

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) Abaguse 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.
GROUPINCHARGEPROF.: Dr. Adrti Gungurde Madam.

INDEX

TECHNOLOGY BASED LESSON (2 Lessons)

SR. DATE METHOD		METHOD	50	SIGN.		
1. 6/4/22 Science		45	wal			
2.	8/4/22	Mathematics	47	Bary		
		TOTAL				
		TOTAL MARKS OUT OF	100	46 50 (CONVERTED TO)		

TEAM TEACHING LESSON (2 Lessons)

SR.	DATE	DATE METHOD		SIGN.	
1.	13/4/22	3/4/22 Science		De	
2.	16/4/22 Mathematics		88	Burde	
		TOTAL			
5		TOTAL MARKS OUT OF	175	43-75 50 (CONVERTED TO)	

MODELS OF TEACHING LESSON (2 Lessons)

SR.	DATĘ METHOD		100	SIGN.	
-1.	20/4/22 Science		38	· Ng	
2.	23/4/22 Mathematics		88	Range	
		TOTAL			
		TOTAL MARKS OUT OF	200	50 (CONVERTED TO)	

GRAND TOTAL =
$$\frac{46}{50} + \frac{43.75}{50} + \frac{44}{50} = \frac{133.75}{150} = \frac{44.58 - 45}{50 \text{ (CONVERTED TO)}}$$

Angurae

Lesson No.:

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

20 - 20

TECHNOLOGY BASED TEACHING

Name of the Student Projakta Doyanesh Bidwai Roll No.: 53
Std. / Division : School Subject : Science
Unit: Health and Diseases sub Unit: Types of Diseases
Previous Knowledge: Student know about various efficiency diseas
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

Science Date: 6/4/2022 Subject -VIII Std. _ Unit - Health & Disease Sub-unit Type of Disease Types of Diseases (Acc- to reasons) · Health - It is a state of complete physical mental & social well beingness. Acquired · Disease - It is a condition Hereditary diseases diseases of disturbances in physiological or psychological processes of a body Jon-infectious diseases Infectious diseases. e.g-Diabetes 9-Commoncolo

Content	Objectives
I have a series	
A CONTRACTOR OF THE PARTY OF TH	
The state of the s	
The section of the se	Knowledge:
20.091.2- Leaving made	A THU NAMED OF
Le servició de general income	Student gives answer based on their previous
	based on their previous
	knowledge.
THE LIST OF STANDARD IN BIRTH	29 31 N 20 1 9 / 1 U 1 m 26 2 m 13 m 2
	Duli Diribile XII. partole partonil
	199 retirement
The state of the state of	DESHALL CITY
	A THE WAY TO SHAPE IN THE SHAPE IN
	THE CONTRACT STATE OF THE PRICE
	Talanda - Comaciara La
	A CONTRACTOR OF THE CONTRACTOR
weith a reference	
There are 2 types of ocquired	
diseases.	

Student's Activity
3) To bedieus O incores
Student greets teacher
" good morning "
and recomile on before the
20 doug sensionisto-maint vil
Student Answer -
- When helshe is fit n fine
Student Answer-
- Me get sick.
maltonic
By & Commonwell (Common) - PA
3 Nan-Infectious Diseases:
Nan-infectious diseases are
not required by pathogens 8
there Beer and De Spread from
and present a and her wherever
threading coursed by forchars such
os denetros padaciniticamen envira
nment and Lifestyle.
Pg.2-concridiohelesAlviei
Prevention Stratistics
1 for infections elicinated as as
risolator - to bivibai kadalosii
depende known strains
to learn about the disea-
Pocused on lifestyle students
uct on the board.
Type a Mehelis Nyasaia ta usu
h nousd-said

Content	Objectives
1) Infectious Diseases	in Codi, salaria Cr
2 Non-inferious Diseases.	Toucher Colus the class
1) Infectious Diseases:	L bood tobute Atio 3
Infectious diseases are caused	didorning. Then teacher ask
by micro-organisms such as	- and sup with
bacteria, viruses, fungi or parast	- When we ralled approve
These micro-organisms are	- Price to office to beep to
contagious, meaning they can be	- Albert happy of frue
transmitted from one person to	door keep the Symoundin
another.	
E.g.: - Common cold, COVID-19.	Crood By eating balanced
2 Non-infectious Diseases:	diel & keeping the sumpund
Non-infectious diseases are	Knowledge:
not caused by pathogens &	Student knows about
therefore cannot be spread from	few prevention stratergies.
one person to another, whereas	boot but minustros, not allog
they are caused by factors such	we can get si kness the
as genetics, malnutrition, enviro-	
nment and lifestyle.	Linux 31 Flor (ii khod (temen
E.g. :- Cancer, diabetes, Alzheimer	while the observe about 1941
Prevention Strategies:	
For infectious disease focus on	h9d1: f01/
isolating individuals & vaccinating	
against known strains.	TO THE TAXABLE TO
for non infectious disease	
focused on lifestyle choices 3	
patterns. One can reduce riskof	
Type 2 diabetes by maintaining	
a helthy weight, regular exercise	
& balanced diet.	

Teacher's Activity	Student's Activity
and diseses to student using	
3lide 2.	real and the same the
Then teacher explains about	Student observe and
different types of diseases	listen carefully.
using slide 384.	
> Then teacher explains about	
the examples of various!	
diseases using slide 5	
dell'i dilaco	*
Teacher then explains	
about the different preven-	Student disten carefully
tion stratergies for	Studen Water Carefully
various diseases using	
slide 6.	
CERTO MINUTE ALIBERTA	
Technological phenomal personal	
	*
	(A) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B

20-

Content	Objectives
	and diseases to attached as a single
	Port Cakilla
Him avvezda trebutê	Then become explains along
Multiples catters	expect to forestable line of the
	Comprehension:
	Student gives answer.
	the expresses various.
	Historia City City Caronia
	Apolication *-
Laure market faction	Application:- Student writes answers.
Esking a sea additions and batter	5 tudent writes answers.
1 + 100 miles	Skill:
——————————————————————————————————————	OKIII
	Student think and
. 1	answer property (perfection)
	Sold Stopen College
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
	* 1

Teacher's Activity	Student's Activity
Recapitulation :-	AVABLERVA
Teacher tells, student today	we have learnt about
	infectious & non-infectious
disease with examples.	
Evaluation :-	Student Answer
Thow many & which are	-2 types
the types of acquired diseases	
	2 Non-infectious.
Application:	form mi-
fill in the blanks.	Student Answer >
(1) Micro-organisms are	1) Contagious
	the halpological of to make improgrative maces.
2) One can reduce Type 2 diabe	· 2 Type 2 diabetes
tes by maintaing healthy weigh	the Lagolonite Mean aryosumy 8
3) is an example of	
infectious diséases.	3 (ovid-19.
	maneself in consolution C
Homework:	machenia sumpe
Q1 Write down différence	Student note down
between infecious & non-	the homework in
infectious diseases.	their notebook.
Q.2 Write down preventive	
measures of diseases.	
Cinal Ctales and a	
Final Statement: So student today w	a have looned about
diseases & types of disease	
learnt about some important	or a neares of present days.

Ronguse

TECHNOLOGY BASED LESSON OBSERVATION TOOL

2021 - 2022

Name o	of the Student: Rajakta	D. Big	lwai	ret aft	34.791	30 mile
	t: Science Std.			A	Init:Heal	the dise
Date : _	614122			Subunit:	Spesch	direases
SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Lesson Note पाठ टाचण				_	
2.	Pre Preparation पूर्व तयारी			-47	Differi	MAA.
3.	Use of Technology as per content आंशयानुसार तंत्रज्ञानाचा वापर		erp 8	maino Hawld	-: H no -ar	
4.	Accuracy in preparation of technological Aid तंज्ञज्ञान निर्मितीतील अचुकता		enti			· ·
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता			id pol	Haipa	1
6.	Presence of Mind समयसूचकता		406	a ceorgi a ling da		alril
7.	Interaction in Classroom वर्गातील आंतरक्रिया	- 4		-11		on H
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयांची सांगड				et Mi	-
9.	Content Knowledge विषय ज्ञान					
10.	Overall Effect एकंदरीत परिणाम					

Any other Suggestion :-

Total = 45/50

* Very good slides.

* Explained the content well,

* Good content knowledge.

Lesson No.:

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

2021 - 2022

TECHNOLOGY BASED TEACHING

Name of the Student · Prajakta Dnyan	esh Bidwai Roll No.: 53
Std. / Division : VI A	School Subject: Mathematics
Unit: Angles & pair of angles:	Sub Unit: Types of Pair of Angle
Previous Knowledge: Student knows	about lines and angles.
Aim of the Lesson: To teach about	- properties of angle: formed b
Teaching Method: Explanation	nethod le lines.
Teaching Aids: PPT	
Core Elements: Inculcation of	scientific temper
Values: Neatness and Scien	ntific attitude
Life Skills: Creative thinking.	
B. B. \	WORK
Date: 8/4/2022 Subject - M Unit - Ar of Sub-Unit -	angle Div. A Types of pair of Angles
Angles & Pair of Angles	
Vertically Opposite Angles Adjacent Angles Linear Pair of Angles	E A M

Content	Objectives
	E ASSOCIATION IN THE
A Chani Roll 53	covallentalisment manual en manual.
Thomas HAM make make	Knowledge:-
was to rough sail and	Student gives answers according to their previous
	according to their previous
	knowledge.
pad in a labor to serification in	Edocard Long Personal Inches
budley	n mading blasteric Explanaction of
	TOS Lets A published
second sil Hopins	The solled in the
	A STABLES The Went A Co
A - A - A - A - A - A - A - A - A - A -	
1) Vertically opposite angles:	
When two lines	* Verffeedly Charait August
intersect each other vertically	LANA Harrocal A .
opposite angles are formed	• Lineax Pala at anna
Vertically opposite	■ Coordensentari Assiss ■
angles are equal in	a compared to the compared to
measures.	

IĐ.

Teacher's Activity	Student's Activity
> Teacher enters the class	Student greets teacher
and greet student "Good	good afternoon.
Afternoon! Then teacher	
asked question based on	
the diagram drawn on	Land A Lead And And And And And And And And And An
board.	DEN A LA GERRALE
Q. What is the name of the	Student Answer s-
angle shown in fig?	LABC.
Q What is the name of	Student Answer:-
the vertex?	Point B
Then teacher informed points	Earlo Zaminofa) Brichmana di cumo
M.N. and O are the inte-	releas forcillo ed of biob
rior of angles and points	880/177
Di Ei F are present in	obvior X
the exterior of the LABC.	ETA SAS
all minimum by the training	manotho a sere a les comments
Statement of Aim :-	Ada- v How a sample I delpan
	y we are going to
learn about types of	angles and pair of
angles.	ea of Lust and edition by
	neares are explored togeth of rowall
Explanation :-	santal zextiviyaaanasanga
Teacher explains angles	PLUS CASOLO ZINCE COMMO
& lines and then various	The same of same and same
types of angles using	3 3 3 4 1 2 1 10 3 1 x 198 Cm 2
stide 2.	
1) Vertically agaste and	
(2) Adjacent angles	
(3) Linear pair of angles	

ii.

. . .

Content	Objectives
WA DY	
17000	Tisaciff tarabata Heart bire
1	Les best mad L'oagunt FA
AC 4 BM	- do hazed apidane bal-e
1. LAOC and LBOD	Lies augals markenile sixt
2. LAOD and LBOC	· I wante
are vertically opposite angles.	Tail & government is brother to
2) Adjacent Angles 3/	Selemina (Locate of Rus)
Two angles which have a	is evian adter hodbyld
common Vertexia common	. S xotox all
arm & seperate interiors are	the later (no med policy
said to be adjacent angles.	when all at 0 tens 19 by
1 LMOS	Twinter the elementa sale
LNMO LNMO	Knowledge:
are are	student answers
M adjacent	about vertex, common arm
angles Common Vertex - pt.M	as per their previous
Common arm: Ray Mo	knowledge.
3 Linear Pair of Angles:-	The state of the s
Two angles are said to be	29/1/105
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°.	the transfer of the second of
Common vertex -pt-M	
Common ray - Raymo	
OPPO-rays-RayLm, MN	
/ LLMOS LNMo area	
L m in linear pair.	

Teacher's Activity	Student's Activity
(3) Complementary angles	- 29 garl Profadorejamo)
4) Supplementary angles.	Two anales where sum is 90°
	the coiled complementary and
Teacher explains vertically	A ZIMO & ZIMO
opposite angle with examples	student observe and
using slide 3.	listen carefully.
	of advisor of our (soft your follow)
> Teacher explains adjacent	
angles with examples using	. :- Sahah petasanjaya (3
slide 4.	Carry Lune asoun Salver and
NT 1	the collect supplementary united
Teacher explains linear	OWN/Y OWLY Y
pair of angles using slide 5.	
Made dela about	double of each
-> Teacher explains about	(31=30 + 311) sertto x =/1
complementary angles with examples using slide G.	
examples using stide 6.	Student Listen carefully.
- Teacher explains about	stager) sister equally.
supplementary angles with	
examples using slide 7.	
2	

20-

Content	Objectives
4 Complementary Angles :-	(3) Complementary angles
Two angles whose sum is 90°	(1) Supplementant angles.
are called complementary angles	
1 1 : LLMO & ZNMO	Trades explains vertically
- are complementary	opposite and e with examples
20/ angles of each	Comprehension:
0ther. (20°+70°=90)	
	Student gives answer
5 Supplementary Angles:-	singles with examples using
Two angles whose sum is 180°	slide A.
are called supplementary angles	
:. LLMO & ZNMO	Flendrepexplains lineur
are supplementary	out of angles using slide 5.
angles of each	
other. (110°+70=180)	Toolner explains about
L 1V1 17	Application:
	Student thinks and
Literatur milita haberta	answers properly.
* · · · · · · · · · · · · · · · · · · ·	skill :- niolóxa
	student answers correctly.
	examples using the K

Teacher's Activity	Student's Activity
Recapitulation:	AVSISESSOR
Today we leavent about	student listen carefully
types of angles & pair of	CONTRACT TO THE PARTY OF THE
angles using stide 8.	
Evaluation:	
A Using slide 9 teache	
·D·E ask tell me points	- point D.E.F.
which greninterior	
B° N.O C OF LABC	
Application:	and not see a proper and references to the first
Using slide 10 teacher asks -	end descript sufficient
Are the following pairs adjac-	Duality outsides to actinique in secures in the
ent angles? say yes or No.	Student Answer:
1 LPMQ & LRMQ	(1) YES
2 LSMR & LSMP	(2) NO
\$ 57	TEN PAPE
	nuosas viilmine risauvn Y
	House to the beautiful
M	
Homework:	Challand Cook II
Teacher gives homework using slide 11-0 In AXYZ,	Student copied homework
mLY=90°. What kind of a pair	in their notebook.
do LX & Lz make?	The state of the s
LA LL JIIIMC;	
Final Statement: - So stud	lent today use have learnt
	ow we will solved word problem
word Types of wigles former	
	Angerde
•	

TECHNOLOGY BASED LESSON OBSERVATION TOOL

2021 - 2022

Name	of the Student: Prajakta	Dryane	sh Bi	dwai	pries).	Spake
Subjec	t: Mathematics std. 8/4/22	:	Div. :	A Subunit:	Init: Ang Types of a pair of a	les & rofang) kingles & ungles .
SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Lesson Note पाठ टाचण	declar	IN IF	รัสลัพ J	-	
2.	Pre Preparation पूर्व तयारी		Latt.	3 †		
3.	Use of Technology as per content आंशयानुसार तंत्रज्ञानाचा वापर		Henry	tant o	e white	De A
4.	Accuracy in preparation of technological Aid तंज्ञज्ञान निर्मितीतील अचुकता		n grib	a Pain	ieliá) s	HojA.
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता			Siv	97 § A	
6.	Presence of Mind समयसूचकता			ALMES	2.6 2019	~
7.	Interaction in Classroom वर्गातील आंतरक्रिया					~
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयांची सांगड					. 🗸
9.	Content Knowledge विषय ज्ञान			-31,	hous	
10.	Overall Effect					

Any other Suggestion :-

एकंदरीत परिणाम

* Good content knowledge.

Total = 47 / 50

Rengue Signature of Observer

Lesson No.:

_ Roll No. : 73

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: Pourning Amol Kale

Name of the Student :	Roll No. :
Std. / Division : TX A	_School Subject : Science
	Sub Unit: Salts of everyday use.
Previous Knowledge Student Knows	basic information about salt.
Aim of the Lesson : To teach differe	nt salts of everyday use.
Teaching Method : Explanation	method.
Teaching Aids: Charts of yerrio	us images of salt.
Core Elements: Inculcation of	scientific temper.
Values: Scientific attitude	
Life Skills: Critical thinking	
В. В.	WORK
Date: 13/4/22 Subject - 9	
Con	ostances in nmon use. Div. A
SubUnit - Sa	Its of everyday use
	2. NaHCO3-Sodium Bicarbonate
Na2003110 Fl20.	Properties: Basic in nature
Nacl-Sodium Chloride	- Antacid
Properties: Crystalline, Colourless	Uses: To make (02 for
- Neutral PH = 1	fire extinguisher
- Conducts electricity in fused state	- To make bread,
- MP-800°C	cake etc.
Ises: Use for product of diffi-	
J 1.0 -	

Content	Objectives
The second of th	Knowledge 3-
ETERNITALE.	Knowledge :- Student revise and
DEED DISCUST ROTTION LESS	recalls scientific
TEST ON HOR STORY	information.
- Roll No. :	Member Dudent
The State Land Land Committee of the Com	A KI Lower Laws I
The Copyright of Alab Table	ecuramamatan fizerante division
	Brokes Linker 402
	Tagur Iwonyi adolba
	CORDEO CX - box of police or
the beginning	JOHNS to chrody an Aminor
Der d	2 for no Embraid
e a finality of the off angles	short the sorthest see
Different salts of everyday life.	
Nacl: Sodium Chloride	- 1810122
NaH(03: Sodium Bicarbonate	
CaOCI2: Calcium Oxychloride	
Na2003: Wasking Soda.	na i i ereun da da el el el el
	ingle day replace
*Nacl: Sodium Chloride	Angel School Per Ly De
Properties >	
1. Colourless, crystalline,	
neutral.	
2. Used for product of salts	
like NaHCO3, Na2CO3,	

Teacher's Activity	Student's Activity
Introduction (Teacher 2) :-	Ansoros sinbala que maita de
+ Teacher enters the class	Student greets teacher,
and greets student 'Good	Student greets teacher, "Good morning teacher."
Morning." Then teacher says,	bedrayen ags is acledised sale
we know seats a rich	Stroll, while oblining gas is
Source of several salts of vari-	mbed mulbed about to be pelon
ous element such as CI, Na,	to tismized of berniot et Canali
Mg etc. However we also use	
Other soults apourt from these	Student listens carefully.
in our day to day life. In!	1) Shelling point is 12 doll
Order to study these salts i	Alses - A. In tood Prepountion
one must know the propertie	s - Oberki manging all . H
of that perticular salt:	
	thems have the calling of sent to be the
Statement of Aim:	Properting The second
-> Teacher 2 says, so students	today we are going to
→ Teacher 2 says, so students deal with different types	of salts of daily use.
	Exercise illustridization del
Explanation: - (Teacher 1)	that it is board to parti-
> Teacher 1 writes different	S 'A is displaced.
salts on the blackboard.	- 292/
Teacher shows the images	student observes and
of salts through chart	listen carefully.
>TI - la de de ovolaises	94) Start 19 (148) 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Then teacher 1 explains	S. Used to make partid
properties and uses of	
NaCl.	

Tilbery 1/2

* 1311100

*

Content	Objectives
3) When an electric current	The state of the s
is passed through soln of	High out and a security
NaCI, it is electrolysed and	Level terstarte store but
hydrogen gas is released at	Lighted and red and l'indinettle
cathod, while chlorine gas is	dain to extreme object so
released at anode. Sodium bydro	xide Della Las Las Vall 70 som ba
(NaOH) is formed in this method.	urs element Buding CIVII e
2 Nac) +2 H ₂ 0 → 2 MaOH+Cl21	eru esta pu revelyettate d'il
/ + H ₂ 1	other solts again there
4) Metting point is 800°C.	La Rollie Kapat-kapana
Uses > 1. In food preparation	in the clusty there is not to
2. To prepare Na2003	incomment forms the purposets
Wal 1100 a Q 15 Q 1 1	of that pertent salls
*NaH(03: Sodium Bicarbonate	
Properties >	Colored the America
1. Natros reacts with litmus	If the Hills I'm hours by all the Type logical in the
paper and red litmus paper	the section of the state of the section of
turns blue which means	
that it is basic in nature.	Leader series wertend by the
2. It is antacid.	Knowledge:-
Uses:	Student identifies the
1. Used to clean an oven.	image and enlist the
2. It is used in fire extin-	use of sout.
guisher to make (02	
3. Used to make bread,	
Cake, dhokla	

Teacher's Activity	Student's Activity
- Faritensisenta 3	
gett someoner topinet	
.cooltas D	

Application:	
Shipper of refine tradicio	
in beard as	
Then teacher I shows the	
image of Baking soda	
which is used for bakery	
items.	
> Then teacherlasks where	Student Answer:-
your mother uses this	In making cake.
kind of soda.	
> Then teachertexplains	
the properties and uses	Student listen carefully
of baking soda i e. NaHCO3	
Recapitulation:	
Teacher 2 recapitulates	
Salts. Nacl and NaHCO3.	
and their properties & uses.	

.

.

Content	Objectives
	A THE RESPONDENCE OF THE PARTY
· In the second	
	Comprehension:
	Student answers the
	questions.
	14 11 12 1
	Application:
	Student writes the equator
	on board.
	SKIII:-
	Student writes the correct
	chemical equation on
** *	board.
- Proposition instant	From Jeached Cycks, when
Jestern Projektom jū	vear mother insenting
	Jeins of sola
	Theo teached exercions
I say is a sake of the Landon the	The one part of the one art
· · · · · · · · · · · · · · · · · · ·	
y 2 - (*)	
	- Transfer of the second
· · · · · · · · · · · · · · · · · · ·	

Teacher's Activity	Student's Activity
Evaluation:	DATACONES
Teacher 2 asks students	King Comparisoned Developed Strains
to fill in the blanks.	Student Answer -
1) is a natural salt.	-1. Nacl.
2) is used to clean	2. NaHCO3.
the oven	RELIEVEN HUCK BIT TO THURS HE
3) Naci is used to prepare	3. N92003, NaHCO3
salt.	morther yangsuit bija yannis Leonga, nathari
Application:	Country (Mary - Profitting)
Teacher 1 asks what will	Student Answer-
happen if electric current is	It is electrolysed & hydrogen
passed through the soln of	gas will released at cathod
Nacl. Write down the chemical	& chlorine gas will released at
equation on board.	anode.
	2 Nac1 + 2 HzO -> 2 NaOH + C1,1+H
	n/namous distribution of the control
Homework:	Budman
> Teacher 2 gives the home	
work as	Income it
() A litmus paper was dropped	Student note down the
into 2 ml dilute HCI. Then 2 ml	homework in their
concentrated NaOH was added.	notebook.
Write the changes seen in the	
instance and explain the reason	•
Constant	
Final Statement &	
	today we have learnt about
2 salts which we use in eve	
will discuss the remaining	
	Angresse

TEAM TEACHING

Lesson No.:

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	IT.	0 2		1	
2	Introduction	Relevane and Stimulating	0.21	n oi		-	
3		Revival of previous knowlege and		701		77	
		linking with the topic		120		1	
4	P BENIS	Statement of Aim and Title writing	La di	NO.		LUH	_
5	Presentation	Clarity and Fluency in / Narration /	1-+	øD3	-		
		Illustration					_
6		Questions - Clear, Concise and				fra	
H		Grammatically correct	7				
7		Question - Logical and thought Provoking				وصد	~
8	D. Brik Se.	Distribution of questions and Reinforcement	ud.	8/9	71	~	PART
9	phy to 1	Black Board Work	- 14	dio	H	637	~
10	L Start	Clarity in Reading / Ease in Demonstration	CON / 13	ξ <u>ι</u> .	1	V	
11		Use of Teaching Aids / Use of Examples			111111111111	/	
12		Mastery over the content			11 1 18		~
13		Selection of team members					1
14		Role and Co ordination among team				/	
		members	1			11111	
15		Equal participation of team members				1	
16		Classroom Management and Time		111			
		Management					2
17	Evaluation	Recapitulation as per objectives.	THE	193	V m	1	
.18		Application - Appropriate / creative				de l	~
19		Homework - Appropriate / activity based		1		1	
20	, y	Effectiveness of team teaching				1	
		Total Marks - 100		7 + 75 1	2.1	1	

Feedback, (if any):			87/100
D Good - co-of		lam.	
2) Class - nom	managment	Was a	0000
			,

Signature of Professor In-charge

Lesson No.:

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

20 - 20

TEAM TEACHING

Name of the Student: Trajakta 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 Sub				
Previous Knowledge Student Knows how to find area of squares & rec				
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: 1614122 Subject - Mathematics Std. VII				
Unit - Algebra				
Sub-Unit-Algebraic Div. Algebraic Formulae-Expansion of squares.				
T χ				
$Y \qquad \boxed{\mathbf{M}} \qquad \therefore (x+y)^2 = x^2 + xy + xy + y^2$				
$S = \chi^{2} + \chi^{2} + \chi^{2} + \chi^{2} + \chi^{2}$				

 $A(\square QTSP) = (x+y)^2$

Content	Objectives
	The state of the s
The light state of the state of	
The state of the s	
The company of the second seco	Difference in the same of the same of
	March 1200 K MESS an amplified free of
and the second second second	Knowledge:- Student answers
and side of the Walter College	Student answers
- Alleganin A. Marketo	the questions according
	to their previous
A Ann	knowledge.
27 F X F F F F T T T T T T T T T T T T T T	The Local Control of the last of the last
porter parties	M Charterally and American
C Degrad on the band of	plu, omy, subig and mean
La contra de la contra del la contra del la contra del la contra de la contra del la contra de la contra de la contra del la contra de	P 4 maritally not a line in
	9
Activity I: x	
P	- 16/14/22
x = x	
y m xy	
3 2 X	
In the figure, the side of the	4
square PQRS is (x+y)	
$A(\square PQRS) = (x+y)^2$	
The square is divided into 4	
rectangles I. II. IV.	
	,

Teacher's Activity	Student's Activity				
Introduction:	Harris Sun of areas of				
Teachers enter the class &	Student greets teachers				
greets students "Good	good morning teacher.				
Morning". Then Teacher 1	M. Sienolos S. A. P. M. Hisnorias A.				
asked question related to	+ ACRedienale IV				
previous knowledge of	FK+KI+KI+BE-ECK+L) OF				
students.	2/+/25+25 = 12+32				
-> What is the formula	Student Answer-				
of area of square?	- (side) 2 mps sindepla				
-> What is the formula!	student Answer-				
of area of rectangle?	- length x breath = lxb.				
Then teacher asks student	ad all by walling to bear) at				
to observe the figure drawn	As muta for the expension				
On the board.	of square of a bionomial.				
	- I LetivibA				
Statement of Aim :-	1419				
So today we are g	oing to study the				
algebraic formulae-Expar	ision of square.				
Explanation :					
Teacher 2 explains:	ACS QUELOS DE CARROLS				
The product of algebraic expre-	a) I Complete Complet				
ssion is called their "expansion"	student listen carefully.				
or their expanded form. There) (5 4 (5 - 14) Ed (6 - 12) - 2 (6 - 12) (7				
are some formulae which help	17 (Q-67 + 205-22 + UI=U				
in writing certain expansion.					
	THE THEORY OF THE PERSON OF TH				
	THE PROPERTY OF THE PROPERTY O				
	* 1-11 × (1-11) = 1(4-1974				

.

Content	Objectives
A (I PRRS) = Sum of areas of	- adminiportal
rectangles I. II. IV.	Pleachers enter the class ?
: A(DPQRS) = A(Rectangle I)+	bood" stanbuts stanp
A(Rectangle II)+A(Rectangle III)	Standard Then Seadnest
+A(Rectangle IV)	idtshalam naitagup barlasi
i.e. $(x+y)^2 = x^2 + xy + xy + y^2$	Ac substantial zurivera
$(x+y)^2 = \chi^2 + 2xy + y^2$	a tudents. Line Line
Now, let us multiply (x+y)2as	to What is the formula.
algebraic expressions.	Tampure for pents for
(x+y)(x+y)= x(x+y)+y(x+y)	Knowledge:
$= \chi^2 + 2\chi + 4\chi^2$	Student understands
:. (x+4)2= x2+2x4+42 is the	the concept of how we
formula for the expansion	get the formula of
of square of a bionomial.	Cx+y)2/
Activity II:	
P	- Francisk Elsenhammahalica
A//// I	The same with the page of
1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/1/	rengli platemin strada placis
TII ŽĪV	
$S \leftarrow a \rightarrow R$	est a di batte (gixa e l
A(square I)+A(rectangle II)+	r Teadres 2 continues to 1
A (rectangle III) + A (square IV)	namina na la la labajo de la
=A(\(\superprescript{PQRS}\)	uri, mga i 18-18 fector si mbe es
$(a-b)^2+(a-b)b+(a-b)b+b^2=a^2$	
$: (a-b)^2 + 2ab-2b^2 + b^2 = a^2$	gladella sellandificação (a
$(a-b)^2 + 2ab - b^2 = \alpha^2$	nghancay sesisben matilify . Th
$(a-b)^2 = a^2 + 2ab + b^2$	
Now, let us multiply the algebra	
expressions & obtain the formula	
$(a-b)^2 = (a-b) \times (a-b)$	=

Teacher's Activity	Student's Activity		
	(d-p)-d-(d-p)p-16		
Then using formula	fdfdr-do-fp=		
$(x+y)^2 = x^2 + 2xy + y^2$	Student Observe		
teacher solves the problem	carefully.		
teacher solves the problem $2x+3y)^2=(2\pi)^2+2(2\pi)\times(3y)+(3y)^2$	0		
$=4x^2+12xy+9y^2$			
Comprehension :-			
I Stadom answers the			
milestions regarders that			
· · · · · · · · · · · · · · · · · · ·			
Application			
Then teacherlexplains the			
record expansion formula of	Student observe and		
gugre with side a divided	listen carefully.		
nto 4 rectangles namely,			
quare with side (a-b), square			
with side b and two rectangles			
f side (a-b) and b.			
v. 1			
Then using formula			
(a-b)2= a2-2ab+ b2 feacher	Student observe		
solves the problem	Carefully.		
$(x-4)^2 = (5x)^2 - 2(5x) \times 4 + 4^2$			
$= 25\chi^2 - 40\chi + 16$.			

I THE SECOND SECURISH THE RESIDENCE OF THE SECOND S

Objectives
- The using termula !!
シートレンエナギズ ofCress
teacher selves the problem
Detail = (Date of secretary)
SAMPLE RESIDENCE OF SERVICE STATES
Comprehension:
Student answers the
questions regarding the
formulae.
,
Application:
Student solves the
sum.
SKEW:- HE HAM STEPLES
Student solves examp-
le correctly.
I who be born doble office
in a fract (State) also fee
8.7
politic de la legación de la significación de la securita del securita de la securita de la securita del securita de la securita del securita de la securita de la securita del se

v,

Teacher's Activity	Student's Activity
Recapitulation:	
Today we studied about	TOWN OF THE PROPERTY AND THE PROPERTY OF
the expanded form of a	
binomial and how to solve	Managaria Siliki Rigin in pr
the problem using the	and grade our Lieu of transferant (F)
formula.	
	Fold block and the Constraints
Evaluation :-	
Teacher1says so tell me	Student Answer-
the formula of (a+b)2 and	$(a+b)^2 = a^2 + 2ab + b^2$
(a-b)2 and of which	$(a-b)^2 = a^2 - 2ab + b^2$
expanded form they are?	-> Square of a binomial.
A 11 1: 0 =	U Bince Drient Tests
Application:	
Teacherlask to expand the	
following expressions on board.	Student Answer-
$(1)(2+3)^2$	$(2+5)^2 = (2)^2 + (2) \times 2 \times 5 + (5)^2$
$(2)(51)^2$	$= 4 + 20 + 25 = 49$ $(50+1)^{2} = (50)^{2} + 2(50) \times 1 + (1)^{2}$
(2) (51)-	= 2500 + 00 + 1 = 2601.
	Student solves correctly on
	bowed.
Homework :-	
① Expand →	Student copies homework
() (5a+6b)2(ii) (a/2+b/3)	in their notebook.
(iii) (2p-3q)2	
Final Statement:	
Today we have studied how	w to obtained the formula
of a square of a binomial, tor	norrow we will learn factorising
a Binomial.	Romade
	Kon

TEAM TEACHING

Lesson No.:

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		9.0		V	rid
2	Introduction	Relevane and Stimulating				/	
3		Revival of previous knowlege and					
		linking with the topic	122				
4		Statement of Aim and Title writing					1
5	Presentation	Clarity and Fluency in / Narration /		1 OF	מכנים	DV:	
		Illustration				V	
6		Questions - Clear, Concise and				J. F	11
		Grammatically correct				aur a x	C
7	THE POLICE	Question - Logical and thought Provoking		7 12	To a second	1	2
8	Refressoria	Distribution of questions and Reinforcement		105	Laby	الميان	~
9	130001-1	Black Board Work					
10		Clarity in Reading / Ease in Demonstration		CALL DESIGNATION OF	2001	~	
11		Use of Teaching Aids / Use of Examples	. si			/	
12		Mastery over the content		2/5/	3.7.35	T. J. L.	~
13		Selection of team members	55.24	YX	THE	END	~
14		Role and Co ordination among team				gra	
	T-1	members		1	Pro-		
15		Equal participation of team members					し
16		Classroom Management and Time			100		5
10		Management					
17	Evaluation	Recapitulation as per objectives.				1	
.18		Application - Appropriate / creative		14			
19		Homework - Appropriate / activity based		s of L	W Ca. A	V	
20	T T	Effectiveness of team teaching				1	
		Total Marks - 100				1	1.5

Feedback, (if any):					88/100
*	Grood	B.B. WOYK.	4	- X	
*	Equal	Partici pation	of	both.	
	l				On.

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: Projakta Doyanesh Bidwai Roll No.: 53
Std. / Division : School Subject : Science
Unit: Metals & Non-metals Sub Unit: Physical properties of metal
Previous Knowledge: Student knows about the elements.
Aim of the Lesson: To teach physical properties of metals & non-metal:
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: 2014122 Subject - Science Std. VIII Unit - Metals & Non-
metals. Div
Subunit - Physical properties of
Metals & Non-metals.

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

Teacher - Student Interaction	Syntax of the mode
Tandare Tandara Dandhara I	Grand I
Teacher & Teacher enters the class and	greets
"Good Morning students	
Student: Good Morning Teacher.	Colored Medical Merceller
The state of the s	THE FEMALES OF THE PARTY OF THE
Teacher: Student today we are goin	ngto
learn new Chapter first I w	ill give
you some 'Yes' type example:	
type examples All 'Yes' type e	
have some similar characters	
You have to find those simil	
in 'Yes' type examples.	ailastia II
Teacher gives some 'Yes's 'No' t	ype
examples.	A CONTRACTOR OF THE PROPERTY O
YES NO	TOTAL PART CHAIR STATE
Gold Wood	
Silver Plastic	La Contrata o Cara
Iron Rubber	
Student 1: Gold, silver and Iron are	hard.
Student 2: We can make ornaments	from
Goldisilver & Iron. But h	100d 1
Plastic grubber are brit	He.
Teacher: Yes, Good. Add some other	
characteristics.	
Student 3: Gold, silver & Iron are use	ed for

ALEI TERRESTER STERRESTER STERRES

Teacher - Student Interaction	Syntax of the Model
making wires. I making will	Simple & Karpenio
est ave bard	I notus wide
Teacher: Very Good. Silver, Gold & Iron	Students genera
are hard and used for making	Students genera and test hypothe
Ornaments & wire. This is the unique	elpholom
Characteristics of all 'Yes' type examples	
But 'No' types examples do not show	Hident & flore bu
such characteristics. So all 'Yes' type	Linear & Linear &
examples are called as METALS & No'	(1)
types are called as non-METALS.	Teacher : Students
Keledy & Magazachala	. consulted Heil-
Teacher: Now add some examples to	
'Yes' group.	Student Li Trietal
mot Muster - Testing from	non-muls de
Student 1 : Copper	Student identify
Student 2: steel ralluminium	the examples.
s are Ducthie planel	Student 3.2 Metro
Teacher: Yes, Very Good. So Goldisilver,	n sas closeni
iron, copper, steel, aluminium are all	
metals and have characteristics of	Tedher : Ten
Ductility Whereas Wood, Plastic, Rubber	
are non-metals & they are non-ductile.	
What are the other characteristics of	r engresi. ogsåb
these metals?	
Studenti : All metals are good conductor	Leveling 3 L harafacht
of heat and electricity.	
Student 2: These are lyster.	
Student3: They have melleability.	

Teacher - Student Interaction	Syntax of the Model			
Student4: Copper, aluminium & silver have	n) (d. Polisteric)			
Shiny surface. They are hard.				
magne Lathornes Students sorte & Lindon soviet .	soul rask : 1 dz. r.			
Teacher : Yes. Wood plastics are hard	line land ap			
materials.	2.5 (2.000,000,000)			
the first the state of the stat	Chanadonishte is			
Student: Hard but can broken into	ers sognificant Lik			
Small pieces:	عبرفاه والمعترعط فالد			
Low & Just 15 application	י אין אין אין אין אין אין אין אין אין אי			
Teacher: Students now can you differen-	Phase-IL			
tiate between Metals & Non-metals.	, ,			
bille/prouder announcer la	crarentla / todate			
Student 1: Metals have luster and	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
non-metals do not luster.	Testing			
Student 2: Metals are Mellable Non-	attainment			
metals brittle.	concept.			
Student 3: Metals are Ductile. Non-				
metals are non-Ductile.	ray say sambos			
The interpolation could be	Later rappas, nor,			
Teacher: Very good students It means	Phase-III			
that the concept of motal & non-	n ushtibu iz			
metal is clear to you all . Can you	it to be hear set			
describe your thought & process of	of the land field			
attaining the concepts.	. aladum wedi			
Student 1: When you give examples of	and the state of the state of			
gold & silver I tried to relate it	to die die			
with jewellery.	1000000			
V	100			

Teacher - Student Interaction	Syntax of the Model
Student 2: When you gave examples of	is an italiation and
Tron, Copper, Alluminium we relate	tober of the
it with some utensils.	This legaler - humans
Medals have drawn I thank the	all Jam's por bag
Student 3: It means that all 'Yes' type	and walter utenab
examples were hard sking & used in	Adjointable X doorle
making jewellery as they can be	singleable, labored
converted into fine thread or a sheet.	a re-bubasa main
'No' type examples were bad conductor	
of heat & electricity. All the explanato	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
& examples made concept of metal &	Homeuserk
non-metal very clear.	- at well
Sarets Is made I camistonia	cri Gezu Ital
Teacher: Very good. So students can	annothir telledi.
you tell me some characteristics	Teacher confirms
of metals.	definathaccording to
	essential attributes
Student: Metals are ductile, good	Final Statement
conductor of heat and electricity.	Student answers H
Metals are melleable.	questions correctly
To su binned (xe	I To alphania non
Teacher: Good. Now tell me character-	ency was benta
istics of Non-metals.	
Student: Non-metals are non-ductile	
and not mellable. They are at	
poor conductor of heat and	
electricity.	

Teacher - Student Interaction	Syntax of the Model			
Recapitulation:	London Lateraliza			
So today we have leavent	May rauge Livid			
about physical properties of metals	Louise dite di			
and non-metals. Metals have high	Phase III			
density, they are good conductor of	Student S. J. B. rock			
heat & electricity. They are ductile &	Herring automites			
melleable. Whereas non metals bere	lasibusi panboni			
poor conductor of heat and electrici-	Kotni bilikwa.			
ty. They are non-ductile & non-melleable	Rimoxec sort VId'			
Cronsqua ett IIA 1415	http://www.do.			
Homework 8-	Long assignables 2.			
How is the 'Varkha' or silver	Students note			
foil used in sweets is made?	down homewo-			
Collect information about which	ok in their			
material/metals are used to	note book			
make Varkha.	in alokan to			
olludi the harbagases	V and the second			
Final Statement:	Elito M. Flachife.			
You answered very well. So	Ga refoulnes			
today we have completed metals &	in era studoMi			
non-metals. In next period we will				
Staret new point.	t break trades			
	Friely To water			
	-mr. Timebuta			
M Als	127 6377			
Rosende				
	and the state of t			

Teacher - Student Interaction	Syntax of the Model
The hard of toss of the politics of a strong of the first	The TE A Fully
	THE THE PARTY IN
	America III
m estructions constitute	lokalani - Le
(ck) zdytu n	Note that the second
And the second of the second o	market and a second
Lage for the last special transfer in the second transfer in the sec	And Ja
To a pullbank or lease a new Harlington	Inches True Inches
gati gillinitali desi sugestina polit pinto	njenia L
Line you had sold and a	netted a character last
Paragonal Commence of the Comm	Maria La Cal
un about (percuria turand ness.	Etward Louis mant 4 p. 1
STATE OF THE STATE	
noiste di l'ari noi	nadagel
	The same of the sa
	EL STATE TO THE
	. 17.2 - 0.3001

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				4	
6		Discussion about the essential attributes of the concept					
7		Guideline to compare Yes and No Examples					1
8		Integration of all the essential attributes of the concept					V
9		Encouraging the students for defining the					
10	Phase II	concept. Testing attainment of concept.					
11		Guideline for generation new examples					1
12	Phase III	Discussion about thinking strrategies					1
13		Students response				/	
14	Teaching Skills	Learning experiences)
15		Preparation for the lession				V	^
16		Ease in using model				/	
17		Black Board Work					
18		Classroom Management					~
19		Time Management					
20		Overall impression				/	
		Total Marks - 100					

		Total Ma	rks - 100			
Feedback, (if any)	:		*		88/10	b
Explain	red the	e concept	by	giving		
appr	opiate	examples	·			
				100		

Lesson No.:

ABHINAV EDUCATION SOCIETY'S COLLEGE OF EDUCATION

20 - 20

MODELS OF TEACHING - ADVANCE ORGANIZER

Teacher - Student Interaction	Syntax of the Model
Teacher: Teacher enters the class and greet	
Good Morning Students.	
Student: Good morning Teacher.	o guazone
Light in the light design and the	
Teacher: Student tell me what do you	Revision of
mean by "Angles"?	previous
THE ZOURGE TO US A LO MINUSCIO	knowledge.
Student: It is a figure formed by two	It spintword many
rays with same initial point.	Lot committees
I deliver entrance of the contract of the cont	
Teacher: Very good student.	
So student can you tell me any	HELLER SENATURE SEL
applicato of angles in our daily life	2 11 2 1 1 2 1 1 2 1 2 1
station / station	itheingissu
Student: In designs building roads bridges	Losto - Indian
Teacher: Very good. Teacher draws one diagram	m
on board and asks to name that	Date: 23/4/22
diggram and inform it's vertex.	
	4
Student: LPRR and vertex is pt. Q.	,
	es Suggress Const.
Teacher: Very good. Today we are going	essa ego triba
to learn various types of angles	PhaseI
Teacher shows chart of angles and ask	
the name of first angle ie diagram)
Student: LABC.	×
earher: Yes Good. Now let's See which	
type of angle is it.	

Teacher - Student Interaction	Syntax of the Model
1) And Acute Angle: It is a type of	
angle that measures less	Student Listen
B/30° + than 90°. For example,	carefully.
when the time 11'0 Clock, the angle formed	and a A constant
between the hour hand and the minute	State State No.
hand is an agate angle. In other words	rifo 4 mildreth mild
30°,40°,57° and so an gre all acute angles.	2 toefort?
Teacher: Application	
Q.1 An angle is formed by two adjacent	
fingures. Inhat kind of angle will it appear?	
Student: The angle-formed by two	
adjacent fingures will appear as cieute	Latino sati de La La
angle. Anatabinani asi bu	chrection is the
Crifical Question:	notten Question
Teacher : Use a protractor to drow an	Teacher; Use He
angle of 50° i.e. acute angle.	Total 15 Marco
Student: Draws acuteangle of 50° in	Student: Draws
their notebook. A.7	
	and the second second
50°	2= 1
B	
Teacher: Good students. So you understand	Phase I
Ocute angle, now let's see next type of angle	
Teacher shows 2nd diagram on chart.	Clarity on explana
2 Obtuse Angle: This a type of angle	
that measures greater	
120° than 90° and less than	3).
2 180° When the time	11.
4'0 Clock, the angle formed between	

ADVANCE ORGANIZER WODE	L
Teacher - Student Interaction	Syntax of the Model
hour hand and minute hand is an	CATTER TOTAL
Obtuse Angle. In other words 100°120°	See S
and so on are obtuse angles.	
Teacher: Application.	H smit adt melie
Q.1) State the kind of angle is North &	accord with insertable
South-East direction.	LUNG OD EL BROOK
Student: N	or bather the fak.
and the same of th	Headner & Applical
W 90 135° E	of a signionA to
The state of the state of the Land	in tooley company
S South-East	Blitten : The or
Fr : The angle beth North & South East	murain tarapta
direction is around 185° i.e. an Obtuse Angle	e
Critical Question:	milesus bosific
Teacher: Use a protrator to drow obtuse	Teacher : Use o
angle of 160°.	estitudo skapi
Student: Draws angle.	word : trabute
•	Handstan made
1600	
KR)	
R	
Teacher: Very Good. So students let's see	clarity on
next type of angle teacher shows next	explanation
diagram from chart.	The mode /sind
3) Right Angle-It is an angle that is	studen
1 exactly equal to 90° degrees	Risten
(or T1/2) in measure. For example	e
the corner of a book redges of	
the cardboard etc.	
T N	

Teacher - Student Interaction	Syntax of the Model
Teacher:	Students Vestal
Q.) Right eangle looks like which alpha	be- all sharp are
Student: alphabet "L".	Student under-
:Q.2) Draw Right Angle using a protract	or. Stands better by
Student:	drawing diagram
At April and the committee	figure.
460	O
BAN	Send Intimite 12
The angle that	
Teacher: Good. Now let's see next angl	
Teacher shows next diagram on char	201-
cunque The Leasure of Leasure of	
4) Zero Angle:	an since triping
A Zero angle is ar	Some of the stante
angle with a measu	ire beat-rolo mo mis
of zero units. Typico	elly small slank (1)
these units are degr	rée Student listen
or radians.	carefully.
Zero angle is an angle that	steacher a Application
lies on a line where the vertex	
lies on the line to the left or	
right bothe other points on the and	
Zero angles play an important role in)
trigonometry.	La Dilaca la ja di di dia
Teacher: Give a real-life example	
of zero angle?	
Student: The sunset at the horizon	n.
Critical Qustion:	A Parket of the second of the
Teacher: Is zero angle an acute angl	e?

Teacher - Student Interaction	Syntax of the Model
Student: Yes, as the range of acute	Totalner I
angle is from 0° to less than 90°.	23 Right and let
- Yel 60 freshold - Th	dudalo : losbut
Teacher: Very good.	Cheil and 60
Teacher: Very good. Now let's see last type of angle.	- Indian
Teacher shows figure on the chart.	
5) Straight Angle:-	
The angle that	
180° measures exactly at	student
180° is a straight	listen
angle. The measure of	
Straight angle can be negative or positive.	SalphA cass 15
Some of the straight line angles examples	
in our day-to-day life are-	
1) Angle formed in a see-saw	
2) A flat surface has an angle of 180°.	
pelificación de la companya de la co	anolboy you
Teacher: Application	prus graža
2.1) State the kind of angle is	
East and West.	10 10 10 10 10 10
Student: IN	
1892	coloriano si
E	1001.2711010.00
W	
g	scholog de la fil
Straight Angle (Student Answer)	rest and the section

Teacher - Student Interaction	Syntax of the Model
Teacher: So, student today we	
learn the various types of angles.	Louis Seine All Albert
1) Acute angle - Greater than oo, Less	
than 90°	Revised all
2) Obtuse angle - Greater than go, Less	points.
than 180°	2 THE 2
3) Right congle -> 90°	Long
4 Straight angle -> 180° 5 zero angle -> 0°	Rivard -
3 zero angle -> 0°	19
The Market of the Control of the Con	
final Statement:	touset in the
Student you understand the	ASSET MARKET 19
topic types of angles and draw,	Student
answers correctly . So tomorrow	listen.
we will learn angle bisectors.	
	ML0 1
no and a first the second of t	ana Alla
Rongulae	kama l
	naw i i
	Q1

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	III dans	Clarification of the aim	Hier	in ei	Lr o	V	
3		Presentation of the organizer					~
4		Use of examples and references	-y-1 pu		La Ca	/	
5		Use of repetition				~	
6		Revival of previous knowledge / experiences					~
7	Phase II	Presentation of content / learning material	H			1	
8		Logical order of content / learning material					,
9		Maintenance of attention	4.01	1,4	Yet .	put	-
10	Phase III	Use of Principle of integration	is b	de			
11	L Ingli	Ecouraged active receiption for learning	1.5		1	iie 5	-
12	i refet	Development of critical approach towards content	19.00		1 +		X .
13		Clarification of doubts					/
14	Teaching Skills	Mastery over content					V
15		Achievement of objectives as per the phases				1	
16		Role of teacher students	* 12			1/.	
17	(46)	Ease in using model					~
18		Classroom Management					~
19		Time Management				/	
20		Effectiveness in teaching overall impression				1	
		Total Marks - 100					

Feedback, (if any):			001100
D. Presented	ad vance	organizer	in the
begining.			
2) Good 1855	on,		Anguse

ABRURANGE

TEACHING

COMPETENCY - I OBSERVATIONS

TEACHING COMPETENCY - II - OBSERVATIONS INDEX

TECHNOLOGY BASED LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. SIGN.
1.	6 4 22	Science	No.
2.	8/4/22	Mathematics	Dange

TEAM TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	Tr. SIGN.
1.	1314/22	Science	
2.	16/4/22	Mathematics	Bengo

MODELS OF TEACHING LESSON (2 Lessons)

SR.	DATE	METHOD	150 150	Tr. SIGN.
1.		Science		a se
2.	23/4/22	Mathematics	,	(Ber of

Signature of Incharge

TECHNOLOGY BASED LESSON - 01 OBSERVATION TOOL

2021 - 2022

	et: Science Std.:	9th	_ Div. :	-		
Jate :	614122			Subunit :	Properto	es of ma
SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4	5 Excellent
1.	Lesson Note पाठ टाचण		8.		V	
2.	Pre Preparation पूर्व तयारी			199	/	
3.	Use of Technology as per content आशयानुसार तंत्रज्ञानाचा वापर		her Anyanus	41 at 1001 3		
4.	Accuracy in preparation of technological Aid तंज्ञज्ञान निर्मितीतील अचुकता	Ε,	darjuika			V
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता		MEJK = Sh			
6.	Presence of Mind समयसूचकता	r		/		
7.	Interaction in Classroom वर्गातील आंतरक्रिया			KOOKS STATE		
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयांची सांगड				/	
9.	Content Knowledge विषय ज्ञान				1	
10.	Overall Effect एकंदरीत परिणाम					

Any other Suggestion: - Excellent content of knowledge.

Total = 42/50

Engule Signature of Professor

TECHNOLOGY BASED LESSON - 02 OBSERVATION TOOL

202 - 2022

Name o	of the Student: Radhika De	goanka	8		H30.42.	(MARS TIPE)
	t: Mathematics std.		_ Div. :			
Date:	8 4 22			Subunit:	Typeso	fquadrila
SR. NO.	POINTS	1 Unsatisfactory	2 Average	3 Satisfactory	4 Good	5 Excellent
1.	Lesson Note पाठ टाचण				V	
2.	Pre Preparation पूर्व तयारी			, a	he paparé d tapa	/
3.	Use of Technology as per content आशयानुसार तंत्रज्ञानाचा वापर					V
4.	Accuracy in preparation of technological Aid तंज्ञज्ञान निर्मितीतील अचुकता		10		V	
5.	Accuracy in use of Technological Aid साधनांच्या वापरातील अचुकता				/	V
6.	Presence of Mind समयसूचकता		×	/	V	*
7.	Interaction in Classroom वर्गातील आंतरक्रिया					
8.	Proper Presentation and Related to Subject योग्य सादरीकरण व विषयांची सांगड		*			V
9.	Content Knowledge विषय ज्ञान				V	
10.	Overall Effect एकंदरीत परिणाम					· ·

Any other Suggestion: Excellent interaction in classroom.

Total = 45 / 50

Signature of Professor

TEAM TEACHING

EVALUATION SCHEME

Lesson No.: Std. 8th

Student Name: Neha Chorge	Method Science Unit/Subunit health & diseas
Student Name: Megha Choudhari	
Student Name :	MethodUnit/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	Q lie	NA.	tob) (V	
2	Introduction	Relevane and Stimulating	35.700		nui ai	V	FIE
3		Revival of previous knowlege and linking with the topic	Dayes e prin			V	
4		Statement of Aim and Title writing	i muli	la [1	
5	Presentation	Clarity and Fluency in / Narration /	F years Omor		-glei	PLIST	~
6		Questions - Clear, Concise and Grammatically correct	olitea e ang			~	
7		Question - Logical and thought Provoking	2/174				~
8		Distribution of questions and Reinforcement	izdnia	PO I			V
9		Black Board Work					1/
10		Clarity in Reading / Ease in Demonstration	/ with	5			~
11		Use of Teaching Aids / Use of Examples	The s				V
12		Mastery over the content	g te tati			V	
13		Selection of team members	nilseli				V
14		Role and Co ordination among team members	115 (91 150 (11)	5 ³			V
15		Equal participation of team members	KT 40°L			1	/
16		Classroom Management and Time Management	6057 (2088)	in i			V
17	Evaluation	Recapitulation as per objectives.	11.135		in.	V	FR
18		Application - Appropriate / creative				V	
19	H ¹	Homework - Appropriate / activity based	17				1
20		Effectiveness of team teaching					V
		Total Marks - 100	92				

Feedback, (if any) :			
Excellent	Use	of feaching	aids.

TEAM TEACHING

EVALUATION SCHEME

Lesson No.:

Student Name :_	Radhika	Degoankar	_Method_Maths	_Unit/Subunit_oftoiangle.
Student Name :_	Sonali	Yadav	_Method Maths	_Unit/Subunit Altitude & medians
Student Name :_		None work	_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	0.19	an E		1	-
2	Introduction	Relevane and Stimulating	ravel		66	1	
3		Revival of previous knowlege and linking with the topic	ina visi			U	
4		Statement of Aim and Title writing	linef.	/		1	-
5	Presentation	Clarity and Fluency in / Narration /	_				
6		Questions - Clear, Concise and Grammatically correct				V	
7		Question - Logical and thought Provoking	ina				V
8		Distribution of questions and Reinforcement	1-5-1	For F			-
9		Black Board Work		fig i			
10		Clarity in Reading / Ease in Demonstration	111				1
11		Use of Teaching Aids / Use of Examples					/
12		Mastery over the content	/ eta	m [†]		/	
13		Selection of team members	L = B	8-		/	
14		Role and Co ordination among team members					
15		Equal participation of team members	to Itali				/
16		Classroom Management and Time Management					V
17	Evaluation	Recapitulation as per objectives.		Jane J	P	di i	/
18		Application - Appropriate / creative		la ris	J. 32	1	. 1
19		Homework - Appropriate / activity based				1	
20		Effectiveness of team teaching			,		~
		Total Marks - 100	90				*

Feedback, (if any) :					/		
Conten	- 0	Know	ledge	is	very	good.	
					/	-	-

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	dictal.	77	-11-1	11	1273
2	Phase I	Inclusion of essential attributes in positive examples (Yes)			1	V	
3		Inclusion of either essential attributes in negative examples (No)				V	
4		Sufficient number of examples.				1	
5		Medium used for the essential attributes of the concept				V	
6	14	Discussion about the essential attributes of the concept				V	
7		Guideline to compare Yes and No Examples					V
8		Integration of all the essential attributes of the concept					~
9		Encouraging the students for defining the			7 207-02		~
-		concept.					
10.	Phase II	Testing attainment of concept.					V
11		Guideline for generation new examples					1
12	Phase III	Discussion about thinking strrategies					~
13	1 1 1 1 . s	Students response			V		
14	Teaching Skills	Learning experiences			12		V
15		Preparation for the lession					~
16		Ease in using model				V	
7		Black Board Work					1
8 .	To end	Classroom Management					1
9		Time Management					
20		Overall impression				1	
		Total Marks - 100	89			V	

Feedback, (if any):

EX	plain	the	Concep	t well

MODELS OF TEACHING 2 ADVANCE ORGANIZER MODEL

Std	
010	

Student Name :_	Pournima	Amole	Kale	Method Math	_Unit/Subunit.	Divisibili	tu
Student rame :=			A THE PART OF THE		· ·	Test	U

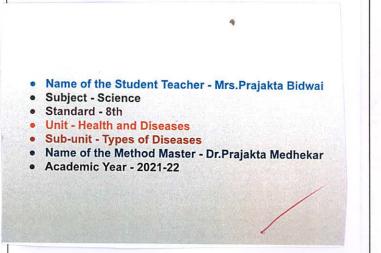
EVALUATION SCHEME

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

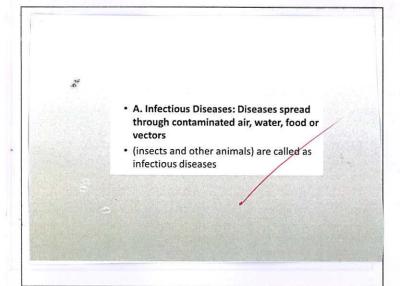
No	Step	Criteria	1	2	3	4	5
1	Phase I	Neat, Correct and Complete					
2		Clarification of the aim				~	
3		Presentation of the organizer				~	
4		Use of examples and references	Lilia			V	
5		Use of repetition				~	
6		Revival of previous knowledge / experiences	Lu di			V	1
. 7	Phase II	Presentation of content / learning material .					/
8		Logical order of content / learning material					V
9		Maintenance of attention					V
10	Phase III	Use of Principle of integration					V
11		Ecouraged active receiption for learning					V
12		Development of critical approach towards			Loca		
- 19		content				V	
13	<u> </u>	Clarification of doubts				V	-
14	Teaching	Mastery over content				/	/
	Skills						V
15		Achievement of objectives as per the phases					V
16		Role of teacher students					V
17		Ease in using model					V
18		Classroom Management				/	
19		Time Management				V	
20	-	Effectiveness in teaching overall impression					V
		Total Marks - 100	90				

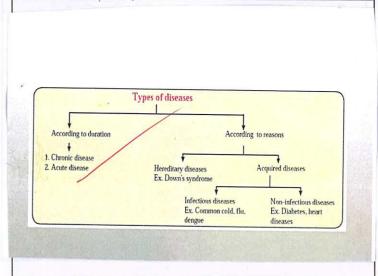
Feedback, (it	f any):				
				and the second s	
	200	- W			

Interaction is good.



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.





Some infectious diseases Name of Gicava Tulerculosis Mechacterimer (Spitting by patient, through air, prolonged confact through air, prolonged confact (makery nilae prolonged confact through air, prolonged confact (makery nilae project cleaning of patient work) Beparitis Uleparitis virus A. B. Contaminated food Singelia, Aucili, Aucili, patien in addorner (makery nilae project cleaning of hards weakness, names, names, proy closed (makery nilae project cleaning of hards weakness, names, names, proy closed (makery nilae project cleaning of food, distincting through nilae project (makery nilae project nilae project (makery nilae project (makery nilae project nilae p

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.

Prevention Strategies

Recapitulation:-

- 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

Pargusa

Slide 12

METHOD MASTER SIGNATURE

