

मातोश्री एनयुकेसएन सीसायटोरीचे

मातोश्री शिक्षणशास्त्र महाविद्यालय

एकलक्षी, ता. वि. नाशिक

शैक्षणिक वर्ष

२०२१ - २०२२



द्वितीय वर्ष

कोर्स क्र. २०७

छात्रसेवाकाल

विद्यार्थी शिक्षकाचे नांव :

जाशी अपूर्वा संजय

रोल नंबर

८४

तुळशी :

-

अध्यापन पध्दती

१)

विज्ञान

२)

गणित

नान्वयिक प्राध्यापक

प्रा. निळम एम. टी.



बॉर्डर क्र. २०३ परमसेवाकाल सुधारण तक्ता

राज्यीय संघ : जातेशी प्राविण्यातले विद्यार्थ्यांचे पवार आदर्श विद्यालय, जातेशी

राज्यीय संघाच्या नावाचे पत्र : सा. वि. अहमदनगर

क्र.सं.	उपक्रम						एकूट	
	विभाग क्र. १			विभाग क्र. २			एकूट	सं. विद्यार्थ्यां
१.	विभाग : <u>विज्ञान</u>			विभाग : <u>साहित्य</u>				
	इच्छा : <u>१०</u> पेढी			इच्छा : <u>१०</u> पेढी				
पुस्तकी			पुस्तकी					
पत्र क्र. १	पत्र क्र. २	पत्र क्र. ३	पत्र क्र. १	पत्र क्र. २	पत्र क्र. ३	१०० पेढी	६२	
१०० पेढी	१०० पेढी	१०० पेढी	१०० पेढी	१०० पेढी	१०० पेढी			
१०२	१०३	१०३	१०२	१०३	१०३			
२.	सुधारण विद्यार्थ्यां			सुधारण विद्यार्थ्यां			१०० पेढी	२५
२ अ	१०२	१०० पेढी	१०३	१०० पेढी			४२३	२५
२ ब	१०४	१०० पेढी	१०४	१०० पेढी				
२ क	४५	५० पेढी	४५	५० पेढी				
३.	राज्यीय स्तर उपक्रम						१०० पेढी	२५
३ अ	४२			५० पेढी			३४	२५
३ ब	४२			५० पेढी				
४.	पत्र विद्यार्थ्यां						१०० पेढी	
	१०० पेढी	१०० पेढी	१०० पेढी	१०० पेढी	१०० पेढी	१०० पेढी	४८०	२०
	१००	१००	१००	१००	१००	१००	४४	१२
५.	इतर राज्यीय उपक्रम						५० पेढी	१६७
	३०० पेढी							२००

$$\frac{167}{200}$$

अहमदनगर विभाग
 ५/११/२०१९

छात्रसेवाकाल कालावधी

दि. १-१२-२०२१

ते

दि. ~~३१-०३-२०२२~~

: शाळेचे नांव :

मातीची आर्गिश्चीवार्ड विठ्ठलीराव
पवार आदर्श विद्यालय
जाथोरी, ता. त्रि. नाशिक

: मार्गदर्शकाचे नांव :

प्रा. निक्कम एस. टी.

मातोश्री भागिरथीबाई निवृत्तीराव पवार
जादव विद्यालय, जाखोरी, ता. जि. नाशिक

हालतील शिक्षकांची यादी

क्र.सं.	हालतील शिक्षकांचे नाव	पदाबाबत
१.	श्री. शिवाजी एम. वी.	मुख्याध्यापक
२.	श्री. कुंजल एम. वी.	अधीक्षक
३.	श्री. संजयजी एम. वी.	अधीक्षक
४.	श्रीमती. चोपरे श्री. आर.	अधीक्षक
५.	श्री. अंजली श्री. एम.	अधीक्षक
६.	श्रीमती. साधना श्री. वी.	अधीक्षक
७.	श्रीमती. वैजल एम. वी.	अधीक्षक
८.	श्रीमती. शिवाजी श्री. वी.	अधीक्षक
९.	श्री. मेधा एम. एम.	अधीक्षक

विद्यार्थी - शिक्षकांची यादी

क्र.सं.	शैल नंबर	विद्यार्थी - शिक्षकांचे नाव
१	१३	-जात - लीमव - ज्योषा
२	१४	-दोभरे - कांभर - विजय
३	१५	-बाबले - सुधीरजी - शरद
४	२०	-शाबळ - किशोर - अनापन
५	२८	-जामकर - सुधीरजी - अरुण
६	३०	-पौल - शिवाजी - शशि
७	३८	-अंभानेरी - किशोर - बाळाशरद
८	४१	-हेले - अयाजी - शरदकाव
९	५०	-सिनेले - अजयजी - रमी
१०	५१	-देशमुख - अंजिता - अर्पण
११	६१	-डंडले - आरती - शिवाजी
१२	६९	-शिंदे - ज्योती - अशोक
१३	६९	-नीधरि - अशोक - लक्ष्मण
१४	७१	-सुर्यवंशी - मोहाजी - किरण
१५	७३	-शांभडे - सविता - नंदशंका
१६	८४	-जोशी - अर्जुन - संतप
१७	९५	-जगाध - अशोक - शरद
१८	९६	-करम - साधुजी - अशोकशरद
१९	९८	-तावडने - अशिता - अशोक
२०	१०५	-अशित - सुरेश - अशिता
२१	१०६	-जाधव - मीना - अशिता

शाळेची वेळापत्रक

इयत्ता : ११वी

सुट्टी - ११

तासिका क्रमांक	सोमवार	मंगळवार	बुधवार	गुरुवार	शुक्रवार	शनिवार
१.	भाषी	भाषी	भाषी	भाषी	कवचान	भाषी
२.	य. शास्त्र	य. शास्त्र	य. शास्त्र	य. शास्त्र	गैर	गैर
३.	हिंदी	हिंदी	य. शास्त्र	हिंदी	य. शास्त्र	हिंदी
४.	विज्ञान	इंग्रजी	इंग्रजी	विज्ञान	हिंदी	शास्त्र
५.	इंग्रजी	शास्त्र	इंग्रजी	इंग्रजी	इंग्रजी	विज्ञान
६.	शास्त्र	विज्ञान	शास्त्र	भाषी	शास्त्र	-
७.	विज्ञान	संगणक	विज्ञान	शास्त्र	शास्त्र	-
८.	विज्ञान	संगणक	शास्त्र	विज्ञान	विज्ञान	-

भारतीय वेळापत्रक

दिवस : ८ वी

सुमारी : ५५

संज्ञा	संज्ञा	संज्ञा	संज्ञा	संज्ञा	संज्ञा	संज्ञा
१	साधी	साधी	साधी	साधी	साधी	साधी
२	साधी	साधी	साधी	साधी	साधी	साधी
३	साधी	साधी	साधी	साधी	साधी	साधी
४	साधी	साधी	साधी	साधी	साधी	साधी
५	साधी	साधी	साधी	साधी	साधी	साधी
६	साधी	साधी	साधी	साधी	साधी	साधी
७	साधी	साधी	साधी	साधी	साधी	साधी
८	साधी	साधी	साधी	साधी	साधी	साधी

अनुक्रमणीपत्र

क्र.सं.	विवरण	
१.	सहायता	
२.	अनुमतिपत्र	
३.	सालरोकाबाबत अहवाल व महानव	
४.	सालरोकाबाबताची उद्दिष्टे	
५.	उपक्रम क्र. १ सालरोकाबाबत	
विषयाचे नांव : <u>निजाम</u> इयत्ता : <u>१३</u> वे मुळाई : _____		
पाठ क्र.	दिनांक	घटक/ उपघटक
१	०१-०३-२०२२	सहायता, अहवाल व महानव - सुट
२	०३-०३-२०२२	सहायता, अहवाल व महानव - महानव व महानव
३	१०-०३-२०२२	सहायता, अहवाल व महानव - महानव व महानव
विषयाचे नांव : <u>जाति</u> इयत्ता : <u>१३</u> वे मुळाई : _____		
पाठ क्र.	दिनांक	घटक/ उपघटक
१	१५-०३-२०२२	सहायता, अहवाल व महानव - अहवाल व महानव
२	१५-०३-२०२२	सहायता, अहवाल व महानव - अहवाल व महानव
३	१६-०३-२०२२	सहायता, अहवाल व महानव - अहवाल
६.	उपक्रम क्र. २, अ. घटक नियोजन (विषय क्र.१ व विषय क्र.२)	
७.	उपक्रम क्र. २, ब. घटक साचणी (विषय क्र.१ व विषय क्र.२)	
८.	उपक्रम क्र. २, क. संविधान तत्वा (विषय क्र.१ व विषय क्र.२)	
९.	उपक्रम क्र. ३, शालेय इतर अभ्यास	
१०.	उपक्रम क्र. ४	
अ	अभ्यासापुरक उपक्रम	
ब	अभ्यासांतर उपक्रम	
११.	उपक्रम क्र. ५ पाठनिरीक्षण (विषय क्र.१ व ३ पाठ व विषय क्र.२ व ३ पाठ)	
१२.	उपक्रम क्र. ६ इतर शालेय उपक्रम (पालक शिक्षक संघ)	

प्रस्तावना

आसितोर्ध्वं पूने पूने विद्यापीठ संघर्षित मलोपी
श्रीकृष्णसाहू महाविद्यालया, लखनौ नागिक गौडसिद्ध सर्व ३६२३-२३
या महाविद्यालयात प्रस्तावनामागील एक प्रयोग माल्याया
समाप्त करावे हाचोचोपक्रम होय.
हाचोचोपक्रम मलावे एक प्रस्तावना याचोचोपक्रमेना
अद्वितीय देवान प्रदान होय. प्रस्तावना हाचोचोपक्रम जीवत
ब्रह्मा हाचोचोपक्रम याची प्रस्तावना मिळाली. मिश्रणा-
प्रतिप्रस्तावनाये तासिक व प्रात्यक्षिक स्वरुपात अद्वय भाषाया
माल्या अदि. यशस्वी मिश्रक लेखायाची देवान प्रस्तावना
होशल्यावर प्रदान मधून पुढे जाली तर प्रस्तावनाअनिश्चित
अनेक मराठ्यांचा व सर्व मिश्रकाला पात पावल्या हाचोचोपक्रम
तसेच मिश्रक प्रतिप्रस्तावनाये अनेक शास्त्रांचा कामकाजाली
याद्विती प्रत्येक कृतीचून मिळाली यद्विने. हाचोचोपक्रमाचोचोपक्रम
महत्त्वाली शुभिका यद्विने. विविध प्रत्येक विधान मंगलकाली
तसेच अद्वयानी कोशाल्य मिश्रकाल्या भेदी प्रस्तावना होय.
याचोचोपक्रम अद्वयान हाचोचोपक्रमाकाल प्रात्यक्षिक स्वरुपात देवान
प्रदान अदि.

हाचोचोपक्रमाकाल प्रात्यक्षिकामुळे शास्त्रातील सर्व कर्त
स्वरुपात कर्तव्याची अशी विद्यार्थी मिश्रकाला मिळाली. याचोचोपक्रम
अद्वयान हाचोचोपक्रमाकाल प्रात्यक्षिक स्वरुपात देवान प्रदान अदि.

मानवी प्रयुक्तावली असावी असाही असाही शिक्षणशास्त्र महाविद्यालय नी एव. द्वितीय वर्ष प्राथमिक पत्र असतांना छात्रसेवाकार्य असावशीतील उपक्रमांची जेव्हा ते कार्य पूर्ण केले जाते.

या छात्रसेवा प्रात्यक्षिक कार्यमुळे असा असापत्राचे महत्त्वाचे चरक, व्याप्ती व असाव समाजले छात्रसेवतील उपक्रम पूर्ण करतांना शिक्षकांसाठी कार्य आवश्यक आहे, हे समाजले शिक्षकांसाठी आवश्यक गोष्टी, शास्त्र उपक्रम, चरपात्र, वेतंदिन दर्जेची, विविध उपार्थ इत्यादी नाविष्णपूर्व उपक्रमांचे ज्ञान मिळाले.

हे प्रात्यक्षिक कार्य पूर्ण करतांनाही ना. प्रसाधी डॉ. मूर्धिका बेंडन यांनी पत्रावली दिली. त्याबद्दल नी त्यांची आभारी आहे. या प्रात्यक्षिक कार्यसाठी प्राध्यापक विक्रम मार यांनी मोलाचे मार्गदर्शन केले. त्याबद्दल नी त्यांची ऋणी आहे. तसेच या कार्यावलीत अंतर्गत असावर्ष करवान्या आलेतील मुख्यध्यापक, शिक्षक संघ, सिव्हेकट वर्गवारी व विद्याथ्यांनी असावर्ष केण्याबद्दल नी या सर्वांची ऋणी आहे.

छात्रसेवाकाल गरज व महत्व

Date

१) पदवीधर प्रशिक्षणार्थीना जांकाला शिक्षक बनवताभाडी छात्रसेवाकाल महत्वाचा आहे.

२) पदवीधर शिक्षणार्थीना प्रत्यक्ष अध्यापन, मुख्यभाषन शैली चवुस येव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

३) एक शिक्षक म्हणून शैक्षणिक प्रकारे समता वांगणी येव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

४) जालेप व्यवसायनाची माहिती घेव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

५) जालेप तयार घेव्या भाषांच्या विविध बोधी व आभिलेख याची माहिती घेव्या येव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

६) एक शिक्षक म्हणून शिक्षक व विद्यार्थी वांगणीत जांतराच्या काय असते हे समजव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

७) पदवीधर प्रशिक्षणार्थीना शिकवितांवा व विविध वेगवेगळे उपक्रम मादवितांवा स्वांच्यातील भात्मविश्वास येव्यातव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

८) एक शिक्षक म्हणून काय जवाबदारी असते हे समजव्याभाडी छात्रसेवाकालाची गरज आहे.

९) पदवीधर शिक्षार्थी एक परिपूर्ण शिक्षक येव्याभाडी छात्रसेवाकालाची अत्यंत गरज आहे.

१) शिक्षण विभागाच्या शाळा व महाविद्यालयांमध्ये शालेय शिक्षण, तालुकास्तरीय, जिल्हास्तरीय, राज्यस्तरीय स्तरावरील शालेय शिक्षण देणे.

२) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

३) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

४) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

५) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

६) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

७) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

८) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

९) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

१०) शाळा, महाविद्यालयां, अभ्यासगृह व शोधशास्त्रालय व शाळा स्तरावरील शालेय शिक्षण देणे.

उपक्रम क्रमांक : १
छात्रसेवाकाल पाठ

विषय क्र. १

विषयाचे नांव

विज्ञान

<p>विद्यार्थी विद्यार्थी</p> <p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p> <p>विद्यार्थी विद्यार्थी</p>
<p>विद्यार्थी विद्यार्थी</p> <p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p> <p>विद्यार्थी विद्यार्थी</p>
<p>विद्यार्थी विद्यार्थी</p> <p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p> <p>विद्यार्थी विद्यार्थी</p>

<p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p>
------------------------------	------------------------------	------------------------------



विद्यार्थी विद्यार्थी

विद्यार्थी विद्यार्थी

विद्यार्थी विद्यार्थी

<p>शिक्षण कृती Teacher Activity</p>	<p>शिक्षार्थी कृती Student Activity</p>	<p>सुचनपत्र Evaluation</p>
<p>शिक्षिका वनस्पतीसंबंधी माहिती सांगतात.</p> <p>शिक्षिका वनस्पतींचे अत्यावश्यक भाग व वनस्पतीच्या अंतर्भावित भागांचे वर्णन करवतात.</p>	<p>शिक्षार्थी वनस्पतीच्या अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शिक्षार्थी वनस्पतींचे अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शि लक्षपूर्वक कृती घेतात.</p> <p>शि भावलीचे व कल्ले वृत्त घेतात.</p> <p>शि चित्रणे करतात.</p>	<p>वनस्पतीच्या अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शिक्षार्थी वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शि लक्षपूर्वक कृती घेतात काय ?</p> <p>शि भावलीचे व कल्ले वृत्त घेतात काय ?</p>
<p>शिक्षिका वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शिक्षिका वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p>	<p>शिक्षार्थी वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शिक्षार्थी वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p>	<p>वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p> <p>शिक्षार्थी वनस्पतींच्या अंतर्भावित भागांचे वर्णन करवतात.</p>

उद्दिष्टों व स्पष्टीकरण Objectives and Explanation	अवस्था/ पाठ्यपुस्तक Current Teaching Plan	अवस्था/ पाठ्यपुस्तक Current Teaching Plan
<p>विद्यार्थी जोरमुख महादे काग ने मांशतो.</p> <p>विद्यार्थी संवत्सरा महादेका मरिती मांशतो.</p>	<p>नमितीत दुपार पुस्तकाने सुने जायके जायके वेला यथा सुवाच्या सुवेला जोरमुखे सुने महादेका</p> <p>② संवत्सरा सुने :- जोडापुस्तक सुवाच्या संवत्सराच्या सुवाला संवत्सरा सुने सुने महादेका.</p>	<p>संश्लिष्ट पत्र</p> <p>संवत्सरा सुने मांशतो</p>
<p>सुवेला जोरमुख जायके संवत्सरा सुने सुने दोन पुस्तक पुस्तक पुस्तक दोन पुस्तकांमिळे जोरमुख घेतले तर पुस्तक सुवातीमिळे संवत्सरा सुने महादेका जोडापुस्तके साज आपण सुवाच्या सुवेला मरिती प्रथमांशतो.</p>	<p>सुवेला जोरमुख जायके संवत्सरा सुने सुने दोन पुस्तक पुस्तक पुस्तक दोन पुस्तकांमिळे जोरमुख घेतले तर पुस्तक सुवातीमिळे संवत्सरा सुने महादेका जोडापुस्तके साज आपण सुवाच्या सुवेला मरिती प्रथमांशतो.</p>	<p>पत्रे</p>
<p>संश्लिष्ट :-</p> <p>अवस्था :-</p> <p>चुनवाठ :-</p>		

Date	Page	Page
<p>1. Introduction</p> <p>2. Objectives</p> <p>3. Methodology</p> <p>4. Results</p> <p>5. Discussion</p> <p>6. Conclusion</p>	<p>1. Introduction</p> <p>2. Objectives</p> <p>3. Methodology</p> <p>4. Results</p> <p>5. Discussion</p> <p>6. Conclusion</p>	<p>1. Introduction</p> <p>2. Objectives</p> <p>3. Methodology</p> <p>4. Results</p> <p>5. Discussion</p> <p>6. Conclusion</p>
<p>7. References</p> <p>8. Appendix</p> <p>9. Bibliography</p> <p>10. Glossary</p>	<p>7. References</p> <p>8. Appendix</p> <p>9. Bibliography</p> <p>10. Glossary</p>	<p>7. References</p> <p>8. Appendix</p> <p>9. Bibliography</p> <p>10. Glossary</p>
<p>11. Summary</p> <p>12. Acknowledgments</p>	<p>11. Summary</p> <p>12. Acknowledgments</p>	<p>11. Summary</p> <p>12. Acknowledgments</p>
<p>13. Index</p> <p>14. Appendix</p>	<p>13. Index</p> <p>14. Appendix</p>	<p>13. Index</p> <p>14. Appendix</p>
<p>15. Bibliography</p> <p>16. Glossary</p>	<p>15. Bibliography</p> <p>16. Glossary</p>	<p>15. Bibliography</p> <p>16. Glossary</p>
<p>17. Summary</p> <p>18. Acknowledgments</p>	<p>17. Summary</p> <p>18. Acknowledgments</p>	<p>17. Summary</p> <p>18. Acknowledgments</p>

नाम: पं. वी.
 * स्कूल: -
 * मोटवाड़ा
 * नंदप्रसाद स्कूल
 तिथि: / /

कक्षा: विज्ञान
 विषय: आधुनिक विज्ञान व कार्यात्मक अभिव्यक्ति
 अध्यापक: सुनील कुमार
 संस्था: आर्य समाज, नंदप्रसाद

क्र.सं.	वर्णन	अंक	कुल अंक
1.	एक लेखन - Lesson Note (Read, Correct and complete)		
2.	आवृत्ति - Introduction		
3.	दृष्टिकोण - Statement of aim and Table writing		
4.	व्यक्तिगत कार्य - Clarity and fluency in Business Narration		
5.	एक शीर्षक - Clear, concise and grammatically correct		
6.	लक्षिक व विचार प्रकृतियाँ - Logical and thought provoking questions		
7.	व्यक्तिगत कार्य - Distribution of questions and Rehearsal		
8.	एक शीर्षक - Best Short Work		
9.	दृष्टिकोण व अवधारणा - Clarity & Confidence in Teaching		
10.	एक शीर्षक - Classroom interaction		
11.	एक शीर्षक - Student reaction		
12.	लक्षिक व विचार प्रकृतियाँ - Use of Learning aids/ Example		
13.	विशाल कार्य - Mastery over the content		
14.	एक शीर्षक - Classroom Management		
15.	एक शीर्षक - Time Management		
16.	दृष्टिकोण - Recollection		
17.	एक शीर्षक - Students response		
18.	लक्षिक - Application (Appropriate/ Creative based application)		
19.	दृष्टिकोण - Home Work (Appropriate/ Activity based home work)		
20.	अंतिम कार्य - Overall impression		
कुल - 93/100			72

* प्रश्नोत्तरों का समाधान करनी।
 * विज्ञान विषय का परीक्षा का प्रश्नोत्तर देना।
 * मोटवाड़ा आर्य समाज का पत्र देना।
 * आर्य समाज का पत्र देना।
 * आर्य समाज का पत्र देना।

क. लक्षिक, लक्षिक, लक्षिक।
 * आर्य समाज का पत्र देना।
 * आर्य समाज का पत्र देना।
 तिथि: / /
 आ. विज्ञान एम. टी.
 03/03/23



महोदय वी.एड. एक्सप्लेन

मोतीश्री कॉलेज ऑफ एज्युकेशन (वी.एड.) एक्सप्लेन

(बस विवरण)

दिनांक - १४-०३-२०२४

विद्यार्थी विवरण संख्या	मोती शर्मा शंकर	वर्ग नं.	८४
संबंधित संस्था	राजीव गांधी राष्ट्रीय निर्यात प्रशिक्षण संस्थान	संस्थान संख्या	३३७७३
पुस्तक	आर्थिक विज्ञान - १	पुस्तक संख्या	३३७७३
समाधान विवरण	समाधान	पृष्ठ संख्या	९

पता/ पत्थर : भारत संस्था , परिवेश संस्थाओं के चारों ओर

संस्थान संख्या/ संस्था : ३३७७३
पुस्तक संख्या/ पुस्तक : आर्थिक विज्ञान - १, पुस्तक संख्या ३३७७३

पृष्ठ संख्या/ पृष्ठ संख्या : ९
 १) परिवेश संस्थाओं के चारों ओर
 २) परिवेश संस्थाओं के चारों ओर

पुस्तक संख्या/ पुस्तक संख्या : आर्थिक विज्ञान - १, पुस्तक संख्या ३३७७३
 पुस्तक संख्या ३३७७३, पुस्तक संख्या ३३७७३

पुस्तक संख्या/ पुस्तक संख्या : आर्थिक विज्ञान - १, पुस्तक संख्या ३३७७३

समाधान : [निम्नलिखित तथ्यों के आधार पर विद्यार्थी को प्रश्न का उत्तर देना है]
 विद्यार्थी विद्यार्थी के द्वारा आर्थिक संस्था में कार्य करने वाले
 आर्थिक संस्था में कार्य करने वाले आर्थिक संस्था में कार्य करने वाले
 आर्थिक संस्था में कार्य करने वाले आर्थिक संस्था में कार्य करने वाले
 आर्थिक संस्था में कार्य करने वाले आर्थिक संस्था में कार्य करने वाले
 आर्थिक संस्था में कार्य करने वाले आर्थिक संस्था में कार्य करने वाले
 आर्थिक संस्था में कार्य करने वाले आर्थिक संस्था में कार्य करने वाले

समाधान : नर राज आर्थिक परिवेश संस्थाओं के चारों ओर , परिवेश संस्थाओं के चारों ओर व आर्थिक संस्थाओं के चारों ओर (आर्थिक विज्ञान - १, पुस्तक संख्या ३३७७३) " वास्तव संस्था "

लक्ष्यो व स्पष्टीकरण Objectives and Explanation	अनुभव/ पाठ्यपुस्तक Content/ Teaching Point	अवधि/ समय Duration/ Time
<p>नाम: विद्यार्थी नाम पेक्षा: कक्षा का क्र. संख्या</p> <p>सकल: विद्यार्थी परिमेय संख्यामाला समझेंगे।</p>	<p>विद्यार्थी विभिन्न प्रकार के संख्या संकेतों को पहचानेंगे। जैसे: $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{6}$, $\frac{7}{8}$, $\frac{9}{10}$ आदि। परिमेय संख्यामाला का अर्थ समझेंगे। परिमेय संख्यामाला का अर्थ समझेंगे।</p> <p>परिमेय संख्यामाला का अर्थ समझेंगे। उदाहरण:- a) यदि $\frac{2}{3} < \frac{4}{5}$ या $\frac{2}{3} > \frac{4}{5}$ या $\frac{2}{3} = \frac{4}{5}$ का निर्धारण करेंगे। b) यदि $\frac{2}{3} < \frac{4}{5}$ तो $\frac{2}{3} < \frac{4}{5}$ या $\frac{2}{3} > \frac{4}{5}$ या $\frac{2}{3} = \frac{4}{5}$ का निर्धारण करेंगे। c) यदि $\frac{2}{3} < \frac{4}{5}$ तो $\frac{2}{3} < \frac{4}{5}$ या $\frac{2}{3} > \frac{4}{5}$ या $\frac{2}{3} = \frac{4}{5}$ का निर्धारण करेंगे। d) यदि $\frac{2}{3} < \frac{4}{5}$ तो $\frac{2}{3} < \frac{4}{5}$ या $\frac{2}{3} > \frac{4}{5}$ या $\frac{2}{3} = \frac{4}{5}$ का निर्धारण करेंगे।</p>	<p>10-15 मिनट</p>
<p>विद्यार्थी परिमेय संख्यामाला का अर्थ समझेंगे। असंगत संख्याओं का अर्थ समझेंगे।</p>	<p>उदा. $2 \times 5 = 10$ $3 \times 4 = 12$ $2 \times 5 < 3 \times 4$ $\therefore \frac{2}{3} < \frac{4}{5}$</p> <p>परिमेय संख्यामाला का अर्थ समझेंगे। a, b, c का परिमेय संख्यामाला का अर्थ समझेंगे। उदा. कम-निर्देशना:- 1) अर्थ: $a+b = b+a$</p>	<p>10-15 मिनट</p>

उद्देश्ये व स्पष्टीकरण Objectives and Explanation	आपण पाठ्या Content Teaching Point	अपण Teacher's Note
<p>विद्यार्थी परिमेय संख्यांचे गुणधर्म सांगतात</p> <p>संकलन</p> <p>उपसर्जन</p> <p>सुमपाठ</p>	<p>ii) गुणधर्म: $a \times b = b \times a$</p> <p>उदा. ① $2 + 3 = 3 + 2$ $4 + 5 = 5 + 4$</p> <p>② $3 \times 5 = 5 \times 3$ $c = c$</p> <p>iii) गुणधर्म:</p> <p>1) संयोजकता: $(a + b) + c = a + (b + c)$</p> <p>2) गुणधर्म: $(a \times b) \times c = a \times (b \times c)$</p> <p>iv) अस्तित्वात्:</p> <p>1) संयोजकता: $a + 0 = 0 + a = a$</p> <p>2) गुणधर्म: $a \times 1 = 1 \times a = a$</p> <p>उदाहरणाने आपण आपण परिमेय संख्या व त्यांचे गुणधर्म व गुणधर्म सांगतात.</p>	<p>संयोजकता</p> <p>गुणधर्म</p>

विद्यार्थी का नाम (Student Name)	विद्यार्थी का पता (Student Address)	पुस्तक संख्या (Book Number)
श्रीमत् प्रमोदशिवराज रा चौधरी पञ्जाब रोड	विद्यार्थी प्रमोदशिवराज रा चौधरी पञ्जाब रोड	प्रमोदशिवराज रा चौधरी पञ्जाब रोड पञ्जाब रा
श्रीमत् जय विद्यालय रू-२-१ रू-३-२	विद्यार्थी जय रोड	
श्रीमत् चारुदास र अशोक दे चौधरी पञ्जाब रोड	विद्यार्थी चारुदास र अशोक दे चौधरी पञ्जाब रोड	परिमेष संख्या चौधरी रा चौधरी पञ्जाब रा
श्रीमत् चण्डीप रोड	विद्यार्थी लक्ष्मीक चण्डीप रोड	
श्रीमत् संकल्पनातील रोड विद्यालय	विद्यार्थी उत्तरी रोड	शान्ति संख्या N.2 चण्डीप रोड (0 0.6 (33 0.33
श्रीमत् अर्जुनराजीव रोड विद्यालय	विद्यार्थी उत्तरी रोड	15 अर्जुनराजीव चौधरी रोड 20 अर्जुनराजीव चौधरी रोड
श्रीमत् चण्डीप रोड	विद्यार्थी चण्डीप रोड रोड	परिमेष संख्या चण्डीप र रोड चौधरी रोड

कक्षा - 5^{वीं}
 विषय - गणित - अध्याय - 3
 चयन - तर्कसंगत संख्या
 परिभाषित संख्या
 $\frac{1}{9}$ का मान संख्या \rightarrow 0.6 का दशमंश भागफल $\frac{1}{9}$ का मान संख्या
 \rightarrow चयन संख्या $\frac{1}{9} = 0.6666 \dots = 0.6$
 $\therefore 10 \times 0.6666 \dots = 6.6$
 $\therefore 10x - x = 6.6 - 0.6$
 $9x = 6$
 $x = \frac{6}{9}$

क्र.सं.	विवरण	1	2	3	4	5
1.	एक विषय - Lesson Note (Final, Correct and complete)					
2.	संक्षेप - Introduction					
3.	सिखाना - Statement of aim and Title writing					
4.	व्याख्यात्मक प्रश्न - Clarity and fluency in Illustration/Paraphrase					
5.	संगठन - Clear, concise and grammatically correct					
6.	तर्कसंगत प्रश्न - Logical and thought provoking questions					
7.	प्रश्न संख्या वितरण - Distribution of questions and Reinforcement					
8.	संगठन - Black Board Work					
9.	प्रश्न संख्या वितरण - Clarity & Conciseness in Teaching					
10.	एक विषय - Classroom interaction					
11.	एक विषय - Structure/Paraphrase					
12.	व्याख्यात्मक प्रश्न - Use of Teaching aids/Example					
13.	विषय संगठन - Mastery over the content					
14.	एक विषय - Classroom Management					
15.	संगठन - Time Management					
16.	संक्षेप - Recapitulation					
17.	व्याख्यात्मक प्रश्न - Students response					
18.	व्याख्यात्मक प्रश्न - Application (Appropriate/Creative based application)					
19.	व्याख्यात्मक प्रश्न - Home Work (Appropriate/Activity based home work)					
20.	व्याख्यात्मक प्रश्न - Overall Impression					

कुल - 83/100

72/10

एकाच विषय/विषय परीक्षा/परिष्कारण
 अधिकतम मात्रा में
 एक विषय/विषय
 अति धन्य

* प्रयोग विभागाध्यक्ष
 अति धन्य
 * कक्षा संख्या/विषय/विषय
 विभागाध्यक्ष/विषय/विषय
 * विभागाध्यक्ष/विषय/विषय

एक विषय/विषय/विषय
 अति धन्य

गौरीगिरी कॉलेज ऑफ एज्युकेशन (बी.एड.) एरासमस रोड
 (सह. विद्यापीठ)

विद्यार्थी/विद्यार्थिनीचे नाव : सोनी अरुण शंका दिनांक : 25-05-2023
 पत्ता : सोनी, अहमदनगर, महाराष्ट्र वर्ग : १
 शाळा : सोनी, अहमदनगर, महाराष्ट्र संस्थापक : सोनी
 शाळा/संस्था : सोनी संस्थापक : सोनी

वर्ग : १ संस्थापक : सोनी
 विद्यार्थी/विद्यार्थिनीचे नाव : सोनी अरुण शंका
 पत्ता : सोनी, अहमदनगर, महाराष्ट्र
 शाळा : सोनी, अहमदनगर, महाराष्ट्र
 शाळा/संस्था : सोनी

वर्ग : १ संस्थापक : सोनी
 विद्यार्थी/विद्यार्थिनीचे नाव : सोनी अरुण शंका
 पत्ता : सोनी, अहमदनगर, महाराष्ट्र
 शाळा : सोनी, अहमदनगर, महाराष्ट्र
 शाळा/संस्था : सोनी

वर्ग : १ संस्थापक : सोनी
 विद्यार्थी/विद्यार्थिनीचे नाव : सोनी अरुण शंका
 पत्ता : सोनी, अहमदनगर, महाराष्ट्र
 शाळा : सोनी, अहमदनगर, महाराष्ट्र
 शाळा/संस्था : सोनी

वर्ग : १ संस्थापक : सोनी
 विद्यार्थी/विद्यार्थिनीचे नाव : सोनी अरुण शंका
 पत्ता : सोनी, अहमदनगर, महाराष्ट्र
 शाळा : सोनी, अहमदनगर, महाराष्ट्र
 शाळा/संस्था : सोनी

उद्देश्ये व स्पष्टीकरण Objectives and Explanation	आसपास/ पाठ्यपुस्तक Content/ Teaching Point	असपास/ पाठ्यपुस्तक Content/ Teaching Point
<p>संज्ञा - विद्यार्थी परिमेय संख्या जांचती.</p> <p>आकलन - विद्यार्थी गणित संख्यात्मक/ इतर संख्यांचे व्याख्यान करावे.</p>	<p>विद्यार्थी विज्ञानोपस्थापना माहित करीत कि, परिमेय संख्या गणित संख्या असते तर गणित संख्या संख्यात्मक/ इतर संख्यांचे व्याख्यान करावे.</p> <p>1) एकत्र संख्यात्मक/ इतर संख्यांचे व्याख्यान - उदा. ० आधी ६ या संज्ञा गणित संख्या असतील तर त्यांच्यामध्ये ० < ६ किंवा ० < ६ किंवा ० > ६ यांच्यातील कोणताही एक संख्या गणित असते.</p> <p>2) उदा. १ < ६ आधी आणि ६ < ० तर $1 < 6$</p> <p>3) उदा. ० < ६ तर $0 < 6 < 6 + 6$</p> <p>उदा. २ < ३ तर $2 + 4 < 3 + 4$ $6 < 9$</p>	<p>परिमेय संख्या</p> <p>असपास संख्या</p>

उद्देश्ये व स्पष्टीकरण Objectives and Explanation	आधार/पाठ्युद्देश Content/Teaching Point	आधार उदाहरणे/टीपणी Teaching Aids
<p>विद्यार्थी वर्गिकृत संख्या व रूपांतर संख्या म्हणजे काय हे सांगतात.</p>	<p>रूपांतर संख्या वर्गिकृत संख्याच्या जाति आहे कि, कोणत्याही रूपांतर संख्या ही ही संख्या कधीतूर संख्या होई. म्हणजे कोणत्याही रूपांतर संख्याचा वर्ग कधीही रूपांतर संख्या होत नाही. पण $(\sqrt{-5})^2 = -5$ $\therefore \sqrt{-5}$ ही वास्तव संख्या नाही. म्हणून रूपांतर वास्तव संख्या वर्गिकृत वास्तव संख्या होत नाही.</p> <p>रूपांतर म्हणजे आज साधने वास्तव संख्यावर्गीय अक्षरम्ब व रूपांतर संख्या वर्गिकृत व सारक अक्षरम्ब.</p>	<p>वर्गिकृत संख्या रूपांतर</p>
<p>संख्या:-</p>		
<p>उदाहरण:-</p>		
<p>उदाहरण:-</p>		

<p>शिक्षक कृती Teacher Activity</p>	<p>शिक्षार्थी कृती Students Activity</p>	<p>सुचवणात Evaluation</p>
<p>शिक्षक कर्मिद्वारा सहाय्ये करून ही अभ्यासात्मक संकलनात शिक्षक सहाय्ये करिता ही संकलनात आवृत्त देऊन स्पष्ट करतात.</p> <p>शिक्षक सहाय्ये करिता कर्मिद्वारा सहाय्ये करून ही संकलनात आवृत्त करतात.</p> <p>शिक्षक सहाय्ये करिता</p>	<p>शिक्षार्थी कर्मिद्वारा सहाय्ये करितात.</p> <p>शिक्षार्थी सहाय्ये करिता ही संकलनात अभ्यासात्मक संकलनात देतात.</p> <p>शिक्षार्थी संकलनात शिक्षार्थी संकलनात देतात.</p> <p>शिक्षार्थी सहाय्ये करिता</p>	<p>कर्मिद्वारा सहाय्ये करतात.</p> <p>सहाय्ये करितात</p> <p>सहाय्ये करितात</p>
<p>शिक्षक सहाय्ये करिता</p>	<p>शिक्षार्थी सहाय्ये करिता</p>	<p>शिक्षार्थी सहाय्ये करिता</p>
<p>शिक्षक संकलनातील सहाय्ये करितात.</p>	<p>शिक्षार्थी सहाय्ये करिता</p>	<p>शिक्षार्थी सहाय्ये करिता</p>
<p>शिक्षक सहाय्ये करिता</p>	<p>शिक्षार्थी सहाय्ये करिता</p>	<p>शिक्षार्थी सहाय्ये करिता</p>

कक्षा: 9^{वीं}
 विषय: गणित भाग-1
 अध्याय: सरल ज्यामिति
 दिनांक: / /

दिया गया है: $a = 0.3$ आधी $b = 0.5$
 $c = \frac{a+b}{2} = \frac{0.3+0.5}{2} = \frac{0.8}{2} = 0.4$
 $d = \frac{a-b}{2} = \frac{0.3-0.5}{2} = \frac{-0.2}{2} = -0.1$
 $e = \frac{a+b}{2} = \frac{0.3+0.5}{2} = \frac{0.8}{2} = 0.4$



क्र.सं.	कार्य	1	2	3
1.	एक लेखन - Lesson Note (Read, Correct and complete)			
2.	परिचय - Introduction			
3.	सूचना - Statement of aim and Title writing			
4.	संक्षिप्त रूप में - Clarity and focus in illustrative material			
5.	एक प्रश्न - Draw, circle and grammatically correct			
6.	लक्ष्य व दिए गए प्रश्न - Logical and thought provoking questions			
7.	प्रश्न एवं उत्तर के प्रकार - Distribution of questions and reinforcement			
8.	बोर्ड कार्य - Black Board Work			
9.	सूचना व प्रदर्शन - Clarity & Confidence in Teaching			
10.	एक प्रश्न - Classroom interaction			
11.	एक प्रश्न - Student variation			
12.	एक प्रश्न - Use of Teaching aids/Example			
13.	सूचना एवं - Mastery over the content			
14.	एक प्रश्न - Classroom Management			
15.	एक प्रश्न - Time Management			
16.	सूचना - Recapitulation			
17.	एक प्रश्न - Student response			
18.	एक प्रश्न - Application (Appropriate Creative based application)			
19.	एक प्रश्न - Home Work (Appropriate Activity based home work)			
20.	एक प्रश्न - Overall impression			
कुल - 83 / 100				68/15

* प्रश्नोत्तरों को सही तरीके से लिखें।
 * प्रश्नों के उत्तरों में सही तरीके से लिखें।
 * प्रश्नों के उत्तरों में सही तरीके से लिखें।
 * प्रश्नों के उत्तरों में सही तरीके से लिखें।
 * प्रश्नों के उत्तरों में सही तरीके से लिखें।

उपक्रम क्र. २

२ अ

घटक नियोजन

विषय क्र. १ :

विज्ञान

विषय क्र. २ :

गणित

MATOSHRI COLLEGE OF EDUCATION, (B.ed), EKLAHARE, NASHIK
 Matoshri Education Society's
 B.ed. 200

Name of the Activity 2A: Unit Plan

Name of Student: Joshi Apurva Sanjay Roll No: 84

EVALUATION SCHEME (Out of 100 Marks)
 Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No.	Steps	Criteria	1	2	3	4	5
1	Preparation of Unit Plan	Selection of Unit & its division into subunits with proper teaching-learning Management					5
2		Aims & Objectives of Unit Plan					5
3		Proper Content analysis in unit plan					5
4		Sequencing the content analysis in unit Plan					5
5		Time Management					5
6		Unit Plan Note: Neat, Correct, Complete					5
7		Suitable learning experiences with suitable example & Relevant Teaching aids					5
8		Use of ICT Component					5
9		Student-Teacher interaction strategies					5
10		Inclusion of life skills/ Values/ C.E.					5
11		Final revision after delivery of each content module					5
12		Scope for developing interest.					5
13		Execution plan in view of constructivist teaching learning					5
14	Formative Eval.	Use of formative evaluation tools in final Recapitulation					5
15		Use of evaluation tools in application					5
16		Home work/ assignment for self-study					5
17	Summative	Unit test as per Blue Print					5
18		Educational Implication & Overall impression					5
19		Educational implication					5
20		Overall impression					5
							72/100

Date: 04/04/2022

Place: Eklahare

82
 100

[Signature]
 Signature of Professor
 Shri. [Name]

Maharshi Education Society's
MATOSHRI COLLEGE OF EDUCATION, (B.ed), EKLANHARE, NASHIK
 Regd. 1977

Name of the Activity 2A: Unit Plan

Name of Student: Joshi Apurva Sanjay Roll No. 24

EVALUATION SCHEME (Out of 100 Marks)

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

No.	Steps	Criteria	1	2	3	4	5
1	Preparation of Unit Plan	Selection of Unit & its division into subunits with proper teaching-learning Management				✓	
2		Aims & Objectives of Unit Plans				✓	
3		Proper Content analysis in unit plan				✓	
4		Sequencing the content analysis in unit Plan				✓	
5		Time Management				✓	
6		Unit Plan Note: Neat, Correct, Complete				✓	
7		Subsidiary learning experiences with suitable examples & Relevant Teaching aids				✓	
8		Use to ICT Component				✓	
9		Student-Teacher interaction strategies				✓	
10		Inclusion of life skills/ Values/ C.E.				✓	
11		Brief revision after delivery of each content module				✓	
12		Scope for developing interest.				✓	
13		Execution plan in view of constructivist teaching learning				✓	
	Formative Eval.	Use of formative evaluation tools in final Recapitulation				✓	
		Use of evaluation tools in application				✓	
		Home work/ assignment for self-study				✓	
	Summative	Unit test as per B.ed Print				✓	
		Educational Implication & Overall impression				✓	
		Educational Implication				✓	
		Overall Impression				✓	
						88/100	

Signature
 Examinator

88
 100

Signature
 Signature of Professor
 Dr. [Name]

प्राथमिक	उत्प्रेक्षित न समीकरण	विचार प्रश्न	संकेत	संकेत समीकरण
पक्षि विमान पराशर	<p>उदा. - विमान पक्षि समान चलाते।</p> <p>विमान पक्षि समान चलाते। समान चलाते।</p>	<p>विमान पक्षि चलाते समान चलाते।</p> <p>विमान पक्षि चलाते समान चलाते।</p>	<p>विमान पक्षि समान चलाते।</p> <p>विमान पक्षि समान चलाते।</p>	<p>विमान पक्षि समान चलाते।</p> <p>विमान पक्षि समान चलाते।</p>
पक्षि चलाते समान चलाते।	<p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p> <p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p>	<p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p> <p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p>	<p>विमान पक्षि चलाते समान चलाते।</p> <p>विमान पक्षि चलाते समान चलाते।</p>	<p>विमान पक्षि चलाते समान चलाते।</p> <p>विमान पक्षि चलाते समान चलाते।</p>
पक्षि चलाते समान चलाते।	<p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p> <p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p>	<p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p> <p>उदा. $2x + 3y = 6$ या $\frac{x}{3} = \frac{y}{2}$</p>	<p>विमान पक्षि चलाते समान चलाते।</p> <p>विमान पक्षि चलाते समान चलाते।</p>	<p>विमान पक्षि चलाते समान चलाते।</p> <p>विमान पक्षि चलाते समान चलाते।</p>

२ ब

घटक चाचणी

विषय क्र. १ : विज्ञान

विषय क्र. २ : गाणित

MATOSHU COLLEGE OF EDUCATION, (B.ed), EKLAHARE, NASHIK
 Matoshu Education Society's
 Unit: 107 INTERNSHIP

Name of Student: Tochi Apurva Sanjay Roll No: 24
 Activity No.: 2B Plan of Evaluation: Development and conduct of unit test

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

EVALUATION SCHEME

No.	Steps	Criteria	1	2	3	4	5
1	Development of Test	Proper instructions given on unit test paper				✓	
2		Weightage given to Objectives				✓	
3		Fulfillment of objectives through different types of question				✓	
4		No of Questions and 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 and importance of subject				✓	
10		Grammatically Correctness and Clarity of unit test paper				✓	
11		Length & Validity of the test				✓	
12		Adequacy of the unit test				✓	
13		Objectivity of the test				✓	
14		Printing and format of the unit test paper: Font size, Alignment, Spacing				✓	
15	Administration of Unit Test	Feasibility of the test				✓	
16		Seating arrangement for unit test				✓	
17		Supervision: Measures taken to avoid malpractice				✓	
18		Time management				✓	
19		Educational Implication				✓	
20		Overall Impression				✓	
		Total Marks - 100				64	20

Date: 04/04/2022

Place: Eklahare

84
100

[Signature]
Signature of Professor
[Signature]

६. (ता. २) निम्नच्या जमीनीच्या शीटचा अर्थ करा. (१)

- १. शीटचा आकार जमिनीच्या शीटने वाढत्याचा असावा — म्हणतात.
- २. शीटलाभून पुढच्याचा तंतुवाचण्या मुळांचा — म्हणतात.
- ३. शीटच्या पसरट भागाचा — म्हणतात.
- ४. — हा पुढ्याचा पुनिर्वाची भाग असतो.
- ५. जमिनी हा पुढ्याचा शीटिनी भाग असून ती — बनवता असतो.

- ६. वास्तवीय वास्तव्यशीटची २ उदाहरणे द्या
- १. काटेरी वास्तव्यशीट
- २. रात्री सुणे-शिट्याचा
- ३. बांधावर बसले असणाऱ्या

(२)

७. (ता. ३) एका वास्तव्यात उभे विद्या (१)

- १. वास्तव्यशीटचे विविध प्रकार कोणते?
- २. मुळांचे प्रकार किती व कोणते?
- ३. पर्वतीय म्हणजे काय?
- ४. निदलभूज म्हणजे काय?

(१)

८) दूर वी बरीच तंत्रिका.

- १. काहीसधर्म्यतापासून वास्तवीय वास्तव्यशीटच्या वास्तव्यशीटच्या भागाचे
- २. वास्तवीय वास्तव्यशीटच्या वास्तव्यशीटच्या भागाचे
- ३. वास्तवीय वास्तव्यशीटच्या वास्तव्यशीटच्या भागाचे
- ४. वास्तवीय वास्तव्यशीटच्या वास्तव्यशीटच्या भागाचे
- ५. वास्तवीय वास्तव्यशीटच्या वास्तव्यशीटच्या भागाचे

(१)

९. वास्तव्यशीटची आकृती काढून वास्तव्यशीटच्या वास्तव्यशीटची काटेरी अर्थ करा. (१)

(१)

भाषा - विद्या

षट्क चत्वारि

शाला - जती

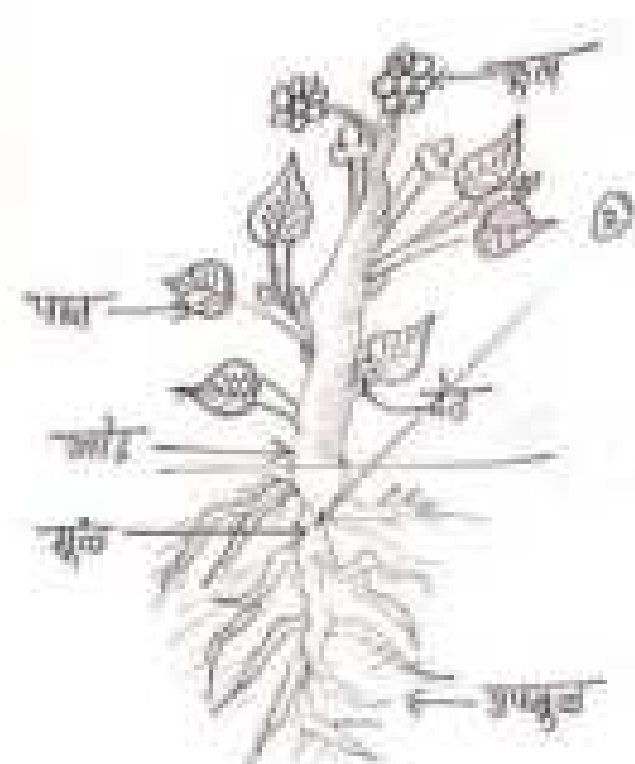
अंतराष्ट्रिका

- 1) शीला भावना अधिजीला तिलोरे ताड्याया अनाया
 2) माविमूल मठाना ①
 3) ज्ञानासमूह फुरवाया नेवनातना युलना मंगुला युले मठाना ①
 4) पाथस्या पतर मठाना पर्णपु फले मठाना ①
 5) पुंश ज फुमना युल्लेनी मठा अनाये ①
 6) नासिया हा फुमना मिमिनी मठा अनाये ती उरीक्याया
 7) इतना मठाना ①

- 1) आशीष वलपनीनी 2 उवायने दया (04)
 2) कोरी भावनाती फले अनाया
 3) फलान 4) शीला 5)
 6) मती पने मिठाना
 7) लणाम 8) अनायाल 9)
 10) आशतर कोरे अनाया
 11) मनाय 12) पाथुल 13)

- 1) शाली इका वाक्यात इतरे विग
 2) उत्तर - मठा, मठा, फले, फले अनायी ①
 3) उत्तर - युलोरे दोग प्रकार 4) जोरमूल
 5) उत्तर - पर्णपत्राया फुलना नेवना पाथिय जने मठाना ①
 6) उत्तर - फली अनाया पाठना शीला नेवना पाथानाया
 मठाने वाक्याने मठाना हे अनाया मठाये ①
 7) शिवायुज मठा

1) एक (2) पुष्प (3) तन्त्र (4) कर्म (5) कर्म (6) कर्म
 2) एक (3) पुष्प (4) तन्त्र (5) कर्म (6) कर्म
 3) एक (3) पुष्प (4) तन्त्र (5) कर्म (6) कर्म
 4) एक (3) पुष्प (4) तन्त्र (5) कर्म (6) कर्म
 5) एक (3) पुष्प (4) तन्त्र (5) कर्म (6) कर्म
 6) एक (3) पुष्प (4) तन्त्र (5) कर्म (6) कर्म



1) पुष्प - आविष्कारात्मक
 पुष्पों का प्रविष्टि...
 पुष्पों की लक्षण...
 पुष्पों की...
 पुष्पों की...
 पुष्पों की...

2) पुष्प - पुष्पों की...
 पुष्पों की...
 पुष्पों की...
 पुष्पों की...
 पुष्पों की...

- 1) पुष्प - पुष्पों की...
 पुष्पों की...
 पुष्पों की...
- 2) पुष्प - पुष्पों की...
 पुष्पों की...
 पुष्पों की...
- 3) पुष्प - पुष्पों की...
 पुष्पों की...
 पुष्पों की...

MATOSHRI COLLEGE OF EDUCATION, (B.Ed), EKLHARE, NASHIK
 Maharashtra Education Society's
 B.Ed. 307 INTERSHIP

Name of student: Archi Arjun Arjun Roll No: 84
 Activity No.: 38 Plan of Evaluation : Development and conduct of unit test

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

No.	Steps	Criteria	1	2	3	4	5
1	Development of Test	Proper instructions given on unit test paper				✓	
2		Weightage given to Objectives				✓	
3		Fulfillment of objectives through different types of question				✓	
4		No of Questions and 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 and importance of subject				✓	
10		Grammatically Correctness and Clarity of unit test paper				✓	
11		Length & Validity of the test				✓	
12		Adequacy of the unit test				✓	
13		Objectivity of the test.				✓	
14		Printing and format of the unit test paper: Font size, Alignment, Spacing				✓	
15	Administration of Unit Test	Feasibility of the test				✓	
16		Seating arrangement for unit test				✓	
17		Supervision : Measures taken to avoid malpractice				✓	
18		Time management				✓	
19		Educational implication				✓	
20		Overall Impression:				✓	
		Total Marks - 100				84	20

Date: 21/04/2022
 Place: Eklhare

84

 100

Archi
 Signature of Professor
Dr. Arjun B. B.

ગાંધી સંસ્કૃતીય વિદ્યાલય માં ગણિત વિભાગ, ગાંધી, તા. 12, સન 2021

બેઠક નામ

પાના નં. 10

વિષય નામ અને નં.

પૃષ્ઠ-24

1. જો $\sin^{-1} x = \frac{\pi}{6}$ તો x નું મૂલ્ય શોધો. (4)

1. $\sin^{-1} x = \frac{\pi}{6}$ તો $x = \sin \frac{\pi}{6} = \frac{1}{2}$

2. જો $\cos^{-1} x = \frac{\pi}{3}$ તો x નું મૂલ્ય શોધો. (4)

2. $\cos^{-1} x = \frac{\pi}{3}$ તો $x = \cos \frac{\pi}{3} = \frac{1}{2}$

3. જો $\tan^{-1} x = \frac{\pi}{4}$ તો x નું મૂલ્ય શોધો. (4)

3. $\tan^{-1} x = \frac{\pi}{4}$ તો $x = \tan \frac{\pi}{4} = 1$

4. જો $\cot^{-1} x = \frac{\pi}{4}$ તો x નું મૂલ્ય શોધો. (4)

4. $\cot^{-1} x = \frac{\pi}{4}$ તો $x = \cot \frac{\pi}{4} = 1$

5. જો $\sec^{-1} x = \frac{\pi}{3}$ તો x નું મૂલ્ય શોધો. (4)

5. $\sec^{-1} x = \frac{\pi}{3}$ તો $x = \sec \frac{\pi}{3} = 2$

6. જો $\csc^{-1} x = \frac{\pi}{6}$ તો x નું મૂલ્ય શોધો. (4)

6. $\csc^{-1} x = \frac{\pi}{6}$ તો $x = \csc \frac{\pi}{6} = 2$

7. જો $\sin^{-1} x = \frac{\pi}{6}$ તો $\cos^{-1} x$ નું મૂલ્ય શોધો. (4)

7. $\sin^{-1} x = \frac{\pi}{6}$ તો $\cos^{-1} x = \frac{\pi}{2} - \frac{\pi}{6} = \frac{\pi}{3}$

8. જો $\cos^{-1} x = \frac{\pi}{3}$ તો $\sin^{-1} x$ નું મૂલ્ય શોધો. (4)

8. $\cos^{-1} x = \frac{\pi}{3}$ તો $\sin^{-1} x = \frac{\pi}{2} - \frac{\pi}{3} = \frac{\pi}{6}$

२ क

संविधान तर्क

विषय क्र. १ : विज्ञान

विषय क्र. २ : गणित

Maharshi Education Society's
NATOSHRI COLLEGE OF EDUCATION, (B.ed), EKLHARE, NASHIK

Activity No.: 2B Part of Evaluation - 1 credit - 25 marks
 Unit: 107

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

Name of Student: Tejshri Arun Sanjay Roll No: 84

EVALUATION SCHEME

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

No.	Evaluation Criteria	1	2	3	4	5
1	Structure of Blue Prints as per the objective				✓	
2	Structure according to sub-units & marks distribution				✓	
3	Structure according to question type					✓
4	Overall 3 dimensional design : Correct & complete				✓	
5	Accuracy of Model answers in					✓
6	Model answer as per objectives of the questions				✓	
7	Expected outline of the answers in Model answers.					✓
8	Marking scheme according to the scope					✓
9	Point-wise/ Sub questions wise marking scheme					✓
10	Overall Impression				✓	
	Total Marks -				20	25

Date: 11/04/2022
 Place: Eklhare

[Signature]
 Signature of Professor
SHRUTI R. S.

दिनांक

विश्वी

पदनाम

व्यक्ति: स्वरा न कार्के

पता: _____

पवी

1.1 प्रश्न प्रकाशसुखान् मुपविभागवी कक्षा

क्र.सं.	प्रमाणपत्र	समय (मिनट)	कुल	शेकड कुल
1	व्यक्तिगत प्रश्न	30	30	30%
2	समूहगत प्रश्न	00	50	50%
3	विवेकीय प्रश्न	05	05	20%
एकूण		35	85	560%

1.2 प्रश्न प्रकाशसुखान् मुपविभागवी कक्षा

क्र.सं.	प्रश्न	कुल	शेकड कुल
1	प्रश्न	5	20%
2	समूहगत	1	20%
3	व्यक्तिगत	6	24%
4	विवेकीय	6	24%
एकूण		18	100%

1.1. प्रकाश का परावर्तन एवं अपवर्तन

क्र.सं.	वक्रांक	प्रकाश	वक्रांक
1	1.5	वायु	1.0
2	1.33	पानी	1.0
3	1.5	काँच	1.0
4	1.5	काँच	1.0
5	1.5	काँच	1.0
6	1.5	काँच	1.0
7	1.5	काँच	1.0
8	1.5	काँच	1.0

No	Urutan	Kategori																		
		1	2	3	4	5	6	7	8	9	10									
1	1																			
2	2																			
3	3																			
4	4																			
5	5																			
6	6																			
	7																			

(1) ...
 (2) ...

Name of student: Joshi Apurva Srinjay Roll No. 21

EVALUATION SCHEME

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

Sr.	Evaluation Criteria	1	2	3	4	5
1	Structure of Blue Prints as per the objective				✓	✓
2	Structure according to sub-units & marks distribution				✓	✓
3	Structure according to question type					✓
4	Overall 3 dimensional design : Correct & complete				✓	✓
5	Accuracy of Model answers in					✓
6	Model answer as per objectives of the questions				✓	✓
7	Expected outline of the answers in Model answers.					✓
8	Marking scheme according to the scope				✓	
9	Point-wise/ Sub questions wise marking scheme					✓
10	Overall Impression					✓
	Total Marks -				20	25

Date: 04/04/2022
 Place: Eklahare

[Signature]
 Signature of Professor
Dr. Indu R. Patil

विषय

गणित

अठारव्या वर्ष

वास्तव संख्या

पेज नं. _____

पाना दुकी

१.१ प्रश्न अकारानुसार गुणवितरणची तक्ता

क्र.सं.	प्रकार	उत्तर संख्या	पूर्णांक	शेकड पूर्णांक
१	उत्कृष्ट उत्तर	०५	०५	१०%
२	सद्युत्तरी उत्तर	०४	०४	८%
३	विद्युत्तरी उत्तर	०५	०५	१०%
एकूण		१४	१४	१००%

१.२ प्रश्न अकारानुसार गुणवितरणची तक्ता

क्र.सं.	वर्ग	पूर्णांक	शेकड पूर्णांक
१	उत्कृष्ट	०४	१६%
२	अकारान	०३	१२%
३	उत्तरी	०५	२०%
४	उत्तरी	०३	१२%
एकूण		१५	६०%

1. Find the missing number in the following table.

Row	Column 1	Column 2	Column 3
1	10	20	30
2	20	40	60
3	30	60	90
4	40	80	120
5	50	100	150
6	60	120	180
7	70	140	210
8	80	160	240
9	90	180	270
10	100	200	300

35 फार्मियर डेड स्टॉकचे रजिस्टर

प्रत्येक शाखेने शाखेच्या आतल्याकडे शाखेच्या
जैविकीक वारि विविध शाखांनी आधी पळवून घेतून घालून घ्यावे
व तसेच शाखांनी आधी केलेले शाखीय वारी नोंद घेतून
घ्याली शाखीय फार्मियर डेड स्टॉकचे रजिस्टर घ्यावी नोंद घ्यावी
हिला केवळ तो व फार डेड स्टॉक रजिस्टर घ्यावे तसेच
डेवने गेले या रजिस्टरमध्ये शाखीय वारी केवळानंतर त्या रजिस्टर
मिळीक मिळाय तशीचच घालायलाय नोंद घ्यावी जाते.

- 1) जवळपास
- 2) अर्थोपी शाखीय
- 3) चणे वध नोंद
- 4) फुडरी नोंद
- 5) नवरा पळवून घ्या कंपनी नोंद
- 6) शेंबूर नोंद
- 7) विना
- 8) त्याच्या वरून वारी केले हिला किताब्याचे नोंद
- 9) विनाय रजिस्टर मधील नोंद
- 10) रजिस्टरमध्ये वारी पळी घ्यायला नवरा नोंद व विनाय
- 11) नोंद

रजिस्टरमध्ये रजिस्टरमध्ये शाखीय घ्यावी जाते. व त्यावेळ
तसा दुष्प्रभावापासून शाखीय घ्यावी जाते.
शाखीय तस्य वारी केवळानंतर त्या वस्तुची नोंद
घेतून अर्थोपी घ्यावे. शाखीय ती तस्य असाव असाव घ्याव
तर शाखीय त्या फुडरी नोंद घ्यावी हाय रजिस्टरमध्ये असून
तुं घेतून घ्यावक जाते.

(Blank header text)

(Blank header text)

The image shows a large grid of graph paper. A single, smooth, upward-curving line is drawn across the grid, starting from the left side and ending on the right side. The grid is composed of small squares, and the line is drawn with a dark pencil or pen.

उपक्रम क्र. ४

अभ्यासपूर्वक

उपक्रम





आयुष्कारणक / राष्ट्रशासन / उद्योगशास्त्र

कार्यक्रमों की उपस्थितियाँ

1) विविध उपक्रम व कार्यक्रमों की विद्यमानता की जाँच, सार्वजनिक, सामाजिक व विविध शिक्षण संस्थानों में विकास करने।

2) या उपक्रमों की विद्यमानता की जाँच - सत्यापन करना।

3) विद्यमानता की जाँच करना।

4) या उपक्रमों की विद्यमानता की जाँच करना।

5) या उपक्रमों की विद्यमानता की जाँच करना व जीवनकाल का परीक्षण।

6) या उपक्रमों की विद्यमानता की जाँच करना व आवश्यकता की जाँच।

85 शंगोळी स्पर्धा:-

प्रत्येक ज्ञानार्थी काळाने शास्त्रेण विविधा उपस्थानाना
 मध्ये ज्ञानार्थी कलात्मक याने स्वातंत्र्य एक स्पर्धा
 ज्ञाने शंगोळी स्पर्धा विद्यार्थ्यांचे ज्ञानाभ्यासामुळे शास्त्रेण
 ज्ञाने तयार करायला याने शास्त्रेण ज्ञाने ज्ञानार्थी
 शंगोळी स्पर्धा व शंगोळी स्पर्धा ज्ञानार्थी
 प्रत्येक ज्ञानार्थी परीक्षा मध्ये समाविष्टावण्या
 पाहिजे. विद्यार्थ्यांनी उत्तुर्णपणे या स्पर्धेत भाग
 घ्यावा. शंगोळी स्पर्धा शास्त्रेण पार पाडली.



3) विज्ञान रसार्थः-

विज्ञानरसार्थो विज्ञानरसार्थो वा रसार्थो अत्र
 निर्वाहो भवति ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति

विज्ञानरसार्थो विज्ञानरसार्थो वा रसार्थो अत्र
 निर्वाहो भवति ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति

विज्ञानरसार्थो विज्ञानरसार्थो वा रसार्थो अत्र
 निर्वाहो भवति ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति
 ननु कथं कथं विज्ञान रसार्थो भवति



सहाय्य उपक्रम

विशेष साहाय्य उपक्रम विद्यापीठ शिक्षकांना
क्याही व मुलां व शिष्यांकडून त्यांचे नियोजन
रुग्णे विद्यापीठ शिक्षकांनी या उपक्रमाची योगी प्राम
सहाय्य घेतली. त्यांनी ही उपक्रम घ्यावेना असे
सहाय्य घेतले.

३ परिपाठ :-

आजारा काळात विद्यार्थ्यां बाबत पूर्विल्ल
कालात घाली व साधना करित घडामोड नोंदविले समितीक
मेरे काळात घाली अर्ज विद्यापीठ शिक्षक परिपाठ्यावरून
घाली घ्यावेना असातो.

परिपाठ्याचे सर्वांगीय प्रवेक विद्यापीठ शिक्षक
उपक्रम घाली जव मेरे नात उपक्रमाचे सादरित, प्रारब्धित,
अर्जा, संविधान, विनविधेय कायद्या, बांधकाम व विविध
उपक्रम घडविले जव मेरे परिपाठ्या या उपक्रमाचे प्राधान्य
कोण घडविला विद्यार्थ्यांकडे त्याप्रमाणे सहाय्य करून घेतला
जात सेवा.

विद्यार्थी शिक्षकांनी साहाय्य विविध प्रकारे केले.
सादरित उपक्रमाचे सहाय्य करवार्थ केले. त्यांच्याकडून
सहाय्य घाली ताल्लुकात काढून घेवारात असाती.

2) जयंती व पुण्यादिषु :-

जयंती व पुण्यादिषु जन्मदिनांश वा जन्मसंघट जयंती विविधा
 भारतस्य व इत्यदिषु प्राचीन कालात् प्राचीन कालस्य प्रथमस्य
 छत्रपती शिवाजी महाराज जयंती इत्यादि विविधा जयंती
 व पुण्यादिषु प्राचीन कालात् प्राचीन कालस्य प्रथमस्य
 नरस्य विद्यापीठे शिवाजी महाराज प्राचीन कालस्य प्रथमस्य
 रानी जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 त्याया जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 त्याया जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 त्याया जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य

3) विविध सण साजरे करणे :-

शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य

शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य
 शारदीय जयंतीस्य अग्रे विद्यापीठस्य प्राचीन कालस्य प्रथमस्य

४) सांस्कृतिक कार्यक्रम :-

विद्यालयामध्ये विविध जाळ्याने सांस्कृतिक कार्यक्रमां
 योजण्यात आले. यासाठी विद्यार्थ्यांनी
 विविध प्रकारचे प्रदर्शने, नाट्ये, गीते, वृत्तलेखन,
 कविता, चित्रकला, साहित्य इत्यादी विविध सांस्कृतिक
 कार्यक्रमांचे आयोजन केले. त्याप्रमाणे विविध जाळ्याने
 विद्यार्थ्यांनी आपापसांत प्रतियोगिता, प्रदर्शन, पानक
 लेखन, चित्रकला, नाट्य, गीते इत्यादी सांस्कृतिक
 कार्यक्रमांचे आयोजन केले. यासाठी विद्यार्थ्यांनी
 विविध जाळ्याने सांस्कृतिक कार्यक्रमांचे आयोजन
 केले. यासाठी विद्यार्थ्यांनी विविध जाळ्याने
 सांस्कृतिक कार्यक्रमांचे आयोजन केले.



अभ्यासेत्तर
उपक्रम



उत्तराखण्ड राज्य का नामांकित राजधानी नगरपालिका
 विधान सभा (उत्तराखण्ड) के अध्यक्ष के रूप में कार्य करता है।
 यह राज्य के प्रशासन के प्रमुख अधिकारी हैं।

यह राज्य के विभिन्न भागों में विभाजित है।
 उत्तराखण्ड राज्य के नामांकित राजधानी नगरपालिका
 विधान सभा (उत्तराखण्ड) के अध्यक्ष के रूप में कार्य करता है।

3) विविध मैदानी क्षेत्र :-

उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।
 उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।
 उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।

उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।
 उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।
 उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।
 उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।
 उत्तराखण्ड राज्य के उत्तर में हिमालय पर्वत श्रृंखला है।





विविध क्रिडा स्पर्धा

स्वास्थ्योपाय, कानडावस्तु, नवीनतम, तर्जनी
स्वतंत्र, शास्त्रीय, शैक्षणिक, आत्मिक, सामाजिक, सामुदायिक
स्त्री, शीत, हस्त, शरीर, शक्ति, शक्ति, शक्ति, शक्ति
स्त्री, शीत, हस्त, शरीर, शक्ति, शक्ति, शक्ति, शक्ति
स्त्री, शीत, हस्त, शरीर, शक्ति, शक्ति, शक्ति, शक्ति
स्त्री, शीत, हस्त, शरीर, शक्ति, शक्ति, शक्ति, शक्ति
स्त्री, शीत, हस्त, शरीर, शक्ति, शक्ति, शक्ति, शक्ति

शालेय, शिवालय, शिवालय, शिवालय
शिवालय, शिवालय, शिवालय, शिवालय
शिवालय, शिवालय, शिवालय, शिवालय
शिवालय, शिवालय, शिवालय, शिवालय

शालेय, शिवालय, शिवालय, शिवालय
शिवालय, शिवालय, शिवालय, शिवालय
शिवालय, शिवालय, शिवालय, शिवालय
शिवालय, शिवालय, शिवालय, शिवालय

प्राचीन भारतीय शिक्षण प्रणाली
१. वेद शिक्षण
अधुने शैक्षणिक

पाठ्य विद्यालय
अज्ञान अज्ञान

वेदशास्त्रज्ञान वेद शिक्षण
अज्ञान अज्ञान

विश्व विद्यालय
अज्ञान अज्ञान

अज्ञान अज्ञान
अज्ञान अज्ञान

अज्ञान अज्ञान
अज्ञान अज्ञान

अज्ञान अज्ञान
अज्ञान अज्ञान

अज्ञान अज्ञान
अज्ञान अज्ञान

80/100

[Signature]
निदेशक प्राचार्यजी मंडळ व
२१-११-१९५१
०२/०३/१९५२

पठनो अधीयमानो अथवा पाठो अधीयमानो
पाठो नियोजन सामग्री हो।

प्रश्नोत्तरे प्रश्नोत्तरी प्रश्नोत्तरी प्रश्नोत्तरी प्रश्नोत्तरी

वेदोक्तान् गीतान् वाक्यान् वाक्यान् वाक्यान् वाक्यान् वाक्यान्

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

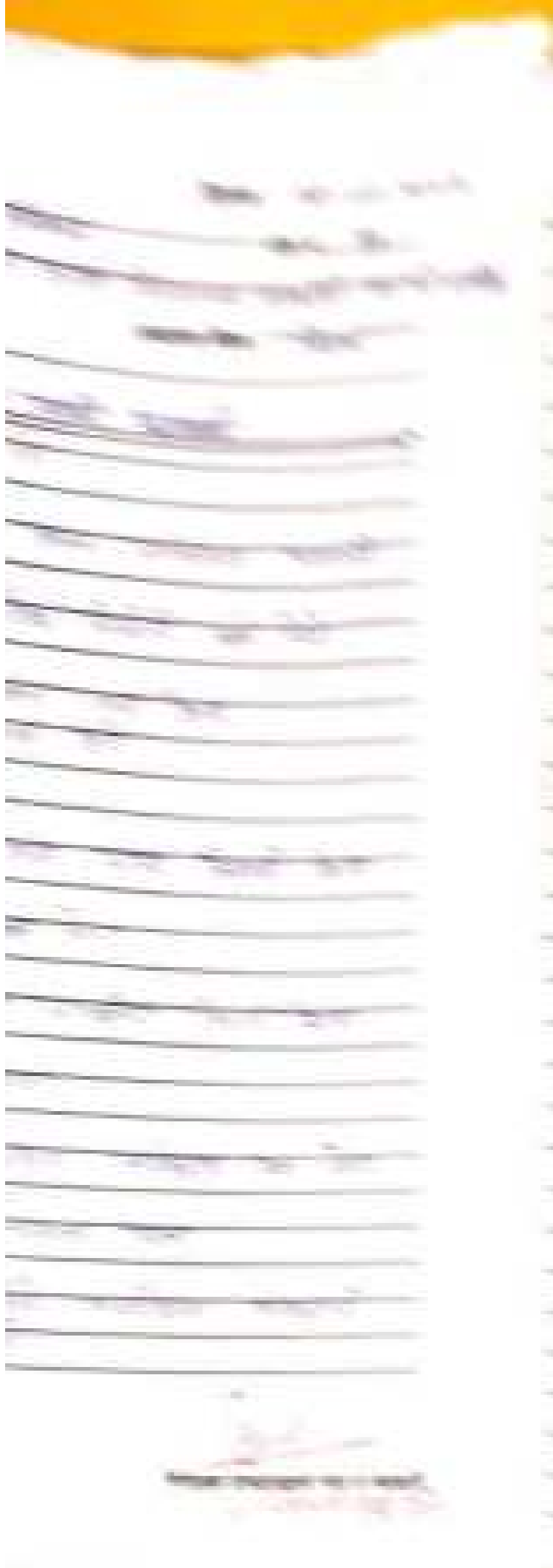
विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये विद्यया विमुक्तये

Handwritten signature
निरीक्षक प्राध्यापकः
Y. N. S.



अज्ञात की आधी आधी विद्यालय नाम : राधा कृष्ण विद्यालय ज्ञात की आधी आधी

पुस्तक संख्या : 100 विद्यालय : राधा कृष्ण

स्थापना

प्राथमिक शिक्षण की स्थापना की गयी।

प्रस्तावित शिक्षण की स्थापना की गयी। तब से स्थापना की गयी।

हेतुवत् स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

विद्यार्थियों की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

प्राथमिक शिक्षण की स्थापना की गयी। प्राथमिक शिक्षण की स्थापना की गयी।

Sund
निर्देश प्राप्त करने पर
11/03/2022

उपक्रम क्र. ६

इतर शालेय

कार्यक्रम

पालक शिक्षक संघ

Student: Joshi Apurva Sapoj Roll No: 24
 School: Ekshare
 Other School Activities Programs: 1 Credit (25 Marks)

of the Activity SB: Information regarding parent teacher association, PTA
 Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

EVALUATION SCHEME

Evaluation Criteria	Scale				
	1	2	3	4	5
Objectives - Need & Importance					
Structure of PTA (Information of committees)				✓	
Responsibilities undertaken by PTA				✓	
Fund Generation and its Utilization				✓	
Co-operation & activities done by PTA (Appendix)				✓	✓
Record updating like meeting, Fund, dues etc.				✓	
Future Plans & Relevance of PTA					✓
SWOT Analysis of PTA					✓
Educational Implication				✓	
Overall Impression					✓
Total Marks -				24	30

Date: 10/04/2024
 School: Ekshare

44/50 22/25 ✓

Sud
 Signature of Professor
 25/04/24





दिनांक : 25 / 12 / 2023

प्रमाणपत्र

प्रमाणित करण्यात येते की माझे विद्यार्थ्याचे महाविद्यालय,
मुंबई, या वि. भागिरथीबाई निवृत्तीराव पवार आदर्श विद्यालय
ज्योती भागिरथीबाई निवृत्तीराव पवार येथे 12
पुस्तके 8 घेऊन प्रवेश घेतले/घेऊन घेतले/घेऊन घेतले
मुंबई-मुंबई येथे 12-04-2023 या तारखेला परीक्षा द्याव्या
विद्यालयात मा. विजय सुभा. टी. यांच्या
घाण्टीनाखाली परीक्षा घेऊन घेतले.

त्यांना भावी उच्चशिक्षण सादरपत्तीस हार्दिक शुभेच्छा!


ज्योती भा. वि. पवार
आदर्श विद्यालय जाखोरी
प. वे. जाखोरी, ता. जि. भागिरथी



मातोश्री हनुमन्तन मीमाळीचे

मातोश्री शिक्षणशास्त्र महाविद्यालय

एकवडी, ता. जि. नाशिक

शैक्षणिक वर्ष

२०२१ - २०२२



प्रथम वर्ष

कोर्स क्र. ११० ब

छात्रसेवाकाल

वितरणी विद्यार्थीचे नाव :	Trijga Ramesh Yadav	
रोल नंबर	43	पुढी : अ
अध्ययन पाठ्यपुस्तक	1) Science	
	2) Math	
संबंधित प्राध्यापक :	Ms. Suryawanshi Sir	

माहिती दुरुवेळीत पोचवली

मोतोशी शिक्षणशास्त्र महाविद्यालय, मुंबई, मा. वि. मंडळ

विद्यार्थी नाव: Triya Ramesh Yadav रोल नं. 43 पुर्त: A

वर्ग: 110 सज्जितवाक्य सुन्याम रजत

सर्वांचे नाव: Angel English medium School

सर्वांचा अध्यापक नाव: Mr. Suryawanshi Sir

क्र.सं.	उपक्रम	विषय	दिवस	विद्यार्थी नाव	पत्र/उपक्रम	एकूण गुण	अंकावली
1	अनुभवी विद्यार्थी या विषय	1 Science	6 th	Anhita Shinde	Diversity in Living things	40	80
		2 Math	6 th	Vishal Joshi	Angels	41	80
		3 Science	6 th	Anhita Shinde	The living world	42	80
		4 Math	6 th	Vishal Joshi	The Integers	43	80
2	विशेष मूल्य अंकावली या विषयावरील या उपक्रम यात आहे	1 Science	VII		Health disease & type of disease	40	80
		2 Math	IX		Surface area and Volume	41	80
		3 Science	VII		Mineral and Bio-resource from Ocean	42	80
		4 Math	VII		Indices	42	80
3	अपेक्षित वेळ (सहभागी, अध्यापक, अध्यापक)					43	80
4	विशेष अंकावली यात उपक्रम					43	80
5	अंकावली	नाम क्र.	विषय	दिवस	पत्र/उपक्रम	एकूण गुण	अंकावली
		1	Science	6 th	Force & type of Force	87	80
		2	Math	6 th	Quadrilaterals	83	80
एकूण गुण						582	80
माहिती गुण						42	80

Sir
अध्यापक

छात्रसेवाकाल कालवधी

दि. १५/०७/२०२२.....

ते

दि. ०३/०८/२०२२.....

: शाळेचे नांव :

Angel English medium School

: मार्गदर्शकाचे नांव :

Mr. Suryawanshi Sir

शाळेतील शिक्षकांची यादी

क्र.सं.	शाळेचे शिक्षकांचे नांव
01	Mrs Shinde Ankita Sapanrao
02	Mr. Shinde Sapan Dattue
03	Mr. Vishal Gopalrao Jashi
04	Mr. Yogini Vishal Jashi
05	Mrs. Yogini Vishal Jashi
06	Mrs. Wagh Archana Prakash
07	Mrs. Dhangale Sonale Balasheb
08	Mr. Rajendra Govindrao Jagtap
09	Ms. Sunita Hunumant Hadpe
10	Mrs. Deshmukh Harshad Yashwant
11	Mr. Dinesh Y. Pagat
12	Mr. Sonawane Ganesh Madhu
13	Mrs. Manisha Nimbu Vispute
14	Mrs. Gadke Suvarna Prakash
15	Mr. Rajendra Shivam Gadakh.

विद्यार्थी - शिक्षकांची यादी

क्र.सं.	विद्यार्थी - शिक्षकाचे नाव
01	Puneet Trivedi
02	Pogar Preena Bahalerao
03	Shoikh Muskan Shaved
04	Gare Kalyani Ramesh
05	Mhaske Vishanovi
06	Vishwajeet Sharma
07	More Anil
08	Yodav Ramesh
09	Thakkar Prakash
10	Kunde Priyanka Sanjay
11	Patil Rohini Nemichod
12	Pinky sharma
13	Suresh Bagria
14	Kardile Ramlohou
15	Rakesh Kumar

शाळेचे वेळापत्रक

इयत्ता : 6th

गुडी : A

तासिका क्रमांक	सोमवार	मंगळवार	बुधवार	दुसरा	शुक्रवार	शनिवार
1	English	English	English	English	English	English
2	Marathi	Marathi	Marathi	Marathi	Marathi	Marathi
3	P.T	P.T	Science	Hindi	Science	Hindi
4	Defunct	Geography	Drawing	Science	Math	Math
5	Geography	Science	Hindi	Science	SA	Science
6	Hindi	Geography	Maths	Hindi	History	History
7	Maths	History	History	Drawing	Maths	Geography
8	Science	Maths	Geography	Geography	English	
9	History	Hindi	SA	History	History	

અનુક્રમણિકા

ક્ર.ક્ર.	વર્ષભીત				
૧.	પ્રસ્તાવના				
૨.	અભિનિર્દેશ				
૩.	છાત્રસેવાકાલ નગજ થ મહુલ				
૪.	છાત્રસેવાકાલથી ચર્ચાઈ				
૫.	વપક્રમ ક્ર. ૧ અનુભવી વિશ્લક્ષણે વાકનિરીક્ષણ				
૬.	વપક્રમ ક્ર. ૨ વિશેષ નરજા અરજના-વા વિશ્લક્ષણીતાથી ટાપલ તપાસ કરતી				
૭.	વપક્રમ ક્ર. ૩ અહવાલ લેકન (સહમાલેવ, અખ્યાલપુલ, અખ્યાસીલ)				
૮.	વપક્રમ ક્ર. ૪ વિવિધ વપક્રમાતીલ ન્યાત-વા સહમાલ				
૯.	વપક્રમ ક્ર. ૫ છાત્રસેવાકાલ				
	પાઠ ક્ર.	દિનાંક	વિષય	ક્રમ થ સુક્રી	વલક/ વપક્રમ
	૩	૨૦-૭-૨૩	Science	6 th	Force & type of Force
	૨	૨૧-૭-૨૩	Math.	6 th	Quadrilateral
૧૦.	શૈક્ષણિક વપક્રમ				
૧૧.	અભિગમ				
૧૨.	શાલેવ અમાલપથ				

Savitribai Phule Pune University the Syllabus of first year BEd as Course no- 1103 intership. In the intership time Syllabus in this intership included habit of quality technique and to develop various School through co-curricular activity to give value education and proper education of student in this intership program. Organised in college other all social and co-curricular activities. To learn all these were related nutan madhyamik Vidhyalay chetiguan Jal nifad Dist nashik intership program was done. In this intership program develop all qualities to important in teacher life are all together and our guide Prof. more kapur Sir we got table guidance from him. An the intership is a Pre-Professional work experience that provides student recent graduates and cover changes with a chance to find out more about a certain career for student intership. Provide a way to gain work experience supplement academic classes and in some cases and may be earn college credit points.

I would like to express my Special thanks of gratitude to my Special teacher who gave me the golden opportunity to do this wonderful Practical 'Internship' Bed first year course no III-B

In also completing of this Practical internship work I am thanks full Prof more Sir for the valuable guidance and also completing this internship

Program in nsutan madhyamik Vidyalay chetgan Tal nifed I

also thankful to our Principal Dr Swayanshi mam I also thank ful to my colleges teacher staff and student teacher in my team helping me in my Practical work successful

- 1) An Internship program help prepare training teachers for their future in education. There are numerous benefits in joining Student teaching Internship.
- 2) The most important are classroom teaching experience and chance to work under experienced teacher who act you mentors.
- 3) Internship are key to building experience as student or recent graduate. Employees are much more likely to someone with internship and work experience rather than someone with generic resume looking experience.
- 4) As an intern you will become master of time management.
- 5) Internship provides you with the building blocks you need for your future.
- 6) In internship student teacher confidence increase knowledge with information.
- 7) It develop various skill through activity to give value education and shapes education of student.

घात्रसेवाकालाची उद्दिष्टे

- 1) To get an opportunity to get the internship are to enable the student teachers
- 2) To develop lesson plan under guidance of school teacher.
- 3) To observe the co-curricular and extra co-curricular activity organised in school.
- 4) To assist the school teacher during his work.
- 5) To conduct lesson in the field.
- 6) The practice behaviour management that conducive to student learning and positive development in education.
- 7) Major responsibility rest with teacher to set reasonable and specific objectives befitting individual ability and development of student teacher.
- 8) The emphasis should be on preparation of lesson planning and presentation of lesson.

उपक्रम क्र. १
अनुभवि शिक्षकांचे
पाठनिरीक्षण

Matoshri Education Society's
MATOSHRI COLLEGE OF EDUCATION, (B.ed), EKLAHARE, NASHIK

**B.ED. IIO (B)
INTERNSHIP**

**Activity No. 1:- Lesson Observation of experienced school teachers preferably
two of each school subject**

Name of Student : Tilija Ramesh Yadav Ref No: 43

EVALUATION SCHEME

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

No.	Evaluation Criteria	1	2	3	4	5
1	Introduction of the Lesson				✓	
2	Explanation with suitable examples				✓	
3	Interaction with students					✓
4	Responses given to the student				✓	
5	Class controlling strategies				✓	
6	Reflection of teaching experiences				✓	
7	Use of black board and teaching aids				✓	
8	Students Participation				✓	
9	Evaluation strategy, class work and home work				✓	
10	Overall Impression				✓	
Total Marks -					45	5

Date


Signature of Professor

विद्यार्थी का नाम :

दिनांक : 08/07/22

कागज के नाम पर लिखने का नाम :

Trijga Ramesh Yadav पृष्ठ सं. 43

स्कूल का नाम :

Angel English medium school

कक्षा :

6th

ग्रेड : A

अध्ययन विषय :

Mathematics

कक्षा/ संकाय : Angels

कागज का विवरण :

Lesson Plan is good

प्रस्तावना :

Introduction based on Previous knowledge

व्युत्पत्ति :

statement of aim is good

व्याख्या :

Explanation is good unit explain Properly

व्यक्तिगत भागीदारी का नाम :

she was teaching and work verbal participation

संक्षेप :

And ask logical and thought Provoking Question

उपसंहार :

Evaluate the lesson by asking Question

सुझाव :

Give home work

कक्षा में प्रयोग :

Black-board writing is clearly

समूह प्रयोग :

Lesson it was good

निष्कर्ष :

We have mastery Over Content

विद्यार्थी का नाम और पता

उपक्रम क्र. २
विशेष गरजा असणाऱ्या
विद्यार्थ्यांसाठी
पाठ ठाचण
(विषय निहाय प्रत्येकी २ पाठ टाचण)

राजीवी एज्युकेशन सोसायटीचे
 मोतीश्री कॉलेज ऑफ एज्युकेशन (बी.एड.) एकराहरे

पाठ विषयानुसार

विद्यार्थी विभागाचे नाव :	Triya Ramesh Yadav.	वेळ नं. :	५३	
वर्गाचे नाव :	Angel English medium School	अवधान वर्गणी :	Science	
वर्ग :	VII	वेळ : 30 min	परीक्षा प्रकार :	demonstration
अवधान विषय :	Science	एकूण पाठ क्र. :	५.	

विषय/सामग्री : health disease & types of disease

अवधान पध्दती/प्रकार : Inductive method

पृष्ठानुसार : Student know about some normal disease and type of disease

सामग्री : health disease types of disease
 genetic disorders & Infection diseases

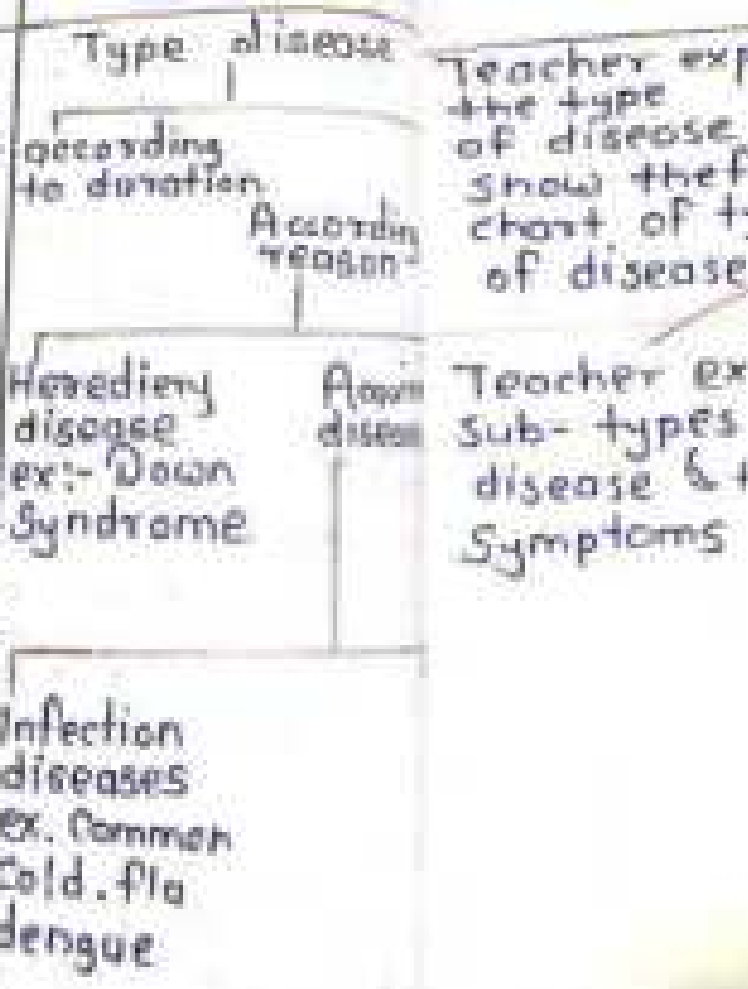
एकूण वेळ/सुमारे : health diseases and types of diseases

विषय/नाम/विषय : explanation about disease and viral disease AIDS


साधन : Set Indruction :- Teacher enters the classroom and some question about student about the disease student you also Good morning student you also know of some disease and Type of diseases

प्रस्तावना : Today we are going to study about disease and their main types

Aspect & outcome Observation and Explanation	Aspect / Concept Content / Learning Point
Knowledge of understanding Student tell about health	Health as state Complete physical mental and social well-beingness and not merely the absence of any disease
Student tell about disease	Condition of disturbances in Physiological or psychological Process of body as disease each disease has its own specific Systems
With Curiosity Student tell about types of disease	you must have heard the name of various disease like diabetes Common cold, asthma Down's Syndrome heart disease etc. reason: and Symptoms all these disease are different To bring a radination in study of disease disease are classified as follows.



Phase 1st Teacher Activity	Phase 2nd Student Activity	Phase 3rd Evaluation
Teacher explain the concept about health	Student listen carefully	what is health?
Teacher explain the concept about disease	Student listen carefully	what does mean by disease?
Teacher explain the type of disease and show the flow chart of type of disease	Student observe it carefully	what are the main type of disease?
Teacher explain sub-types of disease & their symptoms	Student keep quiet and after delay answered the question	Explain the type of all disease in detail?

What's new? <small>Observations and Experiences</small>	What's new? <small>Current Learning Issues</small>	What's new? <small>Learning Outcomes</small>
<p>Students show curiosity by asking about AIDS and try to explain it</p>	<p>AIDS (Acquired Immune Deficiency Syndrome) This disease is caused by HIV (Human Immunodeficiency Virus). Diagnosis of AIDS cannot be confirmed without tests in a medical laboratory.</p>	
<p>Recapitulation</p>	<p>-</p>	<p>-</p>
<p>Application</p>	<p>-</p>	<p>-</p>
<p>Home-work</p>	<p>-</p>	<p>-</p>

Class ppt Teacher Activity	Stand ppt Student Activity	Assess Evaluation
Teachers explain about the concept of AIDS	Student listen Carefully	explained about the AIDS.
Teacher revised about health disease and AIDS	Student listen Carefully	Cold is which type of disease fever is which type of disease
Teacher explain about various disease in daily life	Student listen if Carefully	cold which type of disease Pover which type of disease
Teacher give Home work	Student take listen take Home-work Carefully	what are main types of disease what is health.

Date: 15/11/21
 Topic: Health
 Subject: Science
 Title: Types of disease
 According to duration According to mode of transmission
 Chronic disease Infectious diseases Acquired diseases
 Acute disease Hereditary diseases
 Infectious diseases non-infectious diseases
 Flu, Dengue, AIDS, Acquired immunodeficiency syndrome
 AIDS: Acquired immunodeficiency syndrome
 Date: 15/11/21
 Page: 1/1

EVALUATION SCHEME

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

No.	Evaluation Criteria	1	2	3	4	5
1	Neat, correct and complete lesson note					✓
2	Previous knowledge and aims of the lesson					✓
3	Objectives and Specification					✓
4	Consideration of student with Diverse needs (Gifted, Average, Seerage)					✓
5	Introduction-Attractive based on previous knowledge					✓
6	Presentation-Suitable learning experiences and proper teaching aids					✓
7	Space for student with special needs					✓
8	Define role of students and their participation					✓
9	Expected responses of students					✓
10	Evaluation strategies					✓
Total Marks :						40
			40/50			

Date: / /
 Place: Ekstara, Nashik.

Signature of Professor
 11/11/21

विद्यार्थी विभागाचे नाव : Triya ramesh Yadav पत्र क्र.

43

 शाळेचे नाव : Angel English medium School विद्यार्थी नाव

math

 वर्ग : IX पत्र क्र. 3 पत्र क्र. 30 min वर्ग क्र.

Inductive

 अध्याय क्र. : mathematics पत्र क्र. क्र.

2.

विषय / उपविषय : Surface area and volume
volume of cone Surface area of Sphere

अध्याय पध्दती / पध्दत : Inductive - Deductive
 पूर्वज्ञान : Student know about primary information

पाठ्यपुस्तक : Surface area of sphere
Surface area and volume
Volume of cone
Surface area of Sphere

व्याख्या / उदाहरणे : Volume of cone solved Problem
Surface area Sphere example

उदाहरणे / उदाहरणे / उदाहरणे : example of volume of cone
example of surface area of Sphere

प्रस्तावना : CSEI Induction: Teacher enters to the
classroom and given introduction Student

Good morning Student Today we are learn of
Surface area and volume in this chapter
Volume of cone and surface area of Sphere

IQ what is Concept of Surface area
SA: Surface area in the sum of area of all
3D shape (Reinforcement for gifted child by Ver
 हेतू : Today we are going study about how to
Calculate volume of cone and surface
area of Sphere

उद्देश्य व स्पष्टीकरण
Objectives and Explanation

अवयव/संगति
Content/Teaching Point

Knowledge with Understanding...
Student tell the about Volume of Cone in surface area and volume

Volume of Cone
the base and height of a cone and cylinder are equal then $3 \times$
Volume of Cone
Volume of Cylinder

$3 \times$ volume of cone
 $\pi r^2 h$
Volume of cone
 $= \frac{1}{3} \times \pi r^2 h$

Some colour chalks used in important Point writing



Skill

Student tell the Step to Solve this problem

E.g. Radius of base (r) and the perpendicular height (h) of cone give find its slant height (l)

1) $r = 6\text{m}$ $h = 8$

$$l^2 = r^2 + h^2$$

$$l = (6)^2 + (8)^2$$

$$l = 36 + 64$$

$$l = 100$$

$$\therefore l = 10 \text{ cm}$$

ii) $r = 9\text{cm}$ $h = 12$

$$l = r^2 + h^2$$

$$l = (9)^2 + (12)^2$$

$$l = 81 + 144$$

$$\therefore l = 225$$

$$\therefore l = 15 \text{ cm}$$

Show ppt Teacher Activity	Board ppt Student Activity	Assess Evaluation
<p>Teacher explain concept of volume of cone</p> <p>Teacher all the question what is concept and formula of volume of cone</p>	<p>Student listen carefully</p> <p>Student give the answer</p>	<p>what is concept of volume of cone</p>
<p>Teacher explain the problem with <u>steps</u></p>	<p>Student listen carefully and observed</p>	
<p>Teacher ask the question what is formula and height (h)</p>	<p>Student give the answer</p>	<p>what is formula slant height (l)</p>

Date: 18/7/21

Ques: In
 1) Volume of cone
 $\text{Volume of cone} = \frac{1}{3} \times \pi r^2 h$

Ques: math
 Surface area of Sphere
 $= 4 \times \frac{22}{7} \times (7)^2$
 $= 4 \times \frac{22}{7} \times 7 \times 7$
 $= 88 \times 7$
 $= 616$
 Surface area of Sphere is
 $= 616 \text{ km}$

Ques: find Surface area of sphere having radius 7cm (r = 7)
 Date: / /

[Signature]

EVALUATION SCHEME

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

No.	Evaluation Criteria	1	2	3	4	5
1	Neat, correct and complete lesson note				1	
2	Previous knowledge and aims of the lesson				1	
3	Objectives and Specification				1	
4	Consideration of student with Diverse needs (Gifted, Average, Boredom)				1	
5	Introduction-Attractive based on previous knowledge				1	
6	Presentation-Suitable learning experiences and proper teaching aids				1	
7	Space for student with special needs				1	
8	Define role of students and their participation				1	
9	Expected responses of students				1	
10	Evaluation strategies				1	
Total Marks -					10	5

Date: / /
 Place: Eklatore, Nashik.

[Signature]
 Signature of Professor

शिकारी शिकारी को : Tajya Ramesh Yadav
 स्कूल को : Angel English medium School
 कक्षा : VII कक्षा - A से 30 min
 अध्याय विषय : Science
 विषय : mineral and Bio-resource from Ocean

43
Science
Inductive
3

अध्याय विषय/ विषय : Inductive

पूर्वज्ञान : Student has basic knowledge of natural resources

कक्षा : natural resources

1) Air

2) water

3) land

विषय विषय/ कक्षा : natural resources

1) water

3) land

2) Air

संक्षेप/ लक्ष्य/ विषय : defination of natural resources

Concept of Air, water, land resources

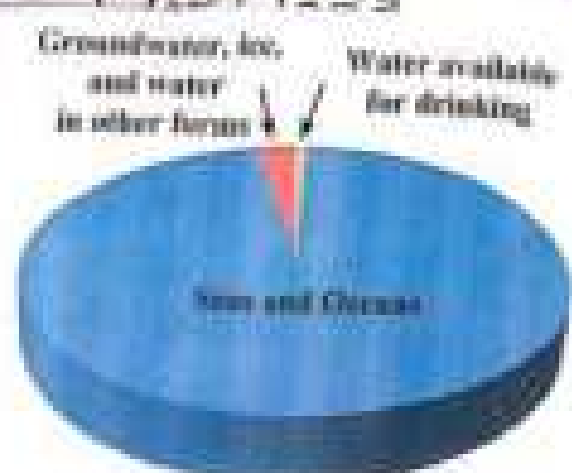
अभ्यास : Set Induction :- Teachers enter to


the classroom and ask question about the natural resources

Good morning students you observed know about the natural resources

Today we study about type of natural resources like Air, water, and land

Today we study about natural reso & Type of resources like air, water, l

उद्देश्य व व्याख्यान Objectives and Explanation	अवधि/ पाठ्य Content/ Teaching Point	अवधि/ पाठ्य/ शिक्षण Teaching Aids
<p>Knowledge understanding student tell about Natural resources</p>	<p>Air water and land are the factor Impor subst living on the and fi filling base They a natur rces</p>	<p>The chart of proportion of level & water</p>  <p>Distribution of water on the earth Pikbest.com</p>

<p>Student tell about Air</p>	<p>The air in the atmosphere around the earth contain nitrogens oxygen carbon dioxide Six iner gases nitrogen dioxide Sulphur dioxide water vapour and dust Particols.</p>	<p>The chart of proportion of various gases in the air</p> 
-----------------------------------	--	---

Phase 1st
Teacher Activity

Phase 2nd
Student Activity

Science
Evaluation

Teacher explain about the concept of natural resources


Student
listen carefully

What is meant by natural resources?

Teacher explain the concept about air

student
listen carefully

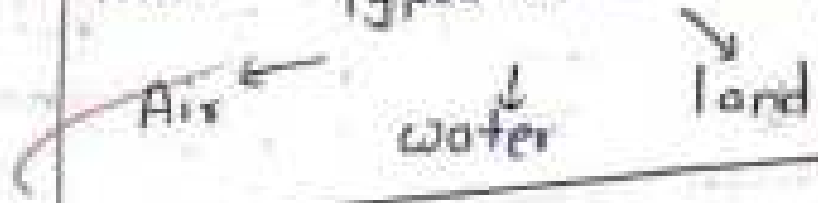
What is the percentage of oxygen in air?

उद्देश्ये व स्पष्टीकरण Objectives and Explanation	अवधारणा/ पाठ्यपुस्तक Content/ Teaching Point	अवधारणा/ पाठ्यपुस्तक Teaching Aids
Student tell about water	<p>In nature water occurs in three states. The water not have colour, taste or many substance readily dissolve in water. There fore water is a universal solvent.</p>	<p>The chart distribution of water of earth.</p>  <p>Diagram showing layers of land.</p>
Student tell about land	<p>Land is seen the form of stone, soil, big rocks. It is not flat everywhere it is hilly in some places and flat in others.</p>	<p>Diagram showing layers of land.</p>
Recapitulation	—	—
Application	—	—
Home work	—	—

first part Teacher Activity	second part Student Activity	third part Evaluation
<p>Teacher explain the concept of water, water states with the help of chart</p>	<p>Student listen care fully</p>	<p>In how much states the water exist in water?</p>
<p>Teacher explain the concept about land layers of land. Showing the diagram</p>	<p>Student listen carefully Student observe carefully</p>	<p>how much layers are in the land?</p>
<p>Teacher ask question</p>	<p>Student give answer</p>	<p>what is natural resource in brief ex.</p>
<p>Teacher ask example of natural resource Teacher gives</p>	<p>Student give answer Student take home work</p>	<p>how is distribution of water on earth explain 3 natural resource in det</p>

Class: 6th

Topic: Science
 Air, water and land are factors important for student the living worlds on the earth and for their basic need is called natural resources
 Types of Natural resources



DATE

marks obtained
 32/50

EVALUATION SCHEME

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

No.	Evaluation Criteria	1	2	3	4	5
1	Neat, correct and complete lesson note				✓	
2	Previous knowledge and aims of the lesson				✓	
3	Objectives and Specification				✓	
4	Consideration of student with Diverse needs (Gifted, Average, Bearage)					✓
5	Introduction-Attractive based on previous knowledge					✓
6	Presentation-Suitable learning experiences and proper teaching aids				✓	
7	Space for student with special needs				✓	
8	Define role of students and their participation				✓	
9	Expected responses of students				✓	
10	Evaluation strategies				✓	
Total Marks -						32/50

उपक्रम क्र. ३
अहवाल लेखन
सहशालेय
अभ्यसपुस्तक व
अभ्यासेत्तर उपक्रम

Matoshri Education Society's
MATOSHRI COLLEGE OF EDUCATION, (B.ed), EKLHARE, NASHIK

B.ED. 100 (0)

INTERNSHIP

Activity No. 3:- Report Writing on observation of co-curricular and extracurricular activities.

Name of Student : Trisha Ramesh Yadav Roll No. 43

EVALUATION SCHEME

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

No.	Evaluation Criteria	1	2	3	4	5
1	Objectives for observation of co-curricular and extracurricular activities				✓	
2	Planning of these co-curricular and extracurricular activities				✓	
3	Co-ordination in teachers and students					✓
4	Preparation of students and teachers for co-curricular and extracurricular activities					✓
5	Execution of co-curricular and extracurricular activities				✓	
6	Team Work				✓	
7	Confidence and co-operation among the teachers and students				✓	
8	Your expectations about the co-curricular and extracurricular activities organized in school				✓	
9	Short comings the organization of co-curricular and extracurricular activities				✓	
10	Educational implication and report writing					✓
	Total Marks -					28/50

Date : / /

Place : Eklhara, Nashik.


Signature of Professor



• Ekadashi Celebration •



• Guru Purnima Celebration •



* Student Internship * 1st Day 5th July 2022 Programme

On the first Day at student Internship Program Angle English Medium School Pachhal Tail Road Nashik road Present at 10:00 am. On first day observed School Campus School playground School laboratory and School library first all introduced out to School Teacher than lesson start of take our daily time School madam & Sir attendance so over all day well spent of School

* Date: 6th July 2022

Today second day of our school our student internship reached at School on time. All the student started the lesson with teacher in daily lesson use shape suggestion an good thought possible special value etc and observe lesson of science subject Teacher in school Today I had new experiences in my life

* Date : 7th July 2022

Today is Third Day of our student internship Programme we reached at School on time at 10:00 am All student started the lesson with teacher in daily lesson we share

* Date: 8th July 2022

The School day started with daily routine of school then we did lesson observation of Science Subject Teacher In afternoon Subject Teacher guided Science lesson and Student They give Homework So day well Spent at School

* Date: 9th July 2022

In School Day Started with daily routine the we did lesson observation of math Subject Teacher In afternoon Subject teacher guided math lesson and after that teacher give instruction to Student about

* 10th July 2022 * Sunday

* Date: 11th July (Ashadi Ekadashi)

The School Day Started day routine School this Day 'Ashadi ekadashi' celebrate in School Student Perform dance to song 'Vithal Vithal' Boy's and girls were dressed as workari with beautiful costume Girl carried tulsi Plant boys help the symbols chanting name of 'Lord vittal'

* Date: 12th July 2022

13th July 2022

Page No.

Date

[GURU PARNIMA]

Today School celebrated Guru Parnima to honor the teacher a function was Organised in the school on this occasion The initiative for the arrangement of function was taken by Cultural Department of School function began on a happy note with the student Singing the School prayer then various activities like dance speech kind of activities performed by school student

* 14th July 2022 Cleanliness and Sanitation washroom

On 14th July 2022 at School to the student we given information and created awareness about cleanliness and sanitation of washroom we tell student in surrounding and environment is clean and hygienic them mind and body are happy also we can live in healthy environment like this Our day well spent at School

Page No.
Date

On 15th July 2022 at school evening writing competition for student of class 8th to is organised the competition was organised to

encourage the writing skill of the student on various issue of importance and arouse their interest in dealing with such problems. The student had to write thousand word any one of the given topic were thought Provoking

* Date: 16th July (2022) c Information of Healthy Eating Habit and Nutrition)

On 16th July 2022 at school we guide on health eating Healthy Diet as important element of our life but Newday kids were passionate for Street food we tell student this Street food is not good for health we tell importance Home made food tell that you should include our daily diet So Basic intesion arrange this Program was give information to student about nutrition their body required style guided the school student nicely

■ 17 July 2022 * Sunday

■ 18 July 2022 (Annabhau Sathe Death)

Today On 18 July 2022 School celebrate death anniversary of Annabhau Sathe after that teach lesson of Science Subject to student then we show Student Science Particle that we give home-work to the student

■ 19 July 2022 *

School Day started with daily routine of the school then we teach lesson of math Subject to 7th class student and then to solve the example on black board as well their notebook after that we give Homework the student

■ 20 July 2022 * (Quiz Competition)

Today School first we take lesson a student after that Organize Quiz Comptit at School in the Comptit asked Quiz on Various topic like Science, Civics, History, Geography Student are actively Participate in Quiz Competition in encourage their Self-awareness of Progress and Self-assessment



21 July 2022 [Tree Plantation Program]

Today School organized a tree Plantation Program. The program started with Prayers at 8:00 am in morning. All the student and teacher participated this Program. Also some local municipality department officials have the participated our program. They guided on how to plant sapling properly. Student also made some poster boards on important of tree Plantation. Finally the Program end with Singing of national anthem.

22 July 2022

Today School day started with daily routine of school then we teach lesson of Science subject. The write daily teaching daily checked the Homework of student.

23 July 2022 [Lokmanya Tilak Birthday Anniversary]

The school day started with Daily routine of school then teach lesson math subject wrote the daily teaching diary give a homework to student evening celebrated Lakshya's 11th Birth Anniversary

• 24 July 2022 [Sunday]

• 25 July 2022 : Today all students are gather at playground for daily assembly In daily assembly Today excellent thought Ideas important day Puzzle general knowledge Questions and some instruction give to students

• 26 July 2022

The school started with daily routine of school then we teach lesson of science subject then wrote daily teaching diary some student Problem's related science subject

27 July 2022 : School Day started Daily Routine School then we teach lesson of math subject wrote Daily teaching diary and checked Student Home-work

July 2022

July 2022

Monday July 2022 - The day after the...
at school...
at school...
at school...
at school...
at school...

July 2022

Tuesday July 2022 - After school...
at school...
at school...
at school...
at school...

July 2022

Wednesday July 2022 - In the...
at school...
at school...
at school...
at school...
at school...

July 2022 (Sunday)

July 2022 (Saturday) - Home Activities

July 2022 - Home activities...
at school...
at school...
at school...
at school...

2 Aug 2022

July 2022 - The day after...
at school...
at school...
at school...
at school...

Date: 3 Aug 2022

Today is our last Day at school
Everyone spent a week in the
school and student has studied
with motivation. These student was
participated in various competition
distributed. Prize student was
awarded at the student and
teacher of school and said
good by to school took farewell
at school.





उपक्रम क्र. ४
विविध उपक्रमातील
स्वतःचा सहभाग

MATOSHRI COLLEGE OF EDUCATION, (B.ed), ERLAHARE, NASHIK
 B.E. 180 00
 INTERNSHIP

Name of Student: Triya Ramesh Yadav Roll No: 43

Activity No.4: Writing an essay reflecting on the activities in which the student-teachers has assisted the school teacher.

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

No.	Evaluation Criteria	1	2	3	4	5
1	Reflection of students-teachers on planning of teaching				✓	
2	Reflection on actual classroom teaching				✓	
3	Reflection of student-teachers on evaluation of students					✓
4	Reflection on co-curricular and extracurricular activities					✓
5	Reflection about school culture and work culture in school.					✓
6	Motivation given to the students				✓	
7	Confidence and co-operation among the teachers and students				✓	
8	Confidence and co-operation among the students and teachers.				✓	
9	Impression of school working on student-teachers.				✓	
10	Educational implication and Essay Writing				✓	
	Total Marks -				18	15

Date: / /
 Place: ErLahare


 Signature of Professor

Reflection of student - Teacher Planning of Teacher.

- Teacher's is hard-work and score teacher never grow to be anything better than mediocre. The grant teacher however work tirelessly to create a challenging and pushing environment for their student.
- Preparation of planning is nothing special but some extra reacting teacher unit's for effective teaching so that more example can be given and student understand it easily.
- We plan to prepare the lesson read the grammar's we prepare visual teaching aid and also prepare the manuscript provide the student.
- A supportive collaborative environment we focused and share decision making and teamwork well community building.
- From Date 5 July 2022 to 3 Aug 2022

* Reflection On Actual classroom Teaching

Reflective teaching means looking what you do it and thinking about why process of self-observation and self evaluation.

- By collecting information about what goes on in our class-room and analysis and evakating this information we identify and explore our own Practices and understanding under lying belief This may lead to changes and the improve ment's in our teaching.

may beging a Process of reflection responce to a particular Problems that arises with my classes or simply as way has arises as a way finding Out more about my teaching

Teacher Diary:

The earlyst main to begin a Process and reflection Since it is puzely Personal after each other lesson and write in note-book about what happen and my note-book about what happen and my own reaction during student intership Programme it necessary to write daulty teaching diary

Intership for student assessment for learning ongoing process that arises out of teaching and learning

* Reflection On Co-curricular extra Curricular Activities:

- These activities help to finding revealed that graduated who have that the Organization Significantly believe that graduates who have engaged in University extra-curricular activities might have developed more Skill good Personal qualities and other relevant employability behaviours

- help to developed Various cultural and non-Culture knowledge Skill and Positive attitude while this helps us to children it also helped teacher and our best talent's to get chance and improve our knowledge to well a student's

- arrangement of the teacher in the School Curricular extra-curricular activities very activities the expert Sport teachers also guide us very well

about School culture and
its role in School :

of the School year as ideal
hope and reinforce the
School

curricular and extra curricular
reflects the underlying
of a School climate while
school climate reflect the more
underlying set of value

reflect the often unspoken
write notes about a School

and ceremonies

and tasks

and reinforcement

are school symbols
of School

Educational Implication and Report

- Internship Programme is inculcate habit of quality teaching and develop various skill through co-curricular activity
- The co-curricular and extra-curricular activity is to give value of education and proper evaluation of student
- In Internship Programme student's teacher take micro-teaching to prepare and teaching aid this co-curriculum activities are done for becoming successful teacher
- for make student teacher capable of planning of doing any type of teaching work
- The opportunity give to observed the teaching of experienced teacher and work under take guidance of experienced teacher
- In Participation in educational and non-education Programme & take experiment of school activities

उपक्रम क्र. ५

छात्रसेवापाठ

१०८ दिवस

Triya Ramesh Yadav
Angel English medium School
6th - 10th - 30min
Science

45
Explanation:
Interhip
1

Force and Type force

Explanation

Student familiar about various action daily force life

- Type of force
- 1) Muscular force
 - 2) Mechanical force
 - 3) Gravitational force

In relation scientific Temper Values & Scientific Attitude

- force Type
- 1) muscular force
 - 2) mechanical force
 - 3) Gravitational force
 - 4) magnetic force
 - 5) Electrostatic force

Student Sir Isaac Newton discover gravitational in the Century The earth gravitational force act in direction opposite to that of an object goes increasing till end become zero The object start falling its speed goes on increasing all the time to gravitational force

Student today we are going to study about force and type of force

(teacher write the title on block board)

<p>1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial data and for providing a clear audit trail.</p> <p>2. The second part of the document outlines the various methods used to collect and analyze data. These methods include direct observation, interviews, and the use of specialized software tools.</p> <p>3. The third part of the document describes the results of the data collection and analysis. The findings indicate that there are significant areas for improvement in the current processes, particularly in the areas of data accuracy and reporting efficiency.</p> <p>4. The final part of the document provides recommendations for addressing these issues. These recommendations include implementing more robust data validation procedures and investing in more advanced data analysis software.</p>	<p>Page 1 of 1</p> <p>Date: 10/26/2023</p>
<p>5. The fourth part of the document discusses the challenges faced during the data collection process. These challenges include limited access to certain data sources and the need for extensive data cleaning and validation.</p> <p>6. The fifth part of the document provides a detailed breakdown of the data analysis results. This includes a comparison of the current data with industry benchmarks and a discussion of the implications of the findings.</p> <p>7. The sixth part of the document outlines the next steps for the project. These steps include conducting a pilot test of the recommended changes and implementing a comprehensive training program for the staff.</p> <p>8. The seventh part of the document provides a summary of the key findings and recommendations. This summary is intended to provide a clear and concise overview of the project's results and the proposed course of action.</p>	<p>Page 2 of 2</p> <p>Date: 10/26/2023</p>
<p>9. The eighth part of the document discusses the potential benefits of the recommended changes. These benefits include improved data accuracy, increased reporting efficiency, and enhanced overall operational performance.</p> <p>10. The ninth part of the document provides a detailed cost-benefit analysis of the proposed changes. This analysis shows that the benefits of the changes far outweigh the costs, making the investment highly worthwhile.</p> <p>11. The tenth part of the document outlines the timeline for the implementation of the recommended changes. This timeline includes key milestones and a clear schedule for the various tasks involved in the implementation process.</p> <p>12. The final part of the document provides a conclusion and a statement of the author's confidence in the findings and recommendations. The author expresses a strong belief that the proposed changes will lead to significant improvements in the organization's data management and reporting capabilities.</p>	<p>Page 3 of 3</p> <p>Date: 10/26/2023</p>
<p>13. The eleventh part of the document discusses the importance of ongoing monitoring and evaluation of the implemented changes. This is essential for ensuring that the changes continue to deliver the expected benefits and for identifying any areas that may need further attention.</p> <p>14. The twelfth part of the document provides a final summary of the project's findings and recommendations. This summary is intended to provide a clear and concise overview of the project's results and the proposed course of action.</p> <p>15. The final part of the document provides a statement of the author's contact information and a request for feedback. The author expresses a strong interest in hearing from the organization's leadership and staff regarding the project's progress and the effectiveness of the recommended changes.</p>	<p>Page 4 of 4</p> <p>Date: 10/26/2023</p>

Phase 1st Teacher Activity	Phase 2nd Student Activity	Phase 3rd Evaluation
Teacher explain the concept of force	Student understand the concept of force	what is meant by force .
Teacher write down the example on black board	Student observe the example of force	give the example of the force
Teacher explain the muscular force with the help of an example	Student understand concept muscular force with the help of example	Define the term muscular force
Teacher explain the concept of mechanical force with help of example	Student understand the concept mechanical force with the help of example	give example of mechanical force!
Teacher explain the concept of gravitational force with the help of an example	Student understand the concept gravitational force with the help of example	what is gravitational force ?

उद्देश्य व स्पष्टीकरण Objectives and Explanation	अवधि/समय Content Teaching Part	अभ्यास/कार्य/शिक्षण साधन Teaching Aids
<p>Knowledge and Understanding : Student tell term magnetic force</p>	<p>4) magnetic force created by magnet is called magnetic force. example: The magnet that hold stuff on the train</p>	<p>Black board and chalk</p>
<p>Student define term electrostatic force Student give the example</p>	<p>5) Electrostatic force: The force created by such electrically charged material called electrostatic force example: Rubber Plastic, Comb against dry hair repeat activity</p>	<p>Black Board and chalk</p>
<p>Find Statement Today we learn about force and various Type with the help of example</p>		
<p>Recapitulation Teacher ask que and guid the student</p>		
<p>Application Teacher ask some Question on topic</p>		
<p>Home-work</p>		

Teacher's Activity	Student Activity	Formative Evaluation
Teacher explain term magnetic force with the example	Student Understand the term magnetic force with the help of example	Define the term magnetic force
Teacher explain of term electrostatic force	Student Understand what is meant by electrostatic force	Give the example of electrostatic force
	Student understand the term with the help of example	
	Student listen with attention	
Teacher ask the Question	student try to give answer of the Question	1) different bet muscular force
Teacher ask Question	student tell the Answer of the Question	1) an object through upward connect down offers point is what a thing that can be done applying force
Teacher give Home-work	student note down the home work	make a list of such action where many force etc applied simultaneously

Date: 24/07/22

Page No: 1

Ques: Force is an object change its position or force is required to move object. It necessary to change an object.

Ans: Type of force -> applied
 Type -> muscular force with muscles
 Type -> mechanical force
 Type -> gravitational force



Sl. No.	Topic	1	2	3	4	5
1.	Introduction - Lesson Note (New, Correct and complete)					
2.	Statement - Introduction					
3.	Statement of aim and Title writing					
4.	Introduction given - Clarity and fancy in illustrative material					
5.	Use of charts - Clear, concise and grammatically correct					
6.	Use of flow charts etc - Logical and thought provoking questions					
7.	Use of flow charts etc - Distribution of questions and reinforcement					
8.	Use of flow - Black Board Work					
9.	Use of flow chart - Clarity & Confidence in Teaching					
10.	Use of flow chart - Classroom interaction					
11.	Use of flow chart - Stimulus Variation					
12.	Use of flow chart - Use of Teaching aids/ Example					
13.	Use of flow chart - Mastery over the content					
14.	Use of flow chart - Classroom Management					
15.	Use of flow chart - Time Management					
16.	Use of flow chart - Recapitulation					
17.	Use of flow chart - Students response					
18.	Use of flow chart - Application (Appropriate/ Creative based application)					
19.	Use of flow chart - Home Work (Appropriate/ Activity based home work)					
20.	Use of flow chart - Overall Impression					
Total -						82/100

Handwritten notes in red ink, possibly a signature or additional remarks.

Handwritten signature and date: 20/12/22

and other things
 Write about the comparison (Area) of shapes
 (in class)

Area of Square	Side	s^2
Area of Rectangle	Length \times Breadth	$l \times b$
Area of Triangle	$\frac{1}{2} \times$ Base \times Height	$\frac{1}{2} \times b \times h$
Area of Circle	πr^2	πr^2

Quadrilateral



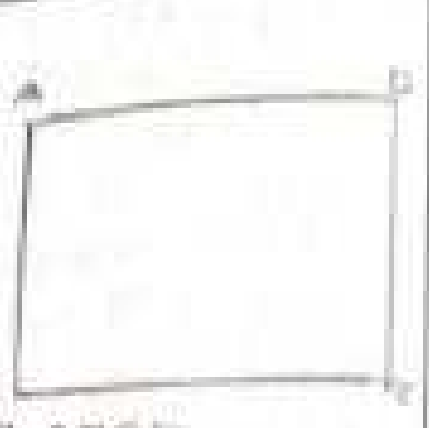
Inductive - Deductive method
 Student can familiar with the shape of square, rectangle and its important part finding and writing of quadrilateral
 Important side of quadrilateral diagonal of quadrilateral polygon

Introduction of Quadratic Equations and Quadratic Equations

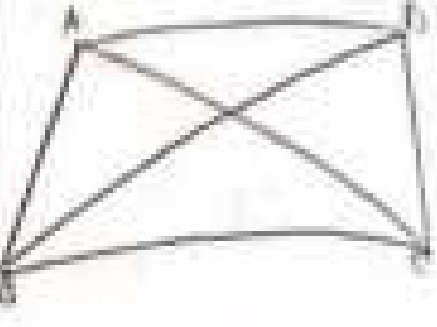

Reading and writing Quadratic Equations
 Graphical side and algebraic side of Quadratic Equations
 Important of Quadratic Equations solution

Important to you know what is Quadratic Equations
 and side of triangle or square like that
 you are now about about Quadratic Equations also
 are about Quadratic Equations like that
 the 3 sides will be Quadrilateral These point are
 side is to make a closed fig but like that
 also that when any two point are joined other
 is that must be a line side line called Quadrilateral
 Today today we are going to study
 about a Quadrilateral

(Write the title on Black Board)

विषय व सूचना Objectives and Expectation	उद्देश्य / उद्देश्य Learning Objectives	अवधि (समय) / शिक्षण साधन Teaching Aids
<p>Knowledge & Under Stand :- student tell about the Quadrilaterals</p> <p>Student tells the Segment of an Quadrilateral</p>	<p>Quadrilaterals :- Quadrilaterals mean having four straight side having sum of the measure of the four angle of Quadrilateral is 360° & line segment that form a Quadrilateral called Sides seg = (AB, BC, CD, AD)</p>	 <p>Seg = (AB, BC, CD, DA) Vertices point A, B, C, D</p>
<p>Student tell the Sign of Quadrilaterals</p>	<p>Reading and writing of an Quadrilateral :- Quadrilateral can be named by starting any vertex and going serially either clockwise or Anticlockwise around fig seg is (ABCD)</p>	 <p>Reading Quadrilateral ABCD</p>
<p>Skill :- Student tells the adjustment Side AB & AD</p>	<p>Adjustment Side of Quadrilaterals :- The Side AB and AD of $\square ABCD$ have a Common Vertex A side AB & AD are Adjacent side</p>	 <p>$\square ABCD$</p>

Teacher's Activity	Student Activity	Assessment / Evaluation
<p>Teacher explain about the Quadrilaterals with help of figure</p> <p>Teacher show the Segment and Point in figure</p>	<p>Student Understand and the Question Quadrilateral with help of an figure</p> <p>student observed and Understand the Segment with the help of figure</p>	<p>what mean by Quadrilateral</p> <p>which is the Segment of Quadrilateral in the given figure?</p>
<p>Teacher explain how to read and write Quadrilateral with the help of ex.</p>	<p>Student Understand How to read and write the Quadrilateral with the help of example</p>	<p>which is a sign of a Quadrilaterals</p>
<p>Teacher explain the concept adjacent side of Quadrilaterals</p>	<p>student understand the Concept with help of example</p>	<p>which are the adjacent side of the Quadrilateral</p>
<p>Teacher explain the Adjacent angle of Quadrilateral with help of example</p>	<p>Student Understand the Concept with the help of example</p>	<p>which is the Adjacent angle of Quadrilateral</p>

Objectives and Explanations	Process/Steps <small>Content/ Learning Point</small>	Assess/ Evaluate/ Student Activity <small>Learning Point</small>
Knowledge with understanding 1) Student tell the term diagonal of Quadrilateral 2) Student tell the opposite Angle	* Diagonals of Quadrilateral: The line segment which join the vertex of opposite angle of a Quadrilateral are the diagonal. Example: In a ABCD diagonal AC join the vertices.	
Student tells the term polygons	* Polygon: Triangle, pentagon, quadrilateral and other closed fig with more than five sides are called polygons	
Final Statement In this way today learn about the Quadrilaterals.		
Recapitulation: Teacher ask some question and guide student through recapitulation		
Application: Teacher ask question related to topic		
Home work: Teacher give some work.		

Teacher Activity	Student Activity	Assessment/Evaluation
Teachers explain the concept of quadrilaterals with the help of examples. Teacher ask the Question	Student Understand the Concept with the help of diagram. Student give the answer of Question.	What is diagonal of Quadrilaterals Which is the opposite angle.
Teacher explain the Concept with the help of an diagram	Student Understand the Concept with the help of diagram	Define polygons.
	Student listen and try to give Answer	 1) What is Quadrilateral 2) Define polygons
Teacher ask some Question	Student like listen and try to give Answer	1) What is Quadrilateral 2) Define polygons
Teacher ask Question	Student listen with concentration tell's the Answer of the Question	1) Draw $\square XYZ$ and name 1) The pair adjacent angle 2) The pair of adjacent side
Teacher give the Homework	Student write down the Homework	Define Diagonal Quadrilaterals with example?

Q. Diagonal of Quadrilaterals



Q. Polygon



Q. Mark 4 quadrilaterals having 4 straight lines having 4 angle



Sum of 4 side are measure
sum of 4 angle is 360°
1st sign is (C) Segment (AB, BC, CA, AD)

[Handwritten signature]

प्रश्न / सहायक प्रश्न

क्र.सं.	प्रश्न	1	2	3	4	5
1.	प्रश्न - लेखन (प्रश्न, उत्तर और संक्षेप)					
2.	प्रश्न - परिचय					
3.	प्रश्न - विवरण (प्रश्न और विवरण)					
4.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
5.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
6.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
7.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
8.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
9.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
10.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
11.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
12.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
13.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
14.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
15.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
16.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
17.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
18.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
19.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
20.	प्रश्न - स्पष्टता - स्पष्टता और स्पष्टता में स्पष्टता					
	कुल - 53 / 100					68 10

प्रश्न / सहायक प्रश्न
प्रश्न / सहायक प्रश्न

प्रश्न / सहायक प्रश्न
प्रश्न / सहायक प्रश्न

we should give real experience of Different work examination evaluation event management in intership Programme

It is necessary to see that teaching of trainees must be observed at least by one of teaching staff of school

Trainees have to maintain diary it will enable them to take stock to the situation and plan future course of action

Trainee should complete practice teaching within the prescribed and write lesson plan prepare teaching in advance and get approval from method matter

Trainees should conduct different activities in the school so they can understand about the process involved in organizing the activities

for improvement in intership Programme in future Post-Interhip is very important

To Give Practical Experience of the School

My Bed Intership programme was successfully completed under the guidance of my guide teacher Prof S. D. Suryavashi and Our Principle Suryavashi ma'am. The intership programme was guide by Prof. S. D. Suryavashi Sir in the Angle English medium School Panchak Tail road Nashik Road and Principle of the School and along as give good co-operation and also gave precious guidance had done some adjustment in their school routine and tried to help in completing our intership programme.

During the intership programme in Word Under guidance of expaiend teacher They taught more easyness flexibility and valuenable information.

In intership programme learn not only study important for student's but also the curriculum and extra-curriculum activity also necessary to developed their extra-knowledge and aesthetic awariness and student learn to common unicate addition to enrich their life experieced.