

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



45
50
Aengurde
Good work!

F. Y. B. Ed. 2021 - 2022

B. Ed. 109 : TEACHING COMPETENCY - II

NAME : Prajakta Dnyanesh Bidwai

ADDRESS : B-903, Crystle Castle, Dhayari Phata,
Dhayari, Pune.

PHONE : 9822917060

ROLL NO. : 53

METHODS : Science & Math's.

GROUP INCHARGE PROF. : Dr. Aarti Gungurde Madam.

INDEX

TECHNOLOGY BASED LESSON (2 Lessons)

SR.	DATE	METHOD	50	SIGN.
1.	6/4/22	Science	45	<i>Pengusde</i>
2.	8/4/22	Mathematics	47	
TOTAL				
TOTAL MARKS OUT OF			<u>92</u> 100	<u>46</u> 50 (CONVERTED TO)

TEAM TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	100	SIGN.
1.	13/4/22	Science	87	<i>Pengusde</i>
2.	16/4/22	Mathematics	88	
TOTAL				
TOTAL MARKS OUT OF			<u>175</u> 200	<u>43.75</u> 50 (CONVERTED TO)

MODELS OF TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	100	SIGN.
1.	20/4/22	Science	88	<i>Pengusde</i>
2.	23/4/22	Mathematics	88	
TOTAL				
TOTAL MARKS OUT OF			<u>176</u> 200	<u>44</u> 50 (CONVERTED TO)

$$\text{GRAND TOTAL} = \frac{46}{50} + \frac{43.75}{50} + \frac{44}{50} = \frac{133.75}{150} = \frac{44.58}{50} = \frac{45}{50}$$

Pengusde

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

20 - 20

TECHNOLOGY BASED TEACHING

Name of the Student : Projakta Dnyanesh Bidwai Roll No. : 53

Std. / Division : VIII A School Subject : Science

Unit : Health and Diseases Sub Unit : Types of Diseases

Previous Knowledge : Student know about various efficiency diseases

Aim of the Lesson : To teach various types of diseases in details

Teaching Method : Explanation

Teaching Aids : PPT

Core Elements : Inculcation of Scientific temper

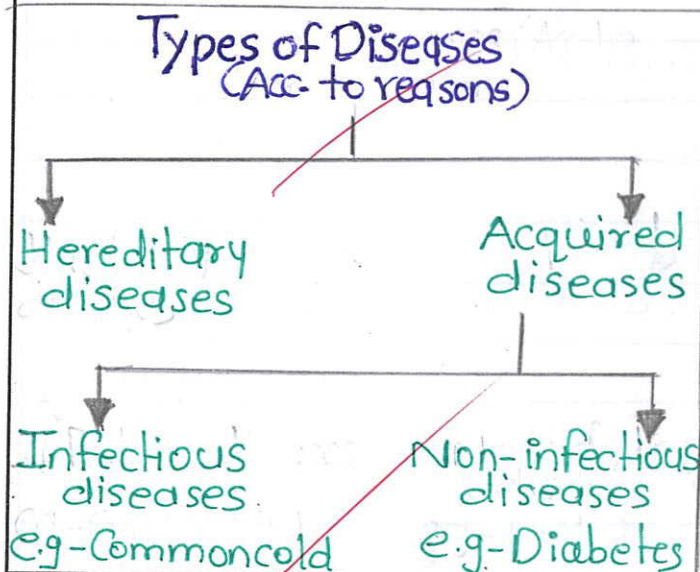
Values : Scientific attitude

Life Skills : Creative thinking

B. B. WORK

Date : 6/4/2022 Subject - Science Std. VIII

Unit - Health & Disease
Div. A
Sub-unit - Type of Disease



• Health - It is a state of complete physical, mental & social well beingness.

• Disease - It is a condition of disturbances in physiological or psychological processes of a body.

Content	Objectives
	<u>Knowledge :-</u>
	Student gives answer
	based on their previous
	knowledge.
There are 2 types of acquired diseases.	

Teacher's Activity	Student's Activity
Introduction :-	
<p>→ Teacher enters the class & wish student "Good Morning. Then teacher asks few question-</p>	<p>Student greets teacher "good morning".</p>
<p>- When we called a person of good health person?</p>	<p><u>Student Answer -</u> - When he/she is fit n fine.</p>
<p>- What happen if we don't keep the surrounding clean?</p>	<p><u>Student Answer -</u> - We get sick.</p>
<p>Good. By eating balanced diet & keeping the surrounding clean we can maintain good health. Due to the lack of vitamins & minerals, air pollution, contaminated food we can get sickness. The micro-organism enter the human body if body is weak, then the develop the symptoms of illness & our health get disturbed.</p>	
Statement of Aim :-	
<p>So today we are going to learn about the diseases and types of diseases.</p> <p>- Teacher draw flow chart on the board.</p>	
Explanation :-	
<p>→ Teacher explains about health</p>	

Content	Objectives
① Infectious Diseases	
② Non-infectious Diseases.	
① <u>Infectious Diseases</u> :-	
Infectious diseases are caused	
by micro-organisms such as	
bacteria, viruses, fungi or parasites.	
These micro-organisms are	
contagious, meaning they can be	
transmitted from one person to	
another.	
E.g. :- Common cold, COVID-19.	
② <u>Non-infectious Diseases</u> :-	
Non-infectious diseases are	<u>Knowledge</u> :-
not caused by pathogens &	Student knows about
therefore cannot be spread from	few prevention strategies.
one person to another, whereas	
they are caused by factors such	
as genetics, malnutrition, environ-	
ment and lifestyle.	
E.g. :- Cancer, diabetes, Alzheimer.	
<u>Prevention Strategies</u> :-	
For infectious disease focus on	
isolating individuals & vaccinating	
against known strains.	
For non infectious disease	
focused on lifestyle choices &	
patterns. One can reduce risk of	
Type 2 diabetes by maintaining	
a healthy weight, regular exercise	
& balanced diet.	

Teacher's Activity	Student's Activity
and diseases to student using slide 2.	
→ Then teacher explains about different types of diseases using slide 3 & 4.	Student observe and listen carefully.
→ Then teacher explains about the examples of various diseases using slide 5	
→ Teacher then explains about the different prevention strategies for various diseases using slide 6.	Student listen carefully.

Content	Objectives
	<u>Comprehension :-</u>
	Student gives answer.
	<u>Application :-</u>
	Student writes answers.
	<u>Skill :-</u>
	Student think and
	answer properly (perfection)

Teacher's Activity	Student's Activity
<p>Recapitulation :-</p> <p>Teacher tells, student today we have learnt about diseases & its type. Revised infectious & non-infectious disease with examples.</p>	
<p>Evaluation :-</p> <p>① How many & which are the types of acquired diseases?</p>	<p><u>Student Answer</u></p> <p>— 2 types</p> <p>— ① Infectious</p> <p>② Non-infectious.</p>
<p>Application :-</p> <p>fill in the blanks.</p> <p>① Micro-organisms are _____.</p> <p>② One can reduce <u>Type 2 diabetes</u> by maintaining healthy weight.</p> <p>③ _____ is an example of infectious diseases.</p>	<p><u>Student Answer</u> →</p> <p>① Contagious</p> <p>② Type 2 diabetes</p> <p>③ Covid-19.</p>
<p>Homework :-</p> <p>Q.1 Write down difference between infectious & non-infectious diseases.</p> <p>Q.2 Write down preventive measures of diseases.</p>	<p>Student note down the homework in their notebook.</p>
<p>Final Statement :-</p> <p>So student today we have learnt about diseases & types of diseases tomorrow we will learnt about some important diseases of present days.</p>	

Anguse

TECHNOLOGY BASED LESSON OBSERVATION TOOL

2021 - 2022

Name of the Student : Prajakta D. Bidwai
 Subject : Science Std. : VIII Div. : A Unit : Health & diseases.
 Date : 6/4/22 Subunit : Types of diseases

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 आंशयानुसार 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 :-

- * Very good slides.
- * Explained the content well.
- * Good content knowledge.

Total = 45 / 50

Ponguae
Signature of Observer

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

2021 - 2022

TECHNOLOGY BASED TEACHING

Name of the Student: Prajakta Dnyanesh Bidwai Roll No.: 53

Std. / Division: VII A School Subject: Mathematics

Unit: Angles & pair of angles Sub Unit: Types of Pair of Angles

Previous Knowledge: Student knows about lines and angles.

Aim of the Lesson: To teach about properties of angles formed by \parallel lines.

Teaching Method: Explanation method

Teaching Aids: PPT

Core Elements: Inculcation of scientific temper

Values: Neatness and Scientific attitude

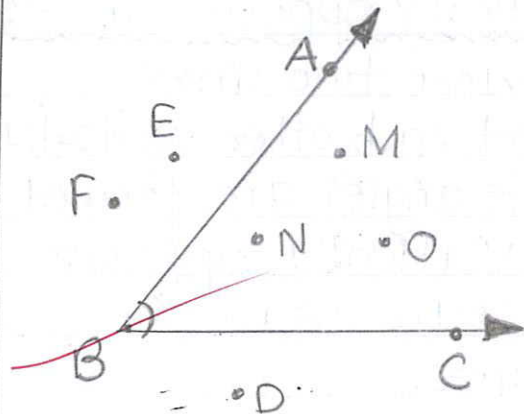
Life Skills: Creative thinking.

B. B. WORK

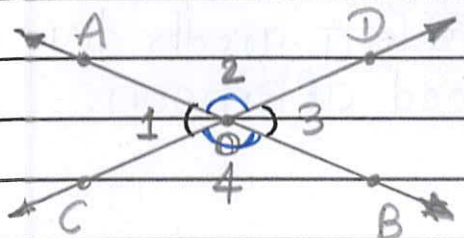
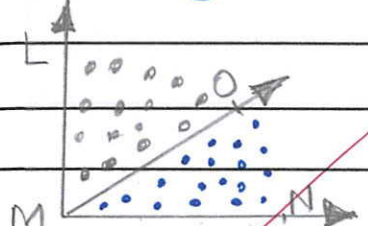
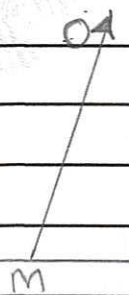
Date: 8/4/2022 Subject - Mathematics Std. VII
 Unit - Angle & pair of angle Div. A
 Sub-Unit - Types of pair of Angles

Angles & Pair of Angles

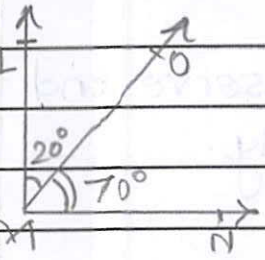
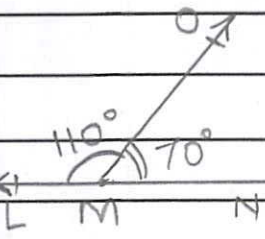
- Vertically Opposite Angles
- Adjacent Angles
- Linear Pair of Angles
- Complementary Angles
- Supplementary Angles

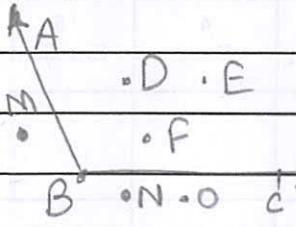
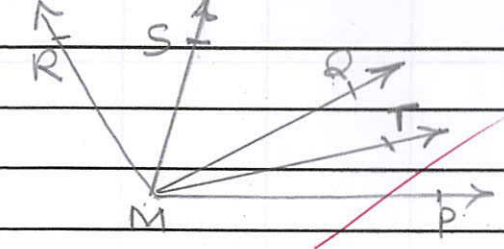


Teacher's Activity	Student's Activity
<p>→ Teacher enters the class and greet student "Good Afternoon." Then teacher asked question based on the diagram drawn on board.</p>	<p>Student greets teacher good afternoon.</p>
<p>Q. What is the name of the angle shown in fig?</p>	<p>Student Answer :- $\angle ABC$.</p>
<p>Q. What is the name of the vertex?</p>	<p>Student Answer :- point B.</p>
<p>Then teacher informed points M, N, and O are the interior of angles and points D, E, F are present in the exterior of the $\angle ABC$.</p>	
<p>Statement of Aim :-</p>	
<p>So student today we are going to learn about types of angles and pair of angles.</p>	
<p>Explanation :-</p>	
<p>→ Teacher explains angles & lines and then various types of angles using slide 2.</p>	
<p>① Vertically opposite angles</p>	
<p>② Adjacent angles</p>	
<p>③ Linear pair of angles</p>	

Content	Objectives
	
<p>1. $\angle AOC$ and $\angle BOD$ 2. $\angle AOD$ and $\angle BOC$ are vertically opposite angles.</p>	
<p>② <u>Adjacent Angles</u> :- Two angles which have a common vertex, a common arm & separate interiors are said to be adjacent angles.</p>	
 <p>$\angle LMO$ & $\angle NMO$ are adjacent angles. Common vertex - pt. M Common arm : Ray Mo</p>	<p><u>Knowledge</u> :- student answers about vertex, common arm as per their previous knowledge.</p>
<p>③ <u>Linear Pair of Angles</u> :- Two angles are said to be linear if they have one common arm, common vertex & their non common arms are two opposite rays. The sum of angles in a linear pair is 180°.</p>	
 <p>Common vertex - pt. M Common ray - Ray Mo Oppo. rays - Ray LM, MN $\angle LMO$ & $\angle NMO$ are angles in linear pair.</p>	

Teacher's Activity	Student's Activity
③ Complementary angles	
④ Supplementary angles.	
→ Teacher explains vertically opposite angle with examples using slide 3.	Student observe and listen carefully.
→ Teacher explains adjacent angles with examples using slide 4.	
→ Teacher explains linear pair of angles using slide 5.	
→ Teacher explains about complementary angles with examples using slide 6.	
→ Teacher explains about supplementary angles with examples using slide 7.	Student listen carefully.

Content	Objectives
<p>④ Complementary Angles :- Two angles whose sum is 90° are called complementary angles</p>  <p>$\therefore \angle LMO$ & $\angle NMO$ are complementary angles of each other. ($20^\circ + 70^\circ = 90^\circ$)</p>	<p>Comprehension :- Student gives answer</p>
<p>⑤ Supplementary Angles :- Two angles whose sum is 180° are called supplementary angles</p>  <p>$\therefore \angle LMO$ & $\angle NMO$ are supplementary angles of each other. ($110^\circ + 70^\circ = 180^\circ$)</p>	<p>Application :- Student thinks and answers properly. Skill :- Student answers correctly.</p>

Teacher's Activity	Student's Activity
<p>Recapitulation :-</p>	
<p>Today we learnt about types of angles & pair of angles. using slide 8.</p>	<p>student listen carefully</p>
<p>Evaluation :-</p>	
<p>Using slide 9 teacher ask tell me points which are interior of $\angle ABC$</p>  <p>The diagram shows an angle with vertex B. One ray extends upwards and to the left, passing through point A. The other ray extends horizontally to the right, passing through point C. Several points are marked inside the angle: D, E, F, N, and O.</p>	<p>Student Answer :- - point D, E, F.</p>
<p>Application :-</p>	
<p>Using slide 10 teacher asks - Are the following pairs adjacent angles? say yes or no.</p>	<p>Student Answer :-</p>
<p>① $\angle PMQ$ & $\angle RMQ$</p>	<p>① YES</p>
<p>② $\angle SMQ$ & $\angle SMP$</p>	<p>② NO</p>
 <p>The diagram shows a vertex M. Several rays originate from M: one pointing up-left (R), one pointing up (S), one pointing up-right (Q), one pointing right (T), and one pointing right (P). This creates several adjacent angles.</p>	
<p>Homework :-</p>	
<p>Teacher gives homework using slide 11- ① In $\triangle XYZ$, $m\angle Y = 90^\circ$. What kind of a pair do $\angle X$ & $\angle Z$ make?</p>	<p>student copied homework in their notebook.</p>
<p>Final Statement :-</p>	<p>So student today we have learnt about types of angles tomorrow we will solved word problem</p>

AP Engende

TECHNOLOGY BASED LESSON OBSERVATION TOOL

2021 - 2022

Name of the Student : Prajakta Dnyanesh Bidwai
Subject : Mathematics Std.: VII Div.: A Unit : Angles & pair of angles
Date : 8/4/22 Subunit : Types of angles & pair of angles.

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 आंशयानुसार 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 :-

- * very good use of technology.
- * Good interaction with students.
- * Good content knowledge.

Total = 47 / 50

Bhargava
Signature of Observer

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

2021 - 2022

TEAM TEACHING

Name of the Student : Prajakta Pnyanesh Bidwai Roll No. : 53

Name of the Student : Pournima Amol Kale Roll No. : 73

Name of the Student : _____ Roll No. : _____

Std. / Division : TX A School Subject : Science

Unit : Substances in common use Sub Unit : Salts of everyday use

Previous Knowledge : Student knows basic information about salt.

Aim of the Lesson : To teach different salts of everyday use.

Teaching Method : Explanation method.

Teaching Aids : Charts of various images of salt.

Core Elements : Inculcation of scientific temper.

Values : Scientific attitude

Life Skills : Critical thinking

B. B. WORK

Date : 13/4/22 Subject - Science Std. TX

Unit - Substances in Common use Div. A

Subunit - Salts of everyday use

Salts :- NaCl , NaHCO_3 , CaOCl_2 ,
 Na_2CO_3 , $10\text{F}_2\text{O}$.

1. NaCl - Sodium Chloride

Properties :- Crystalline, Colourless
- Neutral $\text{PH} = 7$
- Conducts electricity
in fused state
- $\text{MP} = 800^\circ\text{C}$

Uses : Use for productⁿ of diff.
salts.

2. NaHCO_3 - Sodium Bicarbonate

Properties : Basic in nature
- Antacid

Uses : To make CO_2 for
fire extinguisher
- To make bread,
cake etc.

Teacher's Activity	Student's Activity
Introduction (Teacher 2) :-	
<p>→ Teacher enters the class and greets student "Good Morning." Then teacher says, we know sea is a rich source of several salts of various element such as Cl, Na, Mg etc. However we also use other salts apart from these in our day to day life. In order to study these salts, one must know the properties of that particular salt.</p>	<p>Student greets teacher, "Good morning teacher."</p> <p>Student listens carefully.</p>
Statement of Aim :-	
<p>→ Teacher 2 says, so students</p>	<p>today we are going to deal with different types of salts of daily use.</p>
Explanation :- (Teacher 1)	
<p>→ Teacher 1 writes different salts on the blackboard. Teacher shows the images of salts through chart.</p>	<p>student observes and listen carefully.</p>
<p>→ Then teacher 1 explains properties and uses of NaCl.</p>	

Content	Objectives
<p>3) When an electric current is passed through solⁿ of NaCl, it is electrolysed and hydrogen gas is released at cathode, while chlorine gas is released at anode. Sodium hydroxide (NaOH) is formed in this method.</p> $2\text{NaCl} + 2\text{H}_2\text{O} \rightarrow 2\text{NaOH} + \text{Cl}_2 \uparrow + \text{H}_2 \uparrow$	
<p>4) Melting point is 800°C. Uses → 1. In food preparation 2. To prepare Na₂CO₃</p>	
<p>*NaHCO₃: Sodium Bicarbonate</p>	
<p>Properties →</p>	
<p>1. NaHCO₃ reacts with litmus paper and red litmus paper turns blue which means that it is basic in nature.</p>	
<p>2. It is antacid.</p>	<p>Knowledge :-</p>
<p>Uses :-</p>	<p>Student identifies the</p>
<p>1. Used to clean an oven.</p>	<p>image and enlist the</p>
<p>2. It is used in fire extinguisher to make CO₂</p>	<p>use of salt.</p>
<p>3. Used to make bread, cake, dhokla.</p>	

Content	Objectives
	Comprehension :-
	Student answers the
	questions.
	<u>Application :-</u>
	Student writes the equat ⁿ
	on board.
	<u>Skill :-</u>
	Student writes the correct
	chemical equation on
	board.

Teacher's Activity	Student's Activity
Evaluation :-	
→ Teacher 2 asks students to fill in the blanks.	Student Answer -
① _____ is a natural salt.	1. NaCl.
② _____ is used to clean the oven	2. NaHCO ₃ .
③ NaCl is used to prepare _____ salt.	3. Na ₂ CO ₃ , NaHCO ₃ .
Application :-	
→ Teacher 1 asks what will happen if electric current is passed through the sol ⁿ of NaCl. Write down the chemical equation on board.	Student Answer - It is electrolysed & hydrogen gas will be released at cathode & chlorine gas will be released at anode. $2\text{NaCl} + 2\text{H}_2\text{O} \rightarrow 2\text{NaOH} + \text{Cl}_2\uparrow + \text{H}_2$
Homework :-	
→ Teacher 2 gives the homework as	
① A litmus paper was dropped into 2 ml dilute HCl. Then 2 ml concentrated NaOH was added. Write the changes seen in the instance and explain the reason.	Student note down the homework in their notebook.
Final Statement :-	
Teacher says, so student	today we have learnt about
2 salts which we use in everyday's life, tomorrow we	will discuss the remaining salts.

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	5
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				✓	
		Total Marks - 100				✓	

Feedback, (if any) :

1) Good - co-operation in team

2) Class-room managment was good.

87/100

Rangela

Signature of Professor In-charge

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

20 - 20

TEAM TEACHING

Name of the Student : Prajakta Dnyanesh Bidwai Roll No. : 53

Name of the Student : Pournima Amol Kale Roll No. : 73

Name of the Student : _____ Roll No. : _____

Std. / Division : VII A School Subject : Mathematics

Unit : Algebra Sub Unit : Algebraic Formulae - Expansion of Squares.

Previous Knowledge : Student knows how to find area of squares & rectangles.

Aim of the Lesson : To teach about the Expansion of Square

Teaching Method : Explanation Method

Teaching Aids : Picture, Ruler, Black Board, Roller Board

Core Elements : Inculcation of Scientific temper

Values : Neatness and Scientific attitude

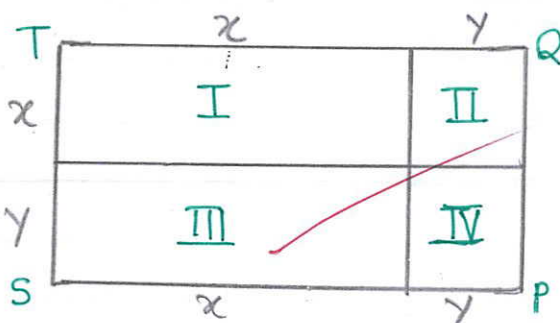
Life Skills : Creative thinking.

B. B. WORK

Date : 16/4/22 Subject - Mathematics Std. VII

Unit - Algebra Div. A

Sub-Unit - Algebraic formulae - Expansion of squares.



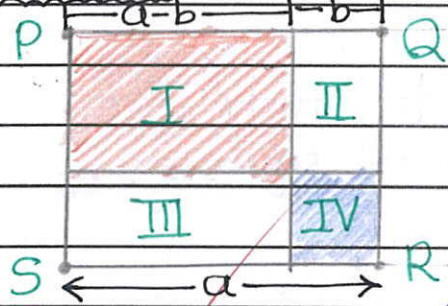
$$\therefore A(\square Q T S P) = (x+y)^2$$

$$A(\square Q T S P) = A(\text{Rectangle I}) + A(\text{Rectangle II}) + A(\text{Rectangle III}) + A(\text{Rectangle IV})$$

$$\therefore (x+y)^2 = x^2 + xy + xy + y^2$$

$$(x+y)^2 = x^2 + 2xy + y^2$$

Teacher's Activity	Student's Activity
Introduction :-	
Teachers enter the class & greets students "Good Morning". Then Teacher 1 asked question related to previous knowledge of students.	Student greets teachers good morning teacher.
→ What is the formula of area of square?	<u>Student Answer -</u> - (side) ²
→ What is the formula of area of rectangle?	<u>student Answer -</u> - length x breath = l x b.
Then teacher asks student to observe the figure drawn on the board.	
Statement of Aim :-	
So today we are going to study the algebraic formulae - Expansion of square.	
Explanation :-	
→ Teacher 2 explains :	
The product of algebraic expression is called their 'expansion' or their expanded form. There are some formulae which help in writing certain expansion.	student listen carefully.

Content	Objectives
$A(\square PQRS) = \text{Sum of areas of rectangles I, II, III, IV.}$	
$\therefore A(\square PQRS) = A(\text{Rectangle I}) + A(\text{Rectangle II}) + A(\text{Rectangle III}) + A(\text{Rectangle IV})$	
$\text{i.e. } (x+y)^2 = x^2 + xy + xy + y^2$	
$\therefore (x+y)^2 = x^2 + 2xy + y^2$	
<p>Now, let us multiply $(x+y)^2$ as algebraic expressions.</p>	
$(x+y)(x+y) = x(x+y) + y(x+y)$ $= x^2 + 2xy + y^2$	<p>Knowledge :- Student understands</p>
<p>$\therefore (x+y)^2 = x^2 + 2xy + y^2$ is the formula for the expansion of square of a binomial.</p>	<p>the concept of how we get the formula of $(x+y)^2$.</p>
<p>Activity II :-</p>	
	
$A(\text{square I}) + A(\text{rectangle II}) + A(\text{rectangle III}) + A(\text{square IV}) = A(\square PQRS)$	
$\therefore (a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$	
$\therefore (a-b)^2 + 2ab - 2b^2 + b^2 = a^2$	
$(a-b)^2 + 2ab - b^2 = a^2$	
$\therefore (a-b)^2 = a^2 - 2ab + b^2$	
<p>Now, let us multiply the algebraic expressions & obtain the formula.</p>	
$(a-b)^2 = (a-b) \times (a-b)$	

Teacher's Activity	Student's Activity
→ Then using formula	
$(x+y)^2 = x^2 + 2xy + y^2$	Student observe
teacher solves the problem	carefully.
$(2x+3y)^2 = (2x)^2 + 2(2x)(3y) + (3y)^2$	
$= 4x^2 + 12xy + 9y^2$	
→ Then teacher explains the	
second expansion formula of	student observe and
square with side a divided	listen carefully.
into 4 rectangles namely,	
square with side (a-b), square	
with side b and two rectangles	
of side (a-b) and b.	
→ Then using formula	
$(a-b)^2 = a^2 - 2ab + b^2$ teacher	student observe
solves the problem	carefully.
$(5x-4)^2 = (5x)^2 - 2(5x) \times 4 + 4^2$	
$= 25x^2 - 40x + 16$	

Content	Objectives
$(a-b)^2 = a(a-b) - b(a-b)$	
$= a^2 - ab - ab + b^2$	
$(a-b)^2 = a^2 - 2ab + b^2$	
	<u>Comprehension :-</u>
	Student answers the
	questions regarding the
	formulae.
	<u>Application :-</u>
	Student solves the
	sum.
	<u>Skill :-</u>
	Student solves exam-
	ple correctly.

Teacher's Activity	Student's Activity
<p>Recapitulation :-</p>	
<p>Today we studied about the expanded form of a binomial and how to solve the problem using the formula.</p>	
<p>Evaluation :-</p>	
<p>Teacher says, so tell me the formula of $(a+b)^2$ and $(a-b)^2$ and of which expanded form they are?</p>	<p>Student Answer - $(a+b)^2 = a^2 + 2ab + b^2$ $(a-b)^2 = a^2 - 2ab + b^2$ \rightarrow Square of a binomial.</p>
<p>Application :-</p>	
<p>Teacher ask to expand the following expressions on board.</p>	
<p>① $(2+5)^2$</p>	<p>Student Answer - $(2+5)^2 = (2)^2 + (2) \times 2 \times 5 + (5)^2$ $= 4 + 20 + 25 = 49$</p>
<p>② $(50+1)^2$</p>	<p>$(50+1)^2 = (50)^2 + 2(50) \times 1 + (1)^2$ $= 2500 + 100 + 1 = 2601$</p>
	<p>Student solves correctly on board.</p>
<p>Homework :-</p>	
<p>① Expand \rightarrow</p>	<p>Student copies homework in their notebook.</p>
<p>① $(5a+6b)^2$ ② $(a/2+b/3)$</p>	
<p>③ $(2p-3q)^2$</p>	
<p>Final Statement :-</p>	
<p>Today we have studied how to obtain the formula of a square of a binomial, tomorrow we will learn factorising a Binomial.</p>	

Amrita

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	5
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				✓	
		Total Marks - 100				✓	

Feedback, (if any) :

88/100

* Good B.B. work.

* Equal participation of both.

Pengunde

Signature of Professor In-charge

Lesson No.:

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

2021 - 2022

MODELS OF TEACHING - CONCEPT ATTAINMENT MODEL

Name of the Student : Prajakta Dnyanesh Bidwai Roll No. : 53

Std. / Division : VIII School Subject : Science

Unit : Metals & Non-metals Sub Unit : Physical properties of metals

Previous Knowledge : Student knows about the ^{non-metals.} elements

Aim of the Lesson : To teach physical properties of metals & non-metals

Teaching Model : CONCEPT ATTAINMENT MODEL

Teaching Aids : wood, plastic, silver, rubber etc.

Core Elements : Inculcation of Scientific temper

Values : Neatness and Scientific attitude

Life Skills : Creative thinking.

B. B. WORK

Date : 20/4/22 Subject - Science Std. VIII

Unit - Metals & Non-metals. Div. -

Subunit - Physical properties of Metals & Non-metals.

Yes	No
Gold	Wood
Silver	Plastic
Iron	Rubber
Copper	Carbon
Steel	silicon

Teacher - Student Interaction	Syntax of the model								
Teacher: Teacher enters the class and greets "Good Morning students".									
Student: Good Morning Teacher.									
Teacher: Student today we are going to learn new chapter. First I will give you some 'Yes' type examples & 'No' type examples. All 'Yes' type examples have some similar characteristics. You have to find those similarities in 'Yes' type examples.	Phase I								
Teacher gives some 'Yes' & 'No' type examples.									
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="411 1168 608 1229">YES</th> <th data-bbox="608 1168 815 1229">NO</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 1229 608 1290">Gold</td> <td data-bbox="608 1229 815 1290">Wood</td> </tr> <tr> <td data-bbox="411 1290 608 1351">Silver</td> <td data-bbox="608 1290 815 1351">Plastic</td> </tr> <tr> <td data-bbox="411 1351 608 1412">Iron</td> <td data-bbox="608 1351 815 1412">Rubber</td> </tr> </tbody> </table>	YES	NO	Gold	Wood	Silver	Plastic	Iron	Rubber	
YES	NO								
Gold	Wood								
Silver	Plastic								
Iron	Rubber								
Student 1: Gold, silver and Iron are hard.									
Student 2: We can make ornaments from Gold, silver & Iron. But Wood, Plastic & rubber are brittle.									
Teacher: Yes, Good. Add some other characteristics.									
Student 3: Gold, silver & Iron are used for									

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction	Syntax of the Model
making wires.	
Teacher : Very Good. Silver, Gold & Iron are hard and used for making ornaments & wire. This is the unique characteristics of all 'Yes' type examples. But 'No' types examples do not show such characteristics. So all 'Yes' type examples are called as METALS & 'No' types are called as NON-METALS.	Students generate and test hypothesis.
Teacher : Now add some examples to 'Yes' group.	
Student 1 : Copper Student 2 : Steel, aluminium	Student identify the examples.
Teacher : Yes, Very Good. So Gold, silver, iron, copper, steel, aluminium are all metals and have characteristics of Ductility. Whereas Wood, Plastic, Rubber are non-metals & they are non-ductile. What are the other characteristics of these metals?	
Student 1 : All metals are good conductor of heat and electricity. Student 2 : These are luster. Student 3 : They have malleability.	

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction	Syntax of the Model
Student 4: Copper, aluminium & silver have shiny surface. They are hard.	
Teacher: Yes. Wood, plastics are hard materials.	
Student: Hard but can broken into small pieces.	
Teacher: Students now can you differentiate between Metals & Non-metals.	Phase-II
Student 1: Metals have luster and non-metals do not luster.	Testing attainment concept.
Student 2: Metals are Malleable. Non-metals brittle.	
Student 3: Metals are Ductile. Non-metals are non-Ductile.	
Teacher: Very good students. It means that the concept of metal & non-metal is clear to you all. Can you describe your thought & process of attaining the concepts.	Phase-III
Student 1: When you give examples of gold & silver I tried to relate it with jewellery.	

CONCEPT ATTAINMENT MODEL

Teacher - Student Interaction	Syntax of the Model
Student 2 : When you gave examples of Iron, Copper, Aluminium we relate it with some utensils.	
Student 3 : It means that all 'Yes' type examples were hard, shiny & used in making jewellery as they can be converted into fine thread or a sheet. 'No' type examples were bad conductor of heat & electricity. All the explanation & examples made concept of metal & non-metal very clear.	
Teacher : Very good. So students can you tell me some characteristics of metals.	Teacher confirms definition according to essential attributes.
Student : Metals are ductile, good conductor of heat and electricity. Metals are malleable.	Student answers the questions correctly.
Teacher : Good. Now tell me characteristics of Non-metals.	
Student : Non-metals are non-ductile and not malleable. They are at poor conductor of heat and electricity.	

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				✓	
Total Marks - 100							

Feedback, (if any) :

88/100

Explained the concept by giving appropriate examples.


 Signature of Professor In-charge

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

20 - 20

MODELS OF TEACHING - ADVANCE ORGANIZER

Name of the Student : Prajakta Dnyanesh Bidwai Roll No. : 53

Std. / Division : VI / A School Subject : Mathematics

Unit : Angles Sub Unit : Types of Angles

Previous Knowledge : Student knows about the basic concept of angle

Aim of the Lesson : To teach various types of angles.

Teaching Model : **ADVANCE ORGANIZER MODEL**

Teaching Aids : Chart

Core Elements : Inculcation of Scientific temper.

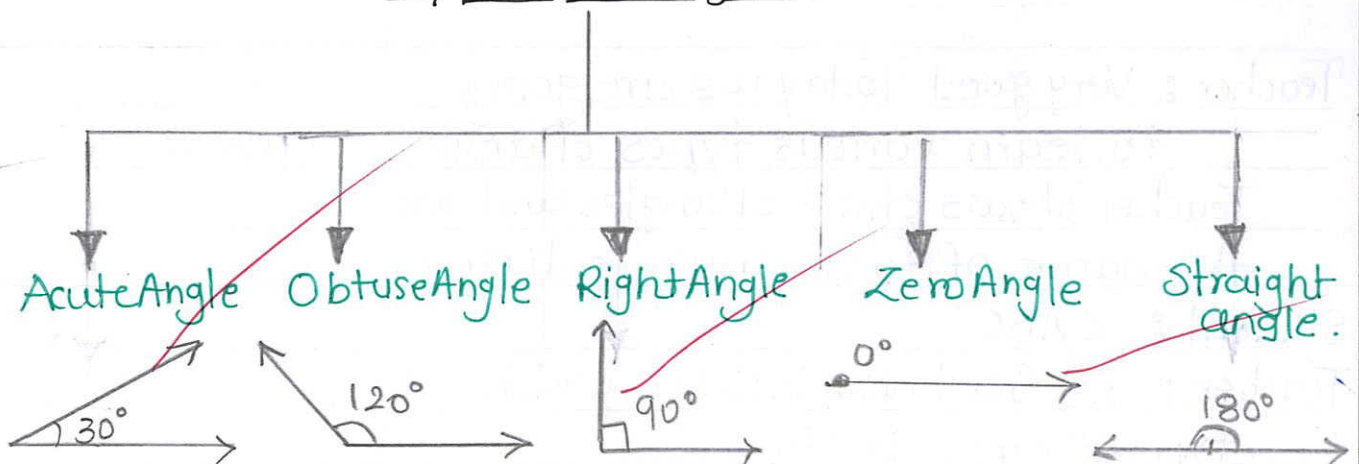
Values : Scientific Attitude

Life Skills : Creative thinking.

B. B. WORK

Date : 23/4/22 Subject - Mathematics Std. VI
 Unit - Angles Div. A
 Subunit - Types of Angles

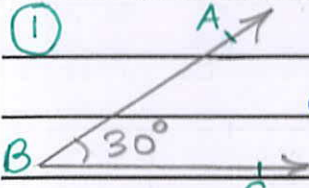
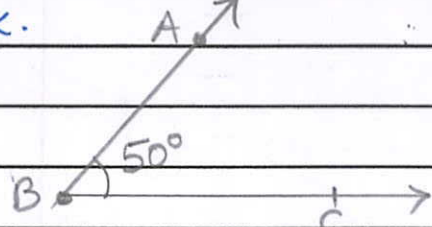
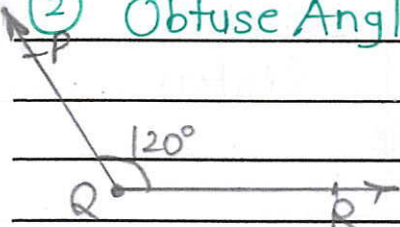
Types of Angles



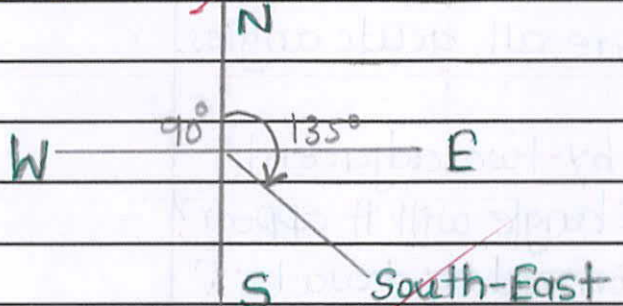
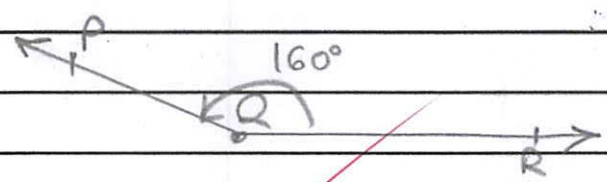
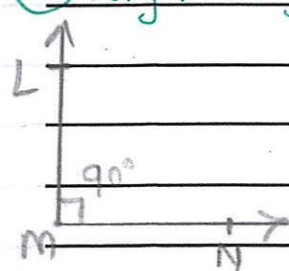
ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
Teacher : Teacher enters the class and greet Good Morning Students.	
Student : Good morning Teacher.	
Teacher : Student tell me what do you mean by "Angles"?	Revision of previous knowledge.
Student : It is a figure formed by two rays with same initial point.	
Teacher : Very good student. So student can you tell me any applicat ⁿ of angles in our daily life?	
Student : In designs building, roads, bridges.	
Teacher : Very good. Teacher draws one diagram on board and asks to name that diagram and inform it's vertex.	
Student : $\angle PQR$ and vertex is pt. Q.	
Teacher : Very good. Today we are going to learn various types of angles. Teacher shows chart of angles and ask the name of first angle. i.e diagram	Phase I
Student : $\angle ABC$.	
Teacher : Yes Good. Now let's see which type of angle is it.	

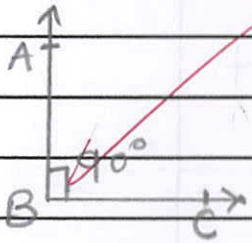
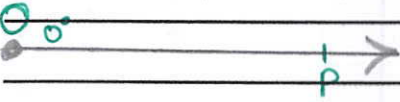
ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
<p>①  Acute Angle :- It is a type of angle that measures less than 90°. For example, when the time 11'0 clock, the angle formed between the hour hand and the minute hand is an acute angle. In other words $30^\circ, 40^\circ, 57^\circ$ and so on are all acute angles.</p>	<p>Student listen carefully.</p>
<p>Teacher : Application</p>	
<p>Q.1 An angle is formed by two adjacent figures. What kind of angle will it appear?</p>	
<p>Student : The angle formed by two adjacent figures will appear as acute angle.</p>	
<p>Critical Question :</p>	
<p>Teacher : Use a protractor to draw an angle of 50° i.e. acute angle.</p>	
<p>Student : Draws acute angle of 50° in their notebook.</p>	
<p></p>	
<p>Teacher : Good students. So you understand acute angle, now let's see next type of angle.</p>	<p>Phase II</p>
<p>Teacher shows 2nd diagram on chart.</p>	<p>Clarity on explanation</p>
<p>②  Obtuse Angle :- It is a type of angle that measures greater than 90° and less than 180°. When the time 4'0 clock, the angle formed between</p>	

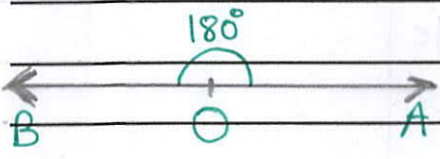
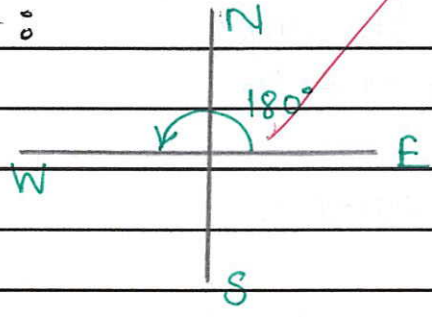
ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
<p>hour hand and minute hand is an Obtuse Angle. In other words 100°, 120° and so on are obtuse angles.</p>	
<p>Teacher : Application.</p>	
<p>Q.1) State the kind of angle is North & South-East direction.</p>	
<p>Student :</p> 	
<p>∴ The angle betⁿ North & South East direction is around 135° i.e. an Obtuse Angle.</p>	
<p>Critical Question :-</p>	
<p>Teacher : Use a protractor to draw obtuse angle of 160°.</p>	
<p>Student : Draws angle.</p> 	
<p>Teacher : Very Good. So students let's see next type of angle, teacher shows next diagram from chart.</p>	<p>Clarity on explanation</p>
<p>③ Right Angle - It is an angle that is exactly equal to 90° degrees (or $\pi/2$) in measure. For example the corner of a book, edges of the cardboard etc.</p> 	<p>student listen</p>

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
Teacher :	
Q.) Right angle looks like which alphabet.	
Student : alphabet 'L'.	Student under-
T: Q.2) Draw Right Angle using a protractor.	stands better by
Student : 	drawing diagrams figure.
Teacher : Good. Now let's see next angle.	
Teacher shows next diagram on chart	
(4) Zero Angle :-	
 <p>A Zero angle is an angle with a measure of zero units. Typically these units are degree or radians.</p>	Student listen carefully.
<p>Zero angle is an angle that lies on a line where the vertex lies on the line to the left or right both the other points on the angle. Zero angles play an important role in trigonometry.</p>	
Teacher : Give a real-life example of zero angle ?	
Student : The sunset at the horizon	
Critical Question :-	
Teacher : Is zero angle an acute angle?	

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
<p>Student : Yes, as the range of acute angle is from 0° to less than 90°.</p>	
<p>Teacher : Very good. Now let's see last type of angle. Teacher shows figure on the chart.</p>	
<p>(5) Straight Angle :-</p>	
 <p>The angle that measures exactly at 180° is a straight angle. The measure of straight angle can be negative or positive. Some of the straight line angles examples in our day-to-day life are -</p> <ol style="list-style-type: none"> ① Angle formed in a see-saw ② A flat surface has an angle of 180°. 	<p>student listen</p>
<p>Teacher : Application</p> <p>Q.1) State the kind of angle is East and West.</p>	
<p>Student :</p> 	
<p style="text-align: center;">Straight Angle. (Student Answer)</p>	

ADVANCE ORGANIZER MODEL

Teacher - Student Interaction	Syntax of the Model
Teacher : So, student today we learn the various types of angles.	
① Acute angle \rightarrow Greater than 0° , Less than 90°	
② Obtuse angle \rightarrow Greater than 90° , Less than 180°	Revised all points.
③ Right angle $\rightarrow 90^\circ$	
④ Straight angle $\rightarrow 180^\circ$	
⑤ zero angle $\rightarrow 0^\circ$	
Final Statement :-	
Student you understand the topic types of angles and ^{you} draw, answers correctly. So tomorrow we will learn angle bisectors.	Student listen.
<u>Angle</u>	

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				✓		
		Total Marks - 100					

Feedback, (if any) :

88/100

1) Presented advance organizer in the beginning.

2) Good lesson.

Anguse

Signature of Professor In-charge

TEACHING COMPETENCY - II - OBSERVATIONS
INDEX

TECHNOLOGY BASED LESSON (2 Lessons)

DATE	METHOD	TR. SIGN.
10/10/22	Science	
11/11/22	Mathematics	



TEACHING COMPETENCY - II OBSERVATIONS



TEACHING COMPETENCY - II - OBSERVATIONS INDEX

TECHNOLOGY BASED LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. SIGN.
1.	6/4/22	Science	
2.	8/4/22	Mathematics	<i>Bengalade</i>

TEAM TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. SIGN.
1.	13/4/22	Science	
2.	16/4/22	Mathematics	<i>Bengalade</i>

MODELS OF TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. SIGN.
1.		Science	
2.	23/4/22	Mathematics	<i>Bengalade</i>

Bengalade
Signature of Incharge

TECHNOLOGY BASED LESSON - 01 OBSERVATION TOOL

2021 - 2022

Name of the Student : Neha Chorge

Subject : Science Std.: 9th Div. : - Unit : world of matter

Date : 6/4/22

Subunit : Properties of matter & world of matter

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 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 :- Excellent content of knowledge.

Total = 42/50

P. S. S. S.
Signature of Professor

TECHNOLOGY BASED LESSON - 02 OBSERVATION TOOL

2021 - 2022

Name of the Student : Radhika Deogoankar
Subject : Mathematics Std.: VIII Div.: - Unit : Quadrilaterals
Date : 8/4/22 Subunit : Types of quadrilaterals

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 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 :- Excellent interaction in classroom.

Total = 45 / 50

Pengude
Signature of Professor

TEAM TEACHING EVALUATION SCHEME

Lesson No.:

Std. 8th

Student Name : Neha Chorge Method Science Unit/Subunit health & disease

Student Name : Megha Choudhari Method Science Unit/Subunit health & disease

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	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					✓
Total Marks - 100			92				

Feedback, (if any) :

Excellent use of teaching aids.

Paragade

Signature of Professor In-charge

TEAM TEACHING EVALUATION SCHEME

Lesson No.:

Std. VIII

Student Name : Radhika Deoankar Method Maths Unit/Subunit Altitude & medians of triangle.
 Student Name : Sonali Yadav Method Maths Unit/Subunit Altitude & medians of triangle.
 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	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					✓
Total Marks - 100			90				✓

Feedback, (if any) :

Content of knowledge is very good.

Bongude
Signature of Professor In-charge

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				✓	
		Total Marks - 100	89				

Feedback, (if any) :

Explain the concept well.


 Signature of Professor In-charge

MODELS OF TEACHING

2 ADVANCE ORGANIZER MODEL

Std. _____

Student Name : Pournima Amole Kale Method Math Unit/Subunit Divisibility Test.

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			90				

Feedback, (if any) :

Interaction is good.

Pournima Kale

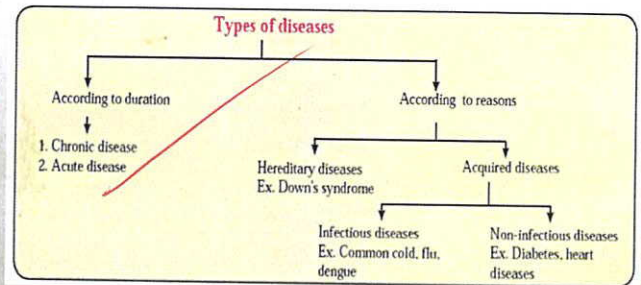
Signature of Professor In-charge

TECHNOLOGY BASED LESSON - 01

- Name of the Student Teacher - Mrs.Prajakta Bidwai
- Subject - Science
- Standard - 8th
- Unit - Health and Diseases
- Sub-unit - Types of Diseases
- Name of the Method Master - Dr.Prajakta Medhekar
- Academic Year - 2021-22

- **Health**
- Health is a state of complete physical, mental and social well-beingness and not merely the absence of any disease.
- **What is disease?**
- Condition of disturbances in physiological or psychological processes of body is called as disease. Each disease has its own specific symptoms.
- **Types of diseases :** You must have heard the names of various diseases like diabetes, common cold, asthma, Down's syndrome, heart disease, etc. Reasons and symptoms of all these diseases are different.

- **A. Infectious Diseases:** Diseases spread through contaminated air, water, food or vectors
- (insects and other animals) are called as infectious diseases



Some infectious diseases

Name of disease	Pathogen	Mode of infection	Symptoms	Prevention and treatment
Tuberculosis	Mycobacterium tuberculosis	Spitting by patient, through air, prolonged contact with and sharing of materials of patient	Chronic cough, bloody sputum, emaciation, difficult breathing	BCG vaccine, isolation of patient, regular medication like DDT
Hepatitis (Jaundice)	Hepatitis virus A, B, C, D, E	Contaminated water, sharing of needles, blood transfusion	Anorexia, yellow urine, general weakness, nausea, vomiting, grey stool	Drinking boiled water, proper clearing of boards
Dysentery	Bacteria, virus, Shigella, bacilli, Entamoeba histolytica	Contaminated food and water	Watery stool, pain in abdomen	Drinking of boiled water, proper storage of food, ORS consumption
Cholera	Vibrio cholerae (bacterium)	Contaminated food and water	Vomiting, severe cramps in legs	Following hygienic practices, avoiding open places, drinking boiled water, vaccination against cholera
Typhoid	Salmonella typhi (bacterium)	Contaminated food and water	Anorexia, headache, rash	Drinking clean water, vaccination, proper disposal of waste

Prevention Strategies

- ❑ Eat Healthy. Eating healthy helps prevent, delay, and manage heart disease, type 2 diabetes, and other chronic diseases. ...
- ❑ Get Regular Physical Activity. ...
- ❑ Avoid Drinking Too Much Alcohol. ...
- ❑ Get Screened. ...
- ❑ Get Enough Sleep.

TECHNOLOGY BASED LESSON - 01

Recapitulation :-

1. Infectious Diseases
E.g. - Common Cold, COVID - 19
2. Non - Infectious Diseases
E.g. - Cancer , Diabetes, Alzheimer

EVALUATION :

Q. 1 How many and which are types of acquired diseases?

Application :

Fill in the blanks.

1. Micro - organisms are _____.
2. One can reduce _____ by maintaining healthy weight.
3. _____ is an example of infectious diseases.

HOME WORK :

Q. 1 Write down difference between infectious and non-infectious diseases?

Q.2 Write down preventive measures of diseases.

CLOSURE

P. Anguete

Slide 12

METHOD MASTER SIGNATURE

TECHNOLOGY BASED LESSON - 02

- ❖ Name of the Student Teacher - Mrs. Prajakta Bidwai
- ❖ Subject - Mathematics
- ❖ Standard - 7th
- ❖ Unit - Angles and Pair of Angles
- ❖ Sub-unit - Types of Angles and Pair of Angles
- ❖ Name of the Method Master - Dr. Aarti Gungurde
- ❖ Academic Year - 2021-22

ANGLES AND PAIR OF ANGLES

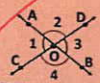
- ❖ Vertically Opposite Angles
- ❖ Adjacent Angles
- ❖ Linear Pair of Angles
- ❖ Complementary Angles
- ❖ Supplementary Angles

Vertically opposite angles :

When two lines intersect each other vertically opposite angles are formed.

1. $\angle AOC$ and $\angle BOD$
2. $\angle AOD$ and $\angle BOC$

Vertically opposite angles are equal in measures

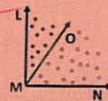


Adjacent Angles :

Two angles which have a common vertex, a common arm and separate interiors are said to be adjacent angles.

$\angle LMO$ and $\angle NMO$ are adjacent angles

Common vertex : Point M
Common arm : Ray MO



Linear Pair of Angles :

Two angles are said to be linear if they have one common arm, common vertex and their non-common arms are two opposite rays. The sum of angles in a linear pair is 180°

Common vertex : Point M

Common arm : Ray MO

Opposite rays : Ray ML, MN

$\angle LMO$ and $\angle NMO$ are angles in a linear pair.



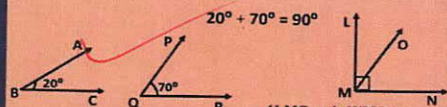
Complementary Angles:

Two angles whose sum is 90° are called complementary angles.

$$20^\circ + 70^\circ = 90^\circ$$

$\angle ABC$ and $\angle PQR$ are complementary angles of each other.

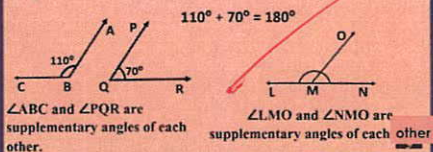
$\angle LMO$ and $\angle NMO$ are complementary angles of each other.



TECHNOLOGY BASED LESSON - 02

Supplementary Angles:

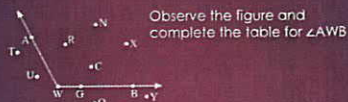
Two angles whose sum is 180° are called supplementary angles.



Recapitulation :

<p>Adjacent Angles</p>	<p>Vertical Angles</p>
<p>Complementary Angles</p>	<p>Supplementary Angles</p>

Evaluation :

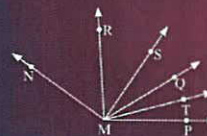


Points in the interior	
Points in the exterior	
Points on the arms of the angles	

Application :

Are the following pairs adjacent angles? If not, state the reason.

- (i) $\angle PMQ$ and $\angle RMO$ (ii) $\angle RMO$ and $\angle SMR$
 (iii) $\angle RMS$ and $\angle RMT$ (iv) $\angle SMT$ and $\angle RMS$



Home Work :

- In $\triangle XYZ$, $m\angle Y = 90^\circ$. What kind of a pair do $\angle X$ and $\angle Z$ make?
- The difference between the measures of the two angles of a complementary pair is 40° . Find the measures of the two angles.
- The measures of some angles are given below. Write the measures of their complementary angles.
 - (i) 40° (ii) 63° (iii) 45° (iv) 55° (v) 20° (vi) 90° (vii) x°

CLOSURE

Angide

METHOD MASTER SIGNATURE