

EXAM SEAT NO.



ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION (B.Ed.)

NAAC Accredited 'B' Grade

Sr. No. 13, Ambegaon (BK.), Katraj- Dehu Road Bypass,
Pune 411046. Phone : 24319090



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Final

B. Ed. 2020- 2021

B. Ed. 108 : TEACHING COMPETENCY - I

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ROLL NO. : 82

METHODS : Science & Mathematics

GROUP INCHARGE PROF. : Asst. Prof. Dr. Prajakta Medhekar

INDEX

MICRO TEACHING (6 Skills - 12 Lessons)

SR.	DATE	SKILLS	TEACH (50)	RETEACH (50)	TOTAL Marks	SIGN.
1	11/4/21	SET INDUCTION	32	34	66	} <i>Amelia</i>
2	12/4/21	BLACK BOARD WORK	36	38	74	
3	15/4/21	EXPLANATION / DEMONSTRATION / NARRATION	39	40	79	
4	16/4/21	QUESTIONING SKILL	38	40	78	
5	17/4/21	STIMULUS VARIATION	42	43	85	
6	19/4/21	CLOSURE	43	44	87	
TOTAL						
TOTAL MARKS OUT OF			<u>230</u> 300	<u>234</u> 300	<u>469</u> 600	<u>19.54</u> 25 (CONVERTED TO)

INTEGRATION LESSONS (6 Lessons)

SR.	DATE	METHOD	MARKS OUT OF 100	SIGN.
1.	20/4/21	Science	74	} <i>Amelia</i>
2.	22/4/21	Science	78	
3.	24/4/21	Science	80	
4.	21/4/21	Mathematics	81	
5.	23/4/21	Mathematics	82	
6.	24/4/21	Mathematics	84	
TOTAL MARKS OUT OF			<u>479</u> 600	

SIMULATION LESSONS (2 Lessons)

SR.	DATE	TYPE OF LESSON	MARKS OUT OF 100	SIGN.
1.	27/4/21	Science	81	} <i>Amelia</i>
2.	29/4/21	Mathematics	85	
TOTAL				
$\frac{479}{600} + \frac{166}{200} = \frac{645}{800} = \frac{20.16}{25 \text{ (CONVERTED TO)}}$			<u>166</u> 200	

GRAND TOTAL = $\frac{19.54}{25} + \frac{20.16}{25} = \frac{39.70}{50}$ 40 *Amelia*

MICRO TEACHING

MICRO LESSON NOTE

Date : 11/4/21

Skill :- SET INDUCTION

Subject :- Science

Unit :- Health and Diseases

Teaching Aids :- White board, markers, duster Sub Unit :- Types of Diseases

B. B. WORK

Date : <u>11/4/21</u>	Std. <u>VIIIth</u>
Subject : Science Unit : Health and Diseases Sub Unit : Types of Diseases	
Infectious Diseases	Non Infectious Diseases

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher enters the classroom and greets students, Good afternoon!	Student answer, Good afternoon Mam.	
Teacher asks, Who was absent last week?	One Student answer, Teacher, I was absent.	Attending, Curiosity.
Teacher asks, why were you absent?	Students answers, I had fever and tested covid positive.	
Teacher says, Oh! Ok. Take care.	Student answers, I am home -	
Are your family members ok?	quarantine and my father is little critical & hospitalized.	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher says, Ok! Take good care of him, proper medications and take rest.	Student replies Yes, and other students listen carefully.	
Teacher, further asks	Students answer	
In last period, we learned about definition of disease. Can anyone recall it?	Condition of disturbance in physiological & psychological process of body is called as disease.	Revival of previous knowledge
Can anyone tell me few names of diseases?	Students reply:- Typhoid Cholera Malaria Diabetes	Student participation
Very good! Teacher explains after listening to students answers, Diseases which spread from one person to another are called infectious diseases. and Diseases which depend on heredity and other factors are non-infectious	Student listen carefully	Proper linking with the topic.

LESSON OBSERVATION CHART (1)

MICRO TEACHING : SET INDUCTION (TEACH)

Std. : VIII Sub. : Science

Unit : Health and Diseases Sub Unit : Types of Diseases

Rating Scale for Evaluation

SR. No.	SUB. - SKILLS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Attractive beginning आकर्षक सुरुवात			✓		
2.	Revival of previous knowledge पुर्वज्ञान जागृती			✓		
3.	Arousing / creation of curiosity कुतूहल निर्मिती			✓		
4.	Use of teaching aids शैक्षणिक साधनांचा वापर				✓	
5.	Proper linking with topic पाठ्याशांशी योग्य सांगड				✓	
6.	Statement of aim हेतुकथन			✓		
7.	Title writing शीर्षक लेखन			✓		
8.	Innovativeness in overall introduction सर्जनशिलता			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता			✓		

TOTAL MARKS

32

=

5

SUGGESTIONS :

- * Curiosity properly arousing.
- * Use of teaching aid was good.

Imedke

SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART (1)

MICRO TEACHING : SET INDUCTION (RETEACH)

Std. : VIII Sub. : Science

Unit : Health and Diseases Sub Unit : Types of Diseases

Rating Scale for Evaluation

SR. No.	SUB. - SKILLS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Attractive beginning आकर्षक सुरुवात			✓		
2.	Revival of previous knowledge पुर्वज्ञान जागृती			✓		
3.	Arousing / creation of curiosity कुतूहल निर्मिती			✓		
4.	Use of teaching aids शैक्षणिक साधनांचा वापर				✓	
5.	Proper linking with topic पाठ्याशांशी योग्य सांगड				✓	
6.	Statement of aim हेतुकथन				✓	
7.	Title writing शीर्षक लेखन			✓		
8.	Innovativeness in overall introduction सर्जनशिलता			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता			✓		

TOTAL MARKS

34

=

5

SUGGESTIONS :

Linking with topic was proper.

SIGNATURE OF LESSON OBSERVER

Imedy

MICRO LESSON NOTE

Date : 12/4/21

Skill :- BLACK BOARD WORK

Subject :- Mathematics

Unit :- Basic Concepts in Geometry

Teaching Aids :- Coloured markers, duster

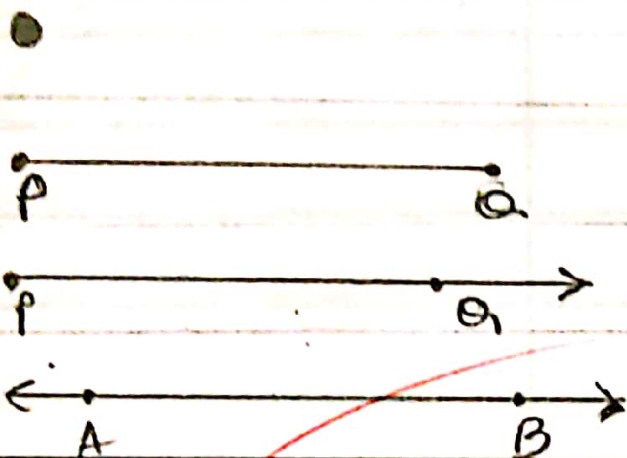
Sub Unit :- Ray, Line Segment & Line

B. B. WORK

Date : 12/4/21

Subject : Mathematics
Unit : Basic Concepts
in Geometry
Sub Unit : Ray, Line Segment, Line

Std. VI



A point is shown by a tiny dot.
Line Segment: A line segment has two end points.
Ray: A ray is a part of line.
Line: Line means a straight line & line has no end points.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher begins with the Statement of Aim:- Students, today we are going to learn about line segment, ray and line. and shows a point made by rubberband.	Student listen carefully.	Attentive and attractive beginning.
Teacher explains for drawing any geometrical figure, we have to start with a point & shows point on blackboard.	Student listen carefully and observe point on white board.	Planning of blackboard/white board.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher shows 2 points on white board and join them.	Students observe and listen carefully.	Blackboard/white board writing.
Teacher explains, a line segment has two end points and draws line segment using colourful marker. Teacher writes the name of unit, subunit and divides board into 2 parts.		
Teacher writes definition of line segment on other side.	Students observe carefully.	
Teacher, then draw a ray on board and then explains, definition of ray.	Student observe carefully.	Curiosity arousal.
A ray is defined as a part of line. It starts at one point and goes forward continuously in the same direction.	Student listen carefully	Writing is a straight line.
Teacher shows notebook and ask.		

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
what do you see?	Student answers many lines.	Active participation
Yes! Good		
But, in geometry a line is always shown with arrows on both side.		
Teacher draws line AB on board with different marker.	Student observe carefully.	
Teacher write definition of line on other side.		Clear handwriting and use of different colour markers.
Line: line means a straight line.		
If we extend two end points in either direction endlessly we get a line.		
A line has no end points.		
Teacher repeats the definition	Student listen carefully.	
Teacher says, so students today we learnt about basic concepts of geometry i.e. point, ray, line segment and line.		
In next class, we		

LESSON OBSERVATION CHART (2)

MICRO TEACHING : BLACK BOARD WORK (TEACH)

Std. : VI Unit : Basic Concepts in Geometry
Sub Unit : Mathematics Sub Unit : Ray, Line Segment & Line

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS B. B. WORK	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Planning of B. B. फलक नियोजन				✓	
2.	Clarity of Letters अक्षरांची सुस्पष्टता			✓		
3.	Proper Size of Letters & Diagrams अक्षरांचा व आकृतीचा योग्य आकार				✓	
4.	Use of Coloured Chalk रंगीत खडूचा योग्य वापर				✓	
5.	Writing In Straight line सरळ रेषेत लेखन				✓	
6.	Spacing Between Letters / Words /lines अक्षरे शब्द व ओळीतील अंतर			✓		
7.	Grammatically correct व्याकरण दृष्ट्या अचूक				✓	
8.	Cleaning of B.B. फलक स्वच्छ करणे			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS

36

50

5

SUGGESTIONS :

Size & shaping letter was proper.
Spacing between two line should
be proper.

SIGNATURE OF LESSON OBSERVER

Imedh

LESSON OBSERVATION CHART (2)

MICRO TEACHING : BLACK BOARD WORK (RETEACH)

Std. : VI Sub. : Mathematics

Unit : Basic Concepts in Geometry Sub Unit : Ray, Line Segment & Line

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS B. B. WORK	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Planning of B. B. फलक नियोजन				✓	
2.	Clarity of Letters अक्षरांची सुस्पष्टता				✓	
3.	Proper Size of Letters & Diagrams अक्षरांचा व आकृतीचा योग्य आकार				✓	
4.	Use of Coloured Chalk रंगीत खडूचा योग्य वापर				✓	
5.	Writing In Straight line सरळ रेषेत लेखन			✓		
6.	Spacing Between Letters / Words /lines अक्षरे शब्द व ओळीतील अंतर				✓	
7.	Grammatically correct व्याकरण दृष्ट्या अचूक			✓		
8.	Cleaning of B.B. फलक स्वच्छ करणे				✓	
9.	Time management वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकारकता					

TOTAL MARKS

38

50

5

SUGGESTIONS :

Time management was proper.

Pradeep
SIGNATURE OF LESSON OBSERVER

MICRO LESSON NOTE

Skill :- DEMONSTRATION SKILL

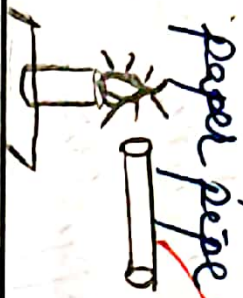
Date : 15/4/21

Subject :- Science

Unit :- Light and Formation of Shadows

Teaching Aids :- Candle, match box, paper pipe Sub Unit :- Propagation of light

B. B. WORK

Date : <u>15/4/21</u>	Subject : <u>Science</u>	Unit : <u>Light and Formation of Shadows</u>	Std. <u>VI</u>
Sub Unit : <u>Propagation of light.</u>			
Aim : To observe light travels in a straight line.			
Title :			
Apparatus : <u>Candle, match box, stand</u>			
Procedure :			
			
		<u>Conclusion</u> : light travels in a straight line.	
		<u>Observation</u> : Candle is not seen when paper is bent.	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher greets student	Students reply	
'Good afternoon after entering the classroom.	'Good afternoon' 'Hm'	
Teacher tells student to close their eyes	Students closes eyes and replies 'No', it's dark	Showing curiosity
and ask 'can you see anything?'	everywhere	
Ok! now open eyes and tell 'can you see?'	Students say 'yes'	
Teacher says, 'Today we are going to see an experiment.'	Student listen carefully.	
Teacher writes unit,		

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
sub-unit and		
statement of aim on board.	Students observe carefully	
them: To observe light travels in a straight line:		linking to the topic
Teacher says, I will show you how things obey one and you have to tell me it's true.	Students listen carefully	
Teacher then shows first apparatus and asks 'What is this?'	Students reply It's a bundle.	Selection of appropriate apparatus
OK! Then teacher shows next object and asks 'What is this?'	Students observe and answer It's a match box	active participation of students.
Yes! Teacher shows one paper pipe & says, This is a paper pipe.	Student observe carefully	
Teacher shows candle stand.		
Procedure: Teacher first keeps candle stand & puts candle on it.	Students observe carefully	Skillfull handling of apparatus.
Teacher ignites candle using match box		

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher then holds paper pipe and ask students, 'Can you see light through pipe?'	Students observe and listen carefully and replies 'yes!'	Students active participation.
Teacher then holds pipe in between and again ask students, 'Can you see now?'	Students observe carefully and reply, 'No!'	Students get opportunity for observation.
Yes! When the pipe was straight, rays coming from the object were able to reach your eyes, so it was possible to see well.	Student listen carefully	
Teacher explain, But when pipe is bend, light rays coming from the object/candle are not able to reach our eyes.	Student listen carefully.	Attentiveness
So students, what do we conclude from this? Can anyone tell me?	Students try to recollect previous knowledge	Conclusion of experiment.
Teacher tells with this experiment we conclude:	Student listen carefully	

LESSON OBSERVATION CHART

MICRO TEACHING : DEMONSTRATION SKILL (TEACH)

Std. : VI Sub. : Science

Unit : Light and Formation of Stars Sub Unit : Preparation of light

Rating Scale for Evaluation

SR. No.	SUBSKILLS DEMONSTRATION SKILL	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Aim of the experiment प्रयोगाचा हेतू				✓	
2.	Selection of appropriate equipments साहित्याची योग्य निवड				✓	
3.	Use of organization diagram मांडणीच्या आकृतीचा उपयोग				✓	
4.	Skillfull handling of apparatus साहित्याची कौशल्यपूर्ण हाताळणी				✓	
5.	Students participation विद्यार्थ्यांचा सहभाग	-			✓	
6.	Opportunity for observation निरीक्षणास संधी				✓	
7.	Conclusion of experiment प्रयोगाचा निष्कर्ष				✓	
8.	Notification on blackboard फलकावरील नोंदी				✓	
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS

50

5

SUGGESTIONS :

Handling apparatus was good.
Conclusion was properly stated.
Need to improve time management.

SIGNATURE OF LESSON OBSERVER

Pradeep

LESSON OBSERVATION CHART

MICRO TEACHING : DEMONSTRATION SKILL (RETEACH)

Std. : VI Sub. : Science

Unit : Light and Formation of Shadows Sub Unit : Representation of Light

Rating Scale for Evaluation

SR. No.	SUBSKILLS DEMONSTRATION SKILL	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Aim of the experiment प्रयोगाचा हेतू				✓	
2.	Selection of appropriate equipments साहित्याची योग्य निवड				✓	
3.	Use of orgniazation diagram मांडणीच्या आकृतीचा उपयोग				✓	
4.	Skillfull handling of apparatus साहित्याची कौशल्यपूर्ण हाताळणी				✓	
5.	Students participation विद्यार्थ्यांचा सहभाग				✓	
6.	Opportunity for observation निरीक्षणास संधी				✓	
7.	Conclusion of experiment प्रयोगाचा निष्कर्ष				✓	
8.	Notification on blackboard फलकावरील नोंदी				✓	
9.	Time managment वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS

50

5

SUGGESTIONS :

Lesson was good.

SIGNATURE OF LESSON OBSERVE

Aradhita

MICRO LESSON NOTE

Skill :- QUESTIONING SKILL

Date : 16/4/21

Subject :- Science

Unit :- Nutrition in living Organism

Teaching Aids :- board, markers

Sub Unit :- Different Types of Nutrition

B. B. WORK

Date : 16/4/21 Subject : Science Unit : Nutrition in living Organism Std. VII

Sub Unit: Different Types of Nutrition

Types of Nutrition

- 1) Autotrophic Nutrition
- 2) Heterotrophic Nutrition
- 3) Saprophytic Nutrition

- 4) Symbiotic Nutrition
- 5) Parasitic Nutrition

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher enters the classroom and wishes good afternoon all!	Students early good afternoon! When!	
Teacher begins by saying 'today we are going to conduct a small quiz based on nutrition.'	Students listen carefully and gesture changes.	
Teacher gives statement of aim.	Students observe	
Different types of nutrition carefully.		
Teacher then starts asking questions in a quiz form one by one to	Students listen carefully	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Students.	Students answers.	
Q. What is nutrition?	The process of taking in and using food, which takes place in living organisms is called nutrition.	Review of previous knowledge.
Q. How are nutrients classified?	Students answer: Nutrients classified into 2 types (1) Macronutrients & (2) Micronutrients	Review of previous knowledge
Q. Which are macronutrients?	Students answer: Nutrients which are required in large amount are called macronutrients. (e.g. carbohydrate, fat, protein)	Curiosity to answer question
Q. Which are micronutrient?	Nutrients which are required in very small amount but very essential are called micronutrients. Like vitamins and minerals.	Lower level question
Q. What do you mean by autotrophic nutrition?	Students reply: The organisms which can produce their own food to nourish themselves are called autotrophs and this is called autotrophic nutrition.	Distribution of question
Q. What do you mean	Students reply:	Comprehension level

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
by heterotrophic nutrition?	The organisms which depend on other organisms like plant and animal for their food are heterotrophs and this type of nutrition is called heterotrophic nutrition.	Complex level
Q What do you mean by photosynthesis?	The process by which green plants produce their own food in the presence of sunlight and chlorophyll with the help of water and carbon dioxide from soil and air is called as photosynthesis.	High level
Q What is the chemical formula for photosynthesis?	Student answers $6\text{CO}_2 + 6\text{H}_2\text{O} \xrightarrow{\text{Sunlight}} \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{H}_2\text{O}$ Carbon dioxide + water glucose + oxygen	Complex level question
Very Good! Now let's revise different types of nutrition.	Student listens carefully	Attentiveness
Teacher says: The plants and animals which obtain the food from dead and decaying bodies of other organisms are called saprophytes and nutrition	Student listens carefully	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
is called as		
parasitoid nutrition.		
Q Teacher ask -	Student answer	low level
give example of	fungi, houseflies,	
parasitoid nutrition.	ants etc.	
Teacher says:-		
When two or more		
then two different types	Students listen	
of plants live together	carefully	formation
to fulfill their		
nutritional needs,		
such type of nutrition		
is symbiotic nutrition.		
Q Give examples	Students answer:	lower level
of symbiotic nutrition	lichen	
Teacher says:		
animals which depend	Students listen	
upon other animals	carefully	
for food are called		
parasites and such		
type of nutrition is		
called parasitic nutrition.		
Q Give examples of	Student answer	low level
parasitic nutrition	bed bugs, tapeworm etc	
Teacher gives final		
statement:-		
So students, today we		
have seen different types of		
nutrition in plant to nut		
also will learn in animal.		

LESSON OBSERVATION CHART

MICRO TEACHING : QUESTIONING SKILL (TEACH)

Sld. : VII Sub. : Science

Unit : Nutrition in living Organisms Sub Unit : Different Types of Nutrition

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS QUESTIONING SKILL	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Structure of Questions प्रश्न रचना				✓	
2.	Clear & Concise questions सुस्पष्ट आणि संक्षिप्त प्रश्न				✓	
3.	Distribution of Questions प्रश्नांचे वितरण				✓	
4.	Proper Sequence योग्य क्रम				✓	
5.	Pause after Questioning प्रश्नानंतरचा विराम				✓	
6.	Related to the Content आशयाशी संबंधित				✓	
7.	Grammatically Correct व्याकरणदृष्ट्या अचूक				✓	
8.	Clarity in asking question प्रश्न विचारण्यातील सुस्पष्टता				✓	
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकता			✓		

TOTAL MARKS

50

5

SUGGESTIONS :

Questions were related to topic
Sequence was proper.

SIGNATURE OF LESSON OBSERVER

Amelk

LESSON OBSERVATION

CRO TEACHING : QUESTIONING SKILL (RETEACH)

d. : VIII Sub. : Science Sub Unit : Different Types of Nutrition
 Unit : Nutrition is living organisms

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS QUESTIONING SKILL	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Structure of Questions प्रश्न रचना				✓	
2.	Clear & Concise questions सुस्पष्ट आणि संक्षिप्त प्रश्न				✓	
3.	Distribution of Questions प्रश्नांचे वितरण				✓	
4.	Proper Sequence योग्य क्रम				✓	
5.	Pause after Questioning प्रश्नानंतरचा विराम				✓	
6.	Related to the Content आशयाशी संबंधित				✓	
7.	Grammatically Correct व्याकरणदृष्ट्या अचूक				✓	
8.	Clarity in asking question प्रश्न विचारण्यातील सुस्पष्टता				✓	
9.	Time management वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकता				✓	

TOTAL MARKS

50

5

SUGGESTIONS :

Over all lesson was good

SIGNATURE OF LESSON OBSERVER

MICRO LESSON NOTE

Skill :- **STIMULUS VARIATION**

Date : 17/4/21

Subject :- Mathematics

Unit :- Angles

Teaching Aids :- protractor, compass, pencil, scale, Sub Unit :- Angle Bisector
2 pencils

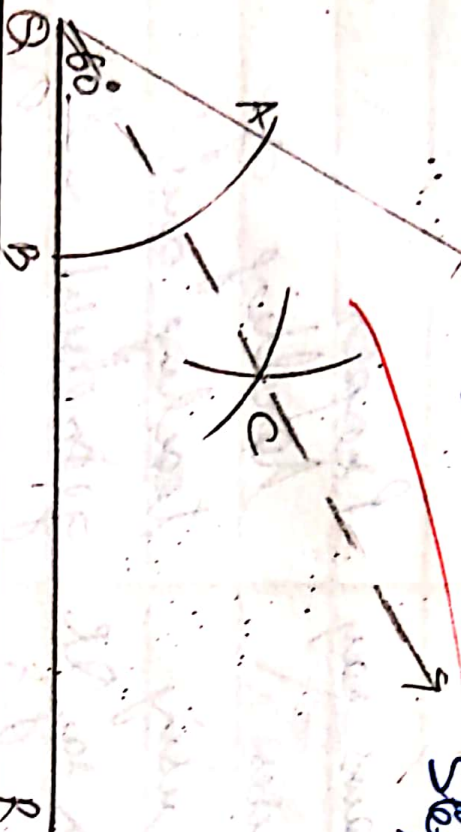
B. B. WORK

Date : 17/4/21

Subject: Mathematics
 Unit: Angles
 Sub Unit: Angle Bisector

Std. VII

To construct Angle bisector using compass, $\angle POR = 60^\circ$, $OR = 7\text{ cm}$.



Step: 1) Draw ray OR of 7 cm.

2) Measure $\angle 60^\circ$ using protractor at point O and

3) Put pointed end of compass at O and draw arc of 2 cm. to cut ray OR and arc OR

4) Name intersecting points as R and P.

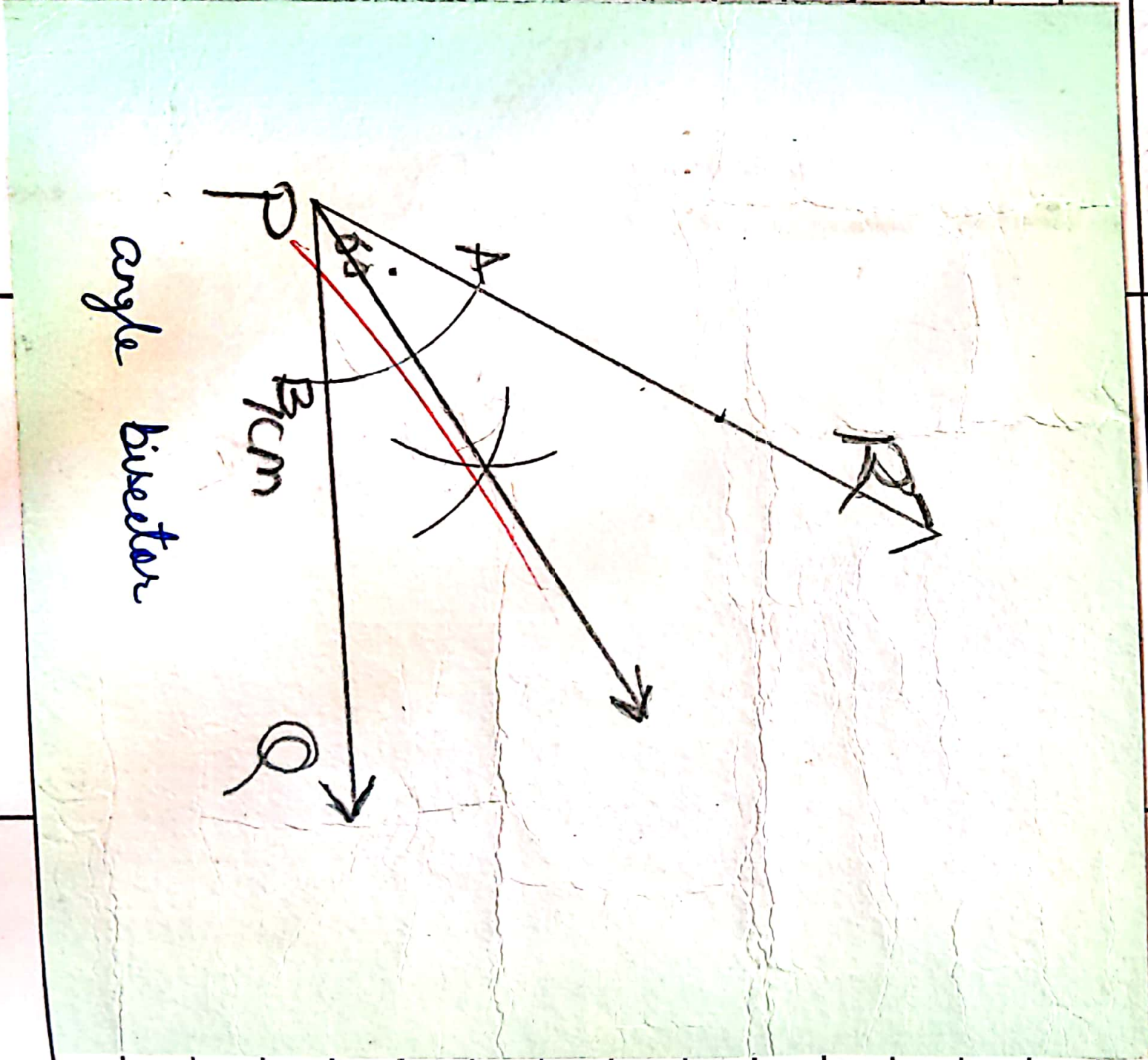
5) Put compass on A & draw arc inside angle at convenient distance

6) Lay same distance draw arc from point B.

7) Name whole intersecting point as C.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher enters and wish everyone, 'Good afternoon'.	Students answer 'Good afternoon'.	
Teacher says, quickly revise what we learned through a game about last lecture.	Student listen carefully	Exercises
Teacher holds 2 pencils in a particular angle task.	Students observes carefully	Curiosity arousal
Which in the angle?	Student answer acute angle.	
Yes! Which in the angle?	Student answer 'Right angle'	Revised of previous knowledge.
Now, tell which in this angle?	Student answer Obtuse angle.	Peers interaction
		Verbal participation

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Yes! Teacher gives Statement of dir:-		
Students today are all going to learn, how to construct an angle bisector.	Student listen carefully	
Teacher draws rough diagram on board.	Students observe carefully	Eyes contact
Teacher shows how to draw ray QR of 7 cm. on board.		
Teacher tells one student Student draws ray to draw 60° angle or QR at point Q using protractor.	QR and measures angle Q of 60° using protractor on ray QR	Proper handling of teaching aid/ material and.
Teacher, then shows how to keep pointed end of compass on point Q and draw arc of 2 cm to cut ray QR and QR.	Student observes carefully	Change in stimulus.
Teacher tells to name the points of intersection as A and B.	Students listen and observe carefully	
Then, teacher tells another child to place compass on point A and draw arc inside angle PQR as shown in rough diagram.	Students listen, observes and make an arc inside angle PQR by observing rough diagram with the help of compass	Active participation students and movement.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
	 angle bisector	

LESSON OBSERVATION CHART

MICRO TEACHING : _____ STIMULUS VARIATION (TEACH) _____

Std. : VI Sub. : Mathematics

Unit : Angles Sub Unit : Angle Bisector

Rating Scale for Evaluation

SR. No.	SUBSKILLS	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Gestures हावभाव			✓		
2.	Proper Intonation आवाज बदल/घट उतार			✓		
3.	Proper Handling of Teaching Aids शैक्षणिक साधनांची योग्य हाताळणी				✓	
4.	Verbal Participation Of Students विद्यार्थ्यांचा शाब्दिक सहभाग					✓
5.	Eye Contact विद्यार्थ्यांकडे पाहून बोलणे					✓
6.	Active Participation Of Students विद्यार्थ्यांचा कृतीयुक्त सहभाग					✓
7.	Movement हालचाल				✓	
8.	Change In Stimulus संवेदन लक्ष्य बदल					✓
9.	Time management वेळेचे नियोजन			✓	✓	
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS

50

5

SUGGESTIONS :

Verbal participation of students was taken
proper change

SIGNATURE OF LESSON OBSERVER

Amalke

LESSON OBSERVATION CHART

MICRO TEACHING : STIMULUS VARIATION (RETEACH)

Std. : VI Sub. : Mathematics

Unit: Angles Sub Unit : Angle Bisector

Rating Scale for Evaluation

SR. No.	SUBSKILLS	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Gestures हाथपाय					✓
2.	Proper Intonation आवाज बदल/थळ उतार					✓
3.	Proper Handling of Teaching Aids शैक्षणिक साधनांची योग्य हाताळणी					✓
4.	Verbal Participation Of Students विद्यार्थ्यांचा शाब्दिक सहभाग					✓
5.	Eye Contact विद्यार्थ्यांकडे पाहुन बोलणे					✓
6.	Active Participation Of Students विद्यार्थ्यांचा कृतीयुक्त सहभाग					✓
7.	Movement हालचाल					✓
8.	Change In Stimulus संवेदन लक्ष्य बदल					✓
9.	Time management वेळेचे नियोजन					✓
10.	Effectiveness परिणामकारकता					✓

TOTAL MARKS 43 = 5

SUGGESTIONS :

Intonation was proper.
Lesson was good.

SIGNATURE OF LESSON OBSERVER P. K. S.

LESSON PLAN

Skill :- **CLOSURE**

Date : 19/4/21

Subject :- Mathematics

Unit :- Triangles and their properties

Teaching Aids :- different triangle cutouts

Sub Unit :- Types of triangles

B. B. WORK

Date : 19/4/21

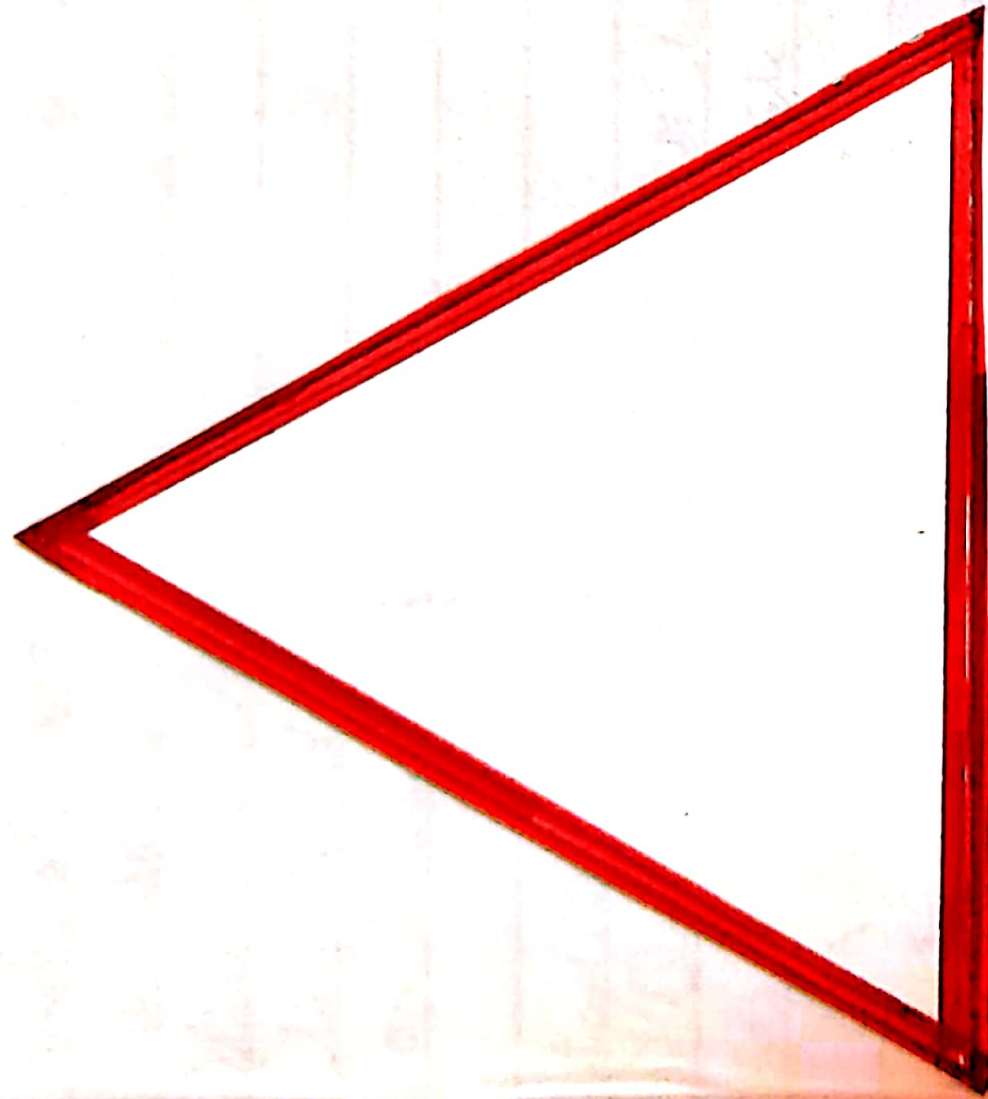
Subject : Mathematics
Unit : Triangles and their properties
Sub Unit: Types of triangles

Std. VI

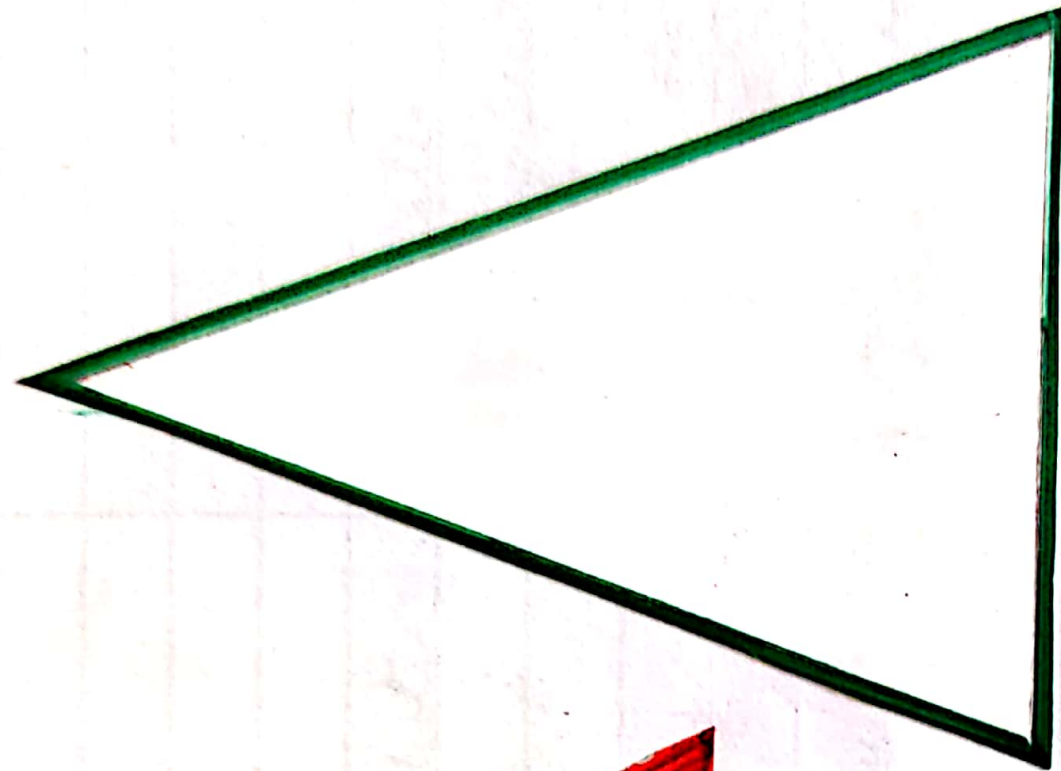
TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher manipulates different types of triangle showing on board.	Students listen and observe carefully	Revision of previous knowledge.
Teacher says :-	Students listen	Revision of
A triangle with two equal sides is called		points.
an equilateral triangle.		
and shows on board.		
by drawing figures		
Teacher says :-	Students listen	Revision of
A triangle with two equal sides is called	carefully	previous knowledge.

an isosceles triangle. Teacher draws figure on board.	Student observe carefully.	Presentation of main points on board.
Teacher says: A triangle with no sides equal is called scalen triangle. Teacher draw, makes triangle on board.	Students listen and observe carefully.	Revision of previous knowledge.
Evaluation:-		
Teacher show one triangle without and asks which is this triangle?	Students observes and answers. It is an equilateral triangle.	Relative with objectives.
Teacher asks: Why it is an equilateral triangle? Good! Then teacher shows another without of triangle and ask- What type of triangle is this and give reason?	Student answers: Because all three sides are equal.	Inclusion of questions.
Yes! Correct. Now, tell me which is this triangle and why?	Students answers: This is an isosceles triangle as its two sides are equal or same.	Inclusion of questions.
	Student observe contact and answer: This is scalen triangle as its two sides are	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
	not equal. All	Application of
	How is it different from	is



equilateral triangle



isosceles triangle



scalene triangle

measurements		
Teacher Tell		

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
	not equal. All three sides are different.	Application of acquired knowledge
Very good!		Working up of acids.
Now, students you are going to draw all these triangles depending on measurements.	Students listen carefully.	
Application :- Teacher says		
1) Draw an equilateral triangle, ΔXYZ where all sides are of 12 cm.	Students listen and write in notebook.	Application of acquired knowledge
	Students draw triangle as per given measurement	
2) Draw an isosceles triangle ΔPQR where $QR = 11$ cm and other two sides are of 14 cm.	Students note down and draw triangle using pencil and scale. Label it properly.	Presentation of main points.
3) Draw scalen triangle ΔABC .		
Teacher tells student to draw ΔABC as per their own measurements.	Students draw ΔABC as per their own measurement	
Teacher tell		

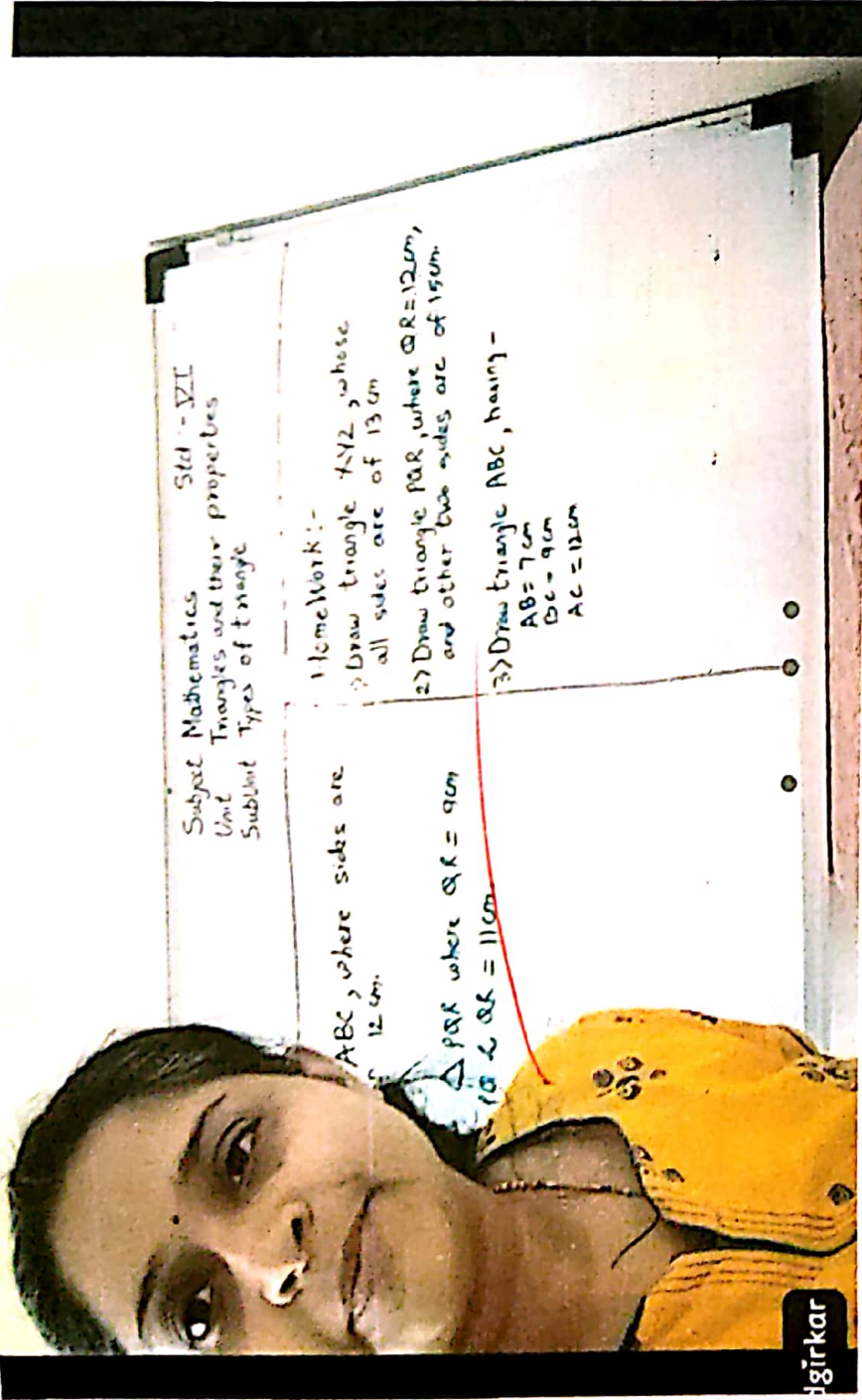
TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Students to note down		
Homework:-		
1) Draw ΔXYZ whose all sides are 13 cm	Students write homework in notebook	Appropriate / Relevant homework
2) Draw ΔPQR , where side $QR = 12$ cm and other two sides are of 15 cm.		
3) Draw ΔABC having $AB = 7$ cm, $BC = 9$ cm and $AC = 12$ cm.		
Closure:-		
So students, today we have learnt about triangles based on sides. In next class, we will learn about triangles based on angles	Student listen carefully	Relation with next day teacher.

LESSON OBSERVATION CHART

MICRO TEACHING : CLOSURE (TEACH)

Std. : VII Sub. : Mathematics

Unit : Triangles and their properties Sub Unit : Types of triangle



Scale for Evaluation

		RATIVE MEASURES		
		3 Satisfactory	4 Good	5 Excellent
6.	Relevant Homework सुसंगत स्वाध्याय			
7.	Winding up of Teaching Aid शैक्षणिक साधनाची आवराआवर			
8.	Relation with next day teaching lesson पुढील पाठ्यांशाशी सांगड			
9.	Time managment वेळेचे नियोजन			
10.	Effectiveness परिणामकारकता			

TOTAL MARKS 43 = 50

SUGGESTIONS :

Proper question was asked.
Relevant Homework was given.

Pradeep
SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART

MICRO TEACHING : CLOSURE (TEACH)

Std.: VI Sub.: Mathematics

Unit: Triangles and their properties Sub Unit: Types of triangle

Rating Scale for Evaluation

R.O.	SUBSKILLS CLOSURE	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Revision of main points मुख्य मुद्दयांची उजळणी				✓	
2.	Relating with objectives उद्दिष्टानुवर्ती				✓	
3.	Application of acquired knowledge संपादित ज्ञानाचे उपयोग.				✓	
4.	Inclusion of questions प्रश्नांचा समावेश					✓
5.	Presentation of main points मुख्य मुद्दयांचे सादरीकरण				✓	
6.	Relevant Homework सुसंगत स्वाध्याय					✓
7.	Winding up of Teaching Aid शैक्षणिक साधनाची आवराआवर				✓	
8.	Relation with next day teaching lesson पुढील पाठ्यांसाठी सांगड					✓
9.	Time management वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS 43 = 50 5

SUGGESTIONS :

Proper question was asked.
Relevant Homework was given.

Teacher
SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART

MCRO TEACHING: CLOSURE (RETEACH)

Std.: VI

Sub.: Mathematics

Unit: Triangles and their properties Sub Unit: Types of triangles

Rating Scale for Evaluation

SR. No.	SUBSKILLS CLOSURE	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Revision of main points मुख्य मुद्दोंची उजळणी				✓	
2.	Relating with objectives उद्दिष्टानुवर्ती				✓	
3.	Application of acquired knowledge संपादित ज्ञानाचे उपयोग				✓	
4.	Inclusion of questions प्रश्नांचा समावेश					✓
5.	Presentation of main points मुख्य मुद्दोंचे सादरीकरण				✓	
6.	Relevant Homework सुसंगत स्वाध्याय					✓
7.	Winding up of Teaching Aid शैक्षणिक साधनाची अवराआवर				✓	
8.	Relation with next day teaching lesson पुढील पाठ्यांसाठी सांगड					✓
9.	Time management वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS = 64 = 50

SUGGESTIONS :

Lesson was good.

Signature of LESSON OBSERVER

INTEGRATION LESSONS

LESSON PLAN INTEGRATION

LESSON NO. 1

DATE: 20/4/21

SUBJECT:- Science

STD.: VI

UNIT:- Our Skeletal System and the Skin SUB UNIT:- Joints And Its Types

PREVIOUS KNOWLEDGE: Students know about skeletal system and bones in body.

AIM OF THE LESSON: To teach joints in our body.

TEACHING METHOD: Lecture Cum Demonstration

TEACHING AIDS: pictures

CORE ELEMENTS: Internalisation of Scientific Temper

VALUES: Scientific attitude

LIFE SKILLS: Critical Thinking

B. B. WORK

Date: 20/4/21

Subject: Science

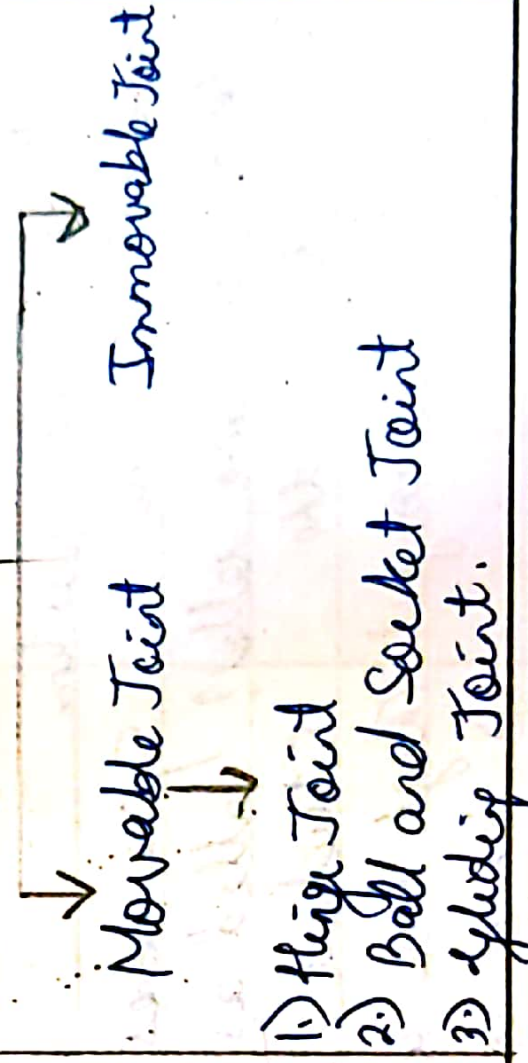
Std. VI

Unit: Our Skeletal System and the Skin

SubUnit: Joints and its types

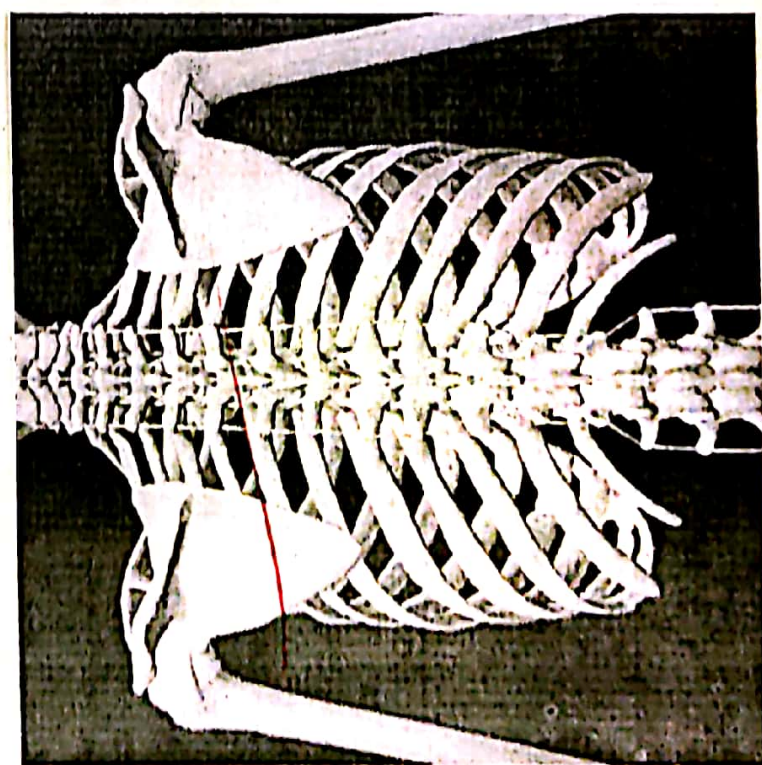
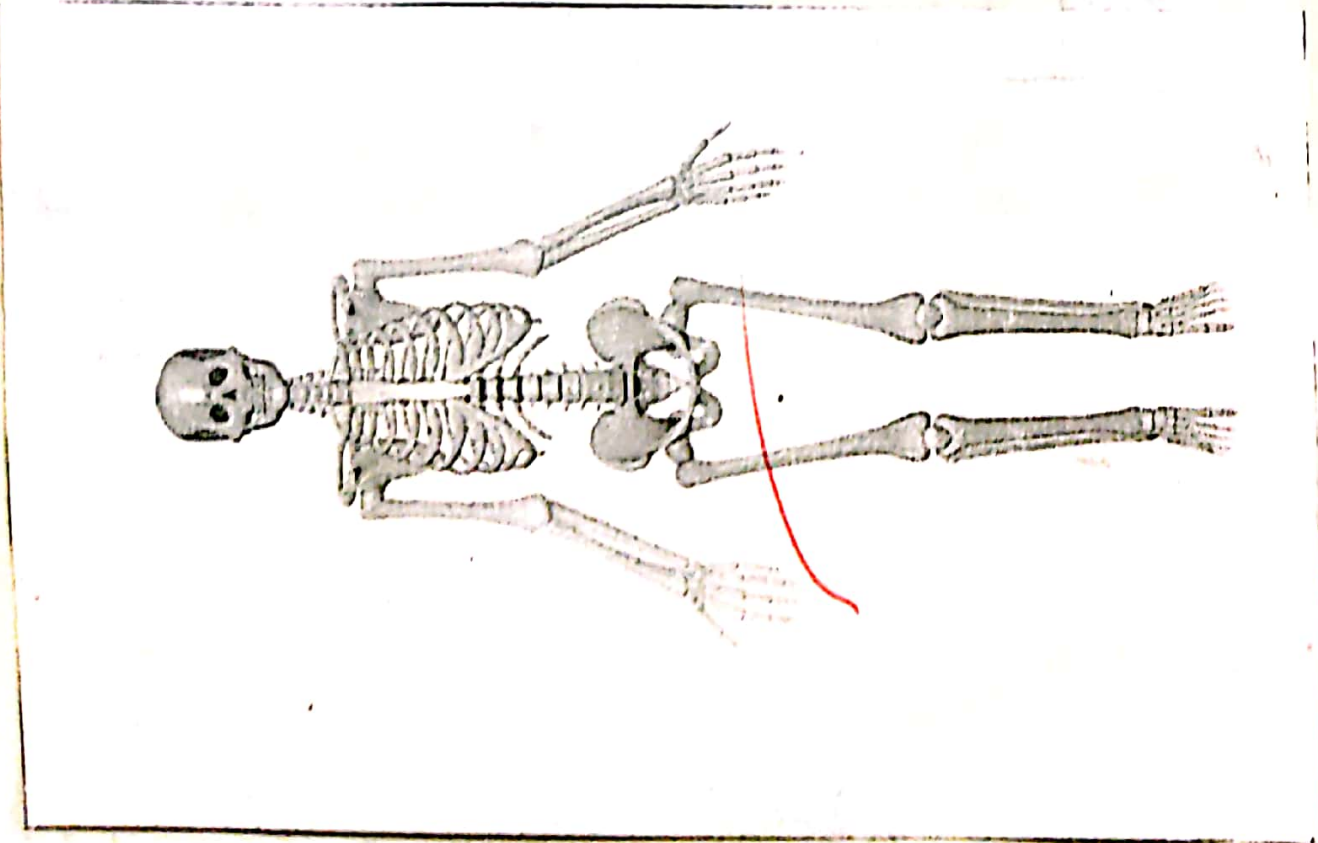
Joints: Joints are the places where two or more than two bones are connected to each other.

Types of Joints



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher enters	Students reply	
class room and wish	Good afternoon	
Good afternoon!	mem!	
Teacher says,	Student listen	
I will show few	and observe	
pictures and you have	sincerely.	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
to answer.		
Teacher shows 1 st picture and asks Q. Which is this system?	Students observe carefully and answer:- This is our skeletal system	Revival of previous knowledge
Yes!		
Q. How many bones are there in skull?	Student's answer, there are 22 bones in skull.	Revival of previous knowledge
Q. Where are they located?	8 bones in head, and 14 in the face.	
Teacher shows another picture and asks, what is this?	Student's answer, It is a ribcage.	
Teacher asks How many bones form ribcage?	Student's answer, 25 bones form the ribcage.	Revival of previous knowledge
Teacher further asks few more questions	Student's answer	
Q. What are the bones in spine called?	Spine bones are called as vertebrae.	
Q. Which is the longest and strongest bone?	Student's answer, Thigh bone also called as femur is the longest and strongest bone.	
Very Good!		
Teacher says, now students observe carefully, what I am going to show you.	Students listen carefully	Linking with the topic

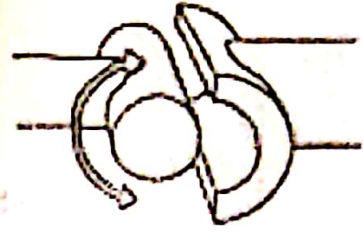


plates where two or more than two bones are connected to each other.	Carefully
Joints are of	

[illegible]

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher starts moving different body parts like shoulder, elbow, wrist and ask student to follow.	Student observe carefully and follow instruction given by teacher.	Stimulus variation.
Then, teacher gives statement of aim: So students, today we are going to learn about joints and its types.	Students listen carefully.	Title writing.
Introduction:- Students, just now I have moved my shoulder, arms, elbow, wrist, right! Can you tell, how is it possible? The bones in our body are connected to each other by means of ligament.	Student listen carefully.	Set induction
Content:- Joints are the places where two or more than two bones are connected to each other. Joints are of	Students listen carefully.	Explanation

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
mainly two types:-	Student listen	
1) Movable Joint	carefully	Blackboard
2) Immovable Joint		writing
Movable Joint:-		
In movable joint, bones can move.	Students listen	
e.g. bones of arms and legs.	carefully.	
Immovable Joint:-		
Bones cannot move in immovable joints. for eg. bones of the skull		
(Other than lower jaw)	Student listen	Explanation
Teacher shows movement of lower jaw.	listen	
Teacher says, let's see types of movable joints.	carefully.	
1) Hinge Joint:-	Student listen	Use of teaching aid
This type of joint allows the movement of bones only in one direction. It moves in a 180° angle.	and observe picture and movements	
ex:- the elbow and knee joint.	shown by teacher.	
Teacher shows picture and ask children to repeat action with her		



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
<u>Recapitulation:-</u> So students, today we have learnt about joints and types of joints. namely, movable joints = Teachers Shows pictures of all joints again. 1) Hinge joint 2) Ball and Socket joint 3) Gliding joint Teacher says, now I will ask you few questions Evaluation and Application :- 1) Fill in the blanks Where two or more bones are connected to each other, those places are called as _____ 2) Elbow and knee joints are examples of _____ joint. 3) Shoulder joint is an example of _____ joint.	Students listen carefully Students observe carefully the pictures of joints. Students answer: Hinge Joint Ball and Socket joint. Student answer:- Hinge Joint Ball and Socket joint. Student answer:- Hinge Joint Ball and Socket joint.	Use of teaching aids. Distribution of questions Classroom interaction Application

Rating Scale for Evaluation of Integration Lesson

सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Name of the Student: Kasturi Udgar

Subject: Science Std.: VI Div.: — Unit: Our State

Rating Scale: Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent

निश्चयन श्रेणी: असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4
A Lesson Note पाठटाचण	1 Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण				✓
B Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2 Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				✓
	3 Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				✓
	4 Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				✓
	5 Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				✓
	6 Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक			✓	
	7 Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				✓
	8 Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन			✓	
C Presentation विषय विवेचन	9 B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				✓
	10 Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता			✓	
	11 Classroom Interaction वर्गातील आंतरक्रिया				✓
	12 Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				✓
	13 Mastery over the content आशयावरील प्रभुत्व			✓	
	14 Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				✓
	15 Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				✓
	16 Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				✓
D Recapitulation संकलन	17 As per objectives उद्दिष्टानुसार				✓
	18 Students Response विद्यार्थ्यांचा प्रतिसाद				✓
E Application उपयोग	19 Appropriate / Creative Application सुयोग्य व सृजनशील उपयोग				✓
F Home Work गृहपाठ	20 Appropriate / Activity based Home work योग्य व कृतियुक्त गृहपाठ			✓	

Lesson Observers Remark: Proper teaching aids were used.

पाठ निरीक्षकाचा शेर Lesson was good.

Marks out of 74 /100

Signature of Lesson Observer Amal K

LESSON PLAN INTEGRATION

LESSON NO. 2

DATE: 22/4/21

SUBJECT:- Science

STD.: VII

UNIT:- Properties of Natural Resources SUB UNIT:- Properties of Water

PREVIOUS KNOWLEDGE: Students know about different states of water.

AIM OF THE LESSON: To study density of water.

TEACHING METHOD: Experimental Method

TEACHING AIDS: water, salt solution, incubes, potato, glass, 2 bottles.

CORE ELEMENTS: Illustration of Scientific Temper.

VALUES: Scientific attitude

LIFE SKILLS: Critical thinking

B. B. WORK

Date: 22/4/21

Subject: Science

Unit: Properties of Natural Resources

Std. VII

Subunit: Properties of water (Density of water)

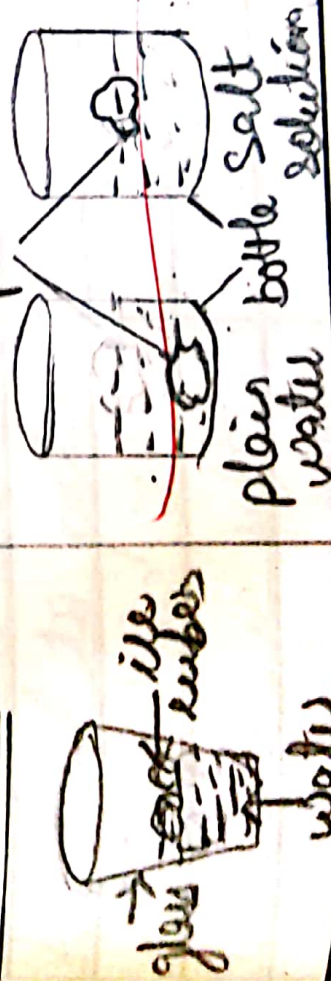
Aim: To study density of water

Observation:

- 1) Ice floats on water.
- 2) Potato floats in salt solution

Procedure:

Apparatus: water, salt solution, incubes, potato, glass, 2 bottles.



Conclusion:

Density of water / salt solution is more than incubes / potato

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Good afternoon students!	Good afternoon Ma'am,	
Teacher says, in last class we have seen properties of air, today, see what it looks	Student listen carefully	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
brought for you		
Teacher shows one glass having water.	Student observe	Revival of previous knowledge
Then, teacher shows another glass and ask what are these?	carefully and answer.	(liquid and solid state of water)
Yes! Teacher puts 1-2 ice cube in glass of water and ask student to observe it.	carefully	Thinking with the topic.
What do you see?	Ice is floating.	Active participation
Yes! Teacher says, so students, we can see ice is floating. We know ice is made from water, then also it is floating because it is lighter than water. When water freezes to form ice, it becomes lighter than the original liquid i.e. when liquid transfers to solid state, its volume increases.	Student listen	Introduction
Teacher, gives Statement of aim:-	carefully.	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
So students, today we are going to learn one property of water i.e. to study density of water.	Student listens carefully.	Statement of aim, title writing
Teacher says, let's see an experiment.	Students say	
Teacher shows one bottle filled with plain water.	plain water.	Selection of proper teaching aid.
Then, teacher shows another bottle filled with salt solution	Student observe and say salt solution	
Teacher then shows one potato and put it in plain water. Teacher asks, what has happened to potato?	Student observe carefully and answer: Potato is sinking.	Active participation of students.
Ok! Now, I will put in salt solution. Teacher again asks, what do you observe?	Student observe and answer: Potato is floating.	Classroom interaction
Yes! Teacher says, why it happens?	Student listen	Explanation
This is because of one of the property of water, called density.	carefully	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
but lesser than salt solution.		
Recapitulation :- So students, today we have learnt about property of water i.e. density of water. formula is	Student listen carefully.	
Density = $\frac{\text{mass}}{\text{Volume}}$		
Evaluation and Application :-		
Teacher says, I will ask few questions.	Student listen carefully and answer.	
Evaluation:	Student answer.	Distribution of questions.
Q. What is the solid form of water?	Ice cube is the solid form of water.	
Q. Why ice cubes float in water?	Student answer: Because density of ice cube is lesser than water.	Logical question
Application:		
Teacher says answer fill in the blanks.		
1) Potato sinks in water.	Student answer: plain water	Student interaction
2) Potato in salt	Student answer: float	

Name of the Student : Kartur Uglekar

Subject : Science Std. : VII Div. : — Unit : Properties of Matter

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

			1	2	3	4
A	Lesson Note पाठ्याचरण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण			
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण			
		3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड			
		4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन			
		5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ			
		6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक			
		7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न			
		8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन			
C	Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता			
		10	Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता			
		11	Classroom Interaction वर्गातील आंतरक्रिया			
		12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर			
		13	Mastery over the content आशयावरील प्रभुत्व			
		14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया			
		15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर			
		16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश			
D	Recapitulation संकलन	17	As per objectives उद्दिष्टानुसार			
		18	Students Response विद्यार्थ्यांचा प्रतिसाद			
E	Application उपयोजन	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोजन			
F	Home Work गृहपाठ	20	Appropriate / Activity based Home work योग्य व कृतियुक्त गृहपाठ			

Lesson Observers Remark : Explanation was good.

पाठ निरीक्षकाचा शेर Teaching aid was good.

Marks out of 79 /100

Freddie

Signature of Lesson Observer

LESSON PLAN INTEGRATION

LESSON NO. 3

SUBJECT:- Science DATE: 24/4/21

UNIT:- Inside the atom STD.: VIII

PREVIOUS KNOWLEDGE: Students know definition of matter, atom, theories

AIM OF THE LESSON: To study the atomic structure

TEACHING METHOD: Explanation

TEACHING AIDS: _____

CORE ELEMENTS: Internalization of Scientific temper

VALUES: Scientific attitude

LIFE SKILLS: Critical thinking

B. B. WORK

Date: 24/4/21 Subject: Science Std. VIII

Unit: Inside the Atom

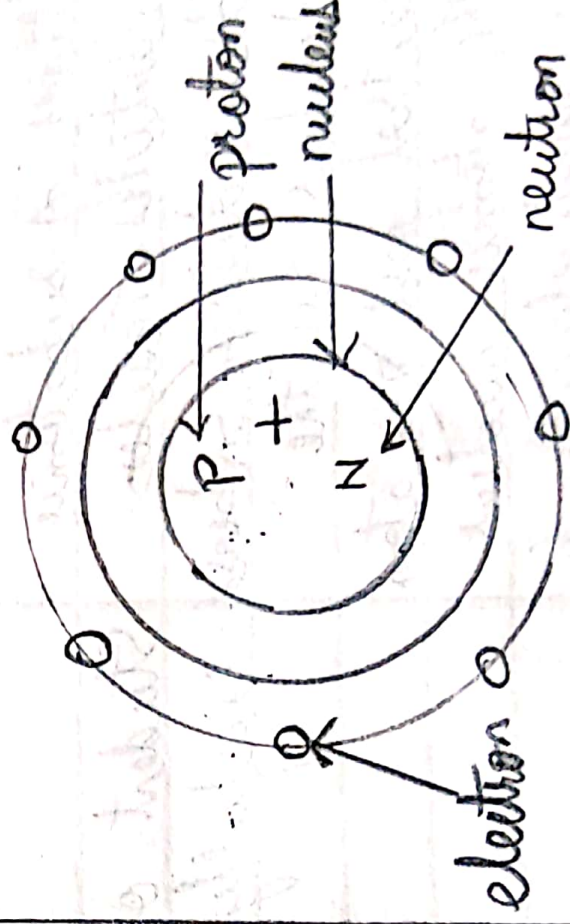
Sub Unit: Atomic Structure

Atom:- An atom is formed from the nucleus and the extranuclear part.

It contains 3 subatomic particles

Nucleus

- ① Protons
- ② Neutrons
- ③ Electrons



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher wish	good afternoon	
good afternoon students	man!	
Teacher says, in	Student listen	Revival of
earlier class we have	sincerely.	previous
learned about definition		knowledge.
of matter, atom and		

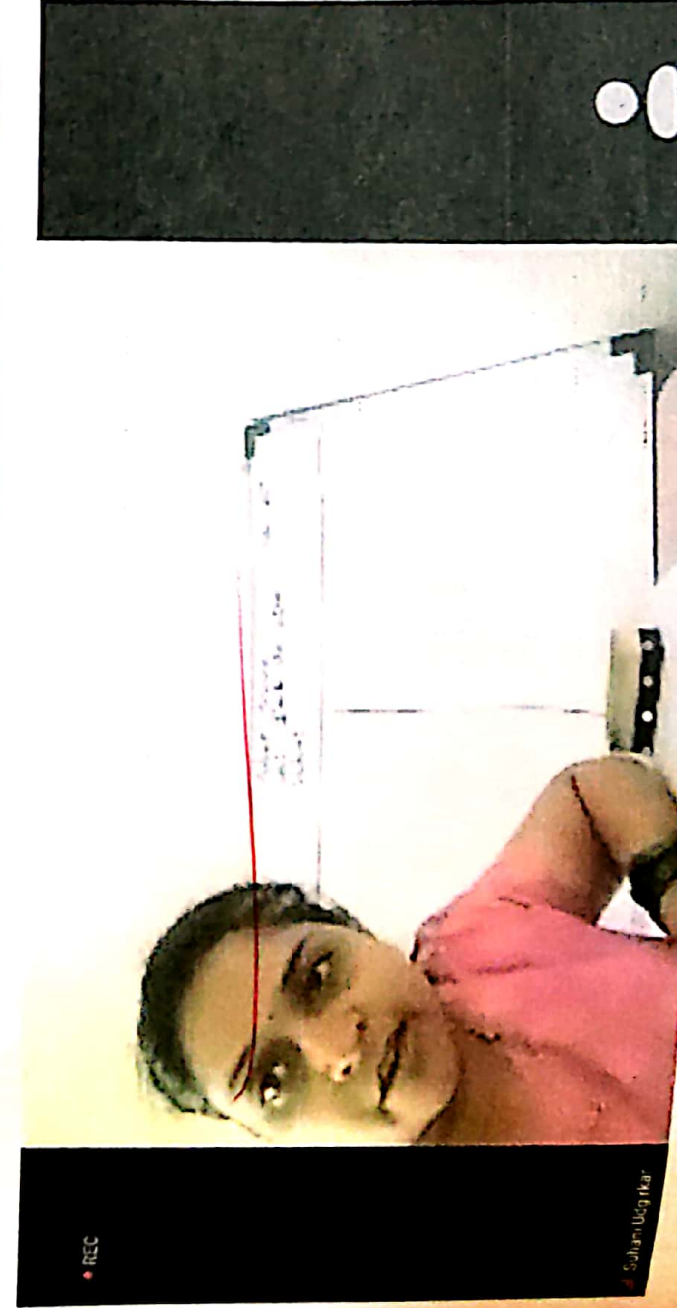
TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
different theories put forth by different Scientist.		
Teacher gives statement of aim: So, students today we are going to learn about the structure of atom.	Student listen carefully	Statement of aim
Introduction :-		
Teacher says, An atom is formed from the nucleus and the extra nuclear part. It has three types of subatomic particles.. Teacher draws diagram on board	Student listen carefully	Set induction
Nucleus is the central part of an atom	Student observe	Blackboard writing
The atomic nucleus is positively charged. Almost entire mass of the atom is concentrated in the nucleus. The nucleus contains two types of subatomic particles together called as nucleons.	Student listen carefully	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
The number of neutrons in nucleus is denoted by the symbol 'N'. Except Hydrogen where atomic mass is 1u, atomic nuclei of all elements, contain neutrons and the mass of 1 neutron is approximately 1u, which is almost equal to that of proton. The third type of subatomic particle is present in the extranuclear part in the atomic structure. These are the electrons which revolve around nucleus and the empty space is between nucleus and electron. Electron is negatively charged subatomic particle and is denoted by e^-. Each electron carries unit of negative charge i.e.	Student listen carefully and observe diagrams drawn on board. Student listen carefully Explanation	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
'He' and the mass of electron is 1800 times lesser than that of hydrogen atom so, the mass of electron is considered negligible. The energy of an electron is determined by the shell in which it is present and the number of electron in the extranuclear part is equal to the number of protons in the nucleus (Z). Therefore, electrical charges are balanced and the atom is electrically neutral.	Student listen carefully.	Explanation
Recapitulation:- So students, today we learnt about structure of atom.	Student listen carefully.	
3 subatomic particles:-	Student give answer and repeat with teacher	Active participation
① protons		
② neutrons		
③ electrons		
Protons and neutrons are present in nucleus		

SUBSKILLS		
and positively charged Electrons are present in outer shell or extranuclear part and negatively charged.	Student answer and repeat with teacher.	Active participation
Proton = p		
Neutron = N		
Electron = e		
Evaluation:	Student's answer:	
Teacher asks, What are the three types of subatomic particles?	Nucleus - it consists of protons and neutrons. Electrons are present in extranuclear part.	Distribution of questions
What is the unit of hydrogen mass?	Student answer: 1u.	
Application:		
Teacher ask how fill in the blanks.	Student answer	Active interaction
1) Protons have _____ charge.	positive	
2) Neutron has _____ charge.	Student answer	
3) Electron has _____ charge.	neutral	
4) Symbol of proton	Student answer	
5) What is the symbol of neutron..	negative	
6) Symbol to denote electron	Student answer 'p' Student answer 'N' Student answer -e	Student participation

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Home Work:		
Draw diagram of atomic structure in notebook and write their symbols	Student not down homework in notebook.	Closure
Final Statement:		
So students, today we learnt about atomic structure, in next class we will learn about distribution of electrons.	Student listen carefully	Closure



Rating Scale for Evaluation of Integration Lesson

सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Name of the Student: Karture Vajirkar

Subject: Science Std.: VIII Div.: — Unit: Inside the Atom

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

			1	2	3	4	5
A	Lesson Note पाठटाचण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण				✓
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				✓
		3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				✓
		4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				✓
		5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				✓
		6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारंसाह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				✓
		7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				✓
		8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन				✓
C	Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				✓
		10	Clarity in Writing / Reading लेखनातील / वाचनातील स्पष्टता				✓
		11	Classroom Interaction वर्गातील आंतरक्रिया				✓
		12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				✓
		13	Mastery over the content आशयावरील प्रभुत्व				✓
		14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				✓
		15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				✓
		16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				✓
D	Recapitulation संकलन	17	As per objectives उद्दिष्टानुसार				✓
		18	Students Response विद्यार्थ्यांचा प्रतिसाद				✓
E	Application उपयोग	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोग				✓
F	Home Work गृहपाठ	20	Appropriate / Activity based Home work योग्य व कृतियुक्त गृहपाठ				✓

Lesson Observers Remark: Classroom interaction was good.

पाठ निरीक्षकाचा शेरा

Marks out of

20 / 100

Signature of Lesson Observer
Amal

LESSON PLAN INTEGRATION

LESSON NO. 4

DATE: 21/4/21

SUBJECT:- Mathematics

STD.: VIII

UNIT:- Indices and Cuberoot

SUB UNIT:- Examples based on indices and laws of indices

PREVIOUS KNOWLEDGE: Students are familiar about base and indices

AIM OF THE LESSON: To solve examples based on 1st and 2nd law of indices.

TEACHING METHOD: Deductive

TEACHING AIDS: White board, colourful markers, duster

CORE ELEMENTS: Scientific attitude

VALUES: Neatness

LIFE SKILLS: Problem Solving

B. B. WORK

Subject: Mathematics

Unit: Indices and Cuberoot

Std. VIII

Date: 21/4/21

a^m here a = base
 m = index

Radical Sign of square root is $\sqrt{\quad}$
 a^2 is square and $a^{\frac{1}{2}}$
 $\sqrt{a}$ is square root or $a^{\frac{1}{2}}$

Laws of indices :-

If m and n are integers, then.

$$1) a^m \times a^n = a^{m+n}$$

$$2) a^m \div a^n = a^{m-n}$$

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher says,	Student	
Students in earlier	listen	
class you have already	carefully.	
heard about base and		
indices, and law of		
indices. Let revise it.		

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Introduction :-		
Teacher says,	Student listen	Attentiveness
Today we are going to solve few more examples based on first law of indices.	Carefully	Tell writing.
Teacher divides board into two halves. In one half, she writes base and index a^m , $a = \text{base}$, $m = \text{index}$	Student observe	Recall of previous knowledge
In next line she writes 1 st law of indices a^{m+n} and writes one example $3^5 \times 3^2 = \square$	Student listen carefully.	
Teacher explains, here m & n are integers, they can be numbers or letters. She solves it $3^5 \times 3^2 = 3^7$	Student listen and observe carefully.	Set induction and explanation of the law.
1 st law of indices $a^m \times a^n = a^{m+n}$ $\therefore 3^5 \times 3^2 = 3^7$		Blackboard work.
Then, teacher writes second law on other side of board $a^m \div a^n = a^{m-n}$	Student observe carefully.	Planning of blackboard activity
Teacher solves an example		

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
written as $3\sqrt[3]{64}$ or $64^{\frac{1}{3}}$ = 4.	Student listen and observe carefully.	Linking with statement of aim.
So students, in general n^{th} root is expressed as $\sqrt[n]{a^n}$		
Statement of aim: So students, let's see few more examples Teacher writes on board carefully.	Student observe and listen	Statement of aim and little writing
Content: Express the following in index form 1) Fifth root of 13 So, it will be written as $\sqrt[5]{13}$ Now, tell me answer for this 2) Sixth root of 9. Teacher calls one child's name and ask her to write 3) Square root of 256 Teacher asks another child to solve it.	Student observe carefully. Student raise hand to answer Student writes $\sqrt[6]{9}$ Student listen carefully and answers $\sqrt{256}$. Student write on board.	Explanation Curiosity aroused Student participation
Yes! Good. Teacher appreciates children and ask others to clap Teacher, then says Now, we will write	Student clap Students listen carefully.	Appreciating skill Linking to other concept.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
n^{th} root for following numbers $\frac{1}{4}$	Student listen carefully	looking up to another concept.
1) $(81)^{\frac{1}{4}}$		
$\therefore$ fourth root of 81	Student observe	Explanation.
OR $\sqrt[4]{81}$	carefully.	
2) $(49)^{\frac{1}{2}}$		
$\therefore$ square root of 49	Student write answer	Active student
Teacher asks one child to write on board.	square root of 49 OR $\sqrt{49}$	participation.
Teacher, tells student to take out notebook and write above solved examples in book.	Student take out notebook and write all solved examples in book.	Active participation.
Teacher give one more example to solve		
$\frac{1}{(15)^5}$	Student observe and write answer	Class interaction
Good!	$\frac{1}{5\sqrt{15}}$	
Reapitulation:-		
Teacher says, no students today we have learnt about index and n^{th} form of indices. so students can anyone tell.	Student listen carefully	Active participation
1) Cube root of 20	Student answer	
2) Square of 25	$\sqrt[3]{20}$ $\sqrt{25}$	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
3) $(36)^{\frac{1}{4}}$ Find!	Student answer $\sqrt[4]{36}$	Application
Evaluation and Application:- Teacher writes one example 1) 5^2 Which is the base and index $\frac{1}{5}$ 2) $(356)^{\frac{1}{6}}$	Student observe carefully and answer $5 = \text{base}$ $2 = \text{index}$	Application
Teacher asks, what is base and n^{th} root Express it.	Student observe and answer 356 is base $\frac{1}{6}$ is index	Questioning
Homework:- Solve the following 1) Cube root of 17 2) $(100)^{\frac{1}{10}}$ 3) $(6)^{\frac{1}{7}}$	It is expressed as $\sqrt[6]{356}$ Students take down homework in notebook	Application
Final Statement :- Students, today we have learnt about n^{th} form and index, in next period we will learn about subroot in detail with more examples.	Student listen carefully	Closure

Rating Scale for Evaluation of Lesson Observation

सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Name of the Student: Kasturi Udiker

Subject: Mathematics Std. VIII Div. : — Unit: Indices and Cubes

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

			1	2	3	4
A	Lesson Note पाठदाखण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण			
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण			
		3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशी योग्य सांगड			
		4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन			
		5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ			
		6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक			
		7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न			
		8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन			
C	Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता			
		10	Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता			
		11	Classroom Interaction वर्गातील आंतरक्रिया			
		12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर			
		13	Mastery over the content आशयावरील प्रभुत्व			
		14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया			
		15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर			
		16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश			
D	Recapitulation संकलन	17	As per objectives उद्दिष्टानुसार			
		18	Students Response विद्यार्थ्यांचा प्रतिसाद			
E	Application उपयोजन	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोजन			
F	Home Work गृहपाठ	20	Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ			

Lesson Observers Remark: Lesson was good.

पाठ निरीक्षकाचा शेरा

Marks out of 61 / 100

Signature of Lesson Observer
Fine

LESSON PLAN INTEGRATION

LESSON NO. 5

DATE: 23/4/21

SUBJECT:- Mathematics

STD.: VII

UNIT:- Quadrilaterals

SUB UNIT :- Adjacent and opposite
sides of quadrilaterals

PREVIOUS KNOWLEDGE: Students are familiar about basic concepts of geometry.

AIM OF THE LESSON: To teach adjacent and opposite sides of quadrilateral.

TEACHING METHOD: Deductive.

TEACHING METHOD: Deductive

TEACHING AIDS: paper cut outs of different quadrilaterals, triangle, circle.

CORE ELEMENTS: Neatness, Scientific attitude

VALUES: Neatness

LIFESKILLS: Creative thinking

B. B. WORK

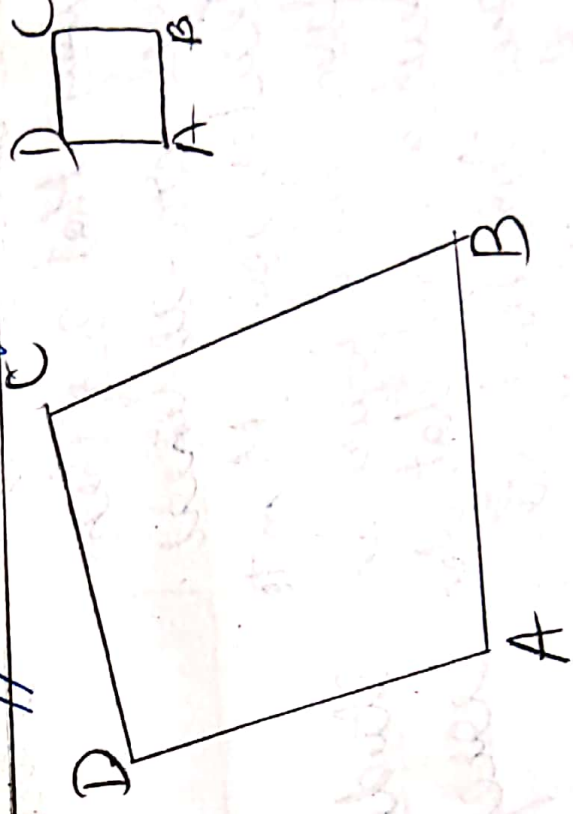
Date: 23/4/21

Subject: Mathematics

Std. VI

Unit	Sub Unit	Std.
Unit: Quadrilaterals		
Sub Unit: Adjacent and Opposite sides of quadrilateral		

Quadrilateral is a closed figure.
The four line segments that form
a quadrilateral are called its sides.
Sign used to show quadrilateral is $\square$
A quadrilateral can be named
by starting at any vertex and
going serially either clockwise or
anticlockwise.



TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Teacher enters the classroom and wish good afternoon.	Students reply good afternoon	
Teacher shows them few paper cutouts and asks questions.	Student observe carefully and listen carefully.	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	
Introduction :-		Set induction
Q. Which is this shape?	Student answer Triangle	
A. Yes! Now tell which is this shape?	Student answer Circle	
Then, teacher shows another shape and ask children can you tell which is this shape?	Student observe carefully and answer - No.	
Teacher says ok! look at board.	Student observe	Blackboard
Teacher draws 4 points A, B, C, D on board in such a way that 3 of them are in a straight line.	and listen carefully	work
Teacher joins them to form a closed figure in such a way that when any two points are joined the other two must lie on the same side of that line.	Students listen	
Teacher explains this obtained figure is called quadrilateral and like triangle quadrilateral is also a closed figure and	Explanation	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Vertex 'A' So side AB and AD are adjacent sides.	Student listen and observe carefully.	Explanation
So here $\odot$ BC and BA are the adjacent sides of $\square ABCD$ in same way. Other adjacent sides are $\odot$ CD and CB		
$\odot$ DA and DC		
Teacher explains, so either $\square$ has four pairs of adjacent sides and all adjacent sides of $\square$ have common vertex.	Student listen carefully.	Explanation
Teacher says, let's see opposite sides...		Talking to another student.
Teacher shows cutout and says, In $\square ABCD$ side AB and DC have AD common vertex.	Student listen and observe carefully.	Stimulus Variation
Side AB and side DC are opposite sides of $\square$. Now, let's see opposite sides of $\square ABCD$		
$\odot$ AB and DC	Student repeat side with teacher.	Active participation
$\odot$ BC and AD.		
Hence, we can say opposite sides of		

ACTIVITY

STUDENT'S ACTIVITY

SUPERVISOR'S

A

D

B

C

S

P

R

Q

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
quadrilateral don't have common vertex.	Student listen carefully.	
Recapitulation:-		
So students, today we learnt about quadrilateral and a $\square$ has adjacent and opposite sides.	Student listen carefully.	Black board work.
[Teacher shows diagram on board]		
Evaluation:-		
Teacher shows $\square PQRS$ and ask few questions.	Student observe carefully and answer.	Questioning.
Which sides are adjacent?	side PQ and PS side RQ and RS side RS and RQ side SP and SR	
Very good!		
New, tell which are opposite sides?	Student answer side QR and PS side PQ and SR	Active participation
Application:-		
Teacher draws $\square$ on board and name it $WXYZ$. It is exhibited to class.	Student listen, observe carefully.	Active participation
Now it is notebook and write all sides in notebook.	Student draw $\square WXYZ$ in notebook and write WX and WZ , YZ and ZY are adjacent sides.	

Rating Scale for Evaluation of Integration Lesson

सेतुपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Name of the Student: Kasturi Vagiker Unit: Quadrilaterals
Subject: Mathematics Std.: VII Div.:

Rating Scale: Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5
निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

			1	2	3	4	5
A	Lesson Note पाठटाचण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण				
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				
		3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशशी योग्य सांगड				
		4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				
		5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				
		6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				
		7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				
		8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन				
C	Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				
		10	Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता				
		11	Classroom Interaction वर्गातील आंतरक्रिया				
		12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				
		13	Mastery over the content अश्यावरील प्रभुत्व				
		14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				
		15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				
		16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				
D	Recapitulation संकलन	17	As per objectives उद्दिष्टानुसार				
		18	Students Response विद्यार्थ्यांचा प्रतिसाद				
E	Application उपयोग	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोग				
F	Home Work गृहपाठ	20	Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ				

Lesson Observers Remark: Use of proper teaching aids
पाठ निरीक्षकाचा शेर Amal
Marks out of 42 / 100
Signature of Lesson Observer

LAN INTEGRATION

LESSON NO. 6

SUBJECT:- Mathematics DATE: 24/4/21

UNIT:- Simple Interest & Banks STD.: VII

PREVIOUS KNOWLEDGE: Student know terminology of Simple Interest

AIM OF THE LESSON: To teach how to calculate simple interest

TEACHING METHOD: Deductive

TEACHING AIDS: Blackboard, chart, duster

CORE ELEMENTS: Incubation of Scientific temper

VALUES: Scientific attitude

LIFE SKILLS: Neatness

B. B. WORK

Date: 24/4/21 Subject: Mathematics Std. VII

Unit: Banks and Simple Interest

SubUnit: Simple Interest

Amount = sum of principal and interest paid on it.

Formula:-

$$SI = \frac{P \times R \times T}{100} \text{ where,}$$

P = Principal

R = Rate of interest

T = time period.

Given → Principal Rs 3500/- Time period. 2 yrs, Rate of interest = 7%.

$$SI = P \times R \times T$$

100

$$= \frac{3500 \times 7 \times 2}{100}$$

100

$$= 35 \times 7 \times 2$$

$$= 245 \times 2$$

$$= 490$$

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
<u>Introduction :-</u>		
<u>Teacher enters classroom and wish good afternoon</u>	<u>Student reply good afternoon</u>	
<u>Teacher says, student we have studied</u>	<u>Students listen</u>	<u>Set induction</u>
<u>terminologies of simple</u>	<u>carefully.</u>	

interest and its formulae			SUBSKILLS
Teacher asks, Can anyone define amount?	Student answer:- Amount is the sum of principal and simple interest paid on it	Set induction	
What is the formula to calculate SI?	Student answer $SI = \frac{P \times R \times T}{100}$		
Very Good!			
Teacher gives Statement of aim:- So students today we are going to solve few sums based on simple interest	Student listen carefully	Statement of aim.	
Content:- Rahul borrowed Rs 20,000 rupees from a bank for 4 years at the rate of interest of 8% p.a. How much interest he have to return to bank. Teacher explains, here Principal = Rs 20,000/- Rate of interest = 8% p.a. Time period = 4 year. By using formula of simple interest,	Student listen and observe carefully	Blackboard writing.	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
$SI = P \times R \times T$ 100	Student observe carefully	Explanation
$\therefore SI = 20,000 \times 8 \times 4$ 100 $= 200 \times 8 \times 4$ $= 200 \times 32$ $= 6400/-$		
$\therefore SI = 6400/-$ So Rahul has to pay Rs 6400/- as interest.		
Teacher writes another sum on board. Ritesh deposits Rs 50,000 in school fund at 9% p.a for 2 years. How much interest she received at the end of the period?	Students observe carefully and write	
Teacher tells one child to not down give detail on board and also write formula. Good!	$SI = \frac{P \times R \times T}{100}$ $SI = \frac{50000 \times 9 \times 2}{100}$	Blackboard work.
Teacher solves sum	Student observes carefully	Stimulus
$SI = \frac{P \times R \times T}{100}$ $= \frac{50000 \times 9 \times 2}{100}$		Variation

STUDENT'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
$SI = 500 \times 9 \times 2$	Student	Stimulus
$= 500 \times 18$	Observe	Variation
$= 9000$	Carefully	
$\therefore SI = Rs 9000/-$		
New teacher asks another child to solve board formula.	Student writes on	Blackboard writing
give example on board. $SI = \frac{P \times R \times T}{100}$		
Find simple interest on Rs 3500/- for 2.5 yrs at rate of interest of 7 1/2 %	$= \frac{3500 \times 7 \times 2.5}{100}$	
Principal = Rs 3500	$= 35 \times 7 \times 2.5$	Active participation
Rate of interest = 7 1/2 %	$= 245 \times 2.5$	
Time period = 2.5 yrs	$= 612.5$	
Teacher gives one more example to solve in book & write formula	$\therefore SI = Rs 612.5/-$	Student participation
Calculate Principal when $SI = Rs 10000/-$	Student note down	
Time period = 5 years	$SI = \frac{P \times R \times T}{100}$	
Rate of interest = 15 1/2 %	$10,000 = \frac{P \times 15 \times 5}{100}$	
	$\therefore 10,000 \times \frac{100}{15 \times 5} = P$	
	$= \frac{200000}{15} = P$	
	$\therefore P = Rs 13,333.33$	
	$\therefore P = Rs 13,333.33/-$	
Teacher writes another problem on board	Student observe	
Principal = Rs 25000/-	carefully and	soln in notebook
Amount = 21,000	soln in	
Time period = 2 yrs	Time period = 2 yrs	

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
Rate of interest = ?		
Here, Amount - Principal = Total interest $31000 - 25000 = 6000$ by using formula. $SI = \frac{P \times R \times T}{100}$	Student observe carefully.	Explanation
$6000 = \frac{25000 \times R \times 4}{100}$		
$6000 = 250 \times R \times 4$	Student observe carefully and solve in notebook	Questioning
$6000 = 1000 \times R$ $\therefore \frac{6000}{1000} = R$		
$\therefore 6 = R$		
$\therefore$ Rate of interest = 6% p.a.		
Repetition:- So, students, today we learn how to calculate rate of interest, principal is ST is given and also calculate simple interest using formula.	Student listen carefully.	
Evaluation & Application: What is the formula to calculate simple interest? Can anyone tell what do you mean by principal	Student answer $SI = \frac{P \times R \times T}{100}$ Student answer $P =$ Principal	Questioning

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	SUBSKILLS
How to write	Student answer	
Rate of interest	$R = \frac{\quad}{\quad} \% \text{ p.a.}$	define
If it is 7, show	Student answer	participation
how you will write	$R = 7 \% \text{ p.a.}$	
Application: Teacher says:	Student solve/writ	
If principal is	$SI = \frac{P \times R \times T}{100}$	Application
Rs 15000, Rate of		
interest is 7.1% p.a.	$= \frac{15000 \times 7 \times 5}{100}$	
Time period = 5 yrs.		
Find simple interest.	$= 1500 \times 35$	
Solve it in notebook.	$= 5250$	
	$\therefore SI = \text{Rs } 5250/-$	
Home Work:		
Solve the following	Student	appropriate
1) $SI = \text{Rs } 25000/-$	note down	homework
Time period = 10 yrs	home work	
Rate of interest = 8.1% p.a.	in	
Find Principal	note book.	
2) Principal = Rs 35000/-		
Amount = Rs 45000/-		
Time period = 2 yrs		
Find SI and rate		
of interest.		
Final Statement:-		
So students, today	Student listen	Closure.
we learnt about	carefully.	
simple interest and		
its calculation in real		
class, we will discuss		
type of account.		

Name of the Student: Kartur Ushkar

Subject: Mathematics Std.: VII Div.: Unit: Simple Interest

Rating Scale: Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - 1 बरा - 2 समाधानकारक - 3 चांगला - 4 उत्कृष्ट - 5

			1	2	3	4	5
A Lesson Note पाठ्याचण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण					
B Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण					
	3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड					
	4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन					
	5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ					
	6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक					
	7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न					
	8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन					
C Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता					
	10	Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता					
	11	Classroom Interaction वर्गातील आंतरक्रिया					
	12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर					
	13	Mastery over the content आशयावरील प्रभुत्व					
	14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया					
	15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर					
	16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश					
D Recapitulation संकलन	17	As per objectives उद्दिष्टानुसार					
E Application उपयोग	18	Students Response विद्यार्थ्यांचा प्रतिसाव					
	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोजन					
F Home Work गृहपाठ	20	Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ					

Lesson Observers Remark: Classroom interaction was good.

पाठ निरीक्षकाचा शेरा

Marks out of 84 /100

Signature of Lesson Observer Pradeep

SIMULATION LESSONS

ABHINAV EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
SIMULATION LESSON NOTE

2020-2021

DATE: 27/4/21

SUBJECT:- Science

STD.: IX

UNIT:- Life Processes in Living Organisms SUB UNIT:- The Human nervous system

PREVIOUS KNOWLEDGE: Students know about types of nerve cells / neurons

AIM OF THE LESSON: To teach human nervous system

TEACHING METHOD: Explanation

TEACHING AIDS: Pictures

CORE ELEMENTS: Introduction of Scientific temper

VALUES: Scientific Attitude

LIFE SKILLS: Critical thinking

B. B. WORK

Subject: Science

Std. IX

Unit: Life Processes in Living Organism

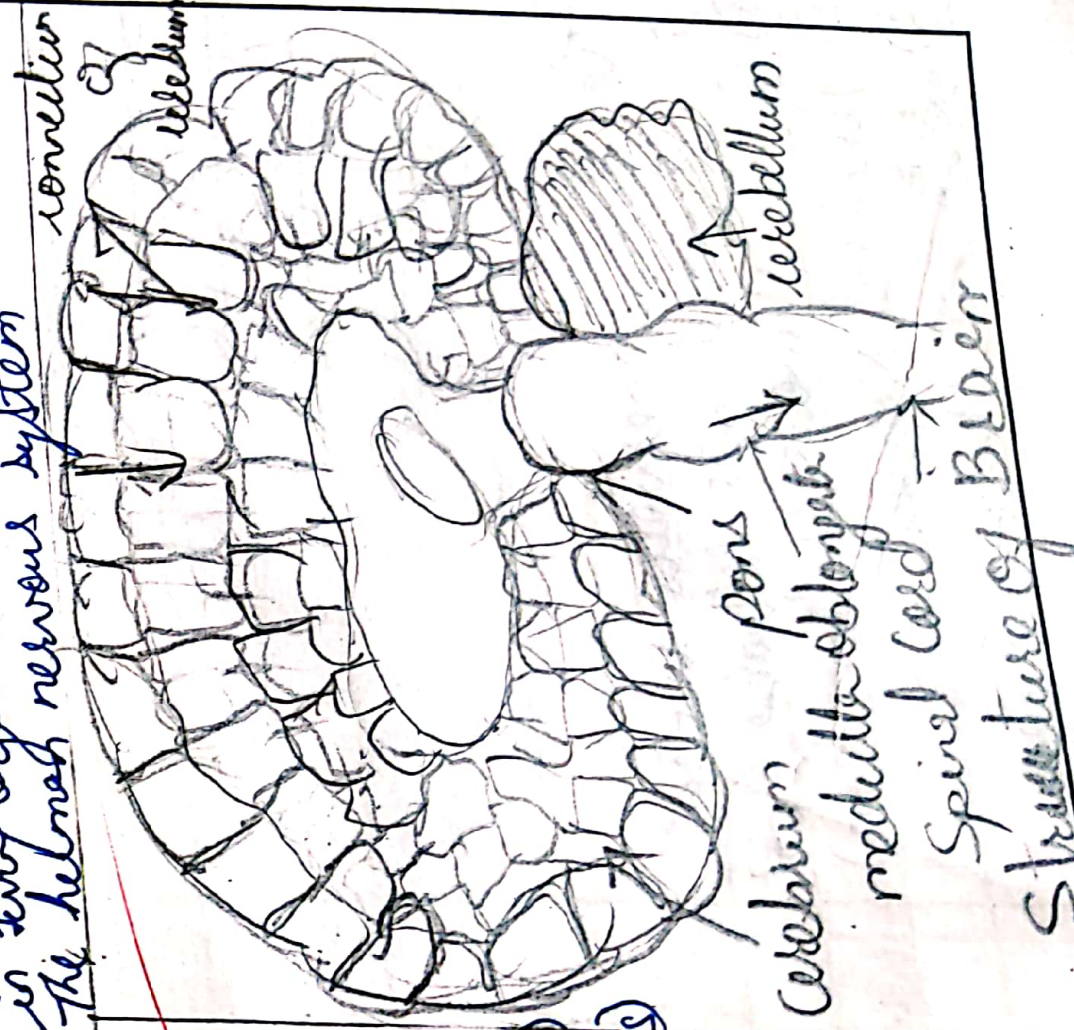
Date: 27/4/21

Sub Unit: The human nervous system

The human nervous

system is divided into
three parts.

- 1) Central Nervous System (CNS)
- 2) Peripheral Nervous System (PNS)
- 3) Autonomic Nervous System



Teacher's Activity

Teacher enters classroom and wishes good afternoon!

Teacher asks question based on previous knowledge.

Q. What do you mean by neurons?

Student's Activity

Student replies
Good afternoon mam!

Student answers

The special type of cells which control impulses from one place to another in the body are called neurons.

also called as nerve the structural and unit of nervous system is the same of are between two neurons.

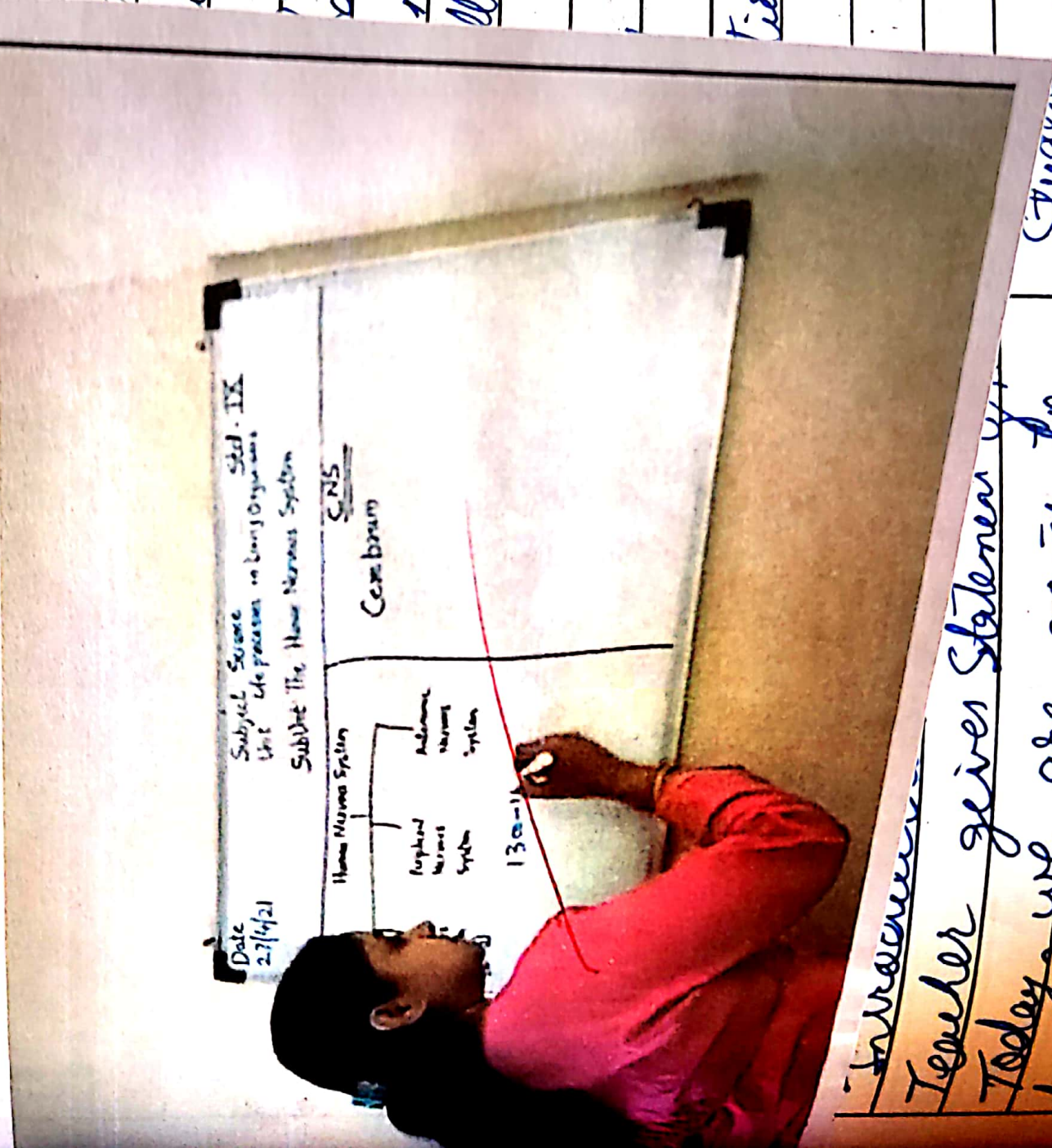
They are classified into

neurons

neurons

tion neurons

Students listen carefully.



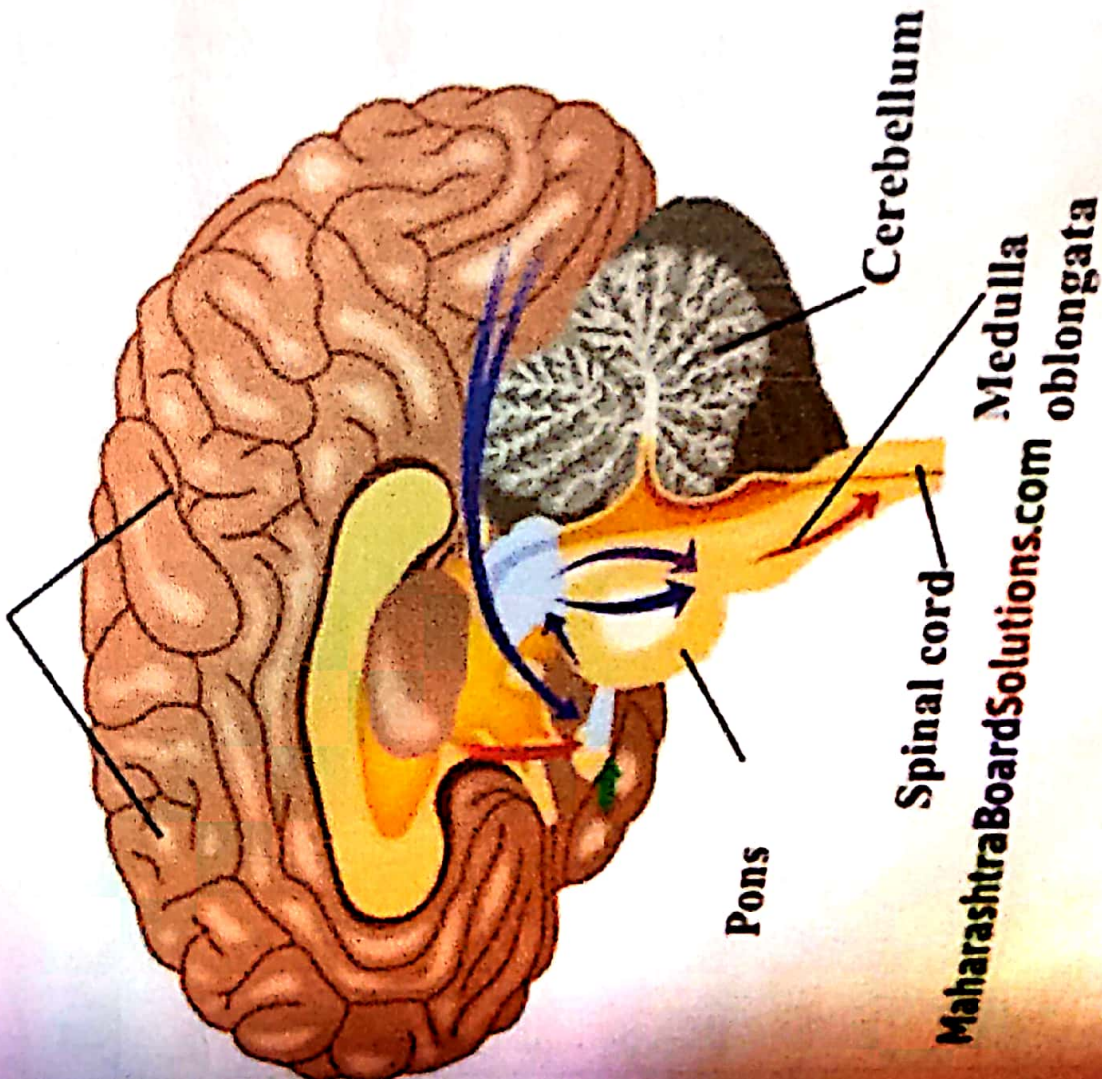
Teacher gives statement
Today, we are going to learn about the human nervous system in detail.

Teacher explains the human nervous system is divided into three parts:-

- 1) Central Nervous System (CNS)
- 2) Peripheral Nervous System
- 3) Autonomic Nervous System

Teacher's Activity	Student's Activity
Teacher enters classroom and wishes good afternoon!	Student replies Good afternoon mam!
Teacher asks question based on previous knowledge.	Student answers
What do you mean by neurons?	The special type of cells which control impulses from one place to another in the body are called neurons.
Which are the structural and functional units of nervous system?	Neurons also called as nerve cells are the structural and functional units of nervous system.
What is the name of the minute space between two adjacent neurons?	Synapse, is the name of minute space between two adjacent neurons.
What are the types of nerve cells/neurons?	Nerve cells are classified into 3 types
	1) Sensory neurons
	2) Motor neurons
	3) Association neurons
Very Good!	
Introduction.	
Teacher gives Statement of Aim:-	
Today, we are going to learn about the human nervous system in detail.	Student listen carefully.
Teacher explains, the human nervous system is divided into three parts:-	
1) Central Nervous System (CNS)	
2) Peripheral Nervous System	
3) Autonomic Nervous System	

Content	Objectives
The central nervous system consist of the brain and spinal cord. The brain is the brain controlling part of the nervous system and it is safely lobated in cranial cavity. Cavities present in various parts of the brain are called 'ventricles' whereas the long tubular cavity of the spinal cord is called the 'central canal'. The central cavity, ventricles and spaces between the meninges are filled with cerebrospinal fluid. The protective layer between the space of central nervous system and its bony covering are called meninges.	Understanding Comprehension Student listen and tells parts of brain and function of cerebrum.
Cerebrum:- The hemispheres are joined with each other with the help of tough fibres and nerve tracts. The surface has deep, irregular ridges and grooves which are called convolutions. They increase surface area of the cerebrum. Cerebellum:- Its surface shows shallow	

Teacher's Activity	Student's Activity
<u>Introduction :-</u> Teacher first explains about Central Nervous System. The Central Nervous System consist of the brain and spinal cord. Teacher shows picture of structure of brain to students and explain.	Student listen carefully.
Structure of Brain Convolutions of the cerebrum  Pons Cerebellum Medulla oblongata Spinal cord MaharashtraBoardSolutions.com	Student observe diagram of brain carefully. it listen carefully. listen and observe.

Spinal cord it is also same.

2) Cerebellum:- This is smaller part

Teacher's Activity	Student's Activity
<u>Introduction :-</u> Teacher first explains about Central Nervous System. The Central Nervous System consist of the brain and spinal cord. Teacher shows picture of structure of brain to students and explains names of each part of brain. Brain of adult human weighs about 1300-1400 grams and consists of approximately 100 billion neurons. The left side of our brain controls the right side of our body and right side of our brain controls the left side of our body. Left side of brain controls our speech and conversation, writing, logical thinking etc. whereas Right side controls artistic abilities. Then teacher explains each part in detail. <u>Cerebrum :-</u> This is the largest part of our brain and consist of two cerebral hemispheres. The cerebrum makes two-thirds of the brain, and it is also called large brain. <u>Cerebellum :-</u> This is smaller part	Student listen carefully. Student observe diagram/picture of brain carefully. Student listen carefully. Student listen and observe carefully.

Content

Objectives

grooves instead of deep convolutions.

Medulla Oblongata:- There are two triangular structures called pyramids on the upper side of medulla oblongata.

Spinal Cord:- It is slightly thick but gradually tapers towards the end.

Parts of CNS are cerebrum, cerebellum, medulla oblongata and spinal cord.

Explanation

Comprehension

Student tells different parts of CNS.

Application:-

Students apply the acquired knowledge

Teacher's Activity

Teacher's Activity	Student's Activity
Of the brain situated below the cerebrum at the back of cranial cavity.	
3) Medulla Oblongata:- This is the hind most part of the brain. It continues downwards as the spinal cord.	Student listen carefully and observe picture carefully.
4) Spinal Cord:- The spinal cord is a part of central nervous system and is held within vertebral column. Recapitulation:-	
So students today we have learned about Central Nervous System.	Student listen and give answer.
Evaluation:-	
Teacher ask few questions:-	Student answers:-
Q1) What are the parts of human nervous system?	There are three parts:- ① Central Nervous System, ② Peripheral Nervous System and ③ Autonomic Nervous System.
Q2) Which part of the brain is called the large brain?	Student answer
Q3) Which part of brain is called smaller part?	Cerebrum is also called large brain. Cerebellum is the smaller part of brain.
Q4) Adult brain weighs _____ grams.	1300-1400 grams
Home Work:-	
Make 3D model of brain showing its different parts.	Students notedown homework in notebook.
Final Statement:-	
So students, today we have learned about Central Nervous System (CNS). In next class, we will learn about Peripheral and Autonomic Nervous System.	

Rating Scale for Evaluation of Simulation Lesson

अभिरूप पाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Name of the Student: Kasturi Udgaoker

Subject: Science

Std.: IX

Div.: —

Unit: Life Processes

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4	5
A	Lesson Note पाठदाचण					
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	1 Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण				
		2 Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				
		3 Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				
		4 Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				
		5 Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				
		6 Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				
		7 Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				
		8 Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन				
C	Presentation विषय विवेचन	9 B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				
		10 Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता				
		11 Classroom Interaction वर्गातील आंतरक्रिया				
		12 Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				
		13 Mastery over the content आशयावरील प्रभुत्व				
		14 Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				
		15 Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				
		16 Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				
D	Recapitulation संकलन	17 As per objectives उद्दिष्टानुसार				
E	Application उपयोजन	18 Students Response विद्यार्थ्यांचा प्रतिसाद				
		19 Appropriate / Creative Application सुयोग्य व सृजनशील उपयोजन				
F	Home Work गृहपाठ	20 Appropriate / Activity based Home work योग्य व कृतियुक्त गृहपाठ				

Lesson Observers Remark: Person was good.

पाठ निरीक्षकाचा शेर

Marks out of 81 /100

Signature of Lesson Observer
Pradeep L2

SIMULATION LESSON NOTE

20 - 20

DATE: 29/4/21

SUBJECT: Mathematics

STD.: IX

UNIT: Construction of Triangles

SUB UNIT: Construction with base

PREVIOUS KNOWLEDGE: Students know how to draw perpendicular on segment

AIM OF THE LESSON: To teach construction of triangles

TEACHING METHOD: Demonstration

TEACHING AIDS: Scale, compass, protractor, pencil

CORE ELEMENTS: Introduction of Scientific temper

VALUES: Scientific attitude

LIFE SKILLS: Problem Solving

B. B. WORK

Subject: Mathematics

Unit: Construction of triangles

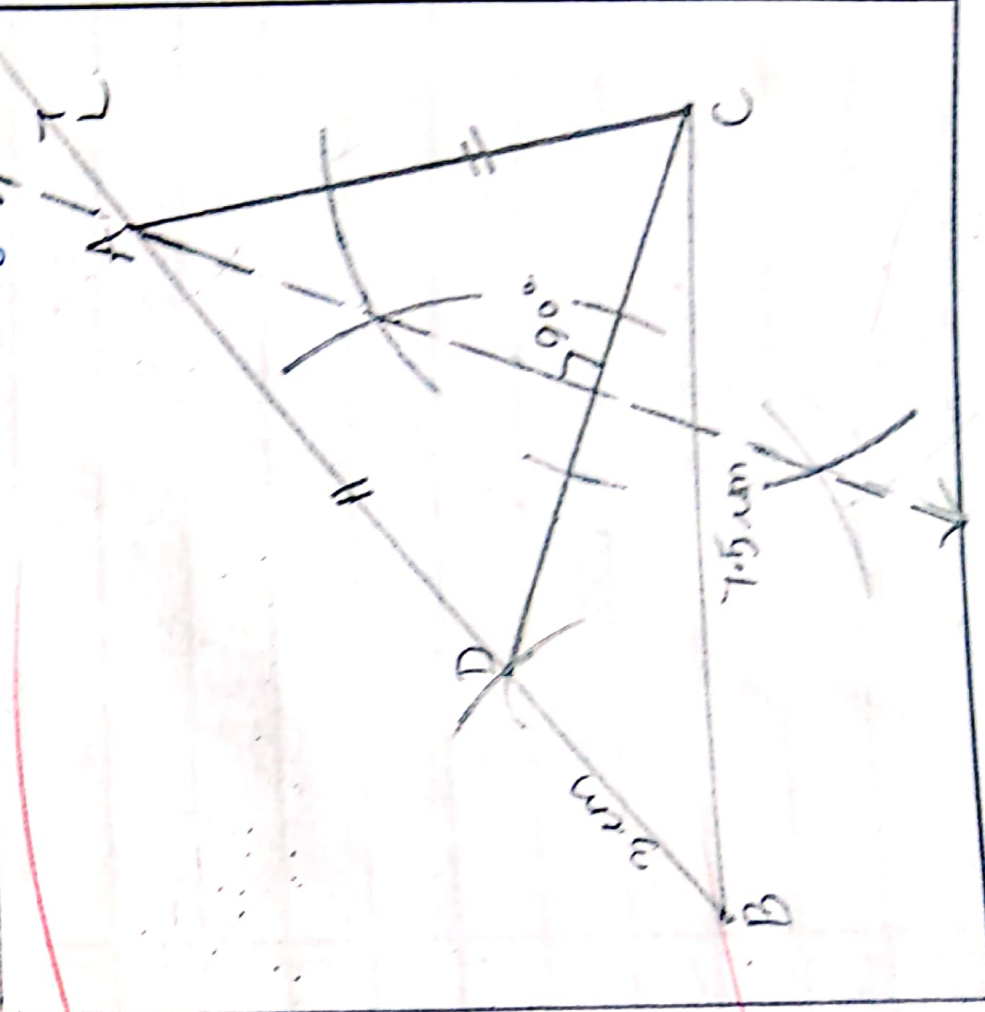
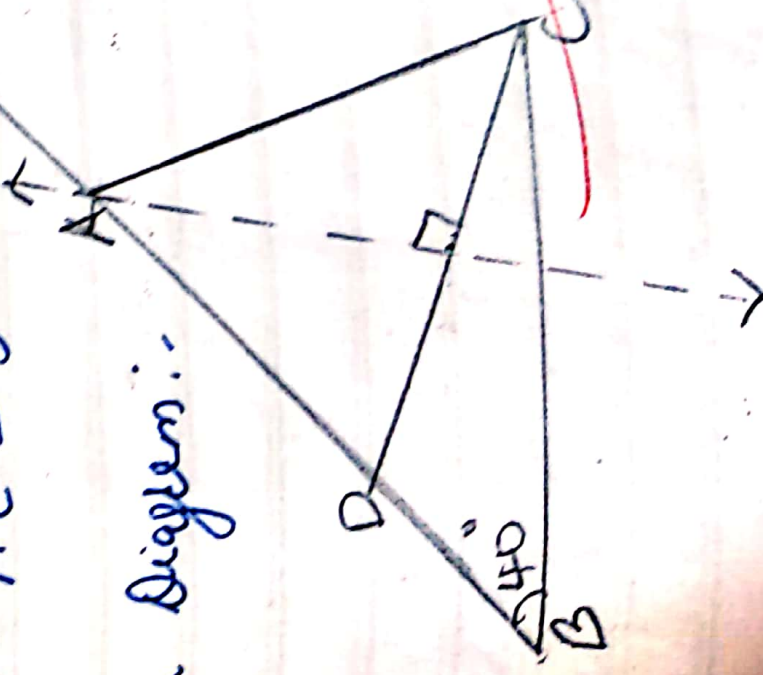
Std. IX

Date: 29/4/21

Subunit: Construction with base and angle

Eg:- Construct $\triangle ABC$, where
 $BC = 7.5 \text{ cm}$, $\angle ABC = 40^\circ$,
 $AB - AC = 3 \text{ cm}$

Rough Diagram:-



Knowledge
Students tell the types
and properties of triangle
based on sides and
angles.

Student tells perpendicular
bisector theorem.

Comprehension:-
Student draws perpendicular
bisector and explain it.

Teacher's Activity

Introduction:-

Teacher enters classroom and wish good afternoon student! Teacher asks students some questions based on previous knowledge.

Q. What are the different types of triangles based on sides?

Q. What are the triangles based on angles?

Q. What do you mean by perpendicular bisector theorem? bisector of a segment is equidistant from its endpoints.

Teacher says, in last class we learnt about how to draw a perpendicular bisector.

on given segment by using compass, scale and draw segment DC. Can anyone draw and explain?

Student takes compass, take more than half on seg DC and make one arc up and down on seg DC from point D. In same way, makes arc from C, up and down which bisects the earlier arc on seg DC. Point of intersection between two intersecting point, in this way perpendicular bisector is drawn.

Very Good! Teacher

Teacher gives statement of theorem. Today, we are going to learn how to draw triangle when its base,

Student's Activity

Student reply good afternoon mam!

Student answer Isosceles, equilateral and scalene triangle.

Student answer

Acute angle, right angle, obtuse angle. Every point on the perpendicular bisector of a segment is equidistant from its endpoints.

Student draw in notebook with the help of compass.

Student takes compass, take more than half on seg DC and make one arc up and down on seg DC from point D. In same way, makes arc from C, up and down which bisects the earlier arc on seg DC. Point of intersection between two intersecting point, in this way perpendicular bisector is drawn.

Student listen carefully.

Content	Objectives
Draw a rough figure	
Given $AB - AC = 1.5 \text{ cm}$. (i)	
$\therefore AB > AC$	
Draw ray BC. Draw ray BL such that $\angle LBC = 40^\circ$ and we have to locate point A on ray BL.	Comprehension:- Student tells step to construct triangle,
Take point 'D' on ray BL such that $BD = 3 \text{ cm}$.	
Now, B-D-A and	
$BD = AB - AD$ (ii)	
It is given that $AB - AC = 3 \text{ cm}$.	
as per (i) & (ii)	
$AB - AC = AB - AD$	
$\therefore AC = AD$	
or $AD = AC$.	
$\therefore$ point A is the perpendicular bisector of seg DC.	
$\therefore$ point 'A' is the intersection of ray BL and the perpendicular bisector of seg DC.	

Teacher's Activity

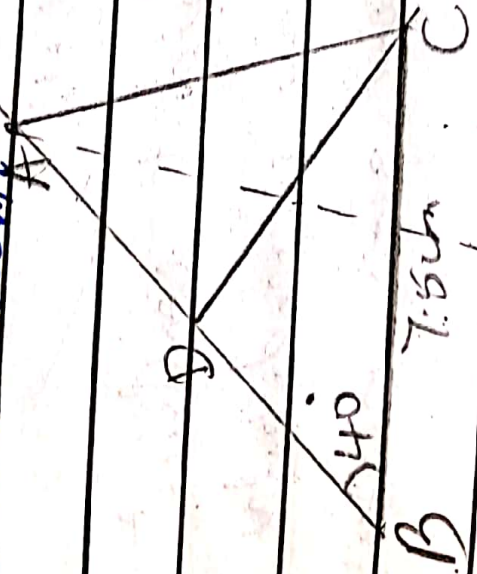
adjacent to base and
difference between two remaining
sides is given.

Explanation:-

Teacher writes example on board.
Ex:- Construct $\triangle ABC$, where
 $BC = 7.5\text{cm}$, $\angle B = 40^\circ$ and
 $AB - AC = 3\text{cm}$

Teacher draws rough figure
on board.

Steps of Construction:-



- 1) Draw ray BC of length 7.5 cm.
- 2) Draw ray BL such that $\angle B = 40^\circ$.
- 3) Take point D on ray BL such that $BD = 3\text{cm}$, Join D & C together.
- 4) Construct the perpendicular bisector of seg DC.
- 5) Name the point of intersection of ray BL and the perpendicular bisector of seg DC as 'A'.

Draw seg AC
 $\triangle ABC$ is required triangle.

Thus, we construct $\triangle ABC$.
Recapitulation:-

Teacher, revises all the main points.

Student's Activity

Student listen carefully

Student observe board
and listen carefully.
See rough diagram drawn
on board and write given
example in book.

Student write in notebook.
Given: $AB - AC = 3\text{cm}$ (i)
 $\therefore AB > AC$

In ray BDA, $BD = AB - AC$ (i)
 $\therefore$ from (i) and (ii)
 $AB - AC = AB - AD$
 $\therefore AC = AD$
 $\therefore AD = AC$

Student, follow steps
and draw triangle skillfully.

Student listen carefully

Content	Objectives
	<u>Comprehension:-</u> Students tells all the steps for constructing triangle:-
	<u>Application:-</u> Student draw rough diagram using given measurement.
	<u>Skill:-</u> Student construct triangle by drawing perpendicular bisector using given measurements

Teacher's Activity	Student's Activity
and explains how to construct triangle when difference of two sides is given.	Student listen carefully and gives answers.
<u>Evaluation & Application:-</u>	
Teacher gives another example to student to solve. Teacher writes example on board application:-	Student listen and observe carefully.
Example: Construct $\triangle XYZ$, where $YZ = 7.4 \text{ cm}$, $\angle XYZ = 45^\circ$ and $XY - YZ = 2.7 \text{ cm}$.	Student note down example in book.
Teacher ask student to construct triangle in notebook.	Student apply the knowledge and construct triangle in notebook.
<u>Home Work:-</u>	
Teacher give more eg as h.w. 1) Construct $\triangle PQR$, where $QR = 6.5 \text{ cm}$, $\angle PQR = 60^\circ$ and $PQ - PR = 2.5 \text{ cm}$.	Student listen carefully and note down homework from board in notebook.
<u>Final Statement:-</u>	
So students, today we learnt about construction of triangle when its base, angle adjacent to the base and difference between remaining sides is given.	
In next class, we will learn to construct a triangle where its perimeter, base and angles which includes the base are given.	

Rating Scale for Evaluation of Simulation Lesson

Name of the Student: Kasturi Udiker अभिरूप पाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी
Subject: Mathematics

Rating Scale: Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5
Std.: IX Div.: — Unit: Construction of Triangle
श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4	5
A	Lesson Note पाठटाचण	1				
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2				
		3				
		4				
		5				
		6				
		7				
		8				
C	Presentation विषय विवेचन	9				
		10				
		11				
		12				
		13				
		14				
		15				
		16				
D	Recapitulation संकलन	17				
E	Application उपयोजन	18				
F	Home Work गृहपाठ	20				

Lesson Observers Remark: Lesson was good. Signature of Lesson Observer: Pradeep

पाठ निरीक्षकाचा शेरा 85 / 100
Marks out of

TEACHING
COMPETENCY - I
OBSERVATIONS

LESSON OBSERVATION CHART

SKILL NO.01

NAME OF THE STUDENT : Saba Baywen
MICRO TEACHING : SET INDUCTION (TEACH) / (RETEACH)

Std. : VII Sub. : Science

Unit : Changes - Physical & Chemical Sub Unit : Types of Changes

Rating Scale for Evaluation						
SR. No.	SUB. - SKILLS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Attractive beginning आकर्षक सुरुवात			✓		
2.	Revival of previous knowledge पुर्वज्ञान जागृती			✓		
3.	Arousing / creation of curiosity कुतूहल निर्मिती			✓		
4.	Use of teaching aids शैक्षणिक साधनांचा वापर			✓		
5.	Proper linking with topic पाठ्याशांशी योग्य सांगड			✓		
6.	Statement of aim हेतुकथन			✓		
7.	Title writing शीर्षक लेखन			✓		
8.	Innovativeness in overall introduction सर्जनशिलता			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता			✓		

TOTAL MARKS 30 = 3 50 5

SUGGESTIONS : Introduction could have been more innovative.

Spencer

Kudgachan

SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART

SKILL NO.02

Name of the Student; Saba Bagwan

MICRO TEACHING: BLACK BOARDWORK (TEACH) / (RETEACH)

Std.: VI Sub.: Mathematics

Unit: Operation of Fractions Sub Unit: Fractions

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS B. B. WORK	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Planning of B. B. फलक नियोजन				✓	
2.	Clarity of Letters अक्षरांची सुस्पष्टता				✓	
3.	Proper Size of Letters & Diagrams अक्षरांचा व आकृतीचा योग्य आकार				✓	
4.	Use of Coloured Chalk रंगीत खडूचा योग्य वापर				✓	
5.	Writing In Straight line सरळ रेषेत लेखन				✓	
6.	Spacing Between Letters / Words /lines अक्षरे शब्द व ओळीतील अंतर				✓	
7.	Grammatically correct व्याकरण दृष्ट्या अचूक				✓	
8.	Cleaning of B.B. फलक स्वच्छ करणे				✓	
9.	Time management वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकारकता				✓	

TOTAL MARKS 40 = 4

50 5

SUGGESTIONS :

Use of coloured markers was good.

Proper space was given between two lines.

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SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART SKILL NO. 03 (3.1)

Name of the Student: Saba Bayan

MICRO TEACHING: EXPLANATION / ILLUSTRATION (TEACH) / (RETEACH)

Std.: VI Sub.: Science

Unit: Living Things Sub Unit: Characteristics of Living Things

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS EXPLANATION	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Pupil's participation विद्यार्थी सहभाग				✓	
2.	Use of explanation Link स्पष्टीकरण दुवे				✓	
3.	Example Rule Example उदाहरण-नियम-उदाहरण			✓		
4.	Purposeful Repetition योजनापूर्वक पुनरावृत्ती			✓		
5.	Fluency and consistency in explanation स्पष्टीकरणातील ओघ व सातत्य			✓		
6.	clarity in explaintion स्पष्टीकरणातील सुस्पष्टता			✓		
7.	Use of appropriate vocabulary योग्य शब्द संग्रहाचा वापर				✓	
8.	Use of teaching aids शैक्षणिक साधनाचा वापर			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता			✓		

TOTAL MARKS 33 = 33 5

SUGGESTIONS :

Use of explanation link using pictures showing living and non living was very good.

Use of more teaching aids would have made the lesson more attractive and easy to understand.

Good

Kallogirka

SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART

SKILL NO. 04

Name of the Student: Saba Bagwan

MICRO TEACHING : QUESTIONING SKILL (TEACH) / (RETEACH)

Std. : VI Sub. : Science

Unit: Nutrition and Diet Sub Unit : Nutrition

Rating Scale for Evaluation

SR. No.	SUB.- SKILLS QUESTIONING SKILL	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Structure of Questions प्रश्न रचना				✓	
2.	Clear & Concise questions सुस्पष्ट आणि संक्षिप्त प्रश्न				✓	
3.	Distribution of Questions प्रश्नांचे वितरण			✓		
4.	Proper Sequence योग्य क्रम			✓		
5.	Pause after Questioning प्रश्नानंतरचा विराम				✓	
6.	Related to the Content आशयाशी संबंधित				✓	
7.	Grammatically Correct व्याकरणदृष्ट्या अचूक				✓	
8.	Clarity in asking question प्रश्न विचारण्यातील सुस्पष्टता			✓		
9.	Time management वेळेचे नियोजन				✓	
10.	Effectiveness परिणामकता				✓	

TOTAL MARKS 37 = 3.7 50 5

SUGGESTIONS :

Questions asked were relevant to topic. Simple to complex level questions were included in skill.

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SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART

SKILL NO. 05

Name of the Student: Saba Baywan

MICRO TEACHING: STIMULUS VARIATION (TEACH) / (RETEACH)

Std.: VI Sub.: Mathematics

Unit: Geometry Sub Unit: Basic Concepts of Geometry

Rating Scale for Evaluation

SR. No.	SUBSKILLS	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Gestures हावभाव			✓		
2.	Proper Intonation आवाज बदल/चढ उतार				✓	
3.	Proper Handling of Teaching Aids शैक्षणिक साधनांची योग्य हाताळणी			✓		
4.	Verbal Participation Of Students विद्यार्थ्यांचा शाब्दिक सहभाग				✓	
5.	Eye Contact विद्यार्थ्यांकडे पाहून बोलणे				✓	
6.	Active Participation Of Students विद्यार्थ्यांचा कृतीयुक्त सहभाग				✓	
7.	Movement हालचाल			✓		
8.	Change In Stimulus संवेदन लक्ष्य बदल			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता			✓		

TOTAL MARKS

34

=

34

50

5

SUGGESTIONS :

Use of blackboard and explanation was good.
More use of teaching aids and change in stimulus would have made lesson more interesting.

Final

Kedjikan

SIGNATURE OF LESSON OBSERVER

LESSON OBSERVATION CHART

SKILL NO. 06

Name of the Student: Saiyaji Desai

MICRO TEACHING: CLOSURE (TEACH) / (RETEACH)

Std.: VII Sub.: Mathematics

Unit: Algebraic Expression Sub Unit: _____

Rating Scale for Evaluation

SR. No.	SUBSKILLS CLOSURE	QUALITATIVE MEASURES				
		1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Revision of main points मुख्य मुद्दयांची उजळणी			✓		
2.	Relating with objectives उद्दिष्टानुवर्ती			✓		
3.	Application of acquired knowledge संपादित ज्ञानाचे उपयोग			✓		
4.	Inclusion of questions प्रश्नांचा समावेश				✓	
5.	Presentation of main points मुख्य मुद्दयांचे सादरीकरण			✓		
6.	Relevant Homework सुसंगत स्वाध्याय			✓		
7.	Winding up of Teaching Aid शैक्षणिक साधनाची आवराआवर			✓		
8.	Relation with next day teaching lesson पुढील पाठ्यांसाठी सांगड			✓		
9.	Time management वेळेचे नियोजन			✓		
10.	Effectiveness परिणामकारकता			✓		

TOTAL MARKS 31 = 31 50 5

SUGGESTIONS :

all terms like monomials, binomial, trinomial very properly revised.

Kudjekar
SIGNATURE OF LESSON OBSERVER

LES NOUS - 06

Rating Scale for Evaluation of Integration Lesson - 01

Name of the Student: Saba Bagwan सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Subject: Science Std.: VII Div.: — Unit: The Muscular System and Digestive System.

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5
 निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4	5
A Lesson Note पाठ्याचण	1 Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण					
B Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2 Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				✓	
	3 Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				✓	
	4 Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				✓	
	5 Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				✓	
	6 Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				✓	
	7 Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				✓	
	8 Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन				✓	
C Presentation विषय विवेचन	9 B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता					✓
	10 Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता					✓
	11 Classroom Interaction वर्गातील आंतरक्रिया				✓	
	12 Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				✓	
	13 Mastery over the content आशयावरील प्रभुत्व				✓	
	14 Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				✓	
	15 Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				✓	
	16 Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				✓	
D Recapitulation संकलन	17 As per objectives उद्दिष्टानुसार				✓	
E Application उपयोग	18 Students Response विद्यार्थ्यांचा प्रतिसाद				✓	
	19 Appropriate / Creative Application सुयोग्य व सृजनशील उपयोग				✓	
F Home Work गृहपाठ	20 Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ				✓	

Lesson Observers Remark: Very nicely explained

Signature of Lesson Observer Murthy

Marks out of 22 /100

Rating Scale for Evaluation of Integration Lesson - 03

Name of the Student : Neha Singh सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Subject : Science Std. : VII Div. : — Unit : Our Surrounding

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

			1	2	3	4	5
A Lesson Note पाठदाखण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण					
B Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				✓	
	3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				✓	
	4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन			✓		
	5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				✓	
	6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक			✓		
	7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न			✓		
	8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन			✓		
C Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				✓	
	10	Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता			✓		
	11	Classroom Interaction वर्गातील आंतरक्रिया			✓		
	12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				✓	
	13	Mastery over the content आशयावरील प्रभुत्व			✓		
	14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया			✓		
	15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर			✓		
	16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश			✓		
D Recapitulation संकलन	17	As per objectives उद्दिष्टांनुसार			✓		
E Application उपयोग	18	Students Response विद्यार्थ्यांचा प्रतिसाद			✓		
F Home Work गृहपाठ	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोग			✓		
	20	Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ			✓		

Signature of Lesson Observer Pratibha

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4	5
A	Lesson Note पाठटाचण	1	2	3	4	5
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	3	4	5	6
		3	4	5	6	7
		4	5	6	7	8
		5	6	7	8	9
		6	7	8	9	10
		7	8	9	10	11
		8	9	10	11	12
		9	10	11	12	13
C	Presentation विषय विवेचन	10	11	12	13	14
		11	12	13	14	15
		12	13	14	15	16
		13	14	15	16	17
		14	15	16	17	18
		15	16	17	18	19
		16	17	18	19	20
D	Recapitulation संकलन	17	18	19	20	21
E	Application उपयोग	18	19	20	21	22
F	Home Work गृहपाठ	19	20	21	22	23

Lesson Observers Remark : Overall good introduction

पाठ निरीक्षकाचा शेरा

Marks out of 80/100

Signature of Lesson Observer

Rating Scale for Evaluation of Integration Lesson - 05

सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Name of the Student : Neha Singh

Subject : Science Std. : VIII Div. : VIII Unit : Fibre to fabric

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4	5
A Lesson Note पाठदाखण	1 Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण					
B Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2 Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				✓	
	3 Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				✓	
	4 Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				✓	
	5 Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				✓	
	6 Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				✓	
	7 Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				✓	
	8 Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन				✓	
C Presentation विषय विवेचन	9 B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				✓	
	10 Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता				✓	
	11 Classroom Interaction वर्गातील आंतरक्रिया				✓	
	12 Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				✓	
	13 Mastery over the content आशयावरील प्रभुत्व				✓	
	14 Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				✓	
	15 Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				✓	
	16 Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				✓	
D Recapitulation संकलन	17 As per objectives उद्दिष्टानुसार				✓	
E Application उपयोजन	18 Students Response विद्यार्थ्यांचा प्रतिसाद				✓	
	19 Appropriate / Creative Application सुयोग्य व सृजनशील उपयोजन				✓	
F Home Work गृहपाठ	20 Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ				✓	

Lesson Observers Remark : Use of blackboard was very good Signature of Lesson Observer Pradyumn

Rating Scale for Evaluation of Integration Lesson - 06

सेतूपाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Sadhana Dhumra

Name of the Student: VIII

Subject: VIII

Std. Mathematics Div.: -

Unit: Compound Interest

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

			1	2	3	4	5
A	Lesson Note पाठटाचण	1	Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण				
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2	Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				
		3	Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशाशी योग्य सांगड				
		4	Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				
		5	Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ				
		6	Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				
		7	Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				
		8	Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन				
C	Presentation विषय विवेचन	9	B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				
		10	Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता				
		11	Classroom Interaction वर्गातील आंतरक्रिया				
		12	Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर				
		13	Mastery over the content आशयावरील प्रभुत्व				
		14	Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				
		15	Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				
		16	Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				
D	Recapitulation संकलन	17	As per objectives उद्दिष्टानुसार				
		18	Students Response विद्यार्थ्यांचा प्रतिसाद				
E	Application उपयोजन	19	Appropriate / Creative Application सुयोग्य व सृजनशील उपयोजन				
F	Home Work गृहपाठ	20	Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ				

Lesson Observers Remark: Use of blackboard and writing could have been better

पाठ निरीक्षकाचा शेर

Marks out of 60 / 100

Signature of Lesson Observer Kalyan

XX

OBSERVATIONS

SIMULATION

02 LESSON

- 01 FOR 1st METHOD**
 - 01 FOR IInd METHOD**
- XX

Rating Scale for Evaluation of Simulation Lesson

अभिरूप पाठ मूल्यमापनासाठी पदनिश्चयन श्रेणी

Neha Singh

Name of the Student: Science

Subject: Science Std.: VII Div.: Unit: Heat

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - १ बरा - २ समाधानकारक - ३ चांगला - ४ उत्कृष्ट - ५

		1	2	3	4	5
A Lesson Note पाठटाचण	1 Neat, Tidy, Correct and Complete नीटनेटके, अचूक आणि परिपूर्ण				✓	
B Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	2 Relevant, Motivating, Attractive and Innovative सुसंगत, प्रेरणादायी, आकर्षक आणि नाविन्यपूर्ण				✓	
	3 Revival of Previous Knowledge and linking with the topic पूर्वज्ञान जागृती आणि पाठ्यांशशी योग्य सांगड			✓		
	4 Statement of Aim and Title Writing हेतूकथन आणि शीर्षक लेखन				✓	
	5 Clarity and Fluency in Explanation / Narration स्पष्टीकरण कथनातील स्पष्टता व ओघ					✓
	6 Questions - Clear and concise, Grammatically Correct प्रश्न प्रश्नार्थक उच्चारसह सुस्पष्ट, संक्षिप्त, व्याकरणदृष्ट्या अचूक				✓	
	7 Logical and thought provoking questions- तर्कशुद्ध आणि विचार प्रवर्तक प्रश्न				✓	
	8 Distribution of questions and Reinforcement प्रश्नांचे वितरण आणि प्रबलन			✓		
C Presentation विषय विवेचन	9 B. B. work - Planning, Appropriateness and Attractiveness फलकलेखन, नियोजन, योग्य वापर, आकर्षकता				✓	
	10 Clarity in Writing / Reading लेखनातील/वाचनातील स्पष्टता				✓	
	11 Classroom Interaction वर्गातील आंतरक्रिया				✓	
	12 Selection and Proper use of Teaching Aids शैक्षणिक साधनांची निवड व योग्य वापर			✓		✓
	13 Mastery over the content आशयावरील प्रभुत्व				✓	
	14 Class Control and Teacher - Student Interaction वर्ग नियंत्रण, शिक्षक विद्यार्थी आंतरक्रिया				✓	
	15 Use of relevant teaching method सुसंगत अध्यापन पद्धतीचा वापर				✓	
	16 Inclusion of core elements and values गाभाघटक आणि मूल्यांचा समावेश				✓	
D Recapitulation संकलन	17 As per objectives उद्दिष्टानुसार				✓	
	18 Students Response विद्यार्थ्यांचा प्रतिसाद				✓	
E Application उपयोगन	19 Appropriate / Creative Application सुयोग्य व सृजनशील उपयोगन			✓		
F Home Work गृहपाठ	20 Appropriate / Activity based Home work योग्य व कृतीयुक्त गृहपाठ			✓		

Lesson Observers Remark: Good explanation with proper work

Signature of Lesson Observer Muofikar

Subject: Mathematics Std. : VIII

Rating Scale : Unsatisfactory - 1 Average - 2 Satisfactory - 3 Good - 4 Excellent - 5

निश्चयन श्रेणी : असमाधानकारक - 1 बरा - 2 समाधानकारक - 3 चांगला - 4 उत्कृष्ट - 5

		1	2	3	4	5
A	Lesson Note पाठटाचण	1				
		2				
B	Introduction & Statement of Aim प्रस्तावना आणि हेतूकथन	3				
		4				
		5				
		6				
		7				
		8				
C	Presentation विषय विवेचन	9				
		10				
		11				
		12				
		13				
		14				
		15				
		16				
D	Recapitulation संकलन	17				
		18				
E	Application उपयोजन	19				
F	Home Work गृहपाठ	20				

Lesson Observers Remark : Overall good explanation

पाठ निरीक्षकाचा शेर

Marks out of 73 /100

K. W. Gurkar
Signature of Lesson Observer

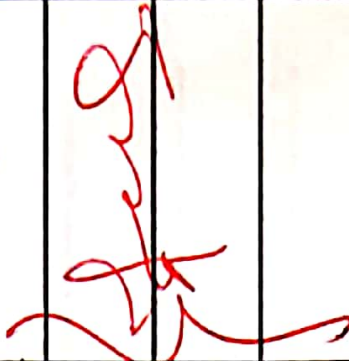
Vandana Joshi
Roll No. 57

INDEX

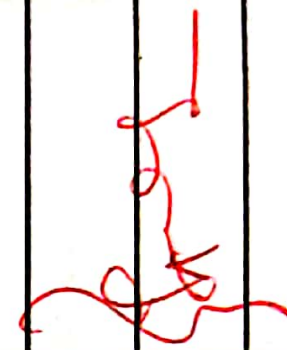
TECHNOLOGY BASED LESSON (2 Lessons)

SR.	DATE	METHOD	50	SIGN.
1.	2-5-21	Science	40	
2.	6-5-21	Mathematics	40	
TOTAL				
TOTAL MARKS OUT OF			80 100	40.00 50 (CONVERTED TO)

TEAM TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	100	SIGN.
1.	9-5-21	Science	82	
2.	10-5-21	Mathematics	82	
TOTAL				
TOTAL MARKS OUT OF			164 200	41 50 (CONVERTED TO)

MODELS OF TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	100	SIGN.
1.	12-5-21	Science	80	
2.	17-5-21	Mathematics	80	
TOTAL				
TOTAL MARKS OUT OF			160 200	40 50 (CONVERTED TO)

$$\text{GRAND TOTAL} = \frac{40}{50} + \frac{41}{50} + \frac{40}{50} = \frac{40.33}{150} = \frac{40}{50} \text{ (CONVERTED TO)}$$

*Should write Observer's Name properly.
in TBL - PPT Lesson - Slide No. 01.



ABHINAV EDUCATION SOCIETY'S
COLLEGE OF EDUCATION

Lesson No.:

20 - 20

TECHNOLOGY BASED TEACHING

Name of the Student: Vandana Joshi.

Roll No.: 57

Std. / Division: 11th A School Subject: Science (Biology)

Unit: 2. Systematics of living organisms.

classification of organisms.

nomenclature system & its rules.

nomenclature (PPT).

scientific temper.

scientific attitude

WORK

logy. Std. 11th

Div. A.

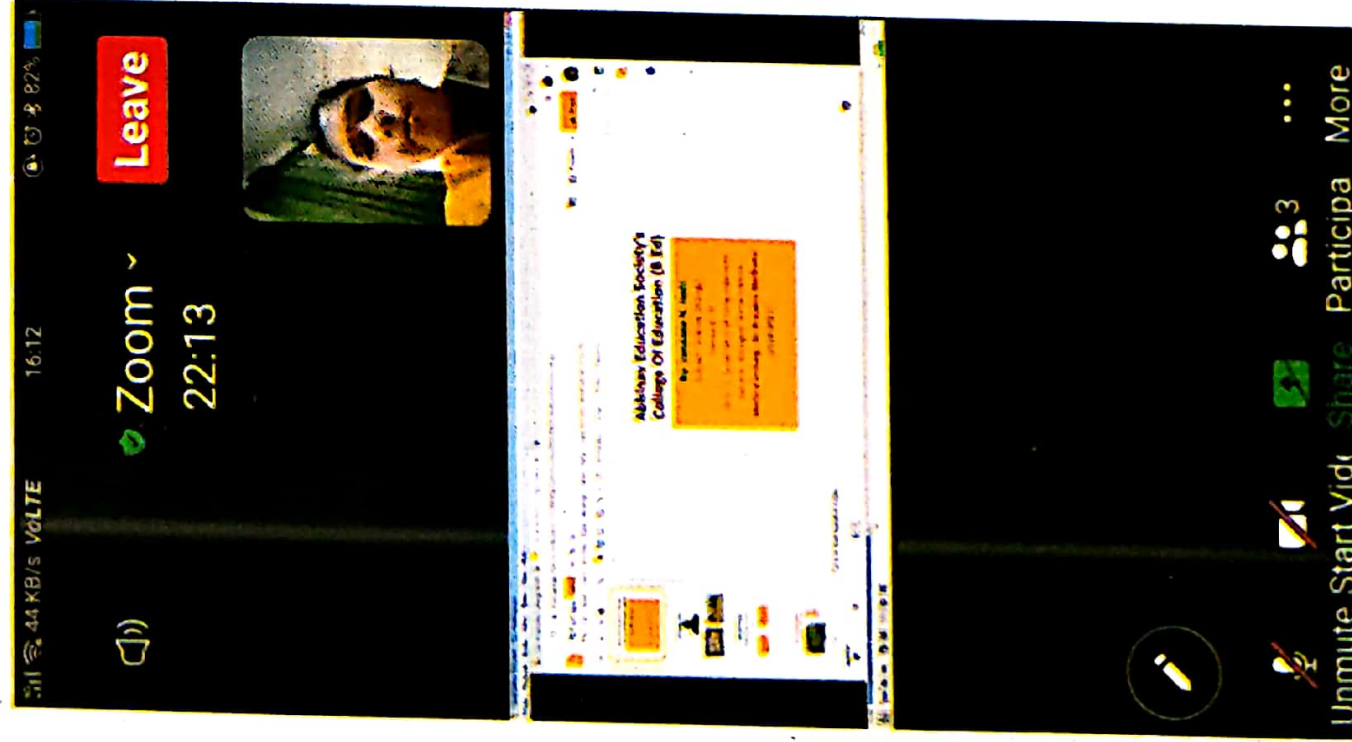
organisms -
nomenclature.

Types of Names.

1) Vernacular Names.

2) Scientific Names.

- Binomial Nomenclature



Content	Objectives
<u>Nomenclature:-</u> The art of naming objects is in fact a science called as Nomenclature. 1. <u>Vernacular Names:-</u> Widely distributed	<u>Knowledge:-</u> Students know the ways of identification. <u>Knowledge:-</u> Students tell vernacular names.

Teacher's Activity	Student's Activity
* <u>Introduction :-</u>	
Teacher greets students.	Students greet teacher, "Good
"Good Afternoon students!"	afternoon Ma'am!" & answer,
asks, "What is our Identity?"	"Our face & name."
Correct! Because of our	
unic face we get identified	
Names can be common but	
surname & middle name	
gives the perfect identification.	students answer,
"What about animals & plants?"	"No, They have same
Do they have unic faces?"	faces."
"Yes! So, to study them properly	
we need to classify & need to	
give name. Every time it's not	
possible to describe object for	
identification. Hence, any object	
becomes known to human	
knowledge must possess a name.	
* <u>Statement of Aim:</u>	
So, today we are going to	Students listen & observe
learn "Biological Nomenclature".	carefully.
Teacher shows ppt.	
* <u>Explanation / Presentation:</u>	
Teacher explains definition	Students listen & observe
of nomenclature with the	carefully.
help of ppt.	
There are two types of names.	
1. <u>Vernacular Names:</u>	
These are also called as	
Local / common names. Let's	

Content	Objectives
organisms have a large number of names in different areas. This type of names are called as local / common / Vernacular Names. eg:- Mango. आम्र (Hindi) आम्र (Sanskrit).	
2. <u>Scientific names</u>:- In order to avoid the confusion, scientists have given scientific names to all known organisms based on their features; are called as Scientific names. <u>Binomial Nomenclature</u>. System of naming objects with two words, given by Carl Linnaeus. It is accepted all over the world. For giving Scientific names there are certain rules, which we should follow.	<u>Comprehension</u>:- Students explain binomial nomenclature with rules.

Teacher's Activity	Student's Activity
see the example of Mango tree.	
In India it has many names in many languages. Even in Ayurveda it is known over 50 different names. & all are in Sanskrit language. Hence, common names have limits of usage. They cannot be universally accepted.	students observe & listen carefully.
Hence, there is a need of proper naming system which can be universally applied. & that is the second type of name.	
2. Scientific Names:-	
These are systematic system & provide means for international communication. Initially Polynomial system was used.	students observe the
In 1753, "Carl Linnaeus" introduced the "Binomial Nomenclature System" through his book "Species Plantarum". It was accepted universally.	slide carefully & listen carefully.
Teacher explain rules of Binomial System with ppt.	
1. Two greek / latin words.	
2. First generic name with capital letter.	
3. Second specific name with small letter.	

Content	Objectives

Teacher's Activity	Student's Activity
4. Name should be underlined & in italics when printed.	
5. Letter limit 23 & 213.	
6. Name of inventor should be written after name.	
* <u>Recapitulation:</u>	
Teacher summarise with ppt:	Students listen carefully &
Today we learnt about Scientific Binomial Nomenclature.	observe the slide.
* <u>Evaluation:-</u>	It is art of naming objects.
1. Define Nomenclature	ans - 2
2. What are vernacular Names?	Common / Local names.
3. In binomial name first is _____ name & second is _____ name	Genus - Species.
* <u>Application:</u>	
Teacher asks with ppt.	Students make two groups of
Differentiate between Vernacular & Scientific names.	class & discuss the differences in vernacular & scientific names.
* <u>Homework:</u>	
Q. Write short note on Binomial Nomenclature & discuss its rules.	Students write down the homework in notebook
* <u>Final Statement:-</u>	
Today we have learnt about Scientific Nomenclature. in next class we will learn about proper classification of plants.	Students listen carefully

TECHNOLOGY BASED LESSON OBSERVATION TOOL

20 - 20

Name of the Student: Vandana N. Joshi.

Subject: Science (Biology) Std.: 11th Div.: A

Date: 2/5/21 Unit: 2 - System of Living Organisms

Subunit: Biological Classification

SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good
1.	Lesson Note पाठ टाचण				✓
2.	Pre Preparation पूर्व तयारी				✓
3.	Use of Technology as per content आशयानुसार तंत्रज्ञानाचा वापर				✓
4.	Accuracy in preparation of technological Aid तंत्रज्ञान निर्मितीतील अचुकता				✓
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता				✓
6.	Presence of Mind समयसूचकता				✓
7.	Interaction in Classroom वर्गातील आंतरक्रिया				✓
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयांची सांगड				✓
9.	Content Knowledge विषय ज्ञान				✓
10.	Overall Effect एकंदरीत परिणाम				✓

Any other Suggestion :-

Good use of PPT.
Good content knowledge.

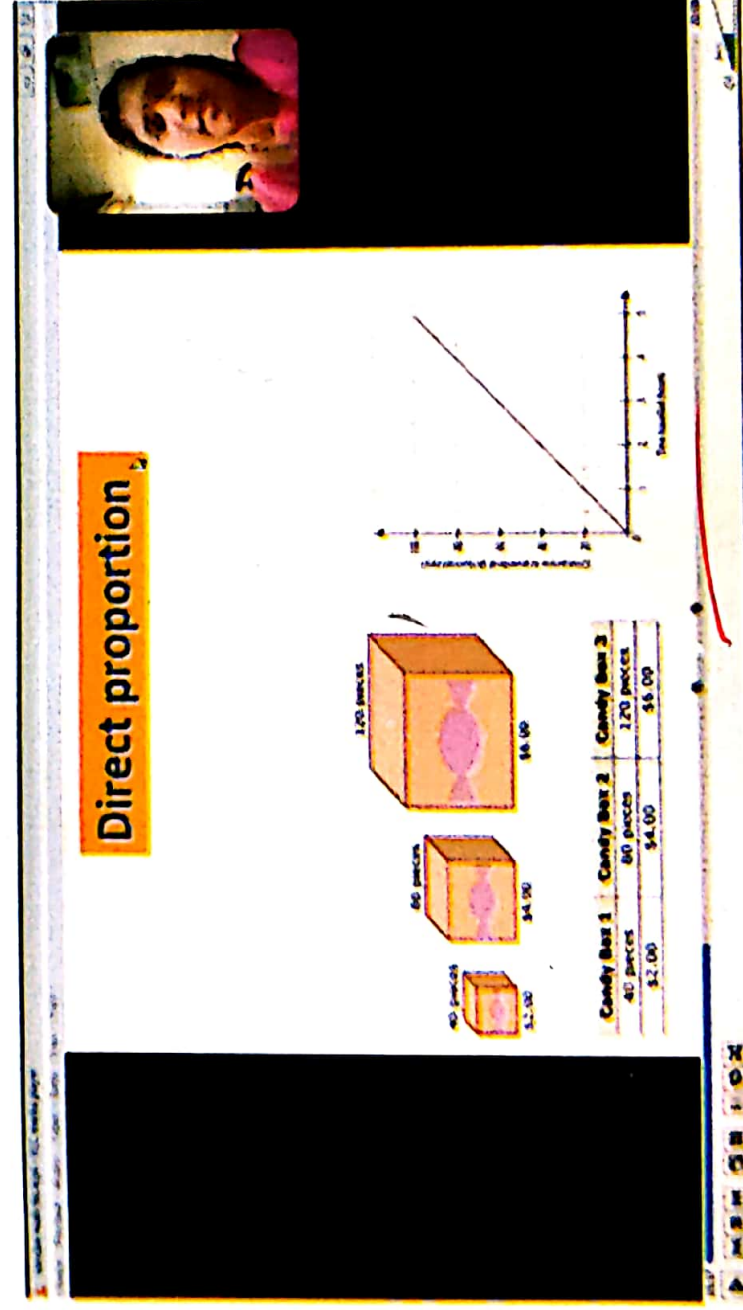
Total = 40 / 50

Signature of Observer
[Signature]

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

20 - 20

TECHNOLOGY BASED TEACHING

Name of the Student: Vandana N. Joshi. Roll No.: 57Std. / Division: 8th A School Subject: MathematicsUnit: Direct & Inverse Proportion, Sub Unit: Direct & indirect proportionPrevious Knowledge: Students know ratios in recipes.Direct & Inverse proportion

quantities.

★ Proportion: -

Relation between two quantities.

...portions.



Direct proportion

Inverse proportion

Content

Knowledge:

Students know about the recipes & ingredients used in it.

Knowledge:

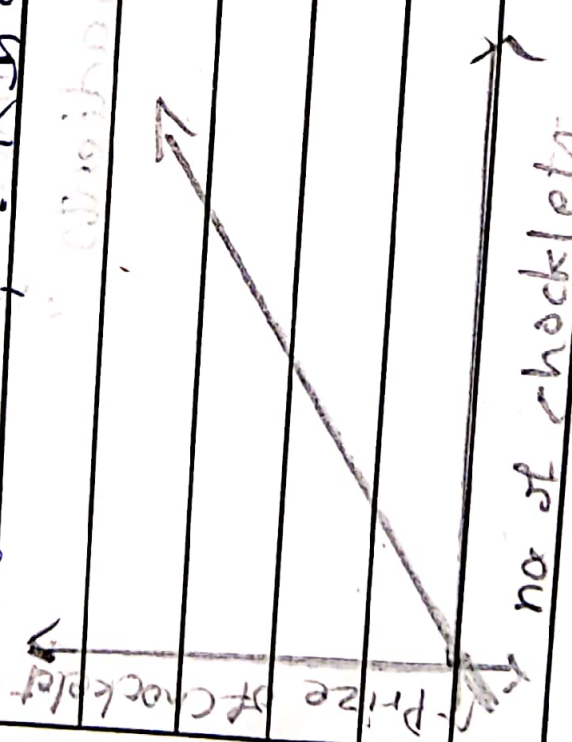
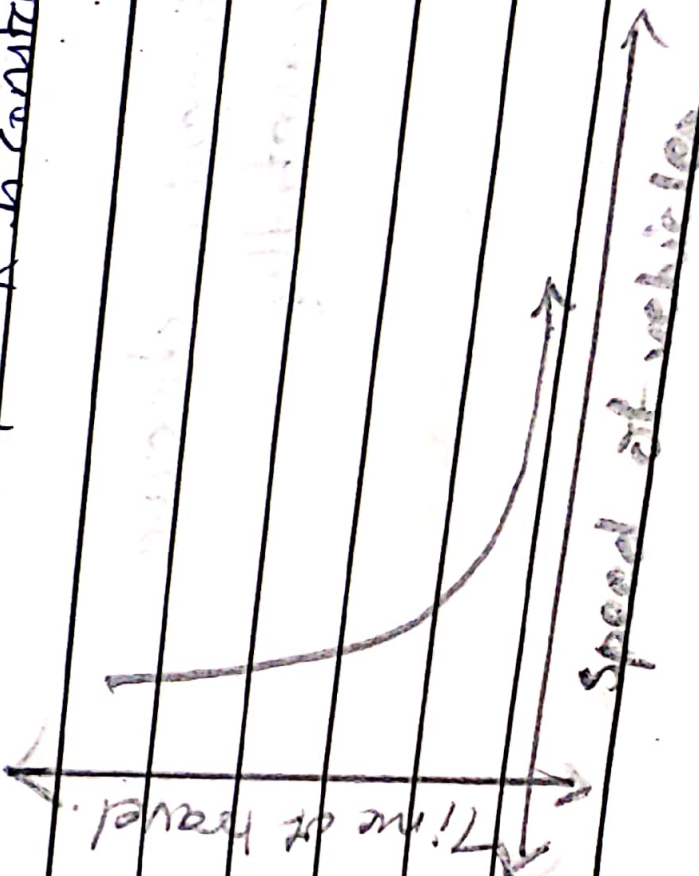
Students know about the multiplication factor.

Content :

Ratio :

When we compare two quantities, it is called as ratio. Ratio between two quantities never change it remain same.

Teacher's Activity	Student's Activity
* <u>Introduction:</u>	
Teacher enters class & wishes "Good Afternoon!" Teacher shows video on ppt. & asks, "What you have seen, which recipe it was?" Correct!	Students greet teacher, "Good Afternoon!" Students observe & answer, "It was recipe of Cold Coffee."
For every preparation, we need to measure the quantities of different substances. Comparison of two quantities is called "Ratio." "What we have to do if double quantity we need to prepare?"	Students answer, "We have to take twice quantities of all ingredients."
Absolutely Correct! Here we find relation between the quantities & that is called as "Proportion."	
* <u>Statement of Aim:</u>	
Today we are going to study Direct & Inverse / Indirect proportion. These are two types of proportion.	Students listen carefully.
* <u>Explanation:</u>	
Teacher shows picture on ppt. & say, here we can see the boxes of chocklets. As number of chocklets increases, the value will also increase. This type of relation is called as Direct	Students observe carefully.

Content	Objectives
<u>Proportions:</u> When the quantities vary, they exist with a relation. That relation is called as Proportion. There are two types of Proportion. ① <u>Direct Proportion:</u> When quantity increases the other quantity also increases, this is called as Direct Proportion. $[x/y = k, \therefore k \text{ is constant}]$ 	<u>Knowledge:</u> Students tell relation between speed & time taken for travelling.
② <u>Inverse Proportion:</u> When one quantity decreases the other increases. This is called as Inverse proportion. $[x/y = k, \therefore k \text{ is constant}]$ 	

Teacher's Activity	Student's Activity
Proportion.	
∴ we get the expression in	students observe & listen
$\frac{x}{y} = k$ (k is constant)	carefully & note down
	the expression.
If x & y are two quantities in direct proportion.	
Teacher also show graphical representation & solves one example with the help of ppt.	Students observe & solve the example in notebooks.
Teacher shows a video on ppt. & asks, "If the speed of vehicle increases what will be effect on time taken to travel same distance?"	
Correct! Hence, when one quantity increases & other decreases, then the quantities are said to be in 'Inverse' proportion! Here we get the expression as-	Students listen & observe
$xy = k$ (k is constant)	carefully & note down
Teacher also solves one example & show graphical representation with the help of ppt	in notebooks & solves problem in notebook
* <u>Recapitulation:</u>	
The teacher summarises all main points by using ppt.	Students listen & observe carefully

Content

Objectives

Comprehension:
Student explain types
of proportion.

Application:
Students identify the
case & categorize into:
Direct & inverse proportion.

Teacher's Activity	Student's Activity
* <u>Evaluation:</u>	
Teacher asks questions from ppt.	Students answer
1) What is Ratio?	- Comparison of 2 quantities.
2) What is Proportion?	- Relation between 2 quantities.
3) What are types of proportion?	- Direct & Inverse proportion
Q4 State true or false.	
a) In direct proportion, multiplication of both quantities is constant?	- False.
b) In Inverse proportion, the multiplication of both quantities is constant.	- True.
* <u>Application:</u>	
Identify direct & inverse proportion	
i) No. of workers & time taken to complete the work.	- Inverse proportion
ii) Time taken for journey & distance travelled with same speed.	- Direct Proportion.
* <u>Homework:</u>	
1) A machine in a soft drink factory fills 840 bottles in 6 hours. How many bottles will it fill in 5 hrs.	Students note down the homework in notebook
* <u>Final statement:</u>	
So students today we learnt about types of proportion in next class we will learn about simple & compound interest.	Students listen carefully

TECHNOLOGY BASED LESSON OBSERVATION TOOL

20 - 20

Name of the Student: Vandana N. Joshi.

Std.: 8th

Div.: A

Unit: Preparation

Subject: Mathematics

Subunit: Direct 4 Preparation

Date: 6/5/21

SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Lesson Note पाठ टाचण				✓	
2.	Pre Preparation पूर्व तयारी				✓	
3.	Use of Technology as per content आशयानुसार तंत्रज्ञानाचा वापर				✓	
4.	Accuracy in preparation of technological Aid तंत्रज्ञान निर्मितीतील अचूकता				✓	
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचूकता				✓	
6.	Presence of Mind समयसूचकता				✓	
7.	Interaction in Classroom वर्गातील आंतरक्रिया				✓	
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयांची सांगड				✓	
9.	Content Knowledge विषय ज्ञान				✓	
10.	Overall Effect एकंदरीत परिणाम				✓	

Any other Suggestion :-

Should write the property - Name of Observer.

Total = 40 / 50

Good Use of Technology

Lesson Was good.

Signature of Observer

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

20 - 20

TEAM TEACHING

Name of the Student : 1) Vandana N. Joshi Roll No. : 52Name of the Student : 2) Chhargur Dani Roll No. : 53Name of the Student : - Roll No. : -Std. / Division : 11th A School Subject : ChemistryUnit : Nuclear Chemistry & Radioactivity Sub Unit : RadioactivityPrevious Knowledge : Students know nuclear structure of atomAim of the Lesson : To teach radioactivity & its applicationsTeaching Method : Team TeachingTeaching Aids : Power point presentation. (PPT)Core Elements : Inculcation of Scientific temperValues : Scientific attitudeLife Skills : Creative thinking

B. B. WORK

Date : 21/5/21 Subj: Chemistry Std. 11thUnit : Nuclear Chemistry Div. ASubunit : Radioactivity

Applications:

Radioactivity:

- Nuclear fission.
- Nuclear fusion

- Carbon dating
- Producing Electric Energy
- Medicinal Use
- Use in Agriculture

Teacher's Activity	Student's Activity
* <u>Introduction:</u>	
Teacher (T) → Good afternoon!	Students greet: Good Afternoon
Teacher shows video on ppt & asks	Teacher!
What do we get from sun?	Students answer, light & heat.
Correct! How does it reach us	"In the form of light rays."
to the earth? Correct, so	
emission of energy through	
space is called as "Radiation".	
When such emissions are done	Students listen carefully
from any nucleus of atom, then	
it becomes atomic radiation.	
& they are very useful.	
* <u>Statement of Aim:</u>	
Students, today we are going	Students listen
to learn about "Radioactivity".	carefully
i.e. atomic radiation & its	
application	
* <u>Explanation:</u>	
In periodic table we have	
seen different types of	
elements including "heavy	
metals". Can you give me	Students answer -
some examples of heavy metals?	"Uranium, Radium."
Good! As they are heavy	
weight they are <u>unstable</u> . They	
keep on emitting radiations	
in the form of α , β & γ	
rays.	
Teacher (T) → Show a table on	
ppt & explain properties of	

Content		Objectives
Particle	Charge	Weight
α	+2	+4
β	-1	-1
γ	0	0
Applications of Radioactivity in different fields:		
1) C-14 dating:		
$^{14}_6\text{C} \rightarrow ^{14}_7\text{N} + ^0_{-1}\text{e}$ Here we use the ratio of $^{12}_6\text{C} : ^{14}_6\text{C}$ to check the age of the sample.		
2) Production of electric energy:		
Atom bomb is best example of nuclear reaction. Hence, if we control the reaction, that energy can be converted to electric energy.		
3) Medical Use:		
X-rays, radiotherapy in cancer are popular examples.		
4) Agricultural Use:		
For disinfection & preservation of agricultural products γ radiations are used.		
Comprehension:		
Students understand and explain the examples of nuclear reaction like atom bomb.		
Application:		
Students explain the use of radiation in medical field.		

	Content	Weight
Particle	Charge	+1
α	+2	-
β	-1	+1
γ	-	

2

Charge

weight
+1

1

7

1

+

2

1

+

Applications of

Applications

fields:

1) Cr dating:



6-7. the type of carbon in used to

check the ratio of $^{12}\text{C} : ^{13}\text{C}$

By using this information age

of historical sample in calculated

2) Production of electric energy:

Atom bomb is best example of

nuclear reaction. Hence, if we

Control the reaction, that energy

can be converted to electric

energy.

3) Medicinal Use:

Behavioural Therapy in Cancer

4) Popular examples

for drinks!

of agricultural & preservation

radiations are used as products of

wed:

Conclusion:

Students understand

explain the examples of

nuclear explosion. like

after binding -

Application:

Student explain the use

of radiation in medical

field

Teacher's Activity	Student's Activity
α, β & γ rays. On emission of such rays from nucleus, one nucleus transforms into another nucleus of different element. This property of an element is called as "Radio-activity." Teacher explains Applications of radioactivity with the help of ppt. 1) <u>C' Dating</u>: In this method we measure the age of different historical, organic substances by measuring the ratio of C^{12} : C^{14} in the substance. 2) <u>Production of Electrical Energy</u>: Sun is also the example of radioactive reaction. Tremendous amount of heat is generated in this reaction. By using controlled chain reaction we can prepare electric energy. 3) <u>Medicinal Use</u>: Radioisotopes are used to trace the trace & are also used in treatment of Cancer, etc. 4) <u>Agricultural Use</u>: γ-radiations are mostly used for preservation & disinfection of agricultural products.	Students observe & listen carefully Students answer, "Yes, we know atom bomb." Students answer, "Yes we know X-rays & Chemotherapy in Cancer."

Content

Objectives

Comprehension:

Student explain the definition of Radioactivity.

Application:
Students discuss the

applications of radiation & properties of radiation.

Teacher's Activity	Student's Activity
<u>* Recapitulation:</u> Teacher ① - recapitulates with the help of video on ppt.	Students observe & listen carefully.
<u>* Evaluation:</u> Teacher ① asks questions. 1) What is Radioactivity. 2) Give types of emissions rays. 3) Which 'C' ratio is measured in 'C' dating?	Students answer. Transformation of one element to another by spontaneous disintegration is called Radioactivity. 1) α, β & γ. 2) C^{12} : C^{14} ratio.
<u>* Application:</u> - Teacher ② asks. a) Fill in the blanks. 1) Radiations are mostly used in agriculture. 2) α particles carry — charge. 3) β particles carry — charge.	Students answer. — γ. — Positive — Negative
<u>* Homework:</u> a) Write short note on applications of Radioactivity in different fields.	Students note down the homework in notebooks.
<u>* Final Statement:</u> Today we learnt about radioactivity, in next class we will learn about disadvantages of Radioactivity.	Students listen carefully.

TEAM TEACHING EVALUATION SCHEME

Lesson No.

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4
1	Lesson Note	Neat, Correct and Complete				
2	Introduction	Relevance and Stimulating				
3		Revival of previous knowledge and linking with the topic				
4		Statement of Aim and Title writing				
5	Presentation	Clarity and Fluency in / Narration / Illustration				
6		Questions - Clear, Concise and Grammatically correct				
7		Question - Logical and thought Provoking				
8		Distribution of questions and Reinforcement				
9		Black Board Work				
10		Clarity in Reading / Ease in Demonstration				
11		Use of Teaching Aids / Use of Examples				
12		Mastery over the content				
13		Selection of team members				
14		Role and Co ordination among team members				
15		Equal participation of team members				
16		Classroom Management and Time Management				
17	Evaluation	Recapitulation as per objectives.				
18		Application - Appropriate / creative				
19		Homework - Appropriate / activity based				
20		Effectiveness of team teaching				
Total Marks - 100						

Feedback, (if any) :

* Good Co-ordination and Team Teaching
* Good Mastery over content & co-operation among Teachers.

Signature of Professor In-Charge

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

20 - 20

TEAM TEACHING

Name of the Student : Dehngur Dani (x) Vandana Joshi Roll No.: 53

Name of the Student : Vandana N. Joshi Roll No.: 57

Name of the Student : — Roll No.: —

Std. / Division : 8th

School Subject : Mathematics

Sub Unit : Simple & Compound Interest

about Interest

relation of Simple & Comp. Interest

teaching

artific temper

Critical Thinking

WORK

remember: Std. 8th

Div. A

und Interest

Compound Interest

$$I = P \left(1 + \frac{r}{100} \right)^n$$

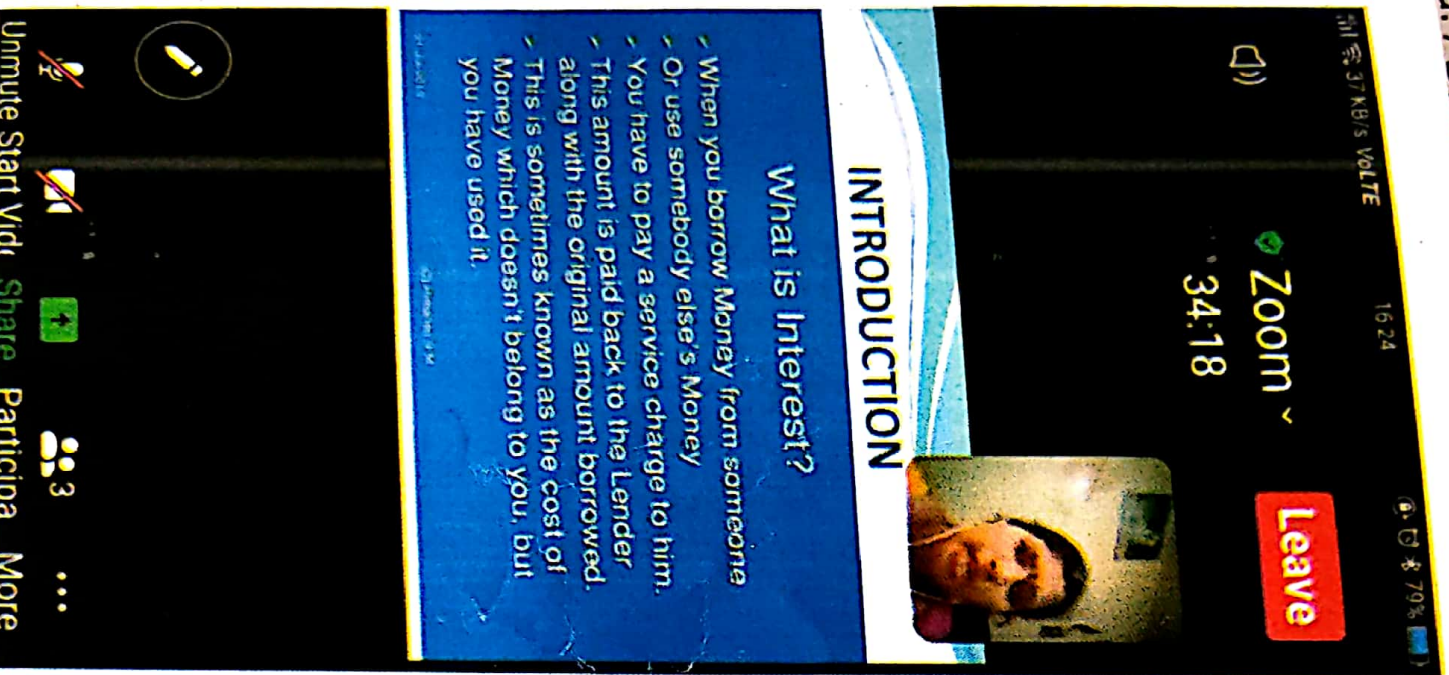
where, $I = \text{Interest}$

$P = \text{Principle}$

$R = \text{rate}$

$n = \text{number of period}$

$P = \text{Principle}$
 $R = \text{Rate of interest}$
 $T = \text{Time}$



ABHINAV EDUCATION SOCIETY'S

Lesson No.:

COLLEGE OF EDUCATION

20 - 20

TEAM TEACHING

Name of the Student: Dehngur Davi (x) Vandana Joshi Roll No.: 53

Name of the Student: Vandana N. Joshi Roll No.: 57

Name of the Student: _____ Roll No.: _____

Std. / Division: 8th A School Subject: Mathematics

Unit: Simple & Compound Interest Sub Unit: Simple & Compound Interest

Previous Knowledge: Student know about Interest

Aim of the Lesson: To teach calculation of Simple & Comp. Interest

Teaching Method: (ppt) Team Teaching

Teaching Aids: PPT

Core Elements: To inculcate Scientific temper

Values: Scientific Attitude

Life Skills: Problem Solving & Critical Thinking

B. B. WORK

Date: 10/5/21 Sub: Mathematics Std: 8th

Unit: Simple & Compound Interest Div: A

Compound Interest

$$I = P \left(1 + \frac{r}{100} \right)^n$$

where, I = Interest

P = ~~Principle~~ Principle

R = rate

n = number of period.

Simple Interest

$$I = \frac{P \times R \times T}{100}$$

where, I = Interest

P = Principle

R = Rate of interest

T = Time

Content	Objectives
<u>Interest:-</u> 1) When you borrow money from someone. 2) You have to pay service charge. 3) This amount is paid back to the lender along with the original amount borrowed. 4) This extra amount is called "Interest."	<u>Knowledge:</u> Students tell about the interest.
<u>Interest</u> Simple Interest Compound Interest	<u>Application:</u> Students give examples of place.

Teacher's Activity	Student's Activity
<u>* Introduction:</u> Teacher enters in class & greet students. Teacher shows short video to student on ppt. Now, students we learned from the video. The poor person took the grain from king by using compound interest.	Students watch the video carefully.
<u>* Statement of aim:</u> So, students, today we are going to study about simple & compound Interest.	Students listen carefully.
<u>* Presentation:</u> Teacher shows the first slide and explain about interest. Teacher asks, tell me students, from which place you take the loans? Good students! When we borrow money from bank, or any agency, from some person, then we have to pay a service charge. This amount is paid back to the lender along with the original amount borrowed. This extra amount is called "Interest." The original amount borrowed is known as 'Principal' 'P' or Capital. And the sum of both the	Students answer, "Bank."

Content

* Simple Interest:

1) $P = \text{Principal}$

$R = \text{Rate of Interest}$

$T = \text{Time period. (in years)}$

Amount = Principal + Interest

$$\therefore A = \frac{P \times R \times T}{100}$$

Ex: A person borrows Rs.

12,500 from a lender

for 3 years at a rate

of 10%.

Soln: $P = 12,500$

$R = 10\%$, $T = 3 \text{ yr.}$

$$\therefore A = \frac{(P \times R \times T)}{100}$$

$$= \frac{(12500 \times 10 \times 3)}{100}$$

$$= 3750$$

$\therefore \text{Amount is Rs. } 3750/-$

* Compound Interest:

$$\text{Amount} = P \left(1 + \frac{R}{n} \right)^{nt}$$

Ex: A person borrows Rs.

50,000 from a

national bank at rate of

10% for 5 years. Compounded

yearly. How much he

Soln: $P = 50,000$, $T = 10\%$.

Objectives

Comprehension:

Students identify and

answer the Principal

amount from the problem

and solve the problem.

Students identify the

amount and solve the

problem.

Students identify the

amount and solve the

problem.

Teacher's Activity	Student's Activity
principal and interest is known as "Amount".	
Interests are of 2 types: Simple & Compound Interest.	
1. <u>Simple Interest</u> :	
If the interest is calculated uniformly on the original principal throughout the loan period, it is called a Simple Interest.	Student observe & listen carefully & note down the formula.
Formula $A = \frac{P \times R \times T}{100}$	
From the question on the slide, How much is the principal?	student observe and answer, "12,500/-"
Very good students!	
2) <u>Compound Interest</u> :	
If we have some money in bank. Every year some interest is added to it, which is shown in the passbook. This interest is not same for each year, it increases. This interest is calculated on the amount of previous year. This is known as interest compounded or Compound Interest.	Students observe & listen carefully.
Formula: $A = P \left(1 + \frac{r}{n}\right)^{nt}$	Students note down the formula.

Content	Objectives
$\therefore A = P \left(1 + \frac{r}{n} \right)^{nt}$ $= 50,000 \left(1 + \frac{10}{100} \right)^5$ $= 50,000 (1.10)^5$ $= 80,525.5$ $\therefore$ Person will return to bank the amount of <u>Rs. 80,525.5/-</u> and bank.	<u>Application:</u> Students identify the principal amount.
has words like this: "100000" "100000"	Application: find out the amount of interest. Student explains the formulae of simple & compound interest.

Teacher's Activity	Student's Activity
Student in this problem what is the principal amount?	Students observe & answer. "50,000/-"
<u>Recapitulation:</u>	
Teacher recapitulate with the help of a video.	Students observe & listen carefully.
<u>Evaluation:</u>	Students answer.
Teacher asks questions	
1) Find the compound interest when $P = 3000$, $R = 5\%$ per annum & $T = 2$ yr	1) $A = P \left(1 + \frac{r}{n}\right)^n$ $= 3000 \left(1 + \frac{5}{100}\right)^2$ $= 3,307.5$
2) Find the simple Interest when $P = ₹ 500/-$, $T = 4$ yrs.	3307.5 - 3000 = 307.5/- is the compound interest.
$R = 8\%$ per annum. Find the amount to be paid at the end of period.	2) $A = P \times R \times T / 100$ $= (500 \times 8 \times 4) / 100$ $= 160 \text{ Rs.}$ $\therefore 500 + 160 = 660 \text{ Rs.}$ should be paid at the end of period.
<u>Application:</u>	
1) What is formula for simple Interest.	1) $I = (P \times R \times T) / 100$
2) What is the formula for compound interest	2) $I = P \left(1 + \frac{r}{100}\right)^n$
3) What are P , R , T in formula	3) $P = \text{Principal}$, $T = \text{Time}$, $R = \text{Rate}$.
<u>Homework:</u>	
Find S.I. if: $P = 1500/-$, $R = 3\%$, $T = 3$ yr.	
Find C.I. if: $P = 8000/-$, $T = 3$ yr, $R = 5\%$.	
<u>Final Statement:</u>	
Today we learned about simple & compound interest in next class we will learn about Profit & Loss	Students listen Carefully

EVALUATION SCHEME

Lesson 1

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4
1	Lesson Note	Neat, Correct and Complete				
2	Introduction	Relevane and Stimulating				
3		Revival of previous knowlege and linking with the topic				
4		Statement of Aim and Title writing				
5	Presentation	Clarity and Fluency in / Narration / Illustration				
6		Questions - Clear, Concise, and Grammatically correct				
7		Question - Logical and thought Provoking				
8		Distribution of questions and Reinforcement				
9		Black Board Work				
10		Clarity in Reading / Ease in Demonstration				
11		Use of Teaching Aids / Use of Examples				
12		Mastery over the content				
13		Selection of team members				
14		Role and Co ordination among team members				
15		Equal participation of team members				
16		Classroom Management and Time Management				
17	Evaluation	Recapitulation as per objectives.				
18		Application - Appropriate / creative				
19		Homework - Appropriate / activity based				
20		Effectiveness of team teaching				

Feedback, (if any) :

Total Marks - 100

82/100

* Good Co-Operation among Teachers (Team)
* Good Performance of Lesson (Team)

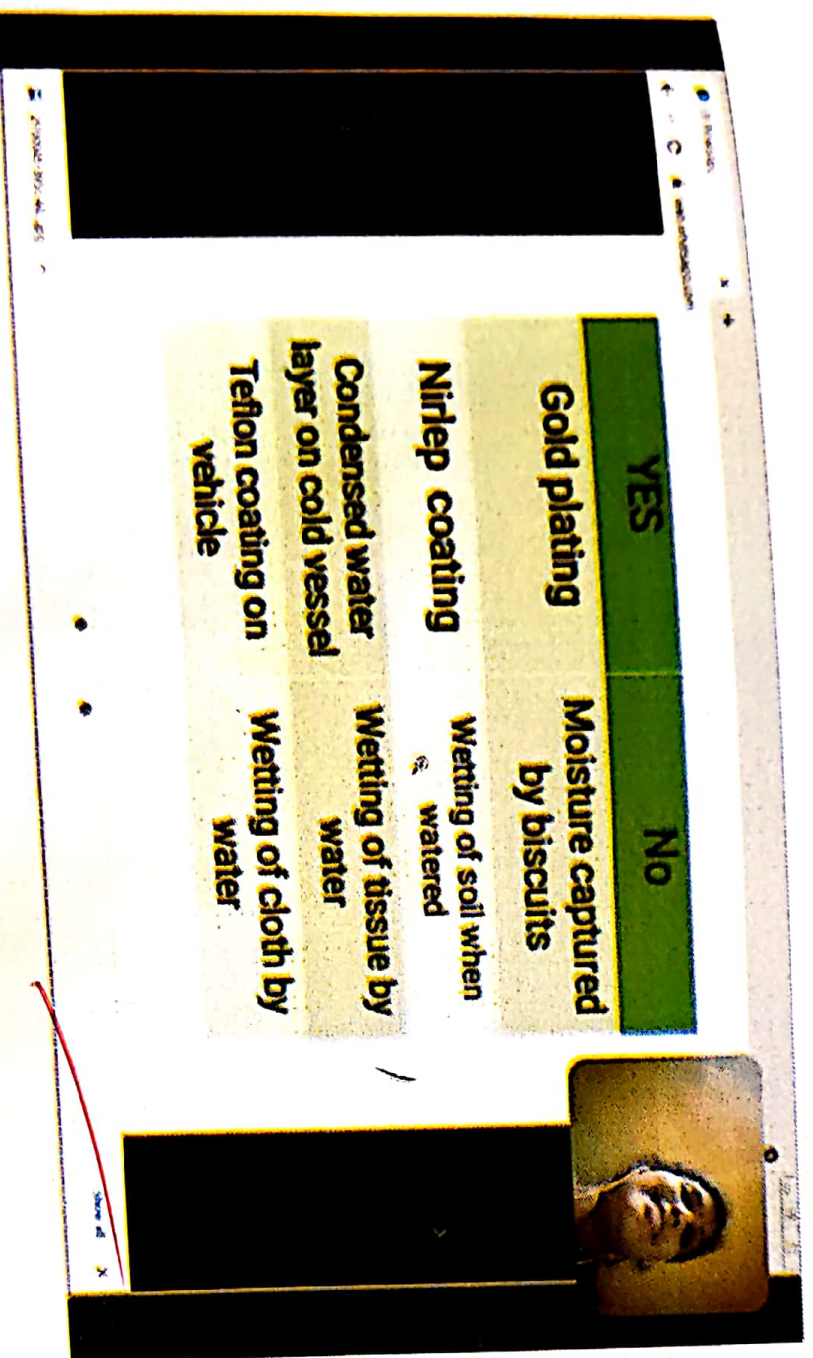
Signature of Professor in charge

**ABHINAV EDUCATION SOCIETY'S
COLLEGE OF EDUCATION**

2020 - 2021

MODELS OF TEACHING - CONCEPT ATTAINMENT MODEL

Name of the Student : Vandana N. Jarkh Roll No. : 57
 Std. / Division : 1st A School Subject : Chemistry



Submit: Adsorption

No

- YES**
- 1) Gold Plating.
 - 2) Nirlep Coating.
 - 3) Condensed water layer on cold vessel
 - 4) Teflon coating on vehicle.

1. Moisture captured by biscuits.
2. Wetting of soil when watered.
3. Wetting of tissue by water.
4. Wetting of cloths by water.

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction

Syntax of the Model

Teacher: Good Afternoon Students!

Today we are going to learn about a new concept which is very interesting & applicable to I am going to introduce it in a different way. Here I am giving you some examples; think about their characteristics & similarities.

Phase I

Yes

No

1) Gold Plating

1. Moisture captured by biscuits.

Teacher

2) Nicker Coating.

2. Wetting of soil when watered

presented examples.

3) Condensed water

3. Wetting of tissue paper by water

examples.

4) Teflon Coating

4. Wetting of cloth.

5) Wall painting.

5. Soaking of tea by frost.

Teacher: Think about it & tell me.

is it?

Student D: To all you type we can see a layer or coating is formed.

Teacher: Yes, correct! Add some more characteristics.

Student E: This process is done on surface. Plating, we all are familiar with Gold these coatings are done by layers formation on a solid surface. So, student add some more examples.

Student 3: Painting of wall, Nail paint.

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction	Syntax of the Model
Teacher: Very good! So here we can see process is done on surface. This is called an Adsorption. Can you guess the characteristics of adsorption.	Encouraging students to
Student 4: Adsorption is done on solid surfaces.	define the
Student 5: The thing which is getting adsorbed can be in different states like, liquid or gas.	concept
Student: There might be some physical or chemical forces involved.	
Teacher: Correct! Very good students! Here there is no chemical reaction & no penetration inside. Hence, it is physical process with physical/chemical forces what do you observe in 'No column'?	
Student 7: In 'No' column, soaking or adsorption is observed.	
Teacher: Absolutely correct! by comparing with adsorption can you add some more characteristics.	Phase II
Student 8: Adsorption is done only on surface, not inside.	Testing
Student 9: As surface is involved, surface tension is active.	Attainment of
Student 10: Atoms or molecules on solid surface must be unsaturated, & so will attract other liquid or gas.	Concept

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction

Syntax of the Model

particles in close contact.

Student 11: Adsorption will be reversible as it can be removed.

Student 12: It will be depending upon temperature & pressure & surface area.

Student 13: It will be exothermic process.

Teacher: Very good! excellent! You explained all the properties very correctly. That means you have understood the concept clearly. Now let us see your process of understanding. Tell me what did you thought initially?

Student 1: When you gave example of gold plating, we thought about jewelry.

Student 2: When you gave example of nickel coating, we thought about variety of vessels & utensils.

Student 3: When you said water layer formation then we thought about the similarity between all the examples, that was layer or coating formation.

Student 4: After observing all examples we understood. All the things are surface process. & then understood Adsorption.

Teacher: Very good students! Here we discussed about the process of Adsorption. Adsorption can be further bifurcated as Chemisorption

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction	Syntax of the Model
physorption. depending upon the forces in process. At Heat liberated at the time of adsorption. It is not reaction but is a exothermic process. It is also called surface phenomenon. It is dependent process on temperature & pressure. If we reverse the condition, the process can be reversed. Hence it is a reversible process. It is directly proportional to the surface area of solid. So students have you understood the concept of Adsorption completely & thoroughly? Student: Yes Teacher! Teacher: Ok! then take down the homework Read the Chapter and try to find more examples.	
Homework: Q1. Write the characteristics of Adsorption and differentiate between Adsorption & Absorption	
Q.2. Gather the information about how cotton coating is done on vehicles.	

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction

Final Statement:

Students, today we have learned about the process of adsorption. In next class we will learn about properties of colloids.

Syntax of the Model

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction

Syntax of the Model

(Middle Part).

Student 4: All the things are surface process & then understood the process of adsorption

Teacher

confirm the

definition

according to

essential

attributes

Teacher: Very good! Now I will ask you some questions.
Q1: What is adsorption?
Ans Student 1: It is a surface phenomenon, as there is no penetration of other substance inside

Q2: What are characteristics of adsorption?

Student: In adsorption substance is penetrated inside the solid. hence, it is bulk phenomenon

Q3: What is the relation between adsorption & surface area?

Student 3: It is direct proportion, As surface area increases, Adsorption

extent will also be increased.

2. CONCEPT ATTAINMENT MODEL

EVALUATION SCHEME

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete					
2	Phase I	Inclusion of essential attributes in positive examples (Yes)					
3		Inclusion of either essential attributes in negative examples (No)					
4		Sufficient number of examples.					
5		Medium used for the essential attributes of the concept					
6		Discussion about the essential attributes of the concept					
7		Guideline to compare Yes and No Examples					
8		Integration of all the essential attributes of the concept					
9		Encouraging the students for defining the concept.					
10	Phase II	Testing attainment of concept.					
11		Guideline for generation new examples					
12	Phase III	Discussion about thinking strategies					
13		Students response					
14	Teaching Skills	Learning experiences					
15		Preparation for the lesson					
16		Ease in using model					
17		Black Board Work					
18		Classroom Management					
19		Time Management					
20		Overall impression					
Feedback, (if any) :		Total Marks - 100					

** Good use of model for Teaching*
** Good preparation of content*

Signature of Professor In-
Dr. S. S. S.

ABHINAV EDUCATION SOCIETY'S COLLEGE

LOCATION

ADVANCE ORGANIZER

Roll No.:

Subject: Mathematics

Unit: laws of Indices

out exponents & base

Indices to students

3 MODEL

the temper.

temper.

blom solving.

K

Std. 7th

Div. A

Indices

Square

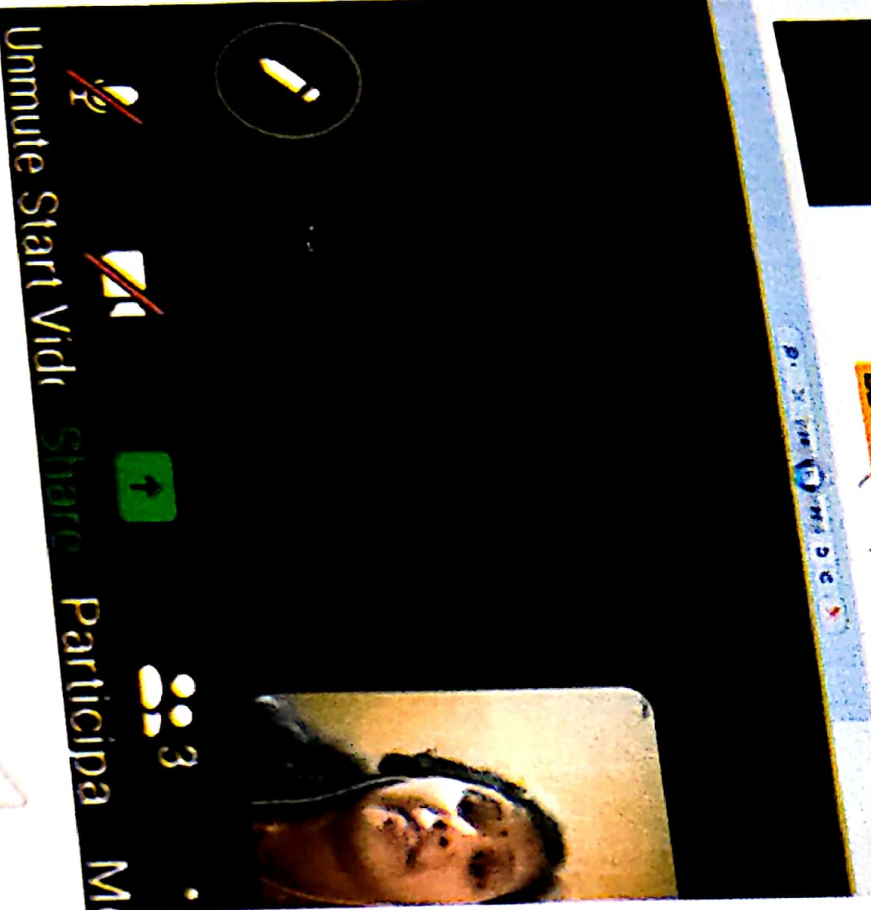
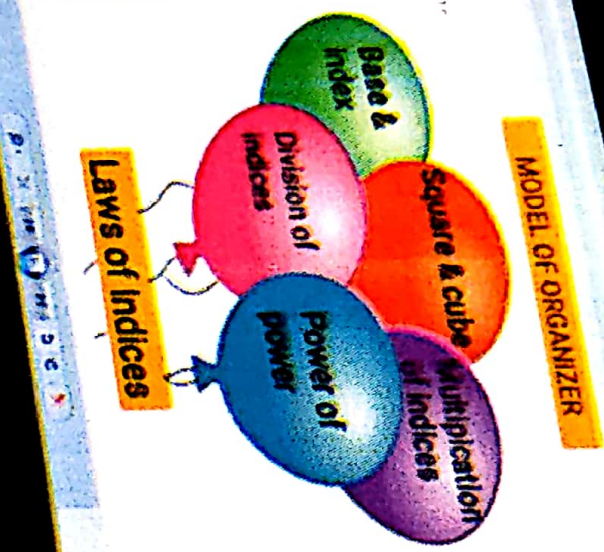
4

Multiplication of Indices

Power of

Division of Indices

Laws of Indices



$$100000 = 10^5$$

$$4 \times 4 \times 4 \times 4 = 4^4$$

ADVANCE ORGANIZING MODEL

Teacher - Student Interaction

Syntax of the Model

Teacher: Good Afternoon Students!

Teacher: Good Afternoon Teacher!

Students: Good Afternoon, how taken out your book

Teacher: Everyone, how taken out your book?

& notebook on the bench?

Students: Yes Teacher!

Teacher: Good! Now see, each student has 2

objects on bench, if I want to calculate

all objects, what shall I do?

Student: $2 + 2 + 2 + 2 \dots$

Teacher: Very good! Here we do multiple

addition, similarly if I want to do

multiple multiplication, what can I do?

Student: $2 \times 2 \times 2 \times 2 \dots$

Teacher: Correct! If we simplify it,

what we will get?

Student: 2^4 .

Teacher: Good! Do you remember last year

we have introduced with exponents?

What is '2' & '4' over here?

Student: 2 is base & '4' is exponents.

Teacher: Very good! So students today

we are going to learn about these

exponents in detail. They are also called

as Indices. So let's learn about their

calculation.

Base of

Index of

Cube of

Indices of

Power of

Organization of

Organizer

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
Teacher: We are going to learn about all the rules/laws of indices one by one. Teacher show some examples on ppt. Watch these examples carefully & tell me	Phase II
3×3 2×2 5×5	Presentation of
What can you see here?	Content
Student: Here, number is multiplied by it self only once in first column & twice in second column.	
Teacher: Good! When we write the number two times with multiplication, it is called <u>Square</u> . & we say it as Power 2.	Logical Order of Content
$3 \times 3 = 3^2 = 9$ $2 \times 2 = 2^2 = 4$ $5 \times 5 = 5^2 = 25$	
In second column, three times the number is written with multiplication that time it is called as <u>Cube</u> . & it is power 3.	
$3 \times 3 \times 3 = 3^3 = 27$ $2 \times 2 \times 2 = 2^3 = 8$ $5 \times 5 \times 5 = 5^3 = 125$	
Now, students solve	
1) $4 \times 4 \times 4 =$ 2) $7 \times 7 \times 7$ 3) $1 \times 1 \times 1 =$	
Student 1: 1) $4 \times 4 \times 4 = 4^3 = 64$	
Student 2: 2) $7 \times 7 \times 7 = 7^3 = 343$	
Student 3: 3) $1 \times 1 \times 1 = 1^3 = 1$	
Teacher: Very good! Now let's see how to perform the multiplication of indices of same base. Observe the example on ppt. carefully.	

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction

$$5^3 \times 5^2$$

(simplifying)

$$= 5 \times 5 \times 5 \times 5 \times 5$$

$$= 5^7$$

$$\therefore 5^3 \times 5^2 = 5^{(3+2)} = 5^7$$

Students, what do you understand here

for any rational number, when they are in multiplication with indices, we can do addition of indices. So, we can derive,

$$a^m \times a^n = a^{m+n}$$

Students solve the following example

$$7. 7^4 \times 7^2$$

$$\text{Student 1} = 7^4 \times 7^2 = 7^{(4+2)} = 7^6$$

$$\text{Student 2} = 7^4 \times 7^2 = 7^{(4+2)} = 7^6$$

$$\text{Teacher: Very good students!}$$

Similarly, let see the division of indices, observe the example on slide

$$6^4 \div 6^2 = \frac{6 \times 6 \times 6 \times 6}{6 \times 6} = 6^2$$

$$\therefore 6^{(4-2)} = 6^2$$

Students, here we can see if the base is nonzero number and exponent is positive, & $m > n$. The we get, $a^m \div a^n = a^{(m-n)}$. Hence, here!

we do subtraction of indices. Student, Teacher, why it should be

Syntax of the Model

Maintenance

of attention

Logical Order

of learning material.

Maintenance of attention

of

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
non zero number? Teacher: Because, we can't divide any number by zero, as it leads to infinity and infinity can't be the answer. understood the reason? Student: Yes teacher! Teacher: Now, student solve & tell answers Teacher: 1) $36 \div 3^4$ 2) $5^8 \div 5^3$ 3) $2^4 \div 2^6$. Student 1: 1) $36 \div 3^4 = 3^{(6-4)} = 3^2$. Student 2: 2) $5^8 - 5^3 = 5^{(8-3)} = 5^5$ Student 2: 3) $5^8 - 5^3 = 5^{(8-3)} = 5^5$ Teacher: Very good! No one solved 3rd problem. OK. Let's solve it. when $m < n$ $2^4 \div 2^6 = 2 \times 2 \times 2 \times 2 \times \frac{1}{2 \times 2 \times 2 \times 2} = \frac{1}{2} = 2^{-1}$ Here we get, when $a \neq 0$ & $m < n$. $\frac{1}{a^{(m-n)}} = a^{- (m-n)}$ understood students? Student: Yes teacher! Teacher: Now observe the next slide, carefully. $(5^2)^3$ This is called as power of power. let's solve. $(5^2)^3 = 5^2 \times 5^2 \times 5^2$ (from 1st law) $= 5^{2+2+2}$ $= 5^6$ $\therefore 5^{(2 \times 3)} = 5^6$. So we get, $(a^m)^n = a^{m \times n} = a^{mn}$	Clarifying the doubts. Use of example.

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction

Solve the following 4 answer

1) $(5^3)^3 =$ 2) $(6^5)^4$

Student 1: 1) 5^9

Student 2: 2) 6^{20}

Teacher: Students, let's revise all laws by filling the blanks.

1) $a^m \times a^n = a^{(m+n)}$

2) $a^m \div a^n = a^{(m-n)}$

3) $a^m \cdot \frac{1}{a^n} =$

4) $(a^m)^n = a^{(m \times n)}$

Teacher: Very good students. Now let's solve some more examples.

1) $3^3 \times 3^5$

2) $6^3 \times 6^4$

3) $4^2 \div 4^4$

4) $6^8 \div 6^4$

5) $(9)^6$

6) $(15^2)^8$

Student 1: 1st answer = 3^8 .

Student 2: Second answer is 6^7

Student 3: Answer is $4^{12} = 164^2$

Student 4: answer is 6^4

Student 5: answer is 9^{12}

Student 6: answer is 15^{16}

Teacher: Absolutely correct! Very good students.

Student: Teacher what will happen if $m = 1$

Teacher: Simple. if a 'that will be' that number only no further multiplication.

Clarifying

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
∴ $a' = a$ understood, or not. Student: Yes teacher! Teacher: If any one want to ask any other doubt, please ask. Student: No doubt mam. Teacher: Ok, so write down the homework. 1) $13^3 \times 13^7$ 2) $16^{10} \times 16^5$ 3) $20^4 \div 20^2$ 4) $4^6 \times 4^8$ 5) $(4^{10})^2$ 6) $(15^1)^6$ Teacher: So students, Today we learnt about laws of indices. In next class, we will learn about square root.	Doubt-

MODELS OF TEACHING

ADVANCE ORGANIZER MODEL

EVALUATION SCHEME

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4	5
1	Phase I	Neat, Correct and Complete					
2		Clarification of the aim					
3		Presentation of the organizer					
4		Use of examples and references					
5		Use of repetition					
6		Revival of previous knowledge / experiences					
7	Phase II	Presentation of content / learning material					
8		Logical order of content / learning material					
9		Maintenance of attention					
10	Phase III	Use of Principle of integration					
11		Encouraged active reception for learning					
12		Development of critical approach towards content					
13		Clarification of doubts					
14	Teaching Skills	Mastery over content					
15		Achievement of objectives as per the phases					
16		Role of teacher students					
17		Ease in using model					
18		Classroom Management					
19		Time Management					
20		Effectiveness in teaching overall impression					
Feedback, (if any) :		Total Marks - 100					

Good use of Model - 100
 Good content. Neatness - 100
 200

TEACHING COMPETENCY - II - OBSERVATIONS INDEX

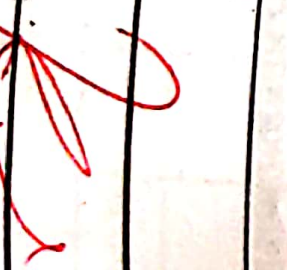
TECHNOLOGY BASED LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. Sign
1.	4/05/21	Science	
2.	5/05/21	Mathematics	

TEAM TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. Sign
1.	8/5/21	Mathematics	
2.	8/5/21	Science	

MODELS OF TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. Sign
1.	12/5/21	Science	
2.	15/5/21	Mathematics	

TECHNOLOGY BASED LESSON - 01

OBSERVATION TOOL

20 - 20

Name of the Student: Madhusri Deshmukh
 Subject: Science Std.: 8th Div.: A Unit: Lighting
 Date: 4/05/21 Subunit: Semiconductor Phenomena

SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Lesson Note पर टाचण				✓	
2.	Pre Preparation पूर्व तयारी			✓		
3.	Use of Technology as per content आशयानुसार तंत्रज्ञानाचा वापर					✓
4.	Accuracy in preparation of technological Aid तंत्रज्ञान निर्मितीतील अचुकता				✓	
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता				✓	
6.	Presence of Mind समयसूचकता				✓	✓
7.	Interaction in Classroom वर्गातील आंतरक्रिया				✓	
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयाची सांगड				✓	
9.	Content Knowledge विषय ज्ञान				✓	
10.	Overall Effect एकंदरीत परिणाम				✓	

Any other Suggestion :-

Total = 4 / 150

Improvement can be done in planning of lesson, & on language.
 Overall impact was good!

Signature of Professor

TECHNOLOGY BASED LESSON OBSERVATION TOOL 20 - 20

Name of the Student: Phuley Vishal

Subject: Mathematics Std.: 9th Div.: A

Date: 5/5/21

Unit: Quadrilaterals
Subunit: Theorem 1

SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Lesson Note पार दाचण				✓	
2.	Pre Preparation पूर्व तयारी				✓	
3.	Use of Technology as per content अश्यानुसार तंत्रज्ञानाचा वापर				✓	
4.	Accuracy in preparation of technological Aid तंत्रज्ञान निमित्तीतील अचुकता				✓	✓
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता				✓	
6.	Presence of Mind समयसूचकता				✓	
7.	Interaction in Classroom वर्गातील आंतरक्रिया					✓
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयाची सांगड				✓	
9.	Content Knowledge विषय ज्ञान					✓
10.	Overall Effect एकंदरीत परिणाम				✓	✓

Any other Suggestion :-

Presentation & use of technology was good!

TEAM TEACHING EVALUATION SCHEME

Lesson No.:

Std. 7th

Student Name : Priyanka Jadhav

Method Maths Unit/Subunit Surface area 4

Student Name : Madhuri Deshmukh

Method Maths Unit/Subunit Volume

Student Name : _____ Method _____ Unit/Subunit _____

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete				✓	
2	Introduction	Relevance and Stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	Presentation	Clarity and Fluency in / Narration / Illustration					✓
6		Questions - Clear, Concise and Grammatically correct					✓
7		Question - Logical and thought Provoking					✓
8		Distribution of questions and Reinforcement					✓
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration					✓
11		Use of Teaching Aids / Use of Examples					✓
12		Mastery over the content					✓
13		Selection of team members				✓	
14		Role and Co ordination among team members				✓	
15		Equal participation of team members				✓	
16		Classroom Management and Time Management				✓	
17	Evaluation	Recapitulation as per objectives.				✓	
18		Application - Appropriate / creative				✓	
19		Homework - Appropriate / activity based				✓	
20		Effectiveness of team teaching				✓	
		Total Marks - 100					<u>84</u>

Feedback, (if any) :

Co-ordination among team members & presentation were good

TEAM TEACHING EVALUATION SCHEME

Lesson No.:
Std. 9th

Student Name: Vishal Dhulap Method Science Unit/Subunit _____

Student Name: Vaishali Method _____ Unit/Subunit _____

Student Name: _____ Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete				✓	
2	Introduction	Relevance and Stimulating				✓	
3		Revival of previous knowledge and linking with the topic				✓	
4		Statement of Aim and Title writing				✓	
5	Presentation	Clarity and Fluency in / Narration / Illustration				✓	
6		Questions - Clear, Concise and Grammatically correct				✓	
7		Question - Logical and thought Provoking				✓	
8		Distribution of questions and Reinforcement				✓	
9		Black Board Work				✓	
10		Clarity in Reading / Ease in Demonstration				✓	
11		Use of Teaching Aids / Use of Examples				✓	
12		Mastery over the content					✓
13		Selection of team members				✓	
14		Role and Co ordination among team members				✓	
15		Equal participation of team members				✓	
16		Classroom Management and Time Management				✓	
17	Evaluation	Recapitulation as per objectives.				✓	
18		Application - Appropriate / creative				✓	
19		Homework - Appropriate / activity based				✓	
20		Effectiveness of team teaching				✓	
Total Marks - 100						87	

Feedback, (if any):

Blackboard work, team co-ordination, were very good!

Signature of Professor In-charge

2. CONCEPT ATTAINMENT MODEL

EVALUATION SCHEME

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Step	Criteria	1	2	3	4	5
No Lesson Note	Neat, Correct and Complete				✓	
1 Phase I	Inclusion of essential attributes in positive examples (Yes)				✓	
2	Inclusion of either essential attributes in negative examples (No)				✓	
3	Sufficient number of examples.					
4	Medium used for the essential attributes of the concept					✓
5	Discussion about the essential attributes of the concept					✓
6	Guideline to compare Yes and No Examples of the concept				✓	
7	Integration of all the essential attributes of the concept				✓	
8	Encouraging the students for defining the concept.			✓		
9	Testing attainment of concept.			✓		
10	Guideline for generation new examples			✓		
11	Discussion about thinking strategies			✓		
12	Students response				✓	
13	Learning experiences					
14	Teaching Skills				✓	
15	Preparation for the lesson				✓	
16	Ease in using model				✓	
17	Black Board Work				✓	
18	Classroom Management					✓
19	Time Management				✓	
20	Overall impression					
Total Marks - 100		83				

Feedback, (if any) :

More understanding of model required.

Signature of Professor In-charge

MODELS OF TEACHING

2 ADVANCE ORGANIZER MODEL

Std. 8th

Student Name : Priganka

Jadhav

Method Maths

Unit/Subunit Discontinuity

EVALUATION SCHEME

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Step	Criteria	1	2	3	4	5
1	Phase I	Neat, Correct and Complete				✓	
2		Clarification of the aim				✓	
3		Presentation of the organizer				✓	
4		Use of examples and references				✓	
5		Use of repetition				✓	
6		Revival of previous knowledge / experiences				✓	
7	Phase II	Presentation of content / learning material					✓
8		Logical order of content / learning material					✓
9		Maintenance of attention				✓	
10	Phase III	Use of Principle of integration				✓	
11		Encouraged active reception for learning				✓	
12		Development of critical approach towards content				✓	
13		Clarification of doubts				✓	
14	Teaching Skills	Mastery over content					✓
15		Achievement of objectives as per the phases				✓	
16		Role of teacher students					✓
17		Ease in using model					✓
18		Classroom Management					✓
19		Time Management				✓	
20		Effectiveness in teaching overall impression				✓	
Total Marks - 100			85				

Feedback, (if any) :

Overall Impact was good.

TECHNOLOGY BASED LESSON - 01

Abhinav Education Society's
College Of Education (B.Ed)

By- Vandana N. Joshi.

Subject - Science (Biology)

Standard - XI

Unit - 2. Systematics of living organisms.

Subunit - Biological Nomenclature.

Method Incharg - Dr. Prajakta Medhekar.

(2020-2021)

INTRODUCTION



What is our identity?



PRESENTATION

Biological Nomenclature

* Art of naming objects

Vernacular
Names

Scientific
Names

VERNACULAR NAMES

Common / Local Names



Mango
आंबा
आम
आम्रफल

-> Limitation of use

-> Universally not accepted

BINOMIAL NOMENCLATURE

- Similar to human naming style
- Genus name like surname
- Species name like personal name
- Manifera indica. Scientific name of mango.

SCIENTIFIC NAMES

- Unic system of naming
- Universally accepted
- Initially Polynomial nomenclature
- Binomial nomenclature (Carl Linnaeus 1753)

TECHNOLOGY BASED LESSON - 01

Rules of Binomial Nomenclature

- Two latin / greek words
- First generic name with capital letter
- Second specific name with small letter
- Should be underlined & in Italics
- Letters in name should be >3 & <13
- Name of inventor should be written at end
- E.g. Mangifera indica L. / Linnaeus

RECAPITULATION

- Biological nomenclature
- Vernacular (Common / Local) Names
- Scientific Names
- Binomial Nomenclature, it's rules & examples

Application

Q. Differentiate between vernacular & scientific names

Vernacular name

- Restricted to area
- No system of naming
- May Vary in number of words
- Universally not accepted.

Scientific names

- No restriction of area
- Scientific system of naming
- Has only 2 words in binomial name
- Universally accepted

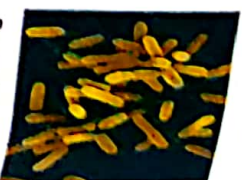
EXAMPLES OF BINOMIAL NOMENCLATURE



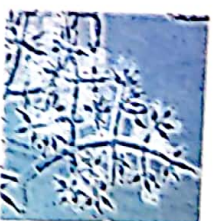
Felis catus



Mangifera indica L.



Pseudomonas fluorescens



Trichoderma viridae



Homo sapiens

EVALUATION

- Q1. Define Nomenclature?
-> Art of naming objects.
- Q2. What are Vernacular names?
-> Common or Local names
- Q3. Fill in the blanks.
- In binomial nomenclature ____ words are present.
- In binomial name first name is of ____ & second name is of ____.

Homework

Q.1 Write a short note on binomial nomenclature system & discuss its rules.



TECHNOLOGY BASED LESSON - 02

Abhinav Education Society's
COLLEGE OG EDUCATION (B.Ed)
Ambegaon (BK) FY B.Ed (2020-2021)
'B.Ed course code - 109
Teaching compitancy II
Tachnology Based Lesson

Standard - 8th.

Unit &

Subject - Mathematics.
subunit - 13. Direct & Undirect. proportion

Guided by

Dr. Arati Gangurde.

Observed by

Dr. Kiran Janawate.

Presented By

Vandana N. Joshi.

INTRODUCTION

Ratio & Proportion

Comparison of two quantities
is called RATIO

Relation between the two
quantities is called
PROPORTION



Types of proportion

Direct proportion.

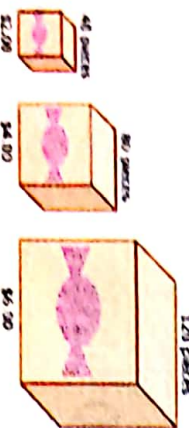
Inverse proportion

Direct proportion

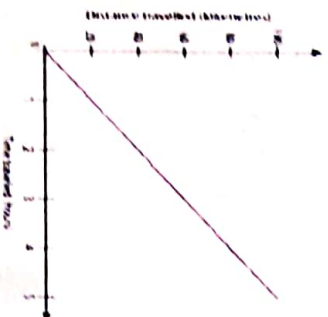
We find that as the value of x increases, value of y also
increases in such a way that the ratio $x:y$
does not change; it remains constant (say k)

We say that x and y are in direct proportion, if

$$x/y = k \text{ or } x = ky.$$



Candy Box 1	Candy Box 2	Candy Box 3
40 pieces	80 pieces	120 pieces
\$2.00	\$4.00	\$6.00



Example

Petrol (l)	4	8	12	15
Distance e (km)	60	...	180	

In this example, $4/60 = 12/180 = 15$

So when x and y are in direct
proportion, we can write $xy = k$

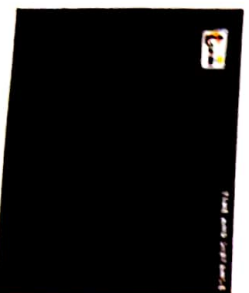
Here $k = 15$

Hence for 8 L distance will be 120 km
& for 15 L distance will be 225 Km

Inverse proportion

If one quantity increases
and other quantity decreases
then they are said to be in
inverse proportion.

Hence if x & y vary in inverse
proportion then $xy = k$



Q.1) 6 pipes are required to fill a tank in 1 hour 20
minutes. How long will it
take if only 5 pipes of the same type are used?

Number of pipes - 6 & 5
Time (in minutes) - 80 & x
Lesser the number of pipes, more will be the time required
by

It to fill the tank. So, this is a case of inverse proportion.

Hence, $80 \times 6 = x \times 5$ (as $xy = k$)
So we get $x = 96$

Thus, time taken to fill the tank by 5 pipes is 96 minutes
or 1 hour 36 minutes

TECHNOLOGY BASED LESSON - 02

Recapitulation

Ratio & proportions

Direct proportion

$$y = kx$$

k is a constant

Inverse proportion

$$y = \frac{k}{x}$$

k is a constant

EVALUATION

- What is Ratio?
- What is proportion?
- Name the types of proportion ?
- True or False
- In direct proportion multiplication of both quantities is constant
- In inverse proportion multiplication of both quantities is constant

APPLICATION

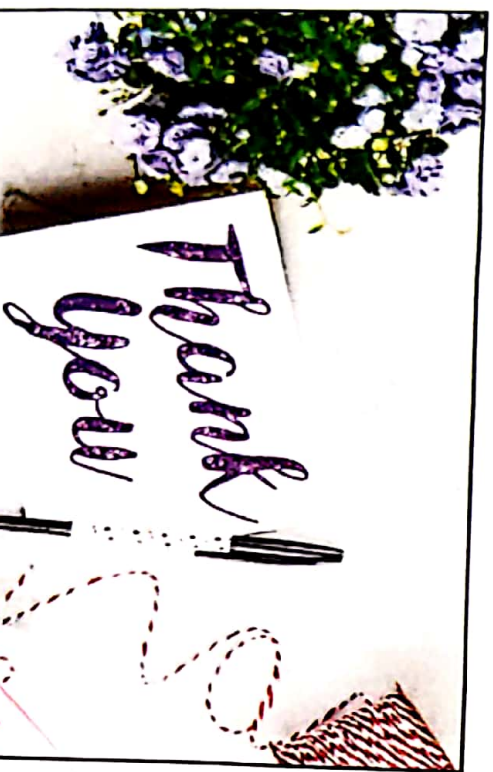
Which of the following are in inverse proportion & in direct proportion?

- (i) The number of workers on a job and the time to complete the job.
- (ii) The time taken for a journey and the distance travelled in a uniform speed.
- (iii) Area of cultivated land and the crop harvested.
- (iv) The time taken for a fixed journey and the speed of the vehicle

Ans. i & iv are inverse proportion
ii & iii are direct proportion

Homework

- Q1. A machine in a soft drink factory fills 840 bottles in six hours. How many bottles will it fill in five hours?
- Q2. If 15 workers can build a wall in 48 hours, how many workers will be required to do the same work in 30 hours?



Slide 12

ANANDHAN

FXB-Ed (2020-21)

Yandana N. Joshi Roll No-57

ABHINAV EDUCATION SOCIETY'S
COLLEGE OF EDUCATION (B.Ed..)

Ambegaon Bk, Pune-46
NAAC Accredited 'B' Grade

Name of the Student : RAMYA PRASANTH Roll No : 15

BED- 111 (B) : 2) SOCIAL SERVICE

EVALUATION SCHEME

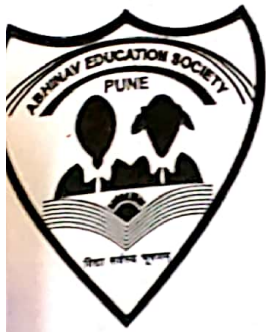
Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr.No	Criteria	1	2	3	4	5
1	Sensitization of Social Issues				✓	
2	Active Participation				✓	
3	Role in Team Work				✓	
4	Leadership Qualities				✓	
5	Utility of the Programme					✓
6	Interaction with the Community				✓	
7	Fulfillment of the Objectives				✓	
8	Educational Implication					✓
9	Overall Performance				✓	
10	Evidence					✓
	Total Marks - 50		43			
	Marks Out of - 25		21.5			

Remark :

Active participation was good.

A
Signature of In-charge



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Course **III B) - 2**

COLLEGE **Abhinav Education
Society's College of Education
(B-Ed), Ambegaon**

NAME **RAMYA PRASANTH**

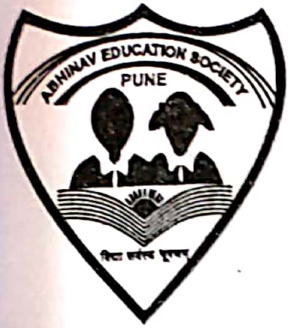
ROLL No: **15**

CLASS **F.Y. B-Ed**

YEAR **2020-2021**

COURSE **III(B): 2] Social Service**

GUIDED BY **Prof. Ashwini
Thorat**



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Course 111 B) - 2

LANDSLIDE - A NATURAL DISASTER

INTRODUCTION

As a first year B-Ed student of Abhinav Education Society's College of Education [B-Ed] Ambegaon - Pune under the Course 111B - 2 Social Service we had a topic on "A Natural disaster" - were we the students under the guideline by Prof. Ashwini Kadbane ma'am and Prof. Ashwini Thorat ma'am have together selected the sub topic on "LANDSLIDE".

with the support from our principal - Dr. Kanchan Chaudhari and also our all respected professors have arranged an activity on Zoom link on 14 August 2020 at 6:00 pm. Our Chief Guest was - Mr. Vijay Vibhute [Assistant Block Development officer, Panchayat Committee, Palan - Taluka. Dist - Satara].

The Agenda of our program were.

Welcome - Priyanka Chandekar

Lamp lighting & we played a video.

Introduction of the program - Prof. Ashwini Kadbane

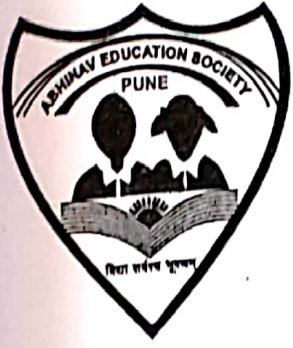
Introduction of chief guest - Prof. Ashwini Thorat

Introduction of topic - Gouri Kulkarni

Meaning of landslide - Anuradha Sherikar

Reasons of landslide - Priyanka Uppalwad

Effects on environment - Sarika Lande



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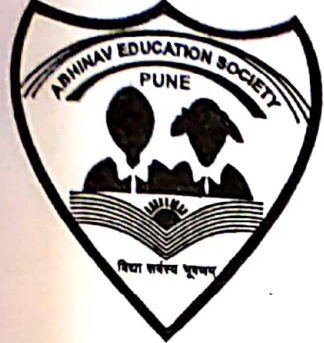
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Effects on human life — Pradnya Jadhav.
Government policies — Ramya Prasanth
Preventive measures of landslides — Ritu Suryavanshi
Special Speech by guest — Mr Vijay Vibhute
Vote of thanks — Aparna Pawar

All the members in our group participated Enthusiastically in Collecting the Informations and preparing PPT & Behind the ~~Scan Scan~~ for Searching of group for awareness was done by Pranali Salve, Sonam, Harish Yadav and Swapnali Shende. Planning and Execution was perfectly done. and the program was a great Success.



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Sensitization of Social Issues.

Improving knowledge - we actually wanted to inform people about an issue and make sure that they have the correct information to truly understand the issue. We wanted a target audience to think critically about the issue and actively process information.

Changing attitudes :- we wanted to change people's behaviour or attitudes towards the issue. we also explain to them how new behaviours and attitudes will have an impact and maybe even change cultural norms and beliefs.

Focus on skills - we made sure that the people have the skills to go with their changed behaviour and attitudes.

Building Social Support - the people we were sensitizing should know where they can get support, or give support, to other people facing the same issue.



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Active participation and Role in Team work.

As our program was in the Zoom meeting, we had a team meeting before the program at 5 to 6 times. Through the participation in attending the meeting which were been told us to do by our team leaders, I first maintained my self-esteem of others. I made sure that each participant feels respected by other team members, and that his or her opinions will be valued.

I Sincerely and Specifically praised individual team members useful suggestions and recognizing their contributions. I made sure that I understand participants feelings by listening carefully to them and responding with empathy to their suggestions and concerns.

As per the discussion made in the meeting by our peer group my Role was to prepare ppt on Government policies and funding and present it on the program.



Course

Leadership Qualities.

The most Important qualities of a good leader include Integrity, accountability, Empathy, humility, resilience, vision, Influence and positivity.

Irrespective of how you define the word leadership, you can't deny that certain individuals can greatly impact the lives of others based on their experience and insights. While we're all living different timelines on the journey of life, we look to leaders for guidance and advice. While some leaders seem like they were naturally born that way, leadership skills can be learned. It doesn't matter if you haven't led before. There are certain characteristics, traits and skills that ultimately build the most effective leaders.

Important leadership qualities are.

Communication

Integrity

Accountability

Empathy

Humility

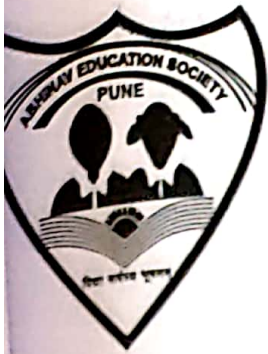
Resilience

Vision

Influence

Positivity

Delegation



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Utility of the programme.

The programme was on 14th of August 2021 at 6:00 Pm. The link for the zoom meeting and the details of the programme was already sent to other peer members, friends and families. By our peer group students and also by our Group Incharge - Prof Ashwini Kadbane ma'am and Prof Ashwini Thorat ma'am. Respected & chief guest of the programme was Mr. Vijay Vibhute - [Assistant Block Development Officer, Panchayat Committee, Adan - Taluka Dist. Satara].

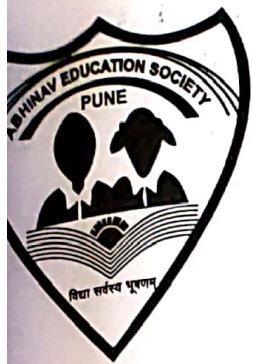
The programme started at sharp 6:00pm by welcome speech by Priyanka Chandekar after that the lighting lamp [video and music] was played.

Introduction of programme was done by Prof Ashwini Kadbane ma'am later introduction of chief guest was done by Prof. Ashwini Thorat ma'am.

Followed by topic Introduction done by Gouri Kulkarni.

Meaning of landslide was given by Anuradha Sherikar.

A landslide is the movement of rock, earth, or debris down a sloped section of land. Landslides are caused by earthquakes, volcanoes, or other



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Reasons of landslide was by Priyanka Uppalwad.

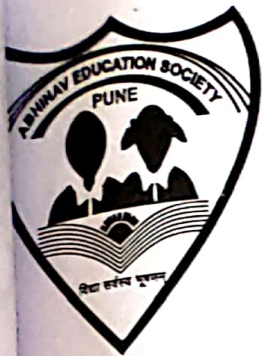
Landslides are caused by disturbances in the natural stability of a slope. They can accompany heavy rains or follow droughts, earthquakes, or volcanic eruptions. Mudslides develop when water rapidly accumulates in the ground and results in a surge of water-saturated rock, earth, and debris.

Effects on Environment: was done by Sarika Landge.

Landslide impact the earth's natural environment, including effects on 1) the morphology of the Earth's subaerial and submarine surfaces. 2) forests and grasslands and 3) habitats of native flora and fauna. Morphologic effects are part of a general tendency of surface degradation by mass wasting and erosion.

Effects on human life: was done by Pradnya Jadhav.

The impact of a landslide can be extensive, including loss of life, destruction of infrastructure, damage to land and loss of natural resources. Deep landslides, triggered by major earthquakes or volcanic activity, can destroy thousands of acres of land and kill thousands.



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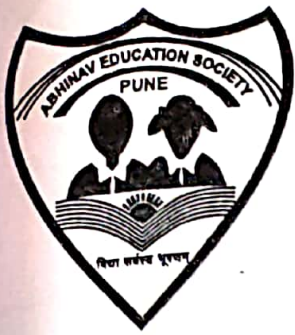
Government policies was done by
Ramya Prasanth

The Government have enacted and notified the disaster management Act for monitoring the implementation of the disaster management plans, ensuring measures by various wings of govt. for prevention and mitigating effects of disasters and for understanding a holistic co-ordinated and prompt response to any disaster situation.

Preventive measures of landslides was done by Ritu Suryavanshi.

There are various direct methods of preventing landslides; these include modifying slope geometry, using chemical agents to reinforce slope material, installing structures such as piles and retaining walls, grouting rock joints and fissures, diverting rock debris pathways, and rerouting surface and underwater drainage.

Before the vote of Thanks by Aparna Pansar there was a special speech by our Chief Guest Mr. Vijay Vibhute about his experience and information about the landslide which was very useful. The programme was a huge success. Thank you for each and every word for the success.



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Interaction with the Community.

A landslide is defined as the movement of a mass of rock, debris, or earth down a slope. Landslides are a types of mass wasting which denotes any down-slope movement of soil and rock under the direct influence of gravity. The term "landslide" encompasses five modes of slope movement: falls, topples, slides, spreads, and flows.

We should inform the community about the landslide and should say them to follow signs, what to do before, during and after.

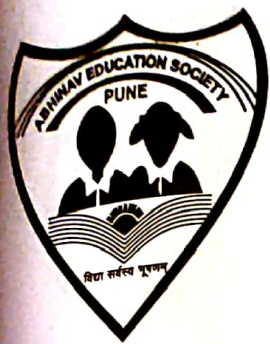
Springs, seeps, or saturated ground in area that have not typically been wet before.

Do not build near steep slopes, close to mountain edges, near drainage ways or natural erosion valleys.

Get a ground assessment of your property to watch the pattern of storm-water drainage near your home;

ask them to learn about the emergency-response and evacuation plans of your area.

plant ground cover on slopes and build retaining walls.



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Fulfillment of the objectives:

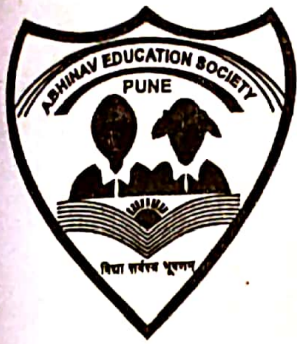
It helped to establish a mechanism for the effective and efficient sharing of knowledge,

It helped to determine the nature of existing technical and institutional gap

It helped to collect and disseminate possible practices for the study of landslides and the environment at the local and regional scale.

It helped to promote and enhance institutional coping capacity at the national and regional levels.

It helped to substantially reduce the landslides and adverse environmental effects, acknowledging the current and future complex socio-economic setting of the Himalayan Region.



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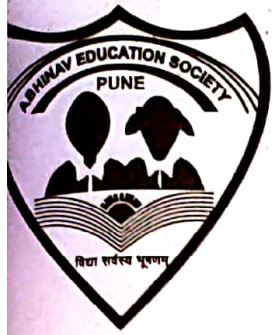
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Educational Implication.

It is vital to study landslide investigations which helps understand landslides. Landslides are a severe threat to lives and properties, it is essential to understand the physical processes, causes of landslides, movements characteristics, and potential risk factor. Landslides can occur due to human activities also, It is important to make understand in the form of school education itself. Landslides are a serious geologic hazard common to almost every state in H. It is also important to understand the science of landslides - their causes, movement characteristics, soil properties, the geology associated with them, and where they are likely to occur.



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Photos and Screenshots

Ashwini Kadbane is inviting you to a scheduled Zoom meeting.

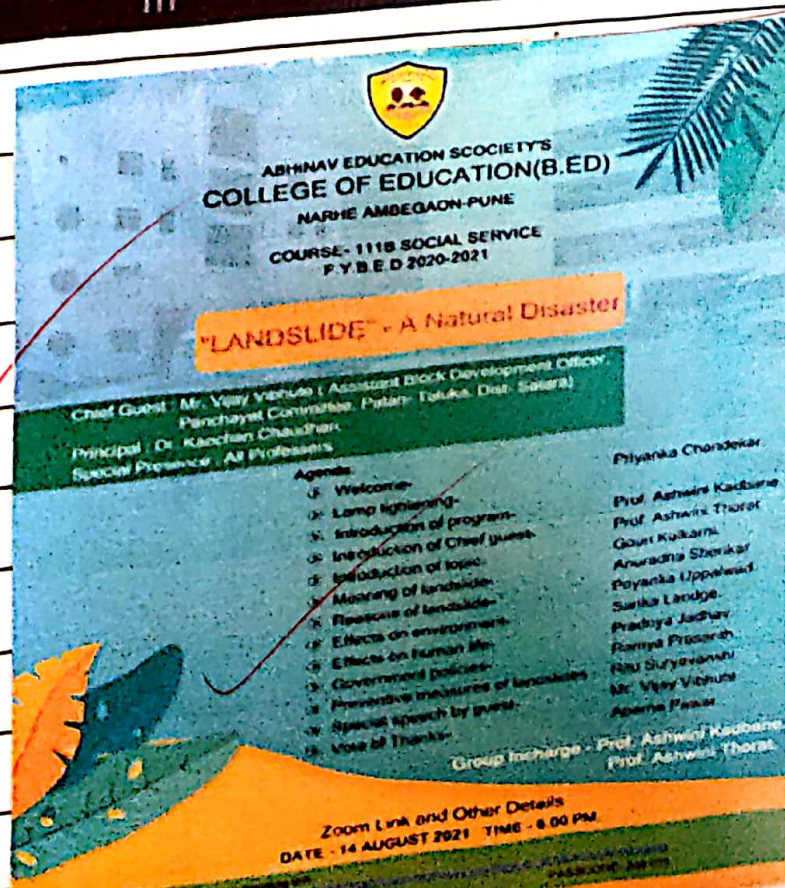
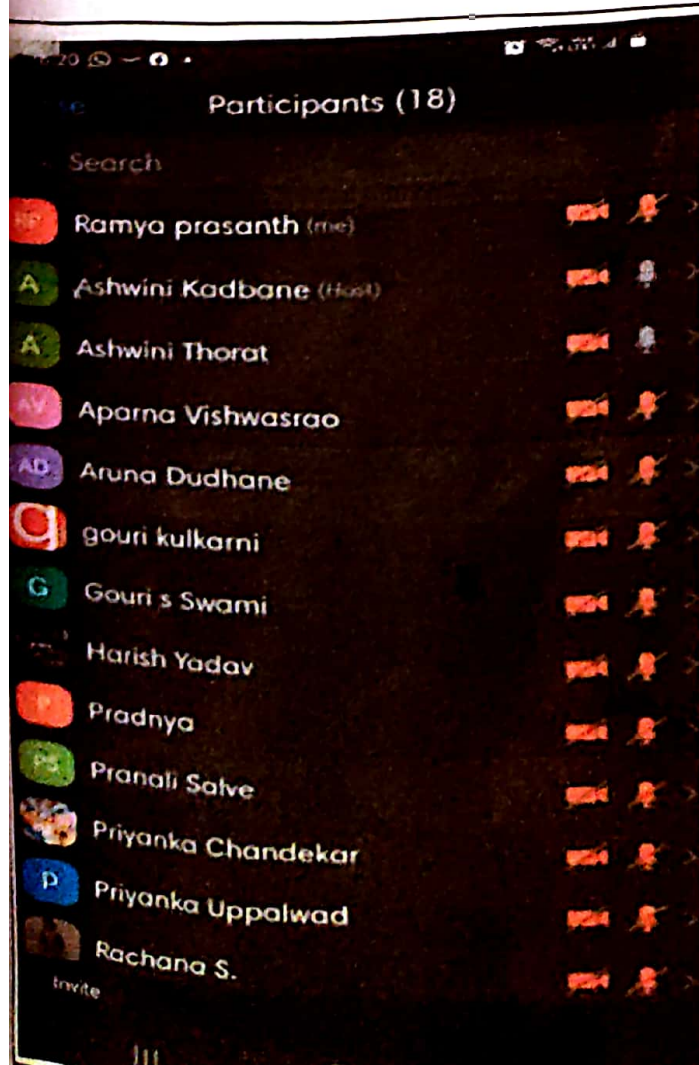
Topic: 111-B - Social Service Activity
Awareness Program - Landslides : A Natural Disaster
Time: Aug 14, 2021 06:00 PM India

Join Zoom Meeting

<https://zoom.us/j/6393227540?pwd=RUFOVHJzMTR0bzFUK2dOK0UyNyhQdz09>

Meeting ID: 639 322 7540
Passcode: Ask103

2:32 pm ✓





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