



Late Shri Govindrao Wanjari College of Education

156, Borkhedi (Gate), Butibori, Tah. Dist.: Nagpur - 441108 (MS). ☎: 8657326699, Fax: 0712-2747853

Email: gwcebed@gmail.com, Website: www.gwanjariedu.org

Ref: NAAC 2023/MLD/Cr-2.4.5

Date-10/07/2023

Criteria: 2.4.5	Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations
Findings of DVV	Data updated as per supporting documents. HEI needs to provide the Documentary evidence in support of each response selected and Sample evidence showing the tasks carried out for each of the selected response
Response/ Clarification	1. Sample lesson plan by students is attached (Appendix I) 2. Supporting documents and reports of the activities are attached (Appendix II)



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Borkhedi (Gate) Butibori, Nagpur

Appendix I

नाव :

Name: Pranjul Awadhiya

शाळा :

School: Rajiv Gandhi Primary School

पाठसाहित्य :

Material Aids: Colorful Chalks, Charts

तासिकाअवधी :

Length of Period :30 Min.

विषय :

Subject: Biology

विषयांश :

Topic: Useful & Harmful Microbes

पूर्वज्ञान :

Previous Knowledge: Student know that germs, Cell, Disease etc.

दिनांक :

Date:

वर्ग:

Class: IX

अध्यायनानुभव Learning Experience

पाठाच्यापायऱ्या Steps of Lesson	अध्यापनमुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill	अध्यापक कृती Teacher's Activities	छात्र कृती Student's Activities
A. INTRODUCAITON		To Check Previous Knowledge To check their Attention	Q. During this pandemic everyone know about germs What do we called germs Dietetically? Q. How do you define Micro Organisms?	Ans : Micro Organisms are called as germs. Ans: Micro Organisms are very very small living organisms made up of either single cell or by multi cells and they can't be seen by our naked eyes.



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पाठ्याच्यापायऱ्या Steps of Lesson	अध्यापनमुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill	अध्यापक कृती Teacher's Activities	छात्र कृती Student's Activities
INTRODUCTION		Effectiveness Arising Curiosity	Q. Why do we called them Micro Organisms? Q. By which thing we can see them? Q. What is Microscope? Q. In what way Micro Organism play important role in our daily life?	Ans: Because they have very tiny size of cells by which they called as Micro Organisms. Ans: We can see them only by Microscope. Ans: An Instrument which enlarge the size of the cell enough to see them properly. Ans: Problematic Question.
B. ANNOUNCEMENT OF AIM		Today we will learn about "Useful and Harmful Micro Organisms."		
C PRESENTATION	<p style="text-align: center;">Microorganisms</p> <pre> graph TD A[Microorganisms] --> B[Micro] A --> C[Organisms] B --> D["(Very Very Small)"] C --> E[Living beings] </pre> <p style="text-align: center;">Habitat of Microorganisms</p>	<p><u>Knowledge</u> : Student recalls the definition of Micro Organism</p> <p><u>Comprehending</u>: Student explains the habitat of Microorganisms.</p> <p><u>Skill</u>: Student draw the diagram</p>	<p>Teacher explains he content and asks Questions during Explanation</p> <p>Q. How many types of Microorganisms found in nature</p>	<p>Student understands the lesson and note down the content and tries to give rely of the questions.</p> <p>Ans: There are 5 classes of Microorganisms are found which are Bacteria, Virus, Fungi, Algae, Protozoa.</p>



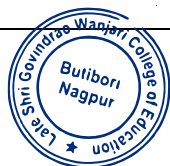
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पाठाच्यापायऱ्या Steps of Lesson	अध्यापनमुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill	अध्यापक कृती Teacher's Activities	छात्र कृती Student's Activities
PRESENTATION	<p>Classes of Microorganisms</p> <ul style="list-style-type: none"> - Bacteria - Fungai - Aleae - Protozoa - Virus <p><u>Role of Microorganisms:</u> According to role Microorganisms are two types 1) useful Microorganisms 2) Harmful Microorganisms</p> <p>Useful Microorganisms are called Friends.</p> <p>Harmful Microorganisms are called Foe.</p>	<p><u>Knowledge:</u> Student defines the classes of Microbes.</p> <p><u>Comprehensing:</u> Student explains the types of Microbes and their features.</p> <p><u>Skill:</u> Student draws he diagram of Microbes.</p> <p><u>Knowledge:</u> Student tells the useful and Harmful Microorganism names and their respective roles.</p> <p><u>Comprehensing:</u> Student describes the role of Microbes and their side effects as well.</p>	<p>Teacher shows charts and draw the picture about Microorganisms Habitat and explains the Habitat of Microorganisms.</p> <p>Q. Where does Microorganisms are found in nature?</p> <p>Teacher explains the types of M.O. Based on their role with the charts.</p> <p>Q. What do we called the useful Microorganism?</p> <p>Q. Which bacteria is called N₂ fixing Bacteria? Why?</p>	<p>Students listen carefully and understands.</p> <p>Ans : M.O. are found in ranging from ice cold to hot climate in soil, air, water, animal, plants etc.</p> <p>Student draws chart and understands the M.O. species which have different role.</p> <p>Ans: Useful M. O. are called as beneficial M. O. which are used in various ways in our daily life.</p> <p>Ans: Rhizobium Bacteria is called N₂ fixing Bacteria because it fixed atmospheric N₂.</p>



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			<p>Q. A Fungi is used for Medicinal purpose which is it?</p> <p>Teacher further explains Harmful Micro organisms by using chart.</p>	<p>Ans: Penicillium fungi is used in production of Antibiotics called penicillin.</p> <p>Student listen carefully and understands it.</p>
PRESENTATION		<p><u>Application</u> : Student correlates the concept and applied knowledge to the real world.</p>	<p>Q. What are the harmful effects of harmful Microorganism?</p> <p>Q. Microorganisms which causes disease are called?</p> <p>Teacher shows char and describes various diseases which are caused by various Microorganisms</p> <p>Q. Name the disease which are caused by Bacteria.</p>	<p>Ans: Harmful Microorganisms causes many harmful effects like causing diseases, spoilage of food, clothes and Leather.</p> <p>Ans: Microorganisms which causes disease are called pathogens.</p> <p>Student observes the char and understands the content.</p> <p>Ans: Cholera, Tuberculosis, Typhoid, Tetanus, Food poisoning.</p>



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D RECAPTULATION		<p>To strengthen the acquired knowledge</p> <p>To test the taught topic</p> <p>To revise the knowledge gained by student</p> <p>To have the feedback</p>	<p>After explanation teacher recapitulates the lesson with asking few question.</p> <p>Q. Which Microbe turns milk into curd?</p> <p>Q. Which Microorganism responsible for alcohol production?</p> <p>Q. AIDS is an immune disease caused by?</p> <p>Q. Microbes which are used to increase soil fertility are called as?</p>	<p>Student tries to give answer these questions.</p> <p>Ans: Lactobacillus Bacteria forms curd from milk.</p> <p>Ans: Yeast is responsible for Alcohol production.</p> <p>Ans: AIDS is caused by Virus.</p> <p>Ans: Microbes are used to increase soil fertility are called as biofertilizers</p>
E HOME WORK		<p>To develop the self study habit</p> <p>To enhance the learning, reading skill</p>	<p>Teacher writes the Home Work on black board.</p> <p>Q. Match the pair i) Curd formation – Penicillium ii) Antibiotic production – E- coli iii) Digestion of food – Yeast iv) Alcohol Production - Lactobasillus</p>	<p>Student note down the home work from black board.</p>

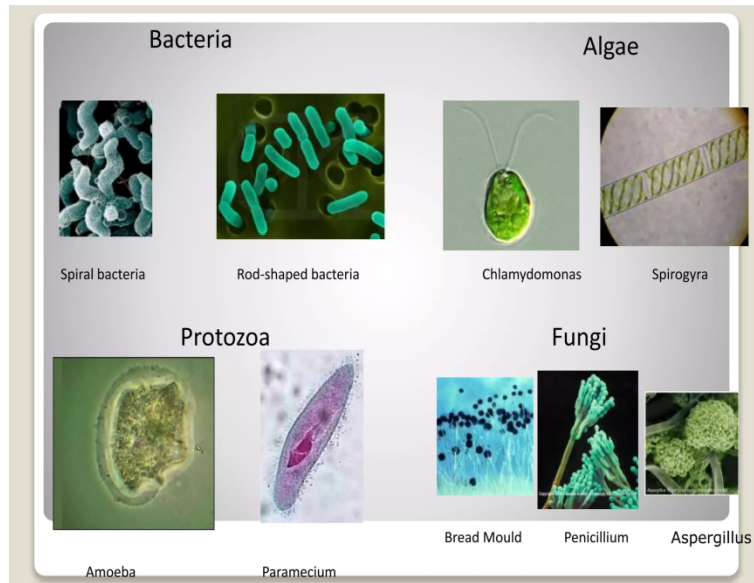


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Sample Of Student Presentation

Various Types of Microorganisms



FRIEND AND FOE?

Microorganisms play an important role in our lives. Some of them are beneficial in many ways whereas some others are harmful and cause diseases.

Microorganisms are used for making curd from milk, for making cheese, pickles, bread, cakes, pastries, alcohol, wine, vinegar (acetic acid) etc.

a) **Making curd from milk** :- The bacterium called **Lactobacillus** reproduces in milk and helps to convert milk into curd.

b) **Making bread** :- The fungus called **yeast** reproduces in flour dough and produces carbon dioxide during respiration which makes the dough soft and helps in making bread, cakes, biscuits, pastries etc.

The bottom of the slide features three photographs: a golden-brown loaf of bread, a blue plate with several dumplings, and a green bowl filled with white curd.



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Appendix II



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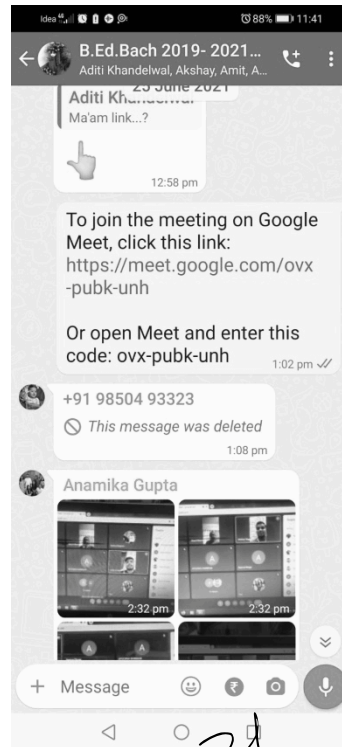
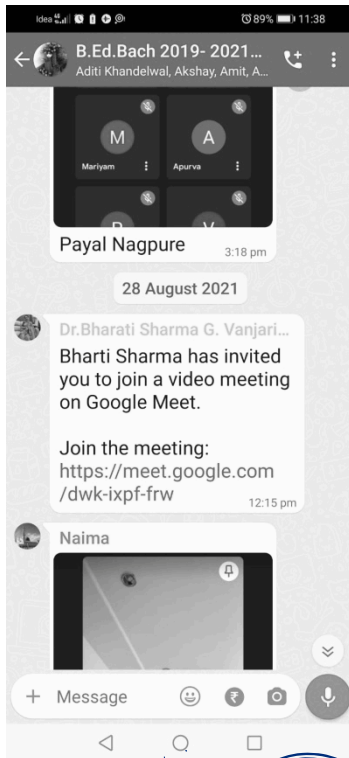
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Report On Usage of ICT Tools

Late Shree Govindrao Wanjari College of Education always believes in the theoretical knowledge and complete execution of curriculum. It also ensures satisfactory completion of all the practicals. Every year college sends its students to various schools for internship. Before the internship programme, the college organizes various workshops and seminars to enable the students to get exposure to organizational skills and to know their importance. During workshops, students learn to prepare their lesson plans and teaching aids for classroom teaching. Our college students prepare lesson plans based on Herbert's lesson plan. The procedure of lesson plan includes preparation, presentation, practice and evaluation with feedback. Students also prepare teaching aids based on traditional charts and models and also prepare PPT as teaching aids. Students have to prepare twenty lesson plans for each method.

For the various out of classroom activities and sports activities, students use several educational websites, YouTube videos and information from Google etc.

Teacher used Google Meet/Zoom for online teaching.



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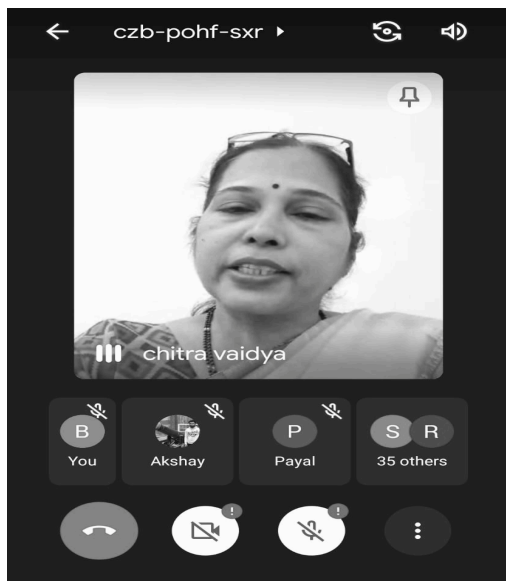
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Online Classes conducted through Zoom App/Google meet By Faculty members



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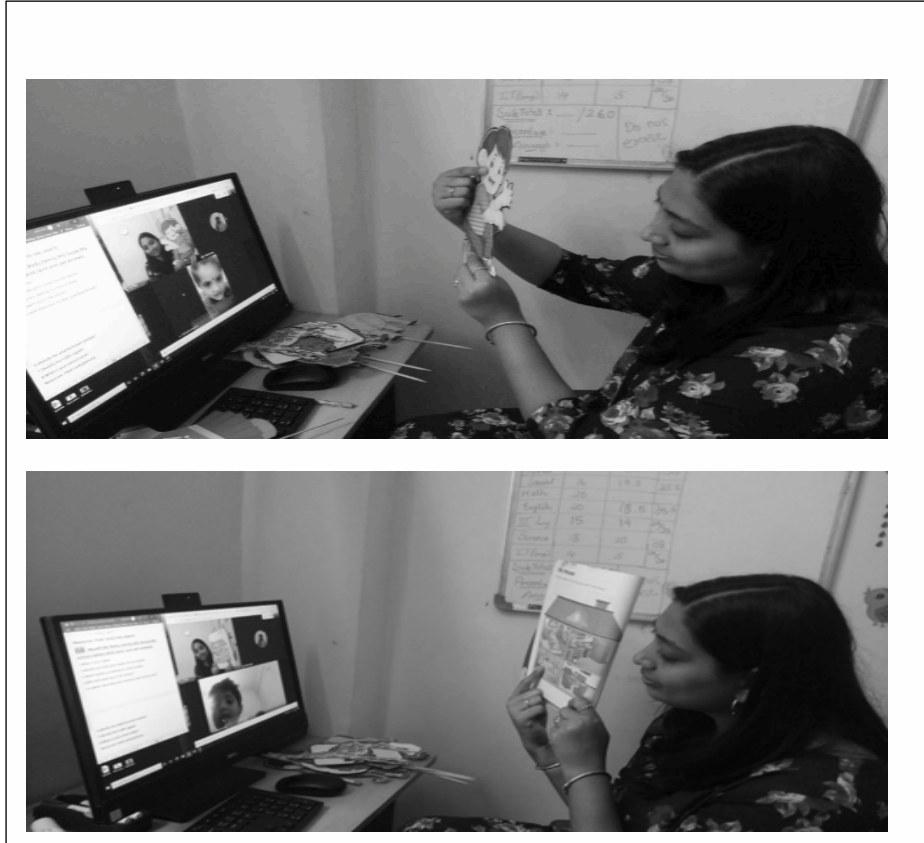
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Student using ICT support -



Online teaching by student teacher Online Activity by Student Teacher



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**LATE GOVINDRAO WANJARI COLLEGE
OF EDUCATION**



BUTIBORI, DIST:-NAGPUR

YEAR : 2017-18

MICRO-TEACHING LESSON PLANNING BOOK

NAME: NIKITA SINGH PAWAR

SUBJECT: 1. BIOLOGY

2. CHEMISTRY

SET INDUCTION

प्रस्तावना

S. No.

क्रमांक:

Re-Teaching

पुनर्अव्यापन

Previous Knowledge *Student know about soil.*

पूर्वज्ञान

Subject : *Biology*

विषय

Sub-Unit : *Soil*

विषयांश *8th*

Class : *8th*

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>Student's today I will teach you biology and listen carefully.</p>	<p>Students listen carefully.</p>	<p>Attractive begining.</p>
<p>What we will give daily to plants for the proper growth of plants?</p>	<p>We will give water for the growth of plant.</p>	<p>Students had given the answers.</p>
<p>What are the basic things required for the growth of plants?</p>	<p>water, air, light, oxygen and soil</p>	<p>Revision of the previous knowledge</p>
<p>We give manure for the growth of plant. How manure is formed?</p>	<p>Manure is formed from dead animals, dry leaves all get buried in the soil and are transformed into manure.</p>	<p>Students tries to give answer</p>

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<ul style="list-style-type: none"> What are the things farmers uses for farming? 	Proper quality of seed and good quality of soil.	linking introduction with topic
<ul style="list-style-type: none"> What is the basic need for farming? 	Soil and its fertility is the basic need for farming.	link with topic.
<ul style="list-style-type: none"> Name the most important thing that supports plants? 	Soil supports the plant.	linking with the topic.
Statement of aim = So, students today we will study on topic "Soil".		

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

प्रस्तावना
SET INDUCTION

निरीक्षण :
Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject *Biology*

विद्यार्थ्यांचे नांव

Student Name *Bhumika*

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशलयाचे घटक	पदनिश्चयन श्रेणी					गुणात्मक श्रे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
लक्षवेधक प्रारंभ Attractive Beginning		3				more efforts to be taken		3				Speak louder
पाठयांशाचे महत्व कथन Stating Importance of the Topic		4				—		4				use of ~ Good skills
पूर्वज्ञान जागृती / उजळणी. Revision of Previous knowledge		5				—		5				—
प्रस्तावनेची पाठयांशाशी सांगड Linking Introduction with the topic		2				Preparing the topic before class is important		2				Read and Come
हेतूकथन Statement of the aim		4				—		4				—
शीर्षकलेखन Writing the Title		4				—		4				—

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

निरीक्षकाची सही

SET INDUCTION

प्रस्तावना

S. No.

Subject: Chemistry

नामांक

विषय

Re-Teaching

Sub-Unit: Chemical reactions & types

पुनर्अध्यापन

विषयांश

Previous Knowledge Students know

Class: 8th

पूर्वज्ञान

about chemical reactions

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
* Students today I will teach you Chemistry subject please listen carefully.	⇒ Students listen carefully.	Attractive beginning.
* In water, when we add sugar and lemon what thing will be formed?	⇒ when sugar and lemon is added in water, the juice will be formed.	Students answer the questions.
* When milk coagulates what will be formed?	⇒ when milk coagulates curd will be formed.	Revision of previous knowledge
* Why milk curdle?	⇒ milk curdle because of coagulation.	Students tries to give answer.

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
* Is iron rusting?	Yes, Iron is rusting	Students answer the questions.
* Why iron rusting?	⇒ Iron rusting because of moisture and in contact with water.	Linking introduction with topic.
* Means, in iron and milk some reaction is occur that is why iron is rusting and milk curdle, yes or no?	⇒ Yes, reaction occurs in milk and iron that's why milk curdle and iron is rusting.	link with the topic
<p>Statement of aim :- So, Students today we will study on the topic</p> <p>“Chemical reactions and their types”</p>		

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

प्रस्तावना
SET INDUCTION

निरीक्षण :
Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject *Chemistry*

विद्यार्थ्यांचे नांव

Student Name *Bhumika*

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक श्रे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
लक्षवेधक प्रारंभ Attractive Beginning				4		<i>Slight improvement</i>				4		<i>Needs to improve</i>
पाठयांशाचे महत्व कथन Stating Importance of the Topic				3		<i>Explanation is must</i>				3		<i>Explain the topic</i>
पूर्वज्ञान जागृती / उजळणी Revision of Previous knowledge				5		—				5		<i>No improvement needed</i>
प्रस्तावनेची पाठयांशाशी सांगड Linking Introduction with the topic				4		<i>linking should be done carefully</i>				4		<i>use easy language</i>
हेतूकथन Statement of the aim				2		<i>tell the students what you are going to teach.</i>				2		<i>tell students about topic</i>
शीर्षकलेखन Writing the Title				5		—				5		<i>it was good</i>

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

निरीक्षकाची सही

EXPLANATION

व्याख्या

S. No. :

Subject : Biology

क्रमांक

विषय

Re-Teaching

Sub-Unit : Soil

पुनर्अध्यापन

विषयांश

Previous Knowledge Students know

Class : 8th

पूर्वज्ञान

about soil

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>Today we are going to learn about soil.</p>	<p>Students pay attention and listen carefully.</p>	<p>Pre explanation of statements.</p>
<p>How soil is formed? Soil is made up of stones, pebbles, sand, fine soil as well as organic substances. The effects of the various elements of nature are the cause of wearing of rocks and weathering is formation of rocks into "soil".</p>	<p>Students are listening carefully.</p>	<p>Use of a explanatory link.</p>

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>Types of Soil:- china clay, clay and loamy soil are the three types of soil. On the leased of texture there are</p> <ol style="list-style-type: none"> 1) Sandy soil 2) Clay soil and 3) silt soil. 	<p>Students pays attention and listen carefully.</p>	<p>clarity in explanation.</p>
<p>Uses of Soil:-</p> <ol style="list-style-type: none"> 1) Soil has the property of plasticity. 2) Nuture the plants. <p>Teacher asks questions:-></p> <p>What are the types of soil?</p>	<p>Students listen carefully.</p> <p>Students answering</p> <p>There are three types of soil- Sandy soil, clayey and silt</p>	<p>fluency in explanation.</p> <p>planned repetition.</p>
<p>So, today we learned about the "Soil".</p>		

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

EXPLANATION SKILL

स्पष्टीकरण कौशल्य

निरीक्षण :
Observation Chart
अनुक्रमांक :
Roll No.
विषय :
Subject

विद्यार्थ्याचे नांव
Student Name *Shradha*
अध्यापन(Teach)
इयत्ता
Class :

दिनांक :
Date :
पुनर्अध्यापन
Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक शेरे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
स्पष्टीकरणपूर्व विधान Pre-Explanatory Statement			1			link the topic with example			1			Linking and understy is necessary.
उदाहरण—नियम—उदाहरण यांचा उपयोग Use of Example Rule Example			2			NO teaching aids			1			Teaching aid is important.
स्पष्टीकरण श्रृंखलांचा उपयोग Use of Explanatory Links			1			—			2			Explain the topic on black board.
दृक—श्राव्य साधनांचा उपयोग Use of Audio-Visual Aids			4			use powerpoint presentation			2			Use videos for Recapitulation
स्पष्टीकरणातील ओघ Fluency in Explanation			3			NO fluency			3			Use easy language
स्पष्टीकरणातील निःसंदिग्धता Clarity in Explanation			4			—			4			use of teaching aids.
अनुत्तरीत प्रश्नांचा उपयोग Use of Unanswered Questions			1			Discuss the unanswered ques. with students.			1			answer the questions.
पूर्वनियोजित पुरस्कृती Planned Repetition			3			Repeat the topic again			3			Repetition is must for proper understand.

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

निरीक्षकाची सही

EXPLANATION

व्याख्या

S. No. :

Subject : Chemistry

क्रमांक

विषय

Re-Teaching

Sub-Unit : Chemical reactions and its

पुनर्अध्यापन

विषयांश

Previous Knowledge Students know

Class : 6th tyhes

पूर्वज्ञान

about chemical reaction

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>* Today we are going to learn about chemical reactions</p>	<p>⇒ Students pay attention and listen carefully.</p>	<p>use of explanatory link.</p>
<p>* Chemical reactions: A chemical change or chemical reaction is a process in which one or more pure substances are converted into one or more different substances. The substances taking part in a reaction are called reactants & substances formed during reaction called product.</p> <p>$Na + Cl = NaCl$</p>	<p>⇒ Student listen carefully.</p>	<p>use of explanatory link.</p>

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>A) Types of chemical reaction:-</p> <p>1) combination reactⁿ:- The reaction betⁿ the reactant and the resultant is product called combination react</p>	<p>⇒ Students pay attention and listen carefully.</p>	<p>Fluency in explanation.</p>
<p>2) Decomposition reactⁿ:- Reactions in which two or more compounds are formed by breakdown of single compound.</p>		
<p>3) What is reactant? ⇒</p>	<p>Substances taking part in reaction are called reactant.</p>	<p>planned repetition.</p>
<p>Statement of aim:-</p>	<p>So, today we learn about "chemical reactions and their types".</p>	<p>learn</p>

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

EXPLANATION SKILL

स्पष्टीकरण कौशल्य

निरीक्षण :

Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject

Chemistry

विद्यार्थ्यांचे नांव

Student Name

Shraddha

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक श्रे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
स्पष्टीकरणपूर्व विधान Pre-Explanatory Statement			3			more explanation is needed			3			Needs to improve
उदाहरण-नियम-उदाहरण यांचा उपयोग Use of Example Rule Example			2			more example is needed			2			more example is needed.
स्पष्टीकरण श्रृंखलांचा उपयोग Use of Explanatory Links			1			needs to improve			1			needs to improve
दृक-श्राव्य साधनांचा उपयोग Use of Audio-Visual Aids			4			No improvement needed			4			No improvement needed.
स्पष्टीकरणातील ओघ Fluency in Explanation			5			—			5			—
स्पष्टीकरणातील निःसदिग्धता Clarity in Explanation			5			—			5			—
अनुत्तरीत प्रश्नांचा उपयोग Use of Unanswered Questions			3			Discuss the unanswered questions			3			Discuss the unanswered question
पूर्वनियोजित पुररुक्ती Planned Repetition			5			—			5			—

पंचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा

सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.


निरीक्षकाची सही

QUESTIONING AND PROBING

प्रश्नीकरण एवं खोजपूर्ण प्रश्न

S. No. :
 क्रमांक
 Re-Teaching
 पुनर्अध्यापन
 Previous Knowledge
 पूर्वज्ञान

Subject : Biology
 विषय
 Sub-Unit : Soil
 विषयांश
 Class : 8th
 वर्ग

Student know
 about soil.

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>Teacher will ask some related question on teaching point</p>	<p>Students tries to give expected answers</p>	<p>Getting attention before asking questions.</p>
<p>How is soil formed?</p>	<p>The effects of the various elements of nature are the cause of wearing of rocks & formation of soil.</p>	<p>Structure relevant to the topic. (High level).</p>
<p>What is weathering?</p>	<p>Transformation of rock into soil is called weathering.</p>	<p>Cleared the words of linking the topic. (High lvl)</p>
<p>Give the uses of soil?</p>	<p>The uses of soil are :- 1) It has the property of plasticity 2) It nurture the plants.</p>	<p>Cleared the words of linking topic (high level).</p>
<p>What are the types of soil based on the texture?</p>	<p>Based on texture there are three types of soil :- i) Sandy soil ii) Clayey soil iii) Silt soil</p>	<p>Time given to answer.</p>

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
Q) What is meant by sandy soil?	⇒ The soil has greater proportion of large particles or sand, the soil is called Sandy Soil.	Time given to answer.
Q) What is meant by clayey soil?	⇒ The greatest proportion of fine particles of soil is called clayey soil.	Time given to answer.
Q) What is meant by Silt soil?	Soil consist to medium-sized soil particles are called silt soil.	Time given to answer.
So, Today I	taught you about the Topic "Soil"	

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

QUESTIONING SKILL

प्रश्न कौशल्य

निरीक्षण :

Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject *Biology*

विद्यार्थ्याचे नांव

Student Name

Sueha

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक शैरे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
प्रश्नरचना : विषयाशी सुसंगत Structure Relevant to the Topic			5			No, everything is good			5			No, explained well.
निःसंदिग्ध शब्दयोजना Clear Word formation			3			Need improvement			3			Need impraement
मर्यादित व्याप्ती Limited Scope			4			—			4			—
व्याकरण शुद्धता Grammatical Corrections			1			Please take care while commen.			1			Communication is to be improved
शृंखलाबद्ध Linked			1			link with topic			1			link ex. with topic
निम्न, मध्यम व उच्चस्तरीय प्रश्नांचा उपयोग Inclusion of Low, Medium & Higher Order questions			5			—			5			—
प्रश्न विचारणे Asking questions			5			—			5			—
लक्ष वेधून विचारणे Getting attention before asking			4			Slight improvement is needed			4			Needs to improve
सुस्पष्ट उच्चारण Clear Pronunciation			5			—			5			—
प्रश्नार्थक उच्चारण Introgrative Tone			4			Everything was good			4			it was good
चीफेर विखुरलेले प्रश्न Well distributed			—			—			—			—
उत्तरे देण्यासाठी अवधी देणे Time given to answer			5			Yes it was good			5			Good
उत्तरावर प्रबलन Reinforcement			2			Need to improve			2			Needs to improve

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

प्राध्यापकाची सही

निरीक्षकाची सही

QUESTIONING AND PROBING

प्रश्नीकरण एवं खोजपूर्ण प्रश्न

S. No. :

Subject : chemistry

क्रमांक

विषय

Re-Teaching

Sub-Unit : chemical reaction & its

पुनर्अध्यापन

विषयांश 8th types

Previous Knowledge Students know

Class :

पूर्वज्ञान

about chemical reactions.

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
* Teachers ask some questions on teaching point	⇒ Student tries to give expected answer.	⇒ Getting attention before asking question
* Is, milk curd and why?	⇒ Milk is curd because of chemical reaction.	Structure relevant to topic
* What is chemical reaction?	⇒ chemical reaction is a process in which one or more pure substance are converted into one or more different substances.	Time give to answer.
* What is reactant?	⇒ The substance taking part in reaction is called reactant.	Cleared the words linking to topic.

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>* What are the types of chemical reactions?</p> <p>* Give example of combination reactions?</p>	<p>⇒ Types of chemical reactions are :-</p> <ol style="list-style-type: none"> 1) Combination reaction 2) Decomposition reaction 3) Displacement reaction <p>⇒ When calcium and water take part in reaction calcium hydroxide is formed.</p> $\text{CaO} + \text{H}_2\text{O} \rightarrow \text{Ca(OH)}_2$	<p>cleared the words linking of the topic.</p> <p>Time given to answer.</p>
<p>Statement of aim :-</p>	<p>So, today i taught about "Chemical reactions & their types".</p>	

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

QUESTIONING SKILL

प्रश्न कौशल्य

निरीक्षण :
Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject

Chemistry

विद्यार्थ्यांचे नांव
Student Name

Sneha

इयत्ता

Class :

अध्यापन(Teach)

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक श्रे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
प्रश्नरचना : विषयाशी सुसंगत Structure Relevant to the Topic	4					it was good	4					No improvement
निःसंदिग्ध शब्दयोजना Clear Word formation	5					—	5					—
मर्यादित व्याप्ती Limited Scope	—					—	—					—
व्याकरण शुद्धता Grammatical Corrections	1					needs to improve	1					needs to improve
शृंखलाबद्ध Linked	4					more example should be given	4					include examples
निम्न, मध्यम व उच्चस्तरीय प्रश्नांचा उपयोग Inclusion of Low, Medium & Higher Order questions	5					—	5					very good
प्रश्न विचारणे Asking questions	5					—	5					—
लक्ष वेधून विचारणे Getting attention before asking	1					needs to pay attention of students	1					needs to pay attention of students
सुस्पष्ट उच्चारण Clear Pronunciation	5					—	5					—
प्रश्नार्थक उच्चारण Interogative Tone	2					give questioning tone	2					give questioning tone
मैत्रिक विखुरलेले प्रश्न Well distributed	3					understand the topic	3					understand the topic
नतरे देण्यासाठी अवधी देणे Time given to answer	4					give sufficient time to ans.	2					give time to answer
नंतरावर प्रबलन Reinforcement	5					—	5					very good

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
गपुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

प्राध्यापकाची सही

निरीक्षकाची सही

STIMULUS VARIATION

उद्दीपन — परिवर्तन

S. No.

Subject : Biology

क्रमांक

विषय

Re-Teaching Sub-Unit : Soil

पुनर्अध्यापन

विषयांश

Previous Knowledge Student know Class : 8^m

पूर्वज्ञान

about soil.

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
* Teachers tries to stimulus to the students on the black board.	⇒ Students tries to stimulus to the black board.	Change in Speech pattern
* Teacher explained How soil is formed. The effects of various elements of nature are the cause of weathering of rocks and formation of soil. This process of transform of rocks into soil is called "weathering".	⇒ Students listen Carefully.	Gestures
* How soil is formed?	⇒ The effects of the various elements of nature cause wearing of rock and formation of soil.	Active participation

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>* What is wea- -thering?</p>	<p>The process of trans- -formation of rocks into soil is called 'Weathering'</p>	<p>Teachers movement.</p>
<p>* Types of soil :- China clay, clay and loamy soil are three types of soil used to make earthen pots and other artifacts. The different types of soil based on texture :- Sandy, Clayey and Siltsail</p>	<p>Students listen carefully.</p>	<p>Change in Sensory focus and Teachers movement</p>
<p>* What is Sandy Soil?</p>	<p>⇒ The greater proportion of large particles or sand. The soil is Sandy Soil.</p>	<p>Change in interaction pattern.</p>

अभिप्राय

प्रशिक्षणार्थीची सही


प्राध्यापकाची सही

STIMULUS SKILL

चेतक—बदल कौशल्य

निरीक्षण :

Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject *Biology*

विद्यार्थ्याचे नांव

Student Name

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक श्रे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
शिक्षकाची हालचाल Teacher Movement		4				it was good		4				it was good.
शिक्षकाचे हावभाव Teacher Gestures		5				—		5				NO improvement needed.
बोलण्याच्या पद्धतीतील बदल Change in Speech pattern		3				Slight improvement is needed		3				Needs to be more polite
विद्यार्थ्यांचा शाब्दिक सहभाग Verbal Participation of the Student		2				Needs to involve the student		2				more involvement is needed.
विद्यार्थ्यांचा कृत्युक्त सहभाग Active participation of the Student		1				NO participation		1				Participation is must.
संवेदन लक्षात बदल Change in sensory focus		5				—		5				—
आंतरक्रियेत बदल Change in interaction Pattern		3				Needs improvement		3				improve by involving students.

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.


प्राध्यापकाची सही

STIMULUS VARIATION

उद्दीपन — परिवर्तन

S. No.

Subject : chemistry

क्रमांक

विषय

Re-Teaching

Sub-Unit : chemical reactions &

पुनर्अध्यापन

विषयांश its types

Previous Knowledge Students know

Class : 8th

पूर्वज्ञान

about chemical reactions.

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>Teacher tries to stimulus to the students on the blackboard.</p>	<p>⇒ Students tries to stimulus to the blackboard</p>	<p>Change in speech pattern.</p>
<p>Chemical reaction <u>Chemical reaction</u> is a process in which one or more pure substances are converted into one or more different pure substances. The substances taking part in the reaction and substance is formed called product.</p>	<p>⇒ Students listen carefully.</p>	<p>Gestures.</p>
<p>What is reactant?</p>	<p>⇒ The substances taking part in a reaction is called reactants.</p>	<p>Active participation</p>

* Types of Chemical reactions:-

① Combination reaction:-

The reaction b/w reactant produces single compound.

⇒ Students listen carefully

Change in sensory focus and teacher movement.

ii) Decomposition Reactions:-

Reaction in which a substance is broken down and two or more substances are obtained.

* What are the types of chemical reactions

The types of chemical reactions are ① Combination
② Decomposition
③ Displacement

change in interaction pattern.

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

STIMULUS SKILL

चेतक-बदल कौशल्य

निरीक्षण :
Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject C

विद्यार्थ्यांचे नांव

Student Name

Shradha Shrivastava

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक शैरे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
शिक्षकाची हालचाल Teacher Movement			3			movement was not done			3			movement is necessary.
शिक्षकाचे हावभाव Teacher Gestures			4			quite good			4			very good.
बोलण्याच्या पद्धतीतील बदल Change in Speech pattern			3			Requires to change			3			Require improvement
विद्यार्थ्यांचा शाब्दिक सहभाग Verbal Participation of the Student			5			-			5			No improvement needed.
विद्यार्थ्यांचा कृतीयुक्त सहभाग Active participation of the Student			4			Participated well.			4			No improvement.
पवेदन लक्षात बदल Change in sensory focus			2			Improvement needed			2			Improvement needed
मांतरक्रियेत बदल Change in interaction Pattern			1			more improvement is needed			1			more improvement is needed.

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
आपुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

प्राध्यापकाची सही

“LESSON PLAN”

प.नं.
S.No.

विषय
Subject Biology

शाळा
School Gowindrao Wanjari
College

विषयशाखा
Topic Soil

पाठ साहित्य
Material Aids chalk, duster,
chart

पूर्व ज्ञान
Previous Knowledge Students know about
soil

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill
RECORDING NOTES		<ul style="list-style-type: none">1) To test previous knowledge of students2) To develop memory of students.3) To create healthy environment for students.4) How plants grow?5) To develop knowledge of students.6) To develop concentration of students.

दिनांक 17/12/17

Date

वर्ग

Class

तासिका अवधी

Length of the Period

अध्यायनानुभव Learning Experience

अध्यापक कृती Teachers Activities	छात्र कृती Student's Activities
<p>1) Teacher asked the questions related to previous knowledge.</p> <p>2) To make students understand how plants grow.</p> <p>3) What are the basic things required for the grow?</p> <p>4) What is manure and its formation.</p> <p>Statements of aim:-</p>	<p>Students listened carefully and answered.</p> <p>⇒ Plants grow with some basic needs in which water is most important.</p> <p>⇒ Water, air, CO_2, Soil are required for growth.</p> <p>⇒ All the dead animals and leaves buried in the soil and forms manure.</p> <p>Students today we will study on the topic <u>"Soil"</u></p>

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
P R E S E N T A T I O N	<p>A) How Soil is formed? → Formation of Soil 1) Pebbles, stones, fine soil etc.</p>	<p>Students gets more knowledge about the format of soil.</p>
	<p>A) Types of Soil:- china clay, clay, loamy are three types of soil to make earthen pots.</p>	<p>Students should understand the various uses of soil other than growth of plants.</p>
	<p>A) <u>Uses of Soil:-</u> 1) Soil has the property of plasticity 2) The most important property is it holds water which is required for the growth of plant.</p>	<p>Students will have to make a use of the topic and should be able to tell the uses of Soil.</p>

अध्यायनानुभव Learning Experience

अध्यापक कृती Teachers Activities	छात्र कृती Student's Activities
1) Teacher explains the formation of soil.	⇒ Students listen carefully when taught.
2) How soil is formed and what are the uses of different soil was explained.	⇒ Students heard and wrote about various uses of soil of different types.
3) Teacher explains the uses of soil.	⇒ Students listen carefully.
4) Teacher asks to students about the any 2 uses of soil?	⇒ uses of soil are - 1) Soil has the property of plasticity. 2) Soil nurture the plants with many nutrients & water as well.

अध्यायनानुभव Learning Experience

अध्यापक कृती Teachers Activities

1) Teacher had taken test about the lesson Sail.

2) Teacher has shown some videos for the recapitulation of the lesson.

3) Teacher has taken the dictation test to learn the hardwords.

4) Teachers have given the assignment to learn the question and answers.

छात्र कृती Student's Activities

Students studied and given test.

Students have been seeing the lesson for proper understanding of the lesson.

Students have given the test and scored well.

Students will write the homeworks in their copies.

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
) Students have to identify the different types of soil.

फलक सार
Black Board Summary

Date :- Day :-	Subject → Biology Topic → Soil class = 8 th
<p><u>Main points</u></p> <p>*) Soil</p> <p>*) Types of soil</p> <p>*) Uses of soil.</p>	<p><u>Homework</u></p> <p>1) How soil is formed?</p> <p>2) Explain different types of soil.</p>

अभ्यापक कृती
Teacher's Activities

छात्र कृती
Student's Activities

Teacher will give the assignment to paste the different types of soil.

To paste the different types of soil in Scrap book.

पर्यवेक्षक अभ्युक्ती Supervisor's Remarks

नाम
N

पर्यवेक्षक अभ्युक्ती

"LESSON PLAN"

पेज नं.

S.No.

शाळा
School

पाठ साहित्य

Material Aids

Gowindrao Wanjari
College

Chalk, duster,

विषय

Subject

विषयान्त

Topic

पूर्व ज्ञान

Previous Knowledge

Chemistry

Chemical reactions &
its types

Students know about

Chemical reactions.

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill
I N T R O D U C T I O N		<p>→ To test the previous knowledge of students</p> <p>→ To develop memory of students</p>

दिनांक
Date

17/12/17

वर्ग
Class

8th

तासिका अवधी

35 min

Length of the Period

अध्यायनानुभव Learning Experience

अध्यापक कृती
Teachers Activities

छात्र कृती
Student's Activities

→ Teacher ask some questions related to previous knowledge

→ Students listen carefully and gave answers

→ In water, when we add sugar and lemon what will be formed?

→ when we add sugar and lemon in water, it dissolves completely and juice will be formed.

→ Milk is curd or not?

yes milk is curd.

पाठ्याचा पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
		<p>1) To create an atmosphere for student</p> <p>2) To inspire the students to find out chemical reactions in daily life.</p>

Statements of aim :-

अध्यापक कृती
Teachers Activities

छात्र कृती
Student's Activities

→ why milk is curd?

→ milk is curd because of coagulation.

→ Is iron rust?

→ yes iron is rust.

→ why iron is rusting?

→ Iron is rusting because of iron left in open place or because of moisture and water added to it.

→ It means in juice, milk and iron some reaction occurs that's why milk curdles, iron rusts etc. Say yes or no.

yes some reaction is occurring in milk & iron.

So students today we will study on topic:- Chemical reaction & its types.

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
P R E S E N T A T I O N <div style="border: 1px solid black; display: inline-block; padding: 2px;">R</div> E C E P T I O N A L I T A T I O N	<p>→ Chemical reaction A reaction is a process in which one or more pure substances are converted into one or more pure diffⁿ.</p> <p>Ex:- $\text{Na} + \text{Cl} \rightarrow \text{NaCl}$ (R) (P)</p> <p>Types of chemical reactions :-</p> <p>1) Combination reaction:- The reaction b/w the reactant produces a single compound.</p> <p>Ex:- $\text{CaO} + \text{H}_2\text{O} \rightarrow \text{Ca(OH)}_2$</p>	<p>Students get more knowledge about chemical reaction.</p> <p>→ Students should be able to define chemical reaction on their own words.</p> <p>→ Students tell about at chemical reactions and apply in daily life.</p>

अध्यायानुभव Learning Experience

अध्यापक कृती Teachers Activities	छात्र कृती Student's Activities
→ Teacher explain the chemical reaction.	→ Students listen carefully.
→ what is meant by reactant?	→ The substances taking part in reaction is called reactant.
→ What is meant by product?	The substances formed during reaction is called product.
→ Is milk curd or not?	yes milk is curd because of reaction.
→ Teacher asked the questions.	students gave some answers correctly.

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ASSESSMENT</p>	<p>→ To develop writing skills</p> <p>→ To inspire self studying.</p>	

फलक सार
Black Board Summary

<p>Date :- Day :-</p>	<p>Subject → Chemistry Topic → chemical reaction & its types</p>
<p><u>main points</u> :-</p> <ul style="list-style-type: none"> - Chemical reactions - Types of chemical reaction. <pre> graph TD A[Types of chemical reaction] --> B[Combination reaction] A --> C[Decomposition reaction] A --> D[Displacement reaction] </pre>	<p><u>Homework</u></p> <p>→ what is meant by chemical reaction?</p> <p>→ what are the types of chemical reactions.</p>

अभ्यासकर्ता
Teacher's Activities

अभ्यासकर्ता
Student's Activities

→ Teacher gave home-work.

→ what is chemical reactions?

→ what are the types of chemical reaction?

→ Students copy down h.w in their copies.

पर्यवेक्षक अभ्युक्ती Supervisor's Remarks

घटक नियोजन तक्ता (UNIT PLAN CHART)

विषय : Biology दिनांक : _____
(Subject) : (Date) :

घटक : Soil वर्ग : 8th
(Unit) : (Class) :

तासिका (Period)	उपघटकातील पाठ मुद्दे (Subunit Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	शिक्षक कृती (Teacher's Activities)
1	<p>(*) <u>Soil</u> → Introduction about soil. → Importance of soil.</p>	<p>⇒ Students get knowledge about soil and importance of soil and its uses.</p>	<p>Teacher will teach about soil and its importance for growth of plants.</p>
2	<p>(*) Types of soil → Based on texture there are 3 types of soil :- a) Sandy soil b) Loamy soil c) Silt soil</p>	<p>⇒ Students gets knowledge about types of soil and depending on soil, planting trees.</p>	<p>Teacher teach about types of soil and write the main points in the black board.</p>

विद्यार्थी कृती (Student's Activities)	शैक्षणिक साहित्य (Teaching Aids)	मूल्यमापन (Evaluation)
<p>1) Students will write the important points written in the board.</p> <p>⇒ Questions and answers will be given to them</p> <p>⇒ They will draw the structure of different layers of soil.</p>	<p>⇒ Charts on the basis of Soil</p> <p>⇒ Powerpoint presentation on soil is made.</p>	<p>Teacher took the Oral test and viva.</p>

विद्यार्थी कृती
(Student's Activities)

शैक्षणिक साहित्य
(Teaching Aids)

मूल्यमापन
(Evaluation)

2) Students heard carefully about the topic soil.

⇒ Questions and answers will be given to them

⇒ Extra Fill ups, multiple choice questions will be given to students.

⇒ Charts on soil will be given as a homework to them.

charts,
Black
Board,
Powerpoint
presentation.

Teacher
will take
written
examination.

घटक नियोजन तक्ता (UNIT PLAN CHART)

विषय : Chemistry दिनांक : 18/2/17
 (Subject) : _____ (Date) : _____
 घटक : Chemical reactions and वर्ग : 8th
 (Unit) : their types (Class) : _____

तासिका (Period)	उपघटकातील पाठ मुद्दे (Subunit Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	शिक्षक कृती (Teacher's Activities)
1)	Types of chemical reactions (*) Combination reactions	Students get more knowledge about combined reactions.	Teacher taught about types of chemical reaction and wrote example on black board.
2)	To test the knowledge of students about chemical reactions.	Students know about chemical reactions and they gave examples of chemical reactions.	Teacher gave various questions to solve the answer of each.

विद्यार्थी कृती (Student's Activities)	शैक्षणिक साहित्य (Teaching Aids)	मूल्यमापन (Evaluation)
<p>o) Students noted the important points about chemical reactions.</p> <p>o) They gave and wrote question and answers of the lesson Chemical reactions.</p> $\text{CaO} + \text{H}_2\text{O} \rightarrow \text{Ca(OH)}_2$	<p>① charts on chemical reaction.</p> <p>② Powerpoint presentation and videos.</p>	<p>Teacher will take test on lesson.</p>

विराधी कृती
(Student's Activities)

शैक्षणिक साहित्य
(Teaching Aids)

मूल्यमापन
(Evaluation)

०) Students answered each and answer accurately.

०) They will write the chemical reaction and its types.

०) charts on chemical reaction

०) Videos on chemical reactions.

Teacher will take test and quizzes on this lesson.

WRITING OF BEHAVIORAL OBJECTIVES

व्यवहारपूर्वक उद्देश्य लेखन

S. No. :

Subject : *Biology*

क्रमांक

विषय

Re-Teaching

Sub-Unit : *Soil*

पुनर्अध्यापन

विषयांश

Previous Knowledge *Students know*

Class : *8th*

पूर्वज्ञान

about soil.

वर्ग

शिक्षक कृती	विद्यार्थी कृती	
<p>•) Students today i will teach you about soil.</p> <p>•) Soil is made up of stones and pebbles, fine soil as well as organic substances</p> <p>•) The effects of nature causes weathering of rocks formed in soil.</p>	<p>•) They will hear carefully.</p> <p>•) They will plant the trees on the basis of type of soil.</p>	<p>Knowledge : ज्ञान : Students know about soil.</p> <p>Understanding : आकलन : Students understood the importance of soil and its uses.</p> <p>Application : उपयोजन : Students learn to use different types of soil for different types of plants & trees.</p>

शिक्षक कृती	विद्यार्थी कृती	
		<p>Analysis : When questions विश्लेषण : were asked, students fluently answered the questions about soil.</p> <p>Synthesis : संश्लेषण : The synthesis of lesson was done by the quizzes performed in the classroom & participated by all the students.</p> <p>Evaluation : The topic मूल्यमापन : was interesting and students understood the topic soil very well as the lesson was followed by quizzes.</p>

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

WRITING OF BEHAVIORAL OBJECTIVES

व्यवहारपूर्वक उद्देश्य लेखन

S. No. :

Subject : Chemistry

क्रमांक

विषय

Re-Teaching

Sub-Unit : Chemical reaction and its

पुनर्अध्यापन

विषयांश gth types

Previous Knowledge Students know

Class :

पूर्वज्ञान

about chemical reaction.

वर्ग

शिक्षक कृती	विद्यार्थी कृती	
<p>A chemical change or chemical reaction is a process in which one or more pure substances are converted into one or more pure substances.</p> <p>The substances taking part in a reaction is called reactant and substance formed during reaction called product.</p>	<p>Students will listen carefully.</p>	<p>Knowledge : ज्ञान :</p> <p>Students gets more knowledge about chemical reactions</p> <p>Understanding : आकलन :</p> <p>Students understood about the chemical reactions and its types with examples given.</p> <p>Application : उपयोजन :</p> <p>Students apply chemical reaction for understanding compounds easily.</p>

शिक्षक कृती	विद्यार्थी कृती	
		<p>Analysis : विश्लेषण : Students can be analyzed by taking oral exam by teacher.</p> <p>Synthesis : संश्लेषण :</p> <p>Evaluation : मूल्यमापन : The test of complete lesson can be taken by teacher for evaluation of students.</p>

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

CLOSURE

अंतीम पाठ

S. No.

Subject : *Biology*

क्रमांक

विषय

Re-Teaching

Sub-Unit : *Soil*

पुनर्अध्यापन

विषयांश

Previous Knowledge *Student know*

Class : *8th*

पूर्वज्ञान

about soil

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>Teacher taught about the topic.</p> <p>Teacher finished lesson in following way</p> <p>→ How plant grow?</p> <p>→</p> <p>→ Which things support the plant?</p>	<p>Students give expected answers</p> <p>Plant grows by taking water and proper nutrients daily.</p> <p>Soil support the plant</p>	<p>Including main topic and structure of soil and plant.</p>

CLOSURE

अंतीम पाठ

S. No :
 क्रमांक
 Re-Teaching
 पुनर्अध्यापन
 Previous Knowledge
 पूर्वज्ञान

Subject : *chemistry*
 विषय
 Sub-Unit : *chemical reaction and their types*
 विषयांश
 Class :
 वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>→ Teacher taught about the topic.</p> <p>Teacher finished the lesson in following way -</p> <p>→ when milk coagulates, what will be formed.</p> <p>→ why milk curdle?</p> <p>→ Is any reaction occured in milk and how curd is formed?</p>	<p>Students gave expected answers.</p> <p>→ when milk coagulates, curd will be formed.</p> <p>milk curdle because of coagulation.</p> <p>yes, in milk chemical reaction occurs and curd is formed.</p>	<p>Including main topic and structure.</p>

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>1) What is reactant?</p>	<p>The substances taking part in reaction is called reactant.</p>	<p>Gaining proper response from students.</p>
<p>2) What are the types of chemical reaction?</p>	<p>Types of chemical reactions are:-</p> <ol style="list-style-type: none"> ① Combination reaction. ② Decomposition. ③ Displacement 	
<p>Teacher writing the questions on the black board and gave assignment.</p>	<p>- students write assignment in their copies.</p>	<p>To relate previous knowledge with given knowledge.</p>

अभिप्राय

प्रशिक्षणार्थीची सही

प्राध्यापकाची सही

USE OF TEACHING AIDS INCLUDING BLACK BOARD WRITING

श्यामपटलेखन सहित शिक्षण सहायक सामग्रियों का प्रयोग

S No :

Subject : Biology

क्रमांक

विषय

Re-Teaching

Sub-Unit : Soil

पुनर्अध्यापन

विषयांश

Previous Knowledge Students know

Class : 8th

पूर्वज्ञान

about soil

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>1) Today we are going to learn about the soil.</p> <p>2) What we will give daily to plants and we will draw the structure of soil.</p> <p>3) The different types of soil by using various coloured chalks as well as the formation of soil.</p>	<p>1) Students will listen carefully about the topic.</p> <p>2) The students will identify the types of soil when picture is shown or drawn in blackboard.</p>	<p>Attractive begining</p> <p>Students will answer when question will be asked to them.</p>

अध्यापक सार (Black Board Summary)

Date :-

Day :-

Subject → Biology

Topic → Soil

Main points

* Soil

* Types of soil

* Uses of soil

Homework

Q.1) How soil is formed?

Q.2) Explain different types of soil.

BLACK BOARD SKILL

फलक लेखन कौशल्य

निरीक्षण

Observation Chart

अनुक्रमांक :

Roll No.

विषय :

Subject

Biology

विद्यार्थ्याचे नांव

Student Name

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी	गुणात्मक शैरे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी	सुधारणात्मक सूचना
	१ २ ३ ४ ५		१ २ ३ ४ ५	
आशयाची निवड Selection of the content	3	—	3	<i>Everything is good</i>
रेखाटनातील सहजता Ease in Sketching	2	<i>Drawing should be clear</i>	2	<i>Drawing should be clear.</i>
पूर्वज्ञान जागृती / उजळणी Revision of Previous knowledge	5	Good	4	Good
सुवाच्यता — अक्षराची सुस्पष्टता Clarity अक्षराचे वळण Handwriting अक्षराचा योग्य आकार Size of the letters	2	<i>Handwriting should be nice and understandable</i>	2	—
अंतर — दोन अक्षरातील अंतर Distance between two letters दोन शब्दातील अंतर Distance between two words दोन ओळीतील अंतर Distance between two lines	3	<i>Distance between lines should be kept</i>	3	<i>Distance should be kept</i>
लेखन शुद्धता Clarity in Handwriting	2	<i>Handwriting is poor</i>	2	<i>Handwriting should be clear.</i>
रंगीत खडूचा उपयोग Use of Coloured Chalk	4	—	4	Good

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

प्राध्यापकाची सही

USE OF TEACHING AIDS INCLUDING BLACK BOARD WRITING

श्यामपटलेखन सहित शिक्षण सहायक सामग्रियों का प्रयोग

S. No.

Subject : Chemistry

क्रमांक

विषय

Re-Teaching

Sub-Unit : Chemical reaction & its types.

पुनर्अध्यापन

विषयांश

Previous Knowledge Students know about chemical reactions & its types

Class : 8th

पूर्वज्ञान

वर्ग

शिक्षक कृती	विद्यार्थी कृती	Sub Skill उपकौशल्य
<p>1) Today we are going to learn about the chemical reaction.</p>	<p>⇒ Students will listen carefully about the topic.</p>	<p>Attractive beginning.</p>
<p>2) What are chemical reactions?</p>		
<p>3) Explanation of types of chemical reactions</p>	<p>⇒ The students will identify the types of chemical reaction on the basis of reactions and examples.</p>	<p>⇒ Students will answer when questions will be asked to them.</p>
<p>4) Use of lot of examples for explaining chemical reactions and its procedures.</p>		

अध्यापक सार (Black Board Summary)

Date:-

Subject → Chemistry

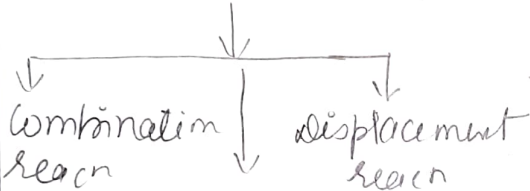
Day:-

Topic → chemical reactions and its type

main points :-

→ Chemical reactions

→ Types of chemical reactions



Decomposition reaction

→ what is meant by chemical reactions

→ what are the types of chemical reactions.

BLACK BOARD SKILL

फलक लेखन कौशल्य

निरीक्षण

Observation Chart

अनुक्रमांक :

Roll No

विषय :

Subject

विद्यार्थ्याचे नांव

Student Name

अध्यापन(Teach)

इयत्ता

Class :

दिनांक :

Date :

पुनर्अध्यापन

Reteach

कौशल्याचे घटक	पदनिश्चयन श्रेणी					गुणात्मक श्रे, सुधारणात्मक सूचना	पदनिश्चयन श्रेणी					सुधारणात्मक सूचना
	१	२	३	४	५		१	२	३	४	५	
आशयाची निवड Selection of the content		2				Choose interesting topic			3			Explanation should be interesting
रेखाटनातील सहजता Ease in Sketching		5				—			5			Very good.
पूर्वज्ञान जागृती / उजळणी Revision of Previous knowledge		4				more efforts should be taken			4			take more efforts
सुवाच्यता — अक्षराची सुस्पष्टता Clarity अक्षराचे वळण Handwriting अक्षराचा योग्य आकार Size of the letters		3				Improve handwriting			3			Improve handwriting
अंतर — दोन अक्षरातील अंतर Distance between two letters दोन शब्दातील अंतर Distance between two words दोन ओळीतील अंतर Distance between two lines		3				Handwriting is weak font			3			Improve handwriting.
लेखन शुद्धता Clarity in Handwriting		2				Needs improvement			2			needs improvement
रंगीत खडूचा उपयोग Use of Coloured Chalk		3				use coloured chalks.			2			use coloured chalks.

सूचना : पदनिश्चयन श्रेणी : (१) उत्कृष्ट दर्जा (२) चांगला दर्जा (३) सामान्य दर्जा (४) बरा दर्जा (५) निकृष्ट दर्जा
यापुढील सर्व निरीक्षण प्रपत्रांत अर्थ याप्रकारे घ्यावा.

प्राध्यापकाची सही

AMAR SEVA MANDAL'S

**LATE GOVINDRAO WANJARI COLLEGE
OF EDUCATION, BUTTIBORI, NAGPUR**



B.ED

2019-2021

INTERNSHIP – II

FINAL LESSON PLAN

NAME: MISS RUTVIKA N. PUROHIT

CLASS: B.ED SEM III

Certificate

Name of the Department Bachelor of Education

This is to Certify that this Practical Record
contains this bonafied practical Work of
Mr./Ms. Rutvika Nandkishor Purohit

Class B.ed Sem III during the academic year 2019-21.

Date : _____

Signature of Teacher who taught the examine

- 1)
- 2)
- 3)

Head of the Department

प.नं. 1
S.No.

विषय
Subject

Economics

शाळा
School

विषयांश
Topic

Grade

पाठ साहित्य
Material Aids

Blackboard, chalk,
duster, etc

पूर्व ज्ञान
Previous Knowledge

Students know

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill
I N T R O D U C T I O N Statement of ..aim		<ul style="list-style-type: none">• To list the previous knowledge.• To develop memory of students.• To inspire students for gaining the new knowledge.• To create the atmosphere for students.

दिनांक
Date

वर्ग
Class

तासिका अवधी
Length of the Period

अध्यायनानुभव Learning Experience

अध्यापक कृती
Teachers Activities

छात्र कृती
Student's Activities

Good morning students.
Today we are going to discuss
about a very interesting topic.

1) Which commodities do
you use daily?

2) From where do you
get these commodities?

3) What does the shopkeeper
takes in exchange of goods?

4) So tell me, what do
you call the act of
buying and selling?

So today we will learn
about trade.

Students greet teacher & then
listen carefully.

Students answers the questions.
Soap, clothes, food, vegetables,
books, shoes.

From market, shops, malls, vendors,
stationery stalls, etc.

Money.

Students try to answer as
shopping but are unclear.

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
P R E S E N T A T I O N	<p><u>Trade</u>: The process of buying & selling of goods & services is called <u>trade</u>. Trade is the transfer of goods & services from an individual or entity to another in exchange of money.</p> <ul style="list-style-type: none"> • <u>Producer</u>: People who create or produce or provide a certain services is a <u>producer</u>. • <u>Consumer</u>: The person who buys or purchases goods or services for his use is a <u>consumer</u>. • <u>Seller</u>: The trader who finally sells the goods to the consumer is <u>seller</u>. • <u>Visible Trade</u>: When there is buying & selling of goods, it is called <u>visible trade</u>. • <u>Invisible trade</u>: - When trade there is an exchange of services, it is called <u>invisible trade</u>. 	<p><u>Knowledge</u>: - Students learn about the definition of trade.</p> <p><u>Understanding</u>: - Students understand the term trade.</p> <p><u>Knowledge</u>: Students learn about the chain of trading or people involved in trading.</p> <p><u>Understanding</u>: - Students understand about the people involved in trade.</p> <p><u>Knowledge</u>: - Students know about the visible & invisible trade.</p> <p><u>Understanding</u>: - Students understand the difference of visible & invisible trade & their meaning.</p>

अध्यायनानुभव Learning Experience

अध्यापक कृती
Teachers Activities

छात्र कृती
Student's Activities

Teacher defines & explains about trade.

Students listen attentively.

Teacher asks some questions while explaining.

Students answers the questions properly.

Teacher explains the details of the trade.

Students listen carefully.

Teachers asks some questions while explaining.

Students answers the questions.

Teacher explains about invisible & visible trade.

Students listen carefully and take notes in their notebooks from board.

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
	<p><u>Types of trade:</u></p> <p>a) according to the quantity of goods.</p> <p>1) Wholesale 2) Retail.</p> <p>1) <u>Wholesale trade</u>: - When commodities are bought by traders on a large scale directly from the producer, farmers, industrialist, etc.</p> <p>2) <u>Retail Trade</u>: When the trader buys goods from wholesale trader & sells it directly to consumers, then it is known as retail trading.</p> <p>b) according to regional boundaries:-</p> <ul style="list-style-type: none"> • <u>Domestic trade</u>: When a trade takes place between the different regions within the same country. • <u>International trade</u>: When trade of goods & services takes place between one country to other country. When trade takes place between 2 countries, it is bilateral trade. When 2 or more countries are involved, it is multilateral trade. • <u>Import</u>: When a country buys goods & services from another country, it is import. • <u>Export</u>: When a country produces excess goods & services than required, it sells these to countries which have a demand for it, it is called export. 	<p><u>Knowledge</u>: Students get to know about the various types of trades with definitions.</p> <p><u>Understanding</u>: - Students understand these trades with examples.</p> <p><u>Knowledge</u>: - Students gain knowledge about the trade based on boundaries.</p> <p><u>Understanding</u>: - Students understand the trades based on regional boundaries & their types with examples.</p>

अध्यायनानुभव Learning Experience

अध्यापक कृती
Teachers Activities

छात्र कृती
Student's Activities

Teacher explains about various types of trade based on quantity & regional boundaries with examples.

Students listen carefully & take notes in notebooks from blackboard.

Teacher draws a flow-chart on blackboard.

Students draw the chart in their notebooks.

Teacher explains about trade based on regional boundaries & asks questions.

Students listen attentively & answers to questions correctly.

Teacher explains about import & export & asks questions.

Students listen carefully & answers the questions asked by teachers.

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
R E C A P I T U L A T I O N		<ul style="list-style-type: none">• To test the knowledge of students.• To develop the length of concentration.• To comprehend knowledge.• To check for any doubts & clearing them• Teacher evaluates the students knowledge.• Students are enabled to understand the concept of trade & its types with questions & revisions.• To help them revise.

अध्यायनानुभव Learning Experience

अध्यापक कृती Teachers Activities	छात्र कृती Student's Activities
Teachers asks some questions related to the topic.	Students understand & try to answer them.
1) What is trade?	The process of buying & selling of goods & services is called Trade.
2) What is visible & invisible trade?	When there is buying & selling of goods, it's visible trade. When there is exchange of services, it is invisible trade.
3) Name & define trade based on quantity?	Based on quantity there are 2 types of trade; 1) Wholesale 2) Retail trade.
4) Name & define trade based on regional boundaries?	1) <u>Wholesale trade</u> : - When a trader buys commodities on a large scale directly from producer. 2) <u>Retail trade</u> : when a trader buys goods from wholesale trade & sell it directly to consumer.
5) What is export & import?	<ul style="list-style-type: none"> • <u>Domestic trade</u>: - When a trade takes place between the different regions within the same country. • <u>International trade</u>: When a trade takes place between one country to other country. • <u>Import</u>: when a country buys goods & services from another country, which are scarce in it, it is import. • <u>Export</u>: when a country sells the excess goods & services produced in it to another country, it is export.

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives with Specification
A S S I G N M E N T		<ul style="list-style-type: none"> • To develop the writing skills & create their own ideas • To create habit of self-study. • To inspire & motivate for self-study. • To develop concentration.

फलक सार
Black Board Summary

अभ्यापक कृती
Teacher's Activities

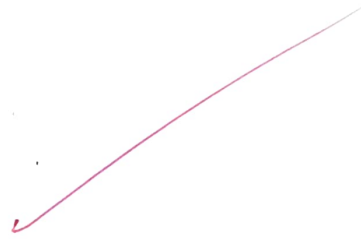
छात्र कृती
Student's Activities

Teacher writes the homework on the blackboard.

Students note down the homework in their note books.

1) Define trade & with four examples?

2) Explain the types of trade with examples?



पर्यवेक्षक अभ्युक्ती Supervisor's Remarks

- * write all septs
- * Explanation good
- * improve B.B. work

[Signature]

पर्यवेक्षक अभ्युक्ती

LATE GOVINDRAO WANJARI COLLEGE OF EDUCATION, BUTTIBORI , NAGPUR



Amar Sewa Mandal's

LESSON PLAN

Presented by : MISS RUTVIKA N PUROHIT

Subject : ECONOMICS

Class : B.ED III SEMESTER



TRADE

Questions to think about .

1. Which goods and services do we use for living our life with comfort?
2. From where do you buy this commodities?
3. What does shopkeeper take in exchange of goods from us?
4. What is the act of buying and selling called?



Trade : The process of buying and selling of goods and services is called Trade.

- ▶ Trade is a transfer of goods and services from an individual or entity to another individual in exchange of money.
- ▶ We need various things to live life comfortably, so we buy them, and hence we create demand for them .
- ▶ To fulfil the demand of this products, production of this things is done by producers .
- ▶ The person who buys or purchases goods or services for use is a consumer and the person who sells them is seller .

Visible Trade : When there is buying and selling of goods, it is called *visible trade*.

Ex. Buying vegetables from vegetable vendor.

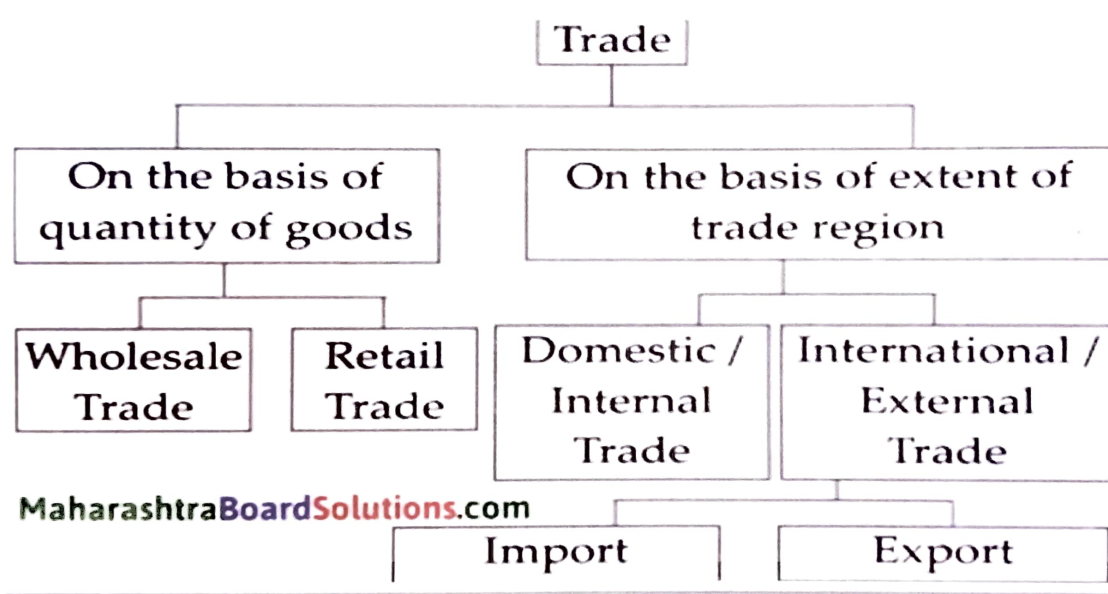


Invisible Trade : When there is an exchange of service, it is called *invisible trade*.

Ex. Consultation from doctor



Types of Trade



According to the quantity of goods :

1. Wholesale
2. Retail

1. **Wholesale Trade** : When commodities are bought by traders on a large scale directly from the producers, industrialist, farmers, etc.
2. **Ex.** The Orchard owner of mangoes and oranges sell their entire production to wholesaler.
3. **Retail Trade** : When the trader buys goods from wholesale trader and sell it directly to consumer ,then it is known as retail trading.
4. **Ex.** The shopkeeper selling goods, vegetable vendor in market.

According to the extent of region of trade :

1. Domestic trade
2. International trade

- ▶ **Domestic Trade** : When a trade takes place between the different regions within the same country, it is called Domestic Trade.
- ▶ **International Trade** : When a trade of goods and services takes place between one country to other country, it is called International Trade. When trade takes place between two countries, it is Bilateral Trade. When trade occurs between two or more countries it is called Multilateral Trade

International Trade is of two types :

1. Import
2. Export

- ▶ **Import** : When a country buys goods and services from another country, it is called Import .
- ▶ Ex. India buys crude oil from Middle-East Asians Countries.
- ▶ **Export** : When a country produces excess goods and services than required, it sells it to countries which have a demand for it, it is called Export .
- ▶ Ex. India exports Organic products, Refined Petroleum, Diamonds and Packed Medicaments to USA.



INDIA'S EXPORT OF ORGANIC PRODUCTS



We learnt about :

- ▶ Trade.
- ▶ Visible and invisible trade.
- ▶ Types of trade on the basis of quantity and on basis of extent of region of trade.
- ▶ On the basis of quantity there are two types of trade; 1. Wholesale Trade 2. Retail Trade
- ▶ On the basis of extent of region there are two types of trade; 1. Domestic Trade 2. International Trade
- ▶ International Trade are of two types; 1. Import 2. Export

THANK YOU



Amar Seva Mandal , Nagpur

Late. Govindrao Wanjari College Of Education

Butibori, District. Nagpur

Year 2020 - 2021



B.ED SEMESTER – III

Final Lesson :- Biology

Submitted to.

Pranjul Awadhiya

Submitted to.

Dr. Bharti Sharma

Dr. Chitra vaidya

Biology

सं. पं. नं.
School

विषय
Topic

Useful and Harmful Microbes

पाठ साहित्य
Material Aids

Colourful chalks, charts

पूर्व ज्ञान

Student Know about

• Previous Knowledge

(A.)

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Sub Skill
I N T R O D U C T I O N		<p>→ To check Previous Knowledge</p> <p>→ To check their Attention.</p> <p>→ Effectiveness.</p> <p>→ Arousing Curiosity</p>

(B.)

ANNOUNCEMENT OF AIM →

Microbes

Date

IX

Class

germs, cell, disease etc

तासिका अवधी 30 min

Length of the Period

अध्यायानुभव Learning Experience

अध्यापक कृती
Teacher's Activities

छात्र कृती
Student's Activities

Q → During this pandemic everyone know about germs what do we called germs scientifically?

Ans → Microorganisms are called as germs.

Q → How do you define Micro-organisms?

Ans → Microorganisms are very very small living organisms, made up of either single cell or by multicells, and they can't be seen by our naked eyes.

Q → Why do we called them Microorganisms?

Ans → Because they have very tiny size of cells by which they called as Micro.

Q → By which thing we can see them?

Ans → We can see them only by Microscope.

Q → What is Microscope?

Ans → An instrument which enlarge the size of the cell enough to see them properly.

Q → In what way M.O play important role in our daily life?

Problematic Question

Today we will learn about Useful and Harmful Microorganisms

Knowledge

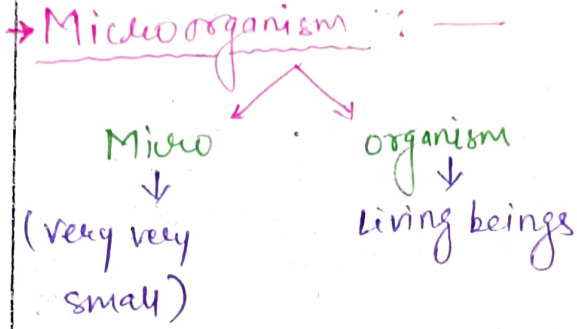
cur

Curiosity

(C.)

Steps of Lesson	Teaching Points	Sub Skill
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Knowledge
Student recalls the definition of M.O.

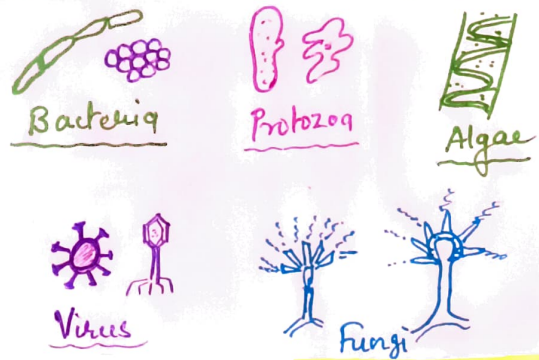
→ Habitat of Microorganisms →



Comprehending
Student explains the habitat of M.O.
Skill → student draws diagram.

→ Classes of Microorganism

- Bacteria
- Fungi
- Algae
- Protozoa
- Virus



Knowledge
Student defines the class of Microbes.

→ Role of Microorganisms →
According to Role M.O are 2 types.

① useful M.O. ② Harmful M.O.
useful M.O. are called Friends & Harmful M.O. are called Foe.

<u>Useful M.O.</u>	<u>Harmful</u>
Lactobacillus Bact	Viruses
Rhizobium Bact	Bacter
Yeast	Fungi
penicillium fungi	Protozo
spitulling Bact.	

respective

Comprehending →
Student describes the role of Microbes & side effects as well.

शिक्षक गतिविधि
Teacher's Activities

छात्र गतिविधि
Student's Activities

Teacher explains the content and asks questions during explanation.

Student understands the lesson and notes down the content & tries to give reply of the questions.

Q. How many types of M.O. are found in nature?

Ans. There are 5 classes of M.O. are found which are Bacteria, Virus, Fungi, Algae, Protozoa.

Teacher shows charts and draw the picture about M.O. Habitat & explains the Habitat of M.O.

Student listens carefully & understands.

Q. Where does M.O. are found in nature?

Ans. M.O. are found in ranging from ice cold to hot climate, in soil, air, water, animal, plants etc.

Teacher explains the types of M.O. Based on their role with the charts.

Student observes chart & understands the M.O. species which have different role.

Q. What do we called the useful Microorganisms?

Ans. Useful M.O. are called as Beneficial M.O. which are used in various ways in our daily life.

Q. Which Bacteria is called N_2 fixing Bacteria? Why?

Ans. Rhizobium Bacteria is called N_2 fixing Bacteria because it fixed atmospheric N_2 .

Q. A fungi is used for Medicinal purpose which is it?

Ans. Penicillium fungi is used in production of Antibiotics called Penicilline.

Teacher further explains Harmful M.O. by using chart.

Student listens carefully & understands it.

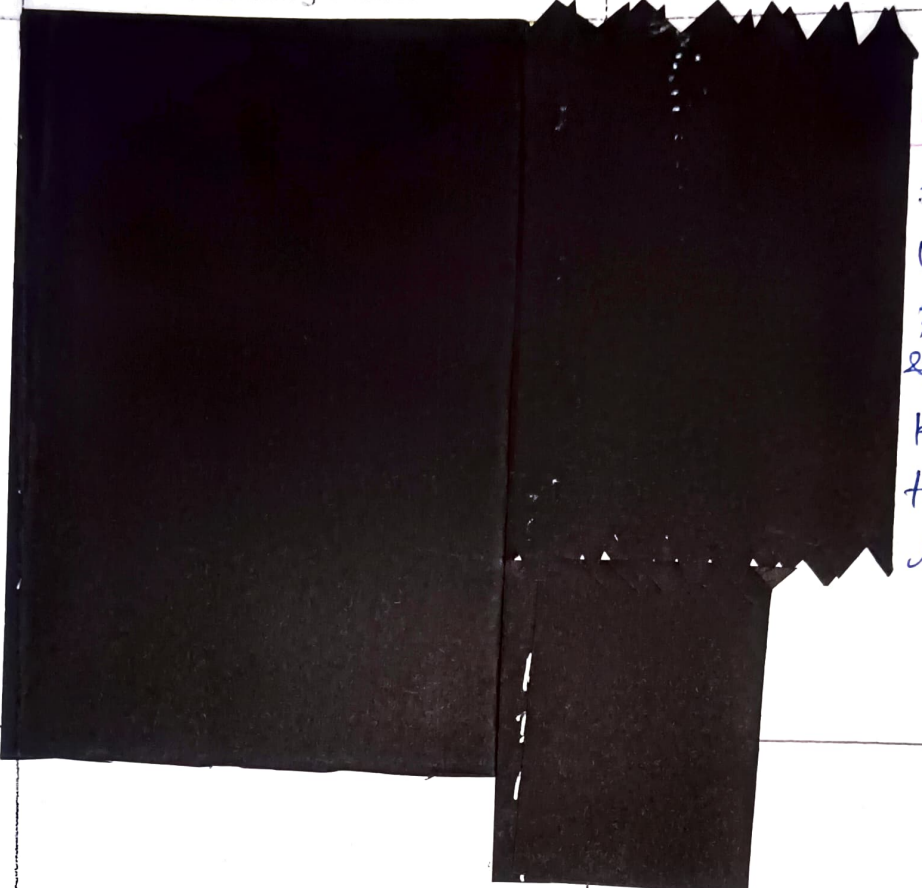
पाठ्याच्या पायऱ्या
Steps of Lesson

अध्यापन मुद्दे
Teaching Points

उद्दिष्टे व विशिष्टके
Sub Skill

(C.)

PRESENTATION



Applicat
student
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(D.)

RECAPTULATION

- To strengthen the acquired knowledge.
- To test the taught topic.
- To revise the knowledge gained by student.
- To have the feedback.

Teacher's Activities	Student's Activities
<p><u>Que</u>, What are the harmful effects of harmful M.O.?</p>	<p><u>Ans</u>, Harmful M.O. Causes many harmful effects like causing diseases, spoilage of food, clothes & leather.</p>
<p><u>Que</u>, Microorganisms which causes disease are called ?</p>	<p><u>Ans</u>, M.O. which causes disease are called pathogens.</p>
<p>Teacher shows chart & describes various diseases which are caused by various M.O.</p>	<p>Student observes the chart & understands the content.</p>
<p><u>Que</u>, Name the disease which are caused by Bacteria.</p>	<p><u>Ans</u>, Cholera, Tuberculosis, Typhoid, Tetanus, food poisoning.</p>
<p>After explanation teacher recapitulates the lesson with asking few questions.</p>	<p>Student tries to give answer those questions.</p>
<p><u>Que</u>, Which Microbe turns milk into curd ?</p>	<p><u>Ans</u>, Lactobacillus Bacteria forms curd from milk.</p>
<p><u>Que</u>, Which M.O. responsible for alcohol production ?</p>	<p><u>Ans</u>, Yeast is responsible for Alcohol production.</p>
<p><u>Que</u>, AIDS is an immune disease caused by ?</p>	<p><u>Ans</u>, AIDS is caused by Virus.</p>
<p><u>Que</u>, Microbes which are used to increase soil fertility are called as ?</p>	<p><u>Ans</u>, Microbes are used to increase soil fertility are called as biofertilizers.</p>

शिक्षण पायन्या
Steps of Lesson

अध्यापन मुद्दे
Teaching Points

उद्दिष्टे व विशेषके
Sub Skill

(E.)

HOMEWORK

→ To develop the self study habit

→ To enhance the learning, reading skill.

फलक सार

Black Board Summary

Date -

Subject - Biology

Class - IX

Topic - Useful and Harmful Microorganisms

Time :- 35 min

Teaching Points

- Microorganisms
- Classes of M.O.
 - * Bacteria
 - * Protozoa
 - * Virus
 - * Fungi
 - * Algae
- Useful M.O. & their Beneficial role
- Harmful M.O. & their effects & pathogenic disease.



Home Work

- Ques Match the pair →
- (i) curd formation - Penicillium
 - (ii) Antibiotic Production - E.Coli
 - (iii) Digestion of food - yeast
 - (iv) Alcohol Production - Lactobacillus

Teacher's Activities

Teacher writes the Home work on black board.

Ques → Match the pair.

- (i) Curd formation → Penicillium
- (ii) Antibiotic productⁿ → e. coli
- (iii) Digestion of food → yeast
- (iv) Alcohol Production → Lactobacillus

Student's Activities

Student note down the home work from black board.

पर्यवेक्षक अभ्युक्ती Supervisor's Remarks



AMAR SEWA MANDAL NAGPUR
LATE GOVINDRAO WANJARI
COLLEGE OF EDUCATION



BUTIBORI, NAGPUR

SESSION 2021-2022

Semester 3

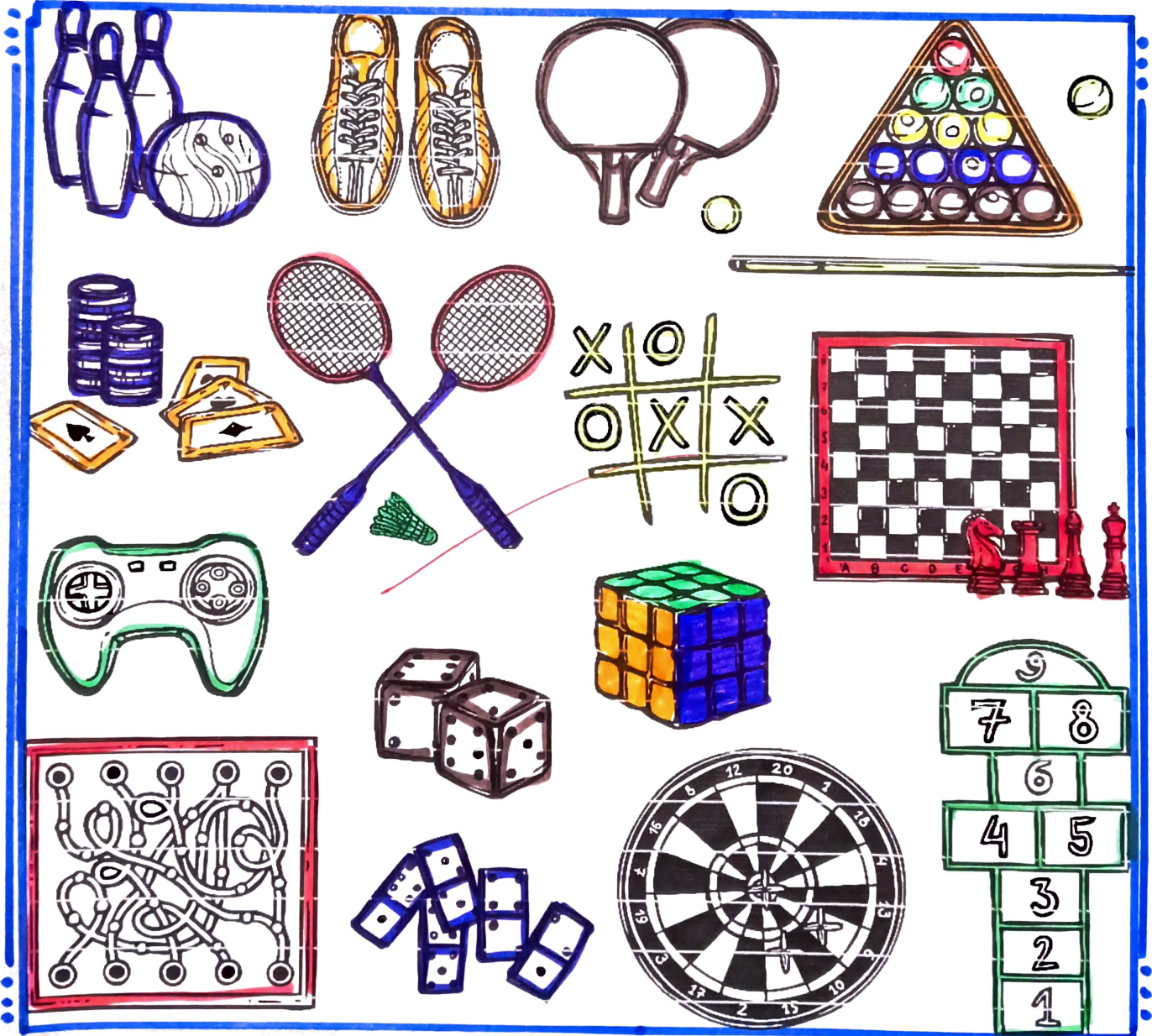
Final Lesson

History

SUBMITTED BY
ROSELIN FRANK JOSEPH

अंतिम पाठ नियोजन

विषय - इतिहास



पाठांक : _____
(Sr. No.):

दिनांक : _____
(Date):


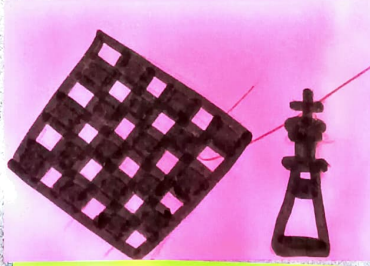

वर्ग : 10 वीं
(Class):

विषय : इतिहास
(Subject):

विषयांश : खेल और इतिहास
(Topic):

शाळा : _____
(School):

अध्ययनानुभव Learning Experience

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives and Specification
प्रस्तावना		- पूर्वज्ञान जागृत करना। - विद्यार्थी के ज्ञान का परीक्षण करना।
		- विद्यार्थी के पूर्वज्ञान का नये ज्ञान से संबंध जोड़ना।
उद्देश्य कथन		हम खेल

पाठ साहित्य: ~~चॉक, बोर्ड, पुस्तक, मॉडल~~
(Material Aids):

पूर्वज्ञान: ~~विद्यार्थी खेल की सामान्य जानकारी रखता है।~~
(Previous Knowledge):

तासिका अवधि: ~~40 मिनट~~
(Duration of Period):

अध्यापक कृती Teachers Activities	विद्यार्थी कृती Students Activities
शिक्षिका पूर्वज्ञान पर आधारित कुछ प्रश्न पूछती है।	विद्यार्थी ध्यानपूर्वक सुनता तथा प्रश्नों के उत्तर देता है।
① खेल का क्या अर्थ है?	① मनोरंजन व शारीरिक व्यायाम के लिए किए जाने वाली कृती
② इस चित्र में कौनसा खेल दिखाया गया है?	② हॉकी।
③ इस चित्र में कौनसा खेल दिखाया गया है?	③ शतरंज।
④ इस खेल का नाम बताओ।	④ फुटबॉल।
⑤ खेल का इतिहास बताओ। और इतिहास के बारे में पढ़ेंगे।	⑤ समस्यात्मक प्रश्न

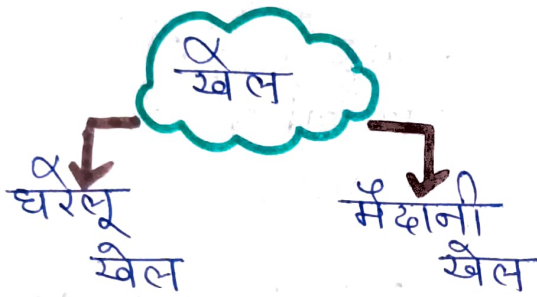
पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives and Specification
वि ब य वि	<p>खेल के प्रकार</p> <p>① घरेलू खेल</p> <p>② मैदानी खेल</p>	<p><u>जान</u> - विद्यार्थी को खेल की सामान्य जानकारी है।</p> <p><u>आकलन</u> - विद्यार्थी घरेलू खेल की परिभाषा देता है।</p>
वै घ न	<p>② मैदानी खेल</p>	<p><u>जान</u> - विद्यार्थी को घरेलू खेल का जान है।</p> <p><u>आकलन</u> - विद्यार्थी मैदानी खेल के उदाहरण बताता है।</p>

अध्यापक कृती
Teachers Activities

विद्यार्थी कृती
Students Activities

शिक्षिका विद्यार्थी को खेल के प्रकार स्पष्ट करती है।

विद्यार्थी ध्यानपूर्वक सुनता तथा परिभाषा लिखता है।



① घरेलू खेल - एक स्थान पर बैठकर खेल जाने वाले खेलों को घरेलू खेल कहते हैं।

विद्यार्थी परिभाषा लिखता है।

उदाहरण - शतरंज, कैरम

* घरेलू खेल के नाम बताओ।

* शतरंज, कैरम

② मैदानी खेल - मैदान पर खेल

जाने वाले खेलों को मैदानी खेल कहते हैं।

उदाहरण - हॉकी, फुटबॉल

विद्यार्थी उदाहरण बताता है।

पाठान्या पायन्या Steps of Lesson	अध्यापन गुदे Teaching Points	उद्दिष्टे व विशिष्टके Objectives and Specification
पु		- पढाए गए पाठ का परीक्षण करना।
न		- पाठ के बारे में
स		विद्यार्थी को सुदृढ़ बनाना।
व		- स्वयं - अध्ययन की
औ		आदत डालना।
क		- विद्यार्थी में आत्म-
न		विश्वास जागृत
		करना।
गृ		- विद्यार्थी को स्वयं-
ह		अध्ययन करने के
का		लिए प्रेरित करना।
र्य		- विद्यार्थी में विषय
		संबंधी रुची बढ़ाना।

अध्यापक कृती
Teachers Activities

शिक्षिका पढाए गए पाठ पर आधारित प्रश्न पूछती है।

① खेल क्यों खेले जाते हैं?

② खेल के कितने प्रकार हैं?

③ खेल के प्रकार बताओ।

④ घरेलू खेल के नाम बताओ।

शिक्षिका गृहकार्य फलक पर लिखती है।

खेल के प्रकार, परिभाषा तथा उदाहरण लिखो।

विद्यार्थी कृती
Students Activities

विद्यार्थी ध्यानपूर्वक सुनता तथा प्रश्नों के उत्तर देता है।

① मनोरंजन तथा शारीरिक व्यायाम के लिए।

② दो प्रकार

③ घरेलू प्रकार
मैदानी प्रकार

④ शतरंज

विद्यार्थी गृहकार्य कॉपी में लिखता है।

विषय - इतिहास

विषयांश - खेल और इतिहास

दिन -

दिनांक -

कक्षा - 10 वीं

समय - 40 मिनट

खेल

घरेलू
खेल

मैदानी
खेल

घरेलू खेल - एक स्थान पर
बैठकर खेल

जाने वाले खेलों को घरेलू
खेल कहते हैं।

उदाहरण - शतरंज, कैरम

मैदानी खेल - मैदान पर
खेले जाने वाले
खेलों को मैदानी खेल
कहते हैं।

उदाहरण - हॉकी, खो-खो

गृहकार्य - खेल के प्रकार,
उनकी परिभाषा
तथा उदाहरण लिखो।

पर्यवेक्षक अभ्युवती (Supervisor's Remarks)

Introduction of Topic was good.
Explanation was good.



पर्यवेक्षकाची सही

AMAR SEWA MANDAL NAGPUR
LATE GOVINDRAO WANJARI
COLLEGE OF EDUCATION



BUTIBORI, NAGPUR

SESSION 2021-2022

Semester 3

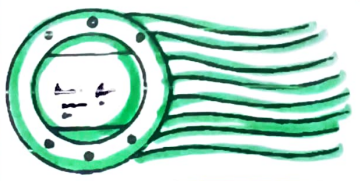
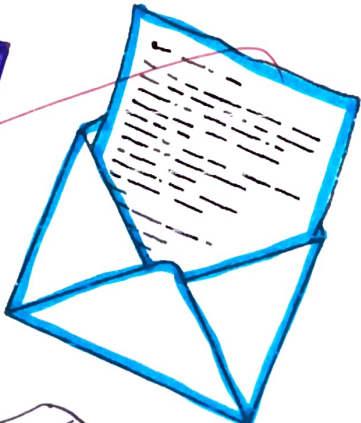
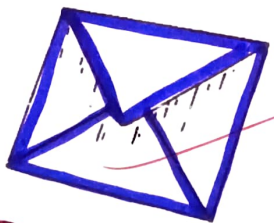
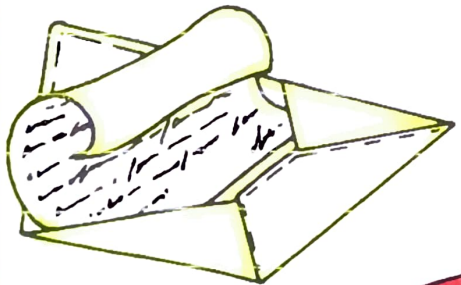
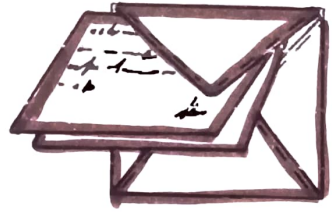
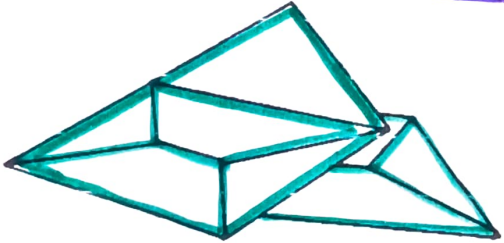
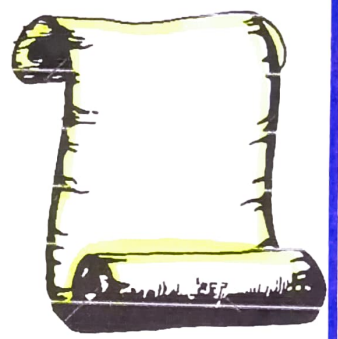
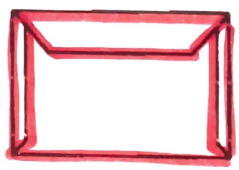
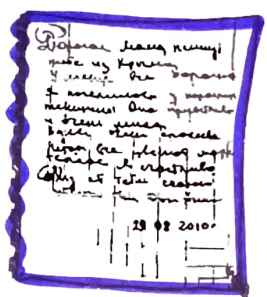
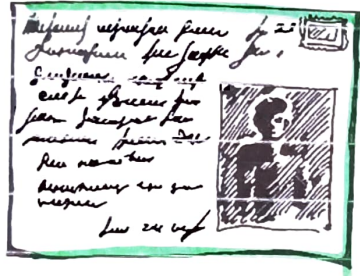
Final Lesson

Hindi

SUBMITTED BY
ROSELIN FRANK JOSEPH

अंतिम पाठ नियोजन

विषय - हिन्दी



पाठांक : _____
(Sr. No.):

दिनांक : _____
(Date):

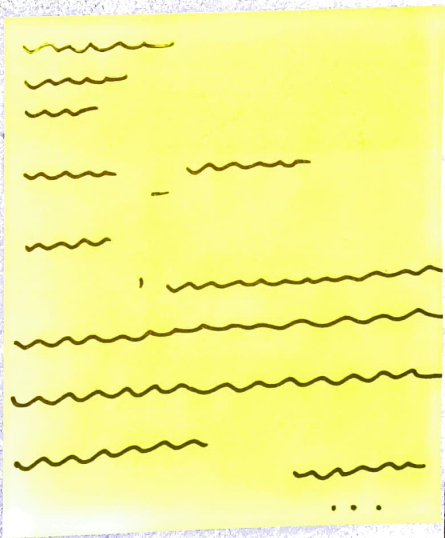
वर्ग : _____
(Class): 8 वीं

विषय : _____
(Subject): हिंदी

विषयांश : _____
(Topic): चिट्ठियों की अनुठी दुनिया

शाळा : _____
(School)

अध्ययनानुभव Learning Experience

पाठाच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives and Specification
प्र स्ता व ना		- पूर्वज्ञान जागृत करना। - विद्यार्थी के ज्ञान का परीक्षण करना। - पूर्वज्ञान का नए ज्ञान से संबंध जोड़ना।
उद्देश्य कथन	आओ बच्चों आज	EM

पाठ साहित्य: चौक, डस्टर, श्यामपट्ट, चार्ट, पत्र नमूना
(Material Aids):

पूर्वज्ञान: विद्यार्थी को चिट्ठी की सामान्य जानकारी है।
(Previous Knowledge):

तासिका अवधि: 40 मिनट
(Duration of Period):

अध्यापक कृती Teachers Activities	विद्यार्थी कृती Students Activities
शिक्षिका पूर्वज्ञान पर आधारित कुछ प्रश्न पूछती है।	विद्यार्थी ध्यानपूर्वक सुनता तथा प्रश्नों के सही उत्तर देता है।
① (पत्र दिखाते हुए) यह क्या है?	① पत्र
② हम दूर रहनेवालों तक पत्र क्यों भेजते हैं?	② संदेश देने के लिए
③ पत्र भेजने के लिए कहाँ जाना पड़ता है?	③ पोस्ट-ऑफिस
④ पत्र कितने प्रकार के होते हैं?	④ दो
⑤ चिट्ठियों के विषय में आप और क्या जानते हैं?	⑤ समस्यात्मक प्रश्न
चिट्ठियों की अगुठी दुनिया पढ़ें।	पढ़ें।

पाठ्याच्या पायऱ्या Steps of Lesson	अध्यापन मुद्दे Teaching Points	उद्दिष्टे व विशिष्टके Objectives and Specification
ख	व्याख्या - विधी + पठन	<u>ज्ञान</u> - विद्यार्थी पठन जानता है।
घ		<u>आकलन</u> - विद्यार्थी पठन करता है।
च		
ख	चिट्ठी	<u>ज्ञान</u> - विद्यार्थी पत्र की सामान्य जानकारी रखता है।
वे	- औपचारिक - अनौपचारिक	<u>आकलन</u> - विद्यार्थी प्रकार स्पष्ट करता है।
च		
न	चिट्ठी के विभिन्न भाषा में नाम - - अंग्रेजी - लेटर - उर्दू - खत - तेलगु - उत्तरम - कन्नड - काबाड़	<u>ज्ञान</u> - विद्यार्थी पत्र की सामान्य जानकारी रखता है। <u>आकलन</u> - विद्यार्थी पत्र के अन्य नाम स्पष्ट करता है।

पत्र के प्रकार

- ① औपचारिक पत्र
 - ② अनौपचारिक पत्र
- ० — ० —

अध्यापक कृती
Teachers Activities

शिक्षिका पाठ का सस्वर पठन करती हैं तथा विद्यार्थी से पठन करने को कहती हैं।

शिक्षिका पत्र के प्रकार स्पष्ट करती हैं।

- ① राजपत्र
- ② अराजपत्र

* पत्र के कितने प्रकार हैं? नाम बताओ।

शिक्षिका विद्यार्थी को चिट्ठी के दूसरे भाषाओं के नाम बताती हैं।

- ① अंग्रेजी - लैटर
- ② उर्दू - खत

विद्यार्थी कृती
Students Activities

विद्यार्थी ध्यानपूर्वक सुनता हैं तथा पठन करता हैं।

विद्यार्थी ध्यानपूर्वक सुनता हैं।

* पत्र के दो प्रकार हैं -

- ① राजपत्र
- ② अराजपत्र

विद्यार्थी ध्यानपूर्वक सुनता तथा कॉपी में लिखता हैं।

पाठान्या पायच्या
Steps of Lesson

अध्यापन मुद्दे
Teaching Points

उद्दिष्टे व विशिष्टके
Objectives and
Specification

पु

न

वा

वृ

त्ति

- पढाए गए पाठ
का परीक्षण करना।

- पाठ के बारे में
विद्यार्थी को सुदृढ़
करना।

- स्वयं-अध्ययन की
आदत डालना।

- विद्यार्थी में आत्म-
विश्वास जागृत करना।

गृ

ह

का

र्ष

- विद्यार्थी को स्वयं-
अध्ययन के लिए
प्रेरित करना।

- विद्यार्थी में विषय
संबंधी रुची बढ़ाना।

अध्यापक कृती
Teachers Activities

शिक्षिका विद्यार्थी से पढाए गए पाठ के आधार पर कुछ प्रश्न पूछते हैं

① उर्दू में चिट्ठी को क्या कहते हैं ?

② पत्र (चिट्ठी) कितने प्रकार के होते हैं ?

③ पत्र (चिट्ठी) के प्रकार बताओ।

④ अंग्रेजी में पत्र (चिट्ठी) को क्या कहते हैं ?

शिक्षिका फलक पर गृहकार्य लिखती हैं।

- अपने मित्र को अपने जन्मदिन पर आमंत्रित करने के लिए चिट्ठी लिखें।

विद्यार्थी कृती
Students Activities

विद्यार्थी ध्यानपूर्वक सुनता तथा उत्तर देता है।

① खत

② दो प्रकार

③ औपचारिक
अनौपचारिक

④ लेटर

विद्यार्थी गृहकार्य कॉपी में लिखता है।

विषय - हिंदी

विषयांश - चिट्ठी की मनुठी दुनिया

दिन -

दिनांक -

कक्षा - 8वीं

समय - 40 मिनट

पत्र के प्रकार

- औपचारिक पत्र
- अनौपचारिक पत्र

चिट्ठी के विभिन्न
भाषाओं से नाम :-

हिन्दी - पत्र, चिट्ठी

अंग्रेजी - लेटर

उर्दू - खत

संस्कृत - पत्र

गृहकार्य - अपने मित्र
की अपने

जन्मदिन पर आमंत्रित
करने के लिए चिट्ठी
लिखो।

पर्यवेक्षक अभ्युवती (Supervisor's Remarks)

- * Explanation was good
- * class was interactive and interesting
- * Maintained discipline


पर्यवेक्षकाची सही

AMAR SEWA MANDAL, NAGPUR

LATE GOVINDRAO WANJARI COLLEGE OF EDUCATION



BUTIBORI, NAGPUR

SESSION 2021-2021

B.ED (SEM-III)

FINAL LESSON FILE

METHODS -

(1) PHYSICS

(2) MATHEMATICS

SUBMITTED BY :-

MADHURI MADHUKAR LAHABAR

PHYSICS FINAL

LESSON PLAN

Page No.

Date: / /

Date-

class- 8th

Time- 35 min

subject- Physics

Topic - A force can change the state of motion, shape

General objectives

- 1) To develop the interest of students in learning science.
- 2) To enable them to get knowledge contained in the class.
- 3) To inculcate creativity in the class.
- 4) To develop the abilities of imagination, reasoning and observation.
- 5) To develop the understanding about the reality and observation.
- 6) To enable the students to make use of study of physical science in their day to day life.
- 7) To help the students in making their minds and habits disciplined.

- 8) To help the students in the development of moral value, devoid of false notion, misbelief and superstition.
- 9) To help the students in preparing them for future professions.
- 10) To provide students to acquire deep insight with facts and principles of physical sciences.

Specific objectives

- 1) Knowledge objective -
To enable to students to learn about what happens when a force acts on an object.
- 2) Understanding objective -
To enable the students to observe that force applied on an object may change its speed.
- 3) Application objective -
To enable the students to give examples of situations and apply their knowledge

Teaching Aid - Blackboard, chalk, Duster, clay model Ball.

Previous knowledge - The students must have general familiarities with force, situation in which they.

Introduction -

Ser. No.	Pupil-Teacher's Activity	Pupil's Activity
1)	What do you know about force?	It is pull / push on an object.
2)	When does a force come into play?	when the interaction between two object arises.
3)	moving a book placed on a table is which kind of action - pushing, pulling, lifting or all of these?	Push and pull.
4)	what happens when a force act on an object?	No answer.

statement of Aim :-

Students! Today we will study about what happens when a force acts on an object

Presentation :-

Teaching points	Pupil-Teacher's Activity	Pupil's Activity
Introduction	<p>Introduction :- Teacher will tell the students that by applying force, we can change the motion, shape of an object. state of motion of an object is described by its speed and direction of motion.</p>	Listen carefully
	<ul style="list-style-type: none"> The state of rest is considered to be state of zero speed. An object may be at rest or in motion both are its state of motion. 	
force can change state of motion	<p>Force can change state of motion- A force applied on an object may change its speed ① IF the force is applied in the direction of object's motion,</p>	

the speed of object increases.

example - Basketball player is hitting the ball which is in motion.

(2) If the force is applied in the direction opposite to the direction of motion, then it results in decrease in speed.

example - Goalkeeper in football apply force to stop the football

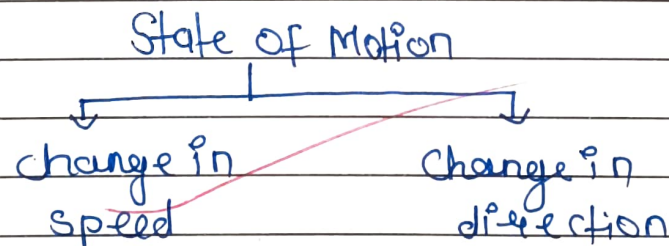
student's will not it down in their notebook

Teaching method

Blackboard activity

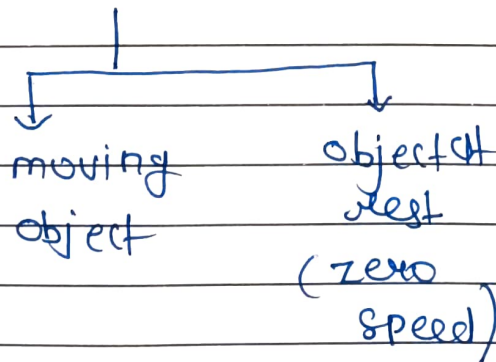
Evaluative work

Lecture method



Pupil teacher is checking the notebook of few students

Lecture cum demonstration method.



Teaching point	Pupil-Teacher's Activity	Pupil's Activity
	<p>③ Another situation is that when force is applied to an object does not result in any change in the state of motion.</p> <p>example - A heavy box may not move at all even if you apply maximum force alone.</p>	<p>Listen carefully.</p>
<p>force can change shape of an object</p>	<p>Force can change shape of an object :-</p> <p>when a force acts on an object, the object may change shape by bending, stretching or compressing or the combination of all three.</p> <p>Examples -</p> <p>① chapati dough can be change into chapati's by applying force using roller.</p> <p>② A rubber band elongates when stretched.</p> <p>③ Any shape can be given to clay using force.</p>	<p>student's will note it down in their notebook</p>

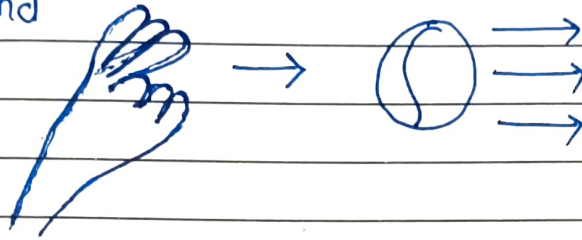
Teaching method

Blackboard Activity

Evaluative work

Lecture method.

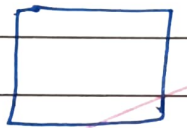
Hand



pupil teacher is swearing in the class.

Lecture cum demonstration method

One person



Heavy box

~~does not know~~

Evaluative questions :-

- 1) Give two examples, each of situations in which you push or pull to change the state of motion of objects.
- 2) Give two examples of situation in which applied force causes a change in the shape of an object.

Home Assignment :-

- 1) A blacksmith hammers a hot piece of iron while making a tool. How does the force due to hammering affect the piece of iron?
- 2) Write an example in which a force applied on an moving object changes its speed.

MATHEMATICS FINAL

LESSON PLAN

Page No.

Date: / /

Topic - Perimeter And Area

General Aims

To enable students to understand the utility of mathematics

To develop the logical and reasoning power of students.

To arouse the interests of students.

To enable students to understand the concept of mathematics.

Specific Objective Knowledge

The student will be able to recall perimeter and Area.

~~The students will be able to recognise perimeter and area.~~

Understanding

The student will be able to give example of perimeter and Area.

Application

The students will be able to use perimeter and Area in their future

Skills

The students will be able to evaluate acquired knowledge.

Teaching Aids

chalk, duster, pointer, roller board.

Previous knowledge

Students have the previous knowledge of perimeter and Area.

Introduction

Teacher Activity

Q. Name some things in your classroom?

Q. What is the shape of charts, blackboard?

Q. How many sides rectangle have?

Student's Activity

Ans- Table, Chair, blackboard, charts, etc. some things in classroom.

Ans- The shape of chart and blackboard is rectangle.

Ans- Rectangle have four sides.

Q. The space enclosed by 4 sides of rectangle is known as ?

Ans- The space enclosed by rectangle is called area.

Q. What is area of a triangle ?

unclean answer.

Announcement of the topic

The Area of triangle is half product of base and height. today we will study about perimeter and Area in detail.

Teaching point

Pupil Teacher Activity

student Activity

Explanation

Area of parallelogram and triangle

Area of a parallelogram is equal to area of rectangle where length is base of parallelogram and breadth is height of parallelogram.

Area = base \times height

ly, Area of triangle is half the area of parallelogram.

Area = $\frac{1}{2}$ \times base \times height

Student will listen carefully.

Model questions

Q. Find the area of parallelogram with base 7cm and height 4cm

Solution →
 Area of Para. = $b \times h = 7 \times 4 = 28 \text{ cm}^2$
 Area of A =

Q. Find the area of triangle where base 5cm and height 3.2cm

Area of $\Delta = \frac{1}{2} \times b \times h$
 $= \frac{1}{2} \times 5 \times 3.2$
 $= 80 \text{ cm}^2$

Students
listen
carefully

Exercise question

Q) Find area of a parallelogram and area of a triangle with base 15cm and height 4.8cm

Student teacher will ask student to notebook the question and solve them she herself observe them.

Students

Q) Circumference and area of circle

Developmentary question

- ① Name the shape made up of curve?
- ② The perimeter of square?
- ③ what is circumference?

Explanation -

listen
carefully

circumference is like perimeter of length of the boundary of a circle.

Students will listen carefully

Area of a circle is πr^2

where $\pi = \frac{22}{7}$ and r , radius = 7cm

model question

Q) circumference and area of circle of radius 7cm.

solution \rightarrow circumference
 $= 2\pi r$
 $= 2 \times \frac{22}{7} \times 7$
 $= 44 \text{ cm}$

students will listen carefully

Area of circle $= \pi r^2$
 $= \frac{22}{7} \times 7 \times 7$
 $= 154 \text{ cm}^2$

Exercise question

Find- circumference of circle whose radius 14cm.

student teacher will ask student to solve the question.

Black Board work

student teacher will ask students notedown the black board work.

Recapitulation question

1. True or False

a) Area is the part of plane occupied by closed figure.

b) Radius of a circle is twice the diameter of a circle.

2. Fill in the blanks.

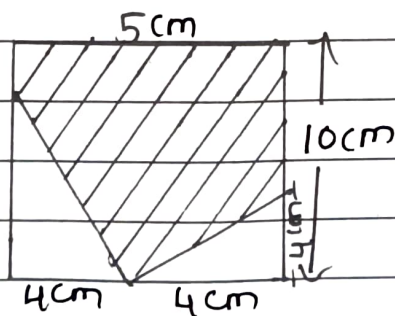
a) The distance around a circular region is known as _____

b) _____ distance around a closed figure

c) Diameter of a circle passes from the _____ of a circle.

Homework

1) Find the area of shaded region

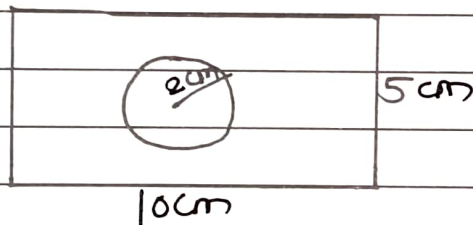


2. Find

① The area of whole land

② The area of circular land

③ The area of lawn excluding the circular flower bed)



Black board Summary

Date - sub - maths Time -
Day - Topic - perimeter & Area class -

$$\text{Area of parallelogram} = b \times h$$

$$\text{Area of triangle} = \frac{1}{2} \times b \times h$$

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

TRIANGLE

AREA

$$A = \frac{1}{2} \times b \times h$$

PERIMETER

$$P = a + b + c$$

CIRCLE

AREA

$$A = \pi r^2$$

PERIMETER

$$C = 2 \pi r$$

Page No.

Date : / /

PARALLELOGRAM

AREA

$$A = bh$$

PERIMETER

$$P = 2(a+b)$$

Black board writing, please
ask more questions.

