

Metric 2.4.2- Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Clarification Asked-

☐ Reports and photographs / videos of the activities ☐ Attendance sheets of the workshops/activities with seal and signature of the Principal ☐ Documentary evidence in support of each selected activity ☐ Details of the activities carried out during last completed academic year in respect of each response indicated

Response-

1. Reports of activities conducted related to metric are attached.
(Appendix-I)

Appendix-I

Formulating learning objectives



SAKET
GYANPEETH

NURTURING POTENTIAL

SAKET COLLEGE OF EDUCATION
SCHOOL INTERNSHIP IN PRE – SERVICE
TEACHER EDUCATION PROGRAMME



PREFACE

Welcome to the School Internship phase of our Pre-Service Teacher Education Programme. This internship marks a significant milestone in your journey toward becoming proficient educators, ready to inspire and guide the next generation of learners. The purpose of this internship is to provide you with hands-on experience in real school settings, allowing you to apply the knowledge and skills you have acquired during your academic studies. Throughout this internship, you will have the opportunity to observe experienced teachers, plan and deliver lessons, engage with students, and reflect on your teaching practice. We have high expectations for your participation and engagement during this internship period. We encourage you to be proactive, curious, and reflective learners, actively seeking opportunities to learn and grow as educators.

We extend our heartfelt gratitude to the school administrators, teachers, and mentors who have graciously welcomed our interns into their classrooms and provided invaluable support throughout this programme. Your dedication to nurturing the next generation of educators is truly commendable. Wishing you a rewarding and enriching internship experience filled with meaningful connections, valuable insights, and lasting memories.



Introduction

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. It involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as '**school internship**'.

The present-day educational discourse centers around the concepts of self-learning, self-knowledge, and constructivist approach to teaching and learning. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice.

Teaching work is a great and sacred work. School based training programs are an important component for teacher education. In school-based training, students are not only imparted training but also provide an opportunity to complete all the tasks done by a regular teacher.

The National Education Policy 1986 emphasized the adoption of the Internship Model. School internships require students to do a variety of activities. Students have to be involved in the activities of classroom teaching, classroom management, school observation work and community based activities, community service campaign, and overview of various school scenarios.

According to the guideline released by the National Council for Teacher Education, B.Ed. college serves as a bridge. It offers the students to apply the knowledge and skills you have acquired during your academic studies in a practical and meaningful way, under the guidance of experienced mentors and educators. Internship helps the students develop the confidence, adaptability, and resilience needed to succeed as educators.

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education.

- To provide students with hands-on experience in real classroom environments.
- Internships aim to develop a range of teaching skills, including lesson planning, instructional delivery, classroom management, assessment techniques, and student engagement strategies.
- Through internships, students have the opportunity to develop their professional identity as educators. They learn about the ethical responsibilities, professionalism, and communication skills required in the teaching profession.
- Internships provide opportunities for students to observe experienced teachers in action, reflecting on different teaching styles, instructional methods, and classroom dynamics.
- Internships allow students to collaborate with teachers, school administrators, students, and parents, fostering professional .
- Internships provide a platform for students to receive constructive feedback from mentor teachers. This feedback helps interns identify their strengths and areas for improvement, guiding their professional development.
- Internships bridge the gap between theory and practice by allowing students to apply theoretical concepts learned in the classroom to real-world teaching situations.
- Internships prepare students for licensure exams and employment opportunities by providing them with valuable teaching experience and professional development.

Roles, Duties and responsibilities of the Personnel involved in the Programme:

- Student teachers are active participants in the B.Ed. program, engaging in both academic coursework and practical training experiences.
- They attend lectures, seminars, and workshops to gain theoretical knowledge and pedagogical skills relevant to teaching.
- Student teachers participate in practical training experiences, including internships and field placements, to gain hands-on teaching experience in real classroom settings.
- They observe experienced teachers, assist in classroom activities, and gradually take on teaching responsibilities under supervision.
- Student teachers collaborate with mentor teachers and supervisors to plan and prepare lessons aligned with curriculum standards and learning objectives.

- The principal monitors the quality of internship placements, ensuring that student teachers have access to diverse learning experiences and opportunities for professional growth.
- The principal supports the professional development of mentor teachers, providing training, resources, and ongoing support to enhance their mentoring skills and effectiveness.
- The principal ensures that internship placements meet established standards of quality, professionalism, and ethical conduct.
- He / She monitor the progress and performance of student teachers during the internship, seeking feedback from mentor teachers, college faculty, and students themselves.
- The principal advocates for the value and importance of the internship program within the college and the broader educational community.
- The principal highlights the achievements and outcomes of the internship program, showcasing its impact on teacher preparation, professional development, and educational quality.

Role of the Mentor

The role of mentor or cooperating teachers in the internship program of B.Ed. (Bachelor of Education) colleges is crucial in providing guidance, support, and supervision to student teachers during their practical training experiences. Here are the typical roles, duties, and responsibilities of mentor or cooperating teachers:

- Mentor teachers supervise and support student teachers throughout their internship placements in classrooms.
- They provide guidance and assistance to student teachers in planning, implementing, and evaluating lessons and instructional activities.
- Mentor teachers offer constructive feedback and suggestions to student teachers to help them improve their teaching skills and effectiveness.
- They showcase exemplary teaching strategies, communication skills, and professionalism for student teachers to observe and emulate.
- They engage in reflective discussions with student teachers, helping them analyze and evaluate their teaching experiences, challenges, and successes.

STUDENTS REFLECTIONS

Name of the Student Teacher: Savita Wali

Roll No: 85

School: Holy Faith High School

Internship is a beautiful program designed for B Ed students. The sustained engagement with school over a period is known as “school internship” which equips the prospective, teacher to build a repertoire of professional understandings, competencies and skills and positive attitude to schooling and teaching.

My internship as a student-teacher for Holy Faith High School has been the most rewarding and motivational experience. First and foremost, I would like to thank our Principal Sir, Maurya Sir my mentors, my supervisors who were compassionate and supportive and guided me throughout my journey of internship and also extending my thanks to my fellow group members for being co-operative and standing beside me. This overall experience helped me develop many skill which would come in handling my Future.

The first day of my internship program was very interesting. I was excited but at the same time nervous. I was prepared to encounter new faces, routines, and responsibilities. I had prepared myself for challenges that I would encounter during the internship, such as classroom management issues or adapting to new methodologies.

Internship Activities and Responsibilities

- Observing experienced educators to gain insights into effective teaching methodologies.
- Assisting in lesson planning, curriculum development.
- Engaging in co-teaching opportunities.
- Conducting assessments, providing feedback, and tracking student progress.

Learning Outcomes

The internship facilitated substantial learning experiences.

- Helped to develop effective classroom management strategies.



Name of the student teacher:-Deepa Mishra

Roll no: 42

School/College Name: Saket college of Arts, Science, Commerce.

It is my pleasure to share my experience working as an intern teacher in Saket college of Arts, Science, commerce, Chinchpada, Kalyan (East).

College internship is an important part of teacher's training programme .Our college sent in students for internship in different schools and colleges .I had been sent to Saket college of Arts ,Science ,Commerce. Saket college of Arts ,Science ,Commerce First of all I would like to thank institute staff and my fellow group members for being so co-operative and standing beside me through every trick and train .Although the work there was tough indeed ,the experience gained is very memorable and distinct is my secondary school like . We all know that practical experience is best ,and internship gave us that opportunity and experience is best and internship gave that opportunity and experience to have that practical knowledge and experience that we needed to be a successful teachers. I feel that internship helped me develop many skills which would come is handling in my future . Skills such as multitasking ,communicating ,learning to deal with diversity and dealing are different when you are working for someone else , not yourself like you do in college .The principal of Saket college was so enthusiastic that we learned from him a lot

I still remember the first day of my internship .I was excited and nervous at the same time I arrived the college in time and first go to Principal office and meet respected principal sir The expression of joy on their faces from the little activities we did was than satisfying for me. It felt like for the first time I had accomplished something on my ones. I had accomplished something on my ones . Having all this sweet and sour experience that last came the principal thanked us in the assessing informing all that today is our last day and giving us such a great opportunity .

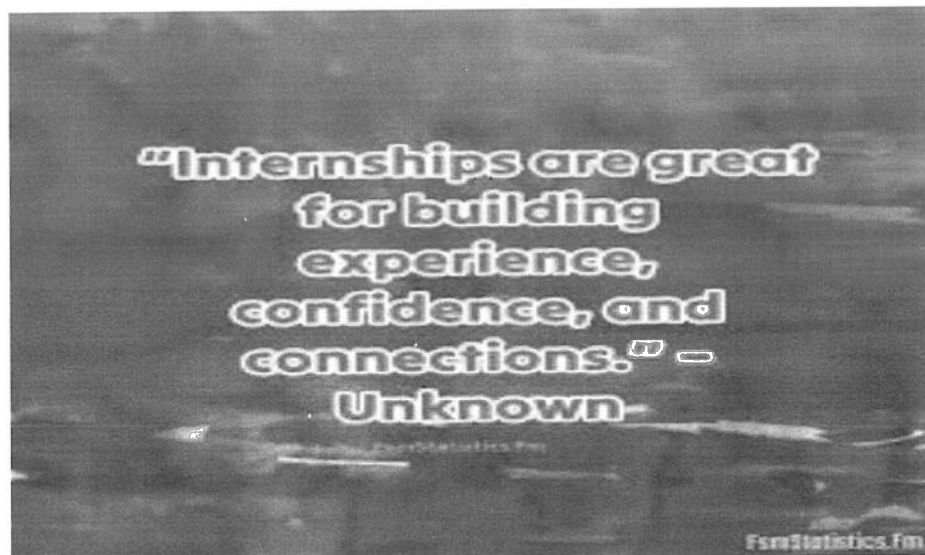
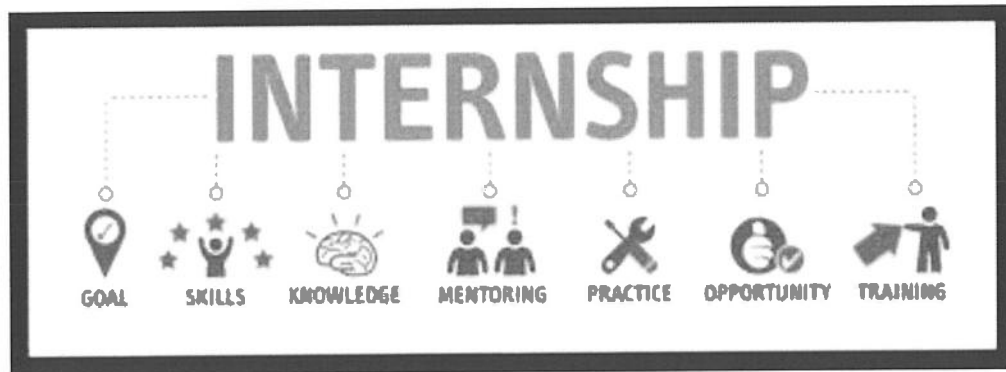
I went to all the classes one by one to say good bye and wishing the students good luck for their bright future .These golden days taught we so much that day I felt the importance and value of this course .I felt so blessed that almighty had selected such as valuable profession for me.



Different activities and weightage of mark distribution

Semester -2	
PROJECT BASED COURSES PC2	Maximum Marks
Internship of 3 weeks	
a. Observation of school activities- (Any Three) 3*5	15
b. Observation of lessons given by peers – (5 lessons) 5*4 Marks	20
c. Shadowing of School Teacher 5 lessons (One week) 5*3 Marks	15
d. Lessons – 5 Lessons *10 Marks	50
Total Marks	100

Semester -3	
PROJECT BASED COURSES PC3	Maximum Marks
Internship of 11 weeks	
a. Lessons 10 Lessons*10 marks	100
b. Theme based lessons 2 lessons*10 marks	20
c. Co-teaching with school teachers 3 lessons X 10 marks	30
d. Administration of Unit Test and analysis of results	20
e. Reflective Journal on internship activities	30
Total Marks	200



Blank-Internship Sample copy.

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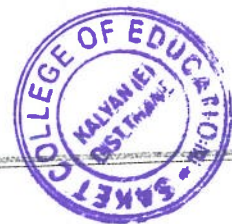
B.Ed. INTERNSHIP PROGRAMME REPORT

ACADEMIC YEAR 20 - 20

NAME OF THE STUDENT :-

NAME OF INTERNSHIP SCHOOL :-

INTERNSHIP PERIOD



INDEX - A
SHADOWING OF SUBJECT TEACHER

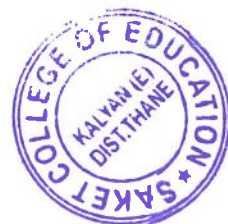
Sr.No.	Date	Unit	Class	Sign. Of Incharge Tr.
1.				
2.				
3.				
4.				
5.				

INDEX - B
OBSERVATION OF SCHOOL ACTIVITIES

Sr. No.	Date	Sign. Of Incharge Tr.	Seal of School
1.			
2.			
3.			

INDEX - C
OBSERVATION OF LESSONS GIVEN BY PEERS

Sr.No.	Date	Unit	Class	Sign. Of Incharge Tr.
1.				
2.				
3.				
4.				
5.				



OBSERVATION OF SCHOOL ACTIVITIES

[illegible]

SAKET COLLEGE OF EDUCATION, KALYAN (E).

Supervision Check List

Name of School Teacher : -----

Subject : ----- Topic : ----- Date : -----

(Use Tick Mark)

- I. Set induction
- | | | |
|---------------|---------------------------|---------------------------|
| Demonstration | Use of Previous Knowledge | Topic |
| Analogy | | Posing intriguing Problem |
| Teaching aids | Questioning | Narration |
| Story Telling | | |

II Stimulus Variation (Tick Mark)

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

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

III. Questioning

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

- | | |
|----------------------------|------------------------------------|
| Repetition of Q | Suggestive Q |
| Changing form of Q | Easy |
| Mannerisms in Q e.g. Yes ? | Grammatical error in Q |
| Vague Q | Double Barreled Q |
| Difficult | Echo Q |
| Elliptical Q | Q not relevant to-content |
| Yes/No Q | Adequacy : Few/sufficient too many |

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

Correct Answers :

Verbal Reinforcement :

- | | | | |
|---------|--------------|---------|-----------|
| Yes | Right | Good | V. Good |
| Exactly | That's right | Correct | Excellent |

Non - verbal Reinforcement :

Incorrect Answers :

- | | |
|--------------|-------------------|
| Mocking | Gentle indication |
| Harsh remark | not indication |

Partially Correct Answer :

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and

then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer

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

Suggestions :



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

Shadow Lesson Observation

Name of the Student Teacher : _____

Name of the School : _____

Roll No. _____ Shadow Lesson No. _____

Subject - _____, Date - _____, Unit - _____

Subunit - _____, Std./Div. - _____

Following Points to be Considered while writing observation

1) Set Induction

i) Relevant to Content

ii) Interest

iii) Previous Knowledge

iv) Use Teaching Aids

v) Innovative Technique

2) Statement of Aim

3) Black Board Work/Writing

i) Division of the Black Board

ii) Use of Colour Chock

iii) Placement of Figures &
Information

iv) Neatness

v) Clarity in Writing

Content mapping

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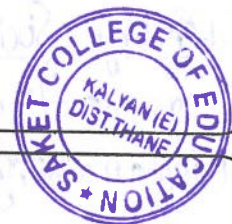
Saket Vidyanagari, Chinchpada Road, Katemanivli,
Kalyan (East) - 421 306. Dist. Thane (MAH.)**LESSON NOTES**

Name of the Pupil Teacher <u>Soni. Giri.</u>	Practising School <u>Saket</u>
Roll No. <u>21</u>	<u>Junior College</u>
Subject <u>Organisation of Management (OCM)</u>	Std. <u>XI</u> Div. <u>E</u>
Lesson No. (General) (<u>2</u>)	Date <u>20/2/19</u>
Lesson No. (In the method)	Time - From <u>?</u> To <u>?</u>
Topic <u>Management and Importance of Management</u>	

Previous knowledge of the class

Students have knowledge about Concept, Features and Objectives of management.

Teaching Points	General Objectives
* Meaning of management * Definition of management * Importance of management	Knowledge:- pupil acquire the knowledge of management and importance of management. Understanding:- The pupil acquire develops the understanding of management and importance Application:- The pupil apply their knowledge in practically in Business basis. Skill:- The pupil develops the skill in business management

Teaching Aids :- ChartReference Aids :- OCM 12th textbook.

Procedure	Evaluation
Introduction :- Introduces the topic with the help of questions:- ① What is management? ② What is features of management? Statement of Aim :- So today we are going to study about the importance of management. Presentation :- Explain the management and its importance with the help of examples. And Showing various pictures related the topic. And write down the Blackboard also and explaining deeply. Importance of management explain also and asking the questions in these related topic.	Generalization :- ① What are objectives of management? ② Which point included in Importance of management? Recapitulation :- ① What points included in optimum use of resources? Application :- True or false ① management can be done without any objective. ② management helps in using the resources properly.
Conclusion :- So, today we have learn about the Importance of management. Core Elements :- Scientific temper. Values :- Neatness, punctuality, Scientific attitude.	Assignment :- What is management?

Content Analysis	Objective : Specifications
<u>Importance of Management</u> - Knowledge - The pupil management is highly acquire the knowledge important for the survival of management. And and growth of an organization. Importance of management.	
1) <u>Helps to achieve goals</u> - Understanding - The pupil management helps any organization to accomplish the objectives very easily. understand of importance of management.	
2) <u>Ensures optimum use of resources</u> - Application - The pupil management helps the organization to apply in management make proper use of and concept of management in their real life. resources.	
3) <u>Motivates people</u> - The most Skills - The pupil develops important task of management the skills of management is to motivate people. ment -	
4) <u>Establishes a sound organization</u> - Establish and Survival are depend on management.	
5) <u>Co-ordinates activities</u> - Management harmonizes all these activities.	
6) <u>Helps in economic development</u> - Management does not help but Organization grow then help in economic development.	
7) <u>Fulfilling Social Objectives</u> - Every Organization its Social responsibility to fulfill by paying wages etc.	

BLACK BOARD WORK

Jottins Diagram :-

Definition:-

According to Henry Fayol, "to forecast, to plan, to organise, to Command, to co-ordinate and to Control."

Summary :-

Examples of Importance of Management

It helps in Achieving Group - it arranges the production, assembles and organizes the resources etc.

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor



Suggestions :-

- * control class properly
- * Need more focus on content.
- * Handled teaching aid properly.
- * taken response from students.

General Remarks

Overall Lesson was good. Need more improvement.

Supervising Professor

[Signature]

SAKET COLLEGE OF EDUCATION

Lesson Notes.

Name of pupil Teachers - Soni Gini	practising Schools - Saket Junior College.
Roll No - 21	Std - <u>XI</u> Div -
Subjects - Ocm.	
Lesson no - 8	Date 20/2/19.
Topic - Management	Time -
Sub-topic - Importance of Management	

Previous knowledge of students - Students have knowledge about concept, features and objectives of management.

Teaching point

- * Meaning of Management
- * Importance of Management
 - 1) Helps to achieve goals

2) Ensures optimum use of resources.

3) Motivates people

4) Establishes a Sound Organization

5) Co-ordinates activities

6) Helps in the economic development

7) Fulfilling Social Objectives

General Objectives.

Knowledge - pupil acquire the knowledge of Management and Importance of Management

Understanding - The pupil develop the understanding of importance of Management

Application - The pupil apply their knowledge in practically in management.

Skill - The pupil develops the skill in management.

Teaching Aids - Chart

Reference Books - Textbooks



Procedure ^{Student} Teacher

Introduction: - Introduces the topic with the help of questions.

- 1) What is management?
- 2) What are features of management?

Statement of Aim: - So today we ^{are going to} study about the importance of management.

Presentation

Teacher Explain the management and importance of management with the help of examples.

Teacher gives the assignment. Conclusion: - So today we ^{have} learnt about the importance of management.

Core elements: -
Scientific temper.

Values: - Neatness, punctuality.
Scientific attitude.

Evaluation

Generalisation

- 1) What is important role of management?
- 2) What ~~is~~ are objectives of management?

Recapitulation

- 1) What points included in management?
 optimum use of resources

2) What

Applications ??

True / False

① Management can be done without any objective.

② Management helps in using the resources properly.

Assignment: - What is management? (write down your opinion)

Content Analysis

* Importance of Management:- Management is highly important for the survival and growth of an organization.

1) Helps to achieve goals:- management helps any organization to accomplish the objectives very easily.

2) Ensures Optimum use of resources:- Management helps the organization to make proper use of resources.

3) Motivates people:- The most important task of management is to motivate people.

4) Establishes a Sound Organization:- Establish and Survival are depend on management.

5) Coordinates activities:- Management harmonizes all these activities.

6) Helps in economic developments:- Management does not help but organization grow then help in economic development.

7) Fulfilling Social Objectives:- Every organization its social responsibility to fulfill by paying wages etc.

Objectives :- Specification

Knowledge:- The pupil acquires the knowledge of management and importance of management.

Understanding:- The pupil understand of importance of management.

Application:- The pupil apply in management and importance of management.

Skill:- The pupil develops the skills of in management.

Attitude:- concept of management in their real life.

Black Board Work

Date :-

Std :- XI

Subject :- Ocm

Unit & Management

Sub Unit - Importance of management

Definitions:-

According to Henry Fayol, "to forecast, to plan, to organise, to command, to co-ordinate and to control."

Examples of Importance of Management:-

It helps in achieving group group. - it arranges the production, assembly and organizes the resources etc.



SAKET GYANPEETH'S

SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher ... <u>Jadhav Kirti</u>	Practising School ... <u>Anand</u>
..... <u>Dayanand</u>	 <u>Global Kalyan East</u>
Roll No. 26	Std. <u>VIII</u> Div.
Subject <u>maths</u>	Date <u>26/07/19</u>
Lesson No. (General) (<u>01</u>)	Time - From <u>8:45</u> To <u>9:15</u>
Lesson No. (In the method) <u>1</u>	
Topic <u>Expansion formula</u>	

Previous knowledge of the class

.....students have previous knowledge about variable
constant & Algebraic expression.....

Teaching Points	General Objectives
i) $(a+b)^2 = a^2 + 2ab + b^2$ ii) $(a-b)^2 = a^2 - 2ab + b^2$ iii) $(a+b)(a-b) = a^2 - b^2$	<u>Knowledge</u> :- pupil acquire the knowledge about expansion of binomials <u>Understanding</u> :- pupil develop an understanding of expansion formula. <u>Application</u> :- 3) pupil applied their knowledge and understanding about binomial expansion <u>Skill</u> pupil develop the skill required to study expansion formula and able to solve complex binomial expansion expression.

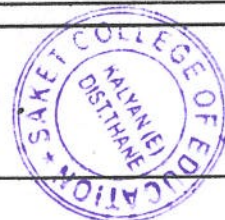
Teaching Aids :-

Activity chart showing the relationship between geometry and algebra.

Reference Book

Reference :-

w.w.w. mathsisfun.com



Content Analysis	Objective : Specifications
We have studied the following expansion formulae	pupil understanding term expansion.
Activity II :- In the figure alongside the square with side a is divided into 4 rectangles namely, square with side $(a-b)$ square with side b and two rectangles of side $(a-b)$ and b	1) Knowledge:- pupil recognize the term expansion of formula.
	2) Understanding pupil will also understanding relationship between expansion.
	3) Application:- pupil will be able to use it in daily life.
$A(\text{Square I}) + A(\text{rect II})$ $+ A(\text{rectangle III}) +$ $A(\text{rectangle IV}) = A(\square PQRS)$ $\therefore (a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$ $(a-b)^2 + 2ab - 2b^2 + b^2 = a^2$ $= a^2$ $\therefore (a-b)^2 + 2ab - b^2 = a^2$ $\therefore (a-b)^2 = a^2 - 2ab + b^2$ Let us multiply the algebraic expansion and obtain the formula. $(a-b)^2 = (a-b) \times (a-b)$ $= a(a-b) - b(a-b)$ $= a^2 - ab - ab + b^2$ $= a^2 - 2ab + b^2$	4) Skill pupil develop skill of observation of various examples and How to solve example of expansion.

Procedure	Evaluation
<u>Introduction :-</u> In What we know general identities like $(a+b)^2(a-b)^2$ but have you ever visualize this?	<u>Generalization :-</u> 1) $(x+y)^2$ expand the given binomial.
<u>Statement of Aim :-</u> So, today we will learn about expansion formula.	
<u>Presentation :-</u> Teacher explain the formula $(a+b)^2 = a^2 + 2ab + b^2$ Teacher give example and ask students to solve the given examples students solve examples. Teacher explain next formula $(a-b)^2 = a^2 - 2ab + b^2$ by using chart. teacher solve example and ask students write down given example teacher give example and say to students solve solve given example. student solve teacher give homework.	<u>Recapitulation :-</u> $(x+y)^2$ expand the above example.
	<u>Application :-</u> expand the example base on expansion formula 1) $(98)^2$
<u>Conclusion :-</u> So, today we learn about expansion formula, $(a+b)^2(a-b)^2$	
<u>Core Elements :-</u> Inculcation of scientific temper	
<u>Values :-</u> Scientific attitude.	<u>Assignment :-</u> expand it 1) $(2x-5y)^2$ 2) $(52)^2$ 3) $(5m+3n)(5m-3n)$

BLACK BOARD WORK

Jottins Diagram :-

subject: maths

Summary :-

Date: 26/07/19

Std :- 8th

Ex. 1) $(x-2y)^2$

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

$$= x^2 + 4xy + 4y^2$$

$$2) (101)^2 = (100+1)^2$$

$$= 10000 + 200 + 1$$

$$= 10201$$

$$\therefore (101)^2 = 10201$$

Formula

$$1) (a+b)^2 = a^2 + 2ab + b^2$$

$$2) (a-b)^2 = a^2 - 2ab + b^2$$

$$3) (a+b)(a-b) = a^2 - b^2$$

Remarks Items

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

Suggestions :-

- ① Set induction as per the plan
- ② concept was clear
- ③ B. B work was good
- ④ Teaching aids used
- ⑤ Example were more relevant
- ⑥ Explanation was good
- ⑦ Recaptualization was done by same method
- ⑧ Assignment was given
- ⑨

General Remarks

Overall lesson was good.

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



[Signature]

[Signature]

26/7/19

Name of the Pupil Teacher

Jadhav Kirti Dayanand

Roll No:- 26

Subject:- maths

Lesson No:- (General) 01

Lesson No:- (In method)

Topic:- Expansion formula

practising school

Aanand Global Kalyan
East.

std: VIII Div:- -

Date:- 26/7/19

Time:- 9:15 to

8:45 fog 15

Previous knowledge of the class:-

Students have previous knowledge about
Variable, constant & Algebraic expression.

Teaching point.

i) $(a+b)^2 = a^2 + 2ab + b^2$

ii) $(a-b)^2 = a^2 - 2ab + b^2$

iii) $(a+b)(a-b) = a^2 - b^2$

General objectives

pupil acquire the
knowledge about expansion
of binomial

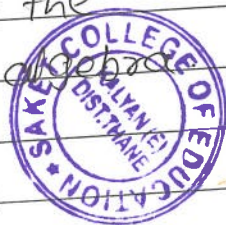
pupil develop an
understanding of
expansion formula.

Application 2) pupil applied their
knowledge and familiar
understanding about
binomial expansion with
familiar

skill 3) pupil develop the skill
required to study
expansion formula and
able to solve complex
binomial expression.

Teaching Aids:- Activity chart showing the
relationship between geometry and algebra

Reference:- www.mathsisfun.com
Book



Content Analysis

We have studied the following expansion formulae

Activity II In the figure alongside, the square

with side a is divided into 4 rectangles namely, square with side $(a-b)$ square with side b and two rectangles of side $(a-b)$ and b

$$A(\text{square I}) + A(\text{rect II}) + A(\text{rectangle III}) + A(\text{square IV}) \\ = A[\square PQRS]$$

$$(a-b)^2 + (a-b)b + (a-b)b + b^2 = a^2$$

$$(a-b)^2 + 2ab - b^2 = a^2$$

$$(a-b)^2 + 2ab - b^2 = a^2$$

$$\therefore (a-b)^2 = a^2 - 2ab + b^2$$

Let us multiply the algebraic expansion and obtain the formula.

$$\begin{aligned} (a-b)^2 &= (a-b) \times (a-b) \\ &= a(a-b) - b(a-b) \\ &= a^2 - ab - ab + b^2 \\ &= a^2 - 2ab + b^2 \end{aligned}$$

Objective

specification

specific

Pupil understanding term expansion

1) Knowledge

pupil recognize the term expansion of formula.

2) Understanding

pupil will also understanding relationship between expansion.

3) Application

pupil will be able to use it in daily life.

4) Skill

pupil develop skill of observation of various examples and how to solve example of expansion



procedure

Introduction: what we know general identities like $(a+b)^2$ $(a-b)^2$ but have you ever visualized this?

statement of Aim:- so today we will learn about expansion formula.

presentation:- Teacher explain the formula

$$(a+b)^2 = a^2 + 2ab + b^2$$

teacher ask to give example and ask student to solve the given example.

student solve example.

Teacher explain next formula.

$$(a-b)^2 = a^2 - 2ab + b^2$$

by using chart.

teacher solve example

and ask student write

down given example teacher example

give example and say to

student solve given

example. student solve

example. teacher give

home work

Conclusion:- so, today we learn about expansion formula of $(a+b)^2$, $(a-b)^2$

$$\& (a-b)(a-b)$$

core element:- Inculcation of scientific temper

value:- scientific attitude.

Evaluation

Generalization

1) $(x+y)^2$ expand the given binomial.

Recapitulation

$(x+2y)^2$ expand the above example.

Application

expand the example base on expansion formula.

1) $(98)^2$

Assignment

expand given

example

1) $(2x-5y)^2$

2) $(52)^2$

3) $(5m+3n)(5m-3n)$

Date

Subject: - maths

std.

Unit: - Expansion formula.

$$\begin{aligned} \text{Ex. 1) } (x-2y)^2 &= x^2 - 2(x)(-2y) + (-2y)^2 \\ &= \boxed{x^2 + 2xy + 4y^2} \end{aligned}$$

Formula

$$1) (a+b)^2 = a^2 + 2ab + b^2$$

$$2) (a-b)^2 = a^2 - 2ab + b^2$$

$$2) (101)^2 = (100+1)^2$$

$$= 10000 + 200 + 1$$

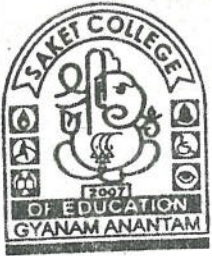
$$= 10201$$

$$\therefore (101)^2 = \boxed{10201}$$

$$3) (a+b)(a-b) = a^2 - b^2$$

~~26/07/19~~

- ① Set induction used as per the plan
- ② concept was clear
- ③ B. B. marks were Good
- ④ Teaching aids used
- ⑤ Examples were more Relevant
- ⑥ Explanation was Good.
- ⑦ Recapitulation was done by Grange method.
- ⑧ Assignment was Given
- ⑨ ~~Less~~ overall Lesson was Good.



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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher <u>Miss. Nilima</u> <u>Umeshchandra Pandey</u>	Practising School <u>Saket College</u> <u>of arts, science and commerce</u>
Roll No. <u>39</u>	Std. <u>XIth</u> Div. <u>A</u>
Subject <u>Science (Biology)</u>	Date <u>12.09.22</u>
Lesson No. (General) (<u>6th</u>)	Time - From <u>12:45</u> To <u>01:20</u>
Lesson No. (In the method) <u>1st</u>	
Topic <u>Chp 5. Cell structure and</u> <u>organisation.</u>	

Previous knowledge of the class

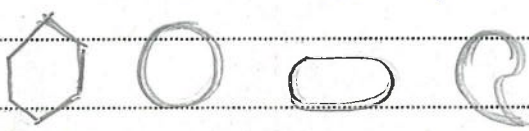
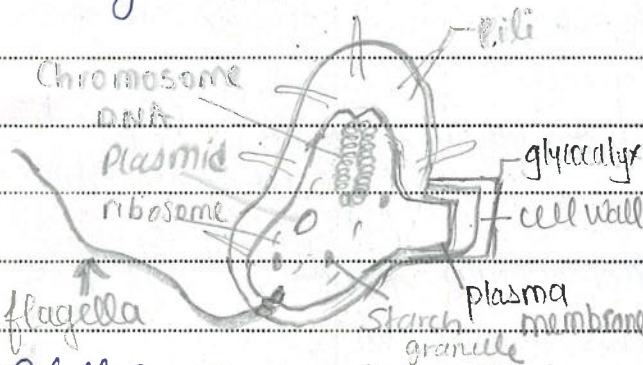
Pupils know about the basics of cell and its
type.

Teaching Points	General Objectives
• Cell • Kinds of cell • Difference between Prokaryotic and Eukaryotic cell. • Prokaryotic cell.	<u>Knowledge</u> - pupils acquire knowledge of cell. <u>Understanding</u> - pupils understand characteristics of cell & its types. <u>Application</u> - pupils will apply this information <u>Skill</u> - pupil acquire skill to construct cell diagram.

Teaching Aids :- Book, cloth material, Onion.

Reference Books:- www.cancer.gov > cell > cell.



Content Analysis	Objective : Specifications
<u>Cell</u>: as we have seen paper, cotton form the simple unit of the complex book or cloth so is cell the basic, fundamental unit of life. We know that Robert Hooke first observed cell under his built microscope & named it cell in Latin which means 'empty room'. Features of cell: cell shape, size, type, etc.  Observation: simple, compound, light, Electron microscope. <u>Kinds of Cell</u> : Prokaryotic & Eukaryotic ① Lack of membrane bound organelle ② No nuclear membrane ① Membrane bound organelle present ② Nuclear membrane present. <u>Prokaryotic Cell</u>  ① Cell Envelop and its three layers - glycocalyx, cell wall, plasma membrane. ② In cytoplasm - food granules, plasmid, chromosome DNA, infolding mesosomes, ribosomes of 70S (50S + 30S) are present ③ Chromatophore, tubular pili; Frimbriae, Flagella, cilia are seen.	<u>Knowledge</u> ① Pupils recall cell definition ② Pupils remember cell functions and structure <u>Understanding</u> ① Pupils understand features of cell ② Pupils distinguish between prokaryotic & Eukaryotic cell. <u>Application</u> ① Pupils give examples of organisms showing prokaryotic cell ② Pupils collect information on prokaryotic cell. <u>Skill</u> ① Pupils learn the skill of drawing prokaryotic cell.

Procedure	Evaluation
Introduction :- Introduction done by teaching aids and Questioning. ① Can you tell what is notebook made up of? ② Now, what is cloth made up of? ③ Do you remember the experiment you did with onion.	Generalization :-
Statement of Aim :- So, today we are going to learn about cell.	① What are the types of cell studied by you? ② Are cells visible to naked eye?
Presentation :- - Teacher defines cell and its characteristics. - Teacher uses black board, explanation skill to explain types of cell. - Teacher distinguishes between Prokaryotic & Eukaryotic cell. - Teacher explains prokaryotic cell with diagram in detail. - Teacher does evaluation and gives assignment.	Recapitulation :- ① State any 2 Characteristics of Prokaryotic cell. ② State any 2 Characteristics of Eukaryotic cell.
	Application :- ① Kingdom _____ shows prokaryotic cell. ② _____ capacity of cell to divide & differentiate.
Conclusion :- Today we have learned about cell and Prokaryotic cell.	
Core Elements :- Inculcation of scientific temper.	
Values :- Scientific attitude. Critical Thinking.	Assignment :- Enlist 10 organisms that show prokaryotic cell.

BLACK BOARD WORK

Jottins Diagram :-

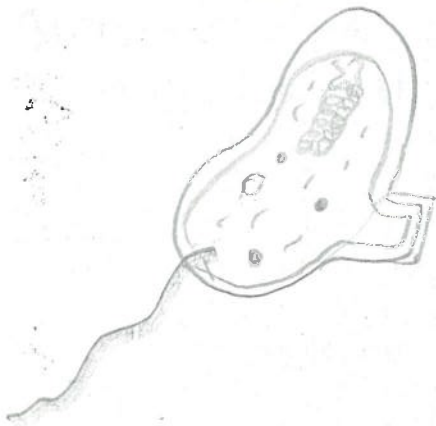
12.09.2022

XIth Std.

Subject: Biology

Topic: 5. Cell structure and Organisation

Prokaryotic Cell



Summary :-

Assignment

Enlist 10 different organismy showing prokaryotic cell.

Remarks Items

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

Suggestions :-

Previous knowledge give for the Teaching Aids - good

Black-Board writing - good.
Used clour chalk - v. good.

General Remarks

Ask the generalisation question.
Presentation is good.

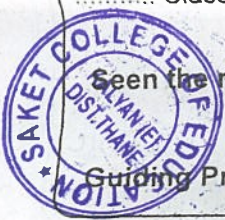
Interaction is more important.
Satisfied.

Supervising Professor

Rahul
12/9/22

Seen the remarks of the supervisor

Guiding Professor



LESSON NOTES

Name of pupil teacher: Miss.

Nilima Umeshchandra Pandey

Roll no. 39.

Subject : Science (Biology)

Lesson No. (General): 6th

Lesson No. (2nd method): 1st

Topic : Chp. 5. Cell structure and organisation

Sub topic: Cell and its types.

Practising college : Saket College of Arts, Science and Commerce.

Std : XIth Div :

Date : 11.09.22

Time : From 12.45 to 1.20

Previous Knowledge of class

Pupils are aware about basics of cell

Teaching Points

- Cell
- Kinds of Cell
- Difference between Prokaryotic and Eukaryotic cell
- Prokaryotic cell

General Objectives

Knowledge : pupil acquire Knowledge of cell

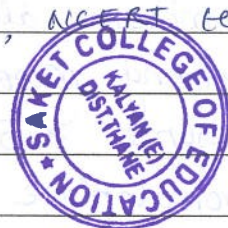
Understanding : pupils understand characteristics of cell & its types.

Application : pupils will apply this information to distinguish prokaryotic & eukaryotic cell.

Skill : pupil acquire skill to construct cell diagrams.

Teaching ~~aid~~ ^{media} : Book, cloth, onion

Reference Books: www.cancer.gov > def > cell, NCERT textbook 11th Std, chapter 5.



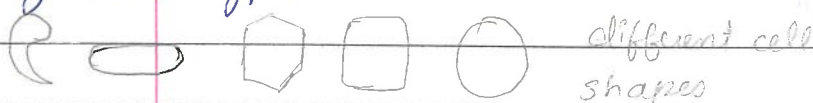
Content Analysis

Objective Specification

Cell

As we have seen paper, cotton form the simple unit of the complex book or cloth so is cell the basic, fundamental unit of life, organism. We know that Robert Hooke first observed cell under his built microscope & named it cell in Latin which means "Empty room".

Features of cell: cell shape, cell size, cell type, etc.



Cell observation: Simple microscope, light microscope, electron microscope are used

Kinds of cell: Prokaryotic & Eukaryotic

- | | |
|--------------------------------------|---|
| ① Lack membrane bound cell organelle | Presence of membrane bound cell organelle |
| ② No nuclear membrane | Nuclear membrane Present. |
| ③ DNA is not organised | Organised DNA. |

Prokaryotic cell

- ① Cell envelop & its three layers - glycocalyx for protection. It is slimy or capsule.
 - ② Cell wall for mechanical support & Gram staining.
 - ③ Plasma membrane for protection of cytoplasm.
 - ④ In Cytoplasm - food granules, plasmid chromosome attached to cell membrane infolding mesosome.
 - ⑤ Ribosome 70S (50S + 30S)
 - ⑥ Chromatophore in Photosynthetic bacteria
 - ⑦ Flagella, tubular pili, cilia, Trimbriae
- Example: Kingdom monera & Protista



① Knowledge

Pupils gain the Knowledge related to cell.

Pupils recall cell discovery

Pupils recall cell definition

② Understanding

Pupils understand characters of cell & Prokaryotic cell

Pupil give examples of prokaryotic cell

③ Application

Pupils apply this Knowledge to understand organisms

④ Skill

Pupil develop the skill of drawing a prokaryotic cell.

Procedure

Introduction done by

Questioning, teaching aid

Introduction: ① Can you tell what is this notebook made up of?

② Now, what is this cloth made up of?

③ Do you remember the experiment you did with this onion?

Evaluation

Generalisation

① What are 2 types of cell? *studied by you*

② Is *these* cell visible to naked eye?

Statement of Aim: So, today we are going to learn about cell.

Recapitulation Application

Presentation

Teachers define →

Cell

① Teacher first gives introduction of cell, definition and its characteristics.

② Teacher uses black board, explanation & skill to explain types of cells.

③ Teacher distinguishes between prokaryotic & Eukaryotic cell.

④ Teacher explains prokaryotic cell in detail.

⑤ Teacher does ^{evaluation} recap, and gives assignment.

① Kingdom _____ shows prokaryotic cell.

② _____ is capacity of cell to divide & differentiate.

Application Recapitulation

① State any 2 characteristics of Prokaryotic cell.

② State any 2 characteristics of Eukaryotic cell.

Conclusion Today we have learned about cell & in detail about prokaryotic cell.

Assignment

Core element: Inculcation of scientific temper

Enlist 10 organism which show prokaryotic cell.

Values: Scientific attitude
Critical thinking.

Black Board Work.

12.09.2022

Subject: Biology

XIth Std

Topic: Chp 5. Cell structure and Organisation

• 5.1. Cell

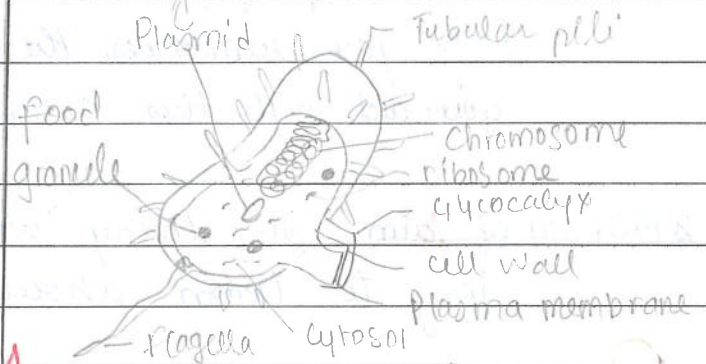
• 5.2. Kinds of Cell

• 5.3. Prokaryotic cell

Assignment

• Enlist 10 organisms having Prokaryotic cell.

Prokaryotic Cell



Assignment -

Same

* Previous knowledge give for the teaching Aids. — good

* Black-Board writing - good.

* Used clear chalk - V. good.

* Ask the Generalisation question

* Presentation is good.

* Interaction is more important.

Satisfied

fabini
12/9/22



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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher <u>Sanjiv Sasamma Kurjappan</u>	Practising School <u>Saket vidya mandir school</u>
Roll No. <u>64</u>	Std. <u>VIII</u> Div. <u>A</u>
Subject <u>English</u>	Date <u>18/07/2023</u>
Lesson No. (General) (<u>unit 1</u>)	Time - From <u>8.50</u> To <u>9.15</u>
Lesson No. (In the method) <u>1-3</u>	
Topic <u>"The Pilgrim"</u>	

Previous knowledge of the class

Students know about unselfish love, generosity and the value of helping others.

Teaching Points	General Objectives
• Helping others • Being kind to others • good deeds always comes back • encountering problems positively.	1. Knowledge - students have knowledge about people traveling to holy places, they know the value of helping others. 2. Understanding - They understand that if help is received at the right time one can do better 3. Application - students remember and tell their experiences where they got help from others. 4. Skill - students develop self help skills and be independent.

Teaching Aids :-

Pictures of pilgrims, quotes about helping others.

Reference Books:-

std VIII - English Textbook
Unselfish kids - Paul D. Parkinson
What is given from the heart - Patricia



Content Analysis	Objective : Specifications
The poem is an inspiring and thought provoking poem written by an unknown poet, it is about an old man who crosses the ravine in the evening and learns that anyone who comes after him would have to face the same difficulties as he faced while crossing the chasm, so he stops to build a bridge for an unknown youth traveller who is going to follow the same path after him. Even though he is reached the other end he comes back and stops to help. A traveller who comes by feel that he's wasting his time constructing the bridge. the poem tells us that experienced people should always build the route and road easier for young people to follow.	1. Knowledge - • Students recall the aim as to why the old man decided to build the bridge. • students get the knowledge about the importance of helping others. 2. Understanding - • Students understand the value of helping others. • They comprehend the reason of the old man to build the bridge. 3. Application • students are able to apply phrases given in the passage in their own language. • students apply values learned in different situations. 4. Skill - a. Listening - The students listen to poem carefully and relate. b. speaking - students are able to speak in a poetic way c. Reading - The students express their views by reading about the old man's journey. d. writing - students take keen interest in expressing their views in writing

Procedure	Evaluation
Introduction :- Introduce students to the lesson by asking questions? 1. Have you helped anyone in need? 2. How do you feel when your parents or friends help you?	Generalization :- • Why did the old man come back and build the bridge? • Is it important to help others? Why? • How will you help others?
Statement of Aim :- So today we are going to learn a beautiful poem about a traveller, "The Pilgrim"	Recapitulation :- • Find the meaning of the phrase 'cold and gray', 'span the tide'? • What message does the poem convey?
Presentation :- • Teacher may read the poem loudly, slowly in the class beginning with the title of the poem and the poet. • Students can read it silently. • Teacher can jot down new words, explain the meaning as well as the pronunciation of the new words. • Every stanza can be read and explained well giving example and share experiences.	Application :- • If you were in place of the old man, what would you do? • Make a list of new words and frame sentences out of it. • Write a story about generosity in your own words.
Conclusion :- So today we learnt about selfless love and helping others.	Assignment :- • Write the summary of each paragraph?
Core Elements :- Helping, generosity, selfless love	
Values :- Love and care for others, Helping others, unselfish deeds	

BLACK BOARD WORK

Jottins Diagram :-

Date - 17/07/2023

Day - Monday

Summary :-

Subject - English

Unit 1

1-3 The Pilgrim

Std - VIII

• New words

1. pilgrim - a person who travels a long way to visit a religious place.

2. lone - alone

3. cold and gray - weather
[lot of cloud and little light]

4. chasm - a very deep gap in earth's surface

Qualities

old pilgrim → old
→ experienced
→ helpful

fellow pilgrim → curious
→ puzzled
→ thoughtless

young pilgrim → young
→ frightened
→ inexperienced

Remarks Items

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

Suggestions :-

- Introduction was good.
- Teaching aid was used to set introduction
- Content related questions were asked.
- Model reading was good.
- in poem - stanza
→ in para.
- good use of examples
- explanation was very good.

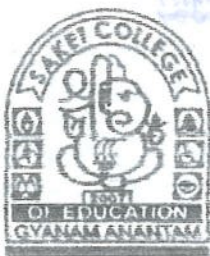
General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor





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Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher <u>Sanjay Kunjappa</u>	Practising School
Roll No. <u>64</u>	Std. <u>VIII</u> Div.
Subject <u>English</u>	Date
Lesson No. (General) { }	Time - From To
Lesson No. (In the method)	
Topic <u>The Pilgrim - Poem</u>	

Previous knowledge of the class

Life is a journey, at the end of a ^{dark} tunnel
you will always find light.

Teaching Points	General Objectives
• Journey of life • encountering problems • helping others • our good deeds always come back • experience and knowledge counts	<i>Remembering -</i> • Student recall the poem <i>Understanding -</i> • student identify and discuss new words <i>Applying -</i> • student recite poem rhythmically <i>Analysing -</i> • student differentiate the <u>phase</u> and experience of life <i>Evaluating -</i> • student evaluating ups and downs in life <i>creating -</i> students creating principles of life

Teaching Aids :-

An activity, involvement of students
chart



The poem is an inspiring and thought provoking poem written by an unknown poet. It is about an old man who crosses the ravine in the evening and learns that anyone who comes after him would have to face the same difficulties as he faced while crossing the chasm. So he stops to build a bridge for an unknown youth traveller who is going to follow the same path after him. Even though he is reached the other end he comes back and stops to help a traveller who comes by feels that he's wasting his time constructing the bridge. The poem tells us that experienced people should always build the route and road easier for young people to follow.

Remembering -

- student recalls the journey of life.
- student state the ups and downs of life

Understanding -

- student understand the meaning of new word and line.
- student describe new word in their own word.

Applying -

- student recite poem with rhythm.
- student interpret life with different example.

Analysing -

- student analyse different aspects of life.
- student interprets life with principles & values

Evaluating -

- student evaluate between situations.
- student select meaning of life
- student create few line about life

SKILL
L W R S
Learn' write - reading - speaking
Listening

Introduction :- Teacher ask question -

- ① why did the old man build the bridge? What do you mean by Pilgrim. Where do you see a crowd of pilgrims?
- ② Was the fellow pilgrim confused? why?

Statement of Aim :- we are going to learn a meaningful poem about life; "The Pilgrim". How can we as humans give to our society?

Presentation :- Teacher read poem loudly in class, students should read silently. (object ques)
"what would you do in life to help others?"

-Teacher explains meanings of new words. students listen carefully.

- Teacher explains first stanza of the poem - the poem start by telling us about a pilgrim who was traveling alone on a highway. soon it was evening and the weather was cold. the poet also describes the evening as 'gray' which could mean cloudy or late evening time when the sun has just set.

Conclusion :- Today we learnt first stanza of the poem.

Core Elements :- values, Beliefs, Principles

Generalization :-

- ① How can you as an individual contribute to the society?
- ② what values acc to you should the young generation inculcate in their life?

Recapitulation :-

- ① what message does the poem convey?
- ② Did the old man need to build the bridge?

Application :-

- ① How will you help your fellow classmates in studies?
- ② Explain the first stanza in your own words?
- ③ Write appreciation of the first stanza?

Assignment :-

write summary in your own words?

Jottins Diagram :-

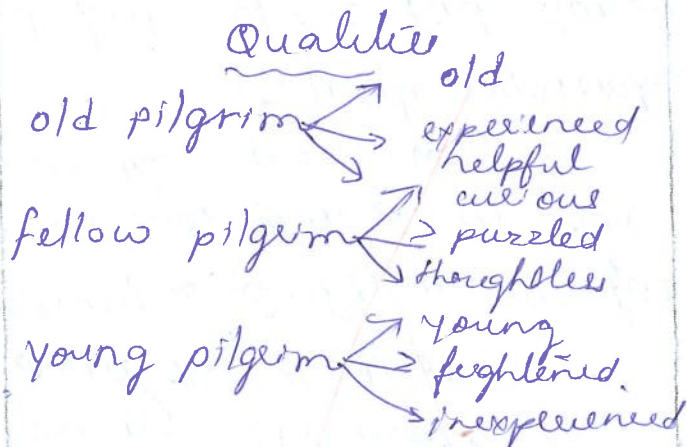
Date - 8/07/2023
Day - Saturday

Subject - English
Unit - 1
1.2 - The Pilgrim

New words

- 1) pilgrim - a person who travel a long way to visit a religious place
2. lone - alone
3. ~~gray~~ ^{old} ~~age~~ ^{weather} (lot of cloud and little light)
4. chasm - a very deep gap in earth's surface
5. twilight - time after sunset and before it get completely dark.
6. span the bridge - go across the bridge

Summary :-



Remarks Items

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

Suggestions :-

General Remarks

2-4-1



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Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher <u>Prachi Vishnu Zomate</u>	Practising School <u>Saket Vidya Mandal</u>
Roll No. <u>91</u>	Std. <u>6th</u> Div. <u>B</u>
Subject <u>Mathematics</u>	Date <u>17/7/2023</u>
Lesson No. (General) (<u>2</u>)	Time - From <u>9:15 am</u> To <u>9:50 am</u>
Lesson No. (In the method) <u>(1)</u>	
Topic <u>Types of angle</u>	

Previous knowledge of the class

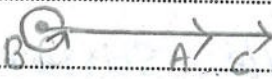
Students are already familiar with the angles like, right angle, acute angle, obtuse angle.

Teaching Points	General Objectives
Definition of angle	Knowledge: Pupil acquires knowledge about angles.
Type of angles	Understanding: Pupil gain an understanding of type of angles.
a) Zero angle	Application: Pupil applies the gained knowledge in daily life.
b) Straight angle	Skill: Ability to identify different type of angles.
c) reflex angle	
d) Complete angle	

Teaching Aids :- Cut outs of angle, Scissor, Divider

Reference Books:- [https:// byjus.com](https://byjus.com) , [https:// www](https://www)



Content Analysis	Objective : Specifications
Topic : Type of angles Definition of Angle : A figure which is formed by two rays or lines that share a common endpoint is called as angle. Type of Angles : a) Zero angle.  In figure the two stick lie one upon the other. There is no change in their position. The angle betⁿ the stick is called a zero angle. The measure of the zero angle is written as 0°.	Knowledge : Pupil acquire knowledge about angles Specification : Pupil recognize the concept of angles
b) Straight angle :  If the stick is turned further in the direction shown in fig. we get a position as in fig. An angle like this is called straight angle. A straight angle measures 180°.	Understanding : Pupil gain an understanding type of angles. Specification : ① Pupil is able to explain various types of angles. ② Pupil identify various type of angles.
c) Reflex angle :  If the stick is turned even further in previous fig. we get an angle like this. This angle is $>180^\circ$. Such an angle is called reflex angle. It is $<360^\circ$.	Application : Pupil applies the gained knowledge in daily life. Specification : Pupil identifies & applied in an unfamiliar situation.
d) Complete angle :  The stick completes one round & come back to its original position as in fig. An angle made in this way is called complete angle. The measure of this angle is 360°.	Skills : Ability to identify types of angles in daily life. Specification : Pupil were able to differentiate the type of angles in surrounding.

Procedure	Evaluation										
Introduction :- Student teacher ask questions to the pupil. 1) What is the name of the shape in my hand ?	Generalization :- Students listen & answer. Students see & answer.										
Statement of Aim :- So today we will learn about angles	Students listen and note down.										
Presentation :- Student-teacher write the topic on the board & start on the board & start the definition of angle. Student-teacher shows cut out of angle & scissor to explain & discuss the type of angles. Explaining each type of angle with examples. Also asking questions which lead them to the next type of angle. Like Qutub Minar makes which angle with ground.	Recapitulation :- So today we learned about type of angles with example. Student recapitulate.										
Conclusion :- So today we learned different types of angles. Core Elements :- India's Common Cultural heritage. Values :- Team work, Passion	Application :- Student teacher asks: ① Corners of a book partially opened makes which angle ? ② What angle does the clock make when it is twelve o'clock ?										
	Assignment :- Match the pairs <table> <tr> <th>Measure of angle</th><th>Type of angles</th></tr> <tr> <td>1) 180°</td><td>a) Zero angle</td></tr> <tr> <td>2) 240°</td><td>b) straight angle</td></tr> <tr> <td>3) 360°</td><td>c) Reflex angle</td></tr> <tr> <td>4) 0°</td><td>d) Complete angle</td></tr> </table>	Measure of angle	Type of angles	1) 180°	a) Zero angle	2) 240°	b) straight angle	3) 360°	c) Reflex angle	4) 0°	d) Complete angle
Measure of angle	Type of angles										
1) 180°	a) Zero angle										
2) 240°	b) straight angle										
3) 360°	c) Reflex angle										
4) 0°	d) Complete angle										

BLACK BOARD WORK

Jottins Diagram :-

Date: 17/7/23
Day: Monday

Subject: Mathematics
Chapter: 2. Angles
Topic: Type of angles

Summary :-

Class: 6th
Div: B

Type of angles

Zero angle



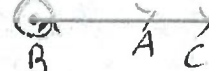
Straight angle



reflex angle



Complete angle



Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Introduction was good.
- Teaching aid was used to introduce content - good
- Explanation was good with the help of teaching aid.
- Use of teaching aid was good.
- Reinforcement was done with proper questions

General Remarks

Lesson was good.

Supervising Professor

Lesson planning/ Individualized Education Plans (IEP)



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LESSON NOTES

Normal
Lesson Plan

Name of the Teacher Teacher Roll No. Subject <u>इतिहास</u> Lesson No. (General) (०४) <u>भाग १</u> Lesson No. (In the method) Topic <u>काशीरंगा (सूक्ष्मवर्णन)</u>	Practising School Std. <u>३ वा</u> Div. Date Time - From To
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Previous knowledge of the class

अभयारव्य म्हणजे काय? व भारतातल्या वेगवेगळ्या
अभयारव्यांची नावे सांगता.

Teaching Points	General Objectives
• प्रवासवर्णन • काशीरंगा अभयारव्याच्या गंगालसफरीचे वर्णन • लोकजीवनस्ये सूक्ष्म अवलोकन • चिंतन व समाजवादी श्रमिष्ठेकून कुलेले विश्लेषण	ज्ञान - विद्यार्थ्यांना काशीरंगा अभयारव्याच्या गंगालसफरीचे वर्णन कुन देणे आख्यान - विद्यार्थ्यांना भिस्कीच्या देस्च्या सुपासोवन त्या प्रदेशातल्य लोकजीवनास्ये सुक्ष्म अवलोकन कुन देणे अप्योजन - भिस्कीच्या लोनाच्या अप्योजन प्रश्नांची उत्तरे देव्यास प्रवृत्त कुन वेगवेगळे - अभयारव्याची माहिती सोडा

Teaching Aids :- एडिंगी वेंड्याचे चित्र
काशीरंगा अभयारव्याचे चित्र

Reference Books:-

Content Analysis

Objective : Specifications

कुसीरंगा मुख्य अथवा
अभयारव्य आया भारताचे
एक भूषण आहे हे शिक्षक
स्पष्ट करून सांगतात.

आसाम मध्ये वविरगाचे
आही प्राणी जगाच्या पाठीवर
कुसीरुडे कुठेही आढळत नाही.

हलाक नावाच्या एक
पुच्छीवरहीन वानर फक्त
आसाममध्येच आढळतो. भारताच्या
बेतर कुठल्याही प्रांतात त्याची
वस्ती नाही.

गंडा हा सामाजिक अरिण्याचा
भोक्ता आहे हे वेळ्या-वेळ्या
उदा. वरून स्पष्ट करतात.

हल्ली सावध पणे कुशा प्रकारे
अभयारव्य फिरतात हे शिक्षक
समजावून सांगतात.

कुसीरंगाचा विस्तीर्ण वनप्रदेश
गुडवत आणि भिजलेल्या
नाथावर मंदगतीने लंरंगत
गिरगा घेणारा जमिनीचा व
वावतूच्या वास हुंगत वैजयंती
प्रवासा वंगल्याच्या दिशेने
चालू लागतो. हलाका कुरूप
पाहून ती पुढा धवडली.

शिक्षक नविन शब्दांच्या अर्थ
सांगतात व प्रश्न विचारतात.

ज्ञान विद्यार्थी कुसीरंगा
अभयारव्याचे प्रवास वर्णन
समजून घेतात.

आकृष्यन
विद्यार्थी निरक्षिच्या देवच्या
भुपासोवत त्या प्रेक्षणीय
लोकांविनाच सुख आवलोकन
करतात.

विद्यार्थी गंडा हा सामाजिक
अरिण्याचा भोक्ता आहे हे
वेळ्या-वेळ्या उदा. वरून
स्पष्ट करतात.

उपयोजन- विद्यार्थी विचारलेल्या
प्रश्नांच्या उत्तरे सांगतात.

कुक्षिप्य -
विद्यार्थी वेगवेगळ्या अभयारव्या
ची माहिती सांगतात. वर्णन
करतात.

Procedure	Evaluation
Introduction :- • शिक्षित विद्यार्थ्यांना भारतातील अभयारण्यांची नावे विचारतात. • पहिले अभयारण्य कोणते	Generalization :- • गेंडा व एडव्हिंजी गेंडा ह्यांतील फरक सांगा?
Statement of Aim :- आज आपण कुशीरंगा अभयारण्य पाठ पाहणार आहोत.	जगातील प्रचंडतय प्राण्यांची नावे सांगा
Presentation :- शिक्षित प्रवृत्ताचन करतात. शिक्षित वसंत अवसर यांच्या कुशीरंगा हा पाठ वाचून दाखवितात. हेतुप्रश्न - लेखक कुशीरंगा अभयारण्यात कोणत्या उद्देशाने आला होता. शिक्षित विद्यार्थ्यांना मौनवाक्यन करव्यास सांगतात. आसाम मधील कुशीरंगा अभयारण्यातील ह्याड नावाच्या पुच्छविहीन मंडू (एडव्हिंजी) गेंडा ह्या प्राण्याचे वैशिष्ट्य शिक्षित स्पष्ट करून सांगतात. कुशीरंगाची भूमी कुमभूमी आहे हे स्पष्ट करून सांगतात. कुशीरंगा अभयारण्य पाहिलाना लेखकाला कोणकोणते विस्मय झाले ह्याचे वर्णन करतो.	वाचकाला कोणते पक्षी आहेत? Recapitulation :- • प्रवाशांना ज्ञात करून आठव्यासाठी आसाम सरकारने कोणती व्यवस्था केली आहे? • कुमभूमी म्हणजे काय? Application :- तुम्ही पाहिलेल्या अभयारण्याचे किंवा जंगलाचे वर्णन लिहा.
Conclusion :- आज आपण कुशीरंगा अभयारण्य हा पाठ अभ्यासला आहोत. Core Elements :- पर्यावरण संरक्षण	
Values :- संवेदनशीलता नैतिकतेचा, समाजभक्ती	Assignment :- प्राण्यांचे ज्ञान या संकल्पनेबाबत तुमचे मत लिहा.

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

उद्दीर्ग

पुष्पकारण
सांख्य

पसंन अवसरे
हुत्पे
पुर्णिमी गेठा

Remarks Items

Suggestions :-

Set induction

Model Reading

..... Model Recitation

Objective Qns.

Silent Reading

Narrations

Explanations

Illustrations

Questions

Use of teaching aids

Class Response

Class Participation

..... Black Board work

Experiments

Demonstrations

..... Specimen observation

Dramantization

Student's reading / recitation / drill

Closure

Teacher's knowledge of content

Teacher's preparation of lesson

..... Method of teaching

Interest created

Class control

Seen the remarks of the supervisor

Guiding Professor

General Remarks

Supervising Professor

I/C Principal

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LESSON NOTES

Name of the Pupil Teacher <u>Mrs. Chhaya R. Shelke</u>	Practising School <u>Saket College of Commerce</u>
Roll No. <u> </u>	Std. <u>XIth</u> Div. <u> </u>
Subject <u>Organisation of Commerce</u>	Date <u> </u>
Lesson No. (General) (<u>01</u>)	Time - From <u> </u> To <u> </u>
Lesson No. (In the method) <u>01</u>	
Topic <u>External Trade</u>	

Previous knowledge of the class

Pupil knows about production and distribution of goods.

Teaching Points	General Objectives
* Nature of External Trade * Importance of External Trade. * Advantages - 1) Division of labour & specialisation 2) Rational allocation of resources. 3) Availability of multiple choice 4) Better utilisation of surplus production & special benefits during calamities.	<u>Knowledge</u> - The pupil acquires the knowledge about "External Trade" <u>Understanding</u> - The pupil develops the understanding about the external trade. <u>Application</u> - The pupil applies his knowledge & understanding in new & unfamiliar situation <u>Skill</u> - The pupil develops the skill in the subject Organisation of commerce.

Teaching Aids :-

Chart

Reference Aids :-

N. G. Kale, S. C. Karnawat

Content Analysis	Objective : Specifications
<u>External Trade</u> It is trade in between different countries of the world.	<u>Knowledge</u> - (i) Pupil recognises the nature and importance of External Trade.
<u>Nature</u> - It is also called international, external or internal, regional trade. It consists of imports, exports, entrepot trade.	(ii) Pupil recalls the nature and importance, advantage of External Trade.
<u>Advantages</u> - (i) Division of labour and specialisation at international level as resources not distributed equally - different climate	<u>Understanding</u> - (i) Pupil explains the nature and importance of External Trade.
(ii) Rational allocation of resources - eliminate wastage of resources, highest return is made	(ii) Pupil gives reasons for external Trade.
(iii) Availability of multiple choice - wide choices to consumers, better life and welfare to consumers.	(iii) Pupil describes advantages of external Trade.
(iv) Better utilisation of surplus production - Surplus production can be exported	<u>Application</u> - (i) The pupil analyses external Trade.
(v) Special benefits during calamities.	(ii) The pupil gives examples of import & export Trade.
	<u>Skill</u> - (i) The pupil visits market and observes import, export trade.
	(ii) The pupil prepares chart on external trade.

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Conclusion

Extension

Core Elements

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Values :

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Procedure	Evaluation
Introduction :- ① What type of goods do you use daily? - food products, electronics etc. ② Can we produce all goods in one country - No. ③ Why - resources. External - Import, Export Statement of Aim :- So, today we are going to learn about external trade - Nature and importance Presentation :- Teacher does introduction, then explains the nature & importance with the help of Black Board work & chart. Teacher uses different skills like questioning, B-B work, uses visual aid, explaining and stimulus variation Teacher does evaluation, asks different question and gives assignment. ¶	Generalization :- ① How international peace contributes to external trade? ② How external trade leads to division of labour?
	Recapitulation :- What is the importance/ advantages of External Trade?
	Application :- ① External trade consists of — — & — . ② Give the examples of goods which are exported. ③ How External Trade leads to rapid growth of developing nation?
Conclusion :- So today we learned about External trade. Core Elements :- Removal of social barriers, protection of environment Values :- Patriotism, National Integration.	Assignment :- ① Explain nature & advantages of External Trade. ② Prepare chart on advantages of External Trade.

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

* Nature of External trade

* Importance :-
Advantages of External Trade

Remarks Items

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

Suggestions :-

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



[Signature]
V/C Principal
Saket College
Ghinchpali, Dist. Thane (M.S.)
Location
Dist. Thane (M.S.)



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LESSON NOTES

Name of the Pupil Teacher <u>Vandana Chaudhary</u>	Practising School
Roll No.	Std. <u>8th</u> Div. <u>A</u>
Subject <u>Geography</u>	Date
Lesson No. (General) ()	Time - From <u>12:00</u> To <u>12:30</u>
Lesson No. (In the method)	
Topic <u>Population</u>	

Previous knowledge of the class

Pupil knows basic information of Population

Teaching Points	General Objectives
* Meaning of population	• <u>Knowledge</u> :- Pupil acquires the knowledge about population.
* Meaning of population Growth.	• <u>Understanding</u> :- Pupil develops the understanding of how distribution of population is done.
* Distribution of Population.	• <u>Application</u> :- Pupil applies knowledge & understanding in new & unfamiliar situation.
	• <u>Skills</u> :- Pupil develops the skill of affecting the distribution of information.

Teaching Aids :- Chart of Population Distribution

Reference Books:- Internet, Textbooks, various websites, books of 8th CBSE Board, etc.

Content Analysis	Objective : Specifications
<u>* Introduction :-</u> In a similar manner information can be obtained about the population of a village. While obtaining this information we have to also consider age & sex ratio literacy. Several factors are responsible for the development of a region. Out of these Population is an important factor. <u>* Population Growth :-</u> From the above exercise it can be seen that there is a constant change in the Population of a region. This increases or decreases is related to following factors: • Birth rate • Death rate • Life expectancy • Migration <u>* Distribution of Population :-</u> Similarly, we can understand the distribution of Population in a region. Some regions are mountainous, while others are flat plains.	<u>* Knowledge :-</u> 1] The Pupil recall the knowledge about Population. 2] The Pupil gains the knowledge of how does the Population Growth. <u>* Understanding :-</u> 1] The Pupil develop the understanding about distribution of Population. 2] The Pupil develop understanding about affecting factors of distribution of Population. <u>* Application :-</u> The Pupil apply his knowledge & understanding in new situation. <u>* Skills :-</u> The Pupil acquire skill of Distribution of Population Information.

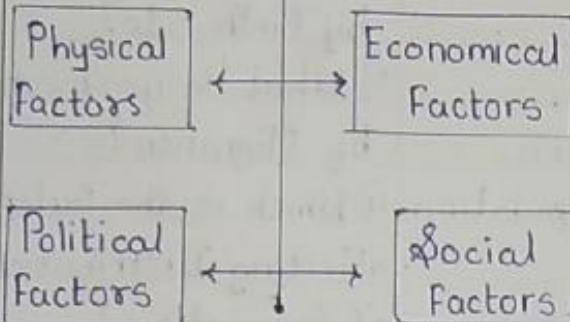
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Procedure	Evaluation
Introduction :-	Generalization :-
* After how many years is the census done?	1] What do you mean by Population?
* How many students are there in your class?	2] What do you mean by Birth rate?
Statement of Aim :-	3] What do you mean by Migration?
So, today we are going to learn Population & Distribution of Population.	4] Which is the factors affecting Distribution of Population?
Presentation :- Teacher Explains, The meaning of Population.	Recapitulation :-
The meaning of Population Growth.	1] Which effects do you see in the regions to which people migrate?
Teacher Explains the factors of Growth & Population	2] Population is an Important resource?
Teacher Explains Distribution of Population	Application :-
Teacher Explains the chart of Population Distribution	Prepare a list of advantageous & disadvantageous factors affecting Population Distribution
Factors Affecting Population Distribution	
(1) Physical Factors	
(2) Economical Factors	
(3) Political Factors	
(4) Social Factors	
Conclusion :-	
We learnt about basic information of Population	
Core Elements :-	
Small Family & Happy Family	Assignment :-
Values :-	Survey 5 families in your neighbourhood on the basis of information
Sensitivity	

BLACK BOARD WORK

Jottins Diagram :-

Distribution of Population



Summary :-

Subject — Geography

Unit — Population

Population Information

Age , Sex ratio , Literacy

Population Growth

- Birth rate
- Death rate
- Life expectancy
- Migration

Remarks Items

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

Suggestions :-

General Remarks



Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

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LESSON NOTES

Name of the Top Teacher <u>Mrs. Chhaya Ravindra Shelke</u>	Practising School <u>Saket College of Commerce.</u>
Roll No. 	Std. <u>XII</u> Div. <u>A</u>
Subject <u>Organisation of Commerce and Management.</u>	Date
Lesson No. (General) ()	Time - From To
Lesson No. (In the method)	
Topic <u>Functions of Management</u>	

Previous knowledge of the class

Students know about the Management and Principles of management.

Teaching Points	General Objectives
What are the functions of Management. * Meaning of Management * Functions of Management	① Student <u>remembers</u> the functions of management. ② Student <u>understands</u> the functions of management. ③ Student <u>applies</u> functions of management in his life. ④ Student <u>analyses</u> the all functions of management. ⑤ Student <u>evaluates</u> the functions of management. ⑥ Student <u>creates</u> about the functions of management.

Teaching Aids :-

Chart - Functions of Management.

Reference Books:-

Text book of 12th Commerce OCM.

Content Analysis

Objective : Specifications

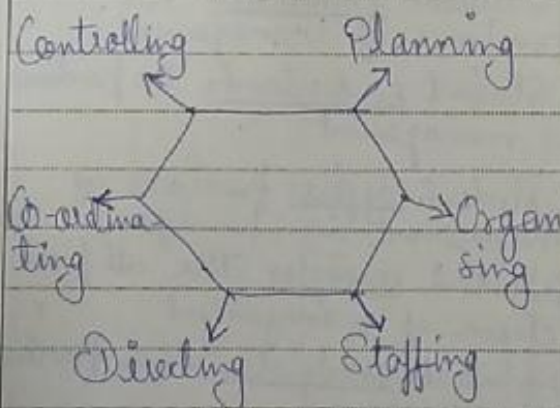
The success of every business organisation is an outcome of effective & efficient management.

According to L.A. Allen, "Management is what managers do." This focuses on the role of manager in the form of different functions.

Functions of Management
start with Planning and end with Controlling.

Henry Fayol, "To manage is to forecast and to plan, to organise, to command and to control."

Functions of Management



All the above functions are interdependent. Planning is the first function of Management and Controlling is the last function.

Remember

(i) Student defines all functions of management.

(ii) Student recalls facts and concepts about functions of management.

Understand

(i) Student describes the functions of management.

(ii) Student discusses the functions of management.

Apply

(i) Student implements the functions of management in different situations.

(ii) Student uses the knowledge of functions of Mgt.

Analyse

(i) Student differentiates different functions of management.

(ii) Student compares different functions of management.

Evaluate

(i) Student selects the function of management according to the need & environment.

(ii) Student appraises the functions of management.

Create

(i) Student develops different functions which are unique.

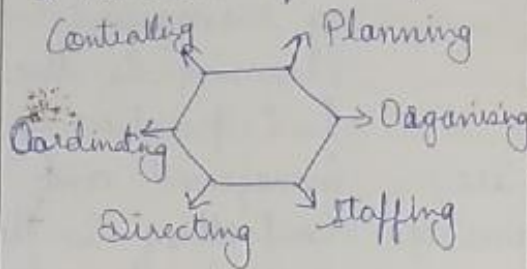
(ii) Student investigates the functions of management.

Procedure	Evaluation
Introduction :- Teacher does the introduction by asking questions and showing charts to the student.	Generalization :- There are 6 functions of Management. Planning is the first function of management and Controlling is the last function of Mgt. All are ^{inter} independent.
Statement of Aim :- So today we are going to learn the functions of management.	
Presentation :- Teacher writes on the board, the name of topic. She starts explaining functions of management with the help of students interaction, black board work and with discussing with the student.	Recapitulation :- Today we have discussed about the functions of management.
Teacher explains all functions one by one, gives examples, shows the chart. Teacher asks questions based on the functions of management.	Application :- 1) What is Management? 2) How many functions of management are there? 3) Which are those functions of Mgt? 4) Which is the first function of Mgt? 5) Which is the last function of Mgt? 6) Explain Planning.
After explanation all functions she concludes the topic, scr rubs the board and again asks questions. At last teacher gives homework based on functions of management.	
Conclusion :- There are 6 functions of Mgt. All are interdependent. All functions are must for the effective organisation.	
Core Elements :- Problem Solving, decision making, Effective Communication.	Assignment :- Make chart based on functions of Management.
Values :- Equal opportunities, Respect for the environment.	

BLACK BOARD WORK

Jottings Diagram :-

- * Definitions of Management
- * Functions of Management



- * Planning - It means deciding in advance what to do, when to do, how to do and who is going to do it.

Summary :-

There are 6 functions of management.
All functions are inter dependent.

Planning is the basic and first function of management.

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

General Remarks



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Supervising Professor



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(Affiliated to University of Mumbai)

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Kalyan (East) - 421 306 Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher <u>Vandana K. Chaudhary</u>	Practising School
Roll No.	Std. <u>6th</u> Div.
Subject <u>History</u>	Date
Lesson No. (General) ()	Time - From To
Lesson No. (In the method)	
Topic <u>Ancient India and the world</u>	

Previous knowledge of the class

Pupil know about basic information of the Ancient Indian history.

Teaching Points	General Objectives
* India and the countries of the west. * India and other countries in Asia :- 1) Sri Lanka 2) China and other countries 3) Countries in South Asia.	Knowledge * To Pupil acquire knowledge about Indian history. Understanding * To pupil explain India and the countries of the west. Application * Pupil applies knowledge to India and other countries in Asia. Skill * Pupil develop skill to understand relationship of India with other countries of Asia.

Teaching Aids :- Map of world, Map of Asia.

Reference Books :- Ancient Indian History.

Content Analysis	Objective : Specifications
* India and the countries of the west :- People of the Harappan civilisation had developed trade relations with the countries of the west.	Knowledge * To pupil gain the knowledge of Harappan civilization and countries of the west * Pupil recall the trading relation India with other countries.
* India and other countries in Asia :- Many countries in Asia were greatly influenced by the Indian culture of those times. 1) Sri Lanka 2) China and other countries 3) countries in South east Asia. The ancient kingdom of Funan in Cambodia was established in the first century CE. Indian culture had a deep impact on the art and cultural life of Southeast Asia. Dance dramas based on stories from the two India epics Ramayana and Mahabharata.	Understanding * Pupil explain the India and other countries in Asia * Pupil explain the India relation with Sri Lanka and other Asian countries. Application. The pupil easily differentiated with trading relation other countries Skill The pupil acquires skill of countries in South east Asia.

Introduction :-

by asking

* What do

* What do

Chapter

Statement of A

Ancient

Presentation :-

* Teacher

Countries

* Teacher

other

* Conc

The

world

culture

Conclusion

World

Core Elements

Heritage

Values :-

Procedure	Evaluation
Introduction :- Teacher give introduction by asking question :- * What do you know about history? * What do you learn in previous Chapter? Statement of Aim :- So, we are learn today Ancient India and the world. Presentation :- * Teacher explain India and the Countries of the west. * Teacher explain India and other Countries in Asia. * Conclusion :- The Ancient India and the world to relation of trade culture etc. Conclusion :- The Ancient India and the world to relation of trade culture etc. Core Elements :- Indian Common Culture Heritage :- Values :- National Integration.	Generalization :- * What types of trading relation with India and other countries. * What type of impact of South East Asian Countries. Recapitulation :- * Which Asian Countries create Drama and dance of two India epics. Application :- Explain detail information of China and other Asian Countries relation with India. Assignment :- Mark the Countries of Southeast Asia mentioned in the Chapter on an outline map.

BLACK BOARD WORK

Jottins Diagram :-

Sub :-

Topic :- Ancient India
and the world.

* India and the Countries
of the west.

* India and other Countries
in Asia.

Summary :-

Std :- 6th Div :-

Date :-

Sub :- History.

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

General Remarks



Supervising Professor

[Signature]
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LESSON NOTES

Name of the Pupil Teacher <u>Dr. Rasika Kulkarni</u>	Practising School
Roll No.	Std. <u>6th</u> Div. <u>B</u>
Subject <u>English Grammar</u>	Date
Lesson No. (General) ()	Time - From To
Lesson No. (In the method)	
Topic <u>Noun and its kinds</u>	

Previous knowledge of the class

Student have some previous knowledge about Noun.

Teaching Points	General Objectives
* Define Noun * Kinds of Noun * Examples of Noun * Examples of kinds	* <u>Knowledge</u> :- To enable the student to learn how to speak words & sentence correctly * <u>Understanding</u> :- Pupil enable to understand how to work on write and speak english. * <u>Application</u> :- students will be able to understand the concept of noun & kinds of noun. * <u>Skills</u> :- It develop the interest of the students in english.

Teaching Aids :- classroom equipments

Reference Books:- www.shiksha.com

Content Analysis	Objective : Specifications
* <u>Definition of Noun</u>:- Name of a person, place or things is called as noun. eg. Mumbai, Book, Ram etc	<u>Knowledge</u> :- 1. Students will be able to know about noun. 2. Pupil enable to learn how to speak words on sentence correctly.
* <u>Types of Noun</u> :- 1. Common Noun 2. Proper Noun 3. Collective Noun 4. Material Noun 5. Abstract Noun	<u>Understanding</u> :- 1. Students will be able to understand the concept of Noun & kinds of Noun. 2. Students able to understand how to speak & write english language.
1. <u>Common Noun</u> :- A common noun is a name given to any person, place or things. eg. - Man, Book	<u>Application</u> :- 1. Students will be able to define in their own words about types of Noun. 2. To enable the students to apply the rules of kinds of noun.
2. <u>Proper Noun</u> :- The name of particular person, place, animal or thing is called proper noun. eg. Ashish, Delhi, India	
3. <u>Collective Noun</u> :- A collection of person or things that are similar taken together and spoken as a whole refers to collective noun. eg. - class, library, crowd	<u>Skill</u> :- It develops the skill of writing correctly & speaking english language.

Procedure	Evaluation
Introduction :- 1. Name of the students in your class 2. What is Arpita in the sentence 3. What is Noun.	Generalization :- 1. What is Noun? 2. Name the types of noun. 3. Give some examples of noun.
Statement of Aim :- Students today we will discuss about noun & its types Presentation :- <u>* Definition of Noun -</u> Name of the person, place or things is called a noun. eg. Mumbai, Book, Ram, Sita <u>* Types of Noun :-</u> 1. Common Noun 2. Proper Noun 3. Collective Noun 4. Material Noun 5. Abstract Noun <u>* Examples of types of nouns</u>	Recapitulation :- 1. What is common noun? 2. What is proper noun? 3. What is abstract noun? Application :- 1. Identify the kinds of Noun. 1. Boy 2. Ram 3. flowers 4. Keys 5. child 6. India
Conclusion :- So, today we learnt about Noun and its Types Core Elements :- Inculcation of Scientific temper Values :- Neatness.	Assignment :- 1. Give five examples of collective noun & Material noun.

BLACK BOARD WORK

Jottins Diagram :-

Date -

Summary :-

Std - 6th

DIV - B

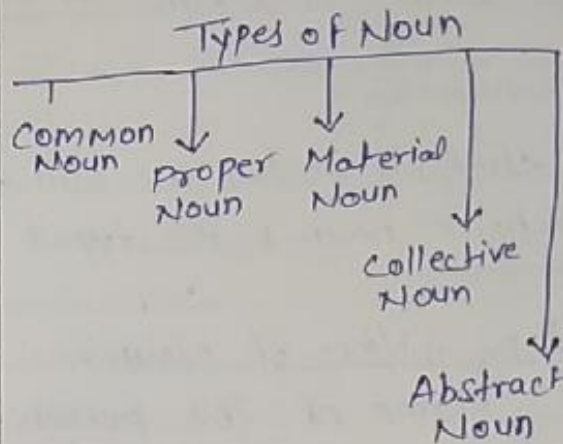
Sub - English

Topic - Types of Noun

* Definition of Noun

Name of person, place, animal or things is called as noun.

eg. - Ashish, Mumbai, day etc



Remarks Items

- Set induction
- Model Reading
- Model Recitation
- Objective Qns.
- Silent Reading
- Narrations
- Explanations
- Illustrations
- Questions
- Use of teaching aids
- Class Response
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- Student's reading / recitation / drill
- Closure
- Teacher's knowledge of content
- Teacher's preparation of lesson
- Method of teaching
- Interest created
- Class control

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

General Remarks



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Supervising Professor



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LESSON NOTES

Name of the Dep Teacher <u>Priti S. Chauhan</u>	Practising School
Roll No. 	Std. <u>12th</u> Div. <u>B</u>
Subject <u>ECONOMICS</u>	Date
Lesson No. (General) (<u>One</u>)	Time - From To
Lesson No. (In the method) <u>Five</u>	
Topic <u>Rural Development in India</u>	
Sub-Topic - <u>Agricultural Credit in India</u>	

Previous knowledge of the class

pupil knows about the agricultural sector and the Agricultural Activities

Teaching Points	General Objectives
<u>★ Agricultural Credit in India.</u> → Introduction → Classification → Sources of Agricultural credit in India.	<u>Knowledge:</u> The pupil acquires knowledge about agricultural sector and the activities. <u>Understanding:</u> The pupil develops understanding about the classification of Agricultural credit. <u>Application:</u> The pupil applies their knowledge for future agricultural process. <u>Skill:</u> The pupil develops the skill of sources of Agricultural credit in India.

Teaching Aids :-

Colourful charts of Sources of Agricultural Credit in India.

Reference Books:-

NCERT 12th std. Economic Textbook.

Content Analysis	Objective : Specifications
<u>INTRODUCTION: Agricultural Credit in India</u> Agricultural Credit is an important pre-requisite for agricultural growth. Agricultural policies have been reviewed from time to time.	<u>Knowledge:</u> 1. Pupil recalls the knowledge about agricultural sector and agricultural activities. 2. The pupil recalls the agricultural credit in India.
<u>CLASSIFICATION OF AGRICULTURAL CREDIT</u> On the basis of Tenure → short term → Medium term → Long term On the basis of purpose → productive → Unproductive	<u>Understanding:</u> 1) The pupil develops an understanding about the classification of Agricultural Credit. 2) The pupil develops an understanding about how the classification occurred.
<u>SOURCES OF AGRICULTURAL CREDIT IN INDIA</u> NON-Institutional (i) Money lender (ii) Other private sources Institutional (i) NABARD (ii) Rural Co-operative Banks (iii) Commercial Banks (iv) Micro Finance Institutions (MFI's)	<u>Application:</u> 1) The pupil applies the knowledge for future Agricultural process. 2) The pupil applies the knowledge and Understanding in different agricultural process. <u>Skill:-</u> 1. The pupil acquire the Skill of Sources of Agricultural Credit in India. 2. The pupil acquire the skill of differentiating the Sources of Agricultural Credit in India.

Procedure	Evaluation
Introduction :- Teacher Ask the Questions 1. What are the sectors in Rural Development? 2. What is the definition of Rural Development?	Generalization :- 1) What is Agricultural Credits? 2) What are the classification of Agricultural Credit in India?
Statement of Aim :- So, today we are going to learn agricultural Credit their classification & Sources.	
Presentation :- - Teacher explains the Agricultural Sector. - Teacher explains the Agricultural credit in India. - Teacher explains the classification of Agricultural Credit in India. - Teacher explains the Sources of Agricultural credit in India. - Teacher gives the examples. - Teacher Writes the important points on Black-Board. - Teacher explains the Sources of Agricultural Credit in India through the charts. - Teacher Summarizes the lessons.	Recapitulation :- 1. What are the Sources of Agricultural Credit in India? 2. What are the important sources in Non-institutional?
	Application :- 1. Non-institutional Sources in India constituting around <u>40%</u> of total Credit. 2. Short-term loans not exceeding <u>2</u> years.
Conclusion :- So, today we learnt about Agricultural Credit classification & Sources.	
Core Elements :- Removal of Social Barriers. Values :- Modesty Life skill : Self-Awareness	Assignment :- prepare the chart of Sources of Agricultural Credit in your notebook.

BLACK BOARD WORK

Jottings Diagram :-

Subject - Economics

Summary :-

Std - 12th
Div - B

Topic → Rural Development in India.

Sub-Topic → Agricultural Credit in India.

★ Agricultural Credit in India
classification

Sources of Agricultural Credit IN India.

On Basis of Tenure On Basis of purpose

- short term
- Medium term
- Long term
- productive
- unproductive

1. Non-Institutional Agricultural Credit
2. Institutional Sources.

ASSIGNMENT : prepare the chart of Sources of Agricultural Credit in India in your notebooks.

Remarks Items

- Set induction
- Model Reading
- Model Recitation
- Objective Qns.
- Silent Reading
- Narrations
- Explanations
- Illustrations
- Questions
- Use of teaching aids
- Class Response
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- Interest created
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Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

General Remarks



Supervising Professor

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LESSON NOTES

Name of the Pupil Teacher <u>Priti S. Chauhan</u>	Practising School
Roll No.	Std. <u>6th</u> Div. <u>B</u>
Subject <u>Mathematics</u>	Date
Lesson No. (General) (<u>3</u>)	Time - From To
Lesson No. (In the method) <u>4</u>	
Topic <u>Area and Perimeter</u>	
<u>1) Circle 2) Rectangle</u>	
<u>3) Square</u>	

Previous knowledge of the class

Pupils already knows the term 'Area' and 'Perimeter' and Understand shapes such as Circle, Rectangle, Square.

Teaching Points	General Objectives
<u>Area & Perimeter:</u> 1) Area of Circle = πr^2 Perimeter of Circle = $2\pi r$ 2) Area of Rectangle = $l \times b$ Perimeter of Rectangle = $2(l+b)$ 3) Area of Square = $(\text{side})^2$ Perimeter of Square = $4 \times (\text{side})$	<u>Knowledge</u> : The pupil acquire knowledge of Area & Perimeter of Circle, Rectangle & Square. <u>Understanding</u> : Pupil developed Understanding of Area and Perimeter of Circle, & Square. <u>Application</u> : pupil applies knowledge to solve problem. <u>Skill</u> : pupil develop skill to apply in solving new problems.

Teaching Aids :-

Card board Cutting of Circle, Rectangle & Square.

Reference Books:-

Internet (<http://ed.AreaandPerimeter/shapes/Circle/types.com>)

Content Analysis

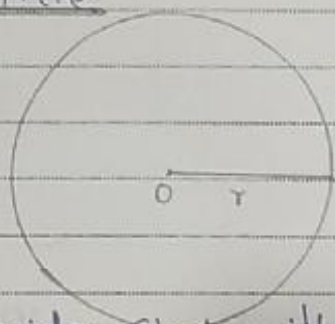
Objective : Specifications

Area and Perimeter:

* Area: Area is amount of square units contained inside the body.

* Perimeter: Perimeter is the length of the boundary of any object shape.

i) Circle



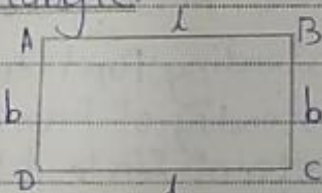
Consider Circle with radius 'r' centered at 'O'

$$\text{Area of Circle} = \pi r^2$$

$$\text{Perimeter of Circle} = 2\pi r$$

$$\text{Where } \pi = 22/7$$

ii) Rectangle:

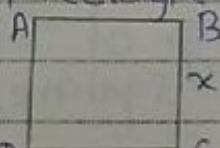


Let $\square ABCD$ with length 'l' and breadth 'b'

$$\text{Area of rectangle} = l \times b$$

$$\text{Perimeter of rectangle} = 2(l+b)$$

(c) Square:



Let $\square ABCD$ is a square with each side length is 'x'

$$\text{Area of square} = x^2$$

$$\text{Perimeter of square} = 4x$$

Knowledge: The pupils acquired knowledge of Area and perimeter with respective shapes of Circle, a rectangle, Square.

Understanding: The pupil develop understanding of calculating area and perimeter of shapes and use of different formulas.

Application: The pupil solved new problems involving calculation of Area and perimeter of objects.

Skill: The use skill to solve new problems related to area and perimeter of a circle, rectangle and square.

Procedure	Evaluation
Introduction :- <u>Set Induction:</u> Through questions like . if you / person buys a plot or farm so what will be base of it's area. Statement of Aim :- Today, we are going to study about area and Perimeter of different shapes. Presentation :- <u>Area and Perimeter</u> i) <u>Circle</u> Area of Circle = πr^2 Perimeter of Circle = $2\pi r$ Q) if radius of Circle 4cm then find it's area & Perimeter. Area = $\pi r^2 = \frac{22}{7} \times (4)^2 = 50.28 \text{ cm}^2$ Perimeter = $2\pi r = 2 \times \frac{22}{7} \times 4 = 25.14 \text{ cm}^2$ ii) <u>Rectangle</u> Area of Rectangle = $l \times b$ Perimeter of Rectangle = $2(l+b)$ Q) If length = 4cm and breadth = 10cm Calculate area of rectangle? Area = $(l \times b) = (4 \times 10) = 40 \text{ cm}^2$ Conclusion :- Today, we have studied about area & perimeter. Core Elements :- Inculcation of Scientific temper. Values :- Sensitivity Life skills: Creative Thinking Problem solving	Generalization :- ① If radius of circle is 5 cm then calculate area and perimeter. ② If length of rectangle is 6cm & its breadth is 12cm then calculate it's area & perimeter! Recapitulation :- ① What is formulae to calculate area of Circle? ② What is formula to calculate area of square? Application :- i) If the area of Circle is 22 cm^2, calculate it's radius? Assignment :- i) If the length of the side of square 10cm Calculate it's area?

BLACK BOARD WORK

Jottings Diagram :-

Subject: Mathematics

STD - 6th
Div - B

Topic: Area & Perimeter

Subtopic: Area & Perimeter of Circle, Rectangle & Square

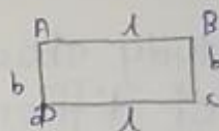
Area

Perimeter

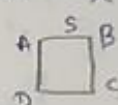
i) Circle $\rightarrow \pi r^2 \Rightarrow 2\pi r$



ii) Rectangle $\rightarrow l \times b \Rightarrow 2(l+b)$



iii) Square $\rightarrow (\text{Side})^2 \Rightarrow 4 \times \text{Side}$



Assignment: Calculate Area and Perimeter of your Mathematics textbook & Note book.

Remarks Items

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

Suggestions :-

General Remarks



Seen the remarks of the supervisor

Guiding Professor

Supervising Professor

[Signature]

I/C Principal
Saket College of Education
Saket, Dist. Thane
Chinchped
Dis. (M S)

SAKET COLLEGE OF EDUCATION B. Ed
Academic Year- 2022-2023
THEME BASED LESSON PLAN (

Theme Based
Lesson Plan

* Name of student Teacher:-

Std. VIII

Date- 12/12/2023

Theme - Water.

Subject- 1 - Mathematics	Topic- Volume
Subject- 2 - History	Topic- Satyagraha
Subject- 3 - Science	Topic- Properties of water
Subject- 4 - P.V.S.	Topic- Rain water harvesting
Subject- 5 - Geography	Topic- Farming & their types
Subject- 6 - English	Topic- Poem- The cloud.

* Previous knowledge / entry behaviour:-

The pupil is aware about importance of water, its chemical structure & properties.

* Values:-

Life skills

1) Saving water	1) Interpersonal relation-
2) Equality (satyagrah at mahad)	ships (helping each other)
3) Sharing (satyagrah at mahad)	2) critical thinking (relation between study of cone & cylinder).
4) Doing right things in life (good manners)	

* Core Elements.

References:-

1) Protection of environment	1) Std VII text books
2) Conservation of natural resources	2) Wikipedia (info about poet)
	3) Google images

* Learning Resources:-

Power point, Videos, Images.

INSTRUCTIONAL OBJECTIVES

LEARNING OUTCOMES

* REMEMBERING :-

The pupil acquire knowledge of various types of chemical reactions. Types of farming satyagrah at Mahad.

→ The pupil recalls chemical reaction composition of water
→ Pupil describes about situation of Balits *
→ Pupil labels various apparatus from the picture of Distillation

* UNDERSTANDING :-

The pupil understand about various types of reactions Types of farming, rain water harvesting, poem cloud & volume of cone

→ Pupil recognizes the type of reaction in formation of water
→ Pupil associates volume of cylinder with volume of cone
→ Pupil explain rain water harvesting.

* APPLYING :-

The pupil applies his knowledge & understanding of chemical reaction types of farming, volume of cone & cylinder satyagraha.

→ The pupil solves sum of volume of cone & cylinder.
→ Pupil chooses type of reaction in formation of water
→ Pupil classify types of farming.
→ Pupil predicts meaning of difficult words in para.

* ANALYSING :-

The pupil analyses formulae of cylinder & cone types of farming, water conservation, process of distillation.

→ The pupil distinguishes between types of chemical reaction.
→ Pupil infers the solution for conservation of water.
→ Pupil correlate with helping nature of cloud in the poem.

Sub- Science
Topic - Chemical reaction

* Water is a compound

* EVALUATING :-

The pupil evaluates formulae of cylinder & cone, process of distillation

→ The pupil evaluates his/her ans after solving with the teacher
→ Pupil concludes the process of distillation.

* It formed reaction by oxygen &

* Creating :-

The pupil create a method to solve volume of cone & cylinder

→ Pupil combine the formulae of volume of cone & cylinder for solving the sum.

* SET INDUCTION :-

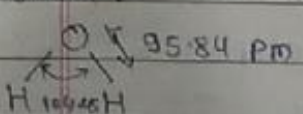
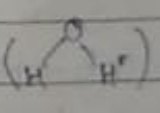
Tr - Today we are going to learn something interesting. The starts with solving a riddle. Tr - Displays riddle on white board. Tr - Read riddle & guess the answer.

P - Water Tr - Why do you think the answer is water?

P - Because water has 3 phases / lives (ice, water, vapour)

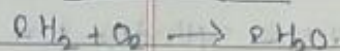
* Linking statement :- So, everyone agrees that the answer is water?

* Statement of Aim :- Since you all think that water is very imp. for our lives, Today, we are going to study some important facts & stories on Water.

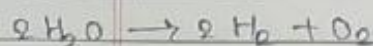
Content Analysis	Teaching method / Technique	Student Teachers Activities	Pupils Activities Responses.
Sub- Science Topic - Chemical reaction & types	PPT,	Tr - What is formula of water?	P - H_2O
* Water is chemical compound. 	Questioning skills.	Tr - How are H_2 & O_2 atoms arranged in H_2O ?	P - Ans. 
* It formed by chemical reaction between oxygen & hydrogen.		Tr - What happens when H_2 & O_2 combine?	P - Water (H_2O) is formed.

* 3 Types of chemical reaction

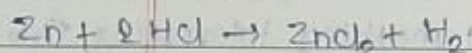
1) Combination Reaction



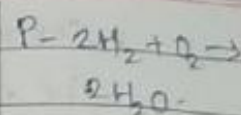
2) Decomposition Reaction



3) Displacement Reaction



Tr - Balance the equation



Tr - Explain 3 Types of reaction

P - explain 3 reaction & write in notebook.

Sub - Science

Topic - Properties of Substance

SubTopic - Distillation

Lecture

cum

demonstra

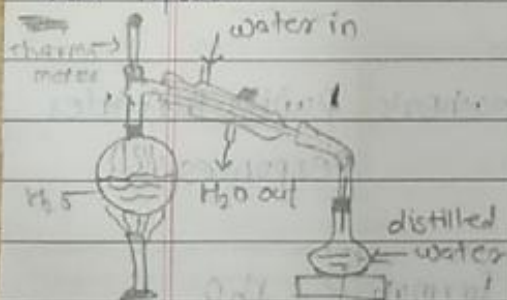
- Hon

Tr - How do we obtain distilled water.

P - Explain the process of distillation.

distillation is process in which liquid is converted into vapour by heating then again converted into liquid.

Questioning Skill.



Tr - Now, suppose we have a cylinder full of distilled water & we don't know how much H₂O we have? How do we calculate amt of H₂O?

P - by calculating the volume of cylinder.

Sub - Maths

Topic - Volume & Surface area

Sub topic - Volume of cylinder & cone

problem of solving method

Tr - If $r = 4m$ & $h = 14m$ then what will be volume of cylinder?

P - v of cylinder = $\pi r^2 h$
 $= \frac{22}{7} \times (4)^2 \times 14$
 $= 704m^3$

Volume of cylinder = $\pi r^2 h$

questioning

$2 + 2 \rightarrow$ $40 -$ main tion in b.	Volume of cone $= \frac{1}{3} \pi r^2 h$ Volume of cylinder $= 3 \times \text{V. of cone}$	Tr- If cone & cyl- nder have same r & h then what is relation betn them?	P = Volume of cone = $\frac{1}{3} \pi r^2 h$ V. of cylinder
ain the of ion.	Subject - Geography Topic - Farming & it's Type. $\frac{71}{100}$ of earth's surface is covered with water. Agriculture being our main occupation. Farmers face lots of difficulties. Showing chart of Types of Farming.	Tr- Displays the image of earth & asks / Since, $\frac{71}{100}$ of $\frac{71}{100}$ earth is covered by H_2O is water?	P - Only $\frac{1}{10}$ of fresh water
ing? me nder.	Sub - F.V.S. Topic - Rain water harvesting There are various measure to conserve water, one of which is Rain Water harvesting. Diagram of Rain water harvesting.	Tr- Write the points and later explain what is PWH Tr- what is rain water harvesting	P - Listens & understands P - Answers

Sub: History

Topic: Struggle for
Social Inequality

SubTopic: Dalit
movement

Explaining-
ation

Discussion

Tr- If someone
need water
for drink and
they ask you
for H₂O then
what will you do?

P- we give
them our
H₂O.

The social structure of
India was based on
inequality. There
were many social
reformers who
fought against
inequality.

But in few
decades ago
No one give.

Dr. B.R. Ambedkar
was most effective &
eminent among all.
His followers staged
a satyagraha at the
Chavdar lake in
Mahad.

Tr- All people
from bahishkrut
Hidkarni sabha
joined this
satyagraha

P- Listen &
understand.

Sub: English

Topic: Poem-
The cloud.

Para-

I bring fresh
showers

pass a thunder

Explanation

questioning

Reflection

Tr- explain
the para

Tr- ask pupil
to read the
para

Tr- Take up
vocabulary
words

P- observed
and
understand.

P- Reads

P- Answers

Vocabulary.

wield - hold & use as
a weapon.

* Conclusion

So, Today we have studied various aspects of water with its chemical reaction, volume ratio, water harvesting, satyagraha at Mahad, & Poem - The cloud.

* Recapitulation - Water

- 1) Chemical structure - H_2O
- 2) Distillation process.
- 3) Volume of cylinder - $\pi r^2 h$
- 4) Volume of cone - $\frac{1}{3} \pi r^2 h$
- 5) Farming
- 6) R.W.H. in brief
- 7) Satyagraha
- 8) The cloud

* Process of Testing / Evaluation

- Q. 1) What is chemical equation for combination of H_2O ?
2) What is distillation?
3) What will you do to save rain water?
4) What is formula for cone?
5) Describe satyagraha at Mahad?
6) What did the poet try to explain in the poem?

* Assignment

Each student Note down & complete the assignment one by one.

- 1) Write 2 example of each type of chemical reaction?
- 2) Find out relation between cone & cylinder?
- 3) What are the steps you will take to get set up ~~RH~~ RWH project?
- 4) Enlist the various periodicals ~~also~~ started by Dr. B.R. Ambedkar to bring social awakening?
- 5) List down the figures of speech used in the poem "The cloud."

WRITING BOARD SUMMARY

THEME WATER

Date -

Std - VIII

→ chemical formula - H_2O

→ Farming & its type.

→ Volume of cylinder $\pi r^2 h$

→ RWH.

→ Volume of cone $= \frac{1}{3} \pi r^2 h$

Q.1) $r = 10\text{ cm}$, $h = 21\text{ cm}$.

To find v. of c & cylinder

→ Satyagraha → By Dr. Ambedkar on 20th March 1927

Solution = V. cylinder = v.

→ The cloud.

of cone $= \frac{1}{3} \pi r^2 h$

$$= \frac{1}{3} \times \frac{22}{7} \times (10)^2 \times 21$$

$$= \underline{\underline{2200\text{ cm}^3}}$$

v. of cyl. = $3 \times$ v. of cone

$$3 \times 2200 = \underline{\underline{6600\text{ cm}^3}}$$

Wield - hold & use as a

~~weapon~~
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Dist. Thane (MS)



Saket College of Education (B.ed.)

Nai Talim

Date -

Student Teacher Name - vandana chaudhary

Roll no -

Lesson no -

Practising School -

Topic - Earthquake

Std - 9th

Endogenic Movements

Subject - Geography

Lesson Outcome

1] Cognitive Competencies

Pupil generalise the knowledge about movement of the earthquake

2] Psychology / Psychomotor Competencies

The pupil articulate various activity related to the earthquake

3] Affective Competencies

Pupil are aware about Formation of earthquake

Pupil try to find a different causes

4] Content Analysis

Various endogenic movement

Meaning of earthquake

Causes of earthquake

Effects of earthquake

5] Previous Knowledge

Pupil knows about various natural disasters

Floods, storms, snowfall, etc

Nai Talim
Lesson Plan

6] Method

Explanation, Demonstration

7] Tools & Resources

1) 7 - 8 notebooks

2) Pen

3) Chalk

4) Duster

5) Pencil

8] Precautions

Pupil should observe attentively & understand the content.

Set Induction

Teaching Approaches

1) What are the natural disasters?

Step - I

Randomly call any one pupil to arrange the notebooks on the table top.

* Main Content

Step - I

Various component found in earth.

We take some material like notebooks, pen, pencil, chalk, eraser, sharpener, duster.

Step - II

Other required material pen, pencil, eraser, sharpener, chalk, etc.

Step - II

Arrange all the materials. First arrange all notebooks one by one.

Step - III

Ask any one pupil to put these material on the top of the notebook.

Step - III

Place pen, pencil, sharpner, eraser, duster, chalk on the top of notebook.

Step - IV

Now Slightly pull one notebook from the arrangement.

Step - V

- 1) Observe what happen when one notebook from arrangement is pull out

- 2) What happen to the material that put on the top of the notebook.

Suppose notebook is the plates of earth & chalk, eraser, duster, sharpner, pen, pencils are creature found on the earth.

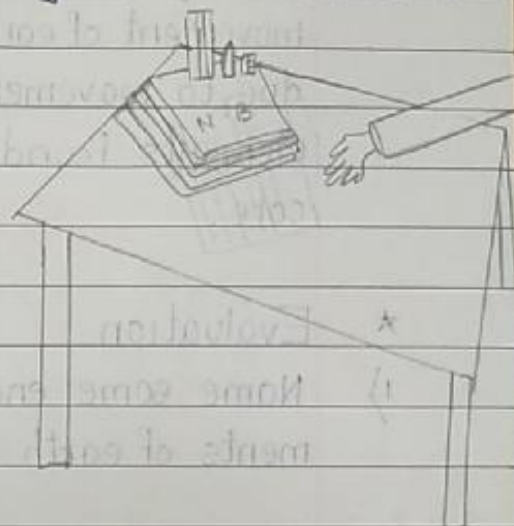
* Observation

When one notebook pulled out from arrangement all element put on the top are also moves.

This implies that if plates found in earth is move due to various phenomenon occurs on earth we feel sudden movement in earth that is earthquake.

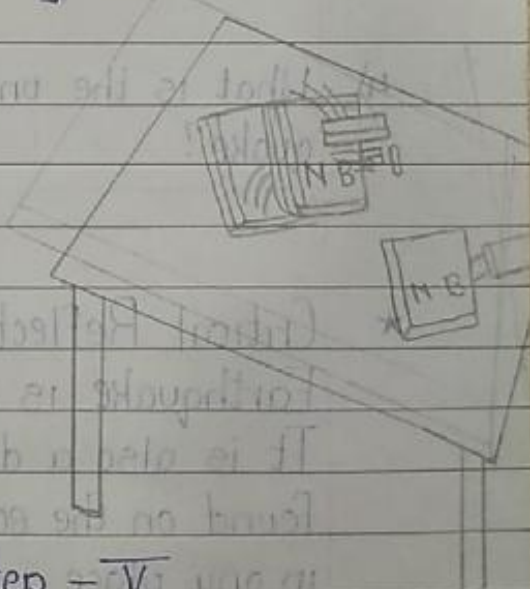
Step - IV

Now tell one pupil to pull out one notebook from arrangement of notebooks.



Step - IV

Now tell one pupil to pull out one notebook from arrangement of notebooks.



Step - V

Pupil observe all materials kept on the top of notebook move / shakes because of movement of notebook.

★ Conclusion

Earthquake is the endogenic movement of earth. That occurs due to movement of various elements found in the earth core.

Movement of notebook

implies movement of earth. Various material like plates, rocks, magma in the earth.

There is also found molten magma in the core of the earth.

★ Evaluation

1) Name some endogenic movements of earth.

Due to the temperature & other phenomenon these plates or material collapse to each other.

2) What is earthquake?

Due to the temperature & other phenomenon these plates or material collapse to each other.

3) Name the instrument from which earthquake is measured.

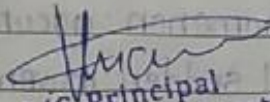
This sudden movement causes earthquake.

4) What is the unit of earthquake?

★ Critical Reflections

Earthquake is endogenic Natural phenomenon. It is also a disaster from which all creatures are found on the earth are affected where earthquake occurs in any place.




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Pedagogy of School Subject : ECONOMICS

Name:

Roll No.:

Sub: ECONOMICS

Date:

STD - IX

Topic: Urbanisation.

Lesson No-:

Practice

Teaching school.

LESSON STRUCTURE:1. Cognitive competencies:

- The pupil recalls the concept of poverty Urbanisation.
- The pupil recognises the effects of Urbanisation.
- The pupil describes advantages of Urbanisation.
- The pupil explain the problems of Urbanisation.

2. psychomotor competencies:

- The pupil enacts the effects of Urbanisation.
- The pupil prepares a chart of effects of Urbanisation.
- The pupil participates in a debate on Urbanisation.
- The pupil prepares a statistics of rate of migration of people.

3. effective Competencies:

- The pupil is sensitized about Urbanization.
- The pupil is aware of effects of Urbanisation.

Introduction (set)
previous knowledge

Teaching
Approaches

The teacher shows a video on urbanisation and effects of urbanization. Based on the video the teacher ask the following questions.

Q.1 What does the video indicate? The condition of people in the urban areas.

Q.2 What are the effects of urbanisation shown in the video?

Slums, Traffic jams, pollution, crime.

Q.3 Could you suggest a measure to eradicate problem of urbanisation.

Content Analysis: Teaching Points

1. Urbanisation.
2. Effects of Urbanisation
3. Advantages of Urbanization
4. Problem of Urbanisation.

Main Content: The teacher teaches the content through various activities and questions.

Steps:

Urbanisation: Because of urbanisation, the character of a region changes largely. We can experience the difference in land use.

The teacher narrate a story on problem of

Urbanisation cause due in search for employment to industrialisation, trade, mechanisation and technology. Transport and communication over crowded and they have no place to live & food & lastly Migration. Let's learn more about Urbanisation to fact.

Reflection & Evaluation

At last by looking by looking these problem they finally again shifted to rural areas.

picture of Urbanisation Migration, Overcrowding

The teacher asks the questions.

- (i) What moral did you get from the above story?
- (ii) If you would have been member of the family, how will you behave with others?
- (iii) Are you getting all the amenities, at cities?

Effects of Urbanisation:

Urbanisation have some positive as well as some negative effects on the economy.

Advantages like

Social harmony: The cultural and social customs and traditions are exchanged as people from different parts live together in the cities. This creates

social harmony.

Teacher shows the ^{video} picture of social harmony and ask the following questions.

- what you can see in this picture?

- How these ^{video} picture relate to social harmony in cities

- What you can see in this picture?

- How many culture are you finding in the picture?

Teacher show picture of social harmony and ask the question.

- what that picture is indicating?

- It indicate positive side of urbanization or negative side?

Problem

Cause of Urbanisation
slum: the population in cities increases rapidly. But the housing facility do not increase in the same proportion as the population.

Most of the migrant people are economically weak. They can not afford the housing offered in the cities.

Migrant people have very low income so they temporary build semi-structured houses in open spaces and these houses are mostly illegal.

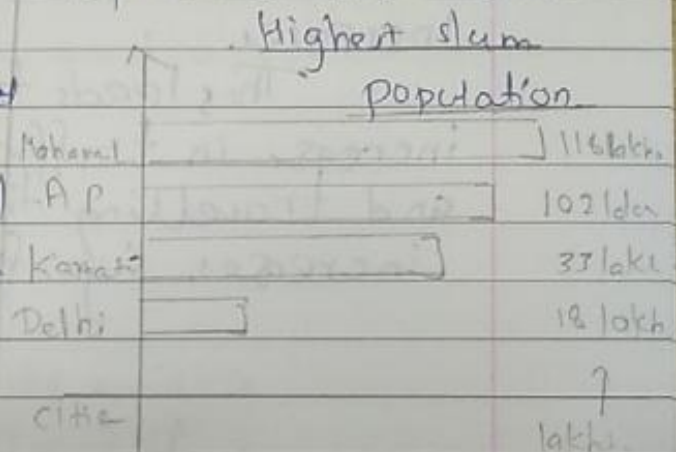
Teacher shows the picture of slum areas of cities.

These uncontrollable slum rise to social and health-related issues.

picture of slum

working in slum area

Teacher shows the graph of cities area in India.



Teacher ask the question on graph

- ① which cities of India have highest slum area?
- ② which city of India have lowest slum area?

Reflection and Evaluation:

The students are required to prepare list of NGOs working in slum area and present in the class.

Traffic Jams: As cities grow, people start living in suburbs of the cities. public transportation is not sufficient and the number of private vehicle increases.

This leads to an increase in traffic jams and travelling time increases significantly.

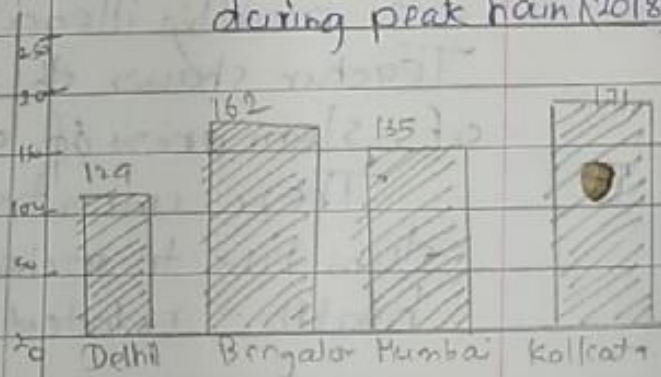
Based on the graph, compare the traffic jams in different states of India?

- ① which city has the highest traffic jam problem?
- ② which city have least traffic jam cases?

What do you can tell about the traffic jam in Indian cities.

Reflection and

Traffic jam in cities during peak hour (2018)



Reflection and Evaluation.

The teacher shows the real life traffic jam problem of the different cities of India through

video. and ask the students to give their views on the same.

Reflection and Evaluation

- ① Why do you think scenario has come up?
- ② How can you solve the situation.
- ③ suggest some ways to reduce traffic jams problem of cities.

pollution: It is a major problem in the cities.

It has adverse effects on urban life. Air pollution, noise pollution and water pollution are clearly visible.

As increase in the development of the cities these problems are also increasing.

Teacher shows video on pollution in cities of India.

Picture of pollution in cities.

Reflection and Evaluation:

The teacher narrate explain the problems of pollution. Crime The people who have migrated people don't always find employment in the cities.

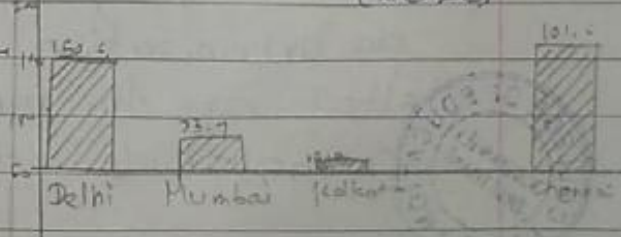
This leads to increase in crime.

Teacher shows some pictures of crimes in cities.

Reflection and Evaluation:

The teacher shows increasing rate of crime through graphs.

Total Crimes in Cities (2020)



Teacher tell student to give their view on graph.

CLOSURE!

Conclusion: So, today we have learnt about urbanisation and then problems like slums, traffic jams, pollution and increasing crime.

ASSESSMENT:

Evaluation / Assessments

Analysing:

- (i) What is Urbanisation?
- (ii) Justify the need of Urbanisation eradication in our society?
- (iii) Discuss the impact of Urbanisation in our society?
- (iv) Create an advertisement in depicting the problem of Urbanisation?

Critical Reflection:

- Which is the biggest cause of Urbanisation - Unemployment / or illiteracy?

How can you provide help towards removal of po urbanisation of cities?

What are the measures of ~~Urbanisation~~ ^{Urbanisation} suggest for the removal of urbanisation ~~problems~~ ^{problems}



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①

SAKET COLLEGE OF EDUCATION
B.Ed (SEM-III)
NAI TALIM

Pedagogy of School Subject - Commerce

Name: - priki S. chauhan Roll No: Sub: COMMERCE
Date: STD - XII Unit/Topic: Consumer Right
Lesson No: Practice Teaching School:

LESSON OUTCOME:

Cognitive Competencies:

- 1) - To explain the importance of consumer rights.
 - To acquaint with the rights of a consumer.
 - To give examples of consumer rights.
 - To justify the need of consumer rights.

2) Psycho-motor Competencies:

- pupil takes part in a role play depicting the exploitation of consumers.
- The pupil conducts a survey on consumer rights.
- The pupil prepares slogan and charts on consumer rights.

3) Affective Competencies:

- The pupil is sensitized on consumer exploitation and awareness.
- The pupil prepares jingles on consumer awareness.
- The pupil informs the weaker section of society of consumer rights.

Introduction (rel): Previous knowledge.

Q-1) What is the shop-keeper doing?

The shop-keeper is selling products.

Q-2) How is the shop-keeper exploiting the consumer?

The shop-keeper is selling expired products and is charging high prices.

The teacher does a role play of shop-keeper selling few products, which is not labelled, priced higher and expiry date is written. (passed)

Q-3) What is the message delivered through the role play?

It depicted the need to be aware of consumer rights.

LESSON STRUCTURE:

Content Analysis : Teaching Points:

* Consumer Rights → Meaning and Need.

* Rights of Consumer.

- Right to Safety
- Right to Information
- Right to choose
- Right to be heard
- Right to protect against unfair practices

Main Content: The teacher teaches the content through various activities and questions.

Steps:

Consumer Rights: The pupil conduct a survey on consumer rights in the classroom. Consumer awareness is an act of making sure the buyer or consumer is aware of the information about products, goods, services and consumers rights.

i) When you buy any product what do you get in return? a bill?

ii) Why the bill is important?

iii) Have you faced any problem as a consumer?

Consumer have the right to information, right to choose
Right to safety.

iv) Whom did you approach to solve the problem?

Let us learn more about consumer rights meaning and its needs?

Right to Safety:

This right protects consumers against products, production processes and services which are hazardous to health or life of consumer.

It includes concern for consumer long-term interest.

Right to safety:
Ask the student to carry any empty packages and find out information given in each of the product packages.
Eg: Medicines, biscuits.

Ask to locate the quality trademark on the products

Reflection and Evaluation

Show students 2 logo.
Ask them to choose
the correct logo and
identify the fake logo
on the products.

logo - fake

Reflection & Evaluation

i) Identify the difference
in logo?

spelling, colour,

trade mark - registered

Right to information:

Consumer should be
provided with adequate
information about all
aspects of goods and
services like - prices,
name of manufacturer,
contents used, batch
Number if any date of
manufacturing and
expiry.

Reflection and Evaluation

picture of

Horlicks

advertisement

Right to Information:

Ask the student to
find out the information
given in each of the
product packages.

what is the information
on product package?

what is importance of
know these information?

Reflection & Evaluation

i) What are important
information that you
need to see in food
products?

* Right to choose

According to this right, consumer should be given full freedom to select an article as per his requirements liking and purchasing capacity.

It is related to the concept of free market economy.

Right to choose.

The teacher shows the picture and ask to choose one product.

picture of different watches

Reflection and Evaluation

What will be the key decision-making situation for you to choose the product?

which product will you choose? Why? who told you about it?

Review of the product

* Right to protect against unfair trade practices

As per this right all consumer are protected against unfair business practices such as black marketing, profiteering and faulty weight and measures, adulteration

Reflection & Evaluation

- i) What did you see in the demonstration?
- ii) How can you avoid being a victim of exploitation?
- iii) Frame a jingle for unfair trade practices?

from video choose the correct measures

- Repair defect free of charges.
- pay compensation for damage / part / inconvenience.
- Issue corrective advertisement for any earlier misrepresentation.
- precautions: Bringing in products that are safe and easy to handle.

- Tools and Resources: weighting scale, product like potato, rice, grains etc.

Reflection & Evaluation

Eg: Showing demonstration of unfair trade practices like weighing scale and adulteration

Malpractices done:

- weighting ground nuts but using store that looks like ground nuts.
- weighting rice and using magnet to reduce the weight.

The teacher shows a video on consumer exploitation and consumer rights on "JAGO GRAHAK JAGO".

<http://youtube:POAC...>

CLOSURE:

Conclusion: So, today we have learn about consumer rights and different consumer right. that every individual should be aware of so that they are not exploited.

Assessment:

Evaluation / Assessment:

Analysing:

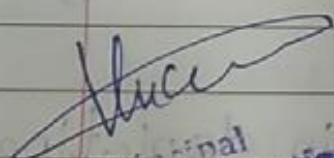
- ① Why is the awareness of consumer rights important?
- ② Justify the need of consumer rights in a rural society?
- ③ Create a advertisement in depicting consumer awareness.

Critical Reflection:

- Be involved: The responsibility to be assertive to ensure that you get a fair-deals as a consumer. Remember, if you are passive, you are likely to be exploited.

Be-organized. The responsibility to join hands and raise voices as consumer to fight in a collective and to develop the strength and influence to promote and protect consumer interest.




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Nai Talim
Experiential Learning Work Education

Name

Subject - Marathi

Std - 9

Unit/Topic - वाढते जीवनदायी झाड

Lesson No.

Practice Teaching School

Cognitive Competencies:

- १) विद्यार्थी वर्तमान उच्चत पर्यावरण विषयक समस्या जाणतो.
- २) लिंबू आणि कुडंबिंग यांच्या दैनंदिन वापराची प्रचलित संदर्भ आणि परिस्थिती ओळखतो.
- ३) लिंबू सरबत तयार करताना साहित्याची नवे संशोधने.

Psychomotor Competencies:

- १) विद्यार्थी उत्पादकीय विचारमोर्दय दिपते.
- २) विद्यार्थी वैचारिक निबंधातील मूल्यग्रहण असतो.

Affective Competencies:

- १) विद्यार्थी विविध झेडर-चर्चेचा आस्वाद ओळखतो.
- २) विद्यार्थी लिंबूयुक्त उत्पादनाची नवे संशोधने.
- ३) आत्मविश्वास, आत्मनिश्चिन्ता, आत्मप्रियता यांची निर्मिती.
- ४) उपत्यन्ध संसाधनाचा / स्त्रोतांचा आदर वाळवणे.
- ५) सन्निधिमि विचारांची निर्मिती.

Lesson structure

Introduction (set): previous knowledge

Teaching Approach

शिदिक प्रश्न विचारून जाण परियय असत.
आज आपल्याला अनेक पर्यावरणीय
समस्यांना सामोरे जावे लागत आहे.
आज सद्यस्थितीत तापमानातील उष्णता
आपल्या अरिण्यावर परिणाम करित आहे.
उष्णतेपासून संरक्षण करण्याकरिता झाडांच्या
सावलीचा आशय होतो. झाड अनेक
प्रकारे माणवाला उपयोगी पडते.
'ते जीवनदायी झाड' हा जाण अभ्यासनाक आहे.

प्रश्न पद्धती
उद्देशनाचा वसा

Content Analysis : Teaching Points

- 1) पर्यावरण संवर्धन कृती गरज - पर्यावरणाच्या दिसरेत दिस होत जाणारा हास व त्याचे स्वीकृत झाले व मानवी उत्क्रांती होणारे परिणाम आज आपल्याला अनुभवायला मिळतात.
- 2) पृथ्वी ही सुद्धा देह आणि देह आहे असे समजाव्यास तिसरी नियमाप्रमाणे त्याच्या प्रमाणात पृथ्वीवर पंचमहाभूतांचे आवरण आहे. पृथ्वीवरील स्वीकृत पाण्याला पृथ्वीच्या वातावरणाबाहेरील घातक जीववर्गी सूर्यप्रकाशाच्या, तसेच इतर घातक घटकांच्या परिणाम होऊ नये म्हणून पृथ्वीवर ओझोन वायूचा थर आहे.
- 3) कुठिनिंब - हे बहुपयोगी झाड आहे. कुठिपापडव्याच्या कुठे दिसली याची कोवळी पाने, फुले, लहान कुठेची फळे सैन्धव मीठ, लोवा, वूळ, छिंग, चिंच हे सर्व एकत्र वाडून त्याची गोळी कुठून खातात. (ही हत्ती कुठे)
- 3) लिंबू - आंबट चवीचे फळ. कुठेही लिंबूचे अनेक उपयोग आहेत. यामे सरबत, लोणचे कुठेत लिंबूचे इड केस लावावे तशी अशाशत कुठे कुठे हे विद्यार्थ्यांना दाखवावे. तसेच सरबत व्हावा. नवीन शब्द कुठे भोर सावली.
गोगलगाय - गोगलगाय हा संपुडय आणि डू उपरयत वर्गीत येणारा प्राणी आहे.
गोगलगायच्या वरिवावर कुठे असते याचाच संख असोही म्हणतात.

देवसे दिवस
जली
पत्ता मिरुता

महाभारत
महाभारत
महाभारत
महाभारत
महाभारत

ही प्रकृति

- 5
T
वी

पदर्यात

चर्चा उभावा
समस्या निराकरण

चित्रावली

હલુક્યન - ઠાડ અને પ્રાચીન મનવાલા
અપચીત પડે. તે જીવનદાયી આડંર
પાઠાતૂન અભ્યાસનાર કહેલ.

પ્રથમ શિક્ષક પાઠ્યે આદર્શ પ્રકૃત
વાચન કરતીન. શિક્ષક પુત્રકાવર હેતુ પ્રજા
વિહિતીન.

हेतुप्रश्न - सतीवंच्या दिव्याजस्य कुंठेकेते
 सिद्धाधी हेतुप्रश्न लक्षान छेडुन मोन
 वाचन कुरतीत्य द्वाणि हेतुप्रश्नाचे उत्तर देतील
 शिक्षक नियोजित उताऱ्याचे राख्य ने

स्पर्धीकरण कुरलीय आवश्यक लेख प्रश्न विचारित

2-परीक्षा पत्र

कुशीनरी एकादं रोप त्यावंत अंविंत हृष्टहृष्ट
ते रोप मोठ होत ज्ञान, त्याचि आउ वनंत
आत्मंतरान आउ त्यावगारी व्यक्ती लो
परिसर सोडून निघून जाते. माग त्या
व्यक्तीन माग वेतलेच ते फुलदार आउ
जेतर कुली जगांना जगवतं. आनंद देत,
जीवन देत. हे पहिली की मन धरु होत



Main Content

Teaching Approaches

हे मर्म ज्यांनी जगतलां, आनंद देत जीवन
देत. आप्तवासन आणि आशीर्वाद
देत हे पाहिले की मन थकू होऊन जात
फुलदाची व जीवनदाची विंगलचे झाड
आणि मानवी जीवन यांची सुंदर
संघड द्याव्याच्या प्रयत्न केला गेला आहे.
पानथळ कुठेच नव्हती, त्यामुळे रंगत
उसलेल्या दारच्या मागे क्षणभंगू
विंगलच्या झाडाचे मात्र कुठिभीर
सावली दिलेली आहे. कारण मोसम
पानी त्या झाडाचा मिडत होत, आणि
गोमालगारीची वसती तेथे निर्मिती
आली. जणू उही ते विंगलचे झाड
म्हणजे भावनात्मक्या स्फूर्तीच्या
दिव्याच्या कुंड आण होत.
छिद्रात विद्याध्याना जीवन जगण्याची
ओळख कुठून देली.

स्पष्टीकरण पहाली.

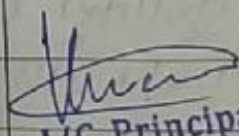
संक्षेप-

फुलदाची व जीवनदाची
विंगलचे झाड आणि मानवी जीव
यांची सुंदर संघड द्याव्याच्या प्रयत्न
या पाठावरून दिसून येतो.
उत्साह तुमचे पर्यावरणावर होणारे
परिणाम आपण दृष्टासमो. डोळ्यांवर
जमिनीत दिसणाऱ्या गोमालगारीची
माहिती मिळविली.

मूल्यामापन :-

आपल्या साहित्याच्या
वापर कुठून किंवा काय तयार आ
(कृती विद्यार्थ्यांकुठून कुठून होणे)




I/C Principal
Saket College of Education
Saket Vidyamandir, Mar 1
Chinchpada Road, Kalyan (E), Dist. Thane 405 306
Dist. Thane (M.S.)

Main Content

Teaching Approaches

संक्षेप - विद्यार्थ्यांच्या दैनंदिन जीवनात वृक्षारोपण किती महत्वाचे आहे हे सांगून होत्या संजीवांचा गोबालगायीचा आपला दैनंदिन जीवन जिंखणे जाणवेली असते.

स्वास्थ्य - वृक्ष व मानवी जीवन यांच्यातील परस्परसंबंधाविषयी तुम्हाला मात दहा डोळे मध्ये लिहून द्यावा.

लिखनसहाय

Precautions : शरीरातील पाण्याचे प्रमाण ठीक आल्यास चकुर येणे, शुद्ध हरणे असे प्रकार होऊ नये. या काळात उबे येतात. वातीत पणी होऊन उबे त्या घालून उघड्यापेठ्यास उबे वकळ राहण्यास मस्त होणे

कृतीसुका सहभाग

Tools and Resources:

लिंबू आणि लुईलिंबू झाडांची चित्रे,
गोबालगायीचे चित्र
लिंबू, साखर, मीठ ग्लास चमचा चाकू

Reflection and Evaluation

- प्रश्न-१) लिंबू या फळाची चव कांढा
- २) लिंबापासून बनविल्या जाणाऱ्या विविध पदार्थांची नावे काढा.
- ३) लिंबू साखर तयार करणारे साहित्य कोणते.
- ४) लिंबू, लुईलिंबू यांची दैनंदिन जीवनातील औषधी उपयोग सांग.

Closure.

Conclusion : Overview of the Activity:

नेसिंगरु पर्यावरणात लहलह घडव्याची क्षमता असू शकते आहे. त्यामुळे पर्यावरणातील प्रत्येक घटनेचे संरक्षण करणे त्याचा दुरुस्तीपूर्वीचा वापर करणे मानवाचे आदर्शच आहे. पर्यावरण वाचवा ! जीवन वाचवा ! हे वाचवा या उक्ती प्रमाणे पर्यावरणासोबत संतुष्टी ही असली गरज आहे.

Questions

प्रश्न - दैनंदिन जीवनात पर्यावरण संरक्षण व शुद्धता जीवांची अस्तीत्व लक्षात घ्यावी

Assessment

Evaluation / Assessment

Strategies

Analysing:

प्रश्न - पर्यावरण म्हणजे काय ?
प्रश्न - फलदायी व जीवनदायी लिंबूचे झाड आणि मानवी जीवन यांची सांगड कुशाग्रपणे घातली आहे. ते स्पष्ट करा.

प्रश्नपद्धती.

Critical Reflection

1) पर्यावरणातील शुद्धता जीवांचेच आहे लक्षात आणून घ्यावा !
2) पाठात मिळालेल्या ज्ञानाचा उपयोग लक्षात घेऊन जीवनात असा बदल करावा.

उपयोजन.

SAKET COLLEGE OF EDUCATION

B Ed (SEM - III)

CO - TEACHING

Co-Teaching
Lesson Plan

Name of Teacher (1): Priti S. Chauhan

Name of Teacher (2): Mohan Lal Pragyapati

Class, Roll No:

Practicing School:

Lesson No - 5 (in subject) - O.C. Date:

STD: 12th DIV - B Duration: 30 minutes from 1 to 30

Unit: Principles of Management.

Approaches of Co-teaching (Use ✓)

- | | |
|--|--|
| i) One Teach, One Observe ☐ | iv) Section teaching ☐ |
| ii) One Teach, One Assist ☐ | v) Alternative teaching ☐ |
| iii) Parallel teaching ☐ | vi) Team teaching ☐ |

1) Teaching Topic:

Henry Fayol's
administrative

Theory of Management

Teaching Points:

1) principle of Division of labor

2) principle of Discipline

3) principle of Unity of Command

4) principle of Unity of Direction

5) principle of Scalar chain.

2) Entry Behaviour/Set Induction: pupil are aware about nature and significance of principles of Management.

3) General objectives:

* Knowledge: pupil acquires knowledge about principle of Management.

* Understanding: pupil develop understanding about principles given by Henry Fayol's.

* Application: pupil acquires knowledge in giving different situation for application of principle of Management.

4) Core Elements & Values: Logical thinking, Critical thinking, decision making, Questioning, reasoning.

5) Skill: Set induction, Explanation, Questioning
Technique: [A]
Methods: Lecture Method.

6) Instructional Materials: chart showing principles of Management (given by Henry Fayol's)

7) Introduction: Teacher I introduce the topic: - who is the known as father of Modern Management?

- who gave administrative theory of Management

8) Statement of Aim: So, Today we are going to learn about principles of management given by 'Henry Fayol's'.

9) Presentation:

Teaching Points (in Sequence)	Specific objectives in behavioural terms	Teacher's Activities	Learning Experiences pupil's Activities
(1) Principles of Division of work	pupil recall the meaning of these principle	Teacher - I Shows the chart map of work according to skill knowledge & experience	pupil listens

ing
Questioning
Questioning

Teaching Points (in sequence)	Specific objectives in behavioural terms	Learning Teacher Activity	Experience Pupil's Activity
----------------------------------	---	---------------------------------	-----------------------------------

1) principle of Discipline

Pupil recalls principle of Discipline

Teacher asks meaning of Discipline and Explain the principle of Discipline.
Teacher asks for the example of situation to be applied these principle

pupil answers

pupil listen Carefully

pupil answers

3) Principles of Unity of Command

pupil recalls principle of Unity of command.

Teacher - II
Teacher draw the picture of Unity of Command and explain the principle.

pupil observe

Right Approach Carefully

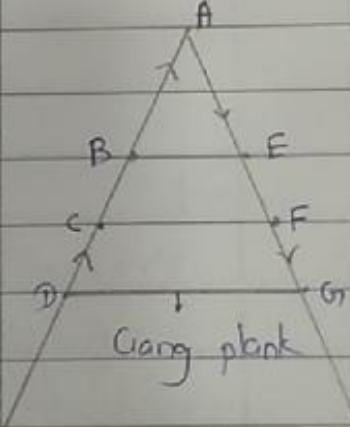


Wrong Approach



pupil understood

Teacher ask for giving situation of applying the principle.

Teaching Point (In Sequence)	Specific objective (in behavioural terms)	Teacher's Activities	Learning Experience pupil's Activities
4) principle of Unity of Direction	pupil analyse and understand principle of unity of Direction	<u>Teacher-II</u> Teacher Explain Unity of Direction <u>One Head</u> <u>One plan</u> Teacher asks how we can use these principle in organization.	pupils listen and Understand. pupil answers.
5) principle of Scalar chain	pupil acquire knowledge of principle of scalar chain	<u>Teacher II</u> Explain Meaning of principle of scalar chain. <u>Teacher Draw</u> flow on Board.	pupil listen carefully.
			pupil observe carefully.
		Teacher ask for example to Use of flow of communication in organization	pupil answers

- 10) Recapitulation: So, Today we have learnt about principles of Management given by Henry Fayol.
- 11) Evaluation: Teacher - II Evaluate the topic by asking application of these principles in daily life.
- 12) Home Assignment: Teacher - II gives home assignment.

Give Two situations for every principle where you can use these all principle in school (in group class).

Subject - O.C.
Topic: Principle of Management

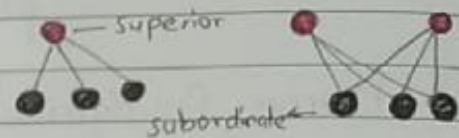
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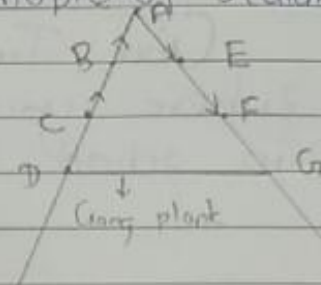
Administrative Principles of Management

- 1) Principle of Division of work
- 2) Principle of Unity of Direction
- 3) Principle of Discipline

- 4) Principle of Unity of Command



- 5) Principle of Scalar chain



OBSERVER'S REMARKS

No	Item	Specification	Uncertainty	Satisfy	Good	Very Good	Bad
			1	2	3	4	5
1.	Appropriateness of instructional objectives	Achievement of objective	1	2	3	4	5
2.	proper Organisation of Control	proper Organisation of content by both the teacher	1	2	3	4	5
3.	Creating situation from introducing the lesson	Creating situation for introducing the lesson.	1	2	3	4	5
4.	Effective introduction of Lesson.	Creative Introduction of Lesson.	1	2	3	4	5
5.	Questions properly structured.	Questions well delivered and distributed.	1	2	3	4	5

Saket College of Education

B.Ed [Sem III]

CO Teaching - Geography Method

Name of Teacher - 1 Vandana Chaudhary Rollno :-

Name of Teacher - 2

Practising School - Saket Vidhya Mandir

Lesson no - Subject - Geography Date -

Std - 6th Div - A Duration - 30 minutes

Unit - Importance of Ocean

Approaches of CO-Teaching (Use ✓)

- | | |
|---|--|
| 1] One teach one observe ☐ | 4] Section Teaching ☐ |
| 2] One teach one assist ☐ | 5] Alternative Teaching ☐ |
| 3] Parallel Teaching ☐ | 6] Team Teaching ☐ |

① Teaching Topic Teaching Points

Importance of Ocean

- 1] Importance of ocean
- 2] How ocean water is salty
- 3] Maximum salinity
- 4] Salt pan
- 5] Ocean & Resources
- 6] Oceanic Transport
- 7] Issues related to Ocean

② Entry Behaviour - Pupil are aware about oceanic life.

③ General Objectives :-

* Knowledge :- Pupil understands knowledge of Importance of ocean.

* Understanding :- Pupil understand about various phenomenon occurs in ocean.

* Application :- Pupil acquires knowledge, how ocean water is salty.

④ Core - element - Scientific attitude, Logical thinking

⑤ Skill :- Set induction, explanation & Questioning.

* Technique - (1)

* Method - Lecture Method

⑥ Instructional material :- Chart showing different term related to ocean

⑦ Introduction :- Teacher 1 - Introduce the topic
Teacher 2 - Explain oceanic Resources

⑧ Statement of aim :- So, We learnt are going to learn about Importance of Ocean.

⑨ Presentation

Teaching point in sequence	Specific obj in behavioural	Learning Tr activities	Expectance pupil activity
1) Importance of ocean	Pupil recalls the Importance of ocean	Tr-1- explain how sea water is salty	Pupil listen carefully

2)	How ocean water is salty.	Pupil acquire knowledge of ocean	Tr.1-explain about salt pans	Pupil give example of salt pane.
3)	Maximum salinity & salt pane	Pupil recall about ocean life	Tr.1-explain creature found in ocean.	Pupil give examples of ocean creature.
4)	Ocean and Resources	Pupil acquire knowledge about ocean resources	Tr.2-Describe ocean & Resources	Pupil listen carefully.
5)	Oceanic Transport	Pupil gain knowledge of oceanic transport	Tr.2-Give information about oceanic transport	Pupil give example of oceanic transport
6)	Issues related to ocean	Pupil develop the understanding of Issues related to ocean	Tr.2-Describe issues related to ocean.	Pupil listen & suggest remedies

⑩ Recapitulation :- So, we have learnt about Importance of Ocean.

⑪ Evaluation :- Tr.2-Evaluate the topic by asking questions like :
 1] What is Importance of Ocean.
 2] Where did all this water on the earth come from?

⑫ Home Assignment :- Tr.2 - Give assignment. Make chart showing different term related to ocean.

Black - Board Work

Date :-

Sub :- Geography

Std - 6th

Topic :- Importance of Ocean

Div - A

• Importance of Ocean

(1) How ocean water is salty

(4) Oceanic Transport

(2) Maximum Salinity

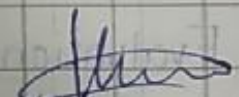
(5) Issues Related to Ocean

(3) Ocean & Resources

(6) Salt Pans

Observer's Remarks

No.	Item	Specification	very good	good	Satisfactory	unsatisfactory	Poor
1]	Appropriateness of instruction obj	Achievement of objective					
2]	Proper organisation of content	Proper organisation of content by both teacher					
3]	Creating situation for introducing lesson	Creating situation for introducing lesson					
4]	Effective Introduction of Lessons	Creative Introduction of Lessons					
5]	Question properly Structured	Question well delivered & distributed					


 H.C. Principal
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Co-Teaching - Marathi Method

Name of Teacher -

Practicing School -

Std - Div -

Teaching Topic

Teaching points

अन्नशास्त्र

अन्नसाखकी वंदन,
जालतीव साखकी दुवे
परिमंथेची माहिती,
अन्नसाखकीतील घटकचे कार्य

Approaches of Co-Teaching (Use ✓)

- 1) One Teach One observe ☐ 4) Section Teaching ☐
- 2) One Teach One Assist ☐ 5) Alternative Teaching ☒
- 3) Parallel Teaching ☐ 6) Team Teaching ☐

Entry Behaviour - विद्यार्थ्यांना प्रथांच्या विविधतेबद्दल माहिती आहे.

General Objectives -

ज्ञान - विद्यार्थ्यांना सजीवांच्या अन्नसाखकीबद्दल माहिती देणे.

आपुलन - अन्नसाखकीतील प्रत्येक घटकचे महत्त्व स्पष्ट करणे.

उपयोजन - विद्यार्थी मिळालेल्या माहितीचा उपयोग दैनंदिन जीवनात करतात.

Core Elements and Values :

पर्यावरण संरक्षण आणि
राष्ट्रीय (आत्मता)

Skill : स्फूर्तीकरण प्रश्न

Techniques : स्फूर्तीकरण

Methods : व्याख्यान, चर्चा पद्धत

Instructional Material : PPT

Introduction : आपल्याला जीवन जगण्यासाठी कुशाची आवश्यकता असते.

Statement of Aim : तर आज आपण व्यक्ती सातवी मधील 'थेव' ही पाठ्याची कविता शिकुनार आहोत.

Presentation

Teaching points in sequence	Specific objective in behaviour	Teacher's Activities	Learning Experience pupils Activities	नवीन अर्थ लक्ष मोठे
प्रकटवाचन	<u>Teacher I</u>	शिद्विक्ता कवितेचे प्रकटवाचन करतात.	विद्यार्थी प्रवण करतात.	
मौनवाचन		शिद्विक्ता विद्यार्थ्यांना मौनवाचन करव्यास सांगतात.	विद्यार्थी मौनवाचन करतात.	थेव
ठेवूप्रश्न	आकृष्यन	शिद्विक्ता मौनवाचना नंतर प्रश्न विचारता	विद्यार्थी उत्तरे देतात.	
	उपयोजन	कुवर्षित्रीने कुशाचे महत्त्व कवितेत सांगितले आहे.	पाठ्याचे महत्त्व सांगितले आहे.	
आश्वाहातीत्य लक्ष्मीय थेव	<u>Teacher II</u>	शिद्विक्ता कवितेचे स्पष्टीकरण करतात. कुशा म्हणतात शब्द गेली तर गाड दे ' पण कधी राह दे	विद्यार्थी प्रवण करतात.	

माठी व आर्चा

अयत्ता
पार्ची

ने

वग

नौनवसन

Teaching
points sequence

Specific objective
in behaviours

Learning Experience
Teacher's Activities
Pupils Activities

ज्ञान

कोठलाही शब्द असला
तर त्यांचा आपल्या
जीवनत महत्वाचा असतो
आश्चाक म्हणजे
आकृतितीव द्या
वुदू म्हणजे अक्षिक
नवीन वळणांचे अर्थ
सांगता व
पाळ्याचे महत्त्व सांगता

विद्यार्थ्या
उत्तरे देतात.

नवीन वळणांचा
अर्थ
वुदू
मोह्य

आकृतितीव

उपयोगन

Teacher I

शिक्षा
विद्यार्थ्यांना सफळी-
पुरवा देतात.

शेवटचे वळन

ज्ञान

मोठी म्हणजे रत्न
आपण मोठ्यांची
माक ओवतो तशी
लीह्यातून शाली
निसरतो.

विद्यार्थी लक्ष
पुढे ठेवतात

नवीन वळणांचा
अर्थ सांगून
वाक्यात उपयोग
करतो
शेव

आकृतितीव

पावसाचा दुसरा
शब्द कोठला आहे
पावसातून जे
पाळ्याचे घेव
पडतात त्यांना
शेव म्हणतात.

विद्यार्थी
उत्तरे देतात
क्या

Teacher II

गुड्या अकमील
जाणी आपण
साठवून ठेवतो
त्याच्या संवय असे
म्हणतात.

Teaching points in sequence	Specific objective in behaviour	Teacher's Activity	Students Activity
	ज्ञान	विद्यार्थ्यांना प्रश्न विचारतात पाठ्याच्या साठी आपण कुठारासाठी आहोतो.	पाठ्याच्या साठी त्हे. वस्तू. नदी. हौद, झाडी ह्यांमधून आता पाणी पिण्यासाठी कोणी साठी.
थेंब्याचे महत्त्व	आकृती	निसर्ग अति सुंदर आहे. त्याला कोण लोणार नाही असे आपण लक्षात घ्यावे. लहान त्यागशी को. आपण पाठ्याच्या लक्षा घेतासाठी अति तसे लोणार. त्या पाठ्याच्या साठ्याला सोब्या पिढ्याती जास्त महत्त्व आहे.	पाठ्याचे महत्त्व विद्यार्थी समजून घेतात व त्यासंगत उदा. हेतात.
प्रश्न	आकृती	पाठ्याला सोब्याचे महत्त्व कुसे द्या आहे.	विद्यार्थी उत्तर देतात

Recapitulation:-

आज आपन 6 वीं मधील कुिता
96 वीं रेल आज हा पाठ्याचा या
असेल असा आपन लेण आहे.

Evaluation:

- 1) कुिता कुितेत सांगितलेल्या पाठ्याचे महत्त्व सांगा
- 2) कुितेत सांगितलेले यमक शब्द सांगा
- 3) प्रस्तुत कुितेचा आवाज मज्जा वाढवत सांगा?

Home Assignment:

पाठी वंचय कव्यासाठी होय वच्य लिहा.

Black Board week

Date

Subject

Topic

Observer's Remarks

No.	Item	Specification	1	2	3	4	5
1)	Appropriateness of instruction	Achievement of objective					
2)	Proper organisation of control	proper organisation of control by both teacher					
3)	Creating situations on Introduction the lesson	creating situations for Introduction the lessons.					
4)	Effective Introduction of lesson	creating Introduction of lesson					
5)	question properly structured	question well delivered and distributed					



5E's Constructivism

5E-Constructivism
Lesson plan

Name of the student :

Name of the school :

Subject : Geography

Topic : Soil

Std : VII Div : B

Date :

Duration : 30 mins

Previous Knowledge : Students know about Natural resources like water, air, soil, etc.

Teaching points

- * Use of soil
- * How soil is formed
- * Soil-a natural resources
- * Factors necessary for soil formation

Objectives

Knowledge — Pupil acquire knowledge of How soil is formed

Understanding — Pupil develop a understanding of How soil is formed

Application — Pupil apply knowledge in unfamiliar situation

Skill — Pupil develops the skill of learning necessary factor of soil formation

Learning Outcomes :

- 1) How soil is formed
- 2) Describe the effect of various element of nature
- 3) Soil as a natural resources
- 4) Pupil knows & explains about various factors required for soil formation

Stages	5E's	Teacher's Activity	Student's Activity	Stage
1	<u>Engage</u>	Teacher ask the student about difference between natural resources & non-natural resources	Student tries to attempt the question.	4
2	<u>Explore</u>	Teacher shows soil & tell student to touch & ask whether you are able to make a soil? What are the different constituents of soil? Where do the abiotic factors become available for soil formation?	Student observe & touch the soil & answer the question that we are not able to make a soil. Students observe & know about minerals, soil, organic matter, living organisms, gas & water.	
3	<u>Explain</u>	Teacher discuss with student about formation of soil by giving some examples. Teacher asks the student how soil is formed? Which factor does the variety of soil depend?	Student understand & concept with the example & try to answer soil is made up of stone pebble. Sand, fine, soil particle as well as organic sbstances.	

Stages	5E's	Teacher Activity	Student Activity
4.	<u>Elaborate</u>	Teacher tell the student to explain the soil a natural resources Teacher based on student example tells them to form the meaning of soil a natural resources. Teacher tell & explains the student factor necessary for soil formation like parent rock, Regional climate, Biotic material, Time.	Student answers the question, plants provide us with all our basic necessities food, shelter & clothes. Various minerals, metals are also obtained from the soil.
5.	<u>Evaluate</u>	Teacher evaluate the student by asking some question which element is required for the formation of soil? What is weathering? Name the factors necessary for soil formation.	Student answer to the question. • the various element in natural effect rocks & cause them to wear & form soil. • The process of transformation of rocks into soil is called weathering. • Parent rock, regional climate, biotic material, time.

Black Board Work

Std - VII

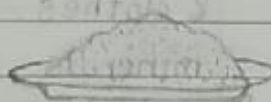
Sub - Geography

Date -

Div - B

Unit - Soil

Soil



* Use of soil

* How soil is formed

* Soil - a natural Resource

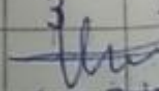
* Factors necessary for
Soil formation.

Observation Remark

No.	Item	Specification	unsatisfactory	satisfactory	Good	very good	Excellent
1.	Appropriateness of instructional objectives.	Clarity, relevance to the content, adequacy with reference to the domains & level of objectives attainability in terms of pupil customs	1	2	3	4	5
2.	Proper organisation of content	Logical organization according to content & psychological organization as per need of pupil	1	2	3	4	5
3.	Creating stimulus for introducing the lesson.	Greeting, accepting greeting, securing attention & giving facilities like, chalk, duster, aids, etc.	1	2	3	4	5



Guided by :

Observed 
 i/c Principal
 Saket College of Education
 Saket Vidyanagari Marg,
 Chinchpada Road, Kalyan (E) 421 308
 Dist. Thane (M S)

Identifying varied student abilities

****SAKET** COLLEGE OF **EDUCATION**

S.Y.B.ED
2018-19

NAME : ANITA N. PATIL

ROLL NO : 17

SEMESTER : IVth

CO-CURRICULAR ACTIVITIES

seen

INDEX

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①	WORLD AIDS DAY	1-3
②	SAVITRIBAI PHULE DAY	4-6
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⑥	WORLD CONSUMER DAY	16-19
⑦	RANGOLI COMPETITION	20-22
⑧	REPUBLIC DAY	23-25



World AIDS Day

International theme for 2019 is "Getting to zero end Aids by 2030".

The national theme for this year is "The time to act is now".

In 2012, the United Nations states that it's possible to eradicate the disease by 2016 in part of course by preventing new infections. However within African American communities across the country unfortunately that has not been the case.

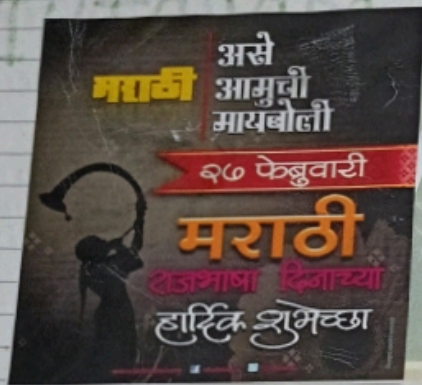
WORLD AIDS DAYS THEME →

This year's world AIDS Day is anticipated to see renewed activism from the civil society as 1st December 2019 falls only 6 months before the International AIDS conference in Washington. This year also marks the 30th year since AIDS was first reported. WORLD AIDS DAY will be



SAVITRIBAI PHULE DAY

"Savitribai Phule Day" is celebrated every year to commemorate the women education in India. Sahel College of Education celebrates "Savitribai Phule's Birth Anniversary as a Women Empowerment Day and organized the 'Savitribai Phule' memorial lecture devoted to women's issues, women rights and women Empowerment. Women Development Cell has been set up to look to matter related to women grievances and development. It also helps and guides enrolment of more number of women students in the college so that a very safe, secure and friendly atmosphere prevails on the campus for women. Savitribai Phule plays an important role in improving



MARATHI DIWAS

MARATHI is spoken as a native language by 2.58 million people and our Indian constitution recognized a prominent language in India. Marathi is a official language in state Maharashtra.

Marathi Diwas was celebrated on 27 January. On that day our marathi language teacher callulated the morning cisenbry in which appreciated the marathi language and highlighted its importance in to the words. And also discuss the planning of the program. Students and staff come dressed in (oloveku) traditional outfit, Navvuri, Sqari etc. The two best dressed student from each class were awarded for their enthusiasm and two female staff also awarded.

In that day, we all of



NATIONAL SCIENCE DAY

Saket College of Education, Nalagarh (E) celebrated National Science Day on 28th February 2017 very joyful and enthusiastically. All student of Saket college are in the campus come together in excited and joyfully, celebrated science day.

On 28 February every year, National Science Day celebrated to mark of discovery of Raman effect by Indian physicist Sir Chandrasekhara Venkata Raman on 28 February 1928. For his discovery, Raman was awarded the Nobel Prize in Physics in 1930. In our college 100 students of arts, science, and worked for several weeks, to put up grand exhibition with scientific experimental set up, posters, display, herbal



NATIONAL WOMEN DAY

Saket college of Education celebrated National women day on 8th March 2017 with joyfully. International women day dedicated to the every woman in this planet on 8th March. In this day all women celebrated very seriously. The United Nations gave official recognition to international women's day in 1975.

This event was simply for girls and young women. Many participate in the song of the given speech, some one done drama and song are in the worlds. All girls are came in the colorful sarees. Every girls are participated in this class. In this event they shown such type of drama why women are not always further in every participation of life.



WORLD CONSUMER DAY

Savit College of Education celebrated world consumer day at 15 March. Every year 15 March is observed as the world consumer right day an annual occasion for celebration of solidarity with in the international consumer day. Since the consumer protection act 1986 was enacted on this day in 1986, which has opened up governance process of our country to the common public also had far reaching implication for consumer protection.

The act envisages the promotion & protection of following rights for the consumer.

- * Right to safety
- * Right to be informed
- * Right to choice



RANGOLI COMPETITION

All students of Sanket College of Education participated enthusiastically in Rangoli competition. Rangoli competition organised on dated 21st March 2017 in Sanket College of Education. The college participated few different group of each competition. The principal of Sanket College of Education said By organizing such competition in college that introduced the value of our culture. At the same time skills of creativity & art innovation can be developed.

Students started Rangoli designed all have done very good. Some students designed peacock and some students designed colorful flowers, some students made



REPUBLIC DAY

Republic day in India is celebrated every year with great honour on 26th of January to honour the constitution of India as it came into force on the same day in the year 1950. It had replaced the government of India act.

Some college of Education celebrated Republican day on 26th of January at Tuesday. In 2016, India is celebrating its 68th Republic Day. The student saluted the national flag and pledged themselves to upholding the honour and integrity, diversity and uniqueness that is "India".

Republic celebration is a huge national event celebration in India especially.

SAKET COLLEGE OF EDUCATION 2018-19

NAME : RAKHEE . A . BERA

SUB : CO-CURRICULAR ACTIVITY

MEDIUM : ENGLISH



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Sr. No	TITLE	PG. No
1.	Report writing on Diwali celebration	1-3
2.	Report writing on Celebration of Worlds Aids Day	4-6
3.	Report writing on Constitution day	8-10
4	Report writing on Human Rights day.	12-15





DIWALI CELEBRATION

Date: 3/11/18

Place: Saket College Kalyan (E)

Every year we celebrate Diwali but this year I did something new. The Revocation of all of "Saket College of Education" Kalyan (E) organized the celebration for Diwali on

The celebration was attended by the our respected principal Mr. Morya Sir, Mrs. Smitha Madam, Mrs. Renu Madam and Mr. Jitendra Sir and all the students of First year and second year of our college. Everyone was dressed according to the festive theme and the room was beautifully decorated with rangoli and diyas.

To bring festive spirit we sang a songs melodiously and 'puzzled' the audience. The celebration ended with feasting on delicacies prepared by the students such as sweets, Biryani cold drinks and so on.



AIDS DAY

PAGE NO.	5
DATE	/ /

REPORT ON CELEBRATION OF WORLD AIDS DAY

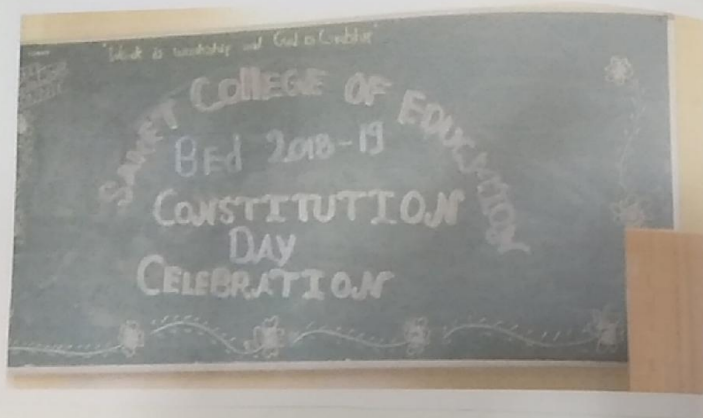
Date: 1/12/18

Place: Saket college (Kalyan)

World AIDS Day was observed all over the world as various organizations, colleges and schools organized different events including symposiums, slogan writing competitions and awareness rallies on HIV/AIDS.

The function on World AIDS Day was organized by "Saket College of Education". Students organized the speech on HIV/AIDS, its awareness, prevention and control.

A lecture was held in the college which was presided over by Prof. Smitha Madam, Prof. Renu Madam and Prof. Jitendra Sir. The lecture was followed by



REPORT ON CONSTITUTION DAY

Date - 26th November 2016

Venue - Saket College Kalyan (E)

Participants - Students of B.ed (F.Y & S.Y)

In an endeavour to reiterate the values enshrined in the supreme law of our country, that is, the Constitution of India, Saket College of Education celebrated Constitution Day on 26th November, 2016. To mark this event, a mass reading of the Preamble was done and the contributions of Dr. B.R. Ambedkar, the chief architect of Indian constitution were highlighted. The students pledged to uphold the constitution of India and to protect the sovereignty, unity and integrity of India.



A Report

INTERAATIONAL HUMAN RIGHTS DAY

(10th December 2018)

Saket College of Education
Kalyan (E)

The Universal Declaration Human Rights was adopted by the United Nations on 10th December 1948 and since then this day is remembered as Universal Human Rights Day.

A human rights day event was organized by Saket College of Education for the B-ed students of First year and Second year. The event included the speeches in which it was taught that everyone has equal rights. The script played by the First year students.

SAKET COLLEGE OF EDUCATION
B.ED
2016-2017
SEMESTER -IV

NAME:- AMRITA SINGH

ROLL NO:- 25

CLASS:- S.Y.B.ed.

Co-curricular Activity

seen

Academic Year 2020-21



INDEX

Srno	Particulars	Remark
1	Republic Day	
2.	Grandhi Jayanti	
3	Teacher's Day	
4.	Hindi Diwas	Seen 
5.	Integration Day	
6.	Aids Day	
7.	Women's Day.	





REPUBLIC DAY

Republic day honors the date on which the constitution of India came into effect on 26th January 1950 replacing the government of India Act (1935) as the governing document of India. The Constitution was adopted by the Indian Constituent Assembly. The main Republic Day celebration is held in the National capital, New Delhi, at the Rajpath before the president of India. On this day, ceremonious parades take place at the Rajpath. This day is celebrated in our country is known as national festival.

On this day was celebrated in our college very joyfully and honourably.



GIANDHI JAYANTI

Giandhi Jayanti is a national festival celebrated in India to mark the occasion of the Birthday of Mohandas Karamchand Gandhi, the "Father of the Nation". It is one of the three national holidays of the country. Though the title is not officially declared as the Constitution of India does not permit a father of nation, it is mostly conferred to him. The United Nations General Assembly announced on 15 June 2007 that it adopted a resolution which declared that 2 October will be celebrated as the International Day of Non-Violence.

* Our Celebration

As said above, Giandhi Jayanti is marked by prayer services, essays, skits and

TEACHER'S DAY

In many countries, Teacher's Day is a special day for the appreciation of teachers and may include celebration to honour them for their special contribution in a particular field area, or the community in general. The date on which Teacher's Day is celebrated varies from country to country. Teachers day is different countries are distinct from World Teacher's Day which is celebrated on 5 October.

The idea of celebrating Teacher's Day took root in many countries during the 20th century, in most cases, they celebrated a local educator or an important milestone in education (for example, Argentina has commemorated Domingo Faustino Sarmiento's death on 11 September since 1915, while India

HINDI DIWAS

Hindi Diwas is an annual literary day celebrated on 12 September in Hindi speaking regions of India and other countries where Hindi speaking population is present. It serves to propagate the Hindi language and its cultural heritage and values. It is spoken as a native language by 258 million people and is recognized as the 2nd largest language in the world.

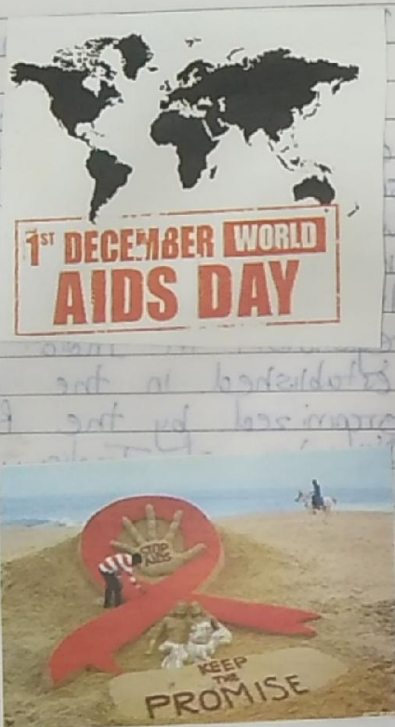
Hindi Diwas is celebrated on 12 September becoz on this day in 1949, the Constituent Assembly of India had adopted Hindi written in Devanagari script as the official language.

Under the Article 343 of the Indian Constitution, Hindi written in Devanagari script was adopted as the official language.

INTEGRATION Day

In India, National Integration Day is observed as a most important social event every year on 19th of November. For more awareness among public about the national integration, a whole week programme has also been implemented by the government of India to observe annually as National Integration Week from 19th to 25th November.

India is a country famous for its different cultures, traditions, races, religions, castes and creed but it cannot be unseen that it is still comes under the developing countries because of the diversity in the thinking of people living here. People living here think differently according to their own culture and religion which is a big issue of hindering the individual & country development.



AIDS DAY

World Aids Day, designated on December 1 every year since 1988, is dedicated to raising awareness of the AIDS pandemic caused by the spread of HIV infection, and mourning those who have died of the disease. Government and health officials, non-governmental organizations and individuals around the world observe the day often with education on AIDS prevention and control.

As of 2013, AIDS has killed more than 36 million people worldwide (1981-2012). Despite recent improved access to antiretroviral treatment in many regions of the world, the AIDS epidemic claims an estimated 2 million lives each year, of which about 210,000 are children.

WOMEN'S DAY

"International Women's Day" is annually held on achievements through history & across nations. It is also known as the United Nations Day for women's Rights & International Peace. It celebrates womanhood & pays tribute to the indomitable spirit of women across the globe. Each country celebrates the day with a touch of "culture" to express their love and honour for the role of women in people's lives. A better world where every woman have their choice to participate in politics having an income, getting education and living in a society free from discrimination & violence.

To women's day end

Dealing with student diversity in classrooms

INDEX

Sr. No.	Date	Title	Remark
1-	4/2/2019	फैसला	
2-	6/2/2019	मेरे जेबकलरे के नाम	
3-	11/2/2019	स्कूल चली	
4-	12/2/2019	साहित्य की सच्चाई	
5-	13/2/2019	सारे जहाँ से अच्छा	
6-	14/2/2019	बंटी	
7-	15/2/2019	सच का सौदा	
8-	18/2/2019	हारना भी हिम्मत का काम है-	
9-	21/2/2019	ऐसे उतारी आरती	
10	22/2/2019	क्रोध	





SAKET COLLEGE OF

(Affiliated to University of Delhi)
Saket Vidyanagari, Chini
Kalyan (East) - 421 3

LESSON



Name of the Pupil Teacher	Pratish School
Roll No. <u>14</u>	Std. <u>6</u> Div. <u>A</u>
Subject <u>Hindi</u>	Date <u>4/2/2019</u>
Lesson No. (General) (<u>1</u>)	Time - From <u>10:30</u> To <u>11:00</u>
Lesson No. (In the method) <u>[9]</u>	
Topic <u>फैसला</u>	

Previous knowledge of the class

मे जानकारी विद्यार्थियों को लोहारों के बारे

Teaching Points	General Objectives
* फैसला	ज्ञान - विद्यार्थी को 'फैसला' माठ के बारे में जानकारी गहन करता है।
* लोहारों का महत्व	आकलन - विद्यार्थी प्रत्येक लोहारों का आकलन करता है।
* प्रदूषण फैलाने के विभिन्न वस्तुएं	उपयोजन - विद्यार्थी माष्ट्र बान और आकलन का उपयोग करता है।
* प्रदूषण के प्रकार	कौशल - विद्यार्थी प्रदूषण से संबंधित जानकारी प्राप्त करता है।

Teaching Aids :-

११. दिया, कंडल

Reference Aids :-

११. फैसला अभी बाकी है - (मुकेश दूबे)

Content Analysis	Objective : Specifications	
प्रस्तुत गद्यांश इस कहानी में पर्यावरण प्रदूषण संबंधी समस्या का निर्माण की गई है।	ज्ञान :- ① विद्यार्थी पाठ का नाम बताता है।	
समजता निर्माण की गई है।	② विद्यार्थी दिपावली पाठ का सारांश - जुगनू ने अपनी गुल्लक से रुपये निकाल कर गिने घूरे तीन सौ थे। वह खुशी से बोला, बाह इस बार आपका मजा। जितने पटाखे मैं लेकर आऊंगा, शैरी के पास तो उससे आधे भी नहीं होंगे मैं भी इस बार स्पेशल रेल गाड़ी लाऊंगा। जब छगन से संबंधी यह रेल गाड़ी इधर-उधर दौड़ेगी तो देखने वाले दंग रह जायेंगे स्कूल में खेलते समय शैरी ने जुगनू से कहा घट वापस आते समय दोनों दोस्तों ने गगन से फुड़ा तुम कौन-सी जातिशवाजी ला रहे हो न?	③ विद्यार्थी पाठ में आए नए शब्दों को पहचानता है।
गगन तपाक से बोला मैं तो माई-रकसों बमों वाली लंबिलड़ी लाऊंगी जब लड़मड़-कड़कड़ करती हुई चलेगी लो गली मुटल्ले वाली को बहरा नकदे तो कहा: पापा से मैंने रुपये भी ले लिए हैं।	④ विद्यार्थी प्रदूषण के प्रकारों का वर्णन अपने शब्दों में करता है।	
शब्दार्थ :- ① माँति-आँति-तरदत में ② माँति-आँति-पटाखे ③ माँति-आँति-मुहावरे ④ माँति-आँति-सिद्धि के महत्व को बताता है।	⑤ विद्यार्थी प्रत्येक प्योहार के महत्व को बताता है।	

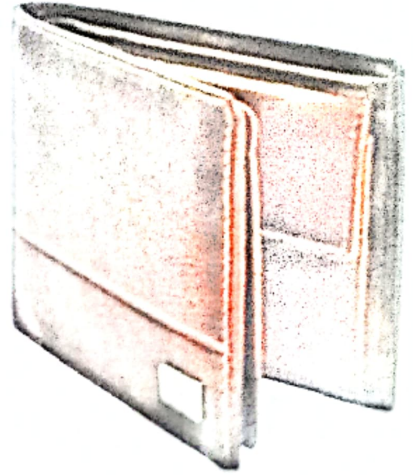
Procedure	Evaluation
Introduction :- शिक्षिका विद्यार्थियों से लोहार से संबंधी एक प्रश्नपुस्तिका * सातिशवाजी कौन-कौन से त्योहारों में होता है।	Generalization :- ① जुगनू रुपये कहां से निकाला है? ② दोनों दोस्तों ने गगन से क्या फुड़ा? ③ जुगनू क्यों बहुत खुश था?
Statement of Aim :- आज हम फैसला पाठ का अध्ययन करेंगे।	Recapitulation :- ① गगन ने तपाक से क्या बोला? ② जुगनू स्पेशल रेल गाड़ी लाया था। ③ गगन कौन सा जातिशवाजी लाया था।
Presentation :- ⇒ शिक्षिका प्रकट वाचन करती है। ⇒ विद्यार्थियों को मौन वाचन करने के लिए कहती है। ⇒ शिक्षिका फलक पर हेतु प्रश्न लिखती है। * जुगनू के गुल्लक से कितने रुपये निकला था? ⇒ शिक्षिका विद्यार्थियों से प्रश्न का उत्तर निकलवाती है। ⇒ शिक्षिका प्रथम परिच्छेद का स्पष्टीकरण करती है। ⇒ परिच्छेद में आख्यान शब्द मुहावरे फलक पर लिखती है। ⇒ शिक्षिका पाठ का समापन करती है। ⇒ शिक्षिका गृह कार्य देती है।	Application :- ① मुटल्ले वालों को कहां लाऊंगा। ② मैं भी इस बार लाऊंगा। ③ तुम कौन-कौन सी ला रहे हो।
Conclusion :- आज हमने फैसला पाठ का अध्ययन किया।	Assignment :- किसी भी त्योहार से संबंधी चित्र बनाकर उसका महत्व लिखो।
Core Elements :- पर्यावरण की रक्षा	
Values :- प्रकृति के प्रति प्रेम	



SAKET GYANPEETH SAKET COLLEGE OF EDC

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

LESSON NOTE



Name of the Pupil Teacher

Divya Bhandey

Roll No. 14

Subject Hindi

Lesson No. (General) (2)

Lesson No. (In the method) 10

Topic मेरे जेबकतरे के नाम -
(हरिशंकर मरसाई-)

Practising

पाठ्यभित

Std. 8

Date 6/2/2019

Time - From 10:30 To 11:00

Previous knowledge of the class

विद्यार्थियों को याद करते समय
सावधान रहने संबंधी सूचनाओं के बारे में जानकारी है।

Teaching Points	General Objectives
* मेरे जेबकतरे के नाम * याद करते समय होने वाली समस्या * व्यंग्य के रूप में मेरे जेबकतरे के नाम * याद करते समय सावधानियाँ	ज्ञान - विद्यार्थी को मेरे जेबकतरे के नाम ३ माह के बारे में जानकारी गृहण करता है। आकलन - विद्यार्थी याद में होने वाली समस्याओं का आकलन करता है। उपयोगन - विद्यार्थी प्राप्त ज्ञान और आकलन का उपयोग करता है। कौशल - विद्यार्थी याद के समय सावधानियों के बारे में वर्णन करता है।

Teaching Aids :-

मॉकेट

Reference Aids Book :-

आकलन

Content Analysis	Objective : Specifications
प्रस्तुत गद्यांश में जेब कटने के नाम पाठ को हरिश्चंद्र जी ने जेब कटने दाटा उनके जेब काटने के प्रसंग को बड़े ही मनोरंजन के साथ से प्रस्तुत किया है। पाठ का सारांश :- ज्योते भाई ने जोपाल स्टेशन पर रेल के डिब्बे के भीतर दस सादमियों के बीच में जेब काट लिया था। आशा है, उस मुझे छूटा नहीं होगा जेब में 175 रुपये थे गिन लेना। अगर पांच-दस कम हो तो अगली बाट में खरे कर दूंगा। मैं यह नहीं चाहता कि मेरे मन में तो यह रहे कि 175 रुपये गये और लेख हाथ निकल 170 रुपये मड़े। यह पैसे की बात नहीं है। पांच छद्म-छद्म हुआ तो क्या फर्क पड़ता है बात भावना की है। भावनात्मक बेईमानी मैंने कभी नहीं की। शिक्षार्थ :- 1) सार्थक - अर्थवाला, उद्देश्यपूर्ण 2) सामग्री :- पश्चाताप मुख्यतः :- 1) लील जाना = निगल जाना 2) चैन से सोना = निश्चिंत रहना	ज्ञान :- 1) विद्यार्थी पाठ का नाम बताता है। 2) विद्यार्थी याता में होने वाली समस्याओं के बारे में जानकारी ग्रहण करता है। 3) विद्यार्थी पाठ में आख्यान शब्दों को पहचानता है। सांकेतिक :- 1) विद्यार्थी याता में किस किस प्रकार की समस्याएं होती हैं। उसका आकलन करता है। 2) विद्यार्थी व्यंग्य भाव का आकलन करता है। 3) विद्यार्थी याता करते समय सावधानियों का आकलन करता है। उपयोजन :- 1) विद्यार्थी मुहावरों का उपयोग करते वाक्य बनाता है। 2) विद्यार्थी ग्राह्य ज्ञान और आकलन का उपयोग करता है। कौशल :- 1) विद्यार्थी याता में होने वाली समस्याओं को अपने शब्दों में वर्णन करता है। 2) विद्यार्थी याता के समय बल स्थान के रेल स्थान पर टिक जाई गई सावधान रहने संबंधी सूचनाओं का वर्णन करता है।

Procedure	Evaluation
Introduction :- शिक्षिका विद्यार्थियों से याता से संबंधित प्रश्न पूछती है। 1) याता करते समय कौन-कौन सी समस्या हो सकती है? Statement of Aim :- आज हम जेब कटने के नाम पाठ का अध्ययन करेंगे। Presentation :- ⇒ शिक्षिका ऊट वाचन करती है। ⇒ विद्यार्थी को मौनवाचन करने के लिए कहती है। ⇒ शिक्षिका फलक पर टेबुल प्रश्न लिखती है। * जेब में कितने रूप में थे? ⇒ शिक्षिका विद्यार्थियों से प्रश्न का उत्तर निकलवाती है। ⇒ शिक्षिका प्रथम मरिच्हेद का स्पष्टीकरण करती है। ⇒ पारिच्हेद में आख नबानि शब्द मुहावरे फलक पर लिखती है। ⇒ शिक्षिका पाठ का समापन करती है। ⇒ शिक्षिका सहकार्य देती है। Conclusion :- आज हमने जेब कटने के नाम पाठ का अध्ययन किया। Core Elements :- इमानदारी, सहानुभूति Values :- गैम प्रतिष्ठान व्यक्तित्व Assignment :- 1) याता करते समय कौन-कौन सी सावधानियां बरतनी चाहिए।	Generalization :- 1) लेखक ने सामग्री से पीड़ित था। 2) आशा है मुझे छूटा नहीं होगा जिसने कहा है। 3) दर सादमियों के जेब वधु काट रहा है। Recapitulation :- 1) जेब कटने पर भी लेखक फायदे में कैसे रहा। 2) जेब कटने पर लेखक के भित्तों में कौन सी योजनाएं बनीं। Application :- 1) दोस्त को मेरा - - - किया। 2) जेब में - - - - - थे। 3) दस पांच - - - - - मड़ता है।

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

दिनांक विषय-हिंदी कक्षा-8
 घाटक- गद्य
 उपधाटक- मेरु जेवकतरेकेनाम

शब्दार्थ | मुरावरे
 ① निहाजा | ① चैन से सोना
 ② सार्थक | ② लील जाना

गृहकार्य :- यात्रा करते समय
 कौन-कौन सी सावधानियाँ
 बरतनी चाहिए ?

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Lesson nicely introduced
- Set induction done
- Audible voice
- Adequate knowledge of content
- Lesson explained
- Class participated
- Chorus answer not to entertain
- Generalization done

General Remarks

Overall lesson is v. good.

Supervising Professor





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Kalyan (East) - 421 306.

LESSON



Name of the Pupil Teacher	F
Roll No. <u>14</u>	Std. <u>7</u> Div. <u>A</u>
Subject <u>Hindi</u>	Date <u>21/2/2019</u>
Lesson No. (General) (<u>3</u>)	Time - From To
Lesson No. (In the method) <u>Hindi</u>	
Topic <u>स्कूल चली -</u> <u>(हेमंत कुमार)</u>	

Previous knowledge of the class

विद्यार्थियों को माठशाला के बारे में जानकारी है।

Teaching Points	General Objectives
* स्कूल चली	ज्ञान= विद्यार्थी को स्कूल चली माठ के बारे में जानकारी देना करता है।
* स्कूल का महत्व	आकलन= विद्यार्थी शिक्षा प्राप्त करने के साधनों का आकलन करता है।
* शिक्षा का महत्व	उपयोजन= विद्यार्थी प्राप्त ज्ञान के सौट आकलन का उपयोग करता है।
* शिक्षा प्राप्त करने के साधन	कौशल= विद्यार्थी शिक्षा प्राप्त करने के साधनों के बारे में वर्णन करता है।

Teaching Aids :-

स्कूल बैग, वॉटल

Reference Aids :- Book- स्कूल चली हम (हेमंत, स्नेही)

Content Analysis	Objective : Specifications
पुस्तक कहानी में लेखक ने शिक्षा के महत्व को प्रतिपादित करते हुए बताया है कि शिक्षा किसी भी उम्र में प्राप्त की जा सकती है। माठ का सारांश - आतिरी	ज्ञान- १) विद्यार्थी पाठ का नाम बताता है। २) विद्यार्थी स्कूल के महत्व को बताता है। ३) विद्यार्थी माठ में आए नए शब्दों को पहचानता है।
बच्चा भी शिक्षा से उत्तरकृष्ट चला गया। भरतू की डूबती स्वप्न ही गई थी लेकिन अभी प्रतीति रह नहीं साइकेल शिक्षा की सीढ़ी से उतरकर उसने पीढ़े आँका तो अंदर एक किताब पड़ी दिखाई दी। अंदर का मूल्य बरिश्ता के पीढ़े एक केबिन जुड़ा है। उसमें हॉटे बच्चे बैठते हैं। भरतू ने बड़बड़ते हुए किताब उठा ली और उल्ट-पल्टकर देखने लगा। हर रोज ऐसा ही होता है कोई न कोई बच्चा कुछ न कुछ खोल जाता है। रुमाल, मागी की बोतल या फिर किसी की कैप रह जाती है। वह जब भी किसी किताब को छु मंडलता है तो भ्रम में रकचिह्न होती है।	साकलन = १) विद्यार्थी शिक्षा प्राप्त करने के साधनों के बारे में साकलन करता है। २) विद्यार्थी स्कूल का वर्णन अपने शब्दों में करता है। ३) विद्यार्थी शिक्षा के महत्व का साकलन करता है। उपयोजन = १) विद्यार्थी मुहावरों का उपयोग करके वाक्य बनाता है। विद्यार्थी प्राप्त ज्ञान और साकलन का उपयोग करता है। कौशल = १) विद्यार्थी स्कूल पर निबंध लिखता है। २) विद्यार्थी शिक्षा के महत्व को अपने शब्दों में वर्णन करता है।
शब्दाथः - दाखिला = प्रवेश सकपनाना = डरना हकलाना = रुक रुक कर बोलना	

Procedure	Evaluation
Introduction :- शिक्षिका विद्यार्थी को कहानी सुनाकर उससे संबंधित प्रश्न पूछती है। * शिक्षा क्यों जरूरी है ?	Generalization :- ① भरतू किताब उठाने पर मन में क्यों चिंता ? ② सरिता देवी का हँसी का क्या कारण था ? ③ भरतू रमेश के घर के बाहर किस लिए खड़ा था ?
Statement of Aim :- आज हम 'स्कूल चलें' पाठ का अध्ययन करेंगे।	
Presentation :- ⇒ शिक्षिका प्रश्न वाचन करती है। ⇒ विद्यार्थी को मौनवाचन करने के लिए कहती है। ⇒ शिक्षिका फलक पर हेतु प्रश्न लिखती है। * भरतू जब किसी किताब को हाथ में उठाता है तो क्या होता है ? ⇒ शिक्षिका विद्यार्थियों से प्रश्न का उत्तर निकलवाती है। ⇒ शिक्षिका प्रथम परिच्छेद का स्पष्टीकरण करती है। ⇒ परिच्छेद में आए नए शब्द मुहावरे फलक पर लिखती है। ⇒ शिक्षिका पाठ का समापन करती है। ⇒ शिक्षिका गृहकार्य देती है।	Recapitulation :- ① सरिता देवी ने गौन सी बात क्यों ? ② भरतू और डूबने के साथ रात देर तक गौन-सारकू से लेते हैं। ③ भरतू रमेश आदि विषय में गाँव किनसे मिले जाते हैं ?
Conclusion :- आज हम 'स्कूल चलें' पाठ का अध्ययन किया।	Application :- ① सभी अपने-अपने गाँव --- आते हैं। ② भरतू सब बच्चों --- पहचानता है। ③ क्यों भरतू स्कूल में --- लिया गया।
Core Elements :- भारत का सांस्कृतिक धरोहर	Assignment :- ① शिक्षा के महत्व को लिखें।
Values :- समय पावन्दी	

BLACK BOARD WORK

Jottings Diagram :-

Summary :-

दिनांक _____ कक्षा - 7
विषय - हिंदी
एकक - गद्य
उपएकक - रत्न यन्त्र
शब्दार्थ
(1) दारिकेन प्रवेश
(2) अकामकाना डरना
(3) एकलाना सकलकलवेल्लो
सहकारि: शिक्षा के महत्व को निसी /

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- B.B. work done
- Lesson introduced nicely
- Lesson explained.
- Adequate content knowledge
- Effective class control.
- Effective use of Teaching (learning resource)

General Remarks

Excellent Lesson

Supervising Professor



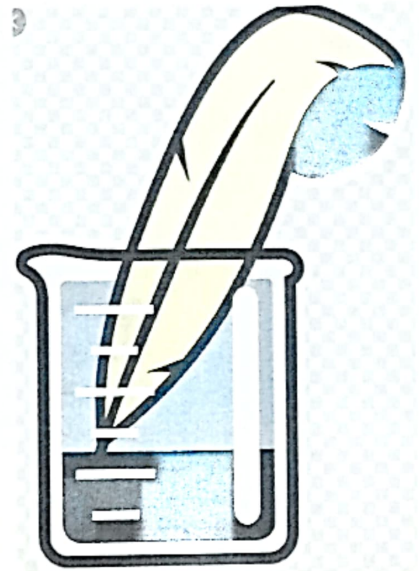
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Kalyan (East) - 421 306. Dist. Thane

LESSON NOTE



Name of the Pupil Teacher	Practising
..... Priya Rankey	प्राथमिक
Roll No. 14	Std. 8
Subject Hindi	Date 12/12/2019
Lesson No. (General) (5)	Time - From To
Lesson No. (In the method) [8]	
Topic साहित्य की सच्चाई (जैनेंद्र कुमार)	

Previous knowledge of the class

विद्यार्थियों को काव्य के बारे में जानकारी है।

Teaching Points	General Objectives
* साहित्य की सच्चाई	ज्ञान:- विद्यार्थी को साहित्य की सच्चाई के बारे में जानकारी गहरा करता है।
* साहित्य और विज्ञान की तुलना	साकलन:- विद्यार्थी साहित्य और विज्ञान का साकलन करता है।
* साहित्य और संस्कृति	उपयोग:- विद्यार्थी प्रत्यक्ष और साकलन का उपयोग कर लेंगे।
* साहित्य का महत्व	कौशल:- विद्यार्थी साहित्य के महत्व का वर्णन करता है।

Teaching Aids :-

चार्टपैपर (साहित्य एवं विज्ञान)

Reference Aids :-

Book - हिंदी साहित्य (डॉ. गणपति चन्द्र गुप्त)

Content Analysis	Objective : Specifications
प्रस्तुत भाषण में जैनेंद्र जी ने साहित्य के संबंध में अपने यहां साहित्य और विज्ञान की तुलना करते हुए साहित्य की सच्चाई बताई है।	ज्ञान (1) = विद्यार्थी पाठ का नाम बताता है।
पाठ का सारांश = भाइयों मेरी उमर ज्यादा नहीं है। पढ़ा भी ज्यादा नहीं है। साहित्य शास्त्र तो बिल्कुल नहीं पढ़ा है। फिर भी लिखने लगे। इसका त्रैय परिस्थितियों को समझिए। यो अधिकार मेरा क्या है? लिखने लगा तो लेखक भी माना जाने लगा और आज बहू दिन है कि आप विद्वान लोग भी आज्ञा देने है कि मैं आपके सामने खड़े होकर बोल पड़े। आप लोगों द्वारा जब मैं लेखक मान लिए गया और मेरा लिखा गया कुछ छपने में भी आया तब मैं अपने साहित्यिक होने से झुनकार करने का हिना शब्दार्थ मुहावरे निविड़ (1) लिखकर जाना छाना सघन बुविधा में पड़ना छुभट (2) कन्नी काटना पाठिन अनदेखा करते हुए चर्चिनी	① विद्यार्थी साहित्य के बारे में जानकारी प्रष्ट करता है। ③ विद्यार्थी पाठ में आए नए शब्दों को पहचानता है। भाषण = ① विद्यार्थी साहित्य की सच्चाई का भाषण करता है। ② विद्यार्थी विभिन्न प्रकार के साहित्यों के बारे में भाषण करता है। ③ विद्यार्थी साहित्य और विज्ञान की तुलना करता है। उपयोजन = ① विद्यार्थी मुहावरे का उपयोग करके वाक्य बनाता है। ② विद्यार्थी प्रत्यक्ष ज्ञान और भाषण का उपयोग करता है। शैल = ① विद्यार्थी साहित्य का वर्णन अपने शब्दों में करता है। विद्यार्थी साहित्य के महत्व का वर्णन करता है। ① विद्यार्थी साहित्य पट निबंध लिखता है।

Procedure	Evaluation
Introduction :- शिक्षिका विद्यार्थियों को काव्य से संबंधित जानकारी दे कर उससे संबंधित प्रश्न पूछती है। ③ विज्ञान और साहित्य के बारे में आप क्या जानते हैं? Statement of Aim :- आज हम साहित्य की सच्चाई पाठ का अध्ययन करेंगे। Presentation :- ⇒ शिक्षिका प्रकटवाचन करती है। ⇒ विद्यार्थियों को मौनवाचन के लिए कहती है। ⇒ शिक्षिका फलक पर हेतु प्रश्न लिखती है। ③ हम वस्तुओं का विश्लेषण किस में करते हैं? ⇒ शिक्षिका विद्यार्थी से प्रश्न का उत्तर निकलवाती है। ⇒ शिक्षिका प्रथम परिच्छेद का स्पष्टीकरण करती है। ⇒ परिच्छेद में आए नवीन शब्द मुहावरे फलक पर लिखती है। ⇒ शिक्षिका पाठ का समापन करती है। ⇒ शिक्षिका गृहकार्य देती है। Conclusion :- आज हमने साहित्य की सच्चाई पाठ का अध्ययन किया। Core Elements :- भारत की संस्कृति धारोहर Values :- सर्वधर्म समानता, अंधे त्राहण निश्चलन	Generalization :- ① साहित्य क्या है? ② जैनेंद्र जी का जन्म कब और कहाँ हुआ था? ③ भादमी क्यों यहाँ से वहाँ आगता फिर रहा है। Recapitulation :- ① जैनेंद्र जी ने साहित्य के संबंध में अपने व्यापारिक व्यक्त किए हैं? ② साहित्य और विज्ञान की तुलना किस प्रकार किया गया है? Application :- ① सत्य तो --- है। ② एक प्रकार का विभाजन आते --- हो चला है। ③ साहित्य के तत्व की --- नहीं हैं। Assignment :- ① साहित्य से संबंध जानकारी लिखें

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

दिनांक विषय - हिंदी गद्यांश-8
 घटक - गद्य
 उपघटक - साहित्य की संज्ञा
 शब्दार्थ मुहावरे
 ① निबिड़ घना सघन ① सिरचक्राजाना
 ② दुभार ② कब्जी काटना
 ③ मसूर ③ मनदेखा कलेह
 जो शास्त्र ही ही चले जाना
 गृहकार्य :- साहित्य से संबंधी
 जानकारी लिखो।

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

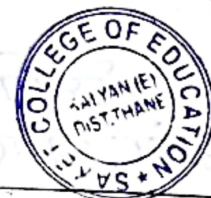
Suggestions :-

- Bb work done
- Topic introduced.
- Effective use of teaching aid.
- confident and Enthusiastic

General Remarks

Overall lesson is v. good.

Supervising Professor



12/2/19



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LESSON



Name of the Pupil Teacher

Pritya Pandey

Roll No.

14

Subject

Hindi

Lesson No. (General) (5)

Lesson No. (In the method)

(14)

Topic

सारे जहाँ से अच्छा

(जय प्रकाश भारती)

प्राथमिक माध्यमिक स्कूल

Std. 6

Div. A

Date 13/9/2019

Time - From 11:00 To 11:30

Previous knowledge of the class

विद्यार्थियों को संतरिक्ष यात्रा के बारे में जानकारी है।

Teaching Points	General Objectives
* देश के बारे में जानकारी	ज्ञान - विद्यार्थी देश के बारे में जानकारी प्राप्त करता है।
* सारे जहाँ से अच्छा	साकलन - विद्यार्थी संतरिक्ष यात्रा के बारे में साकलन करता है।
* राकेश शर्मा के बारे में जानकारी	उपयोजन - विद्यार्थी प्राप्त ज्ञान और साकलन का उपयोग करता है।
* संतरिक्ष यात्रा	नैशाल - विद्यार्थी राकेश शर्मा के बारे में बताता है।

Teaching Aids :-

चार्ट पेपर का (छवाई जहाज)

Reference Aids :- Book - राकेश शर्मा के सम्पूर्ण जीवन की कहानी

Content Analysis	Objective : Specifications
प्रस्तुत स्कोपी में संवादों के माध्यम से राकेश शर्मा की अंतरिक्ष यात्रा की जानकारी दी गई है। पाठ का सारांश = (पढ़ा उठाने तक मंच पर सारे जहाँ से अच्छा दिखेगा) हमारा गीत गूँजता है धीरे-धीरे मंच पर रोशनी फैलती है। गीत धीरे-2 धीमा होते-होते समाप्त हो जाता है। रोशनी ने राकेश सबबना हवाई जहाज में बैठा है। जहाज बनाने के औजार उसके सामने पड़े हैं। दादा जी और माँ नौ वर्ष की लड़की दया का प्रवेश। दादा जी - अरे राकेश बड़े मग्न हो, अरे भाई ये क्या लिख बैठे हो? राकेश - दादी जी हवाई जहाज बस सुबबनकर तैयार हो समझना। दादा जी - क्यों नहीं बैठे राकेश जी अच्छी लगन से शब्दाय = ① औजार = धियाट ② मोहिमा = महानता ③ अनुसंधान = शोधकार्य	ज्ञान = ① विद्यार्थी पाठ का नाम बताता है। ② विद्यार्थी अंतरिक्ष यात्रा के बारे में ज्ञान प्राप्त करता है। ③ विद्यार्थी पाठ में आये नए शब्दों को पहचानता है। साकल्य = ① विद्यार्थी अंतरिक्ष यात्रा का साकल्य करता है। ② विद्यार्थी विभिन्न यात्राओं के साथ अंतरिक्ष यात्रा की तुलना करता है। ③ विद्यार्थी वैज्ञानिक दृष्टिकोण विकसित करने का प्रयास करता है। उपयोजन = ① विद्यार्थी प्राप्ति ज्ञान और साकल्य का उपयोग करता है। ② विद्यार्थी चार्ट पेपर का हवाई जहाज बनाने का प्रयास करता है। ③ विद्यार्थी मुद्दों का उपयोग करके वक्तव्य बनाता है। कौशल = ① विद्यार्थी देश के बारे में अपने शब्दों में वर्णन करता है। ② विद्यार्थी देश के रूप निबंध लिखता है। ③ विद्यार्थी विभिन्न प्रकार के यात्राओं के बारे में अपने शब्दों में बताता है।

Procedure	Evaluation
Introduction :- शिक्षिका विद्यार्थियों को देश से संबंधित महत्वपूर्ण जानकारी देकर प्रश्न पूछती है। ① अंतरिक्ष यान क्या है? Statement of Aim :- आज हम सारे जहाँ से अच्छा माठ का अध्ययन करेंगे।	Generalization :- ① राकेश क्या बनाने की तैयारी कर रहा था? ② अंतरिक्ष यान क्या है? ③ राकेश और उनके सहयोगी कितने दिन अंतरिक्ष में रहे?
Presentation :- शिक्षिका = प्रकट वाचन करती है। ⇒ विद्यार्थी को मौन वाचन करने के लिए कहती है। ⇒ शिक्षिका मूलक पर हेतु प्रश्न लिखती है। ① दादा जी राकेश से क्या पूछते हैं? ⇒ शिक्षिका विद्यार्थियों से प्रश्न का उत्तर निकलवाती है। ⇒ शिक्षिका प्रथम परिच्छेद का स्पष्टीकरण करती है। ⇒ परिच्छेद में आये नवीन शब्द मुद्दों पर मूलक पर लिखती है। ⇒ शिक्षिका पाठ का समापन करती है। ⇒ शिक्षिका गृहकार्य देती है।	Recapitulation :- ① प्रस्तुत पाठ से क्या संदेश मिला? ② राकेश शर्मा का जन्म कब हुआ था? ③ राकेश दादा जी से क्या पूछता है? Application :- ① राकेश शर्मा ने अंतरिक्ष में कहा था कि --- है। ② उन्होंने कहा था --- हमारा ③ अपने देश की महिमा --- बात है।
Conclusion :- आज हमने सारे जहाँ से अच्छा माठ का अध्ययन किया। Core Elements :- वैज्ञानिक दृष्टिकोण, आम परिष्ठान	Assignment :- ① राकेश शर्मा के बारे में जानकारी लिखो।
Values :- राष्ट्र भाव	

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

फालक लेखन
विषय - हिंदी
घटक गद्य
उपघटक - सारे जहाँ से अच्छा

शब्दार्थ

① भोजार

② महिमा

③ मनुबंधान

दियार

मदानता

शोधकार्य

गृहकार्य = शक्तिश शर्मा के बारे में जानकारी लिखें।

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Lesson introduced through activity by student

- BB work done

- Audible voice

- dramatization of lesson with students as role model.

- Adequate content knowledge

- class participated

- Generalisation and evaluation done.

General Remarks

Excellent lesson!

Supervising Professor



15/2/19

PEER LESSON



SAKET GYAN SAKET COLLEGE OF

(Affiliated to Univer
Saket Vidyanagari, Chinchp
Kalyan (East) - 421 306.

LESSON



Name of the Pupil Teacher

Priya Pandey

Roll No.

14

Subject

Hindi

Lesson No. (General) (6)

Lesson No. (In the method) 6

Topic

बंदी - (मन्नु भंडारी)

प्राथमिक विद्यालय के स्कूल

Std.

8

Div.

A

Date

14/12/2019

Time - From

11:00

To

11:30

Previous knowledge of the class

विद्यार्थियों को स्कूल के बारे में जानकारी है।

Teaching Points	General Objectives
* बंदी * स्कूल के बारे में जानकारी * स्कूल के पहले दिन का उत्साह * गर्मी की छुट्टियाँ	ज्ञान = विद्यार्थी बंदी माठ के बारे में जानकारी ग्रहण करता है। आकलन = विद्यार्थी स्कूल में छुट्टियों का आकलन करता है। उपयोजन = विद्यार्थी ज्ञात ज्ञान और आकलन का उपयोग करता है। कौशल = विद्यार्थी स्कूल के पहले दिन का उत्साह का वर्णन करता है।

Teaching Aids :-

बैग, टिफिन, बोतल

Reference Aids

बुक चंपक (गर्मी की छुट्टी) जून 2015

Content Analysis	Objective : Specifications
प्रस्तुत गद्यांश 'आपका बंटी' उपन्यास से लिया गया है। इसमें बंटी इस बच्चे के विद्यालय के पहले दिन का उत्साह तथा आनंद व्यक्त करता है। यह पूरा वर्णन प्रत्येक विद्यार्थी के भाव विश्व से मिलता-जुलता है।	ज्ञान = ① विद्यार्थी माठ का नाम बताता है। ② विद्यार्थी स्कूल से संबंधित जानकारी ग्रहण करता है। ③ विद्यार्थी पाठ में आये नए शब्दों को पहचानता है।
पाठ का सारांश ⇒ बंटी का विद्यालय क्या खुला, उसका बचपन लौट आया। लंबी छुट्टियों के बाद पहले दिन विद्यालय जाना ठम्मी मच्छानदी लगता है। पर आज लग रहा है। मच्छा ही नहीं खुब मच्छा लग रहा है। (सबसे उठा तो केवल हवा से ही ताजगी नहीं थी उसका अपना मन न जाने कैसी ताजगी से भरा-भरा घिरा रहा था।) 'मम्मी मेरे भोजि कहां है - लो दुध ला कर रख दिया, पहले कपड़े तो पहन लूँ नर नहीं हो जाऊंगी - बैंग तो ले जाना ही है।' शब्दार्थ मुहावरे ① उत्फुल्ल ② गदगद होना ③ प्रसन्न ④ खुश होना ⑤ बतियाना ⑥ मनमारी होना ⑦ बतें करना ⑧ बुरा होना	आकलन = ① विद्यार्थी गरमी की छुट्टियों का आकलन करता है। ② विद्यार्थी पहले दिन का उत्साह तथा आनंद को व्यक्त करता है। ③ विद्यार्थी स्कूल का वर्णन करता है। उपयोजन = ① विद्यार्थी प्राप्ति ज्ञान और आकलन का उपयोग करता है। ② विद्यार्थी मुहावरों का उपयोग करके वाक्य बनाता है। कौशल = ① विद्यार्थी स्कूल का वर्णन अपने शब्दों में करता है। ② विद्यार्थी स्कूल की छुट्टियों के बारे में बताता है। ③ विद्यार्थी स्कूल पर निबंध लिखता है।

Procedure	Evaluation
Introduction :- शिक्षिका 1 ⇒ शिक्षिका विद्यार्थियों को बैंग, टिफिन, बोतल दिखाकर प्रश्न प्रहरी है। * ये हम कहां लेकर जाते हैं ? Statement of Aim :- आज हम 'बंटी' पाठ का अध्ययन करेंगे। Presentation :- विशिक्षिका 1 ⇒ पाठ का आरोह-अवरोह के साथ वाचन करती है। विशिक्षिका 2 ⇒ विद्यार्थी को मौन वाचन करने के लिए कहती है। विशिक्षिका 1 ⇒ फलक पढ़ हेतु प्रश्न लिखती है। * दौड़ता हुआ कौन जा रहा था ? विशिक्षिका 2 ⇒ प्रथम परिच्छेद का स्पष्टीकरण करती है। स्पष्टीकरण के दौरान नए शब्द फलक पर लिखती है। विशिक्षिका 1 ⇒ शिक्षिका दूसरे परिच्छेद का स्पष्टीकरण करती है। विशिक्षिका 2 ⇒ शिक्षिका पाठ का समापन करती है। विशिक्षिका 1 ⇒ कक्षा पर देती है। Conclusion :- आज हम 'बंटी' पाठ का अध्ययन किया। Core Elements :- संवेदनशीलता, इमानदारी Values :- समय मापेंगी, काम प्रतिष्ठान	Generalization :- ① सामान्य विज्ञान की पुस्तक से बंटी कौन-कौन सी बातें मढ़नेवाला था ? ② बंटी ने अपनी मम्मी से क्या-क्या करने के लिए कहा ? Recapitulation :- सटीक और गलत। ① बंटी की मम्मी विद्यालय में मढ़ती है। ② दौड़ता हुआ लौट लती फ था Application :- ① बंटी का --- खुला। ② बहुत दिनों से जो --- था। ③ तभी दूर से धूल --- दिखाई दी Assignment :- ① स्कूल के बारे में जानकारी लिखें।

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

दिनांक

विषय - हिंदी

कक्षा 8

घाटक - गद्य

उपघाटक - वंती

शब्दार्थ

मुहावरे

① फफुल्ल
पसन्न

① गदगद होना
खुश होना

② बतियाना
बाते करना

② मनमारी होना
दुखी होना

गृहकार्य = स्कूल के बारे में
जानकारी लिखो ।

Remarks Items

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

Suggestions :-

- Lesson introduced
- BB work done
- voice audible
- Explanation done.
- Adequate content knowledge
- Class participated
- Effective peer coordination.

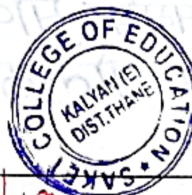
General Remarks

Overall lesson is v. good.

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



Re. 14/2/19



SAKET GYANPEETH SAKET COLLEGE OF EDC

(Affiliated to University of
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Kalyan (East) - 421 306. Dist. Than

LESSON NOT



Name of the Pupil Teacher	Practising
..... <u>Biya Pandey</u>	 <u>प्राशमिता</u>
Roll No. <u>14</u>	Std.
Subject <u>Hindi</u>	Date <u>15/2/2019</u>
Lesson No. (General) (<u>7</u>)	Time - From <u>1.0.00</u> To <u>1.0.30</u>
Lesson No. (In the method) <u>12</u>	
Topic <u>सच का सौदा</u>	

Previous knowledge of the class

विद्यार्थियों को प्रेम विश्वास एवं सच्चाई से संबंधित जानकारी है।

Teaching Points	General Objectives
* सच का सौदा * शिक्षा का महत्व * कठिन परिस्थितियों का सामना करना * सत्यमेव जयते	ज्ञान = विद्यार्थी सच का सौदा पाठ के विषय में ज्ञान प्राप्त करता है। आकलन = विद्यार्थी सत्य और ईमानदारी का आकलन करता है। उपयोजन = विद्यार्थी प्राप्त ज्ञान और आकलन का उपयोग करता है। नीशल = विद्यार्थी शिक्षा के महत्व की जानकारी प्राप्त करता है।

Teaching Aids :-

चार्ट पेपर (सत्यमेव जयते)

Reference Aids :-

सच का सौदा (सुदर्शन)

Content Analysis	Objective : Specifications
प्रस्तुत अध्याश में लेखक ने सत्य का सौदा पाठ से विद्यार्थी को जानकार देने का प्रयास किया है।	जान 1) विद्यार्थी पाठ का नाम बताता है। 2) विद्यार्थी सच का सौदा पाठ से संबंधित ज्ञान प्राप्त करता है।
पाठ का सारांश - विद्यार्थी परीक्षा में फेल होकर रो रहे हैं सर्व दयाल पाठ होकर रीर। जब तक पढ़ते थे तब तक कोई चिंता नहीं थी खाते थे वृद्ध मीठे थे। अच्छे-2 ठपड़े पढ़ने से बड़का मड़का वर्णन अपने शब्दों में से रहते थे। उनके मामा एक ऊँचे पद पर नियुक्त थे। उन्होंने प्रवर्ष का स्वर्चा देना स्वीकार किया परंतु यह भी साथ	3) विद्यार्थी पाठ में आए व्यंश्यों को पहचानता है। 4) विद्यार्थी सत्य का सौदा का अर्थ व्यक्त करता है। 5) विद्यार्थी सच का सौदा का वर्णन अपने शब्दों में करता है। 6) विद्यार्थी मुद्दावरो का उपयोग करके वाक्य बनाता है।
गह दिया - देखा रूपया लहू बहाकर मिलता है। मैं वृद्ध हूँ जान मान कर चार पैसों कमाता हूँ। सर्व दयाल ने वृद्ध मामा की बात का पूरा-2 ख्याल रखा सर्व दयाल बीरु की डिग्री को लेकर घर को चले। जब तक पढ़ते थे सैकड़ों नौकरियाँ दिवाई देती थीं परंतु पास हुए तो कोई ठिकाना न दिख पड़ा। दोपहर का समय था, सर्व	7) विद्यार्थी सत्य का सौदा के विषय में बताता है। 8) विद्यार्थी सत्य पर अपना विचार व्यक्त करता है।

Procedure	Evaluation
Introduction :- वि. शिक्षिका 1 -> शिक्षिका विद्यार्थियों को न्याय की देवी का चित्र दिखा कर प्रश्न पूछती है। 1) यह किसका चित्र है? 2) माण हम सच का सौदा इस पाठ का अध्ययन करेंगे। Presentation :- वि. शिक्षिका 1 -> शिक्षिका प्रकट वाचन करती है। वि. शिक्षिका 1 -> विद्यार्थी को मौन वाचन करने के लिए कहती है। वि. शिक्षिका 2 -> फलक पर हेतु प्रश्न लिखती है। वि. शिक्षिका 1 -> सर्व दयाल ने किसकी बात का पूरा ख्याल रखा। वि. शिक्षिका 2 -> शिक्षिका प्रश्नम परिच्छेद का स्पष्टीकरण करती है। वि. शिक्षिका 1 -> दूसरे परिच्छेद का स्पष्टीकरण करती है। वि. शिक्षिका 2 -> पाठ का समापन करती है। वि. शिक्षिका 1 -> गृहकार्य देती है। Conclusion :- माण हम सच का सौदा पाठ का अध्ययन करेंगे। समानता, लीकशाही, और धर्म निरपेक्षता। Core Elements :- न्याय, सत्य, सहभावना, समानता। Values :-	Generalization :- 1) सत्य की हमेशा क्या होती है? Recapitulation :- 2) सच का सौदा पाठ के लेखक कौन थे। Application :- 3) सर्व दयाल क्या देख रहे थे? 4) सर्व ने किसकी डिग्री प्राप्त की थी? Assignment :- 1) पाठ में से तीन कठिन शब्द चुनकर लिखो।

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

दिनांक फाल्गुन २०१९

विषय-हिंदी

घाटक - गद्य

उपघटक - सचकासौदा

शब्दार्थ:-

मुहावरे

उद्भूत-उग्र

मौसामला-

सत्यत प्रसन्नहोना

विमिता-सच्चा-वक्ता

होना-

साकल-विवाह

संचभित होना

गृहकार्य:-

माठ में से बीस कहिन

शब्द चुनकर लिखो।

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Bk work done
- Set induction done
- Audible voice
- Peer activities properly planned.
- Effective coordination among the peers
- Lesson explained.
- class participated.
- Adequate content knowledge
- Generalization & Evaluation done

General Remarks

Overall lesson is V. good.

Supervising Professor



15/2/19





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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher Priya Pandey	Practising School बाबा बोहरा प्राथमिक व माध्यमिक स्कूल
Roll No. [14]	Std. 8 Div. A
Subject Hindi	Date 18/2/2019
Lesson No. (General) (8)	Time - From 10.00 To 10.30
Lesson No. (In the method) [5]	
Topic हाकना भी हिम्मत का काम है - (शरवानी बैनर्जी)	

Previous knowledge of the class

विद्यार्थियों को लक्ष्य के बारे में जानकारी है।

Teaching Points	General Objectives
* हाकना भी हिम्मत का काम है।	ज्ञान - विद्यार्थी मातृ के बारे में जानकारी प्राप्त करता है।
* खिखवाती है सफलता	आकलन - विद्यार्थी सिखाती है सफलता का आकलन करता है।
* सफलता अंतिम सत्य नहीं	उपयोजन - विद्यार्थी प्राप्त ज्ञान और आकलन का उपयोग करता है।
* लोग कुछ नहीं कहेंगे।	नैशाल - विद्यार्थी हाकना भी हिम्मत का काम है को अपने शब्दों में वर्णन करता है।

Teaching Aids :-

चार्ट मैपर (अनुष्ठान लिखें)

Reference Aids :-

हिम्मत न हाकना मेरे बच्चों (नविसम गोपी)

Content Analysis		Objective : Specifications
इस मालेख में लेखिका का मानना है कि असफलता को स्वीकार कर लगातार कोशिश करने वाला हमेशा सफल होता है।		ज्ञान= ① विद्यार्थी पाठ का नाम बताता है। ② विद्यार्थी हात्ना भी हिम्मत का काम है के बारे में जानकारी प्राप्त करता है।
पाठ का सारांश - माइकल जार्जन कहते हैं मैं असफलता को स्वीकार कर सकता हूँ हर कोई कभी न कभी सफल जरूर होता है लेकिन मैं कोशिश करना छोड़ देते हैं वे कभी सफल हों भी नहीं सकते और जो हार से बिना डरे लगातार कोशिश करते हैं वे रुकन रुक दि-जोर जीतते हैं। मैं फेल होने से बहुत डरती थी। लगता था कि फेल होने के बाद आगे पढ़ने का कोई हक नहीं है। जब 12वीं कक्षा में थी तो लंबी बीमारी के चलते परीक्षा पास नहीं कर पाई। नतीजा पता छेबे ठे धावजुद परीक्षा परिणाम घोषित होते ही दिल द्रुत गया।		③ विद्यार्थी पाठ में माइकल जार्जन को पहचानता है। भाषण= ① विद्यार्थी लिखती है असफलता के बारे में आकलन करता है। ② विद्यार्थी सफलता के बारे में आकलन करता है। ③ विद्यार्थी असफलता होने पर बैठकर होने की जगह होने से बहुत डरती थी। उनके कार्यों पर विचार करता है।
शब्दार्थ = मुहावरे =		उपयोजन= ① विद्यार्थी प्राप्ति ज्ञान और आकलन का उपयोग करता है। ② विद्यार्थी मुहावरों का उपयोग करके वाक्य बनाता है।
① फैसला निधिय	① दिल द्रुत निराश होना	कौशल= ① विद्यार्थी हात्ना भी हिम्मत का काम है को अपने शब्दों में वर्णन करता है। ② सफलता, असफलता कि तुलना करता है।
② जश्न उत्सव	② दावपट लगा बाजी लगाना	

Procedure	Evaluation
Introduction :- विशिक्षिका 1 ⇒ शिक्षिका विद्यार्थियों को तस्वनिमा विधुं का चित्र दिखा कर प्रश्न पूछती हैं। ① मैं महिला कौन हूँ? इन्होंने क्या किया था?	Generalization :- ① परिणाम घोषित होते ही किसका दिल द्रुत गया? ② लेखिका के पापा ने किन दो चीजों की मोग की? ③ किसका करिअर दोन पर लया जाता है?
Statement of Aim :- हम हम 'हारना भी हिम्मत का काम है' पाठ का अध्ययन करेंगे।	
Presentation :- विशिक्षिका 1 ⇒ शिक्षिका पाठ का प्रकर वाचन करती है। विशिक्षिका 2 ⇒ विद्यार्थी को मौन वाचन करने के लिए कहती है। विशिक्षिका 3 ⇒ फलक पर हेतु प्रश्न लिखती है। * फेल होने से कौन डरती थी? विशिक्षिका 2 ⇒ प्रथम परिच्छेद का स्पष्टीकरण करती है। विशिक्षिका 1 ⇒ परिच्छेद में माइकल जार्जन के शब्दार्थ व मुहावरों का अर्थ बताती है। विशिक्षिका 2 ⇒ शिक्षिका पाठ का समापन करती है। विशिक्षिका 1 ⇒ शिक्षिका गृह कार्य देती है।	Recapitulation :- ① असफलता के बाद निश्चित रूप से क्या मिलता है? ② मैं असफलता को स्वीकार कर सकता हूँ ये किसने कहा था? Application :- ① चार घंटे तक --- गई। ② मैं फेल होने से --- लगता था। ③ असफलता के बाद --- मिलती है।
Conclusion :- हम हम 'हारना भी हिम्मत का काम है' पाठ का अध्ययन किया।	
Core Elements :- समय पर्वद , संवेदनशीलता	
Values :- सर्व धर्म समानता अंध श्रद्धा निर्मूलन	Assignment :- ① असफलता के दो कारण लिखो।

SAKET COLLEGE OF EDUCATION

Name of the Pupil Teacher Riya Rinday	Practising School बाबा बोडस प्राथमिक व माध्यमिक स्कूल
Roll No. 14	Std: 7 Div-A
Subject:- Hindi	Date 21/2/2019
Lesson No- [9]	Time from - To
Lesson No (in the method) [9]	
Topic:- ऐसे उतारी आरती	

Previous Knowledge of the Class:- विद्यार्थियों को आधुनिक तकनीकीयों के उपयोग के बारे में जानकारी है।

Teaching Points	General Objectives
* आधुनिक तकनीकी ज्ञान	ज्ञान = विद्यार्थी ऐसे उतारी आरती
* संचार के विविध माध्यमों एवं उनकी उपयोगिता	मात्र के बारे में जानकारी ग्रहण करते हैं।
* ऐसे उतारी आरती	आकलन = विद्यार्थी आधुनिक तकनीकीयों के बारे में आकलन करता है।
* आधुनिक तकनीकीयों का जीवन में महत्व	उपयोजन = विद्यार्थी प्राप्त ज्ञान और आकलन का उपयोग करता है।
	कौशल = विद्यार्थी आधुनिक तकनीकीयों के बारे में अपने शब्दों में वर्णन करता है।

Teaching Aids:- चार्ट मैपट (संगणक का चित्र)

Reference Book:- आधुनिक पुस्तकालय एवं तकनीकी (सुनील कुमार)

Content Analysis

प्रस्तुत संवाद के माध्यम से आधुनिक तकनीकी ज्ञान, उसके उपयोग एवं जीवन के कार्यों की सहजता को दर्शाया गया है। माठ का सादांश - (रात के माठ बज गए हैं। माठ ने सभी तक खाना नहीं खाया है। उसका मन बहुत बिस्ब है। गुहें लुटकाए उदात्त मन कसरे में बैठा है।) माठ - (आवाज देते हुए) प्रतीक कहा होर खाना खा लो माठ बजगए अभी तक तुमने खाना नहीं खाया। जल्दी माओ खाना खा लो (प्रतीक कोई उत्तर नहीं देता। बिस्तर पर लेट जाता है। कुछ दिरावाद मा फिदा आवाज देती है।) माठ - प्रतीक तुम सुन क्यों नहीं रहे हो? खाना खा लो। अभी तक तुमने खाना नहीं खाया। अभी वल्व साफ करने है। कल की पूरी तैयारी भी करनी है। (प्रतीक धीरे से हाता है। वल्व साफ करने लगता है। इसी समय पिता प्रदुयुम्न घाट में प्रवेश करते हैं।)

शब्दार्थ: माठ - मुदावरे

① बिस्ब - ① मुदावरे का नाराज होना

② हाथ बल्लेना - सहयोग करने देना

Objective Specifications

ज्ञान = ① विद्यार्थी माठ का नाम बताता है।
 ② विद्यार्थी माठ के महत्व को बताता है।
 ③ - विद्यार्थी माठ में आर नर शब्दों को पहचानता है।

माकलन = ① विद्यार्थी माठ की तकनीकीयों का माकलन करता है।
 ② विद्यार्थी संगठक संघोदत उपयोगों का माकलन करता है।
 ③ विद्यार्थी को तकनीकीयों का जीवन में क्या महत्व है उसका माकलन करता है।

उपयोजन = ① विद्यार्थी प्राप्त ज्ञान और माकलन का उपयोग करता है।
 ② विद्यार्थी मुदावरे का उपयोग करके वाक्य बनाता है।

कौशल = ① विद्यार्थी आधुनिक तकनीकीयों के बारे में आपन शब्दों में बताता है।
 ② विद्यार्थी संगठक का महत्व बताता है।

Procedure

Introduction:- शिक्षक विद्यार्थियों को बंगल का चित्र दिखा कर प्रश्न पूछती है।
 * ये क्या है?
 हमारे जीवन में इसका क्या उपयोग है?

Statement:- माठ हम से उताही माठ की पाठ का अध्ययन करेगे।

Presentation:-
 विद्यार्थी शिक्षक -> शिक्षक पूछ कर वाचन करती है।
 विद्यार्थी शिक्षक -> विद्यार्थी को मौन वाचन करने के लिए कहती है।
 विशिष्टता -> शिक्षक फलक पर हनु प्रश्न लिखती है।
 * किसका मन बिस्ब था?

वि. शिक्षक -> शिक्षक विद्यार्थी से प्रश्न का उत्तर निकलवाती है।
 शिक्षक -> प्रथम परिच्छेद का स्पष्टीकरण करती है।
 वि. शिक्षक -> परिच्छेद में आर नर शब्द मुदावरे माकलन पर लिखती है।
 वि. शिक्षक -> माठ का संभावन करती है।
 वि. शिक्षक -> शिक्षक यह कार्य देती है।

Conclusion:- माठ हमने र सेसे उताही माठ की माठ का अध्ययन किया।

Core Elements:- वैज्ञानिक दृष्टि

Values:- गाम प्रतिष्ठान

Evaluation Generalization

① प्रतीक क्यों मां कि बता नहीं सुन रहा था?
 ② प्रतीक के पिता का क्या नाम था?
 ③ प्रतीक कि मां का क्या नाम था?

Recapitulation:-
 ① प्रतीक खाना क्यों नहीं खा रहा था?
 ② प्रतीक पिता जी को भकड़ कर क्यों रोने लगा?
 ③ प्रतीक क्यों उदास किमरे में बैठा था?

Application:-
 ① यह बेचारा तो कर रहा है।
 ② कल की पूरी करनी है।
 ③ अभी तक - खाया है।

Assignment:-
 ① संगठक संघोदत कुछ महत्व पूर्ण जानकारी लिखो

दिनांक

फलकलेखन

विषय - हिंदी

कक्षा - 7 वीं

घटक - गद्य

उपघटक - ऐसे उतारी डाकरी

शब्दार्थ

मुद्दावे

① खिन्न
दुखी

① मुँह लटकाना
नाराज होना
② हाथ बटाना
सहयोग देना

ग्रहकार्य - संगठक से संबंधित कुछ महत्वपूर्ण
जानकारी लिखें।



रूम

SARLET COLLEGE OF EDUCATION

Name of the Pupil Teacher
Rishu Bindu

Roll No.: - 14

Subject: - Hindi

Lesson No.: - [10]

Lesson No (in the method): - [10]

Topic: क्रोध
(आचार्य रामचंद्र शुक्ल)

Practising School

बाबा बोर्डिंग प्राथमिक
व माध्यमिक स्कूल

Std. 9 Div- A

Date- 22/2/2019

Time- From 10-30

To 11-00

Previous Knowledge of the class: - विद्यार्थियों को गुस्सा, वैर, चिड़चिड़ाहट आदि के विषय में अनुभव है।

Teaching Points

General Objectives

* आचार्य रामचंद्र शुक्ल

* क्रोध का कारण

* क्रोध का प्रभाव

ज्ञान = विद्यार्थी पाठ का नाम बताता है।

आकलन = विद्यार्थी क्रोध के कारणों का आकलन करता है।

उपयोजन = विद्यार्थी पाठ ज्ञान और आकलन का उपयोग करता है।

कौशल = विद्यार्थी आचार्य रामचंद्र शुक्ल का परिचय अपने शब्दों में बताता है।

Teaching Aids: - चार्ट मैपर (ड्रमोज)

Reference Book: क्रोध पर विजय (स्वामी बुधानन्द)

Content Analysis	Objective Specifications	Procedure	Evaluation
प्रस्तुत निबंध में शुक्ल जीने क्रोध, वैर, चिड़चिड़ाहट आदि भावों का मनोवैज्ञानिक विवेचना किया है। पाठ का सारांश = सामाजिक जीवन में क्रोध की जरूरत बराबर पड़ती है। यदि क्रोध न हो तो मनुष्य दूसरों के द्वारा महुं चालू जाने वाले बहुत से कष्टों की चिरनिवृत्ति का उपाय हीन कर सके। कोई मनुष्य किसी दुष्ट के नित्य दो चार प्रहार सहता है। यदि उसमें क्रोध का विकास नहीं हुआ है तो वह जेल ग्राह-उह करेगा। जिसका उस दुष्ट पर कोई प्रभाव नहीं। उस दुष्ट के हृदय में विवेक, क्या साह उलपन्न करने में बहुत समय लगेगा संसार (किसी) को बहुतना समय ऐसे होते-होते कामों के लिए नहीं दे सकता। अभिभीति होकर प्राणी अपनी रक्षा के कभी-कभी कर लेता है पर समाज में इस प्रकार प्राण दुखनिवृत्ति चिरस्थायी नहीं होते। इसीलिए हमने का अभिप्राय यह नहीं है। शब्दार्थ = क्रोध मुहावरे पाठ	ज्ञान = ① विद्यार्थी पाठ का नाम बताता है। ② विद्यार्थी क्रोध के कारणों के बारे में जानकारी ग्रहण करता है। ③ विद्यार्थी पाठ में भाग नए शब्दों को पहचानता है। साकलन = ① विद्यार्थी चिड़चिड़ाहट आदि भावों का साकलन करता है। ② विद्यार्थी क्रोध का जीवन पर प्रभाव का साकलन करता है। उपयोजन = ① विद्यार्थी प्राप्त ज्ञान और साकलन का उपयोग करता है। ② विद्यार्थी मुहावरों का उपयोग करके वाक्य बनाता है। कौशल = ① विद्यार्थी क्रोध का वर्णन अपने शब्दों में करता है। ② विद्यार्थी क्रोध के विभिन्न कारणों के बारे में बताता है।	Introduction विशिक्षण = विद्यार्थियों को इमोजिन दिखाकर प्रश्न पढ़ती है। * ये क्या है ? * उसे देखकर क्या समझते हैं ? Statement: - आज हम क्रोध पाठ का अध्ययन करेंगे। Presentation: - विशिक्षण-1 = शिक्षण प्रकर वाचन करती है। विशिक्षण-2 = विद्यार्थी को मौन वाचन करने के लिए कहती है। विशिक्षण-3 = शिक्षण फलक पर हेतु प्रश्न लिखती है। विशिक्षण-4 = विशिक्षण-5 = शिक्षण विद्यार्थी से प्रश्नको उत्तर निकलवाती है। विशिक्षण-6 = शिक्षण प्रथम पाठिक का स्पष्टीकरण करती है। विशिक्षण-7 = शिक्षण फलक पर लिखती है। विशिक्षण-8 = शिक्षण फलक पर लिखती है। विशिक्षण-9 = शिक्षण फलक पर लिखती है। विशिक्षण-10 = शिक्षण फलक पर लिखती है। विशिक्षण-11 = शिक्षण फलक पर लिखती है। विशिक्षण-12 = शिक्षण फलक पर लिखती है। विशिक्षण-13 = शिक्षण फलक पर लिखती है। विशिक्षण-14 = शिक्षण फलक पर लिखती है। विशिक्षण-15 = शिक्षण फलक पर लिखती है। विशिक्षण-16 = शिक्षण फलक पर लिखती है। विशिक्षण-17 = शिक्षण फलक पर लिखती है। विशिक्षण-18 = शिक्षण फलक पर लिखती है। विशिक्षण-19 = शिक्षण फलक पर लिखती है। विशिक्षण-20 = शिक्षण फलक पर लिखती है। विशिक्षण-21 = शिक्षण फलक पर लिखती है। विशिक्षण-22 = शिक्षण फलक पर लिखती है। विशिक्षण-23 = शिक्षण फलक पर लिखती है। विशिक्षण-24 = शिक्षण फलक पर लिखती है। विशिक्षण-25 = शिक्षण फलक पर लिखती है। विशिक्षण-26 = शिक्षण फलक पर लिखती है। विशिक्षण-27 = शिक्षण फलक पर लिखती है। विशिक्षण-28 = शिक्षण फलक पर लिखती है। विशिक्षण-29 = शिक्षण फलक पर लिखती है। विशिक्षण-30 = शिक्षण फलक पर लिखती है। विशिक्षण-31 = शिक्षण फलक पर लिखती है। विशिक्षण-32 = शिक्षण फलक पर लिखती है। विशिक्षण-33 = शिक्षण फलक पर लिखती है। विशिक्षण-34 = शिक्षण फलक पर लिखती है। विशिक्षण-35 = शिक्षण फलक पर लिखती है। विशिक्षण-36 = शिक्षण फलक पर लिखती है। विशिक्षण-37 = शिक्षण फलक पर लिखती है। विशिक्षण-38 = शिक्षण फलक पर लिखती है। विशिक्षण-39 = शिक्षण फलक पर लिखती है। विशिक्षण-40 = शिक्षण फलक पर लिखती है। विशिक्षण-41 = शिक्षण फलक पर लिखती है। विशिक्षण-42 = शिक्षण फलक पर लिखती है। विशिक्षण-43 = शिक्षण फलक पर लिखती है। विशिक्षण-44 = शिक्षण फलक पर लिखती है। विशिक्षण-45 = शिक्षण फलक पर लिखती है। विशिक्षण-46 = शिक्षण फलक पर लिखती है। विशिक्षण-47 = शिक्षण फलक पर लिखती है। विशिक्षण-48 = शिक्षण फलक पर लिखती है। विशिक्षण-49 = शिक्षण फलक पर लिखती है। विशिक्षण-50 = शिक्षण फलक पर लिखती है। विशिक्षण-51 = शिक्षण फलक पर लिखती है। विशिक्षण-52 = शिक्षण फलक पर लिखती है। विशिक्षण-53 = शिक्षण फलक पर लिखती है। विशिक्षण-54 = शिक्षण फलक पर लिखती है। विशिक्षण-55 = शिक्षण फलक पर लिखती है। विशिक्षण-56 = शिक्षण फलक पर लिखती है। विशिक्षण-57 = शिक्षण फलक पर लिखती है। विशिक्षण-58 = शिक्षण फलक पर लिखती है। विशिक्षण-59 = शिक्षण फलक पर लिखती है। विशिक्षण-60 = शिक्षण फलक पर लिखती है। विशिक्षण-61 = शिक्षण फलक पर लिखती है। विशिक्षण-62 = शिक्षण फलक पर लिखती है। विशिक्षण-63 = शिक्षण फलक पर लिखती है। विशिक्षण-64 = शिक्षण फलक पर लिखती है। विशिक्षण-65 = शिक्षण फलक पर लिखती है। विशिक्षण-66 = शिक्षण फलक पर लिखती है। विशिक्षण-67 = शिक्षण फलक पर लिखती है। विशिक्षण-68 = शिक्षण फलक पर लिखती है। विशिक्षण-69 = शिक्षण फलक पर लिखती है। विशिक्षण-70 = शिक्षण फलक पर लिखती है। विशिक्षण-71 = शिक्षण फलक पर लिखती है। विशिक्षण-72 = शिक्षण फलक पर लिखती है। विशिक्षण-73 = शिक्षण फलक पर लिखती है। विशिक्षण-74 = शिक्षण फलक पर लिखती है। विशिक्षण-75 = शिक्षण फलक पर लिखती है। विशिक्षण-76 = शिक्षण फलक पर लिखती है। विशिक्षण-77 = शिक्षण फलक पर लिखती है। विशिक्षण-78 = शिक्षण फलक पर लिखती है। विशिक्षण-79 = शिक्षण फलक पर लिखती है। विशिक्षण-80 = शिक्षण फलक पर लिखती है। विशिक्षण-81 = शिक्षण फलक पर लिखती है। विशिक्षण-82 = शिक्षण फलक पर लिखती है। विशिक्षण-83 = शिक्षण फलक पर लिखती है। विशिक्षण-84 = शिक्षण फलक पर लिखती है। विशिक्षण-85 = शिक्षण फलक पर लिखती है। विशिक्षण-86 = शिक्षण फलक पर लिखती है। विशिक्षण-87 = शिक्षण फलक पर लिखती है। विशिक्षण-88 = शिक्षण फलक पर लिखती है। विशिक्षण-89 = शिक्षण फलक पर लिखती है। विशिक्षण-90 = शिक्षण फलक पर लिखती है। विशिक्षण-91 = शिक्षण फलक पर लिखती है। विशिक्षण-92 = शिक्षण फलक पर लिखती है। विशिक्षण-93 = शिक्षण फलक पर लिखती है। विशिक्षण-94 = शिक्षण फलक पर लिखती है। विशिक्षण-95 = शिक्षण फलक पर लिखती है। विशिक्षण-96 = शिक्षण फलक पर लिखती है। विशिक्षण-97 = शिक्षण फलक पर लिखती है। विशिक्षण-98 = शिक्षण फलक पर लिखती है। विशिक्षण-99 = शिक्षण फलक पर लिखती है। विशिक्षण-100 = शिक्षण फलक पर लिखती है।	Generalization ① क्रोध की जरूरत क्यों पड़ती है ? ② यदि मनुष्य में क्रोध न हो तो वह क्या करेगा ? Recapitulation: - ① क्रोध, वैर, चिड़चिड़ाहट का भावना का ब उत्पन्न होता है। ② आचार्य रामचंद्र शुक्ल जी ने क्रोध, वैर, चिड़चिड़ाहट आदि भावों को क्या विवेचन किया है ? Application: - ① सामाजिक जीवन में --- सड़ती है। ② कोई मनुष्य किसी --- सहता है। ③ अधिक क्रोध --- जाता है। Assignment: - ① क्रोध के निम्न कारण लिखो।
① क्रोध गुस्सा ② तुलना नाउतु (निकर) जगन 30 डोटना	आग बबूला होना गुस्सा होना (निकर) जगन 30 डोटना	Core Elements: - सामाजिक समस्याओं का निर्मुह Values: - संवेदनशीलता समय भावना	

फालक लेखन

दिनांक - 22/2/23

कक्षा - 9 वी

विषय - हिंदी

एक - गद्य

उपधात - क्रीडा

शब्दार्थ

मुहावरे

① क्रीडा
गुस्सा

① साग बबूला होना

② तर्जन
डौटना

क्रीडा में होना

व्युत्पत्ति : क्रीडा के निम्न कारण लिखो।



**Visualising differential learning
activities according to student
needs**

SAKET COLLEGE OF
EDUCATION B.Ed.

2019 - 2020

NAME:- VANDITA CHOUDHARY.

STD:- S.Y. B.ED.

MEDIUM:- ENGLISH

METHOD:- ECONOMICS

SUBJECT:- REFLECTIVE JOURNAL.

SEMESTER:- III

DAY-12

Co-CURRICULAR ACTIVITY.



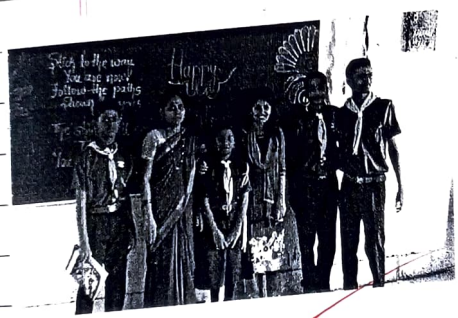
Day-18

Co-Curricular Activity



Day -24

CO-CURRICULAR ACTIVITY.



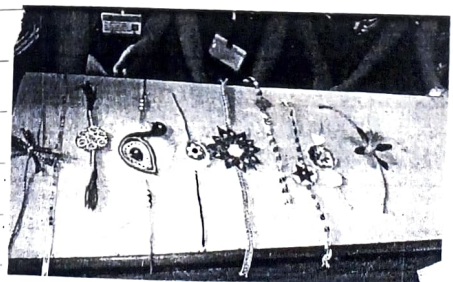
Day-30

Co-CURRICULAR ACTIVITY.



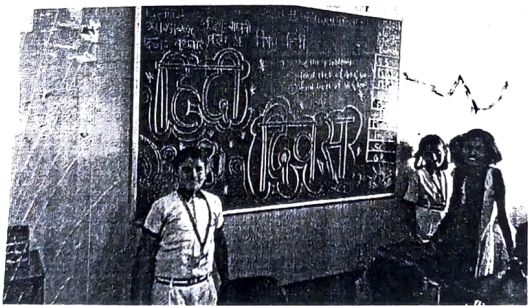
Day 36

CO-CURRICULAR ACTIVITY



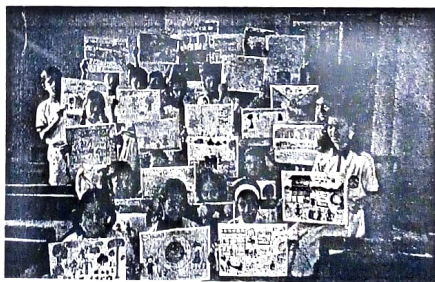
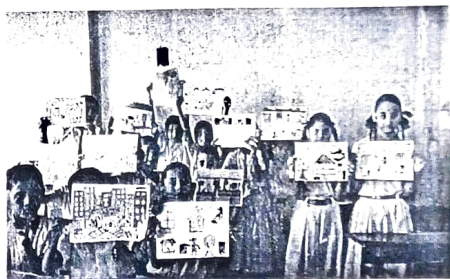
Day-42.

CO-CURRICULAR ACTIVITY



Day-117.

HOLIDAY FOR GOPALKALA



SAKET COLLEGE OF EDUCATION

2021 - 2023.

INTERNSHIP JOURNAL

Name: Ms. Nilima U. Pandey

Class: S.Y.B.Ed.

Semester: III

Roll No: 39

Internship College: Saket Junior College
of Arts, Science & Commerce.

M T W T F S S
Page No.:
Date: YOUNVA

Day 1 : 21st Nov. 2022

It was the first day of our Internship programme. Our groups were already made and group leaders were decided. All the members of Group 'A' assembled in College campus of Saket at 11 Am. We went into the Teacher's Staff room and introduced ourselves to teachers.

Teachers too introduced themselves to us. We further spoke to Subject Incharge in order to get the portion & timetable. Incharge was sweet & co-operative she gave us time-table and highlighted where we can take lectures and the divisions. Also she gave us list of subject & lesson which we could complete.

I was allotted Class XIth A. I reviewed Biology & Chemistry topics mostly and a few Physics lessons.

After that we went to Library to issue books & prepare lesson plan. We left at

Reflections: I learnt Group work and how to interact with senior teachers part of professionalism.

Day 2 : 22nd NOV. 22.

Today I had gone to the XIth A Classroom for teacher lesson observation. The teacher allowed me take attendance and observe her lecture.

It was Biology lecture and Senior teacher's lecture at 3:20 she was teaching human reproduction. I observed her class and learned a lot.

I got my first and second lesson rough lesson plan checked from incharge & supervisor after that I went to library for studying & preparing fair lesson plan.

In the library the group had a discussion about how was the day any issues & then we left home at 4:30 PM.

Reflections: Today I learnt class control and how to manage a class while taking attendance.
Delivery of lecture and content material.

M T W T F S S
Page No.:
Date: YOUNVA

Day 3 : 23rd NOV. 22 (LESSON-I)

Today is my first lesson plan lecture in XIth Std A Div at 2:40 PM and it's a Physics lecture. I have been assigned Electromagnetism. I was nervous and worried if I will be able to do good or not.

My incharge & subject teacher were sitting behind in class. I was on time in class, students behaved well and answered. I showed them teaching aids, took their previous knowledge. They were really brilliant students. A 40 min lecture went smoothly. Lastly before leaving I took their attendance and thanked them.

Today we sat in Teacher staffroom and did our work. I finished and left college at 4:00 PM.

Reflections : Every time enter a class the feeling is new. Every student is different. One must help all level of students in class for equal learning.

Day 5: 25th NOV 22

(OFFICE RECORD)

All the pupil teachers were called to assemble in staff room. The Head teacher explained us about the office documents and records. She explained us about Muster record, Teachers attendance file, fingerprint system.

Then she took us in college office to show us the outwards and inwards document. In detail she explained both the components. We saw the register & the data ~~was~~ entered.

There were other documents such as admission form, leaving certificate, results which we got a chance to observe.

The staff was very helpful and co-operative. We left early today as teachers had some departmental work.

Reflections : Today got to know the system & office work from close.

Day 6 : 26th NOV. 22

'SAMTA PARV PLANNING'

Pupil Teacher reached junior college at 11 AM and a meeting was arranged related to 'SAMTA PARV PLANNING' owing to Ambedkar's status a Buddhist leader his death anniversary is celebrated as 'Mahaparinirvan Divas'. So the notice had the dates from 25th NOV 22 to 6-12-22. Teachers had to design various activities for the students.

The incharge made us aware about how to make such arrangements & told us she'll keep a lecture on Monday related to this. Post the meeting as usual we went to our allotted class to take their attendance and then library for studies. We left College at 4:30 PM.

Reflection : Learned how to organise informal staff meeting & its conduction.

Day 8 : 28th NOV. 22

LECTURE ON ACTIVITY ORGANISATION & NOTICE MAKING

Today the First half was solely dedicated to groom the pupil teacher on how to organise & conduct activities & how to make notice for the same.

At 11:30 Am, 3 teachers & all pupil teachers assembled in College classroom. Each teacher came one by one & instructed us about each aspect.

The teachers asked us about suggestions related to activities. Every one gave their opinion. I was in the favour of Quiz. The lecture ended at 2:20 Am.

We took the Break and went to the work of notice making in IT lab. Took permission from Principal & supervisor next the notice was pasted on notice board & read in all classroom and I took attendance of my class.

Reflection : It was a new learning experience.

Day 9: 29th NOV 22.

ESSAY COMPETITION.

Celebrating the Samta Parv. Today Essay Competition was arranged on the Topic of 'Dr. Babasaheb's Contribution in making Indian Constitution' from 12 PM - 1:00 PM.

I was the Supervisor for my class XIth A. I took their attendance & the competition began.

After the competition I collected their sheets and they resumed their regular lecture. I went to staff room to submit the sheets.

Day 24 : 14th DEC 22.

LESSON - III

On the 24th day, I had to give my lesson III it was in XIth B class. I informed my supervisor about it and reached as per timing. At 3:20 the lecture got started.

I asked the students about different types of tissues and they answered. Then I showed them the chart of various types of epithelium tissues and carried on with my explanation. I completed by assessing and evaluating them based on their skills.

I took the attendance and Bell rang. It was time for their language lectures.

M T W T F S S
Page No.:
Date: YUVA

Day 26: 16th DEC POSTER MAKING COMPETITION.

Students of XIth & XIIth had poster making competition. The students were made aware a day before about the topic of poster. For the upcoming fest for guru govinad jayanti. They had to write & draw their ideas or learning on Govindji. The timing for the competition was from 01:00 pm to 02:00 pm.

All the pupil teachers were posted in supervisor duty also to collect & take attendance. While on supervision I observed many beautiful posters. Students demonstrated their creative side for the posters. We after supervision went to staff room.

Day 27: 17th DEC. 22

CO-TEACHING, II.

On the 27th Day, I had the opportunity to take my second co-teaching. We did team teaching this time. I along with my other pupil teachers formed a team and made a lesson plan on chemistry 'States of matter'.

Post lunch break 2:40 PM We got the Chemistry lec. I took the teaching aid along with other students the lecture was successful. We made decision who will take which lecture section. As we have selected Team co-teaching. We took one sections each I took types of mixtures. At the end we took attendance and evaluation. We completed the lecture at 3:20 PM. After that I went to library to prepare my upcoming lesson plans.

CHRISTMAS PARTY.

24th DEC. 2022

The year is coming to end and as 25th was Sunday. College celebrated Christmas on 24th December. The students decorated the terrace a day advance. The Party time was 01:00 PM to 04:00 PM. Theme was Red & White. Teachers & students gathered on terrace, the party celebration started. Principal also joined us. There were many games & refreshments. There was a joyful surrounding. The students played Secret Santa, teachers played Musical Chair. It was fun, we all enjoyed. Students now have their Christmas narration.

04th JAN 2023.

CO-TEACHING - III

On 4th, I was selected to take Co-teaching lesson with Biology teacher. But it was different as I was taking XIIth Std. So at 12:20, Ma'am & I reached the class. She took the attendance and I started with Set Induction, the Topic was Control & Co-ordination, the students were suming interested I explained the first half and the Bio ma'am explained the second half & took their evaluation. It is always a learning experience to Co-teach with a senior Teacher.

NAI TALIM LESSON

WORKSHOP

06th, 07th JAN. 23.

Nai Talim or Activity Based teaching developed & advocated By Gandhiji is part of our Syllabus. But it was new. So the Teachers at Our college kept a Workshop related to this method. All the Pupil Teachers gathered in hall. Neelam Ma'am took this lecture. She demonstrated using puppet show, she taught us to make puppet & also how to make a Nai Talim lesson plan for various standard students.

NAI-TALIM REPORT

19th JAN - 23rd JAN 23.

As Nai-Talim is a new concept it took us a longer time to prepare for it. I made rough plans many times and our teachers corrected it.

On 20th Jan, I had my NAI TALIM lesson in XIth Std, 12:20 pm on Adulterants. We studied the process then the students were asked to get their home products such as honey, Ghee, milk, etc. Where we performed adulterant test on it.

On 23rd Jan I took Nai TALIM lesson of XIIth Std. The lesson happened in practical Lab of Chemistry. The students studied different chemical reactions, They studied pH by checking their water, Soap, Shampoo pH.

Both the lessons was fun. The method is difficult but beneficial for students.

THEME TEACHING WORKSHOP

27th FEB 2023.

Theme based lesson plans are a part of B.Ed curriculum, but pupil teachers are unaware of it. So a workshop was organised in College auditorium.

We were given demo of lessons on various themes. Teachers taught us how to make lesson plan. Template lesson plan was given.

We ~~also~~ were also asked to make a lesson plan based on theme of our choice so that we understand the concept. I made lesson plan on 'water' & got my doubts cleared from teachers.



UNIT TEST

28th Jan 2023.

After taking lessons of students for a month, it was time to evaluate students. So every pupil teacher took their unit test on their taught topics.

We already informed students and Teacher about it. Today was my turn to conduct test. I selected Xth B, where I had completed more units. The students came prepared. I was also prepared with their question paper. I went to their class at 12:20. It was an hour long test having different questions. I distributed them Question paper & Answer sheet. I was supervising them. The test went peacefully & there was no cheating case.



SAKET MAGNOTSAV 2K22-23

30th JAN - 4th FEB.

One of the well known and most celebrated festivals of SAKET COLLEGE started from 30th JAN to 4th FEB. There were various events for each category in college mba, Degree, junior, BEd, etc.

It started with inauguration, there was sports, games, quizzes for intercollegiate competition.

All the students & staff were busy in preparation of events. Invitations were prepared & sent to various colleges. There was music, lights, prize distribution. It was a refreshing event.

THEME TEACHING REPORT.

Theme teaching lessons are usually longer than normal lecture so pupil teachers were given 2 continuous lectures. On Monday the first two lectures I took there them lesson on food chain.

On Tuesday they had their second theme lesson on space. All the lessons were taken through presentation use, images and videos. Students found a different learning technique & founded correlation in different subjects.

Theme teaching did take a lot of time but it was worth doing it. The students & teachers both learnt about different learning & teaching material.

Themes chosen by me were on 'SPACE' & 'FOOD'. Students of 11th were intrigued and intexed to study this new type of lesson

SAKET COLLEGE OF EDUCATION
B. Ed.

REFLECTIVE JOURNAL OF INTERNSHIP PROGRAMME

2022-2023

SEM III

Seen



SAKET COLLEGE OF EDUCATION
B.Ed - 2022-23

INTERNSHIP BOOK

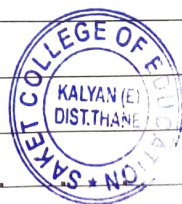
NAME - CHARULATA J. MUSALE

ROLL No. - 29

INTERNSHIP SCHOOL - SAKET
VIDYA MANDIR ENGLISH HIGH SCHOOL

PROF. INCHARGE - MRS. VANDANA

MAM





DETAIL ACTIVITY REPORT

DATE	TIME	NAME OF ACTIVITY
7/1/2023	30 min	Yoga
13/1/2023	25 min	Essay Writing
28/1/2023	7 min	Pohak dance competition

* Objective - of Activities.

- 1) To keep mind fresh
- 2) To increase capacity of critical thinking
- 3) To make actively participation in co-curricular activity

* Reflection :-

From all this activity students feeling fresh and they their ability of thinking is increasing. as well as they are actively participating all other curricular & co-curricular activity.

1st WEEK

DAY-1 21st NOV. 2022

On 21st Nov. 2022, I reach at 7:15 am in the school. "Saket vidya mandir." the school time is 4:30 for all the students and for teachers is 7:00 am - to 7:15 am.

This is my 1st day of internship. When I reach school after a few min exactly at 7:30 am. the prayer was started. on this 1st day we are not planning our lectures. we are in 2nd group. on this day 1st group members was taken a lecture according to their arrangement

Through all the day I am only observe the others lecture means peer observation and other method teacher observation.

I am observing 1st maths lecture of one of my peer. she is very good teacher. Next 2nd & 3rd lecture i am observing method teacher lecture. after the recess I am observing another peer lecture.

At last at 12:15 I am came to staff room. and seat because it is last lecture after then in few min bell was range and prayer was started. and all students are going one by one. then all group members are going. That is the end of my 1st day.

Seen

DAY 2 - 22 NOV 2022

On 22nd Nov. 2022, I reach at 7:12 am in the school. "Saket vidya mandir". school was started at regular timing i.e. 7:30

on this day there was my first day of lecture so, I went on 6th std, div-A before the prayer start, and observe the class teacher and students activity. class teacher first 15 min taking attendance of that students then she started a lecture by one of my peer.

Full day I seat only in this class. my lecture time 8:05 am to 8:40. When I am started lecture some students are talking to each other then their class teacher control the class then I am started a topic by asking some question based on previous knowledge from that answer we got the exact topic name i.e. Force and type of Force.

Students were very excited to give the answer. I am very happy with their response. at 8:40 there is end of my lecture.

After my lecture I am observing others lecture then at 12:30 all are going to home.

LESSON NO-1



ACTIVITY-1

DAY- 6 - 26th NOV 2022

On 26th Nov 2022, I reach school at 8:00 a.m. It was a Saturday and my 6th day of Internship program. For every Saturday the school time is different from other day. i.e. only 2 hrs. from 8:00 a.m. to 10:00 a.m.

In this day the activities are arranged for different students but it is not compulsory for all student who want to participate in the activity they will only come.

On this day me and my group arrange and observed the activity.

There is Western dance was arrange for the students all girls are present for this dance activity.

It was very nice. students are dancing very nice & proper and also enjoying the dance step. I also happy to see this dance activity.

And our 1st week of Internship was end.

ACTIVITY-1 - WESTERN DANCE

See

ACTIVITY- 2

DAY 12 - 3rd DEC 2022



Seen

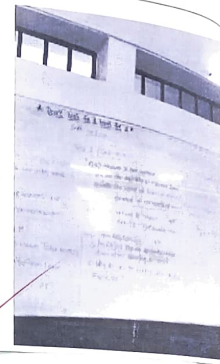
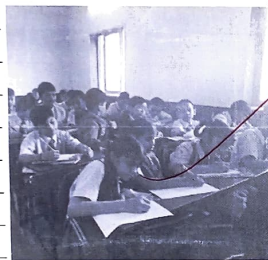
On the 3rd Dec. 2022, I reach school at 8 a.m. because it is Saturday.

This is the end of our 2nd week of Internship program and also the activity day. So, regularly as I said the timing was 8.00 a.m. to 10.00 a.m.

There will be the classical dance activity which is not in school. because for classical dance there is need to a big hall which is outside of the school. It is situated in Saket college Yoga room.

There is only girls present in classical dance. the was very nice dancer she teach one by one step by step then the girls started to follow her. All girls are pink colour dress and green Odani. All our group member are observe by carefully and It is very enjoyable movement. all we are very much enjoying this classical dance.

ACTIVITY- 2 - CLASSICAL DANCE



3rd WEEK
4th DEC 2022- SUNDAY

DAY- 13- 5th DEC 2022

On 5th Dec. 2022, I reach school at 7:15 a.m. After the prayer I am going into 6th A class and reminder to students that the test we are going to take today after the recess. Students were ready to give the test. After this I am going to another class to observe student's activity.

I am learning the new methods of teaching from other teachers and also from the peers.

In the recess I am writing a test paper question on the white board. When recess complete at 10:10 a.m. students were started a test paper to write in fullscape paper and at 10:45 a.m. end of time. Time limit is half an hr only. then I collect all the answer sheet and going in staffroom.

So, like this my this 13th day was completed.

TEST PAPER - 1



ACTIVITY-3

DAY-18-10th DEC 2022

On the 10th Dec, 2022 I reach school at 8 a.m because it is Saturday.

This is the end of our 3rd week of our Internship program and also this is activity day. So, the time was 8 a.m to 10 a.m only.

There will be the karate class activity which is held on school Teres because it has having more space.

There is only boys are present for this activity. It is not compulsory but who wants to join that will be allowed for this.

All the students are present in white uniform only. Some students having green belt. Some are of black belt.

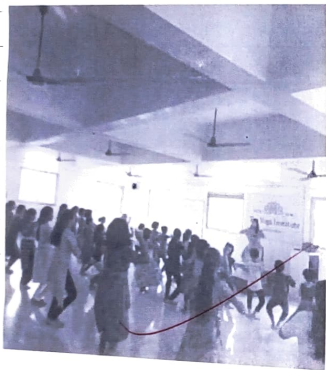
This is very nice activity I enjoy this activity.

Everybody need to learn karate for our selfty.

ACTIVITY-3. KARATE CLASS

ACTIVITY-4

DAY-24 - 17th DEC 2022



On the 17th Dec. 2022, I am not going to school because there is "dance competition" arrange at "K.C. Gandhi" school. so, that I directly reach there at 10.00 a.m in that school which is Kalyan west.

For that competition, 3-4 other schools students are participated. From Saket school, there are 3-5 groups are participated.

2 type of dance are classical and 3 types of dance are western dance. I am observing that dance. Every students performance are very nice and correct steps are perform. this is because of only practice and practice make man perfect.

Before that competition, rehearsal is done by ~~the~~ some peers and then going for final performance.

The competition started at 10.00 a.m and ended ~~at~~ on 4.00 p.m.

After 4.00 p.m we are checking all students and then all are return to home.

ACTIVITY-4 - DANCE COMPETITION

ACTIVITY-5

DAY-42 - 7th JAN 2023

On the 7th Jan 2023, I reached school at 8:00 a.m. It is my day 42 of Internship program. The day was started as regular with prayer.

This day we plan a Yoga activity for the students.

As we know the Importance of Yoga and its benefits to our regular life.

We arrange the Yoga for 6th std. student on the building Terres.

All are seat in row & one by one and the started Yoga. Firstly they started with Pranayam, Omkar.

Then lastly ended with shavasanna. After this at 10:00 a.m. all are going to home.

ACTIVITY-5 - YOGA

WEEK-8th8th JAN 2023- SUNDAYDAY-43 - 9th JAN 2023

seen

On this 9th Jan 2023 I reached school at 7:20 a.m. this is my 43rd day of Internship program. As school started with prayer.

On this day we plan a Drawing competition activity for 6th A class student. This is second last lecture. we given a theme for student example To draw a Robot Picture. We given time for student just 30 min.

Students are very happy with this theme all are started drawing and colouring it.

After completing drawing they started showing we observing all the activity. and enjoying also.

Like this I completed my 43rd day and me and my peer going to our home.

ACTIVITY-6 - DRAWING COMPETITION

DAY- 45 - 11th JAN 2023



On the 11th Jan 2023, I reached school at 4:15 am. This is my 45th day of Internship program. I am very happy as my lessons are completed. I am just observing only activities of student.

on this day I plan a activity of handwriting competition. on 5th A class.

When handwriting is nice and neat and clean then examiner easily check the answersheet. That's why I am decide to take handwriting competition.

I am saying the students to take a page from your notebook and write a para from the textbook and only 15 mins are given. After completing I collect pages & check.

Like this I completing my day. & I am going to my home at 12:50.

ACTIVITY. 7. HANDWRITTING
COMPETITION



ACTIVITY-8

DAY 47. 13th JAN 2023

On the 13th Jan 2023 I reached school at 7:20 a.m. This is my 14th day of Internship program. The day was started with regular prayer.

On this day I am deciding to take some activity on 8th class. Then I seen the free lecture (period) in that day. Second last period is free for that student. Then I am taking "easy writing competition" on that day.

First 1 to 6 lecture I am just observing the method teacher lecture. Then I am going in 8th class for taking activity. My topic is "Makar Sankranti" I given this topic to that student, and timing was 30 min. at last I am collecting all the papers on that they written easy. And I am going to the staff room, and checking what they written.

At 12.45 I am going to home.

ACTIVITY-8-EASSY WRITTING



WEEK - 9th
15th JAN 2023 - SUNDAY

DAY - 49 - TO DAY - 53

16th JAN TO 20st JAN 2023

ONE WEEK - UNIT TEST

[2 hrs. Supervising only]

DAY - 54 - 21st JAN 2023

On the 21st Jan 2023 I reached school at 8.15
this is my 54th day of my Internship program.
I arrange Lezim activity for 8th & 9th student.
This is used for the 26th Jan Republic day.
that's why I arranged & taking practice of
students and observing also.

ACTIVITY - 9 - LEZIM

WEEK-10th
22-JAN-2023 SUNDAY

DAY-55 23rd JAN 2023



On 23rd Jan 2023, I reached school at 7.25 a.m. This is my 55th day of Internship. program. also this is 10th week. started. from the first lecture I am observing all the activities of student. Then I decide to take dumbels activity.

This activity is very important for the student because of this activity students feel feeling fresh as well as muscles also get active to perform. class 8th std. students are performing this activity. It is 30 min activity. after this all are going in class.

Then I am also going at home at 12.50 with peers.

ACTIVITY-10. DUMBELLS

SAKET MAGNOTSSAV AND ROHAK 2K23

(28th JAN 2023 - 4th FEB 2023)



DAY-60-28th JAN 2023

On the 28th Jan 2023. This is the day 350 was my 10th week of mentorship program completed.

From this day to Feb 4. Saket Mangotsav and Rohak started and was held so many activities in this week.

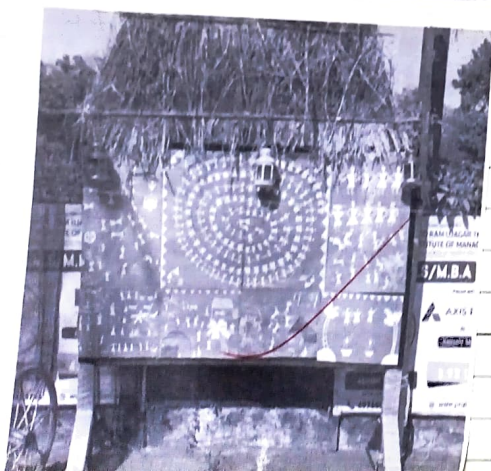
This is inauguration day. All are coming with Naupuri came for girls and Maharashtra dress up.

On this day, we plan dance competition for the 8th std. students and others 6th & 7th combine dance is plan. For 8th std. students Powada & for 6th & 7th Lezim Was arrange.

All the students were dance very well. The program was started at 11:30 and ended at 3:30 pm. Then all are going to our home.

ACTIVITY-11- ROHAK

DANCE COMPETITION



WEEK- 11th
29th JAN 2023- SUNDAY

DAY- 61 - 30th JAN 2023

TO

DAY- 66 - 4th FEB 2023

The whole week is Rohak programme is done.
The schedule are as follows,

- 30/1/23 → Inter school competition of sports and cultural activities for school
- 31/1/23 → Intercollegiate competition for Jr. college
- 01/02/23 → Intercollegiate competition for degree college
- 02/02/23 → Intercollegiate competition for post graduate students.
- 03/02/23 → Rohak Finale of cultural activities
- 04/02/23 → and prize distribution.

We all are observing these activities and enjoying also.

Like this, our 11 week internship program is ended.

END OF INTERNSHIP PROGRAM

Assessing student learning

SAKET COLLEGE OF
EDUCATION B.Ed
2019-20

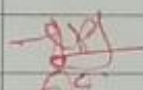
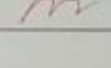
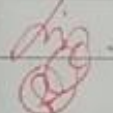
SYBEd SEM III

JADHAV KIRTI

DAYANAND

SUB-LESSON PLAN

ASSINGMENT :- INTERNSHIP PROGRAM
FILE

Sr No	Lesson Name.	Observer professor	sign	Remarks
1)	practice teaching lesson plan			
	Lesson 1	Jitendra sir		
	Lesson - 2	Renu mam,		
	Lesson - 3	Smita mam.		
	Lesson - 4	Jitendra sir		
	Lesson - 5	Jitendra sir.		
	Lesson - 6	Smita mam		
	Lesson - 7			
	Lesson - 8			
	Lesson - 9			
2)	Co-teaching Lesson.			
	Lesson - 1	Renu mam		
	Lesson - 2	Jitendra sir		
	Theme based Lesson sm			
	Lesson - 1	Smita mam		
	Lesson - 2	Renu mam		
	Nai talim			
	Lesson - 1	Smita mam		
	Lesson - 2	Jitendra sir.		



Practice
teaching
lesson

Name of the Pupil Teacher

Jadhav Kirti Dayanand

Roll NO:- 26

Subject: Maths

Lesson NO:- General (02)

Lesson NO:- (In method) 02

Topic :- Expansion formulae

Sub Topic :- Expansion of

$(x+a)(x+b)$ ✓

practising school

Anand Global

Kalyan East

Std IV Div:-

Date: 31/07/19

Time:-

Previous knowledge of the class:- Students have previous knowledge about constant variable and simple binomial, monomial algebraic expansion.

Teaching point.

I) Activity: Expand

$(x+a)(x+b)$ using

formulae for area of

square and rectangle

II Expansion of

$(x+a)(x+b)$

III) practice set 5.1

General objective:

Knowledge

1) Pupil acquire the knowledge

about expansion of $(x+a)(x+b)$

Understanding

2) Pupil develop an understanding

of expansion formula $(x+a)(x+b)$

Application

3) Pupil applied their knowledge

and understanding about

familiar with expansion of

$(x+a)(x+b)$

Skill

4) Pupil develop the skill

required to study expansion

formula $(x+a)(x+b)$

Teaching Aids:- Activity chart showing the expansion formula for areas of a square and rectangle.

Reference:- www.quora.com
Book

Content Analysis

Activity

Expansion of $(x+a)(x+b)$

$$(x+a)(x+b)$$

$$= x(x+b) + a(x+b)$$

$$= x(x) + x(b) + a(x) + a(b)$$

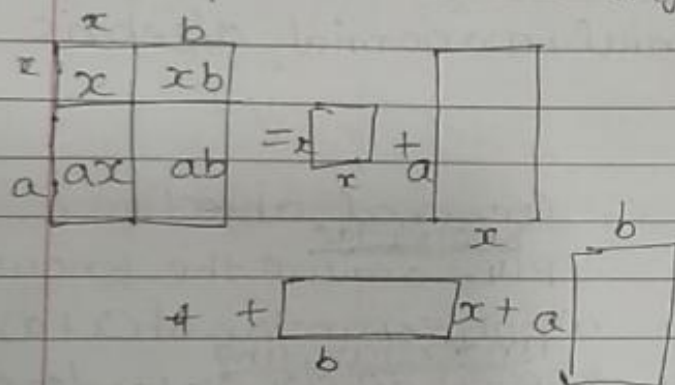
$$= x^2 + xb + xa + ab$$

$$= \boxed{x^2 + x(a+b) + ab}$$

Activity: Expand $(x+a)(x+b)$

using formulae for area of

a square and rectangle



$$(x+a)(x+b) =$$

$$= x^2 + ax + bx + ab$$

$$\therefore (x+a)(x+b)$$

$$= x^2 + (a+b)x + ab$$

Objective specification

→ App specific

1) pupil understanding
term expansion $(x+a)(x+b)$

1) Knowledge

pupil recognize the term
expansion of $(x+a)(x+b)$

2) Understanding

pupil will also
understanding relationship
between expansion
 $(x+a)(x+b)$

3) Application

pupil will be able to
use it in daily life

4) skill :- Pupil develop

skill of observation
of various problems
example and How
to solve example of
 $(x+a)(x+b)$
expansion of

procedure:- yesterday we have learn about expansion of binomial.

statement of Aim:- so today we will learn about expansion formula. $(x+a)(x+b) = ax^2 + (a+b)x + ab$

presentation:- Teacher explain the activity expand $(x+a)(x+b)$ using chart

Teacher say to student write down this activity in your book.

teacher solve examples of $(x+a)(x+b)$

Student ask question to teacher

teacher give answer and explain the topic.

teacher ask question and say students to expand given example. student expand example teacher and give to answer to stud teacher. teacher give homework.

student write down homework teacher evaluate topic.

conclusion:- so today we learn about expansion formula of $(x+a)(x+b)$

core element:- Inculcation of scientific temper

value:- scientific attitude.

Evaluation.

1) tell me the expansion formula of $(a+b)^2$

2) tell me the expansion formula of $(a-b)^2$.

Recapitulation

1) $(x+2)(x+3)$ solve it

Application

1) $(y+4)(y-3)$

2) $(m+\frac{3}{2})(m+\frac{1}{2})$

solve the given example.

Assignment.

1) $(x+\frac{1}{x})(x-\frac{1}{x})$

2) $(9x-5t)(9x+3t)$

3) $(3x+4y)(3x+5y)$

4) $(p+8)(p-3)$

5) $(x-3)(x-7)$

Black Board work

subject - maths

Date 31/07/19

Unit:- Expansion formulae.

std. VIII

Subunit: Expansion of $(x+a)(x+b)$

Formula

$$(x+a)(x+b) = x^2 + (a+b)x + ab$$

Ex 1) $(x+2)(x+3)$

$$= x(x+3) + 2(x+3)$$

$$= x(x) + x(3) + 2(x) + 2(3)$$

$$= x^2 + 3x + 2x + 6$$

$$= x^2 + 5x + 6$$

Ex 2) $(m + \frac{3}{2})(m + \frac{1}{2})$

$$= m^2 + (\frac{3}{2} + \frac{1}{2})m + \frac{3}{2} \times \frac{1}{2}$$

$$= m^2 + \frac{4m}{2} + \frac{3}{4}$$

$$= m^2 + 2m + \frac{3}{4}$$

seen

Set Induction done -

Black board done

Lesson explained nicely

Adequate content knowledge

Effective class control

Overall lesson is good.





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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher: <u>Jadhav Kirti Dayanand</u>	Practising School: <u>Anand Global school</u>
Roll No. <u>26</u>	Std. <u>8th</u> Div. <u>---</u>
Subject: <u>---</u>	Date: <u>21/07/19</u>
Lesson No. (General) (<u>02</u>)	Time - From <u>8:45</u> To <u>9:15</u>
Lesson No. (In the method) <u>2</u>	
Topic: <u>Expansion formulae</u>	
Subtopic: <u>Expansion of $(x+a)(x+b)$</u>	

Previous knowledge of the class

Students have previous knowledge about constant variable and simple binomial monomial algebraic expression expansion.

Teaching Points	General Objectives
I) Activity :- Expand $(x+a)(x+b)$ using formula for area of square for area of and rectangle	<u>Knowledge</u> :- Pupil acquire the knowledge about expansion of $(x+a)(x+b)$ <u>Understanding</u> :- Pupil develop an understanding of expansion formula $(x+a)(x+b)$ <u>Application</u> :- Pupil applied their knowledge and understanding about familiar with expansion of $(x+a)(x+b)$
II) Expansion of $(x+a)(x+b)$	
III) Practice set 5.1	<u>Skill</u> :- Pupil develop the skill required to study expansion formula $(x+a)(x+b)$

Teaching Aids :- Activity chart showing the expansion formula for area of a square and rectangle.

Reference Aids :-
Book

www.mathsifun.com

Content Analysis	Objective : Specifications
	Specific
Expansion of $(x+a)(x+b)$	pupil understanding term expansion $(x+a)(x+b)$
$(x+a)(x+b)$ $= x(x+b) + a(x+b)$ $= x(x) + x(b) + a(x) + a(b)$ $= x^2 + xb + xa + ab$ $= x^2 + x(a+b) + ab$	1) knowledge : ① pupil recognize the term expansion of $(x+a)(x+b)$ ② Pupil memorize term expansion of $(x+a)(x+b)$
Activity: - Expand $(x+a)(x+b)$ using formulae for area of a square and rectangle.	understanding: ① pupil will also understanding relationship between expansion of $(x+a)(x+b)$
	② pupil express their view on expansion of $(x+a)(x+b)$
	Application
$\therefore (x+a)(x+b)$ $= x^2 + ax + bx + ab$ $\therefore (x+a)(x+b)$ $= x^2 + (a+b)x + ab$	① Pupil will be able to use it in daily life. ② pupil judge their knowledge about expansion of $(x+a)(x+b)$
	Skill
	① Pupil develop skill of observation of various example and how to solve example of expansion of $(x+a)(x+b)$
	② pupil handle solution of expansion of $(x+a)(x+b)$ carefully.

Procedure	Evaluation
Introduction :- Yesterday we have learn about expansion of binomial.	Generalization :- 1) Tell me the expansion formula of $(a+b)^2$ 2) Tell me the expansion formula of $(a-b)^2$.
Statement of Aim :- So today we will learn about expansion formula $(x+a)(x+b) = x^2 + (a+b)x + ab$.	
Presentation :- 1) Teacher explain the activity expand $(x+a)(x+b)$ using chart. 2) Teachers say students to write down this activity in your book. 3) teacher solve example of $(x+a)(x+b)$ 4) Student ask question to teacher 5) teacher give answer and explain the topic. 6) teacher ask question and say students to expand given example 7) Students solve example and give answer to teachers 8) teacher give home work. 9) student write down homework.	Recapitulation :- 1) $(x+2)(x+3)$ expand it. Application :- Expand b) the given example. 1) $(y+4)(y-3)$ 2) $(m+\frac{3}{2})(m+\frac{1}{2})$ solve the given example.
Conclusion :- So, today we learn about expansion formula $(x+a)(x+b)$.	
Core Elements :- Inclucation of scientific temper.	
Values :- Scientific attitude.	Assignment :- Expand it 1) $(x+\frac{1}{x})(x-\frac{1}{x})$ 2) $(9x-5t)(9x+3t)$ 3) $(p+8)(p-3)$

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date
Std

Subject :- maths

Unit : Expansion of formulae

Subunit :- Expansion of $(x+a)(x+b)$

Formula
 $(x+a)(x+b) = x^2 + (a+b)x + ab$

Ex:1 $(x+2)(x+3)$
 $= x(x+3) + 2(x+3)$
 $= x(x) + x(3) + 2(x) + 2(3)$
 $= x^2 + 3x + 2x + 6$
 $= x^2 + 5x + 6$

Ex:2 $(m + \frac{3}{2})(m + \frac{1}{2})$
 $= m^2 + (\frac{3}{2} \times \frac{1}{2})m + \frac{3}{2} \times \frac{1}{2}$
 $= m^2 + \frac{4m}{2} + \frac{3}{2}$
 $= m^2 + 2m + \frac{3}{2}$

Remarks Items

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

Suggestions :-

Set Induction done
 - Blackboard work done
 Lesson explained nicely.

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



Name of the pupil teacher Practising school
Jadhav Kirti Dayanand Anand Global
Roll No: 26 Kalyan East
Subject: - maths

Lesson No: - General (03) Std: VIII Div: -
Lesson No: - (In method) (03) Date: - 2/8/19
Topic: Expansion formulae Time: - 8:45 to 9:15
Subtopic: Expansion of
 $(a+b)^3$

previous knowledge of the class: - Students have previous knowledge about constant variable monomial binomial expansion algebraic expansion.

Teaching Point

1) (II) Expansion of
 $(a+b)^3$

2) Practice set 5.2

General objectives

1) Pupil acquire the knowledge about expansion of $(a+b)^3$

2) Pupil develop an understanding of expansion formula $(a+b)^3$

3) Pupil applied their knowledge and understanding about familiar with expansion of $(a+b)^3$

4) Pupil develop the skill required to study expansion formula $(a+b)^3$

Teaching Aids: - Aeti chart showing formula of $(a+b)^3$

Reference: - [www. www. mathsisfun. com.](http://www.mathsisfun.com)
Book

Content Analysis

$a+b$

Expansion of $(a+b)^3$

$$(a+b)^3 = (a+b)(a+b)(a+b)$$

$$= (a+b)(a+b)^2$$

$$= a(a^2 + 2ab + b^2)$$

$$+ b(a^2 + 2ab + b^2)$$

$$= a^3 + 2a^2b + ab^2 + a^2b + 2ab^2 + b^3$$

$$= a^3 + +$$

$$= a^3 + 3a^2b + 3ab^2 + b^3$$

$$\therefore (a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$$

Let us study some examples. Pupil will also understand the relationship between the above expansion formulae.

Ex: $(x+3)^3$

We know that $a+b$

$$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$$

In given example $a=x$

and $b=3$

$$\therefore (x+3)^3 =$$

$$= x^3 + 3(x^2)(3) + 3(x)(3)^2 + (3)^3$$

$$= x^3 + 9x^2 + 27x + 27$$

Objective specification specific

1) Pupil understanding term expansion

$$(a+b)^3$$

1) Knowledge

Pupil recognize the term expansion of

$$(x+a)(a+b)^3$$

Pupil memorize term expansion of $(a+b)^3$

2) Understanding

Pupil will also understand

relationship between expansion $(a+b)^3$

Pupil express their view on expansion of $(a+b)^3$

3) Application

Pupil will be able to use it in daily life.

Pupil judge their knowledge about expansion of $(a+b)^3$

4) Skill

* Pupil develop skill

of observation of

various problems

example and How

to solve example

of $(a+b)^3$.

* The pupil handle

a solution of

expansion of $(a+b)^3$

Carefully.



procedure: - yesterday we have learn about expansion of $(x+a)(x+b)$

statement of Aim: so today we will learn about expansion $(a+b)^3$

presentation: - Teacher explain formula $(a+b)^3$ using chart.

Teacher say write down formula in your notebook teacher solve examples of $(x+a)(x+b)^3$

student ask Question. teacher ex give to answer, teacher ask Question and say students to expand given example using formula $(a+b)^3$. students solve examples given teacher give home work student write down the home work.

conclusion: - so today we learn about expansion of $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$

core element: - Inclucation of scientific temper.
value: - scientific attitude

Evaluation.
Generalization
Evaluation

1) tell me the expansion formula of $(a+b)^3(x+a)(x+b)$

Recapitulation.

1) $(x+4)^3$
sol expand it using formula of $(a+b)^3$

Application

1) $(101)^3$ Expand
2) $(x + \frac{1}{x})^3$

Expand examples based on the above expansion formula.

3) Assignment:

1) $(7x+84)^3$

2) $(52)^3$

3) $(7x+84)^3$

4) $(2m + \frac{1}{5})^3$

Black Board work

Date 2/08/19

std: 8th.

subject:- maths

Unit:- Expansion Formulae

Subunit:- expansion of $(a+b)^3$

Formula:-

$$(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$$

Ex1 $(k+4)^3$

= let In given example.

$a = k$ $b = 4$

$$\begin{aligned}\therefore (k+4)^3 &= (k)^3 + 3(k)^2(4) + 3(k)(4)^2 + (4)^3 \\ &= k^3 + 12k^2 + 48k + 64\end{aligned}$$

seen

$$2) \left(x + \frac{1}{x}\right)^3$$

$\therefore a = x$ $b = \frac{1}{x}$

$$\left(x + \frac{1}{x}\right)^3 = (x)^3 + 3x^2 \times \frac{1}{x}$$

$$+ 3\left(\frac{1}{x}\right)^2 \times x + \left(\frac{1}{x}\right)^3$$

$$= x^3 + 3x + 3\frac{1}{x} + \frac{1}{x^3}$$

$$= x^3$$

$$\left(x + \frac{1}{x}\right)^3 = x^3 + 3x + \frac{3}{x} + \frac{1}{x^3}$$

* Introduction with questions

* B.B.W - Topic - ~~Expansion~~ - Expansion - E
step by step with colour chalks

* explain Expansion of $(a+b)^3$ with examples explain examples step by step with the help of students

* Content knowledge - good

* Overall lesson - good
keep it up

Smita

2/8/19





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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher <u>Jadhav Kirti</u> <u>Dayanand</u>	Practising School <u>Anand</u> <u>Global School</u>
Roll No. <u>26</u>	Std. <u>8th</u> Div. <u>7</u>
Subject <u>Maths</u>	Date <u>2/08/19</u>
Lesson No. (General) (<u>03</u>)	Time - From <u>8:45</u> To <u>9:15</u>
Lesson No. (In the method) <u>03</u>	
Topic <u>Expansion Formulae</u>	
Subtopic: - <u>Expansion of</u> <u>$(a+b)^3$</u>	

Previous knowledge of the class

Students have previous knowledge about constant,
variable, monomial, binomial algebraic expansion.

Teaching Points	General Objectives
Te 1) II Expansion of $(a+b)^3$ 2) practice set 5.2	<u>Knowledge</u> : - Pupil acquire the knowledge about expansion of $(a+b)^3$ <u>Understanding</u> : - Pupil develop an understanding of expansion formula $(a+b)^3$ <u>Application</u> : - Pupil applied their knowledge and understanding about familiar with expansion of $(a+b)^3$ <u>Skill</u> : - Pupil develop the skill required to study expansion formula $(a+b)^3$

Teaching Aids: - chart showing expansion formula of $(a+b)^3$

Reference Aids: - Book w.w.w. quara.com

Content Analysis	Objective : Specifications
Expansion of $(a+b)^3$ $(a+b)^3 = (a+b)(a+b)(a+b)$ $= (a+b)(a+b)^2$ $= (a+b)(a^2+2ab+b^2)$ $= a(a^2+2ab+b^2) + b(a^2+2ab+b^2)$ $= a^3+2a^2b+ab^2+a^2b+2ab^2+b^3$ $= a^3+3a^2b+3ab^2+b^3$ $\therefore (a+b)^3 = a^3+3a^2b+3ab^2+b^3$	specific: pupil understanding term expansion $(a+b)^3$ knowledge: ① pupil recognize the term expansion of $(a+b)^3$ ② pupil memorize term expansion of $(a+b)^3$
Let us study some example Base on the above expansion formula Ex1) $(x+3)^2$ We know that $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$ In given example $a=x$ and $b=3$ $\therefore (x+3)^2$ $= x^3+3(x^2) \times (3)+3(x)(3)^2+(3)^3$ $= x^3+9x^2+27x+27$	2) <u>Understanding</u>:- ① pupil will also understanding relationship between expansion $(a+b)^3$ ② pupil express their view on expansion of $(a+b)^3$ 3) <u>Application</u>:- 1) pupil will be able to use it in daily life. ② pupil Judge their knowledge about expansion of $(a+b)^3$ skill ① pupil develop skill of observation of various example and How to solve example of $(a+b)^3$ ② Pt The Pupil handle solution of expansion of $(a+b)^3$ carefully.

Procedure	Evaluation
Introduction :- yesterday we have learn about expansion of $(x+a)(x+b)$	Generalization :- 1) tell me the expansion formula of $(x+a)(x+b)$.
Statement of Aim :- so today we will learn about expansion of $(a+b)^3$	
Presentation :- Teacher explain formula $(a+b)^3$ using chart. Teacher say write down formula in your note book. teacher solve examples of $(a+b)^3$ student ask question to teacher. teacher give to answer. teacher ask question and say students to expand given example using formulae $(a+b)^3$. students solve example teacher give home work student write down the home work. students note down home work.	Recapitulation :- 1) $(k+4)^3$ expand it using formula $(a+b)^3$.
	Application :- 1) $(101)^3$ 2) $(x + \frac{1}{x})^3$ Expand examples base on the above expansion formula.
Conclusion :- so, today we learn about expansion of $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$	
Core Elements :- Inclucation of scientific temper	Assignment :- 1) $(7x+8y)^3$
Values :- scientific allitude.	2) $(52)^3$ 3) - 3) $(2m + \frac{1}{5})^3$ Expand it.

BLACK BOARD WORK

Jottings Diagram :-

sub: maths
Unit:- Expansion formulae
subunit:- expansion of $(a+b)^3$

Formula:
 $(a+b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$

Ex. 1 $(k+4)^3$

let In given example.

$a=4$ $b=4$

$\therefore (k+4)^3 = (k)^3 + 3(k)^2 \times 4$
 $+ 3 \times (k) \times (4)^2 + (4)^3$

$\therefore (k+4)^3 = k^3 + 12k^2 + 48k + 64$

Summary :-

Date 2/8/19
std: 8th

Ex. 2) $(x + \frac{1}{x})^3$
 $a=x$ $b=\frac{1}{x}$
 $(x + \frac{1}{x})^3 = x^3 + 3x(x)^2 \times \frac{1}{x}$
 $+ 3(\frac{1}{x})^2 \times (x) + (\frac{1}{x})^3$

$= x^3 + 3x + \frac{3}{x} + \frac{1}{x^3}$

$(x + \frac{1}{x})^3 = x^3 + 3x + \frac{3}{x} + \frac{1}{x^3}$

Remarks Items

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

Suggestions :-

- * Introduction with questions
- * B.B.W- step by step
- * explain problem step by step
- * Overall lesson good

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



Name of the Pupil Teacher

Jadhav Kirati Dayanand

Roll No:- 26

Subject:- maths

Lesson No:- General (04)

Lesson No:- (In method) 04

SubTopic:- Expansion of $(a-b)^3$

Topic:- Expansion formulae.

practising school

Anand Global Kalyan East

Std:- VIII Div:-

Date:-

Time- 7/8/19

Previous knowledge of the class:-

students have previous knowledge about, constant variable simple binomial, monomial algebraic expansion.

Teaching Point

1) Expansion of $(a-b)^3$

2) Practice set 5.3

General objective

1) Pupil acquire the knowledge about expansion of $(a-b)^3$

2) Pupil develop an understanding of expansion formula $(a-b)^3$

3) Pupil applied their knowledge and understanding about familiar with expansion of $(a-b)^3$

4) Pupil develop the skill required to study expansion formula $(a+b)(a-b)^3$

Teaching Aids:- chart showing Expansion of $(a-b)^3$

Reference:- www.quora.com

Content Analysis

Expansion of $(a-b)^3$

$$\therefore (a-b)^3 = (a-b)(a-b)(a-b)$$

$$= (a-b)(a^2 - 2ab + b^2)$$

$$= a(a^2 - 2ab + b^2) - b(a^2 - 2ab + b^2)$$

$$= a^3 - 2a^2b + ab^2 - a^2b + 2ab^2 - b^3$$

$$= a^3 - 3a^2b + 3ab^2 - b^3$$

$$\therefore (a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$$

1) Expand $(x-2)^3$

we know that

$$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$$

Here taking $a=x$ $b=2$

$$(x-2)^3 =$$

$$= x^3 - 3x^2 \times 2 + 3x \times (2)^2 - (2)^3$$

$$= x^3 - 6x^2 + 12x - 8$$

simplify

$$1) (p+q)^3 + (p-q)^3$$

$$= p^3 + 3p^2q + 3pq^2 + q^3$$

$$+ p^3 - 3p^2q + 3pq^2 - q^3$$

$$= 2p^3 + 6pq^2$$

objective specification specific

Pupil understanding

term expansion of

$(a-b)^3$ @ pupil memorize
term expansion of $(a-b)^3$

1) Knowledge

pupil recognize the
term expansion of

$(a-b)^3$ @ pupil express their
view on factors of $(a-b)^3$

3) Application

@ pupil will be able to
use it in daily

life. @ pupil judge their

knowledge about expansion
of $(a-b)^3$

4) Skill

@ pupil develop skill of
observation of various
problems example

and How to solve

example of $(a-b)^3$

@ pupil handle

solution of expansion

of $(a-b)^3$ carefully.

procedure: -

Introduction: - yesterday we have learnt about expansion of binomial $(a+b)^3$

statement of Aim: - so today we will learn about expansion formula of $(a-b)^3$.

presentation: - Teacher explain formula $(a-b)^3$ using chart.

Teacher say write down formula in your notebook teacher solve examples of $(a-b)^3$.

student ask question to teacher.

teacher give answer.

teacher solve examples of $(a-b)^2$. students write down in notebook. teacher ask questions.

student give answer.

teacher give home work.

Conclusion: - so today we learn about expansion formula of $(a-b)^3$
$$= a^3 - 3a^2b + 3ab^2 - b^3$$

core element: - Inculcation of Scientific temper.
value: Scientific attitude.

Evaluation

Generalization:

tell me the expansion formula of $(a-b)^3$

Recapitulation

- 1) $(2m-5)^3$
- 2) $(2p - \frac{1}{2p})^3$

Expand given Example

Application

- 1) simplify following.
 $(2a+b)^3 - (2a-b)^3$
- 2) expand the given example.
 $(198)^3$

Assignment: -

- 1) $(4-p)^3$ Expand
- 2) $(58)^3$ Expand.
- 3) $(\frac{x}{3} - \frac{23}{x})^3$ Expand it
- 4) simplify:
i) $(4a-3)^2(4a+3)^3$
ii) $(5x-7y)^3(5x+7y)^3$

Black Board work

Date

Subject :- maths

Std.:-

subunit :- Expansion formula

subunit :- Expansion of $(a-b)^3$

Formula

We know that

$$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$$

2) simplify

$$(2a+b)^3 - (2a-b)^3$$
$$= (2a)^3 + b^3 + 3 \times (2a)^2 \times b + 3 \times 2a \times b^2$$

$$- \{ (2a)^3 - (b)^3 - 3 \times (2a)^2 \times b + 3 \times 2a \times (b)^2 \}$$

$$= 8a^3 + b^3 + 12a^2b + 6ab^2 - 8a^3 + b^3 + 12a^2b - 6ab^2$$
$$= 2b^3 + 24a^2b$$

Expand

1) $(2m-5)^3$

$$\Rightarrow (2m-5)^3 = (2m)^3 - 3 \times (2m)^2 \times 5 + 3 \times 2m \times (5)^2 - (5)^3$$
$$= 8m^3 - 60m^2 + 150m - 125$$

~~10/08/2019~~

- ① Set induction was done as per the plan
- ② Explanation was good
- ③ voice audible to the whole class.
- ④ Teaching aids used
- ⑤ Interacted / generated in pupils
- ⑥ Example were more relevant
- ⑦ Evaluation was done v. well.
- ⑧ Don't accept wrong answers.
- ⑨ B.B work was good.
- ⑩ class control was good.
- ⑪ Assignment was given
- ⑫ Overall lesson was Good





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LESSON NOTES

Name of the Pupil Teacher <u>Jadhav Kirti Dayanand</u>	Practising School .. <u>Axand</u> .. <u>Global school</u>
Roll No. <u>26</u>	Std. <u>8th</u> Div. <u>-</u>
Subject .. <u>Maths</u> ..	Date .. <u>7/8/19</u> ..
Lesson No. (General) (<u>04</u>)	Time - From .. <u>8:45</u> .. To .. <u>9:15</u> ..
Lesson No. (In the method)	
Sub Topic .. <u>Expansion of $(a-b)^3$</u> ..	
Sub Topic :- <u>Expansion formula</u>	

Previous knowledge of the class :

Students have previous knowledge about constant variable, simple binomial, monomial algebraic expansion.

Teaching Points	General Objectives
1) Expansion of $(a-b)^3$	1) <u>knowledge</u> :- pupil acquire the knowledge about expansion of $(a-b)^3$
2) Practice set 5.3	2) <u>understanding</u> :- pupil develop an understanding of expansion formula $(a-b)^3$
	3) <u>Application</u> :- pupil applied their knowledge and understanding about familiar with expansion of $(a-b)^3$
	4) <u>skill</u> :- pupil develop the skill required to study expansion formula $(a-b)^3$

Teaching Aids :-

Chart showing Expansion of $(a-b)^3$

Reference Aids :-

Book

www.com quare.com

Content Analysis	Objective : Specifications
Expansion of $(a-b)^3$	1) Knowledge
$\therefore (a-b)^3 = (a-b)(a-b)(a-b)$	① pupil recognize the term expansion of $(a-b)^3$
$= (a-b)(a-b)^2$	② pupil memorize term expansion of $(a-b)^3$
$= (a-b)(a^2 - 2ab + b^2)$	
$= a(a^2 - 2ab + b^2) - b(a^2 - 2ab + b^2)$	understanding
$= a^3 - 2a^2b + ab^2 - a^2b + 2ab^2 - b^3$	① pupil will be also understanding relationship between expansion of $(a-b)^3$
$= a^3 - 3a^2b + 3ab^2 - b^3$	② pupil express their view on expansion of $(a-b)^3$
$\therefore (a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$	
1) Expand $(x-2)^3$	Application
We know that $(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$	① pupil will be able to use it in daily life
Here taking $a=x$ $b=2$	② pupil judge their knowledge about expansion of $(a-b)^3$
$(x-2)^3 =$	
$= (x^3) - 3(x^2)(2) + 3(x)(2)^2 - (2)^3$	
$= x^3 -$	
	Skill
	① pupil develop skill of observation of various example and How to solve example of $(a-b)^3$
	② pupil handle solution of expansion of $(a-b)^3$ carefully.

Introduction

about
= a^3

Statement

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Presentation

$(a-b)$

Teacher

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Conclusion

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Core Ele

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Values :-

Procedure	Evaluation
<u>Introduction</u> :- yesterday we have learn about expansion of $(a+b)^3$ $= a^3 + 3a^2b + 3ab^2 + b^3$	<u>Generalization</u> :- tell me the expansion formula of $(a-b)^3$
<u>Statement of Aim</u> :- so today we will learn about expansion of $(a-b)^3$	
<u>Presentation</u> :- Teacher explain formula $(a-b)^3$ using chart. Teacher say write down in your notebook teacher solve examples of $(a-b)^3$. Student ask question to teacher teacher give answer. teacher solve examples of $(a-b)^3$ students write in notebook. teacher ask questions. student give answer. teacher give home work. students note down home work.	<u>Recapitulation</u> :- 1) $(2m-5)^3$ 2) $(2p - \frac{1}{2p})^3$ Expand given Example.
	<u>Application</u> :- 1) simplify following. $(2a+b)^3 - (2a-b)^3$ 2) Expand the given example $(198)^3$
<u>Conclusion</u> :- so today we learn about expansion of $(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$	
<u>Core Elements</u> :- Inclucation of scientific temper.	<u>Assignment</u> :- Expand it 1) $(4-p)^3$ 2) $(5a)^3$ 3) $(\frac{x}{3} - \frac{3}{x})^3$
<u>Values</u> :- scientific attitude.	

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date: 7/8/19

Std: 8th

subject: - maths
Unit: - Expansion formulae
subunit: - Expansion of $(a-b)^3$

We know that

$$(a-b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$$

Expand: -

$$1) (2m-5)^3 = (2m)^3 - 3 \times (2m)^2 \times 5$$

$$+ 3 \times 2m \times (5)^2 - (5)^3$$

$$= 8m^3 - 60m^2 + 150m - 125$$

2) simplify:

$$(2a+b)^3 - (2a-b)^3$$

$$= [(2a)^3 + b^3 + 3 \times (2a)^2 \times b + 3 \times 2a \times b^2]$$

$$- [(2a)^3 - (b)^3 - 3 \times (2a)^2 \times b + 3 \times 2a \times (b)^2]$$

$$= 8a^3 + b^3 + 12a^2b + 6ab^2$$

$$- 8a^3 + b^3 + 12a^2b - 6ab^2$$

$$= 2b^3 + 24a^2b$$

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions

- 1) Set induction was done as per plan
- 2) Explanation good - had
- 3) voice Audible to the whole class
- 4) Teaching Aids used
- 5) interested (Generated in pupil)
- 6) Example were more relevant
- 7) Evaluation was done v. well
- 8) Don't accept chorus answers
- 9) B.B work was good
- 10) class control was good
- 11) Assignment was given

General Remarks

Overall lesson was good.



Supervising Professor

7/8/2019

Name of the Pupil Teacher

Jadhav Kirti Dayanand

Roll No:- 26

Subject :- maths

Lesson No:- General 05

Lesson No:- In method 05

Topic:- Expansion formulae

Subtopic:- expansion of

$$(a+b)^3 (a+b+c)^3$$

practising school

Anand Global Kalyan
East

std. VIII Div:- -

Date :

Time:- 8:45 to 9:15

previous knowledge of the class:-

students have previous knowledge about constant variable, simple binomial, monomial algebraic expansion.

Teaching Point

1) Expansion of $(a+b)^2$

2)

2) practice set 5.4

General Objectives.

Knowledge:

1) Pupil acquire the

knowledge about expansion of $(a+b+c)^2$

Understanding:

2) pupil develop an understanding of expansion formula $(a+b+c)^2$

Application:

3) pupil applied their knowledge and understanding about familiar with expansion of $(a+b+c)^2$

Skill:

4) pupil develop the skill require to study expansion formula $(a+b+c)^2$

Teaching Aids:- A chart showing for expansion formula of $(a+b+c)^3$

Reference:- www.mathfun.com
Book

Content Analysis :

objective specification

Expansion of $(a+b+c)^2$

$$(a+b+c)^2 = (a+b+c)(a+b+c)$$

$$= a(a+b+c) + b(a+b+c) + c(a+b+c)$$

$$= a^2 + ab + ac + ba + b^2 + bc$$

$$+ ca + bc + c^2$$

$$= a^2 + b^2 + c^2 + 2ab + 2bc + 2ac$$

$$\therefore (a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ac$$

Ex1) Expand $(p+q+3)^2$

$$= p^2 + q^2 + (3)^2 + 2 \times p \times q + 2 \times q \times 3 + 2 \times p \times 3$$

$$= p^2 + q^2 + 9 + 2pq + 6q + 6p$$

$$= p^2 + q^2 + 2pq + 6q + 6p + 9$$

1) Pupil understanding term expansion of $(a+b+c)^2$

1) Knowledge

pupil recognize the

term expansion of

$(a+b+c)^2$

① pupil memorise term expansion of $(a+b+c)^2$

2) Understanding

① pupil will also

understanding

relationship between

expansion of $(a+b+c)^2$

① pupil express their view on expansion of $(a+b+c)^2$

3) Application:-

① pupil will be able to

use it in daily life.

① pupil judge their knowledge about expansion of $(a+b+c)^2$

4) Skill

① pupil develop skill

of observation of

various example

and how to solve.

examples of $(a+b+c)^2$

① pupil handle

solution of facts

expansion of $(a+b+c)^2$

clearfully.

procedure:-

Introduction:- last yesterday we have learn about expansion of $(a-b)^3$

Evaluation.

1) tell me the expansion formula of $(a+b+c)(a-b)^3$

statement of Aim:- so today we will learn about expansion formula $(a+b+c)^2$

Recapitulation
Expand the given example.

1) $(2p+q+5)^2$

Presentation:- Teacher explain formula by help of chart.

student ask questions
teacher given answer.

Application
simplify

teacher solve example of $(a+b+c)^2$ on Black Board.

$(3k-4r-2m)^2$
 $-(3k-4r-2m)^2$

student copy the example in note book.

Teacher give examples of students

Assignment:

1) $(3x+4y-5p)^2$

student solve examples.

teacher give home work.

2) $(7m+3n-4k)^2$
Expand it.

conclusion:- so today we learn about expansion formula of $(a+b+c)^2 = a^2+b^2+c^2+2ab+2bc+2ac$

core element:- Inclination of scientific temper

value:- scientific attitude.

Date

std. 8th.

subject: maths

Unit:- Expansion formulae

Subunit:- expansion of $(a+b+c)^2$

$(2p+q+5)^3$ Expand:

$$= (2p)^2 + (q)^2 + (5)^2$$

$$+ 2(2p \times q) + 2(q \times 5)$$

$$+ 2(2p \times 5)$$

$$= 4p^2 + q^2 + 25$$

$$+ 4pq + 10q + 20p$$

$$= 4p^2 + q^2 + 4pq + 20p + 10q + 25$$

Formula:

$$(a+b+c)^2$$

$$= a^2 + b^2 + c^2 + 2pq + 2q$$

$$+ 2ab + 2bc + 2ac$$

~~9/8/19~~
9/8/2019

9/8/19

- Blackboard work done
- Coloured chalk used
- Lesson explained with examples
- Teaching aid effectively used
- Class responded and participated
- * Blackboard work should be enhanced
- A Generalization done.

Overall lesson is N. good.

9/8/19.





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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher <u>Jadhav Kirti</u> <u>Dayanand</u>	Practising School <u>Amnd</u> <u>Global Kalyan East</u>
Roll No. <u>26</u>	Std. <u>VIII</u> Div. <u>—</u>
Subject <u>Maths</u>	Date <u>9/8/19</u>
Lesson No. (General) (<u>05</u>)	Time - From <u>8:45</u> To <u>9:15</u>
Lesson No. (In the method) <u>05</u>	
Topic <u>Expansion formulae</u>	
Subtopic :- <u>expansion of</u> <u>$(a+b+c)^3$</u>	

Previous knowledge of the class

Students have previous knowledge about constant variable
simple binomial, monomial algebraic expansion.

Teaching Points	General Objectives
1) Expansion of $(a+b+c)^2$	1) <u>knowledge</u> - pupil acquire the knowledge about expansion of $(a+b+c)^2$
2) practice set 5.4	2) <u>understanding</u> - pupil develop an understanding of expansion formula $(a+b+c)^2$
	3) <u>pupil applied their knowledge</u> and understanding about familiar with expansion of $(a+b+c)^2$
	4) <u>skill</u> - pupil develop the skill required to study expansion formula $(a+b+c)^2$

Teaching Aids :- chart showing expansion formulae of
 $(a+b+c)^3$

Reference ^{Book} Aids :- www.maths fun.com

Content Analysis	Objective : Specifications
Expansion of $(a+b+c)^2$ $(a+b+c)^2 = (a+b+c)(a+b+c)$ $= a(a+b+c) + b(a+b+c)$ $+ c(a+b+c)$ $= a^2 + ab + ac + ba + b^2 + bc$ $+ ca + bc + c^2$ $= a^2 + b^2 + c^2 + 2ab$ $+ 2bc + 2ac$	① pupil understanding term expansion of $(a+b+c)^2$ knowledge ① pupil recognize the term expansion of $(a+b+c)^2$ ② pupil memorise term expansion of $(a+b+c)^2$ understanding.
∴ $(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ac$	① pupil will also understanding relationship between expansion of $(a+b+c)^2$ ② pupil express their view on expansion of $(a+b+c)^2$.
Ex. 1) Expand $(p+q+3)^2$ $= p^2 + q^2 + (3)^2 + 2 \times p \times q$ $+ 2 \times q \times 3 + 2 \times p \times 3$ $= p^2 + q^2 + 9 + 2pq + 6q$ $+ 6p$ $= p^2 + q^2 + 9 + 2pq + 6q + 6p$	Application. ① pupil will be able to use it in daily life ② pupil judge their knowledge about expansion of $(a+b+c)^2$ Skill ① pupil develop skill of observation of various example and How to solve examples of $(a+b+c)^2$ ② pupil handle solution of expansion of $(a+b+c)^2$ carefully.

Procedure	Evaluation
Introduction :- yesterday we have learn about expansion of $(a-b)^3$	Generalization :- tell me the expansion formula of $(a-b)^3$
Statement of Aim :- so today we will learn about expansion formula $(a+b+c)^2$	
Presentation :- ① Teacher explain formula by help of chart.	
② student ask question to teacher.	Recapitulation :-
③ teacher give answer to student	Expand the given example.
④ teacher solve example of $(a+b+c)^2$ on black Board.	1) $(2p+q+5)^2$
⑤ student copy the example in note book.	
⑥ Teacher give examples of students.	Application :-
⑦ student solve examples	simplify.
⑧ student solve Teacher give home work.	$(3k-4r-2m)^2$ $-(3k-4r-2m)^2$
⑨ students write down home work.	
conclusions :- so, today we learn about expansion formula	
Conclusion :- so of $(a+b+c)^2 =$ $a^2+b^2+c^2+2ab+2bc+2ac$	
Core Elements :- Inclucation of scientific temper.	Assignment :-
Values :- scientific attitude	1) $(3x+4y-5p)^2$ 2) $(7m-3n-4k)^2$

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date :- 7/08/19

Std :- 8th

subject :- maths
Unit :- Expansion formulae
subunit :- expansion of $(a+b+c)^2$

Ex-1) $(2p+q+5)^3$ Expand

$$= (2p)^2 + (q)^2 + (5)^2 + 2(2p \times q) + 2(2p \times 5) + 2(q \times 5) + 2(2p \times 5)$$

$$= 4p^2 + q^2 + 25 + 4pq + 10q + 20p$$

$$= 4p^2 + q^2 + 4pq + 20p + 10q + 25$$

Formula.

$$(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ac.$$

Remarks Items

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

Seen the remarks of the supervisor

Guiding Professor

Suggestions :-

- Black board work done.
- Coloured chalk used.
- Lesson explained with examples.
- Teaching aid effectively used.
- Class responded & participated.
- Blackboard work should be enhanced.
- Generalization done.

General Remarks

Overall lesson is v good.

Supervising Professor



Name of the pupil teacher
Jadhav Kirti Dayanand
Roll No.: 26

practising school
Anand Global
Kalyan East.

subject: - maths

Lesson No: General (07)

std: - VIII Div: - —

Topic: - Factorisation of

Date: - 21

Algebraic expression.

Time: - 8:45 to 9:15

Subtopic: - Factors of
quadratic trinomial

previous knowledge of class: -

Students have previous knowledge of
monomial and binomial expressions.

Teaching
Teaching Point

General objectives:

1) Factors of
quadratic
trinomial.

① Knowledge: - Pupil acquire the
knowledge about factors of
quadratic trinomial.

2) Practice set 6.1

② Understanding: - pupil develop
an understanding of factors
of a quadratic trinomial.

③ Application: - pupil applied
their knowledge and
understanding about familiar
with factors of quadratic trinomial.

④ Skill: - Pupil develop the
skill required to study
factors of quadratic trinomials.

Teaching Aids: - chart showing.

ex - of Quad

Reference: -
Book

27

Reference: - www.mathsfun.com

Content Analysis

Factors of quadratic trinomials.

An expression of the form ax^2+bx+c is called a quadratic trinomial.

We know that $(x+a)(x+b)$
 $= x^2 + (a+b)x + ab$

$\therefore$ the factors of $x^2 + (a+b)x + ab$ are $(x+a)(x+b)$

To find the factors of $x^2 + 5x + 6$ by comparing it with $x^2 + (a+b)x + ab$

we get $a+b=5$ $ab=6$

so let us find factors of 6 whose sum is 5

let us find the factors of 6 whose sum is 5

Then

writing the trinomial in the form $x^2 + (a+b)x + ab$

find its factors.

$$x^2 + 5x + 6 = x^2 + (3+2)x + 3 \times 2$$

$$= x^2 + (a+b)x + a \times b$$

$$= x^2 + 3x + 2x + 2 \times 3$$

$\therefore$ multiply 3+2 by x make two groups of four term obtained.

$$= x(x+3) + 2(x+3)$$

$$= (x+2)(x+3)$$

Objective specification.

Knowledge:-

① pupil recognize the term factors of quadratic trinomial

② pupil memorize term factors of quadratic trinomial

Understand. *develop an understanding of relationship*

① pupil will also relationship between factors of quadratic trinomials.

② pupil express their view on factors of quadratic trinomials.

Application.

① pupil will be able to use in daily life

② pupil judge their knowledge about factors of quadratic trinomials.

Skill.

① pupil develop skill of observation of various example of factors of quadratic trinomials.

② pupil handle solution of factors of quadratic trinomials carefully.

procedure:- Yesterday we have learn about the factorising Algebraic expressions of $ax+ay$ & a^2-b^2

Statement of Aim:- so today we will learn about factors of quadratic trinomial.

presentation:-

- ① Teacher explain formula for factors factors of quadratic trinomials.
 - ② Teacher say write down formula in your note book.
 - ③ Teacher solve examples of a^2+b^2 on
 - ④ Teacher show chart paper and explain the examples of factors of quadratic trinomials.
 - ⑤ Student ask questions.
 - ⑥ Teachers give answer.
 - ⑦ teacher give example and ^{say} solve to a students solve the examples of factors of quadratic trinomial. teacher give home work.
- Conclusion:- so today we learn about factors of quadratic trinomials.

core element:- Inclucation of scientific temper.

value:- scientific attitude.

Evaluation
Generalization

① tell me the expression of factors of $4x^2y+8xy^2$.

Recapitulation.

① Let us solve some examples using factors quadratic trinomial.

1) x^2+9x+8

2) $y^2+24y+144$

Application.

1) Find the factors of $5y^2+5y-10$

2) Factorise.

$m^3-23m+120$

Assignment:-

Factorise.

1) $2x^2+x-45$

2) $20x^2-26x+8$

3) $P^2-7P-44$

Date 21

std.: 8th.

Subject: - maths.

Unit: - Factorisation of Algebraic expressions.

Sub: - Expansion formula.

Sub: - Factors of a quadratic trinomials

1) Factorise

$$2x^2 + 5x - 18$$

$$= 2x^2 + 9x - 4x - 18$$

$$= x(2x + 9) - 2(2x + 9)$$

$$= (2x + 9)(x - 2)$$

2) Factorise.

$$x^2 - 10x + 21$$

$$= x^2 - 7x - 3x + 21$$

$$= x(x - 7) - 3(x - 7)$$

$$= (x - 7)(x - 3)$$

See
2/2/19



Name of the pupil teacher	practising school
Jadhav Kirati Dayanand	Anand Global School
Roll No:- 26	
Subject:- maths	std:- VIII Div:-
Lesson No:- 08	Date
Topic:- Factorisation of Algebraic expression	Time:-
subtopic:- Factors of quadratic trinomial.	

Previous knowledge of class:- students have previous knowledge of monomial and binomial expressions.

Teaching Point	General objectives
1) Factors of quadratic trinomial.	① Knowledge:- Pupil acquire the knowledge about factors of quadratic trinomial.
2) practice set 6.1	② Understanding:- pupil develop an understanding of factors of quadratic trinomial.
	③ Application:- Pupil applied their knowledge and understanding about familiar with factors of quadratic trinomials.
	④ Skill:- Pupil develop the skill required to study factors of quadratic trinomial.

Teaching Aids:- chart showing examples of quadratic trinomial.

Reference. www.mathsfun.com

Content Analysis

Factors of quadratic trinomials.

An expression of the form ax^2+bx+c is called a quadratic trinomial.

we know that $(x+a)(x+b)$
 $= x^2 + (a+b)x + ab$
 $\therefore$ the factors of $x^2 + (a+b)x + ab$ are $(x+a)(x+b)$

To find the factors of x^2+5x+6 by comparing it with $x^2+(a+b)x+ab$ it with x^2 we get
 $a+b=5$, $ab=6$

So let us find factors of 6 whose sum is 5

writing the trinomial in the form $x^2+(a+b)x+ab$ find its factors

$$\begin{aligned}x^2+5x+6 &= x^2+(2+3)x+2 \times 3 \\&= x^2+3x+2x+2 \times 3 \\&\dots \text{multiply } 3+2 \text{ by } x \\&\text{make two group of four term obtained} \\&= x(x+3)+2(x+3) \\&= (x+2)(x+3)\end{aligned}$$

Objective specification

knowledge

① pupil recognize the term factors of quadratic trinomials

② pupil memorize term factors of quadratic trinomial.

Understanding

① pupil will also develop understanding relationship between factors of quadratic trinomials.

Application

① pupil will be able to use in daily life

② pupil judge their knowledge about factors of quadratic trinomials

Skill

① Pupil develop skill of observation of various example of factors of quadratic trinomials.

② Pupil handle solution of factors of quadratic trinomials carefully.

Procedure:- Factorisation

Introduction:- A quadratic trinomial is an expression of the form $x^2 + bx + c$, where x is variable & a, b, c are non-zero.
statement of Aim:- So today we will learn about factors of quadratic factorisation of Algebraic expression.

presentation:-

① Teacher explain formula for factors of quadratic trinomials.

② Teacher say write down formula in your note book.

③ Teacher solve examples of quadratic trinomial.

④ Teacher show a chart paper and explain the examples of factors of quadratic trinomials.

⑤ student ask questions.

⑥ Teacher give answer.

⑦ and say to students solve the example of factors of quadratic trinomial.

⑧ Teacher give homework.

conclusion:- So today we learn about factors of quadratic trinomials.

Core element:- Induction of scientific temper.
value:- scientific attitude.

Evaluation.

① Tell me the factors

Generalization

① Tell me the factors of $4x^2y$ & $8x^2y$

Recapitulation

① Let us solve some examples using factors of quadratic trinomial

1) $x^2 + 9x + 18$

2) $y^2 + 24y + 144$

Application.

① Find the factors of $5x^2 + 5x - 10$

2) Factorise $m^3 - 23m + 120$

Assignment.

Factorise

1) $2x^2 + x - 45$

2) $20x^2 - 26x + 8$

3) $p^2 - 7p - 44$

Black Board work.

Date

std: 8th.

subject :- maths

Unit :- Factorisation of Algebraic expression.

subunit :- Factors of quadratic trinomials

1) Factorise.

$$2x^2 + 5x - 18$$

$$= 2x^2 + 9x - 4x - 18$$

$$= x(2x+9) - 2(2x+9)$$

$$= (2x+9)(x-2)$$

② Factorise

$$x^2 - 10x + 21$$

$$= x^2 - 7x - 3x + 21$$

$$= x(x-7) - 3(x-7)$$

$$= (x-7)(x-3)$$

* Introduction with questions

* B.B.W - divide B.B. write in straight line

* Explain factors of quadratic trinomials step by step.

*

~~6/18~~
19/18.



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

(Affiliated to University of Mumbai)

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

LESSON NOTES

Name of the Pupil Teacher <u>Jadhav Kirti Dnyanand</u>	Practising School <u>practi</u> <u>Anand Global school</u>
Roll No. <u>26</u>	Std. <u>8th</u> Div. <u>+</u>
Subject <u>Maths</u>	Date <u>19/8/19</u>
Lesson No. (General) (<u>6</u>)	Time - From <u>8:45</u> To <u>9:15</u>
Lesson No. (In the method)	
Topic <u>Factorisation of Algebraic expression</u>	
subtopic:- <u>Factors of quadratic trinomial</u>	

Previous knowledge of the class

Students have previous knowledge of monomial binomial expression.

Teaching Points	General Objectives
1) Factors of quadratic trinomial 2) practice set 6.1	1) Knowledge:- Pupil acquire the knowledge about factors of quadratic trinomial. 2) Understanding:- The pupil develop an understanding of factors of quadratic trinomial. 3) Application:- pupil applied their knowledge and understanding about familiar with factors of quadratic trinomial. 4) Skill:- pupil develop the skill required to study factors of quadratic trinomial.

Teaching Aids :- chart showing examples of quadratic trinomials.

Reference ^{Book} Aids:-

www.maths.com

Content Analysis	Objective : Specifications
Factors of quadratic trinomials.	*knowledge
An expression of the form ax^2+bx+c is called quadratic trinomial.	① The pupil recognize the term factors of quadratic trinomials.
we know that $(x+a)(x+b) = x^2+(a+b)x+ab$.	② Pupil memorize term factors of quadratic trinomial.
$\therefore$ the factors of $x^2+(a+b)x+ab$ are $(x+a)(x+b)$.	Understanding :-
To find the factors of x^2+5x+6 by comparing it with $x^2+(a+b)x+ab$	① The Pupil will also develop understanding relationship between factors of quadratic trinomials.
we get $ab=6$ $(a+b)=5$ so let us find factors of 6 whose sum is 5	*Application
writing the trinomial in the form of $x^2+(a+b)x+ab$	① The pupil will be able to use in daily life
find its factors.	② Pupil judge their knowledge about factors of quadratic trinomials.
$x^2+5x+6 = x^2+(2+3)x+2 \times 3$	*skill
$\therefore x^2+(a+b)x+ab = x^2+3x+2x+3 \times 2$	① Pupil develop skill of observation of various example of factors of quadratic trinomials.
$\therefore$ multiply $3+2$ by x make two group of four term obtained	② The pupil handle solution of factors of quadratic trinomials carefully.
$= x(x+3)+2(x+3)$	
$= (x+2)(x+3)$	

Procedure	Evaluation
Introduction :- A quadratic trinomial is an expression of the form $x^2 + bx + c$ where x is variable & a, b, c are non-zero, a is leading coefficient, b is linear coefficient, & c is constant. Statement of Aim :- So, Today we will learn about factorisation of Algebraic expression. Presentation :- ① Teacher explain formula for factors of quadratic trinomial. ② Teacher say write down formula in your note book. ③ Teacher solve examples of quadratic trinomial. ④ Teacher Show chart paper and explain the example of factors of quadratic trinomial. ⑤ student ask questions ⑥ Teacher give answer. ⑦ and say to students solve the examples of factors of quadratic trinomial. ⑧ Teacher give homework ⑨ to students write down homework ⑩ teacher evaluate topic. Conclusion :- So today we learn about factors of quadratic trinomial. Core Elements :- Inculcation of scientific temper Values :- scientific attitude.	Generalization :- ① Tell me the factors of $4x^2y$ & $8x^2y$ Recapitulation :- ① Let us solve some examples using factors of quadratic trinomial 1) $x^2 + 9x + 18$ 2) $y^2 + 24y + 144$ Application :- ① Find the factors of $5y^2 + 5y - 10$ 2) Factorise $m^3 - 23m + 120$ Assignment :- Factorise 1) $2x^2 + x - 45$ 2) $20x^2 - 26x + 8$ 3) $p^2 - 7p - 44$

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

subject:- maths
unit :- Factorisation of Algebraic expression
subunit :- Factors of quadratic trinomials.

1) Factorise

$$2x^2 + 5x - 18$$

$$= 2x^2 + 9x - 4x - 18$$

$$= x(2x + 9) - 2(2x + 9)$$

$$= (2x + 9)(x - 2)$$

2) Factorise

$$x^2 - 10x + 21$$

$$= x^2 - 7x - 3x + 21$$

$$= x(x - 7) - 3(x - 7)$$

$$= (x - 7)(x - 3)$$

Remarks Items

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

Suggestions :-

* Introduction with question
* B.B.W - divided into two equal part step by step

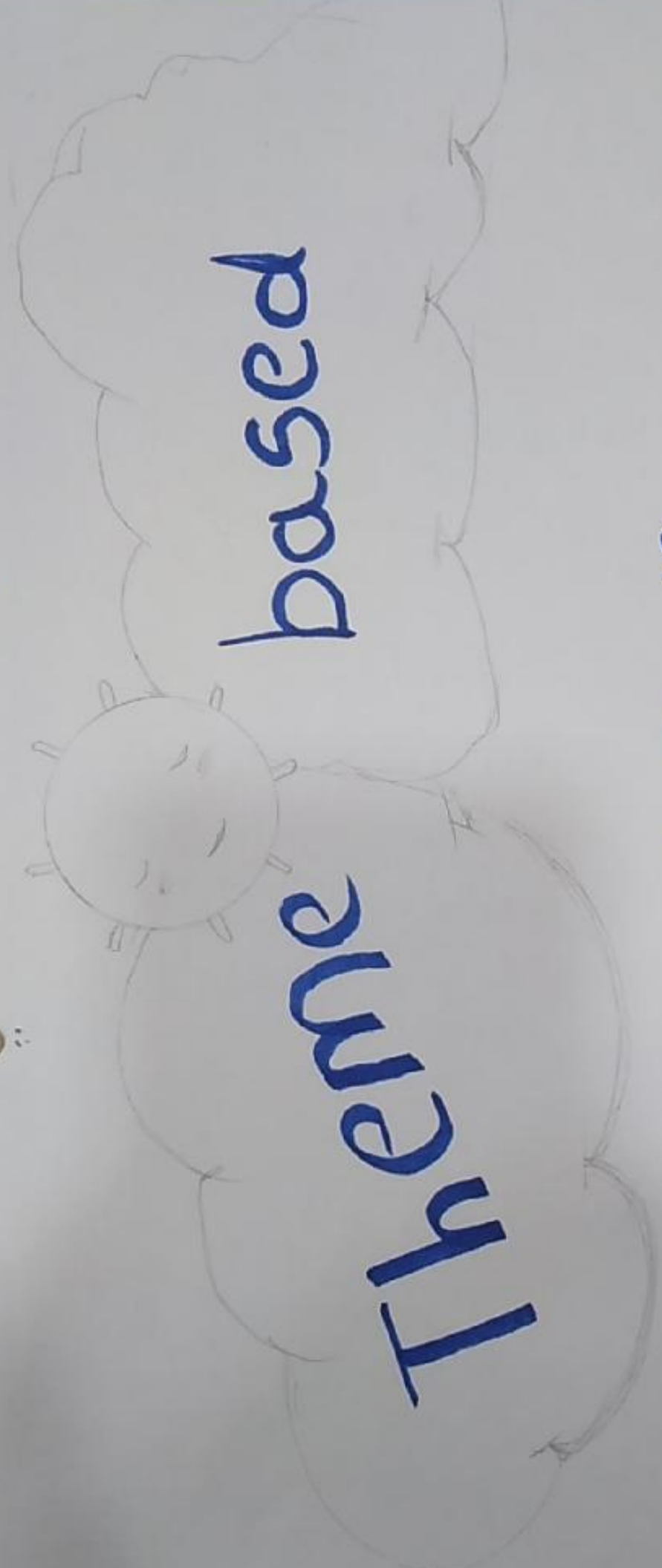
General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



A hand-drawn cloud with a smiling sun inside it. The cloud is drawn with a simple outline and has a few small lines radiating from the sun. The sun has a face with two eyes and a smile.

based

Theme

lesson

Co-teaching - 1

Name of the pupil teacher	Practising School
Jadhav Kirti Dayanand	Anand Global School
Roll No. 4825	Kalyan East
Subject: - mathematics	
Lesson No.: - General (CU)	std: VII Div - —
Topic: - Operation of Rational Numbers	9:45 to 9:15
sub Topic: - Addition and subtraction of Rational Numbers	

previous knowledge of class: -
student have previous knowledge of natural numbers, integers.

Teaching point	General objectives.
① Addition of Rational no.	① <u>Knowledge</u> : - pupil acquire the knowledge about Rational number
② Operation on Rational Numbers.	② <u>Understanding</u> : - The pupil develop an understanding of Rational number
① Addition	③ <u>Application</u> : - pupil applied their knowledge understanding and become familiar with operation of rational number
② Subtraction.	④ <u>Skill</u> : - pupil develop the skill required to study Random experiment and equally operation of rational numbers

Teaching Aids: - chart showing identification of numbers for numbers.

Reference: <https://Dontmemorise.com>

Content Analysis

In
Rational Numbers.

In previous standards, we have learn that the counting numbers 1, 2, 3, 4, ... are called natural numbers.

We know that natural numbers, zero, and the opposite number of natural numbers together form the group of integers. we are also familiar with fractions like $\frac{7}{11}$, $\frac{2}{5}$, $\frac{1}{7}$

Is there then group that includes both integers and fraction.

all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any arbitrary number non-zero integer then the number $\frac{m}{n}$

is called a rational number.

Objective specification

*Knowledge:-

- ① Pupil recognize the term rational numbers and Addition & subtraction of rational number.
- ② Pupil memorize the term rational numbers.

Understanding:-

- ① Pupil will also develop and understanding of relationship between rational numbers.
- ② The pupil express their view on operation of Rational number Addition & subtraction.

*Application:-

- ① Pupil will be able to use in daily life.

- ② pupil judge their knowledge about operation rational numbers.

*Skill:-

- ① pupil develop skill of observation of example of rational numbers.
- ② Pupil does written calculation correctly.

student
subject

④ student

⑤ subject

⑥ subject
student

⑦ subject

student

Pupil
teacher

student
Introduction: Teacher write
write on black board many
numbers like and ask
students which type of number

statement of Aim: - Today
we will be learning about
operation of rational
numbers.

presentation: - ① Teacher-
explain students to rational
numbers & give examples of
rational number.

② student ask question.

③ teacher explain the
topic give answer.

④ Teacher write down
example of rational number.

⑤ Teacher explain example
operation of rational
number addition.

⑥ Teacher solve example of
rational addition of rational
number.

⑦ Teacher ask question.

⑧ student give answer.

teacher give homework.

⑨ student write down homework.

Conclusion: - Hence today
we have learnt operation
of rational numbers.

Core element: - Inclination
of scientific temper.

value: - scientific attitude.

Evaluation
Generalization

1) which number is
called natural number

② which number is
called whole number

Recapitulation.

① why operation
on rational
number are
carried out as
fraction.

② Application.

1) carry out the
following addition
of rational
number.

i) $2\frac{3}{11} + 1\frac{3}{77}$

ii) $1\frac{2}{3} + 2\frac{4}{5}$

Skill assignment

carry out the
following subtraction
involving rational
number.

① $\frac{7}{11} - \frac{3}{7}$

2) $1\frac{2}{3} - 3\frac{5}{6}$

Black Board work.

Sub:- maths.
Topic:- operation on
rational numbers

class 7th

div:

date:-

* all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any non-zero integer then the number $\frac{m}{n}$ is called a rational number.

$$\begin{aligned} \textcircled{1} \quad \frac{5}{7} + \frac{9}{11} \\ &= \frac{5 \times 11 + 7 \times 9}{7 \times 11} \\ &= \frac{55 + 63}{77} \\ &= \frac{118}{77} \end{aligned}$$

Seen
28/8





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SAKET COLLEGE OF EDUCATION (B.Ed.)

(Affiliated to University of Mumbai)

Saket Viharwadi, Chinchpada Road, Karamanvli,
Kalyan (East) - 421 305, Dist. Thane (MH.)

LESSON NOTES

Name of the Pupil Teacher <u>Jadhav Kirti Dayanand</u>	Practising School <u>Anand</u> <u>Global school</u>
Roll No. <u>26</u>	Std. <u>7th</u> Div. <u>A</u>
Subject <u>mathematics</u>	Date <u>29-8-2019</u>
Lesson No. (General) (<u>01</u>)	Time - From <u>8:15</u> To <u>9:15</u>
Lesson No. (In the method) <u>7</u>	
Topic <u>Addition operation of</u> <u>Rational Number</u>	
sub topic - <u>Addition and subtraction</u> <u>of rational number</u>	

Previous knowledge of the class

Student have previous knowledge of natural numbers

Teaching Points	General Objectives
1) Rational Number	① Knowledge :- pupil acquire the knowledge about Rational number.
2) Operation on Rational Numbers	② Understanding :- The Pupil develop an understanding of Rational number.
i) Addition of rational number	③ Application :- Pupil applied their knowledge, understanding and become familiar with operation of rational number.
ii) subtraction of rational number	④ Skill :- pupil develop the skill required to study operation of rational numbers.

Teaching Aids :-

chart showing identification of numbers.

Reference ^{Book} ht+ps:// Dont memorise. come.

Content Analysis	Objective : Specifications
<u>Rational Numbers.</u> In previous standards we have learn that the counting numbers 1,2,3, ... are called natural numbers. We know that natural numbers, zero and the are called what number. Natural number zero and opposite number of natural number to gether form the group of integers we are also familiar with fractions like $\frac{7}{11}$, $\frac{2}{5}$, $\frac{1}{7}$ Is there then group that includes bothe integers and fraction all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any non-zero integer then the number $\frac{m}{n}$ is called a rational number.	Knowledge:- ① Pupil recognize the term rational numbers and Addition & subtraction of rational number ② pupil memorize the term rational numbers. Understanding: ① Pupil will also develop and understanding of relationship between rational numbers. ② The pupil express their view on operation of rational number (Addition subtraction) Application: ① Pupil will be able to use in daily life. ② Pupil will be judge thens knowledge about rational numbers. Skill ① Pupil develop skill of observation of example of rational numbers. ② pupil does written calculation correctly.

Procedure	Evaluation
Introduction :- stu Pupil Teacher :- write on black Board many numbers and ask students which type of numbers. Statement of Aim :- Today we will be learning about operation of rational numbers. Presentation :- Pupil teacher :- ① explain rational numbers and give example of rational numbers. ② student ask Question ③ pupil teacher give answer ④ Pupil Teacher :- write down example of rational number ⑤ Subject Teacher explain operation of rational numbers ⑥ subject teacher :- solve example of addition of rational number. ⑦ subject teacher ask question on addition of rational number ⑧ student give answer. ⑨ Pupil teacher :- explain the subtraction of rational number ⑩ Pupil teacher :- write down example of rational number. and ask question ⑪ subject teacher :- give home work ⑫ student note down home work.	Generalization :- ① which numbers is called natural number. ② which numbers is called whole number. Recapitulation :- ① why operation on rational number are carried out as fraction. Application :- ① carry out the following addition of rational number. i) $2\frac{3}{11} + 1\frac{3}{77}$ ii) $1\frac{2}{3} + 2\frac{4}{5}$ Assignment :- Carry out the following subtraction involving rational numbers. Assignment :- ① $\frac{7}{11} - \frac{3}{7}$ ② $1\frac{2}{3} - 3\frac{5}{6}$
Conclusion :- Hence today we have learnt operation of rational numbers. Core Elements :- Inculcation of scientific temper. Values :- Scientific attitude.	

Pupil teacher

BLACK BOARD WORK

Jottings Diagram :-

Summary :-

class: 7th

date:-

Sub: maths
Topic: operation on rational numbers.

* all integers can be written in the form $\frac{m}{n}$. If m is any integer and n is any non-zero integer then the number $\frac{m}{n}$ is called a rational number.

$$\begin{aligned} \textcircled{1} \quad \frac{5}{7} + \frac{9}{11} \\ &= \frac{5 \times 11 + 7 \times 9}{7 \times 11} \\ &= \frac{55 + 63}{77} = \frac{118}{77} \\ \frac{5}{7} + \frac{9}{11} &= \frac{118}{77} \end{aligned}$$

Remarks Items

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

Suggestions :-

- Set induction done.
- Bb work done.
- Explanation done.
- Effective use of teaching aid.
- Class participatal.
- Class control to increase.
- Interest created.

Seen the remarks of the supervisor

Guiding Professor

General Remarks

Overall lesson is v. good.

Supervising Professor



29/8/17

Co-teaching - 2

Name of the pupil teacher :-

Jadhav Kirti Dayanand.

Roll No. :- 26

Subject :- mathematics.

Lesson No. :- General (0.2)

Topic :- Operation On Rational Numbers.

Sub Topic :- multiplication and subtraction of Rational number.

practising school.

Anand Global School

Kalyan East

Std. :- VIII Div. :-

Previous knowledge of class :-

student have previous knowledge of natural number, integer, whole number, Rational number, addition & subtraction of rational number.

Teaching Point :-

① multiplication of rational number.

② division of rational number.

③ multiplicative inverse.

General objectives.

① Knowledge :- Pupil acquire the knowledge about add multiplication or division of rational number.

② Understanding :- The pupil develop an understanding of multiplication and division of rational number.

③ Application :- Pupil applied their knowledge understanding and become familiar with multiplication and division of rational number.

④ Skill :- Pupil develop the skill required to study multiplication and division of rational number.

Teaching Aids :- chart showing example of multiplication and division of rational number

Reference :- <https://Dontmemorise.com>

Content Analysis

To divide one number by another is to multiply the first by the multiplicative inverse of another.

We have seen that $\frac{5}{6}$ and $\frac{6}{5}$, $\frac{2}{11}$ and $\frac{11}{2}$

are pairs of multiplicative inverses.

Similarly, $(-\frac{5}{4}) \times (-\frac{4}{5}) = 1$

$$(\frac{-7}{2}) \times (\frac{2}{7}) = 1$$

Thus $(-\frac{5}{4})$ and $(-\frac{4}{5})$ as

also $(\frac{-7}{2})$ and $(\frac{2}{7})$ are

pairs of multiplicative inverse.

Similarly $-\frac{5}{4}$ and $-\frac{4}{5}$ or

$-\frac{7}{2}$ and $-\frac{2}{7}$ are pairs

of multiplicative inverses.

That is $-\frac{5}{4}$ & $-\frac{4}{5}$ are

each other's multiplicative inverse and so are.

$-\frac{7}{2}$ and $-\frac{2}{7}$

Objective specification

* Knowledge:-

- ① The pupil recognize the term rational numbers on multiplication & division of rational number.
- ② pupil memorize the term multiplication & division of rational number.

Student teacher

Subject teacher

* Understanding:-

- ① Pupil will also develop and understanding of relationship between multiplication and division of rational number.
- ② The pupil express their view on multiplication & division of rational number.

* Application:-

- ① Pupil will be able to use in daily life.
- ② Pupil judge their knowledge about multiplication and division of rational number.

skill

- ① pupil develop skill of observation of example of rational numbers.
- ② Pupil does written calculation correctly.

Pupil teacher

Procedure:-

student teacher Introduction:- ~~last~~

yesterday we have
learn about operation
of rational number.
(Addition & subtraction)

subject teacher Statement of Aim:- Today

we will be learn about
• multiplication and
subtraction of rational
numbers.

Presentation:-

Student teacher:- Pupil
Teacher the multiplication
of rational numbers.

subject Teacher example of multiplication
(Pupil) example of rational number

student teacher:- give

Question of multiplication
student pupil teacher:- explain

division of rational number
subject
student teacher:- solve

example of division of
rational number.

subject teacher give
homework

conclusion:- Hence today
we have learnt
multiplication and division
of rational numbers.

core element:- Inclucation
of scientific temper.

Value:- Scientific
attitude.

Evaluation.

Generalization.

① Tell me the multiplicative
inverse of $\frac{5}{2}$ & $\frac{6}{25}$.

Recapitulation.

① $\frac{-11}{9}$ and $\frac{9}{11}$ is not
multiplicative inverse.

Application.

* multiply the following
rational number.

① $\frac{3}{11} \times \frac{2}{5}$ ② $\frac{12}{5} \times \frac{9}{15}$

* carry out the
division of rational
numbers.

① $\frac{40}{12} \div \frac{10}{4}$ ② $\frac{-10}{11} \div \frac{11}{10}$

Application.

i) carry out the
given rational number

① $\frac{-7}{8} \div \frac{-3}{6}$ ② $\frac{-8}{9} \times \frac{3}{4}$

Subject:- maths.

Std. 8th

Topic :- operation of
rational number.

division-A

date:-

Sub Topic :- Addition & multiplication
of rational number.

* To divide one number
by another is to
multiply the first by the
multiplicative inverse of
the other.

example

$$\frac{5}{6} \times \frac{6}{5} = 1$$

is that product is one.

example. operate given

$$1) \frac{9}{13} \times \frac{14}{7}$$

$$= \frac{9 \times 14}{13 \times 7}$$

$$= \frac{9 \times 2}{13 \times 1}$$

$$= \frac{18}{13}$$

for 28/8



$$\frac{5}{3} \div \frac{3}{5} = 1$$



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LESSON NOTES

Name of the Pupil Teacher

Jadhav Kirti Dayanand

Roll No. 26

Subject Mathematics

Lesson No. (General) (8)

Lesson No. (In the method) Co-teaching-02

Topic multiplication and subtraction
of Rational number.

Topic: Operation on Rational
number.

Practising School Anand

Global School

Std. VII Div. A

Date 30/8/2019

Time - From 9:15 To 9:45

Previous knowledge of the class

student have previous knowledge of natural number, integer, whole
number, Rational number, addition & subtraction of rational number

Teaching Points	General Objectives
1) Multiplication of rational number.	① Knowledge: Pupil acquire the knowledge about multiplication or division of rational numbers
2) division of rational number	② Understanding: The pupil develop an understanding of multiplication and division of rational number
3) multiplicative inverse.	③ Application:- Pupil applied their knowledge understanding and become familiar with multiplication and division of rational number
	④ Skill:- Pupil develop the skill required to study multiplication and division of rational number.

Teaching Aids :-

Chart showing definition of multiplicative
inverse

Reference Aids :-

Book <https://Dontmemorise.com>

Content Analysis	Objective : Specifications
divide one number by another is to multiply the first by the multiplicative inverse of another. We have seen that $\frac{5}{8}$ and $\frac{6}{5}$, $\frac{2}{11}$ and $\frac{11}{2}$ are pairs of multiplicative similarly $(-\frac{5}{4}) \times (-\frac{4}{5}) = 1$ $(-\frac{7}{2}) \times (-\frac{2}{7}) = 1$ Thus $-\frac{7}{2}$ and $-\frac{2}{7}$ are pairs of multiplicative inverse. similarly $-\frac{5}{4}$ and $-\frac{4}{5}$ or $-\frac{7}{2}$ and $-\frac{2}{7}$ are pairs of multiplicative inverses. That $-\frac{5}{4}$ & $-\frac{4}{5}$ are each other's multiplicative inverse and so are $-\frac{7}{2}$ and $-\frac{2}{7}$.	* Knowledge :- ① The pupil recognize the term multiplication and division of rational number ② Pupil memorize the term multiplication and division of rational number. * Understanding : ① pupil will also develop and understanding of relationship between multiplication and division of rational number ② The pupil express their view on multiplication & division of rational number. * Application : ① Pupil will be able to use in daily life ② Pupil judge their knowledge about multiplication and division of rational number. * Skill : ① pupil develop skill of observation of examples of multiplication & division of rational number. ② Pupil does written calculation correctly.

Procedure	Evaluation
Introduction :- student teacher:- yesterday we have learn about operation (mult Addition and subtraction) of rational number.	Generalization :- Tell me the multiplicative inverse of given numbers
Statement of Aim :- subject teacher:- so today we will be learn about multiplication ^{rational} subivision and multiplicative inverse of number	1) $\frac{5}{2}$ 2) $\frac{6}{25}$
Presentation: ① pupil teacher:- explain the multiplication of rational number ② subjet teacher:- solve example of multiplication of rational number ③ pupil Teacher:- give to the examples for solving student. ④ subject teacher clear daut for students. ⑤ pupil Teacher:- explain the, multiplicative inverse. and solve example of rational number ⑥ Pupil teacher ask Question on the given rational numbers ⑦ subject Teacher:- explain the division of rational numbers. ⑧ pupil teacher:- solve example of rational numbers. ⑨ pupil teacher:- give homework. ⑩ student note down home work.	Recapitulation :- why $-\frac{11}{9}$ and $\frac{9}{11}$ is not multiplicative inverse.
Conclusion :- Pupil teacher:- hence today we have learnt, multiplication and division of rational number	Application :- * carry out the given rational numbers 1) $\frac{3}{11} \times \frac{2}{5}$ 2) $\frac{12}{5} \times \frac{4}{15}$ 3) $\frac{40}{12} \div \frac{10}{4}$ 4) $-\frac{10}{11} \div \frac{1}{10}$
Core Elements :- Inclucation of scientific temper.	Assignment :- carry out given rational number
Values :- Scientific attitude.	1) $-\frac{7}{8} \div -\frac{3}{6}$ 2) $-\frac{8}{9} \times \frac{3}{4}$

BLACK BOARD WORK

Jottings Diagram :-

Subject :- maths

Topic :- operation of rational numbers

Sub Topic :- Addition & multiplication of rational number.

Summary :-

Std :- 7th

div :- A

Date :- 30/8/19

* To divide one number by another is to multiply the first by multiplicative Inverse of the other.

example - $\frac{5}{6} \times \frac{6}{5} = 1$

is product is one.

example of multiplication

1) $\frac{9}{13} \times \frac{14}{7} = \frac{9 \times 14}{13 \times 7}$

$= \frac{9 \times 4}{13 \times 7}$

$= \frac{36}{91}$

Remarks Items

Set Induction

Model Reading

Model Recitation

Objective Qns

Silent Reading

Narrations

Explanations

Illustrations

Questions

Use of teaching aids

Class Response

Class Participation

Black Board work

Experiments

Demonstrations

Specimen observation

Dramatization

Student's reading / recitation / drill

Closure

Teacher's knowledge of content

Teacher's preparation of lesson

Method of teaching

Interest created

Class control

Suggestions :-

1) Topic was introduced

2) Concept was clear

3) Explanation was Good

4) B.B work was Good.

5) Teaching aids used

6) Interest Generated in pupils

7) Improve Time management

8) Assignment was Given.

9)

General Remarks

Overall Lesson was Good.

Seen the remarks of the supervisor

Guiding Professor



Supervising Professor

30/8/2019

Co-

teaching

lesson

Name of the Pupil teacher

Jadhav Kirti Dayanand

Roll No :- 26

subject :- maths

Lesson No :- 1

Theme :- fruit shop ✓

Concept :- The unitary method ✓

practising school

Anand Global school

std :- 5th Div :- A

Date :-

Time

previous knowledge of class :- Pupil may have knowledge about various fruits which they eat & observe in daily life such as mango, orange, banana ✓

Teaching Points

1) The Unitary method

① knowledge :- The Pupil acquire the their knowledge about The Unitary method.

② Understanding :- Pupil develop an understanding The unitary method.

③ Application :- pupil applied their knowledge and understanding about familiar with The unitary method

④ skill :- pupil develop the skill required to study The unitary method.

Teaching Aids :- fruits, drawing, fruit basket

Reference ?

Content Analysis

In

Unitary method

In our daily lives when buying items like vegetables the seller mentions the wholesale prices. For example, suppose we buy 1 dozen^{of} (12) bananas

for 24 Rs. How can we find out the price for one banana?

The answer to this is the unitary method.

Further we can calculate the price of 12 Bananas given the knowledge of cost of 1 banana.

Given its importance in our daily lives, let us understand about the unitary method.

The word unitary refers to a single or an individual unit.

Hence this method aims at determining values in relation to single unit.

Objective specification

Knowledge: pupil acquire

the know

① ^{The} pupil recalls mathematical term The unitary method

② ^{The} pupil recognize the term Unitary method

Understanding

① The pupil gives

illustrations for

mathematical concept

Unitary method

② The pupil ~~ab~~ detects

errors in mathematical operations.

Application

① The pupil applied knowledge of mathematics to novel situation

② ~~Pupil pr.~~ The pupil

predicts results on

basis of ^{the} Unitary method

Skill

① The pupil does written calculation correctly.

② ~~Pupil~~ The pupil develop interest in mathematics.

procedure

Introduction:- Teacher set a fruit shop in the class and starts selling & buying of fruits.

statement of Aim:- so today we have going to study about fruit shop.

presentation: ① Teacher show the chart showing fruit shop.

② Teacher calls a students to buy one kg of mangoes from the shop-keepers.

③ students calculate the price of one kg of mangoes go to shopkeepers

④ This way teacher explains unitary method to students.

⑤ students calculates with the help of teacher explanations.

Evaluation

① which is your favourite fruit.

② you have 10 Apple 20 banana, & 28 orange so tell me total number of fruits you have.

Recapitulation

① 1 Banana price is 3 rupees so tell me the 50 bananas price.

② 12 Apple price is 60 rupees so tell me the 1 apple price.

Application

① 8 Pains price is If ~~300~~⁸⁴⁰ mangoes cost price is ~~325~~⁸⁴⁰ so tell me the one mango price.

② If Find the cost of 8 kg apple. if cost of 10 kg is 325

Assignment

① A bunch of 15

core element:- Inclusion bananas cost 45 of scientific temper. ~~Removal of 5 bananas~~ rupees How much value:- scientific attitude will 8 bananas cost

Black Board work.

5

Subject : math.

th Theam: - fruit shop.

5/2/22



Teame.

Name of the Pupil Teacher

Jadhav Kirti Dayanand

Roll No. :- 26

Subject :- maths

Lesson No.

Topic :- Theme :- Fruit shop

practising school

Anand Global School

std : 5th Div :- A

Date :- ~~21/09/18~~ 21/09/18

Previous knowledge of the class :- The pupil have knowledge about various fruits which they eat & observe in daily life such as mango orange banana.

Teaching points

1) Unitary method

* addition

multiplication

General objectives

① Knowledge :- The pupil

acquire their knowledge about the unitary method

② Understanding :- The pupil develop an understanding unitary method

③ Application :- The pupil applied their knowledge and understanding about familiar with the unitary method

④ Skill :- pupil develop the skill required to study the unitary method.

Teaching Aids :- chart showing a fruit shop drawing.

Reference. www.mathsfun.com

Content Analysis

Unitary method.

In our daily lives when buying items like vegetables the seller mentions the wholesale prices. For example, suppose we buy 1 dozen of (12) bananas for 24 Rs. How can we find out the price for one banana?

The answer to this is the Unitary method. Further we can calculate the price of 12 Bananas. Give the knowledge of cost of 1 Banana.

Given its importance in our daily lives, let us understand about the Unitary method.

The word unitary refers to single or an individual unit. Hence this method aims at determining value in relation to single unit.

Objective specification.

*Knowledge

- ① pupil recalls mathematical term, the unitary method
- ② The pupil recognizes the term unitary method.

Understanding.

- ① The pupil gives illustrations for mathematical concept.
- ② The pupil detects error in mathematical operations.

Application.

- ① The pupil applied knowledge of mathematics to novel situation
- ② The pupil predicts results on basis of the unitary method.

Skill:-

- ① The pupil does written calculation correctly.
- ② The pupil develops interest in mathematics.

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procedure

Introduction:- Teacher set a fruit shop in the class and starts selling & buying of fruits.

statement

Statement of Aim: so today we have going to study about fruit shop.

presentation:- (I)

Then Teacher activity.

- ① Teacher show the chart showing fruit shop.
 - ② Teacher say to student observe the given picture and what will you see.
 - ③ Teacher explain unitary method.
 - ④ Teacher give example of on black Board & solve the example.
- student activity.

- ① Student will observe the picture and answer the question
- ② Student's ^{will listen & note down} answer the question
- ③ student's will listen to the question & answer based on their previous knowledge & understanding.
- ④ students listen and understand and solve the example of unitary method.

Core element:- Inclucation of scientific temper, removal of social barrier.

value:- scientific attitude.

Evaluation

Generalization.

- ① Which is your favorite fruit
- ② You have 10 Apple 20 banana & 28 orange so tell me total number of fruits you have.

Recapitulation

- ① 1 Banana price is 3 ruppees so tell me the 50 banana price
- ② 12 Apple price is 60 ruppees so tell me 1 Apple price

Application.

- ① If 4 mangoes cost price is 640 so tell me the one mango price.
- ② Find the cost of 8kg apple if cost of 10 kg is 325

Assignment.

- ① A bunch of 15 bananas cost 45 ruppees How much will 8 bananas cost.

Date: - 21-03-19

Std: 8th.

subject: - maths
Theam: - fruit shop.

example 1)

1 Banana price is 3 rupees
So tell me the 50 banana
price

answer.

$\Rightarrow$ 01 Banana price is 3 rupees
So we want to find 50
banana price.

$\therefore 3 \times 50$

50 Banana price

= one banana price

$\times$ no of banana

= $3 \times$

50 Banana price

= 3×50

= 80 rupees.

$\therefore$ 50 Banana
price is 80 rupees.

*. theme lesson - with the help of role
play method

* lesson - good





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Kalyan (East) - 421 306. Dist. Thane (MAH.)

LESSON NOTES

Name of the Pupil Teacher <u>Jadhav Kirti</u> <u>Dayanand</u>	Practising School <u>Anand</u> <u>Global School</u>
Roll No. <u>26</u>	Std. <u>6th</u> Div. <u>A</u>
Subject <u>Mathematics</u>	Date <u>11/09/19</u>
Lesson No. (General) (<u>1</u>)	Time - From <u>9:15</u> To <u>9:45</u>
Lesson No. (In the method) <u>409</u>	
Topic <u>fruit shop</u> <u>(The unitary method)</u>	

Previous knowledge of the class

The pupil have knowledge about various fruit shop
which they eat & observe in daily life such as mango
orange, banana.

Teaching Points	General Objectives
1) Unitary method. * addition * multiplication.	① Knowledge: - The pupil acquire their knowledge about the unitary method. ② Understanding: - The pupil develop an understanding unitary method ③ Application: - The pupil applied their knowledge and understanding about familiar with the unitary method ④ skill: - pupil develop the skill required to study the unitary method.

Teaching Aids :- chart showing fruit shop

Reference Aids :- Book
www.mathsfun.com

Content Analysis	Objective : Specifications
Unitary method.	Knowledge.
In our daily lives when buying items like vegetable the seller mention the wholesale prices. For example suppose we buy 1 dozone Bananas for 24 Rs. How can we find out the price for one banana?	① pupil recalls mathematical term unitary method. ② The pupil recognize term Unitary method.
The answer to this is the unitary method. Further we can calculate the prize of 12 Bananas give the knowledge of cost of 1 Banana.	Understanding. ① The pupil give illustrations for mathematical concept unitary method. ② The pupil detects errors in mathematical operation.
Given its importance in our daily lives, let us understand about the Unitary method.	Application. ① The pupil applied knowledge of mathematics to novel situation. ② The pupil predicts result on basis of the unitary method.
The word unitary referce to single or an individual unit. Hence this method aims at determing value in relation to single unit.	Skill ① The pupi does written calculation correctly. ② The pupil develop interest in mathematics.

Procedure	Evaluation
Introduction :- Teacher set a fruit shop in the class and starts selling & buying of fruits. Statement of Aim :- so today we have going to study about fruit shop Teacher activity. Presentation :- ① Teacher show the chart showing fruit shop ② Teacher say to student observe the given picture and what will you see. ③ Teacher explain unitary method ④ teacher give example on black Board & solve the example. student activity. ① student will observe the picture and answer the question ② student's will listen & note down ③ student will listen to question and answer based on their previous knowledge & understanding ④ students listen and understand example. ⑤ students solve the example of unitary method Conclusion :- so today we learn unitary method Core Elements :- Core element: Induction of Values :- Scientific temper, removal of social barrier, values: - Scientific attitude.	Generalization :- ① which is your favorite fruit. ② you have 10 Apple, 20 Banana & 28 Orange so tell me total number of fruits you have. Recapitulation :- ① 1 Banana price is 3 rupee so tell me the 50 banana price. Application :- ① If 4 mangoes cost price is 640 so tell me the one mango price. ② find the cost of 8 kg apple if cost of 10 kg is 325. Assignment :- A bunch of 15 Bananas cost 45 Rs. How much will 8 Banana cost.

BLACK BOARD WORK

Jottins Diagram :-

Summary :-

Date 13-09-19
Std: 6th A

Subject: maths

Theam: fruitshop

ex. 1) One Banana price is 3Rs
so tell me one 50 banana price
answer:

1 Banana price is 3 ruppes
so we want to find 50 banana
price.

: 50 banana price
= one banana price
x no of banana.

: 50 banana price
= 3×50

= 80 Ruppes.

: 50 Banana price
is 80Rs.

Remarks Items

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

Suggestions :-

good lesson

General Remarks

Seen the remarks of the supervisor

Guiding Professor

Supervising Professor



Name of the pupil teacher:

Aanand Global
School

Jadhav Kirti Dayanand.

Roll No: 26

subject:- maths

std:- 7th

Lesson No:- 2

division:- A

Them:- Rangoli

Time

concept:- Area of

Date:- 13/9/19

triangle and square.

previous knowledge of class:- Pupil may have previous knowledge about Rangoli and different type of geometrical shapes.

Teaching points

General objectives

1) Area of triangle
cm

2) Area of rectangle

3) Area of square.

① Knowledge:- The pupil acquire their knowledge about the unitary me- Area of triangle.

② Understanding:- The pupil develop an understanding

Area of triangle, rectangle, square
③ Application:- The pupil applied their knowledge and understanding about familiar with the Area of triangle rectangle

④ Skill:- Pupil develop the skill required to study the Area of triangle rectangle square.

Teaching Aids:- chart showing rangoli.

Reference:- www.mathsfun.com.

Content Analysis

Area

Area is measure of how much space there is inside a shape. Calculating area of shape or surface can be used ful in everyday life. for example you may need to know how paint to by buy to cover a wall or how much grass seed you need to sow a lawn.

This page covers It two dimensional figure of mathematics to novel Area of rectangle = length $\times$ breadth.

Area of square = length $\times$ length
= (length)²

Area of triangle is half of rectangle or square

Area of triangle
= $\frac{1}{2}$ Area of rectangle
= $\frac{1}{2} \times \text{length} \times \text{breadth}$

or

Area of $\Delta = \frac{1}{2} \times \text{length} \times \text{height}$.

objective specification.

* Knowledge.

① The pupil recall mathematical term Area.

② The pupil recognize the term Area of

Understanding.

① The pupil gives illustration for mathematical concept Area of triangle.

② The pupil detects error in mathematical operation.

Application

① The pupil applied knowledge of mathematics to novel situation.

② The pupil predicts results on basis of the unitary Area of

Skill:-

① The pupil does written calculation correctly.

② The pupil develop interest in mathematics.

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prize the

athematical
triangle.

ts error
operation.

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ematics.

Procedure:-

Introduction:- Teacher show
chart of rangoli. and ask student
what will be see.

statement of Aim:- So today
we have going to study about
rangoli

Presentation:- Teacher activity.

① The teacher show the chart
showing rangoli

② Teacher say to students
observe the given picture and
what will you see.

③ Teacher explain area of
triangle & area of rectangle

④ Teacher ^{solve} give example of
black Board & explain student
student activity.

① students will observe picture.

② students will listen & point the
area of triangle and measure
area of triangle.

③ student's will listen to the
question & answer based on
their previous knowledge
understanding

④ student listen and unders-
tanding and solve the example
of Area of triangle triangle
rectangle.

Core element:- Inclucation
of scientific temper, removal
value of social barrier
value:- scientific attitude.

Evaluation:-

Generalization

① Tell me the which
shapes you will see
in this rangoli?

② how many triangle
rectangle, square
in this picture.

Recapitulation:-

① Length of triangle
is 7cm and height
height of 3cm so
count the area of
triangle.

Application

① colour the rectangle
and measure the
area of rectangle
which is whose
length is 6cm and
bread is 7cm.

Assignment:-

① Find out the
area of triangle.
whose length is
8cm & breadth is
20 cm.

② length of paper is
30cm and breadth
is 26 what is
area of paper.

Black Board work.

Date: 13/8/19

Subject:- maths

std: 8thA

Topic:- Rangoli

We know that area
area of $\Delta = \frac{1}{2} \times \text{length}$
 $\times \text{breadth}$
 height

Area of square =
 $= (\text{length})^2$

Area of rectangle =
 $= \text{length} \times \text{breadth}$

- Theme introduced.
 - Theme explained
 - Adequate preparation of lesson
 - Class participated and responded.
 - Interest created
 - class control to enhance
- 13/8/19





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LESSON NOTES

Name of the Pupil Teacher	Practising School <u>Ambar</u>
<u>Jadhav Kirti Dayanand</u>	<u>Global School</u>
Roll No. <u>26</u>	Std. <u>7th</u> Div. <u>A</u>
Subject <u>mathematics</u>	Date <u>10.11.15</u> to <u>11.11.15</u> (3/9) g.
Lesson No. (General) (<u>02</u>)	Time - From <u>10.15</u> To <u>11.15</u>
Lesson No. (In the method)	
Topic <u>Theam :- Rangoli</u>	
Concept <u>Area of triangle</u>	
<u>and square</u>	

Previous knowledge of the class

pupils have previous knowledge about Rangoli and
different type of geometrical shapes.

Teaching Points	General Objectives
1) Area of triangle	① knowledge:- The pupil acquire their knowledge about the area of triangle.
2) Area of rectangle	② understanding:- The pupil develop an understanding Area of triangle, rectangle
3) area of square.	③ Application:- The pupil applied their knowledge and understanding about familiar with the area of triangle rectangle square.
	④ skill:- pupil develop the skill required to study the area of triangle rectangle.

Teaching Aids > chart showing rangoli.

Reference ^{Book} www.w.mathsfun.com

Content Analysis	Objective : Specifications
Area. Area is measure of how much space there is inside a shape. calculating area of shape or surface can be used full in everyday life. for example you may need to know how much paint to buy to cover a wall or how much grass seed you need to sow a lawn. It two dimensional figure. Area of rectangle $= \text{length} \times \text{breadth}$ Area of Square $= \text{length} \times \text{length}$ $= (\text{length})^2$ Area of triangle is half of rectangle or square. $\therefore$ Area of recta traingle $= \frac{1}{2} \text{ Area of rectangle}$ $= \frac{1}{2} \times \text{length} \times \text{breadth}$	* knowledge ① The Pupil recall mathematical term area. ② The pupil. recognize the term Area of triangle. Understanding. ① The pupil gives illustration for mathematical concept Area of triangle & square ② The pupil detects error in mathematical operation Application ① The pupil applied knowledge of mathematics to novel situation ② The pupil predicts results on basis of the Area of triangle, square, rectangle Skill :. ① The pupil does written calculation correctly. ② The pupil develop interest in mathematics

Procedure	Evaluation
Introduction :- Teacher show chart of rangoli and ask student. what will be see.	Generalization :- ① Tell me the which shapes you will see in this rangoli? ② how many triangle rectangle, square, in this picture.
Statement of Aim :- so today we have going to study about rangoli.	
Presentation :- Teacher activity. ① Teacher show the chart showing rangoli. ② Teacher say to students observe the given picture and what will you see. ③ Teacher explain area of triangle and area of rectangle. ④ Teacher solve example of black Board & explain the example for students.	Recapitulation :- Length of triangle is 7cm and height 3cm so count the area of triangle.
student activity. ① students will observe picture. ② students will listen & paint the area of triangle. and measure area of triangle. ③ student will listen to the question and answer base on their previous knowledge and understanding. ④ students listen and understanding.	Application :- colour the rectangle and measure the area of rectangle whose length 6cm and bread is 7cm. Assignment ① find out the area of triangle whose length is 8cm & breadth is 20cm
Conclusion :- and solve example of Area of triangle rectangle square	Assignment :- ② length of paper is 30cm and breadth is 26 what is area of paper.
Core Elements :- Inclucation of scientific temper	
Values :- removal of social barrier. value :- scientific attitude.	

BLACK BOARD WORK

Jottins Diagram :-	Summary :- Date: 13/9/19 std: 7A Subject: maths Topic: - Area.
* We know that (area of $\Delta = \frac{1}{2} \times \text{length} \times \text{height}$) * Area of rectangle = length $\times$ breadth	Area of square = length $\times$ length = (length)².
Remarks Items Set induction Model Reading Model Recitation Objective Qns. Silent Reading Narrations Explanations Illustrations Questions Use of teaching aids Class Response Class Participation Black Board work Experiments Demonstrations Specimen observation Dramantization Student's reading / recitation / drill Closure Teacher's knowledge of content Teacher's preparation of lesson Method of teaching Interest created Class control Seen the remarks of the supervisor Guiding Professor	Suggestions :- - Theme introduced. - Theme explained. - Adequate preparation of lesson. - Class participated and responded - Interest created - Class control to enhance. General Remarks Re: 13/9/19 Supervising Professor



Nai
Tolim

Lesson

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Nai Talim -Experiential Learning Work Education

Name Kirti Sadhar Roll No. 26 Subject Maths
Date _____ Std: 5th Unit/Topic: _____
Lesson No. 1 Practice Teaching School: Anand Global

LESSON OUTCOME

1. Cognitive competencies
- ① The pupil recalls mathematical term Perimeter
 - ② The pupil recognize term Perimeter.
 - ③ Pupil understanding in mathematics.
 - ④ The pupil verify results
 - ⑤ The pupil applied knowledge of mathematics in novel situation
 - ⑥ The pupil develop interest in mathematics.
2. Psycho motor competencies
- ① Pupil will develop a skill using chart or news paper to make ~~ball~~ handing. ~~Pain holder~~ frame.
 - ② Pupil will convert given ~~exam~~ information into ~~ea~~ craft.
 - ③
3. Affective competencies
- ① To develop value such as discipline, efficiency, neatness, accuracy.
 - ② To develop the society values like self-reliance, team work, co-operativeness.
 - ③ To appreciate dignity of labour.

Teaching Approaches :- To begin the lesson, teachers say students to draw 5cm square length & 3cm width, rectangle and say dourdar to this rectangle and say student to this bourdar is called Perimeter of rectangle.

Self-induct

Intoducation (set): Previous Knowledge	Teaching Approaches
The teacher show chart of various example of Perimeter. and ask various question. ① what does this picture show ② With which spat shapes can show in this picture.	So today we will learn aboutt <u>perimeter</u> ??

LESSON STRUCTURE

Content Analysis Teaching points:

Main Content	Teaching Approaches
① A A perimeter is a path that surround a two dimensional shape and perimeter is the elistance around a two dimensional shape.	A teacher show example of Perimeter using daily life.
② Perimeter of rectangle. The perimeter of a rectangle is length of all 4 side This can be represent using a formula. Perimeter = length + breadth + length + breadth. $= 2 \times \text{length} + 2 \times \text{breadth}$. $\therefore$ perimeter of rectangle $= 2 \times \text{length} + 2 \times \text{breadth}$.	① drawing. discussion teachers draw rectangle on Black Board as say student to bourdar this rectangle and calculate perimeter. students give answer.
2) Perimeter of square. In the square All sides of a square are equal $\therefore$ Perimeter = length + length + length + length $= 4 \times \text{length}$.	Teacher say students to draw your note book square rectangle have length is 5cm. students draw square and give answer 10cm.

Conclusion :-

① Perimeter

② Perimeter

③ Perimeter

④ Perimeter

Conclusion: Recapitulation Overview of activity

- ① fill in the blanks
- ① perimeter of rectangle -----
- ② perimeter of square -----
- ③ perimeter is -----

Questions:

students answer as their understanding.

Resources/Materials

chart, ice cream candy stick, glue.

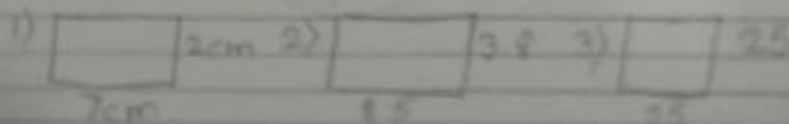
chart, news paper paper stick, glue, scale.

CLOSURE

Conclusion: Overview of the activity

so today we have learnt about perimeter and how to calculate different shape of perimeter.

II) Calculate the perimeter of rectangle and square.



Reflective thinking

Assessment and Reflection	Strategies
Evaluation / Assessment @ Paint & Paint Your ① drawing book by different ② Colour and make perimeter. ③ (border - boardar) Critical reflection: compare the two boardar of the drawing paper.	Thorough colour and paper. Reflective thinking reflective thinking. ✓

Seen

*h good lesson

h
20/9



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Nai Talim - Experiential Learning Work Education

Name Jadhav Kirti Roll No 26 Subject maths
Date 20/9/19 Std: 5th Unit/Topic: perimeter
Lesson No. 1 Practice Teaching School: Anand Global

LESSON OUTCOME

1. Cognitive competencies The pupil recalls mathematical term Perimeter
② The pupil recognize term perimeter
③ Pupil develop understanding in mathematics
④ The pupil verify results.
⑤ Pupil applied knowledge of mathematics in novel situation
⑥ Pupil develop interest in mathematics.
2. Psycho motor competencies ① Pupil will develop a skill using ~~chart~~ and ice cream candy to make frame.
② Pupil will convert given information into craft.
3. Affective competencies ① To develop value such as discipline, efficiency, neatness, accuracy
② To develop society value like self reliance, team work, co-operativeness.
③ To appreciate dignity of labour

Intoduction (set): Previous Knowledge	Teaching Approaches
The teacher show chart of various example of perimeter and ask various question. ① what does this picture show ② which shapes can show in this picture.	To begin the lesson teacher say students to draw 5cm length, 6cm width rectangle and say student line the rectangle this line is called perimeter of rectangle.

LESSON STRUCTURE

Content Analysis Teaching points: ① perimeter of square
 ② perimeter of rectangle
 ③ perimeter of triangle.

Main Content perimeter	Teaching Approaches
① A perimeter is a path that surround a two dimensional shape and Perimeter is the distance around a two dimensional shape. ② The perimeter of rectangle The perimeter of a rectangle is length of all 4 side. This can be represent using a formula. $\text{Perimeter} = \text{length} + \text{breadth} + \text{length} + \text{breadth}$ $\therefore \text{perimeter of rectangle} = 2 \times \text{length} + 2 \times \text{breadth}$	A teacher show Perimeter using daily life.

Approaches
Lesson
Students
length
rectangle
dent
large
alled

Main Content	Teaching Approaches
2) Perimeter of square. In the square All sides of a square are equal $\therefore \text{Perimeter} = \text{length} + \text{length} + \text{length} + \text{length}$ $= 4 \times \text{length}$	Teacher say students to draw a square in their notebook. You note book square have length is 5cm students draw square and give answer 10cm.

Resources/Materials . ice - cream Candy stick , glue . Scale .	
Recapitulation	Questions :
Overview of activity . ① fill in the blanks . 1) perimeter of rectangle 2) perimeter of square 3) perimeter is	students answer as their understanding.



CLOSURE

Conclusion: Overview of the activity so today we have learnt about perimeter and how to calculate different shape of perimeter.

Assessment and Reflection	Strategies
Evaluation /Assessment Paint your drawing book by different colour and make perimeter.	Trough colour and paper
Critical reflection: Compaire the two bordar of the drowing paper.	Reflective thinking.

* good lesson

Learn
W



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Nai Talim - Experiential Learning Work Education

Name <u>Jadhav Kirti</u>		Roll No _____	Subject _____
Date _____	Std: _____	Unit/Topic: _____	
Lesson No. _____		Practice Teaching School : _____	

LESSON OUTCOME

1. Cognitive competencies ① The Pupil recalls mathematical term Three dimensional object and Net ② Pupil develop understanding in mathematics ③ The Pupil verify results ④ The Pupil verify results ⑤ The pupil applied knowledge of mathematics in novel situation ⑥ The Pupil develop interest novel in mathematics. 2. Psycho motor competencies ① Pupil will develop a skill using chart paper to make Cube box. ② Pupil will convert given information into craft 3. Affective competencies ① To develop value such as discipline, efficiency, neatness, accuracy ② To develop society value like self realise team work, co-operativeness. ③ To appreciate dignity of labour.

Teaching Approaches: - To begin the lesson, Teacher ~~say~~ ^{see} students to draw a box show 3-dimensional ~~Paint~~ ^{Painting} and say what is see in this picture.

Intoducation (set): Previous Knowledge	Teaching Approaches
The teacher show chart of of 3-diomentional pictur. and ask cquestion.	✓
① what does this picture show	
② do you which one can see 3-d movie.	

LESSON STRUCTURE

Content Analysis Teaching points:

Main Content	Teaching Approaches
In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions - length width and height. Unlike two-dimensional shapes three dimensional shapes have a thickness or depth.	A teacher show examples of perimet 3-dimensional object.
A attributes of a three-dimensional figure are faces, edges and vertices. The three dimensions compose the edges of a 3D geometric shape.	② Teacher draw cube on black board and say student to border ^{draw} this draw the Teacher explain 3-dimensional shape

Conclusion: Recapitulation <i>overview of activity.</i> ① fill in the blanks. ① define a 3-dimensional figure. ② difference between 3-dimensional shape.	Questions: students answer as their understanding.
Resources/Materials chart, glue(w)	

CLOSURE

Conclusion: Overview of the activity So, today we have learnt about 3-dimensional object and At



Assessment and Reflection	Strategies
Evaluation / Assessment In your drawing b book draw cuboid and paint it.	Through colour and paper.
Critical reflection: compare the cube & cuboid.	Reflective thinking.

seen

seen

- ① Topic was introduced
- ② Interest Generated in pupil
- ③ Teacher-students interaction was good
- ④ B.B work was good
- ⑤ Demonstration was done well
- ⑥ Give re-information to the students
- ⑦ Students participation was good.
- ⑧ Overall lesson was v. good.



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Nai Talim - Experiential Learning Work Education

Name <u>Jadhav Kirti</u>	Roll No <u>26</u>	Subject <u>maths</u>
Date <u>21/9/2019</u>	Std: <u>5th</u>	Unit/Topic: <u>3-dimensional object and figure</u>
Lesson No. <u>02</u>	Practice Teaching School: <u>Anand Global School</u>	

LESSON OUTCOME

1. Cognitive competencies

- ① The pupil recalls mathematical term 3-dimensional object and Net
- ② Pupil develop and understanding in mathematics
- ③ The pupil verify results.
- ④ The pupil applied knowledge of mathematics in real situation
- ⑤ The pupil develop interest in mathematic.

2. Psycho motor competencies

- ① The Pupil will develop a skill using chart paper to make Cube (box).
- ② Pupil will convert given information into craft

3. Affective competencies

- ① To develop value such as discipline, efficiency, neatness, accuracy, team work, society value like self realince,
- ② To develop society value like self realince, team work, co-operativeness.
- ③ To appreciate dignity of labour.

Intoduction (set): Previous Knowledge	Teaching Approaches
The teacher show chart of 3-dimensional picture and ask question to students	To being the lesson teacher show 3-dimensional picture and say what is see in this picture
① what does this picture show	
② which one can see 3-dim 3-D movie.	

LESSON STRUCTURE

Content Analysis Teaching points:

- 1) Introduction of 3- dimensional object.

Main Content	Teaching Approaches
In ge	
3- Dimentional object and Net.	
In geometry a 3- dimensional shape can be defined as a solid figure or an object or shape that has three dimensions: length, width and height	① A teacher show example of 3-dimensional object.
Unlike two-dimensional shapes Three dimensional shapes have.	Teacher draw cube on black

Main Content	Teaching Approaches
Thickness or depth.	board and say
	draw the cube
All attributes of a three dimensional figure are face, edge and vertices. The three dimensions compose the edge of 3D geometric shape.	Teacher explain 3-dimensional shape

Resources/Materials
chart paper, glue.

Recapitulation	Questions :
overview of activity.	students
fill in the blanks.	answer as
① define 3-dimensional figure	their
② difference between 3 dimensional shape or 2 dimensional shape.	understanding.

Conclusion: Overview of the activity

so today we have learnt about
3-dimensional object and Net.

Assessment and Reflection	Strategies
<u>Evaluation /Assessment</u> bro book draw In drawing book draw Cuboid and paint it Paint it	Through Colour and paper.
<u>Critical reflection:</u> Compaire the cube and cuboid.	Reflective thinking.

21/9/2019



**Mobilizing relevant and
varied learning resources**

Students taking lessons by using ICT			
Sr. No.	Name of student	Topic	Link
1.	Renu Chaturvedi	Hindi lesson (जन्मदिन)	https://us05web.zoom.us/j/89889497576?pwd=dElqdk1CaHRhdnhOZVldzl2SzFBZz09
2.	Neha jha	Hindi grammar	https://us04web.zoom.us/j/2223158649?pwd=K2R3R3ZjWC9ISIRoRnVVaXhvV0REQT09
3.	Vinay Mishra	क्या करेगा तू बता - कविता	https://us04web.zoom.us/j/5389301872?pwd=UXpYSmY4R2pTUWY1Mnl4cGlXcUhpdz09
4.	Lalit Sharma	Poem	https://us05web.zoom.us/j/83659241861?pwd=Z0tObHQ1NGFZWHBsWXcxK3JvcGhQQT09
5.	Manju Verma	lesson : रहस्य	https://us05web.zoom.us/j/87821963869?pwd=RXpXjdjyN05DQWtDNm1FdXlKUXc4UT09
6.	Renu Chaturvedi	Grammar (विशेषण)	https://us05web.zoom.us/j/85409486119?pwd=K2o2eTRyR2M3SGRMdEFPQ1N2VUVZZz09
7.	khushboo tripathi	Lesson - In a class of their Own!	https://us05web.zoom.us/j/83365214116?pwd=eGUzWkRjZ0V4SjRzWTU4eHRMS2pYUT09
8.	Neha jha	Hindi	https://us04web.zoom.us/j/2223158649?pwd=K2R3R3ZjWC9ISIRoRnVVaXhvV0REQT09
9.	Renu Chaturvedi	poem बेटी युग	https://us05web.zoom.us/j/89052233732?pwd=aUptdVdBNW5yc2lqNEYxamZ3VWpyQT09
10.	Renu Chaturvedi	LESSON- 3 हरा घोड़ा	https://us05web.zoom.us/j/88643012540?pwd=Y1NkUjhrVWppK0p2NEQyYVhKVDBIZz09

Blog by Students

Sr. No.	Name of student	Topic	Link
1.	Anjali Nagare	Nature Diary	https://naturediary007.blogspot.com/2023/04/a-serene-afternoon-at-beach-as-golden.html
2.	Rolly Chourasia	My life my princess	https://rollyashutoshchaurasiapratishatha.blogspot.com/2024/02/my-life-my-princess.html



E-Learning resources used by students for effective learning			
Sr. No.	Name of teacher	Subject	Link
1.	All students	Childhood and growing up	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CHILDHOOD%20AND%20GROWING%20UP.pdf https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20- I%20Childhood%20and%20Growing%20up%20(English%20Version).pdf
2.		Knowledge and curriculum	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf https://www.kuk.ac.in/lms/syllabus?did=MzM=&sid=MTg1NA==&p n=Qi5FZA==
3.		Gender, school and society	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf https://igntu.ac.in/eContent/BED-04Sem-Hariharan-GENDER%20SCHOOL%20SOCIETY.pdf
4.		Learning and teaching	https://www.igntu.ac.in/eContent/BEd-02Sem-DrShikhaBanarji-teaching%20and%20learning.pdf https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING%20AND%20TEACHING.pdf
5.		Pedagogy of school subject (1)	https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-1.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-COMMERCE-01-0.pdf https://www.tnteu.ac.in/pdf/economics.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-HISTORY-0.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
6.		Educational management	https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf
7.		Assessment for learning	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/ASSESSMENT%20FOR%20LEARNING.pdf https://www.tnteu.ac.in/pdf/assesment.pdf
8.		Pedagogy of school subject (2)	https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-1.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-COMMERCE-01-0.pdf https://www.tnteu.ac.in/pdf/economics.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf https://sadbhavnapublications.org/images/notes-pdf/PEDAGOGY-OF-HISTORY-0.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf



9.	Language across curriculum	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LANGUAGE%20ACROSS%20THE%20CURRICULUM.pdf https://jmc.edu/B.Ed/assets/tl/course/first/English%20version/Language%20across%20the%20curriculum.pdf
10.	Contemporary India and education	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf
11.	Environmental education	https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf https://www.tnteu.ac.in/pdf/environmental.pdf
12.	Creating an inclusive school	https://www.tnteu.ac.in/pdf/creative.pdf https://www.egyankosh.ac.in/bitstream/123456789/46065/1/BES-128B1E.pdf



Evolving ICT based learning situations

NAME: _____ STD.: _____ DIV.: _____

DATE :

PAGE :

SAKET COLLEGE OF EDUCATION (2023-24)

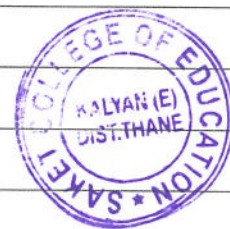
Name :- Pritee S. Jaiswar

Std. :- FY Bed

Sub. :- ICT

Roll No. :- 25

Topic :- Blog, Google Form and
LMS



CREATING

A

BLOG

Blog Name :- Marathi Diwas
Celebrations

BLOG

As part of our Information and Technology Assignment, We have given a topic :- Develop and Manage a Social Networking Site / Blog / Chat Forum For College based on ICT Course. Submit the report with evidence For this topic, above, we were guided to prepare a 'BLOG' for which we were helped to choose a topic. I choose to my topic is 'Marathi Diwas Celebration.' for preparing the 'BLOG' I Followed the following Steps given:

Stage -1 Introduction to the Topic

For the project at first we were introduce to the App 'Blogger' and were introduced to the topic 'Blog' by our professors. A Blog is regular updated website or webpage typically made and used by an individual that written in a a intern and or conversational style. we were guided well by our professors and the uses of the app 'Blogger'.

12:06 93

Blogger

Welcome to Blogger

Create a unique blog to publish
your passions, your way

Create a blog



12:07 93

Blogger

Step 2 of 3

Choose a URL for your blog

This web address is how people will find your blog
online.

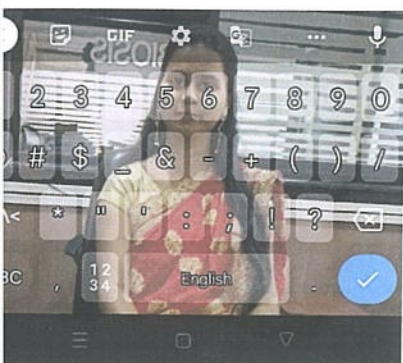
priteejaiswar37

blogspot.com

Blog URL is available

Previous

Next



12:06 93

Blogger

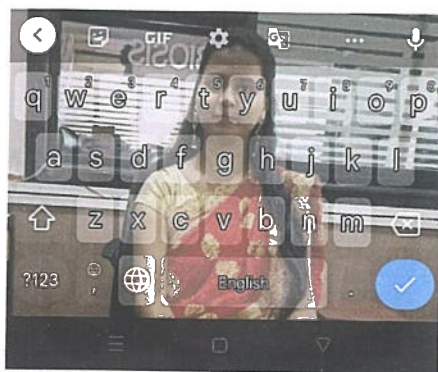
Step 1 of 3

Choose a name for your blog

This is the title that will be displayed at the top of
your blog.

Blog name

Next



12:07 93

Blogger

Step 1 of 3

Choose a name for your blog

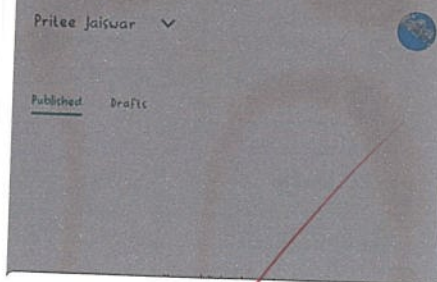
This is the title that will be displayed at the top of
your blog.

Prilee Jaiswar

Next



12:08 93



Prilee Jaiswar

2012prilee@gmail.com



View your blog



Settings



About Blogger



Help & Feedback



Sign out of Blogger

Terms of service · Privacy · Content policy

12:08 93



Settings

Blogger settings

Display name

Prilee Jaiswar

Blog name

Prilee Jaiswar

Blog URL

priteejaiswar37.blogspot.com

Comment settings

Allow comments on this blog

Notifications

Get emails about comments

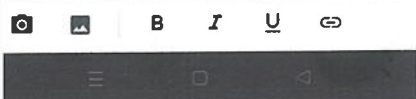
Saving changes

Steps

- 1) Download blogger App From playstore
First we go to playstore and download Blogger App.
- 2) Login
I login the blogger in my Mail Id.
2012pntee@gmail.com
- 3) Click on Create a blog
I create my blog with PnteeJaiswar97
- 4) Name your blog
My Blog Name is on my B.ed
Celebration Day - Marathi Diwas
Celebration in College.
- 5) Select your display Name
My display name is a Pntee Jaiswar
- 6) Create you blog
I create my blog and post some picture
- 7) Publish & Share
Lastly I publish my blog.

8:46 M m S • 63

Me and my college friends together celebrated Marathi Day in which I participated in Rangoli and we made very nice Rangoli.



8:46 M m S • 63



8:46 M m S • 63



8:46 M m S • 63

By celebrating Marathi Day, why we celebrate Marathi Day and understood its importance and in this way we celebrated Marathi Day very well



7:00 63



All (1)

MANAGE



Pritee Jaiswar
(Marathi Diwas...

Apr 17 0 65 ii



Importance of Blog in education

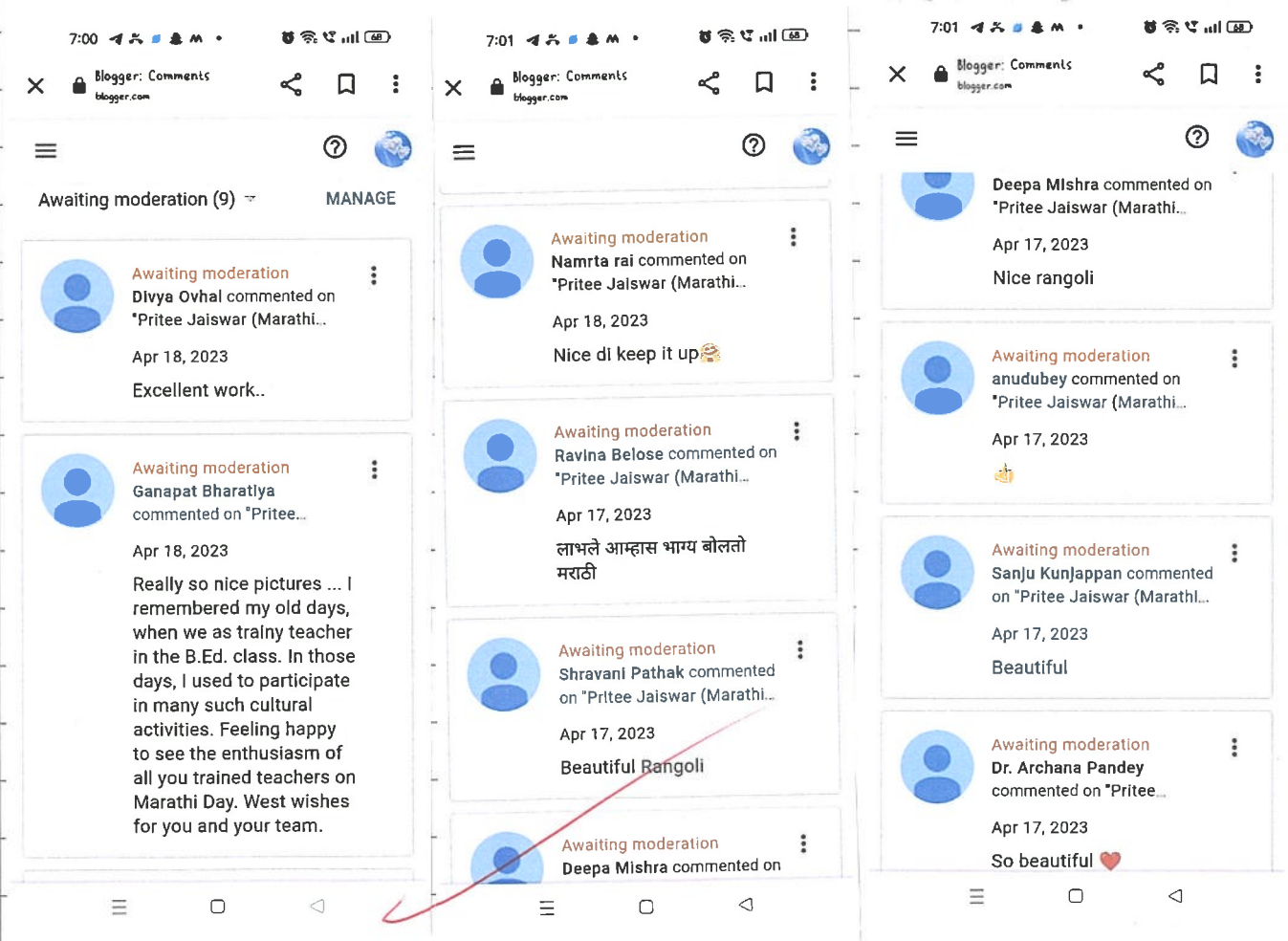
Blogging develops Students analytical thinking and increase learning to a higher level, not merely just "understanding" and "remembering" instructional Material.

Before their thoughts can be written down, Students need to analyze the Subject and then clarify their Students thoughts about the Subject.

- Promote Self expression
- Develop analytical thinking
- Exercise Students Creativity.
- Improve Students writing Skills
- Encourages the Sharing of resources among Students and teachers.

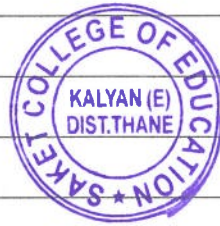
Collection of Comments

After my blog was created, finally I shared it with my peers and was excited to see the comments on the blog. I was happy to see the positive comments on my blog and was excited that I got to learn about a new applicant on blogger.



Conclusion

One of the most effective ways to conclude your blog post is to tell your reader exactly what they should do or where they should go next.



GOOGLE FORMS

Education Related Problems -

Topic Name:-

GENDER EQUALITY IN EDUCATION



Google Forms

Introduction :-

Google Forms is a Survey administration Software include as Part of the Free, web. based google Docs editor Suite offered by google. The Survey also include google Docs, google Sheets, google Slide, google Forms is only available for a web application.

Being a teacher, google form is an application which is useful for teachers so as part of our information and Communication Technology Assignment practical.

In October 2014, google introduced add-ons for google forms that enable third party developers to add new Features to Survey.

Selection & education Problem

Problem in Gender Equality in Education:-

The most frequent issue made in education related to gender. Gender equality in education benefits every child. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families.

Equality of Women and men is a fundamental human right, an essential element of democracy and an imperative of social justice. However, in present-day societies inequalities between women and men persist de jure and de facto, in the educational field as in the political, economic, social, cultural and any other fields.

In the educational field, both sexes still continue to focus on traditional gender roles which strongly steer and reduce their choices of education, occupation and life concepts, thus reinforcing the male norms in society, the unequal power relationship of the sexes, the sex-segregation of the labour market, the sex-specific allocation of family responsibilities, the violence against girls and women.

Searching For the topics

Before understanding the problem faced by peers. I needed to understand, what were the reason and effects in gender equality in education. So I did deep research and understood why is gender equality in education.

The Main issue and then created some questions to ask my peers about problem on education in gender equality.

Google Forms Creation and Sharing

After I Formulated my questions for the Survey. I created my personal experience and create my own google Form and typed all my questions in the Form. The questions were targeted to the Collect information about problem on education in gender equality issues faced the respondents.

The questions that I asked to my Google Form were as follows:

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

How much more likely are girls *
to be out of school in conflict-
affected areas?

☐ 2.5x

☐ 3x

☐ 4.5x

Which date is celebrated as the *
International Day of the Girl
Child?

☐ 18th October

+

+

Tt

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Which date is celebrated as the *
International Day of the Girl
Child?

B I U  

☐ 18th October

☐ 21st October

☐ 11th October

Globally, of those children aged *
11-17 that reported
experiencing school violence,
what proportion reported

+

+

Tt

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Globally, of those children aged *
11-17 that reported
experiencing school violence,
what proportion reported
experiencing gender-related
violence?

B I U  

☐ One in five

☐ One in three

☐ One in four

Globally, how many girls under *
the age of 18 are married each

+

+

Tt

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Globally, how many girls under *
the age of 18 are married each
year?

☐ 140,000

☐ 2 million

☐ 12 million

What percentage of the poorest *
rural girls in low-income
countries complete secondary
school?

☐ 2%

+

+

Tt

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

What percentage of the poorest *
rural girls in low-income
countries complete secondary
school?

B I U  

☐ 2%

☐ 5%

☐ 20%

Which of the following can *
promote gender-equitable
education systems?

+

+

Tt

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Which of the following can *
promote gender-equitable
education systems?

☐ Removal of gender stereotypes from teach...

☐ Provision of separate and hygienic sanitati...

☐ Promotion of re-entry policies for pregnant...

☐ All of the above are correct

'Kanya Saksharta Protsahan' *
scheme was launched in
January 2006 to promote :

+

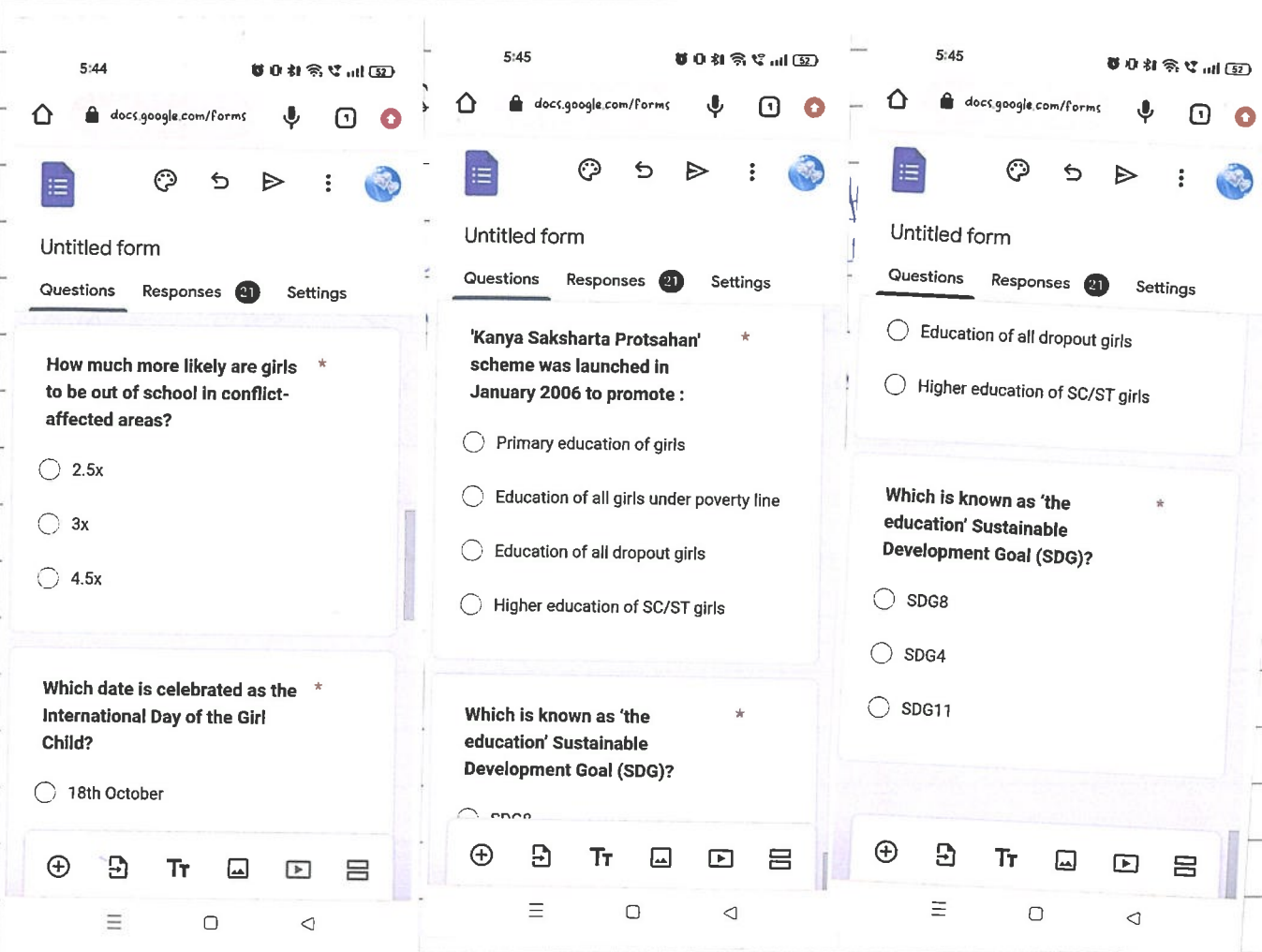
+

Tt

+

+

+



After Creating a Questions and Finalising my google Form. I Shared it with my peers and Family to get Variety of perspective of all age groups.



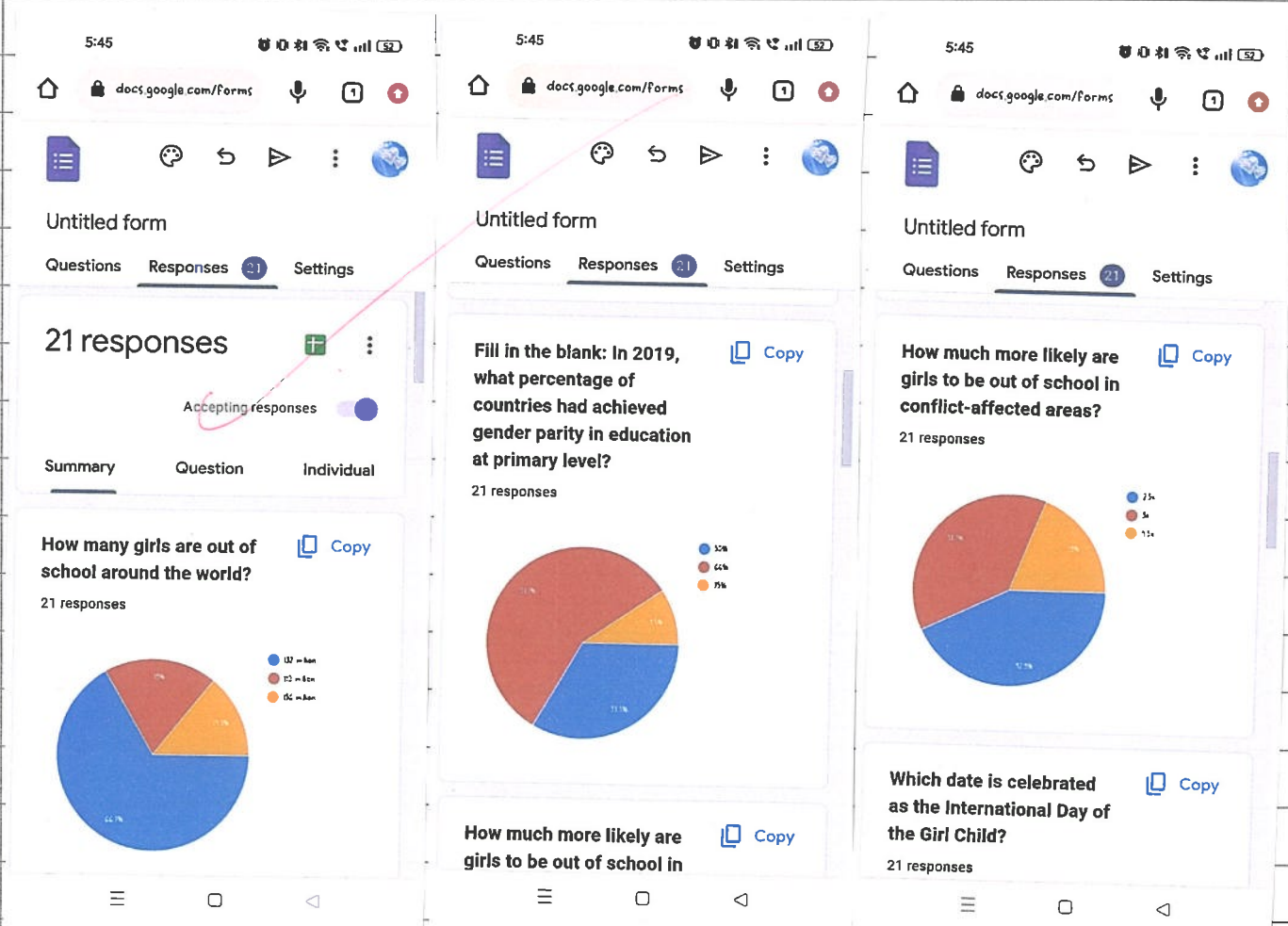
NAME: _____ STD.: _____ DIV.: _____

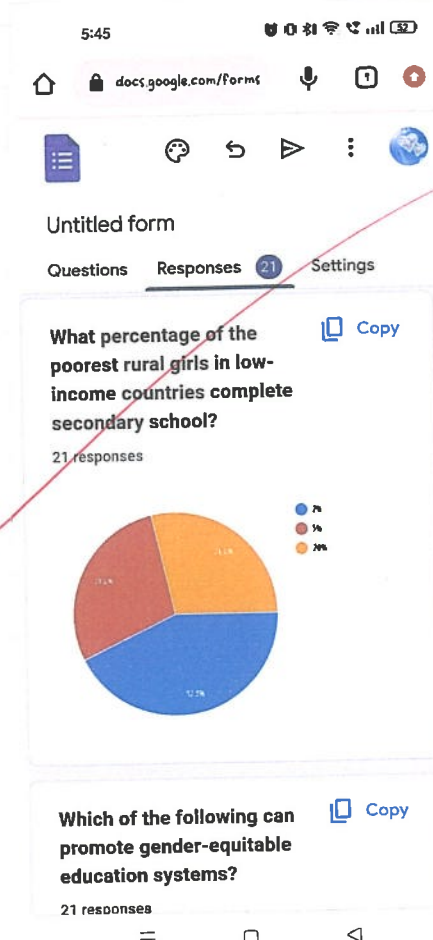
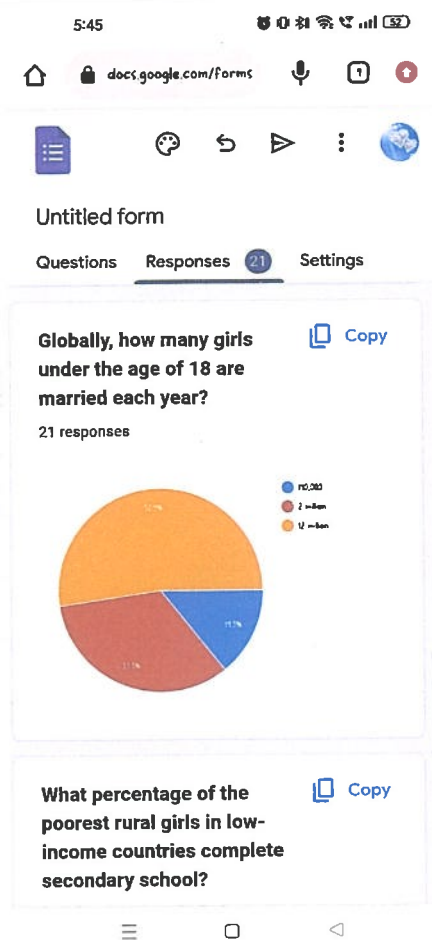
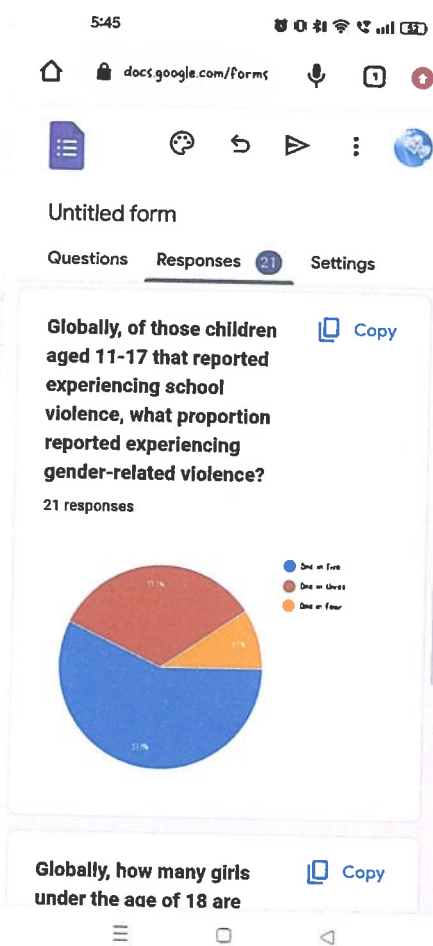
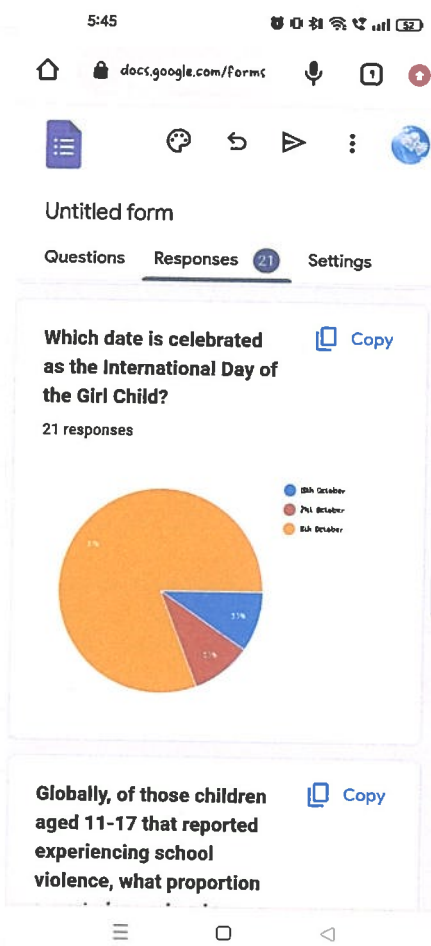
DATE : _____

PAGE : _____

Collection OF Responses

After sharing my google form to my responsible, respondent, now it was time for me to check out the different responses which they gave.





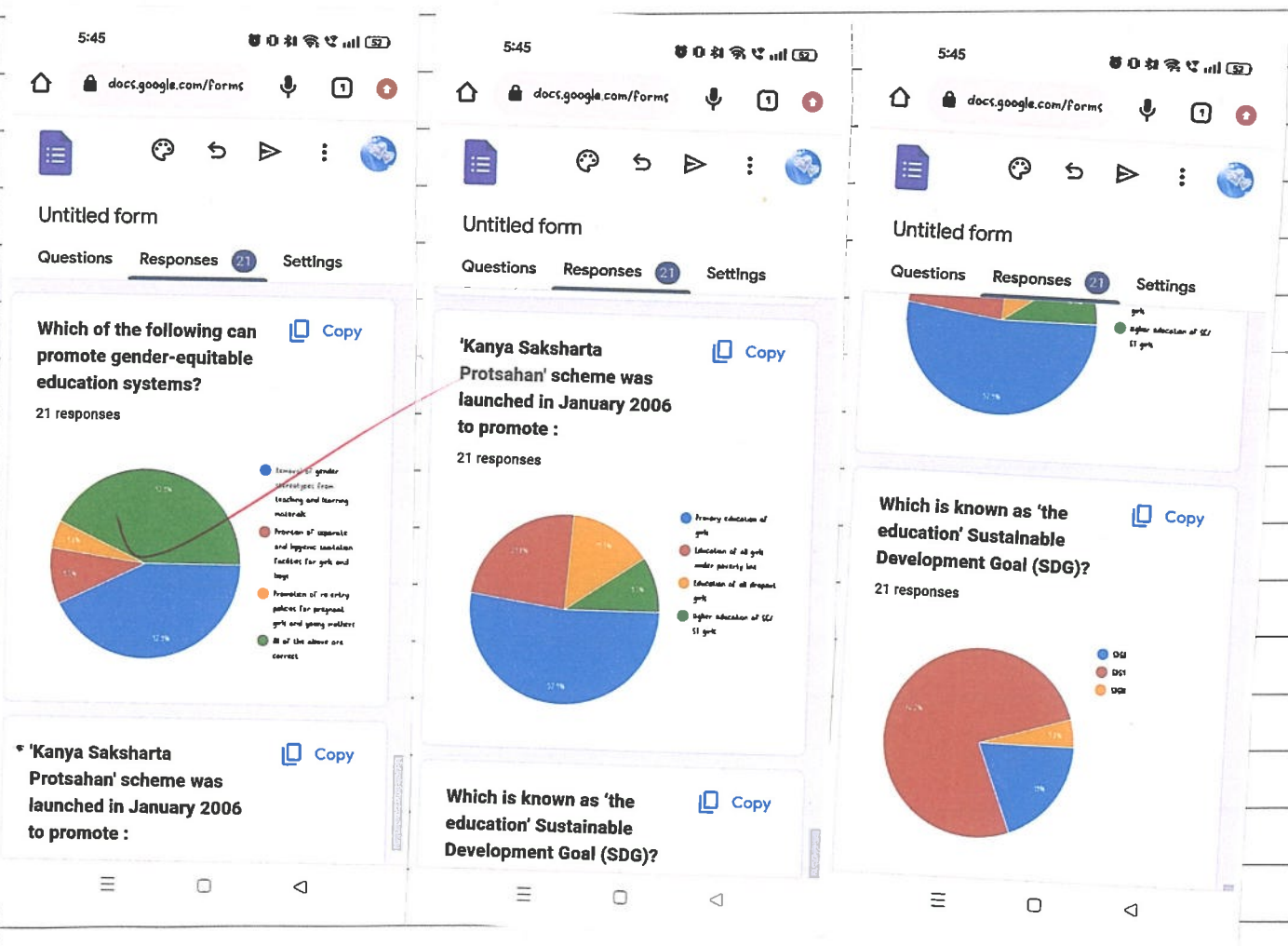
NAME: _____ STD.: _____ DIV.: _____

DATE :

PAGE :

Analysis of the responses

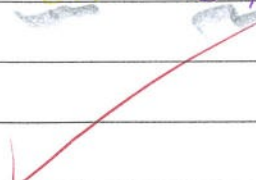
After receiving the responses, it became easier for me to understand the issues faced by my peers and me how gender equality affects us differently and different suggestions to overcome them.



LEARNING MANAGEMENT SYSTEM (LMS)

ZOOM
MEETING

PPT on (Knowledge)

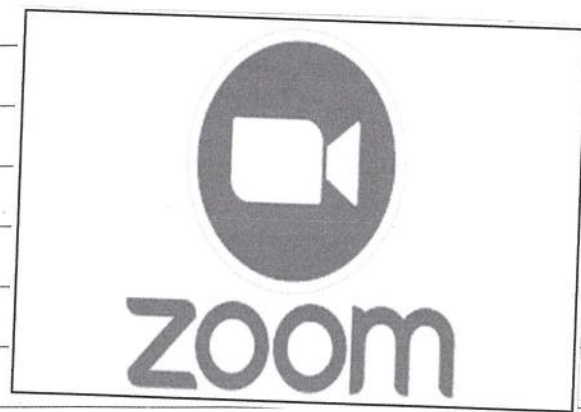


Learning Management System (LMS)

There are different Social Media Platform which have come up for the students to share inform, Conduct Video Calls and Contact each others to Solve Queries, Zoom meet, Google Meet are a part of them.

For our ICT practical we had to exploring a LMS and our topic was!

"Using on LMS Identify resources For a topic of your choice and upload it we any discussion Forum available For discussion and generate a test! For conducting the practical. I Followed the Stages given below!"



Introduction to LMS

For the practical at first we were introduced to the concept of what LMS is by our professors. The full form of LMS is Learning Management System. A Learning Management System is an online integrated software used for creating, delivering, tracking and reporting, educational course and outcomes, we were well guided by our professors.

Selection of topic

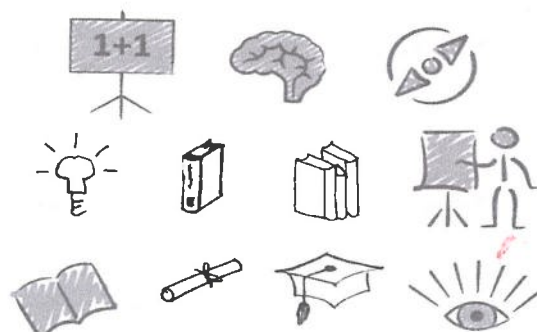
For all the practical first we had to select a topic. Our professors well explained the criteria for selecting a topic so after lots of research I selected my topic 'What is Knowledge' so after my topic got approved I started with the next step.

Researching and preparing PPT

After selection and getting my topic approved, I started researching for information on the internet & textbooks. While researching I got to learn how things and even got familiar with the recent impact on knowledge.

What is Knowledge?

- Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject

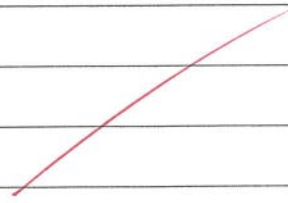


- Knowledge is that which is known
- Knowledge is a information
- Knowledge is instruction
- Knowledge is learning
- The verb know means "Remember, Recall, find out, discovery".

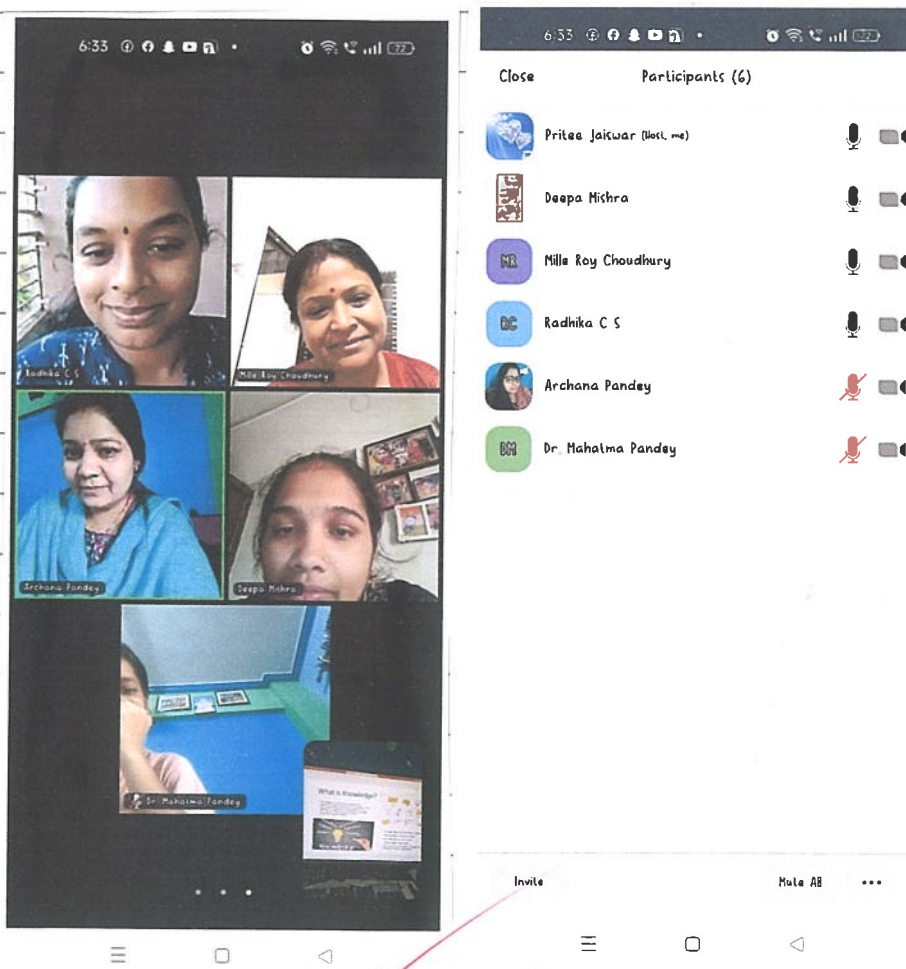
For Showing My representation My information I choose power point presentation. as a Made For puting the information in Front of my peers. So after preparing My PPT. I Moved to the next Step.

Conducting Zoom Meet and discussion of PPT

The next Step after creating the PPT was conducting a class and discussing PPT, So we Formed a group, of 5 to 6 people and Started, our own Meeting. all 6 people of us were sent a link by me which is a Seen below:



After sharing the link, all of us joined on the link and then by turn we started discussing about our topic. All of us given group members learn a lot.



Preparing test Using Google Form.

It is important to conduct a test for understanding how much the students has understood. So all 5 people created our own test on google form.

The image displays three sequential screenshots of the Google Forms interface on a mobile device, illustrating the steps to create a test.

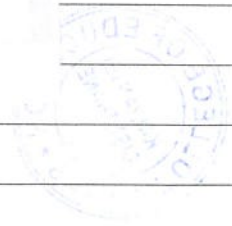
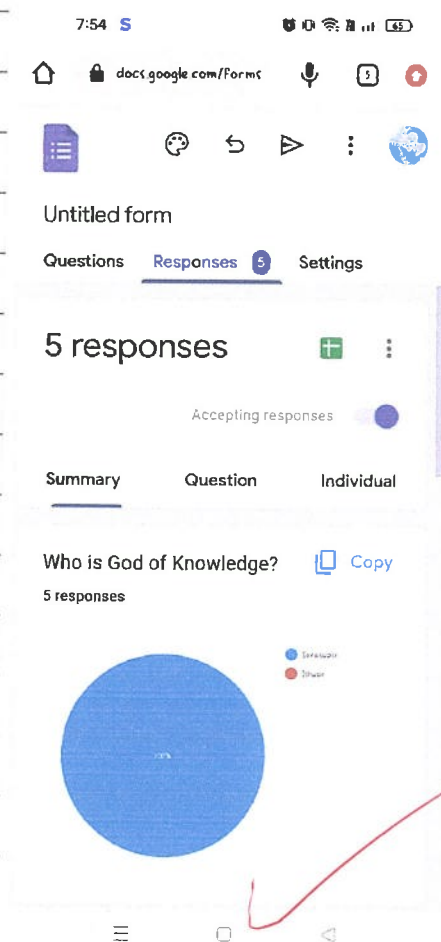
Screenshot 1 (Left): Shows the 'Untitled form' screen with the 'Questions' tab selected. The title 'Knowledge' is entered. Below the title, the 'Form description' field is visible. A question is being created: 'Who is God of Knowledge? *'. The options are 'Saraswati', 'Ishwar', and 'Other...'. A red checkmark is drawn over the bottom navigation bar.

Screenshot 2 (Middle): Shows the 'Untitled form' screen with the 'Questions' tab selected. The title 'Knowledge' is entered. Below the title, the 'Form description' field is visible. A question is being created: 'Knowledge means the sum of... *'. The options are 'Human understanding', 'Process understanding', and 'Other...'. A red checkmark is drawn over the bottom navigation bar.

Screenshot 3 (Right): Shows the 'Untitled form' screen with the 'Questions' tab selected. The title 'Without knowledge understanding is....' is entered. The question type is set to 'Multiple choice'. The options are 'Possible', 'Impossible', and 'Add option or add "Other"'. The 'Required' toggle is turned on.

Collecting the responses

Once everyone filled the text it was time to review and collect their responses. Their responses are as given below:



Collecting the correct responses

7:54 S

docs.google.com/Forms

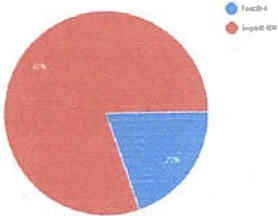
Untitled form

Questions Responses Settings

Without knowledge understanding is....

5 responses

Copy



2 responses

Copy



7:54 S

docs.google.com/Forms

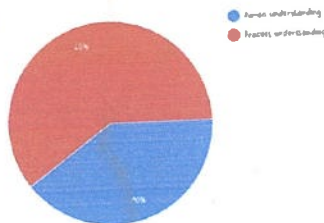
Untitled form

Questions Responses Settings

Knowledge means the sum of...

5 responses

Copy



Knowledge = Justified, true belief

5 responses

Copy



2

Seen

Exposure to Braille /Indian languages / Community

SAKET COLLEGE
OF EDUCATION

Academic Year 2018-19

Name:- Shweta Tiwari

Std:- S.Y.B. Ed (Sem-4)

Roll no:- 25

Subject:- Community
work

Course:- Project

Based Course
(PC4)



INDEX

NAME: Shweta Tiwari STD: 5485 SEC: - ROLL NO.: 25 SUB: Community work

S.No.	Date	Title	Page No.	Teacher's Sign/Remarks
1.	24/12/18	Matoshri Vridhashram		
2.	25/12/18	Matoshri Vridhashram		
3.	26/12/18	Beru Matimand Pratisthan		
4.	27/12/18	Beru Matimand Pratisthan		
5.	28/12/18	Pragati Andh Vidyalaya		
6.	29/12/18	Pragati Andh Vidyalaya		

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SAKET COLLEGE OF EDUCATION
KALYAN (E)
DIST. THANE



Saket College of Education
Academic Year 2018-19

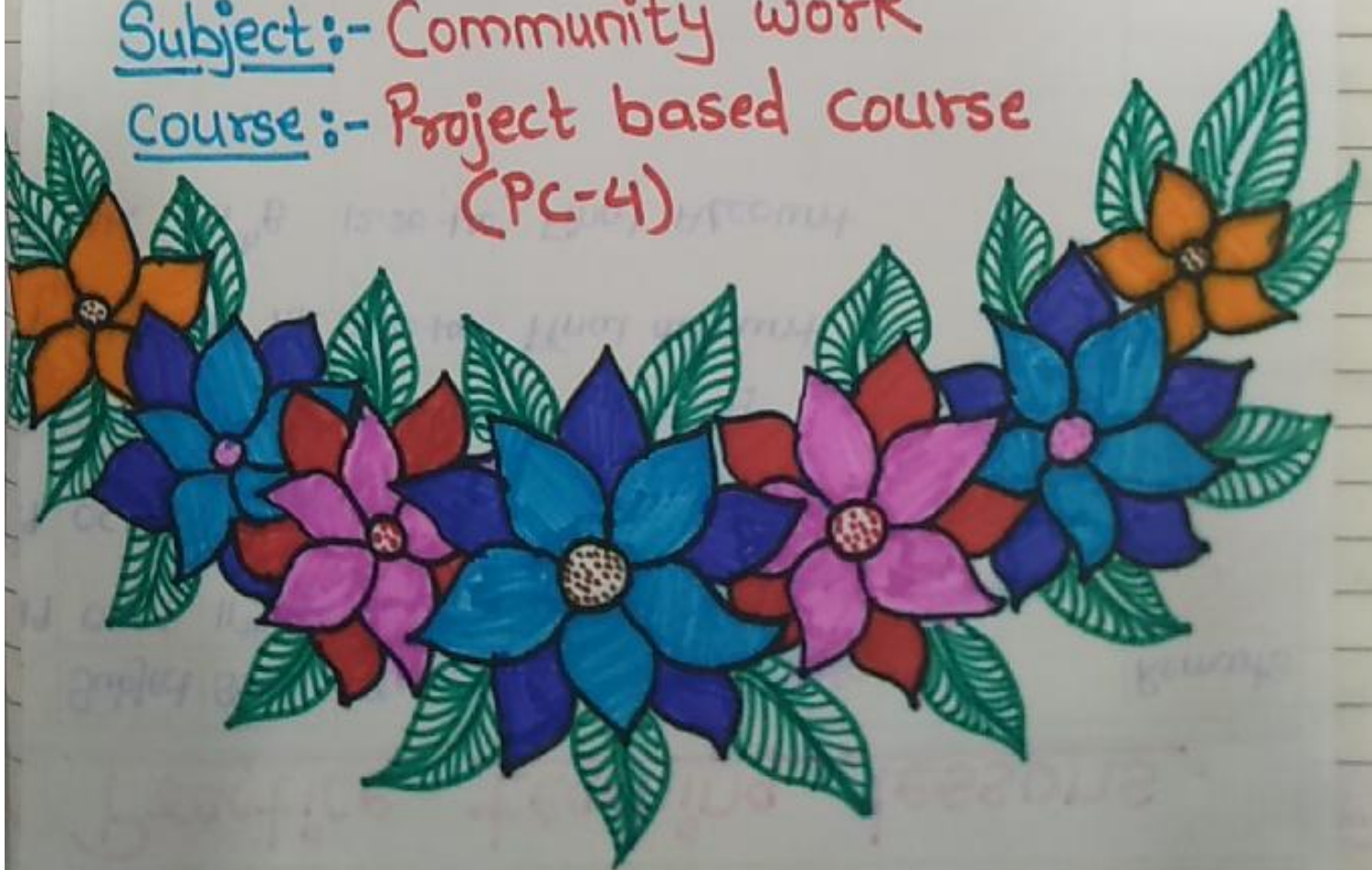
Name:- Shweta Tiwari

Std:- S.Y.B.Ed (Sem-4)

Roll no.:- 25

Subject:- Community work

Course:- Project based course
(PC-4)



Community Work :-

Community work is a social work. Means we take the experience of people living in the society. We go to the oldage home, blind school, dumb school, mental orphanage, etc. for taking their experience. We study about their problems what they are facing and we know that what is happening in our society. What was the reason to face such type of problems? Why they are far from their family. Our motto and goal to visit that place is be aware our children with such type of society and the trust who help such type of people to live their life freely.

Our mission is to help those people who are disowned by their family, to live remaining of their life with love, peace, respect and happiness in a comfortable and friendly environment to maintain their physical, psychological and spiritual aspects. We repay our moral debts to society by serving them and fulfilling their needs without any discrimination.



desire to serve the suffering humanity.

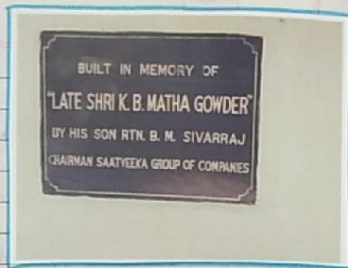
- Beginning of the Ashram:- Maharashtra Govt. granted Rs 55 lakhs for the construction on the area of 1500 sq. Mtrs. as per their guidelines. On the completion of the buildings the ashram was inaugurated on 29th March, 1998.

• Admission:-

- 1) Admission is given to needy senior citizen without any distinction of caste, colour, creed or religion.
- 2) The age for gentlemen is 60 years or above and for ladies 55 years or above. Also they should be physically and mentally fit.
- 3) Admission is free for 50% of the total applicants which includes seniors whose yearly income is Rs. 12,000 or less. Higher income seniors are charged as per the govt. approved rates.
- 4) Vriddhashram has a built-in capacity to accommodate 100 senior citizen, out of which 50% seats are for ladies.
- 5) Admissions are given as per the rules from time to time.

They receive many applications from senior citizens for admission in the ashram. Trustee visit them at their residences and convince them and their families by counselling that, there is no place on earth as one's own home. These visits have proved fruitful and some of these parents are now living happily with their children in their own homes. These attempts are always made for reconciliation and rehabilitation of the applicants.

- Facilities provided:- Dormitories and couple rooms with basic



Date:- 25th December, 2018.

Place:- Matoshree Vrudhashram, Khodavali.

We reached in Ashram at 10.00 am. Today is Christmas. We are very excited for meet with them again. We wait for a while and asked with assistant manager that today we can help them in preparing food. She told that today we help them in cleaning also. Then we help them in cleaning the walking path. We clean the garden and path both. Then we help the old ladies in preparing the food. We make some chapatis. Then we clean the garlic for making it masala. We help them in cleaning the vegetables also. Then after that we clean the garbage from kitchen and throw it in dustbin. There was the worker take the spinech from the farm in the village near to ashram. There was the fresh vegetables brought from the farm. Then after that we clean the kitchen. We clean the kitchen by water and mop. Then after cleaning we wash our hands and then we go in the dining room. There was the some people came to celebrate the birthday and Christmas. They cut the cake and sing a song. There was the great enthusias in the dining hall. All the seniors grandpa and grandma was in the hall. Then after the cake cutting, there



Date:- 26th December, 2018

Place:- Beni matimand pratishthan, Radiapur.

We reached in pratishthan at 10.00am. We see all the rooms of pratishthan. We see many of the ward. There are ward of male, female and special ward. There are 110 peoples in the Beni matimand pratishthan. We see all of them. There are many persons in the special ward, who has serious problem. One person is admitted before the 8 days. He saw any person and started shouting and biting. He was hyper mentally retarded person. We saw the cloth washing machine, kitchen, etc. Then we celebrate the birthday of one old lady. There was cake cutting and celebration. Then we went in the kitchen for helping them. They told that all the work was done. There was not work remain for us to do. Then we saw the pratishthan.

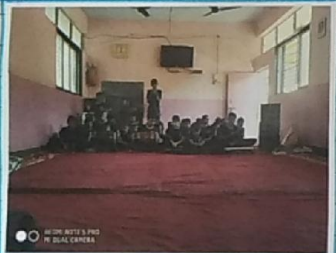
Mentally challenged person are totally neglected by the society in which they live. Mental challenge is a permanent handicap and such persons never return to normalcy. Happiness of any family, having mentally challenged person is totally shattered. Such person needs permanent assistance and help as long as he lives. He is permanently dependent in his lifetime. Parents of such persons are worried during their lifetime about the future after their demise.



Date :- 27th December, 2018

Place :- Benur Matimand Pratishthan, Badlapur

We reached in the Pratishthan at 10 am. We went in the pratishthan. We gone in the office, talk to the madam. She to we told them we wanted to help them in the work. She told that we can help them if they want. They told us about help them in their work. Then we went in the lawn of the pratishthan. We went in the kitchen and ask them about the help. They told us that we help them in making chapatis. Now they are preparing other food. They called us after a few minutes for the help. Then we saw the room of ladies. We talk with them, we understood their problems. Some of the persons were to meet us previous year. They remember us. Then we talk with them. After the few minutes the ladies called us for helping them. Then we washed our hand for making chapatis. Then we went in the kitchen. We help them in preparing chapatis. We were enjoying while making chapatis. We talk a lot. We make many chapatis. Then we completed the chapatis. Then we washed our hand and we done our lunch. We met with Amundhali after the lunch. Then we talk with her. We share our memories with her.



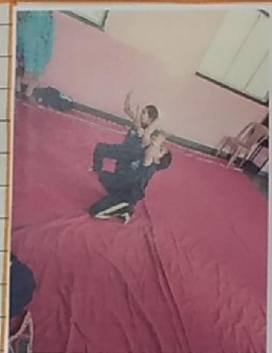
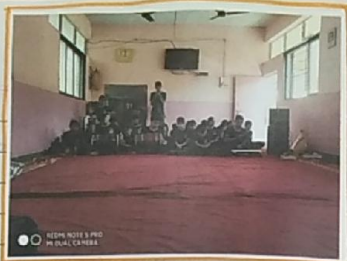
Date:- 28th December, 2018

Place:- Pragati Andh Vidyalaya, Badapur.

We reached in school at 11 am. We were waiting in the outside of the school for the mam and others. Then mam came. We went in the school and we saw that on the board there was written that welcome of B.Ed students from Saket college. We were very glad to see that. Then we met with Vilas Tayade the head master of the school. He told us that sit in the hall of the school. We went in the hall. Then students started doing performance of song and dance. Previous year we met with the Subhasini Mangrekar mam. She was expired in January. We were miss her. After the performance. The head master says about school and students to us.

The institution Pragati Andh Vidyalaya was established in January 1968 by Late Smt. Subhasini Mangrekar, BA, B.Ed, CTB. She worked for 12 years as the senior most teacher in the renowned Victoria Memorial High School for the blind, Tardeo, Mumbai that most of the students admitted were from well to do families or had secured admission through some influence of the other. She started the school with just 1 student in November 1968 at Badapur, Dist. Thane.

Within 12 months itself, the no. touched almost 80 students. For 7.5 years, there was no financial grant.



Date:- 29th December, 2018

Place:- Pragati Anb Vidyalaya, Badlapur

We went in the School at 11 am. We set in the hall. Then the students starts their performance. There are many students involved in that. There are many instruments like, dhol, manjeera, harmonium, etc. They play it very well. They sung the song for us. They sung solo song, duet song and group song. There was many songs sung by them. We danced on their song. We can't stop ourselves for dance, they sung very well. We enjoyed a lot. Then we also sung the songs for them. Then one lady came, who was professionally singer. She also sung. Then they played a video. In it. That was the biography video of Pragati Anb Vidyalaya. There was all the information is given through that video. In that we saw that how the blind school was formed, what problems the blind phases, what means the school undertakes for the development of the blind students, etc.

We saw that how at the time of flood in 26 July, 2006, what problems the whole school faced. They kept the students at the various peoples house. The persons of Badlapur gaon. The School was located at near to Badlapur police station. They also help them at that time. The late Smt. Subasini Manjrekar mam make this school for the blind to help them and to make them

* Conclusion :-

Through this community work, we saw the problems phased faced by the oldage people, mentally challenged person and blind child. How they remove their weakness. Our eyes have been opened to see the needs of citizens within our local community and those around the world. These needs are being met by organizations who are partnering with volunteers such as ourself. Our research and experience have hopefully helped us to discover that "Giving back" is a rewarding role of being benefits us too. It is my hope that we will continue and more importantly, persuade and motivate others to do the same. Home carers help people to live independently in their home town. Flexibility and reliability, Kindness and respect were seen as key personal qualities. Friendliness is important but care workers must maintain personal boundaries and not become friends.

Dean

Dr

