



Bharatiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed. College

Laxman Nagar, Thergaon Pune- 411033.

NCTE Code No. : APW00791/123125

Affiliated to University of Pune



PRESIDENT
Shri. S.S. Tiwari
(M.Sc DCM)

Ph. No.: 020-27276785 Email: kkbedpune@gmail.com
Website : www.kkbedpune.org.in

PRINCIPAL
Dr. Nirmala Tapkeer
(M.A.M.E.d Ph.D) (Edu.)

Course BED 207: Teaching Competencies IV:

A/Y-2023-2024

Internship: 8 credits (16 weeks) 200 marks

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

Objectives of the Internship:- To enable the student teacher:-

1. To develop lesson plans and conduct lessons.
2. To develop a plan of evaluation for the unit taught.
- 3 To know the various types of records are prepared and maintained in the school.
- 4 To organize co-curricular and extracurricular activities in the school.
- 5 To observe, give feedback and reflect on the lessons given by peers.
6. To get a feel of total experience of teaching in the school.

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

- 1) 6 Lessons
- 2) Plan of evaluation for 2 respective methods
- 3) Study of the records maintained by the school –any 4 records.
- 4) Organization of co curricular/extracurricular activities.
- 5) Observation of peers 6 lessons,
- 6)) Other School Activities, Programmes-PTA



NT Tapkeer

Principal

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Details of the above activities given below-

1) Lessons

6 lessons: 3 credits (75 marks)

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

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

2) Plan of evaluation: 1 credit (25 marks)

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

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

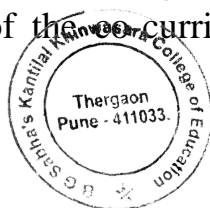
3) Study of the records maintained by the school: 1 credit-25 marks


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

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

4) Organization of co curricular/extracurricular activities: 1 credit-25 marks.

To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities




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arranged regularly during the internship period in the school. She has to maintain a detailed record of the same. It is expected that s/he shall reflect and write about these experiences. It will help her/him in understanding and addressing her/his professional identity as a teacher. Marks calculated out of 25 are to be given for the write up.

5) Observation of peers: I credit (25 marks)

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

Marks calculated out of 25 are to be given for observations notebook.

6) Other School Activities/Programmes: 1 credit (25 marks)

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

Develop an academic calendar for the various activities to be organized in the school under the guidance of the school teacher.

Information regarding Parent teacher association.

Professional organization of teachers.

Practices of inclusion.

Provision for slow learners.

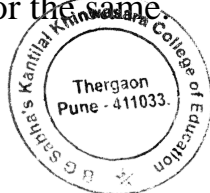
Activities for gifted students,

Community related work.

Activities for professional growth of teaching and non-teaching staff.

Any other innovative/special practices adopted by the school.

Marks out of 50 are to be given for the same



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BED 207 - INTERNSHIP EVALUATION CHART

Teaching Competency

Name of the Student: SWATI ULLHAS APTE Roll No.: 20 Div: 'A'

Activity No. A: Block Teaching Lessons

Subject 1 (Out of 100 each)			Subject 2 (Out of 100 each)			Total 600	Out of 75
L1	L2	L3	L4	L5	L6		
86	87	88	86	86	88	521	65

Activity No. B: Plan of Evaluation

		Subject 1	Subject 2	Total Marks 400	Out of 25
i	Unit Plan (50)	42	42		
ii	Development and conduct of Unit Test (100)	86	87	342	21
iii	Blue print, Model Answer & Marking Scheme (50)	42	43		

Activity No. C: Study of the records maintained by the School

		Total 100	Out of 25
i	Report of any 4 records maintained by the School (100)	82	21

Activity No. D: Organization of Co-curricular & Extra-curricular Activities

Activity 1 (50)	Activity 2 (50)	Total Marks 100	Out of 25
42	45	87	22

Activity No. E: Observation of Peers

Subject 1 (Out of 100 each)			Subject 2 (Out of 100 each)			Total 600	Out of 25
L1	L2	L3	L4	L5	L6		
82	82	83	83	83	84	497	21

Activity No. F: Other School Activities/Programmes

		Total 50	Out of 25
i	Other School Activities/Programmes (50)	43	22

Total Marks						Out of 200
A	B	C	D	E	F	
65	21	21	22	21	22	172

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BED: 207

TEACHING COMPETENCIES - IV

INTERNSHIP

GUIDE PROFESSOR:

PROF. VARSHA LAMBATE

SUBMITTED BY:

SWATI ULLHAS APTE

Date _____

Page _____

Topic _____

ACKNOWLEDGEMENT

I, Swati Ulhas Apté, a B.Ed. Second Year Student of Kantilal Khinwasara B.Ed. College, Thergaon, would like to express my sincere gratitude to our respected Prof. Varsha Lambale Ma'am, for her continuous friendly guidance and support, throughout the course of the Practical 'INTERNSHIP' under the Subject 'Teaching Competencies - IV'.

This Practical would not have been possible if not for the respected Principal of Shri Sai English School, Wakad, MRS. PADMESHWARI JAIN Ma'am, and the entire Staff and Students of SHRI SAI ENGLISH SCHOOL. I am eternally grateful to all of them.

I would also like to extend my heartfelt gratitude to the College Administration, and also to our respected Principal Dr. Nirmala Tapker Ma'am for their motivation and support.

THANK YOU!

CERTIFICATE

This to certify that second year student-teacher
SWATI ULLHAS APTE of
Kantilal Khinwasara B.Ed. College, Thergaon has
completed his/her Internship Programme successfully in our
school, From 21/11/2023 To 23/12/2023 and
From 02/01/2024 To 10/03/2024, Ten days are
excluded from the month of December.



School Stamp

Jain
HEAD-M/STRESS
SHRI SAI ENGLISH SCHOOL
Nr. Wakad Telephone Exchange, Kaveri Nagar,
Wakad, Pune-411 027

Principal

INDEX

S. No.	CONTENTS
1.	CERTIFICATE
2.	ATTENDANCE SHEETS
3.	TIME - TABLE
4.	INTRODUCTION
5.	OBJECTIVES
6.	BLOCK TEACHING
7.	PLAN OF EVALUATION <ul style="list-style-type: none">* UNIT PLAN* UNIT TEST* BLUE-PRINT, MODEL ANSWERS, AND MARKING SCHEME
8.	STUDY OF RECORDS
9.	ORGANIZATION OF CO-CURRICULAR ACTIVITIES
10.	ORGANIZATION OF EXTRA-CURRICULAR ACTIVITIES
11.	OBSERVATION OF PEERS
12.	INFORMATION REGARDING PTA (PARENTS-TEACHERS' ASSOCIATION)
13.	FAREWELL
14.	EDUCATIONAL IMPLICATIONS
15.	MY OPINION

Shri Sai English School, Wakad												
Attendance Sheet : Month - November 2023												
Sr. No.	Student-Teacher Name	21	22	23	24	25	26	27	28	29	30	31
1	Priyanka Innani	P	P	P	P	P		P	P	P	P	
2	Swati Ullhas Apte	P	P	P	P	P	S					
3	Roshani Mishra	P	P	P	P	P	U					
4	Suchitra Pawar	P	P	P	P	P	N					
5	Deeksha Garkoti	P	P	P	P	P	D					
6	Rashmi Mahulkar	P	P	P	P	P	A					
7	Nusrat Tamboli	P	P	P	P	P	Y					
8	Rukhsana Ansari	P	P	P	P	P						

Shri Sai English School, Wakad																																				
Attendance Sheet : Month - December 2023																																				
Sr. No.	Student-Teacher Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
1	Priyanka Innani	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
2	Swati Ullhas Apte	P	P	S	P	P	P	P	P	P	S	P	P	P	P	P	P	S	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
3	Roshani Mishra	P	P	U	P	P	P	P	P	P	U	P	P	P	P	P	P	U	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
4	Suchitra Pawar	P	P	N	P	P	P	P	P	P	N	P	P	P	P	P	P	N	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
5	Deeksha Garkoti	P	P	D	P	P	P	P	P	P	D	P	P	P	P	P	P	D	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
6	Rashmi Mahulkar	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
7	Nusrat Tamboli	P	P	Y	P	P	P	P	P	P	Y	P	P	P	P	P	P	Y	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
8	Rukhsana Ansari	P	P		P	P	P	P	P	P		P	P	P	P	P	P		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

CHRISTMAS VACATION

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Shri Sai English School, Wakad

Attendance Sheet : Month - January 2024

Sr. No.	Student-Teacher Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Priyanka Innani	N	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2	Swati Uilhas Apte	E	P	P	P	P	P	S	P	P	P	P	P	P	S	A	P	P	P	P	P	S	R	P	P	P	P	P	P	P	P	P
3	Roshani Mishra	W	P	P	P	P	P	U	P	P	P	P	P	P	U	N	P	P	P	P	P	U	P	P	P	P	P	P	P	P	P	P
4	Suchitra Pawar		P	P	P	P	P	N	P	P	P	P	P	P	N	R	P	P	P	P	P	N	P	P	P	P	P	P	P	P	P	P
5	Deeksha Garkoti	Y	P	P	P	P	P	D	P	P	P	P	P	P	D	A	P	P	P	P	P	D	P	P	P	P	P	P	P	P	P	P
6	Rashmi Mahulkar	E	P	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P
7	Nusrat Tamboli	A	P	P	P	P	P	Y	P	P	P	P	P	P	Y	T	P	P	P	P	P	Y	H	P	P	P	P	P	P	P	P	P
8	Rukhsana Ansari	R	P	P	P	P	P		P	P	P	P	P	P	I	P	P	P	P	P	P		H	P	P	P	P	P	P	P	P	P

Shri Sai English School, Wakad

Attendance Sheet : Month - February 2024

Sr. No.	Student-Teacher Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
1	Priyanka Innani	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2	Swati Uilhas Apte	P	P	P	S	P	P	P	P	P	S	P	P	P	P	P	P	P	P	S	H	P	P	P	P	P	P	P	P	P	P
3	Roshani Mishra	P	P	P	U	P	P	P	P	P	U	P	P	P	P	P	P	P	P	U	I	P	P	P	P	P	P	P	P	P	P
4	Suchitra Pawar	P	P	P	N	P	P	P	P	P	N	P	P	P	P	P	P	P	P	U	V	P	P	P	P	P	P	P	P	P	P
5	Deeksha Garkoti	P	P	P	D	P	P	P	P	P	D	P	P	P	P	P	P	P	P	N	J	P	P	P	P	P	P	P	P	P	P
6	Rashmi Mahulkar	P	P	P	A	P	P	P	P	P	A	P	P	P	P	P	P	P	P	D	A	P	P	P	P	P	P	P	P	P	P
7	Nusrat Tamboli	P	P	P	Y	P	P	P	P	P	Y	P	P	P	P	P	P	P	P	A	Y	P	P	P	P	P	P	P	P	P	P
8	Rukhsana Ansari	P	P	P		P	P	P	P	P		P	P	P	P	P	P	P	P	Y	A	P	P	P	P	P	P	P	P	P	P

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Shri Sai English School, Wakad

Attendance Sheet : Month - March 2024

Sr. No.	Student-Teacher Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Priyanka Innani	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
2	Swati Ullhas Apte	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
3	Roshani Mishra	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
4	Suchitra Pawar	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
5	Deeksha Garkoti	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
6	Rashmi Mahulkar	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
7	Nusrat Tamboli	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P
8	Rukhsana Ansari	P	P		P	P	P	P		P		P	P	P	P	P	P		P	P

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November		2023				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	31	01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
	Pre-Internship Meeting with Principal Ma'am	Introduction with Staff Members	Preparation of Unit Plan: Roshani Mishra (Maths) And Suchitra Pawar	Preparation of Unit Plan: Swati Apte (Science) And Rashmi Mahulkar (Maths)	Preparation of Unit Plan: Nusrat Tamboli (Maths) And Rukhsana Ansari (Maths)	
27	28	29	30	01	02	03
Preparation of Unit Plan: Priyanka Innani (Science) And Deeksha Garkoti	Block Teaching - Roshani Mishra (Maths) <i>Observed</i> By: Deeksha Garkoti	Block Teaching - Roshani Mishra (Maths) <i>Observed</i> By: Deeksha Garkoti	Block Teaching - Roshani Mishra (Maths) <i>Observed</i> By: Deeksha Garkoti			

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December		2023				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29	30	01	02	03
				Unit Test - Roshani Mishra (Maths)	Block Teaching - Suchitra Pawar (Maths) <i>Observed</i> By: Rukhsana Ansari	
04	05	06	07	08	09	10
Block Teaching - Suchitra Pawar (Maths) <i>Observed</i> By: Rukhsana Ansari	Block Teaching - Suchitra Pawar (Maths) <i>Observed</i> By: Rukhsana Ansari	Unit Test - Suchitra Pawar (Maths)	Block Teaching - Swati Apte (Science) <i>Observed</i> By: Priyanka Innani	Block Teaching - Swati Apte (Science) <i>Observed</i> By: Priyanka Innani	Block Teaching - Swati Apte (Science) <i>Observed</i> By: Priyanka Innani	
11	12	13	14	15	16	17
Unit Test - Swati Apte (Science)	Block Teaching - Rashmi Mahulkar (Maths) <i>Observed</i> By: Nusrat Tamboli	Block Teaching - Rashmi Mahulkar (Maths) <i>Observed</i> By: Nusrat Tamboli	Planning for Sports Day	Planning for Sports Day	Sports Day	
18	19	20	21	22	23	24
Block Teaching - Rashmi Mahulkar (Maths) <i>Observed</i> By: Nusrat Tamboli	Unit Test - Rashmi Mahulkar (Maths)	Guidance	Guidance	Maths Day Quiz	Christmas Themed Craft Activity	
25	26	27	28	29	30	31
Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays	Christmas Holidays	

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January		2024				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01 New Year Holiday	02 Block Teaching - Nusrat Tamboli (Maths) <i>Observed</i> By: Suchitra Pawar	03 Savitri Bai Phule Jayanti - Special Assembly and	04 Block Teaching - Nusrat Tamboli (Maths) <i>Observed</i> By: Suchitra Pawar	05 Block Teaching - Nusrat Tamboli (Maths) <i>Observed</i> By: Suchitra Pawar	06 Unit Test - Nusrat Tamboli (Maths)	07
08 Block Teaching - Rukhsana Ansari (Maths) <i>Observed</i> By: Roshani Mishra	09 Block Teaching - Rukhsana Ansari (Maths) <i>Observed</i> By: Roshani Mishra	10 Block Teaching - Rukhsana Ansari (Maths) <i>Observed</i> By: Roshani Mishra	11 Unit Test - Rukhsana Ansari (Maths)	12 Block Teaching - Priyanka Innani (Science) <i>Observed</i> By: Roshani Mishra	13 Fireless Cooking Activity	14
15 Sankranti Holiday	16 Block Teaching - Priyanka Innani (Science) <i>Observed</i> By: Roshani Mishra	17 Block Teaching - Priyanka Innani (Science) <i>Observed</i> By: Roshani Mishra	18 Unit Test - Priyanka Innani (Science)	19 Block Teaching - Deeksha Garkoti (Maths) <i>Observed</i> By: Rashmi Mahulkar	20 Block Teaching - Deeksha Garkoti (Maths) <i>Observed</i> By: Rashmi Mahulkar	21
22 Ram Lalla Pran Pratishtha Holiday	23 Annual Function Planning and Preparation	24 Annual Function Planning and Preparation	25 Annual Function Planning and Preparation	26 Republic Day/Annual Function	27 Parents Teachers Meet And Collection of PTA Data	28
29 Block Teaching - Deeksha Garkoti (Maths) <i>Observed</i> By: Rashmi Mahulkar	30 Unit Test - Deeksha Garkoti (Maths)	31 Preparation of Unit Plan: Roshani Mishra (Science) And Suchitra Pawar	01	02	03	04

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February		2024				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
29	30	31	01	02	03	04
			Preparation of Unit Plan - Swati Apte (ICT) And Rashmi Mahulkar (Science)	Preparation of Unit Plan - Nusrat Tamboli (ICT) And Rukhsana Ansari (English)	Preparation of Unit Plan - Priyanka Innani (English) And Deeksha Garkoti	
05	06	07	08	09	10	11
Block Teaching - Roshani Mishra (Science) Observed By: Rashmi Mahulkar	Block Teaching - Roshani Mishra (Science) Observed By: Rashmi Mahulkar	Block Teaching - Roshani Mishra (Science) Observed By: Rashmi Mahulkar	Unit Test - Roshani Mishra (Science)	Block Teaching - Suchitra Pawar (ICT) By: Nusrat Tamboli	Block Teaching - Suchitra Pawar (ICT) By: Nusrat Tamboli	
12	13	14	15	16	17	18
Block Teaching - Suchitra Pawar (ICT) By: Nusrat Tamboli	Unit Test - Suchitra Pawar (ICT)	Block Teaching - Swati Apte (ICT) Observed By: Suchitra Pawar	Block Teaching - Swati Apte (ICT) Observed By: Suchitra Pawar	Block Teaching - Swati Apte (ICT) Observed By: Suchitra Pawar	Shiv Jayanti - Elocution Competition	
19	20	21	22	23	24	25
Shiv Jayanti Holiday	Unit Test - Swati Apte (ICT)	Block Teaching - Rashmi Mahulkar (Science) Observed By: Swati Apte	Block Teaching - Rashmi Mahulkar (Science) Observed By: Swati Apte	Block Teaching - Rashmi Mahulkar (Science) Observed By: Swati Apte	Unit Test - Rashmi Mahulkar (Science)	
26	27	28	29	01	02	03
Block Teaching - Nusrat Tamboli (ICT) By: Swati Apte	Marathi Rajyabhasha Gaurav Din - Handwriting	Science Day - Debate	Block Teaching - Nusrat Tamboli (ICT) By: Swati Apte			

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SHRI SAI ENGLISH SCHOOL

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2024

March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
26	27	28	29	01	02	03
Study of School Record	Study of School Record	Study of School Record	Study of School Record	Block Teaching - Nusrat Tamboli (ICT) <i>Observed By: Swati Apte</i>	Unit Test - Nusrat Tamboli (ICT)	
04	05	06	07	08	09	10
Block Teaching - Rukhsana Ansari (English) <i>Observed By: Priyanka Innani</i>	Block Teaching - Rukhsana Ansari (English) <i>Observed By: Priyanka Innani</i>	Block Teaching - Rukhsana Ansari (English) <i>Observed By: Priyanka Innani</i>	Unit Test - Rukhsana Ansari (English)	Mahashivratri Holiday	Block Teaching - Priyanka Innani (English) <i>Observed By: Deeksha Garkoti</i>	
11	12	13	14	15	16	17
Block Teaching - Priyanka Innani (English) <i>Observed By: Deeksha Garkoti</i>	Block Teaching - Priyanka Innani (English) <i>Observed By: Deeksha Garkoti</i>	Unit Test - Priyanka Innani (English)	Block Teaching - Deeksha Garkoti (English) <i>Observed By: Rukhsana Ansari</i>	Block Teaching - Deeksha Garkoti (English) <i>Observed By: Rukhsana Ansari</i>	Block Teaching - Deeksha Garkoti (English) <i>Observed By: Rukhsana Ansari</i>	
18	19	20	21	22	23	24
Unit Test - Deeksha Garkoti (English)	Holi - Drawing Competition				Farewell	
25	26	27	28	29	30	31



Fain

HEAD-M STRESS
SHRI SAI ENGLISH SCHOOL
Mr. Wakad Telephone Exchange, Kaiveri Nap
Wakad, Pune-411 027

INTRODUCTION

As a part of B.Ed. Program at SAVITRIBAI PHULE PUNE UNIVERSITY, I completed a four-month INTERNSHIP at SHRI SAI ENGLISH SCHOOL, WAKAD. This Internship was a crucial part of the course, helping me learn how to put what I have learnt so far, into practice in a real School setting.

During my Internship Period at SHRI SAI ENGLISH SCHOOL, WAKAD, I got to work closely with Students and Teachers. With guidance from Prof. Varsha Lambate Ma'am, I tried out different teaching methods, learned how to manage a classroom effectively, and better understood the needs of secondary school students. This experience made me even more passionate about teaching and I realized the importance of creating a supportive and inclusive environment for students.

Throughout the Internship, I also had the chance to observe how schools operate behind the scenes. I learned about the administrative tasks involved in running a School, such as planning lessons, organizing extra-curricular activities, and handling school records. Overall, this Internship has been a valuable learning experience that will help me in future as an Educator.

OBJECTIVES OF THE INTERNSHIP

- * To gain opportunities for hands-on teaching practice in a secondary school setting to develop effective classroom management skills and teaching techniques.
- * To enhance the ability of assessing students' learning through the administration and analysis of Unit Tests.
- * To understand the importance of organized record-keeping by studying and maintaining essential school records such as academic records and attendance registers.
- * To gain insights into diverse teaching approaches and classroom dynamics by observing peers and collaborating with fellow educators.
- * To participate in organizing extra-curricular and co-curricular activities to enrich students' overall learning experience and foster holistic development.
- * To engage with parents and community stakeholders to understand their roles in supporting students' education.

Course-207 -BLOCK TEACHING

SUBJECT: Science
Lesson Plan #1

EVALUATION SCHEME

Name of student SWATI ULLHAS APTE Roll No. 20 Div. (A)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete				✓	
2	Introduction	Relevant & Stimulating				✓	
3		Revival of Previous Knowledge ,linking with the topic					✓
4		Statement of Aim & Title Writing					✓
5	Presentation	Clarity & Fluency in Narration/Illustration				✓	
6		Questions – Clear, Concise & Grammatically correct				✓	
7		Questions- Logical & Thought Provoking				✓	
8		Distribution of Questions & Reinforcement				✓	
9		Blackboard Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples					✓
12		Mastery over the content				✓	
13		Use of teaching Aids/ Use of ICT Component					
14		Student Participation					✓
15		Teacher's preparedness				✓	
16		Classroom management & Time management					✓
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of Evaluation Tools : MCQ Matching item, GD, Project, Quiz, Puzzle etc				✓	
19		Homework-Appropriate / Activity Based				✓	
20		Overall Impression					✓
		Total Marks-100				86/100	

Attudekar

Signature of Professor In-charge

कांग्तीलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मण नगर, धेरगाव, पुणे - ३३.

पाठाचे टाचण (Lesson Note)

प्रशिक्षणार्थीचे नाव : SWATI ULLHAS APTE रोल नंबर: 20
(Name of Student) (Roll No)

शाळेचे नाव SHRI SAI ENGLISH SCHOOL
(Name of School) CHANGES - PHYSICAL AND

पाठ्य विषय: SCIENCE घटक: CHEMICAL विषय पाठ क्रमांक: 13
(Subject) (Topic) TYPES OF (Lesson No.)

इयत्ता व तुकडी: VII - 'A' उपघटक: CHANGES पाठ क्रमांक: _____
(Std & Div)

दिनांक: _____ अध्यापन पध्दती : LECTURE AND
(Date) 07/12/2023 (Teaching Method) DISCUSSION METHOD

पूर्वज्ञान :- (Previous Knowledge)

Students have basic knowledge of matter and its states.

गाभाभूत घटक :- (Core Elements)

Inculcation of Scientific Temper.

मूल्ये :- (Values)

Scientific Attitude.

अध्यापनाची सूत्रे :- (Teaching Maxims)

From Known to Unknown.

उद्दिष्टे व स्पष्टीकरण पाठ्यमुद्दे Teaching Points	उद्दिष्टे Objectives	स्पष्टीकरण Specifications
<ul style="list-style-type: none"> • CHANGES • TYPES OF CHANGES - → Natural ✓/s → Manmade → Useful ✓/s → Harmful → Fast ✓/s → Slow → Reversible ✓/s → Irreversible → Periodic ✓/s → Non-periodic 	<p>KNOWLEDGE</p> <p>UNDERSTANDING</p> <p>APPLICATION</p> <p>SKILL</p>	<p>Students tell the definition of different types of changes.</p> <p>Students explain the classification of changes with examples.</p> <p>Students apply the concepts of various types of changes in real-life.</p> <p>Students draw a picture showing the change of seasons.</p>

आशय/ (Content)	शिक्षण कृती/ (Teacher Activity)
<p><u>CHANGE</u> : A change is defined as the transition of any substance from one form to another.</p> <p><u>CLASSIFICATION OF CHANGES</u> :</p> <ol style="list-style-type: none"> 1. Natural Changes vs Man-made changes - The changes that occur naturally on their own are called NATURAL changes. However, changes that are caused due to human activities are called MAN-MADE changes. 2. Useful vs Harmful changes - The changes that are desirable are called USEFUL CHANGES or DESIRABLE CHANGES. However, there are some changes that are useless and undesirable, and can cause us harm. Such changes are called HARMFUL or UNDESIRABLE CHANGES. 	<p>"Good Morning Students!"</p> <p><u>INTRODUCTION</u> :</p> <p>"At what time do you all come to school?"</p> <p>"What is the time now?"</p> <p>"So what has changed between then and now?"</p> <p>"Good. What about the position of the sun?"</p> <p>"Tell me, how do you define change?"</p> <p>"That is partially correct."</p> <p><u>STATEMENT OF AIM</u> :</p> <p>"Today, we will learn about changes and their classification."</p> <p><u>PRESENTATION</u> :</p> <p>"Let us first define CHANGE."</p> <p>"Now let us learn about the classification of changes."</p> <p><< Teacher teaches about Natural vs Man-made changes. >></p> <p>"Look at the plants outside. Are they of the same size since they were planted? No. So is their growth a natural change or a man-made change?"</p> <p>"Correct. Now if I sharpen this pencil, its shape and size change. How will this change be classified?"</p> <p>"Your Mother prepares curd by curdling Milk. Is that a Useful or a Harmful change?"</p> <p>"Correct."</p>

"Good Morning Ma'am!"

"8 A.M."

"9 A.M."

"Time"

"The position of the Sun has also changed."

"Change is something when an object goes from state 1 to state 2."

Students listen attentively.

Students listen attentively.

Students reply, "The growth of plants is natural."

Students reply, "It will be a man-made change."

Students reply, "It is a useful change."



Plants.

Pencil, sharpener,



आशय/ (Content)	शिक्षण कृती/ (Teacher Activity)
<p>3. Fast \foralls Slow changes - The changes which take place in a long period of time are called SLOW changes, whereas the changes which take place in a short period of time are called FAST/QUICK changes.</p>	<p>"Bursting of crackers is a FAST change, whereas the burning of a log of wood is a slow change. Now tell me examples of fast and slow changes - one example of each." "Excellent!"</p>
<p>4. Reversible changes \foralls Irreversible changes - A REVERSIBLE change is a temporary change in which the original substance can be obtained by reversing the reaction conditions. These changes are observed in the size, shape, and physical state of the substance. An IRREVERSIBLE change is a permanent change as we cannot get the raw materials that we originally started with.</p>	<p>"Now tell me, once a cake is baked, we cannot get back flour and sugar from it; which type of change is it?" "Very good." "The change of seasons is an example of PERIODIC change, whereas an Earth-quake is NON-PERIODIC." <u>CLOSURE :</u></p>
<p>5. Periodic \foralls Non-Periodic changes - PERIODIC changes are the changes that are repeated at regular intervals of time. However, certain changes that do not repeat themselves at regular intervals of time, are known as NON-PERIODIC changes.</p>	<p>"Thus today we learnt about changes and their classification." <u>RECAPITULATION :</u> "Tell me, is melting of wax a reversible or an irreversible change?" "Very good." <u>APPLICATION :</u> "Where can you apply the concept of PERIODIC changes?" "Excellent!" <u>HOMEWORK :</u> "Draw and colour a picture depicting the change of seasons."</p>

विद्यार्थी कृती / (Student Activity)

Students reply, "Breaking of a glass object is a FAST change, and rusting of iron is a SLOW change."

Students reply, "Baking of cake is an IRREVERSIBLE change."

Students listen carefully.

Students reply, "It is a Reversible change."

Students reply, "We can see the periodic changes in the preparation of Lunar Calendar as the waxing and waning of moon is periodic."

शैक्षणिक साधने व मूल्यमापन (Student Activity)

फलक लेखन / Black Board Writing

दिनांक
(Date) 07/12/2023

विषय : SCIENCE
(Subject)
घटक : CHANGES :
(Topic) PHYSICAL AND CHEMICAL
उपघटक :
(Sub-Topic)

(Std) इयत्ता : VII

(Div) तुकडी : 'A'

TYPES OF CHANGES :

1. Natural \forall s Man-made
2. Useful \forall s Harmful
3. Fast \forall s Slow
4. Reversible \forall s
Irreversible
5. Periodic \forall s
Non-Periodic

HOMEWORK :

Draw and colour a picture depicting the change of seasons.

A. dekar

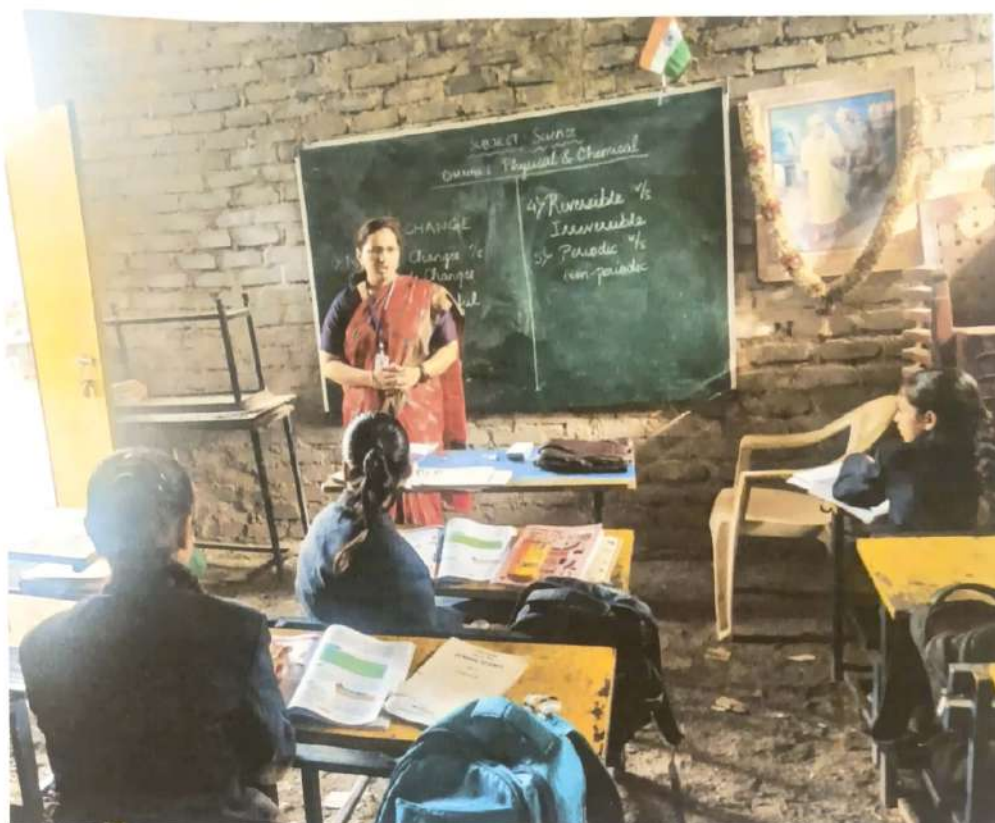
मार्गदर्शक प्राध्यापक सही
(Guide Tr. Sign.)

- * Introduction was acco. to content
- * Explanation was good.
- * Blackboard writing planned.
- * student response good.
- * lesson was good.

07/12/2023
(Date)
दिनांक

A. dekar

(Observation Tr. Sign.)
निरीक्षक प्राध्यापक सही



BLOCK TEACHING- SCIENCE - LESSON 1

CHANGES: PHYSICAL AND CHEMICAL CHANGES

EVALUATION SCHEME

Name of student SWATI ULLHAS APTE Roll No. 20 Div. (A)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete				✓	
2	Introduction	Relevant & Stimulating				✓	
3		Revival of Previous Knowledge ,linking with the topic					✓
4		Statement of Aim & Title Writing					✓
5	Presentation	Clarity & Fluency in Narration/Illustration				✓	
6		Questions – Clear, Concise & Grammatically correct				✓	
7		Questions- Logical & Thought Provoking				✓	
8		Distribution of Questions & Reinforcement					✓
9		Blackboard Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples				✓	
12		Mastery over the content				✓	
13		Use of teaching Aids/ Use of ICT Component					✓
14		Student Participation					✓
15		Teacher's preparedness				✓	
16		Classroom management & Time management					✓
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of Evaluation Tools : MCQ Matching item, GD, Project, Quiz, Puzzle etc				✓	
19		Homework-Appropriate / Activity Based				✓	
20		Overall Impression					✓
		Total Marks-100					87/100

(Signature)

Signature of Professor In-charge

कांतीलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मण नगर, धेरगाव, पुणे - ३३.

पाठाचे टाचण (Lesson Note)

प्रशिक्षणार्थीचे नाव : SWATI ULLHAS APTE रोल नंबर: 20
(Name of Student) (Roll No)

शाळेचे नाव SHRI SAI ENGLISH SCHOOL
(Name of School) CHANGES : PHYSICAL AND

पाठ्य विषय: SCIENCE घटक: CHEMICAL विषय पाठ क्रमांक: 13
(Subject) (Topic) (Lesson No.)

इयत्ता व तुकडी: VII - 'A' उपघटक: _____ पाठ क्रमांक: _____
(Std & Div)

दिनांक: _____ अध्यापन पध्दती: LECTURE CUM
(Date) 08/12/2023 (Teaching Method) DEMONSTRATION METHOD

पूर्वज्ञान :- (Previous Knowledge)

Students have the knowledge about changes and their classification.

गाभाभूत घटक :- (Core Elements)
EQUALITY OF SEXES

मूल्ये :- (Values)
GENDER EQUALITY

अध्यापनाची सूत्रे :- (Teaching Maxims) From Concrete to Abstract.

उद्दिष्टे व स्पष्टीकरण पाठ्यमुद्दे Teaching Points.	उद्दिष्टे Objectives	स्पष्टीकरण Specifications
CLASSIFICATION OF CHANGES : → PHYSICAL v/s CHEMICAL CHANGES	KNOWLEDGE	Students tell the definition of Physical changes.
PHYSICAL CHANGES	UNDERSTANDING	Students explain how some changes can be called Physical changes.
	APPLICATION	Students apply the concept of Physical changes in real life.
	SKILL	Students blow a balloon, keep water to freeze, prepare a collage.

आशय/ (Content)	शिक्षण कृती/ (Teacher Activity)
	<p>"Good Morning Students!"</p> <p><u>INTRODUCTION :</u></p> <p>"In the previous lesson, we learnt about the classification of changes. Tell me the various types of changes that you learnt."</p> <p>"Very good. Now tell me what are Reversible changes?"</p> <p>"Excellent!"</p> <p><u>STATEMENT OF AIM :</u></p> <p>"Today we will learn about the last but most important classification of change, i.e. <u>PHYSICAL</u> & <u>CHEMICAL CHANGES.</u>"</p> <p><u>PRESENTATION :</u></p>
<p><u>PHYSICAL & CHEMICAL CHANGES:</u></p> <p>A <u>PHYSICAL CHANGE</u> is a temporary change in which no new substance is formed and the chemical composition of the original substance remains the same, even though its physical properties like colour, state, shape, size etc. might change.</p>	<p>"Let us all take a piece of paper and fold it into half."</p> <p>"We can see that the surface area of the paper is now half. Let us now unfold the paper. What do you find?"</p> <p>"Correct. Now take one rubber-bands each and stretch them."</p> <p>"Now let them go back to their original position. What did you find?"</p> <p>"Very good."</p>

"Good Morning Ma'am!"

Students reply, "We learnt about Natural \forall s Man-made changes, Periodic \forall s Non-Periodic changes, Reversible \forall s Irreversible changes, Useful \forall s Harmful changes, Fast \forall s Slow changes."

Students reply, "Reversible changes are those in which we can obtain the original substance by reversing the change condition."

Students listen attentively.

Students take a piece of paper and fold it into half.

Students unfold the paper and reply, "The paper's surface area is now back to the original."

Students take a rubber-band each, and stretch them.

Students reply, "The shape of the rubber-band was elongated when it was stretched, but it went back to its original form when we let go of it."

Piece of Paper.



Rubber-band.



A CHEMICAL CHANGE is a permanent change in which new substances are formed, whose chemical composition and physical and chemical properties are different from those of the original substance.

"Now observe the colour and size of this balloon. Then blow air into it."

"We can see that the balloon has expanded and the colour has become lighter."

"Now deflate the balloon and tell me whether the inflation of the Balloon was a Physical or a Chemical change."

"Very good."

REOSURE :

"Thus today we learnt about PHYSICAL CHANGES and the classification of changes into Physical & Chemical changes."

RECAPITULATION :

"Now tell me, whether the burning of a wax candle is a Physical or a Chemical change?"

"Good."

APPLICATION :

"Tell me two more examples where you can see Physical Changes in real life."

"Excellent!"

HOMEWORK :

"Prepare a collage by tearing colourful papers, and pasting them. Observe whether tearing and pasting paper pieces is a Physical or Chemical change."

Students blow the balloons.

Students observe carefully.

Students reply, "Inflation of the Balloon was a PHYSICAL CHANGE because there was no change to the composition of the balloon, and there was no new substance formed."

Students reply "Burning of candle is a chemical change."

Students reply, "Melting of wax, freezing of water to form ice."

Students note down the Homework.

Balloon.



फलक लेखन / Black Board Writing

दिनांक (Date) 08/12/2023
विषय : SCIENCE (Subject)
घटक : CHANGES : PHYSICAL AND CHEMICAL (Topic)
उपघटक : (Sub-Topic)
(Std) इयत्ता : VII
(Div) तुकडी : 'A'

PHYSICAL CHANGES :

- No new substance is formed.
- Physical properties like shape, size, colour etc. might change.
- Reversible.
- Chemical composition does not change.

HOMEWORK :

Prepare a collage by tearing colourful papers and pasting them. Observe whether tearing and pasting paper pieces is a Physical or Chemical change.

Handekar

मार्गदर्शक प्राध्यापक सही
(Guide Tr. Sign.)

- * Introduction was acco. to content.
- * Content knowledge was good.
- * Teaching aid used.
- * Blackboard writing planned
- * Lesson was good.

8/12/23

(Date)
दिनांक

Handekar

(Observation Tr. Sign.)
निरीक्षक प्राध्यापक सही



BLOCK TEACHING- SCIENCE - LESSON 2
CHANGES: PHYSICAL AND CHEMICAL CHANGES

Kantilal Khinwasara B.Ed College, Laxman Nagar, Thergaon, Pune-33

Course-207 -BLOCK TEACHING

SUBJECT : Science
Lesson Plan # 3

EVALUATION SCHEME

Name of student... SWATI ULLHAS APTE Roll No. 20... Div. (A)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete				✓	
2	Introduction	Relevant & Stimulating					✓
3		Revival of Previous Knowledge ,linking with the topic					✓
4		Statement of Aim & Title Writing					✓
5	Presentation	Clarity & Fluency in Narration/Illustration				✓	
6		Questions – Clear, Concise & Grammatically correct				✓	
7		Questions- Logical & Thought Provoking				✓	
8		Distribution of Questions & Reinforcement				✓	
9		Blackboard Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples					✓
12		Mastery over the content				✓	
13		Use of teaching Aids/ Use of ICT Component				✓	✓
14		Student Participation					✓
15		Teacher's preparedness				✓	
16		Classroom management & Time management					✓
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of Evaluation Tools : MCQ Matching item, GD, Project, Quiz, Puzzle etc				✓	
19		Homework-Appropriate / Activity Based				✓	
20		Overall Impression					✓
		Total Marks-100				88	100

(Signature)

Signature of Professor In-charge

भारतीय ज्ञानवर्धिनी सभा द्वारा संचलित

कांतीलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मण नगर, धेरगाव, पुणे - ३३.

पाठाचे टाचण (Lesson Note)

प्रशिक्षणार्थीचे नाव : SWATI ULLHAS APTE रोल नंबर: 20
(Name of Student) (Roll No)

शाळेचे नाव SHRI SAI ENGLISH SCHOOL
(Name of School) CHANGES - PHYSICAL AND

पाठ्य विषय: SCIENCE घटक: CHEMICAL विषय पाठ क्रमांक: 13
(Subject) (Topic) (Lesson No.)

इयत्ता व तुकडी: VII - 'A' उपघटक: _____ पाठ क्रमांक: _____
(Std & Div)

दिनांक: 09/12/2023 अध्यापन पध्दती: LECTURE CUM
(Date) (Teaching Method) DEMONSTRATION METHOD

पूर्वज्ञान :- (Previous Knowledge)

Students know the classification of changes.

गाभाभूत घटक :- (Core Elements)

Removal of Social Barriers.

मूल्ये :- (Values)

Scientific Attitude.

अध्यापनाची सूत्रे :- (Teaching Maxims) From concrete to abstract.

उद्दिष्टे व स्पष्टीकरण पाठ्यमुद्दे Teaching Points	उद्दिष्टे Objectives	स्पष्टीकरण Specifications
<u>CHEMICAL CHANGES</u> <u>DIFFERENCE BETWEEN PHYSICAL AND CHEMICAL CHANGES</u>	<u>KNOWLEDGE</u> <u>UNDERSTANDING</u> <u>APPLICATION</u> <u>SKILL</u>	<u>Students define chemical changes.</u> <u>Students explain the differences between Physical and chemical changes.</u> <u>Students apply the concept of chemical changes in real life.</u> <u>Students handle the apparatus of the Experiment carefully.</u>

आशय/ (Content)	शिक्षण कृती/ (Teacher Activity)
<p><u>CHEMICAL CHANGES</u> :</p> <p>Chemical changes occur when bonds are broken and/or formed between molecules or atoms. This means that one substance with a certain set of properties (such as melting point, colour, taste etc) is turned into a different substance with different properties. Chemical changes are frequently harder to reverse than Physical changes.</p>	<p>"Good Morning Students!"</p> <p><u>INTRODUCTION</u> :</p> <p>"Summer Season is coming soon. What is the best thing that you like about summer?"</p> <p>"Nice! Tell me, what is the difference between a green raw mango and a ripe one?"</p> <p>"Correct. The changing of green mango to yellow, is what type of change - Physical or Chemical, and why?"</p> <p>"Very good!"</p> <p><u>STATEMENT OF AIM</u> :</p> <p>"Today, we will learn about chemical changes, and list out the difference between Physical and chemical changes."</p> <p><u>PRESENTATION</u> :</p> <p>"Look at this Green Tomato and this Red Tomato. What do you think changed between these two stages?"</p> <p>"Correct. Also, the composition in chemical terms changed. As we cannot get back a green tomato from a red tomato, what type of change is the ripening of tomato?"</p> <p>"Now I want you all to form groups of 4 students, and perform an experiment demonstrating a chemical change."</p>

"Good Morning Ma'am!"

Students reply, "Ice-creams, cold drinks, beaches, holidays, mangoes..."

Students reply, "Raw green mangoes are sour in taste and are off-white from inside, whereas ripe yellow/orange mangoes are sweet in taste and yellow from inside."

Students reply, "It is a chemical change because we cannot get back a raw green mango from a ripe yellow mango."

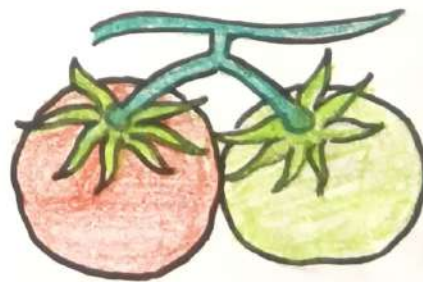
Students listen attentively.

Students replied, "The colour of the Tomato changed from green to Red, the taste changed from sour to sweet/sour."

Students reply, "It is a chemical change."

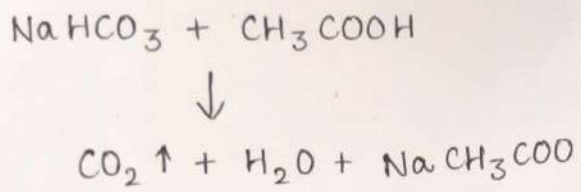
Students form groups of 4 and get ready for the experiment.

Green and Red Tomato.



आशय / (Content)

When Baking Soda is mixed with Vinegar (Dilute Acetic Acid), Carbon Dioxide, Water, and Sodium Acetate is produced.



- NaHCO₃ : Sodium Bicarbonate
- CH₃COOH : Dilute Acetic Acid
- CO₂↑ : Carbon Dioxide Gas
- H₂O : Water
- NaCH₃COO : Sodium Acetate

DIFFERENCES BETWEEN PHYSICAL AND CHEMICAL CHANGES :

Nature of Change	PHYSICAL CHANGES	CHEMICAL CHANGES
Nature of change	Change in Physical properties without forming new substances.	Formation of new substances with different chemical properties.
Reversibility	often reversible.	often irreversible.
Energy changes	generally do not observe significant energy changes.	often involve energy changes, such as heat or light being absorbed or released.
Observable Indicators	Change in state, shape, size, dissolution etc.	colour change, formation of gas bubbles, temperature change, precipitation formation etc.
Examples	Freezing of water, melting of wax etc.	Burning of wood, Baking a cake etc.

"In this bottle, there is Vinegar and in this bowl, there is Baking Soda. When you mix these two, observe what happens."

"good. These bubbles are due to the production of Carbon Dioxide Gas. Now let the mixture rest for a couple of minutes and then observe it."

"Correct. Now you cannot get back the original substance from the new one, the chemical composition has changed. Hence this is a Chemical Change."

"Now let us list out the various differences between Physical and chemical changes."

CONCLUSION :

"Today we learnt about Chemical Changes, and how they are different from Physical Changes."

RECAPITULATION :

"If we burn paper, would it be a Physical change or a Chemical change, and why?"

"Very good."

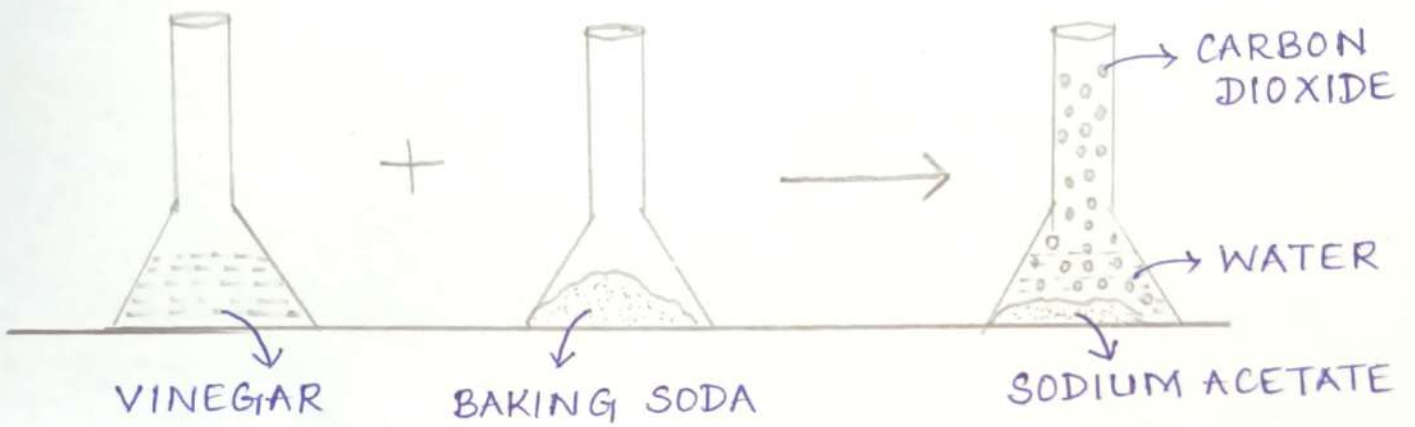
APPLICATION :

"Now tell me two more examples of Chemical Changes which you see in real life."

"Excellent!"

HOMEWORK :

Classify the following as Physical / Chemical Changes -



(Dilute Acetic Acid / Vinegar)

(Sodium Bicarbonate / Baking Soda)

(Carbon Dioxide gas Bubbles)

(Water)

(Sodium Acetate)

विद्यार्थी कृती / (Student Activity)

शैक्षणिक साधने व मूल्यमापन (Student Activity)

Students mix the vinegar into the bowl which has Baking Soda, and reply, "We observed that a lot of bubbles came up from the mixture."

Students observe the mixture after a couple of minutes and reply, "We can see some salt produced at the bottom."

Students listen carefully.

Students list out the differences one by one.

Students reply, "It will be a chemical change, as Black Residue will be formed, and we cannot get back paper from the residue."

Students reply, "Curdling of milk, fermentation of Dosa Batter."

Vinegar, Baking Soda, Residue

HOMEWORK :

Boiling Water, Lighting a match, Melting of Ice, Rusting of Iron, Baking Bread, Digestion of food.

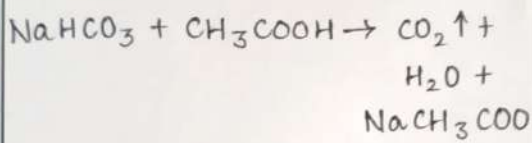
फलक लेखन / Black Board Writing

दिनांक
(Date) 09/12/2023

विषय : SCIENCE
(Subject)
घटक : CHANGES : PHYSICAL
(Topic) AND CHEMICAL
उपघटक :
(Sub-Topic)

(Std) इयत्ता : VII
(Div) तुकडी : 'A'

CHEMICAL REACTION OF
VINEGAR AND BAKING SODA :



NaHCO_3 : Sodium Bicarbonate
 CH_3COOH : Dilute Acetic Acid
 $\text{CO}_2 \uparrow$: Carbon Dioxide Gas
 H_2O : Water
 NaCH_3COO : Sodium Acetate

HOMEWORK :

Classify the following as
Physical / Chemical changes :

BOILING WATER
LIGHTING A MATCH
MELTING OF ICE
RUSTING OF NAILS
SLICING BREAD
DIGESTION OF FOOD

A. Dekar

मार्गदर्शक प्राध्यापक सही
(Guide Tr. Sign.)

- * Introduction was acco. to content.
- * Blackboard writing was proper.
- * Explanation was good.
- * Lesson was very good

09/12/2023

(Date)
दिनांक

A. Dekar

(Observation Tr. Sign.)
निरीक्षक प्राध्यापक सही



BLOCK TEACHING- SCIENCE - LESSON 3
CHANGES: PHYSICAL AND CHEMICAL CHANGES

EVALUATION SCHEME

Name of student SWATI ULLHAS APTE Roll No. 20 Div. 'A'

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete				✓	
2	Introduction	Relevant & Stimulating				✓	
3		Revival of Previous Knowledge ,linking with the topic					✓
4		Statement of Aim & Title Writing					✓
5	Presentation	Clarity & Fluency in Narration/Illustration				✓	
6		Questions – Clear, Concise & Grammatically correct				✓	
7		Questions- Logical & Thought Provoking					✓
8		Distribution of Questions & Reinforcement				✓	
9		Blackboard Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples				✓	
12		Mastery over the content				✓	
13		Use of teaching Aids/ Use of ICT Component					✓
14		Student Participation					✓
15		Teacher's preparedness				✓	
16		Classroom management & Time management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of Evaluation Tools : MCQ Matching item, GD, Project, Quiz, Puzzle etc				✓	
19		Homework-Appropriate / Activity Based				✓	
20		Overall Impression					✓
		Total Marks-100				86	100

@_dekan

Signature of Professor In-charge

भारतीय ज्ञानवर्धिनी सभा द्वारा संचलित

कांतीलाल खिंवरसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मण नगर, धेरगाव, पुणे - ३३.

पाठाचे टाचण (Lesson Note)

प्रशिक्षणार्थीचे नाव : SWATI ULLHAS APTE रोल नंबर: 20
(Name of Student) (Roll No)

शाळेचे नाव SHRI SAI ENGLISH SCHOOL
(Name of School) MS ACCESS : INTRODUCTION TO

पाठ्य विषय: ICT घटक: DATABASE विषय पाठ क्रमांक: _____
(Subject) (Topic) (Lesson No.)

इयत्ता व तुकडी: VIII - 'A' उपघटक: 7 पाठ क्रमांक: 7
(Std & Div) (Section)

दिनांक: 14/02/2024 अध्यापन पध्दती: Lecture cum Demonstration
(Date) (Teaching Method) Method

पूर्वज्ञान :- (Previous Knowledge)
Basic understanding of computer systems and data organization.

गाभाभूत घटक :- (Core Elements) मूल्ये :- (Values)
Inculcation of scientific temper. Scientific Attitude

अध्यापनाची सूत्रे :- (Teaching Maxims) From Known to Unknown

उद्दिष्टे व स्पष्टीकरण पाठ्यमुद्दे Teaching Points	उद्दिष्टे Objectives	स्पष्टीकरण Specifications
Definition of Database.	KNOWLEDGE	Student tells the definition of a Database.
Concept of Front-End and Back-end.	UNDERSTANDING	Student explains the concepts of Front-End and Back-End.
	APPLICATION	Student tells the real-world examples of Database.
	SKILL	Student draws the diagram of Front-End and Back-End concept.

आशय/ (Content)

शिक्षण कृती/ (Teacher Activity)

DATA :

DATA is a collection of raw, unorganized facts and details like text, observations, figures, symbols and description of things etc. Data does not carry any specific purpose and has no significance by itself.

INFORMATION :

INFORMATION is processed, organized and structured data. It provides a context for data and enables decision making.

DATABASE :

A DATABASE is an organized collection of data, stored and accessed electronically. Databases are used to store and manage large amounts of structured and unstructured data.

Good Morning Students!
INTRODUCTION :

"Tell me, how do you help your Parents at home?"

"Very good. What will happen if you leave your room messy, and leave your belongings lying around?"

"Correct. Similarly, DATABASES help the computer organize the data, to make it easy to find it later."

STATEMENT OF AIM :

"Today, we will learn about Database, and the concept of Back-End and Front-End."

PRESENTATION :

"Before learning the definition of Database, let us understand the meaning of DATA and INFORMATION, and the difference between them."

"Now tell me, if I write the numbers 15, 20, 8, 17 on the BlackBoard, what sense would you make out of them?"

"Correct. These numbers are called DATA. Now if you add the context, like they are the Unit Test Scores of four students, what would it become?"

"Excellent! Now let us learn the definition of DATABASE."

"Look at this Bank Passbook. What all data can you see in it?"

Good Morning Ma'am!

Students reply, "By watering the plants, cleaning our rooms, helping in the kitchen..."

Students reply, "We will not be able to find our required things if we don't arrange them in order."

Students listen attentively.

Students listen carefully.

Students listen carefully.

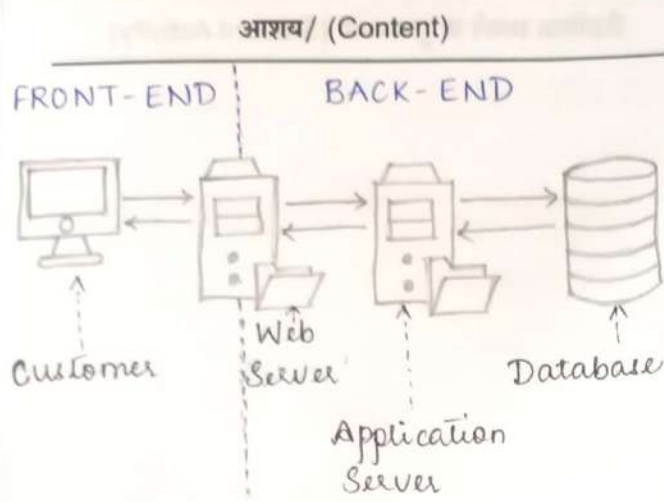
Students reply, "They look like marks."

Students reply, "Now it will become INFORMATION."

Students listen attentively.

Students reply "Customer's Name, Address, Date of Transaction, Amount, Balance Amount etc."

BANK PASSBOOK.



The part of an application or a Website that the User interacts with directly, is termed as the FRONT-END. It is also referred to as the CLIENT-SIDE of the application. It includes everything that users experience directly: text colours and styles, images, graphs and tables, buttons, colours, menu etc.

The BACKEND is the SERVER-SIDE of the Website. It stores and arranges data, and also makes sure everything on the client-side works fine. It is that part of the website or application that you cannot see and interact with. The parts and characteristics developed by backside designers are indirectly accessed by users through a front-end application.

"Correct. This is also a type of a Database, but in a physical form. The actual data is stored in computers, using an electronic Database."

"Now let us try to understand the concepts of Front-End and Back-End with the help of this FORM."

"This is a Form that the students are supposed to fill to register for a class. Once all the students fill their respective forms, they will be collected. The data collected from the forms will then be sorted and organized in a digitized form in a DATABASE. The Database is not visible or directly accessible to the students, however, the forms are. Thus, FORMS are FRONT-END, whereas the DATABASE is the BACKEND. Let us understand this using a Diagram."

<Teacher draws a diagram on the Blackboard >

CLOSURE :

"Thus, today we have learnt about Database and the concept of Front-end and Back-end."

RECAPITULATION :

"Tell me, what is the main difference between DATA and INFORMATION?"

"Good."

APPLICATION :

"When you go to a Restaurant, the Waiter comes to your table and takes the order. The Chef prepares food in the kitchen, which the waiter brings to you. Tell me, who is the Front-end and Back-end?"

Date	Transaction Type	Debit	Credit	Balance
08/06/12	CO	1,000.00	1,000.00	4058A
25/06/12	IN	0.37	1,000.37	0000A
30/09/12	P1	2,999.44	3,999.81	COND
25/12/12	P1	3,390.68	7,390.49	COND
25/12/12	IN	11.73	7,402.22	0000A
08/03/13	X1	1,257.53	8,659.75	5001C
08/03/13	X1	1,257.53	9,917.28	5001C
08/03/13	X1	1,257.53	11,174.81	5001C
08/03/13	X1	1,257.53	12,432.34	5001C
08/06/13	X1	1,713.97	14,146.31	5001C
08/06/13	X1	1,713.97	15,860.28	5001C
08/06/13	X1	1,713.97	17,574.25	5001C
08/06/13	X1	1,713.97	19,288.22	5001C
25/06/13	IN	41.59	19,329.81	0000A
08/07/13	X1	1,816.44	21,146.25	5001C
08/07/13	X1	1,816.44	22,962.69	5001C
08/07/13	X1	1,816.44	24,779.13	5001C
08/07/13	X1	1,816.44	26,595.57	5001C

PASSBOOK

Class Registration

Fill out the form carefully for registration

Student Name

First Name: Middle Name: Last Name:

Gender: Student E-mail:

Student ID: List of Classes:

REGISTRATION FORM

विद्यार्थी कृती / (Student Activity)

शैक्षणिक साधने व मूल्यमापन (Student Activity)

Students listen attentively.

Students observe and read the form carefully.

Students observe the diagram carefully and draw it in their notebooks.

Students reply, "Processed data or data with a context is called information."

Students reply, "The waiter is the front-end, whereas the chef in the kitchen is the back-end."

FORM.

HOMEWORK :

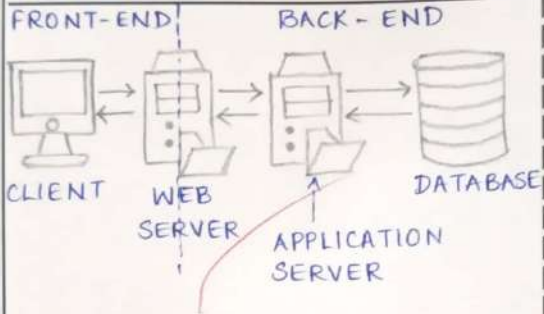
Find out the names of some commonly used Databases.

फलक लेखन / Black Board Writing

दिनांक
(Date) 14/02/2024

विषय : ICT
(Subject)
घटक : MS ACCESS :
(Topic) Introduction to
उपघटक : Database
(Sub-Topic)

(Std) इयत्ता : VII
(Div) नुकडी : 'A'



HOMEWORK :

Find out the names of some commonly used Databases.

CONCEPT OF FRONT-END AND BACK-END

Shu

मार्गदर्शक प्राध्यापक सही
(Guide Tr. Sign.)

- * Introduction was on previous knowledge
- * Blackboard writing proper
- * Content knowledge good.
- * Student participation taken.
- * Lesson preparation was very good

14/02/2024
(Date)
दिनांक

H. dekar
(Observation Tr. Sign.)
निरीक्षक प्राध्यापक सही



BLOCK TEACHING - ICT - LESSON 1

MS ACCESS: INTRODUCTION TO DATABASE

EVALUATION SCHEME

Name of student SWATI ULLHAS APTE Roll No. 20 Div. 'A'.....

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete				✓	
2	Introduction	Relevant & Stimulating				✓	
3		Revival of Previous Knowledge ,linking with the topic					✓
4		Statement of Aim & Title Writing					✓
5	Presentation	Clarity & Fluency in Narration/Illustration				✓	
6		Questions – Clear, Concise & Grammatically correct				✓	
7		Questions- Logical & Thought Provoking				✓	
8		Distribution of Questions & Reinforcement					✓
9		Blackboard Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples				✓	
12		Mastery over the content				✓	
13		Use of teaching Aids/ Use of ICT Component					✓
14		Student Participation					✓
15		Teacher's preparedness				✓	✓
16		Classroom management & Time management					✓
17	Formative Evaluation	Recapitulation as per objectives					✓
18		Application-Use of Evaluation Tools : MCQ Matching item, GD, Project, Quiz, Puzzle etc				✓	
19		Homework-Appropriate / Activity Based				✓	
20		Overall Impression				✓	
		Total Marks-100				✓	86/100

Atdekar
Signature of Professor In-charge

कांतीलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मण नगर, धेरगाव, पुणे - ३३.

पाठाचे टाचण (Lesson Note)

प्रशिक्षणार्थीचे नाव : SWATI ULLHAS APTE रोल नंबर: 20
(Name of Student) (Roll No)

शाळेचे नाव SHRI SAI ENGLISH SCHOOL
(Name of School)

पाठ्य विषय: ICT घटक: DATABASE विषय पाठ क्रमांक: 7
(Subject) (Topic) (Lesson No.)

इयत्ता व तुकडी: VIII - 'A' उपघटक: _____ पाठ क्रमांक: _____
(Std & Div)

दिनांक: 15/02/2024 अध्यापन पध्दती: LECTURE CUM DEMONSTRATION
(Date) (Teaching Method) METHOD

पूर्वज्ञान :- (Previous Knowledge)
Students know the concept of Databases.

गाभाभूत घटक :- (Core Elements) मूल्ये :- (Values)
Inculcation of Scientific Temper. Dignity of Labour

अध्यापनाची सूत्रे :- (Teaching Maxims)
From concrete to abstract.

उद्दिष्टे व स्पष्टीकरण पाठ्यमुद्दे Teaching Points	उद्दिष्टे Objectives	स्पष्टीकरण Specifications
Advantages of Database Applications of Database	KNOWLEDGE	Students tell the definitions of DATA REDUNDANCY, DATA INTEGRITY and DATA CONSISTENCY.
	UNDERSTANDING	Students explain the advantages of using Database.
	APPLICATION	Students tell the real-world applications of Databases.
	SKILL	Students draw a diagram depicting uses/Applications of Database.

आशय/ (Content)	शिक्षण कृती/ (Teacher Activity)
	<p>Good Morning Students!</p> <p><u>INTRODUCTION:</u></p> <p>"In the previous lesson, we learn about Database and the concept of Front-End and Back-End. Tell me, how would you define a Database?"</p> <p>"Excellent!"</p> <p><u>STATEMENT OF AIM:</u></p> <p>"Now that you all know the definition of a Database, today we will learn about the various Advantages of the Database, and also its real-world Applications."</p> <p><u>PRESENTATION:</u></p>
<p><u>ADVANTAGES OF DATABASE:</u></p> <ol style="list-style-type: none"> 1. <u>Data Integrity</u>: It is the accuracy, completeness, and quality of data, as it is maintained over time and across formats. 2. <u>Data Consistency</u>: It refers to the state of data in which all copies or instances are the same across all systems and databases. 3. <u>Data Security</u>: Only authorized users are allowed to access the data, and their identity is authenticated using username and password. 4. <u>Faster Data Access</u>: Provides quick answers to queries, making data accessing accurate and faster. 5. <u>Simplicity</u>: Database helps to understand data better with a clear and simple logical view. Operations such as insertion, deletion, modification are easy to implement. 	<p>"In order to understand the advantages of a Database, let us take a look at a physical form of a data storage used in your school, i.e. these two Attendance Registers."</p> <p>"In the first Register, there is a cumulative view of the no. of students present, absent, and total, from class Jr. KG to VIII. In the second Register, there is data pertaining to only one class."</p> <p>"Now tell me, why do you think this data stored here in physical form, is not advantageous?"</p> <p>"Excellent. Now let us take a look at the advantages of using electronic database."</p>

विद्यार्थी कृती / (Student Activity)

Good Morning Ma'am!

Students reply, "A Database is an organized collection of data, stored and accessed electronically. Databases are used to store and manage large amounts of structured and unstructured data."

Students listen attentively.

Students observe carefully.

Students study each Attendance Register carefully.

Students reply, "A lot of paper is used, data cannot be modified easily, it is difficult to search, and difficult to maintain."

शैक्षणिक साधने व मूल्यमापन (Student Activity)

Attendance Register of
Shri Sai English School.

7. Recovery and Backup: Users are not required to take periodic backups. Also, a database can be restored after a system failure or power failure.

"By keeping data centrally and sharing it, database helps to remove DATA REDUNDANCY, or repetition."

"Now can you tell me where can you use a Database in your real-world?"

APPLICATIONS OF DATABASES :



"Very good. Databases can be used extensively in our real-world, let us take a look at some of the Applications of Databases."

<< Teacher draws a diagram on the Blackboard >>

CLOSURE :

"Today we learnt about the various advantages and real-world applications of Databases."

RECAPITULATION :

"Now tell me, what is meant by DATA CONSISTENCY?"

"Very good."

APPLICATION :

"What are the various ways in which you can use Database in your school?"

"Excellent!"

HOMEWORK :

Find out the differences between a Database and a Spreadsheet.

Shri Sai English School
Daily Attendance of girls
Date (सोम) - 04/03/2023

Sl. No.	Name	No. of Present			No. of Absent			Total			Remarks
		भा	पू	मू	पू	पू	मू	पू	मू		
I		05	05	10	03	-	03	08	05	13	
II		11	05	16	02	-	02	13	05	18	
III		02	05	07	03	-	03	05	05	10	
IV		06	05	11	-	-	-	06	05	11	
V		08	02	10	-	-	-	08	02	10	
VI		03	06	09	-	02	02	03	08	11	
VII		06	06	12	02	01	03	08	07	15	
VIII		06	02	08	02	-	02	08	02	10	
Total		47	36	83	12	03	15	59	39	98	
Boys		01	02	03	03	-	03	04	02	06	
SP. No		05	03	08	02	01	03	07	04	11	
Total		06	05	11	05	01	06	11	06	17	

ATTENDANCE
For the Month of March

Sl. No.	Name of the Page	ATTENDANCE
Boys		
491	1. Baresa. Panna	
476	2. Aaryan Choudhary	P.P.
651	3. Teetu Choudhary	P.P.
521	4. Sumrit Choudhary	P.P.
578	5. Khat. Rahul	
475	6. Salve Aman	P.P.
478	7. Shaikh Umer	P.P.
516	8. Dewasi Logman	P.P.
Girls		
494	1. Ansari. Atri	P.P.
485	2. Adsule. Samrudhi	P.P.
517	3. Bhandari. Shreuti	P.P.
495	4. Lhachi. Nirjala	P.P.
603	5. Solanki. Mansi	P.P.
660	6. Vaishnav. Anita	P.P.
674	7. Shaikh. Khushi	P.P.

Students reply, " In our school, in a store/grocery shop, in a Bank, ... "

Students draw the diagram in their notebooks.

Students reply, " Data Consistency refers to the state of data in which all copies are the same across all databases. "

Students reply, " Databases can be used in our school to store Attendance Data, Students' Data, Teachers' Data, Fees Information, Progress reports etc. "

Students note down the homework assigned.

फलक लेखन / Black Board Writing

दिनांक
(Date) 15/02/2024

विषय : ICT
(Subject)
घटक : MS ACCESS :
(Topic) INTRODUCTION TO
उपघटक : DATABASE
(Sub-Topic)

(Std) इयत्ता : VIII
(Div) तुकडी : 'A'



APPLICATIONS OF DATABASE

HOMEWORK :

Find out the differences between a Database and a Spreadsheet.

Shr

मार्गदर्शक प्राध्यापक सही
(Guide Tr. Sign.)

- * Introduction was appropriate.
- * Explanation was good.
- * Blackboard writing was planned.
- * Content knowledge good.
- * lesson was good.

15/02/24
(Date)
दिनांक

A. Dekar
(Observation Tr. Sign.)
निरीक्षक प्राध्यापक सही



BLOCK TEACHING - ICT - LESSON 2

MS ACCESS: INTRODUCTION TO DATABASE

Kantilal Khinwasara B.Ed College, Laxman Nagar, Thergaon, Pune-33

Course-207 -BLOCK TEACHING

SUBJECT : ICT
Lesson Plan # 3

EVALUATION SCHEME

Name of student SWATI ULLHAS APTE Roll No. 20 Div. 'A'

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete				✓	
2	Introduction	Relevant & Stimulating				✓	
3		Revival of Previous Knowledge ,linking with the topic					✓
4		Statement of Aim & Title Writing					✓
5	Presentation	Clarity & Fluency in Narration/Illustration				✓	
6		Questions – Clear, Concise & Grammatically correct					✓
7		Questions- Logical & Thought Provoking				✓	
8		Distribution of Questions & Reinforcement					✓
9		Blackboard Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Explanation : Use of Examples					✓
12		Mastery over the content				✓	
13		Use of teaching Aids/ Use of ICT Component				✓	
14		Student Participation					✓
15		Teacher's preparedness				✓	
16		Classroom management & Time management					✓
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application-Use of Evaluation Tools : MCQ Matching item, GD, Project, Quiz, Puzzle etc				✓	
19		Homework-Appropriate / Activity Based				✓	
20		Overall Impression					
		Total Marks-100					58/100

Sh. Dekar
Signature of Professor In-charge

कांतीलाल खिंवसरा शिक्षणशास्त्र महाविद्यालय (बी.एड.)

लक्ष्मण नगर, धेरगाव, पुणे - ३३.

पाठाचे टाचण (Lesson Note)

प्रशिक्षणार्थीचे नाव : SWATI ULLHAS APTE रोल नंबर: 20
(Name of Student) (Roll No)

शाळेचे नाव SHRI SAI ENGLISH SCHOOL
(Name of School)

पाठ्य विषय: ICT घटक: DATABASE विषय पाठ क्रमांक: 7
(Subject) (Topic) (Lesson No.)

इयत्ता व तुकडी: VIII - 'A' उपघटक: 9 पाठ क्रमांक: 9
(Std & Div)

दिनांक: 16/02/2024 अध्यापन पध्दती : LECTURE CUM DEMONSTRATION METHOD
(Date) (Teaching Method)

पूर्वज्ञान :- (Previous Knowledge)

Students have basic understanding of Database terminologies and concepts.

गाभाभूत घटक :- (Core Elements)

Inculcation of Scientific Temper.

मूल्ये :- (Values)

Dignity of Labour

अध्यापनाची सूत्रे :- (Teaching Maxims) *From Whole to Part.*

उद्दिष्टे व स्पष्टीकरण पाठ्यमुद्दे Teaching Points	उद्दिष्टे Objectives	स्पष्टीकरण Specifications
Elements of a Database : → Tables → Forms → Reports → Queries → Relationships	KNOWLEDGE	Students list the elements of Database and tell the definition of Primary Key and Foreign Key.
	UNDERSTANDING	Students explain the concepts of Tables, Reports and Relationships.
	APPLICATION	Students tell the real-world examples of elements of Database.
	SKILL	Students write queries for insertion, modification and deletion of data in a Database.

आशय/ (Content)	शिक्षण कृती/ (Teacher Activity)
<p style="text-align: center;"><u>COMPONENTS/ELEMENTS OF A DATABASE :</u></p> <p>1. <u>TABLES</u> : Tables are the basic structures in a Database where Data is stored. A Table consists of rows and columns, with each row representing a record or entry, and each column representing a field or attribute. Tables provide a structured way to organize and categorize data.</p> <p>2. <u>FORMS</u> : Forms provide a user-friendly interface for entering, editing, and viewing data in a Database. They allow users to interact with the Database without directly accessing the underlying tables. Forms can be customized to streamline data entry and improve user experience.</p>	<p>Good Morning Students!</p> <p><u>INTRODUCTION :</u></p> <p>"Let us revise the concept of front-End and Back-End. Tell me, the form filled by you is front or Back-End?"</p> <p>"Good. What about an attendance register?"</p> <p>"Very good. What is a Database front-End or Back-End?"</p> <p>"Great."</p> <p><u>STATEMENT OF AIM :</u></p> <p>"Today, we will learn about the various elements of a Database."</p> <p><u>PRESENTATION :</u></p>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Enter Student Data :</p> <p>1. Student - ID : _____</p> <p>2. Name : _____</p> <p>3. Class : _____</p> <p>4. Date of Birth : _____</p> <p>5. Course - ID : _____</p> </div>	<p>"A Database comprises of various components/elements which allow you to enter, store, analyze and compile your data however you want."</p> <p>"Observe this Chart carefully. It consists Data from a Database named <u>SHRI-SAI_SCHOOL</u>. How many tables does this Database have?"</p> <p>"Good. How many records does the Table named <u>TEACHER</u> have? Also, how many fields does this Table have?"</p> <p>"Excellent."</p> <p>"We can enter data into this Database by using a Form."</p> <p>«Teacher draws a Form on the Blackboard.»</p> <p>"Now tell me, what would you need to do if you want to display data of Students only from class <u>IX</u>?"</p> <p>"Excellent!"</p>

Good Morning Ma'am!

"Front-end"

"Front-end"

"Back-end"

Students listen attentively.

Students listen carefully.

Students reply, "Three".

Students reply, "Three records and four fields."

Students observe carefully.

Students reply, "We will have to generate a Report."

Chart containing Data from the Database named SHRI_SAI_SCHOOL.

3. REPORTS : Reports are used to present data in a structured and organized format. They provide a summary, analysis, visualization of data stored in the Database. Reports are often used for decision-making, communication, and presentation purposes.

4. QUERIES : Queries are used to retrieve, manipulate, and analyze data stored in a Database. They allow us to perform operations such as selecting specific records, sorting data, filtering results, and aggregating information.

Report on Students studying in 9th std:

Student ID	Name	DOB

5. RELATIONSHIPS : Relationships define the connections and associations between tables in a Database. They establish links between related data and enforce rules. They can be one-to-one, one-to-many, or many-to-many, depending on the nature of the data.

Keys : Keys are special fields in a table that uniquely identify each record within a table. The PRIMARY KEY is a unique identifier for each record and ensures data integrity and consistency. FOREIGN KEYS establish relationships between tables by referencing the primary key of another table.

"In order to Edit/Sort Data, we can use various Queries. For eg., you can write a query for displaying Data for a Teacher in Science Department."

"Now observe the chart and tell me, which field is the Primary Key for the COURSE Table?"

"Very good."

"One student can take multiple courses, hence the relationship is Many-to-Many, because multiple courses can be associated with many students."

CLOSURE :

"Thus, today we learnt about the various elements of a Database."

RECAPITULATION :

"Tell me, what are the Primary Key and Foreign Key of the COURSE Table?"

"Excellent!"

APPLICATION :

"If we have a Table named MOTHER and another named CHILDREN, what type of relationship would both Tables have, and why?"

"Very Good."

HOMEWORK :

"Create a Database called OFFICE, having Tables such as EMPLOYEE, DEPARTMENT and MANAGER. Add sample Data."

SHRI_SAI_SCHOOL

STUDENT Table :

Student_ID	Name	Class	DOB	Course_ID
1	ARYAN	10	15/05/2005	101
2	MADHURI	11	22/09/2004	102
3	LAXMAN	9	20/10/2006	103
4	AYAN	12	30/11/2003	101
5	SHIVANI	10	18/08/2005	103
6	RAHUL	11	03/04/2004	102
7	PRIYA	9	12/07/2006	101

COURSE Table :

Course_ID	Course-Name	Teacher_ID
101	Mathematics	202
102	Science	201
103	History	203

TEACHER Table :

Teacher_ID	Name	Department	E-mail
201	Swati	Science	swati@ss.com
202	Nusrat	Math	nusrat@ss.com
203	Roshani	History	roshani@ss.com

विद्यार्थी कृती / (Student Activity)

शैक्षणिक साधने व मुल्यमापन (Student Activity)

Students listen attentively.

Students reply, "Course-ID"

Students listen attentively.

Students reply, "Course-ID is the Primary Key and Teacher-ID is the Foreign Key."

Students reply, "These Tables will have a ONE-TO-MANY relationship because one Mother can have many children, but every child can only have one mother."

फलक लेखन / Black Board Writing

दिनांक
(Date) 16/02/2024

विषय : ICT
(Subject)
घटक : MS ACCESS :
(Topic) INTRODUCTION TO
उपघटक : DATABASE
(Sub-Topic)

(Std) इयत्ता : VIII

(Div) तुकडी : 'A'

FORM :

Enter Student Data :

1. Student ID : _____
2. Name : _____
3. Class : _____
4. Date of Birth : _____
5. Course ID : _____

REPORT :

Report on Students studying in
9th std. :

Student ID	Name	DOB

HOMEWORK :

Create a Database called
OFFICE, having Tables such
as EMPLOYEE, DEPARTMENT
and MANAGER. Add some
sample data to it.

[Signature]

मार्गदर्शक प्राध्यापक सही
(Guide Tr. Sign.)

- * Introduction was appropriate.
- * Explanation was good.
- * Student response good.
- * Teaching aid used properly.
- * Lesson was very good.

16/02/2024

(Date)

दिनांक

[Signature]

(Observation Tr. Sign.)

निरीक्षक प्राध्यापक सही



BLOCK TEACHING - ICT - LESSON 3

MS ACCESS: INTRODUCTION TO DATABASE

Kantilal Khinwasara B.Ed.College, Laxman Nagar, Thergaon, Pune-33

Coursr-207-Internship Program

SUBJECT : Science

Unit Plan

Name of Student... SWATI ULLHAS APTE Roll No... 20 Div... 'A'

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Unit Analysis				✓	
2	Objective & Specifications				✓	
3	Learning Experience by Teacher					✓
4	Student's Participation				✓	
5	Plan for formative evaluation				✓	
6	Plan for summative evaluation				✓	
7	Teaching Method					✓
8	Time Schedule				✓	
9	Education Implication				✓	
10	Overall Impression				✓	
	Total Out of 50				42	50

A. Dekar

Signature of Professor In-charge

UNIT PLAN : SCIENCE

S. NO.	TEACHING POINTS/SUB-UNIT	OBJECTIVES AND SPECIFICATIONS	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	TEACHING METHOD	TEACHING AID	EVALUATION QUESTIONS
1.	CHANGES, TYPES OF CHANGES TIME : 30 min	<p>KNOWLEDGE : Students tell the definitions of different types of changes.</p> <p>UNDERSTANDING : Students explain the classification of changes with examples.</p> <p>APPLICATION : Students apply the concept of various types of changes in real-life.</p> <p>SKILL : Students draw a picture showing the change of seasons.</p>	<p>Teacher uses plants outside the class, and sharpens a pencil to show different types of changes.</p>	<p>Students classify real-life changes into different types.</p>	<p>Lecture cum Discussion Method.</p>	<p>Plants, Pencil and Sharpener.</p>	<p>Is melting of wax a Reversible or Irreversible change? Where can you apply the concept of Periodic changes?</p>
2.	PHYSICAL CHEMICAL CHANGES TIME : 30 min	<p>KNOWLEDGE : Students tell the definition of Physical Changes.</p> <p>UNDERSTANDING : Students explain how some changes can be called Physical changes.</p> <p>APPLICATION : Students apply the concept of Physical changes in real-life.</p> <p>SKILL : Students blow balloons, prepare a collage.</p>	<p>Teacher explains the concept of Physical Changes by demonstrating paper-folding, rubber-band stretching, etc.</p>	<p>Students observe the Physical Change in the inflation and deflation of a Balloon.</p>	<p>Lecture cum Demonstration Method.</p>	<p>Piece of Paper, Rubber-bands, Balloons.</p>	<p>Is the burning of a Wax candle a Physical or a chemical change? Tell me two real-life examples of Physical changes?</p>
3.	CHEMICAL CHANGES, DIFFERENCES BETWEEN PHYSICAL AND CHEMICAL CHANGES TIME : 30 min	<p>KNOWLEDGE : Students tell the definition of Chemical Changes.</p> <p>UNDERSTANDING : Students explain the differences between Physical and Chemical Changes.</p> <p>APPLICATION : Students apply the concept of Chemical changes in real-life.</p> <p>SKILL : Students handle the apparatus of the Experiment carefully.</p>	<p>Teacher uses a raw and ripe tomato to explain the concept of Chemical Changes. Teacher explains how to perform the Experiment.</p>	<p>Students perform the Experiment by mixing Vinegar and Baking Soda, and observe the Chemical Change.</p>	<p>Lecture cum Demonstration Method.</p>	<p>Green and Red Tomatoes, Vinegar, Baking Soda.</p>	<p>Is burning of Paper a Physical or Chemical change, and why? Tell me two examples of Chemical Changes which you see in real-life?</p>

EDUCATIONAL IMPLICATIONS

By developing a Unit Plan, Student-Teachers develop the ability to design cohesive and relevant learning experiences, by aligning educational goals with curriculum standards. This process encourages the Student-Teachers to cater to the diverse needs of students, to effectively measure students' progress and adjust teaching methods accordingly.

Additionally, incorporating different instructional techniques like hands-on learning, or group activities enhance student engagement and foster critical thinking skills.

Reflecting on teaching practices encourages interns to refine their skills and continually improve as educators.

Kantilal Khinwasara B.Ed.College, Laxman Nagar, Thergaon, Pune-33

Coursr-207-Internship Program

Unit Plan

SUBJECT : ICT

Name of Student.....SWATI LULLHAS APTE.....Roll No.....20..... Div.'A'.....

EVALUATION SCHEME

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Criteria	1	2	3	4	5
1	Unit Analysis				✓	
2	Objective & Specifications				✓	
3	Learning Experience by Teacher					✓
4	Student's Participation				✓	
5	Plan for formative evaluation				✓	
6	Plan for summative evaluation				✓	
7	Teaching Method				✓	
8	Time Schedule					✓
9	Education Implication				✓	
10	Overall Impression				✓	
	Total Out of 50				42/50	

(Signature)

Signature of Professor In-charge

S. NO.	SUB-UNIT (TEACHING PRINTS)	OBJECTIVES AND SPECIFICATIONS	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY	TEACHING METHOD	TEACHING AID	EVALUATION QUESTIONS
1.	DATABASE, FRONT-END & BACK-END	<p>KNOWLEDGE : Students fill the definition of a Database.</p> <p>UNDERSTANDING: Students explain the concept of front-end and back-end.</p> <p>TIME : 30 min</p> <p>APPLICATION : Students fill the real-world examples of Database.</p> <p>SKILL : Students draw the diagram of front-end and back-end concept.</p>	<p>Teacher uses the example of marks of student and ferns to explain the concept of Data, Information front-end and back-end.</p>	<p>Students observe the ferns, postbook, and draw the concept-diagram of front-end and back-end.</p>	Lecture cum demonstration	Bank Postbook, Registration Fern.	<p>What is the difference between Data & Information?</p> <p>When you go to a Restaurant, what is the front-end and what is back-end ?</p>
2.	ADVANTAGES AND APPLICATIONS OF DATABASE	<p>KNOWLEDGE : Students fill the definitions of Data Redundancy, Data Integrity and Data consistency.</p> <p>UNDERSTANDING: Students explain the advantages of using Database.</p> <p>TIME : 30 min</p> <p>APPLICATION : Students fill the real-world application of Database.</p> <p>SKILL : Students draw a diagram depicting uses/applications of Database.</p>	<p>Teacher uses School Attendance Register to explain the advantages of Database and its applications.</p>	<p>Students fill the applications of Database and draw the differences between Database and spreadsheet.</p>	Lecture cum demonstration	School Attendance Register	<p>What is meant by Data consistency?</p> <p>What are the various ways in which Database can be used in your school ?</p>
3.	ELEMENTS OF A DATABASE	<p>KNOWLEDGE : Students list the elements of Database and fill the definitions of Primary Key and Foreign Key.</p> <p>UNDERSTANDING: Students explain the concept of Tables, Reports and Relationships.</p> <p>TIME : 30 min</p> <p>APPLICATION : Students fill the real-world examples of elements of a Database.</p> <p>SKILL : Students write queries for insertion, modification and deletion of data in a Database.</p>	<p>Teacher shows a chart having Data of a School and explains the various elements of Database using it.</p>	<p>Students analyse data from the table of the Database, form the chart.</p>	Lecture cum Demonstration	chart containing data from a Database named SHRI SAI SCHOOL	<p>What are Primary Key and Foreign Key of the course Table?</p> <p>If we have a Table named MOTHER, and another named CHILDREN, what type of Relationship would both Tables have, and why?</p>

Date : _____

Page : _____

Topic : _____

EDUCATIONAL IMPLICATIONS

The creation of a Unit Plan during the Internship helps Student-Teachers to cultivate essential skills required by a Teacher. They learn to align their Lesson Plans with curriculum objectives, ensuring coherence and relevance in their Teaching. Exploring diverse assessment methods enables interns/Student-Teachers to gauge Students' understanding effectively and adjust their teaching strategies accordingly.

The Unit Planning process encourages Student-Teachers to reflect on their teaching practices and professional growth. It prepares Student-Teachers by equipping them with skills in curriculum-design, assessment, instructional delivery, technology integration, collaboration and reflective practices.

Plan of Evaluation : Development and conduct of Unit test

Name of Student... SWATI ULLHAS APTE Roll No... 20 Div... 'A'

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Development of test	Proper instruction given on unit test				✓	
2		Weightage given to objectives				✓	
3		Fulfilment of objectives through different types of questions				✓	
4		No. Of questions & time sufficiency					✓
5		Weightage given to different types of questions				✓	
6		Inclusion of All types of questions				✓	
7		Proper Sequence of questions as per difficulty level					✓
8		Questions based on specified content				✓	
9		Consideration of content length & importance of subunit					✓
10		Grammatically correctness & Clarity of Unit test paper				✓	
11		Length & Validity of the test				✓	
12		Adequacy of the unit test				✓	
13		Objectivity of the test				✓	
14		Printing & format of unit test paper : Font size, alignment, spacing				✓	✓
15	Administration	Feasibility of the test				✓	
16	Of Unit test	Seating arrangement for unit test					✓
17		Supervision : Measures taken to avoid malpractices				✓	
18		Time Management					✓
19		Educational Implication				✓	
20		Overall Impression				✓	
		Total Marks - 100				86	100

Signature of Professor In-charge

Andekar

Shri Sai English School

Unit Test – 2023-24 (Subject: Science)

Date: 11/02/2023

Total Marks: 20

Std. and Div.: VII A

Time: 30 min

Instructions:

- All Sections are mandatory to attempt.
- All Questions are mandatory to attempt.

SECTION 1: Fill in the Blanks – 5 Marks (1 Mark each)

- Melting of Wax is a _____ (Physical/Chemical) change.
- Photosynthesis is a _____ (Physical/Chemical) change.
- Beating of Aluminium to make Aluminium Foil is a _____ (Physical/Chemical) change.
- Cloud formation in the sky is a _____ (Fast/Slow) change.
- Growth of a plant is a _____ (Natural/Man-made) change.

SECTION 2: True or False – 5 Marks (1 Marks each)

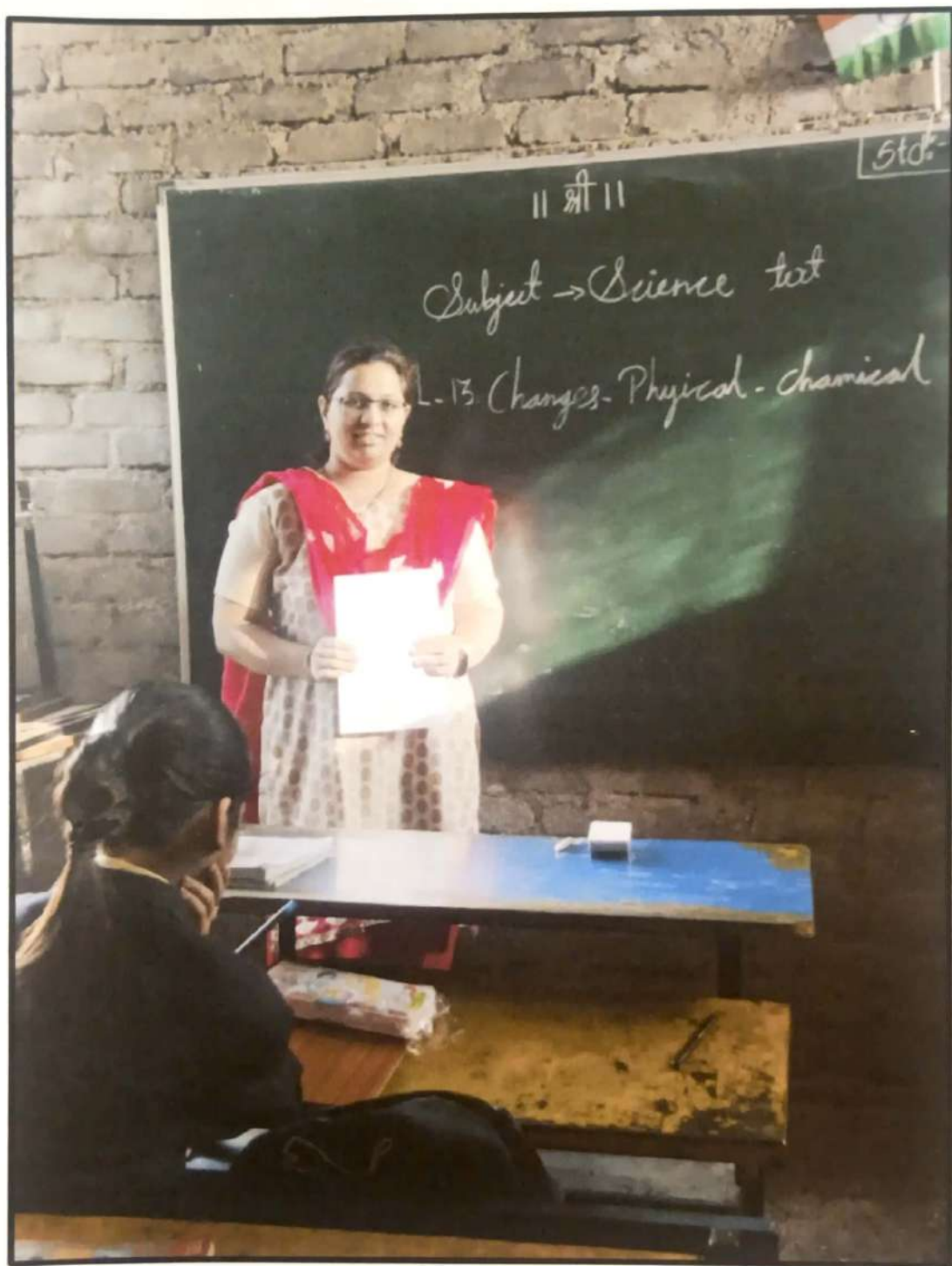
- Cutting a log of wood into pieces is a chemical change. (True/False)
- Iron and rust are the same substances. (True/False)
- Condensation of steam is not a chemical change. (True/False)
- Earthquakes are harmful changes. (True/False)
- Change of seasons is a Periodic Change. (True/False)

SECTION 3: Short Answer Type – 6 Marks (2 Marks each)

- Explain why Galvanization/Painting is done on Iron objects.
- Give reasons why making curd out of milk is a Chemical change.
- What happens when Baking Soda is mixed with Vinegar?

SECTION 4: Long Answer Type – 4 Marks (4 Marks each)

- Write the differences between Physical and Chemical changes and give 2 examples of each change.



UNIT TEST – SCIENCE

EDUCATIONAL IMPLICATIONS

The development and administration of a Unit Test during the internship offer significant educational implications for Student-Teachers. They gain practical experience in aligning assessment tasks with curriculum objectives, ensuring the Test accurately evaluates Student understanding.

Observing how students respond to assessments allow Student-Teachers to identify areas of difficulty. Unit Tests form a Formative Assessment Tool, enabling Student-Teachers to gather information on students' progress, in order to adjust teaching strategies accordingly.

Plan of Evaluation : Development and conduct of Unit test

Name of Student... SWATI ULLHAS APTE Roll No... 20 Div... (A)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Development of test	Proper instruction given on unit test				✓	
2		Weightage given to objectives				✓	
3		Fulfilment of objectives through different types of questions				✓	
4		No. Of questions & time sufficiency					✓
5		Weightage given to different types of questions				✓	
6		Inclusion of All types of questions				✓	
7		Proper Sequence of questions as per difficulty level					✓
8		Questions based on specified content					✓
9		Consideration of content length & importance of subunit				✓	
10		Grammatically correctness & Clarity of Unit test paper				✓	
11		Length & Validity of the test					✓
12		Adequacy of the unit test				✓	
13		Objectivity of the test					✓
14		Printing & format of unit test paper : Font size, alignment, spacing				✓	
15	Administration	Feasibility of the test				✓	
16	Of Unit test	Seating arrangement for unit test					✓
17		Supervision : Measures taken to avoid malpractices				✓	
18		Time Management					✓
19		Educational Implication				✓	
20		Overall Impression				✓	
		Total Marks - 100					87/100

Signature of Professor In-charge

Shri Sai English School

Unit Test – 2023-24 (Subject: ICT)

Date: 20/02/2024

Total Marks: 20

Std. and Div.: VIII A

Time: 30 min

Instructions:

- All Sections are mandatory to attempt.
 - All Questions are mandatory to attempt.
-

SECTION 1: Fill in the Blanks – 7 Marks (1 Mark each)

- A _____ (data-store/database) is a data warehouse that stores all information.
- Forms that we fill is a _____ (Back-end/Front-end) element.
- _____ (Memory/Keyboard) is used to store data in computers.
- Extra/unnecessary data in a Database is known as _____ (retention/redundancy).
- In a Relational Database, Data is stored in the form of _____ (Charts/Tables).
- Each row in a Database is known as a _____ (Record/File).
- Memory is a type of _____ (Back-end/Front-end).

SECTION 2: True or False – 7 Marks (1 Marks each)

- The Back-end of a database system is responsible for user interface design. (True/False)
- A Query is used for managing and manipulating data in relational databases. (True/False)
- A Database can be used to organize data. (True/False)
- A Primary Key is used to uniquely identify each record in a Table. (True/False)
- Only Numerical Data can be stored in a Database. (True/False)
- The end-user usually never sees the Back-end. (True/False)
- Power failure does not affect the Data in a Database. (True/False)

SECTION 3: Short Answer Type – 6 Marks (3 Marks each)

- Explain the concept of Back-end and Front-end in the context of Databases with Diagram and examples.
- List any three uses of Database and any three real-life applications.



UNIT TEST – ICT

EDUCATIONAL IMPLICATIONS

By developing and administering a Unit Test, Student-Teachers gain hands-on experience in creating assessments that align with curriculum goals, refining their ability to create clear and fair test items.

Administering the Unit Test offers valuable insights into students' learning and understanding. By analyzing students' responses, Student-Teachers can pinpoint areas of strengths and weaknesses, enabling them to adjust their teaching methods to cater to individual student needs, provide targeted support, and foster student development.

Kantilal Khinwasara B.Ed.College,Laxman Nagar,Thergaon,Pune-33

Coursr-207-Internship Program

Developing of Blue Print with model answer and marking Scheme

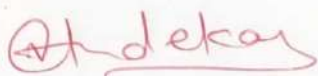
Name of Student.....SWATI ULLHAS APTE.....Roll No.....20..... Div.....(A).....

EVALUATION SCHEME

SUBJECT : SCIENCE

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Criteria	1	2	3	4	5
1	Structure of Blue Print as per the objective				✓	
2	Structure according to sub-unit & mark distribution				✓	
3	Structure according to question type					✓
4	Overall 3 dimensional design : Correct & complete				✓	
5	Accuracy of Model answers				✓	
6	Model answer as per objectives of the questions				✓	
7	Expected outline of the answers in model answers					✓
8	Marketing scheme according to the scope	..			✓	
9	Point-wise / sub questions wise Marking scheme				✓	
10	Overall Impression				✓	
	Total Out of 50				42/50	


Signature of Professor In-charge

DEVELOPMENT OF BLUEPRINT

A] WEIGHTAGE GIVEN TO OBJECTIVES :

S.No.	OBJECTIVES	MARKS	PERCENTAGE
1.	KNOWLEDGE	4	20
2.	UNDERSTANDING	6	30
3.	APPLICATION	10	50
4.	SKILL	0	0
TOTAL :		20	100

B] WEIGHTAGE GIVEN TO CONTENT - AREAS :

S.No.	CONTENT - AREAS	MARKS	PERCENTAGE
1.	CLASSIFICATION OF CHANGES	4	20
2.	PHYSICAL AND CHEMICAL CHANGES	13	65
3.	CORROSION	3	15
TOTAL :		20	100

C] WEIGHTAGE GIVEN TO TYPES OF QUESTIONS :

S.NO.	TYPES OF QUESTIONS	MARKS	PERCENTAGE
1.	LONG ANSWER TYPE/ESSAY TYPE	4	20
2.	SHORT ANSWER TYPE	6	30
3.	OBJECTIVE TYPE	10	50
	TOTAL :	20	100

BLUEPRINT

S.No.	OBJECTIVES :	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL MARKS
		L	S	O	L	S	O	L	S	O	L	S	O	
1.	CLASSIFICATION OF CHANGES													4
2.	PHYSICAL AND CHEMICAL CHANGES	1(4)			2(2)			5(1)						13
3.	CORROSION				1(2)			1(1)						3
TOTAL MARKS :		4			6			10						20

NOTES :
~~~~~

- L → Long Answer Type
- S → Short Answer Type
- O → Objective Type

Number within Brackets ( ) indicates Maximum Marks per Question.  
 Number outside Brackets ( ) indicates no. of Questions.



## MARKS DISTRIBUTION CHART

| SECTION       | TYPES OF QUESTIONS                                     | MARKS                                                     |
|---------------|--------------------------------------------------------|-----------------------------------------------------------|
| 1.            | FILL IN THE BLANKS :<br>i)<br>ii)<br>iii)<br>iv)<br>v) | 5 MARKS<br>1 MARK<br>1 MARK<br>1 MARK<br>1 MARK<br>1 MARK |
| 2.            | TRUE OR FALSE :<br>i)<br>ii)<br>iii)<br>iv)<br>v)      | 5 MARKS<br>1 MARK<br>1 MARK<br>1 MARK<br>1 MARK<br>1 MARK |
| 3.            | SHORT ANSWER TYPE :<br>i)<br>ii)<br>iii)               | 6 MARKS<br>2 MARKS<br>2 MARKS<br>2 MARKS                  |
| 4.            | LONG ANSWER TYPE :<br>i)                               | 4 MARKS<br>4 MARKS                                        |
| TOTAL MARKS : |                                                        | 20                                                        |

MODEL ANSWERSSECTION 1 : Fill in the blanks - (5 Marks)

i) Physical (1)

ii) Chemical (1)

iii) Physical (1)

iv) Slow (1)

v) Natural (1)

SECTION 2 : True or False (5 Marks)

i) False (1)

ii) ~~False~~ (1)

iii) True (1)

iv) True (1)

v) True (1)

### SECTION 3 : Short Answer Type

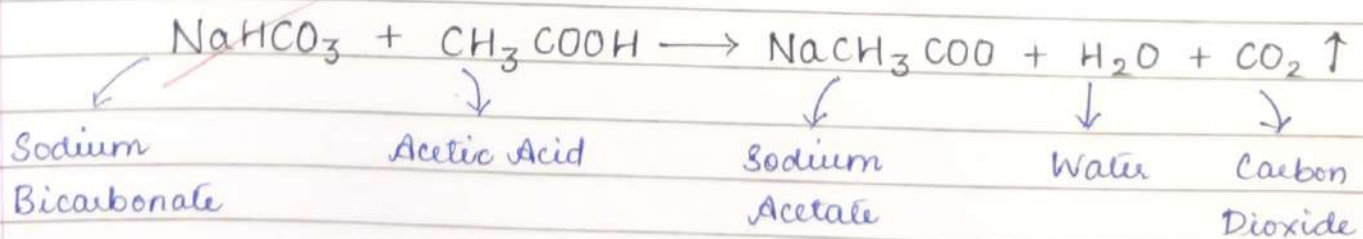
(6 Marks)

i) GALVANIZATION / PAINTING Iron objects is like (2)  
giving them a protective shield. It covers the  
Iron with a barrier to stop water and air from  
touching the Iron and causing it to rust. This  
ensures that the Iron objects last longer and stay  
in good condition without getting rusty or damaged.

ii) During the process of curdling milk, an entirely (2)  
new product, i.e. curd is formed from milk. It  
is not possible to get back milk from curd. Hence  
it is a chemical change. The composition of  
milk changes into curd completely.

iii) When Baking Soda is mixed with Vinegar, (2)  
they react and produce Carbon Dioxide gas, which  
makes the mixture fizz and bubble up. This reaction  
also produces water and a compound called  
SODIUM ACETATE.

The Chemical Reaction is denoted as below :



SECTION 4 : Long Answer Type (4 Marks)

i)

(4)

| PHYSICAL CHANGES                                                | CHEMICAL CHANGES                                                                          |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| → Change in Physical properties without forming new substances. | → Formation of new substances with different chemical properties.                         |
| → Often Reversible.                                             | → Often Irreversible.                                                                     |
| → Do not observe significant energy changes.                    | → Often involve energy changes, such as heat or light being absorbed or released.         |
| → Changes in State, Shape, Size etc.                            | → Colour change, formation of gas bubbles, Temperature change, precipitate formation etc. |
| → EXAMPLES :<br>Melting of Ice,<br>Tearing of Paper             | → EXAMPLES :<br>Rusting of Iron<br>Photosynthesis                                         |

Kantilal Khinwasara B.Ed.College,Laxman Nagar,Thergaon,Pune-33

Coursr-207-Internship Program

Developing of Blue Print with model answer and marking Scheme

Name of Student...SWATI ULLHAS APTE.....Roll No..20..... Div..(A).....

EVALUATION SCHEME

SUBJECT : SCIENCE  
ICT

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Criteria                                            | 1 | 2 | 3 | 4 | 5     |
|----|-----------------------------------------------------|---|---|---|---|-------|
| 1  | Structure of Blue Print as per the objective        |   |   |   | ✓ |       |
| 2  | Structure according to sub-unit & mark distribution |   |   |   |   | ✓     |
| 3  | Structure according to question type                |   |   |   | ✓ |       |
| 4  | Overall 3 dimensional design : Correct & complete   |   |   |   | ✓ |       |
| 5  | Accuracy of Model answers                           |   |   |   |   | ✓     |
| 6  | Model answer as per objectives of the questions     |   |   |   | ✓ |       |
| 7  | Expected outline of the answers in model answers    |   |   |   | ✓ |       |
| 8  | Marketing scheme according to the scope             |   |   |   |   | ✓     |
| 9  | Point-wise / sub questions wise Marking scheme      |   |   |   | ✓ |       |
| 10 | Overall Impression                                  |   |   |   | ✓ |       |
|    | Total Out of 50                                     |   |   |   |   | 43/50 |

At. dekar  
Signature of Professor In-charge

## DEVELOPMENT OF BLUEPRINT

### A] WEIGHTAGE GIVEN TO OBJECTIVES :

| S.No.   | OBJECTIVES    | MARKS | PERCENTAGE |
|---------|---------------|-------|------------|
| 1.      | KNOWLEDGE     | 4     | 20         |
| 2.      | UNDERSTANDING | 8     | 40         |
| 3.      | APPLICATION   | 5     | 25         |
| 4.      | SKILL         | 3     | 15         |
| TOTAL : |               | 20    | 100        |

### B] WEIGHTAGE GIVEN TO CONTENT-AREAS :

| S.No.   | CONTENT AREAS                                   | MARKS | PERCENTAGE |
|---------|-------------------------------------------------|-------|------------|
| 1.      | CONCEPTS OF DATABASE,<br>FRONT-END AND BACK-END | 8     | 40         |
| 2.      | USES AND ADVANTAGES OF<br>DATABASE              | 7     | 35         |
| 3.      | ELEMENTS OF DATABASE                            | 5     | 25         |
| TOTAL : |                                                 | 20    | 100        |

C] WEIGHTAGE GIVEN TO TYPES OF QUESTIONS :

| S.No. | TYPES OF QUESTIONS          | MARKS | PERCENTAGE |
|-------|-----------------------------|-------|------------|
| 1.    | LONG ANSWER TYPE/ESSAY TYPE | 0     | 0          |
| 2.    | SHORT ANSWER TYPE           | 6     | 30         |
| 3.    | OBJECTIVE TYPE              | 14    | 70         |
|       | TOTAL :                     | 20    | 100        |

## BLUEPRINT

| S.No.                | OBJECTIVES :                              | KNOWLEDGE |   |      | UNDERSTANDING |   |   | APPLICATION |   |   | SKILL |   |   | TOTAL MARKS |   |  |    |
|----------------------|-------------------------------------------|-----------|---|------|---------------|---|---|-------------|---|---|-------|---|---|-------------|---|--|----|
|                      |                                           | L         | S | O    | L             | S | O | L           | S | O | L     | S | O |             |   |  |    |
| 1.                   | CONCEPTS OF DATABASE, FRONT-END, BACK-END |           |   | 1(1) |               |   |   | 3(1)        |   |   |       |   |   | 1(1)        |   |  | 8  |
| 2.                   | USERS AND ADVANTAGES OF DATABASE          |           |   |      |               |   |   | 3(1)        |   |   |       |   |   | 1(3)        |   |  | 7  |
| 3.                   | ELEMENTS OF DATABASE                      |           |   | 3(1) |               |   |   | 2(1)        |   |   |       |   |   |             |   |  | 5  |
| <b>TOTAL MARKS :</b> |                                           |           |   | 4    |               |   |   | 8           |   |   |       |   |   | 3           | 2 |  | 20 |

NOTES:

L → Long Answer Type

S → Short Answer Type

O → Objective Type

Number within Brackets ( ) indicates Allocated Marks per Question.

Number outside Brackets ( ) indicates no. of Questions.



## MARKS DISTRIBUTION CHART

| SECTION       | TYPES OF QUESTIONS   | MARKS   |
|---------------|----------------------|---------|
| 1.            | FILL IN THE BLANKS : | 7 MARKS |
|               | i)                   | 1 MARK  |
|               | ii)                  | 1 MARK  |
|               | iii)                 | 1 MARK  |
|               | iv)                  | 1 MARK  |
|               | v)                   | 1 MARK  |
|               | vi)                  | 1 MARK  |
|               | vii)                 | 1 MARK  |
| 2.            | TRUE OR FALSE :      | 7 MARKS |
|               | i)                   | 1 MARK  |
|               | ii)                  | 1 MARK  |
|               | iii)                 | 1 MARK  |
|               | iv)                  | 1 MARK  |
|               | v)                   | 1 MARK  |
|               | vi)                  | 1 MARK  |
|               | vii)                 | 1 MARK  |
| 3.            | SHORT ANSWER TYPE :  | 6 MARKS |
|               | i)                   | 3 MARKS |
|               | ii)                  | 3 MARKS |
| TOTAL MARKS : |                      | 20      |

MODEL ANSWERSSECTION 1 : Fill in the blanks - (7 Marks)

- i) Database (1)
- ii) Front-end (1)
- iii) Memory (1)
- iv) Redundancy (1)
- v) Tables (1)
- ~~vi) Record (1)~~
- vii) Back-end (1)

SECTION 2 : True or False - (7 Marks)

- i) False (1)
- ii) True (1)
- ~~iii) True (1)~~
- iv) True (1)
- v) False (1)
- vi) True (1)
- vii) True (1)

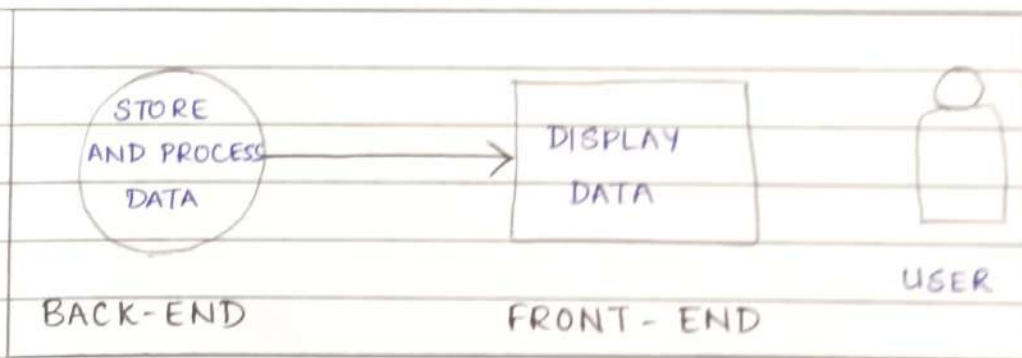
### SECTION 3 : Short Answer Type - (6 Marks)

i)

(3)

A Database usually acts as a BACKEND, while another application is used in combination with the Database to serve as front-end.

In computers, Back-end applications store all the main information, and mix-and-match it to prepare the output. The FRONT-END application simply displays the output to the user. So, we can say that Back-end application stores and processes information, while a front-end application displays information to the user. The end user usually, never sees the Back-end.



ii)

(3)

#### USES OF DATABASE -

- \* Stores large amount of data in a centralized location.
- \* Eliminates the need of storing repetitive information.
- \* Validates the data being stored.

## APPLICATIONS OF DATABASE IN REAL-LIFE -

- \* Banking Systems
- \* Railway Ticket Booking
- \* Hospitals

Coursr-207- Internship Program

Study of records maintained by schools

Name of Student... SWATI ULLHAS APTE ..... Roll No... 20 ..... Div... (A) .....

Evaluation Scheme

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No. |          | Criteria                                                        | 1 | 2 | 3 | 4 | 5      |
|-----|----------|-----------------------------------------------------------------|---|---|---|---|--------|
| 1   |          | Introduction, Need & Importance                                 |   |   |   | ✓ |        |
| 2   |          | Objective of the activity                                       |   |   |   | ✓ |        |
| 3   | Record 1 | Title, Format, Style of maintaining the record                  |   |   |   | ✓ |        |
| 4   |          | Nature and scope of the record                                  |   |   |   | ✓ |        |
| 5   |          | Related to student's teacher/GO/NGO/Mother<br>Institute / Other |   |   |   | ✓ |        |
| 6   |          | Opinion about record 1                                          |   |   |   | ✓ |        |
| 7   | Record 2 | Title, Format, Style of maintaining the record                  |   |   |   | ✓ |        |
| 8   |          | Nature and scope of the record                                  |   |   |   | ✓ |        |
| 9   |          | Related to student's teacher/GO/NGO/Mother<br>Institute / Other |   |   |   | ✓ |        |
| 10  |          | Opinion about record 2                                          |   |   |   |   | ✓      |
| 11  | Record 3 | Title, Format, Style of maintaining the record                  |   |   |   | ✓ |        |
| 12  |          | Nature and scope of the record                                  |   |   |   | ✓ |        |
| 13  |          | Related to student's teacher/GO/NGO/Mother<br>Institute / Other |   |   |   | ✓ |        |
| 14  |          | Opinion about record 3                                          |   |   |   | ✓ |        |
| 15  | Record 4 | Title, Format, Style of maintaining the record                  |   |   |   | ✓ |        |
| 16  |          | Nature and scope of the record                                  |   |   |   |   | ✓      |
| 17  |          | Related to student's teacher/GO/NGO/Mother<br>Institute / Other |   |   |   | ✓ |        |
| 18  |          | Opinion about record 4                                          |   |   |   | ✓ |        |
| 19  |          | Educational Implications                                        |   |   |   | ✓ |        |
| 20  |          | Overall impression                                              |   |   |   | ✓ |        |
|     |          | Total Marks - 100                                               |   |   |   |   | 82/100 |

*H. dekar*

Signature of Professor In-charge

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

Page \_\_\_\_\_

Topic \_\_\_\_\_

## INTRODUCTION

SCHOOL RECORDS are vital documents essential for efficient School Administration and Student Management. These records offer insights into various school operations, student performance, and academic planning. Through meticulous documentation, school records enable informed decision-making, progress tracking, and accountability within the educational system.

During the Internship at SHRI SAI SCHOOL, WAKAD, I got the opportunity to study school records, providing me a first-hand understanding of administrative processes and data management practices in educational institutions. Analysis of specific records like Attendance Registers, CRCs, Leaving Certificates, Bonafide Certificates, etc. enhances our skills in data analysis, record keeping, and regulatory compliance.

School Records offer a holistic view of the educational landscape, showcasing the link between administrative processes, student data, and educational outcomes.

## NEED AND IMPORTANCE

- \* **DATA MANAGEMENT** : School Records serve as repositories of essential data related to student demographics, academic performance, attendance and behaviour. By systematically organizing and maintaining this information, schools can track student progress, identify trends, and make informed decisions.
- \* **REGULATORY COMPLIANCE** : School Records play a crucial role in ensuring compliance with educational regulations and legal requirements. Documentation such as enrollment records, attendance registers, and academic transcripts are necessary to verify student ability, meeting accreditation standards, and fulfilling reporting obligations to educational authorities.
- \* **EDUCATIONAL PLANNING** : Analysis of School Records enables educators and administrators to identify areas for improvement, set goals, and develop strategic plans to enhance educational outcomes.
- \* **ACCOUNTABILITY AND TRANSPARENCY** : Maintaining comprehensive school records promotes accountability

Date \_\_\_\_\_

Page \_\_\_\_\_

Topic \_\_\_\_\_

and transparency within the educational system. By documenting actions, decisions, and outcomes, schools can demonstrate accountability to stakeholders, foster trust and confidence in their practices, and uphold standards of ethical conduct and professionalism.



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

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

Topic : \_\_\_\_\_

## OBJECTIVES

- \* To gain an insight into administrative processes within educational institutions.
- \* To assess student progress and performance over time.
- \* To identify trends and patterns in student behaviour, attendance, and academic achievement.
- \* To enhance parental engagement through effective communication and collaboration.
- \* To support research and inquiry into educational trends, practices and outcomes.
- \* To promote equity and inclusion by monitoring and addressing disparities in student achievement and access to resources.
- \* To enhance school accountability and transparency through accurate record-keeping.

# RECORD #1

TITLE : CUMULATIVE RECORD CARD (CRC)

FORMAT : The format can vary depending on the School, but it typically includes sections for:

- \* STUDENT IDENTIFICATION INFORMATION  
(Name, ID Number, Standard, Section, Roll No...)
- \* ACADEMIC ACHIEVEMENT  
(Grades, Standardized Test Scores)
- \* ATTENDANCE RECORD
- \* HEALTH HISTORY AND IMMUNIZATION RECORDS
- \* SOCIAL - EMOTIONAL DEVELOPMENT  
(Observations, Awards / Disciplinary Actions)
- \* INTERESTS AND EXTRA CURRICULAR ACTIVITIES
- \* PARENTAL / GUARDIAN INFORMATION AND CONTACT DETAILS

## STYLE OF MAINTAINING THE RECORD :

- \* CRCs should be kept up-to-date throughout a Student's time at the School.
- \* New information should be added regularly, and outdated information should be archived.
- \* Schools may have designated personnel responsible for maintaining CRCs, such as Registrars.
- \* Access to CRC information should be restricted to authorized personnel only, following privacy laws.

## NATURE AND SCOPE OF THE RECORD :

The CRC serves as a comprehensive repository of Student Data, encompassing academic achievements, attendance records, behavioural assessments, and other pertinent information. It provides a holistic overview of each student's educational journey, enabling educators and stakeholders to track progress, identify trends, and tailor interventions to meet individual needs.

Quantitative data includes grades, standardized test scores, and attendance records, providing a snapshot of academic achievement. Qualitative information, gathered through teacher observations, anecdotal notes, and participation in extra-curricular activities, offers valuable insights into a student's social-emotional development, interests, and strengths beyond academics.

## RELATED TO : STUDENTS -

CRCs are a powerful tool for student success. By providing a centralized record of academic progress, social-emotional development, and extracurricular involvement, CRCs show a collaborative approach to student growth. Teachers can leverage data within the CRC to identify areas where they might need additional support. Counselors can utilize this information to develop personalized strategies. Communication between Parents, Teachers, and Counselors is also facilitated by CRCs.

## OPINION ABOUT THE RECORD :

CRCs can be a powerful asset for both Educators and Parents in understanding and supporting students. However, there are some important considerations:

- With electronic CRCs, keeping student information secure is crucial. Schools need to follow data privacy laws and implement strong security measures.
- Educators should be trained to record observations and assessments fairly and objectively to avoid skewing a student's profile.
- While standardized tests offer a data point, overreliance on them can overlook a student's broader potential and capabilities.

CRCs should strive for a balance, valuing both Quantitative as well as Qualitative Data Insights.

**SHRI SAI ENGLISH SCHOOL WAKAD, PUNE - 411 057.**

-- ATTENDANCE --

| Month                | June                                | July | August | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March | April | May |
|----------------------|-------------------------------------|------|--------|-------|------|------|------|------|------|-------|-------|-----|
| Working Days         | 14                                  | 22   | 21     | 23    | 15   | 25   | 18   | 26   | 23   | 24    | 07    | 28  |
| Days Present         | 13                                  | 14   | 20     | 19    | 15   | 18   | 15   | 25   | 21   | 19    | 07    | 18  |
| Class Teacher's Sign | P. P. P. P. P. P. P. P. P. P. P. P. |      |        |       |      |      |      |      |      |       |       |     |
| Parents Sign         | P. P. P. P. P. P. P. P. P. P. P. P. |      |        |       |      |      |      |      |      |       |       |     |

-- GRADE --

| 91% to 100% | 81% to 90% | 71% to 80% | 61% to 70% | 51% to 60% | 41% to 50% | 31% to 40% | 21% to 30% | 11% to 20% | 0% |
|-------------|------------|------------|------------|------------|------------|------------|------------|------------|----|
| A*          | A          | B+         | B          | C+         | C          | D          | E          | F          | F  |
| Grade       | A*         |            |            |            |            |            |            |            |    |

The Child is Ready / Eligible for Std. VIII (English)  
School Re-Opens on 12 JUN 2023

HEAD-MI-STRONG  
SHRI SAI ENGLISH SCHOOL  
Wakad, Pune-411 057

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**SHRI SAI ENGLISH SCHOOL**  
Kaveri Nagar, Near Telephone Exchange, Wakad, Pune - 411 057.  
U. DIST. CODE : 27251903037

**STUDENT REPORT CARD FOR THE YEAR 2022 - 2023**

PERSONAL INFORMATION

Student's Name: Aman Salve  
Roll No.: 06 Registration No.: 475  
Std.: VII Div.: I  
Father's Name: Mahesh Occupation: Service  
Mother's Name: Anita Occupation: housewife  
Mother Tongue: Marathi Medium: English  
Date of Birth: 23/02/2010 Age: 13 Years  
Address: Kaveri Nagar Police line  
B-27/R-5 Wakad Pune-57  
Telephone / Mobile No.: \_\_\_\_\_ Email ID: \_\_\_\_\_  
9309721825

HEALTH INFORMATION

Weight: 42 Kg Height: 149 cm Blood Group: \_\_\_\_\_

-- REPORT CARD FOR THE FIRST TERM --

Student Name: Aman Salve  
Std: VII Div: I Roll No: 06

| Sr. No. | Subject              | First Term Grade | Description/Remarks                              |
|---------|----------------------|------------------|--------------------------------------------------|
| 1.      | English              | C                | * Has made special progress in *<br><u>Mathe</u> |
| 2.      | Marathi              | B                |                                                  |
| 3.      | Hindi                | B                |                                                  |
| 4.      | Mathe                | B+               | * Interest in / HOBBY *<br><u>Cricket</u>        |
| 5.      | Science / E.W.B-1    | B+               | * Improvement required *<br><u>English</u>       |
| 6.      | Social Sc. / E.W.B-2 | B                |                                                  |
| 7.      | Drama/Arts           | A                |                                                  |
| 8.      | W. Exp.              | B+               |                                                  |
| 9.      | P.T.                 | B+               |                                                  |
| 10.     | Computer / ICT       | A                |                                                  |

Class Teacher's Sign: \_\_\_\_\_ Head-MI-STRONG Sign: \_\_\_\_\_ Parents Sign: \_\_\_\_\_

SHRI SAI ENGLISH SCHOOL  
N. Wakad Telephone Exchange, Pune-57  
Wakad, Pune-411 057

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-- REPORT CARD FOR THE SECOND TERM --

Student Name: Aman Salve  
Std: VII Div: I Roll No: 06

| Sr. No. | Subject              | Second Term Grade | Description/Remarks                              |
|---------|----------------------|-------------------|--------------------------------------------------|
| 1.      | English              | C+                | * Has made special progress in *<br><u>Hindi</u> |
| 2.      | Marathi              | B+                |                                                  |
| 3.      | Hindi                | B+                |                                                  |
| 4.      | Mathe                | B                 | * Interest in / HOBBY *<br><u>Kho-Kho</u>        |
| 5.      | Science / E.W.B-1    | C+                | * Improvement required *<br><u>English</u>       |
| 6.      | Social Sc. / E.W.B-2 | B+                |                                                  |
| 7.      | Drama/Arts           | A                 |                                                  |
| 8.      | W. Exp.              | A                 |                                                  |
| 9.      | P.T.                 | A                 |                                                  |
| 10.     | Computer / ICT       | C+                |                                                  |

Class Teacher's Sign: \_\_\_\_\_ Head-MI-STRONG Sign: \_\_\_\_\_ Parents Sign: \_\_\_\_\_

SHRI SAI ENGLISH SCHOOL  
N. Wakad Telephone Exchange, Pune-57  
Wakad, Pune-411 057

**CUMULATIVE RECORD CARD (CRC) OF SHRI SAI ENGLISH SCHOOL, WAKAD**

## RECORD # 2

TITLE : STUDENTS' DAILY ATTENDANCE REGISTER

FORMAT : The Attendance Register is typically formatted as a grid or a spreadsheet.  
The format can typically include :

- MONTH AND YEAR
- DATE
- STUDENT NAMES (With Roll Numbers)
- COLUMNS FOR MARKING ATTENDANCE (Present / Absent / Late / Excused)
- SPACE FOR COMMENTS OR NOTES (Optional)

### STYLE OF MAINTAINING THE RECORD :

- \* Attendance should be marked daily, typically at the beginning of class.
- \* Teachers or designated personnel are responsible for accurate and timely recording.
- \* Completed registers are usually archived for a specific period as per school policy.

## NATURE AND SCOPE OF THE RECORD :

Student Attendance Registers play a crucial role in promoting student well-being and academic success. By tracking Attendance patterns, educators gain valuable insights into a student's life beyond the classroom. Excessive absences, especially when clustered or unexplained, can be a red flag for underlying issues. Early identification of such issues allow for timely intervention, knowing attendance patterns also helps teachers tailor their approach. If a significant portion of the class frequently misses a particular subject, the teacher can revisit her lesson plan or consider alternative teaching methods.

## RELATED TO - STUDENTS :

Attendance patterns can reveal underlying issues that require a more holistic approach. For instance, a student who consistently participates in class discussions but has a high absence rate might benefit from flexible learning options or support services. Alternatively, a student who shows up to class but appears disengaged could require more interactive learning methods.

## OPINION ABOUT THE RECORD :

The Students Attendance Register is a crucial tool for maintaining accountability and promoting student engagement in the learning process. Its timely and accurate maintenance is essential for identifying attendance patterns, addressing absenteeism, and fostering a positive school culture, centered on regular attendance and active participation.

However, ensuring consistency in recording attendance and addressing any discrepancy promptly is essential to maximize the effectiveness of the Attendance Register in supporting student success.





| Sl. No. | Name of the Student | ATTENDANCE |   |   |   |   |   |   | REGISTER |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
|---------|---------------------|------------|---|---|---|---|---|---|----------|---|---|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|
|         |                     | Month      | 1 | 2 | 3 | 4 | 5 | 6 | 7        | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |  |  |  |  |
| 471     | Pravara, Yashika    |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 472     | Chandrayan, Anjali  |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 473     | Chandrayan, Anjali  |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 474     | Devdas, Lakshmi     |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 475     | Patil, Rohan        |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 476     | Salve, Anamika      |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 477     | Shankar, Vanshika   |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| - Girls |                     |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 1       | Ansari, Afreen      |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 2       | Astade, Samruddhi   |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 3       | Bhardwaj, Shrushti  |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 4       | Chachhi, Nirmala    |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 5       | Eklothe, Manoj      |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 6       | Marathe, Anika      |            |   |   |   |   |   |   |          |   |   |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |

STUDENTS ATTENDANCE REGISTER OF  
SHRI SAI ENGLISH SCHOOL, WAKAD

## RECORD #3

TITLE : TEACHERS' DAILY ATTENDANCE

FORMAT : While Students Attendance Registers are standard, Teacher Attendance can be in the form of sign-in sheets, digital timekeeping systems, or department heads might keep informal records. A typical Teachers' Attendance Register might include :

- \* DATE
- \* TEACHERS NAMES
- \* COLUMNS FOR MARKING ATTENDANCE (Present, Absent, Late)
- \* OPTIONAL SECTIONS FOR REASON FOR ABSENCE (Pre-approved leave, Illness, etc.)
- \* SPACE FOR COMMENTS (Substitute arrangements, notes for administration)

### STYLE OF MAINTAINING THE RECORD :

- \* Teachers or designated Personnel (administrative staff) could be responsible for marking attendance daily, typically at the start of the work day.
- \* Completed registers would likely be archived for a specific period as per school policy.

## NATURE AND SCOPE OF THE RECORD :

The Teachers' Attendance Register function as an official log of Staff Availability, encompassing both planned and unplanned absences. Pre-approved leave for Professional Development, personal days, or illness can be documented within the register. Similarly, unexpected absences due to sudden illness, emergencies, or unforeseen circumstances are also recorded. Identifying trends of frequent unplanned absences could prompt conversations about potential health concerns or workload challenges impacting a teacher's well-being.

Teachers' Attendance Records might be used to monitor participation in mandatory training sessions or workshops, ensuring teachers remain up-to-date on best practices.

## RELATED TO - TEACHERS :

Knowing their colleague's planned absences allows for smoother transitions within the school environment. If a Teacher has a pre-approved leave request documented in the Teachers' Attendance Register, Administrators can secure a suitable substitute well in advance, minimizing disruptions to students' learning schedule. The Teachers' Attendance Register can serve as a form of official documentation for Teachers.

## OPINION ABOUT THE RECORD :

The Teachers' Attendance Register serves as a valuable tool for managing substitutes, leave requests, and even potential disciplinary actions in case of excessive unplanned absences. This formal system ensures accountability and facilitates a smooth workflow within the school.

However, such registers can sometimes foster a climate of micromanagement and erode trust between Teachers and Administrators. Open communication and a culture of professionalism might be more effective in the long run.



TEACHERS ATTENDANCE REGISTER OF  
SHRI SAI ENGLISH SCHOOL, WAKAD

## RECORD # 4

TITLE : SCHOOL LEAVING, CERTIFICATE BOOK

FORMAT : The School Leaving Certificate Book can be a physical bound book, or an electronic database. It typically includes a dedicated page for each student leaving the School.  
This page would contain :

- STUDENT'S NAME AND IDENTIFICATION DETAILS
- DATES OF ENROLLMENT AND GRADUATION
- ACADEMIC ACHIEVEMENTS - Final grades in core subjects, details of any awards or honors received.
- ATTENDANCE RECORD - Overall Attendance Percentage or a Summary of Absences.
- EXTRACURRICULAR ACTIVITIES PARTICIPATION DETAILS
- OPTIONAL SECTIONS - Teacher comments/recommendations, reason of leaving, etc.

### STYLE OF MAINTAINING THE RECORD :

- \* Information is typically recorded by designated School Personnel, such as registrars or guidance counselors, upon a student's Departure.
- \* Entries are permanent and archived for future reference.

## NATURE AND SCOPE OF THE RECORD :

The SCHOOL LEAVING CERTIFICATE BOOK acts as a permanent record, capturing the essence of a student's time at the school. Academic achievements, including final grades and earned honors, paint a picture of a student's strengths in core subjects. Attendance Data reveals a student's commitment to their studies, while details of extracurricular activities showcase their interests and passions beyond the classroom. Teacher comments and recommendations add a personal touch, highlighting a student's unique contributions and potential. Together, these elements create a comprehensive narrative, a legacy that documents a student's growth and accomplishments throughout their academic journey.

## RELATED TO : STUDENTS -

The School Leaving Certificate serves as an official record of their Academic Achievement/Accomplishments. Final grades and details of any awards or honors earned, provide a tangible proof of their hard work and dedication throughout their school years. This document becomes a crucial asset when applying for further studies or seeking employment. It shows their commitment, interests, and leadership potential. This comprehensive picture allows students to present a strong case for their future endeavours.

## OPINION ABOUT THE RECORD :

The SCHOOL LEAVING CERTIFICATE BOOK offers a valuable resource for both students and Institutions. For students, it is an official document verifying their academic achievements, a key component for college applications or future employment opportunities. Schools benefit from having a centralized record of past students' academic journeys. This allows them to track trends in student performance, evaluate the effectiveness of programs, and provide references when required.

However, schools must ensure they comply with all relevant regulations to protect student information. The accuracy and fairness of the recorded information is crucial.





# SHRI SAI ENGLISH SCHOOL

Wakad Telephone Exchange, Kaveri Nagar, Wakad, Pune-411 007

Wakad Telephone Exchange, Kaveri Nagar, Wakad, Pune-411 007

## LEAVING CERTIFICATE

Roll No. 210

Roll No. 2015272519030070004  
755462225444

Name of the Candidate: Rahul Bhagwandas Nigam

Parent's Name: Mrs Karlawati

Nationality: Indian Religion: Hindu

Community: Hindu - Karmni - Charan

Place of Birth: Akdega, Dist - Basti, U.P.

Date of Birth: 09 / 11 / 2006  
Ninth November Two-Thousand Six

Place of Birth: New

Date of Admission: 02 07 2013 - I

Progress: Good - II Good

Date of Leaving School: 31 05 2022

Standard in which studying & date when it was left: Std IX Since June 2021

Reason of leaving school: Parent's wish

Remarks: Promoted to std X June 2022

Certificate Issued Date: 31 / 05 / 2022

CLASS TEACHER

*[Signature]*  
CLERK

*[Signature]*  
**HEAD-MISTRESS**  
SHRI SAI ENGLISH SCHOOL  
Wakad Telephone Exchange, Kaveri Nagar  
Wakad, Pune-411 007

SCHOOL LEAVING CERTIFICATE OF SHRI SAI ENGLISH SCHOOL, WAKAD

## EDUCATIONAL IMPLICATIONS

Studying School Records provides Student Teachers with insights into the intricate workings of educational systems, including administrative processes, data management practices, and regulatory compliance requirements.

By analyzing various school records, Student Teachers learn to make informed decisions that positively impact student learning and school management.

Through the analysis of student performance data, Student Teachers get valuable insights into individual learning needs and preferences. This understanding enables us to tailor instructional approaches to accommodate diverse learning styles, abilities, and backgrounds, thereby promoting inclusive and equitable education.

Coursr-207-Internship Program

Organization of Co-curricular / Extra curricular Activities

EVALUATION SCHEME

Name of Student...SWATI ULLHAS APTE.....Roll No...20..... Div...'A'.....

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No. | Criteria                                                    | 1 | 2 | 3 | 4     | 5 |
|-----|-------------------------------------------------------------|---|---|---|-------|---|
| 1   | Selection & Planning of Co curricular Activity              |   |   |   | ✓     |   |
| 2   | Preparation of student teacher for co and extra activities  |   |   |   | ✓     |   |
| 3   | Organization of Co-curricular Activity                      |   |   |   |       | ✓ |
| 4   | Participatory role of student teacher in the activity       |   |   |   | ✓     |   |
| 5   | Co-ordination between student teacher & School staff.       |   |   |   | ✓     |   |
| 6   | Management skills displayed in Execution of the program     |   |   |   |       | ✓ |
| 7   | Encouragement & Opportunities given to the student          |   |   |   | ✓     |   |
| 8   | Student response & Scope for Other skill development        |   |   |   | ✓     |   |
| 9   | Problem faced during activities & its overcoming strategies |   |   |   | ✓     |   |
| 10  | Educational Implication & Overall Impression                |   |   |   | ✓     |   |
|     | <b>Total Out of 50</b>                                      |   |   |   | 42/50 |   |

*@dakar*

Signature of Professor In-charge

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

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

Topic: \_\_\_\_\_

## INTRODUCTION

CO-CURRICULAR ACTIVITIES play a pivotal role in enhancing the overall educational experience of students, COMPLEMENTING the academic curriculum with opportunities for holistic development. These activities, conducted alongside formal classroom instruction, encompass a diverse range of pursuits, including clubs, societies, workshops, and projects.

CO-CURRICULAR ACTIVITIES aim to nurture various aspects of students' personalities, such as leadership skills, teamwork, creativity, and critical thinking. By participating in co-curricular activities, students gain practical experience, explore their interests, and develop valuable life skills that extend beyond the confines of traditional academics.

# CO-CURRICULAR ACTIVITY # 1

DATE : 16/12/2023

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : SPORTS DAY

"**CHAMPIONS KEEP PLAYING UNTIL THEY GET IT RIGHT.**"

- **BILLIE JEAN KING**

## INTRODUCTION :

SPORTS DAY at SHRI SAI ENGLISH SCHOOL, WAKAD, is an eagerly awaited event, that celebrates athleticism, teamwork, and school spirit. It provides a platform for students to showcase their sporting talents, and compete in various athletic events. Beyond the thrill of competition, Sports Day fosters camaraderie, and promotes the importance of physical fitness and healthy living among students.

## OBJECTIVES :

- \* To promote physical fitness and healthy lifestyle habits.
- \* To foster teamwork, sportsmanship, and leadership skills.

- \* To provide a platform for students to showcase their athletic talents.
- \* Enhance school spirit and pride among students.
- \* To create memorable experiences.

## PLANNING :

The Planning process for Sports Day involved meticulous co-ordination among the internees, school staff, and administration. We began by selecting the appropriate date and venue for the event, considering factors such as weather conditions and availability of resources and facilities. Next, we devised a comprehensive schedule of events, encompassing races, team sports etc. suitable for ages and abilities of students from classes 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. We then arranged for equipments, facilities, and personnel to ensure smooth execution of the event.

## ORGANIZATION :

On the day of the event, the school ground buzzed with excitement as students, teachers, and parents gathered to participate in the festivities. The events kicked off with the simplest and most enjoyable 'LEMON-AND-SPOON RACE', followed by a very interesting 'BOOK BALANCING RACE' where the

participants had to walk from the Starting Point to the Finishing Point while balancing two books on their respective heads, without touching them or letting them fall. This was followed by 'REVERSE WALKING RACE' in which the participants had to walk backwards from the Starting Line to the Finish Line. The participants were guided by and cheered for the audience.

There were Team sports such as 'RELAY RACE', 'FORM-A-GROUP' and 'KABADDI'. We Internees supervised the events, ensuring fair play and adherence to rules. Throughout the day, students exhibited exemplary sportsmanship, enthusiasm, creating a vibrant and energetic atmosphere. We noted the winners of each event, who were subsequently awarded during the Farewell.

### WINNERS' LIST :

**LEMON- AND SPOON RACE :** ANAS SHEIKH (V)  
RITVIK VAISHNAV (VI)

**BOOK BALANCING :** AYAAN DILDAR SHEIKH (VII)

**REVERSE WALKING :** RAHUL (VIII)

**RELAY RACE :** AKMAL (VI)  
SHIVANI KHOT (VII)

**FORM-A-GROUP :** SANGEETA (V), AISHWARYA (VII),  
RAHUL (VIII), NIRMALA (VIII), MANSI (VIII)



SPORTS DAY AT SHRI SAI ENGLISH SCHOOL, WAKAD



## CO-CURRICULAR ACTIVITY # 2

DATE : 22/12/2023

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : MATHS DAY QUIZ

"AN EQUATION MEANS NOTHING TO ME UNLESS IT EXPRESSES A THOUGHT OF GOD."

— SRINIVASA RAMANUJAN

### INTRODUCTION :

In order to celebrate the Birth Anniversary of our renowned Indian Mathematician SRINIVASA RAMANUJAN, we decided to organize a stimulating MATHS QUIZ, designed to ignite students' passion for Mathematics and enhance their problem-solving skills. This interactive quiz competition engage students in a friendly yet challenging environment. The celebration of MATHS DAY fosters a culture of mathematical inquiry and exploration, promoting the importance of numeracy skills in everyday life, and future academic pursuits.

### OBJECTIVES :

- \* To stimulate interest and enthusiasm for Mathematics.

- \* To enhance problem-solving and critical thinking skills in students.
- \* To promote collaborative thinking and teamwork.
- \* To reinforce the relevance and applicability of Mathematics in real-life situations.

## PLANNING :

We Student Teachers began by designing a diverse range of Quiz Questions that spanned various Mathematical concepts and difficulty levels, catering to students from class VIII. Next, we established the format and rules of the Quiz Competition, ensuring clarity and fairness. We distributed amongst ourselves the various roles and responsibilities like decorating the Blackboard, arranging audio-visual equipment, score-keeping, anchoring, etc.

## ORGANIZATION :

On the day of the Quiz, we decorated the Blackboard of class 8<sup>th</sup> on the theme of Mathe Day. We gave a couple of short speeches on the renowned Mathematician SRINIVASA RAMANUJAN, and the importance of Maths in our lives. We then explained the rules of the Quiz and the format. There was a screening done within the class in order to pick out 6 participants, who were then divided into 3 Teams.

The Quiz comprised a series of rounds, including Multiple-Choice Questions and Rapid-Fire rounds.

We Student-Teachers facilitated the smooth flow of the competitions, ensuring adherence to rules and fair play. The Maths Day Quiz was a success, inspiring a love for Mathematics and celebrating the talent of students.

WINNERS : AISHWARYA GOVINDBHAI (VIII)  
AFREEN ANSARI (VIII)



MATHS DAY QUIZ

## CO-CURRICULAR ACTIVITY # 3

DATE : 27/02/2024

VENUE : SHRI SAI ENGLISH SCHOOL , WAKAD

ACTIVITY : HANDWRITING  
COMPETITION

" माझ्या मराठी मातीचा , लावा ललाटास टिका  
हिच्या संगाने जागल्या , दयाखो-यातील शिळा "

- कुसुमाग्रज

### INTRODUCTION :

The MARATHI HANDWRITING COMPETITION was held at SHRI SAI SCHOOL, WAKAD in order to celebrate the Birth Anniversary of the great poet KUSUMAGRAT, which is also celebrated as MARATHI RAJYABHASHA GAURAV DIN. This event honors the beauty and artistry of the Marathi script, providing students with an opportunity to showcase their penmanship and appreciation for their mother-tongue. This Competition encourages students to take pride in their linguistic heritage and fosters a sense of cultural identity and belonging.

## OBJECTIVES :

- \* To promote appreciation for the Marathi language and script.
- \* To celebrate Marathi Rajyabhasha Gaurav Din.
- \* To enhance students' handwriting skills in Marathi.
- \* To foster pride in linguistic and cultural heritage.

## PLANNING :

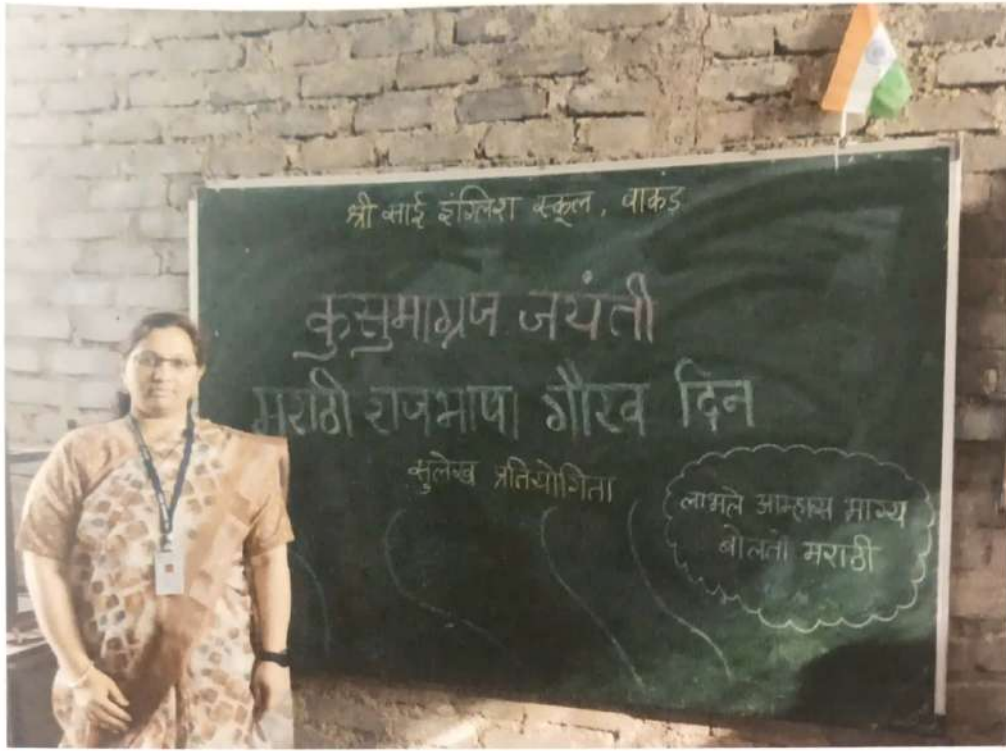
For the Marathi Handwriting Competition, we created age-appropriate Marathi text samples, and devised the evaluation criteria for judging participants' handwriting. We arranged for writing materials required, took printouts of the text which the participants were supposed to reproduce in their own handwriting. We also ensured adherence to cultural sensitivities in competition planning.

## ORGANIZATION :

On the day of the Marathi Handwriting competition, we Student Teachers gave some speeches highlighting the significance of Marathi Rajyabhasha Gaurav Din, the importance of preserving Marathi language and culture, and the legendary poet Shri KUSUMAGRAT. We then provided the participants with writing materials

and allotted a time of 30 MINUTES to complete the writing activity. The judges assessed the entries based on legibility, neatness, and adherence to Marathi script conventions. The competition served as a fitting tribute to Maharashtra's linguistic heritage.

WINNER : SHIVANI KHOT (VII)



**HANDWRITING COMPETITION – MARATHI RAJYABHASHA GAURAV DIN**



## CO-CURRICULAR ACTIVITY # 4

DATE : 28/02/2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : SCIENCE DAY DEBATE

" SCIENCE IS A BEAUTIFUL GIFT TO HUMANITY;

WE SHOULD NOT DISTORT IT. "

- DR. A.P. J. ABDUL KALAM

### INTRODUCTION :

NATIONAL SCIENCE DAY in India, is celebrated to commemorate the DISCOVERY OF THE RAMAN EFFECT by Sir C.V. RAMAN on February 28, 1928. The National Science Day was celebrated at SHRI SAI SCHOOL, WAKAD by holding a DEBATE on the topic "Science : Boon or Curse". This event aimed to explore the multifaceted impacts of scientific advancements on humanity. Students were encouraged to engage in rigorous analysis and debate, examining the ethical, social, and environmental dimensions of scientific progress.

### OBJECTIVES :

- \* To encourage critical thinking about the implications of scientific advancements.

- \* To foster evidence-based reasoning.
- \* To enhance communication and persuasive argumentation skills.
- \* To promote respectful exchange of diverse perspectives.
- \* To stimulate interest in science.

### PLANNING :

The Planning process for Science Day Debate entailed careful consideration of the topic's complexity and relevance. We Student Teachers collaborated to develop comprehensive guidelines and criteria for participation, ensuring a fair and intellectually stimulating debate environment. We delegated the responsibility of moderation and judging to knowledgeable Science experts.

### ORGANIZATION :

We commenced the Science Day celebration by giving a speech on the achievements of Sir C. V. RAMAN. We then explained the guidelines for the debate. Students, divided into SCIENCE AS A BOON and SCIENCE AS A CURSE teams, eagerly presented their arguments and rebuttals, exchanging their intellectually stimulating ideas. Moderators skillfully facilitated the debate, maintaining

decorum and ensuring adherence to debate rules. The teams were evaluated on the basis of strength of their arguments, use of evidence, and clarity of presentation. The dialogues and exchanges were respectful.



DEBATE – NATIONAL SCIENCE DAY

## CO-CURRICULAR ACTIVITY #5

DATE : 17/02/2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : ELOCUTION  
COMPETITION

"सर्वप्रथम राष्ट्र , नंतर गुरु , मग पालक , मग देव .  
सर्वप्रथम स्वतःकडे नाही , तर राष्ट्राकडे पाहा ."

- छत्रपति शिवाजी महाराज

### INTRODUCTION :

In order to pay tribute to the legendary Maratha warrior King, SHIVAJI MAHARAJ, and his contributions to Indian History, we decided to hold an Elocution Competition. This event commemorates the Birth Anniversary of Chhatrapati Shivaji Maharaj by providing students with a platform to honor his legacy through eloquent speeches. ELOCUTION COMPETITION helps students to improve their communication skills, including speaking fluency, articulation, clarity, and voice modulation. The competition also aims to inspire students to delve deeper into the rich cultural heritage of Maharashtra.

## OBJECTIVES :

- \* To enhance students' public speaking and presentation skills.
- \* To promote awareness and appreciation of Maratha History and Culture.
- \* To celebrate the life and legacy of Chhatrapati Shivaji Maharaj.

## PLANNING :

The Student Teachers were involved in the selection of topics for the Elocution Competition, and in the formation of guidelines. We collaborated to create a diverse range of topics related to Chhatrapati Shivaji Maharaj, including his family, values, beliefs, achievements etc. We also made charts containing the topic of the elocution competition. The topics included were -

1. CHHATRAPATI SHIVAJI MAHARAJ
2. RAJMATA JIJAU
3. SWARAJYA
4. ANY ONE FORT OF MAHARASHTRA
5. ANY ONE SUBHEDAR / SARSENAPATI UNDER MAHARAJ

## ORGANIZATION :

Two days prior to the Birth Anniversary of Chhatrapati

Shivaji Maharaj, we held an Elocution Competition. We asked the students to come forward one-by-one, picked up a chit from a bowl, and spoke on the topic written on it. As the students passionately expressed their thoughts and insights, the audience was captivated by the richness of Maharashtra's heritage. The students were all very confident and gave some excellent speeches on their topics, ranging from Shivaji's military strategies, to the resilience of Rajmata Jijau, and the architectural marvels of Maratha Forts.

WINNER : SHIVANI KHOT (VII)



ELOCUTION COMPETITION – SHIV JAYANTI



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

Topic : \_\_\_\_\_

## EDUCATIONAL IMPLICATIONS

Participating in, planning for, and organizing CO-CURRICULAR ACTIVITIES offers valuable educational implications for Student Teachers. Through this process, Student Teachers develop instructional design skills by creating and engaging students in structured learning experiences that align with educational objectives.

Collaboration with peers, colleagues, students hone their Teamwork and communication skills.

Organizing multiple activities within a limited timeframe fosters effective time management and organizational abilities.

Student Teachers also gain insights into assessing student learning and performance, within the context of co-curricular activities.

Kantilal Khinwasara B.Ed.College, Laxman Nagar, Thergaon, Pune-33

Coursr-207-Internship Program

Organization of Co-curricular / Extra curricular Activities

EVALUATION SCHEME

Name of Student... SWATI ULLHAS APTE ..... Roll No... 20 ..... Div... (A) .....

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No. | Criteria                                                    | 1 | 2 | 3 | 4     | 5 |
|-----|-------------------------------------------------------------|---|---|---|-------|---|
| 1   | Selection & Planning of Co curricular Activity              |   |   |   | ✓     |   |
| 2   | Preparation of student teacher for co and extra activities  |   |   |   | ✓     |   |
| 3   | Organization of Co-curricular Activity                      |   |   |   |       | ✓ |
| 4   | Participatory role of student teacher in the activity       |   |   |   | ✓     |   |
| 5   | Co-ordination between student teacher & School staff.       |   |   |   |       | ✓ |
| 6   | Management skills displayed in Execution of the program     |   |   |   | ✓     |   |
| 7   | Encouragement & Opportunities given to the student          |   |   |   |       | ✓ |
| 8   | Student response & Scope for Other skill development        |   |   |   |       | ✓ |
| 9   | Problem faced during activities & its overcoming strategies |   |   |   | ✓     |   |
| 10  | Educational Implication & Overall Impression                |   |   |   |       | ✓ |
|     | <b>Total Out of 50</b>                                      |   |   |   | 45/50 |   |

@H.dekar

Signature of Professor In-charge

## INTRODUCTION

EXTRA-CURRICULAR ACTIVITIES serve as an integral component of the educational landscape, offering students opportunities for enrichment, recreation, and socialization beyond the confines of the academic curriculum. These activities, conducted outside regular classrooms, encompasses a wide array of interests and pursuits, ranging from arts to community service and leadership initiatives.

EXTRA-CURRICULAR ACTIVITIES provide a platform for students to explore their passions, develop talents, and cultivate essential life-skills, such as time management, resilience, and collaboration. Through participation in extra-curricular activities, students undergo a holistic development and a well-rounded educational experience.

# EXTRA-CURRICULAR ACTIVITY # 1

DATE : 23/12/2023

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : **CRAFT ACTIVITY**

"CRAFTING IS PUTTING IDEAS INTO ACTION  
AND THEN HOLDING THEM TOGETHER WITH AN  
INEXPENSIVE ADHESIVE."

- AMY SEDARIS

## INTRODUCTION :

The CRAFT ACTIVITY, featuring Christmas Tree making, encapsulates the festive spirit and creative expression of the Holiday Season. This hands-on activity provides students with an opportunity to unleash their artistic talents and craft decorations that adorn the school premises. The process of crafting Christmas Trees is very joyful, and the atmosphere is filled with warmth and cheer.

## OBJECTIVES :

- \* To enhance fine motor skills through hands-on crafting.

\* To foster creativity and artistic expression.

\* To celebrate the festive spirit of Christmas.

### PLANNING :

We Student Teachers selected Christmas Tree making as the craft activity, considering its cultural significance during the Holiday season. Logistics planning included procuring materials such as cardboard sheets, scissors, paints, colours, glue, decorative stickers etc., as well as allocating sufficient space for the crafting session. We all assisted the students as required, but ensured that they all used their own ideas and creativity.

### ORGANIZATION :

The Craft Activity Session commenced with us Student-Teachers giving an Introduction to the craft activity, where students received instructions and guidance on crafting Christmas Trees. We provided assistance and encouragement as and when required. Participants eagerly adorned the Christmas Trees crafted by them with glitter and colourful stickers, using their unique ideas.

The Craft Activity not only fostered creativity, but also spread joy and holiday cheer throughout the School.



**CRAFT ACTIVITY – CHRISTMAS TREE MAKING**

## EXTRA-CURRICULAR ACTIVITIES # 2

DATE : 03/01/2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY: SKIT / MONOLOGUE

" LIFE IS MORE OR LESS A STAGE SKIT. "

- MUDHAN SHABIR

### INTRODUCTION :

The Skit/Monologue on SAVITRIBAI PHULE's Birth Anniversary, imparts valuable lessons and fosters empathy among students. Skits, being interactive and visually engaging, provide a unique platform for students to learn about historical narratives and societal issues. Through this Activity, students not only develop their acting skills, but also deepen their understanding of important historical figures like SAVITRIBAI PHULE.

### OBJECTIVES :

- \* To develop acting/performing skills and stage presence.
- \* To encourage creative expression and story-telling.
- \* To promote engagement with social issues and historical figures.

## PLANNING :

We Student Teachers began by selecting a compelling script for a monologue that captures the essence of SAVITRIBAI PHULE's life and impact. Planning for logistics included securing rehearsal space, organizing auditions, costume procurement. Rehearsals were scheduled to allow ample time for students to memorize lines, develop characterizations, and refine their performances.

## ORGANIZATION :

On the day of the Skit/ Monologue Activity, the event began with the veneration of Shrimati Savitribai Phule with flowers and lamps. We Student Teachers first gave introductory speeches to Savitribai Phule's life and historical contexts, setting the stage for the upcoming performances. Students then took to the stage, delivering powerful monologues or enacting scenes from Savitribai Phule's life with passion and authenticity.

Following the performances, a brief discussion allowed students, Staff Members, Student Teachers to reflect upon the themes and messages conveyed.





**SAVITRIBAI PHULE JAYANTI SKIT/MONOLOGUE ACTIVITY**

## EXTRA-CURRICULAR ACTIVITY # 3

DATE : 13/01/2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : FIRELESS COOKING

"COOKING WITH KIDS IS NOT JUST ABOUT INGREDIENTS, RECIPES AND COOKING. IT'S ABOUT HARNESSING IMAGINATION, EMPOWERMENT, AND CREATIVITY."

- GUY FIERY

### INTRODUCTION :

The FIRELESS COOKING ACTIVITY at SHRI SAI ENGLISH SCHOOL invited students to explore the culinary arts in a safe and innovative way. Through the creation of BHEL, a popular evening snack in India, students embarked on a flavourful journey of creativity. This hands-on activity provided an opportunity for students to hone their cooking skills while learning about food preparation and nutrition.

### OBJECTIVES :

- \* To encourage creativity and culinary exploration.
- \* To promote teamwork and collaboration.
- \* To foster appreciation of diverse cuisines.

- \* To develop knowledge of food preparation techniques.
- \* To enhance understanding of nutrition and healthy eating habits.

## PLANNING :

The Planning process for the Fireless Cooking Activity involved selecting a simple yet delicious recipe, procuring ingredients, and required utensils and crockery / cutlery. We all Student Teachers brought the different ingredients and utensils to the classroom, along with disposable plates, spoons and tissue papers.

## ORGANIZATION :

On the day of the Fireless Cooking Activity, we kept all the ingredients, utensils and cutlery on two tables. Then we divided the students into groups of 3, and explained the ingredients and the recipe. Under our guidance, students worked hard to create delicious Bhel. As the aroma of the different ingredients filled the air, students showcased their creativity by experimenting with different flavour combinations and garnishing. Once the Bhel was prepared, students invited respected Principal Ma'am and Teachers, and proudly presented their creations. This delightful activity not only provided a fun and educational experience, but also fostered a sense of culinary creativity and appreciation among students.



**FIRELESS COOKING ACTIVITY**

## EXTRA-CURRICULAR ACTIVITY # 4

DATE : 26/01/2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : ANNUAL FUNCTION AND  
REPUBLIC DAY

"ANNUAL DAY CELEBRATIONS ARE NOT JUST ABOUT  
CELEBRATING A DAY, BUT CELEBRATING A JOURNEY."

### INTRODUCTION :

The ANNUAL FUNCTION as well as REPUBLIC DAY celebration at SHRI SAI ENGLISH SCHOOL was a vibrant showcase of talent and patriotism. This grand event brought together students, their Parents, Teachers, and us Student-Teachers to celebrate the achievements of the academic year and honor the spirit of the Nation.

Through cultural performances, speeches and displays, students expressed their creativity and patriotism, fostering a sense of pride and unity within the school community.

### OBJECTIVES :

- \* To showcase the students' talents and creativity.
- \* To promote a sense of patriotism and national pride.

\* To foster unity and community spirit.

\* To celebrate the achievements and progress of the school year.

### PLANNING :

The planning for the Annual Day and Republic Day celebration involved coordination among school administrators, teachers, students and us Internees. We selected a theme that reflected the values of patriotism, unity, and cultural diversity. Logistics Planning included scheduling performances, organizing rehearsals, decorating the premises, arranging for refreshments, and producing an anchoring script. Special attention was given to the inclusion of diverse cultural elements to showcase the richness of Indian heritage.

### ORGANIZATION :

On the day of the Annual Function and Republic Day celebration, the school campus was adorned with National Flags, banners, and decorations, creating a festive atmosphere. The event began with the welcoming of the Chief Guest, the unfurling of the flag, and then the National Anthem. It was followed by Saraswati Pooja. There was a well synchronized March Past, followed by Patriotic Songs. The singing competition was followed by cultural performances, speeches, and skits. Students showcased their talents in music, dance, drama, and poetry. They

captivated the audience with their enthusiasm and confidence. Special performances commemorated the significance of Republic Day and highlighted the values of democracy, freedom, and unity in diversity. The event concluded with a vote of thanks, acknowledging the contributions of all participants and organizers. The Annual Function served as a memorable occasion to celebrate the achievements of the school year.

WINNER OF PATRIOTIC SONG COMPETITION:

AYAAN DILDAR SHEIKH (VII)



**REPUBLIC DAY AND ANNUAL FUNCTION**





**REPUBLIC DAY AND ANNUAL FUNCTION**

## EXTRA-CURRICULAR ACTIVITY # 5

DATE : 23/03/2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

ACTIVITY : DRAWING COMPETITION

"ART IS A PLACE FOR CHILDREN TO LEARN TO TRUST THEIR IDEAS THEMSELVES, AND TO EXPLORE WHAT IS POSSIBLE."

-MARYANN F. KOHL

### INTRODUCTION :

The DRAWING COMPETITION offered students a creative platform to express themselves and explore important themes. With a focus on Holi and the conservation of Earth, this competition encouraged students to unleash their artistic talents while raising awareness about cultural traditions and environmental sustainability.

### OBJECTIVES :

- \* To foster creativity and self-expression through ART.
- \* To raise awareness about the cultural significance of Holi.

- \* To promote environmental consciousness and the importance of conservation.
- \* To provide a platform for students to showcase their artistic skills and interpretations.

## PLANNING :

The planning process for the Drawing Competition involved careful selection of themes and coordination among Teachers and students. We chose Holi and conservation of Earth as the central themes to inspire creativity and promote meaningful engagement. The planning also included arranging for materials required, such as Drawing sheets, and colours. We also established the judging criteria, and time allotment.

## ORGANIZATION :

On the day of the Drawing Competition, students were very excited to show their artistic talent. With the assistance and guidance of us Student Teachers, students worked on their drawings using various mediums. Their drawings showed different ideas about Holi and protecting the Earth. Judges assessed the artworks based on their creativity and relevance. This competition helped students appreciate their culture and learn about taking care of the environment through their Art.



DRAWING COMPETITION

## EDUCATIONAL IMPLICATIONS

Planning and Organizing EXTRA-CURRICULAR ACTIVITIES prepares Student-Teachers for diverse roles and responsibilities in the educational field. Through this process, Student Teachers develop leadership and management skills, as they take on leadership roles and oversee event management, delegate, and decision making.

Planning extra-curricular activities require Student Teachers to anticipate challenges and devise innovative solutions, enhancing their creative problem-solving abilities. Involvement in organizing extra-curricular activities promote personal growth and well-being, providing opportunities for recreation, stress-relief, and self-care.

Kantilal Khinwasara B.Ed College, Laxman Nagar, Thergaon, Pune-33

Course – 207 ( Internship Program)

Observation of Peers

Evaluation Scheme

Name of student...SWATI ULLHAS APTE..... Roll No. 20 Div. 'A'.....

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Steps                       | Criteria                                    | 1                             | 2 | 3 | 4      | 5 |  |
|----|-----------------------------|---------------------------------------------|-------------------------------|---|---|--------|---|--|
| 1  | Introduction                | Previous Knowledge                          |                               |   |   | ✓      |   |  |
| 2  |                             | Curiosity arousing/motivating, attractive   |                               |   |   | ✓      |   |  |
| 3  |                             | Statement of Aim                            |                               |   |   |        | ✓ |  |
| 4  | Presentation                | Use of illustration, Clarity of thought     |                               |   |   | ✓      |   |  |
| 5  |                             | Use of teaching-aids & demonstration        |                               |   |   | ✓      |   |  |
| 6  |                             | Classroom Interaction                       |                               |   |   | ✓      |   |  |
| 7  |                             | Participation of students, interest created |                               |   |   | ✓      |   |  |
| 8  |                             | Mastery over the content                    |                               |   |   | ✓      |   |  |
| 9  |                             | Blackboard work                             |                               |   |   | ✓      |   |  |
| 10 |                             | Student response                            |                               |   |   |        | ✓ |  |
| 11 |                             | Reinforcement (+ve,-ve)                     |                               |   |   | ✓      |   |  |
| 12 |                             | Evaluation                                  | Types of question             |   |   |        | ✓ |  |
| 13 |                             |                                             | Types of application Question |   |   |        | ✓ |  |
| 14 | Homework/assignment         |                                             |                               |   |   | ✓      |   |  |
| 15 | Class control               |                                             |                               |   |   | ✓      |   |  |
| 16 | Time Management             |                                             |                               |   |   | ✓      |   |  |
| 17 | Lesson details              |                                             |                               |   |   | ✓      |   |  |
| 18 | Feedback(+ve , -ve )        |                                             |                               |   |   | ✓      |   |  |
| 19 | Remarks as per check list   |                                             |                               |   |   | ✓      |   |  |
| 20 | Neat & complete Lesson Note |                                             |                               |   | ✓ |        |   |  |
|    |                             | Total Marks - 100                           |                               |   |   | 82/100 |   |  |

*H. Dekar*

Signature of Professor In-charge



# OBSERVATION OF PEERS #1

NAME OF STUDENT-TEACHER :

RASHMI MAHULKAR

NAME OF SCHOOL :

SHRI SAI ENGLISH SCHOOL

STANDARD AND DIVISION : VIII - 'A'

DATE : 21/02/2024

SUBJECT : SCIENCE

UNIT NAME : HUMAN BODY AND ORGAN SYSTEM

TOPIC : RESPIRATORY SYSTEM

## INTRODUCTION OF THE LESSON :

The Introduction to the lesson was attractive, and the Student-Teacher was successful in arousing curiosity amongst the students.

## EXPLANATION WITH SUITABLE EXAMPLES :

The Student-Teacher had in-depth knowledge of the

Signature of Professor In-charge



Subject. She used plenty of Teaching Aids in order to engage Students effectively.

### INTERACTION WITH STUDENTS :

The Student-Teacher encouraged the participation of all Students. She also maintained proper eye-contact.

### CLASSROOM MANAGEMENT :

The Student-Teacher had excellent command over the Students, and gained attention of everyone.

### STUDENTS RESPONSE :

The Students were enthusiastic and engaged throughout the Lesson. Their queries were answered promptly.

### EVALUATION STRATEGY :

The Student-Teacher asked application-based questions which the students could answer them easily.

### OVERALL IMPRESSION :

The Student-Teacher had a very good knowledge of her Subject, and was able to command the classroom. She also has excellent communication skills.

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Course – 207 ( Internship Program)

Observation of Peers

Evaluation Scheme

Name of student...SWATI ULLHAS APTE..... Roll No.20 Div.'A'

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Steps        | Criteria                                    | 1 | 2 | 3 | 4      | 5 |
|----|--------------|---------------------------------------------|---|---|---|--------|---|
| 1  | Introduction | Previous Knowledge                          |   |   |   | ✓      |   |
| 2  |              | Curiosity arousing/motivating, attractive   |   |   |   | ✓      |   |
| 3  |              | Statement of Aim                            |   |   |   | ✓      |   |
| 4  | Presentation | Use of illustration, Clarity of thought     |   |   |   | ✓      |   |
| 5  |              | Use of teaching-aids & demonstration        |   |   |   | ✓      |   |
| 6  |              | Classroom Interaction                       |   |   |   | ✓      |   |
| 7  |              | Participation of students, interest created |   |   |   |        | ✓ |
| 8  |              | Mastery over the content                    |   |   |   | ✓      |   |
| 9  |              | Blackboard work                             |   |   |   | ✓      |   |
| 10 |              | Student response                            |   |   |   | ✓      |   |
| 11 |              | Reinforcement (+ve,-ve)                     |   |   |   | ✓      |   |
| 12 | Evaluation   | Types of question                           |   |   |   |        | ✓ |
| 13 |              | Types of application Question               |   |   |   | ✓      |   |
| 14 |              | Homework/assignment                         |   |   |   | ✓      |   |
| 15 |              | Class control                               |   |   |   | ✓      |   |
| 16 |              | Time Management                             |   |   |   | ✓      |   |
| 17 |              | Lesson details                              |   |   |   | ✓      |   |
| 18 |              | Feedback(+ve , -ve )                        |   |   |   | ✓      |   |
| 19 |              | Remarks as per check list                   |   |   |   | ✓      |   |
| 20 |              | Neat & complete Lesson Note                 |   |   |   | ✓      |   |
|    |              | <b>Total Marks - 100</b>                    |   |   |   | 82/100 |   |

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## OBSERVATION OF PEERS # 2

NAME OF STUDENT - TEACHER :

RASHMI MAHULKAR

NAME OF SCHOOL :

SHRI SAI ENGLISH SCHOOL

STANDARD AND DIVISION : VIII - 'A'

DATE : 22/02/2024

SUBJECT : SCIENCE

UNIT NAME : HUMAN BODY AND ORGAN SYSTEM

TOPIC : CIRCULATORY SYSTEM

### INTRODUCTION OF THE LESSON :

The Introduction of the Lesson was done by linking it to the previous knowledge of the students and by revising what was learnt in the previous lesson.

### EXPLANATION WITH SUITABLE EXAMPLES :

The explanation of the Topic was clear and concise.

Relevant examples from day-to-day lives of the students, were provided.

### USE OF TEACHING-AIDS :

The Teaching Aids used were very attractive and motivated the students' learning.

### STUDENTS RESPONSE :

The response of students was very positive, and they felt motivated to learn.

### EVALUATION STRATEGY :

The Student-Teacher asked thought-provoking questions and gave homework such that students could find the answers after some research.

### CLASSROOM MANAGEMENT :

The Student Teacher was able to control the classroom very effectively.

### OVERALL IMPRESSION :

The Student-Teacher ensured that all the students had understood the Topic in depth. She had created a very conducive learning environment.

*Prachi K*

Signature of Professor In-charge

Course – 207 ( Internship Program)

Observation of Peers

Evaluation Scheme

Name of student... SWATI ULLHAS APTE ..... Roll No. 20 Div. 'A'

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Steps        | Criteria                                    | 1 | 2 | 3 | 4         | 5          |
|----|--------------|---------------------------------------------|---|---|---|-----------|------------|
| 1  | Introduction | Previous Knowledge                          |   |   |   | ✓         |            |
| 2  |              | Curiosity arousing/motivating, attractive   |   |   |   | ✓         |            |
| 3  |              | Statement of Aim                            |   |   |   |           | ✓          |
| 4  | Presentation | Use of illustration, Clarity of thought     |   |   |   | ✓         |            |
| 5  |              | Use of teaching-aids & demonstration        |   |   |   | ✓         |            |
| 6  |              | Classroom Interaction                       |   |   |   | ✓         |            |
| 7  |              | Participation of students, interest created |   |   |   |           | ✓          |
| 8  |              | Mastery over the content                    |   |   |   | ✓         |            |
| 9  |              | Blackboard work                             |   |   |   | ✓         |            |
| 10 |              | Student response                            |   |   |   | ✓         |            |
| 11 |              | Reinforcement (+ve,-ve)                     |   |   |   | ✓         |            |
| 12 | Evaluation   | Types of question                           |   |   |   | ✓         | ✓          |
| 13 |              | Types of application Question               |   |   |   | ✓         |            |
| 14 |              | Homework/assignment                         |   |   |   | ✓         |            |
| 15 |              | Class control                               |   |   |   | ✓         |            |
| 16 |              | Time Management                             |   |   |   | ✓         |            |
| 17 |              | Lesson details                              |   |   |   | ✓         |            |
| 18 |              | Feedback(+ve , -ve )                        |   |   |   | ✓         |            |
| 19 |              | Remarks as per check list                   |   |   |   | ✓         |            |
| 20 |              | Neat & complete Lesson Note                 |   |   |   | ✓         |            |
|    |              | <b>Total Marks - 100</b>                    |   |   |   | <b>83</b> | <b>100</b> |

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Signature of Professor In-charge

## OBSERVATION OF PEERS # 3

NAME OF STUDENT - TEACHER :

RASHMI MAHULKAR

NAME OF SCHOOL :

SHRI SAI ENGLISH SCHOOL

STANDARD AND DIVISION : VIII - 'A'

DATE : 23/02/2024

SUBJECT : SCIENCE

UNIT NAME : HUMAN BODY AND ORGAN SYSTEM

TOPIC : FUNCTIONING OF THE HEART

### INTRODUCTION OF THE LESSON :

The Student-Teacher used the Questioning Skills technique to lead the students to a clear statement of Aim.

### EXPLANATION / ILLUSTRATION :

The Student-Teacher explained the Topic in-depth, and used innovative approaches to the explanation.

## BLACKBOARD WORK :

The Diagram drawn on the Blackboard by the Student-Teacher was neat and clearly labelled. The font was clearly visible to all the Students.

## REINFORCEMENT :

The Student-Teacher asked many Recapitulation questions and asked Students to draw the diagram step-by-step.

## CLASSROOM MANAGEMENT :

The Student-Teacher controlled the classroom by using creative and engaging approaches. The environment of the class was friendly and motivating.

## TIME MANAGEMENT :

The Student-Teacher ensured that sufficient time was allocated to Introduction, Explanation, Recapitulation etc and adhered to the timings.

## RESPONSE GIVEN TO STUDENTS :

The Student-Teacher gave prompt and satisfactory responses to all the queries which the Students had.

## OVERALL IMPRESSION :

The Student-Teacher managed the classroom effectively, and ensured that the Students retain the knowledge gained.

*Prachi K*



Course – 207 ( Internship Program)

Observation of Peers

Evaluation Scheme

Name of student SWATI ULLHAS APTE Roll No. 20 Div. (A)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Steps        | Criteria                                    | 1 | 2 | 3 | 4 | 5      |
|----|--------------|---------------------------------------------|---|---|---|---|--------|
| 1  | Introduction | Previous Knowledge                          |   |   |   | ✓ |        |
| 2  |              | Curiosity arousing/motivating, attractive   |   |   |   | ✓ |        |
| 3  |              | Statement of Aim                            |   |   |   |   | ✓      |
| 4  | Presentation | Use of illustration, Clarity of thought     |   |   |   | ✓ |        |
| 5  |              | Use of teaching-aids & demonstration        |   |   |   | ✓ |        |
| 6  |              | Classroom Interaction                       |   |   |   | ✓ |        |
| 7  |              | Participation of students, interest created |   |   |   | ✓ |        |
| 8  |              | Mastery over the content                    |   |   |   |   | ✓      |
| 9  |              | Blackboard work                             |   |   |   | ✓ |        |
| 10 |              | Student response                            |   |   |   | ✓ |        |
| 11 |              | Reinforcement (+ve,-ve)                     |   |   |   | ✓ |        |
| 12 | Evaluation   | Types of question                           |   |   |   | ✓ |        |
| 13 |              | Types of application Question               |   |   |   | ✓ |        |
| 14 |              | Homework/assignment                         |   |   |   | ✓ |        |
| 15 |              | Class control                               |   |   |   |   | ✓      |
| 16 |              | Time Management                             |   |   |   | ✓ |        |
| 17 |              | Lesson details                              |   |   |   | ✓ |        |
| 18 |              | Feedback(+ve , -ve )                        |   |   |   | ✓ |        |
| 19 |              | Remarks as per check list                   |   |   |   | ✓ |        |
| 20 |              | Neat & complete Lesson Note                 |   |   |   | ✓ |        |
|    |              | <b>Total Marks - 100</b>                    |   |   |   |   | 83/100 |

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Signature of Professor In-charge



## OBSERVATION OF PEERS #4

NAME OF STUDENT-TEACHER :

NUSRAT TAMBOLI

NAME OF SCHOOL :

SHRI SAI ENGLISH SCHOOL

STANDARD AND DIVISION : VI - 'A'

DATE : 26/02/2024

SUBJECT : ICT

UNIT NAME : E-MAIL

TOPIC : CREATING AN E-MAIL ACCOUNT

### INTRODUCTION OF THE LESSON :

The Student-Teacher introduced the lesson in an attractive beginning, in order to arouse curiosity in the students for the upcoming lesson.

### EXPLANATION USING SUITABLE EXAMPLES :

The Student-Teacher explained the topic using plenty of relevant real-life examples.

Signature of Professor In-charge



## CLASSROOM INTERACTION :

The Student-Teacher involved and engaged all students in the various Activities, Recapitulation etc. The students enjoyed the class very much.

## USE OF TEACHING AIDS :

The Student-Teacher used a variety of interesting and attractive Teaching Aids to capture the students' attention.

## RESPONSE GIVEN TO STUDENTS :

All the doubts / queries from the students were patiently and satisfactorily answered by the Student-Teacher.

## EVALUATION STRATEGY :

Evaluation Questions were strategically placed and evenly distributed throughout the lesson.

## OVERALL IMPRESSION :

The Student-Teacher had in-depth knowledge of the topic and handled the classroom with complete confidence.

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Course – 207 ( Internship Program)

Observation of Peers

Evaluation Scheme

Name of student.....SWATI ULLHAS APTE..... Roll No. 20 Div. (A)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Steps        | Criteria                                    | 1 | 2 | 3 | 4      | 5 |
|----|--------------|---------------------------------------------|---|---|---|--------|---|
| 1  | Introduction | Previous Knowledge                          |   |   |   | ✓      |   |
| 2  |              | Curiosity arousing/motivating, attractive   |   |   |   | ✓      |   |
| 3  |              | Statement of Aim                            |   |   |   | ✓      |   |
| 4  | Presentation | Use of illustration, Clarity of thought     |   |   |   | ✓      |   |
| 5  |              | Use of teaching-aids & demonstration        |   |   |   |        | ✓ |
| 6  |              | Classroom Interaction                       |   |   |   | ✓      |   |
| 7  |              | Participation of students, interest created |   |   |   | ✓      |   |
| 8  |              | Mastery over the content                    |   |   |   | ✓      |   |
| 9  |              | Blackboard work                             |   |   |   | ✓      |   |
| 10 |              | Student response                            |   |   |   | ✓      |   |
| 11 |              | Reinforcement (+ve,-ve)                     |   |   |   |        | ✓ |
| 12 | Evaluation   | Types of question                           |   |   |   | ✓      |   |
| 13 |              | Types of application Question               |   |   |   | ✓      |   |
| 14 |              | Homework/assignment                         |   |   |   | ✓      |   |
| 15 |              | Class control                               |   |   |   | ✓      |   |
| 16 |              | Time Management                             |   |   |   |        | ✓ |
| 17 |              | Lesson details                              |   |   |   | ✓      |   |
| 18 |              | Feedback(+ve , -ve )                        |   |   |   | ✓      |   |
| 19 |              | Remarks as per check list                   |   |   |   | ✓      |   |
| 20 |              | Neat & complete Lesson Note                 |   |   |   | ✓      |   |
|    |              | Total Marks - 100                           |   |   |   | 83/100 |   |

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Signature of Professor In-charge

## OBSERVATION OF PEERS #5

NAME OF THE STUDENT-TEACHER :

NUSRAT TAMBOLI

NAME OF SCHOOL :

SHRI SAI ENGLISH SCHOOL

STANDARD AND DIVISION : VI - 'A'

DATE : 29/02/2024

SUBJECT : ICT

UNIT NAME : E-MAIL

TOPIC : CONCEPTS RELATED TO E-MAILS

### INTRODUCTION TO THE LESSON :

The Student-Teacher introduced the lesson by revising the knowledge gained during the previous lesson. She also gauged the previous knowledge of the students.

### MASTERY OF THE CONTENT :

The Student-Teacher was very knowledgeable and passionate about the subject and topic.

## EXPLANATION USING SUITABLE EXAMPLES :

The Student-Teacher used a lot of examples to explain the concepts. The examples were interesting and relevant.

## CLASSROOM MANAGEMENT :

The Student-Teacher created a friendly and supportive classroom environment, conducive to learning.

## REINFORCEMENT :

The Student-Teacher used Positive Reinforcement Techniques and motivated the students to interact more and more.

## TIME MANAGEMENT :

The time management was done very effectively. The Student-Teacher was able to cover all the intended matter in time.

## OVERALL IMPRESSION :

The Student-Teacher explained the concepts in-depth and was able to answer all the Students' queries.

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Course – 207 ( Internship Program)

Observation of Peers

Evaluation Scheme

Name of student...SWATI ULLHAS APTE..... Roll No.20 Div.(A).....

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

| No | Steps        | Criteria                                    | 1 | 2 | 3 | 4      | 5 |
|----|--------------|---------------------------------------------|---|---|---|--------|---|
| 1  | Introduction | Previous Knowledge                          |   |   |   | ✓      |   |
| 2  |              | Curiosity arousing/motivating, attractive   |   |   |   | ✓      |   |
| 3  |              | Statement of Aim                            |   |   |   |        | ✓ |
| 4  | Presentation | Use of illustration, Clarity of thought     |   |   |   | ✓      |   |
| 5  |              | Use of teaching-aids & demonstration        |   |   |   | ✓      |   |
| 6  |              | Classroom Interaction                       |   |   |   | ✓      |   |
| 7  |              | Participation of students, interest created |   |   |   |        | ✓ |
| 8  |              | Mastery over the content                    |   |   |   | ✓      |   |
| 9  |              | Blackboard work                             |   |   |   | ✓      |   |
| 10 |              | Student response                            |   |   |   | ✓      |   |
| 11 |              | Reinforcement (+ve,-ve)                     |   |   |   | ✓      |   |
| 12 | Evaluation   | Types of question                           |   |   |   | ✓      |   |
| 13 |              | Types of application Question               |   |   |   | ✓      |   |
| 14 |              | Homework/assignment                         |   |   |   | ✓      |   |
| 15 |              | Class control                               |   |   |   |        | ✓ |
| 16 |              | Time Management                             |   |   |   | ✓      |   |
| 17 |              | Lesson details                              |   |   |   | ✓      |   |
| 18 |              | Feedback(+ve , -ve )                        |   |   |   | ✓      |   |
| 19 |              | Remarks as per check list                   |   |   |   | ✓      |   |
| 20 |              | Neat & complete Lesson Note                 |   |   |   | ✓      | ✓ |
|    |              | <b>Total Marks - 100</b>                    |   |   |   | 84/100 |   |

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Signature of Professor In-charge

## OBSERVATION OF PEERS #6

NAME OF STUDENT-TEACHER :

NUSRAT TAMBOLI

NAME OF SCHOOL :

SHRI SAI ENGLISH SCHOOL

STANDARD AND DIVISION: VI - 'A'

DATE : 01/03/2024

SUBJECT : ICT

UNIT- NAME : E-MAIL

TOPIC : ELEMENTS OF AN E-MAIL

### INTRODUCTION OF THE LESSON :

The Student-Teacher introduced the lesson by linking the students' previous knowledge to a clear statement of aim.

### USE OF TEACHING AIDS AND DEMONSTRATION :

The Student-Teacher used a PowerPoint Presentation to demonstrate the various elements and various functions associated with E-mails.

## PARTICIPATION OF STUDENTS :

The Student-Teacher used Technology, and this ensured that the Students were engaged and interested. The Students actively participated in the demonstration and activities.

## RESPONSE GIVEN TO STUDENTS :

The Student-Teacher responded calmly and patiently to all the queries of the Students.

## TIME - MANAGEMENT :

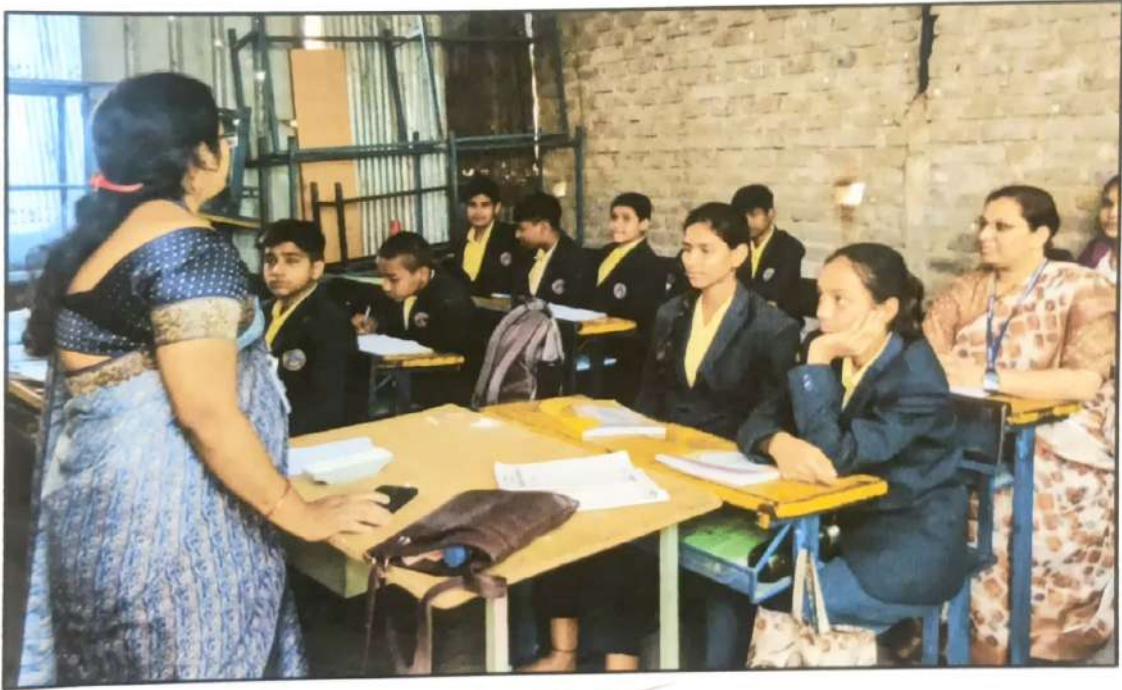
The Student-Teacher allotted sufficient time to each and every slide of the PowerPoint Presentation, and completed the lesson in time.

## OVERALL IMPRESSION :

The Student-Teacher made effective use of Technology to capture the attention of the Students and made the lesson thoroughly informative and enjoyable.

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**Other School Activity Programms**  
**Information Regarding Parent Teacher Association PTA**  
**EVALUATION SCHEME**

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Name of the Student : SWATI ULLHAS APTE Roll No.: 20 Div.: 'A'

| NO. | Criteria                                       | 1 | 2 | 3 | 4  | 5  |
|-----|------------------------------------------------|---|---|---|----|----|
| 1   | Objectives-Need&Importance                     |   |   |   | ✓  |    |
| 2   | Structure of PTA(Information Committee)        |   |   |   | ✓  |    |
| 3   | Responsibilities undertaken by PTA             |   |   |   |    | ✓  |
| 4   | Fund Genration &its Utilization                |   |   |   | ✓  |    |
| 5   | Co-operation & activities done by PTA          |   |   |   | ✓  |    |
| 6   | Record updating like Meeting ,Fund,Duties etc. |   |   |   |    | ✓  |
| 7   | Future Plans &Relevance of PTA                 |   |   |   | ✓  |    |
| 8   | SWOT Analysis of PTA                           |   |   |   | ✓  |    |
| 9   | Educational Implication                        |   |   |   | ✓  | ✓  |
| 10  | Overall Impression                             |   |   |   |    | ✓  |
|     | Total Marks-50                                 |   |   |   | 43 | 50 |



Signature of Professor In-charge

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

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

Topic : \_\_\_\_\_

## PARENTS - TEACHERS ASSOCIATION

The Parents Teachers Association (PTA) serves as a vital bridge between Parents, Teachers, and the School Community, fostering collaboration and partnership to support the educational journey of Students. The PTA plays a crucial role in enhancing communication, engagement, and advocacy within the school environment.

The PTA serves as a platform for Parents and Teachers to actively participate in School decision-making processes, contributing their insights, perspectives, and expertise to enrich educational programs and initiatives. Through collaborative efforts, the PTA advocates for the educational needs and welfare of Students, striving to create an inclusive and supportive educational community where every child can thrive.

Date \_\_\_\_\_

Page \_\_\_\_\_

Topic \_\_\_\_\_

## OBJECTIVES

- \* To facilitate communication between Parents, Teachers, and School Administrators.
- \* To promote Parental involvement in School Activities and Decision-Making processes.
- \* To advocate for Student Needs by representing their interests to School Authorities.
- \* To provide Resources and Assistance to address diverse needs within the School Community.
- \* To foster partnerships among Parents, Teachers, Students and the wider Community.
- \* To facilitate collaboration among Stakeholders to address challenges and promote improvement.

## NEED AND IMPORTANCE

The Parents Teachers Association (PTA) fulfills a crucial role in the educational landscape by fostering effective communication, promoting parental involvement, and advocating for student needs. By providing a platform for open dialogue between Parents, Teachers, and School Administration, the PTA ensures that important information is shared and concerns are addressed promptly.

The PTA encourages active participation of Parents in their children's education, empowering them to take an active role in supporting their academic success. This contributes to improved school effectiveness and community engagement.

The PTA serves as a powerful advocate for Students, ensuring that their educational needs and welfare are prioritized in school decision-making process.

## STRUCTURE OF PTA

The Structure of the PTA Committee for the year 2023-24 is as follows :-

CHAIRMAN : MR. PUNKAJ SHARMA

VICE PRESIDENT : MR. KAKASAHEB CHAKRANARA-  
-YAN

SECRETARY : MRS. PADMESHWARI MANSUKHLAL  
JAIN

TEACHERS' REPRESENTATIVES :

MRS. ROHINI SACHDEV

PARENTS' REPRESENTATIVES :

1. MRS. SAPNA GANGARAM ADSULE

2. MR. GOVINDKUMAR MALI

3. MR. KAMLESHKUMAR CHOUDHARY

4. MRS. ANITA MAHESH SALVE

## RESPONSIBILITIES UNDERTAKEN BY PTA

- \* **Facilitating Communication** : The PTA serves as a conduit for effective communication between Parents, Teachers, and School Administrators, ensuring that information is disseminated promptly and concerns are addressed efficiently.
- \* **Organizing Events and Activities** : PTA organizes various events, fundraisers, and extra-curricular activities to enrich the educational experience for students.
- \* **Advocating for Student Needs** : PTA advocates for the educational needs and welfare of students, representing their interests to school authorities and policy-makers.
- \* **Mobilizing Resources** : PTA mobilizes resources, volunteers, and donations to support school projects, initiatives, and facilities, contributing to the overall improvement of the school environment.
- \* **Managing Funds** : The PTA responsibly handles and allocates funds raised through various activities and fundraisers, ensuring transparency, accountability, and adherence to financial regulations.

## FUND GENERATION & ITS UTILIZATION

The PTA plays a critical role in generating funds to support various initiatives and activities within the school community. Fundraising efforts may include organizing events such as bake sales, carnivals, auctions, or seeking donations from local businesses and community members. These funds are utilized in a responsible and transparent manner to benefit students, teachers, and the overall school environment.

1) **FUNDS GENERATION:** The fund generation efforts may involve organizing events, seeking sponsorships, or soliciting donations from parents, businesses, and community members.

2) **UTILIZATION OF FUNDS:** Funds generated by the PTA are utilized to support a wide range of initiatives and activities within the school community. This includes purchasing educational materials, funding field trips and enrichment programs, providing scholarships, and supporting facility improvements or renovations. Additionally, funds may be allocated to support special events, recognition programs, or emergency assistance for students and families in need.

3) **TRANSPARENCY AND ACCOUNTABILITY:** The PTA ensures transparency and accountability in the utilization



Date \_\_\_\_\_

Page \_\_\_\_\_

Topic \_\_\_\_\_

of funds by maintaining detailed financial records, adhering to established budgetary guidelines, and providing regular updates to the School Community regarding fundraising efforts and the allocation of funds. This transparency helps build trust and confidence among parents, teachers, and stakeholders.

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

Topic \_\_\_\_\_

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## CO-OPERATION AND ACTIVITIES FACILITATED BY PARENTS-TEACHERS ASSOCIATION

The PTA fosters a spirit of cooperation and collaboration among Parents, Teachers, Students, and the broader school community through a variety of activities and initiatives. These cooperative efforts aim to support the overall well-being of students.

1) PARENTS-TEACHERS MEETING - The PTA organizes regular Parent-Teacher meeting to provide opportunities for Parents and Teachers to discuss student-progress, share insights, and collaborate on strategies to support student learning and development.

2) EDUCATIONAL WORKSHOPS AND SEMINARS - PTA hosts workshops, seminars, and informational sessions on topics of interests to parents, such as Parenting Skills, Academic Support, Health and Wellness, and Technology use.

3) VOLUNTEER PROGRAMS - The PTA coordinates volunteer programs that allow Parents, Teachers, and Community Members to contribute their time, skills, and resources to support School Activities, events, and initiatives.

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

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

Topic : \_\_\_\_\_

4) COMMUNITY ENGAGEMENT EVENTS - PTA organizes community engagement events such as Family Fun Fairs, Cultural Celebrations, etc. to celebrate diversity, promote social cohesion, and strengthen community ties.

5) SPECIAL EVENTS AND CELEBRATIONS - PTA organizes special events and celebrations to recognize student achievements, honour teachers and staff. This may include awards ceremonies, teacher appreciation events, school spirit days etc.

## RECORD UPDATING FOR PTA ACTIVITIES

Maintaining accurate records is essential for the efficient operation of PARENTS TEACHERS ASSOCIATION.

- \* **MINUTES OF MEETING** : Detailed minutes should be recorded for all PTA Meetings, including Agendas, Discussions, decisions made, action items assigned, etc.
- \* **FUND DUTIES** : A comprehensive ledger should be maintained to track all financial transactions related to fundraising activities, donations received, expenses incurred, and funds allocated for various initiatives. The ledger should be regularly updated and reconciled to ensure accuracy and transparency in financial management.
- \* **EVENT PLANNING** : Records should be maintained for all aspects of event planning, including event proposals, budgets, timelines, vendor contracts, permits, and logistical arrangements.
- \* **COMMUNICATION LOGS** : A log of all communication related to PTA Activities should be maintained, including emails, phone calls, and written communication or correspondence with Parents, Teachers, School Administrators, Vendors etc,

Date \_\_\_\_\_

Page \_\_\_\_\_

Topic : \_\_\_\_\_

\* **MEMBERSHIP RECORDS** : Records should be kept of PTA membership, including Membership Applications, dues payments, and member contact information.

\* **COMMITTEE REPORTS** : Reports should be generated for PTA Committees detailing their activities, progress, and recommendations. These Reports provides valuable insights into committee works and inform decision-making by the PTA leadership.



## FUTURE PLANS AND RELEVANCE OF PTA

The PTA remains a cornerstone of collaborative efforts within the School Community, continually adapting to meet the evolving needs and challenges of education. Looking ahead, the PTA envisions several future plans and underscores its ongoing relevance in the following ways -

- ★ **ENHANCED ENGAGEMENT**: The PTA aims to expand its outreach efforts to engage a broader spectrum of Parents, Teachers, and Community Members, fostering greater participation and inclusivity in PTA activities.
- ★ **INNOVATIVE PROGRAMS**: The PTA plans to develop and implement new innovative programs that embrace emerging educational trends, technological advancements, and the diverse needs of students in the modern age.
- ★ **ENVIRONMENTAL SUSTAINABILITY**: The PTA will explore initiatives that promote sustainability and environmental awareness, fostering a culture of conservation and responsibility.
- ★ **DIGITAL CONNECTIVITY**: The PTA will leverage Technology to enhance communication, co-ordination, and engagement among Parents, Teachers, and stakeholders, utilizing online platforms and tools for information sharing.

## SWOT ANALYSIS OF PTA

The SWOT ANALYSIS highlights the Strengths, Weaknesses, Opportunities and Threats facing the PTA, providing insights into its current position and potential areas for improvement and growth.

### STRENGTHS :

- \* Strong Community Engagement, fostering an active participation and collaboration among Parents, Teachers, and Community Members.
- \* PTA facilitates open communication channels, ensuring effective and prompt information sharing.
- \* PTA successfully raises funds and mobilizes resources to support educational programs, etc.
- \* Advocacy for the educational needs and welfare of students.

### WEAKNESSES :

- \* PTA may face challenges in recruiting and retaining volunteers for its activities and initiatives.

- \* PTA's effectiveness may be hindered by limited financial resources, staffing, or administrative support.
- \* The level of engagement and participation from Parents, Teachers, and stakeholders may vary, leading to inconsistencies in program implementation.

### OPPORTUNITIES :

- \* Expansion of programs and initiatives to address emerging educational trends, technological advancements, and the changing/evolving needs of students.
- \* Collaboration with local organizations, businesses, and government agencies to leverage their resources, expertise, etc.
- \* Leveraging technology to enhance communication, co-ordination, and engagement among Parents, Teachers, and Stakeholders.

### THREATS :

- \* Challenges may be faced due to budget constraints limiting the PTA's ability to support educational programs.

\* PTA's efforts may be hampered by the School Community's competing priorities or external factors, diverting attention and resources away.

\* PTA's effectiveness may be undermined by apathy or disengagement from Parents, Teachers, or Stakeholders.

## EDUCATIONAL IMPLICATIONS

Understanding the role and functions of the PTA equips Student Teachers with the knowledge to foster partnerships between Parents, Teachers, and the School Community.

Learning about the communication channels established by PTA helps Student Teachers develop effective communication skills.

Recognizing the importance of Parental Involvement in education, encourages Student Teachers to actively engage parents in their teaching-learning process.

The awareness of student needs advocated by the PTA, empowers Student Teachers to use inclusive educational practices.

Engaging with PTA provides opportunities for professional development and networking.

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

Topic : \_\_\_\_\_

## FAREWELL

DATE : 23<sup>rd</sup> MARCH, 2024

VENUE : SHRI SAI ENGLISH SCHOOL, WAKAD

"DON'T CRY BECAUSE IT'S OVER, SMILE BECAUSE IT HAPPENED!"

- DR. SEUSS

The Farewell Programme organized by the B.Ed. Second Year Student Teachers of Kantilal Khinwasara B.Ed. College, Thergaon, marked the culmination of their four-month Internship Period at Shri Sai English School, Wakad. The event was a heartfelt expression of gratitude and appreciation towards the teaching staff and a celebration of the valuable experiences gained during the Internship.

The event commenced with the soulful rendition of Saraswati Vandana, invoking the blessings of the goddess of knowledge and wisdom. A warm welcome was then extended to the esteemed guests, teaching staff, and dear students.

As a token of gratitude, bouquets and mementos were presented to all teaching staff members as a gesture of

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

Topic : \_\_\_\_\_

appreciation for their unwavering support throughout the Internship Period.

Several speeches were delivered, reflecting on the journey of learning and growth experienced by us and our students during the Internship. We also expressed our gratitude, shared memorable experiences, and highlighted the invaluable lessons learned.

Rewards and Recognitions were then conferred to students for their performance in various competitions held during the Internship.

The Programme concluded with a heartfelt Vote of Thanks extended to all the Attendees, and organizers, who made the Farewell Event a memorable success.



**FAREWELL PROGRAMME**





## FAREWELL PROGRAMME

## EDUCATIONAL IMPLICATIONS

The Internship at SHRI SAI ENGLISH SCHOOL, WAKAD provided practical application of teaching methods learned during our B.Ed. Programme. Through direct engagement with students, we gained insights into the effectiveness of various instructional approaches.

We Student Teachers gained practical experience in designing Lesson Plans, Unit Plans and aligning them with curriculum objectives. Learning to design and administer assessments helped gauge student progress accurately.

Engaging in tasks such as studying the various School Records, observing our peers, organizing co-curricular and extra-curricular activities etc. provided us with a holistic perspective of the educational process.

The experiences gained during this Internship has enhanced our ability to understand and contribute to various aspects of School, including Administrative processes, collaborative initiatives etc. This would be very helpful in our teaching careers.

Date \_\_\_\_\_

Page \_\_\_\_\_

Topic \_\_\_\_\_

## MY OPINION

The Internship at **SHRI SAI ENGLISH SCHOOL, WAKAD** has been an enriching experience that has significantly contributed to my professional growth as an Educator. Through hands-on teaching, I have gained invaluable insights into effective teaching practices and classroom management strategies.

This experience has strengthened my passion for Teaching and equipped me with the skills and confidence to make a positive impact on students' lives.

I am grateful for the support and guidance received during this ~~Internship~~, which has prepared me for a fulfilling career in Education.

## THANK YOU!

Seen



Bharatiya Gyanvardhini Sabha's  
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NCTE Code No. : APW00791/123125

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Website : www.kkbepune.org.in

**PRINCIPAL**  
Dr. Nirmala Tapkeer  
( M.A.M.E.d Ph.D ) ( Edu. )

A/Y-2023-2024

Title: Internship Report: B.Ed Second Year (4 months)

Duration-21<sup>st</sup> Nov.2024 to 19<sup>th</sup> March 2024.

Marks-200

### Introduction:

As part of the B.Ed program, student-teachers need to complete a 4-month internship program in various schools from 21<sup>st</sup> Nov.2024 to 19<sup>th</sup> March 2024. This internship aimed to provide hands-on experience in teaching and learning, allowing students to apply theoretical knowledge in a practical setting.

### Objectives:

1. To develop lesson plans and conduct lessons.
2. To develop a plan of evaluation for the unit taught.
- 3 To know the various types of records are prepared and maintained in the school.
- 4 To organize co-curricular and extracurricular activities in the school.
- 5 To observe, give feedback and reflect on the lessons given by peers.
6. To get a feel of total experience of teaching in the school.
7. To develop teaching skills and confidence in the classroom.
8. To understand school culture and administration.
9. To apply theoretical knowledge in real-world teaching situations.
10. To develop assessment and evaluation skills.

### Internship Experience:

During the internship, student-teachers were assigned to teach various classes according to their methods. Students developed lesson plans, taught classes, and



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**PRINCIPAL**  
Dr. Nirmala Tapkeer  
(M.A.M.E.d Ph.D) ( Edu. )

assessed student learning, also participated in school events, staff meetings, and professional development workshops.

### Key Learnings:

1. Effective classroom management strategies.
2. Importance of building relationships with students and colleagues.
3. Adapting teaching methods to meet diverse student needs.
4. Developing assessment tools and evaluating student progress.

### Challenges Faced:

1. Managing classroom behavior.
2. Differentiating instruction for students with varying abilities.
3. Balancing teaching and assessment responsibilities.


### Areas for Improvement:

1. Refining assessment and evaluation techniques.
2. Developing more innovative teaching methods.
3. Enhancing communication skills with colleagues and parents.

During 4 months of internship program student-teachers demonstrated:

1. Strong subject knowledge and lesson planning skills.
2. Effective classroom management and teaching strategies.
3. Ability to build positive relationships with students and colleagues.
4. Willingness to adapt to new situations and challenges.



  
Principal  
Kantilal Khinwasara B.Ed College  
Thergaon, Pune - 411033