



Gokhale Education Society's

COLLEGE OF EDUCATION AND RESEARCH

Parel, Mumbai – 400 012.

Permanently affiliated to University of Mumbai, NCTE Recognised, UGC 2f 12B,
ISO 9001:2015 Certified, NAAC accredited A grade in 3rd Cycle



DOCUMENT UPLOAD

**STUDENT PERFORMANCE AND LEARNING
OUTCOMES 2.7.5**

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LESSON NOTE

Name of the Student Teacher : Pooja Mayekar Roll No.: 81
 Name of the School : R.M.Bhatt High School Std.: VI Div.: A
 Subject Geography Lesson No.: 15 Date : 27/01/23 Time : 9:00 to 9:30
 Name of the Unit : Importance of Ocean Sub Unit : Introduction
Fish food (Marine life)

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material : Chart, Map
 Previous knowledge of the student : Student have studied the lithosphere and hydrosphere of the earth, & also the major oceans.
 Reference Books / Method Books / Website referred : byjus.com

- | |
|---|
| <ul style="list-style-type: none"> Teaching Style / Methods / Constructivist Approach / Strategies : <u>Lecture method</u> ^{cum discussion} Core Elements : <u>Protection of environment, Incultation of scientific</u> Values : <u>sensitivity, neatness & tidiness, scientific attitude</u> ^{temper} Generalizations : <u>The lesson is about importance of Oceans.</u> |
|---|

Objectives and Learning out comes :

K - Pupil acquires knowledge about the term 'hydrosphere'. U - Pupil develops understanding of the marine life. A - Pupil appreciates the scientific attitude through the learning.

Content Analysis : -> Importance of Oceans

- Major oceans
- Hydrosphere
- Underwater volcanic eruptions
- Fish food (Marine life) - uses / importance



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ACTIVE STAGE

Learning Situation, Learning Experience

Specification : K - The pupil locates the major oceans
U - The pupil compares & contrast between different
spheres of the earth. A - The pupil condemns
the contemporary reasons for marine pollution/water
pollution

Introduction of the topic : The teacher starts the
introduction by asking student their experience &
activities they do at a beach & then
connects the topic to Ocean

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

* Teacher greets back the student &
starts the introduction by asking general
questions to the pupils.

Pupil responds

* Teacher writes the name of the topic &
sub-topic on the board

Pupil observes carefully

* Teacher starts the lesson by asking
about the major oceans.

Pupil responds

* Teacher starts explaining the first
topic named as 'hydrosphere'. Teacher asks A/c
co-teacher to explain an activity on importance of salt.
Pupil pays attention



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* Teacher writes important points on the board.

Pupil observes carefully

* Teacher shows map related to major oceans

Pupil observes with interest

* Teacher talks about 'Volcanic eruptions'

Pupil listens carefully

* Teacher shows a chart related to under water volcanic eruptions

Pupil observes

* Teacher talks about marine life & different types of fish.

Pupil listens carefully

* Teacher summarizes the topic

Pupil pays attention

* Teacher starts the evaluation

Pupil responds

* ^{Co} Teacher assigns H.W

Pupil notes down the H.W



POST ACTIVE STAGE

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

- 1) F.I.B → Of the total global waters, — is contained in oceans
- 2) What plants & animals use in water for their existence?
- 3) Which is one of the ancient occupation of human beings?
- 4) Which water bodies are included in Hydrosphere?

BLACK BOARD WORK

Date : 27/01/23

Subject : Geography

Std.: VI A

<p>Name of Unit : <u>Importance of Ocean</u></p> <p>→ Hydrosphere includes all the water bodies — oceans, seas, rivers, & their tributaries, lakes, reservoirs & also ground water</p> <p>→ Of the total global waters, <u>97.7%</u> is contained in oceans</p> <p>→ Plants & animals in the water make use of gases such as oxygen & carbon dioxide</p>	<p>that are dissolved in water for their existence.</p> <p>→ Marine life.</p> <p>— Marine animals are also used for the production of fertilizers, pharmaceuticals & also in research.</p> <p><u>H.W</u></p> <p>Write a short note on —</p> <p><u>Importance of Ocean.</u></p> <p><i>[Signature]</i></p>
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★ Self Reflection ★

1) What did I think and feel about my Lesson?

This was my first geography lesson during my Internship period. I learned a lot through this lesson. I recognized or I came to know about my negative points. I was not happy with my lesson. I could have done better.

2) What were the positive and negatives?

Positive - good teaching aid, active participation of the student, good introduction of the topic.

Negative - not that confident, explanation was not that great.


3) What else could I have done?

I could have shown some video clips of the topic for better understanding of the subject.

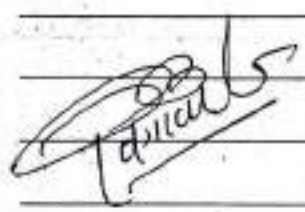
4) What will I do better next time?

Next time I will focus on my negative aspects & I will be more prepared.



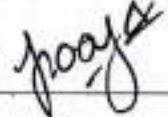

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★ Observation and comments by Teacher Educator ★


Positive aspects	Aspects which needs improvement
Introduction was done by asking general questions related to topic.	Time management.
Boardwork was done.	
Teaching aid was used.	
Voice was audible.	
Active participation of students.	
Good explanation of lesson.	
Co-teacher explained one topic.	
	

Date & Signature of Teacher Educator : _____

Guide Signature _____

Student Signature 




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Theme based - Migration & Settlement

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LESSON NOTE

Name of the Student Teacher : Pooja Mayekar Roll No. : 81
Name of the School : R. M. Bhatt High School Std. : V Div. : A
Subject : E.V.S. II Lesson No. : 13 Date : 10/01/23 Time : 8:00 to 8:35
Name of the Unit : Beginning of settled life Sub Unit : Beginning of domestication of animals & agriculture

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material : Charts, pictures
Previous knowledge of the student : Pupil know about the Stone Age period - Old, Middle & New Stone age.
Reference Books / Method Books / Website referred : byjus.com

- Teaching Style / Methods / Constructivist Approach / Strategies : Lecture method.
- Core Elements : Protection of environment
- Values : Sensitivity, neatness & tidiness, & Dignity of Labour
- Generalizations : The lesson is about the beginning of settled life.

Objectives and Learning out comes :

K - The pupil acquires facts of the New Stone age era.
U - The pupil develops understanding of ideas, methods & problems of the New Stone age.
A - The pupil appreciates the contribution of History related to migration & settlement.

Content Analysis : → Beginning of settled life (Lesson name)

* Background - Life of old, middle & new stone age people, their way of living, their migration & settlement

* Beginning of settled life (From migration to settled way of life)



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Specification : K - The pupil recognises the journey from migration & settled life. U - The pupil compares & contrast between the different stone age period.

A - The pupil appreciates the social & cultural heritage of the past.

Introduction of the topic : Teacher asks questions based on previous knowledge of the pupil & connects the topic to the lesson.

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

* Teacher greets back the students & starts the introduction by asking questions on previous knowledge of the pupil.
Pupil responds

* Teacher starts the lesson by teaching history of migration from the old Stone age period to the New Stone age period.
Pupil listens carefully.

* Teacher shows the chart of the lifestyle of Old & New Stone age people & compares & contrast between them.
Pupil pays attention & observes with curiosity.

* Teacher writes the topic & sub-topic on the board.
Pupil observes

* Teacher talks about the domesticated animals used during the New Stone age.



period.

Pupil listens carefully.

* Teacher writes important points on the board.

Pupil observes

* Teacher explains 3 main steps required for the domestication of any species of animal
Pupil pays attention

* Teacher shows chart related to domestication of animal.

Pupil observes with curiosity

* Teacher highlights important points on the board. → ① Capture of wild animals ② Taming the captured animals ③ Obtaining useful material from them.
Pupil ^{observes} listens carefully.

* Teacher ask the student to note down the important points on the board.

Pupil follow the instruction.

* Teacher summarizes the topic in short
Pupil pays attention.

* Teacher starts the evaluation process
Pupil responds

* Teacher assigns homework
Pupil notes down the H.W.

POST ACTIVE STAGE

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

- (1) Which is the main characteristic of the New Stone Age?
- (2) What are the 3 main steps in the domestication of any species of animal?
- (3) Which animal was domesticated first?
- (4) Give reasons - There is no need to keep moving while doing agricultural activities

BLACK BOARD WORK

Date : 10/01/23

Subject : E.V.S-II

Std.: VI
A

Name of Unit : 8. Beginning of Settled life	
<p>- The beginning of cultivation is a characteristic of the culture of the New Stone age</p> <p>-> Domestication of animals</p> <p>- Domesticated animals like the dog, goat, sheep, cattle, buffalo, etc</p> <p>-> 3 main steps in the domestication of any animal</p> <p>① Capture of wild animals.</p>	<p>② Taming the captured animals.</p> <p>③ Obtaining useful material from them</p> <p>- The dog is the first animal to have been domesticated.</p> <p>H.W Which animal is used by the modern police? In what way</p>



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★ Self Reflection ★

1) What did I think and feel about my Lesson ?

I was satisfied with my teaching. The lesson went well & ~~acc~~ according to my plan. My class was interactive & students were not just passive listeners. Overall, happy with my teaching.

2) What were the positive and negatives ?

Positive - Interactive class, good confidence level, good explanation, Time management & class control.

Negative - Teaching aid were not that good.

3) What else could I have done ?

As I was teaching to a lower class (V std) I could have focused more on preparing some interesting teaching aid.


4) What will I do better next time ?

I will prepare some interesting teaching aid to make learning fun & interesting.



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★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
Introduction done by checking previous - knowledge & showing pictures.	
Voice was clear & audible.	
B.B work was good. Use of colored chalks.	
Good class control	
SoA was mentioned	
All the board details were mentioned	
Evaluation ✓	
H.W ✓	
	

Date & Signature of Teacher Educator : _____


 Student Signature 

Guide Signature _____



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LESSON NOTE

Name of the Student Teacher : Pooja Mayekar Roll No.: 81

Name of the School : R. M. Bhatt High School Std.: VIII Div.: A

Subject History Lesson No.: 4 Date : 21/11/22 Time : 11.15 to 11.50

Name of the Unit : Armed Revolutionary Movement Sub Unit : Revolutionary movement in Bengal.

PRE-ACTIVE STAGE

Teaching Aid / Instructional Material : Pictures, Charts

Previous knowledge of the student : Pupils have knowledge about the struggle for Independence

Reference Books / Method Books / Website referred : Britannica.com, toppix.com

- Teaching Style / Methods / Constructivist Approach / Strategies : Lecture method.
- Core Elements : History of India's freedom Movement
- Values : Sensitivity & empathy, Patriotism, National Integration
- Generalizations : The topic is about armed revolutionary movement in Bengal.

Objectives and Learning out comes :

K- The pupil acquires knowledge of facts, events regarding the struggle for Independence. U- The pupil develops understanding of ideas of the different freedom fighters in the struggle for Independence.

Content Analysis : → Revolutionary Movement in Bengal.
- Partition of Bengal (Reason behind partition)
- Revolutionary movement at National level (Objectives)
- Role of freedom fighters (Bhadrakumar Ghosh, Aurobinda Ghosh, Rash Bihari Bose & Sachindra Nath)



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ACTIVE STAGE

Learning Situation, Learning Experience

Specification : K - The pupil recalls the great fighters of Indian freedom. U - The pupil summarizes the freedom struggle of India. A - The pupil appreciates contributions & qualities of Indian Freedom Fighters.

Introduction of the topic : The teacher introduces the topic by showing chart related to 'Unity in diversity' & connects the topic to the reason behind the partition of Bengal.

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

* Teacher greets the pupil & starts the introduction of the topic by showing chart.

Pupil observes carefully

* Teacher writes topic, sub-topic on the board.

Pupil observes carefully

* Teacher starts explaining the reasons for partition in Bengal.

Pupil pays attention

* Teacher highlights important points on the board.

Pupil observes carefully

* Teacher explains the objectives of secret organisation - 1) To keep control over British officers. 2) To loosen the govt machinery. 3) To wipe out the fear in the minds of Indians. (4) Overthrowing the British rule.

Pupil pays attention

* Teacher highlights important points on the board.



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Pupil observes carefully

* Teacher talks about an organisation named 'Anushilan Samiti'.

Pupil listens carefully

* Teacher shows pictures of the freedom fighters - Barindra Kumar Ghosh, Khudiram Bose & Prafulla Chaki

Pupil observes with curiosity.

* Teacher writes important points on the board.

Pupil observes carefully

* Teacher writes -

→ Chief of the organisation - Barindra Kumar Ghosh.

→ Bomb manufacturing center at Maniktala near Kolkata.

→ Members of the Anushilan Samiti - Khudiram Bose & Prafulla Chaki

Pupil observes carefully & notes down the important points

* Teacher summarizes the topic in short

Pupil listens.

* Teacher asks the pupil if they have any doubts

Pupil responds.

* Teacher starts evaluation

Pupil responds

* Teacher assigns Home work

Pupil notes down the home work



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POST ACTIVE STAGE

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

- (1) In Bengal a revolutionary organisation called — was active.
- (2) Who was the chief of the Anushilan Samiti?
- (3) Name members of the Anushilan Samiti
- (4) From whom did Anushilan Samiti received guidance?

BLACK BOARD WORK

Date : 21/11/22

Subject : History

Std.: VIII
A

Name of Unit : <u>Armed Revolutionary Movement</u>	
→ Objectives of secret organisation. (1) To Keep control over British officers. (2) To loosen the govt machinery (3) To wipe out the fear in the minds of Indians (4) Overthrowing the British rule. → In Bengal a revolutionary organisation called 'Anushilan Samiti' was active.	→ chief of the organisat ⁿ <u>Borindra Kumar Ghosh</u> → Bomb manufacturing centre at <u>Maniktala</u> near Kolkata. → Members of Anushilan Samiti - <u>Khudiram Bose & Prafulla Chaki</u> → <u>H.W.</u> Write a short note on 'Revolutionary Movement in Bengal'.



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★ Self Reflection ★

1) What did I think and feel about my Lesson?

This particular class (VITTA) is a very mischievous class. So, for this I was already well prepared. I provided clear instructions to the students to not to disturb the class & my lesson went well.

2) What were the positive and negatives?

Positive - good explanation, good teaching aid, I was confident.

Negative - more improvement needed in class management & class control.

3) What else could I have done?

I could have arranged some playful activity to make the lecture more interesting.


4) What will I do better next time?

I will try to arrange some interesting activities. (Learning by doing).



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★ Observation and comments by Teacher Educator ★

Positive aspects	Aspects which needs improvement
Introduction done by showing chart.	
Boardwork was good	
Teacher was confident	
Stimulus Variation seen.	
Teaching aid was visible	
Good explanation of the content.	
Evaluation ✓	
H.W ✓	
	


Date & Signature of Teacher Educator : _____

Guide Signature _____

Student Signature _____



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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




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- 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 SYBED student-teachers in their respective internship schools under the constant guidance and feedback from their respective action research guide. Under this activity the student teachers took up problems faced by the students with respect to their school life and other educational related problems as their research topics.



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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 1 & II



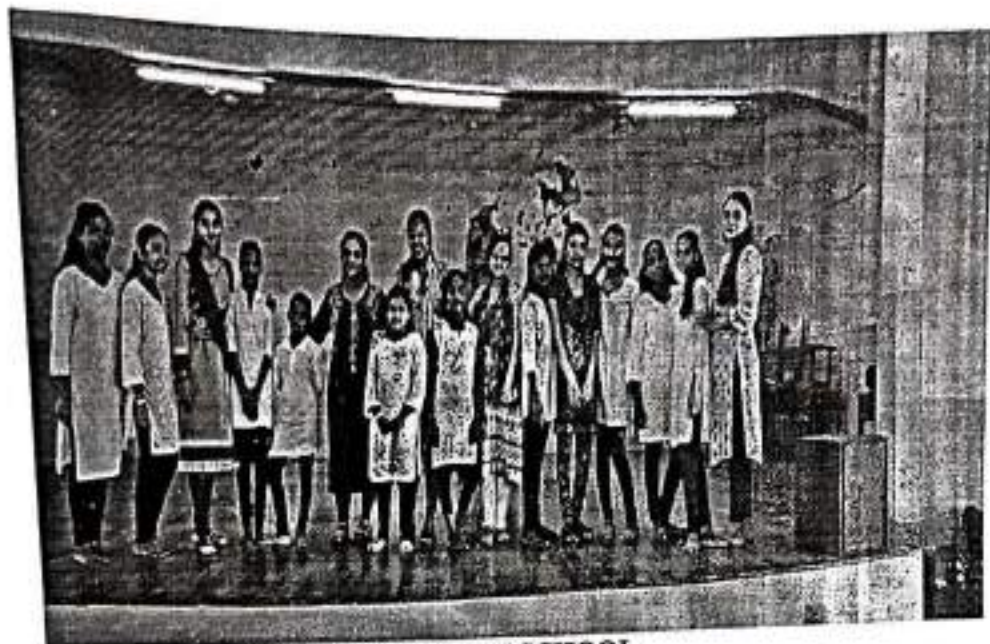
MAHARASHTRA HIGH SCHOOL

SANE GURUJI SCHOOL

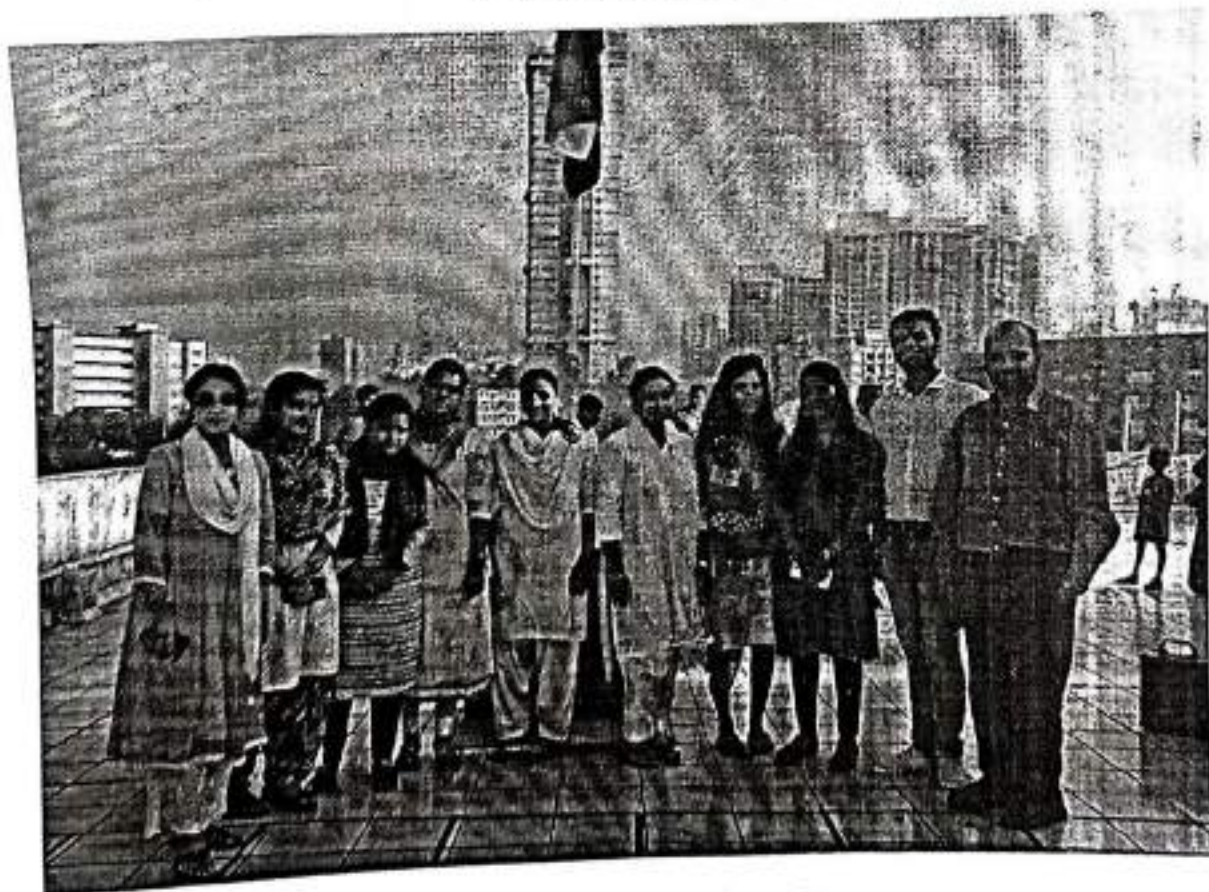


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ADARSH NAGAR SCHOOL



ABHYUDAYA HIGH SCHOOL



[Signature]
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Ref. No: GESCER/TT/JULY/2022

TIME TABLE -SEM II

Date: 27/06/2022

Sr. No.	Monday 27/6/2022	Tuesday 28/6/2022	Wednesday 29/6/2022	Thursday 30/6/2022	Friday 1/7/2022	Saturday 2/7/2022
GENERAL ASSEMBLY AND PRAYER						
1	10:00 To 10:20				Orientation of CC-III (VNG)	Library Reading
2	11:10 To 12:00				Orientation of CC-III (VNG)	Library Reading
3	12:00 To 12:50				Orientation of EC-I	Library Reading
LUNCH BREAK						
4	12:50 To 01:30					
5	01:30 To 02:20				Library Reading	Orientation of EC-I
6	02:20 To 03:10				Library Reading	Orientation of IC-II (VNG)
7	03:10 To 04:00				Library Reading	Orientation of IC-II (VNG)

TT-In-Charge
SDP



for better
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Estd.: 1970

Dr. P. S. Kale
VC Principal

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Date: 9/1/2023

Notice

All the F. Y. B. Ed (2022-2024) student-teachers are hereby informing that our college is organizing the talent search programme on 13th January 2023, at 2.20pm in assembly hall.

Attendance is compulsory.

Student Council In- charge

Dr. S. B. Bodke



In Charge- ^{for Dr. P. S. Kale} Principal

Dr. P. S. Kale
Principal
G. E. Society College
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Parel - Mumbai

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Parel, Mumbai- 400 012
Estd: 1970
F.Y.B.Ed**

**EVENT 1
TALENT SEARCH PROGRAM
13th January 2023**

**Event : Talent Search programme
Date : 13th January 2023
Time : 2.20 pm
Venue : Assembly Hall
Incharge : Dr. Sandeep B.Bodke**

Talent Search programme for 1st year B.ed students was organised and scheduled for 13th January 2023. The students had one week thus sufficient time to prepare for this program. Students were guided by prof. Dr. Sandeep B.Bodke.



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After the brief review Sandeep sir congratulated all the students for their participation. At last the principal conveyed his message and shared us importance of the program how all the students are special and important and in order to be a teacher on need to utilize their talents. Thus such programs helps in professional developments.

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Vote of Thanks

At the last vote of thanks was proposed and delivered by Manali Jagdish Joshi. She thanked our respected principal teaching and non teaching staff. She thanked IT Incharge, Cultural Incharge And also thanked Sherya Koli for helping us With music system and also thank board decorator.




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