



Oriental Education Society's

ORIENTAL COLLEGE OF EDUCATION

(Affiliated to University of Mumbai and NCTEcode no. 123024)

Sector No.2, Plot No.3,4,5, Near Sanpada Railway Station , Sanpada (W),

Navi Mumbai - 400705. E-mail: clerk@oce.edu.in , Website www.oce.edu.in Tel.No. 27752213.

2.4.13

Five Filled In Formats For Each Of The Aspects Claimed

2.4.13



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Sector 2, Plot No.3,4,5, Near Sanpada Railway Station, Sanpada (W), Navi Mumbai - 400 705.

INTERNSHIP INDEX

2019 to 2020

Name of the Student Mayuri Amit Jagdale. Roll No. 12

I] Lessons :-

Name of the School	Duration	Subject	Std.	Total Lesson
Ryan International School Guru Gobind Singh School	11 Week	Mathematics	6 to 9	10

II] Theme based Teaching

Name of the School	Date	Theme	Std.	Supervisor's Sign
Guru Gobind School	23-9-19	Air Pollution	8th	<i>[Signature]</i>
Guru Gobind School	26-9-19	Seasons	9th	<i>[Signature]</i>

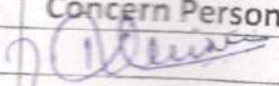
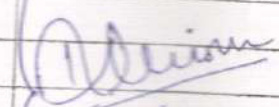
III] Co-Teaching Lessons with School Teachers

Name of the School	Date	Sub.	Topic	Std.	Supervisor's Sign
Guru Gobind School	16-9-19	Maths	Factorisation of algebraic expression	8th	<i>[Signature]</i>
Guru Gobind School	20-9-19	Maths	— 11 —	8th	<i>[Signature]</i>
Guru Gobind School	23-9-19	Maths	Variation	8th	<i>[Signature]</i>

IV] Blue Print and administrations and of Test (Unit Test)

Name of the School	Date	Sub.	Topic	Std.	Supervisor's Sign
Ryan International School	9-9-19	Maths	Integers Data handling Fractions	7th	<i>[Signature]</i> Dr. Sangeeta Nath Principal

V] Report on Records maintained in the school.

Name of the School	Records	Concern Person Sign
Ryan International School	DAILY ATTENDANCE	 
	GENERAL REGISTER	
	LEAVING CERTIFICATE	
	TRANSFER CERTIFICATE	
	ADMISSION FORM	
	FEE STRUCTURE	
	RECORD OF HEIGHT & WEIGHT	

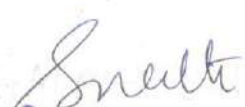
VI] Reflective Journal on Internship activities.

Name of the School	Schedule
Ryan International School	• Daily
Guru Gobind Singh School	

Prof. Incharge :-  Prof. Swarnalata Soni

Group Incharge :-  Prof. Swarnalata Soni

Principal


Dr. Sangeeta Nath

Principal

Oriental College of Education

Sanpada, Navi Mumbai.

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 Sector 2, Plot No 3, 4, 5, Near Sanpada Railway Station, Navi Mumbai 400705

B. Ed Internship Sem III 2018

Name of the Student: Mayuri Jagdale Roll No: 12 Method: Mathematics

Sr. No	Date	SCHOOL NAME (PRACTICE LESSON)	Std & Div	Lesson No.	Period	Timing	Supervisor's Sign
1.	15/7/19	Ryan International School	9 th /C	1	5	11:50 to 12:25	Gp
2.	22/7/19	————— —————	9 th /C	2	5	11:50 to 12:25	Tamir
3.	29/7/19	————— —————	8 th /D	3	3	10:40 to 11:15	A
4.	30/7/19	————— —————	8 th /D	4	2	10:05 to 10:40	Tamir
5.	2/8/19	————— —————	8 th /B	5	4	11:15 to 11:50	Salt
6.	29/8/19	————— —————	6 th /E	6	4	10:50 to 11:35	Sneha
7.	30/8/19	————— —————	7 th /E	7	4	10:50 to 11:35	HK
8.	13/9/19	Guru Gobind Singh Education Society	7 th	8	6	11:30 to 12:00	Tamir 13/9/19
9.	13/9/19	————— —————	8 th	9	7	12:00 to 12:30	Tamir 13/9/19
10.	20/9/19	————— —————	7 th	10	7	12:00 to 12:30	A

CO-TEACHING WITH METHOD MASTER

Sr. No	Date	SCHOOL NAME	Std & Div	Lesson No.	Period	Timing	Supervisor's Sign
1.	16/9/19	Guru Gobind Singh Education Society	8 th	1	4	10:00-10:30	Sonu
2.	20/9/19	————— —————	8 th	2	4	10:00-10:30	A
3.	23/9/19	————— —————	8 th	3	4	10:00-10:30	Tamir

THEME TEACHING

Sr. No	Date	SCHOOL NAME	Std & Div	Lesson No.	Period	Timing	Supervisor's Sign
1.	23/9/19	Guru Gobind Singh Education Society	8 th	1	6	11:30-12:00	Tamir
2.	26/9/19	————— —————	9 th	2	5	11:00-11:30	Sneha

EXPERIENTIAL LEARNING

Sr. No.	Date	School Name	Std & Div	Lesson No.	Period	Timing	Supervisor's Sign
1.	30/9/19	Guru Gobind Singh Education Society	9 th	1	5	11-11:30	Gp
2.	4/10/19	————— —————	8 th	2	6	11:30-12:00	Sneha

Micro- Teaching Plan

Snalti
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Sanpada, Navi Mumbai.



B. Ed.

MICROTEACHING PLAN

Name of the Student Teacher : Mayuri Jagdale Roll No.: 12

Method Lesson No.: 1 Total Lesson No.: _____ Date: 11/07/19

Std. & Div.: VIII Time: _____

Subject: Mathematics Unit: Mensuration Sub-Unit: Area of trapezium

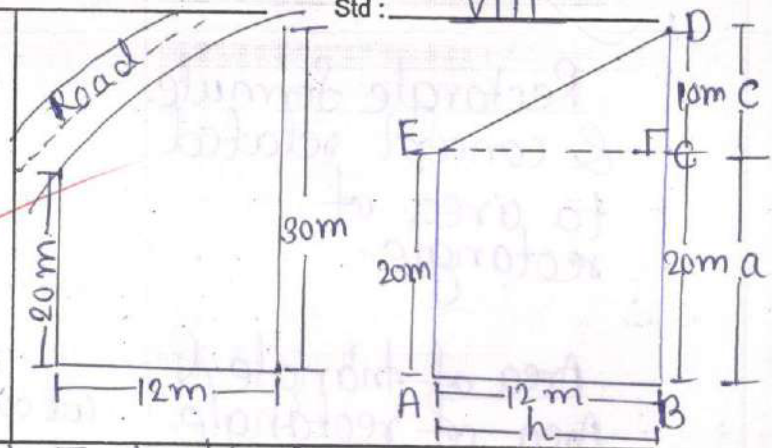
Previous Knowledge of the Pupils: Students are familiar with application of area of triangle, square, rectangle & parallelogram.

Black Board Work :

Date: 10/09/19

Std.: VIII

Area of triangle $\triangle ECD =$
 $= \frac{1}{2} \times h \times C$
 Area of rectangle $ABCE =$
 $= h \times a$
 Area of trapezium = Area
 of $\triangle ECD +$ Area of rectangle
 $ABCE$



Teaching Skill... Induction (Set Induction)

Component Skills	Teach	Re-Teach	Remarks
1. Related to Previous knowledge 2. Related to basic content 3. Co-related questions 4. Easy questions 5. Student's mental level 7. 5 to 7 min question			

Feedback by the Supervisor :

Sangeeta
Dr. Sangeeta Nath
 Principal

Supervisor's Signature
 Date :

Content Analysis	Objectives & Specification	Learning experiences Teacher Behaviours
<p>Topic: <u>Area of trapezium</u></p> <p>Concepts / terms Vocabulary</p> <ul style="list-style-type: none"> - Triangle - Rectangle - Square <p>Teaching Points</p> <ol style="list-style-type: none"> 1. Triangle formula & concept related to triangle & its area. 2. Rectangle formula & concept related to area of rectangle. 3. Area of triangle & Area of rectangle formula were used for finding area. 4. _____ 5. _____ 	<p>Skill - <u>Set Induction</u></p> <p>Component Skills</p> <ol style="list-style-type: none"> 1. Related to previous knowledge. 2. Related to basic content. 3. Correlated question. 4. Easy questions. 5. According to students mental level. 6. 5-7 min question. 7. 8. 9. 10. <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. cut out of triangle 2. cut out of rectangle 3. Black Board 4. <p>Reference</p> <ol style="list-style-type: none"> 1. NCERT textbook STD - VIII 2. 	<p>Sequential Activities</p> <p>Teacher will show a model of triangle & rectangle & ask what is the shape of this objects?</p> <p>If we will join this two figures, what will be the new figure we will call?</p> <p>(Teacher will show how new shape will form by joining those figure)</p> <p>What is the area of triangle?</p> <p>Can you tell me formula to find out area of rectangle?</p> <p>Can we use these formulas to find area of trapezium.</p> <p>So, today we will learn how to find area of trapezium.</p>

Dr. Sangeeta Nath
Principal

XIV



B. Ed.

MICROTEACHING PLAN

Name of the Student Teacher: Mayuri Jagdale Roll No.: 12

Method Lesson No.: 2 Total Lesson No.: _____ Date: 10/07/19

Std. & Div.: VIII Time: _____

Subject: Mathematics Unit: Mensuration Sub-Unit: Area of trapezium

Previous Knowledge of the Pupils: Students are familiar with Area & perimeter of triangle & rectangle

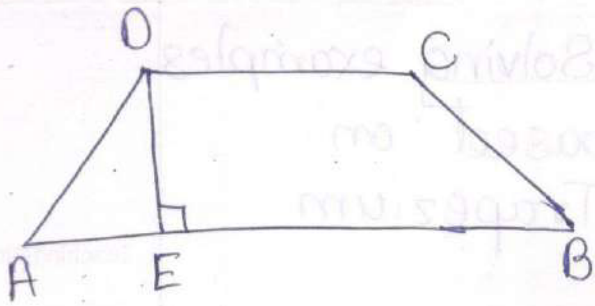
Black Board Work :

Date: 10/07/19

Std: VIII

Area of trapezium =
 $= \frac{1}{2} \times h$ (sum of two parallel sides)

Examples: -1)
 2)



Teaching Skill: Explanation

Component Skills	Teach	Re-Teach	Remarks
1. Beginning Statement 2. clarity 3. Fluency 4. Use of Tink phrases Planned Repetition 5. stimulating Question 7. closing statement			

Feedback by the Supervisor :

Sneha
Dr. Sangeeta Nath
 Principal
 Oriental College of Education
 Sanpada, Navi Mumbai

Supervisor's Signature

Date :

Content Analysis	Objectives & Specification	Learning experiences Teacher Behaviours
Topic: <u>Area of Trapezium</u>	Skill - <u>Explanation</u> Component Skills	Sequential Activities
Concepts / terms Vocabulary		Today, We will learn about trapezium & how to find area of trapezium with the help of formula.
- Rectangle	1. Beginning statement	
- Triangle	2. clarity	
- Area Teaching Points	3. Fluency 4. Use of link Phrases 5. Planned Repetition	Example: -
1. <u>Find the area of trapezium through formulas</u>	6. stimulating question 7. closing statement	Mohan wants to buy a trapezium shaped field. Its side along river is parallel to & twice the side along the road. If the area of this field is 105000m ² & the perpendicular distance between two parallel sides is 100m. Find the length of side along the river.
2. <u>Solving examples based on Trapezium.</u>	Teaching Aids	From above example teacher will explain how to apply formula of area of trapezium with the help of given information.
3. _____	1. Black Board	
4. _____	2. _____	
5. _____	3. _____	
6. _____	4. _____	
7. _____	Reference	So, today we have learned how to apply formula of area of trapezium.
8. _____	1. NCERT textbook - VIII	
9. _____	2. _____	
10. _____	3. _____	

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Principal

Lesson Plans

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PRACTICE TEACHING LESSON PLAN

Name of the Teacher Mayuri Amit Jagdale Roll No. 12Practicing School Guru Gobind Singh Education SocietyLesson No. 10 Subject Mathematics Date 20-9-19Std. and Div. 7th Period 7 Time 12:00-12:30Topic of the Lesson Indices

Subject matter to be covered :

Finding the square root of a perfect square.Teaching Aid : Chart showing square of numbers from 1 to 20.Previous knowledge of the pupils : Students had a knowledge of finding square of given number.Reference : State board Mathematics textbook of 7th standard.Sneha
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Find the Square :-

Remembering :- Students acquire the knowledge of square root of perfect square.

Example :-

1) $(6)^2 = 6 \times 6$

$\therefore (6)^2 = 36$ is read as "The square of 6 is 36."

Specification :- Students will be able to identify the perfect square.

2) $(-5)^2 = -5 \times -5$

$\therefore (-5)^2 = 25$ is read as "The square of -5 is 25."

Understanding :- Students develop the understanding of square root of perfect square.

● Find the square root of a given number by factor method :-

Example :-

1) Find the square root of 144 & 324.

Specification :- Students will be able to calculate square root of perfect square.

Solution :-

$144 = 2 \times 72$	2	144
$= 2 \times 2 \times 36$	2	72
$= 2 \times 2 \times 2 \times 18$	2	36
$= 2 \times 2 \times 2 \times 2 \times 9$	2	18
$= 2 \times 2 \times 2 \times 2 \times 3 \times 3$	3	9
	3	3

Applying :- Students apply the understanding in new situation.

$\sqrt{144} = 2 \times 2 \times 3$

$\sqrt{144} = 12$

Specification :- Students will be able to solve the problems based of perfect square root number.

2) $324 = 2 \times 162$

$= 2 \times 2 \times 81$

$= 2 \times 2 \times 3 \times 3 \times 27$

$= 2 \times 2 \times 3 \times 3 \times 3 \times 9$

$= 2 \times 2 \times 3 \times 3 \times 3 \times 3$

Core Element : Inculcating Scientific temper.

Value :- Utilitarianism

Set Induction : What is mean by index? what we will call when index is 2? what we will call when index is 3? Do you know how to find square?

Students will answer the question.

Statement of Aim : Today we are going to learn about square & square root.

Students will listen carefully.

Presentation : Teacher will explain how to find square.

Students will listen carefully.

Square			
1^2		7^2	
2^2		8^2	
3^2		9^2	
4^2		10^2	
5^2		11^2	
6^2			

Teacher will solve examples to find square.

Teacher will explain how to find square root of given number.

Teacher will solve examples based on square root.

Teacher will give examples to solve.

Students will solve examples.

Closure Statement :- Today we have learn how to find square & square root.

Re-Capitulation : Today we have learn how to find square & square root.

Students will listen carefully.

Evaluation : Find the square root of following perfect square :-

Students will solve the questions.

- 1) 625
- 2) 1225

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Subject : Mathematics Date : 20-9-19
 Std. : 7th Topic : Indices

Example :-	Prime Factor.
1) $\sqrt{144}$	144
2) $\sqrt{324}$	324

Observation and Suggestion of the Supervisor

Introduction — on time and perfect.

Presentation — content suitably and detail present with examples.

ReCapitulation — by pictorial Teaching aid. Important Information given.

Evaluation — done by playing with proper help of student.

B.B. Work — in skillful and effectively in two part.

Class Control — V. Good control on class start to end.

Teacher's Preparation — V. Good preparation of topic.

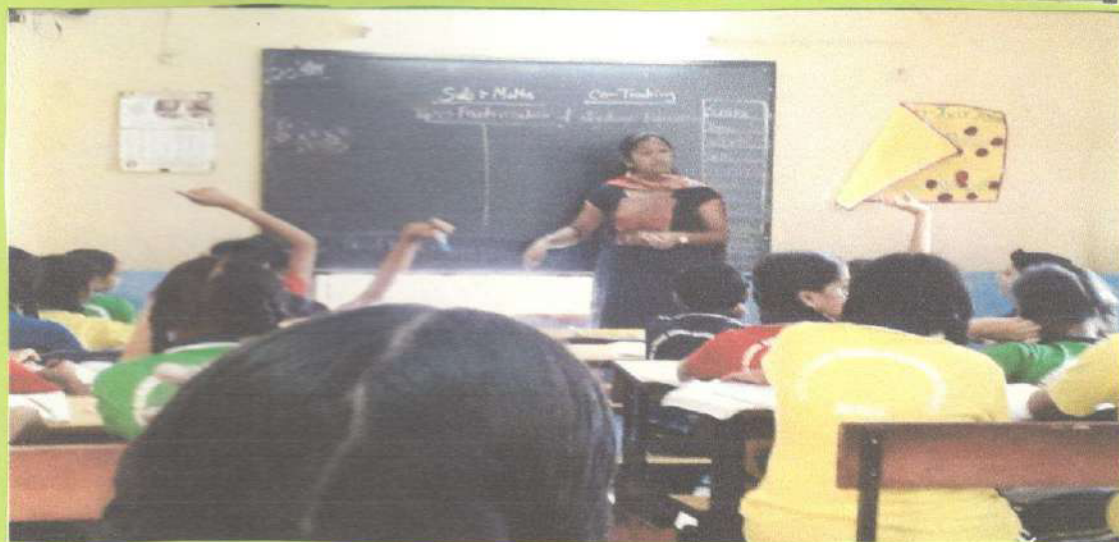
Suggestions

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Name of Supervisor : *Chandani K-N*

Co-Teaching



CO-TEACHING LESSON PLAN

Name: Mayuri Jagdale. Roll No: 12
 Practicing School: Guru Gobind Singh Education Society.
 Lesson No: 1 Date: 16-9-19 Period: 4 Time: 10:00-10:30
 Std: 8th Subject: Mathematics Topic: Factorization of Algebraic Expression

Sub-units to be covered:

Factors of (a^3+b^3) & (a^3-b^3) .

Previous knowledge of student: Students have previous knowledge about simple factorization of quadratic trinomial.

Value: Utilitarian Value.

Core elements: Inculcating Scientific temper.

No	Objectives	Specifications
1	Knowledge	Students will be able to recall the formula of cubic expression.
2	Understanding/ Comprehension	Students will be able to apply the formula of cubic expression.
3	Application	Students will be able to solve problems based on factorization algebraic expression.
4	Skill	
5		

Type of Co-Teaching :- Team Teaching.

Name and Role of Co-Teacher 1 :-

Ms. Uma.

Role :- Set Induction.

Name and Role of Co-Teacher 2 :-

Mayuri Jagdale.

Role :- Explanation, Recapitulation, Evaluation

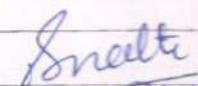
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INTRODUCTION/ SET INDUCTION	Student- Teacher's Activity	Student's Response Activity
What is formula to find factors of $(a+b)^3$?	Co-Teacher-1 Teacher will ask questions to students.	Students will give answer to question.
What is the formula to find the factors of $(a-b)^3$?		
STATEMENT OF AIM:		
Today we are going to learn how to factorise (a^3+b^3) & (a^3-b^3) .		

PRESENTATION:

Content/ Teaching Points	Student- Teacher's Activity	Student's Response Activity
We know that, $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$	Co-Teacher-2	
Which we can write as $(a+b)^3 = a^3 + b^3 + 3ab(a+b)$	Teacher will explain how to derive	students will listen
Now, $a^3 + b^3 + 3ab(a+b) = (a+b)^3$ interchanging the sides	formula to factorise $a^3 + b^3$	carefully.
$\therefore a^3 + b^3 = (a+b)^3 - 3ab(a+b)$		
$= [(a+b)(a+b)^2] - 3ab(a+b)$		
$= (a+b) [(a+b)^2 - 3ab]$		
$= (a+b) (a^2 + 2ab + b^2 - 3ab)$		
$= (a+b) (a^2 - ab + b^2)$		
$\therefore a^3 + b^3 = (a+b)(a^2 - ab + b^2)$		


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Let us solve some examples using above formula for factorising	Co-Teacher-2	
the addition of two cubes	Teacher will explain how to solve	Students will listen carefully.

Content/ Teaching Points	Student- Teacher's Activity	Student's Response Activity
$1) 8p^3 + 125q^3$ $= (2p)^3 + (5q)^3$ $= (2p+5q) [(2p)^2 - 2p \times 5q + (5q)^2]$ $= (2p+5q) (4p^2 - 10pq + 25q^2)$	examples based on formula	will write down the solution.
$2) m^3 + \frac{1}{64m^3}$ $= (m)^3 + \left(\frac{1}{4m}\right)^3$ $= \left(m + \frac{1}{4m}\right) \left[m^2 - m \times \frac{1}{4m} + \left(\frac{1}{4m}\right)^2\right]$ $= \left(m + \frac{1}{4m}\right) \left(m^2 - \frac{1}{4} + \frac{1}{16m^2}\right)$		

Factors of $a^3 - b^3$.

Co-Teacher-2

$$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$$

$$= a^3 - b^3 - 3ab(a-b)$$

$$(a-b)^3 = a^3 - b^3 - 3ab(a-b)$$

$$\therefore a^3 - b^3 = (a-b)^3 + 3ab(a-b)$$

$$= [(a-b)(a-b)^2 + 3ab(a-b)]$$

$$= (a-b) [(a-b)^2 + 3ab]$$

$$= (a-b) [a^2 - 2ab + b^2 + 3ab]$$

$$= (a-b) (a^2 + ab + b^2)$$

Teacher will explain how to derive formula to factorise $a^3 - b^3$. Students will listen carefully.

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Content/ Teaching Points	Student- Teacher's Activity	Student's Response Activity
Let us solve some examples using above formula for factorising the difference of two cubes.	Co-Teacher-2 Teacher will explain how to solve examples based on above formula	students will listen carefully.
$1) 54p^3 - 250q^3$ $= 2[27p^3 - 125q^3]$ $= 2[(3p)^3 - (5q)^3]$ $= 2(3p - 5q)(9p^2 + 15pq + 25q^2)$		

Formulae

$$1) \boxed{a^3 + b^3} = a^3 + 3a^2b + 3ab^2 + b^3$$

$$2) \boxed{(a-b)^2} = a^2 - 2ab + b^2$$

$$3) \boxed{(a+b)^3} = a^3 + 3a^2b + 3ab^2 + b^3$$

$$4) \boxed{(a+b)^2} = a^2 + 2ab + b^2$$

$$5) \boxed{a^3 - b^3} = (a-b)(a^2 + ab + b^2)$$

Co-Teacher-2

Teacher will explain how to solve examples based on above formula
students will participate in activity.

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CLOSURE: Today we have learn about factors of $(a^3 + b^3)$ & $(a^3 - b^3)$.

EVALUATION	Student- Teacher's Activity	Student's Response Activity
A) Recapitulation		
Today have learn how to factorise (a^3+b^3) & (a^3-b^3) .		
What is formula to find factors of (a^3+b^3) ?		
B) Application		
Factorise:-		
1) $8p^3 - \frac{27}{p^3}$		
2) $2e^2 + 432m^3$		
ASSIGNMENT: Factorise		
1) $24a^3 + 81b^3$, 2) $16a^3 - \frac{128}{b^3}$		

WRITING BOARD WORK:

Date: 16-9-19 Subject: Mathematics Std & Div: 8th
 Topic: Factorisation of algebraic Expression.

Examples:-

1) $8p^3 - \frac{27}{p^3}$

2) $2e^2 + 432m^2$

Formula:-

1) $a^3 + b^3 = (a+b)(a^2 - ab + b^2)$

2) $a^3 - b^3 = (a-b)(a^2 + ab + b^2)$

Signature and Remarks of Method Master:

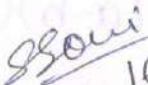
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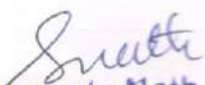
EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat , Complete & Checked Lesson Plan		✓			
2	Planning of Lesson by Co-Teachers		✓			
3	Execution of Lesson Plan		✓			
4	Role / Participation of Co-Teachers		✓			
5	Co-ordination / situation handling by co-Teachers		✓			
6	Explanation/ Narration & Questioning		✓			
7	Writing Board Work - Planning , Handwriting, Diagram		✓			
8	Use of Teaching Aids - Working Model / AV aids	✓	Activity Conducted on chart			
9	Classroom Management		✓			
10	Teaching - Innovative & Creative		✓			

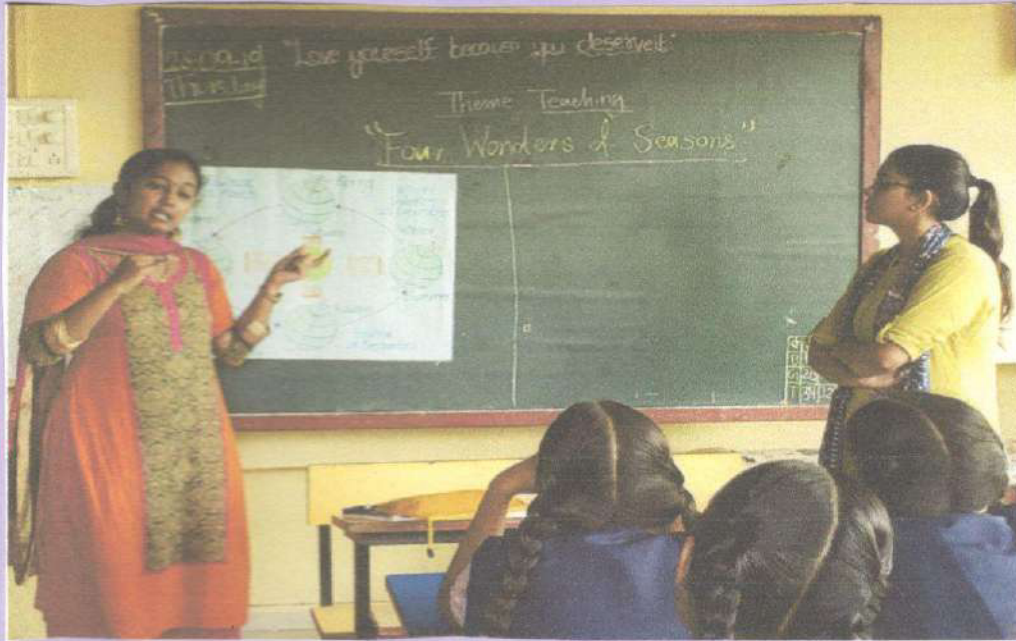
Remarks / Suggestions (if any) :-

• good support by Method Master & child motivation provided.
 • Teaching conducted in easy, understandable way. Systematic progress of content matter with good involvement of student.


 16/9/19
 Signature of Supervisor :


Dr. Sangeeta Nath
 Principal
 Oriental College of Education
 Sanpada, Navi Mumbai.

Theme - Teaching



Sneha
Dr. Sangeeta Nath

ORIENTAL COLLEGE OF EDUCATION, SANPADA

B.Ed INTERNSHIP SEM-III

THEME BASED LESSON

NAME OF THE STUDENT Mayeni Amit Jagdale DATE: 26-9-19

SUBJECT- Geography LESSON NO: 2

TOPIC: Four Wonders of Season

SUB-UNITS How seasons are occur, Adaptations according to seasons.

ENTRY BEHAVIOUR: Aesthetic value- Beauty of nature (Seasons).

CORRELATION: English literature, Geography, Science.

TEACHING AIDS: chart showing how seasons are occurring.

CONTENT ANALYSIS:

Sub Unit -1	Sub Unit -2	Sub Unit -2
<u>Seasons</u>	<u>How Seasons are occurring?</u>	<u>Adaptations according to seasons.</u>
Language as important tool for conveying message poem talks about seasons.	Revolution of earth changes seasons. There are 4 seasons - Spring, Summer, autumn, winter. There are reverse conditions in both hemisphere	Living being adapt themselves according to seasonal changes.
	(Northern hemisphere, southern hemisphere).	

Sangeeta
Dr. Sangeeta Nath
 Principal
 Oriental College of Education

TOPIC: "Four wonders of seasons"

THEME TO BE HIGHLIGHTED: How seasons occur, adaptation according to seasons.

INSTRUCTIONAL OBJECTIVES AND SPECIFICATIONS:

A. FOR THE LESSON

Remembering :- Students acquires knowledge of seasons.

Specification :- Students will be able to recall the previous knowledge of the concept of seasons.

Understanding :- Students develops understanding about different seasons.

Specification :- Students will be able to describe how seasons are occurring.

Applying :- Students apply knowledge in new situation.

Specification :- Students will be able to compare changes in different seasons.

Interest :- Students develop interest towards seasonal adaptation.

B. FOR THE ASSIGNMENT

C. FOR THE THEME:

The students develops aesthetic values, how seasons are occurring, adaptation of living being according to seasons.

METHODOLOGY FOR LESSON

Inductive Method.

EVALUATION OF LESSON:

Write one paragraph about your favorite season.

Dr. Sangeeta Nath

Principal

CONTENT	TEACHER ACTIVITY AND PROCEDURE	B.B WORK
SET INDUCTION:	Teacher will recites a poem.	How s-finU-due
DEVICE:	What message is depicted by poem?	How
LINK STATEMENT:	lets learn about different seasons.	The
STATEMENT OF AIM:	So today we are going to learn about different seasons?	Theme:- Four wonders of seasons.
SUB-UNIT 1	<p>Teacher Will recites a poem.</p> <p>"When you like a sun hot soup is a fun. You wear sweater, Say it is winter. When you like to drink juice, no sweater you be hold, The Sun Seems hummer. When things are wet, raincoats are set. rain drops fall many Say it is rainy.</p>	
	Poem is about different seasons. Let's learn how this seasons	

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Sub-Unit-2

How Seasons are Occuring?

The motion of the earth around the sun in its orbit is called revolution. It takes $365\frac{1}{2}$ days to revolve around the sun. We consider a year as 365 days.

On 21st June, the northern hemisphere is tilted towards sun. The rays of the sun fall directly on the tropic of Cancer.

The North Pole is inclined towards sun & places beyond arctic circle experience continuous daylight for about six months.

The longest day & the shortest night at these places occur on 21st June. At this time in southern hemisphere all these conditions

are reversed. It is winter season there.

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earth is called summer solstice. On 22nd December the reverse happens in northern hemisphere. This position of earth is called winter solstice. On 21st March & September 23rd direct rays of sun fall on equator. At this position neither of poles is tilted towards sun. So whole earth experiences equal days & equal nights. This is called an equinox.

Sub-Unit-3

Adaptation according to Seasons:-

Seasons has a profound effects on all living organism. Eg:- Human beings changes their food habits, clothing. As human being animals are adapted to survive in conditions in which they live. Animals living in very cold & hot climate must possess special features to protect themselves. Eg:- In polar regions are covered with snow so polar bears have white fur so that they are not easily visible in snowy background.

Condition.
Plants responds to the change of season by losing their leaves, flowering or breaking dormancy.

THEME:
"Four Wonders of Seasons."

SUMMARIZATION

Thus we have learned about different seasons

EVALUATION

Write one paragraph about your favorite season.

ASSIGNMENT

REMARKS

- Beautifully correlated various seasons

- Specific information given to students.

- Active participation by student is appreciable.

- Explanation is good.

Confident Teaching

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SUPERVISOR SIGN

Dr. Sangeeta Nath

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EXPERIENTIAL
LEARNING
LESSON PLAN

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ORIENTAL COLLEGE OF EDUCATION, SANPADA

B.ED INTERSHIP

Nai Talim-Experiential Learning Work Education

NAME: Mayuri Amit Jagdale ROLL NO: 12
PRACTICE SCHOOL: Guru Gobind Singh Education Society.
STD: 9th LESSON NO: 1
TOPIC: Total Surface area of DATE: 30-9-19
Cuboid

LESSON STRUCTURE

COGNITIVE COMPETENCIES:

- To help students to find total surface area of given cuboidal shape.
- To understand the process of finding the area of any cuboidal shape.

PSYCHOMOTOR COMPETENCIES:

- To develop the skill of using measuring tape.
- To convert obtained measurements into different units.
- To put obtained measurements into the formula for final answer.

AFFECTIVE COMPETENCIES:

- To develop values such as discipline, efficiency, neatness & accuracy.
- To develop sense of co-operation while working in groups.
- To appreciate dignity of labor.
- To develop interest in mathematics.

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TEACHING LEARNING MATERIAL:

Measuring Scale, Worksheets

REFERENCES:

9th standard textbook of state board.

PHASE	MAIN ACTIVITIES	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	CLASS LAYOUT
CONCRETE EXPERIENCE	Activity-1 Calculate area of mathematics textbook.	Teacher hands students work-sheets. Task-1 In Worksheets. (Calculate area of textbook). Task-2 Write down how they calculated area of textbook. Task-3 Teacher asks students to convert answers in meters.	Students read task carefully. Think of any ways to calculate area of textbook using previous knowledge. 2-students compare their answer of task-1. students having different ways of calculating present their	Group of 2 2 2 Group of 2
REFLECTIVE OBSERVATION				

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<p>ABSTRACT CONCEPTUALIZATION</p>	<p><u>Activity-2</u> Calculate surface area of Mathematics textbook.</p>	<p>Teacher continues with Task-3 Students answer may be $(l \times b)$ or $2(lb + bh + lh)$. Teacher will explain difference between rectangle & cuboid. Teacher concludes:- Area of Cuboid = $2(lb + bh + lh)$</p>	<p>Students calculate area of textbook.</p>	<p>Group of 2</p>
<p>CONCRETE EXPERIMENTATION</p>	<p><u>Activity-3</u> Measure the surface area of cuboidal objects like textbook, pencil box.</p>	<p>Teacher asks to do <u>Task-4</u> Calculate total surface area of Science textbook & convert it into square meter.</p>	<p>Students work in group of 2</p>	<p>Group of 2</p>

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ASSESSMENT:

ANALYSIS:

Collect three cuboidal objects from your household & calculate surface area using formula.

CRITICAL REFLECTION:

Compare three calculated area convert the units of measurements into meters.

REMARKS:

- worksheets given to learn practically
- Area calculated by students and presented among students
- calculation done with accuracy.
- all students actively involved in teaching-learning process with good co-operation.
- step by step students learnt the content.
- Good use of previous knowledge to enhance new knowledge
- Experience shared in class rooms.
- Teaching done by creating good interest.

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