

Metric 3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Clarification Asked-

Report of each activities with seal and signature of the Principal

Response-

1. Report of each activities with seal and signature of the Principal are attached. **(Appendix-I)**

Appendix-I

Local community base activities

Rehabilitation Clinics

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
A. Y 2018-19
Community Work Dates

Sr.No	Dates	Name of the Institute
1	24/12/2018 & 25/12/2018	Matoshree Vrudhaashram . Khadavli,
2	26/12/2018 & 27/12/2018	Beru Matimand Pratishthan , Badlapur
3	28/12/2018 & 29/12/2018	Pragati Andh Vidyalaya , Badlapur



Community Work
Academic Year (2018-19)



Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Established in 1982 at Mumbai)

Ref No. SCE/2018-19

Date 14-12-2018

To,

Matoshree
Ashram, Khadavli
Maharashtra
(421605).

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are Expected to go for educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community. You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,


I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada, Kalyan (E) 421 306.
Dist. Thane (MS)



दि. 24 व 25 डिसेंबर स. 10 ते
11.30 या वेळी नेटीस परवानगी
देत आहे.
NND
14/12/18

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gnail.com, T: 0251 - 2250469 / 2250951

" GYANAM - ANANTAM "



Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2018-19

Date: 17th December 2018

NOTICE

Community Work

All the students hereby informed that our college organized community work on 24th and 25th December 2018 to "Matoshree Vrudhhashram" khadivali.

Time :- 10.00 am

Note :-

1. College ID is mandatory.



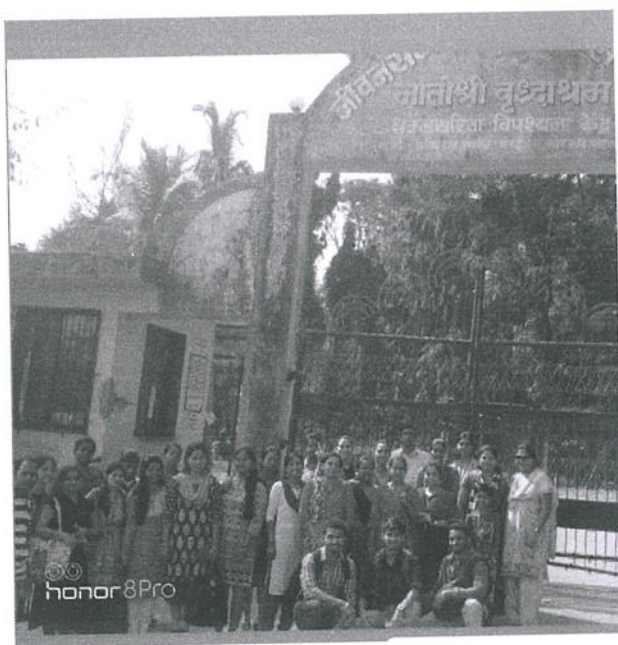
[Signature]
Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

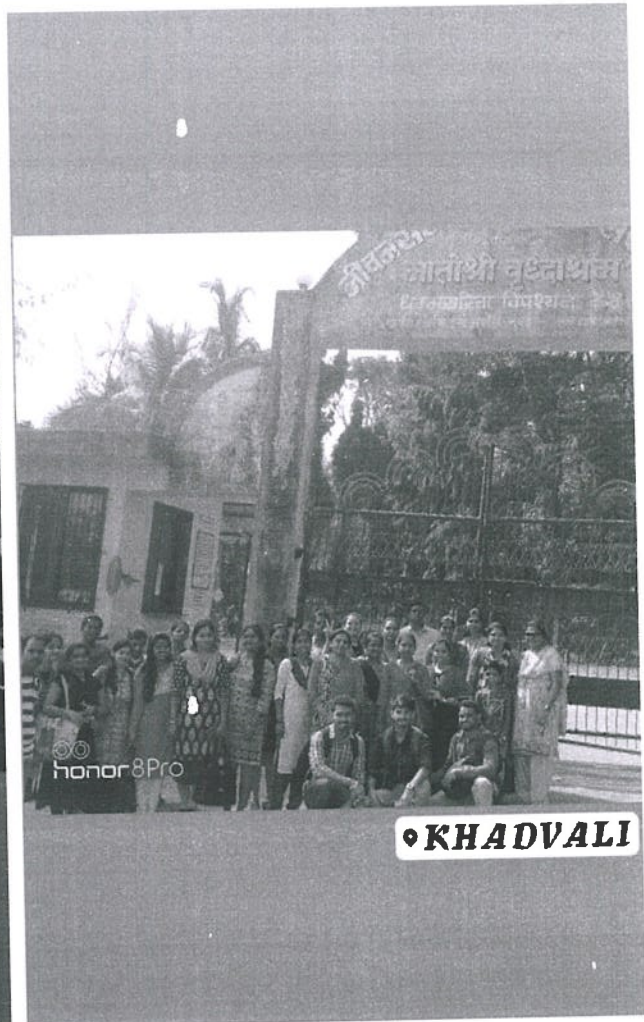
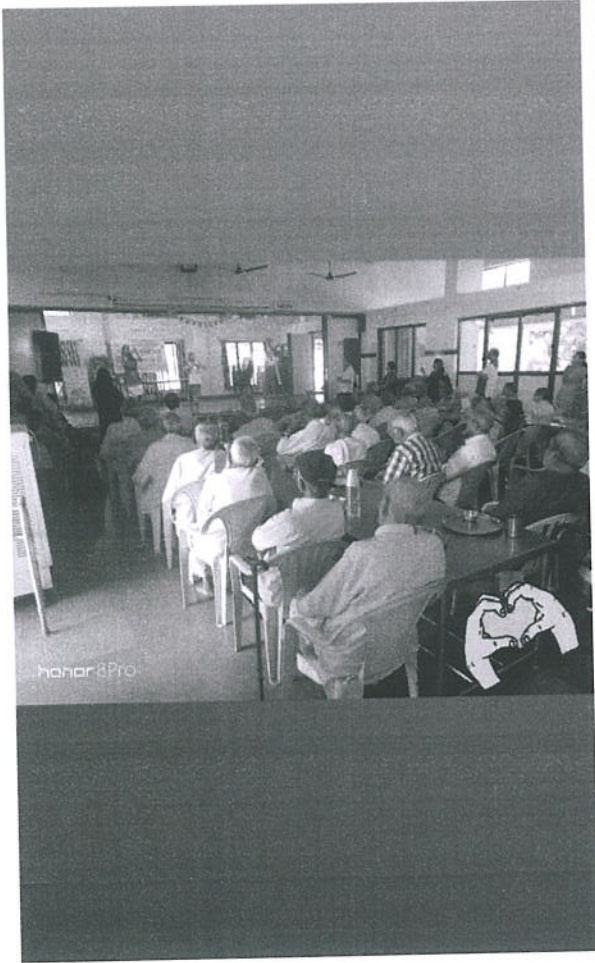
Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306.
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎ 0251 - 2250469 / 2250951

" G Y A N A M - A N A N T A M "





SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“VISITED MATOSHRI VRUDHAASHRAM, KHADVALI.”
COMMUNITY WORK REPORT (2018-19)

29th December 2018

All the Students of Saket College of Education visited One day in “Matoshri VrudhAshram, Khadwali” on 24th and 25th December 2018. The Head of Manager Matoshri Vrudhashram khadavli, welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in there be a part of Matoshri Vrudhashram.

On this day, our students cleaned the place and surrounding area of this Matoshri Vrudhashram also Inside their room, courtyard after refreshing of students they also permission to meet aaji Aioba interact with them they also sharing experience to our students. At the End of the session our group members student teacher and teacher giving some motivational thoughts to all.

From this community visit students learn how to tackled the problems of our life and live happily

Suita
INCHARGE



(COMMUNITY WORK)



जीवन-संध्या मांगल्य संस्थान
JEEVAN SANDHYA MANGALYA SANSTHAN

Reg. No. M.S.M 417 - 96, G.B.B. SB/F - 18335 (Mumbai) Dt. 15-03-96

MATOSHREE VRIDDHASHRAM

Supported By :- Archana Trust Suburban, Mumbai

Village Sor, Post Padgha, Khadavli (C.Rly.), Tal. Bhiwandi,

Dist. Thane, Maharashtra 421101 Tel. : 9820943114 / 0251-2020015

UNDER SCHEME SOCIAL WELFARE DEPARTMENT, GOVT. OF MAHARASHTRA

Estd. : 29/03/98

Letter No. **576**

Date : 25/12/2018

General

Ref. No.

To

Seelcet College of
Education

Kalyan (East)

THANKS LETTER FOR DONATION IN KIND

Respected Sir / Madam

We are grateful to you for your good-self for sharing your interest and respect paid to our senior citizens of "Maatoshree Vriddhasram" at Sor (Khadavli Rly. Stn.) by providing following donation in kind.

S. No.

Item

Qty.

① Biscuits - 75

We expect your same approach towards our social activity in future

Thanks & Regards

for
by

Manager

Donar Sign.

MATOSHREE VRIDDHASHRAM

Regd Off. : 701, Premratan Apartment, Dr. Babasaheb Ambedkar Road, Mulund (W.) Mumbai - 80.

SAKET COLLEGE OF EDUCATION B.ED

B.B.ED.

A.Y 2018-2019

Semester :

Subject :

SR. NO	NAME OF THE STUDENT	Sign.
1	ANJANA RAMACHANDRAN	
2	AYYER GAYATRI PARSHURAM	
3	BANERJEE NILANJANA AMIT	
4	BERA RAKHEE ANILKUMAR	
5	BHADEKAR PRIYA MOHAN	
6	BHATTACHARJEE ANJANA TAPAN	Anjuna Bhattacharyi
7	BOUDH SNEHA SURENDRA KUMAR	
8	CHATURVEDI SONAL SANTOSH	Sonal
9	CHAUDHARY YOGITA DATARAM	
10	CHAUHAN AMITKUMAR PARASNATH	
11	CHOUDHARY VANDITA HANSRAJ	Choudhary
12	DALVI ANNANYA MANGESH	Anny
13	DAVDA RAJ PRAVIN	
14	DESAI ARCHANA ASHOK	Archana
15	DUBEY ANJANA NAYELAL	
16	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	Maheshwari
17	DUBEY POOJA ASHOK	
18	DUBEY VINAY KUMAR KRIPASHANKAR	Vinay
19	DUBEY NEHA ASHOK	Neha
20	GIRI SONI RAJKUMAR	
21	GUPTA NIDHI AMAR NATH	Nidhi
22	GUPTA SACHIN VIKRAMPRASAD	Sachin
23	GUPTA BRIJESH SURPHEK	
24	GUPTA RANJANADEVIL HARILAL	
25	JADHAV KIRTI DAYANAND	Kirti
26	JAISWAR SUJEET INDRAMANI	
27	JALUI VICKY ABHAY	Vicky
28	JOHN LINCY LILLY	
29	JOSHIR MANOJ GANESHAN	Manoj
30	KAGINKAR SUJATA ARUN	
31	KAMBLE POOJA BABAN	Pooja
32	KHAN NEHA SALIM	
33	KHAN ZEBI PARVEEN NASIR HUSSAIN	Zebi
34	KUMAVAT PRIYANKA PRAVIN	
35	LAKHWANI GEETA SURESHKUMAR	Geeta Lakhwani
36	MAHADIK SMITA SURESH	Smita
37	MARU DHVANI KIRAN	Dhruv
38	MAURYA ANITA TILAKRAM	Anita
39	MAURYA SHILPA SHITALAPRASAD	Shilpa
40	MAURYA SUNITA RAMNARESH	Sunita
41	METHWANI RAVINA CHANDERLAL	
42	MISHRA PRAVEEN KUMAR DINANATH	
43	MISHRA MINTI ARUN	Minti



SAKET COLLEGE OF EDUCATION B.ED

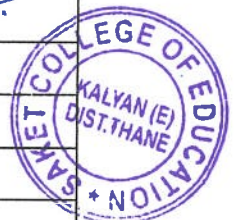
S.T.B.ED.

A.Y 2018 - 2019

Semester :

Subject :

SR. NO	NAME OF THE STUDENT	Sign.
44	MOHAMMAD QURESH WAHI DALI	<u>Shaikh</u>
45	MOMIN UMME KULSUM KAMARUZZAMAN	
46	NADAR PUSHPA JOTHI JAYAPALRAJ	<u>Puspa</u>
47	NADAR PLEASY BELSIYA HENSON	
48	NATH SAUMYABRATA	
49	NEELAM MADHURI ROOPSINGH	<u>Madhuri</u>
50	PAI VISHAL PRAKASH	
51	PANDEY PRAVESH DURGA PRASAD	<u>Pandey</u>
52	PANDEY VIVEK NANHE LAL	
53	PANDEY PRATIBHA DAYASHANKAR	<u>Pratibha</u>
54	PANDYA NIKHIL TARUNKUMAR	
55	PANIGRAHI SAPANA SOMNATH	<u>Sapana</u>
56	PARAB MRUGAJA ARVIND	
57	PATEL PRATIBHA ANILKUMAR	
58	PATIL TEJAS SANJAY	<u>Tejas</u>
59	POOBAL RAYER PRATHIMA ANTHONY	
60	PRAJAPATI PARESHKUMAR DALPATBHAI	
61	PUSHPAKAR PANKAJ MOOLCHAND	<u>Pandey</u>
62	RAJANI KUMARI	
63	RAWAL POOJA DEVANAND	<u>Pooja Rawal</u>
64	RECHODE PRATIMA ASHOK	<u>P.A. Rechode</u>
65	ROY ALIK BUNAMALI	<u>A. Roy</u>
66	SALUNKHE AISHWARYA AJIT	
67	SANGEETA KUMARI	<u>Kumari</u>
68	SATRA HARSHA DEEPAK	<u>Harsha</u>
69	SHAH ZILL RAJESH	
70	SHAIKH SABAH ABDUL KADER	<u>Shaikh</u>
71	SHAIKH SIDDIQUA RAHMAN SAIFUR	
72	SHARMA ABHISHEK RAMAWADHA	<u>Abhishek</u>
73	SIDDIQUE SHAGUFTA NADIM	
74	SINGH BABALEE	
75	SINGH KAMINI	
76	TARACHANDANI NAINA KISHORE	<u>Naina</u>
77	THAKUR MANISH RAMASHANKAR	<u>Manish</u>
78	THOMAS SALLY BENJAMIN	<u>Thomas</u>
79	TINNA BHAVIKA AMARLAL	<u>Bhanka</u>
80	TIWARI REETUDEVI JOGESH	
81	UPADHYAY SARVESH OMPRAKASH	<u>Sarvesh</u>
82	VARUDKAR SHREYA VIJAY	<u>Shreya</u>
83	VISHWAKARMA PINKY MAHESH	<u>Pinky</u>
84	WANKHEDE SACHIN SAHEBRAO	
85	YADAV KANCHAN MANIKCHAND	<u>Kanchan</u>
86	YADAV SHIVKUMAR PYARELAL	<u>S.P. Yadav</u>





Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Approved by the University of Mumbai)

Ref. No SCE/2018-19

Date 14/12/2018

To,

Beru Matimand
Pratishthan

421503

Dear Sir/ Madam ,

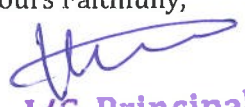
Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are Expected to go for educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community. You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,


I/C Principal

Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



Visiting Time :- 10 to 1.P.M.

No video shooting & photos - not
allowed.

Date - 26/12/18 & 27/12/18

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA -421 306.
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, T 0251 - 2250469 / 2250951

" GYANAM - ANANTAM "



Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2018-19

Date: 19th December 2018

NOTICE

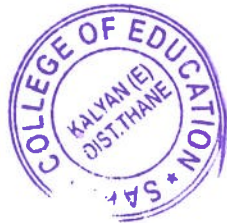
Community Work

All the students are informed that we are going to visit community work on 26th and 27th December 2018 to "**Beru matimand pratishthan**", Badlapur

Time :- 10.00 am

Note :-

1.College ID is mandatory.




PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M 8)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306.
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎ 0251 - 2250469 / 2250951

" G Y A N A M - A N A N T A M "





SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

**“VISITED TWO DAYS IN BERU MATIMAND PATISHTHAN
BADLAPUR.”
COMMUNITY WORK REPORT (2018-19)**

02nd January 2019

All the Students of Saket College of Education visited two days in “BERU Matimand Patishthan” on 26th and 27th December 2018. The Principal of BERU MATIMAND PRTISHTH & incharge welcomed us and gave us the proper planning of what were the activities to be done with their school children.

Our students visited the MATIMAND School Children and noticed their daily schedule how they are doing their routine work and spend their whole day. Even our students get motivated by looking at their strength and how they are doing work. As introduced themselves which was highly appreciable. Our students cleaned the courtyard of the MATIMAND PATISHTHAN and actively participated in the activity.

Some of the Children explored their talent by doing Craft, Canded Making work by showing their hidden talent. As during the lunch our students served the children they created a bond with them.

The student's learn multiple lessons from this community visit, and understand their duty towards community.

Incharge
Saket G
(Community Work)



SAKET COLLEGE OF EDUCATION B.ED

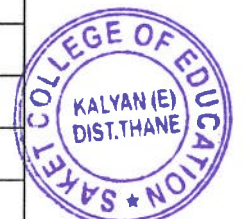
.B.ED.

A.Y 20 18 20 19

Semester :

Subject :

SR. NO	NAME OF THE STUDENT	Sign.
1	ANJANA RAMACHANDRAN	<u>Anjana</u>
2	AYYER GAYATRI PARSHURAM	
3	BANERJEE NILANJANA AMIT	
4	BERA RAKHEE ANILKUMAR	
5	BHADEKAR PRIYA MOHAN	<u>Priya</u>
6	BHATTACHARJEE ANJANA TAPAN	<u>Anjana Bhattacharjee</u>
7	BOUDH SNEHA SURENDRA KUMAR	
8	CHATURVEDI SONAL SANTOSH	
9	CHAUDHARY YOGITA DATARAM	<u>Yogita</u>
10	CHAUHAN AMITKUMAR PARASNATH	
11	CHOUDHARY VANDITA HANSRAJ	<u>Choudhary</u>
12	DALVI ANNANYA MANGESH	<u>Annanya</u>
13	DAVDA RAJ PRAVIN	<u>Archana</u>
14	DESAI ARCHANA ASHOK	
15	DUBEY ANJANA NAYELAL	
16	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	<u>Maheshwari</u>
17	DUBEY POOJA ASHOK	
18	DUBEY VINAY KUMAR KRIPASHANKAR	<u>Nehe</u>
19	DUBEY NEHA ASHOK	
20	GIRI SONI RAJKUMAR	
21	GUPTA NIDHI AMAR NATH	<u>Nidhi Gupta</u>
22	GUPTA SACHIN VIKRAMPRASAD	<u>Sachin</u>
23	GUPTA BRIJESH SURPHEK	
24	GUPTA RANJANADEVI HARILAL	
25	JADHAV KIRTI DAYANAND	<u>Kirti J.</u>
26	JAISWAR SUJEET INDRAMANI	
27	JALUI VICKY ABHAY	
28	JOHN LINCY LILLY	<u>John</u>
29	JOSHIR MANOJ GANESHAN	<u>Manoj</u>
30	KAGINKAR SUJATA ARUN	
31	KAMBLE POOJA BABAN	
32	KHAN NEHA SALIM	<u>Khan</u>
33	KHAN ZEBA PARVEEN NASIR HUSSAIN	<u>Zeba</u>
34	KUMAVAT PRIYANKA PRAVIN	
35	LAKHWANI GEETA SURESHKUMAR	<u>Geetakhwani</u>
36	MAHADIK SMITA SURESH	<u>Radhika</u>
37	MARU DHVANI KIRAN	<u>Dhruv</u>
38	MAURYA ANITA TILAKRAM	<u>Anita</u>
39	MAURYA SHILPA SHITALAPRASAD	<u>Shilpa</u>
40	MAURYA SUNITA RAMNARESH	
41	METHWANI RAVINA CHANDERLAL	
42	MISHRA PRAVEEN KUMAR DINANATH	
43	MISHRA MINTI ARUN	<u>Minti</u>



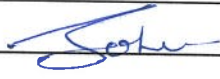
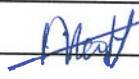
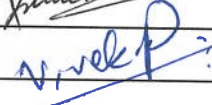
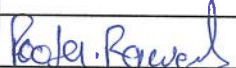
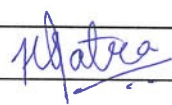
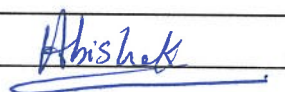
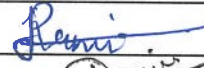
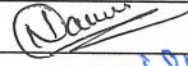
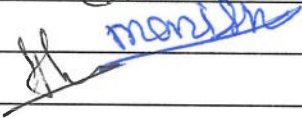
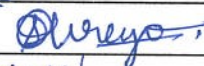
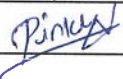
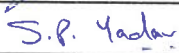
SAKET COLLEGE OF EDUCATION B.ED

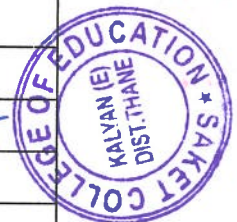
B.ED.

A.Y 20 - 20

Semester :

Subject :

SR. NO	NAME OF THE STUDENT	Sign.
44	MOHAMMAD QURESH WAHI DALI	
45	MOMIN UMME KULSUM KAMARUZZAMAN	
46	NADAR PUSHPA JOTHI JAYAPALRAJ	
47	NADAR PLEASY BELSIYA HENSON	
48	NATH SAUMYABRATA	
49	NEELAM MADHURI ROOPSINGH	
50	PAI VISHAL PRAKASH	
51	PANDEY PRAVESH DURGA PRASAD	
52	PANDEY VIVEK NANHE LAL	
53	PANDEY PRATIBHA DAYASHANKAR	
54	PANDYA NIKHIL TARUNKUMAR	
55	PANIGRAHI SAPANA SOMNATH	
56	PARAB MRUGAJA ARVIND	
57	PATEL PRATIBHA ANILKUMAR	
58	PATIL TEJAS SANJAY	
59	POOBAL RAYER PRATHIMA ANTHONY	
60	PRAJAPATI PARESHKUMAR DALPATBHAI	
61	PUSHPAKAR PANKAJ MOOLCHAND	
62	RAJANI KUMARI	
63	RAWAL POOJA DEVANAND	
64	RECHODE PRATIMA ASHOK	
65	ROY ALIK BUNAMALI	
66	SALUNKHE AISHWARYA AJIT	
67	SANGEETA KUMARI	
68	SATRA HARSHA DEEPAK	
69	SHAH ZILL RAJESH	
70	SHAIKH SABAH ABDUL KADER	
71	SHAIKH SIDDIQUA RAHMAN SAIFUR	
72	SHARMA ABHISHEK RAMAWADHA	
73	SIDDIQUE SHAGUFTA NADIM	
74	SINGH BABALEE	
75	SINGH KAMINI	
76	TARACHANDANI NAINA KISHORE	
77	THAKUR MANISH RAMASHANKAR	
78	THOMAS SALLY BENJAMIN	
79	TINNA BHAVIKA AMARLAL	
80	TIWARI REETUDEVI JOGESH	
81	UPADHYAY SARVESH OMPRAKASH	
82	VARUDKAR SHREYA VIJAY	
83	VISHWAKARMA PINKY MAHESH	
84	WANKHEDE SACHIN SAHEBRAO	
85	YADAV KANCHAN MANIKCHAND	
86	YADAV SHIVKUMAR PYARELAL	





Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

Ref. No. SCE/2018-19

Date 15/12/2018

To,

Pragati Andh
Vidyalyaya
Badlapur
421503

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are Expected to go for educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community. You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,


I/C Principal
Saket College of Education
Saket Vidyayanagari Marg,
Chinchpada Road, Badlapur, 421306.
Dist. Thane (M.S.)

28/12/2018 To 29/12/2018


President,
Pragati Andha Vidyalaya
Badlapur Dist Thane



Saket Vidyayanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421306.
www.saketedu.org, e-mail: saketcollegeofeducation.bad@gmail.com, T: 025 - 2250464 / 2250051

" GYANAM - ANANTAM "



Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2018-19

Date 21st December 2018

NOTICE

Community Work

All the students are informed that we are going to visit community work on 28th and 29th December 2018 at “Pragati Blind School Badlapur” .

Time :- 10.00 am

Note :-

1. College ID is mandatory.




Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada, Kalyan (E) 421 306.
Dist. Thane (MS)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎ 0251 - 2250469 / 2250951

“ G Y A N A M - A N A N T A M ”

स्थापना: १९६८

के.सो.सीतादेवी सिताराम तारकर चॅरिटेबल ट्रस्ट
बदलापूर संचालित

प्रगती अंध विद्यालय बदलापूर



SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“VISITED ONE DAYS IN PRAGATI BLIND SCHOOL”
COMMUNITY WORK REPORT (2018-19)

03th January 2019

All the Students of Saket College of Education visited two days in “PRAGATI BLIND SCHOOL- BADLAPUR” on 28th December and 29th December 2018. The Principal of Pragati Blind School, Mr Ganesh Tayade welcomed us and gave us the proper planning of what were the activities to be done with their Blind Students.

On This day our students visited the Blind School and noticed their daily schedule of how they learn and spend their whole day. Even our students get motivated by looking at their strength and how this blind students are trained by their trained teachers. As this Blind Students brilliantly introduced themselves which was highly appreciable. Our students cleaned the courtyard of the school and actively participated in the activity. Some of the blind students explored their talent by singing instrumental song and entertained us by showing their hidden talent. As during the lunch our students served the blind students and they created a bond with them.


INCHARGE
(COMMUNITY WORK)



SAKET COLLEGE OF EDUCATION B.ED

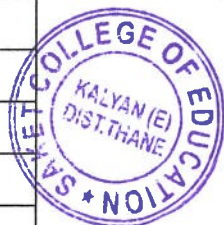
B.ED.

A.Y 2018-2019

Semester :

Subject :

SR. NO	NAME OF THE STUDENT	Sign.
✓1	ANJANA RAMACHANDRAN	Anjana R.
✓2	AYYER GAYATRI PARSHURAM	Gayatri
✓3	BANERJEE NILANJANA AMIT	
✓4	BERA RAKHEE ANILKUMAR	Rakhee
✓5	BHADEKAR PRIYA MOHAN	
✓6	BHATTACHARJEE ANJANA TAPAN	Anjana Bhattacharjee
✓7	BOUDH SNEHA SURENDRA KUMAR	
✓8	CHATURVEDI SONAL SANTOSH	Sonal
✓9	CHAUDHARY YOGITA DATARAM	
✓10	CHAUHAN AMITKUMAR PARASNATH	
✓11	CHOUDHARY VANDITA HANSRAJ	Choudhary
✓12	DALVI ANNANYA MANGESH	Annanya
✓13	DAVDA RAJ PRAVIN	
✓14	DESAI ARCHANA ASHOK	
✓15	DUBEY ANJANA NAYELAL	
✓16	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	Prasada Maheshwari
✓17	DUBEY POOJA ASHOK	Pooja
✓18	DUBEY VINAY KUMAR KRIPASHANKAR	
✓19	DUBEY NEHA ASHOK	
✓20	GIRI SONI RAJKUMAR	
✓21	GUPTA NIDHI AMAR NATH	Nidhi Gupta
✓22	GUPTA SACHIN VIKRAMPRASAD	Sachin
✓23	GUPTA BRIJESH SURPHEK	
✓24	GUPTA RANJANADEVI HARILAL	Ranjana
✓25	JADHAV KIRTI DAYANAND	Kirti
✓26	JAISWAR SUJEET INDRAMANI	
✓27	JALUI VICKY ABHAY	Vicky
✓28	JOHN LINCY LILLY	John
✓29	JOSHIR MANOJ GANESHAN	
30	KAGINKAR SUJATA ARUN	Sujata
✓31	KAMBLE POOJA BABAN	
✓32	KHAN NEHA SALIM	Neha
✓33	KHAN ZEBA PARVEEN NASIR HUSSAIN	
✓34	KUMAVAT PRIYANKA PRAVIN	
✓35	LAKHWANI GEETA SURESHKUMAR	Geeta Lakhwani
✓36	MAHADIK SMITA SURESH	Smita
✓37	MARU DHVANI KIRAN	Dhruv
✓38	MAURYA ANITA TILAKRAM	Anita
✓39	MAURYA SHILPA SHITALAPRASAD	Shilpa
✓40	MAURYA SUNITA RAMNARESH	
✓41	METHWANI RAVINA CHANDERLAL	Ravina
✓42	MISHRA PRAVEEN KUMAR DINANATH	
✓43	MISHRA MINTI ARUN	Minti



SAKET COLLEGE OF EDUCATION B.ED

B.ED.
A.Y 2018 - 20 19

Semester :

Subject :

SR.NO	NAME OF THE STUDENT	Sign.
✓44	MOHAMMAD QURESH WAHI DALI	
✓45	MOMIN UMME KULSUM KAMARUZZAMAN	
✓46	NADAR PUSHPA JOTHI JAYAPALRAJ	
✓47	NADAR PLEASY BELSIYA HENSON	
✓48	NATH SAUMYABRATA	
✓49	NEELAM MADHURI ROOPSINGH	
✓50	PAI VISHAL PRAKASH	
✓51	PANDEY PRAVESH DURGA PRASAD	
✓52	PANDEY VIVEK NANHE LAL	
✓53	PANDEY PRATIBHA DAYASHANKAR	
✓54	PANDYA NIKHIL TARUNKUMAR	
✓55	PANIGRAHI SAPANA SOMNATH	
✓56	PARAB MRUGAJA ARVIND	
✓57	PATEL PRATIBHA ANILKUMAR	
✓58	PATIL TEJAS SANJAY	
✓59	POOBAL RAYER PRATHIMA ANTHONY	
✓60	PRAJAPATI PARESHKUMAR DALPATBHAI	
✓61	PUSHPAKAR PANKAJ MOOLCHAND	
✓62	RAJANI KUMARI	
✓63	RAWAL POOJA DEVANAND	
✓64	RECHODE PRATIMA ASHOK	
✓65	ROY ALIK BUNAMALI	
✓66	SALUNKHE AISHWARYA AJIT	
✓67	SANGEETA KUMARI	
✓68	SATRA HARSHA DEEPAK	
✓69	SHAH ZILL RAJESH	
✓70	SHAIKH SABAH ABDUL KADER	
✓71	SHAIKH SIDDIQUA RAHMAN SAIFUR	
✓72	SHARMA ABHISHEK RAMAWADHA	
✓73	SIDDIQUE SHAGUFTA NADIM	
✓74	SINGH BABALEE	
✓75	SINGH KAMINI	
✓76	TARACHANDANI NAINA KISHORE	
✓77	THAKUR MANISH RAMASHANKAR	
✓78	THOMAS SALLY BENJAMIN	
✓79	TINNA BHAVIKA AMARLAL	
✓80	TIWARI REETUDEVI JOGESH	
✓81	UPADHYAY SARVESH OMPRAKASH	
✓82	VARUDKAR SHREYA VIJAY	
83	VISHWAKARMA PINKY MAHESH	
84	WANKHEDE SACHIN SAHEBRAO	
✓85	YADAV KANCHAN MANIKCHAND	
✓86	YADAV SHIVKUMAR PYARELAL	





जीवन संध्या मांगल्य संस्थान
JEEVAN SANDHYA MANGALYA SANSTHAN

रजि. नं. एम्.एस.एम्. ४१७-९६ जी. बी. बी. एस्.बी./एफ. - १८३३५ (मुंबई) दि. १५ - ३ - ९६
नोंदणीकृत : ७०१, प्रेमरत्नन अपार्टमेंट, डॉ. बाबासाहेब आंबेडकर रोड, मुलुंड (प.) मुंबई - ८०.

I. T. EXEMPTION ORDER No. DIT (E) / MC / 80G / 2621

PAN No. : AAATJ2015Q Mob. : 9820943114

Email : jamskdv@gmail.com

No. 2097

Date 25/12/18

RECEIPT

Received with thanks from Shri/Smt.

Add.

Saket College of Education

Kalyan (East)

Mob. :

Email :

the sum of Rupees

one thousand five hundred only

by Cash /Cheque/Draft No.

Cash

in Payment of Donation

Alc General

Date

25/12/2018

Rs.

1500/-



Paid by



Authorised Sign.

Payment by cheque subject to realisation

Website : www.jeevensandhya.org.in



RECEIPT

0251-2665182

PRAGATI ANDHA VIDYALAYA

Founder : Late Smt. Suhasini Manjrekar (Tai)

Regd.No.Mumbai / 7 / 68 THANE F- 267 THANE BADLAPUR,DIST,THANE. Pin 421 503.

No. 128

Date : 29/12/2018

Received with thanks from Saket college Kalyan.

the sum of Rupees Two Thousand, Five hundred, Fifty only

Name of Bank by cash/cheque/demand draft No.

Dated as Donation.

Rs. 2550/-

For. Pragati Andha Vidyalaya

PRAGATI ANDH VIDYALAYA SANSTHA
BADLAPUR
PAN NO.:- AAATP1770G

President,
Pragati Andha Vidyalaya
At Post Badlapurgaon, Tal. Ambarnath,
Dist. Thane, Pin-421504

Subject To Realisation Of Cheque

- A) Donations paid to The Pragati Andha Vidyalaya are exempted from payment of Income Tax within the limits prescribed for recognised charities.
B) The receipt is valid after realisation of the cheque.

The Exemption Granted u/s 80G(5)(VI) of the I.T. Act.1961 dt. 27.08.2007 for the period 01.04.07 to 31.03.10. Shall continue for permanent by Order No. THNCT. 1130G/62/TPAV/2010-11/1828 dt. 25.10.2010

Community Work
Academic Year (2019-20)

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
A. Y. 2019-20
Community Work Dates

Sr. No.	Dates	Name of the Institute
1	23/12/2019 & 24/12/2019	Matoshree Vrudhaashram. Khadavli,
2	28/12/2019 & 29/12/2019	Pragati Andh Vidyalaya , Badlapur





Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/Bed.2019-20

Date: 16th December 2019

NOTICE

Community Work

All the students are informed that we are going to visit community work on 23rd and 24th December 2019 at “**Matoshree Vrudhhashram**” khadivali

Time :- 10.00 am

Note :-

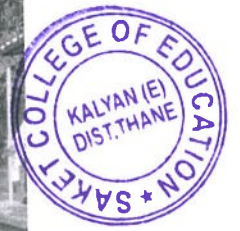
1. College ID is mandatory.




PRINCIPAL
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File



SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“VISITED MATOSHRI VRUDHASHRAM KHADWALI”
COMMUNITY WORK REPORT (2019-20)

27th December 2019

All the Students of Saket College of Education visited One day in “Matoshri VrudhAshram, Khadwali” on 23rd and 24th December 2019. The Head of Manager Matoshri Vrudhashram khadavli, Mr.Mohan Panche welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in there be a part of Matoshri Vrudhashram.

On this day, our students cleaned the place and surrounding area of this Matoshri Vrudhashram also Inside their room, courtyard, after refreshing of students they also permission to meet aaji, Aioba interact with them they also sharing experience to our students. At the End of the session our group members student teacher and teacher giving some motivational thoughts to all.

From this community visit students learn how to tackled the problems of our life and live happily



INCHARGE
(COMMUNITY WORK)





Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No.

SCF/BE9/2019-20

Date

21st December 2019

NOTICE

Community Work

All the students are informed that we are going to visit community work on 28th and 29th December 2019 at “**Pragati Blind School Badlapur**” .

Time :- 10.00 am

Note :-

1. College ID is mandatory.




Principal

Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“ VISITED TWO DAYS IN PRAGATI BLIND SCHOOL, BADLAPUR”.
COMMUNITY WORK REPORT (2019-20)

30th December 2019

All the Students of Saket College of Education visited two days in “PRAGATI BLIND SCHOOL- BADLAPUR” on 28th and 29th December 2019. The Principal of Pragati Blind School, Mr Ganesh Tayade welcomed us and gave us the proper planning of what were the activities to be done with their Blind Students.

First day our students visited the Blind School and noticed their daily schedule of how they learn and spend their whole day. Even our students get motivated by looking at their strength and how this blind students are trained by their trained teachers. As this Blind Students brilliantly introduced themselves which was highly appreciable.

Day Two Our students cleaned the courtyard of the school and actively participated in the activity. Some of the blind students explored their talent by singing instrumental songs and entertained us by showing their hidden talent. As during the lunch our students served the blind students and they created a bond with them.


INCHARGE
(COMMUNITY WORK)





जीवन संध्या मांगल्य संस्थान
JEEVAN SANDHYA MANGALYA SANSTHAN

रजि. नं. एम्.एस्.एम्. ४१७-९६ जी. बी. बी. एस्.बी./एफ. - १८३३५ (मुंबई) दि. १५ - ३ - ९६
नोंदणीकृत : ७०१, प्रेमरतन अपार्टमेंट, डॉ. बाबासाहेब आंबेडकर रोड, मुलुंड (प.) मुंबई - ८०.

I. T. EXEMPTION ORDER No. DIT (E) / MC / 80G / 2621

PAN No. : AAATJ2015Q Mob. : 9820943114

Email : jamskdv@gmail.com

No. 1476

Date 24/12/19

RECEIPT

Received with thanks from Shri/Smt. Saket College of Education
Add. Kalyan

Mob. 9824179216 Email
the sum of Rupees One thousand five hundred only

by Cash /Cheque/Draft No. Cash
in Payment of Donation A/c 1925

te 24/12/19
1500/-



Paid by



Authorised Sign.

Payment by cheque subject to realisation

Website : www.jeevensandhya.org.in

Community Work
Academic Year (2021-22)



Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2021-22

Date : 11/05/22

To,
Dr. Mitra Charitable Trust
Rachana Park CHS Ltd
Chakki-Naka Kalyan (E)

Dear Sir/ Madam,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306,
Dist. Thane (M S)





Saket Gyanpeeth's
SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/B.Ed./2021-22

Date: 14th May 2022

NOTICE

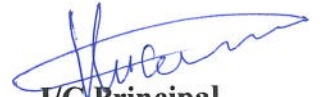
Community Work

All the students are hereby informed that our college is organizing community work on 21st May 2022 at "Dr. Mitra Charitable Trsut", chakkinaka, Kalyan East.

Time : 11:00 am

Note :- College ID is mandatory.




I/C Principal

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File





SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“VISITED DOCTOR MITRA CHARITABLE TRUST”
COMMUNITY WORK REPORT (2021-23)

Date:- 22nd MAY 2022

All the Students of Saket College of Education visited One day in DOCTOR MITRA CHARITABLE TRUST, KALYAN (EAST) on 21 May 2022. The Secretary, DOCTOR MITRA CHARITBLE TRUST, Mr. Jadhav welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in this part of trust.

Our students cleaned the place and area of this trust. They distributed medicines based on their health issues. After the distribution it was remarkable that the main head of Doctor Mitra Charitable Trust gave information about health awareness to our students.

The student learned from this visit how we should have sympathy, and empathy towards each other and how to live our life happily.

for 
INCHARGE
(COMMUNITY WORK)



Community Work
Academic Year (2022-23)



Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCF/BED/2022 23

Date : 28/03/2023

To,

The Secretary
Satkarm Ashram
Yadav Nagar, Sonivli
Badlapur West

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎: 0251 - 2250469 / 2250951

“ GYANAM - ANANTAM ”



NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

Ref :- SCE/B.Ed/2022-23

Date:- 25th March 2023

NOTICE

Community Work

All the students hereby informed that our college organized community work on 30th March and 31st March 2023 at “**Satkarma Balak Asharam Badlapur**”.

Time :- 10.00 am

Note :-

1. College ID is mandatory.




Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

 Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

 www.saketcoe.edu.in |  admin@saketcoe.edu.in

 7222222222



GPS Map Camera

Badlapur, Maharashtra, India

Sonivali Eranjad Road, Yadav Nagar, Badlapur

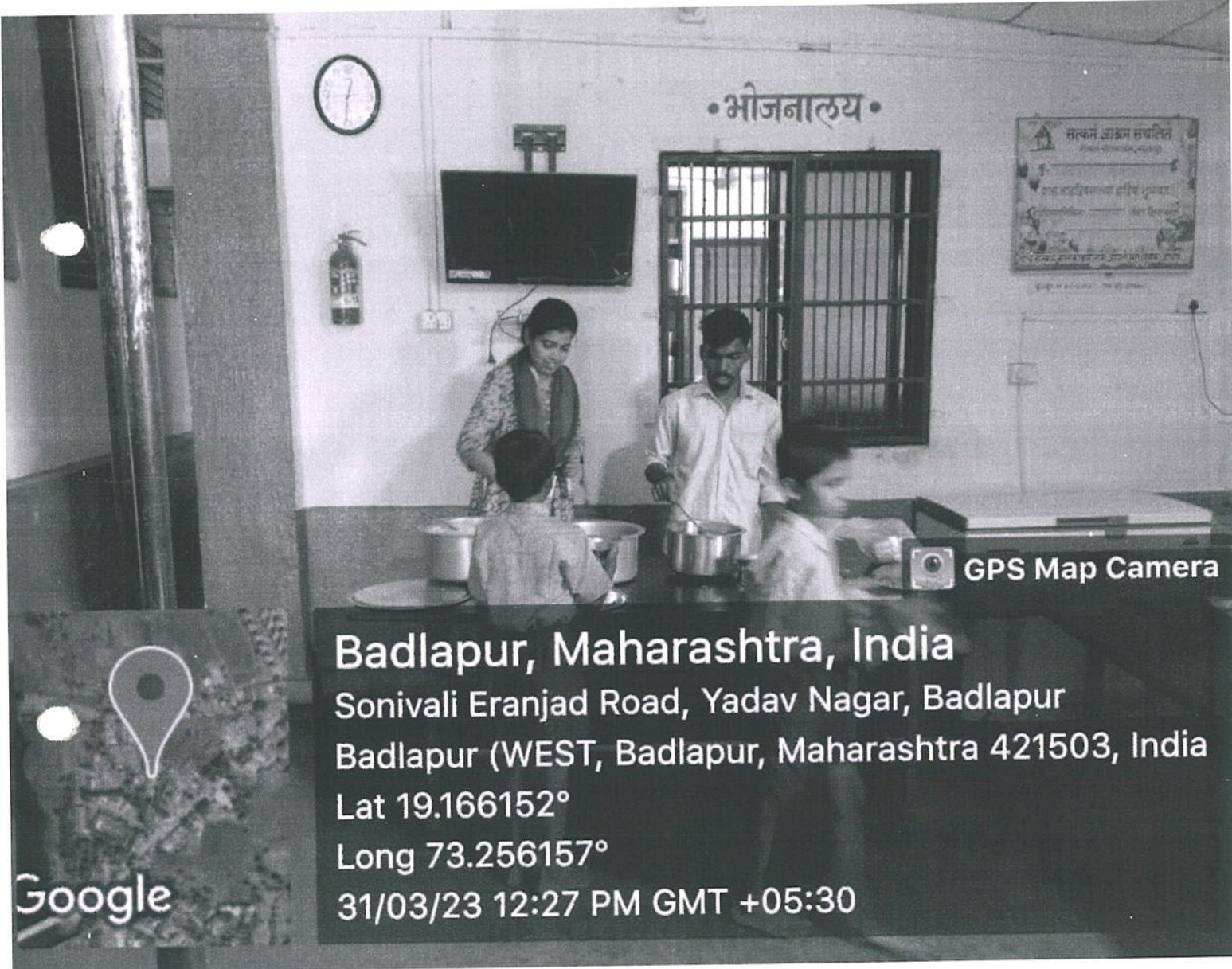
Badlapur (WEST, Badlapur, Maharashtra 421503, India

Lat 19.166168°

Long 73.256098°

31/03/23 11:42 AM GMT +05:30





SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“VISITED SATKARMA BALAK AASHRAM, BADLAPUR.”
COMMUNITY WORK REPORT (2021-23)

Date:- 1st April 2023

All the Students of Saket College of Education visited One day at “Satkarma Balak Aashram Govt. Reg. Badlapur, Thane (west) on 30th and 31st March 2023. The Secretary of Satkarma Balak Aashram , Mr.Naganath Kanehre welcomed us and gave us the proper planning of what were the activities to be done with their orphan children of Balak Aashram.

On the First day, our students interacted with Children what they learned and how they stay here independently and after this session students cleaned the Balak Aashram place and surroundings.

On the second day students of Balak Aashram explored their talent and entertained us by showing their hidden talent and at the End of the session some of our students gave valuable thoughts to our children which will help them in future.

In this community visit- our students learned how important it is enjoy each and every day of our life.


INCHARGE

(COMMUNITY WORK)

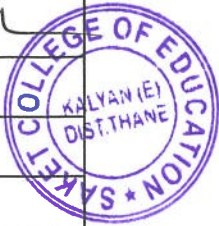


Saket Gyanpeeth's
Saket College of Education
S.Y. B.ED.
Academic Year 2022-24



Sr.No	Name of the Candidate	Signature
1	ALE SUNITA NETRA DHANMAYA	
2	ANSARI ANISA HAFIZ SALMA	
3	BARASKAR RUDRA RAVIKANT JAYSHREE	
4	BELOSE RAVINA CHANDRAKANT TEJAL	
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI	
6	BHUTE YASHIKA AMARDEEP BABITA	
7	BINDA NAMRATA CHOTELAL SANDHYA	
8	CHATURVEDI MANSI JAYPRAKASH BARKHA	
9	CHAUDHARY MADHUKUMARI LAXMAN GEETA	
10	CHOUHAN JAHANGIR BILAL RAHISA	
11	CS RADHIKA SREEDHARAN RAMANI	
12	CUSHER ALISHA JOSEPH PHILOMEENA	
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA	
14	DUBEY ANURADHA BRIJESH CHANDA	
15	DUBEY ANURAG SHIVASHANKAR SARITA	
16	DUBEY ASHUTOSH SUBEDAR SEEMA	
17	DUBEY RUCHI SHASHIBHUSHAN INDU	
18	DUBEY SHALINI VIRENDRA NATH SUNITA	
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA	
20	GHOLAP PRATIKSHA NILESH ANITA	
21	GONSALVES RUCHITA ROBIN SUNITA	
22	GOUDA RASHMI SANGOO KUNTI	
23	JADHAV SANJAY SADASHIV SINDHU	
24	JAISWAR JYOTI RAJENDRA SHRIMATI	
25	JAISWAR POONAM MUNNALAL ASHA	
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI	

27	KANNOJIA BABY MUNNALAL KIRANDEVI	Baby
28	KARANDE SUNNY PRALHAD SAVITA	Sunny
29	KHAN MAJID ISTIYAK SEEMA	Majid
30	KHAN SHAHEENA AKRAM NOORAIN	Shah
31	KORI SANTOSHKUMAR GIRJASHANKAR CHADDADEVI	Santosh
32	KUMARI REKHA RAJENDRA MANTI DEVI	
33	LYAVI RUPALI LOKMANYA SHARDA	Rupali
34	MACWAN VIVEK SIMON PUSHPA	Vivek
35	MAJHI POOJA RAJKUMAR MUNNI DEVI	Pooja
36	MANDHYANI POOJA HARESH KAMLA	Pooja
37	MANI ANIKESH GANGESHWAR MAMTA	Mani
38	MATHEW REENA MATHEW SUSAN	Reena
39	MAURYA AJAY SHIVRAM SHANTI	Ajay
40	MIDDE SUCHILA NAGRAJ RATNABAI	
41	MISHRA AKANKSHA SHASHI KANT SUDHA	Akanksha
42	MISHRA DEEPA KAMALKANT BHARATI	Deepa
43	MISHRA KIRTI OM PRAKASH PRATIMA	Kirti
44	MISHRA SHWETA SANJAY ANJU	Shweta
45	MUTHUKUMAR ANURADHA SAROJA	
46	NAIR RAJI SANTOSH VIJAYA	
47	PANDEY ARCHANA MAHATMA URMILA	Archana
48	PANDEY KALPANA RAMDAS JYOTI	Kalpana
49	PANDEY MADHURANI PRAMOD GEETA DEVI	Madhura
50	PANDEY MONIKA MANIK KUSUM	Monika
51	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI	Anirudh
52	PARDESHI KARISHMA VILAS SHEVANTA	Karishma
53	PATHAK NIKITA SUNIL SARITA	Nikita
54	PATHAK SHRAVANI MOHAN MOHINI	Shravani
55	PIPALWA SHIVANI NANDKISHOR RAMA	Shivani
56	RADIYE DHANASHREE ANANT APARNA	Dhanashree





57	RAI NAMRATA SHANKAR KUSUM	
58	REBELLO FLAVIA AUGUSTINE MONA	
59	RODRIGUES CINDRELLA SEBASTIAN PRECILLA	
60	ROY CHAUDHURY MILLE MONOTOSH MUKTI	
61	SAHU AMBIKA SIMANCHAL ANJALI	
62	SANJU SOSAMMA KUNJAPPAN SUCY	
63	SAROJ POOJA SNATOSH MEENADEVI	
64	SAYED HAANIYAH TAJUDDIN LUBNA	
65	SEEMAL RACHEL ANAND SALOMI	
66	SHAIKH NEHA ZIYA FARHANA	
67	SHAIKH SANA ZIYA FARHANA	
68	SHARMA AASTHA RAJESH SUNITA	
69	SHARMA ANKITA SANTOSH ANITA	
70	SHIKH SANA MD TAHIR SHAJDA	
71	SHINDE SHAMILI SHANKAR PRIYANKA	
72	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI	
73	SHUKLA RAGINI DEVIPRASAD AARTIDEVI	
74	SHUKLA SEEMA SARVESH PANKAMARI	
75	SINGASANE SAUKHYATA VISHAL VISHAKHA	
76	SINGH KISAN HARIPAL INDU	
77	SINGH KM RINKI PRAVIN MALA	
78	SINGH SURABHI DINESH HEMLATA	
79	THAKUR KAJAL VIMAL ARCHANA	
80	TRIPATHI NEHA SHAILENDRA MADHURI	
81	TRIPATHI RANJU RAJBANSHI ANNAPURNA	
82	UPADHYAY LEKHA DHIRAJ SANTOSHI	
83	UPADHYAY NEHAL BADRINARAYAN SARITA	
84	VAZ ANKITA LUKE NIRMALA	
85	WALI SAVITA BASAPPA BASAVANNI	
86	YADAV KIRAN SURENDRA URMILA	

87	YADAV MANISHA RAMNAYAK NIRMALA	<i>Myudew.</i>
88	YADAV RAMESHKUMAR INDERJEET PERBJAVTI	
89	ZOMATE PRACHI VISHNU LATA	<i>Prachi</i>





Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/BE/2022-23

Date : 17/03/2023

To,

The Manager
Matoshree Vridhaashram
Khadavli Padgha
Khadavli

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

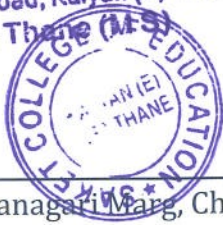
Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,


I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M.S.)



visited on 18/03/2023

for व्यवस्थापक
मातोश्री वृद्धाश्रम



Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎: 0251 - 2250469 / 2250951

" GYANAM - ANANTAM "



NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

Ref : - SCE/B-Ed/2022-23

Date:- 17th March 2023

NOTICE

Community Work

All the students hereby informed that our college organized community work on 18th march 2023 at “**Matoshree Vrudhhashram khadivali**”.

Time :- 10.00 am

Note :-

1. College ID is mandatory.




1/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)

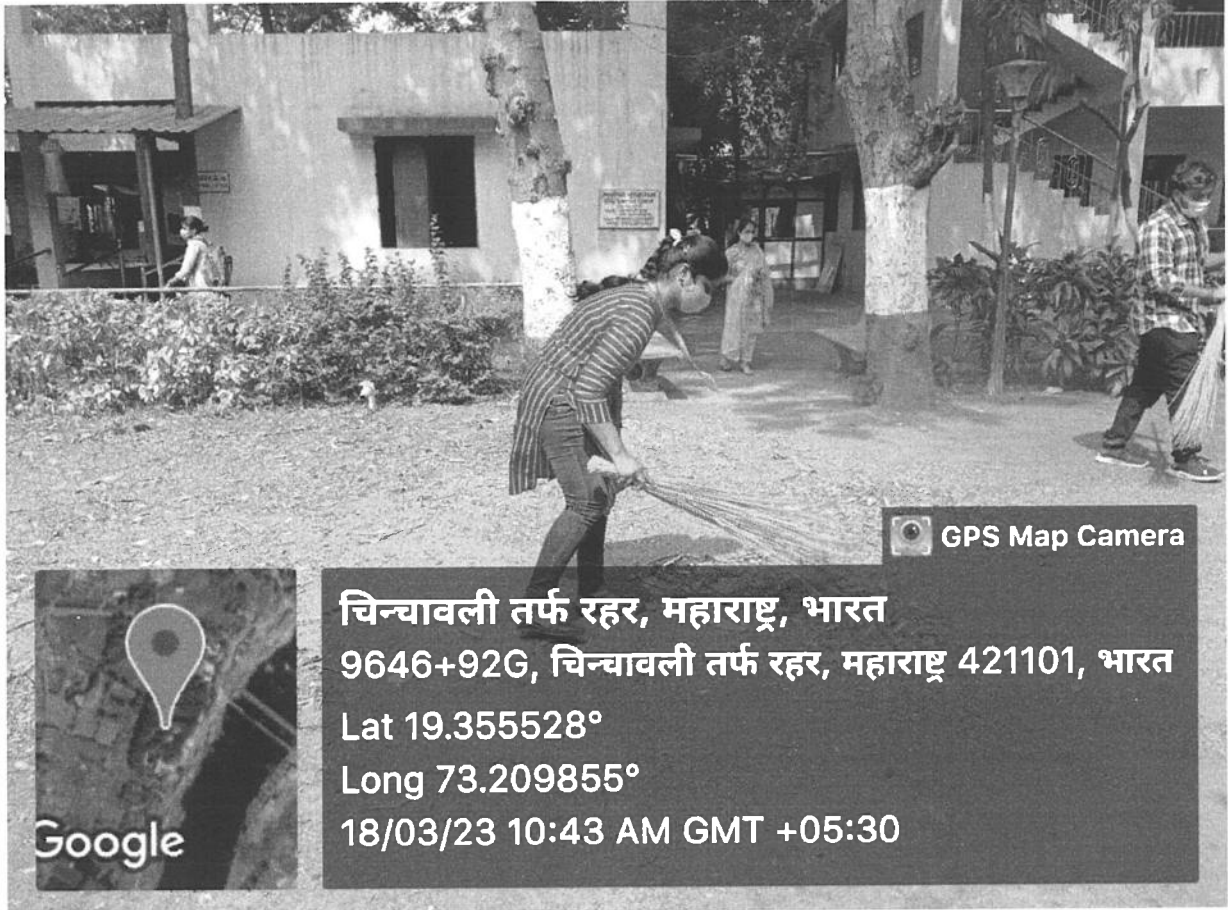
Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File

 Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

 www.saketcoe.edu.in |  admin@saketcoe.edu.in

7300000056





SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN (EAST)

“VISITED MATOSHRI VRUDHAASHRAM, KHADVALI.”
COMMUNITY WORK REPORT (2021-23)

Date:- 19th MARCH 2023

All the Students of Saket College of Education visited One day in “Matoshri Vrudhaashram, Khadvali” on 18th March 2023. The Head of Matoshri Vrudhashram, Khadvali, Mr. Mohan Panche welcomed us and gave us the proper planning of what were the activities to be done with their Old Age people in there be a part of Matoshri Vrudhashram.

On this day, our students cleaned the place and surrounding area of Matoshri Vrudhaashram. They gave us the permission to meet “Aaji Ajooba” and interact with them. The Old people of Asharam also shared their experience with our students. At the End of the session our students and teachers gave motivational words.

From this community visit students learned how to tackle the problems of our life and to live life happily.



INCHARGE

(COMMUNITY WORK)

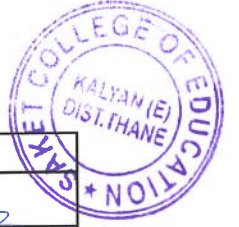


SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23



SR. NO	NAME OF THE STUDENT	Sign
1	ALE SUNITA NETRA DHANMAYA	
2	ANSARI ANISA HAFIZ SALMA	<i>Anant</i>
3	BARASKAR RUDRA RAVIKANT JAYSHREE	
4	BELOSE RAVINA CHANDRAKANT TEJAL	
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI	<i>Seema</i>
6	BHUTE YASHIKA AMARDEEP BABITA	<i>Bhute</i>
7	BINDA NAMRATA CHOTELAL SANDHYA	<i>Binda</i>
8	CHATURVEDI MANSI JAYPRAKASH BARKHA	<i>Mansi</i>
9	CHAUDHARY MADHUKUMARI LAXMAN GEETA	
10	CHOUHAN JAHANGIR BILAL RAHISA	
11	CS RADHIKA SREEDHARAN RAMANI	<i>CS Radhes</i>
12	CUSHER ALISHA JOSEPH PHILOMEENA	<i>Alisha</i>
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA	
14	DUBEY ANURADHA BRIJESH CHANDA	<i>An</i>
15	DUBEY ANURAG SHIVASHANKAR SARITA	
16	DUBEY ASHUTOSH SUBEDAR SEEMA	<i>Ash</i>
17	DUBEY RUCHI SHASHIBHUSHAN INDU	
18	DUBEY SHALINI VIRENDRA NATH SUNITA	<i>Shalini</i>
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA	<i>Prasanna</i>
20	GHOLAP PRATIKSHA NILESH ANITA	<i>Gholap</i>
21	GONSALVES RUCHITA ROBIN SUNITA	
22	GOUDA RASHMI SANGOO KUNTI	<i>Rashmi</i>
23	JADHAV SANJAY SADASHIV SINDHU	
24	JAISWAR JYOTI RAJENDRA PRASAD SHRIMATI DEVI	
25	JAISWAR POONAM MUNNALAL ASHA	<i>Poonam</i>
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI	<i>Pritee</i>
27	KANNOJIA BABY MUNNALAL KIRAN	
28	KARANDE SUNNY PRALHAD SAVITA	
29	KAZI AFREEN GULAM RUKSHANA	<i>Afreen</i>
30	KAZI SHIRIN GULAM RUKSHANA	
31	KHAN MAJID ISTIYAK SEEMA	<i>Majid</i>

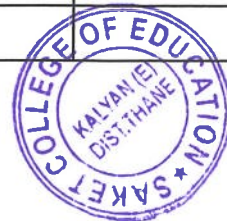
SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23



SR. NO	NAME OF THE STUDENT	Sign
32	KHAN SHAHEENA KAATOON AKRAM NOORAINA	<i>Shahena</i>
33	KORI SANTOSHKUMAR GIRJASHANKAR CHANDADEVI	
34	KUMARI REKHA RAJENDRA PRASAD MANTI DEVI	
35	LYAVI RUPALI LOKMANYA SHARDA	<i>Rupada</i>
36	MACWAN VIVEK SIMON PUSHPA	
37	MAJHI POOJA RAJKUMAR MUNNI DEVI	<i>Pooja</i>
38	MANDHYANI POOJA HARESH KAMALA	<i>Pooja</i>
39	MANI ANIKESH GANGESHWAR MAMTA	
40	MATHEW REENA MATHEW SUSAN	
41	MAURYA AJAY SHIVRAM SHANTI	<i>Ajay</i>
42	MIDDE SUSHILA NAGRAJ RATNABAI	
43	MISHRA AKANKSHA SHASHI KANT SUDHA	<i>Akanksha</i>
44	MISHRA DEEPA KAMALKANT BHARATI	<i>Deepa</i>
45	MISHRA KIRTI OM PRAKASH PRATIMA	<i>Kirti</i>
46	MISHRA SHWETA SANJAY ANJU	<i>Shweta</i>
47	MUTHUKUMAR ANURADHA SAROJA	<i>Anuradha</i>
48	NAIR RAJI SANTOSH VIJAYA	<i>Raji</i>
49	PANDEY ARCHANA MAHATMA URMILA	
50	PANDEY KALPANA RAMDAS JYOTI	<i>Kalp</i>
51	PANDEY MADHURANI PRAMOD GEETA DEVI	<i>M.m</i>
52	PANDEY MONIKA MANIK KUSUM	
53	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI	<i>Anirudh</i>
54	PARDESHI KARISHMA VILAS SHEVANTA	<i>Karishma</i>
55	PATHAK NIKITA SUNIL SARITA	<i>Nikita</i>
56	PATHAK SHRAVANI MOHAN MOHINI	<i>Shravani</i>
57	PIPALWA SHIVANI NANDKISHOR RAMA	<i>Shivani</i>
58	RADIYE DHANASHREE ANANT APARNA	
59	RAI NAMRATA SHANKAR KUSUM	
60	REBELLO FLAVIA AUGUSTINE MONA	
61	RODRIGUES CINDRELLA SEBASTIAN PRECILLA	
62	ROY CHOUDHURY MILLE MONOTOSH MUKTI	<i>mille</i>

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION
F.Y.B.ED.
A.Y 2022-23

SR. NO	NAME OF THE STUDENT	Sign
63	SAHU AMBIKA SIMANCHAL ANJALI	
64	SANJU SOSAMMA KUNJAPPAN SUCY	<i>Sanju</i>
65	SAROJ POOJA SNATOSH MEENADEVI	<i>Saroj</i>
66	SAYED HAANIYAH TAJUDDIN LUBNA	
67	SEEMAL RACHEL ANAND SALOMI	<i>S. Rachel</i>
68	SHAIKH NEHA ZIYA REHMAN	<i>Neha</i>
69	SHAIKH SANA ZIAUR REHMAN	
70	SHARMA AASTHA RAJESH SUNITA	<i>Aastha</i>
71	SHARMA ANKITA SANTOSH ANITA	<i>Ankita</i>
72	SHAIKH SANA MD TAHIR SHAJDA	
73	SHINDE SHAMILI SHANKAR PRIYANKA	
74	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI	
75	SHUKLA RAGINI DEVIPRASAD AARTIDEVI	
76	SHUKLA SEEMA SARVESH PANKAMARI	<i>Seema</i>
77	SINGASANE SAUKHYATA VISHAL VISHAKHA	
78	SINGH KISAN HARIPAL INDU	<i>Indu</i>
79	SINGH KM RINKI PRAVIN MALA	<i>Rinki</i>
80	SINGH SURABHI DINESH HEMLATA	
81	THAKUR KAJAL VIMAL ARCHANA	
82	TRIPATHI NEHA SHAILENDRA MADHURI	<i>Neha</i>
83	TRIPATHI RANJU RAJBANSHI ANNAPURNA	
84	UPADHYAY LEKHA DHIRAJ SANTOSHI	
85	UPADHYAY NEHAL BADRINARAYAN SARITA	<i>Neha</i>
86	VAZ ANKITA LUKE NIRMALA	
87	WALI SAVITA BASAPPA BASAVANNI	<i>Savita</i>
88	YADAV KIRAN SURENDRA URMILA	<i>Urmila</i>
89	YADAV MANISHA RAMNAYAK NIRMALA	
90	YADAV RAMESHKUMAR INDERJEET PERBJAVTI	
91	ZOMATE PRACHI VISHNU LATA	





Saket Gyanpeeth's

SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/B.Ed./2022-23

Date: 10/03/2023

To,

The President
Pragati Andha Vidyalaya
Badlapur Cst

Dear Sir/ Madam ,

Sub- Community Work

Our College is an institution where students are admitted to trained as teachers. As a part of the syllabus, they are expected to go for Educational Community Work where they can gain knowledge in other fields.

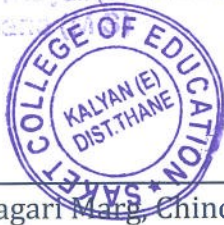
Surely this visit will Educational Community Work our students to their duty towards community.

You are therefore requested to allow our students for Education Community Work and oblige.

Thanking you,

Yours Faithfully,

I/C Principal
Saket College of Education
Cakal, Chinchpada Marg,
Chinchpada Rd., Kalyan (E) 421 306.
Dist. Thane



Recd
10/03/2023
प्रगति अंध विद्यालय
मु.पो. बदलापूर गांव, ता. अंबरनाथ
जिल्हा-ठाणे पिन-४२१५०४
फोन नं. (०२५१) २६६५१८२, २६६५४२५

Saket Vidyanagari Marg, Chinchpada, Kalyan (East), Dist. Thane (MAH), INDIA - 421 306 .
www.saketedu.org, e-mail : saketcollegeofeducation.bed@gmail.com, ☎: 0251 - 2250469 / 2250951

" G Y A N A M - A N A N T A M "



NURTURING POTENTIAL

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION

Affiliated to University of Mumbai

Ref :- SCF/B.ed/2022-23

Date:- 6th March 2023

NOTICE

Community work

All the students hereby informed that our college organized community work on 1st & 2nd march 2023 at “Pragati Blind School Badlapur”,

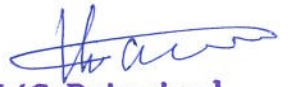
Time :- 10.30 am

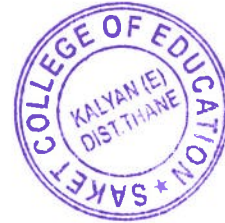
Note :-

1. College ID is mandatory.

Copy To

1. The Chairman / Hon. Secretary, Saket Gyanpeeth
2. The C.E.O. Saket Gyanpeeth
3. Notice Board
4. Notice File


1/G Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



 Saket Vidyanagari Marg, Kalyan East, Dist. Thane (MAH), INDIA - 421 306.

 www.saketcoe.edu.in |  admin@saketcoe.edu.in

 7330000055



SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION, KALYAN EAST

COMMUNITY WORK REPORT (2021-23)
"VISITED PRAGATI BLIND SCHOOL"

Date:- 13th MARCH 2023

All the Students of Saket College of Education visited two days in "PRAGATI BLIND SCHOOL- BADLAPUR" on 11th and 12th March 2023. The Principal of Pragati Blind School, Mr. Ganesh Tayade welcomed us and gave us the proper planning of what were the activities to be done with their Blind Students.

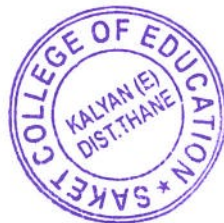
On the first day, our students visited the Blind School and noticed their daily schedule how they learn and spend their whole day. Even our students get motivated by looking at their strength and how this blind students trained by their trained teachers. As this Blind Students brilliantly introduced themselves which was highly appreciable. Our students cleaned the courtyard of the school and actively participated in the activity.

On the second day, some of the blind students explored their talent by singing instrumental song and entertained us by showing their hidden talent. As during the lunch our students served the blind students and they created a bond with them.



INCHARGE

(COMMUNITY WORK)





SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
F.Y.B.Ed

Educational visit 11/03/23 A.Y.2022-23 — [Community work]

Roll No	Name of the Students		Sign
1	ALE SUNITA NETRA DHANMAYA		
2	ANSARI ANISA HAFIZ SALMA		
3	BARASKAR RUDRA RAVIKANT JAYSHREE		
4	BELOSE RAVINA CHANDRAKANT TEJAL		
5	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI		
6	BHUTE YASHIKA AMARDEEP BABITA		
7	BINDA NAMRATA CHOTELAL SANDHYA		
8	C.S. RADHIKA SREEDHARAN RAMANI		
9	CHATURVEDI MANSI JAYPRAKASH BARKHA		
10	CHIAUDHARY MADHUKUMARI LAXMAN GEETA		
11	CHOUHAN JAHANGIR BILAL RAHISA		
12	CUSHER ALISHA JOSEPH PHILOMEENA		
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA		
14	DUBEY ANURADHA BRIJESH CHANDA		
15	DUBEY ANURAG SHIVASHANKAR SARITA		
16	DUBEY ASHUTOSH SUBEDAR SEEMA		
17	DUBEY RUCHI SHASHIBHUSHAN INDU		
18	DUBEY SHALINI VIRENDRA NATH SUNITA		
19	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
F.Y.B.Ed
A.Y.2022-23



Roll No	Name of the Students		Sign
20	GHOLAP PRATIKSHA NILESH ANITA		<u>Pratiksha</u>
21	GONSALVES RUCHITA ROBIN SUNITA		
22	GOUDA RASHMI SANGOO KUNTI		<u>Rashmi</u>
23	JADHAV SANJAY SADASHIV SINDHU		
24	JAISWAR JYOTI RAJENDRA SHRIMATI		
25	JAISWAR POONAM MUNNALAL ASHA		<u>Poonam</u>
26	JAISWAR PRITEE SUMANT VIDYAWATI DEVI		
27	KANNOJIA BABY MUNNALAL KIRANDEVI		
28	KARANDE SUNNY PRALHAD SAVITA		<u>Sunny</u>
29	KAZI AFREEN GULAM RUKSANA		
30	KAZI SIIRIN GULAM RUKSANA		
31	KHAN MAJID ISTIYAK SEEMA		<u>Majid</u>
32	KHAN SHAHEENA AKRAM NOORAIN		<u>Shaheena</u>
33	KORI SANTOSHKUMAR GIRJASHANKAR CHADDADDEVI		<u>Santos</u>
34	KUMARI REKHA RAJENDRA MANTI DEVI		
35	LYAVI RUPALI LOKMANYA SHARDA		<u>Biradar</u>
36	MACWAN VIVEK SIMON PUSHPA		
37	MAJHI POOJA RAJKUMAR MUNNI DEVI		<u>Pooja</u>
38	MANDHYANI POOJA HARESH KAMLA		
39	MANI ANIKESH GANGESHWAR MAMTA		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
F.Y.B.Ed
A.Y.2022-23



Roll No	Name of the Students		Sign
40	MATHEW REENA MATHEW SUSAN		
41	MAURYA AJAY SHIVRAM SHANTI		
42	MIDDE SUCHILA NAGRAJ RATNABAI		
43	MISHRA AKANKSHA SHASHI KANT SUDHA		
44	MISHRA DEEPA KAMALKANT		
45	MISHRA KIRTI OM PRAKASH PRATIMA		
46	MUTHUKUMAR ANURADHA SAROJA		
47	NAIR RAJI MOHAN KUMAR VIJAYA		
48	PANDEY ARCHANA MAHATMA		
49	PANDEY KALPANA RAMDAS JYOTI		
50	PANDEY MADHURANI PRAMOD GEETA DEVI		
51	PANDEY MONIKA MANIK		
52	PARASAD BHARATRAM ANIRUDH SHANICHARI DEVI		
53	PARDESHI KARISHMA VILAS		
54	PATHAK NIKITA SUNIL SARITA		
55	PATHAK SHRAVANI MOHAN MOHINI		
56	PIPALWA SHIVANI NANDKISHOR RAMA		
57	RADIYE DHANASHREE ANANT APARNA		
58	RAI NAMRATA SHANKAR KUSUM		
59	REBELLO FLAVIA AUGUSTINE MONA		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
F.Y.B.Ed
A.Y.2022-23



Roll No	Name of the Students		Sign
60	RODRIGUES CINDRELLA SEBASTIAN PRECILLA		
61	ROY CHAUDHURY MILLE MONOTOSH MUKTI		<u>mille</u>
62	SAHU AMBIKA SIMANCHAL ANJALI		<u>Dahu</u>
63	SANJU SOSAMMA KUNJAPPAN SUCY		<u>Sanju</u>
64	SAROJ POOJA SNATOSH MEENADEVI		<u>Saroj</u>
65	SAYED HAANIYAH TAJUDDIN LUBNA		
66	SEEMAL RACHEL ANAND SALOMI		<u>S. Rachel</u>
67	SHAIKH NEHA ZIYA FARHANA		
68	SHAIKH SANA ZIYA FARHANA		
69	SHARMA AASTHA RAJESH SUNITA		<u>Sharma</u>
70	SHARMA ANKITA SANTOSH ANITA		<u>Sharma</u>
71	SHIKHI SANA MD TAHIR SHAJDA		
72	SHINDE SHAMILI SHANKAR PRIYANKA		<u>Shamili</u>
73	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI		<u>Nilesh</u>
74	SHUKLA RAGINI DEVIPRASAD AARTIDEVI		<u>Ragini</u>
75	SHUKLA SEEMA SARVESH PANKAMARI		<u>Seema</u>
76	SHWETA MISHRA		<u>Shweta</u>
77	SINGASANE SAUKHYATA VISHAL VISHAKHA		
78	SINGH KISAN HARIPAL INDU		<u>(10)</u>
79	SINGH KM RINKI PRAVIN MALA		<u>Rsingh</u>

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.Ed.
F.Y.B.Ed
A.Y.2022-23

Roll No	Name of the Students		Sign
80	SINGH SURABHI DINESH HEMLATA		
81	THAKUR KAJAL VIMAL ARCHANA		<i>Kthakur</i>
82	TRIPATHI RANJU RAJBANSHI ANNAPURNA		
83	TRIPATHI NEHA SHAILENDRA		<i>Neha</i>
84	UPADHYAY LEKHA DHIRAJ SANTOSHI		
85	UPADHYAY NEHAL BADRINARAYAN SARITA		<i>Nup</i>
86	VAZ ANKITA LUKE NIRMALA		
87	WALI SAVITA BASAPPA		<i>Savita</i>
88	YADAV KIRAN SURENDRA URMILA		
89	YADAV MANISHA RAMNAYAK NIRMALA		<i>Manisha</i>
90	YADAV RAMESHKUMAR INDERJEET PERBJAVTI		
91	ZOMATE PRACHI VISHNU LATA		<i>Prachi</i>



SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed.

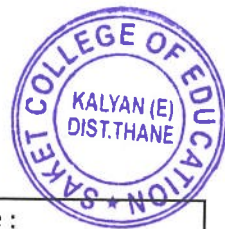


Educational visit

Academic Year 2022-23

Subject : - <i>community work</i>			Date : 11-03-23
Sr.No	Name of the Students	Photo	Sign
1	ANSARI RUKHSARBEGUM MANSOOR ALAM		<i>Rukhsar</i>
2	ARANGACHERY SHINSEE ANTHONY		<i>Shinsee</i>
3	BHADANE HRUSHIKESH SUNIL JYOTI		
4	BHANGALE RESHMA SURENDRA RAJASHREE		<i>R.S. Bhangale</i>
5	BIRARI NEHA DEVIDAS NALINI		<i>Neha</i> 11/3/2023
6	CHAUBEY SHRADDHA UDAYBHAN GIRIJADEVI		<i>shraddha</i>
7	CHAURASIYA POONAM JANARDAN SANGEETA		
8	CHOUDHARY MINAKSHI BABURAM SHOBHA		<i>Choudhary</i>
9	DESAI PRASHANT VISHNU VIJAYSHRI		<i>Desai</i>
10	DUBEY AKANKSHA ANIL POONAM		
11	DUBEY ANNU GANESH SUNAINA		<i>A</i>
12	DUBEY ARADHANA SURYAMANI BHANUMATI		<i>Aradhana</i>
13	DUBEY KAJAL INDRAMANI MEERA		
14	DUBEY SUJATA GURUNARAYAN GEETA DEVI		<i>Sujata</i>
15	GHOSALE SMITA DEVRAM MEERA		
16	GUPTA AJAY BAIJNATH		
17	GUPTA SONIYA RAJENDRA PRASAD LAXMI		<i>Soniya Gupta</i> 11/03/23
18	JADHAV POORNIMA BALKRISHNA SAVITA		<i>Poornima</i>
19	JAISWAR NEERAJKUMAR VIJAYKUMAR NISHADEVI		<i>Neeraj</i>
20	JASMIN JOSE PALAYOOR		
21	KADAM RUPALI DEEPAK SANGEETA		<i>Rupali</i>
22	KHAN MAHNAAZ BEE MUNIR MARIYAM		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed.
Academic Year 2022-23



Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
23	KHAN SAMAD HABIB RUKHSANA		
24	KUNJU SUPRIYA SUNDARAN CHANDRIKA		
25	MISHRA PRIYA SURENDRA SADHURI		<i>Priya</i>
26	MISHRA SHUBHAM VEDPRAKASH URMILA		<i>Shubham</i>
27	MISHRA SONAL SUSHIL ANJALI		<i>Sonal</i>
28	MULANI ISHA HAMJEKHAN MEENAZ		
29	MUSALE CHARULATA JANBA VANDANA		<i>Charulata</i> 11/3/23
30	NAIR SARATH SASIKUMAR GEETHA		
31	NEELAM KUMARI		<i>Neelam Kumari</i>
32	OJHA JYOTI ASHOK SHASHIKALA		<i>Jyoti</i>
33	PAL KHUSHBU JOKHAIRAM SUSHILA		<i>Khushbu</i>
34	PAL POOJA KAPILDEO SARITA		<i>Pooja</i>
35	PAL SMITA UMASHANKAR SAVITRI		
36	PAL TANUJA VINOD URMILA		<i>Tanuja</i> 11/03/2023
37	PANCHAL VAISHNAVI RAJIV VIBHAVARI		
38	PANDEY ANJALI RAMKUMAR SANJU		<i>Anjali</i> 11/3/23
39	PANDEY NILIMA UMESHCHANDRA GEETA		
40	PANDEY SHEEBU VISHESHWAR NATH RITA		<i>Sheebu</i>
41	PANDIT RAVISHANKAR NANDU KUNTI		
42	PANICKER ROSHNI RAJEEVAN BINDU		<i>Roshni</i> 11/03/23
43	PARDESHI PRACHI KAILASH SARITA		<i>Prachi</i>
44	PATA TEJASKUMAR LACHHMEYA RAJESHWARI		<i>Tej</i>

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed.
Academic Year 2022-23



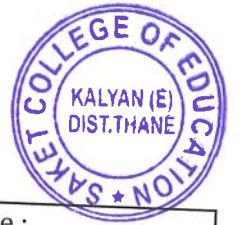
Subject :

Date :

Sr.No	Name of the Students	Photo	Sign
45	PATEL KOMAL DAYASHANKAR SEETA		
46	PATWA RAHUL RAMSAGAR RAMA		
47	PRAJAPATI MOHANLAL HIRALAL KESAR		
48	PRAJAPATI RAKESH NEHARV PRABHAWAIT		
49	PRASAD SUREKHA RAMBARAM SUREKHA		
50	PUROHIT GAYATRI SHANKAR SARLA		
51	RAI AVINASH ANIL PREMLATA		
52	RAI RITU VINAYKUMAR RITA		
53	RAJGURU PRATIKSHA DEVICHAND VAISHALI		
54	RANE SHILPA SAHADEV SMITA		
55	RODRIGUES MARISHCA SEBASTIAN PRECILLA		
56	SABAT PINKEY CHITRASEN PUSHPA		
57	SAHANE ROSHAN RAVINDRA JYOIT		
58	SALUJI MUHAMMED IRFAN ATIYA		
59	SAMBARE OMKAR SHANKAR SHARMILA		
60	SANKHWAR KEERTI BHAGWANDAS KUSMA		
61	SAYYED ALMAS ABDULKALIM ZAIBUNNISA		
62	SHAIKH MOHDASIF ASLAM NAZMA		
63	SHARMA BHAVESH LAVLESH PARITA		
64	SHARMA EKTA SANJAY REETA		
65	SHARMA MUKESH RAMPRAKASH PHOOLPATI DEVI		
66	SHARMA RIYA RAKESH SWEETY		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed.

Academic Year 2022-23

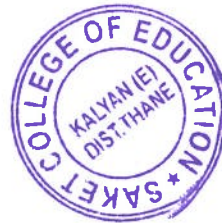


Subject :

Sr.No	Name of the Students	Photo	Date : Sign
67	SHARMA SAHIL PAWANKUMAR SAREMA		
68	SHINGADE KUNAL KASHIRAM KALYANI		Kunal
69	SHINGOLE VAISHALI PUNDALIK SUMAN		
70	SHIRGAONKAR AKANKSHA MAHENDRA		Seeeli shree
71	SHUKLA SWATI VINOD LAXMI		Ananta
72	SINGH ANKITA RAVINDRA KUMAR SADHANA		
73	SINGH JYOTI DHIRENDRA PRATAP RENU		Pooja
74	SINGH MADHAVI MOHANPYARE MALTI		
75	SINGH NISHA OMPRAKASH RITA		11/03/23
76	SINGH POOJA JITENDRA ASHA		
77	SINGH PRASHANT SHYAM RANJANA		
78	SINGH PRIYA SHERU SUSHILA		
79	SINGH SANGEETA YOGESH GEETA		See
80	SINGH SONAM KAMLESH SAVITRI		
81	SULEKHA KUMARI BISHNU DEV ROY KIRAN DEVI		
82	THAKUR SONAM MANOJ RANI		
83	TIWARI AMITA KANHAIYALAL SHINGARMATI		
84	TIWARI ANJALI KANHAIYALAL SHINGARMATI		Anjali Tiwari 11/03/23
85	TIWARI JAYA ANJANJ MAMTA		
86	TIWARI PARMANAND OMPRAKASH RAMSAVARI		
87	TRIPATHI ALISHA BRIJESH JYOTI		A.Pee
88	UPADHYAY DIVYA ARVINDKUMAR REKHA		

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION B.ED.
S.Y.B.Ed.
Academic Year 2022-23

Subject :		Date :	
Sr.No	Name of the Students	Photo	Sign
89	VALA MAYUR NARSHI NIRMALA		<u>Majee</u>
90	VELGES SERAFINE THOMAS DELFINE		
91	VISHWAKARMA ANJALI RAJKUMAR DURGA		<u>Anjd</u>
92	YADAV BHAVANA JAIPRAKASH UMRAI		<u>Bhavana</u>
93	YADAV DHARMENDRA RAMPRAKASH LEELA		
94	YADAV DIPU ARJUN MEWATI		
95	YADAV GOVIND DAYARAM LALATI		
96	YADAV PRIYA RAKESH USHA		<u>Priyale</u>
97	YADAV RAJESH OMPRAKASH PUSHPAWATI		
98	YADAV SARITA ROOPNARAYAN SAMLAWATI		<u>Sarita</u>
99	YADAV SWATANTRA ASHOK PRAMILA		



**Join hands with schools in identifying
areas for innovative practice**

SAKET COLLEGE OF EDUCATION

B.Ed

A.Y. 2018-2019, SEM-IV

PROJECT

To study awareness of "School facilities" among students of 7th std.

PRESENTED BY - HRIDAY NARAYAN -
YADAV

ROLL NO. 31

GUIDE - PROF. Renu madam



Seen

[Signature]

ACTION RESEARCH
METHOD: Mathematics, MEDIUM: English

I/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306,
Dist. Thane (M.S.)

TITLE

To study awareness of
"School facilities"
among students
of 7th standard.

INDEX:-

CHAPTER-1

1. INTRODUCTION AND OBJECTIVES

- 1.1 INTRODUCTION
- 1.2. STATEMENT OF PROBLEM
- 1.3. NEED OF STUDY
- 1.4. AIM OF STUDY
- 1.5. objective of study
- 1.6. Scope and Delimitation
- 1.7. Significance.

CHAPTER-2

2. Design of study

- 2.1. Action Research
- 2.2. Design of study
- 2.3. methodology
- 2.4. Sampling
- 2.5. Tools.
- 2.6. Collection & Tabulation of data.
Calculation

Collection and Tabulation of Data

CHAPTER - 3

3.1) → Analysis and Interpretation

CHAPTER - 4

Summary and conclusion

4.1 → a) Introduction

4.2 → b) Statement of problem

4.3 → c) Aim of study

4.4 → d) objective of study

4.5 → e) finding

4.6 → f) conclusion and suggestion

4.7 → g) Bibliography

4.8 → h) Questionnaire

Chapter- 1

Introduction and objectives

1.1 Introduction

1.2 Statement of problem

1.3 Need of study

1.4 Aim of study

1.5 objectives

1.6 Scope

1.7 Delimitation

1.8 Significance.

Certificate :-

This is to certify that Hriday -
narayam yadav has completed the project work
under the guidance and supervision of prof
Renu during the academic year -
2018-2019.

Acknowledgement :-

I Hridaynarayan yadav the student of Saket - college of Education Kalyan (East).

I have conducted an Action Research on 7th standard students about studying "School - facilities".

My sincere thanks to my subject - teacher and guide Mrs. Renu madam for her valuable guidance and excellent support and special thanks to Mr. Vidya Prakash Maurya the principal of our college who has given valuable moral support.

My special thanks to all my teachers as well as the non-teaching staff for providing reference books and all the required support.

1.1 INTRODUCTION:-

The quality of education depends on school-facilities and instructional material. It is the process of students learning. The quality of a school's environment and its facilities has a strong influence on students' learning.

Besides regular use in organizing and managing a school's activities, records of a school's physical facilities and material-resources such as furniture and equipment can provide data to derive many indicators for-assessing the quality of education in a school.

School facilities can actually have a substantive impact on learning process.

School facilities can be defined as-those things that enable the teachers to do his/her work very well and helping the learners to learn effectively.

Impacts of "School facilities"

→ facilities have a great impact on academic performance of students, and inadequate facilities translate to poor performance. The study examined the availability and convenience of the facilities that were provided to students with special educational needs in mainstreamed schools. It ascertained the qualifications of teachers teaching in mainstreamed public-secondary schools. It determined the relationship between availability of facilities and academic performance of students with special educational needs; and also compared the academic performance of male and female students with special educational needs.

The result showed that essential facilities and materials like hand railings, hearing aid, Braille, instructional materials, and lower toilets, not available, although the few that were available were in poor condition.

The study showed that specialist teachers were inadequate in mainstreamed public schools in Southwestern Nigeria. There was a significant relationship between availability of facilities and academic performance of students with special educational needs. The study concluded that inadequate provision of facilities and materials to mainstreamed public schools would lead to poor academic performance of students with special educational needs.

* Measures to improve "School facilities" . *

School facilities:- factors facilitating the learning of the students:-

→ The school is like a second home to the kids. After a child enters the world of schooling, the child expects a good environment. It is the school environment and infrastructure that impacts a child's upbringing to a large extent. School facilities have always had changing needs.

Here are some of the points that need to be considered:-

- ① The classrooms should have enough space so that students can move easily. There should be enough space between the study desks of the students.
- ② The furniture is another important. There should be round edged and child friendly so that it would not harm the little ones.
- ③ Each corner of the classroom needs to be well lit, either by nature or artificial lights. The lack of light may impact the eye sight of the kids.
- ④ The color of the room should not be very bright or dull either.
- ⑤ The use of a digital board in the classroom can be beneficial to the learners.

* Factors facilitating the learning of the students! *

→

- ⑥ The school laboratories also need to be spacious and full of necessary equipments for studies.
- ⑦ There should be different rooms for activities like art and craft, dance, music and indoor games in the school premise.
- ⑧ The playground also needs to be child friendly and there should be adult supervision while students play different games.
- ⑨ To maintain a healthy environment in the school, there should be CCTV cameras in the different corners of the school premises.
- ⑩ There should be proper toilet and hygiene facilities in the school.

STATEMENT OF Problem:-

" To study awareness of "School facilities" among the students of 7th standard.

Scope :-

1. This Action Research is related to secondary level students.
2. This Action Research is conducted in Kalyan East area.
3. This Action Research is to study awareness of "School facilities" among 7th standard students.

AIM OF STUDY:-

To spread environmental awareness
and to promote attitude to protect
and improve the school's environment
as well as classroom's environment.

NEED OF THE STUDY:-

To check knowledge of students and help them become more aware about school's facilities and their environment.

Goals and objectives:-

1. To study their knowledge about school's facilities or infrastructure.
2. To create awareness, measures to improve school facilities.
3. To create awareness about impacts of good school facilities on students.
4. To create awareness about impacts of bad school facilities on students.
5. To develop sense of responsibility towards the school's environment.
6. To motivate them, respect school's valuable things, such as Don't break school's light, blackboard, benches etc.

Significance :-

A growing body of research has found that school facilities can have a profound impact on both teacher and students outcomes with respect of teachers, school facilities affect teacher recruitment, retention, commitment and effort.

with respect to students, school facilities affect health, behaviour, engagement, learning, and growth in achievement.

Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.

DE- LIMITATION:-

1. This Action Research is limited to Baba Bodse School, Kalyan (East).
2. This Action Research is limited to the year 2018-2019.
3. This Action Research is limited on 20 students only.

CHAPTER-2

2.1

Action Research

2.2

Design of study

2.3

methodology

2.4

Sampling

2.5

Tools

2.6.

calculation

~~collection~~ and Tabulation
of data.

Action Research:-

Action Research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve-problems. There are two types of action Research and practical action Research.

Action Research challenges traditional social science by moving beyond reflective knowledge created by outside experts sampling variables to an active moment to moment testing ideas, data collecting and inquiry occurring in the midst of emergent structure. Performing action research is the same as performing an experiment, thus it is an empirical process.

2.1 → methodology

2.2 → sampling

2.3 → Tools

2.4 → calculating & tabulation of data.

Design of the study:-

After the selection of problem further step is of scientific research which is to prepare research design.

For data collection survey method is used by the researcher.

This is a quantitative research. The researcher has taken survey method for which questionnaire was designed for data collection.

2.1 → methodology.

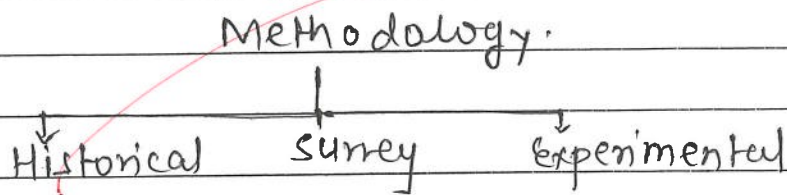
2.2 → sampling

2.3 → Tools

2.4 → calculating & tabulation of data.

Methodology:-

George I. Mouly has classified research methods into three types:-



Historical Method:- It is the study of past records and other information sources with a view to reconstructing the origin and development of an institution or a movement or a system and discovering trends in the past. It is descriptive in nature. It is a difficult task as it must often depend upon inference and logical analysis of recorded data and indirect evidence rather than upon direct observation. Hence, aptly direct observation.

Hence, it is aptly described as "the induction of principles through research into the past and social forces which have shaped the present".

Survey Method:-

Survey is a fact finding study; it's a method of research involving collection of data directly from a population or a sample thereof at a particular time. It must not be confused with the mere clerical routine of gathering and tabulating figures. It requires expert and rational planning, careful expert analysis and rational interpretation of the findings. Data may be collected by observation or interviewing or mailing questionnaires. The analysis of data may be by various techniques depending upon objectives of the study.

Step involved in a Survey :-

1. Selecting of a problem and its formulation
2. Preparation of the research design.
3. operationalisation of concept and construction of measuring indexes and scales.
4. Sampling.
5. construction of tools. for collection of data and their pre-test.
6. field work and collection of data
7. Processing of data and tabulation
8. Analysis of data
9. Reporting.

* Experimental Method:-

Experimental research is designed to assess the effects of a particular variable on a phenomenon by keeping other variables constant or controlled. It aims of determining whether and in what manner variables are related to each other. The nature of relationship between independent variable is perceived and stated in the form of casual hypothesis. A closely controlled procedure is adopted to test them.

Sampling:-

Sampling is a process used in analysis statistical in which a predetermined number of observation are taken from a larger population.

The methodology used to sample for a larger population depend on the type of analysis being performed, but may includes Simple random sampling or systematic sampling.

" Defination:- A small part selected as a sample for inspection or analysis.

Sampling

Probability

1. Random sampling
2. Systematic sampling
3. stratified sampling
4. Multiple sampling
5. cluster sampling
6. Multi-stage

Non-probability.

1. Accidental sampling
2. Purposive sampling
3. Quota sampling
4. Judgemental sampling.

Probability Sampling:-

The probability sampling is largely used in educational and psychological research. The various methods are:

1. Simple random sampling:- It is largely used in educational and each member of the population under study has an equal chance of being selected and each choice is independent of any other choice.

② Stratified sampling:- This method takes into account the stratification of the main population into a number of sub-population each of which is homogenous with respect to one or more characteristics.

③ Systematic sampling:- This method is a modified version of simple random sampling. It involves selective subject from the population list in systematic rather than random fashion.

④ Cluster sampling:- It is used when the population under study is infinite.

⑤ Multistage sampling:- It is used in large scale survey for more comprehensive investigation the research may have to use two, three or even four stage sampling.

Non-probability Sampling:-

It is based on the judgement of the researcher. The guiding factor is non-probability sampling which includes availability of the units, the personal experience of the researcher and his convenience in carrying out the survey techniques of non-probability sampling are

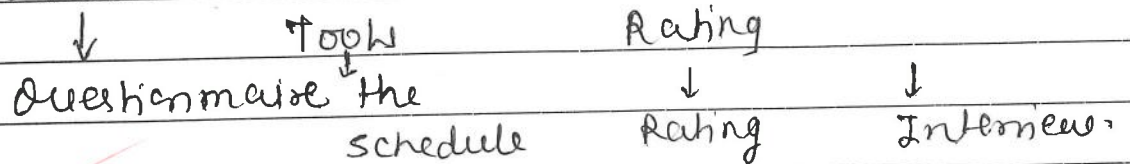
1. Purposive Sampling:- A purposive sampling is also known as judgement sample. This type of sample is chosen because there are good reasons to believe that it is a representative of the total population.

2. Incidental Sampling:- The term incidental sample is also known as accidental sampling. It is applied to samples that have been drawn because of easy availability of units. It is also known as convenient sampling.

3. Quota Sampling:- It is another type of non-probability sample. It involves the selection of sample units with in each quota on the basis of the judgement of the individual units being included in the sample. After studying all the methods, the researcher used non-probability sampling method.

Tools:-

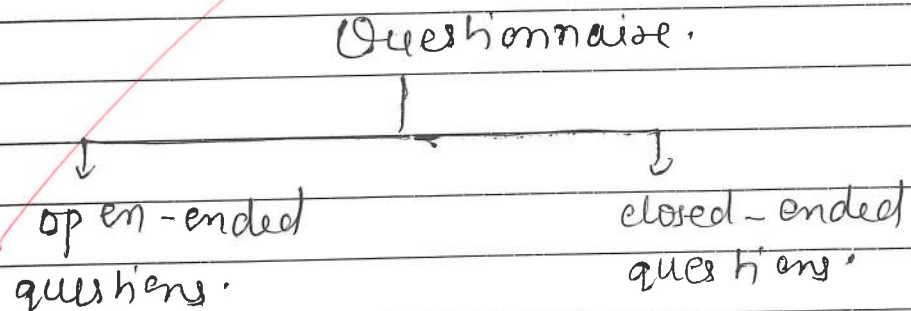
There are four types of tools. They are as follows:-



In this research the researcher has taken the questionnaire as a tool

Questionnaire:- A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering informative from respondents.

There are two types of Questionnaire



1. closed-ended questions:-

closed ended questions limit the answer of the respondents to response options provided in the questionnaire.

Some examples of close, ended question.

(a) Dichotomous or two point questions e.g. Yes or no, Unsatisfied or Satisfied

(b) Multiple choice questions:- (e.g. A, B, C or D)

(c) Scaled questions:- that are making use of rating scales such as like or scale (ie. a type of five point scale), three-point scales, semantic differential scales, and seven-point scales.

(2) open-ended questions:- In open ended questions there are no predefined options or categories included the participants should supply their own answers.

(a) completely unstructured questions - opinion or view of the respondent

(b) word association questions:- The participants state the first word that pops in his mind once a series of words are presented.

c) Thematic apperception test:- a picture is

presented to the respondent which he explains on his own point of view.

d) Sentence, story or picture completion - the respondent continues an incomplete sentence or story, or writes an empty conversation balloons in a picture.

CHAPTER-3

ANALYSIS AND

INTERPRETATION

INTERPRETATION:-

This analysis is done after getting questionnaire solved from 20 students of 7th std of Baba Bodse School during the academic year 2018-2019.

1. Does the school have double glazed windows?

	Yes	No	Total
Number of students	11	09	20
Percentage of students	55%	45%	100%

Interpretation:- In first Question, out of 20

students, 11 students think that, they have double glazed windows, only 9 students think that, they have no double glazed windows in classroom.

Conclusion:-

we found that, In 7th class, double glazed windows is not there, In other class, double glazed windows is there.

2) Is the school warm enough?

	Yes	No	Total.
No. of students	09	11	20
percentage of students.	45%	55%	100%.

Interpretation:- In 2nd question, out of 20 students, 9 students have favour and 11 students not favour.

conclusion:- we can conclude that, school not warm enough because majority against them.

③ Is there sufficient lighting in the hallways?

	Yes	No	Total
No. of students	15	05	20
percentage of students.	75%	25%	100%.

Interpretation:- In 3rd question, 75% students think that they have sufficient lighting in the hallways only, 25% students against them.

conclusion:- we conclude that, lighting facilities is good in the hallways.

4) Is there sufficient lighting in the classroom?

	Yes	No	total
No. of students	19	01	20
% of students	95%	05%	100%

Interpretation:- In 4th question, 95% students agree that they have sufficient lighting in the classroom, only 5% students think that poor lighting in the classroom.

conclusion:- we conclude that from this survey, lighting facilities in the classroom is sufficient because majority agree that.

5) Are the benches in a satisfactory condition?

	Yes	No	total
No. of students	13	07	20
% of students	65%	35%	

Interpretation:- In 5th question, out of 20 students, 13 students agree that benches are in a good condition only 7 students against them.

conclusion:- we can conclude that only 65% of benches are good in condition not all.

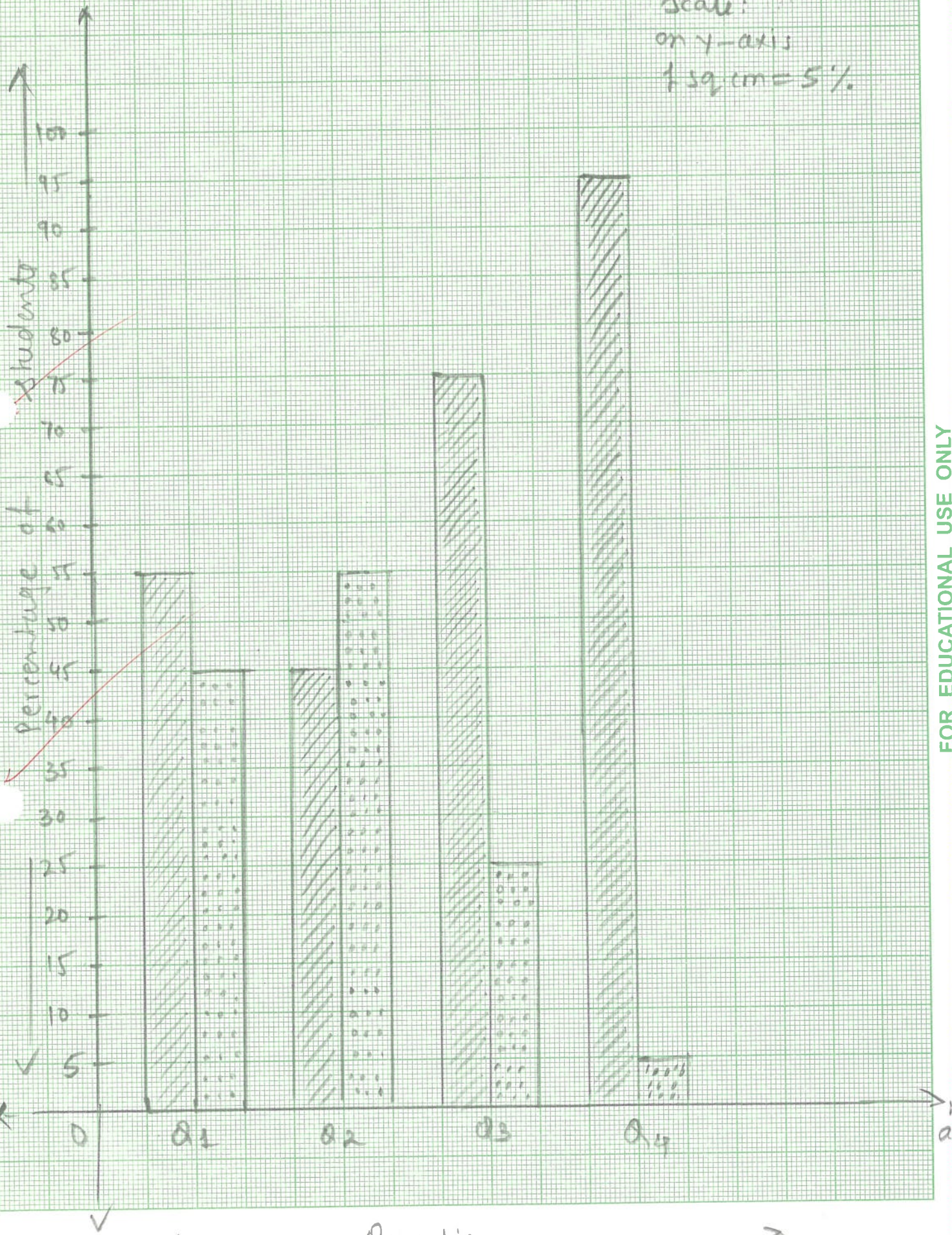
y-axis

①

□ → No,

▨ → Yes

Scale:
on y-axis
1 sq. cm = 5%



Name:- Hindaynarayan yadav

Std.:-

Div:-

A

Date:-

⑥ Are the chairs in a satisfactory condition?

	yes	No	total
No. of students	20	00	20
% of students	100%	0%	100%

Interpretation:- In 6th question, 100% students think that chairs in a satisfactory condition in the classroom.

Conclusion:- we conclude that chairs are good condition in schools.

⑦ Are the lockers big enough for your needs?

	yes	No	total
No. of students	13	07	20
% of students	65%	35%	100%

Interpretation:- In 7th question 65% students think that big lockers enough only 35% students against them.

Conclusion:- we conclude that big lockers enough for students because majority students agree that.

⑧ Are possessions in the lockers sufficiently safe?

	Yes	No	Total
No. of students	14	06	20
% of students	70%	30%	100%

Interpretation:- In 8th question, 70% students think that possessions in the lockers sufficiently safe only 30% students against them.

Conclusion:- We can conclude that, possessions in the lockers sufficiently safe.

⑨ Are the black/white boards in the classroom in good conditions?

	Yes	No	Total
No. of students	18	02	20
% of students	90%	10%	100%

Interpretation:- In 9th questions, 90% students think that, black/white boards in the classroom in good against conditions only 10% not agreed.

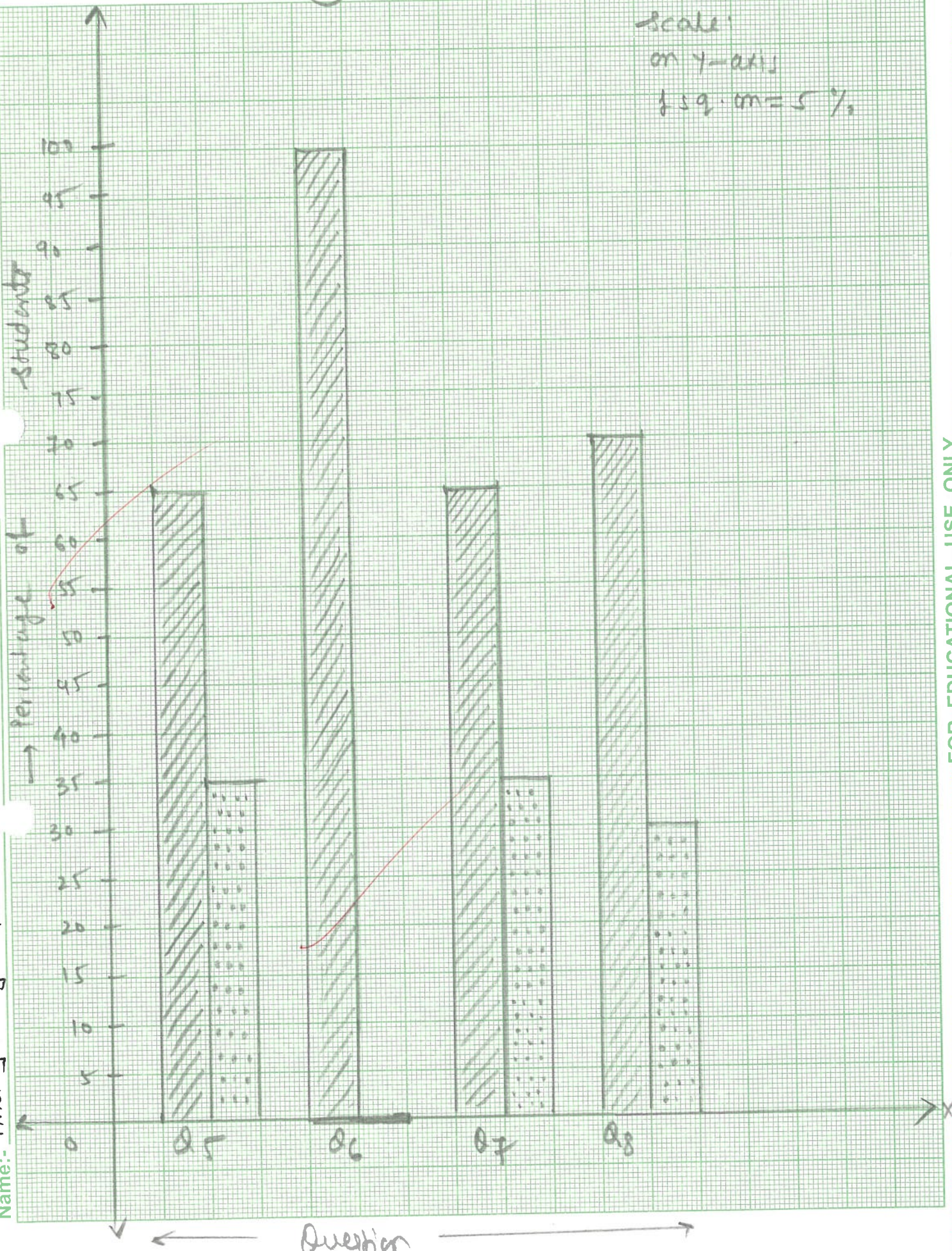
Conclusion:- we can conclude that, black/white boards in the classroom is good conditions.

y-axis

(2)

 → yes,  → NO,

Scale:
on y-axis
1 sq. cm = 5 %



(10) Are there always writing materials available for the black/white boards?

	yes	No.	Total
No. of students.	11	09	20
% of students	55%	45%	100%

Interpretation:- In both questions, 55% students agree that there is always writing materials available for the black/white boards only 45% not agree.

Conclusion:- we can conclude that, most of the time writing materials available for the black/white boards but some-times not available.

11) Is the Computer lab sufficiently equipped?

	Yes	No.	Total.
No. of students	00	20	20
% of students	0%	100%	100%

Interpretation:- In 11th questions, 100% students think that computer lab not sufficiently equipped.

Conclusion:- we can conclude that, the computer lab not equipped.

12) Is the sports suite equipment sufficient?

	Yes	No.	Total
No. of students	20	00	20
% of students	100%	0%	100%

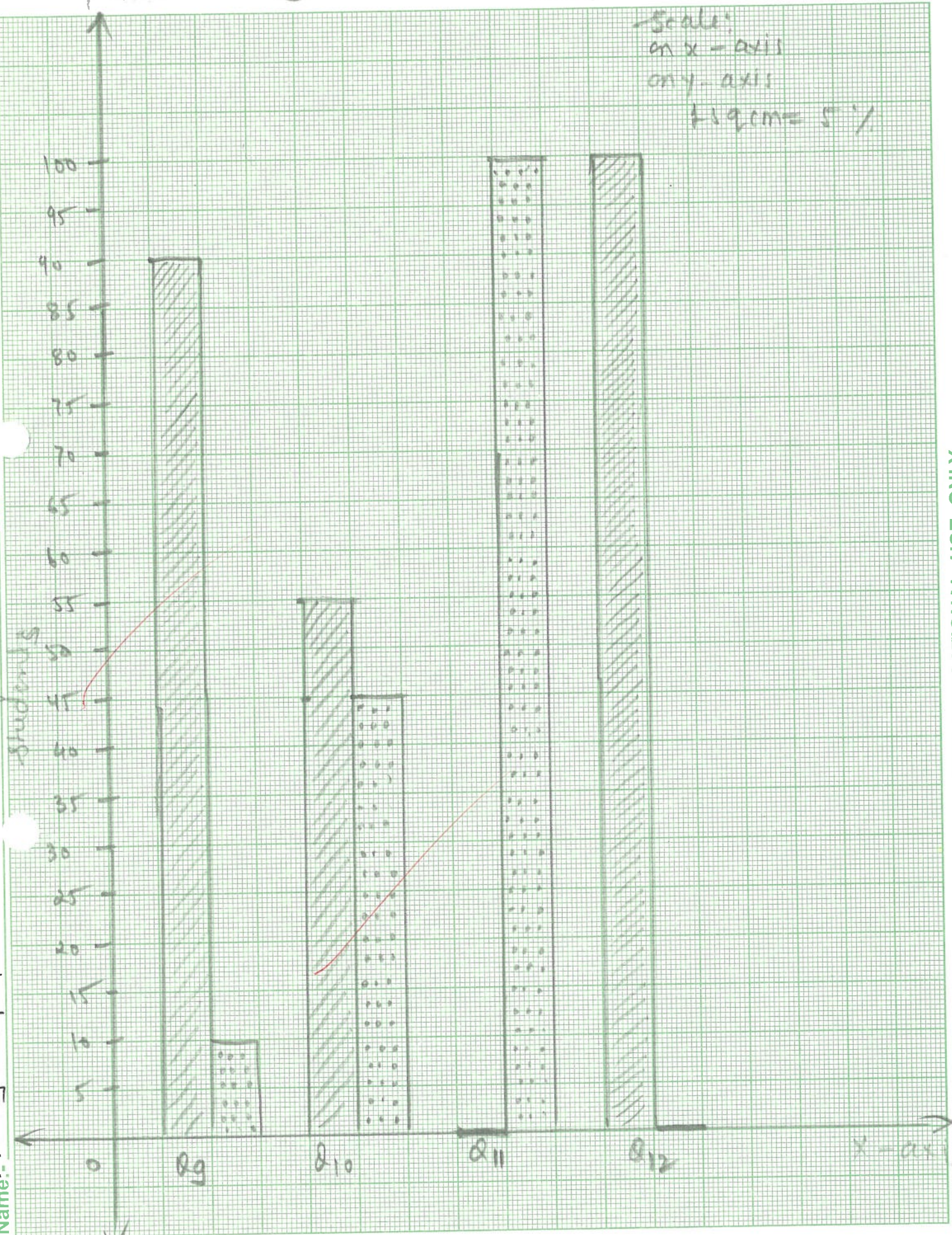
Interpretation In 12th questions, 100% students agree that sports suite equipment sufficient. No. of fee students against them.

Conclusion:- we can conclude that 100%, sports suite equipment sufficient.

3

▨ → Yes, ▤ → No

Scale:
on x-axis
on y-axis
1 sq cm = 5%



(13) Does the school have a sufficient no. of bicycle racks?

	Yes	No	Total
No. of students	10	10	20
% of students	50%	50%	100%

Interpretation:- In 13th questions, 50% students think that school have a sufficient no. of bicycle racks but 50% students against them.

Conclusion:- we can conclude that, some time school have a sufficient no. of bicycle racks but some time not there bicycle racks.

(14) Is the school car park big enough?

	Yes	No	Total
No. of students	18	02	20
% of students	90%	10%	100%

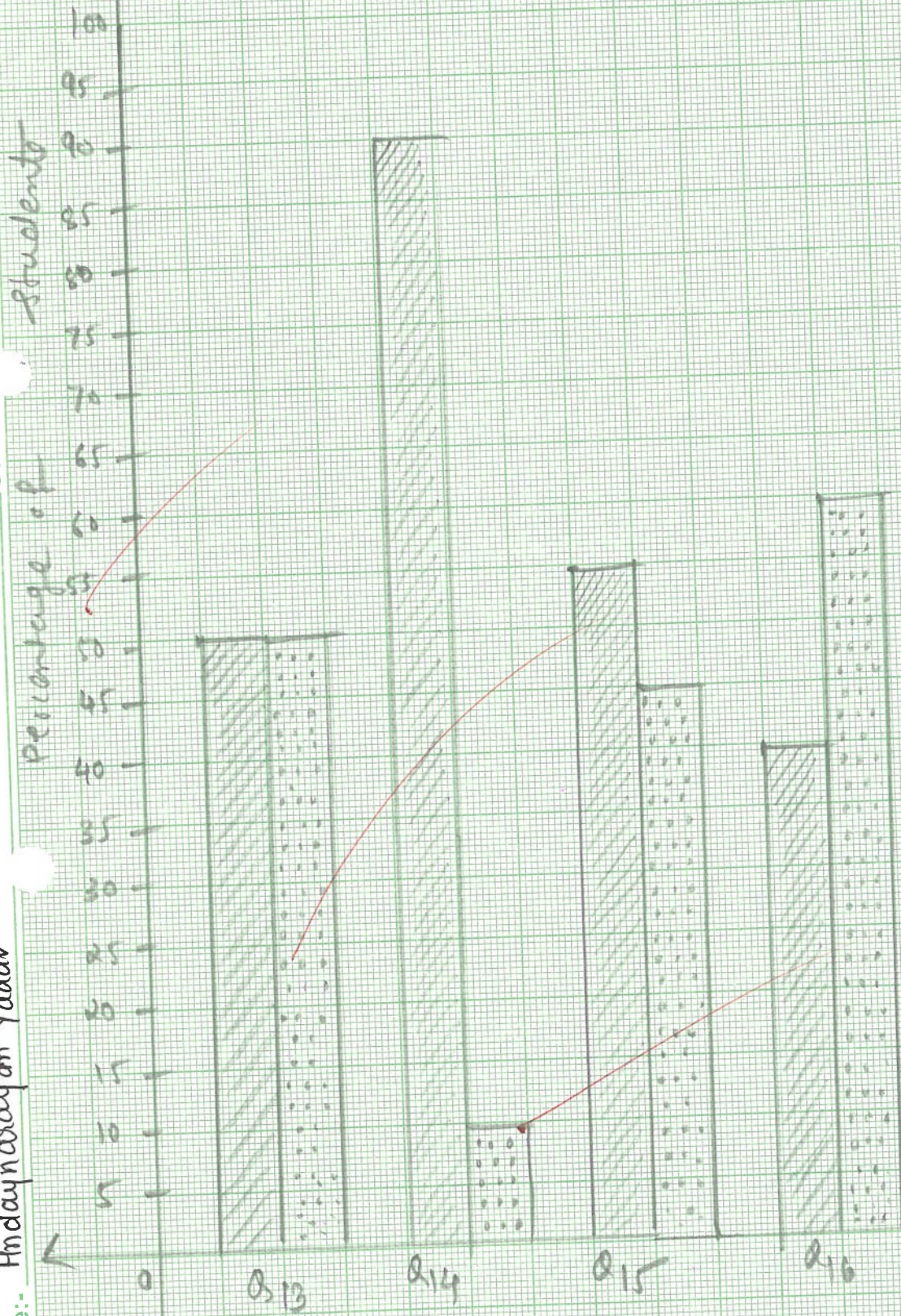
Interpretation:- In 14th questions, 90% of students think that school car park big enough only 10% against them.

Conclusion:- we can conclude that, school car park big enough because 90% of students think that.

(4)

▨ → Yes, ▤ → No.

Scale:
on x-axis
on y-axis
1 sq. cm = 5 %



→ Question ←

(15) Does your school have interactive white boards?

	Yes	No	total
no. of students	11	09	20
% of students	55%	45%	100%

Interpretation:- In 15th questions, 55% students think that interactive white Boards is there in school but 45% students against them.

conclusion:- we can conclude that some-time interactive white boards is there in school but some-time not present.

(16) Is the school equipped with projectors?

	Yes	No	total
no. of students	08	12	20
% of students	40%	60%	100%

Interpretation:- In last questions, 60% students think that school not equipped with projectors but 40% against.

conclusion:- we can conclude that, school ^{not} equipped with projectors because 60% students think that.

School facilities Survey:-

NAME:-

ROLL NO:-

Div:-

class:-

Q.1] Does the school have double glazed or UPVC windows?

☒ Yes ☐ No

Q.2] Is the school warm enough?

☒ Yes ☐ No

Q.3] Is there sufficient lighting in the hallways?

☒ Yes ☐ No

Q.4] Is there sufficient lighting in the classrooms?

☒ Yes ☐ No

Q.5] Are the benches in a satisfactory condition?

☒ Yes ☐ No

Q.6] Are the chairs in a satisfactory condition?

☒ Yes ☐ No

Q.7] Are the lockers big enough for your needs?

☒ Yes ☐ No

Q.8] Are possessions in the lockers sufficiently safe?

☒ Yes ☐ No

Q.9] Are the black/white boards in the classroom in good conditions?

☒ Yes ☐ No

Q.10] Are there always writing materials available for the black/white boards?

☒ Yes ☐ No

Q.11] Is the computer lab sufficiently equipped?
☐ Yes ☐ No

Q.12] Is the sports suite equipment sufficient?
☐ Yes ☐ No

Q.13] Does the school have a sufficient number of bicycle racks?
☐ Yes ☐ No

Q.14] Is the school car park big enough?
☐ Yes ☐ No

Q.15] Does your school have interactive white boards?
☐ Yes, plenty
☐ No
☐ Yes, but only a few
☐ Yes, one.

Q.16] Is the school equipped with projectors?
☐ Yes, plenty
☐ No
☐ Yes, but only a few
☐ Yes, one

School facilities Survey:-

NAME:- prince - jaiswar

ROLL NO:- 58.

Div:- A

Class:- 7th

- Q.1] Does the School have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Jahangir Ansari

ROLL No:- 47

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- * Rupali Sharma

ROLL NO:- 32

Div:-

A

class:-

7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Daniya Ramjan Shaikh

ROLL No:- 31

Div:- —

class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- POOJA SAHU

ROLL NO:- 24

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Hamja Shaikh

ROLL No:- 70

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Sagor Jha

Roll No:- 61

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Suraj Chouhan

Roll No:- 81

Div:- A

Class:- 8th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☐ Yes ☒ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Varun chhotelal Ram

ROLL NO:- 66 -

Div:- A

Class:- Seventh 7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☐ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Karishma Kushwaha

ROLL No:- 10

Div:- A

Class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Maqub Khan

Roll No:- 62

Div:- A

Class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☐ Yes ☒ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Pinki Santosh Sharma

ROLL No:- 83

Div:- A

class:- 7th

- Q.1] Does the School have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/~~white~~ boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/~~white~~ boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Himanshu yadav

ROLL NO:- 79

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☐ Yes ☒ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School Facilities Survey:-

NAME:- Laxmi Singh Bhadoriya

ROLL No:- 2

Div:- A

Class:- VIIth

- Q.1] Does the School have double glazed or upvc windows?
☐ Yes ☒ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- NIRJJA RAMBACHAN Patel

ROLL No:- 16

Div:- A

Class:- 7th

- Q.1] Does the School have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Nidhi Sumit Mishra

ROLL No:- 13

Div:- A

class:- 4th

- Q.1] Does the School have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the School warm enough?
☒ Yes ☐ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Kiran Bhodariya

ROLL NO:- 1

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or UPVC windows?
☐ Yes ☒ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☐ Yes ☒ No

School facilities Survey:-

NAME:- Abhishek Gupta

Roll No:- 55

Div:- A

Class:- VII

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☐ Yes ☒ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:-

Amit Singh Kushwaha

ROLL NO:-

63

Div:-

A

class:-

7th

- Q.1] Does the school have double glazed or UPVC windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☐ Yes ☒ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☐ Yes ☒ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☒ Yes ☐ No
- Q.8] Are possessions in the lockers sufficiently safe?
☐ Yes ☒ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

School facilities Survey:-

NAME:- Dilshaad Shaik

ROLL No:- 69

Div:- A

class:- 7th

- Q.1] Does the school have double glazed or upvc windows?
☒ Yes ☐ No
- Q.2] Is the school warm enough?
☐ Yes ☒ No
- Q.3] Is there sufficient lighting in the hallways?
☒ Yes ☐ No
- Q.4] Is there sufficient lighting in the classrooms?
☒ Yes ☐ No
- Q.5] Are the benches in a satisfactory condition?
☒ Yes ☐ No
- Q.6] Are the chairs in a satisfactory condition?
☒ Yes ☐ No
- Q.7] Are the lockers big enough for your needs?
☐ Yes ☒ No
- Q.8] Are possessions in the lockers sufficiently safe?
☒ Yes ☐ No
- Q.9] Are the black/white boards in the classroom in good conditions?
☒ Yes ☐ No
- Q.10] Are there always writing materials available for the black/white boards?
☒ Yes ☐ No

CHAPTER- 4

Summary and conclusion:-

4.1 Introduction

4.2 Statement of problem

4.3 Aim and objective

4.4 finding

4.5 conclusion

4.6 suggestion

4.7 Bibliography

4.8 Questionnaire

Statement of Problem:-

" To study awareness of " school facilities or school's infrastructure " among the students of 7th standard,

Aim and objective:-

1. To study their knowledge about school's infrastructure.
2. To create awareness, measure to improve school's facilities.
3. To create awareness about impacts of good school facilities on students.
4. To create awareness about impacts of bad infrastructure of school on students.
5. To develop sense of responsibility towards the school's environment.
6. To motivate them, respect school's valuable things such as chair, benches, blackboard etc.

Findings

from the study researcher comes to know that most of the students are well aware about school's facilities.

it is seen that students are aware of the topic but they still need clarity and importance in some concepts or in depth knowledge on "school's infrastructure",

they also need to know more about school's infrastructure.

findings show most of the students to know that if "school's infrastructure" is better, it is good for us.

60% of the students are aware the importance of "school facilities" on her/his development.

40% of the students not aware the importance of "school facilities" on his/her development.

Conclusion:-

after the study it can be concluded that - students are aware of school's infrastructure to a great extent.

more attention to this topic can be brought by organising lectures, workshops and seminar on "school's infrastructure" will inform them & acquire additional knowledge.

schools should promote empirical techniques and practical examples which will enable them to develop awareness. As the problem of "school's infrastructure" can be effectively solved only if it is understood the importance and impacts on students.

so by spreading awareness sensitivity towards school's infrastructure's importance should be created and also importance of own contribution

Suggestions

1. comfort for students, teachers and administrators:-
spaces for teachers and students, with an adequate temperature, ventilation and lighting with water electricity and internet services, as well as sanitary services and the respective drainage of sewage water.
- ② space for the development of rehearsals and practices such as libraries, and natural sciences, information technology, physics and chemistry labs.
- ③ spaces for the development of talents and entertainment, sports, and culture
- ④ The school laboratories should be spacious and full of necessary equipments for studies.
- ⑤ There should be different rooms for activities like art and craft, dance, music and indoor games in the school premise.
- ⑥ An awareness programme about importance and good impacts of school's infrastructure should be conducted by showing videos and movies.

Bibliography:-

1. Methodology of Research

by D.R. Krishnaswami
M. Ranganathan.

2. The Importance of "School facilities"

by Dr. Hinda Lemasters

→ Questionnaire:-

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

There are two types of questionnaire.
Questionnaire.

↓
open-ended
questions-

↓
closed-ended
questions.

1. open-ended questions:- In open ended question there are no predefined options or categories included the participations should supply their own answers.

(a) completely unstructured; questions: opinion or view of the respondent.

(b) word association question:- The participation states the first word that pops in his mind once a series of words are presented.

(c) The magic apprehension test:- A picture is presented to be respondent which he explains on his own points of view.

(d) sentence:- story or picture completion
The respondent continues an incomplete sentence or story or write on empty conversation balloons in a picture.

② close-ended Questions:-

close ended questions limit the answer of the respondents to response options provided on the questionnaire.

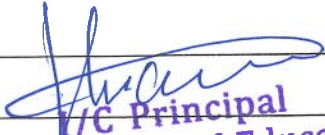
Some example of close ended questionnaire.

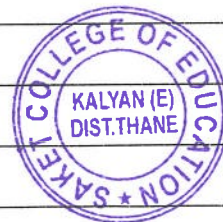
① Dichotomous or two points question
(e.g. yes / no, unsatisfied or satisfied)

② Multiple choice questions. (e.g. A, B, C & D).

③ Scaled questions:- that are making use of rating scale such as likert scale (i.e. a type of five point scale) three points scale, semantic differential scale & seven point scale).

Penes


H/C Principal
Saket College of Education
Saket Vidyanagari Marg,
Chinchpada Road, Kalyan (E) 421 306.
Dist. Thane (M S)



Practice teaching /internship in schools

SAKET GYANPEETH'S
SAKET COLLEGE OF EDUCATION (B.Ed.)
(Affiliated To University of Mumbai)

B.Ed. INTERNSHIP PROGRAMME REPORT

ACADEMIC YEAR 2021-22

NAME OF THE STUDENT :-

CHARULATA JANBA MUSALE.

NAME OF INTERNSHIP SCHOOL :-

Saket vidyamandir

INTERNSHIP PERIOD

1st Aug 2022 to 6th Aug 2022
12 Sep 2022 to 24th Sep 2022

Index - A

SHADOWING OF SUBJECT TEACHER

Sr.No	Date	Unit	Class	Sign.of Incharge Tr.
1	2/8/22	Useful and harmful microbes	8 th -A	Jayashree burli
2	8/8/22	Disaster management	6 th -A	Prachi Pardeshi
3	4/8/22	Inside an Atom	8 th -A	Jayashree burli
4	4/8/22	Nutrition In Living Organism	7 th -A	Poornima Jadhav
5	5/8/22	Food safety	7 th -B	Poornima Jadhav

Index - B

OBSERVATION OF SCHOOL ACTIVITIES

Sr.No	Date	Sign.of Incharge Tr.	Seal of School
1	15/8/22	Independance day	
2	14/9/22	Hindi day	
3	24/9/22	puppet show	

Index - C

OBSERVATION OF LESSONS GIVEN BY PEERS

Sr.No	Date	Unite	Class	Sign.of Incharge Tr.
1	13/9/22	Measurement of physical quantity	7 th	
2	14/9/22	Motion and type of motion	7 th	
3	14/9/22	Force and type of force	6 th	
4	15/9/22	Nutrition and diet	7 th	
5	16/9/22	Pollution	8 th	



SAKET COLLEGE OF EDUCATION (B.Ed), KALYAN (S)

Shadow Lesson Observation

Name of the Teacher: Mr. Anil Kumar

Subject: English

Date: 20/01/2022

Time: 10:00 AM to 11:00 AM

Class: VI

Topic: Grammar

Following Points to be Considered while writing observation

1) Set Induction

2) Behaviour of Student

SHADOW LESSON

3) Statement of Aim

4) Set Induction

5) Statement of Aim

6) Statement of Aim

SAKET COLLEGE OF EDUCATION (B.Ed.), KALYAN (E)

Shadow Lesson Observation

Name of the Student Teacher: Charulata Janba Musale

Name of the School: Saket vidyamandir

Roll No. 29 Shadow Lesson No. 1

Subject SCIENCE AND TECH-II, Date 2/08/22, Unit 8

Subunit Useful and harmful microbes, Std./Div. 9th - A

Following Points to be Considered while writing observation

1) Set Induction

i) Relevant to Content	Yes, It is relevant to content by asking question, what is mean by microbe?
ii) Interest	Showing interest by giving ans that the micro-organism we can not seen with eyes.
iii) Previous Knowledge	Student knowing what are micro-organism and they know we can not seen with our eyes.
iv) Use Teaching Aids	—
v) Innovative Technique	Through the confidently explanation

2) Statement of Aim

Yes, the statement of aim is clear when answering by students i.e. useful and harmful microbes.

3) Black Board Work/Writing

i) Division of the Black Board	—
ii) Use of Colour Chock	Use of blue marker pen
iii) Placement of Figures & Information	Yes, very neatly and correctly drawing.
iv) Neatness	Yes, very neat and clean writling on board.

v) Clarity in Writing	Yes, Everybody can see the information writting on board
4) Presentation of the Subject Matter -	
i) Organization of the Subject Matter	In last lecture, we know about micro-organism, then what is microbes?
ii) Use of Stimulus Variation	whenever need, at the main pt. ① Lactobacilli
iii) Clarity of Explanation	Yes, clearly explain- what exact useful microorganism-lactobacilli and uses
iv) Use of Questions	① How is yoghurt made from milk? what exactly happen in process?
v) Student Teacher Interaction	Yes, very nice by answering- Because of micro-organism
vi) Teaching Aids	-

5) Reinforcement -

i) Verbal Reinforcement	Yes by telling very good ans
ii) Non - Verbal Reinforcement	-
iii) Incorrect Answers	Yes nice try, Then she telling the correct ans

6) Closure -

i) Summary	She recalls all the topic like microbe what is fermentation to students
ii) Matter extended to new Situations	by telling lets see the useful micro-organism i.e. Rhizobium.

7) Evaluation -

i) Nature of Assignment	① which are useful microbes? ② what is Fermentation?
ii) Application Oriented	① Can low pH destroys harmful microbes present in milk?
iii) Project/Experiment Oriented	② If A light Flash on drop of water can we see the micro-organism in shadow

8) Personality of Teacher - So much confident, knowledge about subject, Encourage
What did Pupils Teacher learn from this observation-
I learn from this observation, that first thing-we always give presentation confidently with Fresh mind.

Name of the Teacher - Jayashree Bureli



SAKET COLLEGE OF EDUCATION (B.Ed.), KALYAN (E) Shadow Lesson Observation

Name of the Student Teacher: Charulata Janba Musale.
Name of the School: Saket vidyamandir
Roll No. 29 Shadow Lesson No. 2
Subject: General science, Date: 31/08/22, Unit: 4
Subunit: Disaster Management, Std./Div. VIIth-A

Following Points to be Considered while writing observation

1) Set Induction

i) Relevant to Content	Yes relevant to Content by asking the question, what happen in rainy season water level increases, it will enter in house? pupil are interested by giving answer, that is called flood.
ii) Interest	
iii) Previous Knowledge	Students are knowing the flood, earthquake how it occurs.
iv) Use Teaching Aids	-
v) Innovative Technique	showing pictures from book.

2) Statement of Aim

	statement of aim was clear, when the pupil giving answers, flood, earthquake is called disaster.
--	--

3) Black Board Work/Writing

i) Division of the Black Board	Yes it divided two parts.
ii) Use of Colour Chock	-
iii) Placement of Figures & Information	Yes very good.
iv) Neatness	very neat and clean.



v) Clarity in Writing	Nice handwriting
4) Presentation of the Subject Matter -	
i) Organization of the Subject Matter	By explaining the meaning of disaster
ii) Use of Stimulus Variation	Whenever needed, at main points.
iii) Clarity of Explanation	clearly explain the man-made and Natural disaster and difference also
iv) Use of Questions	What disaster can occur in school or on the way to school.
v) Student Teacher Interaction	very nice, by answering the questions
vi) Teaching Aids	-

5) Reinforcement -

i) Verbal Reinforcement	Very good
ii) Non - Verbal Reinforcement	-
iii) Incorrect Answers	she was correcting answers.

6) Closure -

i) Summary	she telling, or summarised the topics definition & type of disasters?
ii) Matter extended to new Situations	by telling that, next we see the occur and effect of earthquake.

7) Evaluation -

i) Nature of Assignment	make a chart that showing man-made and natural disaster?
ii) Application Oriented	Q floods are due to heavy rain? - T/F Q tell the definition of disaster?
iii) Project/Experiment Oriented	Q collect the pictures that showing disasters.
8) Personality of Teacher -	encouraging, and confidently.
What did Pupils Teacher learn from this observation - I learn from this observation that what are the technique use to explain our topic to pupil.	

Name of the Teacher -

Prachi Pardeshi



Sign.

Prachi

SAKET COLLEGE OF EDUCATION (B.Ed.), KALYAN (E)

Shadow Lesson Observation

Name of the Student Teacher: Charulata Janba Musale.
 Name of the School: Saket Vidyamandir
 Roll No. 29 Shadow Lesson No. 3
 Subject: General science, Date: 4/08/22, Unit: Inside an atom
 Subunit: Matter, Atom, Std./Div.: 8th - A

Following Points to be Considered while writing observation

1) Set Induction

i) Relevant to Content	by asking question, what is a matter?
ii) Interest	students are giving answer, matter is made of molecules.
iii) Previous Knowledge	Q what is an atom? what is smallest unit of matter
iv) Use Teaching Aids	-
v) Innovative Technique	asking questions and explain with example.
2) Statement of Aim	after answering by student, she says that, so we going to learn inside an atom.

3) Black Board Work/Writing

i) Division of the Black Board	making a chart
ii) Use of Colour Chock	-
iii) Placement of Figures & Information	Very nice and accurately
iv) Neatness	all are seen the information on board.

v) Clarity in Writing	Yes, all student can read very clearly.
4) Presentation of the Subject Matter -	
i) Organization of the Subject Matter	By explaining the main points
ii) Use of Stimulus Variation	Yes, whenever needed at the point dalton's atomic theory
iii) Clarity of Explanation	Yes, Very deeply
iv) Use of Questions	Yes, ① Take ball and bandi laddu and press then what did you find?
v) Student Teacher Interaction	Yes, by giving answer
vi) Teaching Aids	Yes, Use of chalk
5) Reinforcement -	
i) Verbal Reinforcement	Yes, very nice
ii) Non - Verbal Reinforcement	—
iii) Incorrect Answers	Yes, she correct the answer of pupil.
6) Closure -	
i) Summary	By summarising, what is matter substance, Dalton's theory
ii) Matter extended to new Situations	By telling question, what is the molecules.
7) Evaluation -	
i) Nature of Assignment	write the smallest particle of the substance - H_2O, O_2, H_2, NH_3 .
ii) Application Oriented	① cut solid ball with knife what will happen?
iii) Project/Experiment Oriented	—
8) Personality of Teacher - So much confident, knowledge of subject, encouraging	
What did Pupils Teacher learn from this observation- I learn from this observation, that how to explain the topic and what are methods used to explain experiments.	

Name of the Teacher - Jayeshree Burdi Sign. [Signature]



SAKET COLLEGE OF EDUCATION (B.Ed.), KALYAN (E)

Shadow Lesson Observation

Name of the Student Teacher: Charulata Janba Musale.
 Name of the School: Saket Vidya Mandir
 Roll No. 29 Shadow Lesson No. 4
 Subject - science, Date 4/08/22, Unit 4
 Subunit Nutrition in Living organism, Std./Div. 7th/A

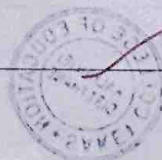
Following Points to be Considered while writing observation

1) Set Induction

i) Relevant to Content	Yes relevant to content by asking question when we doing some work what we need?
ii) Interest	students showing interest by answering i.e. we need energy.
iii) Previous Knowledge	students having knowledge about the different type of vitamins and mineral when asking question
iv) Use Teaching Aids	—
v) Innovative Technique	Through explanation
2) Statement of Aim	statement of aim was clear when answering by student, i.e. we need energy that energy come from food.

3) Black Board Work/Writing

i) Division of the Black Board	yes there is two parts
ii) Use of Colour Chock	—
iii) Placement of Figures & Information	Yes very clear
iv) Neatness	Very good handwriting & point to point writing.



SAKET COLLEGE OF EDUCATION (B.Ed.), KALYAN (E)
Shadow Lesson Observation

Name of the Student Teacher: Charulata Janba Musale,
 Name of the School: Saket vidyamandir
 Roll No. 09 Shadow Lesson No. 5
 Subject: Science, Date: 5/8/22, Unit: 5
 Subunit: Food Safety, Std./Div.: VII th-8

Following Points to be Considered while writing observation

1) Set Induction

i) Relevant to Content	yes relevant to content by asking question what you eat daily in your meal?
ii) Interest	students showing interest by answering rice, roti etc.
iii) Previous Knowledge	One get nutrients from which food material
iv) Use Teaching Aids	-
v) Innovative Technique	explanation technique.

2) Statement of Aim

Statement of aim was clear by asking - what will happen if food materials are infested by insects?

3) Black Board Work/Writing

i) Division of the Black Board	yes two parts.
ii) Use of Colour Chock	-
iii) Placement of Figures & Information	yes very neat & clean
iv) Neatness	yes very nice and clear

v) Clarity in Writing	yes every student can see the writing on board.
4) Presentation of the Subject Matter -	
i) Organization of the Subject Matter	clear explanation of the subunit.
ii) Use of Stimulus Variation	yes whenever needed. through question.
iii) Clarity of Explanation	yes every point clear by the teacher.
iv) Use of Questions	① what is Autotrophic nutrition ② what is Heterotrophic nutrition
v) Student Teacher Interaction	yes by answering and questioning.
vi) Teaching Aids	-

5) Reinforcement -

i) Verbal Reinforcement	yes very good, nice try.
ii) Non - Verbal Reinforcement	-
iii) Incorrect Answers	she correcting answers

6) Closure -

i) Summary	she was summarised the topic definition of nutrition, Autotrophic plant.
ii) Matter extended to new Situations	by asking question. How do plant produce their own food?

7) Evaluation -

i) Nature of Assignment	① write the difference between Autotrophic & Heterotrophic nutrition
ii) Application Oriented	① What is formula of glucose. ② what is photosynthesis.
iii) Project/Experiment Oriented	① collect information about food process in plant.

8) Personality of Teacher - energetic, confident, clarity in voice.

What did Pupils Teacher learn from this observation-

① I learn from the observation that how to handle the pupils questions.

Name of the Teacher - Poonima Jadhav Sign. - Jadhav



v) Clarity in Writing	yes everybody can see the information.
-----------------------	--

4) Presentation of the Subject Matter -

i) Organization of the Subject Matter	clear explanation of the unit and points.
ii) Use of Stimulus Variation	yes whenever needed at the questions.
iii) Clarity of Explanation	yes every points clearly explain.
iv) Use of Questions	① what is called when some fruits skin get black?
v) Student Teacher Interaction	yes very nice by answer & question.
vi) Teaching Aids	-

5) Reinforcement -

i) Verbal Reinforcement	very good answer.
ii) Non - Verbal Reinforcement	-
iii) Incorrect Answers	correcting answers.

6) Closure -

i) Summary	she summarised all the topics what is food spoilage?
ii) Matter extended to new Situations	what will happened in transportation on the food?

7) Evaluation -

i) Nature of Assignment	make chart of food / Nutrients and function of body.
ii) Application Oriented	① what is food spoilage? ② why bad odour of food?
iii) Project/Experiment Oriented	① give the reason for food wasted?

8) Personality of Teacher - encouraging, confident

What did Pupils Teacher learn from this observation-

I learn from this observation is that how to use technique in explanation.

Name of the Teacher - Poornima Jadhav

Sign. Jadhav



OBSERVAT

Date

SCHOOL ACTIVITIES



OBSERVATION OF SCHOOL ACTIVITIES

Date	Activities	Sign.
15/08/2022	<u>Name</u> - Independent day celebration.	
	<u>* Objectives :-</u> This activity was arrange to celebrate 75 th anniversary of Independence day	
	<u>* Procedure :-</u>	
	All students are meet at the school ground sharp 7:00 AM. then all students & teachers are going for rally then at 8:30 there was flag hoisting done. Then after some student and teachers giving speech.	
	<u>* Views :-</u>	
	This cultural programme was very nice. It should be continue through life.	





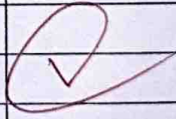
OBSERVATION OF SCHOOL ACTIVITIES

Date	Activities	Sign.
14/9/22	Name:- Hindi day	
	<u>*Objective:-</u> This activity was arrange to celebrate the Hindi day.	
	<u>*Procedure:-</u>	
	All students come together at 2.PM at school. The programm was started with felicitation of teachers. then some one singing a song and give a speech on hindi day. Then after students speech our principl sir given a speech in Hindi.	
	<u>*View:-</u>	
	Hindi is our National language we should respect for this day.	





OBSERVATION OF SCHOOL ACTIVITIES

Date	Activities	Sign.
24/9/22	Name: Puppet show	
	<u>Objective:</u> This activity is arrange for showing that the how to teach a lesson with the help of puppet.	
	<u>* Procedure:-</u>	
	This programme was arrange in school auditorium. This was started with the introduction of respected madam neelam ji and the students who play a role of different characters of puppet. Then they started a program with poet. all the students done it very well.	
	<u>* Views:-</u>	
	I would like to thank to madam who teach us that lesson. This will very useful for the lesson plan.	



SAKET COLLEGE OF EDUCATION, KALYAN (E)

Supervising Class List

Name of Teacher: Devendra Jadhav

Subject: Science Date: 13/9/22
Topic: Measurement of physical quantity

Unit: Measurement Page: 1

Chapter: Measurement Topic: Measurement of physical quantity

Section: Measurement of length

Activity: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

Project: Measurement of length

OBSERVATION LESSON

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher: Poornima Jadhav
Subject: Science Topic: Measurement of physical quantity Date: 13/9/22
(Use Tick Mark)

I. Set induction

Demonstration
Analogy
Teaching aids
Story Telling

Topic

☒ Use of Previous Knowledge Posing intriguing Problem
Questioning Narration

II Stimulus Variation (Tick Mark)

☒ Questioning
Pictures
Maps
Demonstration
Model Reading

Narration
Diagrams
Charts
Dramatization
Model Recitation

B.B. Work
Models
Experiment
Recitation
Any other

(Re. Extent of use: Technique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)

Repetition of Q
☒ Changing form of Q
Mannerisms in Q e.g. Yes?
Vague Q
Difficult
Elliptical Q
Yes/No Q

Suggestive Q

☒ Easy

Grammatical error in Q

Double Barreled Q

Echo Q

Q not relevant to-content

Adequacy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

Yes

Right

Exactly

That's right

Non - verbal Reinforcement :

Incorrect Answers :

Mocking

Harsh remark

☒ Good

☒ Correct

☒ Good

Excellent

Gentle indication
not indication

☒ Partially Correct Answer :
No indication

☒ Further questioning of pupils
Further questioning of other pupils
Further questioning of other pupils and then questioning of first pupil
Mannerism in Reinforcement : e.g. repeating answer
Handling of answer of pupils : v. good / ☒ good / average / poor / v. poor
Suggestions :

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher: Tanuja Pal

Subject: SCIENCE Topic: Motion and Type of motion Date: 14/9/22

(Use Tick Mark)

I. Set induction

Topic

Demonstration

☒ Use of Previous Knowledge

Posing intriguing

Analogy

Problem

☒ Teaching aids

Questioning Narration

Story Telling

II Stimulus Variation (Tick Mark)

☒ Questioning

Narration

B.B. Work

Pictures

☒ Diagrams

Models

Maps

☒ Charts

Experiment

Demonstration

Dramatization

Recitation

Model Reading

Model Recitation

Any other

(Re. Extent of use: Technique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)

Repetition of Q

Suggestive Q

Changing form of Q

☒ Easy

☒ Mannerisms in Q e.g. Yes?

Grammatical error in Q

Vague Q

Double Barreled Q

Difficult

Echo Q

Elliptical Q

Q not relevant to-content

Yes/No Q

Adequacy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :

Verbal Reinforcement :

☒ Yes

Right

Good

V. Good

☒ Exactly

That's right

Correct

Excellent

Non-verbal Reinforcement :

Incorrect Answers :

Mocking

Gentle indication

Harsh remark

☒ not indication

Partially Correct Answer :

☒ No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and

then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer

Handling of answer of pupils : ☒ v. good / good / average / poor / v. poor

Suggestions :

V. Class-room interaction (Tick Mark)

excessive

adequate

insufficient

Teacher-Student

Student-Student

Student-Teacher

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate / too brief / too lengthy

Developed by response of pupils

Developed by teacher

Developed at the end of the lesson

Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson

Good / Average / Poor

Variety

Good / Average / Poor

Different techniques were used

Good / Average / Poor

Core elements were evaluated

Good / Average / Poor

Major objectives of lesson evaluated

Good / Average / Poor

C. B. Work well organised

Good / Average / Poor

C. B. Work neat

Good / Average / Poor

C. B. Work handwriting good

Good / Average / Poor

Suggestions :

VIII. Class-room Management :

Good / Average / Poor

Teachers efforts of maintaining discipline

Suggestions :

IX. Plan implementation (Tick Mark)

Extent to which

1. Objectives were kept in view

2. Objectives were realised

3. Interest created in pupils

4. Pupils were involved

5. Teacher's preparation

6. Teacher's mastery on method

7. Teacher's mastery on subject matter

8. Usage of language

9. Usage of teaching aids

10. Creation of rapport with the class

V. Good	Good	Average	Poor
	☒	☒	
☒		☒	
☒		☒	
☒		☒	
☒		☒	
☒		☒	
☒		☒	
☒		☒	
☒		☒	
☒		☒	

Suggestions :

improve some handwriting



V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student	☒	☒	☐
Student-Student	☒	☒	☐
Student-Teacher	☒	☒	☐

Suggestions :

VI. Closure : (Tick Mark)

Summary : adequate/too brief/too lengthy
 Developed by response of pupils
 Developed by teacher
 Developed at the end of the lesson
 Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson	☒ Good/Average/Poor
Variety	☒ Good/Average/Poor
Different techniques were used	☒ Good/Average/Poor
Core elements were evaluated	☒ Good/Average/Poor
Major objectives of lesson evaluated	☒ Good/Average/Poor
C. B. Work well organised	☒ Good/Average/Poor
C. B. Work neat	☒ Good/Average/Poor
C. B. Work handwriting good	☒ Good/Average/Poor

Suggestions :

VIII. Class-room Management :

Good/Average/Poor
 Teachers efforts of maintaining discipline Good/Average/Poor
 Suggestions :

IX. Plan implementation (Tick Mark)

- Extent to which
- Objectives were kept in view
 - Objectives were realised
 - Interest created in pupils
 - Pupils were involved
 - Teacher's preparation
 - Teacher's mastery on method
 - Teacher's mastery on subject matter
 - Usage of language
 - Usage of teaching aids
 - Creation of rapport with the class

	V. Good	Good	Average	Poor
1. Objectives were kept in view	☒	☒	☐	☐
2. Objectives were realised	☒	☒	☐	☐
3. Interest created in pupils	☒	☒	☐	☐
4. Pupils were involved	☒	☒	☐	☐
5. Teacher's preparation	☒	☒	☐	☐
6. Teacher's mastery on method	☒	☒	☐	☐
7. Teacher's mastery on subject matter	☒	☒	☐	☐
8. Usage of language	☒	☒	☐	☐
9. Usage of teaching aids	☒	☒	☐	☐
10. Creation of rapport with the class	☒	☒	☐	☐

Suggestions : Improve handwriting



SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher: Pooja Pal

Subject: SCIENCE Topic: Force and Type of force Date: 14/9/22
 (Use Tick Mark)

I. Set induction

Demonstration	☒ Use of Previous Knowledge	Topic
Analogy		Posing intriguing Problem
Teaching aids	☒ Questioning	Narration
Story Telling		

II Stimulus Variation (Tick Mark)

☒ Questioning	Narration	B.B. Work
Pictures	☒ Diagrams	Models
Maps	Charts	Experiment
Demonstration	Dramatization	Recitation
Model Reading	Model Recitation	Any other

(Re. Extent of use: Technique of using. Selection etc.)

III. Questioning

Faulty Qs: (Tally mark frequency, note down examples)	
Repetition of Q	Suggestive Q
Changing form of Q	Easy
Mannerisms in Q e.g. Yes?	Grammatical error in Q
Vague Q	Double Barreled Q
Difficult	Echo Q
Elliptical Q	Q not relevant to-content
Yes/No Q	Adequacy : Few/sufficient too many

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

Correct Answers :			
Verbal Reinforcement :			
Yes	Right	☒ Good	V. Good
Exactly	That's right	☒ Correct	Excellent
Non – verbal Reinforcement :			
Incorrect Answers :			
Mocking		Gentle indication	
Harsh remark		☒ Not indication	
Partially Correct Answer :			
No indication			
☒ Further questioning of pupils			
Further questioning of other pupils			
Further questioning of other pupils and then questioning of first pupil			
Mannerism in Reinforcement : e.g. repeating answer			
Handling of answer of pupils : v.good/good/average/poor/v. poor		☒	
Suggestions :			

Suggestions :

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student		☒	
Student-Student		☒	
Student-Teacher		☒	

Suggestions :

VI. Closure : (Tick Mark)

- Summary : adequate/too brief/too lengthy
- Developed by response of pupils
- Developed by teacher
- Developed at the end of the lesson
- Developed at specific points in the lesson

VII. Evaluation :

- Followed same sequence as in lesson
- Variety
- Different techniques were used
- Core elements were evaluated
- Major objectives of lesson evaluated
- C. B. Work well organised
- C. B. Work neat
- C. B. Work handwriting good
- Suggestions :

Good/Average/Poor
Good/Average/Poor
Good/Average/Poor
Good/Average/Poor
Good/Average/Poor
Good/Average/Poor
Good/Average/Poor
Good/Average/Poor
Good/Average/Poor

VIII. Class-room Management :

- Good/Average/Poor
- Teachers efforts of maintaining discipline Good/Average/Poor
- Suggestions :

IX. Plan implementation (Tick Mark)

- Extent to which
- 1. Objectives were kept in view
- 2. Objectives were realised
- 3. Interest created in pupils
- 4. Pupils were involved
- 5. Teacher's preparation
- 6. Teacher's mastery on method
- 7. Teacher's mastery on subject matter
- 8. Usage of language
- 9. Usage of teaching aids
- 10. Creation of rapport with the class

	V.Good	Good	Average	Poor
1. Objectives were kept in view		☒		
2. Objectives were realised		☒		
3. Interest created in pupils		☒		
4. Pupils were involved		☒		
5. Teacher's preparation		☒		
6. Teacher's mastery on method		☒		
7. Teacher's mastery on subject matter		☒		
8. Usage of language		☒		
9. Usage of teaching aids		☒		
10. Creation of rapport with the class		☒		

Suggestions : Increase Voice



SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher: Rupali kadam
Subject: Science Topic: Pollution Date: 16/9/22

(Use Tick Mark)

I. Set induction

- Demonstration ☒ Use of Previous Knowledge ☒ Posing intriguing Problem ☒
- Analogy ☒ Questioning ☒ Narration ☒
- Teaching aids ☒
- Story Telling ☒

II Stimulus Variation (Tick Mark)

- Questioning ☒ Narration ☒ B.B. Work ☒
- Pictures ☒ Diagrams ☒ Models ☒
- Maps ☒ Charts ☒ Experiment ☒
- Demonstration ☒ Dramatization ☒ Recitation ☒
- Model Reading ☒ Model Recitation ☒ Any other ☒

(Re. Extent of use: Technique of using. Selection etc.)

III. Questioning

- Faulty Qs: (Tally mark frequency, note down examples)
- Repetition of Q ☒ Suggestive Q ☒
- Changing form of Q ☒ Easy ☒
- Mannerisms in Q e.g. Yes? ☒ Grammatical error in Q ☒
- Vague Q ☒ Double Barreled Q ☒
- Difficult ☒ Echo Q ☒
- Elliptical Q ☒ Q not relevant to-content ☒
- Yes/No Q ☒ Adequacy : Few/sufficient too many ☒

IV. Response to pupil's Answer and Reinforcement (Tally Mark)

- Correct Answers :
- Verbal Reinforcement :
- Yes ☒ Right ☒ Good ☒ Excellent ☒
- Exactly ☒ That's right ☒ Correct ☒
- Non - verbal Reinforcement :
- Incorrect Answers :
- Mocking ☒ Gentle indication ☒
- Harsh remark ☒ Not indication ☒
- Pratially Correct Answer :
- No indication ☒
- Further questioning of pupils
- Further questioning of other pupils
- Further questioning of other pupils and then questioning of first pupil
- Mannerism in Reinforcement : e.g. repeating answer
- Handling of answer of pupils : v. good/good/average/poor/v. poor
- Suggestions :

V. Class-room interaction (Tick Mark)

	excessive	adequate	insufficient
Teacher-Student	☐	☒	☐
Student-Student	☐	☒	☐
Student-Teacher	☐	☒	☐
Suggestions :			

VI. Closure : (Tick Mark)

Summary : ☒adequate/too brief/too lengthy
 Developed by response of pupils
 Developed by teacher
 Developed at the end of the lesson
 Developed at specific points in the lesson

VII. Evaluation :

Followed same sequence as in lesson
 Variety
 Different techniques were used
 Core elements were evaluated
 Major objectives of lesson evaluated
 C. B. Work well organised
 C. B. Work neat
 C. B. Work handwriting good
 Suggestions :

☒ Good/Average/Poor
☒ Good/Average/Poor
☒ Good/Average/Poor
☒ Good/Average/Poor
☒ Good/Average/Poor
☒ Good/Average/Poor
☒ Good/Average/Poor
☒ Good/Average/Poor

VIII. Class-room Management :

☒ Good/Average/Poor
 Teachers efforts of maintaining discipline ☒ Good/Average/Poor
 Suggestions :

IX. Plan implementation (Tick Mark)
 Extent to which

1. Objectives were kept in view -- -----
2. Objectives were realised -- -----
3. Interest created in pupils -- -----
4. Pupils were involved -- -----
5. Teacher's preparation -- -----
6. Teacher's mastery on method -- -----
7. Teacher's mastery on subject matter -- -----
8. Usage of language -- -----
9. Usage of teaching aids -- -----
10. Creation of rapport with the class -- -----

V.Good	Good	Average	Poor	V.Poor
☒	☒			
☒	☒			
☒	☒			
☒	☒	☒		
☒	☒			
☒	☒			
☒	☒			
☒	☒			
☒	☒			

Suggestions : Increase voice





SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher <u>Charwata</u>	Practising School <u>?</u>
..... <u>Tanba Musale</u>	
Roll No. <u>29</u>	Std. <u>VIIth</u> Div.
Subject <u>science</u>	Date <u>13/09/22</u>
Lesson No. (General) ()	Time - From <u>?</u> To
..... <u>6</u>	
Lesson No. (In the method)	
..... <u>1st</u>	
Topic <u>Measurements and of</u>	
..... <u>Physical quantities</u>	

Previous knowledge of the class

..... Pupils knows basic knowledge about different tools

Teaching Points	General Objectives
1) Meaning of physical quantities	* <u>Knowledge</u> - pupil acquires the knowledge about Measurements
2) Definition of mass and weight	* <u>Understanding</u> :- pupil develops the understanding of how to measure different quantity.
3) Difference between scalar and vector quantity.	* <u>Application</u> :- pupil applies knowledge and understanding in day to day life.
4) standardized measurement	* <u>Skills</u> :- pupil develops the skills of difference between mass and weight.

Teaching Aids :- chart of the difference between scalar and vector quantity, standard units

Reference Books:- NCERT Book

Content Analysis	Objective : Specifications
<u>*Introduction:-</u> There are different methods to measure different things. e.g. Milk is measure in liters food grains measure in kgs. <u>*Definitions:-</u> 1) <u>Physical quantities</u> :- Quantity such as mass, weight, distance, speed, temp., volume are called physical quantity. 2) <u>Mass</u> :- The amount of matter present in a substance is called mass. 3) <u>Weight</u> :- The gravitational force that acts on this mass is called it's weight. 4) <u>Standardised Measurements</u> :- To measure many physical quantity accurately we need standard units. In standardised measurement two system we use :- <u>MKS</u> - Meter, Kilogram & seconds. <u>CGS</u> - Centimeter, gram and seconds.	<u>*Knowledge:-</u> 1) The pupil recalls the meaning of physical quantity. 2) The pupil gains the knowledge about how to measure different things. <u>* Understandings :-</u> 1) The pupil explain what is mass and weight 2) The pupil describe the standardise unit requirement. <u>* Application :-</u> 1) The pupil can easily differentiate the scalar and vector quantity. 2) The pupil knows how the weight is different on earth and moon. <u>* Skills :-</u> 1) The pupil acquires skill of identifying the different physical quantity. 2) The pupil can easily measure the different things.

Procedure	Evaluation
<u>Introduction :-</u> Teacher gives introduction by asking questions :- ① what is difference between tall and short girl? how will you differentiate? ② How will you order food grains in shops? <u>Statement of Aim :-</u> So, today we are going to learn measurement and physical quantity. <u>Presentation :-</u> Teacher explain the meaning of Physical quantity. Teacher explain the Definition of mass and weight. Teacher explain the difference between scalar and vector quantity. Teacher explain - what is standardised unit and why this need Write the main points on the blackboard and definitions also asking questions. on that. summarised the topic Gives assignment to the students. <u>Conclusion :-</u> So, today we learn about different physical quantity & how they measure. <u>Core Elements :-</u> <u>Values :-</u> scientific attitude <u>Life Skill -</u> creative thinking	<u>Generalization :-</u> ① what are the different physical quantity? ② Definition of mass and weight? ③ Meaning of MKS and CGS? <u>Recapitulation :-</u> ① why we need the standard units? <u>Application :-</u> ① If it is possible the vegetable are measure in liter? <u>Assignment :-</u> Make chart of physical quantity & MKS, CGS system.

BLACK BOARD WORK

Jottins Diagram :- Date - Definition of - physical quantity Mass weight scalar quantity Vector quantity Standard units MKS CGS	Summary :- Std - VIIth div - Subject :- science Topic :- Measurement and physical quantity ⇒ physical quantity names kg, liters, speed. Assignment :- Make a chart of MKS & CGS system of 4 physical quantity
Remarks Items ☒ Set induction ☐ Model Reading ☐ Model Recitation ☐ Objective Qns. ☐ Silent Reading ☐ Narrations ☒ Explanations ☐ Illustrations ☐ Questions ☒ Use of teaching aids ☐ Class Response ☒ Class Participation ☒ Black Board work ☐ Experiments ☐ Demonstrations ☐ Specimen observation ☐ Dramantization ☐ Student's reading / recitation / drill ☐ Closure ☒ Teacher's knowledge of content ☐ Teacher's preparation of lesson ☐ Method of teaching ☐ Interest created ☐ Class control Seen the remarks of the supervisor Guiding Professor	Suggestions :- • previous knowledge was relevant. • explanation was ok. • Teaching aids was showing • evaluation was done. • Home work was given. General Remarks  Supervising Professor





SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Tanba Musale.	Practising School ?
Roll No. 29	Std. <u>VIIIth</u> Div.
Subject <u>Science</u>	Date <u>15/9/22</u>
Lesson No. (General) (<u>11</u>)	Time - From ? To
Lesson No. (In the method) <u>2</u>	
Topic <u>Human body and organ system</u>	

Previous knowledge of the class

The pupil knows the various parts of body.

Teaching Points	General Objectives
1) Explanation of organ system. 2) Various types of organ system. 3) Types of Respiration 4) Definition of Respiration	* <u>Knowledge</u> - pupil acquires the knowledge about organ system * <u>Understanding</u> - pupil develop the understanding of how respiration done in human * <u>Application</u> :- pupil applies knowledge and understanding day to day life. * <u>Skill</u> :- pupil develops the skill of difference between internal & external respiration

Teaching Aids :- Diagram of Respiratory system

Reference Books:- NCERT BOOK of VIIIth std.

Content Analysis	Objective : Specifications
<u>Introduction</u> :- There are different organs in our body are working in a group so as to smoothly carry out various life process. <u>Meaning</u> :- Group of organ working together to perform a specific function is called as organ system. Respiration is carried out through following 3 steps. 1) <u>External Respiration</u> - → <u>Inspiration / Inhalation</u> Air is taken in through nose and send it to lungs through trachea → <u>Expiration / Exhalation</u> O₂ from the inspired air goes into blood. Blood carries the CO₂ from various parts of body towards lungs. This air is given out by exhalation. 2) <u>Internal Respiration</u> - Exchange of gases between cells and tissue fluid is called internal respiration 3) <u>Cellular Respiration</u> - $C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 \uparrow + 6H_2O + \text{Energy} (38 \text{ ATP})$	<u>Knowledge</u> - ① The pupil recalls the knowledge about organ system. ② The pupil gains the knowledge of respiration occurs. <u>* Understanding -</u> ① The pupil explains the meaning of organ system ② The pupil describe the difference between external and Internal respiration <u>* Application -</u> ① The pupil knows the which are the organs take part in respiration system. ② The pupil easily knows the difference between breathing and respiration <u>* Skill</u> :- ① The pupil acquire the skill of identifying the respiration steps. ② The pupil can easily collect various information about different organisms like birds, aquatic animal how they respire?

Procedure	Evaluation
<u>Introduction</u> :- The teacher gives Introduction by asking question - ① Tell me the various parts of body and how they work. <u>Statement of Aim</u> :- So, today we are going to learn human body & organ system. <u>Presentation</u> :- - Teacher explain the meaning of organ system - Teacher explain the meaning of Respiration. - Teacher explain the various Organ system. - Teacher explain the steps of Respiration - Teacher explain the definition of external and internal respiration - Teacher write main points on Blackboard. - Teacher ask questions Summarised the topic and gives assignment to the student. <u>Conclusion</u> :- So, we learn about the respiratory system. <u>Core Elements</u> :- inculcation of scientific temper <u>Values</u> :- scientific attitude <u>Life Skill</u> - self awareness.	<u>Generalization</u> :- ① what are the different organ system? ② which are 3 steps of respiration <u>Recapitulation</u> :- ① How the respiration occurs? <u>Application</u> :- ① Exchange of gases between cells and Tissues is called ② Formula for glucose? ③ Complete reaction $C_6H_{12}O_6 + O_2 \rightarrow \text{Energy}$ + + <u>Assignment</u> :- make a chart of any organism how they respire?

BLACK BOARD WORK

Jottins Diagram :-

Date- 15/9/22

Summary :-

Std- VIIIth
Div-A

Subject → science
Topic → Human body and
organ system
subtopic → Respiratory system

* 3 steps of Respiration

1) Internal

2) External

3) Circulatory

* Respiratory system.

O₂ → Nose → pharynx → larynx.

→ wind pipe → lungs → Alveoli →

capillary → blood → cell.

Assignment :-

make a chart of any 4
organism how they
respire?

Remarks Items

..... Set induction

..... Model Reading

..... Model Recitation

..... Objective Qns.

..... Silent Reading

..... Narrations

..... Explanations

..... Illustrations

..... Questions

..... Use of teaching aids

..... Class Response

..... Class Participation

..... Black Board work

..... Experiments

..... Demonstrations

..... Specimen observation

..... Dramantization

..... Student's reading / recitation / drill

..... Closure

..... Teacher's knowledge of content

..... Teacher's preparation of lesson

..... Method of teaching

..... Interest created

..... Class control

Suggestions :-

* Introduction was good.

* Blackboard writing was
effective.

* Explanation - with example.

* Teaching aids not clear.

* Evaluation was done.

* Home-work was done.

*



General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher <u>Charulata</u>	Practising School <u>?</u>
<u>Tanba Musale</u>	
Roll No. <u>29</u>	Std. <u>IXth</u> Div. <u></u>
Subject <u>science</u>	Date <u>17/9/22</u>
Lesson No. (General) (<u>10</u>)	Time - From <u></u> To <u></u>
Lesson No. (In the method) <u>3rd</u>	
Topic <u>Information communication</u>	
<u>Technology</u>	

Previous knowledge of the class

The pupil knows the communication system

Teaching Points	General Objectives
① what is the ICT ② devices used in ICT ③ from that main device is computer. ④ work of computer ⑤ components of computer	* <u>Knowledge</u> :- The pupil acquires the knowledge about ICT. * <u>Understanding</u> :- The pupil develops the understanding of devices used in ICT. * <u>Application</u> :- pupil applies knowledge & understanding in day to day life. * <u>Skill</u> :- pupil develops the skill of different components of computer.

Teaching Aids :- Diagram of Input & Output devices

Reference Books:- NCERT BOOK of IXth std.

Content Analysis	Objective : Specifications
<u>Introduction</u> : The term ICT includes communication devices and the use of those devices as well as service provided with their help. * Devices used in ICT - Different devices are used for producing, information for communicating for classifying, saving / storing information. eg. Telephone * Computer work - 1) <u>Input units</u> - all types of information entered through this unit. eg. keyboard 2) <u>Processing unit</u> - 1) Memory unit 2) control unit 3) ALU unit 3) <u>Output dev. unit</u>. * Important components of computer. 1) Memory 2) operating system 3) Programm 4) Data & Information.	* General specification * <u>Knowledge</u> - 1) The pupil recalls the knowledge about ICT. 2) The pupil gains the knowledge about devices use in ICT. * <u>Understanding</u> - 1) The pupil explains the use of various devices use in ICT. 2) The pupil describes the work of computer. * <u>Application</u> - 1) The pupil can easily find the benefits of various devices used in ICT 2) The pupil knows how to use devices of ICT. * <u>Skill</u> : 1) The pupil acquires the skill of when, where use the devices. 2) The pupil can easily collect the information about computer.

Procedure	Evaluation
<u>Introduction</u> :- Teacher gives Introduction by (set induction) question - 1) When you are calling to each other what exactly happens? <u>Statement of Aim</u> :- So, today we are going to learn about ICT. <u>Presentation</u> :- - Teacher explain the meaning of ICT. - Teacher explain the various devices used of ICT - Teacher explains the work and information about computer. - The teacher explain the main components of computer - teacher write the main points of on Black board. - Teacher ask questions. - Teacher gives summarised the topic. - Teacher gives assignment to the pupil. <u>Conclusion</u> :- So, today we learn about very important information about computer. <u>Core Elements</u> :- 1) Scientific Temper. <u>Values</u> :- scientific attitude life skill - creative thinking.	<u>Generalization</u> :- 1) Which are the various devices used in ICT? 2) Full form of ICT? 3) What is use of ICT. <u>Recapitulation</u> :- 1) How is the computer working? 2) Explain the history of computer. <u>Application</u> :- 1) What are the components of computer? 2) Give example of Input unit? 3) Name of 1st Generation of computer? <u>Assignment</u> :- collect the information about Generation of computer & their types

BLACK BOARD WORK

Jottins Diagram :-

~~to~~
subject - science

Topic - ICT - The new direction
of progress.

- ① Full form of ICT
- ② Devices used in ICT
- ③ work of computer
Input → processor → output
- ④ Component of computer

Summary :-

Assignment -

Collect the information
about Generation of computer
& their types.

Remarks Items

- ☒ Set induction
- ☐ Model Reading
- ☐ Model Recitation
- ☐ Objective Qns.
- ☐ Silent Reading
- ☐ Narrations
- ☒ Explanations
- ☐ Illustrations
- ☐ Questions
- ☒ Use of teaching aids
- ☐ Class Response
- ☒ Class Participation
- ☒ Black Board work
- ☐ Experiments
- ☐ Demonstrations
- ☐ Specimen observation
- ☐ Dramantization
- ☐ Student's reading / recitation / drill
- ☐ Closure
- ☒ Teacher's knowledge of content
- ☐ Teacher's preparation of lesson
- ☐ Method of teaching
- ☐ Interest created
- ☐ Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Introduction was effective.
- BlackBoard was step by
step used.
- Statement of aim was
Clear.
- Evaluation was given
- Home-work was given.

General Remarks

Supervising Professor





SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher	Practising School
charulata J. Musale	
Roll No. 29	Std. <u>Vth</u> Div.
Subject <u>science</u>	Date <u>20/9/22</u>
Lesson No. (General) (<u>14</u>)	Time - From To
Lesson No. (In the method) <u>4th</u>	
Topic <u>Light and the formation of shadows</u>	

Previous knowledge of the class

The pupil knows what helps us to see the object around us.

Teaching Points	General Objectives
① Definition of Luminous objects.	* <u>Knowledge</u> - The pupil acquires the knowledge about Light.
② Definition of non-Luminous objects.	* <u>Understanding</u> - The pupil develops the understanding of source of light.
③ Artificial source of Light	* <u>Application</u> - pupil applies knowledge & understanding in day to day life.
④ What is propagation of Light.	* <u>Skill</u> - pupil develops the skill of how light travels.
⑤ Reflection of Light meaning.	

Teaching Aids :- picture of source of light.

Reference Books:- NCERT Book of Vth std.

Content Analysis	Objective : Specifications
Introduction:- There are some sources of lights which helps us to see the object around us. There are two types. 1) Luminous objects:- The objects or materials which emit light, meaning those which themselves are sources of light are called luminous object. 2) Non-Luminous objects The objects or materials that are not sources of light themselves, are called non-luminous objects 3) Some-manmade objects. or materials also emits light there are called artificial source of light. Natural source- sun, stars, fireflys, some angle-fish, honey mushroom. * Propagation of light- Light travels in straight line are called linear propagation of light explain through activity.	* Knowledge:- ① The pupil recalls the knowledge about Luminous and non-luminous objects ② The pupil gains the knowledge about artificial and natural source of light. * Understanding:- ① The pupil explain the difference between Luminous and non luminous objects. ② The pupil describes the meaning of propagation of light. * Application:- ① The pupil can easily find the source of light ② The pupil knows how the light travels. * Skill - ① The pupil acquires the skill of reflection of light. ② The pupil can easily collect the information about luminous and non-luminous objects.

Procedure	Evaluation
Introduction :- Teacher gives introduction by asking question. ① Can we see in the darkness then what we need to see the object. Statement of Aim :- So, today we are going to learn about light and the formation of shadow. Presentation :- - Teacher explain the meaning of light. - Teacher explain the definition of luminous and non-luminous object. - Teacher explain the artificial source of light. - Teacher explain propagation of light through activity. - Teacher explain the Reflection of light. - Teacher write main points on black board. Teacher ask questions and summarised to the pupil. - Teacher gives assignment to pupil. Conclusion :- So, today we learn about sources of light. Core Elements :- Scientific Temper. Values :- Scientific attitude. life skill :- creative thinking.	Generalization :- ① What is the definition of luminous object? ② What is the definition of an artificial source? ③ Tell me some natural source of light? Recapitulation :- ① Explain the Reflection of light? ② Explain the linear propagation light? Application :- ① Light travels in linear direction only - T / F ? ② Artificial sources are man-made - T / F ? Assignment :- Make a chart of artificial & natural source of light?

BLACK BOARD WORK

Jottins Diagram :-

Date -

Subject - science

Topic - Light and the formation of shadow

1) Definition of

- Luminous object
- Non luminous objects
- Artificial source
- Linear propagation of Light.

Summary :-

Std - 7th
Div - A

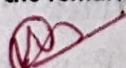
Assignment :-

make a chart of Natural source and artificial source of light.

Remarks Items

- ☒ Set induction
- Model Reading
- Model Recitation
- Objective Qns.
- Silent Reading
- Narrations
- ☒ Explanations
- Illustrations
- ☒ Questions
- ☒ Use of teaching aids
- ☒ Class Response
- Class Participation
- ☒ Black Board work
- Experiments
- Demonstrations
- Specimen observation
- Dramantization
- Student's reading / recitation / drill
- Closure
- ☒ Teacher's knowledge of content
- Teacher's preparation of lesson
- Method of teaching
- Interest created
- Class control

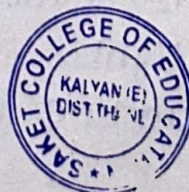
Seen the remarks of the supervisor

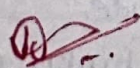

Guiding Professor

Suggestions :-

- Introduction with relevant previous knowledge
- Explanation with Teaching aids
- Black Board was used and effective
- Evaluation was done.
- Home-work was given

General Remarks




Supervising Professor



SAKET GYANPEETH'S SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)
Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher Charulata Janba. Musale	Practising School 7
Roll No. 29	Std. IX th Div.
Subject science	Date 21/9/22
Lesson No. (General) (13)	Time - From To
Lesson No. (In the method) 5 th	
Topic Carbon - An Important element.	

Previous knowledge of the class

The pupil knows about the compound that remains after complete combustion of any material.

Teaching Points	General Objectives
① Introduction of carbon compound	* <u>Knowledge</u> - The pupil acquires the knowledge about carbon
② Introduction of scientist Wohler. $\text{NH}_4\text{CNO} \xrightarrow{\text{heat}} \text{NH}_2\text{CONH}_2$	* <u>Understanding</u> - The pupil develops the understanding of how compound formed
③ Occurance of carbon	* <u>Application</u> :- pupil applies knowledge & understanding in our daily life.
④ Properties of carbon	* <u>Skill</u> :- The pupil develops skill of to find the carbon in nature.
⑤ Allotropes of carbon	

Teaching Aids :- chart of wohler reaction

Reference Books:- NCERT book of IXth std.

Content Analysis	Objective : Specifications
Introduction 1. If sample of sugar, wool, dry leaves, seeds split pulses in separate test tubes and heat that test tube then what changes occurs that black substance is called carbon. * Introduction of carbon. symbol - C, Atomic No. 6 Atomic mass - 6, valency - 4 * Compounds obtained directly or indirectly from plants and animals are called organic compounds. and from minerals are called inorganic compound. * Scientist - Wohler. He synthesized organic compound urea from an inorganic compound ammonium cyanate. $\text{NH}_4^+ \text{CNO}^- \xrightarrow{\text{heat}} \text{NH}_2\text{CONH}_2$ * Occurrence of carbon 1) As in air CO_2 (carbon dioxide) 2) Fossil fuel - coal 3) Natural fibres - cotton wool, silk.	* <u>Knowledge</u> :- ① The pupil recalls the knowledge about carbon compound. ② The pupil gains the knowledge about organic & inorganic compound. * <u>Understanding</u> :- ① The pupil explain the reaction which given by scientist Wohler. ② The pupil describe the occurrence of carbon. * <u>Application</u> :- ① The pupil can easily find the sources of carbon occurs. ② The pupil knows the nature of carbon. * <u>Skills</u> :- ① The pupil acquires the skill of how carbon form. ② The pupil can easily collect or find objects that we use in dally life. that contains carbon.

Procedure	Evaluation
Introduction :- Teacher gives Introduction by asking question - ① what is the substance remain after complete combustion of any material. Statement of Aim :- So, today we are going to learn about carbon - An important element. Presentation :- - Teacher explain the information about carbon. - Teacher explain the reaction of Wohler scientist. - Teacher explain the occurrence of carbon. - Teacher explain the properties of carbon. - Allotrophs of carbon - Teacher write main points on the black board. - Teacher ask questions to pupil - Teacher summarised and give assignment to the pupil. Conclusion :- So, today we learn about Carbon. Core Elements :- Scientific temper Values :- Scientific attitude life skill - creative thinking.	Generalization :- ① what is organic and inorganic compound? ② what is atomic no. of carbon. ③ what is valency of carbon. Recapitulation :- ① which are occurrence of carbon? ② what is the properties of carbon? Application :- ① what is formula for urea? ② example of Natural fibres? ③ Coal, petroleum is example Assignment :- make a list of substance that you use daily & divided in metallic, earthen & other substance.

BLACK BOARD WORK

Jottins Diagram :-

Date-

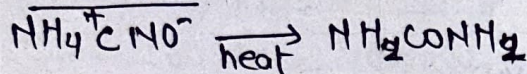
Subject - science

Topic - Carbon - An Important element.

* Carbon Information

Atomic no, Atomic mass
valency.

* Reaction -



Summary :-

Std. - IXth
div -

Assignment -

make a list of substance
that you use daily and
divide it into metallic, earthen
& other.

Remarks Items

- ☒ Set induction
- ☐ Model Reading
- ☐ Model Recitation
- ☐ Objective Qns.
- ☐ Silent Reading
- ☐ Narrations
- ☒ Explanations
- ☐ Illustrations
- ☐ Questions
- ☒ Use of teaching aids
- ☒ Class Response
- ☐ Class Participation
- ☒ Black Board work
- ☐ Experiments
- ☐ Demonstrations
- ☐ Specimen observation
- ☐ Dramantization
- ☐ Student's reading / recitation / drill
- ☐ Closure
- ☒ Teacher's knowledge of content
- ☐ Teacher's preparation of lesson
- ☐ Method of teaching
- ☐ Interest created
- ☐ Class control

Suggestions :-

- with questions.

- done

- yes
- done

- good.

good.

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

