

## CRITERIA 2

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

*The criteria used for assessment include*

1. Effectiveness in class room 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

*Applicable criteria used for assessment includes*

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment

# 1. Effectiveness in class room teaching

## 1.1 Weightage Criteria

OBSERVER'S REMARKS	
1) Set Induction:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
2) Statement of Aim:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
3) Model Reading/Recitation:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
4) Method of Teaching :	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
5) Content Mastery:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
6) Communication Skills:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
7) Questioning:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
8) Interaction with the pupils:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
9) Use of Teaching Aids:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
10) Additional information:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
11) Classroom Management:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
12) Chalk Board Summary:	Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

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

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

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

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

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

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

Remarks and Suggestions :

OBSERVED BY  
NAME :  
SIGNATURE :

## 1.2 5 Sample Lesson Plan

### I. SAMPLE 1

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)**  
**LESSON PLAN**

Name of the student teacher: Priya S. Yadav Unit: B Roll no.: 45

Name of the school / college: Nirmala Memorial Foundation College

Subject: OCM Topic: SIDBI (Small Industrial Development Bank of India)

Practice Lesson No.: 1 Standard: XI<sup>th</sup> Division: \_\_\_\_\_ Date: 30/11/22

1. Previous Knowledge The student has a previous knowledge about the sources of finance which provides loan

2. Objectives To enable the student to acquire the knowledge of SIDBI.  
2. To make the student understand about various scheme of SIDBI.  
3. To identifies the differentiate <sup>between</sup> of Micro, Small & Medium sector.  
4. To analysis the function of Bank.

3. Reference Books CBSE XI<sup>th</sup>- Business Studies Book, Google, You-Tube.

4. Method / Technique Lecture-cum-discussion

5. Teaching Aids Chart (Evaluation Question).

6. Co-relation with Political Science, Accountancy.

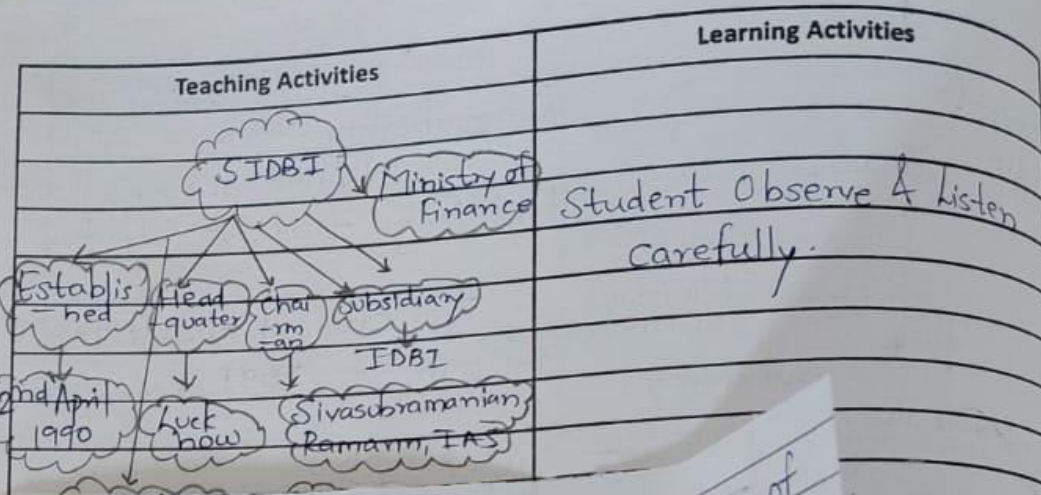
7. Set Induction Teacher done a set Induction through role play method. On the basis, teacher ask few question:?  
1. What did you observe through this role play method?  
2. What she require for setting <sup>to expand</sup> up a branches for her business? "  
3. From where did she can raise fund?

8. Statement of Aim There are various financial institution through which we can raise fund from it one of is SIDBI. So, student today, we are going to study <sup>about</sup> Small Industrial Development Bank of India i.e. SIDBI

Content Analysis	Objectives and their Specifications
<p>Concept</p> <p>Intro</p> <p>2nd April, 1990</p> <p>Lucknow</p> <p>Chairman</p> <p>Ministry of Finance</p> <p>Subsidiary</p> <p>IDBI</p> <p>Sivasubramanian Ramann, IAS</p> <p>Apex Body</p> <p>Direct</p> <p>Indirect</p> <p>MSME Sector</p> <p>Scheme</p> <p>Financial Assistance</p> <p>SIDBI provides loan to MSME</p>	<p>Remembering -</p> <p>The student acquires the knowledge of SIDBI (Objective)</p> <p>The student recalls the meaning of SIDBI</p> <p>Understanding -</p> <p>The student develops the understanding of the MSME sector. (Objective)</p> <p>The student discriminate the difference between Micro, Small &amp; Medium Sector. (Specification)</p>

Classification of Micro, Small & Medium Enterprise			
Eg-	Investi	Annual Turnover	applies
Micro	₹ 1 crore	₹ 5 crore	underst-
Small	₹ 10 crore	₹ 50 crore	procedure
Medium	₹ 50 crore	₹ 250 crore	ring a
2. Facts - SIDBI, 2nd April 1990, IDBI, 84, Employment, raw material, Lucknow, Entrepreneur, Modernization, finance			analysis
3. New Term - Subsidiary			y a loan
			ction.

Core Elements and Values	
1. Equality of sexes	Student learn about equality
2. Secularism	of gender, caste & religion



Teacher explain about the scheme of SIDBI :-

SMILE (SIDBI Make in India loan for Enterprises)

Manufacturing Service (MSME)

Equipment (₹10 lakh)    Other Reason (₹25 lakh)

Teacher explain about the SMILE scheme of Govt under which SIDBI provide loan to MSME sector. It provide loan of ₹10 lakh for purchase of equipment & It provide loan for ₹25 lakh for other reason (payment of labour, purchase of raw material, etc).

- Student Listen Carefully.

Teacher explain about MSME sector -

	Inv't	Annual Turnover
Micro	₹1 crore	₹5 crore
Small	₹10 crore	₹50 crore
Medium	₹50 crore	₹250 crore

Teacher explain if a Industry is m... than ₹1 crore of Inv't is there i... & of ₹5 crore of turnover (ar... wer.

Recaptulation Teacher summarizes the topic by saying that we have studied about the SIDBI. It provide loan to MSME scheme & MSME

Mr. Anil Singh has been running a Dhaba for the last 2 years. The excellent quality of food has made the restaurant popular in no time. Motivated by the success of his business, Mr. Singh is now contemplating the idea of opening a chain of similar dhaba at different place. On the basis of above situation, teacher ask the following question.

Date: 30/11/22 "Equality is Not Discrimination, Equality Means Justice" Standard: XI<sup>th</sup>  
 Subject: OCM Topic: SIDBI (Small Industrial Development Bank of India)

\*. Introduction

\*. Meaning -

	Invst	Annual Turn
Micro	₹ 1 crore	₹ 5 crore
Medium	₹ 10 crore	₹ 50 crore
Small	₹ 5 crore	₹ 25 crore

SMILE (Manufacturing Service)  
 Equipm-ent (₹ 10 lakh) → Machinery  
 Other Reason (₹ 25 lakh) → Salary to Employee, etc

**Self reflection**

- 1) I need to communicate with all the student.
- 2) I need to work on my English to communicate with the student.
- 3) I need to give more example.
- 4) I need to frame my sentence in such a way that content all contain all the important point.
- 5) I need to ask question more & more question.



## OBSERVER'S REMARKS

- 1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Should execute effectively.*
- 2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*It was clear but linking statement was messy.*
- 3) Model Reading/Recitation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 4) Method of Teaching: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Include class discussion*
- 5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Refer more content to get mastery over the content.*
- 6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*need to talk more.*
- 7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*good. used probing skill.*
- 8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*still plan <sup>more</sup> to involve your students in the teaching.*
- 9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Not used. Game chart was prepared. Chart should be bigger in size.*
- 10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*B.B. work was good. Well planned.*

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

it is good.

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

Work on voice modulations

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

done. But incorporate more examples

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

good - well dressed up.

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

Summarised all the points well.

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

good case was asked.

#### Remarks and Suggestions :

- Explain what is parent company -
- Repetition can also be done.
- Explanation was good.
- after getting the answer ask (why firms)
- Diagram were drawn. (Good)
- all key elements are covered.
- ask students' names - don't call them
- overall it was good T. shirt person.

OBSERVED BY

NAME: ANJANA TAWAR

SIGNATURE :

Anj/29/11/22'

## II. SAMPLE 2

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)**  
**LESSON PLAN**

Name of the student teacher: Priya S. Yadav Unit: B Roll no.: 45

Name of the school / college: NMFC of Education

Subject: OCM Topic: Features of Women's Self Help Groups (Mahila Bachat Gans)

Practice Lesson No.: 2 Standard: XI Division: A Date: 02/12/22

1. Previous Knowledge The student has a previous knowledge of what Self Help Group.

2. Objectives

1. To enable the student to acquire the knowledge of Features of Women's Self Help Group.
2. To develop the habit of saving in the student.

3. Reference Books Google, You-Tube

4. Method / Technique Lecture-cum-discussion

5. Teaching Aids Game Chart, Flash Card (Women's SHG)

6. Co-relation With Economics

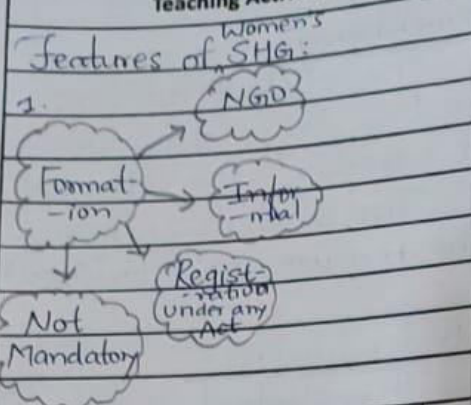
7. Set Induction

1. Which are the financial institution through which we can raise fund?
2. What is SIDBI? 3. What is NABARD?
4. What is Women's Self Help Group?

8. Statement of Aim So, student when women's come together & save money & provide loan from money which they have saved is known as SHG. So, today we are going to learn about features of Women's self Help Group.

Learning Activities

Teaching Activities



Student Observe & Listen Carefully

Teacher explains the formation feature of Women's SHG

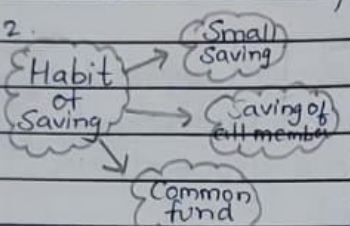
Student Listen Carefully

concept mapping

Teacher ask the follow

1. What is NGO?
2. What is Mandatory

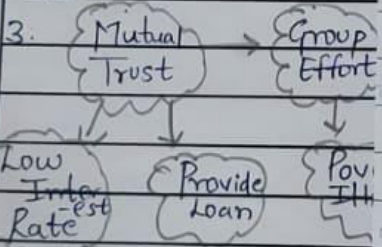
What is Capital?  
 explain the concept  
 promote entrepreneurs



What is Capital?  
 explain the concept  
 promote entrepreneurs

Example - By saving our money we can increase saving habit.

1. What is meant by fund?



Teacher ask following

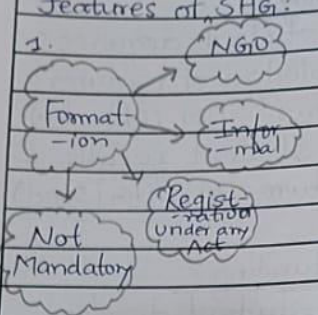
1. What is poverty & Trust through concept

Teacher explain about

Trust through concept

Observe & Listen

Observe & Listen

Teaching Activities	Learning Activities
<p>Features of Women's SHG:</p> <p>1. </p>	Student Observe & Listen Carefully
Teacher explains the formation feature of Women's SHG through	Student Listen Carefully

4. Women Empowerment

Govt

Financial Assistance      Non-financial Assistance

Promote

Women's SHG

Scheme - Lakhpati Shiksha

Teacher ask the following question

1) What is Women Empowerment?

Teacher ask the concept of Women Empowerment through Concept mapping.

Student answer

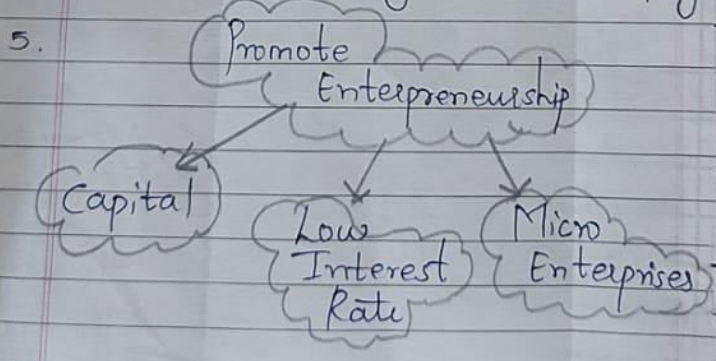
Student answer

Student Observe & Listen Carefully

Student Listen

Student answer

Student Observe & Listen



**Recaptulation** Teacher summarizes the topic by saying that we have studied about the feature of SHG & on the basis of it teacher ask the following question-

**Evaluation**

1. State any three Features of SHG?
2. How Women's Self Help Group promote Entrepreneurship?
3. Registration of Women Self Help Group is mandatory?

**Application** A Group of Women from a village of --- Patnagiri district has a talent of Making Papad but they do not have a money from where they can raise a fund? Why?

**Application** Home Assignment:- Collect data on Parivarn Group (Women's Self Help Group) and write down its function.

**Chalk board summary**

Date : 02/12/22	Standard : XI <sup>th</sup>
Subject : OCM	Topic : Features of Women's SHG
<p>Features</p> <ul style="list-style-type: none"> <li>1. Formation</li> <li>2. Habit of Saving</li> <li>3. Mutual Trust</li> <li>4. Women Empowerment</li> <li>5. Promote Entrepreneurship</li> </ul>	<p>3. Mutual Trust → Group Effort</p> <p>Low Int ← Provide Loan ← Poverty, Illiteracy</p>
<p>1. Formation</p> <p>Not Mandatory Registration under any act</p> <ul style="list-style-type: none"> <li>→ NGO</li> <li>→ Informal</li> </ul>	<p>4. Women Empowerment</p> <p>Govt → Financial Assistance</p> <p>SHG ← Promote ← Non-financial Assistance</p>
<p>2. Habit of Saving</p> <p>Common fund</p> <ul style="list-style-type: none"> <li>→ Small Saving</li> <li>→ Saving of all Member</li> </ul>	<p>5. Promote Entrepreneurship</p> <p>Capital → Low Int</p> <p>Micro Enterprises</p>

**Self reflection**

1. I need to communicate with the student in English.
2. I have to work hard on my content.
3. I have to give more & more examples to the student-so, I can able to make my lecture effective.
4. I have apply more & more strategies to explain the content to the student.
5. I have to ask more and more questions to the student.

## OBSERVER'S REMARKS

- 1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓
- 2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓
- 3) Model Reading/Recitation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓
- 4) Method of Teaching: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*Lecture cum discussion*
- 5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓
- 6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*Nacc. of teaching is good.*
- 7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*still need to practice*
- 8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*Students were answering and taking interest*
- 9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓
- 10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*given - Lakhpati WOMEN SHG*
- 11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*good, class is listening carefully & attentively*
- 12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved ✓  
*good, well organised & planned.*

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

good enthusiasm -

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

Proper gesture → good voice modulation

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

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

Well dressed up and with ID card

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

By revising the points on Board.

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

By having game or Quiz. Students are responding

Remarks and Suggestions :

- 1) Explanation is good. - More emphasis given on each point
- 2) Good encouragement and re-enforcement to the students
- 3) Encourage students → to answer and re-inforce them.

- Practice in front of Mirror of speaking English. — (10-15)  
When you are summarising - then say let's revise it.

OBSERVED BY

NAME: Anyana Tawani

SIGNATURE:

Am / 2 / 12 / 22



### III. SAMPLE 3

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)**  
**LESSON PLAN**

Name of the student teacher: Sharvaree P. Navarkar Unit: A Roll no.: 244

Name of the school / college: S.V.P

Subject: Science Topic: Man Made Materials

Practice Lesson No.: 02 Standard: VIII<sup>th</sup> Division: M Date: 01/12/22

1. Previous Knowledge Students have the basic information about plastics and some man made materials.

2. Objectives

1. To understand the concept of man made materials.
2. To enable the pupil to understand the plastic & properties.
3. To make pupil aware about the effect of heat on the plastic & its types.
4. To understand the topic of thermoplastic & thermosetting.
5. To make pupil aware about the topic thermocol & its adverse effects.

3. Reference Books NCERT books, www.slideshare.com, www.google.com

4. Method / Technique \_\_\_\_\_

5. Teaching Aids Plastic bag, thermocol, scrubber band, tiffin, three pin, furniture, cotton

6. Co-relation Co-relation with the environment

7. Set Induction Do you know that the things around us are made up of materials? For eg. wood is obtained from trees & trees are natural materials. Now tell me the TV, fan, belt, Fridge, furniture are made by whom? Are they obtained directly from nature or are made by some process.

8. Statement of Aim So students, today we are going to study about the topic "Man made Materials"

Content Analysis	Objectives and their Specifications
<p><u>I] Definition :</u></p> <p>1. The materials which are made by man is called man made Materials:</p> <p>2. Plastic : A manmade material showing the property of plasticity.</p>	<p><u>I] Remembering :</u></p> <p>1. To recall the concept of man made materials.</p> <p>2. To recognize the topic plastic &amp; its types</p> <p>3. To recall the concept of thermocol.</p> <p>4. To recognize relation between plastic &amp; environment</p>
<p><u>II] New terms :</u></p> <p>1. <u>Thermoplastic</u> : Plastic that can be molded.</p> <p>2. <u>Thermosetting</u> : Plastic which cannot be molded.</p> <p>3. <u>Corrode</u> : To be destroyed by chemical action.</p> <p>4. <u>Degrade</u> : Capable of being slowly broken down into simple parts.</p> <p>5. <u>Thermocol</u> : It is a complex material called polystyrene.</p> <p>6. <u>Decompose</u> : To separate into simplest compounds.</p>	<p><u>II] Understanding :</u></p> <p>1. To understand the man made materials.</p> <p>2. To describe effect of heat on plastic.</p> <p>3. To understand the concept of thermocol.</p> <p>4. To describe relation between plastic &amp; environment</p>
	<p><u>III] Applying :</u></p> <p>1. The use of knowledge in the protection of environment.</p> <p>2. The application of man made materials in the day to day life.</p>
	<p><u>IV] Skills :</u></p> <p>Critical observation skills.</p>
<p><b>Core Elements and Values</b></p> <p>Protection of the Environment.</p>	

Teaching Activities	Learning Activities
Teacher greet the students	Students greet the teachers
Teacher asks questions to the students.	Students answer
Teacher explains the topic of man made materials and gives example.	Pupil listens carefully
Teacher explains the concept of plastic	Pupil pay attention
Teacher shows the effects of plasticity.	Students observed
Teacher explains the effect of heat on plastic & explains its types. 1) Thermoplastic 2) Thermosetting.	Pupil showed interest
Teacher explains the properties of plastic	Pupil were attentive.
Teacher discuss about the plastic and how it behaves in environment	Pupil were eager to here
Teacher further discuss about the thermocol	Pupil listens
Teacher gives the knowledge about how the thermocol has adverse effects	Pupil were attentive

Recaptulation. A quick recap was taken by revising the important points.

Evaluation. A quiz was taken by dividing the class into two groups and questions were asked: What are man made materials? What is plastic? Name any two properties of plastic. What is thermocol?

Application. Where do you see the use of plastic in your surrounding? Find out types of plastics at your home.

Application. Make list of items in your house that are made up of plastic.

#### Chalk board summary

Date: 01/12/22

Standard: VIII<sup>th</sup> M

Subject: Science

Topic: Man made Materials.

- Man Made materials:  
Materials made by man - chemical processes.
- Plastic: Materials showing the property of plasticity.

Types of Plastics

Thermoplastic

Thermosetting

- Properties of Plastics

1. not corrode
2. not decompose
3. Bad conductor.

- thermocol:

- made of polystyrene.

#### Self reflection

Today was my second lecture in the std VIII<sup>th</sup> M. Today I was nervous because the subject teacher was also present in the class. She was observing me. The topic which I was going to explain was very interesting. Students also showed their interest. I explained them each and every topic by showing demonstration so that the concept gets clear more accurately. Response received by the students was very good. They were enjoying the lecture and the class teacher also gave me good feedback. I have definitely improved my teaching skills.

## OBSERVER'S REMARKS

- 1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*could have been better.*
- 2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*clearly 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  
*You involved students at every stage of lesson.  
Keep it up.*
- 5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*You were very clear about concept.*
- 6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*clear, fluent and logical*
- 7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*You should not ask <sup>too many</sup> yes/no type questions*
- 8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*You brought all relevant material.*
- 10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Need little more control over class, many students were not listening.*
- 12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

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

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

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

Relevant.

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

Be little more strict

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

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

Ask some higher order questions.

Remarks and Suggestions :

You should have asked students to give examples of each type of plastic.

Properties of plastic should have been explained in more detail.

Give feedback to student

OBSERVED BY

NAME :

Charu Singh

SIGNATURE :



## IV. SAMPLE 4

### NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)

#### LESSON PLAN

Name of the student teacher : Sharvasri P. Navasikar Unit : A Roll no. : 44

Name of the school / college : S.V.P.V

Subject : Science Topic : Changes - Physical & chemical

Practice Lesson No. : 3 Standard : VII Division : K Date : 7/12/22

1. Previous Knowledge They have some basic knowledge about the changes

2. Objectives

1. To understand the concept of changes

2. To enable the pupil to have knowledge about the natural & man made changes.

3. To make pupil identify the useful and the harmful changes.

4. To make pupil aware about the fast & the slow changes.

3. Reference Books NCERT Books, www.slideshare.com, www.google.com

4. Method / Technique Lecture cum discussion

5. Teaching Aids balloon, rubberband, sponge, iron

6. Co-relation with Environment

7. Set Induction Have you all eaten chapati's? Can you tell me the process of making chapati's? Yes so when you apply force to the ball of dough it gets converted into a flat circular roti. This is nothing but a change.

8. Statement of Aim So students, today we are going to learn about the topic "Changes - Physical & Chemical".

Content Analysis	Objectives and their Specifications
<p>I] <u>New terms</u> :</p> <p>1. <u>Change</u> : It is a process which alters one or more properties of a substance.</p>	<p>I] <u>Remembering</u> :</p> <p>1. To recall the concept of changes.</p> <p>2. To list out different types of changes.</p> <p>3. To identify various</p>
<p>II] <u>Types of changes</u> :</p> <p>1. <u>Natural</u> : The changes which occur naturally</p> <p>2. <u>Man made</u> : The changes brought by man</p> <p>3. <u>Useful</u> : The changes which are useful &amp; desirable to us.</p> <p>4. <u>Harmful</u> : changes which are harmful to us.</p> <p>5. <u>Fast changes</u> : changes which takes place in a short duration of time.</p> <p>6. <u>Slow changes</u> : changes which takes place in a longer duration of time.</p>	<p>II] <u>Understanding</u> :</p> <p>1. To illustrate changes along with its examples.</p> <p>2. To describe different types of changes</p> <p>3. To compare between the various changes.</p> <p>III] <u>Applying</u> :</p> <p>1. Pupil generalizes the changes which occur in our surrounding</p> <p>2. Pupil interprets how the changes can occur</p> <p>3. Pupil summarizes the types of changes</p> <p>IV] <u>Skills</u> :</p> <p>Critical observation skills.</p>
<p>Core Elements and Values</p> <p>Protection of Environment</p>	



Teaching Activities	Learning Activities
Teacher greet the students	Teacher is greeted by students
Teacher started the lecture by asking some questions	Students responded by giving answers
Teacher asks students to give examples.	Students gave examples
Teacher teaches about the concept of changes	Students listens to it
Teacher gives examples	Students try to understand
Teacher teaches about the types of changes which occur in our surrounding	Students pays attention
Teacher teaches about various types of changes	Students observe.
1. Natural	
2. Man made	Students try to understand
3. Useful	
4. Hazardous	
5. Fast	
6. Slow	
Teacher shows some activities for better understanding	Pupil observe very carefully.

Recaptulation Quick recap is done by going through the important points.

Evaluation is a process which alters one or more properties of a substance.

\*Match the following : ① Natural → season  
② man-made → hair cutting ③ useful changes → cooking food  
④ Harmful change → rusting of iron

Application What type of changes do you observe in the industries ?

Application Name any three types of changes which you observe at your home along with examples.

Chalk board summary

Date : 7/12/22	Standard : VII <sup>th</sup> K
Subject : Science	Topic : Changes : Physical & chemical
<u>change</u> : It is a process which alters one or more properties of a substance	④ Harmful
<u>Types of changes</u>	⑤ Fast changes
① Natural	⑥ slow changes
② Man made	
③ useful	

Self reflection

Today was my <sup>third</sup> ~~second~~ lecture in the standard VIII<sup>th</sup>. I started the lecture by asking some questions. Some students were mischeivous they were constantly talking. To control the class I was very strict. Later they were quite because I showed them the changes which occur in day to day life so that they can relate to it better. Students also gave appropriate and accurate answers to all my questions. I was very happy that I have successfully taught them the chapter because of which they were giving correct answers. I was confident and focused on my content and I have planned the lecture very well.

## OBSERVER'S REMARKS

- 1) Set Induction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*logical well connected to topic*
- 2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*clearly 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  
*You used Explanation, Questioning and discussion method very effectively*
- 5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Fluent, Very clear, keep it up.*
- 7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*all questions were specific and logical*
- 8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Students were involved throughout the lesson*
- 9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*Relevant to the lesson*
- 10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*gave additional examples*
- 11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
*You should have written all changes without rubbing the board. Manage the space properly.*

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

Positive for teaching

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

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

How natural changes are important for us  
could have been included as a value to protect nature

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

Pleasant polite

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

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

Remarks and Suggestions :

You gave lot of day to day examples very good  
Even veg food is cooked. You gave only non-veg eg

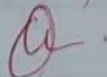
You could have asked the examples of each type  
of change from students while teaching  
also.

for evaluation you should have told them to give  
any other examples other than what was taught

OBSERVED BY

NAME : Charu Singh

SIGNATURE :



## V. SAMPLE 5

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, KANDIVALI (E)

### LESSON PLAN

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

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

Subject Mathematics Topic Perimeter of a square, rectangle & triangle

Practice Lesson No 1 Standard V Division \_\_\_\_\_ Date \_\_\_\_\_

1. Previous Knowledge Students are aware of the shapes like triangle, square and rectangle.

2. Objectives The pupils will be able to:

① acquire knowledge of mathematical 'perimeter'.

② understand mathematical concepts.

③ apply knowledge & understanding in new and unfamiliar situations.

④ develop practical skills in the study of Maths.

⑤ calculate the perimeter of a square, rectangle as well as a triangle.

3. Reference Books SSC Textbook, ICSE textbook, google, library Resources, website





4. Method / Technique Deductive-Inductive, Lecture-cum-Demonstration, Activity Method

5. Teaching Aids Ribbon, cut-outs of square, rectangle, triangle, live objects.

6. Co-relation History, geography, architecture

7. Set Induction Teacher tells a story of a birthday party and asks the students to give borders to it. <sup>(using ribbon)</sup> Students perform the task and measure the amount of ribbon utilized. Teacher then gives shapes and the students to give borders. Then, the teacher then reveals the topic.

8. Statement of Aim So, today we are going to learn about the perimeter of square, rectangle and triangle.

Content Analysis	Objectives and their Specifications
(1) <u>Perimeter</u> Sum (Addition) of all the sides $a+b+c$ 	<u>Remembering</u> (1) Pupils recall the definition of perimeter
(2) <u>Properties of a triangle</u> 3-sided enclosed figure 	(2) Pupils recognize the properties of a triangle (square, rectangle)
(3) <u>Perimeter of a triangle</u> $(a+b+c)$	<u>Understanding</u> (3) Pupils illustrate various examples where they can find the perimeter of shapes
(4) <u>Properties of a square</u> 4-sided enclosed figure All sides are equal 	(4) Pupils describe the method to find the perimeter of a shape
(5) <u>Perimeter of a square</u> $x+x+x+x$ $4x$ $x$ (length of one side)	<u>Applying</u> (5) Pupils analyze different shapes
(6) <u>Properties of a rectangle</u> 4-sided enclosed figure Opposite sides equal 	(6) Pupils apply their knowledge of perimeter in daily life
(7) <u>Perimeter of a rectangle</u> $2(a+b)$	<u>Skill</u> (7) Pupils accurately recognize & state various shapes
Core Elements and Values Equality of sexes Tolerance towards all religion	(8) Pupils state the perimeter of various shapes - develops logical thinking - Develops curiosity & scientific temper - Promotion of positive attitudes to Mathematics

Teaching Activities	Learning Activities
1. Teacher <u>uses</u> <u>demonstration</u> & <u>explains</u> the concept of <u>perimeter</u> (sum of all sides)	1. Students <u>listen</u> <u>attentively</u> and <u>understands</u> the <u>meaning</u> of <u>perimeter</u> .
2. Teacher <u>gives</u> <u>various</u> <u>shapes</u> to the students & asks them to <u>identify</u> the <u>shape</u> and <u>state</u> its <u>special</u> <u>characteristics</u> .	2. Students <u>observe</u> & <u>identify</u> the <u>shapes</u> & <u>state</u> its <u>properties</u> ( <u>characteristics</u> ).
3. Teacher <u>again</u> <u>demonstrates</u> & <u>explains</u> the method to <u>calculate</u> the <u>perimeter</u> of a <u>square</u> .	3. Students <u>understands</u> the <u>method</u> to <u>calculate</u> the <u>perimeter</u> of a <u>square</u> .
4. Teacher <u>gives</u> <u>more</u> <u>examples</u> to the students to <u>understand</u> the <u>concept</u> with <u>practice</u> .	4. Students <u>solves</u> the <u>examples</u> and <u>calculates</u> the <u>perimeter</u> of <u>problems</u> .
5. Similarly, the teacher <u>gives</u> <u>explanation</u> & <u>asks</u> the students to <u>develop</u> the <u>formula</u> of <u>how</u> to <u>calculate</u> the <u>perimeter</u> of a <u>rectangle</u> and <u>triangle</u> .	5. Students <u>listen</u> <u>attentively</u> and <u>interacts</u> with the <u>teacher</u> in order to <u>calculate</u> the <u>perimeter</u> .
6. Teacher <u>gives</u> <u>more</u> <u>shapes</u> to the students in order to <u>calculate</u> the <u>perimeter</u> .	6. Students <u>solves</u> & <u>calculates</u> the <u>problem</u> of <u>perimeter</u> .
7. Teacher <u>gives</u> <u>word</u> <u>problems</u> and <u>even</u> <u>ask</u> students to <u>give</u> <u>real</u> <u>life</u> <u>examples</u> where the <u>concept</u> of <u>perimeter</u> is <u>used</u> .	7. Student <u>solves</u> , <u>interacts</u> and <u>actively</u> <u>participate</u> in the <u>discussion</u> .




Recapitulation Recapitulation done by reading and recollecting the important concepts formulas of perimeter of square, rectangle & triangle

- Evaluation Quiz:
- Calculate the perimeter of a square of side 8.5 cm
  - Calculate the perimeter of a rectangle of 1.68 m by 9 m
  - Calculate the perimeter of an equilateral triangle side = 30

Application There is a ground in the society. We need to fence it as the trespassers are disturbing it. The ground is rectangle with length of 200 m and breadth is half of its length. How many metres of fencing is needed?

- Homework:
- Find the perimeter of the following
  - ① Square - length = 32 m
  - ② Rectangle -  $l = 59$  cm  $b = 32$  cm

Check board summary

Date _____		Standard V	
Subject Mathematics Perimeter of a square, rectangle & triangle			
① Perimeter = sum of all sides		⑤ Perimeter of a square = $4 \times$ (length of one side)	
② Properties of a triangle 3 sided enclosed figure		④ Properties of a rectangle 4 sided enclosed figure opposite sides - same length	
③ Perimeter of a triangle $a + b + c$		⑥ Perimeter of a rectangle $2 \times (a + b)$ OR $2 \times (l + b)$	
④ Properties of a square 4 sided enclosed figure. All sides equal			

Self reflection

Students understood the concept of perimeter. They were able to answer all my questions confidently.

They showed their interest in the topic by interacting very well. There was discipline in the class which boosted my confidence.

I was happy with moon's remarks and made up my mind to deliver much more better next time.



### OBSERVER'S REMARKS

- 1) Self Introduction: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
Appropriate & interest was developed
- 2) Statement of Aim: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
clearly stated
- 3) Model Reading Recitation: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
- NA -
- 4) Method of Teaching: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
Appropriate
- 5) Content Mastery: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved  
Mostly over the topic words show
- 6) Communication Skills: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 7) Questioning: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 8) Interaction with the pupils: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 9) Use of Teaching Aids: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 10) Additional information: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 11) Classroom Management: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved
- 12) Chalk Board Summary: Excellent / Very Good / Good / Very Satisfactory / Fair / Need Improved

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

Towards the Class

Positive

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

Clearly seen

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

Elements / Values

Clearly inculcate

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

Confident, energetic & enthusiastic

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

properly taken

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

by asking application based questions

Remarks and Suggestions:

- Teaching aids are attractive
- Effective use of TLM
- All learning steps were effectively completed
- Problem solving skills among students were properly developed

Overall lesson was V. Good.

OBSERVED BY

NAME: Ms. Shubhangi Kene

SIGNATURE:



2. Competency acquired in evaluation process in schools

Page : \_\_\_\_\_ Date : \_\_\_\_\_

Weightage to objectives

No.	Objectives	Marks	%
1	Remembering	4	20%
2	Understanding	4	20%
3	Application	8	40%
4	Skills	4	20%
	Total	20	100%

Weightage to Sub-units

No.	Sub-units	Marks	%
1	Easy Type	6	30%
2	Short Answers	6	30%
3	Objectives	8	40%
	Total	20	100%

Page :

Date :

### Weightage to Item Format

No.	Item Format	No. of Question	Marks	%
1	fill in the blank	2	2	10%
2	True or false	2	2	10%
3	Name the following	2	2	10%
4	Answer in short	2	4	20%
5	Complete the table	1	4	20%
6	Answer in details	2	6	30%
	Total	11	20	100

Page :

Date :

Unit Test Marksheet  
 Sub : Geography / Economics  
 Total Marks : 20

Std IX

Passing marks : 07

Sr.No.	Name of Students	Marks	%	Pass/Fail
1	Deepak Jha	16	80	Pass
2	Kavya Dubey	12	60	Pass
3	Abush Mishra	14	70	Pass
4	Hiya Adhikari	08	40	Pass
5	Pratibha Ray	09	45	Pass
6	Sujit Gupta	17	85	Pass
7	Amit Chaurasiya	15	75	Pass
8	Sania Parvin	19	95	Pass
9	Chandani Sharma	13	65	Pass
10	Vipul Gupta	14	70	Pass
11	Rekha Rajbhar	11	55	Pass
12	Jishu Kamat	18	90	Pass
13	Ritesh Dubey	19	95	Pass
14	Prachi Pandey	07	35	Pass
15	Durgesh Shah	10	50	Pass
16	Krishna Pandey	11	55	Pass
17	Sakshi Jha	15	75	Pass
18	Pinky Giri	16	80	Pass
19	Khushboo Yadav	08	40	Pass
20	Nikhil Chauhan	09	45	Pass

## Means of Scores

$$\text{Mean} = \frac{\sum x}{n}$$

$$= \frac{295}{20}$$

$$\bar{x} = 14.75$$

## Mean Interpretation

Mean represent the average of the given data .

## Question Paper

1A fill in the Blank

1) \_\_\_\_\_ Provide door to door services

2) The use of RORO services started in \_\_\_\_\_  
Railways in India.

1B True or False

1) Roadways suitable for long distance

2) There is no problem of traffic jam on railways

C Name the following

1) National highway near your area

2) Port along the coast of Maharashtra.

2A Answer in short

1) Write the various means of communication?

2) Which are the different kind of transport routes?

B Answer in detail

1) Newspaper are used for communication; Explain?

2) Explain how, T.V. is a cheap means of communications.

Complete the table

Transport route	Means of transport	Used for
Roadways	Metro	Goods

# BLUE PRINT

Content	Remembering		Understanding		Application		Skills	
	E	S	E	S	E	S	E	S
Fill in the blank		0		0		0		0
True or False		2						
Name the following								
Answer in short		2						
Answer in details								
Complete the table								
Total		1						

Page: \_\_\_\_\_

Unit Test

: Geograph

tal Mark

No.	Name
1	
2	Deep
3	Kav
4	Abh
5	Hir
6	Pr
7	S
8	Ar
9	S
10	C
11	V
12	T
13	
14	
15	
16	
17	
18	
19	
20	



TABLE 5:- BLUEPRINT.

Sl. No.	Topic	E	S	O	E	S	O	E	S	O	E	S	O	E	S	O	Marks
1	Human Skeleton		2(2)		1(2)												4
2	The axial and appendicular skeleton				1(2)												2
3	Joints		4(2)							1(3)							5
4	Types of Joints				1(2)												2
5	Types of Bones							1(2)						1(3)			5
6	The skin															1(2)	2
	<b>TOTAL</b>		<b>6(4)</b>		<b>3(6)</b>			<b>1(2)</b>		<b>1(3)</b>				<b>2(5)</b>			<b>20 Marks</b>

• E = Essay type questions  
 • S = short answers  
 • O = objective type questions

TOTAL MARKS :- 20 Marks [PAPER] (MARKSHEET)  
 STD :- 6<sup>th</sup> DIV: H SCHOOL :- S.V.P.V.V

Roll No	Name of students	Marks obtained	Percentage	Pass/Fail	Rank
1	Naitik	12	60%	P	11th
2	Aditya chauwasiya	14	70%	P	2nd
3	Prem Kamlesh chauwasiya	18	90%	P	1st
4	Maharshi Dhanak	10	50%	P	5th
5	Rudra S. fadare	08	40%	P	6th
6	Soham Sachin Ganga	04	20%	F	-
7	Gupta Priyanshu	07	35%	P	-
8	shivam Gupta	10	50%	P	5th
9	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>
10	Jaiswal vinit krishna	06	30%	F	-
11	Kalor meet Rameshbhai	10	50%	P	5th
12	keshari Prince	12	60%	P	11th
13	Adhinav Manuja	05	25%	F	-
14	chaitanya Mnadaye	12	60%	P	11th
15	Ganesh Nandan	18	90%	P	1st
16	Naragan	08	40%	P	6th
17	Dhairya Nagaria	08	40%	P	6th
18	Dhanesh .R. Pal	12	60%	P	11th
19	Rudra Parmar	08	40%	P	6th
20	DHARIK P. SHAH	10	50%	P	5th
21	SHAH MANSI	14	70%	P	2nd
22	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>
23	Akash Prajapati	12	60%	P	11th
24	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>	<del>Ab</del>
25	Vinayak Rajibhau	13	65%	P	3rd
26	Shah anvay Bhanesh	18	90%	P	1st

MEAN OF SCORE

Arithmetic Mean Formula.

$$\text{Arithmetic Mean} = \frac{\sum x_i}{n}$$

$$\text{Arithmetic Mean} = \frac{\sum (f_i \times x_i)}{f_i}$$

(12)

X	f	f × X
18	3	54
14	2	28
13	1	13
12	5	60
10	4	40
08	4	32
06	1	6
07	1	7
05	1	5
04	1	4
	23	251

$$\text{Mean} = 251/23$$

$$\text{Thus Mean} = 10.91$$

Mean Interpretation.

Mean represents the average of the given distribution

The Mean of the given distribution is 10.91

The above shows us that the score concentrates around 10.91

# Question Paper

9

## UNIT TEST

TIME DURATION:- 60 min [20 Marks]

Name:- \_\_\_\_\_ RollNo :- \_\_\_\_\_ Std :- \_\_\_\_\_ Div :- \_\_\_\_\_  
Subject :- \_\_\_\_\_ Date:- \_\_\_\_\_ School :- \_\_\_\_\_

Q.1 [A] Multiple Choice Question. [2:-Marks]

- (1) The Number Of Bones Present In Human Body \_\_\_\_\_  
(a) 106 (b) 206 (c) 306 (d) 406
- (2) A Frame Work Which gives Shape to our body \_\_\_\_\_  
(a) Heart (b) Lungs (c) Skeleton (d) Muscles

[B] Match The Following . [2:-Marks]

Column-A	Column-B
(1) Hinge Joint	(a) Wrist and ankle
(2) Gliding Joint	(b) Elbow And Knee
(3) Movable Joint	(c) Skull
(4) Immovable Joint	(d) Arms And Leg

Q.2. Short Answers [10: Marks]

(1) What Is Human Skeleton?

Ans:-

(2) Name the Types Of Bones ? Write one example of each? where they are present?

Ans:-

(3) What Does Axial Skeleton Consist Of ?

Ans:-

ANSWER KEY

UNIT TEST

TIME DURATION:- 60 min [20 Marks]

Name:- \_\_\_\_\_ RollNo :- \_\_\_\_\_ Std :- \_\_\_\_\_ Div :- \_\_\_\_\_  
Subject :- \_\_\_\_\_ Date:- \_\_\_\_\_ School :- \_\_\_\_\_

Q.1 [A] Multiple Choice Question. [2:-Marks]

- (1) The Number Of Bones Present In Human Body 206  
 (a) 106 (b) 206 (c) 306 (d) 406
- (2) A Frame Work Which gives Shape to our body skeleton.  
 (a) Heart (b) Lungs (c) Skeleton (d) Muscles

[B] Match The Following . [2:-Marks]

Column-A	Column-B	
(1) Hinge Joint	(a) Wrist and ankle	1-b
(2) Gliding Joint	(b) Elbow And Knee	2-a
(3) Movable Joint	(c) Skull	= 3-d
(4) Immovable Joint	(d) Arms And Leg	4-c

Q.2. Short Answers [10:Marks]

(1) What Is Human Skeleton?

Ans:- The skeletal system mainly provides a structural framework and supports the body.  
 It is made up of 206 bones.

(2) Name the Types Of Bones ? Write one example of each? where they are present?

Ans:- ① Long bone ② Short bone ③ Flat bone ④ Irregular bone  
 Ex: The thigh bone present in thigh hand bone present in hand skull bone and rib bones present in sternum vertebrae and sacrum present in vertebrae.

(3) What Does Axial Skeleton Consist Of ?

Ans:- Axial skeleton consists of:-  
 ① Skull  
 ② Ribcage  
 ③ The spine (Backbone or vertebral column)

Def:- The framework of the body, consisting of bones and other connective tissue, which protect and supports the body tissue and internal organs.

### 3. Involvement in various activities in school


#### 1. OBSERVATION OF SCHOOL ACTIVITIES (NO. 1)

02/08/2022

ASSEMBLY

We conducted Assembly in Shri. Jambadas Adukiya English School. We first selected students from every class, we selected two girls and two boys from V<sup>th</sup> std to X<sup>th</sup> std as X<sup>th</sup> std needs to study, so, we didn't select them. After this, we conducted their practice one day before. We took practice of prayer before class then National anthem, pledge, thought of the day, News Reading in respective order. On 2nd day, we conducted our assembly, students of the school gathered in the basement and the students we selected were on the stage and they started with prayer as there was no mike system so students can't repeat. So, we decided that the students will read and not ask for repetition. Overall, the assembly went smoothly and the whole school participated with the all the teachers and principal. Our supervisor teacher, Ms. Navita ma'am also appreciated our efforts and gave a good feedback.

H.S. Thakkar  
Student teacher's signature

  
Supervisor's signature

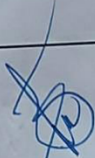
## 1. OBSERVATION OF SCHOOL ACTIVITIES (NO. 2)

16/07/2022

GURU PURNIMA

Guru purnima celebration was very nice and outstanding. We all B.ed students participated, I participated in dance and our song was "Guru Brahma." The celebration was very nice, our teachers enjoyed a lot and appreciated all of us. First we started with prayer of goddess Saraswati and then Lord Ganesha prayer dance which was in Kathak. We continued the day with shayari and story/poem session. Then we had a group dance in which I had participated. Teachers loved our dance, appreciated us and gave blessings. Then there was story telling, which was motivational story about a teacher and student. There was a game set for teachers name "fish pond" in which teachers were asked to pick up chits, read aloud and guess for which teacher it is written for. It was fun game, where everyone enjoyed and we ended the day with national anthem.

H.S. Thakkar  
Student teacher's signature

  
Supervisor's signature

## 1. OBSERVATION OF SCHOOL ACTIVITIES (NO. 2)

In 5<sup>th</sup> std, we have taken Essay Writing Competition i.e. Rainy Season. They all were excited while doing this activity. I loved taking their activity as they were excited regarding it. They tried to give their best as they were eagerly waiting for the prize which been announced, so they were trying their best to win that award. I told them how to write as well as they were trying too. They sometimes told us how to correct the spellings we helped them little bit, about the composition and also they were excited about the lesson which they were learning. They enjoyed the ~~lesson~~<sup>competition</sup> very well and it was an amazing day spent well. I also enjoy the day. The day spent well. Also, They were excited for to know the winner, and the winner was also got very happy, regarding the competition. They were prised and the things went good.

@adam

Student teacher's signature

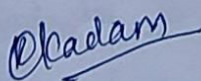
Supervisor's signature

### 1. OBSERVATION OF SCHOOL ACTIVITIES (NO. 3)

2/8/22

ASSEMBLY

We conducted assembly in Tamnadas Adubuja English school. We first selected students from every class we selected students girls and two boys from each class i.e. from V<sup>th</sup> to X<sup>th</sup> std. We conducted their practise one day before we took practise one day before prayer before class then national anthem then pledge. then thought for the day then News Reading on 2<sup>nd</sup> August we conducted our actual assembly. Students of the school gathered in the ground of the school and the student we selected were on the stage and they started with prayer as there was no mic system so student can't repeat. so we decide that the student will read and not ask for repetition overall assembly gone smoothly and the whole school participated.



Student teacher's signature



Supervisor's signature



## 1. OBSERVATION OF SCHOOL ACTIVITIES (NO. 1)

In 6<sup>th</sup> std, we have took competition which was Debate competition, we told the students to tell us the advantages and disadvantages of healthy v/s Junk food where all were participated, we told them to be parted in team like team A and Team B and then they all were those who love to eat healthy food they were sitting in one side i.e Team A and those who love to eat Junk food was sitting on one side i.e Team B. They all were excited as we told them to say the advantages and disadvantages of their respective food, where they all were participated they were enjoying all the theme in which A and B are enjoying themselves I enjoyed taking their debate competition which they all were trying to participate and gave us the answer. We too enjoyed the Competition very well. The Day spent too good and it was fun taking their activity

Twinkle


Student teacher's signature



Supervisor's signature

#### 4. Regularity, initiative and commitment


NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION											
DAILY ATTENDANCE SHEET											
SEM - 3 INTERNSHIP			GROUP - 7						SHEET - 2		
SR. NO.	DATE TIME	19.10.2020		20.10.2020		21.10.2020		22.10.2020		23.10.2020	
		IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1	AARTI VEGAD	2:00 PM	5:00 PM	2:02 PM	5:48 PM	2:02 PM	5:00 PM	1:57 PM	5:12 PM	2:00 PM	5:00 PM
2	RESHAM KARVIR	2:00 PM	5:00 PM	1:58 PM	5:48 PM	2:02 PM	5:00 PM	1:57 PM	5:12 PM	2:00 PM	5:00 PM
3	RICHA KHARWAR	2:00 PM	5:00 PM	1:58 PM	5:48 PM	2:02 PM	5:00 PM	1:57 PM	5:12 PM	2:00 PM	5:00 PM
4	DRASHTI LAD	2:00 PM	5:00 PM	1:58 PM	5:48 PM	2:02 PM	5:00 PM	1:57 PM	5:12 PM	2:00 PM	5:00 PM
5	SHIKHA SINGH	3:37 PM	4:45 PM	1:58 PM	5:48 PM	2:02 PM	5:00 PM	1:57 PM	5:12 PM	2:00 PM	5:00 PM
6	POOJA SHUKLA	2:04 PM	5:00 PM	2:03 PM	5:48 PM	2:05 PM	5:00 PM	1:58 PM	5:12 PM	2:00 PM	5:00 PM
7	SUJATA MAURYA	2:04 PM	5:00 PM	1:58 PM	5:48 PM	2:03 PM	5:00 PM	2:01 PM	5:12 PM	2:00 PM	5:00 PM
8	VIKRANT SAWANT	2:00 PM	5:00 PM	2:05 PM	5:48 PM	2:03 PM	5:00 PM	2:00 PM	5:12 PM	2:00 PM	5:00 PM
9	LAKSHMI PAL	2:04 PM	5:00 PM	1:58 PM	5:15 PM	2:03 PM	5:00 PM	1:57 PM	5:12 PM	2:05 PM	5:00 PM
10	NIRMALA NADAR	2:00 PM	5:00 PM	1:58 PM	5:48 PM	2:03 PM	5:00 PM	1:58 PM	5:04 PM	2:00 PM	5:00 PM
TEACHER INCHARGE		SHUBHANGI MA'AM		SHUBHANGI MA'AM		DAMANJIT MA'AM		DAMANJIT MA'AM		GLANY MA'AM	
		2:00 PM	5:00 PM	1:58 PM	5:48 PM	2:02 PM	5:00 PM	1:57 PM	5:12 PM	2:00 PM	5:00 PM


TEACHER INCHARGE: 

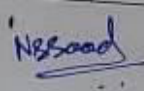
PRINCIPAL

NOTE: ON 23.10.2020 POOJA SHUKLA LEFT EARLY AS HER PHONE STOPPED WORKING AND SHE HAD TO GET IT REPAIRED  
NOTE: LAXMI PAL AND SUJATA MAURYA ARE NOT ACTIVE DURING OTHER'S LESSONS

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION											
Daily Attendance Sheet											
SEM - 3 INTERNSHIP			GROUP NO. - 4								
Sr. no	DATE Time	19/10/2020		20/10/2020		21/10/2020		22/10/2020		23/10/2020	
		IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1	Charmi Virami	2	5	2	5						
2	Ruchi Yadav	2	5	2	5	02:30	05:10	2	05:10	02:30	05:22
3	Pooja Shah	2	5	2	5	2	05:10	2	05:10	02:25	04:45
4	Khushboo Kothari	2	5	2	5	2	05:10	2	05:10	2	05:22
5	Ashwini Jain	2	04:17	2	04:30	2	05:10	2	05:10	2	05:22
6	Chaitra Shetty	2	5	2	5	02:05	05:10	2	05:10	2	05:22
7	Soniya Bhootra	2	5	2	5	2	05:10	2	05:10	2	05:22
8	Chintan Parekh	2	03:30	ab	ab	2	04:30	4	05:10	02:00	05:22
TEACHER INCHARGE						2	04:30	2	03:17	2	03:30
1	Usha ma'am	2	5	2	5						
2	Nishita ma'am										
3	Sweety ma'am					2	05:10	2	05:10		
Teacher Incharge										2	05:22
										Principal	



NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION											
GROUP NO. - 3											
Daily Attendance Sheet											
Sr. no	DATE	Sheet No: 2									
		19-10-2020		20-10-2020		21-10-2020		22-10-2020		23-10-2020	
	Time	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1	Seema Chaudhay	01:57	04:55	01:57	05:00	01:57	04:30	02:00	05:01	01:55	05:00
2	Arti Gupta	01:57	04:55	01:57	04:55	01:56	04:30	01:58	05:01	01:55	05:00
3	Ashita Karkera	01:59	04:55	01:59	04:55	01:59	04:30	02:02	05:01	01:57	05:00
4	Manisha Gupta	01:57	04:55	01:57	04:55	01:56	04:30	01:58	05:01	01:57	05:00
5	Sanjivani Goyani	Absent		01:57	04:55	01:56	04:30	01:58	05:01	01:57	05:00
6	Nisha Jaiswal	01:57	04:55	01:57	02:55	Absent		Absent		Absent	
7	Khushboo Sheikh	02:00	04:55	02:00	05:00	01:56	04:30	01:58	05:01	01:57	05:00
8	Dona D'souza	01:57	04:55	01:57	04:55	01:58	04:30	01:58	05:01	02:00	05:00
10	Chanda Jhangiani	01:57	04:55	01:57	05:00	01:55	04:30	01:58	05:01	01:55	05:00
					05:00	01:55	04:30	01:58	05:00	01:55	05:00
TEACHER INCHARGE		Nitisha Mam		Nitisha Mam		Sweety Mam		Sweety Mam		Celine mam	
Teacher IN-out Time		01:55	04:55	01:55	04:55	01:50	04:30	01:55	05:01	01:55	05:00
Teacher Incharge											
		Principal									

NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION											
SEM. 3 INTERNSHIP											
GROUP NO. - 2											
Daily Attendance Sheet											
Sr. no	DATE	Sheet No: 2									
		19-10-2020		20-10-2020		21-10-2020		22-10-2020		23-10-2020	
	Name	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1	Priya Padhi	02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
2	Mansi Shah	02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
3	Yesha Jani	02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
4	Neha Kadam	02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
5	R. Shridhar	02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
6	Farheen Khan	02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
7	Zareen Khan	02:05	04:50	02:10	04:48	01:58	04:48	02:00	04:48	02:02	04:55
8	Shraddha Chavan	02:05	04:50	02:10	04:48	01:58	04:48	02:00	04:48	02:02	04:55
9	Rita Kinnari	03:00	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
				02:00	04:48	01:58	04:48	02:00	04:48	02:00	04:55
TEACHER INCHARGE		Mrs. Navita Sood		Mrs. Sweety S		Mrs. Celine Rodrigues		Mrs. Shubham			
Incharge In Out Time		02:05	04:50	02:00	04:48	01:58	04:48	01:58	04:48	02:00	04:55
Teacher Incharge											
		Principal									

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION**  
**Daily Attendance Sheet**

SEM-3 INTERNSHIP		GROUP NO. - 9									
Sr. no	DATE Time	19-10-2020		20-10-2020		21-10-2020		22-10-2020		23-10-2020	
		IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
1	Sonam Yadav	02:01	05:15	02:00	05:09	02:00	05:15	02:01	05:13	02:02	05:25
2	Vinita Sanischariya	02:01	05:15	01:57	05:09	01:54	05:15	02:03	05:13	01:56	05:25
3	Seema Gupta	02:01	05:15	01:57	05:09	01:54	05:15	02:03	05:13	01:57	05:25
4	Sadhna Yadav	02:02	05:15	01:59	05:09	02:05	05:15	02:03	05:13	02:02	05:25
5	Pooja Yadav	02:01	05:15	01:59	05:09	01:55	05:15	02:02	05:13	01:56	05:25
6	Jagruti Singh	02:01	05:15	01:57	05:09	01:54	05:15	02:01	05:13	01:56	05:25
7	Kajal Singh	02:03	05:15	02:05	05:09	01:54	05:15	02:01	05:13	01:56	05:25
8	Ozal Solanki	02:01	05:15	01:58	05:09	04:07	05:15	02:03	05:13	01:59	05:25
9	Mansi Vastani	02:02	05:15	02:15	05:09	02:05	05:15	02:01	05:13	02:07	05:25
10	Preeti Tiwari	02:03	05:15	01:57	05:09	01:55	05:15	02:01	05:13	01:59	05:25
TEACHER INCHARGE		Sushmita Mam		Sushmita Mam		Rupali Mam		Rupali Mam		Shubhangi Mam	
		02:01	05:15	01:57	05:09	01:54	05:15	02:01	05:13	01:56	05:25
Teacher Incharge											

*Sushmita*

Principal