

***CRITERIA 2***

***2.4.10 Nature of internee engagement during internship consists of***

Shri L. P. Raval College of Education and Research, MiraRoad (East)

Academic Year 2021-22

STUDENT TEACHERS' SCHEDULE FOR LESSON DELIVERY

Ms. Navita Sood Afternoon Batch.

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION**  
D.S. Road (90 Feet Road), Asha Nagar, Thakur Complex, Kandivali (East), Mumbai - 101. • Tel. : 2854 3234  
**Practice Lesson Time - Table 2021- 2022**

Name of the School \_\_\_\_\_ Professor \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of Pupil Teacher	Lesson No.	Sub.	Class & Div.
	1	2.00 to 2.30		Shikha Singh }	01		
	2			Pooja Gupta }			
	3	2.30 to 3.00		Pooja Gupta }	01		
	4	3.00		Jessica Jevari }			
	5	3.00 to 3.30		Shruti Palsankar }	01	✓	
	6	3.30		Sonam Yadav }			
	7	3.30 to 4.00		Noorjahan Ansari }	01		
	8			Priya Dubey }			
		4.00 to 4.30		Savati Srisankar }	01		
				Priya Dubey }			

Signature of the Prof. \_\_\_\_\_

Principal

Ms. Namita Sood

Morning Batch

# NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION

D.S. Road (90 Feet Road), Asha Nagar, Thakur Complex, Kandivali (East), Mumbai - 101. • Tel. : 2854 3234

## Practice Lesson Time - Table 2021- 2022

Name of the School \_\_\_\_\_ Professor \_\_\_\_\_

Day & Date	Period	Time	Roll No.	Name of Pupil Teacher	Lesson No.	Sub.	Class & Div.
	1	11-00	A-02	Sabita Agrwal	2	01	ECO
	2	11-50	A-26	Preeti Gupta	1		
	3						
	4	11-50	A-38	Rhagyashree khanna	01	ECO	
	5	12-00	A-27	Maya Ishwar	1		
	6						
	7						
	8						

Signature of the Prof.

Principal



**NIRMALA MEMORIAL FOUNDATION  
COLLEGE OF EDUCATION**

**KANDIVALI**

**B. Ed. Sem. - III, IV**

**Academic Year - 20<sup>21</sup>-<sup>22</sup>**

**LESSON - PLAN**

Name : Rakhi Virek Kansara

Unit : A Roll No. : 37

Method - I Science Method - II Mathematics

## LESSON PLAN

### INDEX

*Individual*

Sr. No.	Subject	Unit	Date	Std	Remarks	Signature
1	Science	Light and the formation of shadows (light)		VI	Good	<i>[Signature]</i>
2	Science	Fun with magnets		VI	Good	<i>[Signature]</i>
3	Science	Changes - Physical & Chemical		VII	Good	<i>[Signature]</i>
4	Science	Cell structure & Micro-organism (cell)		VII	V-good	<i>[Signature]</i>
5	Science	Human body and Organ system (Hypertension)		VIII	V Good	<i>[Signature]</i>
6	Science	Substances in the surroundings - Their states & properties (Properties)		VI	V. Good	<i>[Signature]</i>

## LESSON PLAN

### INDEX

*\* Theme 4 Co-teaching \**

Sr. No.	Subject	Unit	Date	Std	Remarks	Signature
7	Science	Disaster Management (First Aid)		VI	V good	<i>[Signature]</i>
8	Science	Properties of Natural Resources (Properties of air)		VII	V Good	<i>[Signature]</i>
9	Science	Properties of natural Resources - (Temperature Regulation, Transmission of sound, density etc)		VII	V-good	<i>[Signature]</i>
10	Science	Properties of natural Resources - (Properties of soil)		VII	Very Very Very Good	<i>[Signature]</i>

## LESSON PLAN

INDEX

Theme 4 co-teaching

Sr. No.	Subject	Unit	Date	Std	Remarks	Signature
11	Science	Theme 1 - Save Ecosystem save endangered species		9th		
12	Science	save water Theme 2 - Human Rain water harvesting Respiratory System		7th	Excellent	W. J. Gyer
13	Science	Co-teaching - 1 Human Respiratory system			Excellent	W. J. Gyer
14	Science	Co-teaching 2 DNA			Excellent	A
15	Science	Co-teaching 3 Light			Excellent	A

## LESSON PLAN

INDEX

Sr. No.	Subject	Unit	Date	Std	Remarks	Signature
1	Maths	Perimeter of a square, rectangle, <sup>triangle</sup>		5th	V. Good	W. J. Gyer
2	Maths	Percentage		6th	Excellent	W. J. Gyer
3	Maths	3 D shapes		7th	Understanding	W. J. Gyer
4	Maths	Probability		7th	Excellent	W. J. Gyer
5	Maths	Symmetry		6th	Excellent	W. J. Gyer
6	Maths	Co-teaching 1 - Speed		8th	V. Good	W. J. Gyer
7	Maths	Co-teaching 2 - Profit & Loss		6th	V. Good	W. J. Gyer
8	Maths	Co-teaching 3 - Geometrical Construction		7th	Excellent	W. J. Gyer
9	Maths	Co-teaching 4 - Capacity		5th	Excellent	W. J. Gyer
10	Maths	Co-teaching 5 - Time		6th	Excellent	W. J. Gyer

LESSON PLAN

Name of the student teacher Rakhi Kansara Unit: A Roll no.: 37

Name of the School / college \_\_\_\_\_

Subject Science Topic Changes - Physical + Chemical

Practice Lesson No. 3 Standard 7<sup>th</sup> Division \_\_\_\_\_ Date: \_\_\_\_\_

1 Previous Knowledge Pupils are aware of real life examples like changes in season, temperature, nature etc

2 Objectives The pupils will be able to -

① recall and acquire knowledge about changes in nature

② classify & sort physical and chemical changes.

③ illustrate various examples of physical & chemical changes.

④ understand and perform experiments of physical & chemical changes.

3 Reference Books SSC textbook, Website, Cambridge textbook.

4 Method / Technique Lecture-cum demonstration method, Experiment method

5 Teaching Aids Paper, Dough/clay, Turmeric, Baking soda, water, match box, eno, silt, water, charts, flash cards, lemon, etc.

6 Co relation Chemistry, Math, English, Physics.

7. Set Induction Teacher gave a few paper to students and asked them to show their creativity of origami. Teacher then helps them to understand that the paper has just changed its shape and no new substance is formed. Then, she lit the paper and showed that a new substance is formed (change in chemical component).

Statement of Aim So, let us study today about - changes - physical & chemical

Content Analysis	Objectives and their Specifications
① Changes	Remembering. ① Pupil recall about the natural changes in the environment
② Physical changes - no new substance	
Eg:- ① paper → paper boat ② physical growth ③ ice → water → gas	② Pupil describes about physical & chemical changes
③ Chemical changes - new substance is formed	Understanding. ① Pupil classifies examples of physical & chemical changes.
Eg:- ① Paper to ash ② hormonal changes ③ raw vegetable → cooked food	② Pupil summarizes the concept of changes
④ Demonstration & Experiment	Applying. ① Pupil predicts whether the change is physical or chemical.
① Eno + water → Eno solution (gas is released)	
② Turmeric + water → Turmeric solution + Baking soda → colour change (red) + lemon → colour change (yellow)	② Pupil applies their knowledge of changes in their daily life.
	Analyzing. ① Pupil organizes physical & chemical changes
<b>Core Elements and Values</b>	
① Inculcation of scientific temper.	③ Equality of sexes.
② Develops scientific attitude.	④ Tolerance towards religion.

Teaching Activities	Learning Activities
① Teacher starts with an experiment of changes.	① Pupil observes the experiment with eagerness.
② Teacher probes the pupils to give examples of physical and chemical changes.	② Pupils give a variety of answers.
③ Teacher asks the students to predict and perform the experiment.	③ Pupil predicts whether the change would be physical or chemical.
④ Teacher demonstrates experiments & ask the students to observe & give conclusion.	④ Pupils observe the experiment carefully & states whether the change is physical or chemical.
⑤ Teacher explains in detail about the changes.	⑤ Pupils listen carefully.
⑥ Teacher probes the students to give more examples of changes.	⑥ Pupils give various examples of changes.
⑦ Teacher asks students to jot down their understanding.	⑦ Pupils write the pointers in their notebook.
⑧ Teacher continuously asks to pupils for any doubts or difficulties in the topic.	⑧ Pupils clear the doubts.


Recapitulation Recap done through rapid fire questionnaire + answers

Evaluation Evaluation done with the help of placing flash cards near the questions.  
 ① What is a change? ③ Eg of physical change  
 ② State the types of changes. ④ Eg of chemical change

Application Underline the changes.  
 eg: Maria went to the restaurant & ordered a hot drink, brownie & salad.  
 Homework Collect 3 pictures of physical & chemical activity changes for an activity in the next session.

Chalk board summary

Date: \_\_\_\_\_ Subject: Science Topic: Changes - Physical & Chemical Standard: VII

① changes - what is a change?  
 ② Physical change - no new substance is formed.  
 Examples: ① ice → water  
 ② Rolling paper.  
 ③ Paper → 

③ Chemical change - New substance is formed.  
 Eg: ① New substance is formed.  
 ② Mango → Ripe mango  
 ③ KNO<sub>3</sub> + water → ash + water  
 Paper → ash

Self reflection

When I started the lesson I was confident and had a clear idea of delivering the lesson. I found that the students were interactive & interested in the topic. Students were participating in the experiments and were engaged and answering confidently. My observer Shubham maam gave me wonderful remarks. I would be careful next time for all the gaps of today's to lesson.



## OBSERVER'S REMARKS

1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Was done through origami activity &amp; bulking the paper to explain changes.

2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Was stated.

3) Model Reading Recitation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

— N/A —

4) Method of Teaching: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Good skill of explanation, demonstration.

5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Content was well organised.

6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Doubts of students were solved.

7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Precise questions were asked.

8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Various examples and demonstrations were given to explain properties of physical &amp; chemical change.

9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Flash cards were used. Various substances, dough, chapati were used to explain physical &amp; chemical change.

10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Was given through examples.

11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Class was well organised.

12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Neat and organised.

13) Attitude of Teacher: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Towards the Class

Positive attitude.

14) Stimulus Variation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Good voice, actions, movements.

15) Incorporation of Core: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Elements / Values

Scientific temper was inculcated through various experiments.

16) Teacher's Personality: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Fluent &amp; confident.

17) Recapitulation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Was done by asking questions and getting answers.

18) Application: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

Was done by asking application based questions.

Creative home work was given.

Remarks and Suggestions:

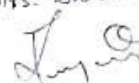
- \* Good fluency & confidence.
- \* Topic was well taught.
- \* Participation of all the students was taken through interesting activities.

OBSERVED BY

NAME:

Mrs. Shubham R. Patil

SIGNATURE:



Administration of unit test and analysis of  
results  
Blue print of unit test

***Unit Test Design for FYJC (SSC Board)***

**Subject: Economics**

**Units: 1-(Basic Concepts of Economics) and 2-(Money)Total**

**Marks: 20**

**Time Duration: 60 minutes**

**WEIGHTAGE OF OBJECTIVES**

<b>Objectives</b>	<b>Marks</b>	<b>Percentage</b>
Remembering	9	45
Understanding	5	25
Application	6	30
Skills	-	-
<b>Total</b>	<b>20</b>	<b>100</b>

**WEIGHTAGE OF SUB TOPICS**

<b>Content</b>	<b>Marks</b>	<b>Percentage</b>
Concepts of Economics	8	40
Types of Money	6	30
Functions of Money	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

**WEIGHTAGE OF ITEM FORMAT**

Form of Question	No of Questions	Marks per question	Percentage
Essay Type	2	5	50
Short Answer	2	3	30
Objective Type	4	4	20
<b>Total</b>	<b>8</b>	<b>20</b>	<b>100</b>

**Blueprint Presentation for Unit Test****Unit Test for FYJC (SSC Board)****Subject: Economics****Units: 1-(Basic Concepts of Economics) and 2-(Money)Total****Marks: 20****Time Duration: 60 minutes**

Sub topics	Remembering			Understanding			Application			Total
	O	S	E	O	S	E	O	S	E	
Concepts of Economics	1*(1)				1*(3)				1*(5)	9
Types of Money	2*(1)				1*(3)					5
Functions of Money	1*(1)								1*(5)	6
<b>Total</b>	<b>4</b>				<b>6</b>				<b>10</b>	<b>20</b>

**\*\*O – objective Type, S – Short Answer, E – Essay Type**

## **Question Paper for Unit Test:**

Unit Test for FYJC (SSC Board)

Subject: Economics

Units: 1-(Basic Concepts of Economics) and 2-(Money)

Total Marks: 20

Time Duration: 60 minutes

**Q1. Suggest an Economic term for the given statements:** [4]

- i.) Credit instrument through which bank transfers are possible. \_\_\_\_\_
- ii.) The act of exchanging goods for goods. \_\_\_\_\_
- iii.) Wealth of Nation is authored by \_\_\_\_\_
- iv.) Money not accounted for in a bank and not disclosed to the Government. \_\_\_\_\_

**Q2.) Write Short Notes on any two:** [6]

- i.) Wealth
- ii.) Goods and Services
- iii.) Black Money
- iv.) Plastic Money

**Q3.) Answer any 2 from the given below options:** [10]

- i.) Elaborate on Economics as a Social Science
- ii.) What are the Functions of Money?
- iii.) Illustrate qualities of Money

## Answer Key

**Unit Test for FYJC (SSC Board)**

**Subject: Economics**

**Units: 1-(Basic Concepts of Economics) and 2-(Money)Total**

**Marks: 20**

**Time Duration: 60 minutes**

**Q1.) i.) Cheque**

**ii.) Barter Exchange**

**iii.) Adam Smith**

**iv.) Black Money**

**Q2.)**

- i.) Wealth - In the ordinary language, by 'wealth', we mean money, but in economics, wealth refers to those goods which satisfy human wants. Wealth measures the value of all the assets of worth owned by a person, community, company, or country. Wealth is determined by taking the total market value of all physical and intangible assets owned, then subtracting all debts.**
- ii.) Goods and Services - Goods are items you buy, such as food, clothing, toys, furniture, and toothpaste. Goods are tangible objects that satisfy people's wants. Services are actions, such as haircuts and car repair, which also satisfy people's wants. Services are Intangible**
- iii.) Black Money - The black economy refers to those unrecorded economic transactions conducted on a cash basis with a view to illegal evasion of tax.**
- iv.) Plastic Money - The term 'plastic money' refers to the use of technology to facilitate digital transactions that can be conveniently carried out without having to visit the banks every time.**

**Q3.) i.) The term Social Science refers any subject that deals with human behaviour. Political Science, Psychology, Ethics, etc. come within the definition of Social Science. Economics is a social science because it deals with one aspect of human behaviour, viz., how men deal with problems of scarcity.**

**Samuelson says that Economics is “the queen of the social sciences”.ii.)**

**Functions of money can be broadly categorised into two types:**

**(a) Primary functions – Medium of exchange, Measure of Value,**

**(b) Secondary functions – standard of deferred payment, store of value, Transfer of Value**

**iii.) Money performs several primary, secondary, and contingent functions. However, in order to perform these functions, it must possess certain qualities. In this article, we will talk about the qualities of good money – general acceptability, portability, divisibility, homogeneity.**

Analysis of data and Mark  
sheet

**Marksheet**

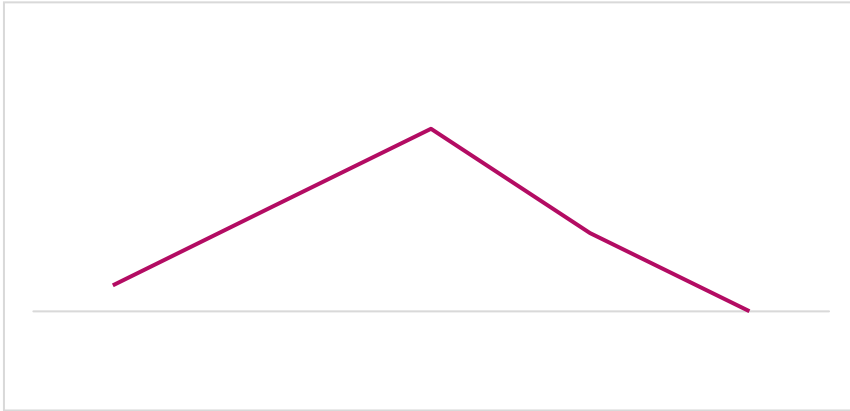
**Unit Test for FYJC (SSC Board)**

**Subject: Economics**

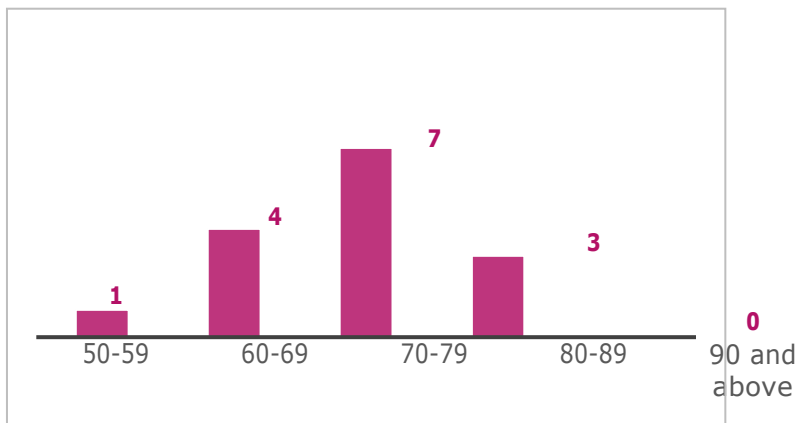
**Units: 1-(Basic Concepts of Economics) and 2-(Money)Total**

**Marks: 20**

<b>S. No.</b>	<b>Name of student</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Marks Obtained</b>	<b>Total Marks</b>	<b>%age</b>
1.	Asha	4	4	8	16	20	80%
2.	Avika	3	5	7	15	20	75%
3.	Binay	3	3	8	14	20	70%
4.	Deepak	2	4	6	12	20	60%
5.	Divya	4	3	7	14	20	70%
6.	Faiza	3	5	7	15	20	75%
7.	Garvita	3	4	6	13	20	65%
8.	Harsh	2	3	5	10	20	50%
9.	Harini	4	5	4	13	20	65%
10	Kavita	4	4	8	16	20	80%
11	Kreepa	3	4	7	14	20	70%
12	Mayank	2	5	8	15	20	75%
13	Mudit	4	5	8	17	20	85%
14	Prabal	3	3	7	13	20	65%
15	Purna	3	4	8	15	20	75%

**Mean:**

**In a class of 15 students, 7 students were able to score in the group range of 70%-79%. The Mean percent for the test conducted was calculated as 75% on the basis of the marksheet.**

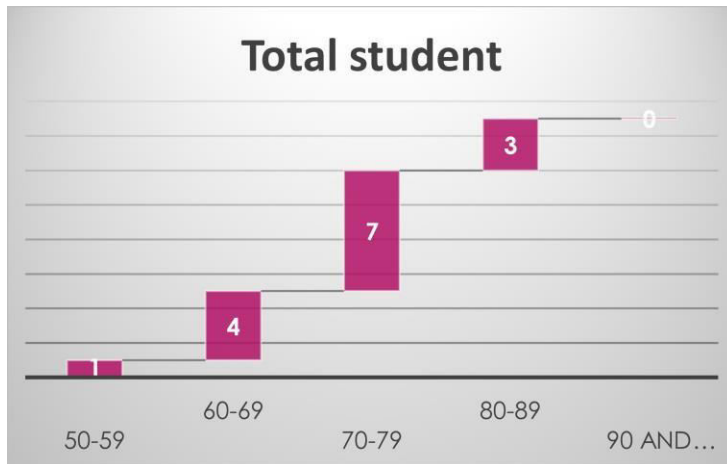
**Total student**

50-59      60-69      70-79      80-89      90 AND ABOVE



The above graphs represents the same.

The below graph shows the rising trend in the percentage obtained in the unittest by the class.



There turns out to be only 1 student who scored below 60%. 4 students fell in the range of 60-69%, about 50% of the class strength was able to secure more than 70%;i.e.; in the range of 70-79%.

Statistical Interpretation are very important because if we simply presented our raw data it would be hard to visualize what the data was showing, especially if there was a lot of it. Descriptive statistics therefore enables us to present the data in a more meaningful way, which allows simpler interpretation of the data.

## Conclusion

**An assessment blueprint is a table that lays out curricular aims and the thinking skills expected of students. The blueprint is useful when developing a plan for a test. In addition, it is possible to use a general blueprint as a plan for assessing a set of objectives with several assessments.**

**Assessment of skills or knowledge is as important as the teaching/learning of the skill or knowledge. Assessment or testing or knowledge evaluation is not a new concept and we have all at some point taken pre-instructional assessment tests. But Blueprint creation refines it and gives it a more organised touch and approach.**

**Nirmala Memorial Foundation College of Education**

**Academic Year 2021-22**

LIST OF INTERN

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION**

**SEMESTER-2 INTERNSHIP (BATCH 2021-22)**

**LIST OF STUDENTS SCHOOL / COLLEGE WISE**

**NAME OF SCHOOL/COLLEGE: NIRMALA ENGLISH SCHOOL**

<b>SR.NO</b>	<b>DIV/ROLL-NO</b>	<b>NAME OF THE STUDENTS</b>	<b>METHOD-1</b>	<b>METHOD 2</b>
1.	B-39	<b>ZOLAR JOYLINA ROY VERONICA</b>	<b>HISTORY</b>	<b>ENGLISH</b>
2.	A-30	<b>JHAVERI JESSICA HITESH NEEPA</b>	<b>ECONOMICS</b>	<b>MATHS</b>
3.	A-34	<b>JOSHI ZEEL DINESHKUMAR</b>	<b>ECONOMICS</b>	<b>MATHS</b>
4.	A-38	<b>KHANNA BHAGYASHREE PRAKASH</b>	<b>ECONOMICS</b>	<b>ENGLISH</b>
5.	B-20	<b>SHEDHA UPASANA RAJENDRA SHAKUNTLA</b>	<b>ECONOMICS</b>	<b>MATHS</b>
6.	B-14	<b>SARNAMANSI PRAMODKUMAR</b>	<b>ECONOMICS</b>	<b>MATHS</b>
7.	B-08	<b>PUROHIT KRANALI KISHOR KUNTA</b>	<b>ENGLISH</b>	<b>HISTORY</b>
8.	B-10	<b>REBELLO FIONA GIBERT PRAMILA</b>	<b>ENGLISH</b>	<b>HISTORY</b>
9.	B-12	<b>ROY SASWATI DEBASHISH BASANTI</b>	<b>ENGLISH</b>	<b>HISTORY</b>
10.	B-01	<b>PATHRE ANNIE NITIN CELINE</b>	<b>MATHS</b>	<b>ECONOMICS</b>
11.	B-02	<b>PATIL ANKIT ASHOK</b>	<b>SCIENCE</b>	<b>MATHS</b>
12.	B-09	<b>RATHI HARSHIKA SANTOSH BABITA</b>	<b>SCIENCE</b>	<b>MATHS</b>
13.	B-26	<b>TIWARI ANJALI RAJESH KSHAMA</b>	<b>SCIENCE</b>	<b>MATHS</b>

INTERNSHIP GROUP



SEM IV INTERNSHIP REPORT



**Nirmala Memorial Foundation  
College of Education**

**B.Ed. 2021 - 2023**

Name: Ritu Maurya  
Class: B.Ed. F.Y. 14 Sec A Roll No. 4010  
Subject: Reflective Journal

## DAY-1

### TIME - TABLE

(April 5, 2022)

11:00 - 11:30	Assembly and attendance (By Usha mam)
11:30 - 12:20	Peer lesson observation.
12:20 - 1:10	Peer lesson observation by (Yadav Jyoti)
1:10 - 2:00	(Lunch Break)
2:00 - 2:50	Peer lesson observation (By. Nayana Trivedi)
2:50 - 3:40	Peer lesson observation (by Gunya Vishwakarma)
3:40 - 4:00	writing notes of Practicum.
4:00 - 4:25	Peer observation of by (Rakhi Kansara)
4:25 - 5:00	Creation of reflective Journal.

## Peer observation Day 1 (April 5, 2022)

- Peer observation started with assembly.
- There after peer observation topics and lessons done the teachers.
- Mathematics taught us the Algebraic expression with so much easy by jyoti yadav.
- Simran Bhatel mathematics taught is the Pythagorus theorem.
- Nayana Trivedi (Science) gave us brief on topic light and formation of shadows.
- Gunyan Vishwakarma taught mathematics on topic profit and loss.
- Rakhi Kansara mathematics gave us topic of Profit and loss with formula.
- Teaching was usually carried out with teaching aids.
- Inductive and ductive method board method can be used successfully to make a topic interesting.
- Differentiate mode can be used to explain different concepts and learning.

It was really a wonderful experience as I come to know about other students teachers. Today I am very afraid and wonderful that now to do attend and observation of peer observation.

Day 2 Time Table

(April 6, 2022)

11:00- 11:30	Assembly and attendance
11:30- 12:20	Peer lesson observation by Jyoti Yadav
12:20- 1:10	Peer observation
1:10- 2:00	Lunch Break
2:00- 2:50	Peer observation by Supriya Kadyan
2:50- 3:40	Peer lesson observation by Mansi Saxna
3:40- 4:00	Peer observation
4:00- 5:00	Creation reflection Journal

Peer observation Day-2

(April 6, 2022)

It was 2<sup>nd</sup> day of observation and assembly. Day started with attendance. It started with well 'Gayatri Mantra'.  
The first lecture started with Jyoti Yadav - Mathematics.  
The second lecture started with Divya Agrawal. took a lecture Economic.  
The third lecture started with Supriya Kadyan took a lecture science and her topic was Very interesting and outstanding. Also science is my first method. so I like very much and I understand well.  
The next lecture was mathematics topic was Profit and loss and its also very effective and interesting.  
After the all peers observation got a chance how to teach students. It was really wonderful experience. All observation was too good I like very much. we get realise how to face in students in future.  
we learned many concepts, formulas and many things that how to teach and questioning & answering method for teaching.

### Day 3 Time Table:

(April 7, 2022.)

11:00-11:30	Assembly and attendance
11:30-12:20	Peer observation by Shweta Kutarkar
12:20-1:10	Saundesh mali
1:10-2:00	Lunch break
2:00-2:50	Peer observation Supriya Kadyan
2:50-3:40	Peer observation shruti Palsmakar
3:40-4:15	Mental Health workshop by Meghna Mehta.

### Peer observation Day-3

(April 7, 2022)

- It was the 3<sup>rd</sup> day of observation of peers.
- The day started with assembly and attendance. It started well with "Gayatri mantra".
- The second year students preparing for the lecture.
- The first lecture started with Shweta Kutarkar, Maths.
- After the first lecture started with Divya Agrawal with took lecture of Economics.
- Her topic was very interesting.
- Saundesh mali took the third lecture of Economics.
- He taught partition values, though I am not a Economics student but I liked the lecture very much.
- The next class I attended was of "Supriya Kadyan", that was a science class. Her topic was mass and weight.
- It was also very interesting and effective lecture.
- After break, I attended a maths class by "shruti Palsmakar".
- After all observation of peers, got a chance to attend the workshop on 'Mental health' as a teacher how to take care of my mental health and of students also, she told many things.
- The workshop on mental health by Meghna Mehta.



Time-Table (12:50pm - 5:40pm)

Timing	Activity
12:50 - 1:30 pm	observation of school
1:30 - 2:00 pm	Proxy Period std 8 <sup>th</sup>
2:30 - 3:00 pm	Observe Discussion of units
3:00 - 3:30 pm	Break time
3:30 - 4:00 pm	Proxy Period in std 6 <sup>th</sup>
4:00 - 4:30 pm	Proxy Period in std 6 <sup>th</sup>
4:30 - 5 pm	Preparation of lesson plan and distribution of lesson.

## DAY-1

1<sup>st</sup> day of Internship was good some experience 1<sup>st</sup> fall me and my friend reached station and take train to Gais internship school we met Navita nam on the station road and the we went together school. Then we setting in the room no. 3 for waiting other to come after sometime we go to the proxy period in the class then we take an prepared chapters from the students we take science and reading by the students in the period of proxy period childrens are naughty and not disciplined some are cooperate with us we played some games. After sometimes we gets the another class. we give maths problems to the students some students are solving sums on the students their books. some are trying to solve. After all we done our work then we discuss about our lesson plan taking lesson on the class then the school teachers come in the class room to give us the topic and unit which had we prepared for the students. My friend deciding the timetable for the peers lesson plan. Tomorrow I am going to take lesson in the 1<sup>st</sup> std science my overall experience good and learn so many things on the 1<sup>st</sup> day.

L-100  
Time Table

Timing	Activity
12:50 - 1:30 PM	Observation of school
1:30 - 2:00 PM	Observation of Peers
2:00 - 2:30 PM	Preparing a lesson
2:30 - 3:00 PM	Lesson preparation
3:00 - 3:30 PM	Break time
3:30 - 4:00 PM	Giving lesson in the 5th
4:00 - 4:30 PM	Completing reflection book
4:30 - 5:40	Discussion on the lesson plan

DAY-2

On the second day of internship we again reached the school and assemble in the room no. 3 the I will prepares my unguided lesson. After that I will going to take lesson of the my topic. my lesson taking time is 3:0'clock but I will go went in class room at 4:30'clock. then I will take lesson from the 5th science chapter. I will start a lesson from the begging 1st I will asked to the children about the prin principles. I will gave some examples of the laws. then after that I will come to the class again and they write my reflection of the 2nd day and prepeable their lesson for the students.

The Students are intructing with me and they are able to answer the question. After all my today's experience good not bad. I feel improving my confidence.

Time-Table

Timing	Activities
12:30pm - 1:30pm	School observation
1:30 - 2:00pm	Peer observation
2:00 - 2:30pm	Obsv. of school teacher
2:30 - 3:00pm	Complete my shadowing lesson
3:00 - 3:30pm	Break time
3:30 - 4:00pm	Peer observation
4:00 - 4:30pm	Observation of school teacher
4:30 - 5:40	teacher

DAY-3

On the 3<sup>rd</sup> day of internship of school we again reached the school then assembled in the block no.3 discussed the planed I am going to observe the peer lesson science she started very nicely and interactive with the students. Students nicely covered the books. She prepared the teaching aid very nicely. She explained the topics very nicely. They observed maths subject by school teacher. She started with the questioning and then started the formulas. Over all my experienced is very good.

E.V.A.C  
Time Table

Timing	Activities
12:50 - 1:30 PM	School observation
1:30 - 2:00 PM	Preparing lesson plan
2:00 - 2:30 PM	Giving lesson in 7 <sup>th</sup> std
2:30 - 3:00 PM	Taking proxy lesson
3:00 - 3:30 PM	Break time
3:30 - 4:00 PM	Discussing my lesson plan for tomorrow
4:00 - 4:30 PM	Proxy Period
4:30 - 5:40 PM	Proxy Period.

DAY - 4

On the 4<sup>th</sup> day of internship we again reached in school on time then we all are assemble in staffroom after that all my peer preparing there lesson to the 7<sup>th</sup> class std. I was happy while students remember what I teach them another topic of science student understand my topic which I teach them. Then I seated in the block no.12 I think about my tomorrow lesson how I prepared which I delivered tomorrow at 4:30 pm then I will take 2 proxy period in 8<sup>th</sup> std. After that I will come back in room no.12.

Time Table

Timing	Activities
12:50 - 1:30 pm	School observation
1:30 - 2:00 "	Setting in the block no 12
2:00 - 2:30	Peer observation
2:30 - 3:00	--
3:00 - 3:30	Break time
3:30 - 4:00	--
4:00 - 4:30	Peer observation in class
4:30 - 5:00	Giving lesson in 8 <sup>th</sup> std.

DAY-5

On the 5<sup>th</sup> day of internship we again reached the school and observe the assembly of the student on the ground floor. Then we will come into the block no. 12 to prepared on lesson the delivered my peer who delivered a lesson in the 7<sup>th</sup> std subject of science. She starting with question with students then she started their lesson delivered. She started chapter. I give my lesson in 8<sup>th</sup> std topic I prepared well then I delivered the lesson to the student first I asked the question from the student about knowledge of energy and work etc. which they solve they answer me my question then I go ahead with my topic of energy and work. The student listened carefully I what teach them. Then I come back again my block no. 12 where the Navita nam telling their the madam was giving her sign to my peers and discussed about the next day plans overall my experience is good.

Student teachers conducting various activities











