



Gokhale Education Society's

COLLEGE OF EDUCATION AND RESEARCH



Parel, Mumbai – 400 012.

Permanently affiliated to University of Mumbai, NCTE Recognised, UGC 2f12B,
ISO 9001:2015 Certified, NAAC accredited A grade in 3rd Cycle

DOCUMENT UPLOAD

TEACHING – LEARNING PROCESS 2.3.4



1/c

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

Gokhale Education Society's
COLLEGE OF EDUCATION AND RESEARCH
PAREL, MUMBAI. 400 012.

Internship Report Semester IV (2019-2020)

The college re-opened on 02nd January 2020 for the academic year 2019-2020. All the FY & SYB.ED students were oriented about the respective Semester II & IV internship programme by Internship In charge Prof Dr. Vinod Gavit. Each internship school group was allotted a respective mentor for guidance during the internship. On 6th January 2020, the internship programme started for the SY students and the internship programme for the FY students began on 20th January 2020. The following is a brief report about the activities organized by the student-teachers during the internship program.

List of Practice teaching schools

Sr. No	Name of the School	Mentors	Group Leaders	
			Seniors	Juniors
1	R.M Bhatt High School (1)	Dr. Neela Kamat	Ishita Gala	Sania Shaikh
2	R.M Bhatt High School (2)	Dr. Sangita Patkar	Lloyd D'souza	Aakanksha Paranjape
3	Maharashtra High School, Dadar	Dr. Prashant kale	Sharol Dmello	Mallet Pereira
4	Abhyudaya School	Dr. Vinod Gavit	Kusum Yadav	Sameera Chowra
5	Sane Guruji School	Dr. Chetan Chavan	Lizal Gonsalves	Bhoomi Chhabria
6	Adarsh Nagar School	Dr. Sandeep Bodke	Kishore Londhe	Omkar Zagade

Practice Lessons

1. SYB.ED



[Signature]
 The Principal
 Gokhale Education Society's
 College of Education & Research
 Parel, Mumbai - 400 012.

- All the student-teachers delivered a total of 10 lessons each during this internship. Regular lessons & Co-teaching were the lessons that were delivered by the student-teachers with the guidance & feedback from their respective method masters.

2. FYBED

- All the student-teachers delivered a total of 5 lessons each during this internship. The regular lessons were delivered by the student-teachers with the guidance & feedback from their respective method masters.

- Curricular & Co-curricular activities**

- The student-teachers had very enthusiastically organized and even participated in various curricular & co-curricular activities in their respective internship school.

List of activities conducted

1. **Co-curricular activities** – Science Exhibition, Quiz competition, essay writing, elocution competition, poster & slogan competition, celebration of festivals and national days like Republic Day, Matru Pitru Diwas, Marathi Diwas, Science Day, Annual Day, Prize Distribution Ceremony, Farwell etc.
2. **Curricular activities** - Classroom experiments, discussions, debates, use of audio-visual aids, examination and evaluation work.

- Extension Work Activity**

- The extension work activity was conducted by student-teachers in their internship school under the guidance of Prof. Dr. Sandeep Bodke. Under this activity the student-teachers conducted their project related activities like under NIOS, they made a seminar presentation on "Open Educational Institutes" and created awareness among students. Under Career Project activity the student-teachers put up posters on social issues and also interviewed the teachers.

- Action Research**

- The Action Research work was conducted by the SYB.ED student-teachers in their respective internship schools under the constant guidance and feedback from their respective action research guide. Under this activity the student teacher's took up problems faced by the students with respect to their school life and other educational related problems as their research topics.



The Principal
Gokhale Education Society's
College of Education & Research
400 012

The Semester IV internship program ended on 6th March 2020. All the student-teachers had successfully completed their 6 week of internship programme with the constant guidance and support of the college professors and school staff.



RM BHATT HIGH SCHOOL GROUP I & II



MAHARASHTRA HIGH SCHOOL



SANE GURUJI SCHOOL




Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

ADARSH NAGAR SCHOOL



ABHYUDAYA HIGH SCHOOL



[Signature]
Principal
Gokhale Education Society's
College of Education & Research
Mumbai 400 011

Gokhale Education Society's Parel Center
COLLEGE OF EDUCATION AND RESEARCH
PAREL, MUMBAI-400012.

LESSON NOTE

Name of the student Teacher: Sara Simon Almeida Roll No. 51
Name of the School: Maharashtra High School. Std.: 8th Div.: -
Subject: History Lesson No: 04 Date: 1 Time: to
Name of the Unit: The State Government Sub Unit: State Legislature

PRE-ACTIVE STAGE

Teaching Aid /Instructional Material: Chart.
Previous knowledge of the students: Pupil has knowledge about the Constitution of India.
Reference Books/Method Books/Website referred: Textbook and Google

- Teaching Style/Methods/Constructivist Approach/Strategies: Lecture Method.
- Core Elements: Nationalism.
- Values: National Integration.
- Generalizations: The pupil acquires knowledge about the State legislature and its functions.

Objectives and Learning out comes:

KNOWLEDGE: Pupil acquires knowledge about how the state legislature is formed. UNDERSTANDING: Pupil develops understanding about the different aspects that needs to be considered in the formation of state legislature. APPLICATION:

Content Analysis: The pupil applies the acquired knowledge ~~is~~ to be well organized.

CONTENT ANALYSIS: The state Government talks about the legislature and how it was formed and also notes the functions of the Chief Minister.

ACTIVE STAGE

Learning Situation, Learning Experience

Specification: Pupil answers in full sentences. Pupil reorganises new words and its meanings. Pupil makes ~~new~~ use of new words and structure in his sentences. Pupil answers questions related to the idea contained in the chapter.

Introduction of the topic: Teacher introduces the chapter by asking questions related to the topic: (After independence what happened in India? How was it ruled or controlled? Was it possible for the President and the Prime Minister to be present in all the state?)

Presentation of Content: (Role of Teacher and Students Learning Situation, Learning Experience)

STATEMENT OF AIMS: So today we are going to learn the chapter the state government where in we will get to see how the states are formed and organised.

TEACHERS ACTIVITY	STUDENTS ACTIVITY
<ul style="list-style-type: none">Teacher greets the class.	Pupil greets back.
<ul style="list-style-type: none">Teacher writes the preliminary information.	
<ul style="list-style-type: none">Teacher begins the explanation by talking about the state government and why there was a need felt about the same.	Pupil listens.
<ul style="list-style-type: none">Teacher gives a background of the state legislature about on what bases it was formed and states were classified on what bases.	"
<ul style="list-style-type: none">Teacher then explains the process of state legislature i.e. the members of the legislative assembly or Members of Legislative	

Principal

Gokhale Education Society's
College of Education & Research
Parol, Mumbai - 400 012.



Council.

- Then she focuses on one particular state that is Maharashtra and talks about its formation, which includes the two houses i.e. the Vidhan Sabha and Vidhan Parishad. Pupil listens.
- Then she starts explaining the first house i.e. the Vidhan Sabha and gets in detail. "
- Teacher talks about its members, how many it comprises and people from which sections are included, also about its tenure and who are eligible to be a part of Vidhan Sabha.
- Teacher then talks about the speaker of Vidhan Sabha and what are his functions and in his absence who conducts the elections. "
- Teacher then starts explaining the 2nd House i.e. the Vidhan Parishad. She explains the requirement of Vidhan Parishad, who can be a member of the same, how many members are included and how does it work. "
- Teacher then talks about the Chairman of Vidhan Sabha and who conducts the elections in his absence.
- Teacher instructs the pupil to note down the important points. Pupil notes down.
- Teacher asks the evaluation question.
- Teacher gives homework to the pupil. Pupil notes down.



POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

1) How many states are there in India?

2) Which is the first house of the legislature?

3) How many members are there in the Vidhan Sabha?

4) Which is the second house of the legislature?


5) Who is the speaker of the Vidhan Parishad.

BLACK BOARD WORK

Date : 21/03/2019

Subject : History - Civics.

Std. : 8th

Name of Unit : State Legislature	
<ul style="list-style-type: none">India has 29 Constituent StateMaharashtra has bicameral legislatureThe legislature of Maharashtra has two houses, namely Vidhan Sabha and Vidhan Parishad. <p>VIDHAN SABHA :</p> <ul style="list-style-type: none">1) 1st House2) Comprises of 286 members.3) Tenure - 5 years.4) Citizen who has completed 25 year of age can contest election.5) Speaker and Deputy Speaker carry out the proceeding	<p>VIDHAN PARISHAD :</p> <ul style="list-style-type: none">1) 2nd House2) 28 Members.3) Members retire after 2 years.4) Chairman and Deputy Chairman carry out the proceedings. <p>JP 28/3</p> <p>Principal Gokhale Education Society's College of Education & Research Parel, Mumbai - 400 012.</p> 

★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
<ul style="list-style-type: none"> • Some introductory qns were asked • Aim of lesson was announced clearly and topic written on the board • Reinforce was given to student. Pupils were taking interest • Attitude was good, cheerful temperament well planned teacher. 	
<p align="center">V. good.</p>	



Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

Pratik

Date & Signature of Teacher Educator : _____

Student Signature _____



Estd. 1970

Gokhale Education Society's
College of Education and Research

Acharya Donde Nagar, Gokhale Society Lane,
Parel, Mumbai - 400 012.

BACHLOR OF EDUCATION

शिक्षणशास्त्र पदवी अभ्यासक्रम

2018 - 2019

INTERNSHIP PROGRAMME

Lesson Journal

SEM - IV

Name of the Student / विद्यार्थ्यांचे नाव

SARA . S. ALMEIDA

Roll No. / हजेरी क्रमांक

51

Subject / विषय

ENGLISH AND HISTORY

Name of the School / शाळेचे नाव

MAHARASHTRA SCHOOL



Principal

Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

Gokhale Education Society's Parel Center
COLLEGE OF EDUCATION AND RESEARCH
PAREL, MUMBAI-400012.

LESSON NOTE

Name of the student Teacher: Sara Simon Almeida Roll No. 51
Name of the School: Maharashtra High School. Std.: 8th Div.: -
Subject: History. Lesson No: 02 Date: 15/02 Time: 11:15 to 11:45
Name of the Unit: Struggle for Equality Sub Unit: Socialist movement and Feminist movement.

PRE-ACTIVE STAGE

Teaching Aid /Instructional Material: Chart.
Previous knowledge of the students: Pupil has knowledge about the struggle for India's Independence.
Reference Books/Method Books/Website referred: Google and History Textbook

- Teaching Style/Methods/Constructivist Approach/Strategies: Lecture method.
- Core Elements: Nationalism.
- Values: National Integration.
- Generalizations: The pupil gains knowledge about the injustices faced by the people and the struggle for equality.

Objectives and Learning outcomes:

KNOWLEDGE: Pupil ^{acquires} ~~gains~~ knowledge about the struggle for equality. UNDERSTANDING: Pupil develops understanding about the different movements for equality. APPLICATION: The pupil applies the acquired knowledge in situations.

Content Analysis: Where there is social injustices seen.

CONTENT ANALYSIS: The 'struggle for Equality' talks about the different movement such as Peasant, Workers, Feminist, Dalit and socialist movement that rose against all the injustices that happened to people.

ACTIVE STAGE

Learning Situation, Learning Experience

Specification : Pupil recognizes the need for equality.
Pupil identifies the different freedom fighters who fought for social Justice. Pupil answer the question as per the form of question asked to them.

Introduction of the topic : Teacher introduces the topic by asking questions on the previous content that was taught..
1) What was the peasant movement about? 2) What was the Workers movement about? 3)

Who was called the father of Indian Worker movement?

Presentation of Content : (Role of Teacher and Students Learning Situation, Learning Experience)

STATEMENT OF AIM: In the earlier lecture we learned about the Peasant movement and the Workers Union. In today's lecture we are going to learn about the Feminist movement and the Socialist movement.

TEACHERS ACTIVITY	STUDENTS ACTIVITY
<ul style="list-style-type: none">• Teacher greets the class.• Teacher writes the preliminary information.• Teacher begins the explanation by talking about the Socialist movement.• Teacher gave a brief introduction about what the Socialist movement was and who were associated with it.• Teacher talks about the theory of Karl Marx and how Kofmanya Tilak wrote	<ul style="list-style-type: none">• Pupil greets back.Pupil listens.Pupil listens.



amongst the people.

- later who were included in the Socialist movement and about the Murrut conspiracy case;

- Teacher then talks about the Feminist movement.

- Teacher talks about the different problems that were faced by the people especially women and the injustices faced by them.

- Teacher then talks about how awakening was spread amongst the people and who came forward to help the women.

- Pandita Ramabai and Kamabai Banade open foundations and organisations for the women and to gain Justice and Equality.

- Teacher then talks about Kakhmabai Janardan Jave and her individual struggle.

- And finally after all the revolt what was the result and how women were given a place in the society.

- Teacher writes down the important points on the board.

- Teacher gives the evaluation questions and ask the student.

- Teacher gives homework to the pupil.

Pupil listens.

"

"

"

"

Pupil notes the imp point in R.S.

Pupil notes the homework



POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

- 1) What was the Socialist movement about?
- 2) To whom did Lokmanya Tilak write about in 1881?
- 3) What was the Trial in Meerut known as?
- 4) What was the Feminist movement about?
- 5) Who was the first practicing women doctor in India?

BLACK BOARD WORK

Date : 10/2/2019

Subject : History

Std. : 8th

Name of Unit : Struggle for Equality

SOCIALIST MOVEMENT:

- Included young activists.
- Principle of economic and social equality.
- In Quit India Movement the socialists were in the forefront.

FEMINIST MOVEMENT:

- Secondary position, subjected to injustices.
- After independence equality of men and women has been clearly stated in the Constitution.



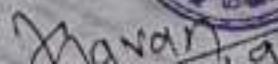

Principal
Gokhale Education Society's
College of Education & Research
Parel, Mumbai - 400 012.

★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
① Tr introduced lesson by asking q ^{ns} based on previous kn of class	① Tr must ask developmental q ^{ns} to involve students in teaching-learning process.
② Tr gave explanation of the content. A chart was used for explanation	② Tr should not confuse the content. Dr. R. Sarve & Dr. Anandibai Joshi.
③ Chalk-board summary was developed & q ^{ns} were given time to copy it.	③ Tr should not repeat and reframe q ^{ns} continuously.
④ Tr was vigilant in class.	
⑤ Recap / eval ⁿ was done by asking q ^{ns} .	
⑥ H.O. was given.	

1000
15/2/19

 Principal
Gokhale Education Society's
College of Education & Research
Panel, Mumbai - 400 012.





Estd. 1970

Gokhale Education Society's
College of Education and Research

Acharya Donde Nagar, Gokhale Society Lane,
 Parel, Mumbai - 400 012.

BACHLOR OF EDUCATION

शिक्षणशास्त्र पदवी अभ्यासक्रम

2018 - 2019

INTERNSHIP PROGRAMME

Lesson Journal

SEM - IV

Name of the Student / विद्यार्थ्यांचे नाव ANKITA CHANDRA

Roll No. / हजेरी क्रमांक 55

Subject / विषय SCIENCE & MATHS

Name of the School / शाळेचे नाव SANE GURUJI ENGLISH MEDIUM



Principal
 Gokhale Education Society's
 College of Education & Research

Gokhale Education Society's Parel Center
COLLEGE OF EDUCATION AND RESEARCH
PAREL, MUMBAI-400012.

LESSON NOTE

Name of the student Teacher: Ankita Chandra Roll No. 55
Name of the School: SANE GURUJI ENGLISH MEDIUM Std.: VI Div.: A
Subject: MATHS Lesson No: 2 Date: 01/03/19 Time: 8:30 to 8:40 am.
Name of the Unit: QUADRILATERAL Sub Unit: QUADRILATERAL PROPERTIES

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material: CHART, GEOMETRICAL BOX
Previous knowledge of the students: Pupil has the previous knowledge of line segments and triangles
Reference Books/Method Books/Website referred: Textbook of VI standard, Youtube.com

- Teaching Style/Methods/Constructivist Approach/Strategies: Lecture demonstration
- Core Elements: Inculcation of scientific temperament
- Values: Intellectual value, scientific value
- Generalizations: Four sided closed figure with sum of angles 360° is known as quadrilateral.

Objectives and Learning out comes:

Knowledge - Pupil acquires the knowledge of quadrilateral figures
~~and~~ Pupil acquires the knowledge of properties of quadrilaterals.

Understanding - Pupil develops the understanding of properties of quadrilaterals.

Content Analysis: Quadrilateral - Four sided closed figure

Sum of angles $\rightarrow 360^\circ$ [Two Triangles]

Properties of quadrilateral \rightarrow Adjacent sides, Opposite sides, Opposite angles, adjacent angles
Diagonals



ACTIVE STAGE

Learning Situation, Learning Experience

Specification: ① Pupil recalls the quadrilateral figure as closed four sided figure. ② Pupil recalls the properties of quadrilateral. ③ Pupil recognizes the diagonal of the quadrilateral.

Introduction of the topic: Teacher introduces the topic by showing different closed shapes and asking how many sides they have and defines four sided figure as quadrilateral.

Presentation of Content: (Role of Teacher and Students Learning Situation, Learning Experience)

Teacher	Student
① Teacher shows the three shapes and asks about the number of sides.	Student observes and answers as, three sides, four sides and five sides.
② Teacher explains the quadrilateral shape.	Student listens and understands.
③ Teacher explains the sum of angles of quadrilateral as 360° and draws the diagram to explain the same.	Student listens and understands.
④ Teacher explains the first property of the quadrilateral - Adjacent sides and draws the diagram to	Student listens, observes and understands.

and

Teacher explains the second property of - Opposite sides and draws the diagram to explain the property and write on board

Student listens, observes and understands.

Teacher explains the third property by drawing a diagram and explains adjacent angles property & writes

Student listens, observes and understands

Teacher explains fourth property of - Opposite angles by drawing the diagram and writes on board

Student listens, observes and understands.

Teacher explains Diagonal Property as the fifth property of a quadrilateral and writes on board

Student listens and understands

Teacher asks to note down the board work.

Student notes down the work.

Teacher asks the board and then evaluates student by showing a chart containing the diagram and its question.

Student observes, reads and answers the question.

Teacher gives the home work question.

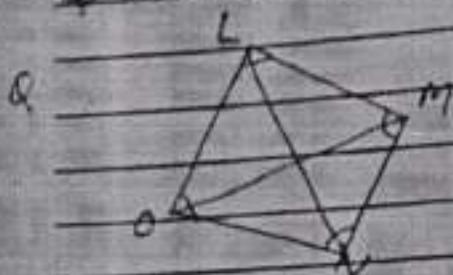
Student notes down the home work.



POST ACTIVE STAGE

Evaluation : Mention activity to be conducted by teacher for Evaluation of thought content.

Q Evaluation is done by teacher by asking...



- 1) Name the opposite sides
- 2) Name the adjacent angles
- 3) Name the diagonals.

BLACK BOARD WORK

Date : 03/03/19

Subject : MATHS

Std. : VI - A

Name of Unit : QUADRILATERAL

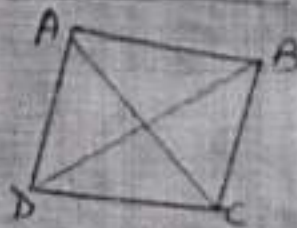
TOPIC : PROPERTIES OF QUADRILATERAL

PROPERTIES

- ① Adjacent sides have a common vertex
- ② Opposite sides do not have a common vertex
- ③ Angles which have one common arm are called adjacent angles.
- ④ Angles which do not have common arm are called opposite angles.

⑤ The line segments which join the vertices of opposite angles of a quadrilateral are known as Diagonals.

Home-Work



Name the adjacent angles of the quadrilateral

★ Observation and comments by Teacher Educator ★

COLLEGE

Positive aspects	Aspects which needs improvement
* To. was confident	* write in a straight line
* Draw diagram on board with scale	
* stl's were actively involved	
* Used pointer to explain diagram	
* voice was loud & clear	
* To. was attentive to the class	
* Board writing was good	
* Prepared well	

e Student
ne Schoo
MA
the U

ing
ov

Date & Signature of Teacher Educator :



[Signature] 11/3/19

Jr. Principal Student Signature
Gokhale Education Society's

Name:- Manjiri Umesh Khot Roll No :- 22
Name of the School:- Maharashtra School, Dadar (W)
Std :- 6th Sub:- Mathematics Lesson No :- 13
Date :- 15/07/2021
Name of Unit :- Commercial Mathematics
Sub unit :- Profit and Loss

PRE - ACTIVE STAGE

Teaching Aid :- White Board

Previous Knowledge :- Students are familiar with the concept of calculating profit or loss.

Reference Book/Website :- Google, Youtube

Teaching style :- Lecture

Core Element :- Equality

Value :- Dignity of Labor

Generalizations :- The topic covers finding profit and loss by making use of calculations

Objectives :-

Students acquire the knowledge of

- Buying the goods from shops

- Reading, preparing and maintaining bills.

Specifications / Learning Outcomes

- Students learn how profit is earned or loss is incurred

- Understand costs of various materials and services and learn to make strategies in order to earn more profits and decrease losses.

Content Analysis:-

If the selling price is more than the amount paid for it, there is a gain. It is called a profit.

Sometimes, an article is sold for less than the amount paid for it while buying. The damage, in that case, is called a loss.

Ex. Details of Pranav's shopping for his stall:-

Vegetables	₹ 70
Butter	₹ 25
Bread	₹ 45
Masala	₹ 14
Miscellaneous	₹ 20
Total	₹ 174



The amount Pranav gained through his sales
= ₹ 160

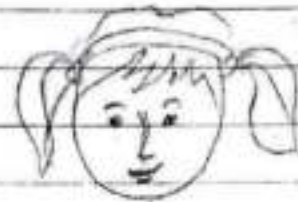
How much did Pranav spend in all? ₹ 174

Why is he so disappointed?

Ans. Selling Price is ₹ 160 which is less than the Cost Price of ₹ 174. Since he has suffered a loss of ₹ 14, Pranav is disappointed.

Ex:- Details of Sarita's shopping for her stall :-

Plates	- ₹ 20
Spoons	- ₹ 10
Chutney	- ₹ 30
Puffed rice	- ₹ 50
Onions	- ₹ 20
Miscellaneous	- ₹ 60
	₹ 190



The amount Sarita gained by sales is ₹ 230.

How much did Sarita spend on her bhel?

Why does Sarita look so happy.

ACTIVE STAGE

Introduction to the topic:-

Teacher introduces the topic by displaying the question on screen:



Presentation of Content :- (Role of a Teacher and Students Learning Situation, Learning Experience)

Teacher Activity	Student Activity
- Teacher initiates online meeting and greets students.	- Students greet back
- Teacher introduces the topic by displaying sums.	- Students participates
- Today we are going to see how to find profit and loss. with the help of examples.	- Students observe
- Teacher asks the students to copy down the blackboard work	- Student copies down
- Teacher solves the sums and asks students to copy down.	- Teacher has given work which is copied by students
- Teacher recaps the topic	- Teacher has one on one discussion with students

- | | |
|---|--------------------|
| - Teacher explains core values | Students listen |
| - Teacher displays evaluation question. | students answer |
| - Teacher displays homework on screen and asks student to copy down | Students copy down |

POST ACTIVE STAGE

Evaluation:-

Q. Hamidbhai bought bananas worth 2000 rupees and sold them all for 1890 rupees. Did he make a profit or a loss? How much was it?

→ He bought bananas for Rs 2000.
Hence,
Cost price = ₹2000
Selling price = ₹1890

Cost price is greater than selling price.
Therefore, Hamidbhai suffered a loss.

$$\begin{aligned} \text{Loss} &= \text{Cost price} - \text{Selling price} \\ &= 2000 - 1890 \\ &= \boxed{\text{₹110}} \end{aligned}$$

∴ Hamidbhai suffered a loss of ₹110 in this transaction.



Black Board Work

Date:- 15/07/2021 Sub:- Maths Std:- 6th

Topic:- Commercial Mathematics ^{Sub-} Unit:- Profit and Loss.

Homework Question:-

Harbhajan Singh bought 500kg of rice for 22000 rupees and sold it all at the rate of ₹ 48 per kg. How much profit did he make?

Ans:- The cost price of 500 kg rice is ₹22000.

Selling price of 500 kg of rice is = $500 \times 48 = ₹24000$

Selling price is greater than cost price.

∴ $24000 > 22000$

Therefore there is a profit

Profit =
Selling Price -
Cost Price
= $24000 - 22000$
= ₹2000

∴ In this transaction Harbhajan Singh made a profit of ₹2000

