Metric 2.4.3- Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication
- 2. Simulated sessions for practicing communication in different situations
- 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
- 4. Classroom teaching learning situations along with teacher and peer feedback

#### Clarification Asked-

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

2.2.2

### Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Environmental Education

Environment is all about our surrounding, and nature present nearby us. As we know global warming is increasing day after day, so plantation and trees is how much vital for all living beings. Environmental education connects us to the world around us, teaching us about both natural and built environments. EE raises awareness of issues impacting the environment upon which we all depends, as well as actions must be taken to improve and sustain it.

On 28<sup>th</sup> April 2023, at 11:00 am onwards our students gave speech on protection of environment, faculty members and principal sir guided students of both first year and second year, about how we can save nature and natural resources of our environment, about cleanliness & tree plantation as well. After the speech and guidance all students were instructed to do tree plantation activity. So all staff members, Principal sir, students has planted various saplings in the garden, they used the tools and make the space to plant seed / sapling, planted today is fruitful in coming years, the plantation we have done today in our campus will become grown tree in 3 to 5 years that will give shade, purified air, flowers and fruits, a small gesture of today is blissful for tomorrow. We all must save our environment and keep on doing various activities to protect nature in our surroundings.





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### Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23

**Poster Making Competition** 

The poster making competition was held on 23<sup>rd</sup> April 2022. The topic of the competition was Feminism which is a vast topic to discuss and the participants had to show their imagination and creativity through poster. This competition took place in our college campus and all students enthusiastically participated in the competition.

The judge for the event were prof. Dr. Taiseen Khan, and other senior faculty members also visited the competition and encouraged the participants. Competition starts at 2:00 pm and windup by 4:00 pm in the evening. This helps in enrichment of students in more creative way.

At the end of the program students were shortlisted by judges and certificate for competition was also distributed by principal sir, as well as he appreciated their efforts and exhibited all posters in classroom. The function was ended with National Anthem.





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# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Slogan Competition

#### "Present vocal on your thoughts"

Slogan competition helps students to enrich and express their thoughts in to words using rhyming and encourage them to pass on their message of awareness to the outer world, and also increases the caliber, confidence, creative thinking and conciseness of the students. It also challenge them to distill complex ideas in to powerful words.

The competition was organized in classroom of our college on 04<sup>th</sup> May 2022 on Feminism to put up light on various sector of life where women's play vital role. Principal sir was arbitrator for the event organized and the main motive of the event was to aware young minds about the "importance of creative writing and power of words".

At the end of the day slogans were displayed on walls of classroom which also motivates students for further maximum participation and express their interest during the various competitions. The function was ended with National Anthem.





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# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 International Yoga Day 21-06-2022

The International Day of Yoga have motive to raise "awareness about multiple benefits of doing Yoga" across the world. The Yoga is being practiced in India from ancient time and now many countries in the world are practicing yoga as regular activity in their busiest schedule. In recognition of its universal appeal the United Nations declared 21st June to be the International Day.

On 21<sup>st</sup> June 2022, Mrs. Heena Bhat gave a brief introduction on Yoga and how it plays an vital role in relaxing the mind and body and boosting people's immune system, strengthen physical, mental, spiritual and emotional health. Following with this all the students practiced warm up exercise and performed sitting and standing asanas, Heena mam in between also encouraged students to practice yoga regularly to remain fit and improve concentration.

The Celebration at last got closed with a vote of thanks. The function was ended with National Anthem.





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### Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Hindi Diwas

Hindi Diwas is celebrated on 14<sup>th</sup> September each year. Since from 1949 Hindi Language was accepted as National language of India by each Member of Parliament, that is the reason we celebrate hindi diwas every year with same enthusiasm and energy.

At our college we celebrated the day to keep alive the value and culture of our heritage, it also enriches and helps students to stay connected with their nation's language. Poster and slogan making completion was held on auspicious occasion of Hindi diwas, the program was held on 14<sup>th</sup> September 2022 beginning from 12:00 pm which was followed by welcome song and then move forwarded towards some speech given by principal sir and then competition was started number of participation was high and students were encouraged by teachers and principals. After the program was done all posters were hanged on walls of classroom and last vote of thanks was given by students at 4:00 pm. The function was ended with National Anthem.



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# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Puppet Show

As per the syllabus of Bachelor of Education, Drama and Art is a part of their co-curricular activity, to enrich the skill in students, "Workshop on Dramatization Roles, in Puppet and Mask making" was organized at Saket College of Education in auditorium room on 24<sup>th</sup> September 2022 at 11:00 am onwards.

The puppet show was played and acted by few students of our college and team member of Resource person Nilam Mandal. The story of show was commendable and the theme was "Save Water Save Life", this workshop main motive was to make students more active about art and drama and how this activity make learning and teaching more attractive and fun for both students and educators. Teaching is the most vital aspect of life and to make it more interesting an educator must learns various method and trick to tackle the subject as per the demand of students puppet is one of those methods which can make teaching fun and interesting. The workshop was attended by all faculty, management members and students. Nilam mam also took the class of how to make puppet in simplest and easiest way. At the end vote of thanks was given by our senior faculty and some good memories were captured forever.





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# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Science Day

National Science Day is celebrated on 28<sup>th</sup> February of every year to mark the discovery of "Roman Effect" by Sir **Dr. C.V. Raman**. On 28<sup>th</sup> February 1928. It was his discovery that got him Nobel Prize in Physics in 1930.

The program started when all staff, principal sir and students gathered in classroom at 12:00 pm at first lamp lighting was done and flower were showered at photo of C.V. Raman sir. The anchor of the program was our student Savita Wali, she welcomed staff and sir on behalf of everybody and then 4 groups of girl sang welcome song afterward functions get continued by Essay and Quiz competition which was organized at college, students also decorated board and made Rangoli. Student's maximum participation was there in Quiz and Essay competition. Faculty gives us explanation about importance of science day. Students made various science models and we all went through the exhibition and celebrated science day with enthusiasm and fun. Our teaching faculty and principal also guided students about science day and given information about it. This program helps students for their enrichment about science and its benefit in regular use. With lots of learning and enjoying the function with our friends and faculty member we also remember C.V. Raman Sir for their devotion towards their work in science and we follow their steps. The function was ended with National Anthem.





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### Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Women's Day

International Women's Day is celebrated every year on 08<sup>th</sup> March, showing respect towards every women in our society. Women's day is celebrated every year as a significance of social, economic, cultural, and political accomplishment of women. The day also implies an act of accelerate gender uniformity.

At our college also Women's Day was celebrated the program was organized by students, they decorated the classroom, board. Proceeding students welcome all female faculty members by giving flowers and gift showing their gesture of love and respect towards them. During the program students participated in various activities such as speeches, stories, songs and Rangoli competition. The also showcase their talent through drama and act showing their belief in women empowerment in very creative way. The fun game activity was also carried out in which faculty member has to take the participation and everybody enjoyed a lot. We also learn about how the contribution of women is required in our daily life and we should respect their efforts, let it be home maker or working women.

The function was concluded with motivational speech given by our principal Mr. Vidyaprakash Maurya sir and other faculty members. The function was ended with National Anthem.





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# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Community Work

Community service is volunteering job performed by one or group of people for the benefit of the public or institution. Performing community service is not the same as, since it is not always performed on a voluntary basis. It may be mandated by schools to meet the requirements of a class, such as in the case of or to meet the requirements of graduating a class valedictorian.

For curricular enrichment of students we have conducted community work at "Pragati Aandh Vidyalya", Badlapur on 11<sup>th</sup> March 2023, students and staff reached there by 11:00 am, and everybody meet with the principal and discussed what work can be done afterwards our students did work as per guided which includes cleaning and serving foods to students, after the work vidyalya students showed their talent how they read different language using tool and they also played harmonium and other instruments and sing song in really nice way.

Later before leaving our Saket College of Education students distributed various daily use items to students like tiffin box, comb, oil, bag and other things and took a good bye from them. This work and visit help our students to be more closer toward the various part of society and also inspire them to be more active in social work to become helping hand and kind human being.





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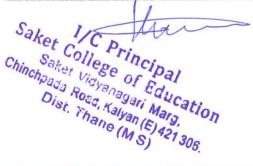
# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Community Work

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Our college organized community work at "Matoshree Vrudaashram", Khadavli on 18<sup>th</sup> March 2023, students of both first year and second year was included in this work along with teaching staff. We reached there by 11:00 am and met the manager, he guided us and showed the ashram, introduced with members present over there and allowed us for doing seva. Our students had done cleaning in the ashram, served food to them and also listened experience of elder person and gained multiple life lessons. This visit helps students get aware about to help elders and take care of them. At the end before leaving everybody got a warm see off from the members of old age home.

Our students also bring various items for member of vrudaashram, and this little token of love with warm gesture in return we get to see the smile of aashram people which was actually priceless.









# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Community Work

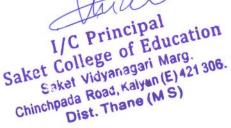
Community service is volunteering job performed by one or group of people for the benefit of the public or institution. Performing community service is not the same as, since it is not always performed on a voluntary basis. It may be mandated by schools to meet the requirements of a class, such as in the case of or to meet the requirements of graduating a class valedictorian.

Our college organized community work at "Satkarm Aashram", Badlapur on 31st March 2023, students of both first year and second year was included in this work along with teaching staff. We reached there by 11:00 am and met the manager, he guided us and showed the ashram, introduced with members present over there and allowed us for doing seva. Our students had done cleaning in the ashram, served food to them and also played fun activity and games with them which gave our students a wonderful experience. This visit helps students get aware about to help each other and become helping hand in society. At the end before leaving everybody got a warm see off from the members of Satkarm Aashram.

Our students also bring various items to give them as a little token of love with warm gesture in return we get to see there endless smiles that was precious and worthy.





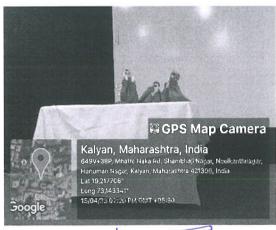




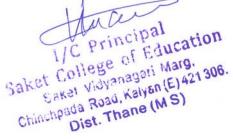
# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Art & Drama Activity

As per the syllabus of Bachelor of Education, Drama and Art is a part of their co-curricular activity, to enrich the skill in students, "Workshop on Drama and Art in Education" was organized at Saket College of Education in auditorium room on 15<sup>th</sup> April 2023 at 11:00 am onwards by prof. Nilam Mandal.

Drama in India Originated from the Vedas: there are four types of vedas written by Maharishi Ved Vyas Rig Veda, Yajur Veda, Sam Veda, Atharva Veda. Drama as valuable form of communication provides learners (Student) with an opportunity to work together. It gives students the change to express themselves more effectively in everyday situations. Drama enhances verbal and nonverbal expression of Ideas improves voice modulation fluency of language etc. speech delivered by a speaker. Dramatization plays an important role in the teaching of all the subjects not only for languages, literature and history. This skill makes all subjects interesting. An interesting act using puppets was played and our students also performed a drama act with a story in it. Everybody in the room have big round of applauds for the performance. Our management and all teaching faculty members appreciated the efforts and initiatives taken by our students and encouraged them for maximum participation. At the end vote of thanks was given to everyone present in the room, the participants and the resource person.









# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Art & Drama Activity

Sports help human body to stay physically fit, mentally strong and increase strength of our muscles. Regular practice of sports is beneficial in multiple ways for our body and mind to stay healthy and calm. Along with sports an healthy diet we can enjoy healthy life at fullest.

To encourage students to play games in their regular day to day life, Sports Day was organized at our Saket College of Education on 24<sup>th</sup> April 2023, from morning 09:00 am onwards, all faculty members, students and principal sir all gather at our college ground. Our sports coach Mr. Rajendra Tele sir guided us about schedule for the day. We started with some warm up exercise and then followed by it students played badminton, running competition and other outdoor games, also they played some indoor games which includes carom, chess and table tennis. As per the competition winner was also judged by the sir.

At the end of the day, principal sir appreciated students for their efforts and maximum participation, also the certificates were distributed to the winners by principal sir.





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# Saket Gyanpeeth's Saket College of Education Curricular Enrichment 2022-23 Educational Visit

As a part of syllabus, Field Visit has to be conducted for pedagogy subjects to make students have experience about the practical knowledge and tools that are available. For various subjects like science, history, geography etc.

Our Saket college of Education organized trip to Nehru Science Center, the Museum of Living History and Nehru Planetarium on 18<sup>th</sup> May 2023, worli Mumbai. Along with student's three faculty members of respective subjects accompanied students for the visit. Firstly we reached byculla station and then took bus from there till worli to reach at Nehru planetarium by 10:30 am. We reached there and visited The Museum of Living History, there we got to see multiple ancient things written items and sculpture, statues and other evidences of ancient and medieval history. Then proceeding further we want to Nehru Planetarium by 12:30 and attended the show. Then after a small refreshment break, everyone headed towards Nehru Science Center and under the guidance of respective faculty member student learned & experienced about various experimental tools usage and requirements.

After the visit at end of the day we headed back towards station from bus and come back to our place.





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Peer feedback 2018-1

### SAKET COLLEGE OF EDUCATION, KALYAN (E).

#### Supervision Check List

Name of School Teacher: Shweta Tiwan and Prachi Pawar Subject: Secretarial practice ropic: Qualities of Secretarie: 12/2/19 (Use Tick Mark) I. Set induction Topic Demonstration Use of Previous Knowledge Posing intriguing Analogy Problem Teaching aids Questioning Narration Story Telling II Stimulus Variation (Tick Mark) Questioning Narration B.B. Work **Pictures** Diagrams Models Maps Charts Experiment Demonstration . Dramatization Recitation Model Reading Model Recitation Any other (Re. Extent of use: Teachnique of using. Selection etc.) III. Questioning Faulty Qs: (Tally mark frequency, note down examples) Repetition of Q Suggestive O Changing form of Q Easy Mannerisms in Q e.g. Yes? Grammatical error in O Vague Q Double Barreled Q Difficult Echo Q Elliptical O O not relevant to-content Yes/No Q Adequancy: Few/sufficient too many IV. Response to pupil's Answer and Reinforcement (Tally Mark) Correct Answers: Verbal Reinforcement: Yes Right  $\checkmark$ Good V. Good Exactly That's right Correct Excellent Non - verbal Reinforcement: Incorrect Answers: Mocking Gentle indication Harsh remark not indication Pratially Correct Answer: No indication Further questioning of pupils Further questioning of other pupils Further questioning of other pupils and then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer Handling of answer of pupils: v.good/good/average/poor/v. poor Suggestions: Give more examples in explaination



	excessive ·	adequa	pard rav	יכופטי	#4 : 109K		
	Student-Student Student-Teacher Suggestions :	~			noopeti je		
VI.	Closure: (Tick Mark)  Summary: adequate/too brief/too lengt Developed by response of pupils Developed by teacher Developed at the end of the lesson Developed at specific points in the lesson		M storr) o	ottama V			
VII.	Evaluation:						
	Followed same sequence as in lesson Variety		Good/Ave				
	Different techniques were used Core elements were evaluated		Good/Av	erage/I	Poor		
	Major objectives of lesson evaluated C. B. Work well organised		Good/Av Good/Av Good/Av	erage/I	Poor		
	C. B. Work neat C. B. Work handwriting good Suggestions:		Good/Av	-			
	I. Class-room Management :  Good/Average/Poor  Teachers efforts of maintaining discipling Suggestions :	ne Good/1	Average/I	Poor	Beylight G oVI\se anagen	H Y	
IX.	Plan implementation (Tick Mark) Extent to which		V.good	Good	Average	Poor	V.Po
	1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	1d 22222 16			<u></u>		
	5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter			ji is	1		
	8. Usage of language 9. Usage of teaching aids 10. Creation of rapport with the class			~	eniber o priedra		
	10. Oreation of tapport						

#### Supervision Check List

Name of School Teacher: Topic: Date: 29/08/202/

(Use Tick Mark)

I. Set induction

Topic

Demonstration

Use of Previous Knowledge

Posing intriguing

Analogy

Ouestioning Narration

Problem

Teaching aids Story Telling

II Stimulus Variation (Tick Mark)

Ouestioning.

Narration

B.B. Work

**Pictures** 

Diagrams

Models

Maps

Charts Dramatization Experiment Recitation

Demonstration Model Reading

Model Recitation

Any other

(Re. Extent of use : Teachnique 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

Adequancy: 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	
	Pratially Correct Answer :		
	No indication		
	Further questioning of pupils		
	Further questioning of other pupils.		
	Further questioning of other pupils	and	
	then questioning of first pupil		
	Mannerism in Reinforcement: e.g. r		
	Handling of answer of pupils : v.goo	d/good/average/po	or/v. poor
	Suggestions:		
V.	Class-room interaction (Tick Mark)		
	excessive	adequate	insufficient
	Teacher-Student		1
	Student-Student		
	Student-Teacher		
	Suggestions:		
VI.	Closure: (Tick Mark)		
	Summary: adequate/too brief/too	lengthy	
	Developed by response of pupils		
	Developed by teacher		20
	Developed at the end of the lesson	L	

#### VII. Evaluation:

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

Developed at specific points in the lesson

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



#### VIII. Class-room Management:

Good/Average/Poor

Teachers efforts of maintaining discipline Good/Average/Poor

Suggestions:

#### IX. Plan implementation (Tick Mark) Extent to which

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

Good	Average	Poor	V.Poor
<u></u>			
	Good	Good Average	Good Average Poor

Suggestions:



#### **Supervision Check List**

Name of School Teacher: Smit	a Pal	·
	4 1 1 1 1 1 2 2 2	1-10100

Subject: Science Topic: Nutrition Date: 1519122 and Diet

(Use Tick Mark)

I. Set induction Topic

Demonstration Use of Previous Knowledge Posing intriguing

Analogy Problem
Teaching aids Questioning Narration

Story Telling

II Stimulus Variation (Tick Mark)

QuestioningNarrationB.B. WorkPicturesDiagramsModelsMapsChartsExperiment

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

Mannerisms in Q e.g. Yes?

Vague Q

Grammatical error in Q

Double Barreled Q

Difficult Echo Q

Elliptical Q Q not relevant to-content

Yes/No Q Adequancy : Few/sufficient too many

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

Correct Answers:

Verbal Reinforcement:

Right Good V. Good
Exactly That's right Correct Excellent

Non - verbal Reinforcement :

Incorrect Answers:

Mocking Gentle indication
Harsh remark not indication

Pratially Correct Answer:

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and

then questioning of first pupil

Mannerism in Reinforcement: e.g. repeating answer

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

Suggestions:



V. Class-room interaction (Tick Mark)  excessive add  Teacher-Student  Student-Student  Student-Teacher  Suggestions:	dequate insufficient	
VI. Closure: (Tick Mark)  Summary: adequate/too brief/too lengthy Developed by response of pupils Developed by teacher Developed at the end of the lesson Developed at specific points in the lesson		0
VII. Evaluation:  Followed same sequence as in lesson Variety Different techniques were used Core elements were evaluated Major objectives of lesson evaluated C. B. Work well organised C. B. Work neat C. B. Work handwriting good Suggestions:	Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor Good/Average/Poor	
VIII. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discipline ( Suggestions:	Good/Average/Poor	
IX. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	V.Good Good Average Poor	V.Poor
5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language 9. Usage of teaching aids 10. Creation of rapport with the class		
Suggestions: - Overall good.	WE OF EDU	

	Supervision	n Check List	<u> </u>	25
Student Name of School Teacher:	मध्रा	नी पाडेय	Ţ	
Subject: - TE-S (3)4	) Topic :	रया करेंग	II dal Date:	17/12023
	(Use Ti	ick Mark)		
I. Set induction			Topic	
Demonstration	Use of Previo	us Knowledge	Posing int	riguing
Analogy		1	Problem	
Teaching aids		Questioning	Narration	
Story Telling		3		
II Stimulus Variation (Tick	Mark)			
	Narration		B.B. Work	
Pictures	Diagrams		Models Experiment	
Maps	Charts Dramatization		Recitation	
Demonstration	Model Recitat		Any other	
Model Reading (Re. E.	xtent of use :	Teachnique of	using. Selectio	n etc.)
III. Questioning				
Faulty Qs : (Tally mark	frequency, no	ote down exam	nples)	
Repetition of Q		Suggestive Q		
Changing form of Q	~	Lasy	i- O	
Mannerisms in Q e.g.	les?	Grammatical Double Barre		
Vague Q		Echo Q	ica Q	
Difficult		O not relevan	it to-content	
Elliptical Q Yes/No Q		Adequancy:	Few/sufficient	too many
IV. Response to pupil's Ar	swer and Rei	nforcement (T	ally Mark)	
Correct Answers:				
Verbal Reinforcement	:		7.1	. Good
Yes	Right	Good		Excellent
Exactly	That's right	Correc		
Non - verbal Reinforce	ement:			E
Incorrect Answers : Mocking	_	Gentle indica	ation	14
Harsh remark		not indicatio	n	
Pratially Correct Answ	ver:			
No indication				
Further questioning o	f pupils			
Further questioning of Further questioning of	f other pupils	and		
then questioning of fi	rst pupil	13.1		
To im Doinfor	cement eg.	repeating ans	wer	
Mannerism in Reimor Handling of answer of	f pupils : v.goo	od/good/avera	age/poor/v. poo	EGE OF
. /		अंगिर वर		KALYANIE

스타트 : 그리지 : [17] [18] [18] [18] [18] [18] [18] [18] [18	adequ	ate	ir	sufficien	.t	
Teacher-Student		12141		in the state of the		
Student-StudentStudent-Teacher						
Suggestions:						
			.anti			
VI. Closure: (Tick Mark)						
Summary: adequate/too brief/too le	engthy			· gelmi		
Developed by response of pupils						
Developed by teacher						
Developed at the end of the lesson						
Developed at specific points in the le	sson	11				
/II. Evaluation:						
Followed same sequence as in lesson	5000	Good/A	veroce /	Poor		
Variety	Evicite Harry	Good/A	Control of the Contro			
Different techniques were used		Good/A				
Core elements were evaluated		Good/A	-			
Major objectives of lesson evaluated				Poor		
C. B. Work well organised		Good/Av				
C. B. Work neat		Good/Av	man has been all the same after the same			
C. B. Work handwriting good			verage/			
o. B. worn namawithing good		doud/11	01 450/	To the second se		
Suggestions: पात्रक लेखन	HIN	2	<u>orag</u> o,			
Suggestions: पात्रक लीखन	त्पब्ट	E	orago,			
Suggestions: Word Aleron Management:	स्पब्ट	اع ا	e actor			
Suggestions: word of war and suggestions: World of war and suggestions of the suggestions	HOZ Poline Good/	٢ ا ع	of economic			
Suggestions: Word Aleron  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip	FU OC	٢ ا ع	of economic			
Suggestions: Word Alexander Suggestions: World Alexander Suggestions: Suggestions:	Ploc oline Good/	٢ ا ع	of economic			
Suggestions: Uncled Carlot  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  K. Plan implementation (Tick Mark)	स्पब्द pline Good/	Average/	Poor	entre, 7 Ferge V Reddyr 2 Okopili 3 OVI (en Y	Poor	V.Poo
Suggestions: World Class-room Management:  Good/Average/Poor Teachers efforts of maintaining discip Suggestions:  C. Plan implementation (Tick Mark) Extent to which	FURZ	٢ ا ع	of economic		Poor	V.Poo
Suggestions: World Carlot  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  K. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view	FURZ	Average/	Poor	Average	Poor	V.Poo
Suggestions: Unclosed Carlot  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark)  Extent to which  1. Objectives were kept in view  2. Objectives were realised	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark)  Extent to which  1. Objectives were kept in view  2. Objectives were realised  3. Interest created in pupils	Place Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark)  Extent to which  1. Objectives were kept in view  2. Objectives were realised	Place Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot  VIII. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark)  Extent to which  1. Objectives were kept in view  2. Objectives were realised  3. Interest created in pupils  4. Pupils were involved	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot  III. Class-room Management:  Good/Average/Poor  Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter	Ploc Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot  III. Class-room Management:  Good/Average/Poor Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language	Pure Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Class-room Management:  Good/Average/Poor Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language 9. Usage of teaching aids	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Carlot  III. Class-room Management:  Good/Average/Poor Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language	cline Good/	Average/	Poor	Average	Poor	V.Poo
Suggestions: World Class-room Management:  Good/Average/Poor Teachers efforts of maintaining discip Suggestions:  X. Plan implementation (Tick Mark) Extent to which  1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved 5. Teacher's preparation 6. Teacher's mastery on method 7. Teacher's mastery on subject matter 8. Usage of language 9. Usage of teaching aids	cline Good/	Average/	Poor	Average	Poor	V.Poo

	Supervis	ion Check List	
Name of School Teacher			
Subject: Mathemal	Topic	Straight line	Date : 25/03/
	(Use	Tick Mark)	
I. Set induction  Demonstration  Analogy  Teaching aids  Story Telling	Use of Prev	Top vious Knowledge Pr Questioning Na	Posing intriguing oblem
II Stimulus Variation (Ti	ck Mark)		
Questioning Pictures Maps Demonstration Model Reading	Narration Diagrams Charts Dramatizati Model Recita Extent of use:	Mode Expe on Recit	riment ation other
III. Questioning		1	
Faulty Qs : (Tally ma	rk frequency, r	ote down examples	)
Repetition of Q Changing form of Q Mannerisms in Q e.g. Vague Q Difficult Elliptical Q Yes/No Q		Suggestive Q Easy Grammatical error Double Barreled Q Echo Q Q not relevant to-c	in Q
IV. Response to pupil's A Correct Answers: Verbal Reinforcement Yes Exactly Non – verbal Reinforc Incorrect Answers:	: Right That's right	Good Correct	V. Good Excellent
Mocking Harsh remark  Pratially Correct Answ	ver:	Gentle indication not indication	

No indication

Further questioning of pupils

Further questioning of other pupils

Further questioning of other pupils and

then questioning of first pupil

Mannerism in Reinforcement : e.g. repeating answer

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

Suggestions:



V.	Class-room interaction (Tick Mark)		950					
to a	excessive		adequ	ıate	in	sufficien	t	
	Teacher-Student			sarry pag y				
	Student-Student Student-Teacher		-/		300 P 100 - 100 - 100 -			
	Suggestions:	-						
	**************************************							
VI.	Closure: (Tick Mark)							
	Summary: adequate/too brief/too Developed by response of pupils Developed by teacher Developed at the end of the lesson Developed at specific points in the		э Э					
VII.	Evaluation:							11 =
VIII	Followed same sequence as in less Variety Different techniques were used Core elements were evaluated Major objectives of lesson evaluate C. B. Work well organised C. B. Work neat C. B. Work handwriting good Suggestions: Class-room Management: Good/Average/Poor Teachers efforts of maintaining dis Suggestions:	d	Good/	Good/Av Good/Av Good/Av Good/Av Good/Av Good/Av	verage/ verage/ verage/ verage/ verage/ verage/	Poor Poor Poor Poor Poor Poor		
IX.	Plan implementation (Tick Mark) Extent to which		1	V.good	Good	Average	Poor	V.Poor
:	1. Objectives were kept in view 2. Objectives were realised 3. Interest created in pupils 4. Pupils were involved	, ,			1 1 1 1 1 1			2
	5. Teacher's preparation							
4	5. Teacher's mastery on method						25	
	7. Teacher's mastery on subject matter B. Usage of language				~			
	9. Usage of teaching aids							
	0. Creation of rapport with the class							

Suggestions:



#### Supervision Check List

----- Topic: ----- Date: -28/08/202)

(Use Tick Mark)

I. Set induction

Topic

Demonstration

Use of Previous Knowledge

Posing intriguing

Analogy

Questioning Narration

Problem

Teaching aids Story Telling

II Stimulus Variation (Tick Mark)

Questioning

Narration

B.B. Work

Pictures/

Diagrams

Models

Maps Demonstration Charts \_\_\_ Dramatization Experiment Recitation

Model Reading

Model Recitation

Any other

(Re. Extent of use: Teachnique 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

O not relevant to-content

Yes/No Q

Adequancy: Few/sufficient too many

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

Right

Correct Answers:

Verbal Reinforcement:

Yes

Good

V. Good

Exactly

That's right

Correct

Excellent

Non - verbal Reinforcement:

Incorrect Answers:

Mocking

Gentle indication



Harsh remark	not indication
Pratially Correct Answer:	
No indication	
Further questioning of pupils	
Further questioning of other pupils	
Further questioning of other pupils	and
then questioning of first pupil	
Mannerism in Reinforcement : e.g. r	
Handling of answer of pupils: v.goo	d/good/average/poor/v. poor
Suggestions:	

V. (	Class-room	interaction	(Tick	Marl	(ک
------	------------	-------------	-------	------	----

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

#### VI. Closure: (Tick Mark)

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

#### VII. Evaluation:

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

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



#### VIII. Class-room Management:

Good/Average/Poor

Teachers efforts of maintaining discipline Good/Average/Poor

Suggestions:

### IX. Plan implementation (Tick Mark) Extent to which

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

V.good	Good	Average	Poor	V.Poor
/				
/				
		_		

#### Suggestions:



	40.00		TINDEX	
No.	Ye.	Date	THE	Remai
Î	;- -	4/2/201		
2	) , ,-	6/2/201	9 मिरे जिबकतरे के नाम	Parameter Description of The
	Z, >ι~	11/2/2019	१ स्कूल -चली	Control of the contro
L		12/2/20 <u>1</u>	9 साहित्य की सन्पाई	
5	Par d		व स्मीरे जहाँ से अच्हा	Spen
6	A STATE OF S	14/2/2019	ंबंदी	
.7		15/2/2019	राच का सीदा	
8	- The state of the	8/2/2019	हारना भी हिम्मत का काम है	
9.	(.	01/2/2019	रुसे उतारी आरती	
10		12/2/12019	कींध	10 UGA7/01 10 00 00 00 00 00 00 00 00 00 00 00 0



### SAKET COLLEGE O

(Affiliated to Uni

Saket Vidyanagari, Chin Kalyan (East) - 421 3





Name of the Pupil Teacher	I Figurating actions
Biya Pandey	प्राथमिक व माह्यमिक रक्त
Roll No. 14	Std6DivA
Subject Hincli	Date 4/2/20/9
Lesson No. (General) (	Time - From
Lesson No. (In the method)	6 1312 1188112 502
Topic	DE BREWELL TIN
	JENG 154 - 21 - 125 11 12 12 1 1 1 1 1 1 1 1 1 1 1 1 1
- Just Distles Transpla	12 118 64 18 01 1 CV
	मार्चिका गडिंग्सा
Previous knowledge of the class	1 17 6 16 A 6 A 6 A 6 A 6 A 7 A 6 A 7 A 6 A 7 A 7
में जानकारी विद्याहि	प्यों की सोटारों के बारे
4 01-10121 6	1 2 0 /2 2 2 2 2 3 3 3 3 3 3
1. 9. 1/2) (c) 12/20112 10 21	12 1210 MAIS BOLDER
Teaching Points	General Objectives
* 20 HOU	ज्ञानः - विद्यार्थी को किस्रारं
	माठ क बार म जानकारी
* त्योहारों का महल	गुह्रा करता है
Memphasing Leading of	साम्या विद्यार्थी प्रत्येक
* प्रदूषण कैलाने के	CUEVED DI ZUANT
विश्विक्न वस्त्रुं	344/जिन = विराधि पाप तान
	उगर सामलन न म ठा ४५२१ जनकला
K तर्बा के त्रिया	कीशल - विद्यार्थी प्रदूषण स
1-3 1262511131-4	संबंधित जानुकारी प्राप्त
ार्च आयो पर पर पर	
	करता है

Teaching Aids :-

११ दिया, कैंडल

Reference Aids :-

गिफेसला सभी बाकी है- (मुकेश दुवे

Content Analysis	Objective : Specifications
अस्तृत गद्यांश इस कहानी	ज्ञान=० विद्यार्थी पाउ
में पर्यावरण प्रवूषण संबंही	का नाम बताता है।
राजगता निर्माला की गई है।	<i>ि विद्याभी विपावली</i>
पाठ <i>णा साराश — जु</i> गन् ने सपनी गुल्लक से रूपये	त्योहाट के दिन याद करता
निवास वर भिने प्रेरे सीन	हें (पुन: स्मरण) 3 विद्यार्थी पाठ में मार
सी थेंग वह रत्शी	नए खानी जी पहचानताही
से बाजा , याह इस बादसायगा	7. 10 7. 10 7. 10 7.
मजा । जितने परार्त्वे में	सामलन :-(१) विद्यार्थी
नेकट साहैशा, श्रीत के	दिपावली त्याहार में होने
11110	वीत प्रवृद्धा का साम्यन
होगे में भी उस बाट रूपेशल	रुता है।
	2) विद्यार्थी त्योहारों को सपने बाबों में बताता है।
	सपन शब्दों में बताता है। शुषिद्याची प्रवुष्ठा फैलाने
	वली विभिन्न वस्तुमी के
11 2 2 21 0 2	गर में भाग्लन जता है।
जुगनू से कहा घट वापत	उपयोजनः () विद्यारी
सार समय दोनो होस्तों ने	मुहावरों ना उपयोग् करके
गगन से पुड़ा तुम जीन-2 सी	वाक्त विवादा ह।
जातिश्वाली लारह हो र	
	भीट भावजन् काउपयोजन
माई रण्डा बना वार्ता विवास	्रवरा है। प्रीशल: (१) विद्यार्थी
	देपावली त्योहार पर
मुहल्ले बाली जो बहरा नकरहे नि	
तो कहनाः पापा से मैंने	विद्यार्थी प्रदूषण क
रुपये भी से सिए है। य	निन वर्गन सपने थानी
शन्दार्थः - () भारते - भारि - तरहत्त्वे	0001 8
Qसाम्बिलाजीः परास्ते (3)	विद्यार्थी प्रत्येन त्योहात
महातर हा। सारिए बन प्रसहीबी के	760 0) BATT
मसझ में स्मान(2) तेयर बत्त्य-ग्रह-गांतु	
TEH	1

Procedure	Evaluation
Introduction:-	Generalization :-
्र शिहिना विद्यार्थियाँ से	D जुगन रूपये
त्योहार से संबंधी एक प्रश्ति	कहां व्येनिनालाहि
🔅 सारिश्वाजी कीन् - कीन	
े के त्योहारी में होता है।	शुदोनों दीस्तों ने
Statement of Aim :-	गग-सिक्या
Statement of All .	381- 2
पाठ ना अध्ययन नरेगे	٠
Presentation :-	3) 9917 47
= शिक्षिण प्रकट वाचन करते हैं	/ वहत शकुश था?
🔿 विद्यार्थिया – का मानवायून	Recapitulation :-
करने अस्टिक्टरी है	() गगन ने तपाक
श्रीतिना फलक पर हतु	से बया बोली २
प्रथम लिखती है।	8 जिमने र तहाप
(g) जुगुन के ्रेट्रेल्स्क से	रिया लानेवाताया
किरने रुपये निकला था १	श्रुग्गान कौन स्वा
शिक्षिण विद्याधियाँ से	सारिश्वमी तथा था।
<u> </u>	Application : रिक्। रहाने क्रिक्
⇒ शिक्षिण प्रथम पहिन्हेर्	D मुहल्लेवालों को-
ना रुपदीन्द्रा कर्ता है।	08-11
अपिस्ट्रिंद में आए नवीन शक्त	0 0
मुहातर फलकु पट सिरवरी है	शिलमें भी इस बाट-
⇒ शिक्षिण/ पाठ वा समापन	लाकगा।
ं जती है।	
शाहिका यह कार्य देती ते	है(3) तम ठीन-ठीनसी.
	dl
Conclusion: जील इमन ट्रिसल	
	7 70 61
Core Elements:	
पयावला की रहा	Assignment :-
Values :-	किसी भीटपोहाट से
प्रकारक पार सम	सेबेधी चित बनाजर
	उसका महत्व जित्नें।
mkri, in	

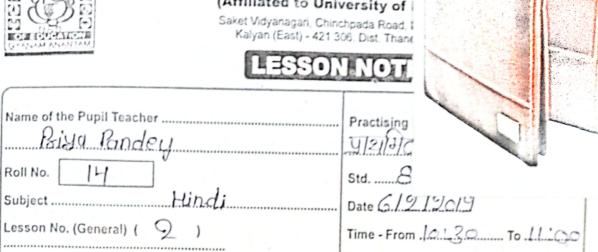


Lesson No. (In the method)

#### SAKET GYANPEETH

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Previous knowledge of the clas	s विद्यार्थिको	की याबा	करते समाग
सावधान रहेन	संबंधी सूच	नाशों के बारे	में जानकारी है

Teaching Points General Objectives र्जान - बिद्यार्थी को भीरे जैकरेर के माम ३ माठ के बार में जानकारी फुहज़ करता है। भ भीरे जीवक तरे के नाम \* याता करते समय होने सान्न-विद्याधी याता में होने वाली समस्या वाली रामस्यारी। जा भाज बन्कतार उपपोतनः – विद्यार्थी छाष्ट्र द्वान \* व्यायं के कपूर्व मेरी जिन कर्टर के माम शीर सामलन मा उपयोजनकारोह \* याता करते यनमय सावहानियां नियार्थी याता में वर्णन जता है

Teaching Aids :-

मार्केट

Reference Aids : Book :-

व्यक्ति

	Objective : Specifications
Content Analysis	Objective : Specifications
यस्तुत गहा भेरे जीव कतरे	जानः ता विद्याधी पाठु का
के नाम पाठ की हीर्शिकट	गाम बताता है।
जी ने जिनकतेर द्वाटा	ष्टाविद्यार्थी याता में होने
उनके जीव कार्टन के उसे	वारी समस्पात्रा। के बार
को बड़े ही मनोरज <b>्</b> य	A GIHAR POLEO ACH E)
से अल्तुत् किया है।	श्वद्याया पठ म सार्य न्य
(1)	शब्दा का पहचानता है।
चार भीद्र	सांवलनं, 🗘 विद्याधा पीता
त्ने भोपाल स्टेशन ५८	में गिरानी में प्रार
रेल के डिब्बे के भार	का समस्पाट हाता है,
1921 Old 11 12	उसका साकृतम् करता है।
पुषे काट लिया या व्राशा	ि विद्याधी व्यथ्य स्माव
हूँ उ मुझे मूला नहीं होगा	ठा खानलून करता है।
जिंब में 175 अपने थे	रु) विद्याची याला करते
णिन लेगा। सगर पाँच -	समप सावधानियों का
द्स कूम हो लो सगली	साम्यन मट्या है।
बाट में की कर दिया नि	उपमी जन=ा विद्यांथी
यह नहीं चाहता कि मेरे	मुहावरों ना उपयोग
मन् में तो यह रहे कि। 75	गुरके वाक्य बनाता
रूपये गर शिर तेरे हाथ	E
विके 170 रुपये मेड़े 1 यह हि	ने विद्यार्थी प्राप्त द्वान
पैत की बात नहीं है।पान	और साम्य म
रहाट्-उहाद्र इसा तो वया द	उपयोजन कता है।
फ्रिक पंड्रा है बार भावना	कीश्राच । का विद्राष्ट्री
की है भाषनात्मक बेडिमानी	4/4/ 9 3/17 9/21
मैं ने कुशी नहीं की ।	ममत्यामी का सुपने शही
शिक्ष्यं -	The Man of the light
क्रिसार्घक - सर्घवाला, उद्देश्यमालू	A ROCKETT THAT TO
शासन्यान : —पश्चाता प रिन	
	मय्बल स्थानक देख
	थानक पटलगाई गई
D लील जाना <u>=</u> निगल जाना स	गिन्हान रहने संबेहा
Ø-चैनससीनाः -निश्चितरहना न्यून	थनासी मा वर्गन करता है।

Procedure	Evaluation
Introduction:-	Generalization :-
ब्रिक्सिका विद्याधाया स्वयंता स्व	Ocyclo Af
संबंधित प्रथन प्रहरी है ।	आकारलीर्न रने
क्र याता करते समय क्रीनू-	पीडित या श
कीन सीरामत्या है। सकती है ?	ए), सार्म है त्रम्ही
Statement of Aim:- सीज हम बमर जेवकर	भूता नहीं होग किस
के नामरे पाठ का अहययन	में कहा है कि
करेंगे ।	उ हर सादमी दूसरे
Presentation:- श्रीतिका अवस्त	के। जेल वधू
जरता है। "	नाट वहा है है
\Rightarrow विद्याधी को भीनवापन करने	Recapitulation :
े के लिए कहती है।	() जैनकार्न पट्छी
> शिशिन पूलक पट टेउ प्रथन	लूरवळ फायद में
लिखती है।	र्वे रहा व
अधिव में कितने रूपमे थे १	शिलेब करने पट्
🖐 शिशिका विद्यार्थियो से प्रश्न	लिखक के मितीं ने
का उतर निकलवाती है।	कीन सी योजनाईन विश
👄 शिक्षिण पुथम परिन्हें ५	Application :-
का रूपरीवटण करती है	1 ति दीस्त तून मेरा-
इपरिच्हेद में साए नंबीन	किया।
शब्द मुहावरे पात्रक पट बिख री	É '
अभिरित्रमा पाठ ना समापन	3 9'
ord &	3
अशिविका यह कार्य देती है।	
314114-4 68.0014. 401.61	
	8 da 414
2 29 2	मड़ता हा
Conclusion: आज हमने दमेर जेवजत	<
के नाम ७पाठ का सुध्यपन किए।	
Core Elements: - डमानवारी सहानुभात	
	Assignment :-
Values:- 714 SIZESIA	्रियाला करते समय
७य वीत्थत	जीन-जीग बनी
	स्मावधनियों बरतनी चाहिश

### **BLACK BOARD WORK**

Jottins Diagram :-	Summary:-
	दिनोंक विषय-हिंदी
	हारक - गृह्य उपहारक - जेरेक जिलकारिकनाम
Jan Jakan	नाराजी । नाराजी
	8/64/10
	कालार्थ । स्टार्वर कालार्थ किंदाजा कि चीन से सोना
	श्रमार्घक शिलील जाना
	O (11-1-) Course on 11
	ग्रहणयः - याता करतेसमय
	नीन नीन सी सा नियानियाँ
	वरतनी याहिल 🕈
JOSE PARODIO DE	711111111111111111111111111111111111111
Remarks Items	Suggestions :- V (U) (U) (U) (U) (U)
Set induction	- Leven michalitische
Model Reading	- Lesson nicely inhoduce - Set induction clone
Model Recitation	- Set induction clone
Objective Qns.	- Audoble voice.
Silent Reading	Valority of 1868 stalde
Explanations	- Adequate possiblege
Questions	of content.
Use of teaching aids	Jellere Durie Con R. S. Com. R.
Class Response	- larron explorined.
Class Participation	
Black Board work	- Clar participated
Experiments	- Chiones answer not
Demonstrations	The transfer of the state of th
Specimen observation	to entertain
Dramantization	V. V - V
Student's reading / recitation / drill	- Creneralization done.
Closure	1 10 Com City on
Teacher's knowledge of content	VIDED 2400 10103 17118
\ Teacher's preparation of lesson	LOI HARBE 10 PLACETE LE
Method of teaching	General Remarks
Class control	Overall lesson is vigord.
Seen the remarks of the supervisor	OF EDUCA
Guiding Professor	Supervising Professor



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





	Control of the Contro	
Name of the Pupil Teacher		F
Bya Pandey		हिंदी वार्याम् के दामाह्याम् कस्कृत
Roll No. [L]		Std
Subject		Date .711.2.12019
Lesson No. (General) ( 3 )	vac in	Time - From To
esson No. (In the method)		100 100 300 13 1600 May
opic Y D of Toll -	-100 DQ	200 20 18 18 18 18 18 18 18 18 18 18 18 18 18
ट्रैनेंद्र कुमाट	510 35	15 15 TOTE 3PD FILE
Previous knowledge of the class	वेद्यार्थियों	की माठशाला के
Teaching Points	DISTO ,	General Objectives
* स्कल का महत्व	के बा	विद्यार्थी के श्रास्त्र यसी पाठ टेभें ज्ञानकारी ग्रह्ण गरता है। जून-विद्यार्थी शिक्षा प्राप्त
र शिशा का महत्व	0)(7	ता है।
त्रिवा प्रांप्य करने	के उपमी	जिन = विद्यार्थी प्राष्ट्र तान के
माधन । ४० ७	कोश्रात	आकत्मन का उपयोजनकत्ति म विद्यार्थी सिक्षा प्रायकते पनों के बादे संबर्धन कता है
A 118681 1151151	1 8 BU	3567665 464615 315158

Reference Aids: - Book- रक्त पते हम (हमत, स्वही)

Content Analysis	Objective : Specifications
Content Analysis  Jedy Octob	00
न । राशा ०) नह(प०)।	हिनिन्() विद्याय त्रिक् ला ।
प्रोतेपादित करते हुए बताया है कि शिक्षा किसी	गाम लताता है।
बताया है 10 ग्यासा गिला भी उम्र में प्राप्त की जा	<ul><li>शिवद्यार्थी स्कूल के</li></ul>
स्तरी है।	महत्व को बताता है
	विद्यार्थी माठ में आर नर बह्तें को पहचानते हैं।
माठ का साराश - आसिरी	अल अहरा ठा। महत्रावता हा
षच्या भीरिनशा सेउटरू	
	साजलन=() विद्यार्थी । रोहा
चला गपा । भरत की डपूरी खत्म ही गई भी लेकिन	प्राप्त करने के साहानी के बारे में साकलन कदाई
यभी प्रतितरह नहीं साइकित	श्रीविद्यार्थी स्कूल का
रिक्या की सीट री उतरकर	
उसने पीहे झाँना तो संदर्	
स्क िताब पड़ी दिसाई	तु विद्यार्थी स्थिस के
दी। मेंदर का मृत्यब रिम्शा	महत्व का माक्रसन व्यतिही
करीहे एक मेरीन एउड़। है	016(4 0)1 61/014-1 0(6/6)
उसमें हारी बद्यों बेउते हैं।	उपयोजन=्त्रा विद्यार्थी
~	मुहावरा का उपयोग
भरत ये वड़बड़ात इस्ट	ठरके वाक्य बनाताहै।
उलर-पहाएगर देखन	विद्यार्थी याय दान
त्मा। हर रोज रेमा	और साकलन का
ही होटा है ने न	उपयोजन करता है।
	344164 Star E
मिल जीता है। रुमाल	में मिराधी
पानी की बीतत्या फिर	
किसी की कैप रहवारी है	रक्त पर निवंध
	िल्दवता है।
वह अनुभा किसा कि तानकी हम	
मंउखताहै तो अनमें रम्कियह होतीहै।	~ ~
2168181;-	महत्व को भपने शाली
दाखिला = अवश	H 9017 OCATE!
सकपनाना = डरना	was very value of the
EOM11/= = २००५० क (बोस्म	

		Procedure	Evaluation
		Introduction:	Generalization :-
		श्रिविद्याला विद्यार्थि को	() भरतू किताबुरसन
	7	<u> जहानी सुनाकर् उससे सबीधेत</u>	पर मन में बयो निहा १
	į.	227 86d/ 6 1 h	🕲 स्रोरेता देवी की
	*	<b>प्र शिहा वर्ष जरुरी है १</b>	हेंसी का क्या
		Statement of Aim :-	करा था १
		ा आज हम (स्कूलू चली)	(3) भरतू रमेशं के
	1	माठ का अध्ययन करेंगे।	घट के बाहर
		Presentation:	किस लिस्ट रवड़
		शिक्षिण प्रमन् वायन करते हैं	211-9
		<del>्रावधार्थी का मोनवापन करने</del>	Recapitulation :-
		के लिए कहती हैं।	(1) सिट्टा देवी ने
	, 1	अशानिका प्रात्मक पर हैन, पश्ना	जीन सी जात त्यनी र
	-	ित्स्तरी है।	(शभरतु और उत्येनसाँग
	:	भूभरत जब किसी किताब की	रा तदेर तक बीन-सारक्य स्वेत्त
	:	हिष्य में उठाता है ती क्या होताह	रेडी भरत्र रमन् आहिनीषे १
		⇒ शिविका निहाधियों से प्रश्न	मेंग्रांच किन से मित्रने जाती १
,		ना उत्तर मिन्नस्थानी है।	Application: (2777) ABC
		⇒ शिक्षिका <u>अयम परिच्हें</u> त क	
		स्पन्नीकरम् करती है।	olld
``		इपरिष्हेद में साए नर	-3110 81
		शब्द सहावर पालक पर	3,76
		लिखा है।	000
		- Ellevor Down -	ORLY SHENDEN
	llap	⇒ शिस्ति । पाठे गारनमापन	4E410H1E)
1	en b	3010)(0)	- 9,
		⇒िरायका सहकात देपा हैं।	ही वया भरतू एक्टन में
		Conclusion: SICH EAC + DO THAT?	लिया स्या
		माठ का सहमयन किया )	
	7	Core Elements:- भारत का सास्क्रातिक	
		extres have been	Accignment
			Assignment:
	,	Values:-	
			VAX A)
		Chal al	
		V J.	

## Jottins Diagram :-

हण्णाना हिंदी कशा-न निवाद हिंदी कशा-न उपहारक - श्रम्म नामा छात्सरी (मिना हिंगा छोट्सर्था हिंगा अहकार्य श्रिका के अहत्व का किस्ती /

Remarks Items
e Set induction
Model Reading
Model Recitation
Objective Ons.
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
etass control

Seen the remarks of the supervisor

**Guiding Professor** 

	-
Suggestions :- \ (\bar{\bar{\bar{\bar{\bar{\bar{\bar{	
13 151361	
- PoB work done	
- Lorson inhoduced.	
- Lesson explained.	
- Alequate content	
knowledge	<b>3</b>
- Effective clars contal.	
- Effective use of Tead	مام
(leaving resource)	
1 1120 1-111318 10 PHZ	
General Remarks 6 5	
Excellent leron	
75 (2) (2) (2)	

Supervising Professor



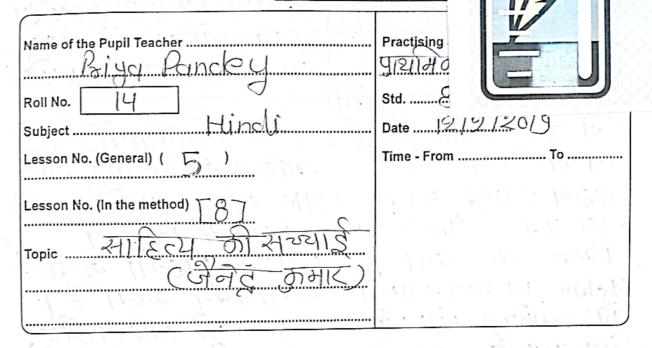
#### SAKET GYANPEETH

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# **LESSON NOT**



Previous knowledge of the class	विद्याशिकी	की का	व्य के
वार में जान	ankl E		
		11000 10011	O Hello

Teaching Points	General Objectives
12-1PILE PULL COVE	ज्ञान: - विद्यार्थी जो साहित्य
* साहित्य की सन्याहे	की सन्पाई के बाटे में जानकरी
110	यह ा कता है
* साहित्य औट विद्वान	माक्तम विद्यार्थी साहित्य
की उल्ला	औट विज्ञान का आकलन
* साहित्य और संस्कृति	20000
	सिंद्र याज्या विधारी प्रसद्धान
* साहित्य का महत्व	काशला जिसाम करताही
PARIE SETTE DELLE	केमहत्वका प्राप्ति।
1 - 75 16 Sins (Ishibb)	1017 0001

Teaching Aids: यार्टपेपर (साहित्य कविज्ञान)

Reference Aids: Book - हिंदी साहित्य (डॉ. गांपिन यन्तु गुरी)

Content Analysis	Objective : Specifications		
प्रस्तुत भाषण में जैने हं जी	<u>ज्ञान(1)= विद्यार्थी पाठ का</u>		
ने साहित्य के संबंधा में	नाम बताता है।		
रापने यहा स्माहिन्य श्रीट	शिवद्यार्थी साहित्म केबारे		
विज्ञान की तुलना करते	में जानकरी प्रायकता है।		
इए साहित्प की सच्चाई	3 विहार्शि पाठ में आट		
वताई है।	नए शब्दी को पहचानता है।		
पाठ वा साराश= भाइयो	9.0		
मेरी उमर ज्यादा नूही है	साजलन=क्रिविद्यायी		
पढ़ा भी ज्यादा नहीं हु	साहित्य की सच्याई का		
साहित्य द्यास्त ता बिल्कुल	साम्यन करता है।		
नहीं पढ़ा है पिंगर भी	श विद्यार्थी विक्रीन्न		
लिखन तो त्या।	प्रकार के साहित्यों के बारे		
ब्रुसका क्रीय परिस्थितियों	में मानलन जता है।		
को समझिय । यो माधिकार			
मेरा क्या है ए तिरवने	विज्ञान की उल्लानाकता है।		
लगा तो जेरवण भी	~ ~ ~		
माना जाने लगा और	उपयोजन=ि विद्यार्थी		
साज वह दिन है कि	सुहावरी का उपयोग		
भाप विद्ववान लोग भी साजा वेने हैं कि मैं	ठरके वान्य बनाता है।		
0.12	श्विहााधी प्राप्त सान् <sup>1</sup>		
सापिक सामने स्वड होकर	और साम्यान माउपयोजन		0
बोल पडू   साप लागा	कला है।		
द्वारा जब में लेखक मान	27 2 2		
लिए गया और मेरा लिखा	जीशल=() विद्यार्थी		
गपा छाह हपने में भी आपा	रगाहित्य जा वर्णन		
तुब मैं अपने साहित्येकु होने	सपने शब्दी में जताहै		, i
सेंड-ाणाट करने का हिना	ावेद्यार्थी स्नाहित्य के महाच की वर्णम करता है ।		•
शब्दार्थ सुहावरे	महाव का वर्ण म करता		
) निविङ् । शिरचनराजाना	E / C	,	
ं हाना संघन द्विवेधा में पड़ना	विद्यार्थी स्वाहित्य पूट		
वुभट १० भन्नी नातना	निमंद्रा जिलता है।		
षाठिन अनदेखा करते हुए	7.		
1 1914-11			

Procedure	Evaluation
Introduction:-	Generalization :-
शितिका विद्यार्थियों की काव्य	() साहित्य <i>ठ्या</i> है ?
से संबंधित जानवारी के करउस	(B) वैनेद्रं जी का
2-1618/2 US-1 US-1 S-1	(-1-H sha sill
श्रीवज्ञान सीट साहित्य में वार में सापस्	कहा इसा थान
Statement of Aim :-	(3) (3) (3) (3)
् आज हम प्साहित्य की	यहाँ रने वहा
सन्याई' पाठ नामहययन करेगे	भागता फिर
Presentation:-	रहा है
इशिह्मिका प्रकटनाचुन करती है	
⇒ विद्यार्थियों की मीनवाचन के	Recapitulation :-
ितिस् महती है।	ा जैनेद्वं जीने
अविशिवा पालक पर हेनु प्रश्न	साहित्य केसंबंध
लियवती है।	में सपने बयाविचार
( <b>१)</b> हम वस्तु भी ना विश्लेषण निर	
में ठरते हैं १	
=> द्यीष्ट्रिका विद्यार्थी से प्रश्न ना	श्चित्राहित्य और विज्ञन
	की तुलना किस प्रकार
1000	Application :-
अधिता प्रथम परिचेंद्र कास्पली	्रा <u>च</u>
ordine laboration	() सत्य ती
🤝 परिच्हिद में आए नवीन शाब	
मुहार्वरे फलक पर लिखती है	7
अधारिका पाठ का समापन	(१)२ळ प्रकार का
जरती है।	विभाजन सारि
> शिशिका ग्तहनाधि देती है	_ ~
के प्राचित्रा व्यवस्थान देवा ह	। होचलाह
conclusion: आज हमने व्याहित्य के	ो असाहित्य केतन
सच्चां ३ पाठ का सुध्ययन क्रिय	11 61
Core Elements: - AIKA on 217-012	- नहीं है।
EKIES - MAN MANNER	Assignment :-
Values :-	() रनाहित्यू से संबंध
स्विह्म समानता ,	ं जानकारी लिख
अध ऋहत निश्चलन	
1 1-1	

Explanations  Illustrations  Questions  Class Response  Class Participation  Black Board work  Line Explanations  Confident and	Jottins Diagram :-	Summary :-
Remarks Items  Remarks Items  Set Induction  Model Reading  Model Reading  Marations  Class Response  Class Participation  Black Board work  Experiments  Demonstrations  Specimen observation  Dramantization  Student's reading / recitation / drill  Closure  Teacher's preparation of lesson  Method of teaching  Anterest created  Class Control  Ceneral Remarks  Overall Luston in Agrocal.		क्रांक के कार्नि-8
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Remarks Homs Set induction Model Reading Model Recitation Objective Qns. Silent Reading Narrations Explanations Use of teaching aids Class Participation Black Board work Experiments Demonstrations Specimen observation Dramantization Student's reading / recitation / drill Closure Teacher's preparation of lesson Method of teaching Method of teaching Interest created Class control  Seen the remarks of the supervisor	The Wells	शब्हारा , मुहातर
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Remarks Items Set induction Model Reading Model Recitation Objective Ons Silent Reading Narrations Explanations Illustrations Questions 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		जिज्ञान सहि। हि
Remarks Itoms Set induction  Model Reading  Model Recitation Objective Ons Silent Reading  Marrations  Explanations  Illustrations  Questions  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  Inferest created  Class control  Seen the remarks of the supervisor		गढिकायं :- साहित्य से संबंहति
Remarks Items  Set induction  Model Reading  Model Recitation  Objective Qns.  Silent Reading  Narrations  Explanations  Illustrations  Questions  Class Response  Class Participation  Black Board work  Experiments  Demonstrations  Specimen observation  Dramantization  Student's reading / recitation / drill  Closure  Teacher's knowledge of content  Method of teaching		
Model Reading Model Recitation Objective Qns. Silent Reading Narrations Explanations Illustrations Questions 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 Me	Pomarke Itoms	
Model Reading Model Recitation Objective Qns. Silent Reading Marrations 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		Suggestions :
Model Recitation  Objective Ons.  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  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor	TENTE CONTRACTOR	BB and done
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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	' MA 2110 1:201112	
Explanations   Illustrations   Questions   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   Method of teaching   Class control	Narrations	Effective with
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  General Remarks  Overall Lesson is Agricultured.	TA TITLE TROUBLE	- 10 10 10 10 10 10 10 10 10 10 10 10 10
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  Method of teaching  Class control  General Remarks  Overall Lesson is Agricultured.		teaching to
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Class Participation  Black Board work  Experiments  Demonstrations  Specimen observation  Student's reading / recitation / drill  Closure  Teacher's knowledge of content  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall Lusson is V. groot.		range with a to a configuration of the
Black Board work  Experiments  Demonstrations  Specimen observation  Student's reading / recitation / drill  Closure  Teacher's knowledge of content  Method of teaching  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall Lusson is V. grood.	Class Participation	Elithusiasuc
Demonstrations Specimen observation Dramantization Student's reading / recitation / drill Closure Teacher's knowledge of content Method of teaching Interest created Class control  Seen the remarks of the supervisor  Content of the supervisor  Demonstrations  General Remarks  Overall lasson is Vigorial of the supervisor	Black Board work	3. IPNAMOL SA SCHOOL SELSE
Specimen observation  Dramantization  Student's reading / recitation / drill  Closure  Teacher's knowledge of content  Method of teaching  Method of teaching  Class control  General Remarks  Overall  Lusson  Veget  Content  Cont	Experiments	क्षिमानुक कि का समाधित
Dramantization  Student's reading / recitation / drill  Closure  Teacher's knowledge of content  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall  Lusson in Vigorof.	Demonstrations	r-8" G-57
Student's reading / recitation / drill  Closure  Teacher's knowledge of content  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall Lisson is V. good.	Specimen observation	E 0 2 9 1 3 1990 -
Closure  Teacher's knowledge of content  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall lasson is Vigorof.	Dramantization	3 TOP TOROBER TOTALE
Teacher's knowledge of content  Teacher's preparation of lesson  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall Lisson is Vigorof.	Student's reading / recitation / drill	· · ·
Teacher's preparation of lesson  Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall Lusson is Vigorof.		
Method of teaching  Interest created  Class control  Seen the remarks of the supervisor  General Remarks  Overall lesson in Vigorof.	Teacher's knowledge of content	2 103/1120, 14/00 10/18
Seen the remarks of the supervisor  General Remarks  Overall lesson is Vigorof.	)Teacher's preparation of lesson	त्र मात्र हेताह का संस्थान किर
Seen the remarks of the supervisor    Class control   Class control   Contro	Method of teaching	General Pomarke
Seen the remarks of the supervisor	Interest created	11 3 / 1
Seen the remarks of the supervisor	Class control	Overall lesson is Vigord.
Seen the remarks of the supervisor	HARICE TO STORE IN	
Guiding Professor  Supervising Professor	Seen the remarks of the supervisor	The state of the s
Guiding Professor Supervising Professor	INDER DECEMBER	O ( THI LAWRE) &
	Guiding Professor	Supervising Professor

Teaching Aids :-

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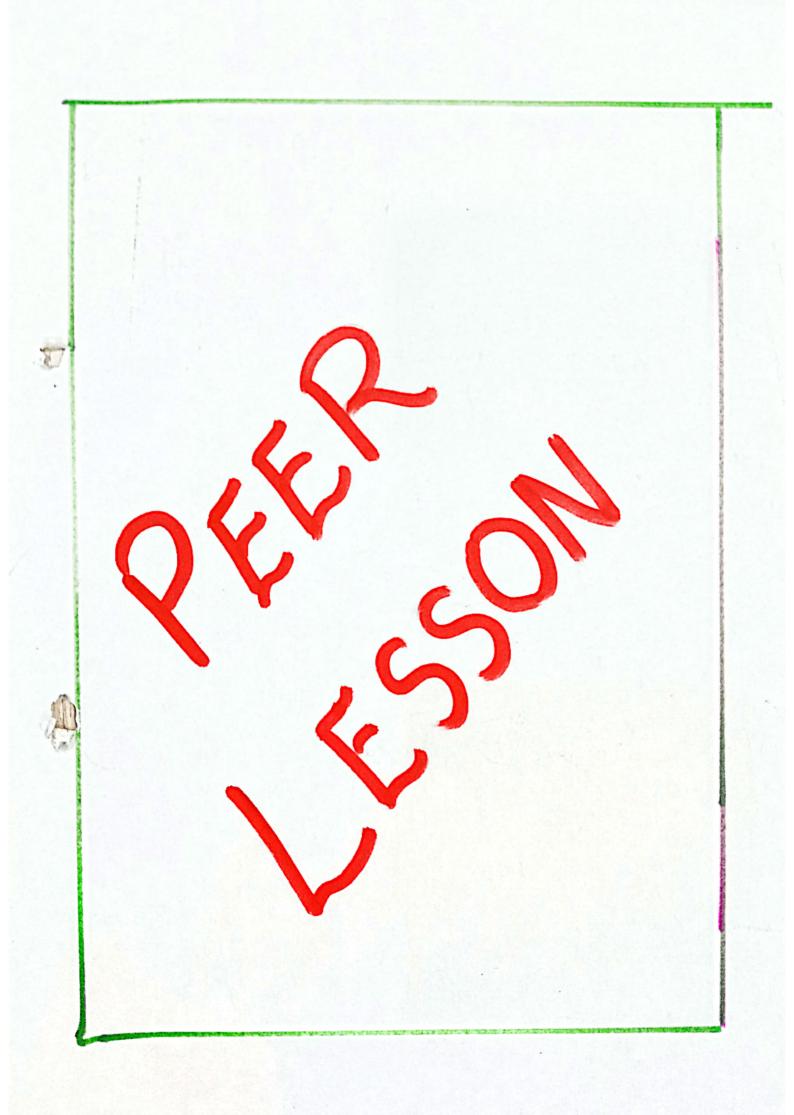
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ame of the Pupil Teacher	
Priya Pancky	प्राथमिन न मार्थामिन स्वत
oll No. 14	Std
ubject Hindi	Date 13/9/12019
esson No. (General) ( 与 )	Time - From
Lesson No. (In the method)	62 Table 1. 1. 4. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
Topic साट पहाँ से अच्छा	5/2, 1/2, 1/6/1/2 5 2/1/6 DAY
(जय २७०१श सारती)	
	11 15 BF 1801 x 13 11 120
	11. 11. L. 11. L. 11. 21. 21. 21. 21. 21. 21. 21. 21. 21
Previous knowledge of the class विद्यार्थ	यों को संतरिहायाता के
Teaching Points	General Objectives
	द्यान-विद्यार्थी देश के बारि
* देश के बारे में जानकारी	
* सीर जहाँ से अच्हा	साम्बन विद्यार्थी संतरित याता के बादे में साम्बन जरता है।
* राजेश शमी के बारे में जानकारी	याता के बाद में भारतन
जानकारी अंदर्भ	
* संगिरहायाता	उपयोजन विद्याधी प्राप्त द्वान है
X BIGICELATION	सार्व्य का उपयोजन कता है
TES YISHER	<u>नीयात</u> = विद्यार्थी रामेश कैबार में विताता है
Les Paris Pare Fore 1851	णवार भ वताता ६
-19676 1 Ca/191381 .	12 HOPO 1/23.12 1/10 (24)
Teaching Aids: 210 990 01	(स्वाई जहाज)

Reference Aids: 800K - राकेश शभी के सम्पूर्ण जीवन की कहानी

Content Analysis	Objective : Specifications	
परत्रत रुका की में सेवादी	रानिसी विद्याशी मारु का	
के माहयम से रिकेश कामी	नाम बराता है।	
की संतरिक्षयाता की जानकारी	<b>्रिविद्यार्थी अंगोर्रहायाला</b>	0
दी गई हैं।	के बारे में ज्ञान प्राप्तकताह	7
पाठ् का साराश= परहा	3 विद्यार्थी, पाठू में आर	_
उठान तक मच प्रदेशात जहाँ की भद्धा हिंदीरकों	नर शन्हों को प्रधानता	
जहां से अच्हा हिरास्ता हमारा भी त गूजता है	8 1	
हिरि-होरि. मंच पर रोबानी	सामजन=(1) विह्याधी	
mad & 1	संतरिश्याता ना	
गीत हीरे-२ हीमा होते होते	भाकतम् कत्य है।	
समाप्त हो जाता है।	हि विद्यार्थी विभिन्न	0
रोशनी ने रोठेश सबबाना	यानासी के ज्याधसंगरि-	
ह्वाई जहाज स्थ मेनिस	हायाता क्री तुलना जत्या है	1
बैठा है। ज़ुहाज	ह विद्यार्थी वैद्यानि कट्टारिकोर्न	Ī
बनाने के ओज़ाट उसके	विकसित करने का प्रयासकरता है	7
व्यामन यड ह ।	-3-00 %.	
दीवा जी और अंडिनी	3पयाजन ही विद्यार्थी प्राप्त	
	इपिस्रिरिस्नाभेतन का उपयोज	7
अवेथा) ।	man E-1	0
वादा जी- सर राजेश बड़े । मण्न हो .सर भाई ये ठ्या ।	रुद्रापधाया याट एपर ठा हवाई। जनान बागोने का प्रधासकरता	L
निष्न है। सर भाई ये ठ्या (	त्रहाज श्रेमानका प्रयासकरलाह राविद्यार्थी महावरीं ठाउपपोग	) ,
10 0 F	करके वसिम बेनाता है।	~
पुराप , १९५७ सम्बन्ध	0.00 4144 47161 8.1	
2 0 2	भीष्राल 🚁 १) विद्यार्थी देश के	
	गरे में भपनुशब्दी मेंवर्गन जरव	Jely .
राकेश जी सच्छी लगन से	क्रिविद्यार्थी तेश के क्या	/6 /
शांखि=	निबंध लिखता है	
० मीजार = हिथ्यार द	2) विद्यार्थी वेश के कुपर निबंध लिखता है ) विद्यार्थी विधाल प्रकार	
Dमहिमा = महानता त	त्यातासों ने बार में सपने	
2) महिमा = महानता है 3) सनुसंधान = थोद्यानारी =	शब्दी में बताता है।	

Procedure	Evaluation
Introduction:	Generalization :-
छिगुक्षिका विद्यार्थियों को दूबा से	() र्वाकेश नेपा
संबंधित महत्वपूर्ण जानकारी देकट	बिनाने की. तैयारी
प्रश्न प्रहती है।	कर रहा था र
🛪 रातरित्त यान वया है ?	(2) संतरिहा याने
Statement of Aim: STICH EH SHIC HETE	क्या है २
सन्हा भाठ का सहयपन करेंगे	13 रोकेश <u>व</u> ीर
	उनक सहयागी
Presentation:-	कितने दिन संतरि
शिक्षिणाः अकृत वाचन करते हैं	1 मे रहे १
🛬 विद्यार्थी का भीन वाचन	Recapitulation :-
करने के लिस कहती हैं।	() पुस्तुत माठ बने
\Rightarrow शिशिका मालक पर हेन्द्र	बया अंदेश मिलाइ
प्रथम लिर्वती है।	श्रिशकेश श्रामी
अ वादा जी रामेश से क्या	का जना कर हुआ
पहुंचे हैं।	() रोकेश दादाजी
शिविका विद्यार्धियों से प्रश्ने	सि वया प्रहता है
का उत्तर मिकतवारी है।	
शारीका प्रथम प्रिट्हित व	Application:-
रपष्टीकरण करती हैं।	ी रिविष्टा हामी
-> परिच्हेंद्र में सार नवीन	ने संगरित में
2 011	
शिद्ध महावर फलक परावरवता	हिंग्जहा भागि -
\Rightarrow शिशिका पार का रममाप	
करते हैं।	(2) 3-81-1 081
-> शाह्या गरहकापे देता है	1 211
	EAKT
Conclusion: ALLY EAT THE HEI &	ो (3) झपने देया की
सन्हा भार का सहययन विक्या	मिहिमा-
Core Elements: 201170 8180101	012
भाम प्रतिद्धान	,
	Assignment:-
Values:-	Na ai
४ प्र भाष्य	बारे में जानकारी
	िक्रियो ।

Jottins Diagram :-	Summary :-
	पालक लेखन
Part of the Tellers of the	विषय - हिंदी
	हिटिक जाता
	उपहार क - सरिजहाँ से अन्छ।
	्रार्टिश्न अस्डा
	2/66/21
	D भोजाट हिथेपाट
21/2 Bar 12 - 11	<b>2</b> महिमा महानता
THOUSE CHES	3 सउलंद्यान शिधकार्य
11.5-5-5-6	
PAPIPIPATION C	ग्रह्लाय = शकेश शर्मा के
6 32 16 /3	2 2
	बारे में जानकारी कियों।
47-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	
the PILL OFFICE	1 S INSTITUTE TO STATE OF THE S
Remarks Items	Suggestions :-
8et induction	- leven interlined through
Model Reading	1 to some involuted
Model Recitation	- Lesson introduced through activity by student
Objective Qns.	
Silent Reading	- BB wook done
Narrations	
Explanations	- Audible moice
Illustrations	1 - 1 - 5 - All the most of transition
Questions	- chamatization of
Use of teaching aids	L. state at last
	leason with students
	as role model:
Black Board work	
Experiments	- Adequate Kconfent
Demonstrations	
Specimen observation	cooknow ledge
Dramantization	13 15 16 16 16 16 16 16 16 16 16 16 16 16 16
8tudent's reading / recitation-/-drill	- class Participaled
Closure Teacher's knowledge of content	- hereralisation and
Teacher's preparation of lesson	
Method of teaching	evaluation done.
Interest created	General Remarks
	Excellent Cerson!
Seen the remarks of the supervisor	E OF A
19161-1116 3119	A COLOR
Guiding Professor	Supervising Professor



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SAKET GYAN



Name of the Pupil Teacher	
Biya Banckey	त्राधाम का वर्गान्ताम का स्क्री
Roll No. [L]	Std
Subject Hinds	Date 141212019
Lesson No. (General) ( 6 )	Time - From To To To
Lesson No. (In the method)	Elletin II and Tapility
Topic <u>बंटी</u> - (मन्नु भंडाटी)	50 100 CUM 100
16 5/10/18 Hap 311-18 1	2 1-10 Brolleg
Previous knowledge of the class   विट्याधियों ह	जी न्कृत के बारे में

Teaching Points	General Objectives
* eid	शान-विद्यार्थी 'बरी माठ के बारे में जानकारी गृहण करता
* स्कूल के बारे में जानकार। * स्कूल के पहले दिन का	स्राज्यन = विद्यार्थी स्कृतमें हरियों ना सान्यन करता है।
* गरमी की हुराहेंगा	उपयोजन= विद्यार्थी प्राप्तद्रग्न भीत् संक्रिन का उपयोजन करता है।
-13-10 EDIS FOLDS IN	कीश्रातः विद्यार्थी स्क्रत के पहले दिन का उत्साह का वर्जन

Teaching Aids: art, Ding, and

Reference Aids Books 440 CORHIST ELLT ) GT 2015

Content Analysis	Objective : Specifications
<u> प्रस्तुत गहाशि 'उनावका बंदी'</u>	। रान=() विद्यार्थी नार का
उपन्यास की लिया गुमा है	नाम बताता है।
	थ विद्यार्थी स्कूत्र की
	सेबीधित ज्यानकारी ठ्राहण
ण उल्साह तथा सानंद व्यक्त	00000
िया है। यह प्ररावर्णन	
	नर शब्दों को पहचानतह
पाठ का सारांश => बंदी का व	
	3
	सम्बन्ध करता है । १) विद्यार्थी पहले विन का
	उत्साह तथा सामद की
मन्हानही नगता है।	व्यक्त करता है।
	विद्यार्थी क्रून का
	गठीन करता है।
लग यहा है रसवेरे उठा	
तो मेवल हवा से ही उ	पयीजन्ता) विद्यार्थी प्राप्त
	गन सीर आन्यन ना
	पयोजन ू करता है ।
ताजगी से भरा-भरा ।	) विद्यार्थी मुहानरों जा
	पयोग गरेक वान्य
मर भाज कहा है - लो	बनाता है।
दुध ला कर रेख दिया,	8 0/00
	गॅराल्सी विद्यार्थी स्तूल
दूर नहीं हो जारूकी-जा बैगतों ले जाना ही है। है	71
C	7 0701 6
शब्दारी कुहावरे है	विद्यार्थी रक्तर नीहुद्दिया
930फ़ल्ल (1) गद्गद् हीना के	बार में बताता है।
प्रसन्न रवुश होना उ	विद्यार्थी रे-क्रल पूट
	नेबंध लिखता है ]
भारे जाना चुरवी हीना	

Procedure	Evaluation
Introduction:- शिक्षिका ने हैं शिका विद्यार्थियों की	Generalization :-
शिक्षिण 🚅 शिक्षण विद्यार्थियों जो	() सामान्य विज्ञान
बैंग , दिंग्निन, बीतल दिसाकर प्रथन	की पुरुतक की
8801 8 1	वटी क्रीन-क्रीन
क्रियेटम कहा ने कर जाते है श	सीबाते पर्तेवाला
Statement of Aim :-	211.09
साज हम् बर्ताण्याक	श्रिबटा न सपना
का भुध्ययन करेगे ।	मम्मा से व्या-
Presentation :-	क्या करने के
पिबेशीह्मका=1-7 पाठ का सम्रोह-सक्रोह	(ME) DE1 2
के साथ वाचन करते हैं	Recapitulation :-
विनेश्री क्षेत्रा शु=्रिविद्यार्थी जो नीन	यही और गलत
वायन करने के लिए महत्र है।	() बंदों की मुम्मी
पि शिशिकां 1=> पालक पूर हेन	विद्यालय व
युक्षन लिखती हैं।	पद्ती है।
🗶 दोइता हुसा कीन जा	श्रिदीड़ता इसा रीट्र
्रहा था १	लैंट लंटी फ था
विशिक्षाला = 2=> प्रयम प्रिट्टिट	Application:-
का स्पष्टीकला क्रती है।	त बंटी का
रपष्टीकाला के दौरानू नूए शाब्द	देवला ।
प्रमुक पर लिखती है।	0-11
विबंशोशिकान इसीहिका वंसरे .	१९) बहत दिनों
परिच्छद का कपन्नी करण करती है	124 (71
वि॰ शिक्षिण १ 🖚 शिक्षिका पार	917
का समापन करती है।	41/
विशिक्षिकान अहलाय देती है।	300 00 D
211	3)(1011 24 47
on अध्ययन् लिमा	800
29	—— (६तवाड दी
Core Elements: अवदन श्रीलता,	
9.212161(1	Assignment :-
Values:- 27014 4194)	D क्या के बार
श्रीम प्राचित्रान	में जानकारी
* -	लिखों ।
Augusta 18	

Jottins Diagram :-	Summary :-
4-12-12   -1 (6)   2-1   1   1   1	
The true of the	दिनाक
	विषय-१६भी ०सा ८
110 110 100	हारक - गहा उपहारक - बांती
WILL A KILDING	348120-018
	1 701
0 3/4/4	शब्दार्थ । मुहाबर
11-418 kg 1515	(1) प्रत्युक्त (1) गद्गार हीना
Tracto firms	म्पिन्न   खुश होना
A POP TRA	श्वितयाना श्रमनभारी होना
- 12t all -	बाते करना दुरवी होना
7 30	
	ग्रह नाय = रक्त के बार में
	जान्मारी स्टिर्ने ।
	entrepriet residit !
Remarks Items	Suggestions:
Set induction	105 SU 705 70. 1
Model Reading	- Lesson inholice
Model Recitation	1 5 Th Phot 1-8P
Objective Qns.	- BB work done
Silent Reading	
Narrations	- voice audible
Explanations	25-3/17 (6/26
Illustrations	- Explanation done.
Questions	- concentration of the
Use of teaching aids	245/10(0) 6 4KIN 75 8
	- Adequate content.
Class Participation	Knowledge
Black Board work	The residence of
Experiments	110) de 10 for 180 solo
Demonstrations	- class participated
Specimen observation	Che Contract of the Contract o
Dramantization	- Effective feel Condination
Student's reading / recitation / drill	1 2 128 12 COSIC 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Closure	
Teacher's knowledge of content	OIH , IDB, HOD MILE
Teacher's preparation of lesson	DI SHEFFING TOWN
Method of teaching	General Remarks
\ Interest created	Ocheral Remarks
Class control	Derall dessar is vigori.
516 6 LANG 1	16 PIT
Seen the remarks of the supervisor	GE OF FO
DIGHTH 10	Z anymy E
Guiding Professor	Supervising Professor
	- ANYS!

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Saket Vidyanagari, Chinchpada Road, Kalyan (East) - 421 306, Dist. Than



	M. M.
Name of the Pupil Teacher	Practising UNIO
Roll No. 14 Hinch	Std
SubjectLUNGY	Time - From
Lesson No. (In the method) 19 Topic - 국고 최 권다.	100 - 100 -
Previous knowledge of the class विद्यार्थि से सुबाधत जानक	यों को मेम विश्वास रुव सम्पाई ारी है।
Teaching Points	General Objectives
* स्वाका सीदा * शिक्षा का महत्व * किन परिस्थितियों का सामना करना * स्ट्रिकीहमेशा जीतहोती है।	ज्ञान=विद्यार्थी स्थ का सादा पार के विषय में ज्ञान प्राप्त कारता है। आकलन= विद्यार्थी सत्य और इमानदारी का आकलन कारता है। उपयोजन= विद्यार्थी प्राप्त कारता और आकलन का उपयोजनकरता जीहाल= विद्यार्थी शिक्षा के महत्व की जानकारी प्राप्त कारता है।
Calabara Algubbi	TENT TO GOVE CURPIN
कि।	नत्य मेव जियते

Teaching Aids :-

Reference Aids :-

Content Analysis	Objective : Specifications
प्रस्तुत ग्रह्मां भें तीरतन	जानक विद्यार्थी पढ़ का
ने क्राय ण सीदा	माम बताता है।
पाठ से विद्यार्थी की	हा विद्यार्थी य्यूच का सीदा
जानकारी देने का 9यास	
1041 81	प्राप्त करता है।
पाठ ना सार्वश्चिव विद्यार्थी	विद्यार्थी पाठ में आर
प्रक्षा में फूट हानर	नपे यासी जो पहचानता है।
योसे हैं अने दयार पान	
हो कर और । जब तक	सामाजन=क विद्यार्थी सत्य
पद्रे ये तबतक कीर्ड चिंता नहीं थी व्यक्ति थे	क महत्व का सामालन
00.0	.,(()
विध् मात य । सच्ह-१	(2) विद्यार्थी ब्रिह्मा का पर्वान सुपने यादी में
से रहते थे। उनक्र भाम	
व्यव क्रिये पर पर निमुबत	'.
थि। उन्होंने प्रवर्ध का	
व्ययी देना स्वीकार	BRIGHT BRIDE (Care)
किया परंतु यह भी साय	उपयोजन्ता विद्यार्थी अपूर
कह <i>दिया</i> - देखी ऋपया	रूप और आगत्म गा
लुहू बहाकर भिलतां है।	उपयोजन ूजरता है।
-03	शिविद्यार्थी मुहावरों ना
चाट पेसे कमाता हुँग	
व्यवि व्याल ने शहद	बनाता है।
मामा को बात का स्वा-2	कीशल () विसार्थी पाउ
रथाल बरता सर्व द्याल	व्याश्रास्त () विसाधा पार
- NIP 1/1/11 112 1/24 PMOH	का वर्णन सपने शल्ले
लेकट हार की चर्ते।	में जरता है । हिविद्यार्थी सत्य का स्मीदा
जीकरियां दिखाई वेदी श्री	िरमहाता क्रांत का ब्याही
परंतु पास हुए में नी	क तियार्थी स्वार्थ है
किंगमा न दिख पड़ा	अगामा विचार वाल
दीपहर का समय था स्व	901911 19715 0470
مرباد الماما الماما	1)((1)

		Procedure	Evaluation
		Introduction:	Generalization :-
		विन्वाह्मिका प्राप्तिका विद्यार्थियो	
		की न्याय की देवी का चित्र दिखा	<b>े अत्य का हमेशा</b>
		कर प्रम प्रदर्ग है।	वया होता है?
		0 यह किसका चित्र है है	
		Statement of Aim: - 3114 EH (21-4 97)	20
		सीदा १ इस पाठ का सहययन	श्रियच का सादा
		वारेगें।	पाठ के दोखक
		Presentation :-	कान था
		विन्धिष्मिका-१ = शिनिका प्रकर वाच-	
		95(4) 6	Recapitulation :-
	•	नि शिक्षिका 1-> विद्यार्थी को मीन	C
•		वाचन करने के लिए कहती है	क्रियां व्याल व्या
		विश्वितिका १ = प्रमुक्त पट हेन्ड	दिख रहे थे व
		प्रथन लिखती है।	
		विग्रेशिका १-> येव देयाल ने	्रसवे न निस्तवती
		िकसकी बात न्य पुरा हयान रेस्त	गिडिम्ते प्राप्त की बीक्
	L	विश्वीहरू २२ थि हिना प्रथम	Application :-
		पिटिहेंद का स्पूर्वीकरता करती है	C
		र्स्पर्टीकरा के दौरान जिसे शब्द	*सव दयाल
		पालक पर लिखनी है।	
		वि शिक्षिणा १=> दूसर पार्ट्सिट क	0/
		इन्प्सीकरण करती है।	X अवे द्याल
		गिशोशन = २= पाठ ना समापन	देख यह है
		िकत्य है।	
	2.	मिर्विता 1=> यह नप देती है	1 4 उनके मामा :
		Conclusion:- माज हम त्यच का स्मोदा	र्श - पर नियुवत छो
		Core Elements: समानता, लीजशाही, और	
		Core Elements: समानता, लोजशाही, और शमीनरपहाता	Assignment:-
		Values:	D पार में से बीच
		समानता ।	नाठिन झाब्द न्युनन
			(A)
		le skela?	
		10/1/21	

Jottins Diagram :-	Summary :-
N-10 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	दिनाक मात्मकलेखन निधा-9
LE THE THE	विषय-हिंदी हाटक - गद्य उपहाटक — सचका सीदा
	शल्पार्थः नुहातर
13 13 12 12 12 12 12 12 12 12 12 12 12 12 12	D3द्यत <u>च</u> ्चा मॉसा पल्या-
- Colors of SII	वाग्निता-सच्हा-विश्वान होना- साक्षत-धिराह्म सर्विमत होना
14.47	PER WALLEY
1.516	ग्रहणारी - माठ में से बीस किर्ता।
Remarks Items	Suggestions:-
Set induction Model Reading	- BR work done
	Set induction done
Objective Qns.	
Silent Reading	- pholipole reside
Narrations	O CA II aldali
Explanations	- Peer autivities property
Illustrations	planned.
Questions	अवस्था के दोरान जांगे का
Use of teaching aids	- Effective coordination
Class Participation	among the peers
Black Board work	among the pros
Experiments	12-41 100 0100 0100 E-1
Demonstrations	- Lerson explaired.
Specimen observation	- class participated.
Dramantization	
Student's reading / recitation / drill	- Adequate content knowledge
Closure Teacher's knowledge of content	- Generalization & Evaluation
Teacher's preparation of lesson	done
Method of teaching	General Remarks
	Overall lesson is Vigood.
Seen the remarks of the supervisor	WOF EDUCE
Guiding Professor	Supervising Professor
Taylor 1. Taylor	Le 15/2/19 13/19



#### SAKET GYANPEETH'S



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# SAKET COLLEGE OF EDCUATION (B.Ed.)

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

# LESSON NOTES

Control of the Contro	
Name of the Pupil Teacher	Practising School
Riya Rindey	पायमिक वभाष्ट्रयमिकस्क
Roll No.	Std Div
Subject Hindi	Date 18 19 12019
Lesson No. (General) (	Time - From
Lesson No. (In the method)	। न इन्लिक्ट मांड प्रा
	23 55 25 1100 1 1711
Topic EK-11 81 1884 OF OR	
(श्रारबाना ह्रान्छ)	
C MANALA HARA	Edward Sur
212/01/10/10	
Previous knowledge of the class	9.9
्राव <u>्</u> टाााञ	यों की लक्ष्य के बारे
में जीनकारी ह	
3112/201122/12/11/10/10/01/2	The prof persons in
Teaching Points	General Objectives
	ज्ञान-विद्यार्थी मात् के बारे मे
¥ हारना भा हिम्मत का नाम है ।	जानकारी भाप करता है
N - C - 29 150 C	साम्यन - विद्यारी स्थिताती है
* खिरवाती है सलामतता	आज्यन - विद्यार्थी सिरवाती है
1/00 (A) (1/2) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A	उसफलताना सामालन करता है
1/00 (A) (1/2) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A	उसफलताना सामालन करता है
* समालता द्वारिम स्नट्य नहीं	उपपोजन विद्यार्थीयाप्र तान औ आजन का उपयोगज करता है
* समालता द्वारिम स्नट्य नहीं	उपपोजन विद्यार्थीयाप्र तान औ आजन का उपयोगज करता है
* समालता हाँतिम स्नट्य नहीं	उपयोजन विद्यार्थी प्राप्त काता है उपयोजन विद्यार्थी प्राप्त का सम्बद्धी मार्कतन का स्वयोगज करता है कीशल नविद्यार्थी हाला भी
* समालता हाँतिम स्नट्य नहीं	उपयोजन विद्यार्थी प्राप्त तान औ उपयोजन विद्यार्थी प्राप्त तान औ मार्जलन का उपयोगज करता है कोशल = विद्यार्थी हाला भी
* समालता हाँतिम स्नट्य नहीं	उपयोजन विद्यार्थीयाप्र तान औ आकतन का उपयोगज करता है जीशल नविद्यार्थी स्टुल्स् भी
* सम्मलता सैतिम सत्प मही * लोग कुह नहीं कहेगें।	उपयोजन विद्यार्थीयाप्र तान औ उपयोजन विद्यार्थीयाप्र तान औ माकतन का उपयोगज करता है कीश्राल - विद्यार्थी हात्म भी हिंठूम ते का काम है की अपने शब्दों में वर्णनकर
* समालता हाँतिम स्नट्य नहीं	उपयोजन विद्यार्थीयाप्र तान औ उपयोजन विद्यार्थीयाप्र तान औ माकतन का उपयोगज करता है कीश्राल - विद्यार्थी हाला भी हिठ्ठमें ते का काम है की अपने शब्दों में वर्णनकर

Content Analysis	Objective : Specifications	
इस सालेख में लेखिना ना	सान-(1) विद्याधी पाठ का	
मानना है जिअसमत्त्वा	नाम बताता है।	
की रनीकार कर लगातार	शिवद्यार्थी हात्ना भी	
कीशिशा ठूरने नाता सनस्य	हिम्मत् का काम है के	
सफल होता है।	बारे में ज्ञानकारी प्राप्त	
पाठ कासाराश - माइकल	0/6/1 8 130	
मडेन कहते हैं में असण्ल		
ना को द्रवीकार जरसकताड्डे य कोडे कभी न कमीसाफत	नस् बाब्दो' को पहचानती है।	
नुसर होता है लेगिन में	गुळ्यन=११) विद्यार्थी तिलली	_
मिश्रा करना होद देते हैं	है संस्थालन के बारे में	
ने कुभी सफल हो भी नही	सान्यन करता है।	
मकते और जो हार बेने	<b>े</b> विद्यार्थी सफलता के	
बेना हरेलगातार कीशिश	बार में आज्ञन करता है।	
मति है वे यन यन दिन		
नरूर जीरते हैं । भै फैर		
ीने से बहुत डरती थी।	उनके कारवीं पर विचारकरता है।	
गता <u>था कि केल</u> होने है		
गद सांगे पर्ने / का ठाउँ	3पुपोजनः(1) विद्यापी प्राप्त	
क नहीं है। जब 12 वी	द्यान और आंकलन कारपपोजन	_
कहा में थी तो जंबी	जता है।	
	थ्र विद्यायी मुहावरों वा	
	उपयोग जूरक वावय	
ाता क्षेणे वे षावजूद्वपरीहा	वनाता है।	
रिजाम सोषित होते ही	20 00	
10 RESHILL	कोश्रात=(१) विद्यार्थी हार्ना	
211-1-1 C	भा हिम्मत् का काम हे मो	
शब्दाध= मुहावरे=	सपने शब्दों में वर्णनकताहै।	
क्रिस्ता विद्यहरना	🔘 सफलता , असफलता	
निष्य निराश होना	- कि दलाना करता	
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Pṛocedure	Evaluation
Introduction:	Generalization :-
विगेरीत्रका 🖅 थिएहिका विद्यापिया कात्	िपरिवाम होषित
त्सर्राज्या सिंहा का चित्र दिखा कर प्रश्न	हीते ही जिसका दिल
year Egg of an an	दूर ्गया १
() ये महिला कीन है १ इन्होंने क्या कियाय	शिलांबिका केपापा
Statement of Aim :-	ने किन दो ची जो की
शाजु हम 'हारना भी हिम्मत ठा कामहै'पात कार्यस्यपन्नेल	मोग की श
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Presentation:-	दीव पर एक।
विशिक्षेका १३० प्राप्त का प्रकट	जाता २
वाचन करती है।	Recapitulation :-
वि-शितिना २=> विद्यार्थी ने भीन	O अस्मिल्या क
वायन करने के लिए कहती है।	बाद निष्टिचत रहुप
विषेशीतिका मुक्र फलक पर हेन्	से क्या मिलता है 9
	र्शिं संस्राजन हो
* फेल होने से कीन डरती थी ?	र्नीठार् कर्सकराहु
वि शिक्षिणा ३ ऱ्रायम प्रिन्हेंद क	। ये किसने कहा शार्
स्पर्वाकरम् करते हैं।	Application :-
विशिक्षिणा के परिच्हेद में आर	
नये शब्दांथ न मुहातरे का	() न्याट हार्ट तन-
क्षयं बमाता है।	315
विगशाहाला २ चिगसिना पाठ	49.42 979
का त्रसमापन कर्म है।	<i>छ भैं फैल होने</i> से
नि शिक्षिन १३ विशिष्ण सह	
नाय देता है।	
9 0	3) सम्मणलग के
Conclusion: STOP ENT SERTI ST	बाद
टिम्मत ना नाम है ? पाउना सहययन	मिया — विस्तरी है
Core Elements :- ्रसमय पुषेद ,	
संवद्न शीलता	Assignment :-
Values: सर्व हाम व्यक्तान्ता	क्रिसफलता के दी
अंध माहरा निर्मलन	कारण किरवी।
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* आद्योनका तकाने किर्मिक्तानाः विद्यार्थो किसे उत्तरि सार्ते
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्र अव उनकी उपयोगिता साकलम विद्यार्थी साधानिक
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र उपयोजन विद्यार्थी प्राप्त शार
याद्यान विकल्लीका यो । भाकरान का उपरोधनन करता है।
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Reference Book! - माध्यमिक प्रस्तकालय स्व तकनीकी —
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Content Analysis	Objective Specifications	. Broceduje	Evaluation
Uza a Nota a History	- Augusta	Introduction:	Generalization
प्रस्तुत संवाद के माध्यम से अधुनिक तकनीकी द्वान , उत्तक उपयोग रुव जीवन के कार्यों की	राम=() पिंधाया माठ जा		
उपरोग रूव सीवम के कार्री है	वाम बताता है।	शिक्षिकान विद्यार्थियों को की गणव	() मताका वया गा कि
सहजता को दशीया ग्या है।	र विधाया स्मार्क र	का भिन्न दिखा कर यशन	खता नहीं सुनरहा था। (१) यतीक के पिता की
माठ का सार्शि - (यत के आठ	महत्व को बताता है	भूहती है।	(8) 7410 0 1441 471
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तक स्वामा नहीं स्वाया है।	पहचानता है।	क्या उपयोग है ३	वया नाम था ३
उसका सन बहुत रिवन्न है।गुह		Statementations - 81181 EX	421 1101 2119
लहकार , उताल मन कमा में	साम्बा विद्याय मार्गिक	Statemetation — माज हम	D 0111.
बैठा है।) मा न्यान	प्रमाणिता था भाष्य	0) 2/8/1/17	Recaliblation: -
दे हुर ) नेंद्राक्र कहा हाई	करता है।	Pacaplatiania	n भटीक रवाना वयं
यवाना, यवा ल्या आउँ बजगूर	(2) (gener) 2-1000	- Talesentuloni - Talesia	() यतीक रतानी वये नहीं रवा रहा था ?
सभी तक तुमने ख्वाना नहीं	सम्बाह्यत उपयोगी जा	MAINA 18/18/01 7=> 18/18/01	0 -
यवाया । जल्ली साक्षी रवाना	allowy World eig	4000 917- DOCUTE 1	@ प्रतीक पिता जी की
खा लो (प्रतीक कोई उत्तर	(3) विद्यायाः का सङ्गिनेक	विद्यार्थी शिक्षका १ ऱ्याविद्यार्थी	मकड़कर क्यो रोने
नहीं तेता । बिस्तर पर जेट	तक्रनीकीयों का जीवन	का भाग पाचन करने के लिएकहरी है	लगा व
जाता है । किंह विकास दें की फ़िर्दा आवाज देती है की पूर्	में क्या महत्व है उस्ता	विम्यामिका म निर्मातिका प्रमुक्	क मतीक चर्चे उदास
130 Malana 24 (6 10) 15		पट हेर्ड प्रश्न सिलता है	्रिकामरेश में विंठा था द
मार अबीक तुम सुन बर्यो। नहीं रहे ही १ वर्गा। खा लो । सभी तक तुमन	उपयोजन्त्र (१) विह्यार्थी प्राप्त	(अ) किस्वा मन विवन्ध थार्	
रवा सी । यभी तक तमने	वान होर मान्यन ग्रा	वि शितिना २ > शितिना पिराशी	Application:
रवमा मही देशाया । अभीवरत	स्थरप्रयोतन कर्या है।	से प्रम्न का उत्तर निकल वार्री है।	() 215 days 2
साफ करने हैं। कल की	<ul> <li>धाउपमोजन करता है।</li> <li>विद्यार्थित सुंहावरों</li> </ul>	्रिशाशिकान ≥ प्रथम मिरिन्हेंद्र	Dag eraklar
खाँग मही दूरवाये । शर्मी बत्स्व साफ करने हैं। कल की प्रेरी तैयारी भी करनी है।	का उपयोग न्यु के	ना स्पद्मीकर्ण मारहित	वार रहा है
(प्रतीक बीरेन से साता है। बरतम	वाक्ष्य बमाता है।	विविश्वाित्वकार्यः परिच्हेद में	हो कर की की
रामा करना त्याता है। उसीत्तर		सार नेए शब्द महाके माराज	करने है
समया पिता यदयम्न एखटल्मी	कौशल्मी विद्यार्थी	पट िल्लिय हो।	
प्रवेशा करते । हिन	झाधुमिन् तन्नी कीयो	विश्वािशेका न-न्याहका रमभापन	र यभी तक -
द्वाभाव का उपयोधना है		3006	्रवाया है।
21691273118 गिमुहाबर	क बाट, म सान शब्दों में खुराता है। 1 विद्यार्थी संगठक	नि शिक्षिण २ हि। सिण सह	
do TIP (b) TETWINGS	(P). विद्यार्थी संगठक	काय दर्ग है।	
Q 14 वन्तर Dमुहालद्वानीन	का महत्व बताता	Conclusion : माज हमन ह खेम	Assignment
क्रिक्न के मिहाल्य का मान दुर्ती नारा जा होना शहा बंदाना	त्या महत्व बताता	Conclusion : आज हमने ह रेसे उतारी गारती पाठ का राह्यभाकिया।	Hssignment'-
०० ८ हार् बंदाना		Core Flements: - 3511200000	(1) संगठक संख्या <i>होत</i> कह.
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्राम हानाय आर		Values; _ भाम प्रतिनान	· · · ·

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Reference books

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क्राह्म, पर चिडाचिडाहर स्नात	नाम बताता हुन	विशिष्ट्रीका न= विद्यार्थियों को	D कोधू की जरूरत वयों
भावीं का मनीवरग्निक	१) विद्यार्थी, क्रीह	इमीज दिस्ता कर	प्रवेश है है
विवेचना किया है।	क्र करणों के	प्रश्न प्रहती है	1.9(1,
पाठ का साराश= सामापिक	बारे में जानकारी	V 21 9211 6 2 1	(9) यार मनला भें कोल
जीवन में ऋषि जी जरूरत बराबर पड़ती है। याद	ग्रह्ण करता है।	-X ये वया है ? इसे देखकर नया समेझतेहै	2) यादे भूनुच्य में फ़ीहा म हो तो वह क्या करेगा १
बर्बर पडती है। याद	()) · (196/12/1 7/2	Chatontalian साम हम	करेगा १
87/81 - 1 31 - 61 - 61 - 61 - 61	में भार नर शत्वी	Statento tion: _ साम हम कोहा माठण्ठा सहययन करेशे	4,
दूसतें के बारा पहुँ पाएँ जाने बाले बहुत की कल्टों जी निरानेवाले का उपाय ही न कर कहें / कीई मनुष्य किस्	में पहचानता है।	करेंगे	Recalitulation: -
वाले बहुत की कहा जी	2 00		2 20
निहानवाले मा उपाय होन	साम्यनाना) विद्यार्थी	200 1013 16 1310	() फ्रीहा, घैर, चित्रचित्राह. की भावना का है १ उत्पन्न होता है १
कर सक् / कार्ड मनुष्य किल	चिड्डानिड्राहर सादि 0	कि-स्रिक्तिग-1 - स्रिक्तिका प्रकर	को भावना करे
वुष्ट के नित्य वाज्याद	भावा है जा सामालन	्रवाचन करता है, -	उत्पन्न होता हेर्
कट के हैं। की ब मनुष्य मिली तुष्ट के नित्य तो न्याद प्रहाट क्रहता है। यदि इ उसमें स्ट्रीं का विकास नहीं इसा है तो वह के	( १५१९ हे ।	नि-श्रामिना-१ = शिमिना प्रकट वाचन करती है। वि-श्रामिना १ = विद्यार्थी नी	Jalus C
उसम आधा का विकास	@ विद्यार्थी की हा का न जीवन पर प्रभाव	मीन वाचन करनेक लिएकहते हैं।	2) साचारी रामचंद्र शुनल ज़ी में की ध वैट
महा हमा ह ता वह कार्	न जावन पर प्रभाव	निग्राहिका २= शिहिन मिनक	प्रा न काद्य वर
ग्रह- ४९ १००० ११ विस्वा	का आक्रान करता है	पट हरे नेइन जिल्हा, ह	चिंड्यिड़ाहर सादि मावा
उस दुर्ख मराकोई प्रभावता नहीं । उस दूर के ह्रद्य	53[8] 170 , 1136	विविशिक्षिकान=	की वंया विवेचन किया
गेटा दिसेन बर्स के हिंदूर	उपयाजन ना विद्याचा	Rugard Ball	
में विवेक , त्या साहि उत्पन्न करने में बहुत समयलग्रेग	7 21/2 21/19 04/	विन्धाक्षिकान् शिक्षिका विद्यार्थि	APPlication; -
करने में बहुत समयलग्रिश संसाट एरिक्सी की इस्त्रना सम्पर् यस होटे न्हीरें कामां के लिए नहीं है स्वन्ता ।	ति स्वित्व विशेष्य	च्ये प्रथन का उत्तर निकलवारीह	F =
असे होते च्लीन कार्य के	ि विद्याली सदावरी	Hacking > 18/19/19/19/19	D सामाजिक जीवन कें
तिय लही ते स्वक्ता ।	का उपाप्ता करके	12 19 19 19 19 19 19 19 19 19 19 19 19 19	सहरी है।
लिए नहीं है सकता । भग्नमाति । होकट्रा प्राणी सूपनी,	वाक्य बनाता है	विशिष्टिका 1 => शिक्षिका पत्थि में अप्ट नेक शब्द अहावर	Dall Har fall
रहा है कभी तक्षी कार केता है			KENI E
पट्रसमाज के पुरस पुकार	कीश्रायमा विद्यार्थी कीश	किशिविना २ है मार्कु मार्किमापन	
पापा (वरव चितारी जिएकासी	का वर्णन अपने	0211-61	शिका की हा
-प्राप्त तुरविभिन्नाति स्मिरस्थिति नहीं होती । इसिट्रै कहेने	शहीं में करता है	करती है। विनेशिक्षिणात्र न गुरुकार्य देवी Conclusion साज हमें	S GUELOS ANEL GILAT E
मा अभिनात सह नहीं है।	(2) विद्यार्थी को <b>ह</b> ुक	71127 572	of 2
	2) विद्यार्थी की ह्या के विभिन्न कारणों के बार में बताता	Conclusion: आज हमने कोइगिर्माठका महयय किया	Assignment:
शिल्पायां के किस्तिवरेण	के बार में बताय	- 01 E 40 011 HE 447 1054	(1) क्रीहा के निक्ल
() क्रीष्ट्र । संग्रह्मा हीता	विभिन्न कार्ली के बार में बताता कि बार में बताता	Core Elements: - समाि	कारा लिखी।
िक्रीष्ट्र । संग्रहाबुला होता गुस्सा गुस्सा होना	Tarching Rider   - 3416	व्यायस्यासी का निर्मुहन	
पर विजया (स्वामा) पुडानन्ति हु	19160	Valence state of	
डाटना	Metalchce Beaks	Values: - संवेदन शीतता	
0.0 "		रममप मानदी	

