

Chembur Education Society's

Chembur Sarvankash Shikshanshastra Mahavidyalaya, R. C. Marg, Chembur, Mumbai 400071



Data Validation and Verification

SSR Criterion 2: Teaching-learning and Evaluation

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment

- 1. Format of Criteria and Weightages for interns" performance appraisal used
- 2. Five filled in formats for each of the aspects claimed

2.4 Competency and Skill Development

2.4.13 Format for criteria and weightages for interns' performance appraisal used

Principal Principal Chembur Sarvankash Shikshanshastra Mahavidyalaya R.C. Marg, Chembur, Mumbai - 400 071.



UNIVERSITY OF MUMBAI



Credit Based Choice System with effect from the academic year 2017-2018

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME

Principal I Page - Bobol Credit Based Choice System Chembur Sarvankash Shikshanshastra Mahavidyalaya R.C. Marg, Chembur, Mumbai - 400 071.

- v. History
- vi. Hindi
- vii. Mathematics
- viii. Marathi

II) Peace Education

III) Education for Rural Development

Elective course 3 -

Special Fields (Select any one)

- 1. Action Research
- 2. Guidance and Counselling
- 3. Environmental Education
- 3. Interdisciplinary courses : Four courses , each in semester which are interdisciplinary in nature
 - · Gender, School and Society
 - Educational Management
 - Language Across the Curriculum
 - Creating an Inclusive School

Part B: Practicum component

- 1. Ability courses: Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.
 - Critical Understanding of ICT
 - Reading and Reflecting on Texts
- 2. Project Based Courses:
 - Internship
 - Community work (I & II)
 - Action Research
 - · Participation in Co-curricular Activities in college
- 3. Audit courses: Student has to opt any one, spread throughout the 4 semester, will be certified in 4th semester only, by head of the institution.
 - Understanding the Self
 - Drama and Art in Education

Each student is required to opt for one course from Pedagogy of School Subjects I (Elective Course 1) in Semester 2 which must be with respect to the graduation degree on the basis of which the student is admitted.

Each student is required to opt for any one of the course from Pedagogy of school subject II or Peace education or Education for Rural Development in Semester 3 (Elective Course 2). For Pedagogy courses students should opt for another pedagogy which they must have studied at least one paper at their Graduation /Post graduation.

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Science

Sanskrit

Urdu

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xi.



Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Participation in Community work 1 in collaboration with schools/ NGO's (for a period of 1 week)
- · Participation in Co-curricular Activities in college

Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks

- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- Shadowing of School Teacher (One Week) 5 lessons to be observed and recorded in Pedagogy of school subject 1
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)

Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks

- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- Maintain Reflective Journal with reference to internship program.

Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

- Internship for 5 weeks (4 weeks +1 week community work II)
- Develop learning resources
- ✓ Conduct Action Research
- ✓ During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject 1.
- ✓ 5 Co-teaching lessons with peers
- Maintain Reflective journal with reference to internship program.
- Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days) Year 2: 16-18 Weeks * 2 Semesters (200 Working Days) 20 Weeks for Internship (18 +including 2 weeks Community work) 200 working days are exclusive of admission and examination period Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)

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SCHEME OF ASSESSMENT AND EXAMINATION

Theory Courses: Semester End Examination

R.____60 marks for semester end examination of 2 hours duration for each theory course

- Pattern of Semester End Examination: For courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2).
- 5 questions of 10 marks each with external choice.
- · 2 short notes of 5 marks each with internal choice

University Examination will be held at the end of each semester.

Internal Assessment

Internal Assessment includes following aspects;

A. Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr.No	Particulars	Marks
1	Content test/ Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

(Content test is compulsory for Pedagogy of school subject 1 of 10 marks is a part of internal assessment.)

B. Practicum component of Part B Project Based Course:

- Semester wise detail documentation of the activities carried out under Project Based Course
 - a. Semester 1--Project Based Course 1 -----50 Marks
 - b. Semester 2--Project Based Course 2 ----100 Marks
 - c. Semester 3--Project Based Course 3 ----200 Marks
 - d. Semester 4--Project Based Course 4 ----150 Marks
- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)
 - a. Semester 1-- Critical Understanding of ICT
 - b. Semester 4--- Reading and Reflecting on Texts
- Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution

R.____Examination Scheme

Grading System: Conversion of Percentage of Marks to Grade Points:

The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

Principal

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B.Ed. CURRICULUM FRAMEWORK

B.Ed. CURRICULUN	FRAME	WORK		
Courses	Credits	External Marks	Internal Marks	Total Marks
	ester1			
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
Ability Course 1:Critical Understanding of ICT	3		50	50
Project Based Course 1	3		50	50
Total	24	180	220	400
Seme	ster 2			100
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6		100	100
Total	24	180	220	400
Semes	ter 3			100
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	1.2		200	200
Total	30	180	320	500
Semes	ter 4			
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Fexts	3		50	50
Project Based Course 4	9		150	150
Any one Audit Course(Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified n Semester 4	3			
Total Credits	33	180	320	500

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)

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Mahavidyalaya R.C. Marg. Chembur, Mumbai - 600 071

LESSON EVALUATION

CRITERIA	SUGGESTIONS IN DETAIL
SET INDUCTION	
(Appropriate, Related to topic)	
PRESENTATION :	
[Questioning, Reading,	
Demonstration, Explanation,	
Reinforcement, Stimulus Variation,	
Examples, Illustration, Adaptability,	
Presence of Mind etc.]	
CHALK BOARD WORK :	
Writing, Neatness, Organization,	
diagrams, use or coloured chalks,	
Appropriateness of summary]	
EVALUATION :	
[Scope, type, based on objectives]	
OBJECTIVES :	
[Whether all the objectives were	
fulfilled, if not, give suggestions]	*
CLASS ROOM MANAGEMENT	
[Pupil Participation,	
discipline, response]	
TEACHER : Content Knowledge	
[Lesson Preparation,	
enthusiasm, confidence]	
LEARNING RESOURCES :	
[Type, Visibility, Appropriateness,	
Innovation, Eco-Friendliness, etc]	
The second s	
Student teacher's self evolution	
विद्यार्थी शिक्षकांचे स्वयं-मूल्यमापन	

Signature of the Supervisior

Signature of the Guiding Faculty

Peer Lesson Observation

Name of the Student Tea विद्यार्थी - शिक्षकाचे नाव	cher :	Roll No. हजेरी क्र.	:	
School Name / शाळेचे नाव	:	Lesson No./पाट क्र.	:	
Unit / घटकाचे नाव		Std. / इयत्ता	:	
Subject / विषय	:	Date / दिनांक	:	1. * (*

Observation Cues / निरीक्षण सुचक

Set Induction / प्रस्तावना :

Statement of Aim / हेतुकथन :

Black - board work / फलक लेखन :

Concept Development / विषय विवेचन :

Evaluation / मूल्यमापनः

Method by the teacher / शिक्षकाची अध्यापन पध्दती

Aspects related to Constructivist approach / ज्ञानरचनावादानुसार आढळलेल्या बाबी

निरीक्षक प्राध्यापकांची सही Signature of the Observer

Teacher observation template (Shadow Lessons)

Sr. No.	Statement	Yes / No
1.	Curriculum is presented from part to whole, with emphasis on basic skills. घटकांचे सादरीकरण अंशाकडून पूर्णाकडे अशाप्रकारे करून मुलभूत कौशल्यावर भर दिला.	
2.	Curriculum is presented from whole to part with emphasis on big concepts. घटकांचे सादरीकरण हे संकल्पनांना प्राधान्य देत पूर्णाकडून अंशाकडे असे केले गेले.	
3.	Strict adherence to fixed curriculum is highly valued. विहित घटकालाच चिकटून राहण्यास प्राधान्य दिले गेले.	
4.	Pursuit of student questions is highly valued. विद्यार्थ्यांच्या प्रश्नांना प्राधान्य दिले गेले.	
5.	Curricular activities rely heavily on textbooks and workbooks. पाठ्यपुस्तकवार आधारित कृतींचा समावेश केला गेला.	
6.	Curricular activities rely heavily on primary sources of data and manipulative materials. घटकांचे सादरीकरण हे विविध प्रकारच्या कृतीद्वारे तसेचच अध्यापन साहित्याद्वारे झाले.	
7.	Students are viewed as "blank slates" on which information is etched by the teacher. विद्यार्थी कोरी पाटी असतात हे लक्षात घेऊन शिक्षकाने ठळकपणे अध्यापन केले.	3
8.	Students are viewed as thinkers with emerging theories about the world. विद्यार्थ्यांना मते असतात हे लक्षात घेतले गेले.	
9.	Teachers generally behave in a didactic manner, disseminating information to students. शिक्षकाने माहितीचे वितरण उपदेशात्मक पद्धतीने केले.	
10.	Teachers generally behave in the interactive manner, mediating the environment for students. शिक्षक व विद्यार्थी आंतरक्रिया घडली.	

11.	Teachers seek the correct answer to validate student learning. विद्यार्थ्यांचे अध्ययन घडले की नाही हे जाणून घेण्यासाठी अचूक उत्तराचाआग्रह धरला गेला.	
12.	Teachers seek the students' points of view to understand students' present conceptions for use in subsequent lessons. ? विद्यार्थ्यांचा दृष्टीकोन जाणून घेऊन संकल्पनांचे आकलन घडले की नाही हे ठरविले गेले.	
13.	Assessment of student learning is viewed as separate from teaching and occurs almost entirely through testing. अध्यापनानंतर प्रश्न विचारुन समजल्याची खात्री करुन घेतली गेली.	
14.	Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work. अध्यापनादरम्यान विद्यार्थ्यांचे निरीक्षण करून इतर मार्गानीही विद्यार्थ्यांचे मूल्यमापन केले गेले.	
15.	Students primarily worked alone. विद्यार्थी प्रामुख्याने एकेकटे कार्यरत होते.	
16.	Students primarily worked in groups. विद्यार्थी गटाने कार्यरत होते.	
Detailed	। reflective notes highlighting features of the lesson : (पाठविशेष)	
		×

Name & Signature of the shadowed school teacher

School Activ	vity / शालेय उपक्रम
Name of the Student-Teacher तिद्यार्थी शिक्षकाचे नाव :	Roll No. हजेरी क्र.: Date / दिनांक :
Name of the activity शालेय उपक्रमाचे नावः	Date / None /
अ) Introduction / प्रास्ताविक :	
Objectives of the activity / उपक्रमाची उद्दिष्टे :	
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5) Implementation of the activity / Participatio	a / and a manufly and a for a /
and a second of the activity / Participatio	त र सलिय उपक्रमाचा कायवाहा / सहभाग :

ड) Outcomes / उपक्रमांची फलनिष्पत्ती : इ) Conclusions / निष्कर्ष : ई) Reflection / विमर्षी चिंतन : Signature of in-charge of the School Activity

Chembur Education Society's

Chembur Sarvankash Shikshanshastra Mahavidyalaya, R. C. Marg, Chembur, Mumbai 400071



SSR Criterion 2: Teaching-learning and Evaluation

2.4 Competency and Skill Development

2.4.13 Five filled in formats for each of the aspects

Principal

Principal Chembur Sarvankash Shikshanshastra Mahavidyalaya R.C. Marg, Chembur, Mumbai - 400 071.

Chembur Sarvankash Shi Swami Vivekanand Chow www.cssm.in • Err		Mahavidya i - 400 071. ^{uin}	laya	अध्यापन Metho अध्यापन Date : दिनांक Roll.N		No.Co 18 क.	tes int
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3) Content Development Student's Activity : आशय विकसन विद्यार्थी कृती Teacher-1 -> Teacher show on moder of student Observe/e trignametry application and ask some question. -) which type of this triangle? Student . thingking I measure the thight of the and anselucaring triangle ? I How we can calculate the distance between BC? + which formala we used? -How may degree angle is this! Sob by this activity we get answer that but the value of tan 45°. J Know that's why I can . canculate it easily I so this activity we get answer but the value of tan 45" I know that why I can carculate it easily 2 So, This mathe touch will explain you further table . eacher 1. 108 those table once again Drill this example to solve thin So, Today we learned about trigonometric 4) Recapitulation / संकलन ration fuble form paticular ration stop formyla. Frantition @ what is so. PRINCIPAL 5) Home Work / Assignment : Chembur Sarvankash Shikahaashastra गृहपाठ / स्वाध्याय Mahavidyalaya Rankosonon Gilamburkar Marg. Chembur Naka, Mumbai 400 07

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LESSON EVALUATION

SUGGESTIONS IN DETAIL CRITERIA Teacher asked questions based on SET INDUCTION (Appropriate, Related to topic) knowledge. Students were Brevious answel ouraged to PRESENTATION : [Questioning, Reading, Was systematic questioning Demonstration, Explanation, Reinforcement, Stimulus Variation, eep arking Examples, Illustration, Adaptability, questions. 9 lall deulopman Presence of Mind etc.] table was explained Eacher Both the CHALK BOARD WORK : [Writing, Neatness, Organization, explanation diagrams, use or coloured chalks, well al dis Appropriateness of summary] well blanned ystematic EVALUATION : [Scope, type, based on objectives] examples were given to the students, and ller Wer **OBJECTIVES** : [Whether all the objectives were to attempt fulfilled, if not, give suggestions] oution eseptiled attaine CLASS ROOM MANAGEMENT Excellent! Attempt to esepta English is noteworsthy. Teacher is passionale about [Pupil Participation, discipline, response] Linglich teaching Teacher TEACHER : Content Knowledge mathematics; very evident [Lesson Preparation, enthusiasm, confidence] UTell the a style- Good! catio her Dilat as an additio netry LEARNING RESOURCES Era [Type, Visibility, Appropriateness, Astronomy, navig Innovation, Eco-Friendliness, etc] 5 Y DAL gnod Student teacher's self evolution विद्यार्थी शिक्षकांचे स्वयं-मूल्यमापन Signature of the Supervisior Signature of the Guiding Faculty

2 संस्कृत Method :_ Chembur Education Society's अध्यापन पध्दती 09 Chembur Sarvankash Shikshanshastra Mahavidyalaya Method Lesson No. :. अध्यपुचन पध्वती पाठ क्र. Swami Vivekanand Chowk, Chembur, Mumbai - 400 071. Manh www.cssm.in . Email : principal@cssm.in Dette 400 07 26/90/2029 信司的 LESSON PLAN / पाठ टाचण 9U Roll No. : पट क्रमांक Name of the pupil teacher टोजाल संस्कृत गालिपकर Subject विद्यार्थी शिक्षकांचे नाव विषय school चेंबर सर्वकंष शिक्षणशास्त्र संसाविद्यालय ९ ती Standard शाळा इयत्ता Previous Knowledge विद्यार्थ्यांचे पूर्वज्ञान विदाश्योना चार वेदाची नाते HIGHT SHEA झाशीन्छा राणीसारख्या लढत्य्या स्त्रीयांबाबलची माहिली इमिहासाल खाव्याल Reference Books <u>(प्रावयासली आहे</u> संदर्भ ग्रंथ याठ्यपुस्तक, संस्कृतीकोश्चा Google Teaching Method / Model पन्वपद अध्यापन पध्दली /प्रतिमान कथनपद्धता न्चित्र Teaching Aids : PPT. Ξ. दक श्राव्य साघने Core Elements सामाजिक सास्कृतिक तारसा गाभा घटक 위 2 년 2 080 <u> 위원 1억 (1</u> Values मुल्ये शारभतती, समानता Life Skills जीवन कौशल्ये निर्णेयक्षमता, समस्या निराकरण, ताणतणावाचे Global Perspective ते लिक समाध 30 90 2001 eal सरकत Subject Std.: Chalkboard Summary इयत्ता विषय 26/90/2029 फलक सारांश 2181 Date : Topic : घटक दिनांक वीरवनिता विष्यला। • शब्दार्थाः • सन्दितिग्रहः। १। महातिद्धी - विद्वान) तथैन = लया + एव) २) २०१क शला - योद्धा २) लग्राचि = तथा + अपि ३) कृततन्तः - केले • समानार्थकाः। प्रविष्टतान् - प्रवेश केला १) लेपः = पार्धितः। ५) २णरङ्ग - २णांगण, युर्धाभूमी 2) शर: - शौर्धशीलः। ६) हुछूता - पारून अत्रहाम = समरः, सङ्गरः ७) निवार्यते निवारण केले 4) नाराकः = जेता ८) चिन्तमित्वा - विचार करून 5) रणरङ्गम् = सुद्धाम्मिः e) सुभएत - दोन्ही बाझुंनी ्रमॅथिरे, खर्वकम् रिरायाणना एन गर्वन् अवव्यक्ष आर. सी. भार्ग, मॅबूर नाका, मॅबूर, मुंबई-४०००७% १०) आक्रम्य - आक्रमण करून प्रत्युत - उलटपक्षी = 1821 99) 10) दृष्टिवा 9२) भविष्यति युगपत् = उभयतः -61301 25

OBJECTIVES WITH SPECCIFICATIONS CONTENT ANALYSIS उददिष्टे : विशेषीकरणे आशय पृथवकरण खिलराजः नाम ... शिबिरं प्रतिगतनतः 1' (पूर्वार्ड) स्त्रीयांचे सामर्थ्य दर्शविणाऱ्या • समाकलन विद्यार्थी पाठातील अर्वतील एका कथेचे वर्णन 9) महाविद्वषी, रणरङ्ग, दृष्टवा, रोधे पाठात केले आहे. ज्यामहरो खेलराजनावाच्या चिन्तयित्वा, आक्रम्य इ. शब्दांचे अर्थ सोगतो. राजाच्या राज्यावर जेव्हा बात्र आक्रमण करतात, त्यावेळी रा विद्यार्थी पात्रांची नावे त्या खेलराजासोबत त्याची सागतो. 3ो विद्यार्थी पाठाऱ्या सत्यत विद्वान आणि पूर्वाद्यांचा सारांश सांगतो. युद्धकलेत निपुण अशी ४) तिदार्थी सुद्धप्रसंगाचे फली वीरांशना विश्वाला कशाप्रकारे शौर्याने आणि वर्णन करतो. पराक्रमाने सुद्ध करते, याविषयी उद्यात केले आहे. • अभित्यक्ती तिच्या युद्धकौश्राल्यामुळे विद्यार्थी पाठातील पात्रोंचे धात्रंज्ञा आपल्या यराभवाची भीती वारू लागते वते भी स्वभावते क्रिप्टा स्वश्रव्यति विश्वलेला युद्धातून निष्कासित तेणन करतो रो तिद्यार्थी मुद्देसूद उत्तरे करण्यासाठी लिच्यावर दोहो बाजूंनी आक्रमण करून तिचा देतो. इ) विद्यार्थी पूर्वाधीचा एक पाय कापतातः वदुशऱ्या दिवशी तिच्यामुळे युद्धात आधारा स्वराल्दाल स्पष्ट पराभवाला सामोरे जाते dozel). विद्यार्थी इतर ऐतिहासिक लावणार नाही, असा विचार 81 वीरोंगनांची उदाहरणे करून छावणीत परततात. अशामकारे प्रस्तूत पाठातून सागतो. आपल्याला राष्ट्रभक्ती व स्त्री-पुरुष समानता था तत्त्वोचे दर्शन घडते. set induction प्रसावना भारतीय इतिहासातील विविध स्त्रियोद्ध्यांचे चित्र दाखवून त्योच्या कार्याविषयी। स्वातंत्र्यसंग्रामातील योगदानाविषयी एक दोन जोबींत माहिती सांगून आशा आणखी कोणत्या स्त्रियोतिषयी-वी उदाहरणे देता येतील असे चचपिदधतीने पाराची प्रस्तावना करते. विचारत शिक्षिका Statement of Aim ख्याज खायण खशाच ऋग्वेदकाबापासून प्रसिद्ध हेतुकथन असलेल्या वीरांगनेची कथा 'तीरवनिता विश्पला' या पाठानून अभ्यासणार आहोत.

Learning Experiences / अध्ययन अनुभव Student's Activity : Teacher's Activity : विद्यार्थी कृती शिक्षक कृती - शिक्षिका स्क्रीनवर दाखविलेल्या गद्य तिद्यार्धी श्रवण उंताऱ्यान्वे प्रकट आदर्श वाचन करते. करतो. शिक्षिका नतीन शब्दोचा परिचय करून विद्यार्थी नवीन शाल्दोचे आर्थ देते. समजून घेतो. - शिक्षिका पाठातील पात्रांची विशेषणे विद्यार्थी पारातील शोधायला लावते व आर्थ समजावते पात्रांची विशेषणे शोधतोव त्यांचे आर्थ समजून घेतो. तिदार्शी प्रश्नांची - शिक्षिका पुढील प्रक्रन विचारले-१) खेलराजस्य पत्नी काश उल्तरे देतो. र) सेतायाः नायकः कः ? ३) विश्वपला क्षात्रुणां संसारं कथे कृतवतीः ४) अन्नूसैनिकैः विश्पलया सह युद्धसमये top कृतम्१ - वरील प्रश्नोच्या आधारे शिक्षिका विद्यार्थी खतण पाठाचे स्पष्टीकरण करते. करतो. शिक्षिका राष्ट्रभक्ती व स्त्रीपुरुष समानता सेकल्पना स्पष्ट करते. विद्यार्थी वरीमध्ये शिक्षिका फलकावरील शब्दार्थ लिहन लिहिलो. घेण्यास सांगते. प्राचार्य चेंबूर सर्वकथ शिक्षणशास्त्र महाविद्यालय आई. सी. भागं, चेंमूर नाका, चेंबूर, मुंबई-४०००७१. Evaluation प्र ९ उचितं कारणं चित्वा वाक्यं युनर्लिखत। मुल्यमापन 9) वीरवनिता विइपला रणरद्वं प्रविष्टवती यतः अ) सा रणत्र शला। आ) युद्धे सा भर्तारं सहाखं कर्तुम् ऐच्छत्। २) सेनायाः नायकः खेलराजः रणरङ्गं प्रविष्टवान् यतः -ज) शत्रुसैनिकाः असङ्ख्याः आसन् विश्वपला तु एकाकिनी। आ) उनकरमात् आवतः खेलराजस्य राज्मे आक्रमणं pridorit ३) शत्रवः न्यकिताः अभवन यतः भुवम् अवतीर्णा नामुण्डेश्वरी इव विश्वला संहारं 9 कृतवती। 9.

3 Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya Pedagogy of School Subject अध्यापन प्रध्वती हिंदी Swami Vivekanand Chowk, Chembur, Mumbai - 400 071. Method Lesson No. : . 4 ... www.cssm.in . Email : principal@cssm.in अध्यापन पध्दती पाठ क. Date: 99/93 2023 LESSON PLAN / पाठ टाचण 33 दिनांक Roll No. : 24 पट क्रमांक Name of the Student teacher विद्यार्थी शिक्षकाचे नाव हेल ज्ञानेश्वर Subject _ 1401 Internship School विषय मुल के नाधजी शाळा पोळलक स्यूरल मार्ट्रा Standard . मूबर 691 इयत्ला Previous Knowledge विद्यार्थ्यांचे पूर्वज्ञान যেয়া 90 बाटया obt न्शिक्षा को महत्त्व न उल्की उल्लती के बार Reference Books / Internet Resources म जानकारा त संदर्भ ग्रंथ / आंतरजाल संसाधने https:// youtube / R3Sx Pg Yt & Zo?Si'= W39247 Teaching Method / Model अध्यापन पध्दती /प्रतिमान चचा कथा-कथन, न्येत्राकन विधि रसारवादन पहरात Learning Resources अध्ययन संसाधने लेखाचन 2700 Core Elements गाभा घटक की समानता, सामाजिक बाधाओं ab) 92(0) $q\overline{\chi}$ astina सांच का विकास Values / Life Skills मूल्ये / जीवन कौशल्ये आत्म - जीगरकती . ŝ विनियमत भावनात्मक 1.000 चिकिल्सीथ सोच . 2... Global Perspective / Sustainable Development Goals : 16.4 वेश्विक दृष्टिकोन / शाखत विकसाचे ध्येय उक्तद्र - लेजिक स्तमानता अठल-४ - २८वा वेन्ताप्रका शिकारा । Subject : Std. : -इयत्ता Chalkboard Summary ·. 4. dt. 24 विषय फलक सारांश Topic :(पदुश्)- २- बेटी खुश Date : 99/12/2023 दिनांक 410 * नम शब * × 2 9010 9) फोलार्ड लडका - लडकी छक समान ? पर १० - १२ वाक्य ' विचार 1995 २) मनन -020 = 41 3) Call 1 1 9020

CONTENT ANALYSIS **OBJECTIVES WITH SPECIFICATIONS** आरम् पृथक्करण उद्दिष्टे : विशेषीकरणे विषयाः-* |जान :-ग विद्यार्थी कविता की मख्यवनी पाठ प्रकार - पद्य × चटका :- (द्सरी इकाई) कल्पना बनाता है। ⋇ र, बेटी युग, कवि-आगेद विख्या रो विद्यायी कवि के जीवन परिचय सिंह्यवनी कुल्पनााः - इस कविता मे को बताता ते * × कविने बेटीयों में शिहा, उन्के श विद्यार्थी कविता के पदा के बार उन्मूनिश्वरता, उनके प्रगति की ओर में सीर उन्में आम नम शहद दशोया गया है बनाता ह * कि का यरिन्ययाः - जन्मः-• डी आकेलन :-जलाई १९४८, विकोटमाद (3.7.) १) विद्रयाथी कविना के महयवनी स्वनामुः - मिरने वाली रात नहीं; करता है। केल्पना को स्पट्ट श्विदयार्थी कवि के ज्यतीन परिवय पर करी पश्ची,देवन, जरमागरम र्यपेड लू के, बरादुर बरा को मपण्ट करता ह * प्रेम्चमः - उम्हद विश्वास्जी श विदयार्थी परा जार उन्म आछ नम शब्द स्पष्ट करना है अध्यक्षित आर मुख्किला के तीप से पिधलने जीवन के प्रति विदेशी • उनझिव्यंक्ति : १) विंदुयायी कृतिना पर इनाखारित स्वर रखने बाले कार्ब ह प्रश्नें का उपनी झाया में उत्तर पदयाशः- नानी वाली कथा--- 310 211 देता है delal, जग मलग महाने श् विद्याधी समान अय वाल पदा, शब्दों परस्त्रकार उन्हें -15 -2104 : abl * फालादा= संपष्टकरना ह इंद ; मजबूत 2) मेरल = · 271 2150 :-विचार करना * १) विदुयार्थी कविता का मुख्यरस पराक्षता, भूग - दोष 3) अभाषा = बतलाता ट 9921 × श्कवितामं आंछ शब्द संदियंता बतलातात LEARNING EXPERIENCE / अध्ययन अनुभव-प्रश्तालगी उतारा भने न्त्रची विधि उतारा कतिता লাজকা 1) Set induction प्रस्तावमा का उसारझ करना ह के जमाने में मुबं खाज भी कई गाँव में झोबते शा लड़कीयाँ पटल प्रकार उनपना जीवन व्युतिन करनी हे प्र का लाभ हर एक ज्यक्ती को लेगा खगवश्यक हैं ? 2410 2) आज हम कवि - आनेद विश्वास जी की कविता- बेटीयूग 2) Statement of Aim इस कविना हेतुकधन का अख्ययन करेगे

3) Content Development आशय विकसन Student's Activity : विद्यार्थी कृली रिक्ति सम्बर बाचन करतीर হিাহ্নিকা 194212 विक्रिमा * ania apr परिचय देने हुमुं कविना साध-साथ the चित्रांकन द्ववारा व चार्या पद विद्यि दवारा पठन करत ć रपर्धांकरण करती ह -अवंश करते हैं, व * ASUL Q2 90-21: कथा-कहानी - 11 ala1 4101 3141 पार्थ-पूरतक भी जुश सहामी मलग देखने ह • सिंधिकरणा में कवि ने बेटा- वेरी इस पद 921 2121 सम समाग ह 24 विद्वयाथी हयानपूर्वक विश्वास 36 प्राप्त कर इतिहास विशि गराम्या तर तराया सूनने ह जहाँ देश-पट्टेंगा, बदेगा खोर तराण पिटी आणे बरता जामम 0 17 21941:-4/0141 दुर, मजब्त 99 85.2 ट्रसरा . हयानपुर्वक 62 * शिक्षित आधा वियाथ) 346 A (191 जग 48101 सूनन रप्र किरण डस 44 मकोव 01 42 खनार तरा मान को शिश्व पूरा जाभगा जब हामा 46-102021 1 विचारपुतक 40 30 लिया ह RIAL Cland कि साध लग राप्तामय हा जामगा विदशाय ----मनन= विचार करता • नम् शब्द AR लिएबन है। •समी झा = परीक्षा, गूण-दोष 214 विनचत वेदयाय करिता वदयाध आ साम कार्यना 47 9 হা おわ * का, सरवर वाचन स्मूस्तर वाचन 9261 कहमा करत ह नेम शब वदयायाया 0 राक्षिका X 012901 4DECT 1 बेटी रीग ' कविना के तरह आज हमने 34 आगेय विश्वास' जी की कविता का Recapitulation / संकलन and (সামা তারা कया अख्यभग -केर्द्र जाने जाक्षर्भ राजाममूच °. ' माना जामगा in 2 द्यामय कह 1610 सार आगं बदेगा 5) Home Work /Assignment : 421 पर मक समागर 1144 - (134) A391 गृहपाठ / स्वाध्याय × (0)20 वाद्य-90 -92

4 Method : SCIPTCO Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyalaya Nethod Lesson No.: 0.3 अध्यापन प्रधाती राठ क. Swami Vivekanand Chowk, Chembur, Mumbai - 400 071. www.cssm.in . Email : principal@cssm.in Dato: 14-03-22 दिनोक LESSON PLAN / पाठ टायण Roll No.: 38 पट ग्रामीक Name of the pupil teacher Prayakta Chinde Subject Science विद्याची शिक्षकांचे नाव विषय Zth School Standard _ रतवर इयला Previous Knowledge The pupil have basic knowledge विद्याम्पत्रीचे पूर्वज्ञाम about uses of water https://youtube/g-vpiryEble Reference Books, संदर्भ देख Teaching Method / Model Lecture - cum - demonstration method आध्यायन पच्छली /प्रतिमान Teaching Aids: Activities poster presentation दक् बाल साधने Developing scientific temper Core Elements गामा घटक Values scientific attitude मान् Life Skills फीएन कोशल्ये **Global** Perspective वैजितक सुष्टिकोन Tth Subject: SCIPOCE Std. : Chalkboard Summary इयल्डा विषय Topic: properties of फलक सारांश 14-03-22 Date .water िनांध पटव * properties of water; 3) water has no shape of i Water is colourless its own. 2) Water is tasteless and 4) water has fixed volume. odourless s) WFloot and sink activity

CONTENT AVALITIES MEET PARATE	OBJECTIVES WITH DESCORDATIONS optime - Rodpark
Concept :- properties of water	Remembering - Pupil reme-
	specification -
Annortics of water: -	(D papil recall the sources
@ water is colourlass -	of water
Activity using water f	SThe pupil recognize
food colour	importance of water
	Understanding -
D water is tasteless and	papil develops an understa
odourless -	Inding about properties of
Activity using water	water
ard Sugar /Salt	specification -
A CANADA AND A CANADA	@ papil explain different
Bratis has no shape	proporties of water
of ite own.	Opupil discuss properties
Activity.	of water using activity.
La construction of the second s	Application -
9 water has fixed volume	The pupil applies now
Activity .	knowledge into unfamiliar
	E now situation.
D Floats or sink i-	Specification -
Activity .	@pupil make use of infor-
0	maction (noto various situalism
and the state of the state of the	@ pupil write the properties
and the second s	of water individually
and the second se	skill-
	pupil develops there kill of
	lidentifying properties of
A DE ST AT AT A DE ST	water.
Griden	specification -
	@ pupil identifies the
and the second second	proporties skillfully.
	@ The pupil identifies
and we will see	proprises of water
Sitispetates	accurately.
historia	0

	Learning Experiences / अध्ययन	अनुभव
Lesson .	Teocher's Activity: Rear get	Student's Activity : Standi spili
	students are you heard the	BILL AND DUNY
set induc	term " Natural resources'.	yes mam.
tion .	What is natural resources?	Mam, Sunlight,
	out of this, which one is you	air, water oil.
	charry in your school bags	
	everyday ? what are the	Mam, water
	States in which water found?	Solid, liquid, gas-
Sec. 27.5	So lets see more about water.	
statement	so today we are going to	students listen
ofaim	learn properties of water.	Carefulty.
		0
and second here	students do you know how	71% Mam.
	many percentage of water	A COLUMN AND A COLUMNA AND A COLUMN AND A COLUMNA AND A COLUMN
	on the earth ? Why water is	thinking.
	important in our life ?	-tranking.
	on we live without water	
	now we gee properties of	and and a support
	and the second s	students absence
	@ water is coburless. @water is tasteless, odourkss	carefully.
	@ It has no share of its can	
	@ It has fixed volume.	
		I I I Valas
Recap	Teachingives a quick reap	Students Isten
	about what we learn today.	carefully.
Eralwahion	Teacher evaluates students	
	by asking quiz.	students reply
	O water has shope of itsam	quickly.
	@ True @ False	the second s
Statution		
12 49 10	For homework, teacher	students write
fomework	gives a question	down in their
	why ice floots in	motebox K
	Water?	
Kalender Ant		

Method : SCIENCE Chembur Education Society's अध्यापन पध्दती Chembur Sarvankash Shikshanshastra Mahavidyalaya 04 Method Lesson No. :_ अध्यापन पध्दती पाठ क्र. Swami Vivekanand Chowk, Chembur, Mumbai - 400 071. www.cssm.in . Email : principal@cssm.in Date: aalilaval বিলাক 36 LESSON PLAN / पाठ टाचण Roll No. : पट क्रमांक Name of the pupil teacher SHEIKH SAMETH FATIMA SCIENCE _ Subject विद्यार्थी शिक्षकांचे नाव विषय School Standard . 21001 इयत्ता Previous Knowledge Heredity about The hunil IL GOD had knowlodge विद्यार्थ्यांचे पूर्वद्वान Their own appearance noront and 90 They Lealune. IXTh VARIATION Reference Books SSC BORED : CLASS AND HEREDITT SSC BOARD ; CLASS XT. LIFE PROCESSES LIVING DEGANISMS N Teaching Method / Model Lecture - cum - domenstration method अध्यापन पध्वती /प्रतिमान Teaching Aids: Model of structure of chromosome and 4 tupes of दक आव्य साधने nachtra Instant model hand chiconeromes. 2 pencils and purposed Core Elements socia (ombor Incultation of Mightilic TOMONTON गाभा घटक enutricoment harriers, meterlion R Values altitude scientific) everence सल्मे Life Skills जीवन कौशल्ये **Global Perspective** वैश्विक दृष्टिकोन TEACHING MAXIMS Limple to complex, whole to have 1xth Subject :_ SCIENCE Std. : Chalkboard Summary इयत्ता विषय aal IIlacai फलक सारांश Topio: HEREDITY Date :-বিনাক 120 HEREDITY Christmes. Jypes of charemonenia NUCLEUS > Metacentruc - 'V' shaped CELL -> Sub-metacontrac- L'shaped -Accordinic - I' shaped HROMOSOME - Telexontric -'i' shaped · DNA - genetic maternal DNA

CONTENT ANALYSIS আছাৰ বুধাৰকাৰণ	OBJECTIVES WITH SPECCIFICATIONS उद्दिष्टे : विश्वेषीकरणे
· NEW TERMS:-	- DREMEMBERING :-
Chromosomes, genes, DNA, traits	Desective - The pupil remembers
Metacontric, rule-metacontric,	the concept of "hundity"
acrexentric, telecentric, contromer	SPECIFICATION The pupil recognizes
autosomes, sexchromosomes	the traits (features) they got from
· LONGERT :	Their parents Through their heredity
- Definition of heredity	. The pupil necally the functions of
= Atructure of chromosome	Varian cell organelles
= Jypen of chramesomer.	DUNDERSTANDING -
- Basics of DNA.	OBTECTIVE - The pupil develops an
· CORE - ELEMENT :	understanding about benedity
Developing scientific attitude an	
scientific temper	SPECIFICATION The pupil densiles the
· CO-RELATION :-	Structure of chromosome. The pupil
- science with Bidogy	explains the various types of
- science with chemistry	chu emerenes.
- Science with Humanities.	S APPLICATION -
· FACTS :	OBJECTIVE: The pupil opplies the
- Cello are building blocks of	learnt knowledge in new situation
Living organisms.	Specification: The pupil collects
- These are 46 chromosomes in	information about types of genes
human cell: 44 autonomes (xx)	present in micro-organisms & viruses
and a nex chromosomes (XY)	The pupil applies the knowledge in
-The human bedy is composed	making the model of DNA.
of trillions of cells.	4) Skills -
· ACTIVITY :-	OBJECTIVE - The pupil develops the skill
	and of drawing the diagram of chromesone
with the help of 2 pencils	SPECIFICATION - The pupil draws the
and a nullex band.	diagram of 4 types of docemosome accurat
Set induction Jeacher shous some is	
station them carefully and tell	her what they closerved Jeacher
your "From all these examples a	in can see that the officing are
similar to their parents in p	appearance and features whether they
as plants grimals or human be	ings."
any way to a way all know I	bot upolorer we look physically
Egour and the features we got.	came from our parents Joday we
Love going to leave about at	ereauty in delan

Learning Experiences / अध्ययन	Student's Activity :
/ Teacher's Activity : যিধেক কৃনী	Student's rich
· EXPLAINATION + DEMONSTRATION - Jeacher explains	11 50
the concept of heredity, basic structure of	Students Listen
chremosome, types of chremosome and some	carefully
basics about the genetic material - DNA	
While explaining, teacher demonstrated the	Students observed
madel of chromosome and the 4 types of	the model
chromosomes for better understanding and	carefully.
visionligation of the concept.	
· CORE- ELEMENT :- Jeacher tells students the	
various types of disorders that are caused	Atudents listen
by chromosonos like Down syndrome, Turner	carefully
syndrome, Klinefelter syndrome, etc.	3
· ACTIVITY: Students made models of 4	Students made the
types of chromosomes using 2 pencils and	instant model of
a subles band for clear understanding of	chremesones careful
the concept	
· RECAP :- Jeacher summarizes the entire	students listen
content of heredity using the board and	carefully.
L L D J J	
· FACTS Jeacher told various facts about	students listen
cour genetic material that were	carefully
unknown to the students	00
· EVALVATION - Jeacher evaluates the students	Students onswer
by asking men type questions using	the questions
Quizez app.	correctly
Q12 Which cell organelle possess	0
chuemesemes in it?	
Bet induction a) MITOCHONDEIA b) RIBDSOMES	c) NUCLEUS
ALEANDRY () NUCLEUS d) (DOLGI APPARATUS	
Q2> Adentify the charemenene:	
a) TELOCENTRIC b) ALEOCENTRIC	b) ACROCENTRIC
e) SUB-METACENTELC d) METACENTELC	
Sistement of Aim Homewiork - For hemework, teacher	Students noted Th
Report on a quation On White in Irich about	question
chargementione & its types. Draw neat labelled diagrams for the same.	

A	Chembur Education Society's Chembur Sarvankash Shikshanshastra Mahavidyala R.C. Marg, Chembur Naka, Chembur-400071 In Collaboration with S.K. Pant walawalkar Madyamik Vidyalaya, Kurla	aya Aliyan A
ate: 3 Sr. No.	Organizes Session on Nag Panchami: Scientific & Geographical Outlo 용 국고 Resource Person: - R	ashmi Gu
	Name of the Participants	Signature
1	Soham Vasant Aldaz	Soham
ຊ	Kartik Prakash Dongre	Hostik
3	Manal Chandrakant Dhotre	Maba
4	Harshal Ravi Graikwad	Harshal
5	Aditya Yogesh Gurav	A.Y. Gurav
6	Abhijeet Anil Kamble	Alamby
7	Sayuj Kîran Pailwan	Bayy
8	Saygal Sujesh Palkar	Dayga
9	Pruthviraj Ashok Shegde	Pauthing
10	Schani Suresh Dhende	Gutani
- 11	Anushka Sampat Elag	Anushka
12	Swanandi Rakesh Jadhav	Richar
13	Kajal Nitin Kamble	hajas
14	Shalini Santash Kurme	- Olam
15	Vedangi Anant Naik	P

Head Master S. K. PANTWALAVALKAR MADHYAMIK VIDAYALAYA Stamp & Signature of School/Head - 400 024.

Signature of Teacher In- charge

School Activity / शालेय उपक्रम Name of the Student-Teacher Roll No. विद्यार्थी शिक्षकाचे नावः अतिकात म पा कुलकणी 22 हजेरी कु.: Name of the activity शालेय उपक्रमाचे नाव : मोडी लिपी कार्यशाळा अ) Introduction / प्रास्ताविक : इतिहासाचा अभ्यास करनाना वेगवेळया साधनाचा वापर केला जातो. लिखित साधनामध्य प्रांचा रामावेश होती. मराव्यांच्या इतिहासाया अभ्यारन करताना मोडी लिपीतील पंजान्ता संदर्भ ह्यावा लागतो. तेव्हा मोडी लिपीची माहिती व ओळख करण्यारमाठी या कार्यशालेचे आयोजन abor FIA Objectives of the activity / उपक्रमाची उद्दिष्टे : ब) 9) विद्यार्थाना मोडी लिपीची माहिती व ऐतिहासीन HECCO 2) मोडी लिपी द्या मुखाहारा थी आवेब मज्जन "मोरी" पडााच्या "दारे" इतिहारमाची जोडी निर्माण 3) 4201 8) "विदयाण्ड्यांच्या"जानात" भर टाकणे ('वाटावेणे

क) Implementation of the activity / Participation / शालेय उपक्रमाची कार्यवाही / सहआग : 32 वी कला शाखेखा वर्गत मोडी लिपी कार्य शाचे आयोजन करण्यात आले होते. भी स्वतः ही कार्यशाळा घेलली विद्यार्थांन। मोडी लिपी ने महत्व जागून मोडी मुवासरांची ओवख करुन दिली

ड) Outcomes / उपक्रमांची फलनिष्पत्ती : इतिहारनाची आवड निर्माण करणे. एनिहाज्मीक लिपी रशिकणे. इ) Conclusions / निष्कर्ष : विदयार्थ्याम्हे जिज्ञापना निर्माण इनाली. मुबाहाराची माहिती विस्याख्यांनी घेतली व स्वतः मुखाहारे ओढखण्याचा प्रयत्न कर लागले a presente de la participa de la presente de la composición de la presente de la pres promine intestinger faite ई) Reflection / विमर्षी चिंतन : अग्यापनक्रमा बाहेर जाऊन अवातर ज्ञान विख्या. र्शाना हिल्यामुळ अप्र्यासायी (विषयाची) जोरी चिद्याश्यांमध्ये बाढवणे School Activity

Peer Lesson Observation Name of the Student Teacher Roll No. स्तिमिन शिक्षकाचे नाव : पूजा मलिने के कि कि हजेरी क. विद्यार्थी - शिक्षकाचे नाव 26 school Name / शाळेचे नाव : साधिना विद्यालय Lesson No./पाठ क. : 2 Unit / Econtaria : Helen Keller and Anne Sullivan Std. / इयता : 900 subject / विषय : English Date / दिनांक 📄 :28 7 2022 Observation Cues / निरीक्षण सूचक Set Induction / प्रस्तावना : Knowdedge म्हणजे काम असा प्रश्न विचालन मुलोकडून काम उलर येत ते पाहिले. भरा प्रकारची प्रस्तावना केली-पण आणळी थोड़ी विस्तृत प्रस्तावना व्हायला पाहिजे होती. जेणेकरून मुलह ती गोष्ट विकण्यास तत्पर इसले असते. मक उत्सुकता निर्माण होईल अरंग प्रकारची प्रस्तवना हवी, The The Statement of Aim T हेतुकथन: हेतुकथन पड्याच नाव सांगून करण्यापेक्षा -त्यानक काय बोध होता हे सांग्रन केते असते तर आणकी प्रमावी सुरजवात झाली असती Black - board work / फलक लेखन : भेफिल्याचे रोन भाग करनन, विषप, घटकाने नाम लिहून प्रारंभ केला--) केठींण राब्दाने मराठी रेण्याप्रवनी त्यास पर्यापी इंगूजी शब्द यायता हवा सेता > उनकीर आक्राती द्यान आणि घोडं पटपट लिहिण मरजेच आहे. विद्याधापिक्षा आप्रती जती जासा हती. ANTINE PART OF THE PROPERTY OF THE CONTRACT OF THE the second real provides of the second s Scanned with CamScanner

Concept Development / विषय विवेचन : -> शिकवता असताना विद्याध्याचा सहमाग घ्यायला हवा होता. -> कथा ही सांगताना ती जोष्टी स्वरूपात हवी किंवा त्योका -> कथा ही सांगताना ती जोष्टि स्वरूपात हवी किंवा त्योका तसा काही आनुगव आला आहे का ते विचाराव किंवा त्योकी तसी काही आनुगव आला आहे का ते विचाराव किंवा त्योकी तसी काही आनुगव आला आहे का ते विचाराव किंवा लगकी काही आहे आहे का की जाहिली जाह का की non Cues i Reham Evaluation / मूल्यमापनः - वेन्छ कमी असल्पाने मूल्यमापनारनानी वेन्छ मिळाला नाहे मूल्यमाजन होगे आवश्वक आहे. → या जोष्टीतल्याच नार ओबी क्रिफ़न त्या 5लटसुलाट क्रमाने लाक्स्यस लावुर त्या योभ्य क्रमाते लावापल्पा सांगायच्या यातून विद्यार्थ्याचे लक्ष तोत् क्रींता त्याना गोष्ट्र काबली आहे का हे लक्षात येते. > फला पुस्त त्यावरील शब्बार्थ विचाला आते अलते. किंवा राज्यास्वा विद्यांचलि गोष्ट यीउन्यात सांग असे म्हणून रखग्रहन देखील करता येणे शक्य की Method by the teacher / शिक्षकाची अध्यापन पध्दती व्याख्यान पर्वधतीन शिकको. उपायी गोष्ट स्तागताना त्यातील ज्ञेला पात्राची ओछल किंवा प्रविश हा विनेमा प्रमाणे व्हायला हवा गोर्हीया ज सांग्रेन काम उपयोग नाही. त्याखनी विद्यार्थ्यांना त्याचा अर्थ सांगण्याल प्रवत प्रोत्सहीत केले तर आणळी प्रमावीपणे अध्यापन झाले असते Aspects related to Constructivist approach / ज्ञानरचनावादानुसार आढळलेल्या बाबी -) जानरचनवीपाचा अर्माव होता. -) जोए, शब्दार्प स्वतः इन सोमग्पापेक्षा त्यांच्याकउना काढून मग त्या सुधाल असे केने असते तर त्यांनाही सहमागी होता आले असते. मुक्साणी अर्थण्यापक दाले नवते.) जोष्ट संगगताना नेटमी एवाछा किनिमाजमान छुढे काय घडेल याचर्यल त्यांच्या भग ज्ञातुरता निर्माण करता आती तर मुलाना आणकी सुलर्भ साले असी. निरीक्षक प्राध्यापकांची सही Signature of the Observer Scanned with CamScanner

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-	120 ²² संस्कृत (अवणाभ्यास) उपाध्ये मॅडम Teacher observation template (Shadow Lessons)	
-	Statement	Yes / No
No.	Curriculum is presented from part to whole, with emphasis on basic skills. घटकांचे सादरीकरण अंशाकडून पूर्णाकडे अशाप्रकारे करून मुलभूत कौशल्यावर भर दिला.	Yes
	Curriculum is presented from whole to part with emphasis on big concepts. घटकांचे सादरीकरण हे संकल्पनांना प्राधान्य देत पूर्णाकडून अंशाकडे असे केले गेले.	Mo
	Strict adherence to fixed curriculum is highly valued. विहित घटकालाच चिकटून राहण्यास प्राधान्य दिले जेले.	ges
	Pursuit of student questions is highly valued. विद्यार्थ्यांच्या प्रश्नांना प्राधान्य दिले गेले.	Jes
	Curricular activities rely heavily on textbooks and workbooks. पाठ्यपुस्तकवार आधारित कृतींचा समावेश केला गेला.	yes
	Curricular activities rely heavily on primary sources of data and manipulative materials. घटकांचे सादरीकरण हे विविध प्रकारच्या कृतीद्वारे तसेचच अध्यापन साहित्याद्वारे झाले.	Yes
	Students are viewed as "blank slates" on which information is etched by the teacher. विद्यार्थी कोरी पाटी असतात हे लक्षात घेऊन शिक्षकाने ठळकपणे अध्यापन केले.	Yes
197	Students are viewed as thinkers with emerging theories about the world. विद्यार्थ्यांना मते असतात हे लक्षात घेतले गेले.	yes -
).	Teachers generally behave in a didactic manner, students. शिक्षकाने माहितीचे वितरण उपदेशात्मक पद्धतीने केले.	
0.	Teachers generally behave in the interactive manner, mediating the environment for students. शिक्षक व विद्यार्थी आंतरक्रिया घडली.	Yes

FEIRINGER, 5119 9 Teachers seek the correct answer to validate student learning. विद्यार्थ्यांचे अध्ययन घडले की नाही हे जाणून घेण्यासाठी अचूक उत्तराचाआग्रह धरला गेला. 11. Yes Teachers seek the students' points of view to understand students' present 12. conceptions for use in subsequent lessons. विद्यार्थ्वाचा दृष्टीकोन जाणून घेऊन संकल्पनांचे आकलन घडले की नाही हे ठरविले गेले. Yes Assessment of student learning is viewed as separate from teaching and 13. occurs almost entirely through testing. अध्यापनानंतर प्रश्न विचारुन समजल्याची खात्री करून घेतली गेली. Jer 14. Assessment of student learning is interwoven with teaching and occurs through teacher observations of students at work. अध्यापनादरम्यान विद्यार्थ्यांचे निरीक्षण करून इतर मार्गांनीही विद्यार्थ्यांचे मूल्यमापन केले जेले. Jes 15. Students primarily worked alone. . स्टालिस के विजन्महार्थित किल्लाही विद्यार्थी प्रामुख्याने एकेकटे कार्यरत, होते. NO activities rely heavily on primary sources of data a 16. Students primarily worked in groups. विद्यार्थी गटाने कार्यरत होते. Yes Detailed reflective notes highlighting features of the lesson : (पाठविशेष) अधारपति जावाचा अर्थ अगयी सुपररीत्या संस्कृतातचे समजावला, विद्यार्थिवा चर्चेद्वारे -संहमामा अ×तात: → पाठ स्वतःवाचून मग विद्यार्थ्याक्रइन वाचून धेतात. → कठीण शब्दाचा अध्यम अर्थी सांग्रन मग त्यांना त्या धड्याच भाषांतर करण्याची संध → थडा सिन्नना सिक्नवता आधी सिक्वलेल व्याकरण या धडमात करने आलय ते देवी - अंध सामाना सम्मान आहर स्वाम्त्री उन्स्वर्ण आवश्य या अर्थनात कार्य रा संगंगतात. प्रश्नाद्वोर त्याची उन्तुवनी धेतात. अर्जनापयाचा धातु संगरून मग मराद्वीत तसा श्व्य आहे का ते झोळजघता संगतत. उपरत्तकात दिलेल्या चित्राव निरीक्षण कराप्रना संगतात व त्याघ्रुसार भाषांतर का^{रणायी} पंत्ती - र कीण शब्द फलकावर लिहून देतात. अझाल किलेल्पा जोष्ठींपेक्षा दतर म्हजींवी देखील उपाहले देताल. िस्तः विद्यविद्यानिः विद्यतः Name & Signature of the shorth CamScanner

LESSON EVALUATION

SUGGESTIONS IN DETAIL CRITERIA set Induction is topic relat SET INDUCTION (Appropriate, Related to topic) **PRESENTATION:** Examples given for contents Explamation Method esed. [Questioning, Reading, Demonstration, Explanation, Reinforcement, Stimulus Variation, Examples, Illustration, Adaptability, Presence of Mind etc.] CHALK BOARD WORK : B.B. Work as per plan B.B. Work is good. [Writing, Neatness, Organization, diagrams, use or coloured chalks, Appropriateness of summary] student given omswer. EVALUATION : [Scope, type, based on objectives] OBJECTIVES : [Whether all the objectives were bulfilled the objectives. fulfilled, if not, give suggestions] CLASS ROOM MANAGEMENT Class control is good -[Pupil Participation. discipline, response] TEACHER : Content Knowledge Teacher contents knowledge [Lesson Preparation, enthusiasm, confidence] is good. LEARNING RESOURCES : [Type, Visibility, Appropriateness, Voed chart Innovation, Eco-Friendliness, etc] over all lesson is good-Student teacher's self evolution विद्यार्थी शिक्षकांचे स्वयं-मूल्यमापन I used explanation method. Studente were attentive and enjoyed lesson went paccording to the plan. admuse thate Signature of the Guiding Faculty Scanned with CamScanner

LESSON EVALUATION

CRITERIA SUGGESTIONS IN DETAIL SET INDUCTION asking pone 64 questions (Appropriate, Related to topic) related to topic. PRESENTATION : [Questioning, Reading, Examples Demonstration, Explanation, Exptanation done v. weer, Reinforcement, Stimulus Variation, Examples, Illustration, Adaptability, used real Examples. Presence of Mind etc.] CHALK BOARD WORK : [Writing, Neatness, Organization, Near, coloured chalks used diagrams, use or coloured chalks, Appropriateness of summary] inter the ches EVALUATION : 67 pone asking questions [Scope, type, based on objectives] **OBJECTIVES:** tolai the last [Whether all the objectives were es duo canto fulfilled, if not, give suggestions] CLASS ROOM MANAGEMENT students discipuined [Pupil Participation, - Good response. discipline, response] TEACHER : Content Knowledge [Lesson Preparation, - V. good content knowledge enthusiasm, confidence] - confident LEARNING RESOURCES : [Type, Visibility, Appropriateness, - yes. Innovation, Eco-Friendliness, etc] Student teacher's self evolution विद्यार्थी शिक्षकांचे स्वयं-मूल्यमापन Lesson went according to the plan . set induction done by asking guestions Signature of the Guiding Faculty Signature of the Supervision

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Peer Lesson Observation सहाध्यायी पाठ निरीक्षण

আহা ঘ	या विद्यार्थी शिक्षकाचे नाव Name of the Student Teacher Name of the school/College: २१२१ न ज्या २१ ५ ाटक) Unit: ४१८१ न्यू स्थ प्रत्नी	१ अदव	ent of the ame	— अध्यापन पद्धती Div:	
		इयता	std: Jth तुकडी	DIV ey	
तेषयाचे नाव Subject: ४१२१०२					
अ.क्र.	पाठ अध्यापनातील मुद्दे	पूर्णतः घउले	पूर्णतः घडले नाही	अंशतःघडले	
Sr.No.	Teaching Points	Fully	Did not	Partially	
1.0		happened	happened at all	happened	
٤	पाठ्यांशाचे संघटन योग्य प्रकारे केले होते.	5			
	Content was well organized				
2	प्रस्तावना प्रभावी,अभिरुचीपूर्ण,घटकाशी निगडीत होती.		A A		
	The set induction was effective, interesting and relevant to				
	the content		(in ()	-	
3	हेतु कथन स्पष्ट पणे केले गेले.	5			
	Aims was stated clearly	e.			
8	स्पष्टीकरण, उदाहरणे, दाखले अध्यापनात दिले गेले.	2			
	Skill of explanation, examples, illustration were used.	11/20		1	
4	प्र्श्नपद्धती योग्य प्रकारची होती . The questioning method was				
	appropriate. प्रबलन वेळोवेळी दिले गेले .	(AS)			
Ę	Motivation was given from time to time.		5. SA	· /	
6	फलक लेखन पर्याप्त,नियोजित,वाचनीय,सरळ रेषेत होते.	4			
9	The writing on the board was adequate, planned, legible	ALT A	· · · · ·		
	& in straight line				
٢	शैक्षणिक साहित्याचा वापर योग्य प्रकारे केला.				
0	Appropriate teaching aids was done.				
8	वर्ग व्यवस्थापन शेवट पर्यंत होते. 🔬 🔍	1		1.11	
	Class control was sustained till the end.			1	
80	योग्य अध्यापन पद्धतीचा वापर केला गेला.				
	Appropriate teaching method were used.		1		
88	वैविध्यपूर्ण अध्ययन अनुभवाचा वापर केला गेलाः	~			
	Innovative learning experiences was given.				
85	समारोप /संकलन पाठच्या शेवटी केले गेले.			-	
	Recapitalization was done at the end of the lesson. मूल्यमापनात विचार प्रवर्तक व उच्च स्तरीय प्रश्न विचारले गेले.				
83		. 1		-	
	Thought provoking questions were asked in evaluation.				
	विद्यार्थी प्रतिसाद उत्तम प्रकारचा होता.		·		
	Students response was sought after.				
84 f	शेक्षकाचे व्यक्तिमत्व प्रभावी स्वरूपाचे होते.	2			
(Overall impact of teaching was good.	1			
	भाषाय ज्ञान प्रभुत्व शिक्षकाकडे दिसून आले.		111	- 11 - 11	
	leacher has mastery over the content.	L			
	वेषय ज्ञाने अभिवृद्धी विद्यार्थ्यात निर्माण झाली.				
80		\sim		÷	
	Students content was enriched				
(C. 1 -	गर्पवाहीतील नियोजन बद्धता दिसून आली.		1 A 250	12	
%					
	leachers presentation was planned & systematic.		W. P. Samerala	_	
89 7	Teachers presentation was planned & systematic. শৃহজ্ঞত /खाध्यायात विविधता दिसली Innovative home work/assignment was given.			_	

^{पाठ पेणाऱ्या} विद्यार्थी - शिक्षकाची सही ^{Signature} of the Student - Teacher

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Wit

100

पाठ घेणा-या विद्यार्थी शिक्षकाचे नाव Name of the Student Teacher शाळेचे नाव Name of the school/College:

अध्यापन पद्धती

85

पाठ्य	হা	(घटक)	Unit:
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QE विषयाचे नाव Subject: भारतासि 412 , इयत्ता Std: 9 की तुकडी Div.: रा

01-16

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अ.क्र.	पाठ अध्यापनातील मुद्दे	पूर्णतः घडले	पूर्णतः घडले नाही	अंशतःघडले
Sr.No.	•••	Fully	Did not	Partially
51.140.	Teaching Points	happened	happened at all	happened
8	पाठ्यांशाचे संघटन योग्य प्रकारे केले होते.	nappened		
,	Content was well organized	/	(mark)	
	5	\sim		
२	प्रस्तावना प्रभावी,अभिरुचीपूर्ण,घटकाशी निगडीत होती. The est industries of the second s			
	The set induction was effective, interesting and relevant to the content			
3	हेतु कथन स्पष्ट पणे केले गेले.		A AND	
۲	Aims was stated clearly	. / @		
X	स्पष्टीकरण,उदाहरणे,दाखले अध्यापनात दिले गेले.		0	
	Skill of explanation, examples, illustration were used.			De Lora
4	प्र्रनपद्धती योग्य प्रकारची होती . The questioning method was			
	appropriate.			
Ę	प्रबलन वेळोवेळी दिले गेले .			
	Motivation was given from time to time.		\sim	
6	फलक लेखन पर्याप्त,नियोजित,वाचनीय,सरळ रेषेत होते.			
	The writing on the board was adequate, planned, legible			1
	& in straight line		× .	
٢	रोक्षणिक साहित्याचा वापर योग्य प्रकारे केला			
	Appropriate teaching aids was done.		2.0	
٩	वर्ग व्यवस्थापन शेवट पर्यंत होते. 🕴 🔬 🏹			
	Class control was sustained till the end.	\sim		
१०	योग्य अध्यापन पद्धतीचा वापर केला गेला.			
	Appropriate teaching method were used.		1.	Lagree a
११	वैविध्यपूर्ण अध्ययन अनुभवाचा वापर केला गेलाः	. /		
93	Innovative learning experiences was given. समारोप /संकलन पाठच्या शेवटी केले गेले.		고 한다. 고 한다. 이번	31
१२	Recapitalization was done at the end of the lesson.	\sim		-
१३	मूल्यमापनात विचार प्रवर्तक व उच्च स्तरीय प्रश्न विचारले गेले.			
14	Thought provoking questions were asked in evaluation.	\sim		
१४	विद्यार्थी प्रतिसाद उत्तम् प्रकारचा होता.			
1.5	Students response was sought after.		1 Samera	
१५	शिक्षकाचे व्यक्तिमल प्रभावी स्वरूपाचे होते.			
11	Overall impact of teaching was good.	\sim		5 T T
१६	अश्विमागावित जा खिर्द्यतानेषु was good. आशय ज्ञान प्रभुत्व शिक्षकाकडे दिसून आले.			
19	Tan the matter over the content		\sim	
01-	Teacher has mastery over the content.			1. N. N. L.
१७	विषय ज्ञान अभिवृद्धी विद्यार्थ्यात निर्माण झाली.			97 - K
	Students content was enriched	~~		
१८	कार्यवाहीतील नियोजन बद्धता दिसून आली.			- 1991
	Teachers presentation was planned & systematic.		10.00 T 17 19 19	1.12
88	गृहपाठ /स्वाध्यायात विविधता दिसली			
	Innovative home work/assignment was given.			

पाठ घेणाऱ्या विद्यार्थी - शिक्षकाची सही

Signature of the Student - Teacher

1.1				
गठ घृण गालेने न	गा-या विद्यार्थी शिक्षकाचे नाव Name of the Student Teacher:	अनाखनना प	12/13/	
(1)(2) 4 -	ind Wante of the school/College:	ල්		अध्यापन
াত্যাহা	(Unit: Gilton Still Biltoner	इयत्त	ा std: 9ी तुकर	डी Div.:
वेषयाचे	नाव Subject: भविङ्गान	-1.		т. т .
अ.क्र.	पाठ अध्यापनातील मुद्दे	पूर्णतः घडले	पूर्णतः घडले नाही	अंशतःघडले
Sr.No.	Teaching Points	Fully	Did not	Partially
		happened	happened at all	happened
ع	पाठ्यांशाचे संघटन योग्य प्रकारे केले होते.			
	Content was well organized			
۶	प्रस्तावना प्रभावी,अभिरुचीपूर्ण,घटकाशी निगडीत होती.			
	The set induction was effective, interesting and relevant to			
	the content	\sim		
3	हेतु कथन स्पष्ट पणे केले गेले.		1	
	Aims was stated clearly			
8	स्पष्टीकरण, उदाहरणे, दाखले अध्यापनात दिले गेले.	105		
	Skill of explanation, examples, illustration were used.		>	
ч.	प्र्ञनपद्धती योग्य प्रकारची होती . The questioning method was		/	
	appropriate.			
Ę	प्रबलन वेळोवेळी दिले गेले.	Car -		
	Motivation was given from time to time.			
9	फलक लेखन पर्याप्त,नियोजित,वाचनीय,सरळ रेषेत होते. 🥼	6		
	The writing on the board was adequate, planned, legible 🌂			
	& in straight line	- and		•
6	शैक्षणिक साहित्याचा वापर योग्य प्रकारे केला.			
	Appropriate teaching aids was done.	\checkmark		
٩	वर्ग व्यवस्थापन शेवट पर्यंत होते.			
0-	Class control was sustained till the end.		_	
80	योग्य अध्यापन पद्धतीचा वापर केला गेला.			
	Appropriate teaching method were used.	~		
	वैविध्यपूर्ण अध्ययन अनुभवाचा वापर केला गेला.			
12 1	Innovative learning experiences was given: समारोप /संकलन पाठच्या शेवटी केले गेले.	\sim		
IZ I	Recapitalization was done at the end of the lesson. तूल्यमापनात विचार प्रवर्तक व उच्च स्तरीय प्रेश्न विचारले गेले.	\sim		
T	रिप्यमापनात विचार प्रवतक व उच्च स्तराय प्रश्न विचारल गल.			2 m
	hought provoking questions were asked in evaluation		1	

83	मूल्यमापनात विचार प्रवर्तक व उच्च स्तुरीय प्रश्न विचारले गेले.		
	Thought provoking questions were asked in evaluation	•	
88	बिद्यार्थी प्रतिसाद उत्तम् प्रकारचा होता.		
	Students response was sought after.		\$
84	शिक्षकाचे व्यक्तिमत्व प्रभावी स्वरूपाचे होते.		
१६	Overall impact of teaching was good		
14	जाराय रानि प्रभुति शिक्षकाक है दियान आके		
819	reacher has mastery over the		
86			
	कार्यवाहीतील नियोजन बद्धता दिसून आली. Teachers presentation		
88	(Equilibrium Contraction was planned & systematic	\sim	
	Innovative have	/	
	Innovative home work/assignment was given.	\checkmark	
गठ घेणा	all Beller Art Dry		
Pignati	म्या विद्याया - शिक्षकाची सही ure of the Student - Teacher		
	- Student - Teacher		
8			Scanned w