was lucid 9 done with the help of many developmental questions of illustrations \* Class was lively , interactive and P. Te approach was systematic and enthusiastic. keep it up \* B.B. work can beg more detailed. \* Students, doubts were satisfied appropriately. \* Manage your time in such a way that you can exase B.B. work, summarize of take recap Overall a good class!

Supervisor's sign

#### Reflections

- Howerto Will manage my time & will try to improve my backboard work.

Guiding professor's signature

Criteria for evaluation	Suggestions la tratino the
Set induction —	was done by testing the previous knowledge of pupils.
Model reading	previous knowledged pupils. was effectively einsted to the
Model recitation	was effectively united to the
Objective questions	topic
Silent reading	
Narration	, an exect lines simple
Explanation	Good was on the
Illustration	and cual - influent and
Questions —	and clear - explain twice - sufficier and sufficier understand.
Use of learning resources	sujul analestana.
Class participation	l court
Black board work	was neat and will organize
Demonstration	was neat and well organize used effectively for explanation
Closure	
Reinforcement	gien
Values 7	
Core element	- Remove teaching aids when he
Methodology	in use.
Interaction	- soo not made jugars coop joi
Knowledge of content	Remore teaching aids when ne in use. Do not make pupils clap for every response.
Preparation of lesson	1 7 V
Interest	Good content was too lemale
Class management	you are a fine teach
- 0	Supervisor's sign in the making?
Reflections	Supervisor's sign in the making?
1.5111 1.5-1	- Lu laleak
- will work	on time managements content.
- will use p	proper seinborcement.

Guiding professor's signature

Criteria for evaluation	Suggestions
Set induction	Surroduction was done by arking
Model reading	Onevious knowledge questions
Model recitation	I al at the class 84 8 take the topic
Objective questions	developed using
Silent reading	Lesson was developed using
Narration	QUIOS VI CONS
Explanation	Main points were neathy written
Illustration	I ON ALLO C.B.
Questions	-> Learning resources were aptly used in developing the lesson
Use of learning resources	- Learning sussessing the large
Class participation	used in Social oping The lesson
Black board work	Wear interesting To provided magnets
Demonstration	I ha chiday's and engaged Them, will
Closure	-> in the sounder course of activity to
Reinforcement	> used judiciously by
Values	Pupils were attentine and
Core element	unvolved in the descon.
Methodology	_ Class from interaction was lively
Interaction	-> Class Floors IVI South IVI
Knowledge of content	Core element was well incorporated
Preparation of lesson	Revision was done thoroughly.
Interest	
Class management	Supervisor's sign
Reflections	iton -> pronunciation
I'm make sure t	pointed out I am entremely
that maiam has	pointed out I am entremely
Satisfied with h	no may betwee went Every

I'm make sure to lawretty pronounce the word that may am how pointed out. I am entremely satisfied with how my lecture went Every student was able to understand the magnetic properties of magnet because of the magnets distributed to them.

Guiding professor's signature

Criteria for evaluation	Suggestions
Set induction	It highlight key teums on wow de while making
Model reading	1 0, 0 - 1 0 males and
Model recitation	would while "" and
Objective questions	
Silent reading	B.B. Summany.
Narration	a chan she lateriuse too.
Explanation	At 8thor the The Commerce of
Illustration	A Stick the fairtures. for
Questions	
Use of learning resources	
Class participation	
Black board work	
Demonstration	
Closure -	
Reinforcement	2
Values	
Core element	
Methodology	
Interaction	
Knowledge of content	
Preparation of lesson	
Interest /	Davat 7. As
Class management	23/1/23
Chas management	Supervisor's sign /
Reflections	
ALL MOON IN D	aind to stick the pictures on

I'll keep in mind to stick the pictures on the scaller board in my future lectures. I'll also make sure to highlight the important terms. Other than this, the decture went well, the analogies used were entremely useful for emplaining the cells.

Guiding professor's signature

Criteria for evaluation	Suggestions	I but
Set induction	A	tration was done by
Model reading	haar a	ood but could be
Model recitation	ala ha	ood but could be rate more by cusking in to students.
Objective questions	Questio	ns to students.
Silent reading	to blo	nation was done
Narration	a Employ	al lucid
Explanation	effice	vely loud & lucid
Illustration	. morne	onestions could be
Questions	asked	
Use of learning resources	asies	
Class participation	Teachi	ng aids was used & in sufficient numbers
Black board work	Maria	in sufficient numbers
Demonstration	la la d	Bricult to recognize at
Closure	Dut a	OBJUITE 10 12 01/12
Reinforcement > Criven	last	bench.
CONTRACTOR	21 10	in lersion is finishing
Core element	, 24 you	try to ask more
Methodology	early	my a shaidate
	Programme and Artist a	
Interaction	mare	suspenses and thought students more could
Knowledge of content & Feii	10 0000	laudents more
Preparation of lesson	Torri Car	wichs & questiong come
Interest	custu	done :
Class management -) + aus	6	with the
	Supervisor's si	gn 18/1/25. (\

### Reflections

I was confident unite taking the cesson also got ermark for loud & clear explanation. Traching wide were used, but were difficult to be visible at last will take care of the Same from west token plans.

Guiding professor's signature

### Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased 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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Dr Pillai Teacher Training & Research Centre
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New Panyel-410 206.



## Mahatma Education Society's Pillai College of Education & Research

Dr. Pillai Teacher Training Centre, Sector 8, Khanda Colony, New Panvel-410206

Tel-022-27480289/27481864, Fax: 022-27464161.

www.pcerpanvel.ac.in

### VALUE-ADDED CERTIFICATE COURSE

### **CREATING LEARNING RESOURCES**

Course Code – PCERPVACC05 (32 HOURS)



#### **Certificate Course in Creating Learning Resources**

Code: PCERPVACC05 Duration: 32 hours

### **Learning Outcomes of the Course**

- 1. Understand the principles of effective learning resources
- 2. Acquire skills in designing teaching aids that enhance instruction and support learning
- 3. Develop skills in incorporating the use of technology and multimedia elements in designing learning resources for diverse learners.

### **MODULE 1 Non-Digital Learning Resources**

- a. Meaning of Learning Resources: Based on Edgar Dale's Cone of Experience
- b. Print resources
- c. Library resources
- d. Real-world resources
- e. Personal resources

#### **MODULE I1 Digital Learning Resources**

- a. Online resources and digital content
- b. Multimedia materials
- c. Online learning resources
- d. Open educational resources (OER)

### **MODULE III: Preparation of Learning Resources**

### 1. Preparation of teaching aids:

- a. Charts, diagrams, graphs,
- b. models, diorama,
- c. flannel board,
- d. Puppets, and educational games/ puzzles.

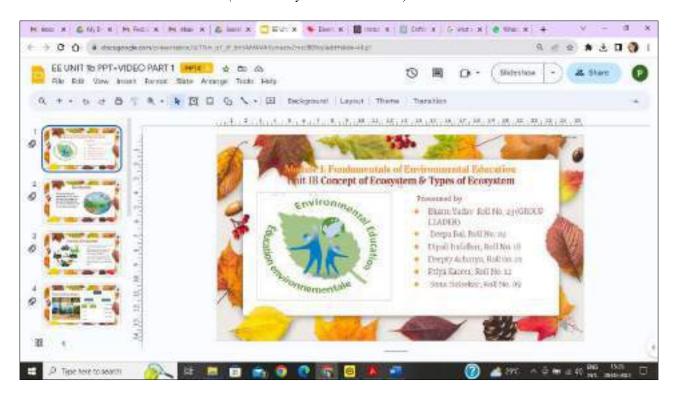
### 2. Developing Bulletin Boards

- a. Daily Routine
- b. Classroom management
- c. Subject based
- d. Concept based
- e. Display board
- f. Interactive board

### **Mobilizing Relevant Varied Learning Resources**

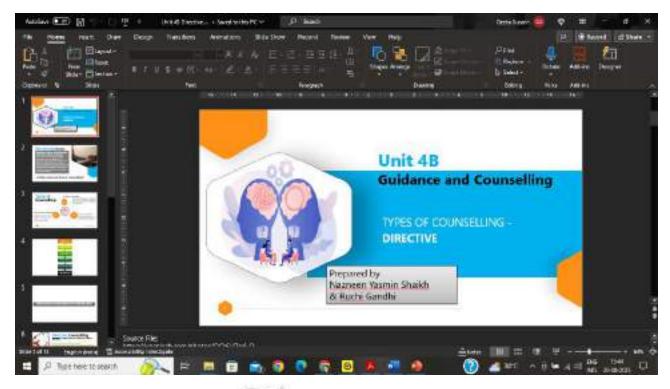
### **Spoken Tutorial in Environmental Education**

(Created by M.Ed. 2020-22)



#### Spoken Tutorial in Guidance and Counselling

(Created by M.Ed. 2020-22)





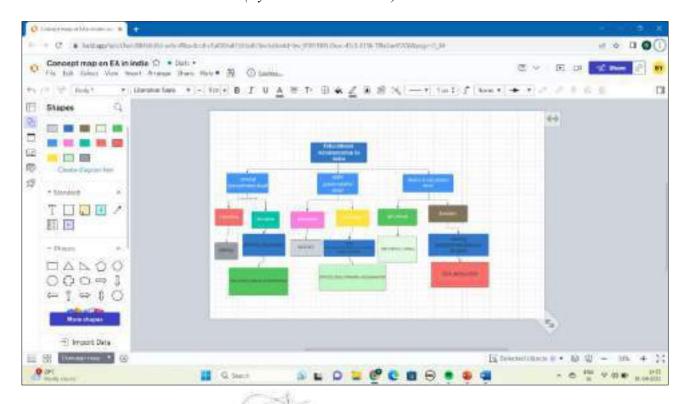
### Video Recording in Guidance and Counselling

(*Created by M.Ed. 2020-22*)



### Use of Lucid Charts to show concept mapping.

(By Teacher Educators)



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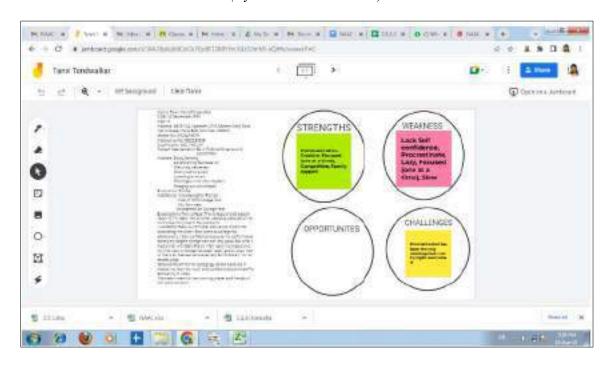
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### Use of Jam boards to Assess Learning

(By Teacher Educators)



Teaching Aid Workshops conducted every year





PRINCE
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Pillai College of Educa

Dr Pillai Feacher Trainling

Plot No. 1. Sector 1

New Patre





MAHATMA EDUCATE
PITAL College of Educate
Dr Pillal Teacher Trainin
Plot No. 1, Sector 3
New Petre 11



### Metric No. 2.4.2

Students go through a set of activities as preparatory to schoolbased practice teaching & internship.

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

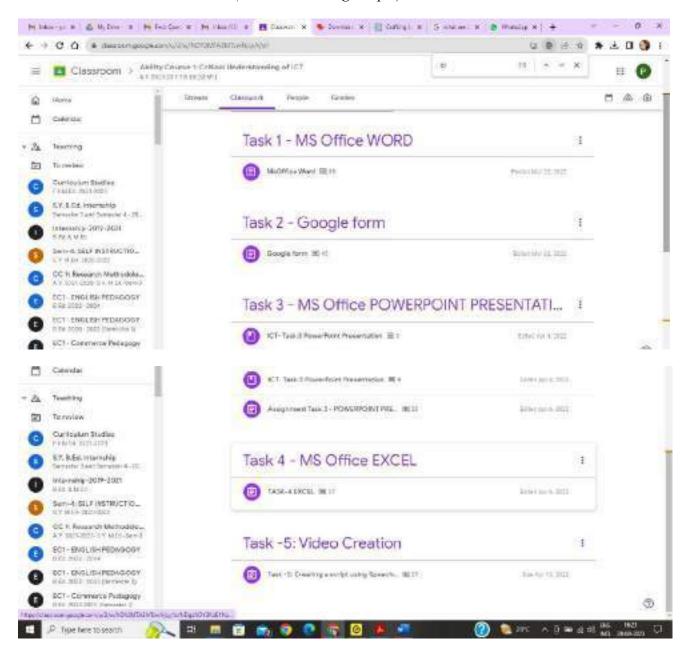
10. Evolving ICT based learning situations.

Dr. (Ms.) Sally Enos
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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.

### 10. Evolving ICT based learning situations

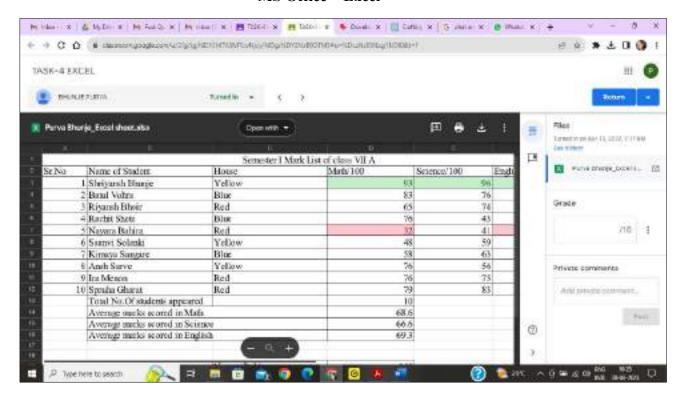
### Tutorials in MS Office - Word, Excel, PowerPoint, Google form and Video creation

(includes creating scripts)

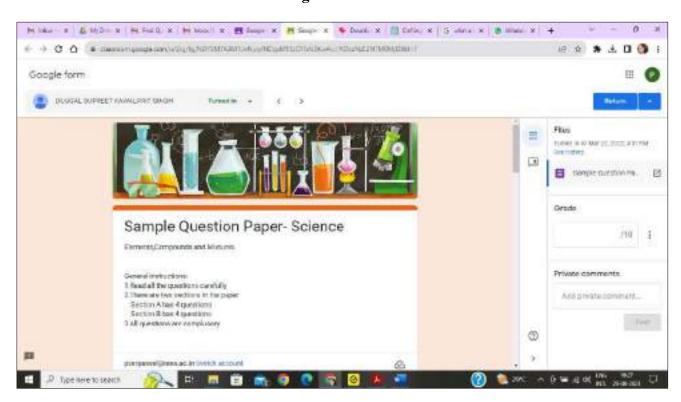


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Dr Pilar Teacher Training & Research Centre
Plot No. 1, Sector & Manda Cultury
New Partiel 410 229.

#### MS Office - Excel

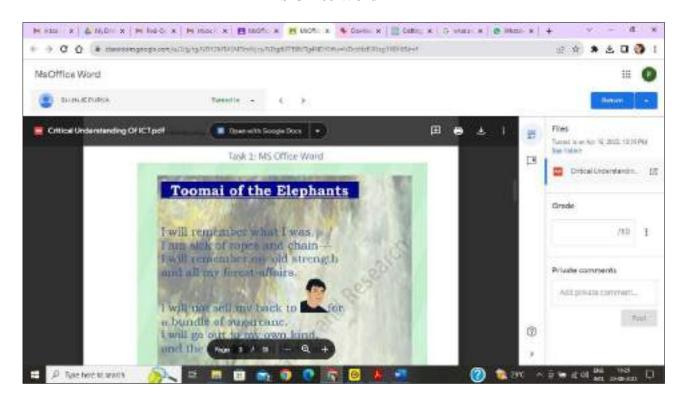


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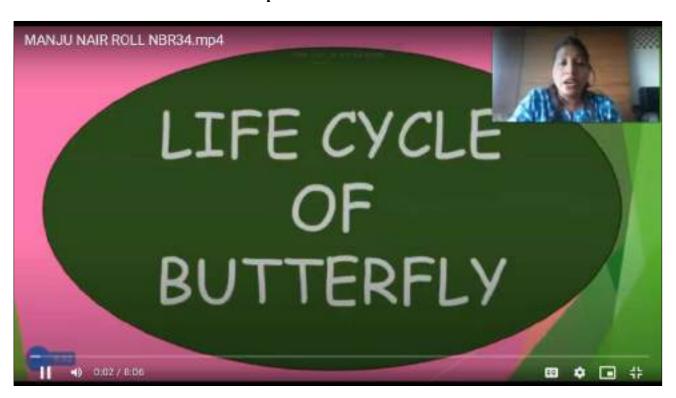




#### **MS Office Word**



**Spoken Tutorial** 



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New Factors 410 729.



## Mahatma Education Society's Pillai College of Education & Research

Dr. Pillai Teacher Training Centre, Sector 8, Khanda Colony, New Panvel-410206

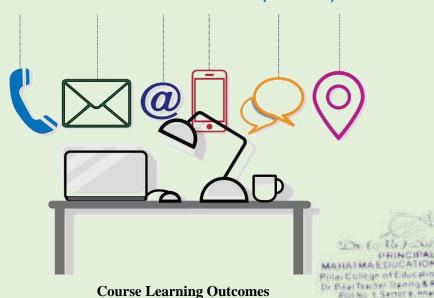
Tel-022-27480289/27481864, Fax: 022-27464161.

www.pcerpanvel.ac.in

### VALUE-ADDED CERTIFICATE COURSE

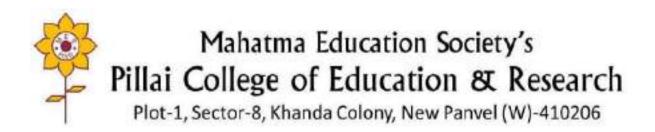
### **Digital Skills for Teachers**

Course Code - PCERPVACC09 (3 Credits)



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.



### **METRICS No. 2.4.2**

# Attendance sheets of the workshops/activities with seal and signature of the Principal

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New Panvel-410 206.

## · Instructional Strategies

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, Sector-8, Khanda Colony, New Panvel West

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## Instructional Strategies

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MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, Sector-8, Khanda Colony, New Panvel West

Roll No	Candidate Name	Rote Play- Orientation	RF- Presentation	CAM- Orientation	CAM- Presentation	TTENDAN Thinking model	ITM- Presentation	at Inquiry Model	JIM- Presentation	Training Model	ITM- Presentation
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27	MALIM BASIRAH	Bures	Gorney.	(BOLTON)	Grande .	Done.	Borney	(Brita)	Grunde.	Barrola	Country.
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Instructional Strategies

MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, Sector-8, Khanda Colony, New Panvel West B.ED AY 2022-24 June- July 2023 ATTENDANCE-SIMULATED MODE

Roll No	Candidate Name	Role Play- Orientation	RP- Presentation	CAM- Orientation	CAM- Presentation	Inductive Thinking model Orientation	IIM- Presentation	Jurisprecioni at Inquiry Model Orientation	JIM- Protestation	Inquiry Testsing Model Orientation	ITM-
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## Instructional Strategies

### MES' PILLAI COLLEGE OF EDUCATION AND RESEARCH, Sector-8, Khanda Colony, New Panvel West

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55	SHARMA SHRISHTI	(Marriett)	<b>CARRY</b>	Distant	and the	62/ 411	2	200	844	Mary .	de
56	SHASHI KALA	-		-	-	LEAD	SALUE I	Bloom	BRITAR	Shirin	<b>多相</b>
57	SHWETA SINGH	-		-	_	201	=	-		-	-
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Plot No. 1, Sector 8, Khanda Colony
New Panyel 410 206



### PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL FEACHING SKILLS 2023

### ATTENDANCE SHEET

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## PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL TEACHING SKILLS 2023

### ATTENDANCE SHEET

Roll No	Name	Skill of Questioning		Skill of Reinforce	ement	Skill of Clo	sure	Core Eler and Valu		Objective Specificat	s/ ions Specific
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# PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL TEACHING SKILLS 2023 ATTENDANCE SHEET

Roll	Name	Skill of		Skill of	50	Skill of Clo	sure	Core Elen		Objective	The second second
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5~	BHAWANA KUMARI	Brains,	Brawna	Brancia "	Braw ra	Browner.	Browna	Thouse !	Branch	Phonou	Walley .
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56~	KALA SHASHI	The state		Ras		Skala		Skola	Thats	1-11	1-33
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28	KOMAL ASHOK	Samont	Samon	Franco	Eamans.	Famuel	Tomas	Samon	Samoul	Trans	France 8

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# PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL TEACHING SKILLS 2023 ATTENDANCE SHEET

Roll No	Name	11 12 12 12 12 12 12 12 12 12 12 12 12 1	of Set action	and the same of the same	Explanation 3 2023	Skill of III with Ex	PORT OF THE PROPERTY OF	Skill of S Varia		Black	ll of board iting
		Demo	Pre	Demo	Pre	Demo	Pre	Demo	Pre	Demo	Pre
	ECONOMICS	~	62.	1947	actio.	1	0.	-	The second		-
23	LENSI SAMSON	1		de		SOF	See	200	363	1	Solv
27	BASIRAH ARIF		Restro	Sono's	posno	(Basha)	Farak	miral	Bound	Carret	(SOLL-10)
44	REVENDRI GOVIND	_	Δ	A-	A	A		A		A	400
47	AKSHATA SOMNATH	A		delata			-	A		A	
48	DIVYA PRAKASH	ANT	DIVO	DUST	Divis	BATTE	- Automorphis	purg		Party.	Contraction of
55	SHRISHTI SHARMA	A .	Bartard	A	A Corporati		SAhouse 8	Burge	A Lines	dal resid	490 C
58	YUKTA SINGH	A	utrah	A-	Wirab	what	EVAN	121504	(U-ara)	TE ST	ILAG
16	MANISHA JUVEKAR	A	4	^	1	40	400	20	1	10	120
26	MANPREET KAUR	North	, HULLE	Hour	Hot	Hoy	Jun	Minus	Akutha	June	Akes
26 34	MANJU NAIR	ALP USA	LIMIL	MNon		MANUA	Heym	Many	NOUN	MONY	Hairy
<b>4</b> 1	KAVYA PUJARI	-100	- Pil	ture	Manjub	2500	of diales	Maria	2 209	Thous	do
43	ASHRITA ANILKUMAR	Mark.	-shrife	Labor Lab	ANTENNA.	March	Thurs.	Marie	Litoria	Azivete,	Substant
60	SNEHALATA	angh	Snihab	Enchalor	Spehalator	Sachalata	- wholes	Snehalota	- Juston		Cadrolo
81	SHILPA ULVEKAR	Α	Methan.	Chatter	Hill	Water	THE STATE OF THE S	Orthon		10-H-2	The state of
70	RAVEENA YADAV -	Rowers	Daves ?	1	Paverna	SON SEAN	Tavert.	A deserve	of vertice	Chiperto	Courses
3.	MEENA BHANUSHALI	Meura	Meine	Hum	Muents	Meens	news	Meens	neers	Meen	MICHIE
9	RUCHI DUBEY	*		A		PIECE	Mary 1	A	Mens	MICH	W.W.
11	SHARDA GUJAR	10dian	Mentos	Aug	out on	Acres	- Alux	2100	Hun	Con DA	A.Ca
18	NIKHAT KAZI	District	Dualin	a cur had	Δ	^	MILL	MODE	The state of	Tours	The same
19	ZEENAT KAZI	-	1100	Lucus	James .	^	-	HIN	The same	Y we	0 10
100	GEOGRAPHY	1	-	454	P		+	Pro-	1/2	P	Par.
69	PUSHKAR BHANUDAS	Pushkar	<b>EUCHKAL</b>	RUNYAR	Rushlan	2 + N -	0.160.0	Rishban	Dinver	history	0.10.
	ENGLISH	1	POST-198	HONNO C	PUDANTO	anside !	ETPARAGE	promon	RAPPLOEE	manage	TUSMO
10	RIA FERNANDO	Δ		A	Α.	VIAV				Δ	
57	SHWETA SINGH		-	A	A	A		4		A	
64	NIYATI TAKLE	Mount	Parke	shefet.	asside.	Hotel	Hospita.	mark.	Lett.	diffe.	Dapila
65	DISHA THAKKAR	DEVOIT	Corec	Tratein	Color.	Distal	120	Distal	1010 C	CISNET	7 - 17
6	BHUMIJA BHASWATI DAS	A. R. Oas.	8. B. CO.	0.0000	& PO TO		Do	B. Bas	NOR	B. B. Das	Dapa

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### PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL TEACHING SKILLS 2023

### ATTENDANCE SHEET

100					CE SHE			-			
Roll No	Name	Skill of Set Induction		Section Control	Explanation	Skill of Illi with Exam	nples Variation		timulus n	Black	ll of board iting
		Demo	Pre	Demo	Pre	Demo	Pre	Demo	Pre	Demo	Pre
	ENGLISH			K.	Ax.			N.		4	
12	SONIA HANDA	4	and the second	A	2	X	*	W.	100	B.	Feet.
15	JINCY GEORGE	AND	No.	Sup.	( De )	55	1	The same	1	Fil.	Tury.
-22	RUTUJA LAD	Red	Rical	place	Plasi	Right	Proper	RLAS!	Kloset	Rigel	Ricial
22 45	GAYATRI ROY	650	Ost.	Ort.	ON.	(VzP)	Espo	ROD.	6M	DP.	DE.
49	ZAINAB SAYYED	The contract of	S	雪	SiD	- 50	3	Sp	E	\$	50
50	UMME HABIBA SHAH	and the land of	1	en like	WITE !	Total H		A	9-	Theline	
-52	NAAZMEENA SHAIKH X			1 Deposes		***	. 0	1000	1	-	her de
61	SOPHIYA BEGUM	Supriyologia	Sophyslyn	Sophigathaga	Sphyallya	Egologilagia	SHIP	Soyleya Bez	- sphiphy	Sophyley	Sachipaly
	MATHS			×		, , ,		24		- 0	
21	PAYAL KUMBARKAR	ane	die	Ola	- Qua	-R213	ADA	-	1000	400	The
24	SANCHITA MADHAV	A	M	AND	9m	9/2	711	Sy	MY	8MZ	MAN
25	MADHURI MISHRA	Low	N. San	Unal		A	17,20,1	A		H	1
29	NEHA MAURYA	- A	200	Net	There	Melico	Them	New	fren	pletin	Teh
37	SHIVANI PANDA	ilw Jo	AVAD.	SW YEAR	Shiras	hivary	Maria	Mulan	Share	ghivan	Shall
39	PRANIT KISHORE PATIL	Good	KILLING	Floral -	Charles .	Wals	Mark	make	1/2/2	Wald	redt
42	HAASINI POTAVATRE	A	J. Joseph	Turg	2×2	the second	Secret.	delaste	Topo	Level	Tread
54	SHANMUGAPRIYA SANTOSH X	A		N.A.		A	HOUSEN.	n	- 0	1	
62	SANDYA SUTAR	THE PERSON NAMED IN	ration	BUJOT	- Potitor	8494	STATE OF THE PARTY	SOLD?	Supp	Exites.	SMY
17	RUCHITA KADU	Ruchie	Quelile	Quelle	Puchille	Riduas	Queluta	Queller	Quelies	Quelia	Bulling
33	MOUMI MITRA	1 Journe	House	1 Louis	Donda	Moure	Moudie	thornwood	Mound!	Mounds	Mont
38	HASEEB M NASIR PATEL	John	,,,,,	WENTER	1.50.800	H	Setting by	12	Dec. of the last o	14	- Contract
13	MADHURI JADHAV	A	A	A	A	Α'		A		0	

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## PILLAI COLLEGE OF EDUCATION AND RESEARCH, NEW PANVEL TEACHING SKILLS 2023

### ATTENDANCE SHEET

Roll No	Name	Skill of Set Induction		Skill of Explanation		Skill of Illustrating with Examples		Skill of Stimulus Variation		Skill of Blackboard Writing	
		DEMO	PRE	DEMO	PRE	DEMO	PRE	DEMO	PRE	DEMO	PRE
	SCIENCE		Sympton								
7	MANISHA BORADE >	1	A	A	- 1-	П	1	A		A	
32	PRAJAKTA MORE	Tops ,	More	800	Nov.	Allows o	Thou	Mon	More	(mone	Topo
35	SAJANA NAIR	Draw	Shais	Zrau	Share	Saare	Mary	Jaau	draw	way	. Grai
36	SHREEJA NAIR	XXXXX	NYASY	XXXX	VA-D	No.	legan	Nan	Medica	No.	NA.
40	RUTUJA PATIL	Didnig at	entries	FURNISH	Raturale	amount	Rudiquite	2 stually	Purille.	Puty 111	Durique
51	SHIKHA SHAHU	Sulla	diple.	Shikha.	Charles -	CLIXIM.	Julia.	Cikpa.	JAMES .	Sully,	Shello.
59	SUPRITI SINHA	Suppuli	Suppli	Supporti	Supput	Supriti	Suppriti	Stappits	Supriti		Luprut
63	NIMRA SYED	24	59-5	94	6713-	9	SH4	84	EN !	Gur	All the second second
66	ANJALI THAKUR	deple	Augli	Duple	Anjali-	Musli	Amali	Spile	Migali	Myali	Maria
68	KATHA UPADHYAY X	A	H	A	A	4				- 1	- 1
2	PANKAJA BHAGAT	Paker	Purkato	No.	D. Valan	Rolland	Kinkators	Ponketato	Perkupe	V. KSHE	Por Kalando
4	VIGISHA BHATNAGAR		がはいる	NOTED BY	FULL BUY and no	-		vigiona	-	1000	
8	UMAIMA DHATURE	udatur	Ukd hater	J'dhalun	bollatur	Ma Malum	12 death	40 1925	Tir a luti	idiatus	Jedhalin
14	NIKITA JADHAV	Millian	JRV49	Nicha.	Pirita.	Wiking-	15:39	NTITTE	Nicht	All Kito	NIKH O
20,	HAIFA KHAN	Houfes	Floris	Tapla	Harti	Harle		touls	tays	HOULD	Hart
30	PRIYA MENON X	-1	Chours	(Dever "	Bouen.	Cheuds	Peru	Cours	Prone	Bones.	Pereno
-	HISTORY									1000	V
5,	BHAWANA KUMARI	Bhasing	Thousand,	Brauva	Bhasno.	Blama	Brasona .	Bhaura	Brawna	Granner,	Brown
A6	SEEMRAN SAHANI	Se come	Janos	Leen	To ecome	Deem	Ment	Sew	Lun	Thrown	July 1
-53	SOFIYA SHAIKH X	5-140	A	Smag.	A	A	-267	A		A	
86	KALA SHASHI X	A	1	Trola		-	Sala	Skala	Bran.	A	Stals
-	COMMERCE			-			-			1120	-
X	TANISHA BAHANIYA	Branstra	B. Burn	B. Thicks	BIGINA	BARNINA	B. Dusper	Byteration	a receive	Q Tunaha	B. Tomere
31	SARIKA DASHRATH	WY: "	Dr.	- 20	by.	W.	Som	Ser.	Ser-	dus.	Jun.
	HINDI	300		-	0.00	1 S = 1	1000		17-	1	
28	KOMAL ASHOK	Termons	Comens	Stumeris	Saners	Famans	Farmens	FRANCIS	Giman's	Gomerie	samons.

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