



S. P. Mandali's

Mobile No. 8263838388

टिळक शिक्षण महाविद्यालय, पुणे – ४११०३०.

**Tilak College of Education, Pune  
411030**

NAAC – Reaccredited to Grade 'A' from 25<sup>th</sup> October 2013

1633, Sadashiv Peth, S.P. College campus, Pune – 411030.

Affiliated to Savitribai Phule Pune University (ID No. PU/PN/Edn/009, 1941)

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#### 2.4.10 Nature of internee engagement during internship

| Sr. No. | Activities                              |
|---------|---|
| 1       | Classroom teaching                      |
| 2       | PTA meetings                            |
| 3       | Assessment of student learning          |
| 4       | Organizing academic and cultural events |
| 5       | Maintaining documents                   |
| 6       | Administrative responsibilities         |

## Internship Report 2022-23

School Name – S.P.M. Public English Medium School (CBSE board)

Period – 4 months

Principal – Dr. Aparna Morris

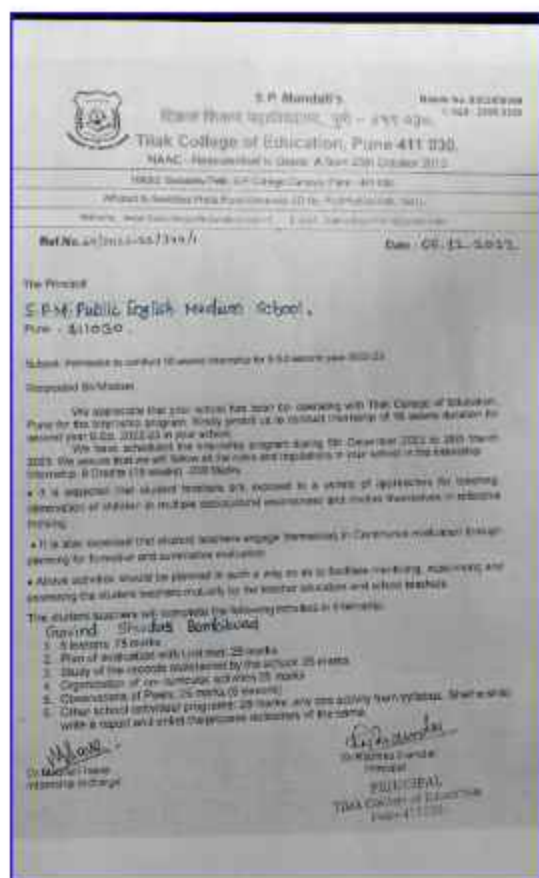
Name of the Students – 1. Govind Bombilwad

2. Summet Kumar

3. Priya Ghodke

As the part of B.Ed. syllabus we have selected our school for completing our Internship that is S.P.M. Public English Medium School , Sadashiv Peth , Pune -30

We three students started out student teacher journey by submitting the application to the principal of the school.



Our Internship started in the month of December for 4 months. In the internship program we have to conduct few curricular and co-curricular activities ..

Under the guidance of experienced teachers and Co coordinators we three have planned our activities in a well manner.

## 1. Lessons conducted



## 2. Unit Plan

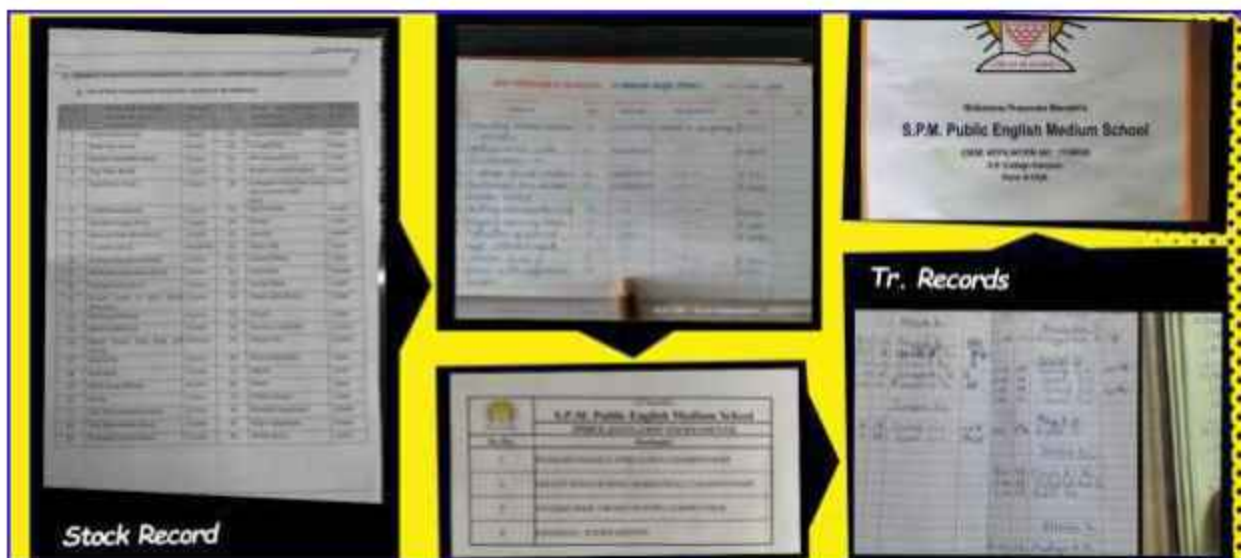
| Mathematics (Class IX - B)         |   |                |   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
|------------------------------------|---|----------------|---|-----|---------|-----|---|-------------------|---|---|-----|----|------------------|---|---|-----|-----|----------------|---|--------------------------------------|-----|----|------------------------|---|------------------------|-----|---|-----------------------|---|-----------------|-----|----|---------------------|---|----------------------------|-----|--|-----|
| Student Answer with Marking Scheme |   |                |   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| Q.No.                              | Student Answer  | Marking Scheme | Total Marks   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| 1.                                 | Match the following   |                |   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
|                                    | <table border="1"> <thead> <tr> <th>No.</th> <th>Name of figure</th> <th>No.</th> <th>Formula</th> <th>VS.</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Area of Rectangle</td> <td>B</td> <td><math>A = \text{length} \times \text{breadth}</math></td> <td>VS.</td> </tr> <tr> <td>II</td> <td>Area of Triangle</td> <td>D</td> <td><math>A = \frac{1}{2} \times \text{base} \times \text{height}</math></td> <td>VS.</td> </tr> <tr> <td>III</td> <td>Area of Square</td> <td>E</td> <td><math>A = \text{side} \times \text{side}</math></td> <td>VS.</td> </tr> <tr> <td>IV</td> <td>Perimeter of Rectangle</td> <td>F</td> <td><math>P = 2 \times (L + B)</math></td> <td>VS.</td> </tr> <tr> <td>V</td> <td>Perimeter of Triangle</td> <td>A</td> <td><math>P = a + b + c</math></td> <td>VS.</td> </tr> <tr> <td>VI</td> <td>Perimeter of Square</td> <td>C</td> <td><math>P = 4 \times \text{side}</math></td> <td>VS.</td> </tr> </tbody> </table> | No.            | Name of figure  | No. | Formula | VS. | I | Area of Rectangle | B | $A = \text{length} \times \text{breadth}$ | VS. | II | Area of Triangle | D | $A = \frac{1}{2} \times \text{base} \times \text{height}$ | VS. | III | Area of Square | E | $A = \text{side} \times \text{side}$ | VS. | IV | Perimeter of Rectangle | F | $P = 2 \times (L + B)$ | VS. | V | Perimeter of Triangle | A | $P = a + b + c$ | VS. | VI | Perimeter of Square | C | $P = 4 \times \text{side}$ | VS. |  | 03M |
| No.                                | Name of figure  | No.            | Formula   | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| I                                  | Area of Rectangle   | B              | $A = \text{length} \times \text{breadth}$                 | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| II                                 | Area of Triangle  | D              | $A = \frac{1}{2} \times \text{base} \times \text{height}$ | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| III                                | Area of Square  | E              | $A = \text{side} \times \text{side}$                      | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| IV                                 | Perimeter of Rectangle  | F              | $P = 2 \times (L + B)$                                    | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| V                                  | Perimeter of Triangle   | A              | $P = a + b + c$   | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| VI                                 | Perimeter of Square   | C              | $P = 4 \times \text{side}$                                | VS. |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| 2.                                 | Fill in the blanks  |                |   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
|                                    | i) Area is the amount of space occupied by a two-dimensional figure.  | 1              | 01M   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
|                                    | ii) The lengths of the boundary of a polygon figure is called as perimeter.   | 1              |   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |
| 3.                                 | Given, side = 5cm<br>Area = ?<br>Area of Square = side $\times$ side<br>$= 5 \times 5$<br>$= 25 \text{ cm}^2$<br>The area of square is 25 cm <sup>2</sup> .   | 1              | 01M   |     |         |     |   |                   |   |   |     |    |                  |   |   |     |     |                |   |                                      |     |    |                        |   |                        |     |   |                       |   |                 |     |    |                     |   |                            |     |  |     |

| Unit Test I   |                   |              |
|---|-------------------|--------------|
| Date: 27/02/2023  | Subject: English  | Time: 40 Min |
| Class: IX   | Teacher: Apurajit | Marks: 20    |
| Name: _____   |                   |              |
| Note: All the questions are compulsory.   |                   |              |
| <b>Section A - Exercise</b>   |                   |              |
| A. Choose the correct option:   |                   | 4/8          |
| (a) The two boys and the girl advanced towardsly because they were _____  |                   |              |
| i. happy with her. ii. angry with her.  |                   |              |
| (b) The boy looked at them with fear and comprehension because he _____   |                   |              |
| i. was unable to understand why they were discussing him.   |                   |              |
| ii. had not done his homework. iii. was unable to fight with them.  |                   |              |
| iv. did not want to be friends with them.   |                   |              |
| (c) The children became more and more aggressive as the boy continued _____                                     |                   |              |
| i. argue with them. ii. stand quietly and see what the children asked him to do.                                |                   |              |
| iii. talk to them respectfully. iv. refuse to make friends with the girl.                                       |                   |              |
| (d) The two boys were interested in the boy's fight because _____   |                   |              |
| i. he was a good friend of the female boy.  |                   |              |
| ii. he felt it was wrong for children to beat each other.   |                   |              |
| iii. the boy had to be taken to a school.   |                   |              |
| iv. he had been asked by the teacher to do so.  |                   |              |
| B. Write the answers.   |                   | 2/6          |
| 1. Where did the boy live? Which country did he belong to?  |                   |              |
| 2. What did the children think when the boy did not apologise?  |                   |              |
| 3. Why had the boy not apologised to the girl?  |                   |              |
| C. Write the answers in short.  |                   | 4/6          |
| 1. What do you think her name is?   |                   |              |
| 2. What does the name of the boy's father tell you about his character? Do you think he would be a good friend? |                   |              |
| <b>Section B - Grammar</b>  |                   |              |
| D. Do as directed.  |                   | 4/6          |
| 1. The boy didn't answer. (Add question tag.)   |                   |              |
| 2. He looked at the ground. (Change from active)  |                   |              |
| 3. Why were you reading that? (Make it) General   |                   |              |
| 4. The desk was _____ the teacher lay filled with misery. (Use correct preposition)                             |                   |              |
| <b>Section C - Writing Skills</b>   |                   |              |
| E. Write a letter of an apology to your Principal for absenteeism in school.                                    |                   | 2/6          |

All the teachers guided us in making the blue print and marking system of the school.

It was a great experience to sit with these teachers in the school staff room and learn the correction system.

3. According to our program we need to study of the school records , like Attendance, guest, sports , substitution, student, teacher and stock records etc.



#### Co-curricular and extra curricular activities –

4. Annual Festival on 09.12.2022 Annual Day Festival was conducted by SPM Public English Medium School at Ganesh Kala Krida , Pune. This Annual festival objective was to provide platform to the students to perform their hidden talent. All the secondary school students were actively participated in cultural program. The theme of the Annual Festival Was Festivals in India.



### 5. Food Without Fire on 21.12.23

We have experienced all different kinds of celebrations in the school

Food without fire activity was conducted in school for two days in each class. In this activity all the students were participated and made food without fire with the help tr. Guidance. They were made Chinise Bhel, Sandwich Bhel, Panipuri, Dahipiri, Shevpuri and Other things.



## 6. Annual School Exhibition

In the month of February school has organized an Annual School Exhibition – ‘Indradhanush’, where students are getting change to showcase their talent in various subjects in differet. We all three were privileged to be a part of this unique event. We got a change to help the teachers in the planning of this exhibition.



## 7. Regular activities in school.

Mass PT and Regular school exercise was the integral part of the school assembly where PE teachers guided the students about the discipline of the school and time management.



8. In Bed we are learning about inclusive classroom where all the types of students are getting chance to learn under one roof with all the students .

In the S.P.M. Public English Medium School we have observed the way these students are treated by providing remedial classes by special educators trained in handling these students. Mrs Aditi Atre teacher was the responsible person to take care of the students with special need. In this school Counsellor Mrs Akrshitha Menon was present and always ready to guide the students for improving their mental health and solving their teen problems in a different way.



9. In the period of 4 months we have received many periods for conducting our fun filled activities with the students for making them learn in a play way method . It was an unforgettable experience for all of us.



10.Celebration of patriotism in school with the energy of the students and their enthusiasm is unforgettable for us. 26<sup>th</sup> January 2022 – Republic Day celebration



The best supportive staff of S.P.M. Public English Medium School.





## Course BED 207 : INTERNSHIP

In the Internship the student teacher will complete the following activities :

**(a) Lessons (6 lessons) : 3 Credits (75 Marks)**

The student teacher will select one unit from the school subject in consultation with the school teacher and faculty. She/he will prepare the lesson plan for that unit. She/he will teach that unit for at least three periods under the guidance and observation of the school teacher/teacher educator. The same be repeated for other school subject.

**These lessons shall be engaged preferably at upper primary, secondary or higher secondary level.**

**Marks calculated out of 75 are to be given for the conduct of six lessons.**

**(b) Plan of evaluation : 1 credit (25 Marks)**

The student teacher will prepare a Unit Plan providing formative (for each lesson plan) and summative evaluation (unit test after completion of the unit) for both the above selected units. S/he will develop and conduct a unit test. She/he will also prepare a blue print and model answer and marking scheme for the developed unit test. The same shall be repeated for other school subject.

**Marks calculated out of 25 are to be given for the plan of evaluation.**

**(c) Study of the records maintained by the school : 1 credit - 25 marks.**

This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school. The student teacher shall write a report on only 4 records prepared and maintained by the school.

**Marks calculated out of 25 are to be given for the report.**

**(d) Organization of co curricular/extracurricular activities : 1 credit - 25 marks.**

To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school. S/he has to maintain a detailed record of the same. It is expected that S/he shall reflect and write about these experiences. It will help her/him in understanding and addressing her/his professional identity as a teacher.

**Marks calculated out of 25 are to be given for the write-up.**

**(e) Observation of peers : 1 credit (25 marks)**

Peer learning is an important and integral part of learning process of an individual. It will assist in boosting the confidence of the student teachers. In this activity the student teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted. (6 lessons)

**Marks calculated out of 25 are to be given for the write up.**

**(i) Other School Activities/Programmes : 1 credit (25 Marks)**

To get a feel of the working of the school, the student teacher shall complete anyone activity from those given below. S/he shall write a report and enlist the process outcomes of the same.

- ◆ Develop an academic calendar for the various activities to be organized in the school under the guidance of the school teacher.
- ◆ Information regarding Parent teacher association, Professional organization of teachers.
- ◆ Practices of inclusion.
- ◆ Provision for slow learners.
- ◆ Activities for gifted students.
- ◆ Community related work.
- ◆ Activities for professional growth of teaching and non-teaching staff.
- ◆ Any other innovative/special practices adopted by the school.

**Marks out of 50 are to be given for the same.**

**The total marks for the course BED 207 shall be calculated out of 200.**

# **1. Classroom teaching**

## BED 207 : Teaching Competencies IV

### Internship : 8 credits (16 weeks) - 200 marks

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

### Activity 1 : 6 Lessons : 3 credits (75 marks)

1st method: 5 lesson

2nd method: 6 lesson

#### Name of the Activity - BLOCK TEACHING : EVALUATION SCHEME

**Introduction :** During internship student teachers should adopt a variety of approaches for teaching, use CCE, observe children in multiple socio-cultural environment and involve themselves in reflective thinking.

**Guidelines :** The student teacher will select unit from the school subject in consultation with the school teacher and faculty. She/he will prepare the lesson plan for that unit. She/he will teach that unit for at least three periods under the guidance and observation of the school teacher/teacher educator. The same shall be repeated for other school subject. These lessons shall be engaged preferably at upper primary, secondary or higher secondary level.

3rd method will be come in practice 1/2/20

BLOCK TEACHING LESSON NOTERoll No. 

|   |   |   |
|---|---|---|
| 2 | 6 | 0 |
|---|---|---|

Name of the School Vishwakarma Vidyalaya School, Pune Date 18/01/23Class 8th Div. A Time 35min Subject: Science Lesson No. 

|    |
|----|
| 01 |
|----|

Previous Knowledge of Class Student knows the taste of different substances.Title of the lesson Intro To study, the Introduction to Acid and BaseMaterials & Teaching Aids Chalk, lemon, tamarind, sugar, baking soda.

Objectives

Specifications

Knowledge

student defines acids and bases. student made list of some acids & bases used in daily life.

Understanding

Student explains properties of Acid and Bases.

Application

Student differentiate between the acids and bases on their basic properties.


Attitudes &amp; Values

Inculcation of scientific temper.

Skills

Critical thinking.

| Matter  | Method   |
|---|--|
| Introduction:-  | (Tr. enters and greet the students.)   |
| The substances which used in everyday life like lemon, tamarind, sugar, baking soda has a typical taste and nature.     | (Tr. give some substances to touch and to taste)   |
| The taste of lemon and tamarind is 'sour', and baking soda is 'stingent' or 'bitter'. Baking soda is slippery to touch. | (Tr. asks questions)<br>1) What is the taste of lemon & tamarind and sugar.<br>2) How does baking soda feel like to touch? how does it taste?<br>3) Why these tamarind tastes sour and baking soda bitter? |

| Matter   | Method   |
|--|--|
| <p><u>Statement of Aim</u> :- Today we are going to study about Acid and Base</p> <p>(Tr writes title on the black board)</p>  |  |
| <p><u>Presentation</u> :</p> <p>The taste of amla, vinegar, curd is 'sour'</p> <p>Acid : The chemical nature of curd, lemon and Vine</p>   | <p>(Tr asks the question)</p> <p>1) What is the taste of amla, vinegar, curd?</p> <p>2) Why this substance is sour?</p>                |
|  <p>He in nature. d comes from 'Acere' which me of acid is below 7</p> <p>a substance which in solution sta dissociates in</p> <p><math>H^+ + Cl^-</math> acids</p> | <p>(Tr explains concept of acid)</p> <p>(Tr write definition of acid with example)</p> <p>(Tr writes on black board)</p>               |
| <p>1) acids are sour in taste</p> <p>2) Acid contains hydrogen ion (<math>H^+</math>) as a main constituent</p> <p>3) Blue litmus paper turns red in acid.</p> <p>4) Ex: <math>H_2SO_4</math>, <math>HNO_3</math></p>                                | <p>(Tr write down the properties of acids on B-13)</p>   |
| <p>Base : The chemical nature of baking soda, washing soda are basic in nature. They has bitter taste <math>pH &gt; 7</math></p> <p>Bases also known as 'Alkali'.</p>  | <p>(Tr asks the question)</p> <p>1) Why baking soda, washing soda has bitter taste?</p> <p>(Tr explains concept of base or Alkali)</p> |



ch miniature of charts, pictures, images etc.

ate: 18/01/23

BLACK - BOARD WORK

Std. 8<sup>th</sup> Div. A

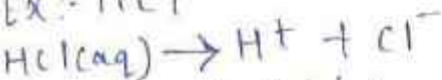
science

### Introduction to Acid & Base

Acid:- sour in taste

Acid is such substance which gives  $H^+$  ions in sol<sup>n</sup> state.

Ex:- HCl



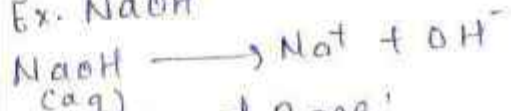
properties of Acid:-

- 1) Sour in taste
- 2) Main constituent is  $H^+$  ion.
- 3) Blue litmus  $\rightarrow$  Red litmus.

Base:- Bitter in taste

Base give  $OH^-$  ions in solution state.

Ex. NaOH



properties of Base:-

- 1) Bitter in taste
- 2) Main constituent is  $OH^-$  ions
- 3) Red litmus  $\rightarrow$  blue litmus

Signature of guide


emarks

*Good introduction of unit.*

effecton

Student gave good response and participated in the activities that had been taken during lesson.

### Activity 1 : Block Teaching : Evaluation Scheme

| Rating Scale<br>पदनिश्चयन श्रेणी                 | 1 Unsatisfactory<br>असमाधानकारक   | 2 Average<br>बरा  | 3 Satisfactory<br>समाधानकारक | 4 Good<br>चांगला | 5 Excellent<br>उत्कृष्ट |   |   |   |   |
|--|---|---|------------------------------|------------------|-------------------------|---|---|---|---|
|  |   |   |                              | 1                | 2                       | 3 | 4 | 5 |   |
| 1) Lesson Note-<br>पाठटाचण                       | 1) Neat, correct & complete<br>नीटनेटके, अचूक आणि परिपूर्ण  |   |                              |                  |                         |   |   | ✓ |   |
| 2) Introduction<br>प्रस्तावना                    | 2) Relevant and Stimulating<br>सुसंगत व प्रेरणादायी   |   |                              |                  |                         |   |   | ✓ |   |
|  | 3) Revival of previous knowledge and linking with the topic<br>पूर्वज्ञान जागृती व पाठ्याशाशी योग्य सांगड   |   |                              |                  |                         |   |   | ✓ |   |
|  | 4) Statement of Aim and Title writing<br>हेतुकथन आणि शीर्षक लेखन  |   |                              |                  |                         |   |   | ✓ |   |
| 3) Presentation<br>विषय विवेचन                   | 5) Clarity and Fluency in Explanation/Narration<br>स्पष्टीकरण/कथनातील स्पष्टता व ओघ   |   |                              |                  |                         |   |   | ✓ |   |
|  | 6) Questions - Clear, concise and grammatically correct interrogative tone<br>प्रश्न - प्रश्नार्थक उच्चारारह सुरपट, राक्षिप्त आणि व्याकरणदृष्ट्या अचूक                                |   |                              |                  |                         |   |   | ✓ |   |
|  | 7) Logical and thought provoking questions -<br>तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न   |   |                              |                  |                         |   |   | ✓ |   |
|  | 8) Distribution of questions and Reinforcement<br>प्रश्नांचे वितरण आणि प्रबलन   |   |                              |                  |                         |   |   | ✓ |   |
|  | 9) Black Board Work<br>फलक कार्य  |   |                              |                  |                         |   |   | ✓ |   |
|  | 10) Clarity in Reading/Demonstration<br>वाचनातील स्पष्टता/दिशानिर्शन कौशल्यातील सहजता   |   |                              |                  |                         |   |   | ✓ |   |
|  | 11) Explanation : Use of Examples<br>स्पष्टीकरण - उदाहरणांचा वापर   |   |                              |                  |                         |   |   | ✓ |   |
|  | 12) Mastery over the content<br>अशयावरील प्रभुत्व   |   |                              |                  |                         |   |   | ✓ |   |
| 4) Recapitulation<br>संकलन                       | 13) Use of Teaching Aids/Use of ICT component<br>शैक्षणिक साधनांचा वापर/माहिती संप्रेषण घटकांचा वापर  |   |                              |                  |                         |   |   | ✓ |   |
|  | 14) Student Participation<br>बिद्यार्थी सहभाग   |   |                              |                  |                         |   |   | ✓ |   |
|  | 15) Teacher's Preparedness<br>शिक्षकांची तयारी  |   |                              |                  |                         |   |   | ✓ |   |
|  | 5) Application<br>उपयोजन  | 16) Classroom management and Time Management<br>दर्ग व्यवस्थापन आणि वेळ व्यवस्थापन  |                              |                  |                         |   |   | ✓ |   |
| 6) Home Work<br>गृहपाठ                           | 17) Recapitulation as per objectives<br>उद्दिष्टानुसार संकलन  |   |                              |                  |                         |   |   | ✓ |   |
|  | 18) Application - Use of evaluation Tools - MCD, Matching item, GD, Project, Quiz, Puzzle etc.<br>मूल्यापन लक्षाचे उपयोग, बहुपर्यायी प्रश्न, जोड्या लावणे, गट चर्चा, प्रकल्प, कोटी इ. |   |                              |                  |                         |   |   | ✓ |   |
|  | 19) Homework - Appropriate / Activity based<br>योग्य व कृत्ययुक्त गृहपाठ  |   |                              |                  |                         |   |   | ✓ |   |
|  | 20) Educational implications & Overall Impression (Effectiveness of Teaching)<br>शैक्षणिक उपयुक्तता व एकंदरीत प्रभाव (अध्यापनाची परिणामकारकता)  |   |                              |                  |                         |   |   | ✓ |   |
| <b>Total Marks out of 100/ एकूण गुण १०० पैकी</b> |   |   |                              |                  |                         |   |   | 9 | 8 |
| Sign of Teacher                                  |   |  |                              |                  |                         |   |   |   |   |
| Date :   |   | Date :  |                              |                  |                         |   |   |   |   |



## **2. PTA meetings**

# GLIMPSES OF INTERNSHIP

Photographs of conduct of lesson.

Lesson Observation, Co-curricular Activity, Extra-curricular Activity, Innovative Activity, PTA, Community, Work, School Records etc. with Date & Title



sports



German classes online



Dance performance.



Agastya foundation



singing



cooking competition



Environmental Awareness



28th feb



# GLIMPSES OF INTERNSHIP

Photographs of conduct of lesson.  
Lesson Observation, Co-curricular Activity, Extra-curricular Activity,  
Innovative Activity, PTA, Community, Work, School Records etc. with Date & Title



Annual Day  
20th Dec. 2022

Visit at commissioner's  
office (police office)



(Litmus test paper)



(Maths quiz competition)



(PTA meeting)

# GLIMPSES OF INTERNSHIP

Photographs of conduct of lesson.

Lesson Observation, Co-curricular Activity, Extra-curricular Activity, Innovative Activity, PTA, Community, Work, School Records etc. with Date & Title



→ Activity based learning  
(Making moving Skeleton)



(Teaching students)  
(8th A)



ALAL Lab (9th & 10th)



practical lab (chemistry)  
(8th A)

(performing  
practicals  
9th A)



(physics  
lab)

# GLIMPSES OF INTERNSHIP

Photographs of conduct of lesson,  
Lesson Observation, Co-curricular Activity, Extra-curricular Activity,  
Innovative Activity, PTA, Community, Work, School Records etc. with Date & Title



← Marathi Bhasha Din  
27th Feb 2023

(26 Jan 2023  
Republic Day  
Rally) →



Choreographed by me  
← (9th A girls)

[ Dance practice ]  
8th A & B



→ prize distribution  
ceremony.

# GLIMPSES OF INTERNSHIP

Photographs of conduct of lesson.

Lesson Observation, Co-curricular Activity, Extra-curricular Activity, Innovative Activity, PTA, Community, Work, School Records etc. with Date & Title



National Science day (B.B work)



(Practicals)



Essay Competition topic



visited 'supitali sule' in school

20th Dec stage performance.



# GLIMPSES OF INTERNSHIP

Photographs of conduct of lesson.  
Lesson Observation, Co-curricular Activity, Extra-curricular Activity,  
Innovative Activity, PTA, Community, Work, School Records etc. with Date & Title



(Practical Teaching)



Community  
work.

(Felicitated by guest) Annual Day.



### **3. Assessment of student learning**



## **Activity 2 : Plan of Evaluation**

**1 Credit - 25 Marks**

**2A : Unit Plan**

**2B : Blue Print with Model Answers & Marking Scheme**

**2C : Unit Test**

### Name of the Activity : 2A : Unit Plan

**Introduction :** An activity 1 & 2 in Internship are interconnected scope of the unit for unit plan should be defined student teacher will prepare a Unit Plan to complete 3 lessons specified in Activity 1. Success of the unit plan is based on goal of the unit, proper content analysis, appropriate learning experiences, relevant teaching methods & formative evaluation tool. It helps the student teacher to plan classroom interaction strategies via inclusions of various activities, examples & questions for concept formation.

**Guidelines :** the student teacher will prepare a Unit Plan with well measured weightage assigned to the each sub-unit, instructional objectives & types of questions for selected unit. She/he should include formative and summative evaluation plan in the unit plan. The same shall be repeated for other school subject.

### Successive Steps in Unit Planning

| Content Analysis<br>आशय विश्लेषण                        |  | Learning Experiences<br>अध्ययन अनुभूती   |  | Continuous Evaluation<br>सततपूर्ण मूल्यमापन  | Evidence of Achievement<br>करादीसादी           |
|---|--|--|--|--|--|
| Sub-content/<br>Teaching points<br>उपआशय/अध्यापन मुद्दे | Category of sub content<br>उपआशयाची श्रेणी   | Classroom interaction with Examples<br>उदाहरणांबरोबर वर्ग आंतरक्रिया/सुरुवात   | Teaching Aids/ICT Component<br>अध्यापन साहित्य/माहिती संप्रेषण घटक   | Formative evaluation<br>Types of questions & evaluation tools<br>अकारिक मूल्यमापन प्रश्नांचे प्रकार आणि मूल्यमापन तंत्रे   | Summative Evaluation<br>सकारिक मूल्यमापन       |
| 1.  | Facts, New terms, Diagram, Graph करतुनिधित्वाची मधीन संज्ञा, आकृती, नकाशा, आलेख                                    | Observing<br>Demonstrating<br>Comparing<br>Drawing<br>Arranging<br>Revising<br>निरीक्षण, निदर्शन, तुलना, रेखाचित्रे, संज्ञाची, उदाहरणे                 | Audio Aids, Visual Aids, AV Aids, PPT, Excel, Audio Clips, Video Clips, Short Film, Animations, Concepts Map etc<br>श्राव्य माध्यम, दृश्यात्मक माध्यम, वॉयस रिकॉर्डिंग, सादरीकरण, एक्सेल, श्राव्य, लघु चित्रपट, चलचित्र, हस्तचित्रण, संकल्पना चित्रण | Essay type Q<br>Long Answer Q<br>Short Answer Q<br>Objective type Q<br>Multiple choice Q<br>विवरणदा प्रश्नप्रकार<br>दीर्घोत्तर प्रश्न<br>लघुउत्तरी प्रश्न<br>वस्तुनिष्ठ प्रश्नप्रकार<br>प्रश्नप्रकारांचा वापर<br>बहुपर्यायी प्रश्न | UNIT TEST<br>घटक चाचणी                         |
| 2.  | Information<br>Description story,<br>Poem Dialogue<br>माहिती, वर्णन, कथा, काव्य, संवाद                             |  |  |  |  |
| 3.  | Concepts, Principles, Symbols, Formulae, Concept Map<br>संकल्पना, तत्त्वे, प्रतीके, सूत्रे, नकाशा, संकल्पना चित्रण | Converting<br>Using<br>Organizing<br>Discussing<br>Classify<br>Identify<br>Recall Q<br>रूपांतरित, वापरून आयोजन, वर्गा प वर्गीकरण, ओळखणे - आठवणे प्रश्न | Chart, Model, Photographs, Pictures, Globe, Diagram Maps, Graph<br>तारा, प्रतिकृती, छायाचित्रे, चित्रे, पृथ्वीचा गोल, नकाशा, आलेख  | MCO, Matching item, Group discussion, field visit, GD, Project, Quiz, Design, Puzzle, Crossword, etc<br>सहपर्यायी प्रश्न, जोडणी, एकाधिक प्रश्न निवड, अनुक्रमण बब, गटवर्ग, कार्यक्षेत्र भेट, प्रकल्प, कोडी, शब्दकोडे                | UNIT TEST<br>CONDUCT<br>घटक चाचणी<br>मूल्यमापन |



Activity 2A : Unit Plan

Roll No. 

|   |   |   |
|---|---|---|
| 2 | 6 | 0 |
|---|---|---|

[science]

Name of the Unit : Introduction to Acid and Base Date : 18 to 23 Jan

Unit Analysis (Write all Sub-units)

- ① students learn about Acid and Base.
- ② Students learn about different types of acids & Base and neutralization reaction.
- ③ Students learn about indicators and test of indicators

Life Skills : Critical thinking.

Values & Core Elements : Inclusion of scientific attitude

Teaching Method : Discussion method, Demonstration method.

Plan of Execution (Divide all the sub-units in 3 lessons)

- |   |                      |
|---|----------------------|
| Lesson 1. <u>Introduction to Acid &amp; Base</u>                            | Dt. : <u>18/1/23</u> |
| Lesson 2. <u>Types of acids &amp; Base &amp; neutralization</u>             | Dt. : <u>20/1/23</u> |
| Lesson 3. <u>Types of indicators &amp; test on indicators</u>               | Dt. : <u>23/1/23</u> |
| Unit Test : Based on lessons 1, 2, 3 <u>Introduction to Acid &amp; Base</u> | Dt. : <u>27/1/23</u> |

Objectives :

- ① To develop an objective attitude towards experimental evidence
- ② To develop inquiring minds & curiosity about science and nature.
- ③ To understand the concept of Acid and Base & properties.
- ④ To analyse the difference between acid and Base.
- ⑤ To understand the concept of Neutralization.
- ⑥ To analyze difference between acid and base by using different types indicators.
- ⑦ To recognize the application of acids & bases in their daily life.
- ⑧ To understanding of change in colour of litmus paper & other indicators in acid/ Base.

## Activity 2A : Unit Plan : Evaluation Scheme

Rating Scale  
घटनिश्चयन श्रेणी

1 Unsatisfactory असमाधानकारक
 2 Average बरा
3 Satisfactory समाधानकारक
4 Good चांगला
5 Excellent उत्कृष्ट

**Preparation of Unit Plan**  
घटक नियोजन तयार करणे

- |  | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| 1) Selection of unit & its division into subunits with proper teaching - Learning Management<br>घटकाची निवड आणि योग्य अध्ययन अध्यापन व्यवस्थापनासह त्याची घटकांमध्ये विभागणी |   |   |   |   |
| 2) Aims & Objectives of unit plan<br>घटकाचे नियोजनाचा हेतू व उद्दिष्टे   |   |   |   |   |
| Proper Content analysis in unit plan<br>घटक नियोजनातील आशयाचे विश्लेषण   |   |   |   |   |
| 3) Sequencing the content with suitable learning experiences<br>विषय श्रेणी आणि योग्य अध्ययन अनुभूती   |   |   |   |   |
| 4) Time Management<br>वेळेचे नियोजन  |   |   |   |   |
| Unit plan note : Neat, Correct, Complete<br>घटक नियोजनाचे टाचण : अचूक, नीटनेटके, परिपूर्ण  |   |   |   |   |
| 5) Selection of teaching methods for each sub-unit<br>प्रत्येक उपघटकांसाठी अध्यापन पद्धतीची निवड   |   |   |   |   |
| 6) Use of various Types of questions in unit plan<br>घटक नियोजनामध्ये विविध प्रश्नप्रकाराचा वापर   |   |   |   |   |
| 7) Suitable learning experience with suitable examples<br>योग्य अध्ययन अनुभूतीबरोबर योग्य उदाहरणे  |   |   |   |   |
| 8) Use of ICT component<br>माहिती संप्रेषण घटकाचा वापर   |   |   |   |   |
| 9) Student-Teacher interaction strategies<br>विद्यार्थी-शिक्षक आंतरक्रिया  |   |   |   |   |
| 10) Inclusion of life skills/Values/C.E.<br>जीवनमूल्ये, गाभा घटक आणि मूल्यांचा समावेश  |   |   |   |   |
| 11) Brief revision after deliver of each content module<br>प्रत्येक आशय घटक सादरीकरणानंतरची उजळणी  |   |   |   |   |
| 12) Scope for developing interest अभिराची विकसनास  |   |   |   |   |
| 13) Execution plan in view of constructive teaching learning<br>अध्ययन अध्यापनाच्या कार्यप्रवर्तकामध्ये अंमलबजावणीचे नियोजन  |   |   |   |   |
| 14) Use of formative evaluation tools in final Recapitulation<br>संकलनांमध्ये अकारिक मूल्यमापन तंत्राचा वापर   |   |   |   |   |
| 15) Use of evaluation tools in application<br>उपयोजनामध्ये मूल्यमापन तंत्राचा वापर   |   |   |   |   |
| 16) Home Work / assignment for self study गृहपाठ/स्वयअध्ययनासाठी दिलेले काम  |   |   |   |   |
| 17) Unit test as per Blue Print संविधानयुक्त तक्त्यानुसार घटक चाचणी  |   |   |   |   |
| 18) Outline of Model Answers नमुना उत्तरांचे स्वरूप  |   |   |   |   |
| 19) Scope & Marking Scheme व्याप्तीनुसार गुणदान योजना  |   |   |   |   |
| 20) Educational Implication & Overall Impression शैक्षणिक परिणाम व एकंदरीत प्रभाव  |   |   |   |   |

**Total Marks out of 100/ एकूण गुण १०० पैकी**

Sign. of Teacher

Date :

M

Sign. of Prof. In-charge

Date :

Prof

**Activity 2 : Plan of Evaluation  
1 Credit - 25 Marks**

**Activity 2B  
Developing a Blue print with  
model answer and marking  
scheme.**



S. P. Mandali's

# Tilak College of Education, Pune 411 030.

Blue Print with Model Answer & Marking Scheme

Roll No. 

|   |   |   |
|---|---|---|
| 2 | 6 | 0 |
|---|---|---|

Name of the School: Vishwakarma Vidyalyaya Lesson No. 1, 2, 3 Date: \_\_\_\_\_

Name of the Student: Namiala Jagannath Landge

8th Div. A Time: 60 min Subject: Science

Introduction to Acid and Base

Mode of Evaluation: To check/analyse the knowledge of & concept building of students

Total No. of Students Present: 60

Question paper contains' Main 3 questions.



# Blue Print

Subject: SCIENCE Class: 8TH

| Objectives form of question                     | KNOWLEDGE   |             |          | UNDERSTANDING |             |             | APPLICATION |             |             | SKILL    |          |          | GRAND TOTAL   |
|---|-------------|-------------|----------|---------------|-------------|-------------|-------------|-------------|-------------|----------|----------|----------|---------------|
|   | O           | SA          | E        | O             | SA          | E           | O           | SA          | E           | O        | SA       | E        |               |
| Unit Name                                       |             |             |          |               |             |             |             |             |             |          |          |          |               |
| Introduction to acid, bases.                    | 1(1)        | 1(2)        | -        | 1(1)          | -           | -           | 1(1)        | -           | -           | -        | -        | -        | 4(5)          |
| Types of acids, bases, neutralization reaction. | 2(2)        | -           | -        | 1(1)          | 1(2)        | -           | 1(1)        | 1(2)        | 1(3)        | -        | -        | -        | 7(11)         |
| Litmus test, Types of indicators.               | 1(1)        | -           | -        | -             | -           | 1(3)        | -           | -           | -           | -        | -        | -        | 2(4)          |
| <b>GRAND TOTAL</b>                              | <b>4(4)</b> | <b>1(2)</b> | <b>-</b> | <b>2(2)</b>   | <b>1(2)</b> | <b>1(3)</b> | <b>2(2)</b> | <b>1(2)</b> | <b>1(3)</b> | <b>-</b> | <b>-</b> | <b>-</b> | <b>13(20)</b> |

\* Note: O – Objective Type, SA – Short Answer Type, E – Essay Type



## Model Answers

|    |   | Marking Scheme | Marks |
|----|---|----------------|-------|
| A] | Fill in the blanks.   | 1x1            |       |
| 1] | H <sup>+</sup> ions   | 1x1            | 4     |
| 1] | remain unchanged  | 1x1            |       |
| 1] | strong Acid.  | 1x1            |       |
| 1] | Antacid.  | 1x1            |       |
| B] | Match the following   |                |       |
|    | 'A'   | Answer.        |       |
| 1) | Tamarind  | Tartaric Acid  | 1x1   |
| 1) | Weak Acid   | Carbonic Acid  | 1x1   |
| 1) | orange  | Ascorbic Acid  | 1x1   |
| 1) | Strong Alkali   | NaOH           | 1x1   |
| C] | Answer the following questions.                                       |                |       |
| D] | Two properties of Acid & Base   |                |       |
|    | Acid :- ① Acids are sour in taste.                                    | 1x1            | 2     |
|    | ② pH of acid is below 7.  |                |       |
|    | ③ In solution, Acid gives H <sup>+</sup> ions as main constituent.    |                |       |
|    | Base :- ① Bases are bitter in taste.                                  | 1x1            | 2     |
|    | ② pH of base is more than 7.  |                |       |
|    | ③ In solution, base gives OH <sup>-</sup> ions as a main constituent. |                |       |

Model Answer with Marking Scheme

| Model Answer   | Marking Scheme | Total Marks |
|--|----------------|-------------|
| <p>process. Antacids are used to control this hyperacidity. This medicine contains milk of magnesia <math>[Mg(OH)_2]</math> such alkaline medicine neutralizes excess acid present in stomach.</p> | 1 x 2          | ②           |
| <p>Indicator: Substances which change their colours in presence of acid / base called indicators.</p>  | 1 x 1          | ①           |
| <p>There are 2 types indicators.<br/>Laboratory indicators &amp; Natural Indicators.<br/>Example of laboratory indicators:-<br/>litmus paper, phenolphthalein, methyl red and methyl orange</p>    | 1 x 1          | ①           |
| <p>Natural indicators:- turmeric, china rose, red cabbage etc.</p>   | 1 x 1          | ①           |
| Total Marks  |                | 20.         |

## BED 207 : INTERNSHIP

Activity No. 2 : Plan of Evaluation - 1 credit - 25 marks

Activity 2C : Developing a Blue print with model answer and marking Scheme

| Rating Scale<br>पदनिश्चयन श्रेणी   | 1                             | 2              | 3                          | 4              | 5 | E |
|--|-------------------------------|----------------|----------------------------|----------------|---|---|
|  | Unsatisfactory<br>असमाधानकारक | Average<br>वरा | Satisfactory<br>समाधानकारक | Good<br>चांगला | 5 | E |
|  | 1                             | 2              | 3                          | 4              | 5 | E |
| 1) Structure of Blue Print as per the objective<br>उद्दिष्टानुसार सविधान तक्ल्याची रचना                    |                               |                |                            |                |   |   |
| 2) Structure according to sub-units & marks distribution<br>उपघटकाच्या रचनेनुसार मार्कांचे वितरण           |                               |                |                            |                |   |   |
| 3) Structure according to questions type<br>प्रश्नप्रकारानुसार रचना  |                               |                |                            |                |   |   |
| 4) Overall 3 dimensional design : Correct & Complete<br>एकंदरीत त्रिमितीय सर्वसाधारण रचना ; अचूक आणि पूर्ण |                               |                |                            |                |   | ✓ |
| 5) Accuracy of Model answers:<br>उत्तरांची अचूकता  |                               |                |                            |                |   |   |
| 6) Model answer as per objectives of the questions<br>प्रश्नाच्या उद्दिष्टानुसार उत्तरे                    |                               |                |                            |                |   |   |
| 7) Expected outline of the answers in Model answers<br>नमुना उत्तरांचा अपेक्षित आराखडा                     |                               |                |                            |                |   | ✓ |
| 8) Marking scheme according to the scope<br>व्याप्तीनुसार गुणदान योजना                                     |                               |                |                            |                |   |   |
| 9) Point-wise sub questions wise Marking scheme:<br>बुद्द्याप्रमाणे/उपप्रश्नांचे गुणांचे वितरण             |                               |                |                            |                |   |   |
| 10) Overall impression<br>शैक्षणिक परिणाम व एकंदरीत प्रभाव   |                               |                |                            |                |   |   |
| <b>Total Marks out of 50/ एकूण गुण ५० पैकी</b>   |                               |                |                            |                |   | ✓ |

Sign. of Teacher

Date

*M.C.*



**Activity 2 :  
Plan of Evaluation**

**Activity 2C :  
Development & Conduct of  
Unit Test**

## Name of the Activity 2C : Plan of Evaluation

### Development and conduct of Unit Test

#### Introduction :

Unit Test is an effective instrument of evaluating Academic achievement, it has to be structured according to a pattern which covers objectives, different areas of content, different forms of questions, scheme of questions etc.

#### Guidelines :

- The student teacher will develop and conduct a unit test with prior preparation of a blue print, model answer and marking scheme.
- Proper instructions should be give on unit test paper about duration of the test, length of answers, compulsory questions, use of calculator etc.
- The same shall be repeated for other school subject. However there will be independent evaluation of the blue print, model answer and marking scheme.

## Activity 2C : UNIT TEST

Roll No 

|   |   |   |
|---|---|---|
| 2 | 6 | 0 |
|---|---|---|

School Vishwakarma Vidyalaya Lesson No 1, 2, 3 Date 27/1/23

Name of the Student Namrata Jagankath Landge

8<sup>th</sup> Div A Time 60 min Subject Science

Introduction to Acid and Base

Evaluation To provide feedback and to know learners performance

No. of Students Present 60

Attach Copy of Unit Test Paper Here

Vishwakarma Vidyalaya school pune

Science Test

chapter-1 Introduction to acid and base

STD-8TH.

MARKS:20

DATE-

Duration:60min

TIME-

Instructions:

- 1) Read the questions carefully.
- 2) All questions are compulsory.
- 3) Figures in bracket indicates full marks.

Q1A) Fill in the blanks.

[4]

1) Main Constituent of acid is.....

[1x4]

2) When blue litmus paper is dipped into a NaOH, the Colour of the litmus paper will be.....

3) Sulphuric acid  $H_2SO_4$  is..... acid.

4)..... are used to control hyperacidity.

B) Match the following.

[4]

Column 'A'

Column 'B'

[1x4]

1) Tamarind

Ascorbic Acid

2) Weak acid.

NaOH

3) Orange

Tartaric acid

4) Strong Alkali.

Carbonic acid

Q2) Answer the following questions (Short Answers)

[6]

1) Give two characteristics of each of acid &amp; bases?

[2x3]

2) Which substances are used to clean greenish stains on copper vessels and to shine blackish, silver utensils?

## Activity 2C : Plan of Evaluation : Development and Conduct of Unit Test

Rating Scale  
वर्तनीयमान स्त्रीणी

1

Unsatisfactory  
असमाधानकारक

2

Average  
वरा

3

Satisfactory  
समाधानकारक

4

Good  
वास्तव

5

Excellent

Development of  
the test  
वाचणीची सुधारणा

- 1) Proper instructions given on unit test paper.  
घटक वाचणी प्रश्नपत्रावरील वाक्य सुस्पष्टी
- 2) Weightage given to Objectives  
उद्दिष्टानुसार दिलेले मात्कीचे वितरण
- 3) Fulfillment of objectives through different types of Questions  
विविध प्रश्नप्रकारांमधून उद्दिष्टाची पूर्ती
- 4) No. of questions and time sufficiently  
प्रश्नांचे क्रमांक आणि वाक्यी पूर्ती
- 5) Weightage given to different types of questions  
विविध प्रश्नप्रकारांमधून दिलेले मात्कीचे वितरण
- 6) Inclusion of All types of questions  
सर्व प्रश्नप्रकारांचा अंतर्भाव
- 7) Proper sequence of questions as per difficulty level  
कठिणतेनुसार प्रश्नांचे योग्य क्रम
- 8) Questions based on specified content  
निर्दिष्ट आशयावर वास्तवपूर्ण प्रश्न
- 9) Consideration of content length and importance of subject  
आशय दीर्घता आणि वास्तवकाचे मात्कीचे वितरण
- 10) Grammatically correctness and clarity of unit test paper.  
वाक्यसंगतता अचूकता आणि घटक वाचणीची स्पष्टता
- 11) Length & Validity of the test  
वाचणीची दीर्घता आणि लांबी
- 12) Adequacy of the unit test  
घटक वाचणीची पर्याप्तता
- 13) Objectivity of the test  
वाचणीची उद्दिष्टता
- 14) Printing and format of unit test paper : Font size, Alignment  
घटक वाचणीचे स्वच्छता आणि सुस्पष्ट अक्षर, आकार, रचना

Administration  
of a Unit Test  
घटक वाचणीचे  
प्रशासन

- 15) Feasibility of the test  
वाचणीची व्यवहार्यता
- 16) Seating arrangement for unit test  
घटक वाचणी करिता बैठक व्यवस्था
- 17) Supervision : Measure taken to avoid mispractice  
पर्यवेक्षण : गैरप्रकार टाळण्यासाठी उपाय
- 18) Time Management  
वेळचे व्यवस्थापन
- 19) Educational Implication  
शैक्षणिक परिणाम
- 20) Overall Impression  
एकत्रित प्रभाव

**Total Marks out of 100: एकूण गुण १०० पैकी**

Sign of Teacher

Date



Activity 2C : UNIT TEST

Roll No 

|   |   |   |
|---|---|---|
| 2 | 6 | 0 |
|---|---|---|

School Vishwakarma Vidyalaya Lesson No 1.2.3 Date 21/12/23  
Teacher Namrata Jagannath Yandge  
Std 5th Div A Time 60 min Subject Maths  
Compound Interest  
Reason To measure the students progress & problem solving  
No. of Students Present 62

Attach Copy of Unit Test Paper Here

Vishwakarma Vidyalaya school pune

Maths Test

chapter-1 Compound Interest

STD-STH.

DATE-

TIME-

MARKS-20

Duration:60min

Instructions:

- 1) Read the questions carefully.
- 2) All questions are compulsory.
- 3) Figures in bracket indicates full marks.

Q1) Choose the correct option for given MCQ. [4]

1) Find the compound interest on RS.1000 for 2 years at 2% per annum. (1×4)

a) 20 b) 20.5 c) 20.4 d) 20.6

2) Calculate the simple interest if the principal amount is 5000 & the rate is 2% for 4 years.

a) 4000 b) 400 c) 40,000 d) 40

3) Depreciation value of R is.....

a) Positive b) Negative c) (All thee above) d) None

4) Formula of compound interest is .....

a) Amount Principal b) Principal Amount c) Years rate d) Rate-Years



## Activity 2C : Plan of Evaluation : Development and Conduct of Unit Test

Rating Scale  
पदनिश्चयन स्फी


1 Unsatisfactory  
असंतुष्टाकारक

2 Average  
अव

3 Satisfactory  
संतुष्टाकारक

4 Good  
अव

5

|   |   | 1 | 2 | 3 |
|---|---|---|---|---|
| <b>Development of the test</b><br>वाचणीची रूपाख्या  | 1) Proper instructions given in unit test paper<br>घटक वाचणी प्रकल्पितकीत योग्य सूचना                                 |   |   |   |
|   | 2) Weightage given to objectives<br>उद्देशना दिवनेत सर्काचे वितरण   |   |   |   |
|   | 3) Fulfillment of objectives through different types of Questions<br>विभिन्न प्रकारकाख्या उद्देशणी पूर्णा             |   |   |   |
|   | 4) No. of questions and time sufficiently<br>प्रश्नाचे क्रमांक आणि वेळेची पूर्णा                                      |   |   |   |
|   | 5) Weightage given to different types of questions<br>विभिन्न प्रश्नप्रकारना दिवनेत सर्काचे वितरण                     |   |   |   |
|   | 6) Inclusion of All types of questions<br>सर्व प्रश्नप्रकारना अंतर्भाव  |   |   |   |
|   | 7) Proper sequence of questions as per difficulty level<br>काल्पितकाठीनुसार प्रश्नाचे योग्य क्रम                      |   |   |   |
|   | 8) Questions based on specified content<br>निर्दिष्ट आशयावर पत्राभूत प्रश्न   |   |   |   |
|   | 9) Consideration of content length and importance of submit<br>आशय दीर्घता आणि उद्देशकाचे महत्त्व साधकाचा विचार       |   |   |   |
|   | 10) Grammatically correctness and clarity of unit test paper<br>व्याकरणगुणना प्रमुक्ता आणि घटक वाचणीची स्पष्टता       |   |   |   |
|   | 11) Length & Validity of the test<br>वाचणीची वैधता आणि लांबी  |   |   |   |
|   | 12) Adequacy of the unit test<br>घटक वाचणीची पर्याप्तता   |   |   |   |
|   | 13) Objectivity of the test<br>वाचणीची उद्दिष्टता   |   |   |   |
|   | 14) Printing and format of unit test paper : Font size, Alignment<br>घटक वाचणीचे स्वरूप आणि मुद्रण अक्षरे, आकार, रचना |   |   |   |
| <b>Administration of a Unit Test</b><br>घटक वाचणीचे प्रशासन   | 15) Feasibility of the test<br>वाचणीची व्यवहार्यता  |   |   |   |
|   | 16) Seating arrangement for unit test<br>घटक वाचणी करिता बैठक व्यवस्था  |   |   |   |
|   | 17) Supervision : Measure taken to avoid malpractice<br>पर्यवेक्षण : गैरप्रकार टाळण्यासाठी उपाय                       |   |   |   |
|   | 18) Time Management<br>वेळेचे व्यवस्थापन  |   |   |   |
|   | 19) Educational Implication<br>शैक्षणिक परिणाम  |   |   |   |
|   | 20) Overall Impression<br>एकंदरीत प्रभाव  |   |   |   |
| <b>Total Marks out of 100/ एकूण गुण १०० पैकी</b>  |   |   |   |   |
| Sign of Teacher  |   |   |   |   |
| Date  |   |   |   |   |

## **4. Organizing academic and cultural events**

**Activity 6 :**  
**Report on other School Activities**  
**1 Credits - 25 Marks**

## BED 207 : INTERNSHIP

Other School Activities Programmes : 1 credit (25 marks)

### Activity 6 : Community related work innovative/special practices adopted by the school

**Introduction :** To get a feel of the working of the school, the student teacher shall complete any one activity from those given below. She/he will write a report and enlist the process outcomes of the same.

- Professional Organization of teachers
  - Practices of Inclusion
  - Provision for slow learners
  - Activities for gifted students
  - Community related work
  - Activities for professional growth of teaching and non-teaching staff
  - Any other innovative/special practices adopted by the school
- शिक्षकांची व्यावसायिक संघटना
  - समावेशक शिक्षणमदती
  - मंदगतीने शिक्षणाच्या विद्यार्थ्यांकरिता सोयी
  - प्रभावशाली विद्यार्थ्यांकरिता कुली कार्यक्रम
  - समाजकार्य
  - शिक्षक व शिक्षकेतर कर्मचाऱ्यांकरिताच्या व्यावसायिक विकासाकरिता कुली
  - शाळेतील नवीन/दोऊने विशेष

Journalism, communication  
office and its work  
center in school, (www.ashish.com)  
of her

Backward - 10/11/12

Name of the School: Vishwakarma VidyalyayaDiv: A, B Time: - Place: Auditorium/Multipurpose Hall/Play Ground Multipurpose hall.No. of students present for the activity (Boys/Girls/Boys & Girls) 50-60Name of Activity: Community work, Activities for gifted students.Objective of the Activity: To develop new skills.Other School Activities / programmes

→ Community related work innovative / special practices adopted by the school.

① Professional organization of teachers

② Practices of Inclusion

③ Provision for slow learners

④ Activities for gifted students.

⑤ Community related work.

⑥ Activities for professional growth of teaching &amp; non teaching staff.

⑦ Any other innovative / special practices adopted by the school

① Provision for slow learners:

After the school, teachers taught slow learners in separate hours.

\* Reduced distractions by providing a quiet, private to work.

\* Different workshops was conducted, to motivate the slow-learners.

\* Made concise lessons with demonstrated examples.

### (V) Innovation / special practices:-

School conduct ~~var~~ various innovative, special practices throughout the year to encourages students and teachers to research, explore.

① ATAL TAB: Atal Tinkering lab, various robotics competition for gifted students.

② German classes:- For 5<sup>th</sup> to 8<sup>th</sup> students german classes were conducted, online mode (Zoom meeting on smart board).

③ Tap Buddy:- for 5<sup>th</sup> to 8<sup>th</sup> students, this is the 'The Apprentice project (TAP) is a non-for-profit organization working towards unprivileged children. It has Whatsapp chatbot to provide self-learning based electives to students. This includes arts, STEAM, Digital & financial literacy, skills such as creativity, Problem solving etc.

④ Visit at Commissioner of police office at pune station: Where the students took information of equipments and also asked question to the police officers about their work.

School Sport clubs, Interschool competitions, Agastya foundation, Jana prabodhini workshops, activities, District level school science competition.

कार्यक्रम पत्रिका / छात्रावधि Poster / Photographs if any <sup>PROVISIONS</sup> for gifted students



ATAI Lab



German classes



Now here is another bunch of artists from Vishwakarma Vidhyalaya 🎨👩‍🎨 We are loving how kids are enjoying TAP Activities 🎉 A big thank you to @Savita Seike Madam Savita Ma'am for helping us during our visit to their school and motivating the children!!

Tap buddy programme



visit at commissioner of police office



Community Work

## BED 207 : INTERNSHIP

**Other School Activities/Programme : 1 credit (25 marks)**

### Activity 6B : Information regarding Parent Teacher Association, PTA


**Introduction :** PTA is essential to involve parents in school affairs related to student achievement and their personality development.

**Guidelines :** Student teacher should collect information about PTA from in-charge school teacher and attend a meeting during their Internship period with prior permission. She will prepare a report of PTA based structure & responsibilities.

**Rating Scale**  
व्यवस्थायन श्रेणी

1 **Unsatisfactory** असमाधानकारक  
2 **Average** बरा  
3 **Satisfactory** समाधानकारक  
4 **Good** चांगला  
5 **Excellent** उत्कृष्ट

|   | 1 | 2 | 3 | 4 | 5         |
|---|---|---|---|---|-----------|
| 1) Objectives - Need & Importance<br>रचना उद्दिष्टे - गरज आणि महत्त्व                                     |   |   |   |   | ✓         |
| 2) Structure of PTA (Information of Committee)<br>शिक्षक-पालक सभा रचना (समितीची माहिती)                   |   |   |   |   | ✓         |
| 3) Responsibilities undertaken by PTA<br>शिक्षक पालक सभेने घेतलेली जबाबदारी                               |   |   |   | ✓ |           |
| 4) Fund Generation and Its Utilization<br>निधी संकलन व त्याचा विनियोग                                     |   |   |   | ✓ |           |
| 5) Co-operation & Activities done by PTA (Appendix)<br>शिक्षक-पालक प्रतिनिधींचे सहकार्य व कृती (परिशिष्ट) |   |   |   |   | ✓         |
| 6) Record updating like Meeting, Fund, Duties etc.<br>फंड, कर्तव्ये इ. ची अद्ययावत नोंद                   |   |   |   | ✓ |           |
| 7) Future Plans & Relevance of PTA<br>भावी नियोजन आणि पालकसभेची समर्पकता                                  |   |   |   |   | ✓         |
| 8) SWOT Analysis of PTA<br>शिक्षक-पालक सभेचे शत्रूसंधो विश्लेषण   |   |   |   | ✓ |           |
| 9) Honoring Parent's Suggestions<br>पालकांच्या सूचनांचा समावेश  |   |   |   |   | ✓         |
| 10) Educational Implication and Overall Impression<br>शैक्षणिक परिणाम व एकंदरीत प्रभाव                    |   |   |   |   | ✓         |
| <b>Total Marks out of 50/ एकूण गुण ५० पेकी</b>  |   |   |   |   | <b>46</b> |

  
 Sign. of Prof. In-Charge

Date :



**Activity 4 :**  
**Organization of Co-curricular/  
Extra curricular Activities**  
**1 Credit (25 marks)**

## BED 207 : INTERNSHIP

### Activity 4 : Organization of Co-curricular/extra curricular activities : 1 Credit (25 marks)

**Introduction :** Organization of co-curricular activities enhances the organizational & managerial skills of the student teacher. It gives encouragement & opportunities of the student to enhance confidence & leadership quality. This experience will help him/her in understanding and addressing her/his professional identity as a teacher.

**Guidelines :** The student teacher will participate in the organization of the co-curricular and Extra curricular activities arranged regularly during the internship period in the school. The student teacher will plan & execute co-curricular activity in the school with proper time management. The student teacher will write details of Preparation of the activity like Venue, Guest, Invitation, Practice, Rehearsal & Schedule etc. She/he can participate in activity by giving Speech/Anchoring/Coaching/demonstration/direction etc. S/he has to maintain a detailed record of the same. It is expected that She/He shall reflect and write a report on its management. It will help her/him in understanding and addressing her/his professional identity as a teacher.

Name of the School: Namrata Jagannath Landge

Class: 8<sup>th</sup> to 9<sup>th</sup> Div. A, B Time: - Place: Auditorium/Multipurpose Hall/Play Ground

Total No. of students present for the activity (Boys/Girls/Boys & Girls): Approximately 250

Name of Activity: Co-curricular activities

Objective of the Activity: To improve academic performance and to develop a specialised skills

## Co-curricular Activities & Extra-curricular Activity.

Co-curricular activities are defined as the activities that enable to supplement and complement the curricular or main syllabus activities. These are a very important part and parcel of educational institutions to develop the students personality as well as to strengthen classroom learning.

\* Co-curricular Activities conducted by school.

- 1) Sciences quizzes. (Science Day)
- 2) Quiz competition (House wise)
- 3) Storywriting competition
- 4) Table learning competition.
- 5) Essay competition
- 6) Projects in Exhibition.
- 7) Mathematics quiz competition (Maths Day)

कार्यक्रम पत्रिका / छायाचित्र Poster / Photographs if any



(Science Day celebration)  
28th Feb 2023  
Winners of quiz  
competition

[House wise quiz  
competition] 8th - 10th



(Stable teaching &  
squates from 11 to 30)



(Drawing  
competition)



(Essay ←  
writing)

## BED 207 : INTERNSHIP

### Activity No. 4 : Organization of Co-curricular and Extracurricular activities

Rating Scale पदनिश्चयन श्रेणी ▶ 1 Unsatisfactory असमाधानकारक 2 Average बरा 3 Satisfactory समाधानकारक 4 Good चांगला 5 Excellent उत्कृष्ट

|   | 1 | 2 | 3 | 4 | 5  |
|---|---|---|---|---|----|
| 1) Selection & Planning of Co-curricular Activity<br>सहशालेय कार्यक्रमांचे निवड व उद्दिष्टे व नियोजन            |   |   |   |   |    |
| 2) Preparation of student teacher for co and extra curricular<br>सहशालेय कार्यक्रम तयारी                        |   |   |   |   |    |
| 3) Organization of Co curricular Activity<br>सहशालेय उपक्रमांचे संयोजन  |   |   |   |   |    |
| 4) Participatory role of student teacher in the activity<br>शिक्षक आणि विद्यार्थ्यांची कृतीयुक्त सहभागी भूमिका  |   |   |   |   |    |
| 5) Co-ordination between Student teacher & School staff.<br>शिक्षक विद्यार्थी शालेय कर्मचारी यांच्यातील समन्वय  |   |   |   | ✓ |    |
| 6) Managerial Skills displayed in Execution of the program<br>कार्यक्रमाच्या अंमलबजावणीतील व्यवस्थापन कौशल्ये   |   |   |   |   |    |
| 7) Encouragement & Opportunities given up the student<br>विद्यार्थ्यांना दिले जाणारे प्रोत्साहन व संधी          |   |   |   | ✓ |    |
| 8) Student response & Scope for other skill development<br>इतर कौशल्य विकसनासाठी विद्यार्थ्यांचा प्रतिसाद व वाव |   |   |   | ✓ |    |
| 9) Problem faced during activities & its overcoming strategies<br>आलेले अडथळे दूर करण्यासाठी केलेले प्रयत्न     |   |   |   | ✓ |    |
| 10) Educational Implication & Overall Impression<br>शैक्षणिक परिणाम व एकंदरीत प्रभाव                            |   |   |   |   |    |
| <b>Total Marks out of 50/ एकूण गुण ५० पेकी</b>  |   |   |   |   | 46 |

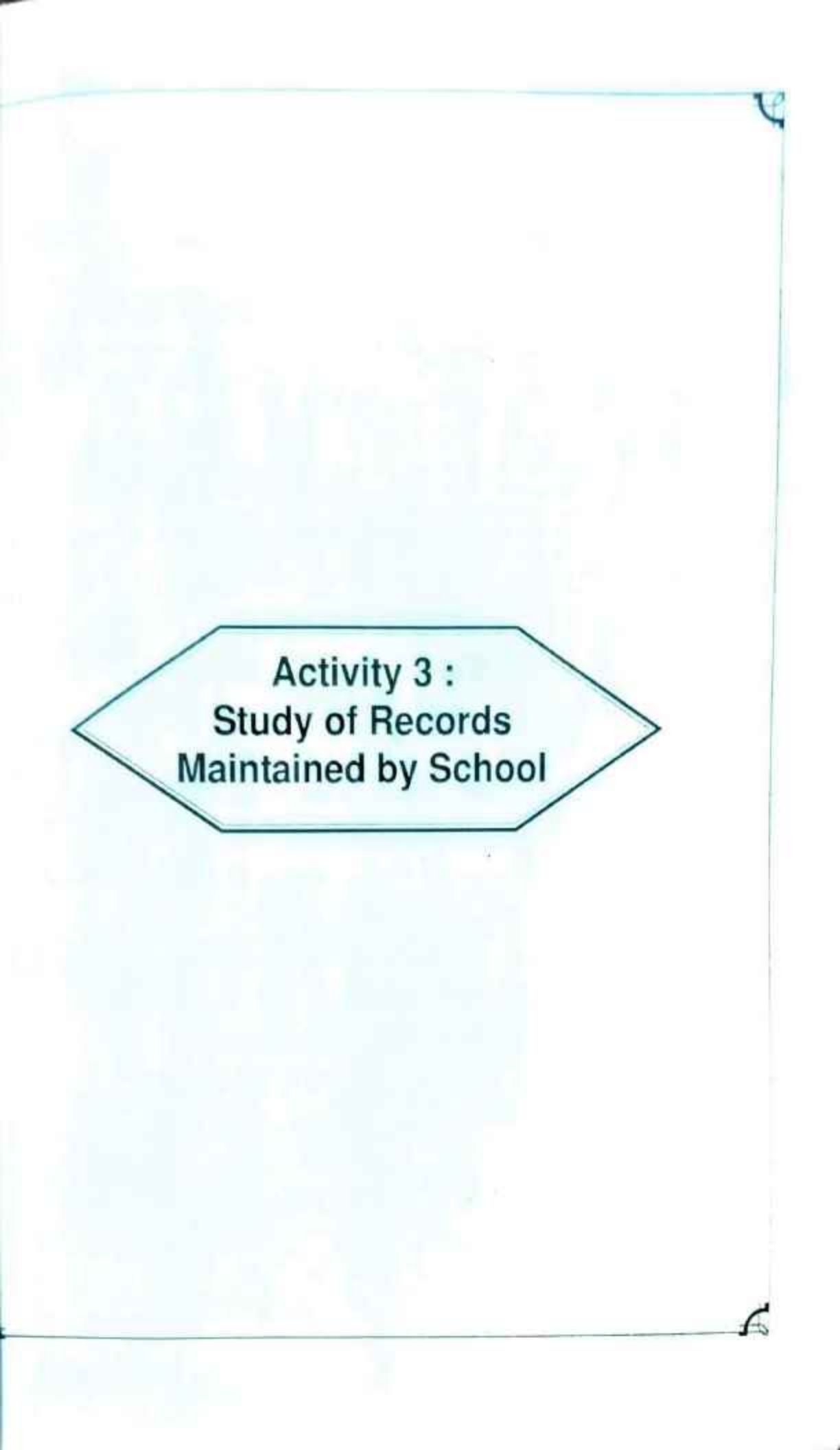
Ravi Chatter

Signature of Prof In-charge

Date : 27.3.23

## **5. Maintaining documents**

## **6. Administrative responsibilities**



**Activity 3 :**  
**Study of Records**  
**Maintained by School**



## BED 207 : INTERNSHIP

### Activity 3 : Study of records maintained by schools : 1 credit - 25 marks

**Introduction** - School Administrators and curriculum transaction need to maintain many records which are kept at the school office. As a teacher, he/she should know about those records, the method of maintaining the records and various registers. The records of human resource and infra structural facilities are normally kept by the office.

a. Administrative records - Inward-outward register, Budget, Salary records, Daily cash book, Ledger book, stock register, stock register etc.

b. Records related to teachers and non-teaching staff - Service Book, Personal files, Self-appraisals, Leave record, PF record etc.

c. Records related to students - Vertical Register, School leaving certificate book, bona fide certificate book, school etc.

d. Other records - Study groups clubs activity records, working with community record, cultural activities records, sports games records, co-curricular activities records

#### Guidelines

- Student teacher should visit the school administrative office and take permission from school principal for viewing the school records. He/She should observe atleast 4 records mentioned above.
- He/She should take note based on actual observation of the records, registers with the help of interaction with school official about records.
- Each student should observe minimum four records, record keeping style, record storing arrangement, its maintenance by the school and write a detailed report about the observation.

Administration Record: This is a register showing figures connected with the school finances, the no. of students, the number of students, the number of students in classes, average attendance.

Inward & outward records: The inward and outward module is a brief one but an important module which keeps the record of all incoming and outgoing material from the gates. All the information is well maintained by a single tick.

- Registers the name, time, reason of all incoming or outgoing persons.
- Maintains record of all materials.

Admission Register: It is a record of all the students admitted to a school. According to departmental rules, the admission register is to be preserved permanently in the school.

It is a data can be used for checking any information accurately at any instance of time. They facilitate continuity in the administration of a school.

→ Register shows the list of students (starting with their surname middle name and father name) admitted into the school.

→ The register indicates the name, age, address of each