



Bhima Shaikshanik Nyas,
Subhashanna Kul College of Education
Madhukarnagar Patas, Tal- Daund, Dist Pune, 412219
Savitribai Phule Pune University Pune
ID NO -PU/PN/B.Ed/223/2005
President - Adv.Rahul Subhasharao Kul


Website -www.bhimanyas.org Email-sakbedpatas@gmail.com Mob.No - 9890280232

2.4.1.

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education




PRINCIPAL
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TAL. DAUND, DIST. PUNE



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Organizing learning (lesson plans)

Knowledge the value of various abilities and knowledge in the educational area, institutions organise various events to help students develop the same.

During their internship programme, students are required to create lesson plans in order to instil the skill of organising learning. In each teaching subject, this entails creating and delivering 12 (6+6) macro lesson plans, 6 (3+3) practice lesson plans, 2 (1+1) TBL- lesson plans, 2 (1+1) MTL, 2 (1+1) TTL ,4 (2+2) lesson plans to cater to the diverse needs of the students , and conduct two lessons in the school classroom . The teacher makes every effort during this activity to ensure that each student achieves the majority of the objectives and understands the significance of professionalism in lesson plan preparation.

Developing teaching competency

Developing Teaching Competencies the College instilled the skills and knowledge about the education in the students. The students attended a seminar on the “Role of Teachers in Students Personality Development” and “Interpersonal Skills” which was organized in the college. These skills help in developing the personality of the student teacher.


Assessment of Learning

Assessment is critical to understand the process made by the students. The assessment is conducted in the form of teaching lessons, internal practical, assignments, multiple choice questions, Preliminary exam.

Techonology use and intergradation:

Education in imparting education in today’s world .students are constentle in the internet for their education works therefore as teachers it is important for the student to prepare lessons based using technology




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Conducting Outreaches

The college, in accordance with the syllabus, arranges the activities to familiarize the students with the academic atmosphere. Pre-internship school exposure programmes were conducted at nearby private and public schools. Teachers promote student participation and active learning during this activity. This commitment to service among the pupils-


Community Engagement

Community service programmes are important in developing the personality of the students. Social service communities were organized by the college.

Facilitating Inclusive

To help the student in all round personality development. The college organized various activities, seminars and visits throughout the year so that students gain knowledge about the progress and the current developments made in the field of education




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श्रीमती शशिदेवी अग्रवाल

सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय

महाराष्ट्र नगर, पाटण, ता - शेवड, जि - पुणे - ४१२२१९

कॉ. एड. प्रश्न नं. १०२१ - १०२२



३१
२०
Shashi

Course - 108

TEACHING COMPETENCY - I

अध्यापन क्षमता - १

MICRO TEACHING, INTEGRATION & SIMULATION

LESSONS & OBSERVATION NOTEBOOK

सूक्ष्म अध्यापन पाठ, सेतू पाठ व अभिलेख पाठ नियोजन व
निरिक्षण नोंद वही

विद्यार्थ्याची नाव श्रीमती शशिदेवी अग्रवाल

कोठी क्रमांक ६६

अध्यापन पत्राची निदर्शनात

१ शाश्वती

हे संपत्तीकृत पुणे - ४१२२१९

कुल शिबिरात - १०/०२/२०१९

Index (अनुसूची)

Below Teaching Lessons (per lesson per)

Name of the Lesson (per lesson per)	Topic/No. of Lesson	Date	Std	Class Marks (per lesson)	Observer's Name
अनुसूची (Lesson)	Topic name	5-3-22	8th	74	Shree...
अनुसूची (Lesson)	Topic name	7-3-22	8th	65	Shree...
अनुसूची (Lesson)	Topic name	9-3-22	8th	35	Shree...
अनुसूची (Lesson)	Topic name	4-3-22	8th	36	Shree...
अनुसूची (Lesson)	Topic name	12-3-22	8th	33	Shree...
अनुसूची (Lesson)	Topic name	14-3-22	8th	40	Shree...
अनुसूची (Lesson)	Topic name	8-3-22	8th	42	Shree...
अनुसूची (Lesson)	Topic name	9-3-22	8th	42	Shree...
अनुसूची (Lesson)	Topic name	10-3-22	8th	37	Shree...
अनुसूची (Lesson)	Topic name	11-3-22	8th	39	Shree...
अनुसूची (Lesson)	Topic name	15-3-22	8th	43	Shree...
अनुसूची (Lesson)	Topic name	16-3-22	8th	44	Shree...
अनुसूची (Lesson)	Topic name	18-3-22	8th	44	Shree...

Interim Lessons (per lesson)

Name of the Lesson (per lesson)	Subject/Topic	Date	Std	Class Marks (per lesson)	Observer's Name
अनुसूची (Lesson)	Topic name	17-3-22	8th	76	Shree...
अनुसूची (Lesson)	Topic name	18-3-22	8th	76	Shree...
अनुसूची (Lesson)	Topic name	19-3-22	8th	77	Shree...
अनुसूची (Lesson)	Topic name	20-3-22	8th	78	Shree...
अनुसूची (Lesson)	Topic name	21-3-22	8th	79	Shree...
अनुसूची (Lesson)	Topic name	22-3-22	8th	80	Shree...

Total Marks (per lesson)

Total Marks (per lesson)

19/35

श्रीमती शैलिकीक व्यासदे, गुणगुणगुणा कुल शिक्षणगणन महविद्यालय
 Set Introduction Skill Lesson (प्रस्तावना की कक्षा पाठ) शै. वर्ष २०२१-२२

Teacher's Name: श्रीमती शैलिकीक व्यासदे
 Roll No. २०८
 Teacher's Teach: अभ्यास
 Lesson No. १०८

Unit: शक्ति
 Sub-Unit: कारकोन शक्ति
 Topic: शक्ति
 Date: २०/१२

Pre-requisite Knowledge: विद्युत शक्ति
 In-charge Prof: श्रीमती शैलिकीक व्यासदे
 Date: २०/१२

विद्युत - शक्ति
 धारक - कारकोनचे प्रकार
 अकारक - कारकोन शक्ति

दिवस - ४
 दिनांक - २०/१२

* कारकोन शक्ति *



* व्याख्या *

कारकोनचे चार
 प्रकार कारकोन शक्ति
 शक्ति शक्ति शक्ति शक्ति
 शक्ति शक्ति शक्ति शक्ति

Signature of Guide Professor
 Date: 20/12/21

SAT INDUCTION SKILL LESSON EVALUATION SCHEME
(प्रयोग कीसके बाद प्रयोग कीसके)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory a) Good 5) Excellent
 1) अतिरिक्त 2) औसत 3) संतोषजनक 4) अच्छा 5) उत्कृष्ट

Sl. No.	Criteria	1	2	3	4	5
1	Effective beginning (well) start					✓
2	Review of previous knowledge (पिछले का ज्ञान)					✓
3	Arousing curiosity (किसी चीज पर उत्सुकता)					✓
4	Use of teaching aids (शिक्षण साधन का प्रयोग)					✓
5	Linking with the unit (इकाई के साथ जोड़ना)					✓
6	Statement of aim (उद्देश्य का बयान)					✓
7	Title writing (बिषय लेखन)					✓
8	Creativity / innovative practice / activity (सृजनशीलता / नवीन अभ्यास)					✓
9	Time rearrangement (समय का पुनर्व्यवस्थापन)					✓
10	Effectiveness (प्रभावकारिता)					✓

(Qualitative feedback) प्रयोग के बाद

1) बहुत ही अच्छा प्रयोग किया।
 2) बहुत ही अच्छा प्रयोग किया।
 3) बहुत ही अच्छा प्रयोग किया।

Date _____ Obtained Marks - 55 / 50

Observer's Sign
 (Observer's signature)

BLACK BOARD WRITING SKILL LESSON EVALUATION SCHEME
(फलक लेखन कौशल पाठ मूल्यापन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
पाठनिष्पन्न श्रेणी - १) असमाधानकारक २) सरासरी ३) समाधानकारक ४) वांगला ५) उत्कृष्ट

Sr.No. अ.क्र.	Criteria निरूप	1	2	3	4	5
1	Size of the letters / diagram अक्षर / आकृत्याचा आकार			✓		
2	Spacing between letter, words & lines अक्षर, शब्द आणि ओळींमधील अंतर				✓	
3	Clarity of letters / diagram & legibility अक्षर / आकृती वास्तवीक स्पष्टता आणि सुवाच्यता			✓		
4	Correctness अचूकता				✓	
5	Writing in straight line सरळ रेषेत लेखन			✓		
6	Proper use of colored chalk रंगीत चट्ट्या योग्य वापर					
7	Speed of writing / sketching लेखन / आरेखनाची गती			✓		
8	Planning of writing / sketching लेखन / आरेखनाचे नियोजन			✓		
9	Time management वेळीचे नियोजन				✓	
10	Effectiveness प्रभावीपणा				✓	

(Qualitative feedback) गुणात्मक श्रेरे

- १) अक्षरे, आकृत्यांचा आकार समाधानकारक वेतल
- २) सरळओळीत लेखन होते
- ३) वेळीचे नियोजन चांगले होते.

Date

Obtained Marks - 35 / 50

Observer's Sign
पाठ निरीक्षकाची स्वाक्ष

भीमा शैक्षणिक न्यासचे, सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय
Stimulus Variation Skill Lesson (चेतकबदल कौशल्य पाठ) शै. वर्ष २०२१-२२

Student Teacher's Name साध्यापकाचे नाव		Roll No. हजेरी क्र.
माने विरेण विनय		56
Teach/Re-Teach अभ्यास/पुनराभ्यास		Lesson No. पाठ क्र.
Subject विषय	Unit घटक	Sub-Unit उपघटक
गणित	संख्याज्ञान	देवनागरी संख्या व अंतरराष्ट्रीय संख्या
Date दिनांक	Time वेळ	Std. इयत्ता
०३/०३/२२	३ मीनिटे	संख्या पाचवी
Required Previous Knowledge आधीचे ज्ञान		
विद्यार्थ्यांना संख्या माहित आहे		
Group In-charge Prof. सहायक प्राध्यापक		
प्रा. मदन. सुस. पी.		

फलक लेखन (Black Board Writing)

विषय - गणित
घटक - संख्याज्ञान
उपघटक - देवनागरी संख्या व अंतरराष्ट्रीय संख्या
इयत्ता - पाचवी
दिनांक - ३/३/२२

* संख्या *

देवनागरी संख्या	आंतरराष्ट्रीय संख्या
०३५९	२३५९
३२७५६	३२७५६
६७,८५९	६७८५९

०३/३/२२

Sundar
Signature of Guide Professor
सहायक प्राध्यापकाची स्वाक्षरी

STIMULUS VARIATION SKILL LESSON EVALUATION SCHEME
(चेतकबदल कौशल्य पाठ मूल्यमापन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
पदनिश्चयन श्रेणी - १) असमाधानकारक २) सरासरी ३) समाधानकारक ४) चांगला ५) उत्कृष्ट

Sr.No. अ.क्र.	Criteria निकष	1	2	3	4	5
1	Gestures of Teacher शिक्षकाचे हातभाष				✓	
2	Movement of Teacher शिक्षकाची हालचाल				✓	
3	Change in speech pattern वाक्यपद्धतीतील बदल					✓
4	Change in sensory focus संवेदनलक्ष्यातील बदल				✓	
5	Change in interaction pattern आंतरक्रियेच्या पध्दतीतील बदल				✓	
6	Verbal participation of students विद्यार्थ्यांचा शब्दिक सहभाग					✓
7	Active participation of students विद्यार्थ्यांचा कृतीयुक्त सहभाग				✓	
8	Eye to eye contact विद्यार्थ्यांवर दृष्टीक्षेप				✓	
9	Time management वेळचे नियोजन				✓	
10	Effectiveness प्रभावीपणा				✓	

(Qualitative feedback) गुणात्मक शिरे

१) शिक्षकाची हालचाल हातभाष चांगले होते.
२) विद्यार्थ्यांचा शब्दिक व कृतीयुक्त सहभाग चांगला होता.

Date

Obtained Marks - 42/50

Sinadav
3/3/22
Observer's
पाठ निरीक्षकाची

भीमा शैक्षणिक न्यासचे, सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय
 Integration Lesson Plan (सितूपाठ टाचण) शै. वर्ष २०२१-२२

Student Teacher's Name _____
 विद्यार्थ्यांचा नाव: साने विरेन किशोर

Roll No. _____
 रोल नं.: ५६

Lesson No. _____
 पड नं.: ५

Subject _____
 विषय: गणित

Unit _____
 घटक: परिमिती व क्षेत्रफळ

Sub-Unit _____
 उपघटक: आयतानचे क्षेत्रफळ

Date _____
 दिनांक: २१/०३/२२

Time _____
 वेळ: १५ मिनिटे

Std. _____
 इतर: सातवी

Required Previous Knowledge _____
 आवश्यक पूर्वज्ञान: विविधाव्यतिरिक्त आयतानचे अक्षोभ ज्ञान आहे

Group In-charge Prof. _____
 मार्गदर्शक प्राध्यापक: पा. मदन-एस-पी.

फलक लेखन (Black Board Writing)

विषय :- गणित
 घटक :- परिमिती व क्षेत्रफळ
 उचलता - २ वी
 दिनांक - २१/३/२२

* सूत्र :-
 आयतानचे क्षेत्रफळ
 = लांबी x रुंदी

Signature
 Signature of Guide Professor
 मार्गदर्शक प्राध्यापकांचे स्वाक्षरी

Date: २१/०३/२२

Teacher's Name: _____

Date: _____

उदाहरण 1



आइए हम इसका आयतन निकालें।
 आयतन = लंबाई × चौड़ाई × ऊंचाई
 = 4 × 3 × 1
 = 12 घ. सेमी

$$= 4 \times 3 \times 1$$

$$= 12 \text{ घ. सेमी}$$

अब हमें यह देखना है कि आयतन का अर्थ क्या है।
 आयतन वह मात्रा है जो किसी ठोस आकार को घेरती है।
 इसे आयतन कहते हैं।

ध्यान दें :
 आयतन को मापने के लिए हमें एक इकाई का उपयोग करना चाहिए।
 आयतन को मापने के लिए हमें एक इकाई का उपयोग करना चाहिए।
 आयतन को मापने के लिए हमें एक इकाई का उपयोग करना चाहिए।

Subject's Name: _____

Teacher's Name: _____

आइए हमें यह देखना है कि आयतन का अर्थ क्या है।
 आयतन वह मात्रा है जो किसी ठोस आकार को घेरती है।
 इसे आयतन कहते हैं।

$$= 4 \times 3 \times 1$$

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 आयतन वह मात्रा है जो किसी ठोस आकार को घेरती है।
 इसे आयतन कहते हैं।

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 आयतन वह मात्रा है जो किसी ठोस आकार को घेरती है।
 इसे आयतन कहते हैं।

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 आयतन वह मात्रा है जो किसी ठोस आकार को घेरती है।
 इसे आयतन कहते हैं।

अब हमें यह देखना है कि आयतन का अर्थ क्या है।
 आयतन वह मात्रा है जो किसी ठोस आकार को घेरती है।
 इसे आयतन कहते हैं।

भीमा शैक्षणिक न्यासचे, सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय
Simulation Lesson Plan (अभिरूप पाठ टाकण) श्रे. वर्ष २०२१-२२

Student Teacher's Name अभिरूपकर्ताचे नाव		Roll No. रोल नं.
Teacher's Name शिक्षकाचे नाव		Lesson No. पाठ नं.
Subject विषय	Unit एक	Sub-Unit उपांक
Time वेळ	Time वेळ	Std. इयत्ता
Required Previous Knowledge आवृत्त		
Teaching Method शिकवण्याची पध्दती		
Values मूल्ये		
Key Elements मुख्य घटक		
Life Skills जीवन कौशल्ये		
Teaching Aids शिकवण्याचे साधने		

फलक लेखन (Black Board Writing)

विषय - विज्ञान
 एक - मज्जीव धृष्टी : अनुकुलन व वर्गीकरण
 इयत्ता - २ वी
 दिनांक - २५/३/२२

अनुकुलन :-
 प्रत्येक मज्जीव ज्या परिस्थितीत व
 वातावरणात राहतो, त्याच्याशी जुळवून
 घेण्यासाठी त्याच्या शारीरिक व अवयवांम
 ये तसेच जीवनात जगण्याच्या पध्दती
 मध्ये काळानुरूप बदल आणण्या
 वरूनच अनुकुलन म्हणतात

श. सु. मने प्रिसेन विजय

Signature of Guide Professor
 मार्गदर्शक प्राध्यापकाची स्वाक्षरी

25/3/22

Topic	Notes	Definition & Examples
संज्ञा	संज्ञा म्हणजे शब्द किंवा चिन्हाचे अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ.	संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ.

Topic	Notes	Definition & Examples
संज्ञा	संज्ञा म्हणजे शब्द किंवा चिन्हाचे अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ.	संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ. संज्ञा म्हणजे शब्दाचा अर्थ.

SIMULATION LESSON EVALUATION SCHEME (अभिरूपा पाठ मूल्यांकन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
 आकृतिकरण स्तर - 1) अस्वीकार्य 2) औसत 3) सन्तोषजनक 4) उत्तम 5) उत्कृष्ट

No. क्र.सं.	Steps पाठ-व	Criteria विषय	1	2	3	4	5
1	Lesson Note पाठ नोट	Neat, Correct & Complete सुंदर, सही और पूर्ण			✓		
2	Introduction प्रस्तावना	Relevant & stimulating सम्बन्धित और उत्प्रेरक				✓	
3		Review of previous knowledge & linking with the topic पुर्वानुभव और विषयसंबन्धी कनेक्शन				✓	
4		Statement of Aim & Title writing उद्देश्य और शीर्षकलेखन				✓	
5		Clarity & Fluency in Narration /Illustration बोध और वर्णन/चित्रण में स्पष्टता और सुचारुता				✓	
6	Presentation/ Explanation प्रस्तुतकरण/ विवरण प्रदान करना/ व्याख्या	Questions - Clear, concise & grammatically correct प्रश्न - स्पष्ट, संक्षिप्त और व्याकरण सही				✓	
7		Logical & thought provoking questions संज्ञिक और विचारप्रवर्धक प्रश्न				✓	
8		Distribution of questions & Reinforcement प्रश्नों का वितरण और सुदृढ़करण				✓	
9		Black Board Work ब्लैक बोर्ड कार्य				✓	
10		Clarity in Reading /Demonstration पढ़ने में स्पष्टता/दर्शनात्मक प्रदर्शन				✓	
11		Classroom interaction कक्षा में अंतर्क्रिया				✓	
12		Use of Teaching Aids/Use of Examples शैक्षणिक साधनों का उपयोग/उदाहरणों का उपयोग				✓	
13		Mastery over the content विषयवस्तु पर कौशल				✓	
14	Recapitulation संक्षेप	As per objectives उद्देश्य के अनुसार				✓	
15		Students response छात्रों की प्रतिक्रिया				✓	
16	Application उपयोग	Appropriate/Creative application संगत/सृजनशील उपयोग				✓	
17	Home Work साधारण	Appropriate /Activity based Home Work संगत/क्रियात्मक आधारित साधारण				✓	
18		Inclusion of core elements, values & Life Skills मूल्यपूर्ण तत्व, मूल्य और जीवन कौशल का समावेश				✓	
19		Class control & Time Management कक्षा नियंत्रण और समय प्रबंधन				✓	
20		Overall impression समग्र प्रभाव				✓	

(Qualitative feedback) **गुणात्मक आँकड़ा**
 1) शिक्षक-1 ने प्रस्तावना केली.
 2) शिक्षक क्र. 2 ने विषय विवेचन केली.
 3) सांख्यिकुपाठ चीजला आला.

Date

Obtained Marks - 80/100

Sundar
 25/3/22
 Observer's Sign.
 पाठ निरीक्षक की हस्ताक्षर

सीमा शैक्षणिक न्यासणे ✓

सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय

मधूकर नगर, पाटस, ता - दोंड, जि - पुणे - ४१२२१९

बी. एड. प्रथम वर्ष २०२१ - २०२२



Follow the instructions
p. 10

Course - 109

TEACHING COMPETENCY - II

अध्यापन क्षमता - २

TECHNOLOGY BASED TEACHING, TEAM TEACHING &
MODELS OF TEACHING LESSON & OBSERVATION
NOTEBOOK

तंत्रज्ञान आधारित पाठ, सांघिक अध्यापन पाठ व प्रतिमान
आधारीत पाठ नियोजन व निरिक्षण नोंद वही

छात्राध्यापकाचे नाव Mrs. Pooja Rajesh Wathorkar

हजेरी क्रमांक 93

39/100 Sean
7/1/22

अध्यापन पध्दती 1. English

2. Geography

गट मार्गदर्शक

कृतार्थ पब्लिकेशन - ९९४०९९४४८१

INDEX (अनुक्रमणिका)

Technology Based Teaching Lessons (तंत्रज्ञानावर आधारित पाठ)

Sr. No. क्र.सं.	Unit & Sub-Unit युनिट व उपयुनिट	Subject विषय	Date दिनांक	Std इयत्ता	Obtained Marks प्राप्त गुण (100 पैकी)	Observer's Sign. निरीक्षकाची स्वाक्षरी
1	Edge Poem - Animals	English	30/10/22	10th	78	Handwritten Signature
2	Geo work of river & organisms.	Geography	31/10/22	9th	79	Handwritten Signature
Obtained Marks (Out of 200) प्राप्त गुण (200 पैकी)		$\frac{157}{200} \times 50$		Consolidated Marks (Out of 50) स्वांतरीत गुण (50 पैकी)		$\frac{39}{50}$

Team Teaching Lessons (समूहिक अध्यापन पाठ)

Sr. No. क्र.सं.	Name of the Unit पठकाचे नाव	Subject विषय	Date दिनांक	Std इयत्ता	Obtained Marks प्राप्त गुण (100 पैकी)	Observer's Sign. निरीक्षकाची स्वाक्षरी
1	All the world is stage	English	11/4/22	10th	76	Handwritten Signature
2	International Date Line	Geography	21/4/22	9th	80	Handwritten Signature
Obtained Marks (Out of 200) प्राप्त गुण (200 पैकी)		$\frac{156}{200} \times 50$		Consolidated Marks (Out of 50) स्वांतरीत गुण (50 पैकी)		$\frac{39}{50}$

Models of Teaching Lessons (प्रतिमानावरील पाठ)

Sr. No. क्र.सं.	Name of the Unit पठकाचे नाव	Subject विषय	Date दिनांक	Std इयत्ता	Obtained Marks प्राप्त गुण (100 पैकी)	Observer's Sign. निरीक्षकाची स्वाक्षरी
1	Silver	English	5/4/22	9th	77	Handwritten Signature
2	Hazards	Geography	6/4/22	8th	79	Handwritten Signature
Obtained Marks (Out of 200) प्राप्त गुण (200 पैकी)		$\frac{156}{200} \times 50$		Consolidated Marks (Out of 50) स्वांतरीत गुण (50 पैकी)		$\frac{39}{50}$

Consolidated Marks (स्वांतरीत गुण)

Technology Based Teaching Lessons (Out of 50) तंत्रज्ञानावर आधारित पाठ (50 पैकी)	Team Teaching Lessons (Out of 50) समूहिक अध्यापन पाठ (50 पैकी)	Models of Teaching Lessons (Out of 50) प्रतिमानावरील पाठ (50 पैकी)	Total Marks (Out of 150) प्राप्त गुण (150 पैकी)	Conso. Marks (Out of 50) प्राप्त गुण (50 पैकी)
39	39	39	117	39/50

Date: 15/4/22

Sign. Of Prof. In-charge
गट भागदर्शकाची स्वाक्षरी

भीमा शैक्षणिक न्यासचे, सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय
 Technology Based Teaching Lesson (तंत्रज्ञानावर आधारित पाठ) त्रै. वर्ष २०२१-२२

Student Teacher's Name <u>Mrs. Preeti Watharke</u>		Roll No. <u>93</u>
Subject <u>Geography</u>		Lesson No. <u>2</u>
Unit <u>Exogenetic Processes II</u>	Sub-Unit <u>Work of rivers & landforms</u>	
Date <u>31/3/22</u>	Time <u>35 min</u>	Std. <u>4th</u>
Required Previous Knowledge <u>students know what is erosion</u>		
Values <u>Nationalistic</u>		
Core Elements <u>Protection of Environment</u>		
Life Skills <u>Empathy</u>		
Teaching Aids <u>Projector, screen, PPT, Screen</u>		
Group In-charge Prof. <u>Mr. Kamble sir</u>		

फलक लेखन (Black Board Writing)

Sub-Geo Unit-Exogenetic Processes II Sub unit-Work of rivers & landforms	
* Agents of erosion wind glaciers sea/waves underground water	* work of agents 1) Erosion 2) transportation 3) Deposition

Date 11

Signature of Guide Professor
 सार्वजनिक प्राध्यापक संस्थेचे प्राध्यापक



Illustration A: Students give a response

- Sub: Geography
- Unit: A specific area
- Subtopic: Role of rivers and landforms
- The earth's surface
- as our study material
- or source for creating
- material gets learned
- and by agents: The
- agents like guiding
- investigations, wind
- stream, and
- groundwater do it.

Prerequisite

Student will know agent of erosion

Teacher's action	Student's action	Teacher's action
<p><u>Introduction</u></p> <p>Good morning students. Good morning to you.</p> <p>Teacher: To introduce</p> <p>lesson by asking question student answers</p> <p>Students participate</p> <p>The agents of erosion?</p> <p>Students write their</p> <p>statements of own.</p> <p>These agents form</p> <p>our landforms. These</p> <p>are going to study in</p> <p>the lesson Exogenetic</p> <p>Processes Part I.</p>	<p>Students become</p> <p>more curious</p>	<p>projected</p> <p>screen /</p> <p>PPT /</p> <p>slides.</p>
<p><u>Title written</u></p> <p>Teacher writes</p> <p>name of unit & subunit</p> <p>on blackboard.</p>	<p>Students reads</p> <p>what teacher</p> <p>writes</p>	
<p><u>Explanation</u></p> <p>But for showing</p> <p>all these things, I</p> <p>am going to show</p> <p>you a video and PPT</p> <p>slides on screen by</p> <p>using projector.</p> <p>would you like to</p> <p>see and listen the</p>	<p>Students observe</p> <p>the PPT, slides</p> <p>on the screen</p>	

The erosion sheet on a	Caption and title	Question & Specimen after 2 weeks
<p><u>Erosion</u></p> <p>Sheet of erosion, river - association & deposition - slope but slowly - A river from heavy the 5th are from heavy - erosion and deposition - to sediment in - incognito paper. This - called an alluvial - fan.</p> <p>Sheet of girding - - because of mass of - ice & erodes toward - being sun.</p> <p>Sheet of tilted - sand - particles are tested - and transported by - wind.</p> <p>Sheet of sea level - - At the coast - sand - brought by wind, strong - particles, tested, normally - Organized at sea level</p> <p>Sheet of graded valley - - when by groundwater - deposited in addition of - deposit of channel - material short.</p>	<p><u>Application</u></p> <p>understand - about the concept - of erosion, - transportation</p>	

Teacher's answer first pt	Student's answer first pt	Teacher's answer after 2 weeks
<p>Teacher joins the - projector to the - lamp and shows - Agents of erosion - process of erosion - transportation and - deposition. - alluvial fan - V-shape of river - V-shape of gullies - V-shape of wind - V-shape of sea waves - V-shape of groundwater.</p> <p>All agents of - erosion are doing - erosion. They do - transportation at - sediments which - they carry away. - At the end they - do deposition of - whole material.</p> <p>Teacher's ask question - student answers</p>	<p>Yes explain</p> <p>student's point - affirmation and - catch the - slides</p>	<p>After 2 weeks, - black mountain - field mountain.</p>

Chapter 10
Coastal Erosion
 1. Causes
 2. Effects
 3. Prevention
 4. Remediation
 5. Case Studies
 6. Conclusion

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LESSON EVALUATION SCHEME (पाठ मूल्यापन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory a) Good 5) Excellent
 अति-प्राय (1) 2) औसत 3) संतोषजनक 4) श्रेष्ठ 5) उत्कृष्ट

No. क्र.सं.	Steps पाठ	Criteria विषय	1	2	3	4	5
1	Lesson Note पाठ लेखन	Neat, Correct & Complete सुंदर, सही और पूर्ण				✓	
2	Introduction प्रस्तावना	Relevant & stimulating सम्बन्धित और उत्साहजनक					✓
3		Revival of previous knowledge & linking with the topic पूर्वज्ञान जागृत करना और विषय के साथ जोड़ना					✓
4		Statement of Aim & Title writing उद्देश्य और शीर्षक लेखन					✓
5		Clarity & Fluency in Narration /Illustration स्पष्टता और प्रस्तुति/चित्रण में सुचारुता					✓
6		Questions - Clear, concise & grammatically correct प्रश्न - स्पष्ट, संक्षिप्त और व्याकरण सही					✓
7		Logical & thought provoking questions सार्थक और विचारप्रोत्साहक प्रश्न					✓
8		Presentation Explanation व्याख्या/विषय व्याख्या/संक्षेप	Mastery over the content विषय पर आसानी				
9	Selection of IT tools सॉफ्टवेयर का चयन						✓
10	Quality of presentation व्याख्या/संक्षेप का स्तर						✓
11	Co-ordination between tools & teaching सॉफ्टवेयर और शिक्षण का समन्वय						✓
12	Ease & confidence in using technology सॉफ्टवेयर का आसानी से और आत्मविश्वास के साथ प्रयोग						✓
13	Judicious use of technology सॉफ्टवेयर का समझदारी से प्रयोग					✓	
14	Recapitulation संक्षेप	As per objectives उद्देश्य के अनुसार					✓
15		Arrangement of plan II विषय - 2 का क्रम					✓
16	Application उपयोग	Recapitulation as per the objective उद्देश्य के अनुसार संक्षेप					✓
17	Home Work घर का काम	Application - appropriate / creative उपयोग - उचित/सृजनिक					✓
18		Home work - creative / appropriate घर का काम - सृजनिक/उचित					✓
19		Classroom management & Time Management कक्षा प्रबंधन और समय प्रबंधन					✓
20		Overall impression कुल मूल्यांकन					✓

(Qualitative feedback) **व्याख्यिकी**

title writing was an good, clarity in narration was an good
 Mastery over the content was an good
 selection of tools was an good
 quality of presentation was an good
 use of techno. was an good
 write paper introduction, write proper lesson note as per

Obtained Marks: 79 / 100
 Observer's Sign
 पाठ निरीक्षक का हस्ताक्षर

भीमा शैक्षणिक न्यासचे, सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय
Team Teaching Lesson (साथिक अध्यापन पाठ) शै. वर्ष २०२१-२२

Student Teacher's Name <u>Ms. Preeti Watharke</u>		Roll No. <u>93</u>
Subject <u>Geography</u>		Lesson No. <u>2</u>
Unit <u>International Date line</u>		Sub-Unit <u>International Date line</u>
Date <u>2/4/22</u>	Time <u>85 min</u>	Std. <u>9th</u>
Required Previous Knowledge <u>Students know about meridians and GMT.</u>		
Themes <u>Internationalist</u>		
Core Elements <u>Preservation of diversity.</u>		
Life Skills <u>Creative thinking</u>		
Teaching Aids <u>Chart & diagram</u>		
Group In-charge Prof. <u>Ms. Kamble/Sir</u>		

फलक लेखन (Black Board Writing)

Sub- Geography
Unit - International Date Line
Subunit - IDL

- | | |
|----------------------------------|---|
| * IDL | * Pacific ocean |
| * Earth's rotation | * Not straight line like 180° meridian. |
| * Spherical shape | |
| * American prof: - Davidson 1884 | |

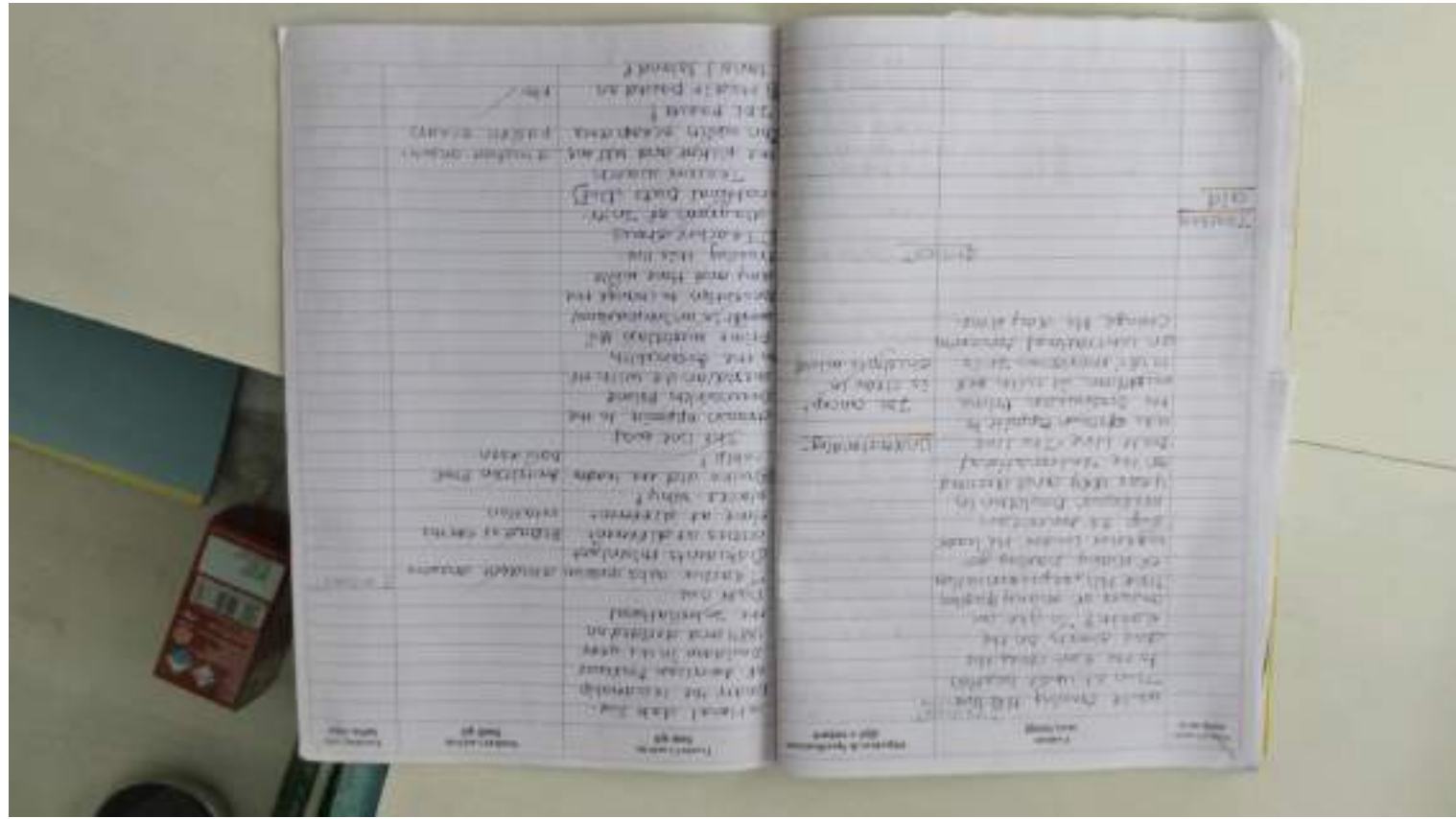
Teacher 1 - Preeti Watharke

Teacher 2 - Nital Bhasale

Teacher 3 - Pawar Jyoti

Signature of Guide Professor

साथिक अध्यापन पाठ



The first part of the book is devoted to a general introduction to the subject of the book. The author discusses the importance of the subject and the scope of the book. He also discusses the organization of the book and the notation used throughout.

The second part of the book is devoted to the study of the properties of the function $f(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The third part of the book is devoted to the study of the properties of the function $g(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The fourth part of the book is devoted to the study of the properties of the function $h(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The fifth part of the book is devoted to the study of the properties of the function $i(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The sixth part of the book is devoted to the study of the properties of the function $j(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The seventh part of the book is devoted to the study of the properties of the function $k(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The eighth part of the book is devoted to the study of the properties of the function $l(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The ninth part of the book is devoted to the study of the properties of the function $m(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

The tenth part of the book is devoted to the study of the properties of the function $n(x)$. The author discusses the various properties of this function and how they are related to each other. He also discusses the various methods for finding the values of this function.

LESSON EVALUATION SCHEME (पाठ मूल्यांकन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
 रेटिंग स्केल 1) असंतोषजनक 2) औसत 3) सन्तोषजनक 4) श्रेष्ठ 5) उत्कृष्ट

No. क्र.सं.	Steps पाठ	Criteria विषय	1	2	3	4	5
1	Lesson Note पाठ नोट	New, Correct & Complete नया, सही और पूर्ण					
2		Relevant & stimulating संबंधित और उत्प्रेरक					
3	Introduction प्रस्ताव	Revel of previous knowledge & linking with the topic प्राथमिक ज्ञान का उल्लेख और विषय से जोड़ना					
4		Statement of Aim & Title writing उद्देश्य और शीर्षक लेखन					
5	Presentation Explanation व्याख्यान / विषय की व्याख्या / व्याख्यान	Clarity & Fluency in Narration / Illustration स्पष्टता और निरूपण में सहजता और संरचना					
6		Questions - Clear, concise & grammatically correct प्रश्न - स्पष्ट, संक्षेप और व्याकरणिक रूप से सही					
7		Logical & thought provoking questions संज्ञक और विचारजनक प्रश्न					
8		Distribution of questions & reinforcement प्रश्नों का वितरण और सुदृढ़ता					
9		Black board work ब्लैक बोर्ड कार्य					
10		Clarity in reading / demonstration पढ़ने और प्रदर्शित करने में स्पष्टता					
11		Use of teaching aids / use of examples शिक्षण साधनों का प्रयोग और उदाहरण					
12		Mastery over the content विषय पर आसक्ति					
13		Selection of team members समूह के सदस्यों का चयन					
14		Recapitulation संक्षेप	Role & co-ordination among team members समूह के सदस्यों के भूमिका और सहकार्य				
15	Equal participation of team members समूह के सदस्यों का समान भागीदारी						
16	Application प्रयोग	Classroom management & Time Management कक्षा प्रशासन और समय प्रशासन					
17	Home Work घर का काम	Recapitulation as per the objective उद्देश्य के अनुसार संक्षेप					
18		Application - appropriate / creative प्रयोग - उचित / सृजनशील					
19		Home work - creative / appropriate घर का काम - सृजनशील / उचित					
20		Effectiveness of team teaching समूह शिक्षण की प्रभावशीलता					

(Qualitative feedback) गुणात्मक सूचना: Introduction was an good, title writing was an good, statement of aim was an good, clarity & fluency in narration was an good, use of teaching aid was an good.

Date: _____ Obtained Marks: 80 / 100
 Black board writing was an good
 Don't ask about again again do time man

Observer's Sign
 पाठ निरीक्षक का हस्ताक्षर

भीमा शैक्षणिक न्यासचे, सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय
 Model of Teaching Lesson (प्रतिमान आधारित पाठ) शै.वर्ष २०२१-२२

Student Teacher's Name शिक्षणवाचकाचे नाव	Mrs. Prachi Walabkar	Roll No. रोल नं.	93
Subject विषय	Geography	Lesson No. पाठ नं.	2
Unit एका	Disaster	Sub-Unit उपएक	Hazards
Date दिनांक	6/4/22	Time वेळ	95 min
Std. इयत्ता	8th	Required Previous Knowledge संज्ञित ज्ञान	Students know about meaning of disaster.
Value मूल्य	Information Value	Core Elements मूल्य घटक	Protection of Environment
Life Skills जिवन कौशल्ये	Coping with stress	Teaching Aids शैक्षणिक साहित्य	Chart, picture
Group In-charge Prof. ग्रुप मार्गदर्शक प्राध्यापक	Mrs. Kambale Sir.		

फलक लेखन (Black Board Writing)

Sub - Geography
 Unit - Disaster.

Disaster- Def.

A sudden accident causes great damage or loss of life

*TYPES of Disaster

- 1) Man made Disaster
 Eg- Industrial accidents, Nuclear accidents
- 2) Natural Disaster
 Eg- storm, Flood, cyclone

Signature of Guide Professor
 मार्गदर्शक प्राध्यापकांनी स्वाक्षरी



Disasters

Disasters are phenomena that is harmful to people, their property or economic assets which may cause a crisis. They could be either naturally occurring in the environment or man-made. Thus a high value asset is a hazard as it may cause floods which may be...

Give information about natural hazards

Step 2 Give examples (volcanic or earthquake)

Give definition

* Types of Disasters
 1) Natural Disasters: Earthquake, volcanic eruptions, tsunami, landslides, floods, cyclone, storm, etc.
 2) Man-made Disasters: when activities of human beings cause the hazard occurs, it is Man-made Disasters.

3) Non-made Disasters: Disasters which happen due to accident or carelessness of humans are man-made disasters. Eg. Industrial accidents, transportation accidents, nuclear accidents etc.

Disasters

A sudden incident or a natural phenomenon that causes great damage or loss of life, financial, personal that cause a threat to people, individual or economic assets and which may cause a disaster.

- * Effects of Disasters:
 - 1) Damage during floods
 - 2) Collapse of building during earthquake
 - 3) Fire spread
 - 4) Disruption of electricity
 - 5) Disruption of water supply

Questions

- 1) Is hurricane is natural disaster? Yes
- 2) Forest fire is man-made disaster or not? No
- 3) Is bushland is natural disaster? No
- 4) Storm is natural disaster or not? Yes

Definition:
 A sudden incident that causes great damage is disaster.

INQUIRY TRAINING MODEL LESSON EVALUATION SCHEME (पूर्वक प्रविष्टि परीक्षण परीक्षण पाठ मुख्य पाठन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
 परीक्षण - 1) अपर्याप्त 2) औसत 3) संतोषजनक 4) अच्छा 5) उत्कृष्ट

No. क्र. नं.	Steps चरण	Criteria विवरण	1	2	3	4	5
1	Lesson Note पाठ नोट	Neat, Correct & Complete सज्ज, सही और पूर्ण					✓
2	Phase I चरण 1	Selection of appropriate content संगत सामग्री का चयन					✓
3		Explanation of rules for enquiry प्रश्नोत्तर प्रणाली की व्याख्या					✓
4		Clarity in presentation of discrepant events विरोधाभासी घटनाओं की स्पष्टता					✓
5	Phase II चरण 2	Encouraged students to ask questions छात्रों को प्रश्न पूछने के लिए प्रोत्साहित किया					✓
6		Accepted only yes/no questions & rejected invalid questions हां/नहीं प्रश्नों को स्वीकारा और अवैध प्रश्नों को खारिज किया					✓
7		Insisted students to clarify terms & conditions of their questions छात्रों को अपने प्रश्नों की शर्तों और शर्तों की स्पष्टता के लिए प्रोत्साहित किया					✓
8	Phase III चरण 3	Encouraged, observation & experimentation wherever necessary आवश्यक जगहों पर अवलोकन और प्रयोग को प्रोत्साहित किया					✓
9		Use of appropriate language for the enquiry process प्रश्न प्रणाली के लिए उचित भाषा का उपयोग					✓
10	Phase IV चरण 4	Encouraged students to formulate a rule & explain discrepant event छात्रों को नियम बनाने और विरोधाभासी घटना की व्याख्या करने के लिए प्रोत्साहित किया					✓
11	Phase V चरण 5	Analysis of the enquiry process & recapitulation प्रश्न प्रणाली का विश्लेषण और पुनरावृत्ति					✓
12		Proper direction to the students thinking process छात्रों के विचार प्रक्रिया को सही दिशा देना					✓
13		Encouraged interaction between students छात्रों के बीच अंतर्क्रिया को प्रोत्साहित किया					✓
14		Implementation of the syntax व्याकरण की प्रणाली का उपयोग					✓
15		Ease in using model मॉडल का उपयोग करना आसान					✓
16		Blackboard work ब्लैकबोर्ड का काम					✓
17		Classroom management कक्षा प्रबंधन					✓
18		Time management समय प्रबंधन					✓
19		Preparation for the lesson पाठ की तैयारी					✓
20		Overall impression कुल मूल्यांकन					✓

(Qualitative feedback) गुणात्मक फीडबैक

explanation of rules for enquiry was an
 good encouraged students to ask quesⁿ was an good
 inst insisted students to clarify terms condition
 use of appropriate language was an good
 proper discⁿ was an good

Date _____

Observer's Sign
 परीक्षणकर्ता का हस्ताक्षर

Obtained Marks 79/100
 प्राप्त अंक 79/100

Lesson was on good

भीमा शैक्षणिक व्यासणे

सुभाषअण्णा कुल शिक्षणशास्त्र महाविद्यालय

मधूकर नगर, पाटस, ता - दौंड, जि - पुणे - ४१२२१९

बी.एड्. प्रथम वर्ष २०२१ - २०२२



Follows the institution

Course - 110 (A)

TEACHING COMPETENCY - III

अध्यापन क्षमता - ३


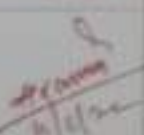
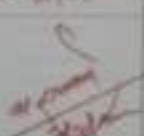
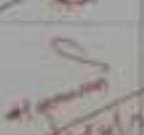
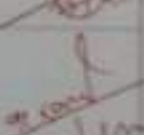
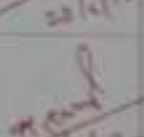
**PRACTICE LESSON & OBSERVATION
NOTEBOOK**

सराव पाठ नियोजन व निरिक्षण नोंद वही

छात्राध्यापकाचे नाव	Jyoti D. Pawar	(81/50)
हजेरी क्रमांक	70	
अध्यापन पध्दती	१	Science
	२	Maths
गट मार्गदर्शक	Mr. Kamble	

कुलार्थ पब्लिकेशन - २११०११११८१

Index (अनुक्रमिका) 70

Sl. No.	Unit एकक नाम	School Name शुद्ध नाम	Date दिनांक	Std पुस्तक	Obtained Marks प्राप्त गुण (out of 100)	Observer's Sign निरीक्षक का हस्ताक्षर
1	Classification of Microbes	Manorama Memorial Girls High School	20/11/22	10B	75	
2	Health and Diseases	Manorama Memorial Girls High School	16/6/22	8B	83	
3	Force and Pressure	Manorama Memorial Girls High School	2/7/22	9A	86	
4	Numbers - Rational & Irrational	Manorama Memorial Girls High School	24/11/22	9B	79	
5	Lines - Parallel lines	Manorama Memorial Girls High School	23/6/22	7B	84	
6	Cube	Manorama Memorial Girls High School	30/6/22	8B	85	
			Obtained Marks (Out of 400) प्राप्त गुण (400 में से)		$\frac{492}{600} \times 50$	
			Consolidated Marks (Out of 50) संगठित गुण (50 में से)		41/50	

Observer's Sign


Observer's Sign
निरीक्षक का हस्ताक्षर



Goal Sheet -
 Classification of microbes
 → subject
 Define micro-organisms
 It's very small living things that you can't see with a special piece of equipment.

Knowledge
 All starts under
 around the
 concept of
 virus

Yakla
 Atuldas
 the
 concept
 of
 virus

Attention of our
 eye today, we are going to
 study about viruses in
 detail

Little
 question
 of Top
 board

Student read
 what teacher
 writes on board

Generally viruses
 are not considered
 as living organisms
 on their own and
 do to be organisms
 at the edge of living
 and non-living
 they are studied
 under microbiology

Students pay
 attention

Student answers

Students become
 more curious

Context (not used)	Intention & Specification	Task/Activity
<p>None organized</p> <p>Participation</p> <p>Participate</p> <p>Participate</p> <p>Participate</p> <p>Participate</p>	<p>Students are able to apply</p> <p>Knowledge</p> <p>Students have answers applicable</p> <p>Students are able to describe</p> <p>Answers</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>
<p>Understanding</p> <p>Student part</p> <p>draw and talk about</p> <p>about</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>

Teacher's words	Teacher's words	Teacher's words
<p>minute. i.e. they are 10 to 150 times smaller than bacteria and can be seen only with microscope</p> <p>Teacher asks if you found in the of independent</p> <p>Teacher asks in living plants or in cells</p> <p>Teacher asks in the half of host and provide their</p> <p>Teacher asks in the</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>
<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>	<p>Students are able to describe</p> <p>Answers</p> <p>Students are able to describe</p> <p>Answers</p>

What do you mean by more responses?
 1) How are most changed?
 2) What are resources?
 3) What do they have?

LESSON EVALUATION SCHEME (पाठ मूल्यांकन योजना)

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent
 रेटिंग स्केल 1) असंतुष्टकारी 2) औसत 3) सन्तोषकारी 4) गुणवत्ता 5) उत्कृष्ट

Sl. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct & Complete सफा, सही व पूर्ण			✓		
2	Introduction	Relevant & stimulating संबंधित व प्रेरणादायक				✓	
3		Review of previous knowledge & linking with the topic प्राथमिक ज्ञान का अद्ययावतता व विषय				✓	
4		Statement of Aim & Title writing उद्देश्य व शीर्षक लेखन				✓	
5		Clarity & Fluency in Narration (Illustration) व्यक्तिगतता व प्रवाह (चित्रण)				✓	
6	Presentation Explanation समझाना/ विषय प्रस्तुत करना	Questions - Clear, concise & grammatically correct प्रश्न - स्पष्ट, संक्षिप्त व व्याकरणिक रूप से सही				✓	
7		Logical & thought provoking questions संज्ञा व विचार प्रेरक प्रश्न				✓	
8		Distribution of questions & Reinforcement प्रश्नों व सुदृढ़ीकरण का वितरण				✓	
9		Black Board Work ब्लैक बोर्ड कार्य				✓	
10		Clarity in Reading Demonstration पठन प्रदर्शन में स्पष्टता				✓	
11		Classroom interaction कक्षा अंतर्गत अंतर्क्रिया				✓	
12		Use of Teaching Aids/Use of Examples शिक्षण साधनों का उपयोग/उदाहरणों का उपयोग				✓	
13		Mastery over the content विषय पर नियंत्रण				✓	
14	Recapitulation	As per objectives उद्देश्यों के अनुसार				✓	
15		Students response छात्रों का प्रतिक्रिया				✓	
16	Application	Appropriate/realistic application संबंधित/वास्तविक अनुप्रयोग			✓		
17	Home Work	Appropriate/Activity based Home Work संबंधित/कार्य आधारित घरेलू कार्य				✓	
18		Inclusion of core elements, values & life Skills मूल्य, जीवन कौशल व जीवन कौशल का समावेश				✓	
19		Class control & Time Management कक्षा नियंत्रण व समय प्रबंधन				✓	
20		Overall impression कुल मूल्यांकन				✓	

Qualitative feedback) *Introduction was an good, statement of aim and title writing was an good, clarity in fluency in narration, black board writing was an good use of teaching aid was an good*

This 20/4/22 lesson was an good Obtained Marks **75** / 100
presentation was an good Do time man^m

Observer
Signature

It at First you don't succeed,
 Try again;
 Then your courage should appear,
 For if you will persevere,
 You will conquer,
 never fear,
 Try again
 Once or Twice,
 though you should fail,
 Try again;
 If we strive
 'tis no disgrace
 Though we don't win the race,
 what should we do in that case?
 Try again.

about a method (Constructive and Repetition)
 Student will know how can we get success.

comprehension:
 Student explain new words meaning.

synonyms:
 Student will use new words in the sentence.

video clip picture

Today we are going to learn poem - "Try again"
 Teacher write title on board

It's a lesson we must attention by again and again.

First stanza of the poem tell student to read after teacher.
 Teacher introduce new word on board

- 1) The
- 2) hard
- 3) courage
- 4) strive
- 5) patience
- 6) persevere

student observe.

student read

student listen

Objectives/Steps	Method / Approach	Media / Resources	Teacher's Activity	Student's Activity	Assessment / Evaluation
It at First you don't succeed, Try again; Then your courage should appear, For if you will persevere, You will conquer, never fear, Try again Once or Twice, though you should fail, Try again; If we strive 'tis no disgrace Though we don't win the race, what should we do in that case? Try again.	about a method (Constructive and Repetition)	video clip picture	Today we are going to learn poem - "Try again" Teacher write title on board	student observe.	
			It's a lesson we must attention by again and again.	student read	
			First stanza of the poem tell student to read after teacher. Teacher introduce new word on board	student listen	

SWO :-
Student read the poem without an error.

Teacher explain about try. If we want some big thing to achieve we must try hard if we fail in first try again. Then you will be success in your work. Never mind and keep it up. You fail once or twice but when others you get success.
Conclusion :-
Like this today we learnt some part of poem, remaining part we will discuss it tomorrow.
Assignment :-
Write down this poem in good handwriting.

Students listen

Student listen

Student write homework

Perception :-
Tell meaning of -
1) persevere
2) strive

which things you will do for get success?

<p>Meaning :- The 1 - Spattered form of IT'S</p>		<p>Meaning :- heed :- pay attention to</p>
--	--	---

वाक्य संरचना (Lesson 2) (Topic 1)
 वाक्य संरचना (Topic 1)
 वाक्य संरचना (Topic 1)

१. वाक्य संरचना - वाक्य संरचना	२. वाक्य संरचना वाक्य संरचना
३. वाक्य संरचना वाक्य संरचना	४. वाक्य संरचना वाक्य संरचना

क्र.सं.	वाक्य	व्याख्या	१	२	३	४	५
१	मैंने उसे	मैंने उसे					
२	मैंने उसे	मैंने उसे					
३	मैंने उसे	मैंने उसे					
४	मैंने उसे	मैंने उसे					
५	मैंने उसे	मैंने उसे					
६	मैंने उसे	मैंने उसे					
७	मैंने उसे	मैंने उसे					
८	मैंने उसे	मैंने उसे					
९	मैंने उसे	मैंने उसे					
१०	मैंने उसे	मैंने उसे					

I got...
 sub-unit...
 Unit...