

बोर्ड सं. : २०१७ परीक्षाकाल सुपरवाइस सं. सं.

सं. सं. : श्रीमती अश्विनीदेवी विठ्ठलराव पवार आदर्श विद्यालय, जालंधी

सं. सं. : श्री. विक्रम पुन. टी. सं. सं. श्री. जालंधी

क्र.सं.	उपक्रम						कुल		
	विषय सं. १			विषय सं. २			कुल	सं. सं.	
१.	विषय : <u>तंत्रज्ञान</u>			विषय : <u>साहित्य</u>					१०० पैकी
	इसका : <u>१०</u> ती			इसका : <u>१०</u> ती					
	कुल सं. : <u> </u>			कुल सं. : <u> </u>					
	पठ सं. १ १०० पैकी	पठ सं. २ १०० पैकी	पठ सं. ३ १०० पैकी	पठ सं. १ १०० पैकी	पठ सं. २ १०० पैकी	पठ सं. ३ १०० पैकी	४९६	६२	
	८२	८३	९३	९२	८३	८३			
२.	विषय सं. १ <u>तंत्रज्ञान</u>			विषय सं. २ <u>साहित्य</u>			१०० पैकी	२५	
	२ अ पठ सं. १			२ अ पठ सं. १					
	२ अ पठ सं. २			२ अ पठ सं. २					
	२ अ पठ सं. ३			२ अ पठ सं. ३					
	८२	१००	९३	८३	१००	९३	४२३	२५	
	८५	१००	९५	८५	१००	९५			
	५५	५०	५५	५५	५०	५५			
३.	राष्ट्रीय स्तर अभ्यास						१०० पैकी	८५	२५
४.	अभ्यासपुस्तक उपक्रम			५० पैकी			८५	२५	
५.	अभ्यासोत्तर उपक्रम			५० पैकी					
६.	पठ सं. १ १०० पैकी	पठ सं. २ १०० पैकी	पठ सं. ३ १०० पैकी	पठ सं. १ १०० पैकी	पठ सं. २ १०० पैकी	पठ सं. ३ १०० पैकी	१०० पैकी	२०	
	८०	९०	९०	८०	८०	९०			
७.	कुल राष्ट्रीय उपक्रम						५० पैकी	५५	१२
	१०० पैकी							१६७	२००

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

अभ्यास संचालक
 श्री. विद्यामण्य महाविद्यालय

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

शाळेतील शिक्षकांची यादी

क्र.सं.	शाळेचा विभाग/वर्ग	पदाबाब
१.	श्री. श्री. एम. सी.	मुख्याध्यापक
२.	श्री. कुंभार एम. सी.	अधीनस्थ
३.	श्री. मंगेशकर एम. सी.	अधीनस्थ
४.	श्रीमती चौधरी श्री. आर.	अधीनस्थ
५.	श्री. अंतर्गत श्री. एम.	अधीनस्थ
६.	श्रीमती भाग्यश्री. एम. सी.	अधीनस्थ
७.	श्रीमती. मंगेशकर एम. सी.	अधीनस्थ
८.	श्रीमती. श्री. श्री. श्री. श्री.	अधीनस्थ
९.	श्री. मंगेशकर एम. एम.	अधीनस्थ

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	-शाळभ - किशोर - अनापन
५	२८	-जामकर - सुधीरजी - अरुण
६	३०	-पौल - शिवाजी - शशि
७	३८	-अंभानेरी - किशोर - बाळाशहिब
८	४१	-हेले - अयाजी - शरिकाव
९	५०	-सिनेले - अजयजी - रमी
१०	५१	-देशमुख - अंकिता - अर्पण
११	६१	-डंडले - आरती - शिवाजी
१२	६९	-शिंदे - रोहिणी - अशोक
१३	६९	-सांधे - अशोक - लक्ष्मण
१४	७१	-सुर्यवंशी - मोहाजी - किरण
१५	७३	-शांभडे - सविता - नंदप्रभा
१६	८४	-जोशी - अपूर्व - संतव
१७	९५	-जगाध - अंशु - अरिपंडे
१८	९६	-करम - साधुजी - अक्षयशहिब
१९	९८	-तावधने - अंकिता - अदिशान
२०	१०५	-अखिल - सुरेश - समिजा
२१	१०६	-जाधव - मैला - ज्योत्सना

शाळेची वेळापत्रक

वर्षा : २०२०

पुणे - २०

क्र.सं.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
१.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
२.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
३.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
४.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
५.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
६.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
७.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त
८.	श्रीमंता	संस्कृत	व्युत्पन्न	दुष्कृत	शुद्धकृत	अभिव्यक्त

भारतीय वेळापत्रक

दिवस : ८ वी

दुसरी : १५

संज्ञक शब्द	संज्ञक	संज्ञक	संज्ञक	संज्ञक	संज्ञक	संज्ञक
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.	वर्णना	
१.	सहायता	
२.	अनुमतिपत्र	
३.	सहायताकार्यालय कायदा व महानग	
४.	सहायताकार्यालयी उद्दिष्टे	
५.	उपक्रम क्र. १ सहायताकार्यालय	
विषयवारे मांत्र : निमाण इथला : १३ वे मुदती :		
पाठ क्र.	दिनांक	घटक/ उपघटक
१	०१-०३-२०२२	सहायताकार्यालयी इथला व सहायताकार्यालयी उद्दिष्टे
२	०३-०३-२०२२	सहायताकार्यालयी इथला व सहायताकार्यालयी उद्दिष्टे
३	१०-०३-२०२२	सहायताकार्यालयी इथला व सहायताकार्यालयी उद्दिष्टे
विषयवारे मांत्र : जाणित इथला : १३ वे मुदती :		
पाठ क्र.	दिनांक	घटक/ उपघटक
१	१५-०३-२०२२	सहायताकार्यालयी इथला व सहायताकार्यालयी उद्दिष्टे
२	१६-०३-२०२२	सहायताकार्यालयी इथला व सहायताकार्यालयी उद्दिष्टे
३	१६-०३-२०२२	सहायताकार्यालयी इथला व सहायताकार्यालयी उद्दिष्टे
६.	उपक्रम क्र. २. अ. घटक नियोजन (विषय क्र.१ व विषय क्र.२)	
७.	उपक्रम क्र. २. ब. घटक वाचणी (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 अभ्यासा	
१०.	उपक्रम क्र. ४	
	अ	अभ्यासापुरक उपक्रम
	ब	अभ्यासांतर उपक्रम
११.	उपक्रम क्र. ५ पाठनिरीक्षण (विषय क्र.१ से ३ पाठ व विषय क्र.२ से ३ पाठ)	
१२.	उपक्रम क्र. ६ इतर शालेय उपक्रम (पालक शिक्षक संघ)	

मानवी प्रयुक्तावली अंशावली अंशावली, मानवी शिक्षणशास्त्र महाविद्यालय नी एव. द्वितीय वर्ष प्राथमिक त्त असतांना छात्रसेवाकार्य अत्यावशीत उपक्रमांची त्त येथे हे कार्य पूर्ण केले आहे.

या छात्रसेवा प्रात्यक्षिक कार्यामुळे महा अस्थापनाचे महत्त्वाचे चरक, व्याप्ती व अर्थसंग समजले. छात्रसेवतीत उपक्रम पूर्ण करताना शिक्षकांसाठी कार्य आवश्यक आहे, हे समजले. शिक्षकांसाठी आवश्यक गोष्टी, शालेय उपक्रम, चतुःपाद, वेतन दिन दर्जे, विविध उपर्ण इत्यादी नाविण्यपूर्ण उपक्रमांचे ज्ञान मिळाले.

हे प्रात्यक्षिक कार्य पूर्ण करतानाही ना. प्रस्तावी डॉ. मूर्तिवती बॅडम यांनी पर्यावली दिली. त्याबद्दल नी त्यांची आभारी आहे. या प्रात्यक्षिक कार्यासाठी प्राध्यापक विक्रम मार यांनी मोलाचे मार्गदर्शन केले. त्याबद्दल नी त्यांची त्त आहे. त्त या अत्यावशीत अंतर्गत अस्तकार्य करवान्या आलेतील मुख्यध्यापक, शिक्षक त्त, सिव्हेकट वर्गवारी व विद्याथ्यांनी अस्तकार्य केण्याबद्दल नी या सर्वांची त्त आहे.

छात्रसेवाकाल गरज व महत्व

Date

१) पदवीधर प्रशिक्षणार्थीना नांकाला शिक्षक बनवताभाडी छात्रसेवाकाल महत्वाचा आहे.

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

३) एक शिक्षक म्हणून चांगल्या प्रकारे कामता वांगणी येव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

४) जालेप व्यवसायनाची माहिती घेव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

५) जालेप तयार घेव्या माणसा विविध बोधी व आभिलेख चायी माहिती घेव्या येव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

६) एक शिक्षक म्हणून शिक्षक व विद्यार्थी वांगव्यानीस मातनक्रिया काय असते हे समजव्याभाडी छात्रसेवाकाल महत्वाचा आहे.

७) पदवीधर प्रशिक्षणार्थीना शिकवितांग व विविध वेगवेगळे उपक्रम मातवितांग स्वांगव्यानीस 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.

राज्यसेवाकालाची जटील

१) शिक्षण विभागाच्या शाळा व कॉलेजातून राष्ट्रीयकृत, राजकीयकृत, शासकीय, खासगी शाळा व शासकीय शाळांचा प्रचार करणे.

२) शासकीय शिक्षकांच्या अध्यापनाचे निरीक्षण करणे व शासकीय शाळा व कॉलेजांचा प्रचार करणे.

३) शासकीय शिक्षकांच्या मार्गदर्शिकात्मकतेचा प्रचार करणे व शासकीय शाळा व कॉलेजांचा प्रचार करणे.

४) शासकीय शाळांचा अध्यापक व अध्यापिकांचा प्रचार करणे व शासकीय शाळांचा प्रचार करणे.

५) शासकीय शाळांचा मार्गदर्शक शासकीय शिक्षकांच्या अध्यापनाचा प्रचार करणे.

६) शासकीय शाळांचा अध्यापन करणे व शासकीय शाळांचा प्रचार करणे.

७) शिक्षकांच्या अध्यापनाचे निरीक्षण करणे.

८) शासकीय शाळांचा प्रचार करणे व शासकीय शाळांचा प्रचार करणे.

९) शासकीय शाळांचा प्रचार करणे.

१०) शासकीय अध्यापन करणे व शासकीय अध्यापकांचा प्रचार करणे.

उपक्रम क्रमांक : १
छात्रसेवाकाल पाठ

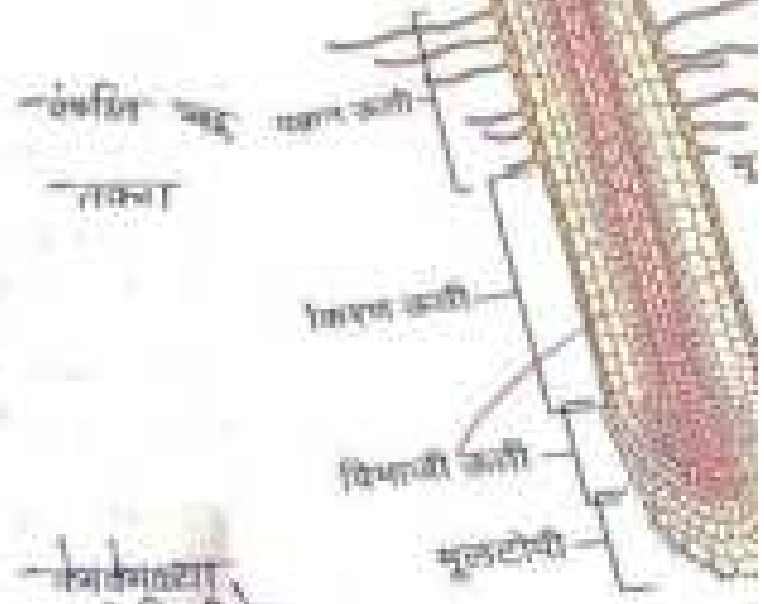
विषय क्र. १

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>
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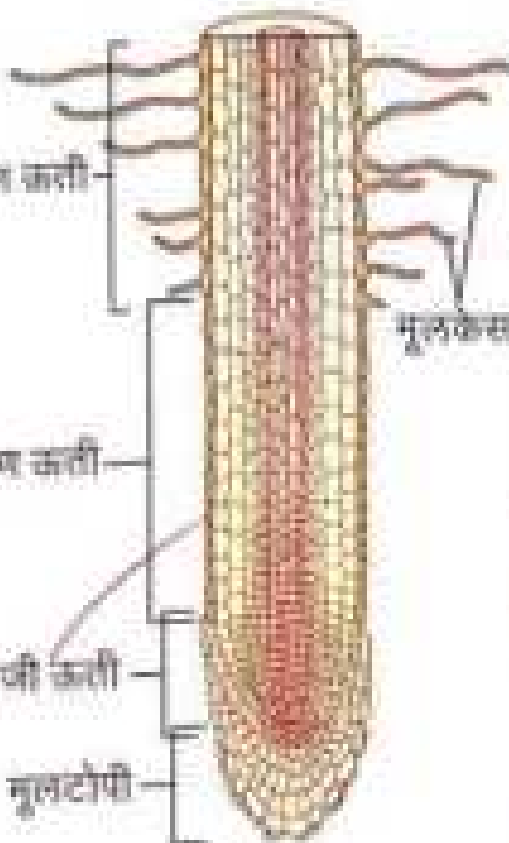
<p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p>	<p>विद्यार्थी विद्यार्थी</p>
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<p>शिक्षक कृती Teacher Activity</p>	<p>शिक्षार्थी कृती Student Activity</p>	<p>सुव्यवहार Evaluation</p>
<p>शिक्षिका वनस्पतीच्या अंग साहित्याचा मांडव तयार करिते. शिष्टीक वनस्पतीची अंतर्गत संरचना व अंगव्यवस्थेच्या अंतर्भावाने</p> 	<p>शिक्षार्थी असा देताने.</p> <p>शिक्षार्थी वनस्पतीची अंगव्यवस्था</p>	<p>वनस्पतीच्या अंगव्यवस्थेची सबबे अंगव्यवस्था.</p> <p>सुद्धा अंगव्यवस्था काय ?</p>
<p>शिक्षिका सुद्धाचे अंग प्रकार सांगताने न त्याचिचरी साहित्या देताने</p>	<p>शिक्षार्थी अंगव्यवस्था अंगव्यवस्था</p>	<p>सुद्धाचे प्रकार किती न कोणते ?</p>

उद्दिष्टों व स्पष्टीकरण Objectives and Explanation	अवस्था/ पाठ्यपुस्तक Current Teaching Plan	अवस्था/ पाठ्यपुस्तक Current Teaching Plan
<p>विद्यार्थी जोरमुख मालवे काग ने साधनी</p>	<p>नमितीत इकरा माळक पुस्तकान सुवे जान केवा यमा पुस्तका सुवेना जोरमुखे सुवे मालक</p>	<p>सुवेना सुवे</p>
<p>विद्यार्थी तंजमय सुवेना सुवेना साधनी</p>	<p>① तंजमय सुवे - जोडापुस्तक सुवेना तंजमय सुवेना तंजमय सुवे सुवे साधनी</p>	<p>तंजमय सुवे साधनी</p>
<p>सुवेना जोरमुख साधनी तंजमय सुवे सुवे सुवे सुवे सुवे सुवे सुवे सुवे जोडपुस्तक सुवेना सुवे सुवे सुवे जोडापुस्तक सुवेना सुवे सुवे सुवे साधनी सुवे सुवे साधनी सुवे सुवे</p>	<p>सुवेना जोरमुख साधनी तंजमय सुवे सुवे सुवे सुवे सुवे सुवे सुवे सुवे जोडापुस्तक सुवेना सुवे सुवे सुवे जोडापुस्तक सुवेना सुवे सुवे सुवे साधनी सुवे सुवे साधनी सुवे सुवे</p>	<p>सुवे सुवे</p>
<p>सुवेना</p>		
<p>साधनी</p>		
<p>सुवेना</p>		

Topic	Concept	Example
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<p>Concept 1</p> <p>Concept 2</p> <p>Concept 3</p> <p>Concept 4</p> <p>Concept 5</p>	<p>Concept 1</p> <p>Concept 2</p> <p>Concept 3</p> <p>Concept 4</p> <p>Concept 5</p>	<p>Concept 1</p> <p>Concept 2</p> <p>Concept 3</p> <p>Concept 4</p> <p>Concept 5</p>
<p>Concept 6</p> <p>Concept 7</p> <p>Concept 8</p> <p>Concept 9</p>	<p>Concept 6</p> <p>Concept 7</p> <p>Concept 8</p> <p>Concept 9</p>	<p>Concept 6</p> <p>Concept 7</p> <p>Concept 8</p> <p>Concept 9</p>
<p>Concept 10</p> <p>Concept 11</p> <p>Concept 12</p> <p>Concept 13</p>	<p>Concept 10</p> <p>Concept 11</p> <p>Concept 12</p> <p>Concept 13</p>	<p>Concept 10</p> <p>Concept 11</p> <p>Concept 12</p> <p>Concept 13</p>
<p>Concept 14</p> <p>Concept 15</p> <p>Concept 16</p> <p>Concept 17</p>	<p>Concept 14</p> <p>Concept 15</p> <p>Concept 16</p> <p>Concept 17</p>	<p>Concept 14</p> <p>Concept 15</p> <p>Concept 16</p> <p>Concept 17</p>
<p>Concept 18</p> <p>Concept 19</p> <p>Concept 20</p> <p>Concept 21</p>	<p>Concept 18</p> <p>Concept 19</p> <p>Concept 20</p> <p>Concept 21</p>	<p>Concept 18</p> <p>Concept 19</p> <p>Concept 20</p> <p>Concept 21</p>

नाम: पं. वी.
 * स्कूल: -
 * शोधकर्ता:
 * संयोजक:

विषय: विज्ञान
 स्तर: आठवीं
 अध्यापिका: अश्विनी शर्मा
 संस्था: आर्य समाज
 पता: ...

क्र.सं.	वर्णनात्मक विवरण	अंक	कुल अंक
1.	पाठ लिखें - Lesson from (Read, Correct and complete)		
2.	आवृत्ति - Introduction		
3.	दृष्टिकोण - Statement of aim and Table writing		
4.	व्यक्तिगत प्रश्न - Clarity and fluency in Business Narration		
5.	पाठ शीर्षक - Clear, concise and grammatically correct		
6.	लक्ष्य व विषय स्पष्ट करें - Logical and thought provoking questions		
7.	व्यक्तिगत प्रश्न व उत्तर - Distribution of questions and answers		
8.	व्यक्तिगत कार्य - Best Best Work		
9.	दृष्टिकोण व आलोचना - Clarity & Confidence in Teaching		
10.	कक्षा अंतर्गत - Classroom interaction		
11.	कक्षा लिखित - Standard lesson		
12.	व्यक्तिगत कार्य - Use of Learning aids/ Example		
13.	विशाल ज्ञान - Mastery over the content		
14.	कक्षा प्रबंधन - Classroom Management		
15.	कक्षा प्रबंधन - Time Management		
16.	प्रश्न - Recollection		
17.	कक्षा अंतर्गत - Students response		
18.	व्यक्तिगत - Application (Appropriate/ Creative based application)		
19.	व्यक्तिगत - Home Work (Appropriate/ Activity based home work)		
20.	अंतिमकृत प्रश्न उत्तर - Over all impression		
कुल -		93/100	72

* प्रश्नोत्तरों का सारांश तैयार करें।
 * विज्ञान विषय का पाठ्यक्रम का अध्ययन करें।
 * अध्यापिकाओं के साथ बैठक करें।
 * छात्रों के बीच जागरूकता फैलाएं।
 * पाठ्यक्रम का सही तरीका तैयार करें।

कक्षा प्रबंधन का अध्ययन करें।
 * कक्षा प्रबंधन का अध्ययन करें।
 * अध्यापिकाओं के साथ बैठक करें।
 * छात्रों के बीच जागरूकता फैलाएं।
 * पाठ्यक्रम का सही तरीका तैयार करें।



महोदय श्री एच.एच.एम. कॉलेज
मोतीश्री कॉलेज ऑफ एज्युकेशन (बी.एड.) एक्सटर्ने

एडमिशन

दिनांक - 14-03-2024

विद्यार्थी विवरण संख्या	मोती शर्मा शंकर	दिनांक	14
वर्ग संख्या	शांतिनगर शांतिनगर विद्यापीठ परत	आयुष्य वर्ग	उपशांती
पुस्तक	आयुष्य विद्यापीठ शांतिनगर शांतिनगर शांतिनगर शांतिनगर	विद्यार्थी संख्या	शांतिनगर
आयुष्य संख्या	5 नं	कुल पाठ सं.	5
आयुष्य संख्या	शांतिन		

वर्ग/संख्या: भारत संख्या / परिशेष संख्या संख्या

आयुष्य संख्या/संख्या: उपशांती

पुस्तक: विद्यापीठ शांतिनगर संख्या, शांति संख्या शांतिनगर

संख्या: 5 परिशेष संख्या संख्या

5 परिशेष संख्या संख्या

वर्ग संख्या/संख्या: शांतिनगर शांतिनगर शांतिनगर

संख्या शांतिनगर शांतिनगर शांतिनगर

वर्ग संख्या/संख्या/संख्या: शांतिनगर संख्या, शांति संख्या

आयुष्य संख्या: शांतिनगर शांतिनगर शांतिनगर शांतिनगर

शांतिनगर शांतिनगर शांतिनगर शांतिनगर

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शांतिनगर शांतिनगर शांतिनगर शांतिनगर

उद्देश्ये व स्पष्टीकरण Objectives and Explanation	अनुभव/ पाठ्यपुस्तक Content/ Teaching Point	अनुभव/ पाठ्यपुस्तक Content/ Teaching Point
<p>नाम: विद्यार्थी राखत पेन्सिल वापरत काम ते संशुद्धी</p> <p>उदाहरण: विद्यार्थी परिमित संख्यांमधील संयोजका शोधतो.</p>	<p>विद्यार्थी विद्यार्थी राखत पेन्सिल वापरत काम ते संशुद्धी</p> <p>परिमित संख्यांमधील संयोजका:-</p> <p>१. जागी १ वा परिमित संख्या असत $1 > 0, 5 > 0$ २) जर $P \times 5 = 10$ तर $\frac{P}{5} = \frac{10}{5}$</p> <p>३) जर $P \times 5 > 10$ तर $\frac{P}{5} > \frac{10}{5}$</p> <p>४) जर $P \times 5 < 10$ तर $\frac{P}{5} < \frac{10}{5}$</p> <p>उदा. $2 \times 5 = 10$ $3 \times 4 = 12$ $2 \times 5 < 3 \times 4$ $\therefore \frac{2}{5} < \frac{3}{4}$</p>	<p>संशुद्धी करत</p> <p>संशुद्धी करत</p>
<p>विद्यार्थी परिमित संख्यांमधील असंशुद्धी संशुद्धी</p>	<p>परिमित संख्यांमधील संयोजका शोधतो.</p> <p>१, २, ३ वा परिमित संख्या असतील तर ३) कमनिरपेक्षता:- १) अर्थ: $a + b = b + a$</p>	<p>संशुद्धी करत</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) संयोजन: $(a + b) + c = a + (b + c)$</p> <p>2) गुणधर्म: $(a \times b) \times c = a \times (b \times c)$</p> <p>iv) अतिव्यक्त:</p> <p>1) संयोजन: $a + 0 = 0 + a = a$</p> <p>2) गुणधर्म: $0 \times a = a \times 0 = 0$</p> <p>उदाहरणाने आपण आपण परिमेय संख्या व त्यांचे गुणधर्म व गुणधर्म सांगतात.</p>	<p>संयोजन</p> <p>गुणधर्म</p>

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 संख्यात्मक व्याख्या संज्ञाचे</p>	<p>विद्यार्थी विज्ञानोपस्थापना माहित करीत कि, परिमेय संख्या गणित संख्या असते तर गणित संख्या संख्यात्मक इतर संख्यात्मक व्याख्या संज्ञा.</p> <p>1) एक संख्यात्मक व्याख्या संज्ञा - जर a आणि b या संख्यात्मक संख्या असतील तर त्यांच्यामध्ये $a \div b$ किंवा $a \times b$ किंवा $a + b$ यांच्या कोणत्याही एक संख्या असते.</p> <p>2) जर $a \div b$ आणि $a \times b$ तर $a \div c$</p> <p>3) जर $a \div b$ तर $a \div c$ किंवा $c \div b$</p> <p>उदा. $2 \div 3$ तर $2 \div 6$ किंवा $6 \div 3$</p>	<p>परिमेय संख्या</p> <p>संख्यात्मक संज्ञा</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 संख्यांना जवळ घेते कि, कोणत्याही रूपांतर संख्या ही ही संख्या कधीतरी संख्या होते. म्हणजे कोणत्याही रूपांतर संख्याचा वर्ग कधीही रूपांतर संख्या होतो. पण $(\sqrt{-5})^2 = -5$ $\therefore \sqrt{-5}$ ही वास्तव संख्या नाही. म्हणून रूपांतर वास्तव संख्यांचे वर्गिकृत रूपांतर संख्या होतो. रूपांतर म्हणजे आज सापडू शकणारे संख्यावर्गीय अक्षरं व रूपांतर संख्यांचे वर्गिकृत रूपांतर संख्या होऊ शकते अशाप्रकारे.</p>	<p>वर्गिकृत संख्या रूपांतर</p>
<p>संख्या:-</p>		
<p>उदाहरण:-</p>		
<p>उदाहरण:-</p>		

<p>शिक्षक कृति Teacher Activity</p>	<p>शिक्षार्थी कृति Students Activity</p>	<p>सुझाव Suggestion</p>
<p>शिक्षक कार्यपत्र समय देकर अभ्यास देकर संश्लेषण करना।</p> <p>शिक्षक द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p> <p>शिक्षक द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p> <p>शिक्षक संश्लेषण करना।</p>	<p>शिक्षार्थी कार्यपत्र समय देकर संश्लेषण करना।</p> <p>शिक्षार्थी द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p> <p>शिक्षार्थी संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p> <p>शिक्षार्थी संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p>	<p>कार्यपत्र समय देकर संश्लेषण करना।</p> <p>शिक्षक द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p>
<p>शिक्षक संश्लेषण करना।</p>	<p>शिक्षार्थी संश्लेषण करना।</p>	<p>शिक्षक द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p>
<p>शिक्षक संश्लेषण करना।</p>	<p>शिक्षार्थी संश्लेषण करना।</p>	<p>शिक्षक द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p>
<p>शिक्षक संश्लेषण करना।</p>	<p>शिक्षार्थी संश्लेषण करना।</p>	<p>शिक्षक द्वारा संश्लेषण करके ही संश्लेषण आसानी से हो सकता है।</p>

कक्षा: 9-सी
 दिनांक: 1/1
 विषय: गणित
 अध्याय: त्रिकोण
 त्रिकोणों की समता

दिनांक: 1/1
 कक्षा: 9-सी
 विषय: गणित
 अध्याय: त्रिकोण
 त्रिकोणों की समता

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



क्र.सं.	कार्य	1	2	3
1.	एक लेखन - Lesson Note (Read, Correct and complete)			
2.	परिचय - Introduction			
3.	सुझाव - Statement of aim and Title writing			
4.	संक्षेपपूर्ण प्रश्न - Clarity and focus in illustrative questions			
5.	एक प्रश्न - One clear and grammatically correct			
6.	लक्ष्य व दोन प्रश्न - Logical and thought provoking questions			
7.	प्रश्न एवं उत्तर - Distribution of questions and reinforcement			
8.	एक प्रश्न - Book Board Work			
9.	प्रश्न व उत्तर - Clarity & Conciseness in Teaching			
10.	एक प्रश्न - Classroom interaction			
11.	एक प्रश्न - Student Variation			
12.	एक प्रश्न - Use of Teaching aids/Example			
13.	एक प्रश्न - Mastery over the content			
14.	एक प्रश्न - Classroom Management			
15.	एक प्रश्न - Time Management			
16.	एक प्रश्न - 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				

100
 83/100
 83/100

* प्रश्नोत्तरों को सही तरीके से लिखें।
 * प्रश्नों को सही तरीके से लिखें।
 * प्रश्नों को सही तरीके से लिखें।
 * प्रश्नों को 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
 Sh. Mahesh Ch. - B

पाठ्यपुस्तक	अभ्यास		संश्लेषण	संश्लेषण	संश्लेषण
	वैयक्तिक	सामूहिक			
1) पंचमगाथा	शिक्षक संश्लेषण व कक्षातील शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण
2) युद्ध	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण
संगणकशास्त्र	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण
सोशल	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण	शिवाजी महाराजांचा संश्लेषण

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 Prot				✓	
		Educational Implication & Overall impression				✓	
		Educational Implication				✓	
		Overall Impression				✓	
							88/100

Signature
 Examinator

23
 100

Signature
 Signature of Professor
 Dr. [Name]

प्राथमिक	उत्प्रेक्षित न समझने के कारण	विश्लेषण के प्रकार	संकेत	संकेत का अर्थ
पक्षित विमानपत्तियों परामर्श	उदा. - विमानपत्तियों परामर्श विमानपत्तियों परामर्श विमानपत्तियों परामर्श	विमानपत्तियों परामर्श विमानपत्तियों परामर्श विमानपत्तियों परामर्श	विमानपत्तियों परामर्श विमानपत्तियों परामर्श विमानपत्तियों परामर्श	विमानपत्तियों परामर्श विमानपत्तियों परामर्श विमानपत्तियों परामर्श
पक्षित परामर्श	उदा. $P+Q = 9 \times 8$ या $P/Q = 7/5$	उदा. $P+Q = 9 \times 8$ या $P/Q = 7/5$	विमानपत्तियों परामर्श विमानपत्तियों परामर्श	विमानपत्तियों परामर्श विमानपत्तियों परामर्श
पक्षित परामर्श	उदा. $P+Q = 10$ $3 \times 4 = 12$ $2 \times 5 = 10$ $\therefore 2/3 < 1/5$	उदा. $P+Q = 10$ $3 \times 4 = 12$ $2 \times 5 = 10$ $\therefore 2/3 < 1/5$	विमानपत्तियों परामर्श विमानपत्तियों परामर्श विमानपत्तियों परामर्श	विमानपत्तियों परामर्श विमानपत्तियों परामर्श विमानपत्तियों परामर्श

पाठ्यपुस्तके	अध्याय व अध्यायिका	विषय वृत्ती	अध्यायिक	विषय वृत्ती	विद्यार्थी वृत्ती	अध्यायिक वृत्ती
<ul style="list-style-type: none"> वास्तव अंक्षांशरीय असंख्येय शून्य 	<ul style="list-style-type: none"> अध्याय - वास्तव अध्याय - अंक्षांशरीय अध्याय - वास्तव अध्याय - अंक्षांशरीय अध्याय - अंक्षांशरीय 	<ul style="list-style-type: none"> विषय - वास्तव अंक्षांशरीय असंख्येय शून्य 	<ul style="list-style-type: none"> विषय - वास्तव अंक्षांशरीय असंख्येय शून्य 	<ul style="list-style-type: none"> विद्यार्थी - वास्तव अंक्षांशरीय असंख्येय शून्य 	<ul style="list-style-type: none"> विद्यार्थी - वास्तव अंक्षांशरीय असंख्येय शून्य 	<ul style="list-style-type: none"> विद्यार्थी - वास्तव अंक्षांशरीय असंख्येय शून्य
<ul style="list-style-type: none"> संख्या वर्गमूल 	<ul style="list-style-type: none"> अध्याय - संख्या अध्याय - वर्गमूल 	<ul style="list-style-type: none"> विषय - संख्या वर्गमूल 	<ul style="list-style-type: none"> विषय - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल
<ul style="list-style-type: none"> संख्या वर्गमूल 	<ul style="list-style-type: none"> अध्याय - संख्या अध्याय - वर्गमूल 	<ul style="list-style-type: none"> विषय - संख्या वर्गमूल 	<ul style="list-style-type: none"> विषय - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल
<ul style="list-style-type: none"> संख्या वर्गमूल 	<ul style="list-style-type: none"> अध्याय - संख्या अध्याय - वर्गमूल 	<ul style="list-style-type: none"> विषय - संख्या वर्गमूल 	<ul style="list-style-type: none"> विषय - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल 	<ul style="list-style-type: none"> विद्यार्थी - संख्या वर्गमूल

संख्या, वर्गमूल

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
Dr. [Name]

६. (ता. २) विद्युत्च्या जमीनी वीज मध्ये करा. (१)

१. वीजचा आर्ध्व जमिनीच्या दिशेने वाहण्याचा कारण — म्हणतात.
२. कोणत्याचून पुरवण्याच्या तंतुवाहकाच्या मुळांवर — म्हणतात.
३. पल्सच्या पसरट काळात — म्हणतात.
४. — हा पुलाचा पुनिर्वाची मध्य असतो.
५. जगाचे हा पुलाचा कोणिली मध्य असून ती — बनवता असतो.

बऱ्यातील बऱ्यापलीची २ उदाहरणे द्या

१. काटेरी अंतरावाची काटे अंतराच्या
२. रात्री लुने-मिटरच्या
३. ब्रीडवत काटे अंतराच्या

(२)

६. (ता. ३) एका बऱ्यात उभे विद्या. (१)

१. बऱ्यापलीचे विविध प्रकार कोणते?
२. मुळांचे प्रकार किती व कोणते?
३. पल्स म्हणजे काय?
४. निवतणुज म्हणजे काय?

६) दूर वी बरीच विद्या.

१. काटेरी मध्यवर्तीपासून जमिनीकडच्या लुनेवालासारख्या जमिनीकडे झुकण्याच्या अंतरात आहे. आकाराने म्हणजे निवतणुज हीच.
२. जगाचे हा पुलाचा पुनिर्वाची मध्य आहे.
३. पल्सची आपल्याकडच्या वाहून आणण्याची अंतरातील पल्सच्या मुळांवर पडतात. वाकिरीला पल्सची मध्य म्हणतात.
४. जगातील जमिनीच्या भागात जगाच्या जटिल जमीन म्हणतात. पल्सच्या वाहून आणण्याचा म्हणतात.

(१)

६. (ता. ४) बऱ्यापलीची आकृती काढून बऱ्यापलीच्या अंतराची काटे स्पष्ट करा. (१)

स्पष्ट करा.

(१)

भा. वि. विद्यालय

षट्क पाठ्यपी

इयत्ता: - ७वी

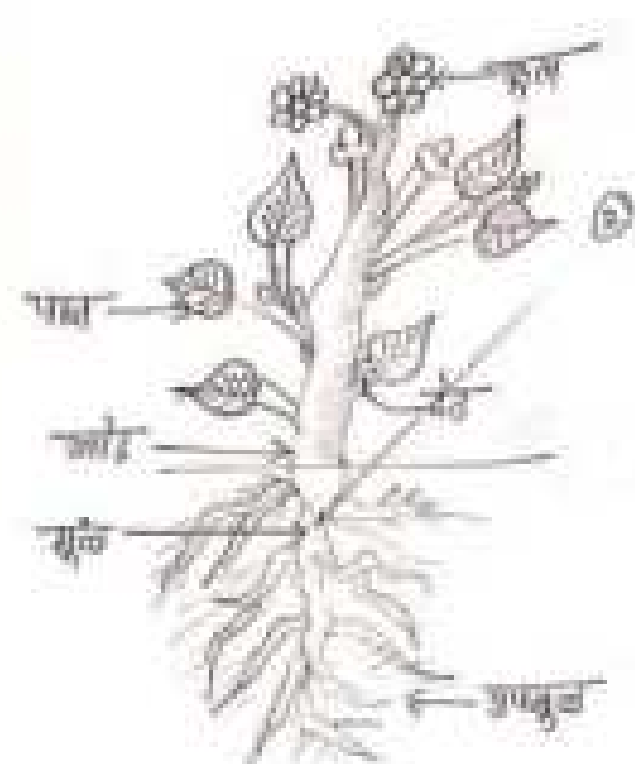
अंतराष्ट्रिका

- १) सौ विद्याया अती योग्य इति निम्न (०५)
- १) शैला भावना अधिजीला तिलोरे ताड्याया अनाया
 साविभूल मन्तान ①
- २) अजायामुल फुरवाया नेवनालना युलना मंगुला युले मन्तान ①
- ३) पाथस्या पत्तर मन्ताना पर्णपु फले मन्तान ①
- ४) पुंश ज फुमना युल्लिनी मन्त अनासे ①
- ५) नासिया रा युलुना मिमिनी मन्त अनासे ती इतीरुवाया
 इतनेना मन्ताने ①

- २) आशीष वलपनीनी २ इयत्तये दया (०५)
- १) असे भावनाती फले अनाया
 ① फलान ② शीला ③
- २) सती पने भित्ताना
 ① लणाल ② अनायाल ③
- ३) अनातर कोटे अनायाया
 ① अनाय ② पाथुल ③

- ३) शास्त्रे इका वाक्यात इतरे निम्न
- ① इतर- मन्त, असे, फले, फले अनायी ①
 वलपनीनी अनायात असेल
- ② इतर- युल्लेणे योग अनाय ③ जेयुल
 ④ लणाल युल ①
- ③ इतर- पर्णपत्तया फुलना नेवना पाथिय असे मन्तान ①
- ④ इतर- फली अनायात पाथुला शैला नेवना पाथुलाया
 मन्ताने वाक्यानेना अनाया ते अनाया मन्ताने ①
 विद्याया असे

प्र. 3 वा वनस्पतीची आकृती काढून वनस्पतीच्या कार्ये सादर करा.
 उत्तर:- वनस्पतीच्या आकृतीची आकृती:-



1) मूल:- ज्योत्सनापात्र
 मूलाची वाढ प्रसिद्धीवर्षी
 मूलाचा जमिनीलागतचा भाग
 असतो. जमिनीमधील आर्द्रता
 वाढवण्या वनस्पतीच्या
 वाढ साहाय्य ①

2) शुक्र:- ज्योत्सनाचा जीवाणू
 व ज्योत्सनाचा संकुचपात्र
 वाढ प्रसिद्धीचा वा सेते.
 ज्योत्सनाचा वाढ प्रसिद्धीचा भाग
 वाढ साहाय्य ①

- 3) पत्र:- ज्योत्सना पेश्या ज्योत्सना पात्रे असतात. सामान्यतः ती
 चानड, पसरत आधी मितळ रंगाची असतात. ज्योत्सना व
 संयुक्त पत्र असे चानडे मुख्य प्रकार असते.
- 4) पुष्प:- ज्योत्सनाचा नर किंवा माकड वेद असतो. देवाने एक रोड
 ज्योत्सना जोडलेले असते. पुष्प ज्योत्सनाची देवाला चेहे लो भाग
 पसरत व पुष्पित असतो. त्याला पुष्पभाज असे म्हणतात. ①
- 5) फल:- प्रत्येक फल ते पेशीपत्रात आहे. त्यात आकार, रंग,
 ती, रंग चानडे विविधता आढळत येते.

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

પ્રશ્ન પાઠ્ય

પાન ૧ થી

વિષય સીધા માં ૧

કુલ-૨૧

૧.૧૦. જ્યાં સુધી સુધી સ્પર્શક સરળી એક વક્રીય રેખા

- ૧. સરળી સ્પર્શક એક સરળી
- જ્યાં $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ

૧.૧૧. સરળી સ્પર્શક એક સરળી

- ૧.૧૧.૧ જ્યાં $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ
- ૧.૧૧.૨ જ્યાં સરળી સ્પર્શક એક સરળી
- જ્યાં $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ

૧.૧૨. સરળી સ્પર્શક એક સરળી સરળી

- ૧.૧૨.૧ જ્યાં $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ
- ૧.૧૨.૨ જ્યાં સરળી સ્પર્શક એક સરળી

૧.૧૩. જ્યાં સરળી સ્પર્શક એક સરળી

- ૧.૧૩.૧ જ્યાં સરળી સ્પર્શક એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ
- ૧.૧૩.૨ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ

૧.૧૪. જ્યાં સરળી સ્પર્શક એક સરળી

- ૧.૧૪.૧ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ
- ૧.૧૪.૨ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ

૧.૧૫. જ્યાં સરળી સ્પર્શક એક સરળી

- ૧.૧૫.૧ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ
- ૧.૧૫.૨ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ

૧.૧૬. જ્યાં સરળી સ્પર્શક એક સરળી

- ૧.૧૬.૧ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ
- ૧.૧૬.૨ જ્યાં સરળી સ્પર્શક એક સરળી એક સરળી $\frac{d^2y}{dx^2} = 0$ ત્યારે $\frac{dy}{dx}$ અચળ

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

पृष्ठ संख्या

पृष्ठ संख्या

1.1 प्रश्न प्रकाशानुसार मुपविभागकी तालिका

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

1.2 प्रश्न प्रकाशानुसार मुपविभागकी तालिका

क्र.सं.	प्रश्न	कुल	शेकड कुल
1	ज्ञान	5	20%
2	अनुभव	1	4%
3	उपवीक्षण	6	24%
4	हीसली	6	24%
एकूण		18	72%

1.1. प्रकाश का अपवर्तन एवं प्रकीर्णन का तालिका

क्र.सं.	वस्तु	प्रकाश	विकिरण का प्रकार
1	पानी	लाल	अपवर्तन
2	कांच	लाल	अपवर्तन
3	पानी	लाल	अपवर्तन
4	कांच	लाल	अपवर्तन
5	पानी	लाल	अपवर्तन
6	कांच	लाल	अपवर्तन
7	पानी	लाल	अपवर्तन
8	कांच	लाल	अपवर्तन

No	Uraian	Waktu																		
		15	30	45	1	2	3	4	5	6	7									
1	1. Identifikasi																			
2	2. Analisis																			
3	3. Desain																			
4	4. Implementasi																			
5	5. Evaluasi																			
6	6. Dokumentasi																			
	Jumlah																			

ditu : 1) identifikasi dan analisis sistem
 2) dokumentasi dan uji sistem

Activity 20 : Developing a Blue Print with model answer and marking Scheme.
 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 : 24/02/2022
 Place : Eklahare

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

विषय

गणित

अठारव्या वर्ष

वास्तव संख्या

पेजी: _____

पाना: दुधी

१.१ प्रश्न क्रमांकानुसार गुणवितरणची तक्त

क्र.सं.	प्रश्नसंख्या	अंकांची संख्या	गुण	शेकड्या गुण
१	उच्चमिष्ठ प्रश्न	०५	०५	१००%
२	मधुमेठी प्रश्न	०४	०४	१००%
३	निचोळणी प्रश्न	०५	०५	१००%
एकूण		१४	१४	१००%

१.२ प्रश्न क्रमांकानुसार गुणवितरणची तक्त

क्र.सं.	प्रश्न	गुण	शेकड्या गुण
१	प्रश्न	०४	०४%
२	अवधान	०४	०४%
३	उच्चमिष्ठ	०५	०५%
४	निचोळणी	०५	०५%
एकूण		१४	१००%

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 फार्मिवर डेड स्टॉकचे शक्तिघट

प्रत्येक शाखेत शाखेच्या आलगायत वेळापत्रात
जैविक वित्त विभागाच्या आधी विलंबित होते. यातील
व तत्पश्चात शाखेची अर्थी वेळीचे शाखेत याची नोंद घेणे
आली जातील. फार्मिवर डेड स्टॉकचे शक्तिघट याची नोंद घेणे
होणे गरजेचे आहे. व फार्मिवर डेड स्टॉकचे शक्तिघट
विनांक मित्या तशीच याची नोंद घेणे गरजेचे आहे.

- 1) ज्युवनांक
- 2) अर्थीची मालिका
- 3) याचे पत्र नंबर
- 4) फर्दची नोंद
- 5) मालक पत्त्याच्या कंपनीचे नाव
- 6) शीट नंबर
- 7) दिनांक
- 8) त्याच्या वरून कोणते कोणते दिवा किंवा किंवात्याचे नंबर
- 9) किंवात्या शक्तिघट मधील नंबर
- 10) शक्तिघटमधील कोणते कोणते मालक नंबर व किंवांक
- 11) इतर

शक्तिघटमधील शक्तिघटमधील मालकी घेतली जाते. व त्यावेळी
बर्फा दुष्काळाच्या मालकी घेतली जाते.
शाखेच्या तथ्य अर्थी केव्हांतर ज्या वेळीची नोंद
होते अशाप्रमाणे घेतली जाते. शाखेच्या ही तथ्य अर्थी घेतली जाते. यातून
तर शाखेच्या त्या फर्दची नोंद घेतली जाते. शाखेच्या शक्तिघटमधील अर्थी
होते तेच महत्त्व असते.

(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 pen or marker. The line starts at approximately the 10th row and 5th column, curves upwards to a peak at the 20th row and 40th column, and then curves downwards to end at the 30th row and 80th column.

उपक्रम क्र. ४

अभ्यासपूर्वक

उपक्रम





४) अस्थायी उपक्रम :-

- १) सांस्कृतिक कार्यक्रम
- २) विविध सेवा योजनाएँ
- ३) जल संकट निवारण
- ४) शौचालय
- ५) स्वास्थ्य
- ६) वृद्ध व कुल परिवार सहायता
- ७) शैक्षणिक

५) अस्थायी उपक्रम :-

- १) विविध सेवाएँ
- २) शैक्षणिक
- ३) स्वास्थ्य
- ४) प्रशिक्षण
- ५) शैक्षणिक
- ६) शैक्षणिक
- ७) शैक्षणिक

शैक्षणिक विविध सेवाएँ अज्ञानरूप, अस्थायी
 लक्ष्य अस्थायी उपक्रम प्रत्येक साक्षर वर्ष भर शैक्षणिक
 ज्ञान.

जीवन उपक्रम अज्ञानरूपले शिक्षाकारिता
 अज्ञान को दूर करने के लिए। न्यायवादी शैक्षणिक
 शिक्षा, विविध रूपों में जीवन को बढ़ावा देने
 प्रदान करने के लिए। शैक्षणिक विकास को बढ़ावा
 देने।

आयुष्कारणक / राष्ट्रशासन / उद्योगशास्त्र

कार्यक्रमों की उपस्थितियाँ

1) विविध उपक्रम व कार्यक्रमों की विद्यार्थीयों को शैक्षणिक, सांस्कृतिक, सामाजिक व विविध शिक्षा की आवश्यकता को बताना

2) या उपक्रमों की विद्यार्थीयों को स्वीकार करने की प्रेरणा देना

3) विद्यार्थीयों को शैक्षणिक विकास प्रदान करना

4) या उपक्रमों की विद्यार्थीयों को प्रेरणा देना

5) या उपक्रमों की विद्यार्थीयों को विविध रूपों में जीवन को बताना

6) या उपक्रमों की विद्यार्थीयों को शैक्षणिक विकास व आवश्यकता को बताना

85 शंगोळी स्पर्धा:-

प्रत्येक ज्ञानार्थी काळाने शास्त्रेण विविधा उपस्थानाना
 मध्ये ज्ञानार्थी कलात्मक याने स्वातीन एक स्पर्धी
 ज्ञाने शंगोळी स्पर्धा विद्यार्थ्यांचे ज्ञानाभ्यासानुसार यावेत
 ज्ञाने तयार करायला याने यावेत ज्ञाने ज्ञानाने
 शंगोळी स्पर्धा व शंगोळी स्पर्धा ज्ञानाने ज्ञानाने
 प्रत्येक ज्ञानार्थी यावेत ज्ञानाने ज्ञानाने ज्ञानाने
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3) विज्ञान रसार्थः-

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 मन्त्रार्थे वाच्ये वाच्ये विज्ञानं वाच्यं वाच्ये वाच्ये
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सहाय्य उपक्रम

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

३ परिपाठ :-

आजारा काळातही शिक्षकांना काही पूर्विल्ल
कालात घाली व साधना करित घ्यावेना नोंदविले समितीक
मेरे काळात काही अर्ज विद्यापीठ शिक्षक परिपाठ्यावरून
काही घ्यावेना घ्यावेना.

परिपाठ्याचे सर्वस्व प्रथेक विद्यापीठ शिक्षा
उपक्रम घाली जव मेरे नात उपक्रमाचे सादरित, प्रारंभित,
अर्जा, संविधान, विनविधेय काळ्या, बांधकाम व विद्या
उपक्रम मंडळी जव मेरे परिपाठ्या या उपक्रमाचे प्राधान्य
कोण घ्यावेना विद्यापीठ शिक्षकांचे सहाय्य करून घेतला
सात वेळ.

विद्यापीठ शिक्षकांनी साहाय्य विद्यापीठ शिक्षा
सादरित उपक्रमाचे असाही नदरकार घेणे. त्यांच्याकडून
सर्वोप माते ताल्ल्यात काढून घेवात असाही.

अभ्यासेत्तर
उपक्रम

उत्तराखण्ड राज्य का नामांकित राजधानी नगरपालिका
 विधान सभा (उत्तराखण्ड) विधान सभा (उत्तराखण्ड)
 विधान सभा (उत्तराखण्ड) विधान सभा (उत्तराखण्ड)

या पत्रकारिता विधि अन्तर्गत पत्रकारिता
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3) विविध मैदानी क्षेत्र :-

उत्तराखण्ड राज्य का नामांकित राजधानी नगरपालिका
 विधान सभा (उत्तराखण्ड) विधान सभा (उत्तराखण्ड)
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प्राचीन भारतीय शिक्षण प्रणाली
१. वेद शिक्षण
अधुने शैक्षणिक

पाठ्य विद्यालय
अज्ञान अज्ञान

वेदशास्त्रज्ञान वेद शिक्षण
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80/100

[Signature]

निदेशक प्राचार्यजी मंडळ व
२१-११-२५
०२/०३/२०२२

पठनो अधीयमानो अथवा पाठो अधीयमानो
पाठो नियोजन सामग्री हो।

प्रश्नोत्तर प्रक्रिया की अवधि पर्याप्त होनी चाहिए।

वेदकाल गौतम का मत है कि वेदों की विधि ही है।

विद्यया विमुक्तये अथवा विद्यया विमुक्तये
पाठो अधीयमानो अथवा पाठो अधीयमानो

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पाठो अधीयमानो अथवा पाठो अधीयमानो

नृत्पाठ विद्यया अनुकूल होता है।

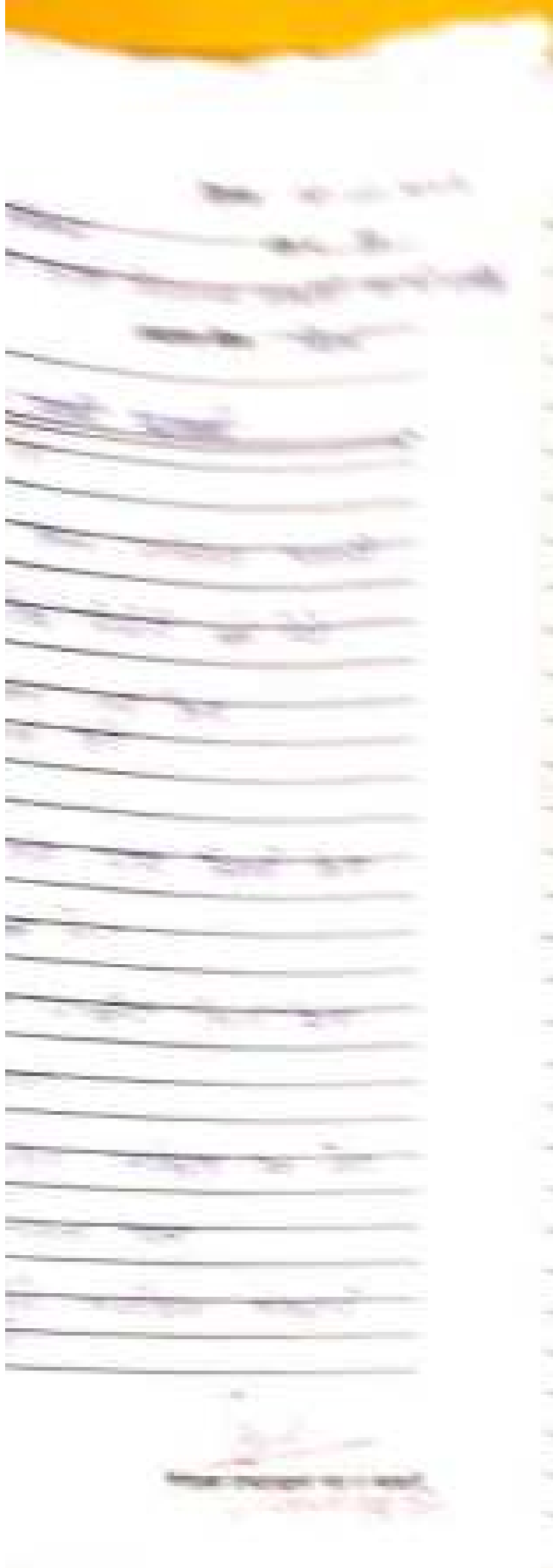
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निरीक्षक प्राध्यापक
Yash



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

पुस्तक संख्या : 100 विद्यालय : राधा कृष्ण

स्थापना

प्राथमिक शिक्षण की शुरुआत 1950 में

प्रशासनिक व्यवस्था की शुरुआत 1950 में

हेतुबोधन 1950 में, प्राथमिक शिक्षण 1950 में

विद्यार्थी विवेकमान 1950 में, प्राथमिक शिक्षण 1950 में

योग्यतापूर्वक 1950 में

विद्यार्थी नाम : राधा कृष्ण नाम

प्राथमिक शिक्षण 1950 में

प्राथमिक शिक्षण 1950 में

विद्यार्थी नाम : राधा कृष्ण नाम

प्राथमिक शिक्षण 1950 में

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उपक्रम क्र. ६

इतर शालेय

कार्यक्रम

पालक शिक्षक संघ

Student: Joshi Apurva Sapru 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



पालक शिक्षक संघ मरण

बालों को मानवीय विद्याओं से बालवर्षावन रूपसे
 कुलवर्षावन से प्रभुत्व या कार्यकारी विधि बदलने नवी
 बालवर्षावन को प्रभुत्व या विधिनीति मरण या विद्यावर्षावन
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 संघावन को है

पालक शिक्षक संघावन, बालवर्षावन, बालवर्षावन परिष्करी
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पालक शिक्षक संघ महत्व

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पाठक शिक्षक संघ अखिले

Page No.

Date

- 1) बालिका बालिकाओं को प्राथमिक, उच्च, उच्च माध्यमिक स्तरों पर शिक्षण प्रदान करने के लिए प्रयत्न करेंगे।
- 2) कक्षाओं में बालिकाओं को विद्यार्थीवृत्तों में शामिल करने के लिए प्रयत्न करेंगे।
- 3) उच्च माध्यमिक स्तर पर बालिकाओं को प्रवेश देने के लिए प्रयत्न करेंगे।
- 4) बालिकाओं को प्रयत्न से शिक्षण देंगे।
- 5) बालिकाओं को शिक्षण देने के लिए प्रयत्न करेंगे।
- 6) शिक्षक व पाठक को प्रयत्न से शिक्षण देंगे।
- 7) शिक्षण देने के लिए प्रयत्न करेंगे।
- 8) शिक्षण देने के लिए प्रयत्न करेंगे।



दिनांक : 25 / 12 / 2019

प्रमाणपत्र

प्रमाणित करण्यात येते की माझे विद्यार्थी/विद्यार्थीनाम
संस्थान, मा. वि. भागिरथीबाई निवृत्तीराव पवार आदर्श विद्यालय
ज्योती भागिरथीबाई निवृत्तीराव पवार येथे 10 वेळी
पुस्तक 8 घेऊन येऊन/घेऊन येऊन/घेऊन येऊन
मुलाखती/मुलाखती घेऊन/घेऊन येऊन/घेऊन येऊन
विद्यालयात मा. वि. भागिरथीबाई निवृत्तीराव पवार येथे
घात/घात/घात घेऊन/घेऊन येऊन/घेऊन येऊन

त्यांना भावी शैक्षणिक वाट्यातील घात/घात घेऊन/घेऊन येऊन/घेऊन येऊन


ज्योती भा. वि. पवार
आदर्श विद्यालय जाखोरी
प. व. जाखोरी, मा. वि. भागिरथी



मातोश्री हनुमन्तन मीमाळीचे

मातोश्री शिक्षणशास्त्र महाविद्यालय

एकमूढी, ता. जि. नाशिक

शैक्षणिक वर्ष

२०२१ - २०२२



प्रथम वर्ष

कोर्स क्र. ११० ब

छात्रसेवाकाल

वितरणी विद्यार्थीचे नाव :	Trija Ramesh Yadav	
रोल नंबर	43	पुढी : अ
अध्ययन पाठ्यपुस्तक	1) Science	
	2) Math	
सल्लागारिका प्राध्यापिका	Ms. Suryawanshi Sir	

राजीव गान्धी राष्ट्रीय सेवा योजना
मोतीलाली शिक्षणशास्त्र महाविद्यालय, रावळपट्टी, ता. दि. जयपूर

विद्यार्थी नाव: Trijya Ramesh Yadav रोल नं. 43 कुर्ची: A

बोर्ड नं. 110 राज्यीयस्तरीय सुनयन रजत

संस्थेचे नाव: Angel English medium School

संस्थांचे अध्यापक नाव: Mr. Suryawanshi Sir

क्र.सं.	उपक्रम	विषय	दस्तावेज	विद्यार्थी नाव	पत्रिका/उपक्रम	एकूण गुण	अंकावली	
1	अनुभवी विद्यार्थी या विषय	1 Science	6 th	Anhita Shinde	Diversity in Living things	40	Pass	
		2 Math	6 th	Vishal Joshi	Angels	41	Pass	
		3 Science	6 th	Anhita Shinde	The living world	42	Pass	
		4 Math	6 th	Vishal Joshi	The Integers	43	Pass	
2	विशेष यत्न असलेल्या विद्यार्थ्यांनी या उपक्रम यात अर्ज	1 Science	VII		Health disease & type of disease	40	Pass	
		2 Math	IX		Surface area and Volume	41	Pass	
		3 Science	VII		Mineral and Bio-resource from Ocean	42	Pass	
		4 Math	VII		Indices	42	Pass	
3	अपेक्षित लेख (सहस्यीय, अन्वयपूर्ण, अर्थपूर्ण)					43	Pass	
4	विविध उपक्रमातील यत्नांचा संग्रह					43	Pass	
5	अभ्यास	नाम नं.	विषय	दस्तावेज नं. कुर्ची	पत्रिका/उपक्रम	एकूण गुण	अंकावली	
		1	Science	6 th		Force & type of Force	87	Pass
		2	Math	6 th		Quadrilaterals	83	Pass
एकूण गुण						582	Pass	
आवृत्ती गुण						42	Pass	


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 नाव
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. Pagot
12	Mr. Sonawane Ganesh Madhu
13	Mrs. Manisha Nimbu Vispute
14	Mrs. Gadke Suvarna Prakash
15	Mr. Rajendra Shivan 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.	વર્ષીક				
૧.	પ્રસ્તાવના				
૨.	અભિનિર્દેશ				
૩.	છાત્રસેવાકાલ નગજ થ મહુલ્ય				
૪.	છાત્રસેવાકાલથી ચર્ચાઈ				
૫.	વપક્રમ ક્ર. ૧ અનુભવી વિશ્લક્ષણે વાકનિરીક્ષણ				
૬.	વપક્રમ ક્ર. ૨ વિશેષ નરજા અરજના-વા વિશ્લક્ષણીતાથી ટાપકા તપાસ કરતી				
૭.	વપક્રમ ક્ર. ૩ અદવાલ લેકન (સાદાસાલેવ, અખ્યાતપુલક, અખ્યાસીકાલ)				
૮.	વપક્રમ ક્ર. ૪ વિવિધ વપક્રમ્માંતીલ ન્યાત-વા સાદાકાલ				
૯.	વપક્રમ ક્ર. ૫ છાત્રસેવાકાલ				
	પાઠ ક્ર.	દિનાંક	વિષય	ક્રમ થ સુક્રમી	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 અમાલકાલ				

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 Vidyalay 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

गुण : A

अध्ययन विषय :

Mathematics

कक्षा/ संकाय : Angels

कागज का विवरण :

Lesson Plan is good

प्रस्तावना :

Introduction based on Previous knowledge

व्युत्पत्ति :

statement of air is good

व्याख्या :

Explanation is good unit explain Properly

व्यक्तिगत भागीदारी का नाम :

she was teaching and work verbal participation

प्रश्न :

And ask logical and thought Provoking Question

उपरोक्त :

Evaluate the lesson by asking Question

सुझाव :

Give home work

कक्षा के विवरण :

Black-board writing is clearly

समूह का नाम :

Lesson it was good

व्यक्तिगत :

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.) एक्लहरे

पाठ लिखत

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

विषय/सामग्री : health disease & types of disease

अवधान पध्दती/प्रकार : Inductive method

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

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

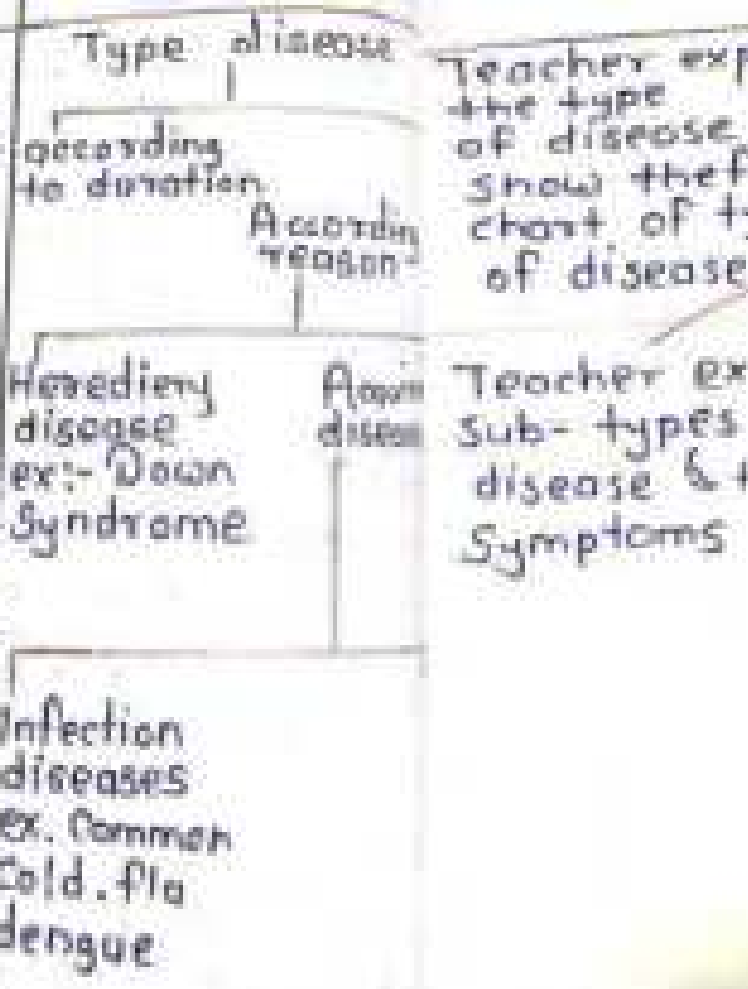
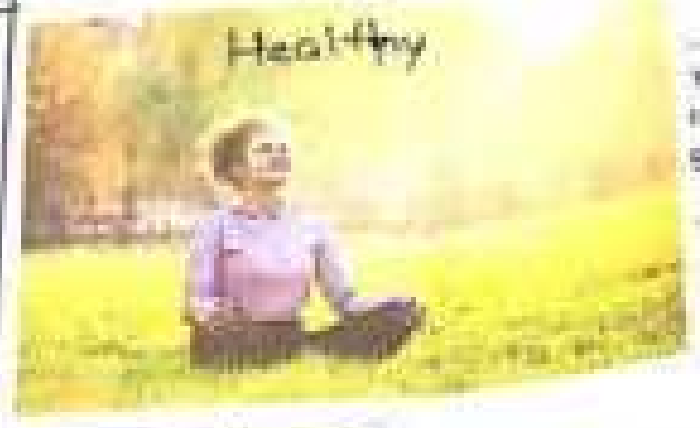
एकूण वेळ/समय : health diseases and types of diseases

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

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

Aspect & outcome Observation and Expectation	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?

Topic & content <i>Definition and Explanation</i>	Key words <i>Important keywords</i>	Date used, date <i>Learning date</i>
<p>Students show curiosity 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>

Phase Teacher Activity	Student Activity	Assessment 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
 Health is state of physical, mental & social well-being, not merely absence of disease.
 Types of disease according to duration: Acute disease, Chronic disease.
 According to origin: Infectious diseases, Non-infectious diseases.
 According to mode of transmission: Hereditary diseases, Acquired diseases.
 Infectious diseases: Flu, Dengue, AIDS: Acquired immunodeficiency syndrome.

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 विवरण नाव : Triya Jomesh Yadav वे. नं.

43

 शाळेचे नाव : Angel English medium School शिक्षण शाळा

math

 वर्ग : IX पेज नं. 3 वे. नं. 30 min वर्ग सत्र

Inductive

 अध्याय विषय : mathematics एकूण वेळ

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

सामग्री : 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
1Q 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 प्रतीक्षण
Objectives and Expectation

अवधारणा/संगति
Concept/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

Ex- 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: 18/7/20

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

विद्यार्थी विवरण नाम : Tiljya Ramesh Yadav
 स्कूल नाम : Angel English medium School
 कक्षा : VII कक्षा - A 30 min
 अध्यापक विषय : Science
 विषय/ पाठ्यक्रम : mineral and Bio-resource from Ocean

43
Science
Inductive
3

अध्यापक विधि/ विधि : Inductive

पूर्वज्ञान : Student has basic knowledge of natural resources

पाठ्यक्रम : natural resources
 1) Air
 2) water
 3) land

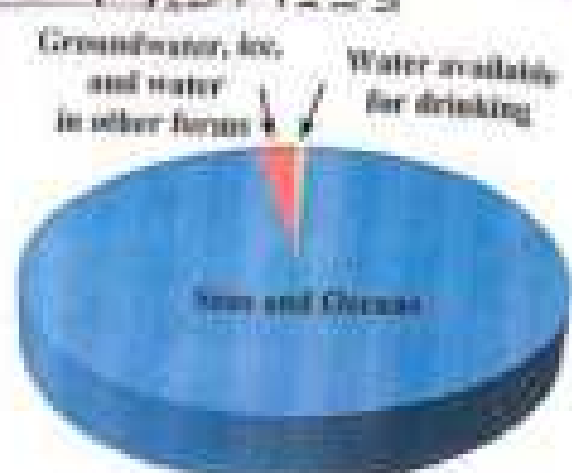
विषय/ विषय/ विषय : natural resources
 1) water 3) land /
 2) Air


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

संक्षेप : 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 for living on the earth and for filling basic needs. They are natural resources.</p>	<p>The chart of proportion of water 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> 
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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/ संकल्पना Concept/ Teaching Point	अवधारणा स्पष्टीकरण/ शिक्षण साधन 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
Teacher explain the concept of water, water states with the help of chart	Student listen care fully	In how much states the water exist in water?
Teacher explain the concept about land layers of land. <u>Showing the diagram</u>	Student listen carefully Student observe carefully	how much layers are in the land? what is natural resource in brief ex.
Teacher ask question	Student give answer	how is distri- bution of water on earth
Teacher ask example of natural resource Teacher gives homework.	Student give answer Student take home work	explain 3 natural resource in det

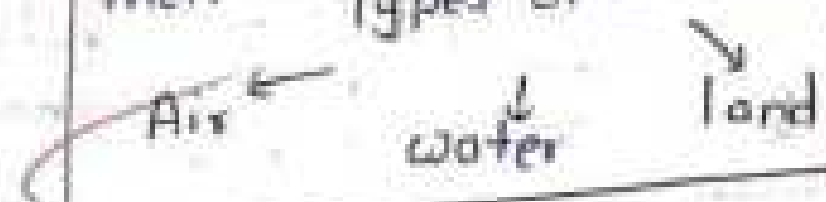
Class: 6th

Topic: Science

Chapter: Air, Water and Land

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

Page No. 37-38

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 on 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 a function was 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 important of Gurus Our life this 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 Nowadays 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 intension 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 (Annabhu Sathe Death)

Today On 18 July 2022 School celebrate death anniversary of Annabhu 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 Comptition 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...

July 2022

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

July 2022

Wednesday July 2022 - In the...
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...

2 Aug 2022

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

Date: 3 Aug 2022

Today is our last Day at school
Everyone spent it well 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 doly 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
of climate reflect the more
underlying set of value

reflect the often unspoken
write notes about a School

and ceremonies

and tasks

and reinforcement

are also 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

एड. विद्या

Triya Ramesh Yadav
 Angel English medium School
 6th A Jamia
 Science

43
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 eulation 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>Handwritten notes in the first row of the table.</p>	<p>Blank space in the first row of the table.</p>
<p>Handwritten notes in the second row of the table.</p>	<p>Blank space in the second row of the table.</p>
<p>Handwritten notes in the third row of the table.</p>	<p>Blank space in the third row of the table.</p>
<p>Handwritten notes in the fourth row of the table.</p>	<p>Blank space in the fourth row of the table.</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 is 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 is 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	Assessment/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 the term with the help of example	what is mean by electrostatic force Give the example of electrostatic force
	Student listen with attention	
Teacher ask the Question	student try to give answer of the Question	different bet muscular force
Teacher ask Question	student tell the Answer of the Question	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 Simultaneous?

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 and Type of force
 Type: 1) muscular force - applied with muscles
 Type: 2) mechanical force - ex - hammer
 3) gravitational force



प्रश्नोत्तर शीट

क्र.सं.	प्रश्न	1	2	3	4	5
1.	उपरोक्त प्रश्न - उत्तर लिखें (सही, सही और सही)					
2.	उत्तर - Introduction					
3.	उत्तर - Statement of aim and Title writing					
4.	उत्तर - Introduction - Clarity and fancy in illustrative material					
5.	उत्तर - Aim - Clear, concise and grammatically correct					
6.	उत्तर - Main body - Logical and thought provoking questions					
7.	उत्तर - Conclusion - Distribution of questions and reinforcement					
8.	उत्तर - Back Board Work					
9.	उत्तर - Conclusion - Clarity & Confidence in Teaching					
10.	उत्तर - Conclusion - Classroom interaction					
11.	उत्तर - Conclusion - Stimulus Variation					
12.	उत्तर - Conclusion - Use of Teaching aids/ Example					
13.	उत्तर - Conclusion - Mastery over the content					
14.	उत्तर - Conclusion - Classroom Management					
15.	उत्तर - Conclusion - Time Management					
16.	उत्तर - Conclusion - Recapitulation					
17.	उत्तर - Conclusion - Students response					
18.	उत्तर - Application (Appropriate/ Creative based application)					
19.	उत्तर - Home Work (Appropriate/ Activity based home work)					
20.	उत्तर - Conclusion - Overall Impression					
कुल - 82/100						72/10

उत्तर लिखें
 उत्तर लिखें

उत्तर लिखें/उत्तर लिखें/उत्तर लिखें
 उत्तर लिखें/उत्तर लिखें/उत्तर लिखें
 उत्तर लिखें/उत्तर लिखें/उत्तर लिखें

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

Area of Square	Area	Area
Area of Rectangle	Area	Area
Area of Triangle	Area	Area
Area of Circle	Area	Area

Quadrilateral


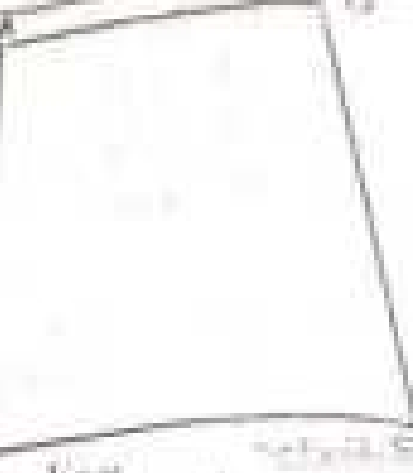

Inductive - Deductive method
 Student can familiar with the shape
 of square, rectangle and its important part
 finding and writing of quadrilateral
 important side of quadrilateral diagonal
 of quadrilateral polygon

Introduction of Quadratic Equations
 and Quadratic Equations

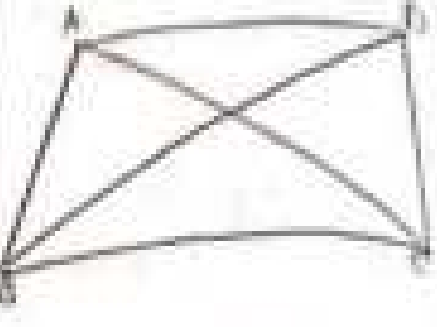

Reading and writing Quadratic Equations
 finding the roots of Quadratic Equations
 important of Quadratic Equations

I think you know what is a square it
 is a kind of rectangle or square like that
 you are now about about quadrilateral also
 are a part of it. It is a shape like that
 the 4 sides will be parallel. These points are
 used to make a closed fig but like that
 they are not joined other
 is that with 4 or more sides like called quadrilateral
 Today we are going to study
 about a quadrilateral

(Write the title on Black Board)

<p>विषय व सूचना Objectives and Expectations</p>	<p>उद्देश्य/ उद्देश्य Learning Objectives</p>	<p>अवधि/ अवधि/ शिक्षण साधन Teaching Aids</p>
<p>Knowledge & Under-stand & student tell about the Quadrilaterals. Student tells the Segment of an Quadrilateral</p>	<p>Quadrilaterals are having four straight side having sum of the measure of the four angle of Quadrilateral is 360°. The 4 line segments 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. Quadrilaterals can be named by starting any vertex and going serially either clockwise or anticlockwise around fig seg is (ABCD)</p>	 <p>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 while 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/Check/ Student work <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 $\square ABCD$ 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?

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 awareness and student learn to common unicate addition to enrich their life experienced.