



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: [enquiry@oce.edu.in](mailto:enquiry@oce.edu.in) ,Website [www.oce.edu.in](http://www.oce.edu.in) Tel.No. 27752213.

### **2.4.2**

#### **Reports and Photographs / Videos of The Activities**



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**ORIENTAL COLLEGE OF EDUCATION**  
(Affiliated to University of Mumbai and Recognised by NCTE 123024)  
Sector No.2, Plot NO.3,4,5, Near Sanpada Railway Station,  
Sanpada (W),Navi Mumbai - 400705.

**REPORTS AND PHOTOGRAPHS OF THE FOLLOWING ACTIVITIES**

1. *Formulating Learning Objectives*
2. *Lesson Planning- Lesson Plan and Teaching Aids*
3. *Identifying Varied Student Abilities- Activity Based*
4. *Identifying Varied Student Abilities- Demonstration of Micro Teaching Skills*
5. *Assessing Students Learning*
6. *Mobilizing Relevant and Varied Learning Situation - Learning Resource*
7. *Indian Languages / Community Engagement*
8. *Evolving ICT Based Learning Resources*

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

## ★ FORMULATING LEARNING OBJECTIVES

Formulating learning objectives for an internship during school involves identifying specific skills, knowledge, or experiences you aim to gain that will complement your academic learning. These objectives serve as a strategic guide for your internship, ensuring that the experience is both purposeful and aligned with your educational and career goals. Clear learning objectives are essential as they help to focus your efforts, making it easier to measure your progress and evaluate the outcomes of your internship. Your teacher likely emphasized that well-defined objectives should be specific, measurable, achievable, relevant, and time-bound (SMART), providing a structured approach to your learning. By clearly outlining what you intend to learn or achieve, you can better communicate your goals to your internship supervisor, align your tasks and responsibilities with these goals, and make the most of the opportunities presented. Ultimately, these objectives not only enhance the internship experience but also ensure that it significantly contributes to your overall academic development and future career readiness.



### ORIENTAL COLLEGE OF EDUCATION

Sector-2, Plot No. 3, 4, 5, Sanpada, Navi Mumbai - 400 705

#### PRACTICE TEACHING LESSON PLAN

Name of the Teacher Tanzil Shaikh Roll No. 55

Practicing School \_\_\_\_\_

Lesson No. 1 Subject Physics Date 18/11/21

Std. and Div. 8<sup>th</sup> Period 2 Time 11.15 am

Topic of the Lesson Refraction Of Light

Subject matter to be covered :  
• Meaning of Refraction  
• How refraction occurs  
• Rules of Refraction  
• Refractive Index.

Teaching Aid : Glass, Water, Penil, Laser light.

Previous knowledge of the pupils : The pupils are aware about the concept of reflection of light.

Reference : ICSE, Class 8 Physics Textbook.

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(With Specification)

<p>• <u>CONCEPT OF REFRACTION:</u> When light travels from one transparent medium, to another transparent medium, it bends from its original path. This phenomenon of bending of light is called refraction.</p>	<p>• <u>KNOWLEDGE</u> :- Pupil acquires knowledge about the phenomenon of refraction of light &amp; refractive index. Specification: Pupil recalls the phenomenon of refraction &amp; refractive index.</p>
<p>• <u>How IT OCCURS</u> :- Refraction takes place at the surface of separation of the two media.</p>	<p>• <u>UNDERSTANDING</u> :- Pupil gains an understanding of the phenomenon of refraction &amp; refractive index. Specification: Pupil is able to understand refraction in daily life.</p>
<p>• Whenever light travels from rarer to denser medium, it bends towards the normal.</p>	<p>• <u>APPLICATIONS</u> - Pupil applies the gained knowledge to new and unfamiliar situations.</p>
<p>• Whenever light travels from denser to rarer medium, it bends away from the normal.</p>	<p>Specification: Pupil applies and identifies refraction of light in daily life.</p>
<p>• <u>Laws OF REFRACTION:</u> (1) The incident ray, the normal at the point of incidence, and the refracted ray, all lie in the same plane.</p>	<p>• <u>SKILLS</u> - The ability to understand refraction, its rules, and refractive index.</p>
<p>(2) For a given pair of media, and given color of light, the ratio of sine of angle of incidence to the sine of angle of refraction is constant, i.e.:</p>	<p>• <u>INTEREST</u> :- To develop the pupils interest in learning about refraction of light.</p>
<p><math>\frac{\sin i}{\sin r} = \text{constant} = \mu</math></p>	<p>• <u>VALUES</u> - Awareness, Curiosity, Change Core Element: Inculcation of Scientific temper, Protection of environment.</p>
<p>• The second law is also known as Snell's law, &amp; the constant is refractive index (<math>\mu</math>) of the 2nd medium w.r.t the 1st one.</p>	

## ★ LESSON PLANNING- LESSON PLAN AND TEACHING AIDS

Lesson planning involves creating a structured outline for teaching a specific topic or skill, ensuring that educational goals are met efficiently and effectively. A comprehensive lesson plan typically includes clear objectives that define what students are expected to learn by the end of the lesson. Instructional activities are designed to engage students and facilitate understanding, using a variety of teaching methods to cater to different learning styles. Assessment methods are incorporated to evaluate students' progress and understanding of the material, allowing for adjustments to be made if necessary. Teaching aids, such as visual aids, interactive tools, and technology, are essential components that enhance the learning experience by making concepts more accessible and engaging. Teachers guide students through the lesson plan, ensuring that each component is aligned with the learning objectives and tailored to meet the needs of the students. This structured approach not only helps in delivering the content effectively but also ensures that students are actively involved in the learning process, ultimately leading to better educational outcomes.

### > TEACHING AIDS



Teaching aids such as visual aids, multimedia presentations, or hands-on materials enhance engagement and understanding among students. Effective lesson plans are tailored to meet the learning needs of students, encourage active participation, and ensure clear learning outcomes. They serve as a roadmap for educators to deliver coherent and effective instruction, fostering a conducive learning environment that promotes student achievement and comprehension.

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## LESSON PLANS



Sector-2, Plot No. 3, 4, 5, Sanpada, Navi Mumbai - 400 705

### PRACTICE TEACHING LESSON PLAN

Name of the Teacher Tanzil Shaikh Roll No. 55

Practicing School OCE

Lesson No. 4 Subject Science Date 29/11/21

Std. and Div. 8 Period 1 Time 10:30

Topic of the Lesson Food Preservation

Subject matter to be covered : Food preservation

- Chemical methods : Salt, sugar, oil & vinegar
- Heat & Cold treatments : Boiling, refrigerating, pasteurization.
- Storage & Packaging : air tight

Teaching Aid : Role play, Live objects - food samples, charts, stickers.

Previous knowledge of the pupils : Pupils are aware about some household food preservation techniques.

Reference : NCERT Class 8 Science Textbook.

  
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Content	(With Specifications)	Activities
<p>• <u>Good Preparation:</u> Preserving good paper being prepared and repaired by various methods.</p> <p>• To know all good preservation techniques: light, heat, humidity, chemical, insect, and other methods of good preservation.</p>	<p>Knowledge: pupil acquires knowledge of good preservation methods.</p> <p>Preparation: pupil acquires knowledge of chemical, heat, light, and other methods of good preservation.</p>	<p>Set Induction: ST. will play with students. The distribution series good samples &amp; asks them to keep it safe for days.</p>
<p>• <u>CHEMICAL METHOD:</u> Use of salt, sugar, oil and vinegar to keep the material safe at low temp. Chemical salt is used as preservative by preservation.</p> <p>• <u>Heat:</u> Salt &amp; sugar, oil, and vinegar are used to preserve with heat.</p> <p>• <u>Humidity:</u> The amount of moisture in the air is a major factor in the damage of books.</p> <p>• <u>Light:</u> The light is a major factor in the damage of books.</p> <p>• <u>Insect:</u> The insects are a major factor in the damage of books.</p> <p>• <u>Other:</u> The other factors are also a major factor in the damage of books.</p>	<p>Investigation: Pupil develops an understanding of good preservation methods.</p> <p>Preparation: Pupil explains various good preservation methods.</p> <p>Discussion: Pupil applies acquired knowledge in new situations.</p> <p>Preparation: Pupil applies good preservation techniques in real life.</p> <p>ST: Pupil receives good and appropriate evaluation through.</p>	<p>Statement of Aim: Today we will learn about "methods of good preservation".</p> <p>Presentation: A combination of activity and discussion method is used.</p> <p>- The ST. asks "what is your understanding of good preservation?"</p> <p>- The ST. explains the concept of good preservation.</p> <p>- The ST. uses questions based on the topic like "why did you use this method to preserve your good &amp; not some other method?"</p> <p>- The ST. explains the various methods of good preservation.</p> <p>- Student will, will have groups good can be preserved with specific methods like with the help of ST. discuss &amp; describe around.</p>
<p>• <u>Recapitulation:</u> The ST. recapitulates the concept using a concept map.</p> <p>• <u>Evaluation:</u> The ST. asks the students to prepare a good and a bad sample of good, discuss &amp; give them a name. The good is the prepared sample preservation method by.</p> <p>• <u>Assignment:</u> Student will have to prepare a good and a bad sample of good, discuss &amp; give them a name. The good is the prepared sample preservation method by.</p>	<p>Recapitulation: Pupil applies acquired knowledge in new situations.</p> <p>Preparation: Pupil applies good preservation techniques in real life.</p> <p>ST: Pupil receives good and appropriate evaluation through.</p>	<p>Recapitulation: The ST. recapitulates the concept using a concept map.</p> <p>Evaluation: The ST. asks the students to prepare a good and a bad sample of good, discuss &amp; give them a name. The good is the prepared sample preservation method by.</p> <p>Assignment: Student will have to prepare a good and a bad sample of good, discuss &amp; give them a name. The good is the prepared sample preservation method by.</p>
<p>• <u>Conclusion:</u> The conclusion is drawn from the various methods of good preservation.</p> <p>• <u>Summary:</u> The summary is given at the end of the lesson.</p> <p>• <u>Homework:</u> The homework is given to the students to do at home.</p>	<p>Conclusion: Pupil develops an understanding of good preservation methods.</p> <p>Preparation: Pupil explains various good preservation methods.</p> <p>Discussion: Pupil applies acquired knowledge in new situations.</p> <p>Preparation: Pupil applies good preservation techniques in real life.</p> <p>ST: Pupil receives good and appropriate evaluation through.</p>	<p>Conclusion: The ST. asks the students to prepare a good and a bad sample of good, discuss &amp; give them a name. The good is the prepared sample preservation method by.</p> <p>Assignment: Student will have to prepare a good and a bad sample of good, discuss &amp; give them a name. The good is the prepared sample preservation method by.</p>



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**PRACTICE TEACHING LESSON PLAN**

Name of the Teacher VARSHA.S.BORUDE Roll No. 14

Practicing School SANPADA COLLEGE OF COMMERCE & TECHNOLOGY

Lesson No. 4 Subject O.C.M Date 2-12-22

Std. and Div. XI<sup>th</sup>-A Period 1<sup>st</sup> lecture Time 2-20-300

Topic of the Lesson 4-Forms of Business Organisation-1

Subject matter to be covered :

Joint Hindu Family Business [JHFB]

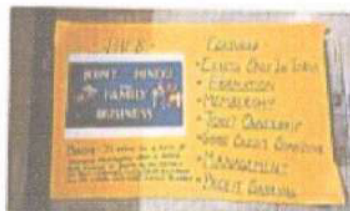
- Meaning
- Features

Teaching Aid: Chart, Rolling Board

Previous knowledge of the pupils: Pupils have knowledge of Sole Proprietorship and Partnership Firm Business.

Reference: Organisation of Commerce and Management  
Std XI<sup>th</sup>.

- Maharashtra State Board.
- [www.youtube.com](http://www.youtube.com)



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Principal

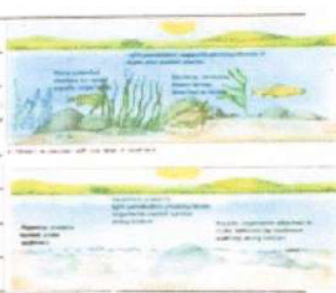
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Learning Experience, Learning Situations and Learnings  
(the procedure to be indicated wherever necessary)

Student's  
Activities

-3-

<p>St. Teacher asks questions Q Can you tell what are the important things required for human to survive?</p> <p>Q Do we drink water from anywhere? [OR]</p> <p>Q All of you have might have some guards at home? Can anyone tell me why do we have them?</p> <p>Statement of Aim: So that is what we are learning today. Chp 3: Pollution. Topic: Water Pollution</p> <p>Presentation: St. uses Lecture and demonstration method. St. Teacher shows pictures to explain &amp; discuss the topic of Water Pollution: → Meaning of Water Pollution? → What are water Pollutants? → What are the reasons for water Pollution along with examples &amp; their effects. (eg. Diseases, loss of plant species, etc.) a) Effects on Human being (eg. diseases) b) Effects on Eco System (Disturbance of equilibrium) c) Other effects (Soil fertility is affected). → Harmful Pollutants (Causes effects &amp; few are) a) Biological Pollutants - algae, bacteria, virus, etc. b) Inorganic Pollutants - iron, lead, lead, etc. c) Organic Pollutants - oil, sewage, etc. → Use example of Ganga river. Then come forward to control water pollution.</p> <p>Re-Capitulation: So today we learned about what are Water Pollution, Pollutants, Reasons for water Pollution, and Effects of water Pollution, along with ways to control it.</p> <p>Evaluation: The teacher asks Ques. Q What is the Natural Reason for Water Pollution? Q Aquatic and Pollution but I getting a lot of pollution. Q Name the substances which continuously water pollutes. (a) Air Pollutants &amp; (b) Land Pollutants.</p> <p>Assignment: Collect information about water today's activities in your area. Also collect info about level of water pollution in your area for long cities &amp; villages from Maharashtra.</p>	<p>Students listen and answer (As food water clothes)</p> <p>Students answer (As to get clean clothes for work)</p> <p>Student listen and note down.</p> <p>Students answer the question see the picture shown by teacher for better understanding.</p>  <p>Students write about</p> <p>Students note down about</p> <p>Students note down about</p>
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## ★IDENTIFYING VARIED STUDENT ABILITIES- Activity based

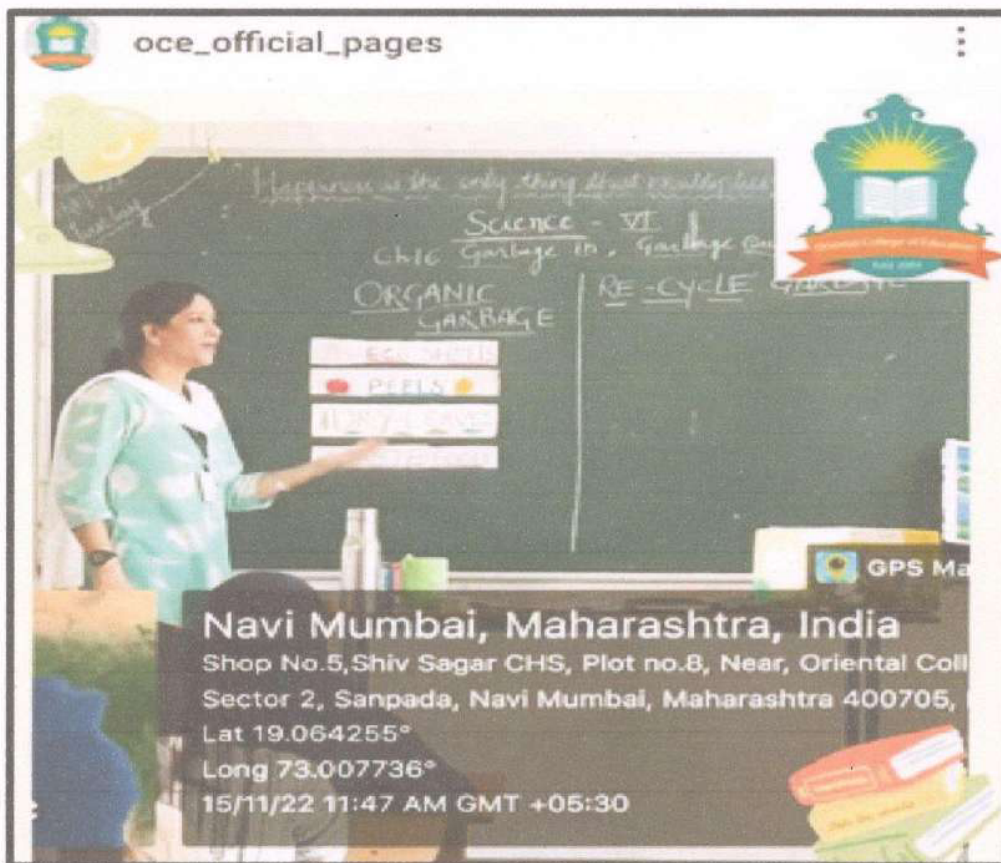
Identifying varied student abilities involves employing activity-based assessments and micro-teaching strategies. Activity-based assessments gauge diverse learning styles through hands-on tasks, group projects, or simulations. This method allows educators to observe individual strengths and areas needing improvement.



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## ★ IDENTIFYING VARIED STUDENT ABILITIES- DEMONSTRATION OF MICRO TEACHING SKILLS

Teachers offer Micro-teaching demos for students. Micro teaching offers a controlled setting for teachers to practice specific techniques with small groups, receiving feedback for refinement. Both approaches promote differentiated instruction by tailoring lessons to accommodate different learning paces and preferences. By understanding and addressing varied student abilities through these methods, educators can create inclusive learning environments that cater to all learners effectively.



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## ★ ASSESSING STUDENTS LEARNING

Teachers assess students through a blueprint prepared by them. Assessing students' learning through a blueprint involves systematically designing assessments that align with specific learning objectives or standards.

By following a blueprint for assessment, educators can effectively monitor and evaluate student learning outcomes, providing valuable feedback to guide teaching practices and enhance educational experiences.

### -----IMAGE OF BLUEPRINT-----

#### Format of BLUEPRINT :-

OBJECTIVE <i>Types of Questions</i>	KNOWLEDGE			UNDERSTANDING			APPLICATION			TOTAL
	<i>E</i>	<i>S</i>	<i>O</i>	<i>E</i>	<i>S</i>	<i>O</i>	<i>E</i>	<i>S</i>	<i>O</i>	
L1	2(1)	1(1)	-	-	1(1)	3(3)	-	1(1)	2(2)	10
L2	2(1)	1(1)	-	-	1(1)	2(2)	-	1(1)	3(3)	10
<b>Total</b>	4	2	-	-	2	5	-	2	5	20

\*Note :- In the above table X ( Y ), X = Marks.

Y = No. of Questions.



#### ❖ WEIGHTAGE to the CONTENT :-

Lesson	No. of Questions	Marks	Percentage
L1	9	10	50%
L2	9	10	50%
<b>Total</b>	18	20	100%

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## RESULTS of the TEST

The above prepared test was attempted by 20 students. The marks obtained on the test by the students are as following :

16, 9, 20, 13, 16, 18, 14, 18, 19, 19, 11, 15, 10, 18, 19, 16, 14, 20, 13, 17.

### □ RESULT LIST:-

Sr.No	Names of the Students	Marks Obtained	Total Marks
1.	Amisha Patel	16	20
2.	Viniti Andhare	09	20
3.	Akansha Bhoir	20	20
4.	Rohit pawar	13	20
5.	Maheş Patil	16	20
6.	Aryan Singh	18	20
7.	Pratik Shetty	14	20
8.	Primrose Deselva	18	20
9.	Ragini Singh	19	20
10.	Sonali Sawant	19	20
11.	Shweta Singh	11	20
12.	Debashish Sarkar	15	20
13.	Lavanya Patil	10	20
14.	Crystal Dsouza	18	20
15.	Rhea Nage	19	20
16.	Soham Pawar	16	20
17.	Gayatri Desai	14	20
18.	Abhishekh Prajapati	20	20
19.	Swapnali Kale	13	20
20.	Jagdish Gupta	17	20

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### □ MERIT LIST:-

Rank	Name of the Student	Marks Obtained	Percentage
1 <sup>st</sup>	1. Akansha Bhoir 2. Abhishekh Prajapati	20 / 20	100%
2 <sup>nd</sup>	1. Ragini Singh 2. Sonali Sawant 3. Rhea Nage	19 / 20	95%
3 <sup>rd</sup>	1. Aryan Singh 2. Primrose Deselva 3. Crystal Dsouza	18 / 20	90%

\* Image of the Excel (Answer) sheet connected to the google form:-

	A	B	C	D
1	Timestamp	Email Address	Score	Name
2	12/29/2021 18:18:23	amisha9587patel@gmail	16 / 24	Amisha Patel
3	12/29/2021 18:36:32	vishnuandhareoffice@gn	9 / 24	Viniti Andhare
4	12/29/2021 19:24:32	pawarvibha1213@gmail.	20 / 24	Akansha Bhoir
5	12/30/2021 18:29:43	ak892887799@gmail.cor	13 / 24	Rohit pawar

### ANALYSIS

#### □ MEAN :-

Marks obtained by the students (Data) :- 321

$$\text{Mean of the marks obtained} = \frac{\text{Sum of all scores}}{\text{Total number of students}}$$

$$\text{Mean} = 321 / 20$$

$$\text{Mean} = 16.05$$

#### □ MEDIAN :-

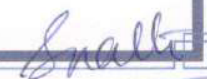
$$\text{Median of the marks obtained} = (N/2)^{\text{th}} \text{ Observation}$$

Arranging the data in ascending order :-

09, 10, 11, 13, 13, 14, 14, 15, 16, 16, 16, 17, 18, 18, 18, 19, 19, 19, 20, 20.

N = 20, thus, median = 10<sup>th</sup> observation

$$\text{Median} = 16$$

  
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□ **MODE :-**

Class Interval	Frequency	Tally Marks	Percentage
1-5	0	0	0%
5 - 10	2		10%
11 - 15	6		30%
15 - 20	12		60%
Total	20		100%

$$\text{Mode} = L_0 + \frac{(F_1 - F_0)}{2 (F_1 - F_0 - F_2)} \times H$$

$L_0$  = Lower limit of the modal class.

$F_1$  = Frequency of modal class frequency.

$F_0$  = Frequency preceding the modal class.

$F_2$  = Frequency of the class succeeding the modal class

$H$  = Size of Class Interval

$$= 15 + \frac{12 - 5}{2 (12 - 5 - 0)} \times 5$$

$$= 15 + [7 / 2 (7)] \times 5$$

$$= 15 + [7 / 14] \times 5$$

$$= 15 + 0.5 \times 5$$

$$= 15 + 2.5$$

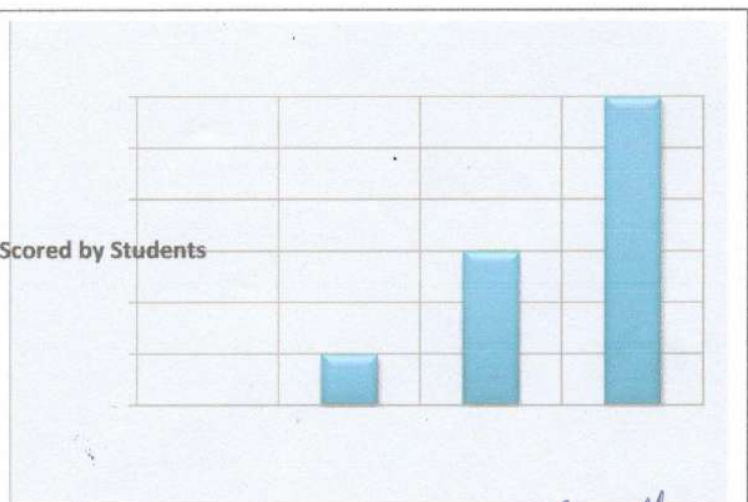
**Mode = 17.5**



**HISTOGRAM**

Class Interval	Frequency
1-5	0
5 - 10	2
11 - 15	6
15 - 20	12
Total	20

Marks Scored by Students



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## REFLECTION

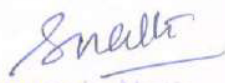
A teacher should know how to prepare and administer tests as part of the teaching-learning process. This internship experience allowed me to learn many things relevant to the teaching-learning process, including the concept and importance of blueprints. Learning and understanding this concept proved to be easier than I expected. In reality, the difficult part was preparing the question paper. The process of creating a question paper was challenging and a bit difficult, as I learned to make a question paper that fulfills or is considerate to the needs of students and simultaneously gives equal attention to each lesson. For achieving the desired question paper, I had to redo my Blueprint table and the test paper many times. It was an incredible learning experience for me. I intend to apply what I've learned in my work life.

## CONCLUSION

This study described seven practical steps to construct a blueprint. Despite being a resource-intensive process, it will provide the utmost benefit to both teachers and learners. This is because a well-constructed blueprint is a valuable educational tool that can improve the quality of assessment education, and thus will ensure the highest quality of graduates produced.

## REFERENCE

- Class 6<sup>th</sup> Science Textbook, State Board.
- <http://jermt.org/wp-content/uploads/2014/06/2.pdf>
- <https://byjus.com/maths/mean/#definition>
- [https://www.researchgate.net/publication/340562582\\_Seven\\_Steps\\_to\\_Construct\\_an\\_Assessment\\_Blueprint\\_A\\_Practical\\_Guide](https://www.researchgate.net/publication/340562582_Seven_Steps_to_Construct_an_Assessment_Blueprint_A_Practical_Guide)
- [Mode - Formula, Meaning, Example | How to Find Mode? \(cuemath.com\)](#)

  
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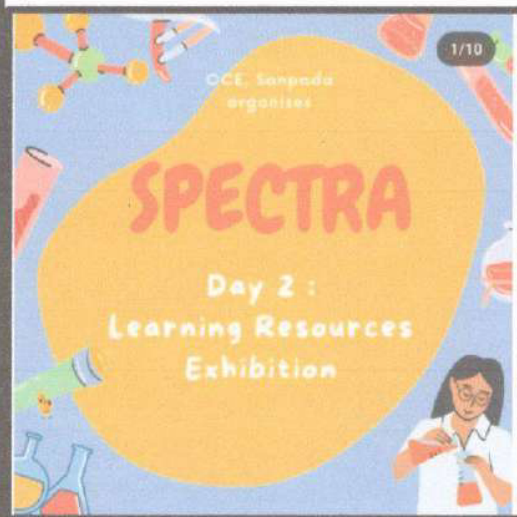
## ➤ ASSESSMENT OF STUDENTS LEARNING



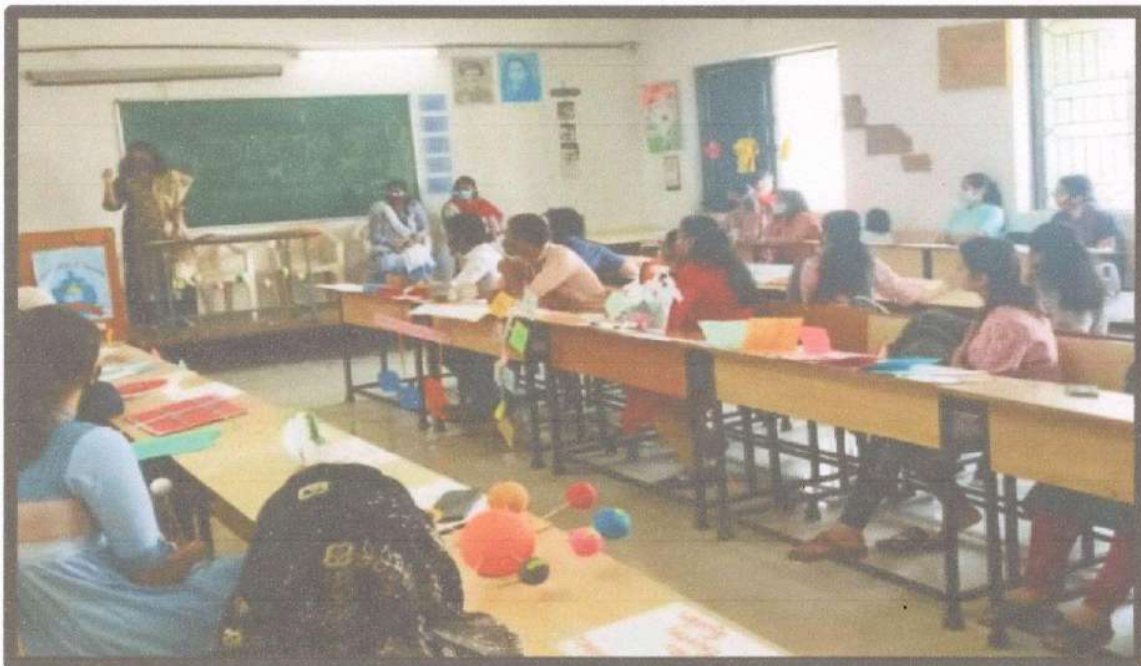
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## ★ MOBILIZING RELEVANT AND VARIED LEARNING SITUATION - LEARNING RESOURCE

Students prepare and display various learning resources, encompassing a wide range of materials and tools that cater to different learning styles and preferences. These resources may include textbooks, interactive digital platforms, educational videos, hands-on activities, and guest speakers. By offering such diverse resources, educators can engage students through multiple modalities, accommodating visual, auditory, kinesthetic, and other learning preferences. This variety ensures that each student can connect with the material in a way that suits them best, thereby enhancing their overall learning experience and fostering a more inclusive and effective educational environment.



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This approach deepens understanding, sparks creativity, and enables students to explore subjects from different angles. Effectively integrating diverse learning resources promotes active participation and enriches the overall learning experience, ensuring that all students have the opportunity to succeed and excel academically

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★ **INDIAN LANGUAGES / COMMUNITY ENGAGEMENT**

➤ **MARATHI BHASHA DIWAS**



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## COMMUNITY ENGAGEMENTS

### WORK DONE BY THE STUDENTS

From 1<sup>st</sup> October 2018 to 5<sup>th</sup> October 2018, the F.Y.B.ED students from Oriental College of Education, Sanpada participated in the community service by helping the mentally challenged students with their everyday work. The students were allotted a particular group with which they have to visit all the units day by day.



### CONCLUSION

The students helped them as well as learned about their capabilities and also about their difficulties that they face. Students were quite happy after working with them and also experienced their everyday way of living.

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On the occasion of Gandhi Jayanti our college visited Prem Daan missionary, Airoli.

The 150 inmates of Prem Daan, the home for destitute women run by the Missionaries of Charity in Airoli, will remember Gandhi Jayanti (Oct 2, 2018) as a day dedicated to them. Our students spent 3 to 4 hours with the inmates. The SY & FY students entertain them with song, dance, also they help them making beds, serving food to them and distribute some snacks. Students tried to interact with them heart to heart and motivated them.

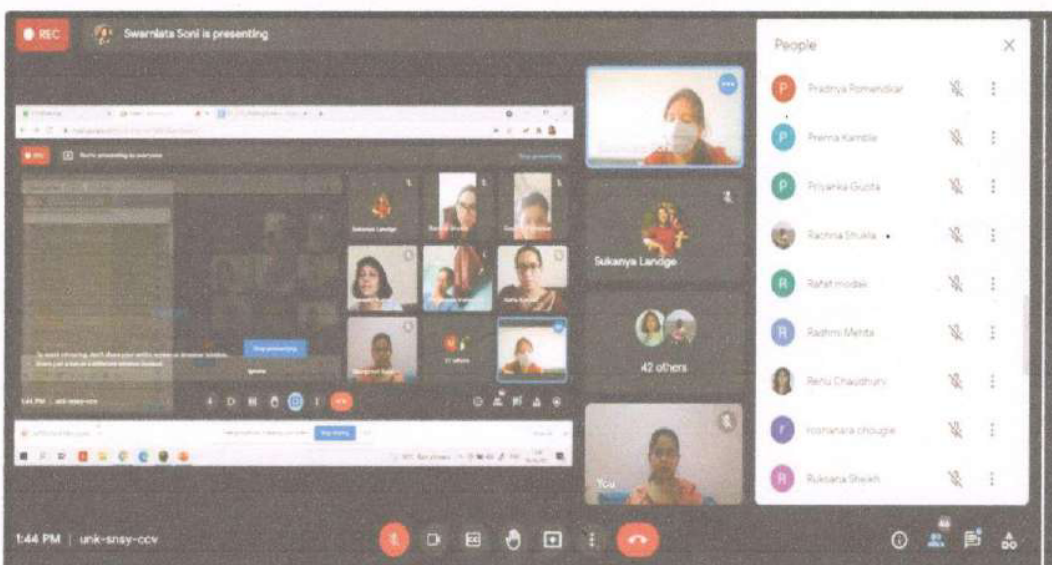
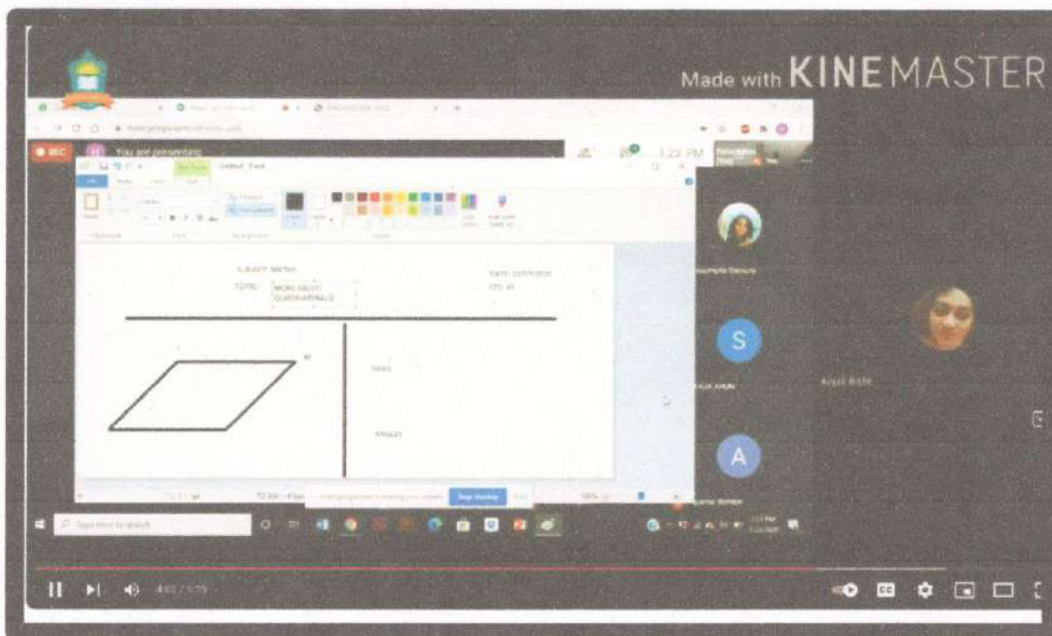


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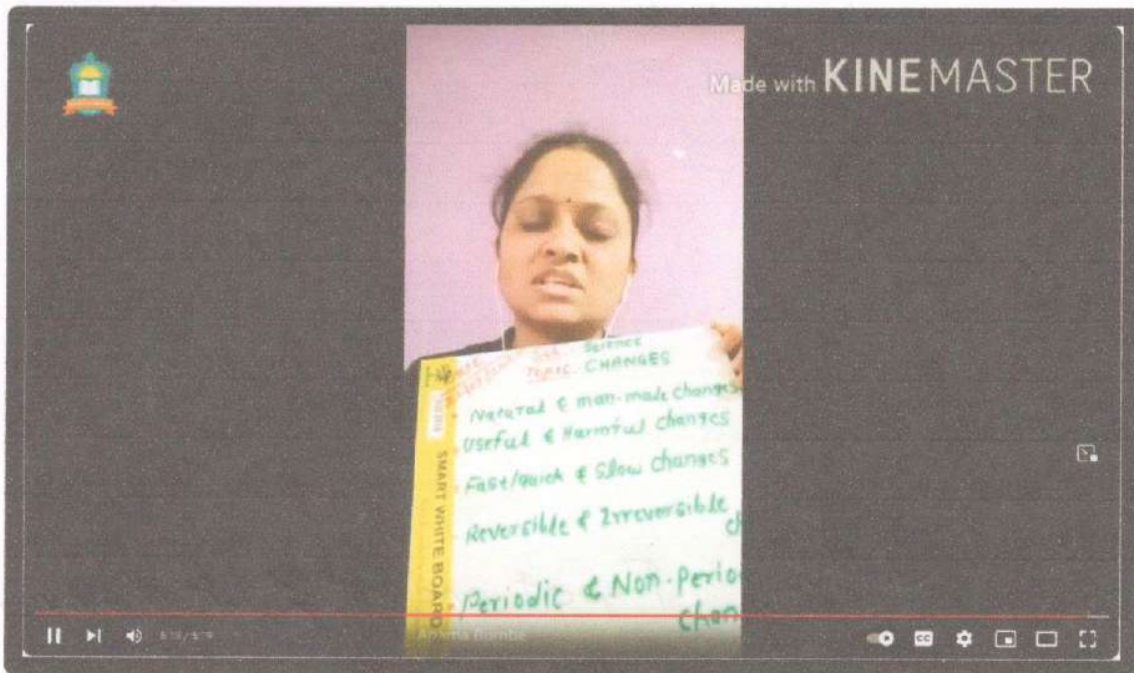
Oriental College of Education

## ★EVOLVING ICT BASED LEARNING RESOURCES

Teachers provide guidance to students for ICT (Information and Communication Technology) based learning resources, which refers to the integration of digital technologies in education to enhance teaching and learning experiences. This approach involves using computers, tablets, smartphones, the internet, and educational software to facilitate and support learning activities. By incorporating ICT tools, teachers can create more engaging, interactive, and personalized learning experiences that cater to diverse learning styles and needs. These technologies enable access to a vast array of information and resources, fostering a more collaborative and dynamic classroom environment. Teachers guide students in navigating and utilizing these digital tools effectively, ensuring they can leverage the benefits of ICT to enhance their understanding and retention of the subject matter. Additionally, ICT-based learning helps develop critical digital literacy skills that are essential in today's technology-driven world, preparing students for future academic and professional endeavors.



*Sneha*  
**Dr. Sangeeta Nath**  
Principal



REC Dr. Sangeeta Nath is presenting

Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	---	100	100
Total	24	180	220	400

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Participants: Aarti Yadav, Pranav Ashrafi, Neha Kulkarni, Anshika Purohit, Tejaswini Lodkar, Tanvi Chakraborty, Gayatri Chakraborty, Rashmi Shukla, Sweet Kulkarni, 34 others, YOU

*Sangeeta*  
**Dr. Sangeeta Nath**  
 Principal  
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