

S. P. Mandali's Mobile No. 8263838388 टिळक शिक्षण महाविद्यालय, पुणे – ४११०३०.

Tilak College of Education, Pune 411030

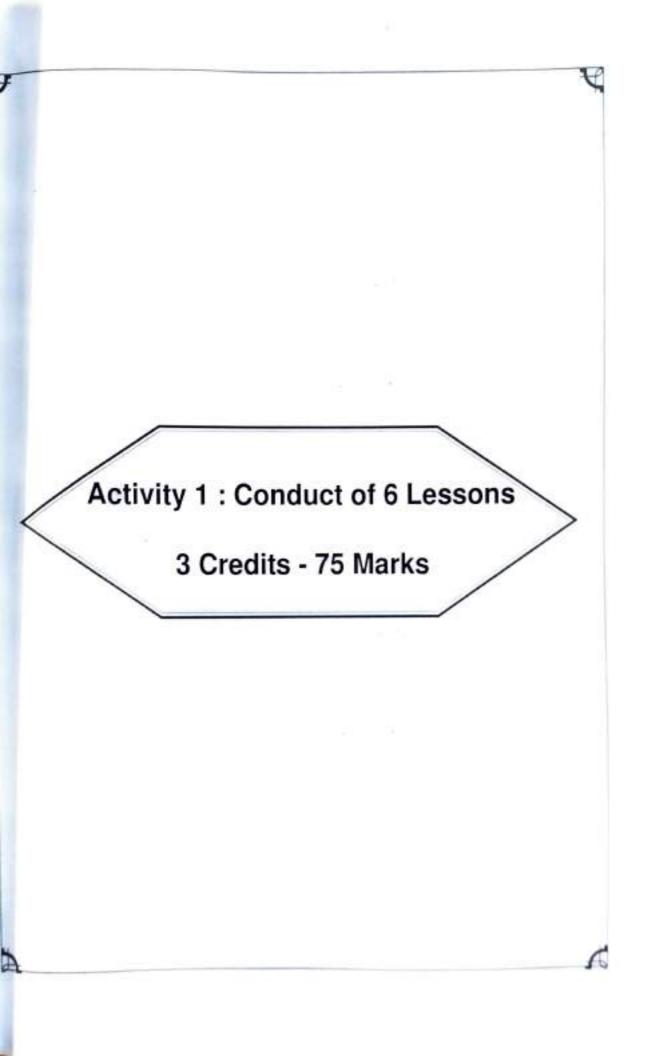
NAAC – Reaccredited to Grade 'A' from 25th October 2013

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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2.4.13 - Comprehensive appraisal of interns' performance is in place.

Sr. No.	Criteria
1	Effectiveness in classroom teaching
2	Competency acquired in evaluation process in schools
3	Involvement in various activities of schools
4	Regularity, initiative and commitment
5	Extent of job readiness

1. Effectiveness in classroom teaching





S. P. Mandali's Tilak College of Education Pune 411 030.

BLOCK TEACHING LESSON NOTE

	BLOCK TEACHING	Roll No. 2 4 6				
Name of the School : S-P M	Public English M	ledium School Date: 2/02/23				
std. VII Div. 13		ect : Mathematics Lesson No. 01				
		eter, centimeter, area etc.				
		to know about Area & Perimeter.				
		int shapes like square, triangle of				
Objectives	Specifications					
knowledge	Student tells	properties of square & rectangle				
Understanding	Student can	tell the concept of area f				
3 Application	perimeter					
3-3 mpp meterion		solve & find area of square.				
Core-Elements & Values	Neatness					
Life Skills	Critical thin	king.				
Mate	er	Method				
Preparation -		[TE show one book to students]				
Area - Area is	the measure	What is the colour of this				
of a region's size on a		-lextbook?				
		What is area?				
orrallelogram or		How the area is measured?				

of a region's side un a	-lext book -				
surface. By knowing side of the	What is area ?				
porallelogram, one can find	How the area is measured?				
out its dreq.	What are the units of area?				
	/				
Book					
It can be measured in meter 2,					
cm ² or km ²					
	[TE. shows the same book to				
Parimeter -	explain about perimeter.]				

Rating Scale	Activity 1 : Block Teaching : Evaluation Schem 1 Unsatisfactory 2 Average 3 Setisfactory 4 1 असमाधानकारक 2 बरा 3 समाधानकारक 4	4 0	Good शांगला		Excell उत्कृष्ट	
पद्यविश्चयन अंणी		1	2	3	4	I
I) Lesson Note- ব্যারশ্রাম্য	 Neat, correct & complete -ftc-hcdb, अञ्चल आणि परिपूर्ण 				V	1
2) Introduction प्ररतावना	2) Polovant and Stimulating सुरागत व प्रेरणादायी					-
	 Previval of previous knowledge and linking with the topic पुरीक्षान आगृती व पाठवांशाशी योग्य सांगड 					1
	4) Statement of Aim and Title writing हेतुवग्धन आणि शीर्षक लेखन					1
l) Presentation विषय विवेधन	5) Clarity and Fluoncy in Explanation/Norration राजगितन्त्र/जन्मतील स्पाल्या व ओच					1
	 Questions: Clear, concise and grammatically correct interrogative tone user – so-ender covering grap, offer soft approximation of the soft approximation of the soft approximation of the s					-
	 Logical and thought provoking questions - লেচানু; আদি প্রিয়ার মানাক য়ন্দ্র 				v	
	8) Distribution of questions and Reinforcement চেন্দাই চিনিংগ আদি চৰন্দ				V	
	9) Black Beard Work দলনত কার্ব					1
	10) Clarity in Reading/Demonstration वाधनातील रपाण्ड/विष्टर्शन कौश-वालील सारजता					1
	11) Explanation Use of Examples रमहीकणा – उदावरणांश वापर				V	
	12) Mastery over the content आश्रयवरील प्रमुख					
	13) Use of Teaching Aids/Use of #CT component जैक्षणिक साधनांचा वापर/माहिती संवेषण घटकांचा वापर				V	
4) Recapitulation संकलन	14) Student Participation विद्यार्थी रखन्मग					
	15) Teacher's Preparedness शिक्षकांग्री तत्परता					-
5) Application उपयोजन	16) Classroom management and Time Management वर्ग व्यवस्थापन आणि वेळ व्यवस्थापन					
6) Home Work गृहपाउ	17) Recapitulation as per objectives उद्दिष्टांनुसार संकलन					I
	18) Application Use of evaluation Tools, MCG, Matching rem, GD, Project, Guiz, Puzzle etc. मुख्यमात्रान तन्त्रचे उपयोग, बहुस्यांवी प्राण, जोतवा लांवा, गट चर्चा, प्रकल्प, कोठी इ					
	19) Homework - Appropriate / Activity based योग्य व कुलीयुक्त गृहमाठ					
	20) Educational implications & Overall Impression (Effectiveness of Teaching) रोधणिक उपयुक्तलता य एकंदरील प्रभाव (अध्यापनाची परिणामकारकता)					
Sign. of Teacher	Total Marks out of 100/ एकूण गुण ৭০০ पैकी	95	5			

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BLOCK TEACHING LESSON NOTE

	antal Gavhane High School, parkhani Date: 17/12/22-
std. gth Div. A	Time: 4000 i Subject: Mathematics Lesson No. 1
	Students know the simple Interest
	nable the student to calculate compound Triterest
Apparatus & Teaching Aids	
Objectives	Specifications
Knowledge &	Student tells compound Interest
Under Standing	
U	M A State
Application	Student solves example based on compound .
	Interest
Core-Elements & Values	Scientific Femper
Life Skills	csitical thinking
Radel Langevice Private	

Matter	*
Preparation:	
· Example:	cts lasks the Student to
Viroy takes a loan of	read example)
210,000 from a book at	
the rate of 10 p.c.p.a. for	What do be have to do
1 year. Hop much money	in this example?
including interest he will	
have to pay after 1 years?	What is given in this example
Ans:	
Amount = poincipal + interest	what is -formula to calculate
p = principal = = = 10,000	Chrount ?
Rie Rate = 10 P.C.P.q	what is formula to calculate
N = period = 1. year	simple interest?



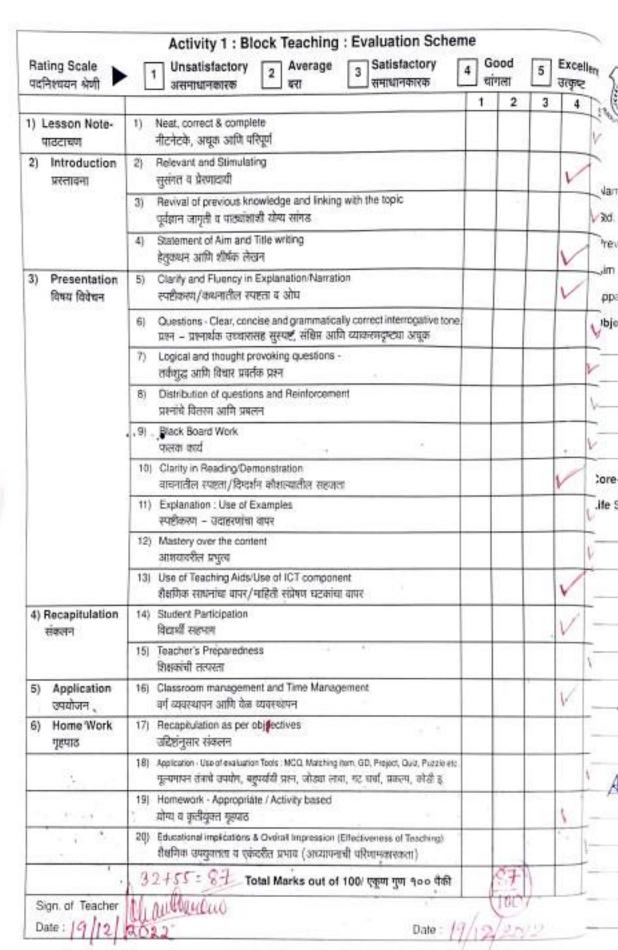
Rating Scale पदनिश्वयन श्रेणी 🕨	Activity 1 : Block Teaching : Evaluation Schem 1 Unsatisfactory असमाधानकारक 2 Average बरा 3 Satisfactory समाधानकारक 4	G	ood गला	1 3 1	Excell বক্যুন্থ	en;
पदानश्चयन श्रणा 💌		1	2	3	4	Ta
) Lesson Note- पाठटाचण	 Neat, correct & complete नीटनेटके, अयूक आणि परिपूर्ण 				V	
2) Introduction प्रस्तावना	2) Relevant and Stimulating सुसंगत व प्रेरणादायी					V
	 Revival of previous knowledge and linking with the topic यूर्वझान जागृती व पाठ्यांशाशी योग्य सांगड 					0
	 Statement of Aim and Title writing हेतुकाधन आणि शीर्षक लेखन 					2
3) Presentation বিষয় বিবৈষন	5) Clarify and Fluency in Explanation/Narration स्पष्टीकरण/कथनातील स्पष्टता व ओघ		1			~
)	 Guestions - Clear, concise and grammatically correct interrogative tone. प्रश्न – प्रश्नार्थक उच्चारासह सुस्पष्ट, संक्षिम आणि व्याकरणदृष्ट्या अर्थूक 				V	;
	 Logical and thought provoking questions -					~
	 Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रवतन 				1	-
	9) Black Board Work কালক কার্য				V	
	10) Clarity in Reading/Demonstration वाचनातील रपष्टता/विम्दर्शन कौशल्यातील सहजता					1
	11) Explanation : Use of Examples स्पष्टीकरण – उदाहरणांच्य वापर					V
	12) Mastery over the content आशयावरील प्रभुत्व					V
	 Use of Teaching Alds/Use of ICT component होक्षणिक साधनांचा वापर/माहिती संग्रेषण घटकांचा वापर 				V	
4) Recapitulation संकलन	14) Student Participation विद्यार्थी सहमाग					-
	15) Teacher's Preparedness शिक्षकांची तत्परता					1
5) Application তদ্যযাতন	 Classroom management and Time Management वर्ग व्यवस्थापन आणि वेळ व्यवस्थापन 				•	1
 Home Work গুল্যাত 	17) Recapitulation as per objectives उद्दिष्टांनुसार संकलन					-
	18) Application - Use of availation Tools : MCG, Matchingstom, GD, Project, Quiz, Puzzlo etc मूल्यमापन तंत्राचे जय्योग, बहुपयांवि प्रश्न, जोडमा लाग, गट प्रथ्नी, प्रयत्न्य, कोटी इ					
	19) Homework - Appropriate / Activity based योग्य व कृतीवुक्त गृगगाठ					١.
	 Ectazational implications & Overall Impression (Effectiveness of Teaching) शैक्षणिक उपयुक्तला व एवंदरक्षेत्र प्रभाव (आध्यपनाभी परिणाम्बर(दाला)) 					1.
	Total Marks out of 100/ তৃকুল মূলা ৭০০ বঁকী			9	6	1



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an winder	BLOCK TEACHIN	NG LESSON NOTE
d DivA revious Knowledge of Cla m of the lessono oparatus & Teaching Aids	Time 30 min su ass Students known enhance their und Chart paper Specifications Student acq on Student acq on Student acq among a mi Students und	Ron No 2 5 5 Academy Dave 19/12/22 block English [Gnammer]Lesson No 2. about Part Tense low tanding sugarding Present Tense where knowledge about Present Tense devetood the concept of Present e able to ident fy Present Tense x of sentences it the knowledge gained in their dark the knowledge gained in their dark in the concept of the concept is gentences
	Matter	Method
<u>Tot</u>	oduction 8-	[Tracher first recuises the Part Tense and then ask. questions to of daily life observation]
AJ Teacher. I all of us	you are teaching	& Studints what am I doing . now 2
to you.	ve ave listening of Aim :- To da topic on Press	& What are you all doing now ? I we are going to learn a Tense









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S. P. Mandali's

BLOCK TEACHING LESSON NOTE

	BLOCK TEACHING LESSON NOTE
	Rol No 1 3 0
Name of the School SPE	1 Eriglish School Dune \$111/13
St VII DN A	Time 11.14.0 - 16.15 Subject Siciliance Lesson No 02
Previous Knowledge of Class	students knows about the living organism
Am of the lesson To end	ble students to undepstand concept of Manage
Apparatus & Teaching Auts	piece of phataxi with fungue pictures of
Objectives	Specifications Provaryotic 3 C+Karyotic Cells
knowledge +	Students tells
unders kinding	- the definition of living arganisms
	- the difference bet the living organisms
	which can be seen with eyes & cannot we
Application	- St. and able to tell the different normal of Mo
Core-Elements & Values	Scientific attitude. inculcation of scientific
Life Skills	critical thinking, meadness.

Matter	Method
Introduction	
An arganism refers to a living thing that has an arganized structure, can react to stimuli, reproduce, grow adapt & maintain homeo stasis	living erganism 8
Animal plant, fungus, protect, bacteorum, archeor	
and the examples on east shail, elephant, pigeon, warms can be seen with	what is the difference .

Rating Scale বহানিম্বাহন থলা	1 Unsatisfactory असमाधानकारक 2 Average बरा 3 Satisfactory समाधानकारक	4	Goo		5	Escala
1) Lesson Note-	 Neat correct & complete -Roihold single path official 	1	1	2	3	P
2) Introduction	2) Reevant and Stimulating rights 4 denied	t	+	-	-	-
	 Revise of previous knowledge and inking with the topic gifter using it concerned and initial 	t			-	
	4. Statement of Am and Title writing Agreest with effek steps	t	t	1		
) Presentation Idea Idden	5) Clarify and Fluency in Explanation/Narration राजीकरण/कामनीक स्वकृत व अध	t	T		/	
	 Duestions: Clear concise and grammatically correct interrogative tone মান – আনহাত ব্যক্তবিদ্যা নৃত্যক নাইবা এনাই তেজনাসুপত প্ৰসৃষ্ট 		T	Ĩ		
	ী Lopcal and thought provoking questions - নাইগুৱু একী হিচাং মহাৰি মধ্য		T	T		
	Distribution of ourstions and Reinforcement UPPrd Barry with open		T	1		
	9) Black Board Work 과국권: 종국		T	T		T
	10) Clarity in Reading/Demonstration राचनातील स्वकृत/दिप्रार्थन कोहाल्यातील सहजत		T	1		
	 Explanation Use of Examples संचर्षीवरन - उद्यहरणचा वापर. 			T		1
	12) Mastery over the content আনম্মেক্টিন মন্দুৰ					
	13) Use of Teaching Ada/Use of ICT component দীৱনীয়াৰ নায়দেৱে বানে/নাইনী নাইখন যাবেনায় বানে			T	T.	T
Recapitulation Recapitulation	14) Student Participation হিচেম্রী মঞ্জম			T	T	
	15) Teacher's Preparedness Related involve			-		
Application Justice Home Work	ার্চ) Classroom management and Tene Management কণি তেরদেয়ালন জানী বিঞ্জ তেরদেয়ালন					k
Home Work gene	17) Recapitulation as per objactives albergen: albergen:					
	18) Approxime the dimension from MCG Mechanysism, CD Project Chill Proceeding Systems mild andmit approximation when when more and security and a 100					-
	19) Homework - Appropriate / Activity based chici a geffigen ryecte			2	1	
	20) Educational inplications & Overal Inpression (Effectiveness of Teaching) Refilte: originin: a vector unce (uncarried) abcinesionity					N
	Total Marks out of 100/ एकूल पुल १०० देवी			195		

100

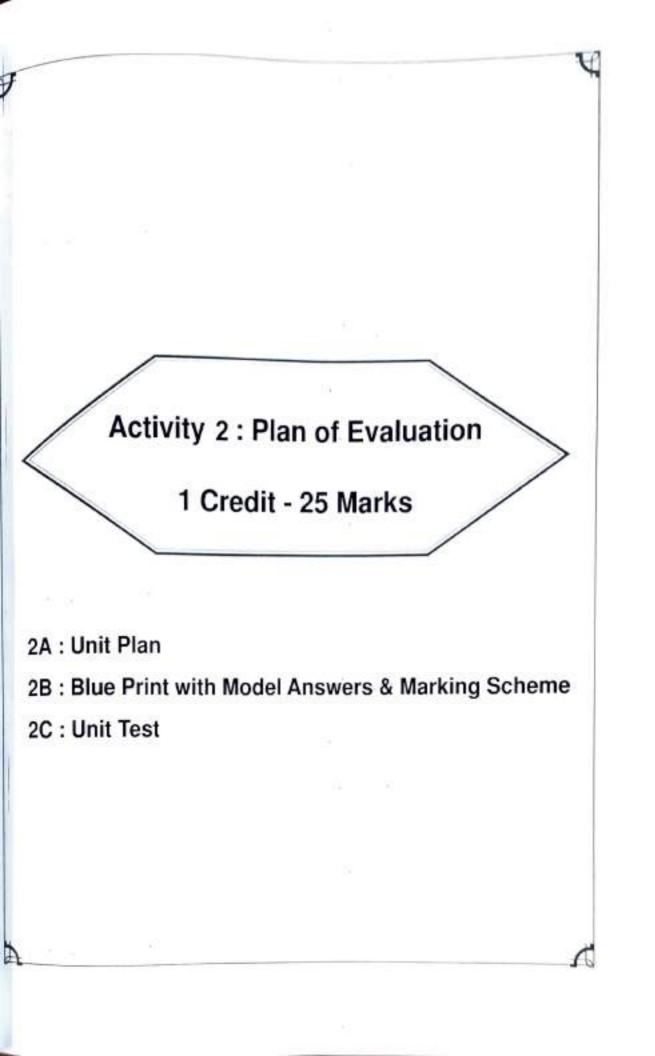
Sampl		
a Tilak	College of Educ	cation Pune 411 030.
<i>?</i>]	BLOCK TEACHING	
Knowledge of ClassS		Roll No. 2 5 5 Academy Date: 08/12/22 lect: English (Greenmar Lesson No. 1 basic idea about what is Tense now the bacics of language formation
linewledge lemp rehension	Stidents ary Stidents are	inc. knowledge about Paet Tense able to identify the Paut Tense ix of sentences in the suspective concept
Application	daily lives / 1	ed the knowledge gourned in thur proctise.
Elements & Values	1 -	king, Communication Stills.
Mat	tter -	Method
	duction	[Teacher introduces the grammor topic by asking daily life question
] We are listen	ing to the teacher.	Qij what are you doing now?
	addi, Bodminter.	Q2] Which game did you play yesterday &
Gor Complete H.W.	play with friends	P. H.
up mother etc	play with friends	V Nra
J Family outin	ng, Puja at	Qij what will you do on sunday 2
I Family outing relatives place	etc.	sundayl



		4 1	००० गला	5	ক্রন্টান্ড	
Rating Scale पदनिश्चयन श्रेणी	Unsatisfactory Average 3 Outcome 1 असमाधानकारक वरा 3 समाधानकारक	1	2	3	4	5 Jan)
	A Second Contraction					Ľ
1) Lesson Note- থাততাথকা	 Neat, correct & complete मीट्नेटके, अचुक आणि परिपूर्ग 		1		~	
2) Introduction	2) Relevant and Stimulating सुसंगत व प्रेरणावधी	-	1			V
प्रस्तावना	 3) Revival of previous knowledge and inling working offern आगरी व पाठ्यांशाकी योग्य सांगढ 	-	-		~	
	a) Statement of Aim and Title writing	-	-			V
3) Presentation	 Clarify and Fluency in Explanation Natrialect 	-	-	-	V	T
विषय विवेधन	 Questions - Clear, concise and grammalically contemportal automatical contemportal संस्पन्छ, संविध आणि व्यायाराष्ट्रव्या अधूत 	-	-	-		V
	7) Logical and thought provoking questions - 7) Logical and thought provoking questions -	-	-	-	V	1
	तर्बचुद्ध साम विचार प्रवसन 8) Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन	-	-	-	V	1
	9) Black Board Work फलक लार्च	-	-	-	ŕ	v
	प्रसंभ प्रभव 10) Clarity in Reading Demonstration यहचनतील स्पष्टता/दिखर्शन कौशल्यातील सहजता		-	-	1	v
	वाचनाताल स्पटना स्थ 11) Explanation : Use of Examples स्पष्टीकरण – उदाहरणांचा वापर	_	-	-	-	1
	121 Mastery over the content	_	-		V	ť
	आहायावसला मनुप्त 13) Use of Teaching Aids/Use of ICT component ही क्रणिका साधनाचा वापर/माहिती संप्रेषण घटकांचा वापर		-	-	-	1
4) Recapitulation	14) Student Participation विद्यार्थी संस्थान		-	-	+	V
संडलन	15) Teacher's Preparedness			-	1	-
Application	(Isania) Classroom management and Time Management वर्ग व्यवस्थापन आणि देळ व्यवस्थापन		ł.		V	
उपयोजन Home Work	17) Recapitulation as per objectives				V	+
गृहपाठ	अंडरु पुरार संघरतः : Replicator - Use al evaluation Tools : MCO, Matching term, GD, Project, Quiz, Puzzle etc. मुल्यमायन तंत्राचे उत्त्योग, बहुपर्यायी प्रश्न, जोड़या लाया, गट चर्च्च, प्रकारण, कोडी इ				V	
	9) Homework - Appropriate / Activity based योग्य व कृतीयुक्त गृहपाठ				V	-
	0) Educational implications & Overall Impression (Effectiveness of Teaching) शैक्षणिक जययुक्तता व एकंवरीत प्रभाव (अध्यापनाची परिणामकारकता)					1
1	Total Marks out of 100/ एकण गण 900 पैकी	90				

C

2. Competency acquired in evaluation process in schools



Rating Scale पदनिश्चयन श्रेणी	 Unsatisfactory atisfactory atisfactory बरा Satisfactory समाधानकारक 		ood गला	5	Excell
		1	2	3	ताकृष्ट् जाकृष्ट्
Preparation of Unit Plan	 Selection of unit & its dynaminits subunits with proper twacting - Learning Management घटकाची निवड आणि योग्य आध्यवन उग्रध्यायन व्यवस्थायनास्वत त्यांची घटकामध्ये विभागती 				2 2
उटक नियोजन तयार करणे	 Aims & Obectives of unit plan ঘटকায় নিয়াজনায়া টাবু ব এইটে 				1
	Proper Content analysis in unit plan घटक नियोजनातील आशयाचे विश्लेषण				V
	 Sequencing the content with suitable learning experiences विषय श्रेणी आणि योग्य अध्ययन अनुपूर्ती 				1
	4) Time Management येळेथे नियोजन				1
	Unit plan note : Neat, Correct, Complete घटक नियोजनाचे टायम : अचूक, नीटनेटके, परिपूर्ण				
	 Selection of teaching methods for each sub-unit प्रत्येक उपपटकांसठी अध्यापन पहलीची निवड 				V
	 Use of various Types of questions in unit plan घटक नियोजनामध्ये विविध प्रश्नप्रकाराचा यपर 				V
	 Suitable learning experience with suitable examples योग्य अध्ययन अनुपूर्तीवरोबर योग्य उदाहरगे 				0
	B) Use of ICT component माहिसी संप्रेषण घटकाचा यापर				V
	9) Student-Teacher interaction strategies যিয়োর্থী– হিাধক আঁবংক্রিযা				V
	 Inclusion of life skills/Values/C.E. जीवनम्पूल्ये, गाभा घटक आणि मुल्यांचा समावेश 				~
	 Brief revision after deliver of each content module प्रत्येक आशय घटक सावरीकरणानंतरखे उजळ्णी 				v
	12) Scope for developing interest अभिरुची विकसनास				L
	 Execution plan in view of constructive teaching learning अध्ययन अध्यापनाच्या कार्यप्रवर्तकामध्ये अंगलक्षआवणीचे नियोजन 				V
	 Use of formative evaluation tools in final Recapitulation संकल्पामध्ये अकारिक मूल्यमापन तंत्राचा वापर 				v
	 Use of evaluation tools in application उपयोजनामध्ये मूल्यनायन तंत्राच्च वायर 				v
	16) Home Work / assignment for self study गृहण्ड/रच्याव्ययनस्तरी दिनेले जम				v
	17) Unit test as per Blue Print संविधानयुवत तलत्यानुसार घटक चाचनी			V	
	18) Cutline of Model Answers) नमुना उत्तरांचे स्वरूप				V
	19) Scope & Marking Scheme व्याप्तीनुसार गुणदान योजना			1	•
	20) Educational Implication & Overall Impression शैक्षणिक परिणाम व एकंदरीत प्रभाव		1	V	
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7)	Expected outline of the answers in Model answers नमुना उत्तरांचा अपेक्षित आराखडा	T	1			V	A DOMESTIC AND A
8)	Marking scheme according to the scope व्यासीनुसार गुणदान योजना					V	
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10)	Overall impression दीक्षणिक परिणाम व एकंदरील प्रभाव					V	
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Rating Scale	Activity 2A : Unit Plan : Evaluation Scheme Unsatisfactory 2 Average 3 Satisfactory असमाधानकारक	4 .	ood गला	5	Excel তল্গেম্ব	1.
पदनिश्चयन श्रेणी 🕨	असमाधानकारक	1	2	3	4	-
Preparation of Jnit Plan	1) Selection of unit & its division into suburits with proper itsecting - Learning Managemen घटकाची निराद आणि योग्य अध्ययन अध्ययन व्यवनधायनासल त्याची घटकामध्ये विभागणी	t				1
३टक नियोजन तयार करणे	 Aims & Obectives of unit plan घटकाचे नियोजनाया हेतू व उद्विष्टे 					2
	Proper Content analysis in unit plan घटक नियोजनातील आशयाचे विश्लेषण				~	
	 Sequencing the content with suitable learning experiences विषय श्रेणी आणि योग्य अध्ययन अनुभूली 					*
	4) Time Management वेळेचे नियोजन				×	
	Unit plan note : Neat, Correct, Complete घटक नियोजनाचे टावन : अयूक, नीटनेटके, परिपूर्ण					r
	5) Selection of teaching methods for each sub-unit प्रत्येक उपघटकांसाठी अध्यापन पद्धतीची निवड				V	
	6) Use of various Types of questions in unit plan घटक नियोजनामध्ये दिविध प्रश्नप्रकाराचा वापर					V
	 Suitable learning experience with suitable examples योग्य अध्ययन अनुभूतीवरोबर योग्य उदाहरने 					Y
	8) Use of ICT component माहिती संप्रेषण घटकाचा वापर					-
	9) Student-Teacher interaction strategies विद्यार्थी-शिक्षक आंतरक्रिया					~
	10) Inclusion of life skills/Values/C.E. जीवनमूल्ये, गाभा घटक आणि मूल्यांचा समावेश					Y.
	 Brief revision after deliver of each contant module प्रत्येक आशय घटक सायरीकरणानंतरची उजळणी 					~
	12) Scope for developing interest अभिरुत्ती विकसनास				4	
	 Execution plan in view of constructive teaching learning अध्ययन अध्यापनाच्या कार्यप्रवर्तकामध्ये अंगलग्रजावनीचे नियोजन 				~	T
	 Use of formative evaluation tools in final Recapitulation संकलनांमध्ये अकारिक मूल्यमापन तंत्राचा यापर 				14	
	15) Use of evaluation tools in application उपयोजनामध्ये मूल्यमापन तंत्राचा यापर				v	
	16) Home Work / assignment for self study गृष्णव/रववंआव्यवनासाती दिलेले काम				4	T
	17) Unit test as per Blue Print संविधानयुक्त तक्त्यानुसार घटक चाथणी			1	V	T
	18) Outline of Model Answers नमुना उत्तरांचे स्वरूप				V	T
	19) Scope & Marking Scheme व्यासीनुसार गुणदान योजना			-	V	T
	20) Educational Implication & Overall Impression शैक्षणिक परिणाम व एकंदरीत प्रभाव				N	T
	Total Marks out of 100/ एकूण गुण ९०० पैकी	91				Γ
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Rating Scale	vity 2C : Plan of Evaluation : Development and Cond	4	Good चांगला	1	5	Excell	en
पदनिश्चयन श्रेणी	असमाधानकारक 🛄 बरा 🛄 समाधानकारक	T	-	2	3	उत्कृष्ट्	+
Development of the test	 Proper instructions given on unit test paper घटक याच्यी प्रश्नपत्रिकेतील योग्य सुचना 					Ť	1
वाचणीची सुधारणा	 Weightage given to Objectives उट्टिहाला दिलेले मार्कीचे वितरण 						1
	 Fulfilment of objectives through different types of Questions विचिध्र प्रश्नप्रकाराच्या उद्दिष्टाची पूर्तता 						1
	 No. of questions and time sufficiency प्रश्नांचे क्रमांक आणि वेळेची पूर्तता 					V	1
	 Weightage given to different types of questions विविध प्रश्नप्रकार्त्रमा दिलेले माकर्षि वितरण 						
	 Inclusion of All types of questions सर्व प्रश्नप्रकारांचा अंतर्भाव 					V	1
	 Proper sequence of questions as per difficulty level काठिण्यपाठलीनुसार प्रश्नाचे योग्य क्रम 					V	Ì
	 8) Questions based on specified content. নির্বিষ্ট আগ্রম্যাবন্ আয়াগুরা মংল 						N
	 Consideration of content length and importance of submit आश्राय दीर्घता आणि उपचटकाचे महत्त्व याखावतत्वा विचार 						Ì
	 Grammatically correctness and clarity of unit test paper व्याकरणवृष्ट्या अन्यूकता आणि घटक चाचणीची स्पष्टता 						Ì
	11) Length & Validity of the test चाचणीची वैद्यता आणि लांबी					1	İ
	12) Adequacy of the unit test घटक वायनीथी पर्याप्तता						
	13) Objectivity of the test ভাৰতৰিবী উঠিষণা						ľ
	 Printing and format of unit est paper : Font size, Alignment घटक चाचणीचे स्वरूप आणि मुढण अक्षरे, आकार, रचना 						
Administration of a Unit Test	15) Feasibility of the test चावणीची व्यवहार्यता						
त्टक चाचणीचे शासन	 Seating arrangement for unit test घटक चाथनी करिता बैठक व्ययस्था 					~	
	17) Supervision : Measure taken to avoid malpractice पर्यवेक्षण : गैन्डाकार टाळण्यासाठी उपाय						1
	18) Time Management बेळेचे व्यवस्थापन						
	19) Educational Implication ষ্ঠাহাট্যিক परिणाम						l
	20) Overall Impression एकंदरीत प्रभाव			1	K	1	1
	Total Marks out of 100/ एकूण गुण ৭০০ पैकी				9	5	Į

Sample 3	8
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Rating Scale	Activity 2A : Unit Plan : Evaluation Scheme Unsatisfactory 2 Average 3 Satisfactory 4 HININERS	4 9	ood गला	5	Eacal
वदनिष्टवयन अणी		1	2	1	2000
reparation of hit Plan	11 Seector of unit & to preserving some prover bacting - Learning Manageme county fillers with the unitary sector statementers rand screened being?	-			1
टक निर्वाजन यप करणे	2) Aims & Obectives of unit plan घटकार्थ निर्धापनचा हेतू ४ उटिहे				
	Proper Content analysis in und plan फट्टा निर्दायमालेज अल्लापने प्रेडलेका				-
	3) Sequencing the content with suitable learning experiences হিছা: ধনো আম হাম সময়ন প্ৰণুখুল			1	
	a: Time Management aget Statum				
	Unit plan note Neat, Correct, Complete चटक नियोजनाचे टाचना अधूक, नीटनेटक, प्रतिपूर्ण				1
	Selection of teaching methods for each sub-unit অলটাজ ভাষ্যতাজনোত্র আন্যাখন অন্ত্রানির্দ্ধী নিবর				
	8) Use of various Types of questions in unit plan घटक निर्धालनामध्ये खिविध प्रमाप्रकाराचा वापर				1
	 Sutable learning experience with suitable examples योगा अध्ययपन अनुमूत्तीबरोबर योगा उदाहरने 			2	
	 Use of ICT component अन्द्रिती संप्रेषण घटकांच वापर 			2	
	9) Student-Teacher interaction strategies হিচার্যা- সিমার আনর্বারীয়া				1
	10) Tindusion of life skills/Values/C E जोटनमून्ये, गाभा घटक आणि मूल्याचा समावेश				- 1
	11) Brief revision after deliver of each content module আইক আলম মতক নাতনীকনাচনানগৰ্মী ভাৱৰালী				
	12) Scope for developing interest अभिक्ष्यी विकलनाम				-
	13) Execution plan in view of constructive teaching learning ভাগ্ৰমান ভাগ্ৰমানন্দ্ৰা কাৰ্য্যখনাৰ্দ্ধাৰ আইখনাৰ্দ্ধাৰ উপনেৰ সাবলীৰ্ণ নিৰ্মাজন				
	 Use of formative evaluation fools in final Recapitulation লাভনেতানাত্র ভারতিক ন্যুন্যানাত্র প্রারাট বানে? 		-		
	15) Lise of evaluation tools in application প্ৰৱাগ্যনাগৰ বুন্দলগৰ নিৰ্মাণ নগৰ				
	16) Home Work / assignment for self study. (HDS/HDSRDD-HH)® R/A #HI				
	1.0. Unit test as per Blue Print लविधानयुक्त तक्तवानुसार घटक वायणी				
	18: Outrine of Moder Answers inget (1997) alterna				
	19) Scope & Marking Scheme, 10389497 10554 child				-
	20) - Educational Implication & Overall Impression मैक्टरीक प्रतिष्ठम व एकंटरीत प्रत्यव				
	Total Marks out of 100/ एकूण गुज १०० पैकी		-	1	

Ba	Activity No. 2 : Plan of Evaluation Activity 2C : Developing a Blue print with model answer and ting Scale	4	Go ui		0	Excell उत्कृष्ट	ent
ua	नेश्चयन कोणी 🕨 🗋 असमाधानकारक 🛄 बरा 🛄 🛄 प्रा	-	1	2	3	4	F
Ì	Structure of Blue Print as per the objective उद्यिष्टानुसार संविधान तकथ्याची रचना	1					2
21	Structure according to sub-units & marks distribution उपघटकाच्या रचनेनुसार मार्क्स्य वितरण						V
I)	Structure according to questions type प्रश्नप्रकारानुसार रचना					~	-
1)	Overall 3 dimensional dosign : Correct & Complete एकंदरीत त्रिमितीय सर्वसाधारण रचना : अधूक आणि पूर्ण						r
51	Accuracy of Model answers उत्तरचंत्री अचूक्ता						Y
Q	Model answer as per objectives of the questions प्रश्नाहब्या अद्विष्टानुसार उसरे						M
Ï	Expected outline of the answers in Model answers नगुना उत्तरांचा अप्रेसिल आराखडा					\checkmark	
	Marking scheme according to the scope व्यामीनुसार युगदान योजना						2
Ĩ	Point-wise sub questions wise Marking scheme मुद्दद्याद्यमाणे / उपप्रश्मांचे गुणांचे वितरण					~	
2)	Overall impression रीक्षणिक परिणाम व एकंवरीत प्रभाव					1	
-	Total Marks out of 50/ एकूण गुण ५० पैकी	4	50	Γ			
	of Tel Deriver						

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Acti	vity 2C : Plan of Evaluation : Development and Conduct	Good	E Fra
Rating Scale	Unsatisfactory 2 समाधानकारक	े चागला	5 Excelle उत्कृष्ट
पदनिश्चयन अणी	े अरमाधानकारक 🛄 पर	1 2	3 4
	1) Proper instructions given on unit test paper		
Development of	राग्त सांसणी प्रस्तिकिया के क		
the test वाचणीची सुधारणा	 Weintrate given to Objectives 		
	2) Weight and a stand and and a stand and and a stand and a stand and a stand and and a stand and a s		
	उरिष्ठला दिलेल माकाच वितरण 3) Fulfiment of objectives through different types of Questions विविध प्रश्नप्रकाराच्या उद्दिशची पूर्वला	_	
	 No. of questions and time sufficiency nextial जमांक आणि वेळेची पुर्तेता 		-
	 Weightage given to different types of questions विविध प्रश्नप्रकारांना दिलेले मांकांचे वितरण 	(1) (1)	
	 Inclusion of All types of questions सर्व प्रश्नप्रकारांचा अंतर्भाव 		
	 Proper sequence of questions as per difficulty level काठिज्यमातळीनुसार प्रश्नांचे योग्य क्रम 		
	8) Questions based on specified content निर्दिष्ट आशयायर पायाभूत प्रश्न		~
	9) Consideration of content length and importance of submit आशय दीर्घता आणि उपघटकाचे महत्त्व याबाबलचा विचार		
	10) Grammatically correctness and clarity of unit test paper व्याकरणजूष्ट्राया अचूकरा आणि घटक चाचणीची स्पष्टता		~
	 Length & Validity of the test चाचगीची वैधता आणि लांबी 		~
	12) Adequacy of the unit test घटक चायमीथी पर्याप्तता		~
	13) Objectivity of the test चाचणीची चहिल्ला		~
	14) Printing and format of unit est paper : Font size, Alignment घटक चाचगीचे स्वरूप अडणि मुद्रण अक्षरे, आयार, रचना		~
Administration of a Unit Test	15) Feasibility of the test चाचणीची व्यवहार्यता		1
गटक चाचणीचे गशासन	16) Seating arrangement for unit test घटक चाचणी करिता बैठक व्यवस्था		~
	17) Supervision : Measure taken to avoid malpractice प्रयोक्षण - गैरप्रकार टाख्य्यासाठी जपाय		
	18) Time Management वेळेचे व्यवस्थापन		V
	19) Educational Implication হাঁধাসিক ঘাইতান্দ		~
	20) Overall Impression एकंदरीत प्रभाव		1
	Total Marks out of 100/ एকুল गुण ৭০০ বঁকী	92	

पर	ating Scale I Unsatisfactory 2 Average 3 Satisfactory विश्वयन श्रेणी असमाधानकारक		ood मला		Excell उत्कृष्ट	ent
		1	2	3	4	
1)	Structure of Blue Print as per the objective उद्दिष्टानुसार संविधान तक्त्याची रचना				1	
2)	Structure according to sub-units & marks distribution उपघटकाध्या रचनेनुसार मार्कांचे वित्तरण			/		
3)	Structure according to questions type प्रश्नप्रकारानुसार रचना			1	1	
4)	Overall 3 dimensional design : Correct & Complete एकंदरीत त्रिमितीय सर्वसाधारण रचना : अचूक आणि पूर्ण				1	
5)	Accuracy of Model answers उत्तरांची अधूकता					1
5)	Model answer as per objectives of the questions प्रश्नाच्या उद्दिष्टानुसार उत्तरे					-
7)	Expected outline of the answers in Model answers ममुना उत्तरांचा अपेक्षित आराखडा					~
1)	Marking scheme according to the scope व्यासीनुसार गुणदान योजना			3	~	1
ŋ	Point-wise sub questions wise Marking scheme मुद्द्द्याप्रमाणे/उपप्रश्नांचे गुणांचे वितरण				>	
0)	Overall impression शैक्षणिक परिणाम व एकंदरीत प्रभाव					×
	Total Marks out of 50/ एकूण गुण ৭০ মঁকী		42	5		

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Sign. of Teacher

Rating Scale पदनिश्चयन अंजी	Unsatisfactory Average Satisfactory असमाधानकारक बरा असमाधानकारक		ood गला	5	Excell उत्कृष्ट्	leg
		1	2	3	4	٦
Development of the test	 Proper instructions given on unit test paper घटक चाचणी प्रश्नपत्रिकेतील योग्य सूचना 				1	1
वाचणीची सुधारणा	 Weightage given to Objectives उद्दिष्टाला दिलेले मार्काचे वितरण 			1		1
	 Fulfilment of objectives through different types of Questions বিবিध মন্ধনমকালখ্যা তাইশ্বোধী বুর্নিনা 				2	1
	 No. of questions and time sufficiency प्रश्नांचे क्रमांक आणि वेळेची पूर्तता 					-
	 Weightage given to different types of questions विविध प्रश्नप्रकारांना दिलेले मार्कांचे वितरण 					
	 Inclusion of All types of questions सर्व प्रश्ननप्रकारांचा अंतर्भाव 				1	100
	 Proper sequence of questions as per difficulty level काठिण्यपातळीनुसार प्रश्नांचे योग्य क्रम 			1		1
	8) Questions based on specified content निर्दिष्ट आशयावर पायाभूत प्रश्न					1
	9) Consideration of content length and importance of submit आशय दीर्घता आणि उपघटकाचे महत्त्व याबाब्दलचा विचार				J	1
	10) Grammatically correctness and clarity of unit test paper व्याकरणदृष्ट्या अचूकता आणि घटक चाचगीची स्पष्टता					
	11) Length & Validity of the test सार्चणीची वैद्यता आणि लांबी			~		1
	12) Adequacy of the unit test घटक बावणीची पर्याप्तता				5	
	13) Objectivity of the test चाचगीची उद्दिष्टता					
	 Printing and format of unit est paper : Font size, Alignment घटक चाचणीचे स्वरूप आणि मुद्रण अक्षरे, आकार, रचना 					
iministration a Unit Test	15) Feasibility of the test चावणीची व्यवहार्यता				1	
टक वाचणीचे शासन	 Seating arrangement for unit test घटक चाचणी करिता बैठक व्यवस्था 			~		
GRU-1	17) Supervision : Measure taken to avoid malpractice पर्यवेक्षण : गैरमकार टाळण्यासाठी जपाय				5	
	18) Time Management बेलेचे व्यवस्थापन					
	4004 (अवस्थापन) 19) Educational Implication शैक्षणिक परिणाम				1	-
	20) Overall Impression एकंदरीत प्रभाव					1
	বিধেয়া সময় Total Marks out of 100/ एकूण गुण ৭০০ ⊄কী		74			

Rating Scale पदनिश्चयन श्रेणी		1 Unsatisfactory असमाधानकारक	: Unit Plan : I 2 Average सरा	3 Satisfa समाधानग	ctory	4	Go थांग		5	Exc. Sign
	T						1	2	3	T
Preparation of Unit Plan	1)	Selector of unit & its division घटनगर्थ नियंड आणि योग्य अप	alah Nicalah Malaysian mini mponya mu bob	en teaching - Learn Height Autob Sciences	क Maragon ये जिन्हागरी	ent				T
पटक नियोजन तयार करणे	2)	Aims & Obectives of u घटकाचे नियोजनाचा हेतू व								T
		Proper Content analys घटक नियोजनातील आश								
	3)	Sequencing the conte विषय श्रेणी आणि योग्य अ		ining experienc	89				18	T
	4)	Time Management बेळेचे नियोजन								
		Unit plan note : Neat, घटक नियोजनाचे टाचण :								
	5)	Selection of teaching प्रत्येक उपघटकांसाठी अध								
	6)	Use of various Types घटक नियोजनामध्ये विविध		t pian						
	7)	Suitable learning expe योग्य अध्ययन अनुभूतीबरे		e examples						
	8)	Use of ICT componen माहिती संप्रेषण घटकाचा ब								
	9)	Student-Teacher intera विद्यार्थी–शिक्षक आंतरक्रिय						T		
	10)	Inclusion of iBe skills/V जीवनमूल्ये, गाभा घटक अ								
	11)	Brief revision after deli प्रत्येक आशय घटक सादर्श	ver of each conter करणानंतरથी उजळ	nt module ብ						
	12)	Scope for developing it	nterest अभिराची f	वेकसनास						
	13)	Execution plan in view अध्ययन अध्यापनाच्या का	of constructive te र्यप्रवर्तवामध्ये अंमलर	aching learning ম্ব্রাবগীचे नियोज	। न					
		Use of formative evalu- संकलनांमध्ये अकारिक मूल			8					
	15)	Use of evaluation tools उपयोजनामध्ये मूल्यमापन	in application							
		Home Work / assignme		गृङपात/ रचयअध्यय	नासाठी दिलेल	रे काम				
	17)	Unit test as per Blue P	rim संविधानयुक्त त	क्त्यानुसार घटक	चाचणी					
	- A.M.	Outline of Model Answ		and the second s				-		
		Scope & Marking Sche		and the second se				_		
	20)	Educational Implication &	Overall Impression	शैक्षणिक परिणाम	व एकंदरीत	प्रभाव				-
	1	То	otal Marks out	of 100/ एकूण	गुण १००	पैकी				
gn. of Teacher	M	2			Sign Date		Prot	In-c	harg	e

	ating Scale I Unsatisfactory 2 Average 3 Satisfactory असमाधानकारक येगी 3 समाधानकारक	4	ood गला	5
पर	निश्चयन श्रेणी 📕 🗋 असमाधानकारक 🛄 वरा 🛄 समाधानकारक	1	2	3
t)	Structure of Blue Print as per the objective उद्रिहानुसार संविधान तवन्याची रचना			
2)	Structure according to sub-units & marks distribution उपघटकाच्या रचनेनुसार मार्काचे वितरण			
31	Structure according to questions type प्रश्नप्रकारनुसार रचना			
4)	Overall 3 dimensional design : Correct & Complete एकंदरीत विभितीय सर्वसाधारण रचना : अयूक आणि पूर्ण			
5)	Accuracy of Model answers उत्तरांधी आयुकता			
5)	Model answer as per objectives of the questions प्रश्नाच्या उद्दिलनुसार उत्तरे			
ÿ	Expected outline of the answers in Model answers नमुना उत्तरांचा अपेक्षित आसखढा			
1	Marking scheme according to the scope व्यासेन्द्रसार गुणदान योजना			
Ŋ.	Point wise sub questions wise Marking scheme मुद्दरग्रामणे/उपप्रश्नांचे गुणांचे चिलरण			
0)	Overall impression होधग्रिक परिणम व एकंवरीत प्रभाव			
_	Total Marks out of 50/ एकूण गुण ५० पैकी			

Acti	vity 2C : Plan of Evaluation : Development and Conduct	Go	lod Met	5
Rating Scale प्रदनित्त्वयन अभी	1 sequences 2 and intervention	1	2	1
delanae.1 e.u	Line on unit test paper			
Development of the test	 Proper instructions gives an unit test paper upon workf printlabilitier also april 10 			-
ibe (हड) बावणीची सुचारणा	2) Weightinge given to Objectives depose folio a reache filtrera	-		-
	Signation of supervises Provide determine your Defense contractionの 子社内部 (2月11)	_		-
	4) No of questions and time sufficiency	-		
	S) Weightingte groon to different types of questions S) Weightingte groon to different types of questions Setup strepatizient \$silve results format	_		4
	6) Inclusion of All types of questions and conception simplify	_		
	 Proper sequence of questions as per difficulty invel ক্রিয়েয়্যানকটন্দান গ্রানার বাধ্য রাম 	_		
	Ouestions based on opecified content Outby contents operating opera	_	_	
	9) Consideration of content length and importance of submit oness distance with resultance and anexa analysis falary	_		-
	10) Grammatically correctivess and clanty of unit test paper convergeout segment single serve missified intern	_		
	11) Length & Validity of the test আন্দ্রমীন্দ্রী বিয়না আজি লাজী	_	_	_
	12) Adequacy of the unit test 요년과 방문화 방문화법의 우리는데	_		
	13) Objectivity of the test 리막기리 ::ICPFT	_	_	
	 Printing and format of unit est paper. Font size, Alignment घटक चावगीच स्वरूप अणि गुवप अर्थन, आवान, गर्भना 	_	_	
Administration of a Unit Test	15) Feasibility of the test 평양/학교 coonstant	_		
प्रदेक चावणीचे प्रशासन	16) Sealing arrangement for unit will घटना चारणी करिना बेठक व्यवस्था	_	_	_
	17) Supervision Measure taken to avoid malpractice অর্থবৃহত, গতিবেস তার্জন্যমানী ওপন	_		_
	18) Time Management adde styletate	_	_	_
	19) Educational Implication প্ৰশ্বনিক মনিসাল	_	_	_
	20) Overall Impression তৃষ্ঠরনার মনাথ	_	_	_
	Total Marks out of 100/ एकूण गुज १०० पेकी			_



3. Involvement in various activities of schools

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

Sample 1 S. P. Mandali's Tilak College of Education, Pune 411 030. organization of Co-curricular/Extracurricular Activity/Program Roll No. 255 National Children's Academy Date: National Children's Academy Date: Time: 5ht Place: Auditorium/Multipurpose Hall/Play Ground Auditmum/Terres or a theomorphic day (26th Jan) Republic day (26th Jan) Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Republic day (26th Jan) Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents present for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys/Girls/Boys & Girls) 60 t Noticents for the activity (Boys & Girls) 60 t Noticents for the activity (Boys & Girls) 60 t Noticents for the activity (Boys & Girls) 60 t Noticents for the activity (Boys & Girls) 60 t Noticents for the

Planning :- The planning for the 26th Jan started around a month ago where suspentive class teachers took the manu of the students interested for anchoring darving, still, singing, rangoli decoration, flag. making (bakhu) etc. whenever there were more students for a particular activity there were solutions conduited by the respective feature. Teachers were alloted suggestive tacks.

Iduction: Repective facture conducted relation among The students for anchoring / danving / singing et. A final list was whated & then practise among were structed jugalously.

thick brust ?- For the to chief quit the schools. trustee wore to lavited & confirmation was fater before hand.

			acti od			
Ra	ting Scale	्री चांग	ला	5	Excelle अकृष्ट	en l
다리	g Scale 1 Unsatisfactory 2 Average 3 रामाधानकारक 4 यांगल 5 असमाधानकारक 2 क्यांग वांगकारक 4 यांगल 5 setterium & Planning of Co-curricular Activity सारवेय कार्यक्रम के निवड य उदिप्टे य निवेदेन सारवेय कार्यक्रम के निवड य उदिप्टे य निवेदेन सारवेय कार्यक्रम ह्यांग्रे सारवेय कार्यक्रम हयारी सारवेय कार्यक्रम हयारा के क्रिस्ट हरेक्य के क्रिस्ट क्याय स्थान क्रिस हरेक्य के क्रिस्ट क्यायसारी के के क्यायला क्रिस प्रहासके दूर करण्यासारी के के क्यायला क्यान हरेक्य के क्र क्यायसारी के के क्यायला क्यान हरेक्या के क्यायसारी के के क्यायला क्यान हरेक्य के क्यायसारी के के क्यायला क्याय क्यायसारी के के क्यायला क्याय क्यायसारी के के प्रयास	4				
)	Selection & Planning of Co-curricular Activity सहशासेय कार्यक्रमांचे निवड व उडिशे व नियोजन	_		_	X	
)	Preparation of student teacher for oo and extra curricular सहशालेव कार्यक्रम तयारी	-		-		10 1
	Organization of Co-curricular Activity सहशालेव उपक्रमाचे संयोजन	-			L	1
	विश्वक आपि विद्यारथाया युरावियम सर मन्द्र	_		_		ł
	शिक्षक विद्यार्थी शालय कम्पधार याध्याताल २०१ २२	_		_	4	
1	Managerial Skills displayed in Execution of the program कार्यक्रमाध्या अंमलकजावगीतील व्यवस्थापन कौशल्ये			-		-
)	Encouragement & Opportunities given up the student विद्यारथ्यांना दिले जाणारे प्रोत्साहन व संधी				1	1
Ņ	Student response & Scope for other skill development इतर कौशल्य विकसनासाठी विद्यार्थ्यांचा प्रतिसाद व वाव			_		1
ł)	Problem faced during activities & its overcoming strategies आलेले अडथळे दूर करण्यासाठी केलेले प्रयत्न					1
10)	Educational Implication & Overall Impression श्रीक्षणिक परिणाम व एकंदरील प्रभाव	17.				1
	Total Marks out of 50/ एकूण गुण ५० पैकी	GF				

1

Date :

कार्यक्रम पत्रिका / छायाचित्र Poster / Photogaphs if any :











Activity No. 4 : Organization of Co-curricular and Extrac	urricula	ar act	ivities	\$	
Rating Scale I Unsatisfactory 2 Average 3 Satisfactory uchana shift and an antipation antipation and an antipation antipation antipation	4	bood संगत्म	5 Excell उत्पृष्ट्		
	1	2	3	4	
0 Selection & Planning of Co-cumular Activity संस्थालेग कार्यद्रमांचे निवड व चहिए व नियोजन	-			K	
2) Proparation of student tracher for co and extra curricular ব্যৱসাঠ্য কাৰ্য্যকণ লগান্	+	-	-	-	
3) Organization of Co-cumicular Activity राहज्ञालेय उपग्रन्थाचे संयोजना	-	-		-	
 Participatory role of student leacher in the activity छित्रान आणि वियार्थ्यांची कृतीकुल्त सहमागी भूगिला 		-	-	-	
Co-ordination between Student teacher & School staff. शिवक विद्यार्थी आलेग वर्णवारी यांग्यातील सम्भवत	-				
Managerial Skills displayed in Execution of the program नवर्यक्रमाच्या जंगलगनाज्यवीतील व्यवस्थायन कौशाल्ये				\leq	
Encouragement & Opportunities given up the student नियाधयांना दिले वाणारे प्रोत्साहन व संग्री	-			_	
Student response & Scope for other skill development इतर वहेंबल्य विकरानासारी विव्वाध्यांच प्रसिक्षद व वाव					
Problem faced during activities & its overcoming strategies अलोने अलयके दूर कलण्यासारी केलेने प्रयत्न					
Educational Implication & Overall Impression वेश्वरीयरू परिषड्य व एकंदरीत प्रभाव				1	
Total Marks out of 50/ एজুত্য गुण ५০ पैकी	KAT	/			

Signature of Prof In-charge

Date :

Sample 3 S. P. Mandali's Tilak College of Education, Pune 411 030. Organization of Co-curricular/Extracurricular Activity/Program Roll No. 2 4 6 Roll No. 2 4 6 Date : 19/12/22 Div. All Time : 3 has Place : Auditorium/Multipurpose Hall/Plan Cardon C School Date: 14/12/22 Div. All Time: <u>3 has</u> Place: Auditorium/Multipurpose Hall/Play Ground Gramesh, Kada Kricha mats present for the activity (Boys/Girls/Boys & Girls) <u>586</u> (202 boys <u>1</u>200 Manual Dir. Au Dir. Au Banesh for the activity (Boys/Girls/Boys & Girls) 580 (292 boys 2 288 Girls) Manch Manch Annual Gighering - 2022-23 (Cultures & Failing) adants present Grathering - 2022-23 (Cultures & Festivals of Endia) and showase their talents. * Annual Gathering 2022-23:-*SPM Public English Medium School * On 13th and 14th December 2022, S.P.M. Public Medium School, Pune had organised the Annual Cathering. School rune in 1 and Gathering. School runs in three parts pre-primary rund & Secondary. Pre-primary Section had their event 12th December in Tilak Smaralk Mandir on Tilak had. All the students aged between 3 to 6 showed har talent on the stage without any far. The event well organized by all the teachers. himany and Secondary sections had their events in 13th & 14th at Gionesh Kella Krida Manch. I the students had showcased Indian culture of the debration of events beautifully, with props, chramas, inging and dances etc. The preparation and planning of this event as started few days before. All the teachers were and with their duties. I was in techonical department and duly with music teachers. I have to Buy the songs and play the presentation at the stort.

BED 207 : INTERNSHIP		_	~	
Activity No. 4 : Organization of Co-curricular and Extracu	rricula	r acti	vities	
Rating Scale वाशिरहान केली	4 G 11	ood गता	5	Excelle
	1	2	13	Ne.
 Searchort & Planning of Co-currentar Activity searche andgewit निवड व लखिर व नियोजना 			-	4
 Preparation of student toucher for co and extra curricular centers and an entity 			-	/
 Organization of Co-curricular Activity सहमानीय, प्रायतमाचे संयोजन 		T	-	X
Participatory role of student teacher in the activity जिलक आणि Shereadची कुलीयुक्त संहभागी भूमिका		F		1
Co-cretination between Student leacher & School staff. जिल्ला प्रियामी जालेय कर्षचाडी वाध्याडील समन्त्रय		t	-	>
Managerial Skills displayed in Execution of the program लार्वद्रम्पतन्त्र अम्पलबजावगीलील व्यवस्थापन कौशल्ये		t	+	-
Encouragement & Oppartunities given up the student विद्याध्यांना दिने जाजारे प्रोत्साहन व संघो		\vdash	-	-
Sudarit response & Scope for other skill development इतर कौशल्य विवयनमस्तर्फ विद्यार्थ्यांच प्रतिसाद व वाव		\vdash	┝	-
Problem faced during activities & its overcoming strategies आनेले अवस्वके दूर कल्प्यासाही केलेले प्रयत्न	-	+	+	-
Educational Implication & Overall Impression डोशणिक परिणाम व एकंवरीत प्रभाव	-	+	-	Ŵ

Signature of Prof In durge Date

S. P. Mandali's Sample 4 Tilak College of Education, Pune 411 030. Organization of Co-curricular/Extracurricular Activity/Program A Time: 60 minplace: Auril Roll No. 2 5 5 A Time : 60 minPlace : Auditorium:Multipurpose Hall/Play Ground Cloassoom Date 16/12/1001 An Description of the activity (Boys/Girls/Boys & Girls) 25 Studients Description Activity (Boys/Girls/Boys & Girls) 25 Studients Human Bear Activity using given cutout statil sent the Activity: To improve tearing coparity pseparation: - I informed to supervisor Mrs. Latpate Micolam about activity and took permission of activity by dais teacher and subject tracher - I had takeout pointouts of pasts of boain as per studentis strength. - I had purchased grum bottle as per student's Strength - I informed student about activity and told to student to bring the scissors for this activity. - I had taken permission for this activity tion supervisor and science teacher for two periods. objectives !. To understand tunction of brains To understand concept why interesting environment. Procedure ! - I informed students to maintain silence during this activity.



BED 207 : INTERNSHIP		
BED 201	urricular ac	livities
Activity No. 4 : Organization of Co-curricular and Extract Activity No. 4 : Organization of Co-curricular and Extract	4 Good nime	5 train
Raterial School and and an and a school and	1	
Source of the second of the compositer Activity Source of antiparticle state of a fabricity source of antiparticle state of the second		4
Prevaluation of standard transformer	+-	
Concession of Californian Activity	++-	-
Principality and of student machine in pre-		
Counderation between Station teacher a Station Country and the annual statistic analysis		-
Managenal Skills displayed in Execution of the program Managenal Skills displayed in Execution of the program अर्थवान्तवा अन्यत्वर्णावर्णनीव राववरवाणन क्वेत्राल्ये.		
 Encouragement & Coportumines given up the student Encouragement & Coportumines given up the student संदर्भजीत दिले जामारे प्रोत्साहल व लगी 	++	-
 Student response & Scope for other skill development इस जोराज्य क्रिस्लमसारी विद्याहर्यांचा प्रतिसाद य याव 		
Problem labed during activities & its overcoming strategies आलेले अवधारे दूर कलायामधी केलेले प्राप्तन		
। Educational Implication & Overall Impression हेश्लीक परिवास व एकंदरीत प्रभाव		
Total Marks out of 50/ एकूण गुण ५० पैकी		26

Signature of Prof in charge

(and

Date :

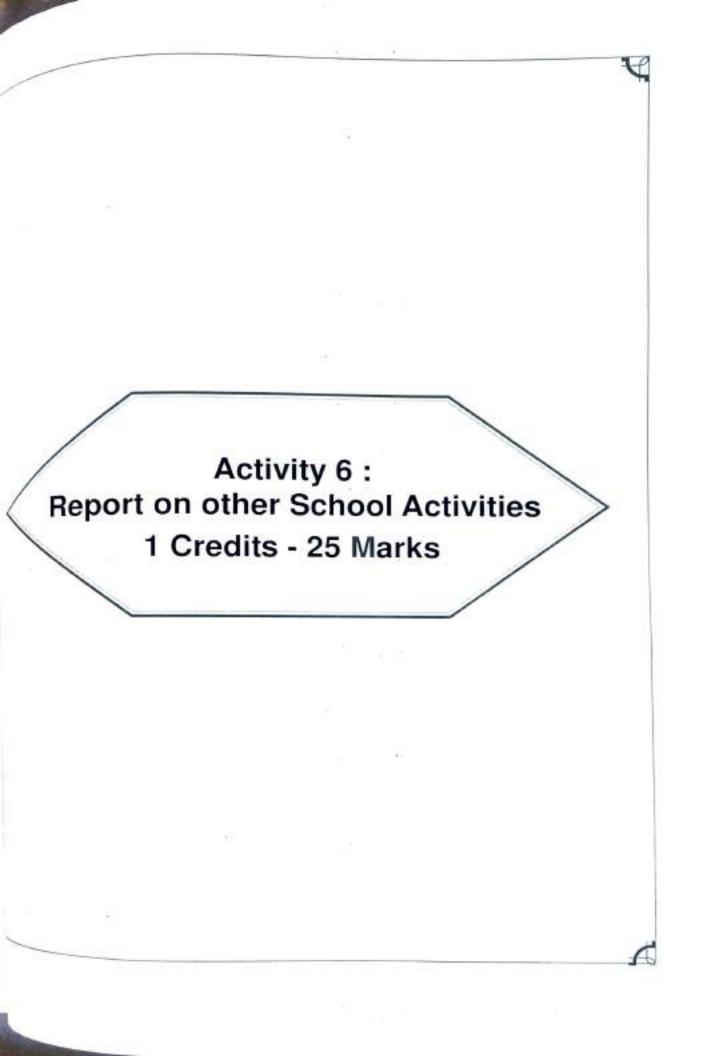
Tilak College of Education, Pune 411 030. Sample 5 Report of Observed Co-curricular/Extra-curricular Activity Roll No. 1 6 7 Date 23 01 202.0 Name of the School: S.P.M. English Medium School std. Y - 18 Div. Place: Auditorium/Multipurpose Hall / Play Ground Play Ground Time iotal No. of students present for the activity (Boys/Girls/Boys & Girls) . SPORTS DAY tittle of Activity objective of the Activity To priornale and encourage on students to indulge in healthy physical activities "Victory is in the quality of competition and not in the final score" Encouraging one and all to adopt sports as an integral part of noutine to discipline meself, to persevere to meet a goal, strengthen relation, install self-confidence and above all nelease stress, annidy and felicitate emplional stability and resilience. The much amailed Annual spiorts day aps S.P.M English Medium School was held on 22 January 2020 in the school playground with great geal, excitement and frolicsome atmosphere. The program began with the Principal Madam declaring the sports met spen by hoisting the flag. This was followed by the oath taking cenemony wherein the students promised to keep the spirit of sportsmanship high. The students entered into the spirit of the acassion. An attudents of classes 6 to 8 competed is the areats including sprinte, relays, sack race

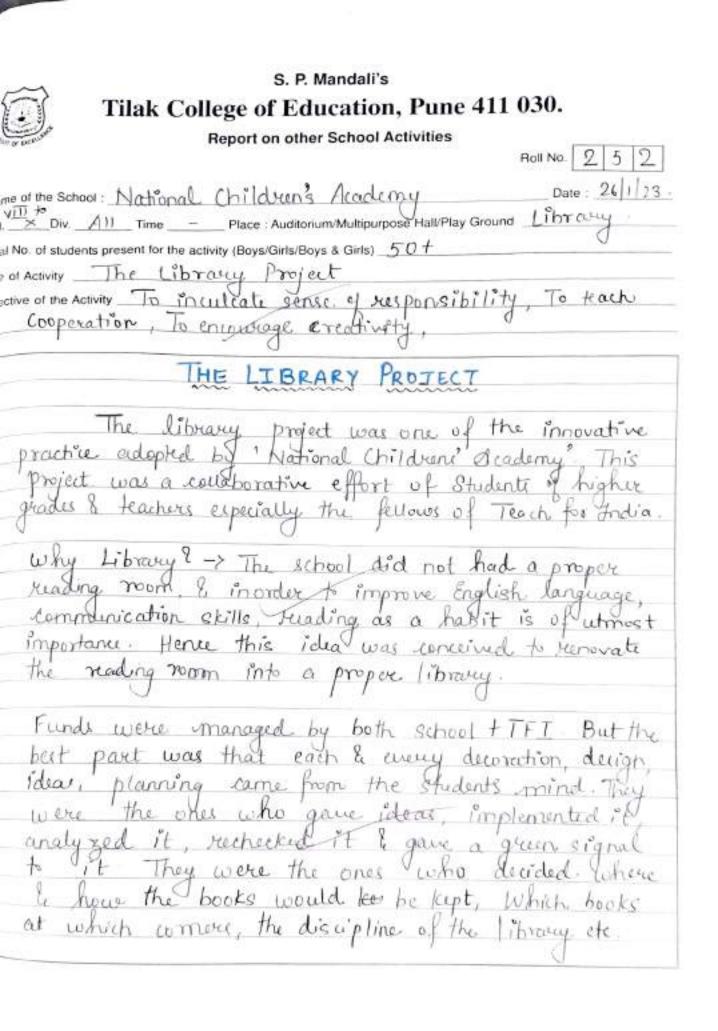


Rating Scale For Introduction to Intern	ship		-			
Activity: Report writing on observation of co-curricular and extracurricular activities						
Rating Scale	Good चांगला	5				
	1	2	3			
1) Objectives for observation of co-curriclar and extra-curricular activities कार्यक्रम निरीक्षणायी उद्दिष्टे			-	4	14/	
2) Planning of these co-curriclar and extra curricular-activities सहशालेय कार्यक्रमाचे नियोजन			-	~	-	
3) Co ordination in teachers and students विद्यार्थी व शिक्षकातील समन्वव		_	-		V	
4) Preparation of student and teachers for co-curriclar and extra-curricular activities कार्यक्रमाची पूर्वतयारी				-	N/S	
5) Execution of co-curriclar and extra curricular activities सहशालेय कार्यक्रमाची अंपलबजावणी				-		
6) Team Work समूह कृती				-	2	
7) Confidence and co operation among the students and teachers विद्यार्थी शिक्षकाचा आत्मविश्वास व सहकार्य				-	-	
8) Your expectations about the co-curriclar & extra-curricular activities organized in school कार्यक्रमाकडून अपेक्षा					~	
) Short coming the organization of co-curriclar & extra-curricular activities कार्वक्रमाती त्रुदी				V	_	
) Educational implication and report writing रीक्षणिक प्रभाव व अहवाल लेखन			-	1		
Total Marks एকুম যুদ্দ 50	46					
Signature of School Teacher	1 I	24				
Date: 12-18)2.2	f. Inchar	ge				

4. Regularity, initiative and commitment

5. Extent of job readiness







	ing Scale Unsatisfactory 2 Average 3 Satisfactory average average average average broad average broad average averag	1 11	iod Ion	5	Excell Jopae	nne.
0	Nation & Scope of Activity gell andgend server a smill	1	2	3	4	F
9	Objectives of Community Workdronovative Activity / Special Practice renained/-extensenett/Poler censent에 여원한				×.	+
ù	Nexid & Importance Next 4 Miter					
	Planning & Ingdonomitation Fildbart of signaland					ľ
	Hosoorcen naad or prepared Hilfer/Original Jarna)					
n,	Commution of Nords-Management of exponses. Peter concur/StReety				2	
ŋ	Social contribution/Academic contribution circl/Soc/ Bultion ritiscies			T		t
8ij	Promotion of Activity कुन्दे व्यक्ति			-		ĺ
ŋ	Parameteria of successful tensor and the successful tensor and the successful tensor and the successful tensor and the successful tensor and tensor an					
111)	Educational Implication and Overall Impediators shallow of Mary a synchla same					l
	Total Marks out of 50/ एकूण যুগ ৭০ বলি	Tet	1			f



S. P. Mandali's Tilak College of Education, Pune 411 030.

Report on other School Activities

Roll No. 2 4 6
ame of the School : S.P.M. Public English Medium School Date : 24.01.23
id. V Div. All Time 40 mins Place : Auditorium/Multipurpose Hall/Play Ground Remedial Class
otal No. of students present for the activity (Boys/Girls/Boys-& Girls) Total = 10 (7 girls + 3 boys)
itte of Activity Provision for stow learners.
Obective of the Activity To improve the student's learning capacity.
a 1 U
-: Provision for Slow Learners : -
S.P.M. Public English Medium School
has some provisions for the slow learners. The school
has appointed Mrs. Aditi Atre teacher as a special
educator for slow learners. She is a dedicated and
hard working teacher for the students. She has a
seperate cabin with counsellor on the grd floor.
There are few students who are considered as slow
learners from StaI to Std VI. These students has
different level of learning as well as understanding
These students need aperate care for reading and
writing which is provided by Aditi teacher as these
students need more attention than rest other students
A slow learning child is one whose capacity
for learning the kind of materials which is taught
in the ordinary school is limited by some deficit
in intellectual capacity.limited intelligence, however
this may be defined, is the chief characteristic
of the slow learner. Aditi teacher maintains the
daily record of each of the student in her book.
Here experience in this field is helping the children
to improve themselves



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Remedial Classes for Slow Learners Date: 24/01/2021



Student solving example on the board Date: 24/01/2023

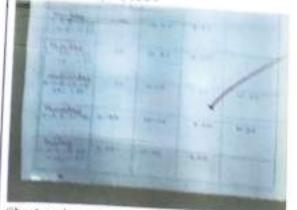
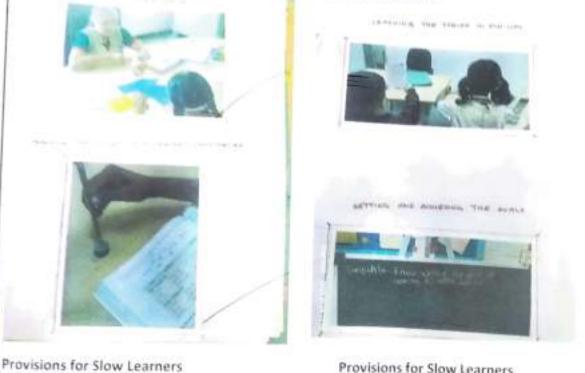


Chart on Learning Disabilities Time table for slow learners Date: 24/01/2023



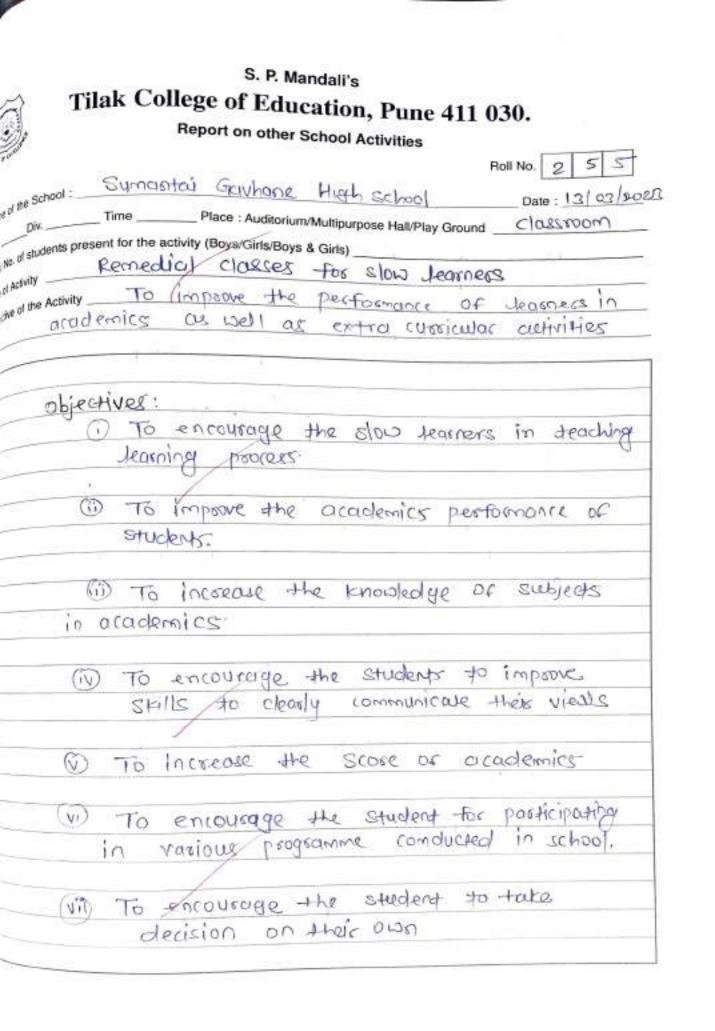
Date: 24/01/2023



Date: 24/01/2023

Provisions for Slow Learners Date: 24/01/2023

	ing Scale I Unsatisfactory 2 Average 3 Satisfactory असमाधानकारक 2 बरा 3 समाधानकारक		ood गला		Excell उत्कृष्ट	ent
	Nature & Scope of Activity	1	2	3	4	-
	Nature & Scope of Aconey कृती कार्यक्रमाचे स्वरूप व व्याप्ती				レ	
	Objectives of Community Work/Innovative Activity / Special Practice समाजकार्य/नवोधकमाची/विशेष उपक्रमाधी उद्दिष्टे					V
	Need & Importance गरज व महत्व					V
4)	Planning & Implementation नियोजन व अंगलबजावणी				V	
5)	Resources used or prepared निर्मित/अपयुक्त संसाधने					~
6)	Generation of lunds/Management of expenses নিদ্মী তদ্যমগ / বিশিয়াঁগ					V
7)	Social contribution/Academic contribution सामाजिक/रौक्षगिक योगदान					~
8)	Promotion of Activity कृती वर्धन				~	
9)	Parameters of success/Innovativeness यशाचे गमक/निर्मायकता					V
10)	Educational Implication and Overall Impression গ্রীঞ্চাটিক বरিয়াম ব एकंवरील प्रभाव				~	
	Total Marks out of 50/ एकूण गुण ५০ বঁকী	46	10			







Suggestion Box For Students





Remedial Classes

Rai	ting Scale I Unsatisfactory 2 Average 3 Satisfactory 4 त्रिश्ययन श्रेणी Average 3 Satisfactory 4	Good चांगला		5 Excellen ব্যক্তহ		
_		1	2	3	4	5
)	Nature & Scope of Activity कृती कार्यक्रमाचे स्वरूप व व्याप्ती					h
9	Objectives of Community Work/Innovative Activity / Special Practice समाजकार्य/नवोपक्रमाची/विशेष उपक्रमाची उद्दिष्टे					1
9	Need & Importance गरज व महत्व				V	
4)	Planning & Implementation नियोजन व अंगलबजावणी					1
5)	Resources used or prepared निर्मित/उपयुक्त संसाधने					2
5)	Generation of funds/Management of expenses निधी उभारण/विनियोग				V	
7)	Social contribution/Academic contribution सामाजिक/श्रैक्षणिक योगदान				2	
8)	Promotion of Activity কুনী বর্ঘন					
9)	Parameters of success/Innovativeness यशाचे गमक/निर्मायकता				~	
10)	Educational Implication and Overall Impression श्रैक्षणिक परिणाम व एकंदरीत प्रभाव					2
-	Total Marks out of 50/ एकूण गुण ५० पैकी			IN		